

Américo Junior Nunes da Silva
(Organizador)

A educação enquanto fenômeno social:

Aspectos pedagógicos
e socioculturais

3

 **Atena**
Editora
Ano 2022



Américo Junior Nunes da Silva
(Organizador)

A educação enquanto fenômeno social:

Aspectos pedagógicos
e socioculturais

3

 **Atena**
Editora
Ano 2022



Editora chefe

Profª Drª Antonella Carvalho de Oliveira

Editora executiva

Natalia Oliveira

Assistente editorial

Flávia Roberta Barão

Bibliotecária

Janaina Ramos

Projeto gráfico

Bruno Oliveira

Camila Alves de Cremo

Daphynny Pamplona

Luiza Alves Batista

Natália Sandrini de Azevedo

Imagens da capa

iStock

Edição de arte

Luiza Alves Batista

2022 by Atena Editora

Copyright © Atena Editora

Copyright do texto © 2022 Os autores

Copyright da edição © 2022 Atena Editora

Direitos para esta edição cedidos à Atena Editora pelos autores.

Open access publication by Atena Editora



Todo o conteúdo deste livro está licenciado sob uma Licença de Atribuição Creative Commons. Atribuição-Não-Comercial-NãoDerivativos 4.0 Internacional (CC BY-NC-ND 4.0).

O conteúdo dos artigos e seus dados em sua forma, correção e confiabilidade são de responsabilidade exclusiva dos autores, inclusive não representam necessariamente a posição oficial da Atena Editora. Permitido o *download* da obra e o compartilhamento desde que sejam atribuídos créditos aos autores, mas sem a possibilidade de alterá-la de nenhuma forma ou utilizá-la para fins comerciais.

Todos os manuscritos foram previamente submetidos à avaliação cega pelos pares, membros do Conselho Editorial desta Editora, tendo sido aprovados para a publicação com base em critérios de neutralidade e imparcialidade acadêmica.

A Atena Editora é comprometida em garantir a integridade editorial em todas as etapas do processo de publicação, evitando plágio, dados ou resultados fraudulentos e impedindo que interesses financeiros comprometam os padrões éticos da publicação. Situações suspeitas de má conduta científica serão investigadas sob o mais alto padrão de rigor acadêmico e ético.

Conselho Editorial**Ciências Humanas e Sociais Aplicadas**

Prof. Dr. Adilson Tadeu Basquerote Silva – Universidade para o Desenvolvimento do Alto Vale do Itajaí

Prof. Dr. Alexandre de Freitas Carneiro – Universidade Federal de Rondônia

Prof. Dr. Alexandre Jose Schumacher – Instituto Federal de Educação, Ciência e Tecnologia do Paraná

Prof. Dr. Américo Junior Nunes da Silva – Universidade do Estado da Bahia

Profª Drª Ana Maria Aguiar Frias – Universidade de Évora

Profª Drª Andréa Cristina Marques de Araújo – Universidade Fernando Pessoa



Prof. Dr. Antonio Carlos da Silva – Universidade Católica do Salvador
Prof. Dr. Antonio Carlos Frasson – Universidade Tecnológica Federal do Paraná
Prof. Dr. Antonio Gasparetto Júnior – Instituto Federal do Sudeste de Minas Gerais
Prof. Dr. Antonio Isidro-Filho – Universidade de Brasília
Prof. Dr. Arnaldo Oliveira Souza Júnior – Universidade Federal do Piauí
Prof. Dr. Carlos Antonio de Souza Moraes – Universidade Federal Fluminense
Prof. Dr. Crisóstomo Lima do Nascimento – Universidade Federal Fluminense
Prof^o Dr^a Cristina Gaio – Universidade de Lisboa
Prof. Dr. Daniel Richard Sant’Ana – Universidade de Brasília
Prof. Dr. Deyvison de Lima Oliveira – Universidade Federal de Rondônia
Prof^o Dr^a Dilma Antunes Silva – Universidade Federal de São Paulo
Prof. Dr. Edvaldo Antunes de Farias – Universidade Estácio de Sá
Prof. Dr. Elson Ferreira Costa – Universidade do Estado do Pará
Prof. Dr. Eloi Martins Senhora – Universidade Federal de Roraima
Prof. Dr. Gustavo Henrique Cepolini Ferreira – Universidade Estadual de Montes Claros
Prof. Dr. Humberto Costa – Universidade Federal do Paraná
Prof^o Dr^a Ivone Goulart Lopes – Istituto Internazionele delle Figlie de Maria Ausiliatrice
Prof. Dr. Jadilson Marinho da Silva – Secretaria de Educação de Pernambuco
Prof. Dr. Jadson Correia de Oliveira – Universidade Católica do Salvador
Prof. Dr. José Luis Montesillo-Cedillo – Universidad Autónoma del Estado de México
Prof. Dr. Julio Candido de Meirelles Junior – Universidade Federal Fluminense
Prof. Dr. Kárpio Márcio de Siqueira – Universidade do Estado da Bahia
Prof^o Dr^a Keyla Christina Almeida Portela – Instituto Federal do Paraná
Prof^o Dr^a Lina Maria Gonçalves – Universidade Federal do Tocantins
Prof^o Dr^a Lucicleia Barreto Queiroz – Universidade Federal do Acre
Prof. Dr. Luis Ricardo Fernandes da Costa – Universidade Estadual de Montes Claros
Prof. Dr. Lucio Marques Vieira Souza – Universidade do Estado de Minas Gerais
Prof^o Dr^a Natiéli Piovesan – Instituto Federal do Rio Grande do Norte
Prof^o Dr^a Marianne Sousa Barbosa – Universidade Federal de Campina Grande
Prof. Dr. Marcelo Pereira da Silva – Pontifícia Universidade Católica de Campinas
Prof^o Dr^a Maria Luzia da Silva Santana – Universidade Federal de Mato Grosso do Sul
Prof. Dr. Miguel Rodrigues Netto – Universidade do Estado de Mato Grosso
Prof. Dr. Pedro Henrique Máximo Pereira – Universidade Estadual de Goiás
Prof. Dr. Pablo Ricardo de Lima Falcão – Universidade de Pernambuco
Prof^o Dr^a Paola Andressa Scortegagna – Universidade Estadual de Ponta Grossa
Prof^o Dr^a Rita de Cássia da Silva Oliveira – Universidade Estadual de Ponta Grossa
Prof. Dr. Rui Maia Diamantino – Universidade Salvador
Prof. Dr. Saulo Cerqueira de Aguiar Soares – Universidade Federal do Piauí
Prof. Dr. Urandi João Rodrigues Junior – Universidade Federal do Oeste do Pará
Prof^o Dr^a Vanessa Bordin Viera – Universidade Federal de Campina Grande
Prof^o Dr^a Vanessa Ribeiro Simon Cavalcanti – Universidade Católica do Salvador
Prof. Dr. William Cleber Domingues Silva – Universidade Federal Rural do Rio de Janeiro
Prof. Dr. Willian Douglas Guilherme – Universidade Federal do Tocantins



