



STATE OF GOIÁS
SECRETARY OF STATE OF GOVERNMENT
SUPERINTENDENCE OF YOUTH

GOIÁS PROGRAM WITHOUT BORDERS 2018/1

**PEDAGOGICAL PROJECT OF THE INTENSIVE ENGLISH COURSE FOR
FOREIGNERS WITH EMPHASIS IN GLOBAL COMPETENCES.**

1. PRESENTATION.

1.1. Introduction.

The Goiás Without Programa Fronteiras is a program of the government of the State of Goiás, created by Law no. 19,700 of June 23, 2017, by the Governor of the State of Goiás. The following link is the complete text of the Law:

http://www.gabinetecivil.go.gov.br/pagina_leis.php?id=21574.

The main objective of the program is to provide scientific, technological, professional and innovation training through education and the granting of scholarships, support for missions and immersion and exchange of experience in international education of institutions of recognized excellence.

Goiás Without Borders goals are:

- a) to provide advanced qualification in teaching, research and innovation, providing the interested party, resident in the State of Goiás and in accordance with other criteria set forth in the Regulation, to carry out studies in teaching and research institutions or in science, technology and innovation of excellence abroad;
- b) to contribute to the business sector and the public management of the State of Goiás by training young people for scientific, intellectual, cultural, creative, technological, professional and innovation knowledge, expanding the general conditions of competitiveness of the federated entity;

- c) assist in the process of internationalization of scientific knowledge and qualification of young people for the labor market;
- d) to foster the development of the leadership capacity, spirit of cooperation, entrepreneurship, youth protagonism and exercise of citizenship;
- e) to promote the international cooperation of the State of Goiás with other countries, especially in the areas of entrepreneurship, innovation, public and private management, education, culture and sustainable economic development;
- f) to contribute to the international visibility and insertion of the State of Goiás;
- g) stimulate scientific, technological and innovation development in all areas of knowledge, preferably in strategic areas for the State of Goiás, by definition of the State Secretariat for Economic, Scientific and Technological Development and Agriculture, Livestock and Irrigation;
- h) invest in the training and qualification of human resources in areas of strategic knowledge for the sustainable development of the State of Goiás;
- i) to stimulate the international insertion of the public institutions of education, science, technology and innovation of the State of Goiás together with international public and private institutions, with preference for those that act without purpose;
- j) foster cultural and social development, expanding professional opportunities for the young population of the State;
- k) intensify the technical qualification of individuals from the private sector involved in production processes in the areas of interest of the PGSF, primarily in laboratories of excellence abroad;
- l) attract international researchers and renowned scientists as well as leaders of research groups abroad for the State of Goiás.

The vacancies for participation in the Program, offered annually and in accordance with the provisions of the sole paragraph of art. 2 of the Law, will be destined, preferably, to the following publics:

- I - high school students;
- II - students of higher education;
- III - graduate students *stricto sensu*;
- IV - researchers in post-doctoral training;

- V - people with entrepreneurial and innovation initiatives;
- VI - visiting researchers .

The State Secretariat of Government (SEGOV) will be responsible for offering short courses for high school students and students of higher education. These short courses lasts up to (sixty) days.

The course should be offered in a personalized way, that is, developed exclusively for the participants of the program. It has an intensive general language module for foreigners, with a practical and experiential focus on the four language skills:

- a) reading,
- b) written,
- c) conversation and
- d) understanding;

The program aims to conduct intensive studies in the practical development of general skills:

- a) leadership spirit;
- b) global vision and communication;
- c) entrepreneurship;
- d) Social commitment;
- e) negotiation and
- f) governance.

Basically, the course aims to offer academic instruction (classroom or laboratory), practical learning (case studies, lectures with market professionals and technical visits) and networking promotion (interaction between participants, teachers, lecturers and other students of the campus).

The methodology of student-centered language teaching should have approaches that shift the focus from the teacher's class to the students, from whom active participation is expected.

Classes should include activities that provide everyone with the opportunity to work collaboratively, formulate questions, solve problem situations, discuss and discuss diverse issues.

The teacher proposes the activities, mediate the interactions and detect the potentialities of each one within the group, highlighting the contribution that each member can give. In order to develop autonomy, teachers should also help students to understand their individual learning strategies and how best to use them.

