

## **Education, Citizenship, and Training: Values, Roles, and Paradigms in the School**

Adna Rodrigues de Alencar<sup>1</sup> <https://orcid.org/0009-0001-2347-4036>; Ana E. P. de Oliveira<sup>2</sup> <https://orcid.org/0009-0008-9403-4581>; Erica Cristina Machado de Melo<sup>3</sup>; Fábio Ferreira Amaral<sup>4</sup>; Francisca A. F. Gadelha<sup>5</sup> <https://orcid.org/0009-0008-9550-6819>; Juvanildo Terra de Alencar Junior<sup>6</sup> <https://orcid.org/0009-0005-0523-9875>; Karla Angélica Teixeira da Silva<sup>7</sup>; Lilian do Socorro Viana e Viana Amaral<sup>8</sup>; Onete R. da Costa<sup>9</sup> <https://Orcid.Org/0000-0002-1975-7009>; Tatiane P. S. da Silva<sup>10</sup> <https://orcid.org/0009-0002-9946-1458>; Rickardo Léo Ramos Gomes<sup>11</sup> <https://orcid.org/0000-0001-6101-9571>.

<sup>1</sup> Doctorate in Educational Sciences from Universidad del Sol – UNADES;

<sup>2</sup> Bachelor's Degree in Physical Education from the Federal University of Ceará – UFC; <sup>3</sup> Postgraduate Degree in Strategic People Management from FBUNI University Center; <sup>4</sup> Bachelor's Degree in Business Administration from the Faculty of Advanced Studies of Pará (FEAPA); <sup>5</sup> Specialist in Mathematics Teaching Qualification for the State of Ceará - Federal University of Ceará (UFC);

<sup>6</sup> Doctorate in Educational Sciences from Universidad del Sol - UNADES

<sup>7</sup> Specialist in History Teaching Methodologies - State University of Ceará – UECE; <sup>8</sup> Master's Degree in Educational Sciences from Universidad del Sol – UNADES;

<sup>9</sup> Currently pursuing a Doctorate in Education Sciences from Del Sol University (UNADES); <sup>9</sup> Specialist in Psychopedagogy - Estácio de Sá University Center;

<sup>10</sup> Specialist in Mathematics and Physics Teaching Methodology from Unialphaville

<sup>11</sup> Doctorate in Biological Sciences - FICL; Master's in Phytotechnics - Federal University of Ceará  
Corresponding Author: Rickardo Léo Ramos Gomes

---

### **ABSTRACT**

*In light of the various social, political, and economic inequalities that Brazil faced between 2019 and 2022, education emerged as an essential continuous human process for developing alternatives that promote citizenship training, with an emphasis on building a more informed and inclusive society. This desired construction seeks to foster a citizenship that positively contributes to the formation of new generations, making them more just and democratic, and capable of confronting denialism and misinformation. The primary objective of this bibliographic study is to explore the relevance of schools in citizenship training. The specific objectives include discussing citizenship and its fundamental values, as well as highlighting the role of schools in the necessary citizenship formation. The methodology employed in the research is qualitative in nature, primarily focusing on bibliographic and exploratory objectives. The findings of the research indicated that educators play a crucial role in citizenship formation by sharing Knowledge aimed at developing competencies, skills, attitudes, and values that enable students to live fully and participatively in Society.*

**Keywords:** Citizenship Formation, Knowledge, Competencies, Society.

---

Date of Submission: 03-09-2024

Date of Acceptance: 15-09-2024

---

### **I. INTRODUCTION**

To address citizenship education in schools, it is essential to recognize that the majority of the Brazilian population is unable to identify or claim their fundamental rights as citizens. Brazilian society faces considerable social inequality, and in recent years, the country has experienced significant political and economic crises, characterized by an ineffective government that exacerbates poverty conditions and intensifies social exclusion, which is evident in the daily lives of the population.

Amid a weak and negligent federal economic policy that Brazil underwent between 2019 and 2022, it is observed that the accumulation of wealth occurred in a continuous, structured, and concentrated manner, benefiting the elite. On the other hand, education, despite facing various extremist actions, has remained a viable alternative for addressing social issues and fulfilling its role in forming citizens.

