



Education for Global Citizenship and Internationalization of Higher Education: the Vision of the Academic Staff

Pricila Kohls dos Santos¹  Marília Costa Morosini² 
^{1,2} Pontifícia Universidade Católica do Rio Grande do Sul

ABSTRACT

This study aims to analyze the conceptions of Brazilian university professors about the principles of Education for Global Citizenship (ECG) and the internationalization of higher education, as well as present subsidies for reflection on the teaching practice in higher education. The process of data triangulation is consolidated with the methodology of a qualitative character, in the sense that selected higher education professors from several areas of knowledge were selected from a Community Higher Education Institution of the Southern Region of Brazil to collect their perceptions about of the formation of the global citizen. For that, the questionnaire and two focus groups, both with faculty members, were used as research instruments. In the results of the research, some possible propositions to promote Unesco recommendations for the development of ECG are highlighted, taking as a starting point the view of the teachers researched about this new role in the university. In this sense, the results of this analysis point out: the need of education to return to the learning paradigm; the importance of the shared responsibility of the different levels and actors of higher education, as well as institutional investment in internationalization processes, for the formation of a global citizen.

KEYWORDS

Higher education. Citizenship education. Internacionalization of higher education. Unesco.

Corresponding to Author

¹ Pricila Kohls dos Santos

E-mail: pricila.kohls@gmail.com

Pontifícia Universidade Católica do Rio Grande do Sul, Porto Alegre, Brasil
 CV Lattes

<http://lattes.cnpq.br/3519065110625875>

Submetido: 06 Nov. 2018

Aceito: 03 Jan. 2019

Publicado: 11 Mar. 2018

 10.20396/riesup.v5i0.8653913

e-location: e019040

ISSN 2446-9424

Antiplagiarism Check



Distributed under



Internacionalização e Educação para a Cidadania Global: a Visão de Professores Universitários

RESUMO

Este estudo objetiva analisar concepções de professores universitários brasileiros acerca dos princípios da Educação para a Cidadania Global (ECG) e da internacionalização da educação superior, bem como apresentar subsídios para reflexão sobre a prática docente na educação superior. O processo de triangulação de dados se consolida com a metodologia de caráter qualitativo, na medida em que foram selecionados professores do ensino superior, de diversas áreas do conhecimento, de uma Instituição de Ensino Superior comunitária da região Sul do Brasil, para coletar suas percepções acerca da formação do cidadão global. Para tal, foram utilizados como instrumentos o questionário e dois grupos focais, ambos com docentes. Nos resultados da pesquisa, destacam-se algumas proposições possíveis no sentido de fomentar as recomendações da Unesco para o desenvolvimento da ECG e tomando como ponto de partida a visão dos docentes pesquisados sobre esse novo papel na universidade. Nesse sentido, os resultados desta análise apontam: a necessidade de a educação voltar-se ao paradigma de aprendizagem; a importância da responsabilidade compartilhada dos diferentes níveis e atores da educação superior e investimento institucional em processos de internacionalização, para a formação de um cidadão global.

PALAVRAS-CHAVE

Educação superior. Educação para a cidadania. Internacionalização da educação superior. Unesco.

Educación para la Ciudadanía Global e Internacionalización de la Educación Superior: la Visión de Profesores Universitarios

RESUMEN

Este estudio tiene por objetivo analizar las concepciones de profesores universitarios brasileños acerca de los principios de la Educación para la Ciudadanía Global (ECG) y de la internacionalización de la educación superior, así como presentar subsidios para reflexión sobre la práctica docente en la educación superior. El proceso de triangulación de datos se consolida con la metodología de carácter cualitativo, en la medida en que fueron seleccionados profesores de la enseñanza superior, de diversas áreas del conocimiento, de una Institución de Enseñanza Superior comunitaria de la región Sur de Brasil, para recoger sus percepciones acerca de la formación del ciudadano global. Para ello, se utilizaron como instrumentos de investigación el cuestionario y dos grupos focales, ambos con docentes. En los resultados de la investigación, se destacan algunas proposiciones posibles en el sentido de fomentar las recomendaciones de la Unesco para el desarrollo de la ECG y tomando como punto de partida la visión de los docentes investigados sobre ese nuevo papel en la universidad. En ese sentido, los resultados de este análisis apuntan: la necesidad de que la educación se vuelva al paradigma de aprendizaje; la importancia de la responsabilidad compartida de los diferentes niveles y actores de la educación superior, así como de la inversión institucional en procesos de internacionalización, para la formación de un ciudadano global.

