

## **REGIONAL INEQUALITIES AND EDUCATIONAL DYNAMICS IN ALGERIA: A COMPARATIVE ANALYSIS (1998 AND 2008)**

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### **ABSTRACT:**

Inequalities in education have always been a central issue in Algeria's national development programs. Since independence in 1962, a significant progress has been made in this sector, but disparities still persist, particularly between different regions of the country. Indeed, the government has invested significant effort in programs designed to raise school enrolment rates in rural and marginalized areas, by reforming school programs to meet students' needs as effectively as possible. In collaboration with various international institutions, the aim is to promote equitable education of the same quality for all, through innovative plans. In this context, this analysis aims to explore two key dimensions of education: the enrolment of children of legal age and educational inequalities within the population aged 15 years and over, using data from the Ministry of National Education and the results of the 1998 and 2008 Censuses to assess the persistence of these inequalities. This analysis reveals the significant differences in both access to education and the quality of education among the different regions of Algeria. These disparities are reflected not only in different enrolment rates, but also in distribution disparities of attainment level and school duration (Average years of schooling). In the light of these observations, it is essential for public authorities to put in place specific education policies that meet the needs of the most disadvantaged regions.

**Key words:** enrolment rate, education inequality, GINI index, spatial analysis.

## **I INTRODUCTION**

With the emergence of endogenous growth theory, countries have turned their economic policies towards the formation of their human capital, seen as an essential factor in the production function and enabling long-term growth to be maintained [1]. Other factors contributing to sustainable growth include technological innovation, investment in research

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and development, and education [2], which is promoted by public policy and recognized as a human right in Articles 13 and 14 of the International Covenant on Economic, Social and Cultural Rights [3]. Given the fundamental role of education in stimulating economic growth, alleviating poverty and ensuring well-being [4], the world community has placed it at the center of its concerns. This is why countries strive to ensure equitable access to quality education for all individuals [5].

Indeed, the question of educational inequalities is a central issue in development debates, particularly in developing countries where access to education for all remains a major challenge. Despite the progress made in improving enrolment rates, significant disparities persist, particularly in terms of gender equality and between different geographical regions, underlining spatial inequalities. In this context, several studies have focused on the measurement and analysis of these educational inequalities, using a variety of indicators and approaches to better understand the gaps at both international and national levels.

The literature on educational inequalities highlights the complexity of the disparities observed, which vary not only between countries but also within them. In Algeria, as in the rest of the world, the issue has interested many researchers, with a wide range of works on educational inequalities [6] [7] [8], despite the fact that the country provides free and compulsory education up to the age of 16 in public-sector establishments [9]. Easy access to Algerian schools has contributed significantly to the improvement of the education system. Around a quarter of the population was enrolled in school during 2014/2015 school year [9], moreover, an important budget is allocated annually to schooling support actions in the three schooling cycles [10], aiming to guarantee all pupils good schooling conditions through various forms of supports, including the availability of textbooks and school supplies, food, transport and school health [11]. These figures show that the Algerian education system is making efforts to ensure equitable access to education. However, according to the Barro and Lee database [12], educational inequalities in Algeria remain significant, measured by the educational level of the economically active population. In 2010, 25.9% of the population aged 15 and over had primary education, while only 6.7% of the same population had completed the school cycle.

This article analyzes the reality of schooling in Algeria and assesses the extent of persistent educational inequalities. The study focuses on two key aspects: firstly, although access to education is free, the average years of schooling remains relatively low; secondly, significant spatial disparities are observed, particularly in the South and High Plateaus regions, where gaps in access to education are more marked. These inequalities underline the importance of an in-depth analysis of regional dynamics.

To achieve this objective, we propose an overview of the educational system in Algeria, examining the evolution of enrolment and analyzing educational inequalities in detail. We

analyze the spatial distribution of these inequalities across each wilaya for the years 1998 and 2008, using data from the last two Population and Housing Censuses. To do this, we used the Gini index, a measure commonly used to evaluate income inequalities, and also applied to the evaluation of the concentration of educational inequalities in a given population [8]. The use of statistical indices, such as the Gini index, enables educational disparities to be assessed quantitatively. These tools provide valuable indications into the gaps in schooling and quality between different populations.

The results of this spatial analysis highlight persistent inequalities, suggesting that further efforts are needed to achieve equitable education, which is fully in line with Bouazza's findings [13].