Although, for many, the notion of educating for citizenship formation has become a utopian perspective, it is crucial that public policies be genuinely state-driven rather than merely government-driven, as some desire. It is urgent to reverse this confusing situation through democratic reflections and actions that transform into a broad social commitment. Pedagogical practices related to citizenship formation, through new educational policies, need to be reevaluated to ensure that this formation occurs effectively and positively.

Citizenship is a topic that requires deeper reflection, and pedagogical actions should be promoted with the aim of finding solutions that provide education with the necessary means, instruments, and infrastructure, guaranteed by political will, to realize the desired citizenship formation.

The school plays a fundamental role in citizenship education, being responsible for ensuring, through a diverse curriculum that includes interdisciplinary teaching approaches, the sharing of knowledge that empowers students to express informed opinions on social issues such as poverty, racism, income concentration, social policies, the environment, indigenous peoples, marginalization, misinformation, and elections, among others.

For this to occur, society must mobilize to free education from the manipulations arising from certain governmental political actions and decisions that compromise the realization of true citizenship formation. It is essential to emphasize that education is a fundamental social right, working in conjunction with society as a whole to ensure that the process of citizenship construction is realized, fostering the development of citizens who are capable not only of participating in the labor market but also of providing informed opinions on social, political, and economic issues.

The primary objective of this bibliographic study is to examine the importance of schools in citizenship formation. The specific objectives include discussing citizenship and its fundamental values, as well as highlighting the role of schools in essential citizenship education. The methods employed in this research fall within a qualitative approach of a basic nature, primarily focusing on bibliographic and exploratory objectives.

This article is organized into four sections. The first is the introduction, which presents the objectives and methodology used in the preparation of this study. The second section develops a theoretical foundation, establishing a theoretical and scientific discussion between the author and various other scholars who address the same theme. The third section presents the methodology used for the preparation of this scientific article, and the fourth section provides the concluding remarks.

## **II. MATERIAL AND METHODS**

The methods employed in this research fall within a qualitative approach of a basic nature, primarily focusing on bibliographic and exploratory objectives. When discussing scientific research in general, Sousa, Oliveira, and Alves (2021, p. 65) emphasize the importance of bibliographic research:

Scientific research begins with bibliographic research, in which the researcher seeks published works that are relevant to understanding and analyzing the research problem at hand. This phase is fundamental from the outset, as it aims to identify whether there is already any scientific work on the topic in question, assisting in the selection of the problem and an appropriate method, all grounded in previously published studies. Bibliographic research is crucial in constructing scientific research, as it allows for a better understanding of the phenomenon under analysis.

Exploratory research, on the other hand, helps the researcher deepen their understanding of what they intend to investigate. Generally, this type of research develops with a broader focus on the sources that will underpin the topic in question (Cesário et al., 2020).

Conducting bibliographic research enabled the investigation of predominantly recent literature, ensuring that the discussions and findings presented here can be considered as updated scientific material.

The primary research sources included documents, articles, journals, and websites that address the same theme, sharing concepts, opinions, and applications, while also recognizing the importance of citizenship education with the school as a fundamental principle. Among the authors who stood out in the research, we can mention: Spijkers (2011), Magendzo and Pavez (2016), Câmara and Gomes (2018), Bittar (2019), Nascimento, Souza, Guedes, and Gomes (2020), and Gomes, Holanda Filho, and Costa (2020).

## **III. THEORETICAL FRAMEWORK**

This theoretical foundation is structured into two subsections. The first subsection addresses citizenship and its essential values. The second subsection discusses the role of the school in citizenship formation.

### **3.1 Discussing the Fundamental Values of Citizenship**

The concept of citizenship has its origins in classical antiquity, rooted in the political traditions of the Greek people and the legal traditions of Rome. For both the Greeks and Romans, being a citizen meant actively participating in the public affairs of their community, city, or state (Magendzo; Pavez, 2016).

During the period of the Industrial Revolution in England and the French Revolution between the 18th and 19th centuries, humanity experienced significant transformations in two dimensions of citizenship evolution:

social and economic. These changes continue to resonate profoundly within our society today, leading to a modern understanding of citizenship that recognizes being a citizen as the ability to engage politically and socially within a society, thereby fostering a more inclusive environment where everyone has equal rights and corresponding responsibilities.

