MINISTÈRE DE L'EDUCATION DE BASE
Paix – Travail – Patrie

MINISTRY OF BASIC EDUCATION
Peace – Work– Fatherland

2019-2020 SCHOOL MAP AND LITERACY DATA ANALYSIS REPORT

March 2021

This report presents the results of the analysis of school census data in the Basic Education sub-sector carried out in the ten regions across the nation from July to September 2020 by the central and decentralised services of the Ministry of Basic Education. This vast operation was carried out during the 2019/2020 school year despite the disruptions in the education system linked to the COVID-19 pandemic. The processes of data collection, production and analysis benefited from the expertise of the National Institute of Statistics (INS) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) for data quality control, and the Central Bureau of Censuses and Population Studies (BUCREP) for the provision of 2019 projections of the school-age population at the preschool and primary levels.

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Recommended citation: Ministry of Basic Education (MINEDUB), 2020. 2019-2020 Data Analysis Report. Yaoundé, Cameroon.

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Abbreviations and acronyms

PTA	Parents and Teachers' Association
BUCREP	Central Bureau of Census and Population Studies
FLC	Functional Literacy Centre
CAMWATER	Cameroon Water Utilities Corporation
CAPIEMP	Certificat d'Aptitudes Professionnelles des Instituteurs de l'Enseignement Maternel et Primaire
CAPIET	Certificat d'Aptitudes Professionnelles des Instituteurs de l'Enseignement Technique
CE1	Cours Elémentaire Première année
CE2	Cours Elémentaire Deuxième année
NFBEC	Non Formal Basic Education Centre
IEC	Internal Efficiency Coefficient
CEP	Certificat d'Etudes Primaires
CL2	Class two
CL4	Class four
CL6	Class six
CM1	Cours Moyen Première Année
CM2	Cours Moyen Deuxième Année
CP	Cours Préparatoire
CPC	Community Preschool Centres
RLA	Regional and Local Authorities
DEA	Diplôme d'Etudes Approfondies
GESP	Growth and Employment Strategy Paper
ETSSP	Education and Training Sector Strategy Paper
ECAM	Enquête Camerounaise Auprès des Ménages
EGMA	Early Grade Mathematic Assessment
EGRA	Early Grade Reading Assessment
GTTC	Ecole Normale d'Instituteurs de l'Enseignement Général
GTTTC	Ecole Normale d'Instituteurs de l'Enseignement Technique

EFA	Education for All
FSLC	First School Leaving Certificate
F	Female/Women
B	Boys
GCE	General Certificate of Education
GPE	Global Partnership for Education
M	Men
NIS	National Institute of Statistics
GPI	Gender Parity Index
LMD	(Bachelor's - Master's - Doctorate)
MINEDUB	Ministry of Basic Education
MINESEC	Ministry of Secondary Education
MINEFOP	Ministry of Employment and Vocational Training
MINESUP	Ministry of Higher Education
MINRESI	Ministry of Scientific Research and Innovation
MINJEC	Ministry of Youth and Civic Education
SDG	Sustainable Development Goals
NGO	Non-Governmental Organisation
PAEQUE	Programme for the Improvement of Equity and Quality in Education
CERSP	Cameroon Education Reform Support Programme
GDP	Gross Domestic Product
TFPs	Technical and Financial Partners
REM	**Pupil/teacher ratio**
GCPH	General Census of Population and Housing
EMIS	Education Management Information System
SIL	Section d'Initiation au Langage
NDS	National Development Strategy
T	Total
PSCR	Primary School Completion Rate
GAR	Gross Admission Rate
GER	Gross Enrolment Rate
ICT	Information and Communication Technology

LAU	Learning Achievement Unit
UNAMAT	Maternal Animation Unit
UNAPED	Pedagogical Animation Unit
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
ZEP	Priority Education Zone

Definition of key concepts

Learning activity: an activity in which an individual voluntarily participates with the intention of learning.

Educational activity: voluntary activity involving some form of communication designed to bring about learning.

School age: The number of years or age range in which children are legally required to attend school.

Example: For compulsory education (primary level), the school age is 6-11 years and the theoretical entry age is 6 years.

Literacy: UNESCO (1990) defines literacy as "a form of education which provides an individual or group of individuals, within a given historical, social and linguistic context, with a level of knowledge, skills and attitudes that enable them to understand and interact with their environment, to continue their education and training in society throughout life, and to participate effectively in its economic, social and cultural development. "

Grade: A specific cycle of instruction at initial education level, usually corresponding to one school year. Pupils in the same grade are usually of a similar age. The terms "class" or "cohort" are also used.

Informal learning: intentional or voluntary but not institutionalised forms of learning. It is therefore less organised and structured than formal education. Informal learning can include learning activities taking place in the family, in the workplace, in the local community and in everyday life, on a self-directed basis by the family or society.

Community Preschool Centre: a community structure created to accommodate children aged 3 to 5 years. They are most often located in rural areas, where formal Preschools do not exist.

School cycle: succession of courses leading to the end of studies at a given level. *Example: Primary cycle (SIL/CL1 → CM2/CL6)*

Demand for education: all the needs or expectations, needs in education.

School drop-out: the expression school drop-out refers to the incidence of two phenomena: dropping out of school and repeating a year in school.

Basic Education: the common base of minimum skills that every child should have on leaving school. The Common Base realises the right to education for all, a right that opens the door to the exercise of other fundamental human rights. The Common Base also values human capital as a factor and necessary condition for development.

Vocational education: education designed to provide the first levels of qualification necessary for the exercise of a trade or group of trades. Vocational education is generally located in the second cycle of secondary education and includes general education, basic practical training for the development of the skills necessary for the exercise of a given trade and theoretical technical studies related to this trade. Vocational education leads to a diploma.

Education: the action of educating, training, instructing someone. Education can be defined as a process of transmitting knowledge and acquiring values, the aim of which is to enable individuals to act more effectively in their natural and social environment as citizens.

Non-formal Basic Education: According to UNESCO (1990), non-formal Basic Education is "that which enables individuals, within a given historical, social and linguistic context, to acquire a level of knowledge, skills and attitudes that will enable them to understand their environment, to interact with it, to continue their education and training within society and to participate effectively in its economic, social and cultural development. "

Non-formal education: this is understood as that form of education offered to young people outside conventional school structures, mainly through non-directive teaching methods.

Preschool education: a set of programmes that take into account children aged 4 to 5. It covers the following aspects: child health, protection, stimulation, education and environment.

School: A school is understood as an institution where education is provided and which includes pupils, teaching staff and its own administration.

Thus, there may be several schools located on the same site. It happens that two public schools with two different administrations share the same classrooms, through the double shift system.

School environment: all the characteristics of the school that contribute to the well-being and comfort of pupils.

Out-of-school child: a child who belongs to the age group officially defined as school age, but who is not enrolled in school.

Gender parity index linked to enrolment rate: ratio of the enrolment rate of girls to the enrolment rate of boys.

Infrastructure: all the equipment necessary for the functioning of a school (classrooms, library, equipped playgrounds, etc.)

Education supply: quantity of goods and services made available to the education system.

School-age population: all children of school age, i.e. the entire population likely to be enrolled in school according to the level of education:

- 4 to 5 years for nursery education;
- 6 to 11 years for primary education.

This term also refers to the notion of **potential demand for education.**

School population: All children actually enrolled in school.

Proportion of repeaters: percentage of repeaters among the enrolment in a given course, in a given year.

Pupil-teacher ratio: average number of pupils per teacher.

Pupil/classroom ratio: average number of pupils per classroom.

School operating regime: In Cameroon, the operation of public primary schools is not homogeneous. It varies from one school to another according to a number of criteria. The most common is to compensate for the lack of classrooms.

Thus, there are schools with the following functioning system depending on the case:

1. **Full time**

Full-time teaching is organised from 7.30 a.m. to 2.00 p.m. for primary schools and from 7.30 a.m. to 1.30 p.m. for Preschools, in accordance with the regulations in force. However, a derogation has been granted to public schools which can go until 3.30 pm.

2. **Double shift**

The double shift system consists of the use of the same classrooms by two teaching groups belonging to two different (public) schools. One teaching group occupies the premises in the morning (7.30-12.20), the other in the afternoon (12.30-17.30) and vice versa the following week. Each group is an autonomous school with its own administration.

3. **Mixed**

In a mixed school, some classes operate under the half-time system and others full-time. Priority is given to the classes of graduates (second year middle school), who prepare for the cycle's exit exams: the Certificat d'Etudes Primaires (CEP), the entrance exam to Form I for general education and the entrance exam to the 1st grade for technical education.

Drop-out rate: percentage of pupils in a given course or year who leave the cycle during or at the end of the school year.

Completion rate: ratio of the number of new entrants at the end of a given cycle to the number of the official age population of the class at the end of that cycle.

Gross intake rate: ratio of the number of new entrants in a cycle to the number of the population of theoretical entry age in this cycle.

Gross enrolment rate: ratio of the number of pupils enrolled to the number of pupils who can be enrolled.

Promotion rate or apparent promotion rate: percentage of pupils in a given course, in a given year, who move up to the next higher course the following year.

Repetition rate: percentage of pupils in a given course in a given year who repeat the same course the following year.

Preface

In November 2020, Cameroon adopted its National Development Strategy 2030 (NDS30). One of its main strategic axes is the development of human capital through the implementation of social sector strategies (education and training, health, social protection, employment, etc.).

The governmental objective assigned by this new reference framework to the **Education and Training Sector** is to *"Promote an education system in which every young graduate is sociologically integrated, bilingual and competent in an area that is crucial to the country's development and aware of what he or she must do to contribute to it."*

This objective is broken down into four specific objectives for Basic Education, namely

- Ensuring access to primary education for all school-age children;
- Achieving a 100% completion rate at primary level;
- Reducing regional disparities in terms of school infrastructure and teaching staff;
- Promoting functional literacy for illiterate youth and adults.

To operationalise this vision and facilitate the achievement of the above-mentioned objectives, the Ministry of Basic Education has set itself the strategic objective of ensuring quality Basic Education for all school-age children, young people who are not in school or who drop out early and illiterate adults. Structurally, the Ministry of Basic Education has four programmes, three of which are operational and one is supportive, namely:

- ✓ Programme 196 "Universalization of the primary cycle" which addresses the issues of access, retention, completion and quality of primary education;
- ✓ Programme 197 "Preschool Development", which focuses on improving public preschool provision, supporting community preschools and encouraging formal private initiative;

- ✓ Programme 199 "Literacy", which aims to increase the literate population, provide education and training opportunities for out-of-school children, and promote the oral and written practice of national languages;
- ✓ Programme 198 ***'Governance and Institutional Support'***, which establishes the 'School Map' statistical information system and supports the effective implementation of operational programmes through the mobilisation and provision of resources.

MINEDUB's school map is a permanent system for collecting statistical data on public and private schools of the formal and non-formal education system established on the national territory. On this basis, it allows the production of the annual **Statistical Yearbook of MINEDUB** and the related **Statistical Data Analysis Report.**

This report provides an overall analysis the following:

- schooling;
- internal efficiency and children outside the Basic Education system;
- quality of educational provision and learning conditions;
- cost and financing of education;
- equity in Basic Education.

These analyses are based on indicators using data on pupils, teachers, classrooms, facilities and equipment. These data are collected during the school census and come from different data sources, notably the GCPH for data relating to the population, household surveys and thematic studies based on education on the one hand, and financial data from the national accounts on the other. These indicators are presented in the form of ratios, performance gaps, rates and percentages in order to make them understandable to the general public and useful for monitoring the evolution and steering of the sub-sector.

The Basic Education sub-sector continues to face many challenges, including

(i) Expanding educational provision to disadvantaged groups, namely children living in rural areas,

(ii) the development of quality Preschool education;

(iii) the growing social demand for education, poverty in the community and disability;

(iv) the persistence of school dropouts despite the significant decrease in the repetition rate;

(v) the persistence of the disparities observed according to gender, administrative location (regions, divisions, etc.) and environment (urban and rural areas);

(vi) the inequity of children's access to Preschooling, regardless of the income level of the families.

This goal places a strong emphasis on early childhood development, "to ensure that all children, girls and boys, have access to quality early childhood development and care and to quality Preschool education that prepares them for quality primary education".

These challenges must guide our daily actions for a Basic Education that is (i) more inclusive by enabling all school-age children to acquire the basic skills required through complete primary schooling and (ii) equitable, through the effective implementation of policies favouring the reduction of inequalities in school success.

I would like to take the opportunity offered by the publication of this Report to express my sincere thanks to all our institutional partners whose use of the various national works contributed to the development of the diagnosis of the Basic Education sub-sector. I am also grateful to our Technical and Financial Partners who, through their actions and collaboration, are constantly contributing to capacity building of our human resources with a view to better production of quality statistical data and to the development of the Basic Education sub-sector in general.

The Minister of Basic Education,

Prof. Laurent Serge ETOUNDI NGOA

Executive summary

In 2019, approximately 42% of Cameroonians were under the age of 15. This proportion of children and youth is entitled to health care, education and employment opportunities. Projections show that the population of primary school age is expected to exceed one million each year by 2030. According to the regional breakdown, the Far North has the highest demand for school-age children, with 22% in the 4-5 age group and 20% in the 6-11 age group. The priority education zone, which includes the regions of Adamawa, the East, the Far North and the North, accounts for almost 45% of the demand for Preschooling (4-5 years) and around 42% for primary schooling (6-11 years).

The number of children enrolled in the Basic Education sub-sector has been rising continuously for several years. In fact, the annual average growth rate between 2012 and 2016 was 3.9%. Thereafter, there is a 3.2% decline in the said average between 2016 and 2018, before a return to growth of 4.4% between 2018 and 2020. However, when confronted with the potential demand for education, enrolment indicators are still low.

Thus, in the Preschool cycle, the gross enrolment rate (GER) was 38.83% in 2019-2020. This indicator is particularly low in the Far North region, at 7.57%, where the demand for Preschooling is one of the highest in the country. On the other hand, this same indicator was 114.7% at primary level for the period under consideration. However, this value of over 100% masks many disparities and is particularly influenced by repetition in the system. For both levels of education, the GER is higher than the average for countries in the sub-region (ECCAS) and Sub-Saharan Africa (SSA).

Overall, the observation of enrolment indicators reveals that universal access to primary education is far from being achieved, as there has been a downward trend in this rate as the primary cycle progresses. Indeed, out of 100 pupils enrolled in primary school, only 71 reach the CM2 class. In addition to the problem of completion, there are problems linked to the socio-political crises in certain regions of the country, the prevalence of the Covid-19 pandemic, the persistence of dropouts in the system, etc. All of these combined scourges have had a negative impact on the quality of

education. All of these combined have considerably weakened the national education system, particularly in regions where structural challenges were already present. The result is an internal efficiency coefficient of about 65% at primary level in 2019-2020. Compared to 2018-2019, the internal efficiency coefficient (IEC) has remained stable. Observation of the partial coefficients shows that the IEC with repeaters is lower than the IEC due to dropouts in the system. The improvement of the overall IEC is therefore logically achieved by limiting repetition.

Indeed, when they repeat, Cameroonian children are likely to drop out of school, which increases the number of children who do not attend school. In order to provide these children who have never been to school or who were dropped out early, with skills that will enable them to develop and integrate into social and economic life, non-formal Basic Education offers have been developed in the system. While the existence of these programmes in Cameroon is rightly welcomed, the low number of children enrolled is deplorable: 20 507 children in 2019-2020 for a population of 100 000 children.

In addition to strong Demographic growth, which in itself constitutes a major risk, Cameroon presents a certain number of natural or human risks which further weaken the development of the country in general and the education system in particular. These include food insecurity, floods and, more recently, population movements linked to various conflicts. Security crises are present in five regions of the country (Adamawa, East, Far North, North West and South West). The psychosis created by insecurity has led to the closure of several schools in the North-West and South-West regions, as well as in some departments of the Far-North region (Logone and Chari, Mayo-Sava, Mayo-Tsanaga). Insecurity continues to cause a massive influx of internally displaced persons and refugees in villages and in some schools.

In March 2020, Cameroon hosted 420,774 refugees and asylum seekers, of whom 201,207 were of school age (Preschool, primary and secondary). But only 3 out of 10 refugee children were in Preschool and one out of two in primary school.

Finally, as of March 2020, more than one million people (51% of whom are school-age children) have been forcibly displaced within the country, mainly in the Far North, Adamawa, Centre, West, Littoral, North West and South West regions. However, when the number of displaced pupils enrolled is compared to the potential demand for education among displaced children, low enrolment rates are observed; only 14% for children aged 4-5 and 67% for children aged 6-11.

The number of open and functioning preschools has increased from 9,175 in 2014/2015 to 10,678 in 2019/2020, an average annual increase of 3.31% during this period. The network of Preschools includes 22,129 classrooms, of which 18,935, or 85.57%, are in final form. All of these schools allow 567,181 pupils to be taught by 28,132 teachers in 20,317 classrooms.

Public provision has increased slightly. In fact, 174,809 pupils are taught in 5,674 classrooms by 10,185 teachers. The network of public Preschools includes 4,142 schools with 6,014 classrooms, 72.98% of which are permanent. Once again this year, the number of teachers in the private sector is higher (17,947) than in the public sector (10,185), with almost 97% of Preschool teachers being women. 36.6% of public Preschool teachers are in the "contractualized" category, compared to 18.4% of "parents' teachers". Private provision in this part of the education system is better equipped than public provision.

In nursery schools, a female teacher supervises an average of 20 pupils. An analysis by region of the teachers paid for by the state budget in public Preschools shows that the regions of the Far North (49/1), Adamawa (37/1), East (27/1) and North (29/1) have the lowest pupil-teacher ratios.

From the 2014/2015 school year to 2019/2020, the number of primary schools has increased from 19,136 to 19,904. Thus in 2019/2020, these schools provided 4,578,708 pupils in 94,289 classrooms. Out of 105,014 identified classrooms (with 94,289 occupied), 86,154 represent 82.04% are built with permanent material. In the sector, 12,972 schools were identified, with 62,280 classrooms, of which 79.48% (49,500) are made of permanent materials. These schools have enabled 3,459,294 pupils to be taught in 56,067 classrooms.

Private schools are better equipped with essential facilities (electricity, drinking water, playgrounds, fences, toilets, etc.) than public schools.

At national level, for all levels of primary education, a classroom has an average of 49 pupils. This ratio is 62 pupils per classroom in the public sector compared to 28 in the formal private sector and 69 in the community and parents' schools.

The system offers only 5 seats for every 6 pupils. The public primary is in the same trend with 2 seats available for every 3 pupils while the formal private has 4 seats for every 3 pupils.

In 2019/2020, the primary cycle registered 59,071 teachers in the public sector and 40 521 in the private sector, or 59% and 40% respectively. Private primary schools employ 66% of qualified teachers (women and men).

The pupil-teacher ratio is 46:1 in primary schools. The ratio is 59:1 in public primary schools, 26:1 in private schools and 73:1 in community schools. It is worth noting that 47% of public primary schools with more than 100 students have fewer than 3 teachers paid by the state. The resources mobilised for primary education are below the standard set for achieving universal primary education. Part of the sector's resources are allocated to improving the quality of education. However, the financial burden on families remains high. Indeed, the share of the budget reserved for the sector is around 15%, whereas development partners would like to see it raised to around 20%. In the Basic Education sub-sector, MINEDUB benefits from 31% of this share against 45% recommended by these same partners to give itself the means to meet the many challenges imposed by an inclusive and quality school in the sense of the SDG4.

The resources mobilised for primary education fall short of the target. The acceleration of decentralisation, whose allocation is set at 15% but remains at around 7%, would enable the sub-sector to benefit from more resources to better finance its programmes, in particular Preschool, which is still non-compulsory and fee-paying: the share of the budget allocated to the programme that supports this level of study is around 7%, i.e. 10 times less than the Universalisation programme.

Chapter 1: General context of Basic Education Development

1.1. Demographic Context

Based on BUCREP[1] analyses and projections, Cameroon's population has been growing at an average annual rate of 2.5% since 2005, from 17,463,836 inhabitants in 2005 to around 22,179,707 and 24,348,251 inhabitants in 2015 and 2019 respectively. The population is expected to reach 27,538,142 in 2025. These national projections differ in some respects from those of the United Nations, whose estimates indicate a total population of 25,876,000 for Cameroon in 2019 (with a growth rate of 2.7% between 2005 and 2019). Similarly, there is a slight predominance of women in the population over the period 2005-2025.

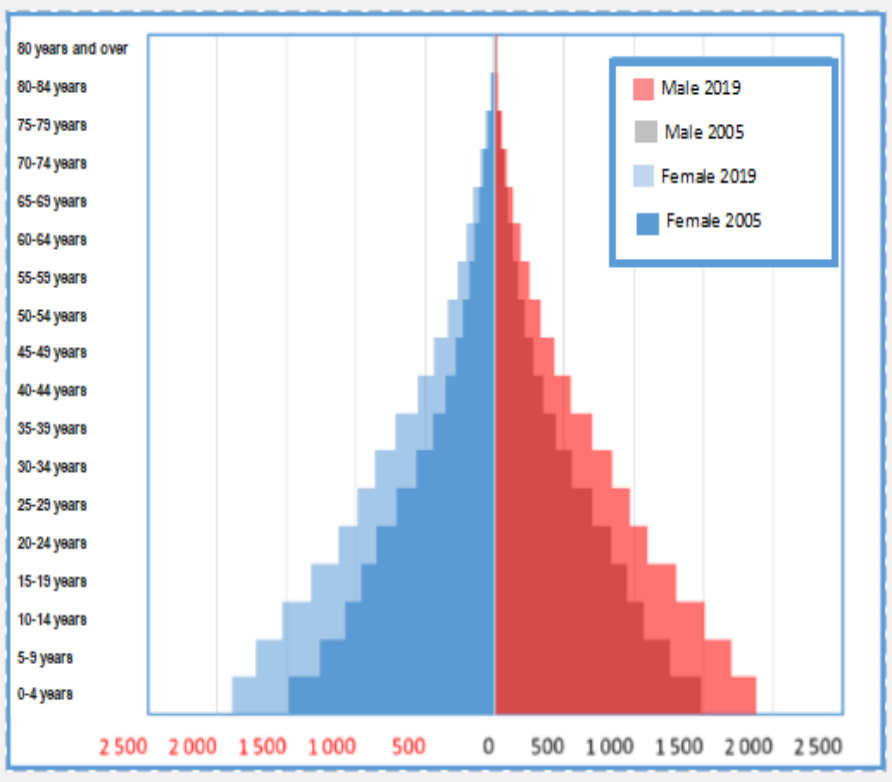
Table 1: Cameroon's population projection from 2005 to 2025

Years	2005	2015	2019	2025
Population	**17,463,836**	**22,179,707**	**24,348,251**	**27,538,142**
Men	8,632,036	11,224,693	12,026,108	13,601,661
Women	8,831,800	10,955,014	12,322,143	13,936,481
Average annual growth rate (%)	2.8	2.8	2.5	2
Percentage of the female population	50.6 %	50.6%	50.6 %	50.6 %

Source: 2005 GCPH and Population Projections

An analysis of the age structure of the Cameroonian population reveals a population that is extremely young. The age pyramid is characterised by a very broad base and a gradual and regular narrowing as age advances. Figure 1 below shows the continuity of the widening of the age pyramid between 2005 and 2019.

Figure 1: Age pyramid between 2005 and 2019



Source: Extract from RESEN Cameroon 2019 based on United Nations projections

Figure 1 shows that children under 15 years of age represent 42% of the population and those under 30 years of age 70%. The school-age population (4-23 years) represents 53% of the population for an estimated total of 12.8 million inhabitants in 2019 compared to 9.4 million in 2005, which corresponds to an average annual growth of 2.3%. These figures indicate, on the one hand, the significant weight of children and young people to be enrolled in school for the adult population of working age, which in fact provides the financing, and, on the other hand, the Demographic weight that this age group exerts on the education system in terms of school provision. According to BUCREP projections, it will reach almost 14.4 million in 2025.

Table 2: Projected school-age population

Year	2005	2015	2019	2020	2025
Overall population	**17,766 ,561**	**22,179,707**	**24,348,251**	**24,910,305**	**27,840,083**
3-5 years[1]	1,637,682	2,094,826	2,236,405	2,290,054	2,438,309
6-11 years	2,860,362	3,713,556	3,961,245	4,059,653	4,232,781
12-15 years	1,708,700	2,120,693	2,322,712	2,369,058	2,595,616
16-18 years	1,181,046	1,427,916	1,581 ,241	1,616,749	1,904,771
19-24 years	2,036,104	2,509,939	2,774,301	2,847,188	3,209,774
Total for all ages	**9,423,894**	**11,866,930**	**12, 875,904**	**13,182,702**	**14,381,251**

Source: 2005 GCPH and Population Projections

1.2. Institutional and Organisational Environment of Education in Cameroon

1.2.1. Institutional Environment of Education in Cameroon

Law No. 98/004 of 4 April 1998 on the Orientation of Education in Cameroon provides in its section 15 that (1) the education system is organised into two sub-systems, one English-speaking and the other French-speaking, by which the national option of biculturalism is reaffirmed; (2) the above-mentioned education sub-systems coexist while each one retains its specificity in the methods of evaluation and certification. Within these two subsystems, there are two orders of education: public and private. The private sector includes the following sub-orders: secular, denominational Catholic, denominational Protestant and denominational Islamic.

Demographically, the schools are located in rural and urban areas. Pupils are unevenly distributed in the different administrative subdivisions. Thus, the schools in the large cities and their outskirts have a large number of pupils, which makes it necessary to resort to a system of double shifts (half-time). To reduce these inequalities, the authorities have set up certain localities as Priority Education Zones (ZEP), notably the regions of the East, Adamawa, North and Far North. However, despite the efforts made by the Government with the support of its development partners, many pockets of

1 *The official age range for pre-school enrolment is 4-5 years, although administrative data from the school population census show the presence of 3-year-olds in private pre-school in particular.*

under-schooling remain in the other regions and major cities of the country. Moreover, the need for teachers persists and requires recourse to the multigrade class system.

Article 161 of Law No.2019/024 of 24 December 2019 on the General Code of Decentralised Local Authorities further strengthens the institutional environment of education in Cameroon, in the sense that since the advent of the decentralisation process, the State has proceeded to transfer certain competences to the municipalities, such as in the areas of Education (161.a.), Literacy (161.b.) and Technical and Vocational Training (161.c.) The aim is to ensure participatory management by the regional and local authorities of education and training structures

1.2.2. Organisational Environment of Education in Cameroon

The education and training sector is supervised by several ministries:

- ✓ the Ministry of Basic Education in charge of Preschool Education, Primary Education and Literacy;
- ✓ the Ministry of Secondary Education, which includes General Secondary Education, Technical and Professional Secondary Education and Training Education;
- ✓ the Ministry of Employment and Vocational Training in charge of vocational training;
- ✓ the Ministry of Higher Education, in charge of post-baccalaureate studies;
- ✓ the Ministry of Youth and Civic Education, which deals with the civic and moral education of youth.
- ✓ Apart from these five ministries, other ministries also contribute to the education and supervision of young people and adults, such as the Ministry of Sports and Physical Education;
- ✓ Ministry of Scientific Research and Innovation;
- ✓ Ministry of Social Affairs;
- ✓ Ministry of Agriculture and Rural Development;
- ✓ the Ministry of Public Health, etc.

The implementation of the tasks of training and education of citizens takes place in the following structured training cycles:

1.2.2.1. Preschool Cycle

In general, the Cameroonian nursery school is an institution of first education lasting two years. It welcomes children aged 4 years for the first year and 5 years for the second year. The State, in the DSSEF 2013-2020, has committed itself to developing community preschools. This commitment is reflected in the signing of the National Policy Document on Preschool Development and the Strategy for the Implementation of Community-based Preschool. The State has started to cover rural areas with Community Preschool Centres (CPC) since the start of the 2016-2017 school year.

1.2.2.2. Primary cycle

Primary education has three (3) levels of two years each:

- Level 1 includes the Section d'Initiation au Langage/Class 1 (SIL/CL1) and the Cours Préparatoire/Class 2 (CP/CL2);

- Level 2 comprises the Cours Elémentaire Première Année/Class 3 (CE1/CL3) and the Cours Elémentaire Deuxième Année/Class 4 (CE2/CL4);

- Level 3 is made up of the Cours Moyen Première Année/Class 5 (CM1/CL5) and the Cours Moyen Deuxième Année/Class 6 (CM2/CL6).

The end of the primary cycle is marked by the Certificat d'Etudes Primaires (CEP) for the French-speaking sub-system and the First School Leaving Certificate (FSLC) for the English-speaking sub-system. Primary education for both subsystems lasts six (6) years. Within the same level, promotion is allowed collectively, in accordance with the regulations in force. However, the repetition of a pupil may be authorised exceptionally at the request of the parent concerned (Order No.315/B1/1464/MINEDUB of 21 February 2006). Each school is placed under the administration of the School Council, headed by the president of the council and the school management headed by the school director. At each level, there is an animator who coordinates the pedagogical activities.

The primary schools in a subdivision are placed under the authority of a Subdivisional Inspector of Basic Education (IAEB), who performs administrative and pedagogical functions. A group of nearby schools constitutes a pedagogical basin, a place where teachers meet during Pedagogical Animation Units (UNAPED and UNAMAT) and Pedagogical Days. There are "Practising Schools", annexed to the "Government Teacher Training Colleges", under the authority of the Divisional Delegate of Basic Education.

1.2.2.3. Literacy and Non-Formal Basic Education

It is estimated that around 27% of children do not complete primary education and consequently do not acquire the basic skills necessary for sustainable and irreversible literacy. As a result, the demand for LNFBE tends to increase, amplified by factors such as social marginalisation, the isolation of certain areas, returning illiteracy, poverty and other adverse effects of the economic crisis. The public authorities have become more aware of the importance of LNFBE and are working to make it a lever for development, with a view to achieving Cameroon's economic and social emergence by 2035 and in compliance with their commitments to the international community.

Literacy and Non-Formal Basic Education are therefore alternative education and training opportunities in the non-formal sector. Literacy covers activities aimed at the acquisition of literacy and numeracy skills on the one hand, and the development of life skills and income-generating activities (IGAs) on the other. Non-formal Basic Education is developed for school-age children who have never been to school or who have left school prematurely, to enable them to continue their schooling, for those who have aptitudes, or to seek vocational training in a given field of activity.

Adult literacy activities take place in the Functional Literacy Centres (FLC), while those related to Non-Formal Basic Education for out-of-school children are carried out in the Non-Formal Basic Education Centres (NFBEC).

1.2.2.4. Secondary Cycle

Secondary education lasts for seven (7) years in both the Francophone and Anglophone sub-systems. It is subdivided into two branches: Technical and Vocational Secondary Education and General Secondary Education.

In the Anglophone sub-system, the first cycle lasts five (5) years and is sanctioned by the diploma of the General Certificate of Education Ordinary Level (GCE OL) while the second cycle which lasts two (2) years is sanctioned by the General Certificate of Education Advance Level (GCE AL). The first cycle in the Francophone sub-system of General Secondary Education and Technical Secondary Education lasts 4 years. It is sanctioned respectively by the Brevet d'Etudes du Premier Cycle (BEPC) and the Certificat d'Aptitude Professionnelle (CAP). The second cycle in these two types of education lasts 3 years and is sanctioned by the Baccalauréat diploma.

The Government is committed to the professionalization of education with the creation in 2016/2017 of Technical Agricultural High Schools in Maroua and Yabassi. Normal education, which lasts from 1 to 3 years depending on the entry diploma, is developed in the GTTCs and GTTTCs where general and technical education teachers are trained respectively. It is sanctioned by the CAPIEMP or CAPIET diploma.

1.2.2.5. Higher Education

Universities and higher institutions provide training for young people after obtaining the Baccalauréat or an equivalent diploma in the French-speaking sub-system and the General Certificate of Education GCE (Advance Level) in the English-speaking sub-system. Recent reforms have led to the introduction of the LMD (Licence-Masters-Doctorat) system and a strong commitment to the professionalisation of teaching.

The LMD system effectively started in universities following the declaration of the CEMAC Heads of State in 2007. The objectives of the

LMD system in Cameroon aim at: (i) development through the contribution to the growth of the national economy and the promotion of graduate employment; (ii) social, cultural and human development through the training of a new generation of executives with a solid civic education and capable of responding to the challenges of sustainable development at the national and Central African sub-regional levels; and (iii) the promotion of research training through research as a support factor for development in partnership with socio-professional circles.

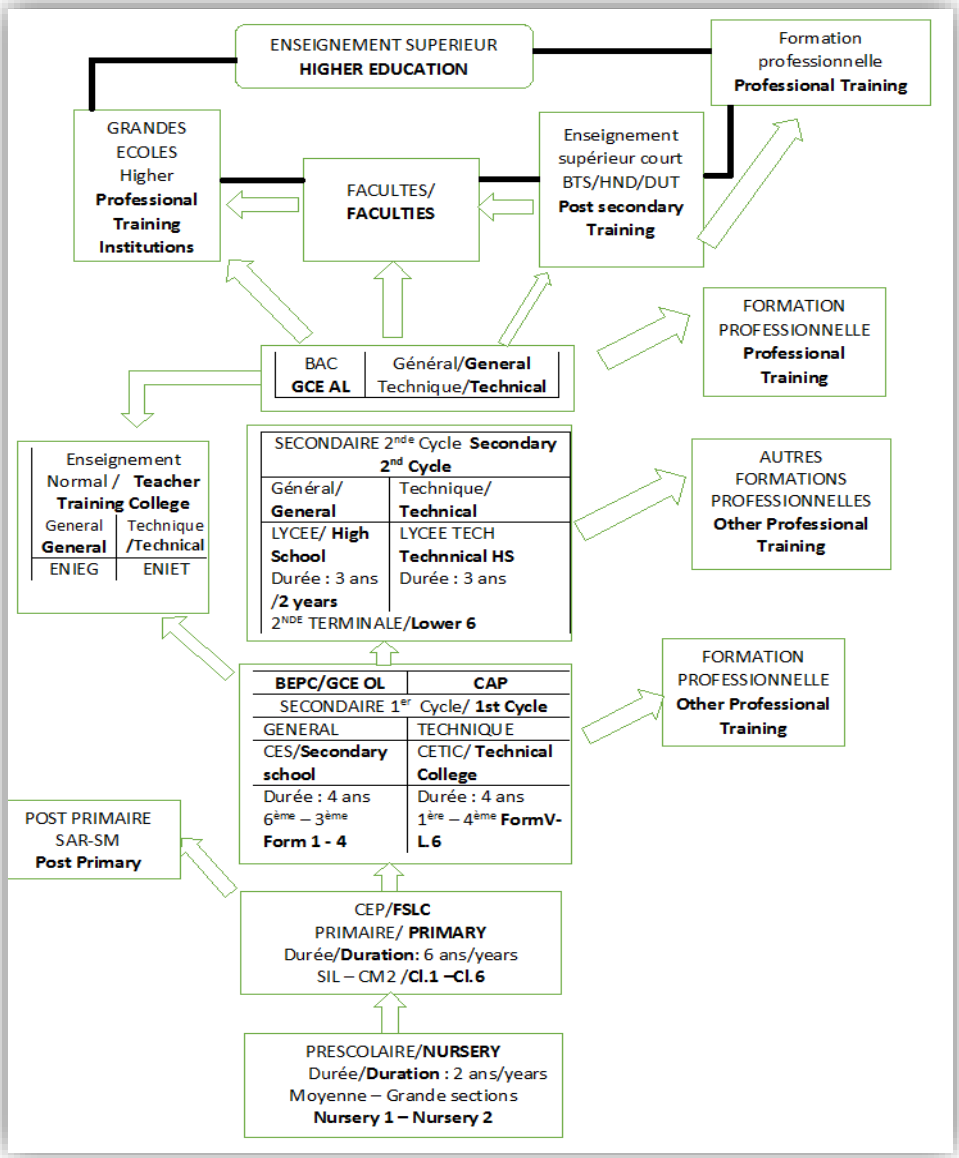
At the same level, the BTS/HND/DUT/DSEP sanctions the first two years of study while the Licence sanctions the academic course at the end of the third year of study in a faculty. The Master's degree, which lasts two years, prepares students for fundamental or applied research in the issues relevant to their field of specialisation. It replaces the Diplôme d'Etudes Approfondies (DEA) of the old system. The doctorate is awarded after at least three years of research coupled with the defence of a doctoral thesis or PhD.

1.2.2.6. Vocational Training

The vocational training centres ensure the implementation of the Government's policy on employment, training and professional integration. Currently, the overall labour force situation in Cameroon is characterised by a high rate of growth of the working age population, a strong and early demand for employment, and a low level of qualification of the active population. One of the consequences is that there is little access to opportunities in sectors with high value-added potential and a mismatch between training and labour market dynamics.

Thus, the vocation of vocational training is to ensure the professional integration of those leaving the education system, thus contributing to the regulation of flows. It includes SAR/SM and Trade Training Centres. The duration of the training varies between 6 and 24 months depending on the basic level of the applicants.

Figure 2: Cameroonian education system



Source: Extract from the DSSEF (2013-2020)

1.3. Macroeconomic and Financial Context

Analyses drawn from the *Rapport d'Etat sur le Système Educatif National* (RESEN) prepared in 2019 with the assistance of World Bank experts show that Cameroon has made significant progress in economic and social development over the last decade. The level of economic growth, despite its variability, has been maintained (with the exception of 2005 and 2009) above population growth, thus leading to an improvement in the level of per capita income. GDP per capita in constant 2005 values, measured in CFAF, improved by 11% between 2013 and 2018, from CFAF 595,351 to CFAF 659,038.

In terms of state revenue, during the period 2013-2015, total revenue rose from CFAF 2,622.03 billion to CFAF 3,013.21 billion, an increase of 15% for the period. Domestic revenue increased substantially during this period by 17%, from CFAF 2,575.73 billion in 2013 to CFAF 3,002.16 billion in 2015. As a percentage of GDP, the tax burden rose from 16.1% to 16.4% during the same period.

However, the national accounts drawn up by the INS in 2018 show that the unfavourable external environment, coupled with the humanitarian and security crises in five regions (Adamawa, North-West, South-West, Far North and East) of the country, led to a 14% drop in fiscal pressure, corresponding to CFAF 2,784.37 billion in domestic revenue in 2016 and CFAF 2,866.07 billion in 2017. However, in 2018, domestic revenue rose considerably to CFAF 3,433.02 billion, representing an increase of 20% and 14% compared to the previous year and 2015, respectively. The tax burden then stood at 16% in 2018. This recovery in state revenue is explained by the revival of economic growth observed in 2018, due among other things to the evolution observed in the three sectors of activity of the economy and the volume of exports of goods and services, which increased by 2.3% in 2018 after a decline of 1.6% in 2017 (INS, 2018).

Thus, despite the decline in government revenue observed between 2015 and 2017, this expenditure1 continued to grow from CFAF 3,819.7

billion in 2015 to CFAF 4,229.4 billion in 2017. This growth will reach CFAF 4 642.1 billion in 2018, an increase of 22% during the period. As a percentage of GDP, public spending rose from 18.6% in 2013 to 20.9% in 2015 and 21.6% in 2018. Investment spending fell between 2017 and 2018. It was 6.4% of GDP in 2018 compared to 7% in 2017, representing 29.5% of total public spending compared to 33.7% in 2017.

This variability in the growth of the economy and the state's public finances has consequences for the financing of education and training. The share1 of the state budget allocated to education remained low (16.4%) in 2018. Moreover, its intra-sectoral distribution is very disproportionate and not in line with the policy orientations envisaged for the education and training sector. Secondary education accounts for more than half (53%) of the sector's budget, with almost 80% of this budget reserved for the payment of salaries. The resources allocated to vocational training remain very low, at around 3% on average in 2018. During the same period, the share of public education expenditure allocated to the Basic Education sub-sector represents 31%, which is far from the 45% of the total sector budget recommended by the national strategy documents for primary education.

1.4. Social, Security and Health Context

1.4.1. Social Context

1.4.1.1. Poverty

According to the 2017 World Education Report, 24% of the Cameroonian population in 2017 lives below the poverty line on less than $1.90 per day. Nevertheless, this level of poverty is lower than the median value observed in the countries of Central Africa (42.2%) and Sub-Saharan Africa (41.1%) respectively. This average calculated at the national level hides significant disparities at the disaggregated regional level and between urban and rural areas. For the year 2014, the results of the ECAM 4 survey indicated a poverty index of 74.3% in the Far North region, but only 4.2% in Yaoundé. Moreover, in rural areas, poverty affected 56.8% of households compared to only 8.9% in urban areas.

1.4.1.2. Adult Literacy Rates (15+)

It has been found that when parents are more literate, they are more likely to send their children to school. The adult literacy rate is therefore a contextual factor for the demand for schooling in particular and for supporting a country's development in general.

In terms of literacy, the EDSC-V carried out in 2018 under the coordination of the NSI reveals that 81.3% and 70.1% of men and women in the 15-64 age group respectively are literate in Cameroon, well above the average recorded in 2017 at the level of the ECCAS sub-region (68%) and in Sub-Saharan Africa (65%).

1.4.1.3. Human Development Index (HDI)

This composite indicator, calculated by the UNDP, synthesises three indices representing human development and which quantify respectively: (i) life expectancy (measured by life expectancy at birth); (ii) educational attainment (measured by the average length of schooling for adults over 25 and the expected length of schooling for school-age children); and (iii) standard of living (measured by the logarithm of gross income per capita in purchasing power parity). This index ranges from 0 to 1 and is generally used to rank a country in relation to other countries in the world. Cameroon is almost at the bottom of the scale, ranked 150th among 188 countries, with a human development index of 0.556.

