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**Learning to learn in Latin America: A quali-quantitative comparative  
analysis of national curricoli and educational systems of compulsory  
education in Latin America**

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## **Abstract**

Since the last ten years, there is a growing interest on the theme of 21st century competences and more specifically on Learning to learn (L2L) offered by the main educational policies (Delors: 1996; Metas Educativas Iberoamericanas 2021: 2008) and the recent studies in the international context (Kupiainen, Hautamäki, Rantanen: 2008; Deakin Crick, Stringher, Ren: 2014; Stringher: 2016) with a specific focus on Latin America. The purpose of this contribution is to present a research design of a quali-quantitative comparative analysis in Latin America both of the educational systems and of national curricoli for compulsory education in Latin America. The first main outcome shows criteria and results of this analysis useful as a “synoptic tool” for researchers, teachers, policy makers, interested in exploring L2L with a specific focus on Latin America.

**Keywords:** learning to learn, compulsory education, educational systems, national curricoli, Latin America



## **Premise**

This report was developed as part of the research activities (first semester - first year) carried out by Dr. Patera Salvatore for the post-doc research grant “Misurazione diacronico-longitudinale del livello di apprendimento degli studenti” (Project: 11.3.2C-FSEPON-INVALSI-2015-2 – CUP F88C15001090006) Tema 5 Codice: IMPA01 “*Ricerca nel campo delle competenze dell’apprendere ad apprendere, dell’innovazione didattica e della valutazione delle competenze, in contesto internazionale con particolare riferimento al sistema dell’istruzione e della formazione dell’America Latina, documentando precedenti esperienze di ricerca nei medesimi paesi. Il profilo, inoltre, richiede dimostrate competenze nella progettazione e valutazione di prodotti autentici e adeguati strumenti di certificazione delle competenze, secondo una prospettiva pedagogica, anche in progetti internazionali*”.

## **Acknowledgments**

With reference both to the research activity and the current report carried out, I would like to thank the Coordinator of the “Learning to learn” project, Dr. Cristina Stringher for her scaffolding so that I can continue *learning to learn* in the mandate of these research activities. I would also like to thank Dr. Hugo Armando Brito Rivera and Dr. Daniela Torti for the authentic teamwork and mutual collaboration enhanced every day.

## **Research timeline**

This research activity had been carried out from January 2017 to June 2017.

The field research phase ended on March 31, 2017. The analysis and data systemization had been completed in June 2017 with the delivery of the final report to the Project Coordinator.

## **Research Objective**

The report presents a research work based on the comparative analysis of both compulsory education systems and national curricula currently present and used in Latin America. Two analytical focuses had oriented the research work.

The first focus was aimed to perform a comparative analysis of the compulsory education systems currently in force in Latin America, while the second focus was referred to the

comparative analysis of national curricoli, with reference to compulsory education currently used in Latin America.

With reference to the comparative analysis of the compulsory education systems (first focus) it is reported:

- Current main legislation on the topic for each country;
- Elaboration of a comparative diagram of compulsory education systems by educational level and age group of students (Table 4 and 11 / 11bis);

With reference to the comparative analysis of national curricoli currently in use in Latin America for compulsory education (second focus), it is reported:

- Elaboration of a comparative table showing the presence of one/more curriculum/curricoli for Erikson life cycle in each country of Latin America (Table 6 and 12);
- Elaboration of a comparative table on the "learning to learn" construct and its constituent components found in the Latin American curricoli in relation to the phases of the Erikson life cycle (Table 8 and 13);
- Elaboration of a comparative table (Table 9 and 14) correlating some variables considered significant for this purpose:
  - Country name;
  - Presence of at least one national curriculum;
  - Presence of more than one national curriculum/curricoli by level for compulsory education;
  - Changes and updates to the curriculum/curricoli carried out during the last 5 years;
  - Presence of resources for supporting teacher training activities (guide, handbook, vademecum, toolkit);
  - Changes to the curriculum/curricoli planned for the next five years by the governments of each country.

To this end, the second focus of the comparative analysis aims at comparing the presence of the term "competence" in the national curriculum/curricoli - referring to compulsory education and currently in use in Latin America – and more specifically, the competence "Learning to learn" and its constituent components.

In summary, this report could be considered as a synoptic tool with a comparative, concise, summarized and schematic overview about the comparative analysis of education systems and



national curriculum/curricoli, with reference to compulsory education in Latin America. Moreover, this report could be useful to researchers, teachers, policy makers interested in examining the issue of both the educational systems of compulsory education and the curriculum/curricoli currently in use in the Latin American countries.

## **Field research**

Field research was carried out in the following ways:

- Taking up employment and sharing with the project coordinator both the mandate and the modalities of development of research;
- Drafting of the research project, the methodology and the analysis tools;
- Exchanging views with the Invalsi research group on the research project and on how to manage it;
- Launching of field research activities;
- Planning weekly meetings with the project coordinator and the research group for discussing and checking on the progress of work;
- Drafting of the abstract on "learning to learn" for the Symposium held in Mexico from 23 to 27 July 2017 in the context of the XXXVI Inter-American Congress of Psychology - Mérida (México);
- Drafting of the final report;
- Submitting the final report to the peer reviews for inclusion in the Invalsi Working Papers;
- Drafting of the abstract for a paper to be presented in the journal "Journal of Curriculum Studies";
- Checking the opportunity of using the textual corpus of the examined curricoli (8 million words) for a text mining analysis.

## **Unit of analysis**

The choice of Latin American countries to be included in the analysis has been based on the reasoned list produced by OEI (Organización de Estados Iberoamericanos) with reference to the periodic analysis of the National Educational Systems realized by OEI starting from 1991 in Latin America. In this regard, the list of countries provided by the OEI (available at [www.oei.es](http://www.oei.es)) does not include the countries belonging to the Caribbean area. Therefore, with reference to the 41 countries of the macro-region "Latin America and the Caribbean", only the



countries corresponding to the macro-region of Latin America for a total number of 20 had been included for this analysis. In addition to the 20 countries of Latin America, Cuba had been added due to the interest in its tradition of compulsory education.

The unit of analysis therefore refers to the following 21 countries: Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Guatemala, Haiti, Honduras, México, Nicaragua, Panama, Paraguay, Peru, Republica Dominicana, Uruguay and Venezuela.

## **Overall Methodology**

This research report is a "structural contribution" compared to what has been produced and reported on a short-term basis by institutional bodies and media of each country of Latin America. Moreover, this report has a "descriptive" and "exhaustive" specificity with reference to the research objective related to the analysis of the state of art for compulsory education systems and curricoli in Latin America. In this regard, it is useful to list some contingent factors that have made the research context and its concrete occurrence in the field susceptible of incomplete exhaustiveness and therefore of trend exhaustiveness:

- The overall instability of the political framework in Latin American countries;
- The continuous succession of reforms of the whole educational system or of its parts;
- The growing proliferation of regulations and normative related to the educational system for compulsory education;
- The several changes made at the national curriculum/curricoli by some countries with continuous amendments, modifications, additions and withdrawals of the same changes implemented;
- The application and subsequent entry into force of new changes to the curriculum/curricoli, or parts thereof, only for some sub-regions of the different countries, either for segments of compulsory education or with entry into force differentiated by years and cycles of education.

Because of this changing complexity, the structural, descriptive, and exhaustive nature of this report refers to the declared need to consider it "in progress" in order to continue updating over time the information elaborated in this report.



For the purposes of this research, at this stage, the methodology took into account the analysis of the INVALSI research group starting from the systematic review of the literature, not only in Latin America, on the topic of "learning to learn".

There are summarized below the overall methodological notes and those related to the specific analysis tools. These methodological notes inform on the use, limits and potential of the analysis tools employed compared to the results obtained.

For the purposes of carrying out the research activity, an online repository (cloud support) has been set up containing a folder for each country analyzed and two further subfolders: *Regulations* and *Curricoli*. The latter sub-folder, referring to the *Curricoli* found, has been again divided into sub-folders with reference to the *curricoli referred to each cycle of education*.

From a methodological point of view, it is worth remembering that, due to the factors previously highlighted, the research work has faced up to considerable difficulties with regard to the sources and their reliability, even though these sources are available on national and supranational institutional bodies. In order to cope with this level of complexity, with reference also to the cumbersome nature of the sources used and the inaccuracies observed in the institutional websites and online platforms, we decided to consult simultaneously different sources at different levels. The triangulation of the sources has made possible to obtain reliable and complete data. In this regard, the research has gone through a comparison of the sources on 3 different levels:

- INTERNATIONAL INSTITUTIONAL level: online platforms, websites and databases of qualified international organizations;
- NATIONAL INSTITUTIONAL level: online platforms, websites and databases of the examined countries;
- NON-INSTITUTIONAL NATIONAL level: online platforms, authoritative blogs, websites, databases at national and local level for the examined countries.

In particular, as shown in table 1:



Table 1: International sources

(IBE UNESCO – RES CURR) <a href="http://www.ibe.unesco.org/en/ibedocs/curricular-resources">http://www.ibe.unesco.org/en/ibedocs/curricular-resources</a> (IBE UNESCO) <a href="http://www.ibe.unesco.org/fileadmin/user_upload/archive/Countries/WDE/2006/LATIN_AMERICA_and_the_CARIBBEAN/Peru/Peru.htm">http://www.ibe.unesco.org/fileadmin/user_upload/archive/Countries/WDE/2006/LATIN_AMERICA_and_the_CARIBBEAN/Peru/Peru.htm</a> (UIS UNESCO) <a href="http://uis.unesco.org/en/home#tabs-0-uis_home_top_menus-3">http://uis.unesco.org/en/home#tabs-0-uis_home_top_menus-3</a> <a href="http://es.unesco.org/themes/education-21st-century/about-us">http://es.unesco.org/themes/education-21st-century/about-us</a> (OREALC/UNESCO) Oficina Regional de Educación para América Latina y el Caribe <a href="http://portal.unesco.org/geography/es/ev.php-URL_ID=7466&amp;URL_DO=DO_TOPIC&amp;URL_SECTION=201.html">http://portal.unesco.org/geography/es/ev.php-URL_ID=7466&amp;URL_DO=DO_TOPIC&amp;URL_SECTION=201.html</a> (OEI) <a href="http://www.oei.es/historico/sistemas.htm">http://www.oei.es/historico/sistemas.htm</a> <a href="http://www.oei.es/historico/inicial/curriculum/">http://www.oei.es/historico/inicial/curriculum/</a> (OEI) Metas Educativas iberoamericanas 2021 <a href="http://metas2021.org/">http://metas2021.org/</a> (SITEAL) Sistema de Información de Tendencias Educativas en América Latina <a href="http://www.siteal.iipe-oei.org/que_es_el_siteal">http://www.siteal.iipe-oei.org/que_es_el_siteal</a>
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With respect to the main sources examined, belonging to the "international institutional" level, it is important to emphasize that the information and data concerning the research objective have not always been updated for all the Latin American countries examined. With respect to the main sources belonging to the "national institutional" level, it is possible to notice that the information and data concerning the research objective have not always been updated and/or available for consultation with regard to all Latin America countries. Moreover, for almost 40% of the countries, these information and data useful for our research purposes have been found with considerable effort and waste of time, as they were available in a disorganized and not updated way on the websites of the different ministries and/or sub-websites of them. With the aim to understand the specific situation of each country, it was considered useful to compare the information and data found with other sources referable to "non-institutional national" level so as to have a contextualized framework for each country with reference to the policies and reforms related to education systems and curricoli for compulsory education in Latin America.

## **A definition of Curriculum**

Taking into account the different meanings and practices of the term "curriculum", as found in the research for each country of Latin America, we report the main definitions of "curriculum" proposed by UNESCO and OECD.

