

Docentes de bachillerato y la formación ciudadana de sus estudiantes

High School teachers and their students' citizenship education

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Resumen

El objetivo de este trabajo es conocer la manera como los docentes de bachillerato tecnológico conciben y asumen la ciudadanía, si participan en la formación ciudadana de sus estudiantes, si se sienten acompañados por la escuela y/o por la familia en esta tarea, y si adjudican a la escuela influencia en la formación ciudadana de los jóvenes.

Para ello se aplicó un cuestionario a una muestra de docentes adscritos en once planteles del estado de Morelos, mediante metodología cuantitativa. Algunos hallazgos encontrados fueron que otorgaban significado al concepto de ciudadanía dentro del marco jurídico-político y que su comprensión del sentido actual del concepto y su construcción son limitadas. A pesar de que los docentes no recibieron capacitación al respecto, aseguran sentirse competentes para incidir en la formación de sus estudiantes.

Palabras clave: docente, bachillerato, estudiantes, formación ciudadana.

Abstract

This work's main aim is to learn how technological baccalaureate teachers conceive and understand citizenship; their participation in the citizenship education of their students and whether they feel they have the school's support, and/or that of the students' families in that

matter. Also, it means to discover the powers they allot the school in order to influence on the citizenship education of youth.

The instrument of the quantitative method used in this work was a questionnaire that was applied to a group of teachers affiliated with 11 schools located in Morelos. Among our findings we have: a meaning of the concept reduced to its legal-political discourse, and a limitation in the understanding of the actual sense of citizenship and its construction. Despite not having received any training in the matter, teachers are certain of being capable of participating in their students' education.

Key words: teacher, high school, students, citizenship education.

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Introduction

This article presents partial progress of a research project ¹ in the process, we tried to approach the profile of teachers working in the subsystem of the Directorate General of Industrial Technology Education (DGETI) in the state of Morelos al. The project from which this article is derived covers aspects related to teacher identity and conception of professional ethics and social responsibility on the civic education of their students. After considering the progress of the project and the space available for this article, only the sub-theme related to citizenship from the perception of high school teachers, ie how the define and conceptualise will be addressed, they assume and exercise in staff and collectively, whether actively involved in civic education of students in this task and if they (the teachers) feel accompanied by the institutional framework of the school and / or the student's family. In addition, he also sought to know the scope and limitations that teachers give to schools in their task of training young ciudadanosamente.

¹ El título del proyecto es: "Ética, responsabilidad social e identidad profesional en el docente de educación media superior. El subsistema DGETI en el estado de Morelos" y es desarrollado con el apoyo de la Dirección General de Educación Tecnológica Industrial, bajo el número de autorización A080-51/15, del Programa del Periodo Sabático, agosto 2015 - agosto 2016.

The current context

Although there is widespread consensus on the benefits and advantages of globalization or, as he prefers to call it Edgar Morin (1999), after accepting its unifying and socializing character, this phenomenon implies a troubled part: the balkanization. On the one hand, vested interests tend to homogenize subjects, but also to fragment, split, segment, excluding, blur and erode the nation states and their citizens. As the same Morin says:

The world becomes increasingly a whole. Each part of the world increasingly shaped the world and the world as a whole, it is increasingly present in each of its parts. This is reflected not only with nations and peoples, but also with individuals. As each point of a hologram contains all the information which is a part, so now each individual receives or consumes information and substances from the entire universe (1999, p. 35).

The development of this new trend is based on the context of an astonishing industrial and technological development itself sweeping cultural diversity for the sake of a seductive and promising cosmopolitanism, which ends up generating more and new problems, putting in what Morin calls a deep civilizational crisis. The education sector has not escaped the influence of this globalization trend, which through its agencies and recommends instrumental and ideological enclaves, press and induces² the authorities of nationals to guide the course of the project of the nation, including, of course States, its educational system under economicistas and cost criteria that put the effectiveness and cost-benefit in contexts that differ markedly in the developed world where these proposals are generated.

