





T. M. Quiroz Sánchez, F. E. Ledesma Pérez, J. J. Apaza Justo, J. Rivera-Muñoz. (2020). Effects of the implementation of the school curriculum: Successes and failures. *International Journal of Early Childhood Special Education (INT-JECSE)*, 12(1): 390-397. DOI: 10.9756/INT-JECSE/V12I1.201018

Received: 20.02.2020 Accepted: 07.05.2020

 Tania Maribel Quiroz Sánchez¹
 Fernando Eli Ledesma Pérez²
 Juan José Apaza Justo³
 Jorge Rivera-Muñoz⁴

Effects of the implementation of the school curriculum: Successes and failures

Abstract

The implementation of the curriculum is a complex task where the educational, economic - social and cultural breaches are wide, whose results of the evaluations PISA and of the Department of Education they are not flattering at all. The investigation was realized in Ayacucho, with poverty indexes the highest. The methodology was mixed, qualitative - quantitative, there being used surveys, interviews, documentary analysis, taking part observation that has allowed to gather wide information, which has allowed to evaluate, triangular and discuss this process. The results have revealed that 56 % of managers and teachers has the perception of regulating, while 44 % perceives her as good.

Keywords: Educational planning; Recurrent education; Teacher education curriculum

Introduction

In this case, the National Curriculum Implementation Program involves generating the conditions for later analyzing and reflecting on the elements it contains, the acquisition and production of diverse educational materials, targeting of educational institutions, training of specialists from Regional Education Directorates and Local Education Management Units as well as teachers and principals, and transfer of budgets, among others, all with the purpose of improving learning.

The curriculum goes through four processes: design, implementation, execution and evaluation. The first is the process of

selection, definition, and structuring of curricular elements; the second is the process in which actions are carried out to guarantee their implementation; the third, also known as the development of curricular design, is aimed at generating student learning; and the fourth collects both data and the formulation of valid judgments on the subjects, elements, and processes of the curriculum.

Research is focused on the second curricular process; therefore, it is necessary to refer to the work of UGEL specialists because it is the body in charge of implementation within its jurisdiction.

In the research carried out, opportunities/strengths have been identified that

Tania Maribel Quiroz Sánchez¹, Universidad César Vallejo, Perú, Email: taniaquiroz3004@gmail.com
Fernando Eli Ledesma Pérez², Universidad César Vallejo, Perú, Email: fledesma25@gmail.com
Juan José Apaza Justo³, Universidad Nacional de Juliaca, Perú, Email: mailto:juanjoaj_3@hotmail.com
Jorge Rivera-Muñoz⁴, Universidad Nacional Mayor de San Marcos, Perú, Email: jriveram@unmsm.edu.pe

have made it possible to agree on and adjust to this plan during the time of its implementation and development, concluding that it is effective with respect to the purpose for which it was designed (Morales, Durante, García and Acosta, 2017).

Thus, it is demonstrated that renewing the curriculum requires dialogue and the participation of all educational actors. It is a matter of maintaining a living curriculum where knowledge is the priority for such renewal (Chen and Salas, 2019); therefore, pedagogical plans can be integrated into the curriculum from the different disciplines, allowing teachers to review what should be taught and what their students should learn (Guerra and Beltrán, 2016; Torres and Fernández, 2015).

Likewise, it has been found that students master the content; but do not assume a reflective position on what they learn; for this reason, teaching is the principal agent that can make the exit profile possible. The community and students must be included in terms of the curriculum (Castellanos, 2019; Mukminin, Habibi, Diat, Idi and Hamidah, 2019).

Theoretical background

Curricular evaluation is a social activity; it is an integrative, participatory research process and necessary as a scientific basis for the redesign of any program's curriculum. A program is evaluated to measure its importance or relevance and then to be able to improve it (Chuquilin and Zagaceta, 2017; Salas, 2016).

Evaluation is a process that contributes in a legal manner as a primary instrument for accountability, in addition to contributing at the policy level to good management, providing relevant information on the impact and sustainability of the program (Núñez, Bravo, Cruz and Hinostroza, 2018; Rodríguez and Lucero, 2017; Fano, 2017).