PALABRAS CLAVE

Educación superior. Educación para la ciudadanía. Internacionalización de la educación superior. Unesco.

Introduction

Higher education institutions have faced challenges inherent to the twenty-first century, which are economic, social and educational. Several educational chains attributed to the university the responsibility of training the global citizen, signaled as a global competence. The search for intelligence and the search for knowledge, choice for knowledge, choice for knowledge, perception and knowledge in different contexts and the choice of skills and abilities to participate in intercultural encounters (MORAIS and OGDEN, 2010). Broadly speaking, the main training concepts that stood out from the professional training phase, with an emphasis on the global market, to a new, broader education focused on the notion of a global citizen, through Education for Global Citizenship, through of the Organization. United Nations Educational, Scientific and Cultural Organization (UNESCO, 2015).

In the first definitions, the conception is focused on professional formation, including as a social perspective. The Organization for Economic Co-operation and Development (OECD) proposes internationally oriented training, considering its content and form, and the professional and social preparation of students from the perspective of an international and multicultural context (Van der Wende, 1996). This conception is based on a university model related to the formation of an individual for the 21st century, with the predominance of principles for the globalized market. It is the so-called flexible professional in the knowledge society, whose example is a project led by the European Commission (REFLEX, 2011) and replicated in Latin America, entitled Proflex. The Proflex project (acronym for "Research on Employment and Flexible Professional) is an international program in developing countries.

According to the OECD (2016), in the knowledge society the role of the university is to enable students to have experiences and experiences that also promote personal and social development, as well as technical skills in a given area. In this sense, the professional success of graduates is related to the skills they have. Three relevant aspects have been identified in the world of work for higher education graduates, with increasing importance: capital, flexibility and globalization.

Aspects that result in five requirements for higher education graduates: professional competence, functional flexibility, innovation and knowledge management, human resource mobilization and international orientation. Vision that is based on a set of factors capable of intervening in educational processes. These need to be multidimensional and depend on actors, ideas, processes and structures, as education historically reproduces the conditions of society and at the same time has the potential to transform it. With regard to internationalization, Robertson (2012) identifies two perspectives in higher education: the symbolic and the transformative. The symbolic is the internationalization that can exist in institutions in which the stakeholders recognize and are motivated mainly by economic and competitive aspects. These institutions maintain their programs, aimed at attracting foreign students and elite researchers. Transformative internationalization characterizes institutions in which international concerns are visible and are embedded in the routine of thinking and

doing (on policy and management issues), recruiting staff and students, developing curricula and programs.

In recent years, World Bank (WB) guidelines, in partnership with the World Trade Organization (WTO) for the development of Latin American and Caribbean countries, have reinforced the understanding of education in preparation for work and to the market. In this logic, higher education is eternally in service. Three important orientations, including guidelines for education in Latin America and the Caribbean, stand out: "World Bank Strategy Paper. Education in Latin America and the Caribbean "(World Bank, 1999) and" Building Societies of Knowledge: New Challenges for Tertiary Education "(WORLD BANK, 2002).

It should be noted that the BM justifies its orientations based on the phenomenon of globalization and affirming that it is growing and starting to interfere in the educational systems of Latin America. He also emphasized that it is "essential that there be incentives for public and private universities to establish international relations" (World Bank, 2002). Globalization, via higher education, happens through the construction of partnerships and cooperation agreements between educational companies, countries / regions with a strong monopoly of capital (United States and Europe, for example). These partnerships are aimed at achieving mechanisms to disseminate the hegemony of those countries that dominate the world capital.

Another aspect is related to the constitution of corporate universities aimed at training, qualification and qualification of workers, whether they are new workers or in service. That is, the centrality in professionals and their "training" and qualified "production".

