UNESCO Chair in Scientific Education for Citizenship

REPORT
2024-2025

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Cátedra UNESCO
Educación Científica para la Ciudadanía

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I. Foreword: Promoting Scientific Culture

We live in an era of unprecedented information, where citizens are gaining access to a wide range of knowledge sources and new technologies. However, this mass access must be aligned with greater capacities among that same population to distinguish between true and false information, as well as technical skills that allow them to understand and validate these new tools. It is in this context that the promotion of scientific culture and evidence-based decision-making becomes a priority.

In this process, universities and educational organizations are vital, and in the case of the Universidad Autónoma de Chile, from the Vice-Rectorate for Research and Doctoral Studies, we are proud of being awarded the UNESCO Chair in Scientific Education for Citizenship, which aims to reduce barriers to access to scientific knowledge and address gender disparities, ensuring that scientific education is accessible and equitable for all people.

This initiative is part of the UNITWIN Programme (University Twinning and Networking) and the UNESCO Chair, which was created in 1992 to advance the development of research —creating an international network of inter-university cooperation to facilitate academic mobility and knowledge transfer— and to achieve the Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda.

It is important to emphasize that this program is not limited to academia, but seeks to build bridges between the scientific community and society at large, from schools to social media users, promoting the participation of women, enriching diversity in the scientific community, and driving innovation and creativity among girls and young people.

By empowering society through access to quality information and the promotion of science, we will be shaping more informed citizens with critical evaluation skills, thus contributing to the development of our country. With the UNESCO Chair in Scientific Education for Citizenship, we want to make a significant difference in our society, remembering that science is a common good that belongs to all of us, and that its understanding and appreciation are fundamental to building a sustainable and equitable future.

Dr. Iván Suazo
Director, UNESCO Chair in Scientific Education for Citizenship
Vice-Rector for Research and Doctoral Studies
Universidad Autónoma de Chile

II. Vision and Objectives

The **UNESCO Chair in Scientific Education for Citizenship** is a cutting-edge program designed to promote scientific and technological culture among citizens.

Its vision is to empower people with the knowledge and skills necessary to make evidence-based decisions, both in their daily lives and in the realm of public policy formulation.

This program focuses on eliminating barriers to access to scientific knowledge and addressing the gender disparities that often exist in the field of science, ensuring that scientific education is accessible and equitable for all.

Its objectives are:

1) **Promotion of a Scientific Culture**: To foster a deeper appreciation of science and technology in global society. This will be achieved through the **dissemination of scientific knowledge and the creation of spaces for dialogue between scientists and citizens through Scientific Culture Programs**

2) **Reduction of Knowledge Gaps**: To address disparities in access to scientific knowledge, providing **science learning opportunities for marginalized groups and disadvantaged communities.**

3) **Promotion of Evidence-Based Decision-Making**: To train **citizens and policymakers to use scientific evidence** when evaluating complex problems and making informed decisions.

4) **Improvement of Media Literacy**: To develop critical skills that enable the public **to distinguish between reliable information and disinformation**, especially on social media and in digital environments.

III. Areas of Action

A. Scientific Communication and Outreach

We provide free access to reliable scientific resources for the general public, develop educational advocacy activities aimed at influencing public policy design, and work together with media outlets to improve the quality and accuracy of scientific communication.

B. Research and Knowledge Production

We conduct research to advance our understanding of how to improve scientific education and civic participation in science.

C. Partnerships with Disciplinary Training Spaces

We collaborate with educational institutions and academic organizations to improve scientific communication skills and the transfer of scientific results.

D. National and International Collaboration

The UNESCO Chair in Scientific Education for Citizenship strengthens its collaboration with academic and governmental networks at the national, regional, and international levels to promote scientific and technological culture among citizens.

IV. Expected Outcomes

- Development of spaces that promote science and the dissemination of scientific results.
- Proposals to integrate scientific evidence into public policies
- Research and training of researchers in effective science communication.
- Publication of articles and other materials disseminating scientific research results.
- Creation of interaction platforms among researchers, media professionals, and UNESCO offices to facilitate the effective dissemination and communication of scientific knowledge.

V. 2024 – Main Activities

V.1 Introduction

In 2024, the UNESCO Chair in Scientific Education for Citizenship consolidated its role as a reference point in the promotion of science and technology for social well-being, through a series of innovative initiatives that have strengthened the link between research, scientific communication, and civic participation. This effort responds to the commitment to democratize access to knowledge and to build spaces of encounter between science and society at its various levels and contexts.

The activities developed during this period have covered four key areas: scientific communication and outreach, research and knowledge production, partnerships with disciplinary training spaces, and national and international collaboration. Each of these dimensions has contributed significantly to the goal of fostering an inclusive and accessible scientific culture.

From the creation of direct interaction spaces with school communities and the general public, to the implementation of research projects aimed at strengthening evidence-based decision-making, the Chair has promoted an interdisciplinary and collaborative vision to address social and the most urgent environmental challenges. Likewise, the national and international alliances have expanded its impact, integrating new networks and resources that strengthen science as a public good.

The following is an overview of some of the main actions and achievements reached in each of these areas, highlighting the impact of the initiatives developed in 2024 and the Chair's commitment to building a citizenry that is an active part of the scientific culture of our country.

V.2 Scientific Outreach

During 2024, the UNESCO Chair in Scientific Education for Citizenship carried out a wide range of initiatives aimed at bringing scientific knowledge closer to diverse audiences. These activities have not only promoted the understanding of complex topics, but also fostered dialogue between science and society, helping to strengthen scientific culture and critical thinking.

Publications: books and games

In the publishing sphere, both **Ediciones UA** and the **Center for Science Communication** have been key actors in the circulation of scientific knowledge through books and educational materials created in collaboration with researchers and contributors from the Universidad Autónoma de Chile.

Among the publications oriented toward the public communication of science and evidence-based decision-making published this year, the following stand out: *Technology for All Ages*; *Regional Development Index; A Babel on Paper; Chilean Physical Education*; *When to See a Specialist?*; *Mining Environmental Liabilities in Chile*; *Welcoming School Communities*; *Migrant Childhoods, Adolescences, and Youth in Chile*; and *Psychology of Emergencies and Disasters: Contributions and Challenges for Coping with Climate Change in Latin America.*

For its part, from the **Scientific Culture Programs** of the **Center for Sciences Communication** publications were produced aimed at making various scientific knowledge available to the public in an accessible and engaging language.

Framed within the mental health program **"How Are You?"** the illustrated guides *20 Mental Health Concepts* and *Understanding the Autism Spectrum*, the latter created together with the Directorate of Gender Equity, Diversity, and Inclusion. We hope that through accessible and creative materials we can contribute to the construction of more equitable and respectful educational spaces.

