Attention:
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Assitant Director-General for Education



Reporting on Education for Human Rights, Peace, Democracy, International Understanding and Tolerance







Guatemala, December, 2012.

Reporting on Education for Human Rights, Peace, Democracy, International Understanding and Tolerance

I. Information about the respondent

- Date: October, 2012.
- Institution responsable for completing this questionnarie: Ministerio de Educación.
- Responsible department:

- Contact person:

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II. Components of education for peace and human rights

A. Specific information on the legislative, judicial and administrative measures taken by the State at the national level.

1. Description of the specific legal framework governing the protection of the rights guaranteed by the Recommendation in the country

In Guatemala, the principles of the Recommendation concerning Education for International Understanding, Cooperation and Peace an Education relating to Human Rights and Fundamental Freedoms are protected by the Constitution of the Republic. In its article 71 stipulates that the knowledge of the universal culture is one of the main goals of the education and declares of national interest the systematic teaching about human rights.

According with the National Education Law, the Ministry of Education is the government institution responsible for coordinating and implementing educational policies. The Ministry has administrative authority over design of educational programs, teacher training, public schools operation and supervision of private schools. This includes the tuition of the rights guaranteed by the Recommendation.

B. Methods introduced to draw the attention of various authorities in the country to the Recommendation and to counter possible obstacles

2. Measures taken to raise awareness of the basic principles of the Recommendation

Between 1960 and 1996, in Guatemala was fought an armed internal conflict. This conflict ended with the signing of a peace agreements set to transform the political, economic and social factors that originated it. One commitment for peace was the educative reform, considered essential to meet the ethnical, cultural and linguistic diversity of the country, and to drive a strategy of equity and national unity.

In this context, education for peace, human rights and fundamental freedoms assumed a character primarily domestic, intended overcome patterns of discrimination against indigenous people in the country.

Educational reform required multiple efforts, expand school coverage, further pedagogical changes, strengthen administrative systems, and invest more financial resources. Among these processes, two are the most important to education for peace and human rights.

One is the design of new curriculum (Basic National Curriculum –CNB-) for the distinct educative levels, and achieve that they are implemented in the schools. The other is raise at level of higher education the training of teachers, beginning with the in-service training (with the Academic Program to Professional Development-Teachers –PADEP/D-); until now the teachers have graduated of normal school.

Curricular changes introduced a competency-based approach, including those necessary to live in peace, democracy and respect for human rights; while improvements in the teaching skills promote the implementation of the new curriculum guidelines and the effectiveness of students learning.

3. Main issues that need to be resolved in order to implement the key provisions of the Recommendation in the country

The main challenge for Guatemala is to realize the ethical principle of equality among people, because it is an ethnically diverse society. The more explicit and derogatory expressions of racism have declined, but persisting to many forms of social discrimination, including education. Both bilingual education, in the native languages of the indigenous people and Spanish, as intercultural education are

actually emerging. Progresses has been made on removing racist stereotypes, but lack a deeper understanding of the cultures and critical understanding of the problems in interethnic relations, two key provisions of the Recommendation. It is necessary that through education strengthen understanding and solidarity between the peoples of the country, based on the knowledge of human rights.
Moreover, the escalation of violence caused by criminal activities, demand greater effort to emphasize that aggression is intolerable.

To solve both challenges is essential the strengthening of the relevance of education, so as to provide the people of significant knowledge to transform their living conditions.

C. Process of the development and implementation of national policies

4. Incorporation of education for peace and human rights in national plans and strategies

- **National plans for Education for All (EFA):** its objectives are included in the Strategic Planning of the Ministry of Education 2012-2016, in sectorial plans and in the Poverty Reduction Strategy.
- **National policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014)** its objectives are included in the Strategic Planning of the Ministry of Education 2012-2016, in sectorial plans and in the Poverty Reduction Strategy.
- **National sectorial plans for basic education** The Ministry of Education, includes plans for basic education in its Strategic Planning 2012-2016
- **National human rights plans** Yes
- **National poverty reduction strategies and other development plans** Yes
- **National education policies** Yes

The Strategy of poverty reduction was defined to achieve the Millennium Development Goals. It included the goals of universal primary education, expand secondary education and reduce illiteracy.