The main objectives of the course are to raise the level of linguistic proficiency in a foreign language (speaking, comprehension, reading and writing); Strengthen the potential for leadership, entrepreneurship, worldview, social commitment and

negotiation skills of participants in the face of the complex challenges of the current globalized scenario; Broaden cultural knowledge and experience and offer experience on an American university campus.

1.2. History.

The Goiás Without Borders Program was created based on the commitment of the Governor Marconi Perillo during the year 2014, when the elections for the State Government were held.

The initial project had its beginning through Decree No. 8,278, dated December 1, 2014, which created a Working Group to prepare the preliminary project for the institution, implementation and implementation of the Goiás Without Borders Program, along the lines of its namesake, Federal Decree No. 7,642, of December 13, 2011.

The working group was composed of the Youth Superintendency, the Secretary of State for Government, who presided over the work, the president of the State Youth Council, a representative of the Secretariat of Management and Planning, the Secretariat of Finance and the Secretariat of Science , Technology and innovation.

The said Working Group also had 01 (one) representative of the civil society, indicated by the Secretary of the Government, with knowledge in the area of action of the Program.

1.3. History of the Youth Superintendence.

The Youth Superintendence was re-created by Governor Marconi Perillo in 2011, linked to the then State Secretariat of Institutional Articulation, through Law n. 17,257, dated January 25, 2011, as responsible for the promotion and support of the youth (article 7, I, b of said Law).

In February 2012, through Decree numbered n. 7,212, dated February 10, 2011, the State Executive Branch implemented the Intersectorial Committee on Public Policies for Youth, with the objective of articulating and integrating public policies for youth, in order to give greater effectiveness and visibility to governmental actions aimed at the young population of the State, with the elimination of possible overlaps.

In this way, it is possible to produce a diagnosis about the programs and projects destined to youth, underway in the scope of the State Executive Branch, as well as the optimization of state treasury resources allocated to the sector, with a view to expanding the network of social protection and promotion of youth.

The State Youth System (SISJUV) and the State Youth Information System (SEIJ) were also created through Decree numbered n. 7,380, dated June 27, 2011, both of which are also tied to the Secretary of State for Institutional Articulation.

The SISJUV is a structural system composed of organs, entities and individuals and legal entities that work in the development of public youth policy, aiming at the integration, promotion and development of related activities, considered of interest to the State of Goiás. , managed by the Superintendence of Youth, is the governmental body responsible for centralizing and processing databases relating to the youth of Goiás.

In the scope of the qualification of the public management, the State Network of Municipal Managers of Public Policies of Youth was created, through Decree numbered n. 7,381, dated June 27, 2011, managed by the Youth Superintendency with the purpose of promoting the interaction and technical, practical and theoretical qualification of municipal managers with attributes attributed to the public policies of youth, being an instrument of information exchange, stimulation of creativity and to the elaboration of customized policies, adapted to each reality, guaranteeing broad and democratic communication channels. With the support of the State University of Goiás and the Foundation for Research Support of the State of Goiás, the Network promotes meetings, extension courses and feasibility of postgraduate courses and research.

In this perspective, based on the principle of state administration, the investment in expanding the network of councils, as part of the mechanisms of social control, it is important to qualify the youth in the sense of continuously implementing the State Youth Council, maintained in the organizational structure of Power State Executive by Law n.17,257, dated January 25, 2011, reorganized by Decree no. 7.558, dated February 23, 2012, with the first directors being appointed after a public selection process and effected through Decree n. 7,619, of May 16, 2012.

In line with greater investments in Public Policies for Youth, in 2012, the State Government created the Integrated Development Action Plan (PAI), through Decree No. 7,693, of August 14, 2012, due to the need to to establish priorities for the execution of the programs included in the 2012-2015 Multi-Year Plan, to plan and determine the allocation of budgetary and financial resources according to the priorities established and to standardize, prioritize and expedite, within each budget unit, and in particular, analysis and granting of processes, the execution of expenses, including bidding, contracts, control, execution, follow-up, inspection, commitment, settlement, payment, rendering of accounts and other related activities, in all its phases, with views to achieve greater speed in achieving the expected results.

