SYSTEMATIZATION OF THE PRODUCTIVE EDUCATION COMPONENT IN BOLIVIA
CHILDREN LEAD THE WAY
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Save the Children is the world’s leading independent organization for children, delivering programs and improving children's lives in more than 120 countries worldwide. We are committed to achieving immediate and lasting change for the world’s most vulnerable. Our programs reached more than 55 million children in 2014. Learn more here: www.savethechildren.ca or follow us on (twitter.com/ savechildrencan), Facebook (www.facebook.com/savethechildren.ca) or Instagram (@savechildrencanada).
Coordination of the systematization project

Lieve Demaegd, CLW Program Coordinator, Save the Children International
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Many thanks to the CLW technical team for their support during the implementation of the program and their work in compiling and editing this systematization report.

Year of publication - 2016

Children Lead the Way and this publication were undertaken with the financial support of the Government of Canada provided through Global Affairs Canada (GAC).
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Systematization of the productive education component in Bolivia

Children Lead The Way
This document is a summary of nine individual systematization documents from Community Partner Productive Projects (CPPP), implemented over a three year period, complying with a requirement of the Avelino Siñani - Elizardo Perez Education Law 070, which ensures current educational quality. As a result, the Plurinational State of Bolivia needs to be thanked for having created and passed the law. However, without technical and financial support from Save the Children International in Bolivia to purchase equipment, materials and tools and for hiring facilitators, putting the law into practice wouldn’t have been possible.

The projects were undertaken by the nine indigenous partner organizations that are responsible for implementing the “Children Lead the Way” (CLW) program. Secondly, our sincere thanks go to our highly esteemed partner organizations, especially to our partner K’anchay for the technical support that they provided to each partner in the implementation of the technical curriculum.

For the drafting of this document, the authors had the support of many people, all concerned about Bolivian children’s well-being and the quality of education in the country.

We are so very thankful for the support from the technical staff from our native indigenous partner organizations who have dedicated so much effort to implementing the projects. From the bottom of our hearts we would like to thank the teachers and principals from the different educational units as well as the parents and community members that have supported and continue to support the implementation of the projects. The projects wouldn’t exist without the love, dedication, interest and work from the students that work on the projects. Many thanks to the boys, girls and adolescents involved.

We would also like to express our gratitude to the indigenous authorities and directors of the NGOs that are our partners. It has been their support and interest that have made a difference in many cases. Thanks also go to the directors of the educational units where this amazing experience is taking place. Some of you have fallen in love with the process and are the best advertising that a project could dream of.

We would also like to thank the municipal authorities that have supported the processes through additional financial, material, equipment, or moral support. In some cases, we also had the support of universities and other NGOs. To all of our partners, thank you.

Within the organization, many people have supported this process in various ways including the implementation processes of the community productive projects implemented by partners, the monitoring and technical assistance that has been provided, as well as support for drafting this document. As they’re part of our daily actions, we aren’t going to individually name all of our supporters, but we would like to thank everybody involved in Save the Children International in Bolivia. Special thanks to Olivia Lecouflé from Save the Children Canada for her technical support.

As already mentioned, in addition to this document, there is a more detailed systematization of the projects implemented by each partner. For those interested in learning more, these nine documents are available.

A heart filled hug.

Lieve Demaegd
CLW Program Coordinator
I. INTRODUCTION

Children Lead the Way (CLW) was a five-year program funded by Global Affairs Canada (GAC) with total financing of $17.7 million dollars. The program was implemented in five countries, two in Africa (Kenya and Burkina Faso) and three in Latin America (Nicaragua, Bolivia and Peru).

The program began in May 2011 and was completed in March 2016. The objective of the program was to secure the equal rights of girls and boys to protection, education, survival and health in Bolivia, Burkina Faso, Kenya, Nicaragua and Peru. The program focused on girls, boys and adolescents who engage in work in these five countries, and provided them with access to education (formal and non-formal), strengthening local protection systems and empowering them to participate actively in issues that affect them.

In Bolivia, the program was aimed at ensuring access to quality education for indigenous boys, girls and adolescents, as well as working boys, girls and adolescents. CLW’s main thematic areas included working children, intra and intercultural education and multilingualism. The implementation strategy was based on a partnership with native indigenous organizations and organizations for working girls, boys and adolescents, using the Comprehensive Development with Children (CDC – in Spanish: Desarrollo Integral con la Niñez - DIN) and Productive Education methodologies.

A partnership has been established between Save the Children and five indigenous nations in the country: Jakisa; TIMI (San Ignacio de Mojos), TIMI (San Ignacio de Mojos); Qhara Qhara Suyo (Sucre, Poroma, San Lucas and Ravelo) and CCCh (Huacareta and Muyupampa); one indigenous association: Tukuy (Arampampa) and three local NGOs: K’anichay (Chayanta), Teko Guarani (Camiri, Lagunillas y Huacareta) and Chasqui (El Alto).

Productive education was one of the activities implemented during the project. This involves the sharing of knowledge for coordinated actions with teachers, students, parents and community authorities in the program’s educational units, within the framework of the Avelino Sĩñani - Elizardo Pérez Education Law. This occurred in areas where Community Partner Productive Projects (CPPPs) were implemented. In this context, there were training sessions with teachers and students through participatory methodologies, recovering local knowledge, technical experience and methodologies based on a curriculum design proposal for the technical humanistic baccalaureate, in accordance with the CPPP rubric for work in the classroom.
2. BACKGROUND

The curriculum design proposals are aligned with the principles and content of the Education Law, which aims to achieve comprehensive and holistic education for students. As an operationalization strategy for this law, micro projects (CPPP) were developed and implemented using different rubrics with technical teams from partner organizations, teachers, students and local communities. These projects mean that teachers and students can develop productive experiences with the necessary support in terms of educational materials and equipment for teaching and learning processes and consequently the expected results were achieved according to the prioritized CPPP.

**Legal Framework**

On January 22nd, 2009, the New Plurinational State of Bolivia was founded, in which the different nations that make up the Bolivian territory were recognized and the new “Vivir Bien/Buen Vivir” (Live Well/Good Living) social paradigm was proposed.
promoting an equal and harmonious coexistence between humanity and the environment (Mother Earth).

The Plurinational State has a set of guidelines that support the implementation of Productive Education, providing the legal basis for its development based on joint responsibility between families, communities and the State.

**Summary of the Bolivian legal and sectorial standards that promote the implementation of community partner productive education.**

- **The Plurinational State Constitution (PSC),** states that “every person has the right to receive a universal, productive, free, comprehensive and intercultural education at every level, without discrimination” (Art. 17) and it establishes that “education constitutes one of the highest functions and a prime financial responsibility of the State...” (Art. 77 Sub. I). In Art. 30, paragraph 12, “education shall be intracultural, intercultural and multilingual throughout the education system”, as a right of rural populations, including native indigenous nations and peoples.

