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Enade and Citizen Education: Introductory Premises

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ABSTRACT

Introduction: the concept of citizenship and the consequent training of subjects to act in the social sphere has accompanied the different moments and contexts of the modern society. In education, the precept of citizenship is present in training documents and policies, from basic education to higher education. **Objective:** to present a reflection on the National Student Performance Examination – Enade, with a selection of general knowledge topics from 2015 to 2019, and its approach to the social demands of valuing diversity and social inclusion. It starts from the premise that general knowledge, common to the profile of undergraduates from all courses in the country, needs to contribute with knowledge and, perhaps, practices of a citizen posture committed to the collective social good. **Methodology:** consists in the analysis of theoretical references that contribute to the understanding of the concept of citizenship in contemporary times, as well as research, documents and reports that express the evaluation policy of Enade and the contents of general education, in the perspective of contextualizing how the exam it can contribute to the human-academic-professional formation of undergraduates. **Results/Conclusion:** with theoretical-epistemological inspiration in multi-referentiality, the sharpening of the plural look is exercised and, in this process, it is concluded that the themes presented in Enade between 2015 and 2019 reflect social, environmental, cultural, political and other issues approaches that, if incorporated into the curricula and training practices of students, can contribute to building a professional citizen profile.

KEYWORDS

Enade. Formation. Citizenship education. Learning evaluation. College education.

Enade e a Formação Cidadã: Premissas Introdutórias

RESUMO

Introdução: o conceito de cidadania e a conseqüente formação dos sujeitos para atuarem no âmbito social têm acompanhado os diferentes momentos e contextos da sociedade moderna. Na educação, o preceito da cidadania faz-se presente em documentos e políticas de formação, desde a educação básica até a educação superior.

Objetivo: apresentar uma reflexão sobre o Exame Nacional do Desempenho do Estudante - Enade, com um recorte dos temas de conhecimentos gerais no período de 2015 a 2019, e sua aproximação com as demandas sociais de valorização da diversidade e inclusão social. Parte-se da premissa de que os conhecimentos gerais, comuns ao perfil dos graduandos de todos os cursos do país, precisam contribuir com saberes e, quiçá, práticas de uma postura cidadã comprometida com o bem coletivo social. **Metodologia:** análise de referenciais teóricos que contribuem para a compreensão do conceito de cidadania na contemporaneidade, bem como de pesquisas, documentos e relatórios que expressam a política avaliativa do Enade e os conteúdos de formação geral, na perspectiva de contextualizar como o exame pode contribuir para a formação acadêmica-profissional-humana dos graduandos.

Resultados/Conclusão: com inspiração teórico-epistemológica na multirreferencialidade, exercita-se o aguçar do olhar plural e, nesse processo, conclui-se que os temas apresentados no Enade entre 2015 e 2019 refletem questões sociais, ambientais, culturais, políticas e outras abordagens que, se incorporadas aos currículos e às práticas formativas dos estudantes, podem contribuir para a construção de um perfil profissional cidadão.

PALAVRAS-CHAVE

Enade. Formação. Cidadania. Avaliação. Educação superior.

Enade y la Formación Ciudadana: Premisas Introdutorias

RESUMEN

Introducción: el concepto de ciudadanía y la conseqüente formación de sujetos para actuar en el ámbito social acompañó los diferentes momentos y contextos de la sociedad. En educación, el precepto de ciudadanía está presente en documentos y políticas de formación, desde la educación básica hasta la superior. **Objetivo:** presentar reflexión sobre el Examen Nacional de Desempeño Estudiantil - Enade, con selección de temas de conocimiento general de 2015 a 2019, y abordaje de las demandas sociales de valoración de la diversidad e inclusión social. Se parte de la premisa de que los conocimientos generales, comunes al perfil de los estudiantes de las carreras del país, necesitan contribuir con conocimientos y, tal vez, prácticas de una postura ciudadana comprometida con el bien social colectivo. **Metodología:** analizar referentes teóricos que contribuyen a la comprensión del concepto de ciudadanía en la contemporaneidad, así como investigaciones, documentos e informes que expresan la política de evaluación del Enade y los contenidos de la educación general, en la perspectiva de contextualizando cómo el examen contribuye a la formación académico-profesional-humana de estudiantes de pregrado.