The regions of the High Plateaus and the South show significant disparities, both in terms of enrolment rates and educational attainment. The Gini index was used to measure education inequalities through attainment data in order to better identify the specific needs of each region.

The conclusions drawn from this work will make it possible to propose solutions to better distribute educational resources and adapt policies to local realities, in order to reduce inequalities and improve access to education in the most disadvantaged areas. The aim is to promote more equitable education and support social development in Algeria.

This article is organized into four main sections. The first provides a literature review, presenting various research studies related to the subject. The second deals with the methodological framework and the tools used to calculate different indicators. The third part examines school enrolment, analyzing the evolution of certain key indicators of the school enrolment process on a national scale since independence, as well as the distribution of enrolment rates between Algerian wilayas for the years 1998 and 2008. Finally, the fourth part begins with a presentation of global educational inequality in Algeria using international estimates and Lorenz curve, followed by a spatial analysis of educational inequalities employing the Gini index, based on calculations of average duration of schooling.

## **II LITERATURE REVIEW**

In the literature, the issue of educational disparities remains a central topic for many researchers, particularly in developing countries. Many countries are still far from achieving mass participation in education, and in many cases educational disparities persist between the sexes and are particularly pronounced between different geographical areas, reflecting spatial inequalities. In this context, a number of studies have focused on measuring educational inequalities using various indices. Various studies have attempted to compare countries in terms of educational inequalities, revealing that these inequalities, based on the educational level of the working population, have decreased more rapidly in developing

countries than in developed countries [14]. Other research has examined inequalities within countries themselves. In the Philippines, an improvement in educational levels led to a reduction in inequality, which was more marked in poorer provinces than in richer ones [15]. In China, between 1990 and 2000, educational inequalities decreased between coastal and inland provinces [16]. In Malaysia, a study showed an increase in disparities in the quality of education, measured by indicators of academic achievement, between urban and rural areas from 2009 to 2013 [17]. In Morocco, the Gini index of educational inequality was the highest among a set of developing countries in the North Africa and Middle East region between 1970 and 2010 [18].

In Algeria, school enrolment rates have improved since independence, but regional disparities remain significant. Research indicates that access to education is largely influenced by geographical factors, with higher rates in urban versus rural areas [19]. Economic and cultural barriers are also key determinants affecting children schooling, particularly in marginalized regions [20]. Beyond access, the quality of education is a major concern. Studies show that schools located in urban areas benefit from better infrastructure, adequate teaching resources and better-trained teaching staff [21]. Conversely, rural schools often face resource shortages, which have a negative impact on students' educational attainment. These disparities in educational quality are cause for concern and require targeted interventions [22].

Education policies implemented by the Algerian government aim to reduce inequalities, but their effectiveness vary. Several programs have been introduced to support school enrolment, including free schooling and infrastructure improvement initiatives [23]. However, research suggests that these policies need to be strengthened and better adapted to the specific needs of different regions to be truly effective [24].

Research on educational inequalities reveals that these disparities are not fixed and could vary according to multiple geographical factors such as the urban-rural divide [25] and socio-economic factors such as poverty [26] and the mother's attainment level [6]. To overcome these inequalities, it is crucial to design differentiated educational policies, taking into account the specificities of each national and regional context. These efforts should aim not only to expand access to education, but also to improve its quality, in order to enable equitable and sustainable development.

In particular, the literature concerning educational inequalities in Algeria illustrates the complexity of the issues regarding access and the quality of education reform. Regional disparities, gender inequalities and the effectiveness of education policies are subjects of major interest to researchers and decision-makers. It is essential to continue exploring these themes in order to develop strategies that promote inclusive and equitable education for all Algerian children.

### III DATA AND METHODS

The data used in this article come from two main sources: public administrations and household surveys. One of the main sources of data is the Ministry of Education, which collects annual statistics on pupil numbers, teacher numbers and infrastructure for the three cycles of education. These statistics, integrated into a template, have changed over the course of educational reforms. The ministerial data used in this article cover the period from independence to the 2019/2020 school year. They include detailed information by wilaya on pupil numbers in the primary and both of secondary cycles, the total number of teachers, and the number of infrastructures installed, and the national net enrolment rate. The net enrolment rate is defined as the percentage of enrolled pupils of official age to attend a given level of education, relative to the total population of children of official age for that same level [27].