The National Education Policies approved by the National Council of Education (CNE) defined goals related to peace education. The philosophical framework of these policies is based in the provisions of the Recommendation. The main policy toward peace and human rights is the bilingual, multicultural and intercultural education. The first objective of this policy is the strengthening of bilingual, multicultural and intercultural education programs to harmonious coexistence between peoples and their cultures.

Curriculum changes and teacher professionalization has been the main processes by which promotes peace education and human rights. The education strategic plan maintains and expands those goals. To ensure the implementation of the curriculum in schools this Ministry is developing a school accompaniment system. In line with teacher professionalization has taken the change in initial training, to also be higher education. Moreover, to meet the needs of educational quality, targets are set oriented to life skills and to development of work capacities among youth.

5. **Has a specific committee or a special entity been established to develop and implement national policies related to education for peace and human rights?**

In the Ministry of Education, specifically under the leadership of the General Direction of Management of the Quality of Education, is implementing the following programs:

- COEPSIDA- It's the program develops strategies awareness, information and education about responsible sex education and prevention of STIs and HIV in correspondence to the content of the National Curriculum Base. The training, provision of materials and educational campaigns are aimed at teachers, students and others in the education community.

The program bases its actions in Decree Law 27-200, the Social Development Act and international conventions.

-Education for Peace Program and Full Life- The Education for Peace and Full Life Program is a national strategy of the Ministry of Education created by a Ministerial Agreement No. 1147-2010, to improve the quality of education, and involves the educational community, education authorities and actors of national life.

The main objective of the program is to promote the participation of stakeholders in the educational community in the process of reflection, analysis and construction of proposals from their culture and universal culture of teaching strategies for the formation of the human being, able to build new interpersonal relationships of coexistence from school and peoples with the state.

The teaching tools used in this Program are: 1. Educational material for teachers and students to promote the education form peace and full life; Learning activities directed to the educational community; strategic alliance; training and strengthening of the National Curriculum.

-Values and Citizenship Education Program- Building Citizenship Program aims to strengthen the area of the National Curriculum Citizenship Training Base and make children and young people engage in classroom settings from the everyday.



This program searches the entire educational community (children, youth, teachers, mothers and parents and local authorities) participate in Education for Democratic Citizenship and Values.

The program objective values and civic education is to promote values education and civic education in the areas agency, local, municipal, provincial, regional, national and international, to achieve a better quality of life for citizens and citizens Guatemalans, as makers and builders of a democratic, united, peaceful and intercultural.

☒The specific objectives

- Strengthen the Training Base Citizen of the National Curriculum and the new curriculum.
- To promote the practice of values in the classroom and in daily life.
- Ensure that children and young people to practice the values of respect, responsibility, honesty, solidarity and self-determination in the classroom and in everyday family and community life.
- Involve and teachers, mothers and fathers as builders and makers of educational reform in the classroom, the quality leaders educational and living examples for the formation of new citizens.
- Make the project viable School each of the schools.

-Beneficiaries- as we have said UNESCO provides technical support through training to more than 25 delegates who replicated educational school programs and projects. The benefit is received by more than 2,500 schools across the country. The country's educational community (children, youth, teachers, mothers and parents) appreciate the support that helps us to transform the country.

The leadership in charge of the execution of these programs is: The Dirección General de Gestión de la Calidad Educativa.

6. Groups targeted in the national policies

- **Preschool, early childhood** Yes
- **Primary school** Yes
- **Secondary school** Yes
- **Higher education** No
- **Technical and vocational education and training** Yes
- **Education for justice and security professionals** No
- **Teachers** Yes
- **Educational community** Yes
- **Ministry of education staff and users of their services** Yes
- **Civil society, non-formal education** Yes
- **Public employees in general** Yes
- **Media** Yes
- **Others** Yes

7. Integration of education for peace and human rights in formal education components

(a) Curriculum

- Education for peace and human rights is obligatory.
- It is taught in preschool, primary and secondary school.
- It is cross-curricular, in the Based National Curriculum corresponds to the transverse axis of: i. multiculturalism and interculturalism; ii. Gender, ethnical and social equity; iii. Values education; and iv. Life citizen.