Resultados/Conclusión: con inspiración teórico epistemológica en la multirreferencialidad, se ejerce la agudización de la mirada plural y, en ese proceso, se concluye que temas presentados en el Enade entre 2015 y 2019 reflejan aspectos sociales, ambientales, culturales, políticos y otros enfoques temáticos que, si se incorporan a los currículos y prácticas formativas de los estudiantes, pueden contribuir a la construcción de un perfil ciudadano profesional.

PALABRAS CLAVE

Enade. Formación. Ciudadanía. Evaluación de la educación. Educación universitaria.

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1 Introduction

The Enade (National Student Performance Exam) is an instrument developed by the Ministry of Education to assess the performance of graduates on the syllabus set out in the course curriculum guidelines, the development of competencies and skills needed to deepen general and professional education, and the level of updating of students in relation to the Brazilian and global reality.

The exam consists of a test divided into two parts: general education, in which students answer items related to broad, more universal themes, and specific education, in which knowledge about their course of origin is assessed. Both components have previously published guidelines issued by the Anísio Teixeira National Institute for Educational Studies and Research (INEP).

Enade is a compulsory curricular component of undergraduate courses every three years, divided into three assessment cycles. It gives graduate students the experience of collaborating with the national assessment process and simultaneously exploring their level of academic performance at the end of their undergraduate education.

Enade is considered an external quality indicator in higher education, and its scores range from 1 (one) to 5 (five). As this value increases, the student's exam performance is better. We see a lot of euphoria when these results are published in rankings, allowing institutions/courses/management to go from heroic to fearful because of a merely classificatory list, which is often presented as a marketing strategy.

Despite being a policy instituted in the National Higher Education Assessment System (Sinaes), Enade is still not a consensus in the academic sphere since it is heavily criticized for the assessment criteria adopted, for how teachers are blamed when there are bad results and also for the fact that it does not consider the peculiarities of each context.

In addition to the application of tests and the publication of results, the Enade reports reveal information about student's perceptions of the test, provide data that make it possible to characterize the profile of students, the context of their training processes, and also show the profile of course coordinators.

We understand from our journeys that, although we can voice various criticisms of assessment methods, not analyzing/reflecting on these reports makes us inert, irresponsible, and even ignorant of our condition as co-responsible for building an emancipatory education. In a society marked by competitiveness, we cannot ignore the need for institutions to improve their methodologies and realize the gaps in undergraduate education. These preparatory measures would not only contribute to the job market. Still, they would also be a precursor to social transformation in various spheres, whether in academia, professional life, or human formation.

From this perspective, we aim to present a reflection on Enade, with a selection of general knowledge topics from 2015 to 2019, and to analyze their approximation to social demands for valuing differences and social inclusion. We understand that the topics demanded in the general education component, common to the profile of undergraduates on all courses in the country, need to contribute to knowledge and, perhaps, the actions of a citizen's attitude committed to the collective social good.

We understand that research is walking through/over terrain that leads us to different paths, people, perspectives, provisional answers, and new questions (Lima, 2020, p.30). We also understand that the way we walk through research, without distancing ourselves from rigor, is the researcher's choice. In this sense, we are inspired by multi-referential epistemology and everyday life to seek a stance in which we need to be open and "ready to incorporate, question, analyze, seek to understand everything that comes to us from these 'spaces-times' in their very different events, through all our senses" (Andrade; Caldas; Alves, 2019, p. 24).

In line with Macedo's thinking (2020), we think of research as heuristic so as not to restrict the acts of curriculum and university education to the production of knowledge or to established indicators but to seek the construction of its identity process with the valorization of its complexity, based on the structure of experiential, historical and cultural knowledge. Thus, in this article, we seek to raise questions such as: has Enade included approaches in the general education component that provide reflections on citizen education? Is there room in training to discuss and train for contemporary demands from a citizenship perspective?