1.4.2. Security and Health Context

1.4.2.1. Humanitarian and Security Crisis

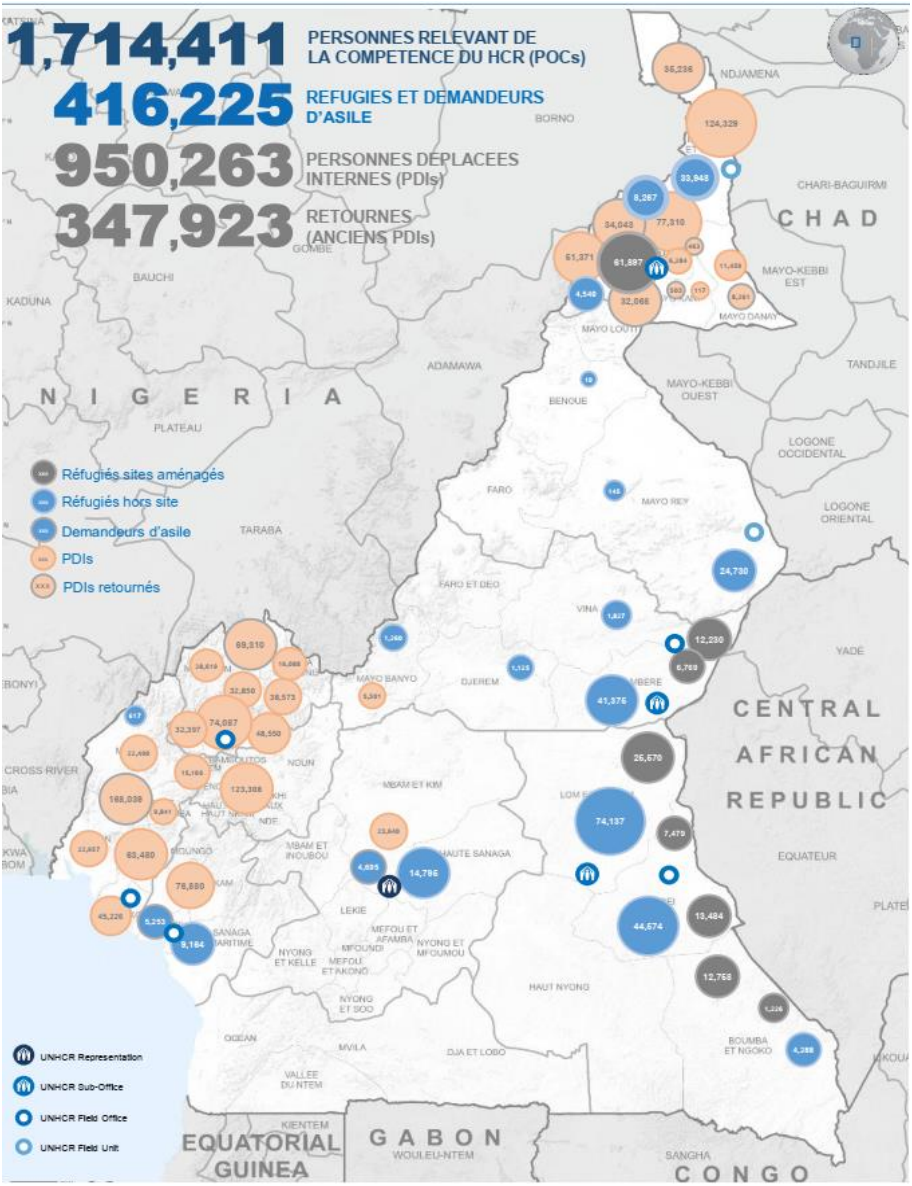
In addition to the unfavourable social context observed in the previous section, there are humanitarian and security crises which have a negative impact on the education system and aggravate the poverty level of families. In recent years, Cameroon has experienced internal convulsions (socio-political and insurrectionary upheavals, school burnings, threats and assassinations of pupils, teachers and parents, etc.) and the effects of ongoing crises in neighbouring countries, confronted with the attacks of the Boko Haram group

in the Far North region, as well as political instability in the Central African Republic, which translates into a rather worrying humanitarian context. This is reflected in the influx of Central African refugees in the East and Adamawa regions and Nigerian refugees in the Far North region. To these crises with exogenous causes has been added the socio-political crisis that has been raging in the two regions of the North-West and South-West since 2016; this has led to migratory movements towards Nigeria and internal displacements towards the neighbouring regions of the Littoral, the West, the Centre (Mfoundi department) and Adamawa (Mayo-Banyo department) in particular.

According to figures from the United Nations High Commissioner for Refugees, as of December 2019, the humanitarian situation in Cameroon concerns 1,714,411 people, including 108,714 refugees from Nigeria and 271,582 from the Central African Republic. The situation as at 31 December 2019 is as follows:

- ✓ Central African refugees in rural areas: 271,582
- ✓ Nigerian refugees in rural areas: 108,714
- ✓ Urban refugees: 25,981
- ✓ Asylum seekers: 9,948
- ✓ IDPs Far North: 270,870
- ✓ IDPs North West/South West: 679,393.

Figure 3: Situation of refugee and displaced children in Cameroon as of 31 December 2019



Source: **UNHCR - CMR - Fact Sheet - December 2019**

This humanitarian situation is leading to an increase in basic social needs, and at the same time aggravating sanitation and hygiene problems. The impact of the refugee crisis has reinforced existing patterns of spatial inequality. The pressure on services in general and education in particular, in already very poor and poorly supplied areas has increased. As a result, the populations in these areas face urgent physical and food insecurity arising from difficulties in accessing basic social services, including health and education.

In the Basic Education sub-sector, according to previous data, the loss of pupils observed at Preschool and primary level over the last two years is linked, among other things, to the instability in the North-West and South-West regions. At the primary level, enrolment at national level fell by 3.6% between 2016-2017 and 2017-2018. In the North-West and South-West in particular, pupil numbers fell by 37% at primary level between the two years.

1.4.2.2. Health Crisis

1.4.2.2.1. Impact of HIV/AIDS in the Educational Sphere

Given the significant impact of the disease on both the supply of and demand for education, specific analysis of the impact of HIV/AIDS on the national education system may be necessary when the prevalence level is high in the population. The prevalence rate in Cameroon in 2017 is low, at 3.7%, but slightly above the sub-regional average of 2.9%.

1.4.2.2.2. Impact of COVID-19 in the Education System

The COVID-19 pandemic has led the Government of Cameroon to enact restrictive measures to limit its spread, through the substantial reduction of population gatherings and movements. One of these measures was the closure of all schools 3 to 4 months before the end of the 2019/2020 school year.

This important government decision, taken on 18 March 2020, affected the enrolment of 7.2 million pupils and students registered in public and public schools throughout the country, including around 4.5 million primary school pupils, 47% of whom were girls. This measure also affected

1.8 million pupils in general and technical secondary education and 40,000 learners in vocational training. Similarly, at the level of higher education, the university curriculum of more than 347,000 students has been affected. This situation has further reduced the learning opportunities of the most vulnerable with the systematic closure of non-formal education structures.

For the start of the 2020/2021 school year, the Cameroonian government has adopted a response plan, with the financial support of bilateral and multilateral partners. This governmental plan was adopted to reduce the risks of contamination in schools and allowed the development of distance education as a credible alternative for access to learning during the crisis period. Actions and measures have also been taken on the pedagogical and health levels, as follows:

On the pedagogical level, we note:

- The implementation of an integrated and multidimensional national distance learning system through radio, television, internet and the distribution of printed teaching aids in order to ensure the continuity of learning through equitable and inclusive access;

- The training of actors in the pedagogical support chain and those in charge of the education system in the use of multi-dimensional distance learning and ICTs;

- Preparing for the post-crisis period COVID-19 by strengthening the resilience of the education system in the face of crises and making multi-dimensional distance learning systems sustainable.

In terms of health:

- The disinfection of schools before the resumption of classes and throughout the opening and learning period;
- The implementation of WASH hand washing and disinfection systems for a progressive reopening in a sanitary, safe and protective environment;

- Strengthening the prevention of COVID-19 in schools by raising awareness of pupils, teachers, education system actors and communities about the risks and prevention of COVID-19;
- support for the return of girls and vulnerable, disadvantaged and marginalised children to school and their retention in the education system
- psychosocial support for vulnerable pupils and teachers and referral to mental health services and psychosocial support.

Chapter 2: Overall Analysis of Schooling and the Internal Efficiency of the System

2.1. Analysis of the Demand for Education in the Basic Education Sub-sector

Cameroon's high demography poses significant challenges, including the enrolment of school-age children. To respond to the many difficulties of the Cameroonian education system, an Education and Training Sector Strategy was developed for the period 2013-2020.

The implementation of this strategy has not allowed the achievement of short-term objectives, hence the start of the updating process in early 2019 to better respond to the constraints on the Cameroonian education system on the one hand, and to align it with the major strategic documents at national (NDS 30) and international (SDG4) levels on the other hand.

The table below shows that the proportions of children of school age vary from one region to another, whatever the level of education (Preschool or primary).

In terms of the population of Preschool age (4-5 years), the Far North region accounts for 22% of national demand, followed by the Centre (16%) and the Littoral (13%). The South and Adamawa regions account for 3% and 6% respectively of the Preschool population.

The ZEP have almost 45% of children aged between 4 and 5 years. The same trends are observed at primary level. The Far North region still has the largest proportion of the demand for schooling, almost 20% of the total.

Table 3: Preschool population (4-5 years) and enrolment (6-11 years) in 2019

	Population 4 - 5 years			Population 6 -11 years		
	Girls	**Boys**	**Total**	**Girls**	**Boys**	**Total**
CAMEROON	**727,904**	**732,848**	**1,460,752**	**1,991,578**	**1,999,348**	**3,990,926**
Region						
ADAMAWA	40,782	38,973	79,755	107,092	101,678	208,770
CENTRE	117,084	115,815	232,899	336,528	333,110	669,638
EAST	30,952	30,948	61,900	87,924	87,779	175,703
FAR NORTH	154,055	162,009	316,064	393,308	413,969	807,277
LITTORAL	90,533	92,488	183,021	261,087	266,850	527,937
NORTH	89,152	89,036	178,188	236,964	235,899	472,863
NORTH-WEST	65,419	64,305	129,724	182,151	177,832	359,983
WEST	72,505	71,852	144,357	200,054	195,734	395,788
SOUTH	20,593	20,711	41,304	58,216	58,909	117,125
SOUTH-WEST	46,829	46,711	93,540	128,254	127,588	255,842
Priority education environment						
ZEP	**314,941**	**320,966**	**635,907**	**825,288**	**839,325**	**1,664,613**
OUT OF ZEP	**412,963**	**411,882**	**824,845**	**1,166,290**	**1,160,023**	**2 326,313**

Source: **2005 GCPH data projected for 2019**

2.2. Analysis of Effective Demand and Coverage in Preschool

Preschool education is the first stage in the organisational process of formal education in Cameroon. The nursery school welcomes children in the 4-5 age group and prepares them for the fundamental learning of language, reading, writing and arithmetic. This education aims to awaken the physical, socio-affective and intellectual potential of the child. It prepares them for entry into primary school. This stage is therefore a preparatory period for elementary education, which is known as nursery school, kindergarten, Preschool or nursery school in different countries. While in the public sector, Preschool is organised around two years of study, this is not the case in public schools where this organisation is in fact structured around three years of study: the petite section/pre-nursery for 3-year-olds, the moyenne section/Nursery 1 for 4-year-olds and the grande section/Nursery 2 for 5-year-olds. It should be noted that in Cameroon Preschool is still an optional stage that does not condition admission to the primary cycle.

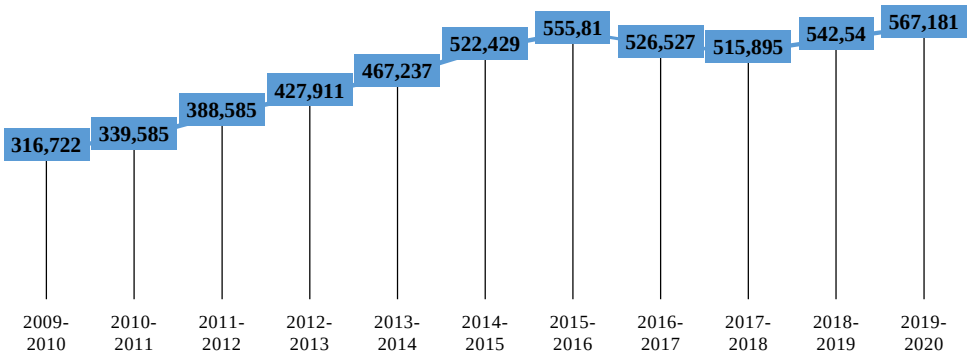
Given the specific nature of Preschool education, which requires emphasis to be placed on the integral development of the 4 to 5 year-old child and to better prepare him or her for the primary cycle, it is necessary to act intensely and adequately on improving the quality of this education, which is of capital importance for the first years of learning in primary school, as it makes it possible to reduce repetition and drop-out in primary school and offers guarantees of improved success rates in the cycle.

2.2.1. Enrolled Population (effective demand) in Preschool

In the 2019/2020 school year, the total number of children attending Preschool is 567,181, compared to 542,540 in 2018/2019, an increase of about 4.6%.

The evolution of the actual demand shows that the number of children in Preschool facilities has almost doubled over the last ten years. This ever-increasing demand for Preschool education experienced a downturn in 2017 due to the crisis in the North-West and South-West regions. However, with the incentive policies put in place to encourage parents to enrol their children from the age of 4, it is hoped that the effective demand will increase significantly to support the basis of Basic Education, which considers the 2nd year of Preschool at 5 years old as a compulsory year, in accordance with SDG-4.

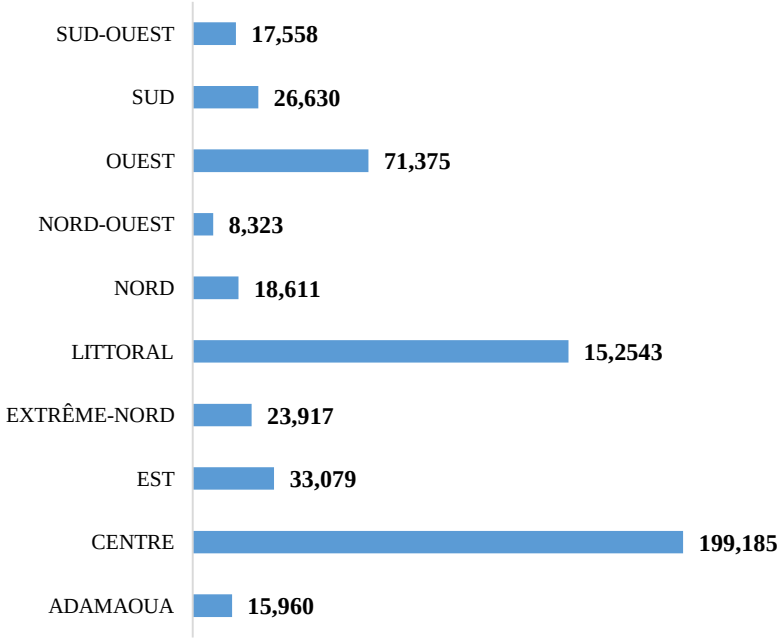
Figure 4: Trends in Preschool enrolment from 2009/2010 to 2019/2020



Source: Statistical yearbooks 2009/2010 to 2019/2020 and authors' calculations

The distribution of children actually attending school by region shows that the Centre region has the highest proportion of children attending school, with more than a third, followed by the Littoral with more than a quarter of the country's pupils. These two regions concentrate about 60% of Preschool children. The Adamawa, North and Far North regions have the lowest percentages of children attending Preschool with 2.81%, 3.28% and 4.21% respectively.

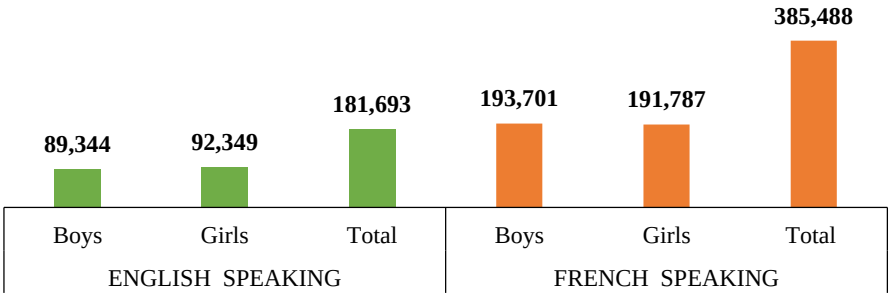
Figure 5: Distribution of Preschool pupils by region in 2019-2020



Source: 2019-2020 Statistical Yearbook and authors' calculations

Pupils enrolled in the francophone subsystem are more than double those enrolled in the anglophone subsystem. Indeed, about 32% of the pupils are taught in the Anglophone sub-system compared to 68% in the Francophone sub-system in the 2019/2020 school year. By gender, the proportion of girls (49.75%) and boys (50.25%) is almost the same for all subsystems.

Figure 6: Distribution of Preschool pupils by sub-system and gender in 2019/2020

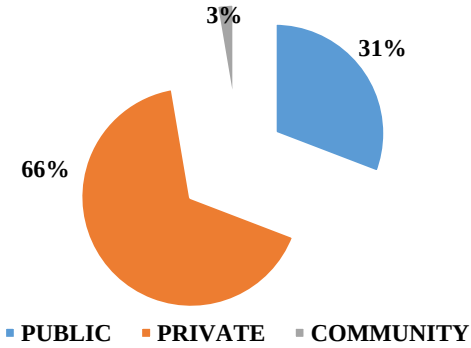


Source: **2019-2020 Statistical Yearbook and authors' calculations**

Figure 6 below shows that the public sector provides nearly 31% of the enrolment. The private sector covers 66% of the effective demand, while community schools, which include parents' schools and community preschool centres, cover 3% of the total number of pupils.

During the 2019/2020 school year, there were 174 809 pupils enrolled in public Preschools compared to 176 559 in 2018/2019, a decrease of 1%. Private Preschool recorded an increase in pupil numbers during the same period; there were 377 199 pupils compared to 348 902 in 2018/2019. Community preschools, on the other hand, saw a drop from 17 079 in 2018/2019 to 15 173 in 2019/2020.

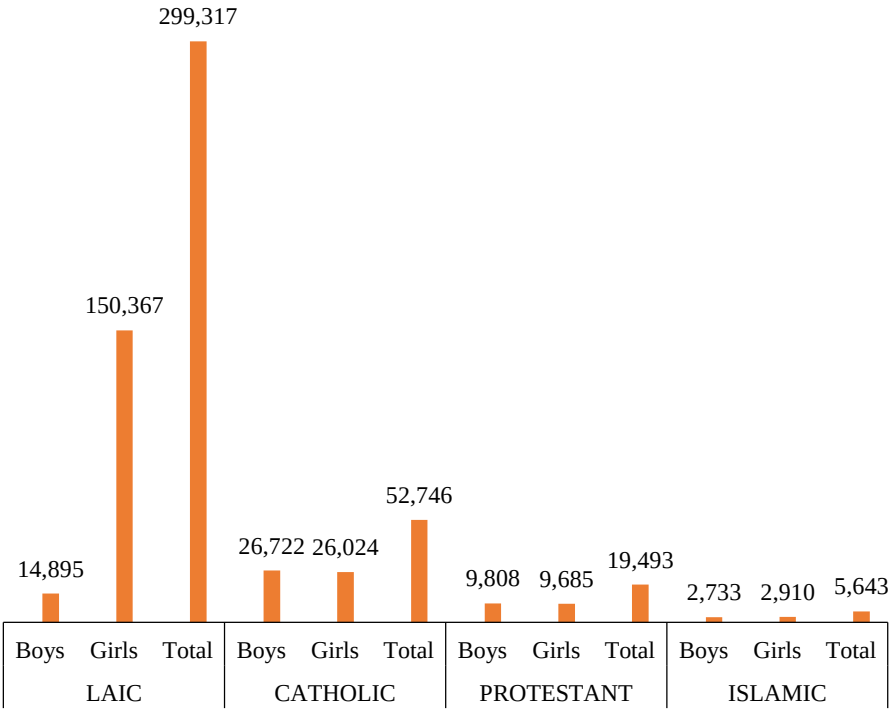
Figure 7: Distribution of Preschool pupils by level of education in 2019-2020



Source: 2019-2020 Statistical Yearbook and authors' calculations

A quick look at private Preschools shows that private secular education is particularly advanced, with three times the number of pupils than all the other sub-orders. In fact, this sub-order of education alone accounts for around 80% of enrolments in private Preschools. According to gender, the proportion of girls (50.23%) and boys (49.77%) is almost the same, whatever the private sub-order

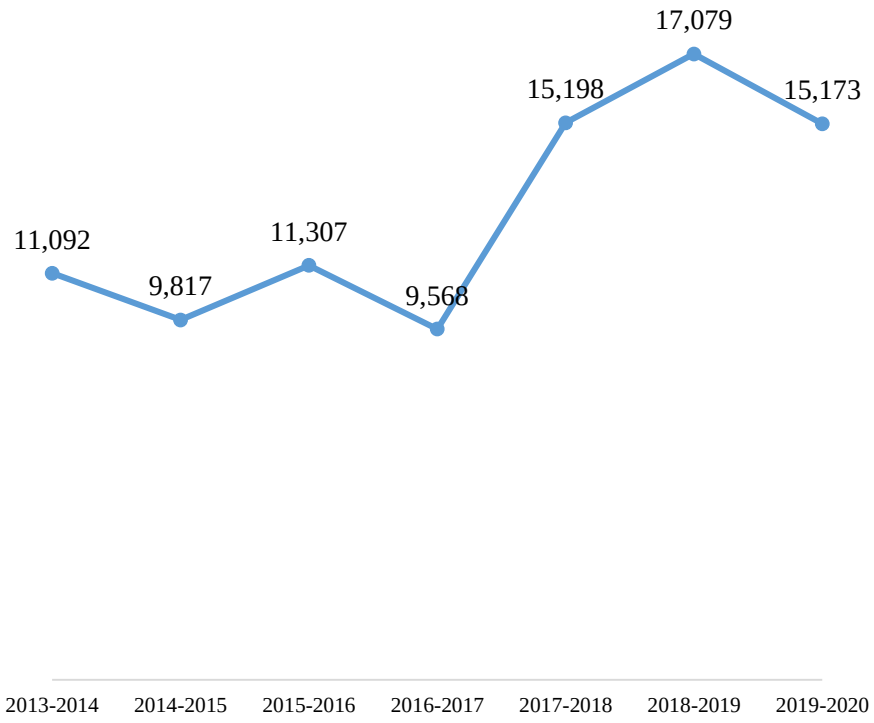
Figure 8: Distribution of private Preschool pupils by sub-order



Source: 2019-2020 Statistical Yearbook and authors' calculations

With regard to community-based preschools (CPC + Ecole des Parents), there was an upward trend between 2017/2018 and 2018/2019. However, despite the Government's efforts to develop community-based Preschools, there has been a significant drop of around 11%1 in 2019/2020.

Figure 9: Evolution of the number of pupils in community Preschools (CPC + Parent Schools) from 2013-2014 to 2019-2020

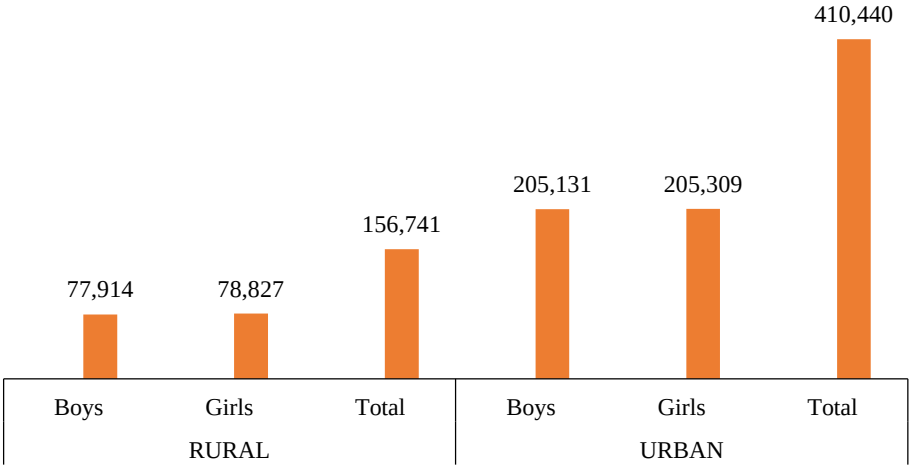


Source: 2019-2020 Statistical Yearbook and authors' calculations

The number of pupils attending Preschool in rural areas remains very low and represents less than half the number in urban areas. Order No. 2010/246/B1/1464/A/MINEDUB/CAB of 31 December 2010 on the specifications, conditions and technical modalities for the exercise of the powers transferred by the state to the municipalities in terms of Basic Education was intended to allow greater coverage of rural areas where formal private provision is non-existent or inaccessible to the most disadvantaged social strata. Efforts must therefore be made to achieve this.

The difference in enrolment between girls (50.02%) and boys (49.98%) within a zone is not significant.

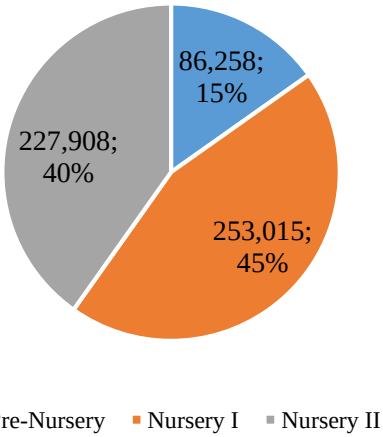
Figure 10: Distribution of Preschool pupils by location and gender in 2019/2020



Source: 2019-2020 Statistical Yearbook and authors' calculations

The figure below shows that in 2019/2020, children in the petite section represent 15% of the total Preschool population; those in nursery I, 45% and those in nursery II represent 40% of the population.

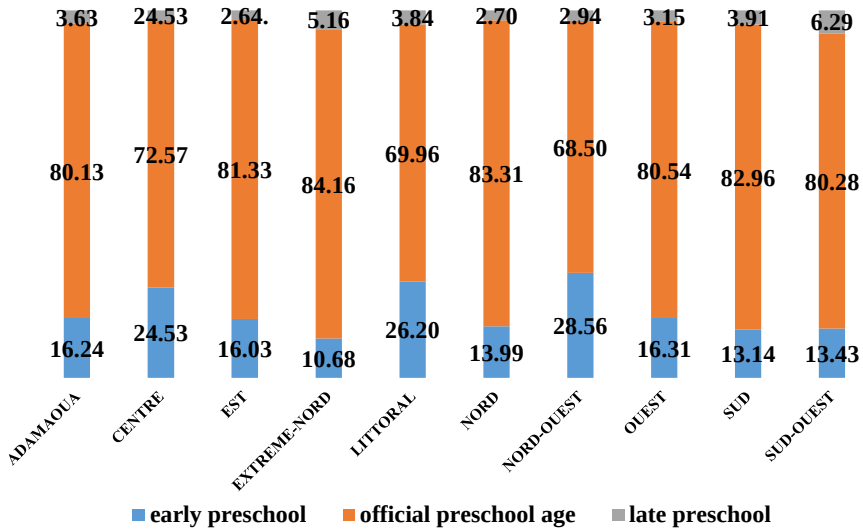
Figure 11: Distribution of Preschool pupils by grade in 2019/2020



Source: 2019-2020 Statistical Yearbook and authors' calculations

An analysis according to the age of the child shows that 22% of Preschool pupils are not yet of official age, particularly in the lower sections within public schools. 3% of children are in a late preschool situation.

Figure 12: Distribution of Preschool pupils by age group



Source: **2019-2020 Statistical Yearbook and authors' calculations**

2.2.2. Measuring Preschool Coverage

In order to measure the level of participation in this level of education and to note the regional disparities in Preschool enrolment, it is necessary to compare Preschool enrolment with the Preschool population (children in the 4-5 age group). This comparison is symbolised by the Gross Enrolment Rate in Preschool (or gross Preschool rate).

The Ministry of Basic Education, through programme 196 "Development of Preschool", aims to extend the coverage of preschool education and to reduce the disparities between rural and urban areas in terms of preschooling throughout the country. Despite the notable evolution of the number of children enrolled, the gross preschool enrolment rate is about 38.83% during the 2019/2020 school year; it has increased by 1.03%

compared to 2018/2019 when it stood at 37.8%. This value makes it possible to observe that the Cameroonian education system only accommodates 2 out of 5 children of the potential demand.

Hence the need to intensify the national policy for the development of community-based preschools, the main objective of which is to increase access to community preschools in rural areas.

Table 4: Gross Preschool enrolment rate by gender and region in 2019/2020 (in %)

Regions	**Girls**	**Boys**	**Total**	**IPS versus GER**
CAMEROON	39.03	38.62	38.83	1.01
ADAMAWA	19.46	20.59	20.01	0.94
CENTRE	85.21	85.84	85.52	0.99
EAST	53.21	53.67	53.44	0.99
FAR-NORTH	7.76	7.38	7.57	1.05
LITTORAL	83.87	82.84	83.35	1.01
NORD	10,47	10.42	10.44	1.01
NOTH-WEST	6.57	6.26	6.42	1.05
WEST	49.61	49.27	49.44	1.01
SOUTH	65.37	63.58	64.47	1.03
SOUTH-WEST	19.23	18.31	18.77	1.05
ZEP	14.51	14.29	14.40	1.02
OUT OF ZEP	57.74	57.58	57.66	1.00

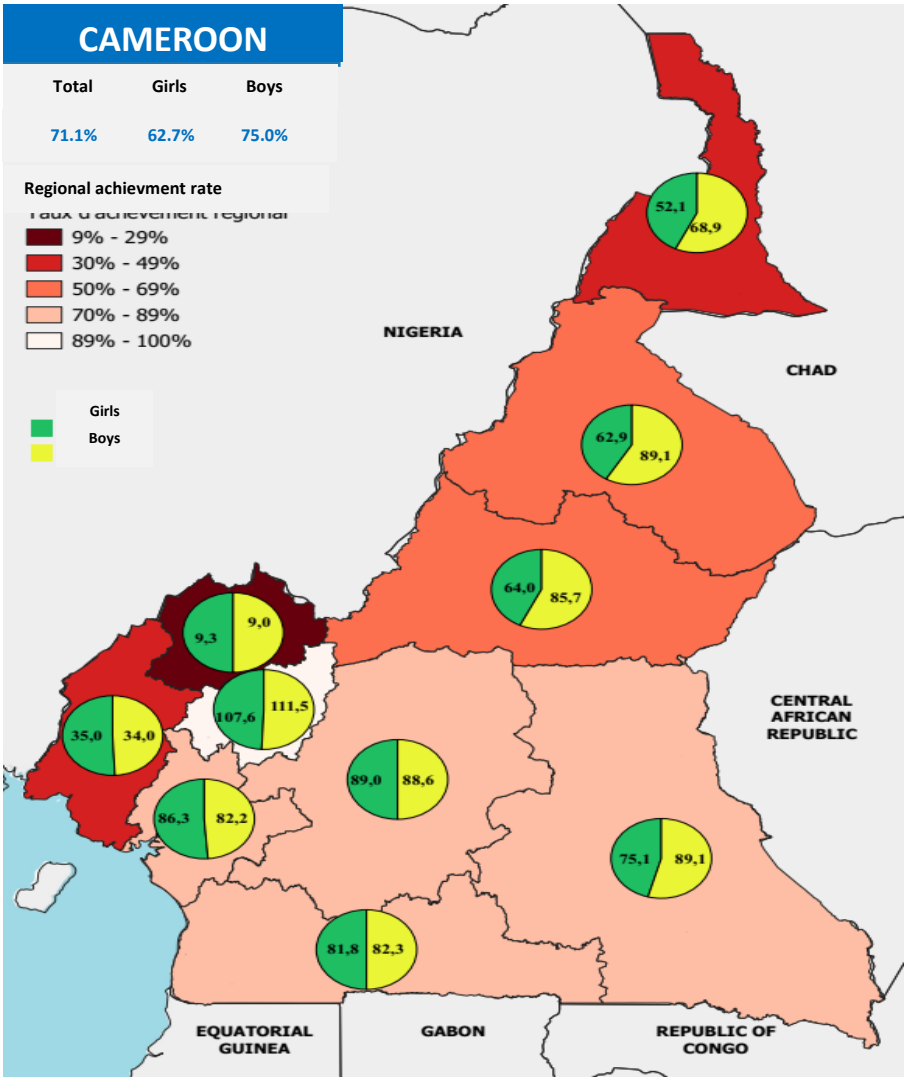
Source: 2005 GCPH data projected for 2019, 2019-2020 Statistical Yearbook and authors' calculations

Observation of the Preschool enrolment rate according to the regional dimension reveals very marked differentiations. The Centre and the Littoral have the highest Preschool enrolment rates, with 83.3% and 81% respectively.

The lowest Preschool enrolment rates are observed in the North West (6.42%), Far North (7.6%) and North (10.44%) regions. This suggests the importance of the task to be carried out in these regions.

It is important to note that the situation in the North West region is the result of the security crisis there. Indeed, the gross enrolment rate in the North West was 43% in 2016 just before the crisis.

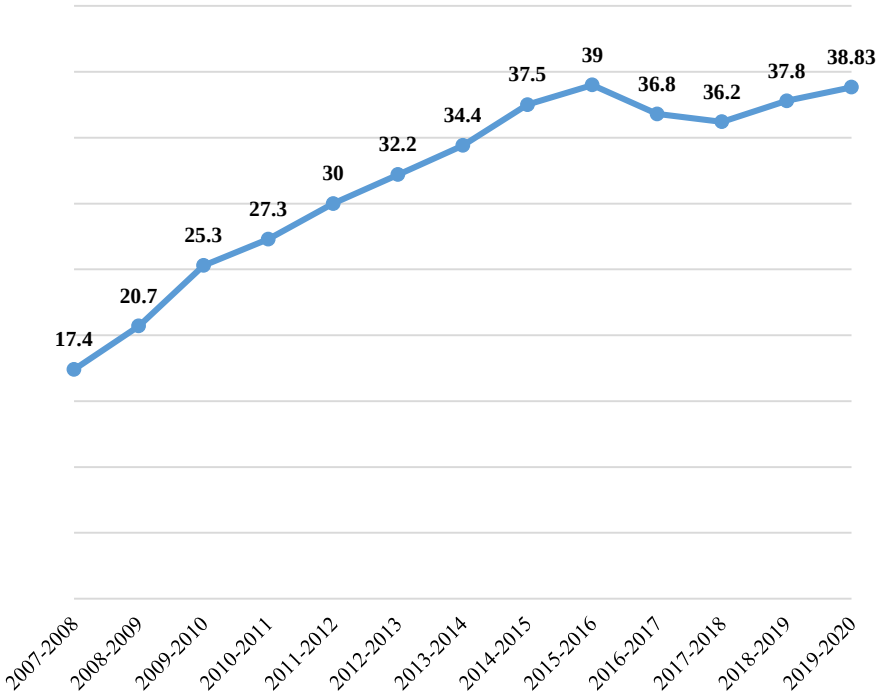
Figure 13: Gross Preschool enrolment rate in 2019/2020



Source: 2005 GCPH data projected for 2019, 2019-2020 Statistical Yearbook and authors'calculations

One of the key facts to note is that Preschooling of children does not discriminate against girls, as the Gender Parity Index (GPI) in relation to the Gross Preschooling Rate is close to 1, even in areas with low Preschooling.

Figure 14: Evolution of the Gross Preschooling Rate between 2007/2008 and 2019/2020



Source: 2005 GCPH data projected for 2019, 2019-2020 Statistical Yearbook and authors' calculations

It should be noted that the gross Preschool enrolment rate has been evolving since 2007/2008 to 2019/2020 despite the decline observed in 2016/2017. This evolution is at most significant in 2019/2020 to the extent that its value (GER=38.83%) is slightly higher than the average gross enrolment rate for Sub-Saharan African countries (GER=31.5) and much higher than the average gross enrolment rate for countries in the Economic Community of Central African States (GER=23.4%).

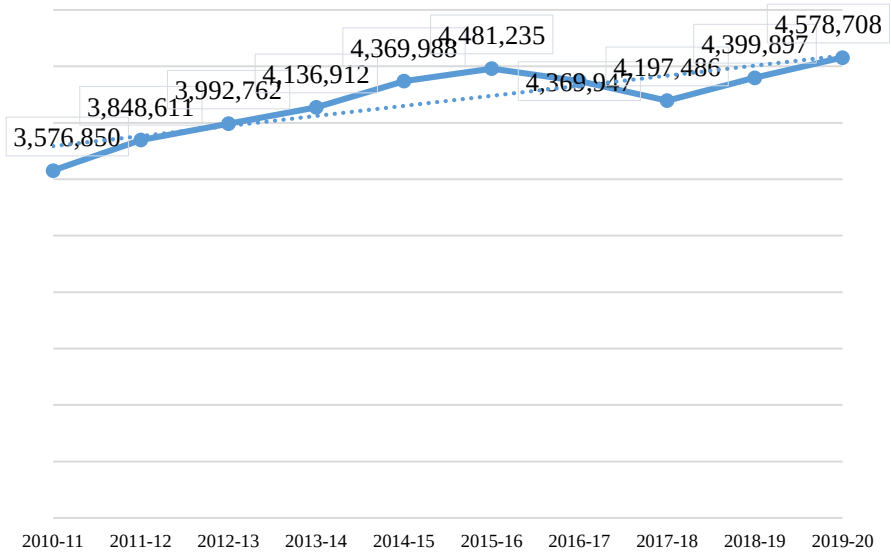
2.3. Analysis of the Effective Demand for Primary Education

This section is structured around six points: (i) evolution of enrolments; (ii) by region; (iii) analysis of enrolments by sub-system, (iv) analysis of enrolments by location; (v) analysis of enrolments by level of education and (vi) analysis of enrolments by level of study.

2.3.1. Chronological Analysis of Primary School Enrolment

In the 2019/2020 school year, the primary cycle enrolled 4 578 708 pupils. This number is up by 3.9% compared to the 2018/2019 school year. This upward trend was observed from 2011/2012 to 2015/2016 with an average annual growth rate of 3.9%. From 2015/2016 to 2017/2018 we observed an average annual decrease of 3.2%. Thereafter, an evolution was recorded with an average annual growth rate of 4.4% from 2017/2018 to 2019/2020.

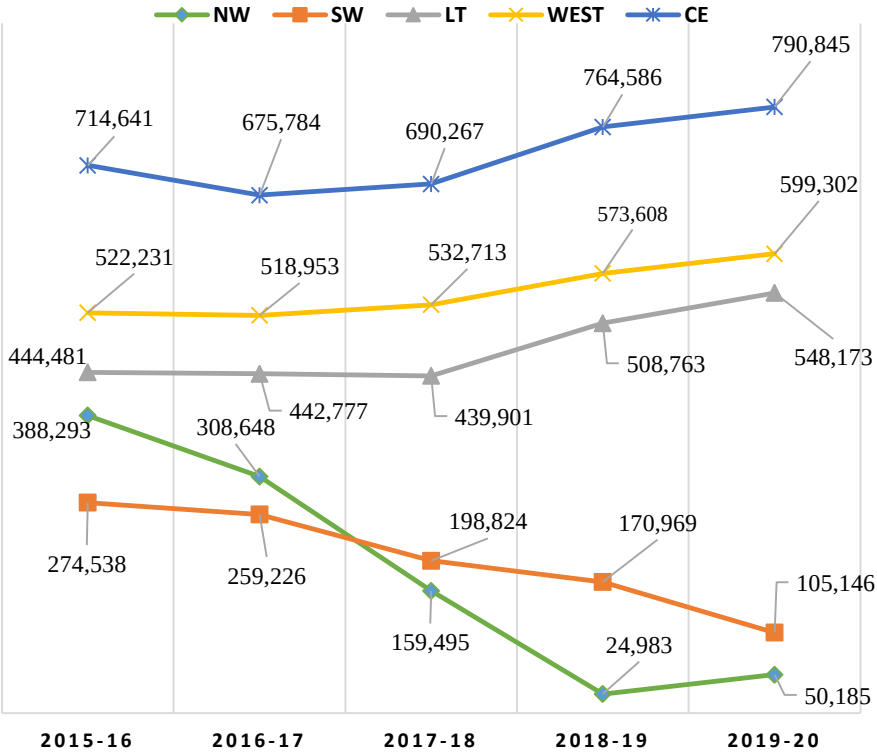
Figure 15: Evolution of the number of primary school pupils from 2010/2011 to 2019/2020



Source: Statistical yearbooks from 2010/11 to 2019/20

The decreases in enrolment observed from 2015/2016 to 2017/2018 can be explained by the security crisis in the North-West and South-West regions, which had a negative impact on the upward trend observed since 2010/2011. Indeed, the evolution curves of students enrolled in the North-West and South-West regions have experienced an average annual decline of 59.9% and 14.6% respectively. However, during the same period, we observe an increase in the number of pupils enrolled in the Centre, Littoral and West regions, which receive a large number of internally displaced persons from the security crisis in the North and South West.

