

## The proposed curriculum and timetable as part of the implementation of Law 070 on productive socio-community education and its impact on Bolivian education

### La propuesta de la malla curricular y la carga horaria como parte de la implementación de la Ley 070 de educación socio-comunitaria productiva y su repercusión en la educación boliviana

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#### Abstract

The proposal that initially looks innovative lost quickly its charm when started to implement the regulations, dispositions, and upper circulars to apply a new educative model called productive socio-community, which have the name of Avelino Siñani and Elizardo Perez Law; at the beginning many that came with hopes for a law that favor the education of children, teenagers and adults ended for woke to see the uncertainty, the confusion, in which the Bolivian education is in the middle of the present year. Without doubt there are who still believe in that will be something that could be beneficial, in the other hand are the followers of the government which strive to go ahead to any cost with the application of all that is dictated with any kind of analysis or considerations; and finally are those who are convinced that the application of the law 070 will only carry more damages to the education and the society itself than benefits.

**Education, Benefits, Damages, Law, Students, Teachers**

#### Resumen

La propuesta que inicialmente parece innovadora perdió rápidamente su encanto cuando se empezaron a implementar los reglamentos, disposiciones, y circulares superiores para aplicar un nuevo modelo educativo llamado socio comunitario productivo, que llevan el nombre de Ley Avelino Siñani y Elizardo Pérez; al principio muchos que venían con esperanzas de una ley que favorezca la educación de niños, adolescentes y adultos terminaron por ver la incertidumbre, la confusión, en la que se encuentra la educación boliviana a mediados del presente año. Sin duda hay quienes aún creen en que será algo que podría ser beneficioso, por otro lado están los seguidores del gobierno que se empeñan en seguir adelante a cualquier costo con la aplicación de todo lo que se dicte sin ningún tipo de análisis o consideraciones; y finalmente están los que están convencidos de que la aplicación de la ley 070 sólo acarreará más perjuicios a la educación y a la sociedad misma que beneficios.

**Educación, Beneficios, Daños, Ley, Estudiantes, Profesores**

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## Introduction

The consequences of inadequate training in the education system are diverse, ranging from the low numbers of students entering university at the beginning of each year, which leads to dissatisfaction among parents and criticism of higher education institutions such as the San Francisco University and the Pedagogical University, to the failure of the students as people with a moral, economic, professional, psychological crisis, etc. For we know that a society is the result of its education.

Undoubtedly, the problem of education in Bolivia is a concern of parents, students and teachers, which is why the repercussions are so angry on both sides in contradiction, i.e. those who defend the Ministry's proposal on the one hand and those who defend the interests of teachers and students on the other.

The development of a curriculum should be in accordance with the needs of students, higher education institutions and society itself, and should respond to these needs. Furthermore, this curriculum will be closely related to the time load for each subject, and for each level. The productive socio-community paradigm is an interesting proposal but very limiting, and although revaluing the conquests of the Andean ancestors is good, it is not the only thing to revalue, nor is it the only thing that can solve and replace the world crisis that exists at all levels, in fact it would not even solve the problems of the country, or at least of a region.

I will now present the pros and cons of Law 070, starting by giving general information on what has been happening in education in Bolivia since the creation of the Mariscal Sucre National School of Teachers up to the present day, and then going on to analyse the intentions of the Avelino Siñani Elizardo Pérez education law, in order to reach conclusions.

## Theoretical framework

The Political Constitution of the State recognises the importance of education, establishing that the first and most important function of the State is education, which is why it is logical to think that the country should have a state policy and a serious government policy that allows for the development of education for the progress of society.

After the creation of the Escuela Nacional de Maestros Mariscal Sucre in 1909, teachers were trained according to the behaviourist paradigm that was used at the time, and later regulations were drawn up to regulate the teaching profession, one of the regulations was the Education Code, as well as the Regulations of the Scale and the Regulations on Misdemeanours and Penalties, so that teachers were not governed by the general labour law.

In the 1990s, the paradigm was changed from behaviourist to constructivist, new work texts, called modules, were implemented; In addition, new hierarchical positions with high salaries were created, the names of the positions of authorities were changed, for example from supervisors to district directorates, and it was proposed to assign technical subjects to course teachers, thus affecting the relevance and sources of work of teachers, as well as seriously affecting the quality of education by introducing and demanding the application of some distracting techniques and methods that do not focus on the learning itself and delay the time and space for learning.

