

CURRICULUM REFORM AND TRANSITIONAL JUSTICE

Written by Memorial para la Concordia
Title: Case Study - Guatemala

Section 1: Introduction and Background

A. Preparation Process for This Study

For the preparation of this report, the Memoria Virtual Guatemala [Guatemala Virtual Memory] platform was consulted, which has information from 45 victims', memory and cultural organizations on memory and human rights issues. A team specialized in education and memory issues was formed. In addition, interviews were held with directors of 11 civil society organizations working on the issue, both in the city and in the interior of the country. Of these organizations, 4 work with indigenous people, and others move around issues of women, young people, labor, etc. Other sources consulted: The material produced by the organizations, international cooperation and government agencies that served for the development of this study was reviewed.¹

B. Context of repression, violence, conflict and atrocities in Guatemala.

Guatemala is a country that has a population of just over 17 million inhabitants in a territory of 108,000 square kilometers, with a high percentage of indigenous population that speaks 22 languages. In Guatemala, 49.3% of the population lives below the poverty threshold; 85% of the population is poverty or vulnerable to poverty, according to data from the World Bank. This affects the educational shortcomings of this part of the population. (Banco Mundial , 2021).

In 1944, a popular revolution took place that ended with the 14th year of the dictatorship of Jorge Ubico. The so-called 10 years of the Guatemalan Spring, presided over by Juan José Arévalo and Jacobo Arbenz, followed, whose government was overthrown by an invasion sponsored by the United States in 1954. At that time, there began to be repression against officials of democratic governments, union members, rural and indigenous leaders, intellectuals, teachers and students, etc. who were generally accused of being "communists." In November 1960, there was a military uprising against the government and that initial movement, within the framework of the cold war, is considered the principle of a struggle of various revolutionary organizations known as the Internal Armed Conflict in Guatemala, which ends up laughing with the signing of the Peace Agreements in 1996. Those 36 years

¹ The Guatemala Virtual Memory is one of the main collection spaces for written, graphic and audiovisual documentary material from the post-conflict recovery process in Guatemala. www.memoriavirtualguatemala.org

gave rise to the result of the war and repression, 200,000 victims, among them 45,000 disappeared. 93% of the atrocities were perpetrated by the Statesecurity forces, between 4 and 6% were victims caused by the guerrillas and the rest could not be determined.

The Commission for Historical Clarification-CEH concluded that: “Through the massacres and so-called operations of destroyed land, planned by the State forces, Mayan communities were completely exterminated, as well as destroying their homes, livestock, harvests and other elements of survival.” (Comisión para el Esclarecimiento Histórico CEH, 1999). This commission recorded 626 massacres attributable to these forces. “Of the victims fully identified, 83% were Mayan and 17% were mestizo.” Unlike other countries in Latin America that experienced similar circumstances, in Guatemala the vast majority of the victims were indigenous civilians attacked with the slogan “we have to remove water from the fish”.

C. Education system and school curriculum prior to reconciliation-oriented reforms.

After a series of military governments and fraudulent elections, Guatemala began the return to Democracy in 1985 with a new Political (CPRG, 1985) Constitution that declared the commitment to promote the full validity of Human Rights within a stable, permanent and popular institutional order, where governors and governors proceed with absolute adherence to the Law, although the Peace Agreements would be signed until 1996. In response to the counterinsurgency policy in which serious violations of human rights were committed, this constitution proposed a broad articulate aimed at guaranteeing the individual rights of citizens and established a state institution that guaranteed social rights such as education, health and work. In education, the obligatory nature of education is declared up to the basic cycle (middle secondary education), freedom of teaching, the education system is ordered in sectors - public and private -, at educational levels, literacy, bilingual education and technical training for work is declared of national urgency. One relevant fact is that Article 72 of the Constitution declares the teaching of human rights to be of national interest.

In 1991, a specific National Education law was enacted, aimed at regulating the provisions of the Constitution, which declares the systematic teaching of human rights and international conventions signed by the State (Ley de Educación Nacional 12-91, 1991) to be of public interest. Prior to this new legislation, the educational system was characterized by low educational coverage, focused mainly on the primary level and in Spanish in a society with a high percentage (more than 40%) of the Mayan indigenous speaking population. As a fact, it can be mentioned that the percentage of literacy for 1985 was 52%(González Orellana, 2007, pág. 459). By 2021, it is 18.5% equivalent to 2.3 million inhabitants who cannot read or write. (UNESCO , 2021)

It is important to note that, although the new legislation proposed an education for the development of democracy, during its first 10 years of validity the armed conflict was the stage in its stage of more assertive repression, in particular repression against indigenous peoples. By 1996, when Peace was

signed, the changes made to the educational system had not yet been completed and an education prevailed that responded to a counterinsurgency strategy that still fought the different guerrilla focuses throughout the country. That is why the Peace Agreements signed between the State of Guatemala and the Guatemalan National Revolutionary Unit (*Unidad Revolucionaria Nacional Guatemalteca*, URNG) that put an end to 36 years of armed struggle, contemplated an educational reform as part of the National and State project they proposed.

The Agreement on the Identity of Rights of Indigenous Peoples (CERIGUA, 1997) highlighted the importance of the educational system for the transmission and development of cultural values and knowledge, so it should respond to the cultural and linguistic diversity of the country. The promotion of a reform of the educational system was agreed, aimed at promoting the rights of indigenous peoples and accessing quality education from the indigenous communities that had been excluded. For the design of this educational reform, a joint commission would be established between the government and representatives of indigenous peoples.

The Agreement on Socioeconomic Aspects and Agrarian Situation (CERIGUA, 1997) also recognizes the need for a reform of the educational system. (CERIGUA, pág. 64) This agreement details aspects to be included in the reform such as an increase in national spending on education, the adaptation of educational content according to the ethnic and linguistic characteristics of the population, the expansion of coverage, job training, training for social participation, the creation of a civic education program, the development of scholarship programs and the creation of a multisectoral consultative commission to accompany the Ministry of Education in the reform.

In 1997, the joint committee presented an educational reform design that covered 11 areas of transformation from the political and legal framework to school infrastructure, through curricular transformation and the development of human resources. However, this process was hampered because the popular consultation carried out in 1999 that had to ratify constitutional changes derived from the Peace Agreements, was not approved, with which the design of educational reform remained in an impasse. Even so, based on the National Education Law, the possibility of promoting some necessary reforms such as administrative rearrangement and the teaching training system and the curriculum was opened.

D. Reconciliation Paths and Processes in Guatemala

The Peace Accords in Guatemala, signed in 1996 between the State and the Guatemalan National Revolutionary Unit (URNG), put an end to the armed conflict and the reconstruction of peace begins. These agreements were the result of 8 years of conversations between the army and the guerrillas with the Norwegian mediation and included a general diagnosis of the country's situation and the causes that generated the armed conflict. In addition to putting an end to the war, these agreements set out the general guidelines to be followed by the governments from that moment on in order to

face the consequences of the armed conflict with humanitarian criteria, but also proposed government actions in the areas of education, health, economic development, conflict resolution mechanisms, the fight against poverty, malnutrition and racism, etc. (Comisión para el Esclarecimiento Histórico CEH, 1999) However, since the signing of the Peace Accords, all governments have only partially complied with some of the recommendations.

The current government (2019-2023) decreed in 2020 the disappearance of the institutions created from the signing of the Peace Agreements and that had the function of implementing and monitoring compliance with those agreements, which included recommendations in the educational field.

Section 2: Reforms and Innovations

A. Formal Education and Curricular Reforms

The design of the educational reform presented by the Joint Commission in 1997 generated a wide discussion in the sectors linked to education, taking into account that it proposed a transformation of the educational system from the characteristic of diversity of peoples and cultures of the Guatemalan society, which implied the reconceptualization of the cultural model to be promoted, the language of educational delivery, the dismantling of the system of racist and patriarchal ideas and practices that exclude, the model of development and citizenship to be promoted.

In 1999, the Commission for Historical Clarification (*Comisión para el Esclarecimiento Histórico*, CEH), established in the Peace Agreements to investigate the serious human rights violations committed during the armed conflict, presents its Guatemala report: *Memory of Silence*, in which it was considered that national concordance and reconciliation require a profound effort of cultural transformation, which can only be promoted through an active peace education policy and recommended: “That the primary, secondary and university education curricula include teaching the causes, development and consequences of armed confrontation, as well as the content of the Peace Accords, with the depth and method corresponding to each educational level.”

Between 2000 and 2001 without approval of constitutional reforms, the design of educational reform lost floor, so the Ministry of Education and the Advisory² Commission promoted a process of Dialogue and National Consensus for Educational Reform that established instances of dialogue at the local, regional and national levels and focused on the discussion of sociocultural relevance, the role of the State in education and the role of the Education Councils. The results of these dialogues materialized in a new national curriculum that began in 2004.

² Defined in the Peace Agreement on Socioeconomic Aspects and Agricultural Situation to implement the Educational Reform.

Another of the most significant transformations derived from the inconclusive educational reform was the administrative order of the Ministry of Education in 2007 and the change in the teaching training process, especially for primary school teachers who went from normal secondary schools to the sphere of universities. This change ended in 2012.

In 2004, the new curriculum for the primary level came into effect, which proposes a new educational paradigm focused on the person and their learning, with cultural relevance, relevant and significant, aimed at citizen participation and exercise. Its axes are interculturality and multiculturalism; gender, ethnic and social equality; education in values and the development of citizenship, among others. At the different levels, it establishes topics related to peace education, conflict management, peaceful coexistence skills, memory and recent history, promotion of human rights, and life in democracy as content. However, the Ministry of Education did not provide adequate dissemination and training so that the new curriculum could reach the classrooms. The new paradigm proposed caused a lot of confusion in the implementation and educational materials and resources for supporting the teaching staff were not developed in a timely manner, nor was the methodological strengthening necessary for the change. 11 years after the curricular transformation began, in 2015, many teachers still did not understand and apply the curriculum.

In 2008, after three post-conflict governments, the social-democratic government gave some momentum to memory policies. The government promoted actions for the recognition of victims and the recognition of the State's responsibility in human rights violations. Public "apology" orders were produced in response to judgments of the Inter-American Court of Human Rights to the State of Guatemala. These actions had no greater impact on transforming the perception of the population regarding the importance of memory, and as they were not accompanied by greater efficiency in the actions for compensation, neither did the direct victims nor their families recognize them as reparative actions.

Two noteworthy events in that government (2008-2012), which today continue to be institutional frameworks for an education that responds to the challenges of post armed conflict reconstruction were, on the one hand, the creation in the Ministry of Education of the Education for Peace and Full Life Program, and on the other, the reform to the Law for the Commemoration of the Day for the Dignification of Victims, in which a paragraph was added establishing that the Ministry of Education must include in the primary and secondary curricula "teachings on the causes and consequences of the armed confrontation and the peace agreements." (Congreso de la República, 2008)

In 2010, to support the Ministry of Education Peace Education program, the UNESCO office in Guatemala and its Good Will Ambassador, Dr. Rigoberta Menchú, Nobel Peace Prize, 1992, convened civil society organizations that were developing educational proposals to form a Technical Committee on Education for Peace. This roundtable characterized Education for Peace from four thematic areas:

memory, interculturality, dialogue, transformation of conflicts and the focus on rights. This group of organizations developed, as a result of the dialogue with the Program and other technical bodies of the Ministry, two proposals for educational orientation for Peace Education within the framework of the curricular area of citizen training. These educational guidelines are published with the Ministry's endorsement and were presented publicly by the Vice Minister of Educational Quality in 2010.

