

The potential relationships of Social Education and Social Pedagogy in the “Mais Educação” Program (More Education)

As possíveis relações da Educação Social e da Pedagogia Social no Programa “Mais - Educação”

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Abstract

This study aimed at reviewing the literature that discusses Social Pedagogy and Social Education within the Brazilian Program “Mais Educação” (More Education). The research also sought to analyze the characteristics of the pedagogical proposals and the theoretical methodological principles in the academic literature of the areas of Social Pedagogy and Social Education in the aforementioned program. This theoretical qualitative research included a literature review of articles published in indexed periodicals from the CAPES portal. The data collection used Google, Google Scholar and SciELO databases from August 2015 to December 2016. The results demonstrated that there were relations between the “Mais Educação” Program with Social Pedagogy and Social Education with respect to the theoretical, educational and cultural practices of this program during the Dilma presidency (2011-2016). However, when the Temer presidency took over in August 2016, some changes occurred in the program, which took the name “Programa Novo Mais Educação” (New ‘Mais Educação’ Program). In addition to the name change, the characteristics and aims of the program have changed and the focus is now on the reinforcement of the areas of Portuguese and Mathematics. These aspects are different from the initial proposal that aimed at the provision of educational, artistic and inclusive educational practices, especially for students in vulnerable social conditions. Thus, the recent proposal of the New ‘Mais Educação’ Program distances itself from the principles of Social Pedagogy and Social Education.

Keywords: Social pedagogy. Social education. “Mais Educação” Program.

Resumo

O presente trabalho teve como objetivo apresentar a revisão de literatura de estudos que discutem a Pedagogia Social e a Educação Social no Programa “Mais Educação” do Brasil. Esta pesquisa também buscou analisar na produção acadêmica as características das propostas pedagógicas e dos princípios teóricos metodológicos dessas áreas que estão presentes nesse Programa. A pesquisa foi qualitativa, de cunho teórico e os procedimentos utilizados foram a revisão de literatura de artigos publicados em periódicos indexados no portal da CAPES.

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Esta busca ocorreu nas bases de dados: Google, Google acadêmico e SciELO no período de agosto de 2015 a dezembro de 2016. Como resultados foi possível observar que existiam relações entre o Programa “Mais Educação” com a Pedagogia Social e Educação Social em relação aos princípios teóricos e práticas educativas e culturais desse programa no governo Dilma (2011-2016). Entretanto, com a mudança de governo para o governo Temer em agosto de 2016, ocorreram modificações no Programa “Mais Educação” que assumiu o nome de “Programa Novo Mais Educação”. Além da mudança de nome, as características e os objetivos do programa foram alterados e estão centralizados no reforço escolar nas áreas de português e matemática. Esses aspectos são diferentes da proposta inicial que previa a oferta de práticas educacionais, artísticas e educação inclusiva, principalmente para os alunos em condição de vulnerabilidade social. Dessa maneira, a proposta recente do “Programa Novo Mais Educação” se distancia dos princípios da Pedagogia Social e da Educação Social.

Palavras-chave: Pedagogia social. Educação social. Programa “Mais Educação”.

Introduction

In today’s society, it is possible to observe the increase of poverty as well as the number of children, adolescents and adults in social vulnerable situations. Children and teenagers begging on the streets, selling candies at traffic lights, taking care of parked cars, using drugs and sleeping in parks and without anything to eat have become common in many Brazilian cities. The reasons that caused this scenario include the withdraw of rights and effective state public policies for the popular classes, the increase of social inequality in addition to the negligence of public power in relation to this population. Such context violates human rights, in particular the rights of children and adolescents who need the state protection in to order to develop with dignity.

Marger et al (2011) elucidates this aspect when she reports the initial actions in defense of children’s and adolescents’ rights living on the streets in Brazil, in particular, in the city of Maringá. This author considers the living conditions of people in social vulnerable situations inhumane. The author argues that living on the streets is not a natural choice for these people that in many moments of their lives have the streets as their shelter. Many times, they do not have access to basic rights such as housing, health and education and that is why they become wanderers. They depend on people’s solidarity in order to survive and are not seen in public policies as people who have rights.