In Mexico, in addition to global problems arising from globalization so far this century, the population has experienced a dangerous deterioration in levels of material comfort. Today there

² Como muestra de esta intromisión citamos el caso de México y su papel en la Organización para la Cooperación y el Desarrollo Económicos (OCDE) durante la última década. Este organismo elabora estudios, avala reformas, impulsa acuerdos, se pronuncia públicamente a través de reconocimientos o extrañamientos a las autoridades educativas federales cuando considera que hace o no sigue la ruta sugerida para lograr los resultados educativos nacionales deseables. Es decir, reconviene o aplaude lo que en materia de política educativa aleja o acerca a lo que como organismo internacional enarbola como verdad absoluta.

are more poor are poorer than those who were in that situation in the past century. Violence, in all its manifestations, has unleashed its fury. Meanwhile, Morelos, the state where the campus subject of study is located, is one of the states that has the highest crime rate denominated high impact, with bodies of state and municipal security high decomposition product of the infiltration in their structures of organized crime. As he reported in the weekly Proceso:

Morelos is the most violent federal entity in Mexico City and Cuernavaca with higher rates of insecurity. Morelos is among the top three nationally in four of six crimes: kidnapping, rape, robbery and extortion. In the case of kidnappings he took second place nationally, just behind Tamaulipas; as in cases of rape, Quintana Roo behind, and robbery, is only preceded by Tabasco. The crime of extortion reaches the highest level in the country with 19.3% for every 100 thousand inhabitants, ie five times more than the national average. At the municipal level, Cuernavaca is the most violent city México, seguida de Acapulco y Chilpancingo, Guerrero (Gil, 2015).

It is starkly obvious that a violent environment negatively manifested in the lives of the population in general and students in particular. In 2009, the SEMS announced the results of the national survey of exclusion, intolerance and violence in public schools and higher education (2009). Here are a few: 7 out of 10 young people say they feel sad, unwilling to make plans for the future; 4 out of 10 has suffered abuse from their peers; more than half would not study with a person with HIV or with someone different, indigenous or homosexual capabilities; while 6 out of 10 do not get along with their parents, they do not communicate what they feel or what they think.

Other results showed the survey were on average 32% of students have been abused on their roster from their peers, plus 44.8% of respondents said they feel ignored by them, 41.4% believe that their peers speak ill of them , 33% admitted having forced locks in a place that was not his home, 3.5% admitted to having sold drugs and 12.5% confessed to having been arrested at least once by the police, while 57% said they had been mistreated by their families. A fact that is revealing is that 74% said they feel bad, either with his father, his mother, school, at home, with colleagues or friends and even also with what they learn at school.

This discomfort, according to the analysis of the results of the above survey, due to various reasons: there are different types of violence that are generated in a space that should guarantee stability, security and tranquility, but actually 45% of the survey sample reported being in that space subject of insults, nicknames, rejection, theft or being ignored; however, a similar percentage acknowledges having practiced this same type of behavior against their peers, while 17% of men and 10% of women confessed to having committed some kind of misconduct in order to disturb the teacher during class .

On the other hand, 41% of young people surveyed have observed revealed some of his fellow carrying a gun and 28% have seen some selling drugs. Also, the dating violence is a subject that also appeared in the survey: 1 in 4 students said they had been physically assaulted by her boyfriend (a) and 23% of sexual assaults also by their partner. An alarming fact is that 6% of (as) respondents (as) revealed to have been abused (as) sexually and only 8% of them reported him to the authorities.

Furthermore, and coupled with the above, the specter of unemployment and / or underemployment chasing young people. In a climate of constant violence and extortion producing sectors and providers of goods and services are not the conditions to continue developing its activity and less to reinvest their profits. The supply of existing employment and, above all, underemployment, does not provide the basics to ensure the survival of the employee, thwarting any dream of a better future. The source of many of these grievances unjustifiable lies in the social, economic and political inequality that characterizes our country. This is partly the future that disdains most young people for whom the school as a vehicle for social mobility, represents something unattractive, irrelevant and, above all, boring.

Higher Secondary Education

At the national level of educational research there is broad consensus regarding the limited amount of research and study has been conducted on School Education,³ compared with the other two educational levels (senior technical college, undergraduate and graduate) basic (preschool, primary and secondary) and higher. This has historically placed the EMS in an area or blind spot that prevents know precisely what happens in her womb, so your problem is potentiated so that their backlogs, indicators and results are much more worrisome than the basic education and higher education.

Just at the end of the last decade, with the implementation of the controversial Comprehensive Reform of Higher Secondary Education (RIEMSER), and later in 2012 with the constitutional decree which raised the EMS to compulsory range and, a year later, with the implementation of the Education Reform, which establishes inter alia, the teacher evaluation for entry and stay in the service, the EMS was placed in the center of attention of specialists and researchers.

