

Curriculum Reform in Brazilian Primary Education: Creating Global Citizens

Dr Murillo de Oliveira Dias
Fundação Getulio Vargas, Brazil

Corresponding author: Praia de Botafogo 190, Rio de Janeiro, Brazil, ZIP Code 22250900

DOI: <https://doi.org/10.37745/bje.2013/vol10n162340>

Published: 3rd December, 2022

Citation: Dias M. (2022) Curriculum Reform in Brazilian Primary Education: Creating Global Citizens, *British Journal of Education*, Vol.10, Issue 16, 23-40

ABSTRACT: *In a globalized and universal civilization, it is not enough to produce individuals who can count, read, and write. Effective global citizenship requires nurturing respect for others, and acting against racism, discrimination, and intolerance and also, developing skills related to issues inherent to global problems of a socio-political and environmental nature, including understanding and respecting universal values of tolerance, respectability, discipline, perseverance, diligence, as well as respecting the Brazilian cultural institutions and the World Heritage. This article presents a reform proposal for the National Curriculum Base (BNCC), with the insertion of Global Citizenship Education as a mandatory course, an unprecedented initiative. In addition, this article provides scholars with a new perspective on Elementary Education in Brazil, helping students to become constructive global citizens.*

KEYWORDS: global citizenship education; Brazilian elementary school; fundamental education

INTRODUCTION

In this article, the Brazilian Primary Education curriculum is investigated, and alternatives for the improvement of Fundamental Education¹ with the inclusion of Global Citizenship Education as a mandatory course abridged under the Humanities Knowledge Area (see Table 2) are suggested based on the United Nations (UN) Global Education First Initiative, abiding by Article 26 of the Universal Declaration of Human Rights (UN, 2022), whereas

Everyone has the right to Education. Education shall be free, at least in the elementary and fundamental stages. Elementary Education shall be compulsory. (UN, 2022, p.1)

Firstly, Primary Education in Brazil comprises (i) Childhood Education - from zero to five years old and eleven months, and (ii) Fundamental Education - from six to fourteen (see Table 1).

¹ Fundamental Education in Brazil is the equivalent of North American and European Elementary Education.

Secondly, the worldwide community increasingly recognizes the vital role that human rights education plays in advancing the fulfillment of human rights. For example, United Nations Educational, Scientific and Cultural Organization (UNESCO) promotes Global Citizenship Education (GCED), a program concerned with Education and building a more peaceful, tolerant, inclusive, and anti-racist society that fights against inequalities. However, the Law of Guidelines and Bases of Education (Brasil, 1996) does not include any course on Global Citizenship Education in its Elementary education curriculum, despite the principles set out in the Universal Declaration of Human Rights adopted by UNESCO. However, this article proposes the inclusion of an unprecedented mandatory course named *Educação Global e Cidadania* (Global Education and Citizenship), adapted to the Brazilian educational scenario and culture, discussed in the upcoming sections.

In addition, this article adopted UNESCO's Education 2030 Agenda and Framework guide, especially Target 4.7 of the Sustainable Development Goals (SDG 4 on Education), designed to

Ensure that all learners are provided with the knowledge and skills to promote sustainable development, including, among others, through Education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and culture's contribution to sustainable development. (UN, 2022b, p.1)

Brazilian Primary Education Legislation

Firstly, Brazilian Federal Constitution 1988 recognizes Education as a fundamental right shared by the State and family in Article 205:

Education, a right of all and a duty of the State and the family, will be promoted and encouraged with the collaboration of society, aiming at the full development of the person, their preparation for the exercise of citizenship, and their qualification for work (BRASIL, 1988).

The National Education system (Sistema Nacional de Educação - SNE) abides by the Law of Guidelines and Bases of Education (Brasil, 1996) and Constitutional Amendment 59/2019 (Brasil, 2019). Ministry of Education is responsible for creating the National Education Plan (Plano Nacional de Educação), a ten-year plan enacted in 2014 through Law No. 13,005/2014 (Brasil, 2014), which establish and implement “pedagogical guidelines for basic education and the Standard National Curriculum Base (BNCC), with rights and objectives of learning and development of students for each year of elementary and high school, respecting regional, state and local diversity.” (Brasil, 2014, p.1).

The National Council of Education (CNE) approved BNCC on Early Childhood Education and Fundamental Education through Resolution CNE/CP No. 2 of December 22, 2017, which establishes and guides its implementation to be respected mandatorily throughout the first stage of Primary Education.

The Brazilian educational system is similar to the Australian one (Araujo & Dias, 2022, 2021). In both cases, governments provide primary, secondary, and tertiary Education from four to seventeen years old (in Brazil, distributed into preschool, Fundamental, and high school). However, unlike the Australian Educational system, for example, in which administration is decentralized, in Brazil, the education system is centralized in the Ministry of Education, which in turn abides by the Law of Guidelines and Bases of Education (Brasil, 1996). This article addresses Brazilian Fundamental Education as the unit of analysis. Finally, the Brazilian Education System is summarized in Table 1:

Table 1 *Brazilian Educational System*

Education	Primary		Secondary	Tertiary		
	Childhood		Fundamental			
	Nursery	Pre-School	Early Years	Final Years		
Age	0 to 3 years and 11 months	4 to 5 years and 11 months	6 to 10	11 to 14	15 to 17	18 on

Source: Brasil, 1996; BNCC, 2018

The Law of Guidelines and Bases of Education - LDB (Brasil, 1996) upholds Fundamental Education establishing 800 h workloads distributed 200 weeks per year for the *Ensino Fundamental* (Fundamental School)². In addition, Article 26 states that "the curricula of early childhood education, primary education, and secondary education must have a shared national basis." (Brasil, 1996, Art.26), named the Brazilian Standard National Curriculum Base (*Base Nacional Comum Curricular* - BNCC). Furthermore, a new curriculum is proposed, helpful to millions of students throughout Brazil, scholars, professors, school faculties, and other practitioners.

This work is also limited to the Brazilian Fundamental education context. Other countries and educational regulations are not investigated in the present study and may convey different interpretations.