Education should be a right to all population. Nevertheless, many people have this right denied. Many children and adolescents have to work since an early age to help at home and end up dropping out of school. In Brazil, in the last decades, the Child and Adolescent Statute – (ECA, in the Portuguese acronym⁴) – Law N. 8069 July, 13th 1990 (Brazil, 1990) provided protective measures and monitoring principles, aid and defense of rights so that children and adolescents could remain in schools and complete Basic Education. However, the country still face a number of difficulties in terms of recognizing the universalization of education.

Within this context, which is also common in other countries in Europe and in Latin America, Social Pedagogy and Social Education emerged as ways to provide for the needs of people in social vulnerable situations. To society, Pedagogy as well as Education should be understood as social activities by principle. Ribeiro (2006) argues

⁴ In this article, all acronyms are in Portuguese.

that the analysis of these terms is complex. According to this author, the concept of Social Education is “[...] inextricably linked to that of exclusion” (RIBEIRO, 2006, p. 160). The author also highlights that:

This relationship could be summarized affirming that social education is a necessity that results from the social exclusion of children and young people from the minimum conditions of survival and that, inversely; social education is a potential alternative to such socially excluded children and young people (RIBEIRO, 2006, p. 169).

Pedagogy as well as Social Education are concerned with people, despite their social class, as vulnerable conditions are common in various contexts and situations. However, people that have their rights violated are those most in need of Pedagogy and Social Education. Muller, Rodrigues and Alves (2016, p. 22-23) point out that the concept of social vulnerability is broad:

Based on the principle of universality and on the guarantee of human rights applied to ECA, in general, our educational actions and defense of rights aim at all subjects and/or populations of children and adolescents. In particular, the focus of our educational and political actions is towards boys and girls that have their rights violated, who live on the streets, in underprivileged neighborhoods. These boys and girls come from low popular classes, with little or no access to public policies, excluded from formative activities, critical political and emancipating activities as well as from spaces and public mechanisms of social protection, legal defense and popular participation.

Martins (2016) affirms that, concerning the theoretical-methodological characteristics of Social Pedagogy, it is necessary to think about education beyond the school context and broaden its concept. Martins (2016) states that in terms of the discursive constructions of Social Pedagogy, it is necessary to think about the society in which this Pedagogy is produced and on the social conditioning elements that affect the educational practices of its target population. In terms of the educational practices, they cannot be the same as those practiced in formal schools. The author understands that Social Pedagogy should articulate areas such as anthropology, sociology, and politics, among others in the educational process. The central aim is to produce knowledge about the educational phenomena in collaboration with people.

The book “Pedagogía social y educación social” by Camors et al. (2016) was written by Brazilian and Uruguayan researchers aiming to establish dialogue among researchers from Latin America about the concepts of Social Pedagogy and Social Education that are in construction. The book discusses the participants and experiences in these areas, issues related to professionalization and education, the relationships between education and work, and the education of young people and adults in the two countries.

Concerning Social Pedagogy in Brazil, Caliman (2006, p. 5) explains the characteristics of this area and the need of studies about the theme:

(...) refers to the difference between School Pedagogy and Social Pedagogy. The first has a full-ledged history and is widely developed by didactics, which is a science taught at the universities. The second, Social Pedagogy, is developed within institutions of non-formal education. It is a more recent discipline compared to School Pedagogy. It emerged and developed in particular in the 19th

century as a response to the demands of education for children and adolescents (and adults) living in conditions of marginality, poverty, and social difficulties. In general, these people do not attend or could not attend institutions of formal education. The aim of Social Pedagogy is to act on the prevention and recovery of socialization deficiencies, and in particular in the contexts where people are victims and lack basic needs. Therefore, it is possible to reaffirm that nowadays Social Pedagogy enjoys a moment of great fertility in Brazil. It is a moment of pedagogical creativity more than systematization of contents and methods. In other words, in Brazil there are more than mere pedagogues, there are educators that contribute to the development of an expertise with its own identity, rich of pedagogical intuition and contents. At the same time, it is noticed that it is time to systematize all this pedagogical knowledge in order to better understand and interpret reality and plan effective educational interventions.

