SOCIAL EDUCATION AND TEACHER EDUCATION IN RESEARCH: DEFINITIONS, UNCERTAINTIES, AND PERSPECTIVES

A EDUCAÇÃO SOCIAL E A FORMAÇÃO DE PROFESSORES EM PESQUISAS: DEFINIÇÕES, INDEFINIÇÕES E PERSPECTIVAS

EDUCACIÓN SOCIAL Y FORMACIÓN DEL PROFESORADO EN INVESTIGACIONES: DEFINICIONES, INDEFINICIONES Y PERSPECTIVAS

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ABSTRACT: This text considers and discusses the difficulty in conceptualizing social education regarding its agents, spaces, and objectives, however it emphasizes its main contribution: educational formation for citizenship. Likewise, teacher formation is attributed to the need to prepare educators who are sensitive to work by social education. That said, a qualitative state-of-the-art research was undertaken, seeking to identify the research themes that are entitled within the area of social education knowledge and teacher formation, aiming to identify limits and possibilities in this field. Methodologically, discussions presented in this text were anchored in exploratory bibliographic research, in articles, dissertations, and theses, with a time frame in the last five years (2015-2019). It is considered necessary to enhance academic production within the scope of social education and teacher formation to guide professional preparation with different school realities and sundry non-scholar learning spaces.

KEYWORDS: Social education. Teacher education. Social pedagogy.

RESUMO: *Este texto considera e discorre sobre a dificuldade em conceituar a educação social quanto aos seus agentes, seus espaços e objetivos, todavia, enfatiza sua principal contribuição: a formação educativa para a cidadania. Do mesmo modo, atribui-se à formação de professores a necessidade de preparar educadores sensíveis ao trabalho adjacente à educação social. Dito isso, empreendeu-se uma pesquisa qualitativa, do tipo estado da arte, buscando identificar as temáticas de pesquisas que se intitulam dentro da área de conhecimento da educação social e da formação de professores, visando identificar limites e possibilidades desse campo. Metodologicamente, as discussões neste texto apresentadas ancoraram-se na pesquisa bibliográfica exploratória, em artigos, dissertações e teses, com recorte temporal nos últimos cinco anos (2015-2019). Considera-se necessário potencializar a produção acadêmica no âmbito da educação social e formação de professores para nortear a preparação profissional com as diferentes realidades escolares e com os diversos espaços do aprender, não escolares.*

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PALAVRAS-CHAVE: *Educação social. Formação de professores. Pedagogia social.*

RESUMEN: *Este texto considera y discute la dificultad para conceptualizar la educación social en relación a sus agentes, sus espacios y objetivos, sin embargo, enfatiza su principal contribución: la formación educativa para la ciudadanía. Asimismo, la formación del profesorado se atribuye a la necesidad de preparar educadores sensibles al trabajo adyacente a la educación social. Dicho esto, se llevó a cabo una investigación cualitativa, de tipo estado del arte, buscando identificar los temas de investigación que están dentro del área de conocimiento de la educación social y de la formación del profesorado, para identificar los límites y posibilidades en este campo. Metodológicamente, las discusiones presentadas en este texto se basaron en la investigación bibliográfica exploratoria, artículos, disertaciones y tesis, con un marco temporal de los últimos cinco años (2015-2019). Se considera necesario mejorar la producción académica dentro de la educación social y de la formación del profesorado para guiar la preparación profesional con diferentes realidades escolares y con varios espacios de aprendizaje, no escolares.*

PALABRAS CLAVE: *Educación social. Formación del profesorado. Pedagogía social.*

Introduction

Education can be declared as a social act, in an understanding that the action of educating emerges from society, it is legitimized and directed towards it. However, many questions are prompted by these statements, which can turn to the role of the school and school education itself, given that, not uncommon, this type of education accentuates social inequalities.

There are several reasons for school education to move towards a scenario of exclusion, such as: income distribution, housing, lack of access to culture, education, leisure etc., that is, just look closely at the historical and socio-cultural constructions. However, the perspective that is defended in these lines is that all education can be social and inclusive (GADOTTI, 2012; PASSONE, 2017), as it is thought, directed and executed for citizen formation.

