Data Analysis Report of School Census

2020/2021

Health and Welfare for Quality Education:

Improving the Basic Education Sub-Sector's Response

Ministry of Basic Education

March 2022

This report presents the results of the data analysis of school census in the Basic Education sub-sector carried out in the ten regions across the nation by the central and decentralized services of the Ministry of Basic Education. This vast operation was carried out during the 2020/2021 school year despite the disruptions in the education system due to the crises in the North-west and South-west regions of Cameroon and the COVID-19 pandemic. The processes of data collection, production and analysis benefited from the expertise of the National Institute of Statistics (NIS) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) of the Multi-sectorial Bureau of Yaounde. Population data, notably school-age population at the preschool and primary cycles derive from the projections of the Central Bureau of Censuses and Population Studies (BUCREP) drawn from the 2005 GCPH results.

For any information concerning this report, please contact:
Ministry of Basic Education (MINEDUB)
P.O. Box 1600, Yaounde, Cameroon,
Telephone number: +(237) 2 22 22 02 42
Fax: +(237) 2 22 22 02 42
Website: www.minedub.cm

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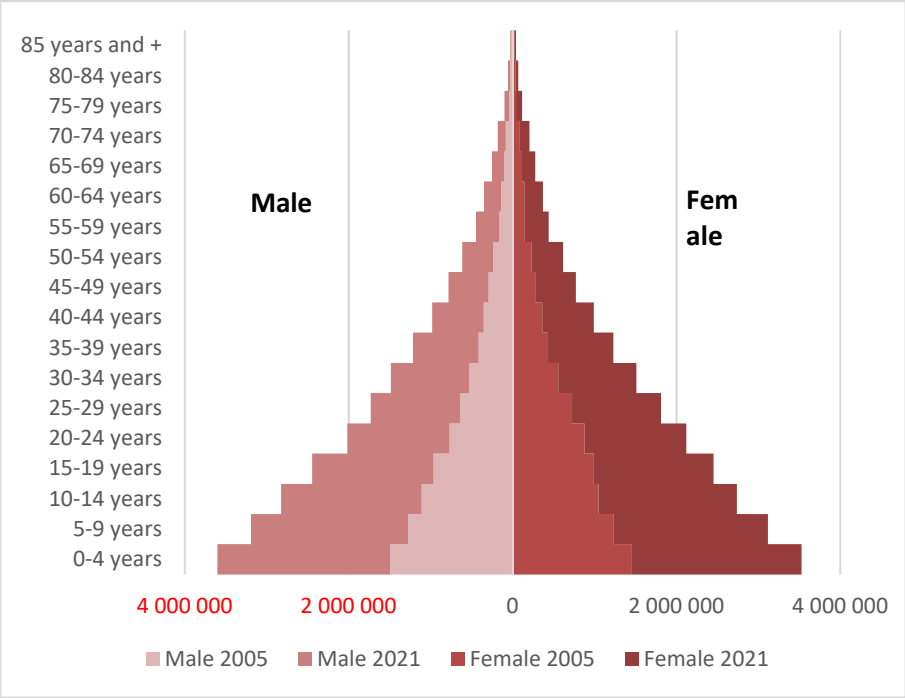

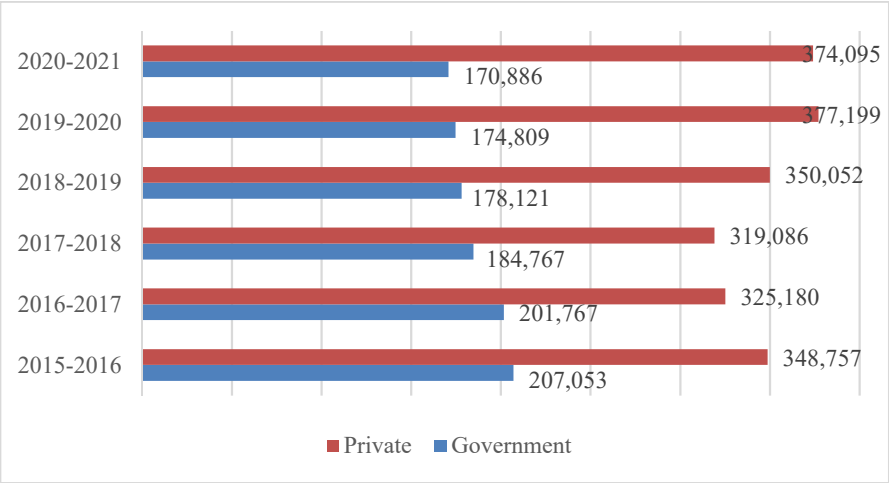

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ABBREVIATIONS, ACRONYMS AND INITIALISMS

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	Government Teachers Training College
GTTTC	Government Technical Teachers Training College
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
HCR	High Commissioner for Refugees
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 Organization
PAEQUE	Programme for the Improvement of Equity and Quality in Education
CERSP	Cameroon Education Reform Support Programme
GDP	Gross Domestic Product
UNDP	United Nations Development Programme
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
PSCP	Primary School Completion Rate
GAR	Gross Admission Rate
GER	Gross Enrolment Rate
ITC	Information and Communication Technology
LAU	Learning Achievement Unit
UNAMAT	Maternal Animation Unit
UNAPED	Pedagogical Animation Unit
UNESCO	United Nations Educational, Scientific and Cultura Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations International Children's Emergency 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 cycle), the school age is 6-11 years and the theoretical entry age is 6 years.

Literacy: The act of teaching reading, writing and numeracy in a given official or national language. It is conceived more as a set of training and education activities allowing the learner to develop life skills, technical and vocational skills as well as basic or advanced civic and relational skills, necessary for the development of the individual and the sustainable development of his community and country.

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 institutionalized forms of learning. It is therefore less organized 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 (CL1/SIL → CL6/CM2)

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 realizes 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 organized 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 First School Leaving Certificate (FSLC) or the Certificat d'Etudes Primaires

(CEP), the entrance exam to Form I/Sixième 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 the primary cycle;
- Reducing regional disparities in terms of school infrastructure and teaching staff;
- Promoting functional literacy for illiterate youths and adults.

To operationalize 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 out-of-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 mobilization 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 systems 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, amenities 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;
- Households (MICS, EDS, EESI, ECAM, etc.);

- Thematic surveys on education (Educational achievements, Handicap, Refugee....);
- Financial data (finance laws, national accounts, ...).

In order to make them understandable to the general public and useful for the follow-up of the evolution and the steering of the sub-sector, schooling indicators are presented in forms of radio, performance gap, rates or percentages.

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 Preschool education, regardless of the income level of the families.

The complex emergency situation in the three main geographical zones: the crises in the lake Chad basin in the Far-North region, the Central African crises with the influx of refugees in the East, Adamawa and North regions of the country, and the instability in the North-west and South-west regions.

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;

(ii) Equitable, through the effective implementation of policies favouring the reduction of inequalities in school success.

(iii) More resilient when faced with humanitarian crises that weaken educational provision and the quality of formal education.

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 development of our human resources with a view to obtain a better production of quality statistical data in particular, and to develop the Basic Education sub-sector in general.

Prof. Laurent Serge ETOUNDI NGOA,

Minister of Basic Education

Executive Summary

In 2020, 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, East, Far-North and North, accounts for almost 45% of the demand for Preschool education (4-5 years) and around 42% for primary education (6-11 years).

In 2020-2021, the number of children enrolled in the preschool cycle was 564,891; showing a shrink of 0.4% compared to the previous school year. In the primary cycle, 4,731,585 pupils were enrolled. This result x-rays a 3.2% increase in comparison with 2019-2020, and the trend is constant at this cycle since 2018-2019.

Thus, in the Preschool cycle, the gross enrolment rate (GER) was 38.4% in 2020-2021. This indicator is particularly low in the Far-North region, with 7.6%, where the demand for preschool education is one of the highest in the country. At primary cycle, the GER stands at 116.2% for the period under consideration. However, this value of over 100% is inflated by premature or late enrolment and also repetition but does not indicate that all the children with official primary school age are effectively schooling. It however shows the capacity of the system to contain all the school-age population in primary schools.

Despite the improvement to access to the (GAR>100%), the objective of a Universal Primary Education (UPE) is not globally achieved and will not be by 2025 as initially planned by the NDS30, if the challenges listed above are not addressed.

Globally, 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 at the primary cycle, only 74 reach Class 6/CM2. 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 have considerably weakened the national education system, particularly in regions where structural challenges were already present (Adamawa, Far-North, East and North).

The internal efficiency coefficient is about 67% at the primary cycle in 2020-2021. Compared to 2019-2020, the internal efficiency coefficient (IEC) has increased of 2 points. Observation of the partial coefficients shows that the IEC with repeaters is lower than the IEC due to dropouts in the system. To improve the internal efficiency of the system, a good number of actions should be taken to improve the retention of pupils (rescheduling school hours in some localities, improvement in the teaching conditions and the educational offer, reduction of repetition cost in underprivileged areas, etc.).

In order to provide children who have never been to school or who dropped out early with skills that will enable them to develop and integrate the social and economic life, Non-Formal Basic Education offers have been developed in the system. The existence of these programmes in Cameroon has resulted in the enrolment of 26,642 children in 2020-2021.

According to UNHCR, in June 2021, Cameroon had 452,159 refugees and asylum seekers, including 210,432 children of school age (preschool, primary and secondary). During the same period, more than one million people (51 percent of them children) were 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 students enrolled in school is compared to the potential demand for education among displaced children, low enrolment rates are observed; only 8% for children aged 4-5 and 39% for children aged 6-11.

At the preschool cycle, the number preschools increased from 9,175 in 2014/2015 to 11,485 in 2020/2021, an average annual increase of

3.81% during this period. The network of pre-schools includes 22,911 classrooms, of which 19,660 are made of permanent materials, or 85.8%. All of these schools enrol 564,891 students with 29,195 teachers in a total of 21,000 classrooms.

During the 2020/2021 school year, 170,886 students were taught in 5,672 classrooms by 10,394 teachers. The network of public preschools includes 4,290 schools with 6,146 classrooms (occupied and unoccupied), 75.1% of which are in permanent materials. Once again, this year, the number of teachers in the private sector is higher (18,187) than in the public sector (10,394), with a high proportion of female preschool teachers (97.5%).

In public preschools, 25.8% of teachers have the status of "contractualized", 19.0% are "parents' teachers", 36.9% of "civil servants" and 18.4% of "contractual"[1]

The private offer is better equipped with essential amenities (electricity, drinking water, playgrounds, fences, toilets, etc.) than the public offer. In nursery schools, one teacher takes care of an average of 19 students. An analysis by region of the number of teachers paid by the State budget in public preschools shows that the Far-North (47:1), Adamawa (35/1), East (27/1) and North (31/1) regions have the lowest staffing ratios.

In the primary cycle, from 2014/2015 to 2020/2021, the number of primary schools increased from 19,136 to 20,993. Thus in 2020/2021, these schools provided 4,731,585 pupils in 98,244 classrooms. Among the identified 107,280 classrooms (occupied and unoccupied), 89,196 are built with permanent material. They represent about 83.1%.

In 2020/2021, the primary cycle has registered, 61,730 teachers in the public and 43,399 in the private, respectively 58.2% and 40.9% for the whole. Out of 105,989 teachers 56.9 % are women. Private primary schools employ 67.8% of qualified teachers (both female and male).

[1] A contract teacher is any teacher recruited directly by the state. On the other hand, a teacher is said to be contractualized when he or she has been recruited with the help of partners

The pupil-teacher ratio is 45/1 in primary schools. This rate is 58 pupils to 1 teacher in public primary schools, 26 pupils for 1 teacher in private schools, and 73 students for 1 teacher in community schools. It should be noted that 15% of public primary schools with more than 100 pupils have less than three teachers paid by the state.

In the public primary cycle, 13,223 schools were surveyed for 63,047 classrooms, of which 51,180 were made of permanent materials, or 81.2%. These schools served 3,558,329 pupils in 57,813 classrooms.

At the national level, for all grades of primary education, a classroom has an average of 48 pupils. This ratio is 62 students per classroom in the public sector versus 28 in the formal private sector.

The system offers only 10 seats for 11 students. Public primary schools follow the same trend with 10 seats available for 13 pupils while private formal schools have 10 seats for 7 pupils.

Concerning the financing of the basic education system as a whole, the resources mobilized for primary education are below the threshold defined for achieving universal primary education. In addition, the financial burden on families remains significant. Indeed, the share of the State budget reserved for the Education and Training Sector is around 15%, whereas development partners would like to see it increase to around 20%. In the Basic Education sub-sector, MINEDUB benefits from 36% 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. Within the framework of decentralization, MINEDUB transfers 7% of its investment budget to the RLAs.

Chapter 1: General Context of Basic Education Development

The analyses made in this document will not be understood without taking into account the context, as knowledge of the latter can facilitate the understanding and therefore the interpretation of the results obtained. To this end, this chapter provides background information. These elements concern the demographic, institutional and organizational, macroeconomic and financial, social, security and health situation.

1.1 Demographic Context

Based on BUCREP analyses and projections[2], Cameroon's population has been growing at an average annual rate of 2.5% since 2005, from 17,463,836 in 2005 to about 22,179,707 and 26,133,018 in 2015 and 2020 respectively. The population is expected to reach 27,538,142 by 2025.

Table 1.1: Population projection of Cameroon from 2005 to 2025

Years	2005	2015	2020	2025
Population	**17,463,836**	**22,179,707**	**26,133,018**	**27,538,142**
Men	8,632,036	11,224,693	13,229,669	13,601,661
Women	8,831,800	10,955,014	12,903,349	13936481
Average growth rate Annual (%)	**2.8**	**2.8**	**2.5**	**2.0**
Percentage of female population	50.6%	50.6%	50.6%	50.6%

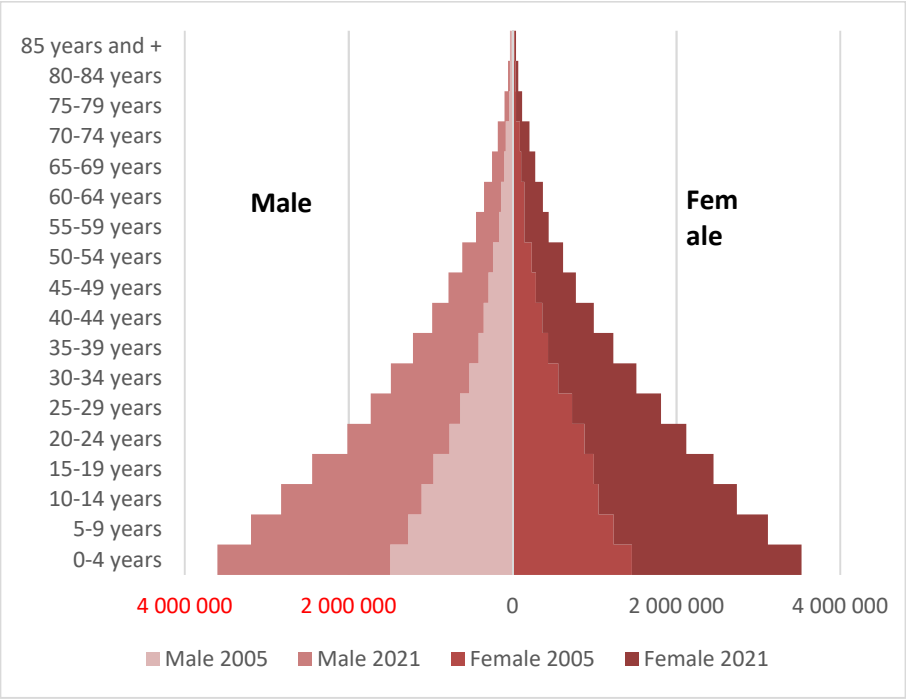
Source: 2005 GCPH and Population Projections

An analysis of the age structure of the Cameroonian population reveals a population that is extremely young. The age pyramid is characterized by a very broad base and a gradual and regular narrowing as

[2] *With Cameroon's last GCPH dating from 2005, it is clear that after more than a decade, confidence in the resulting population projections is waning. In addition, the unavailability of recent data taking into account the effects of population movements due to the security situation in Cameroon and its neighboring countries further reduces the level of confidence in the available data.*

age advances. Graph 1.1 below shows the continuity of the widening of the age pyramid between 2005 and 2021.

Graph 1.1: Age pyramid between 2005 and 2021



Source: 2005 GCPH and Population Projections

Graph 1.1 shows that in 2021, children under 15 represented 41.8% of the population and those under 30 represented 69.7%. The school-age population (4-23 years) represents 53% of the population for an estimated total of 13.2 million inhabitants in 2021 compared to 9.4 million in 2005, which corresponds to an average annual growth of 2.3%. These Graphs 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, as well as the Demographic weights that this age group exerts on the education system in terms of school

provision. Of this population, nearly 48% are potentially destined for preschool and primary school. According to BUCREP projections, it will reach almost 14.4 million in 2025.

Table 1.2: Projected school-age population

Age-group	2005	2015	2019	2020	2025
Total population	**17,766,561**	**22,179,707**	**24,348,251**	**24,910,305**	**27,840,083**
3-5 years[3]	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 Organizational 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 section 15 that: (1) the education system is organized 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

[3] *The official age range for preschool enrollment is 4-5 years, although administrative data from the census of the enrolled population indicate the presence of 3-year-olds in private preschools in particular.*

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 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 Regional and Local Authorities further strengthens the institutional environment of education in Cameroon, in the sense that since the advent of the decentralization 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 Organizational 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 (SIL) /Class 1 and the Cours Préparatoire (CP)/Class 2;

- **Level 2:** comprises the Cours Elémentaire Première Année (CE1)/Class 3 and the Cours Elémentaire Deuxième Année (CE2);
- **Level 3:** is made up of the Cours Moyen Première Année (CM1)/Class 5 and the Cours Moyen Deuxième Année (CM2)/Class 6.

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 authorized exceptionally at the request of the parent concerned **(Order No. 315/B1/1464/MINEDUB of February 21, 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 a Head Teacher. 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 Sub divisional 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 "Practicing 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

marginalization, 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 (FLCs), while those related to Non-Formal Basic Education for out-of-school children are carried out in the Non-Formal Basic Education Centres (NFBECs).

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 Baccalaureat 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.

Teacher 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 Baccalaureat 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.

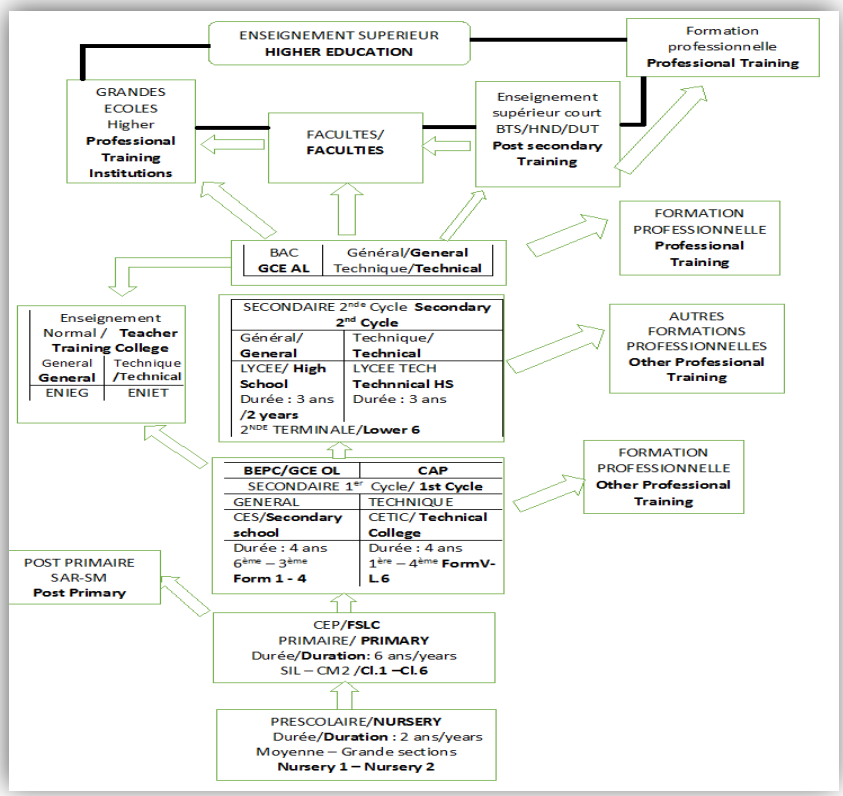
At the same level, the BTS/HND/DUT/DSEP sanctions the first two years of study while the License sanctions the academic course at the end of the third year of study in a faculty. The Master's degree, which lasts two years, prepares students for fundamental or applied research in the issues relevant to their field of specialization. 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 or PhD thesis.

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 characterized 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 raison d'etre 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 1.1: Cameroon education system



Source: Extract from the DSSEF (2013-2020)

1.3 Macroeconomic and Financial Contexts

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 expenditure[4] 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.

[4] *Cameroon's regulatory law for the 2015 to 2018 financial years*

This variability in the economic growth and the state's public finances has consequences on the financing of education and training. The share[5] of the state budget allocated to education remained low (16.4%) in 2018. Moreover, its intra-sectorial 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 allocated 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.

1.1 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 and above)

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

[5] *Sectoral review of the Educational and Vocational training sectoral Strategy July 2010*

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, synthesizes 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

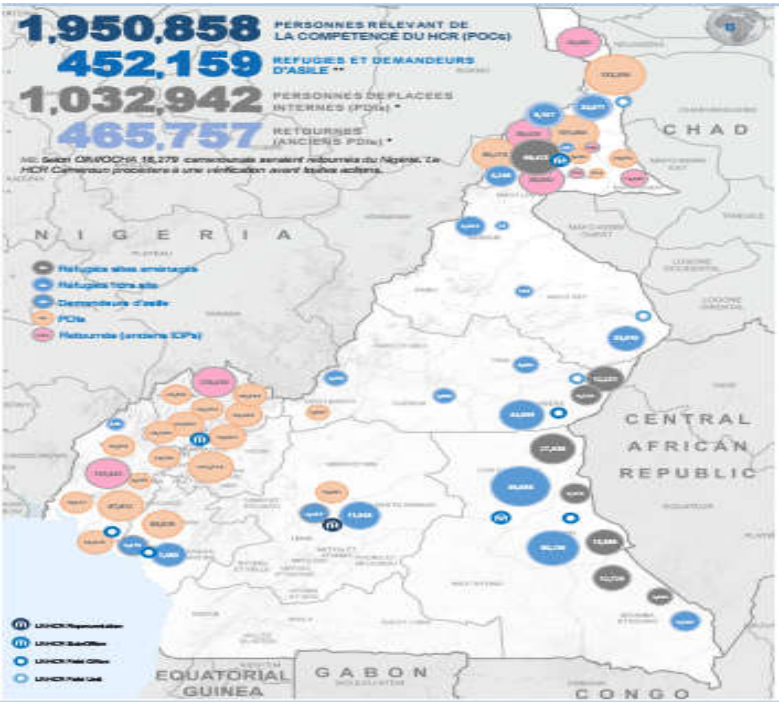
1.4.2.1. Humanitarian and Security Crisis

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 division) and Adamawa (Mayo-Banyo division) in particular.

According to Graphs from the United Nations High Commissioner for Refugees, as of June 2021, the humanitarian situation in Cameroon concerns 1 950 858 people, including 118 334 refugees from Nigeria and 325 366 from the Central African Republic.

Figure 1.2: Situation of refugee and displaced children in Cameroon as of June 2021



Source: UNHCR - CMR - Fact Sheet - June 2021

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 cycle over the last two years is linked, among other things, to the instability in the North-West and South-West regions. At the primary cycle, 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 cycle between the two years.

1.4.2.2. Health Crisis

a) 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%.

b) 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

This chapter makes an analysis of the effective education demand and the internal efficiency of the system, useful to develop adequate educational policies.

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 (ETSS)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 (NDS 30) and sustainable Development Goals (SDG4) 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 be it preschool or primary.

In terms of Preschool-age population (4-5 years), the Far-North region accounts for 22% of the 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 has almost 45% of children aged between 4 and 5.

The same trends are observed at the primary cycle. The Far-North region still has the largest proportion of the demand for schooling, almost 20% of the total.

Table 2.1: Preschool-age population (4-5) and primary school enrolment (6-11) per region and by gender in 2020

	Population 4-5 years			Population 6-11 years		
	Girls	**Boys**	**TOTAL**	**Girls**	**Boys**	**TOTAL**
CAMEROON	**734,348**	**737,285**	**1,471,633**	**2,067,141**	**2,006,326**	**4,073,467**
Region						
Adamawa	41,352	39,388	80,740	110,662	104,775	215,437
CENTRE	118,616	116,967	235,583	342,669	338,166	680,835
East	30,757	30,670	61,427	88,935	88,553	177,488
FAR-NORTH	159,220	166,894	326,114	406,562	426,423	832,985
LITTORAL	87,124	88,736	175,860	266,333	265,353	531,686
NORTH	94,312	93,927	188,239	272,299	213,569	485,868
NORTH-WEST	63,335	62,144	125,479	185,322	180,639	365,961
WEST	73,515	72,625	146,140	203,256	198,271	401,527
SOUTH	20,121	20,175	40,296	59,109	59,624	118,733
SOUTH-WEST	45,996	45,759	91,755	131,994	130,953	262,947
Priority Education Zone						
ZEP	**325,641**	**330,879**	**656,520**	**878,458**	**833,320**	**1,711,778**
OUT OF ZEP	**408,707**	**406,406**	**815,113**	**1,188,683**	**1,173,006**	**2,361,689**

Source: 2005 GCPH data projected for 2020

2.2. Analysis of Effective Demand and Coverage in Preschool

Preschool education is the first stage in the organizational 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 the primary cycle.

This stage is therefore a preparatory period for elementary education, which is known as nursery school, infant school, Preschool or

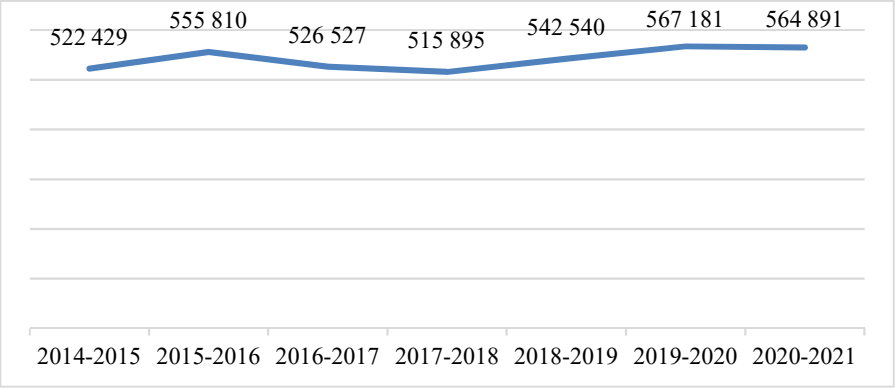
kindergarten in different countries. While in the public sector, Preschool is organized around two years of study; this is not the case in public schools where this organization is in fact structured around three years of study: the petite section/pre-nursery for 3-year-olds, the moyenne section/Nursery 1 for 4-year-olds and the grande section/Nursery 2 for 5-year-olds. This preschool organization with differences mentioned above for the private sector is the same in both sub-educational systems (Anglophone, francophone). 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 laid on the integral development of the 4 to 5 year-old child and to better prepare them for the primary cycle, it is necessary to act intensely and adequately on improving the quality of this cycle, 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

The analysis of the effective preschool demand is based on the number of preschoolers. Since 2015, despite the implementation of SDG4, the number of children enrolled in the preschool dropped by 7.2% in 2 years, due to the crises in the North-west and South-west regions. However, with the incentive policies put in place to encourage parents to enrol their children, Cameroon made a remarkable progress passing from 515,895 to 567,181 preschoolers between 2017 and 2019, representing a growth rate of 10% (see Graph 2.1). During the 2020/2021 school year, the total number of children enrolled is of 564 891, showing a slide fall of 0,4% compared to the previous year.

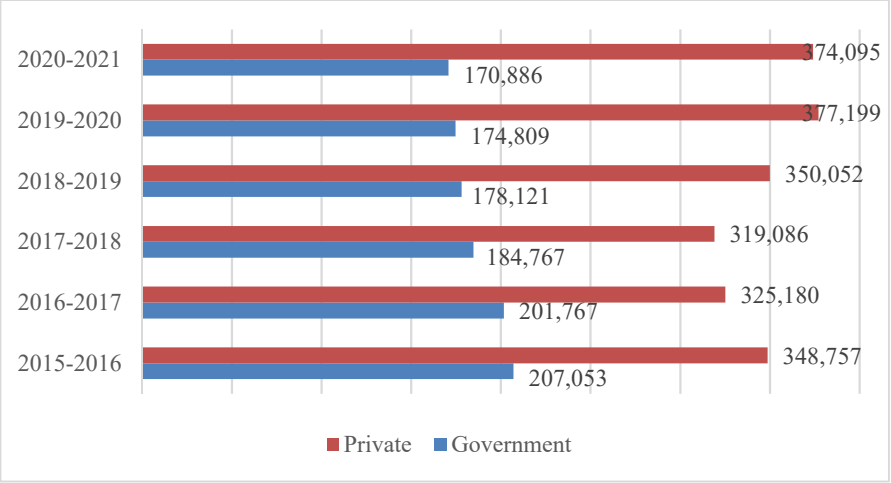
Graph 2.1: Evolution in the Preschool enrolment in Cameroon from 2015/2016 to 2020/2021



Source: Statistical yearbooks 2014/2015 to 2020/2021

Looking at the order of education, it has been found for several years that formal private preschool is the order of education where we find the most children enrolled, ahead of public order and community. The community preschool option is the strategy being considered to reduce the preschooling gap between urban and rural areas. For the 2020/2021 school year, the number of children in private schools will be 374,095, or 66.2%, compared with 170,886 in public schools, or 30.3% (see Graph 2.2). In addition, regardless of the education sector, one can notice a continuous decline in enrolment between 2015/2016 and 2017/2018. This decline is greater in the private sector than in the public sector. After the year 2017/2018, the number of children in preschool continues to decline in the public sector but on the other hand it grows in the private sector.

Graph 2.2: Evolution in the Preschool enrolment according to the teaching order in Cameroon from 2015/2016 à2020/2021

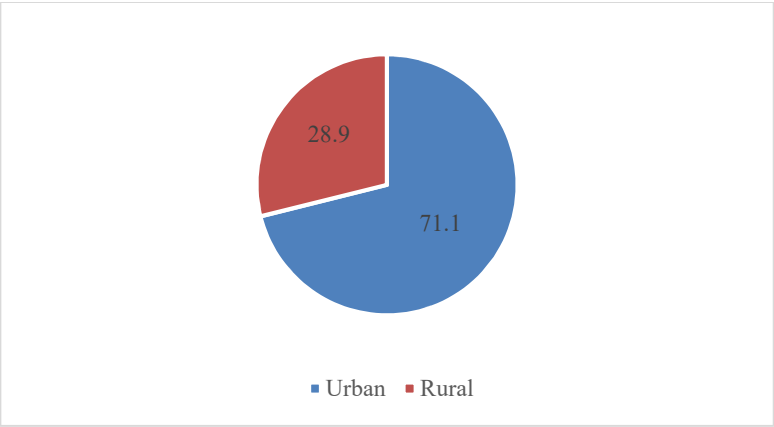


Source: Statistical yearbooks 2015/2016 to 2020/2021

According to the 2018/2019 school year data analysis report and the 2020/2021 school year statistical yearbook, there is no significant variation in the statistics regarding the distribution of actual demand by location area since 2018. On average, five out of seven preschoolers live in an urban centre and two out of seven come from a rural area. Community preschool is not developing as desired, as this approach is the government's strategy for expanding preschool in rural areas where private provision is non-existent or inaccessible.

In 2021, the situation of preschool children is unevenly distributed by location. Thus, 71.1% of children live in urban areas, i.e., 401,802 children, compared with 28.9%, i.e. 163,089 children in rural areas (see Graph 2.3). In other words, urban children are twice as likely to attend preschool as their rural counterparts.

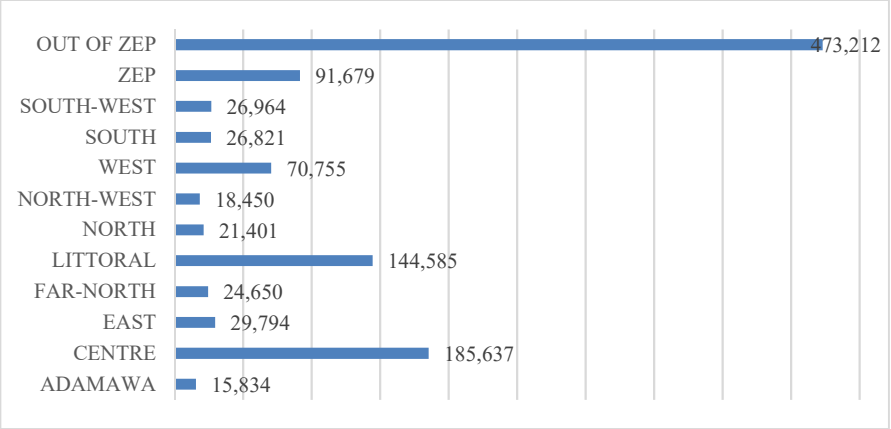
Graph 2.3: Distribution of preschool children by location in Cameroon in 2020/2021



Source: 2020/2021 Statistical Yearbook

However, the regional level indicates very marked disparities in preschool demand. The Centre and Littoral regions have the highest enrolment in the country with 185,637 and 144,585 students respectively in 2020. The lowest participation in preschooling is recorded in the Adamawa, North-West and North regions, with 2.8%, 3.2% and 3.7% of all preschoolers respectively. In addition, there are still more pupils in non-ZEP areas than in ZEP areas. Graph 2.4, below, shows the distribution of enrolment by region or priority education zone

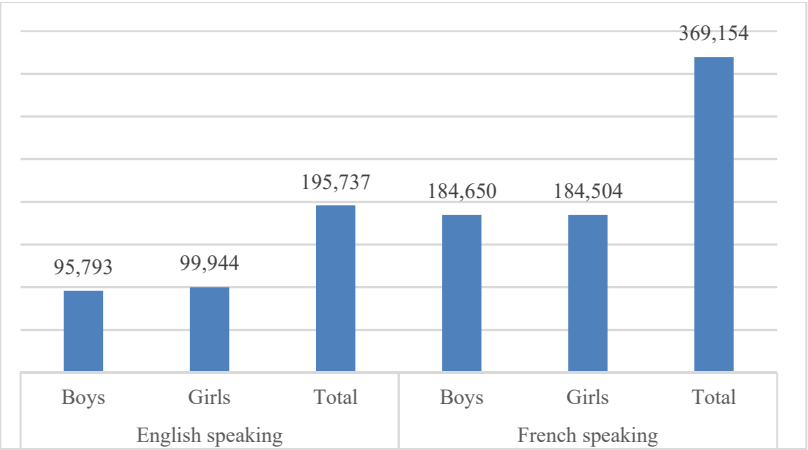
Graph 2.4: Distribution of preschool children by region in Cameroon in 2020/2021



Source: 2020- 2021 Statistical Yearbook

For the 2020/2021 school year, fewer children are enrolled in the Anglophone subsystem than in the Francophone subsystem. The observed gap between these two education subsystems has decreased significantly by 15%, from 203,795 children in 2019/2020 to 173,417 children in 2020/2021 (see Graph 2.5). According to the child's gender, we observe almost similar proportions between girls and boys, regardless of the subsystem.

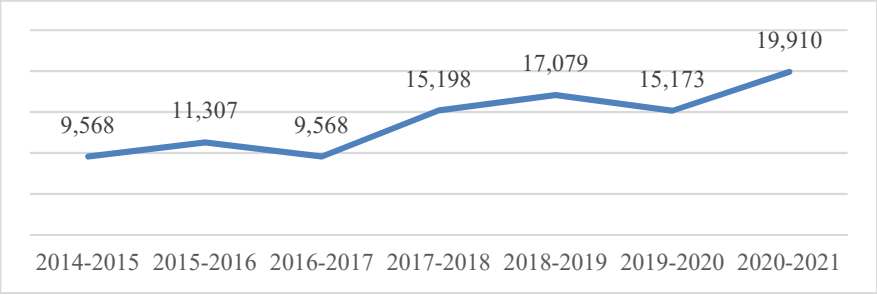
Graph 2.5: Distribution of Preschool pupils by sub-system and gender in 2020/2021



Source: 2020/2021 Statistical Yearbook

Since 2016, the overall community preschool trend shows an increase in children enrolment with a slight decrease in the 2020/2021 school year (see Chart 2.6). Thus, the government's efforts to facilitate access to preschool in rural areas seem to be bearing fruit.

Graph 2.6: Evolution of the number of pupils in community Preschools from 2014/2015 to 2020/2021

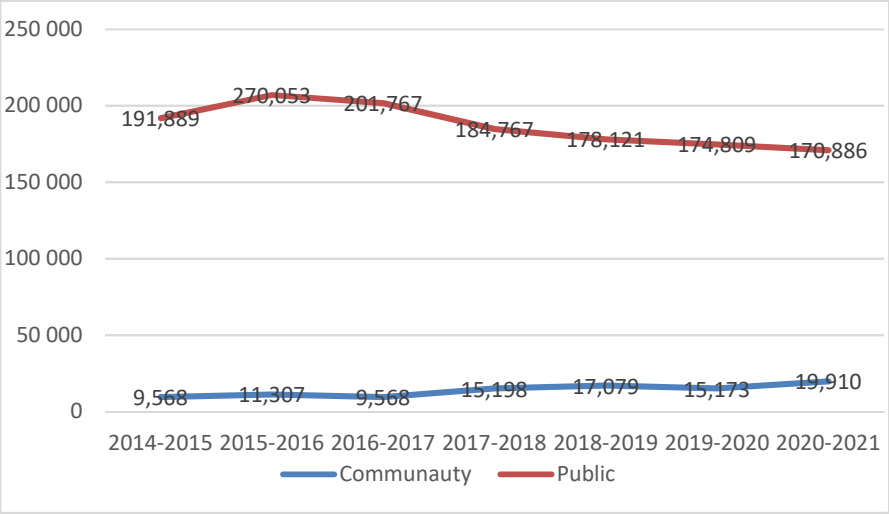


Source: 2019/2020 and 2020/2021 Analysis Reports

By analysing Graph 2.7, we can see that enrolment in public preschools is decreasing in favour of community preschools. This could be explained by the fact that community schools, which are the government's option for the massification of preschools, often only exist for as long as it takes for them to be transformed a few years later into public preschools with less flexible access conditions. Thus, children from public and other preschools could be encouraged to converge on community preschools.

In addition, the share of community preschool students in the public is estimated at 11.7% in 2020/2021 compared to 5.0% in 2014/2015, an increase of about 7 points over 6 years. However, the ***National Policy Document on Preschool Education and the strategy for implementing community-based preschools*** stipulate that this share should be 63.9% by the 2025/2026 school year. Thus, the policies set up by the government to develop preschools may not have the expected effects in 2025 if the actions to be carried out in the sector are not implemented effectively.

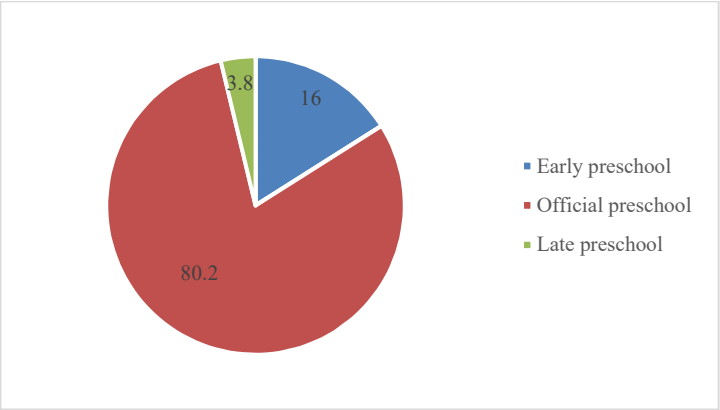
Graph 2.7: Evolution of pupil enrolment in community preschools compared to public preschools



Source: Source: 2019/2020 and 2020/2021 Analysis Reports

Based on the age of the child, it appears that 20% of children in preschool are not in the official age range of this educational system. Indeed, Graph 2.8 shows that only 1 in 25 children are in early preschool and 4 in 25 are in late preschool.

Graph 2.8: proportion (%) of children attending preschool according to the child's age



Source: 2020/2021 Statistical Yearbook

The fact that it is optional for families to enrol their children in preschool education would explain this multi-tiered organization. This has allowed private schools to respond to the real demand of families to educate their three-year-olds, opening and operating in an almost official manner. For the 2020/2021 year, children in the lower section represent 13.8% (78,110 children) of the total preschool enrolment. The middle section accounts for 45.7% (257,930 children) of the total preschool enrolment. The "grande section" (all levels) accounts for 40.5% (228,851 children) of preschool enrolment (see Table 2.2).

Table 2.2: Number of children in preschool by level in Cameroon in 2020/2021

Academic year 2020/2021	Pre-Nursery/Petite section	Nursery 1/Moyenne section	Nursery 2/Grande Section	Overall
Number of preschoolers	78,110	257,930	228,851	564,891
Proportion of pre-schoolers	13.8%	45.7%	40.5%	100%

Source: 2020/2021 Statistical Yearbook

Preschool demand does not show significant disparities by gender. In addition, the ratio of males to females is close to 1 (see Table 2.3). This means that there are almost as many girls as boys in the different levels of preschool education.

Table 2.3: Preschool sex ratio by grade level by gender in 2020/2021

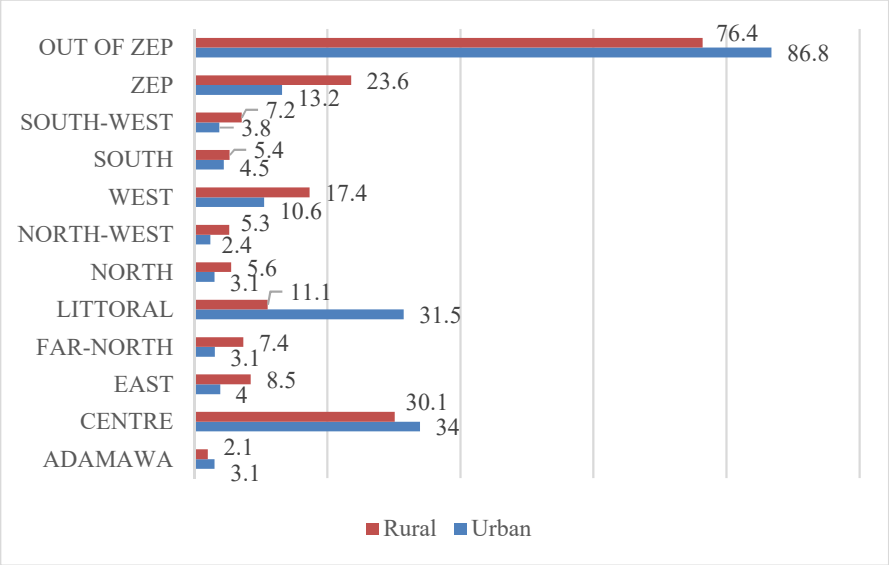
Teaching order	Gender		Report of masculinity
	Girls	Boys	
Public	85,733	85,153	1.0068
Private	188,706	185,389	1.0179
Community	10,009	9,901	1.0109
Overall	**284,448**	**280,430**	**1.0143**

Source: 2020 - 2021 Statistical Yearbook

Based on the assumption that students attend schools in the vicinity of their place of residence and aligned with the administrative criterion for identifying urban and rural areas, the distribution of preschool enrolment by location area and region is given (see Graph 2.9). In the Centre, Littoral, and Adamawa regions, the number of children attending preschool is higher in urban than in rural areas. In addition, preschool enrolment is higher in rural areas in the South-west, West, North-west, North, East and Far-North regions. In addition, preschool children are more represented in

rural areas than in urban areas in the ZEP, but the trend is the opposite in the Non-ZEP.

Graph 2.9: Proportion of preschool children by location by region in Cameroon in 2020/2021



Source: 2020/2021 Statistical Yearbook

In view of the poor development of preschool education in rural areas and the relatively high cost of preschool, the government's current challenge is to extend preschool coverage throughout the country by contributing more to the establishment of Community Preschool Centres (CPCs) managed by local communities with the real involvement of the communes and regional committees, which will take charge of the salaries of the supplementary civil servants, as provided for in the General Code of Decentralization

This will allow the little ones to benefit from early learning activities to facilitate their transition into the primary cycle.

2.2.2. Measuring Preschool Coverage

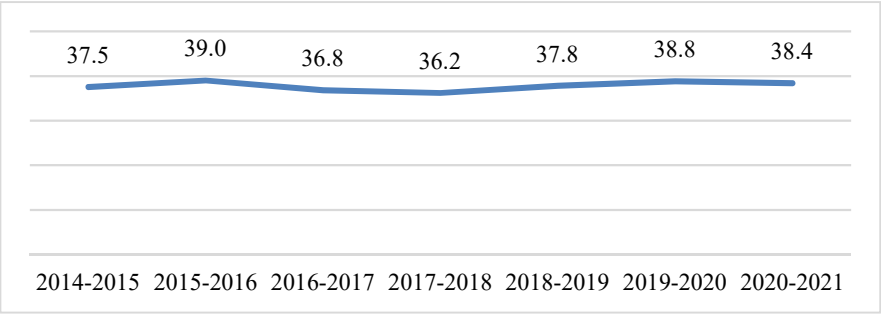
Preschool coverage will be measured by assessing the gross enrolment rate and the participation rate in learning activities one year before the official primary school age.

