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Entre el pago y el mérito : admisión estudiantil e inclusión social en las universidades Chilenas

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Propositions

1. Due to the injustice that characterises the Chilean educational system, any reflection on university admission processes should both emerge as part of this reality and take responsibility for it, through the regulatory mandate of social justice.
2. The very notion of merit as the basis for the information used for admissions decisions will always be associated with the overlapping inequalities that affect educational results.
3. Thinking about how to reduce said injustice and move towards justice, rather than concentrating on blueprints that are perfectly just, allows for the dichotomy between functionalism and reproductionism to be overcome and for the focus to reflect on the problem of university selection.
4. Focusing capacities provides a theoretical framework in which simple radical criticism of the meritocratic notion can be overcome. It assumes changes to the information used, allowing for judgments and actions that promote justice but without completely discarding academic merit.
5. Since the creation of the national university in Chile (the University of Chile), the aim has been to create a logic for entry into higher education, based on academic merit through the results of a test.
6. In the recent history of access to and social inclusion mechanisms for higher education in Chile, frequent failed attempts to provide a less discriminatory measure of merit in terms of the non-comparable determining factors of the same can be observed.
7. The universities situated in Chile's regions, especially those that feature in the research, are more socially inclusive than their counterparts in the capital. This shows the existence of a centralist bias that has taken precedence when analysing the problem of access to university.
8. Social segregation in university enrolment is much more evident among the traditional universities that make up Chile's Single Admissions System than those that do not. The cause is the student funding public policy that diverts the poorest to universities whose quality is also poor.
9. In the general process of transition from secondary to higher education, the absence of coordination and common aims is evident. This increases the degree to which final selection results depend on the cultural capital differentials that a candidate can make use of.
10. The Chilean Single Admissions System is an institution that has protected society from the extreme classification and segmentation of university enrolment, but which has been put under strain by the introduction of fees and competition for students.