Likewise, within the program **“Gea”** aimed at disseminating knowledge related to planetary health, the book **"The Journey of María and Chucao"**. This publication is an example of the use of innovative formats to connect with diverse audiences, making concepts of human health and its relationship to climate change available to audiences of all ages, establishing itself as a versatile educational tool. Additionally, we have developed English and Portuguese versions of this book to expand the target audience; both versions are currently being printed.

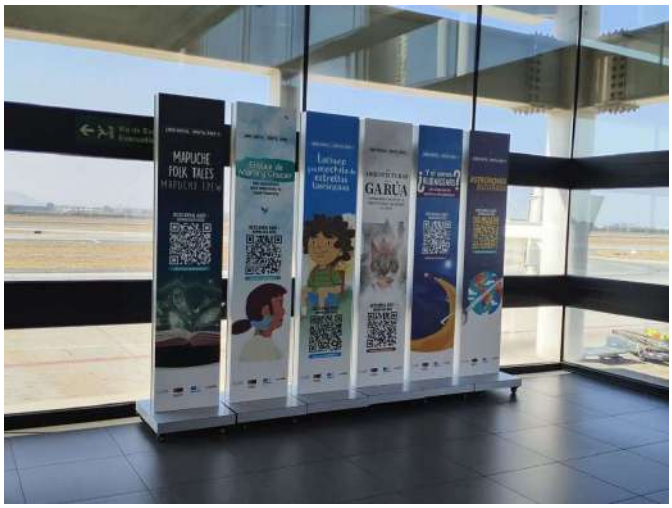
Another notable initiative was the launch of the illustrated guide **“AprendIA”. AI in Education: A Galaxy of Pedagogical Possibilities**, developed under the program **“AlejandrIA”** in collaboration with the Secretary of Education of Bogotá, Colombia. This decalogue addresses questions, doubts, and myths about artificial intelligence in educational contexts, offering practical resources for teachers. The guide represents an important step forward in digital and technological literacy in Latin America.

Within the framework of the program **“Scientific Citizenship”** the projects **“+Comunicados”**, initiatives by UA researchers funded by the Center for Science Communication with the aim of promoting the development of various scientific outreach devices, were developed. Thanks to this initiative, in 2024, books such as *Moiré Effect*, games such as *EcoAdventure* y *Wetland Protectors*, the astronomy website *AstroNexo* and the educational proposal *EqualLangTech for Quality Education*, among other products, have emerged.

It is also worth highlighting the launch of the innovative board game **"Naturalists"**, a playful proposal aimed at students aged 13 to 17 whose dynamics are designed to learn about the history of the naturalists who built the **natural history museums** of Chile.

The game was co-created and distributed both in museums and in educational settings.

The **+Ciencia magazine**, created by the Center for Science Communication to highlight its scientific outreach activities and the work of researchers at the Universidad Autónoma de Chile, published issues 7, 8, and 9.



Finally, in a significant milestone for the circulation of these editorial products, within the celebration of World Book Day 2024, the Universidad Autónoma de Chile signed a collaboration agreement with Nuevo Pudahuel, which will allow passengers at Santiago Airport to download books from the Ediciones Autónoma catalog free of charge.

Scientific Culture Award 2024

El **Scientific Culture Award 2024** emerged this year as an innovative initiative aimed at celebrating the multiple expressions of scientific culture in Chile. This recognition seeks to highlight the work of creators who integrate scientific knowledge with representations, stories, and practices of science in the creation of cultural objects.

In its first edition, more than 300 people attended the award ceremony held in the auditorium of the Providencia campus of the Universidad Autónoma de Chile. On this occasion the award was dedicated to science outreach works in book format, developed by the Chilean publishing industry during 2023. Two categories were distinguished: **“Science outreach book for children and/or young audiences”** y **“Science outreach book for adult audiences”**, underscoring the importance of bringing science to different audiences through accessible and high-quality materials.

25 titles from 13 publishers participated. The jury was composed of illustrator Loreto Salinas, Colibrí medal and Alija award winner; CNN Chile sustainability journalist Paloma Ávila; geophysicist and science communicator María Constanza Flores; designer and teacher Roberto Osses, Amster-Coré award winner; and Paulo González, master in publishing and author of the research *The Science Outreach Book in Chile*.

This award reflects the commitment to the promotion of an inclusive and vibrant scientific culture, in line with the goals of fostering informed civic participation and strengthening the dialogue between science and society.

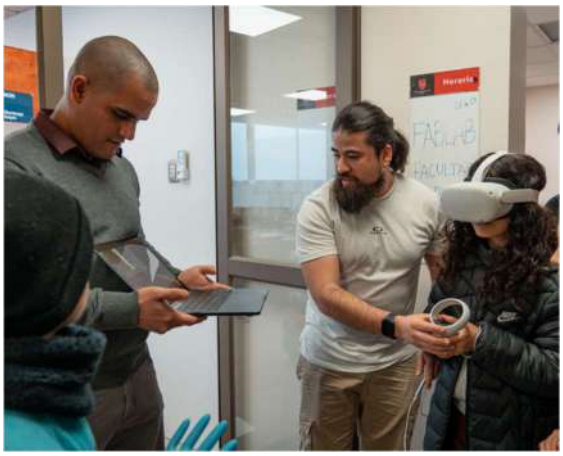
Science Fairs, Workshops, and Talks

The Universidad Autónoma de Chile deployed a wide set of scientific outreach initiatives throughout the year, designed to connect with diverse audiences and promote active learning. In this area, both the **CERE Group** —part of the Chair's Educational Didactic Coordination and School Liaison— and the group **AstroTeam** and the Co-Director of the Chair: **Dr. Natalia Inostroza**. They, together with UA researchers, have played a crucial role in creating spaces of encounter with the sciences through workshops, talks, demonstrations, and science fairs in both educational contexts and public spaces.

The **science fairs** were a fundamental axis, with those held at schools such as Alterra (San Bernardo), Marie Poussepin (Putagán), the Liceo Nacional de Maipú, and the Liceo Ciudad de Brasilia, among many others, standing out. The **CERE group** led hands-on activities such as *Slime*, *Bristle Bot*, *Cellular Diversity* y *Playing with Electromagnetism*, which allowed more than 1,000 students, from preschool through secondary school, to explore basic science concepts interactively. Additionally, the Cerro Navia science fair included experiments with Tesla coils and Van der Graaff generators, which helped attendees understand electrical and magnetic phenomena through immersive experiences.

Likewise, the workshop **CERE in 360°** offered an immersive experience for students from different schools, combining laboratory visits and hands-on activities at interactive stands. Participants explored topics such as electromagnetism, cellular diversity, fruit batteries, and luminescent materials, fostering scientific learning from a playful and innovative perspective. This approach allowed complex concepts to be connected with the curiosity and creativity of the young attendees, consolidating the CERE Group's mission of bringing science closer to new generations.

