



ORGANIZACION MUNDIAL DE ANTIGUOS ALUMNOS DE LA EDUCACION CATOLICA
ORGANISATION MONDIALE DES ANCIEN ELEVES DE L'ENSEIGNEMENT CATHOLIQUE
WORLD ORGANIZATION OF FORMER STUDENTS OF CATHOLIC EDUCATION

OBJECTIVES OF ACTIVE CITIZENSHIP EDUCATION. A PROPOSAL FOR ACTION.

I. Responsible citizens committed to the society of his time.

In the past 25 years have witnessed a growing concern in Western democracies lack of social and civic engagement of citizens, largely blamed fierce individualism that characterizes our societies. This is manifested among other examples in low social participation, lack of involvement and interest in social issues.

The participation in a democratic society is seen as an essential tool for children and young people to become active and responsible citizens.

The development of responsible civic behavior may be encouraged from an early age. Hence, education is invoked in its social dimension as a search for a solution to these social problems. In any case, it should recognize the radical influence with **families** and **schools** to promote a more just and fraternal and civic and social engagement of citizens.

The family, as the primary place of socialization in the lives of people, it is the place where you start or fails to do authentic education sociability. It is considered appropriate and important to educate children from a young age to learn to live as a group of people, to be able to communicate, interested and caring about others.

The schools can and should address the social education of citizens, completing the family education on issues related to knowledge, activities and social behaviors.

Just boosting certain personal qualities will be encouraging student's social and civic competence. These qualities point to certain social virtues that make the

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person better and easier to relate to others in society. In our proposal, we highlight the value of education in **respect, justice, gratitude, truthfulness, friendliness, generosity, solidarity, responsibility, making commitments, communication, participation and ethics.**

If we had to describe **participatory citizens** could say they are active and responsible, who want to work together towards the common good and in the improvement of community life, in achieving what is good for everyone, you know that the development society depends, and it is possible, through the development and personal improvement. Therefore, as we have hinted, the largest energy should be used to promote social virtues. A value is acquired by the mere repetition of actions, not the mental recreation of it, but by the free acceptance of personal well contains that value. Wanting to do is to make.

It's unanimous recommendation of various authors on the need in the education of a methodological approach based on a participatory and collaborative learning, focused on student activity.

The proposal is to provide this training with some **mainstreaming**. This requires **getting down to work and lay the foundation** as follows:

- Have more families and teachers involved.
- That the values given really permeate the educational project of family and the school.
- That assesses both the achievements somehow and process.

A good citizen knows and feels a part of the whole society. Never acts alone and seeking only their own benefit, but wants to participate in the improvement of community life, and does so fully convinced. He is interested in participating in this development precisely because it is responsible and will care for the smooth running of all things related to social issues. But for this concern is real, the good

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citizen must be tolerant, understanding, must be open to different opinions than their own. In other words, be **respectful**.

II. Training skills

Being a good citizen involves not only know what it means to be or be willing to, but also be trained in skills that strengthen these provisions. Those skills are primarily intellectual and social.

Intellectual skills provide insight into the need to engage in social improvement. Skills such as critical thinking, analytical skills and synthesis, problem solving and decision making, enable social participation.

To participate in society, we need **social skills**, among which are those of leadership, communication, negotiation, initiative, teamwork and empathy, among others.

The aim to develop intellectual and social skills to consolidate materializes **behavioral habits**, or put another way, is the practical and operational demonstration of personal and social values. In short, this is to help you discover the courage to personal liberty in the service of social improvement. To do so, enhance the education of students the following proposed as different content **LEARNING UNITS** that can be part **TRAINING PROGRAM ACTIVE CITIZENSHIP**:

- The formation of social bonds. The emotional stability as a prerequisite for openness to others.
- Personal safety in the relationship with others and in making decisions. The conflict resolution.
- Self-knowledge. Reflecting on his own life. Received acceptance and self-esteem and dependency on others. Aid in troubleshooting.

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- Creativity and sense of reality. Influence of the images and displays. Attitude towards advertising, media, and technologies of information and communication.
- Knowledge of the means of civic participation "on line" surveys in press, on websites of political parties and institutions, both national, regional and local prior to forming his own political program or before adopting a particular decision.
- Deepening the concepts of **common good** and **public ethics**.
- Knowledge of the different proposals made by political parties, institutions and the media, as well as its scope and relevance to values and the common good.
- Knowledge and analysis of why certain proposals of the institutions of the political parties or the media are **against the dignity** of persons.
- Knowledge of **currents of opinion**, which is a *think-tank*, a lobby of opinion, and their mechanisms of action.
- Making **proposals** and **projects** making a thorough analysis prior promote the common good and can become citizen initiative.
- Finding information sources directly, without relying on the interpretations. Excessive dependence on intermediaries for information and for activism reduces the skills to know the truth and dissolves their ability to change things. The need for personal effort to learn more is an ethical duty to oneself and society.
- Training **permanent values**: justice (doing well to another from the truth), respect for others, care for the needy and disadvantaged and family values stable.





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- Transmit to public institutions the importance of **civil society** and citizens should be taken into account when making decisions. Do not forget that a government is to serve the people that elected him.
- **Leadership Training 3c: creative, constructive and committed to society.**
- Training in **communication skills**.
- Knowledge of **legislation** and **operation of associations**. How and why to create a partnership. Associations measure the level of development of a society.
- Development of federations and federations of associations with similar objectives.
- Knowledge of European institutions, as well as the "**European Citizens Initiatives**" under Art. 9 of the Treaty of Lisbon. (<http://ec.europa.eu/citizens-initiative>) Knowledge of current initiatives and **membership** opportunities.
- *Service-learning* or realization of the school volunteer for community needs identified in the next. By its principles and methodology is an educational option that promotes the development of active and responsible citizenship in young people and future actions of social cooperation.

To conclude, we believe that the **Alumni Associations** and their unions, federations and confederations, enjoy a privileged position to render assistance in the training programs of active citizens and great potential to deliver projects and specific proposals for action in accordance to education and the values received.

José Antonio Cecilia
Chairman

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