

Presentation

As knowledge that is specifically aimed at the positioning of the educational skills developed within a perspective of social intervention, Social Pedagogy today occupies a fundamental position within the heart of contemporary educational thought, indeed actually constituting one of the foundations that most strengthens its basic tenets. Shaped by values of universality and solidarity, the anthropological footprint that defines citizenship in the 21st century is based on the appreciation of education as a key factor in the development of all people, communities and cities.

Within this perspective, the Social Pedagogy unit of the Faculty of Psychology and Education of the Portuguese Catholic University has, over the last few years, sought to demonstrate the place of socio-pedagogic rationality at the heart of education sciences by means of a project that integrates research, training and publication, a generator of new knowledge on subjects such as: social responsibility of the school, voluntary social work, community mediation, the socio-community regulation of education, and the ethics of socio-educative intervention.

Although a new area in Portugal, Social Pedagogy already accounts for a significant body of work in our country, in relation to both theory and practice. The journal «Cadernos de Pedagogia Social»¹, published since 2007, aims precisely to create opportunities for the sharing of this knowledge, promoting open channels between the different disciplines and universities, which is considered vital to the process of the development of a consistent scientific identity.

Although they originate from different academic contexts, both national and international, the texts published in this third edition are equally expressive of these concerns. We would like to highlight the contributions made by prestigious foreign authors such as Sarah Banks (Durham University, UK) and Dalija Snieškienė (Vytauto Didžiojo Universitetas, Lithuania), who now make part of the Editorial Board.

Isabel Baptista, December 2009

¹ *Notebooks of Social Pedagogy*