

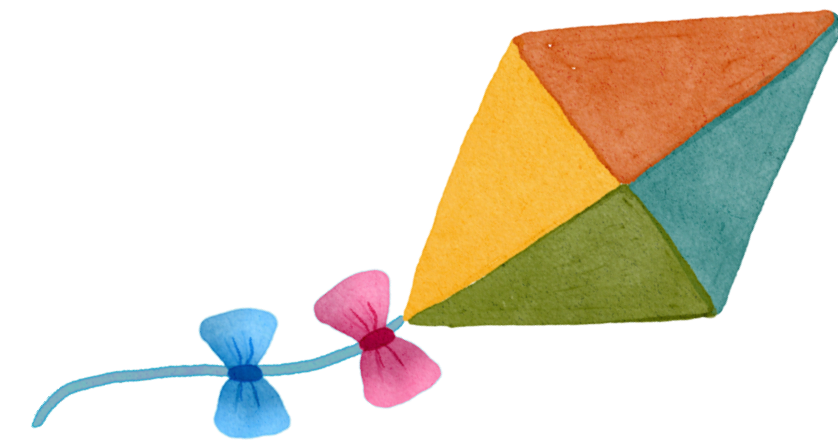


**Unesco Chair on:**  
**“Childhood and Youth Well Being,**  
**Education and Society”**



# Table of Contents:

1. A Message from the Director
2. Our work
3. Objectives of our Chair
4. Our educational impacts
5. Ongoing Research Projects, and publications.
6. Inter-university Exchanges/Partnerships
7. International visits and collaborations
8. Publications
9. Contact & Social Media





# A Message from the Director

“I firmly believe that advancing the well-being of children and young people requires recognizing them as social actors with their own voices and agency, capable of actively contributing both to the construction of knowledge and to fostering positive transformations in the contexts that shape their everyday lives. This Chair is, precisely, a space to promote intergenerational dialogue, integrating rigorous research, democratic and respectful participation, and a strong commitment to social justice as well as epistemic justice”

**Mahia Saracosti Schwartzman**

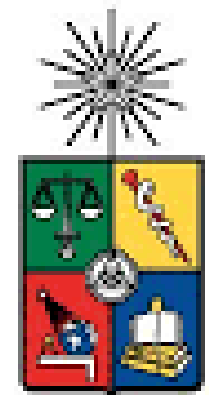
Full Professor at the Department of Social Work, University of Chile, and Director of the UNESCO Chair on Childhood and Youth, Education and Society. Doctor Honoris Causa, International Organization for Inclusion and Educational Quality; Awarded for Her Academic Career and Contributions to Inclusive, Rights-Based Education.



# What is the UNESCO Chair on Child and Youth Well-Being, Education and Society?

This UNESCO Chair is dedicated to promoting research, developing training programs, facilitating knowledge transfer, and fostering collaborative networks to influence public policies that strengthen the well-being and rights of children and young people. Its goal is to empower children and young people to participate actively in public matters that affect their daily lives, especially in their schools, families, and communities.

**Since 2025, this UNESCO Chair has been housed in the Department of Social Work at the University of Chile, from where its Director, Mahia Saracostti, Full Professor, leads projects that connect research, intervention, and public engagement.**