A educação enquanto fenômeno social: aspectos pedagógicos e socioculturais 3

Diagramação: Camila Alves de Cremona
Correção: Yaiddy Paola Martinez
Indexação: Amanda Kelly da Costa Veiga
Revisão: Os autores
Organizador: Américo Junior Nunes da Silva

Dados Internacionais de Catalogação na Publicação (CIP)

E24 A educação enquanto fenômeno social: aspectos pedagógicos e socioculturais 3 / Organizador Américo Junior Nunes da Silva. – Ponta Grossa - PR: Atena, 2022.

Formato: PDF

Requisitos de sistema: Adobe Acrobat Reader

Modo de acesso: World Wide Web

Inclui bibliografia

ISBN 978-65-258-0090-5

DOI: <https://doi.org/10.22533/at.ed.905221205>

1. Educação. I. Silva, Américo Junior Nunes da (Organizador). II. Título.

CDD 370

Elaborado por Bibliotecária Janaina Ramos – CRB-8/9166

Atena Editora

Ponta Grossa – Paraná – Brasil

Telefone: +55 (42) 3323-5493

www.atenaeditora.com.br

contato@atenaeditora.com.br



Atena
Editora
Ano 2022

DECLARAÇÃO DOS AUTORES

Os autores desta obra: 1. Atestam não possuir qualquer interesse comercial que constitua um conflito de interesses em relação ao artigo científico publicado; 2. Declaram que participaram ativamente da construção dos respectivos manuscritos, preferencialmente na: a) Concepção do estudo, e/ou aquisição de dados, e/ou análise e interpretação de dados; b) Elaboração do artigo ou revisão com vistas a tornar o material intelectualmente relevante; c) Aprovação final do manuscrito para submissão.; 3. Certificam que os artigos científicos publicados estão completamente isentos de dados e/ou resultados fraudulentos; 4. Confirmam a citação e a referência correta de todos os dados e de interpretações de dados de outras pesquisas; 5. Reconhecem terem informado todas as fontes de financiamento recebidas para a consecução da pesquisa; 6. Autorizam a edição da obra, que incluem os registros de ficha catalográfica, ISBN, DOI e demais indexadores, projeto visual e criação de capa, diagramação de miolo, assim como lançamento e divulgação da mesma conforme critérios da Atena Editora.



DECLARAÇÃO DA EDITORA

A Atena Editora declara, para os devidos fins de direito, que: 1. A presente publicação constitui apenas transferência temporária dos direitos autorais, direito sobre a publicação, inclusive não constitui responsabilidade solidária na criação dos manuscritos publicados, nos termos previstos na Lei sobre direitos autorais (Lei 9610/98), no art. 184 do Código penal e no art. 927 do Código Civil; 2. Autoriza e incentiva os autores a assinarem contratos com repositórios institucionais, com fins exclusivos de divulgação da obra, desde que com o devido reconhecimento de autoria e edição e sem qualquer finalidade comercial; 3. Todos os e-book são *open access*, *desta forma* não os comercializa em seu site, sites parceiros, plataformas de *e-commerce*, ou qualquer outro meio virtual ou físico, portanto, está isenta de repasses de direitos autorais aos autores; 4. Todos os membros do conselho editorial são doutores e vinculados a instituições de ensino superior públicas, conforme recomendação da CAPES para obtenção do Qualis livro; 5. Não cede, comercializa ou autoriza a utilização dos nomes e e-mails dos autores, bem como nenhum outro dado dos mesmos, para qualquer finalidade que não o escopo da divulgação desta obra.



APRESENTAÇÃO

Diante do atual cenário educacional brasileiro, resultado de constantes ataques deferidos ao longo da história, faz-se pertinente colocar no centro da discussão as diferentes questões educacionais, valorizando formas particulares de fazer ciência e buscando superar problemas estruturais, como a desigualdade social por exemplo. Direcionar e ampliar o olhar em busca de soluções para os inúmeros problemas postos pela contemporaneidade é um desafio, aceito por muitos professores/as pesquisadores/as.

A área de Humanas e, sobretudo, a Educação, vem sofrendo de trato constante nos últimos anos, principalmente no que tange ao valorizar a sua produção científica. O cenário político de descuido e de trato com as questões educacionais, vivenciado recentemente e agravado com a pandemia, nos alerta para a necessidade de criação de espaços de resistência. Este livro, intitulado “**A Educação enquanto fenômeno social: Aspectos pedagógicos e socioculturais**”, da forma como se organiza, é um desses lugares: permite-se ouvir, de diferentes formas, os diferentes sujeitos que fazem parte dos movimentos educacionais.