The World Bank (2002) also refers to distance education investment, disseminating the need for educational institutions to embark on the advent of technological innovations, acquire technological packages, invest in creating virtual universities or establishing partnerships with existing ones, example of US and European universities.

In particular, in the document "Building Knowledge Societies: New Challenges for Tertiary Education" (World Bank, 2002), there appears to be a strong change in the conception of higher education, shifting the concept to tertiary education. This is because it claims to be in the knowledge society, which justifies intensive and massive strategies of diversification of higher education institutions, betting on the advance of transnational borders and the formation of the global citizen, which Unesco will more directly work. For the World Bank:

Increase institutional diversification (increase in the number of non-university and private institutions) to expand coverage on a viable financial basis and to establish a continuous training framework with multiple access points and a wide variety of training itineraries. (WORLD BANK, 2002, p.27)

It is necessary to attempt the real intentions of these "guidelines", because, in global countries that are in the service of the world capital, to carry out such changes and to adapt, even, to the formation of a capital accumulation perpassed by the need to review the articulation of the National System of Education. At the universities, particularly in a capitalist country dependent on foreign capital, such as Brazil, these orientations directly affect the [formulation] of public policies and formats of educational institutions that we fear. One structuration that implies, directly, or case of higher education, no sense of how they will be fostered and gestated the processes of teaching, research and extension, against the background of the commodification of knowledge. Training for global citizenship certainly has guiding principles, to example two main elements brings of the material of Unesco (2015), which aims to strengthen the formation of critical subjects, solidarity and qualified. In the meantime, the training professionals need to be attentive to the movements of the lucrative exploration field of the capital that they work for, sometimes and unfortunately, it gives rise to the bourgeois conception of the world.

Facing this scenario, Unesco launches in 2015 the publication "Education for Global Citizenship (ECG): preparing students for the challenges of the 21st century", presenting a conceptualization of the global citizen, but signaling the consensus that it has the feeling of belonging to a wider space than only that of its surroundings, because it is aware that humanity goes beyond local, national and transnational borders. Thus, it uses and perceives the important relation between local and global. In other words, for Unesco, "[...] global citizens are individuals who think and act for a more just, peaceful and sustainable world" (2016).

Faced with the challenge of training this global citizen, Unesco, as a multilateral body, approaches transformative pedagogy in practice, considered as a view aimed at education for global citizenship with the aim of promoting a learning for greater awareness about real life issues and the circumstances surrounding them.

In higher education, this conception goes beyond the concept of global citizenship restricted to student mobility and commonly associated with international education. It implies the possibility of a broad education guided by solidarity and respect for different cultures. But, just as international education, previously mentioned, it is important that it be identified with the self / trans / formation of students, rather than the understanding as a process of adjustment of the student to the local requirements of the dominant culture, which constitutes the paradigm current dominance of research on international education (MARGINSON, 2013).

The importance of putting less skills and perspectives in the economic and instrumental qualifications required for individuals in a globalized economy, and more in the qualifications of ethical and responsible learning, is also highlighted. In the sense that they recognize the human being as social and cultural, as well as a being with economic needs, which thinks the local, the national and the global (LEASK, 2013).

As a rule, the perspective of global citizenship is prescribed by multilateral organizations, especially by Unesco, in countries of the southern hemisphere, while the prospect of flexible egress is more present in Northern countries. This means that learning in higher education needs a non-linear, non-unilateral, non-dualistic, non-deterministic or voluntary approach. Parallel to this conception of global citizenship, there is a disorderly expansion of higher education based on the dictates of globalized society, the knowledge society, and consequently the formation of high-level human resources. This reality has in common the expansion, but it is based on particular reasons of each country and / or region. In the case of Brazil, there was a marked expansion of the privatization sector accompanied by a democratizing process. On the other hand, it is necessary to reflect on this democratization of access to higher education, verifying whether it covers, to the same extent, the democratization of quality education, from the perspective of the right to education (OLIVEIRA, 2013).