Figure 16: Evolution of primary school enrolment in the North-West, South-West, Littoral, West and Central regions from 2015/2016 to 2019/2020

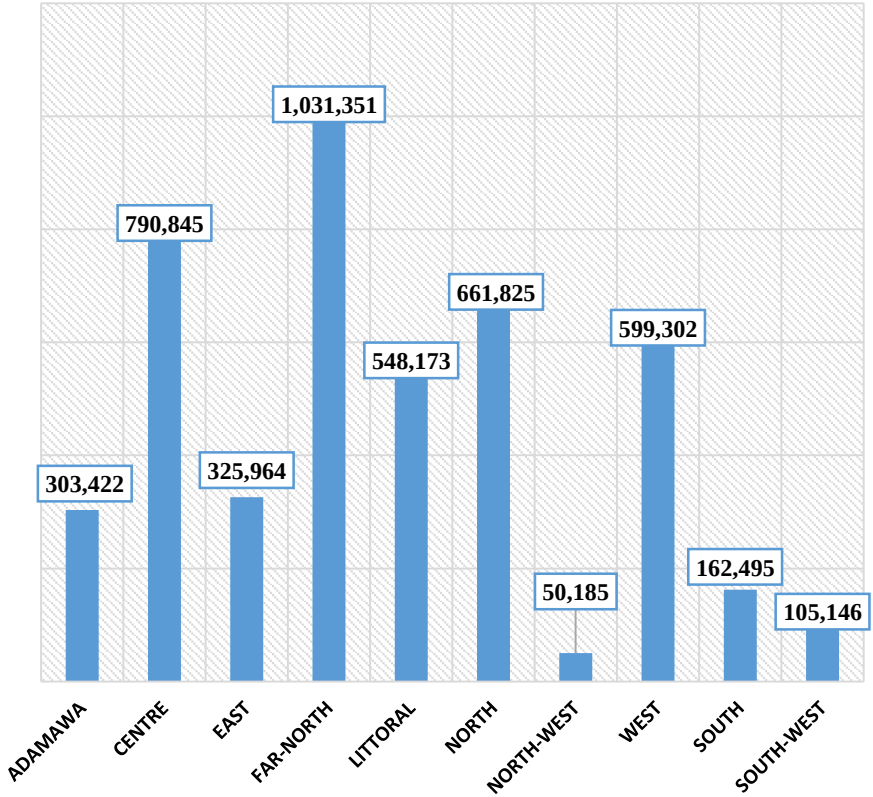


Source: From 2015-2016 to 2019-2020 Statistical Yearbooks

2.3.2. Analysis of Primary School Enrolment by Region in 2019-2020

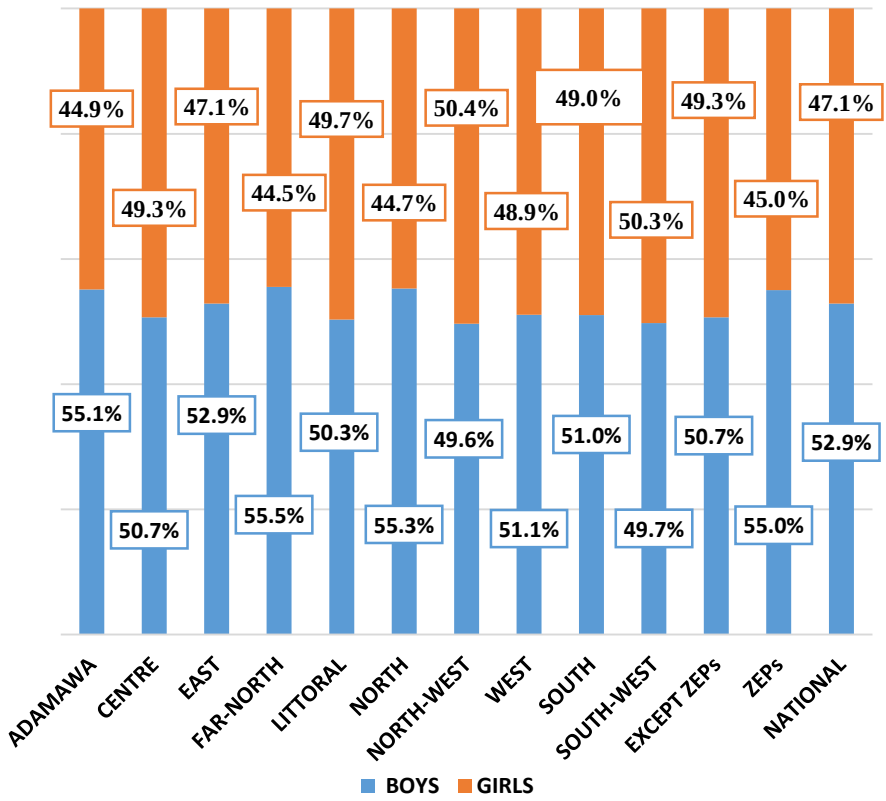
The analysis of the effective demand for education at primary level by region allows us to see in a photographic way the regions where this demand is strong. It can be seen that 50.7% of this demand is essentially concentrated in the ZEP. The North-West and South-West regions account for only 3.4% of this effective demand. The Centre and Littoral regions represent 29.2% of this demand.

Figure 17: Distribution of primary school pupils by gender and region in 2019/2020



Source: 2019-2020 Statistical Yearbook

Figure 18: Proportion of primary school enrolment by gender and region



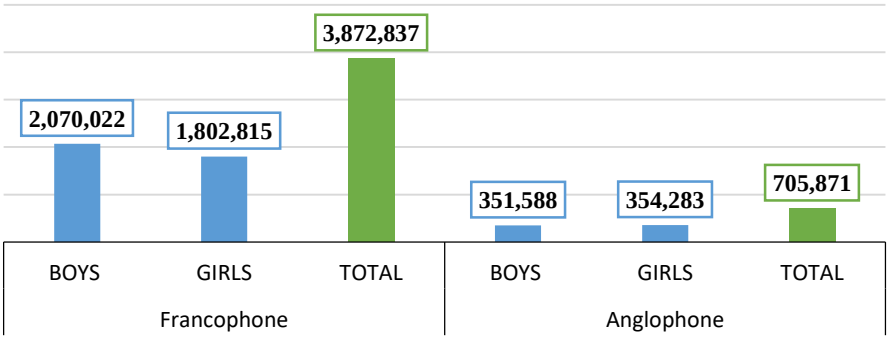
<u>Source:</u> 2019-2020 Statistical Yearbook and authors' calculations

The proportion of boys in primary education in 2019-2020 is higher than that of girls. However, there is near parity in enrolment in the Centre, Littoral, North West and South West regions. The disparity in enrolment observed in the PTA between girls and boys is 5 points. This is the same score recorded in most of the regions that are part of this PTA.

2.3.3. Analysis of Enrolment by Sub-system in Primary Education 2019-2020

Enrolment in the Anglophone sub-system represents only 15.4% of the primary school population, compared to 84.6% in the Francophone sub-system.

Figure 19: Distribution of primary school pupils by education sub-system and gender in 2018-2019



Source: 2019-2020 Statistical Yearbook

Table 5: Proportion of enrolment by sub-system, gender and region (%)

	Francophone		Anglophone	
REGION	**BOYS**	**GIRLS**	**BOYS**	**GIRLS**
CAMEROON	**53.4**	**46.6**	**49.8**	**50.2**
ADAMAWA	55.4	44.6	52.0	48.0
CENTRE	51.2	48.8	48.8	51.2
EAST	53.0	47.0	51.3	48.7
FAR-NORTH	55.6	44.4	53.0	47.0
LITTORAL	50.9	49.1	49.2	50.8
NORTH	55.4	44.6	52.4	47.6
NORTH-WEST	49.8	50.2	49.6	50.4
WEST	51.3	48.7	49.9	50.1
SOUTH	51.1	48.9	50.3	49.7
SOUTH-WEST	49.6	50.4	49.7	50.3

Source: 2019-2020 Statistical Yearbook and authors' calculations

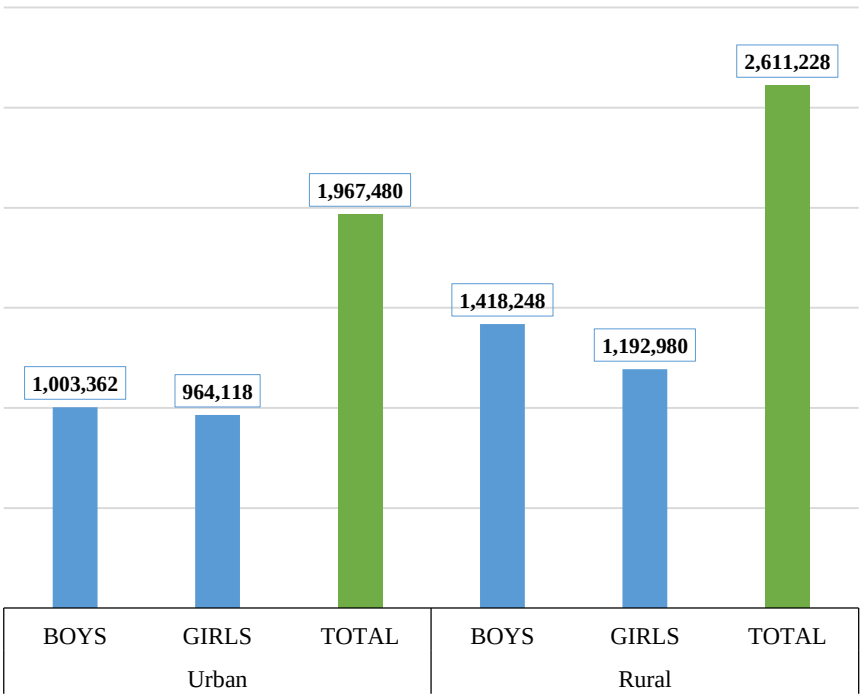
Unlike the Francophone subsystem, which enrols more boys than girls, the Anglophone subsystem enrols more girls than boys in all regions.

2.3.4. Analysis of Enrolment by Location in Primary Schools in 2019-2020

Unlike Preschool, which is mainly developed in urban areas, primary school enrolment in rural areas represents 57% of the school population.

The proportion of boys is higher than that of girls in both zones. This situation is more pronounced in rural areas; 9 points in favour of boys against 2 points in urban areas.

Figure 20: Distribution of primary school pupils by location and gender in 2018/2019



Source: 2019-2020 Statistical Yearbook

Table 6: Distribution of pupil numbers by zone, gender and region at primary level in 2019/2020 (%)

	Urban		Rural	
REGION	**BOYS**	**GIRLS**	**BOYS**	**GIRLS**
CAMEROON	**51.0**	**49.0**	**54.3**	**45.7**
ADAMAWA	52.8	47.2	57.1	42.9
CENTRE	50.1	49.9	51.7	48.3
EAST	51.9	48.1	53.6	46.4
FAR-NORTH	52.9	47.1	56.4	43.6
LITTORAL	50.1	49.9	51.2	48.8
NORTH	52.0	48.0	56.3	43.7
NORTH-WEST	49.6	50.4	49.7	50.3
WEST	51.1	48.9	51.1	48.9
SOUTH	50.6	49.4	51.4	48.6
SOUTH-WEST	49.4	50.6	50.1	49.9

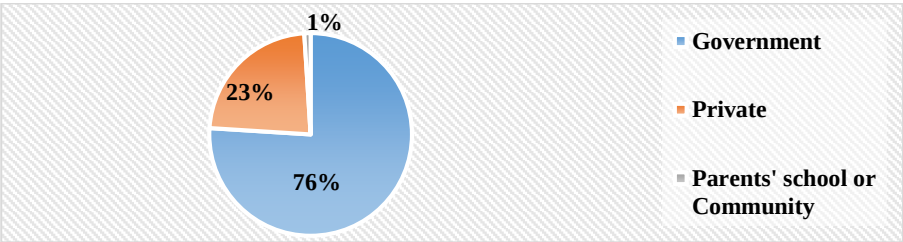
Source: 2019-2020 Statistical Yearbook and authors' calculations

With the exception of the North-West and South-West regions, where the number of girls enrolled in primary school is higher than that of boys, regardless of the area in which they are located, the opposite situation is observed in the other regions.

2.3.5. Analysis of Enrolment by Primary Education Level in 2019/2020

The number of pupils enrolled in public primary schools at primary level represents 76%, while private schools account for only 23%. Community or parent schools remain marginal, with only 1% of pupils enrolled.

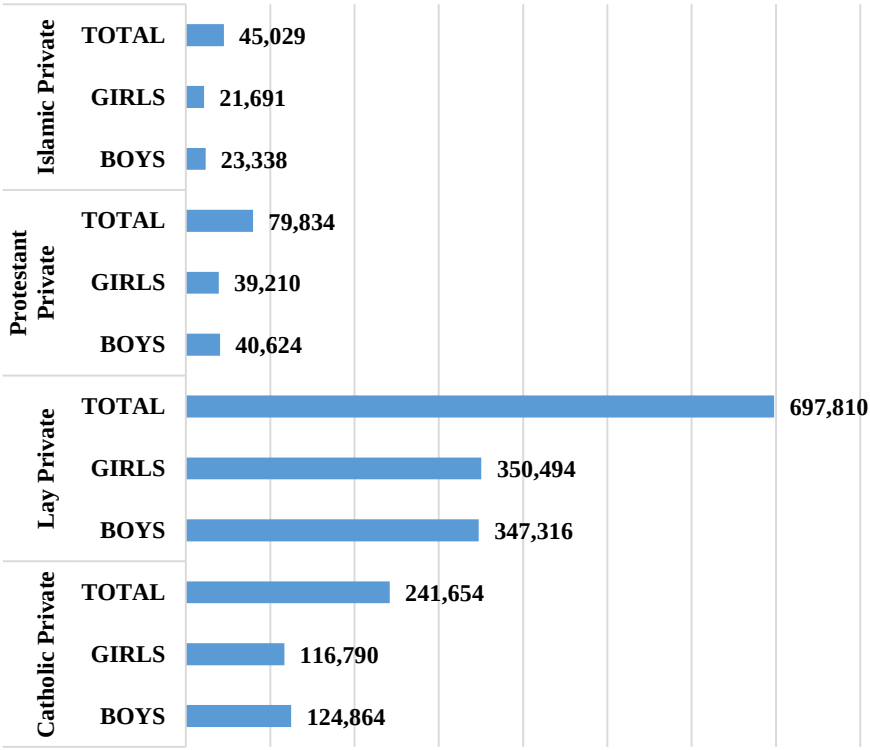
Figure 21: Proportion of pupils enrolled in primary education by level of education



Source: 2019-2020 Statistical Yearbook and authors' calculations

With regard to the private order, we note that the secular sub-order has almost three times as many pupils at primary level as the Catholic sub-order, which has more pupils than the other denominational sub-orders. Generally speaking, we note that the secular private sector has more girls than boys, which is not the case in the denominational sub-orders.

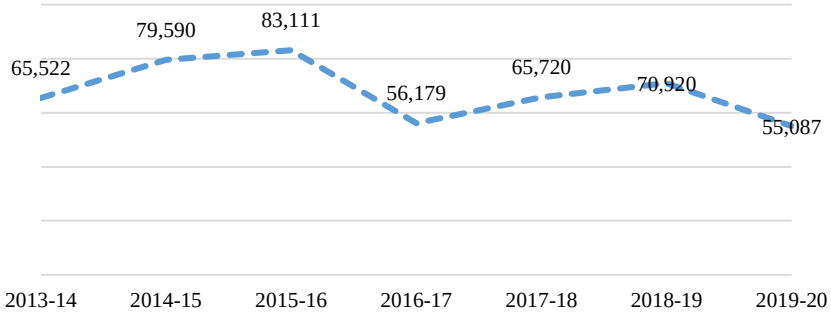
Figure 22: Distribution of pupils in private primary education by sub-order



Source: 2019-2020 Statistical Yearbook

The number of children supervised in community primary schools has fallen in 2019/2020 below the low recorded in 2016/2017. However, there is a decrease of 28.7% compared to 2018/2019. This could be explained by the health situation in COVID-19, which has not facilitated the functioning of these schools.

Figure 23: Evolution of Community Primary School Pupils from 2013/2014 to 2019/2020

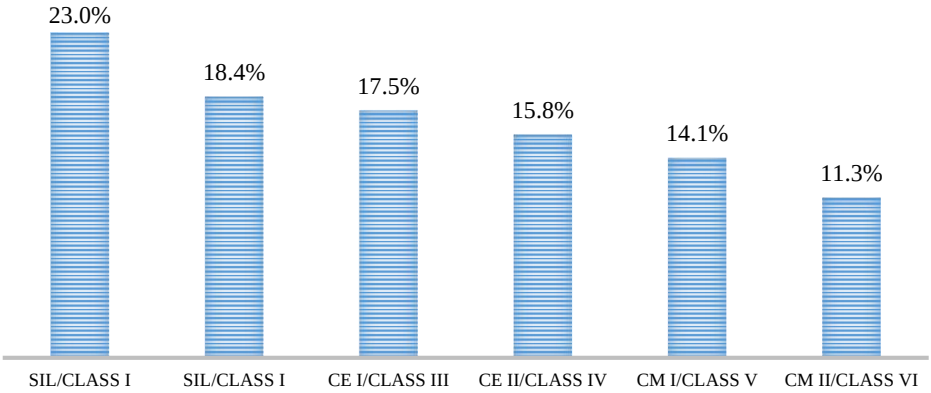


Source: From 2013/2014 to 2019/2020 Statistical Yearbooks

2.3.6. Analysis of Primary School Enrolment by Grade in 2019/2020

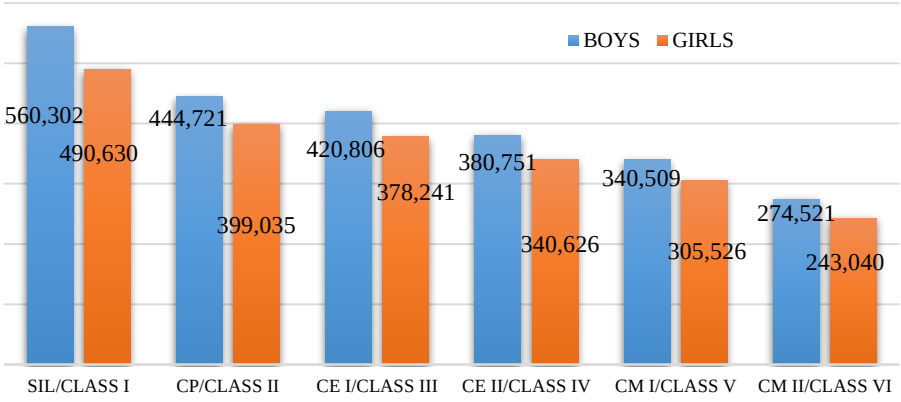
The primary cycle comprises six grades: SIL, CP, CE1, CE2, CM1 and CM2. The distribution of the 4 578 708 pupils by grade shows that as the cycle progresses, the number of pupils decreases. SIL pupils represent almost a quarter (23.0%) of the total number of pupils, while the proportion of those in CM2 is 11.3%.

Figure 24: Proportion of pupils enrolled in primary education by grade



Source: 2019-2020 Statistical Yearbook and authors' calculations

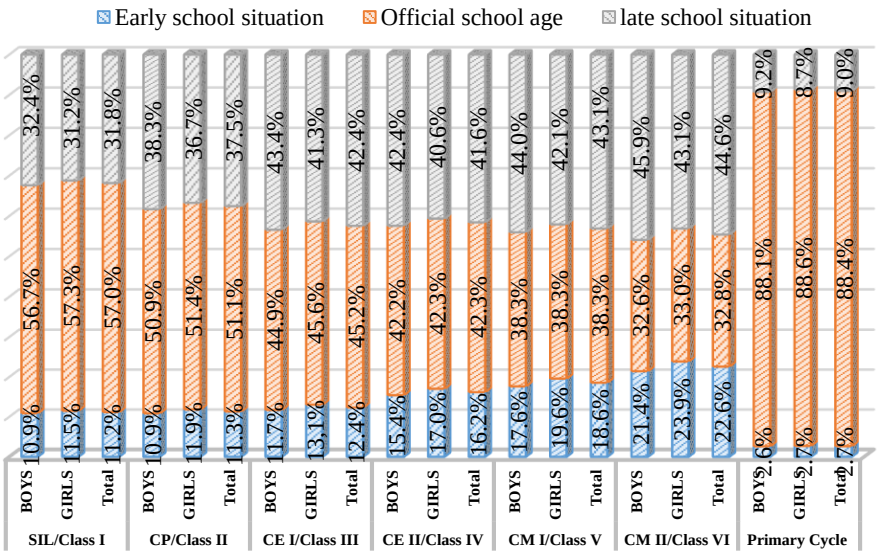
Figure 25: Distribution of primary school pupils by gender and grade



Source: 2019-2020 Statistical Yearbook

At all levels of education, the number of boys enrolled in primary school is higher than that of girls.

Figure 26: Early and late proportion by gender and grade



Source: 2019-2020 Statistical Yearbook and authors' calculations

In Cameroon, the regulatory age range for attending primary school is 6 to 11 years. The age of 6 corresponds to entry into SIL/CL1 and 11 to access to CM2/CL6. However, the age of some pupils does not meet the norm. Thus, 2.7% of all primary school pupils are under 6 years old and 9.0% are 12 years old and over. Furthermore, an analysis of the age of pupils according to their level of education reveals that some are behind in their schooling.

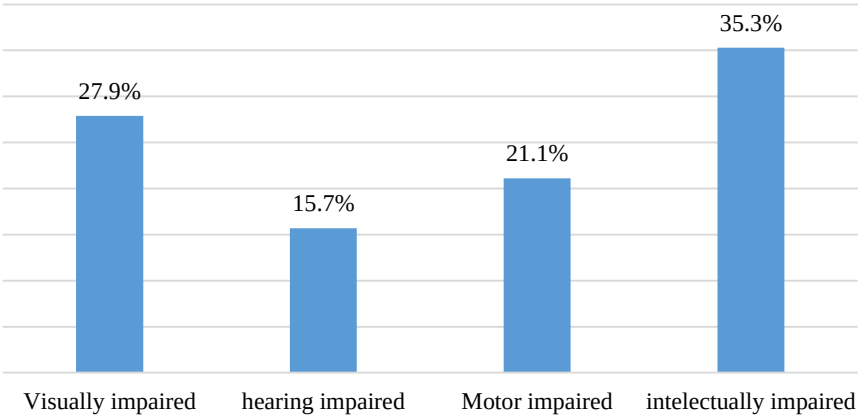
Late schooling in primary school is assessed in relation to a normal curriculum (i.e. schooling without interruption, without repeating a year or skipping a grade: a pupil enters SIL or CL1 at the age of six and reaches CM2 o CL6 at the age of 11). A student who is behind is at least one year older than the normal theoretical age. Delayed schooling is therefore the delay of a pupil in relation to his or her expected level. It can be caused by repeating a year or two or entering the school system late. In general, more than 30% of pupils are behind in their schooling at all levels of education. This proportion increases with the level of education and reaches 44% at the end of the cycle. It is also noticeable that it is between the levels of study that we observe more non-compliance with the age of the class. However, if we take the primary cycle as a whole, this situation is less pronounced.

2.3.7. Analysis of the Number of Vulnerable Pupils Enrolled in Primary Education in 2019-2020

For UNESCO, inclusive education is based on the principle that education is a right for all. This means that all school-age children have the right to a quality education that meets basic learning needs and enriches the lives of learners. This education is particularly focused on vulnerable and disadvantaged groups. It aims to develop the full potential of each individual. The ultimate goal in this perspective is to curb all forms of discrimination and to promote inclusion and social cohesion.

In Cameroon, inclusive schools take into account, among others, children with disabilities, minorities, refugees and internally displaced persons.

Figure 27: Proportion of primary school pupils living with a disability by type of disability



Source: 2019-2020 Statistical Yearbook and authors' calculations

In 2019/2020, 11 625 children with disabilities were recorded in the total number of children enrolled in primary education, including nearly 7 out of 20 with intellectual disabilities. In addition, pupils with visual impairments represent 28%, those with motor impairments a little more than a fifth (21%), and nearly 4 out of 25 pupils are hearing impaired (15.7%).

Table 7: Proportion of refugees enrolled in primary school in 2019/2020 by region, grade and gender (%)

	Public			Private			Parent or community school			Regional weight
REGION	**G**	**F**	**T**	**G**	**F**	**T**	**G**	**F**	**T**	
CAMEROON	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
ADAMAWA	21.0	20.2	20.6	2.1	1,.8	1.9	30.8	37.2	33.3	18.9
CENTRE	4.2	5.5	4.8	16.9	18.6	17.8	0.0	0.0	0.0	6.0
EAST	40.3	37.2	38.9	17.0	17.5	17.3	0.0	0.0	0.0	36.8
FAR-NORTH	22.5	24.4	23.3	0.6	0.7	0.6	23.1	20.9	22.2	21.2
LITTORAL	3.1	3.7	3.4	21.1	20.0	20.5	0.0	0.0	0.0	5.0
NORTH	7.3	7.0	7.2	3.2	2.2	2.7	46.2	41.9	44.4	6.8
NORTH-WEST	0.1	0.1	0.1	8.2	8.2	8.2	0.0	0.0	0.0	0.9
WEST	0.6	0.7	0.6	16.0	15.4	15.7	0.0	0.0	0.0	2.1
SOUTH	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0
SOUTH-WEST	0.9	1.2	1.0	14.7	15.6	15.1	0.0	0.0	0.0	2.3

Source: 2019/2020 Statistical Yearbook and authors' calculations

Cameroon is receiving more and more refugee children in primary schools in the regions of the East (36.8%), the Far North (21.2%) and Adamawa (18.9%), which accounts for 76.9% of all refugee schooling. In public primary education, the East, Adamawa and Far North regions account for 82.8% of all refugees enrolled. Similarly, in private primary education, the East, Centre, Littoral and West regions account for 71.3% of children in this category.

Table 8: Proportion of IDPs enrolled in primary school in 2019/2020 by region, grade and gender (%)

	Public			Private			Parent or community school			Regional weight
REGION	**G**	**F**	**T**	**G**	**F**	**T**	**G**	**F**	**T**	
CAMEROON	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
ADAMAWA	4.3	4.0	4.1	0.8	0.8	0.8	1.1	1.0	1.1	3.2
CENTRE	7.1	8.2	7.6	14.7	15.0	14.9	0.1	0.0	0.1	9.5
EAST	1.3	1.4	1.4	1.3	1.3	1.3	0.0	0.0	0.0	1.3
FAR-NORTH	34.6	29.5	32.2	6.9	5.5	6.2	47.5	42.9	45.4	25.3
LITTORAL	13.9	15.6	14.7	36.2	35.5	35.8	22.3	26.1	24.0	20.5
NORTH	10.1	10.0	10.0	0.3	0.3	0.3	20.5	17.8	19.3	7.5
NORTH-WEST	2.1	2.1	2.1	6.7	7.7	7.2	0.0	0.0	0.0	3.5
WEST	16.8	18.4	17.6	14.3	14.7	14.5	8.5	12.1	10.1	16.7
SOUTH	2.5	2.8	2.6	2.0	2.3	2.1	0.0	0.0	0.0	2.5
SOUTH-WEST	7.3	8.1	7.6	16.7	17.0	16.8	0.0	0.0	0.0	10.1

Source: 2019-2020 statistical yearbook and authors' calculations

A large influx of IDPs enrolled in primary school is recorded in the Far North (25.3%), Littoral (20.5%), West (16.7%), South West (10.1%) and Centre (9.5%) regions, which account for 82.1% of all IDPs enrolled in school. In public primary education, the Far North, Littoral, North and West regions account for 74.5% of all IDPs enrolled. Similarly, in private primary education, the Centre, Littoral, West and South-West regions account for 82%.

2.4. Analysis of School Coverage and Enrolment Profile at Primary Level

2.4.1. Enrolment Indicators (access, equity, coverage) at Primary Level

School coverage is examined on the basis of enrolment data produced by the education system and analysed by the planning structures of the ministries in charge of the education and training sector.

In order to monitor the evolution of the Basic Education sub-sector and to better understand its functioning, the system uses indicators that make it possible to observe and measure changes and progress in this sub-sector. These indicators are also used for decision-making with a view to better steering the system.

2.4.4.2. The Gross Intake Rate (GIR) in Primary Education

This indicator presents the general level of access to the primary cycle as well as the capacity of the Basic Education sub-sector to ensure access to the first year of the population of official entry age to this cycle. Thus, the Gross Intake Rate is the total number of new entrants to the first grade of primary education (regardless of age) expressed as a percentage of the population of official primary school entry age (6 years).

The gross intake rate for primary education is well above 100%. It is around 128.2%; this reflects the fact that the system is able to accommodate 28.2% more children than the official entry age of 6.

This high percentage does not, however, reflect the admission of all 6-year-olds to primary school. The Eastern region has an intake rate of almost 241%; this could be explained by the fact that it is a border area with IDP and refugee camps. These children are not included in the potential demand for primary education. The North-West has the lowest gross intake rate, at around 16%; indeed, it is well known that much of the effective demand for education

in this region has been displaced to other regions due to the precarious security situation. However, there has been a clear improvement compared to the previous year (7% in 2018/2019). Overall, in the first year of primary school, there are 9 girls for every 10 boys, and in some regions, there are as many as 8 girls for every 10 boys.

The GIR for ZEP is higher than for non-ZEP regions. The ZEP regions taken together therefore have the capacity to accommodate 60% more children of the theoretical age to be in SIL. In general, girls and boys have almost the same chance of reaching the first grade of primary school.

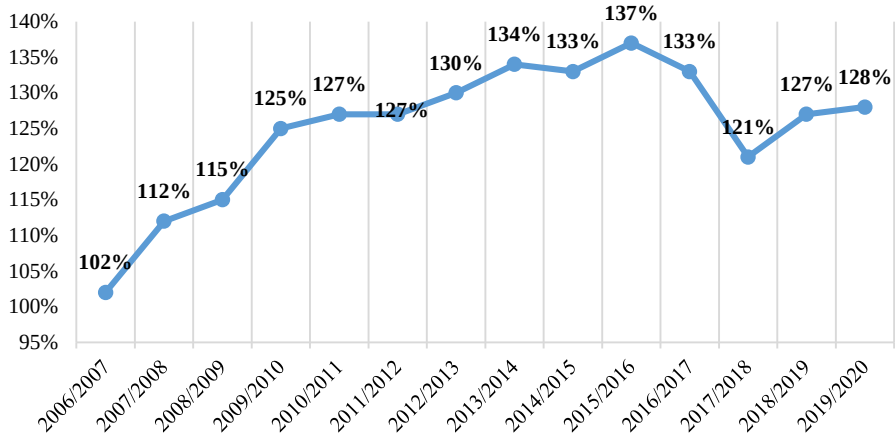
Table 9: Gross Access Rate (GAR) by gender and region at primary level in 2019/2020

	Girls	Boys	Total	IPS1 versus GAR
CAMEROON	**120.6%**	**135.8%**	**128.2%**	**0.89**
ADAMAWA	166.9%	215.5%	190.6%	0.77
CENTRE	124.5%	131.6%	128.0%	0.95
EAST	224.9%	256.6%	240.7%	0.88
FAR-NORTH	132.4%	157.2%	145.1%	0.84
LITTORAL	107.6%	107.6%	107.6%	1.00
NORTH	130.4%	158.1%	144.2%	0.82
NORTH-WEST	15.4%	16.3%	15.8%	0.94
WEST	154.6%	163.3%	158.9%	0.95
SOUTH	155.7%	166.5%	161.1%	0.94
SOUTH-WEST	47.2%	47.7%	47.4%	0.99
ZEP	145.5%	174.3%	160.0%	0.84
OUT OF ZEP	101.8%	106.2%	104.0%	0.96

Source: Authors' calculations based on the 2019-2020 statistical yearbook and projected 2005 GCPH data for 2019

Since 2007, as shown in the Figure below, the Gross Access Rate to primary education has evolved in a broken curve and has always been above 100%. However, there has been a steady decline from 2015/2016 to 2017/2018, before the upturn in 2018/2019 which, despite everything, does not reach the 2015/2016 level.

Figure 28: Evolution of the gross access rate in primary education from 2006/2007 to 2019/2020



Source: MINEDUB School Maps from 2006/2007 to 2019/2020

2.4.4.3. The Gross Enrolment Rate (GER) at Primary Level

The gross enrolment rate is defined as the ratio of the number of pupils enrolled in a cycle to the official school-age population corresponding to this same cycle. This indicator measures the capacity of the Basic Education sub-sector to accommodate children aged 6 to 11.

Looking at the data contained in the table below, it appears that the Cameroonian education system is able to enrol all children from 6 to 11 years of age in primary school throughout the national territory and much more, with a GER of 114.7%.

This proportion masks the existence of significant disparities among school children. Indeed, there are children outside the official age range for enrolment in primary school (6 to 11 years). There are also refugees and other populations who are not taken into account in the potential demand. The Eastern region has the highest gross enrolment rate. It enrols more than 50% of children in addition to the potential demand. This is a major asset for reducing the low enrolment observed in the North West region.

By gender, boys are slightly more likely to be enrolled in primary school than girls. The parity index at national level gives 9 girls enrolled for every 10 boys, regardless of potential demand. The Adamawa and Nord regions enrol one-third more children than expected and have a parity of 8 girls for every 10 boys in the classroom.

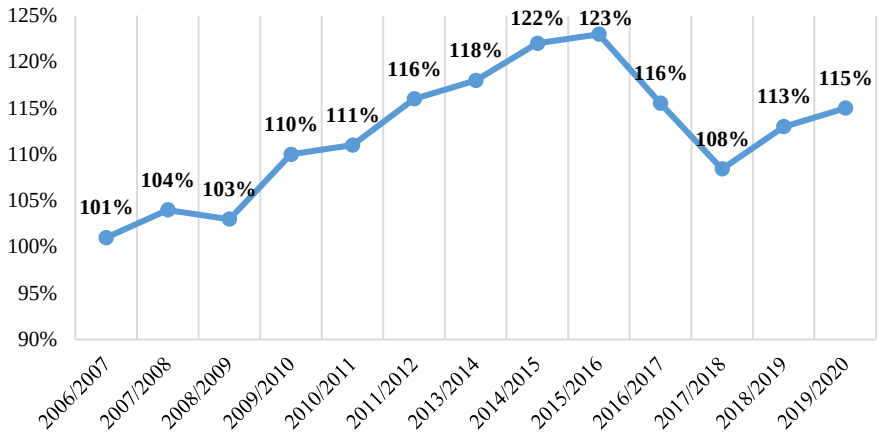
Table 10: Gross Enrolment Rate (GER) by gender and region at primary level in 2019/2020 (in %)

Regions	Girls	Boys	Total	SPI compared to GER
CAMEROON	**108.3**	**121.1**	**114.7**	**0.89**
ADAMAWA	127.2	164.5	145.3	0.77
CENTRE	115.9	120.3	118.1	0.96
EAST	174.7	196.4	185.5	0.89
FAR-NORTH	116.6	138.4	127.8	0.84
LITTORAL	104.3	103.4	103.8	1.01
NORTH	124.9	155.1	140.0	0.81
NORTH-WEST	13.9	14.0	13.9	0.99
WEST	146.5	156.5	151.4	0.94
SOUTH	136.7	140.8	138.7	0.97
SOUTH-WEST	41.2	41.0	41.1	1.01
ZEP	**126.5**	**152.3**	**139.5**	**0.83**
OUT OF ZEP	**95.4**	**98.5**	**97.0**	**0.97**

Source: Authors' calculations based on the 2019-2020 statistical yearbook and projected 2005 GCPH data for 2019

The gross enrolment rate at primary level since 2007 has always been above 100%. However, despite the drop observed between 2016 and 2018, there has been a return to growth since 2019, when this rate rose from 113% in 2018/2019 to 115% in 2019/2020, an increase of 2 points. This increase is very significant given the constraints linked to the humanitarian crises facing Cameroon.

Figure 29: Evolution of the gross enrolment rate in primary education from 2006/2007 to 2019/2020



Source: MINEDUB School Maps 2006/2007 to 2019/2020

2.4.2. Access to the Last Year of Primary School (PSCR[2])

In the pursuit of the implementation of the DSSEF 2013-2020 orientations for the year 2020, the Ministry of Basic Education had defined as a strategic objective: ***"to ensure quality education for all school-age children, young people who are not in school or who have dropped out of school and illiterate adults".*** This strategic framework was broken down into three operational objectives, namely (i) to increase the Preschooling rate throughout the country; (ii) to improve access to and completion of primary education; and (iii) to increase the literate population.

As part of the activities aimed at achieving operational objective n°2, the Ministry of Basic Education, through Programme 197 "Universalisation of the Primary Cycle", has carried out actions to extend and densify the quality public school network throughout the national territory, by creating and

2 *Monitoring indicator 4.1.2 of target 4.1* ***"By 2030, ensure that all girls and boys complete a full course of free and compulsory primary and secondary education of good quality and that it leads to meaningful learning"****, SDG 4*

building new schools. These actions were aimed at reinforcing free access to public primary schools and improving the quality of the education offered in this cycle. To measure the achievement of this objective, the Ministry of Basic Education has defined the Primary Completion Rate (PCR) as a monitoring indicator for the 197 programme, which makes it possible to assess the level of completion of the primary cycle.

As a reminder, the Primary Completion Rate corresponds to the total number of new pupils entering the last grade of primary education regardless of age and is expressed as a percentage of the total population of the theoretical age of entry to the last grade. It is also known as the gross intake rate for the last grade of primary education. This rate is calculated using the cross-sectional method and determines the level of schooling in a country or locality. A child is now considered to have completed the primary cycle if he or she is simply enrolled in the fifth grade.

The following table shows that after six years of primary schooling, 71 out of every 100 children in the country are in the CM2 class. In the West, Centre, East, South and Littoral regions, the proportion of children reaching the end of the primary cycle is more than 80 out of 100.

This result is far from the target set by the Ministry of Basic Education for the year 2020, which was 72,5%[3].

However, it should be noted that certain elements of the national environment have had an impact on the implementation of the activities of this ministerial department. This may explain the failure to achieve the objective of the indicator. Among others, we can cite: (i) socio-political disturbances in the North-West and South-West regions, which led to the destruction of school infrastructure, attacks, assassinations and kidnappings of teachers and students, dead cities and various other disturbances and inconveniences, and (ii) incursions by the terrorist sect Boko Haram in the Far North region. These situations of insecurity have had the impact of significant migratory

3 *Ministry of Basic Education Administrative Performance Project (APP), 2020*

movements and serious dysfunctions in the schools of the above-mentioned regions, with the corollary of the phenomenon of internally displaced persons and the registration of a massive influx of refugees.

In addition, the health crisis due to the spread of the COVID-19 pandemic has affected the schooling of 4.5 million primary school children, 47% of whom are girls. This situation has also disrupted the learning opportunities of vulnerable children living in the conflict-affected North West, South West and Far North regions, resulting in the closure of non-formal education facilities.

Table 11: Primary completion rates by gender and region in 2019/2020

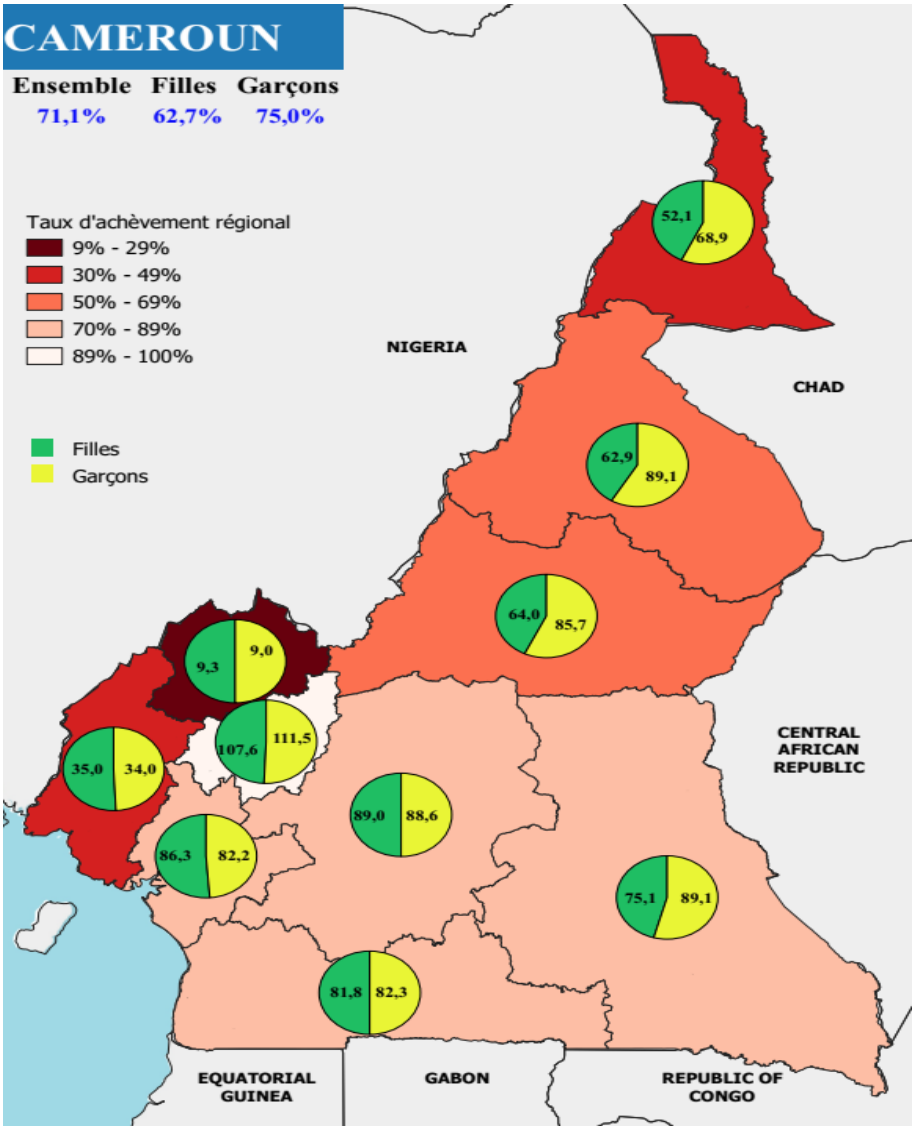
Region	Girls	Boys	Total	SPI[4] compared to PSCR
CAMEROON	**67.2%**	**75.0%**	**71.1%**	**0.90**
ADAMAWA	64.0%	85.7%	74.5%	0.75
CENTRE	89.0%	88.6%	88.8%	1.00
EAST	75.1%	89.1%	82.1%	0.84
FAR-NORTH	52.1%	68.9%	60.7%	0.76
LITTORAL	86.3%	82.2%	84.2%	1.05
NORTH	62.9%	89.1%	75.9%	0.71
NORTH-WEST	9.3%	9.0%	9.2%	1.04
WEST	107.6%	111.5%	109.5%	0.96
SOUTH	81.8%	82.3%	82.1%	0.99
SOUTH-WEST	35.0%	34.0%	34.5%	1.03
ZEP	59.3%	78.8%	69.1%	0.75
OUT OF ZEP	72.7%	72.3%	72.5%	1.01

Source: Authors' calculations from the 2019/2020 statistical yearbook and projected 2005 GCPH data for 2019

Looking at the completion rate by gender, it is clear that on average, 9 girls for every 10 boys complete the primary cycle. In the ZEP1, on the other hand, 69% of children have completed the primary cycle during the 2019/2020 school year.

4 *Monitoring Indicator 4.5.1 of Target 4.5* ***"By 2030. eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for vulnerable people. including people with disabilities. indigenous people and children in vulnerable situations"****. SDG 4*

Figure 30: Mapping of the primary completion rate

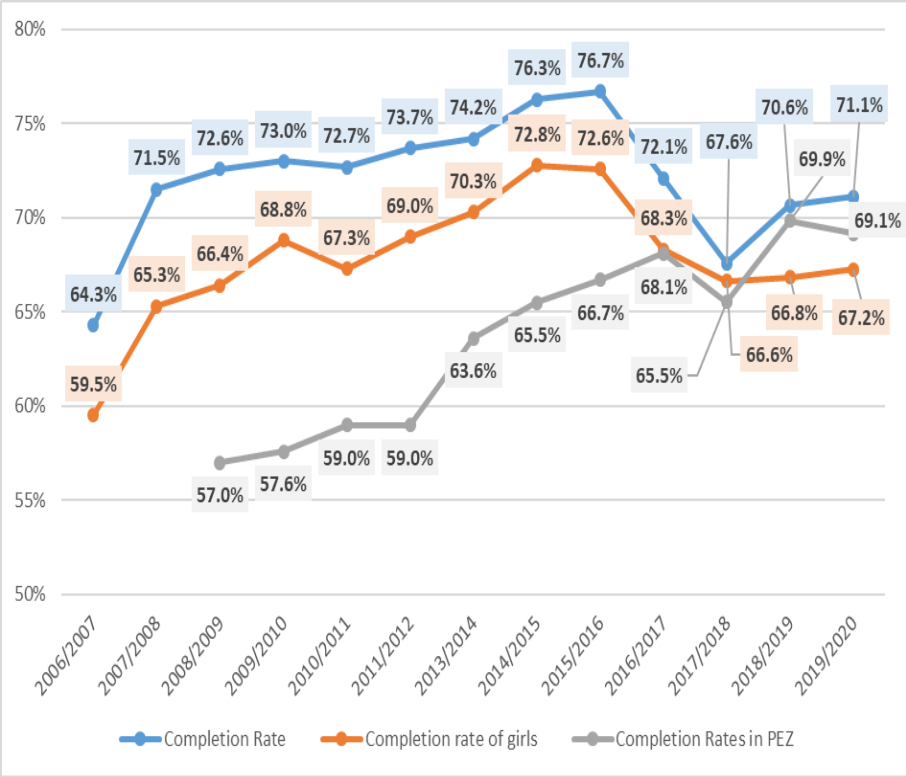


Source: Authors' calculations from the 2019/2020 statistical yearbook and projected 2005 GCPH data for 2019.