É importante que as inúmeras problemáticas que circunscrevem a Educação, historicamente, sejam postas e discutidas. Precisamos nos permitir ser ouvidos e a criação de canais de comunicação, como este livro, aproxima a comunidade das diversas ações que são vivenciadas no interior da escola e da universidade. Portanto, os inúmeros capítulos que compõem este livro tornam-se um espaço oportuno de discussão e (re)pensar do campo educacional, considerando os diversos elementos e fatores que o intercrossa.

Neste livro, portanto, reúnem-se trabalhos de pesquisa e experiências em diversos espaços, com o intuito de promover um amplo debate acerca das diversas problemáticas que permeiam o contexto educacional, tendo a Educação enquanto fenômeno social importante para o fortalecimento da democracia e superação das desigualdades sociais.

Os/As autores/as que constroem essa obra são estudantes, professores/as pesquisadores/as, especialistas, mestres/as ou doutores/as e que, muitos/as, partindo de sua práxis, buscam novos olhares a problemáticas cotidianas que os mobilizam. Esse movimento de socializar uma pesquisa ou experiência cria um movimento pendular que, pela mobilização dos/as autores/as e discussões por eles/as empreendidas, mobilizam-se também os/as leitores/as e os/as incentivam a reinventarem os seus fazeres pedagógicos e, conseqüentemente, a educação brasileira. Nessa direção, portanto, desejamos a todos e a todas uma provocativa leitura!

Américo Junior Nunes da Silva

SUMÁRIO

CAPÍTULO 1	1
POLITICA EDUCACIONAL E A POLITICA SOCIOEDUCATIVA: DIÁLOGOS NECESSÁRIOS PARA A FORMAÇÃO HUMANA	
Ivana Aparecida Weissbach Moreira	
 https://doi.org/10.22533/at.ed.9052212051	
CAPÍTULO 2	13
DISCUTINDO O TERMO “ANALFABETO” NA PERSPECTIVA DECOLONIAL: HISTÓRIA, EDUCAÇÃO DE JOVENS E ADULTOS E POPULAÇÃO NEGRA	
Marta Lima de Souza	
 https://doi.org/10.22533/at.ed.9052212052	
CAPÍTULO 3	29
CONTRIBUIÇÕES DA PEDAGOGIA HISTÓRICO-CRÍTICA PARA O CAMPO EDUCACIONAL BRASILEIRO	
Luciana de Oliveira Gonzaga	
 https://doi.org/10.22533/at.ed.9052212053	
CAPÍTULO 4	40
HERMENÊUTICA RECONSTRUTIVA NA PESQUISA QUALITATIVA EM EDUCAÇÃO	
Alexandre Oliveira Silva	
Amarildo Luiz Trevisan	
 https://doi.org/10.22533/at.ed.9052212054	
CAPÍTULO 5	54
O PENSAMENTO DE GRAMSCI E SUAS CONTRIBUIÇÕES PARA EDUCAÇÃO PROFISSIONAL E TECNOLÓGICA	
Marcos Fernando do Nascimento	
Orlando Cantuário de Assunção Filho	
 https://doi.org/10.22533/at.ed.9052212055	
CAPÍTULO 6	68
OS DESAFIOS PARA PROMOVER A EDUCAÇÃO INFANTIL EM TEMPOS DE PANDEMIA: UMA REVISÃO NARRATIVA	
Roseli Dias Pereira	
Rosimara Pereira de Paiva	
William da Silva Francisco	
Tiago Camilo Ozório	
Maria Eduarda Dino de Athayde Fraga Arantes	
 https://doi.org/10.22533/at.ed.9052212056	
CAPÍTULO 7	81
A EVOLUÇÃO DA TECNOLOGIA NO ÂMBITO EDUCACIONAL: AS MUDANÇAS NO	

ENSINO E NAS RELAÇÕES SOCIAIS

Clebson Kauan da Silva Santos
Daniela Cíntia Santana Lopes
Daniele Jesus dos Santos
Deyllane Jesus dos Santos
Géssica Larize Souza Lima
Gilson Carlos Oliveira da Silva
Isabel de Jesus Carvalho
Letícia Leal dos Santos
Lindilane Souza de Brito
Luciana Leal dos Santos e Santos
Tatiana Santos Novaes Marques
Tháís Fernanda Andrade da Silva

 <https://doi.org/10.22533/at.ed.9052212057>

CAPÍTULO 8..... 89

DIREITOS HUMANOS: IMPRESSÕES SOBRE AS INTERFACES COM OS MOVIMENTOS SOCIAIS, ÉTNICOS RACIAIS E DE GÊNERO – ORGANIZAÇÃO, LUTAS E CRIMINALIZAÇÃO