In 2011, the Board, in conjunction with UNESCO and the Ministry of Education, held the Seminar "Towards the construction of a public education policy for peace and full life," with extensive participation from the Ministry's authorities, teachers, universities and social organizations. The seminar supplies began the preparation of a public policy document intended to be validated also within the framework of the Peace Education Program from the Ministry. However, in 2012, with the change of government, the program lost its strategic orientation and the topics of education for peace were once again relegated, with the new authorities' priority being the focus on the formation of values from a more conservative perspective, and in response to the social dynamics experienced in the country, to the prevention of violence.

With the decline of the Peace Education Program in the Ministry and the closing of possibilities for dialogue, the Technical Committee established as a priority to develop a pedagogical proposal to address the promotion of issues with future educational authorities. As of 2014, the Board expanded its name to the Technical Committee on Education for Peace, Memory and Human Rights, and the participation of organizations was also expanded to add 21, the majority of civil society, but also agencies of the United Nations System, and government entities such as the Education Area of the Human Rights Prosecutor's Office and the School of History³ of the Universidad de San Carlos.

During 2015, the Board produced a document of educational orientation for memory. These orientations proposed addressing the culture of peace, from a multidimensional perspective: interculturality, equity, memory, human rights and democracy, within the curricular area of citizen training. The educational orientation was presented to the new educational authorities in April 2016 who requested the support of the Board to develop a citizen training strategy. During that year, task forces were formed with members of the organizations that were part of the Board and technical staff of the Ministry of Education to produce 12 guides for teachers, from pre-primary education to the last year of high school.

The work consisted of proposing didactic sequences from the citizen training approach based on memory, human rights, interculturalism, democracy and peace culture from the perspective of the current national curriculum. A pilot plan was designed that included, in addition to the guides for teachers, strengthening capacities, support in the implementation and a pre- and post-evaluation. This plan was implemented by the Ministry of Education in conjunction with the organizations of the Board during 2017, reaching 700 teachers from seven departments of the country. At the end of this

³ This school also includes historians, social science teachers and history for the education system.

year, after the pilot implementation, the Ministry of Education issued Ministerial Agreement 3181-2017 that created the National Citizen Training Strategy -ENFC-. (MINEDUC, 2017)

In 2018 and 2019, based on the aforementioned agreement, the Ministry of Education published the teaching guides of the diversified cycle (last high school grades) and in 2019 the guides of the basic cycle (first years of high school),⁴with the plan to publish in the following two years 2020 and 2021 the primary and preprimary guides. The Technical Committee for Education for Peace, the Historical Report and Human Rights, collaborated with Ministry of Education in the technical delivery of the guides to teachers at the 26 departmental offices and in the formation of Ministerial and Departmental Committees for Citizen Training considered in the ENFC, resources were also developed for the formation of technical teams that the Ministry had to train the teaching staff. In 2020 with the new change of ministerial authorities and the emergency due to the COVID-19 pandemic, Ministry of Education did not continue with the implementation of the National Citizen Training Strategy, and focused on one based on individual values disconnected from the major problems facing society.

B. Role of teaching history/art and culture/training in recent human rights in the school curriculum and in informal programs

As mentioned in the previous section, the current national curriculum is the product of the discussion of different educational sectors around educational reform, so, at least formally, it collects the aspirations of change emanating from the peace process. It was also mentioned that, although the curricular design was innovative and in line with the needs faced by Guatemalan society in the post-armed conflict, it lacked political will on the part of the various government and educational authorities to promote its effective implementation.

The curriculum is organized by competencies, that is, it focuses on the development of a person's skills or frame of mind to face and provide solutions to problems in daily life and to generate new knowledge. This curriculum is located in a multi-ethnic society that suffered an armed conflict of large dimensions and determines competencies for each of the educational levels - pre-primary, primary, secondary. In all grades there is a curricular area related to the building citizens. In pre-primary education and the first primary school grades, it is called Social and Natural Media, in high primary grades there is an area of Social Sciences, where history is studied, and an area of Citizen Training. In the early years of the high school there is a curricular area of Social Sciences, Citizenship and Interculturality and one of Culture and Mayan, Garifuna or Xinca languages. In the last grades of high school, the area is called Social Sciences and Citizen Training. (See Appendix I. Selection of contents/knowledges in the National Curriculum.)

⁴ The guides for teachers can be seen at the following link:
https://cnbguatemala.org/wiki/Gu%C3%ADa_docente_de_formaci%C3%B3n_ciudadana

A review of the curriculum of the basic cycle (first three years of high school) carried out in 2018 establishes the components of History and Memory and that of Intercultural Citizenship and Peace Culture for the area of Social Sciences, Citizenship and Interculturality. The first covers the history of the country, specifically the history of the armed conflict that is studied in the 3rd grade with students between the ages of 15 and included paradigmatic case studies that have received judgments from the Inter-American Court of Human Rights or national justice. The Intercultural Citizenship and Peace Culture component addresses contents of national legislation, democratic institutionality, social participation mechanisms, development of intercultural competencies, non-violent communication, conflict management and human rights. These contents are distributed in the same way at different educational levels, always linked to the area of citizen education.

Although the curriculum includes artistic areas, the link with the culture of peace has been little developed, except for isolated projects, often with international cooperation funds such as those promoted by the Eduvida Program of the German Cooperation GIZ or UNESCO, or with the support of social organizations that establish collaboration with the Ministry of Education, such as the organization Caja Lúdica [Play Box] in different parts of the country, initiatives that promote the development of social skills for peaceful coexistence through play and art.

A notable experience based on informal education was during the government of the 2008-2012 period, in which the Open Schools Program was implemented, which from the informal education covering the areas of artistic, sports, social, cultural development, job training, English language and computing, oriented towards young people excluded from the formal educational system. (De León Barrera, 2012)

C. Informal educational initiatives aimed at promoting the narratives of truth, non-repetition, peace and reconciliation

An important part of the achievements, advances and different approaches in education on matters of memory and human rights are the product of the diversity of the activities of the organizations committed to these issues.

- The **Memorial for Concord** (*Memorial para la Concordia*, MPC), member of the International Coalition of Sites of Conscience, founded in 2010, aims to develop, with the participation of all sectors of the country, activities that lead to the knowledge of the truth, the recovery of historical memory, the fight against impunity, the construction and consolidation of peace, the promotion of negotiated conflict resolution and a culture of dialogue, not only on issues directly linked to the armed conflict, but addressing the conflict, polarization and violence that currently burden Guatemalan society as a whole.

To further the purposes of the Memorial for Concord, it has implemented a number of programs: ⁵

- Guatemala Virtual Memory
- Memory Mapping
- Central American Memory Network
- Audiovisual
- Women’s Youth Symphony Orchestra and “Alaíde Foppa” Choir
- Intergenerational Dialogs
- Traveling displays
- Annual participation in the International Book Trade Show (*Feria Internacional del Libro en Guatemala*, FILGUA) and in the Children’s and Youth Reading Trade Show in Central America - (*Feria de Lectura Infantil y Juvenil de Centroamérica*, FILIJC)

- The Forensic Anthropology **Foundation of Guatemala (*Fundación de Antropología Forense de Guatemala, FAFG*)**, founded in 1997, is a non-profit, technical-scientific, autonomous, non-governmental organization that contributes to the strengthening of the justice system. The program includes empowerment, dignification, access to justice, management and dissemination of knowledge. The FAFG is aimed at becoming the largest regional benchmark in forensic research. The FAFG carries out forensic exhumations in clandestine graves in which there are victims of the armed conflict in Guatemala. DNA is extracted from these remains to be compared with DNA samples obtained from the relatives of victims and disappeared, which allows the identification of some of the human remains that, once identified, are delivered to the relatives for burial according to their cultural and religious traditions. FAFG is currently recording testimonies from the life stories of survivors or family members of victims of forced disappearance due to the armed conflict with the Shoah USC Foundation (Institute for Visual History and Education)

The Forensic Academy is a program developed by the FAFG in conjunction with the International Coalition of Sites of Conscience (ICSC) and the Center for the Study of Violence and Reconciliation (CSV), who are partners of the Global Initiative for Justice, Truth and Reconciliation (GIJTR). The aim of this program is to train a group of activists and professionals to design and implement holistic forensic research and support programs for the families of those who disappeared in their countries, based on an understanding of their local context.

- The **International Institute of Learning for Social Reconciliation (*Instituto Internacional de Aprendizaje para la Reconciliación Social, IIARS*)**, member of the International Coalition of Awareness Sites, is a **civil nonprofit** organization, founded in 2007, which aims to provide a space to dialogue and learn about the problems that we Guatemalans face in the field of social reconciliation, as a result of the armed conflict and the long history and continuity of racism and the social exclusions that Guatemalan society has experienced and continues to face. The association develops and implements a educational strategy that provides learning methodologies and educational materials to teachers, students and other interested parties in

⁵ For more information, visit <https://memorialparalaconcordia.org/>

addressing conflictive and postponed issues in Guatemala, to make evident the racism present in people's daily life, language and attitudes.

The IIARS presented the museum exhibition *Why Are We How We Are?* for more than 11 years. In its first phase, the Exhibition made it possible to identify the need to support the national education system to bring to the classrooms topics such as racism, interculturalism, human rights and democracy, as contemplated in the Educational Reform promoted from the signing of peace. The second phase was inaugurated in 2009 and since then, more than 300,000 people of all ages, social spheres and the various regions of the country have passed through its facilities. In addition, the IIARS develops educational materials that guide the pedagogical management of controversial and fundamental issues so that society can move forward oriented towards the formation of citizens free of racism, democratic and promoters of human rights.

- The Rabinal, Baja Verapaz Community **Museum of Historical Memory**, was founded on January 1, 2000 by widow women and surviving family members of the Internal Armed Conflict, as a space for reflection, critical analysis and awareness of the serious violations of human rights and acts of genocide committed by military governments in the years 1980 to 1984. The museum's mission is the rescue and dissemination of the historical memory of the Maya Achí people, promoting the search for those who have disappeared and the promotion of justice, reparation and compensation processes, in addition to guaranteeing non-repetition. It is coordinated by the Association for the Comprehensive Development of Victims of Violence in Verapaces (*Asociación para el Desarrollo Integral de las Víctimas de la Violencia en las Verapaces*, ADIVIMA). The museum currently boasts three exhibition halls and an auditorium where numerous artistic and cultural activities take place. It is permanently visited by schoolchildren, university students, visitors and the population of the region.
- The **House of the Kaji Tulam Memory, For Not Forgetting**. It is a permanent space open to the public, which communicates and exhibits, for the purpose of studying, education, construction, analysis and information about what happened in Guatemala's history, forms of life, events, impositions and resistances of those who lived since the past and those who lived in these territories until today. The House of Memory is an effort aimed at students and young people that is achieved thanks to the contribution of national and international institutions committed to the search for truth and justice.
- The Human Rights **Office of the Archbishopric of Guatemala (*Oficina de Derechos Humanos del Arzobispado de Guatemala*, ODHAG)** is the human rights pastoral of the Archbishopric of Guatemala, and reads in 1989 under the leadership of Bishop Juan Gerardi to defend and promote human rights in Guatemala. In 1995, the Interdiocesan Project for the Recovery of the Historical Memory was undertaken, which sought to reconstruct the truth of the human rights violations that occurred during the armed conflict, which produced the Guatemala Report on Silence Memory, which was presented to the Guatemalan society in 1998, and constituted an alternative report to the official report produced by the Commission for Historical Clarification. As of the murder of Monseñor Gerardi, two days after the public presentation of the report, ODHAG has been dedicated to the dissemination of the results of the report, the promotion of the peace

culture, the defense of human dignity and currently has the Monseñor Gerardi Memory Center, which makes available to the public the files of testimonies that served as a basis for the REMHI Never again.