According to the 2010 Census, of the 6.71 million adolescents between 15 and 17 years old registered in that year in the country, 2.21 million do not attend school, ie, almost 40% of these young people not were studying the EMS (Fuentes, 2013). And the dropout problem was not minor, since according to the same sources (2013), of the 4.18 million students who started the 2010-2011 school year, there were 625 000 142 who left their studies and two school years later (2012 -2013) the amount reached 650 thousand young people, according to statements by C. undersecretary of EMS (Rojas, 2014), equivalent to 15% of the national enrollment in this educational level.

That number of students who drop out of their roster is huge. Just to put it in perspective, we are talking about daily 3250 young people left school⁴, ie hourly truncates 135 students left school career with all that this implies for the life of that (a) young, his family and country. Not to mention that coverage at this level remains very low (70% on average) and that there are states of the country where it does not reach 60%.

³ Margarita Zorrilla y Lorenza Villa, 2003; Lorenza Villa, 2000 y 2007, Alejandra Romo, 2010; Miguel Martínez, 2012; y Joaquín Hernández, 2008, sin contar declaraciones y documentos donde, por lo menos, los últimos tres subsecretarios de esa dependencia así lo han reconocido de manera expresa.

⁴ Promediando la cantidad total de jóvenes que abandonaron sus estudios entre los 200 días del calendario escolar.

The education authority said that while it is true that in the school leaving the economic situation plays an important role, is not the only cause nor the preponderant. The apathy of young people also adds, driven often by the lack of meaning and interest that are in the content and dynamics of the EMS, which results in absenteeism and high failure rates. To this we can add personal situations such as maternity or paternity premature and addiction problems. The dropout problem has become a priority on the agenda of the Undersecretary of Higher Secondary Education (SEMS), an agency that triggered programs and actions called management mechanisms⁵ with the aim of stopping the exodus of teens and gradually revert to 9% for 2018.

Eight years after the entry into force RIEMSER, and only six (school year 2021-2022) from having to comply with the constitutional precept of universal compulsory coverage of the EMS, progress and achievements are meager and slow, both they seem imperceptible and insufficient for the quantity and diversity of problems facing this level of education.

Surely school in general still is for our societies one of the key institutions to ensure and carry out socialization and preparation of subjects in order to achieve their integration in a changing society and demanding diversity of skills. The school is also the space created and recreated, responsible for generating social cohesion and form the subject those attitudes and values to strengthen the social fabric, a task that begins at home and that we develop in the other institutions with the roles we play.

We do not know another way to ensure the transmission of culture, to achieve the training of cadres to meet social needs, and to legitimize and meritocratically structure to society. Currently think even in a world without schools is very complex; we simply have to replace it with.

Despite the undeniable need for its existence, the school is in a crisis of legitimacy, it is increasingly required and many of those requirements beyond their role and possibilities of intervention. The school has slowly evolved and has shown resilience asynchrony against the transformations from the second half of the century XX. For Delval:

⁵ En la Reforma Integral de la Educación Media Superior están previstos estos mecanismos de gestión como recursos que la autoridad educativa puede y debe poner en marcha para impulsar y fortalecer el avance y consolidación de dicha reforma.

[...]democracy is becoming the most desirable form of government and many companies aspire to establish a democratic functioning, including respect for human rights, basic freedoms for all, including freedom of expression, association, movement, beliefs, religion, etc., with the aspiration to eradicate violence [...], more diverse, more mobile, more pluralistic societies in which large movements of human beings, less regulated than before, with different types of families occur, and greater sexual freedom and belief [...] media have reached a gigantic development [...] especially with (the) Internet and social networks. This makes the information previously reserved for the few and recorded in the books, now is everywhere and is extremely abundant. Once he considered that the school had as functions transmit information and values, but now these functions are also performed by the media, and often more effectively (2012, pp. 2-3).

A school is increasingly demanding better results, whose expected and demanded materialization is beyond the scope of interference of the institution: enough and well-paid jobs, better working conditions and quality of life. And simultaneously it is responsible for the current social decomposition, the breakdown of the social fabric and the "loss of values" manifest in the behavior of young people, which explains -so for many others and simplistically by surface weather prevailing violence. Pointing to school is not in the abstract; it reaches its teachers who are expected and required to properly train those students who enter as teenagers and three years after graduating carrying legal citizenship.