METHODOLOGY

This work adopted the inductive rationale and interpretive approaches based on multiple methods and strategies, such as direct participation and archival research, which unit of analysis is the Brazilian Standard National Curriculum Base, based on current laws and normative. After careful analysis, an alternative curriculum for Fundamental Education is proposed in the upcoming sections. The

² Changed by Law 13.415/2017 (Brasil, 2017), Article 24.

assumption is that the absence of the Global Education and Citizenship course within the Fundamental education curricula would produce a global peace culture based on human rights, tolerance, and respect.

BRAZILIAN STANDARD NATIONAL CURRICULUM BASE (BNCC)

BNCC is a document of normative character that defines the organic and progressive set of essential learning that all students should develop throughout the stages and modalities of Education (BNCC, 2018). BNCC abides by the Law of Guidelines and Bases of Education (Brasil, 1996, Article 1, 1st paragraph), as established in the National Curriculum Guidelines for Basic Education (*Diretrizes Curriculares Nacionais da Educação Básica - DCN*) (Brasil, 2013b). BNCC, therefore, adopts ten general competencies, defined by the Ministry of Education as the "mobilization of knowledge (concepts and procedures), skills (practices, cognitive and socio-emotional), attitudes and values to solve complex demands of everyday life, the entire exercise of citizenship, and the world of work." (BNCC, 2018, p. 7)

General Competencies

The ten general competencies are summarized as follows: (i) Valuing and using historically constructed knowledge. (ii) Exercise intellectual curiosity. (iii) Appreciate and enjoy the different artistic and cultural manifestations. (iv) Use different languages; (v) Understand, use and create digital information and communication technologies. (vi) Valuing the diversity of knowledge and cultural experiences. (vii) Arguing based on reliable facts, data, and information, to formulate, negotiate and defend common ideas, points of view, and decisions that respect and promote human rights, socio-environmental awareness, and responsible consumption at the local, regional, and global level, with positioning ethical regarding the care of oneself, others and the planet; (viii) Know yourself, appreciate yourself and take care of your physical and emotional health, understanding yourself in human diversity and recognizing your emotions and those of others, with self-criticism and the ability to deal with them; (ix) Exercise empathy, dialogue, conflict resolution, and cooperation; (x) Act personally and collectively with autonomy, responsibility, flexibility, resilience, and determination, making decisions based on ethical, democratic, inclusive, sustainable and solidary principles. (BNCC, 2018, pp.9-10). The ten general competencies are established by Law 13.415/2017 (Articles 35A and 36, 1st paragraph) and were inspired by OECD's Global Competencies for an Inclusive World (OECD, 2016).

Similarly, the principles of the Global Citizenship Education (GCED) are based on the three domains of learning: (a) *cognitive*, knowledge and thinking skills necessary to better understand the world and its complexities. (b) *Socio-emotional*, including values, attitudes, and social skills that enable learners to develop effectively, psychosocially, and physically and to allow them to live together with others respectfully and peacefully. Finally, (c) *behavioral*, conduct, performance, practical application, and engagement.

In addition, the Human Rights Council, in the twenty-seventh session, established Plan of Action for the third phase (2015–2019) of the World Program for Human Rights Education (UN, 2014), promotes the standards and general principles for human rights educations, such as

- (a) Strengthening respect for human rights and fundamental freedoms;
- (b) Fully developing the human personality and sense of dignity;
- (c) Promoting understanding, tolerance, respect for diversity, gender equality and friendship among all nations, indigenous peoples and minorities;
- (d) Enabling all persons to participate effectively in a free and democratic society governed by the rule of law;
- (e) Building and maintaining peace;
- (f) Promoting people-centered sustainable development and social justice. (UN, 2014, Item 4, p.3)

Moreover, human rights education encompasses three dimensions:

- (a) Knowledge and skills — learning about human rights and human rights; mechanisms and acquiring skills to apply them in a practical way in daily life;
- (b) Values, attitudes and behavior — developing values and reinforcing attitudes and behavior which uphold human rights;
- (c) Action — taking action to defend and promote human rights. (UN, 2014, Item 5, p.3)

BNCC also requires monitoring by the Ministry of Education (MEC) in collaboration with national bodies in the area – the National Council on Education (CNE),³ Undime,⁴ and Consed.⁵ Furthermore, Fundamental Education abides by Law 12.796/2013, in which Article 31 states that

Art. 31. Fundamental Education will be organized according to the following standard rules:

- I - evaluation through monitoring and recording of the development of children, without the objective of promoting, even for access to Fundamental Education;
- II - minimum annual workload of 800 (eight hundred) hours, distributed over a minimum of 200 (two hundred) days of educational work;
- III - child care for at least 4 (four) hours a day for part-time shifts and 7 (seven) hours for full-time periods;
- IV - attendance control by the preschool education institution, requiring a minimum attendance of 60% (sixty percent) of the total hours;
- V - issuance of documentation that allows attesting the child's development and learning processes." (Brasil, 2013, Art. 31, items I-V)

³ National Council of Education was created through MP n° 661, of 10/18/94, converted into Law n° 9.131/95.

⁴ Undime, the National Union of Municipal Education Directors (*União Nacional dos Dirigentes Municipais de Educação*), also founded in 1986, is a private, non-profit association that cooperates with the Ministry of Education that connects 200 educational institutions nationwide.

⁵ Founded in 1986, the National Council of Education Secretariats is a private, non-profit association that brings together the Education Secretariats of the States and the Federal District (Consed, 2022, p.1)

Content analysis on the general competencies revealed a substantial ideological synergy between the principles of (i) Global Citizenship Education (GCED), (ii) the human rights education principles and standards, and (iii) Brazilian Primary Education principles, suggesting their similarities and convergence in objectives, ideals, and core values. Therefore, what needs to be created is a mandatory course on global citizenship education, materializing the intellectual alignment with classroom practice.

