

Education for Transit: An Experience in Classroom

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Abstract— This paper discusses the importance of working with the theme Education for Transit in primary education. It is the result of research-training developed in the State School Manoel Messias Barbosa, rural town of Petrolina-PE, on the high rates of traffic accidents involving young people and children and other mobility-related issues. Elements of Collective Research were used in order to develop a participatory process, considering the school community members as research subjects. The objective of the activity was to develop a process of research-training, aimed at the participants' awareness of the risk of accidents in traffic. It also seeks to understand how students represent in their daily lives this theme. In the process, We could recognize that the experiences in school are significant when appropriate to the objective conditions and may contribute to its continuity in the integration of other learning in the event, dedicated to peaceful coexistence in the city. With regard to integrating, idea essential to mobility, it is necessary to enable individual and collective participation, also considering the historical moment of new struggles for rights guarantee. On investigation, it was possible to understand that the participation of youth is part of the process of their awareness as they can recognize the role played by them in activities that promote a better quality of life in the city. aimed at peaceful coexistence in the city. With regard to integrating, idea essential to mobility, it is necessary to enable individual and collective participation, also considering the historical moment of new struggles for rights guarantee. On investigation, it was possible to understand that the participation of youth is part of the process of their awareness as they can recognize the role played by them in activities that promote a better quality of life in the city. aimed at peaceful coexistence in the city. With regard to integrating, idea essential to mobility, it is necessary to enable individual and collective participation, also considering the historical moment of new struggles for rights guarantee. On investigation, it was possible to understand that the participation of youth is part of the process of their awareness as they can recognize the role played by them in activities that promote a better quality of life in the city.

Keywords— Traffic Education, Awareness, Experience, Collective Research.

I. INTRODUCTION

The paper discusses the importance of reflection in school about Traffic Education, as a right of all and alternative to the awareness of accident risks in traffic. The theme chosen enables interdisciplinary work at school, considering the complex constitutive relations of the city, such as those that are related to territoriality and participation of young people in the construction of public policies to improve the quality of life.

The current notion of mobility enables explain more clearly by the school community relations that were

established in city traffic because of the social division of labor and the advent of new technologies of communication and information elements that need to be thought of in the policies aimed at resolution problems in traffic, taking into account the large number of people who die or are left with any sequel due to accidents. By 2019, according to the World Health Organization (WHO, 2019), most of the victims in traffic were pedestrians, cyclists and motorcyclists, ie the most vulnerable. WHO also points out that the main cause of death for children and young people between 5 and 29 years are injuries caused by traffic accidents.

A significant factor for this discussion is the result of a survey published by IPEA (PEREIRA, 2020), which indicates that in twenty major cities in Brazil accessibility is higher for those who live in the central regions, where most of the activities and networks transport converge. The study also shows that poor black population has on average less educational opportunity, health and work, due to these conditions.

In 2015, international organizations adopted Agenda 2030 for Sustainable Development. Among the goals and objectives of this document are improvements in mobility in general and reduction of casualties in traffic. Considering the guidelines of the Agenda on the importance of participation of different entities in the debate on the prevention of traffic accidents, accidents numbers ever increasing and the fact that a significant portion of the people who are involved in accidents are young, compreendeu- the need to discuss the issue of traffic in the classroom, considering it as element relating to mobility issues.

The debate It was developed at the State School Messiah Manuel Barbosa, Petrolina-PE during the year 2018, in an interdisciplinary way, due to its cross-cutting nature, aimed at raising awareness of the participants and can contribute to the context of disciplinary content.

The project experience also enables tailor subject content to a perspective of complexity and critical. As Santos (2001, p.116), the formation of citizenship is necessary to pass a critical situation for criticism of reality, reaching "an awareness". The student can, for the understanding of reality, help transform their community and improve their lives. The debate over what is expected in terms of access to employment, health care, leisure and education facilities with safety and quality need to be updated as new needs arise.

The young man is a social and historical category. Youth is a stage of transition, like other phases of human life, which requires a look of specificity, considering the youths in their social constitution, including gender issues, territorial, ethnic, and others. To Corti and Souza (2012, p.20), "It is a mistake to anchor the young man that designed temporality, which makes sense only for adults who have had the opportunity to build their own life experiences and extract them their lessons." We must value the autonomy of action, the ability to integrate and the power of the critical set, characteristic features of youth. The activities at school must allow the exploration of the possibilities of thought and action of the young, creating opportunity to (self) knowledge and personal development.