In the field of astronomy, **Astronomy Day 2024** had a central moment with the keynote lecture “Looking at the Cosmos in the James Webb Era”, delivered by Dr. Natalia Inostroza at the Providencia campus. Attendees also conducted astronomical observations. This event, organized by the Astrochemistry and Astrophysics Nucleus, the Science Communication Center and the UNESCO Chair in Scientific Education for Citizenship, brought together more than 100 people, establishing itself as a key space for reflection on advances in the exploration of the cosmos.



On the other hand, the talk “A Journey through the Chemistry of the Universe” was held at Arturo Merino Benítez International Airport for girls and boys, as part of an agreement between the University and this institution. Led by Dr. Natalia Inostroza, this activity allowed attendees to learn about the chemical components of the universe in an educational and accessible format and also to conduct astronomical observations.

In addition, the **Astronomy Club**, in collaboration with the Municipality of Cerro Navia, organized workshops and training cycles aimed at children and adolescents. These activities, held in a non-school setting, fostered interest in the universe through dynamic and interactive sessions.

In September, the University had a distinguished participation in **Neurofest 2024**, an unprecedented neuroscience fair that brought together more than 5,000 attendees at the Cultural Platform of the Juan Gómez Millas Campus of the University of Chile. The **Gender Equality Unit of the Vice-Rectorate for Research and Doctoral Studies (UI-VRID)**, together with the **CERE Group** and the **Applied Research Group in Robotics and Industry (GIARI)**, presented an innovative interactive stand where visitors explored how brain signals can be transformed into external actions.

In addition, **Dr. Carolina Oliva Gutiérrez**, STEM coordinator at TCGender, participated as the keynote speaker at the ‘Glias’ stage and moderated a discussion on dementia and Alzheimer’s disease, highlighting the value of integrating gender perspectives in neuroscientific research.

Finally, the University participated in the **Ibero-American Nights of Researchers**, organized by the Organization of Ibero-American States for Education, Science and Culture (OEI). This international program promoted dialogue between science and society, bringing the most recent research closer to diverse audiences and fostering scientific vocations.

These activities reinforce the commitment of the Universidad Autónoma de Chile to inclusive and innovative science outreach, establishing itself as a reference point in the connection between scientific knowledge and the community.

Platforms: Podcast, YouTube, and Television

In the realm of digital platforms, innovative productions stand out that make various scientific and technological topics, as well as gender-perspective research, available to the public.

The podcast **Innova 2030**, created in collaboration with Cooperativa Podcast, offers educational tools on innovation and entrepreneurship in eight episodes that seek to be a practical guide for those looking to transform ideas into impactful projects.

Por otro lado, **"Machines: Deciphering Artificial Intelligence"**, also produced by Cooperativa Podcast and the Center for Science Communication, explores in an accessible way how artificial intelligence operates in daily life and its future possibilities.

Both on YouTube and on the UATV channel, the interview series **"Autónomas"** developed through **InES Género** highlights the work of various women researchers from the Universidad Autónoma de Chile who address their scientific work and its impact on society. This production has national coverage from Santiago to Coyhaique on free-to-air and cable, significantly expanding its reach. The YouTube channel of the Vice-Rectorate for Research and Doctoral Studies, which has 6.2K subscribers, has for many years been an active space for scientific communication both among academics and toward society in general. During this year, programs such as “Con Perspectiva” were disseminated, a series of informational bulletins developed by InES Género

V.3 Research and Scientific Communication

In 2024, the UNESCO Chair in Scientific Education for Citizenship consolidated its commitment to knowledge generation, driving initiatives ranging from reflection on global challenges to the strengthening of interdisciplinary collaboration networks. Through seminars, congresses, and research projects, key topics for contemporary society have been addressed, contributing to scientific debate and the design of innovative solutions.

In the field of artificial intelligence, the **2nd National Survey on Social Perception of Artificial Intelligence 2024**, developed by the Center for Science Communication, has been fundamental for understanding public attitudes and knowledge about this technology in Chile. This study, continuing from the survey conducted in 2023, seeks to identify areas of ignorance and concern, promoting educational and outreach strategies aligned with UNESCO's ethical guidelines and the National AI Policy of the Ministry of Science, Technology, Knowledge, and Innovation.

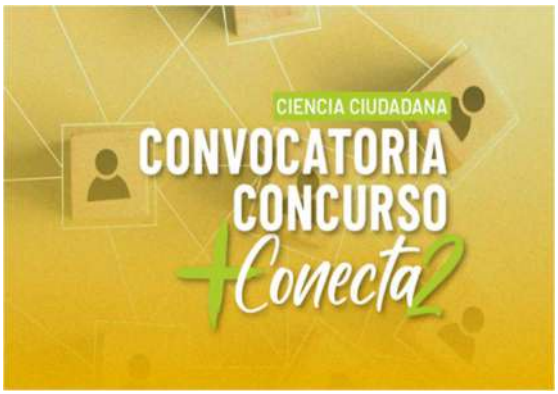
In the same field, this year, together with the National Center for Artificial Intelligence, the **Seminar: Urgencies and Controversies in Artificial Intelligence** fostered a multidisciplinary discussion on the ethical and legal challenges posed by the regulation of this technology. In this forum, the potential benefits and risks of the adoption of Artificial Intelligence by citizens were addressed, as were advances in AI, the relationship between new technologies and their connection to the human brain, and the ethical and legal implications of these **neurotechnologies**, in addition to exploring how the data acquisition used in AI comes from our daily life, among other major topics.

Regarding mental health, this year the seminar **Psychological and Neuropsychological Disorders in Childhood and Adolescence** was held, whose focus was to discuss the latest knowledge linked to these disorders in childhood and adolescence, and how to detect and evaluate them through appropriate psychometric instruments adapted to the Chilean population. Speakers from Spain and Chile participated in this activity, which was attended by more than 150 people.

In collaboration with the International Network for Government Science Advice (INGSA), the UNESCO Chair of the Universidad Autónoma de Chile has launched an innovative study to evaluate the **impact of scientific knowledge on public policy formulation** in Chile. The main objective of this project is to analyze how scientific evidence is used in decision-making and policy design in the country, drawing on the perspectives of both decision-makers and policymakers as well as scientists and researchers, promoting an informed dialogue between science and policy.

In other hand, the **International Seminar on European Artificial Intelligence Regulation (AI Act)** made it possible to disseminate the impact of recent regulations on the use and development of artificial intelligence in the European and Latin American context.

In the field of Open Science, the **2nd Open Science Workshop: Path to Open Innovation** underscored the need to promote open access practices and international collaboration in research projects, and featured the distinguished participation of Dr. Irene Ramos Vielba, senior researcher at the Spanish National Research Council (CSIC) and the Institute for Advanced Social Studies (IESA).



Citizen Science: A key aspect of knowledge production has been the contest **+Conectados**, which promotes the development of collaborative scientific initiatives among students, teachers, and researchers. This contest has not only stimulated the creation of innovative projects, but has also generated shared learning networks that enrich scientific education.

