

Intergenerational Education Mobility in Africa: Has Progress Been Inclusive?

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Motivation

- Reforms in education systems and the abolition of school fees after independence have led to improvements in enrolment in primary and secondary education in many countries in Africa (Thakur, 1991; Tomasevski, 2006).
- Although the primary adjusted net enrolment ratio in SSA increased from 59% in 1999 to 79% in 2012 (UNESCO, 2015), it doesn't mean all children have an equal chance to benefit from the expansion. Indeed, family's background plays an important role in shaping the child's socio-economic outcome including education (Becker and Tomes, 1979, 1986).

Objective

- Analyze the trend, levels and patterns of intergenerational im(mobility) in education attainment across 9 Sub-Saharan Africa countries over 50 years, with a special focus on gender differences.

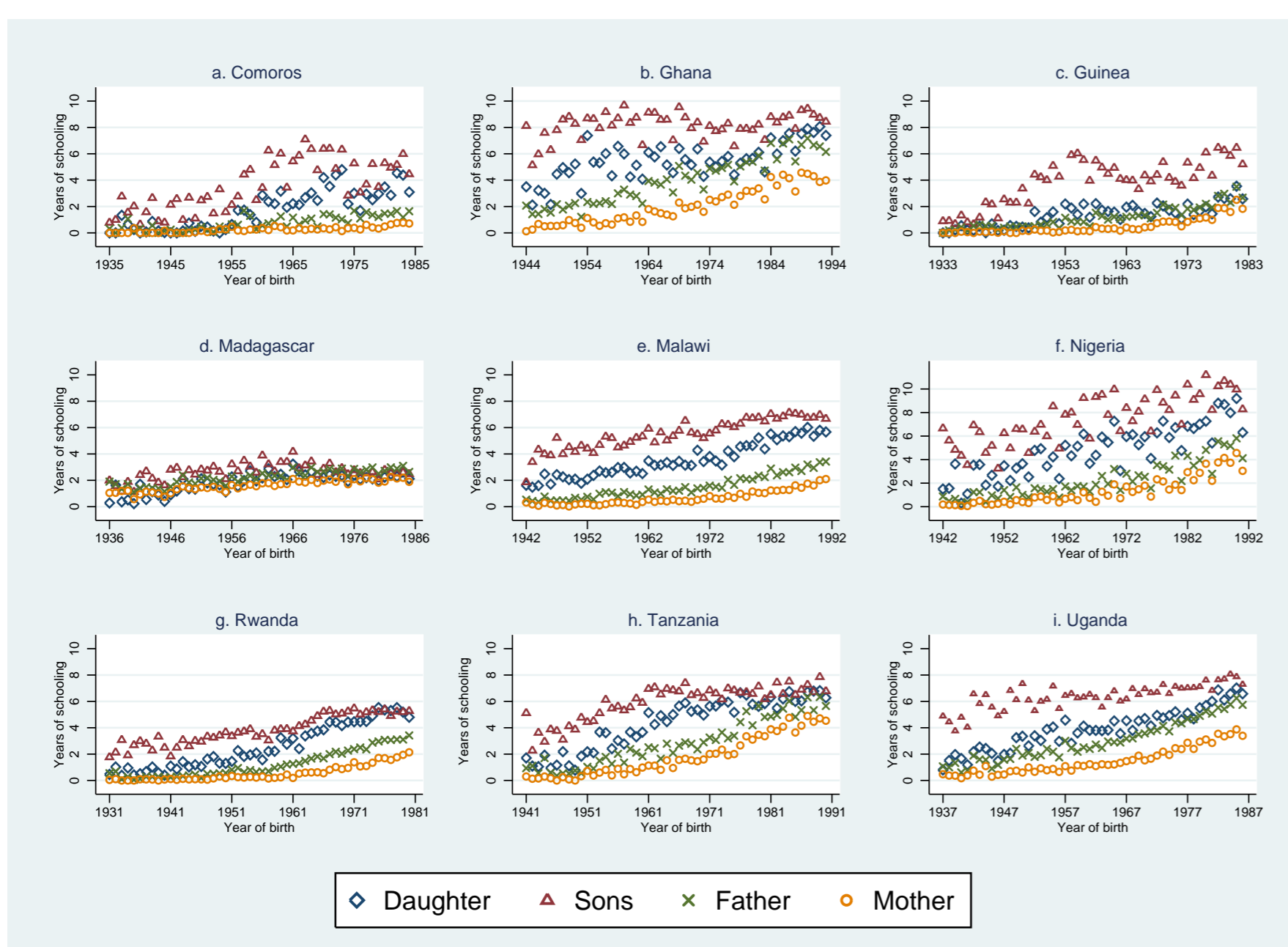
Data

Table 1: List of Countries, Dates, Sample size and Average Years of Schooling

Country	Dates		Sample size		Average years of schooling			
	Svy	Year	Total	Minimum	Parents		Children	
	Year	Birth Years			Cohort 1	Cohort 10	Cohort 1	Cohort 10
Comoros	2004	1935-1984	7,740	218	0.25	1.09	1.17	4.19
Ghana	2012/13	1944-1993	32,730	1,046	1.02	5.4	4.36	8.28
Guinea	2002/03	1933-1982	22,343	724	0.12	2.44	0.57	4.26
Madagascar	2005	1936-1985	23,532	508	1.21	2.47	1.05	2.44
Malawi	2010/11	1942-1991	22,926	615	0.35	2.47	2.68	6.19
Nigeria	2010/11	1942-1991	11,776	409	0.28	4.29	3.05	8.63
Rwanda	1999/00	1931-1980	12,490	310	0.16	2.50	1.36	5.20
Tanzania	2009/10	1941-1990	6,778	218	0.55	5.13	2.29	6.75
Uganda	2005/06	1937-1986	14,742	393	0.65	4.63	2.81	7.12

- i) Total refers to the total sample size of adult children aged between 20-69 in survey years in each country.
ii) Minimum refers to the sample size of the smallest 5-years birth cohort for each country.
iii) Parents' year of education refers to the average year of schooling of mothers and fathers.

Figure 1: Educational attainment of children and parents' by year of birth



Framework

We use two related measures:

- (i) intergenerational regression coefficient (IGRC)
- $$E_{ij} = \alpha + \beta EP_{ij} + \varepsilon_{ij}, \quad (1)$$

where E_{ij} and EP_{ij} denotes child i 's and parent i 's years of schooling, respectively.

- (ii) intergenerational correlation (IGC) in educational attainment

$$\rho = \beta \frac{\sigma^p}{\sigma^c} \quad (2)$$

where σ^p and σ^c are the standard deviation of educational attainment of parents' and childrens generation in each 5-year birth cohort, respectively.

