Develop and Test a Participatory Process for Creating a Regionally Appropriate Environmental Curriculum in Pando, Bolivia

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**Objective**
Develop and test a participatory process for creating a regionally appropriate environmental curriculum which helps introduce the theme of climate change into secondary school curricula in Pando, Bolivia.

**Contextual Framework**

**Conceptual Framework**

**Methodology**

- Participatory methodologies.
- Participatory Active Learning Action.

**Activities**

- **UNF Partners** 4 workshops 42 participants
- **ACSN Students** 2 workshops 40 participants
- **Participatory Methodology** Environmental Education Workshops
- **Extra Activities** 30 activities

**Analysis and Results**

**Outcomes**

- Memory Workshops.
- Procedural Protocol.
- Draft of diversified curriculum for Pando.

**Conclusions**

- Low diffusion of the law 070 and the new curriculum.
- The new curriculum is decontextualized.
- Low interest of teachers to know about the new curriculum.
- The principals are not fully committed to carry out the process of contextualization and diversification of the curriculum.
- Horizontal and vertical communication channels are very weak at all levels (school, departmental and ministries)

**Recommendations**

- Conduct more training workshops (Law 070, school curriculum) for teachers in Pando.
- Form working groups in schools and work on regionalization and diversification of the curriculum.

**Next Steps**

- Diversify the curriculum in local / classroom level incorporating climate change issues.
- Test the diversified curriculum in urban and rural schools.
- Develop a proposal of diversified curriculum in Pando and sent it for the Ministry of Education approval.

**Acknowledgments**

For a World that takes care of and appreciates the Amazon!!

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**Location**

Figure 1: Map of Pando, Bolivia.

**Figure 2: Contextual Framework. Policy, Climate Change and Education**

**Figure 3: Conceptual framework, how articulate climate change into the diversified curriculum**

**Figure 4: Process of incorporating climate change into the diversified curriculum**

**Figure 5: Field practice activities**

**Figure 6: Participatory workshop process**

**Figure 5: Field practice activities**

The project was conducted during the months of May, June, July and August, 2012.