With reference to the definition proposed by UNESCO:

Curriculum: *“Curriculum is a systematic and intended packaging of competencies (i.e. knowledge, skills and attitudes that are underpinned by values) that learners should acquire through organised learning experiences both in formal and non-formal settings (See: Different meanings of curricoli). Good curriculum plays an important role in forging life-long learning competencies, as well as social attitudes and skills, such as tolerance and respect, constructive management of diversity, peaceful conflict management, promotion and respect of Human Rights, gender equality, justice and inclusiveness. At the same time, curriculum contributes to the development of thinking skills and the acquisition of relevant knowledge that learners need to apply in the context of their studies, daily life and careers. Curriculum is also increasingly called upon to support the learner’s personal development by contributing to enhancing their self-respect and confidence, motivation and aspirations. In addition, there are many new and emerging challenges to education and demand on curriculum, such as new Information and Communication Technologies (ICTs); intercultural understanding; Sustainable Development; Learning to Live Together (LTLT); HIV and AIDS; Life skills; Competency development for life. Through their guiding function for education agents and stakeholders, clear, inspired and motivational curriculum documents and materials play an important role in ensuring education quality. Curriculum is implemented by teachers, and depends on the quality of teaching and learning strategies, learning materials and assessment. The process of implementation of the curricoli and the related issues are dealt in a number of Analytical Tools, which form the UNESCO General Education Quality Analysis/Diagnosis Framework (GEQAF) of which this Analytical Tool is just one. This Analytical Tool is intended to support national education authorities (i. e. decision shapers/makers; curriculum specialists; teacher trainers; assessment specialists) to carry out a critical scanning of their curriculum "system" with a view to identifying the strong elements to be built upon, as well as the weaknesses/ shortcomings that hinder education quality. The paramount question for this analytical Tool is whether or not the curriculum we have in place enables us to impart on our learners the kinds of competencies*



*(i.e. knowledge, skills and attitudes that are underpinned by values) we require for the type of society we envision to build and the challenges people have to face now and in the future. The paramount question can be addressed by assessing the alignment of the curriculum to national development goals, the effectiveness of curriculum policies as well as the development, design and planning of the curricoli. Monitoring and evaluation of the implementation of the curricoli and its responsiveness to new challenges and requirements is also a critical element, which needs to be assessed. The diagnosis and analysis section below raises some key questions in each of the stages of the curriculum development and implementation process to support a structured discussion of the major issues regarding curricoli and its effect on education quality”.*

This definition is available at the following web address:

<http://www.unesco.org/new/en/education/themes/strengthening-education-systems/quality-framework/core-resources/curriculum/>

Different meaning of curriculum: *“Curriculum can be envisaged from different perspectives. What societies envisage as important teaching and learning constitutes the "intended" curriculum. Since it is usually presented in official documents, it may be also called the "written" and/or "official" curriculum. However, at classroom level this intended curriculum may be altered through a range of complex classroom interactions, and what is actually delivered can be considered the "implemented" curriculum. What learners really learn (i.e. what can be assessed and can be demonstrated as learning outcomes/learner competencies) constitutes the "achieved" or "learned" curriculum. In addition, curriculum theory points to a "hidden" curriculum (i.e. the unintended development of personal values and beliefs of learners, teachers and communities; unexpected impact of a curriculum; unforeseen aspects of a learning process). Those who develop the intended curriculum should have all these different dimensions of the curriculum in view. While the "written" curriculum does not exhaust the meaning of curriculum, it is important because it represents the vision of the society. The "written" curriculum should therefore be expressed in comprehensive and user-friendly documents, such as curriculum frameworks; subject curricoli/syllabuses, and in relevant and helpful learning materials, such as textbooks; teacher guides; assessment guides. In some cases, people see the curriculum entirely in terms of the subjects that are taught, and as set out within the set of textbooks, and forget the wider goals of competencies and personal development. This is why a curriculum framework is important. It sets the subjects within this*



wider context, and shows how learning experiences within the subjects need to contribute to the attainment of the wider goals. All these documents and the issues they refer to form a "curriculum system". Given their guiding function for education agents and stakeholders, clear, inspired and motivational curriculum documents and materials play an important role in ensuring education quality. The involvement of stakeholders (including and especially teachers), in the development of the written curriculum is of paramount importance for ensuring ownership and sustainability of curriculum processes”.

This definition is available at the following web address:

<http://www.unesco.org/new/en/education/themes/strengthening-education-systems/quality-framework/technical-notes/different-meaning-of-curriculum/>

Furthermore, it is possible to compare this definition with the definition provided by UNESCO in: Glossary of Curriculum Terminology, UNESCO International Bureau of Education (IBE), 2013, p. 16.

In this regard, it is reported:

Curriculum (Plural Curricoli): *“In the simplest terms, ‘curriculum’ is a description of what, why, how and how well students should learn in a systematic and intentional way. The curriculum is not an end in itself but rather a means to fostering quality learning (UNESCO IBE 2011). The term curriculum has many definitions, ranging from a planned ‘course of study’ (derived from the Latin) to an all-embracing view that includes all the learning experiences for which the school is responsible (e.g. “the curriculum is the totality of experiences which are planned for children and young people through their education, wherever they are being educated”, Scottish Government 2009). Some examples of definitions: “The curriculum is a plan incorporating a structured series of intended learning outcomes and associated learning experiences, generally organized as a related combination or series of courses.” (Australian Thesaurus of Education Descriptors). The curriculum is the “inventory of activities implemented to design, organize and plan an education or training action, including definition of learning objectives, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers” (CEDEFOP 2011). “A curriculum is a plan for learning” (Taba 1962). “The curriculum defines the educational foundations and contents, their sequencing in relation to the amount of time available for the learning experiences, the*



*characteristics of the teaching institutions, the characteristics of the learning experiences, in particular from the point of view of methods to be used, the resources for learning and teaching (e.g. textbooks and new technologies), evaluation and teachers' profiles” (Braslavsky 2003). The curriculum can also be viewed as a political and social agreement that reflects a society's common vision while taking into account local, national and global needs and expectations. Thus contemporary curriculum development and reform processes increasingly involve public discussion and consultation with a wide range of stakeholders. Curriculum design has evolved into a topic of considerable debate – with frequently conflicting perspectives – engaging policymakers, experts, practitioners and society at large”.*

This definition is available at the following web address:

[https://www.google.it/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwjOrp\\_8u5rTAhWKOBOkHWbzBUkQFggcMAA&url=http%3A%2F%2Fwww.ibe.unesco.org%2Ffileadmin%2Fuser\\_upload%2FPublications%2FIBE\\_GlossaryCurriculumTerminology2013\\_eng.pdf&usq=AFOjCNEMUKPp4\\_toXK7aZmspiEqJDlaKxQ&sig2=nQeCBwcYaTRcmqTp9Trs5g](https://www.google.it/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwjOrp_8u5rTAhWKOBOkHWbzBUkQFggcMAA&url=http%3A%2F%2Fwww.ibe.unesco.org%2Ffileadmin%2Fuser_upload%2FPublications%2FIBE_GlossaryCurriculumTerminology2013_eng.pdf&usq=AFOjCNEMUKPp4_toXK7aZmspiEqJDlaKxQ&sig2=nQeCBwcYaTRcmqTp9Trs5g)

With reference to the definition proposed by OECD:

*“Compulsory curriculum refers to the amount and allocation of instruction time that has to be provided in every school and must be attended by all students”*

This definition found in Education at a Glance, OECD, Paris, 2002, Glossary is available at the following web address: <https://stats.oecd.org/glossary/detail.asp?ID=5350>.

## Methodological notes for research tools

Starting from the general research methodology, common to the different levels of analysis, it was necessary to provide some specific methodological notes for each of the tools built up for the purposes of this analysis. From this point of view, the 5 research outputs have been elaborated starting from some methodological choices reported below.

### FIRST FOCUS

With reference to the comparative analysis of compulsory education systems in Latin America:

- Recognition of the current main legislation on the topic for each country;
- Elaboration of a comparative diagram of compulsory education systems by level of education and age group of students (Table 4 and 11/11*bis*);

For the purposes of drawing up the comparative diagram of the levels of compulsory education (Table 2, Table 3), reference is made to the synoptic table of the levels of education (Isced, 2011) considering what has been produced by the main sources consulted (UNESCO , 2012):

(Isced, 2011) International Standard Classification of Education

[http://ec.europa.eu/eurostat/statistics-explained/index.php/International\\_Standard\\_Classification\\_of\\_Education\\_\(ISCED\)](http://ec.europa.eu/eurostat/statistics-explained/index.php/International_Standard_Classification_of_Education_(ISCED))

(Unesco, 2012) Institute for Statistics. International Standard Classification of Education. CINE 2011

<http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf>

Table 2: CINE 2011 Classification in English and Spanish

	<i>Niveles de educación</i>	<i>Education Level</i>
CINE 0	Educación pre-primaria (infantil; parvularia)	Early childhood
CINE 1	Educación primaria (básica)	Primary
CINE 2	Educación secundaria	Lower secondary
CINE 3	Educación secundaria superior (bachillerato)	Upper secondary
CINE 4	Educación post-secundaria no superior	Post-secondary non-tertiary
CINE 5	Educación terciaria superior (ist. técnico superior + grado sup. enseñanza deportiva; grado sup. artes plásticas y diseño)	Short-cycle tertiary (Vocational / professional)
CINE 6	Educación de grado o equivalente	Bachelor's or equivalent FD/LFD
CINE 7	Educación de master o equivalente	Master's or equiv.
CINE 8	Doctorado	Doctoral or equiv.

Table 3: ISCED 2011 classification

ISCED 0: no duration criteria, however a programme should account for at least the equivalent of 2 hours per day and 100 days a year of educational activities in order to be included;
ISCED 1: duration typically varies from 4 to 7 years. The most common duration is 6 years;
ISCED 2: duration typically varies from 2 to 5 years. The most common duration is 3 years;
ISCED 3: duration typically varies from 2 to 5 years. The most common duration is 3 years;
ISCED 4: duration typically varies from 6 months to 2 or 3 years;
ISCED 5: duration typically varies from 2 to 3 years; and
ISCED 8: duration is a minimum of 3 years.

Notes to ISCED classification:

The typical duration of ISCED levels 6 and 7 is more easily described by reference to the durations of programmes at the respective levels as the duration of the ISCED level depends on the sequence of programmes offered at these levels in different countries.

- ISCED 6: the duration of Bachelor's or equivalent level programmes typically varies from 3 to 4 or more years when directly following ISCED level 3, or 1 to 2 years when following another ISCED level 6 programme;
  - ISCED 7: the duration of Master's or equivalent level programmes varies from 1 to 4 years when following ISCED level 6, or from 5 to 7 years when directly following ISCED level 3.
- ISCED uses the following ranges of cumulative duration as criteria for classifying formal education programmes by level:
- ISCED 1+2: the typical cumulative duration is 9 years, but may range from 8 to 11 years; and
  - ISCED 1+2+3: the typical cumulative duration is 12 years, but may range from 11 to 13 years.
- Entrance to tertiary education requires a minimum of 11 years of education at ISCED levels 1 to 3.

With reference to the purpose of this analysis, it is also possible to consult what has been produced by European and Italian sources (Eurydice, 2015; Indire; 2015):

(Eurydice, 2014-2015) Estructura de los sistemas educativos europeos 2014/15

[http://eacea.ec.europa.eu/education/eurydice/documents/facts\\_and\\_figures/education\\_structures\\_ES.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/facts_and_figures/education_structures_ES.pdf)

(INDIRE, 2014/2015) (versione ITA)

[http://www.indire.it/lucabas/lkmw\\_img/eurydice/Bollettino\\_strutture\\_sistemi\\_educativi\\_per\\_web.pdf](http://www.indire.it/lucabas/lkmw_img/eurydice/Bollettino_strutture_sistemi_educativi_per_web.pdf)



Table 4: Comparative diagram of compulsory education systems currently present in Latin America by educational level and age group of students

Edad/Años	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Italia	Crèche		Preschool			Primary					Lower Secondary		Upper Secondary						
Argentina																			
Bolivia																			
Brasil																			
Chile																			
Colombia																			
Costa Rica																			
Cuba																			
Ecuador																			
El Salvador																			
Guatemala																			
Haiti																			
Honduras																			
Mexico																			
Nicaragua																			
Panama																			
Paraguay																			
Peru																			
Rep. Dominicana																			
Uruguay																			
Venezuela																			





With reference to the comparison of educational systems for compulsory education it is possible to highlight the fact that there is a noticeable difference between the Latin American countries concerning.

- Presence of different organizations of educational levels for each country considered;
- Presence of different names for the same education cycle (f.e.: "educación inicial (creches)" while "educación infantil");
- Presence of similar and/or different names for the same cycle of education while referring to different age groups for each country. (f.e.: In Brazil and Mexico, the "Nido" cycle covers the ages from 0 to 3 years and from 0 to 2 years respectively, while in Italy it goes from 0 to 2 years);
- Presence of significant differences in the duration of the different levels of education with frequent differences between countries for the age of access and exit with reference to each level of compulsory education. (ex: In Brazil, the "Nido" cycle covers ages from 0 to 3 years while in Italy it ranges from 0 to 2 years).

Moreover, the study cycles are in many cases difficult to compare due to:

- Absence of age / level tables available at international and / or national level;
- Lack of updating between the various international and national sources;

Regarded to each country, an in-depth analysis is reported with reference to the current main Legislation on the topic for the 21 countries examined in this report.