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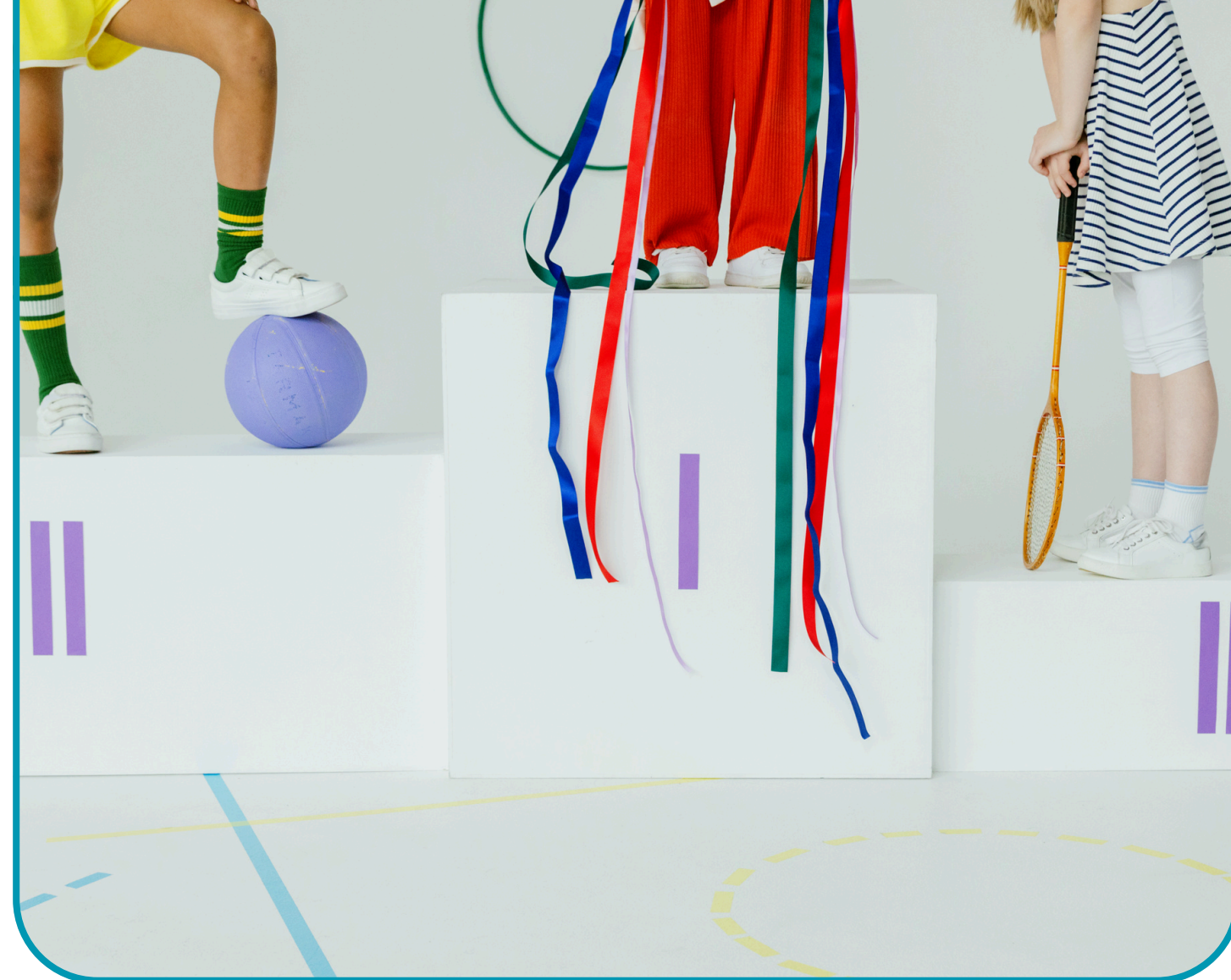


# Our Work:



Since 2021, the UNESCO Chair “Childhood and Youth Well Being, Education and Society” has promoted research, educational initiatives, knowledge transfer, and public policy proposals aimed at improving child and youth well-being and supporting meaningful educational trajectories for all students. Through this work, it has contributed to strengthening educational opportunities, enhancing preparedness for life, and preventing social problems. One of its main goals has been to develop activities that advance the policy agenda on education and child well-being while bringing together researchers and decision-makers. In this area, the Chair has played a key role in shaping national public policies grounded in scientific evidence.





# Objectives of our Chair:



1

To conduct research on child and youth well-being, education, and society from a multidimensional perspective, producing academic publications.

3

To identify needs for the development of academic and training programs in the field of child and youth well-being, education, and society.

2

To design and implement activities that support the educational and social policy agenda for child and youth well-being, engaging researchers and decision-makers through conferences and seminars.

4

To facilitate collaboration among internationally recognized researchers, university faculty, and other institutions in Chile and around the world, in close cooperation with UNESCO and other existing UNESCO Chairs.



# Our educational impacts



## Education (leading to certificate)

The Chair has strengthened undergraduate and graduate education by supporting theses, teaching in master's and doctoral programs, and promoting interdisciplinary training on child and youth well-being, school engagement, and participatory research with children and adolescents, both in Chile and internationally.



## Training for Children and Adolescent Researchers

A flagship achievement has been the training of 20 groups of child and adolescent co-researchers, with more than 200 children certified through a participatory program that teaches research, rights, fieldwork, analysis, and communication, while also enabling children to publish, present, and actively contribute to knowledge production.





### **Training for School Professionals (2021)**

The Chair delivered a specialized course for school professionals, bringing together more than 50 social workers, psychologists, teachers, and other practitioners to strengthen collaboration between families and schools and support children's educational trajectories.



### **Training for Professionals Working with Children and Adolescents (2022)**

The Chair developed training on children's and adolescents' participation in local public policy, creating spaces for dialogue and reflection among professionals and young participants on how to advance meaningful participation in decision-making processes.



