The book << Education and Change >>, originally written in Spanish and published in Brazil in 1979, was elaborated by the author Paulo Reglus Neves Freire, who was a great Brazilian educator and philosopher. He was born in the municipality of Recife, on September 19th, 1921, and died at age of 75 years, in São Paulo, on May 2nd, 1997. Paulo Freire became known in the area of popular education, being that he is considered as one of the greatest intellectuals of the XX century.

Education and Change was translated by Lilian Lopes Martin, in the 34th edition, and published in 2011, with 111 pages, by the Paz e Terra Publisher. With regard to what was written by Freire, the book at stake remains the same in comparison to previous editions, but the explaining notes are expanded throughout the work. The preface is the same as the first edition, which was designed by Moacir Gadotti. The work was reviewed with basis on the New Portuguese Orthographic Reform.

The book has as its main theme the change and the awareness of society, which is a generator of the theoretical practice of the author, and the role of education in this process. In the first chapter, “The Professional’s Commitment to Society”, an analysis about the human being, commitment and professional’s commitment is performed. According to the author, only the human being, through its skill of reflection-action, has the capacity to act, operate, reflect, transform and commit himself. There can be no reflection and action whether the human being is not approached to the true and concrete reality. Freire defines true commitment as the one linked to solidarity, given that it should not be a passive action, and defines professional commitment as a debt of the human being towards the society at large. Accordingly, it is a liability assumed from the time in which the subject did himself a professional.

In the second chapter, “The Education and the Social Change Process”, the author highlights the human being as an unfinished creature and subject to its own education, i.e., a being in constant pursuit for perfection, permanent quest in himself and in communion with others. Thus, the pursuit for education is directly linked to the knowledge as a constant overcome, where “all surpassed knowledge is ignorance”. The author believes to be necessary having love and hope in the educational process of the human being, since love is a prerequisite for getting understanding, and hope is the beginning of the pursuit for education. Freire emphasizes...
the man as a being able to build relationships, project himself on others and being transcendent, avoiding adaptation and accommodation and stimulating a constant transformation through reflexive, consequential, transcendent and temporal relationships. The education that restricts their students to a personal level prevents them from creating and developing a critical consciousness, which will enable the human being to transform its reality.

In the third chapter, “The Role of the Social Worker in the Change Process”, the author performs a reflection on this phrase contained therein, in order to make possible the perception of the role of the social worker in its various dimensions of social structure. It addresses change-stability as a result of the action, that is to say, the work that the human being exerts on the world, and places the social worker in this context as the subject of transformations, where he has to choose to join the change that takes place in the sense of the true humanization of the human being or stay in favor of permanence. His choice will determine its role, as well as its methods and techniques of action.

The worker who opts for change has the role of acting and reflecting together with the individuals working in the same environment about the actual problems of their society; he is not afraid of reality, does not handle it, does not flees from communication and does not see a threat in change. Nonetheless, those who opt for neglecting changes, at the same deny the social transformations and are not interested in developing a critical conception of reality on the part of individuals.

In the fourth chapter: “Adult Literacy and Awareness”, the author makes some reflections about the human being as a creature that produces relationships of plurality, criticality, consequence and temporality, and develops an analysis about its cultural conditions. Freire emphasizes the importance of a critical attitude as the only one with which the human being can seize the issues and tasks of its time to go integrating itself and thereby promoting the transition, in order to achieve changes in society.

The author presents an active, dialogical, critical and criticist method, highlighting dialogue as horizontal relationship between A and B, as an indispensable way in the educational process, coupled with love, kindness, hope, faith and trust, which results in communication and in a relationship of empathy between them both. Paulo Freire proposes a dialogue with the programmatic content of education, as well as the use of techniques, such as, for example reduction and coding. Furthermore, the scholar uses generating words such as choice for adult education, which are selected according to: phonetic wealth, phonetic difficulties and pragmatic aspect of the word. With the selection of generating words, situations are created with increasing order of phonetic difficulties, with a view to challenging groups and promote learning, through collaboration from the coordinator.

The book Education and Change is essential in the formation of educators by addressing the need for change in any educational process by means of adult literacy. This form of education advocated by Freire is a challenge to society and has as its main objective to educate citizens and contribute to the improvement of teaching. We have much to advance in relation to the educational scenario in Brazil, investing in better training and valorization of professionals in all areas of teaching and research. Quality education has an important role in the social change process and it becomes unmanageable to make changes without any commitment and investment in education professionals and in the whole society.