These questions will guide our investigation as we delve into the reports produced by the Commission for the Evaluation of Higher Education (Conaes) and the content covered in the general education component in previous tests, as well as contributing to the articulation with theoretical references that help us reflect on the concept of citizenship.

2 Research methodology

Educators play a crucial role in forming critical and aware citizens capable of influencing the construction of a fair, equal, and inclusive society. Thus, we start from the premise that teachers, in their spaces, can contribute to producing knowledge that goes beyond a content-based and mechanistic perspective and bring up discussions that train students to exercise their role as citizens in society.

Our thinking is in line with that of Dias Sobrinho (2003, p. 180) when he puts education in the perspective of building citizenship, of human ascension:

The formation also has a lot to do with values; it does not belong only to the pragmatic fields of work, science, and technology but also to citizenship and the elevation of humanity. From this perspective, assessment must deal with structures and relationships to reach the essential focus: education.

Our stance is not to look at Enade from a single perspective or a binary view of good or bad but to go beyond numbers and indicators, delving into studies and analyses of theoretical references that contribute to understanding the concept of citizenship in contemporary times as well as delving into research, documents, and reports that express the methodology applied to the exam, as well as the general education content, to contextualize how this assessment can contribute to the academic-professional-human education of undergraduates.

Evaluation, from a more global point of view, which values complexity, diversity, dialogue, the unexpected, and the opposite, becomes more democratic and participatory in a way that collaborates with the institutional mission and, consequently, in the construction of programs and policies that reflect on a social practice capable of reverberating in the understanding of the pedagogical, political, ethical, social and economic effects on education.

By focusing on multi-referential epistemology (Ardoino, 1998), we were able to sharpen our pluralistic gaze and, in this process, map the themes presented in Enade from 2015 to 2019 and infer the potential of these themes for/in the training of undergraduates if they are included in the curricula and if they are already present in the curricula and training practices of undergraduates.

Our interest in researching the subject is justified by our involvement with the indicators resulting from our academic and professional itinerancy, whether as a civil servant at the State University of Rio Grande do Norte, as a master's student, or as a teacher in the state school system.

In Josso (2010, p. 40), we find inspiration to think about the meaning we attribute to Enade as a research theme referenced in experiences lived/felt in the context of professional itinerancy. According to the author,

The reference-remembrances can be qualified as formative experiences because what was learned (know-how and knowledge) serves, from then on, either as a reference for similar situations or as a unique and decisive existential event in the symbolic orientation of the journey of life.

In this way, the reference memories give meaning to the proposed study, using the intentionality of the research to investigate Enade from the perspective of its composition, results, and guidelines regarding its contribution to citizen education.

We intend to understand Enade as an instrument that can diagnose the training and methodological needs of undergraduates based on the analysis of the results, together with other external indicators and internal documents, as well as the experiences lived/felt in local contexts, and thus produce research with a different, hermeneutic and heuristic rigor (Macedo, 2020), mobilizing a plural look, through various languages and rising to the analysis of everyday practices.

3 Enade: General Education vs. Citizenship Education

Education is a social right provided for in the Federal Constitution. This provision highlights education as a crucial mechanism for the person's full development, preparation for the exercise of citizenship, and qualification for work.

The principles and purposes of national education are governed by the National Education Guidelines and Bases Law (Law No. 9.394/96) and act as a strengthening measure for the constitutional provision, with the aim of the full development of the student, their preparation for the exercise of citizenship and their qualification for work.

Enade, as an instrument for assessing higher education in Brazil, assesses different competencies and skills, including those related to general knowledge. Every year, Inep publishes an ordinance on the general education component, which lists references to be addressed/analyzed in relation to the student profile. All the characteristics listed are based on the basic principle of respect for human rights.

