



A CITIZENSHIP PROGRAM FOR LEGISLATIVE SCHOOLS

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Abstract: This article deals with education for the exercise of citizenship. Its purpose is to present a proposal to the Schools of the Legislative Branch regarding this education. Initially an approach is made on the relations between democracy and citizenship. Following is a history of training for citizenship in our country, the role of these schools in the preparation of the citizen and the exposure of a citizenship program for them to put into practice. The main inference is that even considering the limitations and peculiarities of these schools, they have the potential to broaden their contribution to the preparation of young people to be active citizens.

Keywords: Democracy; Citizenship Training; Passive Citizens; Active Citizens

INTRODUCTION

The following text aims to expose a suggestion of preparation of the active citizen, which is opposed to the figure of the passive citizen, to the schools of the Legislative Branch. This suggestion considers the fact that our country's public and private school networks have little interest in opposition to the evident commitment of the schools of the Legislature in this matter.

The methodology adopted for its production was the bibliographic research that is based on the search, analysis, interpretation and judgment of the existing theoretical contributions on a certain subject in books, magazines and electronic addresses. It was complemented by document analysis, a research technique that allows identifying information in documents from previously established hypotheses.

DEMOCRACY AND CITIZENSHIP

From the legal point of view, citizenship refers to a relationship between two entities: the individual and the state. In this relationship, the individual has to fulfill a number of duties to the state such as paying taxes and doing military service, and the state must provide a set of rights to the individual such as education and health. Rights can then be understood as the benefits that the state guarantees to citizens.

Although this relationship has a functional character, it is not always free from certain mishaps, as both the individual and the state may fail to fulfill their obligations in part or in full. Despite this possibility, we can only conceive of citizenship within the framework of the democratic regime, which is underpinned by the principle of popular sovereignty. In other types

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of regime, there is no figure of the citizen who is the holder of citizenship, but the figure of the city or the inhabitant of the city.

Democracy and citizenship are very old occurrences. Indeed, a few centuries before Christ, the philosopher Aristotle explained that the government of a particular country can be realized through the monarchy whose power is exercised by only one person, through the aristocracy that concerns a minority in charge of decision-making and for democracy, the political regime based on a group of people who enjoy the rights of citizenship. Thus, they are endowed with the legitimacy necessary to debate and decide on issues pertaining to the maintenance and development of the state.

The possibility of involvement with the problems related to national life shows that democracy cannot only be representative, that is, the democracy that is exercised by those elected, because representativeness indicates that only a few, those chosen by voting, have the competence to make decisions.

Over time, the democratic regime has added the possibility of 'direct participation' of the citizen in political issues (BENEVIDES, 2000). Then (1) the referendum, a consultation with the population and whose result is accepted by the government, and it is a ratification or not of a government proposal, (2) the popular initiative that is the drafting of bills by one or more people, supported by a significant number of signatures, which are submitted to parliamentary examination and deliberation, and (3) the recall that is the possibility of revoking and repealing the mandate of any elected representative by the people came as mechanisms for political participation.

Another form of improvement concerns social democracy (BOBBIO, 2007). It indicates a passage from the sphere in which the individual is considered as citizen to the sphere where he is considered in the multiplicity of his roles. Consequently, democracy must occupy certain spaces normally dominated by bureaucracy and hierarchy, such as in the family, in barracks, in the church, in the workplace and in schools. The occupation of these spaces implies the participation of all the members in the decision making process.

The occupation of these spaces is also of fundamental importance for the maintenance of a democratic state, since their survival within a society whose institutions are not managed in a democratic way is very difficult. Political democracy is indispensable for people not to be despotically governed, but the indicator of a country's democratic development cannot do without the instances in which social democracy is put into practice.

The concept of citizenship regarding the enjoyment of rights and the fulfillment of duties does not exhaust its meaning. While this basic concept remains valid, the idea of citizenship can be expanded. Indeed, the observation of people's behavior in life in society shows the existence of two types of citizens, the active and the passive. Consequently, the characterization of each of them greatly expands the meaning of citizenship as we will see later in this paper.

CITIZENSHIP EDUCATION

The emergence of the active or passive citizen derives from a formative process. It includes living in specific groups throughout life, such as family and church, and the teachings received at school. The school as institution, intentionally or not, and through the actual and hidden curriculum is largely responsible for such a process that begins in early childhood education and ends at university. We understand that the actual curriculum refers to everything that is practiced within the school, while the hidden curriculum refers to all the learning done by students that was not planned by teachers and school leaders (KELLY, 1981). This long educational development produces a type of individual more inclined to the side of the private sphere or more inclined to the side of the public sphere. The inclination to one side or the other forces us to analyze the school events responsible for it.

School life revolves around a curriculum that is contained in a legal document and because of that it is called “official”. However, this curriculum is not always fulfilled as intended. Certain intervening variables related to its implementation cause some element of it to be deleted, added or replaced to produce the actual curriculum. These deletions, additions and substitutions do not routinely disfigure them in its essence.