Thus, this article seeks to situate Social Education and teacher formation, based on the understanding that only with a formation sensitive to social issues does an intervention work in the midst of Social Education.

It is important to point out that education undertaken within schools, with content and objectives defined for each year, is progressively called formal education (GOHN, 2006). In this context, teachers end up conducting the teaching-learning process in these formalized spaces of educating, aligned with the writings in the documents that guide education and added to their conceptions about learning and teaching.

With some variations linked to the organization of the pedagogical work and/or the understanding of school management, it is expected that in the school there is an intentional systematization of knowledge. It is considered, therefore, that formal education - responsibility of school institutions and their agents - prepares human beings for their development and performance in society.

However, it must be considered that the learning spaces are diverse. In this way, education presents itself not only institutionalized and formalized, but also in the non-formal and informal spheres (GOHN, 2006).

Non-formal education can be understood as that which develops in the sharing of experiences in everyday spaces, in collective exchanges, without being linked, as a rule, to school institutions. Gohn (2006) explains that they are not just any places, they are, in reality, those in which there are intentional interactive processes about the world that surrounds individuals and their social relations, thus, "the transmission of information and political and socio-cultural formation it is a goal in non-formal education" (GOHN, 2006, p. 30, our translation).

Gadotti (2012) explains that non-formal education should be understood by its specificity and not by its opposition to formal or informal education, that is, through the understanding that the concept of education goes beyond the limits of the Institution and encompasses life experiences and learning processes, which certainly go beyond formal educational processes.

That said, no less important in the discussion of educational typologies, there is informal education, in which the subjects learn during the socialization that they are allowed, with the family, group of friends, religious institutions and other social moments of their experience. For Gohn (2006, p. 29, our translation), it "operates in spontaneous environments, where social relations develop according to inherited tastes, preferences, or belongings".

It is noted that in an attempt to demarcate aspects of formal, non-formal and informal education, it is considered that education, par excellence, also takes place outside of school. Thus, it is possible to understand these different learning spaces as a continuity, in which each particular situation is positioned with its own characteristics, but they are nonetheless spaces for learning (MARQUES; FREITAS, 2017).

It happens that, many times, non-formal education, being linked to the processes of formation for citizenship and learning of school contents in different environments, ends up being associated with Social Education, popular education and community education (GOHN,

2014). However, they should not be seen as synonyms, especially in relation to the reductionist idea of Social Education that aims to look only at excluded groups (GOHN, 2006).

In this sense, we add to the position of Souza and Catani (2016), when affirming that school education and Social Education are the two models of education that are in force in our country, however, we defend the integration of these forms of education, in favor of minimize the exclusionary educational and social scenario. School practices need to be profoundly altered, seeking, in fact, a citizen formation - in the coexistence between the school and the social. Once again, it is reaffirmed that Social Education must permeate the continuity of educational spaces, be they formal, non-formal or informal - school or non-school.

Specifically about the formation of educators who will work in the spaces of formal and non-formal education, the question arises: has the professional preparation of these educators allowed reflections that are sensitive to Social Education? And if this has happened, what is the perspective of Social Education that permeates such formation? Will it be of an assistentialist character to minorities? Or is it getting closer to what is punctuated in this text, closer to the understanding that Social Education is a human need?

Based on the above this study is directed to problematizing the concept of Social Education and pointing out the need for teacher formation sensitive to this concept of education, through the discussion of a state-of-the-art research (2015-2019) of interface between Social Education and teacher formation.

Social Education: in search of definitions

As stated in Ribeiro (2006), does it seem redundant that the concept of education is accompanied by the social adjective, given that, in its heart, could we not say that all education is social? Or is it still possible to have a non-social education?

In this regard, Gadotti (2012) also points out that, in principle, all education is or at least should be social, as it is not possible to separate education from society, the community and the family, social and political context.

It turns out that within the historical, philosophical and epistemological problems of education, it is warned that it is not always at the service of all. Thus, we see throughout the history of education the exclusion of women, blacks, the poor, rural people, among so many other groups that experience conditions of vulnerability in the face of the current social organization.