Among the many seminars, colloquia, and congresses held under the auspices of the Chair during 2024, we can mention the **3rd International Seminar "The Role of Scientific Evidence in the Circular Economy and Sustainability"**, which brought together national and international specialists to explore how scientific evidence can guide business and public strategies toward more sustainable development. This event consolidated the importance of dialogue between academic and productive sectors.

El **4th International Seminar on Organizational Studies: Innovation and Sustainability** stood out as a space for the exchange of ideas and proposals on the strategies that organizations can implement to face the challenges of climate change. This event emphasized the intersection between science, businesses, and sustainable policies.

At the National Congress in Valparaíso, the seminar **“Proposals for Collaborative Water Governance in Chile”**, jointly organized by the Senate’s Commission on Water Resources, Desertification and Drought and the Anillo project of Universidad Autónoma de Chile “The Social Crisis of Water.“ On this occasion, various research studies on the country’s water challenges were presented from multiple perspectives, with the aim of reflecting on collaborative governance proposals that promote a just and sustainable management of water in Chile.

In the field of microbiology, the **1st Maule Microbiology Colloquium** brought together researchers to discuss recent advances in this field, highlighting its importance for public health and sustainable agriculture.

It is also worth noting that thanks to the coordinated work of the InES Open Science and InES Gender projects, the **Prometea Observatory**, an initiative aimed at improving access to scientific information and promoting the use of open data in research projects, was launched.

Finally, given the Chair's commitment to the development of projects in areas such as scientific outreach, evidence-based decision-making, citizen science, and scientific education, during 2024 important applications were submitted for research and science communication funding:

1. Evidence Check: Submitted to the IDeA I+D 2025 Competition, this project seeks to develop and validate a digital advisory model for parliamentarians, ministerial teams, and civil organizations. Based on criteria for good evidence governance and aligned with international standards, it aims to maximize social impact and the efficient use of public resources through informed decisions based on scientific evidence.

2. Applications to the Public Science Funds: These funds, awarded by the Ministry of Science, Technology, Knowledge, and Innovation, offer funding and support for projects communicating scientific, humanistic, artistic, and technological knowledge in non-school contexts. The Chair submitted four proposals in two specific lines: Knowledge Communication Devices and the Community Projects Public Science Laboratory. These initiatives seek to strengthen scientific outreach at the national and local levels, promoting access to knowledge for diverse audiences and fostering a more inclusive scientific culture.

3. Applications to the EXPLORA Funds: During the year, two projects were submitted to the EXPLORA program of the Ministry of Science, Technology, Knowledge, and Innovation. This program seeks to incorporate science and technology into school communities across the country, promoting interest in and appreciation of science from an early age through innovative and participatory activities. These submissions reflect the Chair's commitment to initiatives that encourage scientific learning and curiosity in diverse and accessible contexts.

4. Application to the Book Fund: *History of Science Outreach in Chile. The Chilean Publishing Industry and the Circulation of Scientific Knowledge for Non-Specialized Audiences*. This project, submitted to the Book Fund of the Ministry of Cultures, Arts, and Heritage, seeks to trace a historical overview of the role of the Chilean publishing industry in the development of scientific culture. Through the intersection of book history, publishing, and science, it examines the circulation of scientific knowledge for non-specialized audiences from the 19th century to the present, providing tools to understand the processes that have guided the development of scientific culture in Chile.

These initiatives have not only strengthened research networks at the national and international level, but have also contributed to positioning the Chair as a key actor in the production of knowledge that promotes a positive impact on society.

V.4 Training

Throughout 2024, the UNESCO Chair in Scientific Education for Citizenship consolidated key alliances with educational institutions and training spaces, developing activities aimed at strengthening scientific competencies and the integration of knowledge at various educational and professional levels.

Among the notable initiatives are the **"Science Communication Tools Workshops"**, designed to improve the communication skills of researchers and science communicators. These workshops focused on the use of effective narratives and digital tools to make scientific knowledge more accessible to diverse audiences. These workshops were conducted by Andrea Obaid, president of the Chilean Association of Science Journalism.

Likewise, the **Public Communication of Science Course**, held on three occasions, was a fundamental tool for making knowledge in this area available to undergraduate students at the Universidad Autónoma and for encouraging the creation of effective educational and communicative content, focusing on science outreach books as cultural objects.

In the field of gender equity, the **InES Gender Courses** and the workshops on gender perspective in the sciences offered a transformative approach to understanding the role of women in the scientific sphere. Among the activities carried out, the following workshops stood out: *"Introduction to the Gender Perspective in University Organizations"* y *"University Teaching from a Gender- and Diversity-Sensitive Approach"*, which addressed strategies to integrate gender equity into disciplinary training and institutional culture.

In addition, the workshop *"Men in the University: Reflections on Equality and Co-responsibility"* promoted critical analysis of male roles in the academic context, fostering greater co-responsibility. For its part, *"Green Extractivism: A Transnational and Feminist Perspective"* invited reflection on the implications of

environmental extractivism from a feminist perspective and global perspective. These initiatives underscored the importance of incorporating gender equity as a cross-cutting axis in training and in the transformation of academic structures.

Finally, the **Online Open Science Workshops**, focused on open access and scientific collaboration, promoted practices that encourage transparency in the generation and exchange of knowledge. Among the notable workshops were *"Open Science and Gender Perspective"*, which explored how to integrate gender perspectives into collaborative research practices; *"Infrastructure for Open Science"*, which addressed key tools and platforms to facilitate open access; and *"Importance of Persistent Identifiers"*, which highlighted the value of ensuring the traceability and visibility of scientific data. These activities align with the principles of inclusion and democratization of knowledge upheld by the Chair, reinforcing its commitment to accessible and transparent science.

These initiatives have allowed not only the strengthening of capacities in communication and science, but also the creation of collaboration networks between institutions and communities, consolidating the Chair's role as a bridge between academia and society.

V.5 Collaboration Networks

In 2024, the UNESCO Chair in Scientific Education for Citizenship strengthened its presence in international networks and established key collaborations with national and international institutions, fostering the exchange of knowledge and the building of strategic alliances.

The Center for Science Communication of the Universidad Autónoma de Chile will join the **Node of Spaces for Cultural Participation and Exchange (EPIC)**, alongside distinguished Latin American institutions. This node, created within the framework of the **4th Meeting of the Latin America STEM Network**, held in November 2024 in Cali, Colombia, aims to promote an engaged and educated citizenry in STEM+ areas.