Along with the realization of the official curriculum, there is also the realization of the hidden curriculum that, as we have already stated, concerns the emergence of different and even divergent results from the proposed objectives. In this case, the disfigurement can be much more serious. Having made these observations, let us see what the official curriculum must provide for the citizens training.

First of all this curriculum has to present among its purposes the training of the citizen. Secondly, it has to display a list of cognitive, affective, and procedural goals linked to this purpose. Thirdly, it has to expose the subjects and their respective contents capable of covering these objectives. Fourthly, it has to indicate the appropriate pedagogical strategies to achieve these goals and to present an appropriate evaluation system.

We can say that school education for citizenship in our country began in the early sixties of the last century through Anísio Teixeira, one of the most expressive Brazilian educators. He was the one who included the Brazilian Social and Political Organization subject in the high school curriculum in 1962, to enable the students to assimilate knowledge of laws and political issues to be able to interfere in decisions relevant to life in society.

Throughout the military governments, leaders of our education made it compulsory in the curriculum but no longer with the goal proposed by Teixeira but with the aim of helping to sustain the ideology of national security.

Soon after the process of redemocratization of Brazil, a new Federal Constitution was enacted in 1988. Article 205 of Chapter III, Section I dealing with education is worded as follows: “Education, the right of all, and the duty of the State and of the family, will be promoted and

encouraged with the collaboration of society, aiming at the full development of the person, their preparation for the exercise of citizenship and his qualification for work''.

After eight years of validity of this Constitution, the Law of Guidelines and Bases of National Education was published. Its Article 2 reads as follows: ``Education, the duty of the family and the state, inspired by the principles of freedom and the ideals of human solidarity, has as its objective the full development of the student, his preparation for the exercise of citizenship and his qualification for work''.

Two comments must be made regarding these two documents. The first is obvious and concerns the fact that the purpose of education proposed in the Constitution is fully endorsed by the Law of Guidelines and Bases and could not be otherwise. The second is that both refer to preparation for the exercise of citizenship. We highlight here that the word ``exercise'' indicates the performance of actions within the society.

After two years of the promulgation of this Law the National Curricular Parameters of High School was approved. The educators who elaborated them guided many educational proposals that are included in them for the purpose of preparation for the exercise of citizenship. The same can be said of the Complementary Educational Guidelines for the National Parameters for High School Curriculum that followed them. Despite this harmony, these educators were not concerned with explaining the profile of the citizen to be trained, a fact that did not contribute to the establishment of the necessary unity in each of the curriculum areas as well as between them.

This profile could be that of a liberal nature regarding the legal relationship between the individuals and the state in terms of the enjoyment of rights and the fulfillment of duties. It could be that of a communitarian nature that is based on actions to support governance and the existing entities in the place where the person lives (BÁRCENA, 1997; HOSKINS; MASCHERINI, 2009), or any other profile found in the specialized literature.

In 2001 the National Education Plan was created, which proposed to reduce grade failure and dropout by five percent a year, meet all demand within ten years and achieve satisfactory levels of performance according to the criteria established by SAEB (Basic Education Evaluation System) and ENEM (National High School Test). This plan was provided for high school students to ``acquire skills related to the full exercise of citizenship''. To this end, it established the objective of ``supporting and encouraging student organizations as a space for participation and exercise of citizenship''. In 2002, documents entitled 'Complementary Educational Guidelines for National Curricular Parameters' emerged and provided suggestions for teaching the curriculum subjects.

Following these two Guidelines and after a few years an Opinion was approved that established new guidelines for high school based on various justifications including the purpose of preparing for citizenship. This opinion merely reaffirmed the purpose in question, but did not clarify its meaning. However, it made some proposals concerning the role of students, the role of

school collegiate bodies and student representation, as well as the inclusion of environmental education and human rights education that are very important for citizen preparation.

It is noteworthy that, in relation to human rights education, the document entitled National Curricular Guidelines for Basic Education published in 2013 foresaw the exercise of active citizenship by all involved in the educational process. It states that this citizenship concerns `` the systematic practice of the rights won, as well as the expansion of new rights''. Although it is a substantive and relevant conception, it is presented in a small and not comprehensive way, compared to the conception we developed.

The year 2014 marked the end of the presentation of proposals and suggestions aimed at preparing citizens in schools. In fact, the National Education Plan promulgated on this date contains no goal and therefore no strategy aimed at education for citizenship.

In February 2017, a new high school law was published which dealt with the amendment, regulation and repeal of previous laws and the establishment of the full-time school whose current workload of eight hundred hours is to be extended to reach fourteen hundred hours.

This Law established a curriculum consisting of a common part and a diversified part according to five areas related to Languages, Mathematics, Natural Sciences, Social and Human Sciences and Vocational Training through practical work experiences, simulated or real, and in partnership with other institutions.

