Abstract

In Venezuela, Extra-Curricular Activities, along with research and teaching are three of the main functions of the Universities, as indicated by the University Regulations (1970). However, while Teaching and Research have been the prima donnas, the Extra-Curricular Activities have been Cinderella. These activities are hardly even considered within the University budget and even less so in the drawing-up of the curriculum. Fortunately, in the last few years, this problem is being treated in the University community in different types of meetings and events. Among these meetings, those of the Cultural and Extra-Curricular Activities Board of Directors of the Venezuelan Universities, along with those of the National and Latin American (including Spain) Extra-Curricular Activities summits stand out. During these events, the role of the Universities Extra-Curricular Activities has been discussed, not just regarding the education of the students but also taking into account the role that Higher Education Institutions play regarding the accomplishment of its social function. Likewise, the insertions into the curriculum of the Universities Extra-Curricular Activities, its sponsorship, appropriateness and the measures to take in order to highlight its importance among University affairs have been debated. This research compiles these experiences in order to organise a theoretical framework concerning the Universities Extra-Curricular Activities from the definitions and their reach, their legal basis, their position within the academic structure and curriculum, their types and methods to the limits and proposals denoted by the prospective vision of the Extra-Curricular Activities.

Keywords

Universities Extra-Curricular Activities, university functions, curriculum.