Antônio Valmor de Campos
Jane Acordi de Campos

 <https://doi.org/10.22533/at.ed.9052212058>

CAPÍTULO 9..... 101

JOVENS ESTUDANTES DO CAMPO: DISCURSO SOBRE TRABALHO E FAMÍLIA


Ana Patricia Ramos
Mareli Eliane Graupe

 <https://doi.org/10.22533/at.ed.9052212059>

CAPÍTULO 10..... 107

OS JOVENS INFRATORES DA CASEM E A ALEGORIA DA CAVERNA DE PLATÃO


Luiz Antônio Pinto Cruz

 <https://doi.org/10.22533/at.ed.90522120510>

CAPÍTULO 11 119

ADAPTAÇÃO/REINSERÇÃO DE ADULTOS POUCO ESCOLARIZADOS: BOAS PRÁTICAS EM PORTUGAL

Teresa Margarida Loureiro Cardoso
Maria Filomena Pestana Martins Silva Coelho


 <https://doi.org/10.22533/at.ed.90522120511>

CAPÍTULO 12..... 132

GLOBAL CITIZENSHIP AT THE INTERNATIONAL BUSINESS ADMINISTRATION FACULTY OF UNIVERSIDAD PONTIFICIA BOLIVARIANA

Julio Ramirez Montañez
Gladys Mireya Valero Córdoba
Rafael Jesús Calle Moreno


Alejandra Suarez Quintero
Valentina Rico Jaimes
Yesica Fernanda Vertel Revueltas

 <https://doi.org/10.22533/at.ed.90522120512>

CAPÍTULO 13..... 144

NEOILUMINISMO: ASPECTOS GERAIS E CONSEQUÊNCIAS NA EDUCAÇÃO


Lucas Sá Mattosinho
Maria da Graça Mello Magnoni

 <https://doi.org/10.22533/at.ed.90522120513>

CAPÍTULO 14..... 159

TRABALHO DOCENTE EM TESES E DISSERTAÇÕES - ACHADOS DE PESQUISAS ENTRE 2010 E 2021

Robson Sueth

 <https://doi.org/10.22533/at.ed.90522120514>

CAPÍTULO 15..... 179

REFLEXÕES SOBRE TRABALHO DO DOCENTE EM TEMPOS DE PANDEMIA E ENSINO REMOTO

Caroline Costa Silva Candido
Ana Maria Brochado de Mendonça Chaves

 <https://doi.org/10.22533/at.ed.90522120515>

CAPÍTULO 16..... 191

PROMOÇÃO E DESENVOLVIMENTO DA LITERACIA ENTRE OS ADOLESCENTES: PORTUGAL E O CONTEXTO EUROPEU


Juliana Silva Cunha
Maria de Lourdes Dionísio

 <https://doi.org/10.22533/at.ed.90522120516>

CAPÍTULO 17..... 201

OS SABERES E AS COMPETÊNCIAS DA PROFISSÃO DOCENTE. UM DIÁLOGO NECESSÁRIO A PARTIR DE PERRENOUD E TARDIF


Aliuandra Barroso Cardoso Heimbecker

 <https://doi.org/10.22533/at.ed.90522120517>

CAPÍTULO 18..... 210

O PROCESSO DE SOCIALIZAÇÃO DAS PESSOAS COM DEFICIÊNCIA: O QUE DIZEM AS POLÍTICAS DE INCLUSÃO?

Lielson Nascimento da Conceição Júnior


 <https://doi.org/10.22533/at.ed.90522120518>

CAPÍTULO 19..... 221

EDUCAÇÃO: O ABANDONO ACADÊMICO EM ANGOLA – CAUSAS PEDAGÓGICAS E

SOCIOCULTURAIS

Teresa de Jesus Portelinha Almeida Patatas


 <https://doi.org/10.22533/at.ed.90522120519>

CAPÍTULO 20.....233

**EDUCAÇÃO E AGRONEGÓCIO: IMPLICAÇÕES À FORMAÇÃO ESCOLAR DOS ALUNOS-
TRABALHADORES DO CAMPO**

Franciel Coelho Luz de Amorim

Maria Jorge dos Santos Leite

 <https://doi.org/10.22533/at.ed.90522120520>

SOBRE O ORGANIZADOR.....249

ÍNDICE REMISSIVO.....250

GLOBAL CITIZENSHIP AT THE INTERNATIONAL BUSINESS ADMINISTRATION FACULTY OF UNIVERSIDAD PONTIFICIA BOLIVARIANA

Data de aceite: 02/05/2022

Julio Ramirez Montañez

Universidad Pontificia Bolivariana
Bucaramanga, Colombia
<https://orcid.org/0000-0003-0116-3330>

Gladys Mireya Valero Córdoba

Universidad Pontificia Bolivariana
Bucaramanga, Colombia
<https://orcid.org/0000-0001-9733-5306>

Rafael Jesús Calle Moreno

Universidad Pontificia Bolivariana
Bucaramanga, Colombia

Alejandra Suarez Quintero

Universidad Pontificia Bolivariana
Bucaramanga, Colombia
<https://orcid.org/0000-0002-8950-0217>

Valentina Rico Jaimes

Universidad Pontificia Bolivariana
Bucaramanga, Colombia
<https://orcid.org/0000-0002-4097-2184>

Yesica Fernanda Vertel Revueltas

Universidad Pontificia Bolivariana
Bucaramanga, Colombia

ABSTRACT: The purpose of this paper was to characterize the pedagogical practices of education for global citizenship implemented within an educational institution of higher education in eastern Colombia, a member of the United Nations High Impact Academic Program. The methodology implemented was

of a qualitative, analytical, non-experimental nature, which allowed a deliberation on the subject of study to be developed. To achieve this purpose, the literature was inspected, and approaches to perceptions on the topic of global citizenship. Global citizenship within the International Business Administration program is built through several academic activities such as the integration of training processes into the cultural, social, economic, political, historical, scientific and technical spaces; Likewise, with the implementation of explicit complementary training experiences such as Free Curricular Activities and the development of investigative skills through the SIGI research hotbed. Finally, global citizenship is built through international agreements and networks to which the program is effectively affiliate and the participation of the main negotiation models in the world such as the National Model of United Nations and the Washington Model of American States.

KEYWORDS: Global Citizenship, Competencies, Faculty of International Business Administration.

