Forum: Commission on Science and Technology for Development (CSTD)
Issue: The question of improving the educational system through the use of technology in Guatemala.
Main Chair: Emma Jungløv
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Introduction

Guatemala is referred to as a LEDC (Less economically developed country) meaning that it does not have a developed economy and therefore tends to have a lower standard of living. Seeing as Guatemala's main exports are raw materials, combined with its unstable economic history, we can assume it is a LEDC. Guatemala's main exports are bananas and raw sugar, which shows that a large portion of the populations works in agriculture. Since agriculture does not require a specific education, it often becomes second priority to working at home and helping the family farm.

Education plays a vital part in the success of a country's future. Education insures that future generations are able to carry on developing and improving a countries status and economy. It is important that as many children as possible are able to receive the education they require to achieve a well paying job and to be able to support a family in the future. The education in Guatemala follows a thee-tier system, meaning that education is split into three steps starting with primary school, then secondary school (which is split into *basico* and *diversificado*) and finally tertiary school. The first 6 years (primary school) of schooling are paid by the government and are mandatory. However, many children are still not receiving the education they should.

In the 21st century technology is constantly developing and more and more resources are being made available for students. Technology allows many students who were otherwise not able to study due to distance etc, to be able to attend online classes and learning programs. However, many countries, such as Guatemala, are still struggling to implement this technology into the schooling systems, and therefore are not using it to its full potential.

Definition of Key Terms

Basico– First 3 years of secondary education. Known as the basic part of the education as there is nt one specific focus and the subjects have a wide range to prepare students fro a wide range of work

Diversificado – Last three years of secondary education where subjects are more specifically chosen as an aim for future job opportunities. At state schools the range is often not as wide as at private schools.

Gross Enrollment Rate – Number of students enrolled in a given level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education.[1]

Ratios can be over 100% as enrollment includes all ages. Therefore students who have been enrolled late, early or are repeating a year are also counted in the total enrollment, meaning that the enrollment number can exceed the age group that corresponds to the education level.

Net Enrollment Rate - The number of children enrolled in primary school who belong to the age group that officially corresponds to primary schooling, divided by the total population of the same age group.[2]

Literaccy rate - Total number of literate persons in a given age group, expressed as a percentage of the total population in that age group. The adult literacy rate measures literacy among persons aged 15 years and above, and the youth literacy rate measures literacy among persons aged 15 to 24 years.[3]

History and Timeline

Facts and Figures

- In 2015 the net enrollment ratio in Guatemala of both sexes in primary, was 85.5%
- The above mentioned figure has fallen from 2009 where it was 117.3%
- In 2015 the gross enrollment ratio in Guatemala of both sexes in secondary was 65.6%
- In 2015 the gross enrollment ratio in Guatemala of both sexes in tertiary was 21.8%
- In 2015 138,887 thousand Guatemalan girls were not attending primary school
- In 2015 140,795 thousand Guatemalan boys were not attending primary school
- 24.1% of total government expenditure in Guatemala was spent on education in 2015
- Guatemala had a youth literacy rate of 94.4% in 2014
- Guatemala had a adult literacy rate of 81.3% in 2014
- In 2014 74.4% of all female students, in Guatemala, in primary education completed the course
- In 2014 75.1% of all male students, in Guatemala, in primary education completed the course
- In 2014 79.9% of female primary students, in Guatemala, progressed to secondary schooling
- In 2014 88.4% of male primary students, in Guatemala, progressed to secondary schooling

For many years Guatemalan children, especially of indigenous background, have had a hard time going to school seeing as they are not able to leave their work, often need to travel great distances and are not able to afford schooling (books, uniform etc.) Therefore, even though the government has tried to promote primary schooling, they often do not continue

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[1] As taken from http://uis.unesco.org/en/glossary-term/gross-enrolment-ratio

[2] As taken from https://www.unicef.org/infobycountry/stats_popup5.html

[3] As taken from http://uis.unesco.org/en/glossary-term/literacy-rate

or even finish their first years of schooling. Even as the Guatemalan economy grows this still happens today.

Key Issues

The key issues regarding the lack of education in Guatemala include the lack of access to institutions in rural areas. Even though primary education is free for six years, there are still many who cannot access institutions due to geographical difficulties, or the fact that they are needed at home to work and therefore do not have time to attend school.

Another key issue is the inequality of opportunities at state and private schools. Due to the lack of subjects leading to well-paying jobs in state schools, many students don't see the need to stay for secondary schooling, as it would be too expensive to take an educations resulting in a well-paying job at a private school.

Both these problems ultimately lead to a slow rate of development and a lower standard of living in the country overall.

Major Parties Involved

- Guatemala

Evaluation of Previous Attempts

Previous and current attempts to address this issue include UN resolutions, the SDG goals, and other non-governmental organization efforts.

-Sustainable development goal 4: Ensure inclusive and quality education for all and promote lifelong learning[4]

-Efforts from People For Guatemala Organization

Possible Solutions

Possible solutions for this issue of how to include technology to improve educational systems in Guatemala, will include suggestions of how to; implement technology into lessons and teaching methods in public schools, educate teachers in how to use educational technology programs, make educational technology more readily available in rural parts of Guatemala.

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[4] See full goal: http://www.un.org/sustainabledevelopment/education/

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Appendices

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II. http://www.peopleforguatemala.org

III. http://asp-edu.net/pamun/pamun2013/wp-content/uploads/2013/Research%20Reports/Technological-Development-In-LEDCs-Research-Report.pdf

IV. https://www.usaid.gov/guatemala/education (including PDF on page)