

## **Curriculum design experience, adapting material for Escuela Nueva for La Ceja Rural Schools.**

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### **Abstract**

The purpose of this study was to systematize experiences on designing guides for the Escuela Nueva model. Data collected, including logs and teachers' perspectives were analyzed inductively, in a qualitative form, being critical on information gathered. The results emerged from the bottom to the top giving researchers' information for shaping the designing of guides in order to adapt their product for children whose experiences are linked to a context with different needs from the context where researchers are used to teaching. This study provides an insight on how to walk in a different context, adapting guides for children and teachers who need help to have a clear path to follow in a new language.

### **Keywords**

Escuela Nueva, Rural Education, Curriculum design, Systematization of Experiences, Contextualized material

### **Resumen**

El propósito de este estudio fue la sistematización de experiencias diseñando guías para el modelo de Escuela Nueva. Los datos recolectados, incluyendo las fichas de recuperación y las perspectivas de los profesores fueron analizadas inductivamente, de una forma cualitativa, siendo críticos con la información recolectada. Los resultados emergieron desde el fondo hasta lo más alto de la investigación dando a los investigadores la información para dar forma al

diseño de guías con el propósito de adaptar el producto final para los niños los cuales están en un contexto con necesidades totalmente diferentes a las que los investigadores están acostumbrados a enseñar. Este estudio provee una mirada de cómo adentrarse en un contexto totalmente diferente, adaptando guías para niños y profesores que necesitan ayuda para clarificar su camino hacia una nueva lengua.

### **Palabras clave**

Escuela Nueva, Educación Rural, Diseño Curricular, Sistematización de Experiencias, Material Contextualizado

## **Introduction**

The Foreign languages curriculum guides in Colombia, specifically in the Escuela Nueva, lack material that creates gaps and hinders the goal of improving English performance in rural contexts. This research exercise aims to create guides that not only help students perform better in English, but also aid teachers in increasing their performance with their classes. Despite the implementation of programs such as *Colombia Bilingüe* by the Ministry of Education, curricular guides adapted for Escuela Nueva still suffer from the same gaps due to the absence of adapted material that addresses their needs.

### **Literature Review**

Several studies have been conducted by researchers to prove the need for guides and support in rural contexts, as the Colombian government has done several attempts to fill gaps in Escuela Nueva education, some of them have worked as desired, remarking also that these

attempts have barely worked as expected.

First, having an outlook in a study conducted by Perez and Martinez (2016) in three schools in Cundinamarca, Colombia, involving one private and two public schools. The study focused on strategies implemented in rural contexts, with students and teachers from third grade. The study found that the teachers did not have a solid understanding of how to provide proper English classes, which affected the English level of their students. The study recommends improving the curricular guide and creating more effective teaching practices that will grab students' attention.

The second study, conducted by Garcia and Marin (2015), focused on the challenges faced by teachers in rural contexts when implementing language policies. The study used qualitative data collection methods, including semi-structured interviews, document review, and a research diary, to gather data from eight teachers in six rural schools in *El Oriente Antioqueño*. The findings showed that the teachers lacked knowledge and awareness about language policies in Colombia, which created a need for strategies to be implemented in curricular guides to help them understand how to apply the policies in their teaching practices. Additionally, the study highlights the importance of teacher training to help them develop strategies that meet the needs of Escuela Nueva contexts.

Another study, carried out by Henao (2016) in the rural institution Mariscal Robledo, aimed at improving L2 learning practices in Escuela Nueva. The study used quantitative data collection methods and focused on sixth-grade students. The results showed that the implementation of various pedagogical strategies, such as short guides and virtual platforms, had a positive impact on students' L2 skills. Although some gaps in language proficiency remained, the study's strategies were effective in improving L2 learning practices and had a positive impact on the rural context.

Finally, the studies reviewed show that there are still significant gaps in English language education in rural contexts, and both the government and teachers need to pay more attention to this issue. Furthermore, the studies also highlight the importance of creating adapted guides and strategies for improving language education in flexible models like Escuela Nueva. While there are some positive examples of effective strategies, there is a need for future teachers to seek out new ways to enhance education in rural contexts, thus in that way aid education in rural contexts using their own capabilities to implement methods they consider relevant for improving knowledge of their students.

