

**CURRENT STATE OF THE EDUCATIONAL CURRICULUM IN CHILE: A
REVIEW OF ACADEMIC LITERATURE FROM 2024**
**ESTADO ACTUAL DEL CURRÍCULO EDUCATIVO EN CHILE: UNA REVISIÓN DE LA
LITERATURA ACADÉMICA DE 2024**

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ABSTRACT

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The educational curriculum in Chile reflects and perpetuates dominant ideologies from colonization to the neoliberal era. It selects content to sustain dominant power, limiting critical thinking. The research analyzes the current state of the curriculum in the face of sociocultural, technological, and political changes, highlighting trends towards inclusion and flexibility. More reflective practices are observed, but challenges such as curricular rigidity and the lack of policies for cultural diversity persist. Teacher training is crucial for implementing an inclusive curriculum, while continuous assessment is necessary to maintain educational quality. An integrated response is needed to promote a fair and liberating education in Chile, addressing challenges such as equity and cultural diversity, and improving teacher training.

RESUMEN

Palabras clave:

currículo educativo en Chile,
historia de Chile, paradigma
educativo, desafíos educativos.

El currículo educativo en Chile refleja y perpetúa las ideologías dominantes desde la colonización hasta la era neoliberal. Selecciona contenido para sostener el poder dominante, limitando el pensamiento crítico. La investigación analiza el estado actual del currículo frente a cambios socioculturales, tecnológicos y políticos, destacando tendencias hacia la inclusión y la flexibilidad. Se observan prácticas más reflexivas, pero persisten desafíos como la rigidez curricular y la falta de políticas para la diversidad cultural. La formación docente es crucial para implementar un currículo inclusivo, mientras que la evaluación continua es necesaria para mantener la calidad educativa. Se necesita una respuesta integral para promover una educación justa y liberadora en Chile, abordando desafíos como la equidad y la diversidad cultural, y mejorando la formación docente.

Introduction

The relationship between the educational curriculum and sociocultural, technological and political changes is complex and dynamic. In this context, a fundamental question arose: What is the current state of the educational curriculum in Chile? This question was essential to understand various aspects of the national education system, including its structure, the teaching methods used and its capacity to adapt to the challenges of the 21st century, such as globalization, technology and cultural diversity. The evolution of the curriculum not only reflects the demands of the present, but also anticipates future needs, seeking to prepare students for a world in constant transformation.

The educational curriculum faces multiple challenges. Among them, globalization presents the need to integrate global competencies and intercultural skills that will enable students to function in an increasingly interconnected world environment. Likewise, technological progress demands constant updating of content and teaching methods to incorporate new digital tools and encourage critical thinking and creativity. Cultural diversity, on the other hand, demands an inclusive curriculum that recognizes and values cultural differences, promoting equity and social cohesion.

Method

Given the complex relationship between the educational curriculum and sociocultural, technological and political changes, a fundamental question arises: What is the current state of the educational curriculum in Chile? This question covers various aspects of the educational system, from its structure to the teaching methods used, inviting us to reflect on its capacity to adapt to the challenges of the 21st century, such as globalization, technology and cultural diversity. It is crucial to analyze how the curriculum responds to these emerging demands and how it contributes to the formation of critical citizens committed to their society.

The general objective of this research is to explore and analyze the current state of the educational curriculum in Chile, understanding its structure, contents, teaching methods, evaluation and its adaptation to social, technological and cultural changes. To achieve this objective, specific objectives have been established that include identifying the main components of the current educational curriculum, analyzing the teaching methods used, evaluating the relevance of curricular content in relation to social and political changes, investigating the policies and regulations that influence the formulation of the curriculum, and proposing recommendations for improving and updating the educational curriculum.

The research methodology is based on a comprehensive literature review using Google Scholar, which provided an in-depth understanding of the current educational curriculum landscape. Priority was given to reviewing the first 30 articles listed in the academic search engine on May 1, 2024 to ensure a systematic and exhaustive search. This review provided an approximation of the predominant trends in the field of educational curriculum.

During the initial analysis of the results, significant trends and concerns were observed, such as educational inclusion, teacher professional development and the integration of digital technologies into the curriculum. The diversity of issues and approaches identified in the literature highlighted the need to formulate seven

operational questions to guide data collection and analysis. These questions address key issues such as trends in curriculum design, recent changes in educational policies, challenges related to equity and inclusion, the impact of technology on teaching, curriculum evaluation and its adaptation to sociocultural changes.

