



# GUATEMALA CASE STUDY

April 2015

TECHNICAL AND VOCATIONAL EDUCATION AND  
TRAINING (TVET)



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This project is an initiative of the Association of Caribbean States (ACS) in collaboration with the French Development Agency (AFD), and is designed as a proactive approach to produce documentation and provide recommendations for strategies and procedures to strengthen human resource capacities in cross-cutting areas necessary for a sustainable and competitive Regional Tourism Industry.



#### Association of Caribbean States (ACS)

Secretary General Ambassador/Secretario General Embajador/ Secrétaire Général Ambassadeur

Alfonso Múnera Cavadía

Director Sustainable Tourism / Director de Turismo Sostenible / Directorat du Tourisme Durable

Julio Orozco

5-7 Sweet Briar Road, St. Clair, P.O Box 660, Port of Spain.

Republic of Trinidad and Tobago.

Tel: 868-622-9575/ Fax: 622-1653

Website: [www.acs-aec.org](http://www.acs-aec.org)



Association of Caribbean States  
Asociación de Estados del Caribe  
Association des Etats de la Caraïbe



**Consulting firm:** Certificaciones de Centroamérica, S.A. CERTIFICA®

**Consulting team for this consultancy:** Raúl Palma, Damaris Chaves, Stephanie Simion, Gladys Padilla, Denia Del Valle (Technical Coordinator), and Carmen Rosa Pérez (General Coordinator)

**Website:** [www.certificaconsulting.com](http://www.certificaconsulting.com)  
[info@sellosverdes.com](mailto:info@sellosverdes.com)

#### EDITORIAL NOTE

*Documents that are part of this study on "Technical and Vocational Education and Training (TVET) in tourism in the Greater Caribbean" were made between October 2014 and April 2015, on the basis of various documents made under the auspices of national, regional and international organizations since the themes, which form the central part of this consultancy, have been addressed extensively for more than fifteen years. Used as reference documents and dating from 1995 to 2015, those are the work of professionals of various nationalities.*

*When these authors are cited in our texts, it means having used the style of writing, vocabulary and terminology used originally; so, there is not a precise or rigorous homogeneity in the texts that make up this study with respect to the use of the languages (Spanish, English and French). Additionally, the final documents that compose this study were originally written in, either French, or Spanish or English. The translations of these documents are free-lance translations.*

## PRESENTATION

The following TVET Case Study was developed to provide information regarding the status of the technical vocational and training programmes related to the tourism industry of the country. The Case Study highlights the approach of the *Instituto Técnico de Capacitación y Productividad* – INTECAP (Training and Productivity Technical Institute) and its activities and efforts to strength the local capacity of the tourism labor force. It starts with an overview of the economy and the tourism industry to put into context the importance of tourism in the country.

It is not the purpose of this document to rewrite all the information that is available from several authors and/or publications but to complement, amplify and supplement this report. Every effort has been made to make this Case Study as accurate as possible. However, there might be some slight differences due to the fact that there are not accurate or actual statistics on all themes. Although, several international and national organizations have carried out researches that include not only statistic but some projections on the topics, just some the information is included in this document.

Therefore, this Case Study should be used only as a general information and general reference and not as the ultimate source on TVET in general and TVET for the tourism sector.

This Case Study on TVET in Guatemala was developed by CERTIFICACIONES DE CENTROAMÉRICA, S.A. (CERTIFICA) under the consultancy “Training for Careers in Sustainable Tourism” of the Association of Caribbean States (ACS) with the support of the French Development Agency (AFD). The CERTIFICA team members that contributed to this Case Study were:

**Denia Eunice Del Valle Barrera, Sustainable Tourism and Human Resources Development Specialist:**

Overview of the Tourism and Hospitality Industry  
TVET Legislation and Policies  
Country Education Profile

**Gladys María Graciela Padilla A., Labor Competencies Specialist:**

Country Education Profile  
INTECAP Case Study

- Administrative Structure of Labor Competencies
- Methodology used to build key standards and methodology to design competence-based training modules
- Process of development competence-based (key and basic) curricular adaptation
- Procedure for the assessment and certification of key and basic labor competencies
- Results to date
- INTECAP prospects on tourism, hospitality and gastronomy industries
- Challenges related to TVET ad Competence-based training for tourism sector in Guatemala
- Recommendations

**Roberto Mazariegos, INTECAP:**

Main research contributor

# TABLE OF CONTENT

<b>I.</b>	<b>OVERVIEW OF THE TOURISM AND HOSPITALITY SECTOR .....</b>	<b>5</b>
<b>A.</b>	<b>OVERALL COUNTRY PROFILE.....</b>	<b>5</b>
<b>B.</b>	<b>TOURISM PROFILE.....</b>	<b>7</b>
1.	TRENDS IN NICHE MARKETS.....	9
2.	IMPACT IN ECONOMY .....	11
3.	EMPLOYMENT IN TOURISM .....	14
4.	COMPETITIVENESS .....	15
<b>II.</b>	<b>EDUCATION OVERVIEW.....</b>	<b>17</b>
<b>A.</b>	<b>FORMAL SCHOOL SUBSYSTEM.....</b>	<b>18</b>
<b>B.</b>	<b>EXTRACURRICULAR OR INFORMAL EDUCATION.....</b>	<b>21</b>
1.	CRITERIA FOR EDUCATIONAL ESTABLISHMENTS FROM THE MINISTRY OF EDUCATION .....	22
<b>C.</b>	<b>MIDDLE TECHNICAL EDUCATION OR TECHNICAL COLLEGES .....</b>	<b>23</b>
<b>D.</b>	<b>INTERRELATIONSHIP BETWEEN THE EDUCATION/TRAINING SYSTEMS.....</b>	<b>24</b>
1.	RELATIONSHIP BETWEEN TRAINING AND EDUCATION .....	24
<b>E.</b>	<b>EDUCATION LAWS.....</b>	<b>26</b>
<b>F.</b>	<b>NATIONAL POLICIES AND LEGISLATION RELATED TO TVET .....</b>	<b>27</b>
<b>III.</b>	<b>STRUCTURE OF THE LABOR COMPETENCIES MANAGEMENT .....</b>	<b>28</b>
<b>A.</b>	<b>MINISTRY OF LABOR AND SOCIAL WELFARE.....</b>	<b>28</b>
<b>B.</b>	<b><i>INSTITUTO TÉCNICO DE CAPACITACIÓN Y PRODUCTIVIDAD – INTECAP</i> (TECHNICAL INSTITUTE FOR TRAINING AND PRODUCTIVITY) .....</b>	<b>29</b>
<b>IV.</b>	<b>METHODOLOGY USED FOR THE CONSTRUCTION/IMPLEMENTATION OF KEY STANDARDS AND LABOR COMPETENCIES OR METHODOLOGY USED TO DESIGN TRAINING PROGRAMS CONTENTS INDUCING STAKEHOLDERS' CONSULTATION PROCESS.....</b>	<b>30</b>
<b>A.</b>	<b>INTECAP'S COMPETENCY IMPLEMENTATION IN THE TOURISM SECTOR.....</b>	<b>30</b>
1.	TRADITIONAL APPROACH PROGRAMS.....	31
2.	LABOR COMPETENCY APPROACH.....	32
<b>B.</b>	<b>COMPONENTS OF TRAINING BY OCCUPATIONAL SKILLS .....</b>	<b>33</b>
<b>C.</b>	<b>OCCUPATION AND COMPETENCY LEVELS FOR THE DESIGN AND IMPLEMENTATION OF INTECAP'S TRAINING PROGRAMS .....</b>	<b>33</b>
<b>V.</b>	<b>CURRICULUM ADAPTATION DEVELOPMENT PROCESS, BASED ON KEY AND BASIC STANDARDS .....</b>	<b>35</b>

<b>VI.</b>	<b>EVALUATION AND CERTIFICATION PROCEDURE OF KEY AND BASIC LABOR COMPETENCIES .....</b>	<b>37</b>
<b>VII.</b>	<b>RESULTS TO DATE OR EXPECTED RESULTS IN THE SHORT AND MEDIUM TERM .....</b>	<b>37</b>
<b>A.</b>	<b>INTECAP TRAINING OFFER IN TOURISM SECTOR .....</b>	<b>38</b>
1.	TECHNICAL MIDDLE LEVEL OR MIDDLE MANAGEMENT .....	38
2.	TECHNICAL MIDDLE LEVEL OR SUPERIOR .....	38
3.	FORJA – FORMACIÓN DE JÓVENES Y ADULTOS (YOUTH AND ADULT EDUCATION AT THE OPERATIONAL LEVEL) .....	39
<b>B.</b>	<b>INTECAP PROJECTIONS IN HOSPITALITY, TOURISM AND GASTRONOMY AREAS .....</b>	<b>40</b>
<b>C.</b>	<b>SUCCESS KEY ELEMENTS OF THE PROGRAM OR METHODOLOGY OF VOCATIONAL EDUCATION OR VOCATIONAL TECHNICAL TRAINING .....</b>	<b>41</b>
<b>D.</b>	<b>OPPORTUNITIES AND CHALLENGES OF THE ORGANIZATION ON THE SUBJECT OF VOCATIONAL EDUCATION AND/OR TECHNICAL AND VOCATIONAL TRAINING BASED ON COMPETENCIES FOR THE JOB. FUTURE ORGANIZATION PLANS.....</b>	<b>41</b>
<b>VIII.</b>	<b>OTHER CHALLENGES RELATED TO TVET AND TRAINING BY COMPETENCIES IN THE TOURISM SECTOR AND OTHERS IN GUATEMALA.....</b>	<b>45</b>
<b>A.</b>	<b>DIVERSIFIED CYCLE COVERAGE AND QUALITY .....</b>	<b>45</b>
<b>IX.</b>	<b>RECOMMENDATIONS.....</b>	<b>46</b>
<b>X.</b>	<b>ACRONYMS AND ABBREVIATIONS.....</b>	<b>48</b>
<b>XI.</b>	<b>SOURCES AND REFERENCES .....</b>	<b>50</b>
	<b>ANNEX - LIST OF POST-SECONDARY TOURISM VOCATIONAL INSTITUTIONS.....</b>	<b>53</b>

## I. OVERVIEW OF THE TOURISM AND HOSPITALITY SECTOR

### A. OVERALL COUNTRY PROFILE

Guatemala is located in Central America, bordering the North Pacific Ocean, between El Salvador and Mexico, and bordering the Gulf of Honduras (Caribbean Sea) between Honduras and Belize. With a total area of 108,889 square kilometers is a land of numerous volcanoes and mountains, tropical forest, exotic flora and fauna (along with 14 other countries in The Americas, Asia and Africa, Guatemala is considered a “megadiverse”<sup>1</sup> country in the world), a strong indigenous culture, and the nest of the Mayan Civilization.

Guatemala has a rich cultural heritage and considerable economic potential, but a challenging history of conflict and exclusion. The country has made progress in consolidating democratic institutions since the end of the 36-year civil war in the mid-1990s. Economic and social challenges remain, however, including achieving higher and more equitable growth.<sup>2</sup>

Guatemala is the most populous country in Central America (14.6 million on inhabitants estimated as of July 2014), and has the highest fertility rate in Latin America. It also has the highest population growth rate in Latin America (1.86% est. 2014), which is likely to continue because of its large reproductive-age population and high birth rate. Almost half of Guatemala's population is under age 19, making it the youngest population in Latin America (21.7 years, est. 2014). Guatemala's total fertility rate has slowly declined during the last few decades due in part to limited government-funded health programs. However, the birth rate is still more than three children per woman and is significantly higher among its rural and indigenous populations.<sup>3</sup>

Guatemala is a constitutional democratic republic with an administrative division of 22 departments (*departamentos*) and 335 municipalities. The GDP per capita is roughly one-half that of the average for Latin America and the Caribbean. The 1996 peace accords, which ended 36 years of civil war, removed a major obstacle to foreign investment, and since then Guatemala has pursued important reforms and macroeconomic stabilization. The Dominican Republic-Central America Free Trade Agreement (CAFTA-DR) entered into force in July 2006, spurring increased investment and diversification of exports, with the largest increases in ethanol and non-traditional agricultural exports.

Tourism is the main foreign income source followed by coffee, bananas, and sugar cane. Other industries such as textiles and clothing, furniture, chemicals, and rubber also are

<sup>1</sup> Megadiverse are those countries with the highest biodiversity indexes of the world. Nine of these are in The Americas, four in Africa and six in Asia.

<sup>2</sup> Guatemala – Country partnership strategy for the period 2013-2016. World Bank

<sup>3</sup> <https://www.cia.gov/library/publications/the-world-factbook/geos/gt.html>. Accessed on April 4<sup>th</sup>, 2015.



important contributors to the national economic development. Some foreign investments in mining, oil extraction, and renewable power generation are flourishing in the latest years.

Labor force of the country is 4,576 million (est.2014), 38% involved in agricultural activities, 14% in industrial processes and activities, and 48% in services.

The telephone system has a modern network, which is centered in Guatemala City. A State-owned telecommunication company privatized in the late 1990s opened the way for free competition; fixed-line density is roughly 10 per 100 persons; fixed-line investments are being concentrated on improving rural connectivity; mobile-cellular tele density approaching 140 per 100 persons. Landing point for both the Americas Region Caribbean Ring System (ARCOS-1) and the SAM-1 fiber optic submarine cable system that, together, provide connectivity to South and Central America, parts of the Caribbean, and the US; connected to Central American Microwave System; satellite earth station - 1 Intelsat (Atlantic Ocean) (2013)<sup>4</sup>.

Four privately owned national terrestrial TV channels dominate TV broadcasting; multi-channel satellite and cable services are available. There is one government-owned radio station and there are hundreds of privately and community-owned radio stations within the country.

There are two international airports, La Aurora International Airport located in Guatemala City and Mundo Maya International Airport located in Petén; there are also 16 small municipal or private landing paved runways, 275 unpaved runways, and several private owned heliports mainly in Guatemala City. A total of 11,501 kilometers of roadways, 6,797 of which are paved; and 990 kilometers of waterways; plus two passenger and freight ports and terminals (*Puerto Quetzal in the Pacific coast* and *Santo Tomás de Castilla in the Atlantic coast*).

Despite the global financial crisis and recent natural disasters, Guatemala continues to have huge potential for economic growth; due to its privileged location and logistical performance is the economic hub for Central America and the meeting point for businesses. The attraction of Foreign Direct Investment has increased in the last years (\$1.3 billion in 2013).

Guatemala is not only a country with wide cultural diversity, beautiful landscapes, and a highly developed capital city (the most developed in Central America); it is also an excellent destination for investments in a wide variety of industries. According to UNCTAD's World Investment Report 2013, Guatemala is ranked among 20 countries at the worldwide level with high rates of return on foreign investment. In fact, it is ranked as the third country in

<sup>4</sup> <https://www.cia.gov/library/publications/the-world-factbook/geos/gt.html>

Latin America with high returns, just below Peru and Paraguay. Just one more reason to invest in Guatemala.<sup>5</sup>

Guatemala has solid infrastructure and increasing technological avidity, positioning itself as the metropolis of the region. Since 2003, the country has shown an important growth in Foreign Direct Investment (FDI) index, which shows the strength of its economy and the confidence of large foreign and multinational companies.

## B. TOURISM PROFILE

Guatemala, the heart of the Mayan World. The historic, natural, and cultural heritage of Guatemala may be discovered throughout the whole territory. The magic and mystery of the Mayan world subsist in the millenary cities such as Tikal, Yaxhá, Aguateca, and Quiriguá among others. The faces, the colorful regional costumes, and the kindness of the people from the highlands are like an echo of an impressive colonial past that may be heard in the churches and convents of Antigua Guatemala. Such resonance is also the contact with an exuberant nature, which is the origin and destination of a unique biodiversity in the world.<sup>6</sup>

The Guatemala Tourist Commission (*Instituto Guatemalteco de Turismo – INGUAT*) divided the tourism offer of the country in 7 destinations:

- **Guatemala, modern and colonial;** which includes Guatemala City and the Central Valley as well as Antigua Guatemala and its surroundings. Entertainment, distraction sites, and business facilities can be found in Guatemala City as well as health and wellness facilities, shopping centers, golf courts and convention centers. Colonial and Neoclassic buildings and cities such as the *Centro Histórico de la Ciudad de Guatemala* (Historic Center of Guatemala City) where 400 years churches and many museums are part of the attractions. Antigua Guatemala, third colonial city founded by the Spanish Conquerors is a World Heritage Site that attracts millions of national, regional and international tourists, especially during Easter Week, as it is famous for its beauty and colorful rugs and magnificent and stunning processions.
- **Highlands, living Maya culture:** It is a region that offers the perfect combination of natural beauties, spectacular mountain landscapes and traditions of living Maya-descendant cultures. The highlands of Guatemala provide a folkloric display that unifies the pre-Columbian cosmogony and the customs of the conquerors. Most known and main sites are Chichicastenango, Atitlan Lake, Quetzaltenango, and Todos Santos Cuchumatán. However, many picturesque small towns that offer numerous options of personal encounters with its communities can be found; which is ideal to enjoy the cultural diversity, to learn languages, and to live local traditions.