CIDADANIA GLOBAL NA FACULDADE DE ADMINISTRAÇÃO DE NEGÓCIOS INTERNACIONAIS DA UNIVERSIDADE PONTIFÍCIA BOLIVARIANA

RESUMO: O objetivo deste artigo foi caracterizar as práticas pedagógicas de educação para a cidadania global implementadas em uma instituição educacional de ensino superior no leste da Colômbia, membro do Programa Acadêmico de Alto Impacto das Nações Unidas. A metodologia implementada foi de natureza qualitativa, analítica, não experimental, que

permitiu desenvolver uma deliberação sobre o objeto de estudo. Para atingir esse objetivo, foi feita uma revisão da literatura e abordagens de percepções sobre o tema da cidadania global. A cidadania global dentro do programa de Administração de Negócios Internacionais é construída por meio de diversas atividades acadêmicas, como a integração dos processos de formação nos espaços cultural, social, econômico, político, histórico, científico e técnico; Da mesma forma, com a implementação de experiências formativas complementares explícitas, como Atividades Curriculares Livres e o desenvolvimento de habilidades investigativas através do viveiro de pesquisa do SIGI. Por fim, a cidadania global é construída por meio de acordos e redes internacionais às quais o programa está efetivamente filiado e da participação dos principais modelos de negociação do mundo, como o Modelo Nacional das Nações Unidas e o Modelo Washington dos Estados Americanos.

PALAVRAS-CHAVE: Cidadania Global, Competências, Faculdade de Administração de Negócios Internacionais.

INTRODUCTION

The purpose of this article was to characterize the pedagogical practices of global citizenship education implemented within an educational institution of higher education in eastern Colombia. According to the United Nations High Academic Impact Program (2021) Global citizenship is a term that encompasses social, political, environmental, and economic actions on the part of individuals and communities with global thinking, on a worldwide scale. The term can also refer to the belief that individuals are members of multiple, diverse, local and non-local networks, rather than lone actors impacting isolated societies. Promoting global citizenship in sustainable development will enable individuals to embrace their social responsibility to act for the benefit of all societies, not just their own.

For her part, the former President of Chile and United Nations High Commissioner for Human Rights Michelle Bachelet points out that the concept of global citizenship has antecedents since the creation of the United Nations Organization in 1945 and the Universal Declaration of Human Rights of 1948, with the adoption of the Sustainable Development Goals and the Paris Agreement on Climate Change in 2015. It is precisely a period of learning, tragedies and progress, where the idea and institutions that appeal to an intrinsic, universal dignity of the human person have been maturing. (Bachelet, 2017)

Similarly, Bachelet (2017) indicates that for more than 70 years the United Nations has been the key for the concept to mature, adapting to the reality of globalization in its different facets. And today we understand it as a type of citizenship that transcends the space of the national, subtracts itself from a specific identity and/or territorial scope, and embraces a global ethic in constant development.

Likewise, global citizenship, according to UNESCO (2016), is a multidimensional concept. Some have called global citizenship a 'citizenship without borders, or a citizenship beyond the nation-state. Others have pointed out that cosmopolitanism, as a term, may

be broader and more inclusive than global citizenship, while still others prefer 'planetary citizenship', which emphasizes the global community's responsibility to preserve planet Earth.

On the other hand, the concept of global citizenship is contemplated in the Sustainable Development Goals through SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, which includes global citizenship as one of its targets. By 2030, the international community has agreed to ensure that all students acquire the knowledge and skills necessary to promote sustainable development, including global citizenship. Universities have a responsibility to promote global citizenship by teaching their students that they are members of a vast global community and that they can use their skills and education to contribute to that community.

Another concept of global citizenship is raised by Martha Nussbaum in her article "Cosmopolitan citizenship" when she relates it to the ability of human beings to conceive themselves as members of a heterogeneous nation (as are all modern nations) and of an even more heterogeneous world, as well as the ability to understand, at least in part, the history and characteristics of the various groups that inhabit this planet. (Prudencio, 2010)

METHODOLOGY

The methodology implemented was of an analytical, non-experimental, qualitative nature, which allowed the development of a deliberation on the subject of study. To this end, the literature was inspected, as well as approaches to perceptions on the subject of global citizenship. In order to fulfill the stated objective, the exploration, classification and analysis of scientific articles on the area of analysis and consultation of secondary sources were carried out. Theoretical references, categories, and trends about the research problem were also identified. Based on the arguments and theoretical postures, the appraisals and interpretations of the present article emerged.

THEORETICAL FRAMEWORK

Globalization, citizenship and development are key facts in the current debate, and education must reflect this and help to understand the impact of globalization in the local context. The need to incorporate these issues was already officially raised in 1974, when an international body such as UNESCO urged to think of education as a means to contribute to solving the problems that condition the survival and welfare of humanity, inequality, injustice, global relations based on the use of force and to walk towards international cooperation measures that facilitate their solution (UNESCO, 2016).

From this objective, framed in Development Education (DE), progress has been made in the last two decades and several authors, in these years, have created a gateway from this to Global Citizenship Education (GCED). Authors such as Ortega (2007) and Aguado

(2011) speak of Development Education as an education that tries to relate the local with the global, highlighting the interdependence of both dimensions; as an integral education, based on showing the problems and their causes; an education that takes the moral values of the Universal Declaration of Human Rights as its axiological horizon. In this way, the EFA strategy aims to promote Global Citizenship.

We are entering an era in which the new term “Global Citizenship Education” (UNESCO, 2016) is already being used, which “aims to be a transformative factor, instilling the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world” (Unesco, 2015, p. 15). It thus highlights a special function of education, that related to the formation of citizenship in an interconnected and interdependent world, driven by the multiple processes associated with globalization (Tawil, 2013).

Higher education institutions have always been interested in educating their students as active citizens, although this mission has not always been successful (Arango, 2011). Meanwhile, as the mobility of people increases, the homogeneity of the nation-state is dissolving, as pointed out by (Stuart, 2008) Many nations [...] have become multicultural societies: they are no longer ethnically and culturally homogeneous, which has shaped their “national” systems of higher education. (Stuart, 2008)

This suggests that Higher Education Institutes need to look differently at the social context of students, not only in terms of similar/different experiences of national/international students but also in terms of how societies are becoming increasingly interconnected and interdependent.