The construction of citizenship is an ongoing process of increasing importance in the context of a complex and globalized world. Schools, as spaces for interaction and coexistence, serve as ideal environments for the production and exchange of new perspectives and ideas. They play a crucial role in shaping social individuals and act as the primary laboratory for exercising citizenship, where students learn to relate to others and participate as individuals in collective spaces. In this context, education goes beyond its essential function of preparing students for professional life; it also contributes to the development of young people's human potential, enabling them to choose their life projects and actively participate in building a more just, inclusive, and supportive society (AIPR, 2020, p. 09).

The notion of a citizen encompasses a political subject who is not merely the result of a declarative act but is constituted by the society in which they are embedded. Moreover, this individual must engage critically with that society while enhancing democratic mechanisms that ensure respect for their dignity.

Demanding respect for one's dignity means insisting on being treated as a human being rather than as an object, and it entails not being subjected to humiliation or dehumanization. This demand for respect can be directed towards an individual personally, thus taking on a "subjective" character of inherent value, or it can have an "objective" character when directed towards a community (Spijkers, 2011, p. 297).

It is undeniable that citizenship is fundamentally linked to human development. Furthermore, social relations are part of the state's context; thus, the concept of citizenship is not definitive and can vary significantly over time and space, reflecting the interests of those who seek to be recognized as citizens (Bittar, 2019).

Throughout human evolution as a modern society, each stage of this evolution has provided practices and reflections related to citizenship, marked by a notable degree of distinction due to the historical development characteristic of what is considered Western civilization. The historical framework presented here is essential for understanding that, throughout human development, there has been a continuous struggle for rights that must still be defended in pursuit of full citizenship.

### 3.1.1 Paradigms of Citizenship

Some scholars argue that citizenship can be classified into two paradigmatic forms: liberal citizenship and community citizenship (Magendzo; Pavez, 2016). Liberal citizenship is understood as the granting of individual rights, based on the premise that, in a liberal democracy, the primary objective is the autonomy of the individual. In this context, civil and political rights are emphasized. Conversely, community citizenship is viewed as fundamentally participatory and is grounded in the idea that social ties are determining factors in people's lives.

It is within this framework that republican democracy centers its main objective on cultivating citizens who can actively engage in public debates, express their opinions on political issues, and adopt a citizenship strategy that preserves social and cultural rights.

It is important to note that citizenship should not be reduced to merely acquiring political rights, confined to a purpose with bourgeois origins, as this risks misinterpreting citizenship as synonymous with complete emancipation or freedom. No matter how comprehensive citizenship may be, it must always remain within the bounds of sociability; an individual can certainly be a citizen while also being a wage worker. Thus, the key to maintaining a strong and consistent citizenship is for it to be inclusive while remaining democratic.

One can reason that citizenship consists of a set of values encompassing ethics, socialization, respect for human rights, and the ongoing modernity that promotes the transformative evolution of the state. In this context, for an individual to effectively become a citizen, the state must provide conditions that enable social coexistence.

According to Câmara and Gomes (2018, p. 08):

The democratic state itself should offer the main tools for citizens to relearn their roles in a society where actions are carried out by the government, such as: freedom of expression, association in groups, [...] and, ultimately, recognizing the importance of voting.

Thus, education emerges as the central factor in the discussion regarding the possibility of achieving citizenship, which will be further explored in the following sections (Nalon, 2019).

### 3.2 The Role of the School in Citizenship Formation

Several authors identify citizenship formation through two distinct approaches: a minimalistic approach and a maximalistic approach. The minimalistic approach is associated with a more traditional education focused on content learning, while the maximalistic approach goes beyond mere knowledge acquisition, emphasizing the development of competencies, skills, attitudes, and values in a contextualized manner. This means considering the interactivity provided by everyday experiences in the formation of a citizen (Reyes; Campos; Osandón; Muñoz, 2013; Muñoz; Torres, 2014).

In this context, the school emerges as an appropriate setting to provide and discuss contextualizations that clarify for students how citizenship can be achieved through the sharing of knowledge, enabling them to become participative citizens strengthened in their social and scientific understandings.

While it may seem like an idealistic vision, many schools have indeed reached this pedagogical goal, serving as references for other institutions that, for various reasons, have not yet achieved this educational target. At this point, Nascimento, Souza, Guedes, and Gomes (2020, p. 04) highlight the value of emotions as a driving force in achieving this vision:

Emotions are related to actions. They influence personal decision-making processes, as human beings are driven by emotions, feelings, and thoughts, leading to self-reflection on how their lives and decisions are managed in pursuit of expected outcomes based on the choices made toward success.