FUNDAMENTAL EDUCATION IN BRAZIL

The longest Basic Education stage, Fundamental Education, which serves kids between the ages of six and fourteen, lasts nine years. Therefore, throughout this time, children and teenagers experience several changes that touch on their physical, cognitive, affective, social, and emotional well-being, among other things. Therefore, the curricula are stated in the National Curriculum Guidelines for Nine-Year Fundamental Education (Resolution CNE/CEB no 7/2010) to bridge the gaps that arise between the stages of Basic Education and the two phases of Fundamental Education: Early Years (1st to 5th year) and Final Years (6th to 9th year) (BNCC,2022, p.57).

Early Years, where ludic learning circumstances are valued, highlighting the need for articulation with early childhood education experiences. Such articulation must anticipate the gradual systematization, new ways of understanding the world, new opportunities to read and form hypotheses about phenomena, test them, refute them, and elaborate conclusions, in an enthusiastic attitude toward creating knowledge (BNCC,2022, p.57).

Final years, where students face increasingly tricky problems, mainly because they must learn to use the various logics of knowledge organization specific to the domains. It is crucial to resume and re-signify the early years of learning in the framework of the many areas of study in light of this higher specialization. In this regard, it is also crucial to increase the autonomy of these teenagers by providing them with the resources and opportunities to interact critically with various knowledge sources (BNCC, 2018, p.60).

The curricula of the Early and Final years are composed of six knowledge areas: (i) languages; (ii) mathematics; (iii) humanities; (iv) nature sciences; (v) religious Education; and finally, (vi) transverse.

Knowledge Area *Languages* include the following curriculum components: (a) Arts, (b) Portuguese Language, and (c) Physical Education. The knowledge area *Mathematics* includes (d) mathematics; The knowledge area *Humanities* include the following curriculum components (e) geography and (f) history. *Nature Sciences* include (g) Sciences. *Religious Education* includes (h) Religious Education, and *Transverse* is chosen at discretion. Finally, Table 2 illustrates the Knowledge Areas, curriculum components and their workload distribution in Early and Final Years of Fundamental Education.

Table 2 *Fundamental Education in Brazil*

Primary Education	Fundamental Education (<i>Ensino Fundamental</i>)	Early years					Final years			
Knowledge Area	Curriculum Component	1st year	2nd year	3rd year	4th year	5th year	6th year	7th year	8th year	9th year
	Art	1	1	1	1	1	1	1	1	1
Languages	Physical education	2	2	2	2	2	2	2	2	2
	Portuguese Language	5	5	5	5	5	5	5	5	5
Mathematics	Mathematics	4	4	4	4	4	4	4	4	4
Transverse	at discretion	1	1	1	1	1	1	1	1	1
Humanities	Geography	2	2	2	2	2	2	2	2	2
	History	2	2	2	2	2	2	2	2	2
Nature Sciences	Sciences	2	2	2	2	2	2	2	2	2
Religious Education	Religious Education	1	1	1	1	1	1	1	1	1
Total Workload	Weekly	20	20	20	20	20	20	20	20	20
	Annual	800	800	800	800	800	800	800	800	800

Note: workload displayed in class hours. Source: BNCC, 2018

Table 2 shows the current workload distribution of Fundamental Education. Observe that the Portuguese Language has the highest workload, with five class hours per week. Geography, History, Physical Education, and Sciences have two class hours per week; Religious Education and Transverse have one class hour per week, and Mathematics has four class hours per week.

Global Education and Citizenship

Global Citizenship Education (GCED) is a civic and inclusive learning involving students' active involvement in initiatives that address global challenges of a social, political, economic, or environmental character. The two primary components of GCED are "global consciousness," which is the moral or ethical aspect of international issues, and "global competencies," which are abilities designed to let students take part in shaping and developing the world. These have led to the development of a more international and collaborative approach to education. (UN, 2022)

Global Citizenship Education (GCED) includes the following *Knowledge Areas*: (i) human rights education, (ii) education for sustainable development, (iii) peace education, and (iv) education for international and intercultural understanding. (UN, 2022).

GCED also includes the following *Competences*: (a) understanding of multiple levels of identity, transcending religious, ethnic or other differences; (b) deep knowledge of global issues and universal values such as justice, equality, dignity and respect; (c) Cognitive skills to think critically, systemically and creatively; (d) Non-cognitive skills, including social skills such as empathy and conflict resolution, and communication skills and aptitudes for networking and interacting with people; finally, (e) Behavioral skills to find global solutions to global challenges. (UN, 2022)

Global Citizenship Education also includes the interrelated *Domains*: (a) behavioral; (b) cognitive, and (c) socio-emotional. It also includes three learner attributes: (i) Informed and critically literate; (ii) Socially connected and respectful of diversity, and (iii) Ethically responsible and engaged (UN, 2022). GECD is summarized in Table 3:

Table 3 *GCED summary*

Knowledge Areas	Competences	Domains	Attributes
(i) human rights education (ii) education for sustainable development, (iii) peace education (iv) education for international and intercultural understanding	(a) understanding of multiple levels of identity, transcending religious, ethnic or other differences; (b) deep knowledge of global issues and universal values such as justice, equality, dignity and respect; (c) Cognitive skills to think critically, systemically and creatively; (d) Non-cognitive skills, including social skills such as empathy and conflict resolution, and communication skills and aptitudes for networking and interacting with people; finally, (e) Behavioral skills to find global solutions to global challenges.	(i) behavioral (ii) cognitive (iii) socio-emotional	(i) Informed and critically literate; (ii) Socially connected and respectful of diversity (iii) Ethically responsible and engaged.