2.2.2.1 Gross Preschool Enrolment Rate

The Gross Preschool Enrolment Rate represents the proportion of children enrolled in school regardless of age in relation to all children of preschool age. It reflects the system's ability to accommodate school-age children in this age range. In the 2020/2021 school year, the gross preschool enrolment rate was estimated at 38.4%. Graph 2.10 shows that the Gross Enrolment Rate in 2021 remains below that recorded in 2015/2016 (39.0%), although the difference is very small.

Moreover, this rate remains below the target of 40% by 2020 as stipulated in the Education Sector Strategy Paper (DSSEF) 2013-2020, despite the efforts made by the Government. It should also be noted that it remains higher than the average for Fragile and Conflict Affected Countries (FCACs) estimated at 26%, which is the target to be reached by 2020 for these countries (GPE, 2020).

Graph 2.10: Evolution of the Gross Preschooling Rate between 2014 to 2020

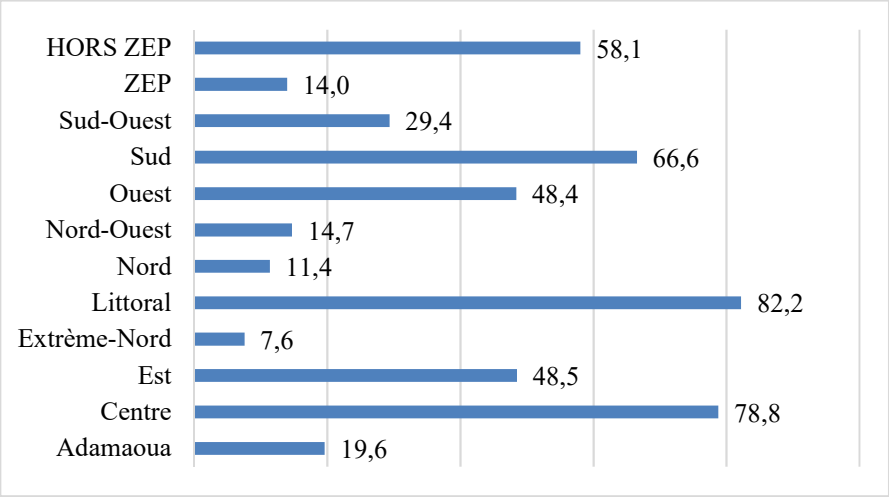


Source: 2005 GCPH data Projected for 2020, Source: 2019/2020 and 2020/2021 Analysis Reports Statistical Yearbook

At the regional level, there is a disparity in preschool attendance (see Graph 2.11). Indeed, there is a high rate of preschooling in the Centre (78.8%) and Littoral (82.2%) regions. This is followed by the South (66.6%), West (48.4%) and East (48.5%) regions. And Finally, the North-West, South-West and Far-North regions. In addition, between 2019/2020 and 2020/2021, the gross preschool enrolment rate declined in all regions except the Anglophone regions, where the trend is the opposite. Indeed, the South-West saw an 11-point increase (18.8% to 29.4%) in the 2020/2021 year over the previous year. For the North--west region, the gross preschool enrolment rate increased from 6.4% in 2019/2020 to 14.7% in 2020/2021. This increase in the English-speaking regions is accompanied by a considerable decrease in the Littoral, Centre and West regions; this situation could be explained by the return of displaced persons from the Anglophone crisis, given the proximity of these regions to the Anglophone regions.

With regard to ZEP and non-ZEP regions, we also note a strong dissimilarity. The gross preschool enrolment rate in non-ZEP areas is still higher than in ZEPs. Specifically, it is estimated at 58.1% and is more than three times the gross preschool rate in ZEPs (14%). Note also that the gap in the gross preschool rate in ZEPs and Non-ZEP areas remained relatively constant between the 2019/2020 and 2020/2021 school years.

Graph 2.11: Gross preschool enrolment rate by region of residence in 2020/2021



Source: 2005 GCPH data Projected for 2020 2020 and 2020/2021 Statistical Yearbook

However, we note that at the national or regional level, preschooling of children does not discriminate against girls, since the parity index in relation to the gross preschooling rate is close to 1 (see Table 2.4).

Table 2.4: Gross preschool enrolment (%) by region and gender in 2020/2021

Region	Gender		Parity index with respect to the rate
	Girls	Boys	
Adamawa	19.2	20.1	1.0
Centre	79.1	78.5	1.0
East	48.6	48.4	1.0
Far-north	7.8	7.4	1.1
Littoral	83.2	81.3	1.0
North	11.3	11.5	1.0
North-west	14.9	14.5	1.0
West	48.2	48.6	1.0
South	68.0	65.1	1.0

South-west	29.9	28.8	1.0
ZEP	**14.1**	**13.8**	**1.0**
OUT OF ZEP	**58.4**	**57.7**	**1.0**
Overall	**38.0**	**38.7**	**1.0**

Source: 2005 GCPH data Projected for 2020 2020 and 2020/2021 Statistical Yearbook

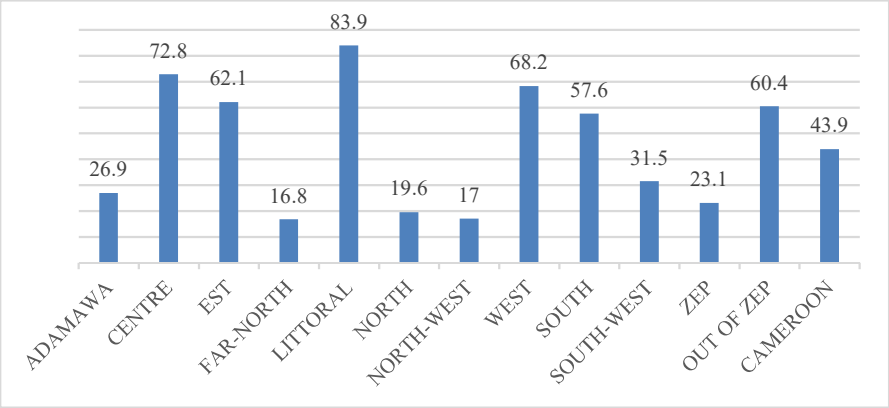
2.2.2.2 Adjusted rate of participation in organized learning activities (one year before the official primary school age))

The UNESCO Institute for Statistics defines this rate as the percentage of children one year before the official age of entry into primary school who participate in one or more organized[6] learning and care programs. In Cameroon, the compulsory age for entry into primary school is 6 years. At this age, there are only two officially known organized learning activities defined in the 2011 revision of the International Standard Classification of Education (ISCED). These are the early childhood and primary education programs. In practice, the adjusted rate of participation in organized learning activities is calculated by dividing the number of 5-year-olds in preschool or primary school by the estimated population of the same age.

In Cameroon, only 44% of children participated in organized learning activities during the 2020/2021 year (see Graph 2.12). The observation of this rate according to the regional dimension, reveals very marked differentiations. The Centre and Littoral regions have the highest participation rates in organized learning activities with 72.8% and 83.9% respectively. However, this rate is lower in the Far-North (16.8%) and North-West (17.0%) regions.

Graph 2.12: Participation rate (%) in organized learning activities by region in 2020/2021

[6] A set or coherent sequence of educational activities designed to achieve predetermined learning outcomes or to accomplish a specific set of educational tasks



Source: 2005 GCPH data Projected for 2020 2020 and 2020/2021 Statistical Yearbook

Looking at the participation rate in organized learning activities by gender, there is almost no discrimination. Indeed, it was found that an average of 9 girls for every 10 boys participate in educational activities designed to achieve predetermined learning outcomes in the 2020/2021 school year.

Table 2.5: Participation rate of children in organized learning activities by gender in 2020/2021

2020/2021 SCHOOL YEAR	Girls	Boys
Number of children who participated in organized learning activities	158,913	161,108
Participation rate in organized learning activities	43.7%	44.1%

Source: 2005 GCPH data Projected for 2020 2020 and 2020/2021 Statistical Yearbook

2.3 Analysis of the effective demand for primary education

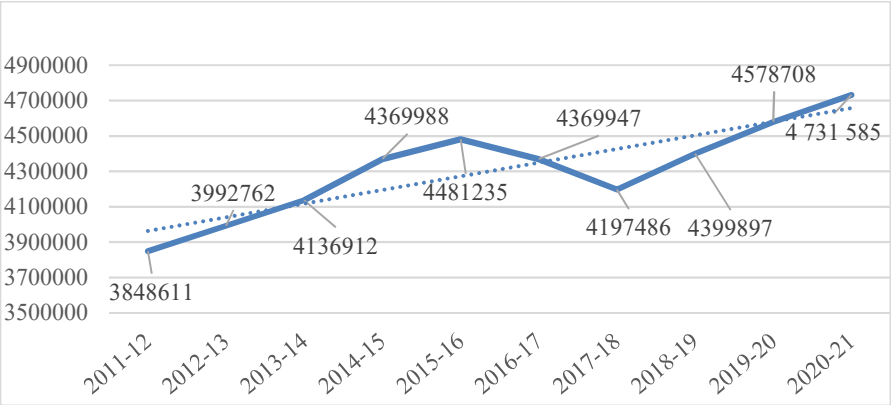
This section is structured around seven points: This section is structured around six points: (i) evolution of enrolments; (ii) enrolment analysis by region; (iii) analysis of enrolments by sub-system, (iv) analysis

of enrolments by location; (v) analysis of enrolments by level of education and (vi) analysis of enrolments by level of study.(vii) enrolment analysis of vulnerable students.

2.3.1 Chronological Analysis of Primary School Enrolment

In the 2020/2021 school year, the primary cycle enrolled 4 578 708 pupils. When analysing Graph 2.13, this enrolment has increased by 3.2% from the 2019/2020 school year. This upward trend is consistent from 2018/2019 after the 2017/2018 low with an average annual growth rate of 4.1%.

Graph 2.13: Evolution of the number of primary school pupils from 2011/2012 to 2020/2021

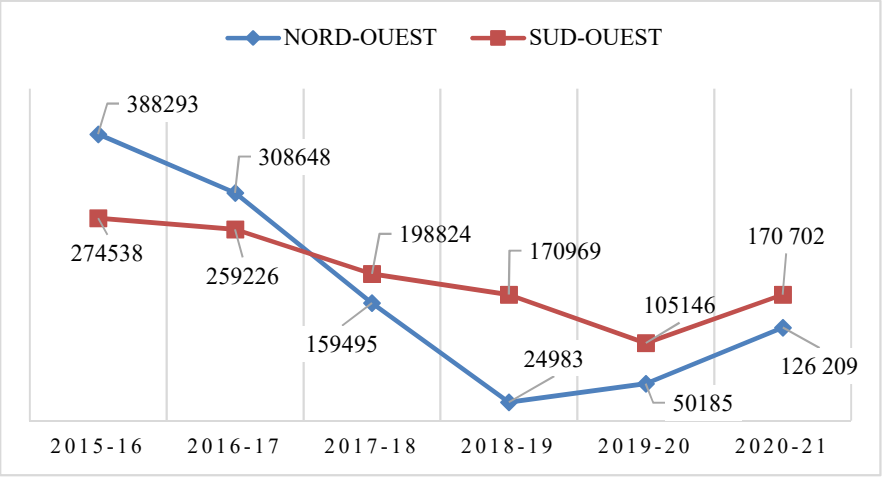


Source: 2011/2012 to 2020/2021 Statistical yearbooks

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 2011/2012. Indeed, the evolution curves of students enrolled in the North-West and South-West regions have experienced an average annual decline of 40.0% and 21.3% respectively during the 2015/2016 to 2019/2020 school years However, in the 2020/2021 school

year compared to the 2019/2020 school year, we observe an increase in enrolment in these regions with growth rates of 60.2% and 38.4% respectively. This trend could be explained by the gradual return of children to school in some cities in these regions (see Graph 2.14).

Graph 2.14: Evolution of primary school enrolment in the North-west and South-west regions from 2015/2016 to 2020/2021



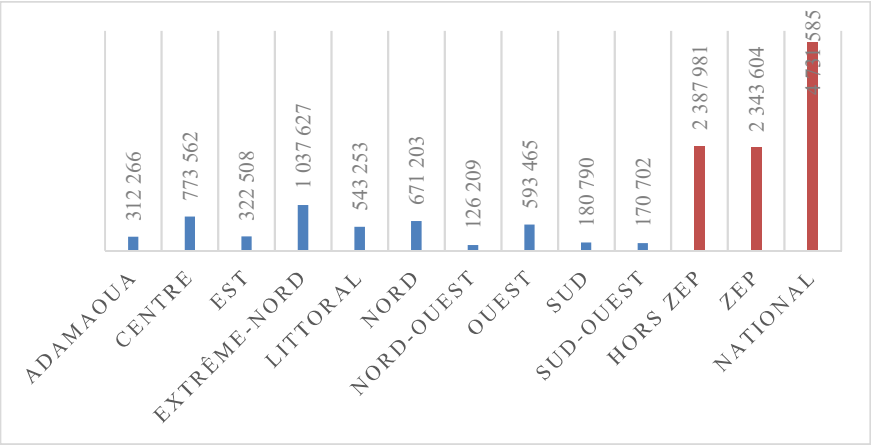
Source: Statistical yearbooks 2015/2016 to 2020/2021

2.3.2 Analysis of primary school enrolment by region in 2020/2021

The analysis of the effective demand for education at primary cycle by region allows us to see in the regions where this demand is strong. It can be seen that 49.5% of this demand is essentially concentrated in the ZEP representing decrease of 1 point from the 2019/2020 school year. The North-west and South-west regions account for 6.3% of this effective demand, an increase of 3 points or 141,580 students in absolute value compared to the 2019/2020 school year. The Centre and Littoral regions each account for 27.8% of this demand, a decrease of 2 points compared to last school year. There was also a 1% decrease in enrolment in the Western

Region. Declines in enrolment in the Centre, Littoral, and West regions could explain the increase in primary enrolment in the North-west and South-west regions, as these regions are major centres for IDPs due to the security crisis in the North-west and South-west.

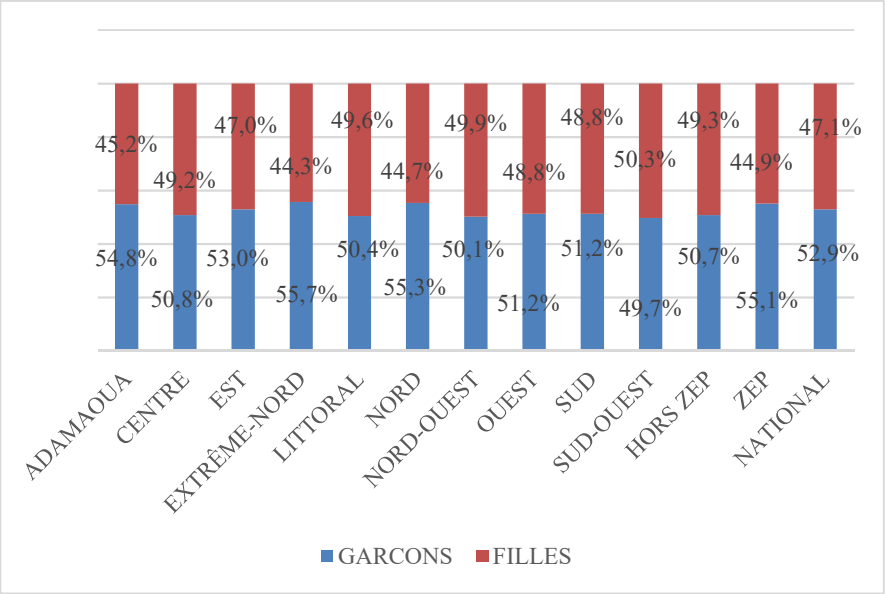
Graph 2.15: Distribution of primary school pupils by region in 2020/2021



Source: 2020/2021 Statistical Yearbook

As shown in Graph 2.16, the number of boys enrolled in primary school in 2020/2021 is higher than that of girls nationwide. However, there is near parity in enrolment in the Centre, Littoral, North-west and South-west regions. The disparity in enrolment observed in the ZEP between girls and boys is 5 points. This is the same score that is recorded in most of the regions that are part of these ZEPs. The same observation was made last year.

Graph 2.16: Proportion (%) of primary school enrolment per region and gender

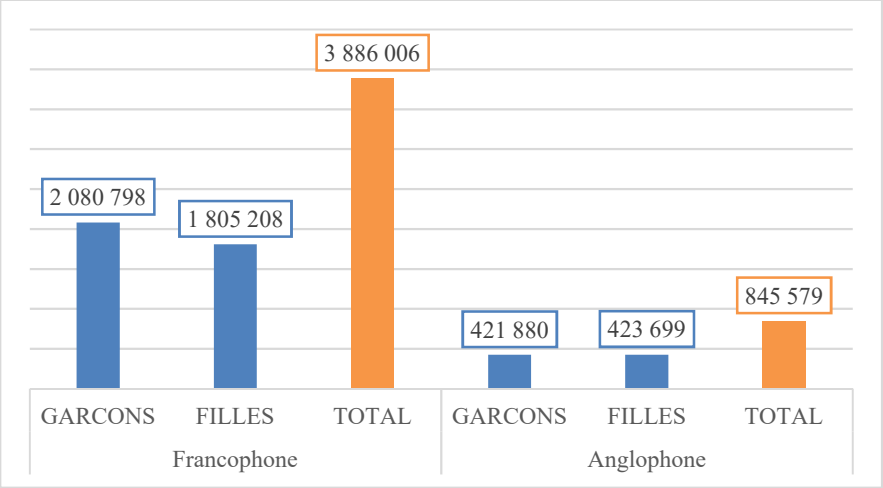


Source: 2020/2021 Statistical Yearbook and Author Calculations

2.3.3 Analysis of enrolment by primary education sub-system in 2020/202 during the 2020/2021 school year

Pupil enrolment in the Anglophone subsystem represents 17.9% of the primary school population compared to 82.1% in the Francophone subsystem. We equally observe a 16.5% increase in the number of pupils enrolled in the English-language primary system compared to last year, compared to 0.3% in the French-language sub-system. This increase in enrolment in the anglophone subsystem is believed to be due to the gradual return to school of students in the North-West and South-West regions.

Graph 2.17: Distribution of primary school pupils by education sub-system and gender in 2020/2021



Source: 2020/2021 Statistical Yearbook

Nationally, the number of boys enrolled in the Francophone subsystem at the primary cycle is higher than that of girls. In contrast, there is parity in enrolment of both sexes in the Anglophone subsystem. A regional reading of this phenomenon shows that, in the Francophone subsystem, the number of boys enrolled in primary school is higher than that of girls (see Table). However, there is an opposite trend in the English-speaking subsystem. In ZEPs, the gender enrolment disparity is more in favour of boys, regardless of the educational subsystem.

Table 2.6: Proportion (%) of children enrolled by region and sub-system and gender in 2020/2021

Region	Francophone		Anglophone	
	Boys	Girls	Boys	Girls
CAMEROON	**53.5**	**46.5**	**49.9**	**50.1**
Adamawa	55.1	44.9	52.0	48.0

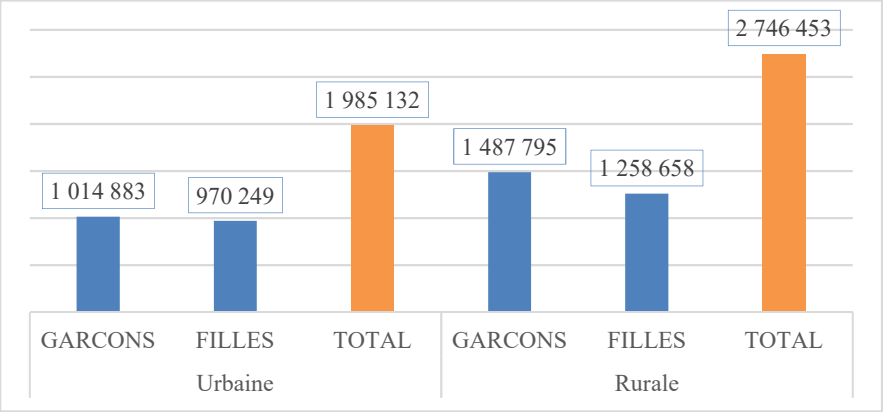
Centre	51.3	48.7	48.8	51.2
East	53.1	46.9	50.8	49.2
Far-north	55.8	44.2	53.2	46.8
Littoral	51.0	49.0	49.2	50.8
North	55.4	44.6	52.6	47.4
North-west	49.7	50.3	50.1	49.9
West	51.4	48.6	49.9	50.1
South	51.5	48.5	49.3	50.7
South-west	49.6	50.4	49.7	50.3
OUT OF ZEP	**51.3**	**48.7**	**49.5**	**50.5**
ZEP	**55.3**	**44.7**	**52.3**	**47.7**

Source: 2020/2021 Statistical Yearbook and Author Calculations

2.3.4 Analysis of Enrolment by Location in Primary Schools in 2020/2021

Unlike preschooling, which is an urban trend, the primary school population is higher in rural areas. Actually, the number of children enrolled in primary schools in rural areas will represent 58.0% of the school population in 2020/2021. The number of boys enrolled nationally is higher than that of girls in both zones. This situation is more pronounced in rural areas than in urban areas.

Graph 2.18: Distribution of primary school students by location and gender in 2020/2021



Source: **2020/2021 Statistical Yearbook**

The table below shows that, in the ZEPs, regardless of the area in which they are located, more boys than girls are enrolled. The same observation is made when we look at the different regions that make up these ZEPs. However, in regions outside ZEPs, there is near parity in the number of male and female students, regardless of the zone where the school is located. The same observation is made in most regions that are not ZEP.

Table 2.7: Distribution of Primary Enrolment Proportion (%) by Region by Location in 2020/2021

REGION	Urban		Rural	
	G/B	F/G	G/B	F/G
CAMEROON	**51.1**	**48.9**	**54.2**	**45.8**
Adamawa	52.4	47.6	56.7	43.3
Centre	50.3	49.7	51.5	48.5
East	51.9	48.1	53.7	46.3
Far-north	53.1	46.9	56.5	43.5

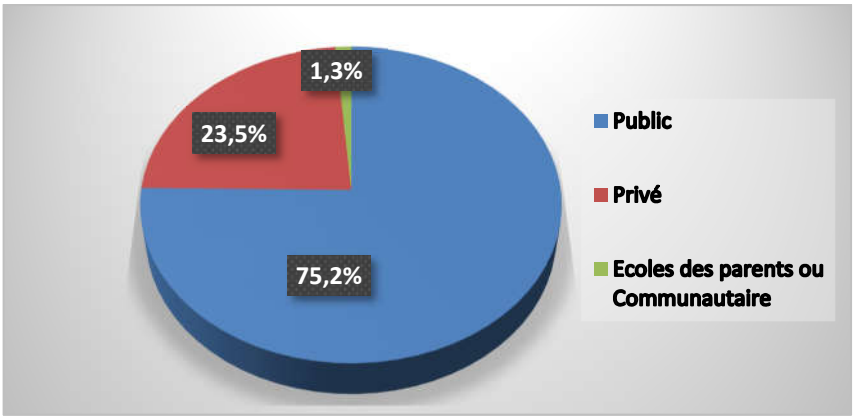
Littoral	50.2	49.8	50.9	49.1
North	52.0	48.0	56.4	43.6
North-west	49.4	50.6	50.4	49.6
West	51.4	48.6	51.1	48.9
South	50.8	49.2	51.6	48.4
South-west	49.7	50.3	49.8	50.2
OUT OF ZEP	**50.4**	**49.6**	**51.1**	**48.9**
ZEP	**52.4**	**47.6**	**56.2**	**43.8**

Source: 2020/2021 Statistical Yearbook and Author Calculations

2.3.5 Analysis of enrolment by primary school grade in 2020/2021

The number of children enrolled in public primary schools represents 75.2%, while private schools account for only 23.5%. Community schools where parent remain marginal, with only 1.3% of enrolment being supervised. This is almost the same proportions achieved in the 2019/2020 school year.

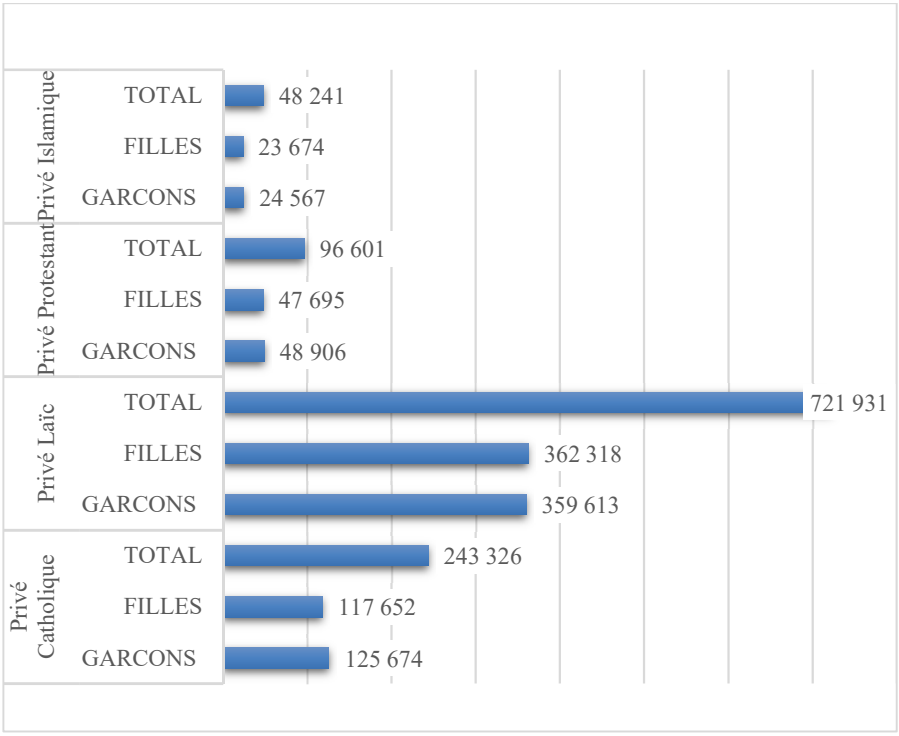
Graph 2.19: Proportion of pupils enrolled in primary school by level of education



Source: 2020/2021 Statistical Yearbook and Author Calculations

With regard to the private order, we note that the secular sub-order has almost three times as many pupils at primary cycle 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. The same finding was made for the 2019/2020 school year.

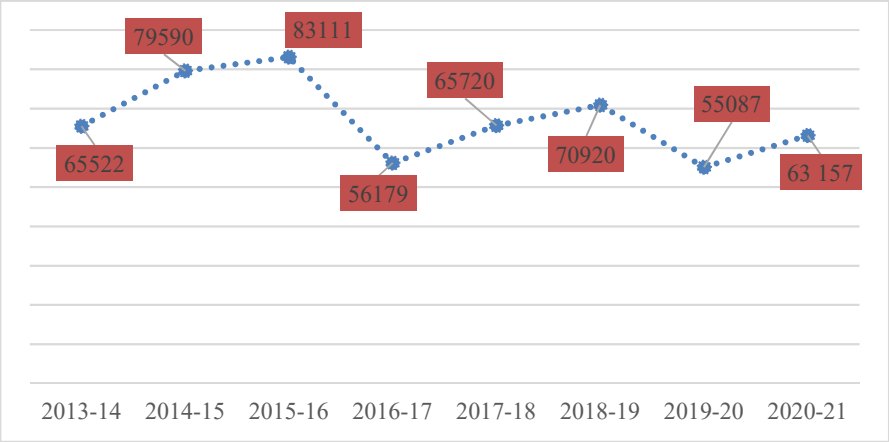
Graph 2.20: Distribution of pupils in private primary education by sub-order by gender



Source: 2020/2021 Statistical Yearbook

Analysis of Graph 2.21 reveals that the number of children supervised in community primary schools has increased by 12.8% in 2020/2021 compared to 2019/2020. However, this increase is not significant compared to the 28.7% decline in 2019/2020.

Graph 2.21: Evolution of the number of community primary school pupils from 2013/2014 to 2020/ 20 21

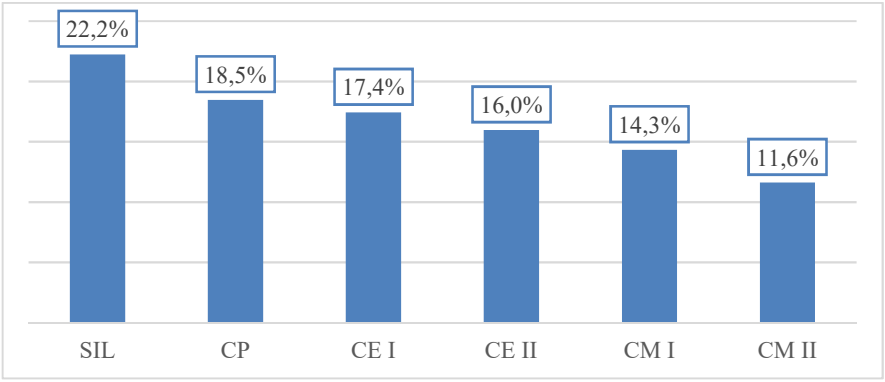


Source: 2020/2021 to 2013/2014 Statistical Yearbooks

2.3.6 Analysis of yearly primary school enrolment by grade in 2020/2021

The primary cycle consists of six grades: CL1/SIL, CL2/CP, CL3/CE1, CL4CE2, CL5CM1 and CL6/CM2. The distribution of the 4,731,585 students by grade reveals that as you move through the grades, the number of students decreases. SIL students represent 22.2% of the total enrolment while the proportion of those in CL6/CM2 is 11.6%, this is almost the same proportions that were recorded in the 2019/2020 school year.

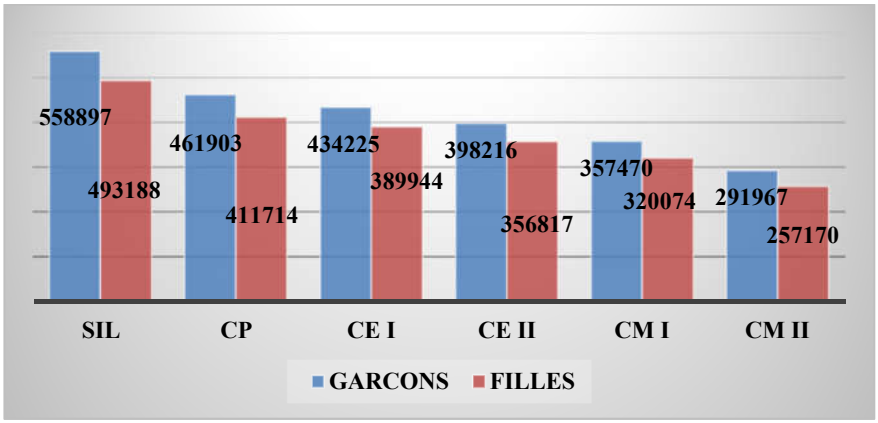
Graph 2.22: Proportion of children enrolled in primary school by level of education



Source: 2020/2021 Statistical Yearbook and Author Calculations

At all levels of education, more boys than girls are enrolled in primary school (see Graph 2.23).

Graph 2.23: Distribution of primary school students by grade and gender



Source: 2020/2021 Statistical Yearbook

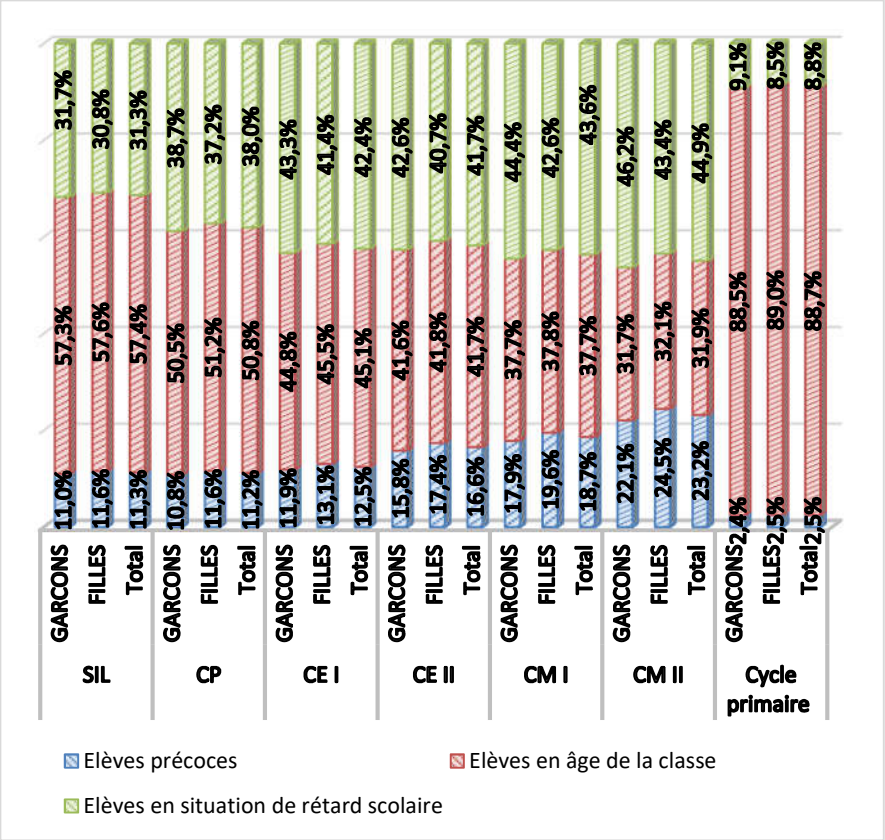
In Cameroon, the age range for attending primary school is 6 to 11 years. 6 year corresponds to entry into SIL and age 11 to completion of CM2. However, the age of some pupils does not meet the standard. Thus,

2.5% of all primary school pupils are under 6 years of age and 8.8% are 12 years and older; these proportions are roughly equal to those of last year (see Graph 2.24).

Furthermore, an analysis of the age of the pupils according to their level of education reveals that some are behind in their schooling. Delayed schooling in primary school is assessed in relation to a normal curriculum, i.e. schooling where a pupil enters SIL at age six and reaches CM2 at age 11.

A student is considered to be behind in school when he or she is at least one year older than the normal theoretical age. Academic delay is therefore the delay of a student in relation to his/her expected level. It can be caused by repeating or by a late entry into the school system. Overall, more than 30% of students are behind academically at all levels of study. This proportion increases with the level of education and reaches 44% at the end of the cycle. The same observation was made during the 2019/2020 school year. Class age non-compliance is more observed between grade levels. However, if we take the primary cycle as a whole, this situation becomes more normalized.

Graph 2.24: Early and late proportion by gender and grade



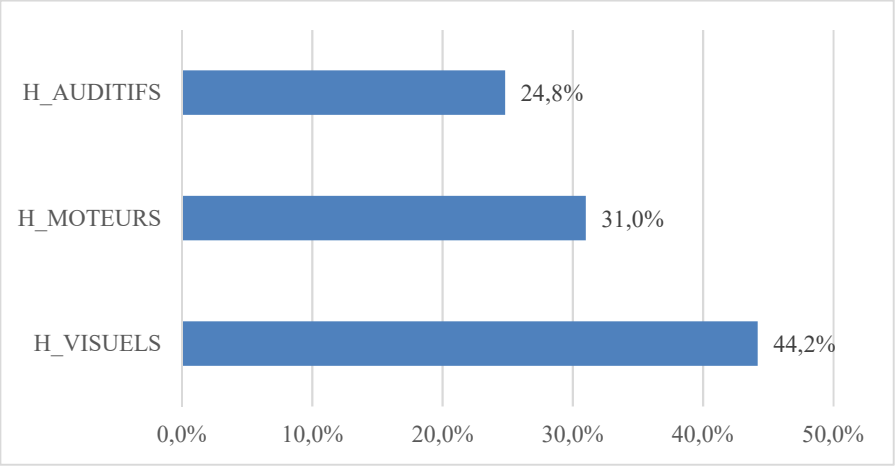
Source: 2020/2021 Statistical Yearbook and Author Calculations

2.3.7. Analysis of the Number of Vulnerable Pupils Enrolled in Primary Education in 1

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.

Graph 2.25: Proportion of primary school pupils living with a disability by type of disability



Source: 2020/2021 Statistical Yearbook and Author Calculations

In 2019/2020, 11 625 children with disabilities were recorded in the total number of children enrolled in primary education, out of 20 students living with a disability, 9 live with a visual disability.

In addition, those living with motor and hearing disabilities represent 31.0% and 24.8% respectively.

Table 2.8: Proportion of refugees enrolled in primary schools in 2020/2021 by region, grade and gender

	Public			Private			Parent or community school			Total G	Total F	TOTAL
REGION	**B**	**F**	**T**	**B**	**F**	**T**	**B**	**F**	**T**			
CAMEROON	**38,416**	**29,877**	**68,293**	**2,531**	**2,217**	**4,748**	**342**	**252**	**594**	**41,289**	**32,346**	**73,635**
Adamawa	6,948	5,318	12,266	11	2	13	20	15	35	6,979	5,335	12,314
Centre	1,846	1,869	3,715	523	509	1,032	41	31	72	2,410	2,409	4,819
East	16,644	12,132	28,776	809	606	1,415	0	0	0	17,453	12,738	30,191
Far-north	8,137	6,352	14,489	76	66	142	127	54	181	8,340	6,472	14,812
Littoral	839	868	1,707	279	274	553	28	24	52	1,146	1,166	2,312
North	2,966	2,333	5,299	40	30	70	126	128	254	3,132	2,491	5,623
North-west	344	360	704	342	330	672	0	0	0	686	690	1,376
West	240	235	475	66	68	134	0	0	0	306	303	609
South	254	228	482	1	4	5	0	0	0	255	232	487
South-west	198	182	380	384	328	712	0	0	0	582	510	1,092
ZEP	**34,695**	**26,135**	**60,830**	**936**	**704**	**1,640**	**273**	**197**	**470**	**35,904**	**27,036**	**62,940**
OUT OF ZEP	**3,721**	**3,742**	**7,463**	**1,595**	**1,513**	**3,108**	**69**	**55**	**124**	**5,385**	**5,310**	**10,695**

Source: 2020/2021 Statistical Yearbook and Author Calculations

In general, Cameroon received more refugee children enrolled in primary schools in the ZEP regions, particularly the East (41.0%), Far-North (20.1%), and Adamawa (16.7%) regions, representing 77.8% of all refugees enrolled. The same observation was made in the public primary sector, where the regions of East, Adamawa, Far-North and North enrolled nearly 82.6% of all refugees in public primary schools. In general, public primary school account for 92.7% of refugee students compared to 6.4% for private schools. According to gender, there are more male refugee pupils, representing 56.1% of all refugee students.

Table 2.9: Proportion of IDP enrolled in primary school in 2020/2021 by region and gender (%

	Public			Private			Parent or community school			General Total		
REGION	B	F	T	B	F	T	B	F	T	B	F	TOTAL
CAMEROON	**54,770**	**49,232**	**104,002**	**19,321**	**19,039**	**38,360**	**653**	**550**	**1,203**	**74,744**	**68,821**	**143,565**
Adamawa	1,361	1,187	2,548	166	145	311	0	0	0	1,527	1,332	2,859
Centre	3,221	3,322	6,543	2,260	2,176	4,436	0	0	0	5,481	5,498	10,979
East	897	812	1,709	303	358	661	0	0	0	1,200	1,170	2,370
Far-north	20,052	15,818	35,870	1,254	973	2,227	216	147	363	21,522	16,938	38,460
Littoral	5,979	5,877	11,856	4,477	4,459	8,936	208	196	404	10,664	10,532	21,196
North	3,669	2,898	6,567	29	35	64	101	91	192	3,799	3,024	6,823
North-west	2,961	2,730	5,691	2,861	2,838	5,699	0	0	0	5,822	5,568	11,390
West	6,403	6,373	12,776	1,509	1,551	3,060	61	47	108	7,973	7,971	15,944
South	1,274	1,273	2,547	412	383	795	0	0	0	1,686	1,656	3,342
South-west	8,953	8,942	17,895	6,050	6,121	12,171	67	69	136	15,070	15,132	30,202
ZEP	**25,979**	**20,715**	**46,694**	**1,752**	**1,511**	**3,263**	**317**	**238**	**555**	**28,048**	**22,464**	**50,512**
OUT OF ZEP	**28,791**	**28,517**	**57,308**	**17,569**	**17,528**	**35,097**	**336**	**312**	**648**	**46,696**	**46,357**	**93,053**

Source: 2020- 2021 Statistical Yearbook and Author Calculations

There was a large influx of IDPs enrolled in primary school in the Far-North (26.8%), South-west (21.0%), Littoral (14.8%), and West (11.1%) regions; these four regions accounted for slightly more than half of the national number of IDPs enrolled in school, or 73.7% of all IDPs. Internally displaced pupils are more common in regions outside the ZEP, with 93,053 internally displaced pupils, or 64.8% of the total. In this set, boys represent 52.1%. Of the 143,565 internally displaced pupils enrolled in primary school nationwide, 72.4% are public, 26.7% private and 0.8% community.

Table 2.10: Proportion of students without birth certificates in primary school by region and gender

REGION	Gender		TOTAL
	Boys	Girls	
CAMEROON	638,938	537,348	1,176,286
Adamawa	56,497	44,931	101,428
Centre	37,329	34,213	71,542
East	63,200	54,313	117,513
Far-north	236,261	190,517	426,778
Littoral	19,358	18,235	37,593
North	139,909	113,274	253,183
North-west	17,641	16,268	33,909
West	23,787	22,700	46,487
South	22,723	21,051	43,774
South-west	22,233	21,846	44,079
ZEP	**495,867**	**403,035**	**898,902**
OUT OF ZEP	**143,071**	**134,313**	**277,384**

Source: 2020- 2021 Statistical Yearbook and Author Calculations

During the 2020/2021 school year, the Ministry of Basic Education counted 1,176,286 pupils enrolled without birth certificates, 54.3% of whom are boys. The ZEP are particularly affected by this situation with 76.4% of national enrolment. However, the North-west remains the least affected region with less than 3.0% of the national enrolment of primary school pupils without birth certificates.

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

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

The analysis of enrolment trends in the previous section provides a first look at the Basic Education sub-sector in Cameroon. However, this information can be related to the school-age population in order to understand the actual coverage in the basic education subsector.

Thus, 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 in order to better manage the system.

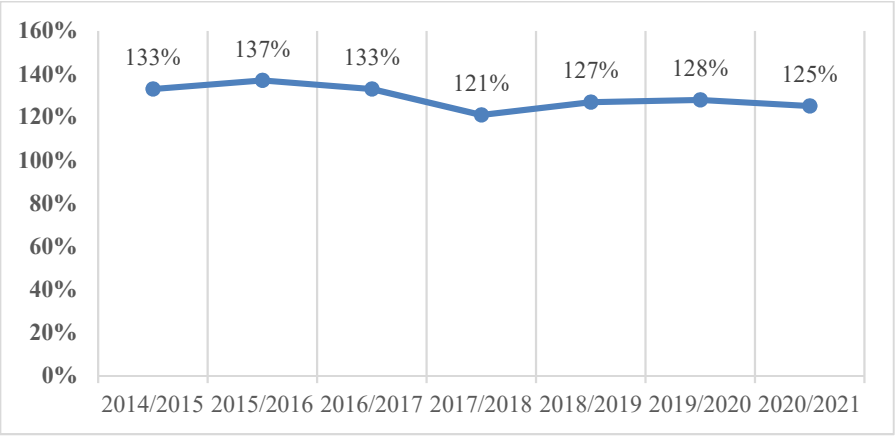
2.4.1.1 The Gross Intake Rate (GIR) in Primary Education

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).

As shown in the Graph below, the Gross Access Rate in primary school showed a notable change before 2015, before a downward trend was

observed from 2016[7]. However, there is an upward trend after 2017/2018, despite a further decline in 2020/2021.

Graph 2.26: Evolution of the gross access rate in primary education from 2014/2015 to 2020/2021



Source: MINEDUB School Map, 2014/2015 to 2020/2021

The gross intake rate in primary school is well over 100%. It is approximately 125.2%. (see Table 2.11); this reflects the fact that the system is able to accommodate 25.2% more children than the official entry age of 6. This high percentage, however, does not reflect the admission of all 6-year-olds to primary schools. The East region has an admission rate of nearly 222%; this may be due to the fact that it is a border area that hosts IDP and refugee camps. These children are not included in the potential demand for primary education. The North-West has the lowest gross admission rate of about 43%. Indeed, it is well known that much of the effective demand for education in this region has shifted to other regions due to the precarious security situation. Overall, there are 8 girls for every 10 boys in the first year of the primary cycle, except in the North region where there are 6 girls for every 10 boys. The GAR for ZEP is higher than for non-ZEP. The ZEP

[7] *Year the socio-political crisis in the North West and South West regions began*

regions taken together therefore have the capacity to accommodate 50% more of the theoretical age children at SIL/CL1. In general, girls and boys have almost the same chance of reaching the first grade of the primary cycle.

We note a decrease in the primary admission rate of 2 points from the 2019/2020 year. This decline is significant in the East (-18 points), Adamawa (-14 points) and Far-North (-12 points) regions. However, the North-west and South-west regions show a significant increase. The latter could be justified by the gradual reopening of schools in these regions that have been in crisis since 2016.