Education for Global Citizenship and Higher Education: Guidelines for Discussion

Education for Global Citizenship (ECG) is seen as a possibility of qualification of the processes of teaching and learning beyond the formal spaces of education, since it aims at an integral formation of the individual and points out as fundamental, at all levels of education , work beyond disciplines and academic content. It aims at the formation, throughout the life, of a citizen, of a professional to act ethically in the society. In this sense, it presents three basic dimensions for its development, presented in Figure 1.

Figure 1. Basic conceptual dimensions of Education for Global Citizenship

Cognitive:
To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations.
Socio-emotional:
To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.
Behavioural:
To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

Source: Unesco (2015).

In order to clarify this concept, the basic conceptual dimensions of the ECG are indicated, which are: cognitive, which concerns the acquisition of knowledge, critical thinking and understanding of social issues; the socioemotional, which is the feeling of belonging to a common humanity; and behavioral, which emphasizes the effective and responsible performance of a peaceful and sustainable world. These dimensions are

materialized in practice by pedagogy for the ECG, which is based on holistic education, dialogue, critical thinking and the formation of values. These principles extend into branches that can be better visualized in Figure 2.

Figure 2. Principles of ECG Pedagogy



Source: Unesco (2015).

In practice, ECG aims to:

- Encourage students to critically analyze real-life issues and to identify possible solutions in a creative and innovative way.
- Support students to re-examine assumptions, worldviews and power relations in "official" discourses and consider people and groups systematically underrepresented or marginalized.
- Focus engagement on individual and collective actions in order to promote the desired changes.
- Engage multiple stakeholders, including those outside the learning environment, the wider community and society (UNESCO, 2016).

In this sense, Unesco's principles of Global Citizenship Education can be used to foster activities in higher education institutions, as an academic system geared towards holistic education can provide the academic and social integration of the student in the institution. When they return to established principles, it is important to organize the institution's system for the promotion of this education, based on dialogue, critical thinking and the formation of values.

This reasoning is consolidated when one considers the prominence that different thinkers and actors have been giving to the knowledge society and the importance of the formation of high level human resources. Finally, the relevance of knowledge built in institutions of higher education, which, as a rule, point to performativity and to self-capitalism (BALL, 2014). More recently, concerns about this process, which acquires transnational nuances, reinforce the importance of the university in the responsibility of training the global citizen, marked by the construction of global competences (MORAIS and OGDEN, 2010).

Unesco, following its supranational guideline in 2015, publishes guidelines on Education for Global Citizenship. In order to prepare students for the challenges of the 21st century, it addresses transformative pedagogy in practice, which is synthesized by learning more about real life issues and the circumstances surrounding them. These premises allow us to reflect, in today's context, on the insertion of the international perspective in the universities where the student's posture begins to be guided also by learning and by the cultures of different places, with singularities that emphasize the look to the and for the exchange of unique knowledge. In this sense, it is stated that the insertion of ECG precepts, if materialized in university practice, has the potential to contribute to the formation of subjects responsible not only for their future, but co-responsible for the global context from the local.

It is emphasized that for this model to be put into practice, it is fundamental the commitment / engagement of the student, but also essential is the commitment of the institution and the teacher in this process, without neglecting the great importance of national public policies. In this text, it does not stop at the role of the State, already widely studied and discussed by the authors of the Higher Education WG. For the triad IES-teacher-student-is the *raison d'être* of this education, in which the student's commitment is seen as personal and professional gain for his education. In the commitment of the teacher, one sees its belonging to the institution and its co-responsibility with regard to student success. This also depends on the guarantee of your professional position. And the IES needs to look at this whole and manage the human and non-human resources for the quality and maintenance of the institution. In addition to the character of vocational training, "... Higher Education Institutions must assume the fact that they are, above all, human and social development agencies" (BAWDEN, 2013, p.14).

By committing themselves to human and social development, they presuppose, from higher education institutions, a look at their environment and what is beyond the walls of the university. Sustaining this approach is participation in the community, which is generated by the understanding that not all knowledge and experience resides in academia, and that both opportunities for specialization and great learning are also found in non-academic contexts. Thus, student engagement implies interaction, exploration and relevance, and classroom practices anchored in real problems (TAYLOR and PARSONS, 2011).