<sup>5</sup> <http://www.investinguatemala.org/en>

<sup>6</sup> <http://www.visitguatemala.com/en>



- **Petén, adventure in the Mayan World.** Petén is the biggest department of Guatemala (35,854 square kilometers). The department holds a unique historic value for its archaeological richness, its rich fauna and its biosphere reserve, one of the most important and biggest one in The Americas. Tikal, World Cultural and Historical Heritage Site is one of more than 300 archaeological sites within the country. Yaxhá, Ceibal, Aguateca, San Bartolo and El Mirador where the biggest pyramids, for the size of its base, of the Mayan world. Another interesting site is Uaxactún that had an astronomical observatory in one of the most important buildings of the area. These places were the scenery of the Mayan culture development.
- **Izabal, a green Caribbean.** With an original charm, rich ecosystems and happiness of the Garifuna culture, Izabal offers is a small sample of the exuberant and natural beauty of the Caribbean. Río Dulce, Bocas del Polochic, Punta de Manabique, and Biotope Chocón Machacas are some other natural protected areas in the region. Here is also Quiriguá, another World Cultural Heritage, where the famous “Estela E”, the biggest Mayan stela, of 10.5 meters high is found. Besides, the experience of visiting Castillo de San Felipe, built in the colonial era to avoid English pirates attacks, is offered to visitors. The stunning Lago de Izabal, the largest in the country, the contrast among jungle, rivers and sea, and the mixture of the Garifuna and Mayan cultures make this a magic and fantastic paradise.
- **The Verapaces, natural paradise.** This region is characterized for its caves (Lanquín and Candelaria are the most famous), its leafy forests, singular waterfalls, natural pools, and a variety of flora and fauna. Its territory is ideal for those who like extreme sports, and outdoor recreation such as water rafting at the Cahabon River. In the humid forest the Quetzal Biotope (*Biotopo del Quetzal, Mario Dary*) is located. Other important attractions are Semuc Champey, for its waterfalls of 40 feet high and a natural limestone bridge of great ecologic richness since more than 100 bird species have been identified. All these and more make this region one of the favorite destinations for adventure, ecotourism, and community-based tourism.
- **The Pacific Coast, exotic and diverse.** Extensive coasts of volcanic sand will welcome visitors to a beautiful place of natural reserves. Its splendid 300- kilometer- long beach allow visitors to practice surfing and sport fishing, especially sailfish, sport that has been recognized as number one in the region and second in the world. The habitats of this region are great for the development of turtle hatcheries and mangroves, and facilitate the subsistence of the ecosystems for diverse species. In this region, it is also possible to climb volcanoes, to practice birdwatching, to visit important archeological sites like Takalik Abaj in Retalhuleu and El Baúl in Escuintla. In Retalhuleu, the whole family may also enjoy important recreational and theme parks that allow the experience of harmony and entertainment.
- **The East, mystical and natural.** This is one of the religious centers of most importance for its spiritual awareness and mysticism. Sierra de las Minas is home of more than 885 species of mammals, reptiles, and birds being 20 of them endemic bird species that live in the cloud forest reserve, the most extensive of Central America. Esquipulas is an important destination for religious meetings and its icon is the well-recognized Basilica Menor del Cristo Negro. This region also offers trips around natural treasures like the Ipala Volcano and Lagoon and the Güija Lagoon. Its visitors are delighted with the ecologic excursions

and the enjoyment of the parks and history of the Paleontology and Archeology Museum Ing. Roberto Woolfolk Saravia in Estanzuela. Such museum keeps skeletons of mastodons and whales that are 50 thousand years-old. Besides, this region possesses colonial churches and artistic treasures worthy of visiting.

Besides all that, Guatemala was ranked among the top 10 happiest countries in the world, according to the "Happy Planet Index" of the New Economics Foundation, which makes it a perfect getaway destination.

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## 1. TRENDS IN NICHE MARKETS<sup>7</sup>

Guatemala offers a broad range of possibilities for those who prefer specialized tourism with excellent services and cordiality like the one that distinguishes Guatemalans.

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### A) WEDDINGS & HONEYMOONS

The diversity of wedding locations or honeymoon destinations to choose from in Guatemala, will range from a romantic colonial city declared a "Cultural Heritage of Humanity Site" by UNESCO to magnificent gardens with views of a lake nominated for the New 7 Wonders of the World or views of majestic volcanoes. There are an extensive selection of unbelievable destinations to choose from and also numerous activities to enjoy like canopy, rafting, and volcano climbing, golf, sport fishing, bird watching or hiking. In addition to these wonderful advantages, the best part of having a wedding or honeymoon in Guatemala is to have a more glamorous, less expensive experience.

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### B) CULTURAL TOURISM / MAYAN COSMOVISION

Guatemala, host of experiences that can be lived only in this country, is a rich country for its culture and abundant nature with attractions that invite visitors to learn about the integrative conception of an ancestral legacy. Such legacy, mystic and holistic, is able to induce the traveler to find delight in the historic, harmonic, spiritual, natural, and living components, unique in the communities of the country. These experiences are combined with the warmth of people, who preserve the cultural and natural heritage, and share their lifestyle, work, knowledge and culture with visitors. The tourist destinations are available for those who want to enjoy tourism that fulfills all kinds of expectations, since they provide a variety of enchanting sites to visit; for example, landscapes, sacred Mayan temples, museums, communities, and local plazas.

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### C) BUSINESS MEETINGS TOURISM

Guatemala offers a privileged geographic location, the best hotel rates in Central America, infrastructure, and experience for the organization of conferences, conventions and incentive trips for business tourism. The city also offers national hotels and international hotel chains of

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<sup>7</sup> [http://www.visitguatemala.com/en/planning/what-to-do-in-guatemala#.VTWu1OI\\_nIU](http://www.visitguatemala.com/en/planning/what-to-do-in-guatemala#.VTWu1OI_nIU)

four and five stars, modern facilities, convention centers, and a space to celebrate fairs with 18,885 square meters (104,500 square feet).

#### D) CRUISE SHIP INDUSTRY

In the heart of the American Continent and with access from the Atlantic and Pacific Oceans, Guatemala is a compulsory destination for cruise ships. Visitors may enjoy the touristic richness of the country, like colonial cities, Mayan cities, natural beauties, and overwhelming landscapes. Not to mention the local handcrafts shops and rural communities. The ports of Guatemala own a modern infrastructure and specialized facilities that allow the access of all types of boats. In the Atlantic Coast of Guatemala, it is located the Port Santo Tomás de Castilla, which is naturally protected from hurricanes for its geographic location. Therefore, it is a fast-growing economic industry for the country. On the other hand, Port Quetzal provides service mainly in the Pacific Coast and West Coast of the American Continent, and due to its closeness of the Panama Canal to the rest of the world. Guatemala offers a unique experience full of culture and exotic destinations for cruise ships arriving from both coasts.

#### E) SPORT AND ADVENTURE TOURISM

Surfing, rowing, mountain cycling, hiking, horseback riding, canopying, fishing, and golf are some of them. The country has quickly become into one of the favorite destinations for golf players. Its pleasant weather allows the athlete to enjoy such sport during any season of the year in world class fields. Guatemala is also well-known to be the best destination for the practice of sport fishing of the sail fish and marlin. The country keeps the best scores of liberations per day, per boat per day, and per boat per year. It is one of the few countries that regulate such sport with the usage of circular hooks that do not harm and guarantee the conservation of the specie. Other species that can be fished are the blue marlin, black marlin, tuna, and trout. Besides, the visitor may admire hunchback whales and dolphins. Canopying is a great adventure that allows visitors to observe a variety of flora and fauna from the top of the trees. Guatemala has norms that regulate this activity. The Pacific Coast waves are some of the best in the world to practice surfing. The water temperature is incredible during the whole year, different beaches are one hour away from the city, and the prices are accessible. These are some reasons why practicing this sport is an adventure. The variety of rivers in Guatemala to practice rafting are of level two to five, and provide the possibility to practice the sport during most part of the year. The rivers where rafting can be practiced in the Caribbean of the country are not only spectacular for their blue water, but also for the monkeys, toucans, and *guacamayas* that can be seen through the run.

#### F) HEALTH AND WELLNESS TOURISM

Guatemala is a dream destination for visitors who require a medical treatment, since it is the perfect combination of first class health services and a beautiful location. Along with the conventional medicine, Guatemala also offers centers of alternative medicine, recreational and relaxation centers. All these factors are added to the excellent spring-like weather, ideal for recovery and relaxation. The hospitality and the competitive prices are advantages that distinguish Guatemala from other destinations.

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## G) BIRDWATCHING

Even though Guatemala is a small territory, it is a huge country regarding natural and cultural diversity. The country holds natural and diverse environments that go from beaches to volcanoes and from dry forests to tropical humid jungles. In these ecosystems, Guatemala reports 732 bird species from which at least 150 are native of the regions. The country has developed five tourist routes for birdwatching. Such routes are: Center of the Highlands, Pacific-coast line, Caribbean-West, the Verapaces, and Petén which together conform a total of 42 destinations having facilities for birdwatching. Among the bird species that stand out are: the ocellated turkey, the Horned Guan, the Pink-headed Warbler, the resplendent Quetzal, and the Cabanis Tanager. Birdwatching is an important segment that contributes to the protection of the natural and cultural heritage as it motivates the formation and assistance to the protected areas and the development of communitarian tourist projects.

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## H) SPANISH SCHOOLS

Guatemala is one of the favorite destinations in Latin America for learning Spanish through personalized methodology regulated by the Ministry of Education of Guatemala in different study programs. Students that come to learn the language have also the opportunity to stay with Guatemalan families in their own home and share with them their daily life. This experience increases the vocabulary learnt in class and the knowledge of the customs of the country. Students may also enroll in other activities to enrich their learning such as social work, cultural excursions, dance lessons, tours, cooking lessons, and sports among others. Guatemala owns a variety of destinations for the learning of Spanish which can be also enjoyed by experiencing the nature, the biodiversity, the ecotourism, the sun, the beaches, the volcanoes, adventure, Mayan and colonial cities, culture, traditions, and exquisite gastronomy.

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## 2. IMPACT IN ECONOMY

Tourism is one of the top five important sources of economic growth for the country. Its leadership in being the first export generator of foreign income since 2003 is consolidated. Even though, the Central Bank (*Banco de Guatemala*) ranked it in second place, as remittances are the first generator of foreign exchange earnings.

In 2014, inbound tourism has a growth of 7.1% over 2013, which means 142,272 more visitors, with 2,142,398 foreign non-resident visitors.<sup>8</sup>

El Salvador, United States of America, Honduras, Mexico, Nicaragua, Canada, Costa Rica, United Kingdom, Belize and Spain are the main tourism generating countries, representing 86% of the

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<sup>8</sup> Source: Boletín Estadístico de Turismo. Enero-Diciembre 2014, Instituto Guatemalteco de Turismo (NGUAT), Departamento de Estadísticas. February 2015.

total; followed by Colombia, France, Germany, Australia and Italy. For the same period, tourism industry generated US\$1,563.8 million (5.6% more than in 2013) of revenue.

## 2015 Annual Research Key Facts<sup>9</sup>

<b>GDP: DIRECT CONTRIBUTION</b>	The direct contribution of Travel & Tourism GDP was GTQ. 15.3 billion (3.4% of total GDP) in 2014.
<b>GDP: TOTAL CONTRIBUTION</b>	The total contribution of Travel and Tourism to GDP was GTQ.40.1 billion (8.8% of GDP) in 2014
<b>EMPLOYMENT: DIRECT CONTRIBUTION</b>	In 2014, Travel and Tourism directly supported 183,000 jobs (2.9% of total employment).
<b>EMPLOYMENT: TOTAL CONTRIBUTION</b>	In 2014, the total contribution of Travel and Tourism to employment, including jobs indirectly supported by the industry was 7.9% of total employment (489,000 jobs).
<b>VISITOR EXPORTS</b>	Visitor exports generated GTQ. 12.4 billion (12.0% of total exports) in 2014.
<b>INVESTMENT</b>	Travel & Tourism investment in 2014 was GTQ. 5.3 billion or 8.2% of total investment.

NOTE: All values are in constant 2014 prices and exchange rates.

### Direct Contribution

The direct contribution of Travel & Tourism to GDP reflects the 'internal' spending on Travel & Tourism (total spending within a particular country on Travel & Tourism by residents and non-residents for business and leisure purposes) as well as government 'individual' spending - spending by government on Travel & Tourism services directly linked to visitors, such as cultural (e.g. museums) or recreational (e.g. national parks).

The direct contribution of Travel & Tourism to GDP is calculated to be consistent with the output, as expressed in National Accounting, of tourism-characteristic sectors such as hotels, airlines, airports, travel agents and leisure and recreation services that deal directly with tourists. The direct contribution of Travel & Tourism to GDP is calculated from total internal spending by 'netting out' the purchases made by the different tourism sectors. This measure is consistent with the definition of Tourism GDP, specified in the 2008 Tourism Satellite Account: Recommended Methodological Framework (TSA: RMF 2008).

### Total Contribution<sup>3</sup>

The total contribution of Travel & Tourism includes its 'wider impacts' (i.e. the indirect and induced impacts) on the economy. The 'indirect' contribution includes the GDP and jobs supported by:

<sup>9</sup> Travel and Tourism Council Economic Impact 2015 – Guatemala, World Travel and Tourism Council (WTTC)

- Travel & Tourism investment spending – an important aspect of both current and future activity that includes investment activity such as the purchase of new aircraft and construction of new hotels;
- Government 'collective' spending, which helps Travel & Tourism activity in many different ways as it is made on behalf of the 'community at large' – e.g. tourism marketing and promotion, aviation, administration, security services, resort area security services, resort area sanitation services, etc.;
- Domestic purchases of goods and services by the sectors dealing directly with tourists - including, for example, purchases of food and cleaning services by hotels, of fuel and catering services by airlines, and IT services by travel agents.

The 'induced' contribution measures the GDP and jobs supported by the spending of those who are directly or indirectly employed by the Travel & Tourism industry.<sup>10</sup>

The direct contribution of T&T to GDP in 2014 was GTQ. 15.3 billion (3.4%) of GDP. This is expected to increase by 29% to GTQ. 19.7 billion in 2015. This primarily reflects the economic activities generated by industries such as hotels, travel agents, airlines, and other passenger transportation services (excluding commuter services). However, it also includes, for example, the activities of the restaurant and leisure industries.

The direct contribution of T&T to GDP is expected to grow by 3.3% per annum to GTQ. 20.1 billion (3.3% of GDP) by 2015.

The total contribution of T&T to GDP (including wider effects from investment, the supply chain and induced income impacts) was GTQ. 40.1 billion in 2014 (8.8% GDP) and is expected to grow by 3.2% to GTQ. 41.4 billion (8.8% of GDP) in 2015. It is forecasted to rise by 3.5% per annum to GTQ. 58.5 billion by 2025 (8.8% of GDP).

Money spent by foreign visitors or visitor exports, is a key component of the direct contribution of T&T. In 2014, Guatemala generated GTQ. 12.4 billion in visitor exports. In 2015, this is expected to grow by 2.4%, and the country is expected to attract, 2.4 million tourist arrivals.

<sup>10</sup> Due to changes in methodology between 2010 and 2011, it is not possible to compare figures published by the WTTC from 2011 onwards with the series published in previous years.



