

Educational **Revolution** with Teaching **Revolution**

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Educational Revolution with Teaching Revolution
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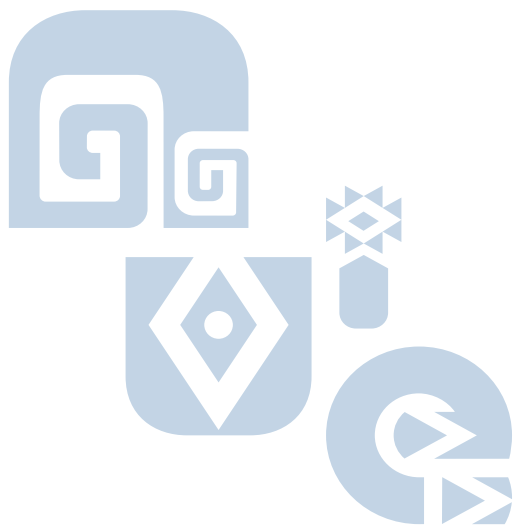
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The background features several decorative geometric icons. In the top right, there is a gold diamond shape composed of smaller triangles. In the bottom right, there is a large blue circle containing a white stylized 'G' with an arrow pointing upwards and to the right. On the left side, there are several blue icons: a square with a white 'G' and an arrow, a diamond with a white dot, a small star-like shape, and a circle with a white 'G' and an arrow. The main text is centered and reads:

Educational **Revolution** with **Teaching** **Revolution**





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PRESENTATION

The year 2006 in the Second National Education Congress held in the city of Sucre, emerged the Education Law project “Avelino Siñani – Elizardo Pérez”. During 2007 administration, in the space of the Constituent Assembly where the New political Constitution of the State was built, the bases of the Educational Revolution in all its levels and modalities were settled, forming the foundations of the Productive Socio-communitarian Educational Model.

The Educational Revolution faced by the Plurinational Estate of Bolivia as an imperative of the historical changes that our country is living, is based on the Education Law N° 070 “Avelino Siñani – Elizardo Pérez” constitutional mandate bases, purposes and objectives, enacted in December 2010.

This process is reflected, primarily, in the transformation of the Sistema Educativo Plurinacional (Plurinational Educational System), articulating the education to the new productive array, socio-communitarian development, science and technology development, the construction of the new statehood, the re-construction of the socio-cultural units and re-territorialization, taking into account also the ancestral organizational structures, so that the educational system answers to the diversity in its economic, cultural, spiritual, social and political dimensions, doing emphasis on the pedagogic essentials of the decolonization and to Live Well.

The law N° 070 is the synthesis of a long historical process of social and collective construction of the right of a public and free education; its great virtue is to recognize, retrieve, consolidate and project the contributions and desires of all the Bolivians who with vocation, solidarity and patriotism gave their lives for an unitary, public, universal, democratic, participatory, communitarian, decolonizing, of quality, inter-cultural, intra-cultural and plurilingual, productive, scientific, technical and technological education. In this context, in the most important historical period of education and society transformation in Bolivia, the Educational Revolution is a proper construction agreed by all actors of the Educational Plurinational System. In what concerns the scope of the attention to the profession of teachers, the actions have been



articulated to this process under the guideline of the Educational Revolution with Teaching Revolution to Live Well, in the perspective Plurinacional State of Bolivia construction.

In these years, for this reason and undeniably, since the educative processes were designed, organized and developed in teacher training policies articulated to teaching profession policies, there are contributions to this construction with significant qualitative and quantitative educational outcomes.

- Teachers training cannot be reduced only to initial training; the State has covered decisively emptiness in the attention to teachers in service training, covered before by other instances, many times with biases mercantilist. Today few teachers do not have a real opportunity of training from the State.
- The initial training has been strengthened, now with a licentiate degree, in the academic area with specialty curricula built in the Escuelas Superiores de Formación de Maestras y Maestros (Higher Teachers Training Schools), in the normative area with a complete compendium of institutional and academic rules and in infrastructure, equipment and connectivity conditions, during the past six years the State has invested more than the invested in the previous twenty five years.
- Postgraduate formation has begun in the whole country, so much in processes in execution as well as in normative, academic and institutional strengthening of the Universidad Pedagógica (Pedagogic University) that has begun to extend its qualified offer of specialties and master's degrees to all the teachers of the country. For the following years doctorates programs are contemplated.
- There is a consolidated strategy of an single and pertinent continuous training, through the Itinerarios Formativos (Formative Itineraries), with the Unidad Especializada de Formación Continua –UNEFCO– (Specializing Unit of Continuous Training) which since 2010 is opening ways for these processes of attention from the State to teachers formative needs with a perspective of intimate linkage of training with concrete and daily teaching practice.
- Along with the operative institutional structure for the three components of teachers training (initial, continuous and postgraduate) delineated in “Avelino Siñani - Elizardo Pérez” Law, the Ministry of Education has been attending problems, gaps and historical Bolivian educational debts to the teacher profession: the PEAMS, the PPMI and the PROFOCOM, have answered in clear form and with visible results academic relevancy topics, the temporary period, the implementation of the Modelo Educativo Sociocomunitario Productivo (Productive Socio-communitarian Educational Model), the new curricula and raising the academic level of the magisterium with the licentiate degree. These special programs, in addition to having achieved its objectives, have installed new internal capacities in the Plurinacional Educational System that will allow to face new challenges. In this same line, from 2016 the PROFOCOM – SEP includes aspects such as training for Humanistic Technical Secondary School,



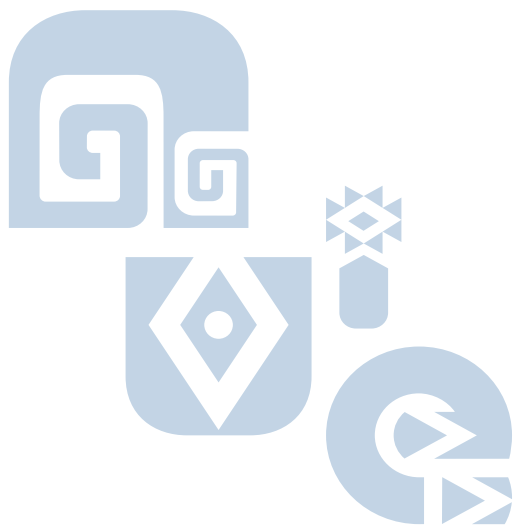
teachers training in secondary school modular system to serve in difficult access and border communities, original language use in the educational processes training, training for educational management transformation aimed to educational authorities in exercise, among others.

All these advances in teaching training policies have been possible because they are articulated to some other policies of teaching profession that have created the labor conditions and improvements in the teaching career. This comprehensive attention policy of the Ministry of Education has been a decisive factor for the mentioned achievements.

Six years after the promulgation of “Avelino Siñani - Elizardo Pérez” Law, the Educational Revolution has clear advances that have been built with the teachers, thanks to profession and teacher training policies that make possible for us to speak with conviction of an Educational Revolution with Teaching Revolution.

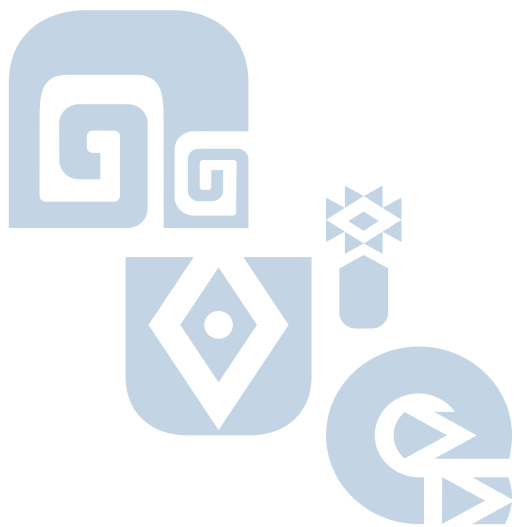
This document is part of a series Ministry of Education publications, exposes the main milestones and information of the process described in previous lines and its intention is to propitiate major impel to keep on advancing based on learnings of the way covered up until today. Likewise, it is also a contribution to country's efforts in the Sustainable Development Agenda 2030 context adopted by the United Nations and to which Bolivia subscribes.

Roberto Aguilar Gómez
Minister of Education



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Educational Revolution with Teaching Revolution

Fernando Carrión Justiniano¹

The Educational Revolution that has been implemented in the Plurinacional State of Bolivia, to the head of the President Evo Morales Ayma, since 2006 gathers Bolivian people aspirations related to the right to have education linking it to the structural change of the society; it is not, therefore, an ingenuous pretension to change the society only from the education but the conscience of which all the sectors of the State must come together in its policies and actions for the construction of “The State based on the respect and equality between all, with principles of sovereignty,

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dignity, complementarity, solidarity, harmony and fairness in the distribution and redistribution of the social product, where predominates the search of living well, as regards economic, juridical, political and cultural plurality of the inhabitants of this land; in collective cohabitation, with access to the water, work, education, health and housing for all”².

This complexity of Bolivian society structural change also is reflected in every interior sector and in the joint between them. In case of the educational sector, there are great and varied components that, brought together, are related to an educational system, so that, at the time of speaking about an Educational Revolution different components and its interrelations must be considered: curricula, infrastructure, support materials, administration, equipment, teaching personnel... The Educational Revolution considers, several internal revolutions in each of its components, one of them –perhaps the deeper, sustained and less understood– is the Teaching Revolution, the female teachers and male teachers³ auto perception transformation, the social perception towards Bolivian magisterium, the structures and the forms of the teachers training and educators labor conditions

The strategies to achieve changes in the educational systems of a country –we have seen several attempts in the past decades– tend to focus attention to on some of the components of these systems (support materials, changes in educational institutions, incorporation of external agents to the educational centers,...) In the Plurinational State of Bolivia we have focused the attention to the Educational Revolution in the component that precisely is the one that makes the balance of the possibilities of transformation to one side or to the other: the teacher, not only the future teacher but basically the teacher in current exercise. An Educational Revolution with Teaching Revolution is not only as a strategy and policy, but also is a historical debt of the State with the magisterium, a clear bet for the teacher, to develop the educational transformation from and with them.

Several years have passed since the Educational Revolution has come, first defining its guidelines, then developing its rules and now starting to implement the transformations; we are still in the process, but it is already possible to make a list of the progress. This document aims to exposes a balance, precisely of the progress of the Educational Revolution with Teaching Revolution component.

Analyzing the implementation of policies, when one is part of these and when it is still in progress, the bias of involvement, not only intellectual but also emotional, it is not usually a good starting point to perform the balance.

2 Constitución Política del Estado Plurinacional de Bolivia, Preámbulo, Bolivia 2009.

3 Clarification: With regard to the use of a language there are no agreements among Spanish linguists, trying to not discriminate or reproduce discriminates schemas between men and women and to avoid graph overloading that would use “female teacher - male teacher” and other forms that are sensitive to gender in order to mark the presence of both sexes, for purposes of this document we have opted to use the masculine form in its traditional meaning generic, on the understanding that it is useful to refer to both men and women.



Therefore, to analyze the progress on teaching profession and teaching training policies (Teaching Revolution) we will take as reference an article published by PIEB in July 2011, whose author is Victor Orduna;⁴ this “text-pretext” will help us to perform a comparative analysis between teaching profession in Bolivia’s state of situation at that time described in the article and the current situation.

The mentioned article, in that moment, described a Bolivian teacher whose main features were, according to the author:

- a. A sustained resistance to change
- b. Massification of the magisterium
- c. Popularization of the magisterium
- d. Low professionalism
- e. Poor working conditions
- f. Exclusivity for the exercise of the profession of teacher
- g. Deterioration of the public image

We will make a brief description of what the “text – pretext” understood for each of these features, identifying then for each of them the advances that make the difference to the current state of the teaching profession with the Teaching Revolution implemented.

a. A sustained resistance to change

The first feature of the Bolivian magisterium that Orduna describes is the continuous resistance to change in education, proposed or imposed, from the State. “The magisterium does not change, governments yes”. “Teachers for their part have developed a prophylactic capacity to resist, de facto and in advance, any attempt to an educational change”. This attitude to the newness, would be a way of self-defense and an explanation of the low professionalism, which according to the author, was another of the magisterium features characteristic.

If the resistance to change education was, according to the author, one of the main features of the Bolivian magisterium, this has been one of the most profound changes in the current Educational Revolution. The diagnosis of the education context, the identification of the principles that should respond to this situation have been worked with a broad participation, later on was materialize as “Avelino Siñani - Elizardo Pérez” Law. The 2006 Education Congress was designed and developed in close articulation with social organizations in representation of the native indigenous campesino nations and peoples, but mainly by the country’s magisterium rural and urban. Subsequently the work guidelines for the Modelo Educativo Sociocomunitario Productivo –MESCP– (Productive Sociocommunitarian

⁴ ORDUNA Víctor, “Retrato del maestro boliviano”, en Temas de Debate, N° 16, año 8, julio 2011, PIEB, La Paz Bolivia. <http://www.alertas-pieb.com/UserFiles/File/PDFs/Temas16.pdf>

Educational Model) has been provided by the direct and active teachers participation from all over the country.

A fact highly symbolic and eloquent was that the approval act of the law “Avelino Siñani - Elizardo Pérez” in December 2010 has been developed in the central office of the Confederación Nacional de Maestros de Educación Rural de Bolivia (CONMERB) (National Confederation of Teachers for Rural Education in Bolivia).

That is why the glimmers of questioning the educational revolution, trying to keep this mechanical resistance to educational change, without effects - caused mainly by isolated segment of the magisterium urban in some departmental capitals - has found in the national leaders of the urban magisterium a shy rejection, but in the rural magisterium a forceful reaffirmation of the “new” Law since the principles that sustain it have been constructed from their experience and projections beyond the purely sectoral and labor union.

The MESCP appropriation by the magisterium of Bolivia is not limited to the national leadership of the sector, but with greater clarity has been showing by the base teachers, this time without distinction between teachers in rural or urban areas: the commitment to transform the Bolivian education from and with the teachers, of which we referred to in the introduction to this document, has been embodied in various policies and state measures; however, the action that most clearly shows the above written, is the Programa de Formación Complementaria para Maestras y Maestros en Ejercicio (PROFOCOM) (Program for Further Training for Teachers in Service).

Any attempt to change an educational system, much more if this change involves the very vision of education role of in the construction of a society, has failed or will fail if it does not take into account the teachers, not only in its definition, but especially in its implementation: “excluded the extracurricular variables as the socio-economic background of the students, the quality of the teachers and the environment they create in the classroom are the most important factors that explain the learning goals of students. None reform of education has been or probably will be successful without the assistance of the teachers. Policies to improve the quality of education can only be viable if the efforts are focused on transforming, with the teachers, the culture of the school institution”⁵. This certainty, learned painfully in Bolivia with the failure of the Educational Reform of the neo-liberal period (Law 1565 of 1994) has placed the teacher who works in the educational unit or educational center, through the PROFOCOM, at the heart of the transformation.

PROFOCOM is a program which seeks, through sustained formative processes that concludes with the academic licentiate degree, that teachers know, understand,

5 OREALC, “Educación de Calidad para Todos: Un Asunto de Derechos Humanos”, UNESCO, Santiago de Chile 2007.



implement, appropriate and contribute, from their practice and reflection, to the MESCP and the new curricula in both subsystems of Educación Regular (Regular Education) and Educación Alternativa y Especial (Alternative and Special Education). Beyond the unprecedented coverage of the program (in its three phases more than 140.331 teachers in the country are part of the PROFOCOM),⁶ the original strategy of training, the contents and methodology designed are clearly and exclusively designed to respond to the reality, the needs and expectations of teachers throughout the country in order to generate the conditions and opportunities for the analysis of its usual practice, to incorporate the new curricula as a response to the educational needs and to contribute from their experience, communitarian and individual, with new practices and new educational elements⁷.

Including the whole magisterium with this formative action and the production of own pedagogical knowledge have made possible to install the speech and the nomenclature of the new curricula and also enhance the appropriation of the MESCP by the participants; this has been particularly evident with the first 78.764 graduates of the PROFOCOM who in their grade works have not only been able to systematize the application of the model, but also are currently leading the implementation of the new curricula in their schools and are a reference to their colleagues as the first teachers with a licentiate degree in the Modelo Educativo Sociocomunitario Productivo (Productive Sociocommunitarian Educational Model). Action from and with teachers has been accompanied by a series of additional activities such as Encuentros de Comunidades de Producción y Transformación Educativa (CPTes) (communities meetings of production and educational transformation) at the district, departmental and national levels, plurinational video contest “Recuperación de experiencias educativas en la implementación curricular del Modelo Educativo Sociocomunitario Productivo”⁸ (Recovery of educational experiences in the implementation of the Productive Socio-communitarian Educational Model curricula), Ferias de la Revolución Educativa (Educational Revolution Fairs), pedagogical teaching workshops and other events in the various levels of the Plurinational Educational System and in which it has been demonstrated and documented the appropriation, application and proposal of model teachers and the educational transformation. There are no longer outsiders technicians who “teach teachers how to teach”, themselves share with colleagues their reflections and innovations.

→ From the resistance to educational change, as characteristic feature, the Bolivia magisterium today has a determining role in the construction, implementation

6 MINISTERIO DE EDUCACIÓN, “Implementando el Currículo Educativo”, PROFOCOM, La Paz Bolivia 2014

7 Ministerio de Educación, “Memoria 1er Encuentro Plurinacional de Experiencias Transformadoras de Maestras y Maestros en la Concreción del Modelo Educativo Sociocomunitario Productivo”, PROFOCOM, La Paz-Bolivia 2014.

8 MINISTERIO DE EDUCACIÓN, “Concurso Plurinacional de Video “Recuperación de experiencias educativas en la implementación curricular del Modelo Educativo Sociocomunitario Productivo”, Instituto de Investigaciones Pedagógicas Plurinacional IIPP, La Paz-Bolivia 2014.

and improvement in the conduction of MESCP and refinement of the new curricula with proposals on the basis of their experience and reflection, this is why this new approach to education in Bolivia is not another reform, is an educational revolution.

b. Massification of the Magisterium

The accelerated growth of the magisterium has exceeded 130 thousand people in 2011 (today there are more than 160 thousand) this makes this sector the largest union of employees of the country, making –according to Orduna– in a powerful “mass” easily mobilized by sectoral demands.

Indeed, the sustained growth of the Bolivian magisterium in exercise is one of the features of recent years in Bolivia, it responds to the need to cover historic debts with the educational system and with the magisterium.

Since 2006 and with major emphasis since 2009, a continued allocation of new created items has covered student population growth, that in neoliberal governments was not properly attended, loading and overloading the educational centers and therefore the teacher's work. This situation has been understood by President Evo Morales Government not only as an administrative problem, but also as an educational quality problem⁹ with differentiated features in the cities, provinces and communities. In addition to leveling positions allocation according to growth, the increase of teachers is due to the growth of the coverage not only in Educación Primaria Comunitaria Vocacional (Communitarian Vocational Primary Education), level at the education reform in the 1990s was almost exclusively focused, but also in the Educación Inicial en Familia Comunitaria (Communitarian in Family Initial Education) and Educación Secundaria Comunitaria Productiva (Communitarian Productive Secondary Education).¹⁰ In the Subsistema de Educación Alternativa y Especial (Special and Alternative Education Subsystem), there has also been an unprecedented position allocation to schools that usually receive greater attention from instances of charity and solidarity than from the State as an obligation due to constitutional rights.¹¹

In parallel with covering this deficit of teachers, the educational policies on the growth of magisterium position has been faced to cover, on one hand, the historical debt that consists in hours ad honorem worked by teachers¹² and, in the other one,

9 In 2006, there were 117.212 teachers; each one of them attended an average of 24 students. In 2016 there are 136.436 teachers, making the relationship teacher-student an average of 20.

10 In 2006, 4.774 teachers were attending the Initial Level, in 2016 the quantity raised to 8.025. In the Secondary Level, in 2006 the teachers were 25.313, in 2016 reached 50.823.

11 In 2006 there were 5.666 teachers in Alternative Education, while in 2016 there are 7.239 teachers.

12 In September, 2014 the historical debt was covered in 9 departments of the country; at present the above mentioned coverage is checked in order to pay new cases.



the wage increases that make the magisterium one of the sectors most benefited from the public sector¹³.

Although, the sustained position allocation increased considerably the number in educational sector, for the State it has not meant only a massification of the magisterium it is a fulfilment of duties with the citizenship and with the same educational sector, accompanying this growth with improvements in working conditions and training opportunities with different characteristics.

Contrary to what was stated by Orduna in 2011, the growth of the Bolivian magisterium in recent years has not meant higher crowded mobilizations by claims unions. The latest massive magisterium mobilization was in 2011 which rightly gave rise to the reference article; until then, there were few teachers mobilizations reduced to small radical groups in some capitals of department, with a certain periodicity, seek for protagonism and media coverage without major results by their demands emptiness and their threshing slogans; and yes, in some cities, they have an interested media coverage aware of the effect that produces some of their representatives picturesque tone and figure.

- Bolivian magisterium has had a significant growth in correspondence to the assumption of the State's obligations with the education sector and with a vision to improve teachers working conditions to improve the educational processes and outcomes. Teachers in service have ceased to be a mass easily mobilizable, that image is limited to picturesque leaders and radical groups that have been emptying their speech.

c. Popularization of the magisterium

Orduna, in his text, analyzes Bolivian magisterium grown and composition of that "mass", concluding that its origins are popular, peasants, artisans and merchants, aspect that, according to the author, would be an explanation of the low teacher professionalism.

If for Orduna and other researchers, the "popular" origin and composition of the magisterium is a kind of limitation for their professionalism, the principles of the Plurinational State assume this situation as a desired trait and a debt obligation to be attended.

The Escuelas Superiores de Formación de Maestras y Maestros (ESFM) (Higher Teachers Training Schools) admission policies have been promoting equal opportunities for all social sectors, generating further conditions for prominent graduate the from native indigenous campesino nations and peoples, Afro-Bolivians and Inter-cultural they can access, through the "B" modality, to the initial training in all the ESFM, Unidades Académicas –UA– (Academic Units) and to all the specialties

¹³ The wage rise from 2006 to 2015 is 98% for the whole Magisterium. For example: if an urban teacher category to the merit, in 2006 gained 2.267.2 Bs., in 2015, reached an average of 4.506.9 Bs.

offered. Since 2010 the 20% of places provided for the admission processes have been covered by these sectors.

These actions not only find their meaning in the constitutional principles and the right of all to higher education but also in practical guidelines: The work of the teacher cannot ignore the reality of all the social sectors both urban and rural areas; it is from this knowledge that the educational practice incorporates the reality as part of the educational content to understand, strengthened in its positive aspects and transform it into those who are linked to situations of exclusion and injustice. The popular origin, then, cannot be a limitation for the teaching practice and educator professional quality, this characteristic has been caused more by lack of care from the State to teachers in exercise training needs.

- Far from being a limitation for the level of professionalism, Bolivian magisterium popular origin is considered by educational policies of the Plurinational State a reality to balance conditions and opportunities and an advantage for the educator work, it allows professionals who know their reality to strengthen it or transform it; in this regard, there has been developing inclusive policies that are advantageous to the native indigenous campesino graduated admission without exclusion of other sectors, such policies are complemented with better conditions of initial, continuous and postgraduate training, along with improvements in working conditions.

d. Low professionalism

The trait of Magisterium popular origin is linked in the reference article, as a cause of the low level of professionalism, calling it as “structural character of low professionalism”.

First let's clarify the debate that has already exceeded at the international level and with a single solution in the context of Bolivia: In the years 80 and 90, in the academic environment dedicated to education emerged a debate on the “semi professionalism” of teachers¹⁴, the same, after exhausting arguments and counter arguments, become blurred because no common causes to the analyzed phenomenon were found, innovative ways of change in the teachers role were identified, and especially the recognizing the illegitimate claim to compare teaching profession with other professions. Today, this last point is assumed in Bolivian educative regulations: The profession of teacher is not comparable to other “professions” for two main reasons. Firstly, the strategic role of education in a society and secondly because this turns into special obligations of the State toward the Bolivian magisterium.

14 PEREYRA Miguel A., “El Profesionalismo a Debate”, Cuadernos de Pedagogía, N° 161, Barcelona Julio-Agosto 1988. GIRONOUX Henry A., “Los Profesores como Intelectuales. Hacia una Pedagogía Crítica del Aprendizaje”, Ed. Piados, Barcelona 1990. IMBERNÓN Francisco, “La Formación y el Desarrollo Profesional del Profesorado”, Ed. Graò, Barcelona 1992. PÉREZ GÓMEZ A. – BARQUÍN RUÍZ J. – ANGULO RASCO J.F., “Desarrollo Profesional Docente. Política, Investigación y Práctica”, Ed. Akal, Madrid 1999.



The transformation of these principles is reflected in the recognition of regulation of the Reglamento del Escalafón Nacional del Servicio de Educación (National Career Scale of the Education Service) and the exclusivity of teachers training by the State.¹⁵ Decade's struggle of the Bolivian magisterium is recognized in the Plurinational State Educative Legislation.

In the previous point we explained that the questioning teacher's professionalism has its origin, under the reading of the current educational policies, not in the popular roots of the magisterium but in the neglect of the State to the teachers training needs, both as regards the initial training as to training of teacher in exercise and to their working conditions.

One of the first steps in the Educational Revolution was the transformation of the Institutos Normales Superiores –INS– (Higher Normal Institutes) in Escuelas Superiores de Formación de Maestras y Maestros (Higher Teacher Training Schools) in mid-2009; this change the hierarchy of the teaching profession, which until then was equivalent to a senior technician contemplating three to four years of training, to an academic licentiate degree, with five years of initial formation. This process involved in addition improving salaries of teachers of the ESFM, the allocation of hierarchical items, processes of institutionalization increasingly demanding, processes of performance evaluation increasingly transparent, strong investment in infrastructure and equipment¹⁶, a curricula for teachers training and official academic and institutional regulations.

The mentioned aspects, for those who knew of the situation of the initial training of teachers in times in which it was delegated, by neoliberal governments, to public and private universities, mean structural developments and the warranty conditions to improve permanently the processes and institutions for the training of future teachers. In December 2014 the first 6.093 teachers graduated of this new initial training.

But the educational system of Bolivia had deficiencies not only in the initial training of teachers; the neglect of the State to the teacher training resulted in other situations in the magisterium in service, the most striking of them was the high number of temporary teachers. In 2006, the number of temporary teachers throughout the country was 18.698, equivalent to 16% of the total of the magisterium. Immediately after this situation and to diminish the effects that it had in the quality of the processes and educational results, in 2006, as a effect of this situation and to lessen the impact that had this situation on the quality of the educational processes and outcomes the Programa de Profesionalización de Maestros Interinos (PPMI) (Temporary Teachers Professionalization Program) began until the end of 2015, having succeeded in reducing the temporary teachers to 2.04%, this percentage which aims to be zero until the end of 2016.

15 Arts. 2 and 36 of the Law of the Education N° 70 "Avelino Siñani - Elizardo Pérez".

16 The Government has invested in the last 6 years Bs. 214.458.351 in infrastructure and equipment to the ESFM across the country.

Another aspect adding up to the teacher professionalism questioning, overcome by formative processes, was teachers working situation without academic relevancy; principally primary teachers in rural areas were developing teaching in another level different from of its formation in absence of the secondary level teachers.

Since October, 2010, the Programa de Especialización y Actualización de Maestras y Maestros de Secundaria (PEAMS) (Specialization and Update Program of Secondary Teachers) specialized 2.105 teachers at national level, through a process of sustained specialization in Educación Secundaria Comunitaria Productiva (Communitarian Productive Secondary Education) in secondary level areas, later this process was articulated to the PROFOCOM because of that there are few teachers cases without academic relevancy.

Attention both to temporary teachers as to the lack of academic relevance has contributed substantially to overcome that vision of improvisation of educators that was picked up by President Evo Morales Government and has been transformed, improving in this way the level of professionalism of Magisterium segments that were source of critical and discrimination by their lack of specific training and their level of professionalism in doubt. Profession and teacher education policies, however, were not reduced to attend special segments or voids created by the neglect of the neoliberal state. Since 2010, attention to training needs was directed, to all the Bolivian magisterium with two programs: Itinerarios Formativos (Formative itinineraries) and PROFOCOM.

The Itinerarios Formativos (Formative Itinineraries) is a permanent short training courses offer of continuous training directed to teachers in service that dealt with varied thematic according to the educational policies, to teachers training needs and to the prioritization of local and sectoral educational themes. With a formative strategy pointing straight to the progress of the teaching practice, the Itineraries are certified officially by the Unidad Especializada de Formación Continua (UNEFCO) (Specializing Unit of Continuous Training) as an operative instance of the Ministry of Education for continuous training. Up to the date, they have developed courses in native languages, specific didactics, educational use of the information technologies and communication (ICTs) and other topics; in its seven years of implementation they have attended to 256.886 participants in the whole country, in this number there are counted teachers who have taken part between in 1 to 10 courses.

PROFOCOM, of which we referred already, has attended in four years and a half of work more than 140.000 teachers, equivalently to 88% of the magisterium, who, in gradual form, will conclude their training process until 2017 and will receive the academic licentiate grade for the level and areas that they manage. Without counting other programs in execution or in design¹⁷, with this two commented

17 From 2016 the Ministry of Education to begun to develop the PROFOCOM – SEP that attends to the formative processes for Humanistic Technical Baccalaureate, Use of Original Languages in the Classroom, Secondary Modular, Transformation of the Educational Management and Academic Leveling.



training processes, the State has gone on from an entire absence in the teacher in exercise formation– space that had been occupied by Universities and NGO' with diverse purposes and results– to a strong presence straight articulated to the progress of the educational practice, with methodologies and their own content adapted to the characteristics of Bolivian teacher. Currently you can say that there is no teacher in the country that has not received an opportunity for training by the State.¹⁸ But the attention to teacher training in Bolivia, to cover their training needs and to improve the level and professional performance, is not limited to the attention of transitory programs, they are articulated and based on a teacher training total structure, foreseen in the “Avelino Siñani - Elizardo Pérez” Law¹⁹ that includes three components: initial formation (ESFM), continuous (UNEFCO) and postgraduate Universidad Pedagógica –UP– (Pedagogical University). With its own specificities, the three instances are articulated in objectives, programs, actions, use of infrastructure and technical support, so that programs such as PROFOCOM or PPMI have the participation of all instances, facilitating the processes, optimizing the resources and raising the results. The effect of the formative attention for a better professional level of teachers are already visible in good part of the Plurinational Educational System and has begun to take the first steps to close the circle with the implementation of the postgraduate courses for all teachers who already have licenciante degree. The offer of postgraduate studies has begun with a master's of the PROFOCOM in MESCP, in which 2,212 teachers are already stage of conclusion. Since January 2015, the Universidad Pedagógica –UP– (Pedagogical University) have been diversified into diploma programs, specialties and masters, oriented mainly to the development of the areas and specialties disciplines of the magisterium, this university will start doctorates for teachers in 2018.

The ingenuous pretension to think that at major academic levels improves automatically the professionalism level, it is not stated in the policy and described actions; for it, all the formative ongoing processes and in design consider a methodology straight linked to the teachers professional development, to its practice and to teachers production of pedagogic knowledge, from their experience and reflection, communitarian and individual; it has led to being modifying the teachers professional culture and the organizational culture of the centers, in which it is increasingly naturalness the collective work and development for the implementation of new experiences in the application of the MESCP and curricula.

- With the recognition by the State of the specificity of the teacher profession, the attention to comprehensive teacher training has been paying-off historical debts as the temporary period, the academic irrelevance and the absence of training opportunities for the magisterium; these policies have been

18 Even the teachers who are employed at border areas, near rivers and areas of difficult access have the opportunity to take part in formative processes, in a distance module specially designed for them.

19 Articles 31-40 of the Law of Education N° 70 “Avelino Siñani - Elizardo Pérez”.

transformed into opportunities not only to understand and implement the new model and the new curricula but also in the opportunity for every teacher to innovate and to contribute with their own experiences in the improvement of their professional performance and in the improvement of the curricula concretion. This qualitative change in the professionalism of the magisterium has the virtue of not having resorted to mass firings or mobilizations, placing the confidence of the educative processes improvement and results not only in future teachers, but mainly in the totality of the teachers in service.

e. Deficient labor conditions

The reference text makes to notice two situations referred to the deficient labor conditions of the Bolivian magisterium: the first one, the wage aspect as constant claim, nucleus of the permanent mobilizations and center of the trade union speech; the second one, an increasing technological gap.

If we pay attention to the speeches of the representatives of the magisterium in the last years, if we analyze the demands, its organic instances resolutions, but even more, if we are attentive to the recurring themes of the base teacher with their colleagues, we will fall into account that the points usually addressed like pay claims have been leaving gradually to concentrate on demands relating to training processes and to subjects specifically educational, technical, pedagogical, curricula. This fact, coupled with the disappearance of the great magisterium mobilizations to which to the population and the Government were used to, are a powerful effect of policies of attention to the wage conditions of this sector. In the section “b” of this document there are data on the permanent and unusual allocation of items of new creation, wages increases, payment of historic debts, the regularization of the worksheets, the attention to sectors of the magisterium that had been permanently relegated. This determined work has recently been recognized by a World Bank publication that places Bolivia in the second place of investments in education in Latin America and the Caribbean.

Only some leadership, isolated from the reality of its bases, keep on mentioning wage topics in their speeches; but now they have changed the starting point; they do not star already from the claim for the wage levels of the teachers, now they star from the salary of all the “workers”, as an evidence that their sector has received from the State a superior wage level than the working class and with advantages with regard to other wage-earning sectors. The turn in the speech of these leaders thinks about how to raise the Magisterium salary amount to keep on using its rhetoric.

In honor to the truth, during the last years, President Evo Morales Ayma Government through the Ministry of Education has been the main interested in making effective a better wage attention to the Bolivian magisterium as a teaching profession policy to pay historical debts of the State to this sector and to offer better labor conditions



for a better professional condition, in order to obtain better educational processes and outcomes complemented by constant formation processes. This is confirmed in the negotiations between national representatives and Ministry of Education the one that stands solutions proposals or informs about wage progress implemented,

But the offer better working condition has not been reduced to training and wage. Bolivia is the only country that at the time of developing policies for the use of technology in the educative field has begun with the teachers. The provision of computer equipment is a reality in various countries, all of them started with the students, primary and/or secondary, then the teachers' providing of equipment; Bolivia has begun by teachers and is ongoing, in a progressive way, with the students. This prioritization has been recognized as a great advantage compared to other experiences by experts in this kind of policy.

- Beyond the relevance of the mainstreaming technology strategy starting with the teacher, the Bolivian State has implemented these programs as part of its policy of teaching profession that it has pillars: comprehensive teachers training, working conditions and strengthening the teaching career. The content of the demands, organic instances resolutions and discourse of the leadership of the magisterium, with rare exceptions, in recent years has had a turn theme which no longer points to aspects of salary but another kind of demands that correspond to another level of claims. This situation is a clear signal of the progress and results of the State policy to improve the magisterium working conditions, as historical debt and as a component of the improvement of the educative processes and results.

f. Exclusivity for the exercise of the profession of teacher

Another feature of the Bolivian magisterium, mentioned by Orduna, is the permanent struggle of this sector to maintain the exercise of teaching as an exclusivity of the sector; denying any possibility that other professionals (free professional) can even claim access to an item of education. This protection by the exclusivity of the exercise of the of teacher profession, responds, according to the author, to two threatening situations: the first, the opening in the neo-liberal reform, to universities intervention in the initial training of teachers; the second, the level of "fullness" of teachers graduated in larger number to which the system can absorb, expanding the competition for space work not only with other professionals but even within the own magisterium.

We have already mentioned in the previous points the position of the Plurinational State with regard to the uniqueness of the profession and the training of teachers and how this position has been translated clearly in "Avelino Siñani - Elizardo Pérez" Law. The policies and actions in order to these are mainly the structure of teachers training that recognizes only the ESFM, UNEFCO and UP as single instances for initial training, continuous and postgraduate , respectively, attention to special

segments as temporary teachers and, recently, the senior teaching fellow, and also sustained actions to improve the admission processes to the ESFM.

Since it was commented on the effective implementation of the structure of teachers training and on the attention of the special segments, we will describe the guidelines and actions aimed to improve the admission processes of future teachers.

Since 2012, the admission processes in ESFM are processes that have selection methodologies most demanding, equitative and transparent, based on a detailed planning, according to the specialties with the highest requirement in various regions of the country and systematically lowering the admissions number and therefore the number of graduated reordering the offers of each ESFM.

During 2012 and 2014 there were no admission processes to any ESFM, at the same time the number of admissions has been gradually declining: in 2010 entered 8.758 teacher trainees; in 2011, 7.846; in 2013, 4.941; in 2015, 11,271; in 2016, 3,005. In 2015 the number of students in ESFM decreased from 35 to 25 students per course, with this and other measures has been achieved that the number of teachers without work will decrease from 22.130 (2012) to 12.423 (2015); it is expected that in 2020 this situation has reached the point of optimum balance. The admissions process have found an equilibrium between the incorporation of the best secondary graduated of native indigenous campesino nations and peoples and the best secondary graduated in urban areas, who apply to a limited specialties that responds to the projection of teachers demand in the regions where the ESFM is located.

- The seriousness of these policies and their implementation has as a result that the recent admission process has not had any granting of extensions due to pressure to increase admissions number or lower levels of requirements to incorporate students. The magisterium demand on exclusivity to the exercise of teaching has been assumed by the Plurinational State who has been developing policies and actions aimed to ensure that the exclusivity respond not only to a sectoral interest but that translates into increasingly high levels of quality in the professional performance, transformed in selection processes better planned and transparent; improved processes for initial training, better conditions of joining the system, training to special segments and best processes of formation of teachers in service. The exclusivity of the teaching profession has been accompanied by improvements to ensure higher levels of quality.

g. Deterioration of the public image

The reference article for this analysis mentioned that as effects of all the points mentioned as traits of the Bolivian magisterium has resulted in the deterioration of the public image



or the social perception of the teacher: a magisterium in permanent and massive street mobilizations, strikes, with low professional levels, with poor working conditions, had brought as a consequence the public sector discredit.

We can add to the author analysis that the effect was not only a magisterium low social perception but also in a low self-perception of the same teacher by their profession; this situation, today, longed for certain magisterium leadership, has given way to a progressive and sustained change in the social perception and teacher self-perception. To do this it is important the teacher image: The latest massive mobilization of the Bolivian magisterium have been in 2011; now a days sporadic demonstrations have been undertaken by small and isolated leadership groups that have emerged in picturesque and reduced march with slogans already trodden, which failed to convene teachers of base. What is more, in the last few years have seen mobilizations and greater teachers of basis actions against these leaders, for example in 2012 and 2013 in La Paz, Oruro, Sucre and Potosí, when basis teachers defended PROFOCOM against the pronouncements and rejections of their leaders.

Today the public image of the education sector in general and of the magisterium, in particular, has new scenarios and streets are no longer the scenario in which people see teachers; now classrooms are the where they are, even on weekends, attending their formation processes, they are in local, district, departmental and nationals academic and sports competitions as the Olimpiada Científica Plurinacional (Plurinational Scientific Olympics), in which every time there are more medals for public educational units, and the Juegos Deportivos Plurinacionales de Primaria y Secundaria (Plurinational Sports Games of Primary and Secondary); they are in innovation events and pedagogic production where teachers submit proposals to improve the educative processes and results applying the new curricula; there are teachers' expressions and leaders addressing properly educational topics, proposals from the Bolivian magisterium to improve the education (already not only the trite trade union slogans); there are numerous blogs and web pages managed by teachers on which they have created new spaces of analysis and educational proposal, on which the absence of the leadership is total; there is a strong participation of teachers in the web page Educabolivia and in the network of teachers; there is a massive and active teachers participation in educational meetings to review and corrects the implementation of the curricula in a participatory way and from the teaching experience; there is the formative processes offered by the Ministry of Education with massive teachers in service participation; there are communities of production and educational transformation that gather at the educational center and in other spaces to program, analyze, discuss, produce, coordinate transformation of educational practice and therefore the teaching practice, there are teaching workshops where teachers themselves, no longer technicians or "experts" in education, share educational innovations with their colleagues from the daily practice, from the teaching practice.

In the last seven years, the Ministry of Education has produced 799 texts directed to the formation of teachers, having distributed more than 3. 800,000 copies which

have come directly into the hands of teachers who, in community or individually, have read and analyzed.

The entire population is a permanent witness of these changes and with them has been also changing their perception with regard to the profession of teacher; but as important as the change of the public image has been also the change of the self-perception of the teacher who found in their formation processes and in the attention of the State to their working conditions, the public recognition of the importance of their work, which transforms in most of the cases with a renewed commitment to education, in a permanent and healthy pressure to improve their training and their professional performance.

- The almost non-existent mobilizations of the magisterium have been reduced to sporadic and threadbare march of self-referential leaderships and have given way to educational debates, permanent presentation of proposals for improving educational processes, from the teaching practice. The base teacher does not have just a speech wages but individual and communitarian proposals for educational improvement; it is not just a theoretical proposal it is practice, from the formative processes in which has been improving their academic level and their professional performance. The teacher public image and the self-perception has had a radical turn in recent years.

Just five years after writing the “text-pretext” about the Bolivian teacher profile (2011), that profile has already had substantial changes due to the policies and actions - without precedents with respect to other processes of change or reform or educational transformation in Latin America and the Caribbean - implemented by the Plurinational State of Bolivia characterized by:

- All the measures taken to improve the professionalism of teaching have been developed in consensus, sometimes with the leaders (trade union federation) sometimes with the basis teachers who ended defending them.
- Educational Policy has adopted the historic teacher’s demands (wage demands, exclusivity of their profession, working conditions, training needs) as lines of action, as social debts that should be settled. That is why the demands of the Bolivian magisterium have been emptying it of its traditional requirements and have been incorporating other demands more linked to the improvement educative processes and outcomes.
- The State has assumed the career scale claim and attended the needs of update that come from the same magisterium. It has been assumed the exclusivity of the work and the teacher training not as a disadvantage for the educational changes but as a start point that ensures the educational transformation in the country. -The attention from the State to wage demands, working conditions, the deceleration in the growth of teachers graduates



without work, the incorporation of the teaching experience in the technical proposal for the new curricula implementation, the hierarchical academic teacher training, the growing demands for admission into the teaching career, are the explanation of the diminution of the mobilizations, strikes and stoppages, are the leaving feature characteristic of the magisterium, the teacher public image has changed positively going through a progressive social recognition of work, educative processes and outcomes.

- Now the issues are discussed with the teachers, at the level of their representation and at the level of their bases, are not reduced to labor issues and wage, now are discussed and reflected proposals as educational: curricula, methodology, strategies, quality, evaluation, educational planning, are the new topics of discussion and analysis between the Ministry of Education and the magisterium.
- The characteristic features of the teacher profile who Orduna exposed in his article, in 2011, are valid only for the limited and radical leadership sectors settled in some capitals of department that they have exactly in this longed inattention to the magisterium are precisely in this longed neglect to the magisterium fighting platform, now completely outdated with the new reality of the profession of teacher in Bolivia.
- The bet of the State by the teacher in service and by the future teacher is part of the comprehensive strategy of educative transformation.
- The political decision to work the Educational Revolution with, from and by the teacher has turned into a joint work of the academic aspects, wage, labor conditions and strengthening the professional career.
- All these changes have been conducted thanks to the sustainability of educational policies, policies of profession and training of teachers, although they have been constructed since 2006, they have become reality thanks to the stability of policies and authorities that, in an unusual period of continuity, have consolidated these trends in actions and actual outcomes, particularly from 2008 to date. This continuity is not a minor fact; the current Minister of Education has seen three leaders of the trade union federations and with them has installed the speech, the policy, the action and the results that we know today.

The advances are strong, although not necessarily sufficient, but are undeniable achievements in topics of profession and teachers training in Bolivia. The period 2009-2016 has been the consolidation period of a new professionalism of teaching, focused on the improvement of teachers working conditions and training; in this way the Educational Revolution has advanced with the Teaching Revolution, doing that them magisterium ceased to be the most complex problem of the Educational System and happened to be the clearest solution to improve the educative quality.



2 TEACHER TRAINING 2 POLICIES



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Teacher training policies

Education in Bolivia has been through diverse development stages, each of them answering different society visions that have been projected over time; to understand the current Educational Revolution with Teaching Revolution, in the framework of the New Political Constitution of the Plurinational State and Avelino Siñani - Elizardo Pérez Law, it is important to know some Bolivian education historical milestones especially in Bolivian teacher training. This chapter presents a teacher training historical precedents, educational normative in the current present and teacher training policies in particular but also in a wider vision.

2.1. Educational revolution precedents

Since the State was founded in 1825, the efforts to organize and to structure the education were continuous. The education acquired the lay character along

republican life; the Church and the municipalities were deprived of its prerogative on the public teachers' instruction, which happened to be an exclusive function of the central state actions. In 1909 the Escuela Normal de Profesores y Preceptores de la República (Normal School of Teachers and tutors of the Republic) was created in Sucre "to train educators of the whole Nation" (Talavera, 2011: 264). According to the supreme decree (S.D) of June 5, 1909, the normal school would consist of two sections: "the first one, destined to prepare primary instruction teachers, and the second one, for specialists teachers' training for some divisions of the secondary education ... "(Cajías, 2011: 9). In 1917, Normal Superior de La Paz (Higher Normal of La Paz) was founded and in 1922 the Escuela Normal de Señoritas (Normal School of Ladies) advised by the Belgian pedagogue Adhemar Gehain. Warisata was born like an educational experience from below, being opposed to the liberal ideology. It initiated activities in 1931, impelled for "a native who had gained educational experience in previous years, Avelino Siñani, and a teacher graduated in the Escuela Normal de Sucre, Elizardo Pérez" (Ibíd.: 18). The main peculiarities that arise from the experience of Warisata are:

- To re-constitute ayllu communitarian values, to promote a productive school based on the indigenous worldview.
- Training and handmade production.
- The school of the productive, social and creative work of wealth for benefit of the community.
- To strengthen the cultural identity of children, adolescents, young people and adults, waking up critical and active conscience.
- To adapt the school calendar to the agricultural and cattle activities.
- To practice mutual and cooperative help, consolidating the community participation in the school direction through Amawta parliament.
- To guarantee the integral growth of the community.
- To promote the link between school and community to strengthen learning producing.
- Feeding and hygiene as base for the mental development.

(PROFOCOM, Unidad de formación 1, 2012: 48)

The educational reform Law 1565, promulgated on July 7, 1994, tries to transform the reality of the Bolivian education. Teachers main characteristics at the end of the 80s were the enthronement of the professor and the preparation of a model class (by hearth and repetitive). The main changes that were implemented by this norm were the following ones:

- The Escuelas Normales turn into Institutos Nacionales Superiores (INS) (National Higher Institutes).
- The INS are administered by the public and private universities.



- Basic curricula are prepared for the initial teachers training of primary and initial.
- The INS are institutionalized declaring the hierarchic charges acephalous and opened to professionals with licentiate degree.
- Teacher figure as an instructor is left aside so that they assume the image of guides and educators.
- The intercultural and bilingual approach is implemented in the INS.

The decisions assumed on the INS were different; in rural area the intercultural achievements were visible, especially in the Institutos Normales Superiores de Educación Intercultural Bilingüe, (Higher Institutes of Bilingual Intercultural Education), about intercultural matters, “because re-impelled the INS as communitarian life centers, in terms of the educative dynamics, as in relation to the social and cultural reproduction” (ibid.: 34).

In urban areas, the INS were transferred to public and private universities administration. In 2001, during teaching training system assessment the carried out by the Sistema de Medición y Evaluación de la Calidad de la Educación (SIMECAL), (Educational Quality Measurement and Evaluation System), recommended that the higher institutes should take into account not only the pedagogic curricula, but also propoitive attitudes in teacher training, for a significant and comprehensive change in the primary education.

Even before 2009, the teacher training was restricted to the initial level as a senior technician. The continuous and postgraduate training was not a State responsibility it was on private hands. The Dirección General de Formación de Maestros (Teachers' training General Management) according to S.D. 156 of June 6, 2009 modified this anomaly and organized the existing disorder of experiences up to this period.

In the process that was developed between 2004 and 2006 the social movements opened the possibilities for an educational change or transformation. After several failed attempts, actions were taken to start the educational revolution, the Comisión Nacional de la Nueva Ley Educativa Boliviana (New Bolivian Educative Law National Commission) was created by decree N° 28725 and replaced the Consejo Nacional de Educación (National Council of Education). The outcome of several national meetings, with indigenous peoples' participation, is the project of education law "Avelino Siñani - Elizardo Pérez", finally enacted on 20 december, 2010.

A year before, decree N° 0156 June 2009, establishes that teacher training shall be in charge of the ESFM (old INS) and the Universidad Pedagógica (UP) (Pedagogical University) "responsible for the continuous and postgraduate training". In this way the INS's name changes, years of training are extend to five to obtaining a licentiate title, postgraduate training is UP duty. "These central aspects were approved in the "Avelino Siñani - Elizardo Pérez" Law in december 2010, when the INS already had been transformed into Escuelas Superiores de Formación de Maestras y Maestros (ESFM) (Higher Teachers Training Schools) and were preparing their full implementation in the year of 2011" (Magdalena Cajías, 2011: 108).

Education Law N° 070 "Avelino Siñani - Elizardo Pérez"

The law N° 070 is the synthesis of a long historical process of social and collective construction of the right to a public and free education; its great virtue is to recognize, retrieve, consolidate and project the contributions and desires of all the Bolivians who with vocation, solidarity and patriotism gave their lives for an unitary, public, universal, democratic, participatory, communitarian, decolonizing, of quality, intercultural, intracultural and plurilingual, productive, scientific, technical and technological education, described in the following terms:

- **Decolonizing, liberating, revolutionary, anti-imperialist and transforming** of the power of economic and social structures, aimed to a cultural reaffirmation of native indigenous campesino nations and peoples, intercultural communities and Afro-Bolivians in the of the Plurinational State construction and the Live Well.
- **Communitarian, democratic, participatory and of consensus** in the way of taking decisions about educational policies, reaffirming the unity in diversity.
- **Universal**, because attends all the inhabitants of the Plurinational State as well as the Bolivians who live abroad.
- Single in terms of quality, educational policy and curricula base, eradicating the differences between fiscal and private, urban and rural settings.
- **Diverse and plural** in its application and relevance to each geographical, social, cultural and linguistic context, as well as in relation to the modalities of implementation in the subsystems of the Plurinational Educational System.
- **Productive and territorial**, oriented to the intellectual and material production, to the creative work and in an harmonious relationship of the systems of life

and human communities in the Mother Earth, strengthening the territorial management of native indigenous campesino nations and peoples, intercultural communities and Afro-Bolivians.

- **Intracultural, intercultural and plurilingual** in all the educative system. Promotes the interrelation and coexistence in equal opportunity for all women and men in worth and reciprocal respect keeping in mind collective wisdom, knowledge and languages of the native indigenous campesino nations and peoples, the intercultural communities and Afro-Bolivians
- **Scientific, technical, technological and artistic**, developing the knowledge according to the cosmovision of native indigenous campesino nations and peoples, intercultural communities and Afro-Bolivians, in complementarity with universal knowledge, to contribute to the comprehensive development of the society.

In this frame, the Educational Revolution advances attending different needs and claims of teachers, students and other actors of the Plurinational Educational System in the whole country, strengthening capacities in the implementation and conducting processes of the Productive Socio-communitarian Educational Model.

Productive socio-communitarian educational model

El Modelo Educativo Sociocomunitario Productivo (MESCP) (Productive Socio-communitarian Educational Model) is the conceptual - political patterns across which the curricula elements are structured to design of plans, study programs, teachers systematizations, etc., which seek to transform the colonial reality of the country.





The MESCP proposes a way of seeing the education linked to the reality and answers Bolivian population problems and needs. Promotes the all-round and holistic students training in different levels through dimensions that cover the basic aspects for a full human being formation: to Be - to Know - to Make - to Decide.

In this educational model is important to strengthen the dialogist process and learning between the “hegemonic” knowledge and the “collective wisdom” of our native indigenous campesino nations and peoples, to produce knowledge for life and in coexistence with the mother heart.

The productive socio-communitarian educational model works by means of holistic objectives, which face the all-around training of the students. Constitute the educational guidelines of the decolonized, communitarian and productive educational processes.

Along with the work of the holistic objectives already developed there are the Proyectos Socioproductivos (socio-productive projects), as methodological strategies designed to interrelate, to stimulate and to integrate the fields, areas and disciplines, enabling the approach of collective wisdom and knowledge.

The Proyecto Socioproductivo (PSP) (socio-productive project) is geared to the achievement of objectives, which implies methodological guidelines design and content pools development linked to the community by teachers, students and other community members. The PSP uses qualitative and quantitative criteria as indicators to monitor and follow the objectives compliance and measure the social utility of the actions.

The productive socio-communitarian educational model:

- Is relevant because it responds to the needs and issues of the community.
- Is communitarian, because it promotes the participation of the entire community.
- Promotes the all-round training of the students.
- Is productive, because it is oriented to technical and technological training.
- The pedagogical orientation is the decolonization.
- Promotes knowledge production in all areas.





2.2. Teachers training in the legislation of the Plurinational State

The constituent process that lived Bolivia since 2006, with the obvious historical background prior to these years was concretized in a New Political Constitution of the State adopted in 2009, opens a new stage in the education history and a new stage, therefore, in teacher training. It is not only a formal change but a structural change in the very vision of teacher training, teaching profession and the Bolivian State role regards to their training and attention to their needs. Thus Political Constitution of the State foresees in a very original way, different to what is foreseen in rest of the countries of Latin America and the Caribbean constitutions, the state attention to teacher training not only in initial stage or undergraduate but along all career, also foresees the State exclusivity in training and comprehensive care to teacher training. These constitutional principles, state teacher training as a right that could be demanded to the State and also as a teacher duty. Law 070 Avelino Siñani – Elizardo Pérez states a complete teacher training structure including: initial, continuous and postgraduate training, with an specific institutional framework under the Ministry of Education, as a reflection of State duty toward teacher training in all stages, at the same time specifies the exclusivity in teacher training and guidelines concordant with the productive socio-communitarian educational model. Constitution and law main points referred to teachers training will be point out.

At the same time it is important to emphasize that teacher training legislation operative capacities was worked out in a participative way using different mechanisms; the main one, four pedagogic meetings held between 2008 and 2014, checking and

evaluating the application of teacher training policies, suggestions and adjustments were an outcome. By the importance of teachers and society participation in State policies construction, we will also make reference to important milestones that have been highlighted in four pedagogical meetings regarding teachers training.

2.2.1. Political Constitution of the State

The creation of a new State and a new Bolivian society as a decision of the whole people, has been reflected in the constituent process and specified in the Political Constitution of the State. Next we point out the completely innovative and specific guidelines for teacher training in the new Bolivia:



Article 91. I. Higher education employs vocational training processes to generate and spread knowledge designed to bring about the comprehensive development of society. To that end, it shall take account of the universal knowledge and collective wisdom of the native indigenous campesino nations and peoples.

II. Higher education is intracultural, intercultural and plurilingual, and its purpose is to ensure the all-round training of highly qualified and skilled human resources, to conduct scientific research with a view to solving problems affecting the productive base and its social setting, to promote outreach and social interaction policies in order to strengthen scientific, cultural and linguistic diversity and, to join with the people in all processes of social liberation in order to build a society where there is more fairness and social justice.

Article 96. I. The State shall be responsible for teacher training in public magisterium through higher education colleges. There shall be a single public, free, intracultural, intercultural, plurilingual, scientific and productive system of teacher training, which shall function with a sense of social commitment and a spirit of service.

II. Magisterium teachers shall participate in processes to update their knowledge and. In continuous pedagogic training.

III. The career and tenure of teaching staff is guaranteed in accordance with the law. Teachers shall receive a decent wage.

Article 97. The basic purpose of postgraduate training at various levels shall be to obtain professional qualifications in different areas through scientific research and the generation of knowledge linked to reality in order to contribute to the all-round development of society. Postgraduate training shall be coordinated by an authority composed of universities within the education system, in accordance with the law.

2.2.2. Education law N° 070 “Avelino Siñani - Elizardo Pérez”

Based on the guidelines given by the Political Constitution of the State and after a process broadly participatory for the construction of the new education in Bolivia, the Education Law No. 070 “Avelino Siñani - Elizardo Pérez” has a clear redefinition of the teacher training for Bolivia. Below we expose the articles specifically related to this:

Article 28. Higher education vocational training is the educational space for vocational training, recovery, generation and recreation of collective wisdom, expressed in the development of science, technology, research and innovation, which responds to the social, economic, productive and cultural needs and demands of society and the Plurinational State.

Article 29. Objectives

1. To train professionals with social commitment and critical awareness to people service, who shall be capable of solving problems and transform the reality articulating theory, practice and production.
2. To develop research, science, technology and innovation to respond to Plurinational State social, cultural, economic and productive needs and demands, articulating the native indigenous campesino nations and peoples collective wisdom with the universal knowledge.
3. To guarantee the democratic access to the knowledge, with critical and reflective sense.
4. To guarantee vocational training programs according to social needs and demands and public policies.
5. To recover and develop collective wisdoms and knowledge of native indigenous campesino nations and peoples, intercultural communities and Afro-bolivians.

Article 30. Structure

Higher education vocational training comprehends:

- a. Female teachers and male teachers training.
- b. Technological technical training.
- c. Artistic training.
- d. University education.



SECTION I

HIGHER EDUCATION FOR FEMALE TEACHERS AND MALE TEACHERS

Article 31. Higher education for female teachers and male teachers

It is the process of vocational training in pedagogical, socio-cultural and communitarian dimensions, aimed to teacher training for Regular Education, and Alternative and Special Education sub-systems.

Article 32. Higher education nature of the for female teachers and male teachers

Higher education for female teachers and male teachers is:

1. Single, as for professional hierarchy, pedagogic and scientific quality.
2. Intracultural, intercultural and plurilingual.
3. Public and free, the State assumes the responsibility, is one of the highest functions and a prime financial responsibility of the State.
4. Diversified, as for curricular education and institutional implementation, answers to the economic, productive and sociocultural characteristics in the frame of the basic plurinational curricula.

Article 33. Objectives of female teachers and male teacher higher education

1. To train professionals critical, reflective, self-critical, propositives, innovators, and researchers; committed with democracy, social transformations and full inclusion of all the Bolivians.
2. To develop the comprehensive highly qualified teacher training, in the specialty and pedagogic ambiances, on the basis of reality knowledge, cultural identity and socio-historical process of the country.

Article 34. Female teachers and male teachers training structure

- a. Female teachers and male teachers initial training.
- b. Female teachers and male teachers postgraduate training.
- c. Female teachers and male teachers continuous training.

2.2.3. Pedagogic meetings

The productive sociocomunitarian educational model was implemented in 2008 and pedagogic meetings were conducted as instances of wide social participation; representatives of different sectors of the society linked to the education at national and regional level were invited, rural and urban magisterium, parents of family, native indigenous campesino nations and peoples, social organizations, universities, institutes and teacher training colleges.

The pedagogic meetings were conducted in 2008, 2012, 2013 and 2014; the first one worked on Law 070 Avelino Siñani - Elizardo Pérez creation; later ones monitored the implementation and actions established in mentioned law. Following, we expose the aspects related to teachers training considered in each meetings.

a. 1st. Pedagogical Meeting (2008)

Teacher training fundamentals

Teacher training in the Plurinational Educational system assumes the following fundamentals of the new Bolivian education, basis of the curricula theoretical foundations.

- Education shall be decolonizing, liberating, revolutionary and transformative.
- Education shall be communitarian, democratic, participatory and consensual.
- Education shall be intracultural, intercultural and plurilingual.
- Education shall be productive and territorial.
- Education shall be scientific, technical, technological and artistic.

Plurinational Educational System Teacher Profile

To train teachers in education with:

1. Spirit of service to the community, pedagogical and scientific quality and relevance, cultural identity, critical, reflexive and contextualized attitude to the sociocultural reality.
2. Ability to deal in one-teacher and multigrade schools and in any area of the sociocultural, geographical and linguistic reality
3. Ability to retrieve, recreate, develop and spread technology, science, art, values, spirituality, knowledge and collective wisdom of native indigenous campesino nations and peoples, Afro Bolivians and other cultures.
4. Communication ability in three languages: Spanish, one native and one foreign language.
5. Productive awareness and ability to articulate education to productive work, according to local needs.
6. Scientific attitude and management capacity to use methodologies and research techniques individually and communitarian, encouraging the own pedagogic thought and practice creation.
7. Ability to incorporate new information and communication technologies in education.
8. Comprehensive ability to discover, intervene and provide specialized treatment to students with special educational needs.



9. Ability to identify and promote students scientific, artistic and productive vocations.
10. Democratic, participatory, ethics and civics attitude, respecting human being dignity and rights, defending State, ecosystems and natural resources integrity and sovereignty.
11. Strong background in educational sciences, social sciences and humanistic, technical, artistic and other specialty areas.

b. 2nd. Pedagogical Meeting (2012)

1. Strengthen coordination with the social and institutional organizations for remaining creation issues.
 - a. Regionalized and harmonize curricula with the teacher training curricula, in each ESFM and UA.
 - b. Concretion of the intraculturality and interculturality and plurilinguism in teacher training (articulators axes).
 - c. Deepening in the regionalized curricula in the ESFM.
2. Strengthen teacher academic quality and commitment (Selection, support, training and evaluation).
 - a. Create ESFM production and educational transformation communities.
 - b. Develop policies for training trainers.
3. Deepening the specialties in communitarian workspaces, in a comprehensive vision.
4. Promote methodologies appropriation and development, recovering the experiences, deepening specialties theory with practical experiences "Aphtapi - tapeque".
5. Train ESFM native language teachers, through IPELC, CEPOS, to its application in initial, continuous and postgraduate training.
6. Correct assessments strategies – learning assessment - performance and planning and monitoring, under the productive socio-communitarian educational model (for both, students and teachers).
7. Admission 2013. Regulate ESFM admission processes and define specialties that are going to be offered. Teacher training needs study shall be done for students admission.
8. Guarantee appropriate infrastructure and equipment conditions to specialties requirements, in the perspective of constitute the ESFM in academic centers of excellence.
9. Strengthen the productive education and technical training, teacher training shall be an intellectual and manual work permanent combination.



c. 3rd. Pedagogical Meeting (2013)

1. Communitarian evaluation

Difficulties to Overcome

- The initial training in the ESFMs is not in accordance to the outputs of the technical humanistic secondary school.
- Schedule hinder community and the interdisciplinary work integration.
- Insufficient teaching load in specialty training units.
- Intraculturality lack deepening.
- Insufficient workshops for native languages learning.
- Lack of model relevant methodological and teaching resources.
- Lack of specialists teachers in technical technological productive education areas and lack offers for continuous teachers training.
- Inadequate training in technical specialties.
- Economic expectation does not satisfy highly qualified professionals.
- Teachers without commitment to the educational model.
- Decolonization process requires a deep work to overcome it.

Achievements

- Productive Sociocommunitarian Educational Model regulation and implementation in the ESFMs and UAs.
- Understanding of the educational model approach, starting from the execution of training programs (PROFOCOM 1st and 2nd phase, PPMI - PROFE 2nd phase and others).



- Concrete practices in the community integrate sociocomunitarian values.
- We are building a relevant and new educational model, we are a world reference point, eyes are in this process of change.

2. PROPOSALS

Technical Productive Education Teacher Training

- Standards fulfilments for resource allocation by relevant authorities, communitarian use of infrastructure and equipment between the sub systems through inter institutional agreements between the ministry and municipal and departmental governments.
- Free refresher training for technical education teacher graduates to ETPP (PROFOTEC), and other specialties for its incorporation into the SEP reinforcing their knowledge.
- Strengthening of the continuous and postgraduate training of ETPP teachers in service.

Teachers Training in Intralingual, Interlingual and Plurilingual

- Creation of spaces to exchange experiences and permanent coordination between social organizations, CEPOs, ESFM and IPLC's to analyze regionalized curricula, language and culture objectives and contents.
- Languages development articulations in teacher training with inter-sectoral policies to promote languages and cultures.
- Institutionalization of native languages use and development in initial, continuous and postgraduate training.
- Consensual definition between ESFM, UNEFCO, UP, CEPOs and IPLCS, with regard to relevant methodologies for the development and use of languages in teachers training.

MESCP Implementation, Monitoring And Deepening

Initial Training

- To deep in sociocommunitarian values training.
- To develop teachers and facilitators training processes under the characteristics of productive sociocommunitarian educational model.
- To make calendar and academic schedules adjustments according to the implemented educative model requirements.
- To consolidate the evaluation process in the educational model.

Continuous Training

- To incorporate departmental, district, U.E., CEA and EEC directors in the monitoring processes of the model implementation.



- To improve PROFOCOM facilitators selection and evaluation mechanisms.
- Strengthening monitoring and accompaniment strategies through the ICT's

Postgraduate Training

- To design an educational management postgraduate training program for managers and technicians.
- To define research and knowledge production areas in postgraduate training in the educational model framework.
- The 2nd. period in the master's program must be open for teachers who work in initial education implementing the MESCP.

d. 4th. Pedagogical Meeting (2014)

1. Initial training - TEACHER TRAINING

Achievements

- The absence in teachers in service training public policies has been reversed in these years.
- Training teachers structure has been strengthened (initial, continuous and postgraduate training).
- Common regulations and curricula have been consolidated in the ESFM.



- Teachers' experiences have been recognized in the educational system as an essential element in the educational process consolidation.
- To improve initial teacher training program we have the implementation experience in initial training curricula, PROFOCOM and teachers experience who have been applying the MESCP.

Conclusions

- It is agreed that is necessary to implement a new program for initial teacher training. To do this, a national meeting will be held, at the beginning of the next year, to amend and complement Formation of Teachers curricula proposal for 2015.
- Contents that strengthen the ideological - political training and professional ethics will be incorporated.
- Articulation among teachers training, technical - technological training and artistic training is proposed through exchanges in artistic training schools, technical technology institutes and teacher training colleges.
- The initial training for primary communitarian vocational education requires reading and writing strengthening according to MESCP approach.
- PSP and PEC will be strengthened to improve the students training in ESFM. Ministry of Education will promote ESFM equipment and infrastructure support for PSP and PEC development, through agreements between municipal and departmental governments.
- It is important to incorporate indigenous peoples knowledge and promote its research.
- Strengthen in implementation of MESPC the monitoring and evaluating system in teacher training.

2.2.4. Political-Normative Guidelines for Teachers Training

Summarizing we will analyze regulations and social participation definitions for teacher training in Bolivia to response to Educational challenges and social issues facing the country, these guidelines are unique in the regional context. We can point five guidelines in the Bolivian normative clearly innovative with regard to Bolivian education teacher training previous periods; these political-normative guidelines will help to understand actions and outcomes in the Plurinational Educational System teacher training between 2008 and 2016.

- Regard to teacher profession nature and specific characteristics.
- Ministry of Education teacher training exclusivity through its operational entities (ESFM, UA, UNEFCO, UP).
- Teacher training comprehensive vision (initial, continuous and postgraduate training).



- Teacher training in the Higher Vocational Education Training Subsystem working in the Plurinational Educational System within the framework of the Productive Sociocommunitarian Educational Model.
- Teacher profession labor and academic hierarchy. Teacher training policy as part of a teaching profession policy.

Because of the importance of the guidelines mentioned, here we introduce you to the main features of the same:

- Regard to teacher profession nature and specific characteristics

Reading the course of the “educational reforms” in the recent history of the region, including the failed version of Bolivian Law 1565, it becomes evident that failure has two constraints: standard education role approach in a market society and teachers marginalization in the construction and implementation of educational changes. Indeed, and at the risk of being reductionist, we can affirm that educational changes, during neoliberal administration, saw the teacher as a “obstacle” or a “limitation” to implement educational proposals.