Thus, it is possible to observe that Social Pedagogy emphasizes actions for children and adolescents from popular classes, aims to work with those with educational difficulties and socialization difficulties, and tries to minimize them. As the author describes, it is necessary to analyze and systematize the broad pedagogical knowledge produced in this area with the aim of planning effective educational actions, outside the schools and in institutions of formal education. These actions try to improve the assistance given to children and adolescents in marginality conditions, in poverty and with social difficulties, which can also be seen in the institutions. All actions aim at educational activities that provide children and adolescents a broad knowledge of the world and of the reality in which they live. Gadotti (2012, p. 17) completes Caliman's idea affirming that:

Among the competences of the social pedagogue, it is possible to highlight compromised critical reflection, the ability to solve problems and act in social and educational fields. From a critical perspective, social educators, in addition of having specific technical-pedagogical knowledge, can be considered as professionals in the sense of social transformation and human emancipation. In this sense, in times of extreme individualism, helping individuals socialize is extremely relevant.

Therefore, it is necessary to understand that social educators are professionals engaged with the exchange and construction of knowledge with their learners as well as with the education of individuals to act consciously in search of better living conditions to all. According to Freitas and Galter (2007), the search for democratization and universalization only reached meaningful indexes in the 1950's, especially concerning the change in the scientific/educational function of the school. According to Paro (1988, p. 191) an internal reformulation of the school was necessary so that it could provide whole education⁵ to form "citizens":

In the 1950's proposals of full time education appear, but this time, the idea is to extend it to the school system. The proposals are still based on the "escolar nova" premises that are concerned with whole education, but now aiming the popular classes.

⁵ In the literature about education, the terms whole education and integral education are used. In this article, whole education is used as it better describes the beliefs of the authors.

A representative example of full time school of this period in Brazil is the Educational Center Carneiro Ribeiro – CECR, in the Portuguese acronym, which had Anísio Teixeira as its idealizer and representative of the “Escola Nova” in Brazil. In the opening ceremony of the center, it was possible to observe in Anísio Teixeira’s speech the current considerations and historically functions attributed to the school:

We wish to provide it [the school] with a complete program that includes reading, Math and writing, physical and social sciences, industrial arts, drawing, music, dance and physical education. In addition, we wish the school to educate, form habits, form attitudes, cultivate aspirations; we wish the school to prepare children for their civilization (...). In addition, we also wish the school to provide health and food for children, as it is a well-known fact that it is impossible to provide education when children are in a level of malnutrition and abandonment. (TEIXEIRA apud EBOLI, 1969, p. 14)

It is clear that the idea proposed by Anísio Teixeira for the Educational Center Carneiro Ribeiro – CECR, was a more comprehensive form of education, that is, an education that provided students education beyond literacy, a broad and socializing education. Thus, this educational perspective aimed at the education of individuals in all their aspects. In 1980, whole education was again the focus of debate when the Public Centers for Integral Education⁶ – CIEPs were created in Rio de Janeiro. Machado (2002, p. 4) affirms that:

This is undoubtedly the biggest experience, in terms of number, of schools with extended teaching hours. There were about 500 CIEPs in the state of Rio de Janeiro. With respect to the organization of the activities developed by students, there was still a distinction. In one shift, children would have a common core, and in the other shift, children carried out other activities.

In the 1990s, the project called Center of Integral Attention to Child – CAIC was implemented in all Brazilian regions as part of the federal government social policies; the CAICs intended to expand the actions related to education, that is, health and social assistance to children and adolescents.

In 2010, in a context closer to our current situation, the “Mais Educação” Program was created through decree N. 7.083 (BRASIL, 2010). The aim of this program was to contribute to the whole education of people and improve learning. School time increased and full time basic education was offered to children, adolescents and young people enrolled in public schools. In order to meet the goals established by the “Mais Educação” Program, there were follow-up pedagogical activities as well as experiments, scientific investigation, culture, art, sports and leisure, digital culture, economic education, communication and the use of medias, environment, human rights, prevention activities with respect to health, health promotion and healthy diet, among other activities. The proposal intended to provide children and adolescents access to knowledge that would allow them to be and act in a more integrated way in the world. It also aimed at promoting dialogue between teachers and students in order to establish relationships among acquired knowledge, school topics and students’ prior knowledge.

⁶ In the case of the Public Centers, the option was to use Integral Education as they have characteristics that are not in accordance with the authors’ understanding of whole education.