## SECOND FOCUS

With reference to the comparative analysis of the national compulsory education curricoli currently present and used in Latin America (second focus), it has been produced:

- Elaboration of a comparative table showing the presence of one/more curriculum/curricoli for Erikson life cycle in each country of Latin America (Table 6 and 12);
- Elaboration of a comparative table on the "learning to learn" construct and its constituent components found in the Latin American curricoli in relation to the phases of the Erikson life cycle (Table 8 and 13);
- Elaboration of a comparative table (Table 9 and 14) that correlates some variables considered significant for this purpose:
  - Country name;
  - Presence of at least one national curriculum;
  - Presence of more national curriculum/curricoli by level of compulsory education;



- Presence of the term “competence”;
- Presence of the term “learning to learn”;
- Presence of one/more components of “learning to learn” competence;
- Changes and updates to the curriculum/curricoli carried out in the last 5 years;
- Presence of resources for supporting teacher training activities (guide, handbook, vademecum, toolkit);
- Changes to the curriculum/curricoli planned for the next five years by the governments of each country.

For the purposes of the analysis elaborated in the second focus, the 8 stages of the psychosocial development life cycle proposed by Erikson (1981) were differently merged. This choice derives from the fact that the curricoli analyzed in the different compulsory education systems present in Latin America are most often divided into the following ways: "Infancia" (generally up to 6 years); "Primaria" (generally up to 12 years); "Secundaria" (generally up to 18 years). In this regard, therefore, the first 3 stages of the Erikson cycle have been grouped into two categories corresponding to the age classes 0-2 years and 3-5 years. The fourth stage (6-12 years) and the fifth stage (13-20 years) of the Erikson cycle have been considered according to the subdivision made by the author. The sixth, seventh and eighth stages of Erikson life cycle were removed from the table because the analysis focused only on the curricoli of compulsory education currently in use in Latin America, which are terminated at the fifth stage of the life cycle proposed by Erikson.

Furthermore, for the purposes of the readability of the tools produced for the second focus of the analysis, the names of the countries analyzed have been replaced with the international codes used to identify the same countries with reference to the ISO 3166-1 alpha-3 standard.

Table 5: Country codes according to the ISO 3166-1 alpha-3 standard

N°	Country Code
1.	ARG Argentina
2.	BOL Bolivia, Plurinational State of
3.	BRA Brazil
4.	CHL Chile
5.	COL Colombia
6.	CRI Costa Rica
7.	CUB Cuba
8.	DOM Dominican Republic
9.	ECU Ecuador
10.	GTM Guatemala
11.	HND Honduras
12.	HTI Haiti
13.	ITA Italy
14.	MEX Mexico
15.	NIC Nicaragua
16.	PAN Panama
17.	PER Peru
18.	PRY Paraguay
19.	SLV El Salvador
20.	URY Uruguay
21.	VEN Venezuela, Bolivarian Republic of

The comparative table shows the presence of one / more curriculum for the life cycle phases of Erikson in each country of Latin America (Table 6 and 12).

During the elaboration of these results, the curriculum used for each country is specified rather than the document (*diretrizes curriculares, plan de estudio, etc.*) corresponding to the "extended" definition of curriculum.

When a curriculum for secondary level has been found (to be inserted in the fourth column of the table) the age at which the education cycle ends is specified. In case of presence of an early childhood curriculum, the age at which the education cycle begins has been specified.

Table 6: Presence of at least one National Curriculum for Erikson Life Cycle Phases

Presence of 1 National Curriculum	Revision Erikson Life Cycle			
	Early childhood (0-2 years)	Childhood (3-5 years)	School Age (6-12 years)	Preadolescence and Adolescence (13-20 years)
Country code				

As reported in Table 7, with reference to the search for the term "learning to learn" and homologous formulations rather than the constituent components of this term (in Latin American curricoli for compulsory education), the research group has proceeded to translate them from the English version (Deakin Crick, Stringher, Ren, 2014) to the Spanish one.

Table 7: Learning to learn, homologous forms and components in English and Spanish

Learning to learn with homologs and components	Aprender a aprender con formas homologas y componentes
<b>Learning to learn (L2L)</b>	<b>Aprender a aprender, aprender cómo aprender, aprendiendo a aprender</b>
learning how to learn	aprendizaje sobre el aprendizaje/aprender como aprender
learning power	poder de aprender
learning competence	competencia de aprendizaje
strategic learning	aprendizaje estratégico
<b>Components of L2L</b>	
self-regulated learning	aprendizaje autorregulado
learning knowledge	planteamiento del aprendizaje
meta-learning	meta-aprendizaje
motivation to learn	motivación para aprender
independent learning	aprendizaje autónomo
understanding learning	comprensión del aprendizaje
enhancing own learning	mejora de su propio aprendizaje
learning strategies	estrategias de aprendizaje
metacognitive learning strategies	estrategias de aprendizaje metacognitivas
learning skills	capacidad de aprender
learning abilities	habilidades para aprender
study techniques	técnicas de estudio
reflective learning	aprendizaje reflexivo
reflexive learning	aprendizaje reflexivo

With reference to the analysis of the curricoli in use for compulsory education in Latin America, Table 8 allows to compare and analyze synoptically the term "aprender a aprender" and its components with respect to the first 3 life cycles proposed by Erikson. This in order to highlight, within the cells, the presence of the term "aprender a aprender" and its components in the curricoli of each country considered for the purposes of this analysis. Specifically, the term "learning to learn"



and its constituent components have been identified in relation to the curricoli used in Latin America according to the revision of the phases of the life cycle proposed by Erikson.

Table 8: Comparative table on "learning to learn" and homologous forms and its components in the Latin American curricoli for the Erikson life cycle phase (revised)

Learning to learn and Components	Curriculum for revised phases of Erikson Life Cycle (Erikson, 1981)			
	Early childhood (0-2 years)	Childhood (3-5 years)	School Age (6-12 years)	Preadolescence and Adolescence (13-20 years)
<b>Presence of 1 curriculum</b>				
APRENDER A APRENDER APRENDER CÓMO APRENDER APRENDIENDO A APRENDER				
aprendizaje reflexivo				
aprendizaje autónomo				
aprendizaje autorregulado				
aprendizaje estratégico				
aprendizaje sobre el aprendizaje				
capacidad de aprender				
competencia de aprendizaje				
comprensión del aprendizaje				
estrategias de aprendizaje				
estrategias de aprendizaje metacognitivas				
habilidades para aprender				
mejora de su propio aprendizaje				
meta-aprendizaje				
motivación para aprender				
planteamiento del aprendizaje				
poder de aprender				
técnicas de estudio				

With reference to the comparative analysis of national curricoli currently present and in use in Latin America for the different levels of compulsory education (second focus), a comparative table has been drawn up (Table 9) comparing some variables considered significant for this purpose: Country name; Presence of at least one national curriculum; Presence of more national curricoli by level of compulsory education; Presence of the term “competence”; Presence of the term “learning to learn”; Presence of one/more components of “learning to learn” competence; Changes and updates to the curriculum/curricoli carried out in the last 5 years; Changes to the curriculum/curricoli planned for the next 5 years by the governments of each country; Presence of resources for supporting teacher training activities (guide, vademecum, handbook, toolkit).

Table 9: Comparative table of curricoli currently used in Latin America in the compulsory education system

Num	Country name	Presence of at least one national curriculum	Presence of more national curricoli	Presence of the term “competence”	Presence of the term “learning to learn”	Presence of one/more components of “learning to learn” competence	Changes and updates to the curriculum/curricoli carried out in the last 5 years	Changes to the curriculum/curricoli planned for the next 5 years	Presence of resources for supporting teacher training activities
1...									

The column (*Num*) shows progressively the number corresponding to the Latin American countries examined in this report.

The column (*Country*) shows the names of the countries (20 Latin America + Cuba) examined in this analysis.

The column (*at least one national curriculum*) refers to the discovery of at least one national curriculum by country, be it "unique curriculum" for different levels of education or partially related to one or more levels of education.

The column (*Presence of more than one national curriculum*) refers to the discovery of several curricoli evidently referring to different levels of compulsory education. In this case, for example, unique curriculum for different levels of education have been considered useful for



our analysis purposes rather than curricoli referring only to childhood and / or primary and / or secondary education.

The column (*Presence of the term "competence"*) refers to the discovery, within the individual national curriculum of the term "competence". In addition to the complete reading of the curriculum found, this research was carried out with the "search" tool available for word and pdf, i.e. for the formats in which almost all the curricoli are formatted.

The column (*Presence of the term "learn to learn"*) refers to the discovery, within the individual national curriculum of the term "learning to learn" or its equivalent forms in use. In addition to the complete reading of the curriculum, this research was carried out with the "search" tool available for word and pdf, i.e. for the formats in which almost all the curricoli are formatted.

The column (*Presence of one or more components of "learning to learn"*) refers to the discovery, within the individual national curriculum of one or more components of the term "learning to learn" or its equivalent forms. In addition to the complete reading of the curriculum, this research was carried out with the "search" tool available for word and pdf, i.e. for the formats in which almost all the curricoli are formatted.

The column (*Changes to the curricoli in the last five years*) reports changes and updates of the curriculum/curricoli brought in the last five years and effectively come into force. The changes and updates of the curricoli brought in the last five years and actually come into force had been reported. Any versions of curriculum/curricoli brought and subsequently withdrawn by the national authorities for unknown reasons, are included in the individual country report (In-depth report).

The column (*Changes to the curricoli in the next five years*) reports changes and updates to the curricoli in use that will be replaced by new versions. For this prediction, we relied exclusively on the official proclamations disseminated by the national authorities of each country. Only the changes already in progress are reported (with a draft of the present curriculum) instead of the simple declarations of intentions released on the web by public and private institutions of each country.



The column (*Presence of resources for supporting teacher training activities*) reports the actual discovery of support resources for teachers or useful for teacher training (vademecum, guides, handbook, toolkit, etc.).

From a methodological point of view, with reference to the columns (presence of at least one national curriculum) and (presence of more than one national curriculum) it is worth remembering that, due to: overall changing political scenarios in Latin America; continuous succession of reforms of the whole educational system or of its parts; continuous proliferation of regulations related to the education system; numerous changes to national curriculum (with cancellations of the same changes) ->

Several national curriculum/curricula were found (one or more by level of education) sometimes co-present, sometimes valid and in force by different and/or for subsequent school years and levels. In fact, in some cases, the presence of different versions of national curriculum/curricula present for different or for the same levels of education was detected. These curriculum/curricula, resulting from changes and updates (public consultations to change curriculum/curricula, updates produced by government commissions, etc.) have different times of entry into force for different school years. They are considered by each country as effective curriculum/curricula but with updated versions already launched and therefore to be considered in the transitional phase (from a previous version to a later version). For example: *Curriculum infancia e/o primaria* valid until 2016 school year and *Curriculum infancia e/o primaria 2017* valid for 2017/2018 school year.

For the purposes of the disambiguation of this variable, the "presence of at least one national curriculum" refers to the actual presence of at least one curriculum (single or for multiple levels of education). The aforementioned specification referred to the coexistence of different curriculum/curricula (single or for multiple levels of education) - but with updates referring to different school years for their entry into force - have been reported and analyzed in the section referring to the situation of each state ( In-depth report) and therefore are not included in the calculation made in the respective cell.

From a methodological point of view, with reference to the columns (presence of at least one national curriculum), (presence of more than one national curriculum/curricula) and (changes to the curriculum/curricula in the last five years) and (changes to the curriculum/curricula in the



next five years) in the research and consultation carried out during field research, the term "curriculum" appears connoted in different ways that often refer to different nuances of content. In fact, in some cases the term "curriculum" refers to different documents, even of different levels of administrative authority. In other cases, the curriculum is called in different ways and often also connoted and developed in multiple forms and modalities depending on the way it is called. In particular, the following statements are not completely overlapping with the definition of "curriculum" used in this report.

For example: *bases curriculares, plan y programa de estudio, diseño curricular, programa curricular, marco curricular, lineamientos curriculares, malla curricular, estándares curriculares, etc.*

Moreover, in some cases it was not possible to reconstruct the differences between the different documents or their possible belonging to different administrative levels (by hierarchy). This is due to the confusion that makes it difficult to identify the different levels of membership of individual documents found. From this point of view, these documents are wrongly called and/or used as synonyms of "curriculum" (*bases curriculares, plan y programa de estudio, diseño curricular, programa curricular, marco curricular, lineamientos curriculares, malla curricular, estándares curriculares, etc.*).