Table 2.11: Gross Enrolment Rate (GER) by gender and region in the primary cycle in 2020/2021

	Girls	Boys	TOTAL	GPI[8]	Change from year 2020			
	(%)	(%)	(%)	(n)	2020	Absolute gaps	Relative gaps	
CAMEROON	**114.5%**	**136.6%**	**125.2%**	**0.84**	**128.2%**	**- 3**	**-2%**	▼
Adamawa	156.9%	197.6%	176.7%	0.79	**190.6%**	**- 14**	**-7%**	▼
CENTRE	118.8%	126.2%	122.5%	0.94	**128.0%**	**- 6**	**-4%**	▼
East	207.3%	237.3%	222.3%	0.87	**240.7%**	**- 18**	**-8%**	▼
FAR-NORTH	121.5%	143.7%	132.8%	0.85	**145.1%**	**- 12**	**-8%**	▼
LITTORAL	96.4%	114.6%	104.8%	0.84	**107.6%**	**- 3**	**-3%**	▼
NORTH	106.9%	190.9%	140.6%	0.56	**144.2%**	**- 4**	**-2%**	▼
NORTH-WEST	42.8%	43.9%	43.3%	0.97	**15.8%**	**+ 28**	**174%**	▲
WEST	147.1%	154.3%	150.7%	0.95	**158.9%**	**- 8**	**-5%**	▼
SOUTH	163.9%	172.2%	168.1%	0.95	**161.1%**	**+ 7**	**4%**	▲
SOUTH-WEST	67.7%	68.6%	68.2%	0.99	**47.4%**	**+ 21**	**44%**	▲
ZEP	**129.6%**	**171.5%**	**149.6%**	**0.76**	**160.0%**	**- 10**	**-7%**	▼
OUT OF ZEP	**102.8%**	**110.9%**	**106.8%**	**0.93**	**104.0%**	**+ 3**	**3%**	▲

Source: Authors' calculations based on the 2020-2021 Statistical Yearbook and 2005 GCPH data projected for 2019

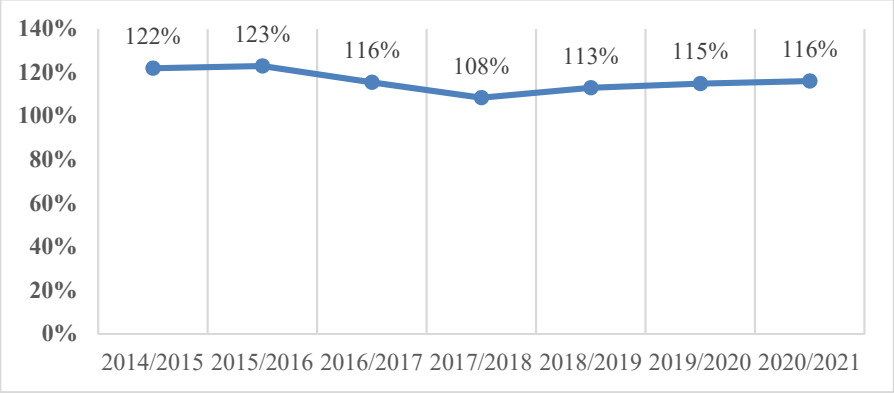
2.4.1.2 The Gross Enrolment Rate (GER) in Primary Education

This reference indicator measures the capacity of the Basic Education sub-sector to accommodate all children aged 6 to 11. As shown in

[8] *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", MDG 4*

the Graph below, the Gross Enrolment Rate at the primary cycle evolved slowly before 2015, later a noticeable decline was observed from 2016. However, there is an upward trend after 2017/2018. This increase is very significant considering the constraints related to the humanitarian crises that Cameroon is facing.

Graph 2.27: Evolution of the gross enrolment rate in primary education from 2014/2015 à 2020/2021



Source: MINEDUB 2014/2015 to 2020/2021 School Maps

Looking at the data in Table 2.12, 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 116.2%.

This proportion masks significant disparities among school children. Actually, there are children outside the official age range enrolled in the primary cycle (6 to 11). These include refugees and other populations that are not included in the potential demand. The Eastern region has the highest gross enrolment rate. It enrols over 50% of the children in addition to the potential demand.

By gender, boys are slightly more likely to be enrolled in primary schools than girls. The parity index at the national level gives 9 girls in

school for every 10 boys. The Adamawa and North regions enrol one-third more children than expected, but have a parity of about 8 girls to 10 boys. In addition to the one-point increase over 2020 observed at the national level, there is also a significant increase in the North-west (+21 points) and South-west (+24 points) regions.

Table 2.12: Gross Enrolment Rate (GER) by gender and region at primary cycle in 2020/2021

	Girls	Boys	TOTAL	GPI[9]	Changes compared to the year 2020			
	(%)	(%)	(%)	(n)	2020	Absolute gaps	Relative gaps	
CAMEROON	**107.8%**	**124.7%**	**116.2%**	**0.86**	**114.7**	**+ 1**	**1%**	▲
Adamawa	127.5%	163.4%	144.9%	0.78	**145.3**	**0**	**0%**	▶
Centre	111.0%	116.2%	113.6%	0.96	**118.1**	**- 4**	**-4%**	▼
East	170.5%	192.9%	181.7%	0.88	**185.5**	**- 4**	**-2%**	▼
Far-north	113.0%	135.6%	124.6%	0.83	**127.8**	**- 3**	**-2%**	▼
Littoral	101.2%	103.1%	102.2%	0.98	**103.8**	**- 2**	**-2%**	▼
North	110.2%	173.8%	138.1%	0.63	**140.0**	**- 2**	**-1%**	▼
North-west	34.0%	35.0%	34.5%	0.97	**13.9**	**+ 21**	**147%**	▲
West	142.5%	153.2%	147.8%	0.93	**151.4**	**- 4**	**-2%**	▼
South	149.2%	155.3%	152.3%	0.96	**138.7**	**+ 14**	**10%**	▲
South-west	65.0%	64.8%	64.9%	1.00	**41.1**	**+ 24**	**58%**	▲
ZEP	**119.8%**	**155.0%**	**136.9%**	**0.77**	**139.5**	**- 3**	**-2%**	▼
OUT OF ZEP	**99.0%**	**103.3%**	**101.1%**	**0.96**	**97.0**	**+ 4**	**4%**	▲

Source: Authors' calculations based on the 2020-2021 statistical yearbook and 2005 GCPH data projected for 2019

2.4.1.3 Net Admission Rate (NAR) and Adjusted Net Enrolment Rate (ANER) in the Primary Cycle

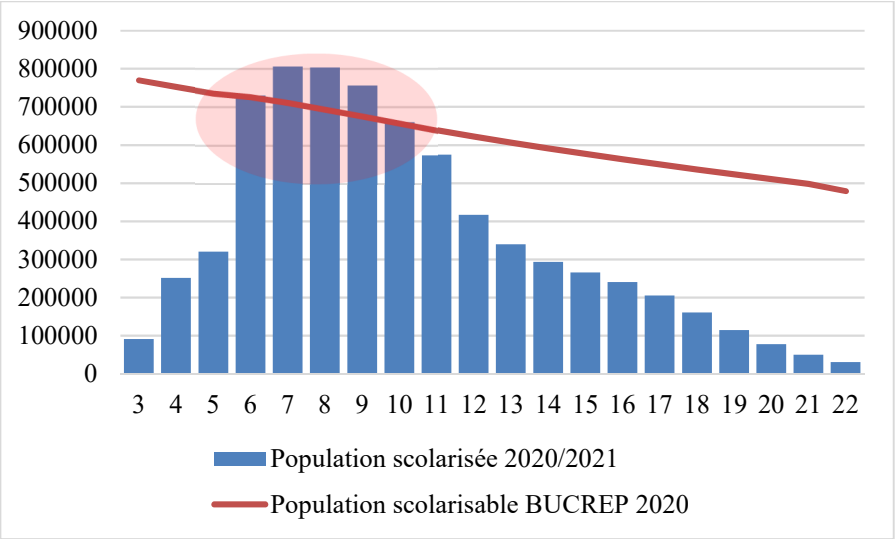
The net enrolment rate is defined as the ratio of the enrolment in the official age group of a cycle to the official school-age population of that same cycle. This benchmark indicator is used to measure the achievement of universal primary education.

As shown in Graph 2.28, comparing the BUCREP population projections with the school data leads to certain inconsistencies and anomalies (Enrolled population exceeding the school-age population for the

[9] *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", MDG 4*

6-10 age group) that require an adjustment of the population series or the school series used to calculate the indicator.

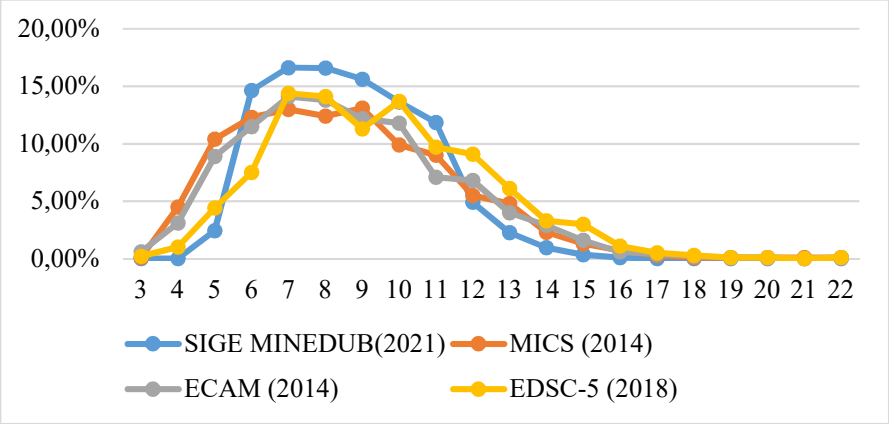
Graph 2.28: Enrolled population and school-age population



Source: 2020/2021 SIGE MINEDUB, GCPH2005 projected for 2020

Thus, the adjustment to be made concerns the age structure of the enrolled population as shown in the school map data. Indeed, the comparison of the age structure of the primary school population between the MINEDUB 2020/2021 data and those obtained through household surveys (Graph 2.29) show a significant difference in structure, particularly as regards to the 6-10 age group, which is precisely the group affected by the anomaly described above.

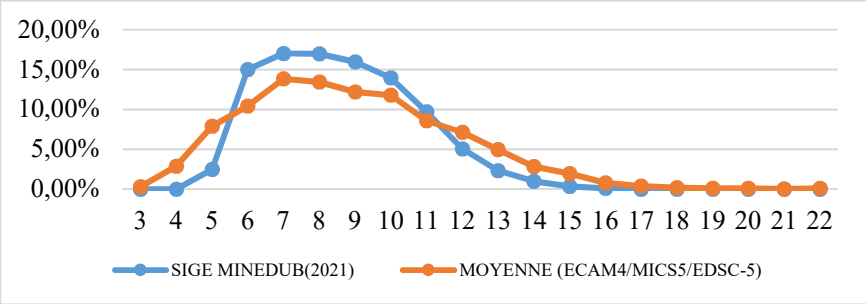
Graph 2.29: Compared structure of primary school children age distribution



Source: 2020/2021 SIGE MINEDUB, ECAM4, MICS5, EDSC-5

Following the previous comment, it was therefore necessary to adjust the age structure of girls and boys enrolled in primary education according to the 2020/2021 school year data by the average of the structures obtained by MICS5, ECAM 4 and EDSC-5. This is illustrated by the following graph.

Graph 2.30: Structure of the age distribution of primary school children according to administrative data and the average of MISC5, ECAM 4 and EDSC-5.



Source: 2020/2021 SIGE MINEDUB, ECAM4, MICS5, EDSC-5

The results (see table below) show that the adjusted net enrolment rate of primary-aged children reached 84.5%. This corresponds to an exclusion rate of 15.5% for children aged 6 to 11. Rates are higher for girls (21.3%) than for boys (9.6%). It should be noted that the results of household surveys lead to comparable results:

- For ECAM 4: the adjusted net primary school enrolment rate is 85.5%: 84.9% for girls and 86.1% for boys;
- For MICS 5: the adjusted net primary school enrolment rate is 85.4%: 83.5% for girls and 87.3% for boys;
- For ESDC-5, the adjusted net primary school enrolment rate is 77.5%: 75.4% for girls and 79.6% for boys.

Table 2.13: Net Admission Rate (NAR) and Adjusted Net Enrolment Rate (ANER) in Primary Education by Different Data Sources

Some Indicators by Data Source	Girls	Boys	Total
Based on Administrative Data (2020/2021)			
Adjusted primary net enrolment rate	78,7%	90,4%	84,5%
Out-of-school children rate in the primary cycle	21,3%	9,6%	15,5%
According to ECAM (2014)			
Adjusted primary net enrolment rate	84,9%	86,1%	85,5%
Out-of-school children rate in the primary cycle	15,1%	13,9%	14,5%
According to MICS 5 (2014)			
Adjusted primary net enrolment rate	83,5%	87,3%	85,4%
Out-of-school children rate in the primary cycle	16,5%	12,7%	14,6%
According to EDSC-5 (2018)			
Adjusted primary net enrolment rate	75,4%	79,6%	77,5%
Out-of-school children rate in the primary cycle	24,6%	20,4%	22,5%
Estimated Net Admission Rate (NAR)	70,6%	83,9%	77,0%

Source: 2020/2021 SIGE MINEDUB, ECAM4, MICS5, EDSC-5

Children are more likely to complete primary education if they attend school at the required age. With a net admission rate in the first year of primary education almost equal to 77% to ensure that children are attending school at the required age, considerable efforts still have to be made.

2.4.1.1. Access in the Last Year of Primary Education (PCR)

Pursuing its strategic objective, with the advent of NDS30, the Ministry of Basic Education aims to ***"ensure quality education for all school-aged children, out-of-school youths and illiterate adults."*** This strategic framework was divided into three operational objectives, namely: (i) to increase the rate of pre-school education throughout the country; (ii) to improve access to and completion of primary education; and (iii) to increase the literate population.

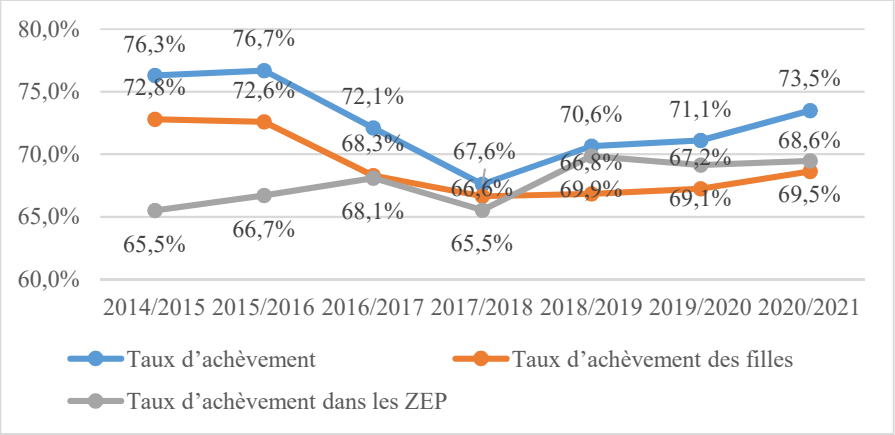
As part of the activities aimed at achieving Operational Objective 2, the Ministry of Basic Education through **Programme 197** ***"Universalization of the Primary Cycle"***, carried out actions to extend and densify the quality public school network throughout the national territory, through the creation and construction of new schools. To this end, these actions aimed at strengthening free access to public primary school and improving the quality of education provision in this cycle. It is indeed for MINEDUB to make every effort so that the 100% of children who access primary school, also complete the cycle. To measure the achievement of this objective, the Ministry of Basic Education has for the circumstance, defined as the monitoring indicator of the program 197, the Primary Completion Rate (PCR) which makes it possible to assess the level of completion of the primary cycle.

As a reminder, the Primary Completion Rate is the total number of new students entering the last year of the primary cycle regardless of age and is expressed as a percentage of the total population of the theoretical entry age in the last year. It is also known as the gross admission rate in the last year of primary education. This rate is calculated according to the cross-

sectional method and determines the level of education in a country or locality. Thus, a child is considered to have completed the primary cycle if he or she is simply enrolled in the class 6.

As shown in the graph below, the Primary Completion Rate has been slowly changing ante 2015, a notable decline can be observed from 2016 onwards. However, there is an upward trend after 2017/2018. This increase remains very significant given the constraints related to the humanitarian crises in Cameroon.

Graph 2.31: Evolution of primary completion rate from 2014/2015 to 2020/2021



Source: MINEDUB School Maps from 2014/2015 to 2020/2021

The following table 2.14 reveals that after six years of primary education, there are about 74 out of 100 children at the national level in CM2/CL6. However, the proportion of children reaching the end of primary cycle is over 80% in the Western, Central, Eastern, Southern and Littoral regions. The national result seems to be moving in the right direction with respect to the 2022 intermediate target set at 75% in the 2020 – 2030 National Development Strategy.

	Girls	Boys	Total	IPSi	Change over year 2020

However, it should be stressed that the national environment has had an impact on the implementation of the activities in this ministerial department. This may explain the failure to achieve the objective of the indicator. These include: (i) the socio-political disturbances in the North-West and South-West regions which have led to the destruction of school infrastructure, assaults, murders and kidnappings of teachers and students, ghost towns and other disturbances or inconveniences and (ii) the incursions of the Boko Haram terrorist sect into the Far-North region. These situations of insecurity have had the impact of large migratory movements and serious dysfunctions in the schools of the above-mentioned regions, with the corollary of the phenomenon of internally displaced persons and the recording of a massive influx of refugees.

In addition, the health crisis caused by the spread of the COVID-19 pandemic continues to affect primary school enrolment, disrupting the learning opportunities of vulnerable children living in northern regions. West, South-West and Far-North affected by conflicts resulting in the closure of non-formal education structures.

Table 2.14: Completion rates by region by sex in primary school in 2020/21

	(%)	(%)	(%)	(n)	2020	Absolute deviation	Relative deviation	
CAMEROON	**68.6%**	**78.5%**	**73.5%**	**0.87**	**71.1%**	**+ 2**	**3%**	▲
Adamawa	65.3%	86.2%	75.5%	0.76	74.5%	+ 1	1%	▶
Centre	85.0%	85.9%	85.4%	0.99	88.8%	- 3	-4%	▼
East	74.1%	86.9%	80.5%	0.85	82.1%	- 2	-2%	▼
Far-North	52.0%	68.1%	60.2%	0.76	60.7%	- 1	-1%	▶
Littoral	87.6%	84.7%	86.2%	1.03	84.2%	+ 2	2%	▲
North	59.8%	100.7%	78.2%	0.59	75.9%	+ 2	3%	▲
North-West	22.2%	21.8%	22.0%	1.02	9.2%	+ 13	141%	▲
West	105.1%	113.0%	108.9%	0.93	109.5%	- 1	0%	▶
South	87.2%	90.2%	88.7%	0.97	82.1%	+ 7	8%	▲
South-west	53.8%	52.5%	53.1%	1.02	34.5%	+ 19	54%	▲
ZEP	**58.5%**	**80.9%**	**69.5%**	**0.72**	**69.1%**	**0**	**0%**	▶
NON-ZEP	**75.9%**	**76.8%**	**76.3%**	**0.99**	**72.5%**	**+ 4**	**5%**	▲

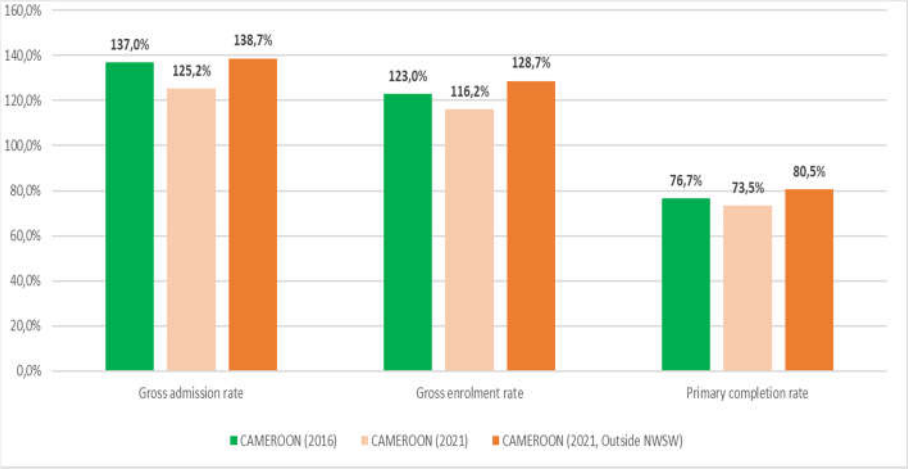
Source: Authors' calculations from the 2020/2021 statistical yearbook and projected GDPR 2005 data for 2020.

Looking at the completion rate by sex, it appears that, on average, 9 girls for every 10 boys complete the primary cycle. In the ZEP, on the other hand, 69.5% of children completed primary education in the 2020/2021 school year.

With respect to the crisis in the North-West and South-West regions, the tendency observed is not representative of those regions, but essentially reflects the situation in the schools that were able to function. However, there was strong variation in the North-West (+13 points) and South-West (+19 points)

The various crises (security and health) that Cameroon is going through continue to lead to massive displacement of populations and an influx of refugees, the consequences of this have considerably prolonged the weakening of the education system in certain regions where structural challenges were already present. The impact of these crises is particularly important on education indicators, in particular the impact of the North-West and South-West crises.

Graph 2.32: Comparison of the impact of the crises on the different primary school enrolment indicators



Source: MINEDUB 2020/2021 school map

2.5. Education Profiles and System Internal Efficiency

This part makes it possible to pool elements such as coverage, retention, and to draw up a non-exhaustive list of the difficulties encountered in the schooling of children in the primary cycle. To this end, the process begins with the construction of the transversal profile of primary school students. Then by analysing the pseudo longitudinal profile to assess what could happen in the coming years in terms of children's schooling, if the conditions observed in 2020/2021 remain unchanged.

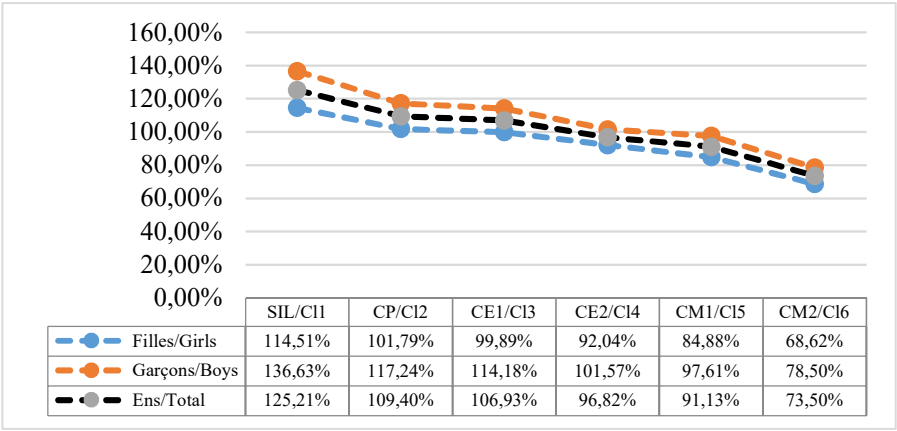
2.5.1. Construction of the Transversal Primary Education Profile

It is a matter of visualizing the path of students entering and leaving primary school, to identify if the observed deficits stem from poor access or dropouts during the cycle. This indicator makes it possible to understand the issue of regulating flows, the control of which is an objective pursued in the context of the development of our education system.

From the observation of this profile of enrolment rate which goes beyond 125% to SIL/Cl1, it is clear that the Cameroonian education system

manages to offer access to all potential demand in primary school. This value above 100 is justified by the fact that many children enter school at different ages. As levels of primary education progress, the number of children enrolled declines for both girls and boys. This is due to repetitions and dropouts in the system.

Graph 2.33: Cross-Sectional Education Profile by Gender in 2020/2021



	SIL/Cl1	CP/Cl2	CE1/Cl3	CE2/Cl4	CM1/Cl5	CM2/Cl6
Filles/Girls	114,51%	101,79%	99,89%	92,04%	84,88%	68,62%
Garçons/Boys	136,63%	117,24%	114,18%	101,57%	97,61%	78,50%
Ens/Total	125,21%	109,40%	106,93%	96,82%	91,13%	73,50%

Source: Authors' calculations from the 2020/2021 statistical yearbook and projected 2005 GCPH data for 2020

Thus, the different points in the schooling profile represent the path followed by girls and boys 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 girls and boys 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.

2.5.2. 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 (2019, 2020, 2020 and 2021 school years) to best reflect current schooling conditions.

Table 2.15: Pseudo longitudinal education profile and expected retention profile

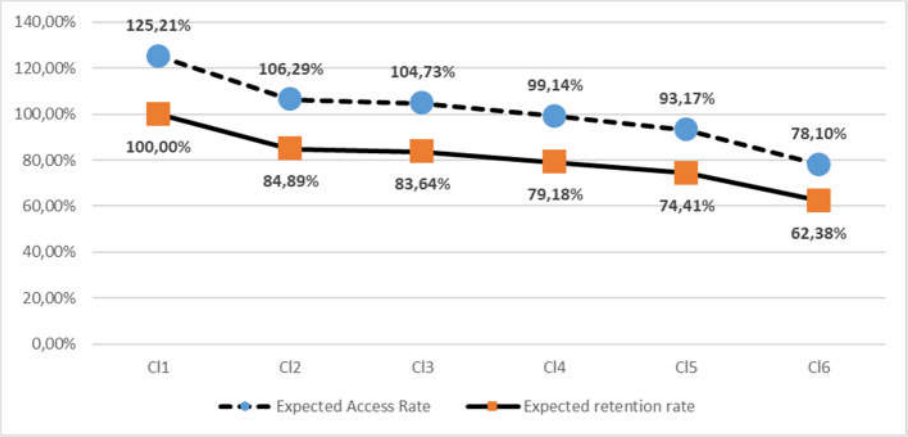
	Gender	SIL/Cl1	CP/Cl2	CE1/Cl3	CE2/Cl4	CM1/Cl5	CM2/Cl6
Pseudo longitudinal schooling profile	Girls	114.51%	97.88%	96.65%	91.39%	86.12%	72.01%
	Boys	136.63%	115.28%	113.35%	107.42%	100.69%	84.60%
	Total	**125.21%**	**106.29%**	**104.73%**	**99.14%**	**93.17%**	**78.10%**
Expected retention profile	Girls	100.00%	85.48%	84.40%	79.81%	75.21%	62.89%
	Boys	100.00%	84.37%	82.96%	78.62%	73.70%	61.92%
	Total	**100.00%**	**84.89%**	**83.64%**	**79.18%**	**74.41%**	**62.38%**

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

Aa analysis of the Graph below reveals that, if the enrolment conditions observed in 2020/2021 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) levels. As a result, only 62% (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 2020/2021 in the first year (SIL/CL1), will complete the cycle in 2025/2026. This is roughly equivalent to 3 in 5 children. About 38% 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/CL1 in the 2020/2021 school year to the end of the cycle.

Graph 2.34: Pseudo-longitudinal enrolment and retention profiles between years



Source: Authors' calculations based on the 2019/2020 and 2020/2021 statistical yearbooks and 2005 GCPH data projected for 2020

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/CL1 class to CM1/CL6 shows a greater drop in enrolment in the 'ZEP' 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.

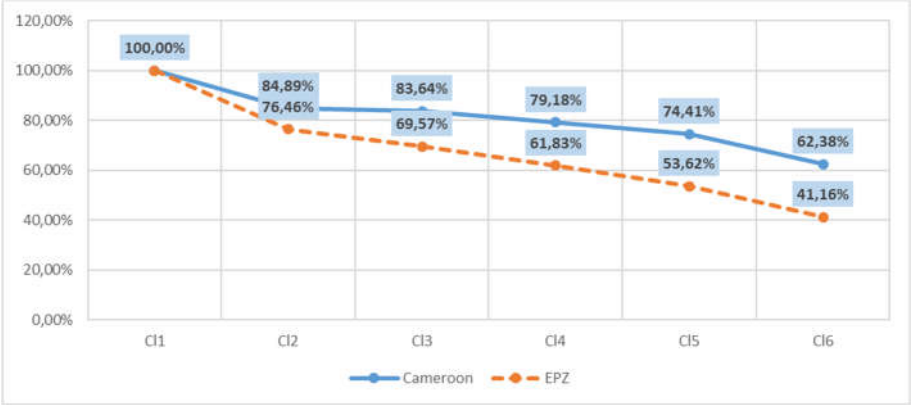
Table 2.16: Enrolment and retention patterns in PTAs and non-ZEPs (%)

	Gender	SIL/Cl1	CP/Cl2	CE1/Cl3	CE2/Cl4	CM1/Cl5	CM2/Cl6
Pseudo longitudinal schooling profile ZEP	Girls	129.57%	98.72%	89.73%	79.08%	68.32%	50.82%
	Boys	171.50%	131.50%	119.75%	107.17%	93.21%	73.33%
	Total	**149.57%**	**114.36%**	**104.05%**	**92.49%**	**80.20%**	**61.57%**
Expected retention profile ZEP	Girls	100.00%	76.20%	69.26%	61.04%	52.73%	39.23%
	Boys	100.00%	76.68%	69.82%	62.49%	54.35%	42.76%
	Total	**100.00%**	**76.46%**	**69.57%**	**61.83%**	**53.62%**	**41.16%**

Source: Authors' calculations from the 2019/2020 and 2020/2021 statistical yearbooks and projected 2005 GCPH data for 2020

A worrying situation that is not directly apparent in the table above is clearly shown in the Graph below. Indeed, if no action is taken, there will be a sharp drop in enrolment in the 2020/2021 school year from the second grade of level 1 in the ZEPs. Compared to the rest of the country, this drop will continue till 2025/2026.

Graph 2.35: The expected retention profile at the primary cycle in ZEP



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

The gender analysis of the situation observed below shows that the drop-out rate is mainly in girls, particularly in ZEP. Indeed, from CP/CL2 in the 2020/2021 school year, we will observe a decrease in attendance if the conditions of schooling observed in 2019/2020 remain unchanged. The scale will increase as the cohort evolves.

The low access rates recorded at the various levels of the primary cycle (despite the high rate of access recorded in the first year) result very clearly from the difficulties of the educational system to limit repetitions and dropouts. These two phenomena reduce the internal efficiency of the education system, which measures the capacity of an education system to lead pupils at the end of the primary education cycle within the prescribed deadlines. The following section will quantify internal effectiveness.

2.6 Efficiency in Primary Flow Management

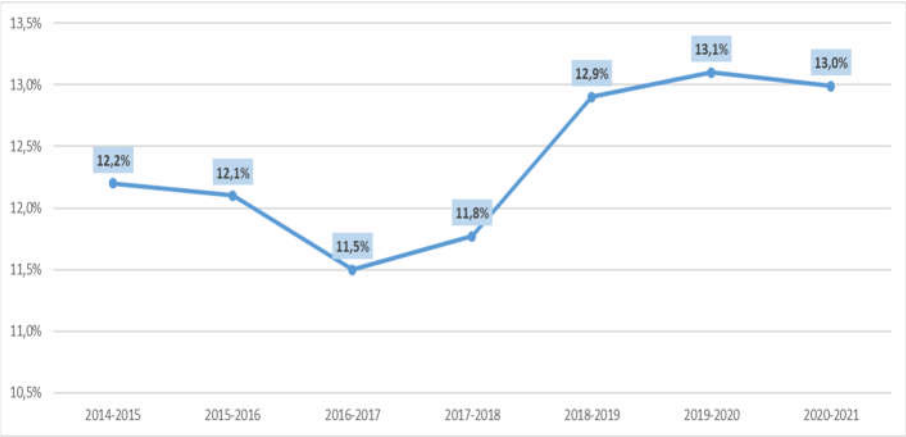
2.6.1 Repetition in Primary Education

According to the results of the Surveys on Educational Achievement (PASEC 2014, UAS 2016 and PASEC 2019), repetition has a negative influence on students' learning and self-esteem. However, this phenomenon

is still observed in primary schools and analysts consider it as a hindrance to the full primary education of children. One of the main options of the 2013-2020 Education and Training Sector Strategy was to significantly reduce school losses, by increasing the average repetition rate of primary education from 12% in 2010 to 5% in 2020. This objective is taken up in the NDS30 by setting the completion rate at 100% by 2025, with the implementation of corrective measures to allow the complete disappearance of dropouts and repetitions.

The Chart below shows the evolution of the phenomenon of repetition between 2014/2015 and 2020/2021. As a result, this phenomenon is still poorly controlled in the primary cycle, where there has even been a return to an upward trend since the 2017/2018 school year. The Basic Education sub-sector still finds it difficult to reduce repetition at the primary cycle.

Graph 2.36: Evolution of the repetition rate from 2007 to 2020

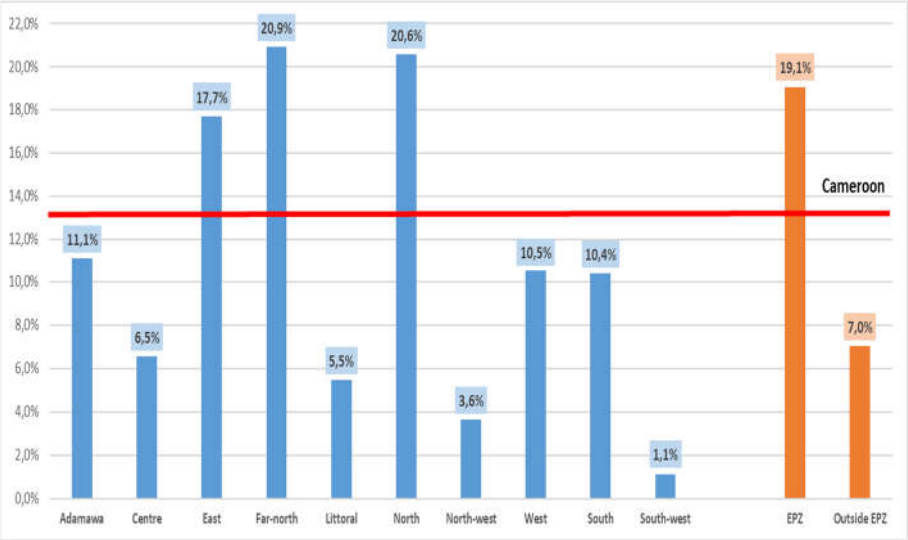


Source: MINEDUB Statistical Yearbooks (from 2018-2019 to 2019-2020)

The analysis shows that the average repetition rate is still high in the Far-North (20.9%), East (17.7%) and North (20.6%) regions. However, this rate is lower in the North-West (3.6%), South-West (1.1%) and Littoral (5.5%) regions. In a nutshell, the national value of this indicator, which is

13%, conceals the significant disparities recorded between regions, as shown in the Graph below.

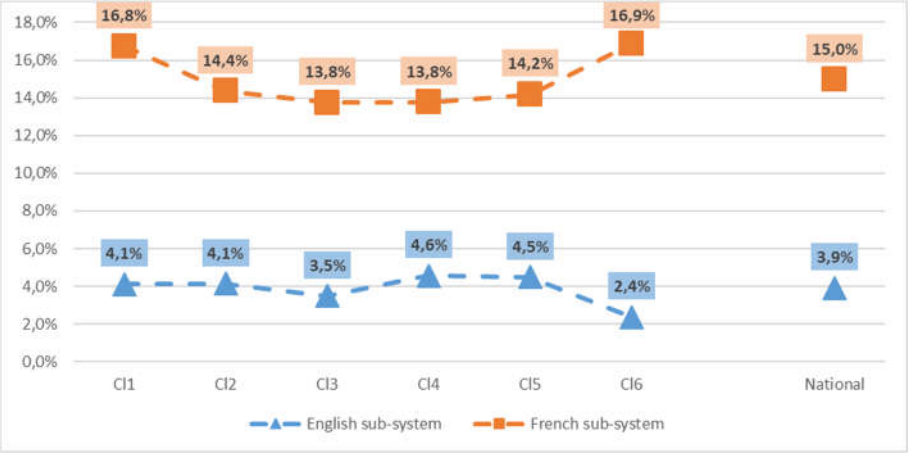
Graph 2.37: Percentage of repeaters by region in 2020/2021



Source: Authors' calculations based on the 2020/2021 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 (3.9%). Moreover, there is a certain regulation of flows in the Anglophone subsystem, with low repetition rates at the end of the cycle.

Graph 2.38: Percentage of repeaters by year of study and by subsystem



Source: Authors' calculations based on the 2020/2021 Statistical yearbook

2.6.2: 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 student has completed the cycle and 1 when all students have completed 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 2020/2021 school year are presented in the table below. These values allow for a strong observation that in primary education, the IEC of 67% shows that more than 33% of resources dedicated to primary education are wasted due to repetition and dropouts.

Table 2.17: 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**	**63**	**63**	**63**	**63**	**63**	**63**	**378**
	Boys	**62**	**62**	**62**	**62**	**62**	**62**	**372**
	Total	**62**	**62**	**62**	**62**	**62**	**62**	**372**
Student-years attended with dropouts and without repetitions (retention profile)	**Girls**	**100**	**85**	**84**	**80**	**75**	**63**	**488**
	Boys	**100**	**84**	**83**	**79**	**74**	**62**	**482**
	Total	**100**	**85**	**84**	**79**	**74**	**62**	**484**
Student-years attended with dropouts and repetitions	**Girls**	**116**	**98**	**96**	**91**	**85**	**73**	**558**
	Boys	**118**	**97**	**94**	**90**	**84**	**73**	**556**
	Total	**117**	**97**	**95**	**90**	**85**	**73**	**557**
IEC	**Girls**							**0.68**
	Boys							**0.67**
	Total							**0.67**
IEC without repetition	**Girls**							**0.77**
	Boys							**0.77**
	Total							**0.77**
IEC without dropout	**Girls**							**0.87**
	Boys							**0.87**
	Total							**0.87**

Source: Authors' calculation from MINEDUB SIGE data base

The waste of resources suggests the following: (i) the Basic Education sub-sector expends to ensure the education of individuals who do not attend the six years of schooling required to maintain their literacy skills as adults; (ii) Because of dropouts (with its variation from one school to another), the inequitable nature of this phenomenon only contributes to raising the cost of education with negative consequences for the student's educational career.

This level of efficiency, far from being optimal, has slightly improved by two points compared to the 2019/2020 school year. Observation of partial coefficients shows that the IEC with dropouts is lower than the IEC with repetitions. The improvement of the overall IEC is therefore logically based on the limitation of dropouts, the repetition being relatively controlled in

primary education, although still very high compared to the target set in the strategic documents (DSSEF).

Thus, if access to primary education is high, the problems of cycle completion, repetition and abandonment strongly question the effectiveness of the basic education system. It is in this sense that, taken collectively, these phenomena will fuel the weight of children outside the educational system, whose chances of social integration are limited.

2.7 The Effective Demand in Non-formal Education at MINEDUB

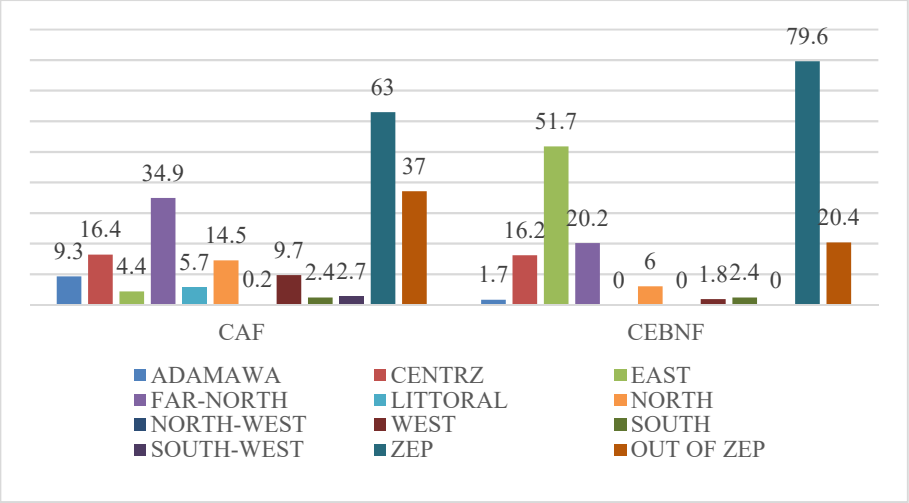
Non-formal education is a form of alternative education provision that aims to provide illiterate and out-of-school individuals (from 15 and above), the opportunity to develop basic literacy and functional numeracy skills for social empowerment of adults, and opportunities to continue training in the formal circuit or to learn a trade with a view to integration. At MINEDUB, the "literacy" program is responsible for Non-Formal Basic Education and Functional Literacy. It is responsible for the implementation of programmes adapted to the educational demand in line with the terms of reference developed. Thus, the State grants support to the centres through capacities transferred to the municipalities for the provision of teaching and pedagogical materials or even literacy kits.

It should be noted that the organization of literacy learning covers three levels: level 1, level 2 and level 3 or post literacy. The provision of literacy is of two kinds, depending on the purpose. 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 of a duration of three years.

In the 2020/2021 school year, Chart 2.39 shows that participation in literacy programs is higher in the Far-North. On the other hand, in the NFBECS, it is rather in the Eastern region that learners are the most numerous. In addition, there are no learners in the North-West FLCs. There is also a lack of learners in the Littoral and English-speaking regions. The

analysis by area shows that there are more learners in ZEP than in non-ZEP regions regardless of the type of centre.

Graph 2.39: Percentage (%) of learners by region according to the type of non-formal education centre



Source: 2020/2021 Statistical Yearbook

The gender structure indicates that at the national level, there are more girls/women learners than boys/men regardless of the type of education centre (see Table 2.18). This trend remains the same in all regions except Adamawa and the South.

Table 2.18: Percentages of learners by region by gender and type of education centre in Cameroon in the 2020/2021 school year

Region	FLCs		NFBECs	
	Girls/Women	Boys/Men	Girls/Women	Boys/Men
Adamawa	34.1	65.9	44.9	55.1
Centre	54.8	45.2	50.6	49.4
East	60.5	39.5	52.4	47.6

Far-North	59.0	41.0	49.3	50.7
Littoral	53.0	47.0	*	*
North	50.8	49.2	52.5	47.5
North-West	80.8	19.2	*	*
West	67.4	32.6	55.6	44.4
South	48.8	51.2	47.1	52.9
South-West	69.1	30.9	*	*
ZEP	**53.6**	**46.4**	**51.5**	**48.5**
Non-ZEP	**58.6**	**41.4**	**50.7**	**49.3**
TOTAL	**55.4**	**44.6**	**51.3**	**48.7**

Source: 2020/2021 Statistical Yearbook

2.8. Access to Education for IDPs and Refugees

The Cameroonian education system has resolved to adapt to the needs of all students regardless of their origin, so that the promises made are kept and meet the resilience and adaptation needs of societies in the face of migration and displacement. The humanitarian and security crises around and inside Cameroon have led to an influx of refugees (Central Africans in the Eastern, Adamawa and Northern regions and Nigerians in the Far-North region) and internally displaced persons (Adamawa, Centre, Littoral, West, Far-North). This situation has consequences on the education system in general, which is evolving in an already very unfavourable social context. However, continuing the commitments made at the international level in favour of inclusive education, Cameroon has set itself as a major objective to ensure quality education for all children (girls and boys) of school age present in the national territory (NDS30).

2.8.1. Refugee Populations

In June 2021, Cameroon had 452,159 refugees and asylum seekers on its territory, including 210,432 children of school age (preschool, primary

and secondary). Despite all the measures taken by the Government in the field of education (construction of classrooms, redeployment of teachers, provision of textbooks, etc.), there is still a low level of education of these populations.

At the preschool level (see Table 2.18), only 8% of children attend school, especially among Central African refugees. This low level of pre-school education among refugees could be explained by the low income of parents, since this cycle of education is not free in Cameroon.

Table 2.19: Preschool coverage for refugee children in 2021

	Number of Refugees in Preschools			Preschool population (4-5 years)			Gross preschool enrolment rate		
	G	B	T	G	B	T	G	B	T
Central African Refugees	850	963	1 813	12 875	13 160	26 035	7%	7%	7%
Nigerian Refugees	506	492	998	4 563	4 629	9 192	11%	11%	11%
Total	**1 356**	**1 455**	**2 811**	**17 438**	**17 789**	**35 227**	**8%**	**8%**	**8%**

Source: Authors' calculations from the 2020/2021 statistical yearbook and statistical data under the competence of UNHCR (June 2021)

At the primary cycle, there is a gross enrolment rate of 66%, with 72% among Central African refugees and 51% among Nigerian refugees.

Table 2.20: Primary school coverage of refugee children in 2021

	Number of refugees in preschool			Preschool population (6-11 ans)			Gross preschool Enrolment rate		
	G	B	T	G	B	T	G	B	T
Central African Refugees	20,564	27,564	48,128	33,307	33523	66,830	62%	82%	72%
Nigerians Refugees	6,472	8,340	14,812	14,484	14,516	29,000	45%	57%	51%
Total	**27,036**	**35,904**	**62,940**	**47,791**	**48,039**	**95,830**	**57%**	**75%**	**66%**

Source: Authors' calculations from the 2020/2021 statistical yearbook and statistical data under the competence of UNHCR (June 2021)

These results may reflect the difficulty of refugee children and young people to integrate the Cameroonian education system, especially the older ones, as was noted at the international level by the **Global Monitoring Report on Education 2019**. Lack of knowledge of the language of instruction or language spoken in the classroom and lack of documentation such as birth certificates, graduation certificates or diplomas prevent refugee students from making connections, learning and communicating.