It was clear in the proposals of the “Mais Educação” Program that it aimed at providing children and adolescents from public schools experiences and contact with different knowledge and disciplines through activities that included the diverse forms of knowledge of society.

Currently, in the Temer presidency, through ordinance N. 1.144/2016 (BRASIL, 2016) from the Ministry of Education – MEC, the “Mais Educação” Program suffered changes and it is now called “Programa Novo Mais Educação” (New Program More Education). Resolution FNDS N. 5/2016 controls this program. The site of the Ministry of Education states that the aim of this new program is “[...] to improve the learning of the Portuguese language and Mathematics in basic education, by expanding the time children and adolescents spend in schools” (BRASIL, 2016).

The same site (BRASIL, 2016) informs that schools that join the program of five additional hours should develop 2 hours of pedagogical follow-up activities; whereas schools that offer 15 hours of additional activities per week should develop 2 hours of Math and Portuguese activities. The professionals in charge of these activities are called articulators, learning mediators and facilitators and should be teachers appointed by the schools.

This new program presents characteristics of school reinforcement and differs from the former “Mais Educação” Program, which proposed the whole education of students. The activities offered in the additional hours aimed at expanding students’ knowledge, artistic and cultural creation as well as developing students’ autonomous thinking. These activities stimulated reflection and social questioning. The idea of offering these activities in the extracurricular hours relate to Social Pedagogy and Social Education principles so that students do not become mere reproducers of information, but citizens engaged in different disciplines and educational areas and may use this diversity not only to solve problems, but also to build knowledge and social interactions.

In the next section, a number of articles are presented along with the analysis of the academic literature that discussed the “Mais Educação” Program and its relationship with the methodological-theoretical principles of Social Education and Social Pedagogy.

Social Pedagogy and Social Education in the “Mais Educação” Program

This research reviewed articles published in indexed journals listed in the portal of the Coordination for the Improvement of Higher Education Personnel – CAPES. The data collection accessed Google, Google Scholar and SciELO databases from August 2015 to December 2016.

The following keywords were used in the search: Social Pedagogy, Social Education, “Mais Educação” Program and Education. From these words 10 (ten) articles were selected: Ribeiro (2006), Paula; Machado (2009), Souza; Müller (2009), Caliman (2010), Faria (2011), Leclerc; Moll (2012), Pinel; Colodete; Paiva (2012), Crispim (2014), Dulce and Strieder (2015) and Figueiredo (2014). The Chart 1 below shows the articles selected for the study:

It is possible to observe that Brazilian researchers interested in Social Pedagogy, Social Education and the “Mais Educação” Program were from four Brazilian regions: five articles were from the south region, two from the northeast, two from the southeast and one article was from the center-west region of Brazil.

Chart 1: Articles that discuss Social Pedagogy, Social Education

ARTICLE	AUTHORS/ YEAR OF PUBLICATION	JOURNAL
“Exclusão e Educação Social: Conceitos de superfície a fundo” - (Exclusion and Social Education: Understanding concepts)	Marlene Ribeiro (2006)	Revista Educação e Sociedade
		Cadernos Cedes - Campinas/SP
“A Pedagogia Social na Educação: análise de perspectivas de formação e atuação dos educadores sociais no Brasil” - (Social Pedagogy in Education: analysis of educational perspectives and the actions of social educators in Brazil)	Ercília Maria Angeli Teixeira de Paula e Érico Ribas Machado (2009)	Congresso Internacional de Pedagogia Social – USP/SP
“Educador Social: Conceitos fundamentais para sua formação” – (Social Educators: fundamental concepts for their education)	Cléia Renata Teixeira Souza e Verônica Regina Müller (2009)	IX Congresso Nacional de Educação-EDUCERE
“Pedagogia Social: seu potencial crítico e transformador” – (Social Pedagogy: its critical and transformative potential)	Geraldo Caliman (2010)	Revista de Ciências da Educação
		UNISAL-Americana/SP
“Reflexões sobre a implantação do Programa Mais Educação na rede municipal de ensino de Natal, RN” – (Reflections about the implementation of the “Mais Educação” program in the educational municipal system in Natal, RN)	Tereza Cristina Leandro de Faria (2011)	Revista Quipus - UnP-Natal/RN
“Programa Mais Educação: Avanços e desafios para uma estratégia indutora da Educação Integral e em tempo integral” – (“Mais Educação” Program: Advances and challenges for the introduction of whole education and full time schools)	Gesuína de Fátima Elias Leclerc e Jaqueline Moll (2012)	Educar em Revista UFPR-Curitiba

Source: Chart elaborated by the authors.