The PSC establishes that, “every child and young person has the right to comprehensive development” (Art. 59 Sub. I), requiring the “...State, society and family to ensure that priority is given to the best interests of girls, boys and adolescents, that their rights are considered more important than the rights of other population groups, that they are prioritized for receiving protection and assistance in all circumstances, and for receiving care from public and private services...” (Art. 60).

The PSC establishes that “the State shall give prioritized support to students with less economic possibilities so that they may have access to various levels of the education system, by providing economic resources...” (Art. 82) and establishes that, “comprehensive sustainable rural development is an integral part of the economic policies of the State, which shall prioritize its actions for the development of all community economic undertakings.”
• **Chapter Three of the National Development Plan, “Dignity for Bolivians”** proposes as part of the “Education” component an education production program, which adapts the regions’ vocations and productive characteristics, incorporating technology such as computers and internet in educational units. Furthermore, the plan places an emphasis on education for children from rural areas to provide “… an education strongly tied to their cultural identity, philosophy and ways of life in their own contexts as well as the productive vocations from their region, which ensures permanence in the system from the start to the end of their education.”

• **Law Nº 144 Productive Agricultural Community Revolution**, establishes the improvement of access to materials, productive infrastructure, technical assistance and training and proposes that the planning of food production will be participatory and based on vocational and productive potential, helping to define production strategies as well as comprehensive and sustainable productive agricultural development plans and programs.

Furthermore, the Law establishes that “the central level of the State and autonomous territorial entities, in accordance with their area of responsibility, shall: insert into the school curriculum, nutritional and food education that focuses on the importance of consuming healthy, nutritious and culturally appropriate domestic products, under the responsibility of the Ministries of Education, Health and Sports.” (Art. 20 Sub. I)

The Law also establishes, “education as a fundamental right” (Art. 1) and “guarantees access to education and the permanence of students in fully equal and aligned conditions”. Furthermore, the legislation facilitates the formulation and implementation, at every level of government of the Plurinational State, specific social programs that benefit students with lower socio-economic backgrounds, so that they can access and remain in the education system, through the provision of economic resources as well as the provision of food, clothing, transport and educational materials. In remote areas with boarding schools, students with excellent academic achievement will be supported with scholarships at every level of the Plurinational Education System. Creating productive, community and environmental awareness in students is also emphasized, encouraging the production and consumption of ecological products, with food security and sovereignty, conserving and protecting biodiversity, traditional territories and Mother Earth in order to Live Well (Art. 5).

In this framework, the Community Partner Productive Education Model (CPPEM) is based on a human transformation process that promotes Living Well through comprehensive development in a rational, spiritual, symbolic and affective way. It is an educational model that appreciates and reaffirms the plurinational unity of the country and strengthen cultural identities.

The model promotes the holistic education of the student through its different dimensions:

• **Be**: part of the development of principles, values, feelings and aspirations and a share community-based view of the world;

• **Do**: implement practices and activities, technical and technological procedures for technical and intellectual production;

• **Decide**: develop the organizational environment for students and establish actions based on critical thinking, for the resolution of problems and challenges;

• **The Avelino Siñani - Elizardo Pérez Education Law Nº 070** establishes public education as “a systematic, regulated, obligatory and evolving education that provides all children, adolescents and young people, from Early Education with the community and the family until high school, an education that fosters their comprehensive development, provides opportunities to continue in higher vocational education and its projection for productive activities, and has an intracultural, intercultural and multilingual focus throughout the entire education subsystem. (Art. 9).
• **Know:** how to develop empirical knowledge, theories, art and science.

The education model is based on the following principles that draw on theoretical foundations and is specified in the Bolivian education curriculum:

• Decolonizing, liberating, revolutionary and transformative education.

• Community, democratic, participatory and consensus based education.

• Intracultural, intercultural and multilingual education.

• Productive and territorial education.

• Scientific, technical, technological and artistic education.

The current educational model introduces the concept of Community Partner Productive Education with the goal of integrating humanistic education with vocational education to encourage comprehensive human development that can contribute to the productive development of the country and the wellbeing of its population.

In this framework, the Law aims to transform Bolivian education in its technical and pedagogical aspects and to recover community partner productive education using the process of “practice - theory - assessment - production.” In this sense, the objective of productive education is “to develop socio-productive vocations with social awareness and relevance to provide comprehensive education through community educational practices, bringing together wisdom and technological know-how”.

• **Supreme Decree Nº 29565 from May 14, 2008, through this Supreme Decree, the powers of Municipal Governments are specified for the use of resources from the Direct Tax on Hydrocarbons – DTH, which finances educational items in accordance with the CPPEM.**

In Paragraph I, Subparagraph i) the use of resources from the DTH are established for the strengthening of the management of municipal education to “promote educational processes in indigenous and rural communities and neighborhoods based on their own uses and customs in coordination with national bodies” and the “support for environmental education and the conservation of biodiversity using a cross-sectorial approach.”

In Subparagraph III) the “provision of infrastructure, pedagogical process and equipment to improve quality and promote equality of school education...”.

• **The Regular Education Subsystem R.M. Num. 818/2014 Technical Humanistic Secondary Education Guidelines from October 20, 2014, establishes “the implementation of a Technical Humanistic Secondary Education at every Productive Community Secondary Education School of the Regular Education Subsystem in the framework of the Productive Community Secondary Education Model from Law Nº 070 (Art. 1). This legislation establishes that, “the provisions contained in this Regulation apply to every legal Productive Community Secondary Education School, as part of the Regular Education Subsystem on a mandatory basis (Art. 2).**

The regulation defines: “the Technical-Humanistic Secondary Education is the education process in Humanistic and Technical-Technological areas, achieved by the student in Productive Community Secondary Education during six years of study, coordinating the development of potential and productive vocations of the regions and of the Plurinational State”.

• **The Institutional Strategic Plan of the Ministry of Education 2010-2014, states the importance of connecting education to community partner productive development, emphasizing four strategic areas: Opportunity and Equality, Quality Education, Productive Education and Strengthening Institutional Management.**
Strategic Objective 3: Productive Education, aims to “develop productive and territorial education that ensures educational training processes tied to the production, conservation, management and defense of all natural resources based on the relations between wisdom and theoretical, practical and productive knowledge from the native indigenous nations and rural farming communities and the development of science and technology”.

[Partner TIMI] [Algodonal school crafting of artisanal shirt (camijeta)]
3. OBJECTIVES AND METHODOLOGICAL DESIGN OF THE SYSTEMATIZATION

Overall Objective

Systematize successful experiences from the implementation of the community partner productive education model in the framework of the CLW program in Bolivia, through the collection and subsequent assessment of educational and productive practices, in rural and peri-urban settings and in different cultural contexts from the indigenous nations and communities.

