



NATIONAL UNIVERSITY OF LOJA
AREA OF EDUCATION, ART AND COMMUNICATION

ENGLISH LANGUAGE CAREER

**“ANALYTIC STUDY OF THE APPLICATION OF THE
NEW CURRICULAR REFORM IN THE BASIC UNIT OF
THE MILITARY SCHOOL “TCRN LAURO GUERRERO”
IN LOJA CITY DURING THE SCHOOL YEAR 2009–
2010”**

Thesis as a previous requirement
to obtain the Licentiate's degree in
Sciences of Education, English
Language Specialization.

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CERTIFIES:

This thesis of degree “**ANALYTIC STUDY OF THE APPLICATION OF THE NEW CURRICULAR REFORM IN THE BASIC UNIT OF THE MILITARY SCHOOL TCRN. LAURO GUERRERO IN LOJA CITY DURING THE SCHOOL YEAR 2009 – 2010**”, developed by the outgoing students of the Area of Education, Art and Communication: Susana Maria Castillo Moreno and Rosa Gisela Romero Andrade, has been revised and corrected in all their parts during their development by the **DIRECTOR OF THESIS**.

Because this investigation gathers perfectly all requirements demanded for an investigation in all its ways, I authorize the presentation, previous sustentation and defense.

Dr. Lucía Torres P.

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THEME

“ANALYTIC STUDY OF THE APPLICATION OF THE NEW CURRICULAR REFORM IN THE BASIC UNIT OF THE MILITARY SCHOOL “TCRN LAURO GUERRERO” IN LOJA CITY DURING THE SCHOOL YEAR 2009 – 2010”.

AUTHORSHIP

The ideas, approaches, concepts, consultation procedures and analysis as well as the classification of the results of this Thesis for degree in Sciences of Education, English Language Specialization: "Analytic Study of the application of the New Curricular Reform in the Basic Unit of the Military School Tcrn Lauro Guerrero in Loja city during the school year 2009 - 2010"; are exclusive responsibility of their authors.

Loja, October 2010

Susana Castillo Moreno

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The Authors

DEDICATION

- I dedicate this work to my dear parents with love and affection, who have guided me in each step with their wise advice and have dedicated to me all their love and support during the realization of this work. To my husband Ruben and specially my daughter Clarita who is the reason for my life; and to all people whom have unselfishly offered me a supportive hand in the moments I really needed it.

Susana

- I dedicate this work to God, my strength and my guide; to my dear parents who have supported me in every step of my life; to my two little children Favia Camila and José Pablo who are my motivation of each day; and to my husband Lenin who with his example and dedication has shown me that we must move forward

Rosa

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b. SUMMARY

THE ANALYTIC STUDY OF THE APPLICATION OF THE NEW CURRICULAR REFORM IN THE BASIC UNIT OF THE “TCRN LAURO GUERRERO” MILITARY HIGH SCHOOL IN LOJA CITY DURING THE SCHOOL YEAR 2009-2010, is a document of analysis.

The main method used to develop this work, was the scientific method, which has helped us to find the true about the researched object. We also used some particular methods: analytic, synthetic, inductive, deductive, and materialistic-dialectical; to develop every part of the investigation.

The main instrument that was applied to collect information was the survey, directed to a selected sample of teachers, students and parents, which have helped us to check the hypothesis outlined in this investigation, and obtain clear and objective conclusions.

Finally, we have outlined our recommendations with the purpose of helping to improve the educational level of the students, having as a reference the limits in which the Curricular Reform is based.

c. INTRODUCTION

We live in a time of permanent changes and social transformations in which we participate directly or indirectly, and in all these processes education is present as an important part of the transformation. Our position as investigators locates us inside the problem and of course as a part of the solution of the problem.

At the moment the education system has been object of many modifications and analysis and it is evident that the development of this depends on how humane, healthy, economically sound, state of the politics and culture of the society is.

With the intention for cooperating in the development of the education in our country, and in a special way to the development of our society we have based our investigation on an "ANALYTIC STUDY OF THE APPLICATION OF THE NEW CURRICULAR REFORM IN THE BASIC UNIT OF THE MILITARY SCHOOL TCRN. LAURO GUERRERO IN LOJA CITY DURING THE SCHOOL YEAR 2009 - 2010", which was selected after taking account into different educational problems and we consider this as a current and outstanding problem.

By means of this work we want to contribute in a modest but very sincere form like a grain of sand to the improvement of the basic education in the schools of our city.

With the purpose to carry out our investigation we have pointed out the following specific objectives: Determine the type of training that the teachers of the Basic Unit in the Military School Tern. Lauro Guerrero" have and to define the degree of incidence in the academic yield of the children, Check if the methodology that teachers use is in line with the principles proposed by the Curricular Reform, to achieve an integral formation in the students, Analyze if the time given to the didactic material by the teachers is opportune and if so, according to the requirements of the curricular reform.

These objectives helped us to formulate the following hypotheses: The training of teachers of the Basic Unit of the COMIL is appropriate and it impacts in the academic yield of the children; The methodology that teachers use is based on the principles of the Curricular Reform; The use of the didactic material by the teachers is opportune and it responds to the requirements of the Curricular Reform.

With reference to our thesis we point out that it consists of the following:

In Methodology and Resources, we analyze the methodology used in the investigation, the methods, techniques and instruments that were applied, the

population and its respective sample, the form of processing the results and the way of demonstrating the hypothesis.

In results we included the close analysis of each one of the questions used on each one of those interviewed, with their respective statistical presentations and graphics; as well as the respective analysis and interpretation of the data obtained in the application of the surveys. We also included the exposition of the hypothesis, its corresponding sustainability as well as its theoretical contrasting and its due confirmation.

In Conclusions and Recommendations, we included conclusions of our investigation and the recommendations that we have allowed ourselves to suggest with the best of intentions.

In this way we offer the perseverance of our investigative work for the consideration of anyone who has some interest in this subject and wants to revise the contents of this investigative work.

d. REVIEW OF THE LITERATURE

HISTORICAL ANALYSIS OF THE EDUCATIONAL REFORM IN ECUADOR

The educational reforms have their chronological origin in the North American educator John Dewey who broke away from traditional education, contributing his knowledge to a large part of the XIX century. He can be considered as an initiator of the Reforms; at the same time in Europe, the first new schools arose.

In Ecuador the necessity of reforming our educational system has been praised throughout time. During this process some clearly differentiated stages are marked:

Before the Colony, education was directed to the children of the Inca who would later follow him on the throne; it was based on the knowledge of the sciences and the arts to administer the Kingdom with justice. This education was very limited and directed to the elite class, the Amautas, who had this right.

Colonial stage, at the end of the XVIII century, the Spaniards impelled an education directed exclusively by the Catholic Church; around this time two very important Ecuadorian figures stand out: Eugenio De Santa Cruz y Espejo, and the bishop José Perez Calama. These two representatives proposed changes with innovative ideas, such as the democratization of teaching, and education in gradual and progressive form according to the student's development; they outlined Reforms like methodological reordering, preparation of classes, summaries, dialogues, etc.

In the Republican time, Vicente Rocafuerte issued the statutory decree of public instruction on August 9, 1838, which supposedly would last a quarter of a century. He created a general direction of studies and sub-directors and inspectors for the counties.

Rocafuerte ordered that all the convents work as schools. He transformed Santa Maria of the Socorro Beater that previously was a Reformatory, and then founded the school of Guayaquil, the museum of art in Quito, and a school of painting.

During Garcia Moreno's period, a state of oligarchic type with extremely conservative ideologies was consolidated in our country. During this government

an agreement with the Holy See was signed in which the control of education settled down with an exaggerated religious influence.

"The educational system put in validity the authoritarianism, the scholastic pattern played an important role, giving priority to the Catholic Schools, in front of the establishments of fiscal character, the education leans on fundamentally in the traditionalism of the church, sustained in the traditional concepts of authority, in the doctrines of divine right, in the medieval doctrine; that is to say in theological justifications about dominance class of landowners and the Catholic church."¹

Garcia Moreno's political aspect has been very censored by his exaggerated authoritarianism. However, his high spirit started with the work of organizing and diffusing the education with great intensity and with no other regard to our country. He declared that his most firm yearning was to improve public education and that this should be based in the religion.

In 1905 a new Reform was created which ordered that the official education in the primary levels was to be essentially secular. The laicism believes in a possibility of a moral lay, far from every religious dogma, considering that each individual's

¹ CARRION, Esther, *Educative Politics*, Editorial V.T.M., Machala, 1995, p. 10

internal jurisdiction is an intangible sanctuary and man's relationships with divinity is a matter that only concerns each individual's moral conscience.

The constitution of 1906 establishes the freedom of education, and it also points out that the education imparted by the state should be lay. This constitution is considered as a truly liberal political letter; however, many years passed before it was put into practice, due to the lack of teachers.

President Alfaro and his collaborating education minister, José Peralta, wanted to elevate the educational system, and they founded pedagogic institutes that then took the name of Normal Institute Juan Montalvo and of young ladies Manuela Cañizares. Secondary schools were gradually founded, and the schools of Fine Arts and the Music Conservatory that had disappeared after Garcia Moreno's death were recovered.

The constitution of 1944, considered as the best of those that have been given in Ecuador, dedicates a wide section to the education and the culture, forcing the state to foment scientific investigation. The gratuitousness was also enlarged for education when giving the necessary materials in gratuitous form; it also guaranteed freedom and stability for teachers.

Most important in the last years has been the creation of the Department of Integral Planning of Education in 1960 which sponsored a new Reform, although it is not completed in its entirety. Nevertheless, the project of UNESCO for the eradication of illiteracy, although the percentage of illiteracy moves slowly, has been reduced significantly in the last years to 14%.

CURRICULAR PROPOSAL CONSENSUS FROM 1966

The Ministry of Education and Culture conceptualizes Curricular Reform as: "The reordering of purposes, contents, sequences, methodology, resources and evaluation systems, based on the Ecuadorian reality that seeks to substitute the encyclopedia for the development of intelligence, memory for understanding, strong discipline for autonomy and creativity, the lack of individual and social morals for an education of values which help each Ecuadorian to commit to their country and their permanent objectives."²

The Consensus of the Curricular Reform is an access door toward a total change of the education, which should include the goals of the education and achieve the improvement of the quality of life and a bigger social efficiency.

² BASIC MATRIX, Document 1, M.E.C. 1994.

"The Curricular Reform has the principle that teachers are the professionals of the educational process, and therefore, they have the freedom of choosing the pedagogic current that better responds to their requirements and conditions."³

The educative Curricular Reform tries to incorporate to the teaching-learning process all the active forces of the society; since this means to strengthen the skills and favor the formation of the students according to their own aptitudes.

At the moment, the educational society doesn't have a clear conception of what the Curricular Reform is, confusing it with the educational Reform; thus, it is necessary to establish a difference between these two conceptions. It is certain that they are of significant importance for education, although in our country they don't have the attention they deserve. The Curricular Reform involves change of objectives, contents, methodology of work intra – classroom, and evaluation forms; therefore, it is not a global educational reform. The educational reform is the restructuring of the educational system, central administration, direction of education, supervision, legal body, etc., and curricular reform.

³ M.E.C. Curricular Reform for the Basic Education, Quito 1996, pág.5

The curricular proposal has as its main antecedent the educative project for Latin America and the Caribbean, the national agreement “Education XXI Century”, as well as educative and cultural politics.

The Curricular Reform on the other hand, has been implemented because it is necessary to build a society democratic in politic terms, economically competitive and socially fair. It is necessary to incorporate into the educational practice the scientific knowledge in what refers to the nature and the human being. In an effective way, we should also link education with work and with life.

On the other hand, it is indispensable to redefine the goals toward which the educational system is guided, since it is urgent to assist the basic necessities of learning, preferably in the urban-marginal and rural sectors.

"The Curricular Reform has as fundamental purposes:

- To strengthen the understanding, critique and appreciation of the reading and writing processes; and the handling and application of the basic mathematical operations.
- To give bigger emphasis to the understanding, formation of values and psychomotor skills.

- To improve in progressive form the quality and justness of the education.
- To reduce the levels of school failure.
- To relate the educational system with the challenges and demands of the socio-economic system.
- To reinforce the knowledge, the values and the cultural practices through a planned education.
- To implement consensuses which take teachers and community to create educative projects according to the students' necessities"⁴

General objective of the Curricular Reform.

"To achieve that the Ecuadorian educational system responds to the demands of national and world development, and to the economic, social and cultural reality of the country; to elevate the quality of the same, as well for their integrity, continuity and relevancy as for their socially useful contents."⁵ The Curricular Reform is guided to the formation of skills in the students, remarking this goal like a great achievement in the educational reform.

⁴ M.E.C., Guides for the Development of the Curriculum from the 2nd to 10th year of Basic Education, Quito 1998.

⁵ M.E.C., Curricular Reform, for the Basic Education 1996.

Objectives of the Basic Education

"The Ecuadorian basic education commits to offer the appropriate conditions, so that the youths, when concluding this education level, achieve the following profile:

- To be clearly and deeply aware of being Ecuadorian, in the mark of recognition of the cultural, ethnic, geographical diversity and of gender of the country.
- To be aware of their rights and duties in relation to themselves, to the family, to the community and the nation.
- High development of their intelligence, at a level of creative, practical and theoretical thought.
- Able to communicate with corporal, aesthetic, oral messages, writings and others.
- With abilities to process the different types of messages of their environment.
- With capacity of learning, with autonomous and solidarity personality, with their social and natural environment, with positive ideas of

themselves, and with positive attitudes toward their work and their use of free time."⁶

Theoretical sustenance

The Curricular Reform consists of the importance of the formation of the Ecuadorian society; it is based under theoretical sustenance that offers to teachers several possibilities to guide the teaching-learning process of their students. These theories are based on scientific theories that allow education to be the main character of social changes. These theories are: Psychoanalytical theory, Theory of Gestalt, Perceptual Theory, Humanist theory, Theory of Ausubel, Theory of Piaget, and Theory of Lev Vygostky.

That is to say, that the Curricular Reform seeks to root all these values in the individual for the coexistence in harmony of all the members of Ecuadorian society. Which will be in the future who take the control of all the functions of our

⁶ M.E.C., Curricular Consensus Reform, Series of Support to the Teaching Training EB/PRODEC, Quito 1996.

country, since with the reform what is sought to eliminate the illiteracy that in our country.

Areas of Study

The Curricular Reform of the Basic Education is the main axis of the modernization of the educational system, and it is based on studies of the educational fellow inside the Ecuadorian context.

The plan of basic education according to the Curricular Reform includes the Areas of Language and Communication, Area of Mathematics, Natural and Social Environment, Area of Natural Sciences, Area of Social Studies.

Education in the Practice of Values

Education is the process of learning knowledge and values in front of the life and is the basic stone and the foundation of any serious intent of social transformation.

