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Pedagogika społeczna meets Community Education: Ewa Marynowicz-Hetka and ECCE¹

During a seminar in Bristol/UK (1969) – within the European Social Development Programme of the UNO – I became acquainted with pedagogika społeczna (social pedagogy) and social work education in Poland and I heard² for the first time the name of Helena Radlińska.

I started teaching in the field of social work and social pedagogy in 1968 and because of my background in comparative education I had been very interested in the history of the profession from an international perspective. In the library of my *School of Social Work* in Wuppertal, I had access to the reports of the *International Conferences of Social Work* and it was here that I found information about the active participation of Radlińska in Paris (1928), in Frankfurt (1932) and in London (1936). She was also, together with Alice Salomon, a founding member of the International Committee of Schools for Social Work (ICSSW) in Berlin 1929 (Kniephoff-Knebel, Seibel 2008).³ In one paper, presented during the third conference, Radlińska stressed the importance of social and educational research in social work education (Radlińska 1938, p. 62–73).

During the conference of the European Regional Group of the IASSW in Bled/(former) Yugoslavia (1989) on *Theoretical concepts of social work and their curriculum implications*, I met Ewa Marynowicz-Hetka for the first time and listened to her paper. She also underlined the role of research:

¹ European Centre for Community Education: “In this context, the term community education is used to include the fields of social work, community work, youth work, work with disadvantaged people and other related educational activities” (http://www.ecce-net.eu/will_en.html, accessed: 5.06.2019).

² From Mieczysław Karczewski, at that time General Director in the Ministry for Social Security and Social Welfare, Warsaw.

³ This committee became The International Association of Schools of Social Work – IASSW (Paris 1954).

Education for the social work demands that theory and the practice are connected. One of the basic principles of social pedagogy, which in our opinion, is the foundation for the education of future generations of educators, social workers, socio-cultural animators, is a preparation for research work. It is education with research and the reach [i.e. research – F.W.S.] with the education. It is therefore a preparation for action research (Marynowicz-Hetka 1990, p. 233).

In a personal communication with Ewa Marynowicz-Hetka during the conference, I understood that she was holding the chair of *Pedagogika społeczna* (Societal/Social Pedagogy) as a successor of Radlińska – which is, according to her understanding, the theory of *Praca socjalna* (Social Work). Social pedagogy itself shows an interest in social work as an important area of social practice (Marynowicz-Hetka 2016, p. 14), seeking the inspiration of its own research in the content of social activities (Piekarski 1996, p. 171). Besides the importance of research in a common education programme for the various groups of social professionals, which I underline too, was another question which I was interested in as well, namely the role of Paul Natorp's concept of *Sozialpädagogik* ("education in, through and for a community") played out in the Polish tradition (Seibel 2004, p. 71–72 and 2007, p. 2–3). In our conversation (with Ewa Marynowicz-Hetka) we discovered that we share many common interests.

The activities of the European Centre for Community Education (ECCE), founded in 1985, were the focus of my academic life. In this context, a series of lectures on the education and training of social professionals in Europe (Eastern and Western) – given me by visiting colleagues, namely Irena Sieńko (Warsaw) and Danuta Urbaniak-Zajac⁴ (Łódź) – helped to build up knowledge about the contribution the "Polish school" (cf. Seibel 2002) and especially, the contribution made by Radlińska to the European and international dimensions of our professions, and which, I dare to say, unfortunately, we had totally forgotten about in the West.

This first meeting with Ewa Marynowicz-Hetka during the conference in Bled (2–4 November 1989) was the beginning of an intensive and fruitful cooperation between the two of us. The fall of the Berlin wall, the end of the European divide between the East and the West only a few days later (9 November 1989) enabled me to visit Poland on various occasions and to invite her to become heavily involved in ECCE activities. In 2005, she was elected a member of its Executive Committee.

My first visit took me to Łódź (1991) where I attended, as a guest, the meeting (chaired by Ewa Marynowicz-Hetka) for the foundation of the Polish Association of Schools of Social Work. Thereafter, Ewa Marynowicz-Hetka invited me to

⁴ Later she wrote her habilitation thesis on: *Social pedagogy in Germany: theoretical positions and practice* (Urbaniak-Zajac 2003).

participate in the Conference in Łódź (1995) on the occasion of the 50th anniversary of the establishment of the Chair of Social Pedagogy. The theme was *Pedagogika społeczna jako dyscyplina akademicka – stan i perspektywy* (*Social pedagogy as an academic discipline: state and prospects*) (Marynowicz-Hetka, Piekarski, Cyrańska [red.] 1998). Participants were friends and recognized academics in this field from Poland and other European countries. The education and training in social work has an even longer tradition at university level in Poland, and has been conducted since 1925 (cf. Seibel 2002). In Germany, the development of university teaching in this field was interrupted by World War II and apart from small initiatives, started again in 1969, with the introduction of the courses in Departments/Faculties of Education, leading to a University Diploma, with a specialization in Social Pedagogy. Together with the (traditional) professional education at other tertiary level institutions (outside the Universities) this has led to a “binary divide” in social work education in Germany (Seibel, Lane 1979).