2.8.2. Displaced Populations

According to UNHCR (June 2021), humanitarian crises in Cameroon have already displaced more than one million people (51% of whom are children) inside the country, mainly in the Far-North, Adamawa and Littoral regions, the West, the Centre, the North-West and the South-West. In order to ensure access to education for all children of school age, the Government has introduced incentives for the full integration of displaced children into schools. However, analysis of the collected data still shows a very low level of school integration of these children, accentuated by the poverty of families in the regions affected by the crises and the lack of a safe learning environment.

In preschools, the table below shows an enrolment rate of only 8% in the 2020/2021 school year among internally displaced children following crises. This rate is even lower by 1% 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 the host communities.

Table 2.21: Preschool coverage of internally displaced children in 2021

	Number of IDP in preschool			Preschool population (4-5)			Gross preschool enrolment rate		
	G	B	T	B	B	T	G	G	T

IDP (LCB Crisis)[10]	216	245	461	38 347	38 375	38 361	1%	1%	1%
IDP (NW/SW Crisis)[11]	4 969	4 920	9 889	84 710	84 771	84 741	6%	6%	12%
Total	**5 185**	**5 165**	**10 350**	**123 058**	**123 145**	**123 102**	**4%**	**4%**	**8%**

Source: Authors' calculations based on the 2020-2021 statistical yearbook and estimated IDP statistics (June 2021)

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

Table 2.22: Primary school coverage of internally displaced children

	Number of IDP in preschool			Preschool population (6-11)			Gross preschool enrolment rate		
	F	G	T	F	G	T	F	G	T
IDP (LCB Crisis)	16,938	21,522	38,460	106,162	105,935	106,048	16%	20%	36%
IDP (NWSW Crisis)	46,033	46,537	92,570	234,515	234,013	234,264	20%	20%	40%
Total	**62,971**	**68,059**	**131,030**	**340,677**	**339,948**	**340,312**	**18%**	**20%**	**39%**

Source: Authors' calculations based on the 2020-2021 statistical yearbook and estimated IDP statistics (June 2021)

Chapter 3: Quality of Educational Provision and Learning Conditions

Cameroon has set itself the ambition to offer quality education to all children in optimal learning conditions. To this end, this chapter analyses the supply and conditions of learning in preschools, primary schools, FLC and NFBECs.

3.1. Analysis of Educational Provision in the Basic Education Subsystem

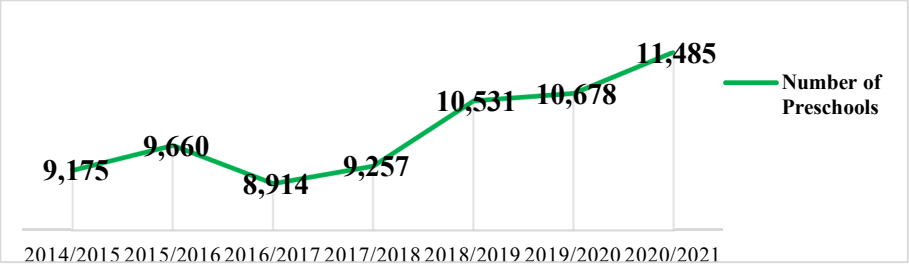
3.1.1. Analysis of Preschool Provision

3.1.1.1. Evolution in Preschool Infrastructures between 2014/2015 and 2020/2021

The quantitative evolution of infrastructures is a necessity in the sovereign mission of the State which is to satisfy the growing needs in the Education and Training Sector. The pace of infrastructure growth must follow that of the school population in order to improve educational provision and learning conditions.

In preschool, over the 2014/2015 to 2020/2021 period, the number of schools increased from 9,175 to 11,485, an average annual increase of 3.8% (see Chart 3.1). This increase in the number of preschools is the result of education policies implemented by the Ministry of Basic Education to increase the supply of schools. These government efforts have also resulted in an increase in the number of classrooms and benches.

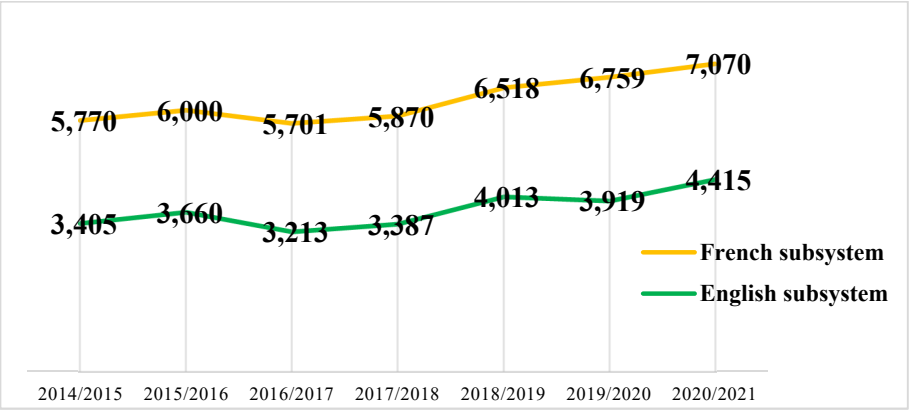
Graph 3.1: Evolution of the number of preschools from 2014/2015 to 2020/2021



Source: **MINEDUB statistical yearbooks from 2014/2015 to 2020/2021**

Regarding the English-speaking subsystem, there has been an increase in the number of schools since 2016/2017. In fact, this number has increased from 3,213 to 4,415, an average annual growth rate of 8.3% over the period 2016/2017 to 2020/2021 (see Chart 3.2). This result stems on the one hand from the reopening of certain schools in the regions in crisis and on the other hand from the creation of new schools throughout the national territory. In the Francophone subsystem, the number of schools increased from 5,701 to 7,070 over the 2016/2017 to 2020/2021 period, representing an average annual growth rate of 5.5%.

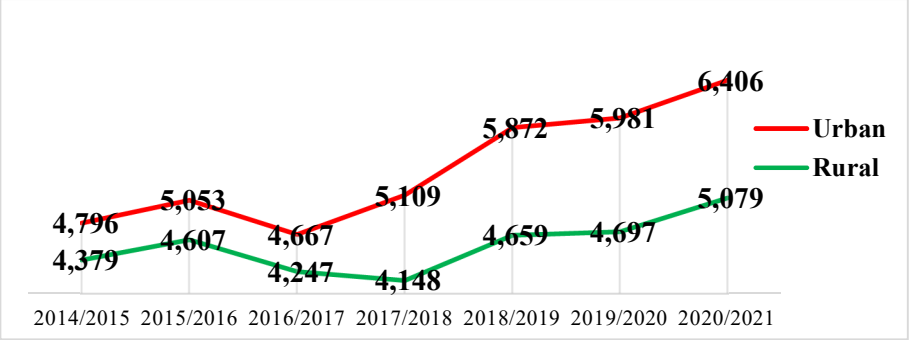
Graph 3.2: Evolution of the number of preschools by education sub-system from 2014/2015 to 2020/2021



Source: **MINEDUB statistical yearbooks from 2014/2015 to 2020/2021**

With regard to Graph 3.3, the number of preschools differs according to the area in question. In urban areas over the period 2016/2017 to 2020/2021, the number of schools increased from 4,667 to 6,406, an average annual growth rate of 8.3%. In rural areas, the number of schools increased from 4,247 to 5,079 over the 2016/2017 to 2020/2021 period, representing an average annual growth rate of 4.6%, although there was a slight decrease in 2017/2018.

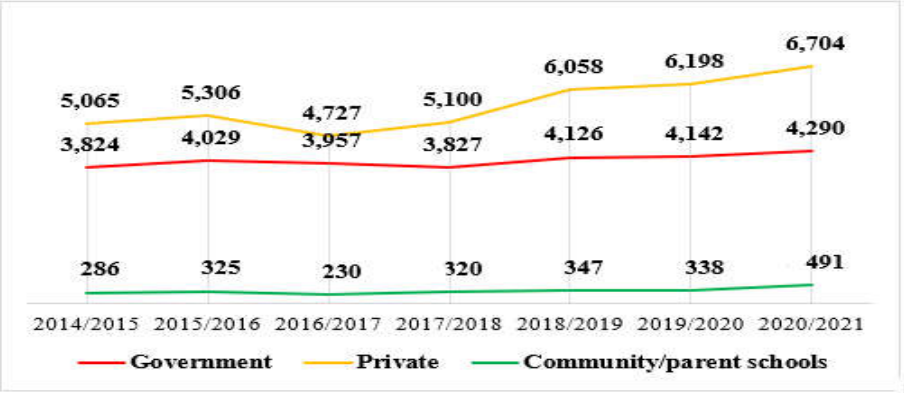
Graph 3.3: Evolution of the number of preschools by area from 2014/2015 to 2019/2020



Source: MINEDUB statistical yearbooks from 2014/2015 to 2020/2021

Depending on the order of education in preschool, the average annual growth rate is higher in the private and community or in parent's school compared to the public order during the period 2016/2017 to 2020/2021. During this period, the number of schools in private preschool is 4,727 to 6,704, an average annual growth rate of 9.1%. In community preschool or parent schools, the number of schools increased from 230 to 491 over the period 2016/2017 to 2020/2021, an average annual growth rate of 20.9%. In public policy, the number of schools in preschool increased from 3,957 to 4,290 over the period 2016/2017 to 2020/2021, representing an average annual growth rate of 2%.

Graph 3.4: Evolution of the number of Preschools by status from 2014/2015 to 20120/2021

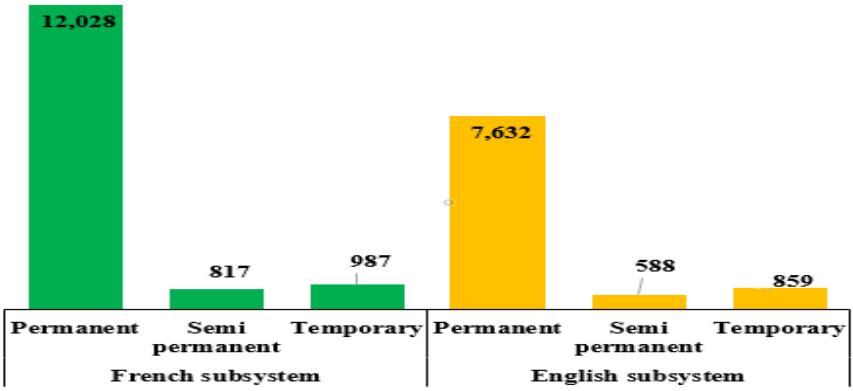


Source: MINEDUB statistical yearbooks from 2014/2015 to 2020/2021

3.1.1.2: Infrastructure in the Preschool Cycle

As regards to the distribution of classrooms by type of construction and by sub-system of preschool education, most of these are in permanent materials, with a lower proportion in temporary materials. It is noted that in the French sub-system, of a total of 13,832 classrooms, 12,028 are in permanent materials, or 87%; 817 in semi-permanent materials, or 5.9% and 987 in temporary materials, or 7.1% (see Graph 3.5). In the English-speaking subsystem, of the 9,079 classrooms surveyed, 7,632 are in permanent materials, or 84.1%, 588 are in semi-permanent materials, or 6.5% and 859 in temporary materials, or 9.5%.

Graph 3.5: Distribution of classrooms by type of construction and by Preschool education sub-system

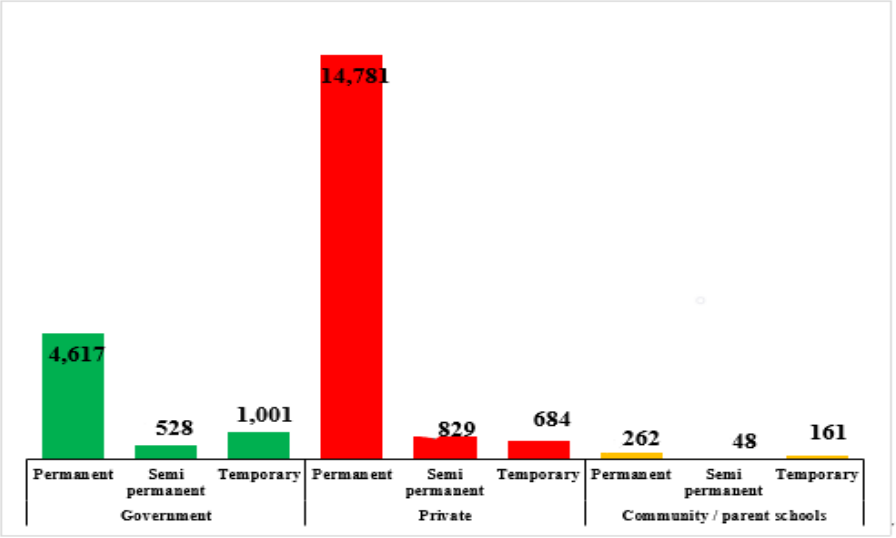


Source: MINEDUB-2020/2021 School map

The distribution of classrooms by type of construction and in order of pre-school education (see Graph 3.5) shows that the majority of classrooms are constructed of permanent materials. Thus, in the public preschool, out of a total of 6,146 built classrooms, 4,617 are in permanent materials, or 75.1%; 528 are in semi-permanent materials, or 8.6% and 1,001 in temporary materials, or 16.2%.

In private preschool, out of a total of 16,294 built classrooms, 14,781 are in permanent materials, or 90.7%, 829 are in semi-permanent, or 5.1%, and 684 schools are in temporary materials, or 5.2%. In community preschool and parent schools, out of 471 built classrooms, 262 are in permanent materials, or 55.6%; 48 in semi-permanent materials, or 10.2% and 161 in temporary materials, or 34.2%. Although most of the classrooms constructed are of permanent materials in the public, there is a high proportion of classrooms constructed of temporary materials, thus requiring additional efforts by the State with regard to educational provision.

Graph 3.6: Distribution of classrooms by type of construction and in order of teaching in Preschools

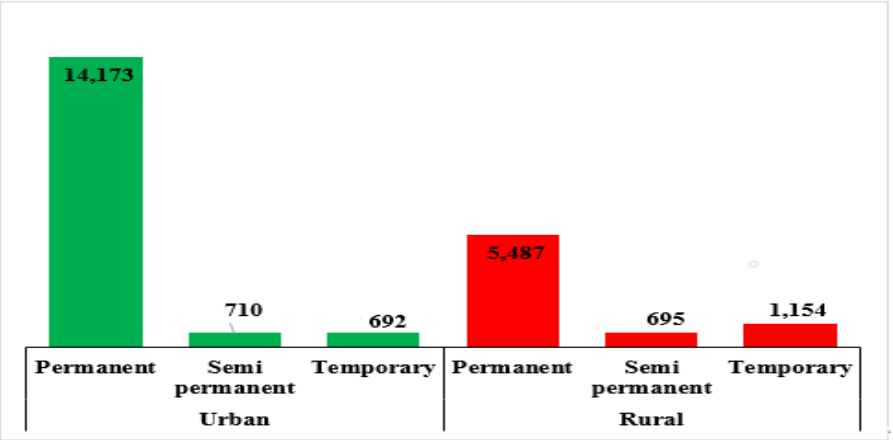


Source: MINEDUB-2020/2021 School map

The distribution of classrooms by type of construction and by area of establishment in preschool (see Graph 3.6) shows that the majority of classrooms are built in permanent materials. Of the 22,911 preschool classrooms, 15,575 are in urban areas compared to 7,336 in rural areas. Depending on the type of construction in urban areas, of the 15,575 rooms built, 14,173 rooms are of permanent materials, or 91.0%; 710 of semi-permanent materials; or 4.6% and 692 of them are of temporary materials, or 4.4%.

In rural areas, out of 7,336 classrooms surveyed, 5,487 are in permanent materials, or 74.8%; 1,154 are in temporary materials, or 15.7% and 695 are in semi-permanent, or 9.5%. Thus, the quality of educational provision in rural areas remains lower than in urban areas. Investment in education provision must therefore be stepped up to improve the quality of education in rural areas.

Graph 3.7: Distribution of classrooms by type of construction and by environment in Preschool



Source: MINEDUB-2020/2021 School map

The distribution of classrooms by region and type of preschool construction in the 2020/2021 school year (see Table 3.8) shows inequity between regions. The Centre, Littoral and Western regions account for 72.3% of preschool classroom provision. In public preschool, the same trends are observed.

Table 3.1: 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	**19,660**	**1,405**	**1,846**	**22,911**	**4,617**	**528**	**1,001**	**6,146**
Adamawa	459	70	30	**559**	198	9	14	**221**
Centre	7,384	373	409	**8,166**	1,023	99	124	**1,246**
East	677	101	179	**957**	315	38	129	**482**
Far-North	446	23	68	**537**	299	7	29	**335**
Littoral	5,899	203	215	**6,317**	620	28	51	**699**
North	417	19	94	**530**	267	8	48	**323**
North-West	684	199	335	**1,218**	305	154	256	**715**
West	1,747	222	112	**2,081**	770	122	73	**965**
South	910	73	168	**1,151**	472	18	93	**583**
South-West	1,037	122	236	**1,395**	348	45	184	**577**
ZEP	**1,999**	**213**	**371**	**2,583**	**1;079**	**62**	**220**	**1,361**
Non-ZEP	**17,661**	**1,192**	**1,475**	**20,328**	**3,538**	**466**	**781**	**4,785**

Source: MINEDUB-2020/2021 School map

3.1.1.3: Amenities in Preschools

The analysis of the availability of certain amenities in preschool amenities (see Table 3.2) shows that 50.4% of preschools have electricity. Of these, 16.1% are in the public. In terms of the availability of latrine blocks, 73.6% of all amenities were in the public domain, of which 53% were in the public domain. It is noted that 52% of preschools have a fence overall of which 18.5% are in the public. As regards the first health care to be provided to children, there are pharmacy cabinets in 79.7% of preschool amenities in which 75.6% are public nursery schools.

On the availability of canteens for preschools, there is an overall average of 2 canteens for 100 schools. In the public, there is 1 canteen for every 100 schools.

Table 3.2: Proportion of preschools with amenities by region and by level of education

OVERALL	ELECTRICITY		LATRINE BLOCKS		FENCE		CANTEEN		PHARMACY CABINET	
	Overall	Public	Overall	Public	Overall	Public	Overall	Public	Overall	Public
CAMEROON	**50,4**	**16,1**	**73,6**	**53,0**	**52,0**	**18,5**	**1,5**	**1,1**	**79,7**	**75,6**
Adamawa	35,2	13,1	60,8	51,8	40,2	22,6	1,0	0,7	64,8	64,2
Centre	69,8	24,7	83,7	57,2	68,7	23,3	0,7	0,6	89,4	85,0
East	19,5	7,0	57,1	47,9	31,1	14,0	5,7	2,9	69,0	70,5
Far-North	20,6	13,9	50,9	51,2	23,0	16,8	1,2	0,5	56,4	66,5
Littoral	71,9	25,2	89,6	72,4	74,3	31,7	0,4	0,2	90,0	91,3
North	21,4	15,3	47,7	48,7	24,1	18,0	4,9	5,4	60,8	74,3
North-West	13,9	6,7	54,6	56,3	15,4	9,4	3,5	1,3	43,3	47,7
West	36,1	16,4	66,2	51,5	40,2	23,8	0,9	0,5	91,9	96,1
South	25,9	16,5	60,7	49,8	24,8	10,9	1,2	0,2	71,9	74,3
South-West	34,0	9,4	58,5	32,7	33,2	8,6	3,5	1,0	64,4	53,3
ZEP	**23,2**	**11,7**	**54,3**	**49,5**	**29,5**	17,0	**3,7**	**2,6**	**63,6**	**69,5**
Non-ZEP	**54,8**	**17,2**	**76,7**	**53,9**	**55,6**	18,9	**1,2**	**0,7**	**82,3**	**77,1**

Source: MINEDUB-2020/2021 School map Authors' calculation

An analysis of the various amenities available to nursery schools by area of settlement shows that 71.5% of nursery schools in urban areas are electrified compared to 23.8% in rural areas. Concerning latrine blocks, 88.4% of structures have them in urban areas compared to 52% in rural

areas. Concerning pharmacy cabinets, 89.2% of nursery schools in urban areas have them compared to 67.7% in rural areas. The same trend is observed for fences. Indeed, 74.7% of nursery schools in urban areas do have, compared to 23.3% in rural areas.

Table 3.3: Proportion (%) of preschools with amenities by area and region

OVERALL	ELECTRICITY		LATRINES BLOCKS		FENCE		CANTEEN		PHARMACY CABINET	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
CAMEROON	**71.5**	**23.8**	**88.4**	**55.0**	**74.7**	**23.3**	**1.2**	**1.9**	**89.2**	**67.7**
Adamawa	54.3	3.5	84.0	22.1	57.5	11.5	1.7	0.9	83.0	34.5
Centre	83.6	46.6	90.6	72.2	83.8	43.7	0.7	0.8	92.1	84.8
East	40.8	5.5	79.8	42.1	57.0	14.1	3.1	7.5	85.1	58.5
Far-North	34.1	11.7	72.5	36.4	39.9	11.7	0.7	1.5	79.0	41.3
Littoral	80.1	37.0	94.0	71.1	84.3	31.5	0.2	1.0	92.2	80.7
North	45.0	4.7	76.8	27.1	49.0	6.5	6.0	4.2	81.5	46.3
North-West	35.6	7.8	70.7	50.1	39.9	8.6	6.7	2.6	55.8	39.8
West	56.3	20.1	82.2	53.6	60.9	23.9	0.5	1.3	94.9	89.5
South	42.0	14.7	82.9	45.3	49.0	7.9	2.4	0.5	84.6	63.1
South-West	66.3	17.2	82.1	46.2	65.5	16.4	5.2	2.7	78.2	57.1
ZEP	**44.0**	**6.5**	**78.9**	**34.6**	**52.1**	**11.4**	**2.7**	**4.4**	**82.6**	**48.4**
Non-ZEP	**74.9**	**27.4**	**89.6**	**59.3**	**77.5**	**25.8**	**1.0**	**1.4**	**90.1**	**71.7**

Source: MINEDUB-2020/2021 School map Authors' calculation

Analysis of the source of drinking water supply shows that, overall, 31.8% of preschools have CAMWATER supply points, 20.3% have drills and 3.6% have upgraded water sources. In the public, 15.2% of preschools have CAMWATER supply points, 11.2% have drilled water and 6.1% have developed water sources. In urban areas, 49.1% of schools have CAMWATER points compared to 10% in rural areas. In the case of boreholes, 22.2% of schools in urban areas have boreholes compared with 17.9% in rural areas. Access to safe drinking water remains a real problem in most nursery schools overall and in the public in particular.

Table 3.4: Distribution of water points by level of education, environment, region and type of water supply in Preschools

		OVERALL		PUBLIC		URBAN		RURAL	
		NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
CAMEROUN	**CAMWATER**	**3,657**	**31.8%**	**653**	**15.2%**	**3,148**	**49.1%**	**509**	**10.0%**
	BORE HOLE	**2,336**	**20.3%**	**479**	**11.2%**	**1,425**	**22.2%**	**911**	**17.9%**
	DRINKING WATER SOURCES	**411**	**3.6%**	**263**	**6.1%**	**83**	**1.3%**	**328**	**6.5%**
	STREAM	**80**		**53**		**21**		**59**	
	WELL	**393**		**61**		**217**		**176**	
ZEP	CAMWATER	163	10.3%	71	8.0%	150	21.3%	13	1.5%
	BORE HOLE	343	21.6%	139	15.7%	201	28.5%	142	16.1%
	DRINKING WATER SOURCES	27	1.7%	16	1.8%	10	1.4%	17	1.9%
	STREAM	4		3		0		4	
	WELL	61		19		41		20	
Hors-ZEP	CAMWATER	3,494	35.3%	582	17.1%	2,998	52.6%	496	11.8%
	BORE WELL	1,993	20.1%	340	10%	1,224	21.5%	769	18.3%
	DRINKING WATER SOURCES	384	3.9%	247	7.3%	73	1.3%	311	7.4%
	STREAM	76		50		21		55	
	WELL	332		42		176		156	

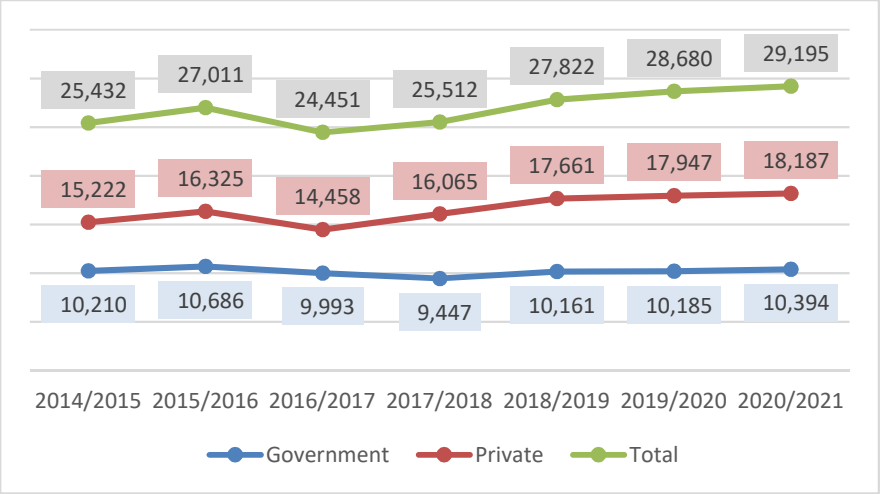
Source: MINEDUB 2020/2021 School map

3.1.1.4. Provision of Preschool Teaching Staff

From 2014/2015 to 2020/2021, there was a change in the number of teaching staff in preschool in Cameroon. It rose from 24,432 to 29,195 (see Graph 3.8); an annual increase of 2.8%.

Over the same period, it can be seen that the number of teachers in the private sector is still much higher than in the public. In 2014/2015, the private sector had almost 50% more teachers than the public. This gap has continued to increase over the years. In 2020/2021, the private workforce is almost double that of the public.

Graph 3.8: Evolution of the number of Preschool teaching staff by level of education over the last seven school years



Source: MINEDUB-School maps 2014/2015 to 2020/2021

The will of the Government through the program of "contractualisation" of teachers is to achieve the complete disappearance of the «parents' teachers» by their reconversion to the Public Service. There are two categories of teaching staff in public schools:

• Teaching staff in the public service, which includes civil servants, contract workers and contract workers paid by the State budget;

• Parents' teachers recruited by the schools, whose salary burden is borne by the households through the funds of the Parents, Teachers and Student Association (PTA).

3.1.2.4.1 Teaching Staff by Region, Order and Gender

The table below shows that in preschool, the teaching staff consists of more than 97% women at all levels of education combined. This proportion is highest among the public (98.2%). Several publications confirm this trend, which justifies it by the primary role of teachers on the emotional level of preschool children. Depending on the region, the proportion of women in preschool teaching follows the national trend.

Table 3.5: Teaching staff by region, order and gender in preschools

Regions	Public		Private		Community		Overall	
	Women	Men	Women	Men	Women	Men	Women	Men
CAMEROON	**98.2**	**1.8**	**97.4**	**2.6**	**86.3**	**13.7**	**97.5**	**2.5**
Adamawa	98.6	1.4	96.4	3.6	89.5	10.5	97.0	3.1
Centre	99.0	1.0	96.7	3.3	97.4	2.6	97.3	2.7
East	97.5	2.5	94.3	5.7	82.5	17.5	94.8	5.2
Far-North	89.4	10.6	93.3	6.7	75.6	24.4	89.0	11.0
Littoral	99.4	0.6	98.6	1.4	98.3	1.7	98.7	1.3
North	96.1	3.9	98.0	2.0	85.6	14.4	95.2	4.8
North-West	98.8	1.2	98.8	1.3	100.0	0	98.8	1.2
West	99.4	0.6	97.6	2.4	94.3	5.7	98.6	1.4
South	98.7	1.3	96.9	3.1	79.7	20.3	97.2	2.8
South-West	98.3	1.7	97.5	2.5	100	0	97.9	2.1
ZEP	**94.9**	**5.1**	**95.3**	**4.7**	**82.6**	**17.4**	**93.8**	**6.2**
Non-ZEP	**99.0**	**1.0**	**97.6**	**2.4**	**91.9**	**8.1**	**98.0**	**2.0**

Source: MINEDUB-2020/2021 School map

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

In terms of distribution of public preschool teachers by status, 36.9% of teachers are civil servants, 25.8% are “contractualised”, 18.4% are contract teachers and 19.0% are "parents' teachers". In the category of “parents’ teachers”, this percentage has increased from 18.4% in 2019/2020 to 19% in 2020/2021 and is mainly made up of men.

Table 3.6: Proportion of public preschool teachers by gender according to status

Regions	Civil Servant			Contractualised Workers			Contract Workers			Parent Teachers		
	F	H	T	F	H	T	F	H	T	F	H	T
CAMEROON	**37.3**	**15.3**	**36.9**	**18.5**	**13.7**	**18.4**	**26.0**	**15.3**	**25.8**	**18.3**	**55.8**	**19.0**

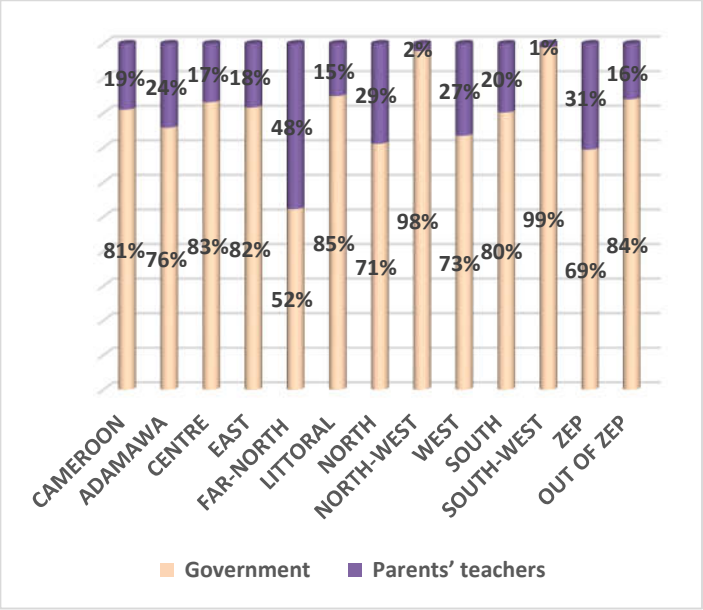
Adamawa	27.1	0	26.7	20.9	0	20.6	28.5	25.0	28.5	23.5	75.0	24.2
Centre	40.1	26.9	40.0	20.0	3.8	19.9	23.3	23.1	23.3	16.5	46.2	16.8
East	34.7	12.5	34.1	25.6	12.5	25.3	22.6	6.3	22.2	17.1	68.8	18.4
Far-North	14.6	3.0	13.3	13.3	1.5	12.1	29.0	9.1	26.8	43.2	86.4	47.7
Littoral	41.1	12.5	40.9	15.2	25.0	15.3	28.6	50.0	28.8	15.1	12.5	15.1
North	20.1	0	19.3	17.2	27.3	17.6	35.3	9.1	34.3	27.4	63.6	28.8
North-West	35.2	18.2	35.0	26.1	36.4	26.2	36.6	45.5	36.7	2.1	0	2.0
West	44.6	41.7	44.6	10.2	25.0	10.3	18.8	0	18.7	26.5	33.3	26.5
South	42.5	45.5	42.5	14.4	18.2	14.5	23.4	9.1	23.2	19.7	27.3	19.8
South-West	34.6	35.7	34.6	32.5	35.7	32.6	32.0	21.4	31.8	0.9	7.1	1.0
ZEP	**24.1**	**3.7**	**23.1**	**19.3**	**8.3**	**18.7**	**28.6**	**9.3**	**27.6**	**28.0**	**78.7**	**30.6**
Non-ZEP	**40.5**	**30.5**	**40.4**	**18.2**	**20.7**	**18.3**	**25.3**	**23.2**	**25.3**	**15.9**	**25.6**	**16.0**

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

In Cameroon, 81% of public preschool teachers are supported by the State (see Graph 3.9). However, a regional analysis shows strong disparities, despite the fact that more than half of the public preschool teachers are paid by the State in all regions.

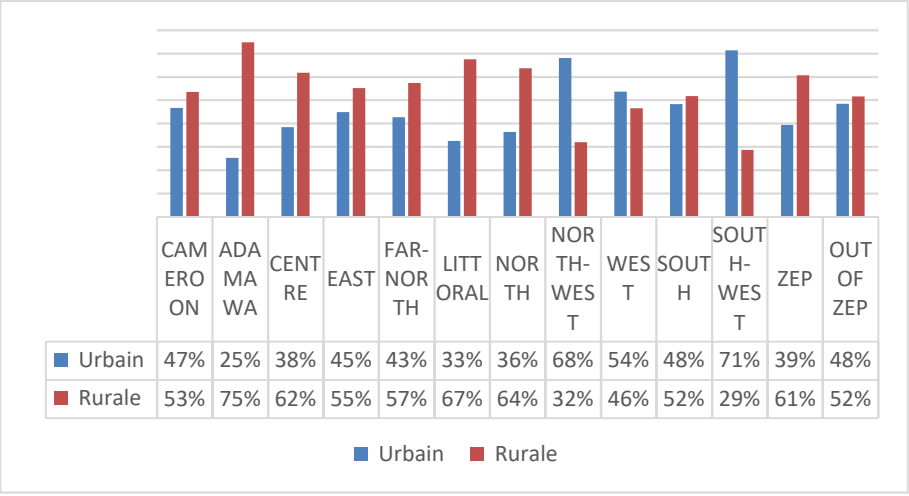
In the ZEP, teachers paid by the State represent 69% against 84% in the out of ZEP regions. This reflects the fact that parents' teachers are more involved in ZEP than elsewhere.

Graph 3.9: Proportion of public preschool teachers by source of payment



Source: MINEDUB 2020/2021 School map

Graph 3.10: Percentage distribution of public Preschool teachers by area and region



Source: MINEDUB 2020/2021 School map

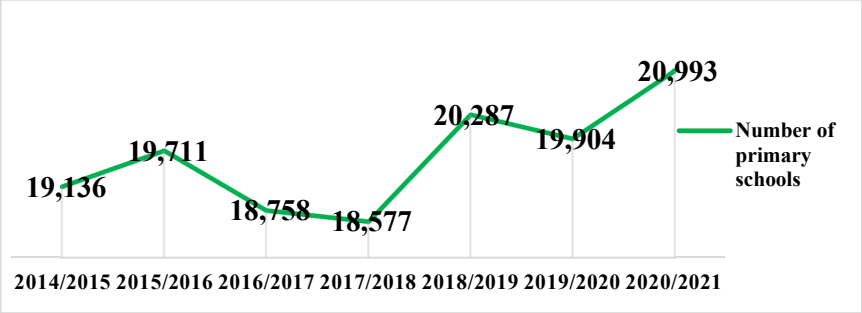
The provision of teachers in preschools is done according to the area where the reception amenities are located. With the exception of the North-West and South-West regions, all the others concentrate more than 50% of their staff in rural areas (see Graph 3.10). It can be seen that more than 6 out of 10 teachers are in rural areas in the ZEP, while non-ZEP regions account for barely 1 out of 2 teachers in rural areas.

3.1.2. Analysis of the Supply at the Primary Cycle

3.1.2.1. Evolution in Primary School Amenities from 2014/2015 to 2020/2021

The evolution of infrastructures in primary education has been on the whole on the rise since 2014/2015 to 2020/2021 (see Graph 3.16). This increase in number of primary schools is observed by location, in order and by subsystem. This increase led to an increase in classrooms and benches over the period. The average annual rate of increase was 1.6%. This is justified on the one hand by the normal resumption of courses after COVID-19 and on the other hand by the creation of new schools in the country.

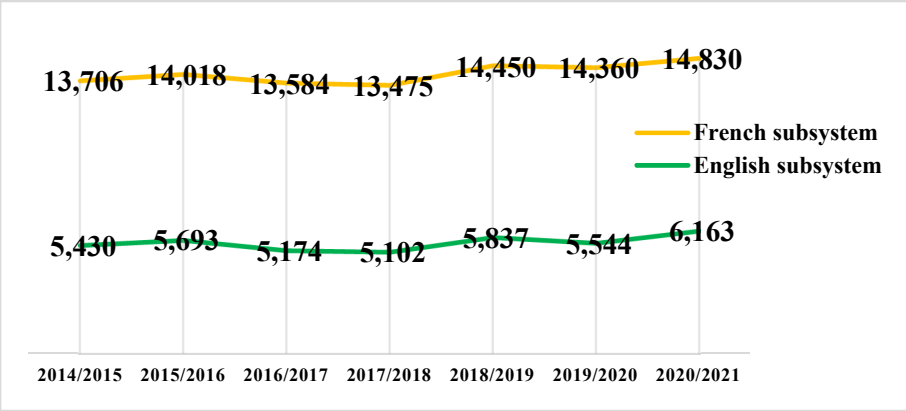
Graph 3.17: Evolution of the number of primary schools from 2014/2015 to 2020/2021



Source: MINEDUB statistical yearbooks from 2014/2015 to 2020/2021

For the two education subsystems, primary schools in the English-speaking subsystem increased over the period 2014/2015 to 2020/2021 from 5,430 to 6,163. An average annual growth rate of 2.1% over that period. In the French subsystem, the number of schools increased from 13,706 in 2014/2015 to 14,830 in 2020/2021. This represents an average annual growth rate of 1.3% over the period.

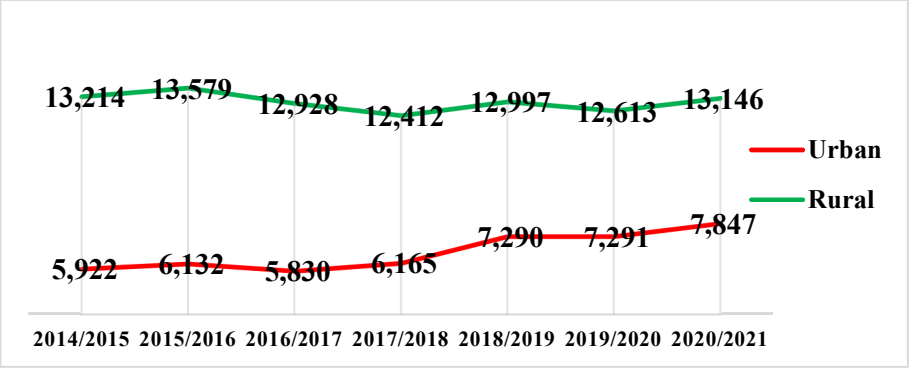
Graph 3.18: Evolution of the number of primary schools by education sub-system from 2014/2015 to 2020/2021



Source: MINEDUB statistical yearbooks from 2014/2015 to 2020/2021

The evolution of the number of primary schools differs according to the area of settlement. During the period 2014/2015 to 2020/2021, the number of schools in rural areas remained almost constant (see Graph 3.19). In urban areas, on the other hand, this number rose from 5,922 to 7,847, an average annual growth rate of 4.8% over the same period.

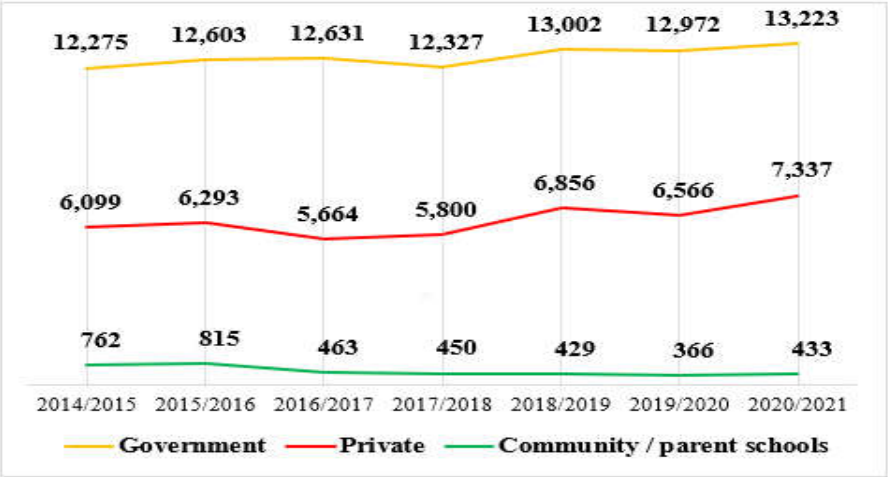
Graph 3.19: Evolution of the number of primary schools by area of implementation from 2014/2015 to 2020/2021



Source: MINEDUB statistical yearbooks from 2014/2015 to 2020/2021

An analysis of the evolution in the number of primary institutions from 2014/2015 to 2020/2021 reveals that the number of establishments in the public increased from 12,275 to 13,223 over the period. This represents an average annual growth rate of 1.3% (see Graph 3.20). In the private sector, the number of schools increased from 6,099 to 7,337, an annual growth rate of 3.1%. This evolution moved faster between 2014/2015 and 2019/2020 in the private sector than in the public sector. In terms of the number of community primary schools and parent schools, the number shrank from 762 in 2014/2015 to 433 in 2020/2021, a decrease of 9.0% on average annually over this period. This is justified by the fact that some parents' schools are converted into public schools.

Graph 3.20: Evolvement in primary schools in order from 2014/2015 to 2020/2021

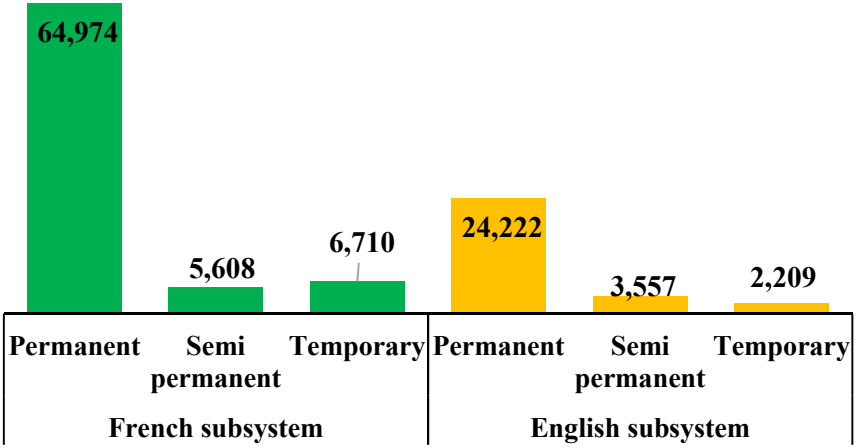


Source: MINEDUB statistical yearbooks from 2014/2015 to 2020/2021

3.1.2.2. Infrastructure in Primary schools

The distribution of classrooms by type of construction in the primary school differs according to the educational subsystem. In the Francophone subsystem, out of a total of 77,292 schools surveyed, 64,974 are built with permanent materials, or 84.1% of schools; 5,608 in semi hard, or 7.3% of schools and 6,710 in temporary materials, or 8.7%. In the Anglophone subsystem, of a total of 29,988 primary schools surveyed, 24,222 are built with permanent materials, or 80.8%; 3,557 in semi-permanent materials, or 11.9% and 2,209 in temporary materials, or 7.4%. In general, the majority of classrooms are in permanent materials and a significant proportion in temporary materials. A reduction of the rooms in temporary materials is a solution for improving learning conditions at the primary cycle whatever the subsystem considered.

Graph 3.21: Distribution of classrooms by type of construction and by subsystem at the primary cycle

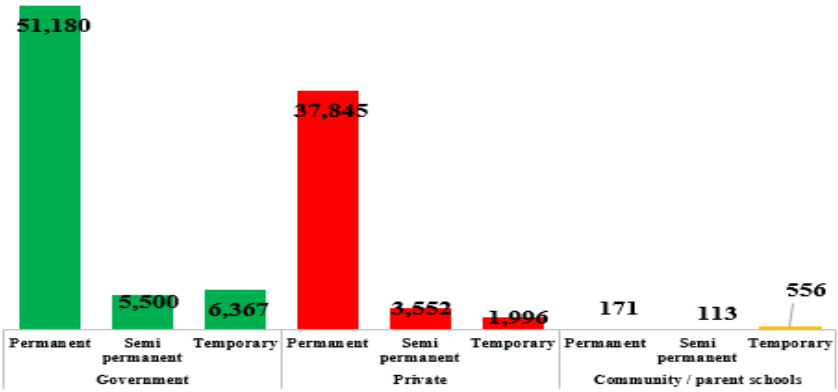


Source: **MINEDUB 2020/2021 School map**

The distribution of classrooms by type of construction and in order of instruction in primary education shows that the majority of classrooms are constructed of permanent materials, except in community schools and parents' schools (see Graph 3.21). In the public primary, out of a total of 63,047 classrooms surveyed, 51,180 were constructed of permanent materials, or 81.2%; 5,500 in semi-permanent, or 8.7% and 6,367 in temporary materials, or 10.1%.

In the private primary, out of a total of 43,393 classrooms, 37,845 are in permanent materials, or 87.2%; 3,552 are in semi-permanent materials, or 6.8% and 1,996 in temporary materials, or 6.0%. In the Community primary and parents' schools, out of a total of 840 classrooms, 171 are in permanent materials: 20.4%, 113 in semi-permanent materials, 13.5% and 553 in temporary materials, 66.2%.

