



MINISTRY OF BASIC EDUCATION

Data analysis report of the 2021/ 2022 school census

Overview of the Basic Education sub-sector in relation to the commitments made by Cameroon



February 2023

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ABBREVIATIONS AND ACRONYMS

PTA	Parents and Teachers' Association
BUCREP	Central Bureau of Census and Population Studies
FLC	Functional Literacy Centre
CAMWATER	Cameroon Water Utilities Corporation
CAPIEMP	Certificat d'Aptitudes Professionnelles des Instituteurs de l'Enseignement Maternel et Primaire
CAPIET	Certificat d'Aptitudes Professionnelles des Instituteurs de l'Enseignement Technique
CE1	Cours Élémentaire Première année
CE2	Cours Élémentaire 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
CSCSAPPS	Service head of the School Map, Post and Extra Curricular Activities
DEA	Diplôme d'Etudes Approfondies
GESP	Growth and Employment Strategy Paper
ETSSP	Education and Training Sector Strategy Paper

ECAM	Enquête Camerounaise Auprès des Ménages
EDS	Demographic and Health Survey
EESI	Employment and Informal Sector Survey
EGMA	Early Grade Mathematic Assessment
EGRA	Early Grade Reading Assessment
GTTC	Government Teachers Training College
GTTC	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)
MICS	Multiple Indicator Cluster Surveys
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
OCHA	United Nations Office for the Coordination of Humanitarian Affairs
SDG	Sustainable Development Goals
NGO	Non-Governmental Organization

PAEQUE	Program for the Improvement of Equity and Quality in Education
CERSP	Cameroon Education Reform Support Program
GDP	Gross Domestic Product
UNDP	United Nations Development Program
TFP's	Technical and Financial Partners
REM	Pupil/teacher ratio
RGPH	General Census of Population and Housing
EMIS	Education Management Information System
SIL	Section d'Initiation au Langage
NDS	National Development Strategy
SSEF	Education and Training Sector Strategy Paper
T	TOTAL
PSCP	Primary School Completion Rate
GAR	Gross Admission Rate
GER	Gross Enrolment Rate
TES	Transforming Education Summit
ITC	Information and Communication Technology
LAU	Learning Achievement Unit
UNAMAT	Maternal Animation Unit
UNAPED	Pedagogical Animation Unit
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations 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 level), the school age is 6 years (primary school entry age) and the school age range is 6 - 11 years.

Literacy: Act of teaching reading and writing and arithmetic 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 professional 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. This type of learning is 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 or 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 are almost inexistent.

School cycle: succession of courses leading to the end of studies at a given level.

Example: Primary cycle (SIL → 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: implementation of means to ensure the training and development of a human being. 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. "

Extra curricular education: that form of education offered to young people outside conventional school structures, mainly through non-directive teaching methods.

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

School: 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, derogation has been granted to public schools which can go until 3.30 pm.

2. Double shift

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

3. Mixed

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

en 6^{ème})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,)

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

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

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

To 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 not in school or who drop out early and illiterate adults.

Structurally, the Ministry of Basic Education has four programs, three of , which are operational and one is supportive namely:

✓ Program 101 "**Preschool Development**", which focuses on improving public preschool provision, supporting community preschools and encouraging formal private initiative;

✓ Program 102 "**Universalization of the primary cycle**" which addresses the issues of access, retention, completion and quality of primary education;

✓ Program 103 "**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;

✓ Program 104 "**Governance and Institutional Support**", which supports the effective implementation of operational programs through the mobilization and provision of resources and the monitoring of performance indicators.

MINEDUB's SIGE is a permanent system for collecting statistical data on public and private, schools of the formal and non-formal education system established on the national territory. On this basis, it produces each year reference documents which are **the Statistical Yearbook and the Statistical Data Analysis Report**.

This report provides a diagnosis of the basic education sub-sector in 2022 through an analysis of the following themes:

- Schooling and Internal Efficiency of the System;
- quality of educational provision and learning conditions within the system;
- The cost and The Financing of Basic Education;
- Decision analysis.

These analyses are based on indicators using school census data on students, teachers, classrooms, amenities and equipment on the one hand, and data from other sources on the other:

- 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 Law, Regulation 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 form of ratio, performance gap, rates, or percentages

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

- (i) Expanding educational provision to disadvantaged groups, notably 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 gender disparities, administrative location (regions, divisions, etc.) and environment (urban and rural areas);
- (vi) The inequity of children's access to Preschooling, regardless of the income level of the families;
- (vii) 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, 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, enabling all school-age children to acquire the basic skills required through complete primary schooling;

- (ii) Equitable, through the effective implementation of policies favoring the reduction of inequalities in school success.
- (iii) More resilient when faced with health and 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 building of our human resources with a view to better production of quality statistical data and to the development of the Basic Education sub-sector in particular.

The Ministry of Basic Education,

Pr Laurent Serge ETOUNDI NGOA

EXECUTIVE SUMMARY

The school-age population in Cameroon in 2021 is estimated at approximately 5,649,760 children under the age of 15 who need to be educated, cared for, and provided with employment opportunities. The breakdown by region shows that the Far North Region has the highest demand for school-age children, with 337,683 children in the 4-5 age group and 859,187 children in the 6-11 age group. The northern and eastern regions, which constitute the Priority Education Zones (ZEP), are home to 679,169 children in the 4-5 age group and 1,759,931 children in the 6-11 age group.

Total preschool enrollment in the 2021/2022 school year is 596,197 children, with an increase of 5.5% over the previous year. As for the primary level, there were 4,944,290 pupils; this enrollment increased by 4.9% compared to the previous year, an upward trend that has been constant since the 2018/2019 school year.

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

Despite a clear improvement in access at the beginning of the cycle (GIR>100%), the objective of Universal Primary Education (UPE) has not been achieved overall. Overall, the observation of enrolment indicators reveals that universal access to primary education is far from being achieved, as there has been a downward trend in this rate as the primary cycle

progresses. Indeed, out of 100 pupils enrolled in primary school, only 75 reach the CM2 class. In addition to the problem of completion, there are problems related to socio-political crises in some regions of the country and the persistence of dropouts in the system, among others. All of these combined have significantly weakened the national education system, particularly in areas where structural challenges were already present (AD, EN, ES, NO).

The internal efficiency coefficient (IEC) of the system is approximately 0.68 at the primary in 2021/2022. Compared to 2020/ 2021, the IEC has increased of 1 point. Observation of the partial coefficients shows that the IEC with dropouts is lower than the IEC with repeats. **To improve the internal efficiency of the system, It is therefore necessary to carry out actions aimed at keeping pupils in the system (reorganization of school hours in certain localities, improvement of learning conditions and education provision, reduction of opportunity costs in disadvantaged areas,...).**

To give children who have never been to school or who were dropped out early and illiterate adults aged 15 and over skills to enable them to develop and integrate into social and economic life, non-formal basic education and literacy offerings have been expanded in the system. The existence of these programs in Cameroon has resulted in the enrollment of 5,592 children in 2021/2022 and the literacy of 23,519 adults.

According to UNHCR, in July 2022 Cameroon had 476,521 refugees and asylum seekers, 55 % of whom were children of school age (preschool, primary, and secondary). However, when the number of refugee pupils enrolled is compared to the potential demand for education among refugee children, there is a low enrollment rate (2.7 %) among children in the 4-5 age group.

In preschool, the number of preschools increased from 9,175 in 2014/2015 to 12,468 in 2021/2022, an average annual increase of 4.5 % over

the period. The total number of nursery schools surveyed is 24,644 classrooms, of which 21,428 are in permanent materials, or 87 % of the total. All these schools allow for the supervision of 596,197 pupils by 30,246 teachers. In the 2021/2022 school year, 172,306 pupils were surveyed in 4,318 public preschools and were taught in 5,465 classrooms by 10,229 teachers. This year, the number of teachers in the private sector is higher (19,143) than in the public sector, and there is a strong feminization of the preschool teaching force, with nearly 97.7% female teachers.

In public preschool, 16.1 % of teachers have the status of "*contractualized*", 19.6 % of "parents' teachers", 44.8 % of "civil servants" and 19.6 % of "contract workers".

The private offer is better equipped with essential amenities (electricity, drinking water, playgrounds, fences, toilets...) than the public offer. In nursery schools, one teacher teaches, an average of 20 pupils. An analysis by region of the teachers paid for by the State budget in public preschools shows that the Far North (47:1), Adamawa (37:1), East (26:1) and North (32:1) regions have the lowest pupil-teacher ratios.

In the primary grades, from 2014/2015 to 2021/2022, the number of primary school increased from 19,136 to 22,074. In 2021/2022, these schools have provided for 4,944,290 pupils in 113,016 classrooms, of which 95,832 are in final materials, or 84.8 %.

In 2021/2022, the public primary cycle registered 65,839 teachers, compared to 47,214 in the private sector, representing 57.7% and 41.4% of the total respectively. Of the 114,142 teachers surveyed, 58.3 % are women. Private primary schools employ 68.2 % of teachers with a professional degree.

The pupil-teacher ratio is 43 pupils to 1 teacher in primary schools. This ratio is 56 pupils to 1 teacher in public primary schools, 25 pupils for 1 teacher in private schools, and 70 pupils for 1 teacher in community schools.

It should be noted that 33.9% of public primary schools with more than 100 pupils have less than three teachers paid by the state.

In the public primary sector, 13,258 schools were surveyed for 64,361 classrooms, of which 53,192 were made of permanent materials, or 82.7%. These schools served 3,667,463 pupils.

At the national level, for all levels of primary education, a classroom has an average of 49 pupils. This ratio is 63 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 is in the same trend with 10 seats available for 14 pupils, while private offers 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 14 %, 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 7.6 % of its investment budget to the RLAs.

This chapter provides contextual information on the demographic, institutional, organizational, macroeconomic, financial, social, security and health situation, as well as the various commitments made by the government at the national, regional and international levels in relation to the basic education sub-sector.

1.1.Demographic Context

Based on BUCREP projections, Cameroon's population has grown at an average annual rate of 2.5 % since 2005, from 17,463,836 in 2005 to about 22,179,707 and 26,765,510 in 2015 and 2021 respectively. This population is expected to reach 27,538,142 by 2025.

Table 1. 1:Population size by sex, growth rate and sex ratio by year

Years	2005	2015	2020	2021	2025
Population	17.463.836	22,179,707	26,133,018	26 765 510	27,538,142
Men	8.632.036	11,224,693	13,229,669	13 207 346	13,601,661
Women	8.831.800	10,955,014	12,903,349	13 558 164	13,936,481
Average annual growth rate (%)	2.8	2.8	2.5	2.4	2.0
Percentage of female population	50.6%	50.6%	50.6%	50.6%	50.6%

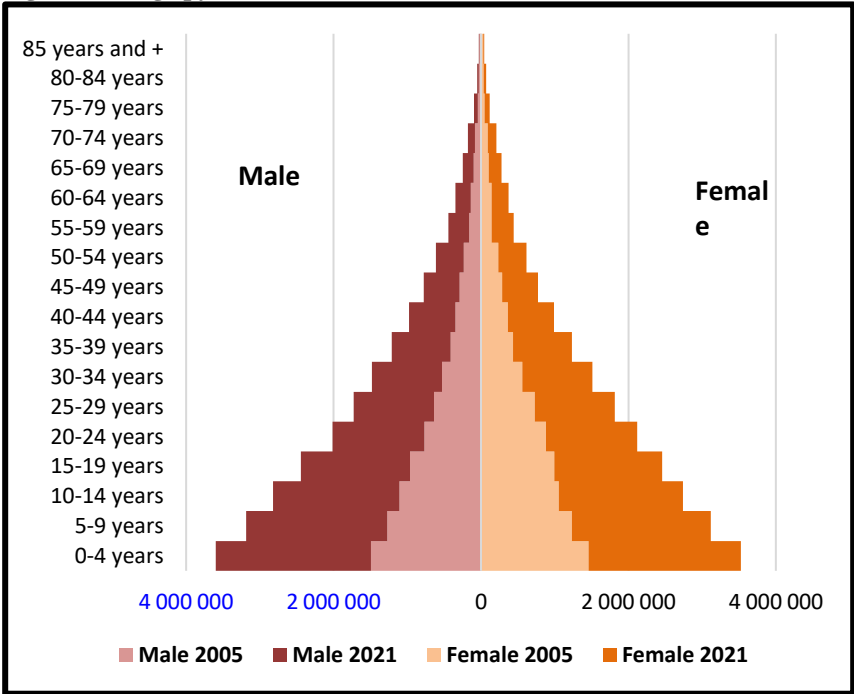
Source: GCPH 2005 and Population Projections

An analysis of the age structure of the Cameroonian population reveals an extremely young population. Actually, the age pyramid is characterized by a very broad base and a progressive and regular narrowing as age advances.

Figure below highlights the continued widening of the age pyramid between 2005 and 2021 and reveals that in 2021, children under 15 years of age represented 41.8 % of the population, and 69.7 % for those under 30 years of age.

The school-age population (4-23 years) represents 5% 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 figures indicate, on the one hand, the significant weight of children and young people to be enrolled in school for the adult population of working age, which in fact provides the financing, and, on the other hand, the Demographic weight that this age group exerts on the education system in terms of school provision. 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.

Figure 1. 1:Age pyramid between 2005 and 2021



Source: GCPH 2005 and Population Projections

1.2. Institutional and organizational environment of basic education in Cameroon

1.2.1. Institutional Environment of basic Education in Cameroon

The Constitution of Cameroon revised on January 18, 1996 in its preamble guarantees every child the right to education. This manifest right of the State is taken up and reinforced in Law N° 98/004 of April 4, 1998 on the Orientation of Education, which stipulates that the provision of basic education in Cameroon is imperatively guaranteed by the State, which gives it high national priority through the organization and control of education at all levels.

The general mission of education in Cameroon is to train children for their emotional, intellectual or cognitive, physical and moral or psychomotor development, and for their harmonious integration into society, taking into account economic, socio-cultural, political and moral factors.

In the implementation of this mission, the State benefits from the support of the Regional local authorities, trade unions, religious actors, families as well as public and private institutions, among others.

According to the above-mentioned law, the education system is organized into two subsystems, one English-speaking and the other French-speaking. These educational subsystems coexist, each maintaining its own specificity in the methods of evaluation and certification. Within these two subsystems, there are two orders of education: the public order and the private order. The private order is divided into the following sub-orders: secular, Catholic, Protestant and Islamic.

Basic education in Cameroon is structured around formal basic education, which includes pre-school and primary education, and non-formal basic education and literacy, which constitute an alternative form of education and training.

Because access to basic education services is inequitable among the different regions of the country, the government has designated certain

localities as Priority Education Zones (ZEP), including the East, Adamawa, North and Far North regions. 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.

Section 161 of Law 2019/024 of December 24, 2019 on the General Code of Decentralized Local Authorities further strengthens the institutional environment for education in Cameroon, in that since the advent of the decentralization process, the State has transferred certain powers to councils, particularly in the areas of education (161. a.) and literacy (161.b.); the aim is to ensure participatory management by the decentralized local authorities of education and literacy structures.

Teaching/learning takes place face-to-face in pre-school, primary, non-formal basic education and literacy schools. There may be situations where school education can also be provided in a crisis or emergency context by a distance learning system.

At the decentralized level, MINEDUB is represented by the different links in the administrative and pedagogical supervision chain: the Regional Delegations of Basic Education (DREB), the Divisional Delegations of Basic Education (DDEB), the Sub-Divisional Inspectorates of Basic Education (IAEB) and schools/centers.

1.2.2. Organizational Environment of basic Education in Cameroon

According to Decree No. 2012/268 of June 11, 2012, the Ministry of Basic Education is responsible for the development and implementation of the Government's basic education policy.

In this capacity, he shall be responsible for:

- the organization and operation of nursery and primary education;
- the design and determination of educational programs and the monitoring of their implementation;
- studies and research on the most appropriate methods for basic education;

- the development of management and evaluation principles for institutions at this level of education;
- the moral, civic and intellectual education of school children in conjunction with the Ministry of Youth and Civic Education;
- the design and dissemination of standards, rules and procedures for assessing learners;
- the follow-up and control of the administrative and pedagogical management of public and private schools of this level of education;
- the development and monitoring of the implementation of the school map for this level of education;
- the development, analysis and maintenance of statistics for this level of education;
- of the book policy of this level of education;
- the fight against illiteracy ;
- the follow-up of the private nursery and primary schools of secular and denominational education;
- the follow-up of the construction of school buildings and infrastructures of this level of education;
- the follow-up of the activities of the APEE ;
- the management and continuous training of teaching and auxiliary staff, subject to the responsibilities assigned to other ministerial departments.

It acts as a liaison between the Government and the United Nations Educational, Scientific and Cultural Organization (UNESCO), in conjunction with the Ministry of Arts and Culture and the Ministry of External Relations.

It performs advisory functions in relation with the Advisory Bodies, namely

- ✓ National Education Council;
- ✓ The National Commission for UNESCO;

- ✓ The National Council for the Accreditation of School Textbooks and Teaching Materials;
- ✓ The National Commission on Programs and Degrees;
- ✓ The National Council of Private Education;
- ✓ The National Commission for Private Basic Education.

In addition, the Ministry of Basic Education has cooperation projects/programs that benefit from counterpart funds. These include:

- ✓ Project to support Schooling in Priority Education Zones (PASZEP);
- ✓ Cameroon Education Reform Support Program(PAREC);
- ✓ UNICEF's Awareness, Access and Quality Project.

1.2.2.1. Preschool Cycle

Nursery school is not compulsory in Cameroon. But this does not detract from the essential and primordial character of this cycle in the pupils' education in order to establish the educational and pedagogical foundations on which the pupils' future learning is based and developed for the whole of their schooling in general and in particular in the primary cycle (ASU, 2016). In general, nursery schools in Cameroon is a two-year institution of first education organized in two subsystems, one Anglophone, the other Francophone, by which the national option of biculturalism is reaffirmed.

It welcomes 4 year olds for the first year or middle section (Nursery I) and 5 year olds for the second year or large section (Nursery II).

In Cameroon the mission of the preschool cycle can be summarized in three main objectives (i) schooling; (ii) socialization; (iii) learning and practice. It must make children want to go to school to learn, to assert themselves, to develop their personality (UNESCO) and to prepare them for future learning. Through playful activities, children will learn to think and live together. They will also learn to develop their oral language, discover the written word, numbers and other learning areas. Concerning pre-school education, the Ministry of Basic Education is in charge of :

- the development of nursery education;
- community-based preschool development ;
- the development of the National Policy on Preschool Education;
- the promotion and implementation of the community-based preschool education policy;
- monitoring the implementation of the National Policy for the Comprehensive Development of Young Children.

The State, in its desire to prioritize the extension of preschool coverage in rural areas, has committed to developing community preschools in its Education and Training Sector Strategy Document (DSSEF 2013-2020). 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 is the foundation for inclusive and sustainable quality education. It is in this vein that Law N° 98/004 of 4 April 1998 on the Orientation of Education in Cameroon provides in its article 9 that ***"Primary education is compulsory"***. Thus, every Cameroonian child has the right and duty to attend primary school regardless of his or her origin, sex, social, physical or psychological condition.

In order to enable all children enrolled primary schools in Cameroon to have access to ***"inclusive and equitable quality education and promote lifelong learning opportunities"*** as defined by the MDG4, basic education at the primary level has the following essential missions (i) *educate*; (ii) *socialize*; (iii) *qualify*. The primary cycle has a duration of six (6) years in both subsystems and is organized in three levels of two courses each in which the promotion is collective within the levels according to the regulations in force. However, the repeating of a pupil may be authorized

exceptionally on the basis of the parent's request (**Order 315/B1/1464/MINEDUB of 21 February 2006**).

The different levels of the two subsystems are distributed as follows:

- Level 1: includes the Section d'Initiation au Langage (SIL)/Class One and the Cours Préparatoire (CP)/Class Two;
- Level 2 comprises the Cours Elémentaire Première Année classes (CE1) Class 3 and the Cours Elémentaire Deuxième Année (CE2) class 4;
- 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.

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 a level coordinator who coordinates the educational activities.

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

1.2.2.3. Literacy and Non-Formal Basic Education

According to the Demographic and Health Survey report produced in 2018, illiteracy affects about 30 percent of women and 27 percent of men

between the ages of 15 and 49. Literacy and non-formal basic education are alternative forms of education provision. They aim to give illiterate individuals and early school leavers the opportunity to acquire basic functional literacy and numeracy skills. This is for empowerment in society for those aged 15 and over, and opportunities to continue training in the formal system or to learn a trade for integration for children under 15. This mission is regulated by the Law N°2011/408 of December 9, 2011, which dedicates and assigns the fight against illiteracy to MINEDUB.

The organization of literacy training for men/women aged 15 and over covers three levels, namely level 1, level 2 and level 3 or post-literacy. There are two types of programs: traditional literacy and functional literacy. Adult literacy activities take place in the Functional Literacy Centers (FLC).

Non-formal basic education is developed for children between the ages of 8 and 14 who have never been to school (out-of-school children) or who left school early (early dropouts), to enable them to continue their schooling for those who have the skills, or to seek vocational training in a given field of activity for others. The organization of learning content in non-formal basic education takes into account the bridges to be built between non-formal and formal education.

For non-formal basic education, the programs are the same as in the formal primary cycle but with a duration of three years articulated around three levels. Non-formal basic education activities for children take place in the Non-Formal Basic Education Centers (NFBEC).

1.3. Macroeconomic and Financial Context

According to the African Development Bank Group's July 2021 economic report, GDP growth accelerated to 3.5 % from 0.5 % in 2020 on the back of a recovery in non-oil activity and continued investment. The fiscal deficit has narrowed to 3.1 % of GDP in 2021 from 3.3 % in the previous two years, thanks to fiscal consolidation measures aimed at reducing expenditures and increasing non-oil fiscal revenues. The realization

of structuring infrastructure projects financed largely by commercial and public loans and implemented within the framework of the country's emergence policy, has led to a strong growth of the debt. The public debt ratio rose from 28.8 % of GDP in 2015 to 46 % in 2021.

Inflation has been contained to 2.5 % in 2021, down from 2.4 % in 2020, due to a system of price controls on basic commodities. In March 2022, the Central Bank raised its main policy rate from 3.5 % to 4 %. The current account deficit has widened to 4.1 % of GDP in 2021 from 3.5 % in 2020, reflecting the sharp rise in import prices.

In 2021, the unemployment rate was 6.1 %, up from 3.8 % in 2020. However, the increase in unemployment and the general price level will reduce the purchasing power of households. This will further widen the enrollment gap between the richest and poorest, a finding already made by RESEN in 2019.

1.4. Social, Security , and Health Context

1.4.1. Social Context : Poverty

There was a slight decrease in the income poverty rate, which measures the proportion of the population living below the poverty line. Indeed, according to the fourth Cameroon Household Survey conducted in 2014 (ECAM-4), the poverty rate declined by 2.4 points to 37.5 % from 39.9 % in 2007 and 40.2 % in 2001. This situation is the result of lower-than-expected growth and weak wealth redistribution mechanisms. While the poverty rate has decreased significantly in urban areas from 12.2 % in 2007 to 8.9 % in 2014, it has worsened in rural areas from 55.7 % in 2007 to 56.8 % in 2014. In this dynamic, the phenomenon of poverty tends to become residual in urban areas, and to become characteristic of rural areas. Indeed, nine (9) out of ten (10) poor people live in rural areas. If poverty continues to worsen in rural areas, there could be a sharp decline in rural school enrollment. Because according to RESEN 2019, rural people access school less and drop out more.

There are also strong regional differences in the profile of poverty. The Far North (74.3 %), North (67.9 %), North West (55.3 %) and Adamawa (47.1 %) regions have the highest poverty rates and are above the national average (37.5 %). The majority of Priority Education Zone areas were among the poorest areas in 2014.

1.4.2. Security and food Context

1.4.2.1. Humanitarian and Security Crisis

Cameroon has been facing numerous crises in recent years, including attacks by the Boko Haram group in the Far North region, the influx of Central African refugees in the East and the socio-political crisis in the North West and South West regions. According to UNHCR, 476,521 people have sought refuge in Cameroon following the resurgence of the crisis in the Central African Republic since July 2022. For more than five years, the North-West and South-West Regions of Cameroon have been in the grip of a serious socio-political crisis. This has resulted in migratory movements to Nigeria and internal displacements to the Littoral, West, Centre (Mfoundi department) and Adamawa (Mayo-Banyo division) regions in particular. Since September 2017, this situation has displaced more than one million people internally. Humanitarian and security crises have aggravated the poverty level of displaced families, thus negatively impacting the education system.

1.4.2.2. Food crisis

According to the December 2021 OCHA Situation Report, the October 2021 national food and nutrition security analysis revealed that 16 percent of the population in the Far North region is in a food crisis situation. The most affected divisions are Mayo-Tsanaga, followed by Mayo-Sava and Logone et Chari with 28 percent, 26 percent, and 25 percent respectively in the last quarter of 2021. Several actions were taken in November 2021 by sector partners to address this situation. WFP and the NGO INTERSOS distributed food to 22,968 displaced persons, including 12,403 women in the Mayo-Sava, Mayo-Tsanaga, and Logone et Chari Divisions. As part of

resilience activities, WFP and its partner Lutheran World Foundation (LWF) conducted a conditional food distribution. This distribution targeted 10,000 people, including 5,400 women, in compensation for 20 days of activities to create and rehabilitate community assets, including community fields, stone barriers, ponds, rural roads, waterways, dams, reforestation, and mill shelters. In addition, INTERSOS organized a small ruminant and poultry fair in Mayo-Sava and Mayo-Tsanaga. 1,366 people took part, including 685 women and 681 men IDPs, returnees and members of the host community.

1.4.3. Health Context : CONTEXT

The March 18, 2020 entry into force of the restrictive measures adopted by the Cameroonian government to address COVID-19 affected the enrollment of nearly 7.2 million pupils and students enrolled in the country's public and private schools, including approximately 4.5 million primary school children, 47 % of whom were girls.

For children living in the Far North, North West and South West regions, whose schooling was already disrupted by the closure of several educational facilities due to pre-pandemic conflicts, the situation has become even more critical. To help the country cope with the impact of the health crisis on its already weakened education system, the Global Partnership for Education (GPE) provided Cameroon with COVID-19 accelerated funding in 2020 to support the implementation of the Cameroon Basic Education COVID-19 Emergency Response Project planned for July 2020 to June 2022.

1.4.4. Government challenges in school and out-of-school wellness and health

The Cameroonian government, through the Education and Training Sector Strategy Paper (DSSEF 2013-2020), shows its will to promote health and well-being in school and out-of-school environments. In particular, in its strategic axis n°2 (quality and relevance) and in its specific objective n°4, Cameroon commits to improving health in schools and universities. In addition, the Cameroonian government has a health map of the school

environment drawn up in 2011 defining the main pathologies that prevail there, namely malaria, HIV/AIDS and STIs. According to this document, these diseases are more prevalent among orphaned and vulnerable children (9 to 12 % among 6 to 11 year olds). This led to the establishment of a health policy whose measures were aimed, on the one hand, at promoting health in schools and universities and, on the other hand, at strengthening health education. The implementation of this policy is done at the Ministry of Basic Education through the Sub-Department of School Health which is responsible for:

- the monitoring the health of pupils in schools;
- the synthesis of health personnel needs;
- the follow-up of the health of the staff;
- the monitoring hygiene and sanitation in schools;
- the epidemiological surveillance in schools.

1.5. National, regional and international commitments to education, welfare and health

1.5.1. National commitments

❖ Economic Policy Reference Document (NDS 30)

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.

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 level;
- ✓ reducing regional disparities in terms of school infrastructure and teaching staff;
- ✓ Ensure that all girls and boys have access to quality pre-school education that prepares them for primary education;
- ✓ Enable 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;
- ✓ Develop community-based preschool education, especially in rural areas;
- ✓ Establish a policy of free textbooks for core subjects in public primary schools;
- ✓ Establish a quality basic education covering the primary and lower secondary cycles;
- ✓ Develop an educational map of out-of-school education and functional literacy to address the low visibility of this type of education;
- ✓ Promote access to literacy and non-formal education for youth and adults who want it;
- ✓ To improve the practice of bilingualism in all strata of society through the creation and implementation of specific school programs from nursery school.

❖ **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 Centers (CPC). These centers constitute a privileged framework to respond adequately to the lack of pre-school education in disadvantaged areas.

The policy defined therein is addressed to all stakeholders, including ministerial departments, public and parastatal organizations, 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 2025, 45 % of primary school entrants will have previously received two-year preschool services (public, private or community). In this sense, the projected numbers for this target year are : 252,800 pupils in public, 302,159 in private and 161,600 in Community, making a total of 715,989 pupils in Preschool.

1.5.2. Regional Commitment

❖ African Union Agenda 2063

Cameroon's adoption of the African Union's 2063 Agenda which plans by 2063 to intensify the education and skills revolution, and actively promote science, technology, research and innovation to build knowledge, human resources, capacity and skills to drive innovation and the African century.

In this regard:

- ✓ expand universal access to quality early childhood, primary and secondary education;
- ✓ increase and consolidate gender parity in education ;

- ✓ Strengthen technical and vocational education and training through improved investment, the creation of a cluster of high quality TVET centers in Africa, closer links with industry and labor market compliance, with a view to improving the skills profile, employability and entrepreneurship of youth and women in particular, and closing the skills gap across the continent;
- ✓ Strengthen and develop an African knowledge society through transformation and investment in universities, science, technology, research and innovation, and through harmonization of educational standards and mutual recognition of academic and professional qualifications;
- ✓ Establish an African Accreditation Agency to develop and monitor educational quality standards to promote the mobility of students and scholars across the continent;
- ✓ Establish and strengthen the Pan-African University and the Pan-African Virtual University, and elevate Africa's role in global research, development and technology transfer, innovation and knowledge production;
- ✓ Harness the potential of universities and their networks and explore other options for the provision of high quality university education.

❖ 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 responds to the concerns of the African Common Position (ACP) for post-2025 development, drawing lessons from previous continental plans and strategies, and the role and place of the AUC (AU)

which, unlike member states, does not have a territory for the implementation of continental strategies.

The 12 strategic objectives listed 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 on the one hand, and to realize the vision of the AU Agenda 2063 on the other. 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.

1.5.3. International commitments

- ❖ **Sustainable Development Goals 3 (good health and well-being) and 4 (education).**

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.

MDG 3 concerns health, particularly target 3.7 which states: "By 2030, ensure universal access to sexual and reproductive health care services, including family planning, information and education, and the integration of reproductive health into national strategies and programs."

MDG 4 focuses on access to education. Ultimately, by 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: *"By 2030, ensure that all girls and boys complete a full course of free, quality primary and secondary schooling on an equal basis, providing them with real learning opportunities"*.

Main results

- The Gross Preschooling Rate is estimated at 39.7 %.
- The participation rate in organized learning activities in preschool is 45.5 %.
- The Gross admission rate the primary cycle Rate is estimated at 131.3 %.
- The Gross Enrollment Rate in primary school is estimated at 119.2 %.
- The Adjusted Net Enrollment Rate in primary school is estimated at 85.6 %.
- The completed Rate in primary school is estimated at 75.1 %.
- The Repeat Rate is 12.6 %.
- An analysis of the schooling profile by gender shows that girls are the main dropouts.
- As a result of repeating and dropping out, approximately 32.0% of resources dedicated to primary education are wasted for an Internal Efficiency Ratio (IER) of 68.0 %.

This chapter provides an analysis of the potential and actual demand for education as well as the internal efficiency of the system, useful for designing appropriate educational policies.

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

Potential demand for education refers to all school-age children in preschool and primary school. With response to this demand, the government elaborated an education policy notably the National Development Strategy (SND30) and the Strategy of the Education and Training Sector (SSEF), developed for the period 2013-2020, the latest version which is currently being drafted.

The table below shows that the number of school-age children varies from one region to another at all levels of education. At the preschool level (4-5 years), the Far North (22.50 %), Center (15.88 %), North (13.03 %) and Littoral (11.66 %) regions alone account for 63.1 % of potential demand. The same trend is observed at the primary level with 62.5 % of the demand. By gender, demand is higher for girls in preschool (ages 4-5). At the primary level (ages 6-11), this trend is reversed in the Far North, East and Southwest regions.

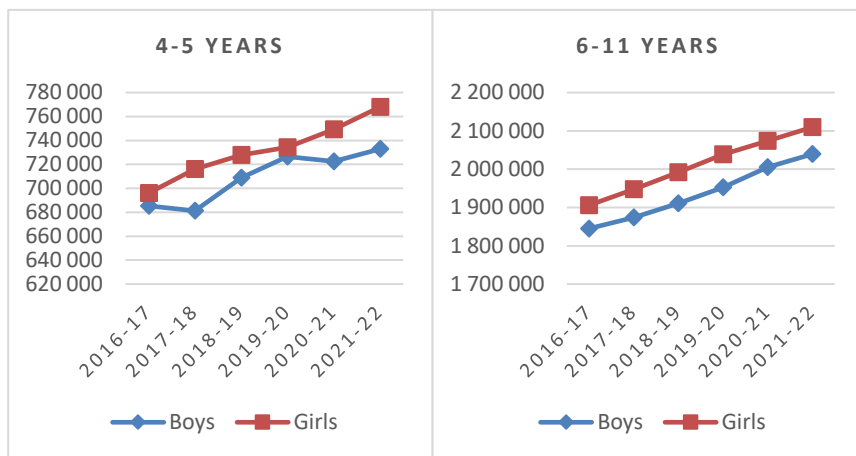
Table 2. 1: Distribution of the pre-school (4 to 5 years old) and school-age (6 to 11 years old) population by region and gender in 2021/2022

	Population 4-5 years			Population 6-11 years		
	Girls	Boys	TOTAL	Girls	Boys	TOTAL
CAMEROON	753,139	747,668	1,500,807	2,073,994	2,074,959	4,148,953
<i>Adamawa</i>	42,582	40,511	83,093	113,203	107,121	220,324
<i>CENTRE</i>	120,034	118,266	238,300	347,659	342,815	690,474
<i>East</i>	31,300	31,191	62,491	89,099	88,686	177,785
<i>FAR-NORTH</i>	164,956	172,727	337,683	419,620	439,567	859,187
<i>LITTORAL</i>	90,699	84,256	174,955	267,871	272,661	540,532
<i>NORTH</i>	98,180	97,722	195,902	252,316	250,319	502,635
<i>NORTH-WEST</i>	63,749	62,558	126,307	185,721	181,143	366,864
<i>WEST</i>	74,493	73,529	148,022	205,590	200,390	405,980
<i>SOUTH</i>	20,344	20,377	40,721	59,142	59,606	118,748
<i>SOUTH-WEST</i>	46,802	46,531	93,333	133,773	132,651	266,424
ZEP	337,018	342,151	679,169	874,238	885,693	1,759,931
OUT OF ZEP	416,121	405,517	821,638	1,199,756	1,189,266	2,389,022

Source: Data from the 2005 RGPH projected for 2021.

At the primary level, over the period 2016/2017 to 2021/2022, regardless of the age group considered, the potential demand for education increased by an average of 1.7% per year, compared with 2.1% in preschool. Moreover, the number of girls eligible for schooling grew more than boys over the period, with an annual average increase of 2% for girls compared to 1.4% for boys in preschool. At the primary level, the annual average increase is the same for girls and boys, i.e. 2.1%.

Figure 2. 1: Evolution of the pre-school (4 to 5 years old) and school-age (6 to 11 years old) population by region and gender 2016/ 2017 2021/2022



Source: Data from the 2005 RGPH projected for 2021.

2.2 Analysis of Effective Demand and Coverage in Preschool

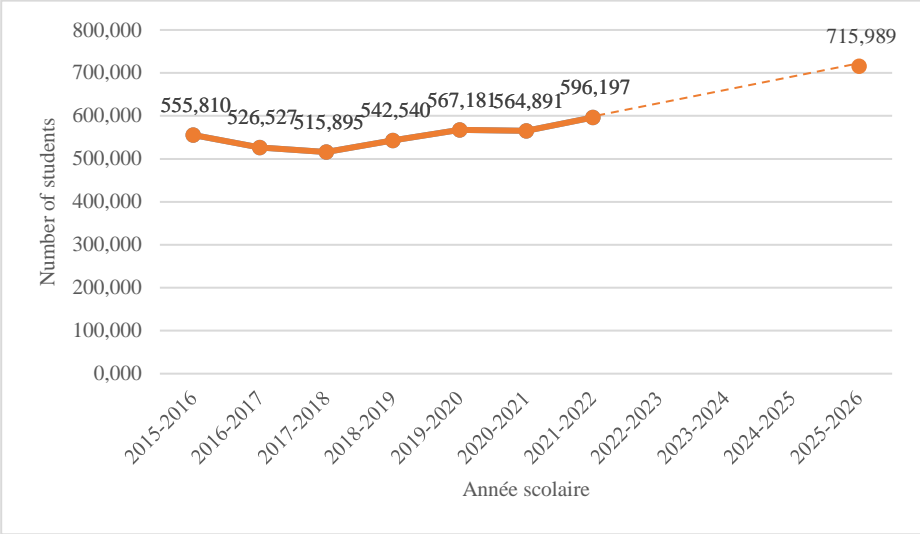
2.2.1. Enrolled Population (effective demand) in Preschool

The actual demand for preschool education represents the number of children attending preschools. Between 2016/2017 and 2021/2022, the preschool population increased on average each year by 2.5 %. In contrast, the average annual growth rate hovered around 10.5% between 2009/2010 and 2014/2015, 8 percentage points higher than in the 2016/2022 period. This reflected the government's commitment to achieving the Millennium Development Goals (MDGs), which ended in 2015.

Note that the gap in preschool enrollment in 2021/2022 compared to the target to be reached in 2025 is estimated at 119,792 pupils. Given that the average annual growth rate over the last six years is 2.5%, and assuming that the evolution of preschool enrollment behaves linearly over the next few years, the number of preschool pupils in 2025/2026 is estimated at 658,089. This would still be below the target of 715,989 pupils as notified in the National Preschool Development Policy and Community-Based Preschool

Implementation Strategy Document (DPNDP). Efforts remain to be made by the State of Cameroon to improve access to preschool.

Figure 2. 2: Evolution in the Preschool enrolment in Cameroon from 2015/2016 to 2021/2022



Source: Analysis Report 2020/2021 and Statistical Yearbook 2021/2022

The table below shows a 5.5 % growth in preschool pupils compared to the 2020/2021 school year. This growth dynamic remains true when we look at the distribution of preschoolers by region. Six out of ten regions have a growth rate higher than the national average (5.5 %), with the Northwest (35.5 %) and Southwest (20.6 %) experiencing the greatest change. The decentralization process and the implementation of the Presidential Plan for the Reconstruction and Development of the North-West and South-West (PPRD-NO/SO), as well as the disarmament policy that has been implemented, may have contributed to the return of families displaced by the security crisis in these regions. This could explain the trend in numbers in these regions.

Analysis of the Priority Education Zones (ZEP) shows a growth of 9.6 % as compared to last year, about 5 points more than in the Non-ZEP. This trend has been observed for three years.

