THE IMPORTANCE OF THE PROCESS OF PERMANENT EDUCATION WITHIN THE SCOPE OF THE BRAZILIAN SOCIAL SERVICE

SUMMARY

Social Work is a profession inserted in the social reality and has as one of its main functions, to develop answers to the Social Question that is increasingly complex, considering that the social reality in its concreteness is constantly changing. In this sense, the debate about the process of continuing education within the scope of Social Work is fundamental, since this process tends to enable the intellectual improvement of the social worker professional in the face of ongoing corporate transformations. Thus, the study presented here aims to reflect on the importance of the process of permanent education in Social Work, elucidating the strategies of resistance and coping with the category for the effectiveness of this process in the current conjuncture, emphasizing the Permanent Education Policy elaborated by the CFESS-CESS set, as an important achievement of the category in this perspective. The study was systematized from a bibliographic and documentary survey of the main works and documentary data that deal with continuing education in Social Work. The final considerations indicate that despite the adverse situation, it is possible to verify within the category a joint effort, in order to develop actions to effect the process of continuing education in order to contribute to the quality of services provided to the user population.

KEYWORDS: Permanent Education. Social services. Formative Process.

RESUMO

O Serviço Social é uma profissão inserida na realidade social e tem como uma de suas funções principais, desenvolver respostas para a Questão Social que se apresenta cada vez mais complexificada, tendo em vista que a realidade social em sua concreticidade está em constante transformação. Nesse sentido, mostra-se fundamental o debate acerca do processo de educação permanente no âmbito do Serviço Social, na medida em que este processo tende a viabilizar o aprimoramento intelectual do profissional assistente social frente às transformações societárias em curso. Assim sendo, o estudo ora apresentado tem como objetivo refletir acerca da importância do processo de educação permanente no Serviço Social, elucidando as estratégias de resistência e de enfrentamento da categoria para a efetivação deste processo na atual conjuntura, dando ênfase a Política de Educação Permanente elaborada pelo conjunto CFESS-CESS, como um importante conquista da categoria nesta perspectiva. O estudo foi sistematizado a partir de um levantamento bibliográfico e documental das principais obras e de dados documentais que tratam da educação permanente no Serviço Social. As considerações finais apontam que apesar da conjuntura adversa, é possível verificar no interior da categoria um esforço conjunto, no sentido de desenvolver ações para efetivar o processo de educação permanente na perspectiva de contribuir para a qualidade dos serviços prestados à população usuária.


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1. INTRODUCTION

The professional practice of the social worker has ethical and political implications, considering that in his daily work his/her work has as direct demand the viability of rights of the population using the services. In view of the transformations that occur constantly in the social reality, social workers are impelled to remain in continuous qualification in order to develop critical professional actions that move towards the strengthening of the professional ethical-political project.

In this perspective, continuing education is revealed as a process of great importance and relevance for Social Work, considering that, through this process it is possible to enable the intellectual improvement of social workers, reverberating in the quality of services that are developed by the category.

Starting from the assumption that continuing education is a process that suffers the influences of the objective and subjective conditions of social life, that is, the complexity that permeates reality, it is understood that this process is inserted in an adverse conjuncture, in view of the offensive implemented by capital through mainly neoliberal policy and productive restructuring that dismantles the rights conquered by the working class and precarious higher education, as well as the training process of these professionals.

In view of this scenario, the present study aims to reflect on the importance of the process of permanent education in Social Work, elucidating the strategies of resistance and coping with the category for the effectiveness of this process in the current conjuncture, emphasizing the Permanent Education Policy elaborated by the CFESS-CRESS set, as an important achievement of the category in this perspective.

The ongoing study is structured on two topics. Initially we will discuss the theme of continuing education and its importance for Social Work and then discuss the Permanent Education Policy elaborated by the CFESS-CRESS set, which guides the category in the defense of a permanent process of education and critical improvement in order to achieve an action that is both creative and transformative of reality and individuals. Finally, we present our final considerations and the bibliographic references used.
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According to Nascimento; Oliveira (2016), it was from the years 1966 that the theme of continuing education was dimensioned in the pedagogical scope of Brazil, occupying several spaces for discussion of professionals from various areas. Continuing education, according to Marcondes (2013), is constituted from the understanding of the social being as being inconclusive, unfinished. In this sense, it is man's own nature that constant search for new knowledge. According to Marcondes (2013, p.135),

Continuing education, in its teleological dimension, that is, as a reality that seeks the purpose of its own application, relating itself to its final cause, condenses broad realities [...].