Among the issues generating this research, we highlight the following Working Education theme for traffic school, considering the need to develop an awareness experience?

This discussion focuses initially on understanding how the city is experienced by the symbols and memory that are in everyday life. Seeks to identify the relationship between education, citizenship, mobility and prevention of risks in traffic. Subsequently, talks about the experience (Dewey) as awareness process (Freire). It describes and analyzes briefly the development of the Road Education Project: mobilize to integrate, experienced by the State School Messiah Manuel Barbosa, located in the countryside of the city of Petrolina-PE.

II. THE CITY AS SYMBOL AND MEMORY

The text excerpt Italian Italo Calvino (1990), used as the epigraph of this work, it helps to think of the city in its plurality of meaning. The city reveals itself through symbols, which are deciphered in a creative way by passers-by in their multiple experiences and memories. Calvin reveals the importance of looking at the movement of reality answers to understand the dynamics of constitution of the popular imagination of the city. It is also done by memory, creativity and change. The symbols that help city identification process are seized in particular the experience of each and multiplicity of meanings that are constructed in the social collective. According to Calvin (proposals for the next, p.85)

The historian Michel de Certeau (1994, p.38) also points to a multiple relationship between subject and city. For the historian, the everyday is invented creatively by the people, ie, the apparent order of daily life in the polis set up by elements of individual and innovative collective order, aimed at meeting the needs of individuals, beyond the mere reproduction the set.

For Certeau (1994, p.42), the action of individuals in urban areas is "One way to think. Invested in a manner of acting, an art to use. " So (in) discipline, people occupy the cities; and although a profile individualized this action, their practices always have a social bias and represent two dimensions, which are often in conflict: those who seek to preserve values and those who believe in renewal, due to the constant movement of ideas and of life itself in its multiple dimensions, so it is necessary to debate about what values must guide the collective life.

The city is made up of individual and collective representations and mobility policies need to consider this, recognizing the different interpretations of sustainability

and new integration modes in the city. People do not walk the same streets, or relate in the same way with the city, but their demands today clearly show related to dignity, freedom to get around the city to study, work and play. The alternative that presents the contemporary targeting the creative construction of alternatives that help to improve life is the collective debate in neighborhood associations, churches, schools and other spaces.

Considering the above, we believe it is necessary to institutionalize the school debate on mobility, to raise awareness early on children and young people about the importance of their participation in the improvement of the city, including the need to understand the risks that the irresponsible attitude in traffic can bring to the people.

There is a movement which is the contemporary urban space and increasing interest of people occupying these spaces. It is purpose of this article compare policy experiences on the topic, but to discuss how the work on mobility in school can allow the integration of people with ever more inclusive and social justice, considering the city in its political and symbolic dimensions.

The second citation of the title belongs to the French thinker Morin (2012), which points to the need to renew the thought from the perspective of complexity. In the complex thought, it is more important to consider the relationship between parties to the whole of reality. The fragmentation of knowledge fostered by the social division of labor can confirm for the sale of the result of human labor, hiding the relationships that constitute the production of goods and services.

Currently, it is understood that the instrumental rationality, argument used to justify the exploitation of nature, was not enough to ensure the basic survival of much of the world's population. Thus, the inherited model of life of modern thought has been criticized, for their resilience, requiring institutions, as is constitutively school, the formation of critical subjects of this fact, competent to participate in the political process of building that promote justice .

In contemporary terms, mobility is related not only to economic, but with more dimensions concern large with the organization of life in the city and improve the integration between the people and those with the environment in which they live. In its development, governments and civil society understand that the improvement in mobility can contribute to the realization of citizens' rights.

Mobility as the need for circulation, including a perspective that affects environmental issues, has its origins in the nineteenth century (BALBIM, 2004). In the following

century, the idea of a mobility point of view of urban science will be officially used to meet different operating needs.

Considering what has been discussed so far, it is understood that we must reflect on mobility from the perspective of youth participation, making it possible to create and improve communication channels between governments and civil society, which includes to highlight the theme of the debate at school or take to school to public spaces to help with awareness.