Based on the operational questions the research continues with the critical reading of the articles found in Google Scholar. Different views and definitions of what is understood by curriculum were considered, not limiting the subject to basic and secondary education, but encompassing all relevant perspectives to understand the educational panorama.

Results

Current Trends in the Design and Implementation of the Educational Curriculum

Education is essential for the social and cultural development of a country, and the educational curriculum plays a crucial role in shaping students' learning experiences. In Chile, as in many other countries, the educational curriculum is constantly evolving to adapt to the changing demands of society and to promote quality education that is inclusive and relevant to all students.

According to Guzmán Palacios (2024) the Educational Curriculum shows a trend towards more reflective and investigative teaching practices, seeking to develop critical thinking and student autonomy (Guzmán Palacios, 2024). This emphasis reflects a shift in the pedagogical approach away from the mere transmission of knowledge to a model focused on the development of skills and competencies. This trend is countered by certain concerns of teachers regarding the proposed curricular reform, such as the depoliticization of historical knowledge and the stricter regulation of the curriculum (Guzmán Palacios, 2024). Specifically, the shift to an elective approach in the subject of history raises concerns about the quality of training and the diversity of perspectives presented in the classroom.

Guzmán Palacios' (2024) reading reflects the concern about the neutralization of history teaching and the suppression of critical thinking in favor of a more homogeneous and uncritical approach among teachers. It is a conflict between the regulation of curricular content and professional autonomy that limits the ability of teachers to adapt their pedagogical practices to the specific needs of their students.

Notwithstanding the above, there is recognition of the importance of cultural and ethnic diversity in the configuration of the educational curriculum. The need for an education that is sensitive to social demands, that recognizes and values the diversity of experiences and perspectives in the classroom is highlighted (Cárcamo-Solar and Lohaus-Reyes, 2024). This approach seeks to democratize and make educational processes more relevant, promoting a more collaborative and participatory vision in the construction of the curriculum.

The crucial role of experience and self-perception as agents of social transformation in curriculum construction is highlighted (Cárcamo-Solar and Lohaus-Reyes, 2024). This approach seeks to overcome prescription in technical-vocational education, promoting a more inclusive and collaborative perspective.

However, significant challenges persist in the implementation of inclusive curriculum policies in Chile. Curricular rigidity and lack of comprehensive policies make it difficult to adapt the curriculum to the changing needs of society (Roasenda, 2024). In

addition, the lack of teacher training in intercultural inclusive education represents another important challenge that requires attention.

It should be noted that the evolution of the educational curriculum reflects an ongoing commitment to constant improvement and adaptation to ensure an education that responds to the needs of a diverse and ever-changing society. Recognizing the fact that this process requires a more holistic and diversity-sensitive approach, as well as inclusive leadership in schools to model inclusive practices and consolidate inclusion processes in the Chilean educational system.

Recent Changes in Curricular Policies and their Impact on the Educational Curriculum

The evolution of Chilean curriculum policies has been the subject of debate and analysis, identifying a series of recent changes and their impact on the country's educational curriculum. Research by authors such as Guzmán Palacios, Cárcamo-Solar and Lohaus-Reyes, Roasenda, Poblete-Inostroza, and Riquelme-Sanderson and Peña-Sandoval (2024) show trends and challenges in this area.

One curricular reform that has been discussed is related to the subject of history, where an optional approach was proposed, which generated concern among teachers (Guzmán Palacios, 2024). This reform would limit the professional autonomy of teachers and reduce the quality of student training, as well as suppress critical thinking in favor of a homogeneous and uncritical approach. This conflict between curriculum content regulation and professional autonomy limits teachers' ability to adapt their pedagogical practices to the specific needs of their students. This can also be considered a positive change in favor of inclusion and sensitivity to the cultural and ethnic diversity of the population.

Authors such as Cárcamo-Solar and Lohaus-Reyes (2024) highlight the importance of education that is relevant and sensitive to social demands, which recognizes and values the diversity of experiences and perspectives in the classroom. The aim is to democratize and make educational processes more relevant, promoting a more collaborative and participatory vision in the construction of the curriculum. However, from the point of view of another author, challenges persist in the implementation of inclusive curricular policies in the country, such as curricular rigidity and the lack of teacher training in intercultural inclusive education (Roasenda, 2024). Effective implementation will require a joint commitment from policy makers, educational leaders and teachers to ensure quality education that responds to the diversity of Chilean society.