Given the security context in the North-West and South-West regions, the situation observed is not representative of these regions, but essentially reflects the situation in the schools that were able to function.

From 2006/2007 to 2018/2019, the completion rate has been fluctuating, as shown in the Figure below. However, it should be noted that the 2015/2016 value has not yet been reached, despite the renewed growth observed since 2017/2018. During this period, the completion rate for girls has shown the same pace. On the other hand, in the ZEPs, there has been a constant evolution in completion rates despite the slight dip observed in 2019/2020.

Figure 31: Evolution of the completion rate in primary education from 2006/2007 to 2019/2020

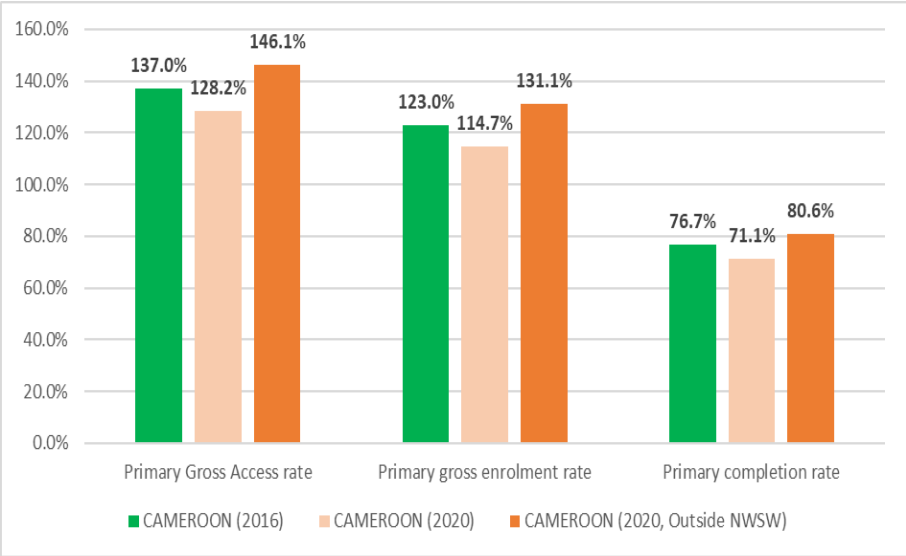


Source: **MINEDUB School Maps from 2006/2007 to 2019/2020**

The security crisis in the North-West and South-West regions has led to massive population displacement. In August 2020, this crisis led to the displacement of more than one million people, an increase of around 200,000 people, compared to the situation in December 2019, when only 930,000 people were displaced.[5]

Adding the COVID-19 pandemic, the consequences of the current crises have considerably weakened the education system in regions where structural challenges were already present. The Figure above provides ample evidence of the extent to which the education system in general, and the Basic Education sub-sector in particular, is affected by the crisis in the North and South West.

Figure 32: Comparison of the impact of the crises on the different primary school enrolment indicators



Source: MINEDUB 2019/2020 School map

5 *450,268 IDPs in NWSW (MSNA, OCHA, August 2019); 67,246 returnees in NWSW (MSNA, OCHA, August 2019); 5,300 in Adamawa (MIRA, OCHA, July 2019); 200,189 in Littoral and Western regions (MIRA, OCHA, October 2019); 23,640 in Yaoundé, Centre (MIRA, CHOI, OCHA, November 2019); 51,723 registered refugees from Cameroon (UNHCR, December 2019).*

2.4.3. International Comparison of Primary School Enrolment and Completion

In terms of international comparisons, Cameroon's primary school enrolment and completion rates are higher than the average for both ASS and ECCAS countries. As the data in the table below shows, the gross enrolment rate and the primary completion rate are respectively around 115% and 71% in Cameroon, compared to 105% and 62% in the ECCAS countries and 100% and 69% in ASS. Thus, in terms of primary school completion, Cameroon performs better than the average of the ASS and ECCAS countries.

Table 12: International comparison of gross enrolment ratio indicators (2015 or closest year)

	Gross enrolment ratio in primary education	Primary school completion rate
Cameroon (2020)	114.7	71.1
Angola (2015)	113.5	
Burundi (2019)	119.0	59.4
Democratic Republic of Congo (2018)	118.5	69.9
Equatorial Guinea (2015)	61.8	40.8
Chad (2019)	89.2	40.6
Sao Tome and Principe (2017)	106.8	84.3
Central African Republic (2016)	102.0	40.9
Rwanda (2019)	131.3	97.4
ECCAS country average	105.2	61.9
ASS Average	99.8	69.1

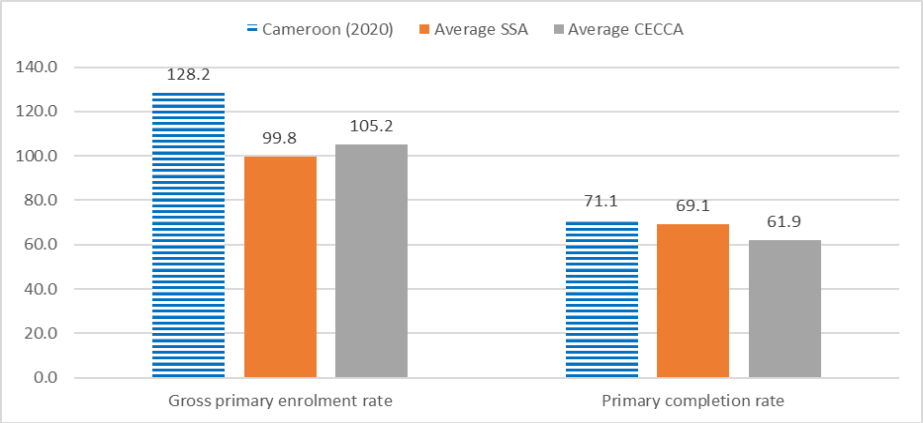
Source: UIS Indicator Database

The analysis of the above table leads to the following observations:

- With a GER of 37% in 2018, primary education coverage is slightly better in Cameroon than in the ECCAS countries (23%), and even in the SSA sub-region (28%).

- In terms of primary school completion, Cameroon is also above the average for SSA countries (more than two points difference) and ECCAS countries (more than nine points difference).

Figure 33: International comparison of gross enrolment ratio and primary completion rate (2015 or closest year)



Source: UIS Indicator Database

2.4.4. Enrolment Profiles and Internal Efficiency of the System

This part allows the pooling of elements such as coverage, retention, and to draw up a non-exhaustive list of the difficulties encountered in the enrolment of children in the primary cycle. To this end, the process begins with the construction of a cross-sectional profile of primary school pupils. This is followed by the analysis of the pseudo longitudinal profile to assess what could happen in the years to come in terms of children's schooling, if the conditions observed in 2019/2020 remain unchanged.

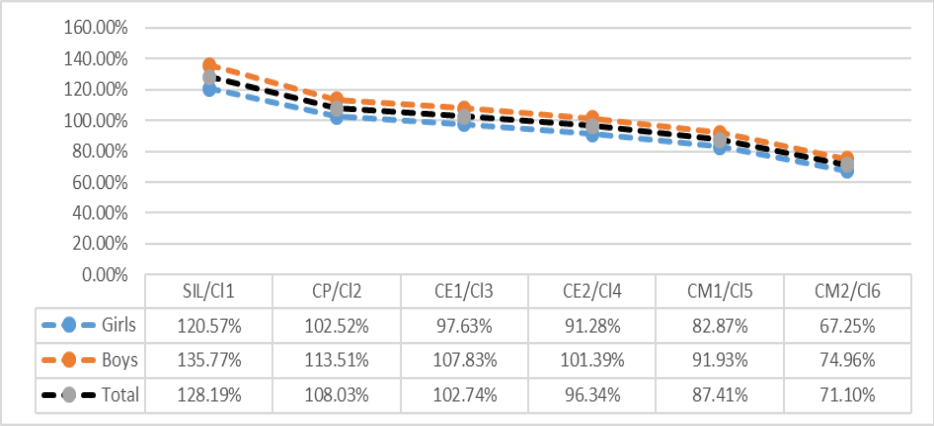
2.4.4.1. Construction of the Cross-sectional Enrolment Profile at Primary Level

The aim is to visualise the trajectory of pupils who enter primary school and those who leave, in order to identify whether the deficits observed are due to poor access or dropouts during the cycle. This indicator makes it possible to grasp the issue of flow regulation, the control of which is an option pursued in the framework of the development of our education system.

From the observation of this enrolment profile, which goes beyond 28%, it is clear that the Cameroonian education system at the primary level manages to capture or offer access to all the potential demand in terms of quantity. However, it should be noted that many children enter at different ages, inflating this figure and masking many disparities as indicated above. As we move through the primary education levels, the figures in our enrolment profile fall. This is due to repetition, children dropping out and those who fail to survive in the system. Girls, both at entry and exit, have lower proportions than boys.

Considering the proportion of pupils who have reached the first year of primary school, it can be seen that only 71% of pupils actually complete the primary cycle.

Figure 34: Cross-sectional enrolment profile by gender in 2019/2020



	SIL/Cl1	CP/Cl2	CE1/Cl3	CE2/Cl4	CM1/Cl5	CM2/Cl6
Girls	120.57%	102.52%	97.63%	91.28%	82.87%	67.25%
Boys	135.77%	113.51%	107.83%	101.39%	91.93%	74.96%
Total	128.19%	108.03%	102.74%	96.34%	87.41%	71.10%

Source: Authors' calculations from the 2019/2020 statistical yearbook and projected 2005 GCPH data for 2019

Thus, the different points in the schooling profile represent the path followed by boys and girls during their schooling. The main points are as follows:

(i) The estimated profile shows that access, for both girls and boys, is universal (access rate above 100%). However, a significant drop in school attendance is observed during the cycle;

(ii) The comparison of the estimated profiles for boys and girls reveals, judging by the relative proximity of the slopes of the said profiles, that the girls experience a school fate relatively comparable to that of the boys.

2.4.4.2. Construction of the Pseudo Longitudinal Schooling Profile and Expected Retention Profile

On the basis of the pseudo-longitudinal schooling profile, it is possible to form a representation of the retention capacity in the system. This retention is assessed through the succession of survival rates of a cohort of 100 pupils, from the first year of the primary cycle (SIL/CL1) to the last year of the cycle (CM2/CL6).

The pseudo-longitudinal profile estimates future admissions to the last year of primary school. It is based on the current new entrants to grade 1 and by tracking the year-by-year evolution of non-repeaters over the two most recent consecutive years (2018/2019 and 2019/2020 school years) to best reflect current schooling conditions.

Table 13: Pseudo longitudinal enrolment profile and expected retention profile (in %)

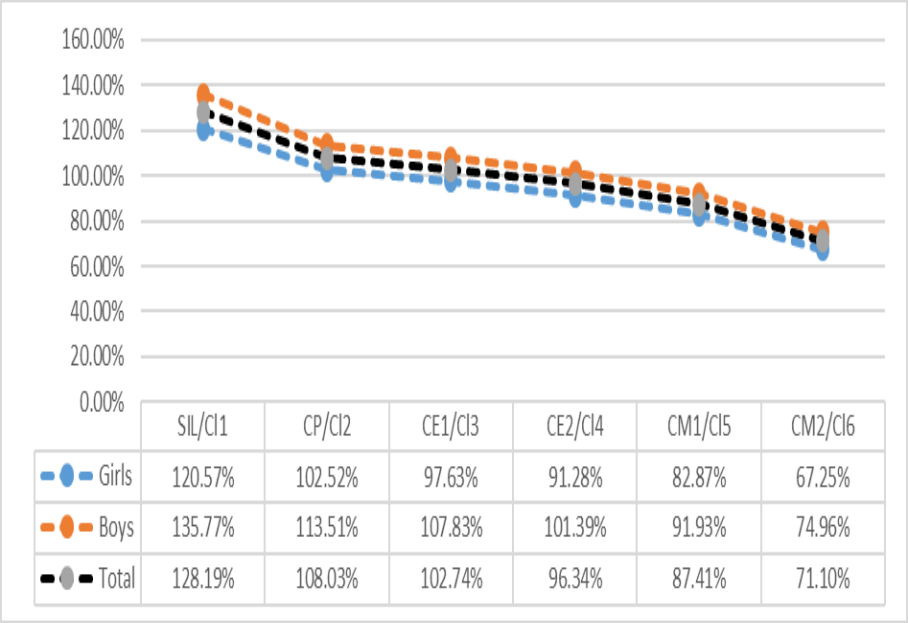
	Gender	SIL/Cl1	CP/Cl2	CE1/Cl3	CE2/Cl4	CM1/Cl5	CM2/Cl6
Pseudo longitudinal schooling profile	Girls	120.57	102.99	101.15	94.63	88.20	72.45
	Boys	135.77	113.74	110.86	103.90	97.08	79.63
	Total	**128.19**	**108.38**	**106.02**	**99.28**	**92.65**	**76.05**
Expected retention profile	Girls	100.00	85.43	83.90	78.49	73.15	60.09
	Boys	100.00	83.78	81.65	76.53	71.50	58.65
	Total	**100.00**	**84.55**	**82.70**	**77.45**	**72.28**	**59.33**

Source: Authors' calculations from the 2018-2019 and 2019-2020 statistical yearbooks and projected 2005 GCPH data for 2019

Analysis of the Figure below reveals that, if the enrolment conditions observed in 2019/2020 were to be maintained for the coming years, the completion rate could not reach 100% as set by the strategic documents at international (Agenda 2030 and AU 2063) and national (NDS30) level. As a result, only 59% (a clear drop of one index point compared to the value observed in the previous school year) of the cohort of children newly admitted

in 2019/2020 in the first year (SIL/CL1), will complete their schooling in 2024/2025. This is roughly equivalent to 3 in 5 children. About 41% of pupils could drop out of the system during the cycle. This is a major handicap for the system, as it must be able to take all children who entered SIL in the 2019/2020 school year to the end of the cycle.

Figure 35: Pseudo-longitudinal enrolment and retention profiles between years



	SIL/Cl1	CP/Cl2	CE1/Cl3	CE2/Cl4	CM1/Cl5	CM2/Cl6
Girls	120.57%	102.52%	97.63%	91.28%	82.87%	67.25%
Boys	135.77%	113.51%	107.83%	101.39%	91.93%	74.96%
Total	128.19%	108.03%	102.74%	96.34%	87.41%	71.10%

Source: Authors' calculations based on the 2018/2019 and 2019/2020 statistical yearbooks and 2005 GCPH data projected for 2019

The pseudo-longitudinal enrolment profile according to whether one is in a ZEP or not, confirms the observations already made with regard to children's access to the first year of primary school (well over 100%). However, the evolution of this profile from the SIL class to CM1 shows a greater drop in enrolment in the 'ZEP' category than in the 'non-ZEP' category. This would be explained by the fact that children in ZEP survive less in the system than children outside ZEP. The same trends are observed in the retention profile, where it can be seen that ZEPs retain fewer children in the system than the rest of the country.

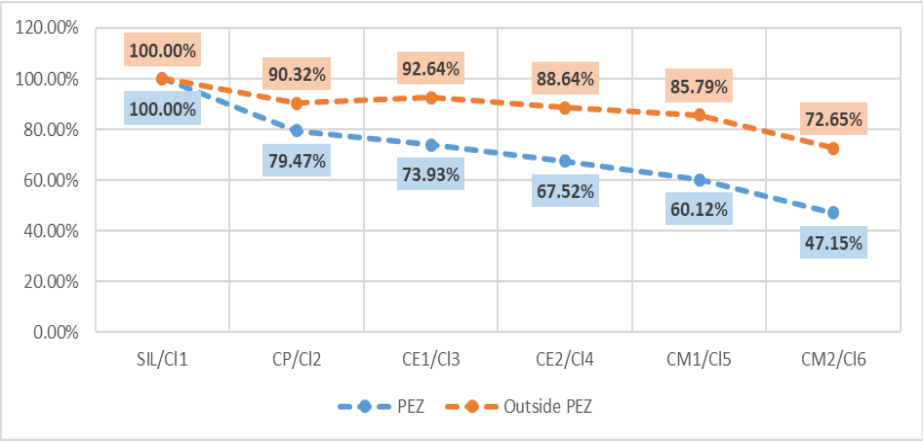
Table 14: Enrolment and retention patterns in PTAs and non-ZEPs (%)

	Gender	SIL/Cl1	CP/Cl2	CE1/Cl3	CE2/Cl4	CM1/Cl5	CM2/Cl6
Pseudo longitudinal schooling profile ZEP	Girls	145.53	115.71	107.93	97.69	86.60	65.89
	Boys	174.28	138.46	128.53	118.23	105.63	84.81
	Total	**160.04**	**127.19**	**118.32**	**108.05**	**96.21**	**75.46**
Expected retention profile ZEP	Girls	100.00	79.51	74.16	67.12	59.51	45.27
	Boys	100.00	79.45	73.75	67.84	60.61	48.66
	Total	**100.00**	**79.47**	**73.93**	**67.52**	**60.12**	**47.15**
Pseudo longitudinal schooling profile Out of ZEP	Girls	101.83	93.32	95.79	91.95	88.73	76.29
	Boys	106.23	94.62	96.96	92.49	89.77	74.88
	Total	**104.03**	**93.96**	**96.37**	**92.21**	**89.24**	**75.58**
Expected retention profile Out of ZEP	Girls	100.00	91.64	94.07	90.30	87.13	74.91
	Boys	100.00	89.07	91.28	87.06	84.51	70.49
	Total	**100.00**	**90.32**	**92.64**	**88.64**	**85.79**	**72.65**

Source: Authors' calculations from the 2018/2019 and 2019/2020 statistical yearbooks and projected 2005 GCPH data for 2019

A worrying situation that is not directly apparent in the table above is clearly shown in the figure below. Indeed, if no action is taken, there will be a sharp drop in enrolment in the 2020/2021 school year from the second level of level 1 in the ZEPs, compared to the rest of the country.

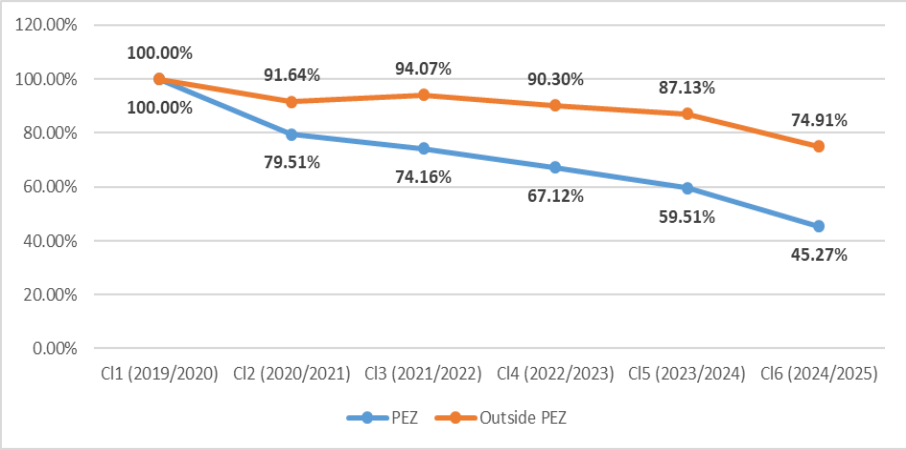
Figure 36: Retention profile at primary level in ZEP and non-ZEP



Source: Authors' calculations from the 2018/2019 and 2019/2020 statistical yearbooks

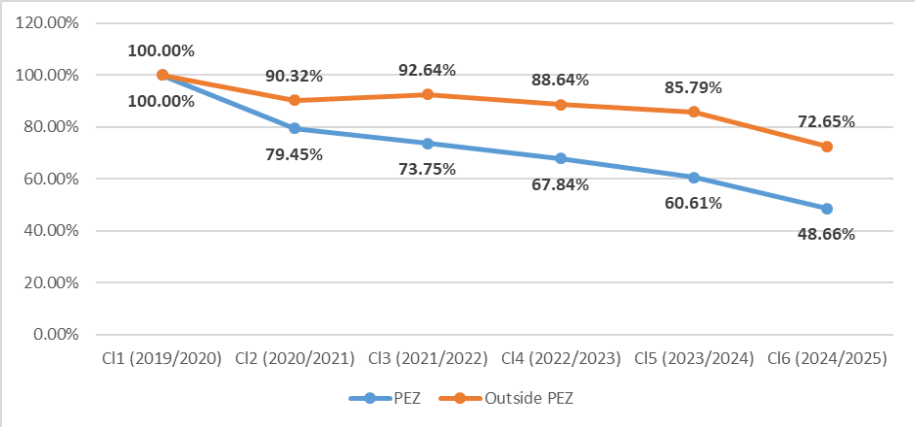
The gender analysis of the situation observed below shows that the dropout rate is mainly among girls, particularly in the ZEP. Indeed, from the first grade onwards in the 2020/2021 school year, a drop in attendance will be observed if the schooling conditions observed in 2019/2020 remain unchanged. The magnitude will increase as the cohort evolves.

Figure 37: Primary school retention profile for girls in ZEP and non-ZEP areas



Source: Authors' calculations from the 2018/2019 and 2019/2020 statistical yearbooks

Figure 38: Retention profile curve for primary school boys in ZEP and non-ZEP regions



Source: Authors' calculations based on the 2018-2019 and 2019-2020 statistical yearbooks

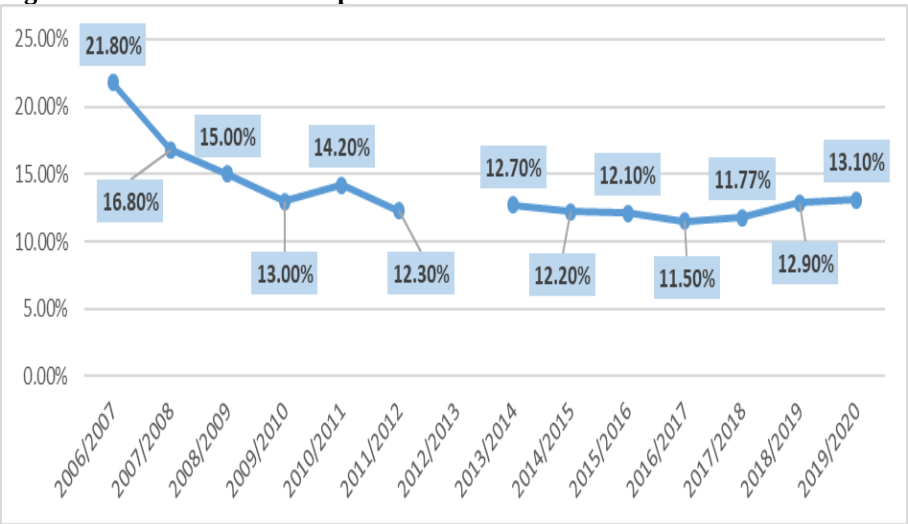
2.4.4.3. Efficiency in the Management of Primary School Flows

2.4.4.3.1. Repetition in Primary School

According to the results of the School Achievement Surveys (PASEC 2014, 2016 LAU), it appears that repetition has a negative influence on learners' school learning and self-esteem. However, this phenomenon is still observed at primary level and analysts consider it to be an obstacle to children's full primary education. One of the main options of the 2013-2020 Education and Training Sector Strategy was to significantly reduce school wastage by lowering the average repetition rate in the primary cycle. Thus, the set of activities to be implemented was to reduce repetition from 12% (Baseline 2010) to 5% (target 2020).

The Figure below presents the evolution of the repetition phenomenon between 2006/2007 and 2019/2020. It shows that this phenomenon is still poorly controlled in primary school, where we can even observe a return to an increase since the 2017/2018 school year. The Basic Education sub-sector is still experiencing difficulties in managing repetition at primary level.

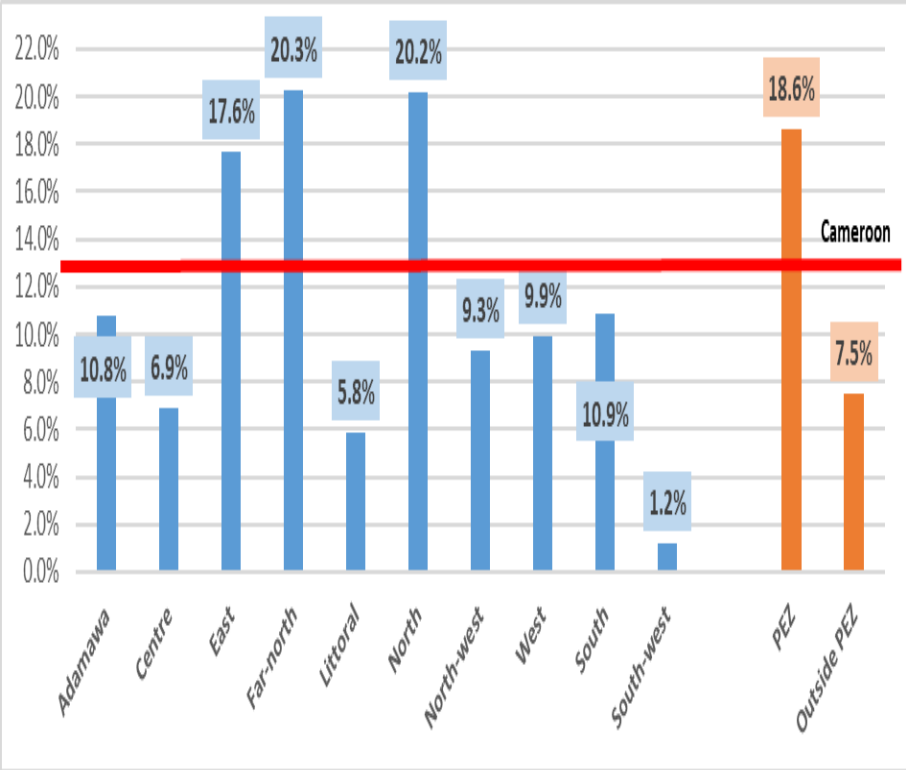
Figure 39: Evolution of the repetition rate from 2007 to 2020



Source: Statistical Yearbooks 2018-2019 to 2019-2020

The analysis shows that the average repetition rate is still high in the Far North (20.3%), East (17.6%) and North (20.2%) regions. However, this rate is lower in the North West (9.3%), South West (1.2%) and Littoral (6%) regions. In sum, the national value of this indicator, which is 13%, conceals the significant disparities recorded between regions, as shown in the Figure below.

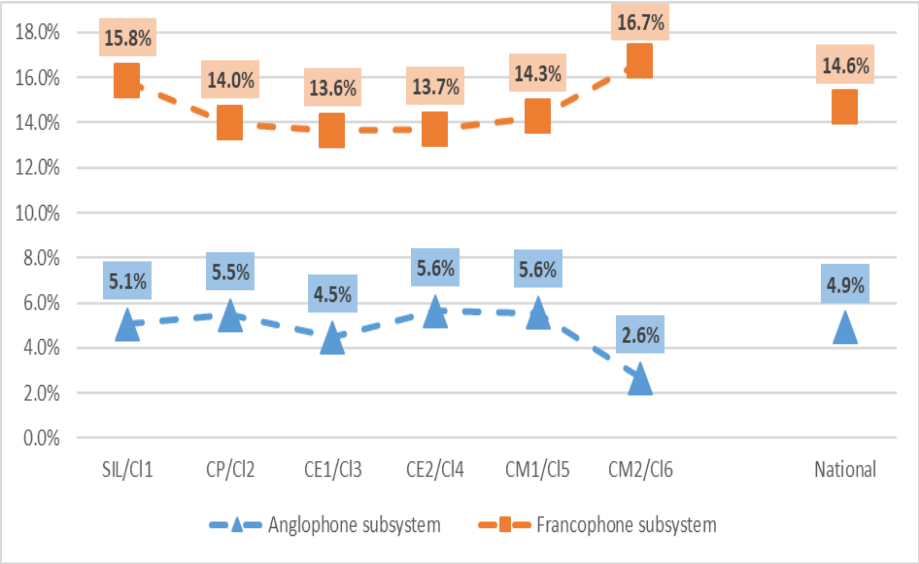
Figure 40: Percentage of repeaters by region in 2019/2020



Source: Authors' calculations based on the 2019/2020 statistical yearbook

Depending on the sub-system, the average repeat rate is higher in the French-speaking sub-system (14.6%) than in the English-speaking sub-system (4.6%). Moreover, there is a certain regulation of flows in the Anglophone subsystem, with low repetition rates at the end of the cycle.

Figure 41: Percentage of repeaters by year of study and by subsystem in 2018/2019



Source: Authors' calculations based on the 2019/2020 statistical yearbook

2.4.4.3.2. The Internal Efficiency Coefficient (IEC)

Optimising the management of student flows is essential in a context of scarce resources. This optimisation is more justified when it comes to improving an education system in which the challenges to be overcome are numerous.

The IEC, an indicator of the level of resource wastage due to dropouts and repetition, varies between 0 when no students have reached the end of a cycle and 1 when all students have reached the end of the cycle without repeating. Thus, the internal efficiency of an education system depends on the levels of repetition and drop-out observed.

The pupil-year is defined as the measure of consumption of the system for one school year spent by a pupil. The ideal case is to consume 6 pupil-years for a pupil to reach the end of the primary cycle. Thus, cases of repetition are increases in the number of pupil-years consumed and dropouts are pupil-years consumed without result.

The IEC values obtained for primary education in Cameroon during the 2019/2020 school year are presented in the table below. These values allow for a strong observation that in primary education, the IEC of 65% shows that more than 35% of resources dedicated to primary education are wasted due to repetition and dropouts.

Table 15: Internal efficiency coefficient in primary education (pseudo-longitudinal method)

	Gender	SIL/Cl1	CP/Cl2	CE1/Cl3	CE2/Cl4	CM1/Cl5	CM2/Cl6	Total
Useful theoretical student-years	Girls	60	60	60	60	60	60	**360**
	Boys	59	59	59	59	59	59	**354**
	Total	59	59	59	59	59	59	**354**
Student-years attended with dropouts and without repetitions (retention profile)	Girls	100	85	84	78	73	60	**481**
	Boys	100	84	82	77	72	59	**472**
	Total	100	85	83	77	72	59	**476**
Student-years attended with dropouts and repetitions	Girls	116	98	95	89	84	70	**552**
	Boys	117	96	93	87	82	69	**545**
	Total	117	97	94	88	83	69	**548**
IEC	Girls							**0.65**
	Boys							**0.65**
	Total							**0.65**
IEC without repetitions	Girls							**0.87**
	Boys							**0.87**
	Total							**0.87**
IEC without dropouts	Girls							**0.75**
	Boys							**0.75**
	Total							**0.74**

Source: Authors' calculations from the 2018/2019 and 2019/2020 statistical yearbooks

The waste of resources suggests the following: (i) the Basic Education sub-sector spends on educating individuals who will not complete the six years of schooling necessary to maintain their literacy skills in adulthood; (ii) because of repetition, the criteria for which vary from one school to another, the inequitable nature of this phenomenon only contributes to increasing the cost of education, with harmful consequences on the student's educational career.

This level of efficiency, far from being optimal, has remained stable compared to the 2018/2019 school year. Observation of the partial coefficients shows that the IEC with repeats is lower than the IEC with dropouts. The improvement of the overall IEC is therefore logically achieved by limiting repetitions, as dropouts are relatively well controlled in primary education.

2.5. The Illiterate Population and the Education Challenges in Cameroon

If we break down the population aged 15 and over according to the level of literacy, according to the Study on the degree of oral and written mastery of national languages carried out in 2014 by MINEDUB, we observe that out of 100 people, only 30 are literate in the official languages; 13 can read and write in English; 45 can read and write only in French and 12 can read and write in English and French.

According to the Demographic and Health Survey report produced in 2018, illiteracy affects about 30% of women and 27% of men, all aged between 15 and 49 years.

Literacy and Non-Formal Basic Education are part of non-formal education at MINEDUB. It is a form of alternative education provision that aims to give illiterate individuals and out-of-school or out-of-school children the opportunity to acquire basic functional literacy and numeracy skills for empowerment in society for adults aged 15 and over, and opportunities to continue training in the formal circuit or to learn a trade with a view to integration.

The Non-Formal Basic Education Centres welcome children who have dropped out of school at an early age or who are not in school between the ages of 8 and 14.

The organisation of literacy training covers three levels, namely level 1, level 2 and level 3 or post-literacy. Literacy training is offered at two levels, depending on the objectives. These include traditional literacy and functional literacy. As far as non-formal Basic Education is concerned, the programmes are, in principle, the same as those of the primary cycle, but last three years.

2.6. The Intervention Strategy for LNFE

MINEDUB, in its intervention logic, has opted for the "do and do" strategy, which consists of the state and its partners adopting a functional distribution of roles in the execution of literacy and non-formal Basic Education programmes; that is to say, the implementation of programmes adapted to the educational demand as expressed in the field should be carried out by known, recognised and capable actors who respect a reference framework drawn up by the state. Thus, the state provides support to the centres through powers transferred to the municipalities for the provision of teaching and learning materials or literacy kits.

For the year 2019/2020, the population in FLCs and NFBECs is 20,507 or 68% of the 30,000 prescribed by the Prime Minister's Office since 2018 (MINEDUB roadmap 2019). The structure by gender indicates that girls/women represent more than 55% (11,334) of this population. The distribution of this population shows that the Far North (40%), Centre (17%) and West (11.5%) regions concentrate 68.5% of the FLC and NFBEC staff. On the other hand, the Southern Region (3%) and the Coastal Region (2.4%) are those where participation in literacy programmes is low.0

Table 16: Distribution of learners in the NFBECs by gender and region

REGION	GARCONS/HOMMES	FILLES/FEMMES	TOTAL
CAMEROON	**9,173**	**11,334**	**20,507**
ADAMAWA	1,050	609	1,659
CENTRE	1,656	1,891	3,547
EAST	470	650	1,120
FAR-NORTH	3,323	4,980	8,303
LITTORAL	245	247	492
NORTH	922	569	1,491
NORTH-WEST	0	0	0
WEST	785	1,574	2,359
SOUTH	297	291	588
SOUTH-WEST	425	523	948

Source: 2019-2020 School Map

Literacy levels 1, 2 and 3 have seen the participation of a population ranging in age from 6 to 70 years and over. The population aged 6 to 14 years represents 13.2% of the NFBEC and FLC enrolments. The population

aged 15 and over represents 86.8% of the workforce. Level 1 accounts for 48.07% of enrolment and the 15-45 age group for 72.34%.

Table 17: Distribution of FLC and NFBEC learners by level of study and age group

AGE GROUPS	LEVEL 1		LEVEL II		LEVEL III OR POST ALPHA		Total F	Total T
	F	T	F	T	F	T		
CAMEROON	**5,236**	**9,859**	**3,495**	**6,119**	**2,603**	**4,529**	**11,334**	**20,507**
6-8 years	498	1,021	130	253	15	22	643	1,296
9-11 years	183	362	140	286	17	35	340	683
12-14 years	152	321	120	205	90	204	362	730
15-19 years	585	1,036	355	631	160	288	1,100	1,955
20-24 years	827	1,490	551	977	236	418	1,614	2,885
25-29 years	874	1,573	547	907	309	534	1,730	3,014
30-34 years	685	1,313	463	865	402	660	1,550	2,838
35-39 years	524	1,078	370	621	340	621	1,234	2,320
40-44 years	363	696	315	536	341	591	1,019	1,823
45-49 years	264	447	232	424	221	359	717	1,230
50-54 years	160	269	132	223	226	398	518	890
55-59 years	64	118	45	66	180	305	289	489
60-64 years	32	66	55	79	40	58	127	203
65-69 years	19	51	29	32	18	23	66	106
70 years and above	6	18	11	14	8	13	25	45

Source: 2019/2020 School map

The distribution of trainers in LNFBE centres by region shows that the Centre (31.3%), the Far North (26.6%) and the West (10%) together account for more than half of the trainers, i.e. 67.9%. The proportion of women is 33.4%.

Table 18: Distribution of FLC and NFBEC trainers by level of education and age group

REGION	**MEN**	**WOMEN**	**TOTAL**
CAMEROON	**662**	**334**	**1,000**
ADAMAWA	53	10	63
CENTRE	164	149	313
EAST	34	7	41
FAR-NORTH	205	61	266
LITTORAL	30	27	57
NORTH	42	4	46
NORTH-WEST	1	0	1
WEST	61	37	101
SOUTH	46	28	74
SOUTH-WEST	27	11	38

Source: 2019/2020 School map

The supply of functional literacy centres is relatively widespread throughout the country. However, rural areas account for the highest proportion of centres, nearly 69%.

Table 19: Number of LNFBE centres by location and region

REGION	Rural	Urban	Total
CAMEROON	**387**	**172**	**559**
ADAMAWA	27	16	43
CENTRE	98	68	166
EAST	17	3	20
FAR-NORTH	128	43	171
LITTORAL	6	11	17
NORTH	30	9	39
NORTH-WEST	0	1	1
WEST	50	13	63
SOUTH	21	5	26
SOUTH-WEST	10	3	13

Source: 2019-2020 School Map

LNFBE centres operate mainly in public schools and represent 38% nationally. Community (28%) and private secular (25%) centres account for more than half of the structures providing support for illiterate people. It is important to note that since the signing of the decree transferring literacy competences to the municipalities, a renewed interest in literacy is increasingly being observed among private actors.

Table 20: Number of LNFBE centres by level of education and by region

REGION	Public	Comm.	Private Catholic	Private Islamic	Private Secular	Private Protestant	NGO	TOTAL
CAMEROON	**211**	**157**	**14**	**10**	**140**	**5**	**22**	**559**
ADAMAWA	22	15	1	4	0	0	1	43
CENTRE	64	25	0	0	68	1	8	166
EAST	1	5	5	3	5	0	1	20
FAR-NORTH	91	47	4	1	17	2	9	171
LITTORAL	2	0	1	2	12	0	0	17
NORTH	9	18	1	0	11	0	0	39
NORTH-WEST	0	1	0	0	0	0	0	1
WEST	14	25	2	0	18	2	2	63
SOUTH	2	19	0	0	4	0	1	26
SOUTH-WEST	6	2	0	0	5	0	0	13

Source: 2019-2020 School Map

2.7. Access to Education for IDPs and Refugees

SDG 4 aims to "Ensure equitable, inclusive and quality education and lifelong learning opportunities for all" and "leave no one behind". Thus, education systems have resolved to adjust to the needs of all students regardless of their origin, so that the promises made are fulfilled and meet the needs of resilience and adaptation of societies to migration and displacement.

The humanitarian and security crises facing Cameroon have led to an influx of refugees (Central Africans in the East, Adamawa and North regions and Nigerians in the Far North region) and internally displaced persons (Adamawa, Centre, Littoral, West, Far North). This situation is not without consequences for the education system in general, which is developing in a very unfavourable social context. However, in line with international commitments to inclusive education, Cameroon has set itself the major objective of ensuring that refugee and host population learners receive quality education in emergency situations.

2.7.1. Refugee Populations

In March 2020, Cameroon hosted 420,774 refugees and asylum seekers, of whom 201,207 were of school age (Preschool, primary and secondary). Despite all the measures taken by the Government in terms of education (construction of classrooms, redeployment of teachers, provision of textbooks, etc.), there is still a low level of schooling for these populations.

At the Preschool level, only 3 out of 10 refugee children are enrolled in Preschool. This low level of Preschooling among refugees could be explained by the low income of parents, as this level of education is not free in Cameroon. In some cases, refugee communities are reluctant to turn to national education systems, objecting to their children attending classes in a language they do not master (e.g. Nigerian refugees).

Table 21: School coverage in the Preschool cycle for refugee children

	Number of refugees in Preschool			Preschool population (3-5 years)[6]			Gross Preschool enrolment rate		
	F	G	T	F	G	T	F	G	T
Central African refugees[7]	5,109	5,086	10,195	15,145	15,690	30,835	34%	32%	33%
Nigerian refugees[8]	1,545	1,558	3,103	6,202	6,329	12,531	25%	25%	25%
Total	6,654	6,644	13,298	21,347	22,019	43,366	31%	30%	31%

Source: Authors' calculations based on the 2019/2020 statistical yearbook and statistical data under the responsibility of UNHCR (March 2020)

The observation made at Preschool level is identical to that of primary school. Indeed, with a gross enrolment rate of 52%, only 1 child in 2 is enrolled in school, given the potential demand from refugee children.

Table 22: Primary school coverage for refugee children in 2019

	Refugee enrolment in primary school			Primary age population (6-12 years)			Gross Enrolment Rate		
	F	G	T	F	G	T	F	G	T
Central African refugees	18,091	24,202	42,293	36,844	36,862	73,706	49%	66%	57%
Nigerian refugees	6,614	7,711	14,325	17,293	17,043	34,336	38%	45%	42%
Total	24,705	31,913	56,618	54,137	53,905	108,042	46%	59%	52%

Source: Authors' calculations based on UNHCR 2019-2020 Statistical Yearbook and statistical data under the responsibility of UNHCR (March 2020)

The Global Education Monitoring Report 2019 notes that lack of knowledge of the language of instruction or the language spoken in the classroom hinders refugee students' ability to connect, learn and communicate, and is an additional obstacle to the integration of children and young people, particularly older ones, into national education systems. In addition, the lack of documentation such as birth certificates, school leaving certificates or diplomas, etc., is also mentioned by the report as one of the causes of the non-integration of refugees into the education system.

6 *Age range chosen by UNHCR, does not represent the official age range in Cameroon: 4-5 years for pre-school and 6-11 years for primary.*

7 *Refugee data relating to the Central African crisis concerns the regions of Adamawa, East and North*

8 *Refugee data on the Lake Chad Basin crisis is for the Far North region*

2.7.2. Displaced Populations

By March 2020, the humanitarian crises in Cameroon had already caused the displacement of more than one million people (51% of whom are children) in the interior of the country, mainly in the regions of the Far North, Adamawa, Centre, West, Littoral, North West and South West, as mentioned above.