### **Statement of the Problem**

After approaching some previous studies, as Researchers, we were focusing our attention on a public school located in the rural area in the south of La Ceja, Colombia, where there is significant agricultural production and a Catholic majority population. The educational center, Cándido Bernal, offers basic elementary and high school education under the flexible methodologies of Escuela Nueva and Post-primaria. However, we have observed limitations for teaching and learning English due to the absence of adapted materials and the difficulty the teachers experience when planning English classes. This issue is also reflected in the students' lack of interest in learning a foreign language.

Teaching English in a rural context in La Ceja, as well as in the whole country, poses many challenges, including the lack of materials, inappropriate physical spaces, teachers' training, connectivity and policies that lack contextualization. These factors often result in low motivation for students to learn English, leading to second language illiteracy. As future teachers, we believe that curricular designs within the teaching of English should be updated and experimented with by teachers in La Ceja, specifically in San José Village, under the Nueva

Escuela Model. Our research aimed to systematize the experience of curriculum design for the Escuela Nueva model. To do this, it was necessary to create material, and test the material in the field asking teachers about the viability of the proposals. Considering the importance of accomplishing the related goals it was significant to answer the following question: What was the experience of the researchers designing a proposal for the Escuela Nueva model?

### **Justification**

This study enriches the existing experiences on curriculum design for Escuela Nueva teachers. In this sense, it provides guiding material that reinforce strategies, resources, activities enhancing motivation, and improves teachers' experience and students' opportunities to learn. The study also lays a foundation for teachers in rural contexts who will begin their journey through the Escuela Nueva Model. Thus, merging the creation of English guides for the Escuela Nueva Model as well as the systematization of experiences of researchers embarked in the curriculum design for future designers is essential, crafting significant tools for such experiences.

### **Conceptual References**

In the first sight we have to be clear about what rural context is; by means of López (2006), life in the countryside is opposite to the urban one, where the population and quantity of buildings is scarce. On other hand, in the words of Perez (2001), the rural context is not limited to a space where the land is tilled or has to do with the retrograde. In that sense, "the rural environment is then a socio-economic entity in a geographical space" (p. 23). It is a context based on socioeconomic factors, social relations, and cultural realities. This is the reason why it has to be conceived to reshape models for education in these contexts, counting

that the rural context is a place with totally different needs, materials, people. It is important to consider that beliefs in rural contexts are pretty much very different from the urban area, considering also, that people born in rural areas are educated very differently due to the diversity of the region and social needs.

Besides, a new concept is emerging, called “new ruralities” which transforms/creates a new concept for what education accomplishes in the rural area. New ruralities which are responsible for breaking down the barriers that exist between the rural and the urban world, so that the interaction between both environments becomes a symbiosis that aims each time towards the same goal. However, this does not mean that regarding education what is rural is lost, since rural education must adapt to the new contextual dynamics (Farah & Pérez, 2003).

Moreover Monroy (2016) states that the new rurality includes important changes for the field in terms of socio-cultural, political, and economic factors. Additionally, addressing rural education, the government has allowed flexible models which are considered important to mention, models which allow students to work together mixing different ages, skills, capacities, etc.

Regarding rural educations and its conceptions given lastly, it is clear that rural education needs an adaptation that survives through the time, it needs a material, guide/steps that covers necessities in a totally different context and help people from rural areas to fulfill educational needs, taking into account their age, culture, intensity level, etc.

In such Contexts, the Government has some educational models such as Escuela Nueva (EN). Gélvez, Colbert & Mogollón, (1988, cited in Gomez, 1993). state that EN is a model within a school system in Colombian rural contexts, for primary levels under the responsibility of one teacher or more, depending on the number of the students per school. Its main objective is to offer the community a complete primary school level under a flexible and active learning system that is made effective through guides; promoting autonomous learning and, in turn, its

greatest characteristic is the emphasis they have on civic and social values that are given through a school governance.

The EN model has been seen as an innovative model which came to the rural area to fulfill necessities that the standard model cannot solve. EN model in its methodological way, covers new opportunities for students in rural areas, students who need to respond to the demands and challenges the rurality has, surpassing obstacles such as age, economic, cultural, and social factors, etc.

EN has been positively evaluated by UNICEF, UNESCO and the World Bank, thanks to this EN which has been considered an important advance as an innovation within high-quality and low-cost rural education, the self-study methodology has been shown as an opportunity for active learning focused on the interests and abilities of each of the students. (Gomez, 1993, p.)