According to Fernandes (2007), continuing education privileges the work process as the main space for learning construction, through reflection and analysis of real problems, seeking alternatives for the transformation and recreation of new practices. It is a process, therefore, unfinished and continuous. Thus, "continuing education presupposes learning in the workplace itself, the exchange of knowledge, collective work, respect for differences and the realization of changes" (FERNANDES, 2007, p.208).

In this sense, through the process of permanent education, the social worker has the possibility to systematize the reflections about the social reality and from there develop a professional exercise and produce new knowledge that is increasingly adequate to respond to the demands placed on it. Thus, it is understood that social workers, when assuming a critical and propositionary posture, open a path of possibilities for overcoming this model of society, towards a new type of humanly emancipated society.

Apprehending the contradictory demands of capital and work is only possible through the permanent exercise of questioning, investigations and critical studies, based on social totality, in order to build intervention strategies that are increasingly
connected with the principles defended in the ethical-political project, enhancing the ability to face the dilemmas posed by contemporaneity, without disregarding in this process the limits and possibilities of the profession.

In this sense, continuing education is presented as an instrument that enables social workers to understand the context where the socio-historical particularities of Social Work are inserted, as well as the determinants of the constitution of Social Work in its real meaning.

Continuing education also allows reflection on the investigative and interventional dimension of the profession, expressing a continuous process of education at work (not only education for work) through the construction of knowledge elaborated in the daily professional practice collectively or even individually. According to Marcondes (2013 p. 208), "[...] continuing education is a long-term process, materializing throughout professional life for an indefinite period."

The search for intellectual improvement, through permanent education, enables the strengthening of the category in coping with the alienation and protagonism present in the daily work, considering that the process of intellectual improvement allows the professional to have clarity about the strategic direction and social meaning of the profession.

It is important to reaffirm the importance of effective and reflecting on continuing education as a means of ensuring the intellectual improvement of social workers and the strengthening of professional identity, because the dynamics of social reality undergo transformations at all times, making it necessary a permanent process of improvement by these professionals.

Through its actions of reflection, study and improvement through continuing education. The social worker is able to follow the transformations and movements of concrete reality, since this process of improvement enables the strengthening of a critical professional identity unrelated to the conservative root that marks traditional Social Work. In this context, the extent to which the commitment of the profession with the principles of its project is deepened and strengthened, plus the professional finds capable to perform analyses and reflections about his/her professional practice, which allows the development of practices that go beyond the immediacy of daily life.
According to Marcondes (2013), continuing education should be apprehended as a continuous process of qualification, with the horizon of the development of protective and preventive actions to the detriment of critical, pragmatic and assisted practices so present at the beginning of the profession that they ended up being functional to maintaining the status quo. Thus, we can reaffirm the direction of the political ethical project of Social Work that aims to overcome and break with all conservative influence that marked part of the trajectory of the profession. For the aforementioned author, therefore, continuing education allows professionals to construct new knowledge and forms of critical intervention, based on the ideals of the political ethical project and overcoming the "traditional" Social Work.

Therefore, continuing education benefits both the professional, through the apprehension and production of knowledge, as well as the users of the services, through the provision of a quality professional practice and connected with the interests of the working class.

In line with Marcondes (2013, p. 189),

The effectiveness of the bond that permanent education maintains with the quality of the services provided is noticeable by the social worker in his daily practice. This is because the demands that are placed for the profession require the social worker a constant commitment to intellectual improvement, while awakening the professional to commit to the work performed [...].

In summary, continuing education as an instrument that allows the intellectual improvement of the Social Worker is also a strategy for strengthening and consolidating a critical professional identity, of commitment to the quality of the services provided, of potentiating the political ethical project and the Code of Ethics of 1993, as well as strengthening the competencies and private attributions of social workers. It stimulates the organizational capacity of the category and reflects on the professional doing in the perspective of constructing and reconstructing new knowledge and new practices, ensuring the foundations of the political ethical project of Social Work, in the context of social struggles with a view to transforming society.