Source: UN, 2022

GLOBAL EDUCATION AND CITIZENSHIP: GCED BRAZILIAN VERSION

Global Education and Citizenship, although based on GECD, has some differences: eight new knowledge areas were added: (v) Negotiation; (vi) Social Justice; (vii) Brazilian Culture, Values and Perceptions; (viii) Global Culture, Values and Perceptions; (ix) Brazilian Institutions; (x) Global Institutions; (xi) Conflict Resolution, (xii) Respect and Tolerance, as outlined in Table 4:

Table 4 *GECD: Brazilian Version*

Knowledge Areas	Competences	Domains	Attributes
(i) human rights education (ii) sustainable development, (iii) peace education (iv) education for international and intercultural understanding (v) Negotiation (vi) Social Justice (vii) Brazilian Culture, Values and Perceptions (viii) Global Culture, Values and Perceptions (ix) Brazilian Institutions (x) Global Institutions (xi) Conflict Resolution (xii) Respect and Tolerance	(a) understanding of multiple levels of identity, transcending religious, ethnic or other differences; (b) deep knowledge of global issues and universal values such as justice, equality, dignity and respect; (c) Cognitive skills to think critically, systemically and creatively; (d) Non-cognitive skills, including social skills such as empathy and conflict resolution, and communication skills and aptitudes for networking and interacting with people; finally, (e) Behavioral skills to find global solutions to global challenges.	(i) behavioral (ii) cognitive (iii) socio-emotional	(i) Informed and critically literate; (ii) Socially connected and respectful of diversity (iii) Ethically responsible and engaged.

Source: UN, 2022

Table 4 illustrates five core competencies, three domains, three attributes, and twelve knowledge areas. Comparing Tables 3 and 4, observe that eight additional Knowledge Areas were added to differentiate Global Citizenship Education from Global Education and Citizenship, the GECD Brazilian Version.

The rationale behind the inclusion of Knowledge Areas (v) to (xii)

(v) *Negotiation* is part of daily life. Scarcely a day goes by without a negotiation, widely studied over the past decades (Kissinger, 1969; Zartman, 1988; Raiffa, Richardson & Metcalfe, 2002; Rubin and Brown, 1975; Pruitt, 1981; Acuff, 1993; Fisher, Ury & Patton, 1981; Salacuse, 2003, 2006; Lax and Sebenius, 1986; Shell, 2006; Dias, 2016; Schatzki & Coffey, 1981; Bazerman and Moore, 1994; Neale & Northcraft, 1991; Druckman, 1997; Thompson, 2001; Moore and Woodrow, 2010; Cohen, 2007; Patton, 2012).

Negotiation is “a process of potentially opportunistic interaction by which two or more parties, with some apparent conflict, seek to do better through jointly decided action than they could otherwise” (Lax and Sebenius, 1986, p.11)

Rubin and Brown (1975) defined Negotiation as “a process in which individuals work together to formulate agreements about the issues in dispute. This process assumes that the parties involved are willing to communicate and to generate offers, counter-offers, or both.” (p.461)

Negotiation is usually taught through multiple methods, such as role-play simulations (Dias, M. 2019, 2019a; Dias, M. and Lopes, 2019, 2019b; Dias, M. O. & Teles, 2018; Dias, M. Navarro, and Valle, 2013, Dias, M. et al., 2014; Dias, M. et al., 2013; Dias, M. et al., 2015; Dias, M. O. et al., 2015, 2014; Dias, M., 2012; Paradela, Dias, M.; Assis; Oliveira, J.; Fonseca, R., 2019; Dias, M., Teles, and Duzert, 2018; Dias, M. & Duzert, 2018; Dias, M. O. & Navarro, 2017; Dias, M. & Davila, 2018;

Dias & Duzert, 2017; Aylmer & Dias, M. 2018; Dias, M. 2018; Dias & Navarro, 2018; Dias, M. and Falconi, 2018; Dias, M. 2018; Dias, M. & Navarro, 2018.

The knowledge area of Negotiation is interconnected to all competencies, domains, and attributes, once Negotiation is also a diplomatic art for solving controversies. Negotiation, therefore, should be included as a knowledge area in Global Education and Citizenship.

(vi) *Social Justice*, according to Novak (2000) “rightly understood is a specific habit of justice that is ‘social’” (p.11), which is the base for social order, therefore should also be included as a knowledge area in Global Education and Citizenship. Social Justice is interrelated to items (vii) to (xii).

(vii) *Brazilian Culture, Values, and Perceptions*, and (viii) *Global Culture, Values, and Perceptions* are justified through the necessity of learning local and global cultures, values, perceptions, and heritages, not simply as historical facts, celebration dates disconnected from the reality, with particular attention to the Brazilian culture.

(ix) *Brazilian Institutions* and (x) *Global Institutions* refer to the learning goal of understanding the functioning of Brazilian and Global institutions, such as the Executive, Legislative, and Judiciary Powers, or the UN, for example.

(xi) *Conflict Resolution* should be included as a knowledge area in Global Education and Citizenship because differences exist, and conflict is part of daily life. Bullying, for instance. Therefore, children should endeavor from early childhood how to solve conflicts and learn what alternative dispute resolution methods, such as mediation, arbitration, and conciliation, for instance, are.

(xii) *Respect and Tolerance* should be included as a knowledge area in Global Education and Citizenship because they represent the most potent virtues to build a Global Citizen. According to the Cambridge Dictionary (2022), *Respect* is “a positive feeling or action shown towards someone or something considered important or held in high esteem or regard. It conveys a sense of admiration for good or valuable qualities.” *Tolerance* is accepting anything one disagrees with, such as an action, an idea, an object, or a person. (Murphy, 1997). Both are universal values that should be learned separately but also integrated with all the other knowledge areas once they overlap and are interconnected.

PROPOSAL FOR THE BRAZILIAN FUNDAMENTAL EDUCATION: GLOBAL EDUCATION AND CITIZENSHIP

Global Education and Citizenship aims to increase awareness of our shared responsibility for ensuring that human rights are realized in every community and throughout society. In this way, it helps to prevent violent conflicts and violations of human rights over the long term, to advance equality and sustainable development, and to increase involvement in democratic systems' deliberative processes.

Abiding by the Law of Guidelines and Bases of Education - LDB (Brasil, 1996), which upholds Fundamental Education establishing 800 h workloads distributed 200 weeks per year, Global Education and Citizenship, and according to the Brazilian Standard National Curriculum Base (*Base Nacional Comum Curricular* - BNCC), an innovative curriculum, based on GECD standards, and added of eight knowledge areas is proposed, as illustrated in Table 4.