We consider values to those present elements in the being and the beings that make them appreciable for certain moral, aesthetic ends and religious.

The world of values involves the entirety of the real existence. The prioritized basic values are: "Identity, Honesty, Solidarity, Freedom and responsibility, Respect, Criticism and creativity, Affective warmth, and Love."⁷

Curricular design.

The curriculum has as a fundamental function the organization of the educational practice. It is the systematizing of what the teacher has to carry out in the classroom to fulfill the positions declared in the objectives of the education.

The curriculum is the group of objectives, skills, contents, methodology and evaluation related to each other. The curriculum is not a simple list of contents, but the answer to several queries: What to teach? When to teach? How to teach? What, how and when to evaluate?

⁷ M.E.C. Series of Support for Teaching Training EB/PRODEC, Curricular Consensus Reform, Quito 1996.

PROFILE OF THE TEACHER OF BASIC EDUCATION

Improvement in the quality of the basic education has as its starting point the essential characteristics of the country and the changes that are operating in the same one. In this context it is necessary to consolidate a model of development which can give answers to the challenges of efficiency, quality and competitiveness that the environment demands; this implies a challenge for the country to impel a model that promotes external competitiveness and internal equality.

This allows us to point out that the educational system has big responsibilities in what concerns this model of development. It is unquestionable that this educational fact is expressed in the types of relationship among teachers, students, authorities and family parents.

Educational training preceding the Reform.

It is necessary to take into account at least two aspects: the essential characteristics of the country, and the changes that are taking place in the same

one. Our country presents different types of culture and production, high levels of poverty, and marked social differences which show an evident social crisis and of values. Thus, the new teacher should present the capacities to: Manage a flexible Curriculum, Generate learning processes that recognize the diversity, Work in team, Innovation, Integrate the school life with the community, Acquire reading habits, among others.

ACADEMIC YIELD

The academic yield is a constant priority to those who are part of an educational institution, as well as to the family and parents of the students; in this context, the results obtained at the end of an academic period are the trustworthy reflections of the effort that has been carried out by teachers and students both within and outside the classroom. Nevertheless, the obtaining of certain qualifications in some subjects reveals the different factors that have intervened during the school year, and which are reflected at the end in a qualification through three spheres of the learning: cognitive, psychomotor and affective , according to the Curricular Reform.

We can say that yield is the relationship that exists between the teacher's

organized work and the interest that the student should put to be educated, taking into account each student's individual abilities, whose relationship with the yield is not always lineal, but rather it is influenced by aspects such as school level, sex, attitudes, abilities, skills, study habits, affectivity, self-esteem, etc.

It is not necessary to forget that each person learns in a certain way with a personal rhythm and some specific motivations. Nobody can learn for another; therefore, the teacher cannot forget the characteristics characteristic of each one of the students when using a method.

Conditions that affect the Academic Yield

Environment is a fundamental factor inside all learning processes; a narrow relationship exists between the student and the means in which is developed, because it receives all kinds of stimulus and impressions before which the individual responds according to his necessities.

Many times the student doesn't render enough because the environment in which

he/she studies and works is not the appropriate one. For example, there may be too much noise, or working conditions lack proper illumination, ventilation or temperature, etc., or didactic materials are not appropriate, etc.).

Many times the yield of the students is also affected by other aspects that often cannot be ascertained but which significantly affect the learning process, such as: Physiologic and Material Conditions.

The Evaluation

The new pedagogy doesn't state that the evaluation has as its purpose a grading system. With the implementation of the Curricular Reform, the evaluation goes parallel with the learning. The content assimilated by the student facilitates the continuation of the learning process, since when solving a difficulty or a problem, the student applies knowledge and at the same time the evaluation is presented. Nowadays, the student has the possibility to participate inside his own evaluation.

To evaluate the progress of their students, teachers can observe the participation of the students, the interaction with the materials, and the participation with other students.

Traditionally, evaluation was understood as the last curricular element to sanction the learning of the students or the simple measure of a behavior. A test was used to reflect learning, and it continues to reflect a vision of evaluation. Nowadays, evaluation must be involved in all of the educative processes, since it has to be permanent.

The evaluation is a fundamental and inseparable element of the curriculum. Evaluation is in fact the appreciation of qualities, and the interpretation of the reality which is expressed by opinions and values according to each student's differences. According to the Curricular Reform, the teachers evaluate students continually. The Law of Education in article 303 expresses that the scale of qualifications will be from one to twenty and will have the following equivalences:

20 - 19 excellent,	18 - 16 very good,	15 - 14 good,
13 - 12 regular,	11 or less insufficient.	

Factors which influence the academic success or failure

Academic ability is the potential or the intellectual capacity to learn different subjects of a study program. Mental capacity is determined by specific aptitudes; some students present greater aptitudes through an oral sense, and others through a numeric sense. For this reason, teachers should be aware of these differences in the classroom in order to prepare their plans.

Previous knowledge constitutes the base for new learning. The right preparation in writing and reading is the key for academic success. The student's knowledge constitutes the base for the acquisition of new knowledge. To get the new knowledge, it is important to take into account the discipline and study methods which are the ability and effectiveness to carry out an academic activity.

Efficiency depends exclusively on the appropriate use of techniques of study, since success doesn't only depend on intelligence and effort, but also on the effectiveness of the study methods.

Academic Attitude means to feel comfortable in the educative institution, and to have good expectations about learning, in order to reach academic success.

e. RESOURCES AND METHODS

- **METHODS:** In a general sense, Method is an orderly group of procedures that guide us to the clarification of a truth. The method consists on rational organization and good calculation of the available resources and the more appropriate procedures to reach an objective in the surest, most economic and efficient way.

The methods that we have used in this investigation are those that we mention next:

General methods: we have considered it was necessary to use the following methods: analytic, synthetic, inductive, deductive, materialistic - dialectical.

Specific methods, as specific methods have applied the following ones: bibliographical, descriptive, historical - compared, statistical and hypothetical.

- **GENERAL METHODS:**

Analytic Method: As we know this method implies the analysis, the separation of a whole in its parts or in its constituent elements; it leans on the conception that to understand a phenomenon it is necessary to know it in the parts that constitute it. We applied this method on the occasion of

analyzing, understanding and explaining each one of the parts that correspond to the investigative process.

Synthetic Method: This method implied the synthesis that is the union of the elements that make a whole, to understand a phenomenon, whichever that is, it is necessary to carry out a work of association of the parts until arriving to the object or phenomenon. In this sense, with the information that we have obtained (facts, figures, etc.); we were progressing in our investigative process, trying to integrate the information obtained in a whole until arriving to the essence of the problem.

Inductive Method: This method starts from general facts and goes to the specific ones; we considered it necessary to apply this method since it allowed us to know the approach of the students and their parents, teachers, authorities of the educational institution and in this way establish a comparison about the application of the Curricular Reform in the Basic Unit of the Military School Tern. Lauro Guerrero.

Deductive Method: Is a process that starts from a general principle already known to arrive to a specific end; we use this method to apply the

confirmation of the facts that were presented in the investigation in the school mentioned before.

Materialistic – Dialectical Method: Constitutes the scientific method of the knowledge of the world and provides man with the possibility to understand the most diverse phenomenon in a reality. When the phenomenon of the nature, the society and the thought are analyzed, this method allows the discovery of its true laws. Because of the importance of our investigation we constantly applied this method as a space where the ideas flowed, especially those that elevate the professional and institutional growth of the educational institution reason of our investigation.

- **SPECIFIC METHODS:**

Bibliographical Method: We applied this method fundamentally to elaborate the theoretical background.

Descriptive Method: In the process of development of our investigation we have referred to practices that prevail, attitudes that stay, processes in progress and effects that are felt or tendencies that are developed.

Historical – Compared Method: This method allowed us to know the history of the investigated institution and in this way we could establish the relationship between the past and the present and so project the future with security.

Hypothetical Method: Allowed us to show assertions of the investigated phenomenon. These assertions are presented in the capacity of hypotheses which underwent confirmation and then with the knowledge and the confrontation of the facts we presented the conclusions on the application of the Curricular Reform in the school reason of our study.

Statistical Method: We considered it necessary because by means of the descriptive statistic we can confront the results and obtain clear conclusions in our investigation topic.

- **TECHNIQUES:** The techniques constituted the specific ways used for a certain science, of which are the correct norms of those and were needed to execute operations of interest. One of the techniques we used is the bibliographical investigation, which allowed us to gather information from different sources and in order to enrich our investigation.

The technique of the survey was also used, which were applied to teachers, students and students' parents, to request information on the curricular reform; likewise, were carried out interviews with the authorities of the institution.

- **INSTRUMENTS:** We applied the following instruments: bibliographical cards which served to obtain information of the books that were used for the investigation; questionnaires which was used to obtain data from the interviewed people through a group of questions.
- **POPULATION AND SAMPLE:** For the present investigation, the total population or universe was made up of all the students from the first to seventh years of basic education and authorities of the COMIL - 5 of Loja city. We also interviewed the students' parents, in the school year 2009 – 2010. The population is outlined in detail below:

Registered students:

PARALLEL	2 nd Year	3 rd Year	4 th Year	5 th Year	6 th Year	7 th Year	TOTAL
"A"	19	24	22	28	27	20	140
"B"	20	19	19	29	27	23	137
TOTAL	39	43	41	57	54	43	277

Students sample:

PARALLEL	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	TOTAL
"A"		10	10	10	10	10	50
"B"		10		10			20
TOTAL		20	10	20	10	10	70

Teachers of the Basic Unit:

TEACHERS	TUTORES	SPECIAL	TOTAL
	12	16	
TOTAL	12	16	28

Teachers sample:

TEACHERS	TUTORES	SPECIAL	TOTAL
	11	4	
TOTAL	11	4	15

Total sample to be investigated:

INTERVIEW POPULATION	2nd	3rd	4th	5th	6th	7th	TOTAL
STUDENTS		20	10	20	10	10	70
TUTOR TEACHERS	1	2	2	2	2	2	11
SPECIAL TEACHERS	1		1		1	1	4
STUDENTS' PARENTS	5	5	10	15	10	10	55
TOTAL	7	27	23	37	23	23	140

- **FORMS OF PROCESSING THE INFORMATION AND DEMONSTRATION OF HYPOTHESIS:** Once we applied the investigation instruments to the selected people for our investigation, we proceeded to organize process and analyze the information that they offered us. In order to achieve this we organized the groups of informants, then with each sector we proceeded to process the information question by question.

Then after analyzing the answers we proceeded to elaborate a table and a graph as a summary of the obtained data. We then carried out the description, analysis and respective interpretation.

For the demonstration of the three hypotheses we use a theoretical - deductive procedure.

After finishing the outstanding activity before, in the demonstration phase the obtained information by the interviewees is summarized, analyzed and discussed. Finally and based on the facts and opinions, we could make a decision of accepting or rejecting each one of the formulated hypotheses.

f. RESULTS

Authority, Teachers, Students' and Family survey

Interview directed to the main authority:

- 1. What kind of academic events have you organized to make viable the application of the Curricular Reform in the school that you manage?**

There have been organized different seminars based on the Curricular Reform, especially to improve the level of our teachers; these seminars are based on the current rules of the Department of Education and Culture; and those other stipulated by the Command of Education and Doctrine of the Terrestrial Force.

- 2. What other type of academic event has been promoted to develop the process of capacitating in teachers?**

Teachers go to the different seminars gave by the Department of Education and Culture; I mean that teachers are continuously capacitated and go to the different acts that the institution is invited.

3. What kind of level exists between the methodological proposal of the Curricular Reform and the praxis that teachers make in the classroom?

There is a narrow relation between the theory and praxis, which allows having a parallel application of the curricular Reform. This process is carried out strictly; as well as the planning as the praxis; that allows an appropriate application of the reform in study.

4. What kind of didactic material do teachers use to carry out the Curricular Reform?

I have to state that the School has a great variety of didactic material, from the simplest to the most sophisticated, like: Charts, maps, projectors, etc.

5. How do you catalogue the academic yield of the students of the Basic Unit, in the application of the Curricular Reform?

The academic yield of the students of the Basic Unit is really good, because teachers are capacitated to foment and create significant leaning in children.

6. What should be done to improve the application of the Curricular Reform in the School you direct?

Continue capacitating teachers, in themes related to Curricular Reform, creating in teachers the necessity to look for actualization of knowledge concerning to new reforms. Showing the love to the educative institution and the children who study here.

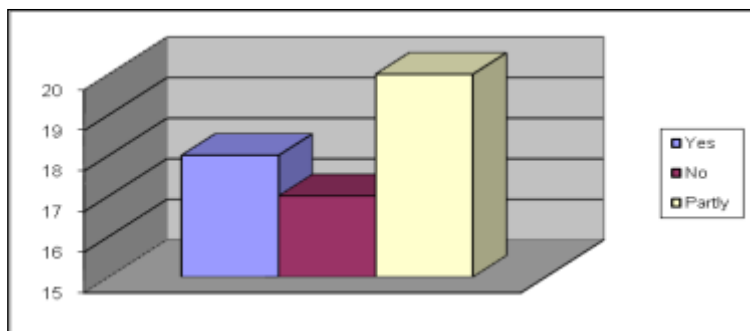
Survey to Family Parents:

1. Do you know what is the curricular reform?

Curricular Reform	<i>f</i>	%
Yes	18	33
No	17	31
Partly	20	36
TOTAL	55	100

Source: Family Parents' survey
Responsible: research group

Graph 1



INTERPRETATION: Once analyzed, the data of the outlined question point out that 20 students' parents, which represent 36% know only part of what the curricular reform is because they received limited information and only a certain class of information in the schools where their children study.

31% which correlates to 17 students' parents know absolutely nothing of what the curricular reform is. We believe that this is due to the lack of diffusion of the M.E.C. to the community.

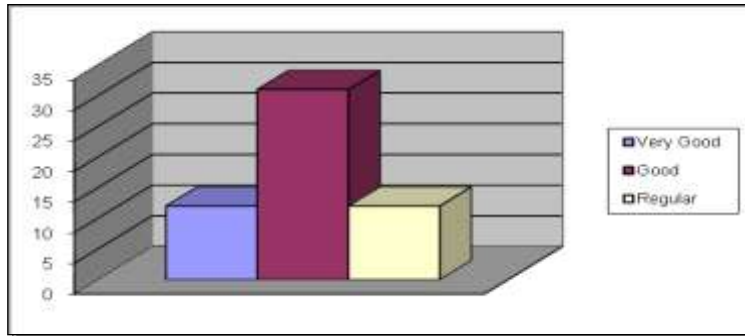
Only 18 parents of the 55 interviewees which represent 33% of the population know the Curricular Reform. This is because they have studied and analyzed it and they can give their own understanding about what the new reform is and the role it carries out inside education.

