

## Comparing the Role of Student Activities in Supporting the Values of Citizenship

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### Abstract

*The university is considered one of the educational institutions which play an important role in the upbringing of students and provide them with the right habits and behaviours, so interest in the development of programmes and student activities to invest leisure time with them and develop citizenship values and refine important aspects of their personality. Student campus takes advantage of available interactive within the programmes and activities with colleagues learn and exchange with other types of human behaviour always had positive experiences. Therefore, this research aims to identify the role of student activities in supporting the values of citizenship and to achieve this goal, researchers used the descriptive sample selected intentional as the strength (800) students from the participating of recreational activities with the University of Mansoura and Helwan. One of the important results that of student favorite sport activities are ( football activity, cultural activities, lectures, artistic activity, music activity, social activities, activity of the public service and journey activity), the role of student activities in supporting the values of national average level, and one of the most important recommendations was the need to exercise the actual skills students in the citizenship early ages, starting from school to University as it's considered of fertile field to practise the role of citizenship.*

### Introduction and problem research

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The citizenship is one of the issues which strongly impose itself when processing a dimension of human development and the overall reform and development projects in general. And the intended link between the individual and the State of where the stay, and associated geographically, culturally and historically, and increase the sense of citizenship through civil trends of the most important indicators of the basic attitude of respect for the law, public system, acceptance of others, respect for human rights, tolerance and freedom of expression and other indicators that represent the basic values of citizenship, regardless of intellectual and philosophical references points for this community.(1)

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The development of citizenship values of in students of the socialization patterns of educational institutions, as it's one of the basic processes in student life, which materialized personality to be able to react in the social environment which is controlled by its rule and help him to move from dependency, depend on others and concentrating around the self in the early ages to independence, positive and self-reliance through the following stages. (22)

Citizenship is acquired through the consensus value of moral and cultural values of the individuals in the group living in the same living circumstances, citizenship is the represented in the thoughts which those individuals using to express their interests in positive manner in the light of national conscience is configured through the educational upbringing institutions aimed at raising citizen (such as family, school, houses of worship, clubs, youth centres, National societies and University). (21), (23)

The University is the educational institutions which plays an important role in the upbringing of students and provides them with the right habits and behaviors, they are interested in the development of programs and activities to students ' aiming at investing as wisely and fosters positive aspects of their personality, the educational process is not just to teach the lesson, but aims to build character, broadcasting of the values of citizenship, preparation for responsibility in life and trying to find balance in all aspects of the student's personality, which benefits from programs and activities available and interact with colleagues during these activities, learn and share the types of different human behavior gain Positive experiences as a result of interaction during practising exercise activities that develop the self-reliance and sense of responsibility, dependency and leadership training.

The results of studies of Mandel (2003), Al kharashi (2004), Nagy (2004), Walker (2005), Calvert (2006), Magick (2007), Gwen (2008), Abu hashish (2010), Zidane (2010) that student activities have a positive impact on the development of social responsibility among students, to assist them in decision-making and correct perception of their needs, problems contribute to the resolution, as well as to develop the capacity to express their views freely and supporting links with the University and their appreciation of its role, there is agreement among students about what Play public for disseminating a culture of citizenship and human rights in society, some have pointed out that they have to show nationalism and belonging to the homeland and the enjoyment of freedom rights and equality.

Based on the recommended reference studies with emphasis on the content of the programs and activities offered to the students to achieve and satisfy their desires and needs, as well as to sensitize students to the importance of participation and cooperation of various forms of student life, including such activities (sports, social, cultural, artistic and public service and mobile), and the necessity of interaction among students and some of them, on the one hand, and between the Administration and management of the activities of the various student associations and families on the other hand, overcome the

problem of lack of communication between students and faculty, which may be due to the nature of the educational process and turning away Students for lectures which students lose human values and ideals that lead to the development and consolidation of the concept of citizenship, In addition to the weak capacity of the student activities to discover local and global developments and try to introduce students and encourage them to work with innovative thinking capable of convergence and communication resulted in sometimes reluctant students on political participation and the pursuit of some organizations to impose their presence on student life at universities to the detriment of the role to be played by the development of the values of citizenship

While students differ among themselves in terms of preparations and capacity of various types of skills, that supports the need for attention to study how to discover these preparations and their capacity and work towards the acquisition and development of citizenship they have, through aspects and activities involving students and the practice of student activities at the University of the vital and important aspects which can bring the development of citizenship for students, if the benefit of a well planned and regulated to maintain the student's time and effort and not to waste the specialized budget.