When addressing democratic citizenship in the classroom, it is crucial to establish a positive learning environment that fosters respect and trust, allowing students to feel comfortable with their teachers. This creates an ideal situation for sharing experiences, engaging in honest conversations, proposing opportunities for collective learning, and encouraging actions related to discoveries. It is important to note that all these pedagogical actions collectively develop students' potential (AIPR, 2020).

The role of the educator in this context is fundamental. It involves creating learning situations that view the classroom as the natural space where students will learn to exchange ideas, listen to opinions respectfully, and appreciate the importance of considering diverse viewpoints. By understanding these ideas and positions, students will be encouraged to give—and simultaneously receive—constructive feedback in an environment free from fear and intimidation.

It is worth emphasizing that participating in "difficult conversations" and discussing conflicting themes enables students to develop the competencies, skills, attitudes, and values that will strengthen their critical thinking, empathy, and tolerance, as well as their autonomy for responsible citizenship.

"Competence is defined as the mobilization of knowledge (concepts and procedures), skills (practical, cognitive, and socio-emotional), attitudes, and values to address complex demands of everyday life, the full exercise of citizenship, and the world of work" (BRASIL, 2018, p. 08).

Responsible citizenship is based on shared examples within the school that will serve as a foundation for students' citizenship formation, enabling them, through their experiences at school, to discern between freedom of expression and hate speech. They will learn to recognize misinformation and reject any denialism that attacks science.

The significance of the school's role and that of educators is evident, as they work together to enhance the teaching and learning processes, promoting clarifications, explanations, and addressing doubts regarding many dire situations that have occurred in Brazil during this pandemic period, such as the proliferation of fake news, the resurgence of fascist and Nazi actions, racial, gender, and religious intolerance, denialism, and charlatanism, among other issues that have led to the cultural and financial impoverishment of the country (Gomes; Holanda Filho; Costa, 2020).

These disappointing situations directly undermine the concept of citizenship, as only a small group of individuals benefits from them, while the vast majority of the Brazilian population suffers the consequences of these irresponsible circumstances.

It is important to emphasize that it is precisely in such situations that educators contribute to helping their students understand that the ability to discern and take a stand in the face of negative situations is also a crucial aspect of solid citizenship formation.

However, it is essential to recognize that one of the most significant variables determining citizenship formation in schools is undoubtedly related to the diverse understandings and experiences that educators have undergone. In this sense, schools must ensure that there are no disjointed positions among teachers regarding social values, oscillating between those who adopt a more traditional stance and those who embrace a more updated and participatory approach (Castillo, 2016).

According to Souza (2015), pedagogical practices will mark students' lives and will be integral to their learning experiences related to citizenship formation. The author notes that educators who take a traditional stance tend to adopt practices that, according to student reports collected in the aforementioned studies, lead to fatigue, demotivation, and frustration. In contrast, educators who adopt a more contemporary and participatory approach are characterized by implementing more dynamic, challenging, and innovative practices.

From the discussions presented thus far, it is evident that citizenship formation must be developed throughout the entire school experience. Schools, in collaboration with the school community, need to design a curriculum that promotes an education of values, including the recognition of diversity, with a primary focus on developing competencies, skills, attitudes, and values.

Valuing the diversity of knowledge and cultural experiences and acquiring the knowledge and experiences that enable individuals to understand the relationships inherent in the world of work is essential for making

choices aligned with the exercise of citizenship and their life projects, with freedom, autonomy, critical awareness, and responsibility (BRASIL, 2018, p. 09).

It is noteworthy that this highlighted contribution from the National Common Curricular Base (BNCC) underscores how the exercise of citizenship is enriched when it is culturally grounded in a framework of knowledge that, intertwined with the experiences each student encounters throughout their school life, allows for conscious and responsible autonomous participation within society, thereby contributing to the maintenance of a democratic and sovereign society that is immune to extremist ambitions (BRASIL, 2018).

#### IV. DISCUSSION AND CONCLUSION

In light of the theoretical framework established in this research, it is confirmed that the key attributes characterizing citizenship education for each student who develops as a citizen and wishes to actively participate in contemporary society are the skills to coexist with others, make decisions, and contribute to the common good.

