REVISTA PEDAGÓGICA

Revista do Programa de Pós-Graduação em Educação da Unochapecó
ISSN 1984-1566 (on-line)

WHEN SOCIO-EMOTIONAL COMPETENCIES (SECs) ENTER SCHOOL SPACES: governing school education

QUANDO AS COMPETÊNCIAS SOCIOEMOCIONAIS (CSE) ADENTRAM OS ESPAÇOS ESCOLARES: governamentalizando a formação escolar

CUANDO LAS COMPETENCIAS SOCIOEMOCIONALES (CSE) ENTRAN EN LOS ESPACIOS ESCOLARES: gobernando la educación escolar

Ademir Henrique Manfré[1]
Welton Rodrigues de Souza[2]

Abstract
The present study aims to conduct a critical analysis regarding Socio-emotional Competencies (SECs) in the field of school education. According to their proponents, SECs are understood as abilities that enable individuals to comprehend, engage with, and manage their emotions, relate positively to others, deliberate on responsible decisions, and face all types of challenges. Thus, the following question is problematized: in what way do SECs configure themselves as the governing of school subjectivities? It is assumed that SECs, beyond promoting the "innovation" and "engagement" of students' learning methods, primarily aim to promote the domestication of bodies, docility, and the technification of daily life, materialized in school curricula and formative processes. For the current investigation, we opted for a bibliographic-investigative research carried out over the last 5 years and published in the BDTD (Brazilian Digital Library of Theses and Dissertations). As a result, it is possible to assert that SECs constitute technologies of governmentality that operate in the formation of subjects suited to neoliberal rationality. In an effort to confront the governmentalization of formative experiences, the theoretical-methodological frameworks are grounded in the critical postulates of Foucault (2008; 2015) and Dardot and Laval (2016).

Keywords: Socio-emotional Competencies. Neoliberalism. Governmentality.

Resumo
O presente estudo tem como objetivo realizar um estudo crítico a respeito das Competências Socioemocionais (CSE) no campo da formação escolar. De acordo com seus formuladores, as CSE são entendidas como habilidades que possibilitam aos indivíduos compreender, engajar

[1] Doutor em Educação. Universidade do Oeste Paulista. Programa de Pós-graduação em educação. Presidente Prudente. São Paulo. Brasil. ademirmanfre@yahoo.com.br
[2] Doutorando em Educação. Bolsista CAPES pela Universidade do Oeste Paulista. Programa de Pós-graduação em educação. Presidente Prudente. São Paulo. Brasil. weltonprofessor10@gmail.com

Como referenciar este artigo:
MANFRÉ, Ademir Henrique; SOUZA, Welton Rodrigues de. When Socio-emotional Competencies (SECs) enter school spaces: governing school education. **Revista Pedagógica,** Chapecó, v. 27, e8763, 2026. DOI: http://doi.org/10.22196/rp.v22i0.8763

REVISTA PEDAGÓGICA
Revista do Programa de Pós-Graduação em Educação da Unochapecó
ISSN 1984-1566 (on-line)

e administrar suas emoções, relacionar-se positivamente com os outros, deliberar sobre decisões responsáveis e enfrentar todos os tipos de desafios. Desse modo, problematiza-se: de que forma as CSE configuram-se como governamento das subjetividades escolares? Parte-se do pressuposto de que as CSE, para além de promover a "inovação" e o "engajamento" das formas de aprendizagem dos estudantes, visam promover a domesticação dos corpos, a docilização e a tecnificação da vida cotidiana materializadas nos currículos e nos processos formativos escolares. Para a presente investigação, optou-se pela realização de um estudo bibliográfico-investigativo produzido nos últimos 5 anos publicados na BDTD. Como resultado, é possível afirmar que as CSE constituem tecnologias de governamentalidade que operam na formação de sujeitos adequados à racionalidade neoliberal. Como forma de confrontar as formas de governamentalização das experiências formativas, os referenciais teórico-metodológicos fundamentam-se nos postulados críticos de Foucault (2008; 2015) e Dardot e Laval (2016).

Palavras-chave: Competências socioemocionais. Neoliberalismo. Governamentalidade.

Resumen
El presente estudio tiene como objetivo realizar un análisis crítico respecto a las Competencias Socioemocionales (CSE) en el ámbito de la formación escolar. Según sus formuladores, las CSE se entienden como habilidades que permiten a los individuos comprender, involucrarse y gestionar sus emociones, relacionarse positivamente con los demás, deliberar sobre decisiones responsables y enfrentar todo tipo de desafíos. De este modo, se problematiza: ¿de qué forma se configuran las CSE como gobierno de las subjetividades escolares? Se parte del supuesto de que las CSE, más allá de promover la "innovación" y el "compromiso" en las formas de aprendizaje de los estudiantes, buscan promover la domesticación de los cuerpos, la docilización y la tecnificación de la vida cotidiana materializada en los currículos y en los procesos formativos escolares. Para la presente investigación, se optó por la realización de una investigación bibliográfico-investigativa producida en los últimos 5 años y publicada en la BDTD (Biblioteca Digital Brasileña de Tesis y Disertaciones). En consecuencia, es posible afirmar que las CSE constituyen tecnologías de gubernamentalidad que operan en la formación de sujetos adecuados a la racionalidad neoliberal. Como forma de confrontarse con las formas de gubernamentalización de las experiencias formativas, los referentes teórico-metodológicos se fundamentan en los postulados críticos de Foucault (2008; 2015) y Dardot y Laval (2016).

Palabras clave: Competencias socioemocionales. Neoliberalismo. Gubernamentalidad.

1 Introduction

This text addresses the theme of socio-emotional competencies (SECs), curriculum, and school formation. The interest in inserting SECs into school curricula emerges as one of the significant characteristics of the educational reforms set forth for the 21st century.

The starting point of this discussion can be located in the International Public Policy Forum, themed "Educating for 21st-Century Skills," held in São Paulo in 2014.

This event brought together experts, politicians, and representatives from national and international organizations to debate the incorporation of socio-emotional competencies into educational systems, establishing the foundations for the global agenda of curricular reforms.

In this context, the Ayrton Senna Institute (IAS) emerged as one of the main protagonists in the formulation, dissemination, and implementation of socio-emotional competencies (SECs) in Brazil. Created in 1994, the IAS strategically positioned itself in the Brazilian educational field through partnerships with public school systems, the development of assessment instruments, and teacher training. Its objectives in the educational field focus on promoting "integral education" linked to cognitive and socio-emotional development, establishing itself as the primary interlocutor and idealizer of socio-emotional competencies on the national stage.