In terms of comprehensive sex education (CSE), Poblete-Inostroza (2024) highlights resistance on the part of conservative sectors in the interpretation and application of laws and guidelines related to this topic in educational centers. This is evidence of the political and social complexity surrounding the implementation of curricular changes in this area, where the diversity of perspectives and values can influence the acceptance and effectiveness of educational policies.

The effective implementation of inclusive curricular policies in this area will require a clear legal framework that guarantees the right to CSE and promotes a culture of equality, transparency and accountability in the education of students. Recent changes in curriculum policies in Chile reflect a complex interaction between the regulation of educational content, the professional autonomy of teachers and the need to promote inclusive and diversity-sensitive education.

Equity, Inclusion, and Educational Quality

The educational curriculum in Chile faces a series of complex challenges in terms of equity, inclusion and educational quality, which require a comprehensive and collaborative approach to be effectively addressed. This is nothing more than a reflection of the broader social tensions and dynamics that influence the formulation of educational policies. They stress the need to promote inclusive pedagogical practices and to strengthen teacher training, as well as to improve coordination among the different actors in the education system.

One of these challenges is the need to adjust the curriculum to social, technological and cultural evolutions, thus ensuring its relevance and validity in a constantly changing environment (Guzmán Palacios, 2024). This task involves not only the revision and updating of curricular content, but also the incorporation of innovative pedagogical approaches that foster critical thinking, creativity and adaptability in students. However, the rigidity of the curriculum represents a significant obstacle in this process, making it difficult to adapt the curriculum to cultural diversity and the changing needs of society (Roasenda, 2024).

The imposition of certain perspectives and the restriction of content by educational authorities also represents a major challenge for educational equity and quality (Berkovich, 2018 in Guzmán Palacios, 2024). This lack of teaching autonomy can limit teachers' ability to select and present disciplinary content in a contextualized and relevant way for their students, which directly affects the quality of teaching and the development of critical thinking in the classroom.

In addition, significant challenges persist in the effective implementation of educational inclusion policies, despite efforts directed towards this end (Vélez Ajila et al., 2024). The challenges range from the scarcity of resources and concrete measures to overcome obstacles and obtain effective results in the school environment, to the need to strengthen coordination among the different components of the educational institution. In addition, it is essential to encourage broader and more democratic participation of the educational community in decision-making processes.

Teacher training also emerges as a critical area that requires attention to address the challenges of equity and inclusion in the educational curriculum. The lack of teacher competencies to address sensitive issues such as comprehensive sexuality education is perceived as a significant barrier to the effective implementation of these policies (Poblete-Inostroza, 2024). In addition, the resistance of conservative sectors in the interpretation and application of laws and guidelines related to comprehensive sexuality education in schools reflects the political and social complexity surrounding the implementation of curricular changes in this area.

The impact of the integration of digital technologies in Chile's educational curriculum

The integration of digital technologies in Chile's educational curriculum also faces specific challenges in terms of educational equity and quality. While these technologies offer significant possibilities for improving accessibility and personalization of learning, their implementation requires adapting to the needs of students (Guzmán Palacios, 2024). It should also be considered that the lack of equitable access to technologies may increase the existing gaps in the Chilean educational system.

According to Lombardo-Bertolini et al. (2024), digital technologies offer significant opportunities to improve accessibility, personalization of learning and quality of education in Chile. These technological advances are in line with the recommendations of the Chilean Ministry of Education (MINEDUC) regarding the need to provide access to

technologies that facilitate learning, especially for vulnerable groups such as migrant students. Documents such as "Inclusive Educational Communities, Foreign Students and their Families" (D1) and the National Policy on School Coexistence in the Context of Pandemic (D5) recognize the importance of using digital technologies to ensure access to education and create safe spaces for meeting and participation, especially in situations such as the COVID-19 pandemic.

From the review of Aguayo-Fernández et al. (2024), it can be highlighted that, in the context of remote education and access to online educational resources, digital technologies become especially relevant, this author points out that during the COVID-19 pandemic, where distance education modalities have been implemented, these tools have facilitated the continuity of the educational process and access to educational content from home. This highlights the importance of digital technologies as tools that can overcome geographic and socioeconomic barriers to learning.

