CHALLENGES FOR SOCIAL EDUCATION IN TIMES OF CHANGE. WORKING PROPOSALS FOR SOCIO-EDUCATIONAL INTERVENTION.

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The Young Researchers in Social Pedagogy (JIPS) collective was conceived within the framework of a relationship facilitated by the Ibero-American Society of Social Pedagogy (SIPS). The SIPS is a scientific society of over thirty years standing whose main purpose is to generate theoretical and conceptual knowledge regarding social pedagogy in countries such as Spain, Portugal and the Latin American environment, but also in its relationship with academics and professionals from other regions and countries of the world.

In recent years, a debate and the beginnings of a relationship were generated at the SIPS annual meetings by those younger members who were conducting their doctoral research or who had recently completed their doctoral theses. Beyond the university environments in which they worked or the specific topic of their research, the first meetings served to share similar professional concerns, reflections and moments, which led to the idea of ​​generating a collective. Thus, the SIPS Young Researchers in Social Pedagogy collective was born.

The book presented here is the first joint work created by members of the JIPS collective: twenty-four young PhD holders and social education professionals. The text, composed of fifteen chapters, is structured around the four main areas of knowledge outlined in the Delors report: *knowing how to understand/how to know; knowing how to be; know-how and knowing how to act*.

We believe that analysing these four areas of knowledge will allow us to establish a dialectic in the field of social education: each of these four areas of knowledge represents a challenge for the socio-educational practices inherent in social education. To overcome them, the authors propose a set of challenges in and for social education. Thus, the content of the book is organized around the following four thematic blocks or *Challenges for social education*:

1. Challenges of understanding a society in change. Challenges of interpreting the world.
2. Challenges in social education related to being. Conceptual challenges.
3. Challenges in social education practice. Methodological challenges.
4. Challenges facing the social educator as a professional with regard to knowing how to be. Internal challenges of the profession.

The first block is dedicated to understanding/knowing the challenges facing the practice of social education in the current context. These are related to the need to address diversity and inequality, understand the role played by citizens in social change and knowing the effects of and educational opportunities posed by technology in our daily lives.

The second block focuses on the challenge of knowing how to be, and where the conceptual challenges of social education present themselves: What is our profession’s reason for being? What is social pedagogy like in our globalized world? What is the role of social education in traditional contexts such as school or in contexts where deprivation of liberty makes the very idea of ​​education difficult? These are some of the challenges that conceptualize and define our profession and are addressed throughout the chapters comprising the second block.

The third block – know-how – poses the methodological challenges for education and for new ways of implementing social education. These are related to four actions that social educators must perform in their daily lives: accompanying people, working with communities, generating synergies and networking, and organizing evaluative and participatory processes for social improvement.

The fourth block presents the challenges intrinsic to the profession, or knowing how to act as a professional: Where does the social educator stand with respect to others (users or people)? How is social education related to the social movements and citizens with whom it shares concerns and goals? How are educators trained and how should they be?

Héctor Núñez

Paloma Valdivia

Àngela Janer

Autonomous University of Barcelona