Chart 1: Continue...

ARTICLE	AUTHORS/ YEAR OF PUBLICATION	JOURNAL
"Pedagogia Social: Definições, formação, espaços de trabalho, grandes nomes e epistemologias" – (Social Pedagogy: Definitions, education, work spaces, prominent names and epistemologies)	Hiran Pinel, Paulo Roque Colodete e Jacyara Silva Paiva (2012)	Conhecimento em Destaque Revista Eletrônica FABRA-Serra/ES
"A Educação Integral proposta pelo Programa Mais Educação: Revisão Bibliográfica" – (Whole education proposed by the "Mais Educação" Program: Literature Review)	Rute Irene e Claudio Crispim (2014)	CINTEDI: Congresso Internacional de Educação e Inclusão UEPB-Campina Grande/PB
"O (des)interesse dos professores frente as atividades de contraturno" – (Teachers' (lack of) interest for extracurricular activities)	Juliana Alves da Silva Ubinski Dulce, Maria Strieder (2015)	Revista Electrónica Actualidades Investigativas en Educación Universidad Costa Rica
"A Educação em tempo Integral no contexto das políticas públicas brasileiras" – (Full time education in the context of public policies in Brazil)	Jacqueline de Souza Batista Figueiredo (2014)	IV Congresso Ibero-Americano de Política e Administração da Educação / VII Congresso Luso Brasileiro de Política e Administração da Educação, de 14 a 16 de abril de 2014, s, Porto, Portugal

Source: Chart elaborated by the authors.

The following articles represent the south region: Ribeiro (2006) Federal University of Rio Grande do Sul – UFRGS; Paula and Machado (2009) State University of Ponta Grossa – UEPG; Souza and Müller (2009) State University of Maringá – UEM; Leclerc and Moll (2012) Federal University of Rio Grande do Sul – UFRGS; and Dulce and Strieder (2015) from the State University of the West of Paraná – UNIOESTE. The articles discussed themes such as Social Education, the "Mais Educação" Program, as well as Full Time Education in terms of concepts, the education of social educators and the characteristics of the theoretical-methodological principles of these areas and educational practices.

Articles written by researchers from the northeast of Brazil include Faria (2011) from the Potiguar Univeristy – UNP and Crispim (2014) Federal University of Piauí – UFPI who discussed the "Mais Educação" Program in particular. The articles written by Pinel, Colodete and Paiva (2012) from the Federal University of Espírito Santo – UFES and Estácio de Sá College represent the southeast region of Brazil. Figueiredo (2014) from the State University of Campinas – UNICAMP studied in her doctoral research Full Time Schools in Minas Gerais where a great number of

formation activities, content reinforcement and diversified and personal formation activities are carried out. The article written by Caliman (2010) from the Catholic University of Brasília – UCB, from the center-west region, was also selected for the analysis as it discusses the principles and foundations of Social Pedagogy.

The data collection demonstrated that the south region contributed with most of the research and articles related to the “Mais Educação” Program, Social Pedagogy, Social Education and Full Time Education. This region presented the highest number of literature at a time when the need to discuss and better understand such themes is so important.

Some of the universities that contributed to the debate with articles from the south region are the Federal University of Rio Grande do Sul (UFRGS), the State University of Ponta Grossa (UEPG), the State University of Maringá (UEM) and the State University of the West of Paraná (UNIOESTE). The Federal University of Espírito Santo (UFES), Estácio de Sá College and the State University of Campinas (UNICAMP) represent the southeast region. The northeast region contributed with research from the Federal University of Piauí (UFPI) and from the Potiguar University (UnP), whereas the Catholic University of Brasília (UCB) represented the center west region.

The Chart 2 below shows the objectives, the methodology and the results of these studies.