Furthermore, this article also exploits the data from the 1998 and 2008 General Population and Housing Censuses. Algeria had six Censuses since 1966 [28]. Although the last census was conducted in 2022, its results have not yet been officially published. Exhaustive information on the educational level of the population as a whole was used to calculate the average duration of schooling and the Gini index for people aged 15 years and over, both at wilaya and national level.

#### *A Average years of schooling*

Calculating Average Years of Schooling (AYS) requires defining levels of education. International estimates of average years of schooling, as proposed by Barro & Lee [29], identify seven levels of education: no schooling, partial primary, completed primary, partial secondary, completed secondary, partial tertiary and completed tertiary. In this article, we aim to adapt this method to the Algerian context by working with four levels of education, without including tertiary level of education: no schooling, completed primary, completed lower secondary and completed upper secondary.

Due to a lack of detailed information, we focused only on complete school cycles, excluding partial attainment levels. The years of study attributed to each level of education are based on the old educational reform [30], since the calculation concerns the population that has already left the school system and aged 15 years and over.

**Table.1: Descriptive Table of Educational Attainment Level**

| Level of education i       | Description                                                                                           | Number of years $Y_i$ |
|----------------------------|-------------------------------------------------------------------------------------------------------|-----------------------|
| No schooling               | Those who had not attended primary school                                                             | 0                     |
| Completed primary          | Those who completed primary school and did not continue to lower secondary school                     | 6                     |
| Completed :lower secondary | Those who completed primary and lower secondary school and did not continue to upper secondary school | 3                     |
| Completed :upper secondary | Those who have completed primary and secondary education                                              | 3                     |

**Source:** constructed by the author

The average years of schooling (AYS) is given by the following formula [14]:

$$AYS = \sum_{i=1}^n p_i y_i$$

And  $p_i$  is the proportion of the population at level i, which is calculated by dividing the population at education level i by the population aged 15 years and over.

#### *B The Gini index of education inequality*

There are two main methods for calculating the Gini index: the indirect method, based on the Lorenz curve, and the direct method, which we have used. The direct method applies a formula derived from the basic Gini index formula used to measure income inequality [14].

$$G = \frac{\sum_{i=2}^n \sum_{j=1}^{i-1} p_i |y_i - y_j| p_j}{AYS}$$

Where:  $y_i$  and  $y_j$  are the number of years for education levels i and j, n in our case is equal to 4.

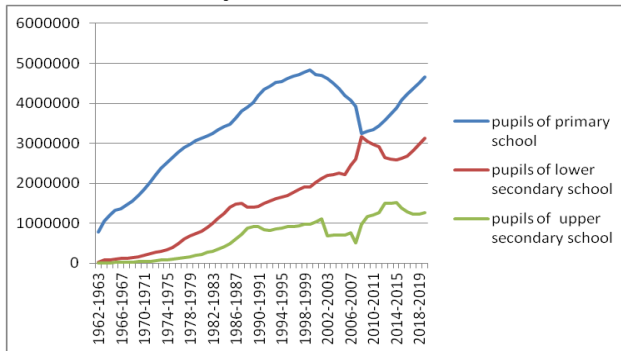
$p_i$  and  $p_j$  are the proportions of the population with education levels  $i$  and  $j$ .

The results of the calculations are presented in the form of thematic maps produced using R software. The discretization method used is that of Jenks [31], which aims to minimize the variance within classes and maximize the variance between classes, using an iterative algorithm. In addition, this article proposes another visualization of inequalities in Algeria through the Lorenz curve [14].

#### IV EVOLUTION OF SCHOOLING IN ALGERIA

Since independence, the Algerian education system has always made pupils a central priority in its public policies. The state is making efforts to guarantee the right to free and accessible education for all children aged 6 to 16. This policy of openness, which encourages generalized access to school, has led to a significant increase in the number of pupils enrolled in the three cycles of education as illustrated in the figure below, illustrating the State's commitment to promoting equal opportunities and meeting the educational needs of the population.