III. EXPERIENCE AS AWARENESS TOOL IN DEWEY

When it refers to the relationship between public and private; individual and collective; ethical and political; the school was established as suitable space for such a debate, while also serving as a place suitable to experience concrete experiences related to these social content, taking into account that there is "an organic connection between education and personal experience" and the influence of this experience on later (Dewey, p. 13, 1979). Continuity of experience and interaction are two Deweyian principles, which help to understand the need to work across the curriculum in school, with an emphasis on planning as appropriate method to achieve desired results.

For Dewey (2011, p.130), knowledge is an experience and is a "situation reconstruction tool." An experience follows the other, and may help in the emancipation of individuals, if the objective conditions create educational experiences valid. What it is very important to think about planning the teaching-learning process, since you can not expect people to learn of accidental way.

For Dewey (2011), the experience goes beyond the particular and conceptual, although that relates to these two dimensions. First, inspired by the studies of the biology of his time, understand that life depends on the continuous activity of the bodies in the event of an adaptation to active profile, you also modify the environment. Similarly happens to human, turning the environment where they live creatively. According to the philosopher (2011, p.91), the "intimate connection between act, suffer or undergo forms is what we call experience" (emphasis added).

Think an education that helps turn people to change reality is to enable creative experiences, going beyond the mere reproduction of the rules. According to Dewey, this is part of the breakthrough in the debate about the experience because this happens to be used to improve the experiment and make new breakthroughs. The planning procedures has an important place in this process, as it guides the action,

based on experience, and may be revised in a new experiment. In this case, the concern is not the immediacy of the result, but the process and the changes can still be made possible in the life of the subject, regardless of their age group.

In his pragmatism, Dewey understands that a priori schemes are not important because they frame the reality despising his moving character. Your instrumentalism is related to a rationality that is built on experience. Their concern is focused on understanding how the educational processes can contribute to the democratic development. For the philosopher, one can not separate the life out of school and experience in the classroom. It also includes that childhood is not a phase transition to adulthood. Dewey believes in educating how to be specific interactions consistent with their age and shape their experiences in school and beyond. It is also necessary valuing creativity and participation to develop a meaningful learning in school.

IV. A SUBJECT OF AWARENESS AND EDUCATIONAL EXPERIENCE IN FREIRE

Freire based their discussions on different readings, among them the philosopher Dewey (MURARO, 2013). The concept of experience in Dewey is present in discussion built by Freire awareness around the idea of education for democratic development. First, the appreciation of an active profile and the critical subject of the action; Second, with regard to how experience and awareness are part of the subject's development process; third, as the achievements resulting from the development of the individual need to be expanded with the help of previous experiences and relate to democratic processes.

Both Dewey and Freire pursue a democratic order for education in his writings and in his personal life, basing their discussions on concrete reality. In both perspectives, democratic participation is essential for the development of the subject. On the subject of participation in the awareness process for citizenship, Freire (2001, p.130) states that "the depth of the meaning of being a citizen goes through people's participation, the 'voice'. [...] is not open her mouth and speak, recite. The voice is a right to ask, criticize, suggest. [...] Having voice is be critical presence in history. A voice is to be present, not be present. "

Awareness is a very common theme in the writings of Freire. For the educator, the action on the reality can happen consciously, a process that goes from reflection to action and vice versa. There is a difference between the naive or critical relationship of the subject with reality. The critical activity is part of the awareness process, from an

epistemological positioning unveiling of concrete reality and recognition of the subjects historicity. In an existential process of reflection and action the subject can understand and become a reality.

As Freire (1980, p.27), the awareness "is based on the relation consciousness-world," a reality that is a movement. Awareness needs to be revised in accordance with the changes in society, in an ongoing effort at humanization. In this sense, subject and reality are never finished, but always to be done.

In this recognition process of participating in a historical circumstance helps in release of mysticism and oppression. The criticism that the subject is the human existential condition helps him to understand how the world. In this process, it is expected that the subject recognizes their spatiotemporal roots and realize that their freedom is preceded by a reflection on the concrete reality. In this perspective, the student is considered subject of the educational process and their own awareness. An activity that takes place through interaction with itself, with its environment and with others. Learning also takes place in dialectical syntheses in the encoding and decoding of the contents worked in education in a working form themselves of being in relation to its nearest context, but also the planetarium.

According to Freire (p.35), the human being "comes to be subjected to a reflection on his situation, about his concrete environment" (p.35). The idea strength of awareness in Freire is that the human being is a part, reflects, commits and is in the context, that is, a democratic experience. In the free process of the subject of creation of culture, it is expected that it recognizes critically an external reality you and another which are its companions. It's school paper form this transformer guy in the world, aware of self and other.