However, schools are meaningless without the concurrence of the daily work of their teachers. Thus, questions, criticisms and demands on the institution, necessarily reach their teachers. Families the responsibility for what their children fail in school and said by those behaviors or negative attitudes that students demonstrate outside it. Teachers face increasingly social disrepute as members of an undervalued and underappreciated profession, seeing achievements and claims (not all justified) achieved through struggles and labor demands are diluted. Teachers are the target of tough questions and complaints about their training and professional work; They have ceased to be considered and vanagloriados as the architects and builders of the country, to be responsible for the educational gap that prostrates himself cancel the nation and a better future for their young. Currently, new teachers have even more precarious and

volatile working conditions than their predecessors, which postpones the desire to make teaching a profession and a means to a decent life.

At the beginning of the 2013-2014 school year, operating in Mexico 14375 EMS campuses where toiled 273,939 teachers, of whom 142,000 were assigned 213 in the form of a technical secondary education teachers serving nearly 30% of total enrollment at the national level. In the case of these teachers, according to figures from INEE (2015), nearly two-thirds have a full degree, 7% have some degree of specialization or incomplete mastery and 12.3% studied full mastery.

Teachers who attend EMS groups that had initial training in teaching not exceed, at national level, 15%, while in Morelos are approximately 10% (Ibarra, 2015, p. 68). The EMS, in particular taught in the high schools of technological object but this study- constitutes a labor camp for professionals from preferably in that order, of polytechnics, technological and university. Thus, in addition to lack of initial teacher training for decades they were not endowed with institutional programs to overcome this limitation and improve their vocational training.

It was not until 2008 when he created the PROFORDEMS⁶, that these teachers counted on limited and incipient offer systematic although lacking content on civic education training.

Civic education

As essential for an individual to be recognized and integrated into the community status, citizenship gives that sense of belonging that brings us closer to each other and differentiates us. Today, the concept of citizenship required goes far beyond the shoulder to political exercise with which it is associated invariably and look for other areas of specificity relating to the active participation of individuals in solving the problems besetting a community determined to make progress in meeting the collective needs of its members.

⁶ El Programa de Formación Docente para la Educación Media Superior. Este programa fue creado por la Asociación Nacional de Universidades e Instituciones de Educación Superior para impulsar la titulación de profesores de bachillerato y coadyuvar a su formación académica a través del Diplomado "*Competencias Docentes en el Nivel Medio Superior*", dirigido a docentes de educación media superior de instituciones públicas o privadas interesados en mejorar sus competencias docentes y contribuir significativamente al mejoramiento de los procesos de enseñanza y aprendizaje. Su propósito es generar el perfil del docente requerido para desarrollar las características deseables del egresado de Bachillerato especificado en la Reforma Integral de la Educación Media Superior, contenidos en el Acuerdo Secretarial 447.

Associated with the concept of democracy, citizenship is the possibility that members of the community to influence an informed, ethical and responsible group decisions. Therefore, the public walks hand in hand with education; a citizen, of legal age, without education, basic culture, ethics and political information without training, can hardly be actively involved in the search for better options for himself and members of his community, neighbors or fellow countrymen. For centuries, abuse of power, authoritarianism, corruption, and all current signs that have led to the policy to a state of decomposition, found in ignorance, neglect and alienation of subjects, the desirable level for prevent citizen participation in public affairs that concern everyone.

For Castro, Rodriguez and Smith (2015), the construction of citizenship is an eminently formative task of collective character, who works in a practical and active within the school, but projects and recreates the world outside school beyond merely civic information. The bet is to move towards active citizenship, as opposed to a passive ciudadanía dispensed by the state to promote their tutelage over the citizen. Meanwhile, active citizenship is one in which the individual is not only the bearer of rights and duties, but above all creative rights to open new spaces for social participation in a number of increasingly demanding and society steeped in trouble

Acceleration and diversity of the changes undergone from the fifties of the last century is unprecedented. To a greater or lesser extent, these transformations disrupted virtually all human activities, including training schooled. The problems which we have referred, they revealed many of the contradictions of our model of social development and lifestyles, which came into direct confrontation with the effects of the new economic paradigm dominant in the Western world. This situation required the urgent need to strengthen the civic education of the general population, particularly young people. Thus he began to speak strongly about the need to guarantee a citizen's formation, whereas they represent generational change, to lead an active and constructive citizenship contain and reverse many social problems.

In response, the questions that assail teachers of the EMS are: how we educate these generations starring generational change in a world characterized by uncertainty ?, how to train for a world that will be different when they graduate because of the rapidity changes ?, what changes we must introduce in schools for young people to prepare for a rapidly changing society ?, how teachers actively involved in the civic education of students when he has not

been trained for it? Or worse, how do we motivate them and convince them of the need to educate themselves, prepare and form in a world where the certainties are lost? Or as Bauman (2013) states, in a liquid world whose main characteristic is to live in a daily life without certainties, or horizons, stable or permanent forms, where everything is diluted, escapes, evaporates, and what remains is insecurity, permanent inconstancy. The current life is lived at a breakneck pace that makes obsolete what has just begun, causing dissatisfaction.