Over many years, civil society organizations have used various artistic and cultural expressions to address the issue of armed conflict in Guatemala and its consequences, memory, human rights, etc. as a way of disseminating these issues in their respective areas of influence. Until recently, these were the only media that addressed these topics and remained fundamental to see them in the plurality of the memories and in the diversity of the media used for their dissemination in Spanish and in the different languages spoken in the country. For the development of this study, a large number of experiences of civil society were recorded, which has been the engine for maintaining the need to educate for memory and human rights.

For a better overview of the accumulation of initiatives identified for this study, charts were organized for the recording of experiences of civil society organizations that are presented in ANNEXES II AND III at the end of this report.

D. Successes and Challenges.

The COVID-19 pandemic has highlighted, since March 2020, the fragility of many of the organizations with which we work and consequently a notable decrease in educational activities and the promotion of human rights.

The MPC in Guatemala is a particularly well-equipped organization that has a solid virtual platform in which 41 civil society organizations and 4 government structures have participated for several years.

This has allowed unrestricted access to the database open to the public.
<http://memoriavirtualguatemala.org/>

Section 3: Lessons, Reflections and Recommendations

A. Specific Lessons or General Reflections

In the 25 years of the peace process in Guatemala, significant advances are observed, but also significant setbacks on education and curricular reforms in support of peace, for the memory on human rights violations, the product of debates and social disputes between different sectors. Some are committed to the consolidation of the Democratic State and the struggles for truth, justice and reparation, and others that are threatened with changes or that from and out of power operate to preserve spaces of impunity and the maintenance of parallel powers.

In the field of education, this change in the process presents some formal achievements, including: an educational reform design; a new curriculum that visualizes the need for education for peace and democracy; a law to commemorate victim dignification day that “forces” the Ministry of Education to address issues; a program of education for peace and a National Training Strategy. While many of these achievements have more formality than real implementation, at certain times they are the basis for driving new actions and advances promoted by committed social actors.

The progress is largely due to the impact of social actors, who have exerted pressure with the different governments, often with the support of international cooperation, which has invested important resources to promote interaction between civil society organizations and the Ministry of Education, with a view to strengthening the latter.

In the first years after the signing of peace, the participation of the joint and advisory committees contemplated in the peace agreements were key, as they allowed a fluid dialogue between society and the Ministry of Education. The most relevant experiences of international cooperation include the UNESCO Peace Culture Project and the 2000-2003 (UNESCO Guatemala, 2010, págs. 170-174) Italian Cooperation, which supported the Ministry of Education for dialogues and consensus on the new curriculum and its launch in 2004. This project also cooperated with a wide variety of civil society organizations, research organizations and universities for the development of resources that could collaborate with institutionalization in the Ministry of Education.

It was also relevant to the UNDP Transitional Justice Support Program (2010-2019) with the support of the United Nations Peace Fund (2017-2020), which supported, among other areas, coordination between the Ministry of Education and proposals of social organizations and support for the coordination space between them, such as the Peace Education Technical Committee, Memory and Human Rights.⁶ (PNUD Guatemala, 2020, págs. 52-60)

Added to the above is the political will that the governments on duty or their specific officials to promote the issues or to coordinate with civil society actors. In 25 years there have been governments that with a greater or lesser degree of commitment gave continuity to the ongoing processes, allocated resources for their implementation and/or provided continuity to the collaboration with the organizations outside the Ministry. Likewise, other administrations stopped processes and stagnated achievements, such as the current administration (2020-2024), which removed all support for the implementation of the citizen training strategy that had been being promoted and has changed the citizen training approach to a values program with little social vision.

⁶ Since 2021, this Board has changed its image and name to the Education for Citizenship Board, and has the active participation of around 15 organizations of diverse nature and different parts of the country.

One important consideration is that in the country educational decisions remain in the hands of the politically and economically more conservative sectors. The prioritization of coverage and quality, in addition to being inefficient, has left citizen training out as a priority area for training. The educational system has not jumped to a system that is relevant to diversity of peoples, and to the challenges that the armed conflict and serious human rights violations have left behind. The union teaching organization has not been a factor in renewing proposals for quality education. On the contrary, it has folded into the guidelines that come from Ministry of Education and the power sectors that govern it. Like all public institutions, Ministry of Education is not exempt from the widespread phenomenon of corruption where businesses matter more than the possibilities of promoting an efficient educational system.

A determining factor for the future and the difficulties of reshaping the educational system is the growing loss of legitimacy experienced by the peace agenda, which in 2020, with the current government, suffered an irreparable blow with the closure of the Secretariat of Peace, the Compensation Program and the Presidency Commission on Human Rights, which were unified in an institution (*Comisión Presidencia de Derechos Humanos, que fueron unificadas en una institución, COPADHE*) without budget or organic structure and which one year after its installation continues. While the issues have achieved a certain degree of institutionalization, there is still a lack of political will and continuity by the authorities to generalize their implementation. There is still a widespread resistance of the principals and teachers of the educational centers to innovate and address issues that they consider difficult or conflictive. The belief that addressing problematic issues such as the rights of peoples, racism and discrimination, the memory of the armed conflict, generate new conflicts and complaints from families or actors linked to the centers, makes many teachers prefer to evade the issues or not stop to go deeper into them.

This necessarily implies that the approach must include different forms and perspectives of approaching topics that generate fear, distrust and even rejection for the implications they may have in the present. Addressing the conflicts and controversies of society in the classroom, teaching ways to do it peacefully and constructively, continues to be a challenge.

The argument that encourages looking to the future because seeing the past brings new conflicts is very widespread and the challenge from education is how to dismantle those deep ideas, largely distracted from a very conservative conception of conflictivity, which instead of learning to manage it, denies it or evades it. Hence, learning by recognizing the conflicts that permeate social life (ethnic, socioeconomic, gender, political, ideological, etc.) becomes a necessity.

B. Participation of multiple actors in the implementation of curricular reforms or the educational system

Faced with the discontinuities mentioned in the previous section, the role of civil society organizations is important in continuing to put the topics on the table and pressuring for the implementation of institutional strategies for education that pays off peace, memory, human rights, interculturality and democracy.

As mentioned above, the most significant peace education proposals have come from civil society with support from international cooperation. Advances in the curriculum and in the development of resources for work in the classroom have come from the work of society organizations directly with educational centers or coordination with different levels of the Ministry of Education.

Some civil society organizations have extensive experience in the subject and in understanding the needs that teachers face in the classroom. This experience can become an important input to contribute, since over 25 years they have established collaborations with different bodies of the educational system and have influenced educational agendas. They have also made progress in creating inter-institutional coordination for the promotion of initiatives.

The experience of the Peace, Memory and Human Rights Education Board achieved an important dialogue with the Ministry of Education to promote a new approach to citizen training, and in the face of the closing of spaces for institutional coordination, it maintains a strategy to promote support for teachers by other means. The synergy of this Board is partly due to the merger of agencies of the United Nations system with specific UNESCO, OHCHR and UNDP mandates and the presence of social organizations from different parts of the country and state entities such as the School of History of the University of San Carlos.

C. Challenges and lessons learned in informal initiatives

One of the challenges is the enormous diversity of local environments and conditions in which educational projects are developed by civil society groups. In some cases they have to be adapted to local conditions or demands. Informal initiatives cannot replace deficiencies in the formal education of the State. It can help, supplement, but not replace.

Many of the initiatives focus on the victims, on what happened, but sometimes they forget that they are talking to a society that does not end up identifying with those victims. It is therefore important to explore other avenues that allow us to delve deeper into the causes, actors, mechanisms and consequences of the conflict, and to work on the links between the past and the present, the discretion of the forces of law and order to act, the selective justice system, the lack of individual citizen guarantees, the limitations to the right to free expression of thought, the institutions that regulate and limit power, that is, to understand the past in order to explain the present and promote commitments to democracy.

Many organizations face the challenge of incorporating the new phenomena that arise such as migration and forced recruitment of organized crime, violence and insecurity in communities into their initiatives to promote human rights and memory.

D. Strategies in the educational system or the broad scope of initiatives

The formation of the joint and advisory committees for education reform, the introduction of formal mechanisms, such as the law on the dignification of victims of armed conflict, or ministerial agreements and the new curriculum, have been achievements of the participation of diverse social sectors and their pressure on the State. This shows that the presence of civil society organizations and actors in spaces for generating proposals has been key for the adoption of measures.

E. Reflections on what could be improved in the future

It is impossible to speak only of the situation in the educational sphere without speaking in general terms of the country's situation. The reversal in the judiciary has been evident with the obligatory departure from the country from the International Commission Against Impunity (*Comisión Internacional Contra la Impunidad, CICIG*), of former heads of the Public Prosecutor's Office, prosecutors, judges and lawyers pursued for trying to promote advances in justice and fight against corruption. The current government disappeared all the institutions created by the Peace Accords from a traffic: the Secretariat of Peace (*Secretaría de la Paz, SEPAZ*), the National Council for the Monitoring of Peace Accords (*Consejo Nacional de los Acuerdos de Paz, CNAP*), the National Program for Retribution (*Programa Nacional de Resarcimiento, PNR*) and the Presidential Commission for Human Rights (*Comisión Presidencial para los Derechos Humanos, COPREDEH*), making evident the will to stop all initiatives in defense of human rights, peace and democracy.

On the other hand, the pandemic has exacerbated and evidenced poverty and inequality in the country's population, increasing the phenomenon of migration, violence and insecurity. In general terms, the economic, political and social conditions that led to the beginning of the armed conflict in 1960 have not changed anything substantial.

In the political sphere, the opposition is weak, scarce and in some regions of the country non-existent. Positive changes are not seen in the near future that could enable the promotion of better quality education, greater scope and that produces better citizens.

F. Recommendations

It is very difficult to make recommendations today in Guatemala, when there is a system that is operating in the direction contrary to the consolidation of peace, democracy and the economic and social conditions of the majority of the population. It is our experience that, thanks to the will and perseverance of some organizations and individuals, and the support of international cooperation, we have been able to advance in some aspects and in very specific situations. The COVID-19 pandemic

has exacerbated the crisis and the current government responds to particular interests by tolerating and fostering corruption and weakening the few actions that were in favor of the people.

