

COMPARATIVE ANALYSIS OF PUBLIC CURRICULAR POLICY IN RURAL EDUCATION IN CHILE AND COLOMBIA: AN APPROACH TOWARD A DECOLONIAL CURRICULAR PEDAGOGY

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Abstract.

Rural education shows the highest levels of social and educational inequity, particularly within the Latin American context. This article presents a comparative analysis of the public curricular policy in rural education in Chile and Colombia through a documentary analysis covering the period from 1994 to 2021, which describes and examines the transformations in educational policy within the rural education context of both countries. The findings indicate the need to contextualize the educational policies of these two countries from a decolonial perspective on curricular policy, involving a transformation of the paradigm and conception of rurality, the empowerment of rural populations and teachers in shaping the rural educational model, and the integration and appreciation of rural identity and territory within the national curricular frameworks.

Keywords: Decolonization, Rural Education, Curricular Policy, Educational Policy, Educational Reform

1. INTRODUCTION

Rural education in Latin America has gained increasing relevance, currently accounting for approximately 19% of the region's total population, within a social context shaped by access to information, new technologies, and scientific advances (Peirano, Puni, & Astorga, 2016). In this regard, international educational policies have focused on promoting access to education in disadvantaged and remote areas, aiming to respond to the current sociocultural context (Arias, 2017).

In line with this, the OECD (2018) argues that rural education should be directed toward ensuring comprehensive accessibility for rural populations through educational processes that promote equitable opportunities for holistic development. This is crucial for a society that increasingly demands the use of new technologies, scientific progress, and sustainability in rural areas. However, this educational framework, which modern rural education demands, has not significantly or directly impacted agricultural practices or the quality of life in rural communities (Arias, 2017).

Similarly, this educational goal for rural education, which is focused on technological advancement and access to education, has been conceived from a perspective that seeks to adapt rural areas to urban needs, rather than addressing the specific community-based needs of rural contexts (Ávila, 2017). In this sense, rural education curricular policies have been developed from an urban territorial perspective that disconnects from the rural context.

Consequently, these policies fail to consider the realities of rural students, as they do not integrate the value of rural territory into the educational processes.

This issue is particularly evident in Chile and Colombia, where, despite the existence of rural education policies, rurality is often perceived as a peripheral area due to its distinct sociocultural characteristics, which are not aligned with the demands of modern society. As a result, rural education policies do not incorporate the value of tradition, customs, traditional knowledge, rural life, or the essence of rurality, nor do they address the needs of rural communities. Consequently, rural education is not effectively organized to meet the specific needs of rural students (Greco et al., 2019).

In this context, Latin American educational policies tend to marginalize and undervalue rural areas, as progress in science and technology is often seen as a priority for rural populations without considering identity and territory as essential elements that contribute to societal advancement toward sustainability and global citizenship (Carrero & González, 2016).

Furthermore, during the COVID-19 pandemic, the management of rural curricular policy was designed from an urban-centered territorial perspective, where sociotechnological conditions facilitated the development of pedagogical alternatives to meet the needs of urban areas. However, these approaches were not viable for rural areas due to their unique social, economic, and cultural characteristics. Consequently, equitable access to education was not promoted, and there was no design or implementation of an inclusive curricular policy (Martínez et al., 2020).

Given these issues, it is necessary to analyze the curricular policies of rural education in Chile and Colombia to identify their potential transformations and impact on rural communities in each country. Such analysis provides an opportunity to explore the possible factors shaping national curricular policies, as well as the implementation of programs that could serve as pedagogical and curricular benchmarks for future research and the development of educational public policies.

Additionally, evaluating the curricular practices within rural education systems allows for an examination of curricular management, including the implementation of curricular policies and the organizational structure of rural education in each country (Galván, 2020). A curricular analysis can assess the relevance of curricular management processes in relation to the sociocultural context of rurality in each country, while also identifying the sociocultural, pedagogical, and epistemological foundations of curricular guidelines, competency standards, methodologies, and inclusive education strategies implemented in Chile and Colombia to relate their rural education curricular policies.

Therefore, the present study poses the research question: What are the transformations in curricular policies for rural education in Chile and Colombia between 1994 and 2021? The objective of this study is to describe the curricular transformations during this period based on public policies in Colombia and Chile and their implications within the rural context.

