


Chapter 5

Knowledge Society, Globalization, and Impacts on Knowledge Management: Perceptions of Brazilian Education Reality

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ABSTRACT

Continuing knowledge, skills, and practice update through continuing education, which then becomes the lever of society and the recipe for a successful future. This chapter aims to initiate a discussion about the concepts of knowledge societies, globalization, and their perceptions and impact on knowledge management in relation to the Brazilian educational reality. From a theoretical-methodological perspective, continuing education is considered as a key element that can sustain knowledge management and foster knowledge societies. This question is the reason why this intensity of the offer of continuing education nowadays becomes pertinent, as well as to look at how the knowledge societies have seduced people to consume more and more knowledge. The conclusions raise the question of how societies of knowledge have become a contemporary imperative, justified by the acceleration of time in different spaces and driven by globalization. As knowledge management has contributed to this movement, it is necessary for professionals to be more flexible and resourceful, as well as about what can happen to the individuals who cannot keep up with the demands of the market and become disposable in society.

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INTRODUCTION

Serrano and Fialho (2005), knowledge societies “praise information and knowledge as essential elements of organizational activity and establish new ways to understand and develop them” (p. 11), knowledge starts to be valued in the market.

In knowledge economy, education is a valuable commodity because it should last for one’s entire life and always renew itself. People constantly need to look after themselves to be desirable in the market. Perhaps this justifies the currently growing emergence of institutions which offer programs of all types, not only in professional development.

The main idea in this chapter is to explore the concepts of knowledge societies, globalization and perceptions and impacts on knowledge management in light of the Brazilian educational reality. For this purpose, the concept of continuing education used and questioned.

To meet the objectives of this chapter, a qualitative theoretical-methodological analysis through the review of literature of the narrative type is used. Therefore, the chapter is organized as follows. Continuing education and knowledge societies open the chapter with a brief overview on changes in continuing education. The focus of interest in different periods, understanding permanence and displacement as ways to reorganize the subjects’ experiences, but not without the marks and presences of the period that preceded it is emphasized. The study and underpinnings that support it and referrals of this trend to the known knowledge societies then are also presented.

In addition to labor and globalization, the reader is instigated to look at these concepts through a contemporary lens and how they are being placed in the market and. The view through thinking on cognitive capitalism, which provokes us to examine the commodification of continuing education through other perceptions is broadened. According to Costa (2009a), this is “an attempt to show the way things happen through a different angle and how they become what they are” (p. 17).

Some definitions about knowledge management and how all the other interwoven concepts are in constant change and relate to one another in knowledge societies are given. This represents some relevant and current points in the Brazilian educational and organizational scenarios.

CONTINUING EDUCATION AND KNOWLEDGE SOCIETIES

Continuing knowledge, skills and practice upgrade through continuing education is the lever of society and the recipe for a successful future. According to Camozzato and Costa (2013), “it is possible to assume we are dealing with subjectivities that seek constant *upgrades* to meet the social demands of current times” (p. 10). Its

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