The higher education sector is attempting to respond to these economic, social, technological and political changes. Across the sector and in different parts of the world, the focus has shifted from the recruitment of international students, which was initially seen as the appropriate response to globalization, to an orientation towards the development of more international perspectives and practices, which has led to an evolution of curricula (Bourne et al., 2007).

GLOBAL CITIZENSHIP EDUCATION

The United Nations (UN) has been formally promoting global citizenship education for years. In September 2012, then UN Secretary General Ban Ki Moon included the promotion of global citizenship awareness in the *Global Education First Initiative*. This task of forming global citizenship is one of the three priorities that the United Nations has set for the 21st century in the field of education (UNESCO, 2016).

UNESCO proposes the following definition of global citizenship: “Global citizenship refers to a sense of belonging to a wider community and a common humanity. It emphasizes political, economic, social and cultural interdependence and interconnections between local,

national and global levels” (UNESCO 2015).

UNESCO does not enter into the discussion on the legal status of this citizenship or into the controversy of whether it “extends” traditional citizenship defined in terms of the nation-state or “competes” with it. Although he is aware of this discussion, he believes that all perspectives have in common this “sense of belonging” to which he refers. He situates global citizenship in terms of the identity of the individual and his or her way of being in the world.

Thus defined, an education project that promotes global citizenship seeks to be a transformative factor: “Global citizenship education aims to be a transformative factor, instilling the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world” (UNESCO, 2016).

Reimers (2020) describes global education as a set of actions and strategies that are implemented with contemporary problems as the object of study. Hence the commitment to consider the SDGs as a point of departure and arrival. Reflection and action are combined in these 17 goals, which, in the author’s view, require an inter- and multidisciplinary work effort.

Global citizenship education is rooted with the Universal Declaration of Human Rights, the Education 2030 Agenda and the Framework for Action, especially with Target 4.7 of the Sustainable Development Goals (Education Goal 4).

Global citizenship education is education that is transformative, enduring, and involves both elements of formal education and experiential learning. Global citizenship education helps people of all ages to:

- Respect cultural, gender, religious and other differences.
- Becoming more aware of the world beyond your immediate environment
- Understand our responsibilities as members of a global community.
- Embrace our role in protecting our planet for a more sustainable future.
- Be aware of how our actions at the local level impact the world.

DISCUSSION

Competencies for the purpose of building global citizenship can be classified into soft skills and professional competencies. Within the soft skills and according to the revised proposals of the general profiles of a global professional, the following stand out: i) teamwork, ii) emotional intelligence, iii) working in diverse contexts, iv) intercultural sensitivity, v) global citizenship, vi) ethical behavior.

As for international competitions they suggest that they should be:

Knowledge	Attitudes	Skills
<ul style="list-style-type: none"> • Awareness of the complexity and interdependence of world events and issues. • Understanding of the historical forces that have shaped the current world system. • Knowledge of their own history and culture. • Knowledge of effective communication: foreign languages, intercultural communication, international business etiquette. 	<ul style="list-style-type: none"> • Openness to learning, different ideas and ways of thinking. • Tolerance for ambiguity and ignorance. • Sensitivity and respect for personal and cultural differences. • Empathy or the ability to take multiple perspectives. • Self-awareness and self-esteem towards self-identity and self-culture 	<ul style="list-style-type: none"> • Techniques (research) • Creative, critical and comparative thinking. • Communication, including the ability to use another language effectively and interact with people from other cultures. • Coping and resilience in the face of unfamiliar or challenging situations.

Table No 1 Soft skills and professional competencies in the construction of global citizenship

Own elaboration

The promotion for the development of global citizenship, is contemplated in the 2030 Agenda for Sustainable Development, in Sustainable Development Goal 4 and, specifically, in target 4.7, and is called Education for Global Citizenship -ECM-. An important source of information for GCED is UNESCO, which proposes the following competencies to teach students:

COMPETENCIES FOR THE CONSTRUCTION OF GLOBAL CITIZENSHIP

Global competence: global competence is the ability to examine problems locally, globally and cross-culturally, to understand and appreciate the perspectives and worldviews of other human beings, to interact appropriately and effectively with people from different cultures, and to act for collective well-being and sustainable development. (OECD, 2018)

Collective Identity	Global Issues	Systems Thinking And Critical	Interculturality	Collaborative Work
It comprises multiple levels of identity, and the possibility of a collective identity that transcends cultural, religious, ethnic or other differences (e.g., a sense of belonging to humanity, respect for diversity, and respect for the diversity of cultures).	Is aware of global issues and universal values such as justice, equality, dignity and respect (e.g. understanding the process of globalization, interdependence/ interconnectedness, the challenges of globalization that cannot be adequately or solely solved by nation-states, sustainability as the main concept of the future).	Thinks critically, creatively and systematically, including the adoption of a multi-perspective approach, which recognizes the different dimensions, perspectives and angles of problems (e.g., reasoning and problem-solving skills underpinned by a multi-perspective approach)	Develops social skills such as empathy and conflict resolution, communication skills, and skills for networking and interacting with people with different histories, backgrounds, cultures and perspectives (e.g. global empathy, sense of solidarity).	Acts collaboratively and responsibly for finding global solutions to global problems, and strive for the collective good (e.g., sense of commitment, decision-making skills).

Table No 2 Competencies for the construction of global citizenship

Own elaboration

The academic and academic-administrative units of the Institution of higher education can offer their own activities to foster the development of global citizenship in their community of students and teachers:

- Organization of events on global citizenship.
- Organization of international academic missions.
- Organization of international cultural fairs.
- Offering cross-cutting subjects of citizenship, sustainability, global issues, interculturalism, environment, digital citizenship.
- Offering of cultural and artistic workshops/song, dance, arts and literature festivals.
- Offering of social volunteer programs.
- Encouragement of student participation in collegiate bodies and student groups. Promotion of student participation in city projects.