Under ideal conditions, the following recommendations could be made, however, under the political conditions that are currently in place, they have very little possibility of being carried out:

To the government:

- The reinstatement of the peace institutionality or the effective functioning of the institutions created to fulfill these functions.
- Resume the commitments of the Peace Agreements at all levels, especially in education, promoting the Educational Reform that was designed in 1997 and that proposed a significant change in the education system.

To the Ministry of Education:

- That the National Citizen Training Strategy be resumed with a view to its expansion in all departmental departments to better reach teachers and students from all over the country, implementing the commission structure at the ministerial, departmental and municipal levels to ensure that the decisions and benefits reach the local levels.
- Resume experience of open schools as a space for enriching citizen education with elements of art, culture, sports, new technologies, languages, etc.
- Mobilization of resources for the implementation of the curriculum, the development of educational resources for teachers and students, the strengthening of capacities of teachers in service and their initial training and professionalization.
- Implementation of a stimulus program for teachers to remunerate their professional updating.

To the universities:

- Improve the training and updating programs for teachers, with the social context in which they operate as their central focus.

To civil society organizations:

- Promote exchange of experiences and joint programs with other organizations and, if possible, seek the articulation of common actions to generate alternatives in the face of a deficient system.
- Continue with the development of proposals and resources to keep current.

To international cooperation organizations:

- With sincerity and recognition of their support, we address the international community requesting that they continue the collaboration with civil society organizations that work in the fields of memory, the defense of human rights, the promotion of peace and education for democracy. We believe that in view of the evidence of corrupt governments, investment in civil society organizations makes more sense now than ever.

Appendix I. Selection of contents/knowledge in the national curriculum.⁷

Degree and curricular area	Competency	Content
4 th Primary: Social Sciences	Competency 6. It relates current facts in Central America to historical events.	6.6.8 Identification of conflicts affecting Central America in the second half of the 20 th century. 6.6.10 Interpretation of the effects generated by the internal armed conflict: social, economic and political.
4 th Primary: Citizen Training	Competency 4. It proposes solidarity forms of solution to the inequalities and interests present in the problems and conflicts it analyzes.	4.6.1 Description of the consequences of internal armed conflict. 4.6.2 Identification of the sectors most affected by the internal armed conflict 4.7.1 Identification of the objectives, contents and scopes of the peace agreements.
5 th Primary: Social Sciences	Competency 6 It relates the current facts of America with those of the past, based on the principles of its origin and identity.	6.7.1. The repression and intervention of American capital in the region with regard to dictatorships. 6.7.2. Interpretation of the effects of United States policy in America. 6.7.3. Characterization of new protagonists, challenges, ideological movements and conflicts from the 20 th century to the present. 6.7.4. Characterization of popular, revolutionary and democratic movements in America. 6.7.5. Identification of counter-revolutionary movements in America. 6.7.6. Description of the conflicts that affected America in the second half of the 20 th century.

⁷ You can access the Base National Curriculum at the following site:
https://cnbguatemala.org/wiki/Bienvenidos_al_Curr%C3%ADculum_Nacional_Base



<p>5th Primary: Citizen Training</p>	<p>Competency 2. It proposes a way to overcome the relationships of inequality, exploitation and marginalization present in everyday life.</p> <p>Competency 5. It demonstrates a critical attitude towards historical facts and their consequences in the present that influence the future.</p>	<p>2.7.2 Valuation of the recommendations of peace agreements in favor of overcoming racism, machismo and ethnocentrism.</p> <p>5.2.1. Investigation of contexts and factors in which events were developed that are today commemorated on selected dates: on Human Rights, peace process and democracy.</p>
<p>6th Primary: Social Sciences</p>	<p>Competency 6. Relates relevant historical processes to significant changes that have driven the world.</p>	<p>6.5.5 Relationship between the Cold War and the internal armed conflict. 6.5.6 Evaluation of armed movements and their impact on civil society.</p>
<p>6th Primary: Citizen Training</p>	<p>Competency 4. Promotes actions to strengthen the existence of peace culture attitudes and practices in different spaces and situations of group life.</p>	<p>4.1.1 Argumentation of the need to have a citizenship based on the culture of peace. 4.2.2 Comparison between the culture of peace and the culture of violence. 4.3.1 Preparation of proposals to build a culture of peace.</p>
<p>1st. Basic: Social Sciences, Citizenship and Interculturality</p>	<p>Competency 4. Respects the rules for the exercise of intercultural and democratic citizens and coexistence.</p>	<p>4.1.1 Political Constitution 4.1.2 Human Rights: National Laws on Human Rights, Rights of Indigenous Peoples, Economic, Social, Cultural, Civil and Political Rights, National Human Rights Institutions 4.1.3 International Conventions, Conventions and Treaties on Human Rights 4.2.1 Culture of Peace 4.2.2 Challenges of interculturality, harmonious coexistence and gender equity in Guatemala.</p>



		<p>4.2.3 Strategies for Conflict Resolution</p> <p>4.3.1 Democracy</p> <p>4.3.2 Democracy and Participation</p> <p>4.3.3 Obstacles to the operation of Democracy</p>
<p>2nd. Basic: Social Sciences, Citizenship and Interculturality</p>	<p>Competency 4. Assumes inclusive attitude, proactive and responsible with regard to the needs of their community.</p>	<p>4.1.2. Community participation:</p> <ul style="list-style-type: none"> • Community participation with fairness. • Community leadership with cultural relevance. <p>4.1.3. Mechanisms for citizen participation in the community: Development Tips (Cocodes, Comudes, Codedes), ancestral authorities, midwives, counselors, community committees, etc.</p> <p>4.2.1. Ethnic, linguistic and cultural diversity of the department and municipality.</p> <p>4.2.2. Democratic processes that allow the political, cultural, social and economic claim of the Peoples.</p> <p>4.2.3. Problems affecting the harmonic relationship in the community: discrimination, political exclusion, racism.</p> <p>4.3.1. Person as a subject of rights and obligations. Specific rights of peoples, women and people with disabilities.</p>
<p>3rd. Basic: Social Sciences, Citizenship and Interculturality</p>	<p>Competency 3. It analyzes the different power choices that are established in the Guatemalan State formation process.</p>	<p>3.4.1. Revolution of October 1944 and counter-revolution.</p> <p>3.4.2. The internal armed conflict of Guatemala within the framework of the Cold War.</p> <p>3.4.3. Causes and consequences of armed confrontation for Guatemalan society and certain peoples and communities.</p> <p>3.4.4. Terrorism of the State that originated crimes against humanity: Rio Negro case,</p>



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	<p>Competency 4. Actively participates in the transformation of conflicts, within the framework of the social, cultural and political reality of their environment.</p>	<p>Zepur Zarco case and Molina Theisen case, among others. 3.4.5. Peace Agreements: its content, historical framework and scopes. 4.1.1. Peace Agreements: • Active exercise of citizens from their signature. • Recognition of ethnic cultural diversity, linguistics, age, religion, etc. 4.1.2. Social and political participation of the different Peoples of Guatemala. 4.1.3. The importance of exercising a participatory democracy. 4.3.1. Fundamental values for a democratic and intercultural system. 4.3.3. Proposals for strengthening the culture of legality and interculturality in the country.</p>
4 th High School:	<p>Competency 2 Promotes participation in the construction of a democratic society, based on consensus, individual and collective commitment</p>	<p>2.1.2. Identification of the main lines of action to make a <u>democratic State of law</u> a reality. 2.1.3. Promotion of a culture of peace and a genuine process of national reconciliation.</p>
5 th High School:	<p>Competency 1 It identifies the characteristics of contemporary Guatemalan society, from various perspectives, its origin and multicausality</p>	<p>1.1.2. Comparison of the characteristics of the current Guatemalan society with those of other historical moments. 1.1.3. Explanation of the new social scenarios generated with Independence and the forms of domain inherited from the colonial past. 1.1.4. Identification of the characteristics that society adopts from the Liberal Reform and the beginnings of imperialism. 1.1.5. Argument regarding the situation of society in the face of authoritarian tradition</p>



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		<p>in a dependent agricultural exporter republic.</p> <p>1.1.6. Explanation of the characteristics generated from the construction of an imagined nation based on segregation and ethnic differences (1871-1944).</p>
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Appendix II: Institutional Experiences Related to Historical Memory, Internal Armed Conflict and Related Educational Processes

ACONANI/MSEPEG National Childhood, Youth and Family Action Commission Association				
What we do differently	Educational Offer and/or activities implemented or materials produced	Main Axis(s) Theme(s) Secondary thematic axis(s) or others	Coverage	Level of link with Ministry of Education (instances with which it coordinates, articulates or cooperates)
<p>What we do differently:</p> <ul style="list-style-type: none"> • We weight the components of the RE and CNB • We consider teachers and students to be subjects of their own training • Focused on Significant and Constructive Learning • Critical thinking • Dialogical learning • Gender equity • Constant evaluation 	<ul style="list-style-type: none"> - Training and teacher training - Curricular integration <p><u>Materials:</u></p> <ul style="list-style-type: none"> - Publication “Rescuing Our Memory, Repression, Refuge and Recovery of the Populations Desired by Violence in Guatemala” and its educational guide - 3rd. 6th. and 3rd. basic ODEC (Orientaciones para el Desarrollo Curricular [Guidelines for Curriculum Development]) of the Education for Peace and Full Life Program. - Certified Conflict Brochure - ODEC of the 3rd year basic citizen training and education for peace in the prevention of violence against women. 	<ul style="list-style-type: none"> • Historical Memory • Internal Armed Conflict • Inter/Multicultural • Coexistence in the Classroom • Holistic training with a focus on gender equity. 	<ul style="list-style-type: none"> • Tonicapán • Sololá • Sacatepéquez • Baja Verapaz • Chiquimulá • Izabal 	<ul style="list-style-type: none"> • Technical Opinion • Accreditation • Letter of Understanding with Different Technical Directions of the Ministry of Education: Dideduc’s Digezur, Digeace, Digejade • Letters of cooperation and understanding with the USAC School of History • Letter of understanding with Secretariat of Peace • Letter of understanding with the Tonicapán University Center • With University City/Sololá



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	<ul style="list-style-type: none"> • <u>Methodology</u>, based on popular education, prioritizing fun, participatory, reflective and experiential activities. Tools for “feeling with the body” 			
ADICI Community Comprehensive Development Association				
What we do differently	Educational Offer and/or activities implemented or materials produced	Main Axis(s) Theme(s) Secondary thematic axis(s) or others	Coverage	Level of link with Ministry of Education (instances with which it coordinates, articulates or cooperates)
What we do differently <ul style="list-style-type: none"> • Material is the product of the research “The sacred jungle saved us” in 12 communities • Research Educational Mediation” • We involved survivors in mediation, and 	<ul style="list-style-type: none"> - School t Exto “Resilal li xe’xk’ul laj Q’eqchi’ sa’ li rahilal”, which contains a summary in which “eqchi’,” of the five chapters into which the book “Xookol li loq’laj Tzuul, loq’laj K’iche’” is divided (It saved the Holy Forest) (12,000 copies - Games of 5 educational posters and a Methodological Guide for teachers, based on the Netherlands CNBidad. - Ctraining to 304 teachers who work in 199 primary schools (second cycle) of 	<ul style="list-style-type: none"> • Incidence and participation of the Mayan population • Identity and its history. • Self-esteem of the communities that are q’eqchi. • Claim for rights, values, identity and memory. 	Communities of Cobán, Alta Verapaz	ADICI Agreement, JEDEBI and the High Verapaz Departmental Directorate of Education for the implementation of historical memory content in official primary schools.