The said program has designated a Priority Seal, to be allocated to certain programs and actions of the 2012-2015 Pluriannual Plan, as well as to others freely chosen by the Governor, who are now given absolute priority in their execution.

The Priority Seal aims to expedite the execution of the programs considered to be of the highest priority, with a view to obtaining immediate results of great importance for the economic and social development of the State of Goiás, by removing bureaucratic, administrative and normative obstacles, as well as process.

The preference in the execution of programs with Priority Seal includes the priority provision of budgetary and financial resources of the actions of the Goiás Government.

The Integrator Program n. 38 of the Integrated Development Action Plan, available at <http://www.sgc.goias.gov.br/upload/arquivos/2012-08/anexo-impresao.pdf> is the State Program of Support to Youth, referring to two specific actions, namely, FREE STUDENT PASS PROJECT and YOUTH DEVELOPMENT AND DEVELOPMENT PROJECT.

In addition to the Goiás Without Borders Program, the Youth Superintendency also runs the Free Student Pass Program, Metrobus Card and provides administrative assistance for public policy regarding the State Youth Council.

1.4. Contextualization.

In an extremely globalized and competitive world, the and even access to public positions require professional and personal training, through a series of prerequisites, among which English proficiency is required of candidates.

The construction of the social identity is within the perspective of the state, especially in the target audience of this program, since:

- a) It removes the student from his comfort zone, as it exposes him to a different country, living with people from different cultures and experiencing unexpected situations, which show that they bring growth.
- b) It develops characteristics such as self-confidence, flexibility and initiative.
- c) Assists in the awakening or improvement of competences, here denominated as a set of knowledge, abilities and attitudes that an individual disposes in favor of its activities.

The Goiás Without Borders program fulfills this gap in the formation of the individual as a member of a society, as it makes it possible for people who would hardly be able to experience new perspectives of growth from contact with other cultures and with new realities.

Recent data indicate that Brazil is the sixth largest "exporting" country of students, according to Unesco figures: in 2015, there were 34,000 students. Many are out of the

given because as a result of the economic crisis, lack of immersion culture abroad and lack of government support, students do not achieve this goal.

For the coordinator of the International Relations department of Fumec [\[1\]](#), Maria Loureira, independent of critics, one of the main instruments for fostering immersion abroad for students was the Sciences Without Borders Program, recently extinct:

"The federal government has given many students the chance to experience an academic experience beyond the classroom. Because it was a program that offered full scholarship and did not require, for some courses, proficiency examinations could attend a much larger portion of students, a portion that sometimes some programs of the university itself leaves out".

According to the site Estudar Fora [\[2\]](#): Each year, the number of students who spend a period outside their country of origin grows by an average of 12%; in an ICEF report released in 2015, the total number was estimated at 5 million people.

The United States attracts the largest number of international students - only in 2014/215, 975 million international students were enrolled in higher education institutions in the country.

The English language is certainly a strong factor in the decision to study. Australia, the United Kingdom and the United States together account for 36% of all students enrolling in overseas institutions.

Brazil is the sixth largest "exporter" country of students: in 2015, there were 34 thousand. Only the United States received 24,000 of them.

Unemployment among people who have studied abroad is 19% lower than among those who did not have an international experience.

In addition to the formal study of the English language, the Goiás Sem Fronteiras Program also seeks to build and support the growth of the Goiás society through the development of entrepreneurial and global education, which generates the potential of human capital [\[3\]](#), which is the set of capacity, knowledge, skills and personality attributes that favor the performance of work in order to produce economic value. They are the attributes acquired by a worker through education, skill and experience.

With regard to Brazil, there is a need and the consequent opportunity to [\[4\]](#) "An entrepreneurial education that allows a greater proportion of its human capital to develop its entrepreneurial potential."

According to Tavares [5] (2013), it is important to rethink education in Brazil, in view of the dissemination of the entrepreneurial culture as a generator of opportunities and development promoter.

The research presented by GEM [6] (2013), also points out that after an interview with 85 Brazilian experts, 40.7% indicated that education and training is a limiting factor that directly affects the action to be taken, and 60.2% indicated a lack of education and training in teaching fundamental and average as a negative factor.