From this perspective, we tried to look at the questions in the general education component from the point of view of citizenship education, analyzing whether the topics covered in the exam contribute to reflecting on the concept of citizenship in the current context and its approximation to social demands for valuing differences and social inclusion.

Citizen education would be where all our efforts should flow, just like the rivers, which pass through each other and find different paths, but all flow into the sea. We use this analogy to keep in mind the primary social function of education. This is also where Oliveira (2006, p. 27) comes in when she says that "education for citizenship can only aim to promote equality, not to establish social distinctions."

Daily, we see the word "citizenship" used in legal provisions, political speeches, and even education. But we ask ourselves: what is citizenship? We note that the Brazilian legal system has a set of regulations that guide our attitude as citizens so that we can live in harmony and favor of social well-being. However, the concept of citizenship is unclear; we don't know the dimension of citizenship since continuous transformations characterize our society.

When we search online for the meaning of citizenship, this is the concept reported: "condition of those who have civil, political and social rights, which guarantees participation in political life" (Dicio, Online Dictionary of Portuguese, 2023). From Ribeiro's perspective (2015), this definition fails to consider the complexity involved in human action, in its plural dimensions, rational and existential orders in the current context. Based on the multi-referential perspective, Barbosa (1998) discusses the author-citizen based on the notion of the author as the person who exercises citizenship. A historically, geographically, sociologically, psychoanalytically, and ecologically situated citizenship.

From this perspective, we cannot frame the concept of citizenship as something fixed and unchanging since "(...) it is a historical construction, changing over time and always open to the possibilities of expansion or limitation that social transformations bring with them" (Júnior, 2000, p. 80). For the author, the definition of citizenship reflects not only the conditions of time and place but also the subjectivity of individuals in relation to the social group to which they belong.

We are also inspired by the premise established in Ribeiro's thinking (2015, p. 85) when we think about the complexity of the entire exercise of citizenship. We understand that being a citizen is not just about being able to participate in political life. Everyone who lives and even moves around the Brazilian state is subject to rights and duties that are constantly updated due to our social transformations. Thus, for the author,

The notion of citizenship is updated according to historical and social contexts in which the subjects/authors/practitioners act according to their needs, desires, and beliefs, in other words, beyond what is instituted by the state. Citizenship, as a way of working as a citizen, takes on different configurations in each context, which differs from the perspective of doctrinal positions that limit its dimension to a static, permanent, and objective meaning.

In this sense, we understand that the attention given by current legislation to citizenship reflects, in a way, on the perception of the general education component established in Enade and brings the importance of training processes to be developed beyond the spaces in teaching and research institutions. Still, those built-in family lives exist in human coexistence at work, social movements, civil society organizations, and cultural manifestations.

Learning spaces, whether in basic or university education, provide moments capable of creating alternatives for the performance and strengthening of pedagogical policies that bring reflections on the meaning and effective exercise of citizenship to present education as a social praxis capable of reflecting on the formation of an inclusive and citizen society.

We know that pedagogical practices directly impact student development since academic training spaces can provide contact with other types of knowledge, using interdisciplinarity to contribute to constructing well-informed, empathetic, democratic, and inclusive citizens, etc.

The construction of citizenship is an ongoing process of growing importance in a global and complex world. The school, as a space for meeting and living together, is a favorable place for producing and exchanging new ways of looking and thinking. It plays a crucial role in constructing the social subject. It is the first laboratory for exercising citizenship, where students learn to relate to others and participate as individuals in collective spaces. In this context, education, beyond its essential function of preparing students for professional life, works to develop the human potential of young people so that they can choose their life project and participate positively in building a fairer, more inclusive, and supportive society (AIPR, 2020, p. 09).

