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Challenges of Social Education of Catalonia to Romania

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Abstract

This paper seeks to explain the importance of social education and its main challenges in Catalonia and Romania. Is divided into two sections, one which underpins the importance of social education and second part where are explained and detailed the seven challenges priority for us. A social education is the educational response to the emerging challenges of society as well as copes with persistent problems throughout time. Know provide educational response to the most vulnerable people and know how to accompany these persons, and promote the best of them, and strengthen positive transformations in their lives and in their environments.

Keywords: Social Education, challenges of society, profession, Social Educator.

1. Introduction

The knowledge of the sense and meaning of professional identity in the context socio-educational either in Catalonia or Romania can help you understand an emphasis on social education. Social education is the educational response to emerging and continuing challenges of society. Education is a movement of transformation, an act that reminds us of the Greece poesies. That constant reborn, that creation and recreation invites you to reinvention for transforming and change. According Arrikaberri et al. (2013) the educational establishment, the educational community, is clear reflection of the society in which we live, changing and continuously evolving. It must adapt to society and their changes, their concerns, questions and needs. Situations occurring today as the additions of the immigrant population, new trends and family models, the rapid advance of technology, living with substance use, among other things, require the educational institution of social and educational answers to problems that arise in the

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school context. So it must be provided with social professionals with a particular educational profile: social educators. There are many investigations already on the importance of social education, its history, its limitations and its possibilities. From the University of Barcelona in recent years we have dedicated a part of our research in this area: "Strengthening practices social education: "Weaving joint responsibility for training of the competences and employability by the university and the working world", Update Centre and Educational Innovation (CAIE) 114, Ministry of Education [2]. The other project in University Teaching Research Institute of Education Sciences (REDICE) the Institute of Education Sciences at the University of Barcelona "The teaching function in external practices. Research on a jointly responsible curriculum design between the Social Education Studies and the working world" (REDICE-10/1002-27)[3].

There are many investigations that lead us to formulate these seven challenges:

- Challenge 1. Viewing the skills, precisely and clearly, for identifying situations that permit its practical and conceptual domain.
- Challenge 2. Accompany and supervise co-responsibility from the definition and formalization of a Work Plan as an instrument of excellence.
- Challenge 3. Institutionalize space for be narrated and narrating professional practice.
- Challenge 4. Systematize the processes of planning and design of social actions.
- Challenge 5. Apply humor in professional practice as an educational strategy and a source of well-being.
- Challenge 6. Reducing the distance between the professional world and formative, allowing opportunities for participation and joint reflection, with teaching and research agreements.
- Challenge 7. Sense and identity of social educator from the reflection of the profession.

Challenges which advance on practice of the profession.

2. A review of the current literature

2.1. Social education, a profession necessary

We found in the literature multiple conceptions about the social education; definitions have been developed from labour and economic sectors.

The International Association of Social Educators (AIEJI) in their report on the competences of the Social Education (2005) defines this as:

"... the theory of how psychological, social and material conditions, and different value orientations promote or inhibit the development and the growth, quality of life and welfare of the individual or group".

Other definition based on Sáez Carreras and Garcia Molina (2006: 289) where the agents forming part of the process of professionalization of Social Educators points are emphasized:

"Social education in Spain refers to an historical construction that, as manual occupation, was developing its own perspective and perception through interaction, at different levels and degree of the various actors (professional organizations, university, state, market, users) who have intervened and are involved in the process of professionalization. Therefore, it is a profession for whose exercise expertise required obtained by training both skills and procedures, maintaining because of it, and the experience gained in time, certain levels of achievement and competence shown through working together, staff and committed, professional acting for meeting the educational needs and demands made in and by the community they seek to serve, and thereby obtain social recognition that legitimizes them to monopolize a territory or labour tribunals".

Social education has traditionally been considered good from the perspective of the specific areas of social work educator (adult education, non-formal education, etc.) or from the purposes to be attained by the educational action.