Above all, remarking facts such as at some point EN model has to be understood as a multigrade methodological model in which students of different grades are put to break up with berries helping one another working cooperatively, meaning that students can help others, also teachers to students and vice versa; referencing Colbert (1987) who remark some important aspects, in which the author recognizes that qualitative and quantitative processes can be enriched in EN. This model accomplishes parameters that can survive through the time, and finally the model allows teachers and students to work together creating participative and cooperative work in the classroom.

Despite efforts given last years for EN to cover different necessities founded in education in rural areas, compared with urban areas, methods, models and methodologies continue floating up to strengthen a context with very different necessities such as the rural

context ; taking in mind that we continue experiencing straight efforts from the government creating ways which gives us opportunities; thoughts offered by the Ministry of education (As in Spanish Ministerio de Educación Nacional [MEN]), strategies such as: *Manual de implementación caminar en secundaria*. According to MEN (2016), this is a strategy that ensures the permanence and return of people who, due to external conditions, are overage.

Curriculum is a set of parameters which have the goal of covering basic needs in schools at the time of teaching, in other words, curriculum is a path which guide teachers in their practices, creating clarity for their courses and covering gaps or breaches created by nowadays circumstances such as insufficient materials found, low teachers' training and low budget. Given the last words we could state Ley 115 (1994). "Curriculum is a set of criteria, plans and studies, programs, methodologies, and processes that contribute to the comprehensive training and construction of national, regional, local cultural identity and human, academic, and physical resources to put policies into practice and carry out the PEI". In general, from another perspective, comprehending that curriculum design has to ensure basic cultural, socio-economic, personal, and educational needs, analyzing study plan needs, knowledge gaps, activity plans, etc.

The Learning basic rights (LBR) is a document given by the Bilingual Program to accomplish the Law 115. It is a tool created by the MEN to identify the basic learnings the students should achieve in in each grade, reinforcing the school practices and improve students' learnings. The LBR helps to set the Suggested Curriculum.

The suggested curriculum manages skill from basic to high levels of English, also mentioning this Curriculum as a material created to provide suggested and clear lineaments in order to fulfill necessities in the classroom also giving and promoting better practices for teachers who need to provide content with the best qualities and performances. Moreover, as mentioned before teachers can find a well design template which was created to help teachers

to have a clear path on what to implement at the time to teach their classes, but also, taking into account if they develop a well critical consistency in their teaching traditions, they can adapt those material analyzing their context, needs and preferences.

The learning grids, as well as the methodological and evaluative routes contained here, intend to provide teachers with tools that allow them to consolidate English area plans that contribute to the achievement of the learning goals that the country has proposed, respecting, Of course, institutional autonomy, guaranteed in Law 115. In this way, each Educational Institution will have the possibility of evaluating the needs and particularities of its teaching context, as well as the characteristics of its student population. (Learning basic rights., 2018, p. 32).

The following section describes the experience of the researcher creating the guides from the initial stage, describing the knowledge and experience the researchers had in relation to guides' construction. Then, the experience while constructing the guides, sharing the gains and challenges. After that, the learnt lessons when the guides were constructed. Finally some conclusions are given.

### **Reflection**

Within this segment, the researchers tell their personal reflections and make public each one of their experiences with the help of some basic questions that refer to the context, previous knowledge and lessons learned throughout the experience, here each one of the researchers tells us He tells his point of view and they let us know a little more about how each one lived the situations within the systematization of their experiences.

From the initial to the final stage, we related and covered the experiences in pre, during and after the curriculum design construction. When we as researchers were going to start the

project, we had to start a very hard scanning of documents where context knowledge, curriculum design and Escuela Nueva model were the main focus information for us researchers to add to our knowledge gains. Questions and answers were emerging from all information gained from us, as we were strengthening our background knowledge with information given for the project. We researchers were shaping our work better and better. In the following paragraphs you will find some of the experiences we lived in which relate to how the project progressed itself. For this section, the research advisor created the logs where we had to jot down the information required in each stage. The research advisor generated the questions for each log for the initial, construction and final stage.

### **3.1 Curriculum Design Initial Stage**

When we came across with the idea that we had to create guides for a rural context in Escuela Nueva, the notion in general from each of us were like chrysalis starting from its initial part. Our thoughts and feelings about what we had to create for those children were immature at the point in which we were relating a rural context and Escuela Nueva with what we were learning at the University and our previous school urban experiences. It seemed mostly for the two of us to recognize a context in which we never have had contact before, also conceiving the idea that none of us were from a rural context and we were going to be in contact with a context with different necessities and teaching practices from what we had worked before in our context. It was required for us to engage our thoughts with learnings wrapped with the target context; our first actions were to alienate our movements and learnings with information that related and narrated the Rural context and to covered information which showed the researchers for what context they were going to work and how to supply and fulfill gaps for their education, meaning, how to go to the context to impact their learning with the guides we were going to deliver to them.