This made research difficult especially in cases where the intent was to establish a hierarchy between the different documents (from the most general / macro to the most particular / micro). For example: *políticas educativas - estándares curriculares – bases curriculares - marco curricular – currículo - programas de estudio*. In fact, in some cases it was not possible to reconstruct a hierarchical level among the documents found as they were not available for each hierarchical level. For example: *políticas educativas - estándares curriculares – bases curriculares - marco curricular – currículo - programas de estudio, etc.*

As already underlined, for the purposes of our work, we have followed the definition of "curriculum" used by UNESCO.

With reference to the columns (Presence of the term "competence"), (presence of the term "learning to learn"), (presence of one or more components of "learning to learn"): some curricoli are available in scanned version making impossible the "search-find" function available for word/pdf formats. In this case, a more thorough reading of the curricoli had been carried out, highlighting on the page number for: "competence" term found; "learning to learn" (and equivalent forms, and components) found.



In fact, the "search-find" function used in the analysis of Curricoli, with reference to the possible presence of the term "learn to learn" (and equivalent forms) and its constituent components took into account not only the presence of the term/components in full but rather the *root* of the phrase/component and the overall meaning of the text fragment of the phrase/component in order not to limit the search to the whole of each curriculum (Table 10).

Table 10: Example of results of the "search-find" function in the analyzed curricoli

<p><b>Example for Honduras:</b>  <u>Aprender a aprender (CNB_II°_ALL03, pag. 305):</u> aprenden a aprender.</p>
<p><b>Example for Honduras:</b>  <u>Aprendizaje autorregulado - (CNB_I°_ALL03, pag. 449):</u> En los modelos recientes el docente asume el papel de ayudar a los jóvenes y niños a regular (junto con sus compañeros) su aprendizaje (“aprender es función del estudiante”).  <u>Estrategia de aprendizaje - (CNB_I°_ALL03, pag. 452):</u> estrategias para el aprendizaje.</p> <p><i>(Author’s note: Also in this case, if the word-finder is done in a restricted sense, there are no expressions, for "Aprendizaje reflexivo". Even if it’s not possible to found “aprendizaje reflexivo” its meaning is intrinsically present, for example, in the meaning of the following expression):</i></p> <p><u>Aprendizaje reflexivo (CNB_III°_ALL03, pag. 63):</u> En este bloque se propicia en los niños y niñas la construcción del sistema lingüístico siempre desde la reflexión sobre el uso de la lengua, como herramienta de aprendizaje y mejora en las actividades de comprensión y producción, buscando el dominio funcional de los contenidos estrictamente formales, que sólo adquieren pleno sentido cuando se los asocia a la práctica comunicativa significativa.  <u>Aprendizaje autorregulado (CNB_III°_ALL03, pag. 582):</u> El aprendizaje se concibe como un cambio de esquemas conceptuales por parte de quien aprende. Se parte, pues de la aceptación de que los alumnos y las alumnas poseen esquemas previos de interpretación de la realidad. De este modo, lo que se aprende depende fundamentalmente de los conocimientos previos convirtiéndose la propia experiencia, además, en un instrumento regulador del aprendizaje de lo nuevo.</p>
<p><b>Example for Peru:</b>  <u>Técnicas de estudio (DCExp_pa_T pag. 39):</u> Provee herramientas para la mejora del estudio y el aprendizaje así como en la producción de textos orales y escritos de tipo narrativo, descriptivo y argumentativo. Desarrolla el pensamiento lógico y reflexivo para la aplicación de la normativa vigente.</p>



## **Collection and data analysis**

With reference to the data collection phase, they were collected in the period from 10 February to 31 March 2017. In this sense, it was decided to limit the research of national curriculum/curricoli in Latin America on that date due to the continuous and frequent activity of updating curriculum/curricoli in Latin American countries. The collected data have been shared on a *cloud support* with the research group in order to allow the use of these data to the members of the research group.

## **Results**

In summary, the results related to each tool used for this analysis.

For the purposes of the comparative analysis of the compulsory education systems in Latin America, the INVALSI research team included the countries involved in the international research project "Aprender a aprender en Italia, Europa y Latinoamérica". The countries taking part in the project are: Italy, Finland, Spain as well as those of Latin America already considered in the present analysis (especially Brasil, Ecuador, Mexico, Uruguay).

### **FIRST FOCUS**

With reference to the comparative analysis of the compulsory education systems:

- Recognition of the current main legislation on the theme for each country;
- Elaboration of a comparative diagram of compulsory education systems by educational level and age group of students (Table 4 and 11 / 11bis);



## **Recognition of the main legislation on the subject by country**

The following pages show the main legislation for each country used as a basis for subsequent analyses.

**BRASIL:** Lei nº 13.005/2014 Plano Nacional de Educação (PNE); Lei 9394/1996; Lei 11.114/2005; Lei 11.274/2006; Lei nº 11.700, de 2008; Lei 12.061/2009.

### **MEXICO**

Ley General de Educación (2003); Reforma\_educación\_media\_superior Mexico (RIEMS) (2008); Ley General de Educación\_Modifica (2013); Ley General de Educación (2016).

### **ARGENTINA**

Ley Federal de Educación nº 24-195 (1993) ; Ley Educación Nacional nº 26206 (2006).

### **CHILE**

Ley General de Educación (LGE – Nº 20370/2009) sustituye la Ley Orgánica Constitucional de Enseñanza – LOCE. Ley Nº 18962/1990.

### **COLOMBIA**

Ley General de Educación nº115 (1994); Ley nº 1650 (2013) Reforma Parcial de la Ley 115; Ley nº 1620 (2013) Sistema Nacional de Convivencia Escolar; Ley nº 749 (2002) Educación superior (formación técnica-profesional y tecnológica).

### **COSTA RICA**

Ley Fundamental de Educacion nº 2160 (1957); Reforma Integral Reglamento de Educación Superior Parauniversitaria. Reglamento Nº 4 (2005).

### **VENEZUELA**

Ley Orgánica de Educación aprobada el 13 de agosto de 2009; Ley de Educación universitaria – Ley de universidades (LEU-2010); Proceso De Cambio Curricular En Educación Media (2015) (*author's note*: withdrew in its 3 versions from 2015 to 2016); Consulta Nacional por la Calidad Educativa (2016); Reforma Media: Gaceta Oficial número 41.044 Resolución 0143 (2016).

### **CUBA**

Ley de Nacionalización General y Gratuita de la Enseñanza de Cuba de 1961; Plan de Mejoramiento del Sistema Nacional 1995; Resolución 577 y 430 /1980 (Preescolar currículo).

### **PERU**

Ley General de Educación LGE/28044 (2003); Decreto Supremo Nº 011-2012-ED (2012): aprobó el Reglamento de la Ley General de Educación; Decreto Supremo Nº 009-2016-MINEDU (2016): Modifica al Reglamento de la Ley Nº 28044, Ley General de Educación, aprobado por el Decreto Supremo Nº 011-2012-ED; Resolución Viceministerial Nº 069-2015-



MINEDU (2015): aprobó el Currículo Nacional; Proyecto Educativo Nacional al 2021 (2006); RVM N° 070-2016-MINEDU (2016): Modificatoria de DCBN y sus anexos; Nuevas Rutas del Aprendizaje (2014).

### **BOLIVIA**

Ley No. 1565 Ley de la Reforma Educativa del 7 de julio de 1994; Ley de Educación Avelino Siñani (2010).

### **ECUADOR**

Ley de Educación 127 (1983); Decreto-Ejecutivo-1786\_reforma bachillerato (2001) en 2011 entra en vigor el currículo para el Bachillerato General Unificado, mediante acuerdo Ministerial Nro. 242-11; Ley Orgánica de Educación Superior\_298 (2010); Ley-Orgánica-de-Educación-Intercultural (2011).

### **GUATEMALA**

Ley de Educación Nacional Decreto Legislativo (12-1991)

### **HONDURAS**

Ley Fundamental de Educación n° 79 (1966); Reglamento Educación Prebasica\_2013; Estándares Ciencias Naturales y Sociales (2009); Estándares Español y matemática (2007).

### **EL SALVADOR**

Ley General de Educación n°917 (1996); Ley Orgánica De La Universidad n°597 (1999); Ley de Educación Superior n°468 (2004); Ley General Educación n°917 (reforma2005); Refórmese La Ley General De Educación n°278 (2016).

### **HAITI**

Plan Operationnel 2010-2015

### **NICARAGUA**

Ley Orgánica Ministerio De Educación - Decreto No. 1146 (1982); Ley de autonomía de las instituciones de educación superior n°89 (1990); Ley de Educación n° 582 (2006); Ley calidad de la educación n° 704 (2011); Plan de Buen Gobierno 2016.

### **PANAMA**

Ley Orgánica de Educación. N° 47 (1946); Ley 47 orgánica de educación modificada por la Ley 34 (1995).

### **PARAGUAY**

Ley General de Educación 1264\_1998; Ley 4088 (2010) Obligatoriedad educación; Resolución N° 745/2013.

### **REP DOMINICANA**

Ley General de Educación. Ley N° 66/1997.

### **URUGUAY**

Ley de Educación 15739 (1985); Ley Educación Inicial 17015 (1998); Ley General De Educación n 18.437 (2008); Documento Base MCRN\_2016 – Marco Curricolir Referencia



Nacional (*Author's note*: under evaluation by citizens before it is approved in the final version of 2017).

### **Comparative diagram of the compulsory education systems of Latin America by level of education and age group of students (Tab 11 e 11bis)**

The comparative diagram of the compulsory education systems of Latin America by educational level and age group of students is shown (table 11) accompanied by the international and national sources used for the purpose of this analysis. These sources were used where the national sources were absent or partials and/or contradictories.

Table 11: Comparative diagram of the compulsory education systems of Latin America by level of education and age group of students

Edad/Años	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Argentina	Educación Inicial						Educación primaria (Educación General Básica)						Educación secundaria básica		Educación secundaria superior				
Bolivia	Educación inicial no escolarizada			Educación Inicial escolarizada			Educación Primaria Comunitaria Vocacional						Educación Secundaria Comunitaria Productiva						
Brasil	Edu. Inf._Crèche			Edu. Inf._Pre-escolar			Ensino Fundamental						Ensino Medio						
Chile			Parvularia menor	Parvularia Kinder			Educación Básica (8 años según Fundación ses)						Educación Media General		Educación diferenciada				
Colombia				Pre-Jardín	Jardín	Transición	Educación Básica Primaria				Educación Básica Secundaria		Educación media -bach						
Costa Rica				Materno	Transición		Educación general básica primaria-I*-II*						Educación general básica -secundaria II		Academica 2 anni/Tecnica 3 anni				
Cuba				Educación Preescolar			Educación primaria						Educación secundaria básica		Pre-universitaria o Tecnico-Profesional				
Ecuador				Educación Inicial			Educación General Básica						Bachillerato General Unificado						
España	Educación infantil						Educación primaria						Educación Secundaria		Bachillerato				
El Salvador	Educación inicial				Parvularia Pre-kinder	Parvularia Kinder	Parvularia preparatoria	Educación Básica						Bachillerato: General (2anni) - Tecnico-Vocacional (3anni)					
Finland	Varhaiskasvatus						Eslopetus	Perusopetus						Lukiokoulutus					
Guatemala	Educación Inicial			Educación Preprimaria			Educación Primaria				Educación Media Básica		Educación Media Diversificada						
Haiti				Educación Preescolar			Ecole Fondamentale						Secondary						
Honduras				Educación Pre-básica			Educación General Básica						Educación Media Académica (2nii) - Pr						
Italia	Crèche/Nido			Preschool/Scuola infanzia			Primary/scuola primaria				Lower Secondary/Secondaria I grado		Upper Secondary/Secondaria II grado						
México	Educación inicial			Educación Preescolar			Educación primaria						Educación secundaria		Educación media superior				
Nicaragua	Educación inicial			Educación Preescolar		Educación preprimaria	Educación Primaria						Secundaria: Básico (2anni) - Diversificado (3anni) - Tecnica (3 anni a partire da 15)						
Panamá			Educación inicial Parvularia	Educación Preescolar			Educación primaria						Educación Pre-Media		Educación media				
Paraguay	Educación Inicial Maternal			Educación Inicial Jardín		Educación Preescolar	Educación escolar básica						Educación Media						
Perù		Cunas	Jardines			Educación primaria						Educación Secundaria							
Rep. Dom. nico	Educación inicial				Educación Preescolar		Nivel básico (II* -II* ciclo)						Nivel Medio						
Uruguay				Educación Inicial			Educación primaria						Educación Media Básica		Educación Diversificada				
Venezuela	Educación Inicial - Maternal			Educación Preescolar			Educación Básica						Diversificada 2 - Profesional 3						
Obligatoria																			
Leyenda	Educación inicial	Preescolar	Primaria	Media Secundaria	Secundaria Media														
	Edades consideradas en el proyecto																		