RESULTS

Global citizenship within the International Business Administration program is built through various academic activities. The first of these is through the contextualization of the curriculum, which is achieved through the integration of the training processes to the cultural, social, economic, political, historical, scientific and technical spaces of the city, the country and the world. The International Business Administration program has achieved regional positioning in the internationalization and regional logistics working groups and through its institutional agreements has been inserted in the participation of regional development in the field of internationalization and business consulting.

Currently, the program is a regional leader in the participation of learning practices based on the simulation of professional environments such as the Diplomatic Models (WMOAS and NMUN), which allow future professionals to develop the ability to evaluate and assess the decisions of international business managers in their professional performance. Another activity where global citizenship is built is through the linkage of students of the program in companies, within the framework of business practices, which has allowed the program to be recognized in the productive sector and to characterize its professionals in the humanistic and professional training.

Similarly, flexibility as “the possibility for the curriculum to be modified and adapted to respond to the conditions, interests, needs and aspirations of the students”. In search of such flexibility, a wide range of formative experiences known as elective courses, optional subjects, free curricular activities, which give students the opportunity to deepen their knowledge in areas of professional knowledge according to their interests and motivations, come into contact with disciplines and professions different from their own and complement

their comprehensive training in fields as varied as the humanities, arts, politics, philosophy, history, languages and sports, are established.

Explicit complementary formative experiences include:

Free Curricular Activities: These are learning experiences specially designed for students to reinforce their humanistic formation through the link to the university's artistic and cultural groups and participation in free courses (modules), workshops, conferences, symposiums, forums, film cycles, exhibitions, videos, etc. In the case of International Business Administration, an 8-semester course, students will advance 15 hours per semester, deducting 50 hours corresponding to communicative competencies for a total of 70 free hours.

The Practice of Sports: The student must participate in organized sports practice, more recreational than competitive. This participation can be done in the academic periods determined by the student and in the sport he/she selects.

Proficiency in a Second Language: In order to obtain a professional degree, all UPB Bucaramanga Sectional students must demonstrate proficiency in a second language other than Spanish.

In the same way, the construction of global citizenship is conceived as the possibility of establishing relationships between disciplines, rescuing the sense of totality, breaking disciplinary enclosures to allow organizational articulations between separate disciplines and building integrationist models beyond disciplines. Interdisciplinary in the International Business Administration Program would materialize in the theoretical, research and methodological interrelationships between the training areas that make up the curricular structure, as well as the organization of activities that allow the development of interactions between students of the different programs offered by the Universidad Pontificia Bolivariana.

Likewise, the Professional in International Business Administration, expert of the globalized context of his field must understand interdisciplinary also as interculturality of the different countries, which can generate greater complexity and competitiveness to his capacity to develop the activities of his program and giving account of the professional profile that is required.

Similarly, the development of the study plan and the investigative exercise allow the construction of global citizenship through transversal training elements that complement the solid training in the fundamentals. Aspects of administration, law, economics, international relations, allow to adequately involve integrality as an important part of the curriculum, which must be understood as a constant project of construction by all the educational sectors.

Within the construction of global citizenship, it is essential to study within the Faculty of International Business Administration the level of knowledge of the students of the program regarding the incidence of the intercultural factor and thus propose new processes in which cultural competence is a key issue for the study of the different areas of international business administration.

Additionally, research as a transversal axis in the program, establishes favorable conditions to train in and for research; creativity and innovation from the understanding of the problems of training. Research in the School of International Business Administration is developed through the research group GRICANI and the research group SIGI, linked together by research lines.

Research in the program responds to the marked trend towards globalization of regional and national companies to face new managerial challenges. Likewise, each of the opportunities offered by this trend and the multiple free trade agreements with Colombia, require professionals who advocate for the social and economic development of the region and who are prepared to face the challenges that arise in the dynamic and changing environment of international business.

To achieve this, their skills are clearly identified especially in the management and research of topics such as: globalization, international trade of goods and services, international economic integration, market expansion, finance and international, cultures and negotiation, which are found in the Program's Curriculum.

The production and impact that has been developed from these components refers to projects, knowledge production and knowledge management; as well as the production of articles, book chapters, papers, posters, and other means of dissemination. Additionally, it has been developed through research networks, agreements and extension projects, which have functioned transversally to this research structure of the program.

The students of the School of International Business Administration are related to research through participation in the SIGI International Management Research Group. The achievements of the SIGI seedbed are related to the great scientific production carried out in the period between 2014 and 2021 where the development of 27 research projects in the period between 2014 and 2021 stands out, where 70 students from the Faculty of International Business Administration participated. Three of these projects qualified for the international RedColsi and one of them obtained external funding from the Ministry of Science Waves Program.

Similarly, the researchers of the seedbed have published 8 book chapters resulting from research conducted in recent years, and have made 41 presentations at national and international conferences, highlighting those held in Abu Dhabi (United Arab Emirates), Monterrey (Mexico), San Jose (Costa Rica) and Cancun (Mexico) where the results of research conducted by students of the program have been socialized.