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<p>these were the ones that made the teachers aware of the training by giving their testimony.</p> <ul style="list-style-type: none"> The student population was motivated to continue researching their family, to be able to heal together and continue their fight. 	<p>the municipality of Cobán, for the integration of this history in different curricular areas</p> <ul style="list-style-type: none"> - Training of a group of popular catechist educators from the Parish in El Calvario, Cobán. - Training young IGER students on historical memory. <p><u>Methodology:</u> Awareness through testimonials from survivors.</p>	<ul style="list-style-type: none"> Mechanisms for the internalization of ethnic and gender discrimination. The memory of resistance against extreme and genocidal discrimination 		
<p>CNEM National Council of Mayan Education</p>				
What we do differently	Educational Offer and/or activities implemented or materials produced	Main Axis(s) Theme(s) Secondary thematic axis(s) or others	Coverage	Level of link with Ministry of Education (instances with which it coordinates, articulates or cooperates)
<ul style="list-style-type: none"> We do it from the Mayan languages, from the logic of the native peoples, based on all the history this means not dividing the 	<ul style="list-style-type: none"> Awareness through videos, movies, talks, games, dramatizations. Organization of extra-classroom processes to then integrate into the process of the Citizen Training course. Training in topics 	<ul style="list-style-type: none"> Citizen participation Self-esteem History of indigenous peoples and their 	<p>San Marcos: Comitancillo, Sipacapa, Quetzaltenang o: Cabricán, Olintepeque,</p>	<p>Agreements at the departmental level: San Marcos, Quetzaltenango, Huehuetenango and Petén.</p>



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<p>courses but seeing it as a social area as a whole, if we leave it alone in a course, the integrity of the courses would be lost.</p> <ul style="list-style-type: none"> • Make all learning processes very participative. 	<ul style="list-style-type: none"> • Community practice is promoted as a form of co-responsibility within the community. <p><u>Methodology:</u></p> <ul style="list-style-type: none"> • Priority and aggregate content on citizen training through surveys. • Relationship of contents with CNB, Regional curriculum by people, Mayan education curriculum. • Implementation of content: from previous lessons learned, playful exercise (games, stories), important facts about the topic (statistics, information) • Community participation (history, life experiences, facts of life during the historical period) • Organization from the Mayan worldview: (councils, ancestral authorities) • Community projection • Evaluation, a meeting is held where the process is evaluated. 	<p>relationship with the State</p> <ul style="list-style-type: none"> • Historical responsibilities of young leaders 	<p>Sololá: San Lucas Tolimán, Nahualá, Santa Catarina Ixtahuacán, San Andrés Semetabaj, Santiago Atitlán. Petén: Poptún. Izabal: Livingston, el Estor. Alta Verapáz: Chisec, Carchá, Chamelco. Huehuetenango: Santa Cruz Barilla, Colotenango. Quiché: Ixcán.</p>	<p>Agreements with the management of the national teaching profession.</p>
<p>IIARS International Institute of Learning for Social Reconciliation</p>				
<p>What we do differently</p>	<p>Educational Offer and/or activities implemented or materials produced</p>	<p>Main Axis(s) Theme(s)</p>	<p>Coverage</p>	<p>Level of link with Ministry of Education (instances with</p>



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		Secondary thematic axis(s) or others		which it coordinates, articulates or cooperates)
<ul style="list-style-type: none"> • Use of innovative tools, Exhibition, website. Short messages with images that facilitate content at different depth levels and propose them in a relational way not as unique truths but as arguments to dialogue with other perspectives. • Methodology that integrates form and content in the development of skills for respectful social relationships at all levels. • Tools that promote active education. 	<ul style="list-style-type: none"> - Guided visits to the Exhibition: Why are we doing this? With various service modalities. - Training and dialogue sessions on issues of ethnic and social relations and the promotion of peaceful coexistence. (4 and 8 hours) -Lecturer training course (40 hours) Ethnic and social relationships in Guatemala and their approach in the educational field. (teachers and facilitators) - Teaching training course (20 hours) Recognize and name violence first steps towards building Peace. - Lecturer training course (40 hours) The Armed Conflict and Conflict Resolution in Guatemala and its implementation in the classroom. (First promotion November 2014) - Educational Package. Why are we like us? Three books: 1) Concepts to understand ethnic relations in Guatemala; 2) Guatemala a diverse 	<ul style="list-style-type: none"> • Ethnic and social diversity • History of ethnic relationships and conflicts • Internal Armed Conflict and Conflict Resolution • Current violence • Education for peace and coexistence • Dialogue and critical thinking 	<ul style="list-style-type: none"> - Department of Guatemala - Departments of the Central Area: Chimaltenango , Sacatepéquez, Santa Rosa. - Others requesting: Alta y Baja Verapaz, Chiquimula, Quiché. 	<ul style="list-style-type: none"> • Accreditation of the General Directorate of Educational Quality Accreditation, DACI/DIGEACE/No.02-2012. • DACPI/DIGEACE Facilitation Team Accreditation/No.0046-3013 • Ruling 05-12 to 14-12 for educational materials. • Formal cooperation with the Directorates Guatemala South and Guatemala West Coordination with the Directorates Guatemala North (2011), Sacatepéquez (2009 and 10), Santa Rosa (2012-13), Chimaltenango (2012), Baja Verapaz (2013), Alta Verapaz (2014), Chiquimula (2014) and Quiché (2014). • In 2014, support was given to the "Child Deputy for a



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	<p>society throughout its history; 3) Breaking schemes we open possibilities, a brief historical journey through the construction of citizenship in Guatemala; Diversity Lottery; Racism, Discrimination and Stereotypes Content Sheets; Facilitation Guide ethnic and social relations in the classroom; History of Diversity poster; Timeline of laws for the management of diversity.</p> <ul style="list-style-type: none"> - Education Package The Armed Conflict and Conflict Resolution in Guatemala and its application in the classroom: Book of contents “The recent history. The Armed Conflict in Guatemala”; Toolbox contains about 30 techniques to address the issue. DVD of virtual resources. Video on the CAI (Centro de Servicio Integral [Comprehensive Service Center]) and Poster Game on the Mechanisms of Violence and responsibility for non-repetition (to be launched in December 2014) - Teachers Network for a Dignified Coexistence 			<p>Day” program of the National Peace Education Program/DIGECADE</p> <ul style="list-style-type: none"> • Support for the “Pre-university Camps” Program in coordination with the General Directorate of Bilingual Education (<i>Dirección General de Educación Bilingüe</i>, DIGEBI)
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	<ul style="list-style-type: none"> - Exposure. Why are we like the way we are? - Website: www.entreviviry.convivir.org <u>Methodology</u> that conceives the form as content - Question and doubt as a principle of learning, overcoming one's unique thinking, truths and certainties to open up to new possibilities and perspectives in a respectful manner. - Previous ideas for building new learning, deconstructing old learning that reproduces discrimination and violence. - Multidimensional learning, integrates the cognitive with experiences, with the body, emotions and attitudes. - Non-violent, respectful and constructive dialogue, incorporates a concept of empathy and ideas of community and interdependence. 			
<p>Rabinal Community Museum of Historical Memory Association for the Comprehensive Development of Victims of Violence in Verapaces Maya Achi (ADIVIMA).</p>				
What we do differently	Educational Offer and/or activities implemented or materials produced	Main Axis(s) Theme(s)	Coverage	Level of link with Ministry of Education (instances with



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		Secondary thematic axis(s) or others		which it coordinates, articulates or cooperates)
<p>We are a Community Museum that recovers and projects the memory of the Maya Achi people</p>	<p>- Guided visits to the exhibitions in the Museum rooms: Dignification of Victims, Dignification Processes, Maya Achi Cultural Identity, Library and Internet</p> <p>- Videographic of the Community Museum of the Historic Memory of Rabinal; to students in the preprimary, primary, basic, diversified, university cycles and to the general public at a national and international level.</p> <p>- Development of workshops on the "Historical Memory and Cultural Identity Maya Achi", with students participating in the basic, diversified and university cycles of the different public and private education centers.</p> <p><u>Methodology</u></p> <p>Reunion of survivors with their family members and reconstruct the cultural identity that was lost</p> <p>Use of photo exhibitions that gives credibility to the way in which he committed the act of Genocidio and the</p>	<ul style="list-style-type: none"> Historical memory of the Maya Achi people: Serious human rights violations and acts of Genocide implemented by military governments in the years 1980 to 1984 Cultural identity of the Maya Achi people 	<ul style="list-style-type: none"> <i>Municipalidad of Rabinal</i> <i>Departamento of Baja Verapaz</i> <i>Department of Guatemala</i> Countries in Central America, International countries. 	<p>Public and private educational centers.</p>



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	richness of the Mayan Achi people, which was interrupted. Incorporation of new exhibition rooms by the interested parties.			
ODHAG Human Rights Office of the Archbishopric of Guatemala.				
What we do differently	Educational Offer and/or activities implemented or materials produced	Main Axis(s) Theme(s) Secondary thematic axis(s) or others	Coverage	Level of link with Ministry of Education (instances with which it coordinates, articulates or cooperates)
<ul style="list-style-type: none"> Proposals open to review and update. Participative and adaptable methodologies Historical Memory with Values Paper Adapted to the CNB Knowledge and experience in the subject 	<ul style="list-style-type: none"> Training and teacher training Talks to students. Construction of the Guide for Community Action and Reflection “Memory, Truth and Hope” Construction of a pedagogical proposal “Let’s Educate Ourselves for Never Again” Construction of the popular version of the Guatemalan Report Never again. Construction of “Peace Builders” series (in process) Written, audiovisual, (languages) Other educational resources, e.g., Museums, Monuments, Photographic Exhibitions. 	<ul style="list-style-type: none"> Culture of peace Recent history of the country, especially the Internal Armed Conflict Human rights for the non-repetition of serious violations. 	<ul style="list-style-type: none"> Department of Guatemala, West and South Office Sacatepéquez Chimaltenango, Cobán Alta Verapaz Izabal Chiquimula Zacapa 	<ul style="list-style-type: none"> The presentation of the proposal “Let’s educate us for the Never Again” was presided over by Technical Vice-Minister Floridalma Meza Palma (2003) Application for accreditation with Digeace Agreement with departmental office of Cobán, Alta Verapaz (2013) Coordination with Nebaj CTAs (verbal agreements) Departmental offices in Chiquimula, Zacapa and Izabal