This situation resulted in the need to implement strategies for their changes “despite” teachers and even “against” teachers. There is no other reason to link teachers training with external entities (universities in charge of the teaching colleges, pedagogical consulting clearly disconnected of base teachers, reduced targeting in the processes of formation) and no other is the explanation to magisterium rejection to these reforms.

The analysis of relevance of the reform proposals and sources has not been done yet, but it is obvious the lack of relevance and importance of their strategies for its implementation and the value given to the various actors which was as the basis for their strategic decisions.

Analysis of the relevance and importance of proposed reforms and their sources has not yet been faced, but obviously the lack of relevance and importance of their strategies for its implementation and the value given to the various actors which was as the basis for their strategic decisions. Behind these failed visions and strategies is a derogatory look to teaching profession and the attempt to liberalize teacher profession, to “relieve” educational systems of what these standardized proposed reforms considered as a “ballast” or the “wrong of fund” that prevented the concretion of an educational model agile to answer the globalized market.

Educational revolution has begun in the same magisterium (basic proposals have been designed and exposed by teachers trade union federation and the law was officially presented at the headquarters of the CONMERB) and has



found in educational authorities and President Evo Morales Ayma an explicit acknowledgement for teachers' role in the design and implementation of the new educational model, new law and new curriculum. It is not unknown the narrow line of coordination between Plurinational State government, social organizations and trade unions at the time of the decision-making and operational definition.

Political Constitution of the State and Education Law N° 070 “Avelino Siñani - Elizardo Pérez” identifies teacher profession nature and specificity recognizing the career and tenure of teaching staff. The law also states that “the national career scale of the education service regulation is the normative instrument with full validity that guarantees the teaching, administrative and service career in the Plurinational Educational System”.

This recognition is not simply normative, is the base for the definition of policies and operative strategies resulting from these, in the teaching profession policy and teacher training policy.

- Ministry of Education teacher training exclusivity through its operational entities (ESFM, UA, UNEFCO, UP).

The Plurinacional State of Bolivia considers educational sector as a strategic sector along with natural resources and national security. In this sense, after teacher training was delegated to university instances one of the first actions was the recovery of initial training teachers centers (Institutos Normales Superiores – INS). The Supreme Decree N° 156 of June 6, 2009 converts the INS into Escuelas Superiores de Formación de Maestras y Maestros (Higher Teachers Training School), raises the academic education level to licentiate with five years of education and begins to articulate the comprehensive vision of the initial, continuous and postgraduate teacher training. Policy operative definition will be stated coherent and solidly in “Avelino Siñani – Elizardo Pérez” law.

Since then the state assume teachers training tuition, this recovery will be consolidated by the transitory dispositions (7th and 8th) of the “Avelino Siñani - Elizardo Pérez” law, initial private teachers training centers were closed and specifies teachers training exclusivity (Art. 36, Law N° 070) under Ministry of Education and its operative instances in three components: initial, postgraduate and continuous training.

Later on, in annual normative that gives the general orientations for the school and institutional management in the Plurinational Educational System (ministerial resolutions 001 in every year) training processes such as courses, congresses, trainings and others will be ruled.

- Teacher training comprehensive vision (initial, continuous and postgraduate training).



A substantial change in educational State policies, in President Evo Morales Ayma Government, is the vision and comprehensive offer in initial, continuous and postgraduate training, according to teacher training structure and special programs training needs.

As we have mentioned, in neo-liberal period, state teacher training was limited to allocate a budget for the universities that administered teacher training superior “normal” schools. Teachers in service training was in universities, NGOs and other hands, some with good academic standards and others for mercantilist purposes only.

Plurinational State, in just a few years, has succeeded in establishing an institutional, regulatory and operational structure to cover initial, continuous and postgraduate training and has developed special teacher programs throughout the country.

In just few years State policy have changed from delegation of duties in initial teachers training and total absence in the continuous and postgraduate training, to full attendance to teachers training, including special programs, there are no teachers who have not received training opportunities from the State.

In less than five years there is a complete teachers training institucional structure: Escuelas Superiores de Formación de Maestras y Maestros for initial training; Unidad Especializada de Formación Continua for continuous training; Universidad Pedagógica for postgraduate training. Ministry of Education has been able to develop special programs such as Programa de Especialización y Actualización de



Maestros de Secundaria – PEAMS, (specialization and updating secondary teachers program) aimed at ensuring the academic relevance in secondary education; Programa de Profesionalización de Maestros Interinos - PPMI-, (temporary teachers professionalization program), destined to eliminate temporary teachers, with a temporary teacher training and systematic accreditation processes; and Programa de Formación Complementaria para Maestras y Maestros en Ejercicio – PROFOCOM–, (complementary teachers in service training program) for teacher training in the productive socio-communitarian educational model and to update Bolivian teachers to a licentiate degree.

- Teacher training in the higher vocational education training subsystem working in the Plurinational Educational System within the framework of the productive socio-communitarian educational model.

Teacher training in Bolivia until 2009 was not higher education neither institutional nor in training practice (organization and academic criteria were designed for school education rather than for higher education). In “Avelino Siñani – Elizardo Pérez” Law, teacher training is part of the Professional Training Higher Education Subsystem. Curricula restructuring in pre-grade and postgraduate level has become in to a new institutional structure, a new normative and in institutional and operative joint among teachers training agencies.

This new teacher training structure in Bolivia has allowed the attention to teachers in the Regular Education Subsystem, the most numerous and where teacher training was concentrated in previous periods; now is opened for Alternative And Special Education in pre grade and Postgraduate and also in Special Programs.

- Teacher profession labor and academic hierarchy. Teacher training policy as part of a teaching profession policy.

Finally, we must emphasize that Plurinational State of Bolivia new profession teaching policy includes teacher training policy.

Based on the integral vision and the priority role of the teaching profession the development of the teaching education has been designed. Teaching profession policy includes three basic pillars: a comprehensive teachers training structure; a motivating and transparent career and the labor conditions for teaching performance improvement, therefore, improvements in educational processes and outcomes.

The Educational Revolution with Teaching Revolution, has not fallen down in the ingenuousness of thinking that only with a teacher training system we might improve educational quality; although the teaching formation has been a highly sensitive point at the time of the investment and strategies definition, this would not have been possible if labor aspects and teaching career optimization were not attended to create development conditions; this has allowed processes stability and forceful outcomes.



2.3. Teachers Training Policies

“... excluded the extracurricular variables as the socio-economic background of the students, the quality of the teachers and the environment they create in the classroom are the most important factors that explain the learning outcomes of students. None reform of education has been or probably will be successful without the assistance of the teachers. Policies to improve the quality of education can only be viable if the efforts are focused on transforming, with the teachers, the culture of the school institution” (UNESCO, 2007).

Bolivia is building a new State and a new society. This process implies that education does not only need to “fit” to changes but also guide them. To do this, all education sector components identified essential tasks and priorities in a comprehensive planning. One of them is the teacher training.

Educational revolution has prioritized strategically teaching profession in Bolivian education transformation processes, recovering the lessons learned and planning a new role for Bolivian teachers, not only as change implementers but also as active and committed fellows.

Political Constitution of the State and “Avelino Siñani - Elizardo Pérez” law normative and educational meetings operational guidelines, turned in to teachers training prioritization for educational revolution. That is why we speak of “Educational Revolution with Teaching Revolution”. This political and strategic definition to transform education in Bolivia, become into teacher



training actions, working with three basic definitions: new teachers training institutional framework establishment and strengthening, special programs development to settle historic debts with the teaching profession and educational system and the teacher training policies articulation with teaching profession policies.

Institutional strengthening takes up the structure of the teachers training stated in Art. 34 of the Law “Avelino Siñani - Elizardo Pérez”: Plurinational Educational System teachers training have three components: Initial Training, Postgraduate Training and Continuous Training.

Each of them become into an institutional frame:

- In initial teachers training there are twenty seven Escuelas Superiores de Formación de Maestras y Maestros (ESFM) and twenty Unidades Académicas (UA) which has grown as deconcentrated centers dependent on some of the ESFM. These 47 centers of initial teachers training are the structural basis throughout the national territory and provide personnel, infrastructure and equipment, financed by the General Treasury of the State.

The ESFM, are teachers training operational basis and not only host processes of initial training but also special programs (PPMI, PROFOCOM), postgraduate training institutions (Universidad Pedagógica) and continuous training (UNEFCO).

- The Universidad Pedagógica works in postgraduate training, in November 2014 began to operate in Sucre and in 2015 has constituted its Centros de Formación Postgradual (postgraduate training centers) in ESFM located in departmental capitals, with permanent staff; the objective is that until 2025 each of the twenty seven ESFM and twenty UA will have a postgraduate training center, an Universidad Pedagógica associated center, physically present in the whole national territory for that every teacher has the access opportunities to postgraduate training.
- Continuous training is responsibility of the Unidad Especializada de Formación Continua - UNEFCO (continuous training specialized unit); since 2010 is working in teachers refresher courses, has a consolidated methodology and presence in nine departmental capitals; is already working on consolidation of training centers in the ESFM located in departmental capitals, projecting centers in all ESFM and UA until 2025.

UP and UNEFCO articulation and simultaneous presence in each ESFM, allows infrastructure, resources, equipment optimization, but above improves formative processes development in initial, postgraduate and continuous training.

It is necessary to clarify that unlike other countries in the region, the Plurinational Educational System distinguishes between postgraduate and continuous

training: the basic difference is that postgraduate training processes has greater duration, are focused on teachers specialty strengthening and concludes with an postgraduate academic degree (diploma, specialty, master's, doctorate); continuous training are certified short courses, focused on teaching practice approved by the Ministry of Education. These are updating courses that response to general teachers needs and needs in each context. Therefore the formative itineraries respond both to Plurinational Educational System needs as to local needs.

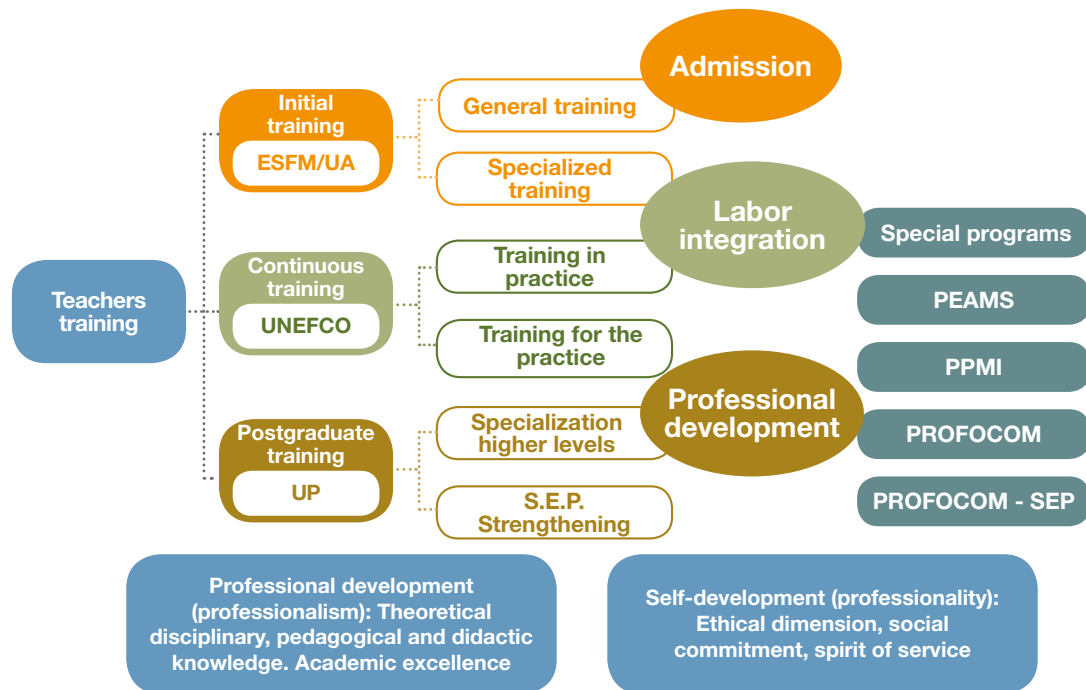
The institutional structure described in the preceding paragraphs is working the special programs that have a specific duration and a precise objective: to respond to historical debts in Bolivians educational system, issues that have been postponed for a long time and been facing by President Evo Morales Ayma administration. The historic debts to which we refer are:

- Teachers lack of relevance in secondary to which has responded the Programa de Especialización y Actualización de Maestras y Maestros de Secundaria - PEAMS.
- Temporary teachers high number in the educational system (equivalent to 18% of the total of the magisterium in January 2006), not only in rural areas but also in urban areas, to which responded the Programa de Profesionalización de Maestras y Maestros Interinos - PPMI.
- The need to spread and implement the new Productive Sociocommunitarian Educational Model and new curricula of “Avelino Siñani and Elizardo Pérez” law and the need for raising teachers academic level with the academic degree of licentiate - before 2014 colleges graduated teachers had a superior technician academic degree with three years of study - to which answers the program of further training for teachers in service - PROFOCOM, the bigger and with better outcomes program in education history of Bolivia.

These special programs have their operational base in the teacher training institutional structure, working with the basis of staff, resources, infrastructure and logistics presence in the Escuelas Superiores de Formación de Maestras y Maestros, Universidad Pedagógica and Unidad Especializada de Formación Continua.

In this way, teachers training policies are trying to work in a coordinated way paying attention to training from admission, magisterium applicants selection, initial and undergraduate training, academic relevance guarantee in labor integration, teacher training needs in continuous and postgraduate training and special programs. The ultimate aim is to ensure the personal and professional development, professionalism and profesionality, of teachers from Plurinational Educational System to improve processes and educational outcomes.

PLURINATIONAL EDUCATIONAL SYSTEM TEACHER TRAINING POLICY



2.4. Teaching Profession Policies

Teacher training policies, detailed in previous point, would not be possible without comprehensive teaching profession policy as part of the Plurinational Educational System. Teaching profession policies created administrative, organizational, and labor conditions for teacher training processes, in teacher training institutions in its three components and in special programs.

Plurinational Educational System policy of teaching profession recognizes teaching profession nature and specificity with the acquired sector rights; this explains that the three fundamental pillars in teaching profession policy are: comprehensive teacher training, teacher career and promotion and working conditions attention. The conjunction of these three elements is aimed to improve teaching performance and education quality.

The articulation of these three pillars or elements –comprehensive teacher training, teachers career and promotion and working conditions attention– developed a teaching profession policies comprehensive; much work has been done on teacher training but without its articulation with other elements it would be insufficient to improve teacher performance and educative processes and outcomes: teachers highly trained but without working conditions and without career expectations would be completely insufficient to improve teachers performance, to ensure the career



stability and therefore would be insufficient to improve the education processes and outcomes. So it is that, these three components are integrated and complementary.

The aspect of comprehensive teacher training have already been described it in the previous point, then we will briefly describe the other two elements of the Plurinational Educational System teaching profession policy and check some details to them:

- As a teaching career motivating and transparent, understands the need to ensure standards, regulations and processes oriented to promote and recognize teachers work, not only in regard to years' service but also in terms of performance and outcomes; compliance, setting and updates in the national career scale of the education service, explicitly recognized in Law No. 70 "Avelino Siñani - Elizardo Pérez", shall be done coordinating with the magisterium. Likewise, with this pillar it is sought that the teacher who enters the teaching career knows that is possible to can stay in it and make an expectant and transparent professional career.

Particular attention should be paid to institutional and trade union mechanisms creation to motivate a teaching career not only vertical (classroom teacher to management position) but also horizontal, so that best teachers should not leave the classroom to make a career and will receive moral and material recognition.

The Escuelas Superiores de Formación de Maestras y Maestros, continuously and with equity criteria, have been improving the selection condition and criteria for young people seeking to be admitted; with the same decision



institutionalization processes in hierarchical position in the Plurinational Educational System have been developed. Taking into account the national career scale regulations, selection processes for managerial and technical personnel have been perfected, transparency mechanisms have been developed for teachers competences and audits and items have been rearranged.

Academic levels improvement and opportunities democratization for professional development through continuous and postgraduate training are also tied to teaching career improvement pillar, as it was explained extensively in the point referred to teacher training policies.

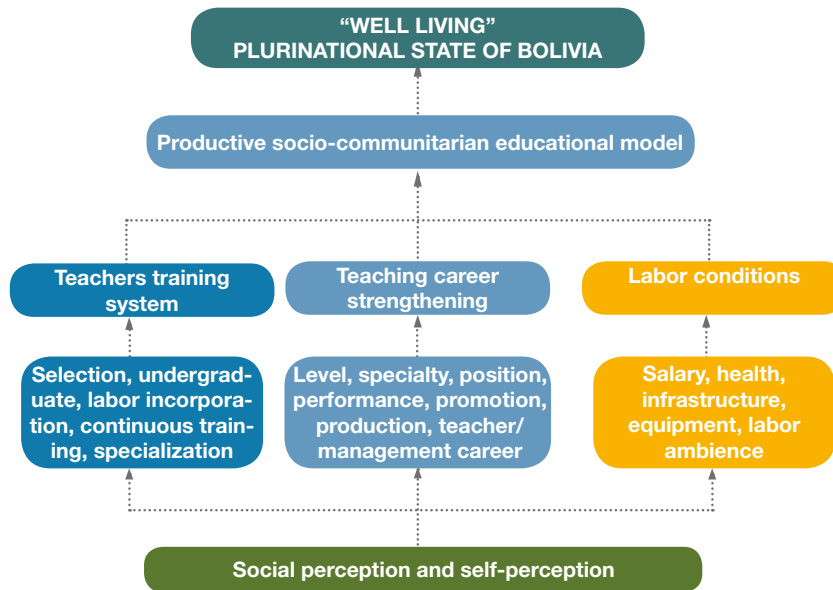
- The pillar of working conditions make reference to the wage, health, infrastructure and equipment conditions; in short, to improve the conditions that allow educational processes development with material needs fulfillment of and ideal organizational environment.

As never before in Bolivian education history, historical deficits have been covered, class hours assignments have been leveled, new creation positions allocation have been sustained and wage increases have been substantial, at the same time, tools for teaching performance have been delivered like laptops to all teachers throughout the country, with a continuous updating processes in information and communication technologies management.

Working in these teaching profession policy pillars, has allowed the State to move forward in one of its central objectives: improve teacher profession social perception and self-perception. Now teachers' image is no longer the painful image when magisterium permanent training processes even existed, when routinely were strikes and demonstrations with prejudice to the systematic nature of the educational process, when was normal that the school calendar does not arrive to be fulfilled, when family's father option was the private education as a desperate attempt to ensure an education with guarantees of regularity. Today society and public opinion see teachers studding permanently to exercise their profession, see teachers reaching new academic levels, see teachers producing and sharing knowledge, see them in the effort to be present to the saga of the progress of the technology, see them accompanying their students in scientific and sports competitions. An indicator of this regard are the demands content of teachers trade union, no longer focus their attention in labor and salaries claims, now they are mainly referred to continuous, postgradual and complementary training.

Below we will present some data that will help to better visualize the points described in the previous paragraphs.

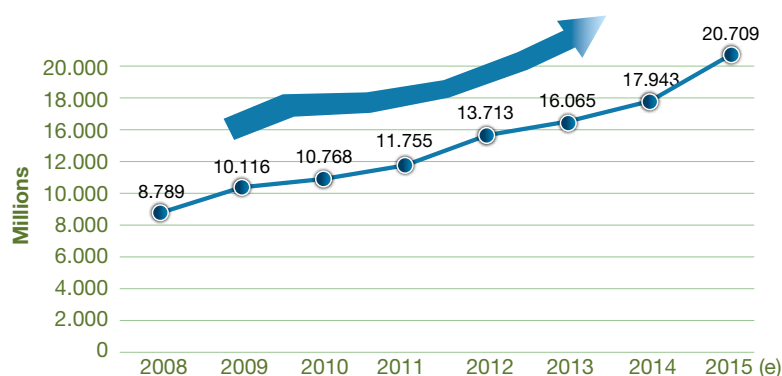
PLURINATIONAL EDUCATIONAL SYSTEM TEACHING PROFESSION POLITICS



2.4.1 Education Investment Increase

Bolivia has been increasing considerably the public spending in recent years, in 2008 public investment in education was 8789 million of bolivianos, in 2014 this doubled up to 17.843 million of bolivianos and in 2015(e) 20.709 million of bolivianos; the Plurinational State of Bolivia prioritizes educational sector covering improvements in teachers' salaries, equipment, infrastructure and teachers working conditions.

EDUCATION PUBLIC SPENDING IN MILLION OF BOLIVIANOS



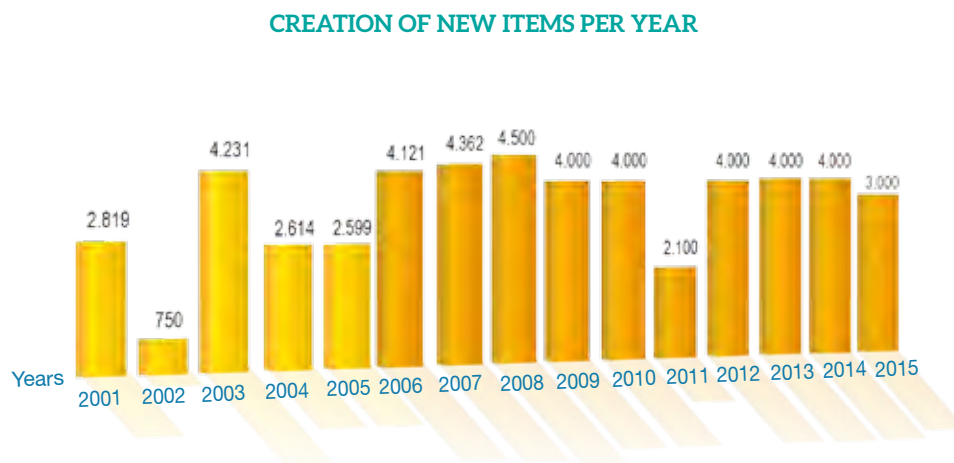
Source: Ministry of Education, Ministry of Economy and Public Finance

Development: Ministry of Education – Sectoral educative research, indicators and analysis team

Note: e = estimated

2.4.2. Increase of new Creation Positions

Another important indicator of policy in teachers training is the continuous and sustained positions creation; this has been evident since 2006, a permanent growth of new creation positions each year has allowed to afford historical debts that Bolivian state had with the magisterium; between 2006 and 2015, according to next chart, 38.083 new teachers items were created, this improved teachers working conditions incorporating new teachers in the Plurinational Educational System and also improved the total payroll.

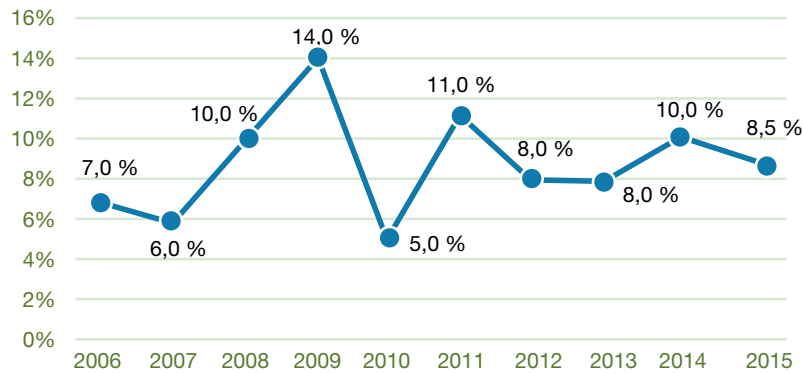


Source: Ministry of Education

2.4.3. Sustained wage rise

One of the main elements that deal with labor conditions and motivation to choose teaching career and to continue in it has been the policy referred to the wage rise. Since 2006 wage has been increasing every year (7, 10, 14, 11, 8 and 8.5 per cent), education sector has received better benefits improving teaching stability and educative work. Last national mobilization was in April, 2011; Bolivia was used to permanent national teachers' strikes, as well as still happens in other countries of the Latin-American, that has been overcome, even most radical teacher sector demands are not wage they have changed to training and educational quality demand, this is a considerable development in Bolivia educative polity.

BETTER LABOR CONDITIONS WAGE RISE PER YEAR



Source: Wage raise supreme decrees

2.4.4. Laptops endowment to every teacher

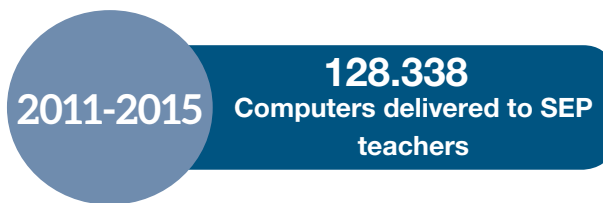


One of the first policies with programs implemented, by the President Evo Morales government, was laptops endowment for every teacher; to improve teachers working, to reduce the digital divide and to access to communication technologies. This unprecedented event in our regional context has been recognized by several countries, the relevance of laptops endowment, first to teachers and then to students, was the best option. To date 128.338 laptops have been distributed to teachers in the Regular Education Systems and in Alternative And Special Education Subsystem. Each year new teachers are incorporated into the Plurinational



Educational System, after a period of time they receive a laptop as a technological tool for his work Teachers also received educative digital material in laptops and in Educa Bolivia website, this website supplies educational materials, produced in Bolivia, according to the plurinational educational system curricula and programs helping teachers network.

The continuous training special unit has made permanently online, presential and semi presential courses that have allowed teachers to improve their teaching work and educational processes.





TEACHERS





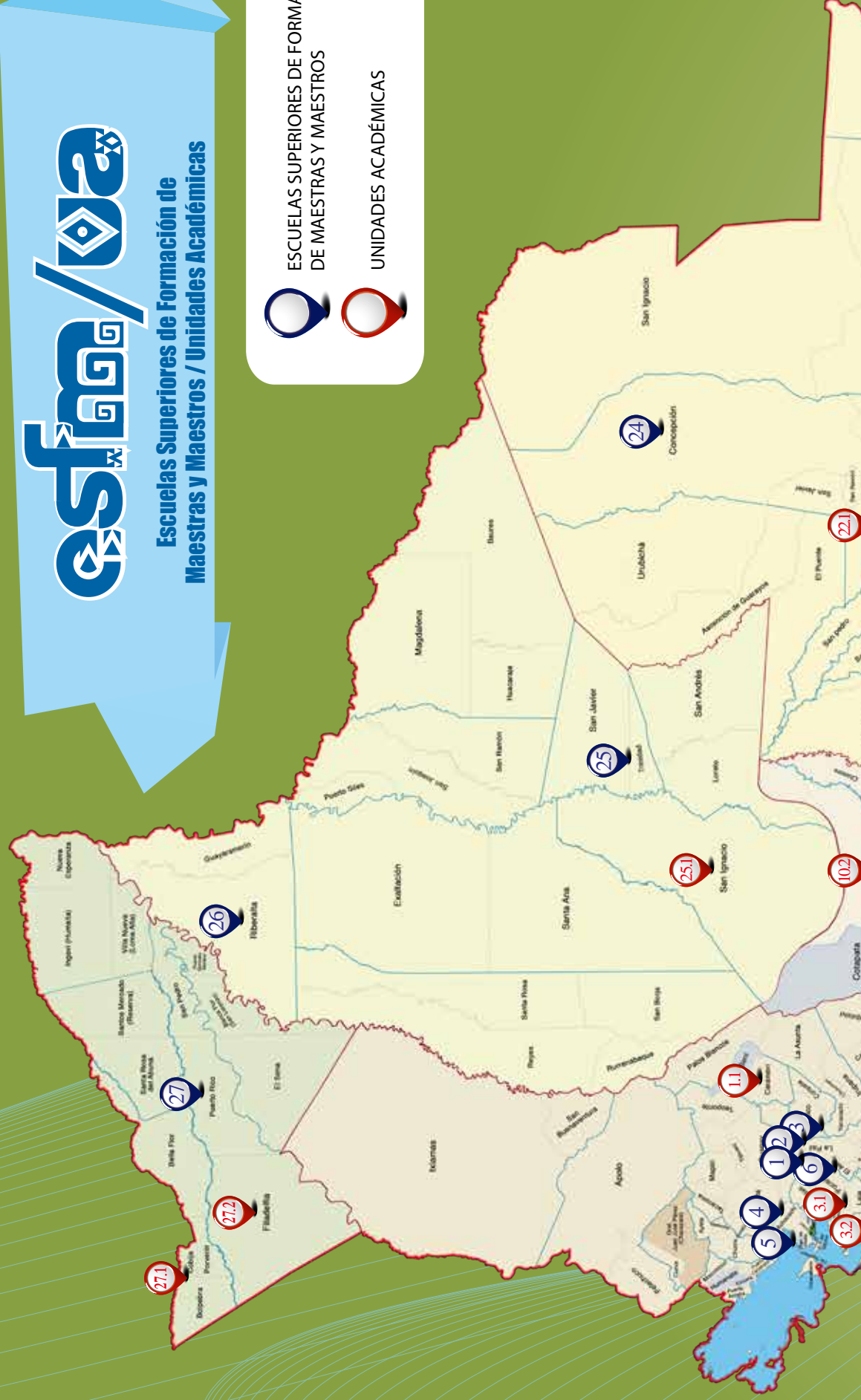
Escuelas Superiores de Formación de Maestras y Maestros / Unidades Académicas

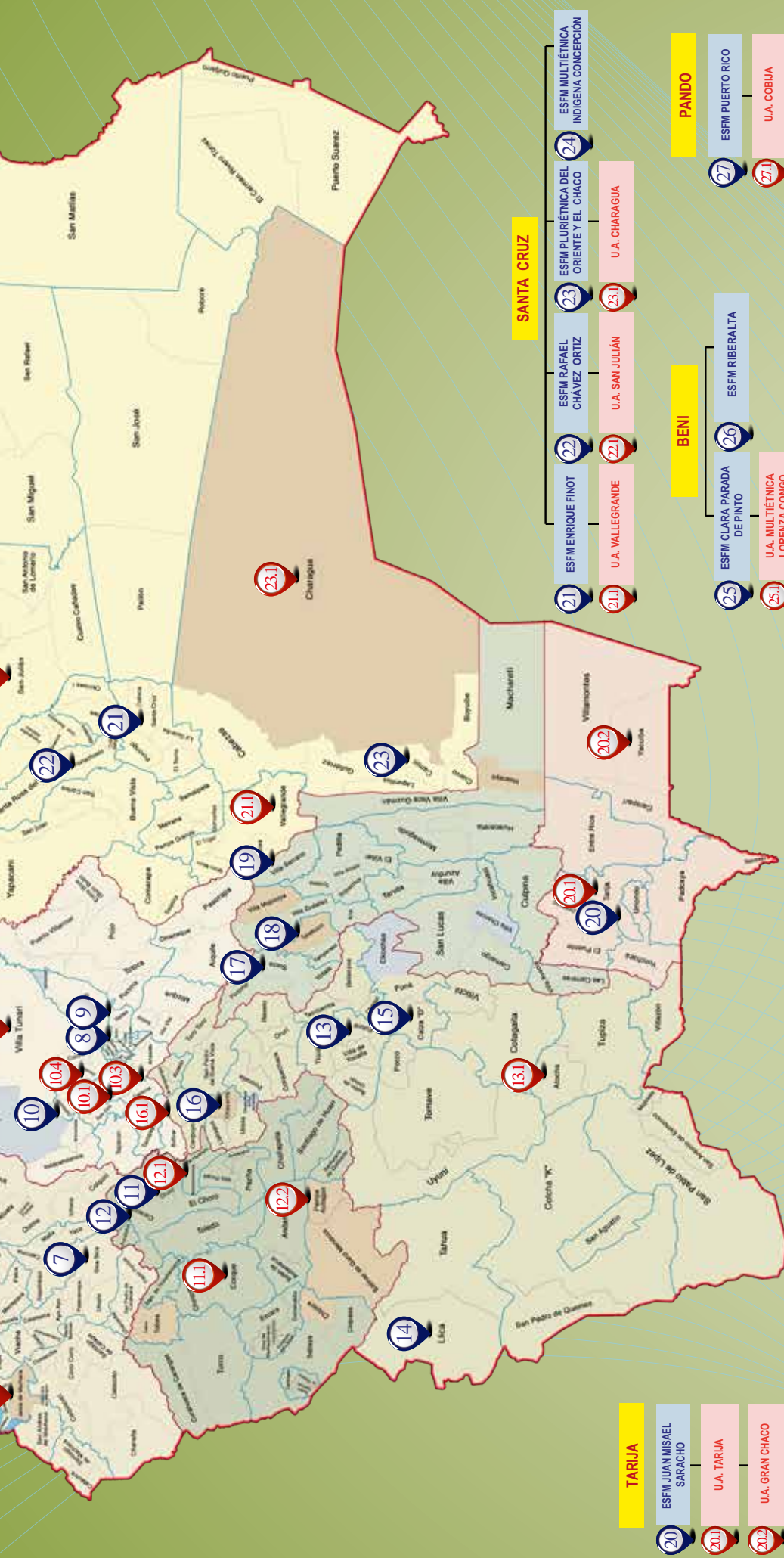


ESCUELAS SUPERIORES DE FORMACIÓN
DE MAESTRAS Y MAESTROS



UNIDADES ACADÉMICAS





TARIJA

- 20 ESFM JUAN MISAE SARACHO
- 201 U.A. TARIJA
- 202 U.A. GRAN CHACO

BENI

- 25 ESFM CLARA PARADA DE PINTO
- 251 U.A. MULTIÉTNICA LORENZA CONGO
- 26 ESFM RIBERALTA

PANDO

- 27 ESFM PUERTO RICO
- 271 U.A. COBUIA
- 272 U.A. FILADELFA

SANTA CRUZ

- 21 ESFM ENRIQUE FINOT
- 211 U.A. VALLEGRANDE
- 22 ESFM RAFAEL CHÁVEZ ORTIZ
- 221 U.A. SAN JULIÁN
- 23 ESFM PLURIÉTNICA DEL ORIENTE Y EL CRACO
- 231 U.A. CHARAGUA
- 24 ESFM MULTIÉTNICA INDIGENA CONCEPCION

LA PAZ

- 1 ESFM SIMÓN BOLIVAR
- 11 U.A. CARANAVI
- 2 ESFM DE EDUCACIÓN FÍSICA Y DEPORTES ANTONIO JOSE DE SUCRE
- 3 ESFM MARISCAL ANDRÉS DE SANTA CRUZ Y CALAHUMANA
- 31 U.A. ANCOACAGUA
- 32 U.A. AVELINO SIÑANI
- 4 ESFM WARISATA

ORURO

- 11 ESFM ANGEL MENDOZA JUSTINIANO
- 12 ESFM CARACOLLO
- 121 U.A. MACHACAMARCA
- 122 U.A. PAMPA AUILLAGAS

COCHABAMBA

- 8 ESFM ISMAEL MONTES
- 9 ESFM MANUEL ASCENCIO VILLARROEL
- 10 ESFM SIMÓN RODRIGUEZ
- 101 U.A. CERCADO
- 102 U.A. VILLA TUNARI
- 103 U.A. TARATA
- 104 U.A. SACABA

CHUQUISACA

- 17 ESFM MARISCAL SUCRE
- 18 ESFM SIMÓN BOLIVAR
- 19 ESFM FRANZ TAMAYO

POTOSÍ

- 13 ESFM EDUARDO AVAROA
- 131 U.A. ATOCHA - TELEMAYU
- 14 ESFM FRANZ TAMAYO
- 15 ESFM JOSÉ DAVID BERRIOS
- 16 ESFM MARISCAL ANDRÉS DE SANTA CRUZ (CHAYANTA)
- 161 U.A. SAN LUIS DE SACACA





Initial Teachers Training

Having presented and described the generic and general elements of the policies of both teacher training as well as the policies of the teaching profession of the Plurinational Educational System, we shall now go on to describe each of the components that make up the structure of teacher training: Initial Training, Continuous Training and Postgraduate Training; we will also describe some of the advances with visible outcomes that have been achieved through special programs such as PEAMS, PPMI and PROFOCOM.

In this sense, among the central aspects of the initial teachers training whose operational authority is constituted by 27 Higher Institutes of Teacher Training (ESFM) and 20 Academic Units, we point out the normative produced according to the needs of the Transformation of the Plurinational Educational System.

3.1. Normative

The implementation of the transformations that involve the policies of teacher training in the Plurinational Education System has certainly started from the constitutional mandate and Law No. 070 of Education “Avelino Siñani - Elizardo Pérez”; In what concerns the initial training, being that stage of training of undergraduate that also includes the processes of admission and labor incorporation, as well as, the processes knowledge production in the communitarian educational practice, established in the constitutional norm and Law N° 070 this has been translated into a series of regulations included in what has been called the Compendium of Regulations for Higher Schools of Teacher Training and Academic Units. Consequently, the regulations referring to the initial teachers training are now described.

3.1.1. Political Constitution of the State

The Political Constitution of the Plurinational State of Bolivia, states:



- “Article 96.** I The State shall be responsible for teacher training in public magisterium through higher education colleges. There shall be a single public, free, intracultural, intercultural, plurilingual, scientific and productive system of teacher training, which shall function with a sense of social commitment and a spirit of service.
- II. Magisterium teachers shall participate in processes to update their knowledge and. In continuous pedagogic training.
- III. The career and tenure of teaching staff is guaranteed in accordance with the law. Teachers shall receive a decent wage”.

This constitutional text give the guidelines that will be followed by the initial teachers training, among them the highlight is the exclusivity character of the State through the High Schools of Teacher Training; it also focuses on the characteristics and content of the approach and the vision of the training model that will be developed in the initial training, adding to this the need to explain not only the academic training but the social commitment and the vocation of service, aspects which are clearly diminished in initial teacher training in the process of the educational reform under Law 1565 in the neoliberal period, emphasizing in the teachers training at the level of higher technician with just technical characteristics, prioritizing the management of pedagogy and disciplinary knowledge neglecting the vocation of service, social commitment and awareness of the community social value of the teaching profession.”

3.1.2. LASEP

Law No. 070 of Education “Avelino Siñani - Elizardo Pérez” (LASEP) determines:

“Article 35. Initial teachers training

- I. The Higher Schools of Teacher Training are fiscal and gratuitous institutions under the Ministry of Education, constituted as academic excellence centers.



- II. The initial training is developed through the Higher Schools of Teacher Training.
- III. The unique curriculum of teacher training includes general and specialized training in five years of study with a licentiate degree.
- IV. The curriculum is organized in fields of knowledge and articulating axes, based on the general principles of decolonizing education, intra and intercultural, communitarian, productive, developing the field of specialty and the pedagogical field, based on the knowledge of reality, cultural identity and the socio-historical process of the country.
- V. The institutional management in the Higher Schools of Teacher training will be carried out through General Directors who will be professionals with higher degree than the offered by the institution.
- VI. The development of the educational process in the Higher Schools of Teacher Training will be carried out through teachers who will be professionals with a title of teacher and an academic degree equal to or higher than the degree offered by the institution.

Article 36. Exclusivity of Teacher Training

The Higher Schools of Teacher Training are the only institutions authorized to offer and develop academic programs for teachers training.

Article 37. Labor insertion

The labor insertion of Higher Schools of Teacher Training graduated is guaranteed by the Plurinational State, according to the teaching needs of the Plurinational Educational System and in accordance with the current regulations.

Article 38. Professional Title

The Ministry of Education will grant the teacher with licentiate degree, and its respective recognition in the magisterium's structure. El magisterium structure recognizes professionals trained in the Higher Schools of Teacher Training in accordance with Article 2 of this Law."

3.1.3. Normative Compendium

One of the functions of the state institutions is to ensure the implementation of public policies, so as to accompany the transformations of the State; for this reason, the Ministry of Education has developed in recent years a set of actions aimed to education transformation and Plurinational Education System consolidation, within the framework of the constitutional mandate and Law No. 070.



In this context, as far as teacher training is concerned, processes of institutional and curricular transformation have been faced in response to the demands and expectations of society and the policies of change, having assumed as a challenge and a priority task the academic excellence construction in the Higher Schools of Teacher Training (ESFM) and Academic Units (UA) in its mission to train suitable professionals, with social commitment, vocation of service, with a willingness to promote the process of structural transformations of the country in social, cultural, economic, political and technological development; with a high academic level in the educational field and its specialty, but fundamentally with a clear political position in favor of a society with greater equity and full social justice, based on the commitment and responsibility assumed with the State, education, The community and with himself.

This process of transformation has worked the normative renewal, translated in the Compendium of Normative for the Higher Schools of Teacher Training and Teacher that includes:

1. General guidelines for the transformation of higher schools of teacher training into centers of academic excellence.
2. General regulations of the higher training schools of teachers.
3. Organization and functions manual of higher training schools of teachers.
4. Regulation of creation, training and operation of educational councils of the ESFM.
5. Regulation of coexistence and student stay in the higher schools of teacher training.
6. Regulation of licenses, reinstatements and transfers of the students in the higher schools of teachers training of the Plurinational State of Bolivia.
7. Guidelines for educational research and knowledge production and community educational practice.
8. Procedural regulation of educational research and knowledge production and community educational practice.
9. Regulation for the evaluation of the training process in ESFM.
10. Regulation of graduation modality in ESFM.

Each of these normative documents has been elaborated in a participatory method in a long process with the commitment of students, teachers, managers of the ESFM and UA and the Confederations of teachers (CTEUB and CONMERB) and students (CEFOM-B).

PARTICIPATION EVENTS FOR THE CONSTRUCTION OF THE ESFM NORMATIVE

Date / Location	Activities*	Participants
18-19 / 11/09 Cochabamba	Regulatory Organization for the ESFM / UA Workshop	Directors of the ESFM / UA, technical team of M.E.
7-9/07/10 Cochabamba	Workshop on the Construction of Normative Instruments for Educational Management in the ESFM / UA	27 Academic Directors of the ESFM / UA, technical team of M.E.
20-21/04/11 Cochabamba	Workshop in Socialization and Validation of the Normative Framework of the Annualized System of the ESFM / UA	Academic directors, student delegates and FEFOMs from each ESFM / UA, technical team of M.E.
02/07/11 Cochabamba	Workshop on Socialization of the Curriculum with ESFM / UA Representative Students	Teachers, students of the ESFM / UA, technical team of M.E.
14-16/08/11 Tarija	Workshop Elaboration of PEIC	Managers, Confederations of Teachers and Students of each ESFM / UA, technical team of M.E.
18-20/09/2012 Tarija	Workshop on Community Institutional Management: Definition of the Normative Framework	Directors of the ESFM / UA, CTEUB, CONMERB, CEFOM-B, technical team of M.E.
9-11/09/2012 Cochabamba	National Meeting for the Presentation of the Normative Framework for the ESFM / UAs (Normative Compendium for the Initial Teachers Training)	Directors of the ESFM / UA, CEFOM-B, CTEUB, CONMERB, technical team of M.E.
11-13/04/13 La Paz	Workshop on Socialization of Regulations with CEFOM-B (academic and management regulations)	CEFOM-B, Federations of students of all the ESFM / UA, technical team of M.E.
2-3/05/13 La Paz	Socialization Workshop of the Regulations for the ESFM / UA	Directors of the ESFM / UA, technical team of M.E.
03/05/13 La Paz	Referral of the Evaluation Regulations to the training process and Regulations for the application of Communitarian Educational Practice	Executive Direction of CEFOM-B, technical team of M.E.
2-6/05/13 Cochabamba	Workshop on the applicability of the IEPC-PEC in relation to the current regulations (Regulation adjusted) Regulation of the modalities of graduation	Teachers IEPC-PEC, Academic Directors, Coordinators, technical team of M.E.
31/05/13 La Paz	Meeting of socialization and adjustments to the Normative Framework of the ESFM / UA	CEFOM-B, technical team of M.E.

* Main activities of socialization and participation in the regulations construction for the ESFM (does not include exchange of correspondence or meetings)

These regulations were approved by Ministerial Resolutions No. 622/2013 dated September 13, 2013 and No. 694/2013 dated October 2, 2013.





3.2. New Institutional Management in Higher Teacher Training Schools

New institutional management of the ESFM, UAs of the MESCP, involves processes aimed to simplify the coordination and integration of institutional processes and to include educational institutions in local and regional contexts.

The specific processes of this area are grouped in:

Institution Strategic Direction: Establishes the philosophical foundation of its Vision, Mission and institution projection that gives meaning and guide to institutional plans and projects. The appropriation of this direction and the establishment of collective goals should guide the institutional action.

Monitoring and evaluation: Evaluation and monitoring are considered as a systematic and permanent process in the educational institution that is carried out from organized information. The analysis and appropriation of the outcomes guide the decision making in the institution.

Communication: Guides the strategies to coordinate actions, between areas and various processes within the institution, allows sharing and socializing the knowledge generated. In addition, it considers the most appropriate mechanisms to inform and to include the educational community in the self-evaluation work.

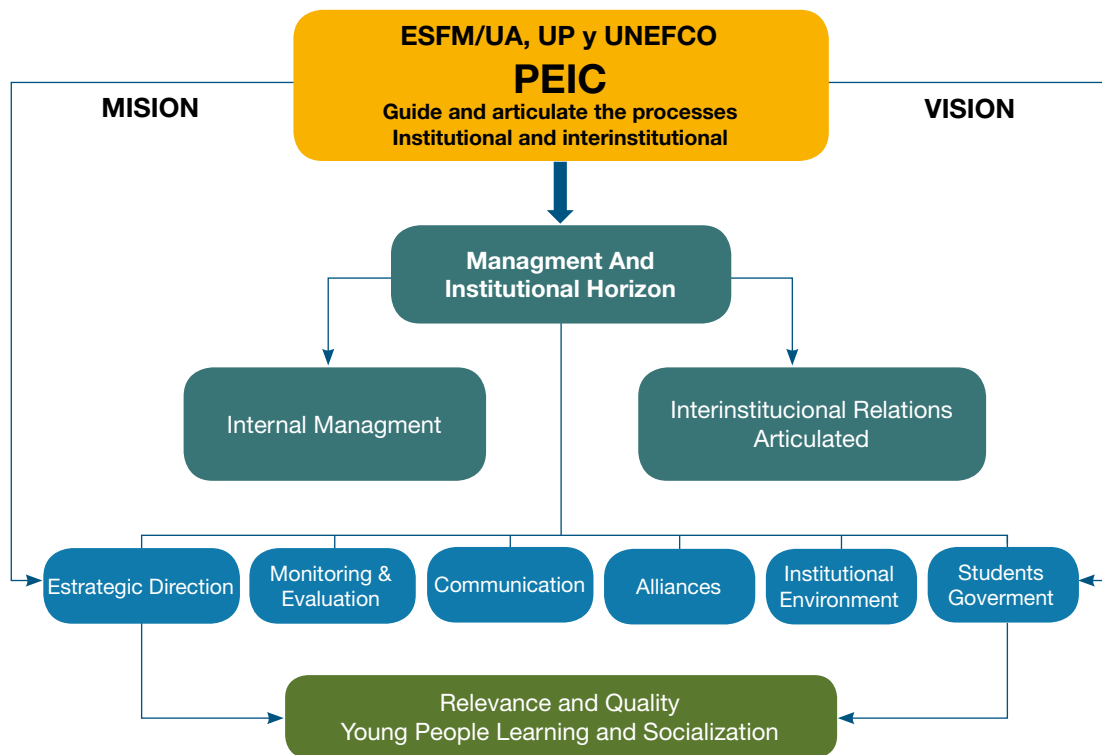
Alliances: Determines the policies and actions implemented by the educational institution to facilitate the exchange with other institutions and provide support and / or services to MESCP objectives development.

Institutional environment: Encompasses processes aimed to simplify harmonious coexistence among the different educational community members within institutional integration framework and involves strategies design to promote the creation of environments conducive to institutional activities and actions development.

Student government: Comprehends participation processes of the educative community, in the projection of the institution and in PEIC orientation and follow-up.

The institutional challenge in this area is to harmonize and coordinate efforts of different institution management areas in line with its institutional horizon; horizon that, in the measure that is pertinent, prepares the institution to answer to multiple challenges that must face.

NEW INSTITUTIONAL MANAGEMENT DEVELOPMENT OF THE DIRECTORS OF THE ESFM, UA, UP AND UNEFCO



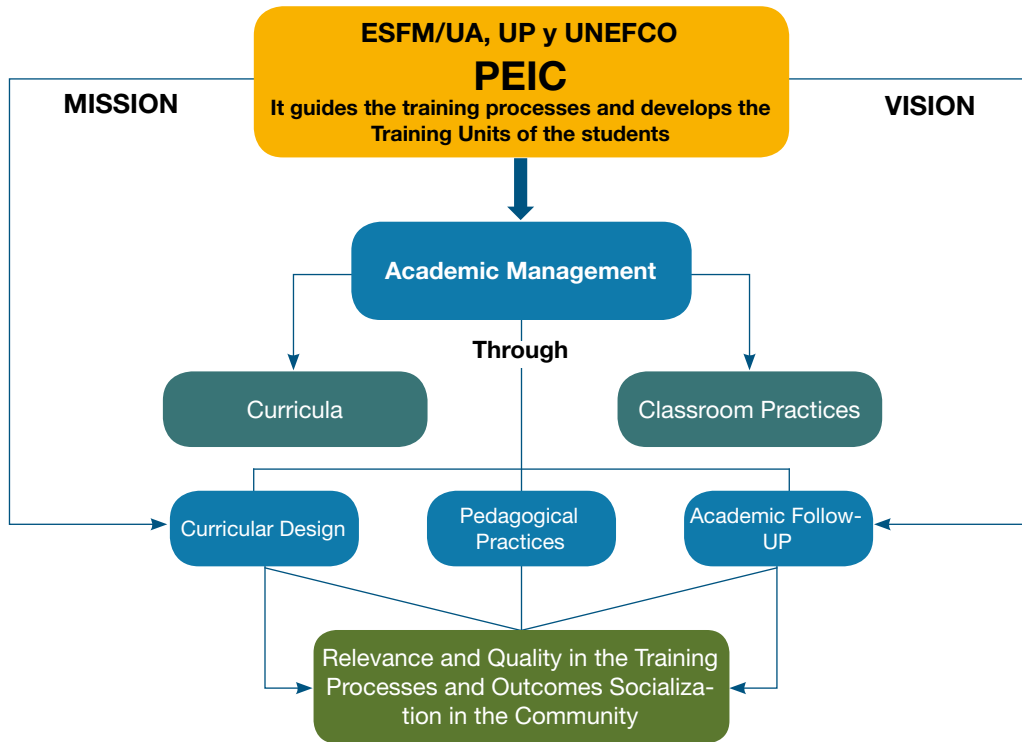
New Management

This component includes what is considered one of the most important teachers training educational institution functions and its reason for being: curricular academic, administrative management and institutional communitarian

This component will be analyzed in three dimensions or aspects:

- Curricular Academic basically refers to those aspects necessary to provide support, relevance and coherence to classroom work: curriculum, methodological approach, evaluation, resources for learning, school day.
- Pedagogical practices that essentially are related to those aspects that expand institution's capacity for the development of its educational proposal in innovation and research framework: pedagogical relationship, action plan in classroom, pedagogical style and evaluation in classroom.
- Academic follow-up that analyzes the strategies by which the monitoring of the learning-teaching process is carried out, in such a way that students' outcomes are a source of feedback for the development in academic and curricular management as a whole. The following are analyzed: monitoring of absenteeism, monitoring of academic outcomes, pedagogical use of external

evaluation, recovery activities and pedagogical support according to the following scheme.



Administrative management

In teacher training institutions, the administrative management is oriented to provide the financial, physical, logistic and human resources necessary for adequate development of training processes. In this sense, processes required for the orderly functioning of the educational institution are described as follows:

Financial and accounting support: Identifies the processes of financial resources administration and their response to PIEC priorities and institutional needs; informs about documentation management and accounting records and the use of these in the institution financial planning.

Academic management support: Concerned with information and processes administration to support institution academic management. Analyses the agility and reliability in registration process and in issuance of records, certificates, bulletins and other documents.

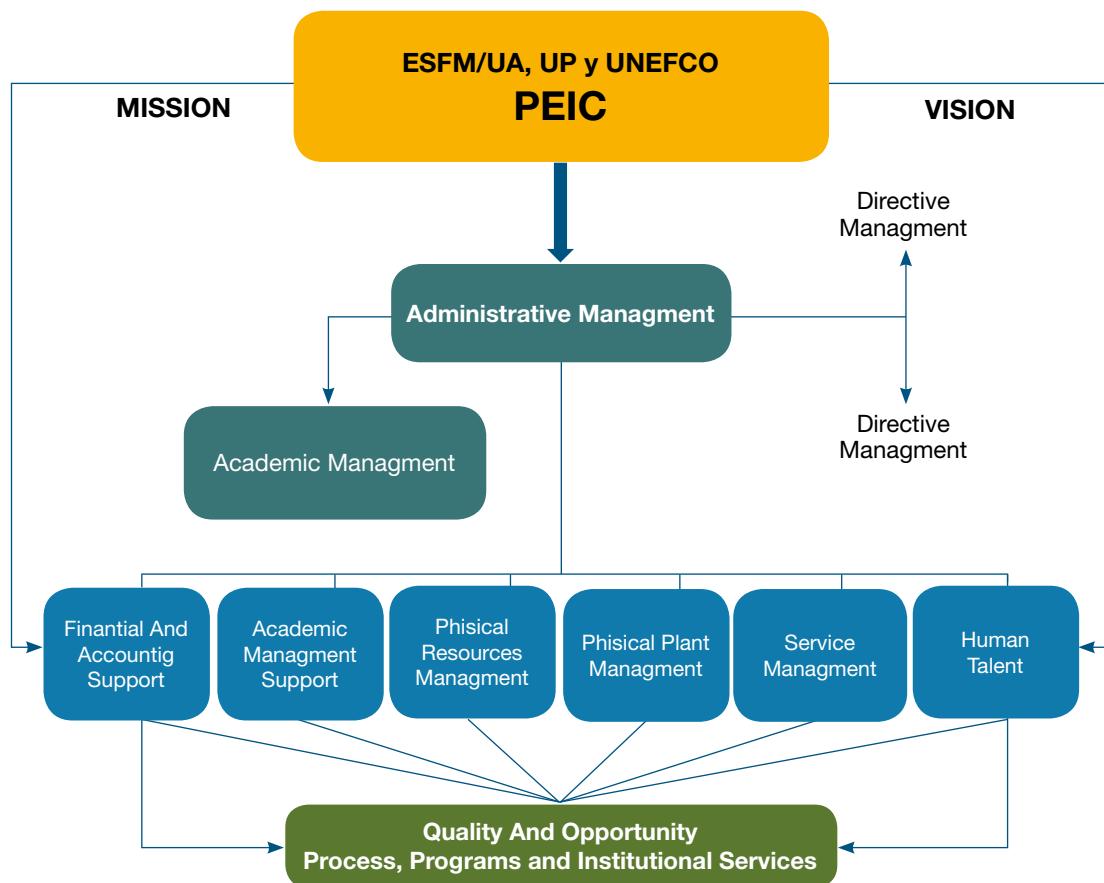
Physical resources management: Seeks to guarantee the existence and availability of physical resources (laboratories, library, workshops and computer rooms, among others) and other supplies that serve as school learning tools in the professional training centers.



Physical plant management: Oriented to ensure institution physical plant requirements in correspondence to needs identified by the strategic direction.

Complementary services: Provides programs and services that support ESFM/UA students physical, emotional and social development and enable their socialization and learning process.

Human talent: Concerned with policies and programs design to support human talent harmonious development in the educational institution and promote skills and abilities to the fulfillment of PIEC. It also establishes the coherence between institutional challenges and demands and the human talent that is required to face, constructively, all educative social troubles in ESFM/UA context.





Community Management

The area of community management comprises those processes oriented to the analysis of community needs and the development of response capacity of the teachers training educational institution towards its community and the society in general.

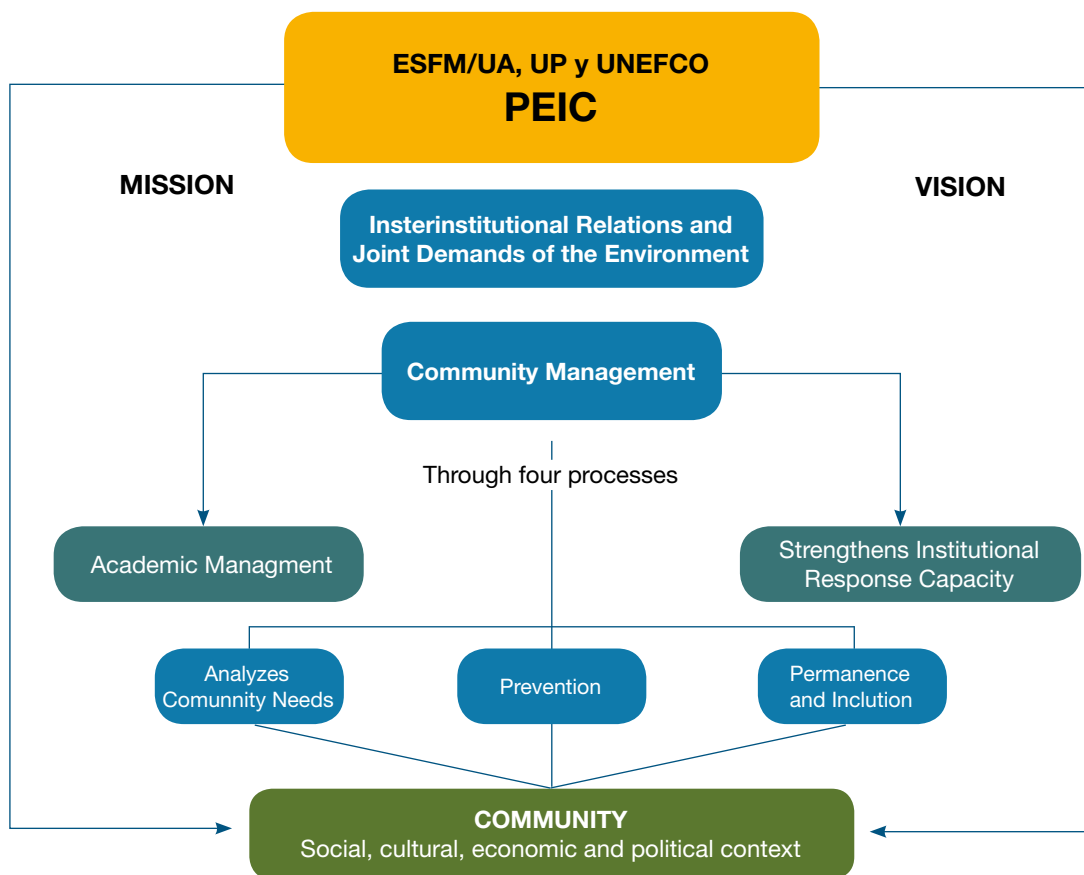
The specific processes of this area are grouped as follows:

Participation and coexistence: Seeks the creation of clearly established and two-way scenarios and communication forms that stimulate educational community members participation in different spaces and instances of decision-making and action of the educational institution.

Prevention: Concerned with program design aimed to train self-education culture, solidarity and prevention against risk conditions to which can be exposed different members of the institution and the educational community in their physical, social and cultural environment.

Permanence and inclusion: Establishes policies and programs aimed to promote equal opportunities for vulnerable populations at risk or with special needs or exceptional talents, such policies and programs aimed at promoting a sense of identity with the institution and PEIC and belonging feeling to the educational community.

Projection to the community: Includes programs and services that the institution creates for the community to improve their living conditions; make them participant in institutional life, processes and decisions and stimulate family support to students learning processes.



New institutional management of Higher Teacher Training Schools must respond to the policies of change that are proposed in the National Development Plan: Bolivia Worthy, Sovereign, Productive and Democratic, to live well, expressed in the application of four national strategies:

- **Economic strategy:** Bolivia Productive, based on sectors that shape the productive matrix and those that contribute to its operation.
- **Socio-communitarian strategy:** Bolivia Worthy includes sectors that distribute factors and production resources and social services.
- **International relations strategy:** Bolivia Sovereign includes economic, political and cultural relations and comprises sectors related to trade and exchange of goods, services and capital.
- **Social power strategy:** Bolivia Democratic includes sectors that will promote territorialized social power.

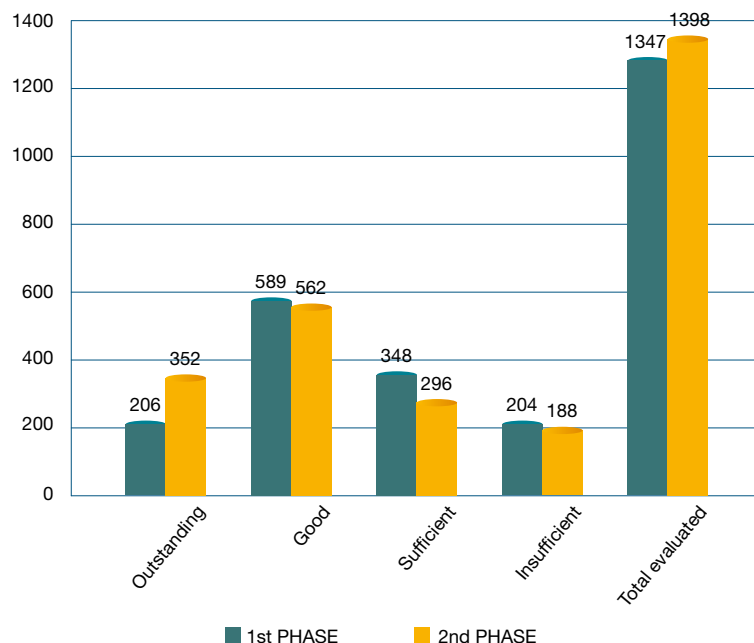
3.2.1. Professional Performance Evaluation to Managers, Teachers and Administrative Personnel of the ESFM and UA

In general terms, it can be seen that the professional performance evaluation in the ESFM and UA is a two-step process by which information is systematically obtained, in order to give a value judgment about the given performance.

PROFESSIONAL PERFORMANCE EVALUATION 2016

PROFESSIONAL PERFORMANCE EVALUATION PROCEEDS TO MANAGERS, TEACHERS AND ADMINISTRATIVE PERSONNEL OF THE ESFM AND UA. FIRST AND SECOND PHASE. 2016 MANAGEMENT

TOTAL NATIONAL LEVEL – PERFORMANCE LEVEL



Following this line, the semester professional evaluation or work performance of the teacher or administrative manager is defined as “the weighting of several formularies of functions and responsibilities fulfillment inherent to the position he holds and goals achievement, through his management”, which implies the collection of information about student performance in their professional practice, to value such information against a set of previously established indicators.

This evaluation seeks to characterize institution teachers, managers and administrative staff performance to identify strengths and opportunities to improve and promote actions for personal and professional development, is a continuous, systematic and evidence-based process.

3.2.2. Professional performance evaluation

The strategy for improving the quality of institutional and administrative academic work of the ESFM and UA includes the improvement and evaluation components related to the position held in the perspective of achieving academic excellence.

As a result of this process, through the improvement component, the aim is to provide to educational community information about the abilities, qualities and potential that students must develop within the framework of the objectives of the Higher Education Subsystem.

The purpose of the evaluation component is to provide information about students' achievements and difficulties in the educational process, as well as the performance evaluation of teachers, managers and administrative and service personnel.

In this conception of the MESCP of quality, the performance evaluation to all positions held, is useful as a diagnosis that allows detecting the successes and improvement opportunities to guide decision making and actions design in different levels (managers, teachers and administrative staff) for institution improvement. Likewise, students, institutions and teachers evaluation supports the continuous quality improvement of education and work in each level of the institution, as it constitutes a tool to follow processes and outcomes, in relation to quality goals and objectives that are formulated in all training centers, educational institutions, regions and the country.





On the other hand, while the acquisition and development of students performance evaluation criteria depend on multiple individual and contextual factors, it is undeniable that teachers and teaching managers play a fundamental role in learning – teaching processes in teacher training institutions, either from the direction of the ESFM and UA or from the pedagogical practice in the classroom. In other words, the teaching factor is essential in any education model of quality, so evaluating educators is a strategic action for educational policy.

Performance evaluation of teachers, managers and administrative staff of the ESFM and UA is expected to be part of an evaluation culture and become a daily practice, capable to generate positive changes in teacher training processes. Only in this way will give valuable information for institutions to strengthen their management improvement adjusted to their particular context, Directors and Coordination of the ESFM and UA define their priorities for teachers training to promote the improvement in their training entities, Ministry of Education of the Plurinational State through the Directorate General of Teacher Training designs evaluation policies and quality management that respond to the needs of the country.

Specifically, **the evaluating process of teachers, managers and administrative staff**, seeks to contribute to the improvement of educators work, encouraging them to reflect on their own performance and their responsibility towards the quality of education, identifying their learning needs and competencies development for teaching and educational management.

Likewise, this performance evaluation should promote the recognition and appreciation of the professional work of teachers, managers and administrators, because they are the ones who daily make the education in the country possible and thus contribute to the construction of a new society more equitable, just, productive, democratic and peaceful. In summary, performance evaluation promotes individual and collective improvement, which is reflected in classroom processes, institutional management and community development, all contribute to the quality of education.

Self-evaluation.- It is necessary to apply institutional self-evaluation in Higher Teacher Training Schools, understood as a process of serious, demanding, ethical, objective and conscious analysis of the institution that consists in systematically and permanently comparing the current state and the desired state, defined in the institutional mission and vision, being the initial point to formulate strategies of continuous improvement with the participation of all educational community members.

