



**SOUTH-WEST UNIVERSITY „NEOFIT RILSKI“**

**FACULTY OF PEDAGOGY**

**DEPARTMENT „SOCIAL PEDAGOGY“**

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**INFORMATION PACKAGE**

**OF DOCTORAL PROGRAM**

**SCIENTIFIC FIELD: 1. PEDAGOGICAL SCIENCES**

**PROFESSIONAL FIELD: 1.2. PEDAGOGY**

**DOCTORAL PROGRAM: SOCIAL PEDAGOGY**

**EDUCATIONAL AND SCIENTIFIC DEGREE: DOCTOR**

**LEVEL OF NATIONAL QUALIFICATION 8**

**FRAMEWORK:**

**PROFESSIONAL QUALIFICATION: RESEARCHER**

**DURATION OF STUDY: 3 (three) years**

**FORM OF STUDY: SELF-STUDY**

## 1. GENERAL OVERVIEW OF THE DOCTORAL PROGRAM

The doctoral program in "Social Pedagogy" is part of the structure of the Faculty of Pedagogy and is managed organizationally and methodologically by the Department of Social Pedagogy. The program complies with the requirements of the third level of higher education in accordance with Article 42, paragraph 1, item 3 of the Higher Education Act.

Eligibility for admission to the doctoral program is granted to candidates who have obtained a master's degree and have successfully passed a selection procedure as stipulated in Chapter Two of the Act on the Development of the Academic Staff in the Republic of Bulgaria, titled "Acquisition of the Educational and Scientific Degree 'Doctor' and the Scientific Degree 'Doctor of Sciences'."

Within the general framework of the study plan, the individual plan for each doctoral candidate is tailored according to the topic of their dissertation. The plan is consecutively approved by the departmental and faculty councils and is ratified by the university's rector or an authorized official.

**Form of study:** Full-time

**Duration of study:** Up to 3 years

**Components of preparation:** Educational, research, pedagogical, and organizational-institutional activities.

**Total credits:** 180

**Conditions for withdrawal:**

With the right to defend after fulfilling the requirements of the study plan.

**Educational and scientific degree:** *Doctor of Social Pedagogy*

## 2. OBJECTIVES OF THE DOCTORAL PROGRAM IN SOCIAL PEDAGOGY

### 2.1. Preparation of Highly Qualified Specialists

The program prepares highly qualified specialists for roles as researchers, lecturers, and experts in the field of higher education within *Educational Sciences*, professional direction 1.2 *Theory of Education and Didactics*, with a scientific specialization in *Social Pedagogy*.

### 2.2. Development of Advanced Competencies

The program focuses on the development of in-depth competencies for conducting scientific-theoretical research, applied research, and innovative activities within the field of social pedagogy and social-pedagogical practice.

### 2.3. Acquisition of Modern Knowledge and Skills

Doctoral candidates acquire contemporary scientific-theoretical and applied-practical knowledge, professional skills, and competencies for independent research and teaching. They are trained to work effectively in teams and to apply modern, validated, and innovative approaches and information technologies in research across various areas of social pedagogy.

## **2.4. Formation of Methodological and Research Culture**

The program fosters the formation of an in-depth methodological and research culture, enabling doctoral candidates to navigate and make informed decisions when addressing contemporary conceptual issues in social pedagogy. These issues often involve complex socio-political, ethnocultural, and future-oriented dimensions.

## **3. GENERAL QUALIFICATION AND SPECIALIZATION OF THE PROGRAM**

The program provides substantial methodological conditions for acquiring research competencies and qualifications in the field of social pedagogy at level 8 of the National Qualifications Framework. It enables preparation in the areas of social pedagogy: civic-integrative, preventive and resocialization, and health-integrative.