2. THEORETICAL FRAMEWORK

Curricular transformations within educational policy aim, at least rhetorically, to generate a new academic culture that not only forms the pedagogical and didactic foundation of educational practices within specific sociocultural contexts but also fosters new attitudes toward knowledge, society, culture, and social relationships. This, in turn, leads to an emphasis on territory and culture (Cabrera & Cruz, 2016). In this regard, in rural education, curricular transformations must bring about a paradigm shift and a new perception of rurality to develop educational practices that address the specific needs and territorial characteristics of these environments. Accordingly, in Colombia and Chile, several educational reforms have been implemented through national legislation to establish the curricular foundations of rural education within each country's rural contexts. Additionally, academic research has been conducted to reflect on the pedagogical and curricular framework shaped by each nation's conception and recognition of rurality.

2.1. BACKGROUND IN CHILE

In the Chilean context, one of the main issues studied in the curricular transformations of rural education is the evaluation or diagnosis of teachers' perceptions of the country's rural educational policy. Cárcamo (2016) conducted a qualitative study to reveal teachers' representations of the educational policy that associates rural schools with microcenters, following a transformation of rural policy to establish microcenters for the curricular management of rural schools. The findings indicated that teachers expressed dissatisfaction with the current functioning of these microcenters. Previously, microcenters were seen as spaces for pedagogical reflection and the exchange of successful teaching practices. However, they have since become technical and instrumental mechanisms focused on planning and meeting government or ministerial educational goals, failing to address the educational needs or pedagogical transformation of rural classrooms. Thus, a negative perception among teachers toward the implementation of Chile's rural curricular policy transformations can be identified.

Similarly, Galaz (2018) conducted a qualitative ethnographic study titled "Quality Education: Public Policy and Perceptions of Multigrade Rural Schools," with the general objective of analyzing the concept of quality in education in relation to teachers' perceptions in multigrade rural schools and the educational policy in Chile. The results revealed that, from the teachers' perspective, there have been advancements in the management of economic resources to improve infrastructure and investment in rural education, as well as in curricular prioritization to meet national educational demands. However, teachers highlighted the need for curricular decentralization, where schools are granted greater autonomy to adapt their pedagogical and curricular practices to the needs and specificities of rural areas, which are not sufficiently reflected in Chile's national curricular frameworks.

Furthermore, Díaz (2016) offered a theoretical reflection on quality indicators in Chilean education to assess the curricular practices within rural educational institutions. Díaz argued that, despite curricular and legislative reforms and the prioritization of learning objectives, rural schools in Chile continue to perform worse in standardized tests and face

higher levels of social and economic vulnerability compared to urban areas. These results suggest that the national curricular reforms and educational policies do not adequately address the sociocultural context of rural populations. To improve rural educational transformations, Díaz proposed strengthening teacher education in higher education, focusing on critical pedagogical competencies that foster reflective and contextually relevant teaching practices.

Finally, Núñez et al. (2020) conducted a longitudinal analysis of rural elementary schools nationwide from 2000 to 2016, examining the number of school closures, their school vulnerability index (IVE-SINAE), and student enrollment figures at the time of closure. The study found that an annual average of six schools with fewer than 11 students were closed, a trend that intensified between 2000 and 2013 but began to decrease slightly by 2016. The majority of closed schools had high levels of school vulnerability and were sustained by state subsidies, which were dependent on student enrollment numbers. The study concluded that the magnitude of rural school closures highlights the social and cultural inequities in Chile's educational policies, as the schools that closed were typically attended by the most socially and economically vulnerable populations. The survival of rural schools is largely contingent upon student enrollment rather than the quality of educational processes aligned with the national curriculum.

In summary, in the Chilean context, the challenges and implications of rural education are tied to the curricular practices shaped by educational policies, the need for institutional autonomy and curricular decentralization to better contextualize educational practices in rural areas, and the transformation of the educational paradigm regarding quality standards. Achieving this requires a comprehensive diagnosis and acknowledgment of the sociocultural context of rural populations, moving beyond an administrative or economic view of education, such as school subsidies or demographic diagnostics. Instead, a reflective dialogue is needed that addresses the territory, culture, and identity of rurality, promoting a curricular analysis from an intercultural and critical pedagogical perspective.

2.2. BACKGROUND IN COLOMBIA

In Colombia, numerous studies have been conducted analyzing educational policy from a social equity perspective, as well as exploring teachers' perceptions of the transformations in rural education policies. Morera (2016) reflects on the relevance of the rural school curriculum in Colombia in relation to the sociocultural realities of rural populations in a society shaped by globalization. Through a historical and sociocultural analysis of rural populations, Morera (2016) identifies, based on a review of the United Nations Development Programme (UNDP) report on the Colombian context, that rural populations face the highest levels of social, economic, and educational vulnerability due to state neglect driven by social issues such as armed conflict, drug trafficking, and the exploitation of natural resources by multinational corporations. Morera highlights that the national curriculum, with its capitalist focus, promotes the formation of citizens skilled for labor markets, commerce, and industrial production. In contrast, rural schools prioritize basic literacy competencies, failing to recognize and value rural territories, agriculture, and rural culture. Morera concludes by recommending a review of Colombia's rural education

policies and the curricular practices of rural schools, including an analysis of institutional educational projects and the specific needs of the educational community.