INITIAL TEACHERS TRAINING CENTERS 2006 - 2015

Institutos Normales Superiores until 2006		ESFM y UA until 2015		
Dpt.	INS	Dpt.	ESFM	Academic Units
Oruro	Ángel Mendoza Justiniano	Chuquisaca	Mariscal Sucre	
	Gral. René Barrientos		Simón Bolívar (Cororo)	
Potosí	Eduardo Avaroa		Franz Tamayo (Villa Serrano)	
	Mcal. Andrés de Santa Cruz	La Paz	Simón Bolívar	Caranavi
	Franz Tamayo		Mcal. Andrés de Santa Cruz y Calahumana	Aconcagua Corpa
Santa Cruz	Enrique Finot		Antonio de José de Sucre	
	Unid. Acad. Concepción		Técnico Humanístico El Alto	
	INSPOC		Santiago de Huata	
	Rafael Chávez Ortiz		Villa Aroma	
Pando	Puerto Rico		Warisata	
Beni	Clara Parada de Pinto	Cochabamba	Ismael Montes	
	Riberalta		Manuel Ascencio Villarreal	
Cochabamba	Ismael Montes		Simón Rodríguez	Cercado
	Simón Rodríguez			Villa Tunari
	Manuel Ascencio Villarreal	Oruro	Ángel Mendoza Justiniano	Tarata
Chuquisaca	Universidad Pedagógica		Caracollo	Sacaba
	Simón Bolívar			Corque
Tarija	Juan Misael Saracho	Potosí	Eduardo Avaroa	Pampaullagas
	Bautista Saavedra		Mariscal Andrés de Santa Cruz (Chayanta)	Machacamarca
La Paz	Warisata		José David Berrios (Caiza D)	Atocha
	Simón Bolívar		Franz Tamayo (Llica)	San Luis de Sacaca
	Villa Aroma	Tarija	Juan Misael Saracho	Gran Chaco
	INSTHEA			Tarija
	Instituto Normal Superior de Educación Física – INSEF	Beni	Clara Parada de Pinto	San Ignacio de Moxos
	Técnica Mcal. Andrés de Santa Cruz y Calahumana		Riberalta	
	Adventista (Privado)	Pando	Puerto Rico	Filadelfia
Cochabamba	Sedes Sapientae (Privado)		Enrique Finot	Cobija
		Santa Cruz	Rafael Chávez Ortiz	Vallegrande
			Pluriétnica del Oriente y Chaco	San Julián
			Multiétnica Concepción	Charagua

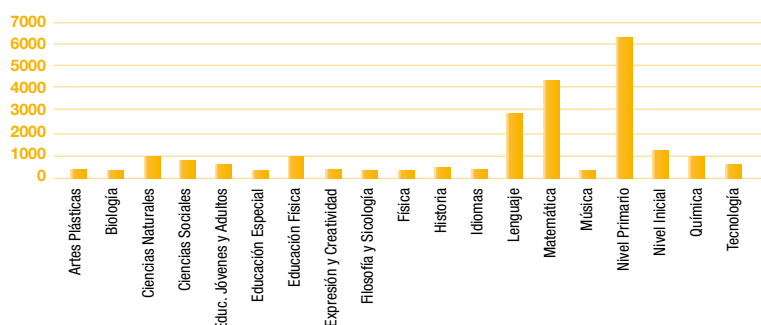
3.3. Academic Offer

Among the great problems of the earlier system for teacher training we can identify the lack of standardization and the lack of coverage in the academic offer; the lack of standardization was reflected in the fact that the universities administered by INS on behalf of the State had a diverse offer for the same specialties: one example, in secondary mathematics, had different curriculum for the same specialty in La Paz and Potosí, which made that the teachers training was not guaranteed based on the relevance with which they should work. In relation to coverage - in the sense of attending all the specialties needed - according to Law 1565, the primary offer for the first and second cycle for a multipurpose teacher was generalized and offered in practically all INS of the country; the offer by specialty was not a due planning, generating consequences that now we are facing like the excess of multipurpose teachers for primary first and second cycle, as well as the difficulty of labor insertion of these teachers, this segment of teachers ended up working in the secondary level, as a form of improvisation, with characteristics of temporary teacher.

EXPANSION OF THE ACADEMIC OFFER 2006 - 2015

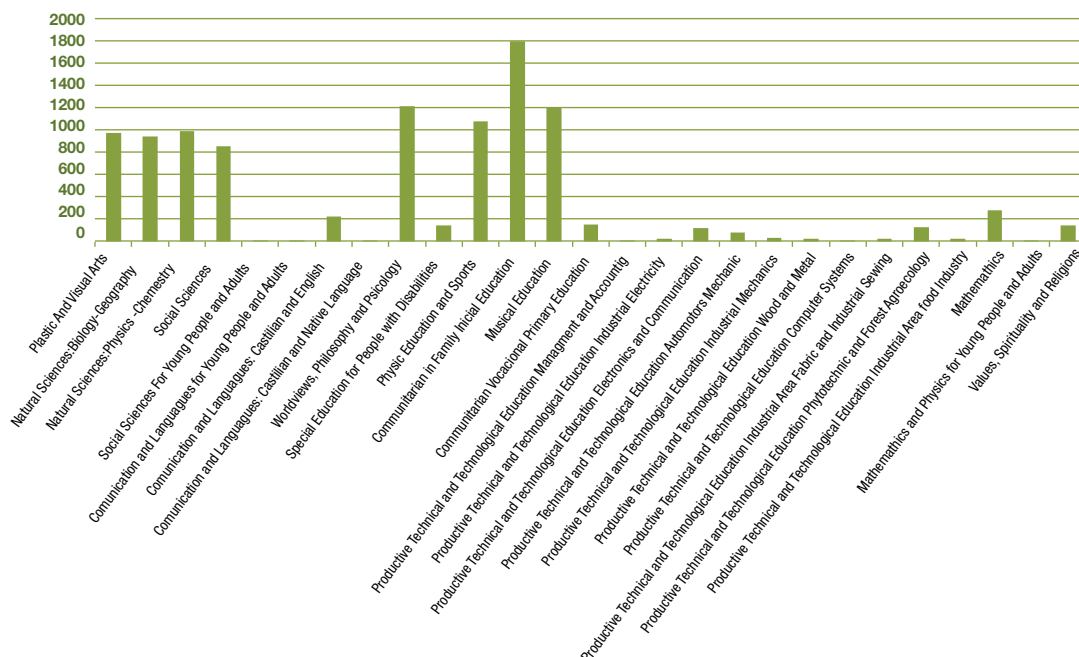
2006

Offer 19 Specialties in INS



2015

Offer 27 Specialties in ESFM-UA



Training for the secondary level was completely neglected and the Alternative and Special Education Subsystem was not attended, that is, the INS only worked until 2006 and 2007 for the Regular Education Subsystem; since then, with the implementation of Higher Schools of Teacher Training, the difficulties have gradually been overcome; now, of the 19 specialties offered at national level by all INSs, there are 27 specialties offered by the ESFM and Academic Units properly planned, the offer for Vocational Communitarian Primary Education was reduced and offer for specialties in Productive Communitarian Secondary Education, especially those that have greater demand, has been enhanced; technical-technological productive specialties and specialties for Special Education are now offered; in the last case, as an important event in the history of Bolivia, in December 20, 2014, the first generation of teachers in Special Education was graduate. All this shows that progress has been made, having a net of ESFMs that cover the teachers needs of all educational subsystems and their levels



based on an offer planning according to immediate incorporation opportunity of these qualified teachers with the licentiate degree to the world of work.

**EX SUPERIOR NORMALES
INSTITUTES SUPERIOR TECHNICIAN
MANAGEMENT 2006**

**HIGHER EDUCATION SCHOOLS OF TEACHERS AND ACADEMIC
TRAINING UNITS LICENTIATE DEGREE
MANAGEMENT 2015**

Specialty	Ex INS
1. Plastic arts	2
2. Biology 4	4
3. Natural Sciences	7
4. Social Sciences	8
5. Youth and Adult Education	1
6. Special Education	1
7. Physical Education	3
8. Expression and Creativity	3
9. Philosophy and Psychology	2
10. Physics	2
11. History	3
12. Languages	1
13. Language	15
14. Mathematics	16
15. Music	3
16. Multipurpose 1st and 2nd Cycles Primary Level	16
17. Multipurpose of the Initial Level	11
18. Chemistry	6
19. Technology and Practical Knowledge	1
19 specialties	

Specialty	ESFM y UA
1. Plastic and visual arts	9
2. Natural Sciences: Biology - Geography	15
3. Natural Sciences: Physics-Chemistry	12
4. Social Sciences	20
5. Communication and Languages: Castilian and English	14
6. Communication and Languages: Castilian and Native	7
7. Worldviews, Philosophy and Psychology	10
8. Education of Young People and Adults mention Natural Sciences Integral	3
9. Education of Young People and Adults mention Social Sciences Integral	1
10. Education of Young People and Adults mention Communication and Languages Integral	1
11. Education of Young People and Adults mention Mathematics Physics Integral	3
12. Special Education for People with Disabilities	3
13. Physical Education and Sports	7
14. Communitarian in family Initial Education	11
15. Musical Education	10
16. Communitarian Vocational Primary Education	13
17. Productive Technical and Technological Education of the Agricultural Area mention Agricultural	4
18. Productive Technical and Technological Education of the Industrial Area mention: Institutional Communitarian Management	2
19. Productive Technical and Technological Education of the Industrial Area mention: Institutional Communitarian Management	1
20. Productive Technical and Technological Education of the Industrial Area mention: Industrial Electricity	1
21. Productive Technical and Technological Education of the Industrial Area mention: Food Industry	2
22.. Productive Technical and Technological Education of the Industrial Area mention: Industrial Mechanics	2
23. Technical Education And Technological Production of the Industrial Area mention: Electronics and Electricity	1
24. Productive Technical and Technological Education of the Area Services mention Automotors Mechanics	1
25. Productive Technical and Technological Education of the Services Area mention: Computer systems	2
26. Mathematics	14
27. Values, Spirituality and Religions	5
27 specialties	



3.4. Admission Processes

The processes of admission of the ESFM changed in the last years in two main aspects, the incorporation deceleration of new students in the ESFM and new admission criteria and modalities for students in situations of social and cultural disadvantage.

With regard to the slowdown in registration of new students, this answered the situation generated by the neoliberal period in INS, such as the oversupply of teachers, mainly in the primary level expressed in about 17,000 graduates who are still unable to get access to work. In addition to causing difficulties in planning, the oversupply mentioned has led to abuses and irregularities in the designation of items for teaching positions, in a context in which, for a single position, sometimes, tens or hundreds of teachers applied, exposed to being part of some situations of abuse or corruption in the educational districts; as an answer to complaints in all the country, in the last years, the Ministry of Education has promoted auditing processes in the merit-based competitions for educational positions and the consequent administrative processes to authorities and techniques of the Educative District Directorates that incurred in abuses and irregularities.

There is also a need for responsible planning in admission processes that take in to account options for graduates of the ESPs to work in their specialties according to academic relevance, in a short time, in the Plurinational Education System. The Plurinational State through the Ministry of Education has generated mechanisms to slow the processes of admission to ESFM where tens of thousands of students continue applying. As a first measure some specialties and the number of courses reduction in each ESFM was made as a basis to cut the quota in each admission process according to the data of the next tables.

Another determination was the completion of admission processes every two years; in the framework of the new educational model, admission processes carried out in 2010, 2011, 2013 and 2015 with pauses in 2012 and 2014; Although this has created some academic difficulties since specialties are not in the lower parallel, the measure has allowed ESFM to have an adequate number of students, in the next few years access for teaching positions will be guaranteed to teachers trained, with five years of study with licentiate degree, under the Socio-communitarian Productive Educational Model.

Connected to the deceleration issue, we have also been working in improving training processes quality conditions, infrastructure and equipment, relevance of institutionalization processes, relevance of teaching staff, status of teachers in the ESFM, improvements in the curriculum, reduction of students by course. During management 2015 the number of students was reduced in the admission process to 25 students in a course and in some cases to 28 to 30, taking into account that previously the number of students was 35 and in some cases up to 40, this reduction will allow better attention to each and every student of initial teacher training.



Until 2009, the only way to be admitted in the former Higher Education Institutes (INS) was through an admission test (now called Mode A - Written Test), which produced disparities and inequity of opportunities, secondary graduates from Rural Communities have many difficulties and limitations in relation to students from urban areas or department capitals.

As of the 2010 management, a new admission modality to the former Higher Normal Institutes (INS) denominated “Modality B” is incorporated, which has as objective the inclusion, admission opportunity and access to upper studies to secondary level graduate from rural areas that belong to any native indigenous campesino nations and peoples, Intercultural Communities or Afro-Bolivian.

In the call for applicants to the former INS (now known as Higher Schools for Teacher Training) in 2013 management, two admission modalities were introduced aimed at improving the equity of opportunities. It took into account the General Law for Persons with Disabilities No. 223 addressed to “Persons with Disabilities” and Sports Law No. 2770 addressed to “Outstanding Athletes” who would have represented the country in national and international events obtaining the first three positions.

Since 2016 the applications for admission to Higher Schools of Teacher Training are annual in their different modalities: Mode A (Written Test), Mode B (native indigenous campesino nations and peoples or Intercultural Communities or Afro-Bolivian from rural communities secondary graduate), Mode C (Admission according to Specific Legislation: Secondary Graduate Outstanding Athletes and Disability Secondary Graduate) and Mode D (admission for academic excellence to Secondary Graduate from rural communities in which the ESFM or UA - provinces are located).

In the present management 2017 secondary graduate were called to apply in its different modalities:

Modality A - Written Test, applicants take Proficiency Test to assess skills in specialties of Communitarian Family Initial Education, Music Education, Physical Education and Sports, Plastic and Visual Arts with a weighting of 30% and a Written Test weighted of 70% (Proficiency Test + Written Test), the highest scores are admitted. It establishes 20 places per specialty and called course, equal to 80% of the total number of places offered.

Modality B1 - Applicants belonging to native indigenous campesino nations and peoples, Intercultural Communities or Afro-Bolivian who have completed Vocational Communitarian Primary and Communitarian Productive Secondary in Educational Units from rural area who have obtained the highest averages in the six years of Productive Communitarian Secondary Education. It establishes five places by specialty and called course, equivalent to 20% of the total number of places offered.



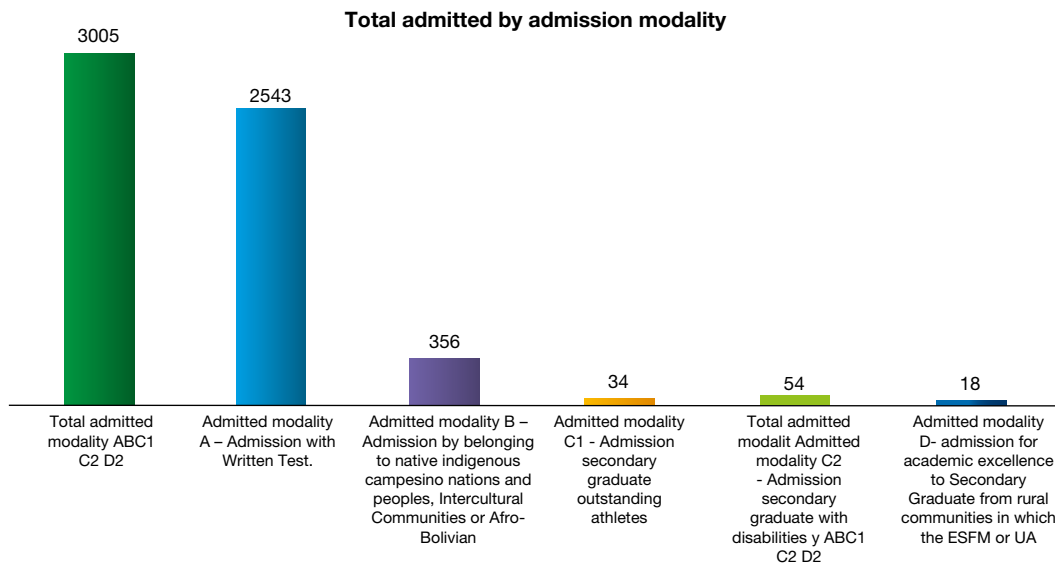
Modality B2 - Applicants Outstanding Athletes, who obtained First, Second or Third Place in National Individual competition and First Place in Collective National Competition and first three places in International Competition duly certified by the corresponding instance. The number of places is defined according to the number of applicants qualified in the Aptitude Test (Specialty of Physical Education and Sports).

Modality B3 - Applicants people with Disabilities, which allows them to practice teaching. The number of places is defined according to the number of applicants qualified in the Aptitude Test (for all specialties).

To date, the control mechanisms have been fine-tuned, complying with the policies of equality and social equity. That is why the specialties to be offered, the number of places in each specialty correspond to a technical analysis on the needs of the Plurinational Education System, the requirement of teachers in each department / region and the number of students pedagogically recommended in each course.

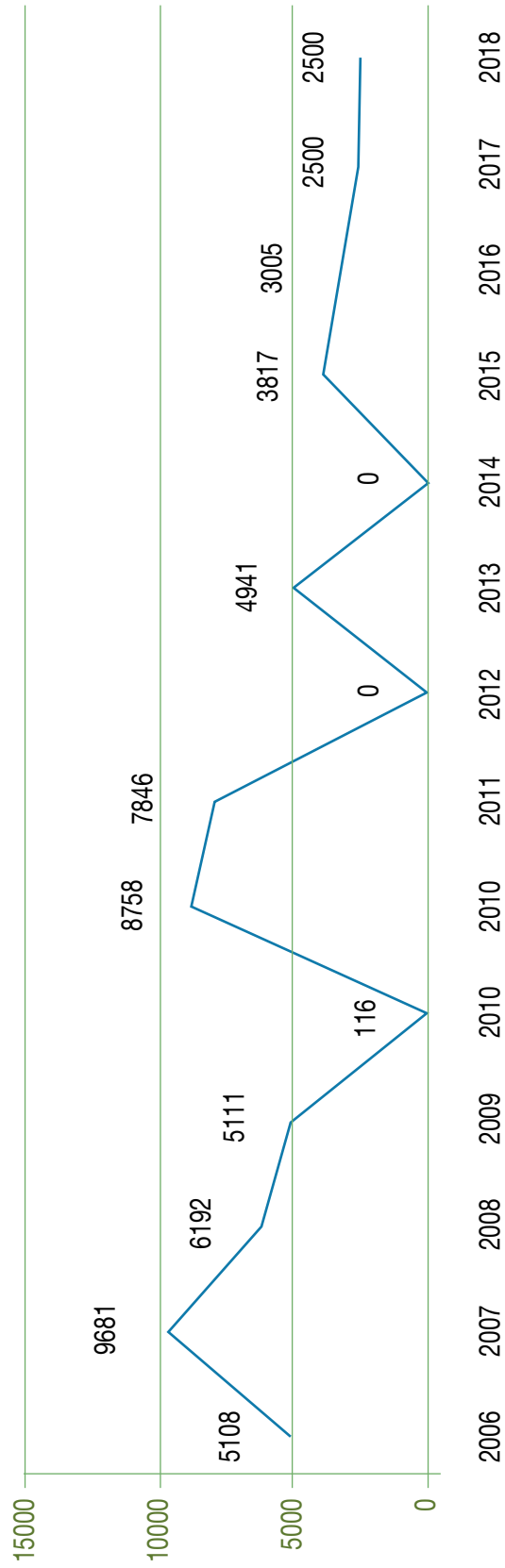
ADMISSION 2016

Total application national level, 23761
2875 spaces modality A and B
Unlimited spaces modality C and D
2 spaces for rural communities where the ESFM/UA is, modality C



ADMISSION 2006-2016 ESFM/JUA PROJECTIONS

SEMIANNUAL					ANNUALIZED								
2006	2007	2008	2009	2010	2010	2011	2012	2013	2014	2015	2016	2017	2018
5108	9681	6192	5111	116	8758	7846	0	4941	0	3817	3005	2500	2500

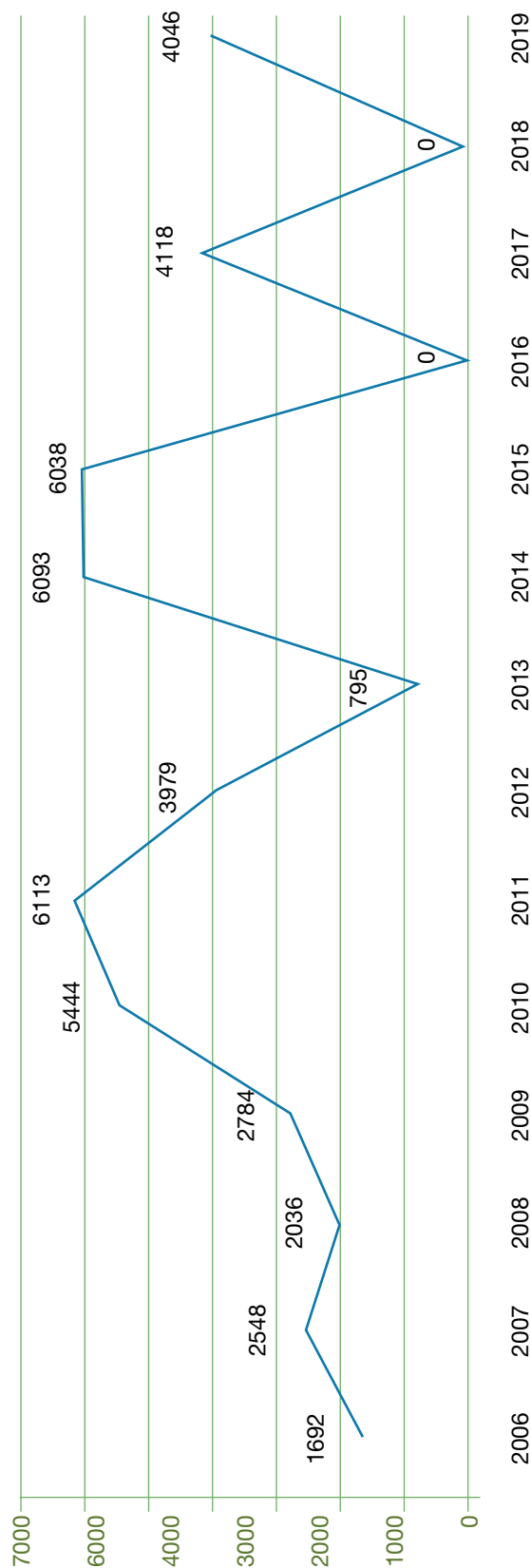


GRADUATES STATISTICS 2006-2015 ESFM/UA PROJECTIONS

SEMIANNUAL *								ANNUALIZED **					
2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
1692	2548	2036	2784	5444	6113	3979	795	6093	6038	0	4118	0	4046

* Training: Superior technician

** Training : Licentiate degree





**STATISTICS DIRECTIVES, TEACHERS AND STUDENTS
MANAGEMENT 2006-2015**

MANAGEMENT 2006

Department	Teachers	Directives	Students
Beni	27	3	979
Chuquisaca	163	5	4067
Cochabamba	68	5	1756
La Paz	84	6	6770
Oruro	50	3	2531
Pando	10	3	106
Potosí	27	3	4025
Santa Cruz	5	2	3231
Tarija			705
Grand Total	434	30	24170

GESTIÓN 2015

Department	Teachers	Directives	Students
Beni	105	7	979
Chuquisaca	150	9	1429
Cochabamba	200	12	1699
La Paz	490	24	3706
Oruro	149	9	1362
Pando	44	5	559
Potosí	226	13	1820
Santa Cruz	243	15	2084
Tarija	95	5	892
Total	1702	99	14530



3.5. Curriculum Transformation

In recent years the teacher training curriculum has been modified in order to achieve a new teacher profile. The first licentiate degree curriculum of the year 2010, incorporated very important elements, among which we can highlight:

- An emphasis in general training in balance with specialized training.
- The systematic learning of native languages.
- Special education training.
- Training in educational information and communication technologies.
- The impetus to research and knowledge production.

In this first moment this teacher training curriculum played a transition role from the previous system. For admission 2013 some curricular adjustments were made, many of them were widely discussed and proposed by students and teachers themselves, among which we can highlight:

- Specialized training was increased to 70% of the total training; this will allow teachers with a high level of specialization in their area.
- General training was strengthened by reinforcing training in native languages, educational information and communication technologies, special education and educational research and the production of knowledge initiated in the first network. In addition, the artistic training was incorporated in 2015.

These changes have obeyed the requirement of combining a comprehensive and complete general education, but without neglecting the specialized training that is central for teacher training. Many of the teachers, graduates from the old normal schools, have problems due to a weak training in their specialty, so they did not have full solvency as teachers of mathematics or physics. In this way, we now have a curriculum that allows to guarantee teachers very specialized in their areas, with pedagogical didactic training, but also with a comprehensive view of education and the diversity in the society where they are going to work.

On the other hand, the contents and methodology of the general and specialty training units present a training in the horizon of the Socio-communitarian Educational Model, that is, in the extension of the self-referred education to the life processes and, thus, the cognitive merely formative to the political transformer. This is reflected in a methodology that removes the teacher's verbalist explanation from its monopolistic role and puts the subjects' experience in the center of the pedagogical process. For this purpose the technical team of the Directorate General of Teacher Training, with the support and guidance of the Vice Ministry of Higher Education of Professional Training, developed support material, with methodological orientations of work in the classroom, which is also accompanied by workshops of "Work Methodology", these are a sustained work to make the leap to a fundamental



change in the perspective with which is trained the future teacher, since there is no longer any weight in the inculcation of school discipline and order, typical of a colonial behaviorism that has remained almost unchanged in the old normal schools, but is the community knowledge production, on the part of all subjects of which the teacher is the guide but not the center. This community sense of knowledge production is training a subject that is not locked in its four walls but rather reads and acts with its students in the complex reality that has come to live.

3.6. The Complementary Workshop in Comprehensive Training

The 27 Higher Schools of Teacher Training and 20 Academic Units at the national level since the year 2015 carry out the Taller Complementario para la Formación Integral –TACFI– (Complementary Workshop for Comprehensive Training), which is a space for complementary training and strengthening of the initial comprehensive training for the future teacher.

The TACFI intends to complement the general and specialized training spaces, and consider the following areas:

- Artistic Training.
- Technical Technological Productive Training.

In the framework of the curricular planning and organization with authorities of the ESFM / UA, agreements have been made with General and Academic Directors and Academic Units Coordinators, in the sense that each ESFM / UA makes the corresponding efforts with the Artistic Institutions and Technological Institutes, to begin the Complementary Workshops for Comprehensive Training (TACFI) from the first year of training being developed during four years of training and as a requirement for graduation.

Based on agreements signed with Universities, Mayors, Governors, Institutes and with the support of teachers of the specialties of music; plastic and visual arts in the 47 teacher training institutions, 127 workshops (dance, instruments, ballet, symphony orchestra, theater, painting, ceramics, etc.) were developed in the 2016 management, with an approximate 5000 students benefited from this comprehensive supplementary training (TACFI 2016 summary development summary appendix).

3.7. Knowledge production and educational research

Educational policy has been transformed into educational reality within all SEP Education Subsystems. Thus, after five years of working together, all educational segments, a Bolivian education has been built and is being consolidated to meet the needs of Bolivians.



Within this framework, the General Directorate of Teacher Training, over the last five years, has been implementing different policies for Teacher Training: Initial, Continuous and Postgrade, in order to respond to the new professional profile of teacher, that is to say: critical, propositive, manager of public policies that articulate the school and the community, researcher and producer of own knowledge from the knowledge of their Specialty, being a condition for their achievement ESFM / UA consolidation in centers of academic excellence, step by step is moving forward through actions that contribute to provide infrastructure - equipment, personnel training, relevant regulations and others.

The Educational Research, Knowledge Production and Community Educational Practice begin in the first year of training, are developed throughout the academic management, it is a comprehensive process that permanently articulates the contents of all Training Units (of the Specialty and General Formation), knowledge can be produced through the reflection of lived realities, that propose viable solutions and attention to different problems and interests, based on the application of research methodologies, structured according to MESCP's approach.

The connection of educational research and production of knowledge from the MESCP in the initial formation of the teacher, becomes from the need to transform our reality through non-externalized action research for the development, revaluation and recovery of our own knowledge, with a liberating sense, beginning in the educational practice, constituting for our times, in a condition and requirement in the teacher profile (researcher, producer of knowledge) demanded by the Plurinational State of Bolivia.

The Community Educational Practice as a systematic process of educational management in the classroom is developed in specific educational spaces of the Specialty with the purpose of strengthening in the students their methodological, didactic and other skills related to the teaching function based on the lived experience; in addition, and with similar significance, this process previously and throughout its development promotes the community and school connection through needs articulation and the joint actions assumed around these needs, all this constitutes the community management that students must do in community teams.



KNOWLEDGE PRODUCTION AND EDUCATIONAL RESEARCH AND COMMUNITY EDUCATIONAL PRACTICE

Year of training	Academic hours	Community managment	Classroom management	Media / Instruments	PCIE-PEC products
Fisrt	40 hours Between two stu- dents	20h 1 week	20h (1 week) Documentary review: Practice. Observation Does not plan or develop PDC.	Observation sheets. Interview guides. Technological devices Content Sheets. Field diary	Reflexive essay and / or reconstruction of the lived experience from the observation and participation in classroom and the community management. (Basic structure: living story and analytical and reflexive position on the MESCP)
Second	60 hours Between two stu- dents	20h 1 week	40h (two weeks) Documentary review: Practice: Observation / teacher guide support and development of one PDC per student (PDC planning, implementation and evaluation) per session	Life Stories Testimonials. Guide to mapping the community and Educational Unit. Technological devices. Circles of reflection, Participant observation. Field diary. Non- structured interview	Participatory action research (IAP) Report Report from observation, classroom participation (PDC development) and community management.
Thirt	100 hours Between two stu- dents	20h 1 week	80h (four weeks) Documentary review: PSP, PAB and PDC. Practice: with teacher guidance and development of at least six PDCs per student (PDC planning, execution and evaluation) Team practice with 2 or more instructors of the same educational unit and in the different years of schooling	Technological devices. Circles of reflection Participant observation. Field diary. Non-structured interview. others.	Situation status report and proposal from the specialty: <ul style="list-style-type: none"> • Decolonizer education • Productive education • Wisdom and knowledge of the community • Gender-Generational • Socio-communiarian values

Year of training	Academic hours	Community management	Classroom management	Media / Instruments	PCIE-PEC products
Fourth	140 horas 7 semanas Individual classroom management Communitarian in relation to the degree work	20h 1 week	120h (six weeks). Documentary review: Practice with full responsibility of at least 10 PDC per student (PDC planning, implementation and evaluation) Rotation of teachers in different U.E. (Comparison of experiences) At the same level and year of training for systematization.	Technological devices. Circles of reflection, Participant observation Field diary. Non-structured interview. Interview guides Content tabs (Bibliographic review)	Degree profile and first advance of systematization of socio-educational experiences
Fifth	200 horas Individual classroom management Communitarian in relation to the degree work	20h 1 week	180h (9 weeks) Documentary review: Practice with full responsibility of at least 15 PDC per participant class (PDC planning, execution and evaluation) Rotation in different EU (comparison of experiences) At the same level and year of training to continue the process of systematization.	Technological devices. Circles of reflection Participant observation. Field diary. Non-structured interview. Interview guides Content tabs (Bibliographic review)	Final report of the modality of graduation of the modality of systematization of socio-educational experiences

3.8. Selected student work publication

Based on the lived experience of students in their first Communitarian Educational Practice that will conclude with the research report and the Knowledge Production and will result in the following:

- Systematization of the experience regarding the implementation of the MESCP, in the EU, CEA, management 2015, a critical look at what occurs.



- Outcomes reports of the Participatory Action Research carried out.

In 2016 was the V Academic Meeting of Knowledge Production based on community educational practice, with the participation of 35 delegations and more than 150 students. In the event, according to the call launched and evaluation commissions review, 18 didactic texts were selected for the open class phase, of this phase were selected 3 didactic texts that will be published in the magazine Pro-Vocations Students or in the WEB page of DGFM.

3.9. Publication of essays or selected articles by teachers

In the management 2015 was published for the first time PRO-VOCACIONES DOCENTES magazine, as an outcome of launching a call to all ESFM and UA teachers.

From 2016, two calls for article or essays submission will be launched, teachers should send their articles until a certain date, in fact there is a lot of predisposition in the teaching staff, to select the postulated articles currently there is an editorial commission responsible of selecting the articles or essays.

Previous revision and edition they will be published by the DGFM in the teaching journals entitled PRO-VOCATIONS DOCENTES.



3.10. Complementary Workshop on Native Language

In order to make effective the Educational Policies related to Intracultural, Intercultural and Plurilingual Education, since the 2013 to date, training actions are carried out in the Initial Teacher Training, through the Complementary Workshop on Native Language (TCLO), its implementation aims to revitalize, develop, produce knowledge in different official languages.



The training actions include the participation of students, managers, teachers and administrators working in the ESFM / UAs; participation that includes from the training implementation in oral and written management of the Native Languages, to the management of spaces of exchanges and articulation of institutional tasks (documents drafted in LO, etc.).

Evident evidence of Higher Education the transformation, are these interculturalization processes in plans and programs of the professional teachers training. This process is not limited to the incorporation of native language workshops into the curricular structure (although it is mainly due to the dimension of the occupied hours), but also to the parallel actions that involve the implementation of the learning- teaching of the Native Language.

3.10.1. Characteristics

1. It lasts three years for NON-SPEAKING of a native language student and non- speaking of the native language of the ESFM / UA action area.
2. It lasts two years duration for students speaking the NATIVE LANGUAGE of the ESFM / UA action area.
3. Teachers, administrators and administrative staff participate in the two modalities of speakers according to their capacities to use the native language of the ESFM / UA action area.

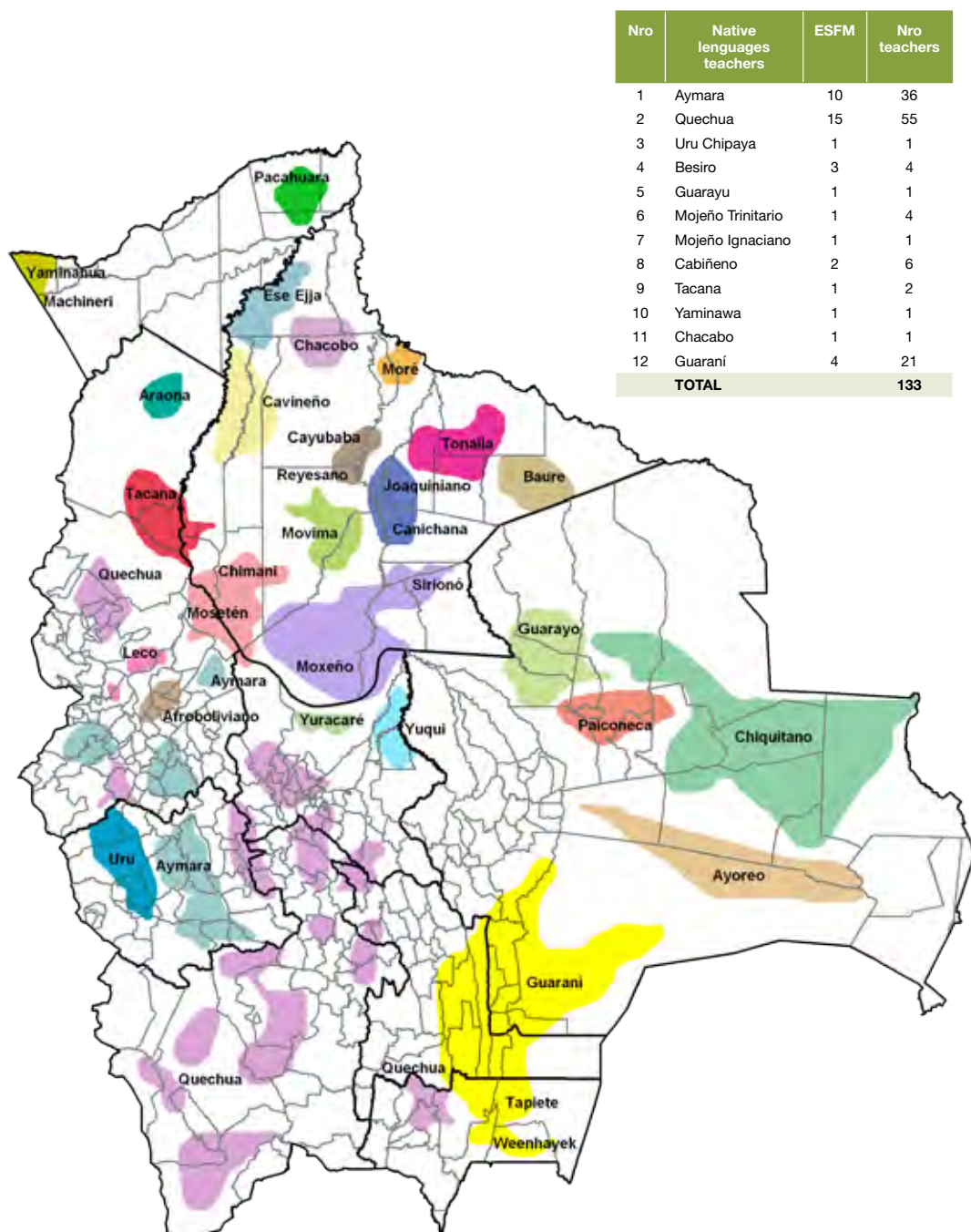
JOINT AND COORDINATED WORK WITH THE LANGUAGE AND CULTURE OF THE INDIGENOUS NATIONS INSTITUTES

From the implementation of the Complementary Workshop on Native Language, academic activities are coordinated with the ILC for each indigenous nation and indigenous people:

- Elaboration of methodological guidelines for learning and teaching LO.
- Analysis and organization of curricular contents.
- Evaluation criteria of the TCLO, carried out with the participation of external evaluators with the participation of IPELC - ILC.

The DGFM extends training certificates in LO to approved participants.

MAP OF BOLIVIA WITH NATIVE LANGUAGES





ESFM / UA ACADEMIC MANAGEMENT SUPPORT WORKSHOP

TYPE OF WORKSHOP	PLACE / DEPARTMENT	N° OF PARTICIPANTS DIRECTORS/TEACHERS
2 Meetings of academic and institutional coordination	Cochabamba ESFM "Simón Rodríguez"	97 managers of ESFM and UA
2 Research and Educational Practice ESFM	ESFM "Ángel Mendoza Justiniano" y "Juan Misael Saracho"	78 Research Coordinators and Academic Unit Coordinators.
1 Meeting of Directors and Teachers of ESFM Developing Foreign Language English	Foreign Language English	15 participants
1 National Meeting of Directors General, and UA Coordinators for the 2016 evaluation and projection 2017	La Paz, "Simón Bolívar"	80 managers

Activity	Native Language	Participants
1 Workshop of LO Quechua	Native Language Quechua.	89 participants
1 Workshop of LO Aymara	Native Language Aymara.	60 participants
2 Regional meetings of managers and teachers of native languages 1 Workshop of LO Guaraní	Native Language Low lands: – Besiro – Guarayu – Mojeño Trinitario – Mojeño Ignaciano – Cabiñeno – Tacana – Yaminawa – Chacabo	45 participants
	Native Guaraní	40 participantes



WORKSHOP OF SUPPORT FOR METHODOLOGICAL WORK OF TEACHERS OF ESFM / UA

TYPE OF WORKSHOP	PLACE / DEPARTMENT	NUMBER OF PARTICIPANTS DIRECTORS / TEACHERS
4 Training sessions in general UF for ESFM / UA teachers	Potosí, Tarija Chuquisaca, Santa Cruz, Beni, Pando, La Paz, Oruro y Cochabamba	500 ESFM / UA teachers
34 Methodology workshops in general training units, by VESFP	Potosí, Tarija Chuquisaca, Santa Cruz, Beni, Pando, La Paz, Oruro y Cochabamba	700 teachers of ESFM and UA
10 Systematization Workshops	ESFM “Ángel Mendoza Justiniano”, “Juan Misael Saracho”, “Clara Parada Pinto” y “Simón Rodríguez”, UA “Cercado, UA “Tarata” y UA “Sacaba”	78 Research Coordinators and Coordinators of Academic Unit.
1 Meeting of Social Sciences teachers, on Plurinational History	La Paz, “Simón Bolívar”	28 ESFM teachers and exhibitors: Ximena Medinacelli, Pilar Mendieta Parada, Sinclair Thomson, Forrest Hylton, Maria Luisa Soux, Bend Fischerman y Roberto Choque

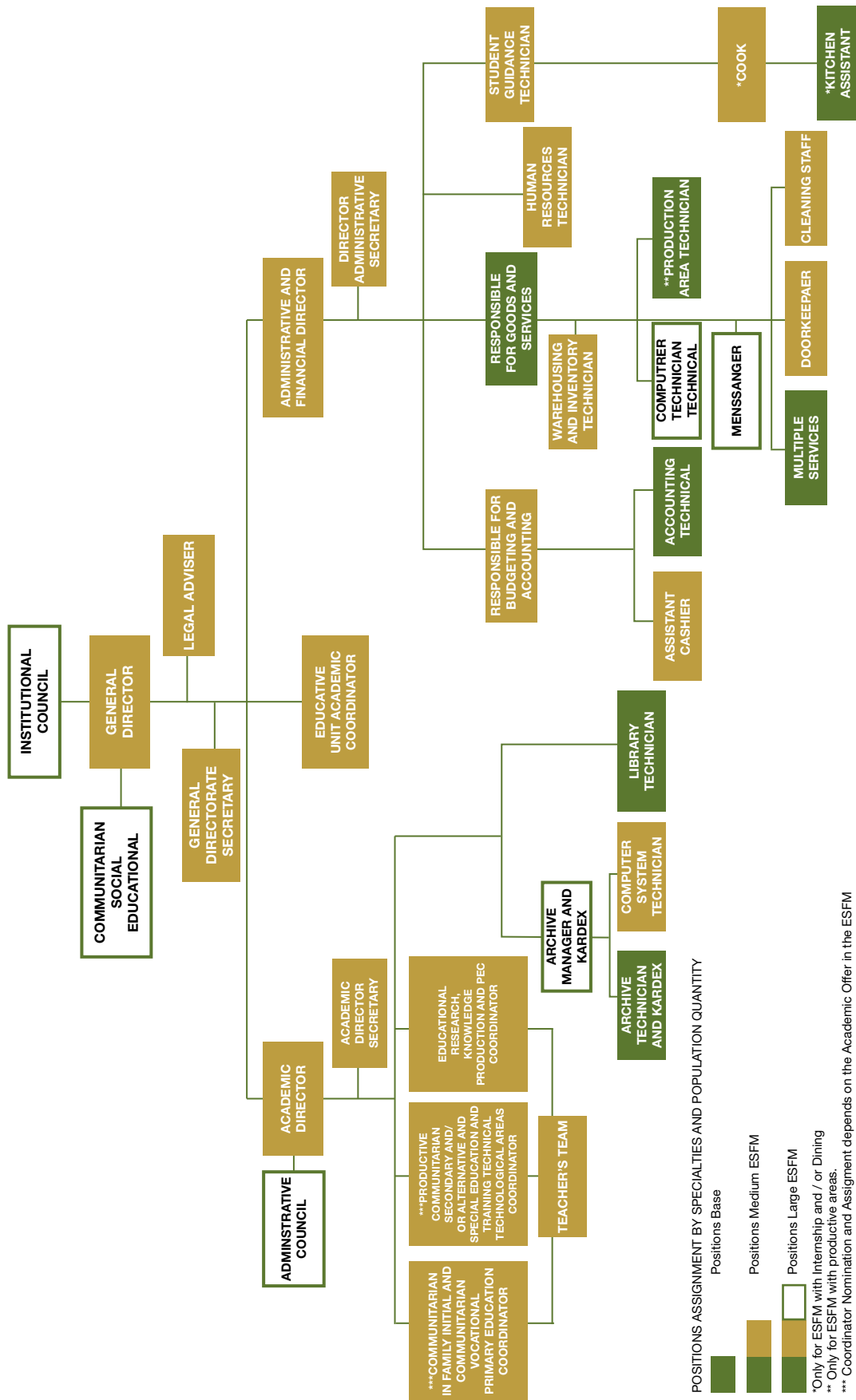
SUPPORT MATERIAL FOR ESFM AND UA TEACHERS

Digital dossiers for all specialties, containing:

- Methodological orientations.
- Content organizers.
- Discussion axes, problematizing questions.
- PDF of readings for each phase of work.
- Videos as problematization resources.

3.11. Nueva Estructura Organizacional de las ESFM

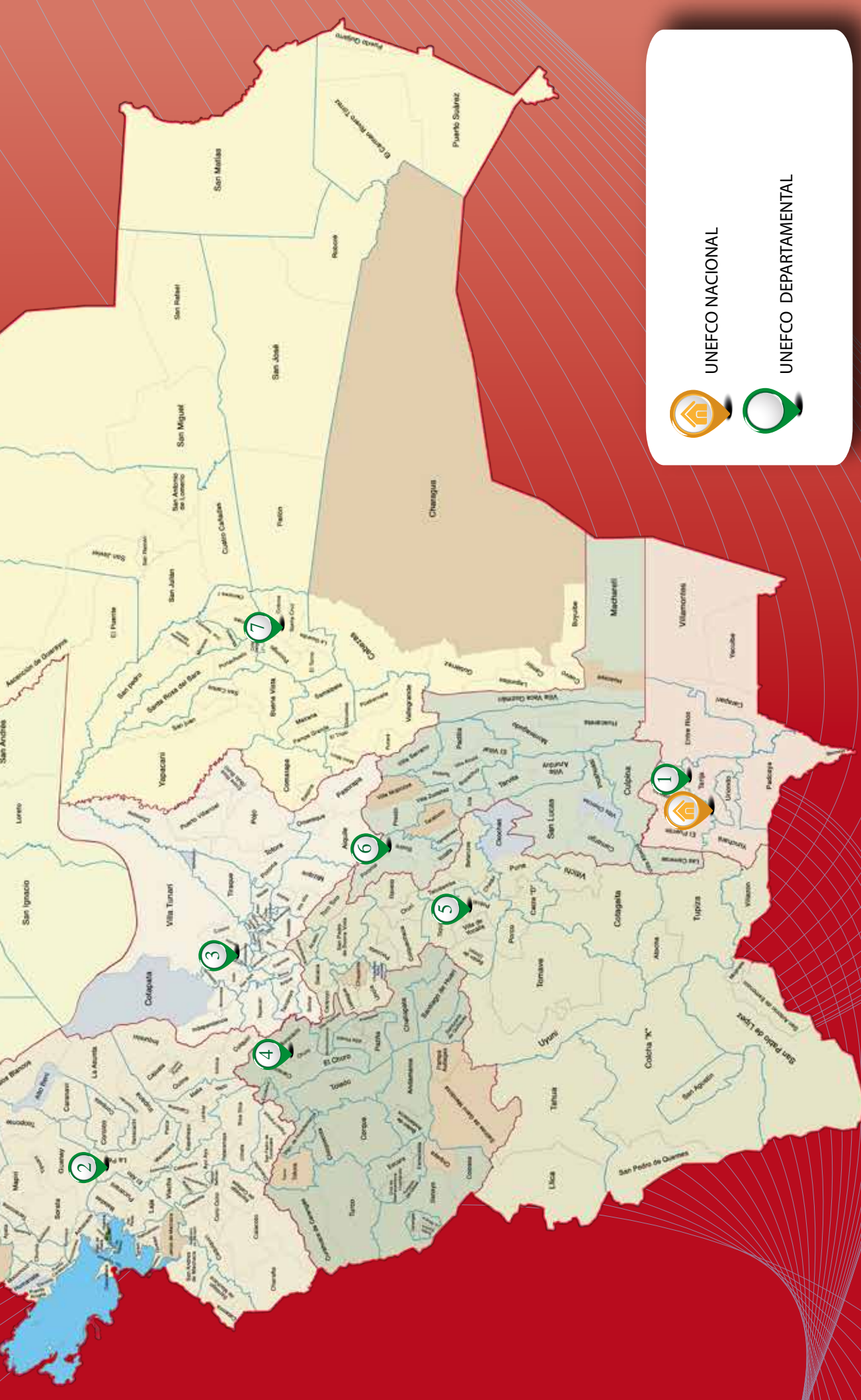
ESCUELAS SUPERIORES DE FORMACIÓN DE MAESTRAS Y MAESTROS



OUS TEACHER



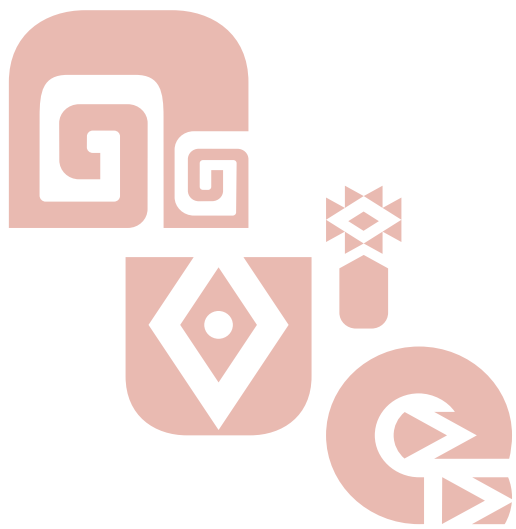




UNEFECO NACIONAL



UNEFECO DEPARTAMENTAL





Continuous Teacher Training

Undoubtedly the continuous teachers training is an important part of educational transformation, taking into account teacher fundamental role as a whole in this process, framed in the mandate of the Political Constitution of the Plurinational State of Bolivia and Law of the Education No. 070 “Avelino Siñani -Elizardo Pérez”. The implementation, development and goals achieved, mainly in the last 6 years, imply a set of elements that are exposed below in their most relevant details.

In compliance with the constitutional precepts (Art. 96), Law No. 070 which, among the objectives of education, states: “Implement educational policies of continuous training and updating teachers in the subsystems of regular and alternative education and special of Plurinacional Education System “(Art. 5), and other legal provisions; also, based on the initial experience of the Training Itineraries for Teachers in Service, developed since the 2007 management in the Centro de Formación de Maestros

en Servicio –CFMS–(Training Center for Teachers in Service), based in the city of Tarija, the Ministry of Education, in management 2010, authorized the Unidad Especializada de Formación Continua –UNEFCO– (Specialized Unit for Continuing Training) to start with the generalization of this training strategy throughout the country. It is from in May 9, 2010 that the first phase of the Training Itineraries (during the months of May) is developed, under Public Call No. 001/2010 for the respective registration and based on Ministerial Resolution No. 269/10 dated in 17 May 2010.

The Specialized Unit for Continuing Training, a independent entity of the Ministry of Education, with functional dependence of the Vice Ministry of Higher Education for Vocational Training, within the framework of its functions, has systematically developed different activities aimed at the continuous teachers training of the Plurinational Educational System, through its Departmental Centers located in the capital cities of the nine departments of the country.

4.1. Normative

4.1.1. Political Constitution of the State

The Political Constitution of the State contemplates aspects inherent to the continuous teachers training in service of the Plurinational Educational System:



“Article 96. I. The State shall be responsible for teacher training in public magisterium through higher education colleges. There shall be a single public, free, intracultural, intercultural, plurilingual, scientific and productive system of teacher training, which shall function with a sense of social commitment and a spirit of service.

II. Magisterium teachers shall participate in processes to update their knowledge and. In continuous pedagogic training.

III. The career and tenure of teaching staff is guaranteed in accordance with the law. Teachers shall receive a decent wage.

The text emphasizes in the State responsibility in the updating process and pedagogical training in the public magisterium and the obligation for teachers to participate in it; also emphasizes in the significance of social commitment and the vocation of service in this process.”

4.1.2. LASEP

Law No. 070 of Education “Avelino Siñani - Elizardo Pérez”, defines the scope of the continuous teachers training and characteristics of the instance that will be in charge of this area of the Structure of Teachers Training.



“Article 40. Continuous Teacher Training

- I. Continuous education is a right and a duty of every teacher, is oriented their updating and training to improve the quality of management, processes, outcomes and the educational environment, strengthening the teachers innovative capacities.
- II. Continuous training will be carried out by a specialized agency, depending on the Ministry of Education, its operation will be defined by specific regulations.”

4.1.3. Regulations

Based on the provisions of Law No. 070 for teachers continuous training the Ministry of Education has been elaborating the specific regulations for this component:

- Ministerial Resolution No. 890/2013 of November 22, 2013, which regulates the structure, composition and functions of UNEFCO, in charge of the continuous teachers training of the Plurinational Education System under the Structure of Higher Education Professional Training; it also establishes that UNEFCO has the fundamental mission of developing ongoing training processes for teachers of the Plurinational Education System to improve the quality of management, processes, outcomes and the educational environment.
- Ministerial Resolution No. 017/2014 of January 21, 2014, which approves the Regulation of Teachers in Service Training 2014-I / 2017 and authorizes the continuity implementation of the Training Itineraries for teachers in the departments of the country, as a form of continuous training developed, validated and implemented by the Ministry of Education through UNEFCO.
- Ministerial Resolution No. 539/2015 of July 13, 2015, which recognizes Certificates with curricular value issued, among other instances, by UNEFCO; in favor of teachers who have participated in short courses, seminars and refresher workshops and pedagogical training, and others, will be valid for the evaluation processes, institutionalization and merit-based competition.
- Ministerial Resolution No. 0163/2016 of April 25, 2016, approving the Regulations for the Development of Training Actions for Updating and Pedagogical Training, directed to teachers of the Plurinational Educational System. The regulation (Scope) is aimed at guaranteeing the development of training actions for teachers and community-based teachers through the coordination and articulation of the Structure of Teacher Formation (Escuelas Superiores de Formación de Maestras y Maestros-ESFM, Unidad Especializada de Formación Continua-UNEFCO, Universidad Pedagógica-UP y PROFOCOM-SEP) with the Departmental Directorates of Education, contributing to the quality of educational processes and outcomes within the framework of policies and strategies of the Plurinational State.

- Ministerial Resolution No. 0385/2016 of July 21, 2016, which approves the Complementary Regulation of Training Routes for Teachers and Teachers in Service “For the Development of Continuing Training Courses”.

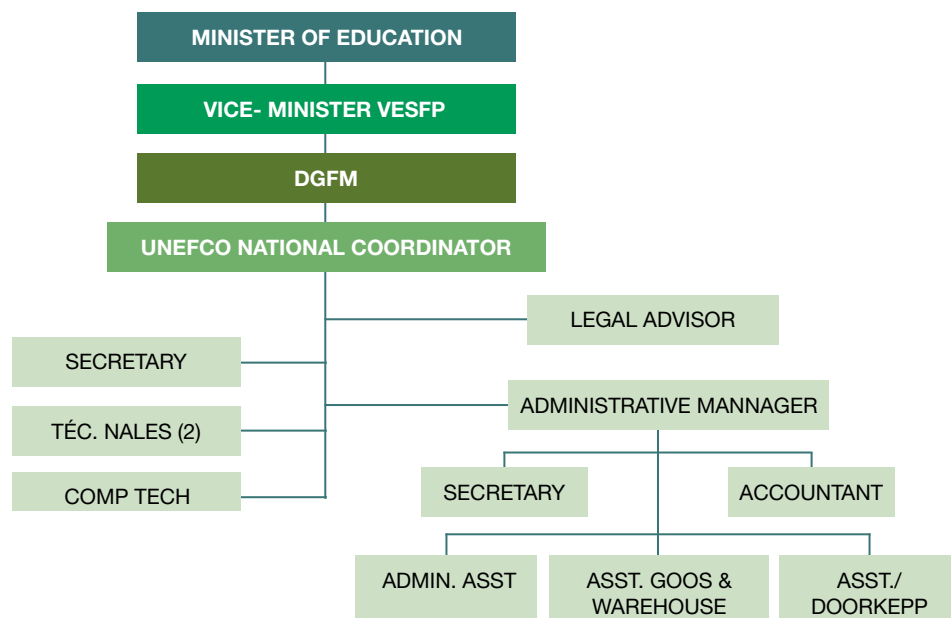
These provisions are currently the basis for the development continuous education offers for teachers of the SEP and subsequent adaptations that are required according to the needs of implementation and concretion of the Productive Socio-communitarian Educational Model and the guidelines of the Educational Revolution with Teaching Revolution.

4.2. Institutional Structure

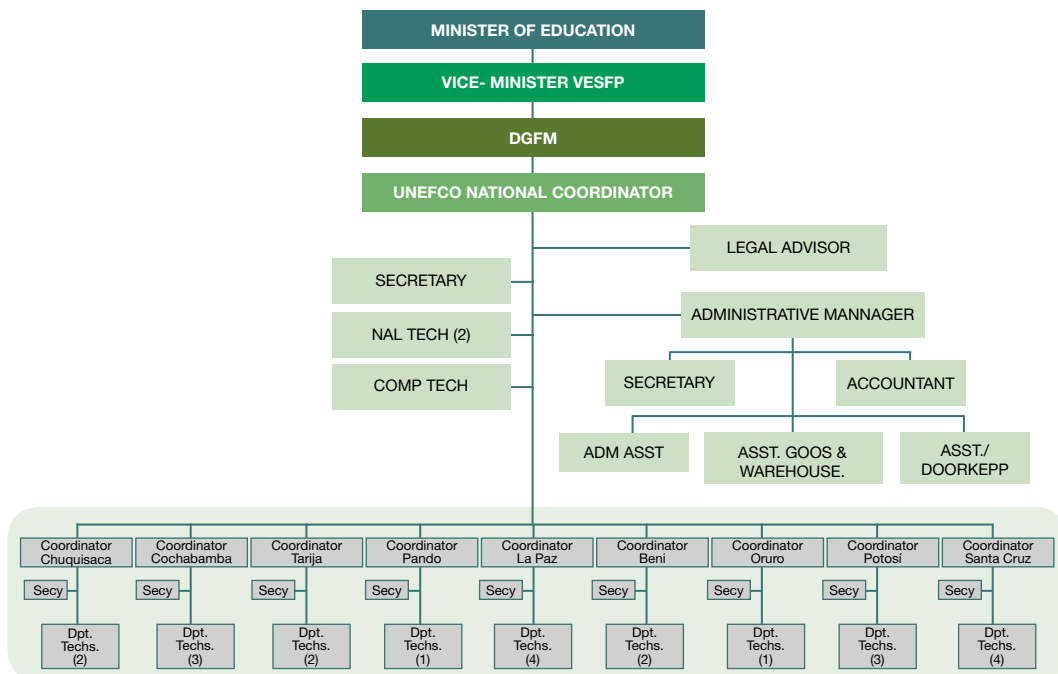
UNEFECO has its national office in the city of Tarija, where the first institution in the history of Bolivian education for teachers training in service was founded: Instituto Superior de Educación Rural-ISER-(Higher Institute of Rural Education) which later became the Instituto de Formación Permanente –INFOPER-(Institute of Continuous Training) and in the Specialized Unit of Continuing Training (UNEFECO) in 2009.

The current structure of UNEFECO comprises the central level and the national level:

ORGANIZATIONAL STRUCTURE SPECIALIZED CONTINUOUS TRAINING UNIT - NATIONAL TEAM



ORGANIZATIONAL STRUCTURE SPECIALIZED UNIT OF CONTINUOUS TRAINING - NATIONAL LEVEL (R.M. 890/2013)



4.3. Training Offer

Based on the mission and the training strategy for continuous learning, UNEFCO has been developing since 2010 a very diverse series of courses and training cycles with broad teachers' participation from all over the country, promoting the transformative educational experiences development. Until the management 2016 have been executed 10 Phases of the Training Itineraries, 59 cycles and 8,462 courses, the detail of which is presented in appendix No. 1.

4.4. Training Strategy

In accordance with the Political Constitution of the State, Article 96 states: "I The State shall be responsible for teacher training in public magisterium [...] There shall be a single, public, free, intracultural, intercultural, plurilingual, scientific and productive system of teacher training, which shall function with a sense of social commitment and a spirit of service. II. Magisterium teachers shall participate in processes to update their knowledge and. In continuous pedagogic training" continuous training is a right and duty of every teacher, to ensure a quality education for all.

The importance, quantitative and qualitative, and the challenge of attending with continuous training to all teachers in service of the Plurinational Education System, makes this systematization encompass not only the description of the modality

developed but also the approach of teacher training with which the experience is faced.

It is important to emphasize that, although the process began by giving greater attention to the implementation of a Centro de Formación de Maestros en Servicio- CFMS-(Training Center for Teachers in Service), the development and dynamics of actions, with broad participation of the same beneficiary teachers and their official representations, has been focusing attention and efforts more in the method of attention (itineraries) than in the “shell” (Center) in which it is supported logistically, succeeding in constructing and validating an original training modality and with clear identification of the characteristics and Bolivian magisterium needs. Precisely for this reason, the modality is completely viable, since it started from the reality of Bolivian teacher and the reality of our Plurinational Educational System.

The pertinence and originality of the Training Itineraries (Personalized) for teachers is based on their adaptation to the interests, rhythms, needs and times of both teachers (individually and collectively) and the transformation of the Plurinational Education System itself.

The main objective of this experience, as already mentioned, has been to contribute significantly to the consolidation of the Plurinational Education System, in the component of continuous training in the training teacher structure. Therefore, the specific aspects of this mode of care are presented below.

4.4.1. The Training Itineraries for Teachers in Service

The training strategy, implemented since 2009 by the Unidad Especializada de Formación Continua –UNEFCO- (Specialized Unit of Continuing Training), are the so-called “Training itineraries for teachers in service”; this strategy is fundamental to understand the teacher training vision in the “Educational Revolution with Teaching Revolution”, since it was designed from and for the Bolivian magisterium and within the framework of the Productive Socio-communitarian Educational Model, emphasizing the relation between training and educational practice and the need of a direct and immediate impact that training processes must have in educational processes and outcomes; these criteria would then be taken over by other teacher training programs and actions.

a. Training Itineraries General Guidelines

Training Itineraries, are characterized by:

Work systematically:

- Provide, from the specificity of teacher training, to the social and educational transformations assumed by the country.



- Framing the continuous teachers training in comprehensive and intersectoral policies of teaching profession that articulate the importance and relevance of the training system (initial, continuous and postgraduate) to the working conditions (welfare and social recognition of teachers work) and clarity of the teaching career (transparency, participation, motivation, fair evaluation and recognition of performance).
- Consolidate a training system for teachers, which will articulate all actions for the professional, personal and social development of teachers.
- Channel all initiatives, financial and technical advice, national and international, in comprehensive and sustainable programs.
- Include as a substantial part of any process of transformation or improvement of pedagogical, curricular and administrative management, the teacher training component, not as a simple implementation strategy, but as an element without which innovation processes cannot be achieved.
- Participation in training processes should be regulated by accreditation standards that are consistent with the promotion (horizontal and vertical), stimulus and transitivity of teaching, administrative and technical staff.

Contribute to the construction of own pedagogies:

- The attention to training needs should not only be in technical training but in the new vision enrichment of the role that teachers have in the construction of society.
- The construction process must also go through the form of relationship and work within the educational units, transforming the individualistic practice into a communitarian practice and broad social participation.
- Facilitate and encourage the creation of strategies so that teacher can answer to demands that education and society have in his work space (the educational unit and the classroom), seeking the exercise of responsible autonomy.
- Take into account the mismatch between the initial professional profile and the new and complex functions assigned to the teacher; It requires a comprehensive strategy to help teachers to find answers to diverse and changing situations, reducing the anxiety that these can cause.
- From the awareness of the role of the teacher and the consolidation of institutional environments open to change, respect for identities and production and community work, teachers in service training should foster the recovery, practice and construction of own pedagogies that rescue the wisdom, customs and knowledge of the cultural context in which they work.

Contextualizing teacher training:

- The training processes have to answer both to the needs of the Plurinational Education System, in its processes of innovation, transformation and improvement of educational quality, and to local needs which implies

important levels of participation of teachers and other instances in planning, managing, executing and evaluating processes and formative instances.

- Provide a wide range of opportunities for continuing education that are personalize to the interests, rhythms, and times available to teachers.
- All training actions should balance training “for practice” and training “in practice”, to ensure that processes affect teacher performance, classroom life and the educational community.

Provide spaces for participation (protagonism) of teachers in the planning and manage of their training:

- Seek to overcome a planning, execution and evaluation defined only by external instances (“superior”) to the educational unit and go to teachers; giving way to a participatory process, as an effective response to the real training needs.
- The spaces of participation must also be areas of co-responsibility.
- It is necessary to foster new forms of relationship between the educational administration and representative organizations of teachers and other original and social organizations around a common interest which is the professional quality of all teachers, their self-esteem for their profession and th e Improve society’s perception of teachers.





- Formative work with and of the individual (new professional culture) is not enough, it is necessary to complement it with the training work with and of the teachers' collective (new organizational culture) recovering the values of the community vision in the educational field.

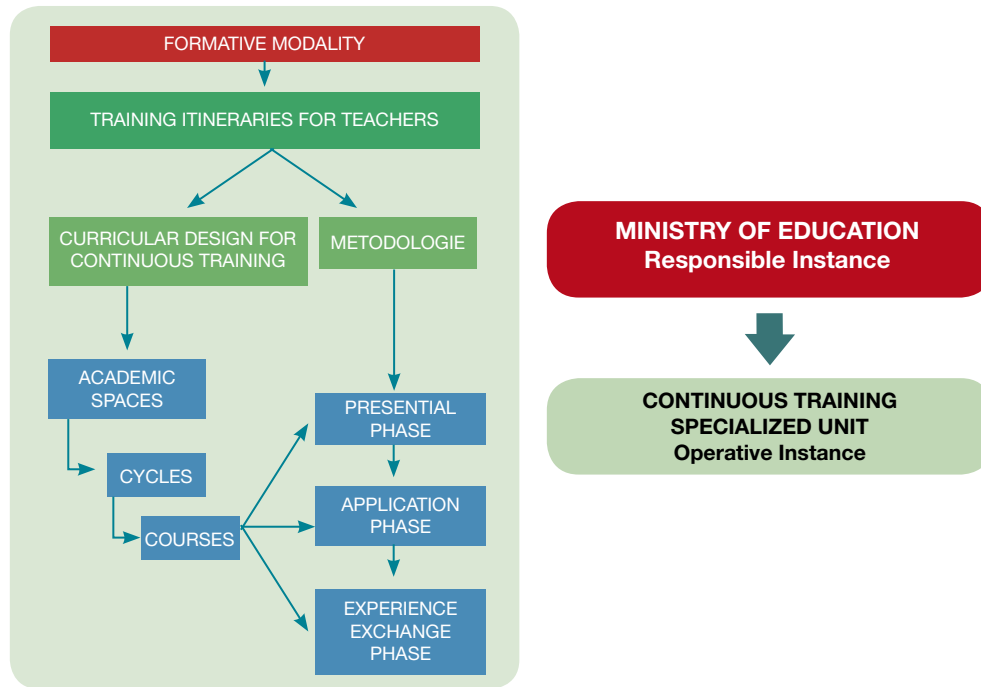
Diversify the offer and the modalities of attention:

- Training offers, although starting from a common matrix, should be designed and diversified in such a way as to meet training needs of all teachers, according to the level at which they work, the specialization they have, the accumulated experience, the functions which performs, the rhythms, demands and interests.
- It is necessary to combine the traditional training modalities (courses, workshops and seminars, generic) with new strategies (activities generated within educational centers) that answer to what the teacher cannot achieve by their very nature.
- All training actions must be inserted within processes, avoiding the simple training events that do not guarantee the sustainability of the training nor the impact on the life of the classroom and the school.
- New information and communication technologies should play an important and properly dimensioned role in continuing education programs, as content and as training strategies.

Evaluate teacher training and research on it:

- Programs should ensure systematic and objective follow up, monitoring and evaluation in order to achieve a dynamic training system which can, on the basis of the information obtained, rectify and improve the relevance and effectiveness of the models adopted.
- Establish training standards (periodically adjustable) and measure the progress of implementation and compliance in classrooms and schools, in order to rectify the strategies and actions without the expected impact and enhancing those that better answer to the training needs of teachers context.
- Promote specialization and research in the field of education, teachers condition and teacher training, which contributes to productions that serve as inputs for decision-making and planning for teachers professional development and the improvement of education quality.
- Need to deepen the knowledge of the teaching reality and its training in the different contexts.
- To have programs specially focused on training of trainers and training of technical and administrative personnel linked to teaching profession.