This same survey, conducted in 2014 [7], brought expert analysis to the effect that, with regard to the conditions to be undertaken in Brazil, in relation to the limiting factors, the three topics most cited were government policies, education and training, and financial support.

Thus, we have that in the proposed form meet the basic principles of entrepreneurial education, in that, in the construction of Dolabela and Filion (2013) [8]:

This learning environment should stimulate and develop the student's confidence and self-esteem. The student should be immersed in a learning system where there is a coherent relationship between himself and his surrounding reality. The authors emphasize that an entrepreneurial education must take into account the student's cognitive, emotional and social background. The evolution of students in identity formation must be gradual in order to reduce tensions between individuals and their surrounding world so that students increase the level of self-confidence required for entrepreneurial activity.

1. IDENTIFICATION OF THE COURSE.

Course Name:	Intensive English course for foreigners with an emphasis on global skills.
Type of course:	Extension course, with the purpose of offering an opportunity for greater access to knowledge about the subjects addressed.
Duration of the course:	Payment in 28 (twenty-eight) days.
Field of knowledge:	6.02.00.00-6 Administration 8.02.00.00-1 Letters 7.08.00.00-6 Education
Regime:	Monthly
Year and semester of the first edition:	2017/02
Process of entry:	Entrance through a selective process of tests, through objective proof on the subjects of Portuguese, Mathematics, Sciences, Current and Foreign languages, documentary analysis and participation in training course.

<p>Course Objectives:</p>	<ul style="list-style-type: none"> a) to provide advanced qualification, in the scope of secondary education, in research and innovation, offering to the interested person, resident in the State of Goiás and in accordance with these Regulations, the realization of short courses in institutions of excellence abroad; b) to contribute to the public management and business sector of the State of Goiás, through the training and professional training of young people in the areas of education, culture, science, technology and innovation, expanding the general conditions of competitiveness of the federated entity; c) assist in the process of internationalization of scientific knowledge and qualification of young people for the labor market; d) foster the development of leadership capacity, the spirit of cooperation, entrepreneurship, youth protagonism and the exercise of citizenship; e) foster cooperation between the State of Goiás and other countries; f) to contribute to the international visibility and insertion of the State of Goiás; g) to stimulate, within the scope of the State of Goiás, scientific, technological and innovation development in all areas of knowledge; h) invest in the training and qualification of human resources in areas of strategic knowledge for the sustainable development of the State of Goiás; i) foster cultural and social development, expanding professional opportunities for the young population of the State.
<p>Number of vacancies:</p>	<p>Classes of maximum 25 (twenty-five) students. 1st Class: 125 (twenty-five) vacancies 2nd Class: 125 (one hundred and twenty-five) vacancies</p>

Participant profile:	Students selected in the high school of the state public network, aged between 15 (fifteen) and 29 (twenty-nine) years, in the form of notices prepared by the State Secretariat of Government.
Profile of egress:	<p>The course hopes to build students, from international experience, who can:</p> <ul style="list-style-type: none"> a) Acting in an entrepreneurial and sustainable way, analyzing the social context, identifying opportunities for growth and innovation, anticipating and promoting its transformation; b) To produce and update knowledge, through research, observation, analysis, criticism and synthesis; c) Acting in interdisciplinary teams; d) Understand the need for continued professional development and the development of self-confidence; e) Internalize values of citizenship, social responsibility, justice and professional ethics; f) To have a global and humanistic vision that enables him to understand the social, political, economic and cultural environment where he is inserted and to make decisions in a diverse and interdependent world.
Relation of the course with the vision and mission of the Secretary of Government:	<p>The State of Goiás has in its structure the Superintendence of Youth, linked to this Secretariat of State of Government, under the terms of Law n.17,257, dated January 25, 2011, as responsible for the promotion and support of the youth (article 7, I, b of said Law).</p> <p>The Goiás Without Borders Program has as a connection with the mission of the Government and Government of Goiás the search for reduction of youth vulnerability. The purpose is to enable young people to access programs, services and actions that guarantee their rights and contribute to the development of their paths of inclusion, autonomy and social participation.</p> <p>It is a question of offering a "methodology of attention to youth" or, in other words, a "technology for the development of youth rights policy", through training and professional training in the scientific, technological and through the granting of scholarships, as well as support for immersions and missions, experiences and exchanges in international institutions of teaching of recognized excellence.</p>