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[2] Original name in Spanish of the project «Fortaleciendo las prácticas de educación social: Tejiendo la corresponsabilidad en la formación de las competencias y la empleabilidad desde la universidad y el mundo laboral», Centro de Actualización e Innovación Educativa (CAIE) 114, Ministerio de Educación.
[3] «La función docente en las prácticas externas. Investigación de un diseño curricular corresponsable entre los Estudios de Educación Social y el mundo laboral» (REDICE-10/1002-27).

For their part, the State Council of Colleges of Social Educators (ASEDES) defines social education as well as pedagogical character profession as the right of the citizen, subject of the educational process, to be integrated into social networks (understanding as such the development of sociability and social movement) and have access to cultural assets that allow them to expand their educational, employment, perspectives leisure and social participation.

Alonso-Díaz (2014) states that:

"The Social Educator is the professional that performs a social and educational intervention with individuals and their contexts, in order that they achieve their personal and social development, integration and community participation in different social environments. His figure therefore includes in its professional work and various educational situations different age groups, its ambit work being in the paradigm of Lifelong Learning".

From the Commission of European Communities (2006) considers the adult education is all forms of learning undertaken by adult persons after the initial education and training, regardless of how far you have come in this process. Education and training are critical for economic growth factors, enhanced competitiveness and social inclusion.

The present changing society, new social, cultural and demographic situations faced by professionals in education and the educational community, renewed concerns of educational and social development.

The Social Education together with the social changes begins to take on significant importance. This is the reason for creating the new bachelor's degree in social Education, as prescribed in the Official State Bulletin number 234 of October 10, 1991 where the very general guidelines for research plans are collected such qualification, establishing of this way, the concrete existence of the Social Educator.

Some areas of social work educator are: pedagogy of leisure, adult continuing education, educational intervention in marginal situations, education and entertainment for seniors, environmental education, socio-cultural, education in prisons and hosting.

It aims to train for the professional development of scientific knowledge for understanding, interpretation, analysis and explanation of the theoretical and practical foundations of social education in different social spaces and times.

Also provide knowledge, skills, attitudes and practices in the design, development and evaluation of resources, plans, programs and projects that fall socio different contexts and social groups with an integrative conception of education in society and practical skills education throughout the entire life cycle and the processes of change and social participation. According to Amador et al. (2014) this is a profession that is been built up over time in order to respond to the socio-educational needs of individuals and social groups. In this process it has become clear the importance of their work that transcends and even complements the areas of formal education or school.

In the practice of the profession that intersect different objectives are promoted and not are excluded (Ronda, 2012: 55):

- Assisting for the emergence the other as free human beings.
- Promoting their ability to form satisfying inter subjective relationships.
- As this occurs in a social reality also promotes educator development in the "other" in their capacities as citizens.

2.2. The importance of incorporating the figure of the social educator in educational centres

The issue of social education and good use is very important because it determines the correct functioning society. The human being, first and foremost, is a social being, and that is why we need to relate and interact with others. Therefore, we must encourage and enforce good manners and good treatment among people. The social protocol is based on taking into account the opinion of others, being tolerant and sympathetic to and promoting "healthy" relationships. It is very important that we teach from our small home and in school the importance of respect for others, considering the possibility of implementing social education and subject taught since we started our education (López-Galeote, 2013).

We totally agreement with Hernandez (2012) which states as school presents the current problems and needs that cannot be solved through a lecture, but it is necessary to create other spaces, times and forms of intervention. This is why the social educator could respond effectively to such challenges. So you can make a real change is necessary

for the education system open the way to this figure, and be able to conduct collaborative action that enables a comprehensive work, given the close connection between school, family, community and society .

Many teachers confronted difficult situations every day, because they teach children from dysfunctional families, or face conflict situations in the classroom that can lead to aggression towards the student teachers. In addition, parents often have negative attitudes towards the teacher. In most cases teachers have psychophysical disorders with different symptoms and mental fatigue, sleep disorders etc. When these symptoms are aggravated may appear the syndrome of "burnout" which is burned by teacher's psychological harassment in work performance (Schuck, 2012).