Carrero and González (2016) offer a reflective analysis of rural education in Colombia, focusing on the contributions of rural educational experiences in the Ciudad Bolívar area and their relationship with technology education. The authors analyze how educational reforms, guided by national legislation and alternative education models, have influenced rural education. They then assess the integration of new technologies in Colombia's education system based on pedagogical experiences in Ciudad Bolívar (Bogotá). Their findings emphasize the need to transform the educational paradigm in Colombia's rural education policies and in the perspectives of teachers. The authors argue for the development of educational strategies that are culturally relevant and recognize rural heritage and identity, thereby shifting the perception of rural areas away from subordination and marginalization. Furthermore, they advocate for the elimination of sectoral approaches in educational policies to foster equitable educational processes that benefit the entire population, regardless of sociocultural context.

Arias (2017) provides an analysis of the current state of educational policies and curricular transformations in Colombia, identifying limitations and challenges in terms of the relevance and quality of rural education. By reviewing the historical evolution of rural education policies, Arias highlights that Colombia's rural population is characterized by ethnic diversity, violence, armed conflict, and state absence. Arias concludes that the main limitations of rural education policy in Colombia are rooted in the marginalization and lack of contextualization of rural populations in the curricular framework. Current educational processes are driven by urban-centric perspectives that do not consider the specific needs of rural territories, nor the values, diversity, and contributions of rurality to Colombia's social, economic, and cultural development. Arias calls for the design and implementation of public policies that integrate rural territories, agricultural life, and rural culture into students' learning experiences, as well as addressing the demographic conditions and needs of rural populations to promote equitable, high-quality education.

Echeverría et al. (2019) conducted an exploratory qualitative study involving 600 rural teachers from schools in Paz de Ariporo (Casanare), Gigante (Huila), Istmina (Chocó), Puerto Leguízamo (Putumayo), Marquetalia (Caldas), and Puerto Colombia (Atlántico). Their research focused on teacher training and pedagogical perspectives, particularly regarding the role of rural educators in peacebuilding. The results underscored the need to reform curricular practices that currently reflect an urban bias, which marginalizes rural areas and fails to recognize the importance of rural territories in the national context. The study suggests that Colombia's rural education policy should promote curricular flexibility and improve teacher professionalization through in-situ pedagogical laboratories and inter-institutional collaboration to enhance curricular practices in rural areas. Finally, the authors recommend the creation of a research program on rural education and citizenship to develop intercultural and inclusive educational strategies, thereby transforming educational policies in rural contexts.

Segura and Torres (2020), in their postgraduate research article, conduct a bibliographic review of academic and institutional documents on rural education policy in Colombia. They reflect on the role of rural education in promoting social inclusion for rural populations. The authors review the historical and sociocultural context of Colombia since the 1990s, arguing that current rural education policy is based on neoliberal economic strategies that focus on the technical, scientific, and commercial development of rural areas. This approach aims to address Colombia's economic crises stemming from drug trafficking, armed conflict, and forced displacement. They conclude that because rural education policy is rooted in a neoliberal framework that does not incorporate the unique social, cultural, and economic dynamics of rural Colombia, rural education fails to meet quality standards. It also marginalizes rural populations by educating them for urban, rather than rural, needs.

In conclusion, research on rural education in Colombia highlights several limitations in the implementation of educational policies and curricular practices, including the lack of contextualization and understanding of rural social, economic, and cultural specificities; the devaluation of rural territory, culture, and identity in the curriculum; and the failure to address challenges related to geographic isolation, violence, internal conflict, and the economic vulnerability of rural populations. These issues are associated with a neoliberal economic and political system that prioritizes the development of citizens for economic production, scientific progress, and technological advancement, rather than incorporating rural diversity, territory, and culture into the educational system.

3. MATERIALS AND METHODS

This study employs a descriptive exploratory analysis, which facilitates the descriptive relationship between two variables (independent-dependent) (Hernández & Mendoza, 2018), aimed at describing curricular transformations stemming from public policy in Colombia and Chile and their relationship to the rural context. To achieve this, a documentary analysis of rural educational public policies and curricular guidelines in both countries between 1994 and 2021 was conducted. The documents analyzed include international reports to identify the influence and involvement of international governmental organizations in rural public education policies.