Specific Objectives

• Document the experience developed over two years in the public educational units in rural and peri-urban sectors and in different cultural contexts from the indigenous nations and communities.

• Describe and analyze the historic development of the intervention of the Program through partnerships with rural native indigenous organizations, indigenous territorial governments and local NGOs.

• Systematize the program’s innovative experiences that can be replicated in other educational contexts.

• Identify the guidelines necessary for successful implementation of sustainable productive micro-projects.

• Propose a technical humanistic curriculum plan for the comprehensive and holistic education of students for professional training.

Systematization methodological design

The exercise of systematization places an emphasis on the review of installed capacities in the educational units that are developed during the implementation of the CPPPs, within the framework of the current Education Law. The systematization report includes descriptions and analysis of the progress of the micro-projects.

The systematization was carried out in sixteen selected educational units called pilot programs. The study had the support and participation of staff from partner organizations, teachers, students, parents, authorities, as well as representatives from the public institutions responsible for this area. In some cases the systematization had support from indigenous authorities (known as “wise elders” from the community) and technical staff from the different education districts. Support was also provided by some specialists that work with SCI, as well as from program partners.

The methodological design meant that both the process as well as the results obtained provided lessons learnt for the actors involved and generated reflection and dialogue. This occurred in different scenarios that involved the implementation of productive experiences, instructional strategies that facilitate the construction of knowledge and research exercises in the classroom that contributed to the educational quality.

The following methodological work sequence was established, based on five stages:

1. Review of institutional documents and the contexts of the intervention – This work recovered information from the program throughout its implementation, as well as information related to productive education.

2. Surveys and polls on the perceptions of technical staff from partner organizations involved in the project – This activity collected preliminary information related to the micro-projects already implemented. It also collected the beneficiaries’ initial views before the implementation of the project.

3. Adjustment of the methodology, techniques and instruments used to collect information from primary sources – “Dialogues of knowledge” were organized with their respective methodological guidelines and work tools, taking into account the project’s embedded variables and proposed data collection approaches with technical teams from SCI and partner organizations.
4. **Field work** – Application of the surveys (see annex) - Using the instruments developed, information was collected from the different educational units with participation from teachers, students, principals and community authorities.

5. **Clerical work and drafting the document** – With the information collected from the surveys, polls and complementary information, the systematization document was prepared, supported by corresponding consultations with key new informants who were identified during the process.

The size of the sample was based on previously reviewed information so that it had coherence and was relevant for the systematization.

The primary information was developed based on the application of the surveys with representatives of the CPPP management committee, as well as teachers and students from the pilot educational units operated by the nine partner organizations of the project.

Second hand information or information from secondary sources, was developed using documents and semi-annual reports from the CLW, monitoring records, market studies, minutes from the management committee meetings, minutes from training sessions, descriptions of micro-projects and other information such as current regulations and interviews with the technical staff that support the projects, especially for the commercialization process.

### Field work sample

The following table of informants was established, to participate in the systematization activities.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>PARTICIPANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field work</td>
<td>Technical staff from partner organizations</td>
</tr>
<tr>
<td></td>
<td>SCI technical staff</td>
</tr>
<tr>
<td>Surveys (161 surveys)</td>
<td>Representatives from the CPPP Management Committee</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
</tr>
<tr>
<td></td>
<td>Students</td>
</tr>
<tr>
<td>Observations</td>
<td>Knowledge Management Specialist</td>
</tr>
<tr>
<td></td>
<td>Program Specialists</td>
</tr>
<tr>
<td>Informal dialogues</td>
<td>Representatives from the CPPP Management Committee</td>
</tr>
<tr>
<td>Video and audio interviews</td>
<td>Teachers</td>
</tr>
<tr>
<td></td>
<td>Students</td>
</tr>
</tbody>
</table>
[Partner Jakisa] – [Boys from the Sand Pedro de Condo and Puqui school using the sewing machines to produce sportswear clothing]
Data processing

The central idea of a systematization is to analyze how a process has been implemented, based on the viewpoints, opinions and experiences of the main actors involved in the process. Taking into account the and diversity of contexts in the country where the CPPPs are implemented, special attention was given to the use of qualitative data to provide descriptions of the contexts. Even though the qualitative data was an important part of the systematization, qualitative methods were also used to reduce bias and error and to emphasize the meanings, experiences and points of view of participants.

This study uses an inductive approach in order to combine the data collected and examine the results of this analysis. Each partner organization participated in the collection of information to later consolidate the data. A statistical estimation procedure was carried out, taking into account a total of 161 qualitative surveys that covered the sixteen CPPPs, implemented by nine partner organizations, with questions based on a range of topics. These topics include: motivations for the project and pre-existing skills; implementation of the project and best practices; achievements, difficulties, future limitations and obstacles; lessons learned and; strategies for the future sustainability of the project. The surveys are organized into each partner organization and within each organization, divided into three groups: members of the management committee, teachers and students. Special attention was given to the issue of equality and representation, as well as the size of each CPPP to provide equal representation per educational unit. An average of four student surveys were conducted at each CPPP (two boys and two girls), two teacher surveys (one male and one female) and three surveys with representatives from the management committee (one teacher or director, one school board member and one student government member). Once the data was collected, it was transcribed and then the information was organized based on relevant categories in order to identify the recurring issues.

With the initial data and information collected from the interviews, as well as the observation and study of documents being completed, the process moved to the analysis of the experiences, which also involved the quantification of assessments for each process and partner organization. In addition to having a value for each partner organization, the sum of the values for the study’s different partner organizations helped the authors of this systematization identify an average or reference value, which contributed to the drafting of a document about the experience of the program.
4. OBJECTIVES OF THE IMPLEMENTATION OF PRODUCTIVE EDUCATION

To fully achieve community productive education, the curriculum design and structure of the study plan is connected to the vocations and production chains defined in the CPPPs. Furthermore, the educational institutions have been reoriented to include productive settings in different areas of the territory, respecting local, regional and departmental characteristics.

Within this conceptual framework, staff from partner organizations and Save the Children defined the following Productive Education implementation objectives in the CLW framework as part of a national workshop:

Quality of education

- Give an example of the implementation of the Law 070.
- Demonstrate the application of methodological guidance.
- Training and motivation of teachers in efficient teaching methodologies.
- Generate resources for the educational unit.
- Provide technical skills.
- Stimulate non-tangible skills (research, writing texts, etc.)
- Provide certification for young people
- Facilitate access to higher education

Improvement of students’ living conditions

- Develop thoughtful and creative children.
- Improve the students’ quality of life.
- Generate income for students so that they can continue studying
- Improve students’ nutrition when the projects have an agricultural component.