As considered Hernández (2012) is not only important that children acquire the scientific knowledge to understand the world, to train and to access when it comes time for a job, but what society and the school must not forget is the Social Education is essential for the overall development of children, so that they can learn to be critical and integrity citizen and be able to act and live with maturity and responsibility.

The author Galán (2008) emphasizes the need to incorporate social education learning communities starting from the following premises:

- the social and educational reality also becoming more complex than the schools themselves, which demand collaboration and incorporation of new professionals to complement educationally and address and intervene in problematic situations that are transferred from the society to school.
- the intention to move towards a comprehensive education for all students.
- the specific psychological, social and family characteristics that present the minors.
- the need to encourage the lines of communication that will improve the intervention between the school and the family.
- the inclusion of the concept of social education in schools is understood as "the incorporation of a professional who aims to provide a complementary view to formal education, offering a work adapted to the needs of students and the educational system itself".
- to perform a collaborative and linking school work, family and community, in order to "respond to diverse needs of educational intervention" (Galán, 2008: 57).

Based on the literature review (Arrikaberri M. et al., 2013) in different communities (Andalusia, Aragon, Extremadura, Castilla la Mancha) is contemplated inclusion of the figure of the Social Educator and member of the Commission the Centre Coexistence. Is also involved in the elaboration of plan for coexistence and for academic training is the professional who is responsible for implementation of the program of mediation and conflict resolution. The Social Educator is a person who makes it possible to perform the learning process. The aim pursued is to help the population who declares diverse needs of interrelation and social and cultural communication. Resolving difficulties.

The Social Educators that are linked to work in the school profiles and develop various functions adapted to the educational needs of individual schools. Here we present a synthesis where is collected some of the functions of interest based on Méndez (2007: 7).

Table 1. Functions of social educators associated to school (Méndez, 2007)

• Specialist in educational attention to social diversity: developing individual development plans and / or group, socio-educational needs diagnose differentials individuals and groups, design and evaluate personal learning.
• Family and Community Development Educator: create situations that encourage the taking of family awareness of their own abilities and resources, promote social dynamic and active participation of parents and students.
• Mediator in processes of family and educational intervention: to analyze the personal and educational needs; designing intervention programs and family mediation team; prepare, plan and carry out intervention activities and socio mediation.
• Animator and manager social and cultural: developing social programs and community involvement.
• Educator leisure time: plan and manage activities for creative leisure.
• Educator host process: prepare, plan and carry out actions of intervention and mediation; assess the achievements and difficulties encountered, establish improvements.

According Amador et al. (2014) we must understand that functions are something dynamic in permanent evolution as the social demands and needs that must address as a professional, reason requires a versatile training. The educator should echo all and if detect and analyze the deficiencies, educationally intervene and, if necessary, referral to other professionals in cases where a specialized intervention is necessary. Making a tour and demonstrations by different authors, Amador et al. (2014) propose the following functions of the social educator in specific content:

Table 2. Functions of social educator in specific content (Amador et al. 2014)

FUNCTION OF SOCIAL EDUCATOR	
Training and Information	- Identification of social problems and their causes.
	- Support, mediation and transfer of learning.
	- Integral development of persons: skills, abilities and strategies.
	- Socio-cultural information to those involved in the social and educational process.
Promotion and Development	- Personal, group and community promotion.
	- Employment, occupational, social and cultural dynamisation
Mediation and Relationship	- Coordination between individuals, groups and activities and programs.
	- Mediation and relationship between the subjects of learning.
	- Referral to specialists: people, institutions or contexts.
Guidance and Counselling	- Guidance and social and educational cultural counselling.
	-Monitoring and counselling of persons, groups with specific needs.
	-Facilitation personally / group support eliminating tension.
Analysis, Planning and Evaluation	- Detection, programming and research projects, and socio-cultural programs.
	- Participation in educational programs design and actions of individuals and / or groups in specific situations and direct action.
Organization and Administration	-Management to activities, programs, centers and socio-educational and cultural resources.
	-Participation and organizational support for the socio-educational and cultural activities and community every day.