Thus, the presented subsidies base the present study, which uses the ECG as a possibility to qualify higher education and as a way to the constitution of global citizenship

from practice. In order to do so, this text analyzes the conceptions of Brazilian teachers about the principles of Education for Global Citizenship (ECG) and the internationalization of higher education, as well as presentations for reflection on teaching practice in higher education.

Research Paths

The process of data triangulation is consolidated with the methodology of a qualitative character, in the sense that selected higher education professors from several areas of knowledge were selected from a Community Higher Education Institution of the Southern Region of Brazil to collect their perceptions about of the formation of the global citizen. For that, a questionnaire and two focus groups, both with the teachers, were used as research instruments.

This study aims, with the support of authors such as Brandão (2003, p.18), to propose an approach that contemplates a "progressive flow of construction and improvement of dimensions of connectivity between the multiple and complex spheres of realization of human understanding, carried out by means of science".

With the support of the questionnaire, it is prioritized the existence of a set of variables known a priori, which translated into indicators can measure and know their distribution in a given population (MALHOTRA, 2012). On the other hand, the strategy of the focus groups was used, precisely because it facilitates dialogue and freedom to choose responses beyond the closed proposals (explored in the questionnaire). In the logic of focus groups, participants discuss their own perspective and frame of reference (BARBOUR, 2009).

Thus, a pre-tested questionnaire with open and closed questions to teachers of education was applied to identify their understanding of training for global citizenship, taking into account the internationalization of higher education, as well as its characteristics and challenges. The same was applied online and distributed via email, through the platform Qualtrics, between the months of December 2015 and April 2016. It should be noted that this platform allows identification through the Internet Protocol (IP) address of the connection, which inhibits the possibility of the same participant responding to the questionnaire more than once. It is also worth noting that this research took into account the ethical procedures in the research, being inserted in the scope of the Center for Studies in Higher Education (CEES). Seventy-two teachers participated in the study by means of a questionnaire, using the Free and Informed Consent Form.

To aggregate the data collected through the questionnaire, the use of the focus group technique also sought to verify if the impressions and opinions undertaken in the collective discourse were the same as those present in the individual and private discourse

(questionnaire). According to the literature, for the good results of the focus groups, they must be planned in advance, from the selection of participants, materials used, problem and moderation of the group. The essence of the focus group is to constitute itself with defined objectives, presupposing a greater interaction between the participants and the researcher, who aims at knowing and collecting data on a given topic from a focused and previously defined discussion (BARBOUR, 2009).

Thus, eight teachers from different areas of knowledge were selected: education, administration, physics, biology, geography and psychology, being the common characteristic of the participants the experience in higher education, being that the participants' selection was for convenience. The data obtained were annotated, recording written reflections and notes of the participants for further investigation on the content under discussion. For the analysis of the data from the questionnaires and the focus group, because it was a qualitative study, this process was based on discursive textual analysis (MOARES; GALIAZZI, 2007), in which deconstruction, fragmentation and disorganization movements were performed to establish new understandings, being that the participants were coded in 'teacher A, teacher B', and so on and the focus groups in 'G1 and G2'. Nevertheless, the Nvivo software (version 11) was used as support for qualitative data analysis. Methodologically, the software was used to analyze the recurrence of the terms and inference of the participants, as well as to explore the data collected and correlate them with the theory, according to the analyzes described in the results section.

Discussion of Results

The sample is characterized by 80 higher education teachers (72 questionnaire respondents and eight focal group participants), with all teachers aged over 30 years, 44% are over 50 and 78% are female. Most of them work in courses in the area of Human Sciences and have a wide experience in teaching: 83%, more than 10 years, and 50%, over 15 years. All teachers are postgraduates: 61%, with master's degree; 11% with doctorate; and 28% with postdoctoral studies. Of these, 61% have already had international academic experience. A total of 94% of teachers have pedagogical training.

In the attempt to make visible the dynamics of the subject and its interrelationships, with the support of the NVivo software, the qualitative analysis of the open questions of the questionnaire, as well as the document of the diary used to record the focus groups. An initial exploration of the data, returned to the recurrence of terms and speeches about education for global citizenship and internationalization, which can be visualized in Figure 3.

