

Guatemala

National Higher Education Equity Policy

Governance

As the only public university in the country, San Carlos University of Guatemala (USAC) has the exclusive responsibility of directing, organizing and developing higher education national policy.

The Council of Private Higher Education (CEPS) ensures that the academic level is maintained in private universities and authorizes the creation of new universities.

Higher Education Policy Documents

- Political Constitution of the Republic. Articles 82 to 90 C1992
- Law of Private Universities (Decree No. 82-87, of the Congress) LUP
- Organic Law of the University of San Carlos of Guatemala (Decree 325-47) LOUSAC
- Law of Professional Compulsory Professional Association LCPO
- Peace Agreement in Guatemala - December 29, 1996 AP1996
- National Development Plan: K'atun, *Nuestra Guatemala 2032*. CONADUR (National Council for Urban and Rural Development) - August 12, 2014 PND2032
- Policy in Higher Education: Universities of 2050
- Towards an operating model of the San Carlos University de Guatemala PES2050

Equity Policy Documents

What broad and specific equity objectives do the policy documents identify?

- The creation of a Mayan University and the National Council of Mayan Education.
- The Government will guarantee the budget for the USAC to achieve economic growth, social equity, the dissemination of culture and the increase of the nation's technological heritage.

- Public higher education must be inclusive and not discriminate against anyone because of sex, creed, ethnic origin, disability, economic condition, or any other situation.
- Promote decentralized higher education systems.
- Diversify higher education offering to respond to the demands of the population: HEIs in remote areas, distance education, part-time education.
- Promote scholarships and grants to vulnerable students.
- Guarantee the integration and equity between Mayan, Garífuna, Xincas and Mestizo (ethnic groups) women and men.
- Guarantee the access and success of girls and young women from Mayan, Garífuna, Xinca and Mestizo ethnic groups, prioritizing women survivors of the internal armed conflict.

The following groups are identified and clearly included in the policy documents

- Low income students
- Gender groups
- Young Mayans
- Young victims of violence
- Students with disabilities

Does the country have concrete targets for the participation of specific equity groups?

Yes, although they are not quantifiable.

- Expand access to higher education, recognizing gender specificities and the different needs of indigenous and rural students.
- Create, promote, disseminate and implement national and local programs in sciences, technical and professional training for Mayan, Garífuna, Xinca and Mestizo women.
- Design and implement mechanisms that eliminate administrative barriers of exclusion, racism and discrimination that limit the participation of Mayan, Garífuna, Xinca and Mestizo women in higher education.

Is there a standalone policy document dedicated to equity promotion in higher education?

- Gender Equality Policy and Plan for Higher Education 2006 -2014 – USAC

Guatemala has a number of specific anti-discrimination provisions embedded in the following pieces of legislation:

- National Policy on Disability - CONADI
- National Youth Policy 2012 - 2020 - CONJUVE
- National Policy for the Promotion and Integral Development of Women 2008 - 2023 - SEPREM
- Public Policy for the Coexistence and Elimination of Racism and Discrimination - CODISRA
- National Commission against Discrimination and Racism (2002)
- Ombudsman for the Rights of Indigenous Peoples in the Office of the Human Rights Ombudsman.

The Government of Guatemala uses a series of financial and non-monetary instruments to promote equity.

Financial Policy Instruments

- USAC Scholarships for: low income students, students with academic excellence, and students with disabilities. The USAC has a permanent budget item for this responsibility.
- Private Universities offer scholarships, student loans and grants to low income students with good potential for academic achievement.

Non-Monetary Policy Instruments

- In its 2050 Plan, USAC proposes: (i) Flexible admission procedure, (ii) Basic studies for secondary students who do not meet the academic requirements to access university and facilitating the transition to the program they want to apply to. During this time the students will have tutors to help them perform better.

- Through the Women's University Institute USAC promotes a gender and multi-cultural prospective in all university activities.
- In recent years, particularly after the signing of the Peace Accords, more academic opportunities have been fostered for indigenous and Mayan women (still developing for Garífuna and Xincas women). Having overcome innumerable obstacles, they have joined universities, many in social science programs. Very few have entered the physical and biological sciences or engineering due in part to gender and ethnic discrimination, as well as the lack of economic resources to pay for studies involving higher costs.
- Institutions and intercultural higher education programs: EDUMAYA, Maya University (has not been implemented), Higher School of Integral Rural Education Maya 'Saqarib'al ESEDIR; Academy of Mayan Languages, created by the Congress of the Republic (Decree No. 65-90), among other initiatives, are underway.

Financial Resources

- Information not available

Quality Assurance

- There is not yet a quality assurance and accreditation policy in place.

Monitoring and Evaluation

Although it is not exclusively aimed at monitoring and evaluating equity policies, the following instances fulfill this responsibility within its functions.

- Secretariat of Planning and Programming of the Presidency of the Republic of Guatemala.
- National Council for Urban and Rural Development (CONADUR).

Dedicated Equity Promotion Agency

Guatemala does not have an agency dedicated to equity promotion.

Key Equity Indicator

Net Enrollment Rate by Gender, Income Quintile and Area

Year	Total	Gender		Quintiles of Income					Area	
		Female	Male	1	2	3	4	5	Rural	Urban
2000	7,6	8,0	7,2	1,2	0,1	2,3	3,6	24,4	1,4	16,4
2006	8,0	7,6	8,6	0,2	1,4	1,8	5,1	28,5	1,5	14,2
2011	9,1	8,4	9,8	0,6	1,5	2,2	6,0	28,9	2,2	15,8
2014	7,0	7,8	6,1	1,3	1,8	2,1	3,3	24,1	2,2	11,8

Source: SEDLAC (CEDLAS and The World Bank) May 2018

Sources

National Development Plan: K atun, Nuestra Guatemala 2032. CONADUR
(National Council for Urban and Rural Development) - August 12, 2014 PND2032

National Policy for the Promotion and Integral Development of Women 2023
Educational Equity Axis

https://usac.edu.gt/g/REGLAMENTO_DE_BECAS.pdf

CINDA 2016 Report

The multi and intercultural approach and gender perspective in higher education
2009 USAC - IUMUSAC

https://poaanterior.usac.edu.gt/documentos/POLITICA_DE_ATENCION_A_LA_POBLACION_CON_DISCAPACIDAD_ENERO_2015.pdf

<http://databank.worldbank.org/data/source/education-statistics-%5e-all-indicators>