Therefore it is essential in these times affected by disorientation and discouragement, this figure of the social educator serving the needs and problems of those who need support and assistance in their personal development.

3. Contribution on the theme

The tour of the social education in Catalonia and Spain is large, are 22 years of strengthening of a university qualification, a profession that was already exercising before and he needed his social and academic recognition. As has been mentioned previously from the University of Barcelona have been conducting many different investigations since the implementation of social education studies at the university in 1992. The result of these recent researches have been concluded these 7 challenges for social education (Forés & Novella, 2013).
Challenge 1. Viewing the skills, precisely and clearly, for identifying situations that permit its practical and conceptual domain.
The professional practice is the space to exercise the competencies. Is the scenario where competences are exercised, are improved and amplified. As long as spaces for formative assessment are incorporated. Be aware of the development of competencies in professional practice, in situations that facilitates domain to provide better social and educational attention to environments the intervention of the social educator.

Challenge 2. Accompany and supervise co-responsibility from the definition and formalization of a Work Plan as an instrument of excellence.
Participate in the social and educational processes involves having a shared work plan agreed between the various agents. This act puts us a need expressed by all stakeholders, to establish bridges and channels of communication

and coordination, both the objectives, the intervention plan (activities and actions) and the plan quarterly and final follow-up. Therefore have a common protocol to collect moments of encounter and relationship between agents, the accompanying process scheduling, evaluation indicators, registers and shared instruments, including greatly facilitate the shared task.

Challenge 3. Institutionalize space for be narrated and narrating professional practice.
Reflective practice requires spaces for development and systematization of experiences. Whether through narratives records to share professional practices, or by establishing spaces for collective narrative as they can be team meetings and coordinating. These spaces, in short, supervisory do things that help with ideas, action, emotions, values and other elements that affect professional practice.

Challenge 4. Systematize the processes of planning and design of social actions.
This exercise allows you to view and order from the complexity all that professional experience and feel for the development of educational action. The systematization needs action research as a methodology to reflect on the action to rebuild it and develop it. Sort practice, sequence it and recognize the elements that affect the process promoted the building of good professional practice. A further step in this would be "the challenge of writing". Write what you want to do, what we do and write about the reflection process between planning and execution.

Challenge 5. Apply the humor in professional practice as an educational strategy and a source of well-being.
The practitioner must find its formula to incorporate humor as an educational tool. It has its maximum potential when incorporated in a safe, flexible and adapted to the circumstances involving the realities in which we act form. It has been known as a regular and customize individual differences implicate unique strategies and intensifications. Teacher and learner must be able to laugh together. In most occasions the mood approaching persons facilitates relationships. But not only has benefits in relation to others, but if applied to oneself can be confronted with situations with a different attitude and disposition.

Challenge 6. Reduce the distance between the professional world and the formative, allowing opportunities for participation and joint reflection, and with agreements for teaching and research.
Approaching the professional world and the learning from mutual trust and seeking joint progress we can improve scientific and technical knowledge about the realities and issues in which we work. The analytical view of the practice involves feedback of knowledge that guide and systematize. Set spaces to work together and share the dual challenge of reflection of social reality and the search for new strategies performance. All to the benefit of initial and continuing training.

Challenge 7. Redefining social identity educators from intellectual reflection of the profession.
The meaning and significance of the socio-professional identity in context and in the specific field of professional action must be a collective effort. This construction is to be given in public spaces responsibility from deliberation and negotiation of meaning, reflection and action from the conceptualization of new conceptual referents. Experts and not so experts have to find professionals to rethink their identity as an everyday event and claiming that qualifies and amplifies the quality of the foundation of professional practice.