Table 2. 2:Preschool enrollment growth rates between 2020/2021 and 2021/2022 by region of residence

Region	School year		Growth rate (in %)
	2020-2021	2021-2022	
CAMEROON	564,891	596,197	5.54
Adamawa	15,834	17,170	8.44
CENTRE	185,637	189,011	1.82
East	29,794	33,007	10.78
FAR-NORTH	24,650	26,791	8.69
LITTORAL	144,585	150,807	4.30
NORTH	21,401	23,502	9.82
NORTH-WEST	18,450	25,004	35.52
WEST	70,755	71,398	0.91
SOUTH	26,821	26,977	0.58
SOUTH-WEST	26,964	32,530	20.64
ZEP	91,679	100,470	9.59
OUT OF ZEP	473,212	495,727	4.76

Source: Statistical yearbooks 2020/2021 to 2021/2022

An analysis by gender reveals that the school population is predominantly female (299,486 girls), or 50.2 % of the total. But there is a decrease in the female ratio in 2021/2022 compared to last year, 100.9 % in 2021/2022 versus 101.4 % in 2020/2021. As for the rate of increase compared to last year, it is higher for girls than for boys, although the difference is very small. This trend, although global, is not the same at the regional level, where we note an opposite trend in the Eastern region.

Table 2. 3:Preschool growth rate between 2020/2021 and 2021/2022 by region by gender and female ratio in 2021/2022 by region

Region	Rate of growth between 2020/2021 and 2021/2022 (%)		Female ratio in 2021/2022 (in %)
	Girls	Boys	
CAMEROON	5.29	5.83	100.90
Adamawa	7.34	9.53	98.22
Centre	1.56	1.95	101.76
East	12.44	9.12	103.57
Far-north	8.52	8.85	100.62
Littoral	3.62	4.99	99.14
North	9.48	10.15	97.78
North-west	34.71	36.38	103.40
West	1.17	1.23	100.30
South	-0.60	1.81	101.67
South-west	20.64	20.65	104.37
ZEP	9.82	9.36	100.49
OUT OF ZEP	4.42	5.14	100.99

Source: Statistical yearbooks 2020/2021 to 2021/2022

An analysis by order of instruction reveals that private preschools have the largest number of preschoolers. The table below shows a decrease in public preschoolers through 2020/2021 and a slight increase of 0.8 % in 2021/2022. In the community, the trend is rather upward in the 2016-2018 and 2019-2021 periods. In the last period, there is a significant increase of 33.9% over the 2020/2021 year. This could be explained by the government's efforts to improve access to education in rural areas. In addition, it shows that preschool enrollment is down 11.2 % in 2019/2020 compared to 2018/2019. The trend seen in the community is the same in private schools with the only difference being that the decline in enrollment is seen in 2017/2018.

The relative gap between public and private preschool enrollment is growing overall, although there is a 2-point decrease in 2020/2021 compared to the previous year. Despite the decline in public and private enrollment in 2020/2021, there has been a resumption of enrollment growth in the community, but this has not contributed to closing the relative gap between public and private.

It should be noted that the development of community schools in rural areas has reduced the gap between the public and the community in general.

In addition, public, private, and community enrollment remains below their targets of 252,800, 302,159, and 161,600 pupils respectively as projected in the DPNDP.

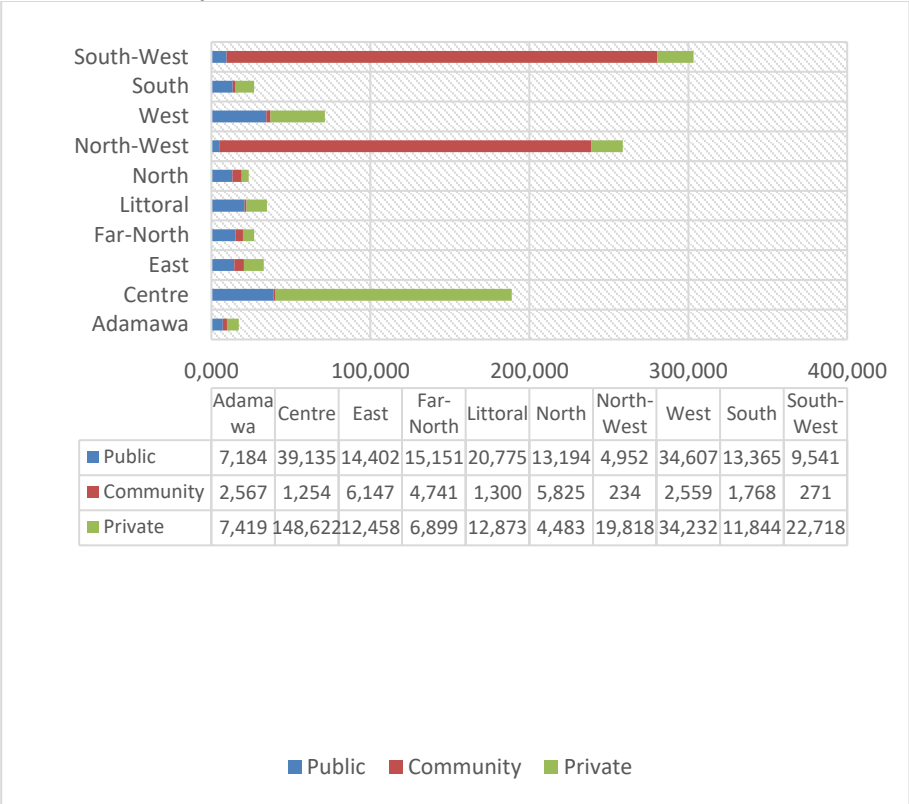
Table 2. 4: Evolution of preschool pupil enrollment by grade by order of instruction and relative variances from 2016/2017 to 2021/2022

School year	Public	Community	Private	Relative gap between public and private (%)	Relative gap between public + community and private (%)
2016-2017	201,767	8,568	325,180	61.2	54.6
2017-2018	184,767	15,198	319,086	72.7	59.6
2018-2019	178,121	17,079	350,052	96.5	79.3
2019-2020	174,809	15,173	377,199	115.8	98.5
2020-2021	170,886	19,910	374,095	118.9	96.1
2021-2022	172,306	26,666	397,225	130.5	99.6

Source: Statistical yearbooks 2020/2021 to 2021/2022

Analysis at the regional level shows that in 2021/2022, the South, West, North, Far North and East regions have more pupils in public schools than in private schools.

Figure 2. 3:Preschool pupil enrollment by region by order of teaching in the 2021/2022 school year



Source: Statistical Yearbook 2021/2022

In the 2021/2022 school year, preschool pupils are more represented in the Francophone system than in the Anglophone system. In fact, 63.7 % of preschool pupils are in the Francophone section. The preschool population is larger in the Centre and Littoral regions, regardless of the educational subsystem. The Far North and North regions have the lowest preschool population in the Anglophone subsystem.

The increase in preschool enrollment in 2021/2022 is most pronounced in the Anglophone subsystem, up 10.7 % from last year. In addition, preschool enrollment in anglophone schools declined only in the

West and Far North regions. In contrast, the number of preschoolers in French-speaking schools decreased in the Central and Southern regions.

Table 2. 5: Distribution of preschool enrollment in 2021/2022 and increase rate between 2020/2021 and 2021/2022 per region by subsystem

Region	Student Enrolment		Growth rate (%)	
	Anglophone	Francophone	Anglophone	Anglophone
CAMEROON	216.627	379,570	CAMEROON	216.627
Adamawa	4.589	12,581	Adamawa	4.589
CENTRE	67.849	121,162	CENTRE	67.849
East	5,945	27,062	East	5,945
FAR-NORTH	3.166	23,625	FAR-NORTH	3.166
LITTORAL	55.389	95,418	LITTORAL	55.389
NORTH	3,160	20,342	NORTH	3,160
NORTH-WEST	24.383	621	NORTH-WEST	24.383
WEST	15.239	56,159	WEST	15.239
SOUTH	6.037	20,940	7.3	-1.2
SOUTH-WEST	30.870	1,660	18.6	77.9

Source: Statistical yearbooks 2020/2021 to 2021/2022

The table below shows that more children attend preschool in urban areas than in rural areas. Cette tendance est maintenue peu importe la région de résidence. However, their numbers have grown more in rural areas than in urban areas. This could be explained not only by the strong growth of functional CPCs located mainly in rural areas, but also by the reopening of some preschools in English-speaking areas. Preschool enrollment increased in 2021/2022 in urban areas in all regions except the Center and West region. On the other hand, it has increased in rural areas, regardless of the region considered.

Table 2. 6:Distribution of preschool enrollment in 2021/2022 and increase rate between 2020/2021 and 2021/2022 per region by setting:

Region	Student Enrolment		Growth rate (%)	
	Urban	Rural	Urban	Urban
CAMEROON	414.544	181,653	CAMEROON	414.544
Adamawa	12.846	4,324	Adamawa	12.846
CENTRE	135.571	53,440	CENTRE	135.571
East	17,757	15,250	East	17,757
FAR-NORTH	13.613	13,178	FAR-NORTH	13.613
LITTORAL	131.728	19,079	LITTORAL	131.728
NORTH	12,486	11,016	NORTH	12,486
NORTH-WEST	12.678	12,326	NORTH-WEST	12.678
WEST	41.954	29,444	WEST	41.954
SOUTH	18.109	8,868	SOUTH	18.109
SOUTH-WEST	17.802	14,728	SOUTH-WEST	17.802

Source: Statistical yearbooks 2020/2021 to 2021/2022

Analysis by age reveals that the majority of children in preschool in 2021/2022 are of official age (4-5 years). Formal age children are followed by early age children (under 4 years old) who are usually in first grade. The latter are mainly found in the Centre and Littoral regions. The same is true for children in other age groups.

Preschool enrollment has increased at all age levels. For "The number of children under 4 years of age declined only in the northern region. The number of children of official age in preschool has declined in the South region. For the "6 years or older" age group, there is a sharp decline in the South region. In addition, there has been a significant increase in the number of early age preschoolers in this region compared to the 2020/2021 school year. In the West Region, the preschool population has decreased significantly from last school year.

Table 2. 7: Distribution of preschool enrollment in 2021/2022 and increase rate between 2020/2021 and 2021/2022 per region by age group

Region	Student Enrolment			Growth rate (%)		
	Less than 4 years old	4-5years	6 ans ou plus	Less than 4 years old	4-5years	6 ans ou plus
CAMEROON	98.213	475,194	CAMEROON	98.213	475,194	CAMEROON
Adamawa	2.035	14,310	Adamawa	2.035	14,310	Adamawa
CENTRE	35.623	146,833	CENTRE	35.623	146,833	CENTRE
East	3,795	28,050	East	3,795	28,050	East
FAR-NORTH	2.587	23,332	FAR-NORTH	2.587	23,332	FAR-NORTH
LITTORAL	32.711	112,041	LITTORAL	32.711	112,041	LITTORAL
NORTH	2,115	20,692	NORTH	2,115	20,692	NORTH
NORTH-WEST	4.268	18,822	1914	25.16	38.02	36.42
WEST	8.931	60,571	1,896	2.22	1.08	-9.54
SOUTH	3.538	22,615	824	21.83	-1.16	-20.46
SOUTH-WEST	2.610	27,928	1,992	22.13	21.58	7.33

Source: Statistical yearbooks 2020/2021 to 2021/2022

It is noted that 4,637 preschool pupils are in a vulnerable situation (refugees and internally displaced persons). Analysis of the number of refugees in preschool shows a drop of 64.6 % in 2021/2022 compared to the previous school year. The situation is similar for internally displaced persons, i.e. 64.8 % less than in 2020/2021. The decline in pupils numbers has been more marked among girls than among boys, whether refugees or internally displaced persons. This trend in refugees could be explained by their exit from the territory. With regards to the situation of internally displaced persons due to the conflicts, the actions taken by the State to ease tensions in the North-West and South-West could have contributed to this.

Table 2. 8: Number of refugees by nationality and number of IDPs by gender and school year

	Enrollment (2020-2021)			Enrollment (2021-2022)		
	Girls	Boys	Total	Girls	Boys	Total
Central African refugees	850	963	Central African refugees	850	963	Central African refugees
Nigerian refugees	506	492	Nigerian refugees	506	492	Nigerian refugees
Total refugees	1,356	1,435	Total refugees	1,356	1,435	Total refugees
Internally displaced persons	5,185	5,165	Internally displaced persons	5,185	5,165	Internally displaced persons

Source: Statistical yearbooks 2020/2021 to 2021/20

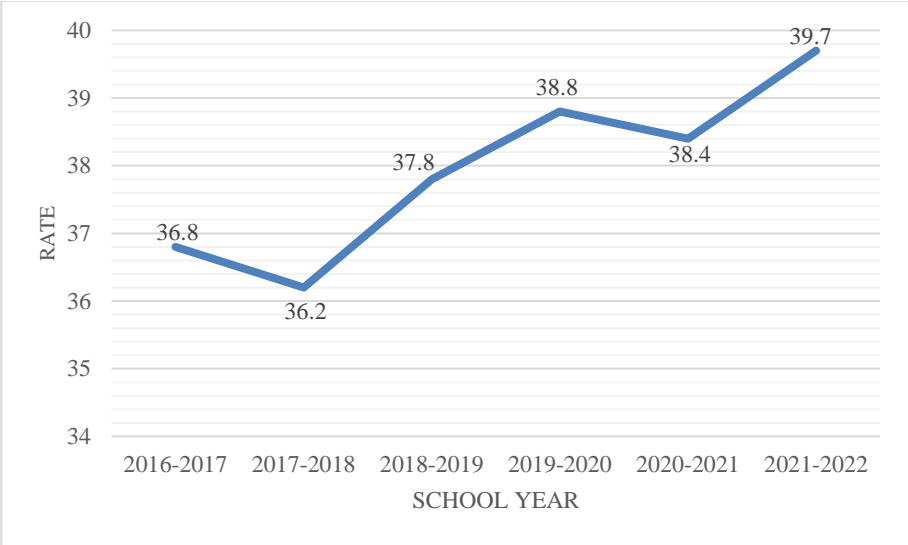
2.2.2. Measuring Preschool Coverage

The Gross Preschool Enrollment Rate and the Participation Rate in organized learning activities one year before the official primary school age will provide insight into the evolution of preschool coverage.

2.2.2.1. Gross preschool Rate

The Gross Enrollment Rate is an indicator that tells us what proportion of the total number of children of official pre-school age a country is able to enroll in pre-school. It is estimated to 39.7 % in 2021/2022, an increase of 3.4 % over the previous school year. This value is the highest since the implementation of the SDGs (Graph 2.4). Moreover, it is very close to the target of 40 % in 2020 as stipulated in the DSSEF.

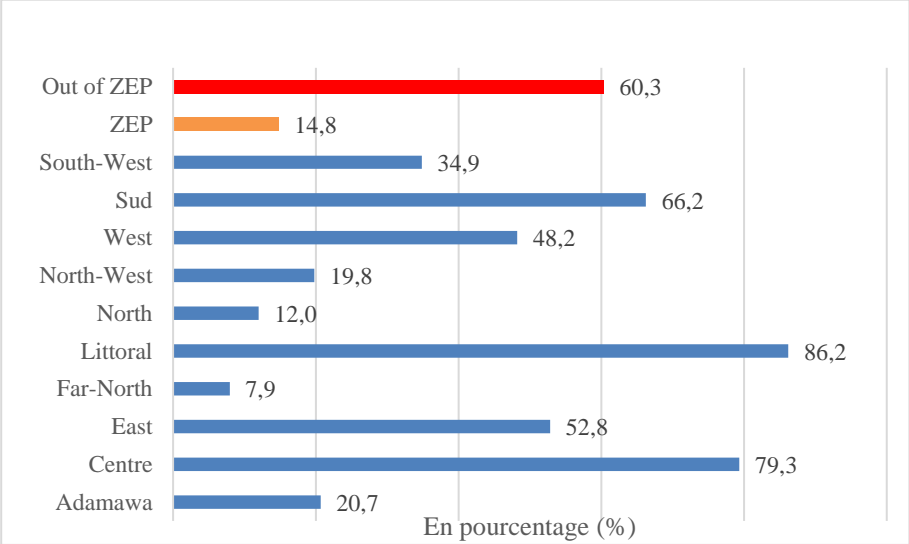
Figure 2. 4:Change in Gross Enrollment Rate in Preschool from 2016/2017 to 2021/2022



Source: Statistical Yearbook 2021/2022, Analysis Report 2020/2021 and Projected RGPH 2005 data for 2021

At the regional level, preschool attendance remains disparate in 2021/2022. Indeed, the Littoral and Centre regions have the highest school attendance, at 86.2 % and 79.3 % respectively. The Far North and North regions have the lowest rates, 7.9 % and 12.0 % respectively, below the national average. In addition, the preschool enrollment rate is higher in non-ZEP regions than in ZEP regions. This trend was also observed in 2020/2021. But the gap between the Non-ZEP and ZEP regions has narrowed relatively between 2020/2021 and 2021/2022, from a 3.2 % gap in 2020/2021 to a 3.1 % gap in 2021/2022. Raising awareness about the importance of spending a year in preschool could further improve the indicator in these areas.

Figure 2. 5:Gross Preschooling Rate by Region of Residence in 2021/2022

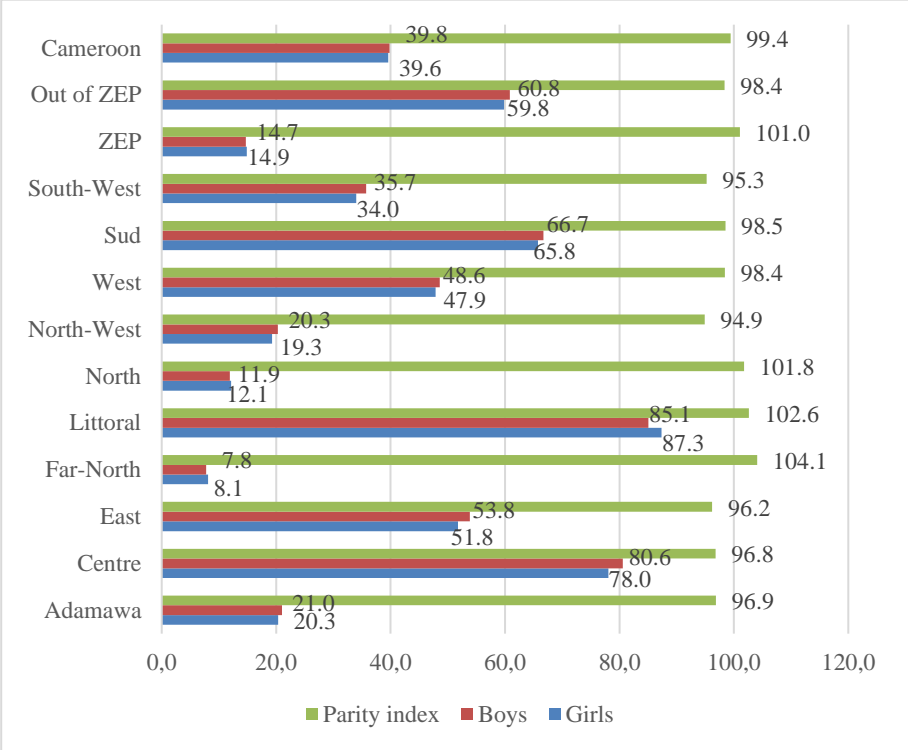


Source: Statistical Yearbook 2021/2022 and RGPH 2005 data projected for 2021

Analysis by gender reveals that nationally, the preschool attendance rate is higher for girls than for boys, at 40 % for girls and 39.5 % for boys. La même situation est observée dans les ZEP et Hors-ZEP. However, the opposite trend is observed in the West, Adamawa and North regions.

Figure 2. 6 below shows near perfect parity between male and female children in preschool nationwide. The situation is not the same at the regional level. There is an absolute difference of at least 2 points from unity in the South West, Far North, East and North regions.

Figure 2. 6:Gross Preschool Enrollment Rate by Region and Gender Parity Index by Region



Source: Statistical Yearbook 2021/2022 and RGPH 2005 data projected for 2021

According to UNHCR, 7.9 % of refugee children are of preschool age. The table below shows that the preschool attendance rate for refugees is 2.7 % in 2021/2022. The latter lost 5 points compared to last year. This decline was observed among both Central African and Nigerian refugees. This trend is also observed when gender is taken into account.

Table 2. 9: Refugee preschool enrollment rates by nationality and gender for the 2020/2021 and 2021/2022 school years

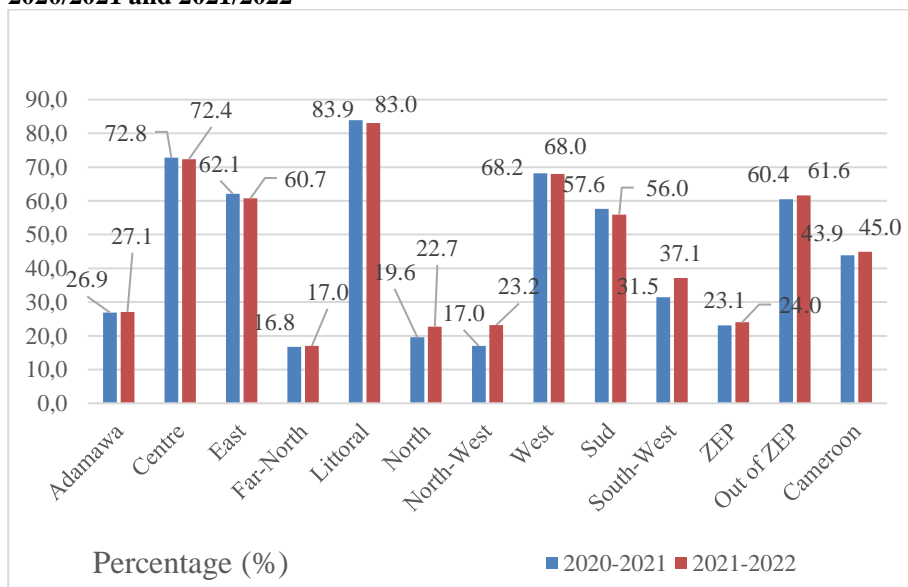
	Preschool enrollment (2020-2021)			Preschool enrollment (2021-2022)		
	Girls	Boys	TOTAL	Girls	Boys	TOTAL
Central African refugees	7%	7%	7%	3.0%	4.9%	4.0%
Nigerian refugees	11%	11%	11%	0.5%	0.5%	0.5%
Total refugees	8%	8%	8%	2.1%	3.3%	2.7%

Source: Statistical yearbooks 2020/2021 to 2021/2022 and HCR

2.2.2.2. Adjusted rate of participation in learning activities

In Cameroon, 45.0 % of 5-year-olds participated in learning activities in the year 2021/2022. This rate was up about 1 point from the previous school year. This trend is the same in ZEP than in Non-ZEP, but also in individual regions. The increase in this rate was more pronounced in the West region with an increase of about 5 points compared to the 2020/2021 school year.

Figure 2. 7: Participation rate (%) in learning activities by region of residence in 2020/2021 and 2021/2022



Source: 2020/2021 and 2021/2022 Statistical Yearbooks and 2005 RGPH data projected for 2021

The table below reveals the sign of disparity in favor of male children participating in learning activities at the national level. The Littoral and North-west regions are those where the situation is reversed.

Table 2. 10: Learning Participation Rates by Region and Gender Parity Index by Region

Région	Girls		Boys		Index of Parity (%) n
	n	%	n	%	
Adamawa	5.119	24.6	5,638	29.8	82.4
Centre	42.690	71.8	42,170	73.0	98.3
East	9.299	60.7	9,258	60.8	99.8
Far-north	12.882	16.1	14,358	18.0	89.4
Littoral	37.072	84.2	36,639	81.9	102.9
North	9.836	20.6	11,069	24.9	82.8
North-west	7.382	23.5	7,152	22.9	102.7
West	24.297	66.1	24,778	70.0	94.5
South	5.602	55.7	5,563	56.3	99.0
South-west	8.535	37.0	8,312	37.3	99.2
ZEP	162.714	22.6	164,937	25.4	89.0
OUT OF ZEP	37.136	61.3	40,323	61.9	99.1
CAMEROON	107.772	44.1	124,614	45.8	96.3

Source: Statistical Yearbook 2021/2022 and RGPH 2005 data projected for 2021

Sidebar: The calculation of the learning participation rate includes only 5-year-olds in the formal system (preschool and primary). There are other non-formal early childhood education settings that have children of this age.

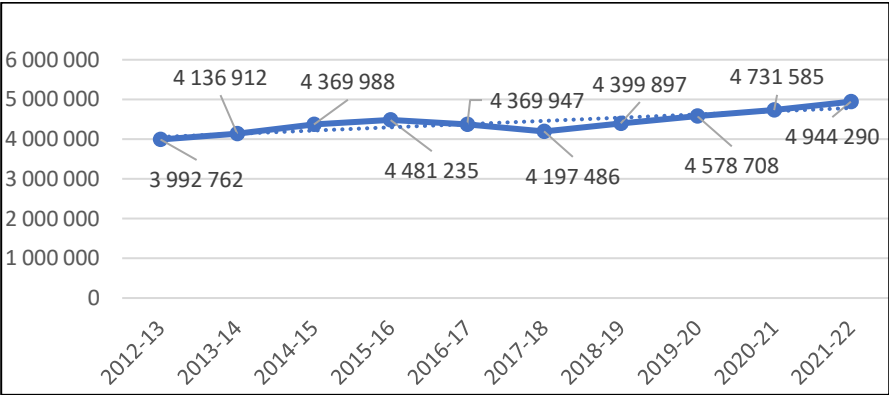
2.3 Analysis of effective demand for education and coverage at the primary level

This part will be developed in seven points which are the following: (i) enrollment trends; (ii) enrollment analysis by region; (iii) enrollment analysis by subsystem; (iv) enrollment analysis by location; (v) enrollment analysis by order of teaching; (vi) analysis of enrollment by grade level and (vii) analysis of enrollment of vulnerable children in school.

2.3.1 Chronological analysis of primary school enrolment

The primary cycle in Cameroon has experienced a constant growth in enrollment since the years 2017/2018 despite some disruptions observed between 2013 and 2018. Ainsi entre les années 2020/2021 et 2021/2022, l'on est passé de 4 731 585 à 4 944 290 élèves, soit une hausse d'environ 4,49 %. It should be noted that since the years 2017/2018, the annual growth rate is 4.18 %.

Figure 2. 8: Evolution of the number of primary school pupils from 2012/2013 to 2021/2022

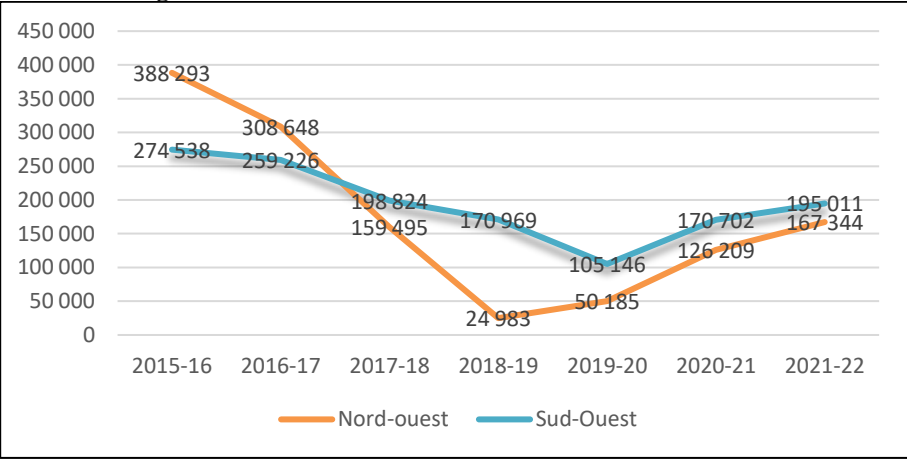


Source: Statistical yearbooks 2012/2013 to 2021/2022

During the school years 2015/2016 to 2017/2018, Cameroon, nationally has experienced considerable declines in enrollment, these can be explained by the fact that this period corresponds to that of entry into crisis in the North West and South West regions. It can also be noted that the enrollment curve in the South-west region, unlike that of the North-west, continued to decline until 2018/2019, giving average annual declines of 21.3 % and 49.6 % for the South-west and North-west respectively. However, it is important to note that as of 2017/2018, a gradual return of enrollment is observed in the North-west region and that it took a year to see the same phenomenon take place in the South-west region with an average annual growth of 60.8 % and 16.7 % respectively in 2021/2022. This change could also be explained by the gradual return of children to

school in some cities in these regions.

Figure 2. 9: Evolution of primary school enrollment in the North-west and South-west regions from 2015/2016 to 2021/2022

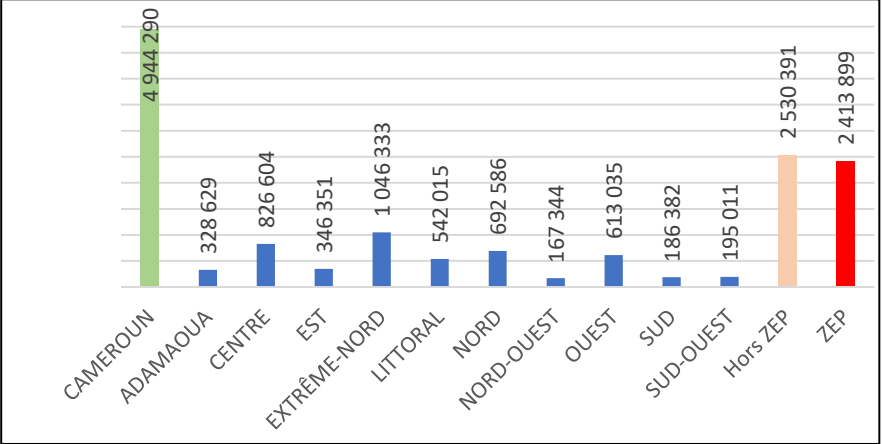


Source: Statistical yearbooks 2015/2016 to 2021/2022

2.3.2 Analysis of primary school enrollment by region in 2021/2022

The effective demand for primary education is constantly changing and unevenly distributed throughout the country. In principle, two major zones share this demand, namely the ZEP composed of the regions of Adamawa, the North, the Far North and the East with 48.8 % and the non-ZEP regions composed of the other six (6) regions with 51.2 %. Overall, there has been an increase in enrollment in all regions, except for the Littoral region, which has seen a decrease of approximately 1,238 pupils compared to the 2020/2021 year. This decrease could be partly explained by the increase in primary enrollment observed in the North-west and Southwest regions, both of which account for 7.3 % of national enrollment in 2021/2022, a gain of 1 percentage point from the 2020/2021 school year.

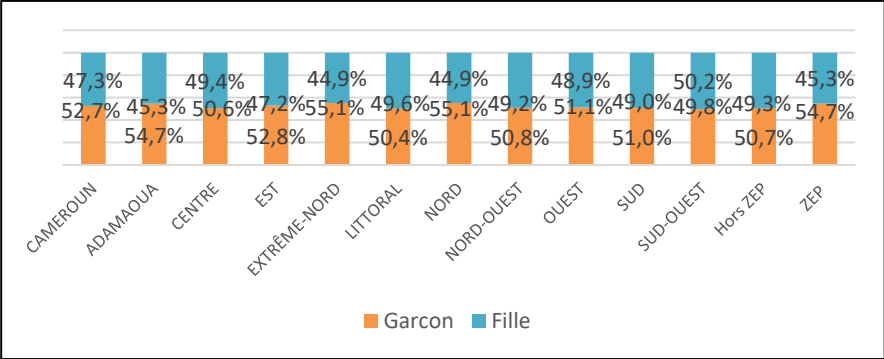
Figure 2. 10: Distribution of primary school pupils by region in 2021/2022



Source: Statistical Yearbook 2021/2022.

At the national level, the number of boys in primary school remains a little more than 5 points higher than that of girls; this gap is more significant in the ZEPs, with a 10-point gap always in favor of boys. Nevertheless, in the Centre, Littoral and North West regions there is an almost equal number of girls and boys in the graph below.

Figure 2. 11: Proportion (%) of primary school enrolment per region and gender in 2021/ 2022.

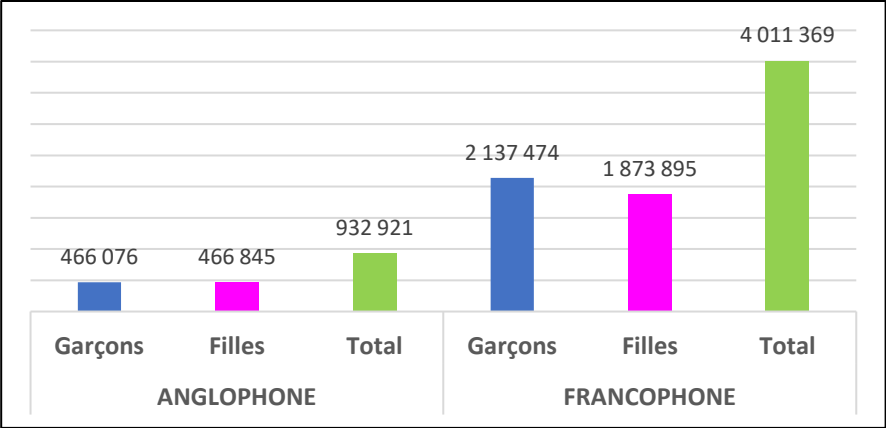


Source: Statistical Yearbook 2021/2022

2.3.3 Analysis of enrollment by primary education sub-system in the year 2021/2022

As shown in Figure 2.12, the Francophone subsystem accounts for 81.1 % of primary school enrollment compared to only 18.9 % for pupils in the Anglophone subsystem; in other words, less than 1 in 5 pupils are in the Anglophone subsystem at primary school. However, it is important to note that the growth rate between 2020/2021 and 2021/2022 is 10.3 % for the Anglophone subsystem and 3.2 % for the Francophone subsystem. This could be explained by the lull observed in the North-west and Southwest regions, giving access to more schooling in the anglophone subsystem.

Figure 2. 12: Distribution of primary school pupils by education sub-system and gender in 2021/22



Source: Statistical Yearbook 2021/2022

Table 2.11 shows that the francophone subsystem has a significant share of primary enrollment, with a predominance in most regions. With the exception of the North west and South west regions, where the proportions of children enrolled in the Anglophone subsystem are much higher than those in the Francophone subsystem.

Table 2. 11:Proportion (%) of children enrolled by region and sub-system in 2021/2022

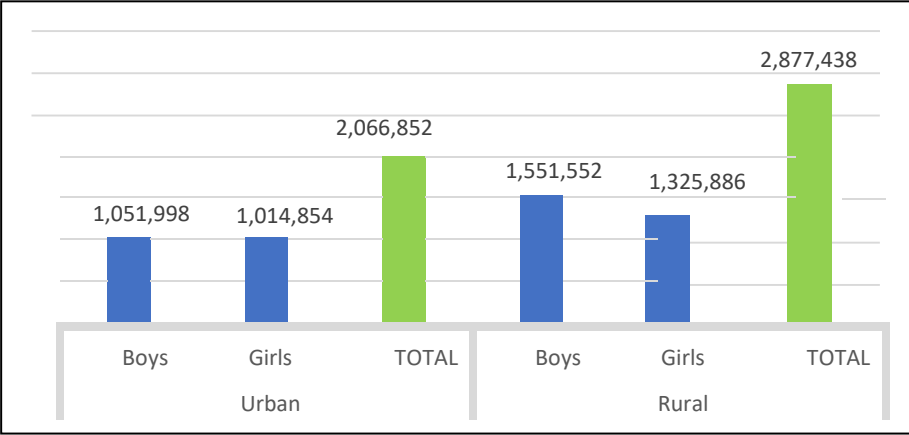
	Anglophone	Francophone	TOTAL
CAMEROON	18.9%	81.1%	100%
Adamawa	9.4%	90.6%	100%
CENTRE	20.9%	79.1%	100%
East	6.9%	93.1%	100%
FAR-NORTH	3.8%	96.2%	100%
LITTORAL	32.3%	67.7%	100%
NORTH	3.7%	96.3%	100%
NORTH-WEST	97.3%	2.7%	100%
WEST	15.1%	84.9%	100%
SOUTH	11.0%	89.0%	100%
SOUTH-WEST	96.7%	3.3%	100%

Source: Statistical Yearbook 20201/202

2.3.4 Analysis of primary school enrollment Based on location in 2021/2022

Primary school enrollment remains more concentrated in rural areas (58.0%) in 2021/2022 with a predominance of boys in both areas.

Figure 2. 13:Distribution of primary school students by location and gender in 2021/22



Source: Statistical Yearbook 2021/2022

A territorial distribution of enrollment shows a concentration of pupils in rural areas in most regions, with the exception of the Littoral and Centre regions. The explanation could come from the fact that these two regions have within them the two largest metropolises, Douala (economic capital) and Yaoundé (political capital). This proportion is higher in rural areas of ZEP than in non-ZEP areas.

Table 2. 12: Distribution of Primary Enrollment Proportion (%) by Region by Location in 2020/2022

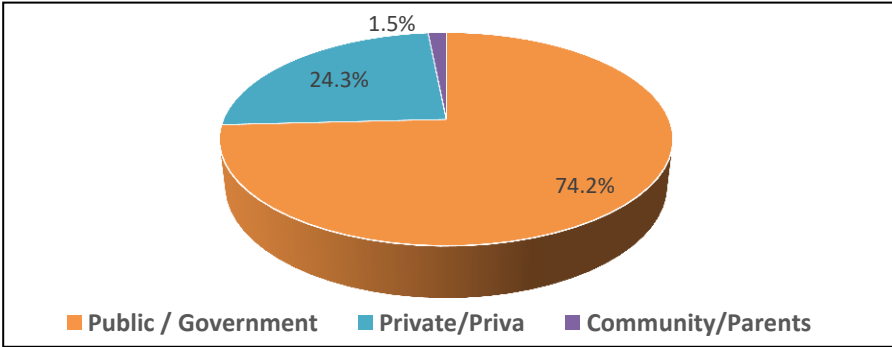
REGION	Location area		Total T
	Urban	Rural	
CAMEROON	41.8%	58.2%	100%
Adamawa	43.1%	56.9%	100%
CENTRE	59.6%	40.4%	100%
East	42.0%	58.0%	100%
FAR-NORTH	22.9%	77.1%	100%
LITTORAL	81.3%	18.7%	100%
NORTH	24.5%	75.5%	100%
NORTH-WEST	28.6%	71.4%	100%
WEST	37.0%	63.0%	100%
SOUTH	44.2%	55.8%	100%
SOUTH-WEST	41.3%	58.7%	100%
ZEP	28.8%	71.2%	100%
OUT OF ZEP	54.2%	45.8%	100%

Source: Statistical Yearbook 2021/2022

2.3.5 Analysis of enrollment by primary school grade in 2021/2022

Looking at the figure below, the proportion of children enrolled in public primary education is 74.2 % in 2021/2022, a decrease of one point from last year. Private and parent/community schools account for 24.3 % and 1.5 % respectively. The latter two proportions are up from those in the 2020/2021 school year.

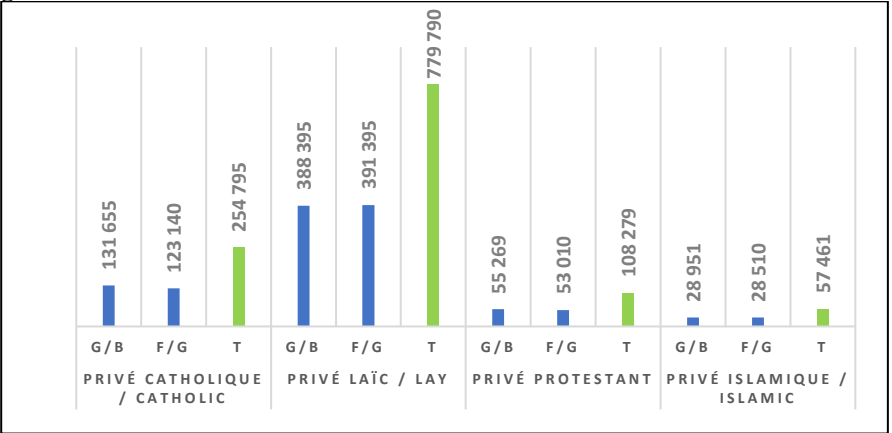
Figure 2. 14:Proportion of pupils enrolled in primary school by level of education 2021/2022



source: Statistical Yearbook 2021/2022

Looking at the private sub-orders, we note that secular private enrollment represents 65.0 %, slightly more than 3 times that of Catholic private enrollment, which ranks second with 21.2 %, followed by Protestant private and Islamic private with 9.0 % and 4.8 % respectively. .It should also be noted that secular private schools have more girls than boys, which is not the case in the other three suborders of private schools.