STRUCTURE OF TRAINING ITINERARIES



b. Description of Training Itineraries

The training offered by the Center (which is only a logistical support of the processes of continuous training) is based on an original modality of offer and development of courses called “Training Courses (Personalized) for Teachers”, the description of its characteristics can be seen in the following graphic:

Organizational Characteristics:

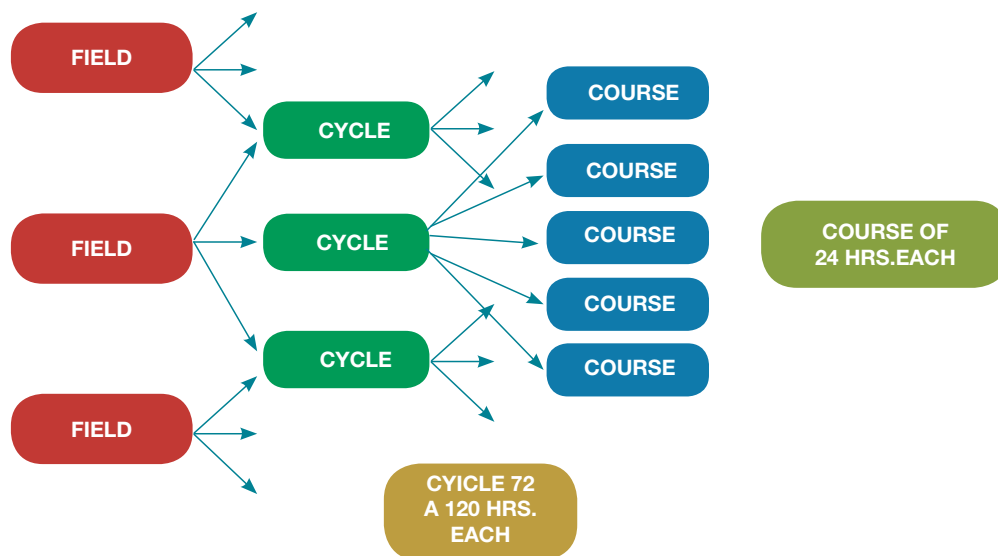
- It is a continuous offer, throughout the year and, more intensely, during periods of educational break.
- Varied, with courses for teachers of all levels, cycles and specialties, including technical, administrative, support staff and trainers.
- Answers to the rhythms, interests, availability of time and specific teacher's needs.
- Oriented to practical implementation. All courses start from the reality of the classroom and / or educational center and are oriented their processes improvement.
- It allows the organization of personalized training itineraries for each teacher, since participants decide on topics, level of depth and the courses frequency, they can set up their own training path.
- Participatory definition of the training curriculum. It has an open and flexible curricular offer.

- According to the training needs detected, at the time of the year and the demand for teachers, a Courses Program is prepared monthly, the same one is distributed in each educational center and through communication medias.
- Admissions can be individual or collective (educational centers or educational districts, according to their Annual Operational Programs).
- Ministry of Education subsidizes the cost of the courses.
- The attention modality and the methodology used, determines that groups has to have a minimum of 15 participants and a maximum of 35. When there is greater demand, a new group is immediately opened and the course is scheduled in a later date.
- The Center's opening hours during the school year are from 9:00 a.m. to 12:00 p.m. and from 4:00 p.m. to 9:00 p.m. (courses usually take place from 6:30 p.m. to 9 p.m.). On vacation period is from 08:00 to 12:00 and from 14:30 to 18:30 (courses in these periods are developed in the mornings and afternoons).
- At the request of participants or facilitators, courses are organized on the weekend and / or at the educational center where the participants work.

Curriculum Characteristics

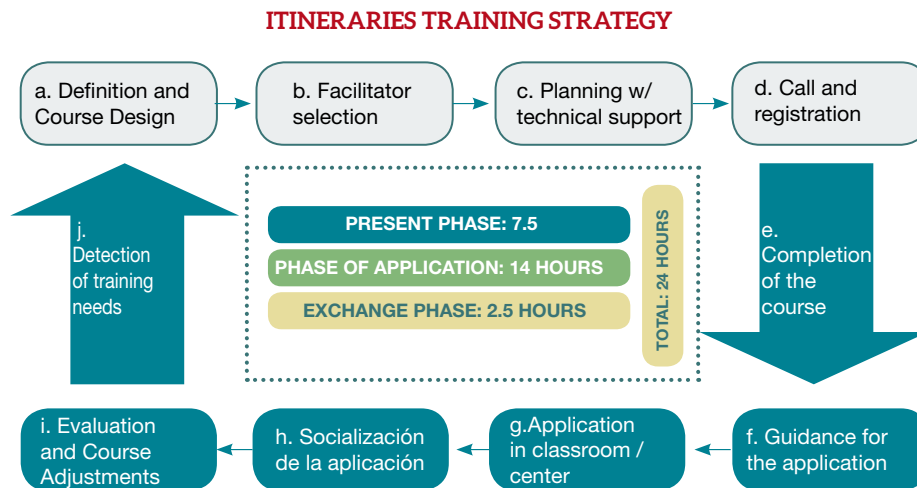
The curricular offer is organized in fields and training cycles and in courses, as shown in the following table.

ORGANIZATION OF CYCLES AND COURSES



Methodology

Each one of the implemented courses with Training Itineraries (Personalized) for Teachers modality, is developed according to the following methodology:



a. Course Definition and Design: The curriculum of the Itineraries is defined according to different sources, all of them focused on gather teachers training needs according to the context:

- Diagnosis of training needs: Systematic processes of instruments implementation in educational centers to detect the main training needs in terms of contents, frequencies and levels of depth.
- Educational policies and official curricular guidelines: A considerable percentage (25%, aprox.) of the offer is defined to meet Plurinational Education System needs: training and updating teachers in principles, approaches, guidelines and themes prioritized in educational policies and curriculum guidelines (this source of curriculum definition is becoming important as the country is promoting a process of transformation in the education system).
- Socializations and evaluations of the courses: During the time of the socialization (h) and evaluation (i) of each itineraries course, as part of the reflection and analysis of the content addressed and the experiences of implementation, spontaneously emerges in the participants the identification of new topics or levels of deepening, related not only to the theme of the course or cycle in question but also in areas directly or indirectly associated to it.
- Direct requests: Frequently, District Education Directorates, Educational Centers, Educational Units and / or other institutions (public institutions connected to themes such as inclusive education, advocacy, environment, citizen culture...) request training on necessary topics in their context. If these needs are not contemplated in some of the Itineraries cycle, a new cycle is planned including it in the general offer.



Cycles that include three to five courses are defined, one course cannot be defined since the time destined to each one of them is reduced and the training processes has to favor more than disarticulated events. When the topic is very punctual or simply informative conference or short workshop are used.

b. Facilitator Selection: Once the cycle and its courses have been defined, they are programmed. To this end, a group of possible facilitators (prioritizing those who are teachers of recognized prestige and mastery in the subject matter are selected, only in case the subject requires it or there are no teachers properly qualified for the level or the required theme, professionals from other areas are invited). Based on consultations and interviews with the facilitator candidates, the courses teachers are defined.

A coordination meeting is held with all the facilitators of the courses included in the cycle. In this meeting, they know the modality of Teachers Training (Personalized) Itineraries, the characteristics of the cycle, contents, graduality, activities and criteria for the moments of implementation (g) and socialization (h).

During the implementation years of the Itineraries, a not expected and important outcome has been achieved: Teachers who have developed courses as “Facilitators of the Center” have acquired experience in teacher training processes and constituted a consistent team useful to face other processes of continuous training. At the same time, being a “Facilitator of the Center” has become performance recognition for innovative teachers with disciplinary mastery, producing expectations among all teachers to become a facilitator of some course.



c. Planning with Technical Support: Once the facilitator of the courses of a cycle is selected and their programming is carried out, the development of each course is planned, there are established formats to do the planning. For this work, a UNEFCO technician is appointed to orient and support the facilitator's work, especially regarding methodologies of teachers continuous training and modality characteristics.

As the facilitators gather experience, the technical support is reduced to quality, planning and execution control of the course.

d. Call and Registration: In coordination with the facilitators and according to the availability of rooms, the Center publishes each month its Course Program, which details the themes, dates, schedules and names of the facilitators. These schedules are available at the Center (it has become a habit in the Directors of Educational Units to collect monthly schedules for publication in their centers), published on the UNEFCO website (www.unecco.edu.bo), distributed in education administrative offices, educational centers and, sometimes, they are spread by local radios.

The registration is made in the same Center according to the quota established for each course, the same goes from 15 to 35 participants. When demand exceeds quotas, another group is automatically opened and another date is planned.

The requirements for registration are:

- Fill out the registration form.
- Present a photocopy of the last payment bill, which certifies them as teachers in service.
- Cancellation of 15 Bs. as the participant's counterpart to the total cost of the course, the Ministry of Education subsidizes the course.

e. Course Implementation (Presential): According to the Center's programming and facilitators planning, the courses are developed starting with the presential sessions, lasting 7 and ½ hours, generally distributed in three sessions of 2 and ½ hours each.

The methodology privileges interaction and support in resources and didactic materials. During the course, contents are related to classroom practice and / or educational center life.

The UNEFCO technician designated to support the course planning (c), also takes care of the monitoring and assistance during the execution of the same.

Each participant receives the course planning, complementary documents and / or deepening, guide for the implementation (g) and socialization (h).



f. Guidance for implementation: Guidance for implementation is already worked out since the first meeting cycle facilitators (c), has specific sections in the planning and is prepared and oriented during the sessions.

In the last presential session, participants receive an implementation guide, which details work assignments to be carried out by the participants in the next phase, the products they are expected to achieve and how the implementation will be presented in the socialization session (h). The date for socialization is defined in the participants' presence.

g. Implementation class/center (Implementation Phase): Depending on the subject of the course and the activity type to apply, this phase lasts from one to three weeks, in all cases to cover a minimum of 14 hours.

During the implementation, the participants record the experience and outcomes in a format delivered in the last presential session.

h. Socialization of the Implementation (Socialization Phase): According to the date specified in the last presential session, the participants of each course return to the Center to share their implementation experiences, exposing and explaining the processes, difficulties, achievements, showing the products. The practice has been consolidated this is one of the most important moment since learning becomes communitarian, exchange of experiences processes and community reflection on the practice are triggered.

In this session, the course facilitator and the responsible UNEFCO technician are present, who guide the exchange of experiences and reflection, supporting primarily teachers participation.

i. Evaluation and Adjustments to the Course: At the end of the presential session, by means of an individual questionnaire, each participant evaluates the course, the materials used, the facilitator's performance and organizational aspects. The information of these instruments is systematized by the UNEFCO technician delegated to the course and attached to the report of the same.

The report of the facilitator is also attached to the report, which also presents an evaluation and adjustments for subsequent versions of the same course.

j. Detection of Training Needs: Throughout the course process, but especially in the socialization session, new demands and training needs arise spontaneously, directly or indirectly related to the themes addressed and to the experiences results from the implementation.

These detected needs are recorded by the UNEFCO technician responsible of the course, included in the course report and taken into account in the following Center programming.

4.5. Continuing Education Outcomes

The following is a summary of the number of teachers who participated in the different courses developed, through the ten phases of Training Itineraries implemented in the nine departments of the country.

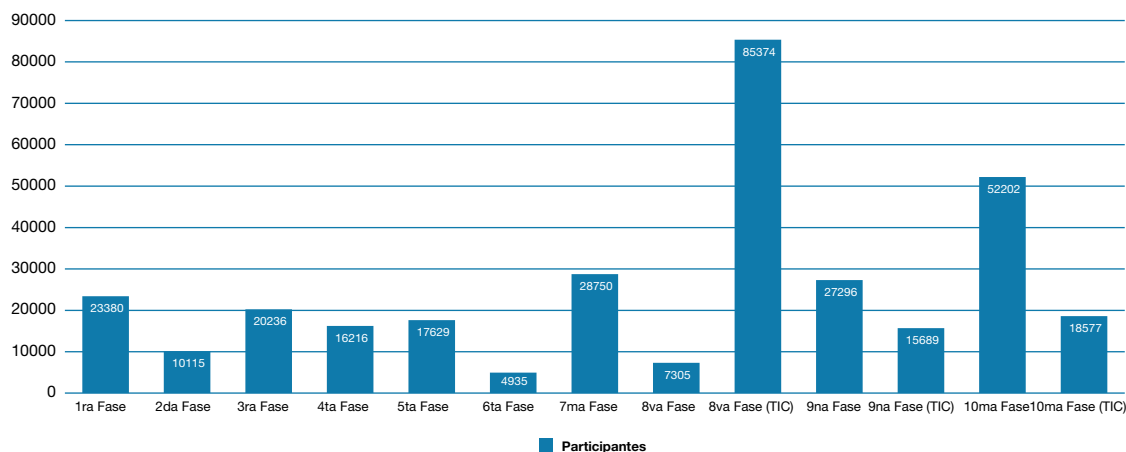
In the period 2010-2016, a total of 327,704 participants, teachers of the Plurinational Education System were attended, with the implementation of 8,469 courses based on the training offer in different themes.

DETAIL OF PARTICIPANTS BY DEPARTMENT AND PHASES (2010 - 2016)

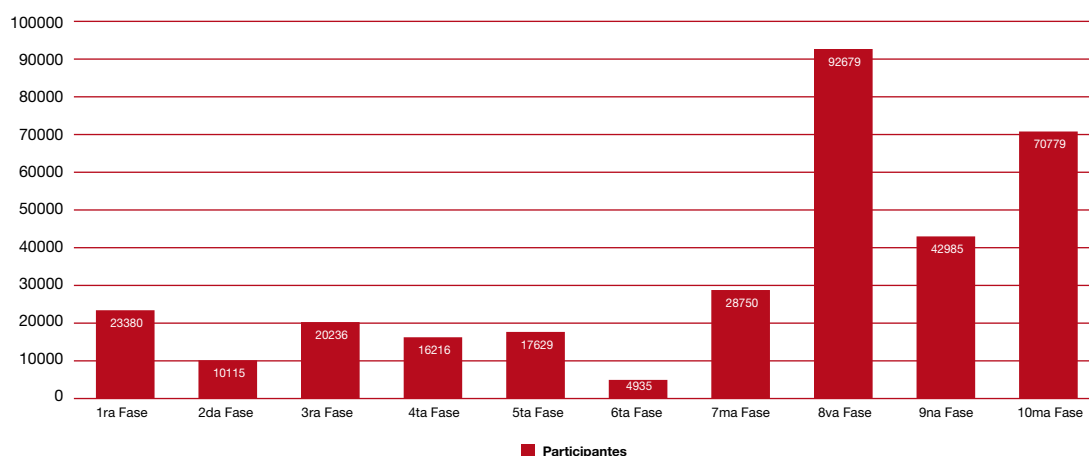
COURSE FOR TRAINING ITINERARIES DATA - ICT FOR TEACHERS IN SERVICE 2010-2016														
Phase	1st Phase - 2010	2nd Phase - 2010	3rd Phase 2011	4th Phase - 2011	5th Phase - 2012	6th Phase - 2012	7th Phase - 2013	8th Phase- 2014	8th Phase (TIC) - 2014	9th Phase - 2015	9th Phase (TIC) - 2015	10thPhase - 2016	10thPhase (TIC) - 2016	TOTAL
Department	Partic	Partc.	Partc.	Partc.	Partc.	Partc.	Partc.	Partc.	Partc.	Partc.	Partc.	Partic.	Partic.	
Beni	1816	781	2471	1204	297	347	5684	407	3324	3462	282	2760	16	22851
Chuquisaca	4560	1641	3421	1673	3931	499	2062	958	6625	2436	801	7982	781	37370
Cochabamba	3489	1179	1737	1709	2154	459	2351	581	12364	1077	1552	6211	2870	37733
La Paz	2837	1498	1900	5358	4323	944	4819	1901	27567	3800	8028	4545	6918	74438
Oruro	1644	914	1571	592	535	132	1777	207	4378	224	631	802	1172	14579
Pando	926	143	1320	346	237	99	3436	177	538	391	0	1805	20	9438
Potosí	3556	1893	3243	1908	1123	939	1197	1049	8979	1299	2269	6732	4876	39063
Santa Cruz	3109	1711	3519	2549	1104	1082	4430	1116	17092	11988	1905	15405	1543	66553
Tarija	1443	355	1054	877	3925	434	2994	909	4507	2619	221	5960	381	25679
TOTAL	23380	10115	20236	16216	17629	4935	28750	7305	85374	27296	15689	52202	18577	327704

COURSE FOR TRAINING ITINERARIES DATA - ICT FOR TEACHERS IN SERVICE 2010-2016											
Phase	1st Phase - 2010	2nd Phase - 2010	3rd Phase 2011	4th Phase - 2011	5th Phase - 2012	6th Phase - 2012	7th Phase - 2013	8th Phase- 2014	9th Phase - 2015	10thPhase - 2016	TOTAL
Department	Partic	Partc.	Partc.	Partc.	Partc.	Partc.	Partc.	Partc.	Partc.	Partc.	
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Chuquisaca	4560	1641	3421	1673	3931	499	2062	7583	3237	8763	37370
Cochabamba	3489	1179	1737	1709	2154	459	2351	12945	2629	9081	37733
La Paz	2837	1498	1900	5358	4323	944	4819	29468	11828	11463	74438
Oruro	1644	914	1571	592	535	132	1777	4585	855	1974	14579
Pando	926	143	1320	346	237	99	3436	715	391	1825	9438
Potosí	3556	1893	3243	1908	1123	939	1197	10028	3568	11608	39063
Santa Cruz	3109	1711	3519	2549	1104	1082	4430	18208	13893	16948	66553
Tarija	1443	355	1054	877	3925	434	2994	5416	2840	6341	25679
TOTAL	23380	10115	20236	16216	17629	4935	28750	92679	42985	70779	327704

TRAINING ITINERARIES 2010 - 2016 (WITH ICT COURSES)



TRAINING INTINERARIES 2010 - 2016 (GLOBAL)



These quantitative outcomes, with a variety of systematic training actions developed in the period 2010-2016 with pedagogical and methodological themes according to the diversity of needs and demands of teachers in service of SEP and the different contexts of the country, are advances that contribute to strength specific aspects inherent to the implementation and concretion of the Productive Socio-communitarian Educational Model, having reached a significant number of Training Courses at national level with 327,704 participants in the regular and alternative and special education subsystems.

4.6. Incorporation of ICT in educational practice

The Educational Revolution with Teaching Revolution assumes as an imperative of the historical changes that our country is experiencing, the incorporation of information and communication technologies (ICT) in educational processes,

answering to transformation challenges of the Plurinational Education System due to an era of strong intrusion of these technologies in different areas of life.

Within this framework, in the period 2010-2013 experiences have been developed in teachers training in computers use and computer tools classroom innovations and curricular activities, as part of the implementation of the program: A Computer By Teacher, consisting in computers provision to teachers of the Plurinational Education System.

On the other hand, of the set of processes and outcomes of teacher in service training described in the previous subtitle (4.5), the training and updating actions related to the incorporation of ICT in educational practice under the Productive Socio-communitarian Education Model developed in 2014-2016, through the methodology of Training Itineraries, in an articulated way KUAA laptops provision to students of productive communitarian secondary education, promoting practices and innovations in the application of technological tools in educational processes and contributing to create favorable conditions that allow teachers to strengthen their capacities for the application of ICT tools and resources in the daily educative practice improving the processes of learning and knowledge production in the framework Productive Sociocommunitarian Educational Model implementation.

These actions inherent to teacher training policies are specifically framed in the following regulations:

Political Constitution of the State, whose text determines that the State shall guarantee the science and scientific, technical and technological research development to help the general interest and assume as a policy strategies implementation to merge knowledge and application of new information technologies and communication (Paragraphs I and II of Article 103).

- Law No. 070 of Education “Avelino Siñani-Elizardo Pérez”, which among the objectives of education indicates the development of a scientific, technical, technological and productive education, based on own wisdom and knowledge, promoting research in cosmovision culture of the peoples, in complementarity with science and technology progresses throughout the Plurinational Education System (Article 5); it also points out, among the objectives Higher Teacher Training, to develop the comprehensive training for teachers with a high academic level, in specialty and pedagogical area on the basis reality knowledge, cultural identity and the socio-historical process of the country (Article 33).
- Supreme Decree No. 357 of November 18, 2009, authorizing the Ministry of Education to directly purchase computer equipment in the framework of the “Education with Technological Revolution” Program to comply with the “One computer by teacher” project Seeks to satisfy the social need to

promote the development of science, technology, research and innovation in the education system; also authorizes the Ministry of Education to provide computer equipment to public magisterium teachers.

- Law No. 164 of August 8, 2011, states among the principles of the telecommunications sector and information and communication technologies and the postal service: The State, at all levels of government, will promote the right to universal access to telecommunications and information and communication technologies (Article 5).
- Supreme Decree No. 2013 of May 28, 2014, which regulates the provision of Computer Equipment and infrastructure to Educational Units Fiscal and of Agreement of the Regular Education Subsystem, for students at Productive Comunitarian Secondary Education.
- Ministerial Resolution No. 667/2015 of August 28, 2015, authorizing the Specialized Unit for Continuing Education - UNEFCO, the development of “Courses for Teachers in the Use of Information and Communication Technologies in Educational Practice Under the Productive Socio-communitarian Educational Model “in virtual and self-assisted modalities, through Training Itineraries.

The following describes different training actions progresses and outcomes aimed to the incorporation of ICT in educational practice:

a) Distance computer course for teachers in the exercise of the Plurinational Educational System (2010)

Through the Directorate General of Teacher Training, a distance learning course was developed for teachers in the Plurinational Educational System - 1st and 2nd Phase, with 15,548 teachers (5 modules: Windows Operating System, Microsoft Word, Microsoft Excel, Microsoft Power Point, Internet and Email).

RELATIONSHIP OF APPROVED PARTICIPANTS

LA PAZ	CBBA	CHUQUISACA	SANTA CRUZ	POTOSÍ	ORURO	TARIJA	BENI	PANDO	TOTAL
9.833	683	57	2.545	224	2.048	22	130	6	15.548

Source: Equipo de Formación Continua y Postgradual.

WORKING DOCUMENTS (PRINTED AND DISTRIBUTED)

5 Modules:

- Windows operating system.
- Microsoft Word.
- Microsoft Excel.
- Microsoft Power Point.
- Internet and Email.

b) Cycles of Basic and Advanced Office (2010 - May 2016)

UNEFECO implements an innovative strategy that involves a new dynamic in its modality and methodology of training, denominated “Itinerarios Formativos para Maestras y Maestros”, that includes courses developed in all the departments of the country, according to Law N° 070 “Avelino Siñani-Elizardo Pérez” approach in the implementation of the Socio-communitarian Productive Educational Model.

The courses of Basic Office (Introduction to the use of the computer, Word production of texts, Excel sheets and lists, Power Point design of educational presentations, educational use of the internet) had an important coverage, showing good acceptance by teachers of the whole country, aswering Plurinational Education System challenges and guidelines of the Educational Revolution process.

RELATIONSHIP OF PARTICIPANTS IN OFIMATIC CYCLES BASIC AND ADVANCED

LA PAZ	CBBA	CHUQUISACA	SANTA CRUZ	POTOSÍ	ORURO	TARIJA	BENI	PANDO	TOTAL
5.988	4.029	5.914	6.422	4.775	2.246	3.413	5.111	1.143	39.041

Source: Reporte Estadístico UNEFECO.

WORKING DOCUMENTS (PRINTED AND DISTRIBUTED)

CYCLES:	COURSES:
Basic Office for Teachers	Introduction to Computer Use for Educators Word: Production of Texts Excel: Schedules and School Lists Power Point: Designing Educational Presentations Educational Use of the Internet
Advanced Office in Educational Processes	Cleaning and Data Protection Tools Advanced Text Design in Educational Processes Advanced Forms Design of in Educational Processes Advanced Presentation Design in Educational Processes Educational use Multimedia over the Internet

c) Training Courses in the Laptops Use as a Tool and ICT Resource directed to teachers of the Plurinational Educational System (2012-2013)

Within the framework of the National Development Plan (PND) and Education Law No. 070 Avelino Siñani - Elizardo Pérez, the incorporation of the New Information and Communication Technologies into the Plurinational Educational System is established as a State policy, creating spaces of equity and opportunity that enable students, teachers and community members to improve educational processes and outcomes.

In order to increase the motivation for the use of ICT tools and resources, a “Computer for Teachers” program has been developed as a training process

directed to teachers and beneficiaries of the program, aimed to the development of research capacities, systematization of local knowledge and application of new methods for daily classroom work.

RELACIÓN DE PARTICIPANTES APROBADOS

LA PAZ	CBBA	CHUQUISACA	SANTA CRUZ	POTOSÍ	ORURO	TARIJA	BENI	PANDO	TOTAL
780	579	3.453	330	6132	5.129	3.614	2.696	358	23.071

Among the materials produced for the development of this training action are the Trainer's Guide and the Basic Software Manual of Free Software.

The manual "Ofimática Básica Bajo Software Libre", (Basic Office under Free Software) is part of the set of materials that supported the course of basic office software under free software, with a structure organized in thematic units, which include objectives, practical activities, evaluative and content.



d) Virtual Courses of the Teacher Network (2012-2015)

The Network of Teachers of the Plurinational Educational System is a Ministry of Education initiative constituted with the goal of strengthening the teaching profession, taking advantage of teachers' capacities with the diffusion and development of innovative projects using Information and communication technologies (ICT), ongoing training and content production, exchange of experiences and pedagogical innovation.

This Network is also aimed at generating a space for virtual and presential meetings to develop and exchange experiences on wisdom, methodologies, content and experiences that strengthen, harmonize, articulate and complement educational action in curriculum development from the articulating axes in wisdom and knowledge areas in the process of implementing the educational revolution to live well in community.

The network is made up of innovative, committed, entrepreneurial and legitimately committed teachers in improving the outcomes of the country's educational system through the use of ICT.

The requirement to be a member of the network is to be an active teacher of the Plurinational Education System.

Among the benefits of being a member of the Network is the access to the virtual trainings in "ICT in classroom" composed of 15 courses in 3 training cycles, according to the structure of the Specialized Unit of Continuing Training (UNEFCO).



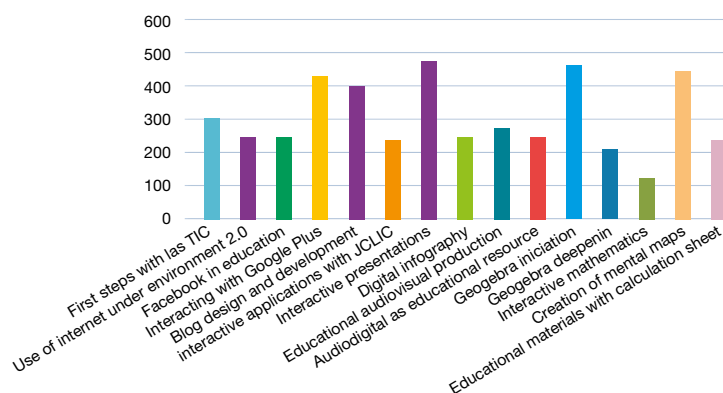
Each Training Cycle consists of 5 Courses of 50 academic hours, which makes a total of 250 hours per cycle.



Up to 2014, about 4,585 teachers were trained; details of the courses are shown below:

TRAINED BY COURSE

Nro	Course	Training
1	First Steps with TIC	307
2	Use of internet under environment 2.0	246
3	Facebook in Education	243
4	Interacting with Google Plus	434
5	Blog Design and Development	402
6	Interactive Applications with JCLIC	240
7	Interactive Presentations	479
8	Digital Infography	242
9	Educational Audiovisual Production	272
10	Audio Digital as Educational Resource	240
11	Geogebra Iniciation	463
12	Geogebra Deepenin	210
13	Interactive Mathematics	120
14	Creation of Mental Maps	448
15	Educational Materials with Calculation Sheet	239
Total		4585

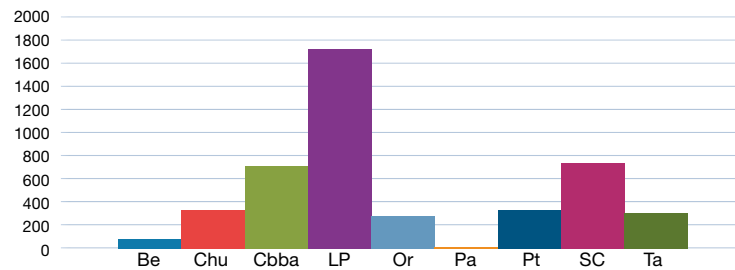


At departmental level, the following data are available for trained teachers:

TRAINING BY DEPARTMENT

Nro	Department	2012	2013	2014	Training
1	Beni	0	10	76	86
2	Chuquisaca	5	49	285	339
3	Cochabamba	8	152	571	731
4	La Paz	40	366	1337	1743
5	Oruro	2	39	253	294
6	Pando	0	1	6	7
7	Potosí	3	56	268	327
8	Santa Cruz	15	204	521	740
9	Tarija	7	68	243	318
Total					4585

TRAINING BY DEPARTMENT



The virtual courses mentioned are developed through the Portal Educa Bolivia, with a wide participation of teachers of the Plurinational Education System, who began to implement ICT in educational processes.

Due to demand and interest in these online courses, other meeting spaces were established, such as the annual Educa Innova Event, with the aim of bringing together national and international experts in ICT and more than 3,000 teachers as participants and speakers in the use of technologies experiences in the classroom.

EDUCA INNOVA Plurinational Encounter

Educa Innova is a space for knowledge production and experiences exchange, proposals and good educational practices in the use and application of ICT in classroom work and professional performance within the framework of the Productive Socio-communitarian Educational Model.

This educational space has:

- Presentations by national and international experts.
- Presentations of ICT innovative experiences use in the classroom.
- Technology fair with tools, applications and technological devices applied in Education.

Participation in the event is open to the entire educational community of the Plurinational Education System, committed to the Educational Revolution and Technological Revolution, the development and innovation of educational processes, teaching methodologies and content production.

Among the main thematic axes defined for the event are:

- Social networks in educational processes
- Production of digital educational content
- Virtual Education challenges and opportunities
- The new role of today's student and teacher
- Internet security



- Transversally of ICT in curriculum development and teaching and learning process
- Projects 1 to 1
- Technological tools applied to education
- Mobile devices in education
- Community Educational Telecenters
- Tele-education

The III Plurinational Meeting of Teachers was held in the 2016 (16-17 September) “Educa Innova: Towards the technological-educational revolution, with the aim of promoting teachers to innovate experiences and educational proposals, in the use and application of Information and Communication Technologies (ICT) in classroom work and professional performance. There were 1,149 exhibitors and 1,430 expositors.

In the category Expositors, the winning themes were:

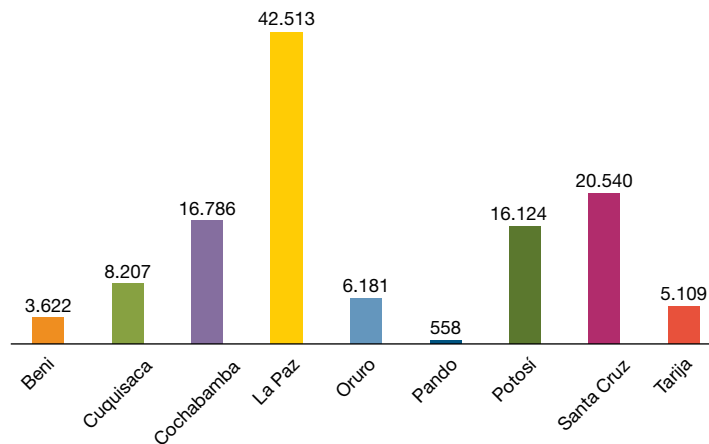
- Bring your drawing and dolls to life.
- Complementarity in the learning of native-indigenous Music in the ESFM “Mariscal Sucre”.
- Video production in educational processes.
- Digital classroom interaction.

e) Training in the use of ICT in educational practice under the Productive Socio-communitarian Educational Model (2014-2016)

Within the framework of the implementation of continuous training actions for teachers in the exercise oriented, among others, to the use and application of Information and Communication Technologies (ICT) in educational practice, promoting the development of methodological and didactic approaches to the implementation of the MESCP, the Ministry of Education has prioritized the realization of the “Courses of Updating and Training for Teachers in the Use of KUAA in Educational Practice under the MESCP” by the Specialized Unit for Continuing Education (UNEFCO); presential, virtual and self-assisted modalities, with a view to improve educational processes and outcomes.

Under the scope of Supreme Decree No. 2013 of May 28, 2014, from the management 2014 to date have been trained 119,564 teachers (between management and teaching staff) working in Educational Units Fiscal and of Agreement of the Regular Education Subsystem, beneficiaries of the provision of computer equipment for students of Productive Communitarian Secondary Education

APPROVED PARTICIPANTS (2014-2016)



Source: Statistic data UNEFCO.

The formative actions have been developed under the following modalities:

Presential: Through presential sessions, with the support of facilitator, including support material.

Virtual: Through a virtual platform, it includes training materials of support and the orientation of a tutor.

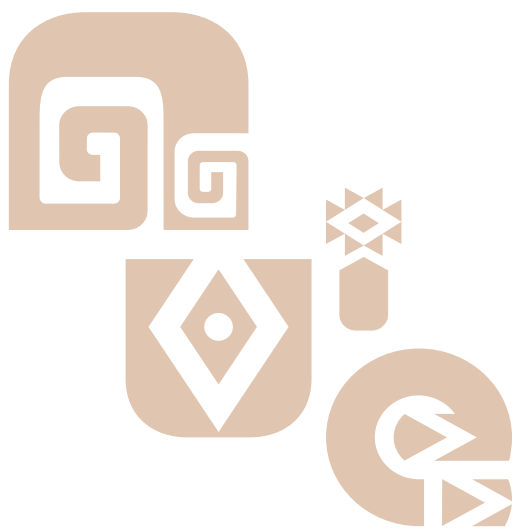
Self-Assisted: To be developed individually by each participant according to their own times, through interactive technological training materials and other means of support.

N°	Department	Managment			TOTAL
		2014	2015	2016	
1	BENI	3.324	282	16	3.622
2	CHUQUISCA	6.625	801	781	8.207
3	COCHABAMBA	12.364	1.552	2.870	16.786
4	LA PAZ	27.567	8.028	6.918	42.513
5	ORURO	4.378	631	1.172	6.181
6	PANDO	538	-	20	558
7	POTOSÍ	8.979	2.269	4.876	16.124
8	SANTA CRUZ	17.092	1.905	1.543	20.540
9	TARIJA	4.507	221	381	5.109
TOTAL		85.374	15.689	18.577	119.640

Materials Produced: The following working documents have been prepared for the courses according to their modality; these are also used as background documents for the online courses:

Management	Training cycle	N° course	Name of continuous training notebook
2014	USO BÁSICO DE TIC EN LA PRÁCTICA EDUCATIVA BAJO EL MESCP	COURSE 1	EDUCATIONAL REVOLUTION AND TEACHING REVOLUTION
		COURSE 2	THE STUDENTS 'COMPUTERS AND THE INTERACTIVITY WITH TEACHER
		COURSE 3	ICT RESOURCES IN WISDOM AND KNOWLEDGE AREAS: MATHEMATICS, PHYSICS AND CHEMISTRY (LEVEL 1)
		COURSE 3	ICT RESOURCES IN WISDOM AND KNOWLEDGE AREAS: BIOLOGY - GEOGRAPHY (LEVEL 1)
		COURSE 4	ICT RESOURCES IN WISDOM AND KNOWLEDGE AREAS: MATHEMATICS (LEVEL 2)
		COURSE 4	ICT RESOURCES IN WISDOM AND KNOWLEDGE AREAS: PHYSICS (LEVEL 2)
		COURSE 4	ICT RESOURCES IN WISDOM AND KNOWLEDGE AREAS: CHEMISTRY (LEVEL 2)
		COURSE 4	ICT RESOURCES IN WISDOM AND KNOWLEDGE AREAS: BIOLOGY - GEOGRAPHY (LEVEL 2)
		COURSE 5	ICT RESOURCES IN WISDOM AND KNOWLEDGE AREAS: MATHEMATICS (LEVEL 3)
		COURSE 5	ICT RESOURCES IN WISDOM AND KNOWLEDGE AREAS: PHYSICS (LEVEL 3)
		COURSE 5	ICT RESOURCES IN WISDOM AND KNOWLEDGE AREAS: CHEMISTRY (LEVEL 3)
		COURSE 5	ICT RESOURCES IN KNOWLEDGE AND KNOWLEDGE AREAS: BIOLOGY - GEOGRAPHY (LEVEL 3)
2015 - 2016	TECHNOLOGICAL RESOURCES OF THE CLASSROOM AT THE MESCP	COURSE 1	INTERACTING IN THE CLASSROOM THROUGH ICT
		COURSE 2	INITIATING THE USE OF ICT IN THE AREAS OF MATHEMATICS, PHYSICS AND CHEMISTRY
		COURSE 2	INITIATING THE USE OF ICT IN THE AREA OF BIOLOGY - GEOGRAPHY
		COURSE 3	ICT TOOLS FOR THE MATHEMATICS AREA
		COURSE 3	ICT TOOLS FOR THE PHYSICAL AREA
		COURSE 3	ICT TOOLS FOR THE CHEMISTRY AREA
		COURSE 3	ICT TOOLS FOR THE BIOLOGY AREA - GEOGRAPHY
		COURSE 4	ICT RESOURCES TO DEVELOP MATHEMATICAL LOGIC
		COURSE 4	ICT RESOURCES FOR THE SIMULATION OF A PHYSICAL LABORATORY
		COURSE 4	ICT RESOURCES FOR THE CHEMISTRY LABORATORY
		COURSE 4	ICT RESOURCES AS PEDAGOGICAL TOOLS IN THE BIOLOGY - GEOGRAPHY AREA
		COURSE 2	INITIATING THE USE OF ICT IN THE AREA OF SOCIAL SCIENCES
		COURSE 2	INITIATING THE USE OF ICT IN THE AREA OF COMMUNICATION AND LANGUAGE: CASTILLIAN AND NATIVE
		COURSE 2	INITIATING THE USE OF ICT IN THE AREA OF PLASTIC AND VISUAL ARTS
		COURSE 2	INITIATING THE USE OF ICT IN THE AREA OF MUSIC EDUCATION
		COURSE 3	ICT TOOLS FOR THE AREA OF SOCIAL SCIENCES
		COURSE 3	ICT TOOLS FOR THE AREA OF COMMUNICATION AND LANGUAGE: CASTILLIAN AND NATIVE
		COURSE 3	ICT TOOLS FOR THE PLASTIC AND VISUAL ARTS AREA
		COURSE 3	ICT TOOLS FOR THE MUSIC EDUCATION AREA
		COURSE 4	ICT FOR THE CREATION OF VIRTUAL COLLABORATIVE GROUPS IN THE AREA OF SOCIAL SCIENCES
		COURSE 4	RESOURCES FOR THE PRODUCTION OF MULTIMEDIA ARTISTIC EXHIBITIONS
		COURSE 4	ACT IN THE AREA OF COMMUNICATION AND LANGUAGES: CASTILLIAN AND NATIVE
		COURSE 4	ICT IN THE CLASSROOM FOR THE EDITION OF AUDIO IN THE AREA OF MUSIC EDUCATION

For the development of training actions under the self-assisted modality, the continuous training notebook and audio-visual material are considered.



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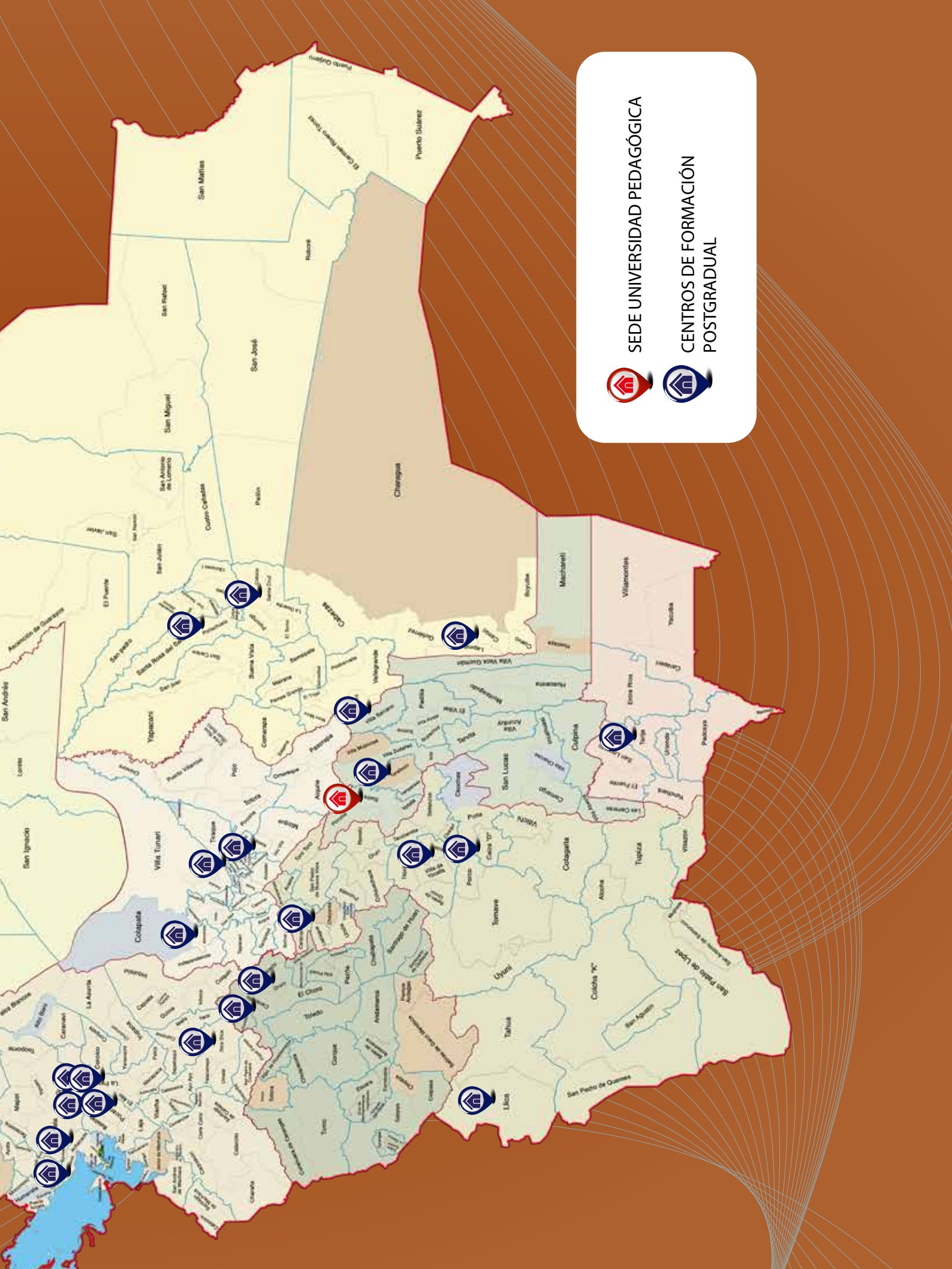


MINISTERIO DE
educación

ESTADO PLURINACIONAL DE BOLIVIA

**VICE-MINISTERIO DE EDUCACIÓN SUPERIOR DE FORMACIÓN PROFESIONAL
DIRECCIÓN GENERAL DE FORMACIÓN DE MAESTROS**

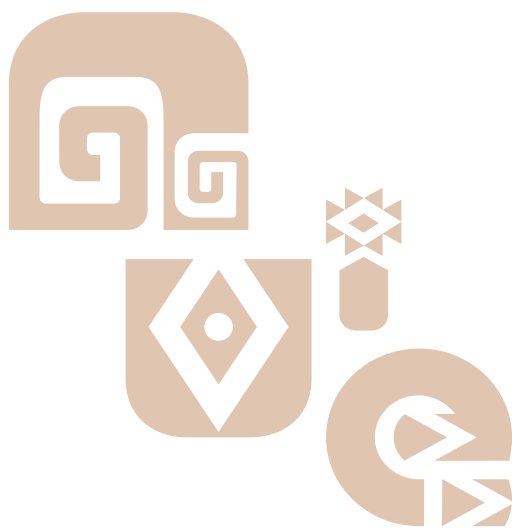




SEDE UNIVERSIDAD PEDAGÓGICA



CENTROS DE FORMACIÓN
POSTGRADUAL





Postgraduate Training for Teachers

The Political Constitution of the State determines the participation of teachers in the processes of updating and continuous pedagogical training and Law of Education No. 070 “Avelino Siñani-Elizardo Pérez” sets the objective of implementing educational policies of continuous training and updating for teachers, as well as the scope of postgraduate training of these actors in the Plurinational Education System. Within this framework, the training structure of teachers provided for in Law No. 070 offers for teachers in service two components: continuous training (explained in the previous point) and postgraduate training; the latter was characterized by the improvement and deepening on teachers specialty, a level of knowledge production that arises from the actual teaching experience and by academic degrees granting or postgraduate accreditation such as diploma, specialty, master’s and doctorate.

The institution called by Law for this purpose is the Universidad Pedagógica (Pedagogical University UP), which since November 2014 has started to operate

with its national central office in Sucre, with Postgraduate Training Centers in each department and an initial postgraduate offer already developed. The UP is an entity that, among its objectives, seeks to develop qualification for teachers of the SEP, with social commitment and critical awareness at people service, contributing to the resolution of problems and transformation of reality in the educational field; and to implement postgraduate training processes with emphasis on the production of knowledge and educational research aimed at deepening the specialties, own wisdom recovery-production and solution of the problems and educational needs of the Plurinational State.

From this perspective, the implementation of postgraduate training processes for teachers is aimed to answer transforming challenges of the SEP under the principles and characteristics of the Productive Socio-communitarian Educational Model-MESCP- and the guidelines of the Educational Revolution. Therefore, teachers with an licenciante degree through PROFOCOM (1st phase), those who hold a licenciante degree in the initial training process of the ESFM / Academic Units, and the segments that gradually achieve this academic degree, will be able to access the authorized postgraduate academic offer.

As a result of the organizational actions, there are teachers, from the nine departments of the country, registered and in training process in different programs of the academic offer, which shows a growing expectation to access to postgraduate training processes under the MESCP.

5.1. Normative

5.1.1. Political Constitution of the State

Political Constitution of the State text contains the mandates related to postgraduate teacher training:



“Artículo 96. I The State shall be responsible for teacher training in public magisterium through higher education colleges. There shall be a single public, free, intracultural, intercultural, plurilingual, scientific and productive system of teacher training, which shall function with a sense of social commitment and a spirit of service.

- II. Magisterium teachers shall participate in processes to update their knowledge and. In continuous pedagogic training.
- III. The career and tenure of teaching staff is guaranteed in accordance with the law. Teachers shall receive a decent wage.

Article 97. The basic purpose of postgraduate training at various levels shall be to obtain professional qualifications in different areas through scientific research



and the generation of knowledge linked to reality in order to contribute to the comprehensive development of society. Postgraduate training shall be coordinated by an authority composed of universities within the education system, in accordance with the law.”

5.1.2. LASEP

Among the determinations contained in Law of Education No. 070 “Avelino Siñani-Elizardo Pérez”, which set the institutional framework for postgraduate training of teachers of the SEP are the following:

“Article 39. Postgraduate Training

- I. The postgraduate training for teachers is oriented to the qualification of the training in the specialty, knowledge production and scientific resolution of reality concrete problems in the educational field.
- II. The postgraduate training will be developed by the Universidad Pedagógica, depending on the Ministry of Education, will be subject to specific regulations.”

5.1.3. Regulations

Based on the provisions of Articles 96 and 97 of the Political Constitution of the State and the guidelines of Article 39 of Education Law No. 070 “Avelino Siñani-Elizardo Pérez”, Ministerial Resolution No. 1156/2013, dated on 13 December 2013, approves the Universidad Pedagógica General Regulations and the Organization and Functions Manual.

Article 14 of the General Regulations states that the Universidad Pedagógica is responsible, among other things, for designing, executing and evaluating postgraduate programs in coherence with the policies of the Plurinational State and in coordination with higher entities; and to plan, organize, direct and supervise the academic processes inherent to approved graduate programs. Article 19 establishes that the approval of the postgraduate programs is defined in the Decision Level and the Executive Level according to the needs and demands of the Plurinational Education System and Teacher Training in particular and must answer regions and national context needs and demands, have social relevance for the Plurinational State and r answers to the potentialities and productive vocations of the different regions.

Likewise, Ministerial Resolution No. 407/2014 of June 5, 2014 authorizes the Universidad Pedagógica the priority development of postgraduate courses for teachers of the Plurinational Education System; also determines that the offer of postgrads for teachers will be carried out throughout the country, through the Postgraduate Training Centers dependent on the Universidad Pedagógica, located in the 27 Escuelas Superiores de Formación de Maestras y Maestros (Higher Teacher Training Schools).

Other legal provisions inherent in the field of postgraduate training are:

Ministerial Resolution No. 586/2015 of 7 August 2015, which approves the Fiscal Values and Postgraduate Fees, for its application in the Universidad Pedagógica.

Ministerial Resolution No. 538/2015 of 13 August 2015, which establishes the General Procedure for the approval of postgraduate courses for teachers of the Plurinational Educational System, to be developed by the Universidad Pedagógica based in the city of Sucre, under the principles and characteristics of the Productive Socio-communitarian Educational Model.

Ministerial Resolution No. 539/2015 of 13 July 2015, which recognizes Certificates with curricular value issued, among other instances, by the Universidad Pedagógica, within the scope of its competence; also establishes that Certificates issued with curricular value by the Universidad Pedagógica to teachers who have participated in short courses, seminars and refresher and pedagogical training workshops, and others, will be valid in the evaluation processes, institutionalization and professional merits, defined by the Ministry of Education.

Ministerial Resolution No. 0073/2016 of 24 February 2016, approving the costs of Postgraduate Programs (master' s, specialty and diploma) for teachers of the Plurinational Educational System to be developed by the Universidad Pedagógica.

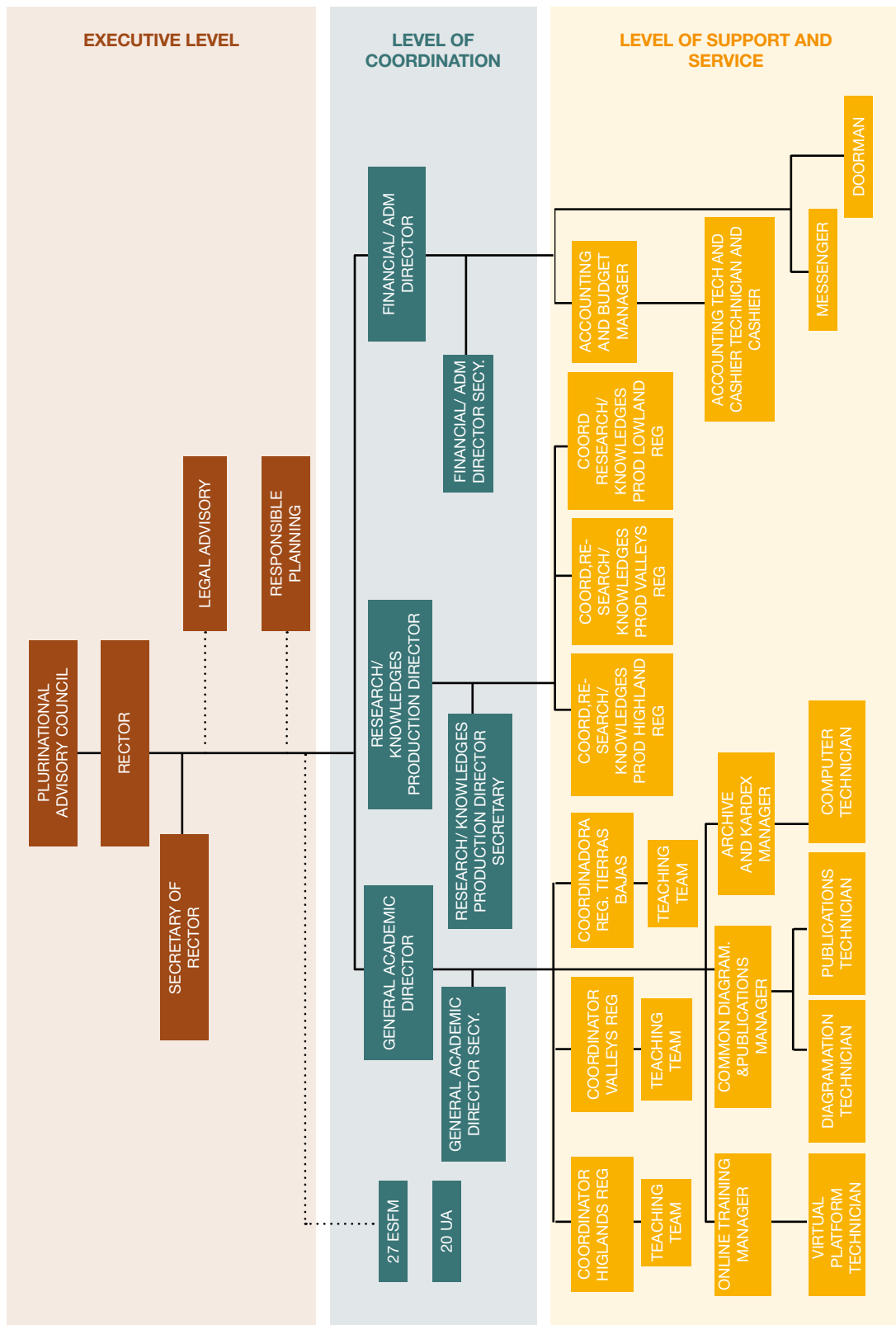
Ministerial Resolution No. 0839/2016 of 15 December 2016, which approves the General Regulation of Postgraduate Studies of the Universidad Pedagógica.

5.2. Institutional structure

The Universidad Pedagógica is a decentralized institution, dependent on the Ministry of Education through the Vice-Ministry of Higher Education for Vocational Training and the General Directorate for Teacher Training, which answers to the policies, plans and programs defined by the education sector; has its central office in the constitutional capital of the Plurinational State, the city of Sucre, in recognition to the foundation of the first normal school of the country in 1909. In this national central office is the Rector, Academic and Administrative Directorates, Regional Coordination (Lowlands, valleys and highlands), Coordination of Research and Knowledge Production and the administrative office of the UP.

The presence of the Universidad Pedagógica and its postgraduate offer for teachers throughout the country is guaranteed through the Postgraduate Training Centers, starting with the capitals in the nine departments and gradually becoming present in the 27 Escuelas Superiores de Formación de Maestras y Maestros (Higher Teacher Training Schools), will cover the demand for specialized teachers training throughout the Plurinational Education System.

UNIVERSIDAD PEDAGÓGICA ORGANIZATIONAL STRUCTURE



The Postgraduate Training Centers are installed in the infrastructure of the ESFM, sharing classrooms, equipment and, above all, academic activity in a way that optimizes the use of these infrastructures and equipment and strengthens the attention in initial and postgraduate training in the whole country.

5.3. Academic offer

The initial offer of postgraduate courses of the Universidad Pedagógica is oriented, as indicated in Law No. 070, to the improvement of the specialties of teachers and to cover specific needs of personnel of the Plurinational Education System as native languages, teacher training policies and institutional educational management, among others.

The opening and development of postgraduate programs - diploma, specialty, master's, doctorate and postdoctoral - will answer to the needs of the Plurinational Education System and the development of educational policies. Based on Ministerial Resolutions No. 407/2014 and No. 538/2015, in order to contribute to efforts to improve institutional and social responsiveness to the challenges and problems of the education sector, the UP includes the modalities of presential, semi-online and online study and is classified in: diploma, specialty, master's, doctorate and postdoctorate, whose operating characteristics and other aspects related to its implementation and development are regulated by the specific regulations:

- a. Diploma:** It is a course for updating and deepening knowledge in a short time, aimed at enhancing professional functions in the fields of the Plurinational Education System. In order to be implemented, it must meet the established planning conditions, having to fulfill 800 academic hours or more, of which at least 160 classroom hours must be presential.
- b. Specialty:** It is a program of studies structured in areas, wisdoms, knowledge, technical skills and specific problems in order to deepen and innovate in the professional performance. It lasts approximately one year, having to fulfill 1,600 academic hours or more, of which at least there are 400 presential hours. It leads to obtain a specialist degree in a specific area of education.
- c. Master's:** It is a process of structured formation, directed to the advanced domain of knowledge production whose emphasis is in the problems that teachers must assume for the construction and transformation of the Plurinational.

It lasts approximately two years, having to fulfill 2,400 academic hours or more, of which at least 720 presential hours.
- d. Doctorate:** Emphasizes the implementation of original contributions and innovations that come from and imply a critical and creative educational, cultural and social realities transformation, with the purpose of leading Bolivian society

towards Living Well with a deep and solid training for the production of knowledge in specific actions or subject areas.

It lasts approximately three years, distributed in training and research activities, with a minimum workload of 2,800 academic hours. It requires the approval of a research scheme as a prerequisite for its initiation and it will be developed throughout the formative process.

Academic offer of postgraduate programs for teachers in I / 2015 I / 2016 management includes:

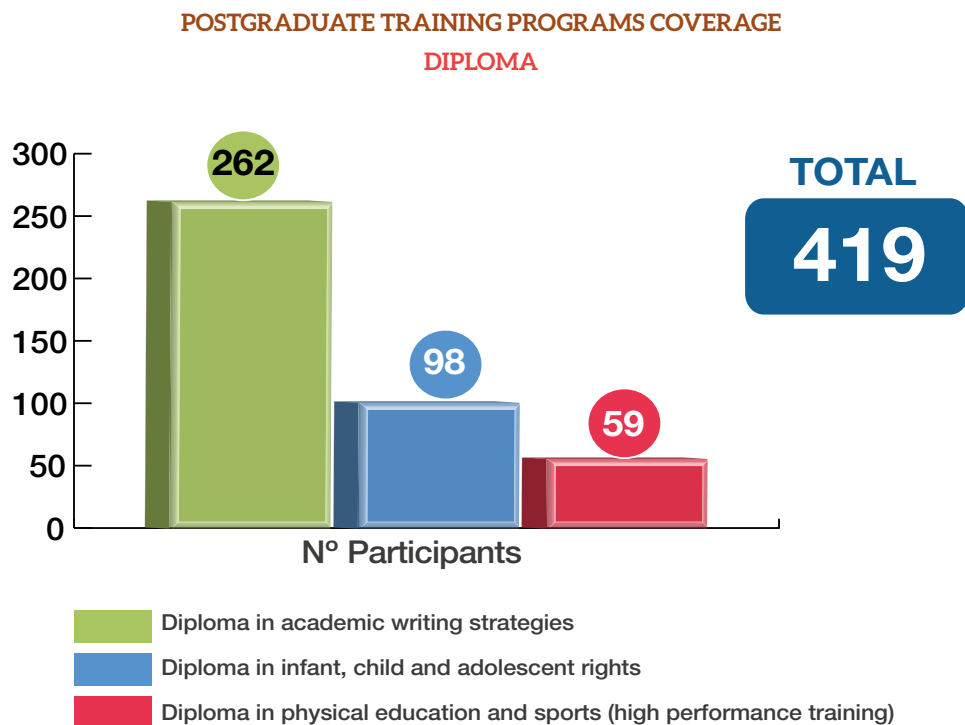
N°	DIPLOMA
1	Diploma in academic writing strategies
2	Diploma in infant, child and adolescent rights
3	Diploma in physical education and sports (high performance training)

N°	ESPECIALTIES
1	Specialty in social sciences
2	Specialty in cosmovision, psychology and philosophy
3	Specialty in Communitarian in Family Initial Education
4	Specialty in physics-chemistry for Productive Communitarian Secondary Education
5	Specialization in biology - geography for Productive Communitarian Secondary Education
6	Specialty in Communitarian Vocational Primary Education
7	Specialty in communication and languages (Castilian, foreign and native)
8	Specialty in mathematics for Productive Communitarian Secondary Education

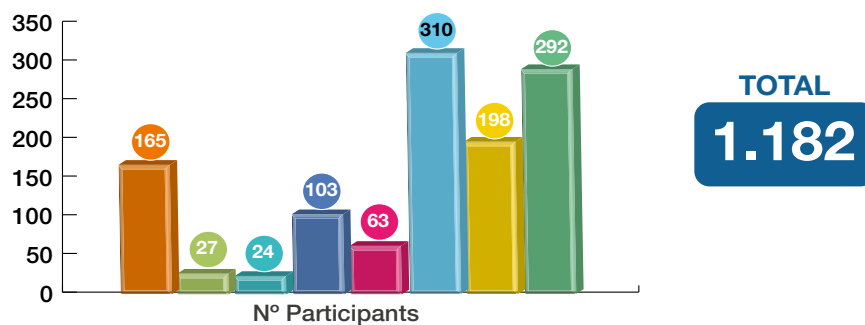
N°	MASTER
1	Master's in teacher training policies
2	Master's in intracultural, intercultural plurilingual education
3	Mathematics for Productive Communitarian Secondary Education
4	Master's in physics-chemistry for Productive Communitarian Secondary Education

5.4. Postgraduate training outcomes

From a historical perspective, assuming the imperative to contribute to the consolidation and deepening of the Productive Socio-communitarian Educational Model in the Plurinational Educational System and the transformation of society, according to the constitutional mandate, Law No. 070 and Educational Revolution with Teaching Revolution guidelines, 2,563 teachers from the public magisterium throughout the country have effectively participated, in 2016 management, in various postgraduate training programs (diploma, specialty and master's is) of the Universidad Pedagógica in 27 Postgraduate Training Centers, according to the summary below.

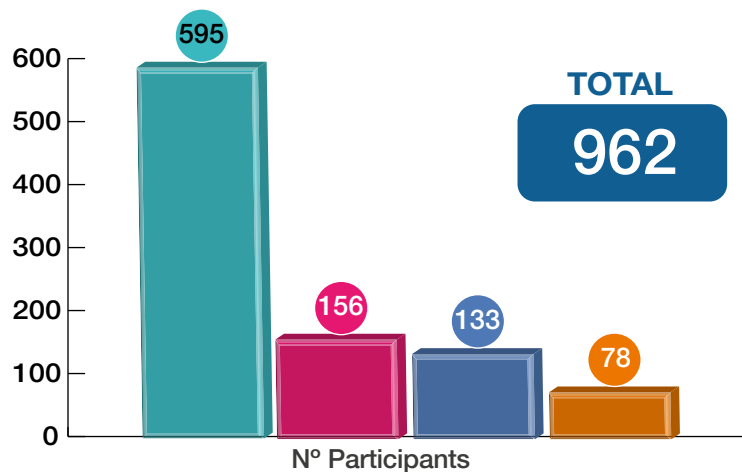


ESPECIALTY



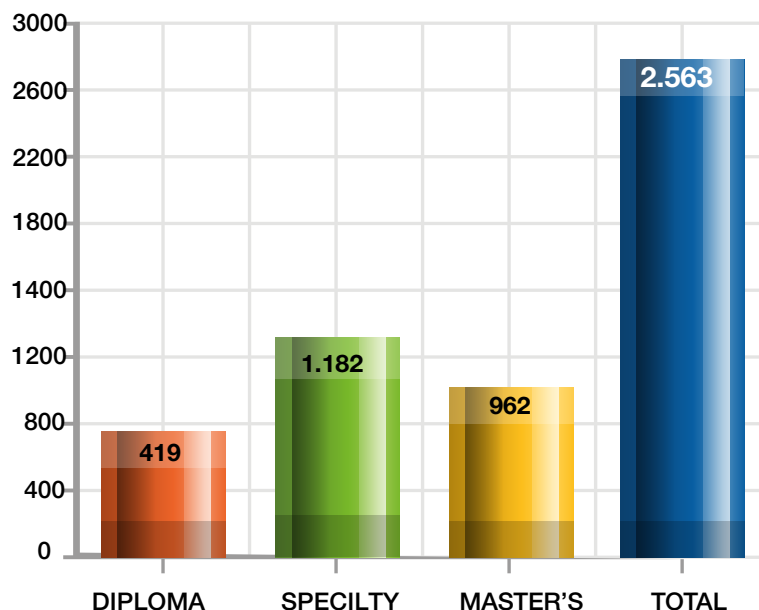
- Specialty in social sciences
- Specialty in cosmovision, psychology and philosophy
- Specialty in Communitarian in Family Initial Education
- Specialty in physics-chemistry for Productive Communitarian Secondary Education
- Specialty in biology - geography for Productive Communitarian Secondary Education
- Specialty in Vocational Communitarian Primary Education
- Specialty in communication and languages (Castilian, foreign and native)
- Specialty in mathematics for Productive Communitarian Secondary Education

MASTER'S



- Master's in teacher training policies
- Master's in intracultural, intercultural plurilingual education
- Mathematics for Productive Communitarian Secondary Education
- Master's in physics-chemistry for Productive Communitarian Secondary Education

TOTAL PARTICIPANTS
UNIVERSIDAD PEDAGOGICA OFFERS POSTGRADUAL TRAINING TO 2563 TEACHERS



Specific aspects of the postgraduate training programs for teachers of the Plurinational Education System, developed in management 2016, are shown in appendix N° 2.

5.5. Postgraduate training projections

Within the framework of outcomes and processes improvement and strengthening of Educational Revolution with Teaching Revolution and the guidelines for the transformation of the Plurinational Educational System, annual teachers postgraduate training activities programming will emphasize in academic programs development articulated to efforts to consolidate and deepen the Productive Socio-communitarian Educational Model, answering to context needs, contributing to solve problems and transforming the reality in the educational field under the pillars of 2025 Patriotic Agenda of Plurinational State of Bolivia as well as the Agenda 2030 and sustainable development objectives and goals.

According to attributions and role of the Universidad Pedagógica, the following are the main activities to be developed in the 2017 management:

- Management and agreements signing with academic and cooperation institutions, for planning and development, scholarships, academic exchange, internships, conferences and others, that contributes to qualify postgraduate academic programs offer.



- Participation in international and national events, to socialize postgraduate training experiences.
- Strengthening On-line Training Unit of the Universidad Pedagógica and implementation of one Virtual System in all Postgraduate Training Centers, through activities of the “Knitting Virtual Training Networks” Project.
- Production and publication of texts about local wisdoms in native language.

Academic offer development:

Specialties program:

- Specialty in Vocational Communitarian Primary Education
- Specialty in intercultural music education
- Specialty in physical education
- Specialty in plastic and visual arts
- Specialty in mathematics
- Specialty physics Productive Communitarian Secondary Education
- Specialty in chemistry Productive Communitarian Secondary Education
- Educative decolonizer knowledge production and research.

Master’s Program:

- Mathematics for Productive Communitarian Secondary Education
- Physics - chemistry Productive Communitarian Secondary Education
- Intracultural, intercultural and plurilingual Education
- Teacher training Policies
- Vocational Communitarian Primary Education
- Initial education in communitarian family
- Biology - geography for Productive Communitarian Secondary Education
- Social sciences for Productive Communitarian Secondary Education (history, sociology, anthropology)
- Special education with mention in: Difficulties in learning (hearing, visual or intellectual impairment).

Diploma program:

- Teacher training policies
- Productive Communitarian Educational Model
- Academic writing strategies
- Prevention of violence

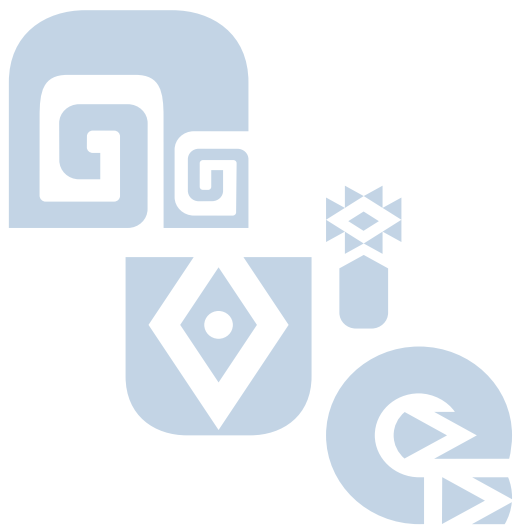


- Elaboration of texts and interactive material
- Difficulties in learning
- Child Neurodevelopment
- Academic writing strategies II

6 SPECIAL TEACHER TRAINING PROGRAMS

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Special Teacher Training Programs

The new institutional and operational structure of the educational training of the Plurinational Educational System has been consolidated with the inauguration of the Universidad Pedagógica in 2014; the ESFM / Academic Units, UP and UNEFCO are the operational institutional body for initial, postgraduate and continuous training, respectively. The three bodies with specific regulations, personnel, infrastructure conditions and equipment, and especially with clearly defined strategies and training offers, are fulfilling their role that Law No. 070 established for a new and comprehensive approach to teacher training for the consolidation of the Plurinational Education System and the construction of the Plurinational State.