Cultural recuperation and taking care of the environment

- Recover ancestral knowledge
- Value the environment and nature
- Appreciate local and cultural identities
- Overcome the mentality of being “colonized”
- Strengthen the local economy based on local strengths
- Improve local production
- Value local food

Empowerment of each actor – community members, girls, boys and adolescents, governments and institutions
5. PRODUCTION PEDAGOGICAL EXPERIENCE

5.1 Productive Experience

To put the Education Law into operation in terms of productive education, the CLW program implemented by the nine partner organizations identified sixteen pilot educational units for the development of Community Partner Productive Projects (CPPP). These projects involve the provision of training and implementation of micro-projects that use a market-based approach (productive chains or value chains). The implementation of curriculum developed by the Ministry of Education allows students to have a comprehensive humanistic, scientific, technical-technological and productive education, integrating components from productive education into the general curriculum used by the educational unit.

Ideas for productive projects are developed in the framework of the potential and productive vocations of the municipalities where they are implemented, in accordance with a participatory assessment that involved all of the main actors from the educational process in identifying each community’s needs and problems, which were then reflected in the design of the CPPP.

For their implementation, CPPP Management Committees have been formed. These consist of the following members of the education community:

• Educational Unit Representative - Principal
• Teacher Representatives
• Student Government Representatives
• School Board Representatives
• Community Representatives

CPPP steps

• Participatory diagnosis of the needs and problems in the community, zone or neighborhood.
• Prioritization of a need or problem to resolve.

• Definition of the title of the project.
• Philosophy of the project.
• Objectives of the project.
• Definition of the action plan: activities, people responsible, schedule (start and end).
• Creating the budget (details of the activities, items, quantities, unit cost, total cost).
• Project implementation
• Monitoring and follow-up
• Evaluation

Throughout the process, two basic aspects were considered:

• First, the development of the pedagogical aspect of the humanistic curriculum with the inclusion of subjects (languages, mathematics, physics, chemistry, etc.), depending on the specificity of the productive project.

• Second, the development of students’ competencies and/or skills in the technical-technological-productive aspect.

5.2 Implementation process of productive education in the framework of the program:

The process began with a feasibility analysis of the project, which is the initial phase of the project and its objective was to define if the project is feasible or not.
The key activities in this phase were:

- Participatory assessments of the situation in the community to identify potential productive areas.
- Study of the legal framework.

If the feasibility analysis was positive, we moved to the second phase of the process.

The second phase was the detailed planning of the work or tasks that need to be carried out and the resources that are necessary for implementing the project.

The key activities in this phase were:

- Analysis of the scope of the project.
- Definition of the project plan.
- Completion of proposals for the curriculum.

If the project is finally approved by the education community, this had to be reflected in a document that contains all of the terms of the agreement.

The implementation phase of the project involves putting the project activities into operation and includes the following actions:

- Allocation of the planned tasks for resource management.
- Implementation of the planned tasks.
- Management of change or requests for adjustments.

It is necessary to perform monitoring and control of the project at the same time as this phase, which ensures compliance with the planning and quality of the work carried out. This is conducted in a way that deviations from planned results are detected before they become a problem for the success of the project.

The key activities in this phase are:

- Monitoring of the planned tasks.
- Management of deliverables (products, services and/or results from the project).
- Incident management (application of solutions for any kind of incident that interrupts the process).
- Writing of monitoring reports.

In the education setting, these processes are connected by the methodological processes defined in the Education Law (Practice, Theory, Assessment and Production) that aim to provide comprehensive and holistic education for students in accordance with the current Technical Humanistic Secondary School regulations.

5.3 Market studies

The overall objective of the market studies in this program was to analyze the potential productive aspects of communities and identify potential areas for the diversification of agricultural, artisanal and textile products to guide the implementation of the Education Law in the framework of the CLW.

The market studies carried out were framed in the set of designated activities to ensure access to quality education for native indigenous girls, boys and adolescents. The identification of new productive opportunities or the intensification of existing activities that have strong potential are closely tied to specific objectives and the corresponding strategies included in the market studies that were conducted by our partner organization K’anchay:

- Establish mechanisms for the inclusion of production in the regionalized educational curriculums.
- Develop a curriculum design proposal for the Technical Humanistic Secondary School program in the pilot educational units.
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Systematization of the productive
education component in Bolivia

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[Partner K’an-chay] [Students, teachers
and parents involved in the production
of toasted beans, Max Fernandez
Rojas school]
• Through the participation of primary and secondary actors, develop general diagnostics of productive chains that have market potential using a market and product based approach.

The main information collection instruments have taken into account the project’s nine indigenous partner organizations. Community self-diagnostics, field work, observation, bibliographic research, interviews of key informants and surveys were conducted.

Once the pedagogical project was approved by the education community, the last defined objective under the responsibility of K’anchay was to integrate market skills and other knowledge from market studies into the curriculum in secondary schools. This was achieved through training teachers, students and the CPPP management committees.

5.4 Operational planning

This task was carried out in 2014 and 2015 with operational planning meetings with the K’anchay partner organization, following the guidelines established within the framework of the program and indicative guidelines for the CPPPs and the Avelino Siñani – Elizardo Pérez Education Law Num 070.

In 2014, work began with the socialization of the new curriculum that was based on the new educational model in the pilot educational units of the CLW. The training plan for teachers was coordinated and delivered by the program’s local partner organizations, the technical team and the facilitator. It is worth noting that the diversity of contexts in the country has required the creation of distinct curriculums for productive sectors and a high dispersion of different initiatives across a large territory.

The training sessions for teachers and school board members on the productive education approach in fundamental subjects such as mathematics, communication and languages, natural sciences, social, technical and technological sciences contributed to the development of the curriculum plan (CPPP, annual and six month plans and class plans).

The first versions of the curriculum plans presented an analysis of priorities and strategic action areas suggested by a specialist consultant, teachers and parents. These were also the subject of internal discussions between the work team.

In the Annex to this report, the planning schemes used for the curriculum, organization and implementation of the curriculums are presented:

• Curriculum Development Annual Plan
• Six-month Plan
• Curricular Classroom Development Plan

During the implementation process, various work sessions were held both with the local partner organization and directors of the education districts, as well as with the CLW technical team. This facilitated a continuous reaching of agreements on the technical elements for the operationalization of the curriculum plan.

As part of the implementation of the CPPP and the strengthening of the curriculum plan, training sessions related to productive sectors were held, working on issues such as:

• Socialization of the Avelino Siñani - Elizardo Pérez Education Law Num. 070 and Productive Revolution Law Num. 144.

• Training sessions for teachers on pedagogical techniques and examples of how to plan thematic units for active and creative learning, in accordance with the design of the CPPP.

• Training sessions for students and members of the CPPP management committee on issues such as filling receipts, invoices, inventory, the Kardex software for inventories, cash flow and sales techniques.