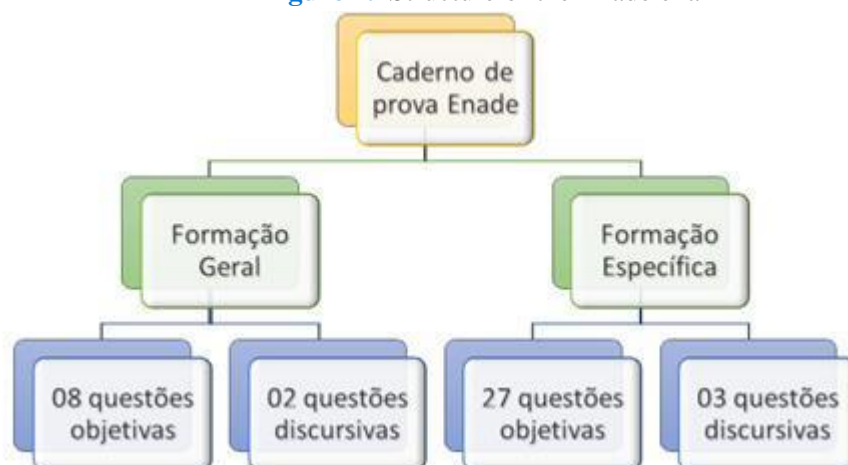
With this in mind, we understand that experiences in academic training can impact human growth in various areas. The educational environment brings us closer to a wide range

of knowledge and experiences relating to these plural subjects. Student-teacher, teacher-student, and student-student relationships impact us and build us up. When we are willing to mature as human beings and exercise our citizenship, we understand our rights and limitations and how our actions can reverberate in the lives of others.

In a highly problematic society full of intolerance, it is essential to reflect on the general knowledge covered in Enade to analyze how this component can affect the academic-professional-human formation of undergraduates. In this sense, we mention the themes presented in the general knowledge questions in Enade to analyze whether these approaches look at social needs and demands, bringing up discussions that contribute to a more plural, inclusive, and democratic society.

Since 2008, the Enade exam has been structured as follows:

Figure 1. Structure of the Enade exam



Source: elaborated by the authors

Figure 1 shows that, with specific regard to the general education component, the examiner assigns 25% (twenty-five percent) of the test to students' general knowledge of the social, economic, and political reality. It is worth noting that this approach is common to all undergraduate courses in the country, which makes us think that, in the context of the institute, these are fundamental competencies for all undergraduates and future professionals in the country.

Based on research by the Institutional Scientific Initiation Program - Pibic/CNPQ (Ribeiro; Oliveira, 2021), Table 1 shows the themes of the questions addressed in the general education component of Enade from 2015 to 2019. The different colors represent the repetition of themes in each exam year. For a better understanding, we have constructed groups of themes that unite the topics, as shown in chart 2.

Table 1. Themes of the general knowledge questions covered in the Enade - period: 2015 to 2019