It is also important to point out that the process of continuing education, through its problematizing and reflexive actions should constitute spaces in which professionals
are, in fact, participants in this process and not only mere recipients of information. In this context, the process of knowledge construction, based on the conception of continuing education goes beyond the idea of technical updating of professionals, on the contrary, it is a process of coping, deconstruction and continuous reconstruction in the perspective of developing new ways of responding to the demands of the working class, through practices increasingly connected with the interest of this class and, therefore strengthening the ethical-political project of the profession.

Like this

The experiential action at work, which enables learning (brought here as permanent) is a process of action-reflection that, when experienced by social workers, privileges work as a locus of knowledge acquisition and object of transformation, prioritizes collective participation and the exchange of different knowledge, favors research, questioning and the discovery of new forms of work that may equip us for the qualification of our performance professional. (FERNANDES, 2007, p.216)

From the understanding that the process of permanent education is not an isolated phenomenon, but inserted in the social reality, it is necessary to contextualize this process within the current conjuncture. In the current scenario, it is functional to the capitalist logic not to promote actions from the perspective of permanent education, considering that uncritical professionals are useful to the system. In this sense, the configurations of the current capitalist society establish numerous challenges for the implementation of the process of permanent education within the scope of Social Work.

The offensive of neoliberal policy and productive restructuring are presented as some of the strategies that great capital uses to reestablish itself and remain as a hegemonic power in a context of structural crisis of global reach. In Brazil, these capital strategies emerge in the conjuncture of the 1990s and extend to contemporaneity, now more explicitly, or more masked, however, always meeting the interests of the capitalist system.

Inserting the process of continuing education within this macrosocial conjuncture, we can infer that, through neoliberal policy and counter-reforms implemented since the emergence of this policy to the present day, education has been going through a dismantling process that has been worsening since the 1990s, when in the Master Plan for The Reform of the State Apparatus (PDRE) where the commodification of education takes place and this is also offered by institutions private education. In this context,
education is no longer a free right and becomes a commodity, this process ends up strengthening the market of private educational institutions, as well as in the distance modality.

It is important to clarify that in public universities there is a mandatory indissociability of the teaching-research-extension tripod, as a way to guarantee the quality of the formative process from these three constitutive axes. In private educational institutions and in the distance modality there is no such obligation, being necessary only teaching, therefore, the functionality of this type of training that does not include research and extension is explained, training technical and pragmatic professionals.

According to official data from the National Register of Courses and Institutions of Higher Education that appear on the e-MEC portal, there is a number of 605 undergraduate courses in Social Work in activity, offered in private institutions. Of the 605 courses, 521 are offered in the face-to-face mode and 84 distance courses. According to data from the National Institute of Educational Studies and Research Anísio Teixeira (INEP), in 2010 there were 282 courses, where 270 were face-to-face and 12 at a distance (INEP, 2010).

It is possible to verify through these data that there is a significant number of private and distance education institutions offering the Social Work course without the obligability between teaching-research-extension, which compromises the training process too much, as well as the possibility of the implementation of the permanent education process, considering that the interest of these institutions is in technical and uncritical training, to the detriment of an effectively critical and committed formation with the interests expressed in the ethical-political project of the profession.

Still referring to the strategies of large capital to reverse the crisis, we can highlight the productive restructuring that through changes in the world of work increases the exploitation of the labor force, dismantles rights conquered by the working class promoting a true framework of deep precariousness of work. In this conjuncture of productive restructuring, new forms of work are developed, formal work and subwork are increased, as well as new demands for worker profile, such as the multipurpose worker who performs multiple tasks.
Considering that Social Work is a profession inserted in the social and technical division of labor and, therefore, the professional social worker is a salaried worker inserted in this situation of precarious, it is possible to verify that a considerable number of professionals who are in the labor market through contracts are incorporated in this precarious logic, with fragile labor guarantees, bad salaries and instability, having to balance more than one employment contract, which makes it too impossible to effect the process of permanent education, given that these professionals are overexploited and unmotivated.