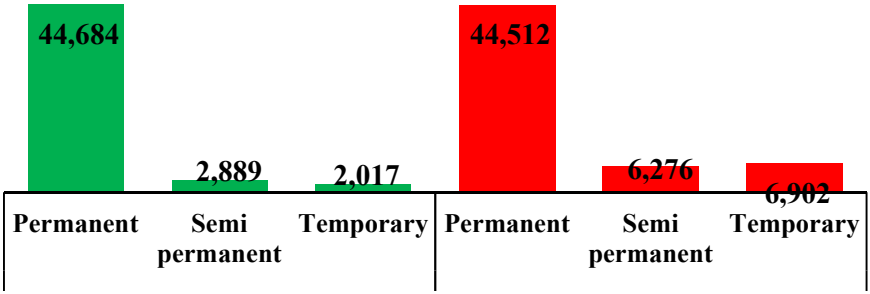
Graph 3.22: Distribution of classrooms by type of construction and in order of teaching at the primary cycle



Source: MINEDUB 2020/2021 School map

The distribution of classrooms by type of construction and zone at the primary cycle reveals that most of the classrooms surveyed are constructed with permanent materials (see Graph 3.23). Out of a total of 107,280 classrooms, 49,590 are in urban areas, of which 44,684 are constructed of permanent materials, 90.1%, 2,889 of which are semi-permanent, 5.8% and 2,017 of which are temporary, 4.1%. In rural areas, of the 57,690 classrooms, 44,512 are in permanent materials, or 89.8%; 6,276 in semi-permanent materials, or 12.7% and 6,902 in temporary materials, or 13.9%.

Graph 3.23: Distribution of classrooms by type of construction and area of implementation in the primary cycle



Source: MINEDUB 2020/2021 School map

The distribution of classrooms by region and type of construction in the primary cycle in Cameroon in 2020/2021 shows overall that a considerable proportion of classrooms are in permanent materials. The same trend is observed in the public (see Table 3.12). The Central, Littoral and Western regions have the most infrastructures in terms of permanent materials, with 25.1%, 20.1% and 10.8% respectively. In addition, the proportions of temporary classroom materials are 13.4%, 8.7% and 9.7% respectively.

In the public primary, the ZEP area has 26,935 classrooms, or 28.0%. The number of classrooms in permanent materials in the public is 21,803 or 29.2%.

Table 3.12: Distribution of classrooms by type of construction by region in primary education

	OVERALL				PUBLIC			
	Hard	Semi Hard	Temporary	Total	Hard	Semi Hard	Temporary	Total
CAMEROON	**89,196**	**9,165**	**8,919**	**107,280**	**51,180**	**5,500**	**6,367**	**63,047**
Adamawa	4,200	430	354	**4,984**	3,501	212	318	**4,031**
Centre	22,404	1,726	1,195	**25,325**	8,577	700	519	**9,796**
East	4,577	423	405	**5,405**	3,809	335	340	**4,484**
Far-North	10,128	657	1,868	**12,653**	9,060	451	1,509	**11,020**
Littoral	17,884	869	774	**19,527**	4,241	152	275	**4,668**
North	6,095	511	1,718	**8,324**	5,433	450	1,517	**7,400**
North-West	4,465	1,524	589	**6,578**	3,042	1,168	378	**4,588**
West	9,644	1,973	866	**12,483**	6,536	1,315	667	**8,518**
South	4,793	314	380	**5,487**	4,003	228	255	**4,486**

South-West	5,006	738	770	**6,514**	2,978	489	589	**4,056**
ZEP	**25,000**	**2,021**	**4,345**	**31,366**	**21,803**	**1,448**	**3,684**	**26,935**
Non-ZEP	**64,196**	**7,144**	**4,574**	**75,914**	**29,377**	**4,052**	**2,683**	**36,112**

Source: MINEDUB 2020/2021 School map

3.1.2.3. Amenities in Primary Schools

Concerning amenities in primary schools, 32.7% of them are supplied with electricity compared for only 13.1% in the public. In terms of the availability of latrine blocks, 61.8% of public schools do possess compared to 71.1% in all structures. In addition, 38.1% of primary schools have fences overall compared to 10.8% in the public primary. The majority of schools have pharmacy cabinets. Indeed, 72.8% of primary structures overall are equipped with pharmacy cabinets and this proportion is 68.9% public primary schools.

Very few primary schools have school canteens. There is an average of 2 canteens for 100 schools overall. The same is true in the public. As far as primary schools in the ZEP are concerned, very few have quality amenities, unlike those in non-ZEP regions. The improvement of the school supply in the primary schools of the ZEP is an imperative necessity especially with regard to the availability of electricity. Indeed, only 11% of primary schools have them overall, including 7.6% in the public.

Table 3.13: Proportion of primary schools with amenities by region according to order of education

	ELECTRICITY		LATRINE BLOCKS		FENCE		CANTEEN		PHARMACY CABINET	
	Overall	Public	Overall	Public	Overall	Public	Overall	Public	Overall	Public
CAMEROON	**32.7**	**13.1**	**71.1**	**61.8**	**30.1**	**10.8**	**1.6**	**2.0**	**72.8**	**68.9**
Adamawa	16.7	9.7	59.2	56.7	14.0	7.5	2.0	1.8	64.2	62.6
Centre	57.5	24.0	81.6	64.8	50.3	18.5	0.5	0.2	84.1	76.9
East	12.0	5.4	65.5	60.4	15.0	7.5	2.3	1.5	60.2	56.6
Far-North	7.8	6.2	57.7	60.7	7.4	6.0	4.5	5.3	49.1	52.8
Littoral	67.8	28.9	90.7	75.3	66.2	23.7	0.3	0	90.2	86.9
North	11.3	9.4	54.1	55.2	9.3	7.3	5.3	5.8	63.2	67.3

North-West	9.1	5.1	64.0	64.5	7.9	4.5	1.4	0.9	59.2	65.2
West	26.6	17.9	72.9	66.2	25.7	15.1	0.2	0.1	85.0	88.3
South	24.1	18.0	68.8	64.0	21.7	14.6	0.4	0	73.5	72.1
South-West	23.7	8.4	62.4	51.6	19.8	5.8	1.1	0.3	68.8	66.8
ZEP	**11.0**	**7.6**	**58.2**	**58.4**	**10.3**	**6.9**	**3.9**	**4.2**	**57.4**	**59.2**
Non-ZEP	**43.2**	**17.4**	**77.3**	**64.5**	**39.6**	**14**	**0.5**	**0.3**	**80.2**	**76.5**

Source: MINEDUB 2020/2021 School map

An analysis of the various amenities available in primary schools by location shows that 66.4% of schools in urban areas are electrified compared to 12.6% in rural areas. Concerning latrine blocks 90.4% of structures do possess in urban areas compared to 59.6% in rural areas. Primary schools in urban areas have more pharmacy cabinets than those in rural areas. The same trend is observed regardless of the region of residence considered.

Table 3.14: Proportion of primary schools with amenities by region according to location

	ELECTRICITY		LATRINE BLOCKS		FENCE		CANTEEN		PHARMACY CABINET	
	Urban	**Rural**	**Urban**	**Rural**	**Urban**	**Rural**	**Urban**	**Rural**	**Urban**	**Rural**
CAMEROON	**66.4**	**12.6**	**90.4**	**59.6**	**62.5**	**10.8**	**1.3**	**1.9**	**85.2**	**65.5**
Adamawa	52.5	3.2	86.7	48.8	44.4	2.5	1.9	2.0	80.3	58.2
Centre	81.1	31.9	93.4	68.8	73.2	25.4	0.8	0.2	90.4	77.3
East	34.2	3.6	84.9	58.1	36.5	6.9	3.0	2.0	73.4	55.2
Far-North	30.1	3.5	82.3	52.9	29.0	3.2	0.9	5.2	57.5	47.5
Littoral	80.1	28.8	96.1	73.5	80.7	20.6	0.2	0.5	92.4	83.5
North	37.8	3.9	77.3	47.6	33.9	2.5	9.8	4.0	66.3	62.4
North-West	40.6	4.0	78.7	61.5	31.3	4.1	3.2	1.1	70.3	57.4
West	47.4	17.0	85.3	67.2	46.0	16.3	0.3	0.1	88.1	83.6
South	51.0	13.5	87.7	61.3	41.6	13.9	0.3	0.4	82.9	69.7

South-West	60.9	11.4	84.2	55.2	52.2	9.0	2.2	0.7	77.6	65.8
ZEP	**38.0**	**3.6**	**82.4**	**51.6**	**35.3**	**3.4**	**4.0**	**3.9**	**68.2**	**54.4**
Non-ZEP	**73.0**	**18.8**	**92.2**	**65.1**	**68.8**	**15.8**	**0.6**	**0.5**	**89.1**	**73.0**

Source: MINEDUB 2020/2021 School map

The drinking water source analysis shows that, overall, 20.7% of schools have CAMWATER supply points, 21.7% have drills and 4.8% have drinking water sources. In the public, 9% of schools are equipped with CAMWATER supply points, 20.1% are equipped with drilling and 5.8% are equipped with water sources.

Depending on the location, primary schools in the urban area have better amenities than those in the rural area. In fact, 47.0% of primary schools in urban areas have electricity compared to 5.1% in rural areas. In the case of boreholes, 23.7% of primary schools in urban areas have boreholes compared with 20.6% in rural areas. In the ZEP, the majority of schools have boreholes. Other sources of supply are poorly represented.

Table 3.15: Distribution of water points in order and area in the primary cycle

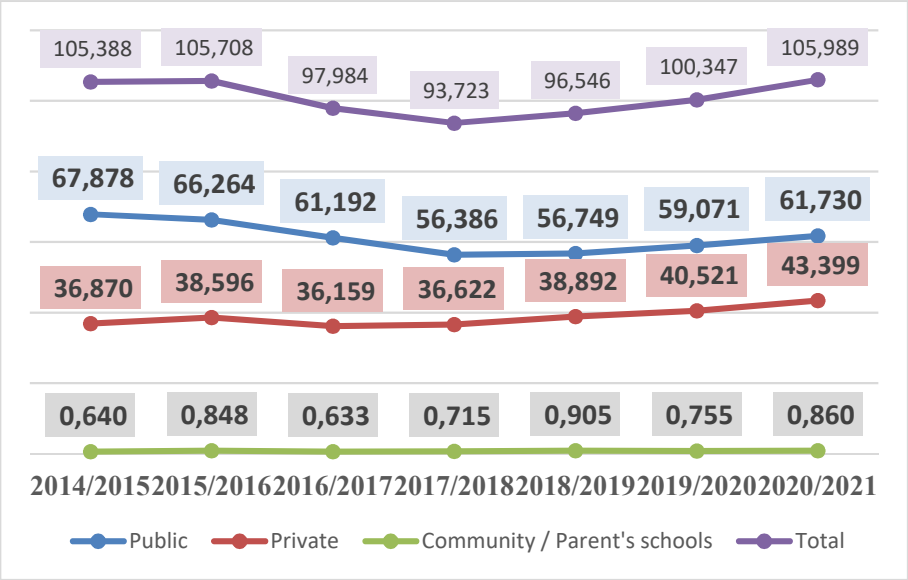
		OVERALL		PUBLIC		URBAN		RURAL	
		NUMBER	%	Number	%	NUMBER	%	NUMBER	%
CAMEROON	CAMWATER	4,354	20.7%	1,193	9.0%	3,690	47.0%	664	5.1%
	BORE HOLE	4,547	21.7%	2,660	20.1%	1,857	23.7%	2,690	20.5%
	DRINKING WATER SOURCES	1,001	4.8%	771	5.8%	122	1.6%	879	6.7%
	STREAM	312		263		34		278	
	WELL	629		255		221		408	
ZEP	CAMWATER	314	4.6%	184	3.2%	282	19.1%	32	0.6%
	BORE HOLE	2,024	29.6%	1,783	30.7%	581	39.4%	1,443	26.9%
	DRINKING WATER SOURCES	83	1.2%	66	1.1%	25	1.7%	58	1.1%
	STREAM	117		103		7		110	
	WELL	214		140		52		162	
Non-ZEP	CAMWATER	4,040	28.5%	1,009	13.6%	3,408	53.5%	632	8.1%
	FORAGE	2,523	17.8%	877	11.8%	1,276	20.0%	1,247	16.0%
	DRINKING WATER SOURCES	918	6.5%	705	9.5%	97	1.5%	821	10.5%
	STREAM	195		160		27		168	
	WELL	415		115		169		246	

Source: MINEDUB 2020/2021 School map

3.1.2.4. Supply of Primary School Teachers

In 2020/2021; the primary cycle recorded 61,730 teachers in the public and 43,399 in the private sector, representing 58% and 41% respectively. These percentages increased by 4.5% for the public and 7% for the private sector compared to 2019/2020. The Community primary schools registered 860 teachers in 2020/2021

Graph 3.24: Evolution of the number of teachers in the primary cycle by level from 2014/2015 to 2020/2021



Source: MINEDUB 2014/2015 to 2020/2021 school maps

3.1.2.4.1 Teaching Staff by Region, Order and Gender

Of 105,989 teachers, 57% are women. Out of these, 68.1% are in non-ZEP regions and 30.1% in ZEPs (see Table 3.16).

Table 3.16: 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	48.8	51.2	69.1	30.9	25.2	74.8	57.0	43.1
ZEP	28.5	71.5	42.3	57.7	19.1	80.9	30.1	69.9
Non-ZEP	63.8	36.2	71.9	28.1	59.5	40.5	68.1	32.0

Source: MINEDUB 2020/2021 School Map

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

As one of the key determinants of educational policy, the supervision rate of primary school pupils provides information on the quality and cost of the education system. According to the Education and Training Sector Strategy Paper (DSSEF 2013-2020), the Government had committed to a ratio of 1 teacher to 42 students by 2020. The achievement of this ratio remains a concern of the Government which envisages in NDS 30 to improve the supply of human resources, especially in rural areas.

The continuation of the programme of recruitment of new teachers or the switch of parents' teachers into State payroll will contribute to the improvement of the quality of education and to the ZEP particularly. This stabilization of teaching staff in areas deemed difficult is done through financial incentives (special bonuses) and the construction of on-call accommodation for teachers. For instance, the Government has awarded grants to 5,397 teachers over the past two years and 60 on-call housing units have been built.

As a result of the recruitment of primary school teachers, which was initiated by the Government with the support of the World Bank, “contractualised” and contract teachers now represent a significant proportion of primary school teaching staff (45.7%). In addition, the percentage of parents' teachers employed is 30.9% in 2020/2021.

Table3.17: Distribution of public primary school teachers by gender and status

RÉGIONS	Civil Servant			Contract Teachers			Contract Teachers			Parent Teachers Association		
	W	M	T	W	M	T	W	M	T	W	M	T
CAMEROON	**22.0**	**24.8**	**23.4**	**19.7**	**12.9**	**16.2**	**32.2**	**26.8**	**29.5**	**26.1**	**35.5**	**30.9**
Adamawa	16.5	22.2	19.7	16.2	11.8	13.7	45.7	35.6	40.1	21.6	30.4	26.5
Centre	26.9	33.7	29.3	20.0	14.0	17.9	29.4	24.1	27.5	23.7	28.2	25.3
East	19.6	21.9	20.7	22.3	17.7	20.0	28.8	20.1	24.5	29.3	40.2	34.8
Far-North	10.8	17.1	15.9	9.6	7.8	8.2	39.5	30.4	32.2	40.1	44.6	43.8
Littoral	25.5	36.9	29.0	19.0	11.4	16.7	33.8	27.5	31.9	21.7	24.2	22.4
North	11.0	13.7	13.1	20.1	11.8	13.7	29.9	23.3	24.8	39.0	51.2	48.4
North-West	20.1	33.1	25.1	34.0	27.1	31.3	42.7	37.8	40.9	3.1	2.0	2.7
West	21.1	39.5	27.4	11.4	9.3	10.7	22.9	17.2	21.0	44.6	34.0	40.9
South	30.5	37.2	33.8	14.0	13.2	13.6	32.6	28.3	30.4	22.9	21.4	22.1
South-West	24.4	35.5	28.0	36.5	35.0	36.0	38.1	28.6	34.9	1.0	1.0	1.0
ZEP	**14.5**	**17.1**	**16.3**	**17.0**	**10.6**	**12.4**	**35.6**	**27.6**	**29.8**	**33.0**	**44.7**	**41.4**
Non-ZEP	**24.5**	**36.0**	**28.7**	**20.6**	**16.1**	**19.0**	**31.1**	**25.7**	**29.2**	**23.8**	**22.2**	**23.2**

Source: MINEDUB 2020/2021 School Map

The analysis of teachers' distribution by region shows that, in the Far-North, North, North-West, West, South and South-West regions, regardless of their status, teachers work mainly in public primary schools in urban areas. Of all civil servants, 51.3% work in public primary schools located in urban centres. For teachers belonging to other statuses the observation is the same (contract: 61.9%; contractualised: 66.8% and parents' teachers: 76.4%).

Table 3.18: Distribution of public primary school teachers by status, region by location

Regions	Civil Servant		Contract Teachers		Contract Teachers		Parents Teachers Association	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
CAMEROON	**51.3**	**48.7**	**61.9**	**38.1**	**66.8**	**33.2**	**76.4**	**23.7**
Adamawa	50.1	49.9	60.5	39.5	57.8	42.2	67.6	32.4

Centre	38.3	61.7	41.3	58.7	52.4	47.6	68.8	31.2
East	42.0	58.0	60.4	39.6	65.3	34.8	70.2	29.8
Far-North	68.7	31.3	76.1	23.9	72.7	27.3	81.8	18.2
Littoral	29.4	70.6	28.6	71.4	45.8	54.2	70.6	29.4
North	58.1	41.9	64.0	36.0	70.7	29.3	79.5	20.5
North-West	66.8	33.2	78.7	21.4	85.1	14.9	93.0	7.0
West	53.8	46.2	65.2	34.8	69.4	30.7	78.3	21.7
South	53.6	46.4	69.8	30.2	72.4	27.6	72.8	27.2
South-West	67.4	32.7	78.7	21.3	79.3	20.7	64.9	35.1
ZEP	**57.8**	**42.2**	**65.8**	**34.2**	**68.5**	**31.5**	**78.2**	**21.8**
Non-ZEP	**48.6**	**51.4**	**60.0**	**40.0**	**65.5**	**34.6**	**73.9**	**26.1**

Source: MINEDUB 2020/2021 School Map

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

In general, private primary schools employ 67.9% of qualified teachers (women and men. It should be noted that this percentage has increased by 2 points in three years (2018/2019 to 66.0% against 68.0% in 2020/2021). The Centre and South-West regions are at the top of the ranking with more than three quarters of qualified teachers. At the PTA level, 43.4% of teachers are unskilled.

Table 3.19: Proportion of private primary school teachers by area, gender and qualification

Regions	Qualified			Non-qualified		
	Women	Men	Total	Women	Men	Total
CAMEROON	**50.3**	**17.6**	**67.9**	**18.8**	**13.3**	**32.1**
Adamawa	42.5	26.9	69.4	13.3	17.4	30.6
Centre	57.9	19.4	77.2	14.8	8.0	22.8
East	42.4	19.0	61.4	16.5	22.1	38.6
Far-North	16.9	30.2	47.9	8.9	44.1	52.9
Littoral	44.1	14.8	58.9	25.5	15.7	41.1
North	20.2	31.3	51.5	13.0	35.5	48.5
North-West	56.1	17.6	73.7	16.1	10.3	26.4

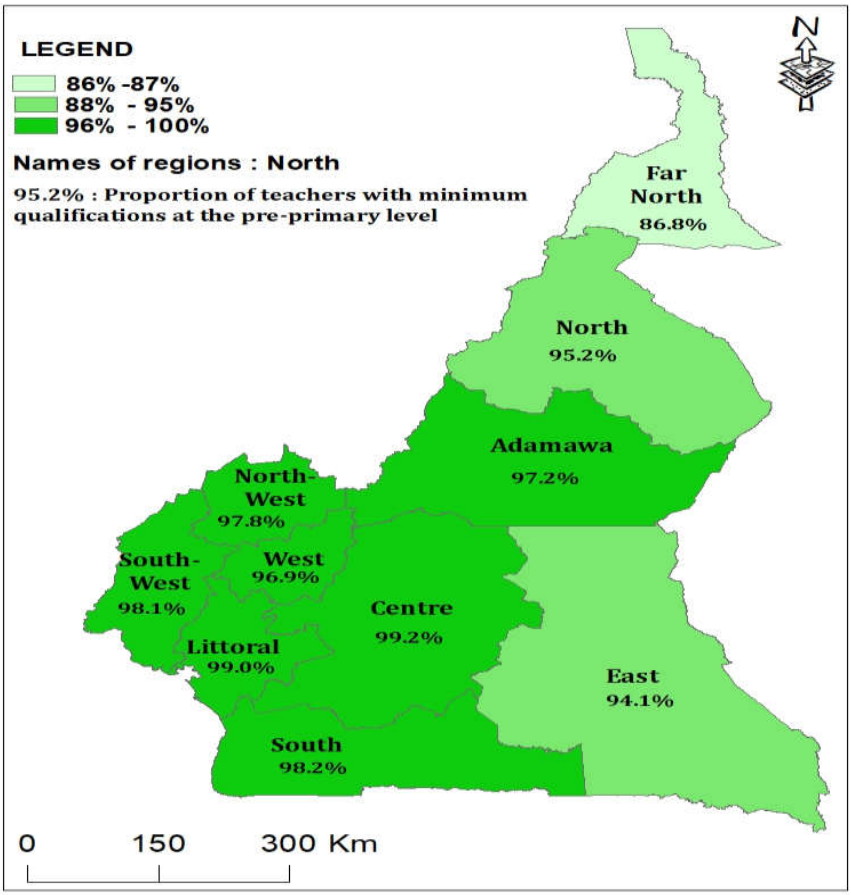
West	50.9	11.8	62.7	23.6	13.8	37.4
South	49.0	20.5	69.5	16.4	14.1	30.5
South-West	68.9	15.4	84.3	10.4	5.4	15.7
ZEP	**29.8**	**26.9**	**56.7**	**12.5**	**30.8**	**43.4**
Non-ZEP	**52.5**	**16.6**	**69.0**	**19.5**	**11.5**	**31.0**

Source: MINEDUB 2020/2021 School Map

The UNESCO Institute of Statistics defines the minimum qualification required, as the fact that a teacher has received at least a minimum initial and in-service training organized by experts in pedagogy. On the basis of this definition and contextualization, 97.9% of preschool teachers have the minimum qualification required and 97.6% of primary school teachers have the minimum qualification required in Cameroon.

The distribution of preschool teachers with the minimum qualification required by region shows that one region out of two is below the national average. However, all regions have more than 85.0% of teachers with the required minimum qualification. Some, such as the Littoral and the centre score around 100%.

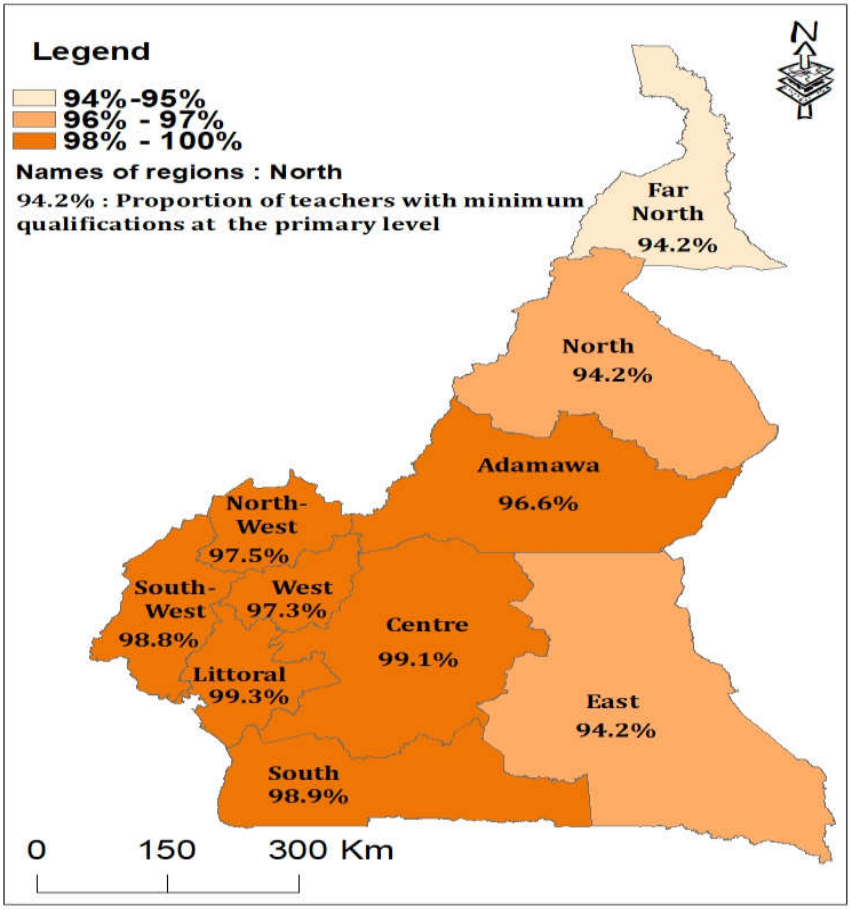
Graph 3.1: Proportion of teachers with required minimum preschool skills by region



Source: Authors, data extracted from the 2020-2021 statistical yearbook, MINEDUB.

As in preschool education, the distribution of teachers with the minimum qualifications required for primary education by region shows that one region in two is below the national average, with regional differences narrowing. All regions have an average of over 94.0% and the maximum average is 99.1%.

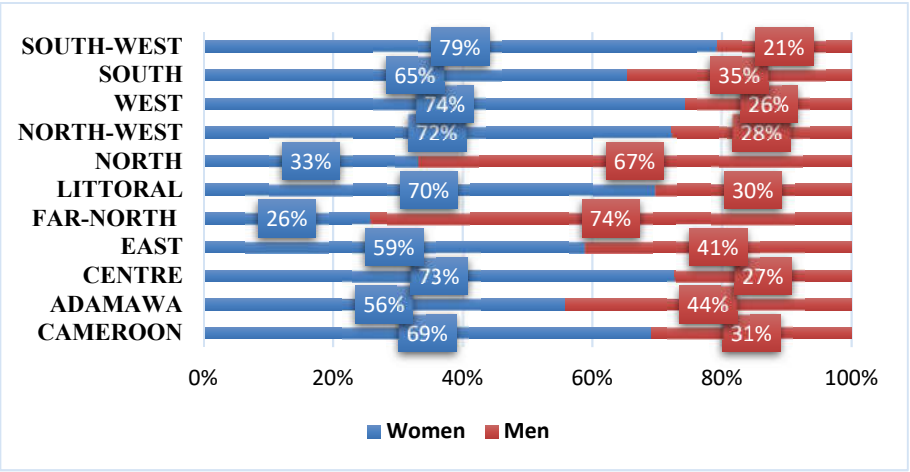
Graph 3.2: Proportion of Teachers with minimum primary skills required by region



Source: Authors, data extracted from the 2020-2021 statistical yearbook, MINEDUB.

Women account for 69% of private teachers. This is also true in all regions with the exception of the Far-North (26%) and the North (33%). In the South-West and North-West regions, women account for 79% and 72% of teaching staff respectively.

Graph 3.25: Distribution of teachers in private primary schools by region and gender



Source: MINEDUB 2020/2021 School Map

3.1.3. Analysis of Supply in Literacy

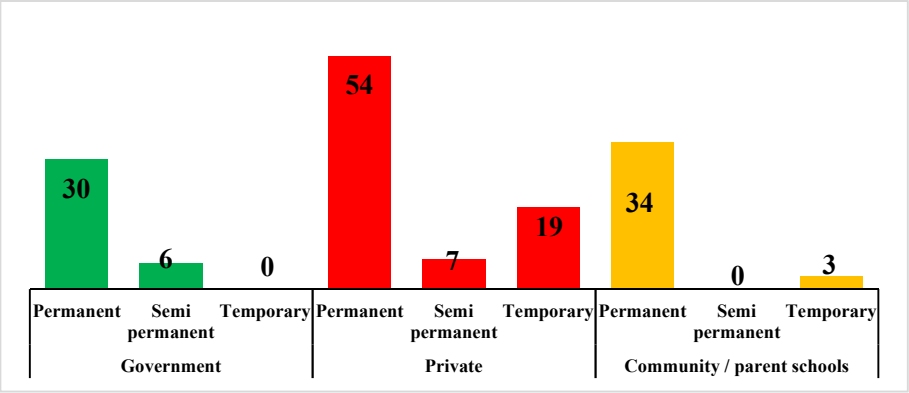
3.1.3.1. Analysis of Educational Supply in Non-Formal Basic Education centres

Improving the provision of education in Non-Formal Basic Education centres is an integral part of the mission of the Cameroonian education system to provide all learning opportunities. This school offer is implemented on the ground by the quality of the infrastructures.

3.1.3.1.1. Infrastructure in Non-Formal Basic Education centres

The distribution of classrooms by type of construction and by educational sub-system in Non-Formal Basic Education centres shows that most classrooms are in permanent materials, with a smaller proportion of the classrooms in temporary materials (see Graph 3.11).

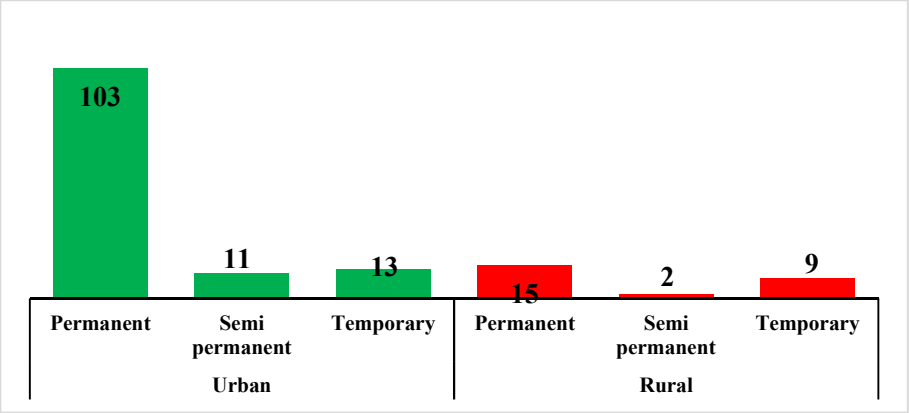
Graph 3.11: Distribution of classrooms by type of construction according to the order of instruction in the Non-Formal Basic Education Centres



Source: MINEDUB 2020/2021 School Map

Concerning the distribution of classrooms by type of construction and by zone in Non-Formal Basic Education centres (see Graph 3.12), it is noted that the majority of classrooms are constructed of permanent materials regardless of the siting area considered. Of the 153 classrooms in Non-Formal Basic Education centres, 127 are in urban areas and 26 in rural areas. Thus, the supply of education in rural areas remains lower than in urban areas. Overall, Non-Formal Basic Education Centres have few classrooms overall.

Graph 3.12: Distribution of classrooms by type of construction according to the area of establishment in the Non-Formal Basic Education Centres



Source: MINEDUB 2020/2021 School Map

Distribution of classrooms by region and type of construction in Non-Formal Basic Education centres during the 2020/2021 school year (see Table 3.7) shows that the Centre and Eastern regions have more permanent materials in classrooms than all other regions. They hold almost all of the classrooms identified in Non-Formal Basic Education centres.

Table 3.7: Distribution of classrooms by region and type of construction in Non-Formal Basic Education centres

OVERALL	OVERALL				PUBLIC			
	Permanent	Semi-permanent	Temporary	Total	Permanent	Semi-permanent	Temporary	Total
CAMEROON	**118**	**13**	**22**	**153**	**30**	**6**	**0**	**36**
Adamawa	0	0	1	**1**	0	0	0	**0**
Centre	73	2	6	**81**	10	0	0	**10**
East	23	7	8	**38**	9	3	0	**12**
Far-North	13	1	1	**15**	6	0	0	**6**
Littoral	0	0	0	**0**	0	0	0	**0**
North	3	0	0	**3**	1	0	0	**1**
North-West	0	0	0	**0**	0	0	0	**0**
West	4	3	0	**7**	4	3	0	**7**
South	2	0	6	**8**	0	0	0	**0**
South-West	0	0	0	**0**	0	0	0	**0**

ZEP	39	8	10	57	16	3	0	19
Non-ZEP	79	5	12	96	14	3	0	17

Source: MINEDUB 2020/2021 School Map

3.1.3.1.2. Amenities in the Non-Formal Basic Education Centres

Concerning the availability of certain amenities in the NFBECs (see table 3.8), there are 50.8% of centres with electricity overall and none in the public. In terms of availability of latrine blocks, 75.4% were recorded in all structures compared to 69.2% in the public. Overall, no public Non-Formal Basic Education centre is equipped with electricity which is a convenience improving the quality of the educational offer

Table 3.8: Proportion (%) of NFBECS with amenities by region and level of education

OVERALL	ELECTRICITY		LATRINE BLOCKS	
	Overall	Public	Overall	Public
CAMEROON	**50.8**	**0**	**75.4**	**69.2**
Adamawa	0	0	0	0
Centre	87.1	0	87.1	100
East	11.1	0	61.1	100
Far-North	0	0	100	0
Littoral	ND	ND	ND	ND
North	0	0	20.0	0
North-West	ND	ND	ND	ND
West	66.7	0	100	100
South	50.0	0	100	0
South-West	ND	ND	ND	ND
ZEP	**7.4**	**0**	**55.6**	**42.9**
Non-ZEP	**81.6**	**0**	**89.5**	**100**

Source: MINEDUB 2020/2021 School Map

An analysis of the various amenities available to the NFBECs by location shows that 66% of urban centres are electrified and none in rural areas (see Table 3.9). Concerning latrine blocks, 86% of centres have them in urban areas compared to 40.0% in rural areas.

Table 3.9: Distribution (%) of NFBECs with amenities by region according to the area of location.

OVERALL	ELECTRICITY		LATRINE BLOCKS	
	Urban	Rural	Urban	Rural

CAMEROON	**66.0**	**0**	**86.0**	**40.0**
Adamawa	0	0	0	0
Centre	90	0	100	0
East	20	0	80	37.5
Far-North	0	0	100	100
Littoral	ND	ND	ND	ND
North	0	0	33.3	0
North-West	ND	ND	ND	ND
West	66.7	0	100	0
South	66.7	0	0	100
South-West	ND	ND	ND	ND
ZEP	**14.3**	**0**	**71.4**	**38.5**
Non-ZEP	**86.1**	**0**	**91.7**	**50.0**

Source: MINEDUB 2020/2021 School Map

An observation of the source of drinking water in Non-Formal Basic Education Centres shows that, overall, 32.3% of NFBECs have CAMWATER supply points, 18.5% have drills and 4.6% are equipped with a water source. In the public, 7.69% of NFBECs have CAMWATER supply points, 15.4% have drilling and 7.7% have developed water sources. Access to drinking water is difficult in most Non-Formal Basic Education centres, especially in rural areas.

Table 3.10: Distribution of water points by level of education, area, region and type of supply in NFBECS

		OVERALL		PUBLIC		URBAN		RURAL	
		NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
CAMEROON	**CAMWATER**	**21**	**32.3%**	**1**	**7.7%**	**22**	**44%**	**0**	**0%**
	BORE HOLE	**12**	**18.5%**	**2**	**15.4%**	**10**	**20%**	**2**	**13.3%**
	DRINKING WATER SOURCES	**3**	**4.6%**	**1**	**7.7%**	**1**	**2%**	**2**	**13.3%**
	STREAM	**1**		**0**		**15**		**1**	
	WELL	**3**		**1**		**2**		**1**	
ZEP	CAMWATER	0	0%	0	0%	0	0%	0	0%
	BORE HOLE	7	25.9%	1	14.3%	6	42.9%	1	7.7%
	DRINKING WATER SOURCES	3	11.1%	1	14.3%	1	7.1%	2	15.4%
	STREAM	1		0		0		1	
	WELL	2		1		1		1	
Out of ZEP	CAMWATER	21	55.2%	1	16.7%	22	61.1%	0	0%
	BORE HOLE	5	13.2%	1	16.7%	4	11.1%	1	50%

	DRINKING WATER SOURCES	0	0%	0	0%	0	0%	0	0%
	STREAM	0		0		15		0	
	WELL	1		0		1		0	

Source: MINEDUB 2020/2021 School Map

3.1.3.1.3. Provision of facilitators in Non-Formal Basic Education centres

Distribution of facilitators by region, order and gender

Nationally, 53.4% of NFBECS facilitators are men. This trend is observed in almost all levels of education in the NFBECS. At the regional level, it appears that, with the exception of the Centre and South regions, the same trend is observed overall and in the various levels of education.

Table 3.11: Teaching staff by region, order and gender in NFBECS

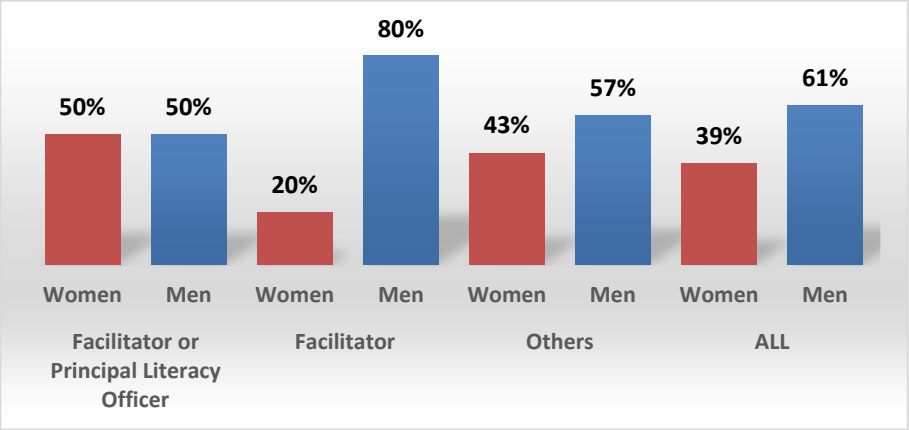
Regions	Public		Private		Community/ Communal		Overall	
	Women	Men	Women	Men	Women	Men	Women	Men
CAMEROUN	**38.9**	**61.1**	**49.4**	**50.6**	**43.3**	**56.7**	**46.6**	**53.4**
Adamawa	0	0	0	0	0	100.0	0	100.0
Centre	100	0	53.0	46.7	47.6	52.4	53.6	46.4
East	40	60.0	33.0	66.7	0	100.0	33.3	66.7
Far-North	28.6	71.4	33.0	66.7	42.9	57.1	35.3	64.7
Littoral	0	0	0	0	0	0	0	0
North	0	100	0	100	0	0	0	100
South	0	0	50	50	0	0	50	50.0
ZEP	**26.7**	**73.3**	**30.8**	**69.2**	**33.3**	**66.7**	**29.7**	**70.3**
Non-ZEP	**100**	**0**	**52.9**	**47.1**	**47.6**	**52.4**	**53.2**	**46.8**

Source: MINEDUB 2020/2021 School Map, Authors' calculation

3.1.3.1.3.2. Distribution of facilitators by status and zone in the public NFBECS

In terms of the distribution of NFBECS facilitators by gender, it can be seen that they have as many men as women as lead facilitators, while NFBECS facilitators and other supervisors are predominantly male.

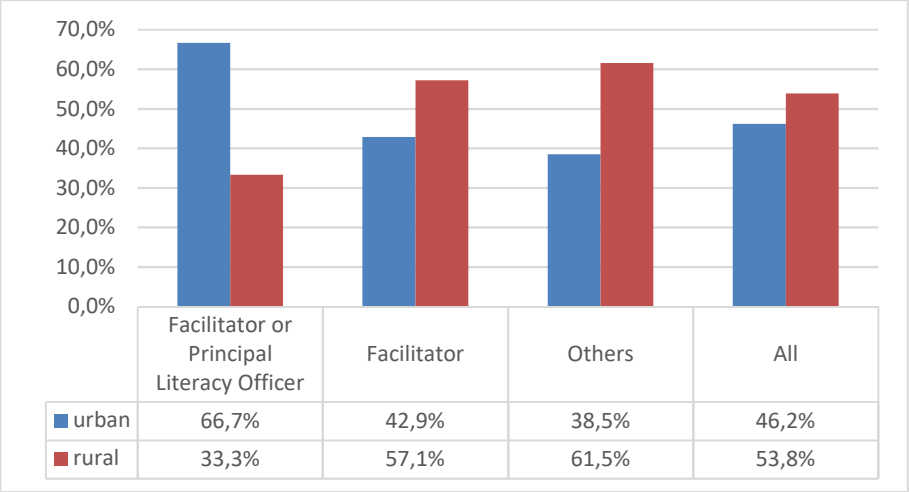
Graph3.13: Distribution of Public NFBECs facilitators by gender following the status



Source: MINEDUB 2020/2021 School Map, Authors' calculation

The distribution of NFBECS facilitators by area of location shows that there are more primary facilitators/literacy educators in the urban area while NFBECS facilitators and other supervisors are mostly in rural areas.

Graph 3.14: Distribution (%) of public NFBECs facilitators by area



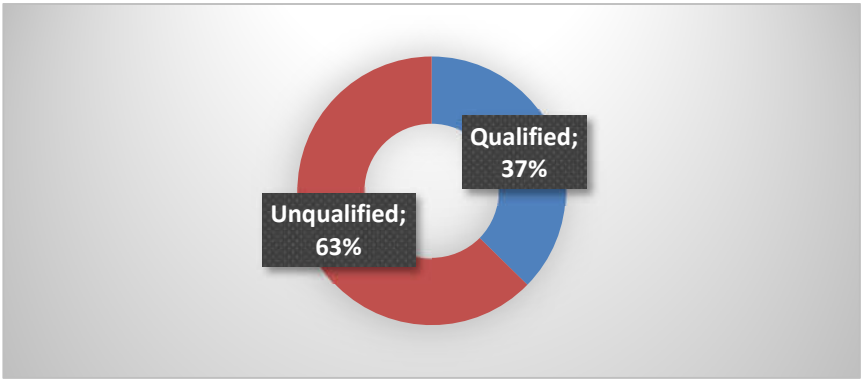
	Facilitator or Principal Literacy Officer	Facilitator	Others	All
urban	66,7%	42,9%	38,5%	46,2%
rural	33,3%	57,1%	61,5%	53,8%

Source: MINEDUB 2020/2021 School Map

3.1.3.1.3.3. Distribution of private NFBECs facilitators by qualification

The distribution of NFBECS facilitators from the private sector by qualification shows that barely 37% justify a qualification enabling them to provide training to their learners (see Graph 3.15).

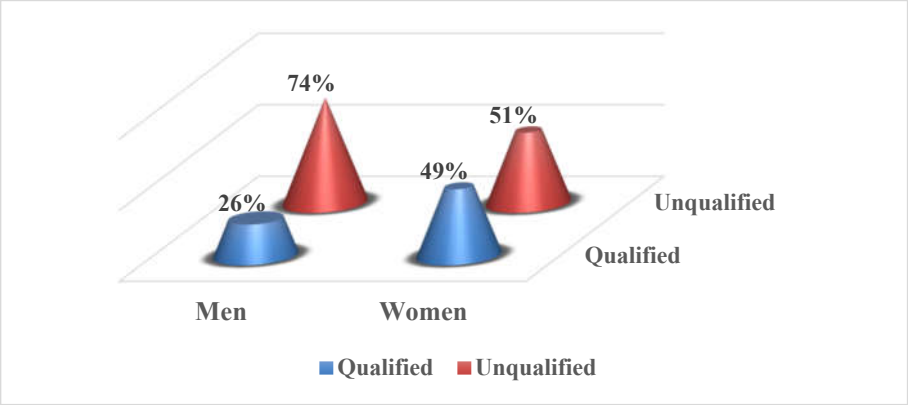
Graph 3.15: Proportion (%) of private NFBECs facilitators by qualification



Source: MINEDUB 2020/2021 School Map

The distribution of private NFBECS supervisors by gender and qualification shows that 3 out of 4 male coaches in these structures are unskilled while 1 out of 2 women are qualified.

Graph 3.16: Proportion (%) of private NFBECs facilitators by gender and qualification



Source: MINEDUB 2020/2021 School Map

3.1.3.2. Analysis of supply in functional literacy centres

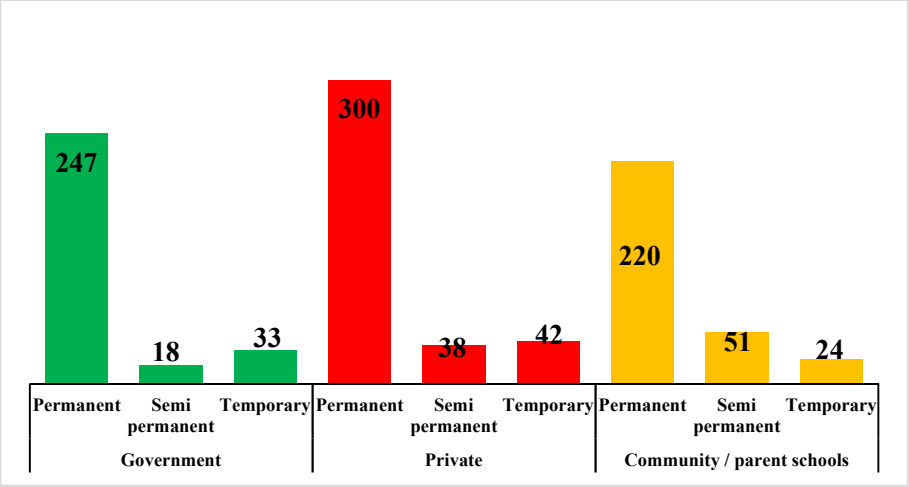
The educational provision of functional literacy centres is a necessary condition for the attainment of education for all and a factor in improving the living conditions of the populations.