The bibliographic study conducted demonstrates that, for citizenship education to be effective, the role of the student must be active, collaboratively constructing their learning alongside the teacher. Thus, the educator's role is linked to the implementation of activities that not only serve as parameters for the student's citizenship formation but also provide knowledge that enables each student to fulfill social functions grounded in a desire for modernization, associated with the idea that all individuals possess equal democratic value and that citizenship should act as a shield to prevent society from repeating the mistakes recorded in history.

The research highlights that educators play a fundamental role in citizenship formation by sharing knowledge aimed at developing competencies, skills, attitudes, and values that allow students to live fully and participatively in society. This responsibility is supported by official documents and guidelines from private institutions, as demonstrated in this study. These documents indicate that throughout their pedagogical activities, teachers need to ground ideas and raise awareness so that, through reflective practice rich in contextualization, the citizenship education of their students can be fully realized.

#### REFERENCES

- [1] AIPR. Auschwitz Institute for Peace and Reconciliation. (2020). Rights and Citizenship. Auschwitz Institute.
- [2] Bittar, E. C. B. (2019). Introduction to the Study of Law: Humanism, Democracy, and Justice (2nd ed.). Saraiva.
- [3] Brazil. (2018, December 17). National Common Curricular Base (BNCC-EM). (Ordinance No. 1,348). Official Gazette of the Union, section 1, p. 33.
- [4] Câmara, V. H. da S., & Gomes, R. L. R. (2018). Planning and public policies within the current Brazilian context. *Caribbean Journal of Social Sciences*. <https://www.eumed.net/rev/caribe/2018/10/politicas-publicas-conjuntura.html>.
- [5] Castillo, J. (2016). Training in citizenship in contemporary Chile: A perspective from human development. *Docência*, 58, 18–30.
- [6] Cesário, J. M. dos S., et al. (2020). Scientific methodology: Main types of research and their characteristics. *Multidisciplinary Scientific Journal Nucleus of Knowledge*, 05(11), 23–33. <https://doi.org/10.32749/nucleodoconhecimento.com.br/educacao/tipos-de-pesquisas>.
- [7] Gomes, R. L. R., Holanda Filho, I. de O., & Costa, E. F. da. (2020). Educational suggestions and combating disinformation during the Covid-19 pandemic. *International Journal of Latest Research in Humanities and Social Science (IJLRHSS)*, 03(08). <http://www.ijlrhss.com/paper/volume-3-issue-8/3-HSS-731.pdf>.
- [8] Magendzo, A., & Pavez, J. (2016). Human rights in curriculum guidelines related to citizenship education. *Praxis Educativa*, 20(1), 13–27.
- [9] Muñoz, C., & Torres, B. (2014). Citizenship education in schools: Problems and challenges. *Educare Electronic Journal*, 18(2), 233–245. <https://doi.org/10.15359/ree.18-2.12>.
- [10] Nalon, C. (2019, January 7). Non-violent communication: What it is and how to practice it. *Personare*. <https://www.personare.com.br/conteudo/comunicacao-nao-violenta-o-que-e-e-como-praticar-m39168>.
- [11] Nascimento, B. S. do, Souza, D. C. de, Guedes, S. da S., & Gomes, R. L. R. (2020). Emotional intelligence: As a systemic process in leadership training and development. *Caribbean Journal of Social Sciences*. <https://www.eumed.net/rev/caribe/2020/09/inteligencia-emocional.html>.
- [12] Reyes, L., Campos, J., Osandón, L., & Muñoz, C. (2013). The teaching profession and its role in forming new citizens: Gaps between understanding, actions, and expectations. *Pedagogical Studies*, 39(1), 217–237.
- [13] Sousa, A. S., Oliveira, S. O., & Alves, L. H. (2021). Bibliographic research: Principles and foundations. *Fucamp Notebooks*, 20(43), 64–83.
- [14] Souza, A. M. de. (2016). Identifying inclusive pedagogical practices in the classroom. *Com Censo Journal: Educational Studies of the Federal District*, 2(2), 55–61. <http://periodicos.se.df.gov.br/index.php/comcenso/article/view/99>.
- [15] Spijkers, O. (2011). The United Nations. The evolution of global values and international law. *Intersentia*.