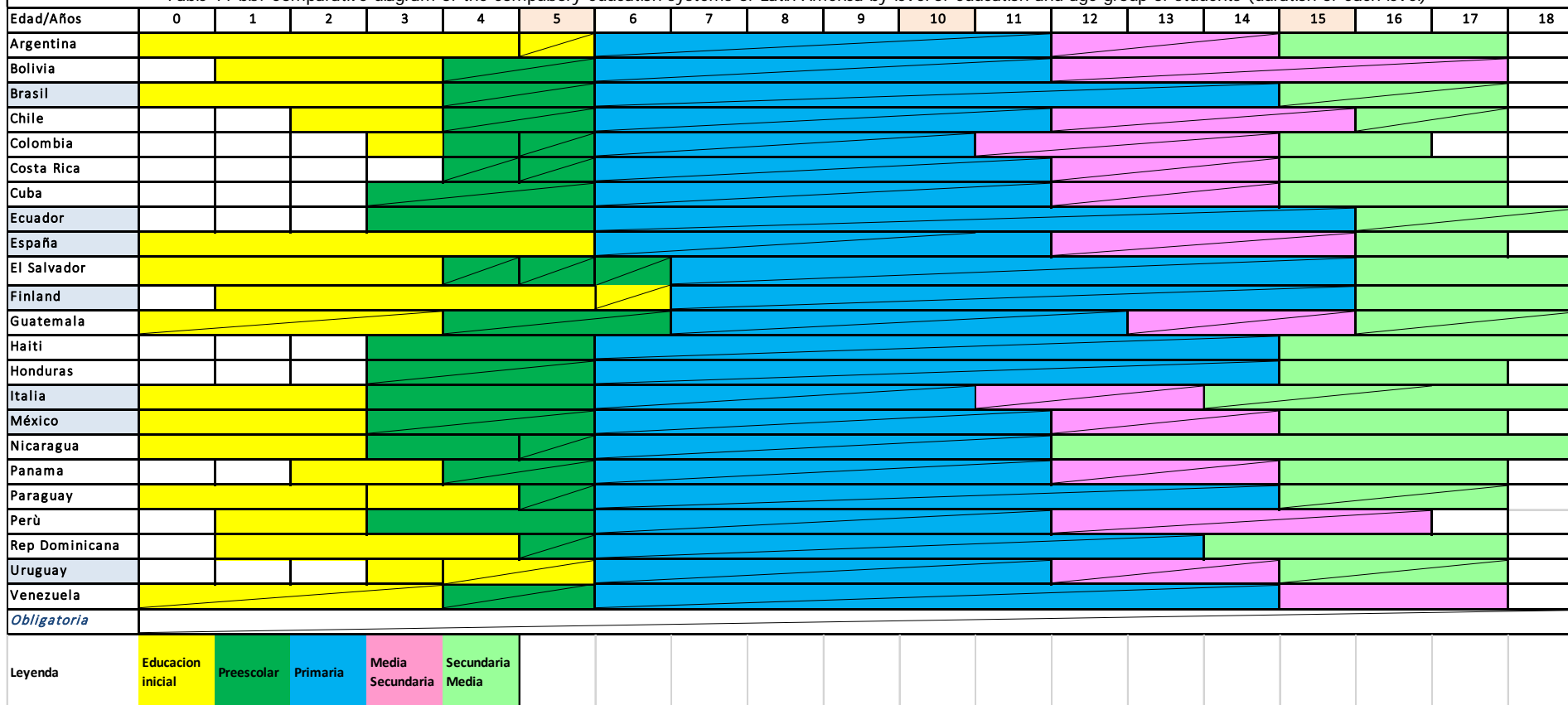




We also report the same table on the previous page (table 11) without the names of the education systems for compulsory education for each country (Table 11*bis*).

This in order to highlight to the reader, the different durations of each level of compulsory education thus enhancing the different "durations" as a comparative element.

Table 11 bis: Comparative diagram of the compulsory education systems of Latin America by level of education and age group of students (duration of each level)





For the purpose of compiling the diagrams of compulsory education systems in Latin America, international and national sources have been used. The international ones had been used where the national sources were absent or partial and/or contradictory.

### **BRAZIL**

INTERN. SOURCE: <http://unesdoc.unesco.org/images/0023/002326/232699POR.pdf>

NAT. SOURCE: [http://www.planalto.gov.br/ccivil\\_03/\\_ato2011-2014/2013/lei/112796.htm](http://www.planalto.gov.br/ccivil_03/_ato2011-2014/2013/lei/112796.htm)

### **MEXICO**

NAT. SOURCE: Secretaría de Educación Pública, “Artículo 37, Ley General de Educación” en Diario Oficial de la Federación. Tomo DCCXX, número 8, México, D.F., miércoles 11 de septiembre de 2013. Disponible en: <http://dof.gob.mx/index.php?year=2013&month=09&day=11>, [http://www.sep.gob.mx/work/models/sep1/Resource/1447/1/images/sistemaedumex09\\_01.pdf](http://www.sep.gob.mx/work/models/sep1/Resource/1447/1/images/sistemaedumex09_01.pdf)

### **ARGENTINA**

NAT. SOURCE: [http://www.me.gov.ar/consejo/lf24195\\_t3.html](http://www.me.gov.ar/consejo/lf24195_t3.html)

*Note:* Cada jurisdicción sub-federal puede elegir entre: (Primaria 6 años o 7 años); (Secundaria con duración entre 6 años o 5 años).

### **CHILE**

NAT. SOURCE: <http://www.bcn.cl/leyfacil/recurso/reforma-educacional-educacion-parvularia> - <http://www.educacion2020.cl/kinder-obligatorio>

*Note:* Parvularia desde el 2016 está dividida en parvularia mínima + parvularia kinder.

La media (durata 6 anni) è divisa in: Media General (4 anni) – Media Diversificada (Científico-Humanista – Artística)

### **COLOMBIA**

NAT. SOURCE: <http://www.mineduacion.gov.co/1621/article-81235.html> - <http://www.mineduacion.gov.co/1759/w3-article-233839.html>

### **COSTA RICA**

INTERN. SOURCE: <http://www.oei.es/historico/quipu/costarica/>

NAT. SOURCE: <http://cse.go.cr/sistema-educativo>

*Note:* Rama académico (2 anni) – Rama técnico (3 anni)

### **VENEZUELA**

INTERN. SOURCE:

<https://www.google.it/url?sa=t&rct=j&q=&esrc=s&source=web&cd=8&ved=0ahUKEwjV7LjWv4jTAhVG1xQKHTKHBSQFghVMAC&url=http%3A%2F%2Fwww.oei.es%2Fhistorico%2Fquipu%2Fvenezuela%2Fven04.pdf&usg=AFQjCNEKldCDkYGvyfWw3u6Z04v3Wvj3g&sig2=aJJxuaHvIlyUw0hYKiqhg&bvm=bv.151325232,d.d24&cad=rja> - (IBE – UNESCO)  
[http://www.ibe.unesco.org/fileadmin/user\\_upload/Publications/WDE/2010/pdf-versions/Venezuela.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Venezuela.pdf)

NAT. SOURCE: [http://ulaweb.adm.ula.ve/ula\\_sea/Documentos/Normativa/Nacional.PDF](http://ulaweb.adm.ula.ve/ula_sea/Documentos/Normativa/Nacional.PDF)

*Note:* La Educación Media diversificada no es obligatoria y puede durar 2 o 3 años.

### **CUBA**

INTERN. SOURCE: <http://www.oei.es/historico/quipu/cuba/cub04.pdf>



NAT. SOURCE: <http://www.minedu.gob.pe/>

### **BOLIVIA**

INTERN. SOURCE: <http://www.publicaciones.siteal.iipe.unesco.org/perfiles-de-pais/5/estado-plurinacional-de-bolivia>

NAT. SOURCE: <http://www.sipi.siteal.iipe.unesco.org/normativas/23/ley-ndeg-0702010-ley-de-educacion>

### **ECUADOR**

NAT. SOURCE: <http://www.conesup.net/> - <http://web.archive.org/web/-http://www.educacion.gov.ec/>

### **GUATEMALA**

NAT. SOURCE: <http://www.mineduc.gob.gt/portal/index.asp>

*Note:* La Educación media diversificada dura 2 o 3 anni rispetto al percorso scelto

### **HONDURAS**

NAT. SOURCE: [http://www.portaleducativo.hn/profesores/estructura\\_sistema\\_educativo.htm](http://www.portaleducativo.hn/profesores/estructura_sistema_educativo.htm)

*Note:* El nivel educativo comprendido entre los 15 a 17 años y se divide en dos modalidades: Académica y Profesional. La Modalidad Académica, Bachillerato en Ciencias y Letras, tiene una duración de 2 años y ofrece formación científica y humanista, orientada a continuar estudios en el nivel superior. La Modalidad Profesional, con una duración de 2 a 3 años, permite al estudiante obtener una profesión para acceder al mundo laboral.

### **EL SALVADOR**

INTERN. SOURCE: [http://www.oei.es/historico/quipu/salvador/http://www.dgb.sep.gob.mx/tramites/revalidacion/Estruc\\_sist\\_edu/Estud-SALVADOR.pdf](http://www.oei.es/historico/quipu/salvador/http://www.dgb.sep.gob.mx/tramites/revalidacion/Estruc_sist_edu/Estud-SALVADOR.pdf)

NAT. SOURCE: <https://www.mined.gob.sv/>

*Note:* La educación media ofrece la formación en dos modalidades, una general y otra vocacional. Los institutos educativos oficiales que imparte la enseñanza del nivel medio se definen como Institutos Nacionales, mientras que las instituciones privadas son llamadas Colegios o Liceos. Los estudios de educación media culminan con el grado de Bachiller. El Bachillerato General cuenta con una carga semanal de 40 horas de clase, y tiene una duración de 2 años, mientras que el Bachillerato Técnico Vocacional posee 44 horas de clase semanales, de las cuales 10 horas corresponden al área técnica en los dos primeros años; el tercer año comprende 30 horas clase semanales, todas del área técnica.

### **HAITI**

INTERN. SOURCE: <http://uis.unesco.org/country/ht> -

NAT. SOURCE: <http://primature.gouv.ht/>

### **NICARAGUA**

INTERN. SOURCE: [www.oei.es/historico/pdfs/Nicaragua\\_datos2006.pdf](http://www.oei.es/historico/pdfs/Nicaragua_datos2006.pdf) - <http://uis.unesco.org/country/ni>

NAT. SOURCE: [www.nicaraguaeduca.edu.ni/](http://www.nicaraguaeduca.edu.ni/)

*Note:* La educación secundaria comprende dos niveles: el ciclo básico (3 años de duración, diploma de curso básico) y el ciclo diversificado (dos años, bachillerato en humanidades o ciencias). La



educación técnica secundaria ofrece un programa de tres años de duración a los jóvenes de 15 a 18 años para el título de técnico medio así como para los estudios de formación docente.

#### **PANAMA**

INTERN. SOURCE: <http://uis.unesco.org/country/pa> -  
[http://www.ibe.unesco.org/fileadmin/user\\_upload/Publications/WDE/2010/pdf-versions/Panama.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Panama.pdf)

NAT. SOURCE: <http://www.meduca.gob.pa/>

#### **PARAGUAY**

NAT. SOURCE:

<http://www.mec.gov.py/planificacion/source/2009/Estructura%20del%20Sistema%20Educativo%20Nacional.pdf>

*Note:* La educación inicial es obligatoria y gratuita en la actualidad, con base en la Ley de Gratuidad de la Educación Inicial y de la Educación Media, N° 4088/2010. Su estructura es materia de desacuerdos entre la propuesta de la reforma educativa, junto con la práctica institucional y el Currículo de la Educación Inicial (2004) ([https://www.academia.edu/4531984/PY\\_El\\_sistema\\_educativo\\_2013\\_FDE\\_final\\_21\\_07\\_13](https://www.academia.edu/4531984/PY_El_sistema_educativo_2013_FDE_final_21_07_13)). Las modalidades en las que se organiza la educación media son: (a) Bachillerato Científico, con énfasis en (i) Letras y Artes; (ii) Ciencias Sociales, y (iii) Ciencias Básicas y Tecnología. (b) Bachillerato Técnico, con énfasis relacionadas con la producción de bienes y servicios: (i) Industrial; (ii) Servicios, y (iii) Agropecuario

#### **REP DOMINICANA**

NAT. SOURCE: [http://www.educando.edu.do/files/5513/9964/5391/Ley\\_General\\_Educacion\\_66-97.pdf](http://www.educando.edu.do/files/5513/9964/5391/Ley_General_Educacion_66-97.pdf)

#### **URUGUAY**

NAT. SOURCE: <http://www.anep.edu.uy/anep/index.php/sistema-educativo-uruguay>

*Note:* La educación media diversificada está dividida en “Bachillerato diversificado” – 3 años; “Bachillerato Tecnológico” – 3 años.