In order to ensure access to education for all school-age children, the government has taken incentives to ensure the full integration of displaced children into schools. However, analysis of the data collected still shows a very low level of schooling among children, accentuated by the poverty of families in crisis-affected regions and the absence of a safe learning environment.

At Preschool level, the table below shows an enrolment rate of only 14% among children displaced by the crises. This rate is even lower at around 3% among displaced children in the Far North region, where education services are already facing the precariousness of displaced families. These displaced children and their families represent an additional burden for host communities.

Table 23: Preschool coverage of internally displaced children in 2019

	Number of IDPs in Preschool			Preschool population (4-5 years)			Gross Preschool enrolment rate		
	F	G	T	F	G	T	F	G	T
IDP (LCB Crisis)1	353	319	672	24,723	24,741	24,732	1%	1%	3%
IDP (Crisis NWSW)[9]	4,297	4,350	8,647	42,853	42,884	42,868	10%	10%	20%
Grand Total	4,650	4,669	9,319	67 ,577	67,625	67,601	7%	7%	14%

Source: Authors' calculations based on the 2019-2020 statistical yearbook and estimated IDP statistics (MSNA and MIRA, OCHA, 2019 and 2020)

9 *Data on the North West and South West crisis covers the North West, South West, Adamawa (Mayo Banyo), Littoral, West and Centre regions*

The schooling situation is also very precarious at the primary level. Only 67% of children displaced by the crises are in school. It is clear to see that the majority of displaced children in the Adamawa (Mayo Banyo), Littoral, West and Centre regions have difficulty accessing school due to poverty, social exclusion and parental financial constraints.

Table 24: Primary school coverage of internally displaced children

	Primary IDP enrolment			Primary age population (6-11 years)			Gross Preschool enrolment rate		
	F	G	T	F	G	T	F	G	T
IDP (LCB Crisis)	15,483	20,221	35,704	68,445	68,299	68,372	23%	30%	52%
IDP (NWSW crisis)	44,840	44,885	89,725	118,636	118,382	118,509	38%	38%	76%
Grand Total	60,323	65,106	125,429	187,081	186 ,681	186,881	32%	35%	67%

Source: Authors' calculations based on 2019/2020 statistical yearbook and estimated IDP statistical data (MSNA and MIRA, OCHA, 2019 and 2020)

Chapter 3: Quality of Educational Provision and Learning Conditions

Education is a sovereign domain. In other words, the state is responsible for the education of all sections of the population throughout the country. In other words, it is a matter of offering all children the chance to access education, regardless of their economic, social or geographical conditions. Thus, the provision of complete school infrastructures and a sufficient number of teaching staff, whatever the environment, is a major point in the improvement of the conditions of supervision of pupils and the quality of teaching.

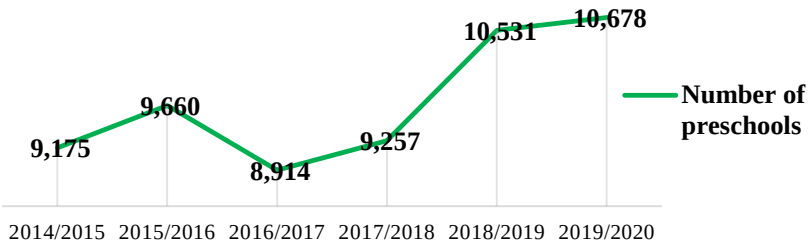
3.1. Analysis of Preschool Education Provision and Conditions

3.1.1. Development of Preschool Facilities between 2014/2015 and 2019/2020

The quantitative evolution of school infrastructures is an imperative. Indeed, in order to adapt to the new issues and challenges, particularly those relating to SDG-4, the rate of growth of school infrastructure must keep pace with that of the school-age population so as to improve the educational offer. It is equally important that these school infrastructures are operational.

In the Preschool cycle, the number of schools has increased from 9,175 in 2014/2015 to 10,678 in 2019/2020, representing an average annual increase of 3.31% during this period. This increase can be observed at the level of the location of schools, their status and the two educational subsystems. In addition, this increase in the number of schools has also led to an increase in classrooms and desks.

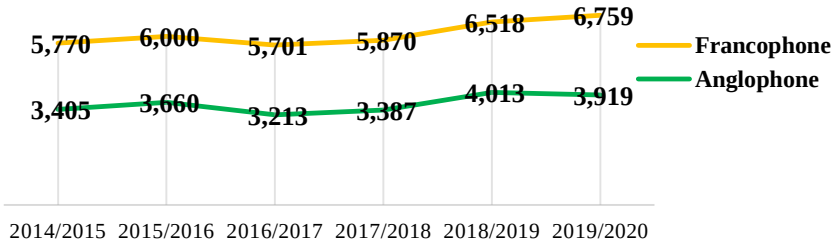
Figure 42 : Evolution of the number of Preschools from 2014/2015 to 2019/2020



Source: Statistical yearbooks from 2014/2015 to 2019/2020

As regards the two education sub-systems, there are fewer schools in the Anglophone sub-system than in the Francophone sub-system. Indeed, the number of schools in the Francophone sub-system has increased from 6 518 in 2018/2019 to 6 759 in 2019/2020; this represents a growth rate of 3.34%. In the Anglophone sub-system, on the other hand, there is a decrease of 2.34% from 4 013 schools in 2018/2019 to 3 919 in 2019/2020.

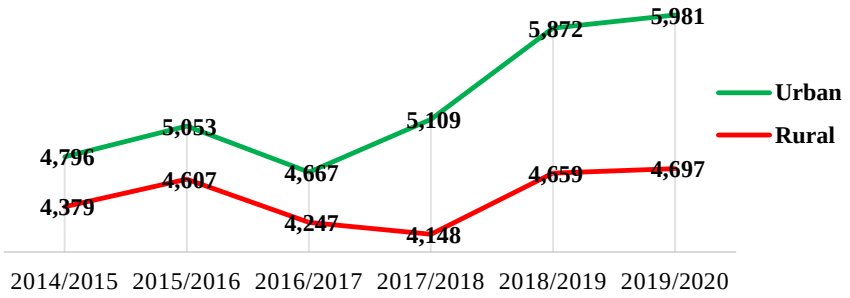
Figure 43: Evolution of the number of Preschools by education sub-system from 2014/2015 to 2019/2020



Source: Statistical yearbooks from 2014/2015 to 2019/2020

In urban areas, the number of Preschools rose from 5 872 in 2018/2019 to 5 981 in 2019/2020; this represents a growth rate of 1.86%. In rural areas the change is less significant. In 2019/2020, there were 4 697 Preschools compared to 4 659 in 2018/2019, i.e. a growth rate of 0.82%.

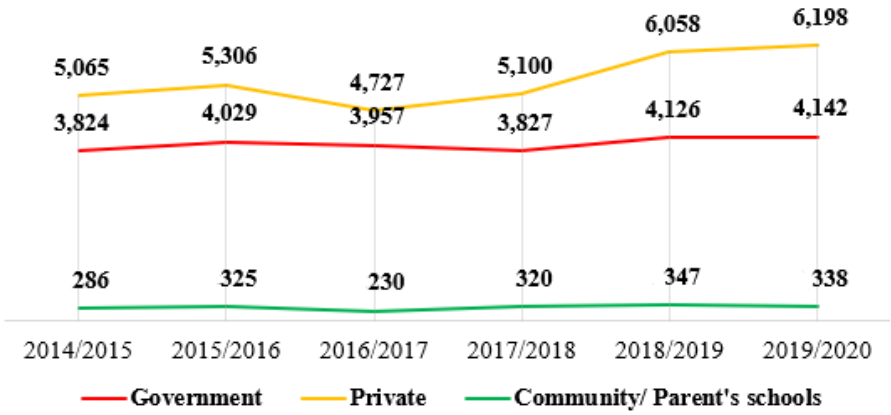
Figure 44: Evolution of the number of Preschools by environment from 2014/2015 to 2019/2020



Source: Statistical yearbooks from 2014/2015 to 2019/2020

Concerning the status of Preschools, the average annual growth rate in the public sector is 1.70% from 2014/2015 to 2019/2020. This is almost three times lower than the private sector, which is 4.57%. The number of private Preschools is therefore growing more than the public sector between 2014/2015 and 2018/2019. The number of community preschools and parent schools increased from 286 in 2014/2015 to 338 in 2019/2020, an average increase of 5.88% during this period.

Figure 45: Evolution of the number of Preschools by status from 2014/2015 to 2019/2020



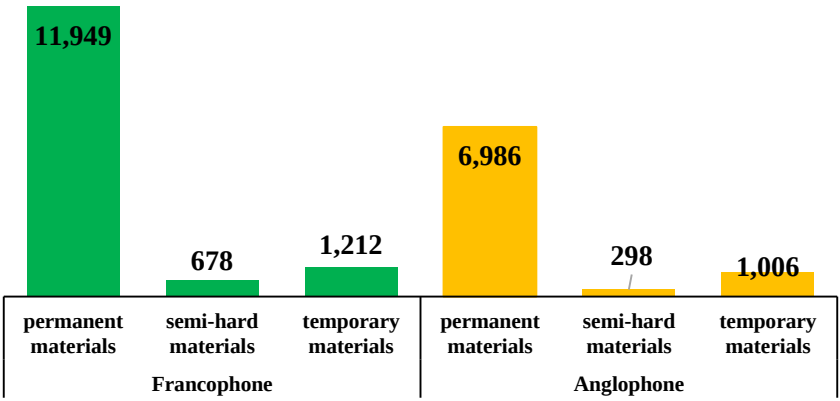
Source: Statistical Yearbooks 2014/2015 to 2019/2020.

3.1.2. Infrastructure in Preschools

In 2019/2020, we note that out of a total of 22,129 classrooms, 18,935 are made of permanent materials, i.e. 85.57%; 2,218 are made of temporary materials, i.e. 10.02% and 976 are made of semi-hard materials, i.e. 4.41%.

In both the Francophone and Anglophone subsystems, the majority of Preschool classrooms are made of permanent materials and a considerable proportion is made up of temporary materials. Indeed, the distribution of classrooms by type of construction and according to the two education sub-systems represented in the Figure below shows that, in the Francophone sub-system, out of a total of 13,839 classrooms, 11,949 are made of permanent materials, i.e. a proportion of 86.34%. 1,212 are made of provisional materials, i.e. 8.76%, and 4.90% of semi-hard materials. In the English-speaking sub-system, of the 8,290 classrooms surveyed, 6,986 are made of permanent materials, i.e. 84.27%, and 1,006 are made of temporary materials, i.e. 12.14%.

Figure 46: Distribution of classrooms by type of construction and by Preschool education sub-system



Source: MINEDUB-2019/2020 School map

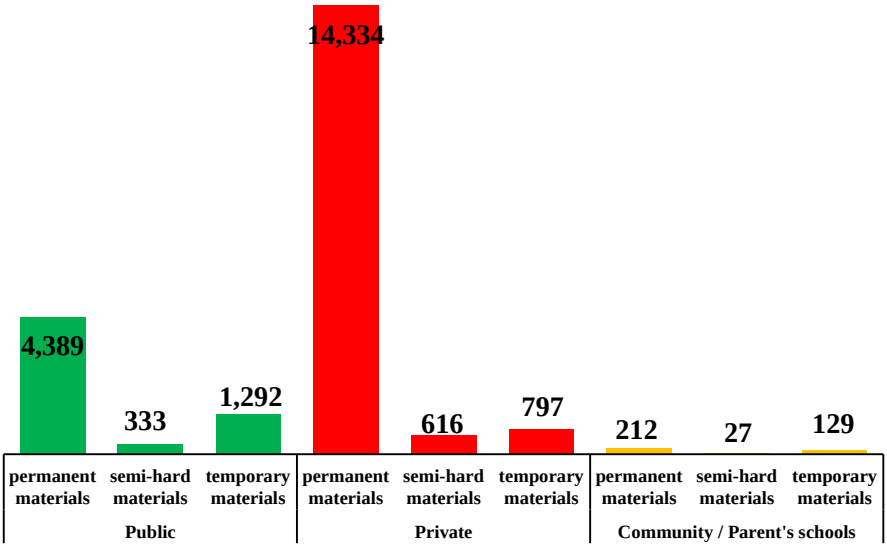
The distribution of classrooms by type of construction and in order of teaching in the Preschool represented in the Figure below still shows sufficiently that the majority of classrooms are built in permanent materials.

In the public Preschool sector, out of a total of 6,014 classrooms, 4,389 are built of permanent materials, i.e. 72.98%; 1,292 are built of temporary materials, i.e. 21.48% and 333 of semi-hard materials, i.e. 5.54%.

In the private Preschool sector, out of a total of 15,747 classrooms, 14,334 are built of permanent materials, i.e. 91.03%; 797 schools are built of temporary materials, i.e. 5.06%, and 3.91% are semi-hard.

Dans le préscolaire communautaire et les écoles des parents, sur 368 salles de classes, 212 sont en matériaux définitifs et 129 en matériaux provisoires.

Figure 47: Distribution of classrooms by type of construction and in order of teaching in Preschool

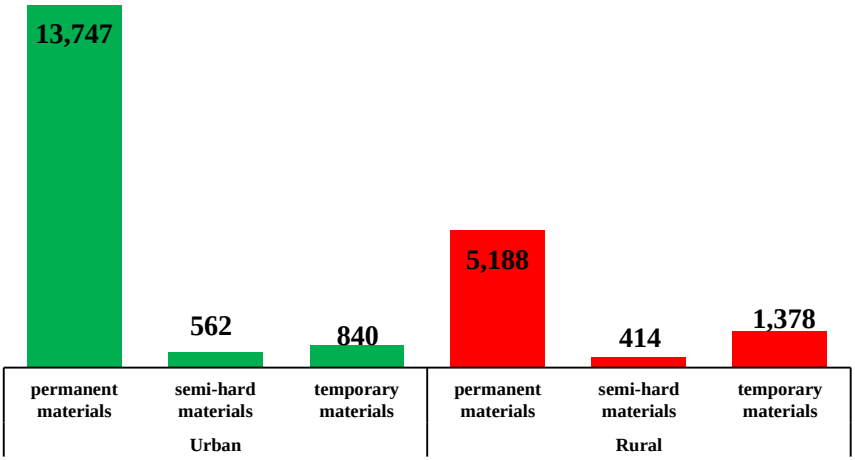


Source: MINEDUB-2019/2020 School map

In both urban and rural areas, most classrooms are made of permanent materials. Indeed, the Figure below shows that of the 22,129 preschool classrooms, 15,149 are in urban areas. According to the type of construction, in urban areas, 13,747 classrooms are built with permanent materials, i.e. a proportion of 90.75%, and 840 are of temporary materials, i.e. 5.54%.

In rural areas, out of 6,980 classrooms, 5,188 are made of permanent materials, i.e. 74.33%; 1,378 are made of temporary materials, i.e. 19.74% and 414 are made of semi-hard materials, i.e. 5.93%.

Figure 48: Distribution of classrooms by type of construction and by environment in Preschool



Source: MINEDUB 2019/2020-School map

The table below, which breaks down in a disaggregated manner, the distribution of classrooms by region and by type of construction at the preschool level during the 2019/2020 school year, shows that the Centre and Littoral regions are more endowed with classrooms than all the other regions. They cover 65.40% of the enrolment in Preschool classrooms. The ZEP region has only 11.45% of the classroom population. In public Preschool, the ZEP zone has 22.60% of classrooms.

Table 25: Distribution of classrooms by region and type of construction in the Preschool cycle

	OVERALL				PUBLIC			
	Permanent	Semi Permanent	Temporary	**Total**	Permanent	Semi Permanent	Temporary	**Total**
CAMEROON	**18,935**	**976**	**2,218**	**22,129**	**4,389**	**333**	**1,292**	**6,014**
ADAMAWA	395	55	40	**490**	157	7	25	**189**
CENTRE	7,597	307	539	**8,443**	1,021	82	172	**1,275**
EAST	741	73	246	**1,060**	342	35	151	**528**
FAR-NORTH	433	18	55	**506**	284	6	33	**323**
LITTORAL	5,590	174	265	**6,029**	571	18	63	**652**
NORTH	407	18	52	**477**	271	7	41	**319**
NORTH-WEST	585	43	325	**953**	278	25	284	**587**
WEST	1,719	226	181	**2,126**	816	126	136	**1,078**
SOUTH	770	53	221	**1,044**	412	20	165	**597**
SOUTH-WEST	698	9	294	**1,001**	237	7	222	**466**
ZEP	**1,976**	**164**	**393**	**2,533**	**1,054**	**55**	**250**	**1,359**
Out of-ZEP	**16,959**	**812**	**1,825**	**19,596**	**3,335**	**278**	**1,042**	**4,655**

Source: MINEDUB-2019/2020 School map

3.1.3. Amenities in Preschools

In terms of the availability of certain facilities in Preschools, we found that 49.73% of Preschools have electricity, with only 14.73% in public Preschools. As for the availability of latrine blocks, 47.15% of public Preschools have them, compared to 71.63% of all Preschools. 52.07% of Preschools have a fence. This provides a safe environment for children. However, only 16.92% of public Preschools have fences. With regard to the first aid to be provided to children, medicine cabinets are found in 75.85% of Preschools and in 65.98% of public Preschools.

As for the feeding of children in nursery schools, very few have a school canteen, with an average of only 2 canteens per 100 children overall, and slightly fewer in the public sector. This can be explained by the fact that parents prefer to provide nutrition for their children themselves.

Table 26: Proportion of Preschool Schools with Facilities by Region and by Level of Education

	ELECTRICITY		LATRINE BLOCKS		FENCE		CANTEEN		PHARMACY CABINET	
	Overall	**Public**	**Overall**	**Public**	**Overall**	**Public**	**Overall**	**Public**	**Overall**	**Public**
CAMEROON	**49.73%**	**14.73%**	**71.63%**	**47.15%**	**52.07%**	**16.92%**	**2.24%**	**1.64%**	**75.85%**	**65.98%**
ADAMAWA	38.61%	14.52%	59.07%	44.35%	39.77%	18.55%	4.25%	2.42%	59.85%	50.81%
CENTRE	69.90%	21.70%	82.56%	49.02%	70.13%	22.27%	0.96%	0.23%	84.77%	70.95%
EAST	19.28%	9.52%	50.43%	41.27%	24.61%	10.79%	5.51%	1.59%	43.03%	39.68%
FAR-NORTH	17.45%	8.00%	45.64%	43.00%	24.83%	16.00%	1.01%	0.50%	40.94%	42.50%
LITTORAL	66.09%	19.19%	87.03%	65.91%	73.58%	32.07%	0.57%	0.76%	86.71%	89.39%
NORTH	22.84%	14.80%	46.60%	43.05%	24.38%	14.80%	3.70%	3.59%	51.23%	52.47%
NORTH-WEST	14.25%	6.99%	66.30%	61.76%	20.17%	12.87%	7.49%	3.31%	60.02%	56.62%
WEST	35.26%	15.05%	58.55%	41.86%	33.06%	16.28%	1.71%	0.96%	84.53%	86.59%
SOUTH	26.58%	19.30%	52.53%	42.36%	24.84%	12.53%	0.47%	0.25%	68.04%	68.67%
SOUTH-WEST	28.98%	6.78%	47.73%	25.66%	26.14%	5.60%	8.90%	5.90%	58.14%	46.02%
ZEP	**23.12%**	**11.25%**	**50.14%**	**42.58%**	**27.29%**	**14.15%**	**3.97%**	**1.97%**	**47.40%**	**45.24%**
OUT OF - ZEP	**53.95%**	**15.64%**	**75.04%**	**48.35%**	**56.00%**	**17.65%**	**1.96%**	**1.55%**	**80.36%**	**71.43%**

Source: MINEDUB 2019/2020 School map, authors' calculations

An analysis of the various facilities available in kindergartens by location shows that 70.36% of those located in urban areas have electricity compared to only 23.46% in rural areas. In addition, 87.08% of the structures in urban areas have latrine blocks, compared to 51.97% in rural areas. These two amenities reflect the localities in which the schools are located and are distinctive factors between urban and rural areas. Indeed, it would be impossible for a school to have electricity when the locality does not. Amenities such as fences, medicine cabinets, etc., are better considered in urban than in rural areas.

Table 27: Proportion of Preschool schools with facilities by region according to location

	ELECTRICITY		LATRINE BLOCKS		FENCE		CANTEEN		PHARMACY CABINET	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
CAMEROON	**70.36%**	**23.46%**	**87.08%**	**51.97%**	**74.08%**	**24.04%**	**1.72%**	**2.90%**	**85.52%**	**63.53%**
ADAMAWA	56.89%	5.43%	79.04%	22.83%	57.49%	7.61%	4.79%	3.26%	75.45%	31.52%
CENTRE	84.04%	45.31%	92.15%	65.87%	85.20%	43.91%	0.94%	1.01%	91.04%	73.86%
EAST	42.15%	5.03%	73.99%	35.75%	44.39%	12.29%	2.24%	7.54%	58.30%	33.52%
FAR-NORTH	30.71%	7.60%	64.57%	31.58%	42.52%	11.70%	0.79%	1.17%	59.84%	26.90%
LITTORAL	73.61%	36.53%	91.76%	68.46%	83.12%	36.13%	0.36%	1.40%	88.61%	79.24%
NORTH	46.85%	3.87%	74.13%	24.86%	47.55%	6.08%	4.90%	2.76%	72.03%	34.81%
NORTH-WEST	38.69%	8.03%	78.57%	63.18%	42.86%	14.39%	17.86%	4.85%	66.67%	58.33%
WEST	57.51%	17.45%	75.09%	45.31%	51.47%	18.33%	1.83%	1.61%	89.19%	80.79%
SOUTH	40.40%	17.54%	76.00%	37.17%	48.80%	9.16%	0.80%	0.26%	75.20%	63.35%
SOUTH-WEST	68.03%	13.91%	80.95%	34.91%	63.27%	11.81%	8.16%	9.19%	73.47%	52.23%
ZEP	**44.70%**	**5.36%**	**73.48%**	**30.92%**	**48.03%**	**10.22%**	**3.18%**	**4.61%**	**65.91%**	**32.17%**
OUT OF-ZEP	**73.54%**	**27.19%**	**88.76%**	**56.30%**	**77.32%**	**26.88%**	**1.54%**	**2.54%**	**87.95%**	**69.99%**

Source: MINEDUB-2019/2020 School map, authors' calculations

In an analysis of the source of drinking water supply, 13,049 water points were identified in and around preschools overall. In fact, 33.32% of Preschools have CAMWATER water supply points. In the public sector, 15.07% of Preschools have CAMWATER water supply points and 9.27% have a borehole. In addition, 6,525 (natural) drinking water sources were identified in the vicinity of Preschools overall, 20.83% of which were near public primary schools.

Table 28: Distribution of water points by level of education, environment, region and type of water supply in Preschools

Regions		OVERALL		PUBLIC		URBAN		RURAL	
		NUMBER ON THE ROLL	%	NUMBER ON THE ROLL	%	NUMBER ON THE ROLL	%	NUMBER ON THE ROLL	%
CAMEROON	**CAMWATER**	**3,558**	**33.32%**	**624**	**15.07%**	**3,073**	**51.38%**	**485**	**10.33%**
	BORE HOLE	**1,964**	**18.39%**	**384**	**9.27%**	**1,182**	**19.76%**	**782**	**16.65%**
	SRCES D'EAU AMENAGEES	**407**	**3.81%**	**246**	**5.94%**	**98**	**1.64%**	**309**	**6.58%**
	DRINKING WATER SOURCES	**6,525**		**1,359**		**4,677**		**1,848**	
	WELLS	**523**		**54**		**304**		**219**	

ADAMAWA	CAMWATER	39	15.06%	11	8.87%	39	23.35%	0	0.00%
	BORE HOLE	53	20.46%	12	9.68%	47	28.14%	6	6.52%
	DRINKING WATER SOURCES	111		26		101		10	
	WELLS	17		3		14		3	
CENTRE	CAMWATER	1,470	41.62%	166	19.06%	1,356	60.45%	114	8.84%
	BORE HOLE	785	22.23%	105	12.06%	395	17.61%	390	30.26%
	IMPROVED WATER SOURCES	51	1.44%	7	0.80%	32	1.43%	19	1.47%
	DRINKING WATER SOURCES	2,589		294		1,925		664	
	WELLS	275		12		141		134	
EST	CAMWATER	32	5.51%	14	4.44%	29	13.00%	3	0.84%
	BORE HOLE	112	19.28%	42	13.33%	57	25.56%	55	15.36%
	IMPROVED WATER SOURCES	12	2.07%	7	2.22%	5	2.24%	7	1.96%
	DRINKING WATER SOURCES	186		71		109		77	
	WELLS	23		4		15		8	
FAR-NORTH	CAMWATER	42	14.09%	23	11.50%	34	26.77%	8	4.68%
	BORE HOLE	46	15.44%	23	11.50%	28	22.05%	18	10.53%
	IMPROVED WATER SOURCES	5	1.68%	5	2.50%	5	3.94%	0	0.00%
	DRINKING WATER SOURCES	107		57		72		35	
	WELLS	11		4		3		8	
LITTORAL	CAMWATER	1,129	45.75%	107	27.02%	1,042	52.97%	87	17.37%
	BORE HOLE	630	25.53%	41	10.35%	492	25.01%	138	27.54%
	IMPROVED WATER SOURCES	15	0.61%	4	1.01%	7	0.36%	8	1.60%
	DRINKING WATER SOURCES	1,906		162		1,645		261	
	WELLS	124		7		100		24	
NORD	CAMWATER	40	12.35%	21	9.42%	39	27.27%	1	0.55%
	BORE HOLE	52	16.05%	32	14.35%	35	24.48%	17	9.39%
	DRINKING WATER SOURCES	2	0.62%	1	0.45%	2	1.40%	0	0.00%
	DRINKING WATER SOURCES	105		58		82		23	
	WELLS	10		3		5		5	
NORTH-WEST	CAMWATER	219	26.45%	122	22.43%	88	52.38%	131	19.85%
	BORE HOLE	23	2.78%	13	2.39%	13	7.74%	10	1.52%
	IMPROVED WATER SOURCES	273	32.97%	184	33.82%	29	17.26%	244	36.97%
	DRINKING WATER SOURCES	530		330		132		398	
	WELLS	10		7		1		9	

WEST	CAMWATER	345	28.09%	106	14.50%	271	49.63%	74	10.85%
	BORE HOLE	137	11.16%	48	6.57%	63	11.54%	74	10.85%
	IMPROVED WATER SOURCES	21	1.71%	13	1.78%	14	2.56%	7	1.03%
	DRINKING WATER SOURCES	564		203		362		202	
	WELLS	24		5		7		17	
SOUTH	CAMWATER	75	11.87%	21	5.26%	69	27.60%	6	1.57%
	BORE HOLE	114	18.04%	62	15.54%	50	20.00%	64	16.75%
	IMPROVED WATER SOURCES	4	0.63%	3	0.75%	2	0.80%	2	0.52%
	DRINKING WATER SOURCES	221		96		137		84	
	WELLS	26		8		16		10	
SOUTH-WEST	CAMWATER	167	31.63%	33	9.73%	106	72.11%	61	16.01%
	BORE HOLE	12	2.27%	6	1.77%	2	1.36%	10	2.62%
	IMPROVED WATER SOURCES	24	4.55%	22	6.49%	2	1.36%	22	5.77%
	DRINKING WATER SOURCES	206		62		112		94	
	WELLS	3		1		2		1	
ZEP	**CAMWATER**	**153**	**10.47%**	**69**	**8.00%**	**141**	**21.36%**	**12**	**1.50%**
	BORE HOLE	**263**	**17.99%**	**109**	**12.65%**	**167**	**25.30%**	**96**	**11.97%**
	IMPROVED WATER SOURCES	**19**	**1.30%**	**13**	**1.51%**	**12**	**1.82%**	**7**	**0.87%**
	DRINKING WATER SOURCES	**509**		**212**		**364**		**145**	
	WELLS	**61**		**14**		**37**		**24**	
Out of-ZEP	**CAMWATER**	**3,405**	**36.95%**	**555**	**16.92%**	**2,932**	**55.10%**	**473**	**12.14%**
	BORE HOLE	**1,701**	**18.46%**	**275**	**8.38%**	**1,015**	**19.08%**	**686**	**17.61%**
	IMPROVED WATER SOURCES	**388**	**4.21%**	**233**	**7.10%**	**86**	**1.62%**	**302**	**7.75%**
	DRINKING WATER SOURCES	**6,016**		**1,147**		**4,313**		**1,703**	
	WELLS	**462**		**40**		**267**		**195**	

Source: MINEDUB 2019/2020School map

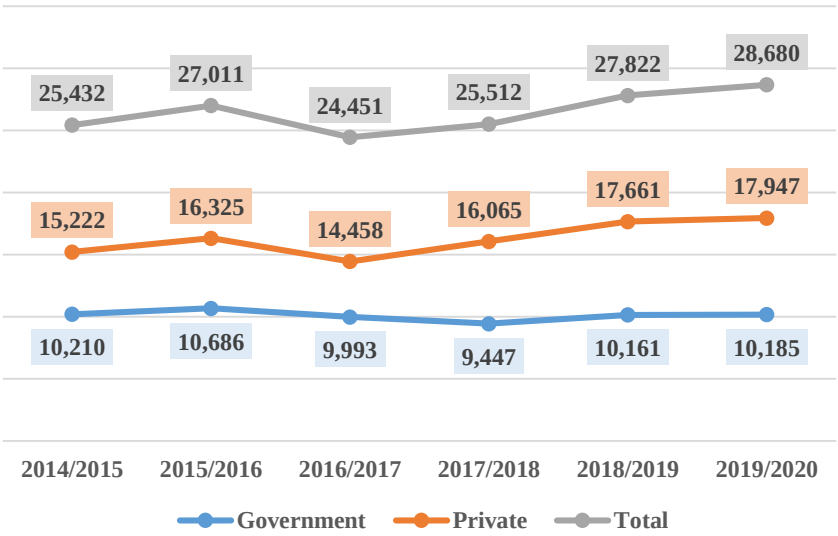
3.1.4. Supply of Preschool Teaching Staff

The figure below shows that the number of teaching staff has evolved in fits and starts over the last six years. During this period, the number of teachers in the private sector is very high compared to the public sector.

In the private sector, the number of teachers increased by 2,725 from 2015 to 2020, after a sharp decline during 2017.

In the public sector, on the other hand, although there has been an increase in facilities, there is a slight decrease in the number of teachers between 2018/2019 and 2019/2020. In general, there is an increasing curve from 2016/2017 to 2019/2020.

Figure 49: Evolution of the number of Preschool teaching staff by level of education over the last six school years



Source: MINEDUB-School maps 2014/2015 to 2019/2020

3.1.4.1. Teaching Staff by Region, Order and Gender

At Preschool level, more than 98% of teachers are women in public education, 97.25% in private education and 88.32% in community education. This trend is supported by a large body of literature that provides detailed arguments on the importance of having female teachers for Preschool children. Depending on the region, it can be seen that the proportion of women in the Preschool teaching force follows the national trend.

Table 29: Teaching staff by region, order and gender in Preschool

Regions	Public		Private		Parents + CPC		Overall	
	Women	Women	Women	Women	Women	Women	Women	Women
CAMEROON	**98.18%**	**1.82%**	**97.25%**	**2.75%**	**88.32%**	**11.68%**	**97.41%**	**2.59%**
ADAMAWA	98.13%	1.87%	92.36%	7.64%	67.44%	32.56%	93.11%	6.89%
CENTRE	98.46%	1.54%	96.95%	3.05%	93.33%	6.67%	97.31%	2.69%
EAST	98.58%	1.42%	94.13%	5.87%	79.17%	20.83%	94.58%	5.42%
FAR-NORTH	91.45%	8.55%	94.50%	5.50%	90.57%	9.43%	92.10%	7.90%
LITTORAL	98.31%	1.69%	98.40%	1.60%	100.00%	0.00%	98.40%	1.60%
NORTH	96.59%	3.41%	94.51%	5.49%	93.75%	6.25%	95.85%	4.15%
NORTH-WEST	99.52%	0.48%	95.49%	4.51%	100.00%	0.00%	98.23%	1.77%
WEST	99.43%	0.57%	97.67%	2.33%	97.73%	2.27%	98.73%	1.27%
SOUTH	98.46%	1.54%	95.69%	4.31%	96.55%	3.45%	97.41%	2.59%
SOUTH-WEST	98.37%	1.63%	98.06%	1.94%	100.00%	0.00%	98.22%	1.78%
ZEP	**95.97%**	**4.03%**	**93.78%**	**6.22%**	**82.85%**	**17.15%**	**94.03%**	**5.97%**
OUT OF ZEP	**98.77%**	**1.23%**	**97.50%**	**2.50%**	**97.55%**	**2.45%**	**97.91%**	**2.09%**

Source: MINEDUB-2019/2020 School map, authors' calculations

3.1.4.2. Distribution of Teaching Staff by Status and Background in Public Preschool

The distribution of public Preschool teachers by status shows that 36.6% of teachers are in the contractual category, 21.6% in the contractual category, 23.8% in the civil servant category and 18.4% in the "parents' teachers" category. In the category of 'parent teachers' this percentage has decreased from 19% in 2019 to 18.4% in 2020.

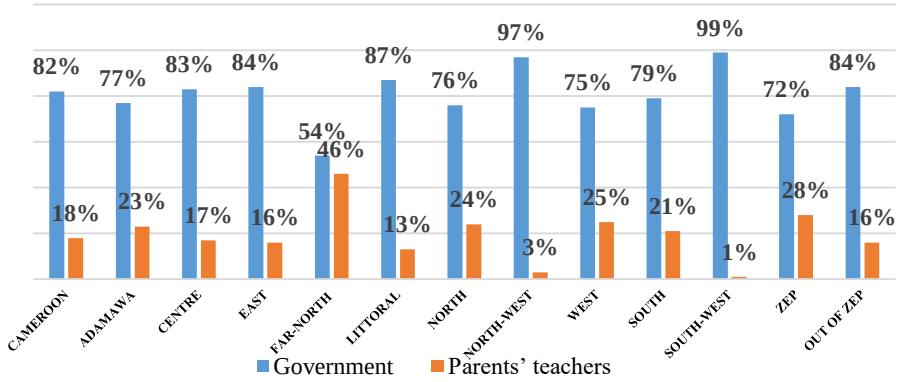
Table 30: Proportion of public Preschool teachers by gender according to status

Regions	Civil Servant (%)			Contract Worker (%)			Contract Worker (%)			PTAs (%)		
	F	H	T	F	H	T	F	H	T	F	H	T
CAMEROON	**24.1%**	**9.7%**	**23.8%**	**21.3%**	**17.3%**	**21.3%**	**36.9%**	**21.6%**	**36.6%**	**17.7%**	**51.4%**	**18.4%**
ADAMAWA	11.8%	0.0%	11.6%	12.6%	0.0%	12.4%	53.8%	20.0%	53.2%	21.8%	80.0%	22.8%
CENTRE	24.8%	5.0%	24.5%	24.0%	17.5%	23.9%	35.3%	17.5%	35.0%	16.0%	60.0%	16.7%
EAST	20.6%	0.0%	20.3%	24.1%	30.0%	24.2%	39.8%	20.0%	39.5%	15.4%	50.0%	15.9%
FAR-NORD	5.0%	0.0%	4.6%	10.4%	1.9%	9.7%	41.9%	13.5%	39.5%	42.6%	84.6%	46.2%
LITTORAL	32.3%	28.6%	32.3%	21.7%	38.1%	22.0%	32.7%	28.6%	32.6%	13.3%	4.8%	13.2%
NORTH	7.8%	0.0%	7.5%	15.2%	15.8%	15.3%	53.9%	21.1%	52.8%	23.0%	63.2%	24.4%
NORTH-WEST	21.3%	0.0%	21.2%	30.1%	25.0%	30.0%	45.8%	75.0%	45.9%	2.9%	0.0%	2.9%
WEST	33.0%	27.3%	33.0%	12.0%	27.3%	12.1%	30.2%	18.2%	30.1%	24.8%	27.3%	24.8%
SOUTH	27.7%	30.8%	27.7%	19.3%	38.5%	19.5%	32.3%	15.4%	32.0%	20.8%	15.4%	20.7%
SOUTH-WEST	16.1%	30.0%	16.3%	46.2%	10.0%	45.6%	36.6%	60.0%	37.0%	1.2%	0.0%	1.1%
ZEP	**11.9%**	**0.0%**	**11.4%**	**16.6%**	**8.1%**	**16.3%**	**45.9%**	**16.3%**	**44.7%**	**25.6%**	**75.6%**	**27.6%**
OUT OF ZEP	**27.2%**	**18.2%**	**27.1%**	**22.6%**	**25.3%**	**22.6%**	**34.5%**	**26.3%**	**34.4%**	**15.7%**	**30.3%**	**15.9%**

Source: MINEDUB-2019-2020 School Map, authors' calculations

Nationwide, 81.6% of Preschool teachers are paid by the state. In the ZEP, teachers paid by the state represent a share of 72.4% compared to 84.1% in the non-ZEP zone. This is because the contributions of parents' teachers are greater in the ZEP than in the Out of-ZEP.

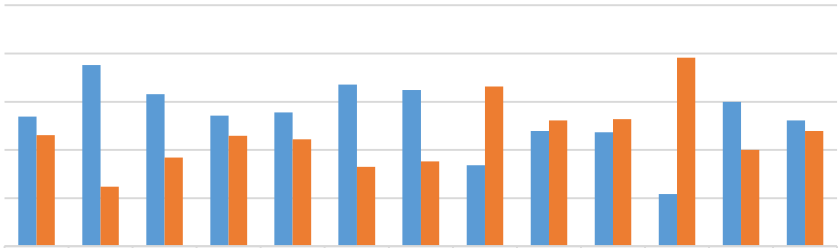
Figure 50: Proportion of public Preschool teachers by mode of funding



Source: MINEDUB 2019/2020 School map

The distribution of teachers according to the location of the school shows that the provision of teachers in Preschools is based on the supply of facilities. It can be seen that more than 5 out of 10 teachers are in urban areas in non-ZEPs, while in ZEPs almost 40% of teachers are in rural areas.

Figure 51: Percentage distribution of public Preschool teachers by area and region



	CAMEROON	ADAMAWA	CENTRE	EAST	FAR NORTH	LITTORAL	NORTH	NORTH-WEST	WEST	SOUTH	SOUTH-WEST	ZEP	OUT OF ZEP
Urban	54%	75%	63%	54%	56%	67%	65%	34%	48%	47%	22%	60%	52%
Rural	46%	25%	37%	46%	44%	33%	35%	66%	52%	53%	78%	40%	48%

Source: MINEDUB 2019/2020 School map

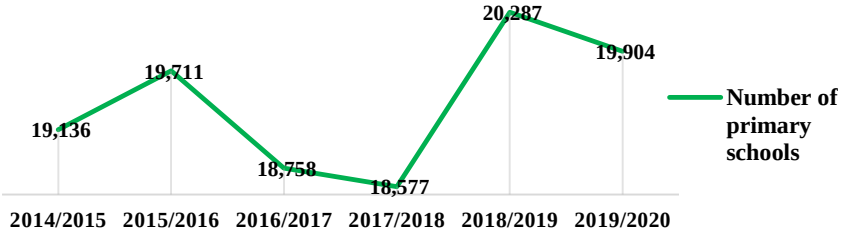
3.2. Analysis of the Offer at Primary Level

3.2.1. Evolution of Primary School Facilities in 2014/2015 and 2019/2020

At the level of primary education, from 2014/2015 to 2019/2020, the number of schools registered increased from 19 136 to 19 904, i.e. an average annual increase of 0.90%. In general, the trend is upwards. However, there is a decrease in the number of schools surveyed between 2018/2019 and 2019/2020. This is mainly due to COVID-19; the context in which the census was conducted.

The increase in the number of primary schools can be observed by location area, in order and by sub-system. This increase has also led to an increase in classrooms and desks.

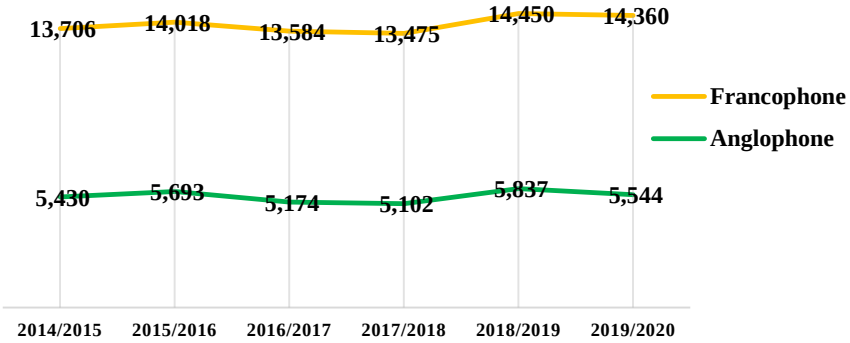
Figure 52: Evolution of the number of primary schools from 2014/2015 to 2019/2020



Source: Statistical yearbooks from 2014/2015 to 2019/2020

As regards the two education sub-systems, there are fewer primary schools in the Anglophone sub-system than in the Francophone sub-system. Indeed, the number of schools in the Francophone subsystem has increased from 13 706 in 2014/2015 to 14 360 in 2019/2020. This represents an average annual growth rate of 1.00%. In the Anglophone sub-system, on the other hand, there were 5 430 primary schools in 2014/2015 and 5 544 primary schools in the Anglophone sub-system in 2019/2020; this represents an average annual growth rate of 0.74%.

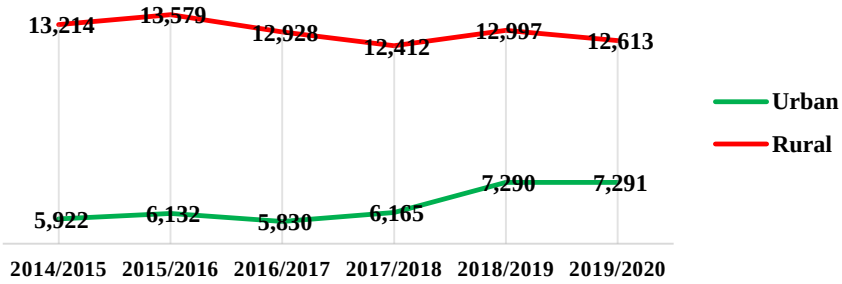
Figure 53: Evolution of the number of primary schools by education sub-system from 2014/2015 to 2019/2020



Source: Statistical yearbooks from 2014/2015 to 2019/2020

From 2014/2015 to 2019/2020, the number of schools in rural areas fell from 13,214 to 12,613, an average annual decrease of 0.85% over the period. In urban areas, on the other hand, the number of schools rose from 5 922 to 7 291, an average annual increase of 4.53% over the same period.