Methodology

Initially it planned to apply an instrument of census character to the faculty of the Department of Industrial Technology Education (DGETI) State Morelos,⁷ made up of 728 teachers assigned to the 11 campuses (CBTis and CETis) and whose student enrollment in 2015 was 4 000 210 students. Unfortunately, the hostile climate generated in some states of the country, against the implementation of the Evaluation of Teaching Performance for Permanence in Service (2015), made it impossible to census application. In the schools of the entity were many rumors created field, extending a climate of tension and distrust. It leaked that this instrument was part of a strategy of repression by federal authorities. Therefore, to prevent pressure increase and, especially, not to justify the provocation of some sectors of nonconformist teachers with the implementation of the evaluation, we agree to abandon our attempt to apply it to all teachers of the entity. Instead, we agreed to lift a month after the evaluation and do it within the framework of a training sessions that were conducted on three campuses of the institution, where teachers attended the eleven campuses. The sampling had to be carried out was non-probabilistic, the instrument was applied online during the training session a total of 157 teachers who agreed to answer the instrument, representing 21.6% of the total teaching staff . The instrument consists of a section of general and labor data and three sections of questions, both multiple choice and open on the following topics: Ethics and professional identity, social responsibility and citizenship, and values considered desirable by teachers on students and among teachers needed to contribute to a better civic education.

⁷ Un cuestionario diseñado expofeso para el proyecto: *Ética profesional, identidad profesional y responsabilidad social en el docente de educación media superior. El subsistema DGETI en el estado de Morelos*. Se puede acceder al cuestionario a través del link: <https://docs.google.com/forms/d/1b2XQqsyPZZ1qq4PheF-UZm8JyuztpJTYkaYOTM1VDps/viewform?c=0&w=1>

Findings and discussion of results

Here we recognize and share the concept of citizenship worked for Castro, Rodriguez and Smith (2015), for whom it is the expression of a relationship between the individual and the state, within a defined context in space and time. The concept refers to rights and obligations of persons, recognized and sanctioned by the state as guarantor through its institutions.

In Mexico, traditional and historically citizenship has been conceived and driven formally by the school. With a strong legal and political component, the issue has constrained-and thus, empobrecido- to nationalist participation, love of country and the promotion of civic values. We must not lose sight of that citizenship is a historically determined and multifaceted construction, as stated by Castro, Rodriguez and Smith (2015), because his determination and orientation involves subjects and dissimilar groups with particular capabilities of action, and with interests and expectations different.

Therefore, the concept of citizenship, from work⁸ developed by Marshall and Bottomore (1998), considered as the seed and starting point of the issue late last century, it offers a model capable of reconciling civil and political dimensions with the material welfare of subjects. More recent proposals aimed at building what Castells (2009), Adame (2015) and Robles (2009) referred to as an information society and digital citizenship, which have been marked by change and social changes throughout the human evolution, from classical Greece to the current electronic revolution.

According to Castro, Rodriguez and Smith (2015), thanks to Marshall learned that citizenship depends on the possession of a minimum welfare and adequate cultural skills, plus a free environment where equality provide all the same opportunities to achieve their autonomy.

The school has been considered the space par excellence to carry out the task of forming the citizen, through a process of active civic construction, which far exceeds the simple indoctrination or information transfer about what are the values and civic education. To Gimeno (2001), citizenship is an invention to practice sociality of the person within a regulated to ensure peaceful coexistence and recognition of values such as equality, freedom, autonomy and the right to participation society. According Gimeno is:

⁸ *Ciudadanía y Clase Social.*

[...]a way of being a person in society based on the recognition of the individual as having a possibility and of rights [...] and whose essence lies in understand and respect as free, autonomous and equal, while you live with others: condition that a way to perceive itself in relation to others is derived: an identity (2001, pp. 152-153).

Precisely civic education is the previous process by recommending that crosses the bachelor for the real exercise of citizenship. We must not forget that, as already noted, the EMS receives adolescents (enter 15 years old) and delivers citizens to society (usually graduates are 18 years of age when they finish their studies). The extracurricular work of teachers with high school students will be critical to achieving the goal of training them for life. For this, the more attached to Delors concept (1996) is used, ie, learning to be with others so that, as claim Flanagan, Cerda, Lagos and Riquelme (2010), young people build their identities, promoting conditions enabling them to achieve personal active citizenship that contributes to change their environment, to understand the other, recognizing and accepting diversity in a climate of solidarity that promotes democratic life.