Next, national public policy documents from each country were examined, focusing on historical, demographic, and curricular aspects. Finally, a juxtaposed analysis of national educational policies and rural education curricular guidelines in Chile and Colombia was conducted in the following categories: (i) curricular structure and training focus, (ii) curricular design, (iii) flexible education models, (iv) cross-curricular integration, including foreign languages, and (v) use of technology.

The content analysis methodology, as described by Bernal (2017), was employed to systematically index and categorize content, enabling the comprehension, interpretation, and review of the research materials. This content analysis was carried out through a systematization based on juxtaposition matrices of the aforementioned categories, allowing for a comparative analysis between the two countries.

4. ANALYSIS OF RESULTS

4.1.COMPARISON OF GLOBAL ENTITY INVOLVEMENT

To begin, a juxtaposed analysis between Colombia and Chile is presented, focusing on the relationship each country maintains with global educational authorities and international cooperation entities within their public educational policies. Regarding global entity involvement in education, both countries exhibit no significant differences in terms of their membership in the United Nations (UN). However, concerning international cooperation in education, Colombia demonstrates an earlier and more established interinstitutional relationship with the United Nations Educational, Scientific and Cultural Organization (UNESCO) compared to Chile.

Additionally, both countries have a presence of international educational authorities, yet Chile stands out as the host country for the Regional Office for Education in Latin America and the Caribbean (OREALC). This highlights Chile's prominent role in regional educational coordination and policy development within Latin America.

Comparative Aspect	Chile	Colombia
Membership in Global Education Entities	Chile has been a member of the United Nations (UN) since 1945.	Colombia has been a member of the United Nations (UN) since 1945.
International Cooperation in Education	Chile has been a member of UNESCO since 1953 and has held a seat on the executive council since 2011.	Colombia has been a member of UNESCO since 1947.
Authority of International Entities	Host of the Regional Office for Education in Latin America and the Caribbean (OREALC).	Colombia is part of the UNESCO Multi-Country Office in Quito.
International Financial Support and School Funding	Chile has received World Bank funding for 271 projects, with 12 focused on education, mostly during the 1990s.	Since the mid-1960s, Colombia has received World Bank funding for 281 projects, with 20 focused on education.
Participation in International Education Standards	Chile is a member of the OECD, participating in the PISA since 2001, TIMSS since 1995, ICILS since 2013, ICCS since 2010, and TERCE in 2014.	Colombia became a member of the OECD in 2020 and has participated in PISA since 2006, ICCS since 2015, and the ERCE since 2019.

Table 1. Comparison of International Cooperation Links between the Two Countries.

Regarding financial support from international governmental bodies, Colombia surpasses Chile in terms of educational investment from major international economic entities, such as the World Bank. This positions Colombia as the leading recipient of international financial support for educational programs and projects. Lastly, in terms of participation in international quality standards, Chile has a stronger engagement with standardized assessments of educational quality compared to Colombia. This allows Chile to maintain a more up-to-date evaluation of educational quality indicators, facilitating improvements in its educational policies and curricular practices. The following juxtaposed analysis summarizes these findings:

Similarly, regarding international cooperation organizations, there is a greater involvement of UNESCO and the World Bank in the institutional educational policies of both countries. According to Canan (2017), the involvement of entities such as UNESCO, the United Nations, and the World Bank imposes the fulfillment of associated educational goals, which necessitate the development of public policies addressing social and educational areas through the funding of projects and programs. These must align with international public policy goals, which are often linked to economic and cultural interests and dynamics at the global level. As a result, countries must incorporate these internationally established goals into the design and administration of their public policies.

In the educational sphere, the UN (2018) established with its member states a Sustainable Development Goals (SDG) policy aimed at reducing poverty, promoting educational inclusion, fostering sustainability, and encouraging global citizenship. Educational quality and equity indicators are reflected in sociodemographic aspects such as educational coverage, the availability of teacher training programs, access to higher education through scholarships, the enhancement of basic competencies in standardized tests for entrepreneurship, stable employment, and economic productivity, as well as increased educational coverage for women in school programs to reduce gender disparity. In this regard, it is evident that the educational policies associated with the SDGs focus on poverty reduction through economic productivity, while educational quality indices are limited to sociodemographic factors that fail to account for the social and cultural realities of the countries, especially within the Latin American context.