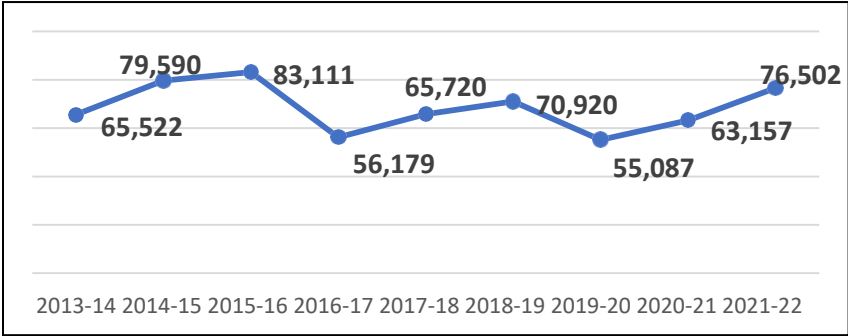
Figure 2. 15:Distribution of private primary school pupils by sub-order by gender in 2021/2022



Source: Statistical Yearbook 2021/2022

From the analysis made of the graph below, it is apparent that the change in community primary pupil enrollment from 2013/2014 to 2021/2022 is not uniform. Although we note a 21.1 % increase from 2020/2021, the 2015/2016 peak has not yet been reached, nevertheless we note since the 2019/2020 school year an average annual increase of 17.8 %.

Figure 2. 16: Evolution of the number of primary school pupils Community from 2013/2014 to 2021/2022

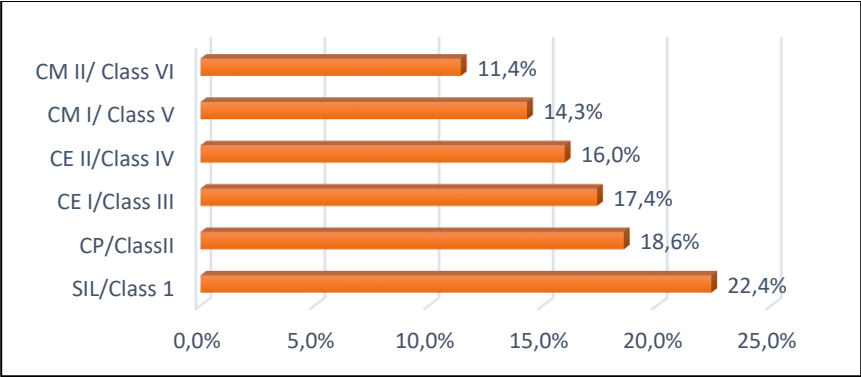


Source: Statistical yearbooks 2013/2014 to 2021/2022

2.3.6 Analysis of primary school enrollment by grade in 2021/2022

The primary cycle consists of six grades: SIL, CP, CE1, CE2, CM1 and CM2. The distribution of the 4,944,290 students by grade reveals that as you move through the grades, the number of students decreases. SIL students represent 22.4% of the total enrollment while the proportion of those in CM2 is 11.4%, this is almost the same proportions that were recorded in the 2020/2021 school year.

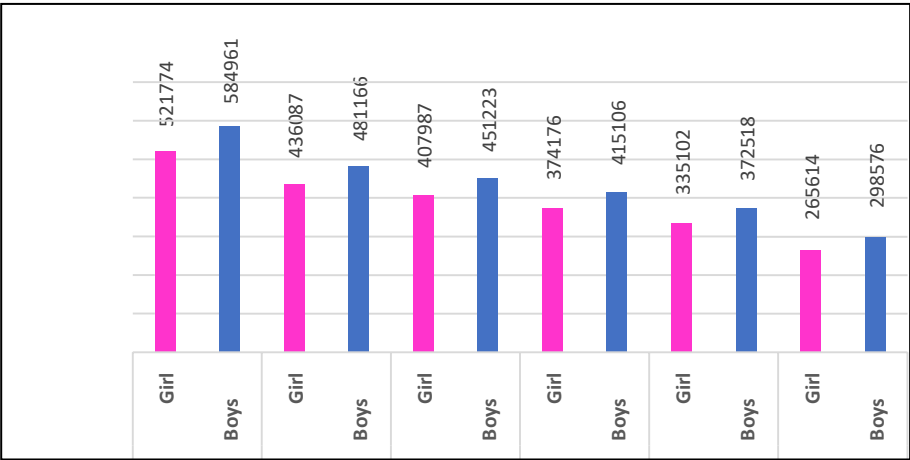
Figure 2. 17:Proportion of children enrolled in primary school by grade in 2021/2022



Source: 2021/2022 Statistical Yearbook and Author Calculations

In all primary grades, more boys than girls are enrolled.

Figure 2. 18:Distribution of primary school pupils by grade by gender



Source: Statistical Yearbook 2021/2022

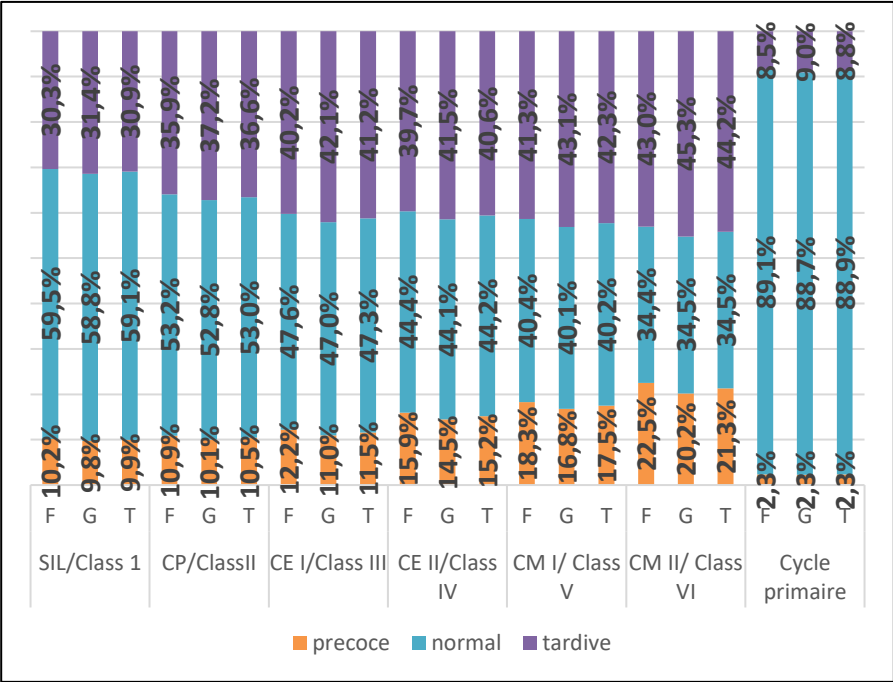
In terms of regulations, the age range for attending primary school is 6-11 years. 6 year corresponds to entry into SIL and age 11 to completion of CM2. However, there are early entries and late exits. For example, 2.3 % of all primary school pupils have under 6 years of age and 8.8% are 12 years of

age and older, these proportions are roughly equal to those in the 2020/2021 school year.

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 6 and reaches CM2 at age 11.

A pupil is considered to be behind in school when he or she is at least one year older than the normal theoretical age (6-11 years) for a specific grade level. Delayed schooling is therefore the situation of a pupil's schooling in relation to his or her expected level. It can be caused by repeating or by a late entry into the school system. Overall, more than 30.0% of students are behind academically at all levels of study. This proportion increases with the level of education and reaches 45.0% at the end of the cycle. The same finding was made for the 2020/2021 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.

Figure 2. 19:Proportion of early, normal and delayed pupils by grade level by gender in 2021/2022.



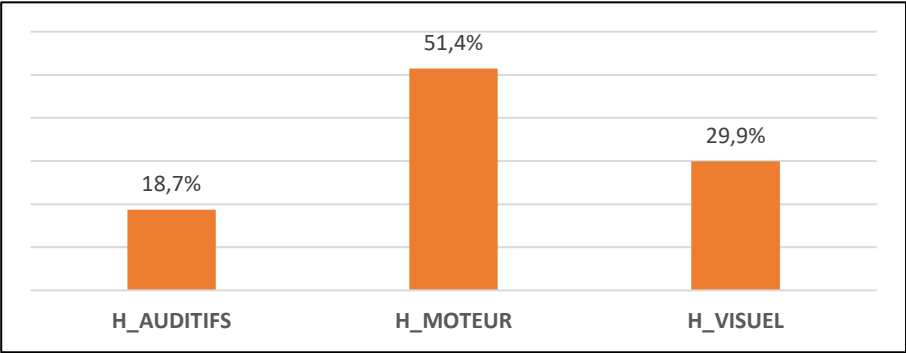
Source: Statistical Yearbook 2020/2021

2.3.7 Analysis of the number of vulnerable pupils enrolled in primary schools in 2021/2022

Inclusive education is based on the principle that all school-age children have the right to a quality education that meets their basic learning needs and enriches the lives of pupils. This education focuses in particular on vulnerable and disadvantaged groups. It aims to maximize the potential of every child in school. The ultimate goal in this perspective is to reduce all forms of discrimination and promote inclusion and social cohesion. Inclusive schools in Cameroon give special attention to children with disabilities, ethnic minorities, refugees and internally displaced persons. Of the analysis made of pupils living

with a disability, those with reduced mobility are the most numerous, with a total of 6,897 pupils out of 12,321 cases existing in the year 2021/2022.

Figure 2. 20:Proportion of primary school pupils living with a disability by type of disability.



Source: Statistical Yearbook 2021/2022

During the 2021/2022 school year, Cameroon had 84.5 % of refugee children enrolled in primary schools in ZEP. At the regional level, the East (41.0%), Far North (20.4%) and Adamawa (17.5 %) have almost all of the refugees, 78.9 % of them. The same is true for public primary education, where the East (38.5 %), Far North (19.9 %) and Adamawa (17.3 %) regions enroll nearly 75.7 % of all refugees in public primary education. In general, public primary schools concentrate 96.0 % of refugee pupils in ZEP areas compared to 3.5 % for private and 0.5 % at the community level. According to gender, there are more male refugee pupils, representing 55.4 % of all refugee students.

Table 2. 13: Proportion of refugees enrolled in primary school in 2021/2022 by region, grade and gender (%)

	Public			Private			Community or Parents			Overall		
	F	B	T	F	B	T	F	B	T	F	B	T
CAMEROON	30,576	38,623	69,199	3,490	3,719	7,209	197	229	426	34,263	42,571	76,834
Adamawa	5,823	7,432	13,255	38	40	78	75	58	133	5,936	7,530	13,466
CENTRE	1,675	1,628	3,303	301	319	620	0	0	0	1,976	1,947	3,923
East	12,533	17,076	29,609	837	1,038	1,875	2	4	6	13,372	18,118	31,490
FAR-NORTH	7,086	8,234	15,320	161	151	312	7	18	25	7,254	8,403	15,657
LITTORAL	854	807	1,661	374	372	746	0	0	0	1,228	1,179	2,407
NORTH	1,661	2,451	4,112	7	14	21	64	100	164	1,732	2,565	4,297
NORTH-WEST	250	270	520	478	508	986	12	15	27	740	793	1,533
WEST	378	399	777	383	379	762	37	34	71	798	812	1,610
SOUTH	46	53	99	77	99	176	0	0	0	123	152	275
SOUTH-WEST	270	273	543	834	799	1,633	0	0	0	1,104	1,072	2,176
ZEP	27,103	35,193	62,296	1,043	1,243	2,286	148	180	328	28,294	36,616	64,910
OUT OF ZEP	3,473	3,430	6,903	2,447	2,476	4,923	49	49	98	5,969	5,955	11,924

Source: Statistical Yearbook 2021/2022

There was a large influx of IDPs enrolled in primary school in the Far North (26.4 %), South-west (20.0%), the Littoral (13.8 %), and the West (11.3 %).

These four regions accounted for slightly more than half of the national IDP enrollment, amounting to 71.4 % of all IDPs. We also note that internally displaced pupils are more prevalent in ZEP's, i.e., a proportion of 35.1 % overall, with 55.1 % of boys. Of the 159,707 internally displaced pupils enrolled in primary school nationwide, 72.1% are public, 26.9% private and 1.0% community.

Table 2. 14: Proportion of IDPs enrolled in primary school in 2021/2022 by region and gender

	Public			Private			Community or Parents			Overall		
	F	B	T	F	B	T	F	B	T	F	B	TOTAL
CAMEROON	54,385	60,759	115,144	21,426	21,575	43,001	758	804	1,562	76,569	83,138	159,707
Adamawa	1,271	1,413	2,684	155	156	311	5	3	8	1,431	1,572	3,003
CENTRE	4,111	4,053	8,164	2,840	2,930	5,770	10	22	32	6,961	7,005	13,966
East	819	947	1,766	290	264	554	0	0	0	1,109	1,211	2,320
FAR-NORTH	17,046	21,555	38,601	1,389	1,378	2,767	343	408	751	18,778	23,341	42,119
LITTORAL	5,640	5,700	11,340	4,978	5,173	10,151	240	221	461	10,858	11,094	21,952
NORTH	3,764	4,716	8,480	41	52	93	39	38	77	3,844	4,806	8,650
NORTH-WEST	3,397	3,541	6,938	3,857	3,815	7,672	39	39	78	7,293	7,395	14,688
WEST	7,017	7,252	14,269	1,878	1,860	3,738	47	45	92	8,942	9,157	18,099
SOUTH	1,250	1,299	2,549	240	230	470	0	0	0	1,490	1,529	3,019
SOUTH-WEST	10,070	10,283	20,353	5,758	5,717	11,475	35	28	63	15,863	16,028	31,891
ZEP	22,900	28,631	51,531	1,875	1,850	3,725	387	449	836	25,162	30,930	56,092
OUT OF ZEP	31,485	32,128	63,613	19,551	19,725	39,276	371	355	726	51,407	52,208	103,615

Source: Statistical Yearbook 2021/2022

During the 2021/2022 school year, there are 1,486,689 pupils enrolled without birth certificates, 53.9 % of whom are boys (Table 2.15). ZEPs account for 72.6 % of the national enrollment. Although this proportion has slightly decreased from the previous year, the situation remains a concern in these regions. On the other hand, the North-west (3.0 %) and Littoral (3.3 %) regions are the least affected by the birth certificate problem.

Table 2. 15: Number of pupils without birth certificates in primary schools by region and gender in 2021/2022

Locality	Girls	Boys	TOTAL
CAMEROON	684,850	801,839	1,486,689
Adamawa	59,911	75,687	135,598
CENTRE	52,536	56,031	108,567
East	82,354	94,258	176,612
FAR-NORTH	196,550	239,562	436,112
LITTORAL	23,569	25,030	48,599
NORTH	148,037	183,548	331,585
NORTH-WEST	21,941	23,304	45,245
WEST	34,066	36,278	70,344
SOUTH	30,088	32,122	62,210
SOUTH-WEST	35,798	36,019	71,817
ZEP	486,852	593,055	1,079,907
OUT OF ZEP	197,998	208,784	406,782

Source: Statistical Yearbook 2021/2022

2.3.8 Measuring Primary Coverage

Pursuing its strategic objective, with the advent of the NDS30, Cameroon, through the basic education sub-sector, aims to *"ensure quality education for all school-age children, out-of-school youth and illiterate adults"*. This strategic objective is broken down into three operational objectives, namely: (i) increase the pre-schooling rate throughout the country; (ii) improve access to and completion of primary education; and (iii) increase the literate population.

The analysis of effective demand in the previous section provides a first look at the primary cycle in Cameroon in the 2021/2022 school year.

However, in order to understand the actual enrollment in this cycle, this information must be related to the school-age population.

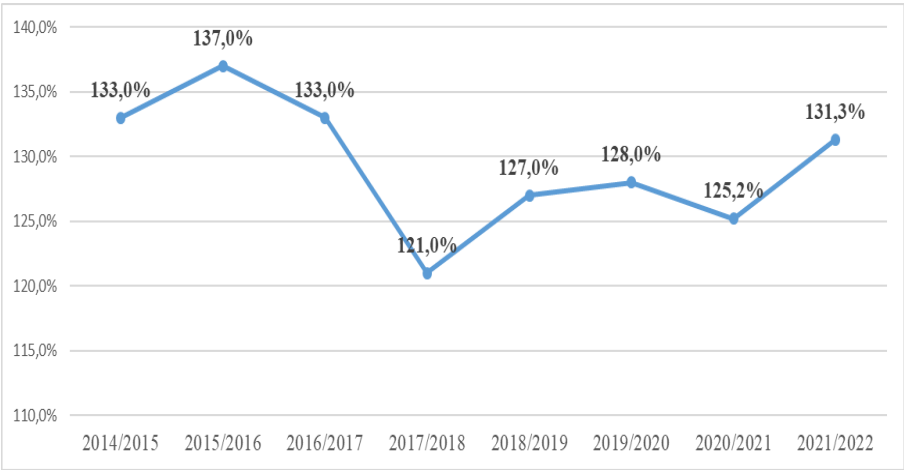
To monitor the progress of children in the primary cycle and to better understand how the cycle works, the system uses indicators to observe and measure change and progress. These indicators are also used for decision making in order to better manage the system.

2.3.8.1 The Gross Intake Rate (GIR) in Primary Education

It measures the general level of access to primary education and reflects the ability of the population of official entry age to enter the first grade. 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 figure below, the Gross Access Rate in primary school showed a notable change before 2015, before a downward trend was observed from 2016 to 2017. Moreover, there has been an upward trend since 2018-2020, despite the decline in 2020/2021.

Figure 2. 21: Evolution of the gross access rate in primary education from 2014/2015 to 2021/2022



Source: Statistical yearbooks 2014/2015 to 2021/2022.

The Gross Admission Rate to primary school is well over 100 %, at about 131.0 %, reflecting the fact that the system is able to accommodate 31.0% more children than the official entry age of 6 years. This high percentage, however, does not reflect the admission of all 6-year-olds to primary school. The East region has an admission rate of nearly 254.0%; this may be due to the fact that it is a border area that hosts refugee camps. These children are not included in the potential demand for primary education. The Northwest has the lowest gross admission rate, which stands at about 57.9 %. A significant portion of the effective demand for education in this region has been displaced to other regions due to insecurity. However, there is a gradual return of this effective demand, marked by a growing admission rate between 2020/2021 and 2021/2022 (from 43.3 % to 57.9 %).

The parity index linked to the GAR of 0.90 shows that girls and boys have almost the same chance of reaching the first grade of primary school.

The GAR for ZEPs (153.3 %) is higher than for non-ZEP areas (113,9 %). Thus, the ZEPs taken together have the capacity to accommodate an additional 53.0% of children of theoretical age in the first year of primary school.

We note an increase in the primary admission rate of 6 points from the 2020/2021 year. This increase is significant in the East (+32 points), Adamawa (+16 points), North-west (+15 points) and South (+16 points) regions.

Table 2. 16:Gross Enrolment Rate (GER) by gender and region at primary level in 2021/2022

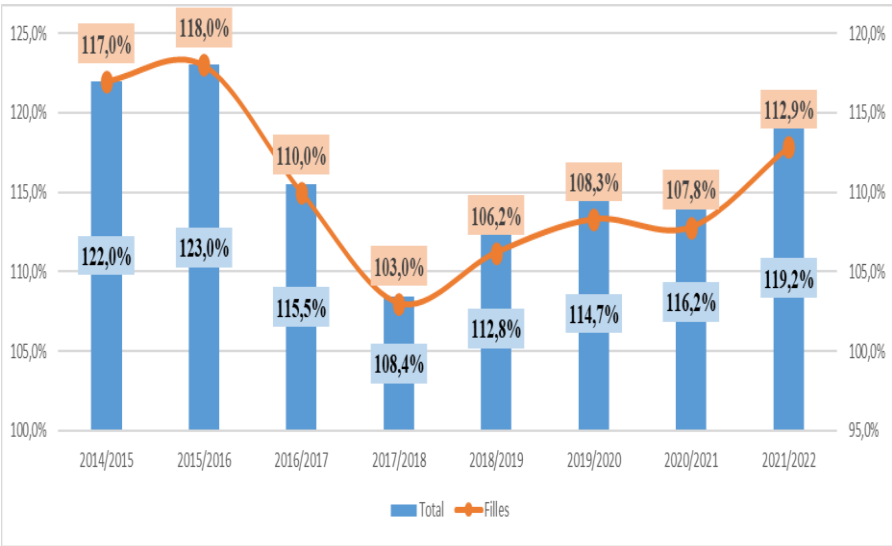
	Filles	Garçons	Total	IPS	Variation par rapport à l'année 2021			
	(%)	(%)	(%)	(n)	2021	Écart absolu	Écart relatif	
CAMEROON	124,6%	138,0%	131,3%	0,90	125,2%	6	5%	▲
<i>Adamawa</i>	171,6%	215,2%	192,9%	0,80	176,7%	16	9%	▲
<i>CENTRE</i>	126,8%	132,0%	129,4%	0,96	122,5%	7	6%	▲
<i>East</i>	238,2%	270,3%	254,2%	0,88	222,3%	32	14%	▲
<i>FAR-NORTH</i>	122,6%	141,9%	132,5%	0,86	132,8%	-0	0%	►
<i>LITTORAL</i>	101,3%	101,4%	101,3%	1,00	104,8%	-3	-3%	▼
<i>NORTH</i>	126,3%	151,9%	139,1%	0,83	140,6%	-2	-1%	▼
<i>NORTH-WEST</i>	56,5%	59,3%	57,9%	0,95	43,3%	15	34%	▲
<i>WEST</i>	151,7%	160,7%	156,2%	0,94	150,7%	5	4%	▲
<i>SOUTH</i>	181,5%	187,6%	184,6%	0,97	168,1%	16	10%	▲
<i>SOUTH-WEST</i>	76,2%	78,4%	77,3%	0,97	68,2%	9	13%	▲
ZEP	141,0%	165,5%	153,3%	0,85	149,6%	4	3%	▲
OUT OF ZEP	111,8%	115,9%	113,9%	0,96	106,8%	7	7%	

Source: Statistical Yearbook 2021/2022 and RGPH 2005 data projected for 2021

2.3.8.2 The Gross enrolment Rate (GIR) 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 the graph below, the primary GER changed slowly until 2015, before the decline from 2016. However, there is an upward trend since 2018/2019. This increase is very significant given the constraints of the humanitarian crises facing Cameroon.

Figure 2. 22: Evolution of the gross enrolment rate in primary education from 2014/2015 à 2021/2022



Source: Statistical yearbooks 2014/2015 to 2021/2022

with a GER of 119.2 %, the Cameroonian education system is able to enroll all children from 6 to 11 years of age in primary school throughout the country and much more.

However, this does not ref. Universalization of the primary cycle. Indeed, there are children outside the official age range for enrollment in primary school (6 to 11 years). Similarly, there are refugees and other populations that are not included in the potential demand. The Eastern region has the highest Gross Enrollment Rate, enrolling 95.0 % of children in excess of potential demand. The Adamawa and North regions enroll one-third more children than expected. In addition to the 3-point increase (relative to 2020/2021) seen at the national level, there is a significant increase in the North-west (+11 points) and South*west (+8 points) regions.

According to the GER parity index (0.90), boys are slightly more likely than girls to be enrolled in primary school. The Adamawa and North regions, however, have a parity of about 8 girls to 10 boys.

Table 2. 17: Gross Enrolment Rate (GER) by gender and region at primary level in 2021/2022

Region	Girls	Boys	TOTAL	GPI	Change as compared to the year 2021			
					2021 (%)	Absolute gaps	Relative gaps	
CAMEROON	112.9	125.5	119.2	0.90	116.2	3	3	▲
<i>Adamawa</i>	131.6	167.7	149.2	0.78	144.9	4	3	▲
<i>CENTRE</i>	117.4	122.1	119.7	0.96	113.6	6	5	▲
<i>East</i>	183.5	206.2	194.8	0.89	181.7	13	7	▲
<i>FAR-NORTH</i>	111.9	131.3	121.8	0.85	124.6	- 3	-2	▼
<i>LITTORAL</i>	100.3	100.3	100.3	1.00	102.2	-2	-2	▼
<i>NORTH</i>	123.2	152.4	137.8	0.81	138.1	-0	0	►
<i>NORTH-WEST</i>	44.4	46.9	45.6	0.95	34.5	11	32	▲
<i>WEST</i>	145.8	156.4	151.0	0.93	147.8	3	2	▲
<i>SOUTH</i>	154.5	159.4	157.0	0.97	152.3	5	3	▲
<i>SOUTH-WEST</i>	73.2	73.2	73.2	1.00	64.9	8	13	▲
ZEP	125.0	149.2	137.2	0.84	136.9	0	0	►
OUT OF ZEP	104.0	107.8	105.9	0.96	101.1	5	5	▲

Source: Statistical Yearbook 2021/2022 and RGPH2005 data projected for 2021

2.3.8.3 Adjusted Net Enrollment Rate (ANER) at the primary level

The Adjusted Net Enrollment Rate is defined as the number of children in the official age group of a given grade enrolled in that grade or higher, expressed as a percentage of the population in that age group. This indicator measures the actual school participation of the official school-age population for the level of education considered.

The comparison of the demographic projections for the year 2021 by specific ages in the 6-11 age group with the 2021/2022 school data for this same age group revealed certain inconsistencies and anomalies at the level of certain specific ages, which necessitated an adjustment of the demographic series or the school series for the calculation of the indicator.

Thus, the adjustment was made to the age structure of the enrolled population as it appears in the administrative data. To do this, the age structure of the enrolled population as it appears from the administrative data was applied to the age structure of the enrolled population as it appears from the administrative data.

As shown in Table 2.18, the Adjusted Net Enrollment Rate for primary school age children reached 85.6 %. This corresponds to a probable exclusion rate of 14.4 % for children aged 6-11 years. It should be noted that this value is up by one point compared to last year. A triangulation with the results obtained from recent household surveys leads to comparable results.

Table 2. 18: Net Admission Rate (NAR) and Adjusted Net Enrollment Rate (ANER) at the primary level by different data sources

Some Indicators by Data Source	Girls	Boys	TOTAL
According to Administrative Data (2021/2022)			
Adjusted net primary school enrolment rate	81.4%	89.9%	85.6%
Rate of out-of-school children of primary school age	18.6%	10.1%	14.4%
According to ECAM 4 (2014)			
Adjusted net primary school enrolment rate	84.9%	86.1%	85.5%
Rate of out-of-school children of primary school age	15.1%	13.9%	14.5%
According to MICS 5 (2014)			
Adjusted net primary school enrolment rate	83.5%	87.3%	85.4%
Rate of out-of-school children of primary school age	16.5%	12.7%	14.6%
According to EDSC-5 (2018)			
Adjusted net primary school enrolment rate	75.4%	79.6%	77.5%
Rate of out-of-school children of primary school age	24.6%	20.4%	22.5%

Source: Statistical Yearbook 2020/2021, ECAM4, MICS5, EDSC-5

2.3.8.4 3 Access to the last grade of primary school or Primary Completion Rate (PCR)

Through operational objective n°2 stated above, the Government is committed to doing everything possible to ensure that 100 % of children

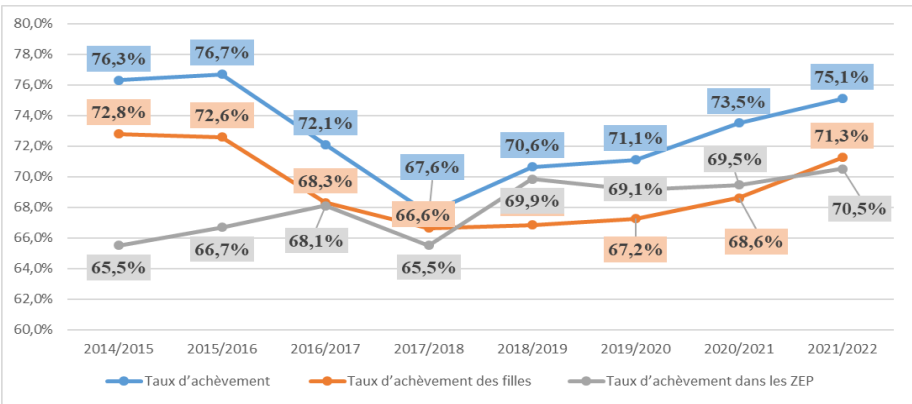
access and complete the primary cycle. It is in this sense that the completion rate was chosen as the reference indicator to assess this objective.

As a reminder, the Primary Completion Rate, as a proxy, is the total number of new pupils entering the last grade of the cycle regardless of age, and is expressed as a percentage of the total population of the theoretical age of entry to the last grade. It is also known as the gross admission rate to the last grade of primary school.

This rate is calculated using the cross-sectional method, and determines the level of schooling in a country or locality. Thus, a child is considered to have completed the primary cycle if he or she is simply enrolled in CM2.

As shown in the graph below, the primary school completion rate moved slowly until 2015, before experiencing a noticeable decline from 2016. However, there has been an upward trend since the 2018/2019 school year. This increase remains very significant considering the constraints related to the humanitarian crises that Cameroon is facing.

Figure 2. 23: Evolution of the primary school completion rate from 2014/2015 to 2021/2022



Source: Statistical yearbooks 2014/2015 to 2021/2022

The table below shows that at the national level, after six years of primary schooling, approximately 75 children out of 100 are in CM2. However, the proportion of children reaching the end of primary school is above 80% in the West, Centre, East, South and Littoral regions. The national result seems to be going in the right direction in relation to the different targets set in the strategy documents at the national and international level.

However, it should be noted that the national environment has had an impact on the implementation of activities aimed at achieving progress in this indicator. These include: *(i) the socio-political disruptions in the North-West and South-West regions, which led to the destruction of school infrastructure, assaults, assassinations and kidnappings of teachers and pupils, ghost towns and various other disturbances and inconveniences, and (ii) the incursions of the terrorist sect Boko Haram in the Far North region.* These situations of insecurity resulted to significant migratory movements and serious dysfunctions in schools of the above-mentioned regions, with the phenomenon of internally displaced persons and the registration of a massive influx of refugees.

In addition, learning opportunities (which will need to be compensated for) for children living in the conflict-affected North-West, South-West and Far North regions are reduced due to school closures.

It is in this sense that the Government made strong commitments for the Cameroonian education system during the Education Transformation Summit, whose challenge is to respond to a global crisis in education: a crisis of equity and inclusion, quality, and relevance.

Table 2. 19: Primary school completion rates by region and gender in 2021/2022

<i>Region</i>	Girls	Boys	TOTAL	IPS¹	Change as compared to the year 2021			
	(%)	(%)	(%)	(n)	2020	Absolute gaps	Relative gaps	
CAMEROON	71.3%	79.0%	75.1%	0.90	73.5%	2	2%	▲
<i>Adamawa</i>	67.2%	87.9%	77.2%	0.76	75.5%	2	2%	▲
<i>CENTRE</i>	88.3%	88.7%	88.5%	1.00	85.4%	3	4%	▲
<i>East</i>	78.4%	87.9%	83.1%	0.89	80.5%	3	3%	▲
<i>FAR-NORTH</i>	53.6%	69.3%	61.6%	0.77	60.2%	1	2%	▲
<i>LITTORAL</i>	87.1%	83.1%	85.0%	1.05	86.2%	-1	-1%	▼
<i>NORTH</i>	65.2%	90.3%	77.7%	0.72	78.2%	-1	-1%	▼
<i>NORTH-WEST</i>	30.0%	31.3%	30.6%	0.96	22.0%	9	39%	▲
<i>WEST</i>	102.5%	108.9%	105.7%	0.94	108.9%	-3	-3%	▼
<i>SOUTH</i>	83.3%	83.3%	83.3%	1.00	88.7%	-5	-6%	▼
<i>SOUTH-WEST</i>	59.7%	59.7%	59.7%	1.00	53.1%	7	12%	▲
ZEP	61.4%	79.5%	70.5%	0.77	69.5%	1	2%	▲
OUT OF ZEP	78.1%	78.6%	78.3%	0.99	76.3%	2	3%	▲

Source: Statistical Yearbook 2021/2022 and RGPH 2005 data projected for 2021.

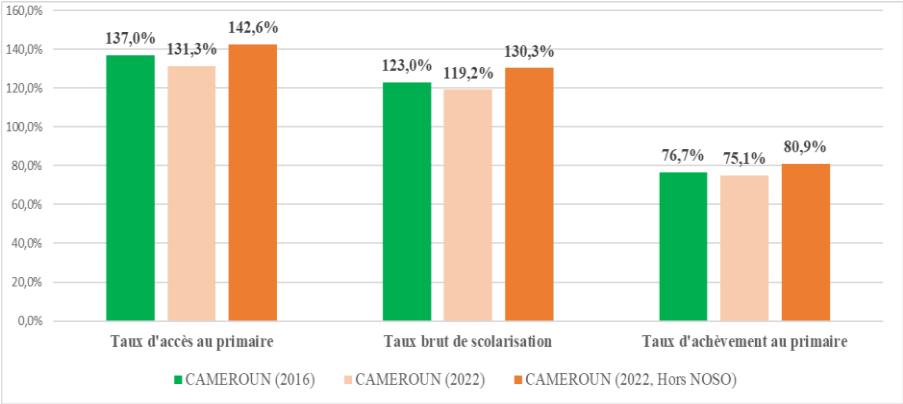
Looking at the completion rate by gender, it appears that on average 9 girls complete primary school for every 10 boys. In the ZEP2, on the other hand, 70.5 % of children will have completed the primary cycle by the 2021/2022 school year.

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

note une forte variation dans les régions du Nord-Ouest (+9 points) et du Sud-Ouest (+7 points).

An analysis of the main enrollment indicators (Figure 2.24) considering the various crises (security and health) that Cameroon is going through, it is very interesting to note that the impact of these crises is particularly important on the enrollment indicators, especially the impact of the security crisis that has been raging in the North-west and South-west regions since 2016. This results in the weakening of the education system in some regions where structural challenges were already prevalent.

Figure 2. 24:Comparison of the impact of the crises on the different primary school enrollment indicators



Source: Statistical Yearbook 2021/2022

2.3.9 Primary school enrollment patterns and internal system efficiency

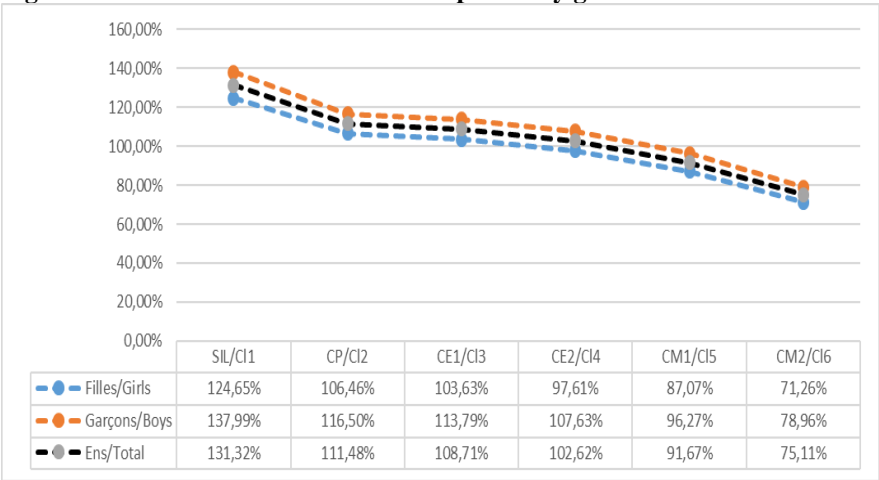
This section allows us to pool elements such as coverage and retention, and to draw up a non-exhaustive list of the difficulties encountered in enrolling children in primary school. To this end, the process begins with the construction of a cross-sectional profile of primary school pupils, followed by the analysis of the pseudo-longitudinal profile in order to highlight trends in access and retention over the children's school career for the next six years.

2.3.9.1. Construction of the cross-sectional primary schooling profile

The aim is to visualize the pathways of pupils entering and leaving primary school in order to identify whether the deficits observed are due to low access or to dropouts during the cycle. This indicator makes it possible to understand the issue of flow regulation, the control of which is an objective pursued in the framework of the development of the Cameroonian education system.

From the observation of this enrollment profile, where access to the first grade of primary school is over 100 percent, it is clear that the Cameroonian education system can provide access to all potential demand primary school. This value above 100 is justified by the fact that many children enter school under the official age. As one progresses through the grades, the number of children in school declines for both girls and boys. This is due to repeaters and dropouts.

Figure 2. 25: Cross-sectional enrollment profile by gender in 2021/2022



Source: Statistical Yearbook 2021/2022 and RGPH2005 data projected for 2021

Thus, the different points in the schooling profile represent the path followed by boys and girls during their schooling. The estimated profile shows that access for both girls and boys is universal (access rate above

100%), but that there is a significant decrease in school attendance during the cycle.

At the end of the primary cycle, boys seem to have an advantage over girls, with 71.0 % of girls reaching the end of the cycle compared to 79.0 % of boys.

2.3.9.2. Construction of the pseudo longitudinal enrollment profile and expected retention profil

Based on 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 this cycle (CM2/CL6).

The pseudo-longitudinal profile estimates future admissions to the final grade of primary school. It is based on current first-year new entrants and tracking the year-by-year change in non-repeaters over two most recent consecutive years (2020/2021 and 2021/2022 school years), to best reflect current schooling conditions.

Table 2. 20:Pseudo longitudinal enrollment profile and expected retention profile

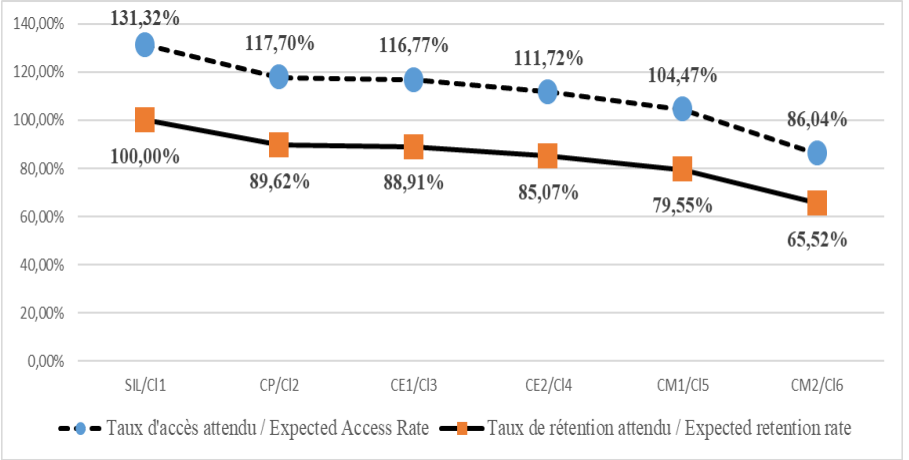
	Gen der	SIL/CL1	CP/CL2	CE1/CL3	CE2/CL4	CM1/CL5	CM2/CL6
Profile of schooling pseudo longitudinal	Girls	124.65%	112.94%	113.05%	108.44%	101.74%	83.88%
	Boys	137.99%	122.45%	120.51%	115.04%	107.26%	88.24%
	TOTAL	131.32%	117.70%	116.77%	111.72%	104.47%	86.04%
Expected of retention profile	Girls	100.00%	90.61%	90.70%	87.00%	81.62%	67.29%
	Boys	100.00%	88.74%	87.33%	83.37%	77.74%	63.95%
	TOTAL	100.00%	89.62%	88.91%	85.07%	79.55%	65.52%

Source: Statistical Yearbooks 2020/2021 and 2021/2022 and projected RGPH2005 data for 2021

The analysis of the graph below reveals that if the enrolment conditions observed in 2021/2022 were to be maintained over the coming

years, the completion rate would not be able to reach 100% as set by the strategic documents at the international (Agenda 2030 and AU 2063) and national (SND30) levels. As a result, only 66.0 % of the cohort of children newly admitted in 2020/2021 in first grade (SIL), will complete their schooling to the end of primary school. This is roughly equivalent to 3 out of 5 children. Approximately 34.0 % of pupils may drop out of the system in mid-cycle. This is a major handicap for the system, as it must be able to take all children through the primary cycle.