2. How do you consider the curricular reform?

How do you consider the curricular reform?	<i>f</i>	%
Very good	12	22
Good	31	56
Regular	12	22
TOTAL	55	100

Source: Family Parents' survey
Responsible: research group

Graph 2



Why?

- Teachers have mistakes in the Teaching-Learning Process.
- It is not applied in its entirety.
- Prepares the student.
- It helps to project the student's profile.
- A lot of facilities to the student.
- There isn't interest in the children to investigate, since the homework is done by the parents.
- The reforms have mistakes.
- Takes into account the children yield and not only the test grade.
- Children are evaluated systematically and in a permanent way.
- Tries to carry out changes according to technological advances.
- Teachers are the mediators of the learning process.
- Improves the educational quality.
- Develops the individual's thought processes.
- One has opportunity to have knowledge of the traversal axes.

- The children will be able to face the modern world with an appreciable intellectual level.
- The traditional teaching is left behind.

INTERPRETATION: After having tabulated the data of the outlined question we have reached the conclusion that 12 students' parents which represent 22% express their approach that the curricular reform is good because it helps to project the student's profile, preparing it by means of academic strategies and through them we can notice the improvement of the educational quality. Changes according to different technological advances and development of the individual's thought are also observed, allowing him to face the modern world and the challenges that have been imposed at educational level.

On the other hand 31 students' parents which represent 56% hold that teachers still make mistakes in the teaching - learning process, giving too many facilities to the student which drives students to loss of interest toward the investigation.

Therefore they sustain that the curricular reform still maintains many errors.

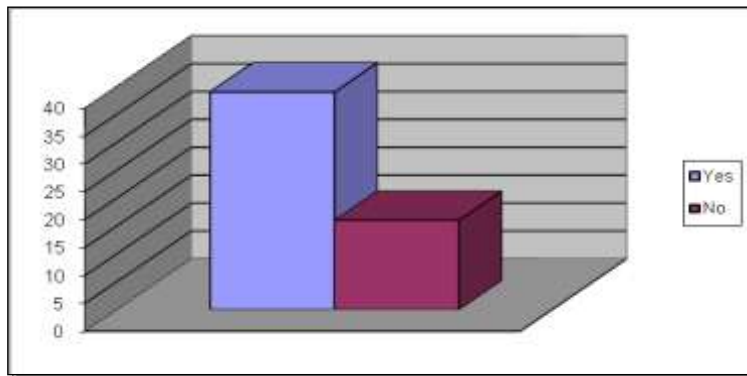
12 students' parents which corresponds to 22% state that they don't agree with the curricular reform, in that this is a product of the creativity of other countries and doesn't allow teachers to work appropriately in the classroom.

3. Do you find appropriate the way that the teacher evaluates your children?

Do you find appropriate the way that the teacher evaluates your children?	<i>F</i>	%
Yes	39	71
No	16	29
TOTAL	55	100

Source: Family Parents' survey
Responsible: research group

Graph 3



Why?

- The evaluation should be daily and not dependent on a test.
- The children learn how to do their tasks.
- There are systematic and permanent evaluations.
- Framed pursuit inside the curricular reform.
- Makes the children learn how to correct their mistakes.
- Integral education.
- There are no tasks and an appropriate evaluation is required.

- The student participates expressing its opinions and in this way he/she fixes their knowledge because test questionnaires are not sent.
- Maintains the traditionalism.
- Evaluates qualitative and quantitatively.
- Allows the student to interact.
- Helps the student to make an effort and to overcome.

INTERPRETATION: Once finished the tabulation of the answers to the question, we conclude that 39 students' parents, which corresponds to 71%, express their pleasure with the curricular reform. They state that the children learn how to be responsible from an integral way and to correct their mistakes. Besides, the evaluation is not only quantitative but also qualitative and the most important thing is that the evaluation is permanent.

On the other hand the children learn how to express their opinions, to reason and interact inside and outside the classroom.

However, 29% of the interviewees stated their dissatisfaction, because the teacher hardly sent tasks neither questionnaire when they evaluate in written form. They also point out that the evaluation continues being traditional. That is to say that the teachers still depend on a test.

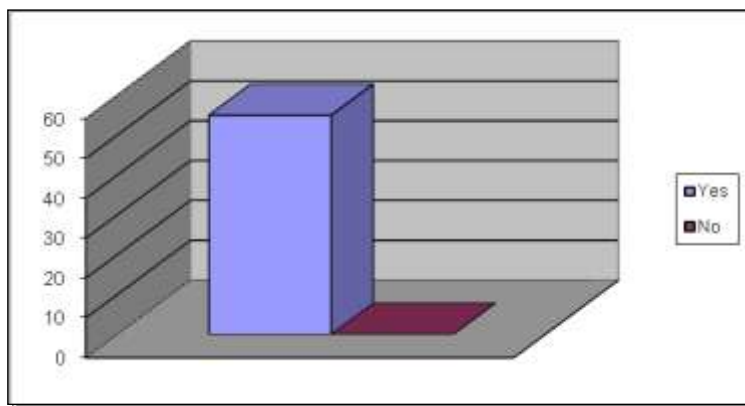
4. Do you collaborate with your child's education?

Do you collaborate with your child's education?	<i>F</i>	%
Yes	55	100
No	0	0
TOTAL	55	100

Source: Family Parents' survey

Responsible: research group

Graph 4



Why?

- The parents reinforce the knowledge learned in the school.
- Tasks are checked.
- They need help at home.
- It is a duty of the parents worrying about the children, to share their experiences and to support them, so we help them to be responsible.
- We collaborate jointly with the teacher.

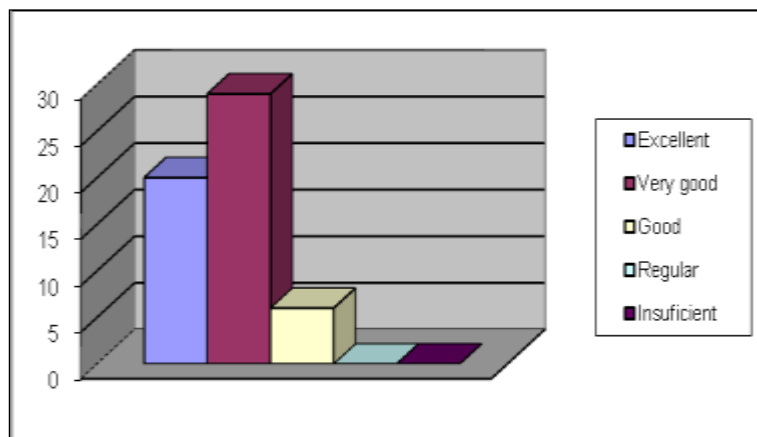
INTERPRETATION: After having tabulated the data of the outlined query, we have reached the conclusion that 100% of the students' parents collaborate in the education of their children; because they point out that it is its obligation to be concerned about them, to share its experiences and to support them. Also in some activities the children cannot work alone and they need the support of their parents. In this way the extra work complements that which is carried out by the professor and helps the student to reinforce the knowledge and to control the order of the tasks so that the student is responsible formed.

5. How do you consider their yield?

How do you consider their yield?	<i>F</i>	%
Excellent	20	36
Very Good	28	51
Good	7	13
Regular	0	0
Insufficient	0	0
TOTAL	55	100

Source: Family Parents' survey
Responsible: research group

Graph 5



INTERPRETATION: When finishing tabulating the data obtained answering our query we found that 51% of the students are considered inside the “excellent” qualification, a qualification that without a doubt lets us see the results of the application of form parameters in those that the curricular reform is framed, since inside these applications, she/he is strengthening the level of the students' self-esteem.

36% considered that the students' yield fell in the “very good” classification. This is due to the fact that these students have not received a good application of the parameters of the reform in the classes that its teachers have imparted them.

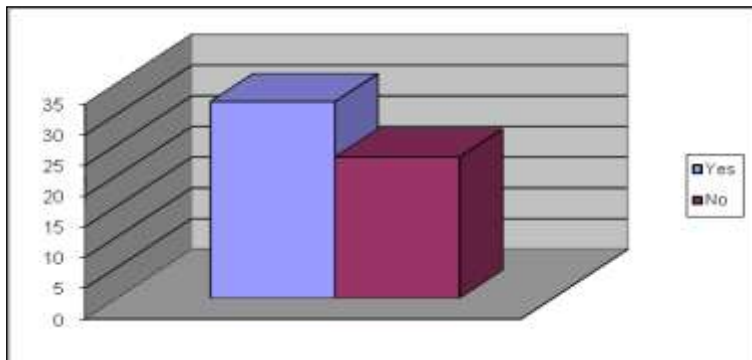
Only 13% is considered to have a “good” yield. This is because the children have a slow learning, other reason is the lack of capacitating from some teachers about concerning to Curricular Reform, and sometimes they do not motivate the students.

6. Do you know which are the methods most used by the teachers?

Methods most used by the teachers	<i>f</i>	%
Yes	32	58
No	23	42
TOTAL	55	100

Source: Family Parents' survey
Responsible: research group

Graph 6



INTERPRETATION: Once tabulated, the data related to the outlined question concludes that 58% of the interviewees point out that knew the methods that the teacher frequently uses in class.

The most significant methods for the students' parents have been the following ones: inductive - deductive, heuristic, global, experimental, analytic, explanatory, investigative and of reasoning.

On the other hand 42% of the interviewees' stated not knowing that methods the teacher used and they point out that a lack of coordination exists between the professor and the students' parents but that according to the results they consider that the teachers use the appropriate methods.

Teachers' Survey:

1. Informative Data:

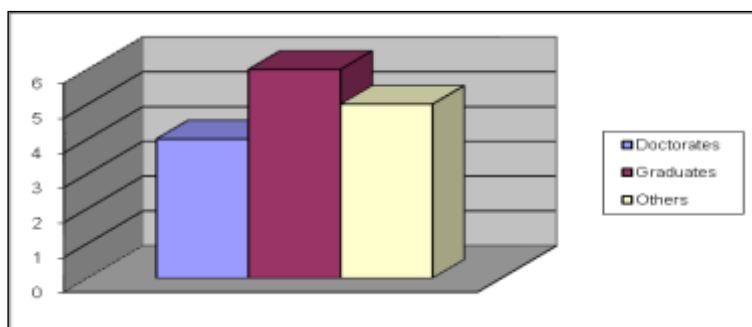
1.1 Academic title that you have

Academic title	F	%
Doctorates	4	27%
Graduates	6	40%
Others	5	33%
TOTAL	15	100%

Source: Teachers' survey

Responsible: research group

Graph 7



INTERPRETATION: After having analyzed the data we conclude that the academic level of the teachers in its majority is not superior but, the professional identity is demonstrated with an appropriate psychological, pedagogic and didactic preparation, which demonstrates that teachers are able to form the students appropriately.

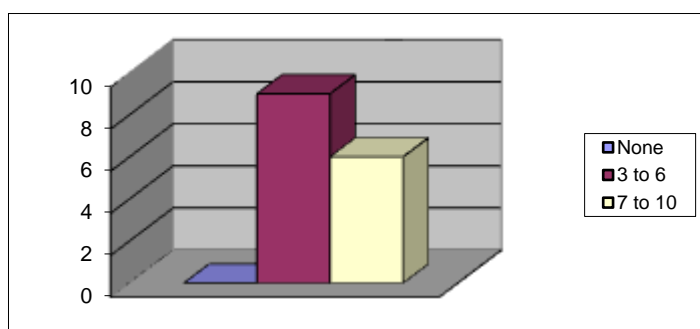
1.2 Educational experience

Educational experience	F	%
None	0	00
3 to 6	9	60
7 to 10	6	40
TOTAL	15	100

Source: Teachers' survey

Responsible: research group

Graph 8



INTERPRETATION: Once the data was tabulated to the previously established query we concluded that most of teachers of the Basic Unit of the COMIL-5 have a good experience in years of educational work. We can say that most of them are prepared and they were formed based on the limits of the new Curricular Reform.

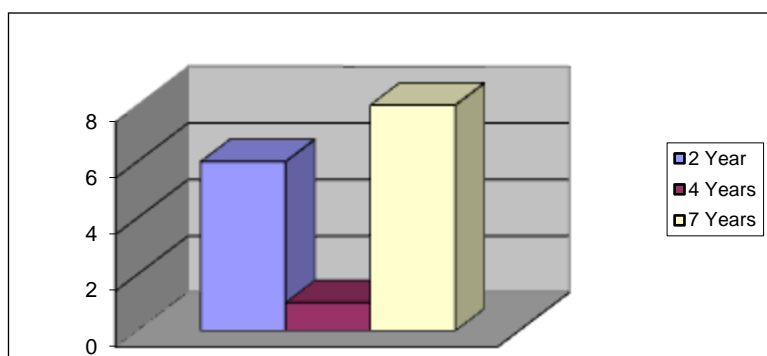
1.3 Years of service:

Years of Service	F	%
2 Years	6	40
4 Years	1	7
7 Years	8	53
TOTAL	15	100

Source: Teachers' survey

Responsible: research group

Graph 9



INTERPRETATION: After having tabulated the data with relationship to this query we conclude that 53% of the teachers have seven years of experience teaching in the school; 7% four years of service and 40% two years.

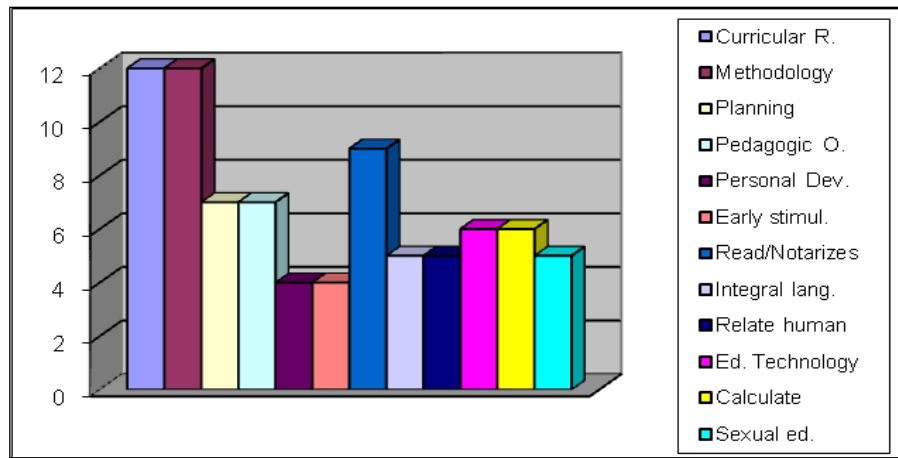
2. Courses of Training received.

