

## Chapter 9

# Education for Citizenship in the Latin American Context

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### **ABSTRACT**

*The chapter shows the situation of education for democratic citizenship in Latin America and its evolution over the last 25 years, taking as an example three countries: Chile, Colombia, and Mexico. First, the concept of citizenship in curricula is analyzed. Its role in the political and social re-democratization and its limitations are proposed as a result of a national identity concept that limits cultural, social, and political diversity. Their strengths and weaknesses are compared, considering issues like human rights, citizenship responsibilities, citizen participation, community boundaries, levels of identity, and cultural diversity. Second, the purposes of their teaching are interpreted in the curricula. It presents a curriculum focused on relevant social problems and on the formation of critical thinking and social participation and citizenship awareness. Finally, it reflects on the results of the international study on civic and citizen education in Latin America, pointing out its contradictions and the need to continue deepening in research and in teaching practice and training.*

### **INTRODUCTION**

Citizen education occupies and concerns many countries of the world. It is closely linked to democratic education and the maintenance and deepening of a political regime and a system of coexistence centered on the application, respect and deepening of human and social rights, human dignity and social justice. School systems in most of Europe and America have been replacing their civic education curricula, focusing on teaching their political and electoral systems by curricula of civic education, focused on

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