The analysis of the aforementioned articles demonstrated that Social Pedagogy and Social Education were present in the “Mais Educação” Program by means of cultural, educational, playful and social practices. The articles criticized the poor conditions of the program not only in terms of lack of personnel, but also in terms of resources, since most of the times the activities were developed by monitors and workshop facilitators that received scholarships to carry out the activities. Many of these educators were undergraduate students and did not have adequate education

Chart 2: Objectives, Methodology and Results from the articles about Social Pedagogy and Social Education

AUTHORS	OBJECTIVES	RESEARCH METHODOLOGY	RESULTS
Ribeiro (2006)	Discuss the reality and concepts of exclusion/inclusion and Social Education.	Not mentioned	The article concluded that Social Education is a necessity caused by the social exclusion of children and adolescents and that it provides a number of alternatives.
Paula, Machado (2009)	Analyze the history of the Pedagogy Course and the implementation of Social Pedagogy and Non-Formal Education in the National Curricular Guidelines.	Field Research and critical analysis of documents from the Ministry of Education – MEC and from literature	The study pointed out Pedagogy undergraduate students’ dissatisfaction concerning the methodology and theories studied in the course and the lack of discussion about the themes

Source: Chart elaborated by the authors.

Chart 2: Continued...

AUTHORS	OBJECTIVES	RESEARCH METHODOLOGY	RESULTS
Souza, Müller (2009)	Argue about the understanding of Social Education and the need to form social educators.	Literature Review	The authors discussed the dialectical relation between acting and reflecting in the formation courses of social educators and discussed the role of social educators and education.
Caliman (2010)	Record the evolution of the systematization of Social Pedagogy in Brazil.	Not mentioned	The study verified that students' reality demand a new form of sensibility and that the practices of Social Pedagogy contribute with solutions to the social problems faced in schools.
Faria (2011)	Reflect about the experience of the "Mais Educação" Program in the municipal school network in Natal.	Analysis of the National Plan for Education	The study analyzed the first schools that joined the "Mais Educação" Program in Natal (RN). It verified the difficulties and discussed the need to develop more studies.
Leclerc; Moll (2012)	Understand the modus operandi for the gradual reorganization of schools.	Analysis of documents from the Ministry of Education – MEC	The authors presented the analysis of the "Mais Educação" Program and highlighted challenges, advances, questions and reflections about the practices about the curricular reorganization of schools with additional hours
Pinel, Colodete, Paiva (2012)	Present the current principles of Social Pedagogy.	Bibliographic and phenomenological research	The researchers concluded that Social Pedagogy professionals need to believe in individuals' capacity and should help them create a different reality.
Crispim (2014)	Identify, describe and analyze articles about full time education in the "Mais Educação" Program.	Literature review using the CAPES portal and SciELO and INEP databases	The study verified that the program was not efficient with respect to students' grades and approval, but it was efficient in reducing school evasion.
Dulce, Strieder (2014)	Present teachers' perception about the additional extracurricular activities.	Field Research	The authors verified that teachers were aware of projects offered by the schools, although most of them did not participate. They also concluded that many teachers were not interested in developing projects.
Figueiredo (2014)	Highlight aspects concerning the definition and implementation of the full time educational system.	Part of a broad doctoral research	The study observed that it was not enough to have full time education in order to have better learning. It is necessary to guarantee the rights to promote and guarantee whole education.

Source: Chart elaborated by the authors.

to work with children and adolescents. In additions to this, the schools did not have specific places to develop the activities, which had to be developed in other spaces. Although the program had difficulties, there were principles and proposals for the emancipation of children and adolescents in social vulnerable conditions to participate of a school that was not tedious and that did not reproduce the same structures and traditional contents of regular schools. The extracurricular activities aimed at helping children and adolescents adopt an active protagonist posture, as these children and teenagers had access to different types of knowledge and diversity. The change in the characteristics of the “Mais Educação” Program jeopardizes these aspects and its inclusive characteristic.

Social Pedagogy and Social Education seek educational practices aimed at individuals or groups in vulnerable social situations. Pinel, Colodete and Paiva (2012) affirmed: “Nowadays, Social Pedagogy seems to be more oriented to the practical realization of human education of people in social vulnerable situations”.