Figure 2. 26:Expected pseudo-longitudinal enrollment and retention profiles



Source: 2020/2021 and 2021/2022 Statistical Yearbooks and 2005 RGPH data projected for 2021

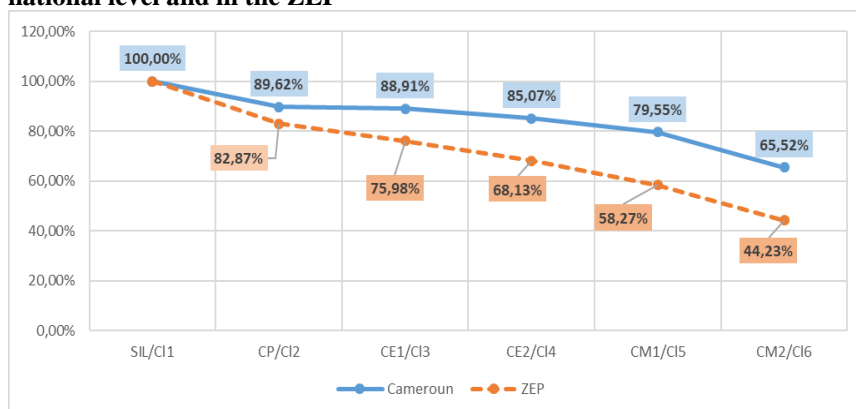
The pseudo-longitudinal enrollment profile expected in the ZEPs confirms the findings already made with respect to children's access to the first grade of primary school (well over 100%). But the evolution of this profile from SIL/CL1 to CM1/CL5 shows a greater decline in enrollment in ZEP, reflecting the fact that children in ZEP will survive less in the system. The same trends are observed in the retention profile, where we can see that ZEPs will retain fewer children in the system.

Table 2. 21: Expected Enrollment and Retention Profiles in ZEPs (%)

	Gender	SIL/CI 1	CP/CI 2	CE1/CI 3	CE2/CI 4	CM1/CI 5	CM2/CI 6
<i>Pseudo-longitudinal schooling profile ZEP</i>	Girls/ Filles	140.96	117.57	109.01	97.48	83.66	61.91
	Garçons/ Boys	165.52	136.42	123.96	111.38	94.99	73.56
	Total	153.33	127.06	116.51	104.46	89.34	67.82
<i>Expected retention profile ZEP</i>	Girls/ Filles	100.00	83.41	77.33	69.16	59.35	43.92
	Garçons/ Boys	100.00	82.42	74.89	67.29	57.39	44.44
	Total	100.00	82.87	75.98	68.13	58.27	44.23

Source: Statistical Yearbooks 2020/2021 and 2021/2022 and projected RGPH2005 data for 2021

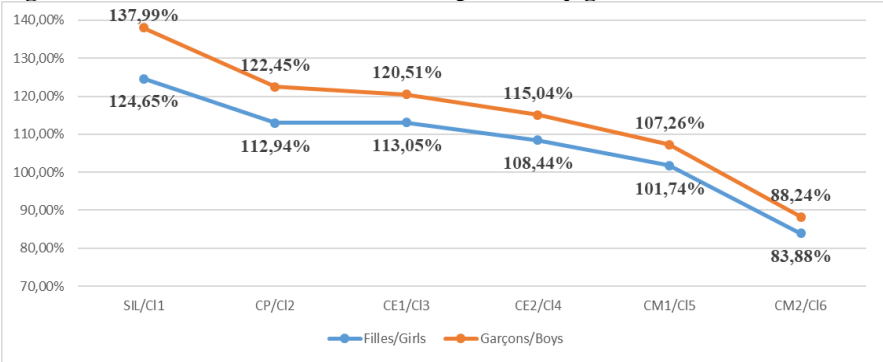
A situation of concern that is not directly illustrated in the table above, is clearly shown in the figure below. Indeed, if no immediate action is taken, there will be a considerable decline in enrollment in ZEPs, resulting in the decline observed at the national level.

Figure 2. 27: Curve of expected retention profile at the primary level at the national level and in the ZEP

Source: Statistical yearbooks 2020/2021 to 2021/2022

The analysis of the schooling profile by gender of the situation observed below shows that the dropout rate is mainly among girls. In fact, from CP onwards, there will be a drop in attendance if the current schooling conditions remain unchanged. The magnitude will increase as the cohort evolves.

Figure 2. 28:Cross-sectional enrollment profiles by gender



Source: *Statistical yearbooks 2020/2021 to 2021/2022*

The low access rates recorded in the different levels of the primary cycle, despite the high access rate recorded at the beginning of the primary cycle, are clearly the result of the difficulties encountered by the education system in limiting repetition and dropout in this cycle. These two phenomena reduce the internal efficiency of the education system, which measures the capacity of an education system to take pupils to the end of a cycle within the expected timeframe, i.e. 6 years for primary school. The following section will thus quantify the internal efficiency.

2.3.10 Efficiency in the management of primary school flow

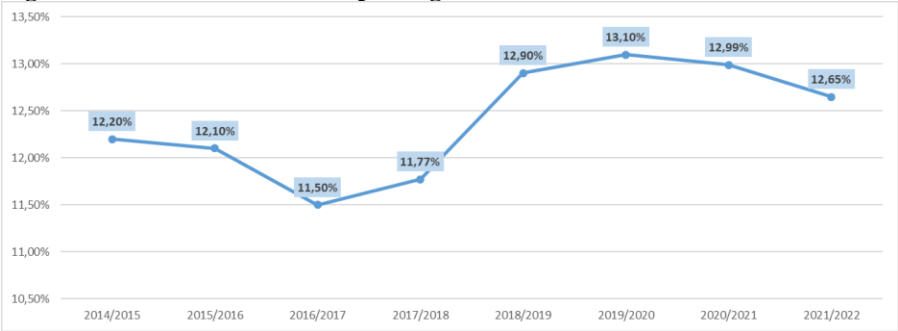
2.3.10.1. Repetition in primary school

The results of several evaluations on educational achievement at the international (PASEC 2014 and PASEC 2019) and national (UAS 2016) levels, all converge on the fact that repeating has a negative influence on learning and self-esteem of learners.

However, this phenomenon is still observed at the primary level and analysts consider it to be an impediment to children's full primary education. One of the main options of the 2013-2020 Education and Training Sector Strategy was to significantly reduce school wastage by reducing the average primary school repeating rate from 12 % in 2010 to 5 % in 2020. This objective is included in the NDS30, which sets the completion rate at 100% by 2025, with the implementation of corrective measures that should allow for the complete disappearance of dropouts and repeaters.

The graph below, shows the evolution of the repeating phenomenon between 2014/2015 and 2021/2022. The results show that this phenomenon is still poorly controlled at the primary school level, even though a decrease has been observed over the past two years. The basic education sub-sector is still experiencing difficulties in significantly reducing repeating at the primary level.

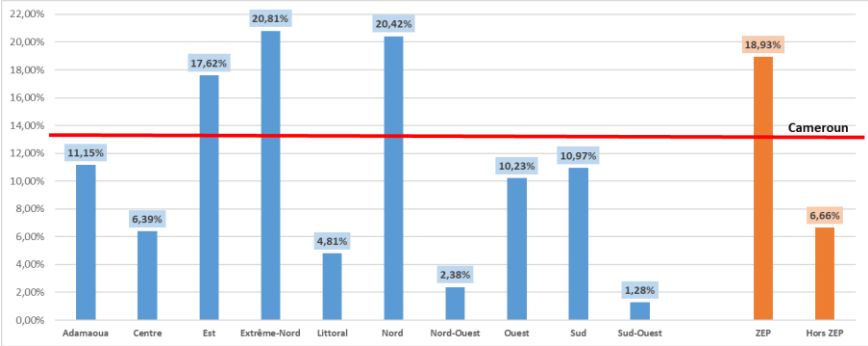
Figure 2. 29: Evolution of the repeating rate from 2015 to 2022



Source: Statistical yearbooks from 2014/2015 to 2021/2022

The national value of this indicator, which is 12.7 %, conceals the significant disparities recorded between regions as shown in the graph below. However, it remains high in the Far North (20.8 percent), East (17.6 %) and North (20.4 %) regions, where it is significantly higher than the national average. However, this rate is lower in the North-west (2.4 percent), South-west (1.3 %) and Littoral (4.8 %) regions.

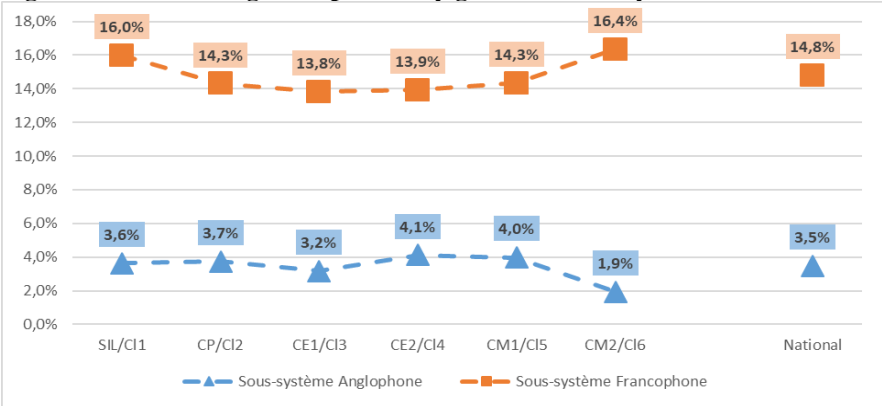
Figure 2. 30:Repeaters Percentage by region in 2021/2022



Source: Calculation of authors from the 2021/2022 Statistical Yearbook

By subsystem, the average repeating rate is higher in the Francophone subsystem (14.8%) than in the Anglophone subsystem (3.5%). Moreover, there is a certain regularity of flows in the Anglophone subsystem with low repetition rates at the end of the cycle.

Figure 2. 31:Percentage of repeaters by grade and sub-system



Source: Calculation of authors from the 2021/2022 Statistical Yearbook

2.3.10.2. Internal Efficiency Coefficient (CEI)

Optimizing the management of pupil flows is essential in a context of scarce resources. This optimization is more justified when it comes to improving an education system in which there are many challenges to overcome.

The CEI, an indicator of the level of resource wastage due to dropouts and repeaters, ranges from 0 when no pupils have reached the end of a cycle to 1 when all pupils have reached the end of the cycle without repeating. Ainsi, l’efficacité interne d’un système éducatif est tributaire des niveaux de redoublement et d’abandon constatés.

Pupil-year is defined as the measure of system consumption 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, repeaters are increases in the number of pupil-years consumed and dropouts are pupil-years consumed without result.

The CEI values obtained for primary education in Cameroon in the 2021/2022 school year are presented in the table below.

These values point to a strong observation that in primary education about 32.0% of resources dedicated to primary education are wasted due to repeaters and dropouts.

Table 2. 22:Primary internal efficiency coefficient (pseudo-longitudinal method)

	Gender	SIL/CI1	CP/CI2	CE1/CI3	CE2/CI4	CM1/CI5	CM2/CI6	TOTAL
<i>Student-years useful theory</i>	Girls	67	67	67	67	67	67	402
	Boys	64	64	64	64	64	64	384
	Overall	66	66	66	66	66	66	396
<i>Student-years consumed with dropouts and without repeaters (profile of retention)</i>	Girls	100	91	91	87	82	67	517
	Boys	100	89	87	83	78	64	501
	Overall	100	90	89	85	80	66	509
<i>Student-years consumed with dropouts and</i>	Girls	116	103	102	99	93	77	589
	Boys	117	102	99	95	89	74	576
	Overall	116	102	101	97	91	76	582
<i>CEI</i>	Girls							0,68
	Boys							0,67
	Overall							0,68
<i>CEI without repeaters</i>	Girls							0,78
	Boys							0,77
	Overall							0,78
<i>CEI without dropouts</i>	Girls							0,88
	Boys							0,87
	Overall							0,87

Source: Statistical Yearbook 2021/2022

The waste of resources suggests the following: (i) The basic education sub-sector spends to provide education for individuals who will not complete the six years of schooling necessary to maintain their reading and writing skills as adults; (ii) Due to the fact that the criteria for dropping out vary from one school to another, the inequitable nature of this phenomenon only contributes to increasing the cost of education, with negative consequences on the pupil's academic journey.

This performance level, although far from optimal, improved slightly by one point from the 2020/2021 school year. Observation of the partial coefficients shows that the IEC with dropouts is lower than the IEC with repeats. The improvement of the overall CEI is therefore logically linked to the limitation of dropouts, as repeaters in primary education are relatively controlled, although still very high compared to the target set in the strategic papers (DSSEF).

Thus, while access to primary education is high, the problems of completion, repeaters and dropouts call into question the effectiveness of the basic education system. It is in this sense that taken collectively, these phenomena will feed the weight of children outside the educational system whose chances of social insertion are limited.

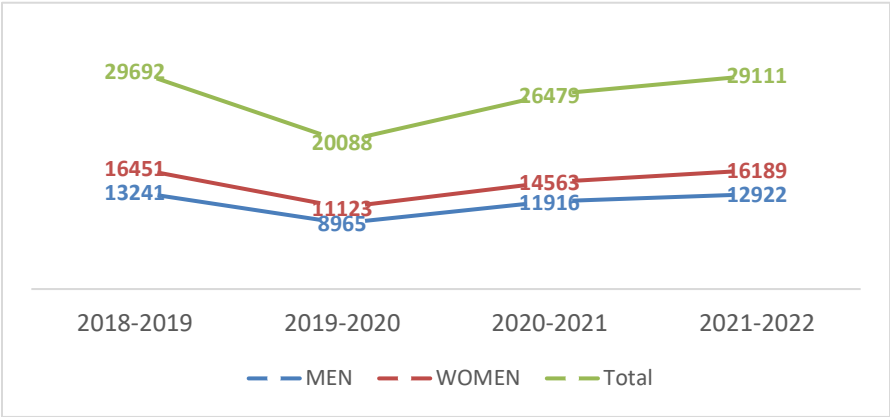
2.4 Analyse de la demande effective en éducation de base non formelle au MINEDUB

2.4.1. Chronological analysis of enrollment in non-formal basic education centers

For the 2021/2022 school year, the non-formal education centers have welcomed 29,111 learners, 16,189 of whom are female. The enrollment of these learners has experienced an average annual decline of 0.7 % over the 2018/2019 to 2021/2022 period. The number of male learners declines by an average of 0.8 % each year compared to 0.7 % among female learners. Declines in national enrollment during this period may be due to the security crisis in the north-west and south-west regions. The effective demand for

non-formal education remains a concern, despite a slight decrease during this period.

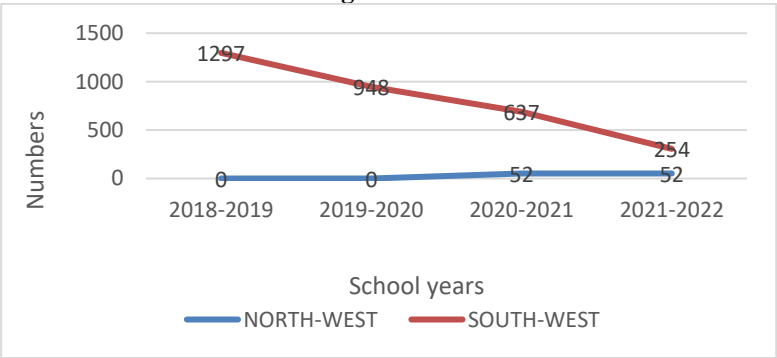
Figure 2. 32: Evolution of the number of learners in non-formal basic education centers by gender from 2018/2019 to 2021/2022



Source: Statistical Yearbook 2021/2022.

In the crisis regions, especially the South-west (Figure 2.33), there is a drastic decline in learners enrollment over the 2018/2019 to 2021/2022 period, from 1,297 learners in 2018/2019 to 252 in 2021/2022 or an average annual decline of 41.9 %. The crisis continues to negatively affect the development of non-formal basic education in this part of the country.

Figure 2. 33: Evolution of the number of learners enrolled in the NFBEs in the North-west and South-west regions from 2018/2019 to 2021/2022

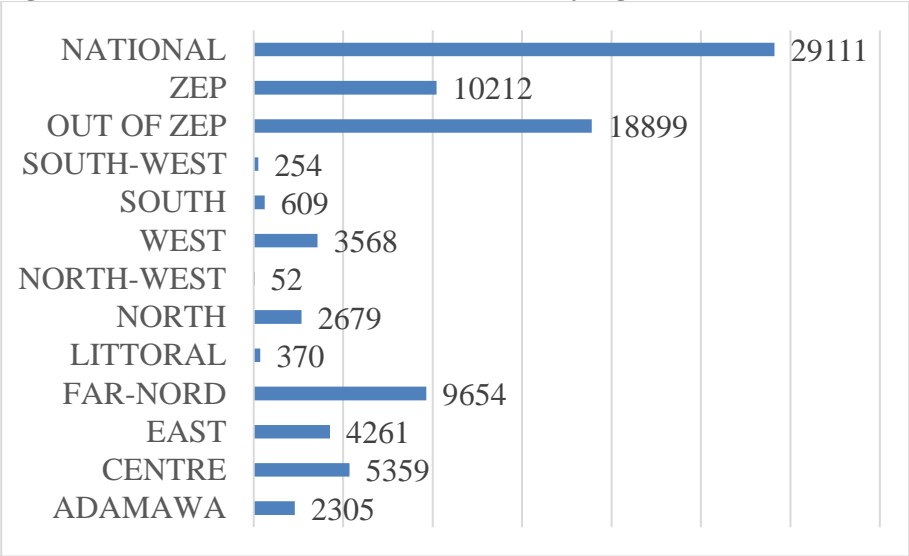


Source : Statistical Yearbook 2021/2022

2.4.2. Analysis of the pupil enrollment in non-formal basic education centers by region 2021/2022

The analysis of the actual demand for education in the NFBECs by region allows us to identify those regions where this demand is high The Far North (33.2%), Center (18.4%), East (14.6%) and West (12.3%) regions account for 78.5 % of this demand. ZEPs account for 35.1% of demand.

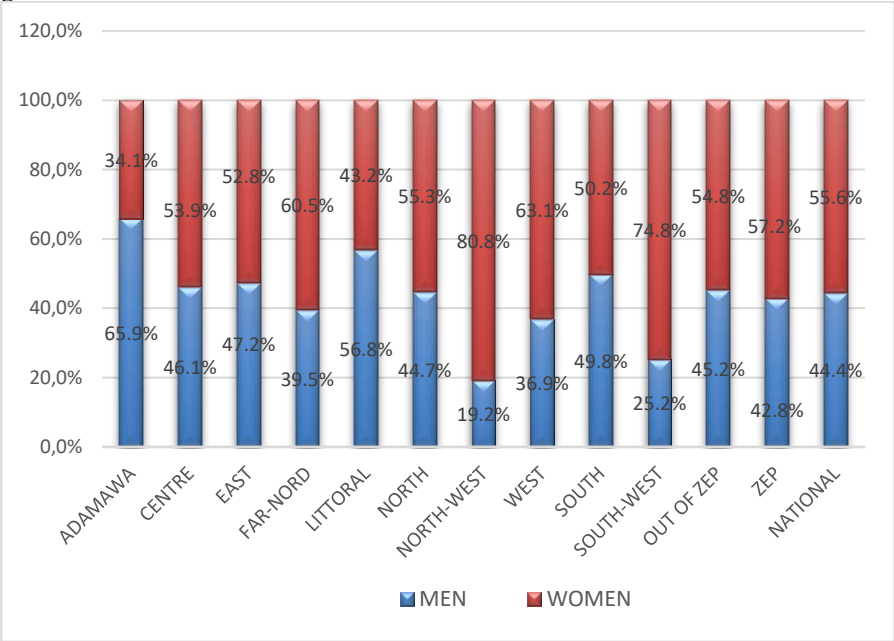
Figure 2. 34:Distribution of learners in NFBECs by region in 2021/2022



Source: Statistical Yearbook 2021/2022

The graph below shows that the proportion of learners enrolled in NFBECs in 2021/2022 is higher among females (55.6 %) at the national level, except in Adamawa (34.1 %) and Littoral (43.2 %) .

Figure 2. 35:Proportion (%) of learners enrolled in NFBEC by region and gender in 2021/2022

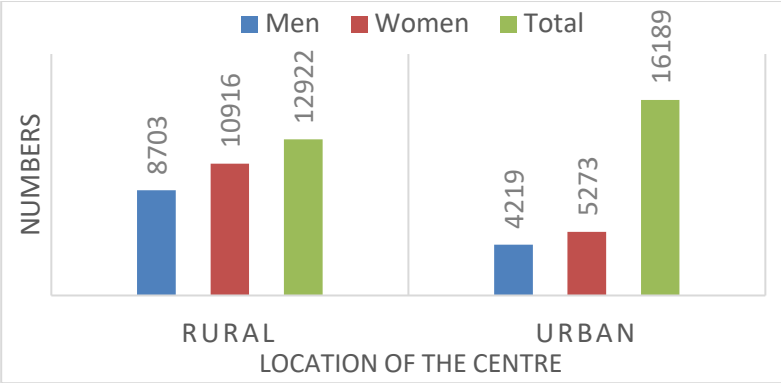


Source: Statistical Yearbook 2021/2022.

2.4.3. Analysis of learners enrolled by location in the NFBEC in 2021/2022

The graph below shows that regardless of the location of the center, there is a greater number of women. Compared to the 2020/2021 school year, there is an 8.7 % decrease in the number of learners in urban areas and a 21.9 % increase in rural areas.

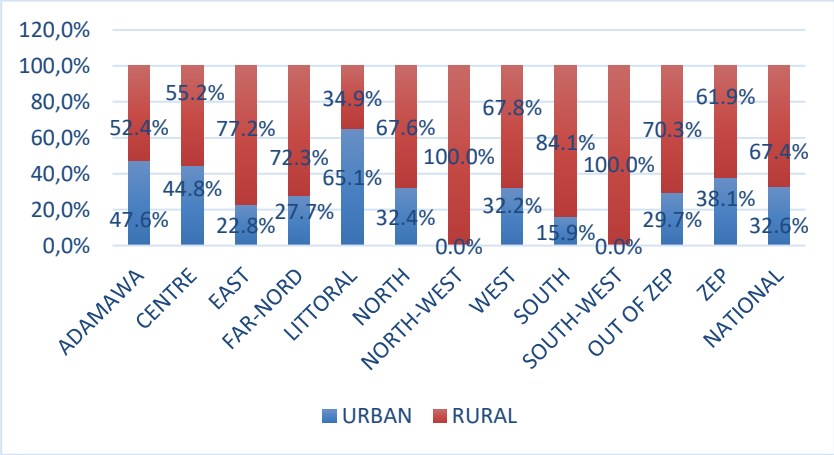
Figure 2. 36:Distribution of NFBEC learners by location and gender in 2021/2022



Source: *Statistical Yearbook 2021/2022*

Analysis of the graph below shows that in almost all regions, there are more learners in rural areas, apart from the Littoral and Adamawa regions is much higher in rural areas (67.4 %) than in urban areas (32.6 %); the same trend is observed in the ZEPs.

Figure 2. 37:Distribution of the proportion (%) of learners in non-formal basic education centers by region according to location in 2021/2022

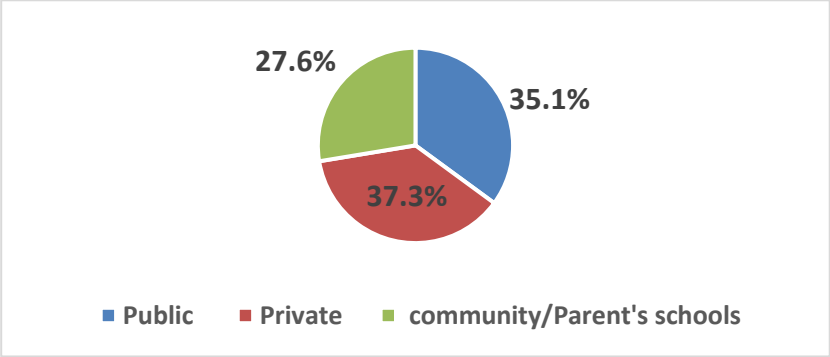


Source: *Statistical Yearbook 2021/2022*.

2.4.4. Analysis of the number of learners enrolled by level of education in the NFBEs in 2021/2022

The number of learners enrolled in private non-formal basic education centers represents 37.0% account for 27.6% of the pupil. Learners are more or less well distributed according to the order of instruction.

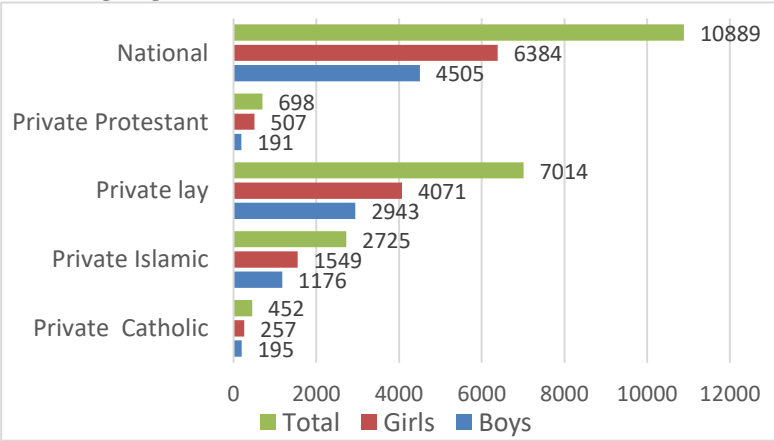
Figure 2. 38:Proportion of learners enrolled in NFBEs by grade



Source: Statistical Yearbook 2021/2022

By gender, the graph below reveals that female learners outnumber male learners in all private suborders. The demand for education of non-formal basic education in females remain superior to that of males.

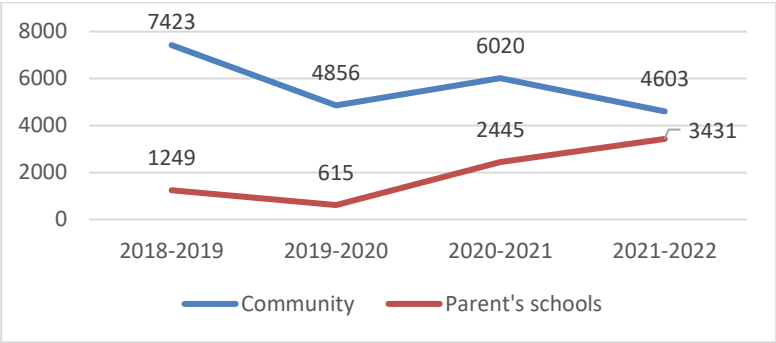
Figure 2. 39:Distribution of learners enrolled in private NFBEs by sub-order according to gender



Source: Statistical Yearbook 2021/2022

The reading of the graph below reveals that the number of learners attending parent schools has increased by 40.3 % from the 2020/2021 school year. However, in the municipal schools there is a decrease of 23.5 % compared to last school year.

Figure 2. 40:Evolution of the number of community-based NFBEC learners from 2018/2019 to 2021/2022

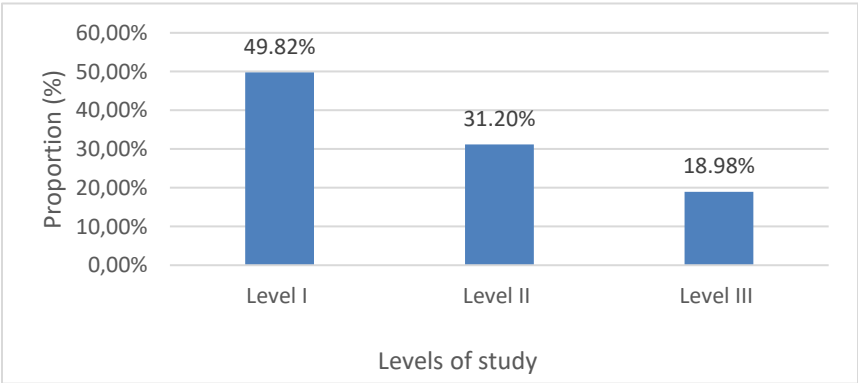


Source: Statistical Yearbook 2021/2022

2.4.5. Analysis of the number of learners enrolled by grade in the NFBEC in 2021/2022

The distribution of learners by level of education reveals that the number of learners decreases as the level of education increases, from 49.8 % of learners at level 1 to 19.0 % at level 3.

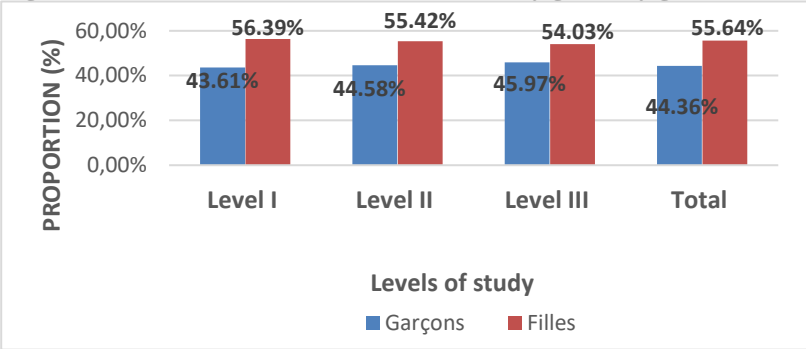
Figure 2. 41:Proportion of learners enrolled in NFBECs by grade level



Source: Statistical Yearbook 2021/2022

By gender, the graph below shows that female learners outnumber male learners at all grade levels. Thus, the demand for non-formal basic education remains higher among girls; this trend remains consistent with the 2020/2021 school year.

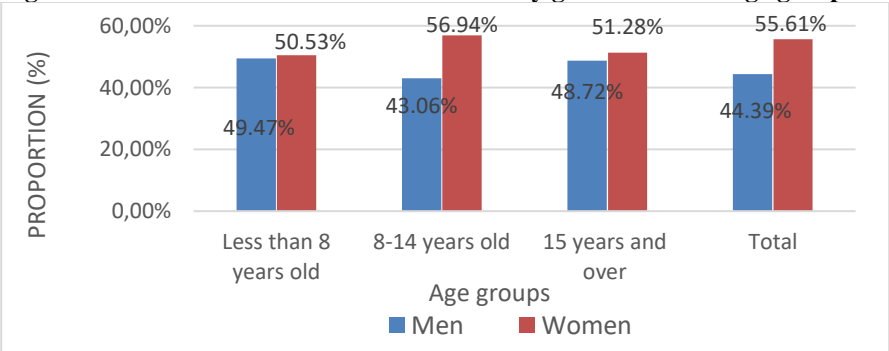
Figure 2. 42:Distribution of NFBEC learners by grade by gender



Source: 2021/2022 Statistical Yearbook and Author Calculations

The distribution of learners by age group shows that most learners are female in all age groups considered. In the 8-14 age group specific to learners in non-formal basic education centers, 56.9 % are women and 43.1 % are men. The same trend is observed in the 15+ age group, specific to functional literacy. Concerning the under-8 age group, the return of these children to the formal system (primary) would be a commendable measure.

Figure 2. 43:Distribution of NFBEC learners by grade level and age group

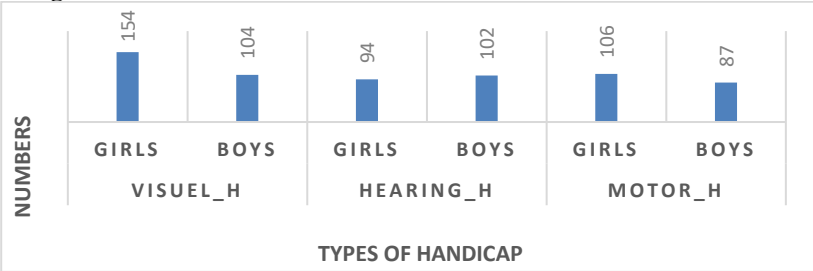


Source: 2021/ 2022 Statistical Yearbook and Author Calculations.

2.4.5.1. Analysis of the number of vulnerable learners enrolled in Non-Formal Basic Education Centers in 2021/2022

The distribution of learners enrolled in NFBECs by type of disability shows that women are more numerous in the categories of visual and motor disabilities. This trend is reversed for the hearing-impaired category. Globally, there are more women living with a disability.

Figure 2. 44: Distribution of learners enrolled in NFBECs by type of disability and gender



Source: 2021/2022 Statistical Yearbook and Author Calculations

Overall, there are 771 refugee learners, including 396 girls. Regionally, almost all learners are in the Eastern region, 65.8% of them. This can be explained by the Central African crisis that has affected the East region for several years.

Table 2. 23: Proportion of refugees enrolled in NFBEC school in 2021/2022 by region, grade and gender (%)

REGION	Boys	Girls	Total	Proportion (%)
ADAMAWA	15	2	17	2.20%
CENTRE	40	57	97	12.58%
EAST	266	241	507	65.76%
FAR-NORTH	39	57	96	12.45%
LITTORAL	2	3	5	0.65%
NORTH	3	13	16	2.08%
NORTH-WEST	0	0	0	0.00%
WEST	10	22	32	4.15%
SOUTH	0	1	1	0.13%
SOUTH-WEST	0	0	0	0.00%
Total	375	396	771	100.00%

Source: Statistical Yearbook 2021/2022

In 2021/2022, there will be 1745 internally displaced learners, including 950 girls. Regionally, 49.1 % of IDPs enrolled in school are in the Far North region. This situation is said to be the result of the security crisis in some localities in the Far North region, resulting in the flight of residents from the crisis localities to others in the same region.

Table 2. 24: Distribution of IDPs enrolled in NFBECS in 2021/2022 by region and gender

REGION	Boys	Girls	Total	Proportion (%)
ADAMAWA	2	2	4	0.23%
CENTRE	139	167	306	17.54%
EAST	53	41	94	5.39%
FAR-NORTH	381	476	857	49.11%
LITTORAL	20	19	39	2.23%
NORTH	11	22	33	1.89%
NORTH-WEST	10	42	52	2.98%
WEST	173	159	332	19.03%
SOUTH	0	0	0	0.00%
SOUTH-WEST	6	22	28	1.60%
Total	795	950	1745	100.00%

Source: Statistical Yearbook 2021/202

Main results

- Average Size of Preschool School Classrooms: 27/1
- Preschool pupil-teacher ratio: 20/1
- Preschool pupil/seat ratio: 9/10
- Proportion of preschool schools with a water supply: 58.9%
- Proportion of preschools with blocks latrines: 78.2 %.

- Average Size of Primary School Classrooms: 49/1
- Primary school pupil-teacher ratio: 43/1
- Primary school pupil/seat ratio: 11/10
- Proportion of Primary schools with a water supply: 54 ,4%
- Proportion of primary schools with latrine blocks: 74%

- Percentage of teachers with a professional degree in FLCs: 58%
- Percentage of teachers with a professional degree in NFBEC:45%

This chapter highlights indicators of MINEDUB's educational offers during the 2021/2022 school year. The establishment of a quantitative and qualitative educational offer is a necessity in the State's regalian mission, which is to satisfy educational needs quality. The rate of growth of this offer must imperatively follow that of the school-age

population, so as to improve learning conditions. Aware of this, the government has made commitments on several levels, including the NDS30.

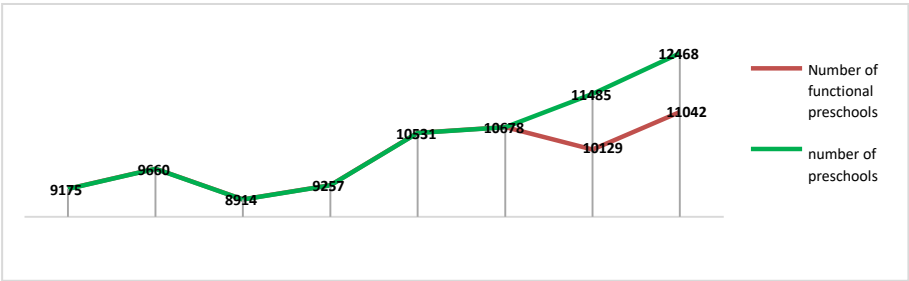
3.1. Analysis of educational provision in the basic education sub-sector

3.1.1. Analysis of the preschool offer

3.1.1.1. Evolution of preschool facilities between 2014/2015 and 2021/2022

In Cameroon, the number of preschools is steadily increasing (Figure 3.1). Over the 2014/2015 to 2021/2022 period, the number of schools increased from 9,175 to 12,468, an average annual increase of 4.5 %. This increase in the number of schools in the preschool sector is the result of policies implemented to increase school supply.

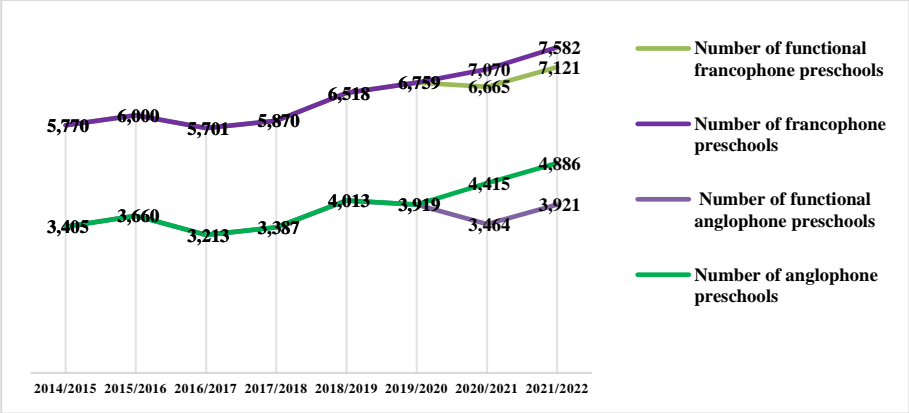
Figure 3. 1: Evolution of the number of schools in preschool from 2014/2015 to 2021/2022



Source: Statistical yearbooks 2014/2015 to 2021/2022

From the overall change in the number of schools in preschool, results to a change in each subsystem follow (Figure 3.2). In the Anglophone subsystem, the overall number of schools has been increasing since 2014/2015. Over the 2014/2015 to 2021/2022 period, the average annual growth rate is 5.3 %, with the number of schools increasing from 3,405 to 4,886. In the Francophone subsystem, the overall number of schools increased from 5,770 to 7,582 over this period, an average annual growth rate of 4.0 %.