## **4. ACQUIRED KNOWLEDGE, SKILLS, AND COMPETENCIES ACCORDING TO THE NATIONAL QUALIFICATIONS FRAMEWORK**

**A graduate who has successfully completed the doctoral program in Social Pedagogy possesses:**

### **4.1 Theoretical and/or Factual Knowledge**

- Possesses methodological, specialized, and systematic knowledge for identifying, critically analyzing, and generating new ideas in the field of social pedagogy theory and the practice of social education in various social and cultural contexts.
- Understands and applies quantitative and qualitative research methods in the field of social pedagogy.
- Demonstrates the ability to present research scientifically and perform statistical and content analysis of research results in the theory and practice of social education.
- Has competencies to work with specialized scientific and applied information reflected in both classical and contemporary sources in the field of social pedagogy (identifying, systematizing, analyzing, synthesizing, and evaluating information from various sources).
- Is familiar with scientific achievements in social pedagogy and possesses the ability to perform methodological and substantive analyses, reconstruct, and enrich them.
- Can extract and expand knowledge in social pedagogy by engaging with related fields such as psychology, sociology, ethics, law, and philosophy.
- Possesses advanced methodological and professional skills to solve and overcome critical issues in theoretical and applied research in social pedagogy and in educational practice.
- Is capable of designing, organizing, and conducting independent theoretical and empirical research in social pedagogy, interpreting the results accurately, and deriving valid, applicable conclusions for practice.
- Is familiar with research in related pedagogical fields and can utilize and integrate their findings and methods into individual or collaborative research projects in the field of social pedagogy.

### **4.2. Skills (Cognitive and/or Practical)**

- Possesses knowledge and advanced skills for creating and leading research teams in the field of social pedagogy or related disciplines; can delegate tasks and responsibilities and manage time, technical, financial, and social resources when researching and

solving complex theoretical and practical problems by applying familiar and/or new research methods, tools, and modern information technologies.

- Demonstrates quick thinking, resourcefulness, inventiveness, critical thinking, and self-criticism when searching for valid and objective information for conducting social-pedagogical research.
- Displays sensitivity to significant theoretical and practical issues in the field of social pedagogy, can critically evaluate them, and justify the choice of research topics related to these issues.
- Shows a commitment to upholding and enhancing research standards in social pedagogy and to maintaining high standards in research ethics.
- Is proficient in forecasting research methods, can conduct predictive studies, and can reasonably forecast changes in the theory and practice of social-pedagogical research and the possible applications of the results obtained.
- Demonstrates creativity and innovation when conducting independent social-pedagogical research or working within a team.
- Exhibits entrepreneurial skills and research flexibility, assertiveness, and autonomy when selecting research problems, conducting research, or undertaking innovative initiatives within their professional field.

#### **4.3. Autonomy and Responsibility**

- Demonstrates a well-developed personal stance, readiness, and experience in creating, analyzing, and interpreting new knowledge through independent theoretical and/or empirical research in the field of social pedagogy, educational and social sciences related to the practice of social education, socialization, or other scientific activities.
- Is capable of independently enriching and expanding the scope of knowledge in the field of social pedagogy and educational sciences, presenting research findings at various scientific forums (conferences, symposia, congresses) and in academic publications.
- Possesses the ability to critically and constructively evaluate the organization, execution, and results of their own scientific research in their professional activities, as well as to improve their research techniques, social skills, and academic culture.
- Is capable of designing, organizing, and conducting independent theoretical and empirical studies in the field of social pedagogy and adapting and enriching modern concepts, methods, and techniques, as well as applying information technologies with verified scientific and cognitive value and sustainability.

#### **4.4. Learning Competence**

- Demonstrates acquired knowledge, skills, and motivation for independent, continuous, and systematic pursuit, acquisition, analysis, and comprehension of knowledge based on their own contemporary research or other national and international studies in the fields of:
  1. Social pedagogy,
  2. Other areas of pedagogy,
  3. Social and humanities sciences.

#### **4.5. Communication and Social Competencies**

- Demonstrates communication and dialogue skills, with the ability to understand, support, motivate, and guide individuals when working as a researcher in the theory and practice of social pedagogy.