3.1.3.2.1. Infrastructure in functional literacy centres

The distribution of classrooms by type of construction and in order of instruction in functional literacy centres (see Graph 3.26) shows that most classrooms are built in permanent materials. In public functional literacy centres, out of a total of 298 classrooms, 247 are constructed of permanent materials, 33 of temporary materials and 18 of semi-permanent materials.

In private functional literacy centres, out of a total of 380 classrooms, 300 are in permanent materials; 38 in semi-permanent materials, and 42 in temporary materials. In community-based functional literacy centres and parent schools, out of a total of 295 classrooms, 220 are in permanent materials; 24 in temporary materials and 51 in semi-permanent materials.

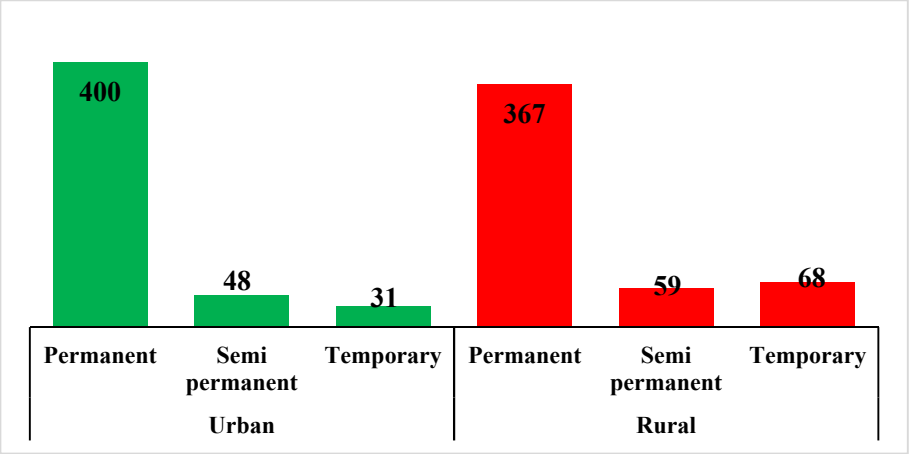
Graph 3.26: Distribution of classrooms by type of construction and order of instruction in functional literacy centres



Source: MINEDUB 2020/2021 School Map

The distribution of classrooms by type of construction and by zone in functional literacy centres reveals that at the national level, most of the classrooms surveyed are in permanent materials (see Graph 3.27). Out of a total of 973 classrooms in functional literacy centres, 479 are in urban areas, of which 400 are constructed of permanent materials, 48 of semi-permanent materials and 31 of temporary materials, and 494 are located in rural areas with 367 classrooms built of permanent materials, 68 of temporary materials and 59 of semi hard.

Graph 3.27: Distribution of classrooms in functional literacy centres by type of construction by area



Source: MINEDUB 2020/2021 School Map

The distribution of classrooms by region and type of construction in functional literacy centres in 2020/21 (see Table 3.20) shows that, overall, a considerable proportion of classrooms are in permanent materials. The same trend is observed in the public. The Central, Far-North and Northern regions have the most infrastructure built of permanent materials, 227, 242 and 88 respectively. In addition, the number of temporary material classrooms in these regions is 12, 30 and 15 respectively.

In public functional literacy centres, out of 211 ZEP classrooms, 178 are in permanent materials and 22 are in temporary materials.

Table 3.20: Distribution of classrooms by region and type of construction in functional literacy centres

	OVERALL				PUBLIC			
	Permanent	Semi-permanent	Temporary	Total	Permanent	Semi-permanent	Temporary	Total
CAMEROON	**767**	**107**	**99**	**973**	**247**	**18**	**33**	**298**
Adamawa	61	26	8	**95**	10	3	2	**15**
Centre	217	28	12	**257**	47	5	3	**55**
East	6	10	11	**27**	1	0	0	**1**
Far-North	242	12	30	**284**	133	0	12	**145**
Littoral	60	4	3	**67**	0	0	0	**0**

North	88	8	15	**111**	34	8	8	**50**
North-West	0	10	3	**13**	0	0	3	**3**
West	65	7	13	**85**	21	2	5	**28**
South	11	0	4	**15**	1	0	0	**1**
South-West	17	2	0	**19**	0	0	0	**0**
ZEP	**397**	**56**	**64**	**517**	**178**	**11**	**22**	**211**
Non-ZEP	**370**	**51**	**35**	**456**	**69**	**7**	**11**	**87**

Source: MINEDUB 2020/2021 School Map

3.1.3.2.2. Amenities in Functional Literacy Centres

Concerning amenities in functional literacy centres, 21% are powered by electricity overall and 10.2% in the public. In terms of the availability of latrine blocks, 42.7% of the public FLCs as a whole have them. In ZEP, 10.9% of functional literacy centres have electricity overall and 10.4% in the public. In terms of latrine blocks, 28.8% of functional literacy centres in ZEP have latrine blocks compared to 30.4% in the public. There appears to be a low availability of amenities in schools, depending on whether the school is in the ZEP or in non-ZEP regions. From these findings, it emerges that the public supply in functional literacy centres in terms of amenities remains low.

Table 3.21: Proportion of functional literacy centres with amenities by region and level of education

	ELECTRICITY		LATRINE BLOCKS	
	Overall	**Public**	**Overall**	**Public**
CAMEROON	**21.0**	**10.2**	**42.7**	**32.9**
Adamawa	20.4	35.7	29.6	50.0
Centre	36.9	2.3	61.9	34.9
East	5.3	0	42.1	0
Far-North	10.6	5.5	33.3	31.9
Littoral	69.2	0	92.3	0
North	6.5	13.8	14.3	17.2
North-West	0	0	0	0
West	26.2	24.1	56.9	48.3

South	17.4	0	52.2	50.0
South-West	10.0	0	70	0
ZEP	**10.9**	**10.4**	**28.8**	**30.4**
Non-ZEP	**31.7**	**9.9**	**57.4**	**37.0**

Source: MINEDUB 2020/2021 School Map

An analysis of the various amenities available in functional literacy centres according to the location area shows that 48.2% of FLCs located in urban areas are electrified compared to 6.7% in rural areas. In addition, 67.8% of functional literacy centres in urban areas have latrine blocks compared to 30.5% in rural areas.

In the ZEP, 28.2% of the centres surveyed have electricity in urban areas compared to 3.1% in rural areas. As for the latrine blocks, we note that in urban areas, 40.8% of structures have latrine blocks, compared to 23.4% in rural areas. The improvement of amenities in functional literacy centres in rural areas is a solution for improving learning conditions.

Table 3.22: Proportion of functional literacy centres with amenities by region and area

	ELECTRICITY		LATRINE BLOCKS	
	Urban	**Rural**	**Urban**	**Rural**
CAMEROON	**48.2**	**6.7**	**65.8**	**30.5**
Adamawa	50.0	2.9	45.0	20.6
Centre	71.2	12.8	87.9	43.6
East	50.0	0	150.0	29.4
Far-North	25.5	4.7	43.1	29.5
Littoral	88.9	25.0	105.6	62.5
North	16.7	0	26.7	6.4
North-West	0	0	0	0
West	52.4	13.6	81	45.5
South	40.0	0	100	15.4
South-West	0	10.0	0	70
ZEP	**28.2**	**3.1**	**40.8**	**23.4**
Non-ZEP	**65.6**	**10.9**	**87.4**	**38.9**

Source: MINEDUB 2020/2021 School Map

By analysing the source of drinking water according to the level of education, it appears that of the 174 water points identified within or near

functional literacy centres, 65 water points are owned by the Cameroon Water Distribution Company (CAMWATER), of which 09 are publicly owned (see Table 3.23). In terms of the distribution of the 63 wells surveyed, 25 are publicly owned. In addition, 17 drinking water sources have been identified.

Table 3.23: Distribution of water points in order of education, area and type of supply in functional literacy centres

		OVERALL		PUBLIC		URBAN		RURAL	
		NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
CAMEROON	**CAMWATER**	**65**	**10.1%**	**9**	**4.2%**	**59**	**26.6%**	**6**	**1.4%**
	BORE HOLE	**63**	**9.8%**	**25**	**11.6%**	**30**	**13.5%**	**33**	**7.9%**
	DRINKING WATER SOURCES	**17**	**2.7%**	**0**	**0%**	**2**	**0.9%**	**15**	**3.6%**
	STREAM	**1**		**0**		**0**		**1**	
	WELL	**28**		**7**		**19**		**9**	
ZEP	CAMWATER	14	4.2%	8	5.9%	12	11.7%	2	0.9%
	BORE HOLE	42	12.7%	17	12.6%	23	22.3%	19	8.4%
	DRINKING WATER SOURCES	2	0.6%	0	0%	0	0%	2	0.9%
	STREAM	1		0		0		1	
	WELL	16		5		10		6	
Hors-ZEP	CAMWATER	51	16.4%	1	1.2%	47	39.5%	4	2.1%
	BORE HOLE	21	6.7%	8	9.9%	7	5.9%	14	7.3%
	DRINKING WATER SOURCES	15	4.8%	0	0%	2	1.7%	13	6.7%
	STREAM	0		0		0		0	
	WELL	12		2		9		3	

Source: MINEDUB 2020/2021 School Map

3.1.3.2.3. Provision of facilitators in functional literacy centres

3.1.3.1.3.1. Teacher Supply in FLCs by Region, Order and Gender

Contrary to the trend observed in the NFBECS, women make up 55.5% of facilitators regardless of the level of education. When looking at the trend by level of education, they represent 54.1% in the public sector, 60.3% in the private sector and 52.4% in the Community respectively. At the ZEP level, the trends are the same as at the national level.

Table 3.24: Distribution (%) of facilitators by region, order and sex in FLC

Regions	Public		Private		Community/ Communal		Overall	
	Women	Men	Women	Men	Women	Men	Women	Men
CAMEROON	**54.1**	**45.9**	**60.3**	**39.7**	**52.4**	**47.6**	**55.5**	**44.6**
Adamawa	18.8	81.2	56.3	43.7	36.5	63.5	34.1	65.9
Centre	52.3	47.7	62.2	37.8	49.0	51.0	54.8	45.2
East	0	0	60.1	40.0	62.7	37.3	60.5	39.5
Far-North	54.4	45.6	62.3	37.7	63.2	36.9	59.1	41.0
Littoral	0	0	52.2	47.8	61.5	38.5	53.0	47.0
North	55.7	44.3	51.4	48.6	46.3	53.8	50.8	49.2
North-West	80.8	19.2	0	0	0	0	80.8	19.2
West	69.8	30.2	68.2	31.8	59.2	40.8	67.4	32.6
South	46.9	53.1	51.3	48.7	45.4	54.6	48.8	51.2
South-West	0	0	86.8	13.2	66.1	33.9	69.1	30.9
ZEP	**51.7**	**48.3**	**60.2**	**39.8**	**51.5**	**48.5**	**53.6**	**46.4**
Non-ZEP	**60.3**	**39.7**	**60.4**	**39.6**	**54.4**	**45.6**	**58.6**	**41.4**

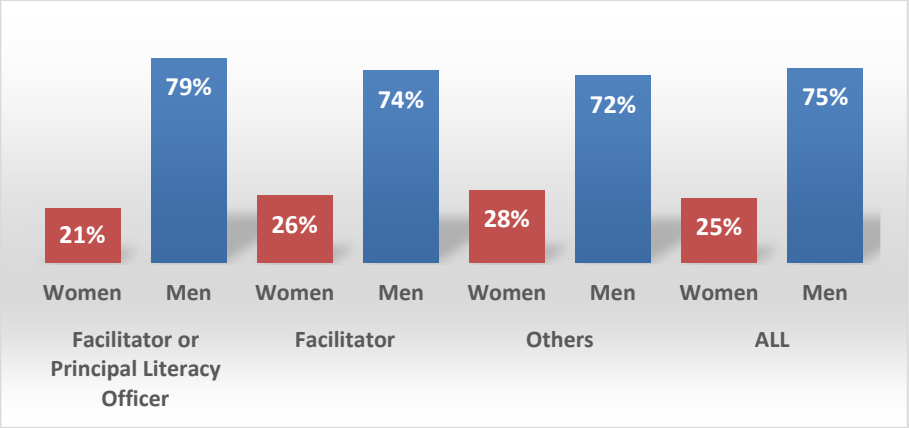
Source: MINEDUB 2020/2021 School Map

3.1.3.1.3.2. Offer of facilitators by status, by zone in the public FLC

The distribution of public FLC facilitators according to status and gender leaves a strong predominance of men any status of facilitator combined. This trend is further reinforced as the status of the facilitator increases. In fact, the proportion of men increases from 71.7% to 74.3% and then to 79.4%

respectively when the status changes from “Other”, to “Facilitator” and then to “Facilitator or Senior Literacy Worker” respectively.

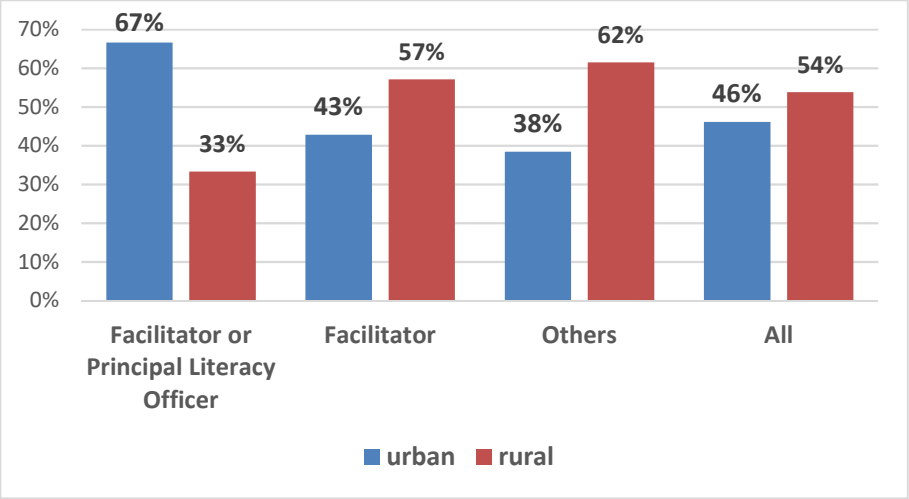
Graph 3.28: Percentage distribution of Public FLC facilitators by category and gender



Source: MINEDUB 2020/2021 School Map

The analysis of the above table shows that, with the exception of the main facilitators or alphabetizes, the location of the categories of facilitators follows that of the Literacy Centres. Indeed, at the national level it is more in rural areas that we find the largest proportion of facilitators of any status combined.

Graph 3.29: Percentage distribution of public FLC facilitators by area

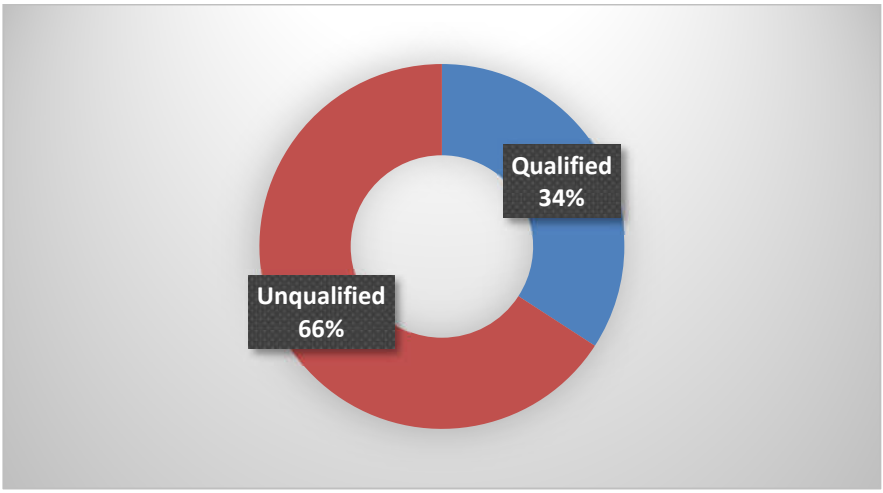


Source: MINEDUB 2020/2021 School Map

3.1.3.1.3.3. Facilitator by status, by zone in private FLC

The qualification of FLC facilitators here refers to the highest degree they possess. The graph below shows that the majority of FLC facilitators are not qualified. Indeed, it is clear that 66% of private FLC facilitators are unqualified.

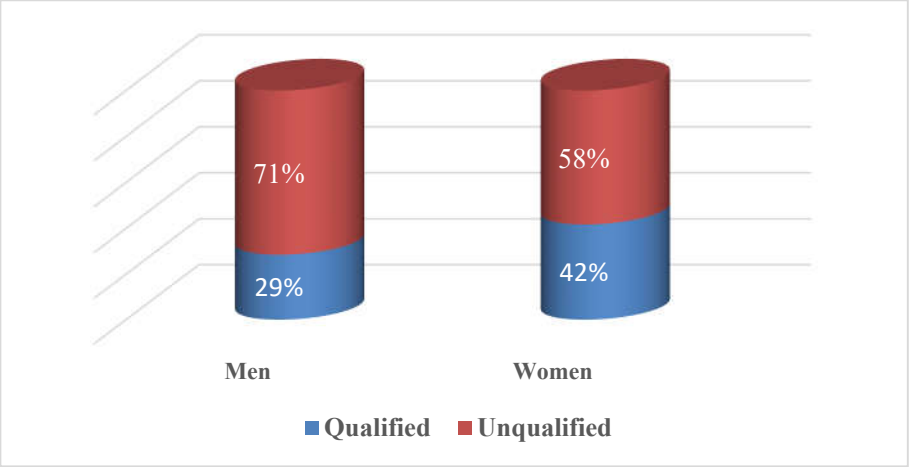
Graph 3.30: Proportion of private FLC facilitators by qualification



Source: MINEDUB 2020/2021 School Map

As noted in Chart 3.39, 34% of facilitators are qualified. This qualification is not uniform by gender. Thus, the graph below shows that women are more qualified than men with 42% and 29% respectively.

Graph 3.31: Proportion of private FLC facilitators by gender and qualification



Source: MINEDUB 2020/2021 School Map

3.2. Learning conditions in the basic education subsystem

3.2.1. Learning Conditions in Preschool

The quality of educational provision is measured by the pupil-classroom ratio, which is the average number of pupils per classroom. This ratio provides information on the overall learning conditions of children. Moreover, class size is an important indicator and can sometimes be the central objective in many educational policies.

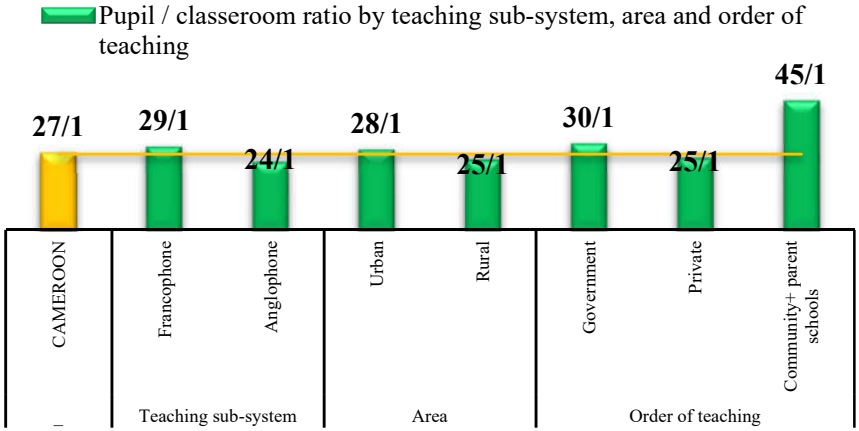
One of the major concerns of the education system is therefore the question of the influence of class size on the effectiveness of teaching and the performance of pupils. The average size of the classes thus makes it possible to measure the level of adequacy between the real educational supply and the school population of preschool. The average class size also provides information on the working conditions of teachers.

3.2.1.1. Average Classroom Size in Preschool

In the preschool, regardless of the level of instruction, a classroom accommodates an average of 27 students (all classrooms taken into account). An analysis in order of instruction indicates that the average ratio is 30 students per classroom in the public, 25 in the private and 43 in the community.

The average ratio differs by location. In urban areas, the average ratio is 28 students per classroom compared to 25 in rural areas. According to the education subsystem, the average pupil-to-classroom ratio is 29 students in the French subsystem compared to 24 in the English subsystem.

Graph 3.32: Pupils/Classroom ratio by subsystem, area and order of instruction in the preschool cycle

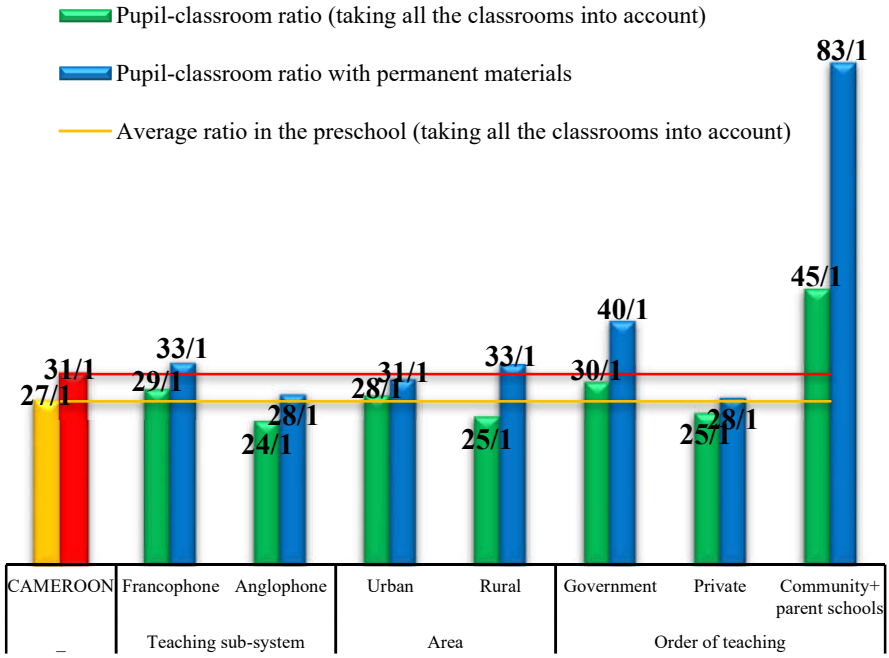


Source: MINEDUB 2020/2021 School Map

The quality of learning conditions in preschool is deteriorating as classrooms constructed of temporary materials are excluded. Indeed, when we consider only the classrooms in permanent materials, the ratio is 31 students per classroom. The same trend can be observed at the level of the education subsystem, area and order of education.

Efforts still need to be made by the public authorities to improve learning conditions in preschool. In general, it is observed that learning conditions in preschool are better in urban areas than in rural areas. Similarly, the private sector offers better learning conditions than the general public.

Graph 3.33: Average classroom size in final preschool materials by subsystem, area and order

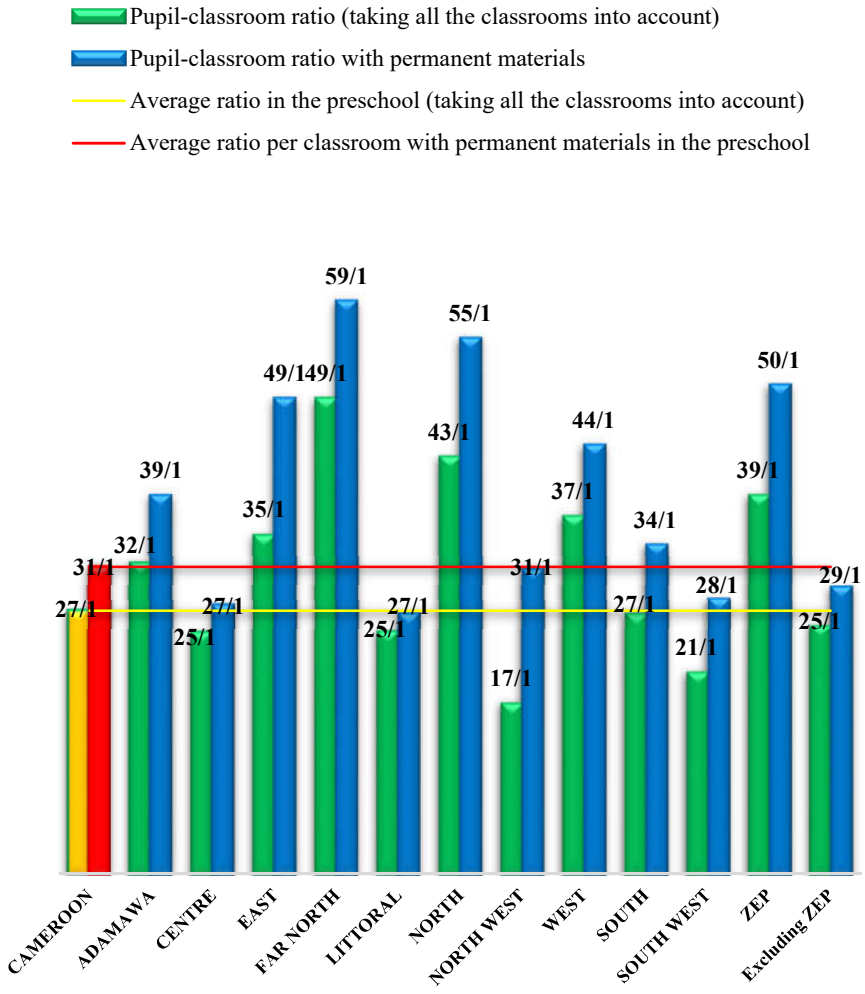


Source: MINEDUB 2020/2021 School Map

At the regional level, the pupil/classroom ratio constructed of permanent materials is very high in the Far-North, East and North regions (which are part of the PTA) and is 59/1, 55/1 and 49/1 respectively. However, the

inclusion of temporary classrooms significantly improves this ratio in these three regions, respectively 49/1, 45/1 and 35/1.

Graph 3.34: Average number of pupils per classroom in preschools by region

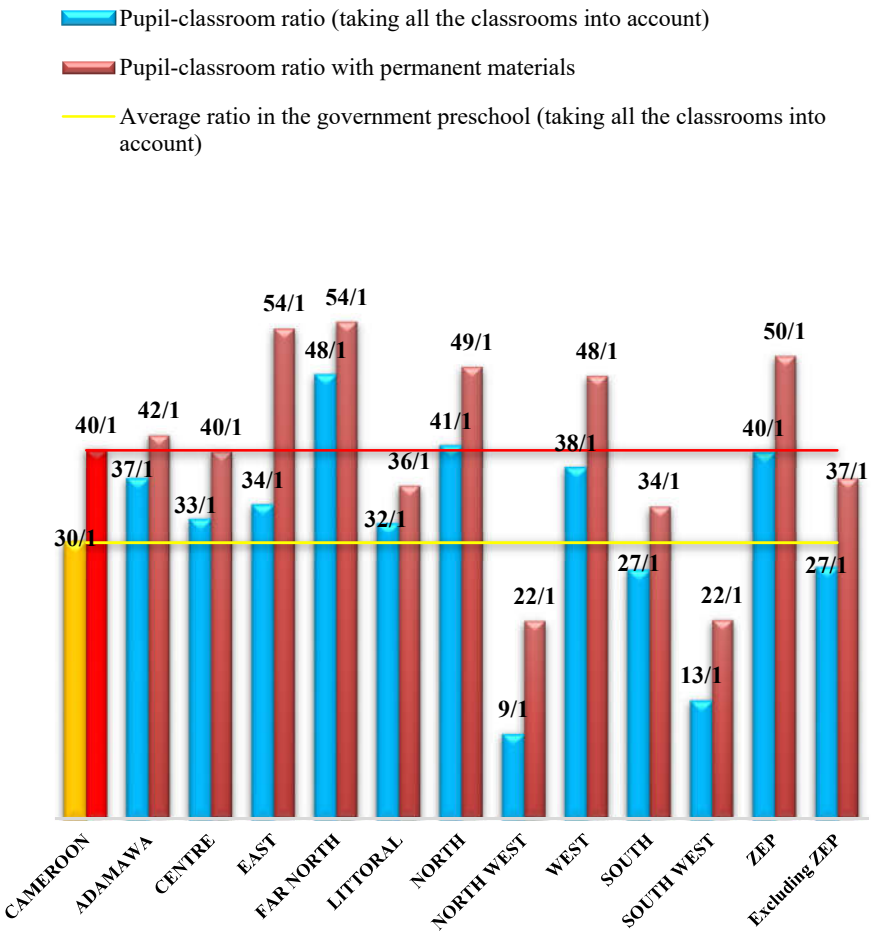


Source: MINEDUB 2020/2021 School map

The student-to-classroom ratio in public preschools averages 40 pupils per classroom built with permanent materials (see Graph 3.35). Taking into account classrooms built with temporary materials, this ratio is reduced to an average of 30 students per classroom.

This national average hides very significant disparities between regions. Actually, hardened classrooms in the East (54:1), Far-North (54:1) and North (49:1) regions are more overcrowded than the national ratio, while those in the North-West (22:1) and South-West (22:1) are less overcrowded than the national ratio (40:1). This was due to the closure of several preschools in the North*west and South*west regions.

Graph 3.35: Average size of classrooms for pedagogical use in public Preschools by region



Source: **MINEDUB 2020/2021 School map**

3.2.1.1. Teaching Conditions in Preschools

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.

In nursery schools, the data of the 2020/2021 school map show that a teacher supervises an average of 19 pupils. According to the different levels of education, this ratio is 21 pupils for 1 teacher in the private sector and 32 pupils for 1 in the community sector. In public preschool, the pupil/teacher ratio is 16:1 if all teachers are taken into account. It increases to 20/1 if only state-paid teachers are considered. This gap highlights the need for teachers in the public preschool.

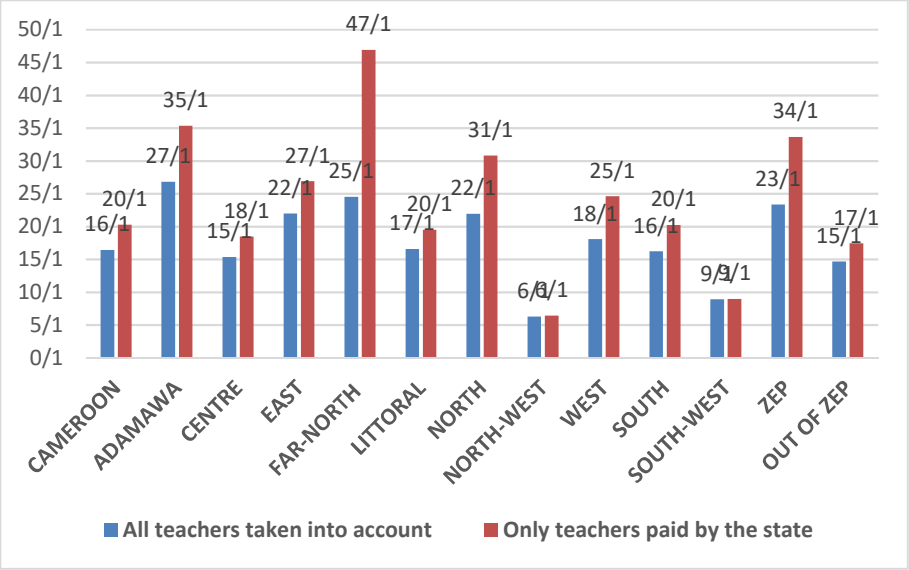
Table 3.25: Preschool pupil-teacher ratios by teaching order

	Overall	Public		Formal private	NFBECS + Parents' schools
		All teachers taken into account	paid by the state		
CAMEROON	**19/1**	**16/1**	**20/1**	**21/1**	**32/1**
Adamawa	25/1	27/1	35/1	23/1	37/1
Centre	18/1	15/1	18/1	19/1	20/1
East	25/1	22/1	27/1	24/1	39/1
Far-north	26/1	25/1	47/1	28/1	37/1
Littoral	19/1	17/1	20/1	19/1	22/1
North	24/1	22/1	31/1	21/1	40/1
North-west	13/1	6/1	6/1	23/1	51/1
West	22/1	18/1	25/1	27/1	25/1
South	19/1	16/1	20/1	24/1	23/1
South-west	16/1	9/1	9/1	21/1	16/1
ZEP	**25/1**	**23/1**	**34/1**	**24/1**	**39/1**
OUT OF ZEP	**19/1**	**15/1**	**17/1**	**20/1**	**23/1**

Source: MINEDUB 2020/2021 School map

An analysis by region of the teachers paid by the State budget in public preschools shows that the Far-North (47:1), Adamawa (35:1), East (27:1) and North (31:1) regions have the lowest pupil-teacher ratios, while the Littoral (20:1), Centre (18:1) and South (20:1) regions have pupil-teacher ratios that are lower than or equal to the national average of 20:1.

Graph 3.36: Distribution of pupils-teacher ratios in public nursery



Source: **MINEDUB 2020/2021 School map**

3.2.1.2. Seating Capacity in Preschool Classrooms

The ability of the system to provide seats in a classroom is assessed by analysing the ratio of the number of pupils to the number of available seats. The norm would be for this ratio to be equal to 1, i.e. the number of places offered should be equal to the number of children in school. A seating deficit occurs when this ratio is greater than 1, meaning that there are more pupils than seats available in the system.

Table 3.26: Number of pupils per seat in Preschool by region and by level of education

	Overall	PUBLIC	PRIVATE	COM+PARENTS
CAMEROON	**8/10**	**8/10**	**8/10**	**21/10**
Adamawa	1/1	11/10	9/10	45/10
Centre	8/10	7/10	8/10	13/10
East	8/10	7/10	8/10	14/10
Far-north	14/10	15/10	1/1	54/10
Littoral	8/10	8/10	8/10	8/10
North	11/10	9/10	9/10	70/10

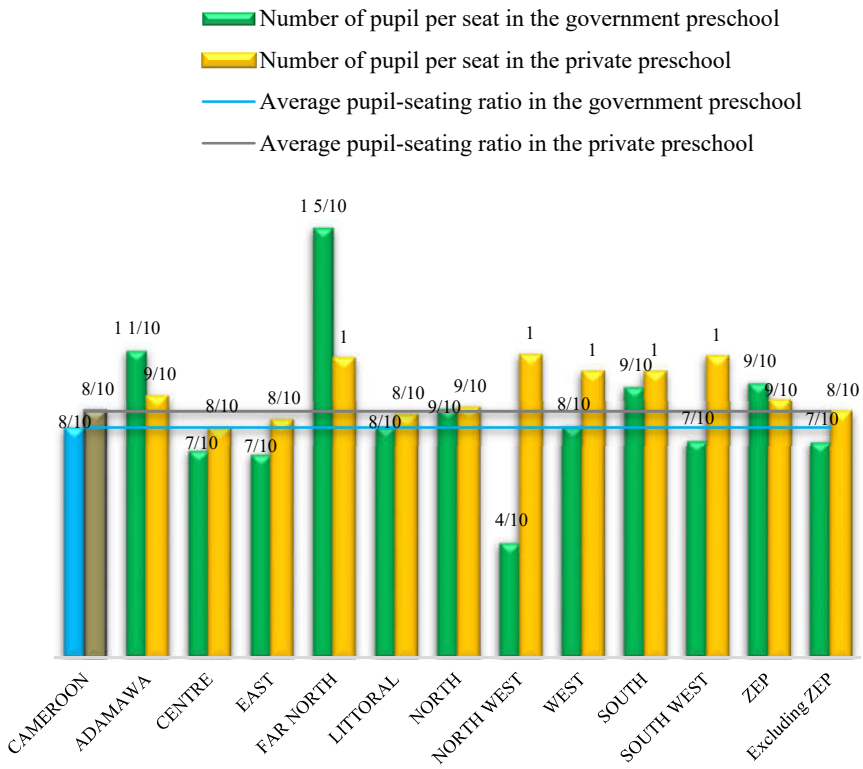
North-west	7/10	4/10	1/1	9/10
West	9/10	8/10	1/1	15/10
South	1/1	9/10	1/1	16/10
South-west	9/10	7/10	1/1	12/10
ZEP	**1/1**	**9/10**	**9/10**	**28/10**
OUT OF ZEP	**8/10**	**7/10**	**8/10**	**12/10**

Source: MINEDUB 2020/2021 School map

Analysis of the number of seats per classroom shows an excess of seats over the number of pupils in the preschool, with an average of 8 pupils per 10 seats (see Graph 3.37). The situation by region shows more disparities than the national average.

Overall, the private sector is better equipped with desks than the public sector. Apart from the Far-North region (15/10), and to a lesser extent the Adamawa region (11/10) where there is a deficit in seats, all the other regions have a surplus of seats. Thus, in the Far-North region, there is still a pronounced deficit between the number of children enrolled in school and the number of preschool places available. Measures could be taken to reduce the shortage of seats in nursery schools, especially those located in disadvantaged areas of the Far-North region.

Graph 3.37: Pupil/seating ratio in public and private nursery schools



Source: **MINEDUB 2020/2021 School map**

3.2.1.3. Provision of Textbooks in public preschools

The school mapping database provides for each nursery school the number of essential textbooks, including graphics, French, mathematics and English, available to students (see Graph 3.27). Overall, the rates of possession of an activity book are 23.3% for the Pre-Nursery/Petite section, 46.2% for Nursery one/Moyenne section (MS) and 50.0% for Nursery two/ Grande section (GS). Concerning mathematics textbooks, the possession rate is 22.1%, 45.6% and 50.2% for PN, N1 and N2 classes respectively. The availability of the colouring book by grade in this cycle shows the same observed trends. From an overall perspective, the ratios are lower for the early section than for the middle and large sections.

Table 3.27: Availability rate of some textbooks for nursery school pupils by grade

	PN/PS	N1/MS	N2/GS
Graphic design workbook	23.3%	46.2%	50.0%
Mathematics workbook	22.1%	45.6%	50.2%
Colouring workbook	14.0%	46.5%	48.4%

Source: MINEDUB 2020/2021 School map

3.2.1. Learning conditions at the primary cycle

3.2.2.1. Average Size of Primary School Classrooms

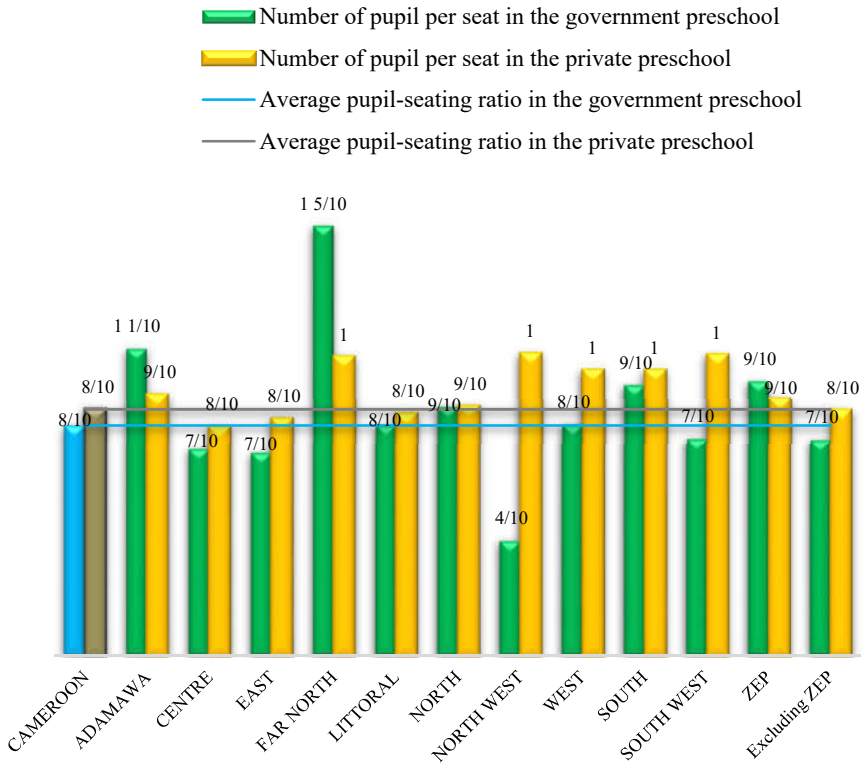
Nationally, the average classroom size is 48 pupils at the primary cycle. This value is still far from the ETSSP target of 42 pupils.

Paper

The analysis by teaching subsystem shows 55 pupils per room in the Francophone subsystem versus 30 pupils in the Anglophone subsystem.

The national average is improved in the private sector because if only the public sector were considered, this ratio would be 62 pupils per classroom compared to 28 pupils per classroom in the private sector. In general, although there has been a significant increase in the number of classrooms in the public sector, there are still not enough.

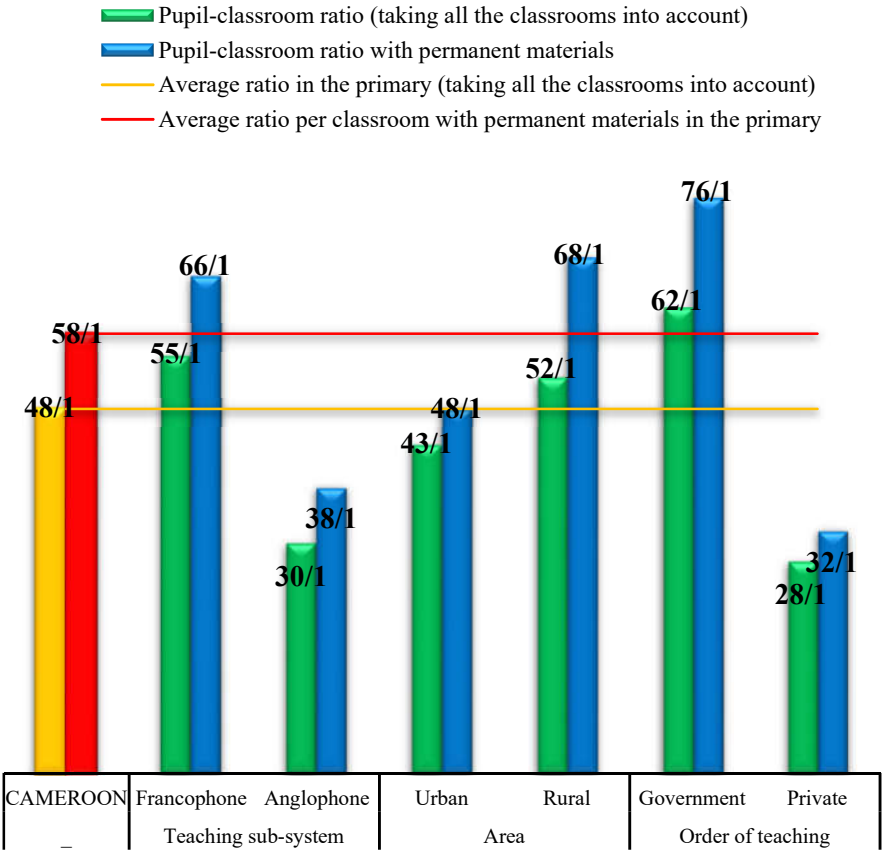
Graph 3.41: Primary school pupils/teacher ratio by level of education by sub-system and location



Source: **MINEDUB 2020/2021 School map**

The quality of learning conditions in primary schools deteriorates as soon as we exclude classrooms built with temporary materials. Considering only classrooms built with permanent materials, the ratio is 58 pupils per classroom versus 48 pupils per classroom built with temporary materials. Based on location, permanent material classrooms in urban areas (48/1) are less overcrowded than those in rural areas (68/1). Overall, private sector students have better seating conditions than public sector students.