Likewise, the Chair's co-director, Dr. Dinka Acevedo, participated in the 4th National Meeting of Professionals in Science Communication and Outreach, Technology, Knowledge and Innovation Communication and Outreach Professionals, organized by Achipec and sponsored by UNESCO. During the event, Dr. Acevedo presented at the panel "Major Science Outreach Initiatives," where she highlighted the role of this Chair, the Science Communication Center, and the 2024 Scientific Culture Awards. In the same activity, the executive director of Network for the Popularization of Science and Technology in Latin America and the Caribbean (RedPOP), of which the Center for Science Communication has been a member since 2023, also participated. This is an interactive network that brings together groups, programs, and centers for the popularization of science and technology (S&T) and operates through regional cooperation mechanisms that favor the exchange, training, and leveraging of resources among its members. RedPOP was created in 1990 at the initiative of UNESCO's Science, Technology, and Society Program.

El **COARA Agreement**, signed this year, marks a significant step forward in international collaboration by promoting shared principles of responsible research assessment. This agreement positions the Chair as a reference point in the implementation of good evaluation practices at the global level.

Among other notable events we can mention the **Chile-Canada Encounter: Researcher Networking**, which marked a milestone in international relations by connecting Chilean researchers with Canadian university delegations. This space fostered the creation of alliances for joint projects in areas such as climate change and emerging technologies.

Another milestone was the **7th Hispano-American Science Journalism Forum**, which served as a platform to strengthen scientific communication in the region. The event addressed the challenges of disinformation and created networks

among journalists and scientists from different Spanish-speaking countries. It also fostered the creation of connections with the National Television Association (ANATEL) and the Spanish journalistic organization Maldita.es.

Finally, during 2024, the Chair was able to count on the participation of various international figures who gave lectures and talks at multiple activities. Among those who visited us, we can highlight: Dr. Irene Ramos Vielba, Dr. María José Rodríguez, Dr. Karina Gibert Oliveras, Dr. Sabina García Peter; Dr. Anelis Kaiser Trujillo, among others. The participation of international guests has strengthened the Chair's presence in the global academic sphere. These initiatives have consolidated the Chair as a key actor in the promotion of collaborative networks and in the integration of science as a tool for addressing global and local challenges.

VI. 2025 – Principales acciones

VI.1 Introduction

During 2025, the UNESCO Chair in Scientific Education for Citizenship developed a set of actions that consolidated and projected the lines begun in 2024, strengthening its public presence, territorial work, and institutional coordination. During this period, scientific outreach and mediation initiatives were integrated with editorial and content projects, spaces for applied research and interdisciplinary reflection on contemporary challenges —such as emerging technologies, scientific integrity, and planetary health— were promoted, and specialized training for diverse audiences was expanded. These actions were developed in coordination with public programs, cultural institutions, academic networks, and international spaces, reinforcing the Chair's role as a platform for cooperation between science, education, and citizenship.

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VI.2 Divulgación científica

The scientific outreach line of the UNESCO Chair in Scientific Education for Citizenship focused on the creation and strengthening of mediation devices aimed at **putting scientific knowledge into circulation for diverse audiences, in cultural, educational, and territorial contexts**. The initiatives promoted privileged collaborative and participatory approaches, with special attention to children and young people, and were developed in coordination with cultural and educational institutions and public programs.

In a cross-cutting manner, this line of work incorporated the reduction of gaps in the access and circulation of scientific knowledge, highlighting the free access to the devices and activities carried out and promoting the recognition of multiple outreach formats and languages, and the expansion of references in scientific culture. These orientations are inscribed in the principles of equity, inclusion, and democratization of knowledge that underpin the objectives of the UNESCO Chair.

Editorial Production and Scientific Outreach Content

E Among the notable initiatives in the field of scientific outreach devices is the project ***Cinephilia: A Guide to Talking about Artificial Intelligence through Cinema***, funded by the Public Science Program of the Ministry of Science, Technology, Knowledge, and Innovation. This guide proposed an approach to artificial intelligence through cinema as a cultural device, articulating ethical reflection, technology, and citizenship, and was publicly presented at the Huechuraba Planetarium, later circulating through public spaces such as cinemas and cultural centers in various districts of Santiago and Talca.

Toward year's end, the book *Scientific Culture. Approaches to the Public Communication of Science*, a work that reflects on the relationship between science, culture, and society, was published and distributed free of charge among the leading institutions of the country's science, technology, and society ecosystem. During this year the book *Camelids in South American Art,* a book that presents research linked to the

Sustainable Development Goals and the commemoration of the International Year of Camelids, was also published.

During 2025, the UNESCO Chair in Scientific Education for Citizenship sponsored the publication ***Open Science for Beginners: A Guide to Understanding Open Access to Scientific Knowledge***, carried out within the framework of the project "Development of institutional capacities for managing scientific information knowledge and research data" (InES Open Science). The guide addresses the concept of Open Science through a critical reflection on the historical practices of so-called "closed science," highlighting the barriers of access, transparency and reproducibility that have limited the circulation of scientific knowledge. In this sense, the document problematizes restricted access to publications, data and research tools, as well as global inequalities in the production and use of knowledge, contributing to the understanding and promotion of more open, accessible and socially relevant scientific practices.

From an equity and diversity perspective, CTGénero incorporated actions aimed at making the trajectories of women researchers visible and expanding benchmarks in scientific culture. Among them were outreach initiatives such as **#MoreWomenScientists**, developed in coordination with the Ministry of Science, Technology, Knowledge and Innovation, as well as support for public recognitions promoted by the National Library of Congress (Periodic Table of Chilean Women Scientists) and civil society organizations and public-private alliances, such as 50 Geniuses of the Year.

In the field of digital and audio formats, the podcast ***Artificially Speaking***, developed in collaboration with the **National Center for Artificial Intelligence**, aimed at addressing artificial intelligence from an accessible and critical perspective, was produced. Development of content and episodes for the Innova 2030 podcast also continued. During the year, three new issues of the magazine *+Ciencia*, published by the Center for Science Communication of the Universidad Autónoma de Chile, were published, strengthening the institutional circulation of scientific outreach content.

It is worth noting that the scientific outreach line of the UNESCO Chair in Scientific Education for Citizenship was s**trengthened during 2025 by the successful application and award of public outreach funds through the Public Science competition of the Ministry of Science, Technology, Knowledge, and Innovation**. The Center for Science Communication secured funding for the development of projects oriented toward mental health, planetary health, and robotics, consolidating a sustained institutional trajectory in the formulation of high public impact initiatives. These projects allowed for the expansion of the territorial and thematic reach of scientific outreach, the addressing of socially relevant problems from interdisciplinary and cultural approaches, and the strengthening of the link between research, citizenship, and public policies, in coherence with the UNESCO Chair's objectives of promoting relevant, inclusive, and socially situated scientific communication.