Figure 54: Evolution of the number of primary schools by area from 2014/2015 to 2019/2020

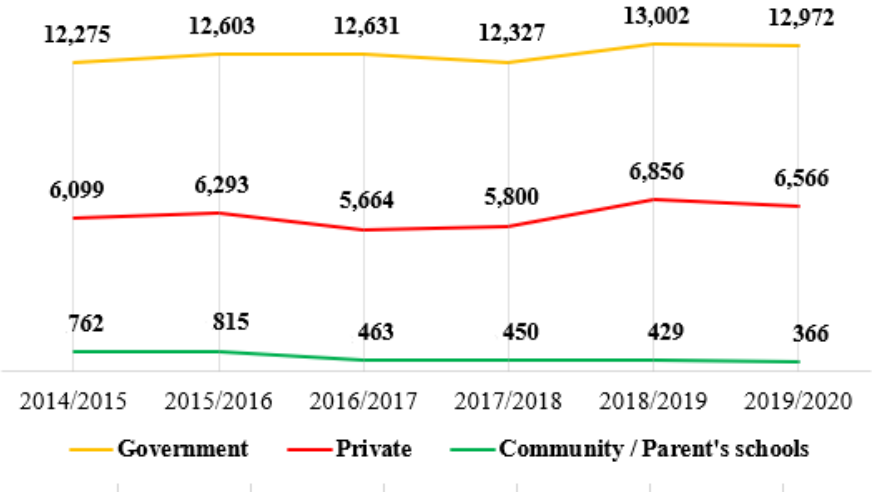


Source: Statistical yearbooks from 2014/2015 to 2019/2020

In terms of the order of education of the primary schools surveyed, the average annual growth rate in the public sector is 1.15% between 2014/2015 and 2019/2020. It is 1.91% in the private sector. Indeed, it can be

seen that the number of schools has grown faster between 2014/2015 and 2019/2020 in the private sector than in the public sector. The number of community primary schools and parents' schools fell from 762 in 2014/2015 to 366 in 2019/2020, i.e. a fall of 11.68% on average per year during this period.

Figure 55: Evolvement of primary schools in order from 2014/2015 to 2019/2020



Source: Statistical yearbooks from 2014/2015 to 2019/2020

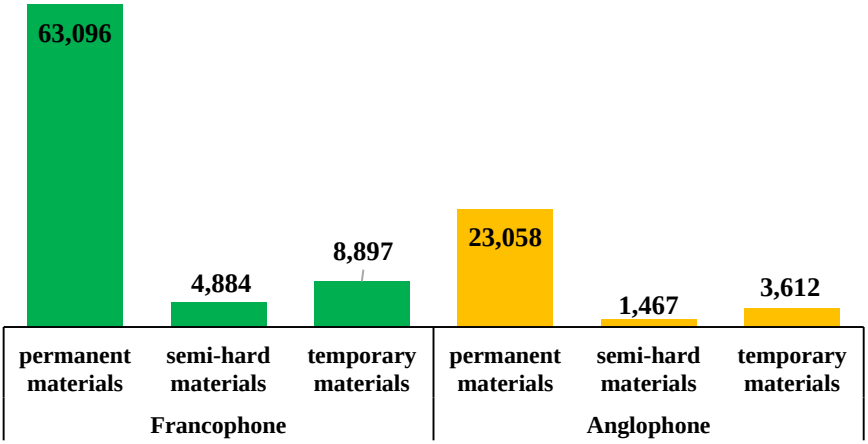
3.2.2. Infrastructure in Primary Schools

In 2019/2020, it was noted that in primary education, out of a total of 105 014 classrooms surveyed, 86 154 were made of permanent materials, i.e. 82.04%; 12 509 were made of provisional materials, i.e. 11.91%; and 6 351 were made of semi-hard materials, i.e. 6.05%.

According to the education sub-system, the majority of classrooms are made of permanent materials and a significant proportion is made of temporary materials. Indeed, as shown in the Figure, out of a total of 76 877 classrooms in the Francophone sub-system, 63 096 are made of permanent materials, i.e. 82.07%; 8 897 of provisional materials, i.e. 11.57% and 4 884 of semi-hard materials, i.e. 6.35%.

In the Anglophone sub-system, out of a total of 28,137 classrooms, 23,058 are in permanent materials, i.e. 81.95%; 3,612 in provisional materials, i.e. 12.84% and 1,467 in semi-hard materials, i.e. 5.21%.

Figure 56: Distribution of classrooms by type of construction and by teaching sub-system at primary level



Source: MINEDUB-2019/2020 School map

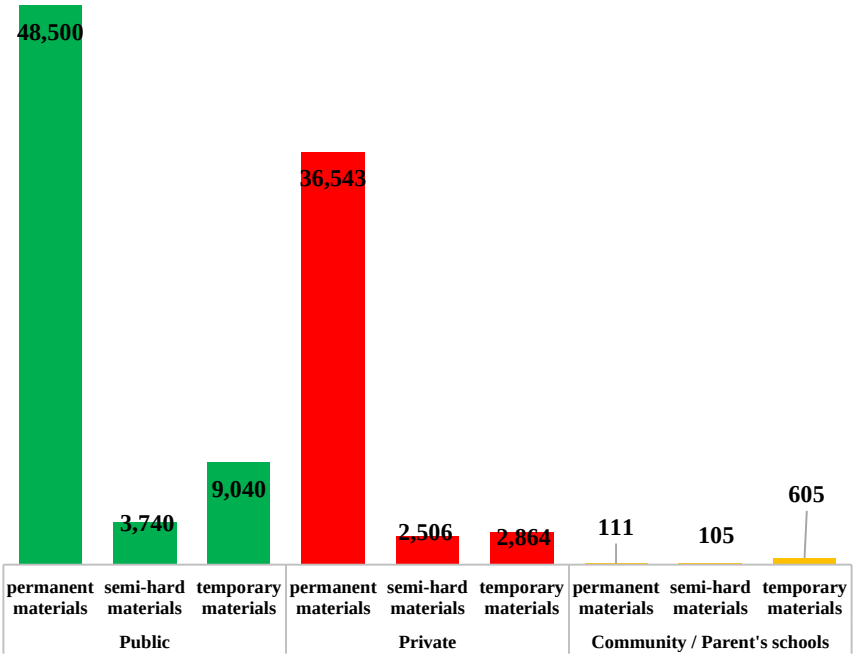
The distribution of classrooms by type of construction and according to the order of teaching, represented in the Figure below, still shows that the majority of classrooms are built in permanent materials.

In the public primary sector, out of a total of 62 280 classrooms, 49 500 are built in permanent materials, i.e. 79.48%; 9 040 in temporary materials, i.e. 14.52% and 3 740 in semi-hard materials, i.e. 6.01%.

In the private primary sector, out of a total of 41,913 classrooms, 36,543 are made of permanent materials, i.e. 87.19%; 2,864 are made of temporary materials, i.e. 6.83% and 2,506 are made of semi-hard materials, i.e. 5.98%.

In the community primary and parents' schools, out of a total of 821 classrooms, 111 are made of permanent materials, 13.5%, and 605 of temporary materials, 73.6%.

Figure 57: Distribution of classrooms by type of construction and in order of teaching in primary schools

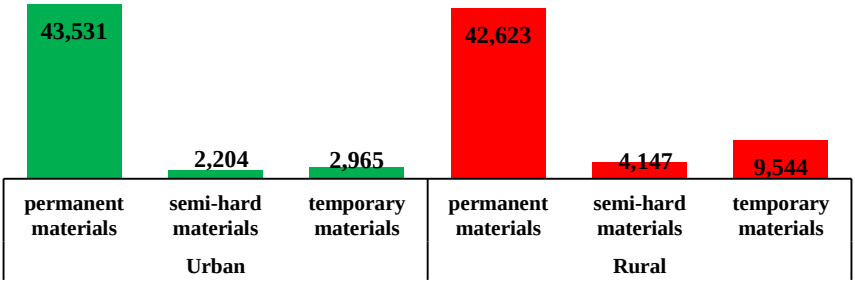


Source: 2019/2020 School map

Similarly, in both urban and rural areas, most classrooms in Cameroon's primary cycle are made of permanent materials. Indeed, the Figure below shows that out of the total 105,014 primary classrooms, 48,700 are in urban areas, of which 43,531 are built with permanent materials, i.e. 89.39%, and 2,965 with temporary materials, i.e. 6.09%.

In rural areas, on the other hand, out of 56,314 classrooms, 42,623 are made of permanent materials, i.e. 75.69%; 9,544 are made of temporary materials, i.e. 16.95% and 4,147 are made of semi-hard materials, i.e. 7.36%.

Figure 58: Distribution of classrooms by type of construction and environment in primary schools



Source: 2019/2020 School map

The table below disaggregates the distribution of classrooms by region and type of construction in the primary cycle in Cameroon in 2019/2020.

The PTA is endowed with only 29.40% of the total number of classrooms. In the public primary, ZEP has 26,360 classrooms, a share of 42.32%. In the non-PTA, the Centre and West regions account for 50.85% of classrooms in the public sector.

Table 31: Distribution of classrooms by type of construction by region in primary education

	OVERALL				PUBLIC			
	Hard materials	Semi - hard materials	Temporary	**Total**	Hard material	Semi - hard materials	Temporary	**Total**
CAMEROON	**86,154**	**6,351**	**12,509**	**105,014**	**49,500**	**3,740**	**9,040**	**62,280**
ADAMAWA	4,153	364	393	**4,910**	3,533	180	354	**4,067**
CENTRE	22,538	1,428	1,617	**25,583**	8,485	617	724	**9,826**
EAST	4,529	492	532	**5,553**	3,655	372	471	**4,498**
FAR-NORTH	9,521	575	2,559	**12,655**	8,405	382	2,090	**10,877**
LITTORAL	17,261	603	1,354	**19,218**	4,137	148	406	**4,691**
NORTH	5,636	409	1,714	**7,759**	5,037	358	1,523	**6,918**
NORTH-WEST	4,492	506	1,351	**6,349**	3,313	356	1,188	**4,857**
WEST	9,182	1,704	1,470	**12,356**	6,222	1,118	1,101	**8,441**
SOUTH	4,234	229	565	**5,028**	3,586	171	418	**4,175**
SOUTH-WEST	4,608	41	954	**5,603**	3,127	38	765	**3,930**
ZEP	**23,839**	**1,840**	**5,198**	**30,877**	**20,630**	**1,292**	**4,438**	**26,360**
Out of -ZEP	**62,315**	**4,511**	**7,311**	**74,137**	**28,870**	**2,448**	**4,602**	**35,920**

Source: 2019/2020 School map

3.2.3. Amenities in Primary Schools

In terms of availability of facilities in primary schools, 26.38% of primary schools have electricity, with only 9.96% of schools in the public primary sector. As for the availability of latrine blocks, 53.41% of public schools have them, compared to 63.62% of all schools. 20.00% of primary schools are fenced, with 5.41% in public primary schools. With regard to primary health care for pupils, medicine cabinets are available in 69.56% of primary schools and 62.96% of public primary schools. As for nutrition and food for children in primary schools, very few have school canteens, with an average of two canteens for every 100 schools. From these findings, it is clear that private primary schools are better equipped than public schools. However, the availability of facilities in schools is low, depending on whether the school is located in a ZEP or in a non-ZEP.

Table 32: Proportion of primary schools with facilities by region according to order of education

	ELECTRICITY		LATRINES BLOCKS		FE NCE		CANTEEN		PHARMACY CABINET	
	Overall	**Public**	**Overall**	**Public**	**Overall**	**Public**	**Overall**	**Public**	**Overall**	**Public**
CAMEROON	**26.38%**	**9.96%**	**63.62%**	**53.41%**	**20.00%**	**5.41%**	**1.84%**	**1.95%**	**69.56%**	**62.96%**
ADAMAWA	12.73%	7.00%	54.45%	52.49%	8.27%	3.18%	3.00%	3.08%	54.64%	52.17%
CENTRE	49.40%	18.84%	73.83%	55.42%	39.22%	10.99%	0.74%	0.25%	81.45%	70.16%
EAST	9.03%	4.89%	56.71%	51.60%	6.17%	3.51%	2.33%	1.60%	58.32%	56.70%
FAR-NORTH	5.47%	3.95%	52.37%	53.75%	4.16%	3.18%	3.27%	3.77%	36.66%	38.16%
LITTORAL	50.12%	19.25%	85.76%	70.63%	46.57%	15.25%	0.61%	0.13%	88.94%	83.50%
NORTH	8.80%	6.57%	45.77%	46.36%	3.81%	2.87%	6.44%	6.63%	56.25%	58.93%
NORTH-WEST	8.50%	4.57%	68.14%	63.67%	3.76%	1.81%	1.30%	0.39%	68.79%	65.41%
WEST	22.66%	13.86%	55.49%	49.63%	12.23%	5.93%	0.64%	0.20%	86.36%	90.41%
SOUTH	19.07%	15.37%	57.12%	52.06%	7.02%	4.01%	0.76%	0.57%	65.46%	65.48%
SOUTH-WEST	17.67%	6.73%	50.27%	40.71%	10.47%	3.99%	1.28%	0.34%	66.39%	62.49%
ZEP	**8.18%**	**5.34%**	**51.67%**	**51.13%**	**5.09%**	**3.15%**	**3.92%**	**4.09%**	**48.62%**	**49.35%**
Out of -ZEP	**35.41%**	**13.52%**	**69.54%**	**55.16%**	**27.39%**	**7.16%**	**0.80%**	**0.30%**	**79.95%**	**73.47%**

Source: 2019/2020 School map

An analysis of the various facilities available in primary schools by location shows that 55.47% of schools in urban areas have electricity, compared to 9.57% in rural areas. In addition, 85.01% of schools in urban areas have latrine blocks compared to 51.25% in rural areas.

Table 33: Proportion of primary schools with facilities by region according to location

	ELECTRICITY		LATRINE BLOCKS		FENCE		CANTEEN		PHARMACY CABINET	
	Urban	**Rural**	**Urban**	**Rural**	**Urban**	**Rural**	**Urban**	**Rural**	**Urban**	**Rural**
CAMEROON	**55.47%**	**9.57%**	**85.01%**	**51.25%**	**46.30%**	**4.79%**	**1.71%**	**1.91%**	**84.43%**	**60.96%**
ADAMAWA	39.13%	2.87%	75.25%	46.69%	28.09%	0.87%	2.68%	3.12%	69.57%	49.06%
CENTRE	73.32%	23.04%	89.54%	56.51%	61.46%	14.72%	1.15%	0.28%	90.70%	71.27%
EAST	22.33%	3.75%	75.79%	49.13%	18.87%	1.13%	2.52%	2.25%	64.78%	55.75%
FAR-NORTH	20.00%	2.58%	76.28%	47.62%	16.98%	1.62%	0.47%	3.83%	49.30%	34.15%
LITTORAL	59.90%	20.54%	91.22%	69.25%	58.19%	11.43%	0.59%	0.68%	92.53%	78.10%
NOTH	37.66%	2.78%	77.27%	39.20%	14.61%	1.56%	11.36%	5.42%	72.40%	52.88%
NORTH-WEST	40.96%	3.99%	80.32%	66.44%	23.40%	1.03%	7.45%	0.44%	76.60%	67.70%
WEST	44.05%	13.48%	69.82%	49.35%	30.95%	4.19%	0.76%	0.59%	90.55%	84.55%
SOUTH	36.61%	12.25%	80.34%	48.09%	17.63%	2.90%	1.36%	0.53%	68.81%	64.16%
SOUTH-WEST	56.47%	7.27%	84.05%	41.22%	35.34%	3.81%	3.88%	0.58%	79.74%	62.82%
ZEP	**28.78%**	**2.86%**	**76.16%**	**45.34%**	**19.34%**	**1.41%**	**3.91%**	**3.93%**	**62.66%**	**45.00%**
Out of-ZEP	**61.56%**	**14.35%**	**87.03%**	**55.46%**	**52.46%**	**7.19%**	**1.21%**	**0.48%**	**89.40%**	**72.33%**

Source: 2019/2020 School map

In an analysis of the source of drinking water supply, 20,360 water points were identified in or near primary schools overall. In fact, the Cameroon Water Supply Company (CAMWATER) is present in 20.11% of primary schools and in 8.86% of public primary schools. 21.22% of primary schools have a borehole and 19.18% of public schools. In addition, 10,240 (natural) drinking water sources were identified in the vicinity of primary schools overall, including 4,858 in the vicinity of public primary schools.

Table 34: Distribution of water points in order and environment in primary schools

		OVERALL		PUBLIC		URBAN		RURAL	
		NUMBER ON THE ROLL	%	NUMBER ON THE ROLL	%	NUMBER ON THE ROLL	%	NUMBER ON THE ROLL	%
CAMEROON	**CAMWATER**	**4,003**	**20.11%**	**1,149**	**8.86%**	**3,343**	**45.85%**	**660**	**5.23%**
	FORAGE	**4,223**	**21.22%**	**2,488**	**19.18%**	**1,718**	**23.56%**	**2,505**	**19.86%**
	IMPROVED WATER SOURCES	**881**	**4.43%**	**716**	**5.52%**	**83**	**1.14%**	**798**	**6.33%**
	DRINKING WATER SOURCES	**10,240**		**4,858**		**5,600**		**4,640**	
	WELLS	**733**		**264**		**326**		**407**	
ADAMAWA	CAMWATER	52	4.73%	23	2.44%	47	15.72%	5	0.62%
	BORE HOLE	266	24.18%	216	22.91%	122	40.80%	144	17.98%
	IMPROVED WATER SOURCES	5	0.45%	4	0.42%	3	1.00%	2	0.25%
	DRINKING WATER SOURCES	364		270		183		181	
	WELLS	22		10		10		12	
CENTRE	CAMWATER	1,467	32.82%	275	13.74%	1,358	57.96%	109	5.12%
	BORE HOLE	972	21.74%	349	17.44%	417	17.80%	555	26.09%
	SRCES D'EAU AMENAGEES	51	1.14%	19	0.95%	26	1.11%	25	1.18%
	SRCES D'EAU POTABLE	2,826		709		1,964		862	
	WELLS	255		28		124		131	
EAST	CAMWATER	25	2.24%	5	0.53%	24	7.55%	1	0.13%
	FORAGE	310	27.73%	240	25.53%	122	38.36%	188	23.50%
	IMPROVED WATER SOURCES	14	1.25%	11	1.17%	3	0.94%	11	1.38%
	DRINKING WATER SOURCES	425		302		187		238	
	WELLS	54		28		34		20	
FAR-NORTH	CAMWATER	108	4.16%	77	3.50%	92	21.40%	16	0.74%
	BORE HOLE	939	36.16%	839	38.12%	180	41.86%	759	35.03%
	IMPROVED WATER SOURCES	20	0.77%	12	0.55%	4	0.93%	16	0.74%
	DRINKING WATER SOURCES	1,183		1,007		288		895	
	WELLS	81		54		11		70	
LITTORAL	CAMWATER	1,225	41.43%	178	22.25%	1,156	52.03%	69	9.39%
	BORE HOLE	775	26.21%	108	13.50%	589	26.51%	186	25.31%
	IMPROVED WATER SOURCES	36	1.22%	24	3.00%	9	0.41%	27	3.67%
	DRINKING WATER SOURCES	2,236		355		1,899		337	
	BORE HOLE	131		21		101		30	
NORTH	CAMWATER	74	4.15%	54	3.44%	67	21.75%	7	0.47%
	BORE HOLE	487	27.28%	444	28.32%	129	41.88%	358	24.24%

	IMPROVED WATER SOURCES	7	0.39%	4	0.26%	3	0.97%	4	0.27%
	DRINKING WATER SOURCES	703		602		214		489	
	WELLS	92		72		13		79	
NORTH-WEST	CAMWATER	322	20.90%	220	17.34%	92	48.94%	230	17.00%
	BORE HOLE	47	3.05%	32	2.52%	20	10.64%	27	2.00%
	IMPROVED WATER SOURCES	637	41.34%	555	43.74%	22	11.70%	615	45.45%
	DRINKING WATER SOURCES	1,076		868		144		932	
	WELLS	19		18		2		17	
WEST	CAMWATER	412	18.86%	181	12.06%	292	44.51%	120	7.85%
	BORE HOLE	210	9.62%	99	6.60%	74	11.28%	136	8.90%
	IMPROVED WATER SOURCES	31	1.42%	14	0.93%	8	1.22%	23	1.51%
	DRINKING WATER SOURCES	745		340		400		345	
	WELLS	42		14		12		30	
SOUTH	CAMWATER	79	7.50%	43	4.93%	68	23.05%	11	1.45%
	BORE HOLE	190	18.03%	141	16.17%	59	20.00%	131	17.26%
	IMPROVED WATER SOURCES	7	0.66%	2	0.23%	2	0.68%	5	0.66%
	DRINKING WATER SOURCES	322		207		159		163	
	WELLS	25		12		15		10	
SOUTH-WEST	CAMWATER	239	21.77%	93	10.60%	147	63.36%	92	10.62%
	BORE HOLE	27	2.46%	20	2.28%	6	2.59%	21	2.42%
	IMPROVED WATER SOURCES	73	6.65%	71	8.10%	3	1.29%	70	8.08%
	DRINKING WATER SOURCES	360		198		162		198	
	PWELLS	12		7		4		8	
ZEP	**CAMWATER**	**259**	**3.92%**	**159**	**2.81%**	**230**	**16.97%**	**29**	**0.55%**
	BORE HOLE	**2,002**	**30.33%**	**1,739**	**30.77%**	**553**	**40.81%**	**1,449**	**27.63%**
	IMPROVED WATER SOURCES	**46**	**0.70%**	**31**	**0.55%**	**13**	**0.96%**	**33**	**0.63%**
	DRINKING WATER SOURCES	**2,675**		**2,181**		**872**		**1,803**	
	WELLS	**249**		**164**		**68**		**181**	
Out of-ZEP	**CAMWATER**	**3,744**	**28.14%**	**990**	**13.52%**	**3,113**	**52.44%**	**631**	**8.56%**
	BORE HOLE	**2,221**	**16.69%**	**749**	**10.23%**	**1,165**	**19.63%**	**1,056**	**14.33%**
	IMPROVED WATER SOURCES	**835**	**6.28%**	**685**	**9.36%**	**70**	**1.18%**	**765**	**10.38%**
	DRINKING WATER SOURCES	**7,565**		**2,677**		**4,728**		**2,837**	
	WELLS	**484**		**100**		**258**		**226**	

Source: 2019/2020 School map

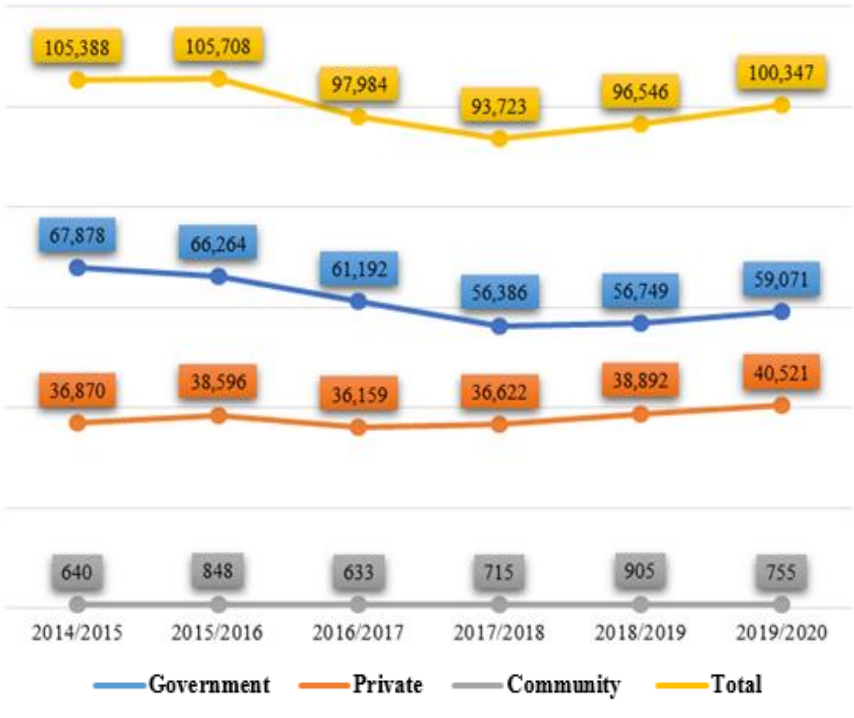
3.2.4. Supply of Primary School Teachers

The government's intention, through the programme of "contractualisation" of teachers, is to achieve the complete disappearance of the "parents' teachers" through their conversion into statutory civil service teachers, paid by the state. There are two categories of teaching staff in state primary schools:

- the teaching staff, which includes civil servants, contract teachers paid by the state budget;
- the parents' teachers recruited by the schools, whose salary costs are borne by the households through the funds of the Parents' and Teachers' Associations (PTA).

In 2019/2020, the primary cycle registered 59,071 teachers in the public sector and 40,521 in the private sector, or 59% and 40% respectively. These percentages are an increase of 5% for the public and a decrease of 5% for the private compared to 2018/2019. Community primary schools recorded 905 teachers in 2018/2019, compared to 755 in 2019/20. As observed previously at the preschool level, the number of teachers at the primary level has also evolved in fits and starts over the period from 2014/2015 to 2019/2020. However, unlike Preschool, the number of teachers is higher in the public than in the private sector.

Figure 59: Evolution of the number of teachers in primary education by level of education from 2014/2015 to 2019/2020



Source: From 2014/2015 to 2019/2020 School maps

3.2.4.1. Teaching Staff by Region, Order and Gender

With regard to teaching staff by region, out of 100 347 teachers with chalk in hand, 55% are women. However, disparities can be observed according to the following regions Adamawa (46%), North (22%) and Far North (19%). Furthermore, the numerical superiority of women in primary education is more marked in the South-West (71%), Littoral (69%), Centre (67%), West (66%) and North-West (62%) regions, as can be seen in the table below.

Table 35: Proportion of teaching staff by region, order and gender in primary education

Regions	Public		Private		Parents + CPC		Overall	
	Women	Men	Women	Men	Women	Men	Women	Men
CAMEROON	**47.78%**	**52.22%**	**67.38%**	**32.62%**	**16.95%**	**83.05%**	**55.47%**	**44.53%**
ADAMAWA	43.82%	56.18%	53.10%	46.90%	31.03%	68.97%	45.61%	54.39%
CENTRE	63.04%	36.96%	70.76%	29.24%	36.36%	63.64%	67.69%	32.31%
EAST	49.02%	50.98%	55.23%	44.77%	41.67%	58.33%	50.34%	49.66%
FAR-NORTH	18.68%	81.32%	24.27%	75.73%	7.98%	92.02%	18.90%	81.10%
LITTORAL	69.60%	30.40%	69.41%	30.59%	61.54%	38.46%	69.45%	30.55%
NORTH	21.40%	78.60%	30.67%	69.33%	16.97%	83.03%	22.22%	77.78%
NORTH-WEST	59.91%	40.09%	67.39%	32.61%	-	-	61.69%	38.31%
WEST	64.48%	35.52%	72.43%	27.57%	59.46%	40.54%	66.81%	33.19%
SOUTH	47.06%	52.94%	58.87%	41.13%	0.00%	100.00%	49.36%	50.64%
SOUTH-WEST	65.23%	34.77%	81.32%	18.68%	44.44%	55.56%	70.32%	29.68%
ZEP	27.54%	72.46%	39.61%	60.39%	11.87%	88.13%	28.85%	71.15%
OUT OF ZEP	62.49%	37.51%	70.48%	29.52%	51.02%	48.98%	66.59%	33.41%

Source: School map 2018/2019

3.2.4.2. Supply of Teaching Staff by Status, by Area in Public Primary Education

In accordance with the objectives contained in the Education and Training Sector Strategy Document (2013-2020), the Government is committed to reducing the shortage of teachers and mitigating disparities in the allocation of teaching staff between schools.

Continuing the programme of recruiting new teachers or converting parent teachers into state-run teachers is part of improving the quality of education as well as stabilising teachers in hard-to-reach areas and PTAs. This stabilisation of teaching staff in areas considered difficult is achieved at the cost of financial incentives (salary supplements, bonuses, etc.) and the construction of on-call housing for teachers.

The programme to recruit 37 200 primary school teachers, which ran from 2007 to 2011, resulted in:

- ✓ the “contractualisation” in 2007 of 10,300 temporary teachers (IVAC) who were already working in public primary schools. This action aimed to improve the status of this category of teachers in public schools who had been working since 1996 under precarious salary conditions;

- ✓ the placing under public contract of 12,000 parents' teachers and 14,900 teachers holding the CAPIEMP who were already working in public primary schools with PTA funds.

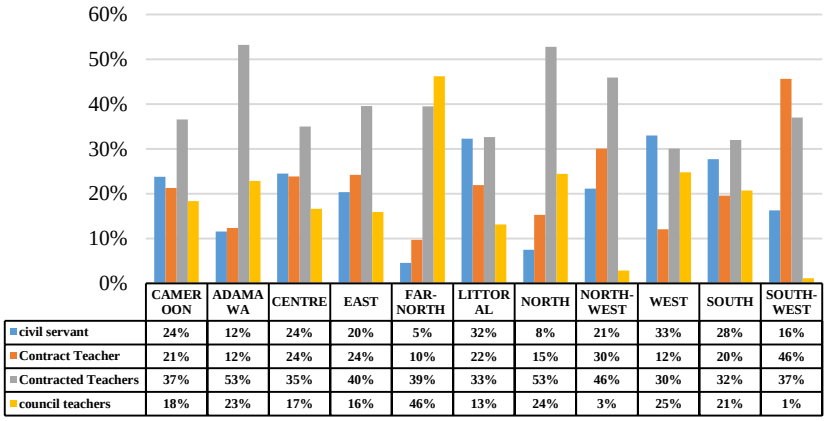
Table 36: Distribution of public primary school teachers by gender and status

Regions	Civil Servant			Contract Teacher			Contract Teachers			Parents Teachers Association		
	F	H	T	F	H	T	F	H	T	F	H	T
CAMEROON	**3,938**	**4,627**	**8,565**	**5,917**	**4,283**	**10,200**	**11,149**	**11,175**	**22,324**	**7,223**	**10,759**	**17,982**
ADAMAWA	93	165	258	152	180	332	927	944	1 871	297	594	891
CENTRE	1,052	780	1,832	1,365	528	1,893	2,193	1,228	3,421	1,547	1,074	2,621
EAST	252	309	561	523	422	945	562	487	1,049	546	740	1,286
FAR-NORTH	73	559	632	211	653	864	1,013	3,638	4,651	677	3,745	4,422
LITTORAL	614	451	1,065	736	203	939	1,143	441	1,584	802	344	1,146
NORTH	98	361	459	274	591	865	682	1,907	2,589	462	2,710	3,172
NORTH-WEST	301	313	614	874	564	1,438	1,253	755	2,008	42	21	63
WEST	811	970	1,781	617	320	937	1,666	701	2,367	2,382	1,026	3,408
SOUTH	292	461	753	223	220	443	726	722	1,448	440	488	928
SOUTH-WEST	352	258	610	942	602	1,544	984	352	1,336	28	17	45
ZEP	**516**	**1,394**	**1,910**	**1,160**	**1,846**	**3,006**	**3,184**	**6,976**	**10,160**	**1,982**	**7,789**	**9,771**
OUT OF ZEP	**3,422**	**3,233**	**6,655**	**4,757**	**2,437**	**7,194**	**7,965**	**4,199**	**12,164**	**5,241**	**2,970**	**8,211**

Source: 2019/2020 School map

Following the recruitment of primary school teachers by the government with the support of the World Bank, contract teachers represent a significant proportion (37%) of the primary school teaching staff; also, the percentage of teachers employed by parents is 18% in 2019/2020.

Figure 60: Proportion of public Preschool teachers by status



Source: 2019/2020 School map

Of all civil servant teachers, 52% work in public primary schools located in urban centres. Teachers with other statuses work mostly in rural areas (contractual: 59%; contractualised: 64% and parents' teachers: 79%). An analysis of the distribution by region shows that in the Far North, North, North-West, West, South and South-West regions, teachers, regardless of their status, work mostly in public primary schools in rural areas.

Table 37: Distribution of public primary school teachers by status and region by school location

	Civil Servant		Contract Teacher		Contract Teachers		Parents Teachers Association	
Regions	**Urban**	**Rural**	**Urban**	**Rural**	**Urban**	**Rural**	**Urban**	**Rural**
CAMEROON	**51.23%**	**48.77%**	**41.15%**	**58.85%**	**35.80%**	**64.20%**	**20.99%**	**79.01%**
ADAMAWA	55.43%	44.57%	43.37%	56.63%	45.59%	54.41%	28.06%	71.94%
CENTRE	64.85%	35.15%	65.03%	34.97%	52.35%	47.65%	27.81%	72.19%
EAST	57.04%	42.96%	46.67%	53.33%	42.52%	57.48%	27.22%	72.78%
FAR-NORTH	35.13%	64.87%	28.13%	71.88%	28.10%	71.90%	16.58%	83.42%
LITTORAL	69.77%	30.23%	79.66%	20.34%	54.67%	45.33%	31.06%	68.94%
NORTH	48.37%	51.63%	39.19%	60.81%	27.54%	72.46%	14.75%	85.25%
NORTH-WEST	37.30%	62.70%	19.61%	80.39%	18.23%	81.77%	3.17%	96.83%
WEST	44.97%	55.03%	35.54%	64.46%	33.84%	66.16%	19.48%	80.52%
SOUTH	40.11%	59.89%	41.08%	58.92%	32.46%	67.54%	22.74%	77.26%
SOUTH-WEST	35.74%	64.26%	16.45%	83.55%	28.37%	71.63%	26.67%	73.33%
ZEP	**47.49%**	**52.51%**	**38.82%**	**61.18%**	**32.67%**	**67.33%**	**18.43%**	**81.57%**
OUT OF ZEP	**52.31%**	**47.69%**	**42.12%**	**57.88%**	**38.42%**	**61.58%**	**24.04%**	**75.96%**

Source: 2019/2020 School map

3.2.4.3. Distribution of Teaching Staff by Status and by Area in Private Primary Schools

In general, private primary schools employ 66% of qualified teachers (women and men), i.e., having benefited from training that makes them suitable for the teaching profession. It should be noted that this percentage is increasing from 62% in 2018/2019 to 66% in 2019/2020. Women represent the highest proportion (19.65%) compared to men (14.81%) without a certified professional qualification.

The ZEP has a higher percentage of unqualified teachers, with a proportion of approximately 50%. The Centre and South-West regions rank highest in the use of qualified teachers, each with a rate of over 75%.

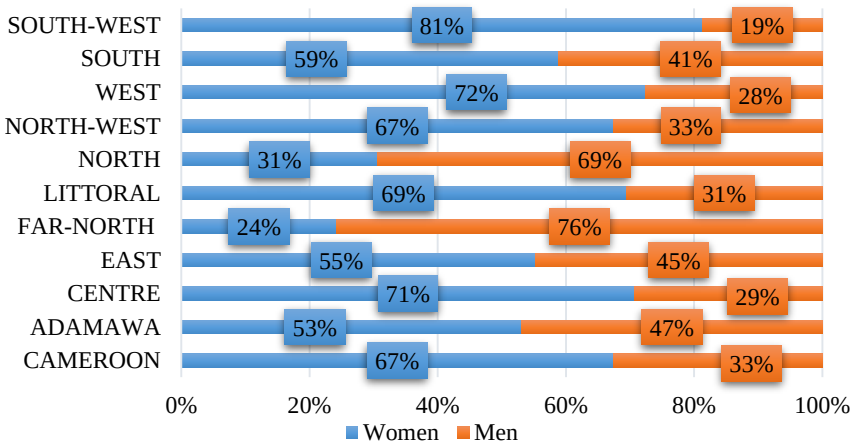
Table 38: Proportion of private primary school teachers by area, gender and qualification

Regions	Qualified			Non-qualified		
	Women	Men	Total	Women	Men	Total
CAMEROON	**47.73%**	**17.80%**	**65.53%**	**19.65%**	**14.81%**	**34.47%**
ADAMAWA	41.29%	25.85%	67.13%	11.81%	21.05%	32.87%
CENTRE	55.65%	20.45%	76.10%	15.11%	8.79%	23.90%
EAST	33.27%	17.68%	50.95%	21.96%	27.09%	49.05%
FAR-NORTH	15.03%	28.89%	43.91%	9.24%	46.85%	56.09%
LITTORAL	43.51%	14.29%	57.80%	25.90%	16.30%	42.20%
NORTH	14.83%	29.15%	43.98%	15.84%	40.18%	56.02%
NORTH-WEST	49.57%	17.66%	67.23%	17.82%	14.95%	32.77%
WEST	46.78%	12.14%	58.92%	25.66%	15.42%	41.08%
SOUTH	43.05%	23.62%	66.67%	15.82%	17.51%	33.33%
SOUTH-OUEST	69.59%	13.91%	83.49%	11.73%	4.78%	16.51%
ZEP	**25.25%**	**25.39%**	**50.64%**	**14.36%**	**35.00%**	**49.36%**
OUT OF ZEP	**50.23%**	**16.96%**	**67.19%**	**20.24%**	**12.57%**	**32.81%**

Source: 2019/2020 School map

Women represent the largest proportion of private school teachers, at 67%. This national trend is also observed in the regions with the exception of the Far North (24%) and North (31%) regions. In the South West and North West regions, women represent 81% and 67% of the teaching staff respectively.

Figure 61: Distribution of teachers in private primary schools by region and gender



Source: 2019/2020 School map

3.2.4.4. Supply of Teaching Staff by Status, by Area in Community Primary Schools, Parents' Schools and Non-formal Basic Education Centres (NFBEC)

Community schools are schools that operate in a similar way to public schools. However, the teaching/learning time may change to suit the local context. These community schools are created on the initiative of communities (parents' school), non-governmental organisations (NGOs) or private promoters with the support of certain technical and financial partners such as UNICEF, the World Bank and the French Development Agency, among others.

The majority of community schools are located in the Far North region with 60% of all community school teachers. This explains the large number of community school teachers in the Far North (Far North: 451; North: 165; Adamawa: 29), i.e. a total of 645 out of 755 teachers surveyed in 2019/2020. Moreover, according to the Gender of the teachers, we note that unlike private teachers, men represent 83% against only 17% of women. As regards qualification to teach, unqualified teachers are also more numerous than qualified teachers in this level of education. Thus, 65% of teachers are unqualified compared to 35% qualified.

Table 39: Teachers Distribution in Community Schools by region, Gender and Qualification

Regions	Qualified			Non-qualified		
	Women	**Men**	**Total**	**Women**	**Men**	**Total**
CAMEROON	**5.43%**	**29.54%**	**34.97%**	**11.52%**	**53.51%**	**65.03%**
ADAMAWA	17.24%	34.48%	51.72%	13.79%	34.48%	48.28%
CENTRE	9.09%	18.18%	27.27%	27.27%	45.45%	72.73%
EAST	0.00%	25.00%	25.00%	41.67%	33.33%	75.00%
FAR-NORTH	2.66%	31.71%	34.37%	5.32%	60.31%	65.63%
LITTORAL	34.62%	23.08%	57.69%	26.92%	15.38%	42.31%
NORTH	5.45%	28.48%	33.94%	11.52%	54.55%	66.06%
NORTH-WEST	-	-	-	-	-	-
WEST	2.70%	10.81%	13.51%	56.76%	29.73%	86.49%
SOUTH	0.00%	50.00%	50.00%	0.00%	50.00%	50.00%
SOUTH-WEST	33.33%	44.44%	77.78%	11.11%	11.11%	22.22%
ZEP	**3.96%**	**30.90%**	**34.86%**	**7.91%**	**57.23%**	**65.14%**
OUT OF ZEP	**15.31%**	**20.41%**	**35.71%**	**35.71%**	**28.57%**	**64.29%**

Source: 2019/2020 School map

3.3. Quality of Basic Education and Learning Conditions

3.3.1. Quality of Educational Provision in Preschool

The pupil/classroom ratio is the indicator for measuring the quality of classroom provision. It indicates the average number of pupils per classroom and provides information on the overall learning conditions for children.

Class size is an important indicator in many education policies and can sometimes even be the central objective as in the case of increasing the number of teachers.

One of the major concerns of the education system is therefore the question of the influence of class size on the effectiveness of teaching and the performance of pupils.

The average class size thus makes it possible to measure the level of adequacy between the actual educational offer and the school population. It also provides information on the working conditions of teachers in classrooms. To assess this, the pupil/classroom ratio is used.

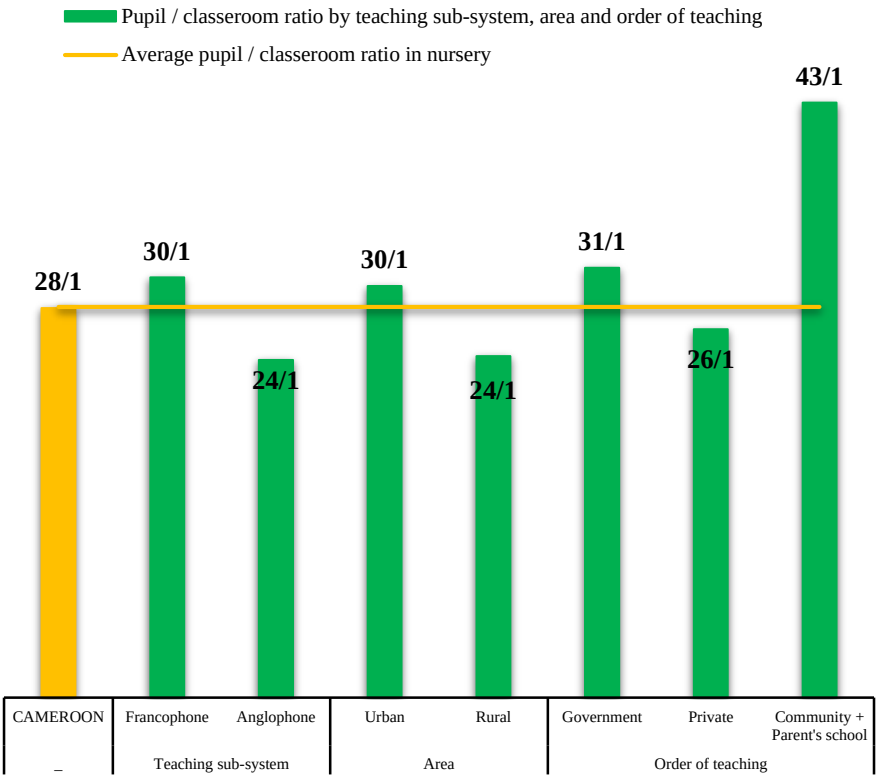
3.3.1.1. Quality of Classroom Provision in Preschools

At national level, whatever the level of education, a classroom in Preschools accommodates an average of 28 pupils (all classrooms taken into account).