With the consequences of the application of Law 15659, of the constructivist paradigm, although not in its entirety or at all levels of education, which were negative for students who left school with more marked deficiencies than with the previous method, despite the fact that they did not work entirely with the material and the form proposed by the law, this continued until the promulgation of Law 070 Avelino Siñani and Elizardo Pérez in 2010.

With the slogan "made in Bolivia", Law 070, supposedly with the support and consensus of the entire Bolivian teaching profession in general, began to plan the regulations that are causing serious problems within the teaching profession, with a reduction in hours, the merging of subjects<sup>10</sup> and a reduced timetable for several of them, The direct detriment to students is clearly shown by the untimely preparation of timetables due to the issuing of extemporaneous instructions that indicate and counter-indicate, producing confusion and misinformation among teachers, students and parents, which was clearly seen in the current administration of the Bolivian education system<sup>11</sup>.

The 1994 education reform law, together with a package of laws that were called the "damned laws" by the working population because of their devastating effect on society at that moment in history, even more so after what happened with the laws of the previous decade, which resulted in the relocation of mining workers in the area of state mining production, as well as in the State Railway Company, leaving the rest of the workers very vulnerable.

As established in the new evaluation regulation that was socialised through digital media, which contains modifications to the printed regulation in which only some subjects of the new reordering of what is called the fields of knowledge that groups the subjects with a strange and capricious association are salified.

A clear example of this is a publication published by the Ministry of Education in the local newspaper of the capital of the country Sucre, in which it states that the teachers' timetable will not be affected, so that the curriculum will not go forward if it does and that the directors who contradict the provision will be sanctioned, all this in clear contradiction with the form of qualification that foresees the complete application of the curriculum at all levels of regular education.

All this is developed according to the socio-community productive model and this means that the students can produce something in the school, school, educational unit or, as it is now called, communities of production and educational transformation CP-TE12, in favour of the community surrounding the educational establishment, the initial idea says that the production should favour the components of the educational unit, that is, the students, teachers, parents who live nearby, as all of them would be part of the educational community and the community that is part of the establishment; This worked very well in Warisata<sup>13</sup> and nowadays in some rural sectors far away from populated centres. In the more or less populated cities or provinces, students travel considerable distances to reach their educational centre, that is, not all students have their home and family nearby, the community around them is part of other educational centres with other characteristics, customs or needs, which makes it impossible to produce things for the educational community or for the community.

But not only is this inconvenient, but the production of an educational unit is reduced to something like bread, or soft drinks, or vegetables, due to the limitations of space, time mainly, and there is also the fact that it disconnects the main function of the establishment with the activity that is intended to be incorporated, without equipment, neither physical, nor technological, nor economic, like an experiment that wastes the time of both teachers and students in their objective of professionalisation and specialisation.

These are some of the many drawbacks that should be overcome, another and more serious one would be the organisation and distribution of the cities that would have to be changed so that entrepreneurship is minimally possible, because trying to reduce hours of scientific subjects to reduce the economic burden of the state with the salaries of teachers is not on the way to strengthen education or implement the productivity of schools, colleges or any educational centre, as we can see it does not in any way make education productive, better or more advantageous for students, parents, teachers or society; While the world is working to improve practices that slow us down or harm us, we are trying to go back in time to transpose a model that does not fit into the current social, economic, technological and educational organisation.

From the collection "Cuadernos de Formación Complementaria Unidad de formación No. 1".

The 1930s in Bolivia in the rural area of the department of La Paz. First attempt at education in the countryside, since at that time education was elitist and excluded people who did not live in the cities or were not part of a certain social circle. In which it was shown that villagers from infants to adults could learn to read, write, do mathematics and more in parallel to the production of food, clothing, and other things the community needed.

This does not in any way mean that the values and teachings of the past are not good or useless, on the contrary, it is necessary to rescue many positive things, not only from the pre-Columbian past but also from the present of the native peoples of Bolivia and the whole world, but we should not underestimate what humanity has achieved throughout all this time, because just as there are negative things, there are also positive aspects in the development of science, technology, thought, life and philosophy of our times.

### Conclusions

What is more possible, more reasonable and worthwhile is the revalorisation and adaptation of much knowledge that was practised in the Andean past, the present of other Bolivian nations, to carry it out as far as possible in our current societies and education, without this meaning to diminish, remove or negatively affect the present or future of Bolivians, be they students, teachers or parents.

Everything that means diminishing the ills of our current societies, through education or any other means, is worthy of consideration, and should be put into practice, even better if its social cost is lower.

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