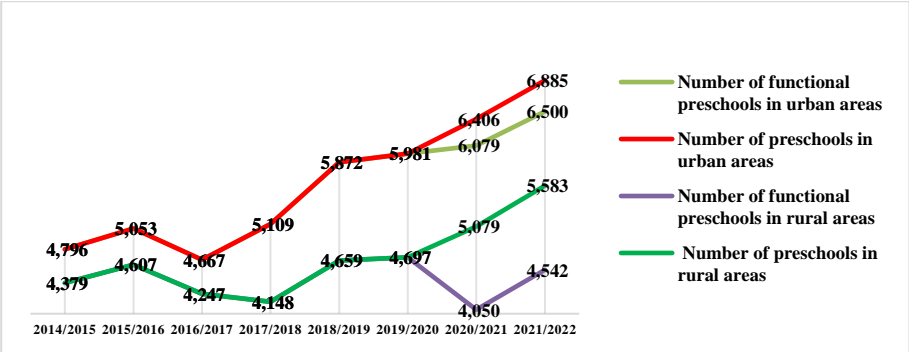
Figure 3. 2: Evolution of the number of schools by preschool education subsystem from 2014/2015 to 2021/2022



Source: Statistical yearbooks 2014/2015 to 2021/2022

The location of preschools is more important in urban areas. During the 2014/2015 to 2021/2022 period, the number of schools increased by an average of 5.3 % per year in urban areas and 3.5 % in rural areas. Functional schools are more prevalent in urban than in rural areas. For the 2021/2022 school year, nearly 95 % of schools in urban areas were functional, compared to 81 % in rural areas.

Figure 3. 3: Evolution in the number of preschools by location from 2014/2015 to 2021/2022

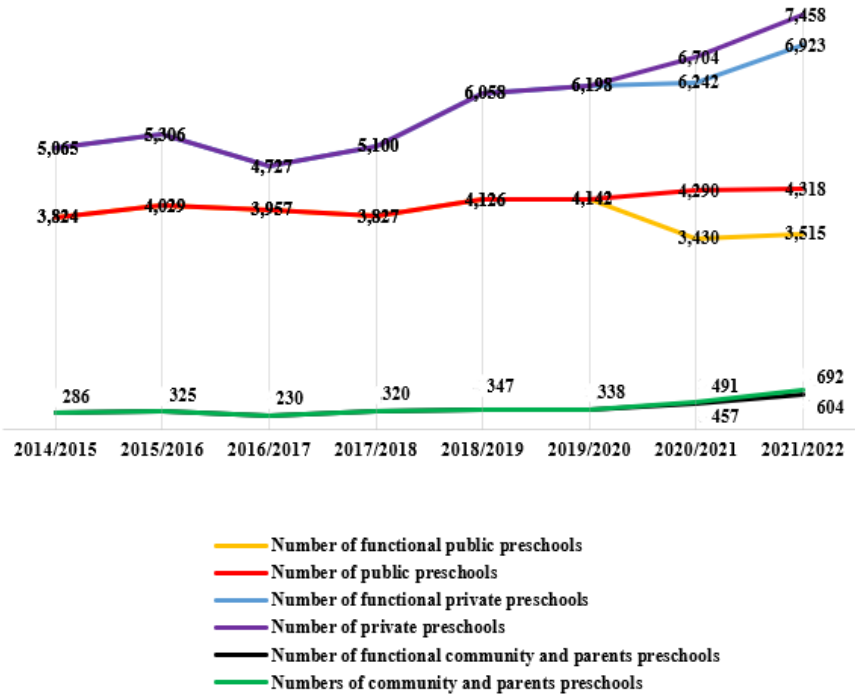


Source: Statistical yearbooks 2014/2015 to 2021/2022

The number of schools is increasing according to all levels of education during the period 2014/2015 to 2021/2022. This increase is more pronounced in the private (5.7%) and community (13.5%) sectors, in contrast to the public (1.8%).

For the 2021/2022 school year, 92.8 % of private schools were operational, 87 % in the community and 81% in the public.

Figure 3. 4: Evolution of the number of schools by order of teaching in preschool from 2014/2015 to 2021/2022



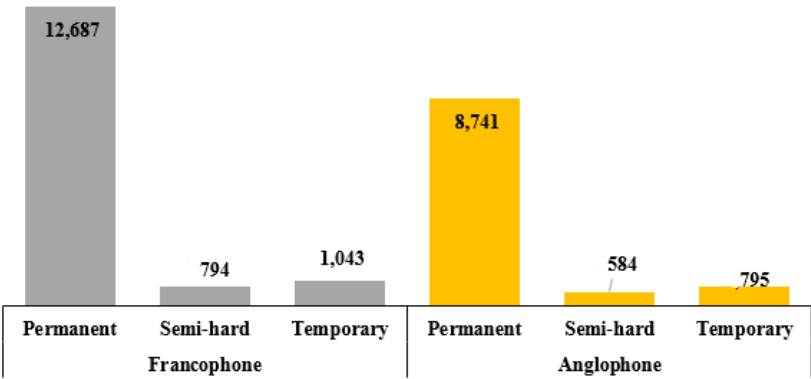
Source: Statistical yearbooks 2014/2015 to 2021/2022.

3.1.1.2. Infrastructure in pre-schools

In Cameroon, the majority of preschool classrooms are made of permanent materials (86.9%), with a small proportion made of temporary materials (7.5%). In the Francophone subsystem, 87.4 % of classrooms are made of permanent materials, 5.5 % are made of semi-hard materials and 7.2

% are made of temporary materials. In the Anglophone subsystem, 86.4 % are in permanent materials, 5.8 % are in semi-hard materials, and 7.9 % are in temporary materials.

Figure 3. 5:Distribution of classrooms by type of construction by preschool education subsystem



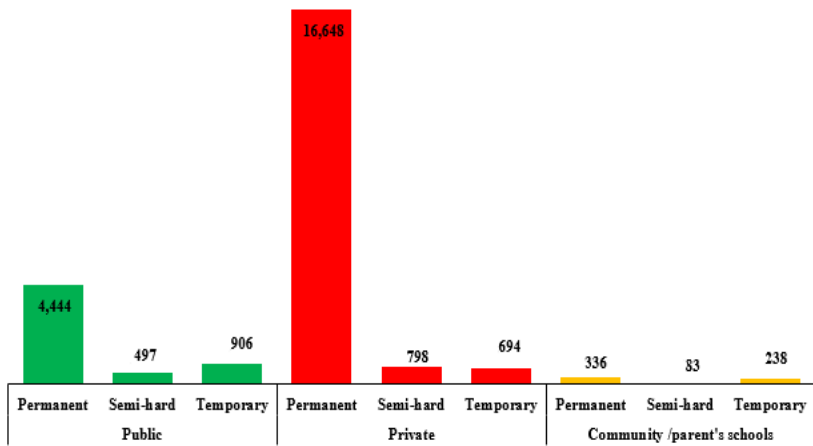
Source: Statistical Yearbook 2021/2022

The distribution of classrooms by type of construction and by order of teaching at the preschool level shows that the majority of classrooms are built of permanent materials. In public preschool, out of 5,847 classrooms, 76 % are made of permanent materials.

In private preschools, most rooms are made of permanent materials (91.8%) and 3.8% are made of temporary materials. In contrast, in community preschools, only one out of two classrooms is built with permanent materials and 36.2 % with temporary materials.

Although most of the classrooms built are of permanent materials in the public sector (76%), there is a high proportion of classrooms built of temporary materials (16%), thus requiring additional efforts by the state in terms of educational provision and improvement of learning conditions.

Figure 3. 6:Distribution of classrooms by type of construction and order of teaching in preschool

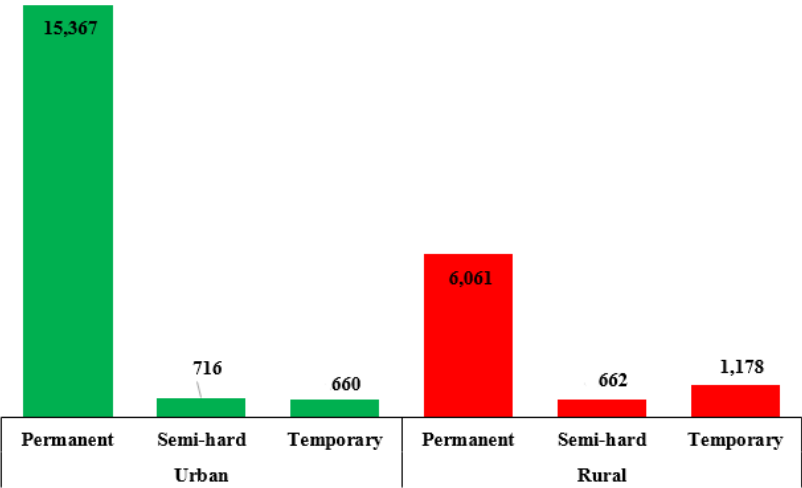


Source: Statistical Yearbook 2021/2022

In Cameroon, preschool classrooms in both urban and rural areas are mostly built of permanent materials. There are 68 % of preschool classrooms in urban areas and 32 % in rural areas. Based on the type of construction in urban areas, 91.8 % of the rooms are made of permanent materials and 4.3 % are made of semi-hard materials.

In rural areas, 76.7 % of the classrooms surveyed are made of permanent materials, 14.9 % of temporary materials and 8.4 % of semi-hard materials.

Figure 3. 7:Distribution of classrooms by type of construction by preschool setting



Source: Statistical Yearbook 2021/2022

The distribution of classrooms by region and type of preschool construction in the 2021/2022 school year shows an uneven distribution among regions. In fact, the Centre, Littoral and West regions alone account for nearly three quarters of the supply of preschool classrooms. The public follows the same trends.

Table 3. 1: Distribution of classrooms by region, by type of construction in preschool

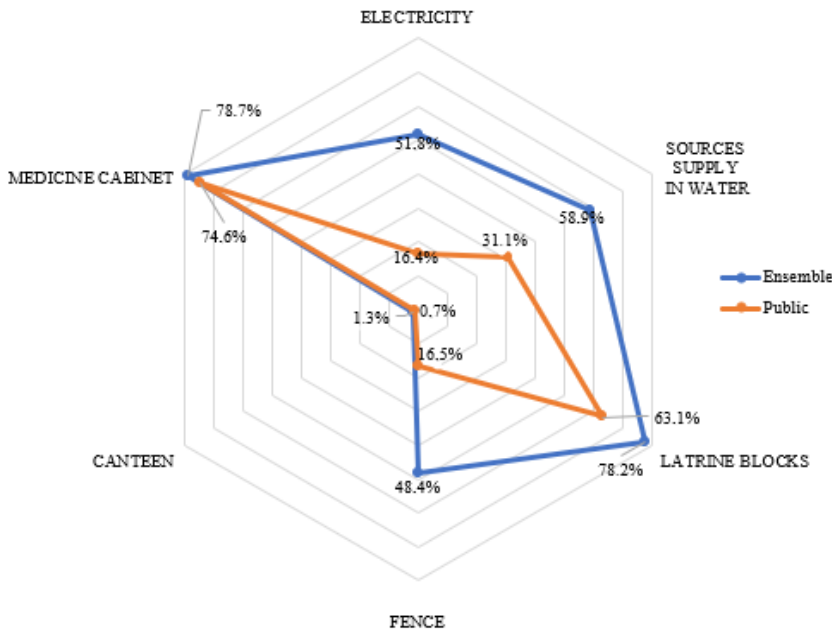
	Overall				PUBLIC			
	Hard	Semi-hard	Hard	Semi-hard	Hard	Semi-hard	Hard	Semi-hard
CAMEROON	21 428	1 378	1 838	24 644	4 444	497	906	5 847
<i>Adamawa</i>	469	48	43	560	179	5	21	205
<i>CENTRE</i>	8 124	316	393	8 833	889	64	115	1 068
<i>East</i>	703	101	210	1 014	292	29	118	439
<i>FAR-NORTH</i>	486	27	109	622	308	17	37	362
<i>LITTORAL</i>	6 357	227	180	6 764	581	30	36	647
<i>NORTH</i>	462	35	106	603	275	18	50	343
<i>NORTH-WEST</i>	808	223	328	1 359	247	141	260	648
<i>WEST</i>	1 900	243	130	2 273	871	135	70	1 076
<i>SOUTH</i>	920	68	139	1 127	466	23	72	561
<i>SOUTH-WEST</i>	1 199	90	200	1 489	336	35	127	498
ZEP	2 120	211	468	2 799	1 054	69	226	1 349
OUT OF ZEP	19 308	1 167	1 370	21 845	3 390	428	680	4 498

Source: Statistical Yearbook 2021/2022

3.1.1.3. Amenities in pre-schools

Analysis of the availability of certain amenities in preschool facilities shows that slightly more than one in two preschools has electricity (51.8%). This proportion is 16.4% in the public sector. As for the availability of latrine blocks, we note that nearly eight out of ten schools have them overall (78.2%), including six out of ten public schools (63.1%). In terms of initial first aid for children, there are medicine cabinets in 78.7 % of preschools overall. This proportion is 74.6% in the public nursery schools. Regarding the availability of canteens at the preschool level, there is an average of 13 canteens per 1,000 schools overall. In the public sector, there are 7 canteens per 1,000 schools.

Figure 3. 8:Proportion (%) of preschools with amenities by region and teaching order



Source: 2021/2022 Statistical Yearbook, Author Calculations

An analysis of the various facilities available in nursery schools by location shows that 73.0 % of nursery schools in urban areas have electricity, compared with 25.6 % in rural areas. Regarding latrine blocks, 89.9 % of facilities in urban areas have one, compared to 63.7 % in rural areas. As for medicine cabinets, 89.2 % of nursery schools in urban areas have one, compared with 67.7 % in rural areas. As for fences, 69.5 % of nursery schools in urban areas have one, compared with 23.3 % in rural areas.

Table 3. 2:Proportion (%) of Preschool Schools with Amenities by Region and Setting

<i>Overall</i>	ELECTRICITY (%)		SOURCES OF SUPPLY IN WATER (%)		LATRINE BLOCKS (%)		FENCE (%)		CANTEEN (%)		MEDICINE CABINET (%)	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Urban	Rural	Urban	Rural	Urban
CAMEROON	72.97	25.60	76.05	37.70	89.95	63.71	69.50	22.37	0.89	1.77	88.34	66.83
<i>Adamawa</i>	57.22	9.26	61.86	20.37	87.63	37.04	58.76	8.64	1.55	1.23	85.57	35.19
<i>CENTRE</i>	85.62	50.37	83.64	51.30	91.54	76.99	81.78	45.28	0.76	1.14	94.46	85.82
<i>East</i>	47.37	4.81	54.66	21.39	86.64	54.28	53.04	10.96	2.83	4.81	90.28	58.02
<i>FAR-NORTH</i>	35.06	7.50	51.30	21.25	74.03	35.00	27.27	7.92	0.65	2.08	72.08	41.25
<i>LITTORAL</i>	78.29	33.76	81.04	47.26	92.37	74.82	77.27	29.56	0.21	1.46	85.79	79.56
<i>NORTH</i>	51.92	5.26	66.67	19.03	80.77	36.44	50.64	4.45	3.85	3.64	86.54	55.47
<i>NORTH-WEST</i>	39.60	9.79	61.20	46.47	75.20	53.16	16.00	10.41	3.60	0.87	56.40	35.94
<i>WEST</i>	59.51	21.44	67.71	30.09	90.58	79.23	58.12	18.64	0.70	1.60	92.50	89.61
<i>SOUTH</i>	48.38	18.10	57.14	26.08	86.69	61.42	42.86	6.47	1.62	2.37	87.34	63.15
<i>SOUTH-WEST</i>	71.79	20.81	72.50	30.10	90.00	50.51	56.43	14.34	1.07	2.02	89.29	49.70
ZEP	48.34	6.26	58.32	20.63	83.09	42.72	48.74	8.31	2.26	3.32	84.55	49.85
OUT OF ZEP	75.99	29.93	78.22	41.54	90.79	68.42	72.04	25.53	0.72	1.43	88.80	70.64

Source: Statistical Yearbook 2021/2022

The analysis of the supply of drinking water shows that overall 31.8 % of nursery schools have CAMWATER water supply points, 20.3 % have boreholes and 3.6 % have developed water sources. In the public sector, 14.2 % of nursery schools have CAMWATER water supply points, 9.2 % have a borehole and 6.1 % have developed water sources.

In urban areas, 47.7 % of schools are equipped with CAMWATER water points, compared to 10.4 % in rural areas. As for boreholes, 22.5 % of schools in urban areas have one, compared to 17.8 % in rural areas. The

difficulty of access to drinking water remains a real problem in most preschools overall and in the public sector in particular.

Table 3. 3: Distribution of water points in order of teaching, by area and type of preschool water supply

		Overall		PUBLIC		URBAN		RURAL	
		Number of schools	%	Number of schools	%	Number of schools	%	Number of schools	%
CAMEROON	CAMWATER	3866	31.0	651	15.1	3285	47.7	581	10.4
	BOREHOLE	2541	20.4	441	10.2	1547	22.5	994	17.8
	DEVELOPED WATER SOURCES	315	2.5	158	3.7	89	1.3	226	4.1
	BACKWATER	60		39		9		51	
	WELLS	559		54		306		253	
ZEP	CAMWATER	180	10.2	75	8.4	163	21.7	17	1.7
	BOREHOLE	368	20.7	147	16.5	217	28.9	151	14.8
	DEVELOPED WATER SOURCES	18	1.0	9	1.0	8	1.1	10	1
	BACKWATER	5		3		0		5	
	WELLS	73		12		45		28	
OUT OF ZEP	CAMWATER	3686	34.5	576	16.8	3122	50.9	564	12.4
	BOREHOLE	2173	20.3	294	8.6	1330	21.7	843	18.5
	DEVELOPED WATER SOURCES	297	2.8	149	4.3	81	1.3	216	4.7
	BACKWATER	55		36		9		46	
	WELLS	486		42		261		225	

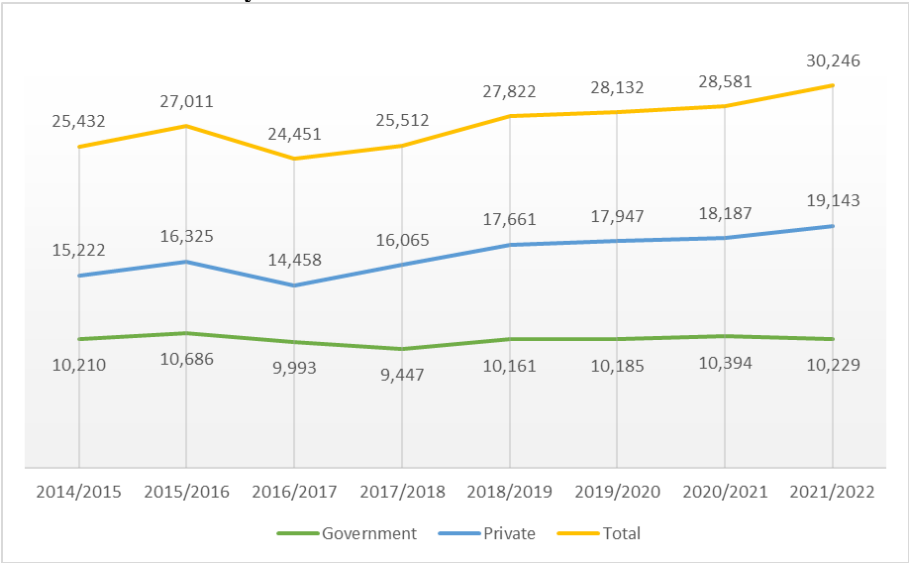
Source: Statistical Yearbook 2021/2022

3.1.1.4. Preschool Teacher Supply

In Cameroon, the number of teaching staff in preschool has been changing since the 2014/2015 school year. To this end, it increased from 24,432 to 30,246 between 2014/2015 and 2021/2022, an average annual increase of 2.2 %.

Over the same period, nearly three out of five preschool teachers are in private schools. This finding is more pronounced in 2021/2022 with nearly one out of two teachers in private schools.

Figure 3. 9:Evolution of the number of preschool teachers by level of teaching over the last 8 school years



Source: Statistical yearbooks 2014/2015 to 2021/2022

The government's intention, through the "contractualization" of teachers program with the support of the World Bank, is to totally eliminate the "parents' teachers" by recruiting them into the public service. There are two categories of teaching staff in public schools: public service teachers, which include civil servants, contractual workers and those on contract paid by the state budget, and parent teachers recruited by the schools, whose salaries are paid by households through the funds of the Parents' and Teachers' Associations (PTA).

3.1.1.4.1. Teachers by region and gender by order of teaching in preschool

In Cameroon, preschool teachers are predominantly female, as only 2.7 % of teachers are male. Several studies confirm this trend and it is

justified by the primordial role of teachers on the affectionate character of preschool pupils (*Charles, 2020; Bédard, 2002*). By region, the proportion of women in the preschool teaching corps follows the national trend.

Table 3. 4: Distribution of teachers (%) by region by gender and teaching order in preschool

Regions	Public		Private		Community / Parent's schools		overall	
	Women	Men	Women	Men	Women	Men	Women	Men
CAMEROON	98.0	2.0	97.8	2.2	91.6	8.4	97.7	2.3
ADAMAWA	97.4	2.6	91.8	8.2	85.5	14.5	93.3	6.7
CENTRE	98.6	1.4	97.3	2.7	92.2	7.8	97.6	2.4
EAST	98.7	1.3	96.6	3.4	85.3	14.7	96.1	3.9
FAR-NORTH	91.8	8.2	98.3	1.7	92.2	7.8	93.5	6.5
LITTORAL	99.1	0.9	98.9	1.1	98.4	1.6	98.9	1.1
NORTH	94.2	5.8	97.0	3.0	90.0	10.0	94.0	6.0
NORTH-WEST	98.5	1.5	95.6	4.4	100.0	0.0	97.2	2.8
WEST	98.6	1.4	98.0	2.0	99.2	0.8	98.4	1.6
SOUTH	99.5	0.5	97.4	2.6	94.9	5.1	98.4	1.6
SOUTH-WEST	98.0	2.0	98.9	1.1	100.0	0.0	98.5	1.5
ZEP	95.2	4.8	95.7	4.3	88.3	11.7	94.4	5.6
OUT OF ZEP	98.7	1.3	97.9	2.1	96.8	3.2	98.1	1.9

Source: Statistical Yearbook 2021/2022

3.1.1.4.2. Distribution of teaching staff by status and zone in public preschools

In terms of the distribution of public preschool teachers by status, nearly one out of two teachers (44.8%) is a civil servant and less than two out of ten (19.6%) are parent teachers. The proportion of parents' teachers is highest in the ZEP (30.9%).

Table 3. 5: Distribution (%) of public preschool teachers by region, status and gender

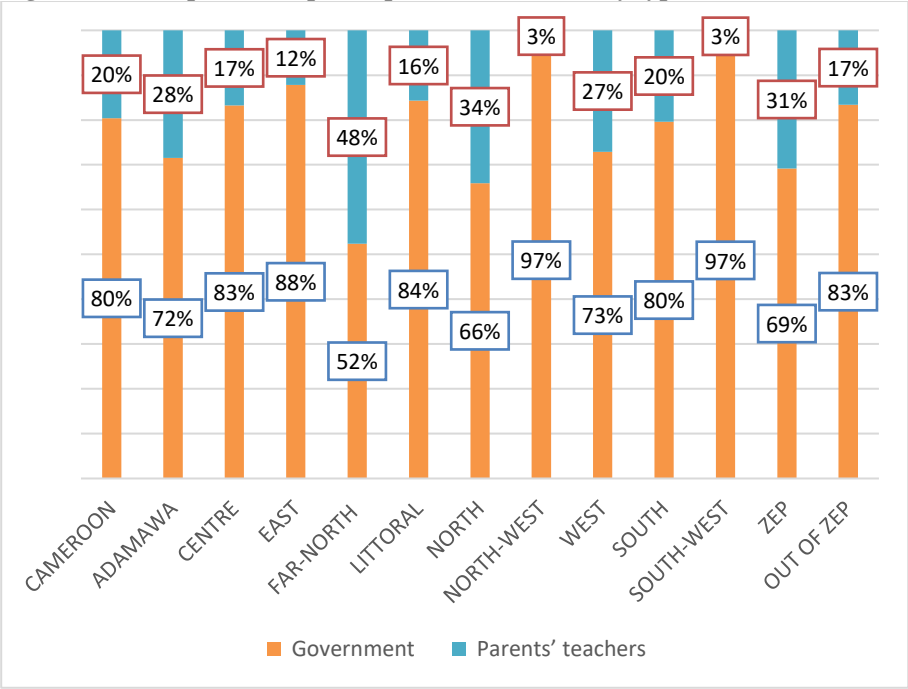
Regions	Civil Servant			Contract Worker			Contracted Worker			PTAs		
	W	M	T	W	M	T	W	M	T	W	M	T
CAMEROON	45.4	16.0	44.8	19.7	12.6	19.6	16.2	8.7	16.1	18.7	62.6	19.6
ADAMAWA	34.5	0.0	33.6	17.2	0.0	16.8	21.7	0.0	21.2	26.6	100.0	28.5
CENTRE	46.9	8.6	46.3	19.7	11.4	19.5	17.6	0.0	17.4	15.9	80.0	16.8
EAST	43.7	0.0	43.2	33.8	62.5	34.2	10.6	0.0	10.4	11.9	37.5	12.2
FAR-NORTH	19.0	2.0	17.6	13.7	0.0	12.6	23.1	12.0	22.2	44.2	86.0	47.6
LITTORAL	48.1	36.4	48.0	20.9	18.2	20.9	15.6	0.0	15.4	15.4	45.5	15.7
NORTH	28.8	19.4	28.2	18.4	8.3	17.9	20.5	8.3	19.8	32.2	63.9	34.1
NORTH-WEST	49.0	16.7	48.5	28.7	50.0	29.0	19.9	16.7	19.9	2.4	16.7	2.6
WEST	52.2	40.7	52.0	9.7	3.7	9.7	11.2	14.8	11.3	26.9	40.7	27.1
SOUTH	50.6	25.0	50.4	13.7	0.0	13.6	15.7	0.0	15.6	20.1	75.0	20.4
SOUTH-WEST	46.8	25.0	46.4	34.3	31.3	34.3	16.6	18.8	16.7	2.2	25.0	2.7
ZEP	31.4	7.9	30.2	21.6	7.9	21.0	18.4	8.9	17.9	28.6	75.2	30.9
OUT OF ZEP	48.9	23.8	48.6	19.2	17.1	19.2	15.7	8.6	15.6	16.2	50.5	16.6

Source: Statistical Yearbook 2021/2022

In Cameroon, 80 % of public preschool teachers are paid for by the state, but there are inequalities in distribution: 83 % for the Centre, 97 % for the South West, 52 % for the East and 66 % for the North.

In ZEPs, state-paid teachers represent 69 % compared to 83% in non-ZEP areas.

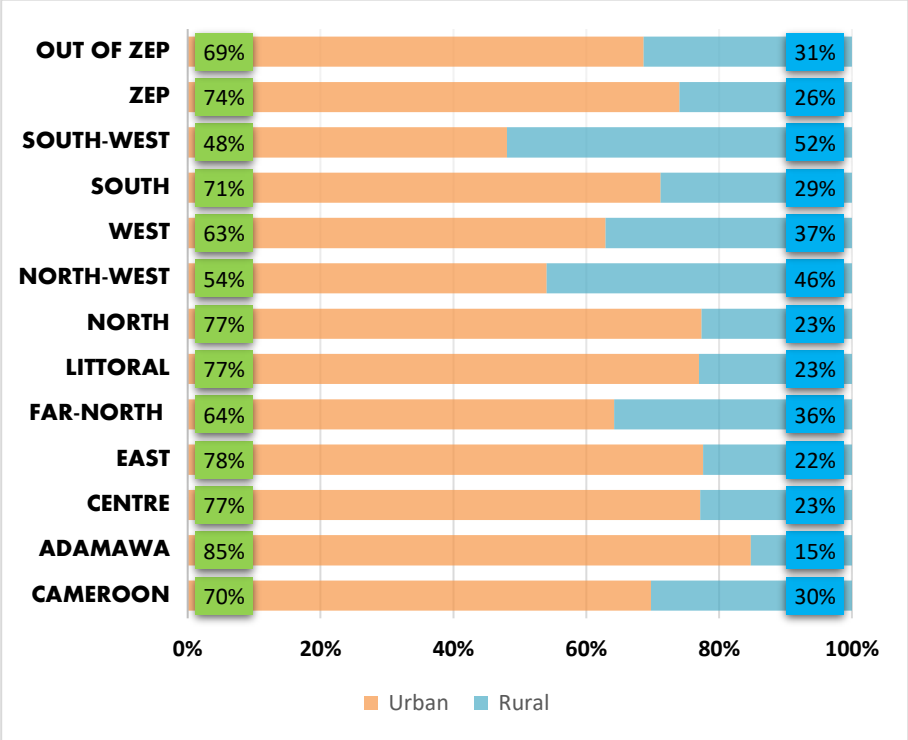
Figure 3. 10:Proportion of public preschool teachers by type of care



Source: Statistical Yearbook 2021/2022

In public preschool, seven out of ten teachers are found in urban areas. Apart from the North-west and South-west regions, all other regions have at most four out of ten teachers in rural areas. In rural areas, there are nearly one out of four teachers in ZEPs and three out of ten teachers in non-ZEP areas.

Figure 3. 11:Percentage distribution of public preschool teachers by region and setting



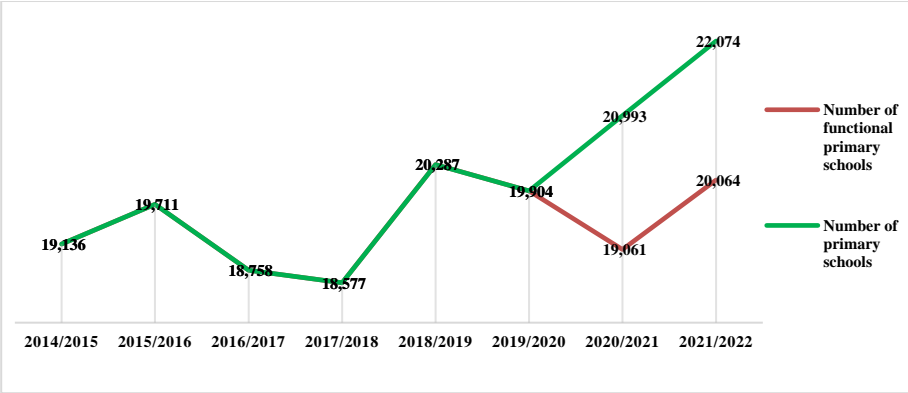
Source: Statistical Yearbook 2021/2022

3.1.2. Analysis of the offer in Primary Schools

3.1.2.1. Evolution of primary school facilities from 2014/2015 to 2021/2022

In Cameroon, the evolution of the number of schools at the primary level is on the rise over the period 2014/2015 to 2021/2022. Over this period, the number of schools increased by an average of 2.1 % per year, from 19,136 to 22,074 schools.

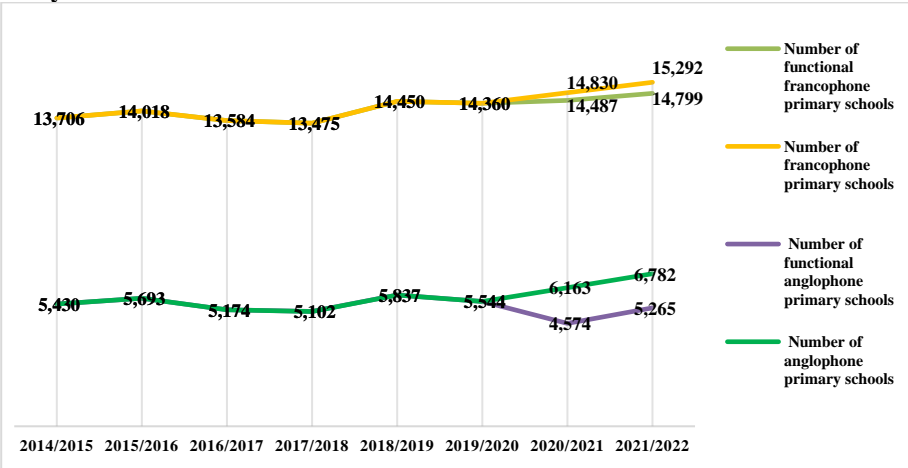
Figure 3. 12: Evolution of the number of Primary schools from 2014/2015 to 2020/2021



Source: Statistical yearbooks 2014/2015 to 2021/2022

Regarding the two education subsystems, primary schools in the Anglophone subsystem increased during the 2014/2015 to 2021/2022 period from 5,430 to 6,782, an average annual growth rate of 3.2 %. In the Francophone subsystem, the number of schools increased from 13,706 in 2014/2015 to 15,292 in 2021/2022, an average annual growth rate of 1.6 %.

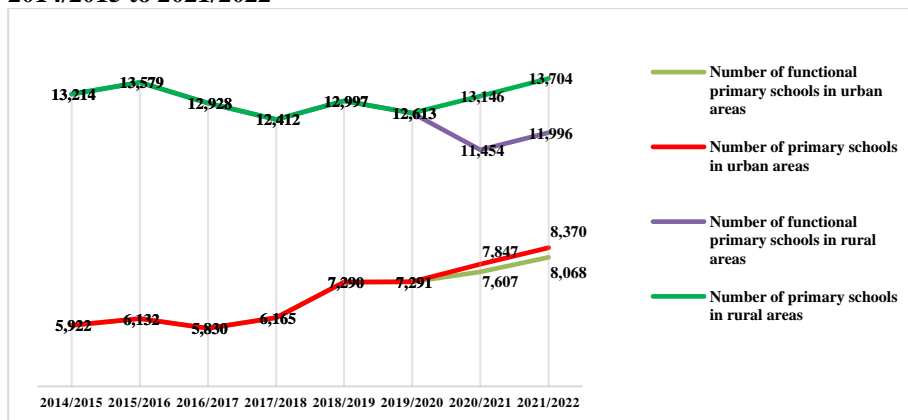
Figure 3. 13: Evolution of the number of primary schools by educational subsystem from 2014/2015 to 2021/2022



Source: Statistical yearbooks 2014/2015 to 2021/2022

During the period 2014/2015 to 2021/2022, the number of schools in rural areas has remained nearly constant. In contrast, in urban areas, this number increased from 5,922 to 8,370, an average annual growth rate of 5.1 % over the same period. By 2021/2022, 96.4 % of schools in urban areas were functional, compared to 87.5 % in rural areas.

Figure 3. 14: Evolution in the number of primary schools by location from 2014/2015 to 2021/2022

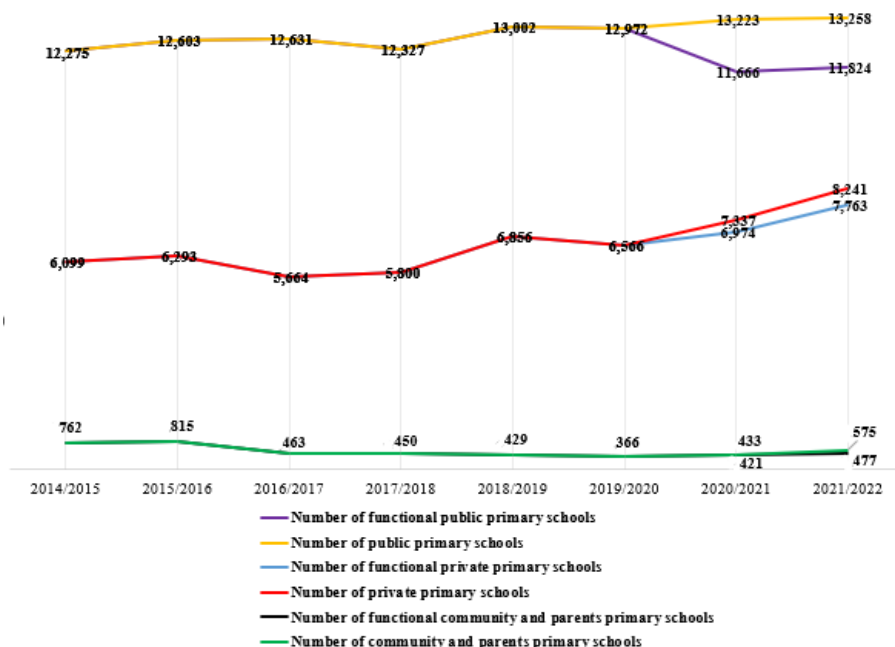


Source: Statistical yearbooks 2014/2015 to 2021/2022

Analysis of the evolution in the number of primary schools by order from 2014/2015 to 2021/2022 reveals that in the public sector, the number of schools increased from 12,275 to 13,258. This represents an average annual growth rate of 1.1 %.

In the private sector, the number of schools rose from 6,099 to 8,241, an average annual growth rate of 4.4 %. In terms of the number of community primary schools and parent schools, it has decreased from 762 in 2014/2015 to 575 in 2021/2022, a 3.9% annual average decrease.

Figure 3. 15: Evolution of the number of primary schools by order from 2014/2015 to 2021/2022

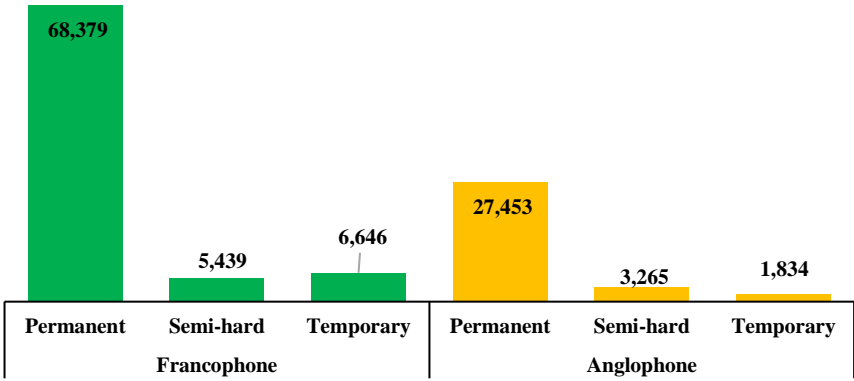


Source: Statistical yearbooks 2014/2015 to 2021/2022

3.1.2.2. infrastructures in primary school

In general, most of the classrooms are made of permanent materials and a significant portion are made of temporary materials. In the Francophone subsystem, 85% of classrooms surveyed are made of permanent materials and 8.3% are made of temporary materials. In the Anglophone subsystem, 84.3% of the schools surveyed are in permanent materials and 5.6 % in temporary materials.

Figure 3. 16:Distribution of classrooms by type of construction by primary education subsystem in 2021/2022

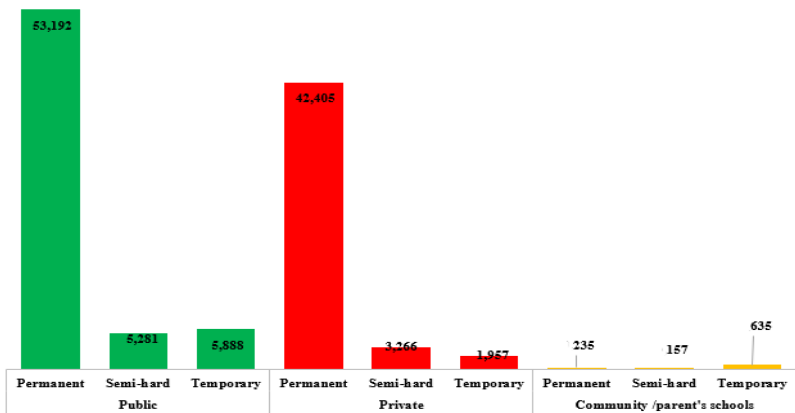


Source: Statistical Yearbook 2021/2022

The distribution of classrooms by type of construction and by order of instruction in the primary grades shows that most classrooms are constructed of permanent materials, with the exception of communal school and parent classrooms. In the public primary sector, 82.7 % of the classrooms surveyed are built of permanent materials, 8.2 % of semi-hard materials and 9.2 % of temporary materials.