V. MATERIAL AND METHODS

In this paper, we reflected from a relational perspective (APPEL, 2013) on mobility and the awareness of students to the reduction of risks in traffic.

In the survey, they were used elements of Collective Research (ALVARADO PRADA, 2006), as the consideration that students and teachers are research subjects and not objects. Data were built collectively by two workshops, which were developed primarily with teachers and later with the students. It took into account the awareness of idea often cited by participants to choose the theoretical and methodological approach, which was being built collectively.

In the case of Public Research, the formation of a collective research is essential. Another important element of this type of research is the enhancement of the process at the expense of research results. Search is an individual and collective experience of the methodology to be used in construction of reality understanding process by gathering and systematization of data constructed by the participants. This requires understanding of reality by an experience in which the individual draws on previous experiences to constitute an updated knowledge. What is achieved in individual activity can be improved in participants debate with other subjects of the investigation.

The Dewey's and Freire's perspective of how the expertise and awareness allow democratic development requires that the methodological processes reflect individual and collective experiences. In this sense, dialogicity proposed by Freire enables creative synthesis that can help to understand and transform reality. The survey of generating words by members of the working group proposed in Freire's method is an important recognition instrument that affects the individual and his group also identifying values that guide the social collective.

As Freire, the methodology can be used in the process of the teacher instrument, but also the student. The generative words are significant, as make possible different social and cultural reactions in people. From this perspective, they were produced sketches of imaginary cities and construction of short texts, for the construction of data for the survey generating words and the development of a Knowledge Fair at school.

The reflection on the reality of objects that mediate the relationship between subjects, in a process of encoding and decoding proposed in dialogical pedagogy Freire is considered an experience of Dewey's point of view. Experience helps to recognize the relations that structure the concrete reality, allows another reading of reality, deeper, because it seeks the historicity of circumstance answers to your questions.

According to the Brazilian anthropologist Cardoso de Oliveira (2006), field research is necessary to consider the importance of three movements: the look, hear and write. These three actions are embedded in the process which Dewey calls observation. The observation is not an end in itself, but it is an activity of the investigator to identify signs that anticipate a fact. With the observed fact and planning developed, says something important about what's going on, not only on what is inferred that can happen. For the philosopher "Every act of thinking that is smart will mean the increase of freedom of action - the emancipation of

chance and fate" (Dewey, 2011, p.129). From this perspective, theories are instruments, are not the ultimate goal, are the basis of human action and need to be proven in practice.

During the research, it was found that the word awareness lined the speeches of the workshop participants. The actions developed in the project were based on the critical need for training in relation to mobility, the relationship between town and country and the participation of the subjects in the reduction of risks in traffic.

Some procedures of the research-training process developed in school are described below.

VI. EXPERIENCE REPORTING

This work is a sample of how you can develop the theme of mobility in school and allow students to debate as to what is proposed by the Federal Government in building a new national mobility plan (BRAZIL, 2018), which included not directly to schools.

Working with traffic education as cross-cutting issue is a recognition mode of conflicts and possibilities in urban areas and the difficulties in solving them, as the need to offer a quality public transportation, build bike paths, improving sidewalks and signage favoring the accessibility.

The Education Project Road: mobilize to integrate developed a high school in the city of Petrolina, Pernambuco, sought to develop in the community school a process of research and training, enabling the role of students and other members of the school community in solving situations -problema simulated in the classroom on mobility.

The activity was developed due to high rates of traffic accidents in the region and the need for awareness of everyone about the importance of preventing the risk of accidents. In addition, the actions aimed at the collection of data to be presented in the school community through a knowledge fair.

In 2018, students and teachers made the school a full discussion on mobility and the need to understand how is the integration between subjects and between them and the reality in the spaces of the city. The project is developed in school since the year 2016. Sensitized to the data provided by the Municipality of Petrolina Mobility Municipal (WIDE) on accidents in the region and the reports made by the students on the use of alcohol and direction in their communities, teachers and students accepted the challenge to delve deeper into these problem situations and many others that happen in everyday life of the communities on mobility.