Results

Figure 2: Educational mobility has increased among the youngest cohorts

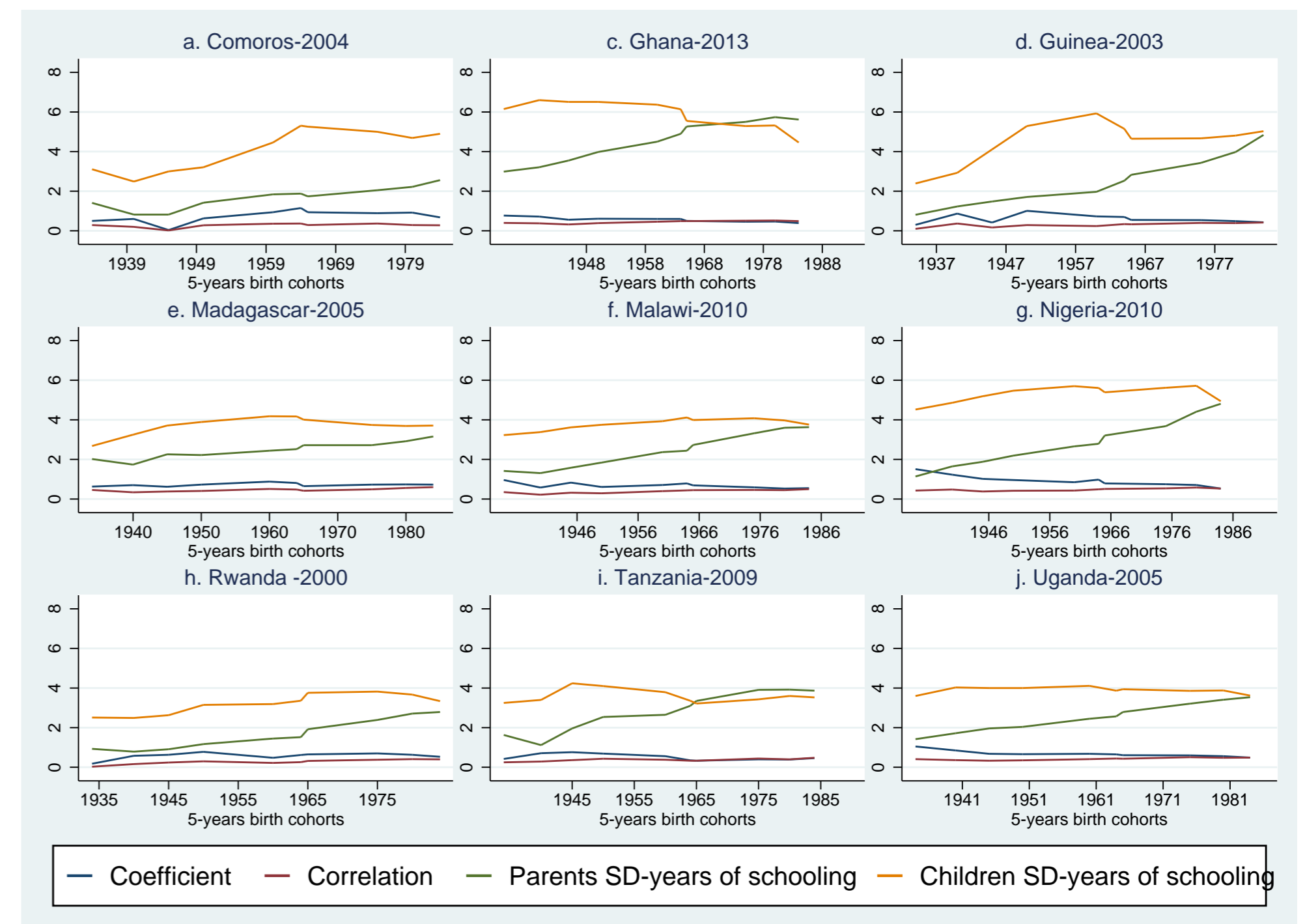
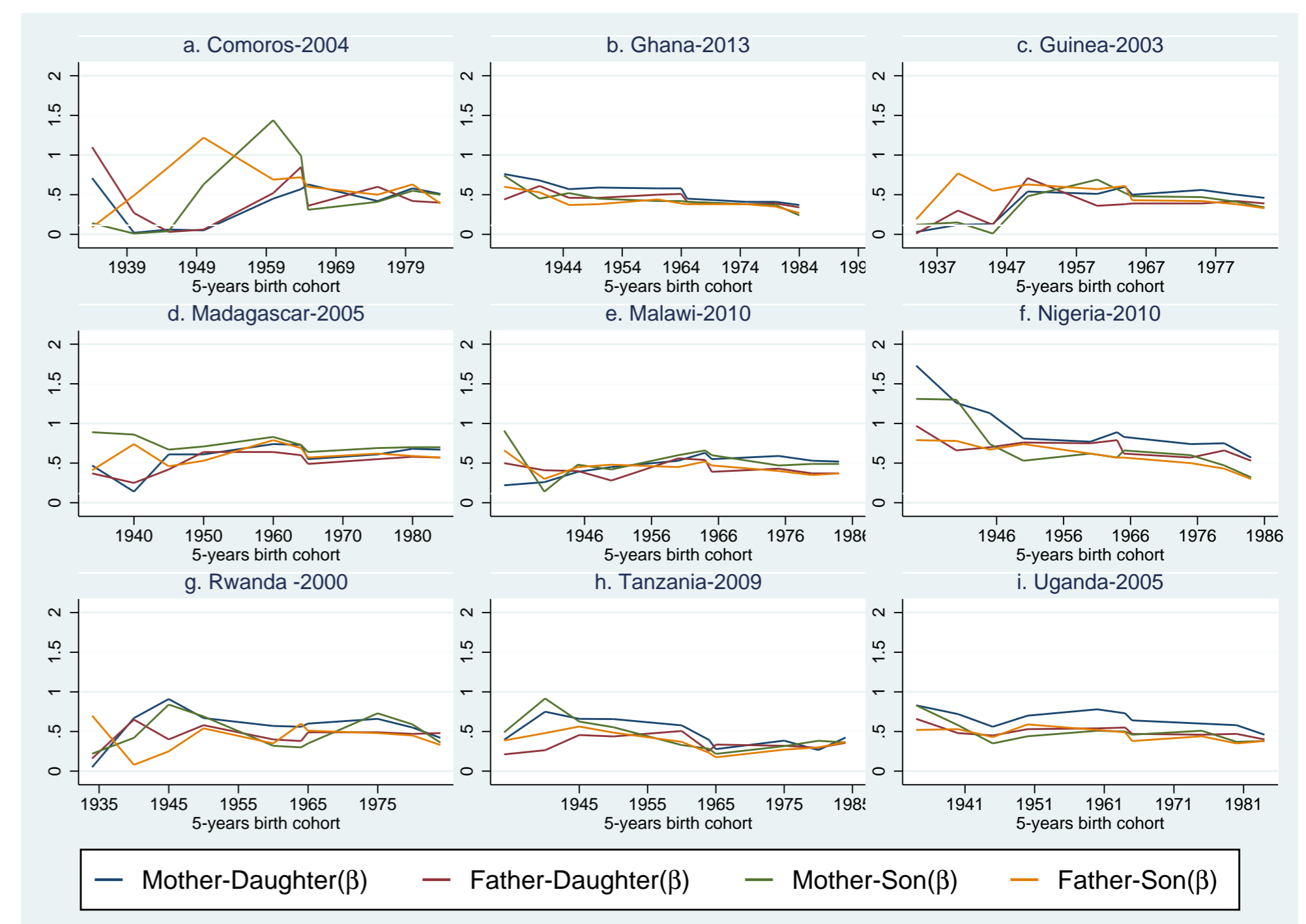


Figure 3: Intergenerational transmission of education from mother to daughter is higher



Summary of results

- There has been a significant improvement in intergenerational educational mobility during the last five decades. Nevertheless, parents education remains to be a strong determinant of children's education.
- There are considerable gender differences, daughter's education highly correlates with her parents' years of schooling than sons.
- Mother's education is significantly more important than father's education for both daughter's and sons, the effect is much stronger to daughter's.

Policy implications

- Results suggests the demand for targeted redistributive policies that improve intergenerational mobility in the region.
- Putting in place conducive environment for women (mothers) that are worse-off in terms of human capital accumulation might have a crucial role to promote social mobility in the long run.

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