(b) Training of teachers and other educational personnel

- Since 2010, PADEP/D operates for teacher professionalization, by agreement between Ministry of Education, national university (Universidad de San Carlos de Guatemala) and the main teachers union (Sindicato de Trabajadores de la Educación de Guatemala). This in-service training program provides specialization in bilingual or intercultural education, and includes education for peace and human rights like cross-curricular axes: democratic life and peace culture. Participation in this program is voluntary.

- Few days ago, the Ministry of education decided that initial teachers training change from normal schools to university. In this case too education for peace will be included like subject: social sciences and citizenship education.

(c) Teaching and learning process and tools

Most text notebooks in the country are produced by publisher companies. To ensure compatibility with the CNB, the Ministry opted for a system of text certification. Apply for certification is voluntary.

CNB implementation implies important changes in teaching methods, because replaced based on contents, with one based on competencies. Moreover, replaces behavioral methods for a constructivist approach and thus, traditional practices teaching-centered by new dynamics learner-centered. Active participation in classrooms is training to citizenship for the students.

(d) The learning environment

The changes in teaching practices as a result of improvements in teacher training and the implementation of the CNB, make the school environment more conducive to learning and experience values inherent in the culture of peace and democracy.

As this process continues, the violence that affects society also permeates the school. By the outbreak of bullying was necessary to undertake specific measures to prevent and counter it. Last year the Ministry of Education and the Presidential Secretary of the Women, published a *Guide to the identification and prevention of bullying*. Designed for use by teachers, the Guide emphasizes prevention efforts, like promote empathy; avoid discrimination and the positive transformation of conflicts.

8. Institutions responsible for the implementation and cooperation partners

- **Coordination:** Ministerio de Educación (MINEDUC).
- **Curriculum:** Dirección General de Currículo (DIGECUR).
- **Teacher training:** Dirección General de Gestión de la Calidad Educativa (DIGECADE). **Partner:** Escuela de Formación de Profesores de Educación Media (EFPEM) de la Universidad de San Carlos de Guatemala (USAC).
- **Teaching materials:** DIGECADE.

- **Learning environment:** Dirección General de Acreditación y Certificación (DIGEACE) y Dirección General de Evaluación e Investigación Educativa (DIGEDUCA). **Partner:** Secretaría Presidencial de la Mujer (SEPREM).

9. Is a specific budget allocated to the implementation of the policies?

Yes.

10. Does a systemic mechanism of monitoring the implementation of the policies exist?

The planning and budget of the Ministry of Education is under the model "by results" and these are linked to the fulfillment of educational policies. The office in charge of monitoring this issue is, Educational Planning -DIPLAN-

D. Contents of the national implementation of education for peace and human rights

11. Brief description of the themes, questions and topics related to the Recommendation that is integrated into the education in the country:

One of the main objectives of the Guatemalan education is develop and strengthen the values and attitudes of pluralism and respect for life, the persons and the nations, with their individual, social, cultural, ideological, religious or political differences.

Other important target is instill respect and practice of human rights, solidarity, life in democracy and peace culture, as well the responsible use of freedom and the fulfillment of the obligations, overcoming individual interests in the pursuit of the common good.

The same importance has the objective to develop a critical mind and sensitivity for that every person, aware of his reality, can participate in finding solutions to fair national problems.

To achieve these greatest objectives, the basic national curriculum includes the next transverse axis:

- Multiculturalism and interculturality, that include themes like identity, diversity and pluralism, connivance, and rights to the nations.
- Gender, ethnical and social equity: equity and equality, gender and self-esteem, sexual education, ethnical equity, power and social classes.
- Values education: personal, social, ethnical and ethical values.
- Life of citizen: human rights, democracy, peace culture.

12. Examples of actions/practices undertaken in selected strands

(a) Celebration of diversity

The curricular changes are an important way to promote unity in diversity. With the transverse axis of multiculturalism and interculturality is stimulated knowledge of the characteristics and values of the cultures of the country. The axis emphasizes the legitimate right of every person and every nation know, value, respect and promote their own identity and culture and other Guatemalan people. In this context and as part of the food safety education, is promoted valuing indigenous foods.

(b) Bilingual and multilingual education

The Constitution stipulates that the education of indigenous communities should be preferably bilingual. And the design of educational reform was decided intercultural education for all Guatemalans.