### **Professional E-learning Course**

Through FONDEF and FONDECYT projects, the Chair created an online professional development course for social workers, psychologists, and teachers focused on school engagement, including concepts, monitoring strategies, and intervention tools, complemented by videos and practical manuals for future use.



# Ongoing Research Projects, and publications:

This section presents a selection of the latest research projects, academic publications, and books developed within the framework of the UNESCO Chair and Professor Mahia Saracostti's teaching activities, highlighting recent contributions to knowledge production, interdisciplinary collaboration, and public engagement.

**1) Model of co-research with children and adolescents for the promotion of well-being and school and civic engagement: from the international scientific literature to the generation of evidence in Chile** Start date: 01/04/2025. End date: 31/03/2029. Funding scheme: Fondecyt, ANID. Role: Principal Investigator

**2) Modeling school engagement, contextual factors — family and school — and socio-educational outcomes among children and adolescents: from the international scientific literature to a mixed longitudinal study in the Chilean context** Start date: 01/03/2024. End date: 06/04/2025. Funding scheme: Fondecyt, Universidad de Valparaíso. Role: Principal Investigator

**3) School engagement as a mediator of the relationship between socioemotional skills, school climate, and school achievement: A multilevel path analysis** Start date: 01/03/2024. End date: 31/03/2027. Funding scheme: Fondecyt, Universidad de Chile. Role: Co-Investigator.

**4) Family, work, and food-related demands and resources and the work-home interface: Relationship with the subjective well-being of dual-earner mothers and fathers with adolescent children** Start date: 01/03/2024. End date: 31/03/2027. Funding scheme: Fondecyt, Universidad de Chile. Role: Co-Investigator.

## Outreach, Knowledge Exchange, and Public Engagement

**Senior Expert and Member of the Scientific Committee of the Jean Monnet module on Responsible Research and Innovation in the Open Science era**

Start date: 11/03/2025. End date: 26/12/2026.

Institution: Erasmus, European Union.

Role: Participant.



Source: Apaolaza Mossert, Lagunas Orellana, and Saracostti Schwartzman (n.d.), La liga de los sabios guardianes.

Workbook prepared within the framework of Regular Fondecyt Project No. 1231271, School Engagement as a Mediator of the Relationship Between Socioemotional Skills, School Climate, and Academic Achievement (2023–2027).

# Latest Scientific Publications

**1. Longitudinal qualitative research with children and adolescents: exploring school engagement trajectories and contextual factors in Post-pandemic period** *Journal: European Journal of Education and Psychology* Volume 18, pp. 1–24. DOI: 10.32457/ejep.v18i1.2570

Authors: Saracostti, M.; de Toro, X.; Soriano, G.

Type: Journal article. Status: Published. Indexed in: Scopus, ESCI.

**2. The Mediating Role of Work–Life Balance Between Perceived Partner Support and Satisfaction with Food-Related Life in Dual-Earning Parents and Their Adolescents** *Journal: Nutrients* Volume 17, Article 1018. DOI: 10.3390/nu17061018 Authors: Schnettler, B.; Concha-Salgado, A.; Grunert, K. G.; Orellana, L.; Saracostti, M.; et al. Type: Journal article. Status: Published. Indexed in: WOS, Scopus.

**3. Workload, job, and family satisfaction in dual-earning parents with adolescents: the mediating role of work-to-family conflict** *Journal: Frontiers in Psychology* Volume 16, Article 1529092. DOI: 10.3389/fpsyg.2025.1529092

Authors: Schnettler, B.; Concha-Salgado, A.; Orellana, L.; Saracostti, M.; et al. Type: Journal article. Status: Published. Indexed in: WOS, Scopus.

**4. Educational Alliances for Climate Action: Analysis of Partnerships Between Universities and Schools in Education for Sustainability Series/Journal: Lecture Notes in Networks and Systems** Volume 859 LNNS, pp. 75–86. DOI: 10.1007/978-3-031-78155-1\_8 Authors: Galdames, I. S.; Saracostti, M. Type: Proceedings paper. Status: Published. Indexed in: Scopus.

**5. The predictive influence of family, teachers, and peers on affective, cognitive, and behavioral school engagement in primary and secondary school students** *Journal: Revista de Psicodidáctica* Volume 30, Article 500159. DOI: 10.1016/j.psicod.2024.500159 Authors: Lara, L.; Miranda-Zapata, E.; Saracostti, M.; de-Toro, X. Type: Journal article. Status: Published. Indexed in: WOS, Scopus.