Finally, global citizenship is built through international agreements and networks to which the program is effectively affiliated. The International Business Administration Program has several agreements and international networks. Regarding the agreements, the following can be highlighted. In Germany: Fachhochschule Münster, Hochschule Bremen, Flensburg Universität, Fachhochschule Kempten, Hochschule Schmalkalden university, University of Konstanz; In Argentina: Universidad Nacional de Quilmes,

Universidad del Salvador, Universidad de Congreso, Universidad Privada del Valle; In Brazil: Universidade Sao Paulo, Universidad Federal de Santa Catarina, Universidad Federal de Pernambuco, Pontificia Universidade Católica do Río de Janeiro. In Chile: Universidad de Valparaíso and Universidad Central de Chile. In Spain: Universidad San Pablo CEU, Universidad de Nebrija, Universidad de Alicante, Universidad de Málaga. In Mexico: Universidad Nacional Autónoma de México, UNAM, Universidad de Guadalajara, Instituto Tecnológico de Estudios Superiores de Monterrey, Universidad Autónoma del Estado de México, Universidad Autónoma de Yucatán. Autonomous University of Sinaloa. Instituto Tecnológico de Estudios Superiores de Occidente, ITESO, Colegio de la Frontera Norte, COLEF, Universidad Autónoma de Guadalajara, Universidad del Valle de Atejamac, UNIVA, Universidad Regional del Norte, Universidad Latinoamericana. Universidad Iberoamericana de León. In Peru: Universidad Científica del Sur, Universidad Peruana Unión, Universidad Privada Antenor Orrego, Universidad Privada del Norte, Universidad Nacional del Centro del Perú. In Puerto Rico: Universidad Interamericana de Puerto Rico and Pontificia Universidad Católica de Puerto Rico.

Likewise, global citizenship is built through courses shared with other universities: through agreements signed through the Office of International and Inter-Institutional Relations, students have the opportunity to attend courses at other national and international universities with which they have agreements in force.

The above can be summarized in the following table:

Competencies	Activities
Collective Identity	<ul style="list-style-type: none"> • Comparison of the teaching of disciplines in different countries. • Study of the history of the country and other countries of the world. • Conversation on issues such as diversity and discrimination
World Problems	<ul style="list-style-type: none"> • Study of the Sustainable Development Goals. • (SDGs) Identification of the SDGs that can be addressed from the discipline. • Competition to propose solutions to global problems. • Building a world scenario after COVID-19
Systemic and Critical Thinking	<ul style="list-style-type: none"> • Development of interdisciplinary academic or research projects. • Development of inter-institutional academic or research projects. • Making critical and respectful judgments on national and international social and environmental policies.
Interculturality	<ul style="list-style-type: none"> • Participation in an international learning community. Learning other languages. • Role-playing for the solution of world problems assuming the perspectives of different cultures and geopolitical interests. • Offer of mirror classes with professors from foreign universities. • Discussion on the different theoretical approaches to global citizenship. • Presentations by incoming international mobility students.
Collaborative Work	<ul style="list-style-type: none"> • Formation of study groups with collaborative work rules. • Elaboration of a coexistence manual. • UN and OAS Multicampus Model • OAS UPB Model

Table No. 3 Global citizenship building activities in the School of International Business Administration of the Universidad Pontificia Bolivariana

Own elaboration

CONCLUSIONS

Global citizenship within the International Business Administration program is built through various academic activities such as the integration of training processes to the cultural, social, economic, political, historical, scientific and technical spaces of the city, the country and the world; as well as with the implementation of explicit complementary training experiences such as Free Curricular Activities, the Practice of Sports and Competence in a Second Language and research competencies.

Similarly, the development of the study plan and the research exercise allow the construction of global citizenship through transversal training elements that complement the solid training in the fundamentals. Research in the program responds to the marked trend towards globalization of regional and national companies to face new managerial challenges. Also, each of the opportunities offered by this trend and the multiple free trade agreements with Colombia.

Finally, global citizenship is built through international agreements and networks to which the program is effectively affiliated. The International Business Administration Program has several agreements and international networks. Likewise, global citizenship is built through courses shared with other universities: through agreements signed through the Office of International and Inter-institutional Relations, students have the possibility of attending courses in other national and international universities with which they have agreements in force and the participation of the main negotiation models in the world such as the National Model of United Nations and the Washington Model of American States.

REFERENCES

Arango, A. M., & Pérez, M. M. B. (2011). Citizenship education in higher education. *Uni-pluriversidad*, 11(1), 85-96.

Bachelet, M. (2021) Global citizenship: a new and vital force. <https://www.un.org/es/chronicle/article/ciudadania-global-una-fuerza-nueva-y-vital>

Harkavy, I. (2006). The Role of Universities in Advancing Citizenship and Social Justice. In: *The 21st Century in Education. Citizenship and Social Justice*, 1 pp. 15- 37.

Prudencio, J. J. B. (2010). Martha Nussbaum's cosmopolitan citizenship. *Daimon International Journal of Philosophy*, 347-354.

Reimers, F. M. (2020). *Global education to improve the world: How to boost global citizenship from school* (Vol. 42). Ediciones SM Spain

Scott, P. (2006). Internationalizing Higher Education - A Global Perspective. In: *The Internationalization of Higher Education in South Africa*. Ed: Kishun R 2006, pp. 13-29.

OECD, 2018, *Preparing our youth for an inclusive and sustainable world. The OECD PISA global competence framework*.

UN. (2012). Global Education First Initiative. New York: UN <http://www.unesco.org/new/en/gefi/home/>?

UN. (2015). Sustainable Development Goals.

United Nations High Academic Impact Program (2021)


UNESCO (2015). Global citizenship education. Themes and learning objectives. <http://unesdoc.unesco.org/images/0023/002338/233876S.pdf>.

UNESCO. (2016). Global Citizenship Education. Preparing learners for the challenges of the 21st century.

A educação enquanto fenômeno social:

Aspectos pedagógicos
e socioculturais







-  www.atenaeditora.com.br
-  contato@atenaeditora.com.br
-  [@atenaeditora](https://www.instagram.com/atenaeditora)
-  www.facebook.com/atenaeditora.com.br

3

A educação enquanto fenômeno social:

Aspectos pedagógicos
e socioculturais

-  www.atenaeditora.com.br
-  contato@atenaeditora.com.br
-  [@atenaeditora](https://www.instagram.com/atenaeditora)
-  www.facebook.com/atenaeditora.com.br

3