Training received	F	%
Curricular Reform	12	15
Methodology	12	15
Planning	7	9
Pedagogic orientation	7	9
Personal develop	4	5
Early stimulation	4	5
Reading and Notarizes	9	11
Integral language	5	6
Relate Human	5	6
Ed. Technology	6	7
Calculation	6	7
Sexual education	5	6
TOTAL	82	100

Source: Teachers' survey

Responsible: research group

Graph 10



INTERPRETATION: Once tabulated the data of the outlined question we state that of the 15 interviewed teachers; 12 have received training courses on the curricular reform. In the same way we reached the conclusion that 12 teachers of the basic unit have also received courses in methodology.

Equally, 7 of the 15 teachers, which represent 9% of the sample, have received courses in planning. Another 7 have been qualified in pedagogic orientation. We also point out that of the 15 interviewees, 4 have been qualified in personal development and another 4 in early stimulation.

Likewise 9 teachers, have been qualified in reading and writing courses. There are 5 teachers, who have been qualified in integral language, and another 5 have been trained in human relations.

We also state that 6 teachers of the 15 interviewed, have had training in educational technology, 6 teachers, in calculation and only 5 of the 15 have been qualified in topics on sexual education.

It is necessary to point out that the sequence of answers surpasses the number of informants, because the teachers of the institution are always training on courses that help them to overcome their own limitations and this way to give their students a better and more integral education. Also it was a multiple answer question. Similar cases will be present in other questions.

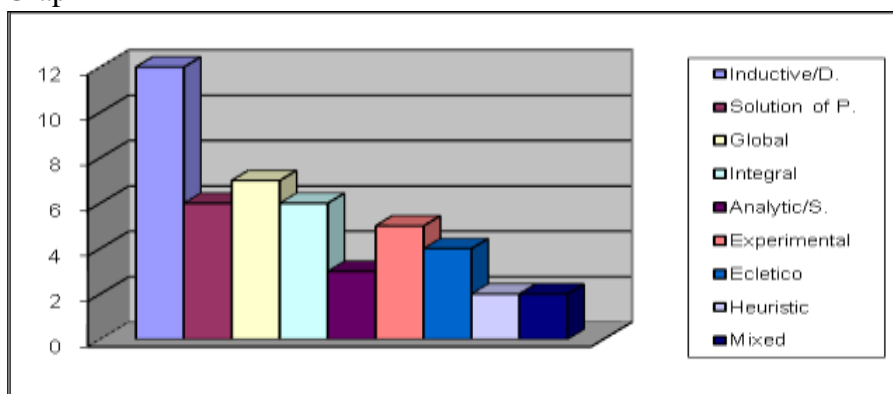
3. What kind of Methods, Techniques, Procedures, Strategies and Activities do you use?

Methods	f	%
Inductive – Deductive	12	26
Solution of Problems	6	13
Global	7	15
Integral	6	13
Analytic - Synthetic	3	6
Experimental	5	11
Eclectic	4	9
Heuristic	2	4
Mixed	2	4
TOTAL	47	100

Source: Teachers' survey

Responsible: research group

Graph 11

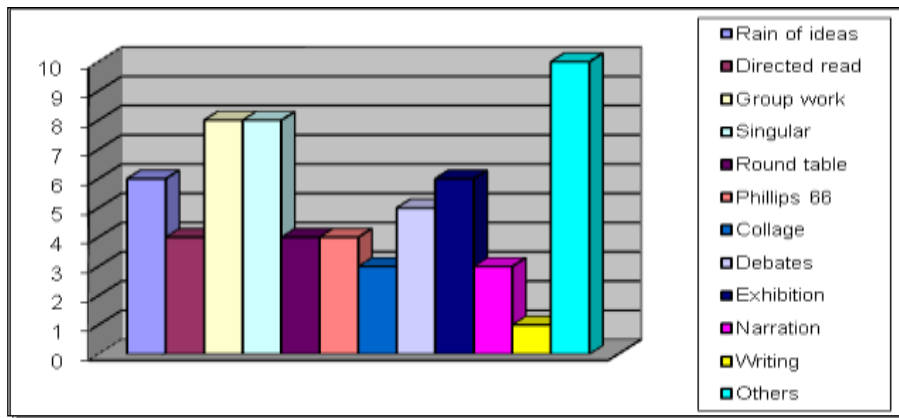


INTERPRETATION: Taking into account the obtained data, we can state that in the Military School, teachers constantly apply a great variety of methods, in order to get efficacy in learning. The fifteen teachers apply a variety of methods during the classes, in this way the students have the freedom to give their own criteria. In this way teachers generate significant learning in the students.

Techniques	F	%
Rain of ideas	6	10
Directed reading	4	6
Group work	8	13
Singular	8	13
Round table	4	6
Phillips 66	4	6
Collage	3	5
Debates	5	8
Exhibition	6	10
Narration	3	5
Writing	1	2
Others	10	16
TOTAL	62	100

Source: Teachers' survey
Responsible: research group

Graph 12



INTERPRETATION: When tabulating the data to the outlined question we point out that the COMIL-5 teachers, takes the group work as a starting point, which involves other techniques that supplement it.

Likewise the individual work is used, the exhibitions, debates and brainstorming that give the student the freedom for expressing their own ideas.

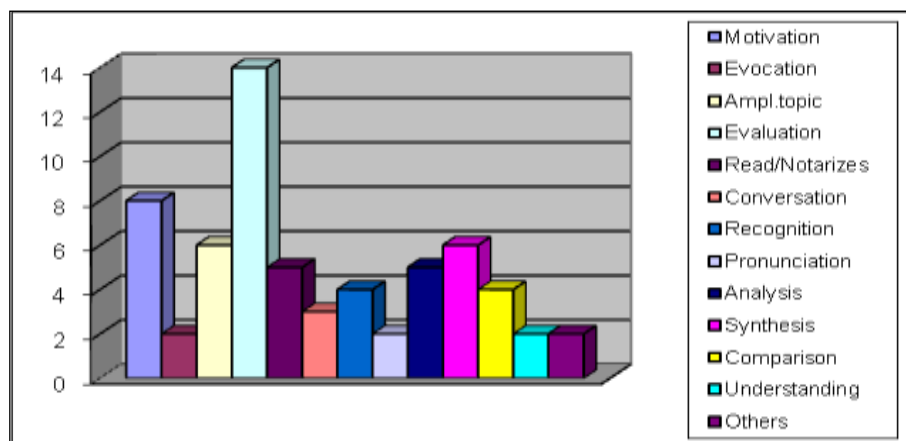
By what we found out, we can claim that the teachers are applying the parameters pointed out in the new curricular reform.

Procedures	f	%
Motivation	8	13
Evocation	2	3
Amplification of the topic	6	10
Evaluation	14	22
Reading and it Notarizes	5	8
Conversation	3	5
Recognition	4	6
Pronunciation	2	3
Analysis	5	8
Synthesis	6	10
Comparison	4	6
Understanding	2	3
Others	2	3
TOTAL	63	100

Source: Teachers' survey

Responsible: research group

Graph 13



INTERPRETATION: Once the data was tabulated to the outlined query we state that the teachers use motivation as the main procedure to begin their classes.

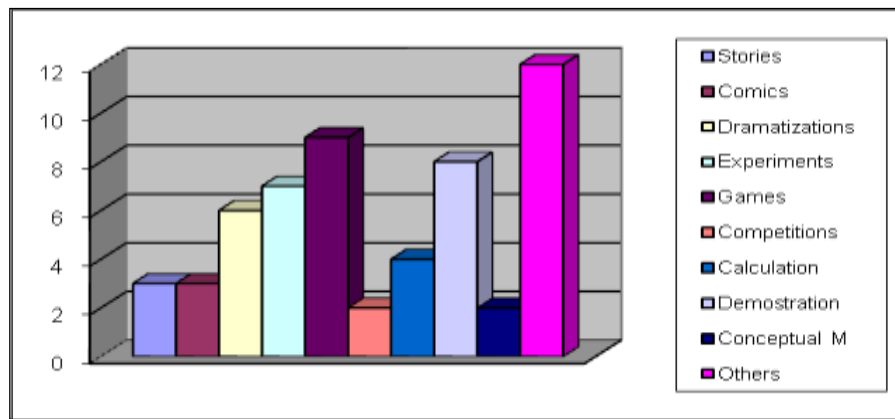
During the course of the classes they apply a variety of procedures to reinforce the knowledge and this way the classes don't become monotonous. Another important

procedure, the evaluation is used and helps teachers diagnose the advancement of their students and is permanent and systematic.

Strategies	f	%
Stories	3	5
Comics	3	5
Dramatizations	5	9
Experiments	7	13
Games	9	16
Competitions	2	4
Calculations	4	7
Demonstrations	8	15
Conceptual maps	2	4
Others	12	22
TOTAL	55	100

Source: Teachers' survey
 Responsible: research group

Graph 14



INTERPRETATION: With the analysis of this query we point out that the teachers apply a variety of strategies such as stories, comics, dramatizations,

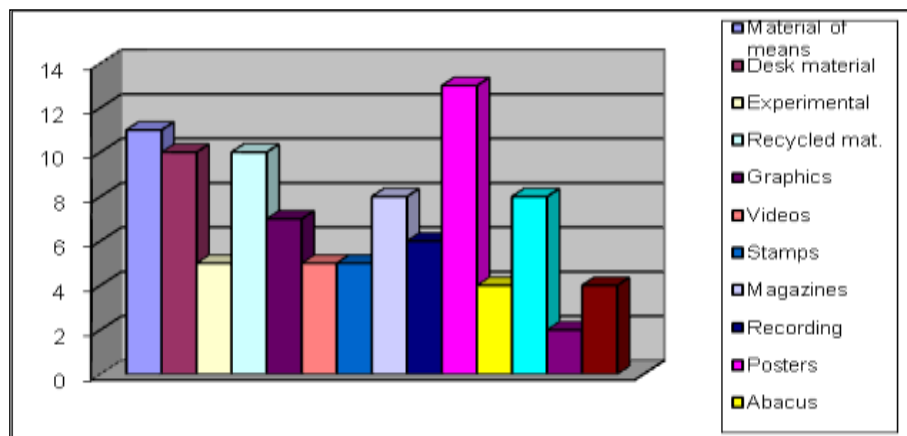
competitions etc. These types of strategies generate interest in children and at the same time help them to develop their creativity.

4. What type of didactic material do you use?

<i>Didactic Material</i>	f	%
Material Of the means	11	13
Desk material	10	11
Experimental material	5	6
Recycled material	10	11
Graphics	7	8
Videos	5	6
Stamps	5	6
Magazines	8	9
Recording	6	7
Posters	13	15
Abacus	4	5
Cards	8	9
Sheets	2	2
Posters	4	5
TOTAL	87	100

Source: Teachers' survey
Responsible: research group

Graph 15



INTERPRETATION: Once the data was tabulated we found that eleven of the fifteen teachers use material such as: slates, markers, desks, magazines, stamps, etc.

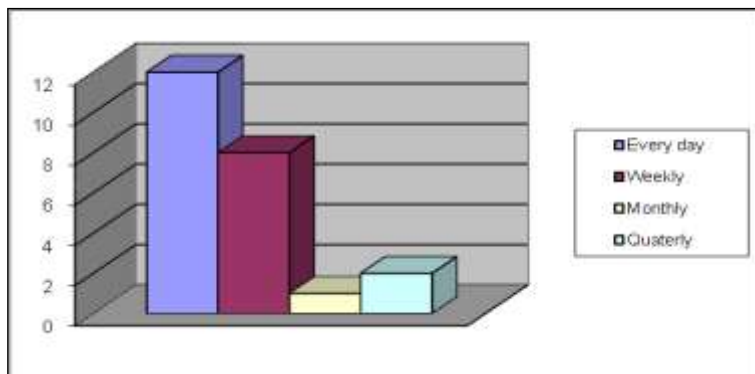
Ten of the fifteen teachers use graphics and is an important visual aid. The teachers use several such visual aids to carry out a work that creates significant learning and helps the student to develop to the best of their abilities.

5. What frequency do you evaluate to your students with?

Frequency of Evaluation	f	%
Every day	12	52
Weekly	8	35
Monthly	1	4
Quarterly	2	9
TOTAL	23	100

Source: Teachers' survey
 Responsible: research group

Graph 16



Why?

- Continuous and systematic evaluation is applied.
- The learning requires daily evaluation with the purpose of having a true mark for the student's work when concluding each unit.
- Because it allows me to identify the degree and advancement of knowledge in the student.
- Because she/he doesn't have a lot of time.
- It is thought of as a better evaluation in a fairer and more orderly way.
- Because the subject allows this way.
- Because evaluating every day is better, determine the degree of the student's knowledge.

INTERPRETATION: Once the picked up data was tabulated of the outlined question, we found that, 12 of the 15 teachers evaluate every day in order to have a true record of students' work, because it is continuous and systematic. It is also needed to have a real mark of the work from the students when concluding each unit. This allows teacher to identify the degree and advancement of the knowledge, which is fairer and more orderly.

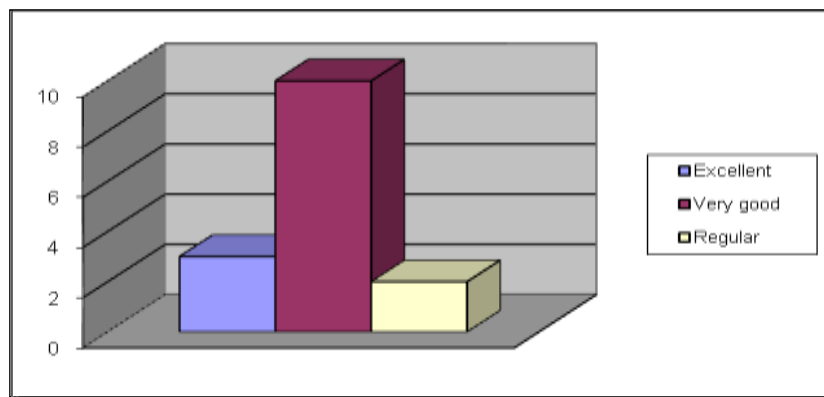
8 of the 15 teachers point out that they evaluate daily but that it is necessary to evaluate weekly by means of lessons or another means so that it is a reflection of the reality of the students.

6. How do you classify your student's academic yield?

Students' academic yield	f	%
Excellent	3	20
Very Good	10	67
Regular	2	13
TOTAL	15	100

Source: Teachers' survey
Responsible: research group

Graph 17



Why?

7. The level of knowledge is different among them
8. They work according to the planning.
9. They are children that are in the learning process, they also have a very good cognitive degree.
10. I would like all to be good.
11. Their average indicates that they are very good.
12. The group has an excellent yield and it is situated as very good because there are students who don't have support in their homes.
13. The children work to satisfaction.

14. Because there are differences in the knowledge for the lack of commitment of those family parents.

INTERPRETATION: After having tabulated the data we found that 10 teachers which are the majority of them point out that the yield of their students is very good since the children are in a learning process, they also have a very good cognitive degree.

Others state that the group of students is very good but there are some differences among the students either because of the lack of concentration in the classroom or for the lack of support and commitment from parents.