The following conceptual references were used:

- a) Youth: present time - a period of development that has the same importance as the other stages of the life cycle, which were never called transitional;
- b) Young as "subject of rights" - the program will act to promote equality of accesses opportunities and, at the same time, to value the whole diversity from the decentralization of state programs, allowing the young people to interact with the communities where they live, in a manner consistent with the human rights perspective;
- c) Social Networks and New Information and Communication Technologies - Access to information and communication technologies, which should be increasingly expanded, can enable young people of the present generation to have more and more alternatives to deal with their own training educational, with the needs of the world of work and (with its relation to knowledge and culture.
- d) Life trajectories and youth participation - Stimulating associative practice and the different forms of expression of interests, positioning and world views is one of the most effective ways for young people to examine the course and design their present and future.

The program is part of the need to establish a structural / institutional capillarity related to state youth policy, capable of offering a "network of opportunities" for young people, as well as a network that can cover the whole range of different and unequal situations of youth.

The Doctrine of Integral Protection, which encompasses the principles of the best interests of the child and adolescent population, is clearly expressed in article 227 of the Federal Constitution of 1988 and article 4 of the Statute of the Child and Adolescent who establishes as a duty of the family, society and the State the right to life, health, food, education, leisure, professionalism, culture, dignity, to respect, to freedom and to family and community coexistence, and to safeguard them from all forms of neglect, discrimination, violence , cruelty and oppression.

Furthermore, the provisions of art. 2 of Law no. 12.852, of August 05, 2013, which provides the principles of public

	<p>policies for youth: Art. 2 the The provisions of this Law and public youth policies are governed by the following principles:</p> <ol style="list-style-type: none"> I. promotion of the autonomy and emancipation of young people; II. valorization and promotion of social and political participation, directly and through its representations; III. promotion of creativity and participation in the country's development; IV. recognition of the young person as subject of universal, generational and singular rights; V. promotion of youth's well-being, experimentation and integral development; VI. respect for the identity and individual and collective diversity of youth; VII. promoting safe life, a culture of peace, solidarity and non-discrimination; and VIII. enhancement of the dialogue and interaction of the young person with the other generations. <p>The unfolding of these new paradigms focuses on ensuring that all Brazilian children and adolescents will have their fundamental rights enforced, preference in the formulation and execution of public social policies, privileged allocation of public resources for their protection, and instruments and bodies to defend their rights.</p> <p>From this referential and legal framework, one can observe the change in the conception of childhood, adolescence and youth, previously understood as life stages devoid of rights and which therefore simply needed guardianship. In the new conception, children, adolescents and young people come to be seen as recipients of public policies guaranteeing their fundamental rights for the development of their potential in the personal, social and citizen dimension.</p> <p>The Government of the State of Goiás has been working to consolidate a policy of care for children and adolescents, and now especially for youth, guided by the understanding of a perspective that protects children and guarantees opportunities for young people.</p>
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3. CURRICULAR STRUCTURE.

3.1. Academic mobility.

The student participating in the Goiás Sem Fronteiras Program must carry out student mobility activities within the various *campus* of the participating universities of the Program, aiming at the exchange of academic experiences and integration to the different contexts and scenarios, providing a comprehensive view of different realities.

3.2. Theory-practice relationship.

The participant of the Goiás Sem Fronteiras Program must break with the duality between theory and practice, in the view that the educational principle supports the conception of professional formation that unifies science, technology and work, as well as carry out intellectual and instrumental activities.

The practice as a curricular component is compulsory for undergraduate courses and is absorbed as well as compulsory in the field of the Goiás Without Borders Program and is characterized as the set of training activities that provide experiences of applying knowledge or developing procedures proper to the exercise of the student's actions. Through these activities, the knowledge, skills and abilities acquired in the various formative activities that make up the curriculum of the course are put into use.

Technical visits should at least include technical visits in:

- a) 1 (one) non-governmental organization;
- b) 2 (two) large companies;
- c) 2 (two) American and
- d) 2 (two) own publics of great cultural and / or artistic relevance.

The technical visits must be coordinated and monitored by the higher education institution that receives the students and by the State Secretariat of Government through the Youth Superintendence and should be attended by representatives of the host institution, preferably teachers or qualified technicians, who be able to explain the visit and share their knowledge and experiences.