Based on the principles of flexibility and autonomy, it instituted the diversity of formative itineraries and different curriculum arrangements according to the possibilities of education systems. It recommended that areas should be organized according to criteria set in each education system and that teaching could be organized through modules and credit systems. It also determined that the curriculum should consider the student's integral formation in physical, cognitive and socio-emotional aspects.

As may be noted, this law dealt with a number of important subjects relevant to high school. It gave significant attention to the professional preparation of the student and mentioned that the curriculum must also consider the three dimensions that provide his full development. Therefore, it has been attuned to the purpose of education established in the Magna Carta and endorsed by the Law of Guidelines and Bases with regard to two of its aspects, which are the full development of the person and his qualification for work.

However, as regards the aspect concerning the preparation for the exercise of citizenship, it is silent because it does not bring any article, paragraph or item about it, which is very serious. In fact, the word citizenship does not appear anywhere in the text. Therefore, it is not possible to infer if its authors considered it as a primitive concept, an implied or an assumption.

In November 2018, a resolution was created to update national curricular guidelines for high school. In November 2018, a resolution was created to update national high school curriculum guidelines. It is also possible to deduce that, given the exaggerated emphasis it gave

to the qualification for work as well as the remarkable presence of postmodern ideas, the preparation for the exercise of citizenship is evidently in the background. What can be noticed is the absence of a translucent concept of citizenship, the lack of meaning about the act of exercising citizenship, and, consequently, the lack of delineation of a coherent pedagogical strategy aimed at teaching and learning citizenship.

In the following month emerged the final document that will guide the entire high school, that is, the common national curriculum base. In it, the theme of citizenship is treated differently. What can be immediately noticed is the absence of a properly explicit and theorized concept of citizenship that cuts across the four areas of knowledge on which it is based. As has already been said, the idea of citizenship often appears in an implicit way and as the foundation of variable propositions. It is also noted the existence of peculiar conceptions presupposed in each of the areas of knowledge.

We find it very worrying that there are no clear guidelines relevant to citizenship training in these documents, particularly regarding the preparation of the active citizen according to our understanding. In this regard, it is worth noting that our Constitution significantly values the figure of the active citizen as it foresees the institute of direct democracy through the holding of plebiscites, referendums and popular initiative projects. We also think that this absence contributes greatly to the occurrence of a deficit in the formation of people for the democratic regime, mainly with regard to the elimination or at least the dam of the advance of public and private promiscuity that is evident in our country.

PASSIVE AND ACTIVE CITIZEN

Citizenship education is a major concern in European countries. Since 2010, all European Community countries have been implementing, in schools, a program to train citizens. It is considered very important as it has a specific curriculum, courses designed to train teachers and school leaders and centralized control.

In the United States of America, although there is no similar program, as education in this country is governed by the principles of autonomy and decentralization, many schools are committed to citizen preparation. Surveys already conducted have revealed that US educational institutions have contributed to the training of personally responsible, participatory and social justice-oriented citizens.

In both Europe and the United States, one of the types of citizens being educated is the active as opposed to the passive. Each of these two types has his own characteristics, which allow it to be differentiated from each other.

It is worth remembering that our Magna Carta in its first Article, single paragraph provides that "all power emanates from the people, who exercise it through elected representatives or directly under this Constitution". In Article 14, it is written that "popular sovereignty shall be

exercised by universal suffrage and by direct and secret vote, with equal value to all, and, under the law, by: I - plebiscite; II - referendum; III - popular initiative''. These sayings clearly show that the type of citizen that is presupposed is the active one.

Active and passive citizenship are consecrated and important concepts of political theory. Our understanding of both is a synthesis of many authors, such as: ARENDT, 2007; BÁRCENA, 1997; BENEVIDES, 2000; GIROUX, 1998; GRAMSCI, 1978; HABERMAS, 1984; HOSKINS; MASCHERINI, 2009; LACLAU and MOUFFE, 2015; MARX, 1986; POULANTZAS, 1985; and SANTOS, 2002.

Based on these texts, we then conceive that the passive citizen refers to the person who, for certain reasons, prefers to realize his existence, predominantly within the private sphere, which is the restricted and reserved sector of life in society, where private interests prevail, where survival demands prevail, where intimacy materializes and where visibility and transparency are reduced as much as possible. This sphere includes some existing community spaces, such as the workplace and family life. The passive citizen is also a person who usually fulfills his duties to the state and usually agrees to be governed by others.

In turn, we consider that the active citizen is the individual who considers himself ruler. In addition to being inserted in the private sphere, performing the activities of passive citizens and fulfilling their obligations to the state is often present in the public sphere, which is the sector of life in society accessible to all people, where the general interest predominates, and visibility and transparency are extended to their limits. In it are worth the dialogue, communication, discourse, argumentation and joint action that can turn to the objective of influencing political decisions. This sphere includes certain social spaces, such as streets and squares, where subjects that relate to everyone's life are examined and debated.