On the other hand three teachers state that the yield of their students is excellent due mainly to them working according to the planning and the children's performance being satisfactory.

Only 2 teachers state that the group is regular due to the fact that they have a very different level of knowledge between them. Also they are not good students since most of them have learning problems.

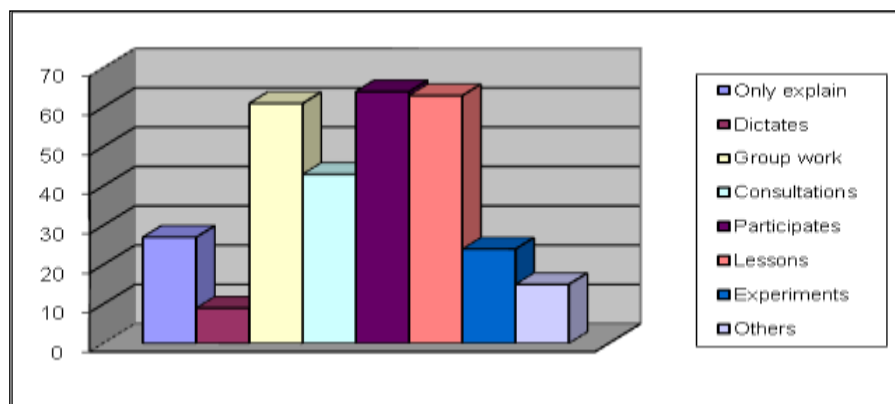
Students' survey:

1. Describe how your teacher works during the class.

Teacher Works During Classes	<i>f</i>	%
Only explains	27	9
Only dictates	9	3
Carries out work in group	61	20
Sends consultations	43	14
Makes participate all Ss	64	21
Takes lessons	63	21
Carries out experiments	24	8
Others	15	5
TOTAL	306	100

Source: Teachers' survey
Responsible: research group

Graph 18



INTERPRETATION: Once finished, the tabulation of the data to the outlined query, we concluded that 64 students, which represents 21% of the interviewees, say that their teachers get all the students to participate in classes, this is a form of making all the students demonstrate in a spontaneous way their advancement in the learned subject.

On the other hand, 21% say that their teachers give daily lessons to obtain a real knowledge of how the students are advancing in the teaching of the subject toward their students.

20% indicate that they work in groups and that this is one of the techniques most used by the teachers, to develop the classes and in this way the classes are not monotonous or bored and create in the students an interest in the subject.

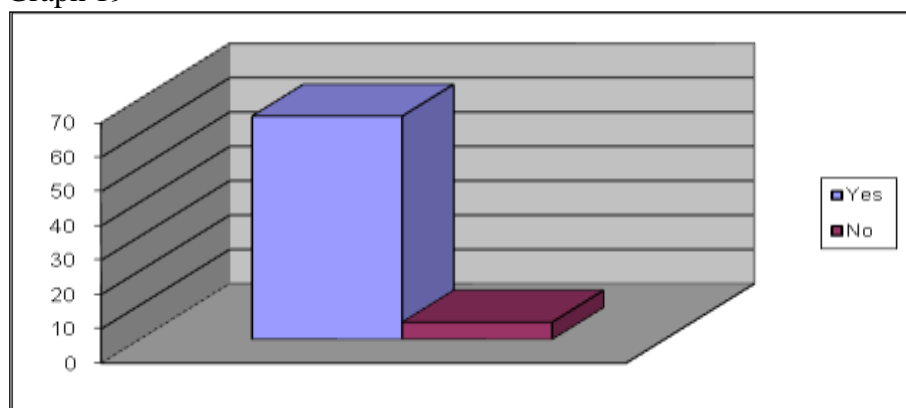
2. Does your teacher use didactic material?

Use of Didactic Material	f	%
Yes	65	93
No	5	7
TOTAL	70	100

Source: Teachers' survey

Responsible: research group

Graph 19



INTERPRETATION: 93% of students' population has answer to our indicated query that most of their teachers use didactic material as a support in their class

hours, since the use of these reinforce the presented subject and make more dynamic classes.

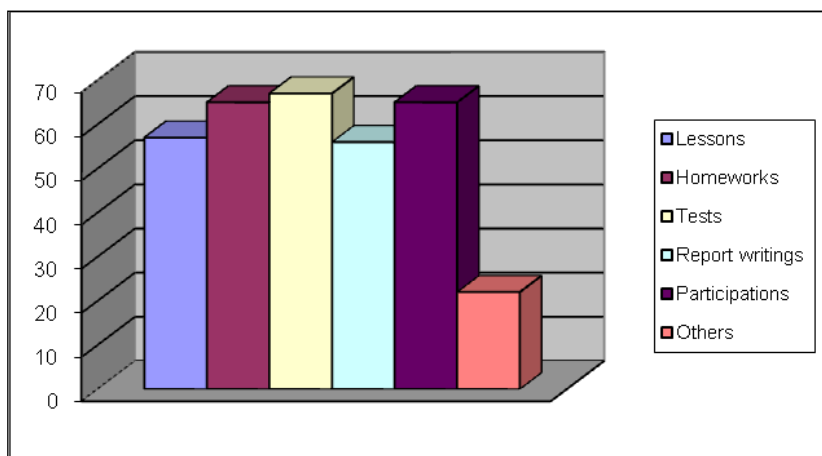
However only a scarce 7% say that their teachers don't use didactic material during the course of teaching and accounts for a lack of attention from the students.

3. How does your teacher evaluate?

How teachers evaluate	F	%
Lessons	57	17
Homework	65	20
Tests	67	20
Report writings	56	17
Participations	65	20
Others	22	7
TOTAL	332	100

Source: Teachers' survey
 Responsible: research group

Graph 20



INTERPRETATION: After finishing the tabulation to the outlined question, we reach the conclusion that 20% of the teachers use homework as the main tool to evaluate the advancement of the understanding among their students. This makes the student to practice at home what was learned during the class.

In second place, 20% of the students indicate taking tests as a form very frequently used to evaluate the yield of their learning. Finally 20% of the students also say that the participation in class help the teachers to evaluate in a systematic and continuous way the yield of the students.

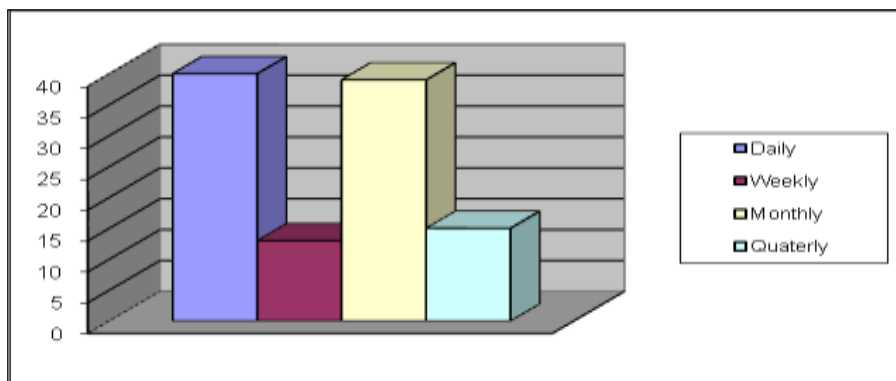
4. When does your teacher evaluate?

When teachers evaluate	f	%
Daily	40	37
Weekly	13	12
Monthly	39	36
Quarterly	15	14
TOTAL	107	100

Source: Teachers' survey

Responsible: research group

Graph 21



INTERPRETATION: Most of the interviewed students which represent 37% say that for the teachers it is better to evaluate daily, because in this way one has a more direct approach in which the reality that the students live. Then they have a clearer idea of which is the real level of that learning of each student.

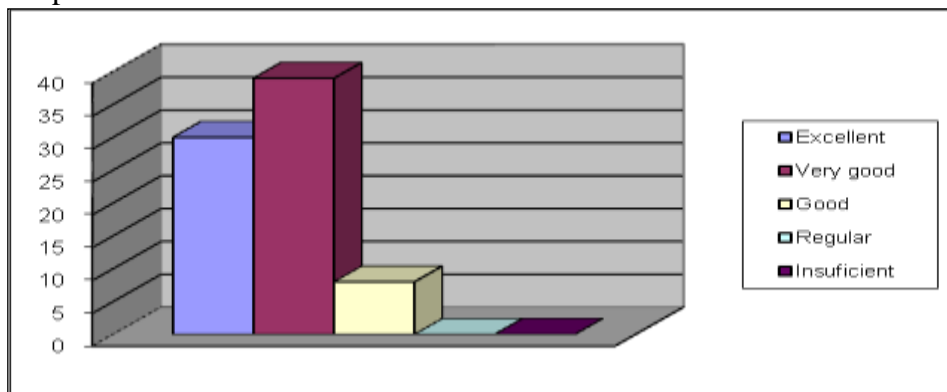
36% of those interviewed reached the conclusion that other teachers prefer to evaluate monthly, because evaluating daily shortens the period of class and many times it doesn't allow all the students to have the same learning level.

5. How do you consider your yield?

Academic Yield	<i>F</i>	%
Excellent	30	39
Very good	39	51
Good	8	10
Regular	0	0
Insufficient	0	0
TOTAL	77	100

Source: Teachers' survey
Responsible: research group

Graph 22



INTERPRETATION: When finishing tabulating the data obtained as answer to our query we have found that 51% of the students consider their yield as excellent, a qualification that without a doubt allows us to see the results of the application of parameters in those that the curricular reform is framed because inside the applications of it, it is strengthening the level of the students' self-esteem.

39% of the students consider that they are inside the classification of a very good yield and this is due possibly to the fact that these students haven't received enough support that they need in extra hours as well as the support at home.

And only 10% is considered of good yield. This could be because of lack of interest by some teachers, students or students' parents.

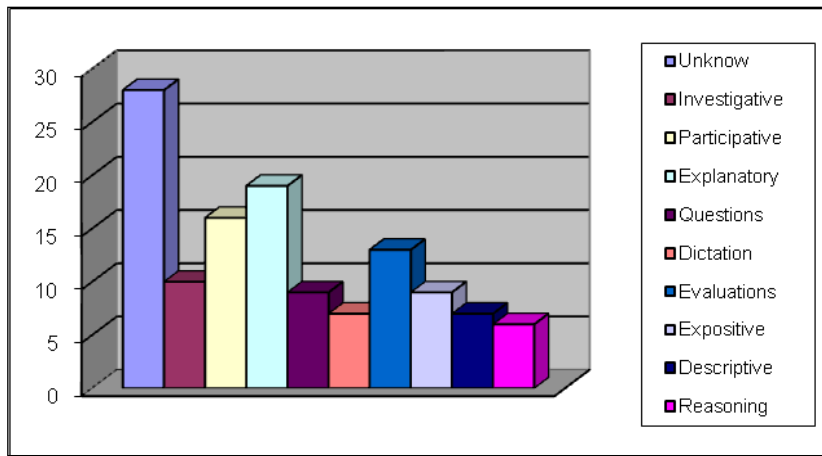
6. Which are the methods more frequently by used your teacher?

Methods more used by the teachers	<i>f</i>	%
She/he doesn't know	28	23
Investigative	10	8
Participative	16	13
Explanatory	19	15
Questions	9	7
Dictation	7	6
Evaluations	13	10
Expositive	9	7
Descriptive	7	6
Reasoning	6	5
TOTAL	124	100

Source: Teachers' survey

Responsible: research group

Graph 23



INTERPRETATION: 23% of those interviewed do not have an idea about what methods their teachers use during the class. This is due to the lack of information as much as from the teachers as the authorities of the institution.

15% of the students state that the method that their teacher uses with more frequency is the explanatory method which is a method that he helps a lot at the moment of teachings.

g. CONTRASTATION AND CONFIRMATION OF HYPOTHESIS

Hypothesis verification:

Once carried out the tabulation, analysis and interpretation of the empiric material gathered through surveys to directors, teachers, students and students' parents we present the combined analysis of the most outstanding answers that allowed us to contrast the hypotheses formulated in the investigation project.

HYPOTHESIS N° 1:

“The training of the COMIL-5 teachers is adequate and it impacts in the children learning.”

Demonstrative Process:

Starting with the empiric data of the surveys applied to interviewees involved in our investigation and, after having made the tabulation and representation in statistical charts, we present the following results:

In the survey directed to teachers, the first question concerning Academic Titles we could verify that the literal with most frequency was graduates (40%).

About the received training courses, the one related to Curricular Reform reached 15%, as well as the topic regarding to Methodology reached other 15%. Concerning to the educational experience analyzed in the question N° 1, option 2 has significant percentages taking into account the short existence of the Basic Unit of the School.

In the interview carried out to the directors, we obtained positive results in what refers to the permanent training of the teachers that is reflected in the teaching-learning process. The interviews used with students as a reference to the academic output is considered as very good and we catalogue this as truthful since most of the students coincide in their output.

Decision:

According to the results obtained in the three instruments that were applied to all the interviewees involved in the investigation process, the results clearly reflect that the training of the teachers impacts significantly in the academic acquisition of students. So we accept the outlined hypothesis.

HYPOTHESIS N° 2:

“The methodology that teachers use is based on the principles of the Curricular Reform.”

Process of Demonstration:

According to the interview applied to the directors about curricular reform there is a narrow relationship between theoretical and practice that allows having a parallel application. We should also point out that according to the approach of the directors this has a pursuit in the planning as well as in the practice that allows a proper application of the reform in study.

To reinforce the thesis we use the second question of the survey directed to the teachers where it makes reference to the methods, techniques and activities used in the teaching-learning process. Inside these methods the most frequently used we find were inductive-deductive, global and solution of problems.

Besides the techniques and activities have special importance since are very important at the moment to generate significant learning.

Regarding the learning evaluation used in the query five has the evaluation during the process (daily evaluation 52%) as a good acceptance.

We have not neglected the approach of the students, of which we analyze in the third question, "How does your teacher evaluate? We obtained that 20% point out that inside the evaluation they take into account: homework, tests, and participation.

Also in the item four 37% point out that the evaluation is daily and systematic, another 36% point out that it is monthly.

Decision:

The obtained information of those involved gives us results that they allow us to affirm that the methodological process used by the educational of the COMIL-5 is based on the principles of the curricular reform and consequently we accept the outlined hypothesis.

HYPOTHESIS N° 3:

“The use that the teachers give to the Didactic Material is opportune and it responds to the requirements of the Curricular Reform.”

Process of Demonstration:

According to the obtained information we can locate the approach related with the didactic material that is used by the teachers according to the opinion of the authorities which is that the school has a variety of material from the simplest to the most sophisticated, elaborated by teachers and students.

On the other hand the majority of the educational staff, 13% uses material in the classroom. That is 15% use posters, 17% use recycled material which is made by teachers and students. Sophisticated material is noted and used to liven up the classes when the topic requires it.