With this general knowledge, the actors in the program developed intervention proposals for different areas of the plan with ideas for the curriculum. However, they had difficulties in the operationalization of some issues due to being in different methodical stages (practice, theory, assessment, production).
5.5 List of CPPP pilot experiences

Below is a list of the micro-projects that were implemented in the framework of the program in six departments in the country:

<table>
<thead>
<tr>
<th>Partner Organization</th>
<th>Education unit</th>
<th>Micro-project</th>
<th>Start date</th>
<th>Progress in 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEKO</td>
<td>Kereimba</td>
<td>Strengthening of the Productive Chain for Peanut farming</td>
<td>20/3/14</td>
<td>A traditional collection center was built by the education community for the production of peanut products. Basic equipment for the collection center, with a peanut de-shelling machine, toasting machine and smaller tools to process peanuts. Growing of two hectares of peanuts, one for the management of the raw material.</td>
</tr>
<tr>
<td>CCCH</td>
<td>Karatindi</td>
<td>Strengthening of Palm-based Arts and Crafts Productive Chain</td>
<td>26/2/14</td>
<td>A building was renovated and called the “Arts and Crafts House” equipped for exhibition and weaving arts and crafts. The local partner organization has managed and included the construction of an arts and crafts house in the Municipal Action Plan for Muyupampa. There is a group of mothers that are skilled in arts and crafts and led by the “Mburuvicha”. These mothers train students and teachers on palm weaving. These products are tagged with the producer’s brand on them.</td>
</tr>
<tr>
<td>TIMI</td>
<td>Algodonal</td>
<td>Strengthening the Productive Chain of Arts and Crafts made from Motacú and Jipi Japa Leaves</td>
<td>20/8/14</td>
<td>Construction of one 4x8m traditional arts and crafts house with local materials (wood, motacú and palm tree leaves) and one students’ weaving area in the educational unit. Equipment, materials and tools for the creation of arts and crafts. These products are tagged with the producer’s brand on them.</td>
</tr>
<tr>
<td>Partner Organization</td>
<td>Education unit</td>
<td>Micro-project</td>
<td>Start date</td>
<td>Progress in 2016</td>
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<tr>
<td>Bermeo</td>
<td></td>
<td>Clothing for cane workers and arts and crafts.</td>
<td>20/8/14</td>
<td>Construction of one 5x10m traditional arts and crafts house with local materials (wood, motacú and palm tree leaves) in the community square. Equipment, materials and tools for the creation of cane worker clothing and arts and crafts that are tagged with the producer’s brand on them.</td>
</tr>
<tr>
<td>TIM – 1</td>
<td>Santa Ana de Museruna</td>
<td>Strengthening the Productive Chain of Arts and Crafts made from Motacú Leaves</td>
<td>19/8/14</td>
<td>Construction of one 10x5m traditional arts and crafts house with local materials (wood, motacú and palm tree leaves) and one area for weaving on land within the educational unit. Equipment, materials and tools for the creation of arts and crafts that are tagged with the producer’s brand on them.</td>
</tr>
<tr>
<td>JAKISA</td>
<td>San Pedro de Condo</td>
<td>Strengthening the Textile Chain of Sportswear Clothing</td>
<td>20/2/14</td>
<td>There is a place to make sportswear that is equipped for productive practices and garment making with students. There is significant stock of materials and tools to make sports clothes, with two teachers acting as the parties responsible for production. The articles of clothing are tagged with the producer’s brand on them. The local partner organization has signed agreements with the district boards of three EUs to formalize their support for the implementation of productive education.</td>
</tr>
<tr>
<td>Drina Krsul</td>
<td></td>
<td>Strengthening the Quinoa Processing Chain</td>
<td>19/2/14</td>
<td>There is an area equipped for quinoa production with a grain mill, quinoa peeling machine and a toasting machine, as well as the necessary materials for the production of quinoa popcorn. The local partner organization and the management committee are currently processing an application to the Municipal Government for the construction of a site for quinoa milling and peeling, as well as support for the storage, selection and packaging of the products that have the producer’s brand on them.</td>
</tr>
<tr>
<td>Puqui</td>
<td></td>
<td>Strengthening the Textile Chain of Sportswear Clothing</td>
<td>18/2/14</td>
<td>There is a garment workshop equipped for training the production of sportswear: The Municipal Government has completed the construction of two areas for garment workshops. The students are responsible for tracing, marking, cutting fabric and sewing while mastering the use of sewing machines. The students learn how to sew straight and circular lines, which develops their manual coordination and results in the children mastering the practice with their hands and eyes.</td>
</tr>
<tr>
<td>Partner Organization</td>
<td>Education unit</td>
<td>Micro-project</td>
<td>Start date</td>
<td>Progress in 2016</td>
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<tr>
<td><strong>TUKUY</strong></td>
<td>Santiago</td>
<td>Strengthening of the Tarwi (an Andean grain) Productive Chain</td>
<td>7/5/14</td>
<td>There are three areas equipped with a grain mill, artisanal oven for baking and small tools. The students and teachers produce tarwi mote, tarwi flour, cookies, empanadas, cakes and bread which use tarwi flour as the main raw material. For this process, 500kg of tarwi and 200kg of wheat have been collected. The finished products have the producer's brand on them.</td>
</tr>
<tr>
<td>Miguel</td>
<td>Agrifood Wheat Chain</td>
<td>8/5/14</td>
<td>There are two settings equipped with a wheat peeling machine, a popcorn making machine and small tools. Growing of ½ hectare of wheat on land provided by the community during 2014, with another ½ hectare donated in 2015. Two teachers are responsible for the production of popped wheat, corn, sorghum, rice and noodles.</td>
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<tr>
<td><strong>K’ANCHAY</strong></td>
<td>Max Fernandez Rojas'</td>
<td>Improving the technical productive capacities in the production and processing of fava beans</td>
<td>22/7/14</td>
<td>An area is equipped with a grain toasting machine, a grain mill, a fryer and small tools, for the production of toasted fava beans, salted and fried small fava beans, fava bean round cake and fava bean pito. For the 2014-2015 management period, a ¼ hectare of fava beans was grown and 200kg of dry fava beans were collected for productive practices with students.</td>
</tr>
<tr>
<td><strong>QHARA QHARA SUYU</strong></td>
<td>Bartolina Sisa</td>
<td>Artisans of arts and crafts develop community partner productive and sustainable model in ceramics, fabrics, traditional medicine and agriculture</td>
<td>21/5/14</td>
<td>Construction of an arts and crafts building with three areas for the production of ceramics and fabrics and the holding of traditional medicine workshops that have the necessary equipment. There are four teachers and four “Yachachij” that are responsible for the four economic projects developed for the production of bags, luggage and apparel such as bracelets and waist bands as well as the preparation of raw materials for ointments and syrups. Furthermore, in the agricultural component, the raising of hens has been encouraged to contribute to school breakfasts.</td>
</tr>
<tr>
<td>Cuiri Teja Molino</td>
<td>Development of the sombrero hats and natural medicine productive chain</td>
<td>22/5/14</td>
<td>There is an area for the production of sombrero hats and natural medicine with students. Teachers, students and “Yachachij” from the community produce sombrero hats and ointments, which have the producer’s brand on them.</td>
<td></td>
</tr>
<tr>
<td>Partner Organization</td>
<td>Education unit</td>
<td>Micro-project</td>
<td>Start date</td>
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<tr>
<td>Punkurani</td>
<td></td>
<td>Commitment: The base to promote motivation, creativity and the dedication of adolescents in fabrics and traditional medicine.</td>
<td>12/8/14</td>
<td>A training program was implemented, led by the “Yachachij” from the community and supported by the teachers, in the production of woven arts and crafts such as bags, cellphone holders, bracelets, waist bands, belts and the production of ointments and syrups using natural plants from the territory. The necessary equipment for the production of fabrics and traditional medicine was provided. The products have tags with the producer’s brand on them.</td>
</tr>
<tr>
<td>CHASQUI</td>
<td>República del Uruguay</td>
<td>Strengthening of the Vegetable Productive Chain</td>
<td>13/2/14</td>
<td>Construction of two 8x20m tunnel shaped solar tents. The first educational experience was with plant beds and the second involved the commercial production of vegetables such as lettuce, chard, celery, radish and spinach. Construction of one vegetable collection center, which is currently being constructed and will be completed during 2016. An inter-institutional agreement between Chasqui and the Universidad Pública de El Alto (UPEA) was developed for an internship program in vegetable production at the education units that have solar tents. Support from the El Alto Municipal Government was provided through materials for the construction of one vegetable collection center.</td>
</tr>
<tr>
<td>Oscar Alfaro</td>
<td></td>
<td>Adolescents and their participation in urban production of vegetables and aromatic plants.</td>
<td>26/6/14</td>
<td>Construction of one 8x20m educational solar tent for producing vegetables and hanging pots with herbs, as well as lettuce, chard, celery, spinach and radish. An inter-institutional agreement between Chasqui and the Universidad Pública de El Alto (UPEA) was developed for an internship program in vegetable production at the education units that have solar tents, with participation from students and teachers.</td>
</tr>
</tbody>
</table>
6. ACHIEVEMENTS, DIFFICULTIES, BEST PRACTICES AND LESSONS LEARNED