An analysis by level of education indicates that the average ratio is 30 pupils per classroom in the public sector, compared to 33 in the 2018/2019 school year. We also note that there are 26 pupils per classroom in the private sector and 43 in the community sector.

We therefore note, at present, that there is a need for at least 2,371 classrooms, whatever their condition, to meet the standard at the preschool level.

Figure 62: Pupil / classroom Ratio in Preschool

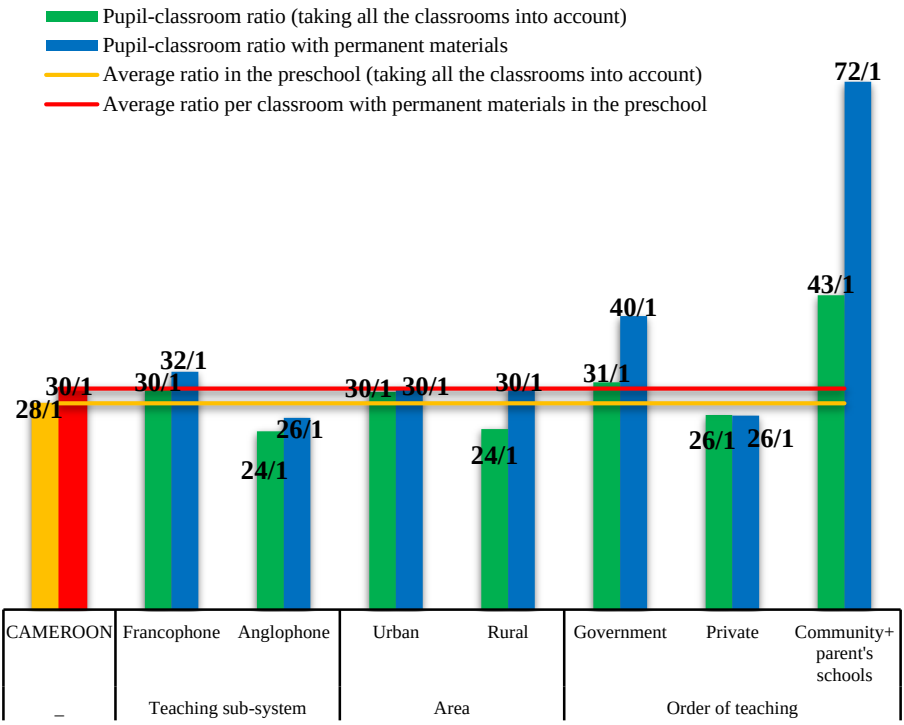


Source: MINEDUB 2019/2020 School map

All these ratios, although appreciable for the quality of learning conditions in Preschool, deteriorate as soon as one excludes classrooms built in temporary materials. This type of construction masks the poor learning conditions in the classrooms, because if we consider only classrooms made of permanent materials, the ratio is 30 pupils per classroom in the Preschool. Thus, at least 3,753 classrooms made in permanent materials would have been needed for the number of pupils enrolled in Preschool to date.

Much remains to be done by the authorities to improve learning conditions in Preschool. In general, it can be observed that learning conditions in Preschools are better in urban areas than in rural areas.

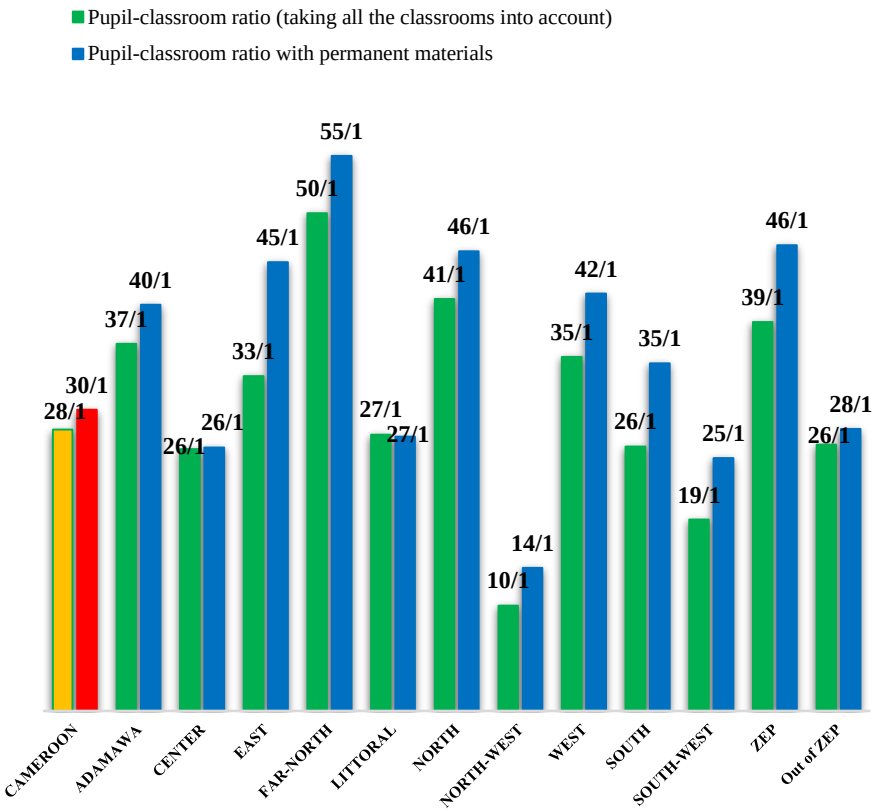
Figure 63: Average size of classrooms made in permanent materials in Preschools by sub-system, by area and in order



Source: MINEDUB 2019/2020 School map

At the level of regions, the South-West, with a ratio of 19 pupils per classroom and the North-West, with 10 pupils per classroom, record classrooms with reduced numbers in both public and private schools. The Far North, East and North regions have classrooms made of permanent materials with overcrowded Preschools with 55/1, 45/1 and 46/1 respectively, despite the fact that classrooms made of temporary materials significantly improve this ratio in these three regions. In the ZEP zone, there are still 46 pupils per classroom in permanent materials, i.e. a surplus of at least 41 496 pupils in this zone. At least 1,660 more permanent classrooms would have been needed to accommodate the current school population within the standards.

Figure 64: Average number of pupils per classroom in Preschool by region

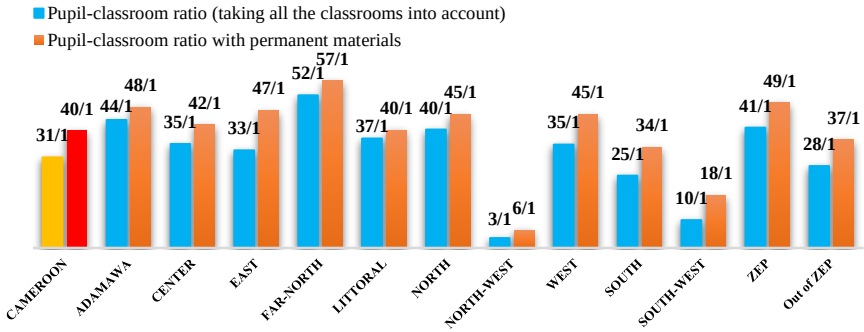


Source: MINEDUB 2019/2020 School map

The pupil/classroom ratio in public Preschool is 40 pupils on average per viable classroom, i.e. built with permanent materials. When classrooms built with temporary materials are taken into account, this ratio is reduced to an average of 31 pupils per classroom.

However, it should be noted that this national average hides very marked disparities between regions. Indeed, the hardened classrooms in the East (47/1), Far North (57/1) and Adamawa (48/1) regions are more overcrowded in relation to the national ratio, while those in the South (34/1) are less overcrowded in relation to this same national ratio.

Figure 65: Average size of classrooms for pedagogical use in public Preschools by region



Source: MINEDUB 2019/2020 School map

3.3.1.2. Management of Preschool Teaching Staff

Performance at Preschool level may be limited by an inadequate number of teachers or by major inequalities in the distribution of teachers within the education system. One indicator for assessing the quantity of teachers in the system is the number of pupils per teacher. This indicator estimates the average number of pupils taught by a teacher and is an indicative variable for educational policy.

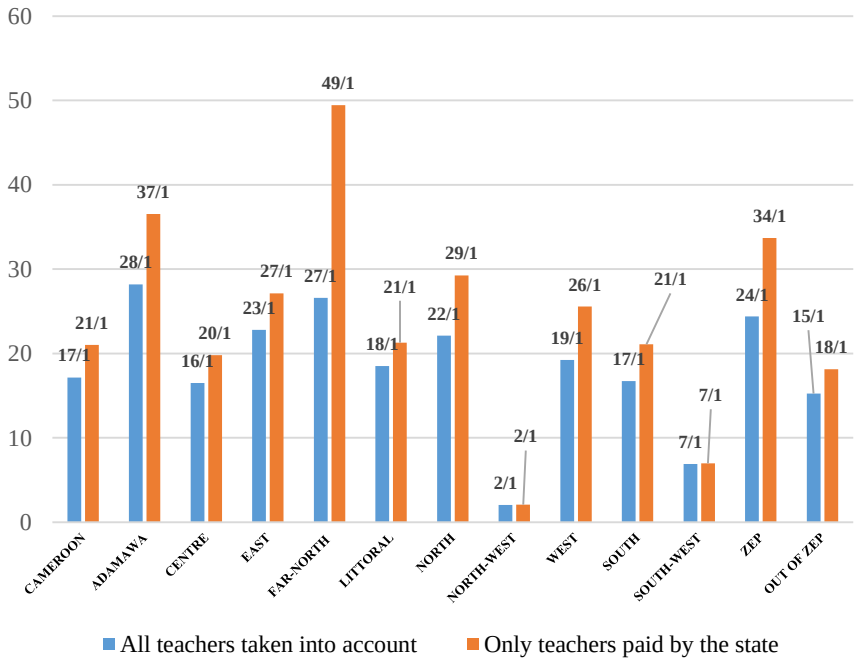
Table 40: Preschool pupil-teacher ratios by level of education

	Overall	Public		Formal private	NFBEC + Parents' schools
		All teachers taken into account	Only teachers paid by the state		
CAMEROON	**20/1**	**17/1**	**21/1**	**21/1**	**28/1**
ADAMAWA	26/1	28/1	37/1	20/1	46/1
CENTRE	19/1	16/1	20/1	20/1	22/1
EAST	24/1	23/1	27/1	25/1	29/1
FAR-NORD	28/1	27/1	49/1	32/1	27/1
LITTORAL	21/1	18/1	21/1	21/1	22/1
NORTH	23/1	22/1	29/1	20/1	32/1
NORTH-WEST	7/1	2/1	2/1	16/1	18/1
WEST	22/1	19/1	26/1	27/1	24/1
SOUTH	19/1	17/1	21/1	24/1	16/1
SOUTH-WEST	15/1	7/1	7/1	23/1	51/1
ZEP	25/1	24/1	34/1	24/1	32/1
OUT OF ZEP	19/1	15/1	18/1	21/1	21/1

Source: MINEDUB 2019/2020 School map

In nursery schools, the data of the 2019/2020 school map show that a teacher supervises an average of 20 pupils. According to the different levels of education, this ratio is 20 pupils for 1 teacher in the private sector and 28 pupils for 1 in the community sector. In public Preschool, the pupil/teacher ratio is 17:1 if all teachers are taken into account. It rises to 21:1 if only state-funded teachers are considered. This gap highlights the need for teachers in public Preschools.

Figure 66: Distribution of pupil-teacher ratios in public nursery schools



Source: MINEDUB 2019/2020 School map

The analysis by region of teachers paid for by the State budget in public Preschools shows that the regions of the Far North (49/1), Adamawa (37/1), East (27/1) and North (29/1) have the lowest pupil-teacher ratios, unlike the regions of the Littoral (21/1), Centre (20/1) and South (21/1), which have pupil-teacher ratios lower than or equal to the national average of 21/1.

3.3.1.3. Seating Capacity in Preschool Classrooms

In order to assess the capacity of the system to provide seating in a classroom in relation to the number of pupils enrolled, the ratio between the number of pupils and the number of available seats should be analysed. The norm would be for this ratio to be equal to 1, i.e. the number of seats offered should be equal to the number of children in the school. A seating deficit exists when this ratio is greater than 1, i.e. there are more pupils than places offered by the system.

Table 41: Number of pupils per seat in Preschool by region and by level of education

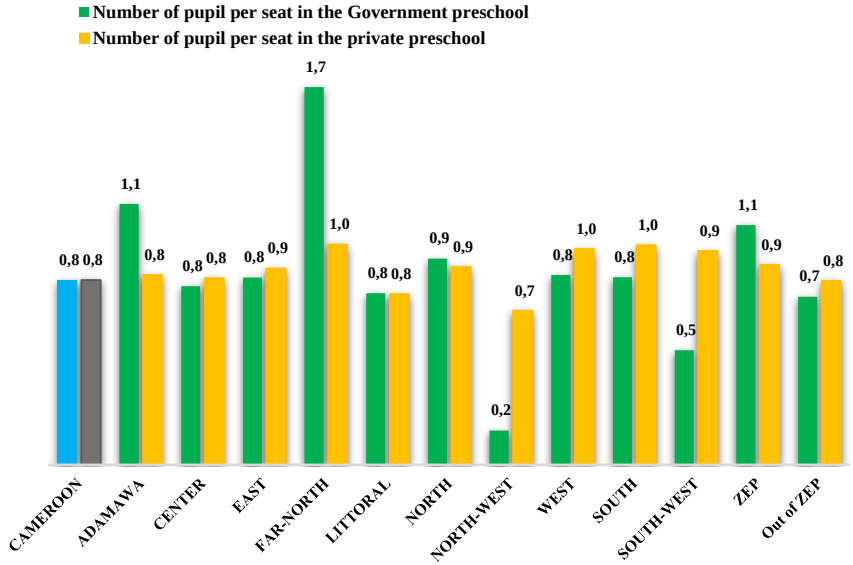
	OVERALL	PUBLIC	PRIVATE	COM+PARENTS' SCHOOLS
CAMEROON	**0.8**	**0.8**	**0.8**	**1.8**
ADAMAWA	1.1	1.1	0.8	4.7
CENTRE	0.8	0.8	0.8	1.0
EAST	0.9	0.8	0.9	1.8
FAR-NORTH	1.5	1.7	1.0	7.8
LITTORAL	0.8	0.8	0.8	0.7
NORTH	1.0	0.9	0.9	7.3
NORTH-WEST	0.4	0.2	0.7	0.9
WEST	0.9	0.8	1.0	1.1
SOUTH	0.9	0.8	1.0	1.2
SOUTH-OUEST	0.8	0.5	0.9	6.4
ZEP	**1.1**	**1.1**	**0.9**	**2.9**
Out of-ZEP	**0.8**	**0.7**	**0.8**	**0.9**

Source: MINEDUB 2019/2020 School map

There is a surplus of seats in relation to the number of pupils in Preschool, with an average of 8 pupils for 10 seats. The situation by region shows more disparities than the national average.

On the whole, the private sector is better equipped with tables and benches than the public sector. Apart from the Far North, the North and Adamawa where there is a deficit of seats, all the other regions are distinguished by a surplus of seats. However, for the Centre and Littoral regions, the surplus is even more pronounced between the number of children enrolled and the number of seats offered at Preschool. Measures need to be taken to reduce the deficit of seats in Preschools, particularly those in disadvantaged areas.

Figure 67: Pupil/seating ratio in public and private kindergartens



Source: MINEDUB 2019/2020 School map

3.3.1.4. Provision of Textbooks at Preschool Level

The school mapping database provides for each Preschool the number of textbooks, notably for Graphics, French and mathematics, available for pupils, as well as the availability of the teacher's guides associated with these textbooks and the official programme for educators.

The rate of availability of certain textbooks to pupils remains low in Preschool. On the whole, one activity book is recorded for every two pupils (Graphics, mathematics and colouring). The availability of textbooks by grade in this cycle shows the same trends as observed at the global level.

Table 42: Availability of selected textbooks for kindergarten students by grade

	PS	MS	GS	TOTAL
Graphic design workbook	1/2	1/2	1/2	½
Maths's workbook	1/2	1/2	1/2	½
Colouring workbook	1/2	1/2	1/2	½

Source: MINEDUB 2019/2020 School map

At the national level, the rate of availability of certain textbooks for public pupils in activity books is evaluated at one book for every three pupils in Graphics, mathematics and colouring. Analysis by grade shows, however, that the ratios are very high for the early years, at one book for every five pupils.

Table 43: Rate of provision of certain textbooks for pupils in state nursery schools by grade

	PS	MS	GS	TOTAL
Graphic design workbook	1/5	1/2	1/2	1/3
Maths's workbook	1/5	1/2	1/2	1/3
Colouring workbook	1/5	1/2	1/2	1/3

Source: MINEDUB 2019/2020 School map

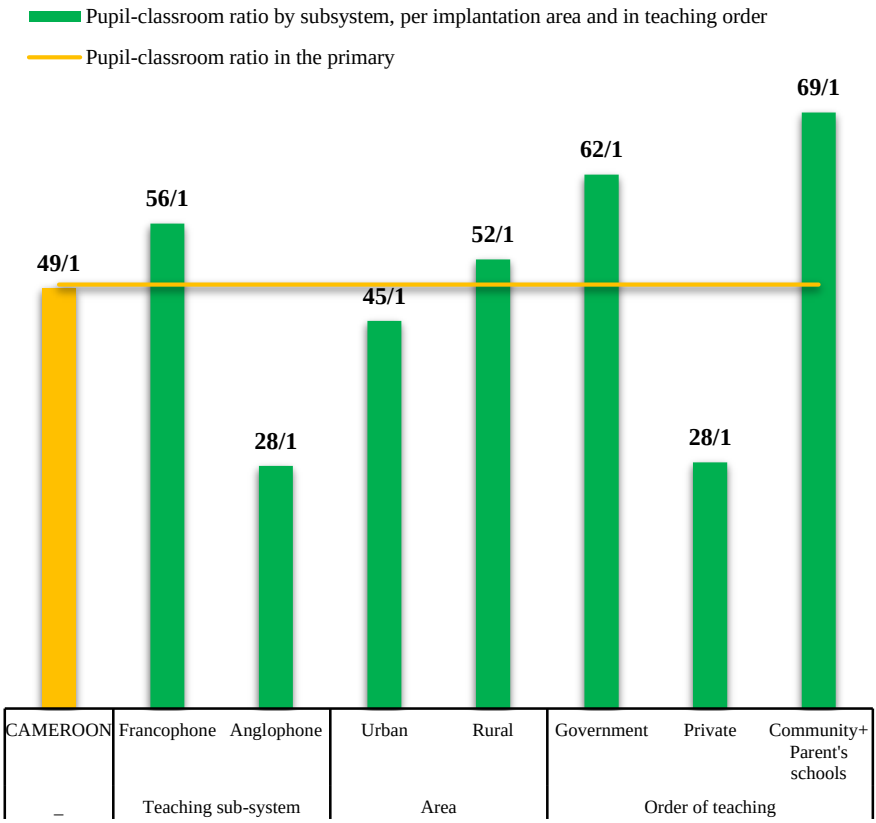
3.3.2. Quality of Educational Provision in Primary Education

3.3.2.1. Average Size of Primary School Classrooms

In 2019/2020, the average classroom size is 49 pupils. This is still far from the DSSEF target of 42 pupils. There is therefore currently a need for at least 7,461 classrooms, regardless of their condition, to meet the primary class size standard. The national average is improved by the private order, as if only the public order were considered, this ratio would be 62 pupils per classroom. Although there has been a significant increase, the number of classrooms remains insufficient.

Community primary schools and parents' schools are the most overcrowded in terms of the number of pupils enrolled in relation to the number of classrooms they have.

Figure 68: Pupil/classroom ratio in primary schools

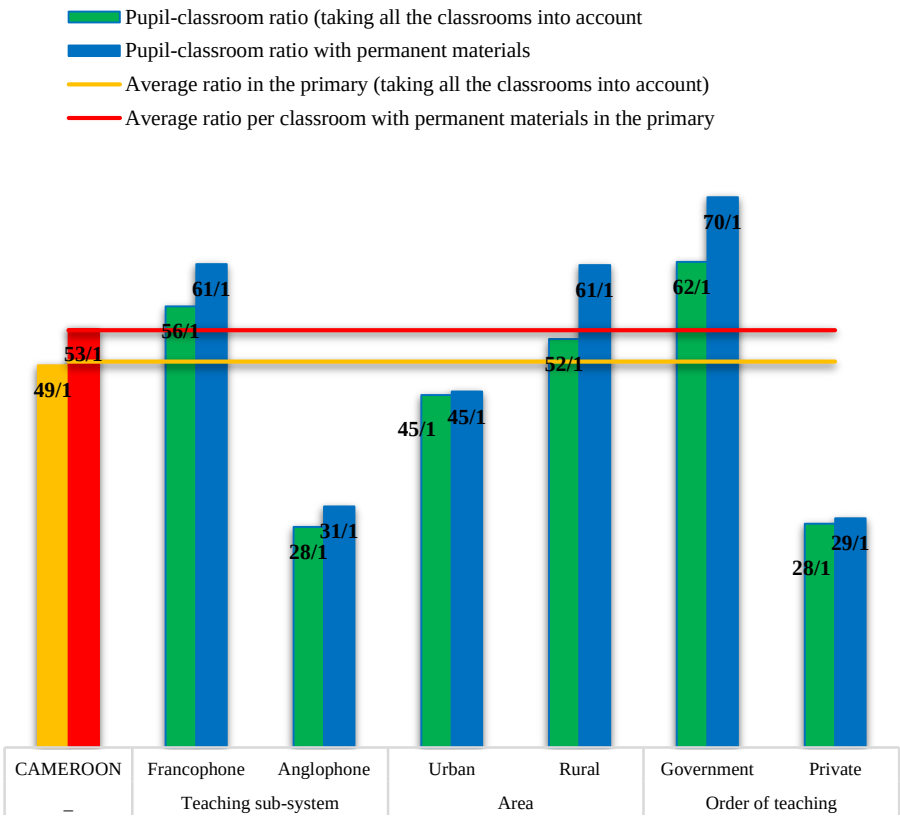


Source: MINEDUB 2019/2020 School map

All these ratios, although appreciable for the quality of learning conditions in primary schools, deteriorate when classrooms built with temporary materials are excluded. If only classrooms made of permanent materials are considered, the ratio is 53 pupils per classroom. At least 15,596 additional permanent classrooms would therefore have been needed to cover the current enrolment.

In general, classrooms in urban areas with a ratio of 45:1 are less overcrowded than those in rural areas (52:1).

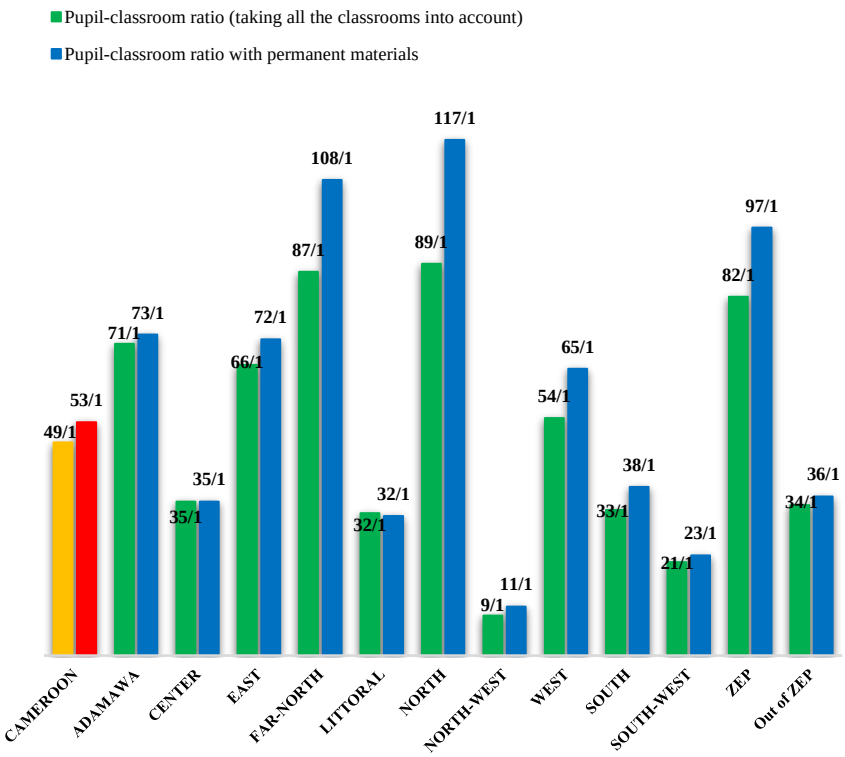
Figure 69: Average size of primary classrooms by sub-system, setting and order



Source: MINEDUB 2019/2020 School map

At the regional level, and considering only classrooms in permanent materials, the South-West with an average ratio of 23 pupils per room and the North-West with 11 pupils per classroom have the least populated classrooms in both public and private schools. The regions of Adamawa, Far North and North have the most overcrowded classrooms with 73/1, 108/1 and 117/1 respectively. In the PTA, there are still 97 pupils per classroom in final materials, which is an excess of at least 1,249,807 pupils enrolled. At least 27,774 more permanent classrooms would therefore have been needed to accommodate the current PTA school population to standard.

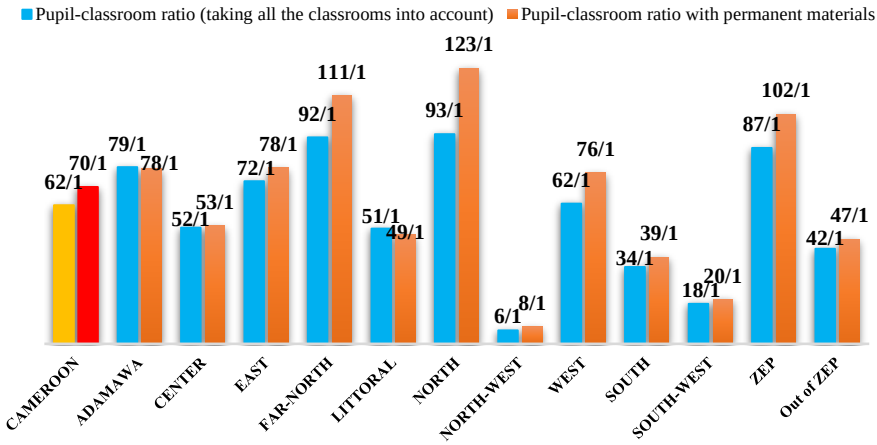
Figure 70: Average number of pupils per primary classroom by region



Source: MINEDUB School Map 2018-2019

The pupil/classroom ratio in public primary schools, which is 78 pupils on average per viable classroom, is a clear improvement of 3 points compared to last year. When classrooms built with temporary materials are taken into account, this ratio is reduced to an average of 62 pupils per classroom, a clear improvement of 2 points compared to the previous year. However, it should be noted that this national average hides very marked disparities between regions. Indeed, classrooms in the Far North (120/1) and North (129/1) regions are more overcrowded compared to the national ratio while those in the South (40/1) and Littoral (58/1) are less overcrowded compared to this same ratio.

Figure 71: Average size of public primary classrooms by region



Source: MINEDUB 2019/2020 School map

3.3.2.2. Management of Teaching Staff in Primary Schools

A determining variable in education policy, the pupil-teacher ratio in primary schools provides information on the quality and cost of the education system. According to the Education and Training Sector Strategy (DSSEF 2013-2020), the government is committed to a ratio of one teacher for every 42 pupils by 2020.

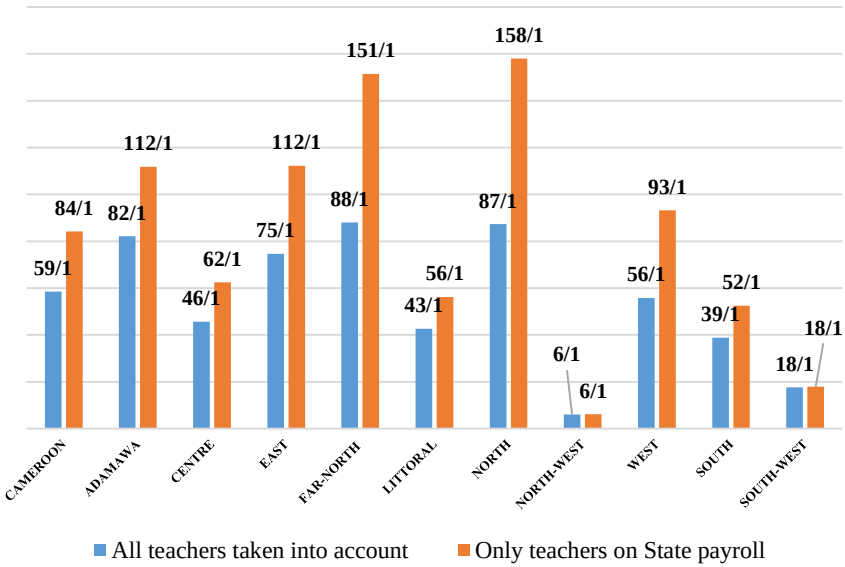
Table 44: Primary school pupil-teacher ratio by level of education by region

Region	Total	Public		Private	NFBEC + Parents' schools
		All teachers taken into account	Only teachers paid by the state		
CAMEROON	**46/1**	**59/1**	**84/1**	**26/1**	**73/1**
ADAMAWA	72/1	82/1	112/1	31/1	65/1
CENTRE	32/1	46/1	62/1	23/1	26/1
EAST	66/1	75/1	112/1	37/1	32/1
FAR-NORTH	83/1	88/1	151/1	48/1	77/1
LITTORAL	29/1	43/1	56/1	25/1	31/1
NORYH	82/1	87/1	158/1	36/1	89/1
NORTH-WEST	9/1	6/1	6/1	20/1	-
WEST	50/1	56/1	93/1	35/1	48/1
SOUTH	36/1	39/1	52/1	27/1	19/1
SUD-OUEST	20/1	18/1	18/1	26/1	25/1
ZEP	**79/1**	**85/1**	**140/1**	**39/1**	**79/1**
OUT OF ZEP	**32/1**	**39/1**	**52/1**	**25/1**	**35/1**

Source: MINEDUB 2019/2020 School map

The average pupil-teacher ratio at the primary level has remained constant compared to 2018/2019, with a value of 46/1. Despite this constancy, a strong disparity persists between the levels of education. Indeed, this value is 59 pupils for 1 teacher in public primary schools, 26 pupils for 1 teacher in private schools and 73 pupils for 1 in community schools.

Figure 72: Distribution of the pupil-teacher ratio in public primary schools by region



Source: MINEDUB 2019/2020 School map

According to the DSSEF 2013/2020 target mentioned above, only the South region has achieved this target. The regions of Adamawa (82/1), East (75/1), Far North (88/1) and North (87/1), classified as ZEP, are still very far from reaching the recommended average pupil-teacher ratio. These ratios are even worse in the Far North and North regions with 151 and 158 pupils per teacher respectively. Thanks to the involvement of parents' teachers who, despite their precarious salary situation, ensure the continuity of the educational service, the pupil/teacher ratio has improved by 25 points.

3.3.2.3. Seating Capacity in Primary Classrooms

In the primary sector as a whole, the system offers only one seat for every two pupils. In the public primary, there is always 1 seat available for every 2 pupils, while the private primary has more than 1 seat for every 1 pupil.

Table 45: Number of pupils per seat in primary schools

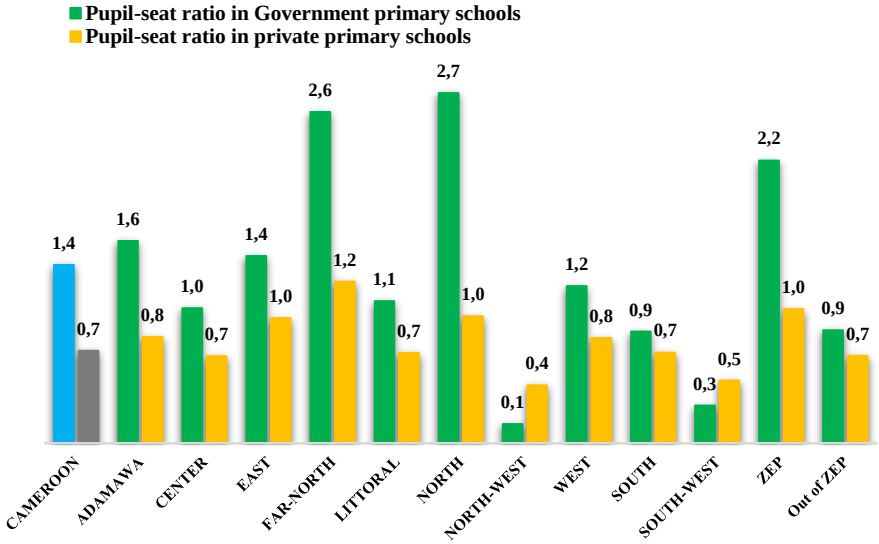
	OVERALL	PUBLIC	PRIVATE	COM+PARENTS
CAMEROON	**1.1**	**1.4**	**0.7**	**6.4**
ADAMAWA	1.5	1.6	0.8	5.4
CENTRE	0.8	1.0	0.7	0.6
EAST	1.4	1.4	1.0	0.7
FAR-NORTH	2.5	2.6	1.2	10.5
LITTORAL	0.8	1.1	0.7	0.9
NORTH	2.6	2.7	1.0	25.7
NORTH-WEST	0.2	0.1	0.4	0.0
WEST	1.1	1.2	0.8	1.2
SOUTH	0.8	0.9	0.7	1.8
SOUTH-WEST	0.3	0.3	0.5	0.4
ZEP	**2.1**	**2.2**	**1.0**	**10.9**
Out of -ZEP	**0.8**	**0.9**	**0.7**	**0.9**

Source: MINEDUB 2019/2020 School map

The Far North and North regions have far fewer seats (3 pupils for 1 seat) while for the Centre, Littoral and South regions, each pupil has at least one seat.

In the public sector, in terms of regional disparities, the trends observed overall are maintained. As in the case of Preschool, the private sector is better equipped with seats than the public sector.

Figure 73: Pupil/seating ratio in public and private primary education



Source: MINEDUB 2019/2020 School map

3.3.2.4. Possession of Textbooks at Primary Level

The ratio of textbooks to pupils is fairly low throughout the country. On average, there is one reading textbook for every 5 pupils, one mathematics textbook for every 5 pupils, one science textbook for every 17 pupils and one English/French textbook for every 9 pupils. This ratio, analysed by grade, reveals that pupils in the first three grades of the primary cycle (SIL/CL1, CP/CL2 and CE1/CL3) are better equipped with reading/language and mathematics textbooks than those in the higher grades.

Table 46: Rate of availability of some essential textbooks to primary school pupils by grade

	SIL/CL1	CP/CL2	CEI/CL3	CEII/CL4	CM I/CL5	CMII/CL6	TOTAL
Reading	1/3	1/3	1/3	1/7	1/7	1/6	**1/5**
Mathematics	1/4	1/3	1/4	1/8	1/8	1/6	**1/5**
Observation science	1/23	1/18	1/17	1/16	1/15	1/12	**1/17**
English/French	1/10	1/8	1/9	1/9	1/9	1/7	**1/9**

Source: MINEDUB 2019/2020 School map, authors' calculations

Nationwide, the ratio of reading/language textbooks per pupil for public primary education is one textbook for every seven pupils. This ratio is improved at level 1 of the primary cycle (SIL/CL1, CP/CL2). The situation is not much better for the provision of English/French and observational science textbooks, as only one observational science book is provided for 49 pupils and one English/French book for 17 pupils on average in public schools.

Table 47: Rate of availability of selected core textbooks to public primary school pupils by grade

	SIL	CP	CE I	CE II	CM I	CM II	TOTAL
Reading	1/3	1/2	1/4	1/11	1/13	1/10	**1/7**
Mathematics	1/4	1/3	1/4	1/13	1/15	1/12	**1/8**
Observation Science	1/65	1/52	1/48	1/50	1/46	1/34	**1/49**
English/French	1/15	1/13	1/16	1/20	1/20	1/16	**1/17**

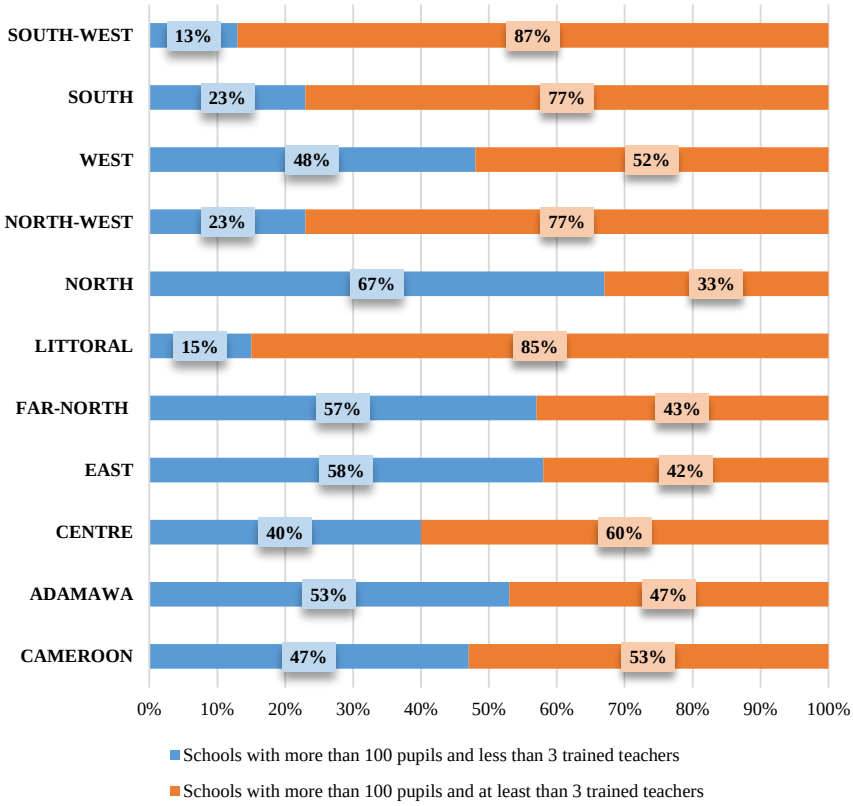
Source: MINEDUB 2019/2020 School map, authors' calculations

3.3.3. Equity in the Distribution of Human Resources in Public Primary Education

3.3.3.1. Minimum Allocation for the Functioning of a Public Primary School

In order to ensure the optimal functioning and quality of the education service, the state, through the Cameroon Education Reform Support Programme (CERSP), has committed itself to providing each public primary school with at least 100 pupils with a minimum of three qualified teachers. This measure aims to ensure that at each level of primary education, there is a qualified teacher supported by the state.

Figure 74: Proportion of schools with more than 100 pupils with fewer than 3 teachers paid by the state in public primary schools



Source: MINEDUB 2019/2020 School map

In 2019/2020, 47% of public primary schools enrolled at least 100 pupils with fewer than three teachers paid by the state (see Figure 73). Concrete actions must be taken to reduce this still high proportion. In view of this, the government has taken appropriate measures, in particular the recruitment and deployment of 18 000 teachers over the period 2019-2026 through the PAREC, one of the pillars of which is aimed at reducing the proportion of schools with an enrolment of 100 pupils or more with fewer than three teachers.

3.3.3.2. Distribution of Teachers in Public Primary Schools

Apart from the problem of teacher supply in the public sector, there is also the problem of the mismatch between the need for teachers per school and their distribution. Indeed, if one sticks to the quota of 3 teachers for 100 pupils, it is clear that the situation will remain inconsistent in some places.

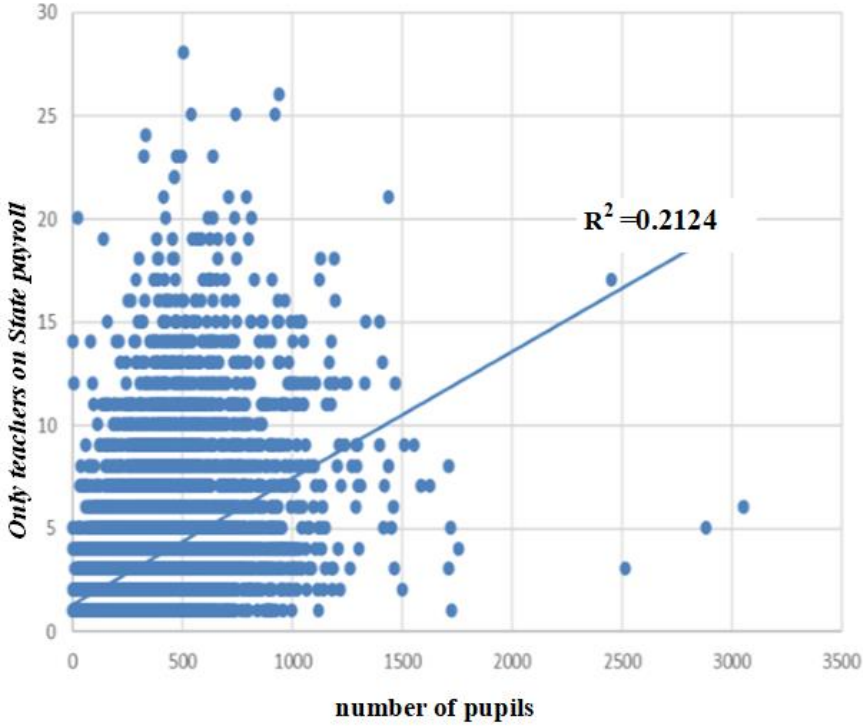
Although the number of teachers paid by the state is insufficient as mentioned in the analysis of the quality of teacher supply, the number of available teachers is not always distributed to schools according to need.

Indeed, if we take into account only public primary schools with at least 100 pupils, it is clear that even if there is a general tendency to assign more teachers where there are more pupils, the situation remains inconsistent in certain localities. For example, a school with 10 teachers and a student population ranging from 400 to 1000 will always need more teachers.

Conversely, if we consider schools with the same number of pupils, for example 500 pupils, we see that the number of teachers paid for by the state varies from 1 to 20.