Concerning student information, 93% pointed out that their teachers use didactic material in the classroom hours as a support to reinforce the given class.

In relation to the execution of the curricular reform, the directors point out that there is a relationship between theory and practice. To this approach they added

all kind of materials which give facilities to the teachers and provide an efficient application of the curricular reform.

Decision:

Based on this data we can conclude that a relationship exists. Consequently we accept the outlined hypothesis.

h. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

After having tabulated and analyzed the data of our investigation, we conclude the following:

- That the present investigation has helped us to know, analyze and interpret the foundations in those which the curricular reform is based on.
- That the training of the teachers of the basic unit of the COMIL-5 is adapted, up-to-date, and impacts positively in the formation and the academic yield of the students.
- That the teachers of this school apply correct methods which are based on the limits of the curricular reform.
- That the teachers of this school use the whole didactic material appropriately, either the sophisticated as well as those carried out by the teacher and students.

RECOMMENDATIONS

When having concluded our investigative work, we see it necessary to make the following recommendations:

- At the moment to begin the period of classes it would be necessary to have a meeting with the students' parents in which they could know the kind of methodology that is going to be used during the school year, as well as the type of evaluation that will be used to measure the student's academic yield.
- Even though the teachers are appropriately qualified it is necessary that the basic unit continues promoting courses of upgrade and educational training.
- It is necessary to recommend that teachers have to use different teaching methods during the learning process. Teachers should keep in mind that the most advisable thing for academic excellence is the number of students, since there must be no more than 20 students in each classroom..
- To upgrade in a permanent way the didactic material according to the demands and the students' needs as is necessary review in the contents of the subject.

i. ANNEXES

ANNEX I

NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCATION, ART AND COMMUNICATION

SPECIAL PROGRAM FOR DESIGNING PROJECTS, ELABORATION OF
THESIS AND GRADUATION OF LICENSED IN SCIENCES OF THE
EDUCATION

THEME:

**ANALYTIC STUDY OF THE APPLICATION OF THE
NEW CURRICULAR REFORM IN THE BASIC UNIT OF
THE MILITARY SCHOOL "TCRN LAURO
GUERRERO" IN LOJA CITY DURING THE SCHOOL
YEAR 2009 - 2010.**

Project of Thesis as a previous
requirement to obtaining the
licenciates' degree in sciences of the
education, English Language
Specialization.

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LOJA - ECUADOR

2009 - 2010

OUTLINE OF THE PROJECT OF THESIS

1. Theme
2. Problem
3. Problem Description
4. Justification
5. Theoretical Background
6. General and Specific objectives
7. Hypothesis Methodology
8. Human resources
9. Material resources
10. Economic resources
11. Chronogram of Activities
12. Bibliography
13. Annexes

1. THEME

ANALYTIC STUDY OF THE APPLICATION OF THE NEW CURRICULAR REFORM IN THE BASIC UNIT OF THE MILITARY SCHOOL "TCRN LAURO GUERRERO" IN LOJA CITY DURING THE SCHOOL YEAR 2009 - 2010.

2. PROBLEM

**THE APPLICATION OF THE CURRICULAR REFORM AND ITS
INCIDENCE IN THE LEARNING OF THE STUDENTS OF THE BASIC
UNIT OF THE MILITARY SCHOOL "TCRN LAURO GUERRERO" IN
LOJA CITY DURING THE ACADEMIC YEAR 2009 - 2010.**

3. DESCRIPTION

For many years the capitalist crisis has been deepening and has reached larger proportions, spreading to all the developing countries. Such is the case of our country that even though we live in a new millennium; it is caught within a structural crisis that threatens to get worse day after day.

On the other hand, although it is certain that peace has been signed with the neighboring country of the south, it is also certain that the fruits of this peace have not yet come to light, since the country has not improved. On the contrary, day after day the problems become worse bringing more misery and pain.

Loja is within this terrible crisis and is involved with the problems that the nation suffers, and has been a victim of the economic measures implemented by the bourgeois governments that have been manipulating the life of Ecuadorians.

As it has been pointed out, Ecuador, and especially the county of Loja, is involved in an overwhelming economic crisis that embraces all the social and educational environments. We know perfectly well that education is the

fundamental axis of development and in fact, it is this axis that has presented serious symptoms of negligence and forgetfulness in the last years.

It is a fact that education is the source of a nation's economic development, and it is the source of improvement of the quality of its inhabitants' life. For the same reason, there is a very clear intention to reform and to improve the educational curriculum, and to face the challenges that the new century brings.

Due to the decrease in the quality of Ecuadorian education, as evidenced by the high repetition and desertion indexes, lack of relevancy and significance of the education, low effectiveness and efficiency of the system, the Ministry of Education and Culture has formulated a high-priority policy mainly for the improvement of the quality of basic education, and gradually continuing with the levels medium and superior.

The New Curricular Reform is designed for the basic education in agreement with the Law of Education and corresponds to the EDUCATIVE SUBSYSTEM, and within this system to the regular education, which influences levels Pre - Primary, Primary and Secondary in integrated form and consists of 10 years of Basic Education.

At the moment, The Curricular Reform has been implemented by all the schools of the country which have taken the name of Basic Units. After having visited the Basic Unit of the Military School "Tern. Lauro Guerrero" in Loja city, we detected several problems that although they seem insignificant could bring serious consequences.

In spite of the implementation of the New Curricular Reform in this basic unit, there is a high index of apathy or lack of concern in the teachers which tends to prevent their full participation in a correct way in the educational development.

Also, the irresponsibility of some teachers causes them not to prepare for classes and thus to improvise during the classes. This lack of motivation results in fatigue and lack of interest by the students.

It was also noticed that there seemed to be a great resistance to change since traditional classes continue to test the students and to measure their capacities by the grades that they obtain. What was apparent to us was that the students are being given an outdated education which doesn't allow for the development of their abilities.

Teachers have continual training in the subjects of their specialty, but not in what corresponds to the Curricular Reform. This has a negative effect on educational practice, and therefore in the learning of the children.

However, it should be recognized that there is a large group of teachers who facilitate active learning, using modern methods, strategies and techniques, such as: the preparation of tasks, exercises and problems; encouraging the students to develop independent effort; elaborating didactic materials, graphics, synoptic squares, dramatizations, etc. that motivate the imagination of the students.

4. JUSTIFICATION

For the purpose of graduating in the career of English language of the National University of Loja, and having approved four years of study with a superior formation, we feel we have the capacity to carry out this investigation, since we have received the appropriate orientation to complete the investigation.

We have chosen as an investigation topic the “Analytic Study of the Curricular Reform in the Military School "Tern. Lauro Guerrero"”, since we have felt the problem mainly to be in the practice of teaching the basic unit of the school mentioned before, this being a reliable test of the validity and immediacy of the problem.

Thus, our study topic is of momentous importance at the moment, and has been the object of many discussions for the variety of disciplines that it contains. It is necessary through a scientific form to satisfy the deep necessity to understand more clearly what the Curricular Reform means and what role it completes in the teaching and learning process.

In spite of the existent information in books and pamphlets and the different seminars and forums dictated by the Dirección de Educación, a great number of teachers have erroneous concepts and information about the New Reform. It seems strange, yet not a new discovery, that in the middle of the XXI century outmoded customs still continue with us in great number and continue producing a lot of misery.

After having carried out the study about the problem, we have tried to analyze it in real form, taking into account the current lack of information regarding our theme, the limited bibliographical information available, the amount of time that we had to carry out this investigation, and the possible problems that could be covered and presented in this small time frame.

This project is written for the purpose of helping to alleviate latent, educational conditions. The only way we can help is by being frank, direct and as honest as is humanly possible when treating this topic of the present time.

In the same way, we also recommend that this information be read, considered and utilized by the institutional annual planning. We also want our project, with

the help of our directress and advisors, to be a topic of analysis that serves as a guide to all future teachers, and if possible, to circulate it to the community.

We direct the project in a special way to the director, teachers and students, and to all the people of the Military School "Tern. Lauro Guerrero" as an analysis guide for the Curricular Reform, and in general to all the people who read this investigative work. We can only offer shallow information on this topic at the present time, but the most important thing is to give a reference mark from which we can analyze and manage the teaching methodology in a better way and to make good use of it.

Finally, we ask the teachers to review and analyze their own way of teaching in order to determine if it is based on the methodology of the New Curricular Reform, or if in certain aspects it continues being traditionalist. By applying the methods proposed by the New Curricular Reform, children and adolescents can gain a futurist vision, and thus help impel the progress of the country.

5. THEORETICAL BACKGROUND

OUTLINE OF THE THEORETICAL BACKGROUND OF THE PROJECT OF INVESTIGATION

- 5.1. History of the Military School "Tern. Lauro Guerrero"
- 5.2. Historical analysis of Educational Reform in Ecuador
- 5.3. Curricular proposal from 1996
 - 5.3.1. General objective of the Proposal
 - 5.3.2. Objectives of the Basic Education
 - 5.3.3. Theoretical sustenance
 - 5.3.4. Areas of Study
 - 5.3.5. Traverse axes
 - 5.3.6. Curricular design
- 5.4. Concretion levels of the Education
- 5.5. Profile of the Teacher in front of the Reform
 - 5.5.1. Educational training in front of the Reform
- 5.6. Academic yield
 - 5.6.1. Generalities

5.6.2. Conditions that affect the academic yield

5.6.3. The evaluation

5.1. HISTORY OF THE MILITARY SCHOOL TCRN. "LAURO GUERRERO"

The birth of the Military School "Tcrn. Lauro Guerrero" is inserted in a context of deep transformations in the economic, political, scientific, cultural, social and educational environment that determine the necessity to introduce changes in different environments of human cohabiting that affect the scientific, technological and cultural development: consequently, that is to say, the generation and transfer of knowledge.

"The Ecuadorian Army by means of ministerial agreement N°359, in the General Order N°100 of May 13 1994 founded the Experimental Military School "Tcrn. Lauro Guerrero", being based on the wide organization experience like planning and operation of educational institutions in the different study levels, this establishment is believed dedicated to the formation and the youth's of the south of the homeland preparation."⁸

The Military School, is framed in the Consensus proposal of the Curricular Reform for the Basic Education of the Ministry of Education and Culture, whose

⁸ DIRECTION OF EDUCATION OF THE TERRESTRIAL FORCE, Department of Investigation and Evaluation, Project of Institutional Education, Military and Experimental "Tcrn. Lauro Guerrero" High School,1998,p. 3

structured programs seek to offer to the new generations the opportunity to get an appropriate education according to the advances of the XXI century, and an integral education with a broad and flexible mentality, and at the same time encouraging deep convictions, reflective capacity, creativity, and leadership willing to serve their fellow men in a context of practicing ethical and critical moral values.

"It is for this that the educative center promotes pedagogic innovation in order to improve the educational quality, proposing like epistemological sustenance the theory of the society linked to the constructivist conclusion of the knowledge based on Piaget and others, according to which, the knowledge is given in the interaction of the subject with the object, having such principles as the emancipation of people by means of their own understandings and acts, and the search of freedom and personal autonomy. These ideas guide the institution to be located as the generating epicenter of social transformations and not as a simple place of social and cultural reproduction."⁹

⁹ D.E.F.T., Educational and Institutional Project 1996 - 2006, Ministerial Agreement N°14.29, May 27 1997. Quito

Twenty-eight teachers work in the Basic Unit of the COMIL, of which 12 act as tutor teachers, and 16 in the special areas; 6 English teachers, 2 computing teachers, 3 drawing teachers, 2 teachers of physical culture, 2 music teachers and an infantile psychologist. At the current time there are around 277 students.

Current situation of the Military School "Tcrn. Lauro Guerrero"

The Military School "Tcrn. Lauro Guerrero" is located in Loja city, specifically in "Amable María" neighborhood. It is a concrete structure, with pedagogic and administrative environments, recreational places, laboratories, library, rooms of multiple use, etc.

This educational unit is properly equipped; it possesses enough number of desks, seats, tables, cabinets, filing cabinets, shelves, liquid chalk, didactic material etc., and all properly appropriate for the use of teachers and students.

A cabinet is assigned to each student in which they keep their work material for the daily activities, giving them easiness and security.

5.2. HISTORICAL ANALYSIS OF THE EDUCATIONAL REFORM IN ECUADOR

It is necessary to acknowledge with reverence the memory of the BIG TEACHERS, thanks to whom is due the respect and admiration of mankind and society, since they formulated the big Educational Reforms from various plans that impelled the development of the towns.

The educational reforms have their chronological origin in the North American educator John Dewey who broke away from traditional education, contributing his knowledge to a large part of the XIX century. He can be considered as an initiator of the Reforms; at the same time in Europe, the first new schools arose.

In Europe, during the XX century, modern pedagogy took hold and the active school was inside the reach of the town. It is important to point out that in a country, whichever one it may be, the State plays a very important part in the condition of the educational politics of the country; thus, the evolution of the ideas contributes to the realization of the changes in function of the reality.

In Ecuador the necessity of reforming our educational system has been praised throughout time. During this process some clearly differentiated stages are marked:

Before the Colony, education was directed to the children of the Inca who would later follow him on the throne; it was based on the knowledge of the sciences and the arts to administer the Kingdom with justice. This education was very limited and directed to the elite class, the Amautas, who had this right.

Colonial stage, at the end of the XVIII century, the Spaniards impelled an education directed exclusively by the Catholic Church; around this time two very important Ecuadorian figures stand out: Eugenio De Santa Cruz y Espejo, and the bishop José Perez Calama. These two representatives proposed changes with innovative ideas, such as the democratization of teaching, and education in gradual and progressive form according to the student's development; they outlined Reforms like methodological reordering, preparation of classes, summaries, dialogues, etc.

"The first Educational Reform was outlined by the town council of Quito in 1769, been founded in criticism to the cultural life of the Audience made by

Eugenio Espejo in his works: *Nuevo Luciano de Quito* (1779), *Marco Porcio Catón* (1780), and *La Ciencia Bancardina* (1780), for the plan of studies of the University of Sacred Tomás, in 1971 of Pérez Calama."¹⁰

Eugenio Espejo implanted new scientific - philosophical currents which generated improvements in the educational system, and made present his first work the *Luciano de Quito*.

"Also, Eugenio Espejo, a pioneer of national journalism, had as his main objective to educate the town offering him abundant material of general culture. Espejo worried about the new scientific - philosophical currents, criticized the traditional philosophy, admitting new currents in a double sense: the definitive independence of reason with regard to the faith, and the recovery of the right to reason"¹¹

In 1795, two years before Espejo's death, they took him prisoner, entering unlawfully into the room that he had next to the library, frustrating in this way all the ideals that he had to restore the homeland.

¹⁰ PALADINES, Carlos, *Introductory Study in the Ecuadorian Pedagogic Thought*, 1996, p. 24

¹¹ *HISTORY OF ECUADOR*, Salvat, Volume IV, 1982.