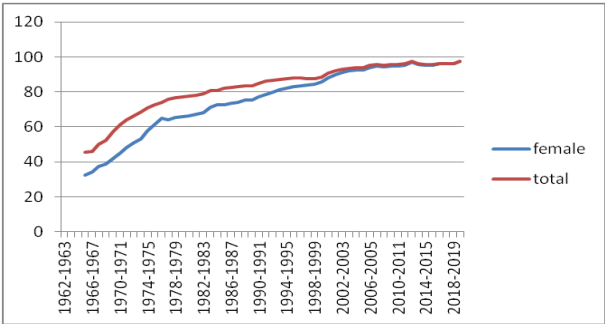
**Figure N°1: Evolution of the number of pupils enrolled in primary, lower and upper secondary schools from 1962 to 2019**



**Source:** constructed by the author using data from Ministry of Education.

As the number of schoolchildren increased, so did the enrolment rate. As illustrated in Figure 2, the net enrolment rate for children aged 6 to 13 has consistently risen, reflecting massive participation in education in the early 2000s. Free and compulsory schooling has played a key role, particularly for girls, whose net enrolment rate has risen remarkably. The gap between girls' and boys' enrolment rates has gradually decreased, indicating advances in gender equality in the education system.

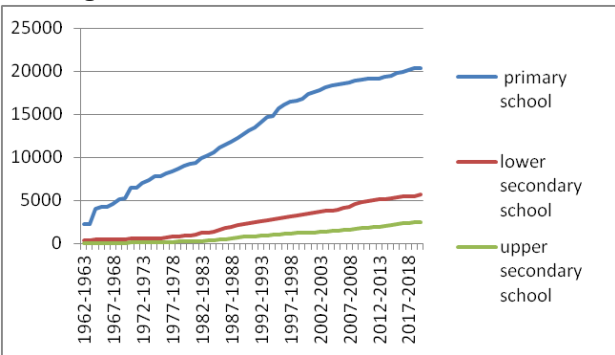
**Fig.2: Evolution in total and female net enrolment rates from 1962 to 2019**



**Source:** constructed by the author using data from the Ministry of Education.

These results reflect the government's efforts to investing in basic school infrastructure. Since independence in 1962, the Algerian authorities have implemented ambitious policies aimed at expanding and modernizing the national education system. As a result of these initiatives, the number of schools has risen remarkably, from a few hundred to 27426 in 2019 [6]. This rapid expansion is explained by the state's desire to meet the growing demand for education, particularly in rural and disadvantaged areas, where access to education was historically limited. The figure below illustrates the evolution of the number of infrastructures for the three cycles of schooling: primary, lower and upper secondary. It highlights the continuous progression in the number of schools, lower and upper secondary schools, reflecting the government’s commitment to improving not only access, but also the quality of educational infrastructure. These efforts aim to create an environment conducive to learning for all students, regardless of their geographical or socio-economic origins, and to support the country's overall development through mass education.

**Fig.3: Number of schools from 1962 to 2019**



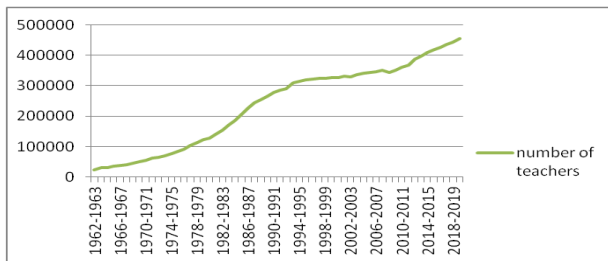
**Source:** constructed by the author using data from the Ministry of Education.

The evolution of educational institutions in Algeria reflects the state's continued commitment to investing heavily in education, thereby illustrating its determination to make this sector a national priority. Each year, the government allocates a substantial portion of its budget to funding the educational system, representing between 4 and 7% of the gross domestic product (GDP) [6]. This financial commitment underscores a long-term vision aimed at ensuring that every child has access to quality education in adequate facilities.

The cost per student has notably increased over the years, reaching approximately 87,000 Algerian dinars [6]. This rise reflects not only the improvement of infrastructure but also the growing expenses related to educational support and material resources. Each school, middle school, and high school requires investments in equipment, teaching materials, and building maintenance to create an environment conducive to learning.

However, this expansion of infrastructure could not have been effective without a parallel increase in the teaching workforce, as shown in the figure 4, which is a crucial factor in the success of the education system. Since independence, the number of teachers in the three cycles has risen spectacularly, reaching 445655 in 2022, 20 times more than in 1962. This massive increase in the number of teaching staff is part of a drive to reduce class sizes, improve pedagogical supervision and provide more personalized support for pupils.