This type of citizen, in addition to fighting for his rights and interests, usually performs individual and group actions for the benefit of the community, especially those related to the rights granted and primarily those that favor the underprivileged segments of society. He does not admit to behaving only as a governed person, but also aims to be a ruler. As can be seen, this concept of citizenship goes beyond the mere legal relationship between the individual and the state, although it does not deny it. Note also that these two types of citizens are not excluding, because there is no factor that prevents the passive from becoming active and the active from becoming passive. It should also be noted that the private and public spheres do not present themselves tightly, as intersections may occur between them.

His action, always in accordance with the democratic regime, can be local, regional, state, national and international because the available participation space is globalized. In the public sphere, where groups of people are found, he uses his knowledge and oratory as resources to reach the most appropriate decisions.

Therefore, it seems easy to infer that today's society must have a large number of active

citizens, perhaps all, because in them lies the hope that hard-won rights will not be suppressed or debased because of political decisions.

However, the importance of the active citizen is not restricted to the defense of rights. Being an individual who knows a lot, he is always alert and vigilant. Because of this the existence of certain evils such as nepotism, political conspiracies, privileges, patronage, non-transparency, impunity, centralization, populism, demagoguery and personalism of rulers become more difficult to maintain.

The presence of the active citizen favors the emergence of more appropriate and consequently more acceptable political decisions by all. His prominence benefits the governability, helps the legitimation, the strengthening and the valorization of the democratic regime and contributes to the continuity and vitality of this regime. It is also worth noting that their firepower against injustices and social inequalities is significant.

In the representative democratic regime, the figure of the active citizen is indispensable because of its numerous weaknesses. Among them we can mention the occurrence of disrespect on the part of the elected ones regarding the previously assumed commitments; the progressive distance between rulers and ruled; the presence of a credibility deficit on the part of many politicians who view society as a maneuverable mass. Furthermore, the manifestation of excessive use of coercive forces, manipulation of the media, use of lies and corruption; the advance of the executive branch over the legislative branch and the deliberate effort to hinder the various forms of popular participation. Add to this the emergence of various supranational spheres of power resulting from the process of globalization.

As we have seen before, both the National Education Plan issued in 2014 and the last law enacted in February of this year that, among other topics, instituted the full-time school, there is no reference to preparing for citizenship. However, this law was ostensibly concerned with the student's vocational training. This concern clearly demonstrates that its authors are only interested in forming people alienated from the political life of the country. Although not explicitly stated, the law in question is indeed committed to the preparation of passive citizens.

Despite this law and the future curriculum, it is noticeable that in many high schools in our country are being implemented and should continue to be implemented several pedagogical practices favorable to the training of active citizens. Among others, we mention the democratic school management and the participatory planning that is responsible for the elaboration of the pedagogical political project. However, these practices are rarely intentionally articulated with the proposed training of the active citizen.

We should also remember that there are practices in life in society such as volunteer work and involvement in social movements that not only prove the existence of the active citizen but also improve his conduct. We also add the important presence of the Legislative Schools that through appropriate practices are contributing significantly to the preparation of this type of

citizen.

LEGISLATIVE SCHOOLS AND TRAINING FOR CITIZENSHIP

Turning to history, we find that the Legislative Schools have a recent origin. The dynamism and development of these schools is related to the emergence of the administrative reform of 1998. In view of the qualification of federal servants as well as their promotion in specific careers, it gave rise to the Government Schools. One of its articles asserts that it is up to the Union, the States and the Federal District to maintain Government Schools for the training and improvement of public agents. This article also provides that it is up to the municipalities to create a council of management policy and staff remuneration.

This reform had the power to regulate the activities of similar schools within the Judiciary and the Legislative Branch. However, it should be remembered that the National School of Public Administration already existed before the administrative reform and, in 1989 a decree was issued that made it the coordinating and supervising body of all training programs developed by the other schools of the federal administration.

As a result, the Judiciary Branch also regulated its schools in 2004 through a resolution that gave the Magistrates' Training and Improvement School the power to regulate its educational model. The Legislative Branch, particularly the Federal Senate, created in 1997 the Brazilian Legislative Institute to train its servants, in 1999, Interlegis was created, which is a program of integration and modernization of the Legislative Branch and in 2001, the Universidade do Legislativo Brasileiro (University of the Brazilian Legislature) was created.

The Chamber of Deputies established the Center for Training, Training and Improvement in 1997, also aimed at capacity building. In 2003, the Brazilian Association of Legislative and Accounts Schools led by the Senate emerged. Among its objectives is to approach the various segments of organized society. This association was tasked with establishing a national educational policy, although in a guiding, fomenting, and not imposing character.

This approach was a very important aspect of the Legislative Schools and made them different from their counterparts that belong to the Executive and the Judiciary Branches. Indeed, this peculiarity indicates that in addition to turning to the training of its members, they intend to offer a space to the community, the common citizen, the multiple social organizations, the private initiative and educational institutions. This space involves courses, lectures, seminars, projects' design and simulation of parliamentary activity with a view to seeking a better understanding of the structure and functioning of the Legislative Branch as well as providing a democratic political education.