A program is an orderly plan of tasks, an ordered series of indispensable actions to develop such a plan; a sketch with future projection with coherence that indicates the execution of activities that have an intention to transform an identified reality (Correa, Puerta and Restrepo, 1996).

The evaluation is an organized process, designed in a technical and intentional way that collects credible and valuable information in order to achieve the objectives of the program, with the idea of determining timely decisions of both the plan and those involved, generating a future analysis on some interventions that contribute to learning and progressive empowerment on public policies that should provide credible and useful information, which facilitate the integration of lessons learned for decision making (Perea, 2017; Perez, 2009;

Martinez, Fontcuberta, Garcia, Ballesteros and Peña, 2013).

The evaluation yields results that explain, predict, guide and give us light to create measures that efficiently lead to the resolution of social problems (González, 2019; Casillas, Macía, Merino, Paja, Rico y Ruiz, 2015).

Likewise, evaluation is a process that contributes in a legal manner as a primary instrument for accountability, in addition to contributing at the policy level to good management, providing relevant information on the impact and sustainability of the intervention or program.

It is an important and complex construction of a larger trial (Rodríguez and Lucero, 2017; Fano, 2017).

Pedagogical intervention programs are aimed at improving the educational service, organized under a set of rules, norms and principles with the intention of achieving the proposed goals; therefore, actions are aimed at meeting the needs or demands identified in a social group, having as a basis certain theoretical sources and social contexts (Sánchez, García and Rodríguez, 2016), thus seeking effective interventions, in the search for knowledge (León and Mesa, 2016).

Education needs proposals that allow the realization of the person, focusing on equity and equality of opportunities that benefit and contribute to a change in teaching and learning, based primarily on respect for differences.

In order to adequately address the curricular challenges, it is necessary to generate a curricular institutional framework in which the following fundamental axes interact: 1) it must be open to the practice of teaching, to the world of productivity and to society, 2) a research unit on its implementation, and 3) a close relationship with the assessment of learning and the accumulation of evidence of knowledge generated in the process (Gysling, 2019; Durán, 2019; Suleri, & Cavagnaro, 2016).

Curricular implementation is a phase of empowerment, understanding and reflection on the components of the NC; it is to determine a space for interaction on the implementation and jointly with all educational actors; principles are required to guide this process: autonomy of the educational institution, differentiated implementation, and continuous improvement based on critical reflection, and decentralization (Ministry of Education, 2016).

The objectives for curricular implementation are as follows: to encourage educational agents to be open to the curriculum, to strengthen professional skills, to promote the implementation of curricular approaches and guidelines, and to strengthen institutional

independence and the empowerment of both principals and specialists.

In order to evaluate the programme, it is necessary to have a model that allows for the collection of information. This research used the CIPP model, (Context, Inputs, Processes and Products) by Daniel Stufflebeam, for which a context assessment is made, referring to the conditions to carry out the entry program; that is, it consists of assessing the availability of resources to achieve the proposed objectives (Aziz, Mahmood and Rehman, 2018; Quinchía, Muñoz and Sierra, 2015).

The curriculum is a construction, a product of the theoretical application in reality itself and which is enriched by the relationship between school and community; therefore, it needs to be adapted to different contexts without neglecting theory.

This implies that the curriculum must be permanently innovated to the extent that it is put into practice (Rentería, Hincapié e Hincapié, 2019). Historically, the curriculum was understood as the compulsory prescription of a study plan, contents, objectives, determined work times, among others; the aforementioned must be complied with by all members of the school system (Cox, 2011).

Method

The research was of a qualitative approach, which seeks to understand the real world in order to transform it and turn it into a representation. It collects data that allow us to interpret and understand the ways of thinking, believing and feeling of the actors who participate in the research; this methodology pays attention to people, reads and analyzes what they write, attends to what is said and done in a certain moment or space, observes and records every behavior of the subjects related to communication from their perspective (Fernández, 2017; Hernández; Fernández and Baptista, 2014; Mambile, & Machuve, 2018).

The evaluation of the program consisted, at first, in generating the conditions to carry out the research at the UGEL Huamanga (Ayacucho). Then, there was a dialogue with the specialists, the directors of the schools focused on 2018 "Towards Autonomy".

In order to carry out the study, we also talked with specialists from the Primary Education Department of the Ministry of Education, who were closely involved in this implementation process. Finally, we gathered evidence by considering some techniques and instruments that allowed us to understand and interpret how the curriculum was implemented.