2015	2016	2017	2018	2019
GENDER RELATIONS	MIGRATORY MOVEMENTS	SEXUALLY TRANSMITTED DISEASES AND GENDER RELATIONS	PRODUCING FAKE NEWS	SOCIO-ENVIRONMENTAL SUSTAINABILITY
ARTISTIC AND CULTURAL MANIFESTATION / FUNK AS BRAZILIAN CULTURE	VIOLENCE AGAINST WOMEN IN BRAZIL	NAME ISSUE FOR TRANSGENDER PEOPLE	THE IMPORTANCE OF MUSEUMS AND THEIR SOCIAL FUNCTION	TECHNOLOGICAL AND SCIENTIFIC DEVELOPMENT IN BRAZIL
DIGITAL LITERACY	INCLUSION OF PEOPLE WITH DISABILITIES	ECONOMIC BLOCKS	TRANSGENIC FOODS	INTERNATIONAL REGIME ON CLIMATE CHANGE
POLITICAL PLURALISM/ETHICS AND CITIZENSHIP	DIGITAL LITERACY	FAMILY AGRICULTURE IN BRAZIL	ECONOMIC ACTIVITIES CARRIED OUT BY SOLIDARITY ORGANIZATIONS	CONCRETIST POETRY
CORPORATE SOCIAL RESPONSIBILITY	TECHNOLOGICAL INNOVATION IN COMPANIES	ELECTRICITY PRICING	GENETICALLY MODIFIED ORGANISMS	FOOD AND NUTRITION SECURITY
PUBLIC SECURITY POLICIES AND SOCIAL REALITY IN BRAZILIAN METROPOLISES	PLAGIARISM IN SCIENTIFIC COMMUNICATION	TELEVISION AS A MEANS OF COMMUNICATION	MIGRATORY FLOWS AND MIGRATION IN BRAZIL	BASIC SANITATION AND WATER DISTRIBUTION
WOMEN IN THE JOB MARKET	SUSTAINABLE DEVELOPMENT/INAPPR OPRIATE DISPOSAL OF SOLID WASTE	HYDROGELS (PLASTIC POLYMERS)	AFRICAN CULTURE OVERVIEW	DEMARICATION OF INDIGENOUS LANDS
PUBLIC POLICIES FOR DIGITAL INCLUSION	INCLUSION OF PEOPLE WITH DISABILITIES	BRAZILIAN MIGRATION POLICY FOR REFUGEES AND HAITIAN IMMIGRATION	HOMELESS POPULATION IN BRAZIL	HOMICIDE OF BLACK WOMEN
IMPACTS OF AGRIBUSINESS	DEMARICATION OF INDIGENOUS AND QUILOMBOLA (AFRICAN BRAZILIAN SETTLEMENTS) LANDS	HANDCRAFTS	URBAN MOBILITY AND SUSTAINABILITY	ACCESSIBILITY
GRAFFITI AS A FORM OF ARTISTIC EXPRESSION	ARTISTIC AND CULTURAL MANIFESTATION	OBJETIVOS DE DESENVOLVIMENTO SUSTENTÁVEL (ODS)	MULTICULTURALISM	BURNOUT SYNDROME

Source: Elaborated by the authors, adapted from Ribeiro and Oliveira (2021)

Table 2. Groups of subjects and their general knowledge themes - Enade (2015-2019)

THEMES	TOPICS
ACCESSIBILITY AND INCLUSION	women in the job market; inclusion of people with disabilities; accessibility.
CULTURE AND ART	artistic and cultural manifestation/funk as Brazilian culture; graffiti as a form of creative manifestation; handicrafts; the importance of museums and their social function; a vision of African culture; multiculturalism; concrete poetry.
ECONOMY	corporate social responsibility; electricity pricing; economic blocs; family farming in Brazil; economic activities carried out by solidarity organizations; impacts of agribusiness.
GENDER	social name; gender relations.
ENVIRONMENT AND SUSTAINABLE DEVELOPMENT	sustainable development/inappropriate solid waste disposal; sustainable development goals (sdgs); hydrogels (plastic polymers); transgenic food; urban mobility and sustainability; international climate change regime; socio-environmental sustainability; basic sanitation and water distribution.
POLICY	political pluralism/ethics and citizenship; public security policies and social reality in Brazilian metropolises; public digital inclusion policies; migratory movements; demarcation of indigenous and quilombola lands; Brazilian migration policy for refugees and Haitian immigration; food and nutritional security.
SOCIETY	plagiarism in scientific communication; sexually transmitted diseases; burnout syndrome; homeless population in Brazil.
TECHNOLOGY	digital literacy; literacy and digital literacy; technological innovation in companies; technological and scientific development in Brazil; television as a means of communication; production of fake news; genetically modified organisms.
VIOLENCE	violence against women in Brazil; homicide of black women.

Source: Elaborated by the authors, adapted from Ribeiro and Oliveira (2021)

From an overview of these approaches shown in Tables 1 and 2, we can see that the exam requires prior knowledge of these topics and distances itself from a purely conceptual perspective since the questions provide basic texts that allow students to become aware of global events, make interpretations, think about resolutions and reflect on the issues.

We understand that the analysis of the themes brought up in the period from 2015 to 2019 allows us to look at social needs and demands and makes us think that academic training spaces are conducive to reflections on political participation and action and their impacts on various dimensions of society, whether in the economy, technology, culture or interpersonal relationships. These moments can be precursors to a fairer society and influence reducing discriminatory, colonizing, and elitist attitudes, which are present in the current context.