It is noteworthy that the first Legislative School was in the state of Minas Gerais, it was created in 1993. After it, schools were created in the states of Pernambuco, Santa Catarina and Rio Grande do Sul. On the website of the Brazilian Association is registered the existence of

Legislative Schools in all Brazilian states and in more than one hundred municipalities, members of these states, most of which belong to the states of Minas Gerais and São Paulo.

When you visit the electronic portals of some of these schools, you can see in their regulations the approach to community. In the state of São Paulo, the Campinas municipality school proposes two goals: to develop teaching programs, aiming at the integration of the Chamber with organized civil society, and to empower the community in themes related to the institutional activities of the Legislative Branch, and may promote lectures, workshops and seminars. The school of the city of Juiz de Fora in Minas Gerais proposes the training and qualification of community and political leaders, as well as the development of training actions for citizenship, aiming to promote a better understanding of the Legislative Branch and the political and legislative practices. The school of the city of Caxias do Sul in Rio Grande do Sul aims to promote the approximation between the Legislative Branch and society, through programs directed to political education, the training of community leaders, and the exercise of citizenship and to bring the Legislative Branch of elementary, secondary and higher education.

This approach to the community has been confirmed in practice, given what has already been and is being done by many of these schools. In the Chamber of Deputies in Brasília, for example, there is the Youth Parliament, the Visiting Internship, the Citizen Internship and the Pedagogical Visitation and Pedagogical Mission Programs in Parliament. At the Santa Rita de Caldas Legislative School in Minas Gerais, high school students worked on the theme of state organization through roundtables, debates and plays. The school in the city of Itajubá, also in Minas Gerais, developed the Citizenship and Political Awareness Program. The school in the city of Belo Horizonte completed a series of lectures entitled Public Safety and Human Rights, Social Prevention of Crime and New Perspectives for Police Action. The school in the city of Araraquara, in São Paulo, held a Political Training Course for students of the last year of elementary school. Similar activities are being put into practice in many other legislative schools and this can be seen by visiting their websites on the Internet.

Among these schools, we highlight the Training, Training and Improvement Center of the Chamber of Deputies, which has a program called the Pedagogical Mission of Parliament. After completing an on-site and distance learning course at this center, a group of teachers drew up the book *‘Educação Para a Democracia: Projetos Inspiradores das Professoras e Professores do Brasil’* (Education for Democracy: Inspiring Projects of Teachers in Brazil), which was organized by Otávio da Silva and Marina Diniz. In this work, there are reports of current experiences aimed at the training of the active citizen. Let us look at some of them in the high school area.

In the city of Maragogi, State of Alagoas, teacher Fabrícia Silva worked with the students to send letters to the council members concerning the problems existing in the municipality, which were delivered at the time of a visit to the City Council.

The teacher Izabelly Fernandes, in the city of Campina Grande, in the state of Paraíba,

developed with the students an activity to combat Dengue fever, which had the collaboration of the Municipal and State Secretariats of Health.

The teachers Maria Fonseca and Meire Bastos of the city of Araguaína, in the state of Tocantins, developed with the students the task of producing videos about possible improvements to be implemented in the community, which were delivered to the City Council.

Marina Diniz, a teacher from the city of Santa Inez, in the state of Maranhão, worked with the students on the theme of Human Rights. After writing a booklet on this subject, it was broadcast in schools and in the community through the local radio.

It is worth noting that the Brazilian Association of Legislative Schools, which brings together the educational institutions of the Brazilian Legislative Branch at the federal, state and municipal levels, has as one of its objectives to stimulate, disseminate and strengthen citizenship education programs developed by schools as a means of support to communities and civil society.

Faced with these occurrences it becomes clear that the Legislative Schools assumed, in intention and in practice, the task of educating people for the exercise of active citizenship although their main action continues to be the qualification of their servants. Therefore, it seems to us that it is not appropriate to raise any question about the role they should play in the area of education for democracy.

Concretely, they are making a valuable complementary contribution to the little that is being done in public and private schools in terms of students' education for the performance of their role as citizens. They are also filling a gap regarding this training by schools that are in a state of intentional or unintentional omission regarding this task, mainly because recent educational legislation has also been silent on this subject.

We think, however, that the Legislative Schools have a very high potential for providing a more extensive and substantive education for citizenship. Many of them have a qualified staff and a group of seasoned council members and deputies, university degree holders, who are well versed in various subjects. At the initiative of their leaders, they can easily gain the support of existing organizations in the community and region, especially colleges and universities, whose members are available and interested in acting completely voluntarily in this educational modality. As examples, we can mention the Pontifícia Universidade Católica and the Universidade Estadual Paulista, which respectively collaborate with the Minas Gerais Legislative Schools and the city of Araraquara in São Paulo. Experience has also shown that the schools where students study support the initiatives of the legislative houses regarding the political training of their students.