On another side, we had not experiences creating guides, in which our approaches for creating guides or similar projects were our practicum experiences. Starting from this point we had to start reading and gaining information about what creating guides was, what is more, we had to relate guides design with systematization of experiences because it was our main purpose, “how to systematize the creation of guides for Escuela Nueva”. Over two semesters we started to analyze and compare text, previous studies, experiences about guide design; all these experience gains started to give form and shape to what we were going to design. Our proposed goals were being transformed by our efforts to shape guide design and systematizing experiences. Firstly, in our initial stage gains, we had to relate Escuela Nueva, rural context and curriculum design, becoming critical and analytic was an important point for us because we had to adapt and transform information in order to create a guide in which students from a rural context achieve goals in which their learnings in English impact their background knowledge supplying their basic necessities. Also, we had to care about our doings at the time of creating guides giving purpose and shape to systematizing experiences creating the same ones.

Sequentially, when we were seeking information about an adaptation for the guides that give the teachers and students a path which they can follow as an example without losing the horizon or deviating We took as a point of reference a suggested curriculum for Colombian context, created by the Colombian ministry of education. This curriculum has steps to follow which goes from basic to high English skills levels. It is a curriculum created as an adaptation for rural context in which we found a lot of basic parameters which helped us to start creating the guides. The suggested curriculum created by the Colombian government supplies basic contents for students, but their steps are barely adapted for teachers without any knowledge in the given language: having this known, we started to adapt the guides having in mind that the

guides were going to be for teachers and students that had no experiences in English. Therefore, teachers in the rural contexts need guides that lead them to a well and good teaching process.

Lastly, it is important to remark the guide which we have had during the process in the beginning which was given by the research advisor in the topic they were working on, with help of the advisor we were able to catch a right information to start being in touch with their topic in guides design; we had expectations different from what they had to do, having in mind we were new with all topics seen, having a leader such as the advisor allowed us to transform our expectations and adapt them to design a project modified to supply necessities for communities in rural context, in this case specifically for la Ceja, but also for us a guide which can be taken as a material for many rural communities around Colombia.

### **3.2 Curriculum Design Construction Stage**

Throughout the project, it was possible to find the points in common and the points in which we differ, some sheets were addressed in order to have a more organized and efficient data collection, in them, we were able to find information about what each of us experienced during the guide construction process; these logs we jotted down the answers to the questions about prior knowledge, things we had to do while designing the guides and finally we dealt with significant experiences in the process.

In the logs, it was possible to observe that we took the same points of reference, as previously mentioned, two of us had to do a previous investigation of rural context and definition, to situate our ideas and be able to give better contributions, knowing more about what a rural environment is and knowing its needs. For one of us the context was not so unknown since this participant had the opportunity to have an experience in situ for one year in two different rural schools. Supporting our ideas following a path already written for the government, such as the suggested curriculum and Basic learning rights, the researchers took

the advantage of having a better understanding of implementing information for rural contexts, thus being able to present a better product. Following the line of resources provided by the government, we found the suggested curriculum, giving a general idea of where we wanted to focus each of the modules of the guides, as a key point since we expressed our desire to contribute with adequate and contextualized guides.

For two of us, the previous knowledge acquired at the university was also important, subjects such as integrated English, didactics, assessment and practice brought us closer and gave us a clearer look at how one could plan, what it entails, significant planning and learning, such as ideas on how to do things, not only in specific knowledge but also in terms of group management and what activities we might decide within grammatical topics. Two of us also mention the importance of each of the advisory sessions that were given, since with each session gave us a more specific form in which we could implement to give better information in our product, this means, to synthesize the information already given in a better form, then allowing us a better awareness of the process carried, being able to see in each section the good points and the points we had to improve.

When the logs were addressed, the participants went through some stages in which they found a purpose for the project being created, then they passed through a justification for their project in order to have a better foundation, also with this creating objectives and learning much more about a context such as the rural one. As a second stage, it was time to design the guides, as mentioned above, the starting point for us was to learn about the materials and resources offered by the government and with this we accepted or discarded the things we believed were necessary or not. One of us gave a more detailed approach to the achievement indicators in order to have greater clarity regarding the skill that should be reinforced or worked on by modifying the material or the proposed tasks but without losing this focus.