According to Fernandes (2007) there are several initiatives related to professional qualification, such as training, training courses, corporate universities, etc. What is noted is that these initiatives do not arise from the real needs and desires of workers, but from the needs of capital maintenance.

However, we must not forget, according to CFESS (2012, p. 14-15), that the CFESS-CRESS Set, articulated to the political and professional demands placed on the category, has been developing permanent education actions for many years, such as, among others, the following:

 [...] Specific meetings and seminars that the CFESS holds for the councillors of the CRESS and tax agents, in preparation for them to also work and carry out training activities with social workers; the course Ethics in Motion, which takes place annually and is already in its 10th edition [...] ; the national seminars organized by the CFESS to discuss professional performance in specific fields of intervention, such as the seminar on the work of social workers in social assistance policy, health, social security, education and the legal partner field; the realization of the Brazilian Congress of Social Workers (CBAS), the various publications that constitute forms of socialization of information, debates on professional work, controversial topics and deliberations of the CFESS-CRESS Set [...] . In the scope of the cress activities, the following stand out: the activities commemorating the day of the social worker; courses in alliance with Academic Training Units; production of magazines, periodicals and legal collections. [...]. This set of events and publications constitutes systematic channels and drivers of continuing education.

Thus, the commitment and commitment of the category to continuing education is evidenced, considering the effort to promote courses, debates, events, study groups and publications that cover the most diverse debates and themes relevant to the
profession, in order to guarantee, through these initiatives, the quality of training, as well as the professional practice of the social worker.

With regard to the possibilities of continuing education, we can highlight the importance of the development of extension and research projects. Through research it is possible to deepen and produce knowledge that can support professional practices. The extension projects, due to their potential to articulate the relationship between the university and the community, provide an approximation with the needs of the population. Therefore, such actions may enable the exchange of knowledge between those who work in the institutional partner spaces and those who are in teaching, as well as the construction of knowledge and forms of interventions that respond to the demands in a qualified manner.

Another possibility that we can highlight is the construction of partnerships between universities, the organizational entities and representative of the category in order to create spaces that allow actions related to continuing education, in addition to the structuring of bibliographic collections in institutional spaces, which allow the professional to have access to critical theoretical references and materials with updated contents relevant to his/her professional practice.

Professionals who, for reasons not explained, do not want or do not have the possibility to carry out a strictu or lato sensu training, it is possible to seek alternative ways of constructing a process of permanent education, either formally or informally. In this regard, Marcondes (2013, p. 207) comments:

[...] In these situations, the search for improvement through the use of the work environment itself to perform critical reflections, study groups, among others, participation in workshops, workshops, short courses, seminars and lectures, along with participation in the actions developed by organizational entities and representative of the professional category also has its share of importance as a contribution to achieving professional improvement.

Knowing that professional practice is inserted in the daily space of institutions, where reports, reports and opinions are prepared, among others, professionals can make use of these documentations to build mediations between professional practice and the ethical-political project through socialization and collective debate about the data about the reality of users. They can therefore seek means and strategies to
critically unseereality reality, responding to demands in line with the principles of the 1993 Code of Ethics.

In this sense, it is evident that the search for the implementation of the permanent education process is a daily challenge and that it is of paramount importance that the employers' institutions and the representative units of the category offer objective support and conditions for professionals to be able to effect the aforementioned process, with a view to monitoring the transformations that occurred in society on a daily basis.

In view of the above, it is possible to point out that the process of continuing education is an act of resistance of social work, which through a permanent process of reconstruction of knowledge and practices, contributes to the development of professional practices that are increasingly identified with the interests of the working class and with the overcoming of the current model of society.

3. THE PERMANENT EDUCATION POLICY OF THE CFESS-CRESS SET, AS AN INSTRUMENT FOR STRENGTHENING THE PROCESS OF PERMANENT EDUCATION.

The Permanent Education Policy of the CFESS/CRESS Group, the result of the joint effort of the professional category, is a political instrument aimed at strengthening training and professional practice and contributes to ensuring the quality of services provided to the population using the Brazilian Social Service. Its construction began in the management "Critical Attitude to Advance in The Fight" (2008-2011) and was completed in 2012 in the management "Time of Struggle and Resistance" (2011-2014).