Thus, the problem of this research seeks to identify the role of student activities and their importance in supporting the values of citizenship through the practice of students a variety of activities that develop their personalities to make them as effective members of society.

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### **Research Aim**

Research aims to identify the role of student activities in supporting the values of citizenship, by answering the following questions:

- What are your preferred exercise activities among university students?
- The level of participation of student activities in supporting the values of citizenship?

- Are there significant differences about the role of student activities in supporting citizenship values depending on the variable type?
- Are there significant differences about the role of student activities in supporting citizenship values depending on the variable?
- Are there significant differences about the role of student activities in supporting the values of citizenship depending on variable theme specialization?

### Search terms

**Citizenship:** "a set of properties and features that make students able to shoulder the responsibility, participation and interdependence are the spirit of volunteerism, and have the knowledge and skills to solve problems they face in school and life by the scientific method, and are able to exercise critical thinking and decision-making on the issues of the dialectic society" ([www.rosaonline.net/Sabah/News.asp](http://www.rosaonline.net/Sabah/News.asp))

**Student activities:** "the range of activities planned and directed, which selects from students to engage and participate in outside the lecture halls and within the limits of the possibilities available to the University during free time and help them invest leisure time return them with happiness and pleasure."\*

### Research Procedures

#### Research methodology

The descriptive method is used (surveying method) with its steps and procedures.

#### A sample search

The research community is determined by the current class of students involved in student activities at Mansoura and Helwan was selected as the sample search intentional way four faculties of each University (College theory 2 (educational rights), 2 College (pharmacy, engineering), (49), (50) student the total sample (800) students from the participants of recreational activities. (Attachment a)

#### Data collection tools

The researchers engaged in collecting data for this research, the following:

1. Student activities form preferred by the University students-Research-sample, which contains a collection of various student activities (sports, cultural, artistic, social, mobile and public service activity).{ Attachment (b)}, the researchers chose the highest activity according to the number of participant.

2. The questionnaire (the role of student activities in supporting the values of citizenship): designed by the researchers. The following steps were followed in the preparation of:

- Access to some data collection tools in the scientific references related to student activities, research and reference studies such as Naji (2004), Mandel (2003) Mohd, K, B, and Edrak Farahida A (2011) Al kharashi (2004), Zidane (2010), Hanray (2007) Abu hashish (2010), zrzoh (2008), alholy (2009).
- Identify three themes include a set of vocabulary on the role of student activities in supporting the values of citizenship (social responsibility, organizational justice, satisfaction with the activity).{ Attach. (b)}
- A measure strongly responds to each individually in accordance with estimation scales (likert) and degrees (3, 2, 1) to allow space for students to express their views.

#### The surveying study

The researchers conducted a prospective study on a sample of 60 students from outside the basic study sample and in the research community (11/10/2012) (25/10/2012), aimed at identifying the clarity and elaboration of vocabulary for understanding the sample and conduct transactions. The results showed clearly the instructions for data collection tool, suitable formulation for the level of understanding of the sample vocabulary, scientific transactions of a truly stable form questionnaire.

#### The baseline study

After reassuring for scientific validity and reliability the questionnaire was applied in the period (1/11/2012) (1/12/2012), and after the completion of the application questionnaire

compiled and organized, and schedule data dump to make appropriate statistical processors.

### Viewing illustrating and discuss results

To achieve the research objectives in response to the questions and sample research and user researchers shows the approach their outcome, disaggregated as follows,

- The preferred practice of student activities

**Table (1)**  
*A relative statement to the preferred practice of student activities (n = 800)*

N.	Activity	Students number	percentage
1	sports	Football	305
		Fitness	82
		Handball	79
2	cultural	Lectures	361
		Reading	128
		Seminars	102
3	artistic	Listening to music	338
		Acting	156
		Singing	71
4	Social	Parties	300
		Dialogue	125
		Camps	92
5	Public service and rangers	Leisure trips	249
		Cleaning projects	212
		Public service competition	98

From a table (1), it is clear that:-the highest percentage participation of students in physical activity reached (38, 10%) for Football, in cultural activity ,reached (45, 10%) For lectures, artistic activity, with the highest proportion reached (42, 20%) The activity of music and

social activity was the highest (37.50%) Concert activity in the activity of the public service and Rangers, the highest proportion (31, 10%) The activity of Leisure trips. The role of student activities in strengthening the values of citizenship.