4.2. ANALYSIS OF NATIONAL RURAL EDUCATION POLICY IN CHILE AND COLOMBIA

In the analysis of national rural education policies, three fundamental aspects were considered: the historical aspects of rural education regulation, the social relevance of rural education in public policies, and political intervention in rural education. Additionally, demographic factors such as educational coverage and school dropout rates in each country were analyzed. Finally, the curricular aspects that have been established in each country were examined, focusing on the historical transformations of rural education policy between 1994 and 2021.

4.2.1. Historical Aspects of National Rural Education Policy

With regard to historical aspects, Chile demonstrates greater legislative transformation and educational reforms related to rural education compared to Colombia. In Chile, early

regulations incorporated not only explicit curricular frameworks for each educational level and modality but also the establishment of national decrees concerning school subsidies for rural educational centers and structured incentives and investments to improve educational quality. Additionally, Chile, unlike Colombia, implements strategies that recognize the contribution of rural education through the institutionalization of cultural appreciation days for rural education.

In contrast, Colombia explicitly defines rural education in its educational legislation, but this definition is primarily associated with a territorial concept linked to agriculture and remote areas, i.e., the geographical location of schools and their economic activities. It does not integrate other sociocultural characteristics of rural education that go beyond sociodemographic factors and agriculture. Finally, democratic participation in rural education in both countries involves the broader educational community, though the specifics of this participation vary across their policies.

Table 2. Comparative Analysis of Historical Aspects in the Regulation of Rural Education.

Pillars	Units of Comparison	Chile	Colombia
Historical Aspects	Regulation of Rural Education	The MECE Rural Program for the Improvement of Quality and Equity in Education was established in 1994 under the Organic Law of Education. Decree 4 of 2001 defines rural education and provides guidelines for rural educational management. In 2011, the Rural Education Program was regulated under Decree 33 of 2011.	The concept of rural education is defined in the General Education Law (Law 115 of 1994) as a modality of education in Colombia. The Rural Education Program was regulated starting in 2000, remaining in effect until 2018, currently in its third phase of regulation.
Social Relevance in Rural Education	Social Focus on Rural Education	In 1998, Decree 631 established 1999 as the Year of Rural Education to review and recognize rural educational institutions and highlight their needs to the State Council. Similarly, Decree 149 of 1998 institutionalized April 7th as National Rural Education Day to emphasize its identity and importance in the country's development.	There is no institutional or legislative recognition to highlight the social importance of rural education in Colombia. No national date or ministerial event dedicated to rural education has been institutionalized to address its educational needs.

Political Intervention in Rural Education	Involvement of Stakeholders	Involvement of actors such as students, teachers, and parents in the process.	Participation of students, teachers, and parents.
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On the other hand, the previous results indicate that, although Colombia has implemented a series of educational reforms for rural education through the regulation of new educational policies, unlike Chile, it shows slower progress and requires the establishment of explicit political guidelines to enable better structuring and administrative organization of rural education according to the educational needs of its sociocultural context. In this regard, Arias (2017) argues that Colombia needs stronger interinstitutional and governmental collaboration to promote the autonomy and decentralization of rural educational processes through the active participation of rural communities. This would foster a transformation, particularly in the curricular and evaluative practices of rural education, reflecting the diversity of contexts in each rural school across the country.

4.2.1. Sociodemographic Aspects of National Rural Education Policy

In terms of sociodemographic aspects, it is evident that the percentage of educational coverage in rural areas is higher in Colombia compared to Chile. However, school dropout rates are also higher in Colombia, particularly in secondary and preschool education (early childhood care), a problem not only associated with educational coverage but also linked to the country's historical background of violence. Similarly, Chile shows a predominance of dropout rates in secondary education. This indicates that dropout rates are concentrated in secondary education, potentially influenced by the sociocultural context of rural areas. In rural youth, economic and labor needs often lead to greater participation in agricultural activities, which may contribute to higher dropout rates (Echevarría, Vanegas, González, & Bernal, 2019). In the Colombian context, Carrero and González (2016) recognize that participation in rural secondary education is affected by social problems such as drug trafficking, armed conflict, and the historical period of violence, which have led to state neglect in the development of social policies that could promote greater school retention among the rural population.

Table 3. Comparative Analysis of Sociodemographic Aspects Related to Education.