The 1-R2 indicator, which measures the degree of randomness in the distribution of teachers (i.e. reasons other than needs expressed on the basis of the number of pupils in the school, which influence assignment decisions), is 0.78. In other words, only about half of the schools in the country have a teacher. In other words, only about 22% of teacher assignments in a school are explained by the number of pupils in the school.

Figure 75: Relationship between the number of pupils and the number of teachers paid by the state in public primary schools in Cameroon



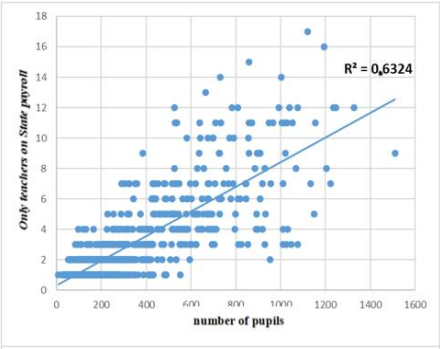
Source: MINEDUB 2019/2020 School map

It should be noted that the randomness in the allocation of teachers has worsened considerably since 2010. This situation places Cameroon among the countries with the highest randomness in the distribution of teachers. The GPE considers that beyond 0.20, too many factors other than needs influence the distribution of teachers in schools.

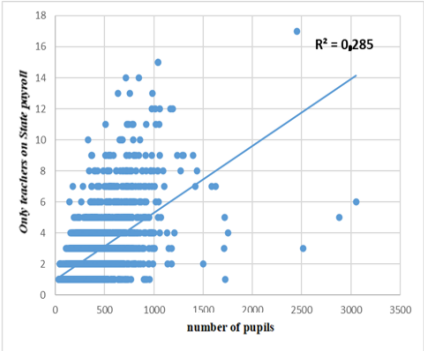
Analysis of the consistency by region of the distribution of teachers in public primary schools shows strong disparities. In the majority of the other regions, this randomness is still very high. On the other hand, the regions of Adamawa and the South have a relatively low degree of randomness of 37% and 41% respectively.

Figure 76: Relationship between the number of pupils and the number of teacher paid by the state in public primary schools by region

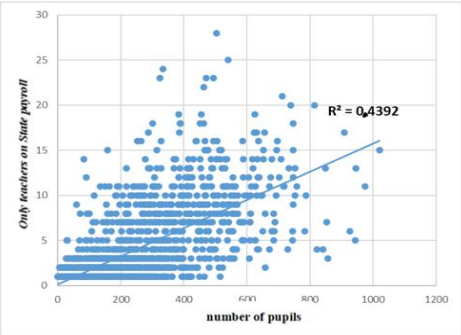
Adamawa : Hazard= 1-R^2= 37%



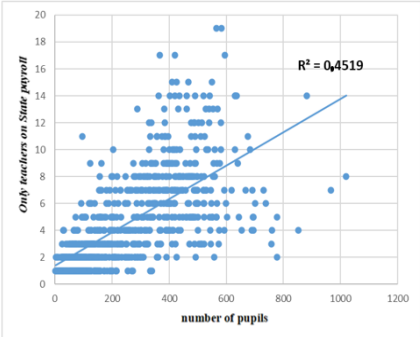
Far North: Hazard= 1-R^2= 72%.



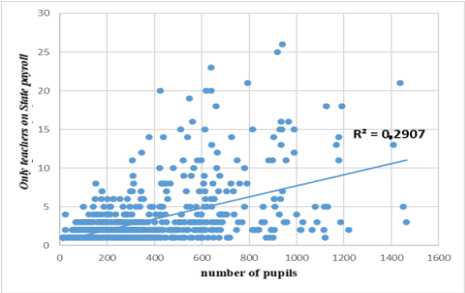
Centre : Hazard= 1-R^2= 56%.



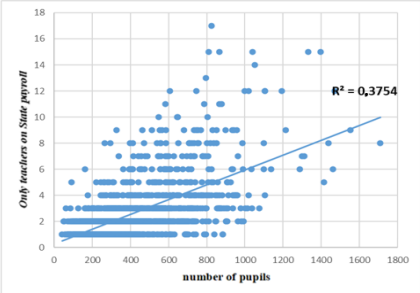
Littoral: Hazard = 1-R^2= 55%.



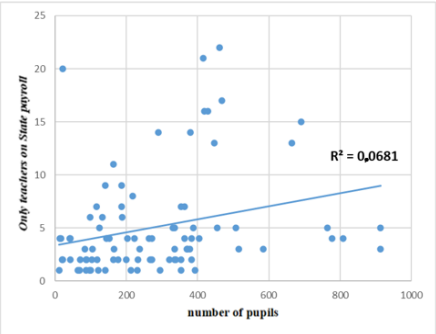
East: Hazard= 1-R^2= 71%.



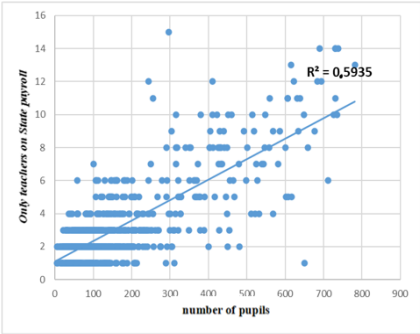
North: Hazard= 1-R^2= 63%.



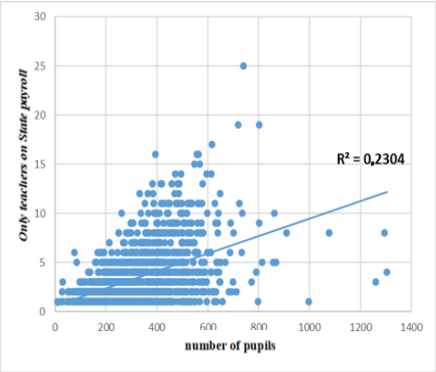
Northwest: Hazard= 1-R²= 93%.



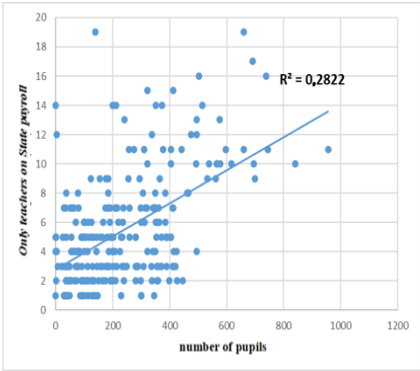
South: Hazard= 1-R²= 41%.



West: Hazard= 1-R² = 77%.



South West: Hazard= 1-R² = 72%.



Source: MINEDUB 2019-2020 School Map

Chapter 4: The Financing of Basic Education

This chapter aims to provide an overview of the process of allocating public education resources both at the level of the sector in relation to national resources, and between the different education sub-sectors. It also sheds light on the expenditure of the sub-sector, particularly on the distribution of its own funds between the different items. Finally, it shows the cost of a primary school pupil in a context of compulsory schooling, the contribution of households to the sub-sector and the share of resources transferred to the decentralised territorial authorities (CTD).

The financing of education in Cameroon is governed by **LAW No. 98/004 OF 14 APRIL 1998 ON THE GUIDANCE OF EDUCATION IN CAMEROON.** Article 12 of this law stipulates that the financing of education is ensured by:

- State budget allocations;
- Budgetary allocations from decentralised territorial authorities;
- Contributions from education partners;
- Donations and legacies or any other contribution provided for by law.

In Basic Education, this financing is mainly used to feed 03 operational programmes and 01 support programme, as indicated above, namely:

1- The universalisation of the primary cycle;

2- The development of Preschool education;

3- Literacy;

4- Governance and institutional support.

4.1. Overview of Funding

4.1.1. Own Funds

4.1.1.1. The Public Finance Context

Since 2016, the humanitarian and security crises mentioned above have led to a 9% drop in domestic revenue. Revenue mobilisation remains below the target set in the DSSEF 2013-2020. The unfavourable external environment, coupled with these crises, has led to a decline in state revenue. In 2018, the tax burden stood at 16%, i.e. 2 points below the target set for 2018 in the SSEF 2013-2020. This funding has increased by an average of 1.64% over the last five years.

The table below shows the share of MINEDUB's budget in the overall budget from 2016 to 2020.

Table 48: Evolution of the State budget and the Ministry of Basic Education between 2016 and 2020 (in CFA francs)

Wording	2020	2019	2018	2017	2016
CAMEROON BUDGET: CMR	4,409,047,000;000	5,212,000,000,000	4 513 500 000 000	4,373,800,000,000	4,234,700,000,000
MINEDUB BUDGET	**226,015,000,000**	**222,331,000,000**	**210,553,000,000**	**222,123,000,000**	**206,160,000,000**
NATIONAL GDP	1,254,310,000,000	1,478,000,000,000	1,291,508,000,000	1 586,900,000,000	1 525,800,000,000
MINEDUB GDP	27,386,000,000	25,518,000,000	22628,000,000	22,056,000,000	21,550,000,000
NATIONAL BF	3,154,737,000,000	3,734,000,000,000	3,221,992,000,000	2,786,900,000,000	2,708,900,000,000
MINEDUB BF	198,629,000,000	196,813,000,000	187,925,000,000	200,067,000,000	184,610,000,000
Share of the MINEDUB budget in the national budget (%)	5	4	5	5	5
Share of BIP in Total MINEDUB Budget (%)	12	11	11	10	10
Share of BF in total MINEDUB budget (%)	88	89	89	90	90

Source: 2016, 2017, 2018 and 2019 Finance Acts

On observation, it can be seen that in 2020 the operating budget accounted for 88% of MINEDUB's overall budget, while only 12% was reserved for the public investment budget. This trend is observed in all the

administrations of the sector. The table below shows the amounts of the budgets allocated to the sector's administrations in relation to the State budget from 2016 to 2020.

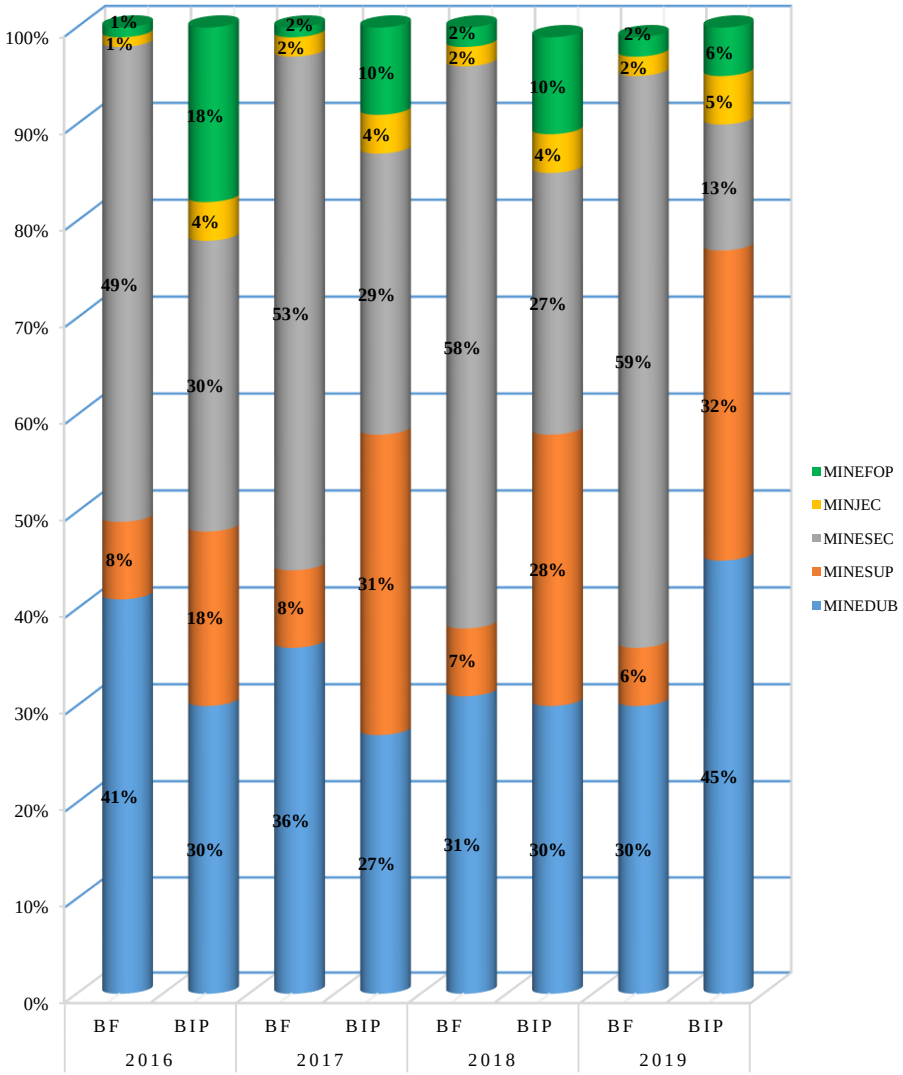
Table 49: Amounts allocated to the sector's administrations in relation to the State budget (in millions of CFA francs)

SECTORS	*2016*		*2017*		*2018*		*2019*	
	BF	*GDP*	*BF*	*GDP*	*BF*	*GDP*	*BF*	*GDP*
MINEDUB	184,610	21,550	200,067	22,056	187,925	22,628	186,363	30,122
MINESUP	34,303	13 ,340	42,084	25,570	39,861	21,540	38,528	21,326
MINESEC	224,444	21,624	295,383	23,614	344,526	20,686	364,490	8,608
MINJEC	6,422	2,850	11,205	2,960	12,215	3,390	12,001	3,296
MINEFOP	5,890	12,834	9,766	8,010	12,814	7,909	12,970	3,909
Sector	455,669	72,198	558,505	82,210	597,341	76,153	614,352	67,261
State budget	2,708,900	1,525,800	2,786,900	1,586,900	3,221,992	1,291,508	3,693,033	1,462,983
Sector share	16.8%	4.7%	20.0%	5.2%	18.5%	5.9%	16.63%	4.59%
Overall share of the sector	12%		15%		15%		15%	

Source: Finance Acts 2016, 2017, 2018 and 2019

In an illustrative manner, this trend is represented in the following figure where each sub-sector is represented proportionally to its share in the sector.

Figure 77: Evolution of the sub-sectoral distribution of public operating and investment budgets in the education sector



Source: From 2016 to 2019 Settlement Act

4.1.1.2. External Funding - FINEX

To finance its sub-sector, MINEDUB, through cooperation programmes in particular, calls on FINEX. The contribution of external funding to total state revenue remains relatively low, certainly due to the multiple global crises that have affected donors. Grants and loans fell between 2014 and 2015 before increasing in 2018. They fell from CFAF 45.26 billion (0.26% of GDP) in 2014 to just CFAF 11.05 billion (0.06% of GDP) in 2015, before reaching CFAF 85.86 billion (0.40%) in 2018.

According to RESEN-2019, MINEDUB is the main beneficiary of TFP contributions to the development of the sector. In 2018, it benefited from more than half of the total amount of 18 billion CFAF, which represents the envelope of the partners. The table below presents the contribution of some TFPs to the MINEDUB budget from 2016 to 2018.

Table 50: Contribution of Technical and Financial Partners to Basic Education in Cameroon in CFAF

	2016	2017	2018
AFD	///	2,828,100,000	7,070,000,000
AGBETSI CAMEROON	22,000,000	22,000,000	22,000,000
The Wold Bank	6,956,000,000	4,691,000,000	9,237,000,000
IDB (PAQUEB, PASZEP)	///	///	///
CARE CAMEROON	0	290,000,000	627,000,000
COUNTERPART	0	290,000,000	627,000,000
FEICOM	///	///	///
FONDATION ORANGE	///	///	///
ISESCO	///	///	///
JICA (Don Japonais)	///	///	///
JRS- Jesuite Refugee Service	254,000,000	142,000,000	890,000,000
KOICA	///	///	///
NASCENT SOLUTIONS	0	0	2,037,000,000
PLAN INTERNATIONAL	2,955,000,000	1,308,000,000	1,513,000,000
PNDP	///	///	///
Respect CAMEROON	7,000,000	7,000,000	0
Sight savers	50,000,000	152,000,000	88,000,000
UNESCO	///	///	///
UNHCR	2,148,000,000	1,026,000,000	884,000,000
UNICEF	394,000,000	321,000,000	141,000,000
UNIFEM	394,000,000	321,000,000	141,000,000

Source: Data provided by the TFPs

4.2. Analysis of Own Funds

Equity is used to fund irreducible expenditure and new demands on education. The latter are linked to ambitions for improvement, expansion and reform projects.

4.2.1.National Education Sector Expenditure

Education expenditure is very often subject to variation when moving from allocation to implementation. Ministries often benefit from envelopes which are not fully implemented. But in either case, MINEDUB remains relatively poorly served in light of the international commitments made by the public authorities.

4.2.1.1. Expenditure Allocated by Function and by Ministry in Charge of the Sector

The education expenditure allocated to the sector reveals, even if the sector is extended to include MINRESI, the weakness of the share allocated to Basic Education. By disaggregating the sub-sectoral expenditure allocated, it can be seen that the recommendations to reserve 20% of GDP for the sector and 45% for education are not respected and the allocations reserved for MINEDUB are struggling to emerge. The table below illustrates this.

Table 51: Education expenditure allocated by function and by ministry in millions of CFA francs,

Wording	Current expenditure	Capital expenditures	Total Expenditures
MINEDUB	186,755	23,697	210,452
MINSEC	340,948	21,540	362,488
MINESUP	39,714	3,610	43,324
MINRESI	6,590	20,686	27,276
MINJEC	12,009	3,390	15,399
MINEFOP	12,754	7,909	20,663
Total	598,770	80,832	679,601

Source: BOOST analysis and authors' calculations

4.2.1.2. Executed Expenditures

When we look at the executed budget, we see that the Education and Training Sector is under-financed in Cameroon. Despite an increase in expenditure since 2016, rising from 625.781 billion in 2016 to 679.601 billion in 2018, it is struggling to mobilise resources. Sector financing was 14.4% in 2018, far from the 20% target recommended by the TFPs and very far from the projections made in the GESP (22%). The table below shows the evolution of the State's and Education's executed expenditure between 2016 and 2018.

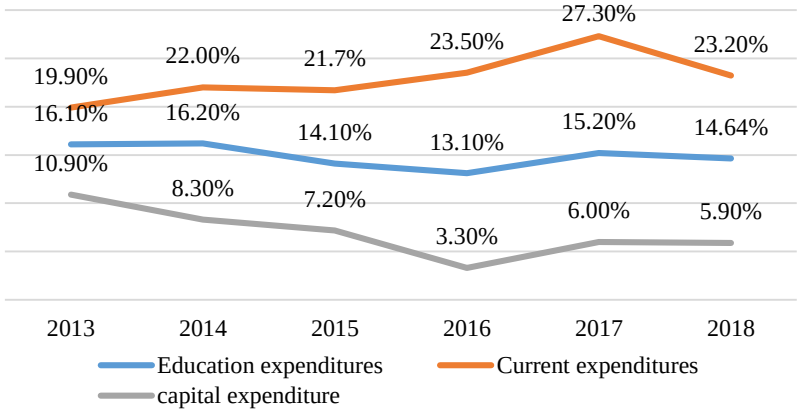
Table 52: Evolution of state expenditures and education expenditures in millions of CFA francs

Year	2016	2017	2018
Expenditures by the State	4,021,792	4,229,423	4,809,689
Education expenditures	525,781	642,148	679,601
Education as a percentage of GDP	2.72 %	3.16 %	3.16 %
Education as % of executed expenditure State	**13.1 %**	**15.2 %**	**14.6 %**
Current expenditures by the State	2,045,308	2,040,718	2,580,111
Current expenditures on education	479,880	556,493	598,770
Current education as % State	**23.5 %**	**27.3 %**	**23.2 %**
Capital expenditures State	1,405,564	1,427,012	1,395,012
Capital expenditures on education	45,901	85,654	80,832
Capital education as % State	**3.3 %**	**6.0 %**	**5.9 %**

Sources: Settlement Act, extract from RESEN 2019, extract from RESEN 2019 Cameroon, authors' calculations

The diagnosis of the Cameroonian education system carried out in 2019 noted that the share of education in the state budget fell by 1.4 percentage points over the period, from 16.1% to 14.6%, a decrease of 9% over the period 2013-2018. This is due to the significant decline in the share of capital expenditure, which halved over the period 2013-2018.

Figure 78: Evolution of education expenditures by type



Source: Extract from RESEN 2019, Cameroon

It can be seen that the share of current expenditure on education in current government expenditure is relatively high. This share reached about 23% in 2018 and gained 3.4 percentage points over the period under consideration, representing an improvement of about 17%. With a significant increase of 27.3% in 2017, this share falls by 15% in 2018. The ambitions set out in the NDS30 require that alternative sources of financing for the sector be sought.

Table 53: MINEDUB's share of executed expenditure on education (in millions of CFA francs)

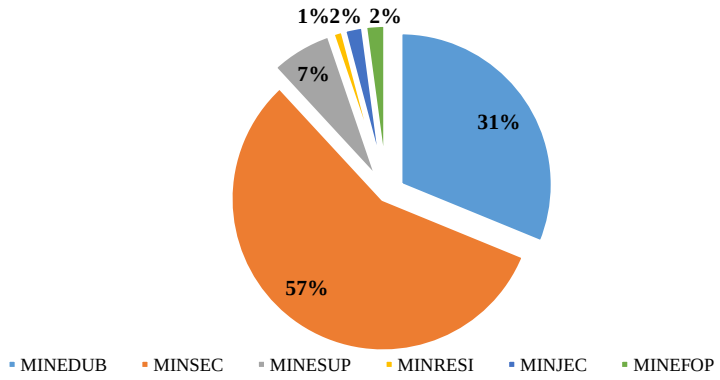
	Current expenditures			Capital expenditures			Total Expenditures			
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2019
MINEDUB	193,195	201,022	185,392	9,910	25,683	16,304	203,105	226,705	201,696	216,486
MINEDUB Education expenditures in %	**40.3%**	**36.1%**	**31.0%**	**21.6%**	**30.0%**	**20.2%**	**38.6%**	**35.3%**	**29.7%**	**31.28%**
Other 05 Ministries of the Sector (MINSEC. MINESUP. MINRESI. MINJEC. MINEFOP)	286,685	355,471	413,378	35,991	59,971	64,528	322,676	415,443	477,905	475,637
Education expenditures	**479,880**	**556,493**	**598,770**	**45,901**	**85,654**	**80,832**	**525,781**	**642,148**	**679,601**	**692,123**

Source: Settlement Act

At the sectoral level, this distribution is far from the recommendation advocated by the TFPs to implement universal primary education. The share of education expenditure in the basic sub-sector fell from 38.6% in 2016 to 31.28% in 2019. This is still far from the 45% set by the EFA implementation. Moreover, there is a decline in the budgetary allocation to the Basic Education sub-sector in 2016 and 2019. Until 2019, MINEDUB comes in second place with just over 216 billion in expenditure, or 31% of the sector's expenditure. With more than 373 billion of expenditure out of 692 billion, MINESEC's expenditure significantly exceeds half of the Sector's expenditure. This situation has not changed in 2020.

On average, for the whole sector, current expenditure represents more than 88% of expenditure. Out of 692 billion of education expenditure, almost 602 billion is devoted to current expenditure and capital expenditure borne by the State is just over 90 billion, i.e. barely 12% of total expenditure. It should be noted that around this average, the share of capital expenditure varies significantly between the different ministries in charge of education and training: on the one hand, MINEDUB devotes only 11% of its expenditure to capital expenditure, compared with 38% for MINEFOP and 6% for MINESEC.

Figure 79: Distribution of current expenditures by ministry



Source: BOOST analysis

4.2.2. Current Public Expenditure in 2019

The budget allocated to MINEDUB for the 2019 fiscal year was set at CFAF 226 billion 056 million 134 thousand. However, this allocation has been readjusted following the Head of State's order of 29 May 2019, and has been revised to 222 billion 331 million 65 thousand CFAF, i.e. a decrease of about 1.65%.

4.2.2.1. Basic Education Expenditure According to the Source of Funding

Public expenditure on education can have several sources of financing. At the level of MINEDUB, as shown in the table below, 96.8% of expenditure is financed by the State budget and 3.2% by the TFPs.

Table 54: Distribution of the budget according to financing sources (in CFAF)

Sources of funding	Amount (in CFAF)
Internal own resources	206 billion 261 million 65 thousand
FINEX Support from other TFPS	9 billion
FINEX (C2D budget support)	7 Billion 070 Million
Total	**222 billion 331 million 65 thousand**

Source: Revised Finance Act 2019

4.2.2.2. Current Expenditure by Type of Expenditure

Three types of expenditure are indexed here, namely personnel expenditure, scholarships and internships and other goods and services.

Table 55: Breakdown of MINEDUB's budget by type of expenditure excluding capital expenditure in 2019 (in CFAF)

Nature of the expenditure	Amount (in CFA francs)
Current expenditures	196 billion 762 million 931 thousand
Staff expenditures	162 billion 610 million
Fellowships and traineeships	556 Million
Other goods and services	32 billion 596 million 931 thousand

Source: 2019 Revised Finance Law

It should be noted that MINEDUB finances, apart from governance and steering, three major programmes covering Preschool, primary and literacy.

Thus, of the three components that constitute the object of its mission, primary education occupies the largest place. Current public expenditure on literacy represents about 1% of MINEDUB's expenditure.

Expenditure on Preschool education is slightly higher than that on literacy. However, it remains low compared to spending on primary education and represents only 7% of the expenditure of this ministerial department.

4.2.2.3. Salary Expenditure

Overall, the wage bill represents more than 80% of the current expenditure of MINEDUB. Expenditure on educational supplies, the basis and support for the quality of education, is still very limited, in a range of less than 10%.

However, this percentage does not take into account the remuneration of kindergarten and primary school parents' teachers, recruited to meet part of the expansion of the system and paid for by the resources of the Parents and Teachers Associations (PTAs). This situation, which is widespread in most public primary schools, makes the free education advocated by the government hardly perceptible.

4.2.2.4. Resources Allocated to Programmes

The strategic objective of Basic Education is "to ensure quality education for all school-age children, young people who are not in school or who leave school early and illiterate adults". This strategic objective is broken down into operational objectives, supported by the 04 programmes set up, namely

- Programme 196 "Development of the Preschool System", whose objective is to increase the rate of preschooling throughout the national territory;
- Programme 197 "Universalization of the Primary Cycle", whose objective is to improve access to and completion of the primary cycle;
- Programme 199 "Literacy", whose objective is to increase the literate population;
- Programme 198 'Governance and Institutional Support', which aims to improve governance.

The table below shows the resources allocated to these programmes. Table 2: Evolution of the amount of resources allocated to the programmes between 2016 and 2020 (in CFAF)

Table 56: Resources Allocated to Programmes

PROGRAMME	2020	2019	2018	2017	2016
DEVELOPMENT OF THE PRESCHOOL SYSTEM	14,413,937,000	15,122,131,000	13,656,964 000	14,010,189,000	12,512,163,000
UNIVERSALIZATION OF THE PRIMARY CYCLE	179,564,174,000	175,816,385,000	167,303,602,000	175,932,687,000	163,071,577,000
GOVERNANCE AND INSTITUTIONAL SUPPORT	29,840,976,000	29,128,873,000	27,336,312,000	29 945 462 000	28 295 094 000
LITERACY	2,196,294,000	2,263 676,000	2,256,521,000	2,234,162,000	2,281,166,000
TOTAL	**226,015,381,000**	**222,331,065,000**	**210,553,399,000**	**222,122,500,000**	**206,160,000,000**
	Weight of Programmes of MINEDUB budget in %				
DEVELOPMENT OF THE PRESCHOOL SYSTEM	6.38	6.80	6.49	6.31	6.07
UNIVERSAL PRIMARY EDUCATION	79.45	79.08	79.46	79.21	79.10
LITERACY	1	1	1	1	1
GOVERNANCE AND INSTITUTIONAL SUPPORT	13.20	13.10	12.98	13.48	13.72

The allocation of resources to programmes is inequitable and shows:

- A considerable share is allocated to the 'Universalisation of the Primary Cycle' programme with 79.45%. This can be explained by MINEDUB's desire to allow all children of school age at least to have access

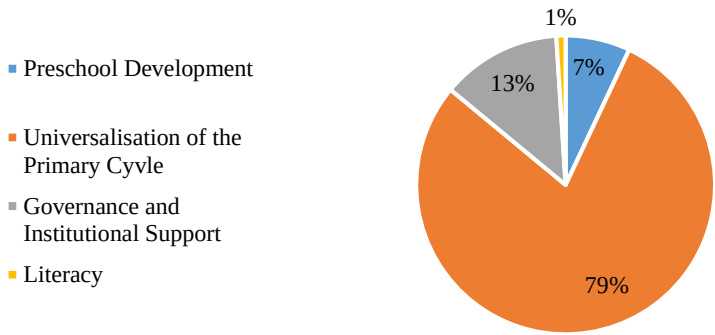
to school. To this end, the measures taken have focused on reinforcing actions linked to free access to public primary school and improving the quality of education provision in the primary cycle;

- A relatively low share allocated to the 'Preschool Development' programme with 6.38% of the budget. More surprisingly, between 2018 and 2019, the implementation rate of this programme fell by 6 points from 98.15% to 91.73%. In order to allow the Ministry to extend the coverage of Preschool education, through the development of community experience for the benefit of rural populations where the coverage of Preschool is still very low, efforts should be made to capture more resources for this programme and above all definitely integrate it into the process of free and compulsory education to support the primary cycle;

- A too low share of the "Literacy" programme with only 1%;

- The 'Governance and Institutional Support' programme accounts for nearly 13.20% of the overall budget, mainly because MINEDUB is tirelessly pursuing its efforts to improve governance and the steering of the education system, through the strengthening of management mechanisms, monitoring, regulation and control of human, material and financial resources.

Figure 80: Distribution of the 2019 budget of the Ministry of Basic Education by programme



Source: Revised Finance Act 2019

4.2.3. Public unit costs of schooling

Analysis of the Cameroonian education system in 2019 shows that the unit cost is lowest at the primary level. A child in Preschool education costs 1.2 times the cost of a primary school pupil. This increase in cost is all the more detrimental to parents because education at this level is neither compulsory nor free. For literacy or EBNF (Basic Non-Formal School), a learner costs an average of 89.2 thousand CFAF, i.e. 1.7 times the unit cost of primary school. The table below presents some cost elements.

Table 57: Unit cost per pupil (in thousands of CFAF)

	Non Teacher	Teacher	Educational supplies	Other operation	Total	Related to primary school
Preschool	0.5	55.5	1.6	5.7	**63.3**	1.2
Primary school	9.3	37.7	1.6	5.5	**54.1**	1.0
Alpha.	74.4		18.3		**92.7**	1.7

Source: Extract from RESEN 2019, Cameroon

The composition of the unit cost follows the distribution of total expenditure, with personnel accounting for the largest share of the unit cost, and within this personnel expenditure, expenditure on teachers' accounts for more than 90% of the unit cost.

Recurrent expenditure is low. A Preschool or primary school pupil receives an average of CFA francs 1.6 thousand for educational supplies and 5.5 thousand CFA francs for other operating expenses, i.e., a difference of twice this average with CFA francs 3.9 thousand.

Table 58: Explanatory elements of the cost per pupil

	Pupils per teacher	Percentage of contract workers
Preschool	56.8	45.0 %
Primary school	68.1	79.2 %

Source: Extract from RESEN 2019, Cameroon

Analysis of primary education shows that the pupil-teacher ratio paid from the state budget is high. This is far from the standard of 40 pupils per teacher recommended in the document on the indicative framework of the Fast Track Initiative for Universal Primary Education. This framework is defined in order to ensure a balance between qualitative and financial aspects on the one hand and the achievement of the goal on the other. Compared to other levels of education, the average salary of MINEDUB school staff is very low. This salary level is due to the use of a large proportion of contractual staff out of a little **more than 130,027 teaching staff**. Thus, parents' teachers represent almost a quarter of the teaching staff. Taking into account the teachers paid directly by parents in Preschool and primary education - without those in literacy, who would be 1,000 at best - the number of teachers has risen from 16,724 last year to 19,851, improving the pupil-teacher ratio from 69 to 51.

It should be noted that the country remains far from the recommended standard of the indicative framework cited in this document. If parent teachers were to be paid the same as contract teachers, the primary school budget would increase by more than CFA francs 38 billion, an overall increase of more than 20%. This situation means that the use of parents' teachers in place of state teachers amplifies the weakness of the UC per pupil.

4.2.4. Household Contributions to the Financing of Basic Education

The higher the household contribution, the less incentive there is for parents to send their children to school. The issue of household financing for education is important insofar as universalisation and even the achievement of the goals of SDG4 presuppose that the poorest people also have access to education. However, despite the announcement of free schooling, some costs incurred by schooling remain at the expense of families, notably:

- The acquisition of textbooks or small school materials;

- School transport and food;

- Supplementary courses and school clothes;

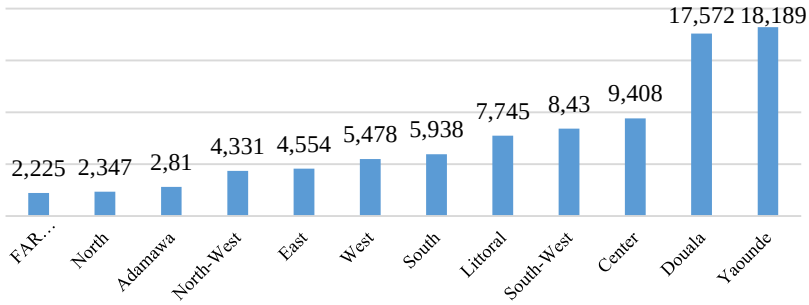
- Payment of parents' teachers;

- The loss generated by opportunity costs.

The opportunity cost is an indirect cost borne by families. Described by economists as lost income, these costs often make parents reluctant to enrol their children in school. Generally speaking, rather than sending their children to school, parents prefer to send them to work in order to increase the family income.

In the Basic Education sub-sector, despite the public resources allocated to the running of schools, the results of household surveys show that parental participation remains a reality. According to the ECAM4, more than 70% of households report paying fees of between 1,000 and 5,000 CFAF. However, the average amount paid to the school varies greatly from one region to another. The average cost ranges from CFA francs 2,225 to 2,810 in the northern regions; the average cost exceeds CFA francs 18,000 in Yaounde, where the concentration of contracted teachers is higher than in the rural areas.

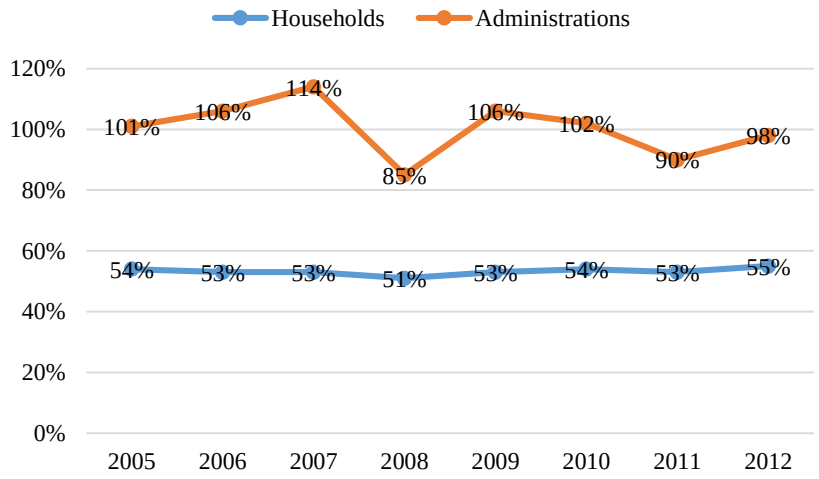
Figure 81: Average annual fees paid (CFAF) in the public sector, by region (Amount declared by households)



Source : Authors' calculations, ECAM 4 (2014)

The burden of paying staff, normally considered a state obligation, is currently left to parents in some schools. This increases the pressure on household finances. This point is all the more important as households are assuming an increasing share of education expenditure, while the share of administrations tends to decrease. This is the observation made between 2005 and 2012, of the data obtained from the ISU database.

Figure 82: Initial financing of primary education as % of GDP (Cameroon)



Source: UIS extracted on 11 June 2020, authors' calculations

4.2.5. The Minimum Package

To accompany free and compulsory education, decree No.2001/041 of 19 February 2001 on the organisation of public schools determines the responsibilities of school administration officials. In its article 47, this text instituted the exemption of annual contributions due to pupils in public primary schools. This presidential decree, which only concerned the abolition of fees payable by public school pupils, reduced the means of the latter in terms of operating costs. In order to support schools in their operations, the minimum package was introduced alongside the operating funds in the budget.

The latter appears to be another policy for financing the functioning of public schools, allowing them to receive a set of teaching materials. This measure, which makes it possible to assist schools throughout the national territory, has cost MINEDUB an average of CFA francs 3 billion per year over the past five years.

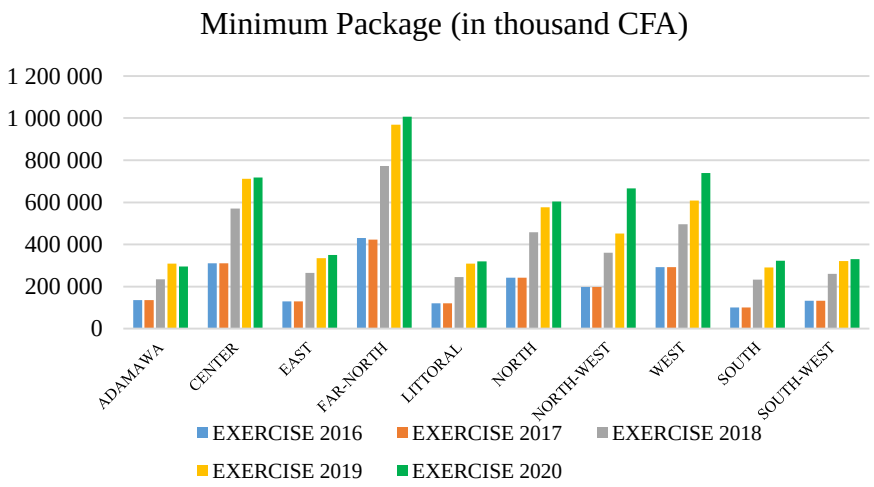
The following table gives the distribution of the shares over the last 5 years; and the following figure illustrates this.

Table 59: Evolution of the minimum package over the last 5 years

Regions	2016	2017	2018	2019	2020
ADAMAWA	135,374,000	135,374,000	234,029,200	308,393,000	295,610,000
CENTRE	310,682,000	310,682,000	569,657,000	712,181,500	717,381,700
EAST	130,339,000	130,339,000	265,617,600	334,818,000	350,487,500
FAR-NORTH	430,309,000	422,280,000	772,815,200	968,891,500	1,006,820,500
LITTORAL	120,549,000	120,549,000	244,648,600	308,413,500	319,723,300
NORTH	242,602,000	242,601,000	458,573,600	576,635,000	604,281,400
NORTH-WEST	198,116,000	198,116,000	360,767,200	452,022,500	666,603,400
WEST	292,441,000	292,441,000	496,436,800	608,115,500	739,362,600
SOUTH	100,378,000	100,378,000	232,602,400	290,669,500	322,958,700
SOUTH-WSET	133,312,000	133,312,000	260,277,800	321,085,500	331,071,100
TOTAL	**2,094,102,000**	**2,086,072,000**	**3,895,425,400**	**4,881,225,500**	**5,354,300,200**

Source: MINEDUB/DRFM

Figure 83: Evolution of the regions' shares of the Basic package



Source: MINEDUB/DRFM

4.2.6. Competences Devolved on Councils

In a context of decentralisation, Law No. 2019/024 of 24 December 2019, on the general code of local and regional authorities, stipulates in its article 161a that the competences transferred to the municipalities, in terms of education, are:

- The creation, in accordance with the school map, the management, equipment, maintenance and upkeep of nursery and primary schools and Preschools of the council;

- The recruitment and support of support staff and teaching staff for these schools;

- Participation in the acquisition of school materials and supplies.

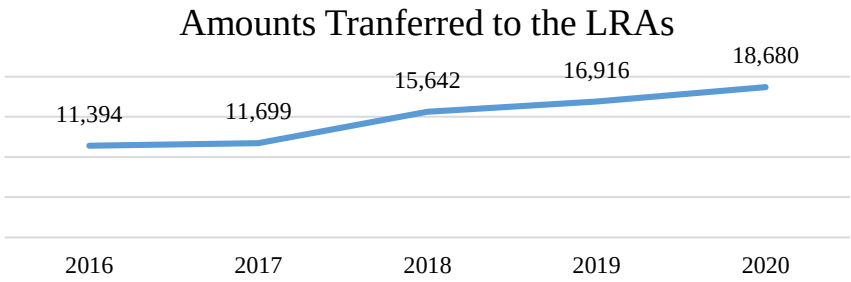
The table below shows the amounts allocated to support these competences transferred to the decentralised territorial authorities over the last five years and the following Figure illustrates the evolution of these amounts. These amounts, calculated on the basis of the budgets allocated to MINEDUB, represent an average rate of 7% over the five years. This is still far from the minimum threshold of 15% set by the law.

Table 60: Amounts transferred to the LRAs over the last 5 years (in millions of CFA francs)

Years	2016	2017	2018	2019	2020
Amount Transferred	11,394	11,699	15,642	16,916	18,680
As % of MINEDUB budget	6	5	7	8	8

Source: MINEDUB/DRFM

Figure 84: Evolution of amounts transferred to the LRAs over the last 5 years (in millions of CFA F)



Source: MINEDUB/DRFM

In a nutshell, the observation made on the financing of education in general and the Basic Education sub-sector in particular is that it is under-financed. The resources mobilised for primary education are below the standard set for achieving universal primary education. A limited part of the sector's resources is allocated to improving quality and the financial burden on families remains high. In fact, the share of the budget reserved for the sector is around 15%, whereas donors would like to see it increased to 20%. In the Basic Education sub-sector, MINEDUB benefits from 31% of this share against 45% recommended by the donors to give itself the means to take up the numerous challenges imposed by an inclusive and quality school in the sense of the SDG4.

The acceleration of decentralisation, whose allocation is set at 15% but remains at around 7%, would enable the sub-sector to benefit from more resources to better finance its programmes, particularly Preschool, which is still non-compulsory and fee-paying: the share of the budget allocated to the programme supporting this level of study is around 7%, i.e. 10 times less than the universalisation programme.

In the perspective of the establishment of Basic Education, actions in favour of the search for alternative financing could improve the allocation of this sub-sector, which should be supported more.

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