The project was built by teachers and students in workshops under the guidance of teacher support. The activities were first experienced in training with teachers and then developed in the classroom with students. Due to the complexity of each situation raised by teachers and students with regard to the theme of the project, it sought to reflect on the choice of genres to be built and interpretation of data produced. All this in order that the process was transforming relations in the school routine and could contribute to the awareness of the need to reduce the risk of traffic accidents.

The project was expected to culminate on October 9, 2018 with a Knowledge Fair, but problems in school transport prevented that it be held on that date. After some adjustments, on 08 November, the students displayed their research and reflections to the community. Later, they were pleased to be able to participate as protagonists of this process with colleagues from other classes and visitors of a municipal school community.

Students and teachers responded to a written evaluation after the culmination of the project, which can help us to identify the directions given by them to the activity performed in school. Students evaluated positively both their participation as teachers. They expressed satisfaction in participating in the process, identifying the proposal, as they helped build it. It is understood that the positive experience instrumentalize students to deal creatively with future situations.

On the exposed information on there, they believe they can now recognize mobility in their daily lives and thereby strengthening the following learning: to ensure traffic safety; use appropriate accessories while driving; not to drink alcohol if they are using the vehicle; cell being not use the wheel; be more aware as a driver, cyclist or pedestrian; health care, considering the benefits of cycling and the forest roads.

In the assessment of the Knowledge Fair, it is understood that there was an association on the part of students and teachers mobility theme of the need to reduce risks in traffic and the importance of awareness of all to achieve this goal.

In the development of the tasks, the interaction helped solve real problems, finding more suitable alternatives. We understand that, to realize that participate in group activities, students can engage consciously in the process of learning, which allows them to recognize also as participants in building a more democratic society, a peaceful transit, reducing the risk of accidents.

For the next stage of the project are two suggestions to be discussed with the school collective. The

first is about the expansion of the subjects, such as physical and psychological treatment given to people who suffer accidents in traffic. The other issue required further examination is methodological. Terms of ensuring that the debate on the subject can be carried out continuously throughout the year, the production of genres of movement in the community where the school is located.

VII. CONCLUSIONS

Similarly to the city, the school is formed by the experiences, memories and knowledge built intersubjectively. In this sense, the public policies aimed at reducing risks in traffic need to be discussed and built from these experiences, values that predominate in the historical context, promoting the democratic process and to justice. Recognizing the knowledge produced by different social groups and their specific development needs. This includes widening the debate and research at school and in other spaces on youth and their participation in decisions about the city. The inclusion of young people in discussions and decisions about the education offered to them is based on confidence in its potential for change and for the development of public education with social quality.

The school is one of the places in the city that need to allow free debate, seeking the emancipation of individuals, respect for difference in thinking and appreciation of dialogic processes. It is the continuity of life that is experienced outside their walls. Thus, values that guide the city life and value human development are the same that need to be experienced collectively in the classroom or other activities with students through interdisciplinary practices.

The objectification of reality proposed in social research is the approach that the subject performs the daily movement through interaction that can help you understand the dynamics of formation of the groups, building data and interpretation of reality.

The collective activity from the perspective of an awareness experience goes beyond their psychological or biological dimension. It is historical and individual experience, because it depends on intuition, recurrence to previous individual experiences and interfere with the future actions of the subject. It is also social as it relates to the knowledge constructed and socially validated, the collective principles that guide planning and action. Taking into account also that the subject complements the other, requiring an ethical position.

Experience is particularly taking into account individual differences, for example, in the mode of

appropriation of culture and social values. It has an inter-profile because the knowledge of reality produced individually depends on social recognition, identification with other discourses produced in society.

O work at school with cross-cutting issues such as proposed in Traffic Education is part of the integral formation of the student. It helps to overcome the routine and the abstract if one takes into account the planning and participation of all members of the school community, the exchange of experiences and knowledge, and construction of contextualized knowledge.

The awareness to improve living conditions in the city, especially for reducing risks in traffic depends, among other actions, the participation of young people and a critical stance in front of the set, including with regard to habits and prejudices that need be overcome. The city was not made for cars, but for people. However, one must consider that today's society depends on an improvement in mobility, which includes an improvement in transportation and accessibility, for the care of basic needs that affect the dignity of the human person, regarding employment, education, health, leisure, etc.

It is necessary to advance in the proposed debate in this article and the school can contribute to this process, enabling the experience of valuable experience, ie through dialogue and awareness, aimed at consequent impairment of the subject in relation to its reality.

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