According to Government Agreement No. 526-2003, the Department of Bilingual and Intercultural Education (Dirección General de Educación Bilingüe Intercultural –DIGEBI-), is responsible for setting guidelines and bases for the Ministry of Education and organize educational services with cultural and linguistic relevance. So too should promote and strengthen a policy education for the development of indigenous peoples, based in their languages and cultures, and to ensure the proper implementation of the Intercultural Bilingual Education at all educative levels, areas and modalities.

DIGEBI for the period 2012-2016 aims to:

- Extending the coverage of bilingual education to last grade of primary indigenous majority communities and to the 3rd grade for 12 other language communities.
- Train bilingual teacher as coverage requirements.
- Provide bilingual texts all children served.

(c) Promotion of the gender-sensitive education systems

Guatemala has made significant progress in terms of gender equity in access to education; expanding educational coverage has made it possible, in addition to special programs, such as scholarships for girls, which increased female attendance in elementary classrooms.

Despite the advances in both the primary and basic cycle are still more women than men who have deprivation to access school. In pre-primary participation is almost balanced but should have more girls in classrooms because they are a slightly higher than that of men in the total population. In the diversified cycle, whereas female participation is slightly larger than male participation, which can be attributed to changes in the conception of gender roles in society, particularly in urban areas where educational, services are concentrated in this cycle.

(d) Prevention of racism, discrimination and violence:

The Ministry of Education has a commission to create the conditions for the implementation of the Strategy for Comprehensive Sexuality Education and Prevention of School Violence.

One of the main activities carried out by this Committee, is making the delivery and monitoring technique in application of the tools for the prevention of violence in the national education system, using as the main instruments:

- Protocol for the identification, care and referral of cases of violence.
- Guide for the care and prevention of bullying.

It has a Ministerial Agreement 01-2011 and the Rules of peaceful coexistence and discipline to a culture of peace in schools, in order to sensitize members of the education community to promote harmonious and peaceful atmosphere insurance. Also, there was the b) "Characterization of Violence in the Education in Guatemala, which contains the proposed routes for the prevention, care, reporting, control and monitoring", it served as the basis for the development of the Protocol, and above and c) Guidelines for the Care and bullying prevention d) Protocol for the identification, care and referral of cases of violence.

The violence prevention strategy and building citizenship:
The aim is to promote a school climate based on peaceful coexistence and the exercise of citizenship in the context of human rights and a culture of peace.

The boarding areas are:

- Abuse or physical or psychological violence
- Sexual violence
- Violence caused by racism and discrimination
- Harassment and sexual harassment
- Bulling bullying.

(e) Civic engagement of youth

The Ministry of Education has a Civic Programming as a pedagogical tool based on the themes of "sustainable development, peace education and Oxlajuj B'aqtun". The issues presented in the itinerary, promote and strengthen concrete actions that develop in the educational community, attitudes and habits for environmental protection, sustainable development and peaceful coexistence.

The main objective of the Civic Program is to contribute to the formation of the social consciousness of those involved in education on environmental protection, building a culture of peace and sustainable development, through educational processes that promote reflection and action the community. It aims to prepare the teacher with teaching strategies, the formation of the human being, capable of building new interpersonal relationships from school coexistence of peoples with the state and nature.

The Program is structured as follows: The presentation of reflexive sentences for the environment, peace and sustainable development. A second element, emblematic dates are selected for their relevance to the proposed themes, its link with the educational process and national realities, highlighting the days proposed by DIGEBI.

13. Examples of activities and/or partnership associated with selected institutions and levels

(a) UNESCO Associated Schools (ASPs) (Reference: 23)

None.

(b) Non-formal education

The School Education subsystem or parallel, is a way to make the educational process, the State and the institutions provide the population that has been

excluded or has not had access to formal education and having got that wish had more. (National Education Law Decree 12-91: Chapter IX. Article 30).

- Any systematic, premeditated and organized, conducted by any institution, entity or legal person, individually or collectively to plan, design and implement educational activities for any purpose, objective and goals of an educational nature designed specifically to formal education and not formal.
- It is an educational process accelerated, complementary and consistent, which aims to strengthen the integral formation of the person; targeting overage children in school, youth and adults.
- Its main objective is the planning, organization and systematization of all educational activities and subsystem developed outside school, to provide certain types of learning to particular population groups. This education can be formal or informal and is influenced by informal education including education spontaneous activities within the household by traveling, reading, mass media etc.