In the “Mais Educação” Program it is also noticed the concern with social vulnerable children and adolescents. According with the document from SEB-MEC 2011 (BRASIL, 2011, p.1) “Those assisted by the program are children and adolescents that need to stay full time in school so that their parents can work; it also assists students in risk situations and who are social vulnerable”

It is observed that Social Pedagogy, Social Education and the “Mais Education” Program aimed at contributing to a full and transformative education of individuals in their intellectual, social, psychomotor and cultural abilities. Faria (2011, p. 31) affirmed that:

This way, the conception of Whole Education is related to the philosophical ideal of a whole man, highlighting the need of development integrated to his cognitive, affective and spiritual faculties, in addition to recovering the fundamental task of education, that is, the education of man in its totality, aiming at his participation in society.

From this perspective, children and adolescents were treated like people who had their human rights assured and were the main actors of their stories, as they participated in activities to develop their creativity and socialization skills as well as their potentials for living in communities.

Concerning the places where Social Pedagogy and Social Education activities were developed Pinel, Colodete and Paiva (2012) and Caliman (2010) informed that the activities carried out with children and adolescents occurred in clubs, associations and parks in social vulnerable areas. Although many people thought the “Mais Education” Program was a full time school program, it was not limited to school spaces, classrooms, and the development of activities from the formal curriculum. Faria (2011), Leclerc and Moll (2012) mentioned that the activities occurred in the schools as well as outside them, for example in community centers, churches, clubs and sports courts.

Leclerc and Moll (2012, p.100) emphasized that:

[...] educational spaces are those meaningful spaces in the neighborhood and in the city used to recreate cultural and civilization experiences of humanity such as cinemas, theaters, museums, parks, neighboring areas and other spaces lived as curricular actions.

Not all regions had the opportunity to enjoy these spaces. Crispim (2014) reviews articles that presented the “Mais Educação” Program from 2013 to 2014. Her data revealed that the program had different characteristics in different Brazilian states. Some states used the internal and external spaces of the school. The author also pointed out the lack of consensus among researchers about the concept of Full Time School and Whole Education.

Concerning Social Pedagogy and Social Education, Caliman (2010) mentions that these areas are present in different institutions and practices, for example, in “cultural activities, free time activities: sports, leisure, music, theater, rhythm, expression and art, etc”. According to Faria (2011); Leclerc and Moll (2012) and Crispim (2014), in the “Mais Educação” Program, these activities included cultural, sports and leisure activities such as art, *capoeira*, hip hop, newspaper and school radio, human rights, environmental sustainability, among others.

In terms of professionals, the researchers affirm that it is necessary to have qualified professionals in charge of such activities. In Social Pedagogy and in Social Education, Caliman (2010), Ribeiro (2006), Souza and Müller (2009) describe that these professionals are called social educators. Yet in Brazil, these professionals still do not receive specific education. Souza and Müller (2009, p. 3202) report that “the adults that usually develop the educational activities are, most of the time volunteers, some of them are hired and have a High School and others Higher Education qualification”.

Concerning the “Mais Educação” Program Faria (2011, p. 29) explains that:

A community teacher, linked to the school, coordinates whole Education activities; the Municipal Department of Education pays for the coordination that involves 20 working hours per week. The follow-up activities are carried out, preferably, by undergraduate students from the specific areas developed in the program, or undergraduate students with specific abilities, for example, judo instructor, *capoeira* master, community storyteller, etc.

Most of the professionals involved in the “Mais Educação” program were undergraduate students from the Pedagogy initial education courses and from other teaching degree courses. Although they were not graduate, they should have abilities related to the practices they developed in the program. There were also people from the communities with specific abilities that carried out activities such as *capoeira*, dance, music and other activities. If, on one hand, researchers discussed the weaknesses of these activities, the absence and the need of education for the professionals involved in the program, on the other hand, for many students and members of the communities, the program represented an opportunity to have some education and professional activity. The theoretical-practical elements were lived on a daily basis by the students and members of the school.