Although this structure is fundamental to Bolivian education in periods prior to the Educational Revolution, it left historical gaps and debts that have had to be addressed in a decisive way through special programs aimed to solve problems



such as the lack of academic relevance in the Level of Productive Communitarian Secondary Education through the PEAMS and the high index of temporary teachers through the PPMI; it is also planned to meet the needs of the implementation of the Productive Socio-communitarian Educational Model, the new curriculum and the academic leveling with a licentiate degree for the whole Bolivian Teaching, through PROFOCOM.

All these special programs have been worked from the new institutionality of teacher training of the Plurinational Educational System and, in all cases, have been designed and developed with the personnel and from the specificity of the plurinational reality; in none of the cases was used, neither for the design nor for the implementation, copies or external technical advice.

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Below is a summary of what are these special programs and its contribution to the Plurinational Educational System transformation.

6.1. Specialization and updating program for secondary secondary school teachers - PEAMS

The Unidad Especializada de Formación Continua-UNEFCO- (specialized unit for continuous training), in compliance with the ministerial resolution 121/10, which instructs the “implementation of the Programa de Especialización y Actualización de Maestras y Maestros de Secundaria - PEAMS - (specialization and updating program for secondary school teachers) throughout the country, under the supervision and guidance of the Dirección General de Formación de Maestros (general directorate of teachers training) under the Viceministerio de Educación Superior de Formación Profesional (Vice-ministry of higher education of professional training) and the normative of the Ministry of Education in order to improve the quality of service of Public Education at the secondary school level and promote the organization and implementation of the teacher training system”, organized and implemented this program in its specialization component. (Work Plan “Program of specialization and updating of teachers of secondary - PEAMS” February, 2010), under the following objectives:

6.1.1. General Objective

Develop training processes for teachers from normal schools at the secondary school level I (Communitarian Productive Education), aimed at improving the quality of education through the specialization and update, in the framework of the implementation of the Plurinational Educational System and the Plurinational Teacher Training System of the Ministry of Education.

6.1.2. Specialization Component Objective

Provide specialized training to teachers from normal schools that have been trained for primary or initial level and service as teachers in secondary school areas through processes of training focusing on disciplines and specific didactics, taking into account the real needs of the Plurinational Educational System, as well as the new social and educational policies of the country, that provide secondary school education universalization, in order to ensure the professional teachers competence and with it the education quality for all students at this level.

6.1.3. Context in which starts the PEAMS

The direct beneficiary population, in the first phase of the update component, was approximately 7,000 teachers in secondary school level which had no specialized training in secondary schools, of 24.328 that worked at this level.



In August 2010, all UNEFCO staff received instruction to execute the program, it began having officially registered 3048 participants in the following departments:

DATA OF TOTAL REGISTERED PARTICIPANTS BY URBAN AND RURAL AREA

Total registered participants by urban and rural area			
Department	Urban	Rural	Total registered
Beni	195	77	272
Cochabamba	49	78	127
La Paz	518	825	1343
Oruro	65	175	240
Pando	3	4	7
Potosí	23	375	398
Santa Cruz	278	214	492
Tarija	10	159	169
Total	1141	1907	3048
%	37%	63%	100%

Source: Data base PEAMS UNEFCO National 2012.

The number of teachers enrolled at the beginning was diminished due to Ministerial Resolution No. 001/2009, which among its main aspects marks the fulfillment of academic pertinence in the Plurinational Educational System.

DATA OF TOTAL REGISTERED PARTICIPANTS BY GENDER

Registered participants by gender			
Department	Women	Men	Total
Beni	133	139	272
Cochabamba	51	76	127
La Paz	295	1042	1343
Oruro	75	165	240
Pando	3	4	7
Potosí	80	318	398
Santa Cruz	220	272	492
Tarija	61	108	169
Total	918	2128	3048

Source: Database PEAMS UNEFCO National 2013.



The data of participants by gender show 2,128 males (70%) and 918 women (30%). These data evidenced that men have the opportunity to have work spaces given as an opportunity; however, in the case of women they claimed, not being able to access to those jobs since their mothers role has not allowed them to perform the movements that this space requires. In this framework, the PEAMS, applying current normative, provided all the support to female teachers to match male teachers and female teachers demand for the secondary school level.

6.1.4. PEAMS methodology

Participants' attention methodology includes two features:

Modality of attention for Specialization (blended with modular structure). It is a modality for primary school teachers from normal schools working in secondary school education.

a. Modality blended phase:

This modality involves the work in two phases:

- i. **Presential sessions**, in which tutors and participants develop the training processes according to the schedule of eight presential sessions (4 clock hours, each) per module, according to PEAMS academic calendar, considering the regular and compulsory attendance of the registered participants in each module.

Presential sessions are spaces destined to:

- Orient the approach of the contents and procedures of the module.
- Socialize achievements and difficulties encountered in the assimilation process.
- Promote the exchange and analysis of participants teaching experiences in the practice.
- Direct the application no presential activities, research and deepening.

Presential sessions are therefore aimed to analyze and to provide guidance on the contents and disciplines procedures of each specialty; also, these events are skills and knowledge developed consolidation processes from different actions, tasks and cognitive practices that will be implemented in each module. This space also promotes group activities and orientation to use the study folders and activities booklets.

The work in the onsite sessions is articulated to non presential work:

- Different phases in presential work are based and presuppose the reading, analysis and preliminary investigation, on the part of all the participants, of the materials provided in study folders.



- Some presential work activities prepare complementary readings and elaborate work envisaged in the booklet of activities.
- In presential sessions tutors return to the participants the activities booklets corrected with guidelines and analyze the same to complement the classroom activities.

ii. **Non-presential activities**, in which the participants, supported by the study folders, activities booklets and tutors guidelines in presential training sessions, develop activities, readings and applications, individually or in groups.

b. Activities booklets: Each study folder is accompanied by the activities booklets for each of the modules, in which the participants will develop their non-presential activities of research, reflection and application. These booklets are official documents for academic evaluation and, once completed, are the constancy of the training process developed.

c. Non-presential activities guidelines:

The guidelines for non-presential activities work are included in each of the stud folder, they offer instructions, formats and activity indicators that participants must perform in the activities booklets; in this way, constitute an aid to the relationship of the organizational components of module: Theory, practice and research in problems detection and resolution.



Activities are mainly oriented to contents and processes implementation in the teaching performance, research and reflection on practice and deepening in addressed elements in presential training sessions. Tutor makes some activities variations and contextualization and include some other, according to the individual and collective participants needs.

6.1.5. Organization and management of tutorials centers

Implementation of three four-month periods, was concentrated in capital cities and some outlying centers, settling and consolidating the working groups by areas of specialization. In this sense, it succeeded in organizing tutorials centers, resulting in the following:

Tutorials centers by department		
Department	Tutorial center	Educative units
Beni	Riberalta	1
	Trinidad (city)	1
Cochabamba	Cercado (city)	1
La Paz	La Paz (city)	1
	El Alto (city)	3
	Apolo	1
Oruro	Oruro (city)	1
Pando	Cobija (city)	1 (UNEFECO office)
Potosí	Potosí (city)	1
Santa Cruz	Santa Cruz (city)	1
Tarija	Tarija (city)	1 (UNEFECO center)
Total		13

Source: Database PEAMS UNEFECO National 2012.

6.1.6. Modules executed in the three semesters of 2010 to 2012

Modules executed in the third quarter included a common module to all areas and three different modules in each of the specializations, resulting in the development of 4 modules in the six specialties, completing a total of 19 modules according to the following table:



CURRICULA EXECUTED WITH UNEFCO UNTIL 2012

CURRICULA SPECIALIZATION COMPONENT BY QUARTER-PEAMS			
Specialty	1er. Cuatrimestre	2do. Cuatrimestre	3er. Cuatrimestre
Mathematics	Plurinational educational system principles	Calculation and its didactics	Research strategies in educational practice communitarian productive
	Adolescent development psychology	Workshop of geometry	Workshop algebraic/trigonometry structures
	Mathematics epistemology and its linkage with technology productive areas	Geometry and its didactics	Probabilities, statistics and its didactics
	Algebraic/trigonometry structures and its didactics	Plurinational educational system curriculum guidelines	Applied mathematics and its didactics
Natural sciences - biology - geography	Plurinational educational system principles	Ecology and environment	Research strategies in educational practice communitarian productive
	Adolescent development psychology	Geography and its didactics	Workshop- Biology through educational communitarian projects
	Sciences of nature epistemology and its linkage with the productive areas of health and environment	Workshop of geography and integration to the natural sciences through ecology and environment projects	Sciences of nature linked to production
	Biology and its didactics	Plurinational educational system curriculum guidelines	Trends and national and international regulations related to environment
Natural sciences: physics-chemistry	Plurinational educational system principles	Ecology and environment	Research strategies in educational practice communitarian productive
	Adolescent development psychology	Chemistry and its didactics	Workshop -Chemistry through experiments without laboratory support and school laboratories
	Sciences of nature epistemology and its linkage with the productive areas of health and environment	Workshop - Physics through technological projects with everyday life elements	Sciences of nature linked to production
	Physics and its didactics	Plurinational educational system curriculum guidelines	Trends and national and international regulations related to environment



CURRICULA SPECIALIZATION COMPONENT BY QUARTER-PEAMS			
Specialty	1er. Cuatrimestre	2do. Cuatrimestre	3er. Cuatrimestre
Social sciences	Plurinational educational system principles	Workshop of sociology: analysis and reflection of Bolivian social thought; economy and power	Research strategies in educational practice communitarian productive
	Adolescent development psychology	Sociology and its didactics	Citizenship education (human rights, culture of peace) and its didactics
	Social sciences epistemology and their linkage with humanistic productive areas	Workshop of anthropology: didactic materials elaboration, research and systematization projects	Workshop of history: didactic materials elaboration, research and systematization projects
	Anthropology and its didactics	Plurinational educational system curriculum guidelines	Social Studies and its didactics
Communication and languages	Plurinational educational system principles	Universal literature	Research strategies in educational practice communitarian productive
	Adolescent development psychology	Theory and literary criticism	Workshop of literature: communicative competence development
	Linguistics epistemology and the development of the languages	Second languages didactics	Language of the mass media
	Literature and its didactics	Plurinational educational system curriculum guidelines	Latin American literature
World-views, philosophy and psychology	Plurinational educational system principles	Historiography of the philosophies 1	Research strategies in educational practice communitarian productive
	Adolescent development psychology	Psychology epistemology	Latin American and Bolivian thought
	Epistemology of the philosophy and its linkage with the cosmovisions	Psychology and its Didacticsworldviews of	Native indigenous campesino nations and people worldviews. Ethics and communitarian justice
	Philosophies history 1 and its didactics	Curriculum guidelines of the Educational System Plurinational	History of the philosophies 2 and its didactics



DATA OF PARTICIPANTS BY SPECIALTY ASSIGNED (REGISTERED)

Registered participants by assigned specialty areas PEAMS							
Dept.	Mathe- matics	Natural sciences: Biolo- gy-geog- raphy	Natural Sciences: Physi- cal-chem- istry	Social Scienc- es	Commu- nication and lan- guages	World- views, Phi- losophy, and Psy- chology	Total Regis- tered
Beni	62	34	33	62	57	24	272
Cochabamba	34	1	1	45	22	25	127
La Paz	231	182	133	372	256	169	1343
Oruro	57	35	35	51	30	32	240
Pando	2	1	0	4	0	0	7
Potosí	80	40	54	87	71	66	398
Santa Cruz	83	63	50	146	101	49	492
Tarija	35	18	32	45	21	18	169
Total	584	374	338	812	558	382	3048

Source: Data base PEAMS UNEFCO national 2013

When PEAMS started, on the basis of the Ministerial Resolution No. 121/10, a specialty was assigned to participants according to the highest number of exercise hours at the time of enrollment; being the totals as follows: 584 in mathematics, 374 in natural sciences - biology-geography, 338 in natural sciences: Physical-chemistry, 812 in social sciences, 558 in communication and languages, and 380 in worldviews philosophy and psychology.

6.1.7. Assimilation of the PEAMS to PROFOCOM

In the period 2010 - 2012, were developed the first, second and third quarter of PEAMS, by the Unidad Especializada de Formación Continua – UNEFCO (continuous training specialized unit). In this process a set of work folders and activities booklets has been developed and provided to the participants until third semester conclusion and let participants of PEAMS join the program (PROFOCOM).

The participants attended the next curriculum PEAMS-PROFOCOM:

CURRICULUM PEAMS - PROFOCOM 2013-2014

First semester	Second semester	Third semester	Fourth semester
UF N° 1	UF N° 3	UF N° 10	UF N° 13
UF N° 2	UF N° 4	UF N° 6	UF N° 14
UF N° 11	UF N° 5	UF N° 7	UF N° 15
UF N° 12	UF N° 8	UF N° 9	UF N° 16
Validated 2013 R.M. 418/2013	Attended I/2013	Attended II/2013	Attended I/2014



In accordance with the Public Announcement No. 001/2013 referred to “REGISTRATION FOR THE PROGRAM OF FURTHER TRAINING FOR TEACHERS AND TEACHERS IN EXERCISE - PROFOCOM COMPONENT LICENTATE DEGREE (2nd. Phase) 2013, of participants’ registration of PEAMS IN THE ESFM/Academic Units authorized proceeded.

6.1.8. Cycle of the training process of participants PEAMS - PROFOCOM

The training process of participants PEAMS, was executed under the scope of the Ministerial Resolutions No. 414 of 09 July, 2012 and No. 001/2013 of 02 January, 2013, instructions issued by the authorities that constituted the PROFOCOM organizational structure and documents related to training process in different areas (academic, organizational and administrative) according to PROFOCOM academic calendar 2013.

The organizational structure PROFOCOM determinates to deliver the “Certificates of Completion - PEAMS” to consolidate the specialties assigned by the PEAMS and conclude the program in its specialization component; this certification allowed to continue the training process PROFOCOM to be entitled with a licentiate academic degree under the productive socio-communitarian educational model, in similar situation that teachers from normal school with specialty, in the framework of the Ministerial Resolution No. 218/2013 dated 25.04.13.

6.1.9. Participants profile PEAMS - PROFOCOM

The participants received a Certificate of Completion - PEAMS in the following specialties:

- Mathematics
- Natural sciences: Biology-geography
- Natural sciences: Physics and chemistry
- Communication and languages: Castillian and Aymara
- Communication and languages: Castillian and Quechua
- Communication and languages: Castillian and Guarani
- Communication and languages: Castillian and English
- Social sciences
- Worldviews, philosophies and psychology

Specialties granted by the PEAMS and consolidated by the PROFOCOM were given in the framework of the new nomenclature defined for the Plurinational Educational System.

6.1.10. Participants training process conclusion PEAMS - PROFOCOM

The participants PEAMS - PROFOCOM concluded its training process on 29 September, 2014 throughout the national territory, 2105 participants have the licentiate degree.

PPMI TEMPORARY TEACHERS PROFESSIONALIZATION PROGRAM

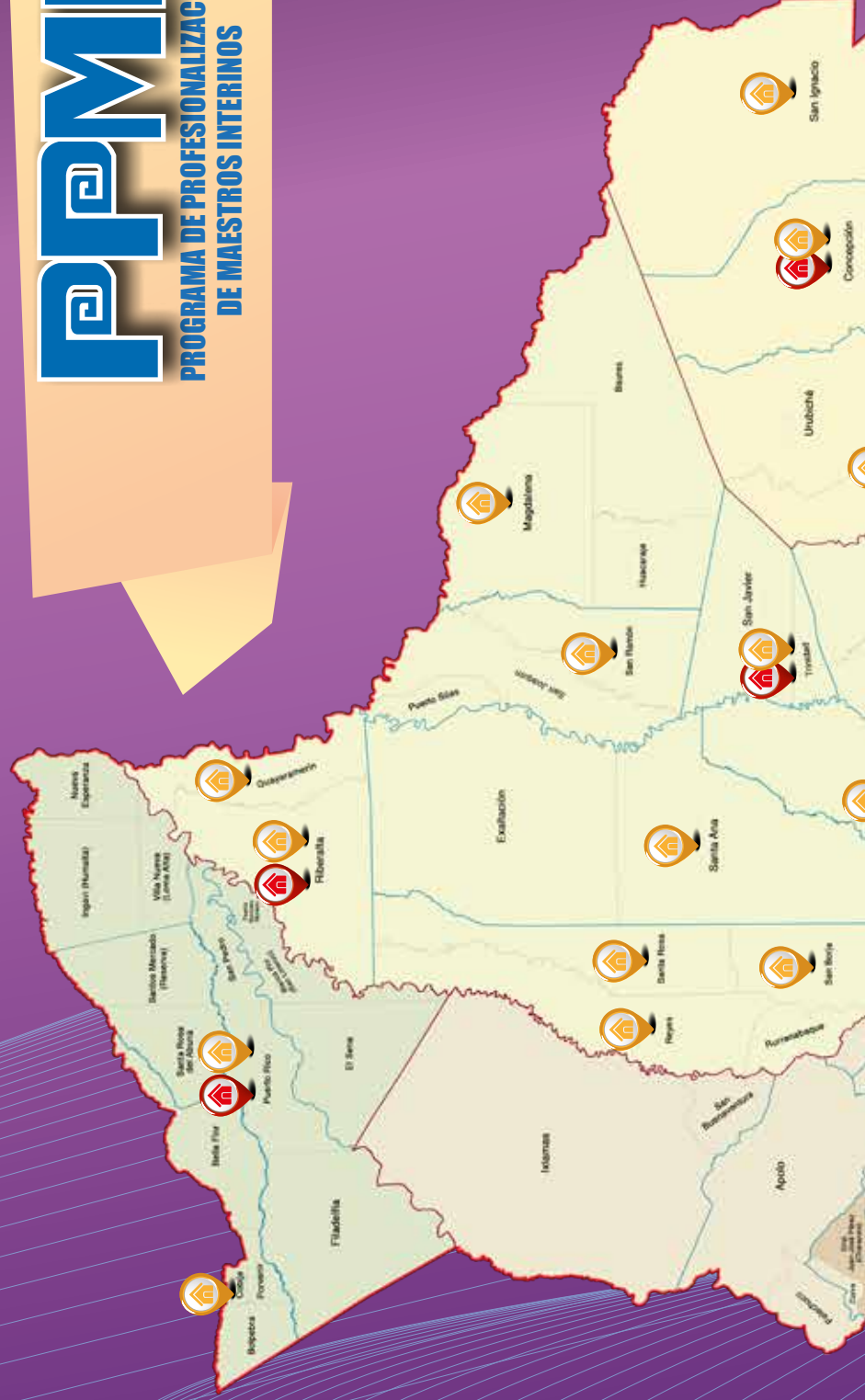
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PPMI

PROGRAMA DE PROFESIONALIZACIÓN
DE MAESTROS INTERINOS





ESFM AUTORIZADAS



CENTROS TUTORIALES



6.2. Temporary teachers professionalization program PPMI

Temporary teachers professionalization is part of the process of decolonization public policies in the education sector, it constitutes a training option for people without “regular pedagogical training” who are working mainly in educational units of contexts historically excluded and postponed in their aspirations. In this vision was developed between 2006 and 2014 the Programa de Profesionalización de Maestros Interinos - PPMI - (program of temporary teachers professionalization) through the Escuelas Superiores de Formación de Maestras y Maestros – ESFM ex INS-(Higher Teacher Training Schools).

Regulation

The general legal framework of professionalization for temporary teacher is part of the decolonization process of public policies in the education sector, since it constitutes a training option for people segment without “regular pedagogical training” who work mainly in educational units in contexts historically excluded and postponed in their aspirations.

6.2.1. Political Constitution of the State

Article 77.

- I. Education constitutes one of the highest functions and a prime financial responsibility of the State, which has the binding obligation to support, guarantee and manage education.

**Article 78.**

- I. Education shall be unitary, public, universal, democratic, participative, communitarian, focused on decolonization and of good quality.
- II. Education shall be intracultural, intercultural and plurilingual throughout the education system.
- III. The education system shall be based on education which is open, humanist, scientific, technical and technological, productive, territorial, theoretical and practical, liberating and revolutionary, critical and imbued with solidarity.

Article 91.

- I. Higher education employs vocational training processes to generate and spread knowledge designed to bring about the comprehensive development of society. To that end, it shall take account of the universal knowledge and collective wisdom of the native indigenous campesino nations and peoples.
- II. Higher education is intracultural, intercultural and plurilingual, and its purpose is to ensure the all-round training of highly qualified and skilled human resources, to conduct scientific research with a view to solving problems affecting the productive base and its social setting, to promote outreach and social interaction policies in order to strengthen scientific, cultural and linguistic diversity and, to join with the people in all processes of social liberation in order to build a society where there is more fairness and social justice.
- III. Higher education is dispensed by universities, teacher training colleges and technical, technological and art institutes.

Article 96.

- I. The State shall be responsible for teacher training in public magisterium through higher education colleges. There shall be a single public, free, intracultural, intercultural, plurilingual, scientific and productive system of teacher training, which shall function with a sense of social commitment and a spirit of service.

6.2.2. Law of Education “Avelino Siñani - Elizardo Pérez”**Article 5. (Education objectives)**

11. Formulate and implement, from all levels of government of the Plurinational State, specific social programs to benefit students with less economic possibilities to access and remain in the educational system, through economic resources, food programs, clothing, transportation and school material; in dispersed areas with student residences and to stimulate students of excellent with scholarships at all levels of the Plurinational Educational System Educational System.
13. Implement educational policies of continuous training and upgrading for teachers in the Regular, Alternative and Special Subsystems of the Plurinational Educational System.



15. Develop educational programs relevant to each sociocultural, linguistic, historical, ecological and geographical context, sustained in the curriculum basis of its intercultural nature.
22. Implement policies and educational programs of comprehensive attention for vulnerable populations and in disadvantaged social condition.

Article 29. (Objectives of higher education for professional training)

4. Guarantee professional training programs according to social needs and demands and public policies.

Article 33. (Objectives of higher education for female teachers and male teachers). 1. Train professionals critical, reflective, self-critical, propositives, innovators, and researchers; committed with democracy, social transformations and full inclusion of all Bolivians.

2. Develop the comprehensive highly qualified teacher training, in the specialty and pedagogic ambiances, on the basis knowledge of reality, cultural identity and socio-historical process of the country.

Article 35. (Initial teachers training)

- II. Initial training is developed through Escuelas Superiores de Formación de Maestras y Maestros (Higher Teacher Training Schools).

Article 40. (Continuous teachers training)

- I. Continuous training is a right and a duty of all teacher, is aimed at updating and training to improve the quality of the management, of the processes, of the outcomes and of the educational environment, strengthening the innovative capabilities of the educators.

6.2.3. Regulatory framework before the Law No. 070

1. Professionalization through Universities (2001-2006):

Under the Ministerial Resolution No. 343/2001 dated in 15 August 2001, the Ministry of Education, Culture and Sports authorized universities NUR, Adventista de Bolivia, San Francisco de Asís, Aquino de Bolivia, Católica Boliviana y Nacional de Siglo XX to professionalize temporary teachers in first and second cycle of primary school as course teachers, enforcing the guidelines of the basis curriculum design, for the training of teachers at primary level.

Through this modality, 4031 teachers were graduated from public and private universities.

2. Professionalization through INS “Sedes Sapientiae” (2002-2006):

Under the Ministerial Resolution No. 003/2002 dated in 21 February 2002, the Ministry of Education, Culture and Sports authorized the Instituto Normal Superior Católico “Sedes Sapientiae” the training of religious, catechists and lay people



as specialist teachers in Catholic religion, ethics and morals, expanding access the program to temporary teachers of religion.

3. Professionalization through E.N.S.T. “Mcal. Andrés de Santa Cruz y Calahumana” (2006-2009):

Under the Ministerial Resolution No. 146/2006 dated in 02 May 2006, the Ministry of Education and Cultures authorized the Escuela Normal Superior Técnica “Mcal. Andrés de Santa Cruz y Calahumana” the development of the temporary courses for teacher professionalization in technical education in the levels of primary, secondary and higher education, not university, of the national educational system.

4. Professionalization through Institutos Normales Superiores (Higher Normal Institutes) (2006-2011):

Under the Ministerial Resolution N° 169/2006 dated in 17 May 2006, the Ministry of Education and Cultures authorized to develop the professionalization of temporary teachers and holder by seniority in teaching service in initial, primary and secondary education levels, through Institutos Normales Superiores, under the bilingual and intercultural approach in the frame of the national plan of professionalization for temporary teachers. The character of the plan was transitory and in special regime.

5. Professionalization through Instituto Normal Superior de Educación Alternativa (INSEA) “Franz Tamayo (2008-2014):

Under the Ministerial Resolution N° 276/07 of date 18 April 2007, authorized Instituto Normal Superior de Educación Alternativa (INSEA) “Franz Tamayo (Higher Normal Institute for Alternative Education) in Villa Serrano – Chuquisaca the implementation of the Programa de Profesionalización de Educadores Interinos de Educación Alternativa a Distancia -PROFE- (Professionalization Distance Program of Alternative and Special Education) in coordination with the Programa de Formación de Educadores de Jóvenes y Adultos a Distancia-FEJAD-(Program Teachers Training of Distance Education for Young and Adults People).

6. Supreme Decree N° 29413 of January 10 2008. Establishes that, in the frame of the improvement of the educational quality and the transformation process of the teacher training, the Ministry of Education “should implement politics and execute actions of gradual reduction of temporary teachers in the SEP...”. In fulfillment to this disposal, in order to reduce gradually temporary teachers in the SEP, Ministry of Education expressed the following regulations:

- **Ministerial Resolution N° 001/09.** Establishes that “Temporary teachers who work in capital cities of department that are not registered in the PPMI for scholar education, must be replaced with teachers of normal schools” (number 5.3 Professionalization-general norms for planning, organization, execution and evaluation for educational management 2090 in initial, primary and secondary levels of the Area of Formal School Education).



- **Ministerial Resolution N° 001/10.** Establishes that “the temporary teachers who work in capital cities that are not registered in the PPMI for Regular Education, must be replaced with teachers of normal schools” (number 5.4 - General norms for planning, organization, execution and evaluation for educational management in initial, primary and secondary levels of Regular Education Subsystem).

6.2.4. Regulatory framework under the Law N° 070

- **Ministerial Resolution N° 010/2011.** Establishes: “Temporary teachers who work in capital cities and intermediate cities that are not registered in the PPMI of Regular Education must be replaced with teachers graduated and graduates of Escuelas Superiores de Formación de Maestras y Maestros (Higher Teacher Training Schools) (Art. 73-General norms for educational management 2011 of the Regular Education Subsystem).
- **Ministerial resolution N° 001/2012.** Indicates: “Temporary teachers who work in capital cities, intermediate cities or dispersed area that they are not registered in the PPMI of Regular Education, must be replaced with teachers graduated and graduates of Escuelas Superiores de Formación de Maestras y Maestros (Higher Teacher Training Schools) (Art. 70- General norms for educational management 2012 of the Regular Education Subsystem).
- **Ministerial Resolution N° 001/2013.** Establishes: “Temporary teachers who work in capital cities, intermediate cities that are not participants of the PPMI (described in previous paragraphs), should be replaced with teachers graduated and graduates of Escuelas Superiores de Formación de Maestras y Maestros (Higher Teacher Training Schools) (Art. 64 - General rules for educational management 2013).
- **Resolución Ministerial N° 001/2014.** Establishes: “Temporary teachers that began to work in the SEP in 2009 management must be replaced with teachers graduated and graduates of Escuelas Superiores de Formación de Maestras y Maestros (Higher Teacher Training Schools). The sub directors and District Directors are responsible for compliance until the month of February of the present management, its breach is liable for punishment according to valid regulations”, and “in accordance with the provisions in the Supreme Decree No. 29413, Ministerial Resolutions No. 169/06 of 17 May 2006, No. 57/10 of 28 January 2010, No. 001/08 of 2 January 2008, No. 001/09 of 11 February 2011 and No. 001/2012 of 3 January 2012, No. 767/2012 of 6 November 2012, from the management 2014 items for new temporary teachers will not be processed, except for the participants of the PPMI – 2nd phase who work in EU, CEA or CEE without a SEP position working in native indigenous campesino territories with difficult access, whom they will be prioritized in gradual granting position of new creation items through Ministerial Resolution during managements 2014 and 2015, after verifying the fulfillment of admission requirements identified in the Ministerial Resolution No. 767/2012 and attendance compliance report of the ESFM where is attending the PPMI” (Art. 68 and 69 - General Norms for Educational Management 2014 of the Regular Education Subsystem).

- **Ministerial Resolution No. 001/2015.** Establishes: “I. Temporary teachers of Regular Education enabled in the PPMI (First Phase) who did not complete their studies, lacking up to eight modules (in continuous or discontinuous semesters), will continue in teaching practice and request his reinstatement in the program through the ESFM authorized. II. Temporary teachers working in Alternative and Special Education in CEAS or CEES enabled having culminated the general curricula of the Professionalization Distance Program of Alternative and Special Education - PROFE, will continue in the teaching practice and must complete their training process through the ESFM “Franz Tamayo”. III. The deadline for the closure of the two segments will be on 30 June 2015, unfailingly, without any right to claim. IV. Temporary teachers of Regular Education Subsystem and Alternative and Special Education Subsystem incorporated in the PPMI (Second Phase) articulated to MESCP and fulfill admission requirements of the Ministerial Resolution No. 767/2012, will continue in the teaching practice, maintaining the service with which they were registered in the program. Otherwise, the participant will be excluded from the program without any right to claim. V. Temporary teachers of Regular Education Subsystem in urban area not included in PPMI (Second Phase) shall be replaced with normal school teachers. (Art. 69 – General Norms for Educational Management 2015 of the Regular Education Subsystem).

6.2.5. Professionalization through Escuelas Superiores de Formación de Maestras y Maestros (2015)

Under the Ministerial Resolution No. 767/2012, the Ministry of Education has implemented the Programa de Profesionalización de Maestros Interinos –PPMI– (Professionalization program of temporary teachers) (Second phase), as a systematic, accreditable and temporary training program, with validity until reaching the goals of



reduction of temporary teachers in SEP and articulated to the strategy for the curriculum implementation in the Plurinational Educational System and its Subsystems.

Training Strategy

The PPMI is a program of systematic training, accreditable and temporary, aimed to reduce temporary teachers in the SEP.

The general objective of the PPMI is professionalization of temporary teachers of the Regular, Alternative and Special of the Public Education Service, under the concept of lifelong learning in practice through guidelines academic-curricular concordant with the new educational policies emergent from the historical reality, social, cultural and linguistic diversity of the different regions of Bolivia.

The implementation of this program, in its two phases, is one of the concrete achievements of the process of Educational Revolution with Teacher Revolution and marks a milestone in the development of public policies to influence the quality of the processes, the environment and the educational outcomes, contributing to overcoming the conditions of exclusion and inequality, mainly in populations of indigenous communities and peoples and in rural areas of difficult access.

1st Phase (2006 - 2011)

SUPERIOR TECHNICAL LEVEL

Attendance modality: The program adopts the blended studies modality on weekends.

Beneficiaries: All temporary teachers and holder by seniority of initial, primary and secondary education levels (Regular Education).

Academic hours: According to the beneficiary population comprises the following detail:

- Temporary teachers and holder by seniority of initial and primary education education, 3,000 academic hours (5 semesters).
- Temporary teachers and holder by seniority of secondary education, 3,600 academic hours (6 semesters).
- Temporary teachers and holder by seniority, with a licentiate or higher technical degree and graduated, working in initial, primary and secondary education levels, 1,800 academic hours (3 semesters) with emphasis on training pedagogical and didactics.

Specialties:

- Initial level.
- Primary level: First and second cycle.
- Secondary level: By specialty.



Registered: 8.234 temporary teachers and holder by seniority of initial, primary and secondary education were registered to the PPMI (Regular Education component) between 2006 and 2008, in 18 Institutos Normales Superiores authorized.

Graduated: To date, have been graduated 6.824 temporary teachers and holder by seniority of initial, primary and secondary from Regular Education, as teacher with superior technician level.

Cost: The overall cost of this training process was covered by the Ministry of Education and Cultures. The participants paid tuition of Bs 50 per semester to cover the cost of the necessary values to obtaining the certificate of graduation and National Provision Degree according to INS values cost.

Language modality: The process of teaching and learning in the INS was developed in one native language and in Castilian and a second native language, according to the sociolinguistic context of each region.

Autorized Institutos Normales Superiores (Higher Normal Institutes):

A group of INS was selected for program execution based on technical proposals submitted to the Ministry of Education. Below Table 1 details the institutions authorized in the country.

INSTITUTOS NORMALES SUPERIORES AUTORIZED

Department	Instituto Normal Superior	Location
Chuquisaca	Simón Bolívar	Cororo
La Paz	Simón Bolívar	La Paz
	Bautista Saavedra	Santiago de Huata
	Warisata	Warisata
	Antonio José de Sucre	La Paz
Cochabamba	Ismael Montes	Vacas
	Manuel Ascencio Villarroel	Paracaya
Oruro	Ángel Mendoza Justiniano	Oruro
Potosí	Eduardo Avaroa	Potosí
	Mcal. Andrés de Santa Cruz	Chayanta
	Franz Tamayo	Llica
Tarija	Juan Misael Saracho	Canasmoro
Santa Cruz	Enrique Finot	Santa Cruz
	Pluriétnico para el Oriente y el Chaco	Camiri
	Rafael Chávez Ortiz	Portachuelo
Beni	Clara Parada de Pinto	Trinidad
	Riberalta	Riberalta
Pando	Puerto Rico	Puerto Rico



Likewise, under the scope of the Ministerial Resolution No. 276/07 of 18 April 2007, the Instituto Normal Superior de Educación Alternativa (INSEA) “Franz Tamayo” Villa Serrano – Chuquisaca is authorized to implement temporary the Programa de Profesionalización de Educadores Interinos de Educación Alternativa a Distancia –PROFE- (Teacher Professionalization Distance Program of Alternative and Special Education), in coordination with the Programa de Formación de Educadores de Jóvenes y Adultos a Distancia –FEJAD- (Program Teacher Training of Distance Education for Young and Adults People). They have registered a total of 565 participants in 10 tutorials centers located in each capital of department and Riberalta; having graduated 493 temporary teachers until June 2015.

2ND PHASE (2013 - 2015)

TRAINING PROCESS AT LICENTIATE LEVEL

Attendance modality: PPMI program adopts the blended studies modality. Training units of the PPMI adopt the presential modality in break periods (winter and end of the year).

Distance application activities and self-training and presential sessions of evaluation for each training unit are develop.

Beneficiaries: Is mainly directed to temporary teachers of Regular Education working in educational native indigenous campesino territories of difficult access and to temporary teachers of Alternative and Special Education throughout the country.

Academic hours: 5280 academic hours of 60 minutes every academic hour, this equals eight academic semesters to all specialties.

Each semester comprises the development of intensive presential sessions: two weeks in winter and six weeks in the end of the year (December - January), with thirty (30) academic hours (60 minutes) for each unit of training.

Specialties: Curriculum comprises the specialties prevailing in the Plurinational Educational System (see next table). Teachers will be awarded with a licentiate degree in each ESFM. On the basis of the remission of the academic index of each participant, under current regulations, the Ministry of Education will give the professional title at undergraduate level according to Ministerial Resolution No. 414/2012 of 9 July 2012.



SPECIALTIES PPMI 2ND PHASE

N°	Detail
1	Teacher in Communitarian in family Initial Education
2	Teacher in Communitarian Vocational Primary Education
3	Teacher in mathematics: Communitarian Productive Secondary Education
4	Teacher in natural sciences: Biology - geography. Communitarian Productive Secondary Education
5	Teacher in natural sciences: Physics - chemistry. Communitarian Productive Secondary Education
6	Teacher in communication and languages: Castilian and native language. Communitarian Productive Secondary Education
7	Teacher in communication and languages: Foreign language. Communitarian Productive Secondary Education
8	Teacher in social sciences: Communitarian Productive Secondary Education
9	Teacher in cosmovision, philosophies and psychology: Communitarian Productive Secondary Education
10	Teacher in spiritualities values and religions: Communitarian Vocational Primary Education and Communitarian Productive Secondary Education
11	Teacher in music education: Communitarian Vocational Primary Education and Communitarian Productive Secondary Education
12	Teacher in plastic and visual arts: Primary education communitarian vocational and Communitarian Productive Secondary Education
13	Teacher in physical education and sports: Primary education communitarian vocational and Communitarian Productive Secondary Education
14	Teacher in general technique technological: Primary education communitarian vocational and Communitarian Productive Secondary Education
15	Teacher in Alternative Education for young and adult people
16	Teacher in Special Education

Registered: 4.708 temporary teachers and holder by seniority of Regular Education working in educational units in native indigenous campesino territories of difficult access and temporary teachers of Alternative and Special Education throughout the country have been registered between 2012 and 2014, in 12 authorized teacher training schools.

In training process: 3.525 temporary teachers are currently enrolled in formative process according to regulations and schedule defined by the Ministry of Education.

Cost: The overall cost of the program is covered by the Ministry of Education. Participants cover the cost of tuition for each semester, the cost of values for certificates of notes and certificate of graduated, making a deposit in ESFM fiscal account.

Participation in educative communities of production-transformation:

Teachers who participate in the PPMI (Second Phase) are part of the communities of production-transformation constituted in their EU, CEA o EEC to guarantee training and educational transformation in the community.

Authorized Escuelas Superiores de Formación de Maestras y Maestros:

In the second phase implementation of the program a group of ESFM were selected which are detailed in the table below. According to the participants number the Ministry of Education authorized the opening of tutorials centers.

ESFMS AND AUTHORIZED TUTORIALS CENTERS

Department	ESFM/authorized	Tutorial center
Chuquisaca	Franz Tamayo	Villa Serrano
La Paz	Warisata	Warisata
	Mariscal Andrés de Santa Cruz y Calahumana	La Paz
Cochabamba	Manuel Ascencio Villarreal	Paracaya
Potosí	Mariscal Andrés de Santa Cruz	Chayanta
		Cotagayta
Tarija	Juan Misael Saracho	Canasmoro
		Villa Montes
		Yacuiba
Santa Cruz	Pluriétnica del Oriente y Chaco	Camiri
	Rafael Chavez Ortiz	Yapacaní
		Mairana
		San José de Chiquitos
		Pailón
		La Guardia
		Portachuelo
		Puerto Zuáres
	Multiétnica Indígena de Concepción	Concepción
		San Ignacio de Velasco
		San Miguel de Velasco
Beni		Asunción de Guarayos
	Clara Parada de Pinto	Trinidad
		Magdalena
		Santa Ana de Yacuma
		San Ramón-San Joaquín
		San Ignacio de Moxos
		San Borja
	Riberalta	Riberalta
		Guayaramerin
		Santa Rosa
Pando		Reyes
	Puerto Rico	Puerto Rico
		Cobija

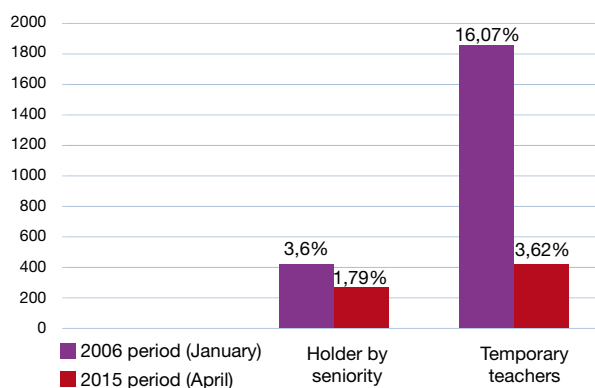
Outcomes

With the implementation of the temporary teacher professionalization program in its 1st and 2nd phase, the problem of temporary teachers was solved, in SEP there are only 3% of temporary teacher. This segment is in training processes.

Therefore, the Ministry of Education having reached the goals and contributed to the improvement of the quality of educational processes, to overcoming the conditions

of exclusion and inequity mainly in populations of indigenous communities and peoples and in rural areas of difficult access, this program is close with the following outcomes:

1. Reduction of temporary teachers in the SEP (2006-2015)



2. Attention to temporary teachers and holder by seniority through the PPMI (1st phase)

Department	Graduated	Graduates
Chuquisaca	420	384
La Paz	1.172	1.599
Cochabamba	378	279
Oruro	56	41
Potosí	540	418
Tarija	153	128
Santa Cruz	2.295	1.663
Beni	1.064	992
Pando	108	45
TOTAL	6.686	5.549



- Public Higher Normal Institutes (INS)
- Modality: Blended
- Regular Education Subsystem
- Training to Superior Technician
- Duration: December to June 2015

3. Attention to temporary teachers through Professionalization Distance Program of Alternative and ∞Special Education - PROFE

Department	Registered	Graduated	
		Nº	%
CHUQUISACA	27	23	85,19
LA PAZ	112	86	76.79
COCHABAMBA	116	98	84.48
ORURO	37	34	91.89
POTOSÍ	35	23	65.71
TARIJA	47	45	95.74
SANTA CRUZ	111	88	79.28
BENI	68	62	91.18
PANDO	7	6	71.43
TOTAL	560	464	82.86



- Instituto Normal Superior de Educación Alternativa "Franz Tamayo" Villa Serrano
- Modality: Distance training
- Training to Superior Technician
- Duration: 2008 to June 2015

4. Registration of temporary teachers and holder by seniority in the PPMI (2nd phase)

- 12 higher schools of teachers training
- Modality: Blended studies
- Training at licentiate level
- Starts: December 2012.





PPMI final closure

In the framework of the guidelines for the institutional and academic management of the structure of teacher training, by Ministerial Resolution No. 926/2015 dated on 25 November 2015 has authorized the final closure of the program of professionalization of teachers acting - PPMI in its second phase. Among other aspects, this determination provides for the continuity of the regular participants enabled to PPMI-2nd phase in the Program of Academic Leveling according to specific legal provision.

For the attention of teachers and temporary teachers that were not incorporated or were not enabled in processes of professionalization, this provision contemplates, among other actions, the dismissal of temporary teachers without category (without training) to be replaced with teachers from Normal Schools.

The Ministerial Resolution No. 925/2015 dated 25 November 2015 authorizing the development of the Program of Academic Leveling for teachers without relevance academic of the Subsystems of Regular Education and Alternative and Special Education.



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Photography: Musical education specialty participants, ESFM “Rafael Chávez Ortiz”

6.3. Academic Leveling Program (bachelor's degree)

The academic leveling program is a training option directed to normal school teachers without academic relevance and teachers' segment that could not conclude different training processes in PROFOCOM and PPMI (2nd phase) frame. It has been designed from a comprehensive view as a response to the Plurinational Education System complexity and the transformation needs.

This training option, developed under the structure of authorized Escuelas Superiores de Formación de Maestras/os (Higher Teachers Training Schools), constitutes one of the training teacher policies concrete achievements, articulated to the Modelo Educativo Sociocomunitario Productivo (MESCP) (productive socio-communitarian educational model) implementation and execution, to have an impact on the quality of the educational processes and outcomes within the framework of the Educational Revolution with Teaching Revolution on the horizon of the Agenda Patriótica 2025 (patriotic agenda 2025).

In this sense, the academic leveling process includes specialized training units development that directs the contents appropriation, enriches educational practice and contribute to the teaching performance improvement in the EU/CEA/EEC, according to the curricula consistent with different segments of participants training needs.

6.3.1. Normative framework

- Political Constitution of the State (article 77 paragraph I; Article 78 paragraphs I, II and III; Article 91 paragraphs I, II and III; and article 96 paragraph I).

- Education Law N° 070 “Avelino Sinani-Elizardo Pérez” (Art. 5 number 11, 13, 15 and 22; Article 29 number 4; Article 33; Article 35 paragraph II; (and article 40 paragraph I).



Photography: Plastic and Visual Arts specialty participants, ESFM “Manuel Ascencio Villarreal”

- Ministerial Resolution N° 925/2015 of 25 November of 2015. Authorizes the development of an academic leveling program for teachers without academic relevance of the regular education and alternative and especial education subsystems, under the supervision and guidance of the Viceministerio de Educación Superior de Formación Profesional (Vice-ministry of Higher Education Vocational Training) through the Dirección General de Formación de Maestros (General Directorate of teacher training).

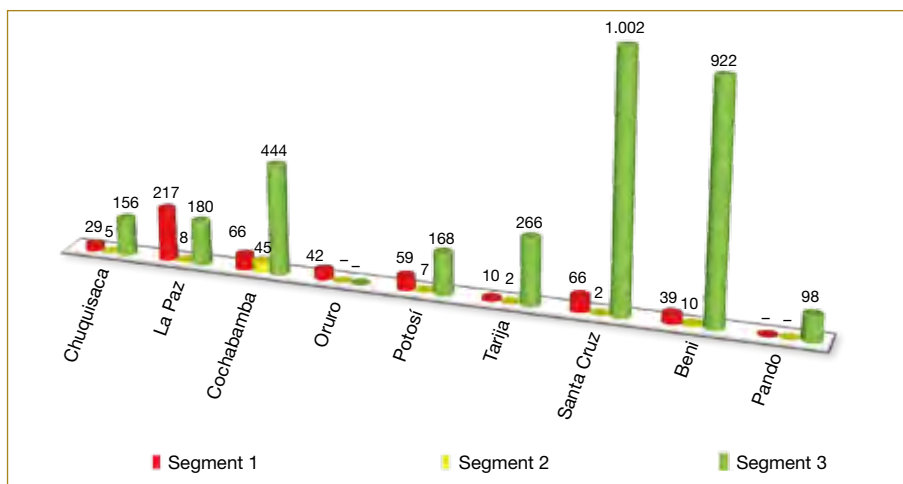
63.2. Program objective

The general objective of the academic leveling program is to develop specialized training for teachers without academic relevance, under the concept of lifelong learning in practice according to the academic curriculum guidelines, consistent with the educational policies, aimed to improve educational processes and outcomes quality to strengthen educators innovative capabilities.

6.3.3. Scope of the academiclevelling

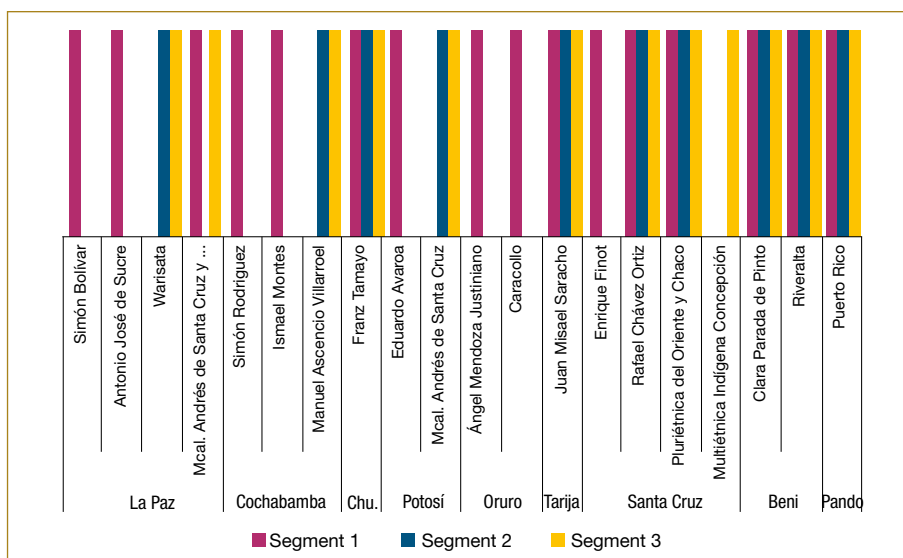
- **Segment 1:** Teachers in service from “**normal schools**” without academic relevance that have completed their training process in the 1st, 2nd and 3rd phase of PROFOCOM.
- **Segment 2:** Teachers with **Declaratoria de Titular por Antigüedad** (holder by seniority declaration) that have completed their training process in the 1st, 2nd and 3rd phase of PROFOCOM of Regular Education And Alternative And Special Subsystems.
- **Segment 3:** Temporary teacher without academic relevance (participants assimilation enabled of PPMI-2da phase under established regulations).

REGULAR PARTICIPANTS REGISTRATION PER SEGMENT



EXECUTING INSTANCE. Authorized Escuelas Superiores de Formación de Maestras/os (higher teachers training schools).

AUTHORIZED ESCUELAS SUPERIORES DE FORMACIÓN DE MAESTRAS/OS (HIGHER TEACHERS TRAINING SCHOOLS)



ACADEMIC LEVELING PROGRAM CHARACTERISTICS. The program has the following feature:

- Attendance modality:** The program adopts the blended studies modality without affecting adversely the normal development of educational work, training units will be develop in presential intensive sessions during the pedagogical break, concretizing activities in the classroom and evaluation in presential sessions.



- b) Specialties:** All authorized ESFM's develop current specialties of the plurinational education system.
- c) Curriculum design:** The curriculum design of the program is developed based on guidelines of the existing Plurinational Educational System teachers training curriculum. According to the nature of each specialty, the curriculum design will be applied, based on the study materials of initial training.
- d) Curriculum tranqui:**

Segment 1: Teachers in service without academic relevance that have completed their training process in the 1st, 2nd and 3rd phase of PROFOCOM will study two academic semesters of specialized training, as follows:

Specialized training	
First semester	Second semester
Training unit N° 1	Training unit N° 5
Training unit N° 2	Training unit N° 6
Training unit N° 3	Training unit N° 7
Training unit N° 4	Training unit N° 8

Segment 2: Teachers with **Declaratoria de Titular por Antigüedad** (holder by seniority declaration) that have completed their training process in the 1st, 2nd and 3rd phase of PROFOCOM, of Regular Education and Alternative and Special Subsystems, will study six academic semesters, according to the following detail:

General training			Specialized training		
First semester	Second semester	Third semester	Fourth semester	Fifth semester	Sixth semester
Training unit N° 1	Training unit N° 9	Training unit N°17	Training unit N°25	Training unit N°33	Training unit N°42
Training unit N° 2	Training unit N° 10	Training unit N°18	Training unit N°26	Training unit N°34	Training unit N°43
Training unit N° 3	Training unit N° 11	Training unit N°19	Training unit N°27	Training unit N°35	Training unit N°44
Training unit N° 4	Training unit N° 12	Training unit N°20	Training unit N°28	Training unit N°36	Training unit N°45
Training unit N° 5	Training unit N° 13	Training unit N°21	Training unit N°29	Training unit N°37	Training unit N°46
Training unit N° 6	Training unit N°14	Training unit N°22	Training unit N°30	Training unit N°38	Training unit N°47
Training unit N° 7	Training unit N°15	Training unit N°23	Training unit N°31	Training unit N°39	Training unit N°48
Training unit N° 8	Training unit N°16	Training unit N°24	Training unit N°32	Training unit N°40	Training unit N°49
				Training unit N°41	Training unit N°50

Segment 3: Temporary teachers without academic relevance (assimilation of PPMI-2nd phase participants) will conclude the following curriculum.

General training				Especialized training			
First semester	Second semester	Third semester	Fourth semester	Fifth semester	Sixth semester	Seventh semester	Eighth semester
Worldview and philosophies	Training in Socio-communitarian values	Special education I	Special education II	PROFOCOM N°12	Specialty	Learning difficulties and curriculum adaptations I	Learning difficulties and curriculum adaptations II
PROFOCOM N°1	Psychology, human development and educational change	Educational management and planning	PROFOCOM N°9	PROFOCOM N°13	Specialty	Specialty	Specialty
PROFOCOM N°2	PROFOCOM N°5	Sociopolitics and decolonization	PROFOCOM N°10	PROFOCOM N°14	Specialty	Specialty	Specialty
PROFOCOM N°3	PROFOCOM N°6	Pedagogy and curriculum	Workshop of native language II	PROFOCOM N°15	Specialty	Specialty	Specialty
Psycho pedagogical theories	Workshop of native language I	State and education	Workshop of native language II	Workshop of native language III	Workshop of native language IV	Workshop of native language V	Specialty
ITC's and education I	Workshop of Castilian language I	Communitarian Intercultural family health	ITC's and education II	PROFOCOM N°16	Specialty	Specialty	Specialty
PROFOCOM N°4	PROFOCOM N°7	PROFOCOM N°8	PROFOCOM N°11	Specialty	Specialty	Specialty	Specialty
Educative research and knowledge production I	Educative research and knowledge production I CONT	Educative research and knowledge production II	Educative research and knowledge production II CONT	Specialty	Educative research and knowledge production III	Educative research and knowledge production IV	Educative research and knowledge production V
					Specialty	Specialty	

e) Academic hours

Academic hours for each training unit development is 80 hours distributed as follows:

Presential session	Educative concretizing	Presential evaluation session	
24 Hrs.	50 Hrs.	6 Hrs.	80 Hrs. X U.F.

Training in the practice

In the following charts, academic hours for each segment is presented:

Segment 1:

Specilized training	640Hrs.
Total academic hours	640Hrs.

Segment 2:

General training	2.320 Hrs.
Specilized training	1.680 Hrs.
Total academic hours	4.000 Hrs.

Segment 3:

General and complementary training	3.600Hrs.
Specilized training	1.680Hrs.
Total academic hours	5.280Hrs.

- f) Accreditation:** The Escuelas Superiores de Formación de Maestras/os (Higher Teachers Training Schools) will extend corresponding accreditation to participants that fulfill with the plan of study.



- g) Materials:** to support this process educative material will be provided to work with, study guides, digital dossier and other resources, which are basic reference materials for training units development.

6.3.4. Training strategy

The training process of the academic leveling program will develop through a blended studies modality according to the timetable laid down for each region or context, without interruption of the educational work in the EU/CEA/CEEs.

This learning process is taking into account training, educational practice and the expectations of the program participants, Plurinational Education System teachers which have not concluded several training processes in the framework of PROFOCOM-SEP and PPMI.

The training units will be developed during pedagogical break in intensive presential sessions, participants shall work in their educational practice the concretizing activities and presential evaluation sessions will be in alternate hours during the pedagogical break. Academic hours per training unit includes: Presential sessions, educative concretizing and presential classroom evaluation.

Presential session	Educative concretizing	Presential evaluation session	
24 Hrs.	50 Hrs.	6 Hrs.	80 Hrs. X U.F.

Training in the practice

These three moments consist in:

1st PHASE (PRESENTIAL SESSIONS). Is the participants' reflection process of their educational practice in everyday experience. From the participants' reflection process of the practice, the tutor promotes the dialogue with other authors/theories. From the dialogue, participants will feedback their knowledge, make a reflection and perform a comparative analysis to generate new knowledge from their reality.

2nd. PHASE (Educative concretizing). During the concretizing period participants shall put in practice, with their students or in their educational community, the content worked during presential sessions. Also in this period the participants shall develop processes of self-training with the tutor directions and using the study guide and digital dossier of the training unit.

3rd PHASE (EVALUATION PRESENTIAL SESSION) The work consists in socializing the experiences lived by the participants using supporting documentation; from this presentation the tutor must enhance and supplement the gaps and subsequently evaluate in a comprehensive manner the training unit.

Academic leveling formative actions outcomes. Below there is a summary of participants attention by specialties during 2016, according to segment:



ATTENTION TO REGULAR PARTICIPANTS OF SEGMENT 1.

N°	Department	CHUQUISACA			LA PAZ				COCHABAMBA				ORURO			POTOSI				TARJUA			SANTA CRUZ					BENI		TOTAL													
		ESFM - MARISCAL SUCRE	ESFM - SIMON BOLIVAR (CORORO)	ESFM - FRANZ TAMAYO VILLA SERRANO	ESFM - SIMON BOLIVAR (LA PAZ)	ESFM - VILLA AROMA	ESFM - CARANAVI (SIMON BOLIVAR LA PAZ)	UA - ANOCAGUA (CALAHUMANA)	UA - CORPA (CALAHUMANA)	ESFM - ISMAEL MONTES	ESFM - MANUEL ASCENCIO VILLARROEL	ESFM - SIMON RODRIGUEZ	UA - CERCADO (SIMON RODRIGUEZ)	UA - VILLA TUNARI (SIMON RODRIGUEZ)	UA - TARATA (SIMON RODRIGUEZ)	UA - SACABA (SIMON RODRIGUEZ)	ESFM - ANGEL MENDOZA	ESFM - CARACOLLO	UA - MACHACAMARCA (RENE BARBIENTES)	UA - PAMPA AULLAGAS (RENE BARBIENTES)	UA - CORQUE (ANGEL MENDOZA)	ESFM - EDUARDO AVAROA	ESFM - FRANZ TAMAYO LLICA	ESFM - MARISCAL ANDRES DE SANTA CRUZ (CHAVANTA)	ESFM - JOSE DAVID BERRIOS (CAIZA D)	UA - ATOCHA (EDUARDO AVAROA)	UA - SAN LUIS DE SACACA (ANDRES DE SANTA CRUZ)	ESFM - JUAN MISAEL SARACHO	UA - TARJUA (JUAN MISAEL SARACHO)		UA - GRAN CHACO (JUAN MISAEL SARACHO)	ESFM - ENRIQUE FINOT	ESFM - PLURIETNICA DEL ORIENTE Y CHACO	ESFM - RAFAEL CHAVEZ ORTIZ	ESFM - MULTIETNICA INDIGENA CONCEPCION	UA - VALLE GRANDE (ENRIQUE FINOT)	UA - SAN JULIAN (RAFAEL CHAVEZ ORTIZ)	UA - CHABAGUA (PLURIETNICA DEL ORIENTE Y CHACO)	ESFM - CLARA PARADA DE PINTO	ESFM - RIBERITA			
1	Specialty	0	0	3	1	0	1	0	1	1	2	0	1	2	1	0	0	1	1	1	0	1	0	0	0	0	0	0	0	0	1	2	0	0	1	0	1	0	1	1	33		
2		0	1	3	4	0	3	1	1	5	0	2	1	0	1	0	0	1	1	0	0	2	1	1	0	0	0	0	0	0	0	0	0	5	1	0	3	1	1	1	4	47	
3		0	1	0	0	0	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	8		
4		0	1	2	7	1	3	0	1	16	3	0	1	0	0	0	0	2	1	1	0	2	0	1	1	0	1	1	0	0	1	3	0	0	2	0	0	1	0	1	0	4	59
5		1	1	1	2	0	4	0	0	14	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	49
6		0	1	0	1	2	5	2	3	12	0	0	0	0	0	0	0	2	2	1	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	44
7		0	0	0	0	0	1	0	1	0	1	0	0	0	0	0	0	2	0	0	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	14	
8		0	0	0	1	0	2	0	0	5	3	0	0	0	2	1	0	0	1	0	2	5	0	0	0	2	0	0	0	0	0	1	3	0	1	3	0	0	0	0	0	3	48
9		0	0	0	0	0	0	0	1	3	0	0	0	0	2	0	0	0	0	0	0	0	0	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11
10		0	2	2	6	1	6	1	1	36	4	1	4	1	0	1	2	3	3	1	1	0	2	1	0	0	4	1	0	0	0	1	3	0	0	3	0	0	0	1	2	104	
11		0	0	4	1	2	2	0	1	2	5	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	36
12		0	1	2	4	1	0	1	0	8	1	0	0	0	1	0	0	0	0	0	0	2	0	0	0	1	0	5	1	0	0	0	0	1	0	1	0	0	2	1	9	45	
13		1	0	2	0	0	0	0	0	1	0	0	0	0	3	0	0	0	0	0	0	1	0	5	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	23	
14		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	7	
TOTAL		2	8	19	27	7	29	5	9	108	21	3	6	2	5	14	5	14	7	6	6	21	3	11	14	9	1	3	1	9	31	4	2	17	2	5	5	5	34	528			

ATENCIÓN DE PARTICIPANTES REGULARES DEL SEGMENTO 2

N°	DEPARTMENT	CHUQUISACA		LA PAZ		COCHABAMBA		ORURO		POTOSI		TARIJA		SANTA CRUZ		BENI		TOTAL			
	Specialty	ESFM - MARISCAL SUCRE	ESFM - SIMON BOLIVAR (CORORO)	ESFM - SANTIAGO DE HUATA	ESFM - TECNOLÓGICA Y HUMANÍSTICA EL ALTO	UA - CARANAVI (SIMON BOLIVAR LA PAZ)	ESFM - SIMON RODRIGUEZ	UA - CERCADO (SIMON RODRIGUEZ)	UA - SACABA (SIMON RODRIGUEZ)	ESFM - ANGEL MENDOZA	UA - PAMPA AULLAGAS (RENE BARRIENTOS)	ESFM - FRANZ TAMAYO LLICA	ESFM - MARISCAL ANDRES DE SANTA CRUZ (CHAVANTA)	ESFM - JOSE DAVID BERRIOS (CAIZA D)	ESFM - JUAN MISael SARACHO	UA - GRAN CHACO (JUAN MISael SARACHO)	ESFM - ENRIQUE FINOT		ESFM - PLURIETNICA DEL ORIENTE Y CHACO	ESFM - CLARA PARADA DE PINTO	UA - MULTIETNICA LORENZA CONGO (CLARA PARADA DE PINTO)
1	Alternative (EPJA)	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2	
2	Plastic and visual arts	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	2	
3	Natural sciences: biology - geography	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	
4	Natural sciences: physics - chemistry	0	1	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	4	
5	Social sciences	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	2	0	4	
6	Communication and languages: Castillian and native language	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	
7	Communication and languages: foreign language (English))	1	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	3	
8	Worldviews, philosophies and psychology	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
9	Physical education and sports	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
10	Initial education in communitarian family	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	3	
11	Music education	0	0	0	0	0	0	5	1	1	0	0	0	0	0	0	0	0	0	7	
12	Primary education communitarian vocational	0	1	1	1	1	1	8	3	0	0	0	0	2	1	1	1	0	4	1	
13	Mathematics	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	2	
14	General technique technological	1	0	0	0	0	1	11	0	0	0	1	1	0	0	0	0	0	0	15	
15	Spirituatties values and religions	0	0	1	0	0	0	5	0	1	1	0	0	0	0	0	0	0	0	8	
TOTAL		3	2	2	3	3	3	36	6	2	1	1	1	2	1	1	1	1	9	1	79

ATTENTION TO REGULAR PARTICIPANTS OF SEGMENT 3.