**Fig.4: Evolution of the teaching workforce from 1962 to 2019**



**Source:** constructed by the author using data from the Ministry of Education.

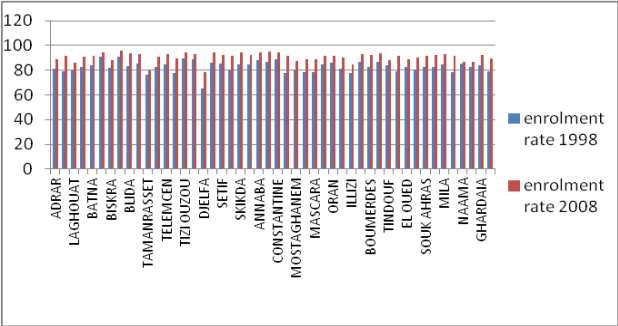
This investment in infrastructure and teachers reflects a long-term strategy designed to make education a driving force behind Algeria's socio-economic development, while guaranteeing more inclusive and equitable education.

Although an important progress has been made in terms of school enrolment on a national scale, there are still significant regional disparities between the different wilayas. While some have enrolment rates above the national average, others are still below, revealing persistent inequality in access to education. According to data from the 1998 and 2008 General Population and Housing Censuses, this dispersion in enrolment rates was more marked in 1998 than in 2008. Within a decade, several wilayas in the South and High

Plateaus regions have made a considerable progress, although some are still among those with the lowest primary school enrolment rates.

As shown in Figure 5, the primary enrolment rate in the wilaya of Djelfa rises from 63% in 1998 to 79% in 2008, marking a significant improvement. Similarly, the wilaya of Khenchela, in the High Plateaus, saw an improvement from 77% to 90% over the same period. In the south of the country, the wilayas of El Oued, Adrar and Tamanrasset which had enrolment rates of 81%, 76% and 72% respectively in 1998, saw increases of 8%, 13% and 7% in 2008. However, despite this progress, some northern regions, such as the wilaya of Mostaganem, continue to record relatively low enrolment rates. In 1998, 75% of children in Mostaganem were enrolled in school, leaving 13% of the population aged 6 to 16 outside the education system, contributing to spatial inequalities in the distribution of schooling across the country.

**Fig.5: Distribution of primary school enrolment by region in 1998 and 2008**



**Source:** constructed by the author using census data from 1998 and 2008.

These differences highlight the structural challenges that Algeria faces in creating an equitable education system, even with the notable efforts to reduce the gap between regions. It's becoming crucial to increase targeted actions, especially in the most disadvantaged areas, to ensure that all children have equal access to education, no matter where they live.

Despite the government's efforts to guarantee access to education for all Algerian men and women, there are regional disparities in girls' participation in primary school [7], which has led to spatial inequality in the education of girls and boys.

Several other indicators could be analyzed at national, regional and even wilaya level, such as repetition rates, dropout rates, pupil/teacher ratios and school graduation rates [30] [6] [32]. These indicators would provide a more accurate picture of the quality of schooling. However, this article focuses on the indicator of average length of schooling, calculated on the working population, in order to guarantee exhaustive results. This indicator provides both a general and detailed overview of the state of education in Algeria.

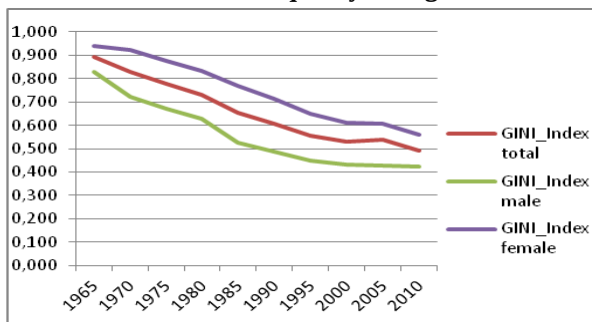
## V EDUCATION INEQUALITY IN ALGERIA

The Gini index, commonly used to measure income inequality [14], can also be applied to education to assess the unequal distribution of educational levels within the population.