For some researchers it was a form of outsourcing the fact that professionals outside the school developed the pedagogical activities, classes and workshops. Other aspects criticized were the value of the scholarship, which was considered too low, and the high turnover of students and those who ran the workshops. This last aspect affected the work and the bond with the communities. Nevertheless, most researchers argue that the proposal was interesting and more studies about it are important. Despite this suggestion, few educators from mainstream public schools

Chart 3: Publishing places from researchers interested in Social Pedagogy, Social Education and the “Mais Educação” Program

CATHEGORIES	AUTHORS	N. OF PRODUCTIONS
Municipal Department of Education	Faria (2011)	01
University	Crispim (2014); Leclerc and Moll (2012); Pinel, Colodete and Paiva (2012); Caliman (2010); Ribeiro (2006); Paula and Machado (2009); Souza and Müller (2009); Figueiredo (2014)	08
State Department of Education	Dulce and Strieder (2014)	01

Source: Chart elaborated by the authors.

investigated the program. In the Chart 3 below it is possible to see that researchers from the universities developed most studies.

It is important to discuss and reflect about the program and reconsider the structure of the activities offered in the schools in order to stimulate the participation of children and adolescents from the contexts involved.

It is also necessary to take into consideration that not all universities are interested in the program or open for the debate of such themes. As Zucchetti and Moura (2007, p. 2) report:

Concerning specific events about non-formal education, it was possible to see that they are not nor frequent; this fact demonstrates the lack of attention paid to the theme. In general, the brief discussions about socio-educative spaces are carried out in the form of workshops and communications in events that discuss education. The exception is the National Association of Post-Graduation and Research in Education – ANPEd in the Portuguese acronym. At ANPEd there are two Interest groups – GTs that accept discussions about experiences of social education. These are the Popular Education GT and the Social Movements GT. Both groups have records of reference studies in the area.

The studies of Paula and Machado (2009) highlight that the Pedagogy courses need do stimulate the discussion about Social Pedagogy and Social Education among its undergraduate students, as the Pedagogy course should prepare educators to work in different contexts. However, the authors demonstrated that these discussions are still rare:

Education is a process that takes places in different spheres of society. Thus, the Pedagogy courses need to be alert to form educators that will work in these various spaces. We believe that every form of Education has a relevant aspect, as it acts on social and historical individuals and it is part of them. This is why it is important to evaluate how it has been taking place in the Pedagogy courses and how educators are being prepared to reflect and carry out Education in its numerous possibilities. (PAULA; MACHADO, 2009, p.10).

Not only the Pedagogy courses, but in all teaching degree courses, it is necessary that all those involved with Education acquire knowledge about those they will work with and the cultural, playful and educational practices that aim to provide autonomous

thinking and social emancipation. Nowadays, many undergraduate Pedagogy students have never heard about such themes during their education. The university should include these discussions in their initial education. It is also important to stimulate and instigate teachers, children and adolescents that participate of the “Mais Educação” program to share their experiences and organize the positive results obtained in the programs so that these practices are not forgotten in the national scenario.

Thus, Freitas and Galter (2007, p. 3) state that:

It is of paramount importance that the adjective “integral” is used not only in reference to school time, but above all, it should refer to the development of an education that is able to integrate the contents presented to students so that they can understand the fundamentals and the historical implications of that knowledge.

Therefore, in face of the dismantling of educational programs and the disqualification of artistic, philosophical and playful activities in the educational process, it is necessary to value all forms of expression and creation that promote human development and freedom of thought.

Final considerations

The literature review demonstrated that Social Pedagogy, Social Education and the “Mais Educação” Program are discussed in a few initial teacher education courses, that is, in undergraduate Pedagogy courses and in other teaching degrees. The lack of debate about such themes hamper the development of creative and innovative practices of whole education for children and adolescents in social vulnerable conditions. The professionals that work with education should have access during their initial education to such themes. They should also seek for constant opportunities of continuing education to provide quality education to their students.

Nowadays, in face of the dismantling of innovative programs, it is important to reconsider the elaboration of pedagogical proposals for whole education in order to reevaluate the functions of the school in our society. It is necessary to provide resources, develop quality activities and improve studying conditions, as well as the working conditions and the education of students and teachers so that they can work and live with dignity.

The articles selected for this study presented the relationship among the “Mais Educação” Program, Social Pedagogy and Social Education. Nevertheless, the restructuring of the program demands discussion in order not to reproduce traditional methodologies from formal school, which provide for school reinforcement and avoid students from dropping out of school, but do not engage students in quality experiences in the different areas of knowledge.

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