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			<ul style="list-style-type: none"> • El Quiche, Ixil Area and Chiche. 	<ul style="list-style-type: none"> • followed by an awareness process. • Coordination with technical managers more successful than with political levels.
PRODESSA Santiago Development Project				
What we do differently	Educational Offer and/or activities implemented or materials produced	Main Axis(s) Theme(s) Secondary thematic axis(s) or others	Coverage	Level of link with Ministry of Education (instances with which it coordinates, articulates or cooperates)
<p>The process differs from others in the quality and sociocultural and linguistic relevance of educational materials, especially those used in primary schools, since they have texts in Spanish and ixil</p>	<ul style="list-style-type: none"> • Books of the Kemon Ch'ab'al reading program, in bilingual Spanish-ixil version, • Books of the Kemon Ch'ab'al reading program, in Spanish • Teacher training for the second primary and secondary cycle, for the implementation of the Kemon Ch'ab'al reading program • Periodic measurement of the comprehensive reading skills of the 	<ul style="list-style-type: none"> • Strengthening of capacities for quality education, formal and non-formal, with intercultural relevance • Strengthening of pedagogical abilities of 	<p>Municipalities: Nebaj, Chajul and Cotzal, department of Quiché.</p>	<ul style="list-style-type: none"> • Coordination with Ministry of Education for incorporation of the Kemon Ch'ab'al Reading Program, created by PRODESSA, into the National Reading Program. It includes funding, by the Ministry of Education for the printing of reading books and their



<p>languages. It is also important to mention the support provided to teachers in the classroom; this allows them to take the training beyond the one-time workshop, and link it with the daily teaching practice.</p>	<p>students of schools and institutes participating in the process.</p> <ul style="list-style-type: none"> • Peace culture educational material for teachers and high school students • Music programs, historical memory, reading and writing in the Peace Culture Rooms • Secondary educational training in education methodology with a gender and peace culture focus. <p><u>Methodology:</u> The project’s methodological proposal is not just a method of teaching, but a new educational paradigm that integrates the components of the Educational Reform, offering specific tools and a relevant methodology to ensure the development of reading competence and the experience of values that relate to the axes of the educational theme program towards interculturality and equality. There are two general strategies: Kemon Ch’ab’äl Reading Program: through reading and reflection workshops where boys and girls have the opportunity to learn and reflect on</p>	<p>primary and secondary school teachers in the ixil area for teaching the mother tongue and Spanish as a second language.</p> <ul style="list-style-type: none"> • Promotion of the peace culture, gender equity and interculturality within the framework of the National Base Curriculum. 		<p>distribution in public schools.</p> <ul style="list-style-type: none"> • The relationship between PRODESSA and DIGEBI- Ministry of Education includes the application of the Kemon Ch’ab’äl program in municipalities of San Marcos and Quiché, in mam and k’iche languages. • Collaboration relationships with the General Directorate of Intercultural Bilingual Education (DIGEBI) for technical review of educational materials, as well as the training of local technical personnel of the Ministry of Education. • Coordination with the Departmental Directorate of Education DIDEDUC of El Quiché, for the validation of materials, training and workshops with the personnel of the Departmental Directorate and directors and teachers of the schools of three
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	<p>gender equity, interculturalism, peace and human rights.</p> <p>Peace Culture Rooms: educational work at the community level, combining actions at the school level as well as in the community. It is implemented in coordination with local authorities and local organizations, mainly the Ixil Foundation, two meeting spaces, dialogue, learning and action on the subject of Culture of Peace.</p>			<p>municipalities included in the project.</p>
<p>Tierra Nueva Non-governmental organization for sustainable comprehensive human development.</p>				
What we do differently	Educational Offer and/or activities implemented or materials produced	Main Axis(s) Theme(s) Secondary thematic axis(s) or others	Coverage	Level of link with Ministry of Education (instances with which it coordinates, articulates or cooperates)



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<p>Use of pedagogical play, that the students do not feel tired of the activities developed, rather they allow the involvement and interest in the topics discussed.</p>	<ul style="list-style-type: none"> • Analysis and awareness circles. • Theater forums. • Preparation of CDs • Preparation of thematic guides • Printing of brochure: Discovering History. Brief Historical Review of Guatemala • Training guide that describes the contents and activities to work on according to each topic. <p>Methodology: participatory, to create historical and social awareness.</p> <p>Each topic has a work guide, which is developed in the time that each educational establishment provides to work with the students.</p> <p>At the end of each activity, students must develop a job, mainly in research of the history experienced by their parents or grandparents, these jobs are given to teachers, who provide a score for Social Studies and Citizen Training courses.</p> <p>A methodology that has allowed students to maintain their attention and interest has been the presentation of documentaries, which show the situations experienced in the past and the current exhumation processes.</p>	<ul style="list-style-type: none"> • Historical Review of Guatemala • Historical Review (CAI) • Peace Agreements • Consequences of the CAI • Exhumations • CEH and REMHI recommendations • Analysis of Reality • Reconstruction of Social Fabric • Values and Human Rights • Reality of Women during CAI 	<p><i>Northern area of Huehuetenango (San Rafael, la Independencia and San Miguel Acatán)</i></p> <p>Huista de Huehuetenango Area (Jacaltenango)</p>	<ul style="list-style-type: none"> • <i>Agreement with the Departmental Education Department Huehuetenango of Ministry of Education (2012).</i> • Coordination with CTA of the participating municipalities • Coordination and planning with directors of educational establishments in the participating municipalities.
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Truth and Life				
What we do differently	Educational Offer and/or activities implemented or materials produced	Main Axis(s) Theme(s) Secondary thematic axis(s) or others	Coverage	Level of link with Ministry of Education (instances with which it coordinates, articulates or cooperates)
<p>The process has been integrated with actions of the victims' family organization, which is why the proposals are born from the same families involved and then they are trained and trained for their subsequent multiplication.</p>	<ul style="list-style-type: none"> • Training of secondary level students. • Training of children and young people on youth leadership and memory topics. • Development of educational and audiovisual material (videos and presentations) • Development of books on historical memory. • Social-cultural mobilization activities (walls, exposures, walks) • Other resources: Photographic exhibitions, Mural blankets, External murals, 	<ul style="list-style-type: none"> • Recovering historical memory from the victims and making it known. • Dignification of victims of armed conflict through knowledge and disclosure of the work and legacy of victims and survivors 	<ul style="list-style-type: none"> • Santa Lucia Cotzumalg uapa and Masagua in Escuintla. • San Cristóbal Verapaz, in Alta Verapaz. 	<ul style="list-style-type: none"> • Identify levels and specific directions with which there has been a relationship and with what purpose. Provide details of agreements, letters or other mechanisms to formalize the relationship. • There has been communication with the educational authorities in Santa Lucia Cotzumalguapa, but there are no formal collaboration agreements.



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<p>They are developed in complex contexts from the point of view of concentration of interests, such as the South Coast where the interests of power groups converge.</p>				
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Technical Committee on Equation for Peace, Memory and Human Rights ⁸				
What we do differently	Educational Offer and/or activities implemented or materials produced	Main Axis(s) Theme(s) Secondary thematic axis(s) or others	Coverage	Level of link with Ministry of Education (instances with which it coordinates, articulates or cooperates)
A space for meeting and interrelationship between diverse organizations is fostered with whom we share objectives and visions regarding education for Guatemalan society in the process of	- Educational proposal for strengthening Citizen Training based on historical memory, human rights and education for peace. In compliance with Article 72 of the Constitution of the Republic of Guatemala and Law 48-2008 (2016)	Citizen Training: Memory, Human Rights, Peace Culture, Democracy, Interculturality, Gender Equity. Didactics for citizen training.	Guatemala, High and Low Verapaz, Chiquimula, El Quiché, Huehuetenang o	During 2016 and 2020, close collaboration was maintained in the design and accompaniment of the implementation of the National Citizen Training Strategy established in the Ministry through Ministerial Agreement 3181-2017.

⁸ As of 2021, the Board changed its name to the Education Board for Citizenship, with the aim of renewing its image and projecting itself towards the wide public. In 2021, the Board is composed of: American Friends (AFSC), Real Civil Association and Life, Waqkliqo Indigenous Comprehensive Community Development Association (*Asociación de Desarrollo Integral Comunitario Indígena*, ADICI), Ludic Box, Catholic Relief Services CRS Guatemala, Center for Legal Action in Human Rights (*Centro para la Acción Legal en Derechos Humanos*, CALDH), School of History of the University of San Carlos de Guatemala, Forensic Anthropology Foundation Guatemala (*Fundación de Antropología Forense Guatemala*, FAFG), International Institute of Learning for Social Reconciliation (*Instituto Internacional de Aprendizaje para la Reconciliación Social*, IARS), Research and Projection Institute on global and digital dynamics, Rafael Landívar University, Young People for Human Rights Guatemala, Community Museum of the Historical Memory of Rabinal, Baja Verapaz. ADIVIMA, Office of Human Rights of the Archbishopric of Guatemala (ODHAG), Santiago Development Project (*Proyecto de Desarrollo Santiago*, PRODESSA), with the accompaniment of: United Nations Organization for Education, Science and Culture UNESCO, Pajust Transitional Justice Support Program (*Programa de Acompañamiento a la Justicia Transicional*, PAJUST)/UNDP, Office of the United Nations High Commissioner for Human Rights (OHCHR). The participation of organizations in this Board varies in different periods according to the dynamics of the participating organizations, with a core of about 12 organizations that remain stable.

<p>recovering an armed conflict in which serious human rights violations were committed and which carries a long history of violence, especially towards the indigenous population.</p> <p>We listen, recognize each other and are willing to collaborate to have more sensitive impacts on the educational system.</p>	<ul style="list-style-type: none"> - 12 teaching guides⁹ for Citizen Training, developed in conjunction with the Ministry of Education within the framework of the National Citizen Training Strategy (Ministerial Agreement 3181-2017) - Citizen training guides for distance education students in the context of the pandemic.¹⁰ (2020) - Teaching guides for addressing Human Rights in the basic cycle. (2021 under development) - Facebook page for dissemination and promotion of interaction with interested teachers.¹¹ - 2020-2021 Webinar Program to provide continuity to teaching training processes on training topics for citizens. 			
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Appendix III: Experiences of Civil Society Organizations and Other Initiatives Related to Historical Memory, Internal Armed Conflict and Informal Educational Processes

⁹ The guides are available at the following link: https://cnbguatemala.org/wiki/Gu%C3%ADa_docente_de_formaci%C3%B3n_ciudadana

¹⁰ These guides can be found at the following link: https://drive.google.com/drive/u/0/folders/1JFOvOeYYgXtO8j_5G-TklB1l-t-pormC