In the context of the evaluation of all ERASMUS programmes in the EU (undertaken by ECCE) we invited Ewa Marynowicz-Hetka to act as keynote speaker at the conference on *Social professions for a social Europe* in Koblenz (1996): She spoke about *Pédagogie Sociale comme paradigme pour le changement Social* (*Social pedagogy as a paradigm for social change*) (Marynowicz-Hetka 1998, p. 51–60). At the opening of this conference, we presented a plurilingual play based on the minutes of the two International Conferences on Social Work (Paris, 1928 and London, 1936). Ewa Marynowicz-Hetka played the role of Radlińska, thus making, among others, Helena Radlińska – at least in Western Europe – come “alive” again (Seibel, Schäfer 1998, p. 15–38).

On the occasion of the 70th anniversary of the Paris Conference, the same play, *International co-operation – pipedream (utopia) or forgotten dimension?* was presented (again with Marynowicz-Hetka in the role of Radlińska) and videotaped in Jerusalem at the congress of the IASSW (1998). Here again a worldwide audience was vividly reminded of our European ancestors.

In the course of the Thematic Network Project (TNP) *Social Professions for a Social Europe – ECSPRESS*⁵ (Lorenz, Seibel 1999, p. 315–341; 2001, p. 305–332), I presented short portraits of Alice Masarykova, Alice Salomon and Helena Radlińska on the AGORA during the conference in Ostrava (1998). The audience – this time colleagues from Eastern and Western Europe – welcomed this “extra tuition”, thus linking the current situation with the old common roots (Seibel 1999, p. 161–164). During the conference, Ewa Marynowicz-Hetka presented a paper on *Les professions sociales et les modèles du travail* (*Social professions and models of work*) (Marynowicz-Hetka 1999, p. 187–198).

⁵ http://www.ecce-net.eu/ECCE-FH/ecsp_en.htm (accessed: 5.06.2019).

One of the spin-offs of these activities (role playing and short portraits) has been a series of “Historical portraits of important European leaders in social work”, who have all been heavily involved in setting up European and international co-operation in the field of the social professions. These portraits were written by authors from the respective countries, edited by me and were published in the “European Journal of Social Work” (Lepalczyk, Marynowicz-Hetka 2001, p. 191–196; in German: 2002, p. 65–72).

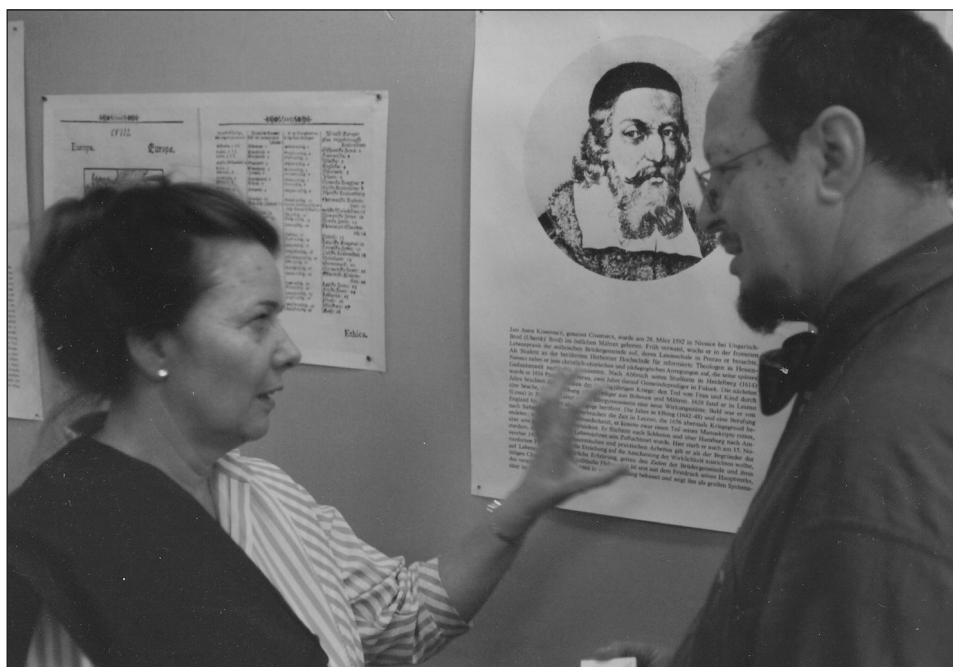


Photo 1. F.W. Seibel and E. Marynowicz-Hetka on the AGORA during the ECSPPRESS Conference in Ostrava in 1998 (author's private collection)

Co-operation on a more personal basis – within the ECCE Network – was extended and led to an institutional contract (under ERASMUS) between the Chair of Social Pedagogy in Łódź and the respective Department in Koblenz (1998), to enable staff and student exchanges.