- Is capable of making appropriate professional decisions in situations of cognitive conflict, cognitive deprivation, and complex social contexts, as well as providing well-reasoned arguments to persuade others of their decisions.
- Can work in a project-based environment with individuals from educational, social-pedagogical, administrative, and other sectors during research or the implementation of innovations in social pedagogy and educational practice.
- Possesses advanced language skills and is able to communicate effectively in different sociocultural settings regarding research, projects, social initiatives, academic forums, and other activities in the field of social pedagogy.

#### 4.6. Professional Competencies

- Understands approaches, concepts, methods, and tools applied in various types of complex social-pedagogical research, including quantitative and qualitative, longitudinal and cross-sectional, historical, and projective studies.
- Is capable of making well-founded and conceptual decisions related to research topics and issues in the field of social pedagogy within complex sociocultural and research contexts and proposing justified solutions to cognitive and practical problems.
- Demonstrates motivation and competencies for sustainable and continuous professional and research development; follows leading studies, adapts and applies both external and original concepts and approaches in their research, enriches their own research culture and ethics, and contributes to raising standards in their professional field.

### 5. FIELDS OF PROFESSIONAL REALIZATION

Graduates with the educational and scientific degree "Doctor" in the doctoral program "Social Pedagogy" find professional realization as researchers in scientific centers and institutions, university lecturers, state experts, school and center consultants, consultants and experts in the media, as well as in private and non-governmental organizations, and other institutions where the corresponding education and qualification are required.

### CURRICULAR CONTENT

№	ACTIVITES DESCRIPTION	Form of Preparation and Implementation			Form of Recognition
		CREDITS	ACADEMIC HOURS	Lectures, Seminars, Laboratory Exercises, Self-Preparation,	Exam, Ongoing Assessment, Interview, Certificate, Report
I.	EDUCATIONAL ACTIVITY				
1.	Research Fields of Social Pedagogy	7.0	210	30 lectures, 30 seminars (60 academic work-load / 150 self-study)	I/exam protocol
2.	Methodology of Social-Pedagogical Research	7.0	210	15 lectures, 15 seminars, 30 pr.	I/exam protocol

				(60 academic work-load / 150 self-study)	
3.	Project Preparation and Management	7.0	210	0 l, 60 pr. (60 academic work-load / 150 self-study)	II/work paper protocol
4.	Elective Course 1	7.0	210	30 l / 30 s (60 a.w-l / 150 ss)	II exam, protocol
5.	Elective Course 2	7.0	210	30 l / 30 ss (60 a.w-l / 150 ss) (60 a.h. / 150 s.p.)	II/ exam, protocol
<b>TOTAL :</b>		<b>35</b>	<b>1050</b>		
<b>II. RESEARCH ACTIVITY</b>					
1.	Development and presentation of a scientific thesis project	11.0	330	self study, consultations	I/Report presentation
2.	Topic research and references	10.0	300	self study, consultations	I/Interview, bibliography
3.	Participation in a doctoral meeting with a scientific report	15.0	450	consultations	I/Discussion, publication
4.	Development of a dissertation project - first stage. Research and review of literature, presentation of a concept and research instrumentarium.	11.0	330	self study, consultations	I/report, presentation
5.	Participation in a doctoral meeting with a scientific report	10.0	300	consultations	Discussion, publication
6.	Writing an article or scientific report	15.0	450	consultations	II/Discussion, publication
7.	Development of a dissertation project - second stage (conducting research on the dissertation)	10.0	300	self study, consultations	III/Defence, presentation
8.	Participation with a scientific communication in a doctoral session	10.0	300	consultations	III/Discussion, publication
9.	Publication of an article on the dissertation topic	10.0	300	consultations	III/Discussion, publication
10.	Participation in scientific conference	10.0	300	consultations	Discussion, publication, certificate
11.	Discussion of the dissertation project - third stage. Presentation and analysis of empirical results	15.0	450	consultations	III/Defence, presentation
<b>TOTAL :</b>		<b>127</b>	<b>3810</b>		
<b>III. PEDAGOGICAL ACTIVITY</b>					
1.	Checking written works	3.0	90		
2.	Consulting students	5.0	150		
<b>TOTAL :</b>		<b>8</b>	<b>240</b>		

