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Formación ciudadana en universidades chilenas: variaciones históricas e institucionales

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Propositions

1. Citizenship education in the oldest Chilean universities was for a long time implicit, as it not appeared in the curriculum of the different careers. Nevertheless, it was present in the university missions and institutional rituals, student selection policies, and in student life.
2. The ethos of the Chilean universities is closely associated with the historical moment in which each of them were created and their founding roots in the spheres of the state, business or the Church, being decisive in the establishment of their visions and purposes.
3. Today Chilean universities share a multidimensional model of democratic citizenship, based on belonging to the political community of the nation-state. At the same time, these universities explicitly declare the importance of responding to the agenda of change in the political, social, cultural and environmental fields.
4. The type of governance of academic institutions influences the general formation provided by Chilean universities. When the greatest power is located in the center of the institution (rectory and vice-rectories), general formation is generally robust. However, when power resides in the Faculties and their academic oligarchies, the general formation is of less weight.
5. The combination of the phenomena of massification of university education and crisis of social cohesion and the legitimacy of democracy in contemporary society, has put citizenship education at the centre of the formative purposes of the university and the priorities of the educational policies in most Western countries.
6. In international comparative terms, citizenship education at the university is typically defined as the task of the units responsible for the social experience of the students, and/or as initiatives inserted in the general training curriculum and therefore part of the academic experience of the students.
7. From the perspective of human development, the age range of young people between 18 and 24 years old, who are transiting between late adolescence and young adulthood, finds in the university the best conditions for the development of knowledge, values and attitudes that are the foundation of citizenship and the creation of more cohesive and just societies.
8. The erosion of the nation as the basis of identity and cohesion, both from above (globalization) and from below (identity politics), sharpen the need to educate the value of democracy as the basis of political cohesion and the capacities of conflict processing in present-day modern societies.
9. The growing omnipresence of the web, social networks and artificial intelligence in the school experience, are producing an epochal crisis consisting of the end of the control by the adult generation and the state of the pedagogical device.
10. The war in Ukraine has had as an emerging effect the strengthening of political-military and ideological unity among the countries of the European Community, which had been weakened as a result of the British Brexit.