The participants were the designated primary level specialists from the UGEL

Huamanga, whose functions were: to collect training needs of school principals and teachers related to implementation; to build, implement and evaluate the implementation plan at the local level; to design training activities, carry them out and evaluate them; to monitor the development of actions and participate in accountability (Minedu, 2016).

In addition, principals and teachers from the EELs on the way to autonomy and three experts on the subject who have been directly involved in the implementation both from the Minedu Primary Education Directorate and from different regions of our country participated.

The techniques used to collect the information were: the interview, which consists of a conversation between people responding to the cognitive purposes that have been considered of interest. (Corbetta, 2007). Another technique used was documentary analysis, which consists of examining and extracting useful information from different documents in order to transform them into another one, using a more friendly language (Hernández y Tobón, 2016).

We ended with the observation of the participant, where the interviewer is responsible for recording with great care the facts as they occur, in this way there will be an approach to reality and the interaction between the subjects in their own space (Pujol and Foutel, 2018).

Results and discussion

During the research process, a survey was conducted on perceptions of the implementation of the national curriculum in targeted educational institutions, seeking autonomy in their management. The results indicated that 56.6 per cent consider it at the regular level and 44.4 per cent perceive it as good.

Table 1.
Perception of the implementation of the national curriculum by programme beneficiaries

	Frecuency	Percentage
Good	8	44,4
Regular	10	55,6
Total	18	100,0

The results referring to the fulfillment of the implementation objectives indicate that in the disposition/opening towards the national curriculum, the specialists comply with carrying out the monitoring and accompaniment of the pedagogical actions of the principals and teachers visited; they observe and note down in their field notebook the pedagogical facts; then they discuss them and the planning of the

learning units and sessions, visualizing a positive attitude in both principals and teachers.

They verify whether teachers consider in their planning the competencies, abilities, performance, cross-cutting approaches, strategies, necessary materials and the didactic processes of the areas; whether they take into account the pedagogical orientations for the development of competencies, the orientations for formative assessment; and, if perceived, an orientation towards the achievement of the exit profile.

As for pedagogical and management skills, their activities are designed or planned for monitoring and accompaniment; for example, they enter one of the classrooms together with the principal where they record the pedagogical facts they observe, organize their records by category and conclude the visit with a reflective dialogue on the training needs encountered; the principal together with the teacher visited begin the reflection, then the specialist with the principal.

In relation to the curricular approach and the focus of the areas, it can be seen that both the planning and the development of the learning sessions are tinged with such approaches, considering the didactics and the didactic processes of the areas. This is seen mainly in Communication and in Mathematics, since these are the areas most worked on and observed; these aspects are handled not only by the teachers, but also by the principals and the specialists, becoming visible in the spaces for dialogue at the end of the visits.

Finally, regarding the institutional autonomy and leadership of principals and specialists, the specialists mention that it is difficult for them to visit the EEs according to their schedule due to the workload at the UGEL; meanwhile, the principals have been accompanying the teachers according to their plan of classroom visits, implementing the inter-learning groups consigned in their annual work plan (PAT) and generating the conditions to improve student learning; teachers, for their part, involve families in the training of their children through family days and meetings and, for the most part, mention that they attend the inter-learning meetings only when called upon to do so, but not on their own initiative.

Regarding the 2018 goals of the activities in the implementation process, in relation to training activities, a five-day workshop was programmed and carried out for teachers and school principals towards autonomy, in which the subject of curriculum planning was addressed with an emphasis on learning projects, experiencing class sessions with children and strategies in the areas of Communication and Mathematics; It included two visits to each school and four micro-workshops with various

themes on guidelines for the teaching and learning process, analysis of evidence, analysis of mathematics and communication skills, and formative assessment, among others.

The statistical results indicate that the perception of the beneficiaries has been positive, which is in line with what was observed during the face-to-face research stage, where the specialists, teachers and principals have shown willingness to work, a situation that has been seen; for example, in the reflective dialogue and feedback to teachers and principals, this is in line with the opinion of the experts, who state that the reactions of the different actors to the implementation of the NC are in favour and against; in the case of the authorities of the Regional Directorate and the UGEL, they consider it positive as it helps to improve the education system.