**Table (2)**  
*The role of student activities in supporting citizenship values (n = 800)*

Marks of citizenship value	Students number	The role of students activity	percentage
106 -85	165	low	20,60%
126 -107	448	fair	56,00%
147 -127	187	high	23,40%
Total	800	fair	67,66%

Table (2) shows that:-the role of student activities in supporting the values of citizenship level percentage average (67, 66%).

**Table (3)**  
*The role of student activities in strengthening social responsibility (n = 800)*

Marks Of the social responsibility	Students number	The role of students activity	percentage
35 -25	59	Low	7,40%
44 -36	365	Fair	45,60%
54 -45	376	High	47,00%
Total	800	High	80,00%

Table (3) shows that:-the role of student activities in strengthening the high level of social responsibility as a percentage (80, 00 %)

**Table (4)**  
**The role of student activities in supporting organizational Justice (n = 800)**

Marks of Organizational justice	Students number	The role of students activity	percentage
32 :22	72	Low	9,00%
41 :33	486	Fair	60,80%
51 :42	242	High	30,20%
Total	800	Fair	73,66%

Table (4) shows that:-the role of student activities in supporting organizational Justice reached the level of the average percentage (73, 66%).

**Table (5)**  
**the role of student activities in supporting the satisfaction with the activity (n = 800)**

Marks of activity satisfaction	Students number	The role of students activity	Percentage
29 -22	126	Low	15,80%
35 -30	304	Fair	38,00%
42 -36	370	High	46,20%
Total	800	Fair	76,66%

Table (5) shows that:-the role of student activities in strengthening the satisfaction with the activity level reached the average percentage (76, 66%)

Are there significant differences about the role of student activities in strengthening citizenship values depending on the variable type?

**Table (6)**  
**significant differences between middle-grades students response towards the role of student activities in strengthening citizenship values (n = 800)**

Citizenship value	Female students n=400		Male students n =400		(t)value	
	$\pm \sigma$	$\bar{X}_1$	$\pm \sigma$	$\bar{X}_2$	calculated	Schedule at (0,05)
Social responsibility	0,29	2,42 high	0,32	2,41 high	0,45	1,96
Organizational justice	0,26	2,34 high	0,31	2,24 fair	*4,58	
Activity satisfaction	0,32	2,46 high	0,30	2,48 high	0,89	
total	0,23	2,40 High	0,24	2,37 high	1,83	

From a table (6), it is clear:-non-statistically function differences about the role of student activities in strengthening social responsibility and satisfaction with the activity between male and female as the value (t) calculated at (0, 05) is less. -The existence of differences in the role of student activities in strengthening the regulatory equity between male and female

students for students where the value (t) calculated at (0, 05).is less -Differences in non-function role of student activities in strengthening citizenship values among students so that the value (t) calculated at (0, 05) is less. Are there significant differences about the role of student activities in strengthening the values of citizenship depending on variable University

**Table (7)**  
**Significant differences between Helwan University students response degrees, el Mansoura towards the role of student activities in strengthening citizenship values (n = 800)**

Citizenship value	Mansoura n=400		Helwan n=400		Value of (t)	
	$\bar{X}_1$	$\pm \sigma$	$\bar{X}_2$	$\pm \sigma$	calculated	Schedule at (0,05)
Social responsibility	2,45 High	0,29	2,38 high	0,31	*3,45	1,96
Organizational justice	2,28 Fair	0,29	2,31 fair	0,29	1,33	
Activity satisfaction	2,52 High	0,30	2,43 high	0,31	*3,82	
Total	2,41 High	0,22	2,37 high	0,24	*2,46	

From a table (7), it is clear:-differences in non-function role of student activities in strengthening organizational justice between Helwan University students and students of Mansoura University where the value (t) calculated at (0, 05) is less. -The existence of differences in the role of student activities in strengthening social responsibility and satisfaction with the activity between students of Helwan University and students of Mansoura University for students of Mansoura University

where the value (t) calculated at (0, 05) is larger. -The existence of differences in the role of student activities in strengthening citizenship values among students of Helwan University and students Mansoura University for students Mansoura University where the value (t) calculated at (0, 05) is larger. Are there significant differences about the role of student activities in strengthening the values of citizenship depending on variable theme