¹¹ <https://www.facebook.com/educacionparalaciudadaniagt>

1. MEMORY FOR THE CONCORD – MPC				
What we do differently	Educational Offer and/or activities implemented or materials produced	Main Axis(s) Theme(s) Secondary thematic axis(s) or others	Coverage	Level of link with Ministry of Education (instances with which it coordinates, articulates or cooperates)
<p>It is an organization created with the purpose of working on the issues of the internal armed conflict in Guatemala and its consequences, with an emphasis on activities aimed at conciliation and concordance. Our target audience is young people, although we work with people of all ages and cultures. The Concord Memorial has four programs:</p> <p>Virtual Memory Guatemala - Memory Library</p>	<p>Intergenerational Dialogs Dialogues between participants of the internal armed conflict: guerrillas and military Traveling displays Production and dissemination of videos in virtual reality, in 360° and in formats to be played on cell phones Workshops on Historical Memory, Human Rights and Internal Armed Conflict Participation in the International Book Trade Show (FILGUA) Memory Encounters</p>	<p>The topic of memory Culture</p>	<p>The entire Republic of Guatemala. With the Central American Memory Network El Salvador, Guatemala, Honduras and Nicaragua.</p>	<p>The entire Republic of Guatemala. With the Central American Memory Network El Salvador, Guatemala, Honduras and Nicaragua.</p>



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<p>Mapping of the Report with information about the memory sites throughout the country</p> <p>Central American Memory Network – 34 organizations from El Salvador, Guatemala, Honduras and Nicaragua.</p> <p>Women’s Youth Symphony Orchestra and “Alaíde Foppa” Choir</p>	<p>Concerts with the Women’s Youth Symphony Orchestra and “Alaíde Foppa” Choir</p> <p>Workshops on Women’s Rights</p> <p>Publication of journals and other materials</p> <p>https://memorialparalaconcordia.org/</p>			
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2. GUATEMALAN FORENSIC ANTHROPOLOGY FOUNDATION

What we do differently	Educational Offer and/or activities implemented or materials produced	Main Axis(s) Theme(s) Secondary thematic axis(s) or others	Coverage	Level of link with Ministry of Education (instances with which it coordinates, articulates or cooperates)
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<p>FAFG is currently recording testimonies of life stories of survivors or family members of victims of forced disappearance due to the Internal Armed Conflict, which can be used as primary material in investigations or as educational videos at any level.</p> <p>The educational material that can be created from these videos is very versatile, since listening to the direct testimony of</p>	<p>In previous years, FAFG worked with teachers and staff of the International Institute of Learning for Social Reconciliation (IIARS) to create learning units on topics related to the Internal Armed Conflict, and their rights during the conflict, causes and consequences of displacement, mechanisms of violations applied during the conflict, sequelae of fear and silence using as the main tool small clips the testimonials of life stories of conflict survivors, or relatives of victims.</p> <p>This educational material, along with some of the recorded testimonials, can be found on the iWitness page of the USC Shoah Foundation: https://iwitness.usc.edu/sfi/</p> <p>Publications: https://memoriavirtualguatemala.org/?product_cat=Fundaci%C3%B3n-de-Antropolog%C3%ADa-Forense-de-Guatemala</p>	<p>History, Internal Armed Conflict, human rights, culture of peace, transitional justice, forced disappearance, forensic sciences, etc.</p>	<p>The educational material created is prepared for the Guatemalan education system, but is available and can be applied worldwide.</p> <p>While this is available anywhere in the world and is freely accessible, it is necessary to have a computer and internet access which can restrict access for many in Guatemala.</p> <p>For online courses, they are available globally, with limited access and you need access to the internet.</p>	<p>None. Educational efforts were coordinated with three teachers and with the IIARS at the time, because FAFG does not have the capacity or the expertise or the approach necessary to implement any national level effort in coordination with Ministry of Education.</p>
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<p>survivors of the Internal Armed Conflict through multimedia material can be a tool with a wider reach for new generations in different parts of the country. In addition, the FAFG has created online courses on the Multidisciplinary Human Identification System, which is shared with civil society organizations and forensic experts in other regions to share the experience and application of forensic</p>				
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sciences in the identification of people who have disappeared in the context of Guatemala.				
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3. THE GUATEMALAN DRAGONFLIES				
What we do differently	Educational Offer and/or activities implemented or materials produced	Main Axis(s) Theme(s) Secondary thematic axis(s) or others	Coverage	Level of link with Ministry of Education (instances with which it coordinates, articulates or cooperates)
<p>We are articulating memory topics to recover history from women and making an impact on the restitution of women's rights in the country.</p> <ul style="list-style-type: none"> We work by orchestrating inter- 	<p>We are working on educational materials to:</p> <p>For children and adolescents:</p> <ul style="list-style-type: none"> Material to explain sexual harassment in schools and the recent ministerial agreement that we achieved as part of Ministry of Education's protocol of action. 	<ul style="list-style-type: none"> Create support spaces for women who are victims of violence in the country. Generate economic development actions for women victims and survivors of violence. Political Incident Actions to accompany women's struggles. 	<p>At this time in the Department of Guatemala.</p>	<p>We are part of the Technical Committee to follow up on the issue of aggressors. This table includes the Congress of the Republic, the Ministry of Education, Office of the Attorney General; Advocacy Agency for Human Rights, Public Prosecutor's Office and social organizations.</p>



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<p>institutional efforts, to advance in making the problems of women visible and how to work them from the resources and laws that exist in the country.</p>	<ul style="list-style-type: none"> Materials on the rights and abilities of girls, boys and adolescents. <p>Historical Memory:</p> <ul style="list-style-type: none"> After the 41 victims, it is a material that seeks to rescue the history of the 41 girls who died in the Hogar Virgen de la Asunción fire. <p>For the general public The La Libélula Newsletter, with which we inform the work of the collective.</p>	<ul style="list-style-type: none"> Promotion of Social Communication Processes, for promoting the memory of women in the country. <p>Social Research on the problems of women in the country.</p>		
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4. Ajkemab'Rech Kálslemal Association (QUICHÉ)



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What we do differently	Educational Offer and/or activities implemented or materials produced	Main Axis(s) Theme(s) Secondary thematic axis(s) or others	Coverage	Level of link with Ministry of Education (instances with which it coordinates, articulates or cooperates)
<p>I have worked since the beginning of the organization on the subject of historical memory, truth and justice. Work of legal, social and psychosocial accompaniment to families and communities that carry out exhumations and when they require a longer job, such as the search for justice. If they do not require it,</p>	<ul style="list-style-type: none"> • Before the Covid-19 pandemic, educational centers in the region invited to share the experience of exhumations and burials with childhood and adolescence, especially on key dates, for example, on February 25, the day of the Dignification of Victims of the Internal Armed Conflict. • Exhibitions on events during the war. • Presentations on exhumations and burials so that children are aware of the facts and on the rescue of historical memory. • Reinforcing the work of the authorities. Defense of collective rights. Theme of the right to territory. 	<p>The work of historical memory goes hand in hand with the defense and exercise of human rights and collective rights of indigenous peoples.</p>	<p>Municipal seats. Department of Quiché: Ixil Region (Santa María Nebaj, San Gaspar Chajul and San Juan Cotzal), Uspantan, Chicamán, Santa Cruz del Quiché. Patzité, San Pedro Jocopilas, San Bartolomé Jocotenango.</p>	<p>Not currently. There was a link between 2013 and 2017 Childhood and Youth Program. Directorate of Education - DIDEDUC</p>



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<p>they are accompanied to the final part of the mourning process as closure of mourning. Within the framework of transitional justice</p>	<ul style="list-style-type: none"> • Materials. Videos and audios. Brochures. Posters • Diplomas with youth in the Ixil region on the rights of Indigenous peoples. In the exercise of the authority. • Use of the community radio. Programs on Mondays from 4 to 5. La Voz de Nebaj radio station to disseminate various topics. Political situation. Situation of crisis due to the Covid-19 pandemic. • Radio Spots. Healthcare awareness campaign. Biosafety. <p>PUBLICATIONS: https://memoriavirtualguatemala.org/?product_cat=Asociaciones Aikemab%E2%80%99-Rech-K%E2%80%99aslema</p>			
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5. HISTORICAL ARCHIVE OF THE GUATEMALAN NATIONAL POLICE

What we do differently	Educational Offer and/or activities implemented or materials produced	Main Axis(s) Theme(s) Secondary thematic axis(s) or others	Coverage	Level of link with Ministry of Education (instances with which it coordinates, articulates or cooperates)
<p>The AHPN is the administrative archive of the former Guatemalan National Police. There are 70 million documents that were found hidden in 2005. Access to these documents is of vital importance for the recovery of historical memory.</p>	<p>The abandoned archive of the now extinct National Police was rescued, with more than 70 million administrative documents. The archive was stabilized, more than 24 million documents were classified and digitized until 2021. 18 reports have been published on the documentation found. Research reports were published that are available online in the Guatemala Virtual Memory Library Intergenerational Dialogs Traveling displays. Conferences on the reports prepared Publications:</p>	<p>History, Internal Armed Conflict, human rights, transitional justice, forced disappearance, journalism, social sciences, etc.</p>	<p>The AHPN gathers the archives of all the headquarters of the Republic of Guatemala until 1996.</p>	<p>None. Educational efforts were coordinated with three teachers and with the IIARS at the time, because FAFG does not have the capacity or the expertise or the approach necessary to implement any national level effort in coordination with Ministry of Education.</p>

It is a source for research in social sciences, culture, art, etc.	https://memoriavirtualguatemala.org/?product_cat=archivo-historico-de-la-policia-nacional-archivos-categorias			
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6. XPRESSIVA (CHIMALTENANGO, GUATEMALA)				
What we do differently	Educational Offer and/or activities implemented or materials produced	Main Axis(s) Theme(s) Secondary thematic axis(s) or others	Coverage	Level of link with Ministry of Education (instances with which it coordinates, articulates or cooperates)
We are an organization that serves the needs of the community, collaborating in a comprehensive way on the issues that are required, without limits in our management, because we do	Audiovisual material on historical, informative and educational subjects and campaigns for social and temporary subjects.	Principals: Report, Social Auditing, Informative and of a temporary nature. Secondary: Social and Cultural Assistance.	Department of Chimaltenango.	We have communication with municipal supervision as information supplies for our public.