3.3. Development of skills and competences.

Teachers at the institution that will receive the students should be encouraged to think in terms of skills and competences when developing lesson plans and, consequently, when developing their classroom activities.

The skills to be worked on with students are as follows:

- a) Argumentation;
- b) Interpretation / Weighting;
- c) Oral expression;
- d) Written expression;
- e) Participate in a constructive debate;
- f) Build alliances;
- g) Identify conflicting interests;
- h) Obtain information from the oral exposition of others and debate;
- i) Reasoning prospectively and
- j) Critical analysis of the real.

The competencies that should be worked out with students are as follows:

- a) To develop the critical perception of the information and arguments contained in the classes;
- b) Understanding of concepts from the study of texts;
- c) Systematization of information;
- d) To develop arguments for the defense of certain interests;
- e) Critically analyze phenomena with conflicting interests;
- f) Implementation of theoretical notions worked in class.

3.4. Evaluation, yield and approval.

The evaluation, within the Goiás Without Borders Program, is characterized by a way of doing evaluation that educates those who participate in it, in teaching to face conflicts, negotiate solutions and understand the relationships of individual and collective interests present in the social context. This conception guides the evaluation of the program to constitute an educational practice integrated with the mission of the State Government of Goiás and with the educational proposal to be developed.

The evaluation is continuous and cumulative, taking into account a defined schedule, considering qualitative and quantitative aspects, focusing on the acquisition of skills, abilities and attitudes necessary to the good performance of the course objectives.

In order to be considered approved, the student must obtain a final grade equal to or greater than 7.0 (seven). During the course, 04 (four) evaluative activities are contemplated, which guide the elaboration of the conclusion work, which should be delivered as a final activity.

3.4.1. Self-evaluation.

Analytical process and guided by the Secretariat of Government, through the constant improvement of the Program. The evaluation process is conducted by the Superintendent of Youth and other employees, and is carried out in the light of

previous quality criteria. This evaluation is an educational practice that favors the improvement of the knowledge management model and the formation of a culture of self-evaluation.

The following evaluation reports shall be produced annually:

- a) Relation of the mission of the Government of the State of Goiás with the public policies of youth, especially the Goiás Without Borders Program;
- b) Relation of the Goiás Sem Fronteiras Program with the community and
- c) Management and institutional support to the program.

3.4.2. Evaluation of monitors.

The program should also evaluate the perception of the monitors who worked in each edition of the Goiás Without Borders Program, in order to obtain data on how to improve the effectiveness of the Program.

The evaluations must be carried out in the four weeks of international programming and must be constructed from quantitative and qualitative questionnaires.

3.4.3. Student institutional evaluation.

The program should also evaluate the perception of the monitors who worked in each edition of the Goiás Without Borders Program, in order to obtain data on how to improve the effectiveness of the Program.

The evaluations must be carried out in the four weeks of international programming and must be constructed from quantitative and qualitative questionnaires.

The assessment shall contain at least the following information:

- a) General conditions of the physical structure of the institution (classroom, living space, equipment, etc.);
- b) Teacher evaluation;
- c) Classroom evaluation;
- d) Evaluation of technical visits;
- e) Accommodation and meals;
- f) Logistics (evaluation of the monitors, transport, service, etc.).

3.5. Assessment activities and Course completion work.

3.5.1. Evaluation activities.

The Program will carry out three (03) objective evaluations, with grades assigned from 00.00 (zero) to 10.00 (ten). Assessments will be held at the end of the week, and

should discuss the academic elements discussed during the week. Assessments should all be conducted in the language of the country receiving the course.

3.5.2. Completion of course work.

The Course Completion Work (TCC) is an opportunity for the student to integrate and apply knowledge acquired throughout the course, resulting in work that is practical or applied.

The academic model adopted advocates the importance of the Course Completion Work as a formative element, which stimulates the students' intellectual production. It is the opportunity for the student to demonstrate his ability to apply the skills acquired during his formative course, in a systematized way, in a controlled professional environment and under guidance.

Through the TCC the student will be able to work on themes related to the contents learned during the course, aiming to complete their quality training and achieve the profile desired to the future egress.