On the other hand, the integration of digital technologies can contribute to educational inclusion by offering new ways to address diversity in the classroom and by providing tools to adapt the educational process to the specific needs of students, as mentioned by Riquelme-Sanderson and Peña-Sandoval (2024). Notwithstanding the above, the integration of digital technologies in the educational curriculum also faces as challenges the digital divide, understood as disparities in access to technology among different groups of students (Campo-Baena et al., 2024). In the same vein, it is also important to train teachers in the effective use of these tools. The lack of teacher training in digital technologies can limit the effectiveness of their integration into the educational curriculum. For this reason, it is important to provide teachers with the necessary training and support so that they can use these tools effectively in the classroom.

The Crucial Role of Teacher Training in the Implementation of the Educational Curriculum

Teacher training plays a fundamental role in the effective implementation of the educational curriculum in Chile. According to Guzmán Palacios (2024), teachers need to develop new skills and knowledge to adapt to the demands of the new curriculum. Lombardo-Bertolini et al. (2024) agree that teacher training is crucial to meet the challenges of the educational curriculum, especially in terms of promoting critical thinking skills and adaptability. In addition, Cárcamo-Solar and Lohaus-Reyes (2024) emphasize that teacher training provides professionals with the tools and skills necessary to design, adapt and teach effectively according to the needs of the educational and social context.

When reviewing inclusive and intercultural education, Oyarzún Rosenda (2024) emphasizes that teacher training is fundamental to promote inclusive and intercultural education in Chile. It is essential that teachers acquire and develop intercultural competencies and contextualized pedagogical skills to effectively address cultural diversity in the classroom. This statement is based on the discrepancy between what is stated in public policy and the empirical evidence required by the school to carry out an inclusive intercultural education. In this regard, Stefoni et al. (2016, cited in Oyarzún Rosenda, 2024) indicate that the curricular rigidity of the Chilean educational system hinders the incorporation of topics relevant to cultural diversity, which can lead to an assimilationist and standardized teaching and learning process. Oyarzún Rosenda (2024) highlights the importance of an adequate conceptualization of multiculturalism and interculturalism to address diversity in the curriculum. According to Stefoni et al. (2016 cited in Oyarzún Rosenda, 2024), interculturality implies an active process of dialogue

and interaction between cultures, recognizing and valuing diversity in pedagogical practices.

Oyarzún Rosenda (2024) points out that teacher training is of crucial importance. Teachers must develop intercultural and anti-racist competencies to ensure an inclusive education that recognizes and respects cultural diversity. This is in line with the findings of the Jesuit Migrant Service et al. (2019). However, several studies evidence a lack of professional training in this area, which limits the implementation of contextualized strategies in the classroom and collaboration with the educational community (Arredondo and Paidicán, 2023; MINEDUC, 2018; Parra and Osorio, 2023). Consequently, a change in teacher training is needed so that they can adequately respond to the cultural diversity present in classrooms and guarantee an inclusive and intercultural education for all students.

On the other hand, the importance of teacher training is also highlighted in the field of medical education, where Basauri, Scanlan and Muir (2024) highlight the need for dedicated supervisors and academic physicians with time dedicated to training to ensure the quality of the educational process.

The curricular structure and quality of teaching in emergency medicine (EM) present significant challenges, a recent study reveals. Although there is some uniformity in MDU programs, differences in the duration of clinical exposure raise concerns about the adequacy of hands-on experience for residents. In addition, the findings indicate that current curricula do not meet international standards in terms of teacher training.

Collaboration between MDU training programs emerges as a crucial factor in improving the quality and consistency of medical education in Chile. The unification of societies, the coordination of academic meetings and the development of a national minimum curriculum are key recommendations to strengthen the specialty. However, challenges remain in setting clear standards for learning outcomes and adapting the curriculum to specific contextual needs.

In the context of religious education, Galioto and Bellolio (2024) suggest that it would be important to train teachers to provide religious education that addresses diverse traditions and worldviews in a non-denominational manner. Furthermore, in the field of technical-professional education, Quezada-Carrasco (2024) points out that teacher training is essential to prepare teachers from an intercultural educational approach and to carry out the guidelines proposed in educational policies.

The evaluation of the effectiveness of the educational curriculum in Chile covers various dimensions, from the quality of educational resources and materials to the preparation and competence of teachers. The results of these assessments are critical to identify areas for improvement and ensure that the education system is providing a quality education that prepares students to meet the challenges of the 21st century.