Territorial Work and Scientific Culture Experiences

One of the structuring axes of the scientific outreach activities carried out during 2025 was the territorial work developed within the framework of the Cecrea–Universidad Autónoma de Chile Agreement. These actions **promoted scientific culture experiences** situated in the Creation Centers of the Ministry of Cultures, Arts, and Heritage, **integrating science, art, heritage, and personal experience, and directed toward children**. In this context, dozens of activities with scientific content were carried out at Cecrea Los Ríos. Likewise, the project *Cabinet of Curiosities*, developed mainly at Cecrea La Ligua, with activities also at Cecrea Los Ríos and Cecrea San Joaquín, was implemented. Inspired by the historical tradition of cabinets of curiosities, the project proposed a contemporary approach to the interests, objects, and questions of children and young people, through processes of exploration, inquiry, and exhibition.

The work included field trips and visits to cultural institutions and natural spaces, as well as the development of the creative laboratory *Collectible Curiosities*, which culminated in a collective exhibition designed and produced by the participating children and young people. This work incorporated in a cross-cutting way

approaches of inclusion, diversity, and recognition of trajectories, engaging with the equity and democratization of knowledge objectives promoted by the UNESCO Chair.





Another relevant component of scientific outreach in 2025 was the extensive work carried out in educational institutions and community spaces, mainly through the **CERE Group** (Recreational Experimental Science). Thanks to these and other actors, the Chair actively participated in the program *Future Congress in Your Municipality* and developed activities in municipal educational institutions, bringing practical and experimental **scientific experiences to various school communities**. Other relevant activities in this framework were the talk "A Journey through the Chemistry of the Universe," carried out in collaboration with Santiago Airport (Nuevo Pudahuel) and, of course, the Vive +Ciencia initiative, **developed within the framework of the Ibero-American Night of Researchers**, in coordination with the **Organization of Ibero-American States (OEI)**. The latter was aimed at bringing scientific research closer to broad audiences through outreach and mediation actions, strengthening the link between science, citizenship, and Ibero-American cooperation, in line with the principles of social appropriation of knowledge promoted by the Chair.

These actions, carried out both in the facilities of the Universidad Autónoma de Chile and in educational institutions and other community spaces, contributed to stimulating curiosity, interest in science, and the link between university, school, and territory.

Scientific Culture Award 2025

Undoubtedly, the **Scientific Culture Award 2025** was one of the central milestones of the scientific outreach line, consolidating itself as an initiative aimed at recognizing and making visible diverse expressions of scientific culture in Chile. Continuing from its previous edition, **the award expanded its reach, public projection, and presence in the national conversation about knowledge dissemination**.

The 2025 edition was characterized by a larger turnout and media visibility, as well as by the expansion of its categories. In addition to the recognition of science outreach books for adult and children's audiences, the board games category was included for the first time, recognizing these playful devices as relevant forms of scientific mediation and learning.

Another relevant innovation of the 2025 Scientific Culture Award was the incorporation of a **children's jury,** developed within the framework of the Cecrea–Universidad Autónoma de Chile Agreement. This experience was carried out through the laboratory "Explora Books: Your Opinion Counts" developed at Cecrea Valdivia with the support of the magazine Gatoperro (ONG Alerce). Here, girls and boys analyzed nominated works and built evaluation criteria, incorporating the children's perspective in a deliberative process usually reserved for adult juries. **This experience strengthened the role of girls and boys as critical readers and expanded the forms of participation promoted by the Chair**.

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Institutional Outreach and Citizen Science Contests

Continuing from the work begun in 2024, during 2025 new editions of the +Comunicados and +Conectados contests were held, **consolidating them as institutional instruments for strengthening scientific outreach and citizen science** within the Universidad Autónoma de Chile, in line with the objectives of the UNESCO Chair in Scientific Education for Citizenship.

The +Comunicados 2025 contest supported scientific outreach projects aimed at the social circulation of knowledge produced at the University, through accessible, inclusive, and culturally relevant formats. The awarded projects addressed diverse topics, including scientific education, local history and heritage, cultural inclusion and diversity, sport and health, environmental sustainability, and the communication of scientific knowledge in educational and community contexts. Together, these initiatives expanded the audiences of science, promoted non-specialized language, and strengthened the link between academic research and society.

For its part, the +Conectados 2025 contest, in its third edition, promoted citizen science initiatives focused on social and territorial problems. The selected projects addressed topics such as **mental health, energy transition, food and sustainability, integrating participatory methodologies that actively involved local communities in processes of knowledge generation, recording, and use**. These experiences reinforced the Chair's focus on the social use of scientific evidence and civic participation in knowledge production.

Both calls contributed to consolidating open and participatory scientific communication practices, strengthening the coordination between university, communities, and current challenges.

VI.3 Research and Scientific Communication

During 2025, the UNESCO Chair in Scientific Education for Citizenship consolidated its research and scientific communication line through actions aimed at interdisciplinary reflection, international cooperation, and the production of knowledge applied to the relationship between science, public policies, and society. Continuing from the work developed in 2024, this axis was strengthened through

participation in international forums linked to UNESCO, the organization of specialized dialogue spaces, and the dissemination of research relevant to evidence-based decision-making.

Applied Research and Scientific Advice for Policy and Public Debate

During 2025, the Chair strengthened its applied research line in scientific advisory for **public decision-making** through its work with the During 2025, the Chair strengthened its applied research line in scientific advisory for public decision-making through its work with the **International Network for Government Science Advice (INGSA**). Within this framework, the study **"The Role of Scientific Knowledge in Policy Formulation in Chile: The Perspective of Scientists, Researchers and Decision-Makers"** was developed, aimed at analyzing gaps and challenges in the use of scientific evidence in public policies. This collaboration situated the Chair's work in a regional and international context, reinforcing its role as a space for articulation between research, science communication and public deliberation.

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Likewise, through the Center for Science Communication of the Universidad Autónoma de Chile, the ***3rd Survey on Social Perception of Artificial Intelligence in Chile*** was conducted, consolidating a line of research aimed at understanding the relationship between emerging technologies, citizenship, and scientific culture. The study analyzed perceptions, uses, expectations, and concerns of the population

regarding artificial intelligence, incorporating technical, ethical, and social dimensions. Its results had wide circulation in national media and provided relevant evidence for public debate and reflection on critical literacy, trust, and informed decision-making in contexts of technological transformation.

International UNESCO Participation: Foresight and Anticipation

A significant milestone of the period was the participation of the Universidad Autónoma de Chile, through the UNESCO Chair, in the ***World Futures Day 2025***, held on December 2 at **UNESCO's headquarters in Paris**, under the theme *"Anticipation in an Era of Volatility"*. The Vice-Rector for Research and Doctoral Studies, Dr. Iván Suazo, participated in this forum in his capacity as director of the Chair. The participation made it possible to project the Chair's work in a global conversation about education, science, and public policies in the face of high-uncertainty scenarios, reinforcing the role of UNESCO Chairs as platforms for cooperation and strategic reflection.