The main achievements, difficulties, best practices and lessons learned from the results of the productive education in the CLW program are presented in this section.

6.1 Achievements

The accomplishments of the productive education in the CLW program include:

Boys, girls and adolescents with more skills.

- The students acquired new technical skills related to the CPPP in which they are involved in (grain processing, vegetables, natural medicine, fabrics, etc.), as well as business skills by participating in the productive fairs.

- The students also acquired new life skills through the productive experience including group work, leadership and being responsible. Now the students are dynamic, extroverted, communicative and participate more. It was noted that they lost their fear of leading groups of people during the implementation of the project because they participated in different group experiences that strengthened appropriate group leadership skills.

- The productive experience in the EUs also contributed to changes in the students’ attitudes: they showed interest, motivation, were responsible and harder working and more prone to conducting research; they responsibly worked in teams organized by teachers and mothers, they arrived to class on time and showed enthusiasm, creativity, cooperation amongst themselves to finish the products.

- The CPPP spaces (solar tent, cultural center, arts and crafts house, etc.) became laboratories, where students come into contact with nature, interact with their peers, teachers and community members while developing knowledge, skills and positive attitudes.

- Teaching based on practices and production was a good experience for students as they learnt more effectively with equipment and materials in the production workshops, which motivated and encouraged entrepreneurial ideas. In addition, the necessary tools were provided to make products that aroused students’ interests in technical and technological careers. In particular, the students’ participation in productive fairs with their finished products facilitated interaction between the student producers and the market while motivating them to develop their own economic activities in the future.

- In the terms of the development of the new curriculum, the students demonstrated a notable improvement in their academic performance in different areas of knowledge as a result of the incorporation of productive practices in alternative timetables and the research that they undertook in different areas related to the production processes. The teachers stated that students showed interest and were to learn theoretical content in order to put them into practice.

Improvement of the quality of education

- Progress was made in fulfilling the right of girls, boys and adolescents to a quality education through the provision of technical assistance and pedagogical support in the pilot EUs. This was achieved through training sessions in project management, sales techniques, preparation of invoices, receipts, management of petty cash, inventory, and the provision of teaching tools to help develop lesson plans for teachers, students and community authorities.

- Coordination between theory and areas of knowledge such as mathematics, biology, plastic arts and natural sciences, among others combined with the productive processes in the curriculum developed by teachers based on the context of each EU led to the consolidation of cognitive processes.

- Appropriation of productive education methodologies and technical activities with respect to the CPPP production processes by teachers from technical and science subjects.

- Training workshops were provided on education strategies (teaching tools, commercial documents, socialization of Law 070 and Law 144) for teachers and students.
SAVE THE CHILDREN CANADA
Systematization of the productive education component in Bolivia
Children Lead The Way

[Partner Teko Guarani] [Students participate in the hand peeling of peanuts, Kereimba school]
• There was high motivation of teachers and educational staff who put their commitment into practice by working outside of their paid hours so that the CPPPs were successful.

• Design and implementation of the technical curriculum that strengthens the CPPP. The curriculum design was carried out with the participation of teachers who had the necessary openness and flexibility to engage in the development of educational practices designed to achieve quality education.

CPPP sustainability

• It is essential that productive methodologies and processes are institutionally adopted by the EUs for the production, transformation and commercialization of the CPPP products.

• Design and implementation of the productive project (CPPP) as a primary component of curriculum planning that articulates the productive education strategy at the EUs.

• Changes in educational routines to carry out productive processes at the EUs are observed when teachers from different levels participate and learn about production and integrate this with educational theory. This appears that it is becoming a permanent process.

Participation from the community and appropriation of the project

• Formation and consolidation of CPPP Management Committees at the EUs, supported by the responsibility of developing operating regulations and the administration of funds. The Management Committees appointed people responsible for the productive and commercialization of the projects and was supported with an Operations Manual for performing tasks. This manual acted as a source of supporting information designed to facilitate the operation of the Management Committees.

• Strengthening of the CPPP Management Committees with information and knowledge for monitoring the project and students’ performance in subjects such as mathematics, communication, language, technological techniques and other subjects that generate information to guide decision making for the implementation of the educational activities in the community.

• Boost the production of knowledge that is used for professional and technical training in the community.

• Acceptance from social organizations such as the educational units, school boards, Municipal Councils, indigenous authorities and district boards for the implementation of productive education in their communities.

