Chapter 6

Analysis of the Impact of the Economic Crisis of 2008 on the Primary Level of Public Education in Guatemala, in the Period From 2002 to 2015

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ABSTRACT

The objective of this chapter is the analysis of the primary education in Guatemala and if the amount of investment during the period 2002–2015 is significant for the number of children promoted by school year, and if these investments were impacted by the economic crisis of 2008. The results of the investigation demonstrate that the variables with significance where the number of teachers and the budget per year, without relation to economic growth and no impact by the economic crisis on 2008 and with no significant relation with the rate of drop out, which was an important result, especially in primary school. The data analyzed also show that the budget per year for the Ministry of Education doesn’t suffer an impact after the economic crisis in 2008, where the author expected to find some problem after the crisis, but that the number of teachers hired in 2009 almost doubles the amount of teachers who were hired in 2008.
INTRODUCTION

The importance of primary education is due to “providing the foundations and building knowledge necessary to obtain later knowledge” (Arànega & Domènech, 2001). In Guatemala, primary education is mandatory and free of charge by law; the Ministry of Education (MINEDUC) is the responsible for it. The MINEDUC has a budget approved year by year by the Congress of the Republic, with which it must attend all the children and adolescents of school age.

The execution of this budget and investment in primary education and the results of such investment should be tangible in educational indicators, especially in the number of children finishing primary school; it is presumed that the greater growth of a country’s economy increases the number of children ending the primary.

These indicators are analyzed through a linear regression to know if there is a relationship between investment and education, as well as an impact of the economic crisis on the year 2008.

LITERARY REVIEW

In Guatemala, free and mandatory primary education was instituted on January 2, of 1875 through the decree 130 that contained the Organic Law of Primary Public Instruction (González Orellana, 2007). This decree defined that: “Education shall not be limited to instruction, but will comprehend the development of all the faculties of the soul and the individual’s physical activities” (González Orellana, 2007).

At present, the Constitution of the Republic (1985) indicates in Article 74 that “Habitants have the right and obligation to receive the initial, pre-primary, Primary and basic, within the age limits set by law. The education provided by The State is free. “So the primary education is 100% state responsibility by law. Then, what we understand by education? Education is a process that have as target “modify [to the human] to complete it and optimize it, taking as reference an ideal model of person and society” (Luengo Navas, 2004). The importance of education focuses on the ability to change the humans and the direct impact on the formation of a society.

The entity in charge of designing, organizing and carrying out educational processes in Guatemala is the Ministry of Education (MINEDUC) and is based on the objectives defined in the National Curriculum Base (CNB). The CNB is the educational project of the Guatemala Government for the integral development of the human person, guatemalans and the plural nation (CNB). This is designed with for “Promoting a solid technical, scientific and humanistic formation as fundamental base for personal fulfillment, performance in productive work, the development
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