Challenges and prospects for effectiveness evaluation

The evaluation of the effectiveness of the educational curriculum in Chile encompasses multiple dimensions and challenges, as evidenced by several authors. Guzmán Palacios (2024) stresses the importance of constantly adapting the curriculum to social, technological and cultural changes in order to maintain its relevance in a constantly changing world. Lombardo-Bertolini et al. (2024) highlight the need to integrate digital technologies into the educational curriculum to promote quality and relevant education for students. In addition, Cárcamo-Solar and Lohaus-Reyes (2024) emphasize the importance of continuous processes of curriculum design and redesign to promote a more inclusive and relevant education.

Roasenda (2024) stresses the challenge of adapting the curriculum to cultural diversity and the changing needs of students in a globalized world. In the area of teacher training, Guzmán Palacios (2024) stresses the importance of teachers acquiring new skills and knowledge to adapt to the demands of the new curriculum.

Basauri, Scanlan and Muir (2024) point out the need to standardize the curricula of emergency medicine residency programs and adapt them to local contexts to ensure high quality medical training relevant to the needs of Chilean society. Regarding the evaluation of competencies, it is essential to have clear criteria aligned with international standards, and the inclusion of simulation in the curriculum can be fundamental to improve the quality of training.

In the area of religious education, Galioto and Bellolio (2024) suggest opening instances of interreligious dialogue to rethink the place of religious education in the Chilean educational system and its contribution to the integral education of all students.

All of the above leads to the conclusion that evaluating the effectiveness of the curriculum requires consideration of a variety of dimensions, from student learning achievement to educational outcomes in different domains such as emergency medicine and religious education. It is crucial to address these challenges through continuous processes of curricular adaptation, teacher training and competency assessment in order to promote quality education that is relevant to the needs of Chilean society.

Challenges and adaptations in the face of social, technological and cultural change

The adaptation of educational practices and the curriculum to social, technological and cultural changes in Chile is a complex challenge that requires a deep understanding of the dynamics of the educational system and a comprehensive approach to address the various aspects involved. Through research and analysis of multiple perspectives provided by various authors, a number of key challenges and recommendations have been identified to promote a more inclusive, equitable and relevant education for all students in the country.

One of the most outstanding challenges is the need to adapt the curriculum to the cultural diversity of students and the changes in Chilean society. Authors such as Roasenda (2024) and Basauri, Scanlan and Muir (2024) stress the importance of regularly reviewing and updating the curriculum to reflect new social and cultural realities, as well as to address the changing needs of students. This adaptation of the curriculum should include the effective integration of digital technologies to improve accessibility, personalization of learning and quality of education (Lombardo-Bertolini et al., 2024).

However, curricular inflexibility and lack of teacher training in key areas, such as intercultural education and educational inclusion, represent significant obstacles to the effective implementation of inclusive curricular policies (Roasenda, 2024; Riquelme-Sanderson and Peña-Sandoval, 2024). It is essential that teachers are prepared to recognize and value cultural diversity in the classroom and to interact effectively with their students' families and communities (Riquelme-Sanderson and Peña-Sandoval, 2024).

Teacher training emerges as a crucial aspect to address these challenges and promote a more inclusive and intercultural education in Chile. Authors such as Oyarzún Rosenda (2024) and Galioto and Bellolio (2024) emphasize the need to develop intercultural and anti-racist competencies among teachers to guarantee an education that recognizes and respects cultural diversity. This implies not only acquiring theoretical knowledge, but also developing practical skills to manage diversity in the classroom and promote an inclusive and respectful learning environment (Oyarzún Rosenda, 2024).

The integration of digital technologies in the educational curriculum is also presented as an opportunity to improve the quality and relevance of education in Chile. Authors such as Guzmán Palacios (2024) and Lombardo-Bertolini et al. (2024) highlight the potential of digital technologies to improve accessibility, personalization of learning and collaboration among members of the educational community. However, significant challenges remain, such as the digital divide and the need for adequate training for teachers in the effective use of these tools (Campo-Baena et al., 2024).

In addition, the evaluation of the educational curriculum in Chile faces important challenges in terms of equity and fairness. Authors such as Toro-Blanco (2024) stress the importance of ensuring that assessment methods are fair and equitable for all students, especially in a context of socioeconomic and cultural diversity. This implies the need to implement more diverse assessment methods that allow measuring not only knowledge, but also students' skills and attitudes (Lombardo-Bertolini et al., 2024).