• Parents are happy and proud to see their children engaging in a productive task, learning new skills, and being motivated and interested in future economic undertakings.

Gender equality

• In some CPPPs, it was noted that the project in the EUs promoted gender equality in the collaborative work of producing arts and crafts between male and female adolescents and boys and girls, as they not only showed respect to their peers, but also enjoy the opportunity to do tasks that previously had been exclusively gender specific.

Cultural recovery

• Development of products based on the different types of local raw materials in the community with the introduction of appropriate technologies for the productive processes.

• Recovery of knowledge and local wisdom regarding the production of products and the creation transformative process with added value as a way to teach students from the point of view of real life productive experiences.
• Progress in the transmission of inter-generational wisdom and knowledge through creating arts and crafts. In addition, with the arts and crafts activities the students appreciated their native languages as well as engaging in the cultural dance practices on religious dates and learning about community beliefs.

• In the CPPPs focused on arts and crafts production, the students found that they identified more with their culture. Some created associations to make the products from the CPPP more visible.

• The students are motivated and are proud of their culture, traditions and local environment, which provides them the materials that they need to make their products. In fact, the practices and cultural work carried out by the students is articulated in different subjects or areas of knowledge, thus generating greater awareness about caring for seeds and the environment.

**Improvement of health and nutrition**

• In the CPPPs related to agricultural production or processing, the teachers from different areas of knowledge highlighted nutrition elements to help improve the students’ eating habits (the importance of eating vegetables and the availability of local grains with good nutritional elements such as quinoa or tarwi for a healthy and balanced diet).

• In some CPPPs, the students learnt to use natural medicine to heal sicknesses with plant treatments that alleviate body pains.

6.2 **Difficulties**

The following were the difficulties in the program that hindered the productive education implementation process in the framework of the Education Law:

**Motivation and training of teachers** – The implementation of productive education at an EU is a very innovative practice which requires a lot of support from teachers. Their motivation and skills have caused obstacles for this process in some instances. The following are challenges that were identified with the teachers:

• The majority of the teachers have weaknesses in managing the class curriculum development plan in terms of connecting theory with productive practice. This has affected the implementation of the technical curriculum, even though the teachers received training and complementary education from “PROFOCOM”.

• In some CPPPs, they still haven’t incorporated, coordinated and made visible the schedule of the productive practices based on productive agricultural or vocational activities in the school calendar, which were designed by the EUs for each grade level.

• There was delayed compliance of tasks by the teachers responsible for the productive processes, which for various reasons delayed the installation of equipment, the construction of infrastructure, student practice and others. Among the causes of this issue, it is important to remember that the CPPPs are extra work that takes place outside of class.

• The teachers’ lack of technical knowledge of the productive processes for the production of goods and services was an issue. The problem was resolved with hiring facilitators and the incorporation of ‘wise elders’ from the community in the teaching and learning processes. This involved teacher training activities that were then replicated with students. It was identified that there is a lack of technical education centers that can deliver technical training for teachers in different productive subjects and equip them with knowledge and skills that strengthen productive education in medium and long term periods.

**High cost of productive education**

• The implementation of productive education in indigenous communities has an elevated economic cost because of the productive practices: teachers need infrastructure, basic equipment and materials for the productive processes, while the lack or poor condition of these items means that students
don’t use them or don’t understand how to use them and subsequently don’t gain technical knowledge. As a result it is very difficult for the EUs to implement these productive projects by themselves, which is why it is necessary to have participation from institutions such as Municipal Councils, NGOs, private institutions and others to support and guide productive education. To mitigate this difficulty, resources have been managed with institutions that support education such as NGOs, Municipal Councils and others involved in the project.

• There was a lack of adequate infrastructure for the processing of products manually and continuously. This has been resolved with the construction of the “Arts and Crafts Houses”, specialized classrooms in the EUs.

**Community support**

• In some communities the lack of support from the Municipal Councils in providing productive equipment and infrastructure in the EUs for the CPPPs was a continuous difficulty. To mitigate this risk, the partner organizations have placed an emphasis on engaging municipal authorities.

• Often parents didn’t understand the students’ education processes in the new model of community partner productive education, in which practical activities occur at the EUs. Therefore, it is essential to inform parents and consolidate this comprehensive and holistic education process led by the educational community.

• In some projects, some girls, boys and adolescents were not careful when handling tools or materials. Work was carried out to raise awareness and provide information about the new community partner productive education model that was in line with the new Education Law.

**Commercialization of products**

• In the framework of the project, there was very little time to reinforce the commercialization aspect of the products. A weakness was not having somebody in charge of commercialization from the Management Committee who would be aware of the work required to sell the products, such as organization, participation in fairs and identifying markets. In the final year of the project, a strong emphasis was placed on supporting the partner organizations and the EUs to prepare marketing plans.

• Another difficulty for the commercialization of the products was related to the geographic location of the EUs, some of which were in very isolated zones. The time and cost involved make it difficult for the arts and crafts products to be regularly transported to urban centers or community fairs.

### Negative effects of climate change

• During the management of the project, the climatic phenomena caused sudden temperature changes, floods and/or droughts, which resulted in difficulties for the projects. This had a negative impact on several of the agricultural CPPPs, or those located in zones affected by this phenomena, due to the loss of raw materials (fava beans, peanuts, palms, etc.), or because of damage to infrastructure.

### 6.3 Best practices

The best practices in the implementation of productive education in the framework of the CLW program cover both the technical advice provided regarding resources, as well as methodological and institutional practices, which can be divided into four categories:

**Institutional development of the EUs at the beginning of the experience:**

• Project staff engaged in planning activities with children, parents, teachers and community in order to learn about their ideas and suggestions and incorporate them into the project activities. This learning wasn’t only good for institutional accompaniment, it also acted as a practical lesson for the participants themselves that contributed to the development of productive education at the EUs.
[Partner Qhara Qhara Suyo] [Bartolina Sisa school, traditional arts and craft making]
• The conducting of a participatory assessment regarding potential productive areas in the community and the existing conditions for implementing the CPPPs in the EUs ensured compliance with the objectives established in the Education Law.

• The incorporation of the participation of community authorities in the planning and implementation process of the CPPPs facilitated community support for the project and its sustainability.

• The specific nature of the context of each EU was taken into account for the formulation of the CPPPs, which led to participants learning about the elements that can put the success of the projects at risk or can impede the implementation of productive education.

Technical accompaniment in the implementation and development of productive education

• Save the Children, along with its partner organizations that assist in the implementation process, provided continuous accompaniment to the CPPPs to actors from the EUs, in advocacy processes with authorities and local governments, in awareness raising activities with parents and in its coordination with the technical partner organization, K’anchay.

• The application of a planning form for productive projects that are appropriate for the context of each EU helped the communities to identify activities that involve organization, planning, training, production and commercialization, which facilitated the implementation, monitoring and assessment of the projects.