Pillars	Units of Comparison	Chile	Colombia
Demograph	Educational Coverage	Represents 30% of the total coverage of educational institutions.	In terms of enrollment, distribution by educational level in rural and dispersed rural areas is as follows: primary 47.5%, secondary 33%, upper secondary 11%, and preschool 7%.

ic Aspects	Rural School Dropout Rate	Equals 3.45% overall in urban areas, with dropout rates in secondary education at 6.1%.	Equals 6.35% overall in rural and dispersed rural areas across all educational levels, with dropout rates highest in secondary education at 8.4%, followed by preschool at 6.6%.
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4.2.1. Curricular Aspects of the National Rural Education Policy

Regarding curricular aspects, the analysis includes the focus of the Rural Education Program, the flexible educational models regulated in each country, curricular frameworks, institutional evaluation systems, curricular prioritization during emergencies, technical and pedagogical guidelines in each country, and school funding for rural education according to the internal regulations and legislation of each nation's rural education policy. The results are summarized in the following juxtaposed analysis table:

Pillars	Units of Comparison	Chile	Colombia
Curricular Aspects	State Typology	Unitary Republic	Unitary Republic
	National Rural Education Program	The general objective of the program is to support multigrade rural schools in developing methodological proposals that foster quality learning and ensure continuity of studies and integration into complete educational establishments through public strategies of curricular management and school subsidies. The current public proposals consist of four main components: institutional and public policies for quality rural education, teacher training in rural education with a territorial perspective, increasing educational coverage in early childhood, technical-professional education and adult education, school acceleration programs, and increasing the budget for rural school subsidies. The program is regulated by Decree 33 of 2011.	The general objective of the program is to provide educational attention to children and youth in rural and hard-to-reach areas, strengthen school administrative management in rural areas, and develop school plans aimed at fostering peace. The current proposals are organized into five components: comprehensive early childhood care in initial and preschool education, development of quality educational strategies from preschool to technical upper secondary education, strategies for flexibility and school retention in rural areas, improvement of access to higher education for rural populations, and institutional and intersectoral strengthening for rural education. The program began implementation in 1999 due to Colombia's economic crisis; however, it is neither regulated nor governed by any decree or law in Colombia's educational framework.

Lines of Action for the National Rural Education Program	The program is focused on curricular management actions for rural schools, interinstitutional and collaborative coordination between educational and governmental entities to support rural education, development of school retention strategies across all educational modalities, hiring of specialized human resources for rural education, rural school subsidy programs, pedagogical guidance and support for rural curricular policy, and dissemination of didactic, pedagogical, and curricular materials for the rural education sector.	The program establishes four lines of action: quality educational coverage through the implementation of pedagogical models, institutional strengthening between departments and municipalities to identify and prioritize the needs of rural education, development of projects aimed at promoting school coexistence, and educational strategies for rural technical upper secondary education.
School-Based Rural Education Model	The school-based model is based on multigrade teaching through the establishment of microcenters. The regulation of these microcenters is governed by Decree 968 of 2012, which mandates monthly meetings for pedagogical reflection, the evaluation and monitoring of student learning, the diagnosis of educational needs, and the development of educational proposals to serve the educational community	The implementation of the "Escuela Nueva" model is integrated into multigrade classrooms for literacy and to serve the rural educational population. This educational model is governed by the Unified Regulatory Decree for the Education Sector 1075 of 2015. Educational institutions must adapt their institutional educational projects to this learning methodology.

Curricular Frameworks for Rural Education	The curricular frameworks consist of four modules: Language and Communication, Mathematics, History, Geography and Social Sciences, and Natural Sciences. These modules are implemented according to each secondary education level. Each learning module is addressed transversally, and the evaluation processes are carried out through a cross-curricular approach focused on reading comprehension and integrated evaluation, with explicit learning objectives for each course	The curricular frameworks encompass four areas: Language, Mathematics, Natural Sciences, and Social Sciences for formal education, covering preschool, primary, secondary, and technical upper secondary education. Each curricular area has established competency standards for every grade level within each educational modality, along with explicit learning indicators in each curricular area and grade level to guide the evaluation processes
Evaluation, Grading, and School Promotion System	Each educational institution must create and establish an Internal Evaluation Regulation that is aligned with the Institutional Educational Project and the evaluation principles and provisions of Decree 67 of 2018. The evaluation process must take into account Chilean curricular standards, the establishment of criteria, evidence, and learning objectives, student motivation, grading based only on the learning actually achieved, as well as experiences of self- and peer-assessment and formative evaluation processes.	Educational institutions have the autonomy to develop their own Institutional Evaluation System in accordance with their Institutional Educational Project and national curricular standards. Schools define their evaluation criteria, grading, and school promotion system in line with the provisions established by Decree 1290 of 2009