The IAS became a reference in Brazil due to its capacity for political articulation and the production of technical-scientific knowledge regarding SECs. The institution develops strategic partnerships with international organizations, such as the Organisation for Economic Co-operation and Development (OECD) and UNESCO, in addition to establishing direct links with state and municipal education secretariats across the country. This network of articulations allowed the Institute to position itself as a technical authority on the subject, directly influencing the formulation and implementation of Brazilian educational policies.

Given the breadth that characterizes this theme, the structure of this article is organized into five sections that progressively address the methodological, conceptual, and theoretical aspects of SECs. The first section presented here presents the introduction of the text. The second section explains the methodological design anchored in the PRISMA model for the systematic literature review. The third section investigates the pedagogy of socio-emotional competencies, examining founding documents and their articulation with neoliberal rationality. The fourth section analyzes the construction of the [neoliberal] agenda for incorporating SECs into the school curriculum, focusing on the role of the National Common Curricular Base (BNCC) and privatist organizations. The fifth section problematizes the pedagogy of SECs as a new form of governmentality, using the

theoretical-conceptual frameworks of Foucault (2008, 2015), Dardot, and Laval (2016) to understand the mechanisms of control over contemporary subjectivities. The sixth section presents the results of this study, concluding with final considerations.

2 Methodological Framework

This investigation is characterized as qualitative research of a documentary and bibliographic nature, grounded in the assumptions of critical analysis. The qualitative methodology (Gil, 2008; Minayo, 2014) is justified by the need to understand the processes of signification and the mechanisms through which socio-emotional competencies are constituted as apparatuses (devices) of governmentality. The primary database for the study was the Brazilian Digital Library of Theses and Dissertations (BDTD). The search was conducted using the terms "socio-emotional competences" (competências socioemocionais) in the subject field, with filters for the Portuguese language, open access, and a publication period between 2021 and 2025.

Table 1 – Bibliographic Survey

Year	Master's Dissertations	Doctoral Theses	Total
2021	5	1	6
2022	8	2	10
2023	9	2	11
2024	8	2	10
2025	4	2	6
Total	34	9	43

Source: The authors (2025)

The time frame for the bibliographic research covered the last 5 years (2021-2025), a period that coincides with the implementation of the BNCC (National Common Curricular Base) and the intensification of debates on socio-emotional competencies (SECs) within the Brazilian educational context.

The time frame for the analyzed documents covers the last ten years, allowing for a broader understanding of the formulation and debates regarding

socio-emotional competencies (SECs) and their incorporation into educational policies. Therefore, specific criteria for the selection and exclusion of studies were adopted. Regarding the inclusion criteria, research published in Portuguese with a focus on the Brazilian educational context was considered, specifically those addressing socio-emotional competencies as the central object and available in full open-access text. The exclusion criteria included exclusively quantitative studies without theoretical discussion, research restricted to the application of psychometric instruments, and works that did not contextualize SECs within the school environment.

3 Theoretical Framework: The Conceptual Foundations of SECs

We begin this section by addressing the Collaborative for Academic, Social, and Emotional Learning (CASEL), a North American organization that, since the 1990s, has stood out as a global reference in defining and promoting Social and Emotional Learning (SEL).

CASEL developed the model known as "CASEL 5," which identifies five core competencies within the CASEL framework: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This model has become globally hegemonic, influencing educational reforms in several countries (CASEL, 2020).

In turn, the document socio-emotional competencies: Discussion Material, prepared by the Ayrton Senna Institute (IAS) in partnership with UNESCO, established:

> Socio-emotional competencies can be understood as the capacity to mobilize, articulate, and put into practice knowledge, values, attitudes, and skills to relate to others and oneself, to understand and manage emotions, to establish goals, to make decisions, and to face adverse or new situations in a creative and constructive manner (IAS/UNESCO, 2014).

Furthermore, the UNESCO document titled "The Development of socio-emotional competencies as a Path to Learning and School Success for Basic Education Students" states that:

REVISTA PEDAGÓGICA
Revista do Programa de Pós-Graduação em Educação da Unochapecó
ISSN 1984-1566 (on-line)

> The development of socio-emotional competencies is fundamental for children, adolescents, and young people to learn how to deal with their own emotions, relate to others, solve problems, and make decisions responsibly and carefully, contributing to their well-being and academic success (Abed, 2014, n.p.).

In this scenario, the OECD has positioned itself as a central body in the global dissemination of SECs through various studies. For example, the document Better Skills, Better Jobs, Better Lives: A Strategic Approach to Skills Policies established that skills shape the well-being of individuals and nations. According to the document, investing in skills development is fundamental for productivity, competitiveness, and social inclusion (OECD, 2014).

The report Skills for Social Progress: The Power of Social and Emotional Skills (OECD, 2015, n.p.) demonstrated that evidence from an analysis of "longitudinal studies in nine OECD countries shows that both cognitive and socio-emotional competencies play a significant role in improving economic and social outcomes". The document argues that "raising levels of socio-emotional competencies, such as perseverance, self-esteem, and sociability, can strongly benefit the improvement of outcomes related to health and subjective well-being" (OECD, 2015, n.p.).

The UNESCO document *Global Citizenship Education: Preparing Learners for the Challenges* of the 21st Century established SECs as essential components of civic formation: "Global citizenship education seeks to empower learners to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive, and secure world" (UNESCO, 2015).

Given the above, it is clear how multilateral agencies have anchored discussions on the importance of SECs in formative spaces, while rarely clarifying the real motives that led to this incorporation.

It cannot be denied that the inclusion of socio-emotional competencies in school curricula must be understood within the broader context of neoliberal rationality, which, according to Dardot and Laval (2016), constitutes a "new way of the world." For these authors, neoliberalism, before being an ideology or an economic policy, is primarily and fundamentally a rationality; as such, it tends to

structure and organize the actions of rulers, and even the very conduct of the governed.

It should also be noted that the concept of the self-entrepreneur (empresário de si) becomes central to understanding how SECs operate in the formation of neoliberal subjectivities. According to Dardot and Laval (2016), each individual is an enterprise that must manage itself and a capital that must be made to grow. According to Laval (2004, p. 78):

> The new dogma imposes a universalization of the professional model that gradually becomes the norm of the school. From now on, it is a matter of thinking about teaching in its entirety in terms of professional outlets and even, further, of thinking about all education as a simple moment in a continuous formation "from the cradle to the grave," according to the formula often used in publications by the OECD or the European Commission.