## SECOND FOCUS

With reference to the comparative analysis of the national curricoli currently present and used in Latin America at the level of compulsory education (second focus), it was produced:

- Elaboration of a comparative table showing the presence of one/more curriculum/curricoli for Erikson life cycle in each country of Latin America (Table 6 and 12);
- Elaboration of a comparative table with the term "learning to learn" and its constituent components found in the Latin American curricoli in relation to the Erikson life cycle phases (Table 8 and 13);
- Elaboration of a comparative table (Table 9 and 14) that correlates some variables considered significant for the purpose of the analysis of Latin American curricoli.

**Comparative table showing the presence of one-more curriculum/currículi for Erikson’s life cycle in Latin America (Tab. 6 and 12)**

With reference to the results obtained for this tool, we report the comparative table (Table 12) as well as the curricular sources used for the purposes of this analysis.

Table 12: Presence of at least one national curriculum for the Erikson life cycle phases (modified)

Presence of 1 Curriculum	Presence of at least one national curriculum for the Erikson life cycle phases (modified)			
	Early childhood (0-2 years)	Childhood (3-5 years)	Scholar Age (6-12 years)	Preadolescence and Adolescence (13-20 years)
Country Code	VEN; GTM; URY;	BRA; MEX; ARG; CHL; CRI; COL; VEN; ECU; HND; SLV; BOL; NIC; PAN; PRY; URY;	BRA; MEX; ARG; CHL; COL; CRI; VEN; CUB; PER; ECU; GTM; HND; SLV; BOL; NIC; PAN; PRY; DOM; URY;	BRA; CHL; CRI; VEN; MEX; CUB; PER; ECU; GTM; HND; SLV; BOL; NIC; PAN; PRY; DOM;

With reference to the line "Existence of a curriculum", we summarize the information provided in the curriculum analysis for each country.

In particular:

ARG (Argentina): **Curriculo\_nacional\_2004\_nap-nivel\_inicial** is the curriculum for *educación inicial*. There exist **Núcleos de Aprendizaje Prioritarios** for *educación básica y media*. With reference to preadolescence and adolescence (13-20 years), the curriculum covers until fourteenth year of school.



BOL (Bolivia): There exist **Currículo Base Del Sistema Educativo Plurinacional -Educación Regular- (2012)** and **Curriculo Base Subsistema Educacion Regular (2011)**. With reference to preadolescence and adolescence (13-20 years), the curriculum covers until eighteenth year of school.

BRA (Brazil): **Diretrizes Curriculares Nacionais da Educação Básica\_2013 (DCN\_EB)**. It's not a curriculum in the strict sense of the adopted definition for this analysis but it provides a curricular diversification, in content and form, for different levels of education: *Infancia, Primaria, Media*. It is instead being approved **Base Nacional Comum Curricular\_2° version\_2016 (BNCC)**.

CHL (Chile): Besides **Objetivos Fundamentales y Contenidos Mínimos Obligatorios de la Educación Básica y Media -Actualización 2009 (OF\_basica y media\_2009)** and **Marco Curricular Decreto N° 220 Objetivos fundamentales y contenidos mínimos obligatorios de la Educación Media -Actualización 2005 (OF\_media\_2005)** - that cannot be considered as curricula in the strict sense of the adopted definition for this analysis – we found: **Bases Curriculares Educación Parvularia. Actualización 2005 (BC\_parv\_ART\_2005)**, poi **Bases Curriculares 7° básico a 2° medio 1° medio, vigente desde 2017 y 2° medio, vigente desde 2018 (BC\_7b y 2m\_2018)** poi **Bases curriculares Educación Básica 1básico\_6básico\_Actualización 2012**.

COL (Colombia): Besides **Estandares basicos de competencia\_edu basica y media (EBCM 2006)** that cannot be considered as curricula in the strict sense of the adopted definition for this analysis – we found: **Lineamientos curriculares preescolar e a Lineamiento\_Pedagogico y curricular para la educacion inicial**. With reference to preadolescence and adolescence (13-20 years), the curriculum covers until fourteenth year of school.

CRI (Costa Rica): We found both **Orientaciones Curriculares nacionales (2009)** and **Concepción curricular\_educacion preescolar\_2004**, and **Programa Preescolar (2014)** and **Programas de educacion general basica (2013 and 2015)**. With reference to preadolescence and adolescence (13-20 years), the curriculum covers until fourteenth year of school.

CUB (Cuba): We found **Programas Inicial/Primaria/Secundaria** that cannot be considered as curricula in the strict sense of the adopted definition for this analysis. We found **Curriculo\_preescolar (CP)**. With reference to preadolescence and adolescence (13-20 years), the curriculum covers until fourteenth year of school.





DOM (República Dominicana): We found **BASES para el Currículo Nacional\_2016 e Diseño curricular NIVEL-INICIAL\_2016 e Diseño Curricular Nivel Primario Primer Ciclo (1ro., 2do. y 3ro.) e Diseño Curricular Nivel Primario Segundo Ciclo (4ro., 5do. y 6ro.) e Diseño Curricular Nivel Secundario Primer Ciclo.**

ECU (Ecuador): We found **Curriculo-educacion-inicial\_2014 e Curriculo-EGB\_BGU\_2014.** With reference to preadolescence and adolescence (13-20 years), the curriculum covers until eighteenth year of school.

GTM (Guatemala): We found **CNB\_INICIAL (2007), CNB\_PREPRIMARIA, CNB\_PRIMARIA (2011), CNB\_CICLO MEDIA BÁSICA.** With reference to preadolescence and adolescence (13-20 years), the curriculum covers until eighteenth year of school.

HND (Honduras): We found both **Curriculo nacional basico\_preprimaria (4-5 years)\_2009 (CNB\_P09) and Curriculo nacional basico\_preprimaria\_primaria\_media\_2003 (CNB\_ALL03) and Curriculo nacional basico\_I°\_2003 (CNB\_I°\_ALL03) and Curriculo nacional basico\_II°\_2003 (CNB\_ALL03) and also Curriculo nacional basico\_III°\_2003 (CNB\_ALL03).** With reference to preadolescence and adolescence (13-20 years), the curriculum covers until sixteenth year of school.

HTI (Haiti): Plan Operationnel 2010-2015

MEX (Mexico): **Plan de Estudios\_Educación Básica\_2011 (PEEB).** It is not a curricula in the strict sense (with reference to the definitions of curriculum reported) but provides a curricular diversification, in content and form, for different levels of education: *Infancia, Primaria, Media.* Moreover we found **Programa de estudio (guia educadora e guía maestro) per la educacion básica.** Instead, it is being approved, a new curriculum to be launched for 2016/2017. There is a provisional version **Propuesta Curricular\_Educacion Basica\_2016.** With reference to preadolescence and adolescence (13-20 years), the curriculum covers until fourteenth year of school.

NIC (Nicaragua): We found both **Malla Curricular\_educacion inicial y primaria\_2015 (MC\_EIP) e Diseño Curricular Del Subsistema de la Educación Básica y Media\_2009 (DC\_EBM)** and



**Curriculo\_Educacion primaria\_2012 (CEP\_2012)**. With reference to preadolescence and adolescence (13-20 years), the curriculum covers until seventeenth year of school.

PAN (Panama): We found both **Programas-de-educacion-basica-general\_Preescolar\_2014 (PEGB\_P)** and **Programas-educacion-basica-general-primaria-1/6-2014 (PEBG\_P1/6)** and also **Programas-educacion-basica-general-premedia-ciencias-naturales-7-8-9-2014 (PEBG\_PM\_Ci)**. They cannot be considered as a curriculum in the strict sense (with reference to the definitions of curriculum reported). With reference to preadolescence and adolescence (13-20 years), the curriculum covers until fourteenth year of school.

PER (Peru): We found **DisenoCurricularNacional\_EBR\_2005** in the updated version of 2016 **curriculo-nacional-educacion basica\_CNEB\_2016**. We found **Diseño Curricular Básico Nacional carrera profesional de profesor de educación inicial, 2010 (DCBN/EIB\_IN)** that cannot be considered as a curriculum in the strict sense (with reference to the definitions of curriculum reported). With reference to preadolescence and adolescence (13-20 years), the curriculum covers until sixteenth year of school.

PRY (Paraguay): We found **Marco Curricular\_ educación inicial\_2015 (MC\_EI)**, referring to *Infancia* (3-5 years), covering from fifth year of age. The Curricoli for the different levels are called **Programas de estudio** that cannot be considered as a curriculum in the strict sense (with reference to the definitions of curriculum reported).

SLV (El Salvador): We found **Fundamentos curriculares\_educación inicial\_2013 (FCEI)** e **Fundamentos curriculares\_educación parvularia\_2013 (FCEI)**. For the *primaria* we found **Programa de estudio\_educación básica** that cannot be considered as a curriculum in the strict sense (with reference to the definitions of curriculum reported).

URY (Uruguay): We found **Marco curricular educación inicial preprimaria (0-6 years) versione 2014** e **Plan Reformulación 2006. Ciclo Básico**.

The new **Marco Curricular de Referencia Nacional (MCRN)** will be presented in 2017. Moreover it exists a **ProgramaEscolar\_inicial\_primaria\_2013\_2008** that cannot be considered as a curriculum in the strict sense (with reference to the definitions of curriculum reported).



VEN (Venezuela): We found both **Currículo Bolivariano (2007)** and **Currículo del Subsistema de Educación Inicial Bolivariana (2007)** and **Currículo del Subsistema de Educación Primaria Bolivariana (2007)** and also **Currículo del Subsistema de Educación Media General Bolivariana (2007)**. With reference to preadolescence and adolescence (13-20 years), the curriculum covers until fourteenth year of school.

**Comparative table on the "learning to learn" construct and its constituent components present in the Latin American curricoli in relation to the phases of the Erikson's life cycle (Tab. 8 and 13)**

With reference to Table 13, a comparison was made on the "learning to learn" term together with the homologous forms and its constituent components found in the Latin American curricoli in relation to the Erikson life cycle phases (Table 8 and 13).

Table 13: Curriculum, “learning to learn” term and components for Erikson life cycle phases (revisited)

Learning to Learn ad Components	Early childhood (0-2 years)	Childhood (3-5 years)	School age (6-12 years)	Preadolescence and adolescence (13-20 years)
Presence of 1 curriculum	VEN; GTM; URY;	BRA; MEX; ARG; CHL; COL; CRI; VEN; CUB; ECU; GTM; HND; SLV; SLV; BOL; NIC; PAN; PRY; DOM; URY;	BRA; MEX; ARG; CHL; COL; CRI; VEN; CUB; PER; ECU; GTM; HND; SLV; BOL; NIC; PAN; PRY; DOM; URY;	BRA; CHL; CRI; VEN; MEX; CUB; PER; ECU; GTM; HND; SLV; BOL; NIC; PAN; PRY; DOM;
APRENDER A APRENDER APRENDER CÓMO APRENDER APRENDIENDO A APRENDER		BRA; MEX; COL; CRI; HND; SLV; NIC; PAN; PRY; URY;	BRA; MEX; CHL; COL; CRI; ECU; HND; NIC; PAN; PRY;	BRA; MEX; CHL; COL; CRI; VEN; CUB; ECU; GTM; HND; NIC; PAN;
aprendizaje reflexivo		VEN; PER; BOL; HND; NIC; URY;	CHL; COL; CRI; VEN; PER; BOL; ECU; HND; SLV; NIC; PRY;	ARG; CHL; COL; CRI; VEN; PER; BOL; ECU; HND; SLV;
aprendizaje autónomo		MEX; CHL; PER; ECU; NIC; URY;	MEX; CHL; PER; ECU; HND; SLV; NIC; PAN; DOM;	MEX; CHL; PER; ECU; HND; NIC; PAN;
aprendizaje autorregulado		MEX; CHL; HND; URY;	MEX; CHL; COL; HND; PAN;	MEX; CHL; COL; HND; PAN; DOM;
aprendizaje estratégico				
aprendizaje sobre el aprendizaje			COL; NIC;	COL; PER; NIC;
capacidad de aprender		BRA; CHL; PER; GTM; HND; NIC;	BRA; PER;	BRA; PER; PRY;
competencia de aprendizaje				
comprensión del aprendizaje		COL;		
estrategias de aprendizaje		MEX; COL; CRI; VEN; PER; BOL; GTM; HND; NIC; DOM;	MEX; CHL; COL; CRI; VEN; PER; BOL; ECU; HND; SLV; NIC; DOM;	MEX; ARG; CHL; COL; CRI; VEN; CUB; PER; BOL; ECU; GTM; HND; SLV; NIC; DOM;
estrategias de aprendizaje metacognitivas			COL; CRI; PAN;	COL; CRI; VEN; GTM; PAN; PRY;
habilidades para aprender		BRA;	BRA; COL;	BRA; COL; GTM;
mejora de su propio aprendizaje		VEN; PER; GTM; HND;	CHL; COL; VEN; PER; BOL; ECU; GTM; HND; SLV; NIC; DOM;	CHL; COL; VEN; PER; BOL; ECU; GTM; HND; SLV; NIC;
meta-aprendizaje		CRI;	CHL; COL; CRI;	CHL; COL; CRI; GTM; PRY;



motivación para aprender	GTM; PAN; URY;	MEX; CHL; COL; CRI; PER; ECU; GTM; HND; SLV; NIC; PAN; DOM; URY;	MEX; CHL; COL; CRI; VEN; CUB; PER; ECU; GTM; HND; SLV; NIC; PAN; DOM;	MEX; CHL; COL; CRI; VEN; CUB; PER; BOL; ECU; GTM; HND; SLV; NIC; PAN; DOM;
planteamiento al aprendizaje				
poder de aprender				
técnicas de estudio		BRA;	BRA; ECU;	BRA; VEN; ECU; GTM;

With reference to the present table it is worth recalling the fact that some components have not been reviewed in any analyzed curricoli.