Among the main results we obtained in the application of the instrument, we found that only 56% of respondents could define citizenship from any of its constituent axes ("a set of rights and duties", "active participation in the various activities of our society, "" belonging to a community "). The rest of the term associated with the electoral activity, linked to a territory the origin and nationalist or patriotic feelings to linking citizens with their country. It is clear that none of the 157 teachers drafted a comprehensive or complete definition of citizenship and 12% did not answer the question.

For 88% of respondents is important to encourage citizens to high school students; while 2% felt that it is not and 9% refrained from answering. When asked why they considered important, 17% answered in general terms that it was to ensure the social interaction between subjects, while for 15% the importance lies in the love or affection must profess the country of origin, while 14% said they recognize its importance on the need to promote values among citizens. The response of the remaining 54% was diluted in aspects linked mainly with electoral activity, political participation to avoid electoral fraud, while 11% declined to answer the question.

Regarding teachers, 88% said that in their professional and / or as a member of the campus community practice, it does encourage regular attitudes, behaviors and civic values in their students and colleagues; 8% did not answer the question and 4% agreed not to. Despite this overwhelming percentage (88%), when asked teachers to enunciate some examples of activities or actions that encourage such practices and behaviors, responses were ambiguous, referring mostly to specific aspects of civility and standards of civility and courtesy. In addition, the question of whether they received institutional training on the subject of training and / or civic construction, 46% claimed to have not received, but still is carried out from what everyone understands the concept.

RIEMSER superficially mentions the issue of citizenship when addressing competencies which rests the teaching profile teachers EMS, same consists of eight races and 40 attributes. Those powers are:

1. Organize your continuing education throughout his career.
2. Domina and structure knowledge to facilitate meaningful learning experiences.
3. Plan the teaching and learning in response to competency-based approach, and places them in broad disciplinary, curricular and social contexts.
4. Take practical teaching and learning effective, creative and innovative way to its institutional context.
5. Evaluate the teaching and learning with a training approach.
6. Build environments for autonomous and collaborative learning.
7. It contributes to the generation of an environment that facilitates the healthy and comprehensive development of students.
8. Participate in continuous improvement projects of school and supports institutional management (SEGOB, 2008, en línea).

The last of these competencies addressed in some way related to civic education, although it requires greater emphasis and, above all, to design and offer all teachers a process specific training on the subject, which echo in the continuous improvement programs of the directors of the schools to create the best conditions to strengthen the construction of the citizenship of young people. To date, there have been privileged theoretical and instrumental aspects of skills and educational planning to be made by teachers, relegating issues in technological high schools such as civic education.

For almost all of those surveyed teachers (157), this subject is something that RIEMSER is still pending with them, while 24% acknowledged that their roster if the conditions to generate experiences of citizenship education with young people and 34% he said take responsibility for civic education of their students.

Conclusion

Undoubtedly, citizenship education is not something that should start only in upper secondary education; It is a task that must begin many years before, from childhood and home. But it would mean that the EMS should not take special care in civic education of their students, and transversely through a hidden curriculum and experiential, to move towards a genuine civic construction. Wait a subject reaches the legal citizenship (age of majority) to start building their citizenship, virtually cancel that possibility.

Of course the existence of curriculum areas in the curriculum, as is the case of subjects: Ethics, Philosophy and Science Technology Society and Values, not hinder, but by no means supplement to everyday experiences within a democratic environment and plural it recommended to be generated within the site and not through moralistic prescriptions, or civic sermons. It must be an authentic way of living, of daily living school education, in which all spaces, events, celebrations, etc. are seized, to train future citizens.

Unfortunately in our country we continue limiting the issue of citizenship to legal field expressed in the exercise of a political right, undoubtedly valuable but insufficient to the social demands of citizenship required today. The amount of problems facing societies are of various sizes, and is not recommended politically or ethically continue putting off or marginalizing the incorporation of young people to the understanding and participation to seek alternative solutions.

It is equally regrettable and strategically unfeasible teachers of the EMS does not have adequate training to proactively influence in the formation of young people. The formation of citizenship is not unique to the family, nor the school; responsibility of all spaces or areas where children and teenagers who will walk inexorably towards achieving that status unfold. Still, the role of teachers is very important because of the current social, political and economic conditions which we live.

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