<b>IV. OTHER</b>					
1.	Participation in departmental and faculty meetings, and other academic activities.	10.0	300		report, head of department's certification
	<b>TOTAL :</b>	<b>10.0</b>	<b>300</b>		
	<b>TOTAL (for the entire duration of the training):</b>	<b>180</b>	<b>5400</b>		
<b>ELECTIVE COURSES</b>					
1.	Educational Mediation	7.0	60	30 l / 30 ss (60 a.w-l / 150 ss)	II/ exam, protocol
2.	Theories of Socialization and Resocialization	7.0	60	30 l / 30 ss (60 a.w-l / 150 ss)	II/ exam, protocol
3.	Social-Pedagogical Counseling	7.0	60	30 l / 30 ss (60 a.w-l / 150 ss)	II/ exam, protocol
4.	History of social assistance in Bulgaria	7.0	60	30 l / 30 ss (60 a.w-l / 150 ss)	II/ exam, protocol
5.	History of Social Pedagogy	7.0	60	30 l / 30 ss (60 a.w-l / 150 ss)	II/ exam, protocol
6.	Management of Social-Pedagogical Institutions	7.0	60	30 l / 30 ss (60 a.w-l / 150 ss)	II/ exam, protocol
	Elective courses are offered after the research topic for the scientific-pedagogical study is formulated. They are included in the doctoral candidate's Individual Work Plan and approved by the academic unit. The doctoral candidate selects 2 (two) courses.				

## RESEARCH FIELDS OF SOCIAL PEDAGOGY

**ECTS credits:** 7.0

**Form of evaluation:** exam

**Semester:** I

**Methodological Guidance:**

**Lecturer:** Assoc. Prof. Yuliana Kovachka, PhD

**Academic hours:** 60 a.h. / 150 s.p.

**Course status:** mandatory

**Exam:** written / interview

### Annotation:

The aim of the course is to introduce key theoretical concepts in the field of social pedagogy as part of the foundational training for doctoral candidates who have chosen this specific area of scientific inquiry.

The specific objectives of the course are:

- To familiarize students with the paradigms shaping the formation and development of social pedagogy.
- To explore connections with other sciences.

- To study various branches within social pedagogy.
- To differentiate approaches to defining the nature and specificity of social pedagogy.

Doctoral candidates acquire knowledge about the historical development of social pedagogy and its contemporary applied fields in both national and comparative contexts.

## **METHODOLOGY OF SOCIAL-PEDAGOGICAL RESEARCH**

**ECTS credits:** 7.0

**Academic hours:** 60 a.h. / 150 s.p.

**Form of evaluation:** exam

**Course status:** mandatory

**Semester:** I

**Exam:** written / interview

**Methodological Guidance:**

**Lecturer:** Assoc. prof. Valentina Chileva, PhD

### **Annotation:**

The course is designed for doctoral students in full-time, part-time, and independent forms of study. Its study is driven by the necessity to acquire a system of fundamental knowledge regarding the methodology of scientific research and the development of individual scientific works and publications. The program's aim is to provide participants with a comprehensive system of knowledge about scientific research based on global standards and to motivate them to prepare for and conduct their own research activities. The objectives are to acquire basic competencies in scientific research methodology—both theoretical and/or empirical, to present the typology, structure, and design of scientific research, to develop foundational skills for selecting and applying quantitative and qualitative research methods, and to foster motivation for preparing and presenting individual research work, such as reports, articles, dissertations, etc.

## **PROJECT DEVELOPMENT AND MANAGEMENT**

**Form of evaluation:** exam

**Course status:** mandatory

**Semester:** I

**Exam:** written / interview

**Methodological Guidance:**

**Lecturer:** Prof. Albena Vutzova, PhD

### **Annotation:**

The purpose of the course "Project Development and Management" is to train highly qualified specialists in the preparation and management of projects at the national and trans-European levels, by providing knowledge and skills on different types of projects and programs.