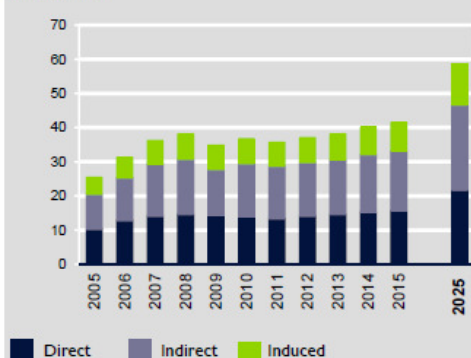
## WORLD RANKING (OUT OF 184 COUNTRIES):

Relative importance of Travel & Tourism's total contribution to GDP

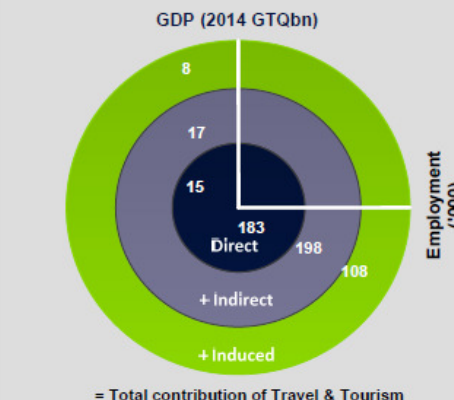
<b>80</b> ABSOLUTE Size in 2014	<b>103</b> RELATIVE SIZE Contribution to GDP in 2014	<b>95</b> GROWTH 2015 forecast	<b>125</b> LONG-TERM GROWTH Forecast 2015-2025
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Total Contribution of Travel & Tourism to GDP

2014 GTQbn



Breakdown of Travel & Tourism's Total Contribution to GDP and Employment 2014



WTTC Travel & Tourism Economic Impact 2015

### 3. EMPLOYMENT IN TOURISM

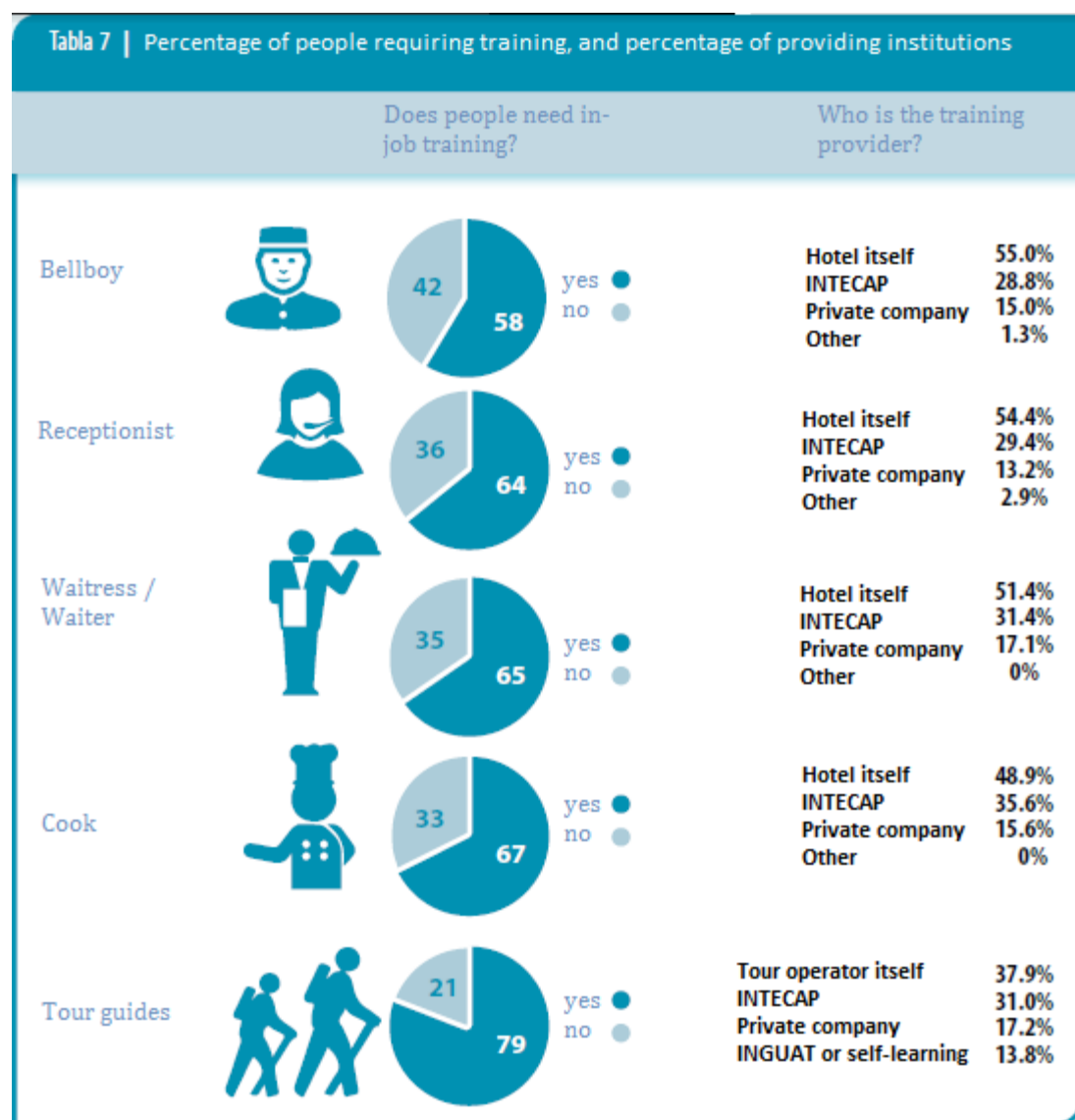
There are no accurate statistics on employment generation in the tourism industry in Guatemala. Although several international and national organizations have carried out researches that include some projections on the topic.

According to the WTTC study of economic impact of the travel and tourism for 2014, the total contribution of T&T to employment (including wider effects from investment, the supply chain and induced income impacts) was 489,000 jobs in 2014 (7.9% of total employment). This is expected to rise by 2.6% in 2015 to 501,500 jobs (7.9% of total employment). By 2025, T&T is forecast to support 673,000 jobs (7.9% of total employment) an increase of 3% per annum over the 10-year period.

The *Asociación de Investigación y Estudios Sociales – ASIES* (Research and Social Studies Association) carries out every a biannual poll among a sample of hotels and inbound tour operators called “*Situación del Sector Turismo Guatemala*” (Guatemala Tourism Perspective), the edition 2013-2014 published in May 2014 includes a section about employment and training for tourism workers, this are the results:

54% of the human resources hotel managers interviewed said that their hotels themselves provided the training for waitresses, receptionist, bellboys and cooks; 31% took advantage of the training courses/programs of INTECAP for the same positions, and 15% hired a private company or individual trainer. They also said that 36.5% of the people they hired required in-job training.

Regarding the inbound tour operators, 21% of the tour guides they hired required in-job training while 79% does not. As per the training sources, 37.9% trained them themselves, 31% took advantage of INTECAP programs/courses, 17.2% used a private company or individual consultant and 13.8% took advantage of INGUAT courses.



SOURCE: Tourism sector 2014 survey. ASIES

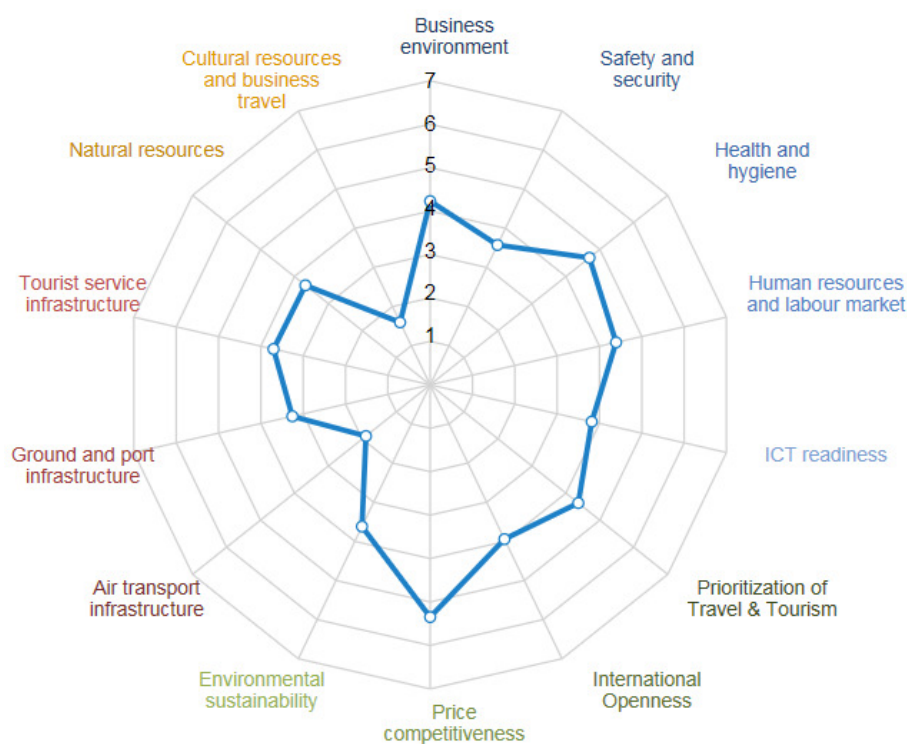
#### 4. COMPETITIVENESS

According to the 2014-2015 Travel and Tourism Competitiveness Report of the World Economic Forum, Guatemala is moving forward from 97 overall position to 80 from 141 countries; scoring 3.5 from 7.

Its best score is the price competitiveness (5.3/7) holding the 16<sup>th</sup> overall position from 141 countries, followed by natural resources 3.7/7 (37 overall position) and international openness 3.9/8 (39 overall position).

Its lowest overall ranking was safety and security (135/141), airport infrastructure (120/141), and environmental sustainability (108/141),

The following chart shows Guatemala travel and tourism competitiveness performance<sup>11</sup>



<sup>11</sup> Travel and Tourism Competitiveness Report 2014-2015. World Economic Forum. <http://reports.weforum.org/travel-and-tourism-competitiveness-report-2015/economies/#economy=GTM> (accessed April 28<sup>th</sup>, 2015).

## II. EDUCATION OVERVIEW

Guatemala has a three tier system of education starting with primary school, followed by secondary and tertiary education, depending on the level of technical training. Despite primary education is free and compulsory for 6 years, the public education system in Guatemala is grossly inadequate, leaving the country with the highest illiteracy rate in Central America, and one of the highest in the world. Although Article 47 of the Constitution stipulates that students are required by law to attend school until the age of 15, an estimated two million children do not (USAID).

Efforts have been made since the signing of the Peace Accords in 1996 to address gender disparities and socioeconomic constraints; there is, however, great need for improvement to prepare Guatemala's future generations.

Thanks to the Cuban method "*Yo si puedo*" (Yes, I can), nine municipalities have been declared free of illiteracy. According to UNESCO, a community can be declared free of illiteracy if the rate is less than 4%. The National Literacy Committee (CONALFA, for its Spanish acronym) in conjunction with the Cuban program has collaborated with instructors to teach people how to read and write.

The program uses a combination of books, manuals, videos and songs to make learning easier. The program began in Guatemala in 2008 and is located in several municipalities. *Yo si puedo* has succeeded in educating more than 3 million people worldwide. In the Greater Caribbean, the program also has presence in Mexico, Venezuela, Panama, and Colombia.

The educational system in Guatemala has two subsystems, according to the National Education Law:

- a. Academic or formal
- b. Extracurricular or informal

The most developed subsystem is the academic or formal. The extracurricular subsystem is underdeveloped and still doesn't form a system properly.

In Guatemala the formal education has 5 levels: initial, preschool, primary, secondary and high school, as detailed in the table below:

**Guatemala Educational System structure by levels or cycles<sup>12</sup>**

Educational level	Internal cycles	School age	Observations
<b>Infant</b>	3 years: 0 to 3 years		
<b>Preschool</b>	4 to 6 years		
<b>Primary</b>	Basic education cycle (3 years)	7 to 9 years old	Basic competencies and skills
	Complementary education cycle (3 years)	10 to 12 years old	Basic competencies and skills
	Basic cycle (3 years)	13 to 15 years old	Education with vocational guidance
<b>Secondary</b>	Diversified cycle (2 to 4 years)	16 to 18 or 20 years old	Technical and vocational education with access to higher education

<sup>12</sup> Source: Chart based on the structures from Ministry of Education, reported by OEI and UNESCO.

Educational level	Internal cycles	School age	Observations
<b>Higher</b>	Technical college career	19 to 21 years old	
	Bachelor	22 to 24 years old	
	Postgraduate (Masters and doctorates)	24 years old and over	

These 5 educational levels are also determined by the parameters and international agreements, allowing international comparisons from country to country.

In Guatemala, multi-ethnicity and multi-language are present in all the levels and educational cycles, which have not been considered in the Ministry of Education institutional structures or the State institutional structures. Also vocational orientation and technical education have not considered this particular feature of the country's population.

## A. FORMAL SCHOOL SUBSYSTEM

The regularized entity responsible for the Vocational Education and Training in Occupational Technical Level or High School in Guatemala is the Ministry of Education. These careers have duration of 2 to 3 years, depending on the specialty.

It is considered that High School is the bridge, for young people who have the privilege to access this cycle, to enter university education or the labor market. The proposed curriculum for this cycle shows a strong vocational or occupational intention, specially focused in two areas: one related to trading activities of the economy (Expert Accountant, Secretary and Office Worker, Marketing, etc.); and the other, linked with scientific or humanist educational services (Teacher Training).

The technical education model has been developed in the framework of formal education of the middle level (High School) and high level (University). "It allows students obtain a general and vocational training to help them adapt to the constantly changing labor needs, to exercise and have a successful integration in different areas of productive activity and/or continue into higher education"<sup>13</sup>. It's organized under the expectation of "professionalization" of middle grade and post-secondary students to contribute to economic and social development of the country. It is regulated and administrated by the Ministry of Education.

Since 2008, The Ministry of Education designs the National Curriculum (*Curriculum Nacional Base*) for pre-school, primary and secondary education based on competencies and since 2009 it has also developed the Expert Accountant and a specialty of Expert Accountant with Banking Orientation. According to recent research, it has started the development of the National Curriculum based on labor competencies to include the post-secondary (vocational) cycle. In

<sup>13</sup> IBERFOP, Programa de Cooperación Iberoamericana para el Diseño de la Formación Profesional, Santo Domingo, República Dominicana. 1999.

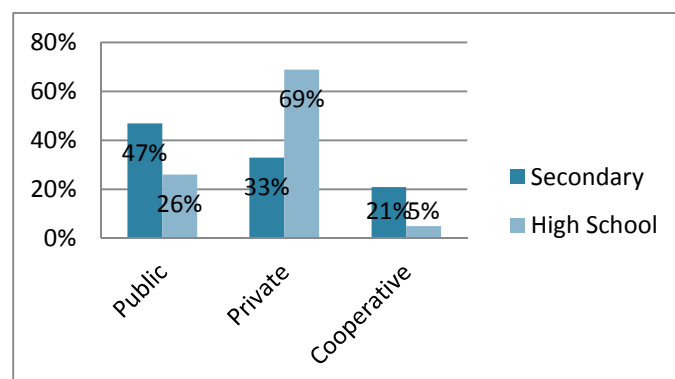
addition, the National Strategy for the development of basic competencies for life<sup>14</sup> was designed, which provides a basis for competencies formulation. As employers search young High School graduates with basic competencies, such as efficient oral and written communication, technology information management and teamwork skills.

According to the Ministry of Education, there are 200 private and government institutes that offer tourism careers in Guatemala (see Appendix 1); but the competence-based approach has not yet been included in those studies. Therefore, they still have the traditional academic orientation. The titles received by the graduates are:

- Bachelor with Tourism Specialization
- Bachelor in Tourism and Hotel Management
- Bachelor in Tourism
- Bachelor in Science and Letters with Tourism Orientation
- Bachelor in Hospitality and Home
- Industrial Bachelor with Cooking Specialization
- Bachelor in Science and Letters with Hospitality and Home Orientation
- Bachelor with Tourism and Hospitality Specialization
- Bachelor in Tourism with Computer Orientation
- Secretarial with Tourism Specialization
- Secretarial with Tourism and Hospitality Specialization
- Bilingual Secretarial with Tourism Orientation – Travel Agencies
- Bilingual Secretarial with Tourism and Hospitality Orientation
- Expert in Tourism and Hospitality Management
- Expert in Tourist Sciences
- Expert in Ecotourism
- Expert in Sustainable Tourism

The following graphic shows nationwide access to Secondary Education.