However, some questions remain: how could the Global Education and Citizenship course be inserted in the context of Brazilian elementary education? What curriculum component workload? How are the classes distributed in the Early and Final years of Brazilian Fundamental Education? Table 5 introduces the answers to these questions as follows:

Table 5 *Fundamental Education in Brazil: Global Education and Citizenship in the BNCC curriculum distribution*

Primary Education	Fundamental Education (<i>Ensino Fundamental</i>)	Early years					Final years			
Knowledge Area	Curriculum Component	1st year	2nd year	3rd year	4th year	5th year	6th year	7th year	8th year	9th year
	Art	1	1	1	1	1	1	1	1	1
Languages	Physical education	2	2	2	2	2	2	2	2	2
	Portuguese Language	4	4	4	4	4	4	4	4	4
Mathematics	Mathematics	4	4	4	4	4	4	4	4	4
Transverse	Transverse	1	1	1	1	1	1	1	1	1
	Geography	2	2	2	2	2	2	2	2	2
Humanities	Global Education and Citizenship	1	1	1	1	1	1	1	1	1
	History	2	2	2	2	2	2	2	2	2
Nature Sciences	Sciences	2	2	2	2	2	2	2	2	2
Religious Education	Religious Education	1	1	1	1	1	1	1	1	1
Total Workload	Weekly	20	20	20	20	20	20	20	20	20
	Annual	800	800	800	800	800	800	800	800	800

Source: adapted from BNCC, 2018

Table 5 displays the workload distribution during the early and final years of Fundamental Education (from first to ninth years). Observe that within a year, Portuguese and Mathematics have 160 class hours each (4 h x 40 weeks of class); Physical Education, Geography, History, and Sciences have 80 class hours each (2 h x 40 weeks of class); Art, Religious Education, Transverse, and Global Education and Citizenship have 40 class hours each (1 h x 40 weeks of class), totaling 800 hours of class per year, according to Article 26 from LDB (Brasil, 1996).

The idea is to include Global Education and Citizenship as a mandatory course. Alternatively, Global Education and Citizenship could be enacted as a Transverse course with the same workload. In this scenario, Portuguese would return 200 hours of workload per year (5 h x 40 weeks of class), totaling the same 800 hours of class per year, as illustrated in Table:

Table 6 *Alternative proposal*

Primary Education		Fundamental Education (<i>Ensino Fundamental</i>)					Final years			
Knowledge Area	Curriculum Component	1st year	2nd year	3rd year	4th year	5th year	6th year	7th year	8th year	9th year
	Art	1	1	1	1	1	1	1	1	1
Languages	Physical education	2	2	2	2	2	2	2	2	2
	Portuguese Language	5	5	5	5	5	5	5	5	5
Mathematics	Mathematics	4	4	4	4	4	4	4	4	4
Transverse	Global Education and Citizenship	1	1	1	1	1	1	1	1	1
	Geography	2	2	2	2	2	2	2	2	2
Humanities	History	2	2	2	2	2	2	2	2	2
Nature Sciences	Sciences	2	2	2	2	2	2	2	2	2
Religious Education	Religious Education	1	1	1	1	1	1	1	1	1
Total Workload	Weekly	20	20	20	20	20	20	20	20	20
	Annual	800	800	800	800	800	800	800	800	800

IMPLICATIONS AND DISCUSSION

This research aimed to investigate Primary Education in Brazil. It has proposed an unprecedented change in the Standard National Curriculum Base (BNCC) by including Global Education and Citizenship. This course is created to meet the ever-increasing necessity to update Brazilian Fundamental Education, given the ever-increasing demands for higher quality education standards improvement and in line with the principles set out in Article 26 of the Universal Declaration of Human Rights (UN, 2022).

There is some criticism and implications about GCED, summarized as follows: (i) GCED promotes individualistic values; (ii) GCED promotes secular values, undermining religious values; (iii) GCED promotes a single culture that ignores local traditions, values, and culture. However, the criticism is directed to GCED, as a separate course. In order to resolve the arguments presented against GCED, some recommendations are crucial. First, (i) individualistic values are stimulated by ethnocentrism, the opposite of the GCED principles. Therefore, individualistic behavior should be addressed increasingly by working on collectivist values and avoiding ethnocentrism.

Regarding challenge (ii) secular versus religious values, GCED should be dispensed with other complementary courses, such as Religious Education and respecting local culture. Regarding criticism (iii) about creating a single culture that ignores local traditions, values, and culture, it is mandatory to insert local culture into the GCED program. Otherwise, it will be just another "alien" course. That is why Global Education and Citizenship, the Brazilian version of GCED, included eight new knowledge areas, such as negotiation, conflict resolution, respect, and tolerance. Without inserting Brazilian values, culture, perceptions, and Institutions, GCED is not an inclusive course. Therefore, the GCED program should consider the core principle of cultural inclusiveness. Otherwise, it might be considered an epistemological colonization.

Regarding Brazilian Primary Education, changing the current BNCC standards imply in issuing a new complementary law to modify the Law of Guidelines and Bases of Education - LDB (Brasil, 1996).