In this sense, business logic penetrates the school space, redefining the function of education based on parameters of economic utility and employability. Consequently, SECs function as technologies of the self that allow subjects to self-regulate according to market demands.

Neoliberal rationality promotes generalized competition as the organizing principle of social relations. In this context, SECs prepare individuals to naturalize the rules of the neoliberal game, developing capacities for adaptation, flexibility, and individual accountability for results. The "neo-subject" must develop competencies that allow the individual to navigate a world characterized by instability and permanent competition.

Gallo (2017) points out that learning, far from being reduced to a technical process of adaptation to previously established standards, as stated in OECD reports, involves openness, affectivity, and risks inherent to the formative experience. Unlike the neoliberal logic, which emphasizes adaptation as a survival requirement in a competitive environment, Gallo (2017) highlights the relational and creative dimension of learning, founded on the encounter with the other and the transformative power of signs. This contrast highlights the tension between education aimed at the constitution of critical subjects and the "pedagogy of

adaptation" inherent to neoliberalism, which seeks to mold individuals functionally adapted to market demands as self-entrepreneurs.

The notion of the self-entrepreneur is directly linked to socio-emotional competencies insofar as the latter train subjects to assume full responsibility for their life trajectories. Emotional self-regulation, persistence, adaptability, and networking skills become fundamental resources in a context where life is seen as an enterprise, a capital to be continuously valued.

In light of the above, it can be noted that socio-emotional competencies are understood by their formulators and advocates as central components in the training of individuals capable of managing their emotions, establishing healthy relationships, and making responsible decisions, directly impacting their well-being, academic performance, and social integration.

At the same time, the incorporation of SECs into school curricula does not occur in a neutral way but is inserted into a context of neoliberal rationality that emphasizes self-entrepreneurship and individual responsibility. In this context, the BNCC (Brazil, 2018, p. 8) stands out:

> The general competencies of the BNCC must be understood as the mobilization of knowledge (concepts and procedures), skills (practical, cognitive, and socio-emotional), attitudes, and values to solve complex demands of everyday life, the full exercise of citizenship, and the world of work.

In this sense, SECs operate as technologies of the self, preparing individuals to navigate a world marked by instability, competition, and constant demands for adaptation, consolidating both essential socio-emotional competencies and subjectivities oriented by the market ethos. In our understanding, SECs can be thought of as a means of personal and academic development, but also as an instrument for the critical understanding of contemporary social relations and the structural demands of global society.

REVISTA PEDAGÓGICA
Revista do Programa de Pós-Graduação em Educação da Unochapecó
ISSN 1984-1566 (on-line)

4 The Construction of an Agenda for the Incorporation of SECs into the School Curriculum

The Jacques Delors Report: Learning: The Treasure Within established the conceptual foundations for incorporating rational and socio-emotional competencies into school curricula through the four pillars of education: learning to know, learning to do, learning to live together, and learning to be (Delors, 1999).

The report argues, in brief summary, that education must be organized around four fundamental types of learning which, throughout life, will be the fundamental pillars of knowledge for each individual. The pillars "learning to live together" and "learning to be" directly prefigure contemporary socio-emotional competencies, establishing the need to form subjects capable of cooperating and developing personal autonomy (Delors, 1999).

In this scenario, the proposal of Philippe Perrenoud (2000) in "10 New Competencies for Teaching" gains prominence, a work in which he established a framework that significantly influenced contemporary educational reforms. The author defined competencies as the ability to mobilize various cognitive resources to face different types of situations that demand quick solutions.

It is noted that, among the ten competencies proposed by Perrenoud (2000), those directly related to socio-emotional dimensions stand out, namely, involving students in their learning and work, and facing the duties and ethical dilemmas of the profession.

Perrenoud (2000) emphasizes that educational competencies involve a diverse set of skills that go beyond the simple transmission of content, including the teacher's ability to organize and guide learning situations, manage student progression, conceive differentiated strategies, and promote active cooperation between students and their families. Such competencies, therefore, anticipate the need to develop self-regulation and individual accountability in students.

In this context, the influence of the Ayrton Senna Institute (IAS) and international organizations becomes prominent. To illustrate, the IAS established strategic partnerships with the OECD to promote the incorporation of SECs into Brazilian educational systems. The recommendations of these bodies focus on the

REVISTA PEDAGÓGICA
Revista do Programa de Pós-Graduação em Educação da Unochapecó
ISSN 1984-1566 (on-line)

need to develop socio-emotional competencies that prepare young people for the challenges of the 21st century.

> Socio-emotional competencies are individual capacities that manifest in ways of thinking, feeling, and in behaviors or attitudes for relating to oneself and others, establishing goals, making decisions, and facing adverse or new situations. They can be observed in our customary pattern of action and reaction to personal and social stimuli (IAS, 2015, n.p.).

The Socio-emotional Dialogues program, developed by the IAS, functions as a continuing education device for educators, establishing specific methodologies for the development of SECs in the classroom. The program aims to support educators in developing their own socio-emotional competencies and those of their students through intentional and structured pedagogical practices (IAS, 2022).

Furthermore, the Education for the 21st Century seminar, promoted by the IAS, became a milestone in the promotion of SECs in Brazil, bringing together educational managers, researchers, and representatives of international organizations to establish guidelines for implementing socio-emotional competencies in school curricula (IAS, 2015).

In short, the Education for the 21st Century seminar aimed to establish guidelines for the effective incorporation of socio-emotional competencies into school curricula, aligning with contemporary demands for integral education. Influenced by international frameworks such as UNESCO's "Four Pillars of Education for the 21st Century" and recommendations from bodies like the OECD, the IAS articulated several agendas that recognize education as a central instrument for human development, capable of forming autonomous, critical, and supportive citizens, empowering them to face future social and professional challenges through an innovative curriculum (IAS, 2015).

In this scenario, as stated by Caetano (2020), the BNCC (National Common Curricular Base) was built by the Movement for the Base (Movimento pela Base), whose members are part of the Brazilian corporate base. This privatist agenda uses SECs as instruments to adapt public education to market demands.