In these conditions, according to Ribeiro (2006), Social Education is closely linked to the concept of exclusion because, from it, it is imperative to think about what education is offered to the excluded and, also, whether the formation that teachers today they experience or prepare is enough to intervene with those who experience exclusion.

In the face of these questions, the social adjective to education is justified insofar as Social Education turns its gaze towards a critical understanding of the phenomenon of exclusion and how education can be, in essence, for everyone. It strongly requires that education contemplates the historicity and life experience of different subjects, with equally different needs.

The fact is that social practices almost always legitimized the oppression, control and social stratification of different and popular classes. Likewise, educational practices end up propagating a social fabric of relationships that perpetuate social stigmatization and discrimination in relation to socio-cultural diversity (PASSONE, 2017).

However, it is noted that the opposite of exclusion is inclusion. Thus, an inclusive education "which, in turn, would be characterized as a set of global actions" (VOLTOLINI, 2019, p. 05, our translation), although this concept is approached in a superficial way, it can be understood at the heart of Social Education, which aims to include all people who are at the margins of society. It is also worth emphasizing that, although inclusive education may be the best path to an essentially social education, it is necessary to problematize that it has an assistentialist perspective, while integrating the excluded into the same system that excludes them (RIBEIRO, 2006).

In reality, the process of democratization of education and the education system in our country ends up requiring education professionals to recognize human heterogeneity and plurality and, therefore, the need for equal rights and social justice. This is revealed in affirmative actions developed, in formal and non-formal educational spaces, in relation to socio-cultural groups that have been wronged and marginalized over time (PASSONE, 2017).

Therefore, educators need to be prepared to intervene with these essential issues. On the one hand, there is an imperative to assist groups excluded from education as it has been organized over time, on the other hand, it is not possible to disregard the learning needs, cognitive and affective, inherent to human beings. It is at this point that Social Education for all is justified at the expense of an education that is concerned only with the out-of-context deposit of content and/or the purely technical preparation for the job market.

Only in the clarity of this conception of education that Social Education is understood, an education notoriously marked by the context and the needs of historical and social subjects.

It is reiterated that today formal education still perpetuates the passive transmission of content and the relations of heteronomy and unilateral respect. Certainly, these actions do not fit in what is aimed at Social Education.

We are experiencing a confusion in relation to the meaning and educational purposes, which in reality only reveal a broader crisis in society and whose effects govern politics, teaching systems, the organization of pedagogical work, the relationship between subjects, the relationship of the student and teacher with their own knowledge (PASSONE, 2017). We add to this scenario the crisis that is also relevant in the formation of teachers in our country, intentionally placed in the plural, aiming to accentuate the impasses of these formations. All these scores end up bringing up an education that is distant from the historical and socio-cultural reality of most of our children, adolescents and young people.

In this context, there is an emergence of an understanding that the educational practice must contemplate a social practice, occurring in different spaces in society and in several ways. It is important to clarify that, from this perspective, educational practice is detached from a reductionist character of being linked only to the teaching and learning processes, but starts to occupy a place of social practice, with different times, spaces and interventions.

To denounce and justify a differentiated educational work that contemplates such historical and socio-cultural needs comes popular education, Social Education and community education (GADOTTI, 2012), which are at the heart of the democratic and popular, so that each one, in its own field of action, it contributes to the same cause.

These educations do not have as subjects only the most impoverished and marginalized, but everyone who somehow identifies with diversity. It is not a question, as already said, of assisting certain groups in an assistential manner, through projects or institutions that act punctually, however, by proposing and implementing deliberate and reflective practices that allow the transformation of society.

However, for interventional actions to happen significantly, it is not just a matter of raising awareness of these issues and goodwill (GADOTTI, 2012). Advances are made in the consideration of a reflective formation for the work with Social Education.

Social pedagogy and formation of educators: should all teachers be social educators?

The initial questioning stated: "all teachers should be social educators", comes from the defense of Social Education for all, in the recognition of diversity and human needs. Gomes

(2007) points out that, although natural diversity is part of the humanization process, some ways of life are seen as better, generating strangeness and even rejection in relation to the different.