**Access to Secondary Education in Guatemala<sup>15</sup>**



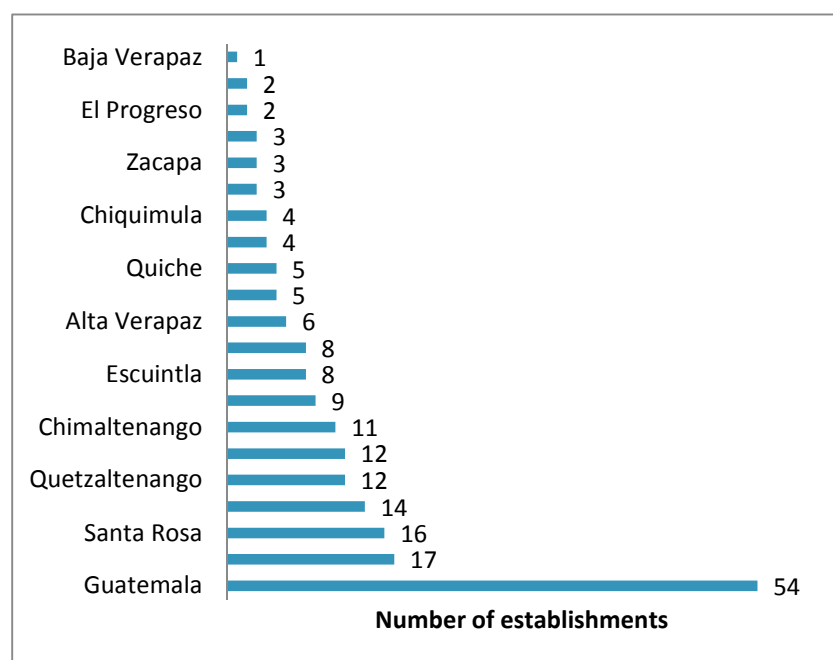
The graphic below shows how the post-secondary (tourism vocational) institutions are distributed within the country. From the 200 registered in the Ministry of Education 54 are located in Guatemala City.

<sup>14</sup> MINEDUC - USAID. 2008 Estrategia nacional para el desarrollo de competencias básicas para la vida. Available in: [http://www.estandaresdeguatemala.org/images/noticias/Estrategia%20Nacional%20Competencias\\_LR.pdf](http://www.estandaresdeguatemala.org/images/noticias/Estrategia%20Nacional%20Competencias_LR.pdf)

<sup>15</sup> Source: MINEDUC Yearbook 2011



### Number of education establishments in Guatemala that offer Tourism and Hospitality careers - by Department



The Ministry also has authorized some specific tourism and travel related post-secondary vocational careers as shown in the following table<sup>16</sup>:

CODE	CAREER	LEGAL AUTHORIZATION	INSTITUTION
259	Bachelor of Arts and Science with Orientation on Hospitality	Resolution DDEGS/305-2012/STP/O.T. 01/02/2012	ESCUELA TECNICA DE HOTELERIA Y HOGAR ZUNIL
44	Bachelor of Hospitality and Home Management	Resolution 468-98-E.P. 19/10/1998	ESCUELA TECNICA DE HOTELERIA Y HOGAR ZUNIL
20	Bachelor in Tourism	Resolution 245/2003 10/12/2003	LICEO TECPAN
246	Bachelor in Sustainable Tourism	Resolution 1151 27/09/2004	INSTITUTO TECNICO DE EDUCACION MEDIA DE PETEN "ITEMP"
194	Bachelor in Tourism and Hotel Management	Resolution 722-2005-A.S.E. 19/10/2005	COLEGIO VALVERDE
73	Bachelor in Tourism and Hospitality	Ministerial Agreement 1451-1988 04/10/1988	INSTITUTO 'TECNICO DIVERSIFICADO PARA SECRETARIADO Y OFICINISTA CON ORIENT. JURIDICA Y BACH. EN TURISMO Y HOTELERIA'

<sup>16</sup> Ministry of Education. <http://www.mineduc.gob.gt/CATALOGOCARRERASESPECIFICAS/WbfrmCatCarrerasEspecificas.aspx>

CODE	CAREER	LEGAL AUTHORIZATION	INSTITUTION
234	Industrial Bachelor with Cook Specialization	Ministerial Agreement 856 07/11/1983	INTECAP
156	Accounting with Tourism and Trade Specialization	Resolution 143/11/2008 24/11/2008	ESCUELA NORMAL PRIMARIA BILINGUE INTERCULTURAL ADSCRITA A LA ENRO
80	Tourism and Hospitality Management	Resolution 42-2009/SAC-DTP-DDE 06/06/2009	COLEGIO INTERNACIONAL AMERICANO EN TURISMO
155	Environmental Science	Resolution NO. 122-2007 DDEP 23/07/2007	LICEO PETENERO EN CIENCIAS ADMINISTRATIVAS, RECURSOS NATURALES Y TURISMO
60	Tourism Sciences	Resolution 138-2008/DDEP 16/06/2008	LICEO MAYA
179	Ecotourism	Resolution 128-2010 25/10/2010	COLEGIO SAN MARTIN DE PORRES
163	Sustainable Development Planning	Resolution 040-99 18/05/1999	COLEGIO PARTICULAR MIXTO TEZULUTLAN
268	Sustainable Tourism	Resolution DTP-067-2012 03/04/2012	INSTITUTO PARTICULAR MIXTO AK TENAMIT PUEBLO NUEVO
79	Bilingual Secretary with Orientation on Tourism and Hospitality	Resolution 047-2011 09/03/2011	ESCUELA NORMAL NACIONAL RURAL DE OCCIDENTE GUILLERMO OVANDO ARRIOLA
144	Bilingual Secretary with Orientation on Tourism and Travel Agencies	Resolution 36/1999 03/03/0099	COLEGIO MIXTO LICEO LATINO

## B. EXTRACURRICULAR OR INFORMAL EDUCATION

Extracurricular education is underdeveloped in the educational system; and it has a marginal development.

The extracurricular education does not form an integrated system that would lead students from Primary cycle to High School, passing through Secondary cycle, according to the informal education modality. The equivalence between Primary and Secondary degrees and cycles is not properly established, from the academic and extracurricular method, to allow students to move from one subsystem to another.

In the Ministry of Education, the extracurricular education is available in both formal and the informal subsystems, so its dispersion or lack of control by one or another specific General Administration is noted.

Evening schools, accelerated Primary, Secondary and High School by maturity, are all under the formal system. Vocational and occupational guidance offered by the Principal of Informal

Education (DIGEEX) has low coverage, and its institutional capacity to supervise the delivery of this guidance by the private sector, is still under construction<sup>17</sup>.

## 1. CRITERIA FOR EDUCATIONAL ESTABLISHMENTS FROM THE MINISTRY OF EDUCATION

The type of financing is a basic criterion for classification of schools or educational establishments used by the Ministry of Education. According to these criteria there are four school sectors:

### A) OFFICIAL SCHOOLS SECTOR

Article 21 of the National Education Law, defines public schools as establishments that are administered and financed by the State to provide educational services to the country population, without discrimination, each level and type of school according to the corresponding age, normed by specific regulation.

### B) COOPERATIVE SCHOOLS SECTOR

Article 25 of the National Education Law, defines cooperative schools as non-profit establishments in departmental and municipal jurisdiction, which meet the educational demand at the different levels of the education subsystem. Finance is tripartite, parents, City Hall and the Ministry of Education, with financial predominance of the parents over the City Hall.

### C) MUNICIPAL SCHOOLS SECTOR

Municipal schools are not recognized in the National Education Law and any other law, but in the school classification by sectors from the Ministry of Education, they appear registered as such. They also have tripartite financing (City Hall, parents and Ministry of Education), with financial predominance of the City Hall. Generally, the schools emerge as municipal, and end up as cooperative, since the latter offers greater stability and sustainability.

### D) PRIVATE SCHOOL SECTOR

Article 23 from the National Education Law, defines private schools as establishments run by private initiative, offering educational services in accordance with the regulations and arrangements established by the Ministry of Education, who has the responsibility to ensure their proper implementation and enforcement.

According to the Planning Department of Ministry of Education, the participation and coverage of these sectors in 2009, is detailed in the following page chart. As the chart shows, the coverage

<sup>17</sup> *Cojtí Cuxil, Demetrio*. Diagnóstico de la Educación Técnico-Vocacional y de las Carreras Técnicas en el Ministerio de Educación. UNIÓN EUROPEA.

of the Secondary cycle in the Official Sector is almost equal to the Private Sector in number of establishments and students, but in the High School cycle is minimal.

### Participation of Educational Sectors according to classification<sup>18</sup>

SECTOR	SECONDARY CYCLE ESTABLISHMEN TS	SECONDARY CYCLE STUDENTS	HIGH SCHOOL CYCLE ESTABLISHMEN TS	HIGH SCHOOL CYCLE STUDENTS
<b>OFFICIAL</b>	2,553	241,101	458	64,359
<b>COOPERATIVE</b>	858	156,672	86	12,762
<b>MUNICIPAL</b>	165	12,229	43	4,057
<b>PRIVATE</b>	2,879	246,187	2,283	231,619
<b>TOTAL</b>	6,455	651,189	2,870	312,797

This summarized overview of the education structure by cycles and levels, its coverage deficits and the classification of schools by type of financing in the middle cycles, allows the understanding of difficulties that the educational system has to serve the young population in school-age: disparities in school attendance by level, development inequalities between the formal and informal subsystems, between Primary and Secondary cycles. But at the same time, it allows the determination of the marginal location of technical and vocational education in the Secondary and High cycles of middle education.

## C. MIDDLE TECHNICAL EDUCATION OR TECHNICAL COLLEGES

Universities are responsible for the Professional Technical or Superior Technical Education, such education lasts from 2.5 to 3 years. There are six universities in the country that offer tourism careers within this level<sup>19</sup>:

1. *Universidad de San Carlos de Guatemala* - USAC
2. *Universidad del Istmo* – UNIS
3. *Universidad Rafael Landívar* – URL
4. *Universidad del Valle de Guatemala* – UVG
5. *Universidad Mariano Gálvez* – UMG
6. *Universidad Galileo* – UG

<sup>18</sup> Dirección de Planificación – DIPLAN – (Planning Directorate), preliminary data for 2009.

<sup>19</sup> Detailed information on careers for tourism and hospitality can be found in the TVET Catalogue for the Greater Caribbean, which is part of this consultancy.

## D. INTERRELATIONSHIP BETWEEN THE EDUCATION/TRAINING SYSTEMS

The sequence and interrelationship between the Educational/Training Systems in Guatemala and most countries from Central America, is shown in the following graphic.

This interrelationship involves 3 levels:

- a. Basic education: this includes Pre-School, Primary and Basic Education.
- b. Intermediate education: this includes High School level Vocational/Technical Occupational Education, Teachers and Experts, regarding Formal Education. This type of education is also provided in the informal subsystem, through Training Centers or Institutes. Although this is not recognized by the Ministry of Education nor Universities to continue with higher education, so graduates enter the labor market directly without the opportunity to continue their education.
- c. Higher education: this includes University education, Technical or Bachelor level, Masters and Doctorates.

The chart in the following page shows this inter-relationship.

### 1. RELATIONSHIP BETWEEN TRAINING AND EDUCATION

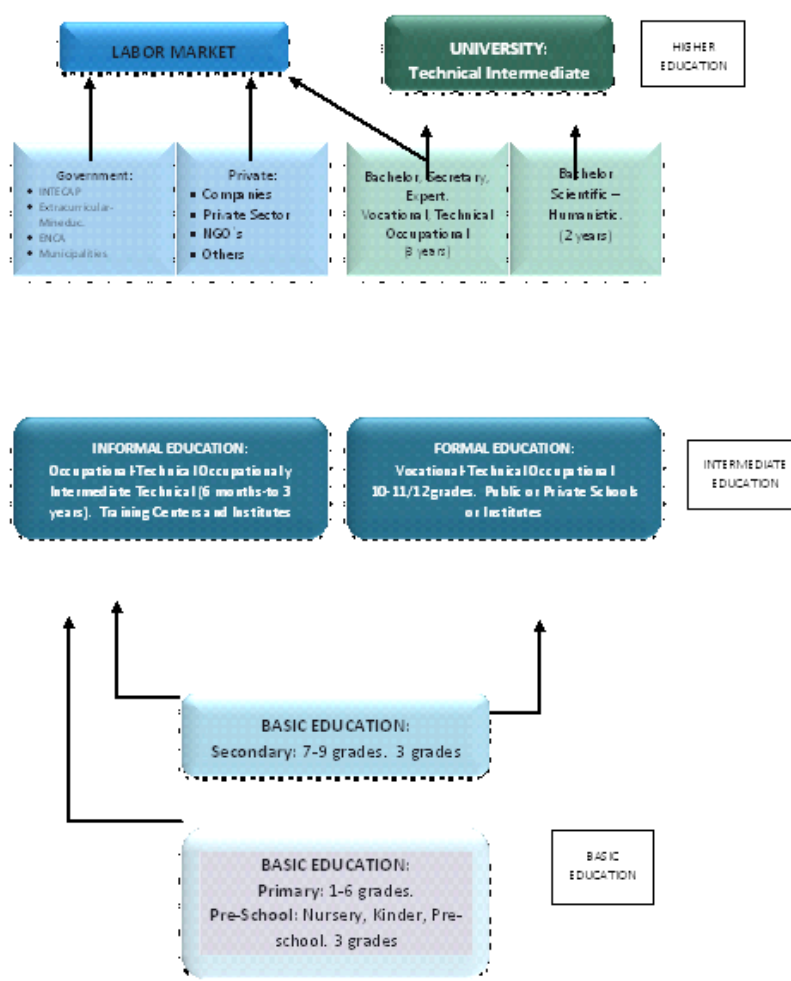
Education is immersed in formation in all its stages, since both are processes through which knowledge, values, customs and behaviors are transmitted. Their relationship is or should be complementary in order to achieve greater impact on its results, in terms of human development: integral, progressive and continued, “life-long learning”.

Based on its own definition: “Vocational training is a systematic, continuous and comprehensive process, which main purpose is to take participants to higher levels of competence, preparing them for professional life and make them individual transformers of their environment”<sup>20</sup>.

Since its inception, most Vocational Training Institutes – VTI – of the Central American region, made efforts focusing on the prioritization of young people not incorporated into the formal or regular education system, through a new learning modality, being the main reason for the increase of number of these institutes. Therefore, the first institutions that emerged in the region had the fundamental and almost exclusive purpose to structure and manage training programs, to understand the learning modality that until then was empirically attended and weakly regulated in some companies of the Industrial Sector; based on the principle of knowledge transfer and practices of an occupation, from father to son or from a craftsman or “master” to apprentices, from which the name is derived for this the training modality.

<sup>20</sup> Padilla A., Gladys. Diplomado de Formación de Facilitadores por Competencia Laboral. Escuela Bancaria de Guatemala. Guatemala. 2012-2013.

## Interrelationship of the education-training system in Guatemala and Central America<sup>21</sup>



Learning was specifically directed to young people between 14 and 18 years old, who were finishing the Primary education and had no possibility or aspirations to continue in the formal education system. Originally, this offer had no recognition or equivalence with formal education levels. It was designed as an independent system of work training, with no pretensions to parallel with the regular system.

However, the regular education system had important effects on vocational training. During its early years, almost all VTIs were forced to provide introductory courses of “prior equalization” or as part of a module to provide elementary reading, writing, calculus, and mathematics knowledge. All this with the objective to provide participants with the basic requirements to understand and make the most out of the offered education and above all, the main purpose for the participants to acquire basic knowledge (from formal education) necessary to work with quality, the object occupation of their training. In many cases the VTIs were in the need to

<sup>21</sup> Developed by Gladys Padilla A., Labor Competencies and Human Development Expert



implement literacy and adult education programs, specifically in the construction sector, through coordination efforts with the Ministries of Education.

Experience with the attention on the disadvantaged (young with no access to Basic and High Education), plus the mandate from the government, made it possible for Vocational Training Institutions to be invited to undertake the implementation of social policies. Such policies were made by an integrated educational effort toward job training, so that young people would have the opportunity to enter the labor market, in order to achieve equity and overcome poverty and extreme poverty, as part of the Millennium Development Goals, providing them with the tools to acquire the competencies with an integral approach to join the labor market and achieve higher living standards.

As a result of a substantial improvement in the levels of general population education, VTIs gradually reduced their efforts to implement “prior equalization” and adult education programs, devoting their time to their specific and original mission related aspects: training for productive work. Nevertheless, there are still several training programs with math and language related content, which sometimes is the same that should be provided in the regular education programs required as minimum to access vocational training. In fact, the problems of direction, of poor quality or insufficiency in the formal education area reflect when professional training practice is applied, in workshops or practical areas designated, or at the moment when the participant faces reality in the workplace.

The educational nature of training is not exhausted: the training provided by the Vocational Training Institutions was never restricted to a mere training for job. On the contrary, they have always contributed to the understanding of the meaning of work and the environment in which it develops. While contributing to the awareness and appreciation of productive labor, by developing the passion for the occupation learned and the sense of creativity, dignity and professional pride.

Today, both the regular education system and the various training systems are faced to new context which presents major challenges.