**6. Scientific evidence and public policy: a systematic review of barriers and enablers for evidence-informed decision-making** *Journal: Frontiers in Communication* Authors: Suazo-Galdames, I. C.; Saracostti, M.; Chaple-Gil, A. M. Indexed in: WOS. Note: The report does not provide DOI or publication status details.

**7. Exploring School Engagement and Academic Outcomes Over Time: The Role of Contextual Factors in Chile** *Journal: Psychology in the Schools* Volume 62, pp. 3272–3257. DOI: 10.1002/pits.23538 Authors: Saracostti, M.; Miranda, E.; Guzmán, P.; Schnettler, B.; Concha-Salgado, A.; de Toro, X.; et al.

Type: Journal article. Status: Published. Indexed in: WOS.

**8. Digital Participatory Research with Children and Adolescents: A Systematic Review of Methodological Trends and the Emergence of Health-Focused Practices** *Journal: Seminars in Medical Writing and Education* Volume 4, pp. 1–20. DOI: 10.56294/mw2025684 Authors: Galdames, I. S.; Gil, A. M. C.; Saracostti, M.

Type: Journal article. Status: Published. Indexed in: WOS, Scopus.



MORE INFO



# Latest books

- 1) **Compendio de experiencias en investigación acción participativa (IAP) con niñas, niños y jóvenes.** Publisher/Institution: University of Chile, Department of Social Work. Authors: Arlegui Mella, Javiera; Maureira Pacheco, Anais; Minervini Foulkes, Rocío; Saracostti Schwartzman, Mahia.
- 2) **Núcleos I+D+i: del estado del arte a la agenda pública.** Publisher/Institution: University of Chile, Department of Social Work. Authors: Saracostti Schwartzman, Mahia; Lagunas, Alfredo.
- 3) **Aprender investigando: coinvestigación escolar con niñas, niños y adolescentes.** Publisher: Dykinson. Authors: Saracostti Schwartzman, Mahia; De Toro Consuagra, Ximena; Suazo Galdames, Iván.

## Books chapters

- Mahia Saracostti and Belen Sotomayor, Chapter Sixteen – Sustainable Development Goals for Children and Adolescents in Chile: Progress and Pending Debts, David Androff and Janianton Damanik (editors). The Routledge International Handbook of Social Development, Social Work, and the Social Development Goals. 2023. ISBN 9781030201.
- Saracostti, M., Generación de conocimiento en trabajo social en tiempos complejos: ¿para qué?, María Rosa Herrera Gutierrez (editora) En el libro "Construyendo conocimientos para una transformación social inclusiva. Aportes a la agenda de investigación del Trabajo Social". Tirant Lo Blanch. Colección: Políticas de Bienestar Social. 2022. España, pp. 53-62. Isbn Papel: 9788419071422, Isbn Ebook: 9788419071439.
- Saracostti, Escobar, Sotomayor y Hernández. Ley de garantías y protección integral de los derechos de la niñez y la adolescencia en clave educativa, Isaac Ravetlat y Alexis Mondaca (editores) Comentarios a la Ley de Garantías y Protección Integral de los Derechos de la Infancia y la Adolescencia, Editorial Tirant lo Blanch. Colección: Tratados, Comentarios y Practicas Procesales, 2022, España, pp 396-427. Isbn Papel: 9788411301657 Isbn Ebook:
- Saracostti, Mahia; Madrid, Romina; Mayorga, Cecilia. Capítulo 3: Fortaleciendo la relación familiaescuela: Análisis de experiencias iberoamericanas. Saracostti y Lara (editoras) Avanzando hacia relaciones más colaborativas entre familias y escuela: Experiencias desde países iberoamericanos. Editorial Le Monde Diplomatique, 2020, Chile, pp. 60 -76. ISBN: 978-956-340-169-1 (edición impresa) DOI: 10.32457/ISBN97895661091431052020EDI
- Lara, Laura; Saracostti, Mahia. Capítulo 4: Modelo EPIC de colaboración familia- escuela en Chile: Ecológico, participativo, integral y contextualizado. Saracostti y Lara (editoras) Avanzando hacia relaciones más colaborativas entre familias y escuela: Experiencias desde países iberoamericanos. Editorial Le Monde Diplomatique, 2020, Chile, pp. 77-100. ISBN: 978-956-340-169-1 (edición impresa) DOI: 10.32457/ISBN97895661091431052020EDI

# INTERNACIONAL PROJECTS



**Design and Evaluation of a Platform for Training Families and Teachers on Engagement in School Education from Home**  
(Universidad de Murcia, 2021–2025).



**Social Well-being in Secondary Education: Intervention Program Based on Personal Competencies of Students and Teachers**  
(Universidad de Almería, 2021–2024).