For this Policy, reflect on continuing education in Social Work:

It presupposes, therefore, affirming the professional project, articulating a double dimension: on the one hand, the macro-societal conditions that establish the socio-historical ground in which the profession is practiced, its limits and possibilities; and, on the other hand, the ethical-political and technical-operative responses of professional agents to this context, supported by the historical, theoretical and methodological foundations of Social Work (CFESS, 2012, p. 08).
The continuing education advocated in the aforementioned Policy is fundamental not only for Social Work, but also for all professions and areas of knowledge, since, in the current scenario, the dynamic and complex reality in transformation quickly produces issues that need to be unveiled and analyzed, considering the social reality in its entirety.

Education must also have the function of contributing to the formation of the individual as a political subject, capable of changing the social reality. Therefore, it is from this understanding of emancipatory education that the Permanent Education Policy of the CEFSS/CRESS Group reaffirms its position of resistance to the teaching model that is in line with the interests of capital, placing itself in defense of an education that meets human needs.

According to the CFESS (2012), it is necessary that social workers have knowledge about their attributions and competencies and base their professional practice from a critical direction in the perspective of breaking with the conservative influences that marked the emergence and development of Social Work. It is important to point out that the representative entities and the formation units of Social Work develop, in a permanent way, reflections together with the category about the theoretical, technical, ethical and political references that circumscribe the professional practice, with a view to building a practice that is increasingly qualified and committed to the defense of a new free and emancipatory social order.

Thus, this Policy is totally opposed to the logic of the market, which ends up, in many cases, leading professionals to undergo light-sensitive courses, aimed at enabling the instrumental domain, with emphasis on technical or behavioral content. These courses form a functional professional profile to the maintenance of capitalist logic.

The Permanent Education Policy elaborated by the CFESS-CRESS set is based on a "political and pedagogical dimension of reaffirmation of values and contents that express the strategic social direction of the profession" (CFESS, 2012, p.11). In this sense, to consolidate this Policy, the CFESS-CRESS set bases its reflections based on the conception of popular and emancipatory education, because it enables the development of a "consciousness for itself" of the subjects involved in
this process, therefore, goes beyond the training model that is limited to qualification with a view to merely technical improvement, reaching a broader and more critical scope pointing to the development of the organizational capacity of the category.

For the representative entities of the professional category, the Permanent Education Policy appears as a strategy in the context of continuous qualification, considering that the daily professional practice of social workers is infused by numerous corporate transformations, which require a systematic exercise of undopage and intervention in reality. For this, it is essential to apprehend this reality in its entirety in a critical and articulated way.

Thus, in agreement with the CFESS (2012), the Permanent Education Policy has as its guide axis the dimension of historical totality, based on the dialectical critical thought matrix present in the Curricular Guidelines of 1996. It is, therefore, an instrument that allows the development and qualification of professional practice and a strategy to strengthen the organizational capacity of the category. In this sense, it is shown, above all, as an instrument of political and ideological struggle, understanding that the scope of professional training is one of the spaces that can stimulate the consolidation of the ethical-political project.

As we have previously pointed out, neoliberal government prioritizes "dressage" strategies through reforms in the education system, especially at the higher level, according to the prerogatives of international organizations.

Therefore, the Permanent Education Policy:

[...] it is part of the field of strategies to face this scenario averse to rights, as it provides social workers in the exercise of the profession with the possibility of consolidating a proposal for continuous and sustained training in the defense of work and workers. (CFESS, 2012, p. 43)

With regard to the guidelines established by this Policy, according to the CFESS (2012), we highlight, among others: the commitment to the Code of Ethics of 1993, with intellectual improvement and with the quality of services, thus ensuring professional competence; the development of spaces that enable professional improvement in a continuous way; the contribution to the strengthening of the strategic political and social direction of Social Work, to the reflections and systematizations of
the Social Question and its numerous expressions, to the defense of public policies and democracy; the valorization of the image of Social Work and social worker and the socialization of theoretical reflections, considering the political ethical project and the Code of Ethics of Social Work of 1993.