## E. EDUCATION LAWS

Guatemala has ratified all key international<sup>22</sup> and regional<sup>23</sup> human rights conventions; and the right to education is also enshrined in the Guatemalan Political Constitution

<sup>22</sup> UN Economic and Social Council, “Plans of action for primary education (Art. 14) – General Comment No. 11”. Geneva 1999; International Covenant on Civil and Political Rights; UN-Convention on the Elimination of All Form of Racial Discrimination; UN-Convention on the Rights of Migrant Workers and their Families; UNESCO Convention against Discrimination in Education; The Convention of the Rights of Child (CRC); the ILO Convention No. 169 concerning Indigenous and Tribal Peoples.

<sup>23</sup> American Convention on Human Rights; the Additional Protocol to the American Convention on Human Rights in the area of Economic Social and Cultural Rights (Protocol of San Salvador).

- Article 51 of the Guatemalan Political Constitution: guaranteeing State protection of physical, mental and moral health of children and providing for children's right to good health, education, social security, and insurance.
- Article 74 of the Guatemalan Political Constitution: establishing right to pre-school, primary and secondary school education to be enjoyed without discrimination by all inhabitants, however there exists a limit of age established by the National Education Act.
- Article 76 of the Guatemalan Political Constitution stipulates that the education system shall be decentralized and that bilingual education preferably be provided in those regions where indigenous population constitutes a majority.
- Agreement on Social and Economic Aspects and Agrarian Situation. Between 1994 and 1996 a number of Peace Accords were signed between the Guatemalan Government and the leftist insurgency *Unidad Revolucionaria Nacional de Guatemala* (Guatemalan Revolutionary National Union), aiming to transform 36-years of civil war. As result of the provisions of the Peace Accords a Bipartite Commission on Education Reform (*Comisión Paritaria de Reforma Educativa*) was established in 1997, consisting in equal parts of government and indigenous organizations' representatives<sup>24</sup>
- National Education Act, consisting of 8 chapters and 60 articles it establishes the principles and purpose of education, and the general dispositions. It describes the National Education System and its governance; regulates the educational service career for the first time; describes the School System, regulates the quality of educational services, and the granting of scholarships.

## F. NATIONAL POLICIES AND LEGISLATION RELATED TO TVET<sup>25</sup>

At national level there is no policy or specific law to regulate the training by labor competencies, there are just Ministry of Labor policies focused on job training and employment pacing. Currently there is a law proposal, to regularize labor competencies at national level, as well as their implementation, policies and methodology to standardize the identification, standardization, training, evaluation and certification of labor competencies in Guatemala.

- The Guatemalan Political Constitution does not explicitly recognize the technical and vocational education and training (TVET), but indirectly refers to it in the article 79, which stipulates that it is of national interest "study, learning, development, commercialization and industrialization....." And Article 80 provided for the promotion of science and

<sup>24</sup> Diseño de la Reforma Educativa, Guatemala 1998. Comisión Paritaria de Reforma Educativa.

<sup>25</sup> Diagnóstico de la Situación de la Educación Técnico-Vocacional y de las Carreras Técnicas en el Ministerio de Educación. Programa de Fortalecimiento Institucional del Sector Juventud en Guatemala. Demetrio Cojtí Cuxil.

technology “The State recognizes and promotes science and technology as the foundation of national development”.

- National Educational Act (Decree 12-91), does not explicitly refers to TVET, but Chapter IX defined Extracurricular or Parallel Education, and Article 2, said: a) “Providing an education based on human, scientific, technical, cultural and spiritual principals that integrally forming the learner and preparing him/her for work, social life and allow them to improve their standard of living”.
- In chapter IV of the Education Act are described the modalities of education (initial, special, experimental, aesthetic, physical, by distance, adult learning, bilingual, cooperative, etc.); but does not mention the technical and vocational education and training as one of those modalities. Even though, within the special education it refers to occupational training: Article 51 – Orientation and Special Occupational Training: The Ministry of Education will promote and will support the development of disadvantaged people training programs and centers in order to contribute to their personal independence and integration to the work life.
- In and old Education Act (Decree 14-85), Chapter II, Article 9), there was included the technical and vocational education and training by stating that “the vocational and technical education comprised all the commercial science schools, the housekeeping schools, artistic education schools, and technical-industrial schools, and that all must be created within this type of education.”
- Decree 17-72 of the Guatemalan Congress, creation of the INTECAP.
- Decree 27-2003 Law of Child and Teenagers Protection; does not define TVET, but recognizes its existence under the expression “vocational education and training”. In the Article 68, Learning stated: “It is considered vocational education and training as a learning method while it followed the bases of the current education laws.” In the Article 69, Principles it said: “The vocational education and training will follow the principles of a) mandatory regular assistance and accessibility; b) compatibility with teenagers activities; c) special schedule for practice.”

### III. STRUCTURE OF THE LABOR COMPETENCIES MANAGEMENT

#### A. MINISTRY OF LABOR AND SOCIAL WELFARE

The Guatemalan Political Constitution establishes in its Article 193 the Ministries as part of the Executive Power, along with their general functions, their responsibilities and the requirements to become a Minister. The Ministry of Labor and Social Welfare is responsible for ensuring and promoting the efficient and effective implementation on legislation, policies and programs relating to labor and social welfare. It was first established in April 1945 by the Decree 93 of the

Guatemalan Congress; its latest amendment was in April 1961 with the Decree 1117 of the Guatemalan Congress. Among its functions there is the responsibility to design the corresponding technical and vocation training of workers policy and establishes that the implementation of training programs shall be responsibility of private and government organizations.

## **B. *INSTITUTO TÉCNICO DE CAPACITACIÓN Y PRODUCTIVIDAD – INTECAP* (TECHNICAL INSTITUTE FOR TRAINING AND PRODUCTIVITY)**

INTECAP – was created in 1972. It is regulated according to its “Organic Law” as stated on the Decree 17-72 of the Guatemalan Congress. INTECAP was created in order to provide training and technical assistance services to the productive sector of the country, covering the 3 sectors of the economy: Agriculture or Primary Sector, Industry and Construction or Secondary Sector and Service or Tertiary Sector.

INTECAP financing comes from employer’s taxes, consisting of 1% on all payrolls and monthly wages, of private companies.

The main purpose of INTECAP is to increase the productivity of businesses and train human resources of the country of the 3 productive sectors and the respective areas that it serves:

Primary Sector: agriculture, cattle rising, forestry, hunting and fishing, and mining.

Secondary Sector: Textile, food, wood, graphic arts, construction, metalworking, leather, and other industries.

Tertiary Sector: Commerce, services, banks and other financial institutions, insurance, transportation, and tourism.

INTECAP is a semi-autonomous entity and the Chairman of the Board of Directors is the Minister of Labor and Social Welfare, through whom the government policies and strategies are transmitted in the actions of INTECAP. The Organization is closely related to ILO (International Labor Organization) and CINTERFOR (International Training Centre), which support INTECAP in the methodological and technological implementation of the Labor Competencies model and policies.

INTECAP applies the model following the guidelines of ILO and CINTERFOR, to three basic elements: education quality or academic excellence, quality of didactic and evaluation materials and teacher quality.

INTECAP offers:

- Training
- Technical Assistance
- Information and
- Technical Documentation

The highest authority of INTECAP is the Board of Directors, which is integrated by twelve directors and their respective alternates as follows:

- 3 from the Government Sector

- 6 from the Private Sector
- 3 from the Labor Sector

INTECAP operates through Divisions and Departments, Sections and Units, within which the Technical Division is in charge of the design and implementation of methodologies, technologies and materials, required for normalization or standardization, design, training, evaluation and certification of training programs or traditional training or by Occupational Competency.

Below, the structure of INTECAP, through which it achieves the Organizational Mission and Vision.



#### IV. METHODOLOGY USED FOR THE CONSTRUCTION/IMPLEMENTATION OF KEY STANDARDS AND LABOR COMPETENCIES OR METHODOLOGY USED TO DESIGN TRAINING PROGRAMS CONTENTS INCLUDING STAKEHOLDERS' CONSULTATION PROCESS

##### A. INTECAP'S COMPETENCY IMPLEMENTATION IN THE TOURISM SECTOR

Since 1999, INTECAP began with the design and management by occupational competency introduction, in the programs of the construction, tourism, banking and insurance areas, with the support of ILO, CINTERFOR and CONOCER from Mexico. Of which the Technical Standards of Competence work for these sectors had generated in specific areas, training plans based on such standards as well as the infrastructure construction, manual and proficiency test designed for

the operation of two Specialized Training Centers, for full implementation of the model and Labor Competency designed programs, being:

- Tourism Training Centre, located on the second level of INTECAP Headquarters (Street Estadio Mateo Flores 7-51 zone 5).
- Restaurant School, located on the first level of INTECAP Headquarters, which is part of the INTECAP Training Center for Tourism.

All INTECAP Centers have been designed and equipped with the necessary to provide comprehensive training facilities, taking into account technical and didactic aspects in each particular case, and the level of competence of the program. Levels that are attended by the INTECAP in training programs of tourism are: operational (level 1) and operational technical (level 2), as well as middle technical (level 3-4 of competence), in a real environment as close to the work environment.

Recently a new Gastronomy Center was implemented, for the food and beverages area in INTECAP Training Center Guatemala 1, located in zone 7 of Guatemala City; and several more at the INTECAP Regional Offices.

In order to bring the benefits of competency-based training across the country, the project of Mobile Units was designed and implemented through which 6 mobile units were constructed and equipped, financed by European Union. The units related to tourism were food and beverages preparation and housekeeping.

The methodology used by INTECAP for the construction, design and implementation of key standards, is the approach of Labor Competency. And the methodology used to design training program contents; including the consultation process with the various stakeholders (customers or users, participants, trainers, organizers and curricula designers, etc.); is through the application of two approaches:

- a. Traditional academic approach
- b. Labor competency approach

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## 1. TRADITIONAL APPROACH PROGRAMS

In the traditional approach programs, the design starts with the establishment of Technical Groups, composed of experts from productive sector or INTECAP instructors, related to the programs to design. Whose function is the task and step identification, as well as the theoretical and practical contents, basis for the training and evaluation program design (curricula), which are made by the trainers or experts hired by INTECAP.

The contents and materials designed for the implementation of Training Programs are analyzed and evaluated by the Technical Groups prior to being implemented. With this same goal, it prepares program instructors, as facilities, equipment, tools, materials and other inputs needed for training and participants' skills development.

Before the implementation of a new training program, a group of participants and instructors are selected as part of the pilot group, who are responsible for issuing its



assessment of the program received and evaluations made, in order to execute the corresponding improvement.

For the program implementation, the Head of the corresponding area, of a Technical Division, along with Regional Divisions, carry out the programming, planning and implementation of the corresponding programs, according to customer demand, who ultimately evaluate the program as part of the design process of continuous improvement.

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## 2. LABOR COMPETENCY APPROACH

The design in the programs by labor competence starts with the formation of the Competencies Committee and Technical Groups, integrated by various actors in the productive sector, related companies' workers and INTECAP instructors. The function of the Committee is to identify the roles and competencies required to perform the object occupations with quality, with which the Rules and Standards of Competence for the Sector or Area will be structured, basis for the training program design (curricula) made by experts hired by INTECAP.

Training programs are designed on the basis of information provided by the Productive Sector, through the Competencies Committee and Technical Groups, in order to get the primary source, the required inputs for the program contents design, evaluation instruments design, the certification requirements for the competencies and teaching materials. Which are analyzed and evaluated then by the Competencies Committee and Technical Groups prior being implemented.

As part of the implementation of INTECAP's training programs by Occupational Competency, instructors are prepared in the methodology and training strategies for the competencies development. The instructor plays an important role in the expected achievements; since the Occupational Competency approach differs from the traditional approach that is not based solely on the participants' approval on theoretical and practical contents of the program, but also develops in them all those attitudes, values, behaviors and experiences, necessary to perform in an adequate way all job functions.

In the same direction, the facilities, equipment, tools, materials and other inputs needed for the training of the participants are designed and prepared, creating similar conditions to work reality.

Prior implementing a new training program by Labor Competence, a group of participants and instructors is selected as the pilot group, who are responsible for issuing its assessment of the program received and evaluations applied to measure the level of competence achieved, with the purpose of making appropriate improvements in a process of continuous improvement.

For the program implementation, the Head of the corresponding area, of Technical Division, along with Regional Divisions, carry out the programming, planning and implementation of the corresponding programs, according to customer demand, who

ultimately evaluate the program as part of the design process of continuous improvement.

## B. COMPONENTS OF TRAINING BY OCCUPATIONAL SKILLS

The process for training, evaluation and certification of competencies in INTECAP, is developed based on the ILO and CINTERFOR four defined components

1. Identification and standardization of labor competencies.
2. Training and development of labor competencies.
3. Evaluation of labor competencies.
4. Certification of labor competencies.

These components are interrelated, on the basis that it is the identification and standardization of competencies, which is conducted with the support of the productive sector and the different actors involved in the area to be designed.

In component 1 the functions and competencies to develop are identified and the Standards of Labor Competency are made. In which the development quality of each function is identified, as well as the evaluation form, if the person meets the requirements or competencies identified.

Based on the identification and standardization of Labor Competencies for a Sector or Occupational Area, two system components can be made, in parallel:

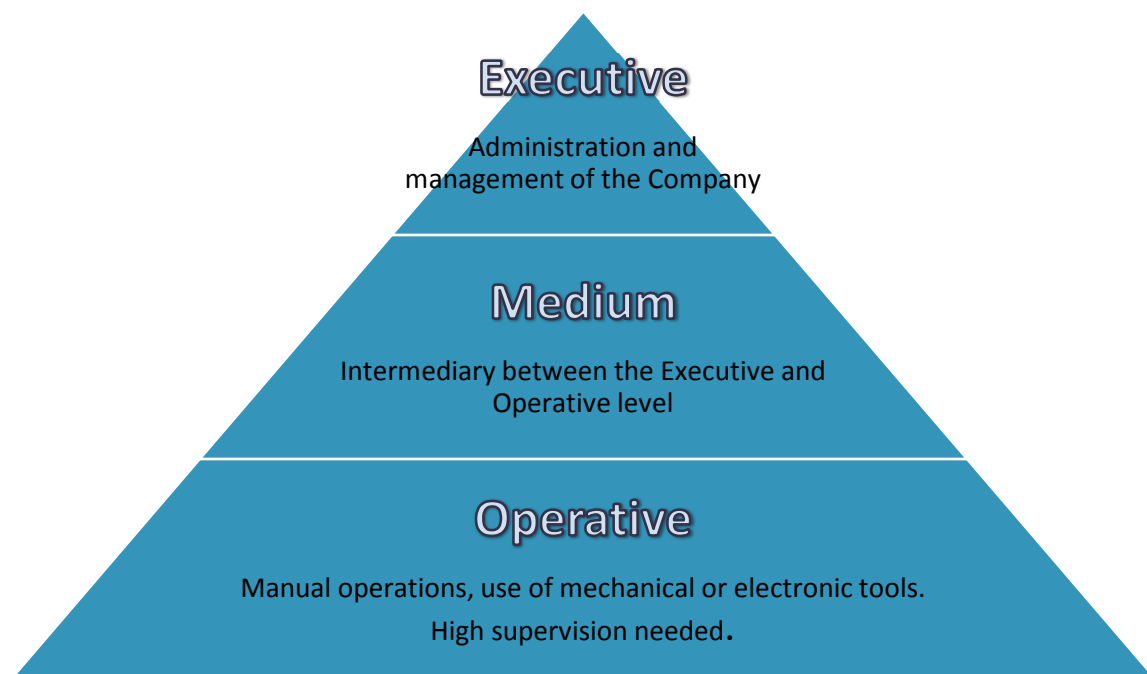
- **Component 2:** training and development of Labor Competencies for people who are new to the industry or Occupational Area.
- **Component 3:** Labor Competencies evaluation, to determine if the candidate possesses competencies in a certain labor competency standard and subsequently certify the participant's Labor Competency, no matter where it has been acquired; as well as determining the gaps, in order to define a training plan, to acquire the missing competencies to certify him.

All based on the standard or competency standard defined by the Productive Sector.