Students must complete and deliver course completion work to be developed and developed over the course of the four (4) weeks and delivered in the final week.

The work should have as scope proposals for the development of the State of Goiás and should be applied the concepts learned during the course.

3.6. Approval.

The student will be considered approved:

- a) To have an average of 7.0 (seven) in the three evaluation activities;
- b) Participate in all the institutional evaluation activities of the program;
- c) Have an average of 7.00 (seven) in the course completion work and
- d) Have a minimum of 75% (seventy-five percent) and may be more appropriate for the selected educational institution.

4. CURRICULAR MATRIX.

The course offered should be customized, that is, developed exclusively for the participants of the program. The course should have:

1. 01 (one) general English language intensive module for foreigners: with a practical and experiential focus on the four language skills: reading, writing, conversation and comprehension;
2. 01 (one) intensive module in the practical development of global competences: spirit of leadership, vision and global communication, entrepreneurship, social engagement, negotiation and governance;

3. study sessions and / or reinforcement classes for students of all levels.

The course should offer:

- a) academic education (classes in the classroom or laboratories);
- b) practical learning (case studies, lectures with market professionals and technical visits) and
- c) promotion of human relations (interaction between participants, teachers, speakers and other students on campus).

4.1. Contents to be administered:

Module 01:

1. Development of intercultural competences.
 - 1.1. Effective global leadership (credibility and effective communication);
 - 1.2. Intercultural profiles and self-knowledge;
 - 1.3. Construction of cross-cultural bridges and
 - 1.4. Building influence for leadership without frontiers.

2. Global Innovation.
 - 2.1. Globalization of the innovation process;
 - 2.2. Global alliances to generate competitiveness;
 - 2.3. Notions of Empowerment;
 - 2.4. Establishment of stakeholder networks and management of teams / tasks and
 - 2.5. Digital marketing tools.

3. Finance and market.
 - 3.1. Concepts and basic elements of Finance;
 - 3.2. Stock and investment market;
 - 3.3. Personal Planning and
 - 3.4. Compliance .

4. Entrepreneurship and management.
 - 4.1. Characteristics of entrepreneurial behavior;
 - 4.2. Definition of market;
 - 4.3. Personal marketing;
 - 4.4. Public policies and Social control;
 - 4.5. Startups and elevator pitch and
 - 4.6. Business plan.

Module 02:

- a) Reading;
- b) Listening;
- c) Speaking and
- d) Writing.

5. INFRASTRUCTURE AND TECHNOLOGICAL RESOURCES.

The course should be offered in an institution that has the following infrastructure:

- a) airy classrooms with adequate ventilation and lighting;
- b) staff dedicated to accommodation and social programs, social programming mural and extra activities offered by the university;
- c) computer room with free use of equipment and internet;
- d) an airy resting and / or living area, with adequate ventilation and lighting, and facilities that allow the participants to coexist and rest during class breaks and
- e) eating area that allows the participant to dine at the university.
- f) All teaching materials, library access, computers and internet must be made available at no charge to the student, including wi-fi access on campus.

6. ACCOMPANYING THE GRIEVANCE.

It is up to the Secretary of State of Government, through the Youth Superintendence, to carry out the follow-up processes for the graduates.

Among the follow-up activities, SEGOV will be responsible for the counterpart of students participating in the Goiás Sem Fronteira Program, under the terms of Decree 9.038, dated September 4, 2017.

Students benefiting from the Goiás Sem Fronteiras - Ensino Médio Program must, by way of counterpart, deliver two (2) lectures lasting one hour each, until the end of the school year subsequent to their return from the foreign country, in schools of high school of the state public network, aiming to transfer the knowledge acquired through the Program.

The purpose of these counterparts is to contribute to the public management, through the training carried out, thus stimulating the development of leaderships, a spirit of cooperation and entrepreneurship.

The lectures held should boost cultural and social development, expanding opportunities for young people in the State of Goiás.

The Youth Superintendence of the State Secretariat of Government will be responsible for the development of the counterparts, both for the contact with the students, and for

the material that will be made available to the students for the lectures and related events.

7. COORDINATION OF THE COURSE.

The coordination of the course will be in charge of the Superintendence of Youth, of the Goiás State Secretariat of Government.

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