Regarding its objectives, according to the CFESS (2012), it can be highlighted as the main objective: the consolidation of the National Policy of Permanent Education, focused on the intellectual, technical and political improvement of professionals in order to ensure the quality of professional practice and the insertion of critical professionals in the labor market, as well as the strengthening of the ethical-political project. As specific objectives, to democratize continuing education; contribute to the reflections about Social Work and the ways of coping with the Social Question in a critical way; qualify professional work in the context of seizure, formulation, management and monitoring of plans, programs and projects; socialize the debates about the theoretical, technical and ethical instruments of Social Work; to support the articulation between the CFESS-CRESS and the educational institutions of Social Work with a view to valuing the profession and qualification; enable the dialogue between the representative entities of users with social movements in order to promote problematizations and reflections about the dynamics of the social reality in which professional doing is inserted and enhance the Internship Supervision Forums by understanding that these spaces allow the strengthening of professional practice and the improvement of the ways of coping with demands.

With regard to the strategies outlined by the Permanent Education Policy, we highlight the promotion of partnerships between the CFESS-CRESS group and educational institutions with a view to implementing lato sensu graduate programs; consolidate spaces for reflection and debates within the regional councils of social work (CRESS), with the aim of strengthening the political positioning and critical view of the whole; stimulating debates in institutional spaces, in representative entities and social movements in order to socialize the reflections of the category; organization of study groups on the most diverse topics that are relevant and relevant to Social Work; make use of the materials that are produced by the CFESS-CRESS set so that they are appropriate by category; stimulate the participation of professionals in spaces of theoretical reflection and on contemporary issues; reflect in the Forums and meetings
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of ABEPSS and CRESS the demands and possibilities of Permanent Education within the scope of Social Work; establish partnerships with employers with a view to enabling permanent education actions on issues that are relevant to each region and develop plans at the local and state level of continuing education, building partnerships with CRESS and ABEPSS based on thematic axes that are part of the demands of professional practice. (CFESS 2012)

Therefore, in times of postmodernity, this Policy reaffirms the centrality of work as a founding axis of the dynamics of social life, in its ontological dimension, as well as the careful analysis of its metamorphoses, in the context of globalization and financialization of capital, bringing relevant elements to unsee the profound repercussions in the dynamics of social relations, particularly with regard to the Social Question and the State (CFESS, 2012).

In this context, one of the challenges to be faced by the Permanent Education Policy is to encourage the professional category to maintain a critical stance in the development of new scientific knowledge, without falling into dogmatism and fragmentation, so characteristic of the capitalist mode of production, as well as the tendency to fragmentation, both in the context of intervention, production of knowledge. What has been verified is that the work process and knowledge are becoming increasingly specialized, disregarding the object, objectives and true meaning of the profession. According to the CFESS (2012, p. 38), what has been observed is that:

The removal from generic education, replaced by a prescriptive set of interventions, without the rigorous movement of articulation between totality and particularity in professional doing, can contribute to the greater alienation and loss of critical intervention capacity in the reality of work (already greatly impaired by the precariousness of the work of professionals and demeaning the living conditions of the working class).

Therefore, in summary we can say that the Permanent Education Policy is a progressive achievement of the professional category, because it reaffirms the commitment of Social Work to the quality of professional training, as well as to the construction of practices capable of responding to the demands of the working class. Its central category is historical totality, apprehended from critical social theory and
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aims to consolidate a National Policy of Permanent Education within the scope of Social Work, through the development of actions that prioritize the intellectual, technical and political improvement of professionals, in a critical and qualified way.

Thus, this process of continuing education, defended by the professional category through the Permanent Education Policy, is expected, the collective construction of new professional practices, new knowledge and new ways of implementing the political ethical project of Social Work, with a view to overcoming the class society, towards the construction of a new emancipated corporate order.

4. CONCLUSION

In view of the above, the relevance of the discussion about the process of permanent education is explained, as well as the reflection on the possibilities and challenges for its implementation within the scope of Social Work. It is also possible to point out the fundamental importance of the necessary deconstruction of the conception of qualification from a purely technical perspective with a view to insertion in the labor market and the consequent construction of a critical permanent education concept with emancipatory horizons.