**Table (8)**

*indication of the differences between middle-grades students response specialist theory and practice about the role of student activities in strengthening the values of citizenship(n = 800)*

Citizenship value	theoretical)n(400=		practical)n(400=		value) t(	
	X1	$\pm \sigma$	X2	$\pm \sigma$	calculated	schedule at(0,05)
Social responsibility	2,39 high	0,29	2,43 high	0,31	1,75	1,96
Organizational justice	2,32 fair	0,27	2,27 fair	0,31	*2,42	
Activity satisfaction	2,44 high	0,29	2,51 high	0,31	*2,99	
Total	2,38 high	0,23	2,40 High	0,24	0,89	

From a table (8), it is clear:-differences in non-function role of student activities in social responsibility among theoretical students and practical students where the value (t) calculated at (0, 05) is less. -The existence of differences in the role of student activities at organizational justice between theoretical students and practical students for theoretical students since theoretical value of specialization (t) calculated at (0, 05) is larger. -The existence of differences in the role of student activities in satisfaction among students activity theme theory and practical specialization for practical students where the value (t) calculated at (0, 05) is larger. -Differences in non-function role of student activities in strengthening citizenship values among theoretical students and practical students as the value of (t) calculated at (0, 05) is less.

## Discuss Results

Table (1) shows: for sport, the highest proportion of students (38, 10%) Football sorts, this may be because football sports of interest to undergraduate students, and they don't need many tools compared to the rest of the other sports. As well as for easy game and spread in various places (youth centres and sports clubs)

and low prices for this game, this is consistent with the study of the study Research Foundation (2000), FOB Wopp (2002), Abdel wahed (2005) and matar (2008) in which the results (sports walking, running, football and baseball) were at the forefront of sports activities by students.

Cultural activity, the highest proportion of students (45, 10%) For lectures, and this may be due to the lectures of activities that contribute to the upgrading of thought influenced by reason and conscience and capture the interest of students through an exchange of views on the various topics that arouse interest and develop the ability to debate and how to present the topic in a scientific manner. in addition to contributing to the development of cognitive and intellectual tendencies of development and provide students with a lot of knowledge and information related to the various fields of culture, and it varies with each Goda study (2008), Matar (2008) which resulted in the outcome (watching programmes and reading) Was at the forefront of cultural activities by students.

Artistic activity, the highest proportion of students (42, 20%) The activity of music, because music is an activity that gives joy and happiness, whether the student will listen or

play a positive role, such as playing music, as well as the effect on the emotional influence on his personality and his ability to be free from stress and anxiety becomes more balanced and easy access to resources and tools for this activity from cassette tapes, CDs and videos because of its low price as can be heard in various places and can be heard when you do any Student activity. This is consistent with the study Goda (2008) that the results that the music was at the forefront of artistic activities favored by students, and it varies with Elahaby (2008) study that resulted in findings that (hobby) was at the forefront of professional activities practiced by the students.

Social activity, the highest proportion of students (37.50%) Concert activity, and this may be due to the activity of concerts activities which provide opportunities for networking among students and some basic psychological needs and meet as the need for affiliation and cooperation, developing the skills of communication between friends and each other and also the satisfy the need to meet with others with common interests. This contrasts with the Matar (2008) study that resulted in findings that (visit sick colleagues) were at the forefront of social activities by students.

The activity of the public service and Rangers, the highest proportion of students (31, 10%) The activity of Leisure trips, and due to the activity of Leisure trips are the activities through which the student beauty of nature and the environment and is one of the most exciting student activities of major concern because of the exciting activities and to establish solid friendships through the presence of a group of students in this activity. Student personal development and self-reliance. In addition to the need for students to enjoy the outdoors away from the burdens and problems of school life. This is consistent with Elzahaby (2008) study that resulted in findings that the (cellular flights) were at the forefront of public service and mobile activity practiced by the students. This contrasts with the study of Muhammad sweilem and others. (2006) which results in Scouting sessions introduction public service and mobile activity favored by University students.