It is further noted that the document *Dimensions and Development of the General Competencies of the BNCC*, prepared by the Movement for the Base (MPB),

REVISTA PEDAGÓGICA
Revista do Programa de Pós-Graduação em Educação da Unochapecó
ISSN 1984-1566 (on-line)

established ten competencies that, according to the document, must permeate all basic education. We mention only three in the debate proposed here:

> 8) Recognize and value one's own emotions and those of others, developing empathy, self-knowledge, and emotional self-regulation; 9) Exercise empathy, dialogue, and cooperation, respecting human rights and cultural, ethnic, religious, gender, sexual orientation diversity, and other forms of expression; 10) Act with responsibility, resilience, and ethics, making decisions based on democratic, sustainable, and supportive principles (Brazil, 2018).

Competencies 8, 9, and 10 explicitly constitute socio-emotional dimensions, while the others incorporate elements of self-regulation and individual accountability characteristic of neoliberal governmentality.

As stated by Soler *et al*. (2022, p. 8): "the control model of neoliberal governmentality no longer passes through the process of disciplining, but through the management of flows in which the experience of individuality is linked to corporate ways of life."

Consequently, in the authors' view, neoliberal rationality in education promotes a governmentality that transforms subjects into self-entrepreneurs, making them entirely responsible for their successes and failures in a context permeated by competition and precariousness. This form of governance operates through subtle control, molding conducts and subjectivities, while hiding structural inequalities and power relations that influence educational opportunities. Therefore, the freedom granted is a strategic resource for the disciplinary management of individual performances, masking the logics of exclusion and inequality.

Last but not least, it is worth highlighting that the National Common Base for Teacher Training (BNC-Formação) established three dimensions for teacher training: professional knowledge, professional practice, and teacher engagement. The engagement dimension explicitly incorporates socio-emotional competencies, requiring teachers to have capacities for emotional self-regulation, collaborative work, and accountability for student learning outcomes.

Furthermore, professional knowledge covers mastery of content, educational theories, and pedagogical knowledge, including the concrete experiences of students

ISSN 1984-1566 (on-line)

and teachers, which are essential for qualified performance. Professional practice involves the application of this knowledge in simulated or real classroom contexts, allowing the future teacher to develop pedagogical skills and the "know-how" necessary for the profession. Professional engagement highlights the teacher's ethical and moral commitment to student learning, collaborative work, and responsibility for results, constituting a central component in the development of socio-emotional competencies (Brazil, 2019).

It is evident that the incorporation of socio-emotional competencies into the Brazilian school curriculum reflects both international influences and national agendas, involving organizations such as UNESCO, OECD, and the Ayrton Senna Institute, as well as private movements like Todos pela Educação (All for Education).

SECs, consolidated in the BNCC and complementary documents, are structured, according to their interlocutors, as instruments for the integral development of students and teacher training, while simultaneously articulating with the logics of individual accountability and self-regulation, highlighting the intersection between educational practices and neoliberal rationality in the organization of contemporary schooling.

Finally, it is essential to record an important critique of the neoliberal rationality that guides educational policies and pedagogical practices today: the tendency to reduce education to a commodity subject to market laws. This implies the transformation of subjects into "self-entrepreneurs," individually responsible for their success or failure, while structural conditions of inequality and exclusion are minimized or made invisible. As Balieiro (2025) highlights, neoliberalism imposes a "governance of subjectivities" that promotes competition and efficiency to the detriment of collective development and the social right to education, making the existence of subjects precarious, especially students, by valuing only skills useful to the market.

Therefore, it cannot be denied that this rationality is evident in the BNCC and its developments, which although pointing toward integral development, end up articulating with mechanisms of individual accountability and self-regulation that reproduce the neoliberal logic (Soler *et al.*, 2022). Faced with this, a critical gaze is

necessary to resist the commodification of education, defending education as a public right.

5 SECs Pedagogy and the New Governmentality

Michel Foucault developed the concept of governmentality as a specific form of exercising power characterized by "conducting the conducts" of individuals. In his words, to govern is "to structure the possible field of action of others" (Foucault, 2015, p. 243). Neoliberal governmentality operates through apparatuses (devices) that induce subjects to self-regulate according to principles of efficiency, productivity, and individual accountability.

Given the above, it is possible to affirm that socio-emotional competencies constitute technologies of the self that allow individuals to internalize mechanisms of control and self-regulation. According to Foucault (2008; 2015), technologies of the self permit individuals to effect, alone or with the help of others, a certain number of operations on their own bodies, souls, thoughts, conducts, and ways of being.

It should also be noted that Foucault (2008; 2015) understands critique as a form of counter-conduct, that is, as resistance to the apparatuses of governmentality. In his words, critique is the movement through which the subject claims the right to interrogate the truth about its power effects and power about its discourses of truth.

The critique of socio-emotional competencies must operate as counter-conduct, questioning the "discourses of truth" that present SECs as natural necessities of human development. It is necessary to problematize how these discourses produce subjectivities suited to the functioning of neoliberal rationality.

In this context, Dardot and Laval (2016) developed a systematic critique of neoliberal rationality, demonstrating how it operates as an integral governmentality of existence. For these authors, the main characteristic of neoliberal rationality is the generalization of competition as a norm of conduct and the enterprise (company) as a model of subjectification.

As a result, the entrepreneurial subject is the central figure of this new rationality. As the authors state, each individual is an enterprise that must manage itself and a capital that must be made to grow. Socio-emotional competencies

ISSN 1984-1566 (on-line)

function as devices for forming this entrepreneurial subject, developing capacities for self-investment, self-responsibility, and permanent adaptation to market demands.

Therefore, Dardot and Laval's critique (2016) highlights how neoliberalism promotes a redeployment of disciplinary elements toward the careful management and governance of the performances of students, teachers, and educational institutions themselves. SECs operate in this context as instruments for the entrepreneurialization of education, transforming schools into productive organizations and students into human resources in training.

In conclusion, the Foucauldian analysis of governmentality, combined with Dardot and Laval's (2016) critique of neoliberal rationality, points out that socio-emotional competencies, while presented as tools for human development, function simultaneously as technologies of the self and apparatuses of subjection. They promote personal and social skills, but also mold entrepreneurial, adaptable, and self-managing subjects aligned with the demands of the market and neoliberal competitive logic. Thus, it becomes fundamental to adopt a critical perspective that problematizes the normative discourses of SECs, understanding them not as neutral phenomena, but as instruments of governmentality that structure behaviors, orient subjectivities, and consolidate education as a space for the production of human capital.