Autonomous research was also the protagonist of the creation of the guides, since two of us saw the importance of research on our own and how we could be functional to devise useful and clear material within the guides. Help such as QR, videos on the YouTube platform could also help us explain grammar issues more effectively that we used as a resource to write the guides. In addition to this, we found it very helpful to approach grammatical topics explained just by writing and through a screen, or any other strategies to synthesize the information and make it a little clearer and shorter for the students and the teachers who have little English knowledge.

Within the process of creating and correcting guides, two of us had the opportunity to share our initial design with the Micro Center where all the teachers from the rural schools have monthly meetings to discuss topics of interest Regarding areas that perhaps are not everyone's as rural students' needs. The feedback given by the teachers was encouraging since there were many positive comments with minor things to correct, but this gave us the confidence we needed to finish creating each of the sections of the guide. Comments about the good use of English and Spanish, the length of the activities and above all the contextualization were the comments that stood out the most within the feedback they gave two of us value this exercise. What we valued the most was being able to share with people who have a broader experience within this context.

We saw the whole process as a very significant experience. At the moment of creating each part of our product they could feel the love with which they did it, the gains have been seen throughout the process and we agree that there have been many experiences when it comes to translating them. Two of us talk about how our ability to plan has improved over time. We agree that at the beginning of this process we were not so agile when it came to thinking about what we do in a class or if something could fit into our planning. Creativity was so significant as we could create something significant not only for students but also for them as teachers and

the most important thing in everything is to enjoy the process. We also agreed that each stage of the project was turning us into more analytical people and with this more critical since with each activity one had to think beyond just designing.

Two of us saw the importance of creativity, we think that this is an important quality that the person who wants to start working in rural areas should have, since many times it is not counted with all the material to be designed and that is when as teachers we must have. Two of us consider the importance of organizing time. This was the greatest learning.

### **3.3 Curriculum Design Final Stage**

For this last stage of our curriculum guide design, we can say that at the beginning when the proposal was initiated, we had a very different idea of the product that we were going to design, with what was actually done. We thought it was worksheets with activities for each class, some thought it was a type of lesson planning aimed at the teacher in each class, or that each module would be a set of activities aimed at students. We also thought that it was about proposing existing activities, not created by us and without providing any kind of resources to carry them out.

All these ideas changed over time to better understand what a curriculum guide was, by analyzing and understanding the suggested curriculum that we studied to have a broad vision of what we would do. Finally obtaining a last version in the creation of guides very different from what we thought at the beginning was a big success. Since, for the creation of these, all the members of this project follow step by step the structure and format of guide created and proposed by Professor Avelino Ledesma García and Jacqueline Marín Gómez (2022), which is composed of modules that have specific lessons with different activities, we also took great care to follow the performance indicators proposed by the suggested curriculum, and agreed, to design the guides so that they were aimed at both teachers and students at the same time

adapted to the rural context. Thus, fostering a significantly cooperative teaching-learning process.

Among our common expectations that we always shared for the project, was to achieve a product that was appropriate for the context, that this product was useful and meant to really bring knowledge and help the English teaching- learning process in these schools. We hoped to create more guides for other grades, but, due to the lack of time, it was not possible. We expect to become inspiration for other teachers and that they continue with the creation of guides, not only for EN in La Ceja, but for other municipalities that can also access this material as a guide in their English classes.

In addition, the difficulties in that aspect changed even more, since we had the opportunity to participate in of monthly meetings of the teachers working in the rural schools in La Ceja called Micro Centro (intended to work issues concerning the rural schools), this is a space in which teachers from rural schools share and treat topics of interest, being able to train in different areas and learn a little more about how to teach it effectively. During this visit we became much more familiar, and we could observe and know the conditions, the resources they had and of course read and listen to the opinions of the teachers regarding the analysis they made to the guides. These comments were of utmost importance to us, as they are the people who can tell us if the guides seem useful, appropriate to the context and if they can use them for their classes. At the beginning we were very afraid that they did not like the guides, or they seemed decontextualized. But by listening to them and reading them in a small survey of 5 questions they answered some questions such as: do you consider that this unit responds to the needs of students? Having this material in your hands would you implement them? The teachers let us know that they found the English guides appropriate for them thinking about the context and also let us know that they would implement them in their English classes.