The specific objectives of the course are as follows:

- to provide basic knowledge and skills in project management by examining national and international instruments for supporting projects and programs with different focuses;
- to enrich the knowledge about the essence and main characteristics of project management and the management of project teams;
- to provide good practices for making strategic and tactical management decisions related to project management.



- Doctoral students who participate in this course will acquire the necessary competence to develop a project, project design in various fields, to participate in the management of a given project, and to bring it to realization.

The acquired knowledge is of significant importance, as the development of various types of economic sectors will be carried out on a project-program basis.

The applied course corresponds to the mission and concept of the university for providing modern and up-to-date knowledge. The scope of the course is consistent with the allocated credits, as well as the qualification profile of the program. The achievement of the course objectives will be monitored through two tests—an entry test and a final test.

## **EDUCATIONAL MEDIATION**

**ECTS credits:** 7.0

**Academic hours:** 60 a.h. / 150 s.p.

**Form of evaluation:** exam

**Course status:** elective

**Semester:** I

**Exam:** interview / presentation

**Methodological Guidance:**

**Lecturer:** Assoc. Prof. Yuliana Kovachka, PhD

### **Annotation:**

Training in the discipline of Educational Mediation is tailored to the specific characteristics of the interaction between the actors involved in education at different levels.

The lecture course studies the relationships between the subjects in the educational sphere, the normative regulation of mediation practices, the specifics of the ways of applying mediation procedures in education.

The course aims at:

To acquaint doctoral students with the specifics and stages of mediative activity, ethical standards in mediative practices of professionals and on this basis to highlight approaches and methods of working with specific target groups.

Course objectives:

To provide knowledge of:

- The nature of mediation and its legal regulations;
- Ethical norms and standards in the work of professionals;
- The specifics of the mediation process and its management.

Teaching methods: lecture, independent work, interactive methods, case studies.

After completing the course in "Educational Mediation" doctoral students should have acquired knowledge of:

- The realization of intersubjective integrative links within the framework of his overall training in the specialty in the degree of Doctor of Education;
- Acquisition of skills for managing relationships with the persons involved - pedagogical, non-pedagogical professionals and parents.

## THEORIES OF SOCIALIZATION AND RESOCIALIZATION

**ECTS credits:** 7.0

**Form of evaluation:** exam

**Semester:** I

**Methodological Guidance:**

**Lecturer:** Assoc. Prof. Veska Gyuvyyska, PhD

**Academic hours:** 60 a.h. / 150 s.p.

**Course status:** elective

**Exam:** interview / presentation

### Annotation:

Content of the course: the human being in the mirror of theories of socialization. Dialectical-materialist theories of socialization (Vygotsky, Hadjiansky, Fromm). Psychoanalytic theories of socialization (Freud, Adler, Erikson). Socialization through the lens of pragmatism and behaviorism (Dewey, Mead, Skinner). Positivism on socialization (Comte, Durkheim, Weber). Pedagogically oriented interpretations of personality socialization (Kay, Montessori, Dimitri Katsarov, Makarenko, Korczak, Freire) Socialization through the eyes of existentialism (Sartre and Camus) Structuralism and socialization (T. Parsons, Niklas Luhmann). Socialization in the sacred texts (the birth of the Bible and reading from the Holy Qur'an) Technology of teaching. It is combined with discussion in appropriate lecture content of the course. A power point presentation is also used. At the end of each lecture, a short discussion is held to summarize the topic and reinforce the material. Students are allowed to include their own reports on the lecture topic, based on independent work with scientific literature. From the lecture time allotted, the students are required to defend the products of the independent.