In conclusion, the adaptation of educational practices and the curriculum to social, technological and cultural changes in Chile requires a comprehensive approach that addresses the various challenges and opportunities present in the educational system. This includes the effective integration of digital technologies, the development of intercultural competencies among teachers, and the implementation of more equitable and fair evaluation methods. Only through a collaborative and forward-looking approach can we guarantee quality and relevant education for all students in Chile.

Discussion and conclusions

The adaptation of the educational curriculum in Chile to social, technological and cultural changes is a complex challenge that requires a deep understanding of the educational system and a comprehensive approach. Authors such as Roasenda (2024) and Basauri, Scanlan and Muir (2024) stress the importance of regularly updating the curriculum to reflect the new realities and needs of students. However, curricular inflexibility and lack of teacher training represent significant obstacles to the effective implementation of inclusive policies (Riquelme-Sanderson and Peña-Sandoval, 2024). It is crucial that teachers are prepared to manage cultural diversity in the classroom and foster an inclusive environment (Oyarzún Rosenda, 2024). Teacher training emerges as a crucial aspect to address these challenges and promote a more inclusive and intercultural education in Chile. Authors such as Oyarzún Rosenda (2024) and Galioto and Bellolio (2024) highlight the need to develop intercultural and anti-racist competencies among teachers to guarantee an education that recognizes and respects cultural diversity. This involves not only acquiring theoretical knowledge, but also developing practical skills to manage diversity in the classroom and promote an inclusive and respectful learning environment.

The integration of digital technologies in the educational curriculum presents opportunities to improve the quality and relevance of education in Chile, according to Guzmán Palacios (2024) and Lombardo-Bertolini et al. (2024). These technologies offer significant opportunities to improve accessibility, personalization of learning and collaboration among members of the educational community. However, significant challenges remain, such as the digital divide and the need for teacher training in the effective use of these tools (Campo-Baena et al., 2024). Addressing these challenges is essential to ensure that all schools and students have equitable access to digital technologies and can fully benefit from their advantages in the educational process.

Curriculum evaluation also faces challenges in terms of equity and fairness, as Toro-Blanco (2024) points out, highlighting the importance of implementing more diverse and equitable evaluation methods. The evaluation of the educational curriculum in Chile is based on a variety of indicators, with a particular focus on student learning achievement. This evaluation is not limited only to measuring theoretical knowledge, but also encompasses the integral development of skills, attitudes and values. Formative assessment is considered essential to improve teaching and learning, suggesting the need to implement more diverse assessment methods that allow measuring not only knowledge, but also students' skills and attitudes.

In addition to assessing student learning achievement and other educational outcomes, it is important to consider the impact of the curriculum on the development of skills and competencies relevant to life and work in the 21st century. This includes skills such as critical thinking, problem solving, effective communication and collaboration, as well as attitudes and values such as responsibility, respect and ethics. The assessment of these skills and competencies may require different assessment approaches and tools than those traditionally used to measure academic knowledge, which represents an additional challenge for the evaluation of the educational curriculum.

The adaptation of the educational curriculum in Chile to social, technological and cultural changes is a complex process that requires a comprehensive approach that addresses the various challenges and opportunities present in the educational system. This includes the effective integration of digital technologies, the development of intercultural competencies among teachers, and the implementation of more equitable and fair evaluation methods. Only through a collaborative and forward-looking approach can we guarantee quality and relevant education for all students in Chile.

The limitations of the research center on the lack of specific details on key elements of the educational curriculum. The absence of detailed information on the structure of the curriculum makes it difficult to understand how the different aspects of the curriculum are organized and related. In addition, the lack of discussion about the teaching methodologies used in the classroom limits the understanding of how curricular objectives are actually implemented and how teaching is carried out in practice. These limitations could affect the generalizability of the findings and the applicability of the conclusions to other educational contexts by not providing a complete picture of curriculum implementation and effectiveness.

On the other hand, the scarcity of data on educational resources used to support teaching and learning also represents a major limitation. The lack of information about these resources makes it difficult to evaluate how curriculum delivery is facilitated and how students' needs are addressed in the classroom. In addition, the limited discussion of curriculum evaluation beyond student learning achievement limits the understanding of the effectiveness of the curriculum as a whole and how areas for improvement can be identified to optimize the educational process.

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