Likewise, we consider that the teachers' feedback was very reasonable to make changes in the guides, such as including English and Spanish at the same time in the contents, since they do not understand the English language very well and it would be much easier to carry them out in this way. They also suggested having audios for the guides, so that they can pronounce each word of the activities and be able to pronounce them well to the students. And on the other hand, they positively highlighted the resources we provide for the material, such as examples, written explanations and additional links, QR codes with useful contents that they can download at home in case they do not have internet access in the schools.

Additionally, regarding our learning in the design of curricular guides. We came to different conclusions if we get the chance to start another project like this. One of us would not change any of the curriculum design steps, because the researcher considers that everything was in accordance with what we needed and that if we had not had a good basis, we would not have been able to achieve it in the same way that it was achieved. All this process was achieved thanks to the training received, our own analysis and research, also thanks to our university training that became a fundamental part during this process.

On the other hand, one of us thinks that if it had the opportunity to start the project, it would be able to create more guides and materials that can benefit and be useful to students and teachers of the other grades of the rural school. In addition, the researcher would like to have included audios in the guides so that teachers and students hear the English pronunciation of the units. The third researcher thinks that. If having the possibility to start again, one would first like to know and have more experience in the rural context, given that in this way one could have had a better approach and experiential knowledge of the needs and requirements of the context.

All of us think in common that the project could be carried out successfully in large part thanks to the training we obtained from Professor Avelino Ledesma, our research advisor.

Since Ledesma guided us with the right materials and already had experience in this type of projects and similar works, which we did not have. In addition, we consider that the training received was adequate, so that we take into account every detail such as context, achievement indicators proposed by the government and the suggested curriculum.

After finishing this whole process, we came to wonder if we would start a new project like these as future teachers. One of us thinks that although the project was fruitful, the researcher would not do it again, since the researcher wants to find new experiences in other fields. Two of us expressed that we would like to do such kind of works, since we consider them a very useful project and for the benefit of many people. Two of us would also create guides for different school grades, different municipalities and contexts, so that we can continue contributing to education with small acts like this.

### **Conclusions**

Thanks to the aforementioned, it can be seen how the lack of information about the context could represent a challenge when creating guides, which were also a fundamental part of the work, taking into account a fact in which we have been taught in a very different context from where researchers are which adds a degree of difficulty. Another challenge that could be evidenced within the entire process was the few resources that were found, such as documents, papers and other information related to the rural theme or Escuela Nueva in Colombia. Resources were scarce and it is worth mentioning that some of them do not have open access.

As researchers, we had the possibility to live through very significant lessons and experiences; one of these was the chance to approach the context, as rurality is a Colombian reality and yet many ignore it or are simply not interested in it. In this process, we were able to see from a closer point the work the teachers do from within a rural school, demystifying the

existence of many gaps in terms of English in all rural schools.

Throughout the process, we also had the possibility to share the first draft of the guides with the rural teachers of the area. Here the fruits of the effort could be seen since the teachers gave good comments and approval with minor and significant changes to be done. It was significant as the teachers are the ones immersed in the context. It came to be seen as a green light to continue with the design and improvement of the guides.

Submitting the first draft into the teachers' hands is significant for the designing of guides, as it shows the way the designers should continue, as the teachers immersed in the realities are the ones to implement it in their daily school life. It ended up being a significant experience based on the feedback given by the teachers. The guides having the approval and comments given by the school teachers have a better chance to be reproduced and distributed among teachers, in other words possibilities to be published.

Another lesson learned also being challenging for us was the time that could be invested in the design of guides. Having guides adapted to a context takes a considerable time, however, having a good plan and organized schedule help to maximize time for the dates and deliveries of each part of the work.

Finally, this is an initial stage under the intention to contribute to the guides design adapted to Escuela Nueva in the Eastern Antioquia, in that sense, this is a project that must have a continuity where future researchers can make some modifications to the initial proposal, directed to create other guides for all Escuela Nueva grades from the one that already exists, mentioned in this exercise. To do this, it is needed an in-situ experience, to know the context and their needs; the designers must know how Escuela Nueva model in Colombia works, knowledge of education policy and language policy and above all being passionate about teaching in rurality. Without motivation and passion, the researcher can get demotivated on the

way. To conclude, as a recommendation for future investigations on the subject, monitoring the implementation of the guides could allow us to know the point of view and the functionality of these in order to see what goes wrong and what works.

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