One of the most common and frequent activities carried out by students of the final grades of elementary school and the three grades of high school has been the simulation of routine actions by council members and representatives, particularly the elaboration of projects to be submitted to plenary. It is very relevant because many of them have already been approved and turned into law bringing benefits to the community. It is worth remembering that in many European countries

(REDE EURYDICE, 2017) and the United States of North America (WESTHEIMER, 2015) this activity is constantly practiced by students of educational institutions. In addition to this, there are others that are rarely realized under the auspices of the schools of the legislative branch, which we present as suggestions and hope that they will be properly received.

SUGGESTIONS FOR LEGISLATIVE BRANCH SCHOOLS

We think one of the most important of these concerns *Civic Campaigns*. These actions, in addition to producing highly positive results for the community and local government, have the power to forge and refine the attitude of dedication to the public interest, to pay attention to the collective welfare, to respect and value the public affair, and to ensure that it is well managed by those who have been chosen by the people.

Note that such attitude is greatly diminished in our country given the widespread corruption present in the municipal, state and federal levels because many politicians cannot boast a republican stance. They do not know or want to differentiate the public from the private, nor do they obey the principle of publicity in the administrative sphere laid down in our Magna Carta. Such campaigns aim at the purchase of machines and instruments for the municipalities as well as the repair and maintenance of them. They also aim at the construction and preservation of public places.

Awareness campaigns are also very relevant. They are about intervening in the field of people's emotions and affectivity, getting them to perceive things differently, feeling what they didn't feel before, internalizing and reflecting on certain information. These campaigns focus on combating smoking, alcoholism, drug use and boycotting inappropriate products. Consumption of alcohol at high doses tends to have immediate deleterious consequences. Tobacco use greatly contributes to shortening life and drug use tends to lead to irreversible brain damage.

Inadequate consumer products favor the onset of cancer, respiratory disease, cardiovascular disease and diabetes, and are related to the increase in obesity. In this regard, it is worth mentioning the speech of the Director-General of the World Health Organization at the opening of the last World Conference held in Montevideo, Uruguay in October 2017. According to him "in the name of free trade we allow food companies to poison people". He then asked: "When will we take a stand and put pressure on the manufacturers of these products?"

Remember that addiction to cigarettes, alcohol and drugs as well as the consumption of inappropriate products is not a personal problem only, as the consequences go beyond individual and family plans. Most people who get disease for these reasons go to the state agencies to get the necessary treatments. Many public resources from the contribution of thousands of citizens are channeled into these treatments. Mention should also be made of sickness allowance for those who are temporarily unable to work and disability retirement due to a disability that completely prevents them from performing their occupational activity. We assume that it is up to each person

to take good care of his health so as not to burden public coffers and enable everyone to access the money available in times of need.

Philanthropic Campaigns are those seeking donations such as clothing, food, money, miscellaneous materials, apparatus and instruments for community institutions, non-governmental organizations, groups of people or a particular individual. It should be noted that philanthropy is widespread in many countries around the world. The United States of America is in the first position before the other nations because it is strongly rooted in its culture. Companies, foundations and families allocate tens of billions of dollars to philanthropy annually.

In Brazil, this culture is being gradually developed through the initiative of individuals and companies. There is no doubt that acts of generosity have a very significant impact on society because it brings benefits to many people and is a powerful aid to the state that alone cannot cope with all the existing social problems.

Environmental Campaigns are presented as extremely necessary and urgent in view of the concrete and imminent threat of increased global warming that can have serious consequences for humanity. This threat has forced all countries to defend and adopt compatible and appropriate development policies. A number of diseases result from the degradation of the surrounding environment, such as yellow fever, tuberculosis, bubonic plague and malaria. If there are no policies aimed at it the costs to the state will be higher and higher to care for the sick and keep the disabled.

We must deeply regret the approval by the House of Representatives of the Provisional Measure concerning the tax treatment granted to the oil and natural gas exploration sector in November 2017, as it rewarded it with incentives that will generate a huge tax waiver. It reveals the government's disregard for the climate and disregards the impacts on biodiversity and people's lives at a time when many countries in the world are ostensibly supporting the fight against global warming.

When it comes to these campaigns, keep in mind that there are people and groups who think differently. There are those who call themselves conservationists because they argue that the environment and its resources need to be managed and used responsibly, not only to meet current needs, but especially those of future generations. Others call themselves preservationists because they consider that natural resources must be kept intact. As long as it is taken into account that, for certain reasons, only certain areas should really remain inviolate, both positions are not contradictory.

Campaigns to Combat Discrimination and Prejudice are essential for guaranteeing, enduring and strengthening the democratic regime, which is an essential commitment of the active citizen. It should be noted that in its preamble our Constitution sets out the purpose of ``ensure the exercise of social and individual rights, freedom, security, well-being, development, equality and justice as supreme values of a fraternal, pluralistic and unprejudiced society founded on social

harmony and committed to peaceful settlement of controversies''.