At the regional level, the Chair participated in the ***1st Ibero-American Forum of UNESCO Chairs on Knowledge Analysis and Inclusion***, convened by the Center for Studies and Research for Teaching Development (CENID). This forum strengthened the exchange between chairs, networks, and research groups from Ibero-America, contributing to a shared agenda around science, education, and citizenship.

Ethics, Scientific Integrity, and Law

During this period, the Chair promoted spaces for reflection and interdisciplinary dialogue on the contemporary ethical challenges of scientific research and technological development. In this context, it sponsored the First International and Interdisciplinary Congress **"Ethics and Scientific Integrity: Jean Monnet E-Ride Model,"** organized by Universidad Autónoma de Chile with the participation of its Faculty of Law. The congress brought together specialists from Italy, Spain, Mexico, Brazil and Chile, and critically addressed the need for ethical and legal frameworks adequate to face the challenges of the digital age, with special attention to the impact of emerging technologies —in particular artificial intelligence— on research, democracy, the rule of law, and fundamental rights.

This axis also highlights the participation of Dr. Isabel Cornejo, associated researcher at the UNESCO Chair in Scientific Education for Citizenship, in the international seminar ***"Advancing Neurotechnology While Protecting the Human Brain: A Global Ethical Framework by UNESCO".*** The activity brought together more than 170 participants from different countries and focused on the ethical, legal, and civic challenges associated with the development of neurotechnologies, addressing topics such as identity, autonomy, privacy, and freedom of thought. The dialogue was framed within the process of developing the UNESCO Draft Recommendation on the Ethics of Neurotechnology, currently under discussion and whose adoption is expected in November 2025 by Member States.

Planetary Health: Research, Adaptation, and Scientific Communication

Although some actions had already been taken in this line during 2024, in 2025 the Chair explicitly incorporated planetary health as an axis of reflection through the ***International Seminar "Planetary Health: What Are We Doing to Adapt to Heat Waves?"*,** organized by the Center for Science Communication of the Universidad Autónoma de Chile.

The seminar integrated scientific evidence, climate change, and public policies, addressing adaptation strategies and risk communication, with participation of international experts and national researchers. In this context, the results of the ***1st Perception Study on Planetary Health in Chile*** were presented, strengthening the coordination between **empirical research, scientific communication, and public debate**, and consolidating this topic as an emerging line of the Chair's work.

Evidence, Gender, and Scientific Integrity

During 2025, the research and scientific communication line systematically incorporated the gender perspective as a central component of the quality, integrity, and social relevance of research. This approach made it possible to make structural biases in knowledge production visible and to strengthen the use of scientific evidence in decision-making.

A central axis was the production of the bulletin *With Perspective*, which published six editions dedicated to topics such as **open access and gender equity**, the sex/gender dimension in research, inequalities in scientific recognition systems, knowledge communication, and links between open science and territories.

Likewise, the seminar *"Biased Brains: How the Lack of a Gender Perspective Compromises Scientific Integrity"* stood out, which critically addressed the effects of gender biases on research, scientific ethics, and public trust.

Research and Reflection for Science Communication

As in 2024, this year the Chair was part of an international forum aimed at reflecting on the democratization of knowledge, the role of **science journalism,** and the contemporary challenges of the public communication of science in the Ibero-American space. The forum, organized by the Mexican Network of Science Journalists, included the participation of academic institutions, organizations, and media, and brought together researchers, journalists, and communicators from Latin America and Spain. Under the motto ***Stories Beyond the Laboratory***. The session included the keynote talk by Spanish science journalist Elena Lázaro Real, director of the Scientific Culture Unit of the University of Córdoba, whose conference ***Democratizing Knowledge: The Social Communication of Science in the New World Context*** reflected on the plurality of knowledge and the role of scientific communication in its social circulation All these actions reinforced the integration between research, scientific communication, and public deliberation, contributing to a more complex understanding of the relationship between science, public policies, and citizenship, in line with the UNESCO Chair's objectives.

VI.4 Training

During 2025, the UNESCO Chair in Scientific Education for Citizenship developed a training line aimed at **building capacities in public communication of science, inquiry methodologies, citizen science, and science journalism**. These actions were directed at diverse audiences —educational teams, cultural mediators, communication professionals, researchers, and students— and were characterized by their applied approach and their coordination with territorial projects and national and international institutions.

Fortalecimiento de capacidades con enfoque de género

During 2025, the training line of the UNESCO Chair in Scientific Education for Citizenship explicitly incorporated the gender perspective as an axis for the strengthening of research, communication, and editorial capacities. These actions were directed at students, thesis writers, academic teams, cultural mediators, and professionals linked to research and scientific outreach.

Among the main initiatives is the Summer School "Expanding Educational Research Approaches," oriented toward promoting broader and more inclusive analytical frameworks in research, as well as the Autónomas Program, whose 5th National Encounter strengthened networks, capacities and trajectories of women researchers at the national level. These events contributed to reducing gaps in access to advanced training and to consolidating academic communities with a gender perspective.

Complementarily, specialized workshops were developed such as "Researching with a Gender Perspective," held in the Faculties of Health Sciences and of Social Sciences and Humanities, and the workshop "Introduction to the Editorial Process from an Intersectional Gender Perspective," aimed at problematizing the inequalities present in the circuits of scientific publication and communication. These actions were coordinated with other training events promoted by the Chair, strengthening critical and applied training.

Cecrea–Universidad Autónoma de Chile Agreement

A central component of the training was developed within the framework of the Cecrea–Universidad Autónoma de Chile Agreement, through sessions aimed at Cecrea teams, mediators, and educational agents linked to the Creation Centers. These training sessions were oriented toward the strengthening of inquiry methodologies and the design of editorial scientific outreach projects, in coherence with the creative learning principles of the Cecrea program.

The activities addressed tools to promote observation, question formulation, and experimentation, integrating science, art, and territorial experience. Likewise, competencies linked to the creation of editorial content aimed at children and young audiences were developed, contributing to the development of situated and relevant scientific mediation devices.

The Chair also promoted the offering of self-instructional courses developed by the Center for Science Communication of the Universidad Autónoma de Chile. These courses, available in virtual and asynchronous mode, expanded access to specialized training in science communication at the national level.

The offer included courses in public communication of science, centered on contemporary models, approaches, and challenges of outreach, as well as a specific course in mental health communication, aimed at the responsible circulation of information in an area of high social sensitivity.

Specialized Workshops

En 2025 se realizó un taller de ciencia ciudadana, orientado a introducir a participantes de distintos ámbitos en los principios y metodologías de este campo, destacando su potencial para fortalecer la participación ciudadana en la producción de conocimiento y su aporte a la educación científica y la toma de decisiones informadas.

Asimismo, se desarrolló un taller de periodismo científico que abordó el rol del periodismo en la circulación social del conocimiento científico y en la construcción de debates públicos informados. Esta actividad contó con la participación de una académica española y se realizó en vinculación con la Universidad de Córdoba (España) y su Unidad de Cultura Científica y de la Innovación, fortaleciendo los vínculos de cooperación académica internacional de la Cátedra.