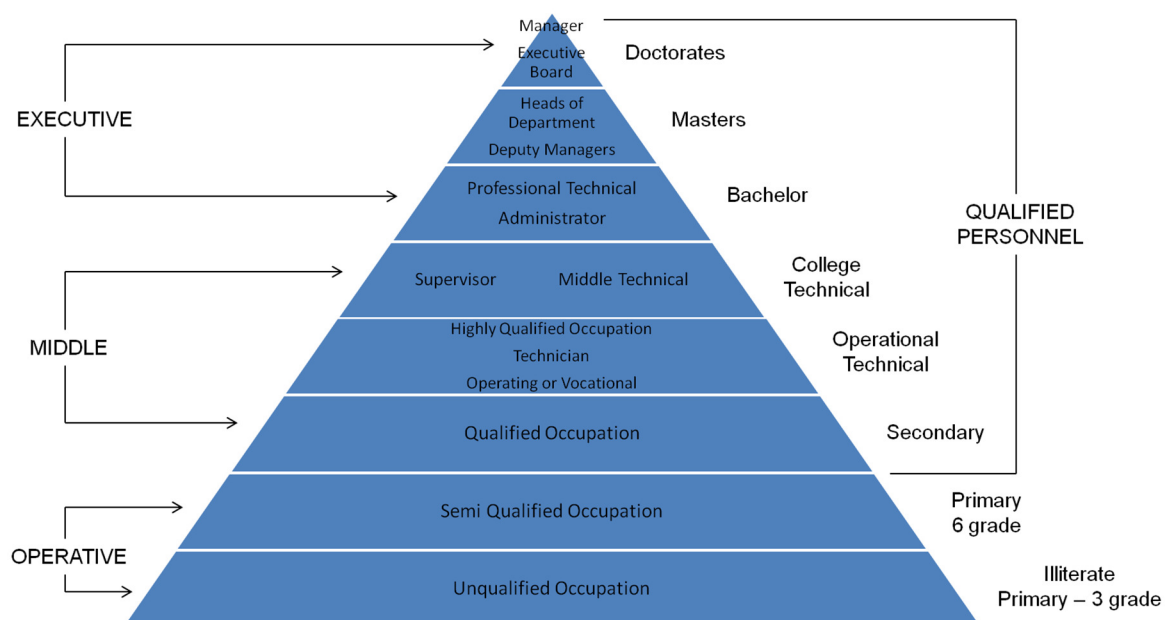
## C. OCCUPATION AND COMPETENCY LEVELS FOR THE DESIGN AND IMPLEMENTATION OF INTECAP'S TRAINING PROGRAMS

INTECAP designs training programs, both traditional and by Labor Competency, taking into consideration the characteristics and differentiations of the 3 occupational levels and the 5 Competency levels, internationally established by ILO.

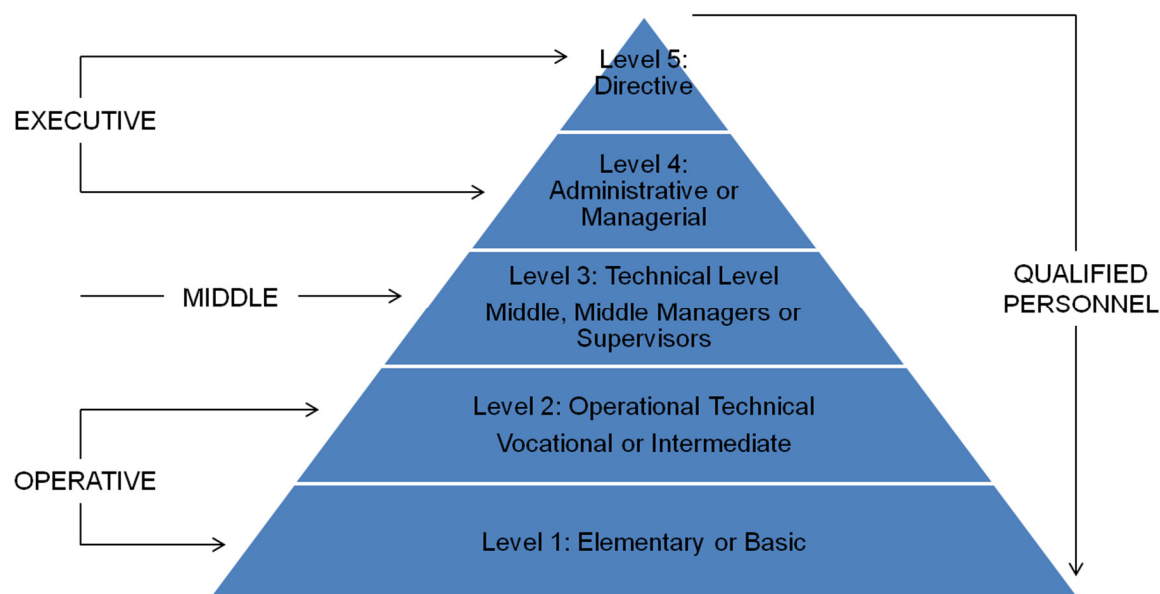
Below is the Occupational Pyramid with the 3 levels that are used for the design of traditional training programs in INTECAP.



The pyramid above can be divided according to the chart below. Different jobs can be classified through this pyramid, depending on the level they occupy in the company. This classification is used for the design of INTECAP traditional programs.



Always taking into account the occupational pyramid, the 5 level competency pyramid is presented below, which is used to design INTECAP training programs by Occupational Competency.



Competency levels have been differentiated according to the activity variability, functions and autonomy complexity. The greater variability, complexity and autonomy, the greater the competition will be, as shown in the graph.

- **A** VARIETY OF ACTIVITIES
- **B** COMPLEXITY IN THE ACTIVITY
- **C** PERSONAL AUTONOMY AT WORK

Levels	5			
	4			
	3	A	B	C
	2			
	1			

## V. CURRICULUM ADAPTATION DEVELOPMENT PROCESS, BASED ON KEY AND BASIC STANDARDS

Adaptation and curricular structure of INTECAP is made based on the methodology of “ILO Curriculum Design by Labor Competency”<sup>26</sup>. Structuring training programs or curriculum design is made through training modules and units, taking a module as a function recognized in the workplace. Technical or

<sup>26</sup> Centro Internacional de Formación de OIT, Diseño Curricular por Competencias, 2010, 26 págs.

specific modules from training programs are defined by the Standards Committee and the Technical Groups based on the functions map and competency standards, which become the Programmatic Map of the Training Plan and the main input for INTECAP's curricular design for training programs. Specific or technical modules become the key standards of training for various occupations; modules for basic and generic or transversal competencies become complementary training modules and are made to achieve the participant's integral training by specialty.

INTECAP has defined modules for basic and generic or transversal competencies<sup>27</sup> at the operational and technical level, to be taught in parallel to the participants of various programs, in order to achieve their integral development.

The units of the basic competencies module are:

- Mathematics
- Calculus
- Oral and written communication
- Use of technology and computing, among others.

As part of the generic or transversal competencies, it uses those defined by ILO and CINTERFOR through several studies, which are applied to the programs according to the 5 competency levels defined by ILO and the Competencies Catalog developed by INTECAP<sup>28</sup>:

- Emotional Intelligence at Work
- Problem Solving at Work
- Teamwork
- Decision making
- Goal Achievement and Change Orientation
- Business Administration and Workshop Management
- Activity Planning and Organization
- Activity Supervision
- Budgeting
- Quality Assurance
- Negotiation, Marketing and Sales

Each unit of these two modules is adapted to every occupation or profession through practical exercises focused on the specific or technical specialty.<sup>29</sup>

<sup>27</sup> Synonyms: in the Constructivist Model = transversal Competencies. In the functionalist model = Generic Skills. This means, they are the cut-crossing skills for all occupations or skills that are applicable to all occupations or professions. These competencies must be part of the curricula of each occupation, to comprehensively develop the participant.

<sup>28</sup> Padilla A. Gladys - INTECAP, Definición de las Competencias Básicas y Genéricas a los 5 niveles de Competencia. 2000.

<sup>29</sup> Synonyms: In the Constructivist Model = Technical Competencies. In the Functionalist Model = Specific Competencies. This means, that the knowledge, skills, values and attitudes are directly related to the occupation or profession subject to certification or training.

## VI. EVALUATION AND CERTIFICATION PROCEDURE OF KEY AND BASIC LABOR COMPETENCIES

The competencies evaluation is not limited to a theoretical and practical test at the end of the program, in which the participant shows that knowledge on the subject was acquired.

The evaluation by competence requires constant and personalized monitoring from the Instructor to each participant, which involves a different attitude of them, since he must implement a great number of elements and teaching strategies to assess whether each of the participants has acquired the competencies in each session. For this he uses a combination of teaching materials: theoretical quizzes, questions and practical exercises in the classroom and home exercises, in order to measure the application extent of the contents, for each of the participants.

Every participant as well, must go to supervised practices in workshops and classrooms adapted to the reality of work, which have been specially designed to create environments as close to this, in order to evaluate not only the knowledge acquired in classroom, but specially the implementation of these in each of the functions to be performed. The behaviors and attitudes that the participant must develop or change are also evaluated, to execute with quality and according to the defined standard, each of the training objective functions. For the skills, abilities and attitudes evaluation, the instructor uses practice booklets and checklists designed for this, correcting and designing new exercises or tools, to ensure that each participant acquires the competencies, which is the objective of the training.

At the end of the program, a labor competency certificate or diploma is issued, according to the complexity and module number of the training program, which is recorded in the corresponding INTECAP unit. The certification is granted only to participants who have met the standard of labor competency defined in a policy or competency standard, which ensures that the participant: a) knows (knowledge), b) knows how to do, c) knows how to be and d) knows how to learn, in relation to a particular function or occupation.

## VII. RESULTS TO DATE OR EXPECTED RESULTS IN THE SHORT AND MEDIUM TERM

INTECAP has the Tourism and Hospitality Center, the Gastronomy Center and the Meat Technology Center; with all the necessary facilities to train the participants who want to start or complement their competencies in the profession, “in an environment close to the working reality”. It has also a School Restaurant, where participants have the opportunity to put into practice the knowledge, skills, attitudes, behaviors and necessary values to fulfill the functions assigned with quality, according to the object of the training. In the School Restaurant each participant is rotated to cover all functions of the kitchen and restaurant areas, with the purpose to help them develop multifunctional competencies.

INTECAP also provides technical support and technical documentation services to hotels and national gastronomy companies.

## A. INTECAP TRAINING OFFER IN TOURISM SECTOR

Within the current training offer, INTECAP has Hospitality, Tourism and Gastronomy related specialties, listed below.

### 1. TECHNICAL MIDDLE LEVEL OR MIDDLE MANAGEMENT

#### A) SHORT TECHNICAL CAREER ON SMALL BUSINESS

##### ADMINISTRATION:

During the career development, the participant will acquire skills to plan, organize, direct and control a small business, as well as implement preproduction, production, marketing and after sales service activities, allowing the achievement of the foreseen objectives, according to successful contemporary management approaches, meeting procedures, best practices and positive behaviors in work activities.

#### B) SHORT TECHNICAL CAREER ON MICROBIOLOGICAL CONTROL ON FOOD:

During the career development, the participant will acquire skills to make sampling techniques, quality control, bacteria analysis and pathogen identification in food, allowing the achievement of the foreseen objectives, according to successful contemporary management approaches, meeting procedures, best practices and positive behaviors in work activities.

### 2. TECHNICAL MIDDLE LEVEL OR SUPERIOR

#### A) INTERNATIONAL CHEF TECHNICAL CAREER:

During the career development, the participant will acquire skills to plan, prepare and present dishes, cakes, desserts and drinks of national and international cuisine, meeting procedures, best practices and positive behaviors in work activities.

#### B) HOTEL AND TOURISM TECHNICIAN:

During the career development, the participant will acquire skills to plan, organize, direct and control functional areas of small and medium hotel establishments and companies providing tourist services, meeting procedures, best practices and positive behaviors in work activities.

#### C) INDUSTRIAL FOOD PROCESSING TECHNICIAN:

During the career development, the participant will acquire skills to manage, inspect and process food to preserve raw materials and products in industrial plants, using own equipment from occupation, meeting procedures, best practices and positive behaviors in work activities.



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**D) REFRIGERATION AND AIR CONDITIONER TECHNICIAN:**

During the career development, the participant will acquire skills to install and assemble industrial refrigeration equipment, transportation and air conditioner systems, as well as servicing domestic and commercial refrigeration equipment, meeting procedures, best practices and positive behaviors in work activities.

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**E) TOURISM SECTOR BUSINESS ADMINISTRATION:**

During the career development, the participant will acquire skills to plan and manage different processes of functional areas of small and medium enterprises providing services in the tourism sector, meeting procedures, best practices and positive behaviors in work activities.

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**3. FORJA – FORMACIÓN DE JÓVENES Y ADULTOS (YOUTH AND ADULT EDUCATION AT THE OPERATIONAL LEVEL)**

Initial or complementary training provided through short, medium and long duration careers, for participants to develop the skills that enable them to work in middle and operational level occupations.

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**A) TOURISM SECTOR BUSINESS ADMINISTRATOR:**

During the career development, the participant will acquire skills to plan and manage different processes of functional areas of small and medium establishments providing services in the tourism sector, meeting procedures, best practices and positive behaviors in work activities.

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**B) BARTENDER:**

During the career development, the participant will acquire skills to prepare and present different drinks, non-alcoholic and alcoholic beverages, prepare and serve snacks, as well as providing advice and customer service, meeting procedures, best practices and positive behaviors in work activities.

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**C) HEAD WAITER:**

During the career development, the participant will acquire skills to plan, organize and manage food and beverage service, as well as cleaning, workstation supply and restaurant service, meeting procedures, best practices and positive behaviors in work activities.

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**D) BUTCHER:**

During the career development, the participant will acquire skills to dismember animal carcasses for human consumption, beef filleting and packing of meat pieces, meeting procedures, best practices and positive behaviors in work activities.

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- E) GUATEMALAN GASTRONOMY CHEF:**  
During the career development, the participant will acquire skills to plan, prepare and present different dishes of national cuisine by region, meeting procedures, best practices and positive behaviors in work activities.
- F) GENERAL TOURIST GUIDE:**  
During the career development, the participant will acquire skills to lead tourist groups at nationwide tourist sites, meeting protocols and positive behaviors in work activities.
- G) LOCAL TOURIST GUIDE:**  
During the career development, the participant will acquire skills to lead tourist groups at a specific site or region, meeting protocols and positive behaviors in work activities.
- H) BAR AND RESTAURANT WAITER:**  
During the career development, the participant will acquire skills to organize and prepare the work and service area, provide advice to customer and provide food and beverage service in restaurants, meeting procedures, best practices, and positive behaviors in work activities.
- I) EVENT ORGANIZER:**  
During the career development, the participant will acquire skills to coordinate, prepare, plan, set up and supervise the events service, meeting procedures, best practices and positive behaviors in work activities.
- J) PASTRY CHEF:**  
During the career development, the participant will acquire skills to plan, design, prepare, produce, assemble and present various pastry products, meeting procedures, best practices and positive behaviors in work activities.

## **B. INTECAP PROJECTIONS IN HOSPITALITY, TOURISM AND GASTRONOMY AREAS**

As a mid or long term projection of INTECAP, an expansion on its specialized services is expected, in Hospitality, Tourism and Gastronomy areas. Not only at a national but at a regional level, making its training programs and its Specialized Center available, for which it has signed agreements with Central America, Panama and Dominican Republic Vocational Training Institutes, for the approval of the labor competency norms and standards. This could be part of the activities to be undertaken in a second phase by the AEC, which would involve the addition of the Great Caribbean Region, South America and Mexico.

### C. SUCCESS KEY ELEMENTS OF THE PROGRAM OR METHODOLOGY OF VOCATIONAL EDUCATION OR VOCATIONAL TECHNICAL TRAINING

The key aspect of INTECAP training programs in the tourism area is based on the involvement of the productive sector in the functions and competencies definition. From the definition of information that forms the basis for competency policy or standard development, which serves as the base for the design and definition of the programs and careers offered. As well as for the definition of instruments for competency evaluation and the certification of persons who have acquired the defined competencies in the standard or labor competence policy.

### D. OPPORTUNITIES AND CHALLENGES OF THE ORGANIZATION ON THE SUBJECT OF VOCATIONAL EDUCATION AND/OR TECHNICAL AND VOCATIONAL TRAINING BASED ON COMPETENCIES FOR THE JOB. FUTURE ORGANIZATION PLANS.

INTECAP is pioneer in Guatemala, in the implementation of the methodology by labor competencies; its work began in 1999 in the Construction, Tourism, Banking and Insurance areas. It has the expertise to expand nationally the programs standardized and designed by the labor competence methodology. Which the Ministry of Education, along with the productive sector, the Ministry of Labor, national Universities and International Cooperation, may become the basis to promote development at the sector level of the country or the region, including the Great Caribbean, achieved through a scholarship program, with the support of ILO and CINTERFOR.