In particular, we refer to (table 13bis):

Table 13bis: Components not found in curriculum/curricoli analysis
<i>planteamiento del aprendizaje</i>
<i>poder de aprender</i>
<i>competencia de aprendizaje</i>
<i>aprendiazaje estratégico</i>



Note to the results emerged in table 13

Only the specifications relating to the document in which the expression "aprender a aprender" (and homologous forms) as well as the components for individual countries are reported. These specifications are given where they do not refer to the national curriculum/curricoli in use, but to other documents (teacher guide, national curriculums under discussion and not yet approved, etc.).

In cases where, for example, that *educacion primaria* consists of several cycles referring to different documents, the last cycles, corresponding to an age <12 years have been considered as being part of the last stage reported in the specific column.

## **BRASIL**

Diretrizes Curriculares Nacionais da Educação Básica\_2013  
Base Nacional Comum Curricular\_2º versione\_2016

The components "meta-aprendizaje" e "aprendizaje reflexivo" are present in the not yet approved version of the Base Nacional Comum Curricular\_2º version\_2016.

## **MEXICO**

Plan de Estudios\_Educación Básica\_2011  
Programa de estudio\_guia educadora\_educación basica\_Preescolar\_2011  
Programa de estudio\_guia maestro\_educación basica\_Primeria\_Iº-IIº-IIIº grado\_2011  
Programa de estudio\_guia maestro\_educación basica\_Secundaria\_\*\_2011  
(\*)"learn to learn" and components found for the different disciplines programmes.  
Propuesta Curricular\_Educación Basica\_2016

The components "Mejora del aprendizaje" and "aprendizaje reflexivo" were not found *Curriculo Nacional* but instead in *Programa de estudio\_guia educadora\_educación basica\_Preescolar\_2011 (EB\_P)*. The component "Meta-aprendizaje" was not found in the *Curriculo Nacional* but instead in *Programa de estudio\_guia maestro\_educación basica\_Primeria\_Iº grado\_2011 (EBPr\_Iº)* and in *Programa de estudio\_guia maestro\_educación basica\_Secundaria* (for the different disciplines).

The components "Capacidad de aprender", "Meta-aprendizaje", "Mejora de su propio aprendizaje", "Aprendizaje reflexivo" were found in the **Propuesta Curricular\_Educación Basica\_2016** not yet approved.

## **ARGENTINA**

Núcleos de Aprendizaje Prioritarios para el Nivel Inicial - NAP\_2004  
Núcleos de Aprendizaje Prioritarios para el Primer Ciclo\_EGB\_nivel primario\_2004  
Núcleos de Aprendizaje Prioritarios para el Segundo Ciclo\_EGB\_nivel primario\_2005  
Núcleos de Aprendizaje Prioritarios para el Tercero Ciclo\_EGB\_nivel medio\_Lengua\_2006  
Núcleos de Aprendizaje Prioritarios para el Tercero Ciclo\_EGB\_nivel medio\_C. Sociales\_2006  
Núcleos de Aprendizaje Prioritarios para el Tercero Ciclo\_EGB\_nivel medio\_C. Naturales\_2006



Núcleos de Aprendizaje Prioritarios para el Tercero Ciclo\_EGB\_nivel medio\_Matematica\_2006

Núcleos de Aprendizaje Prioritarios Educación Secundaria\_Basico\_C Naturales-2011 (CN\_S\_basico)

Núcleos de Aprendizaje Prioritarios Educación Secundaria\_Basico\_C Sociales -2011 (CN\_S\_basico)

Núcleos de Aprendizaje Prioritarios Educación Secundaria\_Basico\_Lengua-2011 (CN\_S\_basico)

Núcleos de Aprendizaje Prioritarios Educación Secundaria\_Orientado\_C Sociales -2011 (CN\_S\_basico)

Núcleos de Aprendizaje Prioritarios Educación Secundaria\_Orientado\_C. Naturales-2011 (CN\_S\_basico)

The components “estrategia de aprendizaje” and “aprendizaje reflexivo” were found only in *Núcleos de Aprendizaje Prioritarios Educación Secundaria\_Basico\_C Naturales-2011 (CN\_S\_basico)* and *Núcleos de Aprendizaje Prioritarios Educación Secundaria\_Basico\_C Sociales -2011 (CN\_S\_basico)*.

## **CHILE**

Objetivos Fundamentales y Contenidos Mínimos Obligatorios de la Educación Básica y Media -Actualización 2009 (OF\_basica y media\_2009).

Bases Curriculares 7° básico a 2° medio 1° medio, vigente desde 2017 y 2° medio, vigente desde 2018 (BC\_7b y 2m\_2018).

Bases Curriculares Educación Parvularia. Actualización 2005 (BC\_parv\_ART\_2005).

Orientación Programa de Estudio Octavo básico, 2016 (OPE\_8b\_2016)

## **COLOMBIA**

Estrategia De Cero a Siempre - Fundamentos-politicos-tecnicos-gestion-de-cero-a-siempre.

Estandares basicos de competencia\_edu basica y media (EBCM 2006)

20\_Sentido de la educación inicial

21\_El arte en la educación inicial

22\_El juego en la educación inicial

23\_La literatura en la educación inicial

24\_La exploración del medio en la educación inicial

25\_Seguimiento al desarrollo integral de las niñas y los niños en la educación inicial

Lineamientos curriculares preescolar (LC\_P)

Lineamientos curriculares Matematicas (LC\_M)

Lineamientos curriculares Lengua Castellana (LC\_LC)

Lineamientos curriculares Idioma extranjero(LC\_IE)

Lineamientos curriculares Catedra de Estudio Afro-colombiano (LC\_CEA)

Lineamientos curriculares Educación Física, Recreación y Deporte (LC\_EFRD)

Lineamientos curriculares Educación Ética y valores humanos (LC\_EE)

Lineamientos curriculares Ciencias Sociales (LC\_CC)

Lineamientos curriculares Constitución Política y Democracia (LC\_CPD)

Lineamientos curriculares Ciencias Naturales y Educación Ambiental (LC\_CNEA)

Lineamientos curriculares Educación Artística (LC\_EA)

Lineamiento\_Pedagogico y curricular para la educación inicial



Orientaciones Curriculares Nacionales\_2009 (OCN)  
Programa de estudio Preescolar (2014) (PEP)  
Artes\_plasticas\_I°-II°\_EGB\_2013 (AP\_I-II)  
ciencias\_I°\_EGB\_2014 (C\_I)  
ciencias\_II°\_EGB\_2014  
educacion\_musical\_I°-II°\_EGB\_2013  
espanol\_II°\_EGB\_2014 (E\_II)  
estudios\_sociales\_III°\_EGBD\_2016 (ES\_III)  
Programas\_de\_ciencias\_I°-II°\_EGB\_2016 (C\_I-II)

### **VENEZUELA**

Currículo Nacional Bolivariano - Diseño Curricular del Sistema Educativo Bolivariano  
Currículo del Subsistema de Educación Inicial Bolivariana  
Currículo del Subsistema de Educación Primaria Bolivariana  
Currículo del Subsistema de Educación Media General Bolivariana  
Transformación curricular en Media General, Media Técnica y la Modalidad de Adultos durante el año escolar 2016-2017. (media\_2016)

The term “aprender a aprender” appears only in “*Transformación curricular en Media General, Media Técnica y la Modalidad de Adultos*” during the school age 2016-2017.

### **CUBA**

Curriculo\_preescolar (CP)  
Preescolar\_IV\_ artes plástica (P\_I\_AP)  
Preescolar\_III\_ educación musical (P\_III\_Em)  
Preescolar\_III\_ educación sociomoral (P\_III\_Es)  
Preescolar\_III\_ Lengua materna (P\_III\_Lm)  
Preescolar\_IV\_ Conocimiento mundo social (P\_IV\_Cms)  
Preescolar\_IV\_ educación física (P\_IV\_Ef)  
Preescolar\_IV\_ educación musical (P\_IV\_Em)  
Preescolar\_IV\_ educación sociomoral (P\_IV\_Es)  
Preescolar\_IV\_ Lengua materna (P\_IV\_Lm)  
Preescolar\_IV\_ Matematica (P\_IV\_M)  
Primaria\_I\_ educación laboral  
Primaria\_I\_ educación musical  
Primaria\_I\_ educación plastica  
Primaria\_I\_ en el mundo que vivimos  
Primaria\_I\_ Lengua española  
Primaria\_I\_ Matematica  
Secundaria basica Proyecto (SBP)

The term “aprender a aprender” and its component “estrategia de aprendizaje” were found only in *Secundaria Basica Proyecto* (SBP).

### **PERU**

Curriculo-Nacional-Educación Basica\_CNEB2016





Diseño Curricular Básico de la Educación Superior Tecnológica (2015) DCBN/ES-T)  
Diseño Curricular Experimental\_prof artistica\_Teatro\_2011 (DCExp\_pa\_T)  
Diseño Curricular Experimental\_prof artistica\_Musica\_2011 (DCExp\_pa\_M)  
Diseño Curricular Experimental\_prof artistica\_Artes visuales\_2011 (DCExp\_pa\_A)  
Diseño Curricular Experimental\_prof artistica\_Danza\_2011 (DCExp\_pa\_D)

The components “meta-aprendizaje”, “planteamiento del aprendizaje”, “comprensión del aprendizaje”, “técnicas de estudio” are available only in:

Diseño Curricular Básico Nacional carrera profesional de profesor de educación inicial, 2010 (DCBN/EIB\_IN),  
Diseño Curricular Experimental\_prof artistica\_Teatro\_2011 (DCExp\_pa\_T)  
Diseño Curricular Experimental\_prof artistica\_Musica\_2011 (DCExp\_pa\_M)  
Diseño Curricular Experimental\_prof artistica\_Artes visuales\_2011 (DCExp\_pa\_A)  
Diseño Curricular Experimental\_prof artistica\_Danza\_2011 (DCExp\_pa\_D)  
Diseño Curricular Experimental\_formacion docente inicial y primaria\_2012 (DCExp\_d\_IP)

The term “aprender a aprender” is only available in “Rutas de aprendizaje”

## **BOLIVIA**

Cuaderno para planificación curricular - educación regular (2013)  
Educación inicial\_programa de estudio (2014)  
Educación primaria: plan de estudio (2012)  
Educación secundaria: plan de estudio (2012)

## **ECUADOR**

Curriculo-EGB\_BGU\_2014  
Curriculo-educación-inicial\_2014

## **GUATEMALA**

FUNDAMENTOS CNB\_2010  
CNB\_INICIAL (2007)  
CNB\_PREPRIMARIA (a version of 2005 was replaced by a version made in 2008)  
CNB\_PRIMARIA (found 6 curricoli for 6 cycles – downloaded only for 1 and 6 cycle) (2011)  
CNB\_CICLO MEDIA BÁSICA (found curricoli for primero/segundo/tercero basico and also divided into: 1. CNB\_Primerio Básico\_Comunicación y Lenguaje.zip 2. CNB\_Primerio Básico\_Matemáticas.zip 3. CNB\_Primerio Básico\_Ciencias Naturales.zip 4. CNB\_Primerio Básico\_Ciencias Sociales.zip 5. CNB\_Primerio Básico\_Expresión Artística.zip 6. CNB\_Primerio Básico\_Productividad y Desarrollo.zip 7. CNB\_Primerio Básico\_Educación Física.) (2009)  
CNB\_DIVERSIFICADO (found 1. CNB\_BACHILLERATO 2. CNB\_FORMACIÓN DOCENTE 3. CNB\_PERITO – Bachillerato, it contains curricoli for: 01. CNB\_Ciencias y Letras\_.zip 02. CNB\_CCLL\_Turismo\_.zip 03. CNB\_CCLL\_Diseño Gráfico\_.zip 04. CNB\_CCLL\_Electricidad\_.zip 05. CNB\_CCLL\_Computación\_.zip 06. CNB\_CCLL\_Textiles.zip 07. CNB\_CCLL\_Mecánica Automotriz\_.zip 08. CNB\_BACH\_CCLL\_Educación Musical\_.zip 09. CNB-BACH-ORIENTACIÓN-EDUCACIÓN.zip 10. CNB de Bachillerato en Ciencias y Letras con orientación en Educación Física.zip 11. CNB\_BACH\_CCLL con orientación en Educación de Productividad y



Desarrollo.zip 12. CNB\_BACH\_Finanzas y Administración.zip 13. CNB\_BACH\_Gestión de Oficinas.zip 14. CNB\_BACH\_CCLL\_con\_orientación\_en\_Ciencias\_biológicas). (2009).