In the Republican time, Vicente Rocafuerte issued the statutory decree of public instruction on August 9, 1838, which supposedly would last a quarter of a century. He created a general direction of studies and sub-directors and inspectors for the counties.

Rocafuerte ordered that all the convents work as schools. He transformed Santa María of the Socorro Beater that previously was a Reformatory, and then founded the school of Guayaquil (which takes his name), the museum of art in Quito, and a school of painting.

In 1835 the national congress dictated a same similar ordinance called Freedom of Studies that was effective for eight years, but this ordinance brought disastrous consequences, ruining the plans and educational programs, since it authorized the approval of years and the grant of holding of secondary education without another requirement than giving tests.

At the end of the decade of the 50's, the educational poverty was atrocious. The law ordered the function of educating to the councils. More than a hundred parishes didn't have a single school; the local schools were leased and depressing; the salaries were miserable. There was a lack of materials, furniture, and mainly

of competent teachers. Since the country had a great percentage of illiterates, Rocafuerte intended to solve this problem, and so he ordered the creation of educational facilities. In the period of Rocafuerte, education was made in a gratuitous way.

During Garcia Moreno's period, a state of oligarchic type with extremely conservative ideologies was consolidated in our country. During this government an agreement with the Holy See was signed in which the control of education settled down with an exaggerated religious influence.

"The educational system put in validity the authoritarianism, the scholastic pattern played an important role, giving priority to the Catholic Schools, in front of the establishments of fiscal character, the education leans on fundamentally in the traditionalism of the church, sustained in the traditional concepts of authority, in the doctrines of divine right, in the medieval doctrine; that is to say in theological justifications about dominance class of landowners and the Catholic church."¹²

12 CARRION, Esther, *Educative Politics*, Editorial V.T.M., Machala 1995, p. 10

Garcia Moreno's political aspect has been very censored by his exaggerated authoritarianism. However, his high spirit started with the work of organizing and diffusing the education with great intensity and with no other regard to our country. He declared that his most firm yearning was to improve public education and that this should be based in the religion.

Garcia Moreno, with the purpose of completing his goals, celebrated the concordat with the Vatican in 1862, giving the national education to the Papacy. Article 3 of this document says: "The youth's instruction in the universities, schools, faculties, public and private schools, will be in all accordance to the doctrine of the Catholic religion. The bishops will have the exclusive right of designating the teaching texts, as well as in the ecclesiastical sciences as in the moral and religious education."

They were also authorized to prohibit the importation of books which according to their criteria were against the religion and good customs. Due to his religious fervor, after four months of having assumed power and also due to the lack of teachers, he ordered his plenipotentiary minister to ask the Holy See for the contract of the Brothers of the Christian schools.

These Brothers established their schools with numerous students and their influence was extended very soon. Under the academic advice of Pichincha, he ordered the directors of the schools to converge to receive didactic instructions.

Garcia Moreno ordered the recruiting of the Brothers of the Sacred Hearts, which came from France and Chile. He ordered the education of women, which had been denied to them for centuries. He opened up schools in two sections; one for the bourgeois class, and the second for the poor children.

Garcia Moreno's work in the field of education was very extensive, in spite of his dogmatic character; he brought the Christian Brothers, Brothers of the Charity, of the Good Shepherd, of the Providence, of the Sacred Hearts and others. He was also worried about superior education, creating in Quito the school of Obstetrics and the National Polytechnic School.

At the end of his government the number of students had been doubled, and new schools were established which were endowed with cabinets of Physics and Chemistry. In 1895 there was a very slow transformation process in what concerns the educational area. Due to the rise of liberalism to power, the government tried to take the same direction as the religious communities of

schools and universities; however, the methods and systems that were used belonged especially to the religious orders which gradually overcame traditional education.

In 1905 a new Reform was created which ordered that the official education in the primary levels was to be essentially secular. The laicism believes in a possibility of a moral lay, far from every religious dogma, considering that each individual's internal jurisdiction is an intangible sanctuary and man's relationships with divinity is a matter that only concerns each individual's moral conscience.

The constitution of 1906 establishes the freedom of education, and it also points out that the education imparted by the state should be lay. This constitution is considered as a truly liberal political letter; however, many years passed before it was put into practice, due to the lack of teachers.

President Alfaro and his collaborating education minister, José Peralta, wanted to elevate the educational system, and they founded pedagogic institutes that then took the name of Normal Institute Juan Montalvo and of young ladies Manuela Cañizares. Secondary schools were gradually founded, and the schools of Fine

Arts and the Music Conservatory that had disappeared after Garcia Moreno's death, were recovered.

The constitution of 1944, considered as the best of those that have been given in Ecuador, dedicates a wide section to the education and the culture, forcing the state to foment scientific investigation. The gratuitousness was also enlarged for education when giving the necessary materials in gratuitous form; it also guaranteed freedom and stability for teachers.

Most important in the last years has been the creation of the Department of Integral Planning of Education in 1960 which sponsored a new Reform, although it is not completed in its entirety. Nevertheless, the project of UNESCO for the eradication of illiteracy, although the percentage of illiteracy moves slowly, has been reduced significantly in the last years to 14%.

5.3. CURRICULAR PROPOSAL CONSENSUS FROM 1966

The Ministry of Education and Culture conceptualizes Curricular Reform as:
"The reordering of purposes, contents, sequences, methodology, resources and

evaluation systems, based on the Ecuadorian reality that seeks to substitute the encyclopedia for the development of intelligence, memory for understanding, strong discipline for autonomy and creativity, the lack of individual and social morals for an education of values which help each Ecuadorian to commit to their country and their permanent objectives."¹³

The Consensus of the Curricular Reform is an access door toward a total change of the education, which should include the goals of the education and achieve the improvement of the quality of life and a bigger social efficiency.

"The Curricular Reform has the principle that teachers are the professionals of the educational process, and therefore, they have the freedom of choosing the pedagogic current that better responds to their requirements and conditions."¹⁴

¹³ BASIC MATRIX, Document 1, M.E.C. 1994.

¹⁴ M.E.C. Curricular Reform for the Basic Education, Quito 1996, pág.5

The educative Curricular Reform tries to incorporate to the teaching-learning process all the active forces of the society; since this means to strengthen the skills and favor the formation of the students according to their own aptitudes.

At the moment, the educational society doesn't have a clear conception of what the Curricular Reform is, confusing it with the educational Reform; thus, it is necessary to establish a difference between these two conceptions. It is certain that they are of significant importance for education, although in our country they don't have the attention they deserve. The Curricular Reform involves change of objectives, contents, methodology of work intra – classroom, and evaluation forms; therefore, it is not a global educational reform. The educational reform is the restructuring of the educational system, central administration, direction of education, supervision, legal body, etc., and curricular reform.

The Curricular Reform was born out of Ecuador's serious educational crisis. For this reason, under the government of Arq. Sixto Durán Ballén, Dr. José Brito Albuja was designated as General Coordinator of the Curricular Reform, a team formed especially by different professionals of the education. This team manifested that the Curricular Reform for basic education is a consensus process of social reform that allows the construction of a fair and modern state, based in the common goods on the base of the integral formation of human resources.

The improvement of the economic and social indicators is sustained in the justness of the quality of the education, especially of the basic education.

The curricular proposal has as its main antecedent the educative project for Latin America and the Caribbean, the national agreement “Education XXI Century”, as well as educative and cultural politics.

The Curricular Reform on the other hand, has been implemented because it is necessary to build a society democratic in politic terms, economically competitive and socially fair. It is necessary to incorporate into the educational practice the scientific knowledge in what refers to the nature and the human being. In an effective way, we should also link education with work and with life.

On the other hand, it is indispensable to redefine the goals toward which the educational system is guided, since it is urgent to assist the basic necessities of learning, preferably in the urban-marginal and rural sectors.

"The Curricular Reform has as fundamental purposes:

- To strengthen the understanding, critique and appreciation of the reading and writing processes; and the handling and application of the basic mathematical operations.
- To give bigger emphasis to the understanding, formation of values and psychomotor skills.
- To improve in progressive form the quality and justness of the education.
- To reduce the levels of school failure.
- To relate the educational system with the challenges and demands of the socio-economic system.
- To reinforce the knowledge, the values and the cultural practices through a planned education.
- To implement consensuses which take teachers and community to create educative projects according to the students' necessities"¹⁵

5.3.1. General objective of the Curricular Reform.

"To achieve that the Ecuadorian educational system responds to the demands of national and world development, and to the economic, social and

¹⁵ M.E.C., Guides for the Development of the Curriculum from the 2nd to 10th year of Basic Education, Quito 1998.

cultural reality of the country; to elevate the quality of the same, as well for their integrity, continuity and relevancy as for their socially useful contents."¹⁶

The Curricular Reform is guided to the formation of skills in the students, remarking this goal like a great achievement in the educational reform.

5.3.2. Objectives of the Basic Education

"The Ecuadorian basic education commits to offer the appropriate conditions, so that the youths, when concluding this education level, achieve the following profile:

- To be clearly and deeply aware of being Ecuadorian, in the mark of recognition of the cultural, ethnic, geographical diversity and of gender of the country.
- To be aware of their rights and duties in relation to themselves, to the family, to the community and the nation.

¹⁶ M.E.C., Curricular Reform, for the Basic Education 1996.

- High development of their intelligence, at a level of creative, practical and theoretical thought.
- Able to communicate with corporal, aesthetic, oral messages, writings and others.
- With abilities to process the different types of messages of their environment.
- With capacity of learning, with autonomous and solidarity personality, with their social and natural environment, with positive ideas of themselves.
- With positive attitudes toward their work and their use of free time."¹⁷

5.3.3. Theoretical sustenance

The Curricular Reform consists of the importance of the formation of the Ecuadorian society; it is based under theoretical sustenance that offers to teachers several possibilities to guide the teaching-learning process of their students. These theories are based on scientific theories that allow education to be the main

¹⁷ M.E.C., Curricular Consensus Reform, Series of Support to the Teaching Training EB/PRODEC, Quito 1996.

character of social changes. These theories are: Psychoanalytical theory, Theory of Gestalt, Perceptual Theory, Humanist theory, Theory of Ausubel, Theory of Piaget, Theory of Lev Vygostky.

That is to say, that the Curricular Reform seeks to root all these values in the individual for the coexistence in harmony of all the members of Ecuadorian society. Which will be in the future who take the control of all the functions of our country, since with the reform what is sought to eliminate the illiteracy that in our country

5.3.4. Areas of Study

The Curricular Reform of the Basic Education is the main axis of the modernization of the educational system, and it is based on studies of the educational fellow inside the Ecuadorian context.

The plan of basic education according to the Curricular Reform includes the following areas: Language and Communication, Mathematics, Natural and Social Environment, Natural Sciences, and Social Studies

5.3.5. Transversal axis

Education has as a goal the formation of children and adolescents, so that when they grow older, they can decide their own destiny as well as that of society. This goal will be completed in a better way when topics or transversal priorities are included in the educational practice.

The transversal axis constitutes a special component of the Curricular Reform. They are the foundations and, at the same time, the bases on which the other areas are sustained.

Education in the Practice of Values

Education is the process of learning knowledge and values in front of the life and is the basic stone and the foundation of any serious intent of social transformation. We consider values to those present elements in the being and the beings that make them appreciable for certain moral, aesthetic ends and religious.

The world of values involves the entirety of the real existence. The prioritized basic values are: "Identity, Honesty, Solidarity, Freedom and responsibility, Respect, Criticism and creativity, Affective warmth, Love."¹⁸

5.3.6. Curricular design.

The curriculum has as a fundamental function the organization of the educational practice.

It is the systematizing of what the teacher has to carry out in the classroom to fulfill the positions declared in the objectives of the education.

The curriculum is the group of objectives, skills, contents, methodology and evaluation related to each other.

The curriculum is not a simple list of contents, but the answer to several queries:

¹⁸ M.E.C. Series of Support for Teaching Training EB/PRODEC, Curricular Consensus Reform, Quito 1996.

What to teach? When to teach? How to teach? What, how and when to evaluate?

5.4. LEVELS OF CONCRETION OF THE CURRICULAR EDUCATION

The new curriculum for the Ecuadorian's basic education is broad and flexible; therefore, it is not defined from the central administration but rather, decisions come from within the educational institutions themselves. A characteristic of the new curriculum is that application should be made according to the context of the school.

These characteristics added to our traditional educational system form three instances of curricular development.

5.4.1. First Level

This comes from the Ministry of Education and Culture. It is the product of a process of construction through the consensus of scientists, specialists, educators, psychologists, anthropologists, managers and teachers. It allows each institution and each teacher to define the curricular elements that correspond with the

immediate reality and with the necessities of the community and students, since Ecuador has great cultural diversity.

5.4.2. Second Level

This action corresponds to authorities and teachers of the centers and educational institutions.

It is the group of sustained and articulate decisions that sum up the curricular design based on appropriate programs within a specific context, in which it is necessary to consider the basic educational necessities.

5.4.3. Third Level

It has as its base the previous level and refers to the action in the classroom. It concerns the teacher and contains the basic curricular elements.

It is the unit work corresponding to an articulate and complete teaching-learning process in which objectives, skills, contents, procedures, activities of teaching, learning and evaluation instruments are summed up according to the necessities and characteristics of the specific group of students.

How to work in the classroom?

For the elaboration of the second and third levels of the curriculum, the following things are necessary:

Participation of authorities and teachers.

Total knowledge and understanding of the curriculum in the first level.

Deep knowledge of the institutional context.

Stability and continuity of the members of the institution.

That is to say, the second and third level of concretion of the curriculum demands a total participation of authorities and teachers to achieve a better level of education in the children.

5.5. PROFILE OF THE TEACHER OF BASIC EDUCATION

Improvement in the quality of the basic education has as its starting point the essential characteristics of the country and the changes that are operating in the same one.

In this context it is necessary to consolidate a model of development which can give answers to the challenges of efficiency, quality and competitiveness that the environment demands; this implies a challenge for the country to impel a model that promotes external competitiveness and internal equality.

This allows us to point out that the educational system has big responsibilities in what concerns this model of development. It is unquestionable that this educational fact is expressed in the types of relationship among teachers, students, authorities and family parents.

From this point of view the following query is analyzed: What should the teacher's role be?

5.5.1. Educational training preceding the Reform.

It is necessary to take into account at least two aspects: the essential characteristics of the country, and the changes that are taking place in the same one. Our country presents different types of culture and production, high levels of poverty, and marked social differences which show an evident social crisis and of values. Thus, the new teacher should have the capacity to: Manage a flexible Curriculum, Generate learning processes that recognize the diversity, Work in teams, Integrate the school life with the community, Acquire reading habits, among others.