In the first article defines as one of its foundations ``the dignity of the human person''. In the third article it establishes the objectives of ``building a free, just and supportive society'' and ``promoting the good of all without prejudice of origin, race, gender, color, age and any other forms of discrimination'' and in Article 5 establishes that ``everyone is equal before the law, without distinction of any kind, guaranteeing to Brazilians and foreigners resident in the country the inviolability of the right to life, liberty, equality, security and property''.

These substantial topics of our Magna Carta clearly point to the emergence and maintenance of a pluralistic society, based on the principle of fraternity, the ideal of welcoming everyone, respecting differences and relatively harmonious coexistence among all. Such a society can only be maintained in a context devoid of prejudice and discrimination, which seriously damage peace and collective coexistence.

Volunteer work, although similar to philanthropy, is a broader activity. It involves making available recurring personal time to accomplish certain tasks without receiving anything in return. In the United States of America, data indicate that half of all adults, that is, over ninety million, are currently involved in unpaid work, spending about four hours a week in religious institutions, schools, retirement homes, hospitals and non-governmental organizations. There are even tax incentives from the government to those who dedicate themselves to it. These incentives have led to the creation of tens of thousands of foundations and nearly one and a half million nonprofits entities.

Currently, volunteer work is carried out in all European countries. It is estimated that over one hundred million people today are involved in volunteer activities, ie approximately twenty-three per cent of the population over the age of fifteen. Considering that voluntary work has a significant weight in the European economy, the European Parliament adopted in 2008 a report, which gives it all possible support.

This report invites States to facilitate volunteer organizations' access to funding programs either for administrative purposes or for projects and encourages companies committed to social responsibility to financially support initiatives to encourage and strengthen voluntary work. It should also be noted that the European Union has created and financially maintained the European Voluntary Service for young people aged between 18 and 30 for a period of up to 12 months. Its budget allows for the annual participation of thousands of them and the field of activity involves culture, sport, social assistance, environment and various other sectors.

In our country in the last decade of the last century, non-governmental organizations began to emerge. The exponential growth of these entities made them house the majority of volunteer work, which is being considered a relevant item when looking for a paid job. There are today in Brazil thousands of non-governmental organizations. Almost seventy percent of them are located in the southeastern region. The other regions share the remainder of this percentage. There are

also thousands in the number of people who act on them voluntarily.

As for the typology, there are those dedicated to the defense of rights, those focused on offering help and charity, and those producing services in the areas of education and health. The most recent data indicate that only three out of ten Brazilians have ever done any voluntary activity. Among the alleged reasons for not doing it are lack of time, lack of invitation, lack of thought about the subject and lack of knowledge about the sources of information about volunteering. Even the administrative departments of municipalities may house voluntary work such as elementary schools and municipal libraries.

Making Suggestions and Charging Politicians is an important task for the active citizen. To put it into practice, he needs to be aware of the performance of the representatives he helped to elect, as well as periodically monitor their actions, speeches, and initiatives. Suggestions and charges may be made directly through personal contact or indirectly through electronic documents and resources. It should be noted that the behavior of politicians could be significantly altered and shaped according to this recurring conduct manifested by voters.

It is possible that this closer and more constant contact will help to reduce the great distance between voters and elected today, as well as helping to change the current image of our representatives, who according to the latest survey conducted by Data Folha in November 2017 received the concepts of bad and lousy by sixty percent of those polled. It seems certain that such an act of suggesting and charging also tends to contribute to the improvement of the so-called 'Misperception Index' which is related to individuals' interpretation of the peculiarities of the place in which they live, given that our country is the second of the entire planet where individuals present the most misperception of reality.

The Listening to the Community Voice Project is one of the ways to make suggestions and demands to politicians. It involves moving students toward the city streets to interview people about their demands, dissatisfactions, and proposals. After registering and organizing them, they can be forwarded to the media, that is, the city's newspapers and radios as well as regional television channels. At the same time, they are sent to the executive and legislative branches to obtain the proper return.

The Elaboration of Public Petitions, although they can be used as a way of charging politicians, can also be directed to other instances and recipients. With respect to them, the Federal Constitution ensures that any citizen has the right to elaborate them by collecting signatures from a set of people for any demand that he or she deems appropriate or necessary.

Such petitions may include proposing improvements in certain locations, referring complaints to certain societal entities and organizations, supporting various social causes, protesting against something that is not agreed, and the suggestion to amend laws that are in the process of being drafted or already in force. We remind that the making of petitions in our country is quite significant.

Drafting of motions is an activity similar to making petitions. The motion can be seen as a collective document addressed to the decision-making authorities. In this understanding, its purpose is to gain support for the realization of an idea or alternative. However, it can also be seen as a document that expresses the feeling, the emotional state of a certain group of people. Therefore, its objective is to make registered and public the position taken by this group. Although it is closely associated with the work of members of the Legislative Branch, anyone can take the initiative to draft it and forward it to the appropriate addressee.