With regard to pedagogical and management skills, correct monitoring and accompaniment processes were observed, with established agendas and due compliance, despite their dissatisfaction with the working day.

This is in line with Morales, Durante, García and Acosta (2017), who state that a correct evaluation shows opportunities and strengths in addition to the readjustment to objectives and goals. It is also in agreement with Vásquez (2016), who points out essential aspects of the implementation of the curriculum because it responds to the needs of students.

With regard to the focus of the curricular areas that constitute the theoretical and methodological framework that guides the teaching and learning process, there is sufficient evidence in the process of implementation in each academic area, information collected by specialists with the application of appropriate instruments for interpretation and analysis; this result is in agreement with Guerra and Beltrán (2016), who indicate the development of different areas based on acquiring, producing, and disseminating knowledge.

With regard to institutional autonomy and leadership, although there has been some progress, collaborative work has not yet been achieved in all of the EEs and they are far from being autonomous; therefore, they need to try out other strategies to achieve this purpose since this will enable educational institutions to work in a participatory and conscious manner and achieve their independence (Minedu 2016).

Finally, the balance meetings are held between the various actors. The achievements and difficulties of the implementation stand out, as defined by González, 2019; Casillas, Macía, Merino, Paja, Rico and Ruiz (2015) since this activity shows in a very concrete way the practices that are carried out in the implementation process, their effect and impact.

For their part, the experts maintain that the balance sheet is an activity that consists of rendering an account of the various programmed activities, considering achievements, difficulties or critical nodes and suggestions or recommendations aimed at improving the processes for the following years.

Conclusions

The national curriculum in Huamanga (Ayacucho) was implemented in accordance with what was established, with the result that 56.6% consider it regular and the rest as good; in addition, specialists, directors and teachers show an attitude of acceptance towards the NC because they are inserting it into their planning process within the framework of the formative evaluation; likewise, it is confirmed that the specialists carry out the activities of monitoring, pedagogical assistance and the use of instruments if it is observed that there is a lack of initiative on the part of the institution to generate spaces for reflection on its pedagogical practice among teachers and directors.

According to the results obtained with respect to the objectives of the implementation, it is suggested that principals and teachers continue to empower themselves in a reflective manner, interiorising and understanding each component in order to consciously land in practice. It is also suggested that the UGEL specialists in charge of the implementation not only visit and assist principals within the framework of the NC; but that they be able to help in a continuous manner in the teaching and management work.

Finally, it is suggested to the UGEL Ministry that, in order to achieve autonomy at EI, programmed activities such as interlearning groups and workshops be held at times that allow for meetings, learning and/or learning management, according to the availability of teachers.