For this, it is understood that the initial formation of teachers in our country, exclusive to teaching degree courses, lacks a view and a systematization sensitive to Social Education. This implies discussions throughout a formation that encompass educational work with diversity, thus associating with plurality. And, following the statement of Uijiie, Natali and Machado (2009, p. 118, our translation), "educational action cannot and should not simply serve the neoliberal and capitalist ideal, but must be oriented towards human development in its fullness".

These problematizations enter the perspective of Social Pedagogy, with recent discussions in our country, more strongly undertaken since the 2000s, both as an area of academic production and the constitution of a professional field (GADOTTI, 2012).

Social Pedagogy emerges as a general theory of Social Education, its object of knowledge being the relationship between education and society. In this way, Social Pedagogy becomes distinct from other pedagogical theories and disciplines because it addresses social issues from an educational perspective, promoting reflections that problematize the meaning of formation and pedagogical practice, expanding the dimensions of education beyond the technical aspect, instructional and school (MACHADO; RODRIGUES; SEVERO, 2014).

In the perspective of Social Pedagogy, Social Education occupies all spaces and learning times, having said that, it can be both school and non-school. However, due to the historical and social trajectory of Pedagogy and Social Education in our country (GADOTTI, 2012; MACHADO; RODRIGUES; SEVERO, 2014), the field of action of Social Education has been mostly non-school.

This concerns the place that Social Education has occupied in Brazil, as well as the formation received by those who dedicate themselves to it. It is observed that, by occupying non-school spaces, projects of different groups are covered, such as the work of NGOs, non-profit organizations, actions in school hours, among many others that end up assuming, in watertight situations, the systematization of work with the most vulnerable.

Thus, while the professionalization of the teacher has a regulated formation, there is still no regulation in the country for the social educator. Those who work in it can therefore have a higher education in any course or simply not have a formation.

The social educator needs to have a vision of the totality, in its holistic, heuristic and interdisciplinary fields, aligned with the scientific and technical competence to understand the reality together with the students (GRACIANE, 2014). These qualifications suggest the need

for specific formation to act - what has been a field of struggle for educators and social educators, in line with scholars in the field. We add to these struggles, above all, by consolidating an academic, research and professional field.

In addition to the formation and regulation of the profession of social educator, the formation of all educators, including issues of Social Education, is a challenge. When we advocate in this text an education sensitive to that education, the need for initial teacher formation is stated to include systematic reflections that are consistent with the educational needs of social subjects.

Souza and Catani (2014, p. 63, our translation) present the possibility of integration between school education and Social Education, especially in the "establishment of dialogue on differences, in the exercise of tolerance and in the construction of a society that meets the desires of the collectivity". The consequences of this organization are directed towards integral formation and citizen building.

It is understood that the current structuring of Social Pedagogy in the Brazilian reality is placed as a sub-area of Pedagogy and, thus, restricted to the formation of Pedagogue. Even though present in the formation of this professional, Social Pedagogy "does not constitute a specialty inscribed within its scope" (MACHADO; RODRIGUES; SEVERO p. 14, our translation), as there is a weakness in theoretical contributions of criticisms and propositions of the Brazilian social reality.

That said, when resuming the initial questioning proposed, it is argued that all educators should be prepared to work in different scenarios and social conditions, that is, to be professionally qualified for the pedagogical work sensitive to the social demands of the school and of their subjects. In this direction, the empirical investigation regarding the Social Education and teacher formation interface in Brazil is conducted.

Methodological aspects

This research is characterized as a bibliographic study and, by using procedures of an inventive and descriptive character, this methodology can be characterized as research of the state of knowledge or state of the art (FERREIRA, 2002).

The investigation was carried out through a search in the electronic databases: CAPES/MEC Portal of Journals, CAPES Thesis and Dissertations Catalog, Scientific

Electronic Library Online - SciELO and GT 08 of ANPEd, in the period from 2015 to 2019. How search strategies, the following descriptors and keywords in Portuguese, Spanish and English were used: "Education", "Social", "Formation", "Teachers". There was also a combination of these terms and descriptors through the logical operator AND: "social education" (teachers (14 527 studies); "teacher formation" (15041 studies); social education "And" formation of studies). As an inclusion criterion, articles, dissertations and theses published in the period from 2015 to 2019 were instituted.

