

ANALYSIS OF THE EVOLUTION OF EDUCATION INEQUALITY IN CAMEROON

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Abstract

Authors recognize the role of education in the reduction of poverty, growth, social inequalities and that of economic development. However, despite efforts granted, educational services are still very unequally distributed in Cameroon. The possible relation between the distribution of education and the incidence of poverty or other sociodemographic indicators prove that the distribution aspect of education is extremely important in working out for politics in order to insure a social development in Cameroon. This study attempts to analyze the evolution of education inequality in Cameroon between 2001 and 2007. We used data from the two Cameroon Household survey led in 2001 (CHS II) and in 2007 (CHS III) by the National Institute of Statistics. The study measures education inequality by considering the educational attainment of the economically-active population. The education Gini coefficient is used as a proxy for education inequality and the average years of schooling as a proxy of educational attainment. The decomposition of the education Gini coefficient permits to discovering the contributions of between and within grouping to overall inequality. The study shows the negative relation between the average years of schooling and the Education Gini index. All the regions have improved their educational attainment and have a more equitable distribution of education. In 2007, population of the economics capital and that of political capital are the most educated. Generally, they reach the end of the first cycle of secondary school. Conversely, that of the far north regions is less educated, and is generally limited at primary school. Despite the high

progress made by other regions, the two capitals still have the more equitable distribution of education. Conversely the far north regions still have the high education inequality coefficient. Moreover Women, Poor, rural people and Muslims are generally less educated respectively than Men, Non-Poor, urban people, Christians and their distribution of education is less equitable. However, Women and poor have made more progress in terms of educational attainment and reduction of education inequality. The finding of this paper suggests that the government should place emphasis on the elimination of illiteracy in order to improve the level of educational attainment and the distribution of education. The greater emphasis should be placed on the people in precarious situation as women, rural people and poor for who education inequality is still high. Emphasis should be given for regions that still have greater education inequality and who have done improvement.