Another big challenge for INTECAP, is to increase the training coverage nationwide, in the tourism area. This is reflected in the data of Tourism Competitiveness Report 2013.<sup>30</sup>

In the chart above, the position of the Competitiveness of Tourism Area in Guatemala is reflected, considering 5 different aspects, in relation to 140 countries, according to the World Economic Forum 2013. The need to strengthen the Education and Training areas is reflected, since in this aspect Guatemala occupied the 93 position, with a score of 4.4 out of 7.

	Rank (out of 140)	Score (1-7)
HUMAN RESOURCES	86	4.7
<u>Education and Training</u>	93	4.4
Primary education enrollment, net %	41	96.9%
Secondary education enrollment, gross %	108	58.5%
Quality of the educational system	127	2.6

<sup>30</sup> World Economic Forum (2013). The Travel and Tourism Competitiveness Report 2013 – Reducing Barriers to Economic Growth and Job Creation, Geneva. 517p.

Local availability specialized research & training	53	4.4
Extent of staff training	40	4.3
<u>Availability of qualified labor</u>	66	5.1
Hiring and firing practices	54	4.2
Ease of hiring foreign labor	59	4.2
HIV prevalence, % adult population	96	80.0%
Business impact of HIV/AIDS	61	5.5
Life expectancy, years	90	71.1

In the chart above the critical aspect to overcome, in the ranking, can be noticed, the Quality of the educational system, occupying the 127<sup>th</sup> position in relation to 140 countries, followed by the Secondary education enrollment, gross %.

This means that the aspects of design, development and evaluation for the educational and training programs has to be reinforced, that are developed in the Tourism Area, which implies greater investment in methodology aspects, material design and training-education strategies, greater program diversity, coverage and investment in Educational Technology ICT through e-learning and the platform launched in 2005 and in the training of Facilitators and Tutors; to actually help in the development of the participants' competencies, defined as the sum of knowledge, skills, attitudes, behaviors, values and experiences they need to fulfill their functions with quality, not only to materialize the mere transmission of knowledge and evaluation of traditional education.

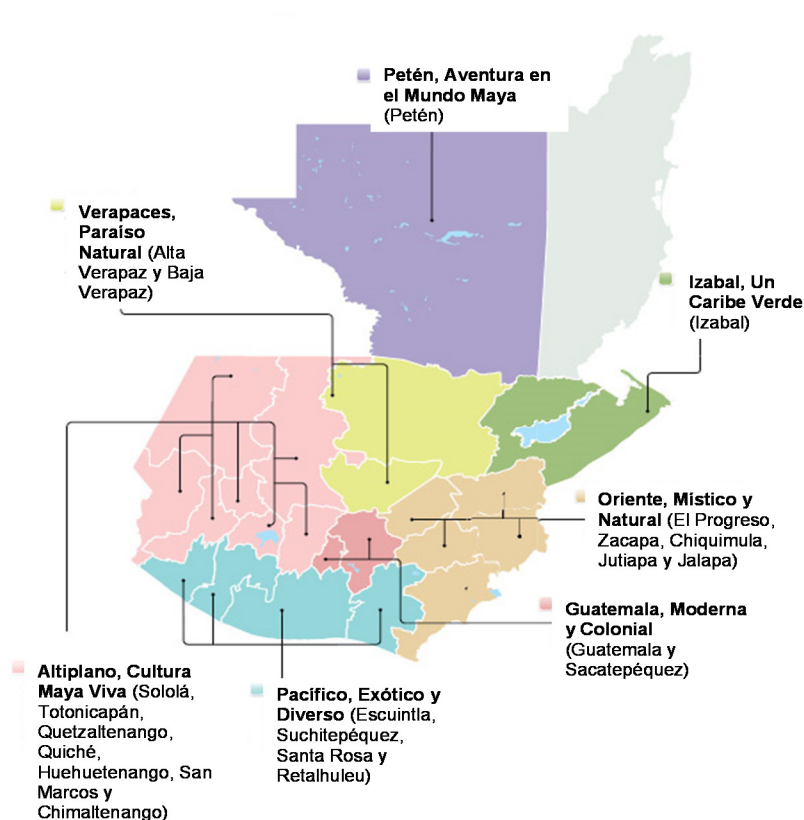
Although the main problem is that both educational and work training systems, have a lack of conceptualization and coordination on its purposes and therefore a mid and long term integral vision, of the organizational requirements (study plans and programs with close connection to the productive and service country sectors), and technical educational infrastructure, required to provide technical vocational education and training TVET, by labor competence for the Tourism Sector, to achieve integral development of complementary competencies, both basic and generic.

Therefore the challenge is to establish such coordination and definition of the actors involved and their functions, with the purpose that each of them focus on their role and do not intend to cover functions that do not correspond to them, to achieve optimization of resources and the ultimate goal of the consultancy, which is to improve the productivity and competitiveness of the Regional Tourism Industry.

In Guatemala, there are 7 tourist regions defined at national level<sup>31</sup> (see map below), and one of the main challenges and opportunities in relation to it, is to define the tourism potential and characteristics of each, to offer a variety of tourism services to promote the tourism development in the 7 regions. This will not only create employment opportunities but also new revenue sources to municipalities and communities, for the tourism services that may result. And therefore, training and education will be needed at TVET level, to meet the generated demand.

<sup>31</sup> Fuente: INGUAT, Regiones Turísticas de Guatemala.

## 7 TOURIST REGIONS OF GUATEMALA



The following chart shows that during 2013, INTECAP has managed to cover the training of 183, 124 women and 127, 010 men, for a total of 310, 134 people. Engulfing 4, 159,583 people since 1972 to 2013. This represents just 2.14% of the total population of 2013 (14.5 million) and 3.52% of the EAP (60.70% in 2013, about 8, 801,500 inhabitants).

Currently Guatemala has a population of 14.6 million inhabitants, challenge that is increasing for both the educational system and for vocational training system, not only in Guatemala but in Central America.

### PEOPLE TRAINED BY INTECAP FROM 1972 TO 2013<sup>32</sup>

<sup>32</sup> Memoria de Labores INTECAP 2013. February, 2014.

YEAR	PARTICIPANTS		
	MEN	WOMEN	TOTAL
1972	4,210	2,806	7,016
1973	5,750	3,833	9,583
1974	5,800	3,867	9,667
1975	5,644	3,762	9,406
1976	5,431	3,621	9,052
1977	8,007	5,338	13,345
1978	9,551	6,368	15,919
1979	17,680	11,787	29,467
1980	22,806	15,204	38,010
1981	34,151	22,768	56,919
1982	37,816	25,211	63,027
1983	20,932	13,955	34,887
1984	17,256	11,504	28,760
1985	16,835	11,223	28,058
1986	16,226	10,817	27,043
1987	16,836	11,224	28,060
1988	19,792	13,195	32,987
1989	27,512	18,341	45,853
1990	32,540	21,694	54,234
1991	40,424	26,949	67,373
1992	30,679	20,452	51,131
1993	22,537	15,024	37,561
1994	22,661	15,108	37,769
1995	29,424	19,616	49,040
1996	43,348	28,899	72,247
1997	56,861	37,908	94,769
1998	68,855	45,903	114,758
1999	85,084	56,722	141,806
2000	86,931	57,954	144,885
2001	94,792	63,195	157,987
2002	85,960	57,307	143,267
2003	101,832	67,888	169,720
2004	117,109	78,073	195,182
2005	129,554	86,369	215,923
2006	153,319	102,213	255,532
2007	87,864	71,455	159,319
2008	112,779	91,723	204,502
2009	127,675	126,836	254,511
2010	128,311	96,206	224,517
2011	140,631	98,262	238,893
2012	164,760	112,704	277,464
2013	183,124	127,010	310,134
<b>TOTAL 1972-2013</b>	<b>2,439,289</b>	<b>1,720,294</b>	<b>4,159,583</b>

## VIII. OTHER CHALLENGES RELATED TO TVET AND TRAINING BY COMPETENCIES IN THE TOURISM SECTOR AND OTHERS IN GUATEMALA

### A. DIVERSIFIED CYCLE COVERAGE AND QUALITY

Guatemala has one of the lowest net rates in secondary education enrollment in Latin America. In 2007, while Latin American rate was 69%, Guatemalan rate was 38%. Although primary coverage has increased in recent decades, the rate of basic cycle and the diversified cycle are still low. Data from the 2007 Statistical Yearbook allow the characterization of the diversified cycle as follows:

- **Coverage is low.** Only one of five young people is at the right age cycle. In 2006, according to ENCOVI, 55.3% of young people between 16 and 18 years old were outside the education system. This implies that for those inside the system, 44.7% were in the diversified cycle and others in the basic and primary cycles.
- **Coverage is concentrated in metropolitan and urban areas.** 37.2% of students are in the department of Guatemala, 8.8% in Quetzaltenango and 5.3% in San Marcos. The other departments have lower percentages. On the other hand, 93.4% of the students are in urban areas.
- This implies that in rural areas young people have no access to diversified cycle or their families must make financial efforts to send them to municipal or departmental capitals so they can study.
- **Women ratio: At national and urban areas, women are favored; in the rural area men are favored.** <sup>33</sup> The ratio is 1.02 at national level, 1.03 in the urban area and 0.92 in the rural area. The greatest gaps related to gender in favor of men are found in the departments of Chimaltenango (0.7), Alta Verapaz (0.7) and Suchitepequez (0.7); and in favor of women, Quetzaltenango (1.4), Baja Verapaz (1.4) and Chiquimula (1.4).
- **Unequal access by ethnic affiliation is highly noted and unfavorable to the indigenous population.** According to the 2002 census, 41% of the population is indigenous. However, only 12.9% of students in the diversified cycle are indigenous. Out of 36, 382 indigenous students, only 6, 126 (16.8%) are in rural areas.
- **Funding is concentrated in the private sector.** In contrast to the primary level, dominantly covered by the public sector, 77.3% of the students in diversified cycle are attended by the private sector, 18.9% by the public sector and 3.76% by the cooperative sector. The last refers to education institutes by cooperative, whose financing is tripartite: Ministry of Education, municipality and parents' contributions.

The data presented above support the conclusion that youth between 16 and 19 years old, have little access opportunities to the diversified cycle, if the following characteristics are combined: residence in departments and rural areas, indigenous ethnic affiliation, low or extreme low socioeconomic level, and being woman in Chimaltenango, Alta Verapaz and Suchitepequez, or being a man in Quetzaltenango, Baja Verapaz and Chiquimula, these are opportunities that the Ministry of Education, INTECAP and the Tourism Sector have to expand their services coverage at the national level.

<sup>33</sup> Millennium Objective 3: Equity gender promotion and women autonomy.



## IX. RECOMMENDATIONS

The specific goal to be achieved with this project is to improve the productivity and competitiveness of the Regional Tourism Industry (in the Great Caribbean) to gain a better understanding in the area of human resource development. Based on this, the following recommendations are posed for Guatemala:

- a. Define and standardize, at a regional level by the ACS, the model and methodology for Education-Training by Competencies to be applied to TVET for Tourism Sector, based on the experience of each of the subject countries and the proposal made as result of this consulting.
- b. Create a multi-stakeholder organization, responsible for defining national policy to address the issue of identification, standardization or normalization, training-education, evaluation and certification of competencies in the Tourism Sector in Guatemala, as well as to define and coordinate actions of the different actors to have a National System to help improve the productivity and competitiveness of the Regional Tourism Industry, that fosters integral development of the human resource competencies, in coordination with other Great Caribbean countries inter-agencies, as proposed by the consultancy.
- c. Define the characteristics and potential of each of the seven tourist regions and based on this, define differentiated services that will generate new jobs, raising the rates of employment<sup>34</sup>. And it will also provide revenue to the municipalities and communities through the new generated touristic services. This revenue may be used by municipalities to cover the basic services of electricity, water and sanitation, and the additional revenue may contribute to designate local protected areas and to design sustainable management systems to develop ecotourism and other tourism activities under the sustainability scope, which are related to the Millennium Development Goals<sup>35</sup>. Each touristic destiny will require boosting its own specialty in the field of culinary products with a more specific type of training.
- d. Update the map of functions and competencies of the Tourism Sector, made by INTECAP in 2000 and a standardization process with other countries of the Great Caribbean.
- e. Identify and collect the existing national competency rules of tourism sector (made by INTECAP in 2000) and in each of the countries of the Great Caribbean.
- f. Prioritize and distribute among countries of the Great Caribbean, the Tourism Sector areas that the country wants and needs standardize, in order to join efforts and minimize costs and time in the development of the competency standard.
- g. Identify and standardize through labor competency rules, the functions and competencies of each of the areas of Tourism Sector assigned as the previous point, with the participation of the Tourism Sector, prior to establish the gaps for training, TVET and other existing education levels nationwide.
- h. Homologate the standards defined at national level, with the other countries of the Great Caribbean so that they can be used or adapted by each of the other countries.
- i. Evaluate and identify the training-education TVET gaps of Human Resource from the Tourism Sector, at a national level, based on standards defined and approved at the regional level, depending on the model and methodology approved by ACS and the countries that comprise it.
- j. Define the continuous education-training plan and strategies, as it corresponds to each location or destination of the Tourist Sector. According to the potential and characteristics of the 7 regional established at a national level, fulfilling the needs in stages (short, medium and long term) and

<sup>34</sup> Objetivo 1: Erradicar la pobreza extrema y el hambre.

<sup>35</sup> Cumple con el Objetivo 7: Garantizar el sustento del medio ambiente y con el “Establecimiento de la Zona de Turismo Sostenible del Caribe (ZTSC)”, una de las áreas estratégicas del Programa de Trabajo de Turismo Sostenible de la AEC:

incorporate the 4 strategic areas of the Sustainable Tourism Work Program from ACS<sup>36</sup> into the curriculum, complemented by the identified needs and priorities during the investigation, raised in the proposal.

- k. Make continuous education-training awareness and tourism awareness workshops for the service providers (drivers and others), with the participation of the productive sector of Tourism and Hospitality, involving municipalities and key communities (in accordance to the 7 tourism regions of the country), who are demanding these services, and technical training-education institutions. Government entities, municipalities, private organizations and NGO's can be a financing source for the program development. As a result of the workshops, prioritization of areas and subjects, focus in terms of beneficiaries and funding formulas should emerge.
- l. Regarding food services, whatever the destination and type of service is, training in matters of general nature are required, such as food handling and preparation, to ensure the health and even the tourists' lives.
- m. Define, design and reproduce learning materials and competency evaluation instruments, according to the competency rules defined and the training plans. As part of this, form a platform or e-learning network, through which the contents of professional training-education will be standardized, with the advantages and benefits of ICT. Achieving cost reduction, tool, instrument, and program and material access for all the members of the "TVET Education by Labor Competence Network", by Internet from any place in the word. Each country will design the materials and instruments of the rules that were assigned, according to item f.
- n. Organize training pilot plans in different countries, in order to evaluate the quality of each designed program, and detect at a smaller scale the improvement points, necessary adaptations and changes that have to be implemented to achieve integral development of the participants' competencies, to improve the Tourism Regional Industry productivity and competitiveness in Guatemala, Central America, Mexico, South America and the Great Caribbean.
- o. Define and design a Certification System for the "TVET Education by Labor Competence Network", as well as stakeholders and roles that apply to each.
- p. Establish a periodic audit system, applicable to all components and stakeholders of the Model and the System, to ensure continuous improvement and the satisfaction of all customers.

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<sup>36</sup> Establishment of the sustainable tourism areas in The Caribbean (STZC), 2. Safety for tourists, 3. Promotion of the languages and cultures of the Greater Caribbean, 4. Promotion of multi-destination tourism.

