

GENERAL OVERVIEW

The school-age population of Cameroon in 2021 is estimated at around 5,649,760 children under the age of 15 who need to be educated, cared for, and offered employment opportunities. The breakdown by region shows that the FN region (Far North) has the highest demand for school-age children, with 337,683 children in the 4-5 age group and 859,187 children in the 6-11 age group. The North and East regions constituting the PEZs (Priority Education Zones) alone concentrate 679,169 children in the 4-5 age group, and 1,759,931 children in the 6-11 age group.

The total number of children attending pre-school during the 2021/2022 school year is 596,197 an increase of 5.5 % compared to the previous year. As for primary education, there were 4,944,290 pupils, an increase of 4.9 % compared to the previous year, a trend that has been constant since the 2018/2019 school year.

In 2021/2022, the Gross Enrolment Rate (GER) in pre-school is 39.7 %, about one percentage point higher than in the previous year. This rate is particularly low in the Far North Region (7.9 %) where demand is one of the highest in the country. In primary education, the GER amounts 119.2 % for the year 2021/2022. This value, although higher than 100 %, is inflated by early and late entries and repeaters. This does not indicate that all children of primary school age are actually enrolled, but it does reflect the capacity of the system to accommodate the entire primary school-age population.

Despite a clear improvement in access to the (GIR>100%) cycle, the objective of Universal Primary Education (UPE) has not been globally achieved. Overall, the observation of enrolment indicators reveals that universal access to primary education is far from being achieved, as there is a downward trend in this rate as one progresses through the primary cycle. Thus, out of every 100 pupils who enter primary school, only 75 reach CM2. In addition to the problem of completion, there are problems related to socio-political crises in certain regions of the country, the persistence of drop-outs in the system, among others. All these combined have considerably weakened the national education system, especially in regions where structural challenges were already present (AD, FN, ES, NO).

The internal efficiency coefficient (IEC) of the system is about 0.68 at primary level in 2021/2022. Compared to 2020/2021, the IEC has increased by 1 point. The observation of partial coefficients shows that the IEC with drop-outs is lower than the IEC with repeaters. To improve the internal efficiency of the system, it is therefore necessary to carry out actions aimed at keeping pupils in the system (reorganisation of school time in certain localities, improvement of learning conditions and education provision, reduction of opportunity costs in disadvantaged areas, etc.).

At the pre-school level, the number of primary schools has increased from 9 175 in 2014/2015 to 12 468 in 2021/2022, an average annual increase of 4.5 % over the period. The total number of primary schools surveyed is 24,644 classrooms, of which 21,428 are equipped with permanent materials, i.e. 87 % of the total. All these schools helped in the identification of 30,246 teachers.

At the primary level, from 2014/2015 to 2021/2022, the number of primary schools increased from 19 136 to 22 074. In 2021/2022, these schools will have 113,016 classrooms, of which 95,832 are in permanent materials, representing 84.8 % of the total. 114,142 teachers were registered in these schools, whether functional or not.

The pupil-teacher ratio is 43:1 in primary schools. This ratio is 56 pupils to 1 teacher in public primary schools, 25 pupils to 1 teacher in private schools and 70 pupils to 1 teacher in community schools. It should be noted that 33.9 % of public primary schools with more than 100 pupils have fewer than three teachers paid by the state.

Concerning the financing of the basic education system, the resources mobilised for primary education are below the threshold defined for the achievement of universal primary education. In addition, the financial burden on families remains high. The portion of the State budget reserved for the education and training sector is around 14 %, whereas development partners would like to see it raised to around 20 %. In the education and training sector, MINEDUB benefits from 31 % of this share against 45 % recommended by these same partners to enable it to take up the numerous challenges imposed by an inclusive and quality school in the sense of the MDG4.



BASIC EDUCATION IN FIGURES

School Map 2021/2022

DPPC/MINEDUB



EDUCATION PROVISION IN 2021/2022				
		NUMBER OF TEACHERS		
		G	B	TOTAL
Preschool	Public	10 023	206	10229
	Private	18 716	427	19 143
	Community	801	73	874
	TOTAL	29 540	706	30 246
Primary	Public	33 141	32 698	65 839
	Private	33 212	14 002	47 214
	Community	220	869	1,089
	TOTAL	66 573	47 569	114 142
FLC	Public	76	274	350
	Private	274	354	628
	Community	76	218	294
	TOTAL	426	846	1 272
CEBNF	Public	5	10	15
	Private	85	70	155
	Community	42	51	93
	TOTAL	132	131	263

		INFRASTRUCTURE AND FACILITIES		
		SCHOOLS	CLASS ROOMS	SEARING SPACE
Preschool	Public	4 318	5 847	220 897
	Private	7 458	18 140	453 580
	Community	692	657	13 493
	TOTAL	12 468	24 644	687 970
Primary	Public	13 258	64 361	2 688 916
	Private	8 241	47 628	1 613 525
	Community	575	1 027	15 830
	TOTAL	22 074	113 016	4 318 271
FLC	Public	332	376	3 222
	Private	235	406	3 812
	Community	241	204	1 997
	TOTAL	808	986	9 031
CEBNF	Public	18	14	513
	Private	66	123	2 325
	Community	38	72	3 344
	TOTAL	122	209	6 182

EDUCATION DEMAND IN 2021/2022				
		NUMBER OF PUPILS		
		G	B	TOTAL
Preschool	Public	86 071	86 235	172 306
	Private	199 876	197 349	397 225
	Community	13 496	13 170	26 666
	TOTAL	299 443	296 754	596 197
Primary	Public	1 710 544	1 956 919	3 667 463
	Private	596 055	604 270	1 200 325
	Community	34 141	42 361	76 502
	TOTAL	2 340 740	2 603 550	4 944 290
FLC	Public	5 227	4 453	9 680
	Private	4 764	3 025	7 789
	Community	3 241	2 809	6 050
	TOTAL	13 232	10 287	23 519
CEBNF	Public	321	204	525
	Private	1 602	1 481	3 083
	Community	1 034	950	1 984
	TOTAL	2 957	2 635	5 592

		NUMBER OF PUPILS		
		G	B	TOTAL
Preschool	Urban	207 683	206 861	414 544
	Rural	91 760	89 893	181 653
	TOTAL	299 443	296 754	596 197
Primary	Urban	1 014 854	1 051 998	2 066 852
	Rural	1 325 886	1 551 552	2 877 438
	TOTAL	2 340 740	2 603 550	4 944 290
FLC	Urban	4 381	3 457	7 838
	Rural	8 851	6 830	15 681
	TOTAL	13 232	10 287	23 519
CEBNF	Urban	892	762	1,654
	Rural	2 065	1 873	3 938
	TOTAL	2 957	2 635	5 592