## SOCIAL-PEDAGOGICAL COUNSELING

**ECTS credits:** 7.0

**Form of evaluation:** exam

**Semester:** I

**Methodological Guidance:**

**Lecturer:** Assoc. Prof. Vyara Tsvetanova, PhD

**Academic hours:** 60 a.h. / 150 s.p.

**Course status:** elective

**Exam:** interview / presentation

### Annotation:

Students need to get acquainted with the systems of professional socio-pedagogical counseling, their history, theory and practice, with the forms, methods and means of work in them. It is necessary to master the technology of professional information and counseling. Content of the course. History of counseling pedagogy. Subject, aims and content of social-pedagogical counseling. The professionalism of the counsellor. Basic pedagogical skills in counselling. Problems, needs and tasks of socio-pedagogical counseling. Principles of consultative work. Process of counseling (stages). Basic techniques and techniques of counselling. Forms of counselling. Main directions in contemporary counselling practice. Family counselling. School counselling. Crisis counselling. Age approach in social and pedagogical counselling. A cognitive approach to counselling. Behavioral approach of counseling. Combined therapeutic-counselling approaches. Basic models in contemporary social counselling practice. Technology of training. The lecture material is presented on slides. The current semester grade is based on independent work completed by students of their choice and on the basis of quizzes or a control work. The relative share of the current assessment is 75 % in the student's final grade.

## HISTORY OF SOCIAL ASSISTANCE IN BULGARIA

**ECTS credits:** 7.0

**Academic hours:** 60 a.h. / 150 s.p.

**Form of evaluation:** exam

**Course status:** elective

**Semester:** I

**Exam:** interview / presentation

**Methodological Guidance:**

**Lecturer:** Assoc. Prof. Svetlana Nikolaeva, PhD

**Annotation:**

The existence of a traditional social welfare system in Bulgarian society spans a long period of time. Each of the periods is characterized by a certain specificity. Particularly significant is the experience related to educational support. Bringing to light and analysing the social support practices of the participants in Bulgarian education is an experience that is not only a carrier of historical knowledge, but also an experience that serves to open up new possibilities in this direction. In this context, we can expect an increase in the professional competence of doctoral students and the formation of an objective attitude towards a Bulgarian tradition that has a place in the present day, which is distinguished by its relevance and timelessness.

## HISTORY OF SOCIAL PEDAGOGY

**ECTS credits:** 7.0

**Academic hours:** 60 a.h. / 150 s.p.

**Form of evaluation:** exam

**Course status:** elective

**Semester:** I

**Exam:** interview / presentation

**Methodological Guidance:**

**Lecturer:** Assoc. Prof. Svetlana Nikolaeva, PhD

**Annotation:**

The purpose of this History of Social Pedagogy lecture course is to trace, analyze, and summarize the theoretical frameworks, social-educational experiments, and practices of the classical educators. The History of Social Pedagogy, presents, restores, and evaluates the facts of historically proven internal patterns and dependencies of individual social pedagogical phenomena and objects. Doctoral students' attention is focused on synthesizing continuity and progressive enrichment in pedagogical theories and their corresponding educational systems and socio-pedagogical practices.

An important task is the formation of attitudes towards the child at risk, towards socio-educational interaction in the school environment and towards the profession of the social pedagogue.

## MANAGEMENT OF SOCIO-PEDAGOGICAL INSTITUTIONS

**ECTS credits:** 7.0

**Academic hours:** 60 a.h. / 150 s.p.

**Form of evaluation:** exam

**Course status:** elective

**Semester:** I

**Exam:** interview / presentation

**Methodological Guidance:**

**Lecturer:** Assoc. prof. Yuliana Kovachka, PhD

**Annotation:**

The main function of the discipline is to introduce students to the issues of the management of various institutions in the social-pedagogical sphere and to form prerequisites for building the foundations of professional culture and personal position for the orientation of future social

pedagogues in the main thematic fields of the management of institutions, activities and projects. Content of the course. ; Specific requirements and normative documents for the organization of training activities of unemployed and illiterate adults - opening and management of educational centers for vocational training, extracurricular and out-of-school forms of work; Procedures for placement in residential-type institutions and interaction between institutions; Management decisions - types of problems, types of decisions, documentation, models of management decision-making; Organizational behavior - the concept of group dynamics, differences, stress, power and influence, career development. Training Technology:

**ASSOC. PROF. YULIANA KOVACHKA, PHD**  
*Head of the Department „Social Pedagogy”*