N°	DEPARTMENT	CH.	LPZ.		CBBA.	PT.	T.J.	SCZ.			BE.		PN.	TOTAL
	SPECIALTY	FRANZ TAMAYO VILLA SERRANO	WARISATA	MCAL. ANDRES DE SANTA CRUZ Y CALAHUMANA (LA PAZ)	MANUEL ASCENCIO VILLARROEL	MARISCAL ANDRES DE SANTA CRUZ (CHAYANTA)	JUAN MISAEL SARACHO	PLURIETNICA DEL ORIENTE Y CHACO	RAFAEL CHAVEZ ORTIZ	MULTIETNICA INDIGENA CONCEPCION	CLARA PARADA DE PINTO	RIBERAILTA	PUERTO RICO	
1	Initial education in communitarian family	18	6	0	32	2	5	11	64	10	22	25	0	195
2	Primary education communitarian vocational	49	35	0	32	26	50	41	153	109	296	142	64	997
3	Mathematics: high school education communitarian productive	1	3	0	3	2	4	6	6	2	16	10	1	54
4	Natural sciences: biology – geography. High school education communitarian productive	0	0	0	6	2	0	2	12	3	18	8	1	52
5	Natural sciences: physics - chemistry. High school education communitarian productive	0	3	0	12	3	1	0	3	5	12	13	2	54
6	Communication and languages: Castillian and native language. High school education communitarian productive	2	0	0	2	3	3	3	12	10	38	8	0	81
7	Communication and languages: foreign language. High school education communitarian productive	2	7	0	16	12	14	0	24	6	9	9	1	100
8	Social sciences: High school education communitarian productive	0	5	0	4	0	3	1	14	10	15	4	4	60
9	Worldviews, philosophies and psychology : High school education communitarian productive	2	2	0	29	5	5	0	20	5	7	6	1	82
10	Spiritualties values and religions : Primary education communitarian vocational and high school education communitarian productive	1	16	0	43	4	11	3	100	5	31	10	7	231
11	Music education : Primary education communitarian vocational and high school education communitarian productive	1	20	0	51	35	20	5	21	7	19	10	0	189
12	Plastic and visual arts: Primary education communitarian vocational and high school education communitarian productive	1	0	0	24	10	9	8	14	3	9	9	0	87
13	Physical education and sports : Primary education communitarian vocational and high school education communitarian productive	6	2	0	7	2	3	7	41	15	13	16	2	114
14	General technique technological: Primary education communitarian vocational and high school education communitarian productive	69	8	37	148	47	118	14	117	23	65	66	13	725
16	Special education	3	0	36	35	15	20	11	61	15	8	8	2	214
TOTAL		155	107	73	444	168	266	112	662	228	578	344	98	3235



PRODUCED MATERIALS. Below appears, in detail, the study guides produced in the program frame, in coordination with the las Escuelas Superiores de Formación de Maestras y Maestros:

Specialty	Study guides
General training	Native language workshop V
	Educational research and knowledge production V
Initial education in communitarian family	Communication and language I
	Artistic education: Instruments workshop I (Plastic and visual Arts)
	Psychomotricity and corporal expression I
	Growth and comprehensive development in sociocomunitarian values
	Logical and mathematical reasoning I
	Logical and mathematical reasoning II
	Artistic education: instruments workshop II (Musical arts)
	Natural and Social Sciences I
	Natural and Social Sciences II
	Artistic education: Instruments workshop III (Performing arts)
	Psychomotricity and corporal expression II
	Girls/boys, the family and the community food security
	Curricula and communitarian educational management II
	Growth and comprehensive development with sociocomunitarian values IV
	Prevention and protection communitarian socioeducative
	Curricula and communitarian educational management III
	Curricula and communitarian educational management IV
Primary education communitarian vocational	Communication and language I
	Communication and language (reading and writing) II
	Algebra II as a process from the concrete to the abstract
	Natural sciences I
	Experimental productive sciences II
	Social sciences I
	Communication and language (production of texts) III
	Mathematical logical reasoning, algorithm and pseudo-code
	Natural productive sciences III
	Artistic education I
	Artistic education II
	Social sciences III
	Curricula and communitarian educational management II y III
	Spirituality and religions
	Growth and development
	Teaching materials production
	Mathematical didactics
	Curricula and communitarian educational management III



Specialty	Study guides
Mathematics	Arithmetic fundamentals: productive applications
	Descriptive statistics
	Geometry of our culture and our society
	Trigonometry (metric relations in harmony with the cosmos)
	Calculus in R2 applied to technology
	Linear algebra, design and production
	Algebra, language, concrete and abstract thinking
	Financial mathematics and profitable productive entrepreneurship
	Complementarity of mathematics and physics
	Analytic geometry
	Inferential statistics
	Simulation and mathematical models
	Differential equations and complex variable
	Geometry of the space
	Calculus in Rn. Harmonic and balanced relationship with the production
	Applied informatics
Natural sciences: Biology – geography	Life on Mother Earth
	Organizational structure of life I for community health preservation
	Bio-geography didactics
	Cosmography of the earth and the territory
	Life in balance with the land and territory
	Nutritional balance of the living beings with Mother Earth
	Security and food right of living beings
	Territorial productive economic geography
	Mathematics for biogeography
	Initial organizational structures Mother Earth
	Coexistence and complementarity of natural beings
	Community health, life preservation
	Natural resources in the bosom of Mother Earth
	Territory as a State population resource
	Biostatistics of natural resources sustainability
	Morphological and physiological adaptations to the environment
	Mother Earth rights
	Risk management and vulnerability of living beings
Natural sciences: Physics - chemistry	Applied mathematics to physics and chemistry
	Astronomy and astrophysics in the cosmos
	Differential and integral calculus to physics and chemistry the application.
	Organic and inorganic chemical articulation
	Nanotechnology and quantum physics
	Appropriate use of the TIC and TAC in physics-chemistry learning



Specialty	Study guides
	Construction of educational materials for physics-chemistry learning
	Chemistry for life
	Special descriptive chemistry
	Biology in the Mother Hearth
	Natural medicine physicochemical bases
	Relativity and quantum physics
	Analysis for chemical production
	Sustainable chemistry in the Mother Hearth
	Chemistry applied to the production
Communication and languages: Castilian and native language	Speech semiotic
	Literatures and intercultural canons
	Languages didactic
	Language acquisition, development and production processes
	Pragmatic general linguistic and speech analysis
	Social communication media, ideology and education
	Use of the language in the diversity of contexts
	Linguistic -Language levels and linguistic analysis I
	Communicative processes in native language
	Native indigenous languages as a production element
	Languages internal organization (Castilian and native)
	Linguistic policies and planning and linguistic revitalization projects
	The language in communicative and dialogic processes
	Oral and writing texts production in native language
	Linguistics II Syntax and semantics
Communication and languages: Foreign language	Communicative processes in foreign language I
	Communicative processes in foreign language II
	Foreign language internal organization
	Methodological strategies of teaching and learning a foreign language
	Oral and writing texts production in foreign language I
	Technological education
	Use of the language in the diversity of contexts
	Language and society
	Technology and foreign language
	Communicative processes in foreign language III
	Social communication media, Ideology and education
	English workshop for specific purposes
	Oral and writing texts production in foreign language II
	The language in communicative and dialogic processes
	Use of the language in the diversity of contexts II: Application to the foreign language
	Communicative processes in foreign language IV



Specialty	Study guides
Social sciences	Political science
	Sociocultural anthropology
	Sociology
	Anticolonial resistance history
	Break of the colonial civilizatory history of the native peoples of Bolivia
	Historical processes of the economy and hegemony clerical
	Political constitution of the State
	National history seen from the decolonizing logic
	AbyaYala history seen from the decolonizing logic
	Mother Earth and the cosmos right
	Resistance and social movements
	Participation: rights, duties and citizenship construction
	Law and power relations
	Plurinational State construction
	Processes of cultural belonging and identity
Cosmovision, philosophies and psychology	Social and cultural psychology decolonizer
	Spirituality and psychology in the native nations
	Philosophy of the politics and praxis
	Cosmovision and philosophy in high and low lands of Bolivia
	Scientific knowledge of the Reality (Epistemology)
Spiritualities values and religions	Spirituality and religions in the native indigenous campesino nations and peoples of Bolivia
	Region and world religions history I
	Spirituality and religions in AbyaYala
	Sociocomunitarian values and Mother Earth of respect
	Region and world religions history II
	Communitarian conceptions about mind and spirit
	Ethics in the cultural diversity
	Curricula and sociocommunitarian management I
	Curricula and sociocommunitarian management II
	Education in values
	Education and justice in the nationalities
	Theology of the liberation and liberation movements



Specialty	Study guides
Music	Introduction to the musical reading and writing
	Musical reading and transcription
	Musical reading and Transcription
	Practice and choral direction
	Workshop of native and folkloric Instruments
	Harmony and school music composition
	Band music and ensemble
	School music and Advanced Skills of Keyboard and Accordion
	Student bands workshop
	Functional harmony
	National and international music at keyboard and accordion
	String instruments workshop
	National and international dances
	Music, communication media and music computing
	Select music and improvisation at the keyboard and accordion
Plastic and visual arts	Artistic drawing
	Introduction to artistic painting
	Techniques and strategies of painting in education
	Technological educación of artistic projection
	Creative proyección y artistic expression
	Productive technical drawing in education
	Native arts and productive crafts
	Fundamentals and techniques of modeling and volume
	Compared history of universal art
	Fire arts
	Drawing of human figure and comparative
	Technical drawing descriptive-perspectives
	Alternative media and postmodern trends
	Cosmovision, curatorial philosophy and esthetic of the art
	Pictorial manifestations of contemporary art
	Sculpture and arts of the space (ceramic)
	Child plastic education
	Creative and expressive drawing

Specialty	Study guides
Physical education and sports	Functional morphology
	Training and competitive processes of football
	Athletics training and competitive
	Basketball training and competitive
	Gymnastics basic, artistic, training and competitive
	Training education of swimming and aquatic sports activities
	Theory and practice of the games
	Biochemistry and sports nutrition
	Theory and methodology of training sports
	Human movement biomechanic
	Exercise physiology
	Educational and sports statistics
	Sport psychology
	Rhythmic, expression corporal and dance technique
	Native dances, folk dances, plurinational dances of Bolivia and intercultural
	Sports specialization workshop
	Rehabilitation therapy, masoteraphy and functional tests
General technical and technological	Methodologies and techniques of Communitarian research (participative diagnosis)
	Communitarian economy and public finance (Economic policy)
	Comprehensive and participatory planning
	Soft and alternative energies in coexistence with the Mother Earth
	Mechatronics in the general technical and technological area
	Information and communication technologies in general technical and technological area
	Education and creativity strategies of in general technical and technological area
	Projects planning and management technical technological according to vocations and productive potential
	Productive own and cultural diversity technics and technologies,
	Work and its relationship with the productive transformation matrix
Special education	Workshop of Bolivian sign language II
	Integration workshop in the auditive area
	Integration workshop in the physical -motor area
	Integration workshop in the intellectual area

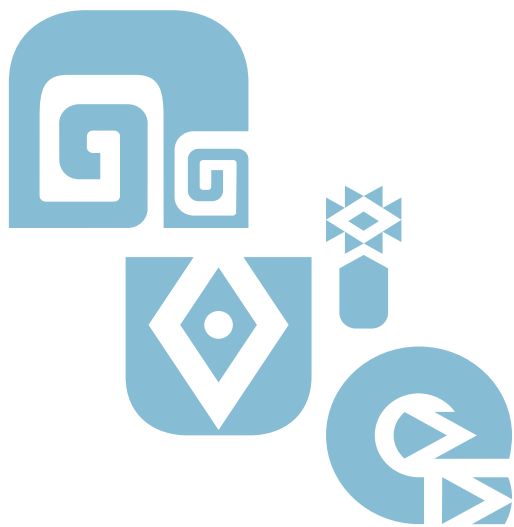
Study guides: Each of the working documents are accompanied by a digital dossier containing the bibliography (texts, audios, videos and others) corresponding to the respective training unit.

Each study guide directs the study of the training unit, from the reflection of participants experience, dialogue with different authors, and educational practice furthering.



LOCATIONS AND SUB-LOCATIONS. The development of leveling training actions (presential and socialization sessions) has twenty venues and, according to participants number, there are nine sub-venues in the ESFM, which are reflected in the table below:

Department	Location	Sublocation
La Paz	ESFM Simón Bolívar (La Paz)	
	ESFM Antonio José de Sucre (La Paz)	
	ESFM Warisata (Warisata)	
	ESFM Mcal. Andrés de Santa Cruz y Calahumana (La Paz)	
Cochabamba	ESFM Simón Rodríguez (Paucarpata)	
	ESFM Ismael Montes (Challwamayu)	
	ESFM Manuel Ascencio Villarreal (Paracaya)	
Chuquisaca	ESFM Franz Tamayo (Villa Serrano)	
Potosí	ESFM Eduardo Avaroa (Potosí)	
	ESFM Mcal. Andrés de Santa Cruz (Chayanta)	
Oruro	ESFM Ángel Mendoza Justiniano (Oruro)	
	ESFM Caracollo (Caracollo)	
Tarija	ESFM Juan Misael Saracho (Canasmoro)	Unidad Educativa Ferroviaria (Yacuiba) Unidad Educativa Capirendita (Villamontes)
Santa Cruz	ESFM Enrique Finot (Santa Cruz de la Sierra)	
	ESFM Rafael Chávez Ortiz (Portachuelo)	
	ESFM Pluriétnica del Oriente y Chaco (Camiri)	
	ESFM Multiétnica Indígena Concepción (Concepción)	
Beni	ESFM Clara Parada de Pinto (Trinidad)	Unidad Educativa 15 de Agosto (Santa Ana) Unidad Educativa Carmen Urdidinea (Magdalena) Unidad Académica Lorenza Congo (San Ignacio de Moxos) Unidad Educativa German Busch (San Borja)
	ESFM Riberalta (Riberalta)	Unidad Educativa Umbelina Claire de Cuellar (Santa Rosa) Instituto Técnico INCOS Guayaramerin (Guayaramerin)
Pando	ESFM Puerto Rico (Puerto Rico)	Unidad Académica Cobija (Cobija)



COMPLEMENTARY TRAINING PROGRAM (PROFOCOM AND PROFOCOM-SEP)

Proyecto de Ley



MINISTERIO DE



**VICE MINISTERIO DE EDUCACIÓN SUPERIOR DE FORMACIÓN PROFESIONAL
DIRECCIÓN GENERAL DE FORMACIÓN DE MAESTROS**

PROFOCOM
PROGRAMA DE FORMACIÓN COMPLEMENTARIA
PARA MAESTRAS Y MAESTROS EN EJERCICIO





6.4. COMPLEMENTARY TRAINING PROGRAM (PROFOCOM AND PROFOCOM-SEP)

“My admiration for your effort, for the good of the new generations of Bolivians”

Remarks by the Constitutional President of the Plurinational State of Bolivia, in the ceremony of delivery of licentiate degrees to teachers of the 1st Phase of PROFOCOM, in Government Palace, Monday, September 29, 2014.

Especially in rural areas, I have always seen in some provinces, municipalities, teachers, teachers of the Complementary Training Program, PROFOCOM, participating, and I asked them what they were doing, we are studying, ¿they only study?, no, work, work and study, study and work, training.

I was asking to our Minister of Education, our brother leaders, how they have studied, working day, working. The days that you have to devote to family, Saturday and Sunday, holidays or vacations studying, really you are a model of human being dear licentiates.

Study and work to keep improving. Sorry to ask the years of life of our teacher, now licentiate, tell me 73 years, imagine, now there are opportunities, even with 73 years we can be graduates, congratulations teacher, congratulations to all.

It is not because I am ingratiating with you, I say that you are a model of human being; imagine, they are models for their students, students. When you set your mind in it you can, although at age 73, now we want to keep studying, we can continue studying to continue improving education. Our dear primary and secondary, students should learn and have to report, dear graduates, to your students, how you working, studying, are graduates. [...]

To you audience, on behalf of the National Government, to those who follow up, as our Minister of Education said, in the different departments, to express my respect, my admiration for your effort for the good of you, the family and for the good of all the new generations. Congratulations sisters and brothers. [...]

Imagine, within that framework, that our teachers, teachers are connected to the world. We have complied with the teachers delivering the computers, every year there will be for the new ones new items, we will continue delivering.

Some teachers told me: "This computer is not only for me, but for my students and the community," I congratulate. Applause for those teachers who give usefulness to the computer in a communitarian way, I was impressed. [...]

We are, for example, with some educational units implementing workshops, laboratories, and we will continue, workshops in particular. At the time of leaving, the secondary graduated is already a medium technician in electricity or metal mechanics; some brothers who are experts in metal mechanics or electricity may be are making more money than you, better than some technician, maybe better than the President, if they work in some big companies, there is a lot missing.



But we do not only want them to stay as middle technicians, I already know some, some worked and studied, already a middle technician, superior technician and follows the university to leave graduates, and here is a responsibility that we have proposed, that Bolivia has a technological citadel, a scientific citadel.

For now perhaps it is difficult to start. This year we are starting with 100 scholarships, you now that you are licentiate you can access, why not; is to prepare yourselves, to apply, and if you qualify, you are now going to do doctorate or masters in the best universities in the world. A total coverage, but also opportunities for those who dedicate themselves, aside from our brother teacher, forgiveness, today is my victim for the age, imagine with 73 years licentiate, how many years did he have worked in the magisterium, 30, 40 years, maybe 50 years, his whole life, and he has this opportunity. If you want to continue advancing, you take the test to do master's abroad; until I have information, the Minister of Education, some of our vice-ministers are applying leave us, I do not know if it will be another norm. Ministers, vice-ministers are not going to do master's, just in case, we are working. [...]

Dear graduates, we have liberated ourselves politically to liberate ourselves economically, and now we have the responsibility to liberate ourselves in the technological part, that is our responsibility. [...]

Greetings, I would like to have time and review these theses, thank you teachers, now licentiate, who gave us a moment ago, it is a work called thesis to be licensed, to see, in these theses there are always some new approaches in topics, productive projects, I love to know, and this is an initiative on the part of you, you as teachers, now licenciante, live together with the people, children, together with generations, inspired by childhood and communities and neighborhoods present projects, here come the projects. [...]

Sisters and brothers, indeed to you, congratulations to your family, surely some family feels abandoned because the father, the mother who was a teacher, Saturdays and Sundays studying and some traveling hours and hours to study, especially in the country, but that effort is recognized and respected.

Again express my respect, my admiration, and dear graduates, go ahead, be a model for all, model for Evo and all human beings, when you set your mind in it you can, you are part of that family. Congratulations, thank you very much.



6.4.1. What is PROFOCOM?

The Complementary Training Program for Teachers in service (PROFOCOM) is an unprecedented process in the history of Bolivian education, through which teachers opt for a licentiate degree in the framework of the implementation of the Productive Socio-communitarian Educational Model.

As one of the fundamental components of the Educational Revolution undertaken by the Government of the Constitutional President of the Plurinational State of Bolivia, Evo Morales Ayma, PROFOCOM is the public action with the greatest impact in the history of education in the country undertaken by the Ministry of Education, organically assumed by the national magisterium, other organizations and institutions committed to the educational work of Bolivia.

In a process unprecedented in the history of Bolivian education, PROFOCOM awarded licentiate degrees to more than 33 thousand teachers from all territorial areas of Bolivia who participated in the First Phase of this program.

The PROFOCOM is a systematic and certified process of continuous training in which the teachers registered in this program receive a licentiate degree, equivalent to the degree granted by the ESFM, also they can access to a master's degree (1st Phase of the program), like the degree granted by the Universidad Pedagógica.

In the PROFOCOM, educators are trained within the framework of the Socio-communitarian Productive Educational Model, based in Law No. 070”.

In PROFOCOM 61,686 teachers of the Plurinational Education System participated in the second phase and about 30,186 teachers the third phase.

PROFOCOM trains analytical, reflective, self-reflexive, proactive, innovative, researcher professionals; committed to democracy, social transformations and full inclusion of all Bolivians.

The Education Act N° 070 “Avelino Siñani - Elizardo Pérez” defines as objectives of the teachers training:

1. “Training analytical, reflective, self-reflexive , proactive, innovative, researcher professionals; committed to democracy, social transformations, full inclusion of all Bolivians”
2. “To develop the comprehensive teacher training with high academic level, in the field of the specialty and pedagogical area, based on the knowledge of the reality, cultural identity and socio-historical process of the country”.

(Law 070, 2010: article 33)

PROFOCOM was born with the premise of training teachers in undergraduate and postgraduate courses (master’s degree), INS graduates prior to 2009 and teachers in service, answering to a demand for training at the licentiate degree, previously granted only by public or private universities.





The fundamental characteristic of both formative processes is the implementation of the curriculum of the Plurinational Educational System and its Subsystems (RM No. 414/2012, article 2); hence its slogan “Together we implement the curriculum and impulse the Educational Revolution”.

In 2009 the Plurinational System of Teacher Training is constituted (Supreme Decree No. 156); Law No. 070 defines the structure of teacher training: initial training, responsibility of 27 ESFM and 20 Academic Units throughout the country; continuous training by the Specialized Unit for Continuing Training (UNEFCO); and postgraduate training by the Universidad Pedagógica.

In this context, the PROFOCOM has the function, first, to create a common base in teachers in service for the management of the new curriculum; second, to standardize and regularize the nomenclature, the specialties and the qualification of the teachers; and third to create the conditions for the operation of the Plurinational System of Teacher Training, because all the mentioned actors participated in its development. (ESFM, UNEFCO and UP)

The curriculum is the basis of educational transformation based on the following principles:

- Decolonizer, liberating, revolutionary, anti-imperialist and transforming education.
- Communitarian, democratic, participatory and consensus-based education.
- Intracultural, intercultural and plurilingual education.

The postgraduate training developed by PROFOCOM is comprehensive humanistic, scientific, technical, artistic, productive, decolonizer, communitarian, inclusive, intracultural, intercultural and plurilingual to Live Well.

6.4.2. The training strategy and methodological approach of the Program

The methodological strategy of the PROFOCOM is basically oriented on the basis of the four methodological elements of the educational model: Practice, Theory, Valuation and Production, which helps us to connect training with transformation.

Why is this conjunction between training and transformation so important? We learned in an education to which we have called theoretical for two reasons:

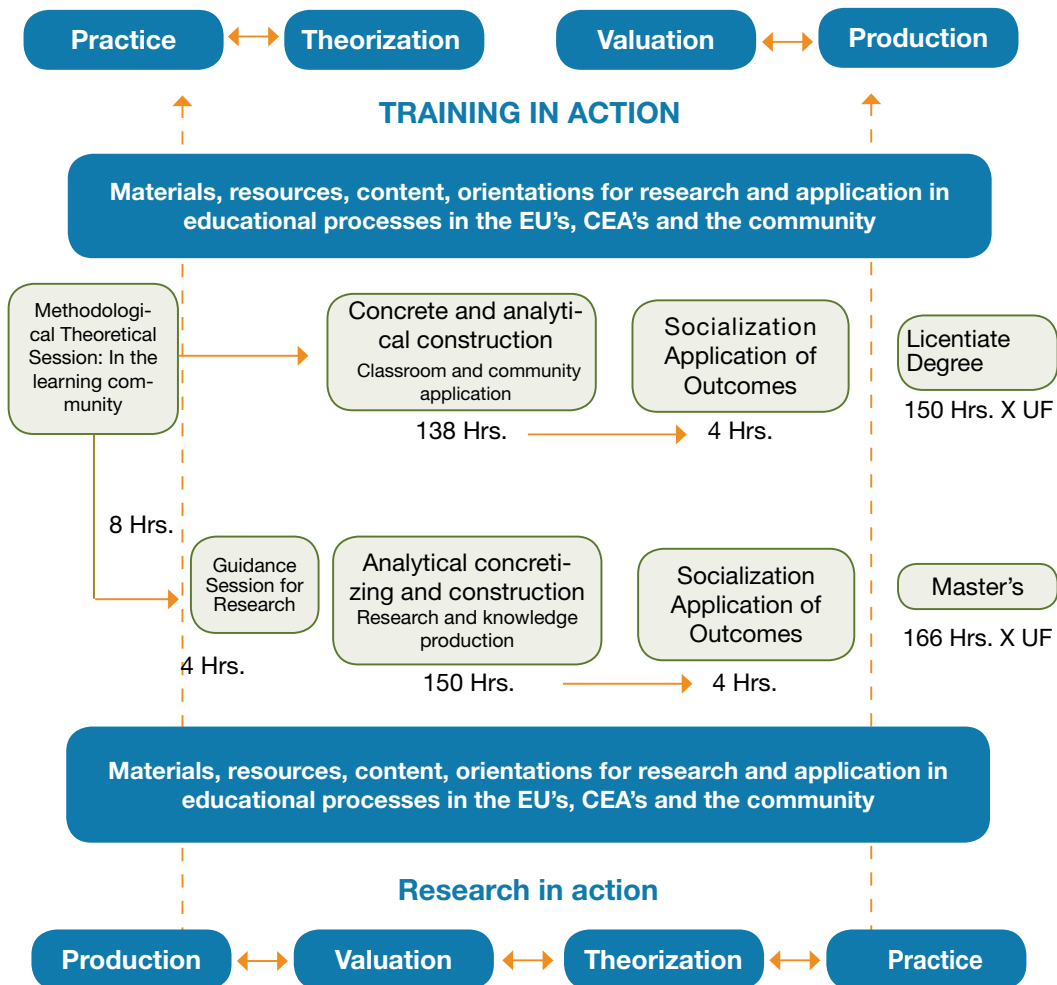
- One, because we have been taught always to reason from concepts and definitions, therefore we should only memorize.
- In the other hand, education does not have the capacity to transform reality, and that is serious. Not just repeating is the problem but also the inability to transform reality.

For this reason, all training must always begin by Practice and not by Theory; this is a fundamental element, the pillar of the Model and the methodological approach. PROFOCOM methodology is the fundamental heart of the Model, not only in the training of teachers but also in the teaching and learning way of the educational processes.

Beginning from Practice we have defined it in the three moments of the training strategy:

1. The theoretical-methodological presential session (8 hours).
2. Concretizing and Analytical Construction moment (138 hours).
3. The Socialization and Outcomes Presentation Session (4 hours).

PROFOCOM METHODOLOGICAL STRATEGY





6.4.3. PROFOCOM: Complementary Training Program for Teachers in Exercise

The Complementary Training Program for Teachers in Exercise responds to the need to transform the Plurinational Educational System from the Teacher Training and teachers' contribution to the curricula implementation in the framework of the Productive Socio-communitarian Educational Model and Of Education Law No. 070 “Avelino Siñani - Elizardo Pérez”.

The PROFOCOM based on the Education Law that establishes the following in:

Article 31. (Superior Teachers Training). It establishes, is the process of professional training in the pedagogical, sociocultural and community dimensions, destined to train teachers of the Regular Education, and Alternative and Special Education Subsystems.

Article 36. (Exclusivity of the Teachers Training). The Higher Teacher Training Schools are the only institutions authorized to offer and develop academic programs for teachers the training.

Article 37. (Labor insertion). The graduates of Higher Teacher Training Schools labor insertion is guaranteed by the Plurinational State, according to the teaching needs of the Plurinational Educational System and in accordance with the current regulations.

TITLE IV. TRANSITIONAL PROVISIONS Fifth. (Complementary Teachers Training). The Ministry of Education will implement complementary training programs for teachers in service and graduates of the Higher Normal Institutes, in order to obtain a licentiate degree equivalent to that granted by Higher Teacher Training Schools.

PROGRAM OBJECTIVES AND TASKS

OBJECTIVE

We strengthen comprehensive and holistic training, social commitment and the vocation of service of teachers in practice, through the implementation of training processes oriented to the application of the curricula of the Plurinational Education System, which implements the Productive Socio-communitarian Educational Model, contributing in the consolidation of the Plurinational State.

TASKS

To achieve the objective of the program, the tasks are:

- To train teachers who analytically and purposefully appropriate the Productive Socio-communitarian Educational Model, creating and recreating the SEP curriculum, contributing to the transformation of Bolivian society.
- Provide conditions to make the training processes true educational, productive, transformative and community work experiences connected to the reality of the community.
- Permanently connect the study, analysis, reflection and production work with the community educational practices of the participants in their work places.



- Consolidate mechanisms that foster educational innovation in the unit, the educational center and the community.
- Accompany and support the training processes in the application of the SEP curriculum and in the educational and community reality transformation. To evaluate the training processes in terms of transformative practices, acquired commitment, production and participation.

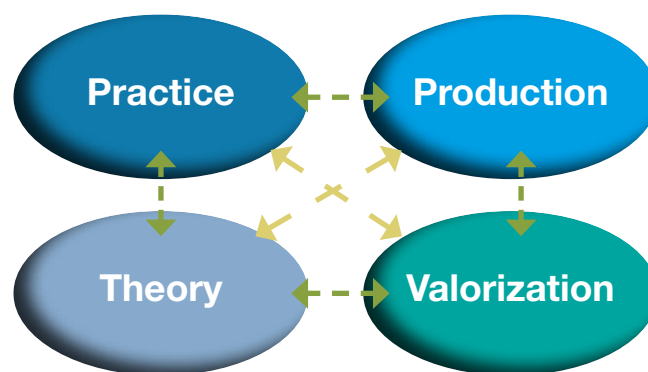
6.4.3.1. Licentiate degree component

PROFOCOM began its preparatory activities since the end of 2011 and its academic activities since July 2012 contemplating three basic components: licentiate degree, special segments and master's. The licentiate degree component is described below.

The teachers training in the PROFOCOM is developed taking into account training processes and participatory methodologies oriented to promote reflective, dialogic, collaborative, communitarian and productive learning to enable the achievement of training objectives.

The training methodology is based on the principle that teachers are professionals who have knowledge and experience about the specialty they practice, as well as their own pedagogical conceptions about the work they perform. This is why we started collecting these knowledge and experiences of practice, to reflect analytically and contrast them with new decolonizator, comprehensive holistic communitarian understanding and practices.

The methodology includes the following moments, which can be schemed as follows:



Methodological moments of the Socio-communitarian Educational Model. MESCP Licentiate degree.

This methodology is applied in all academic training units considering the four components in a flexible and not necessarily sequential way. Within this framework, the program has registered and attended teachers throughout the national territory, in different phases according to the following detail:

PARTICIPANTS REGISTERED LICENCIATE DEGREE LEVEL 2012 - 2016
REGULAR, ALTERNATIVE, PERMANENT AND SPECIAL EDUCATION

Department	1 st Fase	2 nd Fase	3 th Fase	4 th Fase	Special Segment(*)	TOTAL
Chuquisaca	2.616	4.152	1.509	509	509	8.878
La Paz	12.958	18.072	7.442	1.094	1.094	40.021
Cochabamba	7.362	10.284	4.944	728	728	23.452
Oruro	1.903	3.268	2.524	403	403	8.212
Potosí	4.930	6.814	2.776	470	470	15.119
Tarija	2.864	3.097	1.058	128	128	7.243
Santa Cruz	8.583	13.282	4.433	758	758	27.258
Beni	1.814	3.774	817	139	139	6.581
Pando	330	798	374	25	25	1.560
Total	43.360	63.541	25.877	4.254	4.254	138.324

Table N° 1. (*)Special Segment =Teachers ESFM/U.A., Coordinators y Facilitators

In the 1st. Phase, registered in the Complementary Training Program, according to the call, only teachers in exercise from the first to the third year of schooling at the level of primary education; and the first to second year of schooling at the secondary level. In the second and third phase, the call was addressed to all teachers of elementary and secondary education, including teachers in the intermediate or third cycle and those who do not have a teaching function.

GRADUATE AS LICENTATE IN 1ST AND 2ND PHASE OF THE
PROFOCOM IN THE MESCP-MANAGEMENT 2016

Department	Registered	Finish		Graduate	
		No.	%	No.	%
Chuquisaca	6.768	5603	82,8	5162	92,1
La Paz	31.030	26765	86,3	25248	94,3
Cochabamba	17.646	14274	80,9	12964	90,8
Oruro	5.171	4092	79,1	3657	89,4
Potosi	11.744	9594	81,7	7907	82,4
Tarija	5.961	4986	83,6	4577	91,8
Santa Cruz	21.865	18239	83,4	15337	84,1
Beni	5.588	4190	75,0	3317	79,2
Pando	1.128	673	59,7	595	88,4
Total	106.901	88.416	82,7	78.764	89,1

Table N° 2. SOURCE: Total data of registered in the PROFOCOM / November 2016.

Law 070 in Article 38 (Professional title). The Ministry of Education will grant the teacher with a Licentiate degree, and its respective recognition in the magisterium's career scale. The magisterium career scale recognizes the professionals trained in the Higher Teacher Training Schools in accordance with Article 2 of this Law.

In the first and second phase of the PROFOCOM, 88,416 teachers completed their training process, representing 82.7% of the total enrolled, of which 78,764 (89%) participants received a teacher licentiate degree including the special segment comprised of teachers of the ESFM / UA, some district directors and district technicians who are teachers, coordinators and facilitators of PROFOCOM.

The certification processes are permanent, as is the permanent retrieval of the systematizations of experiences of application in the MESCP of PROFOCOM graduates: the rescue of teachers pedagogical practice experience as a strategy to transform the education; teachers become the leader of change and share their experiences with their peers; this is what is consoled as “educational revolution with teacher revolution”.

GRADUATE AS LICENTIATE IN 1ST AND 2ND PHASE BY EDUCATION SUBSYSTEMS

Department	Regular Education Subsystem			Alternative, Perm. Esp. Educ Subsys.	TOTAL
	Inicial	Primary	Secondary		
Chuquisaca	165	2637	2121	239	5162
La Paz	777	11700	11856	915	25248
Cochabamba	550	6606	5357	451	12964
Oruro	125	1380	1947	205	3657
Potosí	186	4550	2967	204	7907
Tarija	227	2356	1730	264	4577
Santa Cruz	504	8606	5699	528	15337
Beni	148	1759	1223	187	3317
Pando	18	319	214	44	595
Total	2.700	39.913	33.114	78.764	78.764

Table N° 3. SOURCE: Total data of registration in the PROFOCOM / November 2016.

In order to obtain a licentiate degree, the teacher must do a systematization of his teaching experience, starting with the Socio Productive Project, the development of the area and the connection of the areas in compliance with the methodological moments, in this respect Law 070 referred to Higher Education for Vocational Training, Article 28 states: “It is the educational space for vocational training, recovery, generation and recreation of wisdom and knowledge, expressed in the development of science, technology, research and innovation, which answer to the social, economic, productive and cultural needs and demands of society and the Plurinational State.”

THIRD PHASE COMPONENT LICENTIATE DEGREE PROFOCOM

Department	Registered Presential Modality				Distance Modality	TOTAL
	Regular	EPJA	Permanent	Special		
Chuquisaca	1.447	31	0	0	31	1.509
La Paz	7.121	234	0	25	62	7.442
Cochabamba	4.692	145	7	35	65	4.944
Oruro	2.434	67	2	9	12	2.524
Potosí	2.694	56	0	2	24	2.776
Tarija	1.030	26	1	1	0	1.058
Beni	4.400	20	1	0	58	4.479
Pando	738	17	1	3	53	812
Santa Cruz	300	20	0	0	13	333
Total	24.856	616	12	75	318	25.877

Table N° 4. SOURCE: Data PROFOCOM, December 2016

In the 3rd. Phase, at the national level 25,877 participants concluded - in December 2016 - the fourth semester; in this phase there are teachers of the Plurinational Educational System with and without teaching function, those who are public officials, teachers of the Higher Teacher Training Schools and Academic Units, and teachers in areas of difficult access.

The development of the educational process in the Higher Teacher Training Schools is done through teachers who are professionals with a teacher's degree and academic degree equal to or higher than the degree offered by the PROFOCOM.



THIRD PHASE COMPONENT LICENTIATE DEGREE PROFOCOM 4TH PHASE

Department	4 th . Phase
Chuquisaca	509
La Paz	1.094
Cochabamba	728
Oruro	403
Potosí	470
Tarija	128
Santa Cruz	758
Beni	139
Pando	25
Total	4.254

Table N° 5. SOURCE: PROFOCOM Registered 4th. Phase.

This phase was opened as a confederations teacher's request, to give opportunity to all those laggards who could not accede to the previous phases; is expected to be completed in 2017.

6.4.3.2. Special segments

The Complementary Training Program for teachers in service, being a program that aims to respond to the need to transform the Plurinational Educational System attends teachers, with special training processes, which according to Regulation are considered as Special Segments. Among them are teachers who work as PROFOCOM Facilitators and Coordinators, Directors and Teachers of the ESFM / UA (Higher Teacher Training Schools and their respective Academic Units), Departmental Directors of Education, Departmental Sub-directorates, District Directors, Departmental Technicians, District Technicians, UNEFCO Technicians, and Ministry staff.

A. Concluded their Training Coordinators and Facilitators 1st. and 2nd. Phase

Department	Participants				Total finished
	Registered	Drop out	Graduate	In process to graduate	
Chuquisaca	70	4	7	59	66
La Paz	221	7	94	120	214
Cochabamba	188	2	59	127	186
Oruro	59	1	14	44	58
Potosí	128	3	10	115	125
Tarija	52	0	26	26	52
Santa Cruz	252	2	74	176	250
Beni	46	0	11	35	46
Pando	12	0	3	9	12
Total	1.028	19	298	711	1.009

Table N° 6. Data PROFOCOM, December 2016

1,028 teachers, were registered when the call for accreditation for facilitators and coordinators training process was published, of which 298 completed their accreditation process and graduate and 711 are in the accreditation process for their degree.

There is currently a Virtual Platform Moodle for facilitators and coordinators attention which allows the academic management of the participants and has the necessary tools to:

- Promote participation and collaboration in pedagogical activities, as well as an analytical reflection of the contents proposed under the guidelines considered by the MESCP.
- Consider the time and pace of learning and participation of the participants.
- The facilitator (administrator) has control over the use and methodology to be implemented in the virtual platform.
- Propose activities that allow the fulfillment of the requirements for the accreditation of the training process of participants of Special Segments (Coordinators and Facilitators).
- Provide the necessary tools for the delivery of papers, evaluations, allows dialogue between participants and with the facilitator in a synchronous or asynchronous manner.
- Create a complete record of the participant accesses. Reports of the activity of each student are available, with graphs and details about their progress through each module (last access, number of times they have read) as well as a detailed “history” of each participant’s participation, including messages sent, among others.



These tools allowed the participation of PROFOCOM facilitators and coordinators in an organized and sequential manner to deliver of works, activities, forums, evaluations and others for the accreditation of Special Segments participants of the training process, considering their daily lives dynamics, that is, time disposition, geographical situations, participation, etc.

B. Formation Process Concludes Teachers and Teachers of ESFtM / UA

Department	Drop out	Graduate	In process to graduate	Total participants
oruro	0	84	0	84
La Paz	0	142	329	471
Santa Cruz	0	29	100	129
Cochabamba	0	13	4	17
Tarija	0	45	14	59
Potosí	0	49	8	57
Chuquisaca	0	32	30	62
Beni	0	17	0	17
Pando	0	14	20	34
Total	0	425	505	930

Table N° 7. SOURCE: Data of the DIRECTORS AND TEACHERS Segment of the ESFM / UA / NOV 2016

In the national level, in 2nd and 3rd Phase, 930 teachers who perform their functions as teachers and managers in Higher Teacher Training Schools and Academic Units, concluded their training process in the framework of the MESCP implementation, 425 already titled.

Training Process for Teachers who Are not in Active Service Second and Third Phase - PROFOCOM

Department	Participants		Total
	2 nd Phase	3 th Phase	
La Paz	135	939	1.074
Cochabamba	105	1.595	1.700
Oruro	399	1.450	1.849
Potosí	124	457	581
Tarija	9	162	171
Chuquisaca	92	718	810
Santa Cruz	8	167	175
Beni	22	193	215
Pando	0	15	15
Total	894	5.696	6.590

Table N° 8. SOURCE: Teachers without teaching function 2nd and 3rd phase – PROFOCOM

At the national level, in 2nd and 3th phase of the program, there are 6,590 teachers who are not in active service, responsible for developing Communitarian Training of Family Mothers and Fathers in the Productive Socio-communitarian Educational Model - MESCP, as part of their training process.

- According to Ministerial Resolution No. 180/2015 Communitarian Training of Family Mothers and Fathers. Teachers, who are not in active service PROFOCOM, carry out training activities for Family Mothers and Fathers, organized in School Boards or Educational Councils, developing the popular notebook in its four blocks with PP.FF. 2nd Phase. From this experience they systematize their experience and defend it to obtain the licentiate degree in the PROFOCOM.

C. Training Process for Departmental and District Techniques. Second Phase. PROFOCOM 2016

Department	Participants		Total
	With licentiate degree	Without licentiate degree	
La Paz	1	1	2
Cochabamba	42	13	55
Oruro	0	0	0
Potosí	4	3	7
Tarija	13	0	13
Chuquisaca	47	12	59
Santa Cruz	8	2	10
Beni	1	1	2
Pando	4	2	6
Total	120	34	154

Table N° 9. SOURCE: Data PROFOCOM, December 2016

Departmental Directorates and District Directorates of Education Technicians attended the training process in the 2nd. Phase. Ones who are not teachers and have a licentiate degree after the training process a Diploma in the MESCP will be awarded, and technicians without a degree a participation certificate of training in the MESCP will be given, to contemplate and accredit their training with curricular value.

D. Operational Agreements

Law 070, in relation to private educational units, states: “The functioning of private educational units at all levels and modalities regulated by policies, plans, programs and authorities of the Plurinational Education System is recognized and respected. The State guarantees its operation after verification of the conditions”.



a. Attention to the Operational Agreement with ANDECOP (Chuquisaca, La Paz, El Alto, Beni, Cochabamba, Tarija And Potosí)

Department	ESFM/UA	Total registered	Drop out	Total active	ACTIVE PARTICIPANTS		
					Normalistas	Other licenciante degree	Without licenciante degree
Chuquisaca	Mcal. Sucre	60	17	43	26	11	6
La Paz	Simón Bolívar	462	54	408	94	159	155
El Alto	THEA	49	6	43	6	13	24
Beni	Cl. P. de Pinto	42	26	16	0	1	15
Cochabamba	U.A. Cercado	167	17	150	57	33	60
Tarija	U.A. Tarija	44	17	27	1	18	8
Potosí	E. Abaroa	44	13	31	3	19	9
Total		868	150	718	187	254	277

Table N° 10. SOURCE: PROFOCOM data, November 2016.

b. Attention to the Operational Agreement with ADECOP (Santa Cruz)

Department	Total registered	Drop out	Total active	Efectivos	
				Normalistas Component licenciante degree	Free professionals Component Diploma
Santa Cruz	429	79	350	0	350

Table N° 11. SOURCE: PROFOCOM data, November 2016

Ministry of Education, through the structure of the PROFOCOM, is attending agreements established with Private Educational Units of the country, organized in two associations ANDECOP in six departments (CHUQUISACA, LA PAZ, EL ALTO, BENI, COCHABAMBA, TARIJA AND POTOSÍ) and ADECOP of Santa Cruz. The agreement establishes that: The teachers of Private Educational Units who are not teachers from normal schools conduct the training process, complying with current regulations approved by R.M. No. 1140/2013, free professionals do a diploma in the “Socio-communitarian Productive Educational Model” they are not recognized or empowered as teachers. Teachers who are not teachers from normal schools and do not have studies at the undergraduate level (277 participants in ANDECOP) will be given a certificate for their participation in the courses of the MESCP that has the corresponding academic hours.

E. Training Process for Teachers in the Academic Leveling Program. PROFOCOM 2015

Department	Participants
La Paz	193
Cochabamba	66
Oruro	32
Potosí	76
Tarija	19
Chuquisaca	41
Santa Cruz	91
Beni	70
Pando	0
Total	588

Table N° 12. SOURCE: Participants Academic Leveling.

According to the regulation for the final work of graduation, chapter VII supplementary provisions article 27, section b., c. and e. They are teachers who exercised a teaching function different from their initial training for five or more years, after completing their licenciante degree training they took a test of sufficiency, those who approved were given the licenciante degree in the corresponding specialty, 588 participants will proceed according to section d. in the same article they will take a course of academic leveling during two semesters in the ESFM in the specialty according to their teaching exercise.

PROFOCOM in coordination with the vice-ministries of the different subsystems of the SEP and complying with Law 070 Article 29. (Objectives). 1. Train professionals with social commitment and critical awareness at the service of the people, who are able to solve problems and transform reality by articulating theory, practice and production. 2. Develop research, science, technology and innovation to answer social, cultural, economic and productive needs and demands of the Plurinational State, articulating the wisdom and knowledge of native indigenous campesino nations and peoples with the universal.

As a policy of the Plurinational State and Ministry of Education, all the teachers of the Regular, Alternative, Special and Permanent Education subsystems, which correspond to Fiscal, of Agreement and Private Educational Units, have been incorporated into the policy.

6.4.3.3. Master's Component

Article 64. (Postgraduate training). The postgraduate training in its different academic degrees will have as its mission the qualification of professionals in different areas and science and technology development, through processes of research and knowledge generation, connected with reality and production to assist the comprehensive development of society and the Plurinational State.

MASTER'S PARTICIPANTS ENABLED TO PREPARE A FINAL WORK

Department	Registered in master's	Concluded training process	Participants enabled to prepare a final work	
			Quantity	%
Chuquisaca	117	105	71	67.6
La Paz	1095	1050	939	89.4
Cochabamba	304	294	268	91.2
Oruro	242	222	199	89.6
Potosí	316	231	195	84.4
Tarija	114	104	83	79.8
Santa Cruz	52	50	48	96.0
Beni	12	12	12	100.0
Pando	3	0	0	0.0
Total	2255	2068	1815	87.8

Table N° 13. SOURCE: Participants of the Master's component – PROFOCOM

The program at master's level is organized into four areas of training (decolonization, intraculturality- interculturality - plurilingualism, production and research) for the study, research and knowledge production within the framework of the MESCP. At the start of the PROFOCOM, 2,255 teachers were registered, of which 91.7% completed the five semesters training process; 1,815 participants (87.8%) met the requirements of having successfully participated and approved all the Training Units, Workshops and Seminars, to have fulfilled all the academic and administrative requirements of registration and conclusion.

a. Degrees in the PROFOCOM Master's- UP 2016

Law 070 Article 39. (Postgraduate Training).

- I. Postgraduate training for teachers is aimed at the qualification of training in the specialty, the knowledge production and the scientific resolution of concrete problems of reality in the educational field.
- II. The postgradual training will be developed by the Universidad Pedagógica, in dependency of the Ministry of Education, will be subject to specific regulation.

GRADUATES AND QUALIFICATION PROCESS IN THE MASTER'S PROFOCOM - UP 2016

Department	Master's degree	On certification process	Total finished
Chuquisaca	7	18	25
La Paz	318	319	637
Cochabamba	27	119	146
Oruro	26	65	91
Potosí	14	83	97
Tarija	7	14	21
Santa Cruz	18	17	35
Pando	0	0	0
Total	421	637	1058

Table N° 14. SOURCE: Titulados Componente de Maestría.

421 teachers received on June 6, 2016 their degrees in the Cobija city. Between November and the first days of December of this year 637 participants approved their final works, who are in the stage of processing their master's degree, making a total of 1,058 teachers who concluded successfully the course. The Universidad Pedagógica grants the Academic Master's Degree in Productive Socio-communitarian Education at the conclusion of the five academic semesters and final product defense, according to Art. 10 of the R.M. No. 407/2014. The modality of the Final Product is the production of knowledge, this is a creative work in its contents and methodologies leading to enrich the MESCP in its theoretical dimension and concrete proposals, such as programs, models and others applicable to the

educational transformation of the SEP, connected with local communities own and pertinent knowledge, universal knowledge, technology, through a decolonizing methodology that starts from the indigenous paradigm and intercultural dialogue

The profile of the master's degree must be one or a teacher who consolidates, creatively develops and sustains the MESCP for decolonization, recovers and produces from its experience, in communities of production of knowledge, own and relevant knowledge to solve problems of the present, committed to the transformation of reality to Living Well, through the link between Education and Community.

6.4.4. PROFOCOM - SEP: Complementary Training Program for Actors of the Plurinational Educational System

As of 2016, the operational structure of PROFOCOM began to meet training needs, not only classroom teachers, but also managers of the Plurinational Education System, mothers and fathers, secretaries of educational units, as well as short-term training processes directed to teachers for very specific functions (humanistic technical secondary degree, modular secondary, use of native language in educational processes). This extension of the coverage and functions of the PROFOCOM gave rise to a new phase of this program that is called PROFOCOM-SEP: Programa de Formación Complementaria para Actores del Sistema Educativo Plurinacional Complementary (Training Program for Actors of the Plurinational Educational System) that has several components that are described below:



6.4.4.1. Diploma in Complementary Training on the Use of Native Languages in Educational Processes (1st Version)

Education is intracultural, intercultural and plurilingual throughout the education system from the enhancement of wisdom, knowledge and languages native indigenous campesino nations and peoples, intercultural and Afro-Bolivian communities, promotes interrelation and coexistence in equal opportunities for all through mutual appreciation and respect between cultures. This first diploma in the use of the native languages directed to primary teachers and community vocational teachers has 721 participants.

The Law Avelino Siñani - Elizardo Pérez in Art. 7 indicate. Education should be initiated in the mother tongue, and its use is a pedagogical necessity in all aspects of its formation. Due to the linguistic diversity in the Plurinational state, the following mandatory principles of language use are adopted as instruments of communication, development and production of wisdom and knowledge in the Plurinational Education System.

1. In populations or communities monolingual and predominant of the original language, the original language as the first language and Castilian a second language.
2. In populations or communities monolingual and of predominance of Castilian, the Castilian like first language and the native like second.
3. In trilingual or plurilingual communities or regions, the choice of the original language will be subject to criteria of territoriality and transterritoriality defined by the community councils, which will be considered as the first language and Castilian as a second language.

The teacher should work with his students to relate their curricular development to the approach and thematic axes of the different modules, where teachers work from their areas in a related way with the approach of strengthening the use of native languages within the educational processes. That is, we work in a connected way with the different educational authorities and the community itself.

PARTICIPANTS BY DEPARTMENT AND NATIVE LANGUAGE

Department	Language	Participants
Chuquisaca	Quechua	123
La Paz	Aymara	101
Cochabamba	Quechua	172
Oruro	Quechua	125
	Aymara	
Potosí	Quechua	70
Santa Cruz	Besiro, Guarani, Quechua	96
Beni	Maropa - Takana	34
Total		721

Table N° 15. SOURCE: PROFOCOM - SEP. AUGUST 2016.

PARTICIPANTS BY NATION AND NATIVE INDIGENOUS PEOPLES:

Nation and native indigenous peoples	Total
Quechua	402
Aymara	170
Guarani	51
Takana	24
Besiro	64
Maropa -	10
Total	721

Table N° 16. SOURCE: Data PROFOCOM, December 2016

Achievements

- It was possible to establish spaces for dialogue, debate and intercultural reflection among the different native indigenous campesino nations and peoples, which strengthened the training process of the facilitators of the diploma.
- Reflective dialogue about the implications of developing the different native languages, understanding them as living elements and not as static elements, which made it possible to problematize different ways and strategies to promote the use of native languages, starting with art, creativity, play activities, music, etc. This reflexive process also made it possible to problematize the meaning of the Productive Sociocommunitarian Educational Model by analyzing the curricular elements implementation.
- Openness and predisposition for the use and development of the native language in the different educational contexts.
- Curriculum Development Plans developed in the different native languages that made it possible to strengthen the development of the native language from the meaning of life of cultures.
- Generation of tools, based on intercultural processes, to develop and enhance the use of native languages as elements that permeate the educational process.

Difficulties

- Initially there was little understanding of the meaning of the Diploma (because it has a dialogical, communicative and textual sense), since many of the Facilitators hoped to develop the native languages from the grammatical field and not from the sense of revalorization of the wisdom, knowledge and values of our Native Indigenous Peoples.
- Predisposition of the ILCs with the participants for the accreditations, since the days and the schedules that were available for the accreditation were during the week and our fellow teachers could not attend, the presence of the ILCs was also requested the days where the participants had socialization of the

modules, but there was neither the necessary support nor the understanding on the part of the peers, as one of the requirements to be part of the Diploma is the intermediate and advanced level of management oral of the native language, however some ILC (Aymara and in some cases Quechua) did not accredit the participants, which causes a certain skepticism and insecurity in the Diploma.

- The limitations of facilitators from the perspective that was initially very dogmatic, in the sense of understanding native languages as living processes; This hindered the development of the Diploma.
- To date, although the report of the participants (from the PROFOCOM coordinator), the facilitators who are technicians of the ILCs of the Takana and Maropa nations did not submit their reports on the development of modules 1 and 2 (Which concluded in the middle of November) to the system.
- Mothers and fathers who refused to let their children be part of educational processes where the native language is used as a vehicle and tool to produce knowledge.

6.4.4.2. Diploma in Training for the Transformation of Educational Management (1st Version)

The diploma in “Training for the Transformation of Educational Management in the MESCP”, accomplishes the need to establish implementation tools for the transformation of some priority “problems” that limit the possibilities of implementation of the MESCP. These are “problems” identified in various levels of the SEP, from which mechanisms, tools and the way of organizing the training process have been established to generate participatory transformation processes.

SUMMARY TABLE WITH THE TOTAL NUMBER OF DIRECTORS IN THE SEP

Department	N° Educative District	ESFMs General Director	UAs Coordinator	Dep. Director of Education	Dep. SubDir Of Education	District Dir. Educative	Director of the UE/CEA/CEE						Total	TOTAL
							Directors initial	Directors Primary	Directors Secondary	Directors CEA's	Directors CEE's	Directors Permanente		
Chuquisaca	28	3		1	3	27	27	276	76	29	4		412	446
La Paz	83	7	3	1	3	73	39	1178	405	100	8	2	1732	1819
Cochabamba	43	3	4	1	3	43	34	694	182	69	11		990	1044
Oruro	22	2	3	1	3	21	20	210	113	29	5	2	379	409
Potosí	33	4	2	1	3	33	33	481	160	35	3	1	713	756
Tarija	11	1	2	1	3	11	19	226	64	24	9	1	343	361
Santa Cruz	53	4	3	1	3	54	77	965	342	88	24	2	1498	1563
Beni	19	2	1	1	3	14	15	288	49	34	6	2	394	415
Pando	10	1	2	1	3	10	2	71	7	11	2		93	110
Total	302	27	20	9	27	286	266	4389	1398	419	72	10	6554	6923

Table N° 17. SOURCE: PROFOCOM - SEP. DECEMBER 2016



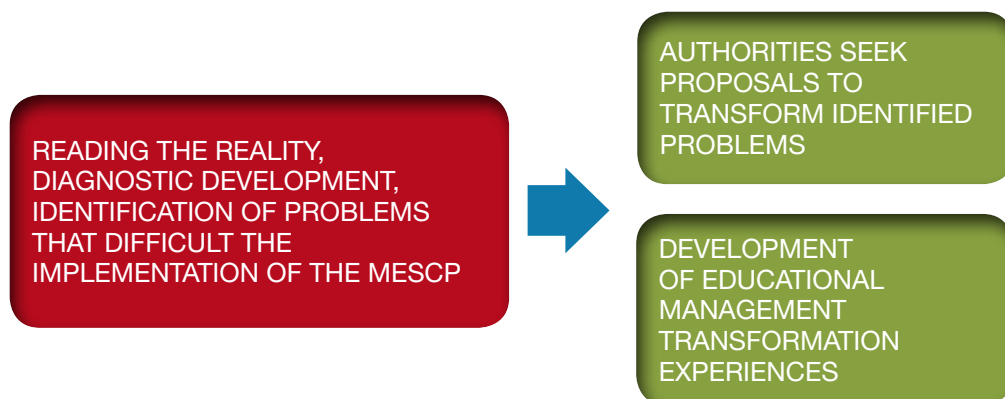
Diploma Objective

We analyze and reflect analytically the educational reality, strengthening the commitment of the Educational Manager or from a theoretical - methodological training connected to the practice and the implementation of experiences that allow the transformation of the Educational Management for the consolidation of the Productive Socio-communitarian Educational Model and the Plurinational Education System.

Training and Transformation Strategy

We start by clarifying the SEP's educational criteria and the dialogue with the educational authorities to "learn" the ways in which they assume and respond to specific problems from their experience that allow the SEP to work. It is a matter of recognizing the experience of the SEP authorities in order to, in a participatory manner, consolidate the implementation of the MESCP.

In this sense, during the progress of the diploma course, the necessary tools are provided, so that, authorities of the SEP identify the problems of their contexts that limit the implementation of the MESCP (through a diagnosis of the educational reality) and from the problems identified by the SEP authorities, they will be the ones who put forward proposals for the resolution of problems and the generation of transformative experiences of the educational management in the MESCP. Assignment that delineates a work method and content to be developed throughout the diploma that will be connected to the Product of the same.



In the Plurinational Education System there are 6,923 directors, the diploma is addressed to all of them, based on their experience they will build a model of curricular and administrative management in the MESCP approach.

DIPLOMA PARTICIPANTS IN TRAINING IN EDUCATIONAL MANAGEMENT TRANSFORMATION

Department	Dir. national level	Participants	
		N°	%
La Paz	1819	1157	64%
Cochabamba	1044	602	58%
Santa Cruz	1563	557	36%
Chuquisaca	446	262	59%
Tarija	361	263	73%
Oruro	409	245	60%
Beni	415	309	74%
Potosí	756	491	65%
Pando	110	45	41%
TOTAL	6923	3931	57%

Table N° 18. SOURCE: PROFOCOM - SEP. DECEMBER 2016.

In the diploma course, there are 3,931 directors of educational establishments that are the operators of MESCP, with which they can construct analytical and propositive thinking with values of complementarity and reciprocity, through reflection and discussion in spaces of active and communitarian participation, analyzing the meaning of the Foundations, bases and approaches of MESCP, to transform the educational practice under the new model of education.

Politics, Reality and the Transforming Role of the Educational Manager in the Productive Sociocommunitarian Educational Model

It is a question of positioning the educational manager as an important actor in the processes of educative transformation and the community itself, generating meaning to their functions, which are loaded in a power which does not lie in it but in the will of one's own Community, in that sense one speaks of a delegated power and the implementation of the command obeying. The development of this delegated power implies responding to a problematic reality connected by the types of relationships established among various actors in the community, who in turn display their tasks in different areas that make up the social fabric. Observing this complex reality means knowing how to read reality from that complexity from those relationships and from the present and the possible.

Within this plan, a comprehensive management and a manager that responds with integrity is formed where administrative, curricular, community social and political ethics are articulated.

6.4.4.3. Diploma in Complementary Training for the Strengthening of the Humanistic Technical Secondary Degree and Productive Education (1st Version)

One of the central problems of technological technical education was its profound disassociation with the social, economic and productive reality of the country, that explains why at the initial and primary level technical education was reduced to matters of labor, crafts, embroidery on canvas, drawing and painting, household techniques; fact that repercussion in the secondary level where it was taught of Technical Vocational in areas of cut and confection, knitting, carpentry, electricity and food. In spite of good intentions, this type of process was disjointed from the economic and productive reality of the country, causing technical education to be devalued, undervalued and considered as a filling and simple pastime in curriculum development.

PARTICIPANTS DIPLOMA IN COMPLEMENTARY TRAINING FOR THE STRENGTHENING OF THE HUMANISTIC TECHNICAL SECONDARY DEGREE OF TECHNOLOGY AND PRODUCTIVE EDUCATION

Department	Participants
Chuquisaca	230
La Paz	1341
Cochabamba	332
Oruro	414
Potosí	191
Tarija	185
Beni	193
Pando	104
Santa Cruz	611
Total	3601

Table N° 19. SOURCE: PROFOCOM - SEP. DECEMBER 2016

This diploma is intended to provide working criteria to promote productive education based on dialogue with our reality. 3,601 teachers and teachers participate.

To complement this process, within the framework of a strategy of follow-up and accompaniment processes, community self-training have been established, spaces where facilitators should read and deepen the advanced, addressed and reflected in the training workshops. Work should be developed from the obligatory and complementary readings, which has allowed accompanying and graduating the preparation prior to presential sessions with the participants.

Therefore, the academic requirement of the facilitator is rigorous and systematic as regards the methodological management and knowledge of the contents of the Thematic Units of each module, articulated to the reality of the participant, which requires ongoing and continuous training, seeking more pertinent information in

different spaces for the development of the formative process in an comprehensive and holistic way. To this end, the facilitators meet every Wednesday to self-train and plan thematic units at each site (ESFM / UA), which is monitored, accompanied and supported by technicians of the Ministry of Education through communication by telephone, WhatsApp and other means.

Although the training process has been focused on generating debate, analytical reflection and problematizing the experience of facilitators. It has been a process that has been difficult to sustain, because of the dynamics of pedagogical practices fixed in the experience of teachers.

6.4.4.4. Diploma in Teacher Training of Productive Communitarian Secondary Education Under the Modular Training Strategy

The implementation of the MESCP under the Modular Training Strategy arises as an answer to old constructs and educational policies that historically failed to read the conditions and characteristics in which the teaching-learning processes were developed in zones and communities located in difficult access contexts, where the classroom infrastructure and its organization in a majority of the localities was contribution and effort of mothers and fathers of the family.

This is how educational spaces were created for the training of students with a primary level reach, but what happened to young people who aspired to a training in the secondary level? A very small group of students, thanks to the support and possibilities of their families, sought and established spaces to give continuity to their training in secondary level, while the other group, due to a multiplicity of circumstances, economic, labor, geographical, etc. were left attached to daily activities of the family within the community and all expectation of aspiration for training in the Secondary Education Level, usually the educational processes in these contexts are developed in circumstances that become adverse to all aspiration. These and other elements are factors that led to educational policies that guarantee access to quality education in all areas of the Bolivian territory.

DIPLOMA PARTICIPANTS

Department	Participants
Chuquisaca	4
La Paz	4
Cochabamba	0
Oruro	0
Potosí	0
Tarija	4
Beni	9
Pando	17
Santa Cruz	23
Total	61

Table N° 20. SOURCE: Data PROFOCOM, December 2016

In March of the present management, began the development of the formative process to the diploma, according to the methodological strategy defined by the Ministry of Education. In the first meeting with teachers interested in the diploma, the following criteria were developed:

- **The meaning of the Modular Training Strategy** in the level Productive Communitarian Secondary Education. What coverage has education had in the Plurinational State, who is incorporated and who excluded the right to Education? What does a policy such as Modular Secondary Education involve in the current process of the country? Will it have to do with incorporating the most excluded people in the Bolivian reality throughout history? How important is the role that the teacher will fulfill within a historical debt that we have as a state to a population that has not had coverage in Education, how the state systematically excluded them, and how now the plurinational state proposes an inclusion of the whole territory?
- **Administrative management and curricular management under the modular strategy.** **Administrative:** Involvement of the teacher in the reality of the community: registration, organization and structure of work of the modular strategy. **Curriculum:** Program of Study of the Training Modular Strategy organized in the four Fields of wisdoms and Knowledge and for years of schooling: first, second, third of Productive Communitarian secondary. Curricular Development Plan, which must be developed with the curricular elements as: holistic objective, related contents and axes, methodological orientations, resources, materials, evaluation criteria, product and bibliography.
- **Methodological development** of the educational processes under the modular training strategy multigrade - by fields of wisdoms and Knowledge (methodology of work in the modular training strategy)



EDUCATIONAL UNITS AND STUDENTS OF PRODUCTION COMMUNITY SECONDARY EDUCATION UNDER THE MODULAR TRAINING STRATEGY

Dpt./District Educatives	Educative Units	Students		
		1 st year	2 nd year	3 th year
BENI SAN IGNACIO y RIBERALTA	ARERUTA DEL SECURE	19		1
	LA ASUNTA DE SECURE	13		
	SANTO DOMINGO DE SECURE	7		
	PUERTO TOTORA DEL SECURE	12		
	HORIZONTE (FRONTERA)	4	2	4
	COSTA RICA	10	0	3
	SANTA ELENA DE LAGO	7	7	1
	BUEN DESTINO (FRONTERA)	14	9	8
PANDO EXALTACIÓN	IBERIA	4	0	0
	FEDERICO HECKER	14	0	3
	SIMON BOLIVAR	3	2	6
	PUERTO COPACABANA	6	3	7
CHUQUISACA VILLA VACA GUZMAN, MACHARETÍ y MONTEAGUDO	ITAU	5	4	
	RENÉ ARTEAGA		3	
	CHACO BAÑADO	3		
	PAMPA DE LIMA	6	5	2
TARIJA VILLA MONTES	LA VICTORIA			3
	CHACO BOREAL	1		
	LOS GALPONES	2		
	SAMAIGUATE	2	1	
LA PAZ IXIAMAS	COLOMBIA	3	1	4
	LA PAZ DEL BENI	4	1	1
	PUERTO RUSSO	5	10	
	BRUNO RACUA	3	3	2
SANTA CRUZ SAN IGNACIO, EL PUENTE y SAN MATIAS	FRANCISCO SOLIZ PEDRAZA (PORVENIR)	7	2	0
	LIMONCITO	9	2	1
	1RO. DE MAYO	2	6	4
	SAN ANTONIO DE LA SIERRA	1	0	6
	VILLAZON	4	3	1
	TORNITO	7	2	
	POZONES	4	3	
	SAN MIGUELITO	2	2	
COCHABAMBA TOTORA	TINKI LAGUNA	4	1	
	SIMON BOLIVAR	9		
	TAPERAS	2		
	25 DE MAYO	2		
TOTAL STUDENTS PER YEAR OF SCHOOLING		183	71	57
TOTAL STUDENTS AT NATIONAL LEVEL		311		

Table N° 21. SOURCE: PROFOCOM - SEP DECEMBER 2016



The educational policy proposes comprehensive training attention with the following characteristics:

- Territorial spaces of four Educational Units are developed by “regions” or “zones of intervention” where secondary care is not available.
- Within the framework of the curriculum structure of the MESCP, the modular strategy is developed by field of wisdom and knowledge (Community and Society, Life Earth and Territory, Cosmos and Thought, Science Technology and Production).
- In each “intervention area” teachers develop educational processes in the corresponding field of wisdom and knowledge during a two-month period.
- Each two-month period and the teachers rotate in the four Educational Units of the “intervention area” to ensure the training of students throughout the year of school in the four Fields of Area of wisdom and knowledge. That is to say, each teacher shows the program of studies of the modular program in a two-month period working 7 hours per day, in which the contents and articulating axes of areas in the interior of the fields are articulated and in some cases are developed in the methodology itself. The development of curricular activities in the Educational Units of modular care is revealed by Area of wisdom and knowledge, but, the grades are broken down by Area of wisdom and knowledge, the same happens with the Evaluation.

Field of wisdom and knowledge	Area of wisdom and knowledge
Cosmos and Thought-	<ul style="list-style-type: none"> - Cosmovision, Philosophy and Psychology - Values, Spirituality and Religions - Musical education - Visual and Plastic Arts
Community and Society	<ul style="list-style-type: none"> - Communication and Languages - Social Sciences - Foreign language
Life Earth Territory	<ul style="list-style-type: none"> - Biology - Geography - Physics - Chemistry - Physical Education and Sports
Science Technology and Production	<ul style="list-style-type: none"> - Mathematics - General Technological Technique

The program of studies of the Modular Training Strategy condenses the minimum contents of 1st, 2nd and 3th year of schooling of Productive Communitarian Secondary Education Level, organized by Fields of Area of wisdom and knowledge.

In the territory of the Plurinational State of Bolivia, 36 teachers develop the attention in Productive Community Secondary under the Modular Strategy, in 9 areas of intervention and Difficult Access, reaching 36 Educational Units that only had the attention in the Primary Vocational Communitarian Education. The beneficiaries of this educational policy are 311 students aged 13 to 22 years. Thus, the implementation of the Productive Socio-communitarian Educational Model under the modular training strategy initiates a process of fulfillment and response to historical debt.

6.4.4.5. Community Training in the Productive Socio-Communitarian Educational Model for Mothers and Fathers of Family and Social Organizations

Avelino Siñani - Elizardo Pérez Law, in Art. 4 (bases of education) Inc. 5. Consolidate the Plurinational Educational System with the direct participation of mothers and fathers, social and popular organizations, institutions, native indigenous campesino nations and peoples, Afro-Bolivians and intercultural communities in the educational policies formulation, planning, organization, monitoring and evaluation of the educational process, ensuring their quality.

Article 90. (Communitarian Social Participation). It is the instance of social actors participation, community actors, mothers and fathers with representation and legitimacy, related to the educational field. Communitarian social participation comprises the structure, mechanisms, composition and attributions directed to support the development of education, subject to regulation.



Article 91. (Objectives of Communitarian Social Participation). 1. Participate in the formulation and guidelines of educational policies throughout the Plurinational Education System, to contribute to the quality of education, within the framework of the co-responsibility of all educational actors.

2. Ensure respect for the specific educational attributions, roles and responsibilities established in the rules and regulations of the Plurinational Educational System, regarding the administrative-hierarchical, technical-teaching, educational-student and community social participation aspects.
3. To consolidate the communitarian and democratic nature of Communitarian Social Participation, regarding the diversity of educational actors and their forms of organization for communitarian social participation, with legitimacy and representativeness.
4. Promote consensus among the different actors of education for the definition of educational policies, understanding that education is a common good and shared responsibility of all.
5. To achieve a Communitarian Social Participation with vocation of service, commitment, solidarity, reciprocity and complementarity between all the educational actors.
6. Participate in the planning, control, monitoring and evaluation of the educational process, respecting the specific attributions of the educational actors and the territorial and geographical delimitation of Communitarian Social Participation.
7. Contribute to the achievement of administrative transparency through social control to optimize the functioning of the Plurinational Education System.

**PARENTS REGISTERED IN TRAINING
COMMITTEE AT THE MESCP, DECEMBER 2016**

N°	Department	N° of U.E.	PPFF Registered	PPFF Groups
1	Beni	161	895	94
2	Chuquisaca	113	2279	128
3	Cochabamba	498	8506	290
4	La Paz	332	2677	55
5	Oruro	269	4879	226
6	Pando	0	0	0
7	Potosí	413	4127	130
8	Santa Cruz	243	1675	0
9	Tarija	129	842	21
Total		2158	25880	944

Table N° 22. SOURCE: PROFOCOM - SEP DECEMBER 2016

PPFF=Parents

Achievements

- Coordination of Organic form in the Departmental and Provincial social organizations.
- The willingness of a large number of mothers and fathers to train and give replies on communitarian training and other issues.
- Parents can show their enthusiasm and willingness to know the educational model and support the activities in the educational unit.
- Mothers and fathers who were against the educational model have been able to reflect and analyze the positive aspects and some have changed their view of the positive aspects.
- Coordination with PPFF (parents) representatives is very important for the development of training processes and the commitment of some social organizations to the development of community training workshops.
- The use of visual media such as videos with short-term themes and educational reality mean a great deal for the understanding of the model and its emancipatory, communitarian, productive and intercultural character.
- Greater involvement in decision-making by social organizations in the educational field.

Difficulties

- The lack of commitment of some leaders, because of this workshops are delayed.
- The lack of commitment and responsibility on the part of some facilitators of PROFOCOM in the development of the socialization workshops and the implementation of the popular notebook activities.
- The lack of commitment and responsibility on the part of some educational authorities, which hindered the development of the workshops and did not provide support.

6.4.4.6. Course Update and Training Workshop “In the Model Sociocomunitarian Productive” Directed to Secretaries / os of the SEP

Department	Secy. With item in SEP	Workshops Concluded		Facilitators	Groups
		No.	%		
Chuquisaca	186	127	68,3	4	4
La Paz	911	681	74,8	17	17
Cochabamba	688	442	64,2	14	14
Oruro	219	135	61,6	4	4
Potosí	320	161	50,3	4	4
Tarija	220	157	71,4	5	5
Beni	272	228	83,8	7	7
Pando	31	29	93,5	1	1
Santa Cruz	1022	804	78,7	26	26
Total	3869	2764	71,4	82	82

Tabla N° 23. SOURCE: Data PROFOCOM, December 2016



The training course and updating of secretaries comes from the same secretaries, realizing the need in the labor practice to be part of the administration in the Model Socio-communitarian Productive.

The PROFOCOM, responding to the needs and in compliance with the demands of the Plurinational Educational System, for the administrative staff of the Educational Units, Alternative Education Centers and Special Education Centers as secretaries, gatekeepers, regents and other staff of the SEP, for being part of the Plurinational Education System and having among its functions to make feasible and to accompany the implementation of the curriculum in the framework of the Productive Socio-communitarian Educational Model, participating in the processes of educational transformation from the administrative field, made substantial the attention to them in relevant themes to their training and updating, in the MESCP.