Finally, the study has implications in several fields of research, such as (i) Brazilian education (Araújo, C.; Dias, M., 2022; Dias, M., 2019d; Dias, 2019c); (ii) Brazilian culture and negotiations (Dias et al., 2022; Dias, 2019; Dias, M., 2016); (iii) virtual education (Dias, M., Teles, A., 2022; Dias, M., Lopes, R., Teles, A., 2020; Dias, M., Lopes, R., 2020); (iv) cooperative societies in Brazil (Dias, M., 2018); (v) retail business (Dias, M., Falconi, D., 2018); (vi) generational conflicts (Dias, M., and Aylmer, R., 2018); (vii) Government negotiations and privatization (Teles, A., Dias, M., 2022); (viii) cooperation in Game Theory (Dias, M.; Pereira, L; Vieira, P., 2022); (ix) peace keeping operations (Amaral Junior, J.C.; Leitão, R. Dias, M., 2022); (x) Trust and Leadership in negotiations (Dias, M., Fernandes, B., Quintão, H., Coelho, G., Boros, C., 2022; Dias, M., Pereira, L; Vieira, P., Pan, J., 2022)

FUTURE RESEARCH

This research addressed the restructuring of Brazilian Fundamental Education, including the Global Education and Citizenship course, and a reorganization of class distribution under LDB (Brasil, 1996) and BNCC (BNCC, 2018). Future research is encouraged on including the Global Education and Citizenship course in Secondary Education (Ensino Médio) and Tertiary Education (Ensino Superior). Future researchers are also encouraged to investigate the following proposition: Whether Global Education and Citizenship course should be incorporated into Brazilian Fundamental Education for a decade minimum. As a result, the criminality and violence rates would decrease. Alternatively, the higher the grades in Global Education and Citizenship course, the lower the violence rates. For instance, the Global Education and Citizenship course should also be investigated as an independent, moderator, or mediator variable in future investigations.

REFERENCES

- “Respect” *Cambridge Dictionary*. Retrieved on 29 November 2022.
- Acuff, F. L. (1993). How to negotiate anything with anyone anywhere in the world. Dartnell Corporation.
- Araújo, C.; Dias, M. (2022). The Influence of Stock Exchange Companies on the Quality of Brazilian Higher Education. *British Journal of Education*, 10(9), 16-50 <https://doi.org/10.37745/bje.2013/vo10.n9pp1650>
- Araújo, C. R; Dias, M. (2021) Políticas de Avaliação e Padrões de Qualidade da Educação Superior no Brasil. *International Journal of Development Research*, 11(11), 52284-93 <https://doi.org/10.37118/ijdr.23453.11.2021>
- Bazerman, M. H., & Moore, D. A. (1994). *Judgment in managerial decision making*. Wiley.

- BNCC (2022) *Base Nacional Comum Curricular (BNCC)*. Retrieved on 27 November 2022 from http://basenacionalcomum.mec.gov.br/images/BNCC_EI_EF_110518_-versaofinal_site.pdf
- Brasil (1988) *Federal Constitution 1988*. Retrieved on 26 November 2022 from https://www.planalto.gov.br/ccivil_03/constituicao/constituicaocompilado.htm
- Brasil (2017) *Law 13.415 from 16 February 2017*. Retrieved on 26 November 2022 from http://www.planalto.gov.br/ccivil_03/_Ato2015-2018/2017/Lei/L13415.htm
- Brasil (1996) *Law of Guidelines and Bases of National Education*. Retrieved on 26 November 2022 from https://www.planalto.gov.br/ccivil_03/leis/19394.htm
- Brasil (2013) *Law establishes the guidelines and bases of national Education to train education professionals*. Retrieved on 26 November 2022 from https://www.planalto.gov.br/ccivil_03/_Ato2011-2014/2013/Lei/L12796.htm#art1
- Brasil (2013b). Ministério da Educação; Secretaria de Educação Básica; Secretaria de Educação Continuada, Alfabetização, Diversidade e Inclusão; Secretaria de Educação Profissional e Tecnológica. Conselho Nacional de Educação; Câmara de Educação Básica. *Diretrizes Curriculares Nacionais da Educação Básica*. Retrieved on 27 November 2022 from http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=13448-diretrizes-curriculares-nacionais-2013-pdf&Itemid=30192
- Brasil (2014) Law 13.005. *Plano Nacional de Educação (PNE)*. Retrieved on 26 November 2022 from http://www.planalto.gov.br/ccivil_03/_ato2011-2014/2014/lei/113005.htm
- Brasil (2019) Emenda Constitucional Nº 59, de 11 de Novembro de 2009. Retrieved on 27 November 2022 from http://www.planalto.gov.br/ccivil_03/constituicao/emendas/emc/emc59.htm#:~:text=Emenda%20Constitucional%20n%C2%BA%2059&text=Acrescenta%20C%2%A7%203%C2%BA%20ao%20art,de%20que%20trata%20o%20art
- Cohen, Herb (1980). *You can negotiate anything*. Bantam Books.
- Consed (2022) *História e Estatuto*. Retrieved on 26 November 2022 from <https://www.consed.org.br/conteudos/historia-e-estatuto>
- Carvalho, M.; Dias, M. (2019). Consumer Purchase-Behavior: Potential Markets In Argentina For Brazilian E-Book Retailers. *British Journal of Marketing Studies* 7(1), 1-25. doi: 10.13140/RG.2.2.30371.50728
- Dias, M., (2016). Factors Influencing the Success of Business Negotiations in the Brazilian Culture (Doctoral Thesis). ESC Rennes School of Business, France. doi: 10.13140/RG.2.2.18660.22407
- Dias, M. (2012). Two Case Studies on how to Deal Effectively with Fixed plus Variable Costs Contracts. *International Journal of Business and Management Studies*, 1(3), 505-515. doi: 10.6084/m9.figshare.7832288
- Dias, M. (2018) Evolution of Cooperative Societies in Brazil. *International Journal of Community and Cooperative Studies*, 6(4), 1-11. doi: 10.6084/m9.figshare.7834688
- Dias, M. (2018b). Heineken Brewing Industry in Brazil. *International Journal of Management, Technology and Engineering*, 8(9), 1304-1310. doi:16.10089/IJMTE2156
- Dias, M. (2019b). Brazilian Legislation on Executive Power: Provisory or Permanent Measures?