### A Trends in educational inequality in Algeria since 1962

Several global databases have estimated the educational attainment of populations over specific periods, using different methods to provide data for studies of economic growth and quantification of the human capital stock [33]. Among these estimates, those of Barro and Lee are widely used to assess inequalities within populations aged over 15 or over 25 years [34] [14] [35]. These data, updated for 146 countries between 1950 and 2010, are aggregated by gender and five-year age groups. The calculations are based on linear interpolation to fill in missing data on seven levels of education from the censuses, and on extrapolation to project future trends [36]. In this article, we will calculate the Gini index using Barro and Lee's estimates, focusing on the population aged over 15 years and including all seven levels of education, including tertiary education.

**Fig.6: Evolution of education inequality in Algeria from 1962 to 2010**



**Source:** Database of Barro and Lee [12].

From the figure above, a general downward trend in the Gini index for male, female and the entire population over the age of 15 years is clearly observable; indicating that access to education has become easier and more generalized over time. Between 1962 and 1965, the number of children enrolled in primary school almost doubled, rising from 777632 to 1332203, while in lower and upper secondary school the number rose to 125110 [37]. This means that a few years later, the attainment level of the Algerian population will improve.

There is also a marked gender inequality: men in Algeria are, on average, better educated than women. The Gini index curve for women is above that for men, while following a parallel downward trajectory. This difference can be attributed to socio-economic and cultural factors.

Although the Algerian education system has seen continuous improvements, inequalities in education persist. In 2010, a considerable proportion of the population was still illiterate: around 28% of the population had no schooling at all, while only 6% had accessed university [12].

### *B Education inequality in Algeria based on the censuses 1998 and 2008*

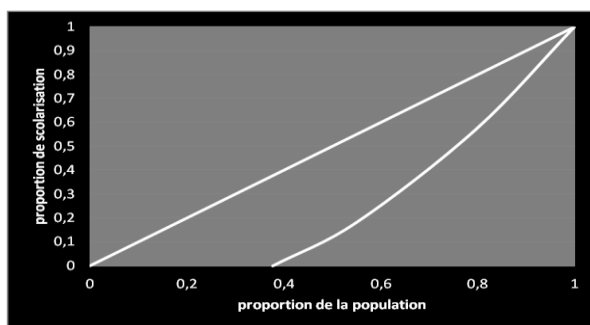
Analysis of educational inequalities using Gini index reveals a significant reduction in disparities at national level between 1998 and 2008. In fact, the Gini index for education fell from 0.46 in 1998 to 0.37 in 2008, reflecting a significant improvement in the distribution of educational opportunities over this period.

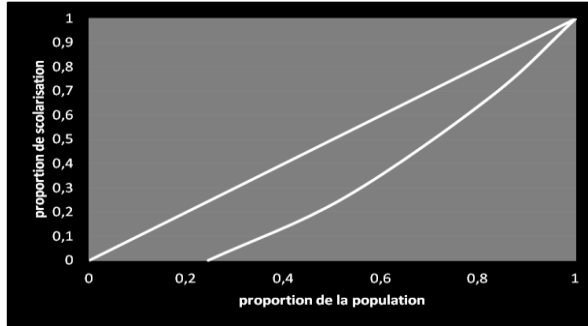
For a more comprehensive analysis of educational inequality in Algeria, the use of the Lorenz curve is particularly pertinent. This curve, which can provide additional information on the distribution of attainment levels within a population, gives more detail on the concentration of the lowest and highest attainment levels in a given population, and visualizes the unequal distribution of education. By plotting the cumulative share of the population aged over 15 years against the cumulative share of education levels [14].

A curve approaching the line of perfect equality (the diagonal) would indicate a relatively equitable distribution of education levels, while a curve away from this line would reveal significant inequalities.

In addition, the Lorenz curve can also be used to analyze the impact of education policies implemented over recent decades. For example, improvements in the curve over time could indicate the effectiveness of initiatives aimed at reducing inequalities, such as building schools in remote areas or support programs for disadvantaged populations.

**Fig.7: Lorenz curve of attainment level distribution in 1998 and 2008 respectively.**





**Source:** constructed by the author using census data from 1998 and 2008.

Looking at the horizontal axis of both the 1998 and 2008 Lorenz curves, as shown in the figure above, a diminution in the proportion of illiterate population has been noted. Indeed, the proportion of the population aged 15 years and over with no years of schooling fell from around 40% in 1998 to 25% in 2008. Compared to the Lorenz curve of 1998, the Lorenz curve of 2008 is closer to the bisector, which represents a perfectly egalitarian distribution, underlining a notable improvement in the distribution of education.