References

- Aziz, S., Mahmood, M., & Rehman, Z. (2018). Implementation of CIPP Model for Quality Evaluation at School Level: A Case Study. *Journal of Education and Educational Development*, 5(1), 189-206. ISSN: ISSN-2310-0869 URL: <https://eric.ed.gov/?id=EJ1180614>
- Casillas, C., Macía, M., Merino, M., Paja, M., Rico, J., & Ruiz, A. (2015). *Guía práctica para el diseño y la realización de evaluaciones de políticas públicas*. Enfoque AEVAL. URL: <http://www.aeval.es>; <http://publicacionesoficiales.boe.es>
- Castellanos, R. (2019). Modelo para la integración de salud y sexualidad en el desarrollo curricular. *Revista Ciencia Multidisciplinaria CUNORI*, 3(1), 117-125. <http://www.revistasguatemala.usac.edu.gt/index.php/cm/article/view/871/761>
- Chen, E., & Salas, E. (2019). Referentes curriculares para la toma de decisiones en materia de planes de estudio de educación superior. *Revista Electrónica Educare*, 23(3), 1-31. Universidad Nacional Centro de Investigación y Docencia en Educación Heredia, Costa Rica. DOI: <http://dx.doi.org/10.15359/ree.23-3.7>
- Chuquilin, J., & Zagaceta, M. (2017). El currículo de la educación básica en tiempos de transformaciones: los casos de México y Perú. *Revista Mexicana de Investigación Educativa*, 22(72), 109-134. RMIE, 2017, 22(72), 109-134 ISSN: 14056666 <http://www.scielo.org.mx/pdf/rmie/v22n72/1405-6666-rmie-22-72-00109.pdf>
- Corbetta, S. (2007) *Metodología y técnicas de investigación social*. ISBN 978-84-481-5610.7. España: Closas-Orcoyen S.L.
- Correa, S., Puerta, A., & Restrepo, B. (1996). Investigación evaluativa. Especialización en teoría, métodos y técnicas de investigación social. *Módulo, 6*. Instituto Colombiano para el Fomento de la Educación Superior, ICFES. Bogotá, Colombia. ISBN: 958-9329-098. URL: http://www.etpcba.com.ar/Documentos/Sitios/Evaluacion_Intitucional/6_INVEST_EVAL_UAT.pdf
- Cox, C. (2011). Currículo escolar de Chile: génesis, implementación y desarrollo. *Revista Internacional de educación de sevres*, 56, 1-9. CEPPE-Facultad de Educación. PUC. URL:<http://mapeal.cippe.org/wp-content/uploads/2014/06/Curr%C3%ADculo-escolar-de-Chile-g%C3%A9nesis-implementaci%C3%B3n-y-desarrollo.pdf>
- Durán, L. (2019). *Modelos de atención frente a la diversidad educativa. camino hacia las barreras*. Editorial Universidad Nacional de Educación. ISSN: 978-9942-783-18-9 ISBN: 978-9942-783-07-3. URL:<http://repositorio.unae.edu.ec/handle/123456789/570>
- Fano, P. (2017). New legal framework for the evaluation. *Gestión y Análisis de Políticas Públicas*, 17. Retrieved from <https://search.proquest.com/docview/2001929394?accountid=37408>.
- Fernández, S. (2017). Si las piedras hablaran. Metodología cualitativa de investigación en Ciencias Sociales. Núm.37, pp. 4,30. La Razón Histórica: *Revista hispanoamericana de Historia de las Ideas*. ISSN 1989-2659. URL: <https://digitum.um.es/digitum/handle/10201/54506>.

Sánchez Calleja, L., García Jiménez, E., & Rodríguez Gómez, G. (2016). Evaluación del diseño del programa AedEM de Educación Emocional para Educación Secundaria. *Relieve: Revista Electrónica de Investigación y Evaluación Educativa*, 22 (2), 1-25.

Torres, A., & Fernández, E. (2015). Problemas conceptuales del currículum. Hacia la implementación de la transversalidad curricular. *Universidad del Zulia Venezuela, Maracaibo -Venezuela. Opción*, 31 (77), 95,110 ISSN: 1012-1587. URL: <https://www.redalyc.org/articulo.oa?id=31041172006>

Vásquez, J. (2016). Cuadro de mando integral para la implementación curricular por competencias para una institución universitaria. *REXE-Revista de Estudios y Experiencias en Educación*, 13(26), pp.169-182. Universidad Bernardo O'Higgins Santiago, Chile. ISSN en línea 0718-5162 URL: <http://www.rexe.cl/ojournal/index.php/rexe/article/view/40/42>.

Mambile, C., & Machuve, D. (2018). Web based Approach to Kurmanali, A., Suiyerkul, B., Aitmukhametova, K., Turumbetova, Z., & Smanova, B. (2018). Analysis of the proverbs related to the lexemes "tongue/language". *Opción*, 34(85-2), 97-115. overcome the Market Information Gap between poultry farmers and potential buyers in Tanzania.

Suleri, J., & Cavagnaro, E. (2016). Promoting pro-environmental printing behavior: The role of ICT barriers and sustainable values. *International Journal of Education and Development using ICT*, 12(2).