6 Results and Discussion

The systematic analysis of 43 Brazilian studies on social-emotional competencies (SECs) points to a concerning pattern of naturalization and depoliticization of a concept that operates fundamentally as a device of neoliberal governmentality. This section presents the main research findings, articulating them with the theoretical critique developed throughout the investigation. The analysis of the selected works evidences that Brazilian research on SECs focuses predominantly on the validation of measurement instruments and the demonstration of positive correlations between SEC and academic performance. This investigative trend systematically reduces the political and ideological dimensions of SECs, contributing to their naturalization as neutral educational needs.

REVISTA PEDAGÓGICA
Revista do Programa de Pós-Graduação em Educação da Unochapecó
ISSN 1984-1566 (on-line)

> Reinforced in the current context by the fetish of self-entrepreneurship and the conception of homo economicus emocionalis, behaviors such as resilience, openness to the new, and self-management are converted into ideals for forming a passivized, flexible, resilient subjectivity, resistant to all sorts of socioeconomic hardships that may strike them, and whose overcoming becomes the exclusive responsibility of the subjects (Magalhães, 2022, p. 493).

Studies by Ferraz (2022), Souza (2022), and Cézar (2023) exemplify this orientation, focusing, respectively, on the validation of the SENNA 2.0 instrument, the development of board games for university students, and training programs for adolescents. According to Souza (2022, p. 07), the objective of these programs is to "promote non-cognitive skills that contribute to personal success, well-being, or the prevention of problems associated with a deficit in these skills [...]".

Lacerda (2023) developed a scale for teachers' social-emotional competencies, while Pfeilsticker (2025) built self-assessment instruments for children aged 8 to 12. Despite being technically sophisticated, these works operate within a psychometric logic that reduces the complexity of social-emotional experiences to measurable and controllable variables.

It is undeniable that this scenario points to a recurring element in national research: a tendency to privilege the measurement and instrumentalization of social-emotional competencies over critical reflection on their ideological foundations. By transforming subjective experiences into quantifiable indicators, these studies reinforce the logic of control and individual accountability, obscuring the structural determinants of educational inequality. Consequently, the political dimension of education is neutralized, allowing their diffusion as a technical and universal solution to complex problems that are, in reality, permeated by social and economic disputes.

The instrumentalization of social-emotional competencies is particularly evident in the proliferation of scales, questionnaires, and digital assessment platforms. As Magalhães (2022) observes, this trend reflects an "epistemological synchresis" that articulates diverse psychological constructs into a pedagogy that is not yet fully developed but is already being operationalized through technical devices. The predominance of quantitative methodologies and the search for

REVISTA PEDAGÓGICA
Revista do Programa de Pós-Graduação em Educação da Unochapecó
ISSN 1984-1566 (on-line)

scientific evidence function as legitimation strategies that mask the political and economic interests underlying social-emotional competencies.

The genealogy of social-emotional competencies in Brazilian school curricula results unequivocally from the strategic articulation between international organizations such as the OECD and UNESCO, private organizations like the Ayrton Senna Institute, and national educational policies. This network of actors promotes a global agenda of educational reforms that subordinates public education to the imperatives of forming human capital suited to the demands of contemporary capitalism.

The Ayrton Senna Institute emerged as a central protagonist in this articulation, establishing partnerships with state and municipal education departments to implement programs such as "Acelera DF" and "SuperAção Jovem." Furtado (2024) demonstrates how these public-private partnerships materialized the dissemination of social-emotional competencies in the Federal District between 2007 and 2022, evidencing a process of the "entrepreneurialization" of public education that transcends the simple transfer of resources.

From the above, it can be noted that the influence of the OECD in the delimitation and implementation of SECs (Social-Emotional Competencies) in Brazilian curricula manifests through reports that establish global frameworks, such as the document "Skills for Social Progress: The Power of Social and Emotional Skills" (IAS, 2015). These documents function as technologies of "government at a distance," inducing national curricular reforms through scientific evidence and international benchmarks.

Therefore, this body of evidence demonstrates that the expansion of social-emotional competencies goes beyond pedagogical objectives, configuring itself as instruments of neoliberal governmentality. By incorporating international organizations, private organizations, and national public policies, the process naturalizes the subordination of public education to market demands while disguising economic and political interests under the guise of scientific neutrality. Thus, SECs become instruments of conformity and individual accountability within an unequal social and economic context.

As noted previously, the "Todos pela Educação" (All for Education) movement represents the national materialization of this global agenda, articulating business leaders, foundations, and think tanks in the formulation of educational policies. As Peroni (2018) observes, this network operates through multiple forms of "materialization of the private," including the sale of pedagogical materials, educational consulting, and partnerships that directly interfere with the content of public education.

The results show that social-emotional competencies function as technologies of governmentality that domesticate bodies and technify daily life through specific pedagogical practices. The analysis of the studies identifies three main dimensions of this control operation: emotional self-regulation, individual accountability, and adaptation to external demands.

Emotional self-regulation emerges as a central competency in the analyzed programs. Rodrigues (2024) problematizes how the inclusion of social-emotional competencies in early childhood education aims to interfere with and transform children's psychic development through mechanisms of socio-emotional self-regulation. Silva (2025) investigated the use of "techno-teaching" and mind maps as self-regulation strategies in teacher training, evidencing how these technologies penetrate teachers' subjectivity.

Individual accountability manifests in the emphasis placed on the development of "life projects" and "youth protagonism." Rodrigues (2024) analyzed the relationships between social-emotional competencies and life projects in adolescents, demonstrating how these practices induce young people to take full responsibility for their future trajectories. Costa (2023), in a study on self-efficacy in the school-to-work transition, observed that social-emotional competencies prepare subjects to produce expected results in an environment characterized by high expectations of individual capacities.

Adaptation to external demands is evident in the centrality given to career adaptability and employability. Barbosa (2023) investigated the relationships between social-emotional competencies, career adaptability, and employability in university interns, evidencing how these competencies function to form flexible subjects

adaptable to market fluctuations. Gamification flourishes as a privileged pedagogical strategy in this process, as demonstrated by Bastos Matias (2023) in a study on gamification as a driver of social-emotional competencies.

The BNCC (National Common Curricular Base) is the legal-normative device that institutionalizes social-emotional competencies as mandatory components of the Brazilian curriculum, materializing the neoliberal agenda in public education. Silva (2021) specifically analyzed the developments of social-emotional competencies within the BNCC's curricular policy for teacher training, highlighting how the document subordinates teacher education to the imperatives of these competencies.