-
- Scholars International journal of Law, Crime and Justice*, 2(10), 336-341. doi: 10.36348/SIJLCJ.2019.v02i10.007
- Dias, M. (2019c). Is it Worth Competing at the Bargaining Table? *Global Scientific Journals*, 7(9), 1-14. doi: 10.13140/RG.2.2.11557.45288
- Dias, M. (2019). People, Process, and Substance: Current Definitions on Negotiation. *International Journal of Commerce and Economics*, 1 (3), 1-9. doi: 10.13140/RG.2.2.15836.95360
- Dias, M. (2019d). Teaching Materials: Role Play Simulation On Individual Business Debt Collection In Brazil. *Global Scientific Journals*, 7(8), 844-859. doi: 10.11216/gsj.2019.08.26134
- Dias, M. et al. (2014). Dudalina S/A: Case Study on How to Overcome Succession Barriers on a Brazilian Family Business. *Business and Management Review*, 3(12), 217-229. doi: 10.6084/m9.figshare.7834748
- Dias, M. et. al. (2014). Domestic Workers' Rights in Brazil: Improvement of Labor Regulation. *Humanities and Social Sciences Review*, 3(2), 9-21. doi: 10.6084/m9.figshare.7834745
- Dias, M., and Aylmer, R. (2018) Are the generational interactions in the Brazilian workplace different from other countries? *Global Journal of Human Resource Management*, 6(1), 9-25. doi: 10.6084/m9.figshare.7834634
- Dias, M., Falconi, Davi. (2018), The Evolution of Craft Beer Industry in Brazil. *Journal of Economics and Business*, 1(4), 618-626. doi: 10.31014/aior.1992.01.04.55
- Dias, M., Teles,A. (2022) Did Virtual Replace Classroom Teaching? Lessons Learned after COVID-19. *Journal of Advances in Education and Philosophy (JAEP)*,6(11), 551-559, <https://doi.org/10.36348/jaep.2022.v06i11.003>
- Dias, M., Toledo, R., Silva, A., Santos,M. , Aragão, M, Junior, M., Rocha, C., Silva,G., Marques Filho, C. (2022) Buyer-Seller Negotiation: Military Cargo Jet Acquisition. *Gsj*, 10(10), 2481-90.<https://doi.org/10.11216/gsj.2022.10.78649>
- Dias, M.;Pires,R.;Genial, R.;Santos, P.;Araújo, L.;Moura, F.; Lima, S.Nascimento, F. Marques Filho, C. (2022) Case Study on Buyer-Seller Negotiation: Ultrabook Government Acquisition. *Gsj* (10)9, 1737-45; <https://doi.org/10.11216/gsj.2022.09.77913>
- Teles,A., Dias, M. (2022) The Evolution of Privatization In Brazil: The Case of Embraer International *Journal of Development and Economic Sustainability*, 10(5), 14-29; <https://doi.org/10.37745/ijdes.13/vol10n51429>
- Dias, M.; Pereira, L; Vieira, P. (2022) A Evolução da Cooperação em Teoria dos Jogos. *IJDR*, 12(8), 58494-99; <https://doi.org/10.37118/ijdr.25217.08.2022>
- Dias, M.; Almeida, F.; Silva; Russo, J.; Machado, V.; Costa, J.; Barbosa, M.; Jornada, F.; Filho, C. (2022) Role-Play Simulation on Vehicle Acquisition: Buyer-Seller Negotiation. *Gsj* (10)8, 1817-28; <https://doi.org/10.11216/gsj.2022.08.77291>
- Amaral Junior, J.C.; Leitão, R. Dias, M. (2022) Maintaining Military Observers in the Middle of the Western Sahara Desert: A Logistic Challenge. *Research and Analysis Journals* 5(08): 29-34; <https://doi.org/10.18535/raj.v5i8.330>
- Dias, M., Fernandes, B., Quintão, H., Coelho, G., Boros, C. (2022) How Does the Violation of Trust Influence Project Management Negotiations? *Research and Analysis Journal*, 5(8), 17-26; <https://doi.org/10.18535/raj.v5i8.313>

- Araújo, C.; Dias, M. (2022). The Influence of Stock Exchange Companies on the Quality of Brazilian Higher Education. *British Journal of Education*, 10(9), 16-50 <https://doi.org/10.37745/bje.2013/vo10.n9pp1650>
- Teles, A., Dias, M. (2022) A Evolução da Privatização no Brasil. *IJDR*, 12(7), 57426-35, <https://doi.org/10.37118/ijdr.24868.07.2022>
- Dias, M., Pereira, L; Vieira, P., Pan, Juliana (2022) From Plato to e-Leaders: The Evolution of Leadership Theories and Styles. *Economics and Business Quarterly Reviews*, 5 (2), 133-146, <https://doi.org/10.31014/aior.1992.05.02.420>
- Silva. G.B., Dias, M. (2022) How do The Governments Promote the Internationalization of Companies? A Multiple Case Study. *Social Sciences and Humanities Research*, 5(4), 1-10; <https://doi.org/10.13140/RG.2.2.24005.93922>
- Dias, M.; Pereira, L; Vieira, P.(2022) Are the Russian Banks Threatened with Removal from SWIFT? A Multiple Case Study on Interbank Financial Messaging Systems. *IJSRM*, 10 (3), 3137-44; <https://doi.org/10.18535/ijdrm/v10i3.em1>
- Silva. G.B., Melo, R.C, Dias, M. (2022) Corporate Entrepreneurship in a Brazilian Public Institution: A Multiple Case Study. *IJDR*, 12(2), 53955-61; <https://doi.org/10.37118/ijdr.23979.02.2022>
- Vieira, P.S.; Dias, M. (2022) A Cultura da Segurança da Informação na Petrobras. *IJDR*, 12(2), 53881-86; <https://doi.org/10.37118/ijdr.23992.02.2022>
- Dias, M., Lopes, R. (2020) Will the COVID-19 Pandemic Reshape our Society? *EAS Journal of Humanities and Cultural Studies (EAS J Humanit Cult Stud)*. 2(2), 93-97. doi: 10.36349/EASJHCS.2020.V02I02.013
- Dias, M., Lopes, R., Teles, A. (2020) Will Virtual Replace Classroom Teaching? Lessons from Virtual Classes via Zoom in the Times of COVID-19. *Journal of Advances in Education and Philosophy*, 4(5), 208-213. doi: 10.36348/jaep.2020.v04i05.004
- Dias, M., Teles, A. Duzert, Y. (2018) Did Embraer Succeed In Adopting The International Financial Reporting Standards (IFRS) In Brazil? *European Journal of Accounting, Auditing and Finance Research*, 6(2), 51-62. doi: 10.6084/m9.figshare.7834637
- Dias, M., Teles, A., Duzert, Y. (2018) Will Boeing Succeed with the Embraer Acquisition Operation, Despite the Brazilian Federal Government Golden Share Veto? *International Journal of Business and Management Review*, 6(2), 55-64. doi:10.6084/m9.figshare.7834718
- Dias, M.; Alves, H.; Pezzella, M. (2016) São Francisco Valley: Vitiviniculture Activities in the Brazilian Unthinkable Semiarid Climate and its Challenges. *International Journal of Business and Management Review* 4(10), 1-13. doi: 10.6084/m9.figshare.7834727
- Dias, M.; Davila Jr., E. (2018) Overcoming Succession Conflicts in a Limestone Family Business In Brazil. *International Journal of Business and Management Review*, 6(7), 58-73. doi: 10.6084/m9.figshare.7834703
- Dias, M.; Duzert, Y. (2017). Teaching Materials: Role Play Simulation on E-Business Negotiation. *European Journal of Training and Development Studies*, 4(3), 1-15. doi: 10.6084/m9.figshare.7834655