These challenges should guide the formation of the culture of the profession for professionals "novice" and/or "in formation"; and from those who have years in the profession and who must reinvent to move forward adjusting to the times and social needs. The new forms of educate that require the times we are live in and we will live, they need to be incorporated into the daily practice of professional some skills to improve the process of lifelong learning and the reconstruction of professional identity.

Some of the competencies required by professional development are:
- *Construct the collective meaning and sense of professional identity into the social and context and in the specific field of professional action.* The practice needs to stop to think and recognize that intentional action processes set off. This has to be an exercise of "self" in the space of internal construction of the unique identity of each of us, the "I" to "we" for the construction of the culture of the profession of shared identity as a school professional. This construction is to be given in public spaces responsibility starting from the deliberation and negotiation of meanings.
- *Improving the scientific and technical knowledge about the realities and topics in which we work.* The analytical view of the practice involves feedback of knowledge that guides practice. Needing their ongoing review and updating of its association with other skills that give birth to the new social reality and action strategies.

- *Develop the skills of in professional practice*. The professional practice is the gym of skills. Is the scenario where competences are exercised, are improved and amplified. As long as spaces are entered, and subsequently we will indicate, for formative assessment.
- *Systematize the processes of planning and design of socio actions*. This exercise allows you to view and sort from the complexity all that professional experience and feel for the educational action. The systematization needs action research as a methodology to reflect on the action to rebuild it and develop it. Ordering practice, sequence it and recognize the elements that affect the process promoted the building of good professional practice.
- *Reflect in action on the action and from action* (Perrenoud, 2004). The reflective paradigm has to be an emblem of the profession. From this, the reflective practices introduced in the work and working methods are a prerequisite for bringing out the theoretical, practical and ethical body that invades the socio relationship. It is a way forward and actively evolve the professional has to be a theoretician of action.
- *Institutionalize space for be narrated and narrating professional practice*. Reflective practice requires spaces for development and systematization of experiences. Whether through narratives registers to share the professional practices, or by establishing spaces for collective narrative as they can be team meetings and/or coordination. These spaces, in short, supervisory do things that help with ideas, action, emotions, values and other elements that affect the relationship.
- *Incorporate of ethical reflection on practice that most micro and allow us to weave a daily applied ethics as* suggested Jesus Vilar (2011). Ethics has to occupy a privileged place in the practice of the profession, but also has to take more prominence in the spaces of deliberation and narrative. It's not enough to have known and code of ethics. Ethical reflection has to invade the practice and from here will affect the construction of identity.

Challenges and competences allow weave the social educator profession in the institutional context and attuned to the needs of the groups attached. Professionals and community advance within the framework of the complex and dense reality.

4. Conclusions

Social education in Catalonia and Spain has been consolidating gradually. Particularly since it's the academic recognition in 1992 happening to be a university study. Since then the social reality has changed and the fields of social intervention the areas and functions of social professionals have been forced to change, improve and adapt to new social needs. This paper addresses the importance of social education and what should be the challenges of education from now. Towards where to focus your efforts and priorities.

The professional of the Social Education must be appropriately trained to give the best answer possible to the needs of individuals, so that they achieve their personal and social development, and that, as already informed Ronda (2012, p.53), are directed to achieve "full citizenship, the participation and social inclusion".

What would be the "lesson" that must be learned as from the exercise of this profession?

We might adopt from the experience of social educators in Catalonia and Spain, as these show a good knowledge of the developing this profession in Romania also necessary. Therefore, it may constitute a point of reflection and valuable premise for the staff of academic institutions. It should be emphasized that the human resource is the decisive factor because of their level of education and training - in achieving the political and strategic objectives.

From the pedagogical point of view, social education allows people take control over learning, reflect on practice and establish the framework that allows them to cope with learning situations significantly. Because the society in which we live is characterized by diversity, interdependence and change, represents the reality that almost everyone recognize them, but very little is done to those who, in everyday life, they must find ways responding to the challenges of the contemporary world.

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