The analysis of the studies demonstrates that the BNCC operates through three main mechanisms: curricular standardization, assessment by competencies, and teacher accountability. Páscoa (2021) showed how Nova Escola magazine functioned as a media device for disseminating social-emotional competencies, articulating them with pedagogical "truths" that divide the curriculum according to social class logics. Cruz (2025) investigated how integrating projects in a public school function to develop social-emotional competencies, evidencing the penetration of these practices into everyday school life.

In this context, teacher training emerges as a strategic axis for the implementation of social-emotional competencies. Eichwald (2023) analyzed the role of school management in the development of these competencies by teachers, pointing out how these professionals are expected to develop a "welcoming gaze" toward themselves, act as a sensitive listening point, and promote spaces for dialogue. Brantes (2024) developed and tested a training model for the development of social-emotional competencies in teachers, evidencing the technical operationalization of these practices.

Dutra (2025) analyzed socio-emotional self-assessment instruments in Espírito Santo (Brazil) and Chile, demonstrating how digital platforms allow for the systematic tracking of student subjectivities. The research highlights a digital panopticon that operates permanent surveillance over the most intimate dimensions of the human experience.

Despite the predominance of technical-instrumental approaches, some studies reveal critical perspectives that operate as counter-conducts to the hegemonic

discourses on social-emotional competencies. Magalhães (2022) developed a critical analysis of the insertion of these competencies in early childhood education, denouncing them as devices for forming a reified subjectivity aimed at adapting subjects to the status quo. The study problematized the economic, political, ideological, and epistemological foundations of these competencies, identifying their link to the "pedagogy of competencies" and neoliberal rationality. Thus, it is necessary to exercise critique in order to unveil "interests, contradictions, and political-ideological determinants, avoiding the risk of falling for the 'siren song' or inadvertently reproducing conceptions contrary to emancipatory perspectives" (Magalhães, 2022, p. 495).

Cordeiro (2020) critically analyzed the experience of the Núcleo de Trabalho, Pesquisa e Práticas Sociais (Center for Work, Research, and Social Practices) in Ceará, identifying it as an example of a policy for dismantling public schools through the dissolution of historically systematized content.

These critical perspectives, although in the minority, evidence possibilities of resistance to the neoliberal governmentality of education (Santos, 2023). They point to the need to develop critical pedagogies that prioritize the formation of historical consciousness and the transformation of structures of inequality, in opposition to the individualizing and adaptive logic of social-emotional competencies.

Therefore, the findings confirm the central hypothesis of this investigation: social-emotional competencies constitute devices of governmentality that operate the formatting of entrepreneurial subjectivities suited to the functioning of contemporary neoliberal rationality. In other words, they do not constitute elements of emancipation, but of taming (adestramento). Resistance to this domestication of educational experiences requires the development of theoretical and practical counter-conducts that question the political and epistemological foundations of these competencies, promoting critical and emancipatory educational perspectives.

Considerations

Returning to the general objective of this study, which sought to investigate how social-emotional competencies (SECs) translate into devices for the control of a

REVISTA PEDAGÓGICA
Revista do Programa de Pós-Graduação em Educação da Unochapecó
ISSN 1984-1566 (on-line)

new government of subjectivities, the findings allow us to state that SECs constitute technologies of governmentality operating in the formation of subjects suited to neoliberal rationality.

The analysis of the 43 selected studies, as well as the study of documents produced by the OECD and the Ayrton Senna Institute (IAS), pointed out that Brazilian research on social-emotional competencies focuses predominantly on the validation of measurement instruments and the demonstration of positive correlations between SECs and academic performance. This investigative trend obscures the political and ideological dimensions of social-emotional competencies, contributing to their naturalization as neutral educational needs.

Furthermore, it became evident that the genealogy of SECs demonstrates that their incorporation into school curricula results from a strategic articulation between international organizations (OECD, UNESCO), private organizations (IAS), and national educational policies (BNCC). This network of actors promotes a global agenda of educational reforms that subordinates public education to the imperatives of human capital formation, tailored to the demands of contemporary capitalism.

In an analogous manner, we analyzed how social-emotional competencies operate as devices for the domestication of bodies and the technicalization of everyday life through pedagogical practices that induce self-regulation, individual accountability, and permanent adaptation to external demands. The increasing digitalization of educational practices enhances these control mechanisms through systems for the continuous monitoring of students' social-emotional development.

Therefore, the initially formulated hypothesis centers on the idea that SECs, beyond promoting innovations in forms of learning, primarily aim at the formation of entrepreneurial subjectivities capable of functioning efficiently within neoliberal rationality. The BNCC materializes this agenda through the institutionalization of social-emotional competencies as mandatory components of the national curriculum.

However, it is necessary to emphasize that resistance to this governmentality of educational experiences requires the development of counter-conducts that question the "truth discourses" about SECs and promote alternative ways of understanding human development and education. It is necessary to reclaim

educational perspectives that prioritize critical formation as opposed to the individualizing and adaptive logic of social-emotional competencies.

References

ABED, Anita Lilian Zuppo. **O desenvolvimento das habilidades socioemocionais como caminho para a aprendizagem e o sucesso escolar de alunos da educação básica**. São Paulo: UNESCO/MEC, 2014.

BALIEIRO, Luan Tarlau. Educação, neoliberalismo e subjetividades: interfaces necessárias. **Revista Aracê**, São José dos Pinhais, v. 7, n. 3, p. 15226-15244, 2025. Disponível em: https://periodicos.newsciencepubl.com/arace/article/download/4146/5470. Acesso em: 3 out. 2025.

BARBOSA, Marcela de Moura Franco. **Relações entre competências e habilidades socioemocionais, adaptabilidade de carreira e empregabilidade em estagiários do ensino superior** (Dissertação de Mestrado) – Universidade de São Paulo, Ribeirão Preto – SP, 2023.

BASTOS MATIAS, Maria Auxiliadora de Freitas. **Gamificação como estratégia pedagógica colaborativa e propulsora das competências socioemocionais**. 2023. 145 f. Dissertação (Mestrado em Ciências) – Universidade de São Paulo, Lorena, 2023.

BRANTES, Carolina dos Anjos Almeida. **Competências socioemocionais de docentes do ensino fundamental:** abordagens metodológicas diversificadas para compreender o fenômeno. 2024. 121 f. Tese (Doutorado em Psicologia) – Universidade Federal da Bahia, Salvador, 2024.