For the selection process, in the analysis and discussion of the articles, we tried to answer the following questions: what are the characteristics of the articles regarding the year and author? What is the purpose of the study? What methodology was adopted? What are the places where the research was developed? What are the number and main characteristics of the subjects of the selected studies? And finally, what are the main results achieved?

Given the object of discussion in this article, only studies that investigated the effects of Social Education on teacher education were defined as criteria for selection. First, to identify whether the studies met the inclusion criteria, an analysis was carried out anchored in the titles of the selected articles. Then, two independent reviewers screened all material by reading the respective titles and abstracts, adopting the inclusion criteria mentioned above. When there was disagreement as to whether or not a particular study remained, a third reviewer was consulted. Then, the remaining articles were accessed in full for evaluation, and the articles that had no consensus on the inclusion criteria were analyzed by a third reviewer.

After the exclusion of duplicate studies through the refinement process, which were carefully read and examined, classifying and grouping them, adopting an organization protocol according to the thematic categories, regarding the type of study and the characteristics described in the research in the with regard to Social Education in teacher education, 5 studies were selected that met the established inclusion criteria and made up the sample of this investigation.

Results and discussion

As announced, the results presented below sought to identify investigations with research themes within the area of knowledge of Social Education and teacher formation.

Chart 1 presents the documentary mapping of the data sources separately from the use of the descriptors:

Chart 1 – Classification of research

CAPES / MEC Periodical Portal		
Descriptors	**Quantity**	**Selected**
Social Education	128	1
Teacher formation	7093	1
Social Education "And" Teacher Formation	12	0
Total	**7233**	**2**
CAPES Thesis and Dissertations Catalog		
Descriptors	**Quantity**	**Selected**
Social Education	87	1
Teacher formation	5828	1
Social Education "And" Teacher Formation	0	0
Total	**5915**	**2**
SciELO		
Descriptors	**Quantity**	**Selected**
Social Education	39	1
Teacher formation	1671	0
Social Education "And" Teacher Formation	0	0
Total	**1710**	**1**
GT 08 of ANPEd		
Descriptors	**Quantity**	**Selected**
Social Education	73	0
Teacher formation	449	0
Social Education "And" Teacher Formation	2	0
Total	**524**	**0**

Source: Data organized by the authors

It is noteworthy that there are numerous studies related to the large area of teacher formation, followed by a less expressive number of publications related to Social Education. This fact places Social Education as an exponent area of studies and research. On the other hand, the interface of interest in this research, Social Education and teacher formation, presented scarce studies, revealing the possibilities of the area.

Chart 2 summarizes some characteristics of the studies selected from the title, authorship, type of research and year of production. It is noteworthy that in GT 08 of ANPEd no study with the research themes was identified within the area of knowledge of Social Education in teacher education.

Chart 2 – Research characteristics

CAPES / MEC Periodical Portal			
Title	**Author(s)**	**Type**	**Year**
Educação Social: quando o passado é desafio presente na formação docente	Eric Ferdinando Kanai Passone	Article	2017
Pedagogia social e juventude em exclusão: compreensões necessárias à formação de professores	Andrezza Maria do Nascimento Tavares	Article	2015
Catálogo de Teses e Dissertações CAPES			

Title	Author(s)	Type	Year
Formação profissional na Educação Social: subsídios a partir de experiências de educadores sociais latino americanos	Paula Marçal Natali	Thesis	2016
Educação Social e escolar, além da luta pela terra: o quilombo do Sítio Velho, Piauí	Ariosto Moura da Silva	Thesis	2017
SciELO			
Title	Author(s)	Type	Year
Innovando el Practicum en educación social: experiencia de trabajo colaborativo a partir de sus protagonistas	María-Begoña Ordeñana-García, Leire Darretxe-Urrutxi y Nekane Beloki-Arizti	Article	2016

Source: Data organized by the authors

Passone's article (2017), published in the journal Cadernos de Pesquisa/São Paulo, proposes a reflection on the relationship between Psychoanalysis and Education as a field of knowledge in the context of Social Education. Based on a review study, he emphasizes that the subjective knowledge involved with the educational act and the social bonds produced in the school routine are structuring dimensions to the practice and formation of the education professional and provides an open way to reflect the subject's implication. in training and teaching profession.