<p>not manage any budget of the public or private sector, but using the resources that are created as a community.</p>				
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7. GUATEMALAN MENTAL HYGIENE LEAGUE				
What we do differently	Educational Offer and/or activities implemented or materials produced	Main Axis(s) Theme(s) Secondary thematic axis(s) or others	Coverage	Level of link with Ministry of Education (instances with which it coordinates, articulates or cooperates)
<p>We are a Mental Health organization that has therapeutic care programs, both individually and with a psychosocial focus. The</p>	<p>Training sessions with primary schools in Chimaltenango on different topics. Radio magazine Better Days, which is broadcast by the Carisma de Chimaltenango radio station, deals with Mental Health topics Publications</p>	<p>Main Axis: MENTAL HEALTH Secondary Axes: SOCIAL COMMUNICATION, PSYCHOSOCIA</p>	<p>Guatemala City, Chimaltenango, Ixil Region, High and Low Verapaz and Petén. To a lesser extent, we try to reach all the departments of Guatemala.</p>	<p>Before the pandemic, with some Chimaltenango primary schools.</p>



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<p>programs with a psychosocial focus that are developed are “All for the Reunion”, search for childhood disappeared due to the internal armed conflict and “My Territory without Violence”, which works with children and with adults for the different types of violence and how to foster a culture of peace in their communities.</p>	<p>https://memoriavirtualguatemala.org/?product_cat=Liga-Guatemalteca-de-Higiene-Mental</p>	<p>L INTERVENTION AND ACCOMPANIMENT, INDIVIDUAL THERAPEUTIC CARE, TRAINING, SEARCH FOR MISSING INDIVIDUALS.</p>		
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8. COMMUNITY STUDIES TEAM ASSOCIATION AND PSYCHOSOCIAL ACTION - ECAP

What we do differently	Educational Offer and/or activities implemented or materials produced	Main Axis(s) Theme(s) Secondary thematic axis(s) or others	Coverage	Level of link with Ministry of Education (instances with which it coordinates, articulates or cooperates)
<p>ECAP is a human rights advocacy organization with experience and specialized knowledge in the psychosocial field, a product of common learning and practice with social actors and plaintiffs. ECAP reaffirms its nature by indicating its areas of specialty or skill in which it mainly places its contributions:</p> <ul style="list-style-type: none"> ✓ Strengthening the social fabric from a 	<p>We develop</p> <ul style="list-style-type: none"> - Care and support for victims, survivors and their family members. - Work with advocates and rights advocates. - Attention and strengthening of social and community organizations. - Crisis intervention in cases requiring stabilization. - Psycho-legal strategy in the framework of strategic litigation of criminal cases. <p>We are currently developing the Diploma: Community Mental Health and Human Rights, for promoters. We have also developed training processes with teachers in Baja Verapaz.</p> <p>Publications:</p>	<p>The thematic axes are:</p> <ol style="list-style-type: none"> 1. Psychosocial Effects of Violence and Human Rights Violations 2. Building Equality and Gender Equality 3. Strengthening of Social Tissue 4. Search for Justice 5. Inter-cultural relations and rights of peoples 	<p>Our territorial coverage covers: Alta and Baja Verapaz, Chimaltenango, Izabal, Quiché, Huehuetenango, Department of Guatemala, Jalapa, Quetzaltenango and with specific actions in Chiquimula, Escuintla, Suchitepéquez, Retalhuleu and other territories.</p>	<p>We currently have no link with Ministry of Education</p>



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<p>psychosocial perspective and approach.</p> <ul style="list-style-type: none"> ✓ Construction of historical and collective memory from the viewpoint of the victims. ✓ Empowerment of victims and survivors as social and political actors and actors seeking justice, with an emphasis on the prominence of women. ✓ Transformation of the psychosocial effects caused by human rights violations, social and political violence, and catastrophes. 	<p>https://memoriavirtualguatemala.org/?product_cat=Equipo-de-Estudios-Comunitarios-y-Acci%C3%B3n-Psicosocial</p>	<p>6. Knowledge Management Incidence</p>		
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<p>✓ Building fair relationships and peace from gender equality and equity and the rights of peoples, as a legacy to the next generations.</p> <p>We work with: Victims and survivors of the Internal Armed Conflict and violence. Women victims and survivors of gender-based violence. Defenders and defenders of the territory. On the immigration issue with relatives of victims, survivors</p>				
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and missing people, as well as childhood and adolescence returned. Communities affected by emergencies and natural disasters.				
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9. PLAY BOX				
What we do differently	Educational Offer and/or activities implemented or materials produced	Main Axis(s) Theme(s) Secondary thematic axis(s) or others	Coverage	Level of link with Ministry of Education (instances with which it coordinates, articulates or cooperates)
The Asociación Civil Caja Lúdica [Play Box Civil Association] is a social organization founded in 2000, which promotes processes of training,	The purpose of the Playful Action, Participation, Transformation Methodology (MLAPT), within the framework of training and human development processes, is to create spaces for life, peace and coexistence in neighborhoods and	Training, organization and incident processes. Peace culture focused on human rights.	neighborhoods and communities of Guatemala It promotes participation and support for community youth groups by bringing	COEXISTENCE MANUAL INSTITUTIONAL EDUCATIONAL PROJECT (<i>PROYECTO EDUCATIVO INSTITUCIONAL</i> , PEI) PLAY BOX https://docplayer.es/13263135-Manual-de-convivencia-proyecto-



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<p>organization and impact, through the Methodology of Play, Acción, Participation, Transformation (<i>Metodología Lúdica, Acción, Participación, Transformación, MLAPT</i>), contributing to the culture of peace focused on human rights, in neighborhoods and communities of Guatemala, contributing to the reconstruction of the social fabric. It promotes participation and support for community youth groups by bringing art and culture closer, through fun and diverse artistic expressions, to communities,</p>	<p>communities, bringing play, games, art and artistic manifestations to classrooms, families and communities to contribute to non-violence, the recovery of trust and the generation of relationships based on respect, affection and solidarity.</p> <p>Publications: https://www.cajaludica.org/caja/editorial-ventana-abierta/ https://youtu.be/M98QLMZoNjU</p>	<p>It promotes participation and support for community youth groups by bringing art and culture closer, through fun and diverse artistic expressions, to communities, families, and educational centers. Women and men, teachers and teachers participate, mostly young people and adolescents from the country's urban and rural communities. It has participated in and consolidated Community Networks,</p>	<p>art and culture closer, through fun and diverse artistic expressions, to communities, families, and educational centers. Women and men, teachers and teachers participate, mostly young people and adolescents from the country's urban and rural communities. It has participated in and consolidated Community Networks, educational exchanges at the country, Central America and Latin America-wide.</p>	<p>educativo-institucional-pei-caja-ludica.html</p>
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<p>families, and educational centers. Women and men, teachers and teachers participate, mostly young people and adolescents from the country's urban and rural communities. It has participated in and consolidated Community Networks, educational exchanges at the country, Central America and Latin America-wide.</p>		<p>educational exchanges at the country, Central America and Latin America-wide.</p>		
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10. "KHAKI TULAM" HOUSE OF MEMORY				
What we do differently	Educational Offer and/or activities implemented or materials produced	Main Axis(s) Theme(s) Secondary thematic axis(s) or others	Coverage	Level of link with Ministry of Education (instances with which it coordinates, articulates or cooperates)



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<p>“Kaji Tulam” HOUSE OF MEMORY is a permanent space, open to the public, that communicates and exhibits, for the purpose of study, education, deconstruction and analysis, information about what happened in the history of Guatemala: the forms of life, events, impositions and resistances of those who lived since the past and those who lived in these territories until our days, with the aim of reconstructing their personal memory and their sense of collective identity.</p>	<p>THE HOUSE OF MEMORY is an effort aimed at students and young people that is achieved thanks to the contribution of national and international institutions committed to the search for truth and justice.</p> <p>In 2019, they completed a training session for memory guides</p>	<p>History Memory Internal Armed Conflict</p>	<p>Guatemala City</p>	<p>None.</p>
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11. GUATEMALA: ETERNAL SPRING, ETERNAL TYRANNY				
What we do differently	Educational Offer and/or activities implemented or materials produced	Main Axis(s) Theme(s) Secondary thematic axis(s) or others	Coverage	Level of link with Ministry of Education (instances with which it coordinates, articulates or cooperates)
Understanding Guatemala's recent history through the work of photographer Jean-Marie Simon	MID-LEVEL TEACHER'S GUIDE	Recent history of Guatemala Social Sciences	The entire Republic of Guatemala	

Appendix IV: Photographs

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Salamá, Baja Verapaz (February 2020)



Da Vinci University (November 2019)



FILIJC International Children’s and Youth Reading Fair, Guatemala City (April 2019)
INTERNATIONAL INSTITUTE OF LEARNING FOR SOCIAL RECONCILIATION (IIARS).

High school students at the Exhibition
Why are we like the way we are?



Visit to the exhibition. Community women.

Fotografía: Minsol Sicav



FOUNDATION OF FORENSIC ANTHROPOLOGY OF GUATEMALA-FAFG

Family members of victims visiting the FAFG



TESTIMONIES

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Concord Memorial Audiovisual Productions

Name	Format	Duration	Link
A virtual reality journey of Sepur Zarco's memory	360 Video	3:14	https://videoteca.memorialparalaconcordia.org/?page_id=1580
Monument in Xecoxol	360 Video	6:24	https://videoteca.memorialparalaconcordia.org/?page_id=2774
360 IIARS Exhibition	Website	Depends on the user	https://porquestamos360.memoriavirtualguatemala.org/
Oliverio Castañeda de León	Video	4:05	https://videoteca.memorialparalaconcordia.org/?page_id=3766
Rogelia Cruz	Video	3:24	https://videoteca.memorialparalaconcordia.org/?page_id=3782
Robin García	Video	3:17	https://videoteca.memorialparalaconcordia.org/?page_id=3774
The Plaza de los Mártires Monument at the University of San Carlos of Guatemala	Video	2:29	https://videoteca.memorialparalaconcordia.org/?page_id=2819



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Robin García. The murder of student leaders during the war	Video	1:06	https://videoteca.memorialparalaconcordia.org/?page_id=1980
Irma Flaquer. Journalism during the war	Video	1:00	https://videoteca.memorialparalaconcordia.org/?page_id=1970
30 years after the murder of Myrna Mack	Video	1:06	https://videoteca.memorialparalaconcordia.org/?page_id=1964
Walter Voordeckers. The criminalization of religion.	Video	1:03	https://videoteca.memorialparalaconcordia.org/?page_id=2005
Juan Luis Molina Loza	Video	1:19	https://videoteca.memorialparalaconcordia.org/?page_id=1991
The Victims of the National Workers' Center	Video	1:16	https://videoteca.memorialparalaconcordia.org/?page_id=2853
Virtual tour of USAC	360-degree program	Depends on the user	https://cutt.ly/IEmbxYb
Trip to San Cristóbal	Video	4:32	https://videoteca.memorialparalaconcordia.org/?page_id=1821
Women's memories (subtitles in Ixil)	Video	2:05	https://videoteca.memorialparalaconcordia.org/?page_id=2341
Heidy Bacá	Video	2:30	https://videoteca.memorialparalaconcordia.org/?page_id=2367
The story of María Velásquez	Video	1:48	https://videoteca.memorialparalaconcordia.org/?page_id=2373
The story of Maria Velásquez (subtitles in Kaqchikel)	Video	1:48	https://videoteca.memorialparalaconcordia.org/?page_id=2380
Women's memories	Video	2:05	https://videoteca.memorialparalaconcordia.org/?page_id=2351



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(subtitles in Kaqchikel)			
Concord Memorial	Video	0:28	https://videoteca.memorialparalaconcordia.org/?page_id=2419
Historical memory needs to be recovered, maintained and transmitted	Video	0:44	https://videoteca.memorialparalaconcordia.org/?page_id=2430
What is Historical Memory?	Video	1:42	https://videoteca.memorialparalaconcordia.org/?page_id=2441
Memory allows us to build our Identity	Video	1:22	https://videoteca.memorialparalaconcordia.org/?page_id=2465
The Elderly and Historical Memory	Video	1:15	https://videoteca.memorialparalaconcordia.org/?page_id=2478
The Story of Sara (Subtitles in Kaqchikel)	Video	1:16	https://videoteca.memorialparalaconcordia.org/?page_id=2397
The Story of Sara (Subtitles in Ixil)	Video	1:16	https://videoteca.memorialparalaconcordia.org/?page_id=2386