5.6. ACADEMIC YIELD

5.6.1. Generalities

The academic yield is a constant priority to those who are part of an educational institution, as well as to the family and parents of the students; in this context, the results obtained at the end of an academic period are the trustworthy reflections of

the effort that has been carried out by teachers and students both within and outside the classroom. Nevertheless, the obtaining of certain qualifications in some subjects reveals the different factors that have intervened during the school year, and which are reflected at the end in a qualification through three spheres of the learning: cognitive, psychomotor and affective , according to the Curricular Reform.

We can say that yield is the relationship that exists between the teacher's organized work and the interest that the student should put to be educated, taking into account each student's individual abilities, whose relationship with the yield is not always lineal, but rather it is influenced by aspects such as school level, sex, attitudes, abilities, skills, study habits, affectivity, self-esteem, etc.

"To teach is to motivate and to guide with appropriate techniques the students' learning in the subject."¹⁹

It is not necessary to forget that each person learns in a certain way with a personal rhythm and some specific motivations. Nobody can learn for another;

¹⁹ MATTOS, Luis A., Summary of General Didactics, 1998.

therefore, the teacher cannot forget the characteristics characteristic of each one of the students when using a method.

5.6.2. Conditions that affect the Academic Yield

Environment is a fundamental factor inside all learning processes; a narrow relationship exists between the student and the means in which is developed, because it receives all kinds of stimuli and impressions before which the individual responds according to his necessities.

Many times the student doesn't render enough because the environment in which he/she studies and works is not the appropriate one. For example, there may be too much noise, or working conditions lack proper illumination, ventilation or temperature, etc., or didactic materials are not appropriate, etc.).

Many times the yield of the students is also affected by other aspects that often cannot be ascertained but which significantly affect the learning process, such as:
Physiologic and Material Conditions

5.6.3. The Evaluation

The new pedagogy doesn't state that the evaluation has as its purpose a grading system. With the implementation of the Curricular Reform, the evaluation goes parallel with the learning.

The content assimilated by the student facilitates the continuation of the learning process, since when solving a difficulty or a problem, the student applies knowledge and at the same time the evaluation is presented. Nowadays, the student has the possibility to participate inside his own evaluation.

To evaluate the progress of their students, teachers can observe the participation of the students, the interaction with the materials, and the participation with other students.

Traditionally, evaluation was understood as the last curricular element to sanction the learning of the students or the simple measure of a behavior. A test was used to reflect learning, and it continues to reflect a vision of evaluation. Nowadays,

evaluation must be involved in all of the educative processes, since it has to be permanent.

"All educational institutions have as a high-priority task, the realization of actions that allow them to know the result of their efforts, and to establish the grade of approach between the planned activities and the executed activities. This verifying activity is called evaluation."²⁰

The evaluation is a fundamental and inseparable element of the curriculum. Evaluation is in fact the appreciation of qualities, and the interpretation of the reality which is expressed by opinions and values according to each student's differences.

According to the Curricular Reform, the teachers evaluate students continually. The Law of Education in article 303 expresses that the scale of qualifications will be from one to twenty and will have the following equivalences:

20 - 19 excellent,	18 - 16 very good,	15 - 14 good,
13 - 12 regular,	11 or less insufficient.	

²⁰ RODRÍGUEZ, León John, Educational Evaluation, p. 11

5.6.3.1. Factors which influence the academic success or failure

Academic ability is the potential or the intellectual capacity to learn different subjects of a study program. Mental capacity is determined by specific aptitudes; some students present greater aptitudes through an oral sense, and others through a numeric sense. For this reason, teachers should be aware of these differences in the classroom in order to prepare their plans.

Previous knowledge constitutes the base for new learning. The right preparation in writing and reading is the key for academic success. The student's knowledge constitutes the base for the acquisition of new knowledge. To get the new knowledge, it is important to take into account the discipline and study methods which are the ability and effectiveness to carry out an academic activity. Efficiency depends exclusively on the appropriate use of techniques of study, since success doesn't only depend on intelligence and effort, but also on the effectiveness of the study methods.

Academic Attitude means to feel comfortable in the educative institution, and to have good expectations about learning, in order to reach academic success.

6. OBJECTIVES

6.1. GENERAL OBJECTIVE

To carry out an analytic study of the process of application of the Curricular Reform in the Basic Unit of the Military School "Tern. Lauro Guerrero."

6.2. SPECIFIC OBJECTIVES

- *To determine* the type of training that teachers of the Basic Unit of the Military School "Tern. Lauro Guerrero" have, and to define the grade of incidence in the academic yield of the children.
- *To check* if the methodology that teachers use in their classes is according to the Curricular Reform, in order to achieve an integral formation in the child.
- *To analyze* if the use that teachers give to the didactic material is opportune, and if it is according to the requirements of the Curricular Reform.

7. HYPOTHESIS

- The training of the teachers of the Basic Unit is appropriate and it impacts the academic yield of the children.
- The methodology that teachers use is based on the principles of the Curricular Reform.
- The use that the teachers give to the didactic material is opportune and responds to the requirements of the Curricular Reform.

8. METHODOLOGY

According to our coordinator's instructions, we integrated the investigation group for affinity, with the purpose of not having bigger setbacks in the course of the elaboration of our project and thesis.

Firstly, we carried out a poll in different schools of the city for the purpose of detecting possible problems, and to also confirm the access to the information which we were going to need during our investigation work. Thus, we decided to center our investigation in the Military school of the City of Loja.

Later, we outlined our investigation topic, which was revised and approved by the Director of the Area of Education, Art and Communication of the National University of Loja. After this, we visited the school which was the object of our investigation, and we proceeded to carry out a wider poll that helped us to detect any type of problem existent in the school. We then proceeded to carry out our problem description and justification, and we determined our objectives.

Subsequently, we checked the existent bibliography. We visited the Dirección Provincial de Education de Loja where they helped us and gave us the existent and necessary information about our theme. In this way we began to define our theoretical background, whose scientific content qualified us to build the investigative instruments and in this way to carry out our investigation.

Once the theoretical background was defined, we continued with our work and proceeded to outline the hypotheses based on our outlined objectives; this hypothesis, with the help of the scientific investigation, will be accepted or rejected.

To carry out the problem description, justification, objectives and hypothesis, we used the deductive and inductive methods; for the theoretical background, we applied the descriptive method and the expositive method.

For the hypothesis confirmation, conclusions and recommendations, we will use the analytic - synthetic method.

Of course, the results of the investigation will help us to check or to reject this hypothesis; for this we will apply a statistical study with the obtained information.

For this confirmation, our investigation group will take a sample of 40% of the students' total population; 100% of the tutor teachers, and 50% of the special teachers.

To demonstrate the three hypotheses, we will use the theoretical - deductive procedure, through descriptive statistics, by means of a square of distribution of frequencies and percentages.

To pick up the information of the teachers and students, we will elaborate answer guides (survey). We'll also apply interviews to the directive of the institution.

Before applying the survey, we will explain the objective of the investigation and we will motivate them to collaborate. Then, we will proceed to tabulate the data, which will be represented in squares and statistical graphics where we will make the analysis and the interpretation of them, keeping in mind the answers to the questions.

The results of this analysis will help us to contrast our hypotheses, and once obtained, the information will be analyzed and synthesized. Finally, we will edit our conclusions and the possible recommendations.

8.1. Sample design

For the present investigation, the total population or universe is constituted by all the students from 1st year of basic education to 7th year, by teachers and authorities of the Military School, and by the students' parents during the school year 2009 - 2010, according to the following detail:

Registered students:

<i>PARALLEL</i>	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	<i>TOTAL</i>
"A"	24	18	29	20	32	21	168
"B"	23	19		21			88
TOTAL	47	37	29	41	32	21	256

Sample of the students:

PARALLEL	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	TOTAL
"A"		10	10	10	10	10	50
"B"		10		10			20
TOTAL		20	10	20	10	10	70

Teachers of the Basic Unit:

TEACHERS	TUTOR TEACHERS	SPECIAL TEACHERS	TOTAL
	12	17	
TOTAL	12	17	29

Sample of the teachers:

TEACHERS	TUTOR TEACHERS	SPECIAL TEACHERS	TOTAL
	12	6	
TOTAL	12	6	18

Total sample to be investigated:

MUESTRAL POPULATION	2nd	3rd	4th	5th	6th	7th	TOTAL
STUDENTS		20	10	20	10	10	70
TUTOR TEACHERS	2	2	2	2	2	2	12
SPECIAL TEACHERS	1	1	1	1	1	1	6
STUDENTS' PARENTS	10	10	10	10	10	10	60
TOTAL	13	33	23	33	22	23	148

9. HUMAN RESOURCES

1. Advisory of project:

Dr. Mgs. Rosa Alvarez

2. Group of Investigation:

Susana María Castillo Moreno

Rosa Guissella Romero Andrade

3. People involved in the strategic area:

Director of the School

Teachers

Students of the area of basic education

Students' parents

Militaries

4. Institucional resources:

- Colegio Militar “Tcm. Lauro Guerrero”
- Universidad National de Loja.
- Dirección Provincial de Educación de Loja.
- Public and Private libraries of Loja.

10. MATERIAL RESOURCES

- Libraries
- Erasers
- Folders
- Computer
- Copies
- Notebooks
- Diskettes
- Physical space
- Sheets
- Pencils
- Transport

11. ECONOMIC RESOURCES

The financing of the present investigation work is under the responsibility of our investigative group. We will be in charge of providing all the necessary resources for the development of the investigation project and thesis.

Estimated Costs of Operation

Items	Cost
Cost of the graduation program	\$270.00
Desk material	\$90.00
Elaboration of documents (draft)	\$70.00
Impression and reproduction	\$140.00
Bookbinding	\$40.00
Transport	\$50.00
Incidental Expenses	\$50.00
TOTAL	\$710.00

ANNEX II

NATIONAL UNIVERSITY DE LOJA

AREA OF EDUCATION, ART AND COMMUNICATION

INTERVIEW DIRECTED TO AUTHORITIES OF THE COMIL - L

A group of students of the support program for graduation intends to carry out a study of the process of application of the Curricular Reform in the Basic Unit of the School that you wisely direct. For this reason, we appeal to your spirit of collaboration and ask that you please answer the following queries

1. What academic events have you organized to make viable the application of the Curricular Reform in the school that you direct?

.....
.....
.....

2. What other type of academic event has been formulated to carry out the process of educational training?

.....
.....
.....

3. What level of relationship exists between the methodological proposal of the Curricular Reform and the practical application that teachers do in the classroom in front of their students?

.....
.....
.....

4. What type of didactic material do the teachers use to work according to the Curricular Reform?

.....
.....
.....

5. How do you classify the academic yield of the children of the Basic Unit in the application of the Curricular Reform?

.....
.....
.....

6. What do you suggest should be done to improve the application of the Curricular Reform in your school?

.....
.....
.....

THANK YOU FOR YOUR COLLABORATION

ANNEX III

NATIONAL UNIVERSITY DE LOJA

AREA OF EDUCATION, ART AND COMMUNICATION

SURVEY DIRECTED TO TEACHERS OF THE COMIL - L

A group of students of the support program for graduation intends to carry out a study of the process of application of the Curricular Reform in the Basic Unit of the School where you work. For this reason, we appeal to your spirit of collaboration and ask that you please answer the following queries. .

1. INFORMATIVE DATA

a. Academic Title (s) that you have:

.....
.....
.....

b. Courses of Training Received

.....
.....
.....

2. EDUCATIONAL EXPERIENCE

- a. Years of service in Teaching ()
- b. Years of service in the School ()
- c. Years of service in the Basic Unit ()
- d. Grade under your responsibility ()

3. What methods, techniques, procedures, strategies and activities do you use for the development of the teaching - learning processes?

- a. Methods.
- b. Techniques
- c. Procedures
- d. Strategies.
- e. Activities.

4. What types of didactic material do you use?

.....
.....
.....

5. With what frequency do you evaluate your students?

a. Every day ()

b. Weekly ()

c. Monthly ()

d. Quarterly ()

Why?

.....
.....
.....

6. How do you classify the academic yield of your students?

a. Excellent ()

b. Very Good ()

c. Regular ()

Why?

.....
.....
.....

7. What do you suggest to improve the process of application of the Curricular Reform in your school?

.....
.....
.....

THANK YOU FOR YOUR COLLABORATION

ANNEX IV

NATIONAL UNIVERSITY DE LOJA

AREA OF EDUCATION, ART AND COMMUNICATION

INTERVIEWS DIRECTED TO STUDENTS OF THE COMIL - L

A group of students of the support program for graduation intends to carry out a study of the process of application of the Curricular Reform in the Basic Unit of the School in which you study. For this reason, we appeal to your spirit of collaboration and ask you to please answer the following queries. .

1. Describe how your teacher works during his/her period of class

- a. he/she only explains ()
- b. he/she only dictates ()
- c. he/she carries out group works ()
- d. he/she sends consultations ()
- e. he/she makes all the students participate ()
- f. he/she takes lessons ()

g. he/she carries out experiments ()

h. Other ()

Which?

.....

.....

.....

2. Does your teacher use didactic material in class?

Yes ()

No ()

What kind of materials does he/she use?

.....

.....

.....

3. How does your teacher evaluate?

a. Lessons ()

b. Homework ()

c. Tests ()

- d. Written reports ()
- e. Participations ()
- d. Other ()

4. When does your teacher evaluate?

- a. Every day ()
- b. Every week ()
- c. Every month ()
- d. Quarterly ()

5. How do you evaluate your productivity?

- a. Excellent ()
- b. Very good ()
- c. Good ()
- d. Regular ()
- e. Insufficient ()

Why?

.....

.....

6. What suggestion can you give to improve your academic situation in your school?

.....

.....

.....

THANK YOU FOR YOUR COLLABORATION

ANNEX V

NATIONAL UNIVERSITY DE LOJA

AREA OF EDUCATION, ART AND COMMUNICATION

INTERVIEWS DIRECTED TO PARENTS OF THE STUDENTS

A group of students of the support program for graduation intends to carry out a study of the process of application of the Curricular Reform in the Basic Unit of the School in which your child studies. For this reason, we appeal to your spirit of collaboration and ask that you please answer to the following queries.

1. Do you know what the Curricular Reform is?

Yes ()

No ()

Regular ()

2. According to your approach, how do you consider the Curricular Reform?

Very Good ()

Good ()

Regular ()

Why?

.....

3. Do you find appropriate the way that your teacher evaluates your child?

Yes ()

No ()

Why?

.....

4. Do you collaborate in your child's education?

Yes ()

No ()

Why?

.....

5. How do you consider your child's academic yield?

a. Excellent ()

b. Very good ()

c. Good ()

d. Regular ()

e. Insufficient ()

Why?

.....

6. Do you know what methods your child's teacher uses more frequently?

.....

.....

7. What suggestions can you give to improve the academic situation in the school in which your child is educated?

.....

.....

.....

THANK YOU FOR YOUR COLLABORATION

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