Table (2) shows that: the role of student activities in supporting the values of citizenship level percentage (67, 66%), and this may be due to the practice of student activities plays an important role in supporting the values of citizenship through the embodiment of the spirit of cooperation, volunteerism, tolerance, justice, equality, participation and ensure student activities as an ingredient to achieving balanced and integrated education of students, and emphasize the need to work with the community and involvement in the search for causes and participate in student activities increase affiliation Students of the universities and by extension for the homeland and its problems and positive contribution to collaborate with colleagues on the resolution and effective participation for programmes and activities aimed at preserving the national paper and it varies with study Abu hashish (2010) which resulted in the findings that the role of the colleges of education in supporting the values of citizenship has been confined between high and low levels.

Table (3) shows that: the role of student activities in supporting the high level of social responsibility as a percentage (80, 00%), due to the fact that student activities play a great role in the development social responsibility in students through a variety of programs and activities commensurate with their abilities, skills and needs, and is an important element in building students ' character and refined and socially sound prepared through participation in activities that develop a sense of collective responsibility self-reliance leadership and dependence And respect work. And participate in student activities to maintain order and students leisure investment in cooperative programmes and activities provides opportunities for significant cognitive awareness of social responsibility. This is consistent with the study of Al kharashi (2004), which resulted in the findings that the level of student activities in supporting the role of social responsibility at a high level.

Table (4) shows that: the role of student activities in supporting organizational Justice reached the level of the average percentage (73, 66%), and this may be due to the practice of student activities offers many opportunities that

are based on justice and equality among colleagues, and objectivity in dealing with everyone. and performance evaluation process based on its students and their achievement, and not influenced by personal relations, and justice, as well as must be the criteria against which performance is evaluated with clear High to each student tries to improve his performance. Student activities also works to provide opportunities for all students and give everyone what he deserves and preference of the inclinations and wishes by not differentiating between a student and the most equal distribution of roles and participation in the Organization and management of activities.

Table (5) shows that: the role of student activities in supporting the satisfaction with the activity level of the average percentage (76, 66%), and this may be because most student activities practiced by the individual feels when practice happiness and pleasure and have fun through its many activities through which the individual can express themselves and to innovate exercise without taking into account the legal rules do not harm the feelings of others and the interest of the University plan for student activities in the light of the interests, inclinations And desires of the individuals involved, in the light of appropriate potential which leads to diversity of student activities through which individuals have the opportunity to choose the activity commensurate with his abilities and potential, and managing student activities to provide in-kind prizes for participants to raise motivation to participate to ensure uptake and efficiency, bringing the gap between the activity Manager and participants to achieve satisfaction and pleasure. This contrasts with the study of Khamis (2006), which confirmed the results of the high level of student satisfaction with the provided services or recreational.

Table (6) shows that: non-statistically function differences about the role of student activities in supporting social responsibility and satisfaction with the activity between male and female as students the value (T) of the calculated at a level (0.05) due to the fact that activities correspond to the needs and desires of students without regard to the student's preference for female students and through subscription all students

feel both happiness and pleasure and delight as the proceeds of student programs and activities.

Therefore there's: differences in function, the role of student activities in supporting the regulatory equity between than male and female students for female students where the value (T) calculated is larger its calculation value at (0, 5), and this may be due to the desire of students to do or help colleagues had roles if necessary to improve their performance through feedback to the supervisor of the activity.

Therefore there's: differences in non-function role of student activities in supporting citizenship values among students so that the value (T) of the calculated value at (0, 5) is less, and this may be due to the practice of student activities student learning (male and female students) is a set of rights and duties, leadership, responsibility, positive values towards participation, collaboration and belonging to society and its members, sincerity, excellence in law enforcement work and punctuality with others to become active participants and contributors in interacting and the progress of society and the student activities bring Happiness and pleasure as a result of self expression and creativity and relaxation and psychological satisfaction. This contrasts with Nagi (2004), and the results that there is a difference between male and female students about the concept of citizenship.

Table (7) shows that: differences in non-function role of student activities in supporting organizational justice between Helwan University students and Mansoura University students where the value (T) of the calculated value at (0, 05) is less. This may be due to the student activities Department, both the two universities follow the same method to facilitate their programmes and activities in the light of the rules and regulations issued by the Supreme Council of universities that provide justice in distribution and procedures and interactions with students.