Considering that the study presented here is in progress, we can situate so far the statement that despite the adverse conjuncture of dismantling education and the formative process, as well as the precariousization of working conditions and relationships, there is an effort of the whole category in order to develop coping and resistance strategies with a view to the implementation of the permanent education process.

Through the bibliographic survey made so far, it was possible to visualize in the Social Service a great effort and resistance of the professional category in order to enable the implementation of the process of permanent education and strengthening the commitment to the Political Ethical Project of the profession, mainly through the activities developed by the representative entities of the category.

We found that in 1999, through the organization between the CFESS/CRESS group, the Brazilian Association of Teaching and Research in Social Work (ABEPSS) and the Center for Open And Distance Education (CEAD), the first distance
specialization course was held for social workers in Brazil, with a view to qualifying professional practice, insert an updated professional in the world of work, as well as strengthen the ethical-political project. This course was reissued in 2009, bringing as the theme "Social Rights and professional skills".

According to Santos, Abreu and Melim (2011), the 2000s were marked by actions that reflected the encouragement of social work in facing the challenges posed for strengthening a training and professional practice of quality, such as the publication of the National Surveillance Policy of the CFESS/CRESS Set, the holding of regional and national workshops for the implementation of general guidelines, debates on vocational master’s degrees, sequential courses, distance learning and other seminars, thereby promoting the socialization of information and debates relevant to the category.

We can also highlight, as an achievement of Resolution 533/2008 that deals with supervised internship, the National Internship Policy (PNE), the creation of Social Service courses in public universities without ties to the Policy of Restructuring and Expansion of Federal Universities (REUNI), as well as the realization of the Project "ABEPSS Itinerant" throughout Brazil, promoting workshops and debates on relevant topics in the professional agenda.

Guerra (2010) highlights as another important strategy of resistance, among others, the construction of thematic research groups (GTPS) that promote debates and reflections about training and professional practice in the context of Social Work.

From this same perspective, Santos, Abreu and Melim (2011) comment that at the 37th National Meeting of the CFESS/CRESS Group - Law, Labor and Wealth in Brazil: the CFESS/CRESS Group in defense of the professional ethical-political project - held from September 25 to 28, 2008, in the Federal District, the Professional Training Working Group was set up with the objective of building and monitoring a plan for struggles in defense of work and training and against the precariousization of higher education, as another strategy to strengthen a quality formation that reaffirms the ethical-political project. For the aforementioned authors, the representative entities of the
category have interfered politically in this process through meetings with the Ministry of Education and the National Commission for the Evaluation of Higher Education, participating in hearings and public acts throughout the country.

Another fact that expresses another achievement of the profession was the implementation of the work day of 30 hours per week for social workers, instituted through Law No. 12,317 of August 27, 2010.

Finally, the Permanent Education Policy elaborated by the CFESS/CRESS set with the collaboration of ABEPSS and the National Executive of Social Service Students (ENESSO), based on critical social theory, also constitutes a significant achievement of the category and a coping strategy in defense of the professional political ethical project, being a political instrument aimed at strengthening training and professional practice and contributes to strengthening the quality of services provided to the population using Brazilian Social Service. Its construction began in the management "Critical Attitude to Advance in The Fight" (2008-2011) and was completed in 2012 in the management "Time of Struggle and Resistance" (2011-2014).

For this Policy, reflect on continuing education in Social Work:

It presupposes, therefore, affirming the professional project, articulating a double dimension: on the one hand, the macro-societal conditions that establish the socio-historical ground in which the profession is practiced, its limits and possibilities; and, on the other hand, the ethical-political and technical-operative responses of professional agents to this context, supported by the historical, theoretical and methodological foundations of Social Work (CFESS, 2012, p. 08).

We highlight that, taking into account the fact that continuing education is a continuous and long-term process, it is not possible to prescribe recipes and paths ready to materialize this process, however, it is possible to build strategies that enable the implementation of the process under discussion. We point out that the Permanent Education Policy elaborated by the CFESS-CRESS set is one of the important strategies of the category that strengthen the materialization of the permanent education process.

In summary, although in progress, the present study does not intend to be conclusive, on the contrary, we intend to strengthen the debate about the process of continuing education in the context of Social Work, understanding that this process
goes in parallel with the constant transformations that have occurred in society, thereby, something continuous and permanent.

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