In this speech, the challenge inherent in this training process is highlighted, since, as the teacher is a fundamental actor for the development of global citizenship, it is necessary to prepare and train this professional to act with this intention. Another teacher portrays this reality as contradictory:

The role of the teacher is extremely relevant because it is through his interest in participating in internationalization processes that he can contribute to his growth and to the interest and learning of the students in that context. All students will live in a globalized world, such as professionals and citizens, and this represents a common logic for internationalization (TEACHER A).

As an articulator of this process; as someone who has the responsibility to contribute to the [re] articulation and curricular dynamics of the courses that he / she performs (undergraduate and postgraduate), as well as to establish production networks and interlocution with basic and higher education, national and international... (TEACHER J).

Such an exposition corroborates with the proposal described in this paper when the importance of the role of the teacher in the development of global citizenship, but also can signal the commitment of the institution to promote and nurture international cooperation networks to amplify the actions of all those involved in the system of education.

The teacher's involvement with the global citizenship project has many definitions and points of view, as the respondents say. It is important to understand that, in the logic of the knowledge society, countries can no longer live on the sidelines. In that sense, citizens should have educational opportunities to develop the capacity to perceive such global interdependencies, to enhance understanding of diversity and its implications for good living in society. Moreover, the concept of global citizenship in the logic of those who aim at a sustainable world, based on justice, solidarity and peace, requires that the teacher mediate in the process of teaching and learning activities that imply understanding of global and local and learning about living together.

The information elaborated in the focus groups (G1 and G2) complemented each other and corroborated the opinions expressed in the questionnaires. The groups stressed the importance of teachers being able to "talk" about aspects inherent to their practice, since the concept of education for global citizenship also encompasses the classroom teacher practice and its co-responsibility in this process.

As far as data analysis is concerned, it is important to note that even groups converging on the need for a closer look at practice have used different approaches to this end. The G1 group reflected on the need to provide classroom reflections aimed at a global, national and institutional vision and on the fact that these reflections may result in practical social actions arising from the institutional context for a practice and social awareness of their environment. And so they can collaborate on a global level. Such practical actions would reflect the quality of education offered, resulting not only in favorable institutional rankings but also in the quality of alignment between theory and practice with social responsibility. However, the participants pointed out that there is resistance to this type of approach, both by

the institution and by teachers who would be obliged to strip themselves of the already known, in this case their "classroom", to interrelate it with the reality that surrounds it.

In this respect, Thomas and Brown (2011, p.137) point to the need for a new learning culture in which the "classroom" is established from the world, when they affirm that "the teaching-based approach focuses on teaching about world, while the new learning culture focuses on learning through involvement in the world ". The information collected from participants' speech is aligned with the thinking of the researcher Bain (2014), who points out the need of the universities working the protagonism of the students in relation to their studies, but also in the social and professional spheres, therefore, they can act socially as people committed to social inequalities.

However, one issue that permeated the discussions was how to work with higher education students with this more humane and contextualized approach, being "pursued" by rank metrics and "quality" scales measured only by numbers. One of the participants stressed the reality experienced by many undergraduate courses in which teachers teach for tests, without being clear that such evidence could replicate practical actions for the student as a co-responsible citizen by and / or in the society to which it is embedded. Taking the reflection of Thomas and Brown (2011) requires a new learning culture in which students are encouraged to embrace what is not known, to come up with better questions about it and to continue to ask these questions in order to learn more and more. And from there, try to recreate the world and the reality that surrounds them. Such ideas go to the ECG when it advocates an education that contributes to personal and social action and transformation of individuals.

Still in the university context, another issue raised when addressing education for global citizenship is the intellectual and social diversity of students of higher education, especially in recent years, with the investments made by the Brazilian government. Initiatives to increase enrollment in HEIs, both public and private.

In the context of this research, the participants pointed to the diversity present on the campus of private institutions with the entry of students participating in affirmative action programs, such as the ProUni¹ e o Fies², and the difficulty of working with these differences in the classroom. While the moderator of the group resumed the ideas of the ECG and questioned the possibility of using it to foster work with several students, but with a common goal, which is the completion of their undergraduate course. On this aspect of diversity, one of the participants highlighted the need for the institution to promote continuing education in the reality of the university many of the teachers who are in the classroom are professionals in their fields of knowledge and often do not have specialized training for classroom practice and for pedagogical questions that are beyond knowledge of the course in which they work.