**Think Big – Multi-national Digital Platforms Enabling Child and Youth-led Health and Wellbeing Initiatives**  
(2019–2021).



# Inter-university Exchanges/Partnerships

- Creation and coordination of the Network of Universities United for Childhood (RUPI) to promote children's and adolescents' rights through research, teaching, and community engagement.
  - Participation in national boards and councils, including the Senate's Future Challenges for Children Committee, World Vision Chile, and the Children's Defense Office.
  - Collaboration with the Ministry of Education and the Ministry of Science through expert committees, especially on school dropout prevention and childhood-related issues.
  - Leadership in the Childhood and Adolescence Agenda (2022–2026), developed with more than 100 academics from Chilean universities and presented to presidential candidates.
  - Participation in a global UNESCO network on Childhood, Youth, and Communities.
  - Membership in the Steering Committee of the International Collaboration for Participatory Health Research (ICPHR), with a focus on the Kids in Action network.
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- 
- Research internship at the University of Melbourne (Australia), with academic exchange across Psychology, Education, and Social Work.
  - Teaching and training internship at the University of Murcia (Spain), including undergraduate and graduate teaching and research collaboration.
  - Participation in the World Pre-Congress and World Congress on the Rights of Children and Adolescents, including activities linked to Sapienza University in Rome.
  - Collaboration with other UNESCO Chairs in Chile and Latin America, including the creation of the Francisco Javier Gil Award and efforts to develop a UNESCO UNITWIN Network focused on childhood and youth.

# International visits and collaborations:

## Visit of Harry Shier to Chile

Invited by the UNESCO Chair on Child and Youth Well-Being, Education and Society, international researcher and activist Harry Shier took part in a series of activities in Chile organized together with Fundación Colunga, Pacto Niñez, and the Department of Social Work at the University of Chile. As part of his visit, he joined Professor Mahia Saracostti's Núcleos project at the University of Chile, participating in a class with students working on child and adolescent participation, well-being, and school and civic engagement. In the framework of this project, he also visited schools and engaged in dialogue on child participation and the promotion of more inclusive and democratic educational spaces.



# International visits and collaborations:

## Visit of Emily Ozer:



En el marco de la inauguración de la Cátedra Unesco, Niñez y Juventud, Educación y Sociedad, se invita a la:

**CONFERENCIA INTERNACIONAL**  
"INVESTIGACIÓN PARTICIPATIVA EN EDUCACIÓN SUPERIOR Y ESCOLAR: ENFOQUES, LECCIONES Y APRENDIZAJES COMPARTIDOS".

**Invitada Internacional:**  
**Emily Ozer**  
PhD, Professor  
UC-Berkeley Faculty Liaison to EVCP (Executive VC/Provost) on Public Scholarship and Engagement  
Director, Institute of Human Development (IHD)  
UC-Berkeley School of Public Health

**Presenta:**  
**Mahía Saracostti**  
Directora Cátedra Unesco  
Niñez y juventud, Educación y Sociedad  
Profesora Titular, Departamento de Trabajo Social, U.Chile.

**Inscripciones aquí:**

4 de noviembre 11.45  
Auditorio Julieta Kirkwood  
FACSO U. Chile

<https://catedraunesconinez.cl/>



As part of the establishment of the UNESCO Chair on Childhood and Youth, Education and Society at the University of Chile, an international visit by Emily Ozer, PhD and Professor at the UC Berkeley School of Public Health, will take place. Her visit will include the international conference "Participatory Research in Higher Education and School Settings: Approaches, Lessons, and Shared Learning", aimed at strengthening academic dialogue on participatory methodologies, collaboration between universities and educational communities, and knowledge production with social impact. This visit represents an important milestone for the Chair, as it promotes the exchange of international experiences and contributes to the development of research approaches committed to childhood, youth, education, and society.



# Contact & Social Media



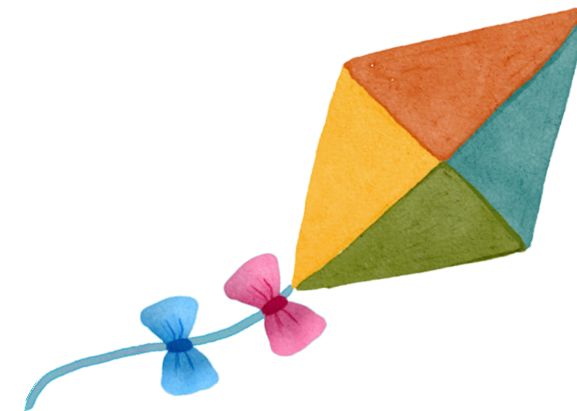
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