Being a secretary at the MESCP is more than a trade, it is a profession where the vocation of service to the educational community is developed with quality and identity, valuing and respecting cultural diversity, since in the educational community it where the MESCP is implemented and concretized through the practice embodied in a decolonizing, intercultural, intercultural, multilingual education, productive and socio-communitarian.

Achievements and Difficulties

- Socialize the principles and curricular guidelines by which the MESCP operates.
- It has succeeded in generating an inclusive scenario, where the secretaries have felt part of the structure of the SEP and the MESCP.
- Problems and difficulties that impede progress in the implementation of the MESCP and the way to progress in its deepening and consolidation have been reflected and problematized.
- Timely communication and information made difficult the logistical and operational aspects of the training process.
- Some federations have misinformed the secretaries in order to interrupt the training process.

Social Impact

- For the first time in the history of Bolivian education an inclusive scenario is generated where the secretariats have felt part of the structure of the SEP and the MESCP, making possible to change administrative practice and good treatment of others.

6.4.4.7. Plurinational Pedagogical Days

The Plurinational Pedagogical Days aim to socialize the educational advances from the relevant experiences in the implementation and production of knowledge in the framework of the MESCP with the purpose of generating spaces of analytical and participatory reflection, in order to identify potentialities and limitations that make possible to raise specific actions to strengthen the implementation of the MESCP.

“SOCIALIZATION OF TRANSFORMING EXPERIENCES IN THE MESCP”

Department	Participants
Chuquisaca	3122
La Paz	15280
Cochabamba	10318
Oruro	2234
Potosí	4274
Tarija	3551
Santa Cruz	15638
Beni	5051
Pando	858
Total	60326

Table N° 24. SOURCE: Data PROFOCOM, December 2016

The Transformative Educational Experiences presented at District and Departmental level according to CALL No . 008/2016 is addressed to teachers at the levels of: Initial Communitarian in Family, Vocational Communitarian Primary, Productive Socio-Communitarian Secondary, Alternative and Special Education (EPJA, Permanent and Special). Thus, four categories of participation were opened: Implementation Experiences in the MESCP, Production of Educational Texts, Production of Educational Videos, and Uses of ICT in Educational Practice.

PLURINATIONAL PEDAGOGICAL DAY 2016 DEPARTMENTAL STAGE

Department	Effective participants	Exhibitors	Total Participants
chuquisaca	1869	56	1925
La Paz	3708	142	3850
Cochabamba	4429	84	4513
Oruro	1345	16	1361
Potosí	1589	50	1639
Tarija	545	30	575
Beni	1585	23	1608
Pando	337	8	345
Santa Cruz	5481	134	5615
Total	20888	543	21431

Table N° 25. SOURCE: Data PROFOCOM, December 2016

At both the District and Departmental level, the experiences in plenary and in working groups were gathered by categories and levels subject to a protocol that could be modified according to the characteristics of the context.

However, the experiences were inputs that served other teachers to improve their educational practices and produce knowledge according to the reality of their context and in that way to contribute to the transformation of education under the implementation of MESCP.

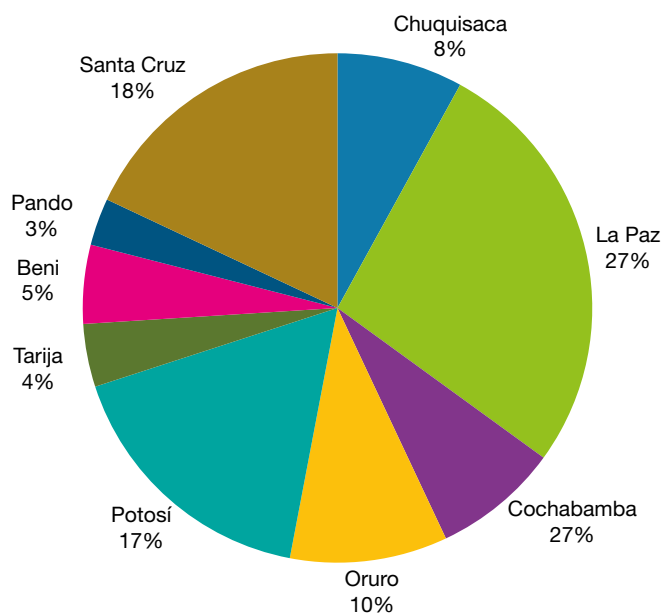
The different experiences took into account the living process that each teacher has in the development of certain contents, which allow them to relate according to the reality of each context and the practice of pedagogical implementation allowing to develop and innovate processes of appropriate educational transformation to its reality, also working the political sense of what is the actual curriculum implementation of the MESCP.

6.4.4.8. Organization of Central Office, Secondary Offices and Personnel PROFOCOM - SEP

I. Central Office, Secondary Offices of PROFOCOM – 2016

Department	Central Office		Sec. Office	
	ESFM	UA	N°	%
Chuquisaca	3	0	32	7,6
La Paz	7	3	68	27,1
Cochabamba	3	4	57	8,2
Oruro	2	3	14	9,7
Potosí	4	2	20	17,4
Tarija	1	2	23	3,8
Beni	2	1	27	4,7
Pando	1	2	14	3,2
Santa Cruz	4	3	64	18,2
Total	27	20	319	100

Table N° 26. SOURCE: Data PROFOCOM, December 2016



These are the places where the activities are carried out for each training unit that last eight hours, socialization sessions four hours and self-training communities. For the operation of the program there are 27 Higher Teacher Training Schools (ESFM) and 20 Academic Units (UA) that are the central offices, there are 319 secondary offices distributed throughout the country, support the development of training processes.



These are the theorizing spaces of the Training Units, in addition this theory must be analyzed in the sessions of socialization based on their experience, the experience of the participants, who from this environment find new meanings to the theoretical contents, elements which allow them to broaden their analytical view of reality. In addition to questioning the logic of separate disciplines or areas of knowledge, this spaces allows them to have a comprehensive and holistic understanding of the social, cultural, economic and political reality of the community.

II. Organization of the Communities of Production and Educational Transformation - CPTs.

Department	Educative Districts	Regular Education	Alternative Education	Special Education	Total
Beni	14	921	52	9	982
Chuquisaca	28	1.281	68	10	1.359
Cochabamba	42	2.675	175	18	2.868
La Paz	72	4.454	159	28	4.641
Oruro	21	751	48	9	808
Pando	10	316	19	3	338
Potosí	33	2.412	69	7	2.488
Santa Cruz	52	3.364	199	42	3.605
Tarija	11	827	37	10	874
Total	283	17.001	826	136	17.963

Table N° 27. SOURCE: Number of CPTs PROFOCOM DATA - 2016.

The Communities of Production and Educational Transformation - CPTE, are made up of teachers belonging to the same EU / CEA / EEC, has as main function to answer the needs and problems of the educational community, through the Socioproductive Projects as a transformative educational instrument.

In these spaces, processes of analysis, exchange of experiences and community work must be generated that allow sharing Area of wisdom and knowledge to invigorate the educational practice in the classroom, within the guidelines of the MESCP:

III. Coordinators and Facilitators With Item PROFOCOM -SEP 2016

Department	Coordinator	Academic Assistants	Facilitator	Total
Chuquisaca	3	5	36	44
La Paz	9	17	178	204
Cochabamba	7	12	74	93
Oruro	5	4	46	55
Potosí	5	6	76	87
Tarija	3	4	24	31
Beni	3	4	24	31
Pando	1	1	10	12
Santa Cruz	6	10	82	98
Total	42	63	550	655

Table No. 28. SOURCE: Number of Facilitators throughout the country.

For the development of the program there were 655 items of teachers in the third and fourth phase, in the first and second phase in addition to the items 985 teaching facilitators by service had to be contracted.

This structure is responsible for applying the organizational, academic and administrative guidelines emanated from the Ministry of Education, ensuring the training quality and compliance with the objectives of the PROFOCM.



PROFOCOM-SEP EQUIPMENT





Knowledge Production and Publications

7.1. Vision of the knowledge production in the Productive Sociocommunitarian Educative Model

Starting from the conception that the production of knowledge is a production of the actual reality that we are going to live, is not to investigate an object in a separated, distant context; is to investigate reality knowing that we participate building that reality.

Life and knowledge are linked and the production of knowledge tries to recover that connection on the basis of a horizon, a political project, in our case the Plurinational State project.



The vision of knowledge production in the MESCP is, therefore, to answer certain requests¹ that the current historical moment demands from the deep structural changes of the State with an impact on educational policy and particularly on the policy of teacher training:

- a. The requirement to change and transform, the knowledge production in the Model involves reality transformation. Therefore, it is not a question of a merely academic or specialized knowledge, disjointed from educational practice, but rather a concrete and reflexive practical knowledge that allows a profound change in the ways of teaching and learning, the transformation of the educational practice of teachers, the students reality and the context, the community.
- b. On the other hand, although starting from our reality, this does not mean a denial of knowledge called “universal”, on the contrary, it is a requirement that knowledge produced in Bolivia can be articulated and harmonized with the advances in knowledge at world level. Understanding the knowledge production from our state means to articulate them with what has been developed as knowledge accumulated in the world.
- c. A third requirement is the recovering and revaluation of indigenous peoples collective wisdom. This does not imply any kind of essentialism or particularism, it is not a matter of thinking that an indigenous project is being constructed, it is a question of evidencing two aspects necessary for decolonization from knowledge: first, native indigenous nations and peoples need to reconstitute and reassess their identity; but not only them, also all Bolivians who are part of this process, it is vital not to fall into a dependence on knowledge; therefore, the recovery of knowledge with identity, in the sense of being one’s own and answer to our problems, is important for everyone. Secondly, as a process of knowledge production, it is necessary to recover the collective wisdom and alternative knowledge of the current type of capitalist society, starting from recovering those experiences, models and practices and being able to generate a process of own production with a transformative meaning.
- d. A fourth requirement is that we need teachers who produce knowledge, committed to educational transformation, who produce knowledge from the educational process, which means not leaving or distancing themselves from their educational practice. In this sense, we need teachers with a profile of knowledge producers who contribute from the reality of their own context, community, territory, etc., to give favorable, creative and innovative answers to the four problems of Bolivian reality unsolved by the educational models of the past, namely: colonial and neocolonial condition of Bolivian reality,

¹ Training Unit No. 8: Knowledge production in the Productive Sociocommunicatarian Educational Model published by PROFOCOM, in management in 2015, refers to the fact that in the construction process of the MESCP it is fundamental to clarify the demands of the type of knowledge required by the Model for its implementation. For the development of this section fundamental ideas expressed in the cited document have been recovered.



condition of economic dependence, lack of appreciation of the collective wisdom and knowledge of native indigenous nations and people cognitive and uprooted² education.

7.2. Publications in the context of the Educational Revolution with Teaching Revolution

In the implementation process of the Productive Sociocommunitarian Educational Model in the different subsystems of the SEP, the importance of the knowledge production by the different actors involved in the training spaces generated in the initial, continuous and postgraduate teachers training is undeniable and other special programs such as PEAMS, PPMI, PROFOCOM and, starting in 2016, PROFOCOM - SEP.

Knowledge production and publications for teachers until January 2006 was practically non-existent; bibliographic production for teachers training was left to the initiative of individuals or institutions or NGOs.

Since 2006 and with greater emphasis since 2009, actions have been developed to promote the knowledge production and the publication of texts for teachers training.

Currently, six years after the promulgation of “Avelino Siñani - Elizardo Pérez” Law, clear progress is being made in the knowledge production, which is reflected in the series of publications produced by the Ministry of Education. It should be noted that several of these documents have the contribution or are the result of the work of the teachers themselves, who laboriously from their experience in the educational process are taking advantage of this historic opportunity to translate into written texts the experiences of educational practice in the classroom, the school and the community, contributing in this way to the generation of own educational thought that responds to the diversity of our Plurinational State.

Knowledge production from teachers training comprehensive structure become into a set of publications that can be summarized, until the end of 2016, as follows:

- In Initial Training texts have been published in the Training Units that supported since the 2012 management the students training process of the ESFM and UA within the framework of the objectives defined in Law 070 Avelino Siñani - Elizardo Pérez. Also included is a Normative Compendium, worked participatory giving guidelines, based on the implementation of the educational policy, the institutional and curricular transformation in institutions that train teachers.

2 Training Unit No. 1 of PROFOCOM (2014), Productive Sociocommunitarian Educational Model, expresses that a first aspect to be reflected deals with the realities to which the MESCP responds, that means, the problems not addressed by previous educational models.



From the management 2015 are published Pro - Vocations Magazines, which are enabling the knowledge production from the experiences of teachers and students in the educational process; here is a good job of recovering wisdom and knowledge of native indigenous nations and peoples that has not remained in the mere archaeological recovery, but is being used in everyday life in order to solve the problems inherited from capitalism.

On the other hand, in the present management the publication of the Collection Plurinational History and Decolonization begins, through a document that collects the dialogue between Social Sciences teachers of the Superior Schools of Teacher Training and Bolivian and foreign historians who have made original studies on Bolivian history and that is translated in *Memoria del Encuentro de docentes de Ciencias Sociales de Escuelas Superiores de Formación de Maestras y Maestros e historiadores sobre Historial Plurinacional de Bolivia*, held in La Paz, between 12 and 13 of July 2016. In this context, it constitutes the first material of a series of texts that will be published on the history of Bolivia from a plural and decolonizing vision. The idea of initiating a dialogue about history, from the approach of research and teaching, is to begin to define guidelines for the production of educational texts in order to transform the way students know and appropriate the history.³

3 Criteria retrieved from the document: *Memoria del Encuentro de docentes de Ciencias Sociales de Escuelas Superiores de Formación de Maestras y Maestros e historiadores sobre Historial Plurinacional de Bolivia*. La Paz, 12 y 13 de julio de 2016. *Diálogos sobre Historia Plurinacional de Bolivia. Colección Historia Plurinacional y Descolonización*.

Also, the document, Educational Revolution with Teaching Revolution, exposes and analyzes the main milestones and outcomes of the teacher training in the components of Initial, Continuous and Postgraduate Training, as well as other special programs as of the 2006 management, year in which the II National Congress of Education was held.

To date, more than six years after the promulgation of the “Avelino Siñani - Elizardo Pérez” Law, the Educational Revolution has clear progresses, which are being built with the teachers themselves. The policies of profession and teacher training implemented by the Ministry of Education within the framework of the profound transformations of the Plurinational State of Bolivia make it possible to affirm with certainty that the Educational Revolution is consolidated with the Teaching Revolution.

- In the Continuous Education component, UNEFCO has developed and published a variety of educational materials emerging from the needs and expectations of SEP teacher training and to date, there have been courses and training cycles on native languages, specific didactic for different areas, educational use of information and communication technologies (ICTs) under the MESCP, community educational management, methodological tools for working in Multigrade Schools and other topics; In its five years of implementation, UNEFCO has attended 256,886 participants throughout the country, this number includes teachers who have participated between 1 and 10 courses.
- For its part, PEAMS, through UNEFCO, since the 2010 management has produced and published an important set of educative materials for the participants of the program, highlighting the common modules referred to educational policy in the Plurinational State and training modules specialized in epistemological guidelines and curricular construction for the areas of mathematics; natural sciences: Biology- geography; natural sciences: Physics-chemistry; social sciences; communication and languages; cosmology and psychology.





- In addition, the PPMI has, since 2008, produced printed educational material for program participants in the areas of General Training with Study Guides for the areas of: Special Education, Educational Research and Knowledge Production, Sociopolitics and decolonization, and Community Family Health. For the Specialized Training of teachers Study Folders have been implemented in different areas.
- Since 2012, PROFOCOM has been profuse in the number of educational materials produced by recovering the experience of the teachers themselves in educational practice. The training process in the program has been supported by a comprehensive set of 16 Training Units for both the Regular Education Subsystem and the Alternative and Special Education Subsystem. In this program, the systematization of experiences as a methodology for producing knowledge from the very experience of teachers and educational communities has resulted in the implementation of Plurinational Meetings of Transformative Experiences, Educational Fairs, Plurinational Pedagogical Sessions and other events whose outcomes have been reflected in different publications that show the vast knowledge production of teachers and the SEP.
- In 2016 management, in the perspective of the consolidation of the MESCP, the PROFOCOM - SEP is also established, with four courses at the Diploma level being implemented, as well as the Communitarian Training in the MESCP and the Academic Leveling for Teachers of the SEP under the MESCP. In this context the production and publication of modules, primers, supporting texts, etc. is permanent.

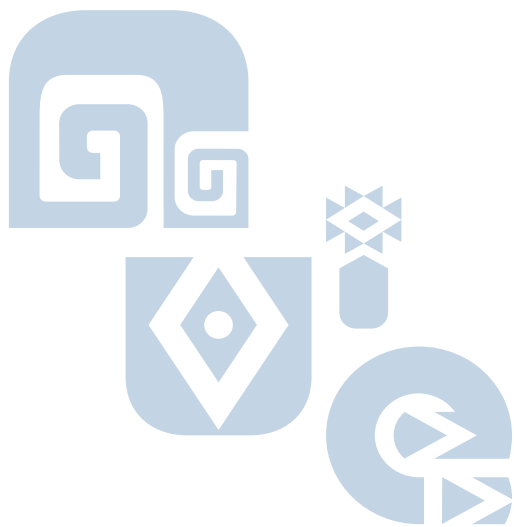
The table below expresses in quantitative terms the relationship between the production of educational materials and their distribution to different beneficiaries as teachers, ESFM students, libraries, public attending educational fairs, Book Fair, Plurinational Pedagogical Sessions, etc.

PRODUCTION AND PUBLICATION OF EDUCATIONAL MATERIALS MANAGEMENTS 2006- 2016

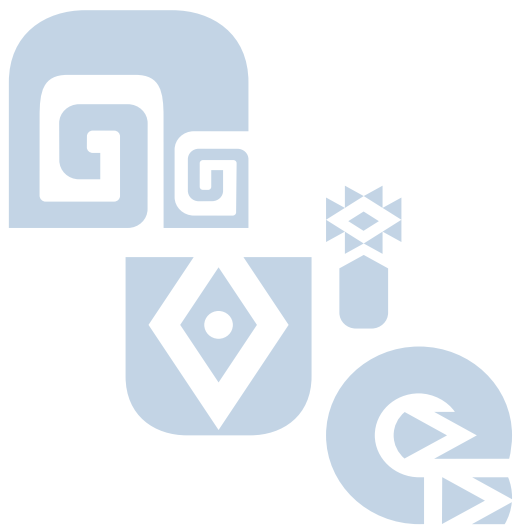
Component	Number of titles of texts produced	Number of texts distributed
Inicial Training	30	136.000
Continuous Training	127	214.789
Training in ITC's	61	206.560
PEAMS	50	59.400
PPMI	173	327.821
Academic Leveling	213	125.850
PROFOCOM and PROFOCOM - SEP	145	2.822.200
Total	799	3.892.620

Source: DGFM-PROFOCOM Archive, December 2016

Publications list is available in Appendix 3.



Appendix



APPENDIX N ° 1

DETAIL AND FREQUENCY OF EXECUTED COURSES (1ST - 10TH PHASE) 2010-2016

Cycle-course		1st Phase 2010	2nd Phase 2010	3th Phase 2011	4th Phase 2011	5th phase 2012	6th Phase 2012	7th Phase 2013	8th Phase 2014	9th Phase 2015	10th Phase 2016	Total courses	Total courses/ cycle
		Groups-courses											
Principles of the Plurinational Educational System	Decolonizing Education	70	33	19	23	3		1				149	671
	Communitarian Education	67	29	20	19	3		1				139	
	Intracultural, Intercultural and Plurilingual Education	67	26	16	19	3		1				132	
	Productive Education	64	26	19	17	3		1				130	
	Technological and Artistic Education	61	25	15	17	2		1				121	
Basic Offmatic for Teachers	Introduction to Computer use for Educators	49	29	25		41		71	9	38	122	384	1811
	Word: Production of Texts	52	32	24		39		71	9	30	138	395	
	Excel: Schedules and School Lists	54	26	24		38		62	9	37	132	382	
	Power Point: Designing Educational Presentations	50	25	24		37		62	8	26	106	338	
	Educational Use of the Internet	43	27	22		35		57	7	25	96	312	
Advanced offmatic in pedagogical processes	Data Cleaning and Protection Tools							10	2	7	69	88	311
	Advanced Text Design in Educational Processes							10	2	7	45	64	
	Advanced Forms Design in Educational Processes							9	2	5	52	68	
	Advanced Presentations Design in Educational Processes							9	1	5	33	48	
	Educational use Multimedia over Internet							8	1	4	30	43	
Improving Community Environment Management	Purpose of Community Management Classroom Environment	50	17	11								78	343
	Community Environment Planning	46	19	7								72	
	Community Environment Activities	49	14	5								68	
	Formation of Groups and Management of the Common Environment	46	14	4								64	
	Environment Surrounding Students and Their Teaching	47	9	5								61	
Oral and Written Communication in Quechua Native Language	Quechua Basic Level I		8	18	18	32	11	52	13	98	10	260	812
	Quechua Basic Level II		4	18	19	29	12	47	12	47	10	198	
	Quechua Basic Level III		2	14	16	26	10	46	12	45	10	181	
	Quechua Basic Level IV		2	12	16	23	9	46	10	45	10	173	
Oral and Written Communication in Intermediate Quechua Native Language	Quechua 1									6	5	11	44
	Quechua 2									6	5	11	
	Quechua 3									6	5	11	
	Quechua 4									6	5	11	
Oral and Written Communication in Original Language	Guaraní Basic Level I		12	8	8	22	4	35	9	89	33	220	795
	Guaraní Basic Level II		8	7	7	16	5	31	9	89	33	205	
	Guaraní Basic Level III		1	5	7	15	4	26	9	88	33	188	
	Guaraní Basic Level IV		1	4	8	14	3	22	8	89	33	182	
Oral and Written Communication in Intermediate Guarani Language	Guaraní 1									1		1	2
	Guaraní 2									1		1	
	Guaraní 3									0		0	
	Guaraní 4									0		0	

Cycle-course		1st Phase 2010	2nd Phase 2010	3th Phase 2011	4th Phase 2011	5th phase 2012	6th Phase 2012	7th Phase 2013	8th Phase 2014	9th Phase 2015	10th Phase 2016	Total courses	Total courses/ cycle
		Groups-courses											
Oral and Written Communication in Original Language Aymara	Aymara Basic Level I			4	10	5	1	4	8	28	3	63	248
	Aymara Basic Level II			4	10	5	1	4	7	28	3	62	
	Aymara Basic Level III			4	10	5	1	4	7	28	3	62	
	Aymara Basic Level IV			4	10	5	1	4	6	28	3	61	
Oral and Written Communication in Original Language Aymara - Intermediate	Aymara 1									1	4	5	20
	Aymara 2									1	4	5	
	Aymara 3									1	4	5	
	Aymara 4									1	4	5	
Oral and Written Communication in Original Language Mojeño Trinitario	M. Trinitario Basic Level I			4	2	1	1	4	1	22		35	105
	M. Trinitario Basic Level III			4	2	1	1	3	1	21		33	
	M. Trinitario Basic Level III			4	2	0	0	2	1	19		28	
	M. Trinitario Basic Level IV			4	2	0	0	2	1			9	
Law of Education "Avelino Siñani - Elizardo Pérez"	Introduction to the Law of Education No. 070 "Avelino Siñani - Elizardo Pérez"			45	56	33	13	21	1			169	640
	Bases, Purposes and Objectives of Education Law No. 070 "Avelino Siñani - Elizardo Pérez"			41	56	31	13	21	1			163	
	Plurinational Education System Education Act No. 070 "Avelino Siñani - Elizardo Pérez"			35	56	30	14	19				154	
	Administration and Management Educational Plurinational			35	56	30	14	19				154	
"Inclusive Education Approach"	Basis of the Approach Inclusive Education in the S.E.P.			29	11	14	7	9		8	2	80	214
	Inclusive Educational Policies			29	11	14	7	9			2	72	
	Educational Cultures and Practices Inclusive			0	0	15	5	9			2	31	
	Populations of "Education Special"			0	0	15	5	9			2	31	
Management for the Transformation of Youth and Adult Education Centers	Institutional Situation of Youth and Adult Education Centers			18	24	3	7	7	1			60	220
	Approaches and Foundations of Young and Adult Education			18	24	3	7	7	1			60	
	Process of Transformation of Youth and Adult Education Centers			16	22	3	2	8	1			52	
	Organization of the Educational Transformation Community			16	22	3	2	4	1			48	
Tools for the implementation of actions of Continuous Teacher Training	Strategies and techniques for Continuous Teachers Training					1						1	4
	Planning of actions of Continuous Teacher Training					1						1	
	Resources and Materials for Continuous Teacher Training					1						1	
	Systematization of actions of Continuous Teacher Training					1						1	
Educational management 1	Administration and educational management					1					6	7	7
Methodological didactic tools for Multigrade Schools	Teaching Strategies and Techniques for Multigrade Classroom					5						5	15
	Content Organization for Multigrade					5						5	
	Classroom Planning Multigrade					5						5	
Crafts	Eva Gum					1						1	3
	Paper and paperboard					2						2	

Cycle-course		1st Phase 2010	2nd Phase 2010	3th Phase 2011	4th Phase 2011	5th phase 2012	6th Phase 2012	7th Phase 2013	8th Phase 2014	9th Phase 2015	10th Phase 2016	Total courses	Total courses/ cycle
		Groups-courses											
Mathe- matics for Secondary Level 1	Axiomatic basis of mathematics (propositional logic set theory)					1		4				5	5
Paper Crafts	Craft Cards												
Crafts in different recycling materials	Crafts with still life recycling material					1		1				2	6
	Crafts with recycled paper material					1		1				2	
	Crafts with recycling material in plastics					1		1				2	
ESpecial Education - Braille	Reading and writing in Braille 1					1						1	3
	Reading and writing in Braille 2					1						1	
	Reading and writing in Braille 3					1						1	
Conflict Manage- ment in Educa- tion	Peacebuilding in and from education						11					11	21
	Tools for Conflict Analysis						10					10	
Multigrade attention strategy	Multigrade classroom organizational and methodological characteristics							1				1	3
	Multigrade Classroom Planning							1				1	
	Resources and materials for multi- grade autonomous learning							1				1	
Tarijeña folk dance	Cueca tarijeña							1				1	4
	Ballecito tarijeño							1				1	
	La chacarera					1		1				2	
Training for Volleyball Coaches	Didactic considerations on volleyball teaching							1				1	4
	Theoretical and practical analysis of volleyball education							1				1	
	Teaching volleyball and its tactical processes							1				1	
	Planning and structuring of the volleyball team							1				1	
Folkloric dance	Cueca Chuquisaqueña							1				1	3
	Malambo							1				1	
	Chacarera							1				1	
Ballroom Dance	Choreographic Assembly							1				1	3
	Salsa y Merengue							1				1	
	Tango							1				1	
Tools for the initial leve	Songs and rounds							1				1	1
Curriculum planning for educational practice transformation	Planning in the model Sociocomunitarian Productive							13	4	17	478	512	579
	Social-communitarian project							5	4	0		9	
	Annual and bi-monthly planning							8	5	17		30	
	Curriculum Development Plan - Class Plan							7		21		28	
	Digital interactive												

Cycle-course		1st Phase 2010	2nd Phase 2010	3rd Phase 2011	4th Phase 2011	5th phase 2012	6th Phase 2012	7th Phase 2013	8th Phase 2014	9th Phase 2015	10th Phase 2016	Total courses	Total courses/ cycle
		Groups-courses											
Articulation of technological resources to pedagogical processes	Digital interactive whiteboard. Home whiteboard							1				1	4
	Classmate educational software							1				1	
	Intranet in educational units							1				1	
	Hard disk cloning - multicast							1				1	
Basic use of ICT in educational practice under the MESCP	Technological resources of the classroom in the MESCP: Biology-Geography										152	152	742
	Technological resources of the classroom in the MESCP: Physics										8	8	
	Technological resources of the classroom in the MESCP: Mathematics										285	285	
	Classroom Technology Resources in MESCP: Chemistry										4	4	
	Basic use of ICT in educational practice under the MESCP: Primary										293	293	
Classroom Technological Resources in the Productive Socio-communitarian Educational Model	Initiating the use of ICT in areas of Mathematics, Physics and Chemistry										1	1	14
	Starting the use of ICTs in Area of Biology - Geography										1	1	
	ICT Tools for Area of Biology - Geography										1	1	
	ICT Tools for Physics Area										1	1	
	ICT Tools for Area of Mathematics										1	1	
	ICT Tools for Chemistry Area										1	1	
	Interacting in classroom through ICT										1	1	
	Mental mapping										1	1	
	Geogebra initiation										1	1	
	Blog Design and Development										1	1	
	Facebook in education										1	1	
	Interactive applications with Jclic										1	1	
	Digital infographics										1	1	
	Interactive Presentations										1	1	
Management of conflicts in education	Peacebuilding in and from education							1				1	1
	Tools for Conflict Analysis												
Intercultural Democracy in Educational Management	Intercultural Democracy							10	19			29	86
	Democratic							10	19			29	
	Student Governments							10	18			28	
Methodological strategies for mathematical logical thinking development in the primary level	The reasoning in the learning of mathematics at the primary level							1				1	4
	Learning of the decimal system in the context of solving basic mathematical operations at the primary level							1				1	
	Pedagogical strategies for learning fractions, decimals and percentages at the primary level							1				1	
	Methodological strategies for the learning of forms and measures in the classroom of the primary level							1				1	

Cycle-course		1st Phase 2010	2nd Phase 2010	3rd Phase 2011	4th Phase 2011	5th phase 2012	6th Phase 2012	7th Phase 2013	8th Phase 2014	9th Phase 2015	10th Phase 2016	Total courses	Total courses/ cycle
		Groups-courses											
Evaluation in the SEP model	Criteria for assessing dimensions in holistic objectives							1	6	5	238	250	271
	Evaluation in integral and holistic training								5	4		9	
	Instrumenting the evaluation in the Productive Socio- Communitarian Educational Model							1	6	5		12	
Special Education Braille	Reading and writing in Braille 1							2				2	8
	Reading and writing in Braille 2							2				2	
	Reading and writing in Braille 3							2				2	
	Reading and writing in Braille 4							2				2	
Prevention of all forms of gender and generational violence in the educational field	Despatriarcalizing and preventing gender violence in the educational community							5				5	18
	Education in peaceful coexistence, harmonious and balanced to Live Well							5				5	
	Education for the prevention of sexual violence							4				4	
	Education for a prevention culture of all forms of violence in the educational field.							4				4	
Basic use of ICT in educational practice	ICT Tools for the area of wisdom and knowledge of Mathematics, Physics and Chemistry 1								1			1	1
Evaluation in the Productive Socio-communitarian Model	Evaluation in integral and holistic training									4		4	14
	Criteria for assessing dimensions in holistic objectives									5		5	
	Implementing the evaluation in the new model									5		5	
Risk management and climate change											242	242	242
Application of the native language in the development of educational processes											1	1	1
Silk screen printing and educational materials											1	1	1
Educational resources to work at the initial level											6	6	6
Methodological strategies in the area of Language and Communication in the MESP											4	4	4
Learning difficulties in educational practice											1	1	1

Cycle-course		1st Phase 2010	2nd Phase 2010	3th Phase 2011	4th Phase 2011	5th phase 2012	6th Phase 2012	7th Phase 2013	8th Phase 2014	9th Phase 2015	10th Phase 2016	Total courses	Total courses/ cycle
		Groups-courses											
Performing arts in learning											3	3	3
We promote a culture of transparency and anti-corruption ethics											6	6	6
Methodologies for working in multigrade schools											6	6	6
Productive dynamics, identities and territoriality											40	40	40
Alternative Communitarian Territorial Education											33	33	33
Territorial management and social participation											24	24	24
Administrative Management in the SEP											3	3	3
Curricular Management in the SEP											3	3	3
Programming and robotics in scientific learning											6	6	6
Study techniques for the development of the educational process											3	3	3
Project Management and Community Territorial Plannin											27	27	27
TOTAL		815	389	640	580	628	181	972	257	1069	2938	8469	8469

APPENDIX N° 2

UNIVERSIDAD PEDAGÓGICA: POSTGRADUATE TRAINING PROGRAMS OUTCOMES - MANAGEMENT 2016

I. MASTER'S

1. Master's Intracultural, Intercultural and Plurilingual Education

Modality of course: Blended learning

Graduation modality:

- Contextualized specialty texts
- Socioproductive programs and projects PSP
- Theoretical proposals on the MESCP

Duration: 5 semesters

Development period: October 2015 to December 2017

Academic hours: 2,400 hours equivalent to 60 credits, of which 720 hours are presential.

Objective:

To qualify teachers of the Plurinational Educational System in the design, implementation and monitoring processes of intracultural, intercultural and plurilingual education in a communitarian, decolonizer and transforming approach, to strengthen the MESCP.

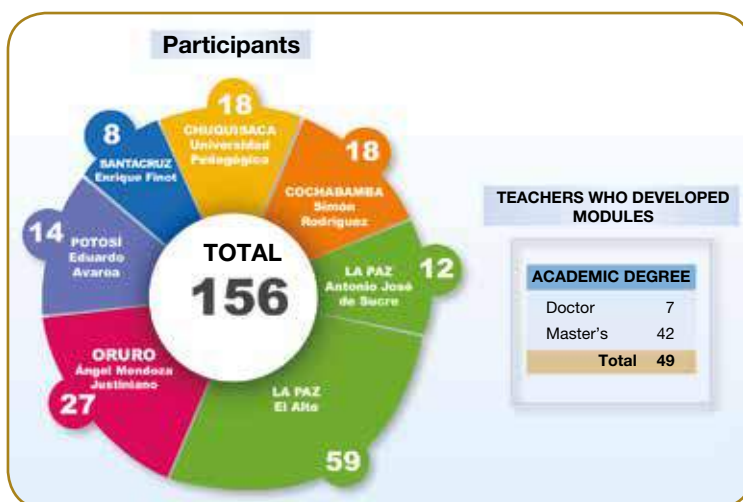
Characteristics:

Master's is directed towards:

The knowledge of theories, practices and methodologies to recover the historical advances in the country, Latin America and the world.

The design of programs, projects and methodologies in intracultural and intercultural education, in pedagogical, methodological and political aspects, based on the plurilingual reality of the country.

The generation of policies, programs and methodologies for linguistic revitalization, according to existing languages in the country situation, recovering the historical advances in the country, Latin America and the world.



2. Master's in Physics - Chemistry for Productive Communitarian Secondary Education

Modality: Presential

Graduation modality:

- Contextualized specialty texts
- Socioproductive programs and projects - PSP
- Theoretical proposals on the MESCP

Duration: 5 semesters

Development period: October 2015 to December 2017

Academic hours: 2,400 hours equivalent to 60 credits, of which 720 hours are presential.

Objective:

Deepen scientific knowledge, with theoretical and methodological foundations, that allows teachers to analyze, interpret and investigate in the area of physics and chemistry to transform their pedagogical practice and solve real situations.

Characteristics:

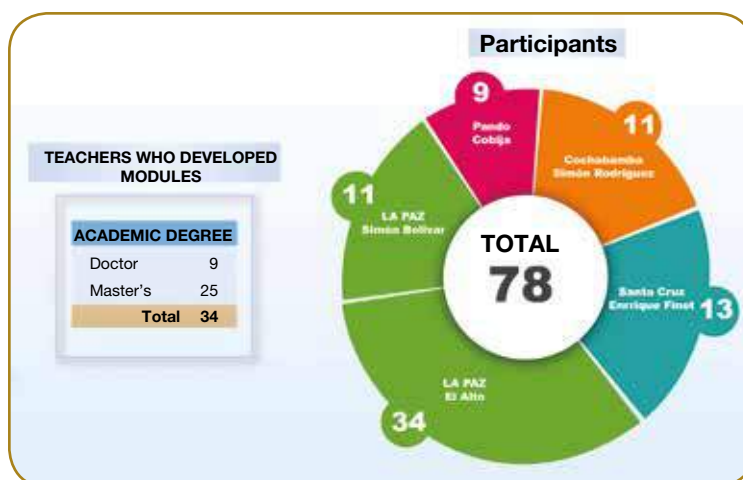
Master's is directed towards:

The strengthening the main concepts and theories of knowledge in physics and chemistry, articulating to the local wisdom and knowledge and its relation with other areas and disciplines of the SEP.

The generation of knowledge building processes in the specialty through decolonizer research methodologies application in their social educative context.

The knowledge production through research, communitarian analysis and discussion to develop a propositive critical sense and the decolonization within the framework of the MESCP.

The develop of the Socio-communitarian Productive Educational Model from the new vision of the specialty of physics and chemistry, referring to the curricular elements in the pedagogical practice.



3. Master's in Mathematics for Productive Communitarian Secondary Education

Modality: Presential

Graduation modality:

- Contextualized specialty texts
- Socioproductive programs and projects - PSP
- Theoretical proposals on the MESCP

Duration: 5 semesters

Development period: October 2015 to December 2017

Academic hours: 2,400 hours equivalent to 60 credits, of which 720 hours are presential.

Objective:

Deepen knowledge of teachers skills and mathematical methodologies, from the Socio-communitarian Educational Model, the production of knowledge and the practice of socio-communitarian values in qualified formative processes in the Productive Communitarian Secondary Education level and the transformation of reality.

Characteristics:

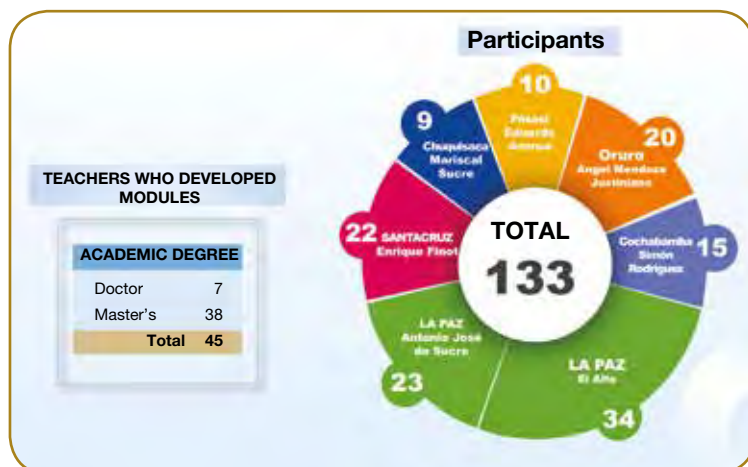
Master's is directed towards:

The qualification in the mathematical teacher training from their theoretical and practical conception in the perspective of the new educational model.

The strengthening the application of the Socio-communitarian Productive Educational Model in planning, the processes of development of methodological moments, evaluation, materials production and organization of mathematics teaching-learning spaces.

The promotion of the recovery, production and systematization of knowledge in mathematics from educational practice, with a community and decolonizer approach.

The generation of training processes in the design and production of educational materials applicable to mathematics for the productive communitarian secondary level.



4. Master's in Teacher Training Policies

Modality: Presential

Graduation modality:

- Contextualized specialty texts
- Socioproductive programs and projects - PSP
- Theoretical proposals on the MESCP

Duration: 5 semesters

Development period: October 2015 to December 2017

Academic hours: 2,400 hours equivalent to 60 credits, of which 720 hours are presential

Objective:

Develop in teachers a solid academic, research and administrative training related to the design, execution and evaluation of initial, continuous and postgraduate training policies, contextualized in the socio-cultural and linguistic reality of the Plurinational Educational System.

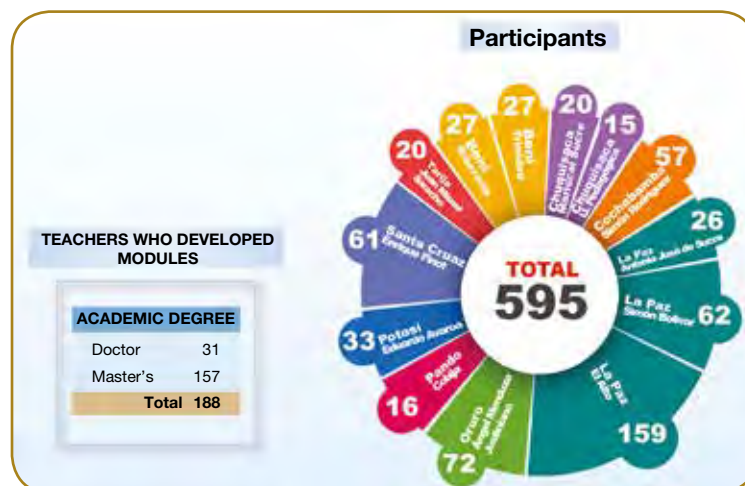
Characteristics:

Master's is directed towards:

The understanding administrative and curricular management in the Plurinational Educational System and the subsystems of initial, continuous and postgraduate training.

The strengthening the management of practical strategies in the design of programs and educational projects pertinent to regional and national sociocultural characteristics.

The application of methodologies for research projects generation and production of knowledge for developing and recreating the MESCP within the framework of public policies for teachers training.



II. SPECIALTIES

1. Specialty in biology - geography for Productive Secondary Education

Intermediate Degree: Diploma in biogeography

Modality: Blended learning (on-site 36 hours and virtual 24 hours)

Graduation modality: Texts of the specialty contextualized

Duration: 2 semesters

Development period: April to November 2016

Academic hours: 1,600 Hours

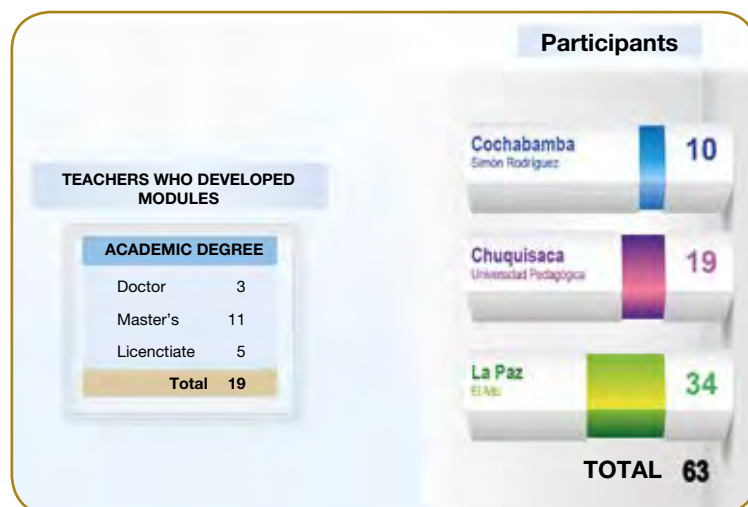
Objective:

We consolidate theoretical - practical - methodological knowledge related to biology and geography, to value and care the biodiversity, designing educational processes that promote scientific curiosity from local problems.

Characteristics:

Specialty in biology-geography for Productive Communitarian Secondary Education proposes formative actions for teachers of the area, so that they can count on practical and theoretical tools that enable the development of relevant curricular and pedagogical activities with educational policies framed in a plurinational vision.

Knowledge generated in this specialty was aimed to complement teacher skills and abilities, so that it can answer educational policies demands of the Plurinational State.



2. Specialty in Social Sciences

Intermediate degree: Diploma in teaching history from a sociocritical and comprehensive approach

Modality: Blended learning (on-site 36 hours and virtual 24 hours)

Modality of graduation: Texts of the specialty contextualized

Duration: 2 semesters

Development period: April to November 2016

Academic time: 1,600 Hours

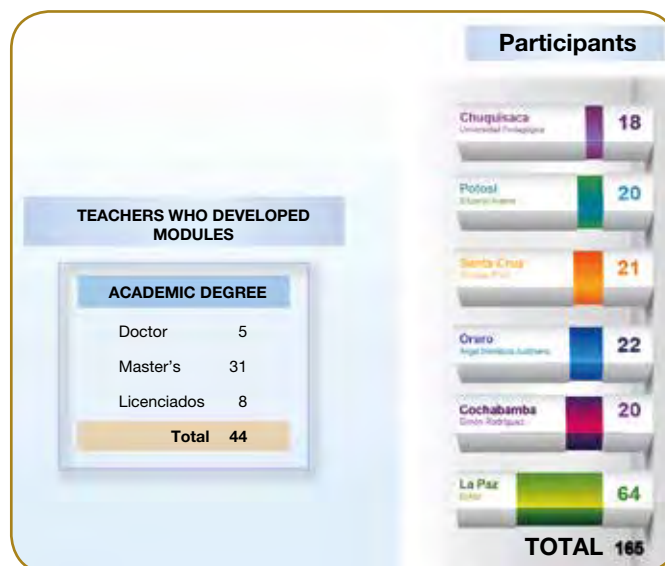
Objective:

Deepen the study of social sciences area, from an interdisciplinary perspective, in articulation and convergence contributions of anthropology, sociology, economics and politics, for a critical and decolonizing analysis of education.

Characteristics:

Specialization Program in Social Sciences seeks to reconstruct history and the new political practices in the country, which imply new demands, objectives and revision of theoretical and practical assumptions about the teaching and learning social sciences. It aims to deepen knowledge and interdisciplinary integrated teaching among all related areas, to discuss issues and concerns of education the field.

The program organized the contents in the areas of history; anthropology; sociology; economics and political thought, according to Bolivian, Latin American and world reality. It seeks to generate a process of analysis and dialogue specialized in educational task from urgent topics such as history decolonization, the understanding of critical sociology, sociocultural anthropology and liberating political science.



3. Specialty in communication and languages (Castilian, foreign and native)

Intermediate qualification: Diploma in language training

Modality: Blended learning (on-site 36 hours and Virtual 24 hours)

Graduation modality: Contextualized texts of the specialty

Duration: 2 semesters

Development period: April to November 2016

Academic time: 1,600 Hours

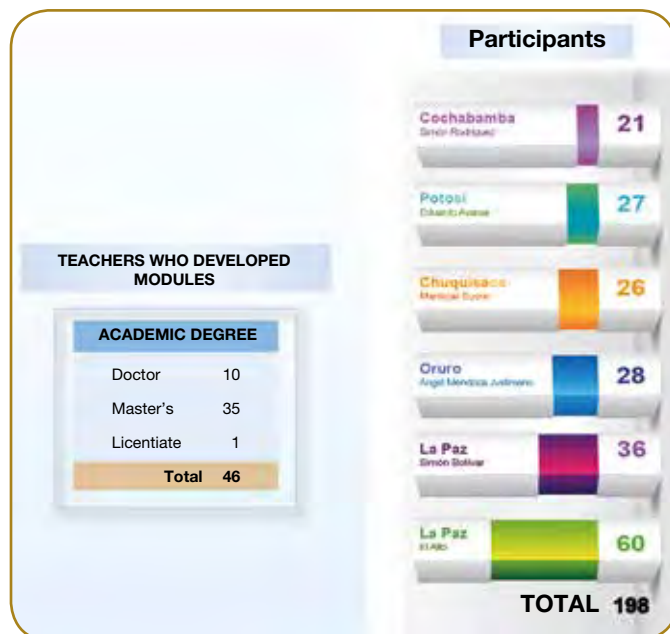
Objective:

We deepen in knowledge of process acquisition and structuring the languages, reviewing communication and languages in real situations of use, to generate proper educational processes in plurilingual contexts, valuing linguistic diversity in community.

Characteristics:

The specialty in communication and languages (Castilian, foreign and native), is a response to the needs and demands of the community, constituting a tool to develop cognitive, volitional, sensitivity and communicative abilities inherent to the processes.

In this program the use of languages as means of discovery, reflection, analysis, valuation and production of meanings and senses, about oneself and about the environment becomes significant. Also to build wisdom, knowledge, communicate and express realities, fantasies, thoughts, ideas and feelings. At the same time, training is a space for the appropriation of codes from diverse sources according to community needs to train plurilingual people, which are related to cultural diversity and reality.



4. Speciality in Cosmovision, Psychology and Philosophy

Qualification intermediate: Diploma in indigenous cosmovision

Modality: Blended learning (on-site 36 hours and virtual 24 hours)

Graduation modality: Contextualized texts of the specialty

Duration: 2 semesters

Development period: April to November 2016

Academic hours: 1,600 Hours

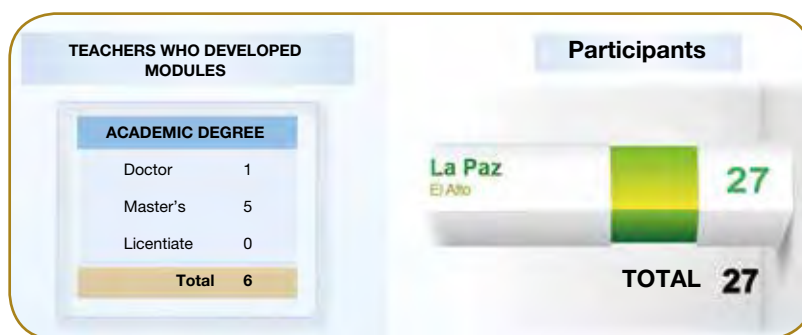
Objective:

We deepen the area specialty of teachers from the knowledge of cosmovision, philosophical thinking and psychology of native indigenous campesino nations and peoples, to promote intercultural dialogue by valuing Bolivian pluriculturality.

Characteristics:

The specialty program in cosmovision, psychology and philosophy, aims to train teachers from an intracultural and intercultural perspective by complementing their training with the development of natives knowledge of highlands and lowlands, so that they can generate curricula, design of materials and of socio-community projects oriented to social transformation in harmony with Mother Earth and the cosmos.

It aims to contribute to the qualification of teachers, to the visibility and enhancement of the conception and practice of native cosmovision and to build a more intercultural philosophy from the advances of Latin America.



5. Specialty in Physics - Chemistry for Productive Communitarian Secondary Education

Intermediate degree: Diploma in physics - chemistry from Life

Modality: Blended learning (on-site 36 hours and virtual 24 hours)

Graduation modality: Contextualized texts of the specialty

Duration: 2 semesters

Development period: April to November 2016

Academic hours: 1,600 Hours

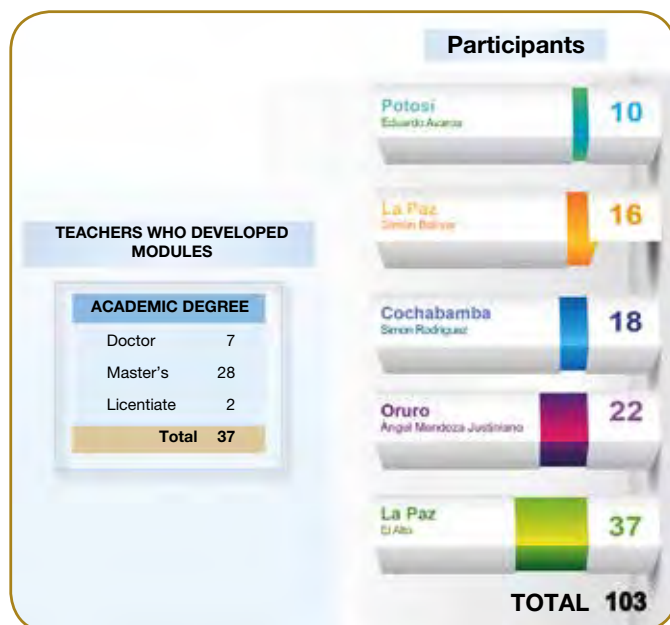
Objective:

We deepen knowledge in physics-chemistry, based on experimentation, theory and practice of everyday phenomena, promoting the respect and rescue of wisdom community knowledge that answers to problem solving.

Characteristics:

The specialty program in physics-chemistry for Productive Communitarian Secondary Education, answers to the demands of teachers in permanent updating and deepening of the contents, has the objective of deepening, leveling and concretizing, in their specialty area, teachers in teaching practice in the classroom and in their educative community. It is also a space for application qualification for a master's degree programs.

The methodological strategy is designed for the rigorous development of scientific knowledge integrated with practice in problems solution, to consolidate the application of the experimental part.



6. Specialization in initial education in communitarian family

Intermediate degree: Diploma in Sociocommunitarian Pedagogy

Modality: Blended learning (on-site 36 hours and virtual 24 hours)

Graduation modality: Contextualized texts of the specialty

Duration: 2 semesters

Development period: April to November 2016

Academic hours: 1,600 Hours

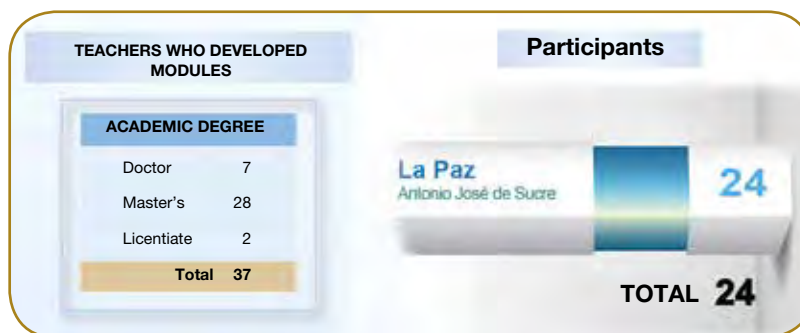
Objective:

We studied educational processes of children under 6 years of age, analyzing experiences and working methodologies from a community and intercultural approach, which values the importance of inclusion and equity, to propose educational actions with socio-cultural and environmental relevance in Communitarian in Family Initial Education.

Characteristics:

The Specialty Program in Communitarian in Family Initial Education offers to teachers the possibility in deepening the educational reality, philosophy and educative children vision, mainly to develop strategies and didactic and methodological tools for the education of children under six in the framework of the MESCP.

The specialist program student will have the appropriate preparation to answers to the demands and educational requirements that the Communitarian in Family Initial Education requests in a timely, appropriate and relevant manner.



7. Specialty in Mathematics for Productive Communitarian Secondary Education

Intermediate qualification: Diploma in Teaching Mathematics with Geogebra Application

Modality: Blended learning (on-site 36 hours and virtual 24 hours)

Modality of graduation: Texts of the specialty contextualized

Duration: 2 semesters

Development period: April to November 2016

Academic hours: 1,600 Hours

Objective:

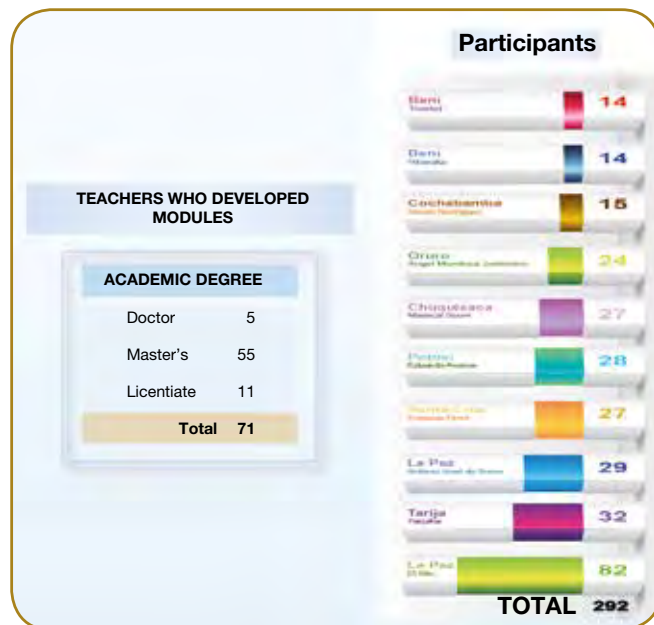
We deepen knowledge of the area by reflecting and questioning educational practices in the teaching of mathematics, from the handling of specialized software and its applications to the specific problems of the context, promoting cooperative work attitudes and equity.

Characteristics:

The Specialization in Mathematics for Productive Communitarian Secondary Education allows the development of didactic tools, technical-practical and technological knowledge to qualify the professional training in the area of mathematics, with an integral and articulated vision with other areas of wisdom and knowledge.

On the other hand, the program is aimed to complement the training of mathematics teachers in the third level, update and mainly deepen to continue with master's studies and improve mathematical educational practice within the framework of MESCP.

The development of the specialty starts from the questioning of the educational practices in mathematics teaching incorporating the usage of specialized software in teaching and resolution of exercises, as well as to the solution of concrete problems of the context.



8. Specialty Vocational Communitarian Primary Education

Intermediate qualification: Diploma in Education Fields and Areas of Wisdom and Knowledge

Modality: Blended learning (on-site 36 hours and virtual 24 hours)

Graduation modality: Contextualized texts of the specialty

Duration: 2 semesters

Development period: April to November 2016

Academic hours: 1,600 Hours

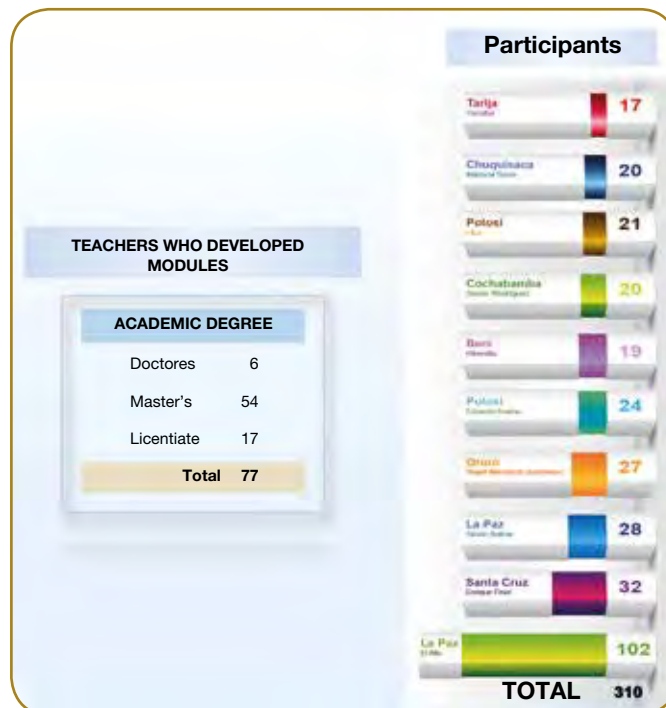
Objective:

We question, experiment and produce knowledge articulating the fields of wisdom and knowledge at the vocational communitarian primary level, to propose holistic educational processes, valuing diversity.

Characteristics:

The Specialization Program in Vocational Communitarian Primary Education offers the deepening and extension of knowledge of the specialty, so that teachers develop didactic and technological tools for their intervention in the learning process in primary education within the framework of the articulation of fields, wisdom and knowledge.

Teachers are strengthened with knowledge and trained in the knowledge production from the reality that lives daily to answer unsolved educational problems of the educational environment.



III. DIPLOMA

1. Diploma in Physical Education and Sports (High Performance Training)

Modality: Blended learning (on-site Saturdays 8 hours clock and virtual during the week with 7 hours clock).

Graduation modality: Elaboration and public presentation of Final Academic Work related to the course and its specialty according to a scheme designed in the Universidad Pedagógica.

Duration: 1 Semester (5 months)

Development period: August 2016 to January 2017

Academic hours: 800 Hours

Objective:

We deepen the analysis of the principles, fundamentals and characteristics of sports training, designing systematic and progressive plans that strengthen competition, respect and complementarity in school, to promote sports practice in the Plurinational State.

Characteristics:

Develops and provides skills, training techniques for physical education teachers of the Plurinational Education System (SEP).

Contributes to begging a job for a competitive sport of SEP students.

Each module lasts four weeks, in presential sessions in weekends, virtual works by platform and work in teachers' work spaces.



2. Diploma in the Infant, Children and Adolescents Rights

Modality of Study: The modality of the diploma is “Online”, with support of Virtual Platform of the Universidad Pedagógica. Activities are developed with virtual sessions in the week with 15 clock hours with theoretical activities and group discussion through the virtual platform.

Graduation modality: Public presentation of Final Academic Work related to the course and to its specialty according to a scheme designed by the Universidad Pedagógica.

Duration: 1 Semester (5 months)

Development period: August 2016 to January 2017

Academic hours: 800 Hours

Objective:

We study the conceptions of childhood in the legal and cultural-social framework, assessing the actions for the prevention of trafficking, to propose methodological strategies that contribute to guarantee the exercise of rights in the classroom, promoting actions in the community.

Characteristics:

It has an interdisciplinary approach, which implies an interaction and synthesis between several disciplines, and different levels of analysis: from the legal framework to the cultural factors that influence the application of rights.

It is a course that will train qualified human resources, oriented to the possible formulation of actions in the intervention and promotion of the rights of children and adolescents.

Each module has duration of four weeks online, virtual works by platform and works in the research spaces within the context of teachers.



3. Diploma in Academic Writing Strategies

Modality of study: The modality of the diploma is “On Line”, with support of in Virtual Platform of the Universidad Pedagógica. Activities are developed in virtual sessions during the week with 15 clock hours and theoretical activities and group discussion through the virtual platform.

Graduation modality: Elaboration and public presentation of Final Academic Work related to the course and its specialty according to a scheme designed in the Universidad Pedagógica.

Duration: 1 semester (5 months)

Development period: August 2016 to January 2017

Academic hours: 800 Hours

Objective:

Appropriate the strategies of academic writing from a practical and reflective methodology, moving from the oral language logic of to the written.

Characteristics:

It has a practical approach which implies starting from the experience of teachers' writing, to approach the academic currents of conception of orality and literacy.

This postgraduate program is designed to learn by doing, therefore it is expected that the participants could organize their reading times as well as writing exercises.

The course demands from the student a high level of self-discipline and self-demand.