Concerning the social demands for valuing differences and social inclusion, over the years, we have seen several themes being tackled to highlight social problems in Brazil, most certainly concerning social inequalities, gender, and racial violence. We believe this to be highly relevant since our undergraduates must reflect on their actions as subjects of rights and duties and develop the role of citizens in family, academic, and professional spaces.

Knowing the global and local reality makes us reflect on our condition and attitude as citizens. Unfortunately, our actions and way of being are defined by social reality based on a model imposed by the dominant society. It is through what is propagated and publicized that society is shaped, remembering that society is us and that at every moment, we are plundered. Our dignity and hope are taken away at every stop, in every relationship established in this society, at the bitter hand of privilege and injustice. What's more, it imperatively echoes that happiness lies in the accumulation of merchandise and that the accumulation of this merchandise removes us from the possibility of being happy citizens, so the reality is represented in a dreamlike way, and what is real ceases to exist, being replaced by the false world and everything that was directly experienced vanishes in the smoke of representation because,

The spectacle, understood as a whole, is both the result and the project of the existing mode of production. It is not a complement to the real world, a decorative prop. It is the heart of the unreality of real society. The spectacle constitutes the model in all its particular forms of information or propaganda, advertising, or direct entertainment consumption (DEBORD, 2003, p.9).

Indeed, the fact that we only learn about public policies, social reality, and general knowledge does not make us more humane. In addition to listening and applying knowledge to tests, we need to learn, welcome, and rethink our practices in our spaces, whether academic, professional, or family.

Our small actions reflect the model of the society we want to live in. Citizenship should not only be conceptual but should be adopted as the attitude of a citizen/human being. Speeches, legislation, and policies cannot be considered citizenship. We build citizenship through experiences, political participation, and respect for differences, the environment, and future generations. Within this context, Morin (2003, p.74) argues that

We are truly citizens, we say, when we feel solidarity and responsibility. Solidarity and accountability cannot come from cheesy exhortations or civic speeches but from a deep feeling of affiliation (*affiliare*, from *filius*, son), a *Matri* patriotic sense that should be cultivated concentrically over the country, the continent, and the planet.

When we look at school spaces from an integrative viewpoint, we allow ourselves to recognize the world's complexity and seek to form subjects capable of seeing themselves as co-responsible for building a fairer, more inclusive, and democratic society. Interdisciplinary spaces encourage us to think critically, involve social and ethical awareness, and promote an understanding of diversity as an essential element for a more comprehensive, connected, and humanistic education. From this perspective, we understand that Enade, by addressing diverse topics that are representative of social demands in the general education component, represents an opportunity to contribute to a more plural and citizen-based education, provided they are incorporated into the curriculum.

4 Final considerations

From what has been discussed, we can see that the idea of measuring student learning has been framed as a concept of classificatory assessment. The superficial knowledge of Enade produces a series of information conflicts and weakens an assessment that is presented as a compulsory part of the curriculum. However, in our studies, we have understood Enade not just as a classificatory assessment but as a device capable of diagnosing the training and methodological needs of undergraduates based on a set of analyses of the results, considering local contexts, the importance of training processes and spaces in educational institutions.

In the training process, undergraduates must have the opportunity to experience mediating, reflective, and meaningful evaluation practices, capable of contributing to a different attitude toward their training; in other words, they can act and perceive themselves as co-responsible for their processes and results.

Because of this, we stress that this work aimed to consider citizen education concerning Enade's general knowledge themes, encouraging reflection on the possible educational contributions for undergraduates who experience a curriculum in which these themes cut across their academic-professional knowledge and actions. We conclude that the themes presented in the general knowledge questions signal the possibility of contributing to a more plural and citizen-based education if included in the curriculum. However, we stress the need to delve deeper into the issues, their approaches, and the curricula practiced in the academic training sphere in further studies.

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