According to the above concepts we list the following characteristics of School Education are:

- Flexibility and mobility where learners.
- It is clearly oriented towards the world we live among stakeholders (society, family and people).
- Combines oriented education in the world living with learners on training for employment opportunities, community development and pedagogy of leisure.
- Consider the situation of over-age children in school, working children, adolescents and adults in urban areas, marginal urban and rural areas, with particular attention to ethnic groups.
- Meets the needs, interests and aspirations of the individual. Use all available physical space of the community.
- Create spaces (free) for "unusual ways of learning"

(c) Higher education institutions:

Public university in Guatemala (Universidad de San Carlos –USAC-) is autonomous, so that their policies are not binding to the Ministry of Education, therefore all other universities in the country are governed according to the provisions of the Supreme Council of Private Universities.

The relationship of the Ministry of Education with institutions of higher education outlined in an agreement between the Universidad de San Carlos de Guatemala, through the School for Teachers of Secondary Education and Union of Education Workers of Guatemala.

The agreement boosts the proposed teaching career, academics and technical and administrative, which seeks that teachers have a system that allows them to grow and develop professionally, so that the teaching profession is socially and academically distinguished, granting the valuation and dignity it deserves as a profession that contributes to the cultural and social development of peoples.

The race begins when teachers present the qualifications to enter profile by strict competitive process, in which proving merits and credentials, in addition to knowledge and professional qualities. Then, are expected to achieve promotions based on studies that teachers perform at grade level and graduate, provided they are related to the task and level where they work. Each of these promotions mean pay increases for teachers, also proposed an incentive scheme linked to other fundamental tasks, such as: relocation, appointment as tutors, scholarships abroad among others.

(d) Interaction between schools, local governments, universities, civil society and the wider community

Local governments support a lot of schools by finance some teachers for each one or to build classrooms.

The main way for interaction between educative system and universities, civil society and the wider community is the National Council of Education (CNE) that by law, jointly with the Ministry of Educatio, should approve the educative policies of the country.

(e) International cooperation

Several international cooperation agencies support the improvement of education in Guatemala.

Bilateral sources:

1. Brazil
2. Canada
    a. ACDI
3. China – Taiwan

4. Colombia
    a. Acción Social
5. Cuba
6. Chile
    a. AgCl
7. Germany
    a. GIZ
    b. KfW
8. Israel
9. Japan
    a. JICA
10. Korea
    a. KOICA
11. Mexico
12. Spain
    a. AECID
13. United States of America
    a. USAID
    b. The United States Embassy in Guatemala

Multilateral Sources:

1. World Bank
2. Inter-American Development Bank –BID-
3. United Nations Children's Fund
4. Organization of American States
5. Organization of Iberoamerican States
6. United Nation System
7. World Food Programme
8. European Union

14. Research on education for peace and human rights (kinds, impacts on the policy formulation and education practices, partners)

This kind of research is emerging in the country. Probably the most developed is the analysis of educational assessment results, by universities and international cooperation agencies. Other relevant field is the analysis of educative investment.

By mean of his department of assessment and educational research, the Ministry of Education realized a research about bullying. The impact of this research in the educative policies was the organization of the Committee to prevention of school violence.

15. Means to evaluate the impact of education for peace and human rights on learners

So far national education assessments have been concentrated in reading comprehension and math proficiency of students.

III. Challenges and general comments

16. Major lessons learned, difficulties and obstacles met, and suggestions for further development and improvement in education for peace and human rights

Maybe a lesson not enough learned in Guatemala is the importance of the education for peace and human rights. If we accept the right of peoples to reproduce their culture would be greater efforts to generalize bilingual intercultural education. There is progress, but insufficient. Advance of racism to tolerance is a step, but lack achieves interculturality founded on equity and respect for the determinations of individuals and peoples.

The school can be a social place to experiment with forms of relationship between persons and peoples that are different from the usual. This potential can be better utilized for inter-ethnic relations, as well as for the prevention of violence.

In an education system in which children and young people learn hard things expected of school, work may seem very ambitious goals of peace and human rights. However, the pedagogy of peace education can contribute to the necessary renewal of school practices, for the benefit of basic learning.

Achieving that is our challenge, our commitment, the reason of our best efforts.