Anexo: Matriz de categorización

Ámbito temático	Problema	Objetivo General	Objetivos específicos	Categorías	Subcategorías	Indicadores	Información			
							S1	S2	S3	Pregunta a expertos
UGEL Huamanga - Ayacucho	¿Cómo es el proceso de implementación del Currículo Nacional de Educación Básica en la UGEL Huamanga - Región Ayacucho?	Evaluar el proceso de implementación del Currículo Nacional en UGEL Huamanga - Región Ayacucho	Evaluar el cumplimiento de los objetivos del programa.	Cumplimiento de los Objetivos de implementación	Disposición/ apertura hacia el CNEB	<ul style="list-style-type: none"> Incorpora los aspectos clave del CN en su planificación. Consideran la didáctica de las áreas curriculares. Alinea su práctica pedagógica y de gestión a los enfoques transversales. Incorpora las orientaciones para la evaluación formativa de las competencias en el aula. Incorpora las orientaciones pedagógicas para el desarrollo de competencias. Planifica las acciones educativas en función del perfil de egreso. 				1. Cuando hablamos del Currículo Nacional, ¿a qué nos referimos? 2. ¿Por qué un nuevo currículo nacional? 3. ¿Qué se busca con la implementación del Currículo Nacional? 4. Cuéntenos, ¿cuáles han sido las reacciones que ha encontrado en los diferentes actores respecto a la implementación del Currículo Nacional? 5. ¿Quiénes deben liderar el proceso de implementación del Currículo Nacional? 6. ¿En qué aspectos considera Ud. que debe mejorar el docente para generar cambios? 8. ¿Qué opinión tiene del enfoque que se viene implementando por el MED?
					Competencias pedagógica y de Gestión	<ul style="list-style-type: none"> Gestiona y orienta el proceso de la planificación curricular y de la tutoría en la IE. Diseña el sistema de monitoreo y acompañamiento a las IIEE. Fomenta el buen clima institucional en las IIEE. Recoge, sistematiza, organiza y usa información para elaborar y evaluar los planes de trabajo que le permitan gestionar la implementación del CNEB. Diseña, organiza e implementa acciones de formación continua con directivos y docentes. Orienta los procesos de gestión pedagógica de las IIEE. Organiza y desarrolla procesos de autoevaluación y reflexión sobre el desempeño profesional en las IIEE. Diseña actividades y/o experiencias situadas que permitan generar diversas interacciones para construir aprendizajes significativos en los actores educativos. 				
					Enfoque curricular y enfoque de las áreas.	<ul style="list-style-type: none"> Consideran la didáctica de las áreas curriculares. Alinea su práctica pedagógica y de gestión a los enfoques transversales. Incorpora las orientaciones para la evaluación formativa de las competencias en el aula. 				

				<ul style="list-style-type: none"> Incorpora los Procesos didácticos de las áreas y competencias. Incorpora las orientaciones pedagógicas para el desarrollo de competencias. Planifica las acciones educativas en función del perfil de egreso. 				
			Autonomía institucional y liderazgo de directores y especialistas	<ul style="list-style-type: none"> Acompañamiento del director a sus docentes. Implementa grupos de interaprendizaje. Genera condiciones para mejorar el aprendizaje de los estudiantes. Involucra a las familias en formación de sus hijos. 				
		Evaluar el cumplimiento de Estrategias de implementación	Estrategia grupal institucional (línea formativa)	Rumbo a la autonomía	<ul style="list-style-type: none"> Promueve el trabajo colaborativo. Promueve la innovación pedagógica. Promueve el liderazgo compartido. 			9. ¿A qué se debe el nombre de estrategia grupal institucional y, dentro de ella, IIEE rumbo a la autonomía?
		Analizar y explicar el avance de las metas programadas	Metas de las actividades en el proceso de implementación	Talleres	<ul style="list-style-type: none"> Se realiza dos talleres al año 			10. ¿Cuántos talleres, visitas y grupos de interaprendizaje o microtalleres se programaron en el año y cuántas de estas actividades se han ejecutado?, ¿habrán sido suficientes?
	Visitas			<ul style="list-style-type: none"> Se realizan cinco visitas. 			11. ¿Cuál ha sido el impacto de los talleres, las visitas y grupos de interaprendizaje o microtalleres en relación a los aprendizajes de los estudiantes?	
	GIAs/ microtalleres			<ul style="list-style-type: none"> Se realizan cinco Grupos de Interaprendizaje. 			12. ¿Cuál de las actividades es la que ha generado mayor impacto en el proceso de implementación del Currículo Nacional, en los actores educativos?, ¿por qué?	
	Reuniones Balance			<ul style="list-style-type: none"> Se realiza el balance de las actividades. 			13. ¿En qué consiste el balance de las actividades de la implementación del Currículo Nacional?, ¿Cuál es su finalidad?	