¹ Programa Universidade para Todos. Disponível em: <http://siteprouni.mec.gov.br/>

² Fundo de Financiamento Estudantil. Disponível em: <http://sisfiesportal.mec.gov.br/>

Likewise, concerned about training, they raise a relevant factor that needs to be taken into account: the academic resistance to putting oneself in the other's shoes and to the practical application. One of the possibilities to resolve this concern would be to work from the dialogue to develop critical thinking.

Furthermore, the G2 group reflected in the same way about social responsibility, but taking into account, first, the formation of values, be these personal and / or institutional, increasing the actions and activities of students in poor communities and encouraging volunteerism. One of the participants emphasized the importance of students being involved in their learning and stated that one of the ways to achieve this engagement is to get these students to know their environment and to perform practical activities in it, especially in courses that involve the training of future teachers. In this regard, Coates (2005) observes that the involvement of students in contextualized activities generates a productive learning and directly interferes in the quality of education offered and practiced.

Another aspect that was raised as relevant to the practice of the ECG in practice, and that was timely in the group, is the approximation of higher education with basic education, whether in the performance of practical activities, visits and / or voluntary work. The importance of this approach was emphasized in order to take into account the different social realities and differences, in this case for teachers, of acting in the exercise of future students' profession. Being that they point as a practical possibility the offer of elective disciplines that prioritize activities in needy communities and / or groups of risk and that depart from reflections of real problems for actions aimed at remedying such problems or, at least, that make possible to think about this reality.

The group noted that higher education needs dialogue and holistic education aimed at value formation and that thinking about these issues is the first step in trying to qualify actions in the university context and to include education for global citizenship in institutions of higher education. From these, these principles can also be reflected in society as a whole. However, it is necessary to think that investing in basic education will have positive effects on higher education, but without a qualified higher education, there may not be professionals with the level and quality to act in the various segments of society, including basic education. It is the virtuous cycle one wants: good teachers doing good basic education. And, from good students, future good professional teachers.

For Unesco and other multilateral organizations dealing with this perspective, the conjuncture that permeates the new attitudes of the global citizen has a direct relationship with the international community. In this context, higher education has to transcend the transmission of knowledge, because it is no longer sufficient to recognize content; the focus is on empowering future teachers (students at the university) to resolve, proactive, and socially transformative.

Final considerations

In the final considerations, it is emphasized and proved that the culture of the culture of learning in the institution is important, not only of the student, but also holistic, in which education is a local process, but of global intersections. It is reaffirmed that the factors that congregate this conception need to be multidimensional and depend on actors, ideas, processes and structures. In this sense, it is necessary that this is a process worked and developed collectively among all those involved with the institution of higher education, whether these students, teachers, management team and administrative staff.

At the same time, the importance of training for a global citizen with shared responsibility of the different levels and actors of higher education, whether institutional management, teacher training (Robertson, 2015) or the curriculum, is also observed. To do education implies observing the relevance of the object of study and its applicability and meaning to society. There is still a long way to go, but these issues being on the table of discussions bring the hope of a future, if not promising, different from what has been and is experienced so far.

In this context emerges the increasingly latent importance of teachers listening to their students and seeking to adjust their practice to their need and potentiality. Thus, the integration of the principles of education for global citizenship into the context of Brazilian higher education is seen as of great potential, based on a training focused on experience and experience, through dialogue based on exchanges and contextualized knowledge and learning for life.

By assuming education as a space of creation, as a space of connection between the known and the unknown, there is a gap in the security of what has already been thought to pass on the wealth of the not yet thought, of what can still be experienced in the daily actions fomented by the education offered in higher education institutions.

It is important to add that the complexity of higher education in emerging countries, which faced a disorderly expansion, pressured by guidelines from international organizations, points to the relevance of a reflection of the place, the culture of the country and the socioeconomic limits to be faced (AMARAL, 2011). The conception of global citizenship must be constructed in the consideration of these imbrications.

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