## VI SPATIAL ANALYSIS OF EDUCATIONAL INEQUALITY AMONG ALGERIA'S WILAYAS

To calculate the Gini index for education, both at wilaya and national level, we first need to determine the average years of schooling.

### *A Average years of schooling*

Two concepts can be confused: school life expectancy and the number of years of schooling. The first is an average deduced from enrolment rates by level of education, calculated from data on the enrolled population, and the second is the average number of years actually enrolled, calculated from data on the population aged 15 years and over or the population aged 25 years and over [38].

The average duration of national schooling deviates from the expected duration (school life expectancy at age 6) by around 6 years [39] as shown in the table below.

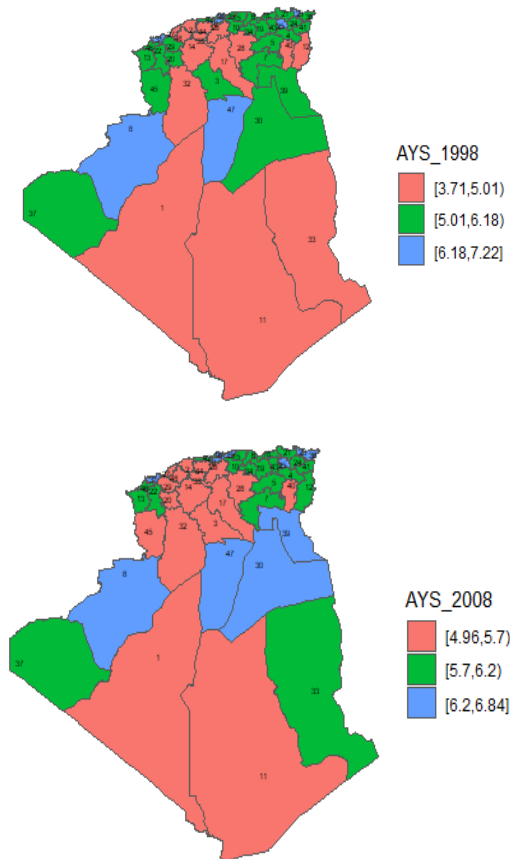
**Table.2: Estimated and actual average length of schooling from 1990 to 2019**

|      | <b>Expected duration of schooling<br/>(including tertiary cycle)</b> | <b>Average duration of schooling</b> |
|------|----------------------------------------------------------------------|--------------------------------------|
| 1990 | 9.6                                                                  | 3.6                                  |
| 1995 | 9.8                                                                  | 4.7                                  |
| 2000 | 10.9                                                                 | 5.9                                  |
| 2005 | 12.3                                                                 | 6.9                                  |
| 2010 | 14.0                                                                 | 7.1                                  |
| 2015 | 14.2                                                                 | 7.9                                  |
| 2016 | 14.2                                                                 | 7.9                                  |
| 2017 | 14.4                                                                 | 8.0                                  |
| 2018 | 14.5                                                                 | 8.0                                  |
| 2019 | 14.6                                                                 | 8.0                                  |

**Source:** UNDP, 2020

A remarkable evolution in the average length of schooling: over the past 20 years, it has risen from 3.6 years to an average of 8 years, meaning that, on average, a person aged 15 years and over has successfully completed the primary and lower secondary cycle. This is not enough for the government, which allocates substantial funds to national education [11] and aims to achieve a minimum of 14 years of schooling.

The distribution of Average Years of Schooling in Algeria highlights significant regional disparities, as shown in the maps below.

**Fig.8: Thematic maps of average length of education in 1998 and 2008**

**Source:** constructed by the author using census data from 1998 and 2008.

In 1998, only nine wilayas, mainly located on the coast [40], had an average schooling duration of over six years, including Algiers, Blida, Oran, Annaba and Constantine in the north, and Ghardaïa and Béchar in the south. In 2008, this number had risen to thirteen wilayas out of a total of 48, indicating a marked improvement in average school enrolment, including Boumerdès, El Tarf, Ouargla and El Oued. However, this progress continues to be unequal. The eastern wilayas, with the exception of Khenchela, continue to have longer schooling durations than those in the west, with the exception of Tlemcen, Sidi Bel Abbès and Aïn Témouchent.