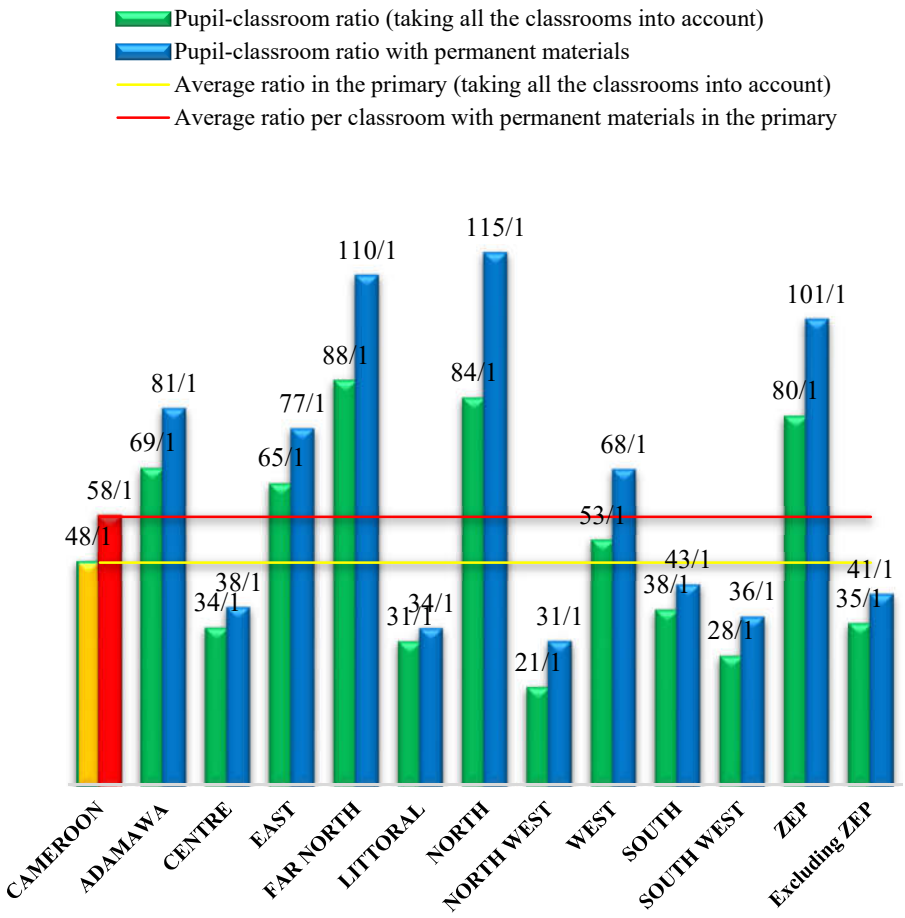
Graph 3.42: Average size of primary classrooms by sub-system, location and order



Source: MINEDUB 2020/2021 School map

Considering only classrooms built with permanent materials, the regions of Adamawa, Far-North and North are those whose classrooms are the most overcrowded with 81/1, 110/1 and 115/1 respectively. Improving the learning conditions of the school population requires more permanent classrooms in ZEPs

Graph 3.43: Average number of pupils per classroom by region in the primary cycle

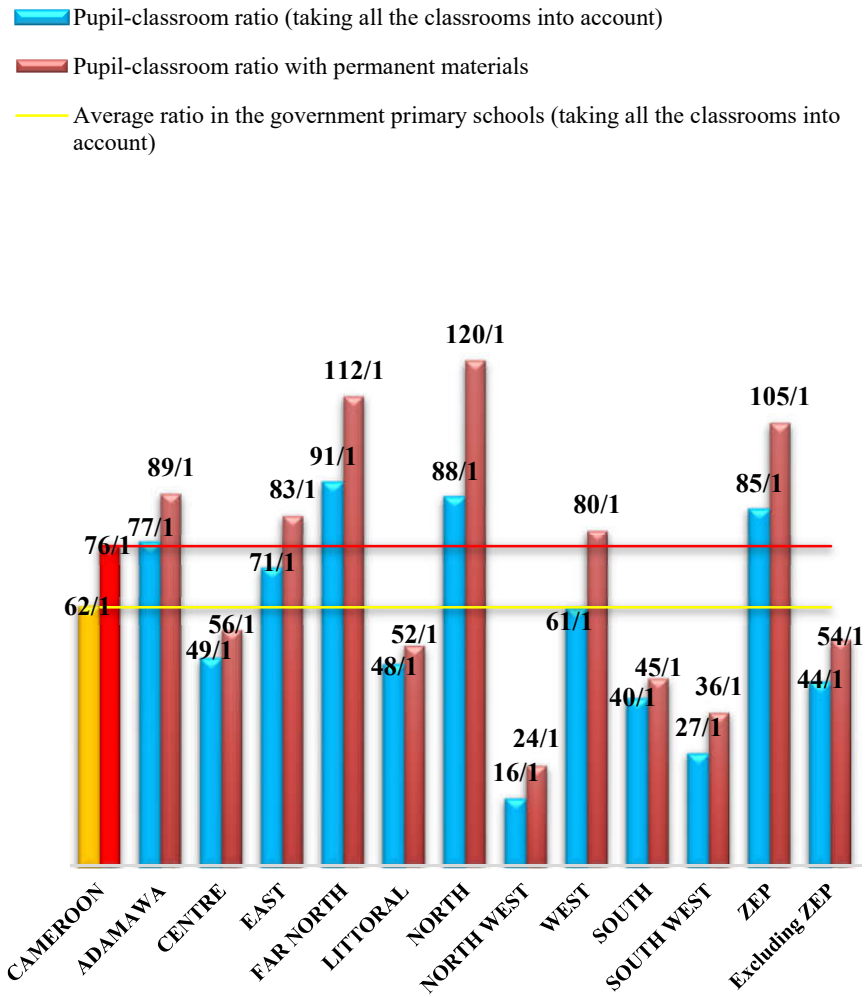


Source: **MINEDUB 2020- 2021 School map**

In public primary schools, the students/classroom ratio in permanent materials is 76 pupils per classroom on average. This ratio is an improvement of 2 points from the 2019/2020 school year. With the inclusion of classrooms built with temporary materials, this ratio is reduced to an average of 62 pupils per classroom.

This national average hides very significant disparities between regions. Actually, classrooms in permanent materials in the Far-North (112/1), North (120/1) and Adamawa (89/1) regions are more overcrowded than the national ratio (76/1). The demand for education in ZEPs remains a national concern.

Graph 3.44: Average size of public primary classrooms by region



Source: MINEDUB 2020/2021 School map

3.2.2.2. Learning Conditions at the Primary Cycle

According to the ETSSP 2013-2020, the government had committed to a ratio of one teacher for every 42 pupils by 2020. The Government is pursuing this objective and has provided in the NDS 30 to: *"Put in place measures to retain teachers in rural areas, including the construction of housing amenities for these teachers and the establishment of incentives including special bonuses in their favour''*

The average pupil/teacher ratio at the primary cycle has increased from 46:1 in 2019/2020 to 45:1 in 2020/2021. Despite this slight decrease at the national level, a strong disparity persists between levels of education. This value is 58 pupils for a teacher in public primary schools, 26 students for a teacher in private schools and 73 pupils for a teacher in community schools.

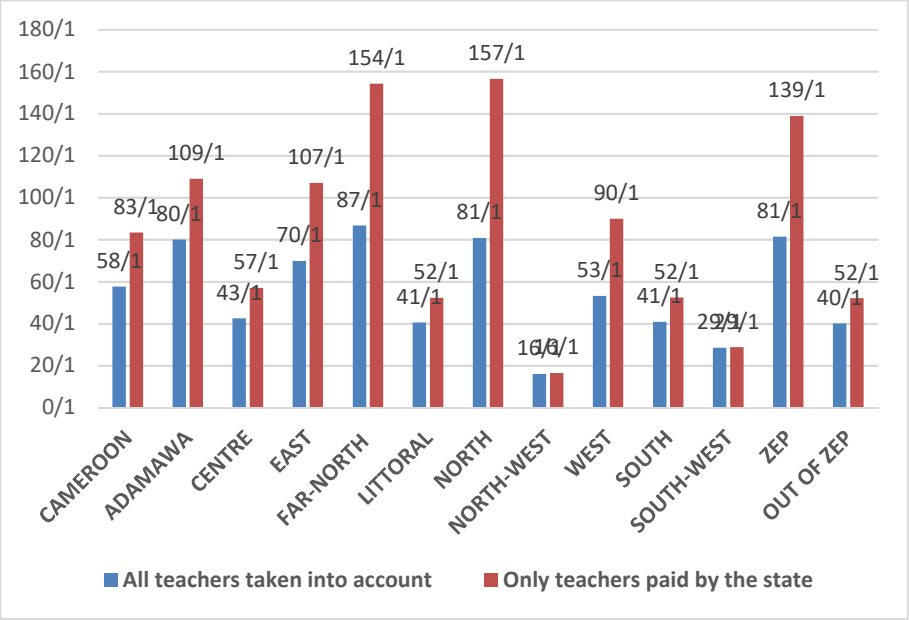
Table 3.28: Pupil-teacher ratios by teaching order per region

	Overall	Public		Formal private	NFBECS + Parents' schools
		All teachers taken into account	paid by the state		
CAMEROON	**45/1**	**58/1**	**83/1**	**26/1**	**73/1**
Adamawa	69/1	80/1	109/1	29/1	71/1
Centre	30/1	43/1	57/1	22/1	25/1
East	63/1	70/1	107/1	34/1	120/1
Far-north	82/1	87/1	154/1	46/1	84/1
Littoral	28/1	41/1	52/1	23/1	36/1
North	77/1	81/1	157/1	37/1	75/1
North-west	20/1	16/1	16/1	30/1	0
West	47/1	53/1	90/1	33/1	52/1
South	38/1	41/1	52/1	27/1	0
South-west	27/1	29/1	29/1	25/1	20/1
ZEP	**76/1**	**81/1**	**139/1**	**37/1**	**80/1**
OUT OF ZEP	**32/1**	**40/1**	**52/1**	**24/1**	**35/1**

Source: MINEDUB 2020/2021 School map

According to the target that was aimed at by the ETSSP 2013-2020 mentioned above, only the Littoral and South regions have achieved this target The regions of Adamawa (80:1), East (70:1), Far-North (87:1) and North (81:1), which are classified as ZEP, are still far from achieving the recommended average pupil-teacher ratio. These ratios are even worse in the Far-North and North regions, with 154 and 157 pupils per teacher respectively. Thanks to the involvement of the parents' teachers who, despite their status, ensure the continuity of the educational service, the pupil/teacher ratio has improved by 25 points at the national level.

Graph 3.45: Distribution of the pupils/teacher ratio in public primary schools by region



Source: MINEDUB 2020/2021 School map

3.2.2.3. Seating Capacity in Primary Classrooms

Overall, at the primary cycle, the system provides only 11 seats for every 10 pupils (Table 3.43). In public primary schools, there is an average

of 13 pupils per 10 seats, while private schools have 10 seats for 7 pupils. The Far-North and North regions have far fewer seats, 22/10 and 24/10 respectively. While for the Centre, Littoral and South regions, each pupil has at least one seat. As for the public, in terms of regional disparities, the trends observed overall are maintained. As in the case of pre-schools, it can be seen that private schools have more seats than public schools.

Table 3.29: Number of pupils per seat in primary schools

	Overall	PUBLIC	PRIVATE	COM+PARENTS
CAMEROON	**11/10**	**13/10**	**7/10**	**6**
Adamawa	14/10	16/10	8/10	48/10
Centre	8/10	1/1	7/10	7/10
East	13/10	13/10	8/10	15/10
Far-north	22/10	3/10	1	75/10
Littoral	8/10	1/1	7/10	11/10
North	24/10	25/10	9/10	21/1
North-west	5/10	3/10	8/10	ND
West	11/10	11/10	8/10	16/10
South	8/10	9/10	7/10	ND
South-west	7/10	6/10	8/10	1/1
ZEP	**19/10**	**2/10**	**9/10**	**9/1**
OUT OF ZEP	**8/10**	**9/10**	**7/10**	**11/10**

Source: MINEDUB 2019/2020 School map

3.2.2.4. Possession of Textbooks at Primary cycle

This section focuses on the rate of ownership of selected core textbooks (reading, math, observational science, and English) in public primary schools. Nationally, the reading/language textbook ownership rate per pupil is 38 textbooks per 100 pupils in SIL, 41 textbooks per 100 pupils in CP, 9 textbooks per 100 pupils in CEI, and about 4 textbooks per 100 pupils in CEII, CMI and CMII grades (see Table 3.30). Concerning the rate of ownership of mathematics textbooks, there are 40 textbooks per 100 pupils in SIL and 43 textbooks per 100 students in CP. On the other hand, the rate of mathematics textbook ownership in CEI, CEII, CMI, and CMII classes is less than 4 textbooks per 100 pupils. The same trend is observed for the observational science and English textbooks, so this rate is only

improved at the SIL and CP levels. The availability of essential textbooks remains insufficient for CEI, CEII, CMI and CMII classes.

Table 3.30: Rate of availability of some essential textbooks to primary school pupils by grade

	CL1/SIL	CL2/CP	CL3/ CE I	CL4/ CE II	CL5/ CM I	CL6/ CM II
Lecture/langage/Reading	38.9%	41.7%	9.6%	4.0%	3.4%	4.0%
Mathématiques/Mathematics	40.0%	43.4%	3.2%	1.6%	1.6%	1.6%
Sciences d'observation/Science	18.1%	18.4%	1.9%	1.6%	1.6%	1.9%
Anglais/Français / French/English	49.1%	50.2%	5.5%	2.9%	2.4%	3.0%

Source: MINEDUB 2019/2020 School map

3.2.2. Learning conditions in literacy centres

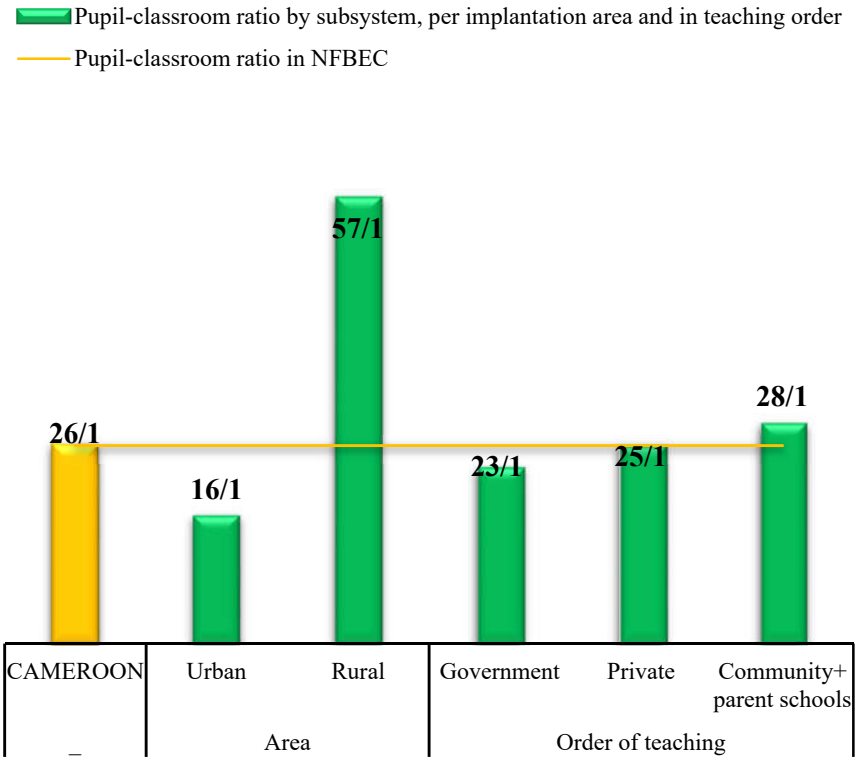
3.2.3.1. Learning conditions in NFBECS

3.2.3.1.1. Average Size of NFBECS Classrooms

In 2020/2021, the average size per classroom is 26 students in Non-Formal Basic Education centres. Depending on the location, there are 57 pupils per classroom in urban areas and 16 pupils per classroom in rural areas. The national average is improved by the private sector because if only the public sector were considered, this ratio would be 23 pupils per classroom Although there has been a significant increase, the number of classrooms remains insufficient.

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

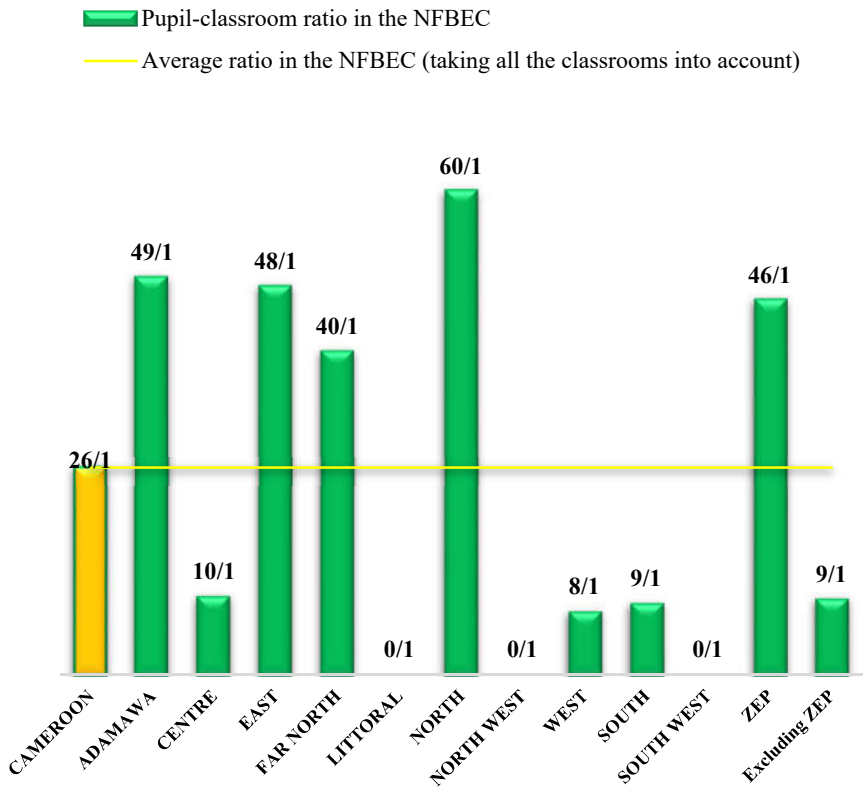
Graph 3.38: Pupil/classroom ratio in NFBECs classrooms by location and education order



Source: **MINEDUB 2020/2021 School map**

Regionally, in NFBECs, the Adamawa, Far-North, North and East regions have the most overcrowded classrooms with 49/1, 40/1, 60/1 and 48/1 respectively. Given the high enrolment in ZEPs, the provision of classrooms in NFBECs is likely to improve learning conditions.

Graph 3.39: Average number of pupils per classroom in NFBECs by region

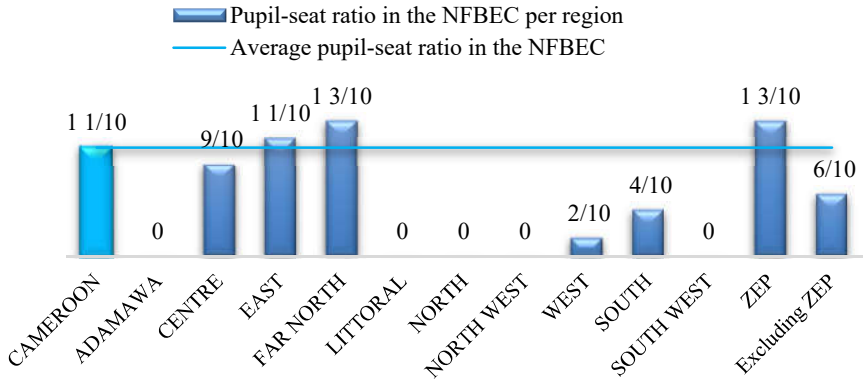


Source: **MINEDUB 2020/2021 School map**

3.2.3.1.2. Student-to-seat ratio in NFBECs

The student/seat ratio in the NFBECs is 11 pupils per 10 seats. However, it should be noted that this national average hides very marked disparities between regions. In fact, classrooms in the Far-North (13/10) and East (11/10) regions are more overcrowded than the national ratio, while those in the South (4/10) and West (2/10) are less overcrowded than the national ratio.

Graph 3.40: Student-to-seat ratio in NFBECs per region



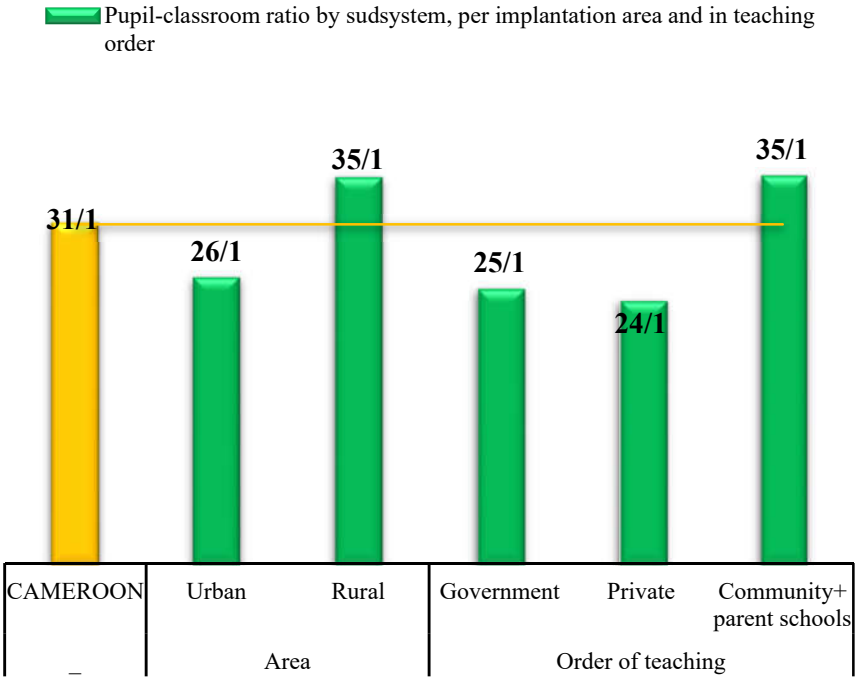
Source: **MINEDUB 2020/2021 School map**

3.2.3.2. Learning conditions in Functional Literacy Centres (FLCs)

3.2.3.2.1. Quality of classroom provision in FLCs

The average classroom size in FLCs is 30 pupils per room nationally. Depending on the location, there is an average of 30 pupils per classroom in urban areas and 29 pupils in rural areas. Considering the order of education, public, private and community have 31, 26 and 32 students per classroom respectively.

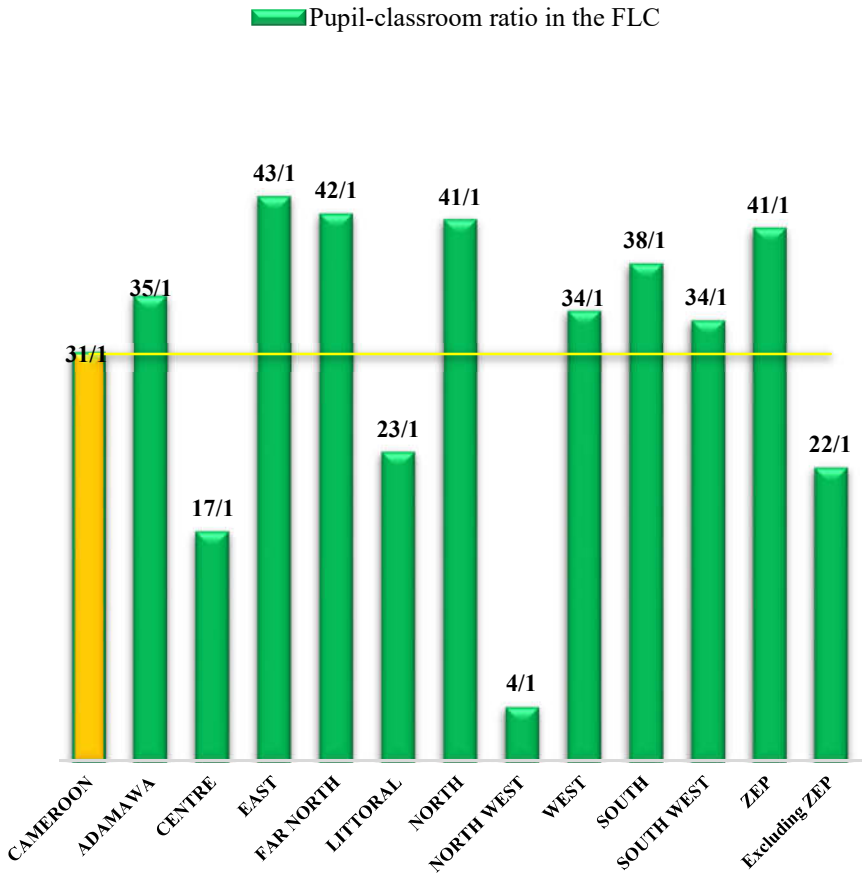
Graph 3.47: FLCs pupils/classroom ratio by level of education by sub-system and location



Source: MINEDUB 2019/2020 School map

At the regional level (see Graph 3.48), the Far-North, North and East regions have the most overcrowded classrooms in FLCs, at 40:1, 36:1 and 32:1 respectively.

Graph 3.48: Average number of students per classroom in Non-Formal Basic Functional Literacy Centres by region

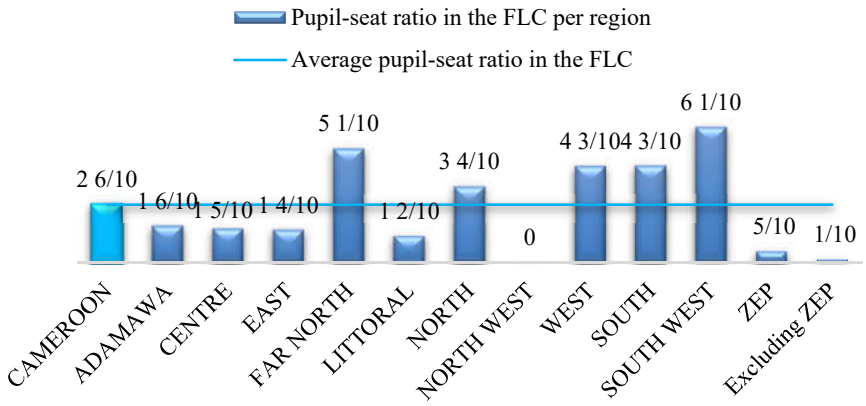


Source: **MINEDUB 2019/2020 School map**

3.2.3.2.2. Student-to-seat ratio in FLCs

Overall, the system offers only 10 seats for 26 pupils. The Far-North and South-West regions have the fewest seats, 51/10 and 61/10 respectively.

Graph 3.49: Student-to-seat ratio in FLCs Region



Source: MINEDUB 2019/2020 School map

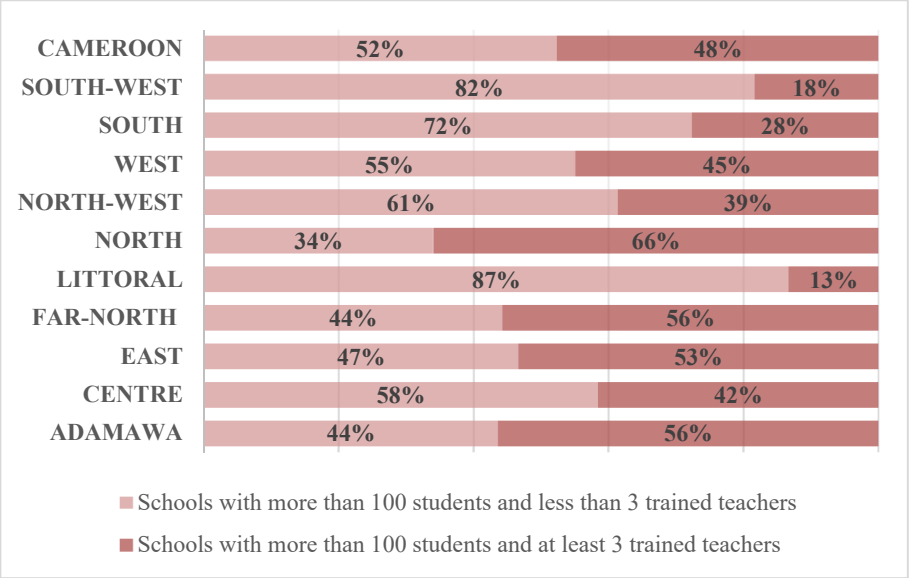
3.1. Equity in the Distribution of Human Resources in the Public Primary

3.3.1. Minimum Allocation for the Running of a Public Primary School

To ensure optimal operation and quality of the educational service, the State, through the Cameroon Education Reform Support Programme (CERP), is committed 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.

The Government, in its teacher recruitment policy through CERP intends to recruit and deploy 18,000 teachers over the period 2019-2026. Despite the recruitment of teachers, the percentage of public primary school that enrolled more than 100 pupils with at least three state-paid teachers declined from 53 percent in 2019/2020 to 52 percent in 2020/2021 (see Graph 3.50). This slight deterioration in the indicator shows that the government's policy of recruiting and deploying teachers still needs to be intensified.

Graph 3.50: Proportion of schools with more than 100 pupils with fewer than 3 teachers paid by the state in public primary schools



Source: **MINEDUB 2020/2021 School map**

3.3.2. Distribution of Teachers in Public Primary Schools

While the problem of teacher supply in the public sector remains a concern, it should be noted that the mismatch between teacher needs by school and their distribution by structure further accentuates the imbalances.

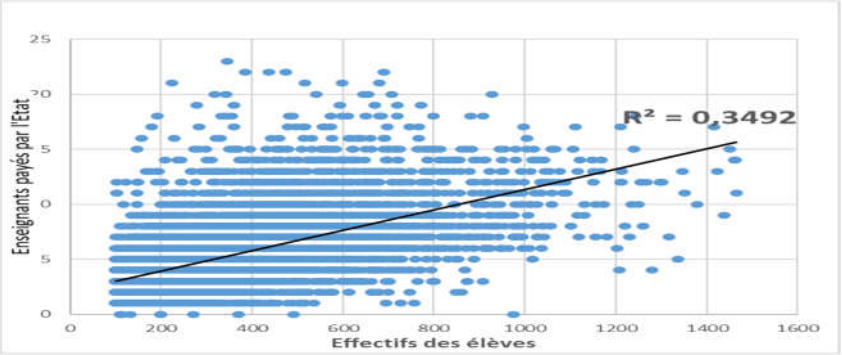
Although the number of teachers paid by the state is insufficient as mentioned in the analysis of the quality of teacher supply, the number of available teachers is not always distributed to the schools according to need.

Actually, taking 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 some localities.

To measure this, the $1\text{-}R^2$ indicator is used, which measures the degree of randomness in the distribution of teachers (i.e., the reasons other than needs expressed on the basis of the number of pupils in the school, which influence assignment decisions).

In Cameroon in 2020/2021 this indicator is 65%. In other words, nearly 35% of teacher assignments in a school are explained by the number of pupils enrolled. However, the Global Partner for Education considers that beyond a 20% chance, too many factors other than needs influence the distribution of teachers in schools.

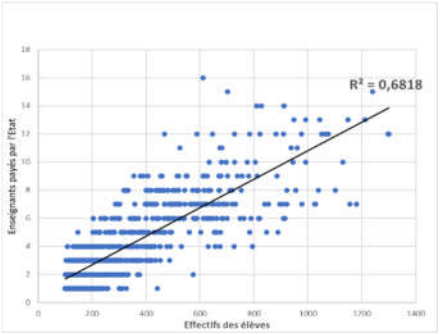
Graph 3.51: Relationship between the number of pupils and the number of teachers paid by the state in public primary schools in Cameroon



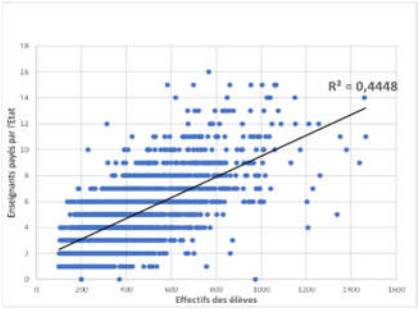
Source: MINEDUB 2020/2021 School map

An analysis of the consistency by region of the distribution of teachers in public primary schools shows strong disparities. In most regions, this hazard is still high. In contrast, the South and Adamawa regions have a relatively low hazard level of 27% and 32% respectively.

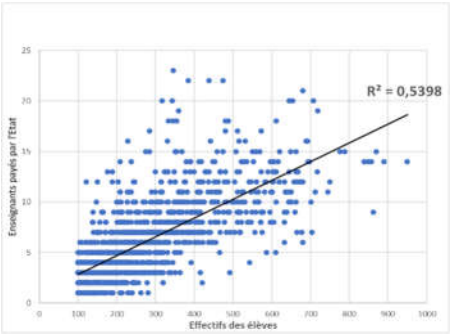
Adamawa: Hazard= 1-R^2= **32%**



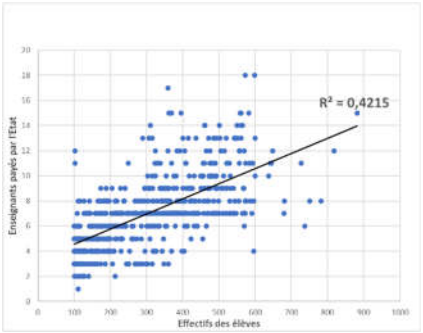
Far-north: Hazard= 1-R^2= **56%**



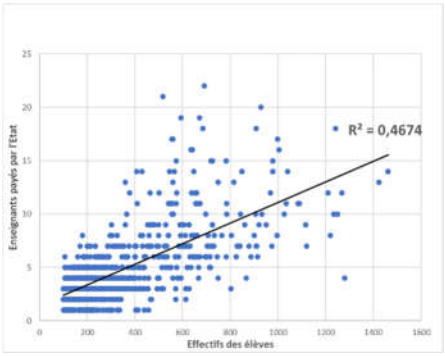
Centre Hazard= 1-R^2= **46%**



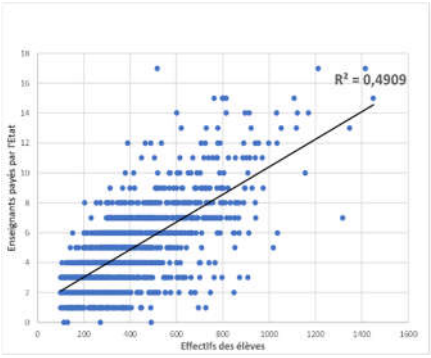
Littoral Hazard= 1-R^2= **58%**



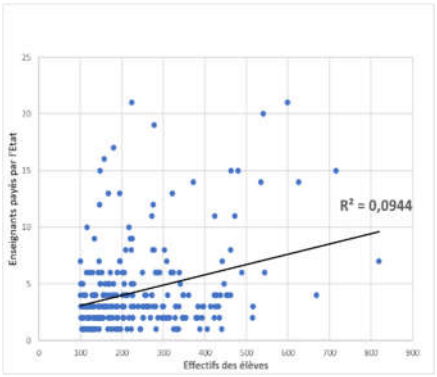
East Hazard= 1-R^2= **53%**



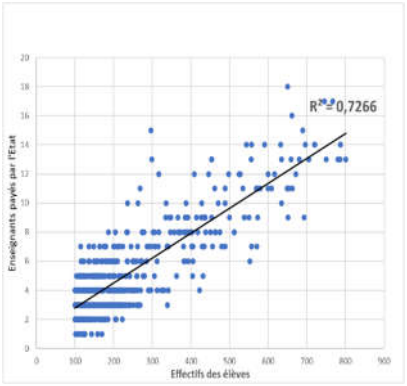
North: Hazard= 1-R^2= **51%**



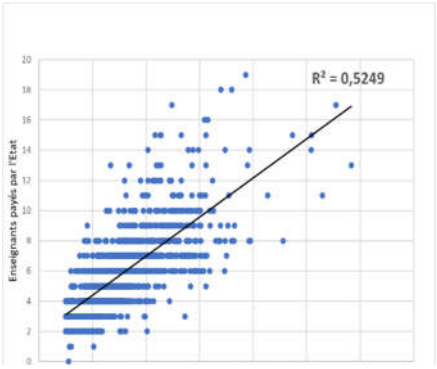
North-west: Hazard= 1-R2=



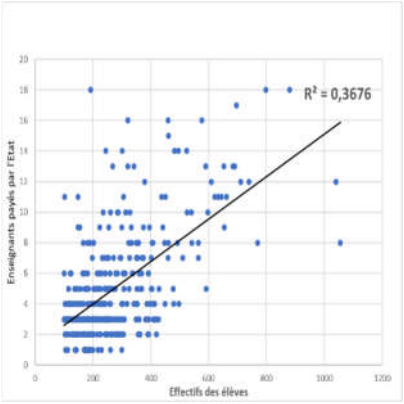
South: Hazard= 1-R2= **27%**



West: Hazard= 1-R2= **48%**



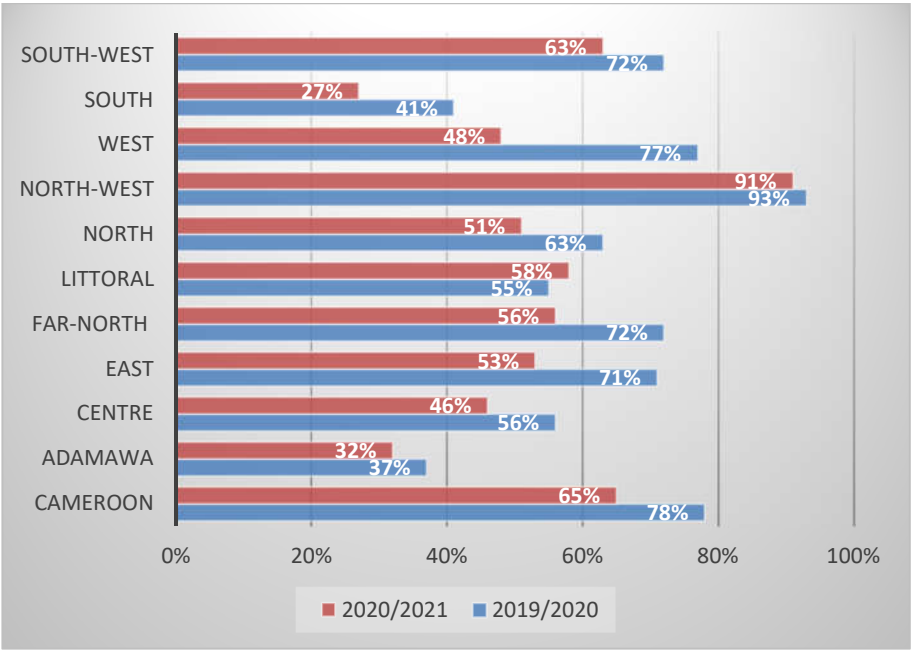
South-west: Hazard= 1-R2=



Source: MINEDUB 2019-2020 School Map

In Cameroon, the randomness of teacher assignment has decreased throughout the country in the 2020/2021 school year compared to the 2019/2020 school year (see Graph 3.52). This means that the assignment of teachers to schools is more justified by the number of pupils enrolled. However, its evolution is not similar in all regions.

Graph 3.52: Hazard trend by region over the 2019/2020 and 2020/2021 period



Source: **MINEDUB 2020/2021 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 sheds light on the sub-sector's expenditures, particularly the distribution of its funds, among the programs set up to ensure that all children receive quality education throughout their academic career. It provides an overview of the expenditure per pupil in pre and primary schools, and the contribution of households to education. In addition, it tracks the shares of resources transferred to the Regional and Local Authorities (RLAs).

Article 12 of **law no. 98/004 of 14 April 1998 to lay down guidelines for education in Cameroon** stipulates that the financing of education is ensured by:

- State budget allocations;
- Budgetary allocations from Regional and Local Authorities;
- Contributions from education partners;
- Donations and legacies or any other contribution provided for by law.

Education funding is therefore a central issue of concern to policy makers. It is even more of a concern because it conditions the educational policies put in place. To this end, guaranteeing quality basic education to all children is a key factor in the country's march towards emergence and plays a central role in the fight against poverty. But this objective of seeking quality requires the development of human capital and implies the mobilization of significant material and financial resources. However, in many developing countries such as Cameroon, the demographic dynamism increases the needs, while the weakness of the tax base limits the public resources of the State which is committed to finance this sub-sector.

4.1. Overview of Funding

Building a stronger education system requires sufficient funding. This section provides an overview of the sources of funding dedicated to the Education and Training Sector through: internal and external resources.

4.1.1 Internal Resources

Internal resources essentially consist of the budgetary allocations that the Basic Education sub-sector receives. As a result of the humanitarian and security crises, these resources have declined due to the low mobilization of tax revenues, which stood at 16% in 2018, 2 points below the 18% target set under the 2013-2020 SSEF.

4.1.2 External Resources

Cameroon benefits from various funding from international institutions and organizations such as United Nations agencies (UNESCO, UNDP, WFP, UNICEF, etc.), the World Bank, the International Monetary Fund, the African Development Bank, the French Development Agency, etc.

The TFPs that intervene in the Basic Education sub-sector generally provide funding in the form of loans or grants to support the implementation of programs. In 2021, this external financing amounted to CFAF 16,580 million (MINFI, 2021).

4.2 Analysis of Internal Resources

Internal resources are used to fuel irreducible expenses and new educational demands. These are linked to ambitions for improvement, expansion and reform projects.

4.2.1. National Expenditure on the Basic Education sub-sector

The share of the Education and Training Sector expenditure in the national budget in 2021 is around 12%, which is still below the 20% recommended by the international community. When disaggregating expenditures by sub-sector, it can be seen that the share of Basic Education represents 36.4%. This share is still below the recommended 45%. The table below illustrates this.

Table 4.1: Amounts allocated to the sector's administrations in relation to the State budget (in millions of CFA francs)

SECTORS	*2017*		*2018*		*2019*		*2020*		*2021*	
	RB	*PIB*	*RB*	*PIB*	*RB*	*PIB*	*RB*	*PIB*	*RB*	*PIB*
MINEDUB	200,067	22,056	187,925	22,628	186,363	30,122	198,629	27,386	201,766	30,976
MINESUP	42,084	25,570	39,861	21,540	38,528	21,326	28,705	21,327	59,648	5,500
MINESEC	295,383	23,614	344,526	20,686	364,490	8,608	374,711	9,008	293,097	8,307
MINEJEC	11,205	2,960	12,215	3,390	12,001	3,296	18,658	3,496	13,593	6,740
MINEFOP	9,766	8,010	12,814	7,909	12,970	3,909	11,980	4,001	13,345	5,667
SECTOR	558,505	82,210	597,341	76,153	614,352	67,261	63,268 3	65,218	581,449	57,190
State budget	2,786,900	1,586,900	3,221,992	1,291,508	3,693,033	1,462,983	3 ,154, 737	1, 254, 310	4, 865, 200	1, 497, 000
Share of the sector	20.0%	5.2%	18.5%	5.9%	16.6%	4.6%	20.1%	5.2%	12.0%	3.8%
Overall share of the sector in the state budget	**14.6%**		**14.9%**		**13.2%**		**15.8%**		**11.9%**	
Share of MINEDUB 's budget in the sector's budget	**34.6%**		**31.3%**		**31.7%**		**32.4%**		**36.4%**	

Source: 2017, 2018, 2019, 2020 and 2021 Finance laws

The table above shows the budgets allocated to education jurisdictions by funding type between 2017 and 2021. By analysing this

table, we can see that the overall share of the sector in the State budget fluctuates around 14% on average over this period.

Education expenditures are very often subject to variations when moving from an allocation to its implementation. According to Table 4.2, since 2017, MINEDUB has spent an average of 88% of its budget on operations. In 2021, 86.7% of MINEDUB's overall budget was dedicated to operations.

Table 4.2: Evolution of the State budget and the Ministry of Basic Education from 2017 to 2021 (in millions of CFA francs)

Wording	2017	2018	2019	2020	2021
CAMEROUN'S BUDGET	4,373,800	4,513,500	5,212,000	4,409,047	5,480,400
MINEDUB's BUDGET	222,123	210,553	222,331	226,015	232,742
NATIONAL PIB	1,586,900	1,291,508	1,478,000	1,254,310	1,497,000
MINEDUB's PIB	22,056	22,628	25,518	27,386	30,827
NATIONAL RB	2,786,900	3,221,992	3,734,000	3,154,737	4, 865, 200
MINEDUB's RB	200,067	187,925	196,813	198,629	201,766
Share of MINEDUB's budget in the national budget (%)	**5.1**	**4.7**	**4.3**	**5.1**	**4.2**
Share of PIB in MINEDUB's Total Budget (%)	**9.9**	**10.7**	**11.5**	**12.1**	**13.3**
Share of RB in MINEDUB's Total Budget (%)	**90.1**	**89.3**	**88.5**	**87.9**	**86.7**

Source: 2017, 2018, 2019, 2020 and 2021 Finance laws

4.2.2. Current Public Expenditure in 2021

The budget allocated to MINEDUB for the 2021 budget year was set at FCFA 232 billion 742 million 150 thousand. Expenditures for the sub-sector were allocated to fund salaries and the four programs.

4.2.2.1. Salary Expenses

Overall, the wage bill represents more than 80 percent of MINEDUB's current expenditures. Spending on educational supplies, the foundation and support for quality education, is still very limited in the range

of less than 10% (RESEN, 2019). However, this percentage does not take into account the remuneration of parents' teachers, recruited to meet part of the expansion of the system and paid for by the resources of the Parent-Teacher Associations (PTAs).

4.2.2.2. Resources Allocated to Programs

The strategic objective of Basic Education is: *"To ensure quality education for all school-age children, out-of-school youths, early school leavers and illiterate adults.* This strategic objective is broken down into operational objectives, supported by the 04 programs set up, namely:

- Program 196 "Preschool Development", whose objective is to increase the rate of preschooling throughout the country;
- Program 197 "Universalization of the Primary Cycle", with the objective is to improve access and completion of the primary cycle;
- Program 199 "Literacy", whose objective is to increase the literate population;
- Program 198 "Governance and Institutional Support" meant to improve governance.

The table below shows the resources allocated to these programmes.

Table 4.3: Evolution of the amount of resources allocated to programmes between 2017 and 2021 (in CFAF)

PROGRAM	2017	2018	2019	2020	2021
Development of Pre-school Education	14,010,189,000	13,656,964,000	15,122,131,000	14,413,937,000	13 ,248 ,433 ,000
Universalization of the primary cycle	175,932,687,000	167,303,602,000	175,816,385,000	179,564,174,000	1,843,163,630
Literacy	2,234,162,000	2,256,521,000	2,263,676,000	2,196,294,000	2 2,32 0,760
Governance and Institutional Support	29,945,462,000	27,336,312,000	29,128,873,000	29,840,976,000	32,945,278,000
TOTAL	**222,122,500,000**	**210,553,399,000**	**222,331,065,000**	**226,015,381,000**	**232 742 1500**
Weight of Programs in % of MINEDUB's budget					

Development of Pre-school Education	6.31	6.49	6.8	6.38	5.7
Universalization of the primary cycle	79.21	79.47	79.08	79.44	79.13
Literacy	1.01	1.06	1.02	0.98	1.01
Governance and Institutional Support	13.48	12.98	13.1	13.2	14.16

Source: 2017, 2018, 2019, 2020 and 2021Finance laws.