• The provision of infrastructure and appropriate productive spaces by the EUs and support from the Municipal Council and other institutions was essential for the operation of the CPPPs.

• The development of the technical curriculum design related to the CPPP, developed by teachers with support from the partner organization, K’anchay, is considered a best practice that is replicable.

• The on-site technical assistance and accompaniment, as well as the training programs related to the CPPPs, were successfully accepted by teachers and students from the pilot EUs.

• As a result of the program, technical skills were installed in the partner organizations and management committees of the EUs, through training sessions, teaching staff how to install equipment and with productive processes and safe production procedures that were appropriated by the EUs.

• The permanence of a local partner organization in the area with local available technical staff to support productive education is a favorable situation, which was highlighted in the consultations conducted with the EUs.

• The production finished products for consumption and for the market allows for sustainability planning for the CPPP. Making brief production manuals and the creation of tags with the producer’s brand on them are considered best practices as they promote interest among students, teachers and the community and encourage participation in the productive education that is implemented in their community.

• Teachers who participated in the PROFOCOM diploma program produced a community education thesis at the pilot EUs where the CPPPs are implemented to obtain their certification.

Work with local actors and programs of interest by the EUs, the institutions and the municipality for the sustainability of productive education

• The formation of the CPPP Management Committees, that are made up of community representatives (representative from the EU (principal), teacher representative (pedagogical commission), student government representatives, school board representatives and community representatives) implement, monitor and guide the productive project, which facilitates community participation and wider acceptability of the project.
• Through the CPPPs, efforts have been made to request resources from institutions and Municipal Councils, generating an area of work involving the local partner organization, the EU, institutions and the Municipal Council, an aspect which should continue to be strengthened. In some cases, coordinating the CPPPs with existing social programs was achieved in order to obtain additional resources.

• The coordination and appropriation by the District Directors of the curriculum development workshops and productive processes enhanced the implementation of productive education, as well as contributing to monitoring and follow-up of the CPPPs in the educational units.

• Raising awareness with parents was fundamental for ensuring their support, both in motivating their children as well as directly participating in the CPPP’s activities. Specifically, the agricultural activities require monitoring and work outside of school hours, and having support from the families for this was indispensable.

• Several projects focused on traditional arts and crafts products, with the “wise elders” in the community having the knowledge of how to make these products. To be able to transfer this knowledge, the wise elders were involved in the CPPPs as teachers.

Pedagogical innovation

• The productive practices guided and supervised by the teachers contributed to the consolidation of knowledge and skills, as well as developing values and positive attitudes among the students. This experience made it possible to share with students the relationships between theories, methodologies and productive techniques, which strengthens the holistic education of students.

• The implementation of the CPPP supported young people to acquire technical skills for the processing and commercialization of the widely available raw materials in the community, thus helping to strengthen productive education.

• Experimenting, trying and participating in productive processes in activities such as: toasting, packaging, weighing, tagging, logistics, sales, administration, marketing, etc., were all activities that stimulate the development of creativity in the students.

• The application of methodological processes (practice, theory, assessment and production) that allow for the connection of theory with practice in different subjects demonstrated that this methodological strategy becomes an acceptable teaching resource in the development of fields of knowledge.

• The projects that also touched on health and nutrition has improved students’ health and nutrition practices.

• The values-based inter-generational transfer of knowledge has resulted in an increased cultural recovery.

6.4 Lessons learned

The lessons learned in the implementation of productive education in the framework of the CLW program include:

• The participation of all of the actors from the community is fundamental for the development of pedagogical productive practice as a space to share knowledge and values regarding production. Specifically, the positive effect of community participation from parents in the development of the curriculum for the students was notable, as the parents contributed to the sustainability of the new educational practices and schedules and improved relationships with their children. The definition of new roles for parents and new sources of satisfaction regarding the participation of girls, boys and adolescents from their families. Furthermore, it should be emphasized that by using a participatory approach, the implementation processes for the CPPPs had positive effects by creating more unity in the community, not just among parents and children, but also between local authorities and the different generations within the community.
[Partner Tukuy] [Students, teachers and parents involved in the production of toasted cereals, Miguel Mercado school]
• Articulating the productive projects with arts and crafts and ancestral cultural practices had many positive effects on cultural recovery, inter-generational communication, the promotion of ancestral community values and the valuation of cultural practices such as language, dance, traditional clothes and beliefs. An increase in feelings of pride and a sense of belonging to the community were reported.

• At a pedagogical level, the experience demonstrated that in today’s environment, you can’t just teach based on theory. Instead, lessons need to be explained and contrasted with a real life experiences that explain the meaning of things and their relationships with processes and productive procedures. The combination of theory and practice based on teaching values, and in particular ancestral values, had positive effects both on students’ academic performance in understanding theory as well as the general motivation and attitude of students towards their education.

• Conducting participatory assessments in which children participated in the formulation of the CPPPs made it possible to define projects based on the needs and aspirations of the community, which also facilitated community acceptance of the CPPPs.

• The participation of girls, boys and adolescents in the CPPPs, where they learned about productive processes that are suitable for their local environments, opened up the possibility of students being able to replicate these processes and generate economic income or teach their new skills to their families.

• The formation of the CPPP Management Committees within the EUs, and the planning of annual activities with participation from the Management Committees, facilitated the implementation and monitoring of the CPPPs.

• Permanent training and education in productive subjects and project management for members of the Management Committees and teachers is fundamental in ensuring the sustainability and quality of the CPPPs. This included the hiring specialist technical facilitators in specific production fields to support the productive processes in the EUs.

• To achieve strong monitoring of the CPPP and the evaluation of results, difficulties and needs for change, it is necessary to set clear quantitative goals during the project planning phase. In certain cases reaching these goals will depend on the particularities of each of the EUs that were chosen and their social and community environments.
7. CONCLUSION

The productive education component in Bolivia has developed a very interesting pedagogical innovation model, bringing together formal elements of practices and technical skills in the curriculum, which has resulted in an overall improvement of education quality and the provision of the tools that girls, boys and adolescents need for their transition into the working world.

Through the CPPPs, relationships have been strengthened between community leaders, the education community, parents, girls, boys and adolescents. In addition, the participation skills of these groups demonstrated a significant improvement as a result of the project.

Finally, this component has been very beneficial in rescuing cultural practices and values that have benefited not just girls, boys and adolescents, but the entire community as well, in the appreciation of local culture, identity and ancestral knowledge.

We hope that with the success of these first two years, these projects will have enough strength to ensure their sustainability and to continue to open doors so that Bolivian girls, boys and adolescents can build a future in harmony with their land and roots.
OUR MISSION is to inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives.

OUR VISION is a world where every child attains the right to survival, protection, development and participation.