

The online publications platform for Regional Studies Association members

Home ▶ Contemporary Social Science ▶ List of Issues ▶ Volume 15, Issue 1 ▶ Education, lifelong learning

Contemporary Social Science >

Journal of the Academy of Social Sciences

Volume 15, 2020 - Issue 1: Building Knowledge Economies in Africa. Guest Edited by Simplice Asongu and John Kuada

3,046 381

Views

CrossRef citations to date

5

Altmetric

Articles

Education, lifelong learning, inequality and financial access: evidence from African countries

Vanessa Simen Tchamyou

Pages 7-25 | Received 04 Oct 2017, Accepted 22 Jan 2018, Published online: 05 Feb 2018

Cite this article <https://doi.org/10.1080/21582041.2018.1433314>

Check for updates

We Care About Your Privacy

We and our 872 partners store and access personal data, like browsing data or unique identifiers, on your device. Selecting "I Accept" enables tracking technologies to support the purposes shown under "we and our partners process data to provide," whereas selecting "Reject All" or withdrawing your consent will disable them. If trackers are disabled, some content and ads you see may not be as relevant to you. You can resurface this menu to change your choices or withdraw consent at any time by clicking the ["privacy preferences"] link on the bottom of the webpage [or the floating icon on the bottom-left of the webpage, if applicable]. Your choices will have effect within our Website. For more details, refer to our Privacy Policy. [Here](#)

We and our partners process data to provide:

I Accept

Reject All

Show Purpose



of education
2006-2014.
gained from
re: primary
nt. Financial
liabilities),
credit). Three
son index
method of

moments. The following findings are established. First, primary school enrolment

interacts with all financial channels to exert negative effects on the Gini index. Second, lifelong learning has negative net effects on the Gini index through financial deposit and efficiency channels. Third, for the most part, the other educational levels do not significantly influence inequality through financial access channels. Policy implications are discussed.

KEYWORDS: Education lifelong learning inequality financial development Africa

JEL CLASSIFICATION: I28 I20 I30 O16 O55

Acknowledgement

The author is indebted to the editor and reviewers for constructive comments.

Disclosure statement

No potential conflict of interest was reported by the author.

Notes on contributors

Vanessa
Antwerp
Commis
Govern

University of
Economic
the African

Notes



1 The p
autocorr
can find

of
ed reader

Further

© Informa Group plc

[Privacy policy](#)

[Cookies](#)

[Terms & conditions](#)

[Accessibility](#)

[Help](#)

[Contact us](#)



Registered in England & Wales No. 3099067
5 Howick Place | London | SW1P 1WG