In the private primary sector, 89 % of the rooms surveyed are made of permanent materials and 4.1 % are made of temporary materials. In communal and parent primary schools, only 22.3 % of classrooms are built with permanent materials compared to 61.8 % with temporary materials.

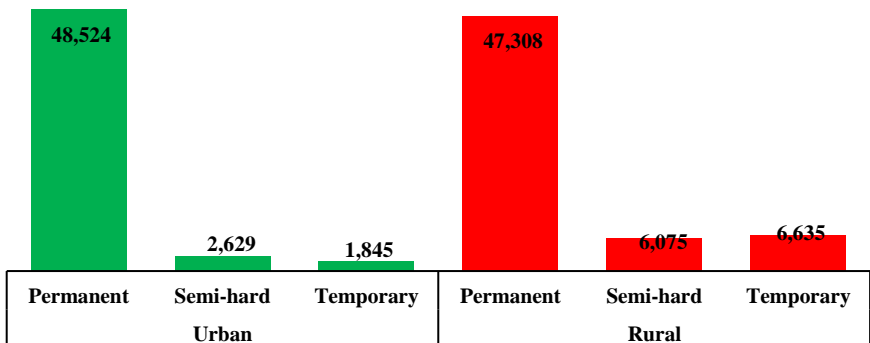
Figure 3. 17:Distribution of classrooms by type of construction by order of teaching in primary schools in 2021/2022



Source: Statistical Yearbook 2021/2022

Out of a total of 113,016 available primary classrooms, 46.9 % are in urban areas, of which 91.6 % are built with permanent materials and 3.5 % with temporary materials. In rural areas, of the 60,018 classrooms, 78.8% are made of permanent materials and 11.1% of temporary materials.

Figure 3. 18:Distribution of classrooms by type of construction by order of Location in primary schools in 2021/2022



Source: Statistical Yearbook 2021/2022

The Centre, Littoral and South regions have the highest proportion of classrooms built with permanent materials, with nearly nine out of ten classrooms. In addition, the proportions of classrooms made of temporary materials are highest in the Far North (14.6%) and North (18.1%) regions.

In the public primary sector, the ZEP has 28,712 classrooms, i.e. 44.6 % of the classrooms. 23,772 classrooms in the public sector are made of permanent materials, i.e. 82.8 % of the classrooms in the ZEP.

Table 3. 6: Distribution of classrooms by type of construction by region, by type of construction and order in the primary grades in 2021/2022

Primary	Overall				PUBLIC			
	Hard	Semi-hard	Provisoire	Hard	Semi-hard	Semi-dur	Hard	Semi-hard
CAMEROON	95 832	8 704	8 480	113 016	53 192	5 281	5 888	64 361
<i>Adamawa</i>	4 526	381	308	5 215	3 725	186	258	4 169
<i>CENTRE</i>	24 588	1 419	1 278	27 285	8 317	598	491	9 406
<i>East</i>	5 146	476	355	5 977	4 214	339	290	4 843
<i>FAR-NORTH</i>	10 803	628	1 949	13 380	9 606	441	1 584	11 631
<i>LITTORAL</i>	18 492	872	776	20 140	4 173	176	283	4 632
<i>NORTH</i>	6 872	555	1 637	9 064	6 227	467	1 375	8 069
<i>NORTH-WEST</i>	5 180	1 692	462	7 334	3 294	1 225	372	4 891
<i>WEST</i>	9 907	1 962	896	12 765	6 676	1 350	655	8 681
<i>SOUTH</i>	4 789	277	372	5 438	3 887	195	250	4 332
<i>SOUTH-WEST</i>	5 529	442	447	6 418	3 073	304	330	3 707
ZEP	27 347	2 040	4 249	33 636	23 772	1 433	3 507	28 712
OUT OF ZEP	68 485	6 664	4 231	79 380	29 420	3 848	2 381	35 649

Source: Statistical Yearbook 2021/2022

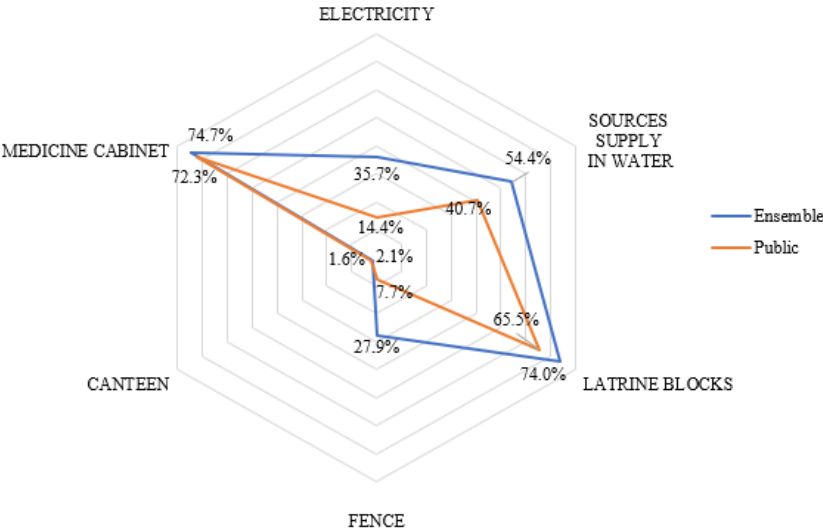
3.1.2.3. Amenities in Primary-schools

Regarding amenities in primary school facilities, 35.7 % of schools overall have electricity. In the public sector, 85.6 % of schools do not have electricity. In terms of the availability of latrine blocks, 74 % of schools

overall have them. In the public sector, 34.5% of schools do not have latrine blocks.

Very few primary schools have school canteens. On average, 2 out of every 100 public schools have them. The same is true overall.

Figure 3. 19: Distribution (%) of primary schools with amenities by type of amenity and level of instruction



Source: Statistical Yearbook 2021/2022

An analysis of the various facilities available in primary schools by location shows that 69.9% of schools in urban areas have electricity compared to 14.9% in rural areas. Slightly more than nine out of ten schools in urban areas have latrine blocks, while nearly six out of ten schools in rural areas have them. Urban primary schools have more medicine cabinets than rural schools. The same trends are observed regardless of the region considered.

Table 3. 7: Distribution (%) of primary schools with amenities by region, by location

Overall	ELECTRICITY (%)		SOURCES OF WATER SUPPLY (%)		LATRINE BLOCKS (%)		FENCE (%)		CANTEEN (%)		MEDICINE CABINET (%)	
	Urban	Rural	Urban	Rural	Urban	Rural		Urban	Rural	Urban	Rural	Urban
CAMEROON	69.8	14.9	78.8	39.5	91.6	63.2	58.6	9.1	1.2	1.9	85.5	68.2
<i>Adamawa</i>	54.3	4.4	69.0	26.2	86.4	49.5	33.9	2.00	1.8	2.8	67	54.7
<i>CENTRE</i>	84.3	36.3	84.7	45.5	92.3	74.5	73.9	27.7	0.9	0.3	91.6	82.3
<i>East</i>	44.8	5.2	71.3	33.9	91.1	57.6	35.9	1.4	3.2	2.3	82.8	69.5
<i>FAR-NORTH</i>	34.0	4.5	68.7	39.1	82.7	52	26.3	1.8	0.7	5.1	59.6	48.6
<i>LITTORAL</i>	80	28.7	85.1	47.3	94.7	78.5	71.4	17.7	0.16	0.4	89.3	82.5
<i>NORTH</i>	45.8	4.8	73.1	36.4	86.7	44.2	30.5	2.7	9.8	4.7	71.3	78.7
<i>NORTH-WEST</i>	48	6.7	72.5	56.6	87.6	66.4	38.8	5, 6	2.9	0.30	65.6	56.2
<i>WEST</i>	52.5	20.5	65.6	30.5	91	78.2	38.3	6.46	0.41	0.58	90.6	84.5
<i>SOUTH</i>	57.6	17.1	63.9	31.9	91.5	80.6	37.9	7.74	0.30	0.13	82.1	76.4
<i>SOUTH-WEST</i>	64.5	12.4	71.1	33.9	90.5	53.2	47.4	7.93	0.58	0.20	89.3	51.4
<i>ZEP</i>	44.1	4.7	70.5	35.5	86.5	50.3	31.3	2.03	3.88	4.21	69.6	60.8
<i>OUT OF ZEP</i>	75.6	21.8	80.6	42.3	92.7	71.9	64.7	13.9	0.60	0.32	89.0	73.1

Source: Statistical Yearbook 2021/2022

The analysis of the source of drinking water in primary schools shows that overall, 21.3 % of schools have CAMWATER water supply points, 23.6 % have boreholes and 3.8 % have developed water sources. In the public sector, 9.7 % of schools have CAMWATER water supply points, 22.3 % have boreholes and 4.7 % have developed water sources.

Depending on the setting, urban primary schools have better facilities than rural ones. In fact, 45.3 % of primary schools located in urban areas are equipped with CAMWATER water supply points, compared to 6.6 % in rural areas. As for boreholes, 25.9 % of primary schools in urban areas have them, compared with 22.1% in rural areas. In ZEPs, most schools have boreholes. Other water supplies are poorly represented.

Table 3. 8: Distribution of water points by zone and by order of primary education in 2021/2022

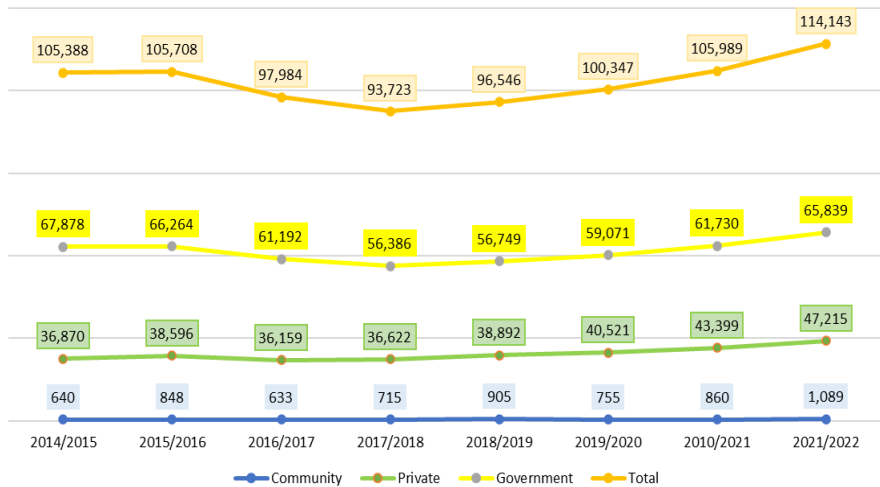
		Overall		PUBLIC		URBAN		RURAL	
		Number of schools	%	Number of schools	%	Number of schools	%	Number of schools	%
CAMEROON	CAMWATER	4,697	21.3	1,288	9.7	3,792	45.3	906	6.6
	BOREHOLE	5,197	23.5	2,952	22.3	2,168	25.9	3,029	22.1
	WATER SRCES REHABILITATED	835	3.8	624	4.7	114	1.4	721	5.3
	BACKWATER	292		247		39		253	
	WELLS	991		282		481		510	
ZEP	CAMWATER	322	4.6	191	3.3	295	19.4	27	0.5
	BOREHOLE	2,299	32.6	1,982	34.0	656	43.1	1,643	29.7
	WATER SRCES REHABILITATED	59	0.8	40	0.7	24	1.6	35	0.6
	BACKWATER	109		94		9		100	
	WELLS	242		142		89		153	
OUT OF ZEP	CAMWATER	4,375	29.1	1,097	14.8	3,497	51.1	879	10.8
	BOREHOLE	2,898	19.3	970	13.1	1,512	22.1	1,386	17.0
	WATER SRCES REHABILITATED	776	5.2	584	7.9	90	1.3	686	8.4
	BACKWATER	183		153		30		153	
	WELLS	749		140		392		357	

Source: Statistical Yearbook 2021/2022

3.1.2.4. Primary Teacher Supply

In Cameroon, there are 114,142 teachers working in schools in the primary cycle in 2021/2022. More than one in two teachers work in the public sector (65,839). These numbers are up 7.7 % nationally and 6.6 % for the public compared to 2020/2021. The community primary school will have 1089 teachers in 2021/2022, an increase of 26.6% compared to 2020/2021.

Figure 3. 20: Evolution of the number of primary school teachers by level of education from 2014/2015 to 2021/2022



Source: Statistical yearbooks 2014/2015 to 2021/2022

3.1.2.4.1. Teaching staff by region, order and gender

In Cameroon, 58.3 % of primary school teachers are women. In ZEP areas, more than two out of three teachers (67.8%) are male, in non-ZEP areas less than one out of three teachers is male (30.5%).

Table 3. 9: Répartition (%) du personnel enseignant par région, selon l'ordre d'enseignement et le sexe dans le primaire en 2021/2022

Regions	Public		Private		Community / Parent's schools		overall	
	Women	Men	Women	Men	Women	Men	Women	Men
CAMEROON	50.3%	49.7%	70.3%	29.7%	20.2%	79.8%	58.3%	41.7%
ADAMAWA	47.0%	53.0%	56.8%	43.2%	13.6%	86.4%	48.5%	51.5%
CENTRE	66.1%	33.9%	73.6%	26.4%	52.5%	47.5%	70.7%	29.3%
EAST	52.7%	47.3%	61.5%	38.5%	14.3%	85.7%	54.4%	45.6%
FAR-NORTH	21.8%	78.2%	30.3%	69.7%	12.9%	87.1%	22.3%	77.7%
LITTORAL	70.9%	29.1%	70.6%	29.4%	79.6%	20.4%	70.7%	29.3%
NORTH	24.7%	75.3%	32.2%	67.8%	9.3%	90.7%	24.8%	75.2%
NORTH-WEST	63.7%	36.3%	73.9%	26.1%	65.4%	34.6%	67.7%	32.3%
WEST	67.9%	32.1%	74.8%	25.2%	40.0%	60.0%	69.8%	30.2%
SOUTH	51.5%	48.5%	64.2%	35.8%	70.0%	30.0%	54.4%	45.6%
SOUTH-WEST	68.1%	31.9%	80.2%	19.8%	20.2%	79.8%	65.9%	34.1%
ZEP	31.0%	69.0%	44.8%	55.2%	11.7%	88.3%	32.2%	67.8%
OUT OF ZEP	65.6%	34.4%	72.9%	27.1%	60.5%	39.5%	69.5%	30.5%

Source: Statistical Yearbook 2021/2022

3.1.2.4.2. Supply of teachers by status, by location in the public primary sector

The pupil-teacher ratio in primary schools is a key variable in education policy and provides information on the quality and cost of the education system. According to the ETSSP 2013-2020, the government had committed to a ratio of one teacher for every 42 pupils by 2020. Achieving this goal remains a concern for the government, which plans to improve the supply of human resources, particularly in rural areas, in the NDS30.

The continuation of the program of recruiting new teachers or converting parents' teachers into state-paid teachers contributes to improving the quality of education and stabilizing teachers in hard-to-reach areas and ZEP. This stabilization of teaching staff in areas considered difficult is achieved through financial incentives (special bonuses) and the construction of on-call housing for teachers. For example, the Government has granted these special bonuses to 5,397 teachers over the past two years and has built 180 housing for officials.

Following the recruitment of primary school teachers initiated by the government with the support of the World Bank, contract teachers now represent a significant proportion of primary school teachers (44.9%). In addition, the percentage of employed parent teachers is 27.4 % in 2021/2022.

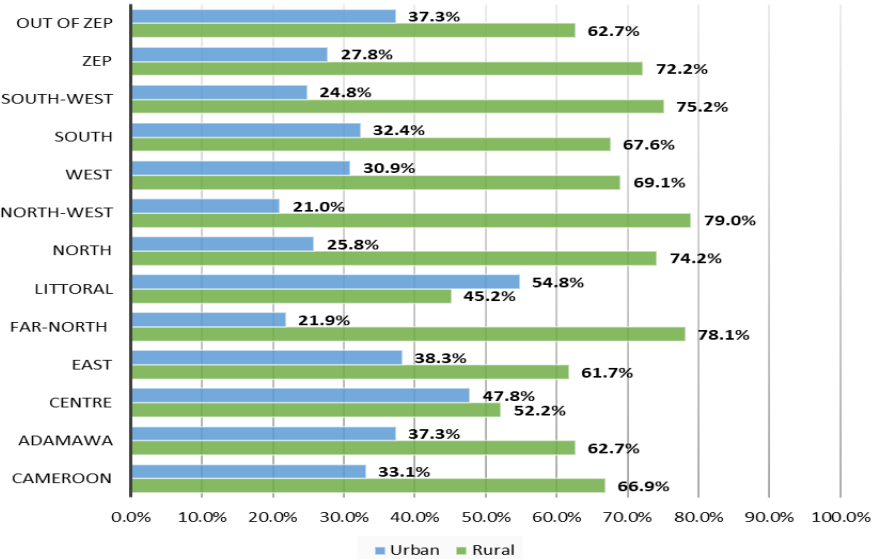
Table 3. 10: Distribution (%) of public primary school teachers by region by status and gender in 2021/2022

Regions	Civil Servant			Contract Worker			Contracted Worker			PTAs		
	W	M	T	W	M	T	W	M	T	W	M	T
CAMEROON	26.2%	29.1%	27.6%	20.5%	13.7%	17.1%	30.4%	25.2%	27.8%	22.9%	32.0%	27.4%
ADAMAWA	18.4%	26.0%	22.4%	14.5%	12.1%	13.2%	50.6%	34.4%	42.0%	16.5%	27.5%	22.3%
CENTRE	31.6%	39.4%	34.2%	20.0%	14.3%	18.1%	28.6%	22.7%	26.6%	19.7%	23.7%	21.1%
EAST	20.7%	24.7%	22.6%	25.4%	20.2%	23.0%	31.8%	21.7%	27.0%	22.1%	33.3%	27.4%
FAR-NORTH	12.6%	21.6%	19.6%	9.0%	7.7%	8.0%	43.5%	31.6%	34.2%	34.9%	39.1%	38.2%
LITTORAL	30.7%	38.8%	33.1%	21.0%	15.4%	19.4%	28.1%	24.0%	26.9%	20.2%	21.8%	20.6%
NORTH	14.4%	18.1%	17.2%	17.5%	12.2%	13.5%	35.2%	22.5%	25.6%	32.9%	47.2%	43.7%
NORTH-WEST	27.8%	41.9%	33.0%	35.5%	31.9%	34.2%	32.7%	22.3%	28.9%	4.0%	3.8%	3.9%
WEST	25.8%	42.7%	31.2%	12.9%	12.9%	12.9%	21.9%	15.1%	19.7%	39.5%	29.3%	36.2%
SOUTH	31.1%	40.3%	35.6%	13.6%	12.9%	13.3%	33.4%	27.2%	30.4%	21.9%	19.5%	20.7%
SOUTH-WEST	35.3%	49.4%	39.8%	42.4%	34.8%	40.0%	21.2%	13.9%	18.9%	1.1%	1.9%	1.3%
ZEP	16.4%	21.2%	19.7%	16.5%	11.0%	12.7%	39.9%	27.9%	31.6%	27.1%	39.9%	35.9%
OUT OF ZEP	29.9%	41.5%	33.9%	21.9%	18.0%	20.6%	26.9%	20.8%	24.8%	21.3%	19.6%	20.7%

Source: Statistical Yearbook 2021/2022

Nationally, 66.9 % of public primary school teachers work in rural areas. This is true in all regions except for the Littoral, where only 47.2 % of teachers work in rural areas.

Figure 3. 21: Distribution (%) of public primary school teachers by region by school location



Source: Statistical Yearbook 2021/2022

The distribution of teachers in public primary schools according to status shows that the proportions of civil servants, contractualized teachers and parents' teachers are constant around 27 %. We also observe that 35.9 % of teachers in ZEPs are parents' teachers, compared to 20.7 % in non-ZEP areas.

Table 3. 11: Distribution (%) of public primary school teachers by status by region

REGION	Civil Servant	Contract Worker	Contracted Worker	PTAs
CAMEROON	27.6	17.1	27.8	27.4
ADAMAWA	22.4	13.2	42.0	22.3
CENTRE	34.2	18.1	26.6	21.1
EAST	22.6	23.0	27.0	27.4
FAR-NORTH	19.6	8.0	34.2	38.2
LITTORAL	33.1	19.4	26.9	20.6
NORTH	17.2	13.5	25.6	43.7
NORTH-WEST	33.0	34.2	28.9	3.9
WEST	31.2	12.9	19.7	36.2
SOUTH	35.6	13.3	30.4	20.7
SOUTH-WEST	39.8	40.0	18.9	1.3
ZEP	19.7	12.7	31.6	35.9
OUT OF ZEP	33.9	20.6	24.8	20.7

Source: Statistical Yearbook 2021/2022

3.1.2.4.3. Distribution of teaching staff by qualification, by gender in private primary schools

In Cameroon, more than two out of three teachers in private primary schools (68.2 %) have a professional diploma, i.e., they have received training that qualifies them to teach. In the Central and South-west regions, more than three-quarters of the teachers have a professional degree. In ZEPs, nearly two out of three teachers in private practice have a professional degree.

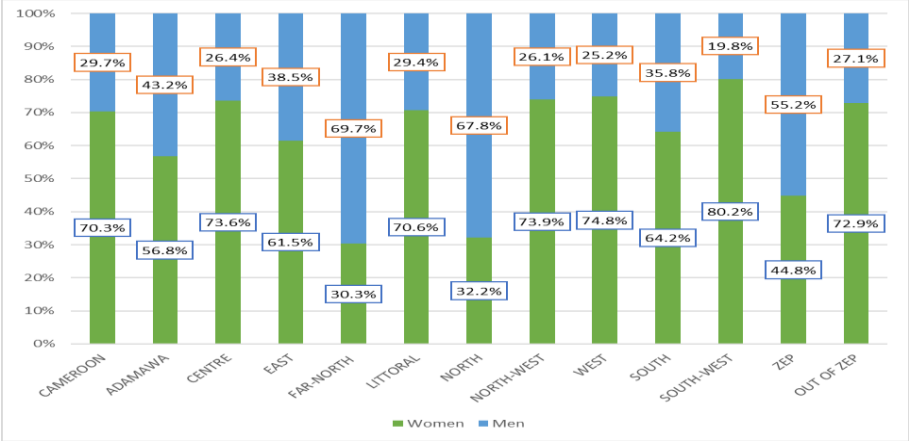
Table 3. 12: Distribution (%) of private primary school teachers by region by degree type and gender in 2021/2022

Regions	Academic Diploma			Professional degree		
	W	M	T	W	M	T
CAMEROON	27.3	42.5	31.81	72.7	57.5	68.2
ADAMAWA	19.9	38.8	28.1	80.1	61.2	71.9
CENTRE	20.3	29.2	22.6	79.7	70.8	77.4
EAST	30.0	53.8	39.2	70.0	46.2	60.8
FAR-NORTH	32.0	58.3	50.3	68.0	41.7	49.7
LITTORAL	36.7	51.9	41.2	63.3	48.1	58.8
NORTH	32.8	44.9	41.0	67.2	55.1	59.0
NORTH-WEST	26.8	40.6	30.4	73.2	59.4	69.6
WEST	32.3	52.6	37.4	67.7	47.4	62.6
SOUTH	27.8	45.9	34.3	72.2	54.1	65.7
SOUTH-WEST	16.5	25.4	18.3	83.5	74.6	81.7
ZEP	27.9	50.9	40.6	72.1	49.1	59.4
OUT OF ZEP	27.2	40.8	30.9	72.8	59.2	69.1

Source: Statistical Yearbook 2021/2022

Women make up 70.3 % of private school teachers. In the South-west and West regions, women are overrepresented with 80.2 % and 74.8 % of private teachers respectively. In contrast, in the Far North and North regions, only three out of ten teachers are women.

Figure 3. 22:Distribution of teachers in private primary schools by region and gender in 2021/2022



Source: Statistical Yearbook 2021/2022

3.1.3. Analysis of supply in non-formal basic education and literacy

3.1.3.1. Analysis of supply in non-formal basic education

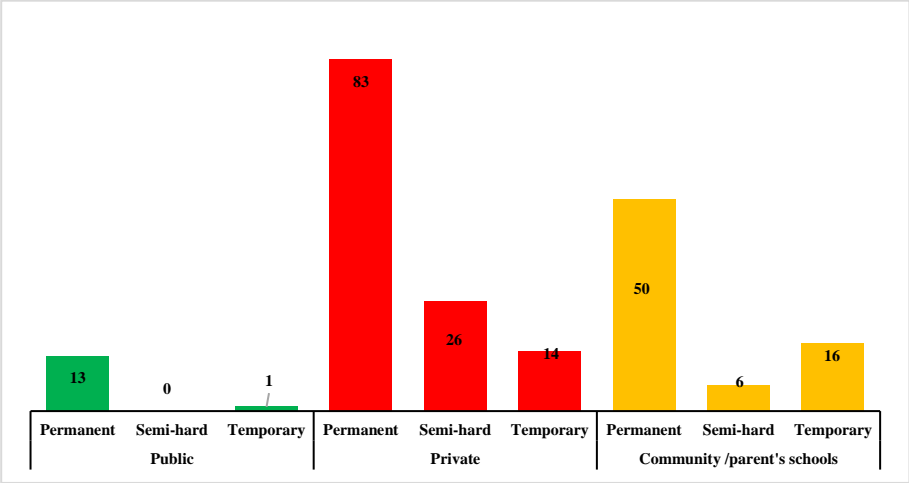
The improvement of the school offer in the Non-Formal Basic Education Centers is an integral part of the missions of the Cameroonian education system in order to provide learning opportunities to all. In addition, the Government in the NDS30 is committed to: *“Promote access to literacy and non-formal education for youth and adults who want it;*

The promotion of this type of education also requires the development of quality infrastructures.

3.1.3.1.1. Infrastructure in non-formal basic education

The distribution of classrooms by type of construction and by order of teaching non-formal basic education level shows that the majority of classrooms are built of permanent materials.

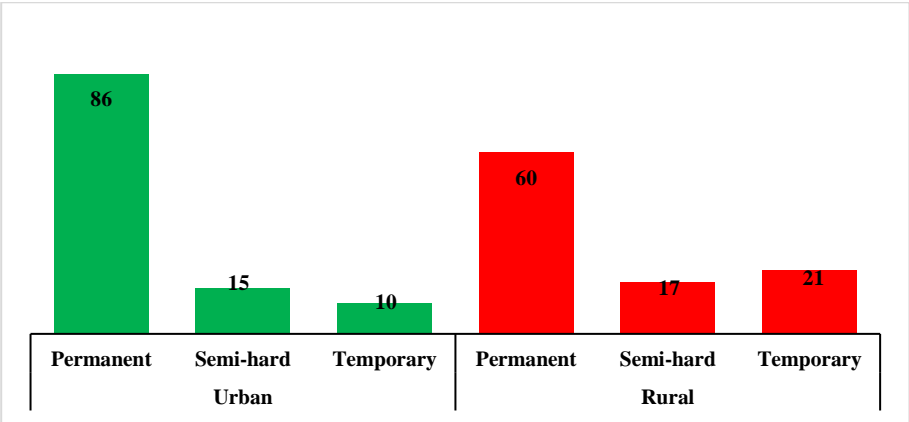
Figure 3. 23:Distribution of classrooms by type of construction by order of teaching in NFBECE in 2021/2022



Source: Statistical Yearbook 2021/2022

Out of a total of 111 censuses in urban areas, of 77.5 % are built with permanent materials and 9 % with temporary materials. In rural areas, 61.2% of classrooms are made of permanent materials and 21.4% of temporary materials.

Figure 3. 24:Distribution of classrooms by type of construction by setting in NFBECE in 2021/2022



Source: Statistical Yearbook 2021/2022

The distribution of classrooms in NFBEC by region and type of construction in the 2021/2022 school year shows that the Centre, Far North and East regions have the largest number of classrooms in permanent materials.

Table 3. 12: Distribution (%) of classrooms by region, by order of teaching and by type of construction in the NFBEC in 2021/2022

	Overall				PUBLIC			
	Hard	Semi-hard	Provisional	TOTAL	Hard	Semi-hard	Provisional	TOTAL
CAMEROON¹	146	32	31	209	13	0	1	14
<i>Adamawa</i>	8	1	1	10	0	0	1	1
<i>CENTRE</i>	79	8	5	92	0	0	0	0
<i>East</i>	15	17	14	46	0	0	0	0
<i>FAR-NORTH</i>	15	0	4	19	3	0	0	3
<i>NORTH</i>	8	0	0	8	2	0	0	2
<i>WEST</i>	10	3	2	15	0	0	0	0
<i>SOUTH</i>	0	3	4	7	0	0	0	0
<i>SOUTH-WEST</i>	11	0	1	12	8	0	0	8
ZEP	46	18	19	83	5	0	1	6

Source: Statistical Yearbook 2021/2022

3.1.3.1.2. Amenities in the NFBECs

Regarding the availability of certain amenities in NFBECs, 36.9 % of centers overall have electricity and 5.6 % in the public. As for the availability of latrine blocks, 53.0 % were recorded in all facilities and 11.1 % in the public sector.

Table 3. 13:Proportion of NBCCs with amenities by region, by amenity and order of teaching in 2021/2022

<i>Overall</i>	ELECTRICITY		SOURCES OF WATER SUPPLY		LATRINE BLOCKS (%)	
	Overall	Public	Overall	Public	Overall	Public
CAMEROON	36.89	5.56	49.18	11.11	52.46	11.11
Adamawa	7.69	0.00	69.23	0.00	0.00	0.00
Centre	61.82	0.00	61.82	0.00	69.09	0.00
East	0.00	///	20.00	///	28.00	///
Far-north	20.00	0.00	60.00	100.00	100.00	100.00
North	0.00	0.00	20.00	0.00	20.00	0.00
West	80.00	///	20.00	///	80.00	///
South	25.00	///	50.00	///	100.00	///
South-west	40.00	16.67	50.00	16.67	50.00	16.67
ZEP	4.17	0.00	37.50	25.00	27.08	25.00
OUT OF ZEP	58.11	7.14	56.76	7.14	68.92	7.14

Source: Statistical Yearbook 2021/2022

An analysis of the various facilities available in NFBEC by location shows that 75.5 % of centers in urban areas have electricity compared to 11.0 % in rural areas. Regarding of latrine blocks in centers, 91.8 % of facilities in urban areas have one, compared to 27.4 % in rural areas.

Table 3. 14:Distribution (%) NFBECs with amenities by region, by amenity and setting in 2021/2022

<i>Overall</i>	ELECTRICITY		SOURCES OF WATER SUPPLY		LATRINE BLOCKS (%)	
	Urban	Rural	Urban	Rural	Urban	Rural
CAMEROON	75.51	10.96	69.39	35.62	85.71	27.40
Adamawa	100.00	0.00	0.00	75.00	0.00	0.00
Centre	88.89	10.53	86.11	15.79	94.44	21.05
East	0.00	0.00	0.00	23.81	50.00	23.81
Far-north	0.00	25.00	100.00	50.00	100.00	100.00
North	0.00	0.00	0.00	33.33	50.00	0.00
West	75.00	100.00	25.00	0.00	75.00	100.00
South	100.00	0.00	100.00	33.33	100.00	33.33
South-west	///	40.00	///	50.00	///	50.00
ZEP	12.50	2.50	12.50	42.50	50.00	22.50
OUT OF ZEP	87.80	21.21	80.49	27.27	92.68	33.33

Source: Statistical Yearbook 2021/2022

Analysis of the drinking water supply sources in the NFBECs shows that overall, 23.0 % of NFBECs have CAMWATER water supply points, 18.0 % have boreholes and 1.6 % have developed water sources. In the public sector, 5.6 % of NFBECs have CAMWATER water supply points and 5.6 % have a borehole. The difficulties of access to drinking water are real in most of the NFBEC, especially in rural areas.

Table 3. 15: Distribution of water points by type of water supply, according to the order of teaching in the NFBEC in 2021/2022

		Overall		PUBLIC		URBAN		RURAL	
		Number	%	Number	%	Number	%	Number	%
CAMEROON	CAMWATER	28	23	1	5.6	22	44.9	6	8.22
	BOREHOLE	22	18.0	1	5.6	5	10.2	17	23.3
	WATER SOURCES REHABILITATED	2	1.6	0	0	2	4.1	0	0
	BACKWATER	2		0		0		2	
	WELLS	6		0		5		1	
ZEP	CAMWATER	0	0	0	0	0	0	0	0
	BOREHOLE	15	31.3	1	25	1	12.5	14	35.0
	WATER SRCES REHABILITATED	0	0	0	0	0	0	0	0
	BACKWATER	2		0		0		2	
	WELLS	1		0		0		1	
OUT OF ZEP	CAMWATER	28	37.8	1	7.1	22	53.7	6	18.2
	BOREHOLE	7	9.5	0	0	4	9.8	3	9.1
	WATER SRCES REHABILITATED	2	2.7	0	0	2	4.9	0	0
	BACKWATER	0		0		0		0	
	WELLS	5		0		5		0	

Source: Statistical Yearbook 2021/2022

3.1.3.1.3. Supply of facilitators in the NFBECs

3.1.3.1.3.1. Distribution of facilitators by region, order and gender

At the national level, 49.8 % of NFBEC facilitators are men. This trend is observed in almost all levels of education in the NFBECs. At the

regional level, it appears that apart from the Centre and South regions, the same trend can be observed overall and in the different levels of education.

Table 3. 16: Distribution of Facilitators (%) by region, by Order and by Gender in NFBECs in 2021/2022

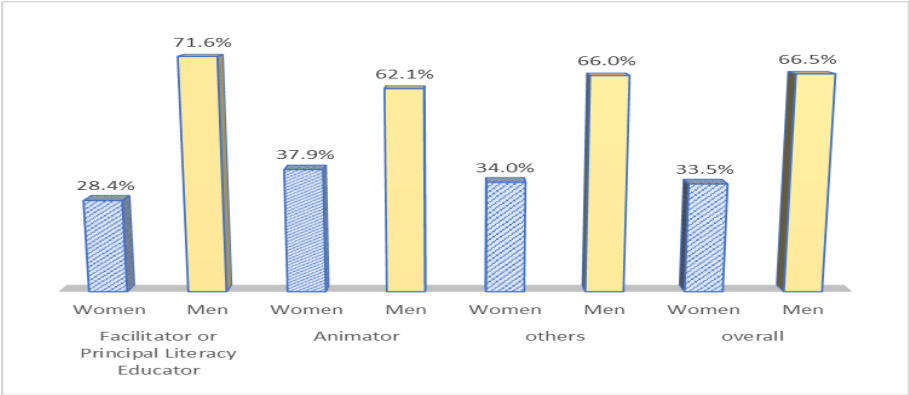
<i>Regions</i>	Public		Private		Community/ Municipal		Overall	
	Women	Men	Women	Men	Women	Men	Women	Men
CAMEROON	33.33	66.67	54.84	45.16	45.16	54.84	50.19	49.81
<i>Adamawa</i>	0.00	100.00	///	///	58.33	41.67	53.85	46.15
<i>Centre</i>	///	///	61.17	38.83	47.83	52.17	58.73	41.27
<i>East</i>	///	///	43.48	56.52	29.41	70.59	37.50	62.50
<i>Far-north</i>	33.33	66.67	25.00	75.00	46.15	53.85	42.42	57.58
<i>North</i>	0.00	100.00	0.00	100.00	33.33	66.67	14.29	85.71
<i>South</i>	///	///	33.33	66.67	0.00	100.00	27.27	72.73
<i>South-west</i>	50.00	50.00	///	///	75.00	25.00	62.50	37.50
ZEP	14.29	85.71	39.29	60.71	43.10	56.90	39.78	60.22
OUT OF ZEP	50.00	50.00	58.27	41.73	48.57	51.43	55.88	44.12

Source: Statistical Yearbook 2021/2022

3.1.3.1.3.2. Distribution of facilitators by status and location in the public NFBEC

In terms of the gender distribution of public NFBEC facilitators, there are more women than men overall. However, the proportion of male facilitators or primary literacy teachers (60.5%) is greater than that of women.

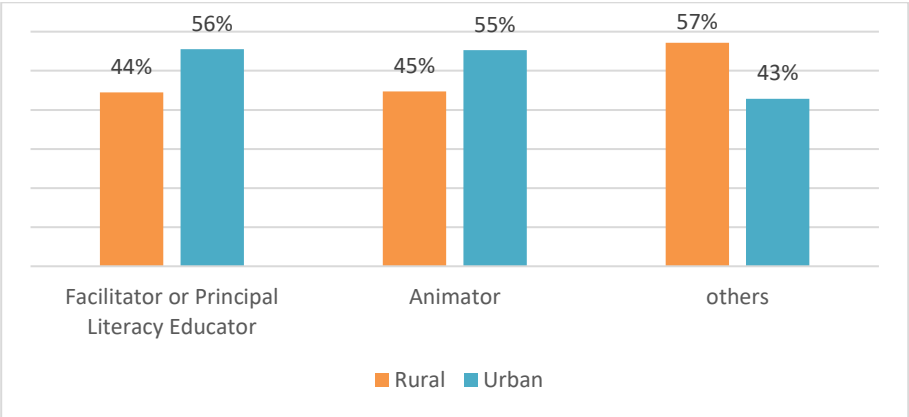
Figure 3. 25:Proportion of public NFBEC facilitators by gender by status in 2021/2022



Source: Statistical Yearbook 2021- 2022

The distribution of NFBEC facilitators by location shows that there are more principal facilitators/teachers and facilitators in urban areas, while the other NFBEC supervisors are mainly found in rural areas.

Figure 3. 26:Distribution (%) of public NFBEC facilitators by location and status in 2021/2022

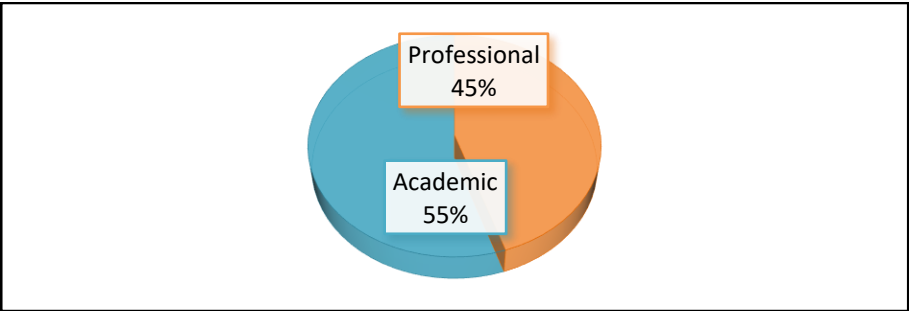


Source: Statistical Yearbook 2021/2022

3.1.3.1.3.3. Distribution of private NFBEC facilitators by type of diploma

The distribution of NFBEC facilitators in the private sector by type of diploma shows that nine out of twenty facilitators have a professional diploma compared to eleven who have an academic diploma.

