

Education and distribution of social expenditures: evaluation of social debt and alternatives for their attention.

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Essential outline:

- Identification and description of social debt in education on child, adolescent and young population as well as and economic active population (workers).
- Based on the right to education and equality among large groups of excluded people in our society with increasing levels of inequality.
- An exercise of estimate as a preliminary practice that only foresees great dimensions on which there should be conceived the search of genuine resources to increase the financing of social expenditure in education and work training.
- This implies a prospective work or educational planning to design and linking action lines, alternative plans and programmes built from the bottom of the educational system, institutions, local boundaries, provinces, as well as different social sectors and national government.

Why is it necessary to speak about of duty and obligation? What sort of equality and equality of what? What sort of equality and equality are we fostering ?

- It means not only distribution but redistribution that is improving changes in wealth concentration through changes of tax's legal structures.
- “Modernization reforms” created social recoils. The actual reform must be improved on the bases of freedom and on the right to better life conditions.
- Operations on putting in action equality implies that it is time to act aiming:
 - on the right to education
 - on the guarantees of a fair right to education.
 - equal conditions of access for 5 years' old population.

Previous Conditions.	3 4	5 6 7 8 9 10 11 12	13 14 15 16 17
	More classrooms	Overage and scholar repetition Abandon risk	Overage and scholar repetition Abandon risk
	Suply expansion	Increase of School timetable	More class time
Educational policy of early stimulation.	Enlargement of Complement Alternatives	Complementary inclusion policies.	Led alternation programs.
Social policy.	Educative social policy Compensatory attention background centres.		Community Social NGO- Enterprises.
Social policy.	Alternation programmes of familiar support for excluded groups.		Education and work training Labour.

An estimate exercise of addressing on educational unsatisfied requests:

- We attain to illustrate with some quantitative data social educational requests related to the public expenditure sector in educational sector and other state programs.
- It is only a practical exercise that allows think about certain dimensions of the problem which are not often available for educational policy leaders and less frequently attained by social actors involved: workers and teachers.

Expansion of the educational system supply

- Average repetition: Increase of class timetable at primary and secondary school.
- Cover expansion: Increase of classrooms and teaching posts.
- Results of quality and/or performance: Improve the work condition of teachers; increased of support posts for teaching staff; teaching instruction in institutions and classrooms.
- Supply restraints: classrooms, built spaces, specific spaces and complementary spaces.

Problem	Reference Indicators
Public expenditure per student in the public sector	\$1282.4
Repetition	
EGB 1 y2	6,2%
EGB 3	7,6%
Polimodal	4,8%
Overage	
EGB 1 y2	21,6%
EGB 3	32,7%
Polimodal	36,3%
Population between 3 and 24 years	
Excluded	
Never assisted	1.070.760
Not assist but assisted	
Incomplete primary	425.416
Complete primary	1.010.458
Incomplete secondary	922.836
Assist to finished	
Primary with overage	780.973
Secondary with overage	715.782
Young and adult population (15 years and more)	
Excluded	
Never assisted	905.762
Not assist but assisted	
Incomplete primary	3.987.059
Complete primary	7.041.798
Incomplete secondary	3.478.430

Hypothesis:

Minimal: (Multiplayer expenditure per student) x (excluded population of the system)

Media: (Multiplayer expenditure per student) x (excluded population of the system) + 20 %
for overage

Maximal: (Multiplayer expenditure per student) x (excluded population of the system) + (30 %
for overage and repetition + 40% in infrastructure).

**Population which do not assist at the educational system by reached level and age groups.
Total country. 2001**

	3-4 years	5 years	6-12 years	13-18 years	19-24 years	15-19 years	20 a 29 años	30 a 49 años	50 años y más
Excluded									
Never assist	804.515	143.712	45.909	28.613	48.011	26.583	85.227	239.890	554.062
Not assist but assisted									
Incomplete primary		2.750	57.414	152.965	212.287	158.148	372.434	1.410.296	2.046.181
Complete primary			-	286.342	724.116	323.043	1.270.916	2.509.661	2.938.178
Incomplete secondary			-	293.257	629.579	351.392	1.049.471	1.351.264	726.303

Fuente: Elaboración propia sobre la base de Censo nacional de población y vivienda. 2001. INDEC.

Estimates of expenditures increments for the attention of the excluded population. In millions of U\$.d.

	3-4	5	6-12	13-18	19-24	15-19	20 a 29	30 a 49	50 and more
Mínimal hyphotesis (\$1282,4)									
Never assist	344	61	20	12	21	11	36	103	237
Incomplete primary		1	25	65	91	68	159	603	875
Complete primary			0	122	310	138	543	1.073	1.256
Incomplete secondary			0	125	269	150	449	578	310
Total	344	63	44	325	690	367	1.188	2.356	2.678

Note: Multiplayer is the public expenditure per student in the public sector in year 2003, \$1282.4 according to the Programa de Costos del Sistema Educativo del Ministerio de Educación de la Nación.

Estimates of the increments in the expenditure for the attention of the excluded population. Million of \$

	3-4	5 a 18	19-24	15 a 29	30 a 49	50 and more
Min. Hypothesis (\$1282,4)	\$ 1.032	\$ 1.296	\$ 2.070	\$ 4.664	\$ 7.067	\$ 8.034
To finish primary	\$ 1.032	\$ 553	\$ 334	\$ 824	\$ 2.116	\$ 3.335
To finish secondary	-	\$ 743	\$ 1.736	\$ 3.841	\$ 4.951	\$ 4.699
Media Hypothesis						
	\$ 1.032	\$ 1.296	\$ 2.070	\$ 4.664	\$ 7.067	\$ 8.034
Increment of 20%	\$ 206	\$ 259	\$ 414	\$ 933	\$ 1.413	\$ 1.607
	\$ 1.238	\$ 1.556	\$ 2.484	\$ 5.597	\$ 8.481	\$ 9.641
Maximal Hypothesis						
	\$ 1.032	\$ 1.296	\$ 2.070	\$ 4.664	\$ 7.067	\$ 8.034
Increment of 30%	\$ 310	\$ 389	\$ 621	\$ 1.399	\$ 2.120	\$ 2.410
	\$ 1.341	\$ 1.685	\$ 2.691	\$ 6.064	\$ 9.188	\$ 10.444
Increment of 40%	\$ 413	\$ 519	\$ 828	\$ 1.866	\$ 2.827	\$ 3.214
	\$ 1.444	\$ 1.815	\$ 2.898	\$ 6.530	\$ 9.894	\$ 11.247

Estimates of the increments in the expenditure for the attention of the excluded population. Million of u\$d

	3-4	5 a 18	19-24	15 a 29	30 a 49	50 and more
Min. Hypothesis (\$1282,4)	344	432	690	1.555	2.356	2.678
To finish primary	344	184	111	275	705	1.112
To finish secondary		248	579	1.280	1.650	1.566
Media Hypothesis						
	344	432	690	1.555	2.356	2.678
Increment of 20%	69	86	138	311	471	536
	413	519	828	1.866	2.827	3.214
Maximal Hypothesis						
	344	432	690	1.555	2.356	2.678
Increment of 30%	103	130	207	466	707	803
	447	562	897	2.021	3.063	3.481
Increment of 40%	138	173	276	622	942	1.071
	481	605	966	2.177	3.298	3.749