- Dias, M.; Mori, V. (2018). Obstetric Violence in Brazil: an Integrated Case Study. *International Journal of Nursing, Midwife and Health Related Cases*, 4(6), 20-28. doi: 10.6084/m9.figshare.7834274
- Dias, M.; Ribeiro, Ana Paula; Lopes, Raphael (2019). When customers do not pay: A Winning Negotiation Case in Brazil. *Journal of Economics and Business*, 2(2), 431-447. doi: 31014/aior.1992.02.02.99
- Fisher, R. and Ury, W., (1981). *Getting to Yes: Negotiating Agreement Without Giving In*. Penguin Books, New York:, USA.
- Kissinger, H.A., 1969. *Nuclear Weapons and Foreign Policy*. W.W. Norton, New York,
- Lax, D.A., & Sebenius, J.K. (1986). *The Manager as Negotiator: Bargaining for Cooperation and Competitive Gain*.
- Lewicki, R. J., Barry, B., & Saunders, D. M. (2016). *Essentials of negotiation*. McGraw-Hill Education.
- Malhotra, D. (2016). *Negotiating the impossible: How to break deadlocks and resolve ugly conflicts (without money or muscle)*. Berrett-Koehler Publishers.
- Mery, Marwan (2013). *Manuel de Négociation Complexe*. Groupe Eyrolles.
- Murphy, A. R. (1997). Tolerance, Toleration, and the Liberal Tradition. *Polity. The University of Chicago Press Journals*. 29 (4): 593–623. doi:10.2307/3235269. JSTOR 3235269. S2CID 155764374.
- Moore, C., and Woodrow, P. (2010). *Handbook of Global and Multicultural Negotiation*. NY: Jossey-Bass.
- Neale, M. A., & Northcraft, G. B. (1991). Dyadic negotiation. *Research on Negotiation in Organizations*, 3, 203-230.
- Novak, M. (2000). Defining social justice. *First things*, 11-12.
- OECD (2016). *Global Competency for an Inclusive World*. Retrieved on 27 November 2022 from <https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf>
- Patton, B.(2012) *Negotiation In: (Moffitt, M. L., & Bordone, R. C. (Eds.). (2012). The handbook of dispute resolution. Chapter eighteen. John Wiley & Sons.*
- Pruitt, D.G. (1981). *Negotiation Behavior*. New York: Academic press.
- Raiffa, H., Richardson, J., & Metcalfe, D. (2002). *Negotiation analysis: The science and art of collaborative decision making*. Harvard University Press
- Rubin, K. H., & Brown, I. D. (1975). A life-span look at person perception and its relationship to communicative interaction. *Journal of Gerontology*, 30(4), 461-468.
- Salacuse, J. (2003). *The Global Negotiator*. New York: Palgrave, Macmillan.
- Salacuse, J. (2006). *Leading Leaders: how to Manage Smart, Talented, Rich and Powerful People*. NY: AMACOM.
- Salacuse, J. (2008). *Seven Secrets for Negotiating With Government: How To Deal With Local, State, National, Or Foreign Governments – And Come Out Ahead*. New York: Amacom.
- Schatzki, M.; Coffey; W. (1981). *Negotiation: The Art of Getting What You Want*. NY: Signet
- Shell, Richard (2006). *Bargaining for Advantage*. NY: Penguin Books.

-
- Sierra, C., Jennings, N. R., Noriega, P., & Parsons, S. (1997, July). A framework for argumentation-based negotiation. In *International Workshop on Agent Theories, Architectures, and Languages* (pp. 177-192). Springer, Berlin, Heidelberg.
- Thompson, Leigh (2001). *The Mind and Heart of the Negotiator*. NJ: Pearson-Prentice Hall, 3rd edition.
- UN (2022) *Universal Declaration of Human Rights*. Retrieved on 26 November 2022 from <https://www.un.org/en/about-us/universal-declaration-of-human-rights#:~:text=Article%2026,on%20the%20basis%20of%20merit>.
- UN (2014) Annual report of the United Nations High Commissioner for Human Rights and reports of the Office of the High Commissioner and the Secretary-General Promotion and protection of all human rights, civil, political, economic, social and cultural rights, including the right to development Plan of Action for the third phase (2015–2019) of the World Program for Human Rights Education Report of the Office of the United Nations High Commissioner for Human Rights. Retrieved on 26 November 2022 from <https://documents-dds-ny.un.org/doc/UNDOC/GEN/G14/099/55/PDF/G1409955.pdf?OpenElement>
- UN (2022b) *Global citizenship education*. Retrieved on 26 November 2022 from <https://en.unesco.org/themes/gced>
- Zartman, I. W. (1988). Common elements in the analysis of the negotiation process. *Negotiation Journal*, 4(1), 31-43.