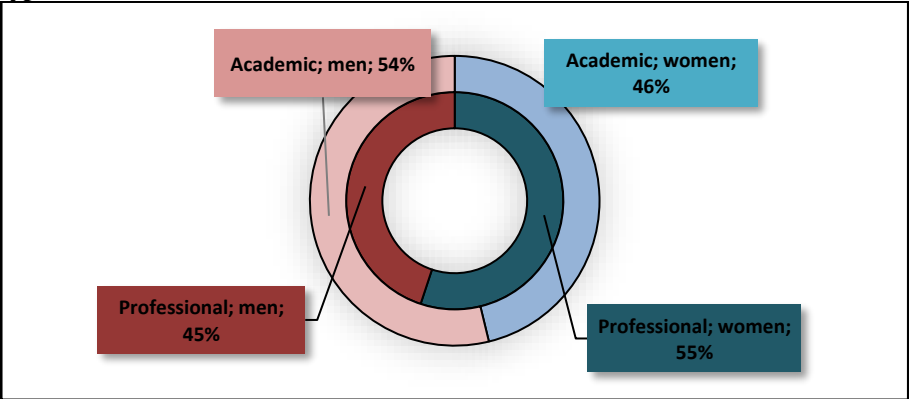
Figure 3. 27:Proportion of private NFBEC facilitators by type of diploma in 2021/2022



Source: Statistical Yearbook 2021/2022

The distribution of NFBEC supervisors by gender and type of diploma shows that one in five male supervisors in these structures is qualified, while one in four women is unqualified.

Figure 3. 28:Proportion of private NFBEC facilitators by gender and diploma type in 2021/2022



Source: Statistical Yearbook 2021/2022

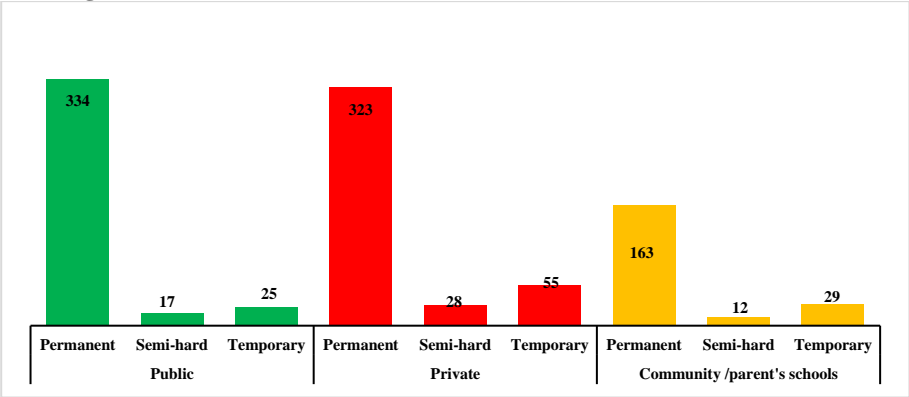
3.1.3.2. Functional Literacy Supply Analysis

3.1.3.2.1. Infrastructures in FLCs

The distribution of classrooms by type of construction and by order of teaching in the FLCs shows that the majority of classrooms are constructed of permanent materials. In rural areas, of a total of 376 classrooms census, 88.8 % are made built of permanent materials and 6.6 % of temporary materials.

In private FLCs, out of a total of 406 classrooms, 79.6 % are in permanent materials and 13.5 % in temporary materials. In community FLCs and parents' schools, out of 204 classrooms in total, 79.9 % are made of permanent materials and 14.2 % of temporary materials.

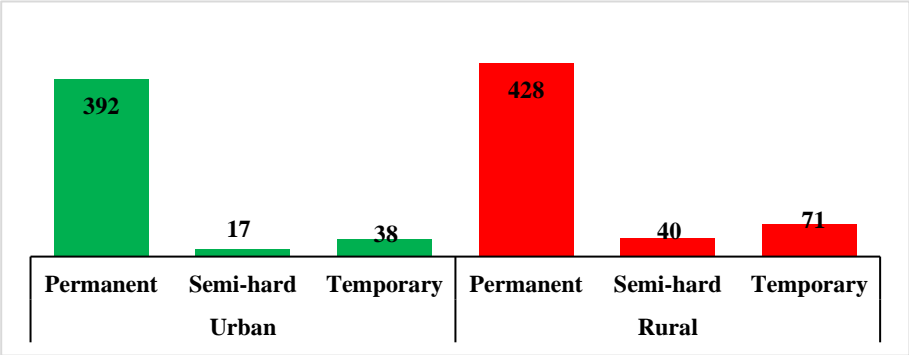
Figure 3. 29:Distribution of classrooms by type of construction by order of teaching in FLC in 2021/2022



Source: Statistical Yearbook 2021/2022

The distribution of classrooms by type of construction and setting in the FLCs reveals that at the national level, most of the classrooms surveyed are of permanent materials. Out of a total of 986 classrooms surveyed, 447 are in urban areas, 392 of which are built with permanent materials and 38 with temporary materials, and 539 are in rural areas, with 428 classrooms built with permanent materials and 71 with temporary materials.

Figure 3. 30:Distribution of classrooms in FLCs by type of construction by setting in 2021/2022



Source: Statistical Yearbook 2021/2022

The distribution of FLC classrooms by region and type of construction in 2021/2022 shows that overall, a considerable portion of classrooms are in permanent materials. The same trend is observed in the public. The Centre, Far North and North regions have the most infrastructures built with permanent materials, with 258, 267 and 101 respectively. On the other hand, the number of classrooms in temporary materials in these regions is 22, 43 and 10 respectively.

In the public FLCs, of the 531 classrooms in the ZEPs, 441 are made of permanent materials and 71 of temporary materials.

Table 3. 17: Distribution of classrooms by region by type of construction in FLCs in 2021/2022

	Overall				PUBLIC			
	Hard	Semi-hard	Provisional	TOTAL	Hard	Semi-hard	Provisional	TOTAL
CAMEROON	820	57	109	986	334	17	25	376
<i>Adamawa</i>	59	5	8	72	37	2	2	41
<i>CENTRE</i>	258	13	22	293	63	2	1	66
<i>East</i>	14	2	10	26	2	0	1	3
<i>FAR-NORTH</i>	267	12	43	322	153	8	13	174
<i>LITTORAL</i>	13	3	1	17	3	3	0	6
<i>NORTH</i>	101	0	10	111	38	0	1	39
<i>NORTH-WEST</i>	0	5	6	11	0	0	6	6
<i>WEST</i>	100	16	6	122	37	2	0	39
<i>SOUTH</i>	8	1	3	12	1	0	1	2
<i>SOUTH-WEST</i>	0	0	0	0	0	0	0	0
ZEP	441	19	71	531	230	10	17	257
OUT OF ZEP	379	38	38	455	104	7	8	119

Source: Statistical Yearbook 2021/2022

3.1.3.2.2. Amenities in the FLCs

Regarding amenities in the FLCs, overall, 21.5 % have electricity and 35.6 % have latrine blocks. In the public sector, 14.2 % of centers have electricity and 25.3 % have latrine blocks.

In ZEPs, 11.4 % have electricity and 26.9 % have latrine blocks. In the public sector, 11.3 % are supplied with electricity and 28.6% have latrine blocks. There appears to be a low availability of amenities in FLCs, depending on whether the FLC is located in ZEPs or non-ZEP regions. From these findings, it appears that the public offer in FLCs in terms of amenities remains weak.

Table 3. 18: Proportion of FLCs with amenities by region by order of teaching in 2021/2022

<i>Overall</i>	ELECTRICITY		SOURCES OF WATER SUPPLY		LATRINE BLOCKS (%)	
	Overall	Public	Overall	Public	Overall	Public
<i>CAMEROON</i>	21.53	14.16	21.29	12.65	35.64	25.30
<i>Adamawa</i>	13.11	23.33	11.48	16.67	37.70	60.00
<i>CENTRE</i>	37.12	13.58	27.51	7.41	48.47	9.88
<i>East</i>	3.33	0.00	23.33	0.00	20.00	0.00
<i>Far-NORTH</i>	10.12	7.89	17.00	13.16	25.91	24.34
<i>LITTORAL</i>	44.44	33.33	33.33	66.67	38.89	33.33
<i>NORTH</i>	17.81	16.67	24.66	13.33	24.66	20.00
<i>NORTH-WEST</i>	0.00	0.00	12.50	0.00	15.00	10.00
<i>WEST</i>	31.76	43.48	25.88	17.39	58.82	56.52
<i>SOUTH</i>	28.00	50.00	8.00	50.00	12.00	0.00
<i>SOUTH-WEST</i>	///	///	///	///	///	///
<i>ZEP</i>	11.44	11.27	17.52	13.15	27.01	28.64
<i>OUT OF ZEP</i>	31.99	19.33	24.18	10.08	44.58	19.33

Source: Statistical Yearbook 2021/2022

An analysis of the various facilities available in FLCs by setting shows that 48.2 % of urban centers have electricity and 9.9 % in rural areas. In addition, 31.4 % of urban centers have latrine blocks and 25.4 % in rural areas.

In the ZEPs, 29.2 % of the centers surveyed have electricity in urban areas and 4.1 % in rural areas. In urban areas, 43.3 % of facilities have latrine blocks, compared with 20.2 % in rural areas.

Table 3. 19: Proportion of FLCs with amenities by region by setting in 2021/2022

	ELECTRICITY		LATRINE BLOCKS (%)			
	Urban	Rural	Urban	Rural	Urban	Rural
CAMEROON	48.16	9.93	40.82	12.77	59.18	25.35
Adamawa	32.00	0.00	16.00	8.33	68.00	16.67
Centre	73.75	17.45	55.00	12.75	85.00	28.86
East	12.50	0.00	0.00	30.43	50.00	8.70
Far-north	27.42	4.32	33.87	11.35	37.10	22.16
Littoral	36.36	57.14	45.45	14.29	36.36	42.86
North	36.00	8.33	44.00	14.58	32.00	20.83
North-west	0.00	0.00	0.00	12.82	0.00	15.38
West	65.22	19.35	60.87	12.90	78.26	51.61
South	50.00	13.33	10.00	6.67	30.00	0.00
South-west	///	///	///	///	///	///
ZEP	29.17	4.11	30.00	13.01	43.33	20.21
OUT OF ZEP	66.40	16.18	51.20	12.50	74.40	30.88

Source: Statistical Yearbook 2021/2022

An analysis of the drinking water supply source according to the order of teaching shows that out of the 171 water points identified in or near the FLCs, 63 belong to the CAMWATER company, of which 10 are publicly owned. As for the distribution of the 74 boreholes identified, 22 are publicly owned. In addition, 5 developed water sources have been identified.

Table 3. 20: Distribution of water points by order of teaching, setting, and type of supply in CFAs in 2021/2022

		Overall		PUBLIC		URBAN		RURAL	
		NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
CAMEROON	CAMWATER	63	7.80	10	3.0	52	21.22	11	1.95
	BOREHOLE	74	9.16	22	6.6	33	13.47	41	7.27
	DEVELOPED WATER SOURCES	5	0.62	1	0.3	2	0.82	3	0.53
	BACKWATER	3		2		1		2	
	WELLS	23		5		9		14	
ZEP	CAMWATER	13	3.16	9	4.23	12	10.00%	1	0.34%
	BOREHOLE	47	11.4	16	7.6	20	16.67	27	9.25
	DEVELOPED WATER SOURCES	1	0.24	0	0.00	0	0.00%	1	0.34
	BACKWATER	1		0		0		1	
	WELLS	10		3		2		8	
OUT OF ZEP	CAMWATER	50	12.59	1	0.84	40	32.00	10	3.7
	BOREHOLE	27	6.80	6	5.04	13	10.40	14	5.15
	DEVELOPED WATER SOURCES	4	1.01	1	0.84	2	1.60	2	0.74
	BACKWATER	2		2		1		1	
	WELLS	13		2		7		6	

Source: Statistical Yearbook 2021/2022

3.1.3.2.3. Supply of facilitators in the FLCs

3.1.3.2.3.1. Supply of teaching staff in FLCs by region, by order and by gender

Women make up 33.5% of facilitators regardless of the order of teaching. When looking at the trend by order of education, they constitute 21.1 % in public, 43.6 % in private and 25.9 % in community.

At the level of ZEPs, the trends are the same as at the national level.

Table 3. 21: Distribution (%) of Facilitators by Region, by Order and by Gender in FLCs in 2021/2022

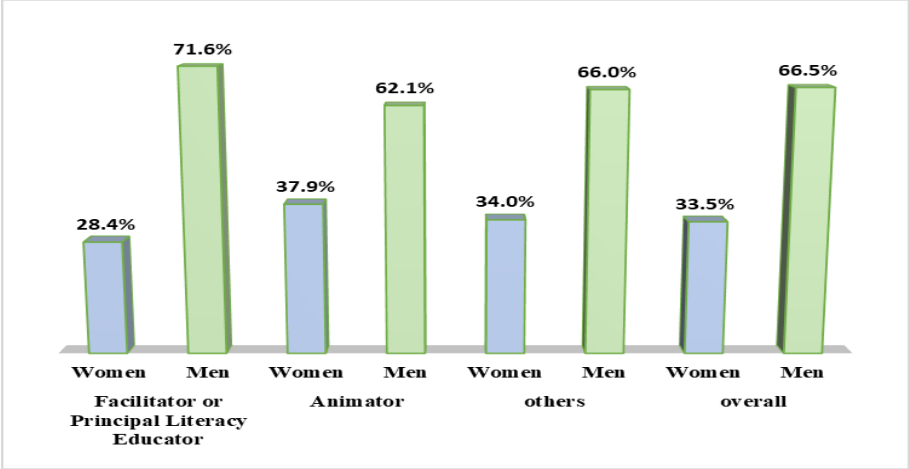
Regions	Public		Private		Community / Parent's schools		overall	
	Women	Men	Women	Men	Women	Men	Women	Men
CAMEROON	21.7	78.3	43.6	56.4	25.9	74.1	33.5	66.5
ADAMAWA	18.2	81.8	22.2	77.8	30.4	69.6	23.1	76.9
CENTRE	22.0	78.0	52.4	47.6	30.4	69.6	46.4	53.6
EAST	0.0	100.0	53.3	46.7	31.6	68.4	35.7	64.3
FAR-NORTH	20.0	80.0	24.8	75.2	14.3	85.7	20.5	79.5
LITTORAL	20.0	80.0	29.0	71.0	35.7	64.3	29.1	70.9
NORTH	11.4	88.6	11.1	88.9	20.0	80.0	15.7	84.3
NORTH-WEST	40.0	60.0	0.0	100.0	44.4	55.6	35.3	64.7
WEST	41.7	58.3	52.3	47.7	36.4	63.6	47.9	52.1
SOUTH	50.0	50.0	15.4	84.6	21.4	78.6	20.7	79.3
SOUTH-WEST	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ZEP	18.4	81.6	25.8	74.2	21.8	78.2	21.4	78.6
OUT OF ZEP	30.9	69.1	49.5	50.5	32.2	67.8	44.0	56.0

Source: Statistical Yearbook 2021/2022

3.1.3.2.3.2. Supply of animators by status, by location in public FLCs

The distribution of public FLC facilitators according to status and gender shows a strong predominance of men, regardless of the status of the facilitator. This trend is further reinforced as the status of the facilitator changes. Indeed, the proportion of men increases from 62.1% to 71.6% when moving from "Facilitator" to "Senior Facilitator or Senior Teacher" respectively.

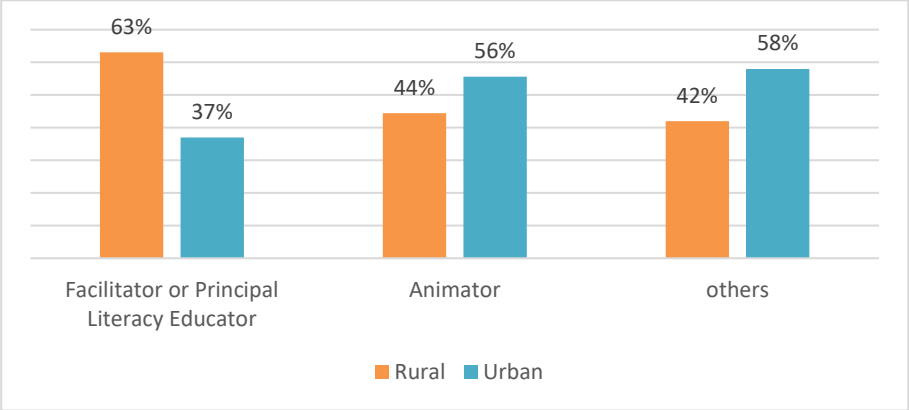
Figure 3. 31:: Percentage distribution of public FLC facilitators and other staff by category and gender in 2021/2022



Source: Statistical Yearbook 2021/2022

Analysis of the graph below shows that, apart from the senior facilitators or teachers, the location of the categories of facilitators follows that of the FLCs. In fact, at the national level, it is more in rural areas that we find the largest proportion of animators of any status.

Figure 3. 32:Percentage distribution of public FLC facilitators by setting in 2021/2022

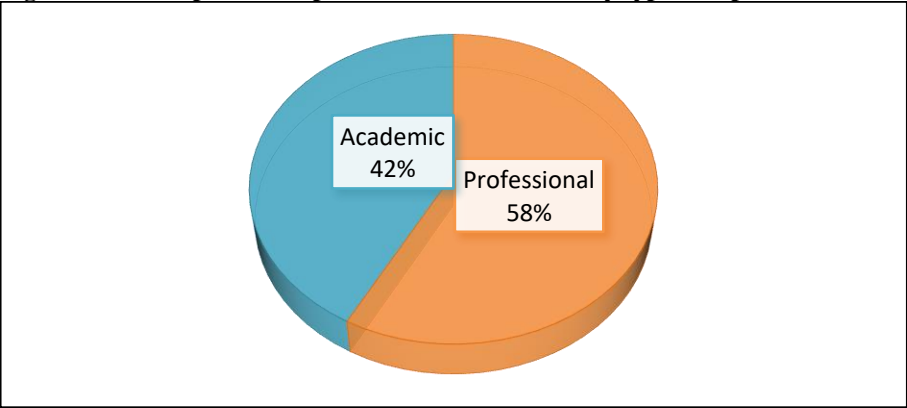


Source: Statistical Yearbook 2021/2022

3.1.3.2.3.3. Distribution of facilitators/teachers by type of diploma, by environment in private FLCs

It is clear that 42% of the animators in private FLCs work with their academic diplomas and 58% with their professional diplomas.

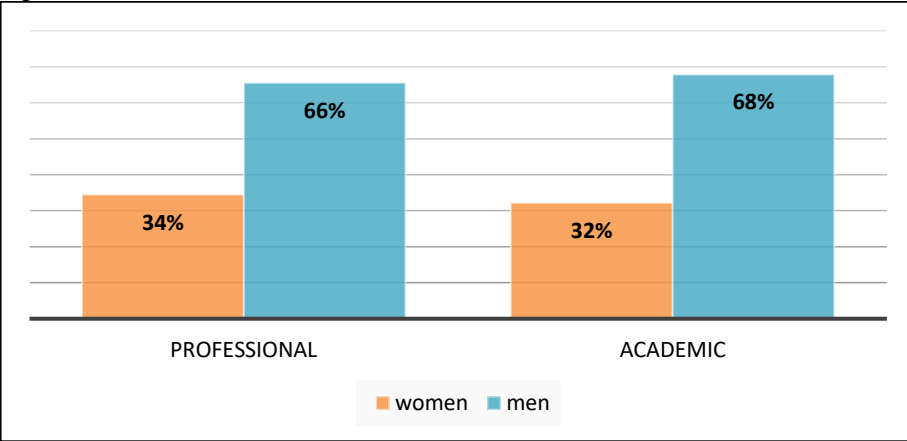
Figure 3. 33: Proportion of private FLC facilitators by type of diploma



Source: Statistical Yearbook 2021/2022

It can be seen that regardless of the type of diploma, the proportion of men is higher than that of women.

Figure 3. 34: Proportion of private FLC facilitators by gender and type of diploma



Source: Statistical Yearbook 2021/2022

3.2.3.1.Conditions of learning in the basic education sub-sector

3.2.1. Learning conditions at the Preschool level

The quality of educational provision is measured, among other factors, by the pupil/classroom ratio, which is the average number of pupils per classroom. Moreover, the number of pupils per classroom is an important indicator and can be one of the major levers of educational policies.

One of the major concerns of the education system is therefore the issue of the influence of classroom size on teaching effectiveness and pupil performance. The average classroom size helps to measure the level of adequacy between the actual infrastructure supply and the preschool population. It also makes it possible to assess the working conditions of teachers.

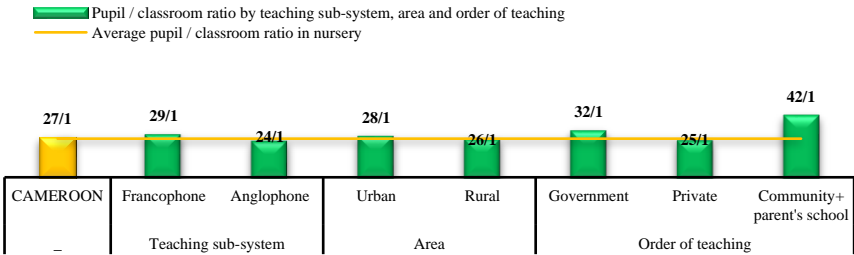
3.2.1.1. Average Size of Preschool School Classrooms

In Cameroon, regardless of the order of teaching, a classroom accommodates an average of 27 pupils in preschool (all classrooms considered). An analysis by order of teaching indicates that the average ratio is 32 pupils per classroom in the public sector, 25 pupils in the private sector and 42 in the community sector.

The average ratio differs by setting. In urban areas, there are 28 pupils per classroom compared to 26 in rural areas.

By educational subsystem, the average ratio of pupils per classroom is 29 in the Francophone subsystem versus 24 in the Anglophone subsystem.

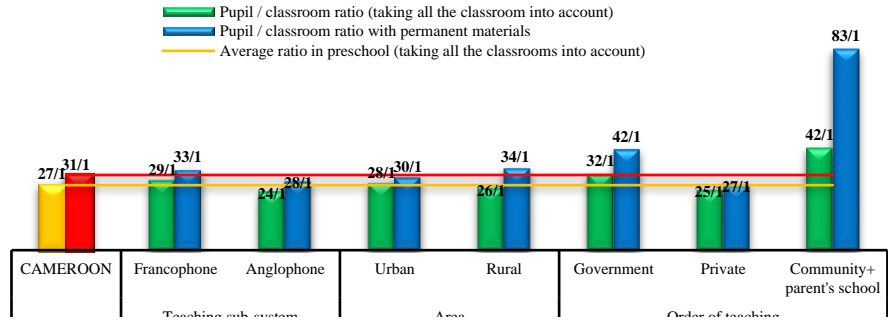
Figure 3. 35:Preschool student/classroom ratio by sub-system, setting and order of instruction in 2021/2022



Source: Statistical Yearbook 2021/2022

The average size of preschool classrooms deteriorates when only classrooms built of permanent materials are considered. Actually, the ratio goes from 27/1 to 31/1. The same pattern is observed by educational subsystem, setting, and order of teaching.

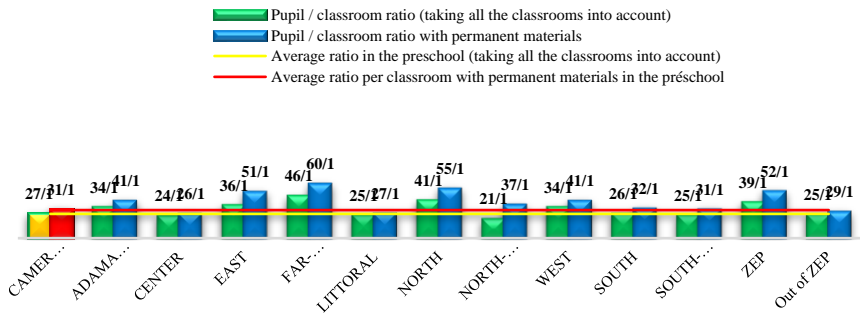
Figure 3. 36:: Average size of preschool final materials classrooms by subsystem, setting and order in 2021/2022



Source: Statistical Yearbook 2021/2022

The above national trend masks huge disparities between regions. The Far North, North and East regions have respective ratios of 60:1, 55:1 and 51:1 compared to the Centre (26:1) and Littoral (27:1) regions. Toutefois, la prise en compte des salles de classe en matériaux provisoires améliore considérablement ce ratio dans les régions de l'Extrême-Nord, du Nord et de l'Est soit respectivement 46/1, 41/1 et 36/1.

Figure 3. 37: Average number of pupils per classroom in preschool by region in 2021/2022

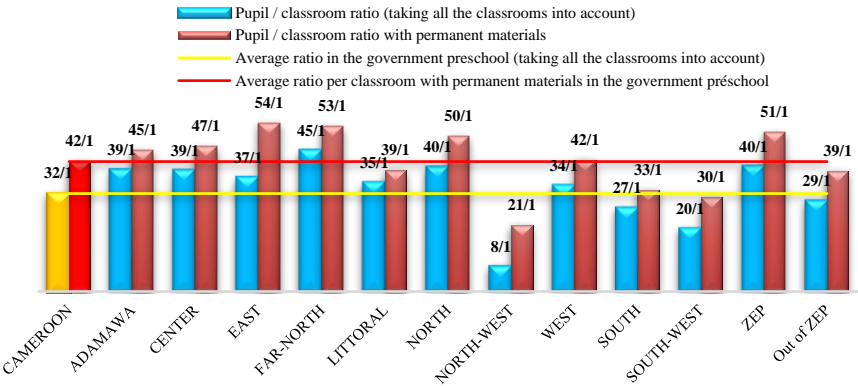


Source: Statistical Yearbook 2021/2022

In public preschools, the average pupil/classroom ratio is 42 pupils per classroom built with permanent materials. Considering classrooms built with temporary materials reduces this ratio to 32:1.

This national average hides very significant disparities between regions. Indeed, classrooms in permanent materials in the East (54:1), Far North (53:1) and North (50:1) regions are more overcrowded than the national ratio, while those in the South (33:1) and Littoral (39:1) are less overcrowded.

Figure 3. 38: Average size of classrooms for pedagogical use in public Preschools by region 2021/ 2022



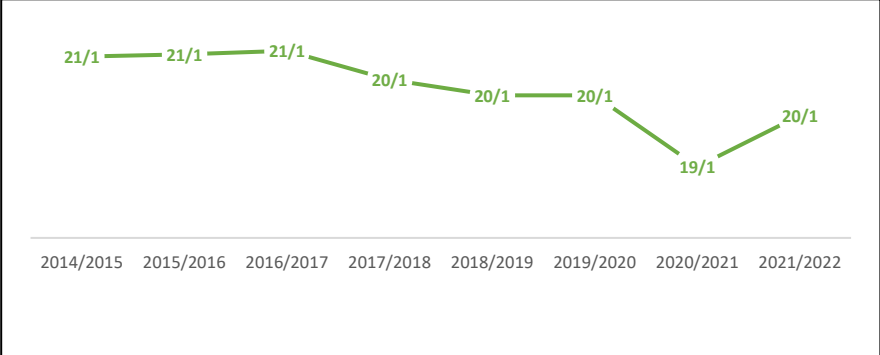
Source: Statistical Yearbook 2021/2022

3.2.1.2. Teaching conditions in Preschool

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 2021/2022 school map show that a teacher supervises an average of 20 pupils. Compared to the 2020/2021 school year, this ratio has deteriorated from 19:1 to 20:1.

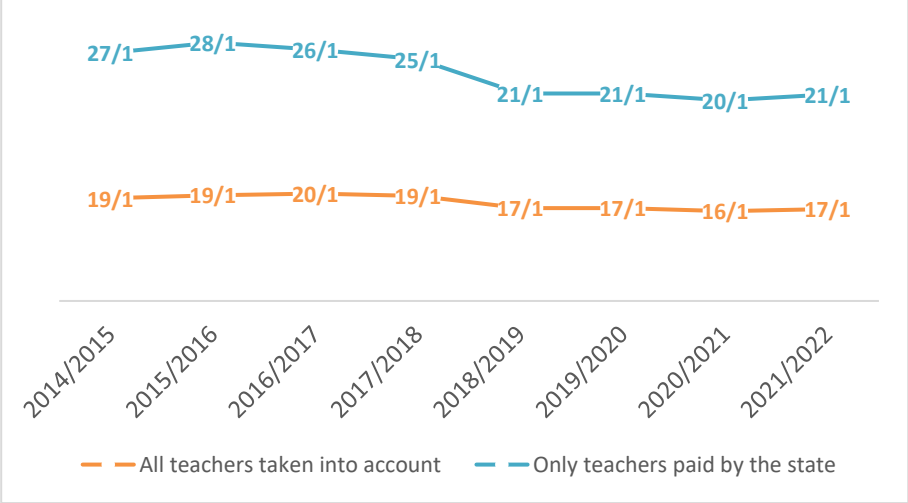
Figure 3. 39: Evolution of the supervision rate over the last 8 years



Source: Statistical Yearbook 2021/2022

Analysis of the supervision rate in the public, shows that it has improved over the 2014/2015 to 2021/2022 period.

Figure 3. 40: Changes in supervision rates over the past 8 years by type of care



Source: Statistical Yearbook 2021/2022

According to the different levels of education, this ratio is 21/1 in the private sector and 31/1 in the community sector. In the public sector, if we consider all teachers, they stand at 17/1. But when only state-supported

teachers are considered, it is 21/1. This reflects the important role that parent teachers play in the supervision of public pupils.

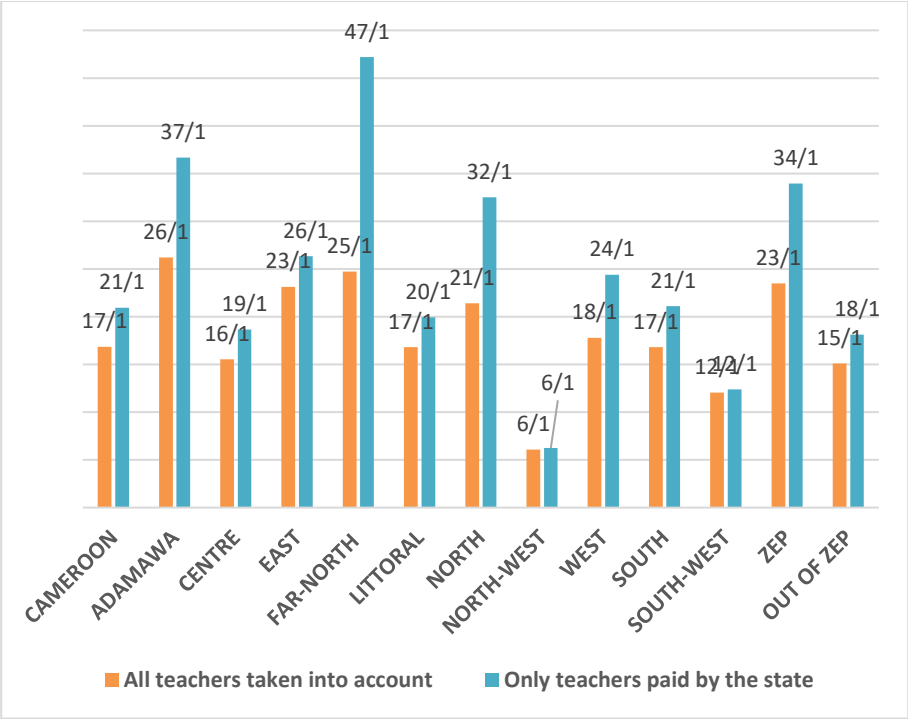
Table 3. 22: Preschool supervision rates by region by order of instruction in 2021/2022

	overall	Public		Privé formel	CEBNF +
		All teachers taken into account	Only teachers paid by the state		Ecoles des parents
CAMEROON	20/1	17/1	21/1	21/1	31/1
ADAMAWA	25/1	26/1	37/1	22/1	31/1
CENTRE	18/1	16/1	19/1	19/1	25/1
EAST	26/1	23/1	26/1	26/1	36/1
FAR-NORTH	28/1	25/1	47/1	29/1	41/1
LITTORAL	19/1	17/1	20/1	20/1	20/1
NORTH	24/1	21/1	32/1	23/1	36/1
NORTH-WEST	16/1	6/1	6/1	27/1	20/1
WEST	21/1	18/1	24/1	27/1	22/1
SOUTH	19/1	17/1	21/1	24/1	18/1
SOUTH-WEST	18/1	12/1	12/1	23/1	90/1
ZEP	26/1	23/1	34/1	25/1	37/1
OUT OF ZEP	19/1	15/1	18/1	20/1	21/1

Source: Statistical Yearbook 2021/2022

An analysis by region of the number of teachers paid for by the State budget in the public preschool system shows that the Far North (47:1), Adamawa (37:1) and North (32:1) regions have the lowest pupil-teacher ratios, while the Littoral (20:1), Centre (19:1), North-West (6:1) and South-West (12:1) regions have pupil-teacher ratios that are lower than or equal to the national average of 21:1. In the specific case of the North-West and South-West, it should be noted that these supervision rates are due to the security context that prevails in certain localities.

Figure 3. 41: Distribution of the supervision ratio in public nursery schools in 2021/2022



Source: Statistical Yearbook 2021/2022

3.2.1.3. Preschool pupil/seat ratio

The pupil to seat ratio provides an indication of the system's ability to provide a seat for every pupil. 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.

Analysis of this ratio shows a surplus of seats, with an average of 10 seats for 9 pupils. This national average hides disparities by teaching level and between regions. In public schools there are 8 seats for every 10 pupils, in private schools 9 pupils for every 10 seats, and in community and parent schools there is one seat for every two pupils. Apart from the Far North

region where there is a seating deficit with 14 pupils per 10 seats, all other regions have a seating surplus.

Table 3. 23: Number of pupils per preschool seat by region by order of teaching in 2021/2022

	ENSEMBLE	PUBLIC	PRIVE	COM+PARENTS
CAMEROUN	9/10	8/10	9/10	2
Adamaoua	10/10	9/10	9/10	47/10
Centre	8/10	7/10	8/10	11/10
Est	8/10	7/10	9/10	14/10
Extrême-Nord	14/10	13/10	1 1/10	78/10
Littoral	9/10	9/10	9/10	10/10
Nord	10/10	8/10	8/10	42/10
Nord-Ouest	9/10	4/10	1 3/10	9/10
Ouest	9/10	8/10	9/10	12/10
Sud	8/10	7/10	9/10	11/10
Sud-Ouest	10/10	10/10	10/10	90/10
ZEP	10/10	9/10	9/10	27/10
Hors-ZEP	8/10	7/10	9/10	11/10

Source: Statistical Yearbook 2021/2022

3.2.1.4. Provision of Textbooks in public Preschools

The education system provides pupils with three essential textbooks: the graphing activity book, the mathematics activity book and the coloring activity book. Overall, the rate of ownership is 26 pupils per 10 textbooks regardless of the textbook for the petite section, 17 pupils per 10 textbooks for the moyenne section and 15 pupils per 10 textbooks for the grande section.

Table 3. 24: Availability of selected textbooks for public preschool students by grade in 2021/2022

	PS	MS	GS
<i>Cahier d'activité en Graphisme</i>	26/10	17/10	15/10
<i>Cahier d'activité en Mathématiques</i>	26/10	17/10	15/10
<i>Cahier d'activité en coloriage</i>	25/10	17/10	15/10

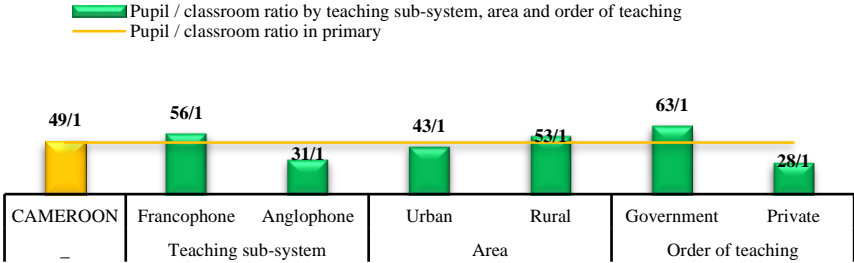
Source: Statistical Yearbook 2021/2022

3.2.2. Learning conditions at the primary level

3.2.2.1. Average Size of Primary School Classrooms

Nationally, the average classroom size is 49 pupils at the primary level. Analysis by educational subsystem shows 56/1 in the Francophone subsystem versus 31/1 in the Anglophone subsystem. This ratio is 28/1 in private versus 63/1 in public. In urban areas, the ratio is 43/1 compared to 53/1 in rural areas.

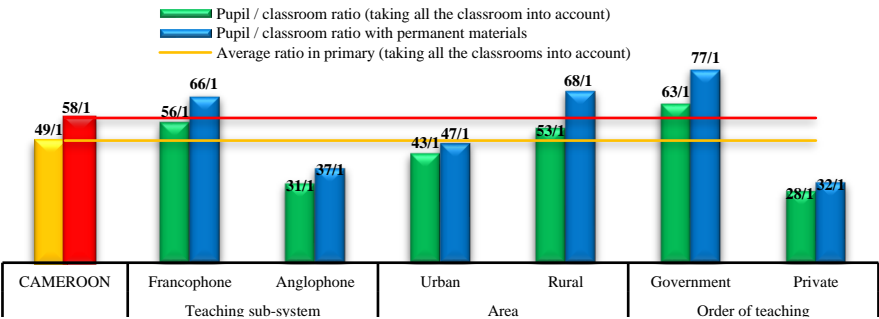
Figure 3. 42: Primary school pupil/classroom ratio by subsystem, setting and order of teaching in 2021/2022



Source: Statistical Yearbook 2021/2022

Considering only the permanent material classrooms, the ratio is 58/1 versus 49/1 for all classrooms considered. By setting, permanent classrooms in urban areas (47/1) are less crowded than those in rural areas (68/1). Overall, private classrooms are less overcrowded than public ones.

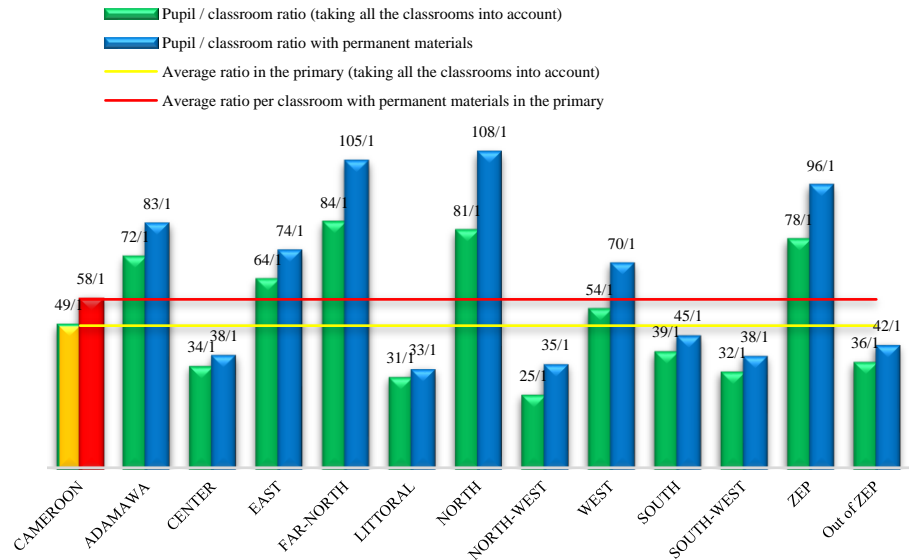
Figure 3. 43:Average primary school classroom size by sub-system, setting and order in 2021/2022



Source: Statistical Yearbook 2021/2022

Considering only classrooms in permanent materials, the North, Far North and Adamawa regions are those whose classrooms are the most overcrowded with 108/1, 105/1 and 83/1 respectively. Improving the learning conditions of the school population requires more permanent classrooms in ZEPs.