**X. ACRONYMS AND ABBREVIATIONS**

ASIES	Asociación de Investigación y Estudios Sociales (Research and Social Studies Association)
ACS	Association of Caribbean States
CONOCER	Centro de Normalización y Certificación para el Trabajo (Council for Normalization and Certification)
CINTERFOR	Centro Interamericano para el Desarrollo del Conocimiento en la Formación Profesional (Interamerican Center for the Development of Knowledge and Professional Training)
CONALFA	Consejo Nacional de Alfabetización (National Literacy Committee)
DIPLAN	Dirección de Planificación (Planning Directorate, Ministry of Education)
DIGEEX	Dirección General de Educación Extracurricular (General Directorate of Extracurricular Education, Ministry of Education)
CAFTA-DR	Domenic Republic-Central America Free Trade Agreement
FDI	Foreign Direct Investment
FORJA	Formación de Jóvenes y Adultos (Young and Adult Education)
AFD	French Development Agency
GDP	Gross Domestic Product
INGUAT	Guatemala Tourist Commission
FUNDESA	Guatemalan Development Foundation
INTECAP	Instituto Técnico de Capacitación y Productividad (Technical Institute of Training and Productivity)
ILO	International Labor Organization
MINEDUC	Ministry of Education
GTQ.	Quetzales (local currency)
TVET	Technical and Vocational Education and Training
TSA	Tourism Satellite Account
T&T	Travel and tourism
UNESCO	United Nations Education Sciences and Culture Organization

USAID	United States Agency for International Development
USAC	Universidad de San Carlos de Guatemala (San Carlos University)
VTI	Vocational Training Institutes
WEF	World Economic Forum
WTTC	World Travel and Tourism Council

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Ministry of Labor and Social Welfare: <http://www.mintrabajo.gob.gt/>

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## ANNEX - LIST OF POST-SECONDARY TOURISM VOCATIONAL INSTITUTIONS

CITY	NAME	COURSES/CAREERS
Ciudad Guatemala	Centro Cultural de las Américas No. 3	Secretariado Bilingüe, Perito Contador, Bachillerato y Secretariado Oficinista con especializaciones en: Turismo, Hotelería, Agencias de Viajes y Líneas Aéreas. direccion@culturaldelasamericas.com
	Centro Educativo Montenevado	Bachillerato en Turismo y Administración de Hoteles
	Colegio Francés Americano	Bachillerato en Turismo y Administración de Hoteles
	Instituto Coactemalan	Perito en Administración Turística y Hotelera
	Centro de Estudios Turísticos y Financieros Continental	Bachillerato en Turismo
	Liceo Técnico Comercial	Bachillerato en Turismo y Administración de Hoteles
	Royalty Escuela Internacional de Viajes, Turismo y Comercio	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Centro Intercultural de Computación y Turismo C.I.C.T.	Bachillerato en Turismo
	Liceo Profesional en Computación y Ciencias Comerciales	Bachillerato en Turismo y Administración de Hoteles
	Liceo Técnico Integral en Computación y Turismo	Bachillerato en Turismo y Administración de Hoteles
	Colegio Valverde	Bachillerato en Turismo y Administración de Hoteles
	Colegio Evangélico Mixto La Patria	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Instituto Nacional de Formación Técnica	Bachillerato Industrial con Especialidad en Cocina
	Instituto Técnico en Electrónica y Dibujo I.T.E.D. II	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Liceo de Computación C.S.S.	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Colegio Panamericano No. 4	Bachillerato en Hotelería y Hogar, Bachillerato en Turismo
	Colegio Valverde No.3	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Liceo Juvenil Guatemalteco	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Colegio Panamericano No.6	Bachillerato en Turismo
	Escuela Técnica de Hotelería y Hogar Zunil	Bachillerato en Ciencias y Letras con Orientación en Hotelería y Hogar
	Liceo Integral Milenium	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Colegio Panamericano No. 3	Bachillerato en Hotelería y Hogar, Bachillerato en Turismo

CITY	NAME	COURSES/CAREERS
	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Colegio Panamericano	Bachillerato en Turismo
	Colegio Bilingüe Especializado en Computación Kairos	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Colegio Privado Mixto Belén	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Centros de Estudios Turísticos Continental	Servicios educativos carreras: Secretariados y Bachillerato especializados en Turismo y Hotelería o especializados en <i>Call Center</i> . Servicios de consultoría en capacitación de Recursos Humanos en los campos del sector turístico, incluye campos de hotelería, agencias de viajes, ecoturismo, cultura turística, gestión de recursos humanos, liderazgo y habilidades gerenciales
Santa Catarina Pinula	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Colegio Liec	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Colegio La Place	Bachillerato en Ciencias y Letras con Orientación en Turismo
San José Pinula	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
Mixco	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
Sn. Pedro Sacatepéquez	Liceo Integral Sanpedrano	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Colegio de Computación CEI-PC Villas	Bachillerato en Ciencias y Letras con Orientación en Turismo
Amatitlán	Colegio Formación Integral de Amatitlán	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Liceo Mixto San Juan	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Liceo Cristiano Beth Shalom	Bachillerato en Ciencias y Letras con Orientación en Turismo
Villa Nueva	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo

CITY	NAME	COURSES/CAREERS
	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Colegio Evangélico Bet-El Shamma	Bachillerato en Turismo y Hotelería
	Centro Educativo José Milla y Vidaurre	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Centro Cristiano Educacional Vida, S.A.	Bachillerato en Turismo y Administración de Hoteles
	Liceo Técnico de Villa Nueva	Bachillerato en Turismo y Hotelería
San Miguel Petapa	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Centro Educativo Bertrand Russell	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Centro de Estudios Mercadológicos y Publicitarios	Bachillerato en Turismo y Hotelería
	Colegio Mixto Valle del Saber	Bachillerato en Ciencias y Letras con Orientación en Turismo
Guatemala	Colegio Católico Particular Mixto Padre Gabriel Peñate Rodríguez	Bachillerato en Ciencias y Letras con Orientación en Turismo
Sanarate	Colegio Profesional de Turismo Guatemalam	Bachillerato en Turismo y Administración de Hoteles
Antigua Guatemala	Liceo Antigüño	Perito en Administración Turística y Hotelera
	Instituto Municipal de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Instituto Tecnológico Empresarial	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Centro Educacional Valle Colonial	Perito en Administración Turística y Hotelera
	Colegio Antigua	Perito en Administración Turística y Hotelera
Jocotenango	Colegio Mixto Liceo Latino	Secretariado Bilingüe con Orientación en Turismo - Agencia de Viajes
	Instituto Técnico Diversificado para Secretariado y Oficinista con Orientación Jurídica y Bachillerato en Turismo y Hotelería	Bachillerato en Turismo y Hotelería
	Liceo Mixto Bilingüe Empresarial	Bachillerato en Turismo
Pastores	Colegio La Esperanza	Bachillerato en Ciencias y Letras con Orientación en Turismo
Sumpango	Liceo Científico Tecnológico Israel	Bachillerato en Turismo y Administración de Hoteles
Sn. Lucas Sacatepéquez	Liceo John Dewey	Bachillerato en Ciencias y Letras con Orientación en Turismo
Sta. Lucía Milpas Altas	Instituto Mixto Municipal de Educación Diversificado	Bachillerato en Ciencias y Letras con Orientación en Turismo
Ciudad Vieja	Liceo Teresa de Ávila	Bachillerato en Turismo

CITY	NAME	COURSES/CAREERS
	Liceo de Computación Ciencia y Tecnología	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Liceo Mixto Integral	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Colegio Nuestra Señora de Lourdes	Bachillerato en Turismo y Administración de Hoteles
Alotenango	Colegio Particular Alpha y Omega	Bachillerato en Turismo y Administración de Hoteles
Chimaltenango	Colegio José Simeón Cañas y Villacorta	Bachillerato en Turismo y Administración de Hoteles
	Centro de Estudios Técnicos y Avanzados de Chimaltenango No. 2 C.E.T.A.CH. No. 2	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Colegio Bless	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Liceo Nueva Generación	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Liceo Cristiano Hispanoamericano	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Centro de Estudios Técnicos y Avanzados de Chimaltenango C.E.T.A.CH.	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Liceo Científico Tecnológico EN-GADI	Bachillerato en Turismo y Administración de Hoteles
	Tecnológico Preuniversitario	Bachillerato en Turismo y Hotelería, Bachillerato en Turismo con Orientación en Computación
Tecpán Guatemala	Instituto Nacional de Educación Diversificada 6 de febrero	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Liceo Tecpán	Bachillerato en Turismo
Sn. Miguel Pochuta	Instituto Municipal de Diversificado Pochuta Centenario	Bachillerato en Ciencias y Letras con Orientación en Turismo
Escuintla	Centro Educacional Guatemalteco del Sur	Bachillerato en Ciencias y Letras con Orientación en Turismo
La Gomera	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
San José	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Colegio Particular Mixto Santa María	Bachillerato en Ciencias y Letras con Orientación en Turismo
Iztapapa	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
Nueva Concepción	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Instituto Municipal de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Colegio Evangélico Elim	Bachillerato en Ciencias y Letras con Orientación en Turismo
Cuila pa	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo

CITY	NAME	COURSES/CAREERS
	Colegio Bilingüe Centro de las Américas	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Colegio Técnico Industrial Emanuel	Bachillerato en Ciencias y Letras con Orientación en Turismo
Sta. Rosa de Lima	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
Sn. Rafael Las Flores	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
Oratorio	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
Sn. Juan Tecuaco	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
Chiquimulilla	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
	CPMI Centro Integral Sistemático C.I.S	Bachillerato en Ciencias y Letras con Orientación en Turismo
Taxisco	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
Guazacapan	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
Sta. Cruz Naranjo	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
Nueva Sta. Rosa	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
Sololá	Liceo Mixto Privado Sololá	Bachillerato en Turismo y Hotelería
Sta. Lucía Utatlán	Instituto Privado de Educación Diversificada "Conocimiento y Verdad"	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Colegio Privado Dr. Jorge Romero Imery	Bachillerato en Ciencias y Letras con Orientación en Turismo
Panajachel	Colegio Mixto Juan Pablo II	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Liceo Urrutia CEEP	Bachillerato en Ciencias y Letras con Orientación en Turismo
Sn. Lucas Tolimán	Instituto Nacional de Diversificado	Bachillerato en Ciencias y Letras con Orientación en Turismo

CITY	NAME	COURSES/CAREERS
Sn. Juan La Laguna	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
Sn. Pedro La Laguna	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
Totonicapán	Escuela Normal Nacional Rural de Occidente Guillermo Ovando Arriola	Secretariado Bilingüe con Orientación en Turismo y Hotelería
	Colegio Privado Mixto La Familia	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Escuela Normal Primaria Bilingüe Intercultural Adscrita a la ENRO	Perito Contador con Orientación Comercial y Turismo
Quetzaltenango	Colegio Evangélico Bethania	Bachillerato en Turismo y Administración de Hoteles
	Instituto Nacional de Educación Diversificada	Bachillerato en Turismo y Administración de Hoteles
	Colegio John Harvard	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Colegio Continental	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Colegio Mixto Centro de Estudios Integrados	Bachillerato en Turismo y Administración de Hoteles
	Colegio Preuniversitario Friedrich Von Hayek	Bachillerato en Turismo y Administración de Hoteles
	Colegio Preuniversitario El Prado	Bachillerato en Turismo y Administración de Hoteles
	Colegio Evangélico La Patria	Bachillerato en Turismo y Administración de Hoteles
Sn. Martín Sacatepéquez	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
Coatepeque	Instituto Privado Técnico Empresarial Coatepeque	Bachillerato en Turismo y Administración de Hoteles
	Instituto Tecnológico Privado de Coatepeque	Bachillerato en Turismo y Administración de Hoteles
	Instituto Particular Mixto Pedro Molina	Bachillerato en Ciencias y Letras con Orientación en Turismo
Mazatenango	Colegio Panamericano No. 8	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Colegio Privado Mixto Santa María del Camino	Bachillerato en Turismo y Hotelería
	Colegio Privado Mixto Rosario	Bachillerato en Turismo y Hotelería
Sn. Fco. Zapotitlán	Colegio Preuniversitario Camino a la Excelencia	Bachillerato en Ciencias y Letras con Orientación en Turismo
Retalhuleu	Colegio Privado Urbano Mixto Monterrey	Bachillerato en Turismo y Administración de Hoteles

CITY	NAME	COURSES/CAREERS
	Colegio Privado Urbano Mixto Bilingüe Paraíso	Bachillerato en Ciencias y Letras con Orientación en Turismo
Sn. Martín Zapotitlán	Centro de Estudios Integrales	Bachillerato en Turismo y Administración de Hoteles
Champerico	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
El Asintal	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
Sn. Marcos	Escuela Técnica de Computación	Bachillerato en Turismo y Administración de Hoteles
Sn. Pedro Sacatepéquez	Colegio Privado Urbano Mixto de Estudios Avanzados CESC	Bachillerato en Turismo y Administración de Hoteles
El Tumbador	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
Sn. José El Rodeo	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
Malacatán	Colegio Evangélico Mixto Centroamericano	Bachillerato en Ciencias y Letras con Orientación en Turismo
Catarina	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
Ayutla	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
Pajapita	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
Huehuetenango	Liceo Preuniversitario de Informática	Bachillerato en Turismo y Hotelería
	Colegio Privado Mixto Americano	Bachillerato en Ciencias y Letras con Orientación en Turismo
Sta. Cruz del Quiché	Instituto Privado Técnico Industrial Quiché	Bachillerato en Turismo y Administración de Hoteles
	Liceo Tecnológico de Occidente La Preparatoria	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Instituto Técnico de Nivel Medio	Bachillerato en Ciencias y Letras con Orientación en Turismo
Sto. Tomás Chichi.	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
Nebaj	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
Salamá	Colegio Particular Mixto Ciencia y Desarrollo	Bachillerato en Turismo y Administración de Hoteles
Cobán	Centro de Formación Integral Ciudad de la Esperanza	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Colegio Nuestra Señora de la Esperanza	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Colegio Particular Mixto Imperial	Perito en Administración Turística y Hotelera
	Liceo Preuniversitario del Norte	Bachillerato en Ciencias y Letras con Orientación en Turismo
Sn. Pedro Carchá	Colegio Sthella de Hernández	Bachillerato en Ciencias y Letras con Orientación en Turismo



CITY	NAME	COURSES/CAREERS
Sta. María Cahabón	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
Flores	Liceo Petenero en Ciencias Administrativas, Recursos Naturales y Turismo	Perito en Administración Turística y Hotelera
	Instituto Técnico de Educación Media de Petén "ITEMP"	Bachillerato en Turismo Ecológico
	Liceo Maya	Perito en Ciencias Turísticas
Sn. Benito	Instituto Nacional de Educación Diversificada	Secretariado Bilingüe con Orientación en Turismo y Hotelería
Sn. Andrés	Centro Educativo The Jungle School	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Colegio Privado con Orientación Cristiana Liceo Emanuel	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Centro Estudiantil Carlos Sosa	Bachillerato en Ciencias y Letras con Orientación en Turismo
La Libertad	Colegio Santa Cruz	Bachillerato en Ciencias y Letras con Orientación en Turismo
Dolores	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Colegio San Martín de Porres	Bachillerato en Ciencias y Letras con Orientación en Turismo, Perito en Ecoturismo
	Liceo Educativo Salem	Bachillerato en Ciencias y Letras con Orientación en Turismo
Melchor de Mencos	Centro Educativo Bilingüe Valparaíso de Jesús	Bachillerato en Turismo y Administración de Hoteles
Poptún	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Centro Educativo El Bosque	Bachillerato en Ciencias y Letras con Orientación en Turismo, Perito en Administración Turística y Hotelera
Pto. Barrios	Colegio Particular Mixto Cristo Rey	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Colegio Mixto Bilingüe Quetzalli	Bachillerato en Ciencias y Letras con Orientación en Turismo
Livingston	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Colegio Cristiano Privado Mixto de Educación Básica y Diversificada Monte Peniel	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Instituto Privado Mixto de Formación Juvenil Río Dulce	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Instituto Particular Mixto Ak Tenamit Pueblo Nuevo	Perito en Turismo Sustentable

CITY	NAME	COURSES/CAREERS
	Colegio de Educación Básica y Diversificada en Estudios Comerciales con Orientación en Computación y Turismo Nuevo Amanecer	Bachillerato en Ciencias y Letras con Orientación en Turismo
Morales	Instituto Particular de Educación Básica y Diversificada adscrita a Colegio Mundo Infantil	Bachillerato en Ciencias y Letras con Orientación en Turismo
Los Amates	Escuela Particular Mixta Licenciado David Vela	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Colegio J. Harvard	Bachillerato en Ciencias y Letras con Orientación en Turismo
Gualán	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
Teculután	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Colegio Maya Teculután	Bachillerato en Ciencias y Letras con Orientación en Turismo
Chiquimula	Colegio Internacional Americano en Turismo	Perito en Administración Turística y Hotelera
Esquipulas	Instituto Técnico Industrial Henry Ford	Bachillerato en Turismo y Administración de Hoteles
	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
Ipala	Instituto Técnico Industrial Albert Einstein	Bachillerato en Turismo y Administración de Hoteles
Jalapa	Instituto Técnico Industrial Albert Einstein	Bachillerato en Turismo y Administración de Hoteles
Monjas	Instituto Nacional de Educación Diversificada	Bachillerato en Ciencias y Letras con Orientación en Turismo
	Instituto Técnico Industrial Albert Einstein	Bachillerato en Turismo y Administración de Hoteles
Asunción Mita	Instituto Técnico Industrial Henry Ford	Bachillerato en Turismo y Administración de Hoteles