As with petitions, motions have also reached a high volume mainly because of the existence of various modalities. Among the many existing types, we mention as examples the motions of appeal that are addressed to a specific authority to take the required action, those of repudiation or rejection of decisions or actions in progress and those of support or approval of conduct or deliberations.

One of the activities most consistent with the functioning of the Legislative Branch concerns the creation by students, under the guidance of council members, of *Popular Initiative Projects*. We recall that on a national level one of them appeared in 1994, arising as a result of the murder of actress Daniela Perez, daughter of Gloria Perez. The year 1997 saw the emergence of another, sponsored by the Justice and Peace Brazilian Committee, affiliated with the National Conference of Bishops of Brazil aimed at combating electoral corruption. At an earlier date, the members of the Movement for Combating Electoral Corruption took the initiative to elaborate a bill that was sanctioned in 2010 with the title of *Lei da Ficha Limpa* (Clean Record Law). The most recent popular initiative proposal concerns the one prepared by the Federal Public Prosecution Service's employees because of the *Operação Lava jato* (Operation Car Wash).

Participation in Social Movements is an important nonviolent resource of the active citizen. We understand that social movement refers to a collective action aimed at the pursuit of certain goals or the fulfillment of certain interests. Social movements often manifest themselves as fierce protest and contestation activities or as vehement demands because other means have not proved sufficient to achieve the desired aims. Its occurrence is very frequent in almost all countries of the world, a fact that can be seen only by reading newspapers.

Studies related to social movements show that the participation of the Brazilian people in the social and political life of the country has been around since the eighteenth century and all of them contributed to the construction of our citizenship. Therefore, all participation in movements from this time to the present day can be considered as exercise and learning of active citizenship. The volume and types of movement show a similarity between the performance of us Brazilians with the North Americans and Europeans.

Although it is very rare in any democratic country to have conditions for the manifestation of *Civil Disobedience*, it is also a resource of the active citizen. Civil disobedience refers to the act of not complying with current legislation and not submitting to decisions emanating from the

constituted authorities, if all channels of claim have been exhausted and if there is disrespect for constitutional order. We can say that civil disobedience can be considered the extreme non-violent instrument available to the citizen. Although its use is almost unnecessary in a fully functioning democratic regime, every individual must be aware of its existence and applicability.

The Party Life aims to know the ideals of each party with representatives in the Chambers and Assemblies, the possible option for membership and the monitoring of party activities. Implementing youth involvement with party dynamics is a relatively simple task as it is the daily routine of council members and deputies.

It is noteworthy that, in a democratic regime, the party that is an association of people focused on the conquest and maintenance of political power in a community, and emerges as the main subject of political action because it is the entity responsible for the government. As a party member, the individual may be chosen to be a candidate or may support someone to run for election. As a candidate, if elected, you will be able to take various initiatives and participate directly in political decisions. If the individual supports someone that is elected, it will be possible to submit petitions and make suggestions to him as well as make demands and question his attitudes and performance. Integration into parties is therefore one of the most important forms of exercising active citizenship. In both the United States, Europe and Brazil, the main parties have several million members, of which a significant number are politically active.

The *Practice of Digital Democracy* is very common in many countries of the world, including ours, it is a typical occurrence of the present century although its origin lies at the end of the last century. This activity is also known as e-democracy, cyber-democracy and virtual democracy. It is essentially an exchange between the political system and the citizens. In it, political action is realized using digital communication tools that enable participation in debates between the rulers and the population and the exercise of the vote, when appropriate.

Through digital democracy it has become possible to increasingly include citizens in the routine decision-making process by the public administration. With the emergence of digital technology, it is already possible to organize referendums by neighborhood and even by street. Therefore, thanks to the increase in interactive resources, political participation no longer makes sense to remain restricted to voting once every four years.

FINAL CONSIDERATIONS

We emphasize that our intention was only to make suggestions to the Schools of the Legislative Branch. We even think that those exposed here are not exhausting, as there may be others. Considering their peculiarities, limitations and possibilities, it is up to each of them to select one or more proposals presented for the purpose of accomplishment, with the students of public and private schools of our country.

We need to remember that to put these suggestions into practice, students need to acquire

certain knowledge and develop some skills and attitudes. Regarding knowledge, we can mention among others the following topics: democratic regime, public policies, political parties, voluntary work, public and private, sustainable development, virtual democracy, civil disobedience, human rights and social movements. As for skills, we cite those of dialogue, debate, argue, cooperate and resolve conflicts. Regarding attitudes, we relate those of tolerance, solidarity, respect for differences and making commitments.

Specific courses, seminars, workshops and lecture cycles can be organized for this purpose. However, we assume that not everything that is being suggested here can come to fruition given the limitations and specificities of each legislative school, however we think that some of these suggestions can be put into practice. Considering the disregard that prevails in the Brazilian school education regarding the training for the exercise of the citizenship, thus, any initiative around these proposals presents itself as something quite significant and precious because, undoubtedly, it collaborates with this incipient and neglected training.

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