## **HONDURAS**

Curriculo nacional basico\_preprimaria (4-5 years)\_2009 (CNB\_P09)  
Curricolo nacional basico\_preprimaria\_primaria\_media\_2003 (CNB\_ALL03)  
Curricolo nacional basico\_I°\_2003 (CNB\_I°\_ALL03)  
Curricolo nacional basico\_ II°\_2003 (CNB\_ALL03)  
Curricolo nacional basico\_ III°\_2003 (CNB\_ALL03)  
Estandares\_CCNN\_CCSS\_1-9\_2009 (ECNS)  
Estandares\_Espanol y Matematica\_2007 (EEM)

## **EL SALVADOR**

Modelo\_pedagogico\_EL SALVADOR\_2013 (MP2013)  
Fundamentos curricolires\_educacion inicial\_2013 (FCEI)  
Fundamentos curricolires\_educacion parvularia\_2013 (FCEI)  
Programa de estudio\_educación basica\_primer grado\_2008 (PEBI°)  
Programa de estudio\_educación basica\_segundo grado\_2008 (PEBII°)  
Programa de estudio\_educación basica\_primer grado\_2008 (PEBIII°)  
Programa de estudio\_educación basica\_segundo grado\_2008 (PEBIV°)  
Programa de estudio\_educación basica\_segundo grado\_2008 (PEBV°)  
Programa de estudio\_educación basica\_segundo grado\_2008 (PEBVI°)  
Programa de estudio\_educación basica\_III ciclo\_Ciencias\_2008 (PEB3Cie)  
Programa de estudio\_educación basica\_III ciclo\_Edu fisica\_2008 (PEB3Ef)  
Programa de estudio\_educación basica\_III ciclo\_estudios sociales\_2008 (PEB3Es)  
Programa de estudio\_educación basica\_III ciclo\_estudios sociales\_2008 (PEB3In)  
Programa de estudio\_educación basica\_III ciclo\_lengua y literatura\_2008 (PEB3LeL)  
Programa de estudio\_educación basica\_III ciclo\_matematica\_2008 (PEB3Ma)  
Programa de estudio\_educación media\_Ciencias\_2008 (PEM\_Cie)  
Programa de estudio\_educación media\_Estudios sociales\_2008 (PEM\_Ess)  
Programa de estudio\_educación media\_Informatica\_2008 (PEM\_Inf)  
Programa de estudio\_educación media\_Ingles\_2008 (PEM\_Ing)  
Programa de estudio\_educación media\_Lengua y literatura\_2008 (PEM\_LyL)  
Programa de estudio\_educación media\_matematica\_2008 (PEM\_Mat)  
Programa de estudio\_educación media\_orientacion para la vida\_2008 (PEM\_Opv)

## **HAITI**

N. D.

## **NICARAGUA**

Plan de Estudios en el Nuevo Currículo de la Educación Básica y Media\_2009 (PS\_EBM)  
Diseño Curricular Del Subsistema de la Educación Básica y Media\_2009 (DC\_EBM)  
Enfoques\_pedagogicos\_didacticos\_Basica y media\_2009 (EPD\_BM)  
Curriculo\_Educación primaria\_2012 (CEP\_2012)  
Malla Curricular\_educación inicial y primaria\_2015 (MC\_EIP)

## **PANAMA**

Hacia un currículo por competencia\_0\_2012 (HC0)



Hacia un currículo por competencia\_1\_2012 (HC1)

Hacia un currículo por competencia\_3\_2012 (HC3)

Programas-de-educacion-basica-general\_Preescolar\_2014 (PEGB\_P)

Programas-educacion-basica-general-primaria-1/6-2014 (PEBG\_P1/6)

Programas-educacion-basica-general-premedia-ciencias-naturales-7-8-9-2014  
(PEBG\_PM\_Ci)

(The latter was taken as an example because it is identical to that of the other discipline in the basic structure).

## **PARAGUAY**

Marco Curricular\_educacion inicial\_2015 (MC\_EI)

Programa estudio\_EGB\_I ciclo\_primer grado\_2008 (EGB\_I\_1)

Programa estudio\_EGB\_I ciclo\_segundo grado\_2008 (EGB\_I\_2)

Programa estudio\_EGB\_I ciclo\_tercer grado\_2008 (EGB\_I\_3)

Programa estudio\_EGB\_II ciclo\_cuarto grado\_2008 (EGB\_I\_4)

Programa estudio\_EGB\_II ciclo\_cuinto grado\_2008 (EGB\_I\_6)

Programa estudio\_EGB\_II ciclo\_sexto grado\_2008 (EGB\_I\_6)

Educación media\_COMUN\_Artes\_y\_sus\_Tecnologías\_2014 (EMC\_Artes)

Educación media\_COMUN\_Ciencias\_Básicas\_y\_sus\_Tecnologías\_2014 (EMC\_cienciasB)

Educación media\_COMUN\_Ciencias\_Sociales\_y\_sus\_Tecnologías\_2014 (EMC\_cienciasSB)

Educación media\_COMUN\_Desarrollo\_Personal\_y\_Social\_2014 (EMC\_DPS)

Educación media\_COMUN\_Educación\_Física\_y\_sus\_Tecnologías\_2014 (EMC\_EF)

Educación media\_COMUN\_Lengua\_Literatura\_y\_sus\_Tecnologías\_2014 (EMC\_LL)

Educación media\_COMUN\_Matemática\_y\_sus\_Tecnologías\_2014 (EMC\_M)

## **REPUBLICA DOMINICANA**

Bases para el Currículo Nacional\_2016

Diseño curricular NIVEL-INICIAL\_2016

Diseño Curricular Nivel Primario Primer Ciclo (1ro., 2do. y 3ro.)

Diseño Curricular Nivel Primario Segundo Ciclo (4ro., 5do. y 6ro.)

Diseño Curricular Nivel Secundario Primer Ciclo (1 7 ro. mo. , 2 , 8 do. vo. Versión Preliminar Para Revisión y Retroalimentación y 3 y 1 ero. ero. )

## **URUGUAY**

*Marco curricular educación inicial preprimaria (0-6 years) versión of 2014 (MCEIP)*

The new *Marco Curricular de Referencia Nacional (MCRN)* will be preented by 2017.



**Comparative table with variables for analysis of Latin American curricoli (Tab. 9 and 14)**

With reference to table 14, elaborated for the purposes of the comparative analysis, we report the final synoptic table referring to the in-depth analyzes and specifications relating to each country to the report delivered to the project manager C. Stringher in June 2017.

Table 14: Comparative analysis of compulsory education's curricoli in Latin America for some variables

Country name	Presence of at least one national curriculum	Presence of more national curricoli	Presence of the term "competence"	Presence of the term "learning to learn"	Presence of one/more components of "learning to learn" competence	Changes and updates to the curriculum/curricoli carried out in the last 5 years	Changes to the curriculum/curricoli planned for the next 5 years	Presence of resources for supporting teacher training activities
Argentina	SI	SI	SI	NO	SI	NO	NO	SI
Bolivia	SI	NO	SI	SI	SI	SI	SI	SI
Brazil	SI	SI	SI	SI	SI	SI	SI	
Chile	SI	SI	SI	SI	SI	SI	SI	SI
Colombia	SI	SI	SI	SI	SI	NO	-	SI
Costa Rica	SI	SI	SI	SI	SI	SI	-	NO
Cuba	SI	SI	SI	SI	SI	SI	SI	NO
Ecuador	SI	SI	SI	SI	SI	SI	NO	NO
El Salvador	SI	SI	SI	SI	SI	SI	NO	NO
Guatemala	SI	SI	SI	SI	SI	NO	NO	SI
Haiti								
Honduras	SI	SI	SI	SI	SI	NO	NO	NO
México	SI	SI	SI	SI	SI	NO	SI	SI
Nicaragua	SI	SI	SI	SI	SI	SI	SI	NO
Panama	SI	SI	SI	SI	SI	SI	NO	NO
Paraguay	SI	NO	SI	SI	SI	SI	NO	NO
Perù	SI	SI	SI	SI	SI	SI	SI	SI
Rep. Dominicana	SI	SI	SI	NO	SI	SI	NO	NO
Uruguay	SI	NO	SI	SI	SI	SI	SI	NO
Venezuela	SI	SI	No	NO	SI	SI	NO	SI



## Research Modeling

\* Report the official source used for each information on the Country in-depth analysis.

Research on international sources (OEI, IBE UNESCO, CR UNESCO)

Research on national sources (reference ministries)

Research on local sources (authoritative blogs, industry periodicals, etc.)

### Research Keys (Regulations and Policies, Education Levels, Curricula, Constructs)

- Country Name
- Regulations and Policies about *Educación*
- Levels of compulsory education by age
- List of curriculum/curricoli found
- Preparation of the File Folder
  - Ith level: COUNTRY folder
  - IIth level: REGULATIONS and POLICIES folder
  - IIth level: CURRICULUM/CURRICOLI folder
  - IIIth level in the CURRICULUM/CURRICOLI folder: Educational levels
- Rename the regulations and policies found: **original name\_year** and save it in pdf format into the folder;
- Rename the curriculum/curricoli found: **original name\_ cycle/level\_year** and save it in pdf format into the folder;
- Carry out the analysis of the text for each curriculum in order to find bibliographic sources on “learning to learn” mentioned in the curriculum/curricoli;
- Carry out the analysis of the curriculum text using the "Search-Find" function to find the occurrences of the term: *competence; learning to learn and its homologous forms; constitutive components of “learning to learn”*; Perform the research in the curriculum corpus of one construct at a time.

\* When using the "Search find" function, search for the cited constructs and components both in the extended formulation and by entering the root of the phrase / components.



\* Report, as in the example, the abbreviation of the curriculum in which the search is performed, the searched construct, the page number.

\* Report the complete sentence of the curriculum text where there is one/more terms usefeul for the research. This in order to refine the search for terms according to the "keyword in context" mode in order to understand the presence of the constructs within each curriculum.

Example:

**Aprendizaje autorregulado (CNB\_III°\_ALL03, pag. 582):** De este modo, lo que se aprende depende fundamentalmente de los conocimientos previos convirtiéndose la propia experiencia, además, en un instrumento regulador del aprendizaje de lo nuevo.

**Estrategia de aprendizaje (PCEB, pag 23):** Ambas promueven que los estudiantes puedan manejar mejor su emociones, monitorear sus estrategias de aprendizaje, organizar su tiempo y método- dos de estudio, fijarse metas de desempeño más ambiciosas.



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#### El Salvador

Ayuste, A. y otros. (2005). *Planteamientos de la pedagogía crítica. Comunicar y Transformar*. Barcelona: Graó.

#### Colombia

Mayor, J. (1997). *Estrategias metacognitivas, aprender a aprender y aprender a pensar*, Madrid: Síntesis

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Stringher, C. (2016) Assessment of Learning to Learn in Early Childhood: An Italian Framework, *Italian Journal of Sociology of Education*, 8 (1), 2016

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