Curricular Prioritization in Emergency Situations	Rex N°1511/4/05 2020 and Agreement N°80 of 2020 establish a curricular support tool for rural educational institutions to address and mitigate the adverse effects of the interruption of in-person classes due to COVID-19, as well as strategies for curricular flexibility and evaluation. This curricular support tool outlines the main learning objectives to be developed across all educational modalities, taking into account the sociocultural context shaped by COVID-19.	No curricular support tool was specified or established for rural educational institutions during the pandemic. All curricular guidelines continued to be governed by the competency standards in place prior to the COVID-19 pandemic.
Technical and Pedagogical Guidelines for the School-Based Model	The National Ministry of Education established pedagogical and technical guidelines for multigrade classrooms based on each curricular module. These guidelines aim to provide pedagogical and disciplinary directions focused on developing the skills outlined in the Curricular Framework and to support the preparation of teaching and class management in multigrade classrooms. The materials are developed by the Ministerial Secretariats and Provincial Departments. Additionally, a didactic module is included for each curricular area, organized by thematic axes.	The Ministry of Education provides pedagogical guidelines for multigrade classrooms in each curricular area and grade level, with a focus on the "Escuela Nueva" model, exclusively for primary education. These pedagogical guidelines are developed for each curricular area, and the materials are created by the National Ministry of Education. However, each multigrade classroom teacher and rural educational institution has the autonomy to adapt the provided guidelines according to the educational context of their students

	School Subsidy	The Rural Education Program includes a Budgetary Program aimed at financing all types of expenses to provide guidance and educational support to rural educational institutions, in accordance with the provisions of Decree 33 of 2011.	The national budget is defined by the National Development Plan (PND) of each presidential term. The budget varies according to the governance priorities and strategies established in each National Development Plan.
	Resource Management	The executed budget in 2020 was 912,165 million Chilean pesos (M\$ CLP), while the estimated indicative budget for 2021 was 650,975 million Chilean pesos (M\$ CLP), excluding additional strategies.	The estimated indicative budget for the implementation of the 11-year Plan is approximately 48.3 trillion Colombian pesos (COP) in 2020, based on PMI indicators, and 49.4 trillion including additional strategies.
	Teacher Training	The Rural Education Program includes a professional development strengthening project for teachers working in multigrade rural schools, specifically those teaching Language and Communication and Mathematics, known as CREA Rural. This project is led by the National Coordination of Rural Education under the Division of General Education of the Ministry of Education and is implemented by the Interdisciplinary Education Research Program (PIIE).	There is no formal teacher training incentive program within the Rural Education Program. Educational institutions employ teaching staff with significant disparities in professional development compared to urban teachers, with only 36% of rural teachers holding postgraduate degrees. Teachers only receive training in informal education and are given priority for access to higher education loans through ICETEX.
Rural Education Subsidy	Incentives and Bonuses for Rural School Teachers	Special bonuses and incentives are established for rural teachers under Law 19.175/2001, depending on the educational modality in which they conduct their teaching, particularly for full-day sessions in special and technical education modalities.	Teachers and school administrators working in state-run educational institutions located in hard-to-reach rural areas are entitled to a bonus equivalent to fifteen percent (15%) of their monthly basic salary, as stipulated by Law 1297 of 2009.

Affordability Plans and Strategies for Rural Schools	The program provides action lines in Socioemotional Learning through the Socioemotional Learning Plan (ASE), the Schools Arriba Program for educational centers categorized as Insufficient by the Education Quality Agency, the School Feeding Plan, and the 2001 Rural Transportation Program.	The program provides action lines in the School Feeding Programs (PAE), Rural School Transportation, and programs for flexibility and adaptation in educational management, such as Escuela Nueva, Accelerated Learning, Rural Post-primary Education, Active Secondary Education, and "Caminar en Secundaria."
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Table 4. Comparative Analysis of Curricular Aspects and School Funding in Each Country.

Based on the previous results, it can be identified that the Rural Education Programs in both countries are oriented toward addressing the educational needs of the rural population and promoting school retention. However, unlike Colombia, Chile demonstrates explicit regulation of curricular administrative management through the establishment of the microcenter strategy, the contextualization of the curriculum through prioritization strategies, a cross-cutting focus on intercultural education, and the development of technical and pedagogical guidelines for multigrade classrooms in rural education. In contrast, Colombia does not exhibit curricular prioritization strategies, especially in the context of the pandemic. However, Colombia provides greater decentralization and school autonomy, allowing educational institutions to adapt curricular frameworks to rural educational contexts. This is connected to Colombia's recognition of diversity in its educational policies, reflecting the country's ethnic diversity, where rural communities include not only campesino populations but also Indigenous and Afro-Colombian groups (Arias, 2017). In this regard, Colombia's educational system offers the flexibility to adapt the curriculum according to the sociocultural context of rural communities.

