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Europeización de la educación superior en Chile y Colombia: el desarrollo de los Marcos Nacionales de Cualificaciones

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Propositions

1. The National Qualifications Frameworks of Chile and Colombia fail to integrate and balance two fundamental components: the assurance of the quality of the training offer and the relevance of certifications with the labour market.
2. The National Qualifications Frameworks have at their base an idea of what higher education should be. The belief of the relationship between Higher Education and work proves to be decisive in shaping the characteristics of this instrument.
3. The Chilean case demonstrates that the deregulation of supply in higher education can result in the creation and expansion of low-quality private higher education institutions. These also exert pressure on the state to limit the progress of policies aimed at regulating the system, such as the introduction of qualifications frameworks.
4. The process of Europeanization of higher education must be read from two perspectives involving coercion. On the one hand, from the European intention to extend its influence to other parts of the world. And on the other, from the interest of national actors to promote their own reforms and agendas by invoking the European experience.
5. Policy transfer processes often include not only the desired object. It also brings with it a set of ideas associated with this, which give coherence and context to its development in a given country. The transfer of only the object can cause inadequate processes of design and implementation of policies and thus their failure.
6. The role of actors in policy transfer provides evidence of the relevance of using the systems theory approach to analyse these phenomena. The actors act from their own beliefs, experiences and agenda promoting policies with specific characteristics, voluntarily or involuntarily.
7. The isomorphism in Higher Education policies shows a perverse effect because of granting legitimacy to them: to gain legitimacy, policies lose relevance and identity, being able to replicate structures that are not suitable for a country and hence generating resistance to their implementation.
8. The predominance of contributions from the Northern hemisphere in scientific journals on higher education makes invisible the processes and results of policy transfer that occur within the Southern hemisphere. Thus, the phenomena of "Australianization" and "South Africanization" of higher education systems are totally absent in these publications.
9. We are at a crucial moment for the women's empowerment in the academia. Policies to promote equity and equality in research trajectories and management of higher education institutions for the first time seem to recognize the female contribution as a criterion of quality and thus encourage greater participation of women in these areas.
10. The elimination of all forms of violence against children allows them to develop problem-solving strategies in a peaceful way, avoids damage to their self-esteem and their forms of attachment, thus promoting healthy and non-violent bonds with others. Thus, respectful parenting can change the way we relate and improve the future coexistence of our societies.