During my visit with a group of students to Łódź (1999) we discussed, among other things, the contribution of Reform pedagogues in our actual social work education. Ewa Marynowicz-Hetka reported on her experience of using material from S.T. Szacki, teaching her students Community work, I used some of the publication of A.S. Makarenko to teach Group work. Both pedagogues had studied and were well acquainted with the “Reformpädagogik” in Western Europe at the beginning of last century.

Ewa Marynowicz-Hetka has written contributions to various ECCE commemorative publications (“Festschrift”): On the occasion of the 20th anniversary of ECCE, she contributed an article on *Travail social (praca społeczna) – développement du concept. Le passée dans le présent et dans le future (Social work (praca społeczna) – concept development. The past in the present and in the future)* (Marynowicz-Hetka 2007a, p. 69–85). Her article in the “Festschrift Walter Lorenz” was entitled: *Towards the Transversalism of Social Pedagogy* (Marynowicz-Hetka 2007b, p. 85–102). The title of her contribution to the book of the ECSPRESS Conference in Ostrava was: *Vers la Pensé complexe dans la formation pour l’action au champ de la pratique (To the complex thought in formation for action in the field of practice)* (Marynowicz-Hetka 2010, p. 97–107).

Last but not least, on the occasion of the 25th anniversary of ECCE, her paper was entitled: *Une dimension philosophique du travail social – vingt cinq ans de l’activité de l’ECCE (A philosophical dimension of social work: twenty five years of activities of ECCE)* (Marynowicz-Hetka 2011, p. 151–160).

Postscript

Language and communication in international settings

Chacun s’exprime dans la langue de son choix. Des traductions resumes seront faites, autant que possible, dans telles langues que les circonstances détermineront.

(Every member is entitled to speak in whatever language he chooses. Abridged translations will be made whenever possible, in as many languages as appear necessary)

(cf. Kniephoff-Knebel, Seibel 2008, p. 792).

ECCE has adopted these rules, practised them to a large extent during its conferences and applied them whenever possible in its publications.

In the absence of a common language for the two of us, Ewa Marynowicz-Hetka has used French and I myself have used English, both in our oral and written communication. This has worked now for 30 years.

Mieczysław Karczewski and the international dimension

From two publications of the Centrum Medyczne Kształcenia Podyplomowego (Medical Center of Postgraduate Education) entitled *Social work in Poland* (Warsaw 1987 and 1988) and personal communications I was aware that Ewa Marynowicz-Hetka and Mieczysław Karczewski had collaborated in the English edition of articles from the quarterly “Praca Socjalna”, published in Poland since 1986. When I was writing this article, I came across an Internet link⁶ which led me to material by and about the late Mieczysław Karczewski (during the occupation by the Nazis) in the archives of the Kujawsko-Pomorska Digital Library which I shared with Ewa Marynowicz-Hetka. We both had known this person for about the same time. In a personal communication, she described their first encounter: Ewa Marynowicz-Hetka had finished her studies (1969) and started her professional work at the School of Social Work in Łódź. Aleksander Kaminski, the then Chair of Social Pedagogy at Łódź University, had asked her to help to develop the quality of social work education. Karczewski visited the school on several occasions and reported on international developments, in which he had participated (e.g. in the context of the UNO, where I had met him twice). Ewa Marynowicz-Hetka shared this interest which explains her engagement with the social professions in Europe after the fall of the Berlin wall.

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Ewa Marynowicz-Hetka's contribution to ECCE activities have been described above. Beyond that, her cooperation with the Faculty of Social Studies of the University of Ostrava (<https://fss.osu.eu>) within the ECCE Network should be emphasized. Since 2001, she has taught doctoral students, has been member of the Board for Doctoral Studies and since 2008, also member of the Scientific Board of the Faculty. She was awarded the “Honorary Doctorate” of the Faculty in 2011.

Beyond ECCE, she was involved with The European Association of Schools of Social Work – EASSW (<https://www.eassw.org>) and organized the European conference of EASSW in Łódź (2001). Ewa Marynowicz-Hetka participated in The International ‘Social Work & Society’ Academy – TiSSA (<https://tissa.net>) and was very active in the Centre européen de ressources pour la recherche en travail social (CERTS) – European Resource Centre for Research in Social Work (ERCSW).

All in all, Ewa Marynowicz-Hetka has gained a comparable status in European Social Work Education to Helena Radlińska.

⁶ http://kpbc.ukw.edu.pl/Content/194943/Karczewski_Mieczyslaw_746_1456_Pom.pdf (accessed: 5.06.2019).

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