Regarding the curricular frameworks in each country's educational policies, both countries establish curricular areas or modules related to basic competencies in the current educational context. However, Chile demonstrates a cross-cutting focus on intercultural education with a curriculum design based on Learning Objectives, while Colombia employs a cross-curricular design centered on Science, Technology, and Environment to address problem-solving, establishing learning indicators within the Basic Competency Standards (EBC) and Basic Learning Rights (DBA) for each curricular area, educational modality, and level. Although Chile includes an intercultural focus in its educational policy, Galaz (2018) identified in his research that Chile's rural education curricular frameworks do not adequately respond to the territorial and cultural context of rural areas. This highlights the homogenization of policy from an urban-based curricular approach, where educational goals are geared toward the economic and progressive development of urban areas rather than rural ones.

Moreover, regarding pedagogical diversification, it can be determined that Chile and Colombia share a degree of homogeneity in teaching methodologies related to multigrade

classrooms and the "Escuela Nueva" model within the regulation of their educational policies. This indicates the need to strengthen pedagogical diversification within rural education policy, particularly in Colombia, where there is the potential for school autonomy and educational decentralization. As a result, there is a limitation in evaluative practices and educational quality standards, as evaluation processes are rooted in pedagogical approaches and curricular frameworks. Thus, rural education requires not only a curricular paradigm shift but also a diversification of evaluative practices, enabled by school decentralization and the implementation of various pedagogical models according to the educational needs of rural areas (Carrero & González, 2016).

Furthermore, regarding school funding, it was determined that Chile, unlike Colombia, demonstrates more comprehensive regulation of the national budget for rural education within its educational legislation, as well as stronger interinstitutional collaboration for the implementation of school retention strategies and social welfare for the rural population. This is evident in the administrative management of resources, where, from the perspective of Chilean teachers, improvements in educational investment are seen in school infrastructure and teacher incentives and benefits (Galaz, 2018). In this sense, although Colombia shows greater economic investment and international governmental support, it lacks explicit regulation in its educational legislation concerning the management of educational resources in rural contexts, compared to Chile.

5. DISCUSSION AND CONCLUSIONS

The curricular transformations in rural education in Chile and Colombia have evolved through educational reforms and legislative proposals that have contributed to improving the quality of rural education. However, they still reveal unmet educational needs, insufficient responses to rural contexts, and the social exclusion and inequity faced by rural populations in these educational policies. This situation is linked to the influence of a neoliberal policy framework driven by an economic and sociocultural system that demands the formation of citizens for global economic progress and development. This is reflected in international public policies and agreements imposed by governmental entities, which, particularly in Latin American countries, promote public educational policies that cater to their socio-economic interests and needs (Canan, 2017). In this regard, rural education policies in Chile and Colombia face the challenge of transforming the educational paradigm from a decolonial perspective, one that involves a true understanding of rurality and the integration of diversity into educational policies (Segura & Torres, 2020).

Addressing this requires starting with a diagnosis of rurality that goes beyond sociodemographic aspects and involves recognizing rural territories through direct engagement with rural communities in each country (Carrero & González, 2016). By gaining a deeper understanding of the sociocultural context of rurality, rural education can be defined from an intercultural perspective that acknowledges the culture, territory, and identity of rural areas, while identifying the specific needs and characteristics of rural contexts, including social, economic, environmental, and cultural conditions. Additionally, it is essential to strengthen the democratic participation of rural communities in recognizing their territories and empowering their educational realities. This means that rural

communities should be actively involved in setting the educational goals of their contexts. To foster such democratic participation, decentralization of education is necessary, along with the creation of democratic communication spaces where educational communities can make decisions based on their unique educational needs and circumstances. In support of this, Arias (2017) suggests reinforcing interinstitutional cooperation, not only with governmental entities but also with academia through research initiatives.

Furthermore, regarding rural school teachers, there is a need to facilitate the development of strategies for democratic participation in educational public policies. These strategies should move beyond a purely technical-instrumental approach and promote the sharing of transformative pedagogical experiences that diversify the pedagogical and didactic approaches used in rural education models. It is also important to enhance teacher training, not only in the development of pedagogical skills but also in fostering academic reflection and practical engagement with rural realities. This should involve critical analysis of rurality, the study of educational policies, and direct community involvement to deepen the understanding of rural areas. Additionally, there is a need to incorporate pedagogical practices from a research-based approach that promotes the diagnosis and evaluation of rural communities through high-quality research and educational practices (Echevarría et al., 2019).

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