Therefore there's: differences in function of student activities in supporting the role of social responsibility and satisfaction with the activity between students of Helwan University and students of Mansoura University for students Mansoura University where the value (T)



calculated from calculated value at (0, 10), is larger due to the attention of the Directorate General of youth welfare, Mansoura University all the installations and all the equipment as a result of the Organization of the University for weeks University VII and IX and first Arab youth week and availability of empty spaces within the University and near places of practice activities of college Which leads to the practice of students for student activities, as well as student activities after places of Helwan university colleges, and student activities to educate students on self reliance, responsibility, get leadership and collaboration with others and there are many student activities through which the student can choose from with what suit with potential and desires. This is consistent with Elzahaby (2008) study which resulted in findings that there are differences in favour of the students Mansoura University in the attitudes towards the practice of student activities.

Therefore there's: differences in function, the role of student activities in supporting citizenship values among students of Helwan University and students of Mansoura University for students Mansoura University where the calculated value (T) is larger at (0, 5), and this may be due to the presence of many different activities practiced by students of the University, whether sports, cultural, social, artistic and public service and mobile which is the development of students' social responsibility and a good citizen by instilling values In them, the practice of student activities is a right of citizenship, a means of building character students develop their abilities and talents, mental, physical, psychological needs and morale by selecting programs and activities consistent with the physical and psychological characteristics as well as the age and the happiness and pleasure the primary purpose of the practice of student activities.

Table (8) shows that: differences in non-function role of student activities in social responsibility among theoretical students and practical students for the practical students as the calculated value (T) is less at level (0, 05). This may be due to student activities meet the needs and wishes of all students both theoretical disciplines through kinetic activities (sports and mobile) or practical disciplines (artistic and

cultural activities) which occurs some kind of personal integration and convergence in the level and capacity.

Therefore there's: differences in function, the role of organizational justice student activities between theoretical students and practical students since theoretical calculated (T) value is larger at (0, 5), and this may be due to the nature of theoretical study and study system which requires the continuing need to practice student activities and renew activity and vitality of the body to further burden the Bunting and the functions and duties and increase leisure time they have that requires investment in a good way.

Therefore there's: differences in function, the role of the student activities satisfaction activity among theoretical students and practical students for practical students as the calculated value (T) at level (0, 5) is larger, and this may be due to the interest of students in practical activities bring them happiness and pleasure as a result of innovation and commensurate with the nature of the study process that relies on innovation.

Therefore there's: differences in non-function role of student activities in supporting citizenship values among theoretical students and practical students where practice as the calculated value (T) at level (0, 5) is less, and this may be due to providing opportunities to all students regardless their specialization to participate in programmes of student activities and diversity in recreational activities and the development of culture for the investment of their free time in a positive way.

## Conclusions

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The favoured students' activity in sport football activity, cultural activities, artistic activity music activity, social activity the activity of the public service mobile and expedition.

The role of student activities in supporting the values of citizenship reached a moderate level. - Non-statistically function differences about the role of student activities in supporting citizenship values among students. -The existence of differences in the role of student activities towards supporting citizenship values

among students of Helwan University and students of Mansoura University for students of Mansoura University. -Non-statistically function differences about the role of student activities in supporting citizenship values among male and female theoretical and practical students.

### Recommendations

Strengthen the relationship between the University and the community by involving students in the activities of a social nature, such as participation in charitable associations and institutions of civil society and participation in national celebrations or activity that serves the preservation of the environment. -Focus newsletter for student activities on issues related to community service, and address the negative phenomena that threaten social cohesion. -The development of citizenship in students through meetings and seminars that support this theme. -Establishing the philosophy of student activities in leisure time and investment through educational institutions to make individuals aware of the importance of participation in activities. -Practice for students about citizenship skills at an early age, beginning from school to University where the scope for the exercise of citizenship roles.

The need for the State to develop a general strategy which sets guidelines for education on citizenship values, and oblige all the concerns (education, media, political parties and civil society organizations) included within the programmes in education and awareness, to integrate the efforts of all.

The need to activate student activities in supporting the values of citizenship:

Highlight students involved in student activities within each college within the University by giving prizes in kind of motivation they have to continue to participate in activities. Modify student Regulations unions to give more powers and responsibilities for students to help create an independent personality for the student to analyze situations make decisions. Organize Lectures, workshop, and seminars that explain the concepts of citizenship, identity and belonging and political participation. Activate

student programs and activities in colleges by increasing time within the study schedules through an introductory meetings with those responsible for the development of schedules.

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