Tavares (2015) published a text in article in the HOLOS Journal (IFRN) addressing the problem of the teacher's performance in the perspective of Social Pedagogy, in which she seeks to understand the meaning of Social Pedagogy as a field of reflections on teacher formation policy and of praxis that expand the possibilities of Social Education practice. Dessarte, with a bibliographic review and documentary research, highlights the value of the possibility of Social Pedagogy as an attempt to constitute itself as a legitimate space for the teacher's performance.

With the thesis presented to the Postgraduate Program in Education, at the State University of Maringá, Natali (2016) investigates theoretical systematizations and manifestations of social educators regarding professional formation in Social Education; highlighting that the research related to books published on the formation of social educators proved to be negligible and stresses that if we consider the formation of social educators, we will have a considerable distance in numbers and production time in relation to reflections on teacher formation to school.

Likewise, Silva (2017) sought to investigate how educational policies based on racial elements contribute to the understanding of Social Education processes in a thesis presented to the Postgraduate Program in Education at the Federal University of Piauí. The researcher raises criticism, sharing the idea that it is not an exaggeration to say that some teacher formation programs are still imbued with the idea of preparing intellectuals who serve the interests of the

State and whose social function is primarily to maintain and legitimize the *status quo* dominant groups.

Ordeñana-García, Darretxe-Urrutxi and Beloki-Arizti (2016), in the article published in Revista Iberoamericana de Educación Superior, present the results of four years of collaborative work between university professors and professionals from socio-educational entities for the formation of students' *Practicum* graduation. The authors highlight the importance of external academic practices, that is, the *Practicum* - which constituted a supervised formation activity of great potential for Social Education, in view of its complexity, because its own professional reality is also complex and implies in interinstitutional and interdepartmental activities.

The research presented consolidates the defense that all teachers should, in their formation, learn about the discussions of education as Social Education. The findings presented punctuate the subjectivity of the subjects and the need to look at these particulars, with this, there will be the proposition of formation of educators sensitive to Social Education, to the detriment of formation that is just pragmatic and full of content.

In this way, teacher formation needs to move beyond the university walls, in critical analysis and reflection to other realities, school or not, ways of life and the production of learning. This perspective ends up, therefore, legitimizing Social Pedagogy as a space for teachers to act.

In this scenario, it is necessary to face education as a possibility for social transformation; only in this regard, is it assumed and directed to train teachers who also recognize themselves as agents of social change.

Final considerations

The difficulties in situating Social Education as a legitimate field inherent in teacher formation led the discussions in this text. In this regard, it is considered that all educators must in their formation recognize the major purpose of education with respect to educational, historical and social diversity and needs. Therefore, their education must include Social Education as a guide for their professional preparation.

In our view, this is not a simple addition of a mandatory or optional subject in the different teaching degree courses, counting hours of pedagogical formation, but of an experience, followed by debate and reflection at different moments of the formation. We do not see this in any other way, but the approximation of the university with the different school realities and with the different spaces of learning, not school.

The potential of this study leads to the search and sharing of formative practices that carry out this assumption. Our search identified that research topics within the area of knowledge of Social Education in teacher education are scarce in Brazil. Hence the importance of the importance of themes that demystify the performance of Social Education in the formation of teachers, in a consequent, questioning and interventional way.

The study undertaken revealed the potential of production within the scope of Social Education and teacher formation, especially due to the scarcity of productions, and raises the possibility of new research that contributes to the defense of educator formation from the perspective of Social Education. So, we critically and evolutionarily encourage the integrated valuation of diversity in the context of Social Education in the formation of teachers, not only as an investigative emergency, but as a significant new possibility for future tangible changes in society in general.

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