BRASIL. **Base Nacional Comum Curricular**: educação infantil e ensino fundamental. Brasília: Ministério da Educação, 2018. Disponível em: https://www.gov.br/educacao/pt-br/assuntos/base-nacional-comum-curricular-bncc. Acesso em: 26 set. 2025.

BRASIL. Conselho Nacional de Educação. **Resolução CNE/CP nº 2, de 20 de dezembro de 2019.** Define as Diretrizes Curriculares Nacionais para a Formação Inicial de Professores para a Educação Básica e institui a Base Nacional Comum para a Formação Inicial de Professores da Educação Básica (BNC-Formação). Diário Oficial da União: seção 1, Brasília, DF, p. 115, 15 abr. 2020. Disponível em: https://www.gov.br/mec/pt-br/cne/resolucoes/resolucoes-cp-2019. Acesso em: 3 out. 2025.

CAETANO, Maria Raquel. As reformas educativas globais e a Base Nacional Comum Curricular (BNCC). **TEXTURA-Revista de Educação e Letras**, v. 22, n. 50, 2020.

Disponível em: http://posgrad.ulbra.br/periodicos/index.php/txra/article/view/5397. Acesso em: 26 set. 2025.

CASEL. *CASEL's SEL.* **Framework**. 2020. Disponível em: https://casel.org/casel-sel-framework-11-2020/. Acesso em: 26 set. 2025.

CÉZAR, Allan Waki de Oliveira e Cerqueira. **Capacitação em competências socioemocionais para adolescentes em início de carreira laboral.** 2023. 197 f. Tese (Doutorado em Psicologia) – Programa de Pós-Graduação Stricto Sensu em Psicologia, Escola de Ciências da Vida, Pontifícia Universidade Católica de Campinas, Campinas, 2023.

CORDEIRO, Lúcia Edriana de Sousa. **Currículo e competências socioemocionais**: a experiência do Núcleo de Trabalho, Pesquisa e Práticas Sociais (NTPPS), no Ceará. 2020. 153 f. Dissertação (Mestrado em Educação) – Curso de Mestrado Acadêmico Intercampi em Educação e Ensino (MAIE), Universidade Estadual do Ceará, Ceará, 2020.

COSTA, Fabíola Aparecida Molina**. Autoeficácia na transição escola-trabalho e a relação com variáveis socioemocionais e adaptabilidade de carreira**. 2023. 201 f. Dissertação (Mestrado em Ciências) – Faculdade de Filosofia, Ciências e Letras de Ribeirão Preto, Universidade de São Paulo, Ribeirão Preto, 2023.

CRUZ, Lúcia Cristina Monteiro. **Contribuições de projetos integradores em uma escola pública: desenvolvimento das competências socioemocionais**. 2025. 154 f. Tese (Doutorado em Neurociências) – Programa de Pós-Graduação em Neurociências, Universidade Federal de Minas Gerais, Belo Horizonte, 2025.

CUSTÓDIO, Caroline Cristine. **Inserção das competências socioemocionais na educação infantil:** escola como agente formador de uma subjetividade reificada. 2024. 125 f. Dissertação (Mestrado em Educação) – Programa de Pós-Graduação em Educação, Universidade Federal de São Carlos, São Carlos, 2024.

DARDOT, Pierre; LAVAL, Christian. **A nova razão do mundo**: ensaio sobre a sociedade neoliberal. São Paulo: Boitempo, 2016.

DELORS, Jacques (Org.). **Educação***:* um tesouro a descobrir: relatório para a UNESCO da Comissão Internacional sobre Educação para o Século XXI. 8. ed. São Paulo: Cortez; Brasília, DF: MEC; UNESCO, 1999.

DUTRA, Kézia Alves Moreira. **Avaliação socioemocional de estudantes no Espírito Santo/Brasil e no Chile:** entre teorias, políticas e métricas globais. 2025. 133 f. Dissertação (Mestrado em Educação) – Programa de Pós-Graduação em Educação, Universidade Federal do Espírito Santo, Espírito Santo, 2025.

EICHWALD, Danieli. **A gestão escolar e o desenvolvimento de competências socioemocionais a partir das narrativas docentes**. 2023. 131 f. Dissertação

(Mestrado em Políticas Públicas e Gestão Educacional) – Curso de Mestrado em Políticas Públicas e Gestão Educacional, Universidade Federal de Santa Maria, Santa Maria, RS, 2023.

FERRAZ, Raquel Atique. **Estágio no ensino superior***:* competências transversais, socioemocionais e de carreira**.** 2022. Dissertação (Mestrado em Ciências - Psicologia). Faculdade de Filosofia, Ciências e Letras de Ribeirão Preto, Universidade de São Paulo, Ribeirão Preto, São Paulo, 2022.

FOUCAULT, Michel. **A ordem do discurso**: aula inaugural no Collège de France, pronunciada em 2 de dezembro de 1970. São Paulo: Loyola, 2015.

FOUCAULT, Michel. **Nascimento da biopolítica**: curso dado no Collège de France (1978-1979). São Paulo: Martins Fontes, 2008.

FURTADO, Lucilia Dias. **A disseminação das competências socioemocionais por meio da relação público-privada na educação básica do Distrito Federal de 2007 a 2022***.* 2024. 204 f. Dissertação (Mestrado em Educação) – Faculdade de Educação, Universidade de Brasília, Brasília, DF, 2024.

GIL, Antônio Carlos. **Métodos e técnicas de pesquisa social.** 6. edição. São Paulo: Atlas, 2008.

GALLO, Silvio. O aprender em múltiplas dimensões. **Perspectivas da educação matemática***,* v. 10, n. 22, p. 103-114, 2017. Disponível em: https://trilhasdahistoria.ufms.br/index.php/pedmat/article/view/3491. Acesso em: 3 out. 2025.

INSTITUTO AYRTON SENNA (IAS); UNESCO. **Competências socioemocionais***:* material de discussão. Rio de Janeiro: IAS; [s.n.], 2014. Disponível em: https://institutoayrtonsenna.org.br/app/uploads/2022/11/COMPETE%CC%82NCIAS-SOCIOEMOCIONAIS_MATERIAL-DE-DISCUSSA%CC%83O_IAS_v2.pdf. Acesso em: 26 set. 2025.

INSTITUTO AYRTON SENNA. **Diálogos Socioemocionais**. 2022. Disponível em: https://institutoayrtonsenna.org.br/o-que-fazemos/disseminacao-escala/dialogos-socioemocionais/. Acesso em: 26 set. 2025.