VI.5 Redes de colaboración

This year, the UNESCO Chair in Scientific Education for Citizenship sustainably strengthened its collaboration network line, consolidating itself as a space for coordination between academic institutions, public programs, international organizations, and research networks, both nationally and internationally. Continuing from the work developed in 2024, these networks expanded the territorial and thematic reach of the Chair's actions, reinforcing its institutional projection and its insertion in strategic debates on science, education, and citizenship.

Coordination with Public Programs and National Networks

At the national level, the Chair consolidated its collaboration with public programs and State agencies, particularly with the Cecrea Program of the Ministry of Cultures, Arts, and Heritage,

through the Cecrea–Universidad Autónoma de Chile Agreement. This alliance made it possible to coordinate outreach, training, and scientific mediation actions in different territories, strengthening the link between university, local communities, and cultural and educational public policies.

Likewise, ties with the Ministry of Science, Technology, Knowledge, and Innovation were strengthened, especially through projects funded by the Public Science Program, such as *Cinephilia: A Guide to Talking about Artificial Intelligence through Cinema*, which contributed to expanding the territorial and thematic reach of the outreach actions promoted by the Chair.

In this context, during 2025 a collaboration agreement with the Mirador Interactive Museum (MIM) was also formalized, aimed at promoting joint actions in scientific outreach, non-formal education, and cultural mediation, expanding the joint working capacities around scientific culture and the social appropriation of knowledge.

Academic Networks, Research, and Scientific Advisory

In the academic and scientific advisory sphere, the Chair deepened its linkage with international networks such as INGSA/INGSA LAC, becoming part of spaces for reflection on the use of scientific evidence in the formulation of public policies. This line of work strengthened the dialogue between research, decision-making, and citizenship, in coherence with the Chair's objectives regarding the promotion of informed decisions and knowledge governance.

In parallel, ties with national and international universities and research centers were maintained and expanded, favoring academic exchange, interdisciplinary cooperation, and the development of joint activities in the areas of research, training, and scientific communication.

UNESCO Networks and International Cooperation

A central axis of the work developed in 2025 was the strengthening of ties with UNESCO and with the UNITWIN Chairs network. Participation in forums such as the 1st Ibero-American Forum of UNESCO Chairs on Knowledge Analysis and Inclusion allowed for the exchange of experiences with other chairs in the region and for contributing to discussions on higher education, knowledge inclusion, and the circulation of knowledge in Ibero-America.

Likewise, the participation of the Chair and the Universidad Autónoma de Chile in activities developed at UNESCO's headquarters in Paris, within the framework of the *World Futures Day*, strengthened its insertion in international networks oriented toward foresight, anticipation, and the analysis of future scenarios, situating the Chair's work in a global dialogue on the contemporary challenges of scientific education and knowledge governance..

International Recognition for the Public Communication of Science

A particularly significant milestone of 2025 was the Latin American Award for the Popularization of Science and Technology 2025, awarded to the Center for Science Communication of the Universidad Autónoma de Chile, main executor of the UNESCO Chair in Scientific Education for Citizenship, by the Network for the Popularization of Science and Technology in Latin America and the Caribbean (RedPOP).

This international recognition distinguishes outstanding institutional trajectories in the field of public communication of science in Latin America. The award recognizes a sustained line of work oriented toward the democratization of knowledge, the coordination between science and citizenship, and the strengthening of a critical and inclusive scientific culture. Likewise, it reinforces the insertion of the Center and the Chair in a Latin American network for science communication and popularization, expanding the possibilities for cooperation, exchange of experiences, and regional projection.

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Institutional Coordination and Gender Perspective

During 2025, the Chair incorporated the gender perspective in its collaboration networks, in research governance, and in the national and international projection of its actions. This work was expressed in the active participation in the InES Gender Network and in spaces for reflection on gender equality, scientific ethics, and university governance in R&D&I.

Likewise, research and lines of work linked to gender gaps in areas such as higher education, female entrepreneurship, artificial intelligence and inclusive agri-food systems were promoted and supported, with participation in national and international events, including the 2nd CTCI + Gender Congress (2025). In the territorial sphere, initiatives such as the "Territory in Dialogue" sessions in the regions of La Araucanía, Maule and Metropolitan were disseminated, along with territorial diagnoses in R&D&I, strengthening the link between university, territory and citizenship.

VII. Conclusions and Projections

The 2024–2025 period reflects a process of substantive consolidation of the UNESCO Chair in Scientific Education for Citizenship of the Universidad Autónoma de Chile. Throughout this biennium, the Chair developed a coherent, progressive, and coordinated agenda aimed at strengthening the relationship between science and society from a broad, critical, and situated understanding of scientific culture, in consonance with the principles and orientations promoted by UNESCO.

While in 2024 the emphasis was placed on establishing lines of work, strengthening institutional capacities, and the initial coordination of networks, in 2025 these foundations translated into a greater programmatic density. This was expressed in the development of structural projects, the territorial expansion of actions, the diversification of audiences, the consolidation of strategic alliances, and a significant increase in the national and international visibility of the work carried out.

During this period, the main lines of action of the Chair —scientific outreach, research and scientific communication, training, and collaboration networks— were deepened in an integrated manner, consolidating an approach that conceives scientific education as a cultural, participatory, and socially situated process. The initiatives promoted articulated editorial production, territorial work, public deliberation spaces, specialized training, and participation in international forums, reinforcing the Chair's role as a space of encounter between university, public policies, and citizenship.

The biennium also evidences a strengthening of the Chair's institutional positioning in key contemporary debates, such as research ethics, governance of emerging technologies, open science, the use of evidence in public decision-making, and the reduction of gaps in the production and circulation of knowledge, incorporating the gender perspective in a cross-cutting manner. In this framework, the international recognition awarded in 2025 to the Center for Science Communication —the Chair's main executor— constitutes a relevant external endorsement of the trajectory developed and reinforces its insertion in Latin American and international networks for the public communication of science.

Looking ahead to the coming years, the experience accumulated during 2024 and 2025 makes it possible to outline general projection guidelines aimed at deepening the development of projects with territorial and interinstitutional impact; strengthening training and the production of tools for critical, responsible, and inclusive scientific communication; consolidating and expanding national and international cooperation, especially within the framework of UNESCO networks; and continuing to contribute to the reflection on the role of science in society, in contexts marked by uncertainty, technological transformation, and contemporary global challenges.

In this sense, the work developed during the 2024–2025 period lays solid foundations for the future projection of the UNESCO Chair in Scientific Education for Citizenship, reaffirming its commitment to science understood as a public good and to the strengthening of an informed, critical, and participatory citizenry, in coherence with the values, principles, and purposes of UNESCO.

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