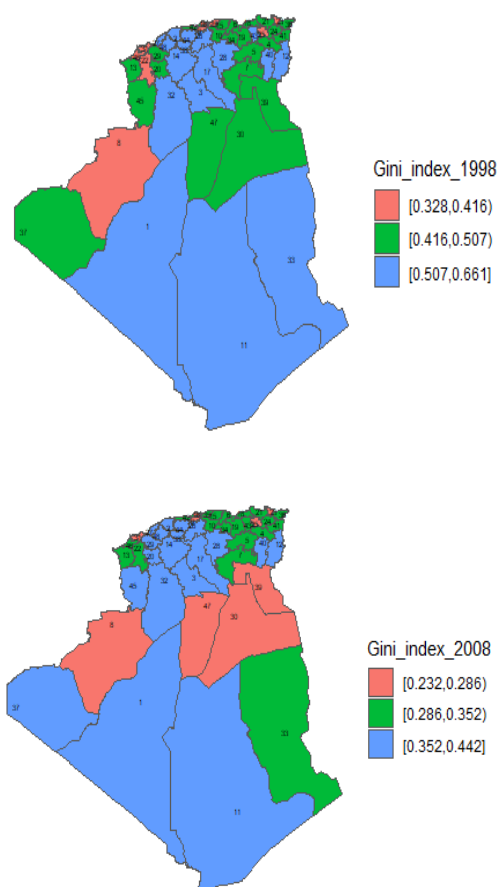
The wilayas in the center, such as Djelfa, Médéa, M'Sila and Laghouat, as well as in the High Plateaus such as Khenchela, and in the northwest, including Relizane, Tiaret and Mostaganem on the coast, as well as Adrar and Tamanrasset in the south, record the lowest

schooling durations, with less than five years on average. In addition, the average duration of schooling fell slightly in Algiers and Annaba, from seven to 6.5 years.

### *B The Gini index of education inequality*

Although the Algerian population aged 15 years and over was better educated in 2008 than in 1998, spatial disparities in access to education persist, particularly between the different regions of the country. This spatial heterogeneity could be attributed to a number of social factors, such as poverty [41], geographical and historical factors, and even factors linked to the school system itself [42].

**Fig.9: Thematic maps of the GINI education index in 1998 and 2008**



**Source:** constructed by the author using census data from 1998 and 2008.

The spatial distribution of the GINI index in 1998 and 2008 within Algeria's regions revealed a significant decrease in educational inequality: in 1998, the GINI index reached a maximum value of 0.661 and decreased to 0.442 in 2008. Wilayas located in the South and central High Plateaus regions continue to present higher levels of inequality than those in the East and West. Conversely, the Algerian coast, with the exception of Mostaganem, is characterized by a more egalitarian education. In particular, southeastern wilayas such as Ghardaïa, El Oued and Ouargla, initially among the most unequal in 1998, showed a remarkable improvement in terms of access to education, resulting in a significant decrease in the Gini index in 2008.

## VII CONCLUSION

This study highlights the importance of examining the education of the Algerian population, both for those currently in the school system and for those aged 15 years and over. Free access to education has enabled a large majority of the population to attend school, supported by considerable public investment. This funding has led to a significant increase in the number of pupils enrolled in the primary and secondary cycles, accompanied by a notable growth in the number of teachers, which should, in theory, improve the quality of education. Moreover, investment in school infrastructure has facilitated access to school for the majority of school-age children, although a minority still remains out of school.

Although national figures show encouraging progress, a more detailed regional analysis reveals persistent disparities, particularly in the South and High Plateaus regions. In terms of the population aged 15 years and over, the average duration of schooling remains below the targets set by the government, and spatial inequalities among wilayas persist. Educational inequalities are particularly marked in the South and High Plateaus regions, where the proportion of the illiterate population remains alarmingly elevated, as shown by the latest general population and housing censuses.

These results call for an in-depth analysis of the causes of these disparities, particularly at regional level. It is important to improve education policies to ensure that they meet the needs of all regions of the country, in order to reduce education inequalities and achieve the set objectives of guaranteeing equitable access to quality education for all.

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