INSTITUTO AYRTON SENNA. **Seminário Educação para o Século 21**. 2015. Disponível em: https://institutoayrtonsenna.org.br/app/uploads/2022/11/revista_educacao_Integral.pdf. Acesso em: 26 set. 2025.

LACERDA, Cristiane Souza de. **Necessidades de Aprendizagem daqueles que ensinam**: Construção de uma Escala de Competências Socioemocionais Docentes. (Tese de Doutorado). Faculdade de Filosofia, Ciência e Letras de Ribeirão Preto, Universidade de São Paulo, Ribeirão Preto, 2023.

LAVAL, Christian. **A escola não é uma empresa**: o neoliberalismo em ataque ao ensino público. Tradução de Maria Luiza M. de Carvalho e Silva. Londrina: Editora Planta, 2004.

MAGALHÃES, Jonas Emanuel Pinto. **Competências socioemocionais**: uma "nova" pedagogia? Estudo dos fundamentos de uma perspectiva educacional emergente. 2022. 560 f. Tese (Doutorado em Políticas Públicas e Formação Humana) – Programa de Pós-Graduação em Políticas Públicas e Formação Humana, Universidade do Estado do Rio de Janeiro, Rio de Janeiro, 2022.

MINAYO, Maria Cecília de Souza. **O desafio do conhecimento***:* pesquisa qualitativa em saúde. 14. edição. São Paulo: Hucitec, 2014.

OCDE. **Competências para o progresso social**: o poder das competências socioemocionais. São Paulo: Fundação Santillana, 2015. Disponível em: https://www.oecd.org/content/dam/oecd/pt/publications/reports/2015/03/skills-for-social-progress_g1g4c895/9789264249837-pt.pdf?. Acesso em: 26 set. 2025.

OCDE. **Melhores competências, melhores empregos, melhores condições de vida**: uma abordagem estratégica das políticas de competências. São Paulo: Fundação Santillana, 2014. Disponível em: https://www.oecd.org/content/dam/oecd/pt/publications/reports/2012/05/better-skills-better-jobs-better-lives_g1g1d2ee/9788563489197-pt.pdf?. Acesso em: 26 set. 2025.

PÁSCOA, Emanuela Galvão. **As competências socioemocionais na educação básica***:* a Revista Nova Escola em Pauta. 2021. 143 f. Dissertação (Mestrado em Educação) – Programa de Pós-Graduação em Educação, Universidade do Vale do Rio dos Sinos – UNISINOS, São Leopoldo, 2021.

PERONI, Vera Maria Vidal. Múltiplas Formas de Materialização do Privado na Educação Básica Pública do Brasil: sujeitos e conteúdo da proposta. **Currículo sem Fronteiras**, v. 18, p. 221-238, jan./abr. 2018. Disponível em: https://lume.ufrgs.br/handle/10183/261801. Acessado em: 03 out. 2025.

PERRENOUD, Philippe. **Dez novas competências para ensinar**. Porto Alegre: Artmed, 2000.

PFEILSTICKER, Alice França Nery. **Competências socioemocionais autopercebidas na infância:** construção de instrumento e investigação de validade baseada no conteúdo. 2025. 217 f. Dissertação (Mestrado em Psicologia: Cognição e Comportamento) – Programa de Pós-Graduação em Psicologia: Cognição e Comportamento, Faculdade de Filosofia e Ciências Humanas, Universidade Federal de Minas Gerais, Belo Horizonte, 2025.

REVISTA PEDAGÓGICA
Revista do Programa de Pós-Graduação em Educação da Unochapecó
ISSN 1984-1566 (on-line)

RODRIGUES, Jéssica Pierazzo de Oliveira. **Relações entre Competências Socioemocionais e Projetos de Vida em Adolescentes.** (Dissertação de Mestrado). Programa de Pós-graduação e Psicologia, Faculdade de Filosofia, Ciências e Letras de Ribeirão Preto, Universidade de São Paulo, Ribeirão Preto – SP, 2024.

SANTOS, Pamela Virgínia. **Experiências adversas e desenvolvimento de competências socioemocionais de adolescentes em contexto de vulnerabilidade social:** análise por gênero e raça. 2023. Dissertação (Mestrado em Psicologia) – Faculdade de Filosofia, Ciências e Letras de Ribeirão Preto, Universidade de São Paulo, Ribeirão Preto, 2023.

SILVA, Graciela Coelho da**. As competências socioemocionais na política curricular da BNCC:** desdobramentos na formação de professores. 2021. 160 f. Dissertação (Mestrado em Políticas Públicas e Gestão Educacional) – Programa de Pós-Graduação em Políticas Públicas e Gestão Educacional, Centro de Educação, Universidade Federal de Santa Maria, Santa Maria, RS, 2021.

SILVA, Lidiane Aparecida Vieira Bernardes. **Tecnodocência e mapas mentais como estratégias de autorregulação das competências socioemocionais na formação docente.** 2025. 105 f. Dissertação (Mestrado em Ciências) – Programa de Pós-Graduação em Projetos Educacionais de Ciências, Escola de Engenharia de Lorena, Universidade de São Paulo, Lorena, 2025.

SOLER, Rodrigo Diaz de Vivar Y. *et al.* Foucault, a educação e o neoliberalismo. **Educação em revista**, v. 38, p. e37576, 2022. Disponível em: https://www.scielo.br/j/edur/a/NcK8J3NLWDQMM9Bk5zMLhnP/?format=pdf&lang=pt. Acesso em: 3 out. 2025.

SOUZA, Rodrigo Rodrigues de. **Construction, validity evidence and standardization of a socioemotional skills scale for university students**. 2022. 160 f. Tese (Doutorado em Psicologia Social, do Trabalho e das Organizações) – Programa de Pós-Graduação em Psicologia Social, do Trabalho e das Organizações, Instituto de Psicologia, Universidade de Brasília, Brasília, 2022.

UNESCO. **Educação para a cidadania global:** preparando alunos para os desafios do século XXI. Brasília: UNESCO, 2015. Disponível em: https://unesdoc.unesco.org/ark%3A/48223/pf0000234311?. Acesso em: 26 set. 2025.

Submitted on: 25-11-2025

Approved on: 10-01-2026

© 2026 Programa de Pós-Graduação em Educação da Universitária Comunitária da Região de Chapecó – Unochapecó
Este é um artigo de acesso aberto distribuído nos termos de licença Creative Commons.