APPENDIX N° 3

PROFOCOM COMPONENT LICENCIATE DEGREE PUBLISHED TITLES DETAIL MANAGEMENT 2012-2016 REGULAR EDUCATION

No.	TITLE
1	Training Unit 1: Productive Socio-communitarian Educational Model
2	Training Unit 2: Curricular Structure and its Elements in Diversity: Own wisdom and Knowledge
3	Training Unit 3: Socioproductive Curricular Development Strategies: Understanding the Curricular Structure
4	Training Unit 4: Teaching means in Communitarian Learning: Curricular Planning
5	Training Unit 5: Methodological Strategies for Curricular Development
6	Training Unit 6: Production of Educative Materials
7	Training Unit 7: Participatory Evaluation in Educational Processes
8	Training Unit 8: Knowledge Production in the Productive Socio-communitarian Educational Model
9	Training Unit 9: Guidelines for concreteness and recording transformative experiences
10	Training Unit 10: Educational Process Curricular Management
11	Unit of Formation 11: Curricular concreteness from the Vision in Fields and Areas Approach <ul style="list-style-type: none"> - Field: Science Technology and Production - Field: Community and Society - Field: Cosmos and Thought - Field: Life Land Territory - Communitarian in Family Initial Education - Vocational Communitarian Primary Education
12	Training Unit 12: Methodological Guidelines for Transformative Experiences Systematization
13	Training Unit 13: <ul style="list-style-type: none"> Communitarian in Family Initial Education Vocational Communitarian Primary Education Productive Communitarian Secondary Education: <ul style="list-style-type: none"> - Visual and Plastic Arts - Biology - Geography - Social Sciences - Cosmovisions, Philosophies and Psychology - Physical Education and Sports - Musical education - Physics - Chemistry - Communication and Languages: Castilian Language - Communication and Languages: Foreign Language - Math - Technical Technological - Values Spirituality and Religions



No.	TITLE
14	Training Unit 14: Communitarian in Family Initial Education Vocational Communitarian Primary Education Productive Communitarian Secondary Education - Visual and Plastic Arts - Biology - Geography - Social Sciences - Cosmovisions, Philosophies and Psychology - Physical Education and Sports - Musical education - Physics - Chemistry - Communication and Languages: Castilian Language - Communication and Languages: Foreign Language - Math - Technical Technological - Values Spirituality and Religions
15	Training Unit 15: Communitarian in Family Initial Education Vocational Communitarian Primary Education Productive Communitarian Secondary Education - Visual and Plastic Arts - Biology - Geography - Social Sciences - Cosmovisions, Philosophies and Psychology - Physical Education and Sports - Musical education - Physics - Chemistry - Communication and Languages: Castilian Language - Communication and Languages: Foreign Language - Math - Technical Technological - Values Spirituality and Religions
16	Training Unit 16: Transformative Experiences Systematization : Methodological guidelines for PROFOCOM final egress work development
17	Distance Learning Notebook - First Semester
18	Distance Learning Notebook - Second Semester
19	Distance Learning Notebook - Third Semester
20	Distance Learning Notebook - Fourth Semester



PROFOCOM COMPONENT LICENCIATE DEGREE
PUBLISHED TITLES DETAIL MANAGEMENT 2012-2016
YOUNG PEOPLE AND ADULTS EDUCATION

No.	TITLE
1	Training Unit 2: Transformation Communitarian Project I: Diagnosis Participatory Communitarian
2	Training Unit 3: Educative Transformation Communitarian Project II: CPTE Planning
3	Training Unit 4: Transformation Communitarian Project III: Center Curricula - "Classroom - Workshop" Curricular Planning
4	Training Unit 5: Transformative Education Methodology
5	Training Unit 6: Educative resources Production and use for teaching and alternative learning
6	Training Unit 7: Educational Processes Participatory Evaluation
7	Training Unit 9: Alternative Education in Regional Contexts
8	Training Unit 10: Productive and Technological Education in the Productive Socio-communitarian Educational Model
9	Training Unit 11: Methodological Tools for Transformative Educative Practices Systematization
10	Training Unit 12: Guidelines for Young and Adult People Formative Process
11	Training Unit 13: Fields and Areas of wisdom and Knowledge in Young and Adult People Education
12	Training Unit 14: Curriculum Modules Design in EPJA
13	Training Unit 15: Methodological Strategies in Young and Adult People Education
14	Training Unit 16: Theoretical Referents, Guidelines and Programs of Permanent Education



PROFOCOM COMPONENT LICENCIATE DEGREE
PUBLISHED TITLES DETAIL MANAGEMENT 2012-2016
PERMANENT EDUCATION

No.	TITLE
1	Training Unit 2: Methodological Guidelines for Permanent Education
2	Training Unit 3: Reality and Community Wisdom: Participatory Communitarian Diagnosis
3	Training Unit 4: Permanent Education Programs Walking in the Transformation Process
4	Training Unit 5: Permanent Education Transformation Participatory Methodologies
5	Training Unit 6: Organization and planning for Permanent Education Programs development
6	Training Unit 7: Production and use of techniques, resources and materials for Permanent Communitarian Education Programs implementation
7	Training Unit 8: Systematization in the Processes of Permanent Education
8	Training Unit 9: Towards construction of Regional Permanent Education Communitarian Plan: Reference framework and methodological guidelines
9	Training Unit 10: We construct Regional Communitarian Permanent Education Plan (PCREP)
10	Training Unit 11: We create and apply Methodological Techniques and Tools of Reality Analysis for the Construction of Regional Communitarian Plans of Permanent Education (PCREP)
11	Training Unit 12: We recreate Methods, Techniques and Tools to operate the Construction of PCREP
12	Training Unit 13: Systematizing Permanent Learning Experiences in the PCREP Construction Framework
13	Training Unit 14: Permanent Educator Wisdom and Roles
14	Training Unit 15: We recreate techniques and tools for the PCREP implementation
15	Training Unit 16: Let's Evaluate the development of Programs and Construction of PCREP



PROFOCOM COMPONENT LICENCIATE DEGREE
PUBLISHED TITLES DETAIL MANAGEMENT 2012-2016
SPECIAL EDUCATION

No.	TÍTULO
1	Training Unit 2: Methodological and Curricular Guidelines for Inclusive Education in Special Education Area
2	Training Unit 3: Educational Transformation Productive Inclusive Socio-communitarian Project I
3	Training Unit 4: Educational Transformation Productive Inclusive Socio-communitarian Project II
4	Training Unit 5: Inclusive Educational Experiences Systematization
5	Training Unit 6: Inclusive educational attention curriculum planning
6	Training Unit 7: Characterization, detection and identification of students with learning difficulties and / or disabilities
7	Training Unit 9: Communication Systems – I
8	Training Unit 10: Communication Systems – II
9	Training Unit 11: Methodologies of educational attention to students with disabilities - I (by areas of attention)
10	Training Unit 12: Methodologies for assisting students with disabilities- II (by areas of care)
11	Training Unit 13: Participatory community research- action in inclusive educational processes
12	Training Unit 14: Community awareness processes for Inclusive Education
13	Training Unit 15: Productive Technical Education for Students with Disabilities
14	Training Unit 16: Systematization Workshop in Inclusive Education (by area of attention)



PROFOCOM – SEP
PUBLISHED TITLES DETAIL MANAGEMENT 2016

No.	TÍTULO
1	DIPLOMA IN PRODUCTIVE EDUCATION: TECHNICAL TECHNOLOGICAL GENERAL TRAINING - MODULE 1 “PRODUCTIVE EDUCATION AND THE REALITY ANALYSIS”
2	DIPLOMA IN PRODUCTIVE EDUCATION: TECHNICAL TECHNOLOGICAL GENERAL TRAINING - MODULE 2 “PRODUCTIVE EDUCATION TOOLS 1”
3	DIPLOMA IN PRODUCTIVE EDUCATION: TECHNICAL TECHNOLOGICAL GENERAL TRAINING - MODULE 3 “PRODUCTIVE EDUCATION TOOLS 2”
4	DIPLOMA IN PRODUCTIVE EDUCATION: TECHNICAL TECHNOLOGICAL GENERAL TRAINING - MODULE 4 “PRODUCTIVE EDUCATION TOOLS 3”
5	DIPLOMA IN PRODUCTIVE EDUCATION: MODULE NO. 5. KNOWLEDGE PRODUCTION, RESEARCH AND METHODOLOGICAL STRATEGIES FOR BTH DEVELOPMENT.Y ESTRATEGIAS METODOLÓGICAS PARA EL DESARROLLO DEL BTH.
6	DIPLOMA IN COMPLEMENTARY TRAINING IN NATIVE LANGUAGES USE IN THE EDUCATIONAL PROCESSES. MODULE 1. POLITICAL AND SOCIOLINGUISTIC VISION THE ORAL USE OF THE NATIVE LANGUAGES
7	DIPLOMA IN COMPLEMENTARY TRAINING IN NATIVE LANGUAGES USE IN THE EDUCATIONAL PROCESSES. MODULE 2. SOCIOLINGUISTIC BASIS FOR NATIVE LANGUAGES USE IN EDUCATIONAL PROCESSES.
8	DIPLOMA IN COMPLEMENTARY TRAINING IN NATIVE LANGUAGES USE IN THE EDUCATIONAL PROCESSES. MODULE 3. TOOLS FOR NATIVE LANGUAGES USE IN EDUCATIONAL PROCESSES.
9	DIPLOMA IN COMPLEMENTARY TRAINING IN NATIVE LANGUAGES USE IN THE EDUCATIONAL PROCESSES. MODULE 4. TOOLS FOR NATIVE LANGUAGES USE IN EDUCATIONAL PROCESSES 2.
10	DIPLOMA IN TRAINING FOR THE TRANSFORMATION OF EDUCATIONAL MANAGEMENT IN PRODUCTIVE SOCIO-COMMUNITARIAN EDUCATIONAL MODEL - MODULE 1 “POLICY, REALITY AND THE TRANSFORMER ROLE OF THE EDUCATIONAL MANAGER IN PRODUCTIVE SOCIO-COMMUNITARIAN EDUCATIONAL MODEL”
11	DIPLOMA IN TRAINING FOR THE TRANSFORMATION OF EDUCATIONAL MANAGEMENT IN PRODUCTIVE SOCIO-COMMUNITARIAN EDUCATIONAL MODEL - MODULE 2 “CURRICULAR MANAGEMENT IN PRODUCTIVE SOCIO-COMMUNITARIAN EDUCATIONAL MODEL
12	DIPLOMA IN TRAINING FOR THE TRANSFORMATION OF EDUCATIONAL MANAGEMENT MODULE NO. 2. CURRICULAR MANAGEMENT IN PRODUCTIVE SOCIO-COMMUNITARIAN EDUCATIONAL MODEL (ALTERNATIVE AND SPECIAL EDUCATION SUBSYSTEM)
13	DIPLOMA IN TRAINING FOR THE TRANSFORMATION OF EDUCATIONAL MANAGEMENT IN THE PRODUCTIVE SOCIO-COMMUNITARIAN EDUCATIONAL MODEL - MODULE 3 “PLANNING FOR EDUCATIONAL MANAGEMENT IN THE PRODUCTIVE SOCIO-COMMUNITARIAN EDUCATIONAL MODEL”
14	DIPLOMA IN TRAINING FOR THE TRANSFORMATION OF EDUCATIONAL MANAGEMENT IN THE PRODUCTIVE SOCIO-COMMUNITARIAN EDUCATIONAL MODEL - MODULE 4 “MANAGEMENT AND SOCIO-COMMUNITARIAN PARTICIPATION”
15	COURSE TRAINING WORKSHOP FOR THE ADMINISTRATION “IN THE PRODUCTIVE SOCIO-COMMUNITARIAN EDUCATIONAL MODEL” DIRECTED TO SEP SECRETARIES. COURSE WORKSHOP No. 1 “PRODUCTIVE SOCIO-COMMUNITARIAN EDUCATIONAL MODEL”
16	COURSE TRAINING WORKSHOP FOR THE ADMINISTRATION “IN THE PRODUCTIVE SOCIO-COMMUNITARIAN EDUCATIONAL MODEL” DIRECTED TO SEP SECRETARIES. COURSE WORKSHOP No. 2 “COMMUNICATION AND PRODUCTIVE DRAWING”



No.	TÍTULO
17	COURSE TRAINING WORKSHOP FOR THE ADMINISTRATION “IN THE PRODUCTIVE SOCIO-COMMUNITARIAN EDUCATIONAL MODEL” DIRECTED TO SEP SECRETARIES. COURSE WORKSHOP No. 3 “ADMINISTRATIVE PROCESSES SYSTEM OF EDUCATIONAL INFORMATION IN THE MESCP”
18	COURSE TRAINING WORKSHOP FOR THE ADMINISTRATION “IN THE PRODUCTIVE SOCIO-COMMUNITARIAN EDUCATIONAL MODEL” DIRECTED TO SEP SECRETARIES. COURSE WORKSHOP No. 4 “ADMINISTRATIVE PROCESSES OF LISTS AT THE MESCP”
19	NEW EDUCATION IN BOLIVIA “PRODUCTIVE SOCIO-COMMUNITARIAN EDUCATIONAL MODEL” REVISED VERSION FOR COMMUNITARIAN TRAINING TO MPF.

OTHER PUBLICATIONS

No.	TITLE
1	Regulation of Curriculum Development Evaluation
2	Curricular Planning Notebook - Regular Education
3	Curricular Planning Notebook - Special Education
4	Curricular Planning Notebook - Permanent Education
5	Curriculum Planning Notebook - EPJA
6	Memory “1st. Plurinational Meeting of Teachers Transformative Experiences in the Concreteness of the Productive Socio-communitarian Educational Model”
7	Implementing the Educational Curriculum
8	New Education in Bolivia “The Productive Socio-communitarian Educational Model”
9	Normative Compendium - PROFOCOM
10	Productive Socio-communitarian Project
11	Compendium - Productive Socio-communitarian Educational Model - Regular Education
13	Compendium - Productive Socio-communication Educational Model - EPJA
14	Compendium - Productive Socio-communication Educational Model - Permanent Education
15	Compendium - Productive Socio-communication Educational Model - Special Education
16	PROFOCOM, a complementary training program to materialize the Educational Revolution. Collection Educational Revolution Progress.
17	Subjects, reality and knowledge production in the Productive Socio-communitarian Educational Model I. Collection Educational Revolution Progress.
18	Memory Plurinational Pedagogical Conference 2015. Collection Memory of the Educational Revolution. Socialization of transformative experiences in the Productive Socio-communitarian Educational Model.
19	Passbook – Communitarian Training in the Productive Socio-communitarian Educational Model

**SUMMARY OF MATERIAL - TRAINING NOTEBOOKS
DELIVERED TO PARTICIPANTS IN THE 8 PHASES OF TRAINING ITINERARIES
MANAGEMENT 2010-2014**

Cycle	Course	1st Phase		2nd Phase		3rd Phase		4th Phase		5th Phase		6th Phase		7th Phase		8th Phase		TOTAL TRAINING NOTEBOOKS	TOTAL PARTICIP.
		Training Notebook	Partic.	Training Notebook	Partic.	Training Notebook	Partic.	Training Notebook	Partic.	Training Notebook	Partic.	Training Notebook	Partic.	Training Notebook	Partic.	Training Notebook	Partic.		
Principles of the Educational System	Decolonizing Education	2055	2055	937	937	626	626	651	651	92	92	0	0	32	32	0	0	4393	4393
	Communitarian Education	1947	1947	792	792	645	645	614	614	92	92	0	0	42	42	0	0	4132	4132
	Productive Education	1893	1893	799	799	492	492	564	564	86	86	0	0	27	27	0	0	3861	3861
	Intracultural, Intercultural and Plurilingual Education	1903	1903	750	750	692	692	577	577	79	79	0	0	29	29	0	0	4030	4030
Basic Offmative for Teachers	Scientific, technical, technological and artistic Education	1782	1782	746	746	577	577	578	578	60	60	0	0	30	30	0	0	3773	3773
	Introduction to Computer Use for Education	1301	1301	766	766	744	744	0	0	1196	1196	0	0	2095	2095	251	251	6353	6353
	Word: Production of Texts	1276	1276	832	832	651	651	0	0	1065	1065	0	0	1953	1953	241	241	6018	6018
	Excel: Schedules and School Lists	1346	1346	634	634	640	640	0	0	994	994	0	0	1775	1775	251	251	5640	5640
Basic Communitarian Management	Power Point: Design of Educational Presentations	1230	1230	615	615	656	656	0	0	918	918	0	0	1759	1759	222	222	5400	5400
	Educational Use of the Internet	1080	1080	466	466	571	571	0	0	904	904	0	0	1591	1591	217	217	4829	4829
	Purpose of the Communitarian Environment Management of the Classroom	1587	1587	410	410	352	352	0	0	0	0	0	0	0	0	0	0	2349	2349
	Communitarian Environment Planning	1441	1441	476	476	261	261	0	0	0	0	0	0	0	0	0	0	2178	2178
Improving Communitarian Environment Management	Communitarian Environment Activities	1561	1561	359	359	174	174	0	0	0	0	0	0	0	0	0	0	2094	2094
	Group Formation and Common Environmental Management.	1468	1468	355	355	147	147	0	0	0	0	0	0	0	0	0	0	1970	1970
	Environment Surrounding Students and Their Teaching	1510	1510	276	276	208	208	0	0	0	0	0	0	0	0	0	0	1994	1994
	Quechua Basic Level I	0	0	176	176	562	562	571	571	1026	1026	306	306	1713	1713	441	441	4795	4795
Oral and Written Communication in Quechua Native Language	Quechua Basic Level II	0	0	129	129	514	514	518	518	780	780	303	303	1476	1476	371	371	4091	4091
	Quechua Basic Level III	0	0	44	44	417	417	402	402	728	728	250	250	1449	1449	348	348	3638	3638
	Quechua Basic Level IV	0	0	40	40	375	375	399	399	648	648	221	221	1429	1429	332	332	3444	3444



Oral and Written Communication in Guarani Native Language	Guarani Basic Level I	0	0	276	264	264	303	643	643	93	93	1161	1161	262	262	3002	3002
	Guarani Basic Level II	0	0	201	239	239	272	442	442	117	117	1008	1008	237	237	2516	2516
	Guarani Basic Level III	0	0	18	164	164	262	392	392	97	97	862	862	226	226	2021	2021
	Guarani Basic Level IV	0	0	18	142	142	279	366	366	78	78	687	687	221	221	1791	1791
Oral and Written Communication in Aymara	Aymara Basic Level I	0	0	0	111	111	289	125	125	16	16	90	90	215	215	846	846
	Aymara Basic Level II	0	0	0	120	120	297	125	125	16	16	87	87	182	182	827	827
	Aymara Basic Level III	0	0	0	112	112	297	125	125	16	16	87	87	182	182	819	819
	Aymara Basic Level IV	0	0	0	116	116	268	125	125	16	16	87	87	182	182	794	794
Oral and Written Communication in Mojeno Trinitario	M. Trinitario Basic Level I	0	0	0	161	161	60	26	26	24	24	94	94	22	22	387	387
	M. Trinitario Basic Level II	0	0	0	156	156	56	21	21	24	24	67	67	17	17	341	341
	M. Trinitario Basic Level III	0	0	0	156	156	50	0	0	0	0	50	50	22	22	278	278
	M. Trinitario Basic Level IV	0	0	0	151	151	50	0	0	0	0	51	51	21	21	273	273
Law on Education "Avelino Siñani - Elizardo Pérez"	Introduction to the Law of Education No. 070 "Avelino Siñani - Elizardo Pérez"	0	0	0	1604	1604	1701	949	949	461	461	684	684	19	19	5418	5418
	Bases, Purposes and Objectives of Education Law No. 070 "Avelino Siñani - Elizardo Pérez"	0	0	0	1518	1518	1614	870	870	440	440	641	641	12	12	5095	5095
	Plurinational Educational System - Education Law No. 070 "Avelino Siñani - Elizardo Pérez"	0	0	0	1240	1240	1592	826	826	417	417	568	568	0	0	4643	4643
	Plurinational Educational Administration and Management	0	0	0	1248	1248	1541	847	847	419	419	528	528	0	0	4583	4583
"Inclusive Education Approach"	Bases of the Inclusive Education Approach in the S.E.P	0	0	0	782	782	236	437	437	187	187	247	247	0	0	1889	1889
	Inclusive Educational Policies	0	0	0	787	787	243	426	426	181	181	233	233	0	0	1870	1870
	Inclusive Education Cultures and Practices	0	0	0	0	0	0	457	457	126	126	242	242	0	0	825	825
	Special Education Populations	0	0	0	0	0	0	455	455	127	127	243	243	0	0	825	825
"Management for the Transformation of Youth and Adult Education Centers"	Institutional Situation of Youth and Adult Education Centers	0	0	0	517	517	539	90	90	181	181	158	158	27	27	1512	1512
	Approaches and Foundations of Youth and Adult Education	0	0	0	492	492	492	90	90	169	169	158	158	27	27	1428	1428
	Process of Transformation of Youth and Adult Education Centers	0	0	0	432	432	460	90	90	52	52	191	191	27	27	1252	1252
	Organization of the Transformation Community	0	0	0	420	420	441	90	90	52	52	93	93	27	27	1123	1123

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Areas	MATERIALS PEAMS PRODUCED BY UNEFCO	Printed Materials (Notebooks)	Printed Materials (Booklets)
Common Modules	Principles of the Plurinational Educational System (Common to all areas)	5000	5000
	Curricula Guidelines of the Plurinational Educational System	3000	3000
	Psychology of Adolescent Development	3000	3000
Area: Mathematics Area	Mathematics Epistemology and its relationship with Technological Productive Areas	500	500
	Algebraic structures / Trigonometry and its didactics	500	500
	Calculus and its didactics	500	500
	Geometry and its didactics	500	500
	Probability, Statistics and their didactics	500	500
	Applied Mathematics and its didactics	500	500
Area: Natural Sciences: Biology - Geography	Science of Nature Epistemology and its relationship with Health and Environment Productive Areas	300	300
	Biology and its didactics	300	300
	Ecology and its environment	300	300
	Geography and its didactics	300	300
	Science of the nature linked to the production	300	300
	National and international trends and regulations related to the environment	300	300
Area: Natural Sciences: Physics-Chemistry	Science of Nature Epistemology and its relationship with Health and Environment Productive Areas	300	300
	Physics and its didactics	300	300
	Ecology and its environment	300	300
	Chemistry and its didactics	300	300
	Sciences of the Nature linked to the Production	300	300
	National and international trends and regulations related to the environment	300	300
Area: Social Sciences	Social Science Epistemology and its link with Productive Humanistic Areas	700	700
	Anthropology and its didactics	700	700
	Workshop on sociology: analysis and reflection of Bolivian social thought; Economy and power	700	700
	Sociology and its didactics	700	700
	Citizenship education: Human rights, culture of peace and its didactic	700	700
	Social Studies and their didactics	700	700
Area: Communication and Languages	Linguistics Epistemology and the development of languages	500	500
	Literature and its didactics	500	500
	Universal literature	500	500
	Didactics of Second Languages	500	500
	Language of the Mass Media	500	500
	Latin American Literature	500	500
Area: Cosmovision philosophy and psychology	Philosophy Epistemology and its link with Cosmovision	300	300
	History of Philosophy and its link with Cosmovision	300	300
	History of Philosophies 1 and its didactics	300	300
	Epistemology of Psychology	300	300
	Latin American and Bolivian Thought	300	300
	Cosmovision of Native Indigenous Campesino Peoples. Ethics and communitarian justice	300	300
	History of Philosophies 2 and its didactics	300	300
TOTAL MATERIAL PRINTED AND DISTRIBUTED		26600	26600

DETAILS OF SHIPMENTS OF MATERIAL TRAINING UNITS PROFOCOM - REGULAR SUBSYSTEM

DEPARTMENT	FIRST PHASE (UP TO UF16) 2012-2014		SECOND PHASE (UP TO UF12) 2013-2015		THIRD PHASE (UP TO UF12- SENT REMAINING TO DISPER- SED AREA) 2013-2016	
	PHYSICAL	CDs	PHYSICAL	CDs	PHYSICAL	CDs
LA PAZ	178423	39767	99339	50017	53515	340
ORURO	37934	5307	18650	9177	17005	0
POTOSÍ	68032	15108	39526	18360	32270	3227
COCHABAMBA	94988	22551	59442	31581	30775	140
CHUQUISACA	37249	6910	24416	12150	10485	333
TARIJA	34527	7896	17450	7830	10450	1045
PANDO	4374	801	3626	2040	2330	233
BENI	19459	3513	22730	9900	7834	768
SANTA CRUZ	104843	27444	75719	38934	31200	1666
TOTALES	579829	129297	360898	179989	195864	7752
	TOTAL PHYSICAL		TOTAL CDs		GRAND TOTAL	
	1136591		317038		1453629	

DETAIL OF PUBLICATIONS USE OF TICS IN CONTINUOUS TRAINING

TITLE OF THE PUBLICATION	Nº OF NOTEBOOK	Nº OF COPIES
Educational and Technological Revolution	1	5.000
Students computers and interactivity with Teacher	2	5.000
Educational and Technological Revolution	1	45.003
Students computers and interactivity with Teacher	2	40.557
Handbook for Teachers in the Use of Computers for Secondary Students	1	8.000
Students computers and interactivity with Teacher	2	8.000
ICT resources in areas of wisdom and knowledge: Mathematics, Physics and Chemistry (Level 1)	3	8.000
ICT resources in areas of wisdom and knowledge: Biology and Geography (Level 1)	3	8.000
ICT resources in areas of wisdom and knowledge: Mathematics (Level 2)	4	8.000
ICT resources in areas of wisdom and knowledge: Physics (Level 2)	4	8.000
ICT resources in areas of wisdom and knowledge: Chemistry (Level 2)	4	8.000
ICT resources in areas of wisdom and knowledge: Biology and Geography (Level 2)	4	8.000
ICT resources in areas of wisdom and knowledge: Mathematics (Level 3)	5	8.000
ICT resources in areas of wisdom and knowledge: Physics (Level 3)	5	8.000
ICT resources in areas of wisdom and knowledge: Chemistry (Level 3)	5	8.000
ICT resources in areas of wisdom and knowledge: Biology and Geography (Level 3)	5	8.000
DVD - Educational Materials "Training Courses for Teachers in the Use of ICTs in Educational Practice under the MESCP" (Courses 1 and 2)	1 al 5	10.000
DVD - Educational Materials "Training Courses for Teachers in the Use of ICT in Educational Practice under the MESCP" (Formative Cycles: Mathematics, Physics, Chemistry and Biology - Geography)	1 al 5	5.000
TOTAL	61	206.560



**DETAIL OF TEXTS PPMI
(STUDY FOLDERS AND STUDY GUIDES)**

SEMESTER	STUDY FOLDERS	Nº
FIRST	INTRODUCTION TO TECHNOLOGICAL EDUCATION	8.455
FIRST	LEADERSHIP AND SOCIAL RESPONSIBILITY	7.800
SECOND	INFORMATION AND COMMUNICATION APPLIED TO EDUCATION	7.800
SECOND	EDUCATIONAL INTEGRATION	7.800
SECOND	ORGANIZATION OF TEACHING	7.800
SECOND	SOCIETY, EDUCATION AND EDUCATIONAL POLICIES	7.800
SECOND	EDUCATIONAL RESEARCH FOR PRACTICE 2 (IEP 2	7.800
THIRD	INFORMATION AND COMMUNICATION APPLIED TO EDUCATION	7.800
THIRD	ORGANIZATION OF TEACHING	7.800
THIRD	THEORIES AND EDUCATIONAL TRENDS	7.800
THIRD	SYSTEMATIZATION OF EDUCATIONAL AND INNOVATIVE EXPERIENCES	7.800
THIRD INICIAL	INFORMATION AND COMMUNICATION APPLIED TO EDUCATION	7.800
THIRD INICIAL	ORGANIZATION OF TEACHING	7.800
THIRD INICIAL	INTRODUCTION TO TECHNOLOGICAL EDUCATION	7.800
THIRD INICIAL	LEADERSHIP AND SOCIAL RESPONSIBILITY	7.800
THIRD PRIMARY	INFORMATION AND COMMUNICATION APPLIED TO EDUCATION	7.800
THIRD PRIMARY	EDUCATIONAL INTEGRATION	7.800
THIRD PRIMARY	THEORIES AND EDUCATIONA TRENDS	7.800
THIRD SECONDARY	FUNDAMENTALS OF CREATIVITY	7.800
FIRST	CHILD AND ADOLESCENT DEVELOPMENT	7.800
	FUNDAMENTALS OF CREATIVITY	7.800
	HISTORY AND CULTURAL DIVERSITY IN BOLIVIAN EDUCATION	7.800
	EDUCATIONAL RESEARCH FOR PRACTICE 1	7.800
FIRST	PSYCHOLOGY OF LEARNING	7.800
	SYSTEMATIZATION OF EDUCATIONAL AND INNOVATIVE EXPERIENCES	7.800
FOURTH-FIFTH	INTRACULTURAL AND INTERCULTURAL EDUCATION	7.800
ALL	GUIDE FINAL GRADUATE WORK INTERNAL PEDAGOGICAL STUDY	7.800
FOURTH	RECOVERY OF ORAL TRADITION AND NATIVE TECHNOLOGY GUARANI	7.800
FIFTH	LANGUAGE REFLECTION OF THE NATIVE LANGUAGE	7.800
FIFTH	REFLECTION, LINGUISTICS OF THE NATIVE LANGUAGE MOJEÑO - TRINITARIA	7.800
FIFTH	LEGISLATION OF THE PLURINATIONAL EDUCATIONAL SYSTEM	7.800
FIFTH	DECOLONIZING EDUCATION	7.800
FIFTH	STRATEGIES FOR GENERATING STUDENT PROTAGONISM IN CLASSROOM	7.800
SECOND	FUNDAMENTALS OF BILINGUAL INTERCULTURAL EDUCATION	7.800
FIRST	MATHEMATICS IN SOCIETY	246
FIRST	LANGUAGE AND SOCIOLINGUISTIC SOCIETY	318
SECOND	EPISTEMOLOGY OF THE ELEMENTARY MATHEMATICS OF WHOLE NUMBERS AND RATIONAL NUMBERS	318
SECOND	PSHYCOLINGUISTIC	318
THIRD	DEVELOPMENT OF LANGUAGE AND COMMUNICATION, INITIATION TO LANGUAGE AND WRITTEN COMMUNICATION.	318
THIRD INICIAL	TEXTUAL LINGUISTICS, INITIATION TO GENERAL LITERATURE AND INITIATION TO CHILDREN'S LITERATURE	318
THIRD PRIMARY	TEXTUAL LINGUISTICS, INITIATION TO LITERATURE	318
THIRD	ALGEBRA	246
THIRD	HUMAN ANATOMY FOR PHYSICAL ACTIVITY	135
THIRD	ANATOMY AND COMPARED PHYSIOLOGY	275
FIFTH	ANTHROPOLOGY AND SOCIOLOGY IN BOLIVIA AND THE WORLD	224
THIRD	HARMONY I	282
THIRD	CALCULUS I	246
FIFTH	FIELDS	275
FIFTH	CYTOBIOLOGY	275
FIFTH	LITERARY CRITICISM	160



SEMESTER	STUDY FOLDERS	N°
FIFTH	DEVELOPMENT OF ORAL AND WRITTEN COMMUNICATION	1.439
FOURTH	DEVELOPMENT OF LANGUAGE AND COMMUNICATION, INITIATION TO LANGUAGE AND WRITTEN COMMUNICATION. READING AND WRITING	96
FOURTH	DEVELOPMENT OF THE CHILD 0-6 YEARS OLD	96
THIRD	ARTISTIC DRAWING I	113
THIRD	NATURAL SCIENCES DIDACTICS	275
THIRD	SOCIAL SCIENCES DIDACTICS	224
FIFTH	CALCULUS AND STATISTICS DIDACTICS	246
THIRD	VOCAL EDUCATION 1	282
FOURTH	THE TEACHING OF SCIENCES IN INITIAL EDUCATION	96
THIRD	EPISTEMOLOGY AND DIDACTICS OF LIFE SCIENCES	1.439
THIRD	SPACIALITY AND GEOMETRY	1.439
FIFTH	STATISTICS AND PROBABILITY II	246
FIFTH	EXPLORING THE NATURAL AND SOCIAL WORLD IN INITIAL EDUCATION	246
FIFTH	MOTOR EXPRESSION AND CREATIVITY	96
THIRD	FUNDAMENTALS OF ANTHROPOLOGY	224
FIFTH	LITERARY GENRES 1	160
FIFTH	LITERARY GENRES, EXPOSITIVE TEXTS AND ARGUMENTATION	160
FIFTH	PHYSICAL GEOGRAPHY & HUMAN DEVELOPMENT	224
FIFTH	GEOGRAPHY, THE ECONOMIC AND POLITICAL ORGANIZATION	224
FOURTH	HISTORY OF ALGEBRA AND ITS LANGUAGE	1.439
THIRD	HISTORY OF ART I	113
THIRD	HISTORY OF PHYSICAL EDUCATION IN BOLIVIA	135
FIFTH	HISTORY AND ECONOMIC AND POLITICAL PROCESSES	244
THIRD	HISTORIOGRAPHY OF PHILOSOPHY 1	161
FOURTH	INITIATION TO READING AND WRITING AND DEVELOPMENT OF ORAL COMMUNICATION	1.439
FOURTH	INTERPRETATION OF MUSICAL INSTRUMENTS II	96
THIRD-FIFTH	LINGUISTIC TEXT 1	96
THIRD	TEXTUAL LINGUISTICS AND STATEMENTS. GENERAL LITERATURE AND CHILDREN'S LITERATURE	96
FIFTH	GENERAL LITERATURE AND CHILDREN'S LITERATURE	318
FIFTH	UNIVERSAL LITERATURE	318
THIRD	LITERATURE AND SOCIETY	275
FIFTH	MATHEMATICS AND SOCIETY	275
FIFTH	MECHANICS	275
FIFTH	MATHEMATICAL MODELS I	246
FIFTH	PROPORTIONALITY AND GEOMETRY II	160
FIFTH	PSYCHOLOGY	96
THIRD	GENERAL PSYCHOLOGY	160
THIRD	PSICOMOTRICITY APPLIED TO PHYSICAL EDUCATION	160
THIRD	GENERAL CHEMISTRY	160
THIRD	RECREATION AND CREATIVITY	350
FIFTH	MECÁNICA	275
FIFTH	MODELOS MATEMÁTICOS I	246
FIFTH	PROPORCIONALIDAD Y GEOMETRÍA II	350
FIFTH	PSICOLINGÜÍSTICA	96
THIRD	PSICOLOGÍA GENERAL	161
THIRD	PSICOMOTRICIDAD APLICADA A LA EDUCACIÓN FÍSICA	135
THIRD	QUÍMICA GENERAL	275
THIRD	RECREACIÓN Y CREATIVIDAD	135
FOURTH	CONTENT ON LIFE SCIENCES: SOCIETIES, GEOGRAPHICAL SPACES AND LIVING LIVES 1	1.439
THIRD	GENERAL SOCIOLOGY	224
THIRD	WORKSHOP NATURAL SCIENCES DIDACTICS I	275
THIRD	WORKSHOP SOCIAL SCIENCE DIDACTICS	224



SEMESTER	STUDY FOLDERS	Nº
THIRD	WORKSHOP MATHEMATICS DIDACTICS I	246
FIFTH	WORKSHOP COMMUNICATION AND LANGUAGE DIDACTICS 1	160
FIFTH	TRENDS OF ALGEBRA AND ITS GRAPHIC LANGUAGE	350
FIFTH	THEORIES OF CULTURE	224
FIFTH	OVERVIEW OF SOCIAL SCIENCES	318
FIFTH	OVERVIEW OF DISCIPLINARY CONTENTS OF THE NATURAL SCIENCES AREA	160
FIFTH	WORKSHOP PLASTIC ARTS OF DIDACTICS OF II	113
FIFTH	LINGUISTIC LANGUAGE REFLECTION OF THE NATIVE LANGUAGE - BESIRO (CHIKUITANA)	318
FIFTH	WORKSHOP OF THE DIDACTICS OF SOCIAL SCIENCES 3	224
FIFTH	SOCIOLINGUISTICS	379
FIFTH	SOLFEO II	282
FIFTH	WORKSHOP ON COMMUNICATION AND LANGUAGE DIDACTICS 3	160
FIFTH	LANGUAGE REFLECTION OF THE NATIVE LANGUAGE QUECHUA	318
FIFTH	LANGUAGE REFLECTION OF THE NATIVA LANGUAGE - GUARANÍ	318
FIFTH	CORAL TECHNIQUE	282
FIFTH	ANTHROPOLOGICAL VIEW OF THE PLURINATIONAL STATE OF BOLIVIA	224
FIFTH	WORKSHOP OF PHILOSOPHY DIDACTICS 2	161
FIFTH	VOLLEYBALLS APPLIED TO PHYSICAL EDUCATION	135
FIFTH	TRENDS OF ALGEBRA AND ITS GRAPHIC LANGUAGE	350
FIFTH	WORKSHOP MATHEMATICS DIDACTICS III	246
FIFTH	PSYCHOLOGY OF SPORTS AND PHYSICAL EXERCISE	135
FIFTH	SWIMMING	135
FIFTH	ORGANIC CHEMISTRY	275
FIFTH	MICROBIOLOGY, HEALTH AND DISEASE	275
FIFTH	ARTISTIC PAINTING II	113
FIFTH	MATHEMATICAL MODELS	246
FIFTH	SOCIAL PSYCHOLOGY	161
FIFTH	EVOLUTIONARY PSYCHOLOGY II	161
FIFTH	BOLIVIAN LITERATURE 1	160
FIFTH	MODELLING	113
FIFTH	HISTORY OF ART IN BOLIVIA	113
FIFTH	HISTORIOGRAPHY OF PHILOSOPHY 2	161
FIFTH	HISTORY AND ECONOMIC AND POLITICAL PROCESSES	224
FIFTH	HISTORIOGRAPHY OF BOLIVIA	224
FIFTH	ENGLISH III THE ART OF TEACHING	379
FIFTH	RESEARCH ON MUSICAL CULTURE IN THE PLURINATIONALITY OF BOLIVIA "	282
FIFTH	INTRODUCTION TO MUSICOLOGY	282
FIFTH	HISTORY OF NON-OCCIDENTAL PHILOSOPHIES	161
FIFTH	INTRODUCTION TO SCHOOL COMPOSITION	282
FIFTH	CINEANTROPOMETRY AND BIOMECHANICS	135
FIFTH	CALCULUS III	246
FIFTH	FIELDS	275
FIFTH	HUMAN RIGHTS AND CITIZENSHIP	224
FIFTH	TECHNICAL DRAWING	113
FIFTH	ANTHROPOLOGY AND SOCIOLOGY IN BOLIVIA AND THE WORLD	224
FIFTH	LINEAR ALGEBRA	246
FIFTH	DEVELOPMENT OF ORAL AND WRITTEN COMMUNICATION	160
FIFTH	LITERARY GENRES, EXPOSITIVE TEXTS AND ARGUMENTATION	160
FIFTH	PHONOLOGY III THE ART OF TEACHING ENGLISH AS A SECOND LANGUAGE	379
FIFTH	GEOLOGY AND ASTRONOMY EARTH AND UNIVERSE SCIENCES	318
FIFTH	STATISTICS AND PROBABILITY I	246
FIFTH	ENGLISH GRAMMAR III THE ART OF TEACHING ENGLISH WRITING	379
FIFTH	LITERARY GENRES 1	160

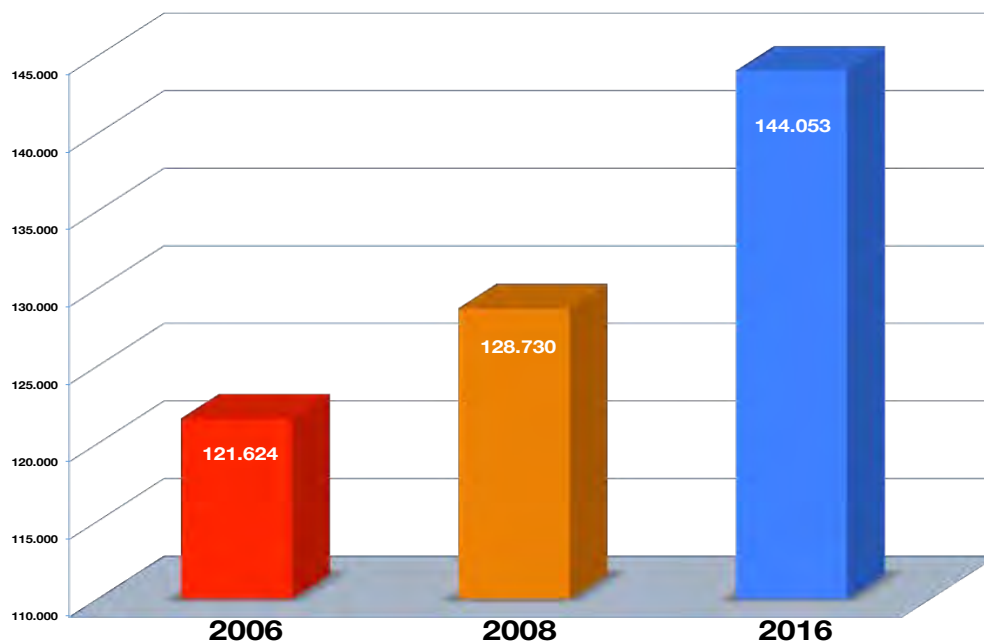


SEMESTER	STUDY FOLDERS	Nº
FIFTH	FOOTBALL AND ALTERNATIVE SPORTS APPLIED TO PHYSICAL EDUCATION	135
FIFTH	PHYSICS AND CHEMISTRY AND THE STUDY OF PHYSICAL AND CHEMICAL PHENOMENA	318
SIXTH	CHILDREN'S ART	113
SIXTH	WORKSHOP COMMUNICATION AND LANGUAGE DIDACTICS 4	160
SIXTH	PSYCHOMETRY	161
SIXTH	ANALYTIC CHEMISTRY	275
SIXTH	LITERARY GENRES II	160
SIXTH	GENITIVE PHILOSOPHIES	161
SIXTH	WAVES	275
SIXTH	CALCULUS IV	246
SIXTH	ECOLOGY AND BIOGEOGRAPHY	275
SIXTH	WORKSHOP MATHEMATICS DIDACTICS IV	246
SIXTH	MUSICAL FORMS AND MUSIC COMPUTERS	282
GENERAL TRAINING	Study Guide: Special Education I	5.000
	Study Guide: Special Education II	5.000
GENERAL TRAINING	Study Guide: Educational Research and Knowledge Production II	5.000
GENERAL TRAINING	Study Guide: Sociopolitics and decolonization	5.000
GENERAL TRAINING	Study Guide: Family Health Community	5.000
TOTAL		327.821

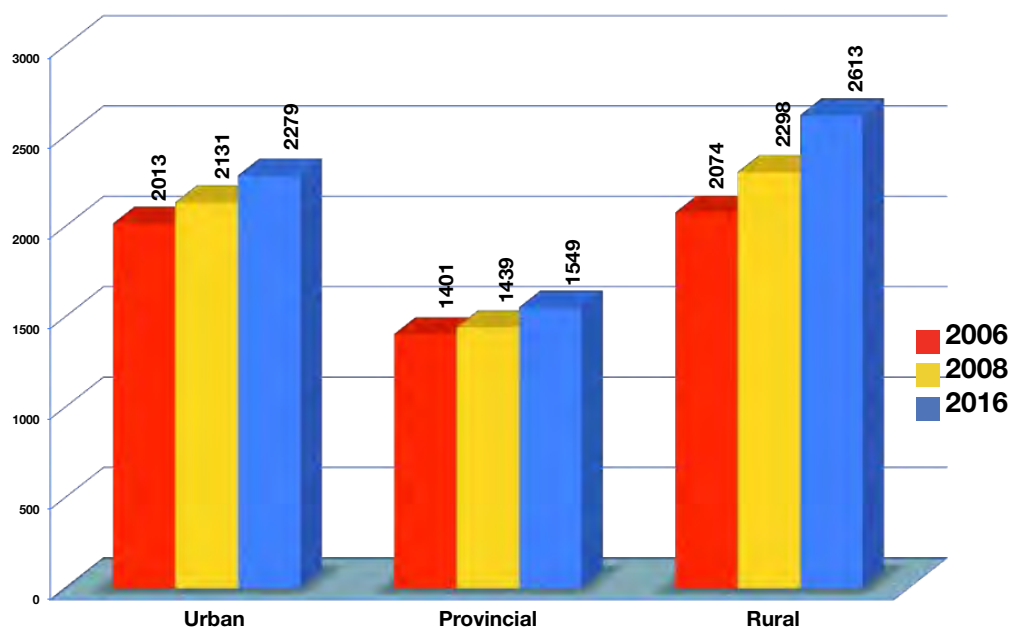
APPENDIX N° 4

PLURINATIONAL EDUCATIVE SYSTEM -TEACHERS STATISTICS

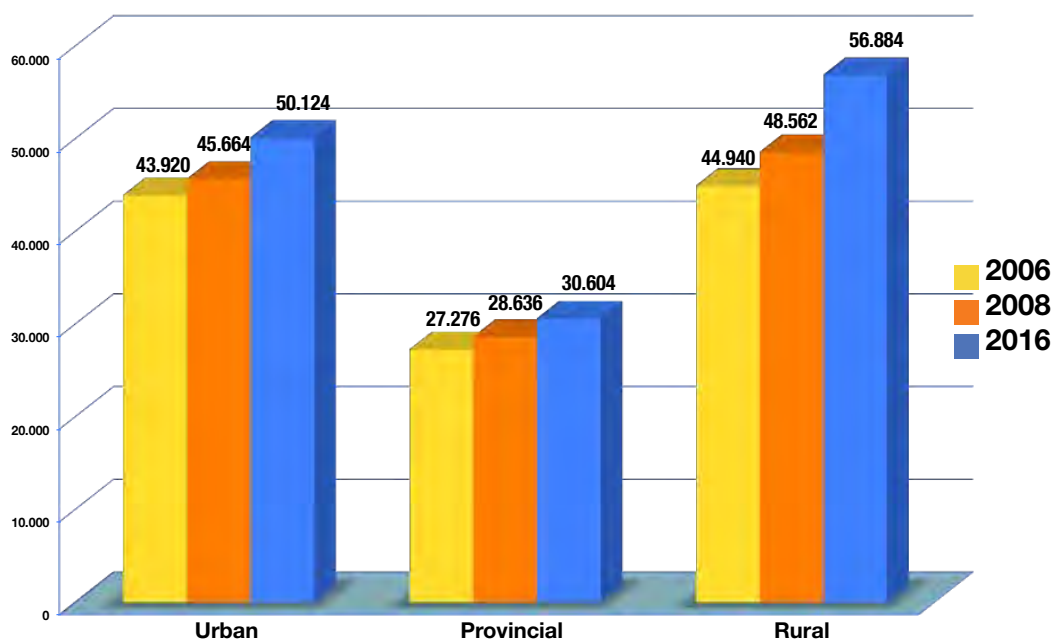
PLURINATIONAL EDUCATIONAL SYSTEM OF BOLIVIA DIRECTORS - TEACHERS (2006 - 2008 - 2016)



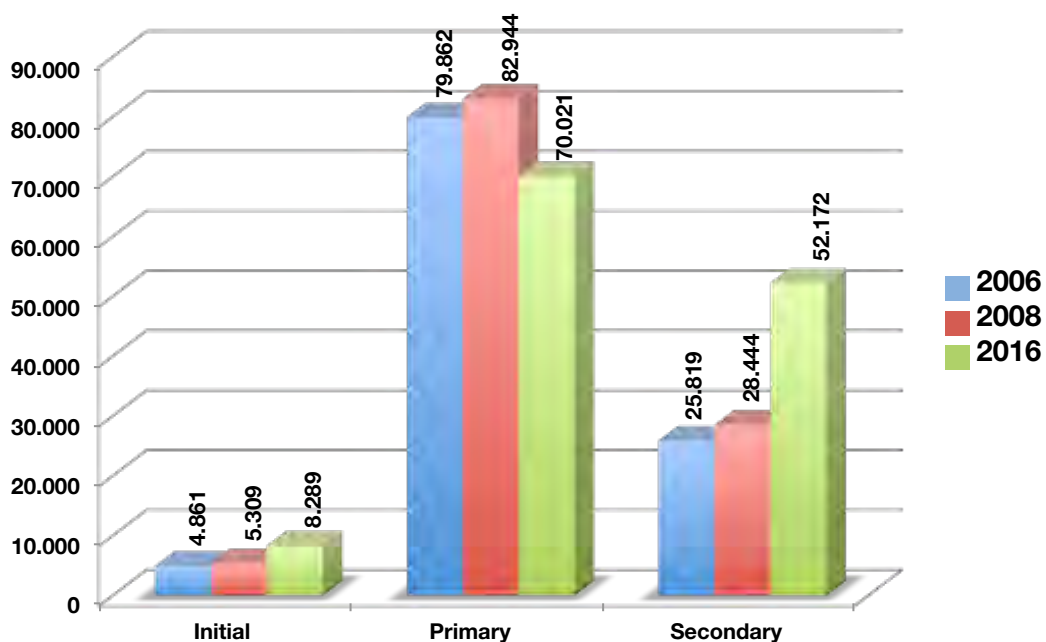
SEP DIRECTORS BY AREA (NATIONAL) (2006 - 2008 - 2016)



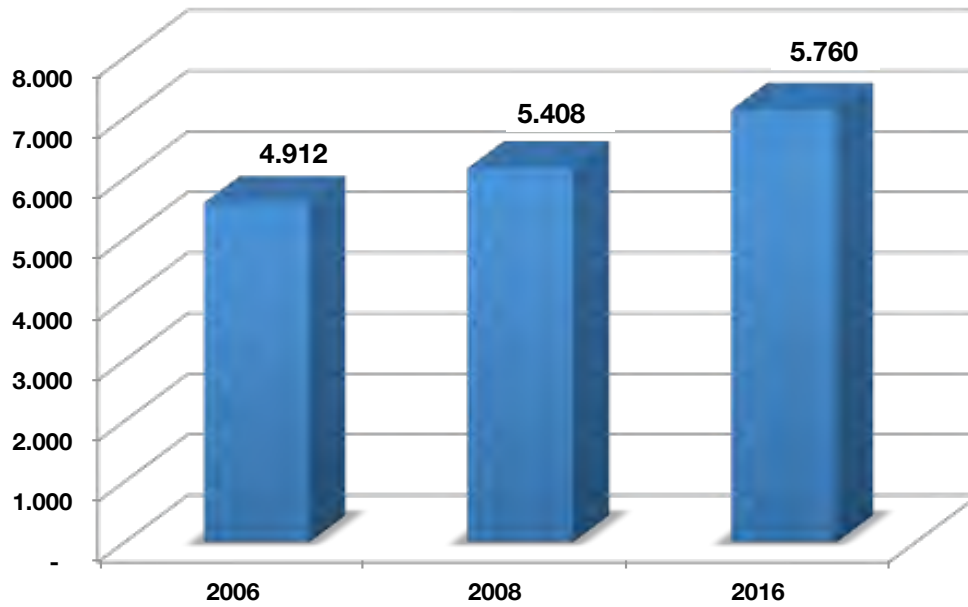
SEP TEACHERS BY AREA (NATIONAL) (2006 – 2008 – 2016)



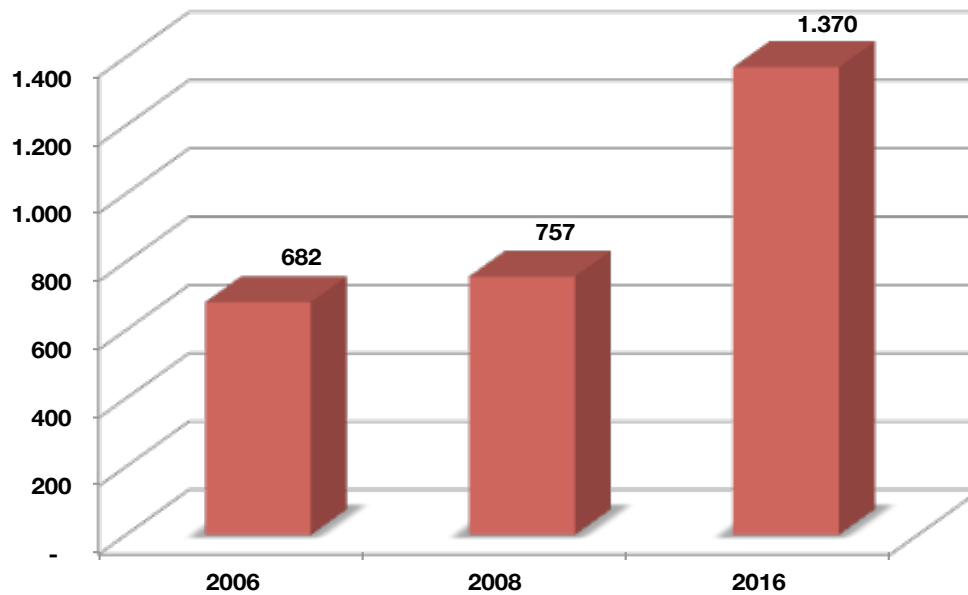
SEP TEACHERS BY LEVEL (NATIONAL) (2006 – 2008 – 2016)



ALTERNATIVE EDUCATION TEACHERS (NATIONAL) (2006 – 2008 – 2016)



SPECIAL EDUCATION TEACHERS (NATIONAL) (2006 – 2008 – 2016)



EDUCATIVE UNIT DIRECTORS BY AREA

Department	URBAN			PROVINCIAL			RURAL		
	2006	2008	2016	2006	2008	2016	2006	2008	2016
Chuquisaca	120	128	132	62	63	68	170	191	201
La Paz	595	668	759	311	304	332	530	560	625
Cochabamba	288	295	321	232	243	268	282	326	399
Oruro	147	151	175	57	59	58	118	130	143
Potosí	152	154	159	162	161	174	317	344	372
Tarija	93	97	100	75	81	90	107	128	146
Santa Cruz	539	551	544	338	353	378	384	438	532
Beni	61	69	70	157	169	174	113	124	132
Pando	18	18	19	7	6	7	53	57	63
Total Nal.	2.013	2.131	2.279	1.401	1.439	1.549	2.074	2.298	2.613

EDUCATIVE UNIT TEACHERS BY AREA

Department	URBAN			PROVINCIAL			RURAL		
	2006	2008	2016	2006	2008	2016	2006	2008	2016
Chuquisaca	3008	3172	3220	1339	1389	1339	3771	4127	4576
La Paz	17226	17937	19923	6439	6467	6396	10412	10782	12021
Cochabamba	5873	6046	6772	5314	5651	6137	7921	8637	10532
Oruro	3447	3543	3935	1345	1400	1347	2097	2174	2291
Potosí	2534	2617	2850	3174	3337	3514	5919	6483	7273
Tarija	1666	1806	2146	1595	1808	2024	2344	2627	3032
Santa Cruz	8707	8989	9455	5431	5761	6897	9558	10516	13130
Beni	1176	1247	1421	2570	2747	2865	2207	2436	2919
Pando	283	307	402	69	76	85	711	780	1110
Total Nat.	43.920	45.664	50.124	27.276	28.636	30.604	44.940	48.562	56.884

EDUCATIVE UNIT TEACHERS BY CATEGORY

Department	THIRD			SECOND		
	2006	2008	2016	2006	2008	2016
Chuquisaca	2.858	3.198	2.373	967	1.057	1.502
La Paz	13.068	13.336	10.584	4.514	5.034	5.006
Cochabamba	6.622	7.924	7.079	1.876	2.107	3.455
Oruro	1.915	1.980	1.743	924	928	743
Potosí	3.884	4.807	3.676	1.346	1.487	2.170
Tarja	1.601	2.095	1.989	579	702	913
Santa Cruz	7.729	9.618	12.518	2.240	2.382	4.243
Beni	1.923	2.460	3.437	405	417	978
Pando	322	390	905	46	53	257
Total Nat.	39.922	45.808	44.304	12.897	14.167	19.267

EDUCATIVE UNIT TEACHERS BY CATEGORY

Department	THIRD			SECOND			FIRST		
	2006	2008	2016	2006	2008	2016	2006	2008	2016
Chquisaca	663	843	1.356	571	531	895	467	593	950
La Paz	2.958	3.532	5.407	2.959	2.774	4.756	2.701	2.916	4.139
Cochabamba	1.177	1.380	3.258	1.354	1.015	2.359	1.074	1.417	1.978
Oruro	800	915	820	774	664	893	605	772	978
Potosí	1.159	1.258	1.930	931	887	1.429	900	1.022	1.404
Tarija	448	504	978	432	420	733	447	460	636
Santa Cruz	1.539	1.749	3.064	1.564	1.647	2.153	1.153	1.463	2.131
Beni	294	312	599	290	286	388	112	136	327
Pando	39	44	123	41	38	46	28	24	41
Total Nat.	9.077	10.537	17.535	8.916	8.262	13.652	7.487	8.803	12.584

EDUCATIVE UNIT TEACHERS BY CATEGORY

Department	ZERO			MERIT		
	2006	2008	2016	2006	2008	2016
Chuquisaca	514	392	475	1.019	1.213	1.367
La Paz	2.342	2.125	2.405	3.146	3.777	5.804
Cochabamba	1.301	1.047	1.034	2.793	3.197	3.589
Oruro	608	503	567	958	1.147	1.792
Potosí	625	559	776	950	1.156	2.057
Tarija	492	453	402	928	1.090	1.319
Santa Cruz	1.374	1.120	1.318	2.168	2.584	2.859
Beni	206	189	155	350	385	436
Pando	19	26	22	44	47	47
Total Nat.	7.481	6.414	7.154	12.356	14.596	19.270

EDUCATIVE UNIT TEACHERS BY LEVEL

Department	INITIAL			PRIMARY			SECONDARY		
	2006	2008	2016	2006	2008	2016	2006	2008	2016
Chquisaca	344	367	465	5.678	5.989	4.819	1.665	1.853	3.255
La Paz	1.132	1.284	2.086	22.961	23.280	18.935	8.509	9.081	15.633
Cochabamba	776	844	1.445	13.163	13.686	11.693	4.355	4.845	9.187
Oruro	280	299	485	4.304	4.384	3.587	1.909	1.986	3.071
Potosí	546	584	738	8.500	8.942	7.364	2.164	2.471	5.022
Tarija	247	278	460	3.742	4.091	3.552	1.194	1.398	2.660
Santa Cruz	1.180	1.271	2.031	16.573	17.305	14.890	4.735	5.386	10.953
Beni	305	322	476	4.171	4.449	4.260	1.108	1.229	1.958
Pando	51	60	103	770	818	921	180	195	433
Total Nat.	4.861	5.309	8.289	79.862	82.944	70.021	25.819	28.444	52.172

EDUCATIVE UNIT TEACHERS BY LEVEL

Department	ALTERNATIVE			SPECIAL		
	2006	2008	2016	2006	2008	2016
Chuquisaca	385	435	506	46	44	90
La Paz	1.352	1.402	1.477	123	139	209
Cochabamba	683	807	901	131	152	215
Oruro	380	426	330	16	22	100
Potosí	381	402	421	36	38	92
Tarija	345	389	395	77	85	135
Santa Cruz	993	1.072	1.190	215	232	418
Beni	338	395	427	31	35	84
Pando	55	80	113	7	10	27
Total Nat.	4.912	5.408	5.760	682	757	1.370

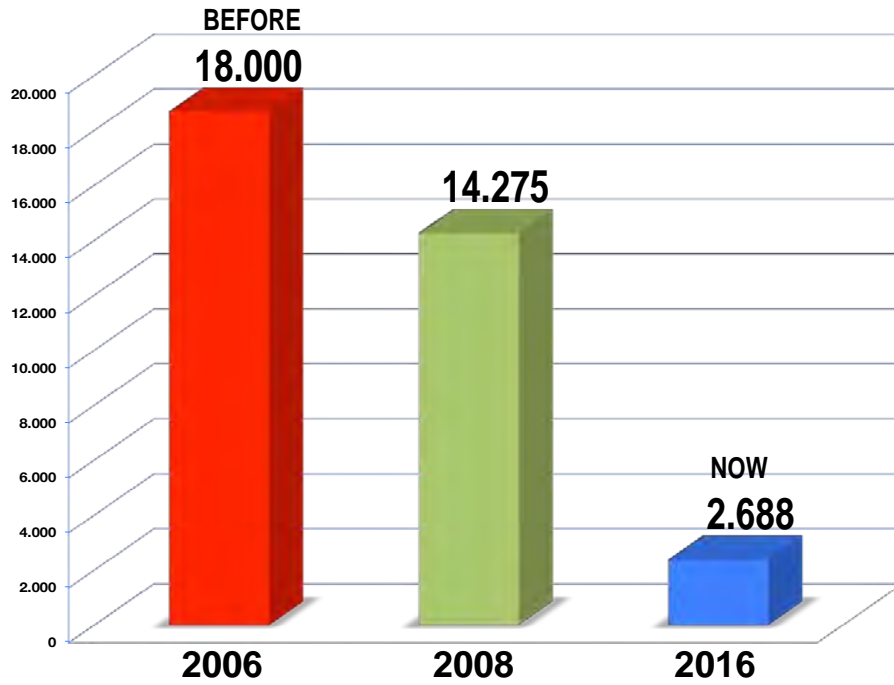
EDUCATIVE UNIT TEACHERS BY ACADEMIC FORMATION

Department	GRADUATE			GRADUATED			SENIORITY		
	2006	2008	2016	2006	2008	2016	2006	2008	2016
Chquisaca	5.211	5.517	8.372	1.672	2.089	447	176	221	99
La Paz	25.628	28.443	36.408	4.857	3.880	1.259	1.203	1.171	434
Cochabamba	12.322	14.252	21.360	3.350	3.294	1.007	525	541	385
Oruro	5.377	5.600	7.109	1.013	1.125	335	194	184	92
Potosí	6.818	7.897	12.544	2.542	2.822	619	435	457	279
Tarija	4.046	4.650	6.510	682	834	352	199	240	108
Santa Cruz	12.455	13.004	23.680	4.343	6.498	4.072	969	1.061	534
Beni	2.191	2.212	5.094	1.099	1.639	1.050	290	334	176
Pando	328	357	1.191	166	219	224	45	46	26
Total Nat.	74.376	81.932	122.268	19.724	22.400	9.365	4.036	4.255	2.133

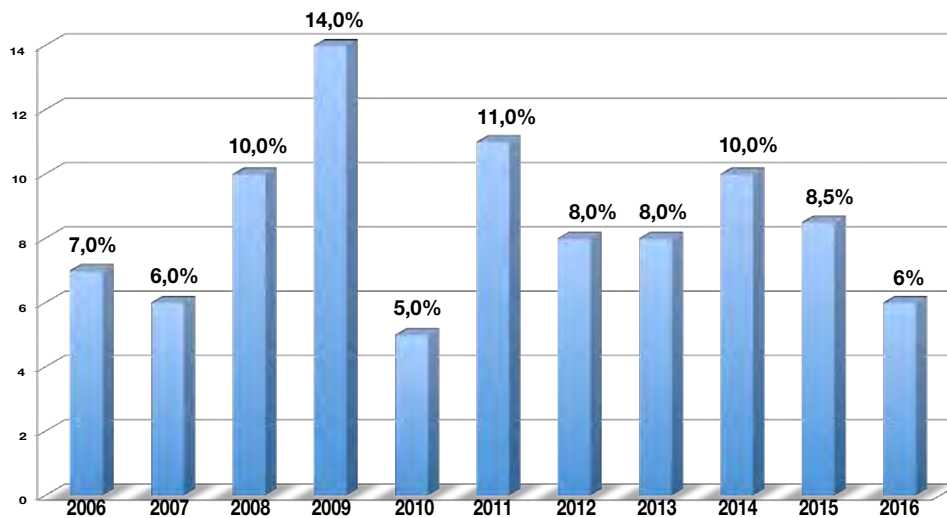
EDUCATIVE UNIT TEACHERS BY ACADEMIC FORMATION

Department	TEMPORARY TEACHER			TEMPORARY TEACHER STUDING AT PPMI			ITEMPORARY TEACHER WITH FORMATION		
	2006	2008	2016	2006	2008	2016	2006	2008	2016
Chuquisaca	1.059	861	34	-	-	93	-	-	90
La Paz	2.389	1.692	115	-	-	54	-	-	70
Cochabamba	2.911	2.247	193	-	-	266	-	-	230
Oruro	305	208	13	-	-	9	-	-	15
Potosí	1.832	1.261	29	-	-	77	-	-	89
Tarija	678	517	49	-	-	80	-	-	103
Santa Cruz	5.929	4.703	257	-	-	584	-	-	355
Beni	2.373	2.245	98	-	-	590	-	-	197
Pando	524	541	18	-	-	129	-	-	9
Total Nat.	18.000	14.275	806	-	-	1.882	-	-	1.158

TEMPORARY TEACHER REDUCTION (2006 – 2016)

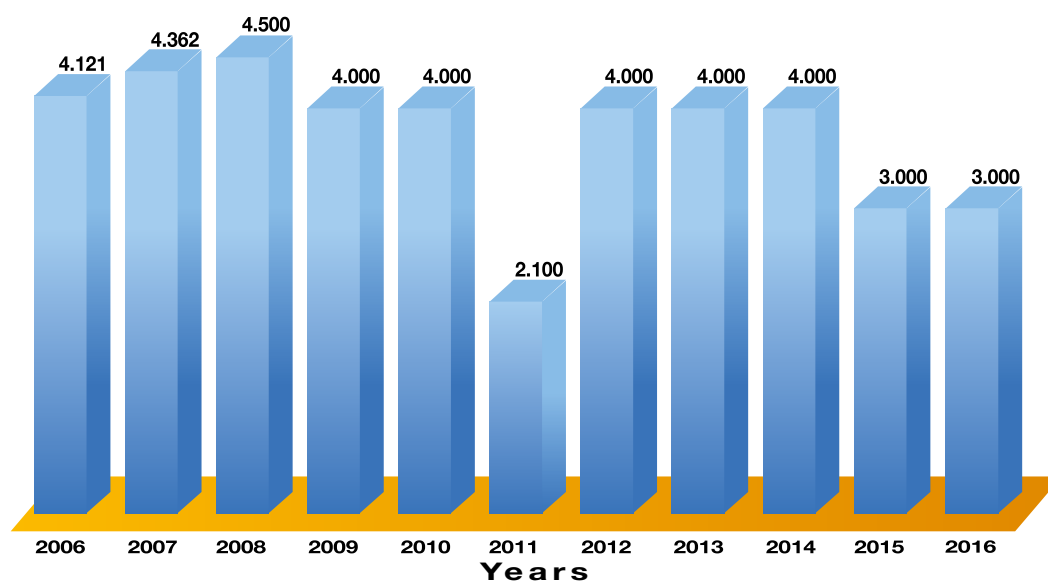


SALARY INCREASE IN THE SECTOR OF THE PLURINATIONAL EDUCATIONAL SYSTEM PER YEAR



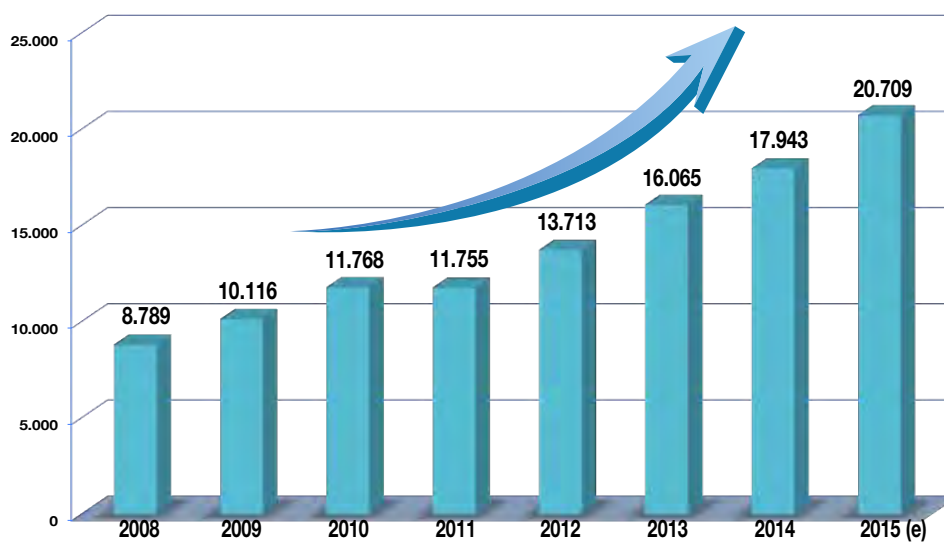
On a sustained way, wages have increased since 2006, reflecting that the teaching profession is one of the sectors that have the best benefits in this regard, which has a favorable impact on the teachers stability.

NEW POSITIONS CREATION (2006 – 2015)



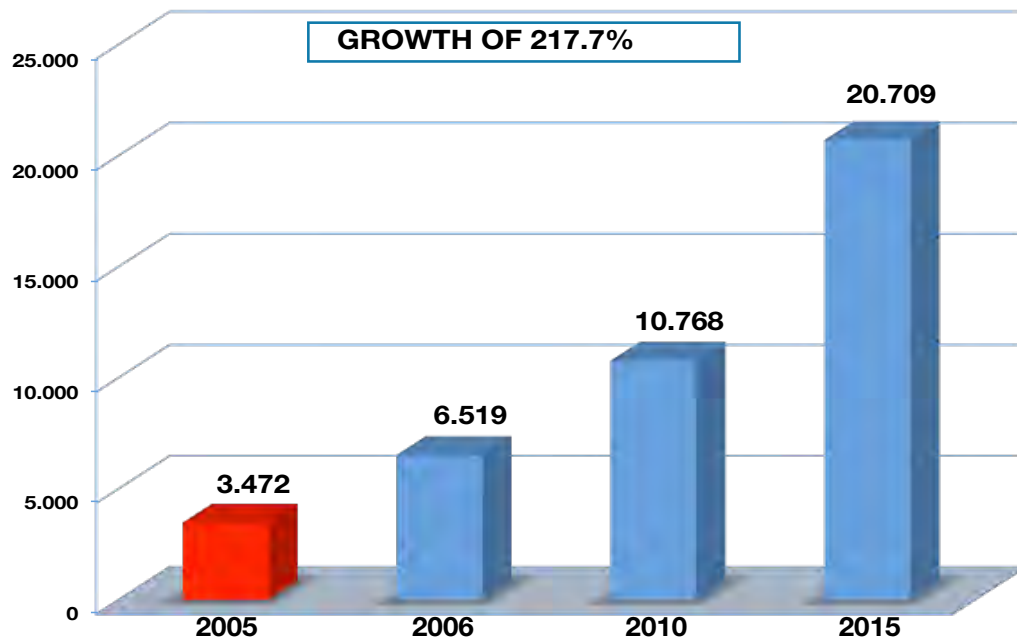
Between 2006 and 2016, 41,083 new teachers positions have been created, which has favored the improvement of working conditions for teachers, incorporating new teachers in the Plurinational Education System.

PUBLIC SPENDING IN EDUCATION (Millions of Bolivians)

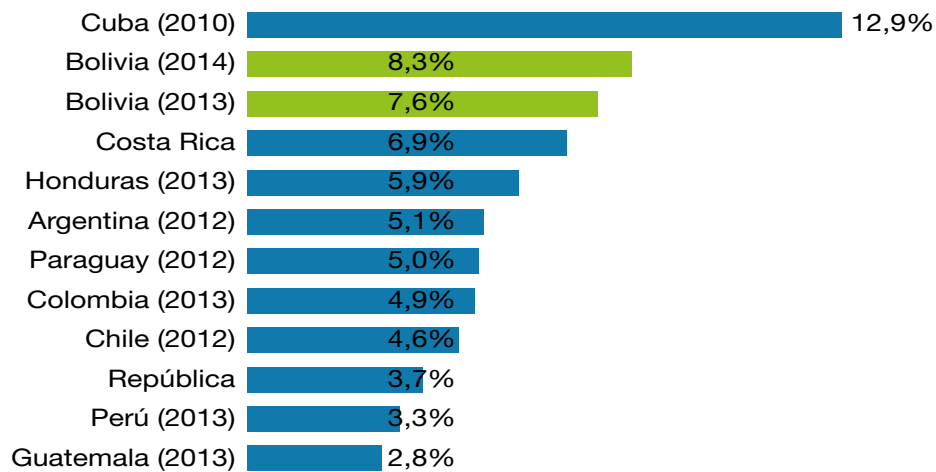


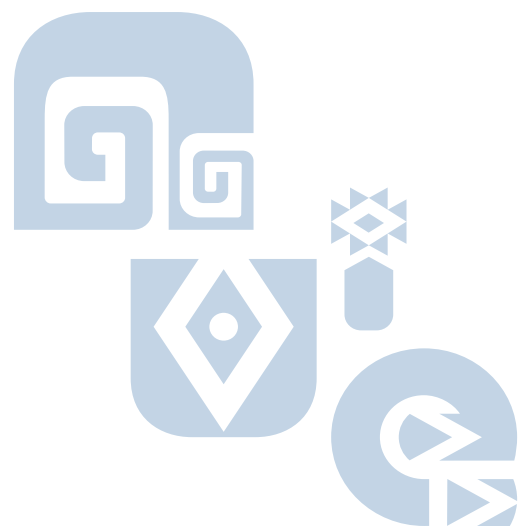
Bolivia significantly increased public spending on education. If in 2008 the investment was Bs 8,789 million, in 2014 this doubled to Bs 17,843 million, and in 2015 to Bs 20,709 million, spending directed to educational infrastructure, equipment and salary and labor improvements of Bolivian teachers.

INVESTMENT IN EDUCATION (Millions of Bolivians)



BOLIVIA: 2ND COUNTRY OF LATIN AMERICA AND THE CARIBBEAN INVESTING IN EDUCATION









**Educational Revolution
with Teaching Revolution
To Live Well**