The allocation of resources for programmes is distributed as follows:

- A considerable share is allocated to the "Universalization of the Primary Cycle" programme with 79.14%. To this end, the measures taken have focused on strengthening actions related to free access to public primary schools and improving the quality of the education offered in the primary cycle;
- The share allocated to the "Preschool Development" program is 5.7% of the budget. Between 2018 and 2021 the implementation rate of this programme regressed by 6 points from 98.15% to 91.83%.
- The share of the "Literacy" programme is 1%;
- The "Governance and Institutional Support" programme accounts for nearly 14.16% of the overall budget.

4.2.3 Public Unit Costs of Schooling

The evaluation of public financing to the education sector is done essentially on the basis of 2 indicators namely: education expenditure expressed as a percentage of GDP and the share of education expenditure in relation to total public expenditure (CONFEMEN, 2018). To this end, and according to the same source, the 2 target indicators of the education policy framework do not allow us to see the disparities between levels of education, hence the use of the expenditure per pupil indicator.

An analysis of the Cameroonian education system reveals that in 2019, compared to other levels of education, the unit cost was lower in primary education. Thus, the unit cost of a child in preschool education was 1.3 times that of a primary school student. Similarly, in both FLCs and NFBECs, a learner cost an average of FCFA 89,200, or 1.7 times the unit cost of primary school. The table below provides an overview of the unit cost per pupil by grade level.

Table 4.4: Unit cost per student in 2019 (in thousands of CFA francs)

Teaching cycle	Not Teacher	Teacher	Educational supplies	Other operations	TOTAL	Primary school
Preschool	0.5	55.5	1.6	5.7	63.3	1.2
Primary	9.3	37.7	1.6	5.5	54.1	1.0
FLC and NFBECS	74.4		18.3		92.7	1.7

Source: RESEN 2019

According to RESEN (2019), given that the composition of the unit cost follows the distribution of total expenditures, the data in Table 4.4 show that the largest share of the unit cost is dedicated to staff salaries, more than 90% with a predominance of teaching staff. In addition, resources for educational supplies are very low. It can be seen that at the preschool and primary cycles, one student receives an average of CFA francs 1,600 for educational supplies and CFA francs 5,600 for other operating expenses.

An analysis at the primary cycle would provide a better understanding of this distribution of spending per pupil. The pupil/teacher ratio paid for by the state budget is high and is far from the standard of 40 pupils per teacher called for in the Universal Primary Education Fast Track Initiative indicative framework document (FTI, 2019). According to the same source, the average salary of public primary school staff remains relatively low compared to other educational levels. This finding could be explained by the use of a large number of contract teachers, and the use of parent teachers in substitution of state teachers further amplifies the low unit cost per pupil. Contract teachers represent more than three quarters of the teaching force, or 79.2 percent in primary schools (see Table 4.5).

Table 4.5: Explanatory elements of the cost per pupil

Cycle	Pupil per teacher paid by the state	Percentage of contractual workers
Preschool	57/1	45.0%
Primary	68/1	79.2%

Source: RESEN, 2019

Moreover, if parent teachers are valued at the same level as contractual salaries, the primary school budget will increase by more than FCFA 38 billion, an overall increase of more than 20 percent (RESEN, 2019).

4.2.4 Household Contribution to the Functioning of Basic Education

The issue of household financing for education is very important insofar as the universalization of the primary cycle and even the achievement of the objectives of the NDS30 in relation to SDG4 presupposes that education is accessible to all, including households considered as the poorest. Moreover, in spite of the multiple contributions of the State and Technical Financial Partners for free schooling through the abolition of fees in public primary schools, it must be noted that additional costs incurred by schooling remain at the expense of families, including:

- The acquisition of textbooks and school supplies;
- Complementary courses and school uniform;
- Examination fees (CEP/ FSLC, entrée en 6ème/Common entrance);
- PTA fees[12];
- The loss generated by opportunity costs.

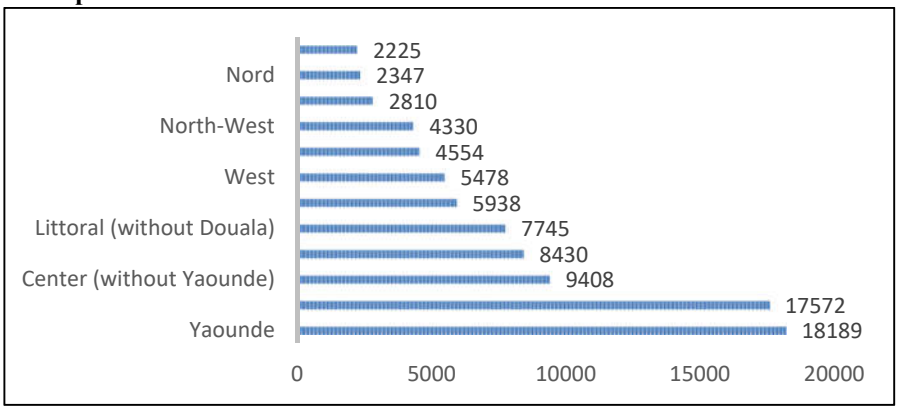
The opportunity cost is equated to the loss of wage income. Compared to the direct costs mentioned above, the indirect cost of education, also known as lost income, is also borne by families. Although difficult to

[12] Often used to pay parents' teachers, recruited locally, especially in rural or peri-urban areas, to compensate for the shortage of civil servant or state-contracted teachers. It should be noted that these fees are not standardized, as they may vary from one school to another.

estimate, it very often leads to the reluctance of parents to enrol their children in schools. Rather than sending children to school, parents prefer to send them to work to increase the family income. This cost is also estimated by the amount of work time the parent reduces or interrupts to care for the children.

Indeed, more than 70% of households report paying relatively moderate fees of between FCFA 1,000 and 5,000. However, the average amount paid to the institution varies from one region to another. Actually, it ranges from FCFA 2,225 to 2,810 in the northern regions and goes up to more than FCFA 18,000 in Yaoundé where the concentration of contracted teachers is higher than in rural areas (INS, 2015).

Graph 4.1: Distribution by region of the average fees paid per year (in FCFA) in the public sector



Source: ECAM 4 data processing, NIS, Cameroon 2014

The graph above provides an approximation of the average amount reported by households for children's schooling. Although subjective, we can already see the general trend with a slight variation between regions. Thus, households residing in the two major metropolises, namely Yaoundé and Douala, spend more on children's schooling, i.e., two times or more than the contribution of each region.

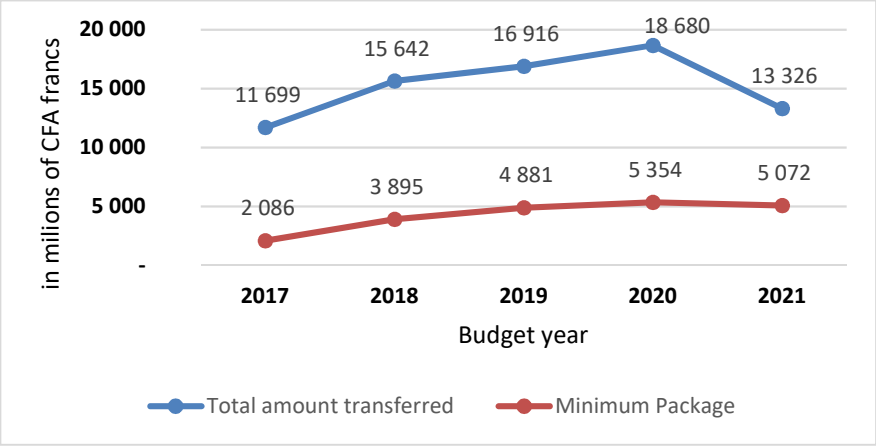
4.2.5 Transfers

In a context of decentralization, Law No. 2019/024 of December 24, 2019, on the General Code of Regional and Local Authorities provides in its Article 161.a that the competencies transferred to the municipalities, in terms of education, are:

- The creation, in accordance with the school map, management, equipment, maintenance and upkeep of nursery and primary school and preschools in the municipality;
- The recruitment and management of support staff and teaching staff for these schools;
- The participation in the purchase of school materials and supplies.

Graph 4.2 shows the amounts allocated to support these competencies transferred to the Regional and Local Authorities over the last five years and at the same time illustrates the evolution of the share allocated to the minimum package. These amounts, calculated on the basis of the budgets allocated to MINEDUB, represent an average rate of 7% over the five years.

Graph 4.2: Evolution in amounts transferred to RLAs from 2017 to 2021.



Source: MINEDUB/ DRFM

Minimum Package

By decree No. 2001/041 of February 10, 2001, on the organization of public schools and setting the attributions of the officials in charge of school administration, the education system has instituted, in addition to the operating credits, the minimum package. This is an accompanying measure to the free public primary school policy allowing it to receive a set of teaching materials and supplies. This measure costs MINEDUB an average of CFAF 4 billion[13] per year during the 2017-2021 period. Graph 4.2 shows the evolution of the budget allocated to the minimum package over the 2017-2021 period. Since 2017, the share of the budget allocated to the minimum package has increased each year. In addition, it decreased slightly by 2.7% between 2020 and 2021, from CFAF 5,354 million to CFAF 5,072 million.

In a nutshell, the Education and Training Sector in general and the Basic Education sub-sector in particular is under-funded. The resources mobilized for primary education are below the standard set for achieving universal primary education. The financial burden on families remains significant.

[13]Arithmetic average of the amounts allocated to the minimum package over the last five years.

Chapter 5: Decision-Making Analysis

This chapter highlights suggestions and recommendations to MINEDUB's central and decentralized services, institutional partners, technical and financial partners and Regional and Local Authorities, with a view to improving the quality of public education provision on the basis of the indicators and results obtained during the analysis of the data collected in 2020-2021. This analysis is intended to inform decision making in the sub-sector.

The aim was to compare these indicators with the main orientations of Sustainable Development Goal 4 (SDG4), the Continental Strategy for Education in Africa (CESA 16-25), the National Development Strategy (NDS30) and the National Policy Document on Preschool Education, in order to ensure a proactive management of the subsector. The resulting suggestions are presented by cycle: Preschool, Primary, Functional Literacy and Non-Formal Basic Education. To achieve the objectives of the above-mentioned national and international education policies, needs are expressed for 2020 - 2021, in terms of teaching staff, classrooms, seats and amenities (electrification, latrine blocks, canteens, water points and school books). It should be noted that special emphasis was also placed on the situation of birth certificates in the primary cycle.

5.1 Cameroon's International and National Commitments

5.1.1 International Commitments

a) Sustainable Development Goal 4 (SDG4)

In September 2015, the Heads of States and Government of 193 UN member countries adopted a new agenda for sustainable development. The latter defines 17 Sustainable Development Goals (SDGs), 169 targets and approximately 231 indicators to monitor progress towards 2030 in areas such as poverty eradication, education, the fight against inequality, sustainable development, etc.

SDG4 focuses on access to education. Eventually (2030), all Cameroonians should benefit without discrimination from education and

lifelong learning opportunities that enable them to be socially productive. Education integrates the acquisition of basic, technical and professional skills. Target 4.1 of this commitment states that "By 2030, ensure that all girls and boys complete a full course of free, quality primary and secondary education that is relevant to their lives."

b) Continental Strategy on Education for Africa (CESA 16-25)

The adoption of the Continental Strategy for Education in Africa 2016-2025 (CESA 16-25) follows the conference of African Ministers of Education in Kigali, Rwanda, the World Education Forum in Incheon, Korea, and the adoption of the Sustainable Development Goals. It is a continental strategy that is fully in line with the ten-year framework 2016-2025 of Agenda 2063 and addresses the concerns of the African Common Position (ACP) for post-2025 development. Drawing lessons from previous continental plans and strategies, and in view of the role and place of the CUA (AU) which, unlike member states, does not have a territory for the implementation of continental strategies on the ground.

The 12 strategic objectives below present a set of high-level outcomes that CESA 16-25 aims to achieve by 2025, in order to completely reorient African education and training systems and realize the vision of the AU's Agenda 2063. Under each strategic objective, a set of intermediate-level objectives, which may be referred to as action areas, are provided, with the goal of specifying the essential elements and outcomes that CESA 16-25 must achieve in order to reach a strategic objective. These action areas will be the basis for operational plans to implement CESA 16-25.

Among the 12 strategic objectives (SO) of the CESA 16-25, 9 are consistent with the missions assigned to the Basic Education sub-sector. Namely:

OS 1: Revitalize the teaching profession to ensure quality and relevance at all levels;

OS 2: To build, rehabilitate and preserve school infrastructure and develop policies that ensure a safe and permanent learning environment for all, in order to increase access to quality education at all levels;

OS 3: Harnessing the potential of ICTs to improve access, quality of education and training, and management of education systems;

OS 4: To ensure the acquisition of required knowledge and skills and the improvement of completion rates at all levels and for all target groups, through national, regional and continental harmonization processes;
OS 5: Accelerate processes leading to gender parity and equity;
OS 6: Launch comprehensive and effective literacy campaigns throughout the continent to eradicate illiteracy;
OS 10: To promote education for peace and conflict prevention and resolution at all levels of education and for all age groups based on common African values;
OS 11: To improve the administration of the education system as well as the statistical tool, by strengthening the capacities of collection, management, analysis, communication and use of data;
OS 12: Build a coalition of all education stakeholders to lead and support initiatives arising from the implementation of CESA 16-25.

5.1.2 National Commitments

a) The National Development Strategy 2020 - 2030

For its economic and social development, Cameroon adopted a long-term development vision in 2009, with the ambition to be "an emerging country, democratic and united in its diversity by 2035". The first phase of implementation of this Vision was operationalized by the Growth and Employment Strategy Paper (GESP) which constituted the reference framework for the 2010-2019 period. As the GESP expired, Cameroon developed a new reference framework for the period 2020-2030, known as the NDS30. This periodicity was chosen to better articulate the strategy with the global agenda of the Sustainable Development Goals (SDGs).

In order to develop a human capital ready to take up the challenges of emergence, the Government has set itself the objective of: *"To promote an educational system by which every young graduate is sociologically integrated, bilingual, competent in a field crucial to the country's development and aware of what he or she must do to contribute to it.* In the Basic Education sub-sector, the Government is committed to:

- Ensuring access to primary education for all school-age children;
- Achieving a 100% completion rate at primary cycle;

- Reducing regional disparities in terms of school infrastructure and teaching staff;
- Ensuring that all girls and boys have access to quality pre-school education that prepares them for primary education;
- Enabling all girls and boys to participate equally in a full course for free, low-cost, quality primary and secondary education that leads to meaningful learning;
- Developing community-based preschool education, especially in rural areas;
- Establish a policy of free textbooks for core subjects in public primary schools;
- Establishing a quality basic education covering the primary and lower secondary cycles;
- Developing an educational map of out-of-school education and functional literacy to address the low visibility of this type of education;
- Promoting access to literacy and non-formal education for youth and adults who want it;
- Improving the practice of bilingualism in all strata of society through the creation and implementation of specific school programs from nursery school, etc.

b) The National Policy Document on Preschool Education

The National Policy Document on Preschool Education and the Implementation Strategy for Community-Based Preschool provide guidelines for the development of preschool in Cameroon and the priority given to extending its coverage in rural areas. The recommended strategy to achieve this is to promote the community approach through the establishment of Community Preschool Centres (CPC). These centres constitute a privileged framework to respond adequately to the lack of pre-school services in disadvantaged areas.

The policy defined therein is addressed to all stakeholders, including ministerial departments, public and parapublic organisations, private actors, civil society organizations and the various partners whose accompaniment and multifaceted support have facilitated the process of establishing equality

and equity in the application of human rights in Cameroon in general and the right to education in particular.

According to this scenario, by the year 2025, 45% of primary school freshers will have previously received a two-year preschool service (public, private or community). In this sense, the projected numbers for this target year (2025) are: 252,800 pupils in public, 302,159 in private and 161,600 in Community, making a total of 715,989 pupils.

5.2 Synoptic view of indicators and results from data collected in 2020 - 2021 by cycle

5.2.1 Presentation of indicators and results for public and community preschools

A. Synoptic view of indicators and results in public preschool

Region	Teaching staff				classroom		
	Number of pupils in 2020-2021	Number of teachers in 2020-2021	Student/teacher ratio in 2020-2021	Demand of teachers in 2020-2021	Classroom in permanent material in 2020-2021	Student/classroom ratio in 2020-2021	Classroom demand in permanent material in 2020-2021
Adamawa	7,531	213	35/1	1,567	119	42	91
Centre	38,830	2,103	18/1	0	674	40	631
East	14,235	529	27/1	0	229	54	248
Far-north	15,243	325	47/1	6,143	175	54	255
Littoral	21,029	1,078	20/1	0	385	36	182
North	12,476	405	31/1	1,136	153	49	200
North-west	5,565	867	#	0	176	22	0
West	34,894	1,418	25/1	0	477	48	583
South	13,930	688	20/1	0	315	34	27
South-west	7,153	796	9/1	0	188	22	0
CAMEROON	**170,886**	**8,422**	**20/1**	**8,846**	**2,891**	**40/1**	**2,217**

Region	Seats			Amenities															
	Seating capacity in 2020 - 2021	Student/seat ratio in 2020-2021	Seating demand in 2020-2021	Number of schools electrified (rural/urban)		Demand		Number of schools with latrine blocks (rural/urban)		Demand		Number of schools with canteens (rural/urban)		Demand		Number of schools with drinking water sources (rural/urban)		Demand	
				urb	rur	urb	rur	urb	rur	urb	rur	urb	rur	urb	rur	urb	rur	urb	rur
Adamawa	7,160	11/10	1,289	16	2	55	64	56	15	15	51	1	0	70	66	27	7	44	59
Centre	54,664	7/10	5,880	162	54	159	499	245	255	76	298	1	4	320	549	185	135	136	418
East	20,439	7/10	1,391	18	4	80	213	64	87	34	130	2	7	96	210	31	50	67	167
Far-north	10,354	1 5/10	5,715	18	11	74	106	60	47	32	70	0	1	92	116	38	28	54	89
Littoral	26,553	8/10	0	77	27	128	181	178	121	27	87	0	1	205	207	123	63	82	145
North	14,623	9/10	472	27	7	64	124	64	44	27	87	5	7	86	124	44	24	47	107
North-west	14,110	4/10	0	16	21	59	457	58	253	17	225	2	5	73	473	44	247	31	231
West	44,047	8/10	7473	67	53	153	461	145	233	75	281	0	4	220	510	111	118	109	396
South	15,025	9/10	1936	28	46	93	281	87	136	34	191	0	1	121	326	47	71	74	256
South-west	9,617	7/10	1,761	18	18	29	320	23	103	24	235	1	3	46	335	25	93	22	245
CAMEROON	**216,592**	**8/10**	**25,917**	**447**	**243**	**894**	**2,706**	**980**	**1,294**	**361**	**1,655**	**12**	**33**	**1,329**	**2,916**	**675**	**836**	**666**	**2,113**

Source: Calculation of authors from the 2020/2021 Statistical Yearbook

B. Synoptic view of community preschool indicators and outcomes

Region	Teaching staff				classroom		
	Number of pupils in 2020-2021	Number of teachers in 2020-2021	Pupil ratio Teacher in 2020-2021	Demand of teachers in 2020-2021	Classroom in permanent material in 2020-2021	Student/classroom ratio in 2020-2021	Classroom demand in permanent material
Adamawa	1402	38	37/1	338	20	4 5/10	34
Centre	760	38	20/1	0	19	1 3/10	11
East	4,871	126	39/1	1,343	62	1 4/10	114
Far-north	3,193	86	37/1	785	26	5 4/10	91
Littoral	1,335	60	22/1	0	38	8/10	13
North	4,739	118	40/1	1,435	20	7/10	152
North-west	205	51	4/1	0	0	9/10	7
West	1,763	75	24/1	0	36	1 5/10	43
South	1,563	18	87/1	1,059	32	1 6/10	24
South-west	79	194	0	0	9	1 2/10	0
CAMEROON	**19,910**	**614**	**32/1**	**4,960**	**262**	**21/10**	**489**

Seats				Amenities															
Region	Seating capacity in 2020 - 2021	Student/seat ratio in 2020-2021	Demand in seats	Number of schools electrified **(rural/urban)**		Demand		Number of schools with latrine blocks **(rural/urban)**		Demand		Number of schools with canteens **(rural/urban)**		Demand		Number of schools with drinking water sources **(rural/urban)**		Demand	
				urb	rur	urb	rur	urb	rur	urb	rur	urb	rur	urb	rur	urb	rur	urb	rur
Adamawa	314	4 5/10	1275	0	0	12	33	3	3	9	30	0	0	12	33	2	5	10	28
Centre	564	1 3/10	557	1	1	1	28	1	9	1	20	0	0	2	29	1	4	1	25
East	3,424	1 4/10	2134	3	2	12	79	8	28	7	53	1	11	14	70	7	25	8	56
Far-north	595	5 4/10	2706	1	1	4	57	3	10	2	48	0	0	5	58	2	5	3	53
Littoral	1,596	8/10	0	7	3	0	20	7	9	0	14	0	0	7	23	7	9	0	14
North	675	7/10	4,199	0	1	9	77	5	9	4	69	0	2	9	76	1	12	8	66
North-west	222	9/10	205	0	1	1	12	0	4	1	9	0	0	1	13		5	1	8
West	1,167	1 5/10	1216	0	5	7	39	2	14	5	30	0	0	7	44	1	15	6	29
South	985	1 6/10	1068	0	2	18	51	9	22	9	31	7	0	11	53	9	10	9	43
South-west	67	1 2/10	12	0	0	1	2	0	2	1	0	0	0	1	2	0	2	1	0
CAMEROON	**9609**	**2 1/10**	**13372**	**12**	**16**	**65**	**398**	**38**	**110**	**39**	**304**	**8**	**13**	**69**	**401**	**30**	**92**	**47**	**322**

Source: Calculation of authors from the 2020/2021 Statistical Yearbook

5.3.2 Presentation of Indicators and Results at the Public Primary Cycle

A. Synoptic view of indicators and results at the public primary cycle

Region	Teaching staff				classroom		
	Number of pupils in 2020-2021	Number of teachers in 2020-2021	Pupil ratio Teacher in 2020-2021	Demand of teachers in 2020-2021	Classroom in permanent material in 2020-2021	Student/classroom ratio in 2020-2021	Classroom demand in permanent material
Adamawa	282,235	2,590	109	**4,130**	3,501	81	**3,219**
Centre	435,196	7,633	57	**2,729**	8,577	51	**1,785**
East	288,874	2,699	107	**4,179**	3,809	76	**3,069**
Far-north	936,478	6,069	154	**16,228**	9,060	103	**13,237**
Littoral	196,173	3,750	52	**921**	4,241	46	**430**
North	625,523	3,996	157	**10,897**	5,433	115	**9,460**
North-west	68,105	4,146	16	**0**	3,042	22	**0**
West	466,524	5,183	90	**5,925**	6,536	71	**4,572**
South	154,858	2,951	52	**736**	4,003	39	**0**
South-west	104,363	3,621	29	**0**	2,978	35	**0**
CAMEROON	**3,558,329**	**42,638**	**83**	**45,745**	**51,180**	70	**35,772**

Region	Seats			Birth certificates		Amenities in 2020-2021															
	Seating capacity in 2020 - 2021	Student/ seat ratio in 2020-2021	Demand in seats	Number of students without birth certificates 2020-2021	Percentage of the region's weight	Number of schools electrified (rural/urban)		Demands		Number of schools with latrine blocks (rural/urban)		Demands		Number of schools with canteens (rural/urban)		Demands		Number of schools with drinking water sources (rural/urban)		Demands	
						urb	rur	urb	rur	urb	rur	urb	rur	urb	rur	urb	rur	urb	rur	urb	rur
Adamawa	181,228	11/10	140,524	101,428	36%	75	21	124	769	166	395	33	395	2	16	197	774	105	183	94	607
Centre	448,397	7/10	127,361	71,542	16%	312	174	249	1287	488	822	73	639	3	1	558	1460	377	371	184	1090
East	214,348	7/10	124,043	117,513	41%	32	19	152	736	140	427	44	328	3	11	181	744	96	240	88	515
Far-north	408,839	1 5/10	596,083	426,778	46%	84	55	245	1851	271	1085	58	821	4	114	325	1792	216	780	113	1126
Littoral	188,395	8/10	49,433	37,593	19%	160	74	172	405	303	308	29	171	0	0	332	479	201	149	131	330
North	253,042	9/10	438,355	253,183	40%	103	52	217	1279	244	667	76	664	36	59	284	1272	197	462	123	869
North-west	198,348	4/10	0	33,909	50%	30	35	85	1122	93	728	22	429	1	10	114	1147	70	643	45	514
West	406,170	8/10	165,310	46,487	10%	107	163	244	996	273	727	78	432	0	1	351	1158	170	264	181	895
South	178,607	9/10	0	43,774	28%	67	94	99	637	136	438	30	293	0	0	166	731	75	234	91	497
South-west	163,166	7/10	0	44,079	42%	46	29	64	758	81	382	29	405	1	2	109	785	60	252	50	535
CAMEROON	**2,640,540**	**8/10**	**1,641,109**	**1176286**	**33%**	**1,016**	**716**	**1,651**	**9,840**	**2,195**	**5979**	**472**	**4,577**	**50**	**214**	**2,617**	**10,342**	**1,567**	**3578**	**1100**	**6978**

Source: Calculation of authors from the 2020/2021 Statistical Yearbook

5.2.3 Presentation of Indicators and Results in Functional Literacy Centres

Region	Teaching staff		classroom			Seats			Amenities											
	Number of pupils in 2020-2021	Number of teachers in 2020-2021	Classroom in permanent material in 2020-2021	Student/ classroom ratio in 2020-2021	Classroom demand in permanent material	Seating capacity in 2020 - 2021	Student/seat ratio in 2020-2021	Demand in seats	Number of schools electrified (rural/urban)		Demand		Number of schools with latrine blocks (rural/urban)		Demand		Number of schools with drinking water sources (rural/urban)		Demand	
									urb	rur	urb	rur	urb	rur	urb	rur	urb	rur	urb	rur
Adamawa	2,196	71	60	35/1	0	1,337	16/10	1816	7	1	8	32	8	4	7	29	7	4	8	29
Centre	3,883	395	98	17/1	0	2,553	15/10	2661	7	3	13	72	8	20	12	55	5	8	15	67
East	1032	31	1	43/1	24	714	14/10	1004	0	0	1	3	0	0	1	3	0	0	1	3
Far-north	8256	293	179	42/1	18	1,617	51/10	7,559	4	1	30	104	14	31	20	74	13	12	21	93
Littoral	1,338	102	5	23/1	27	1,113	12/10	1323	1	0	1	2	3	1	0	1	1	1	1	1
North	3,423	110	77	41/1	5	1,008	34/10	3033	4	0	22	40	8	2	18	38	13	8	13	32
North-west	52	11	0	4/1	1	0	0	52	0	0	0	23	0	0	0	23	0	10	0	13
West	2295	124	32	34/1	23	532	43/10	2,042	6	5	3	29	8	10	1	24	5	3	4	31
South	568	38	6	38/1	8	131	43/10	538	1	0	0	12	0	2	1	10	0	0	1	12
South-west	637	14	9	34/1	6	105	61/10	557	0	1	0	4	0	7	0	0	0	1	0	4
CAMEROON	**23,680**	**1189**	**467**	**31/1**	**110**	**9110**	**26/10**	**20,585**	**30**	**11**	**78**	**321**	**49**	**77**	**60**	**257**	**44**	**47**	**64**	**285**

Source: Calculation of authors from the 2020/2021 Statistical Yearbook

5.2.4 Presentation of Indicators and Results obtained in Non-Formal Basic Education

Region	Teaching staff				classroom			Seats			Amenities							
	Number of pupils in 2020-2021	Number of animators in 2020 - 2021	Pupil/animators ratio in 2020-2021	Need for animators in 2020 - 2021	Classroom in permanent material in 2020-2021	Student/classroom ratio in 2020-2021	Classroom demand in permanent material	Seating capacity in 2020 - 2021	Student/seat ratio in 2020-2021	Demand in seats	Number of schools electrified (rural/urban)		Demand		Number of schools with latrine blocks (rural/urban)		Demand	
											urb	rur	urb	rur	urb	rur	urb	rur
Adamawa	49	1	49/1	0	0	49/1	0	0	0	0	0	0	0	1	0	0	0	1
Centre	480	84	6/1	0	10	10/1	0	536	9/10	56	27	0	3	1	27	0	3	1
East	1,532	15	102/1	21	9	48/1	0	1,337	1 1/10	227	2	0	8	8	6	3	4	5
Far-north	598	17	35/1	0	6	40/1	0	456	1 3/10	170	0	0	1	2	3	1	0	1
Littoral	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
North	179	4	45/1	0	1	60/1	1	0	0	101	0	0	3	2	1	0	2	2
North-west	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
West	54	0	0	1	4	8/1	0	313	2/10	54	2	0	1	0	5	0	0	0
South	70	10	7/1	0	0	9/1	0	157	4/10	0	2	0	1	1	6	3	0	0
South-west	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CAMEROON	**2,962**	**131**	**23/1**	**22**	**30**	**26/1**	**1**	**2,799**	**1 1/10**	**608**	**33**	**0**	**17**	**15**	**48**	**7**	**9**	**10**

Source: Calculation of authors from the 2020/2021 Statistical Yearbook

5.3. Suggestions and Recommendations to Improve the Educational Supply in the Basic Education Sub-Sector

5.3.1 Suggestions and Recommendations in the Public and Community Preschool Cycle

Engagement	point of interest	monitoring indicator	Suggestions/Recommendations	Structure of implementation	stakeholders	Monitoring and evaluation officer	Term
By 2025, 45% of freshers in the Primary cycle must have had a two-year preschool education: 252,800 pupils in the public, 302,159 in the private and 161,600 in Community preschools. (See National Policy Document on Preschool Education P24.)	Recruitment of teachers	Number of newly recruited teachers	Recruit new teachers to get closer to the need for 8,846 and post them where the need is high Far-North; North and Adamawa.	DRH/MINEDUB CERSP	The World Bank Group	MINEDUB CERSP The World Bank Group	Short/medium term
	Classrooms	Number of newly built classrooms with permanent material	Improve Public Investment Budget allocations for classroom construction to meet the need for 2,217 classrooms	DRFM DPPC	MINEPAT/MINFI	DRFM DPPC	Short/medium term
	Seats	Number of new seats provided	Improve Public Investment Budget allocations for classroom equipment to allow 25 917 students without seats to have them	DRFM DPPC	MINEPAT MINFI	DRFM DPPC	Short/medium term
	Community Preschool	Percentage of pupils enrolled in community preschools	Provide CPC with teaching and play materials (toys, games, etc.) and promote knowledge and experience sharing between actors and partners	IGE IP EM	UNICEF, JRS, The World Bank Group	DEMP UNICEF	Short term

			organise regular meetings to pool experiences, allow early discussion on planned strategies in the bid to develop community preschools and give guidelines to partners for a smooth planning and programming	DEMP DPPC	UNICEF, JRS, The World Bank Group	DEMP DPPC UNICEF	Short term

5.3.2 Suggestions and Recommendations in the Public Primary Cycle

Engagement	point of interest	monitoring indicator	Suggestions/Recommendations	Structure of implementation	stakeholders	Monitoring and evaluation officer	Term
The strategic objectives pursued by the government are: (i) to guarantee access to primary education to all children of school age; (ii) to achieve a 100% completion rate at primary cycle; (iii) reduce regional disparities in terms of school infrastructure and teaching staff (See Art 275, NDS30)	Primary school access and coverage	the net enrolment rate	Improve the provision of education in all its aspects in order to educate the 15.5% of out-of-school children; with particular emphasis on the creation of floating schools (for populations living in islands and marshy areas), the creation of mobile schools for indigenous peoples (Baka and Bororo)	MINEDUB DEMP RLAs	All TFPs	SG/IGE/IGS MINEDUB	Medium term
	Girls completing primary school	Completion rate for girls	-Keep the 78.7% of girls in school and reduce the 32% drop-out rate for girls through: combating cultural and religious discrimination, child marriage, early pregnancy, domestic work -Amend the terms of Circular N°10/1/562/MINEDUC/ESG/SAP of 19 January 1980 on the pregnancy of pupils in private and public schools of the United Republic of Cameroon	DEMP/DSSAPPS/DAJ MINEDUB	MINAS/MINPROFF / MINEPAT Project SWEDD Cameroun World Bank/UNFPA	DEMP/DSSAPPS/DPPC	Short term
	Schooling of socially vulnerable and marginalized children (children	Number of children with disabilities in school	-Continue the process of transforming public schools into inclusive public schools to enable the 10,311 children living with disabilities to continue their education;	MINEDUB	MINAS/MINPROFF UNESCO/UNICEF	DPPC/MINEDUB	Short term

	with disabilities, refugees and displaced persons)	Number of refugee children supervised	- Prioritize the strengthening of education provision in the Eastern, EN and AD regions, which host the majority of the 73,635 refugee children;	MINEDUB	NRC/HCR	IGE/DEMP/DPPC/MINEDUB	Short term
		Number of internally displaced children enrolled	Increase the number of teachers and infrastructures in the regions with a high demand in a bid to permit the 143,565 children to follow up their studies	DRH DEMP	UNESCO/UNICEF UNFPA	DRH DEMP DPPC	Matter of urgency
	Recruitment and Distribution of teachers	Students/teacher ratio	-Recruit new teachers to get closer to the need for 45,745; -Increase monitoring of staff mobility with a view to measuring the rate of attrition and the influencing factors	DRH/ MINEDUB /CERSP	World Bank	DRH/DEMP	Short/ medium term
		Changes in the distribution of teachers	Continue to emphasize the principle of assigning staff according to the number of students. This hazard has seen a clear improvement of 10% between the last 2 years.	DRH/ CERSP/ MINEDUB GOVERNORS DREB	MINFOPRA	IGS/DRH/DPPC MINEDUB	Short/ medium term
	Classrooms	Number of new classrooms built	-Improve Public Investment Budget allocations for classroom construction to meet the need for 35,772 classrooms - Intensify the construction of "witness schools" and "schools of my dreams"	DRFM-MINEDUB /RLAS /FEICOM	MINEPAT/MINFI/ MINDDEVEL/PTF	DRFM/DPPC MINEDUB	Short/ medium term

"… interventions will include… the implementation of measures favouring the establishment of official documents (civil status documents, identity cards, etc.) to the populations» (See Art 334, NDS30)	seats	Number of new seats provided	Improve Public Investment Budget allocations for classroom equipment to allow 1,641,109 students without seats to have them	DRFM/DPPC	MINEPAT/MINFI/ PTF	DRFM/DPPC MINEDUB	Short/ medium term
	Text books	Possession rate of essential textbooks	Continue free distribution of textbooks at level 3	CERSP	World Bank	DPPC/MINEDUB	Short term
			Reorganize the distribution of school books within the schools of each municipality according to the new distribution of pupils at the beginning of the school year	IGE/ DEMP DREB/DDEB/ IAEB	National Commission of Textbooks	IGS/DEMP	Short and mid term
	Birth Certificates	Primary Birth Certificate Possession Rate (all orders combined)	Establish a Partnership Framework Agreement between MINEDUB and BUNEC on the establishment of birth records for 1,176,286 children enrolled in school without taking any acts, or 33% of students (all orders combined).	DPPC/DAJ/DEMP MINEDUB BUNEC RLAs	MINDDEVEL UNESCO/UNICEF/ UNFPA/ RLAs	IGS/DPPC/CELSUI MINEDUB	Short term
			Organize awareness workshops in the headlands of the most affected divisions. These workshops would bring together CSOs, UN, community, traditional and religious leaders with those responsible for decentralized services and PTAs	DPPC/DSSAPPS	MINDDEVEL UNESCO/UNICEF/ UNFPA	IGS/DPPC/CELSUI MINEDUB	Short term

5.3.3 Suggestions and Recommendations in Functional Literacy Centres

Engagement	point of interest	monitoring indicator	Suggestions/Recommendations	Structure of implementation	Stakeholder	Monitoring and evaluation officer	Term
The government's goal by 2030 is "to develop an educational map of out-of-school education and functional literacy to reduce the low visibility of this type of education … to promote access to literacy and non-formal education for young people and adults who so desire. (See Art 278 and 282, NDS30) By 2030, ensure that all youth and a significant proportion of adults, men and women, can read, write and count (ODD4, Target 4.6)	creation of new centres	-Number of new FLCs created -Advocacy available -Search results	- Create new literacy structures in PTA and rural areas -Develop evidence-based advocacy for Literacy -Intensify action research	DAEBNFPLN /DRH/DREB	RLAS/UNESCO/ELAN AFRIQUE	DAEBNFPLN/ DRH/DPPC	Short/ medium term
	Initial Training	Number of new adult education modules introduced into initial training	Introduce new adult education modules in ENIEG initial teacher education	MINESEC/SEESEN	IGE/MINEDUB	IGE MINEDUB	Short term
	Cycle Development	-Framework Partnership Agreement -Draft Order establishing the Observatory	-Develop platform for collaboration with CPC -Developing a Lifelong Learning Observatory	DPPC DAEBNFPLN IPAEBNFPLN	MINEPAT ELAN AFRIQUE UNESCO	DPPC DAEBNFPLN IPAEBNFPLN	Short/ medium term
	Classrooms	Number of new classrooms built	Improve Public Investment Budget allocations for the construction of classrooms to meet the need for 110 classrooms	DRFM/DPPC /MINEDUB/RLAS	MINEPAT/ MINFI/FEICOM MINDDEVEL	DRFM/DPPC MINEDUB	Short/ medium term
	Seats	Number of new	Improve Public Investment Budget allocations for classroom equipment to enable 20,585	DRFM-MINEDUB	MINEPAT/	DRFM/DPPC	

		seats provided	students without seats to have them	/RLAS	MINFI/FEICOM MINDDEVEL	MINEDUB	
	Literacy and numeracy training booklets/manuals	Number of Training Booklets/Manuals made available to FLCs	Develop and disseminate Training Booklets/Manuals	IGE/IP AEBNFPLN	ELAN AFRIQUE/KIX AFRIQUE/UNESCO	IGE/DPPC	

5.3.4 Suggestions and Recommendations in Non-Formal Basic Education Centres

Engagement	point of interest	monitoring indicator	Suggestions/Recommendations	Structure of implementation	Stakeholders	Monitoring and evaluation officer	Term
By 2030, ensure that all youth and a significant proportion of adults, men and women, can read, write and count (ODD4, Target 4.6)	supervisors	Number of new coaches hired	Formulate management wishes	DAEBNFPLN/ DRH/DREB	RLAS/KIX AFRIQUE/UNFPA	DAEBNFPLN/ DRH/DPPC	Short term
	creation of new centres	Number of new NFBECS created	-Create new NFBECS in the Adamawa, Littoral, North-West, South and South-West regions, -Conduct awareness campaigns	DAEBNFPLN/ DRH/DREB	RLAS/UNESCO/ELAN AFRIQUE	DAEBNFPLN/ DRH/DPPC	Short/ medium terme
	Seats	Number of new seats provided	Improve Public Investment Budget allocations in terms of classroom equipment to allow 608 students without seats to have them	DRFM-MINEDUB/RLAS	MINEPAT/ MINFI/FEICOM MINDDEVEL	DRFM/DPPC MINEDUB	Short/ medium terme

	Initial training	Number of new seats provided	Improve Public Investment Budget allocations in terms of classroom equipment to allow 608 students without seats to have them	DRFM-MINEDUB/RLAS	MINEPAT/ MINFI/FEICOM MINDDEVEL	DRFM/DPPC MINEDUB	Short/ medium terme
	Initial training	Number of new adult education modules introduced into initial training	Introduce new adult education modules in ENIEG initial teacher education	MINESEC/SEESEN	IGE/MINEDUB	IGE MINEDUB	Short term
	Curricula	Number of curricula reviewed	-Developing a common base of competences, -Developing inclusive education curricula	IP-AEBNFPLN DAEBNFPLN	KIX AFRICA	IGE MINEDUB	Short term

DRAFTING TEAM

Steering and Orientation

Prof. Laurent Serge ETOUNDI NGOA, Minister of Basic Education
Dr Viviane ASHERI KILO, Secretary of State to the Minister of Basic Education
Mr SALAH KHALED, Director of the UNESCO Multisectoral Regional Office for Central Africa

Coordination

Coordinator:
Mr OYONO ADAMS Daniel, Secretary General, Ministry of Basic Education
Members:
Mrs ELOBO AMBASSA Lisette, Head of Division of Planning, Projects and Cooperation (DPPC)
Mr DOKO EDJIANE Mathieu, Director of Financial and Material Resources (DRFM)
Mrs MPESSA Yvette, wife of KOMBOU, Director of Nursery and Primary Education (DEMP)
Mrs FATIME BILAMO Epse BIBONI, Director of Literacy, Non-Formal Basic Education and Promotion of National Languages (DLNFBEPLN)
Mrs METOUGOU MAGALA Clémentine Epse ONAMBELE, Director of the Follow-up of Private Basic Education (DSEPB)
Mrs AYUKEGBA Evelyne, Director of Health, Sport and Extra-Curricular Activities
Mrs SOUNTAFEU Thérèse Epse BENE, Deputy Director of Budget, DRFM

Technical coordination

Technical Coordinator
Mrs ELOBO AMBASSA Lisette, Head of Division of Planning, Projects and Cooperation
Deputy Technical Coordinators
Mr Hilaire MPUTU, Regional Education Programme Coordinator, UNESCO
Mr Jean Bosco KI, Education Programme Specialist, UNESCO
MINEDUB Team:
Mrs ABANDA METOGO Stéphanie, Head of the Planning Unit, MINEDUB/DPPC
Mr TCHONANG Claude, CT/EMIS Focal Point
Mr KWEKEU Jules, Assistant Research Officer, MINEDUB/DPPC/CPL
Mr PRISO Patience EBOA, Assistant Research Officer, MINEDUB/DPPC/CPL
Mrs AKPO Grace NTUA, Assistant Research Officer, MINEDUB/DPPC/CPL
Mr AWONO Cyrille, Assistant Research Officer, MINEDUB/DPPC/CPL
Mr EVOE Etienne Barthélémy, Assistant Research Officer, MINEDUB/DPPC/CPL
Mr SACK JECK Yves Laurent, Assistant Research Officer, MINEDUB/SG/CELINFO
Mr KANA Fabrice Narcisse, Assistant Research Officer, MINEDUB/SG/CELINFO
Mr BELINGA TSANGA Pierre Fabrice, Senior Research Officer, MINEDUB/DPPC/CPL
Mr GUEDANA Gabriel, Senior Research Officer, MINEDUB/DPPC/CPL
Mr MOUNGEN Christian, Senior Research Officer, MINEDUB/DPPC/CPL
Mr OLINGA Camille, Senior Research Officer, MINEDUB/DPPC/CPL
Mr NTSIBA Marc, Senior Research Officer, MINEDUB/DPPC/CPL
Mr BWENYE Prosper, Senior Research Officer, MINEDUB/DPPC/CPL
Mrs ALO'O Béatrice, Senior Research Officer, MINEDUB/DPPC/CPL
Mr NTI MESSI Barthélémy, Executive Officer, MINEDUB/DPPC/CPL
Mr ONGUENE Magloire, Senior Research Officer, MINEDUB/DPPC/CPL
Mr AMANG Fleron Executive officer, DCPP/CPL
Mr KAMGUE KUATE Frank Steve, MINEDUB/DCPP/CPL
Mr BENGONO EVINI Maxwell Teddy, Executive Officer, MINEDUB/DCPP/CPL
Mr MINKA Roland Emery Executive Officer, MINEDUB/DCPP/CPL
Mr NGUEKING ZAFACK Junior, MINEDUB/DCPP/CPL
Mr ENGOZO'O Yvan Rony, Research Officer, MINEDUB/DPPC/CELCOOP
UNESCO experts
Dr Bruno DZOUNESSE, Education Programme Specialist
Mr Brice Olivier KAMWA, Education Programme Specialist
Mr TANYI AGBORBESONG, IT

Experts from Technical Departments of MINEDUB

Mr DAM BENEKOUM Thierry, Head of Budget Preparation Department, DRFM / MINEDUB
Mr NKONDJE EHAB Sylvain, Head of Non-Formal Basic Education Service, DLNFBEPLN / MINEDUB
Mr ENOH BENSON, Head of SIGIPES Unit, DRH/MINEDUB

Mr FOUDA NDO Silvère, Deputy Director of Sport, DSSAPPS/MINEDUB
Mrs OTU NG'OWONA IRMA BABARA, Deputy Director of Administrative and Pedagogical Affairs, DSEPB/MINEDUB

INS Data Quality Expert

Mr ABANDA Ambroise, Head of Division of Statistical Coordination and Dissemination, NIS

Guest experts from the Education and Training Sector

Mr ABOUBAKAR SIDDIKI, Assistant research officer, MINESEC/DPPC
Mrs YANDO Lydie, Assistant Research Officer, MINEFOP/DEPS
Mr FIRISSOU WINA Blaise, Assistant Research Officer, MINESUP/DEPS

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