Figure 3. 44: Average number of pupils per classroom in primary school by region in 2021/2022

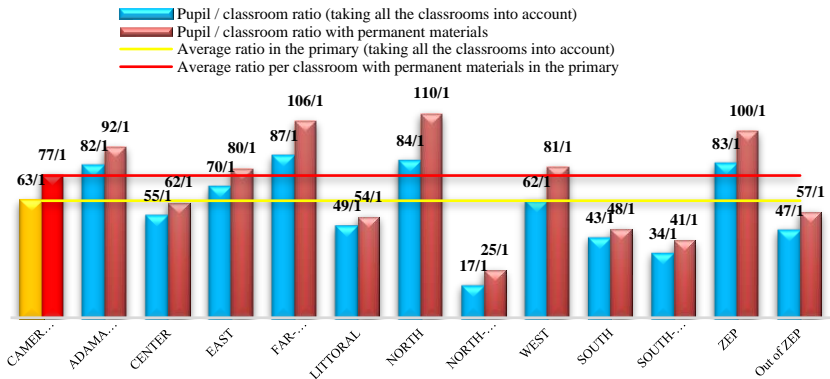


Source: Statistical Yearbook 2021/2022

In public primary schools, the pupil/classroom ratio in final materials is 77:1. With the inclusion of classrooms built with temporary materials, this ratio is reduced to 63:1.

This national average hides very significant disparities between regions. Actually, classrooms in permanent materials in the Far North (106/1), North (110/1) and Adamawa (92/1) regions are more overcrowded than the national ratio (77/1). Thus, educational capacity in ZEPs remains a concern.

Figure 3. 45: Average size of public primary classrooms by region 2021/ 2022



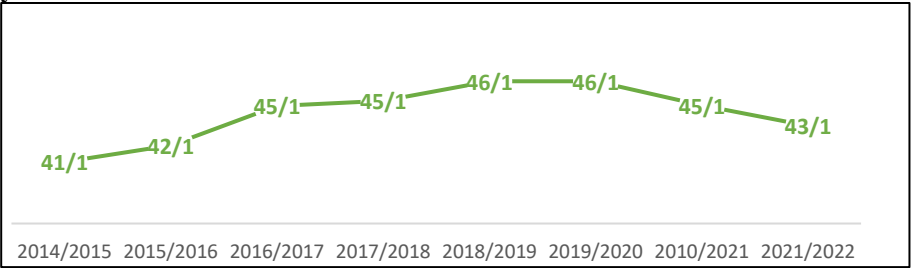
Source: Statistical Yearbook 2021/2022

3.2.2.2. Learning conditions at the primary level

According to the DSSEF 2013-2020, the government is committed to a ratio of 1 teacher for every 42 pupils by 2020. The Government is pursuing this objective and has planned in the SND30 to : *"Put in place measures to retain teachers in rural areas, including the construction of housing facilities for these teachers and the establishment of incentives including special bonuses in their favor"*

According to the graph below, there has been an improvement in the supervision ratio since 2019/2020 from 46/1 to 43/1 in 2021/2022. Despite this slight decline at the overall level, the situation is less nuanced when only the public education order is considered.

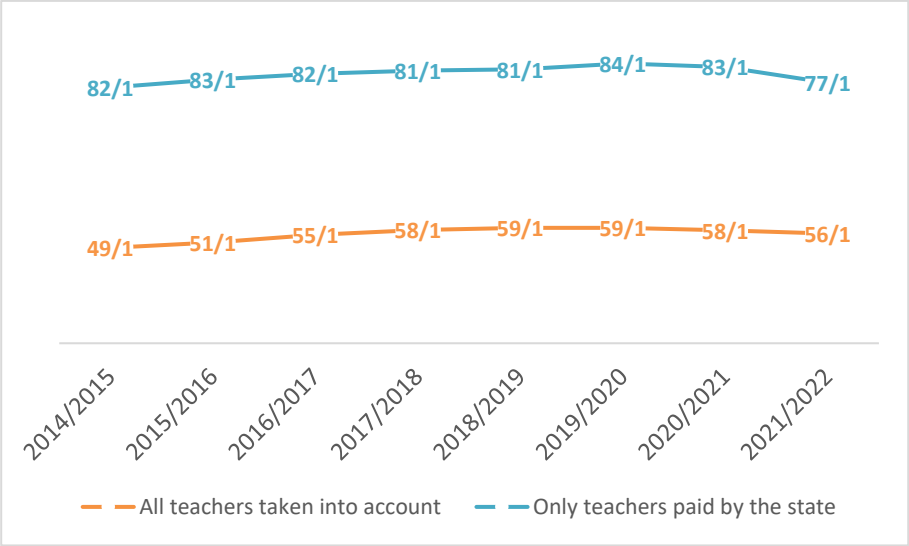
Figure 3. 46: Evolution of the supervision rate in primary schools over the last 8 years



Source: Statistical Yearbook 2021/2022

Analysis of the supervision rate in the public shows that it is improving overall over the period from 2015/2016 to 2021/2022. In 2021/2022, when considering all teachers, it is 56:1, but when considering only state-supported teachers, it is 77:1, a far cry from the 42:1 recommended in the DSSEF. This reflects the important role that parent teachers play in the supervision of pupils in Primary Schools.

Figure 3. 47: Evolution of the supervision rate in public primary schools over the last 8 years by type of care



Source: Statistical Yearbook 2021/2022

The national average of REM in the public sector, taking into account only teachers paid by the state (an important variable in education policy), hides enormous disparities between regions. The Adamawa (93/1), East (93/1), Far North (129/1) and North regions (131/1), ranked as ZEP, have the most problematic supervision rates. In contrast, the Centre (54:1), Littoral (50:1), and South (53:1) regions have better supervision rates.

Thanks to the involvement of the parents' teachers, who, despite their status, ensure the continuity of the educational service, the pupil/teacher ratio is improving.

Table 3. 25: Primary supervision rates by region, by order of teaching in 2021/2022

	overall	Public		Privé formel	CEBNF +
		All teachers taken into account	Only teachers paid by the state		Ecoles des parents
CAMEROON	43/1	56/1	77/1	25/1	70/1
ADAMAWA	64/1	72/1	93/1	30/1	81/1
CENTRE	30/1	43/1	54/1	21/1	28/1
EAST	61/1	68/1	93/1	36/1	43/1
FAR-NORTH	76/1	80/1	129/1	47/1	77/1
LITTORAL	27/1	39/1	50/1	23/1	26/1
NORTH	71/1	74/1	131/1	34/1	79/1
NORTH-WEST	23/1	17/1	18/1	32/1	35/1
WEST	46/1	52/1	81/1	34/1	57/1
SOUTH	38/1	42/1	53/1	25/1	0/1
SOUTH-WEST	25/1	33/1	33/1	25/1	1/1
ZEP	70/1	75/1	117/1	38/1	77/1
OUT OF ZEP	32/1	40/1	51/1	24/1	36/1

Source: Statistical Yearbook 2021/2022

3.2.2.3. Seating Capacity in Primary Classrooms

Overall in Primary Schools, the system offers only 10 seats for 11 pupils. In public primary schools, there is an average of 14 pupils per 10 seats, while private schools have 10 seats for 7 pupils.

The Far North and North regions have the fewest seats, namely 20/10 and 23/10 respectively. In 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 preschools, private schools offer more seats than public schools.

Table 3. 26: Number of pupils per seat in primary schools 2021/ 2022

	ENSEMBLE	PUBLIC	PRIVE	COM+PARENTS
CAMEROUN	11/10	14/10	7/10	48/10
Adamaoua	15/10	16/10	9/10	37/10
Centre	8/10	11/10	7/10	11/10
Est	12/10	13/10	9/10	6/10
Extrême-Nord	20/10	21/10	10/10	83/10
Littoral	8/10	10/10	7/10	7/10
Nord	23/10	24/10	9/10	129/10
Nord-Ouest	6/10	4/10	9/10	12/10
Ouest	11/10	12/10	8/10	9/10
Sud	9/10	9/10	7/10	///
Sud-Ouest	8/10	8/10	8/10	11/10
ZEP	18/10	19/10	9/10	82/10
Hors-ZEP	8/10	10/10	7/10	9/10

Source: Statistical Yearbook 2021/2022

3.2.2.4. Possession of Textbooks at Primary Level

Nationally, the reading/language textbook availability rate is 27 pupils per 10 textbooks in SIL, 24/10 in CP, 32/10 in CE1, 34/10 in CE2, 136/10 in CM1 and 113/10 in CM2. Concerning the rate of availability of the mathematics textbook, we note that 2 pupils share the same textbook in SIL, 78 pupils share 10 textbooks in CM2 and 9 pupils share 1 textbook in CM1. There is still a deficit in French/English textbooks. The provision of essential textbooks remains insufficient for the CM1 and CM2 classes. Overall, we notice that level 3 classes (CM1 and CM2) have the lowest ratio.

Table 3. 27: Public primary school pupils' availability of selected essential textbooks by grade in 2021/2022

	SIL	CP	CE I	CE II	CM I	CM II
Lecture/langage/Reader	27/10	24/10	32/10	34/10	136/10	113/10
Mathématiques/Mathematics	20/10	18/10	18/10	19/10	90/10	78/10
Sciences d'observation/Science	56/10	52/10	28/10	28/10	376/10	321/10
Anglais/Français / English/French	14/10	13/10	12/10	12/10	83/10	74/10

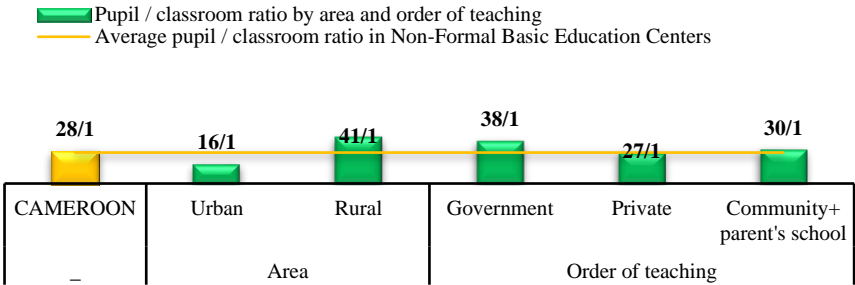
Source: Statistical Yearbook 2021/2022

3.2.3. Learning conditions in NFBEC

3.2.3.1. Average Size of NFBEC Classrooms

In 2021/2022, the average size per classroom is 28 pupils in NFBECs. Depending on the location, there are 16 pupils per classroom in urban areas and 41/1 in rural areas. The national average is improved by the private sector because if only the public sector were considered, this ratio would be 38 pupils per classroom

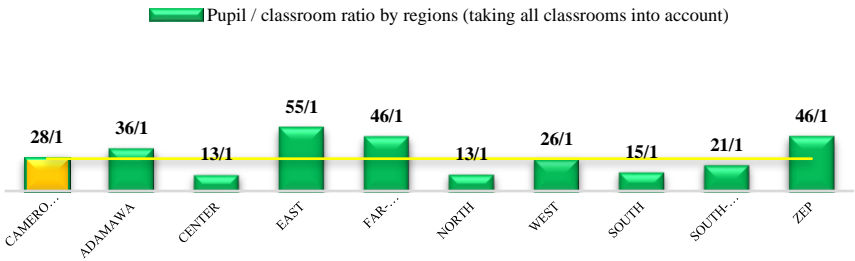
Figure 3. 48: Pupil/classroom ratio in NFBECs by setting and by order of teaching in 2021/2022



Source: Statistical Yearbook 2021/2022

Regionally, in NFBECs, the Adamawa, Far North and East regions have the most overcrowded classrooms with 36/1, 46/1 and 55/1 respectively. Given the high enrolment in ZEPs, the provision of classrooms in NFBECs is likely to improve learning conditions.

Figure 3. 49: Average number of pupils per classroom in NFBEC by region

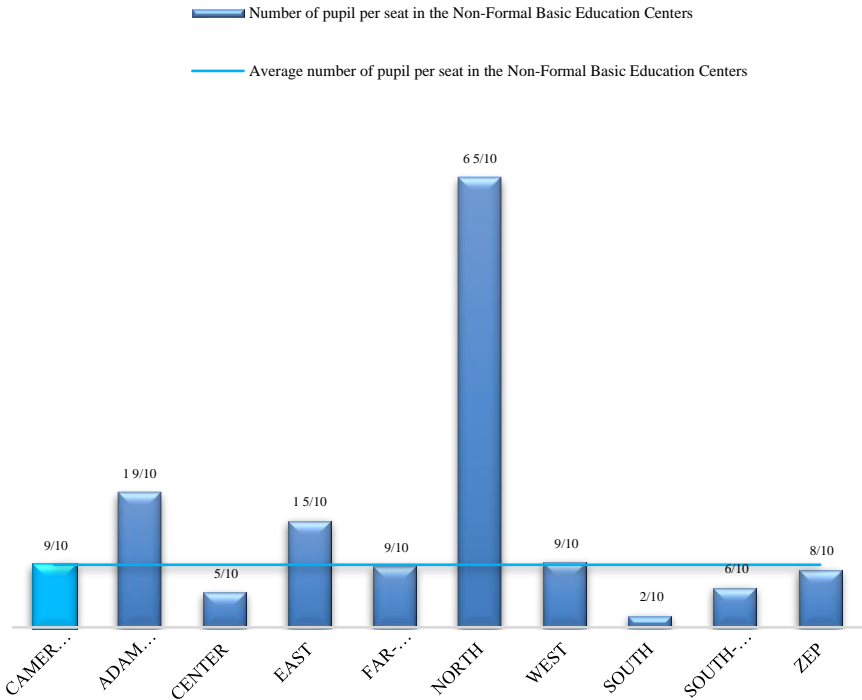


Source: Statistical Yearbook 2021/2022

3.2.3.1.1. Student-to-seat ratio in NFBECS

The student/seat ratio in the NFBECS is 9 pupils per 10 seats. However, it should be noted that this national average hides very marked disparities between regions. Actually, classrooms in the North region (65/10) are more overcrowded than the national ratio, while those in the South (2/10) and the Center (5/10) are less overcrowded.

Figure 3. 50: Student-to-seat ratio in NFBECS Region 2021/ 2022



Source: Statistical Yearbook 2021/2022

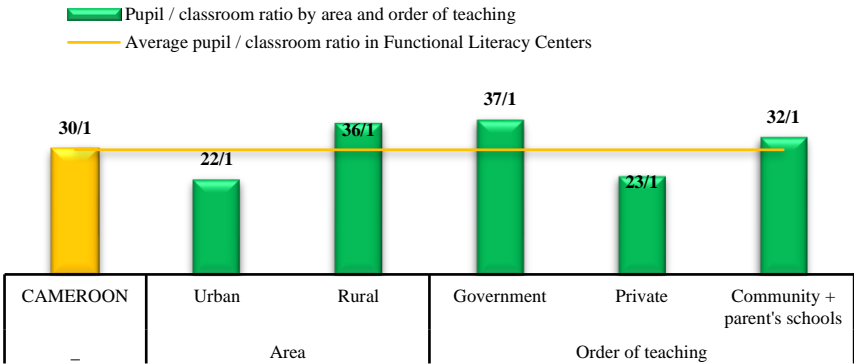
3.2.3.2. Learning conditions in Functional Literacy Centre (FLCs)

3.2.3.2.1. Quality of classroom provision in FLC

The average classroom size in FLCs is 30 learners per room nationally. Depending on setting, there is an average of 22 learners per classroom in urban areas compared to 36 learners in rural areas. Considering

the order of education, public, private and community have 37, 23 and 32 learners per classroom respectively.

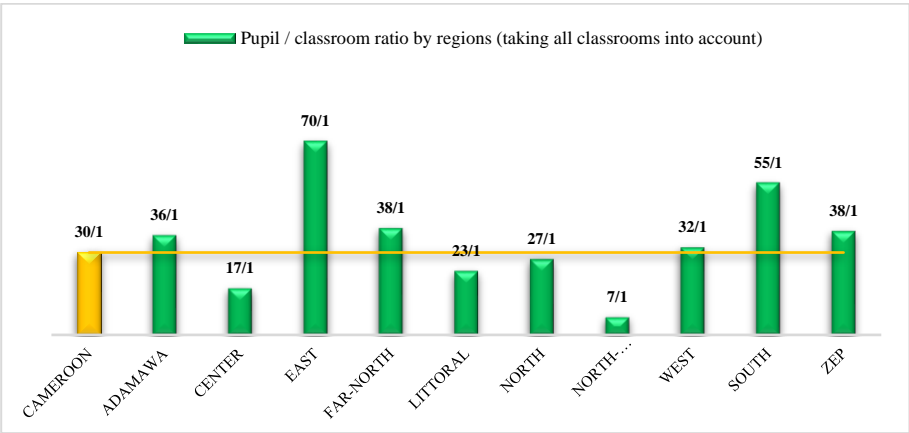
Figure 3. 51: learners/classroom ratio in FLCs by sub-system, setting and order of teaching in 2021/2022



Source: Statistical Yearbook 2021/2022

Regionally, the East and South regions have the most overcrowded classrooms in FLCs, with 70/1 and 55/1 respectively.

Figure 3. 52: Average number of learners per classroom in CFAs by region in 2021/2022

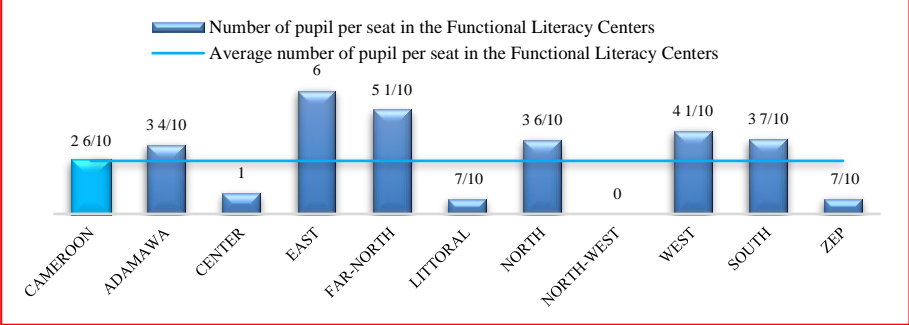


Source: Statistical Yearbook 2021/2022

3.2.3.2.2. Pupil-to-seat ratio report in FLCs

Overall, the system offers only 26 learners for 10 seats. The Far North and East regions have the fewest seats, with 51/10 and 60/10 respectively.

Figure 3. 53: Ratio of learners per seat in FLCs by region



Source: Statistical Yearbook 2021/2022

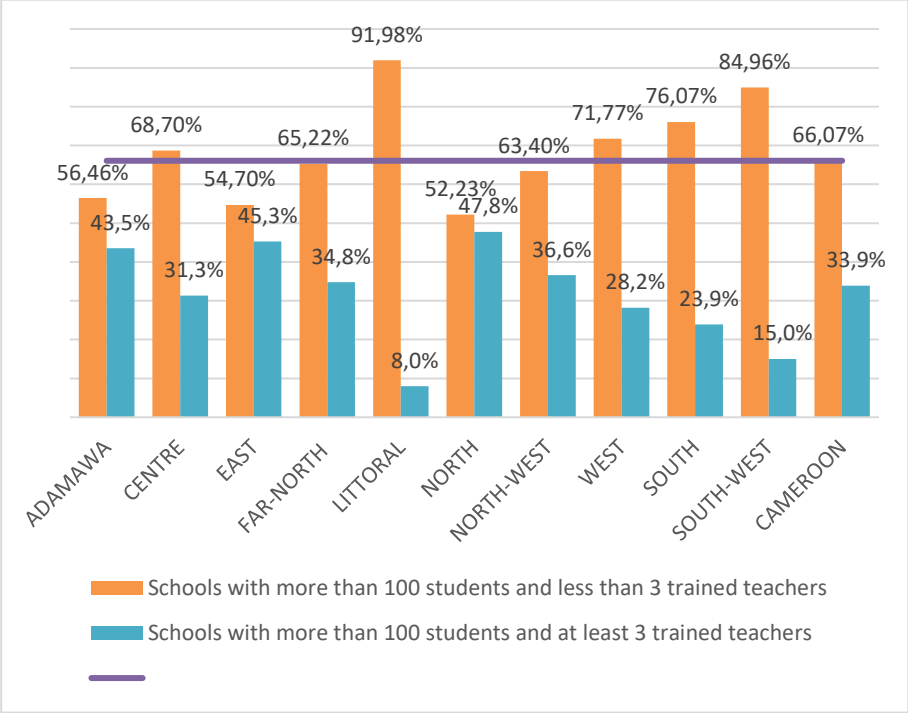
3.3. Equité in the distribution of human resources in the public primary

3.3.1. Minimum allocation for the operation of a public primary school

To ensure optimal operation and quality of the educational service, the State, through the Cameroon Education Reform Support Program (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 each primary level has 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. Now in its third phase of teacher deployment, the percentage of public primary schools that enrolled more than 100 pupils with at least three state-paid teachers increased from 52 % in 2020/2021 to 66.1% in 2021/2022 (Chart 3.54). This improvement in the indicator can also be observed at the regional level. Thus, the Littoral (92%), South-west (85%), Centre (68.7%), West (71.8%) and the South (76.1%) have an average of more than 7 out of 10 schools with at least three state-paid teachers and with more than 100 pupils.

Figure 3. 54: Proportion of schools with more than 100 pupils with at least three state-paid teachers in public primary schools in 2021/2022



Source: Statistical Yearbook 2021/2022

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.

Despite the government's efforts to reduce the teacher deficit, the number of teachers paid by the state remains insufficient as mentioned in the analysis of the quality of the teacher supply. In addition, the number of available teachers is not always distributed to schools according to need.

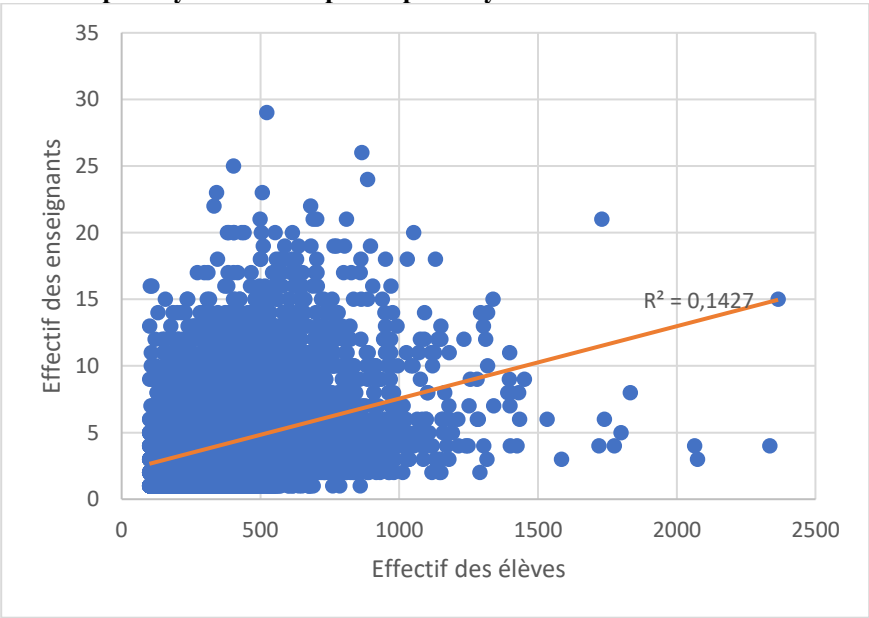
Actually, considering only public primary schools with at least 100 pupils, it is clear that even if there is a general tendency to assign more

teachers where there are more pupils, the situation remains inconsistent in some localities.

To capture this, the $1-R^2$ 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).

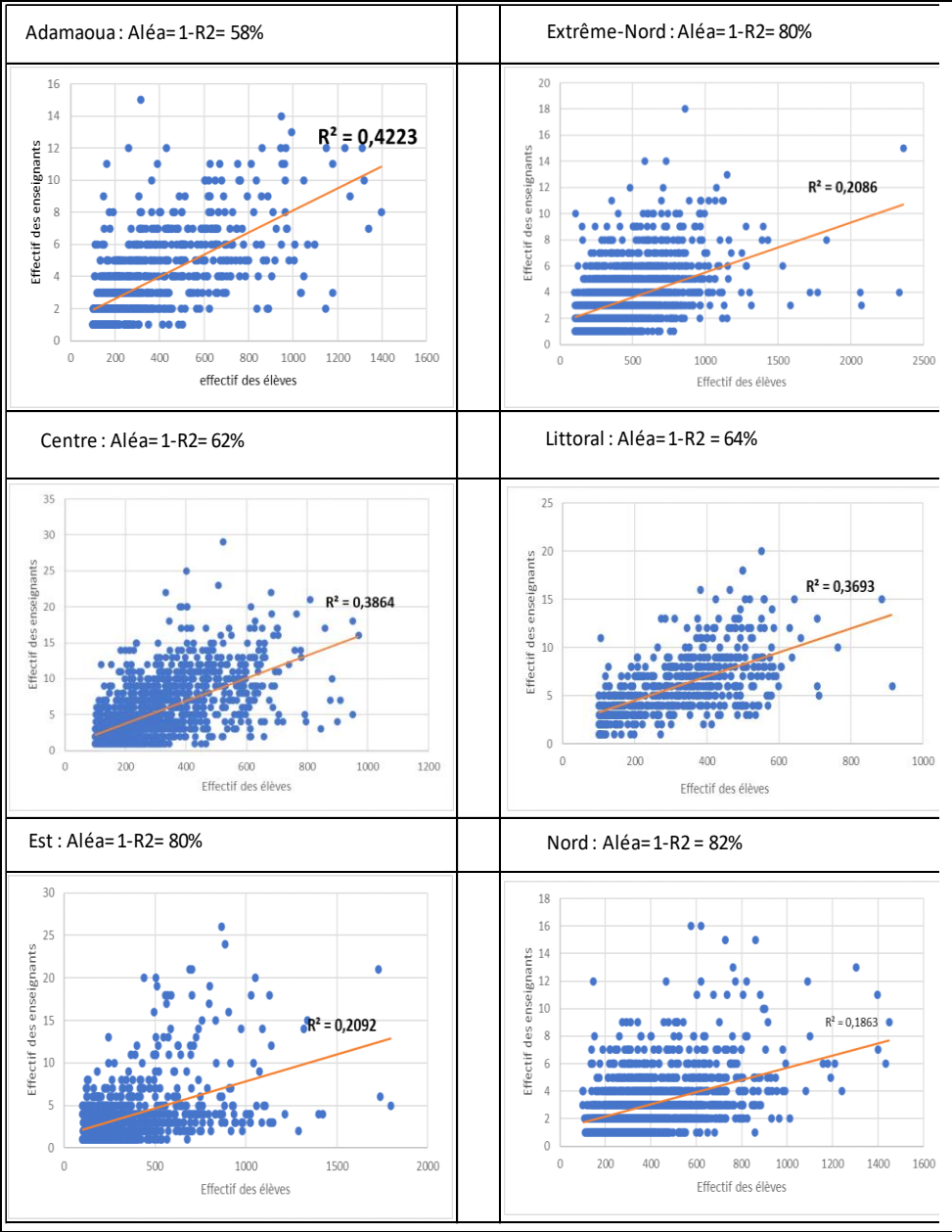
In Cameroon in 2021/2022, this indicator is 86%. In other words, 14% of teacher assignments in schools are justified by the number of pupils enrolled. However, we were at 35% last year. However, the GPE considers that beyond a 20% chance, several factors other than actual needs influence the assignment of teachers to schools. The increase in randomness could be explained by departures (death, retirement, change of administration, migration to central administration, etc.) and the growth of the public primary staff.

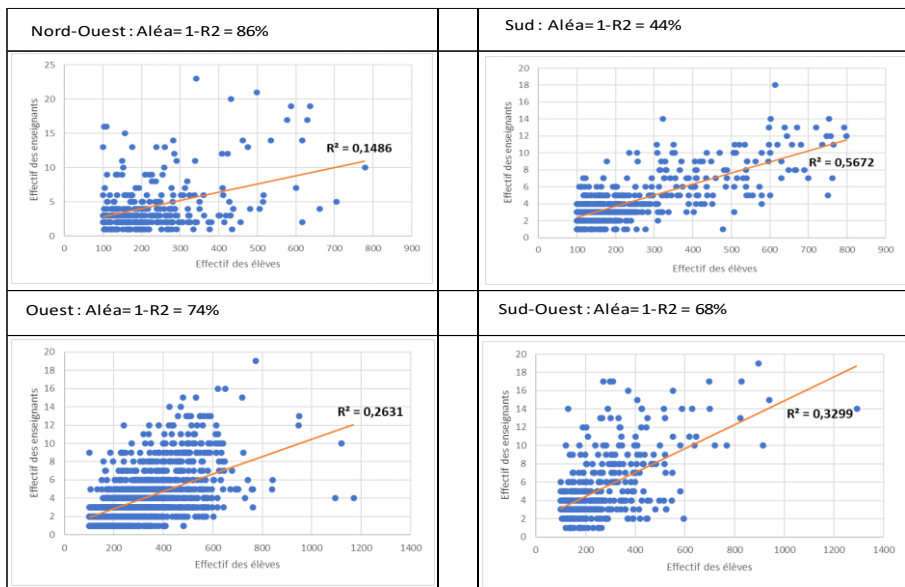
Figure 3. 55: Relationship between the number of pupils and the number of teachers paid by the state in public primary schools in Cameroon



Source: *Statistical Yearbook 2021/2022*

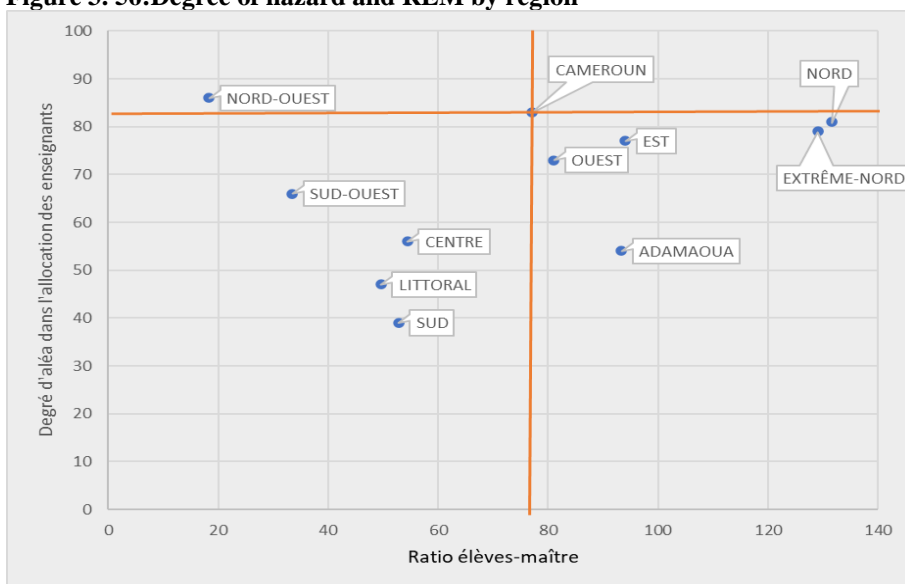
An analysis of the consistency by region of the distribution of teachers in public primary schools shows strong disparities. In most regions, this hazard remains still high. In contrast, the South and Adamawa regions have a relatively low hazard level of 44% and 58% respectively.





Source: Statistical Yearbook 2021/2022

Figure 3. 56:Degree of hazard and REM by region



Source: Statistical Yearbook 2021/2022

The vertical line represents the pupil/teacher ratio paid by the state and the horizontal line represents the degree of hazard at the national level; their intersection defines 4 blocks A, B, C and D :

Block A: School regions in this block are better endowed with teachers compared to the national average, but allocate them in an inequitable and inconsistent manner (e.g., North-west);

Block B: The school districts in this block have fewer teachers than the national average and allocate them in an inequitable and inconsistent manner;

Block C: School districts in this block have fewer teachers than the national average, but are able to allocate them fairly and consistently (compared to the national

average). Here we find the East, Far North, West and Adamawa regions;

Block D: School regions in this block are better endowed with teachers compared to the national average, and are able to allocate them in a fair and consistent manner (compared to the national average). The South-West, Centre, Littoral and South regions are part of this zone.

3.4. Analysis of the main results on health and well-being indicators in schools

3.4.1. Descriptive presentation of school census data related to health and wellness education.

This section provides a descriptive presentation of the primary school and NEFA census data used to calculate the indicators presented below.

3.4.1.1 Integration of HIV/AIDS-related guidelines into school rules

The data presented are from the three main questions of the questionnaire. This presentation is made by level of education and according

to a certain number of variables that make it possible to assess the degree of disparities.

Globally, 77.3% of primary schools (including 74.4% of the AENF structures) in Cameroon have integrated guidelines related to HIV/AIDS into their internal regulations. Depending on the education subsystem or setting, an average of three out of four schools have incorporated these guidelines into their school rules. This descriptive analysis clearly shows the awareness of the issues around this theme, particularly in the educational environment.

Table 3. 28:Percentage of schools with HIV- and AIDS-related policies by region, level of education, setting, and educational subsystems

	Primary (%)	AENF (%)
NATIONAL	77.27%	74.41%
Region		
Adamawa	60.72%	78.57%
Centre	79.62%	88.57%
East	65.36%	62.00%
Far-north	79.07%	64.47%
Littoral	75.94%	92.31%
North	74.16%	57.14%
North-west	127.11%	100.00%
West	73.28%	92.94%
South	70.83%	65.00%
South-west	76.22%	11.11%
Teaching order		
Public	79.11%	70.18%
Private	75.24%	84.67%
Parent/community	64.78%	65.24%
Setting		
Rural	77.02%	69.34%
Urban	77.65%	82.94%
Educational subsystems		
Anglophone	85.11%	///
Francophone	74.48%	///

Source: Statistical Yearbook 2021- 2022

3.4.1.2 Provides pupils with lessons related to generic life skills, reproductive and sexual health and HIV transmission and prevention

In terms of pupils/learners having received life skills-based sexuality education in the last school year, we note that 78.0% of primary schools

(including 66.1% of AENF facilities) reported having provided these lessons. At least three out of four pupils or learners in urban and rural areas have received these lessons.

Table 3. 29:Percentage of schools with pupils who received comprehensive life skills-based sexuality and HIV education in the last school year

	Primary (%)	AENF (%)
NATIONAL	77.96	66.12
Region		
Adamawa	56.33	44.64
	Primary (%)	AENF (%)
Centre	82.05	80.57
East	62.48	58.00
Far-north	76.49	63.96
Littoral	84.02	61.54
North	78.15	48.57
North-west	81.21	100.00
West	76.48	82.35
South	89.35	60.00
South-west	72.80	11.11
Teaching order		
Public	77.56	60.96
Private	79.83	80.08
Parent/community	57.23	52.94
Setting		
Rural	75.23	61.56
Urban	82.00	73.81
Educational subsystems		
Anglophone	80.55	///
Francophone	77.03	///

Source: Statistical Yearbook 2021- 2022

3.4.1.3 Organization by schools of one or more orientation sessions for parents/guardians of pupils on life skills-based sexuality and HIV education

With respect to orientation sessions for parents or guardians of pupils on life skills-based sex and HIV education provided by the school during the last school year, we note that slightly more than one out of two primary schools held these sessions.

Table 3. 30:Percentage of schools that held one or more counseling sessions in the past school year

	Primary (%)	AENF (%)
NATIONAL	53.46	50.74
Region		
Adamawa	50.22	46.43
Centre	50.48	64.57
East	49.39	42.00
Far-north	45.59	44.67
Littoral	51.19	53.85
North	60.77	35.71
North-west	57.40	100.00
West	71.46	61.18
South	49.54	45.00
South-west	50.57	11.11
Teaching order		
Private	55.48	51.32
Public	51.35	57.47
Parent/community	37.74	40.64
Setting		
Rural	52.03	45.28
Urban	55.59	59.92
Educational subsystems		
Anglophone	54.85	///
Francophone	52.96	///

Source: Statistical Yearbook 2021- 2022

3.4.2. Analyse des principaux indicateurs de base

In this section we will quantitatively address the percentage of schools that have integrated health and wellness education indicators into Cameroon's Education Management Information Systems through the Ministry of Basic Education. For each indicator, the analysis is done first at the national level, then by level of education and finally at the regional level.

3.4.2.1. 3.4.2.1. GC2 : Percent of schools that have developed and communicated to relevant stakeholders HIV/AIDS-related guidelines for staff and pupils on physical safety, stigma and discrimination, harassment, and sexual abuse

This indicator is calculated as the quotient of the number of schools that: 1) answered "Yes" to the question regarding the existence of regulations and guidelines, and 2) indicated that all categories of school stakeholders (pupils, teachers, non-teaching staff, parents/guardians, school councils/school councils/ governing boards) had been informed about the number of schools that actually participated in the survey. The category "school councils/school boards/administrative boards" is not included in the calculation of GC2 as it does not apply to all levels of education. This quotient does not stop at taking into account facilities that have only established rules and guidelines regarding HIV in the facility but, more importantly, would like to qualitatively measure the stakeholders who have actually been informed by these guidelines.

In Cameroon, 45.2% of schools have established and communicated to relevant stakeholders HIV/AIDS-related guidelines for staff and students during the 2021/2022 school year. This is far from the 100% target that all educational institutions should be considered safe and provide a supportive environment for those who work there and those who attend.

Table 3. 31:Percentage of educational institutions that have established and communicated to relevant stakeholders policies and guidelines for staff and pupils related to physical safety, stigma and discrimination

	Primary			AENF			Overall		
	(N)	()	(n)	(N)	()	(n)	(N)	()	(n)
Region									
Adamawa	1,161	37.81	439	56	35.71	20	1,217	37.72	459
Centre	4,907	54.15	2,657	175	58.86	103	5,082	54.31	2,760
East	1,146	38.39	440	50	22.00	11	1,196	37.71	451
Far-north	2,599	35.98	935	197	36.04	71	2,796	35.98	1,006
Littoral	3,192	40.48	1,292	13	46.15	6	3,205	40.50	1,298
North	1,881	53.06	998	70	24.29	17	1,951	52.02	1,015
North-west	878	62.98	553	1	0.00	0	879	62.91	553
West	2,253	42.57	959	85	25.88	22	2,338	41.96	981
South	1,080	41.20	445	20	45.00	9	1,100	41.27	454
South-west	967	42.71	413	9	11.11	1	976	42.42	414
Teaching order									
Public	11,824	46.05	5,445	228	28.51	65	12,052	45.72	5,510
Private	7,763	45.46	3,529	261	47.51	124	8,024	45.53	3,653
Parent/community	477	32.91	157	187	37.97	71	664	34.34	228
Geographic location									
Urban	11,996	44.75	5,368	424	33.02	140	12,420	44.35	5,508
Rural	8,068	46.64	3,763	252	47.62	120	8,320	46.67	3,883
Subsystem									
Francophone	5,265	49.34	2,598	(na)	(na)	(na)	(na)	(na)	(na)
Anglophone	14,799	44.14	6,533	(na)	(na)	(na)	(na)	(na)	(na)
CAMEROON	20,064	45.51	9,131	676	38.46	260	20,740	45.28	9,391

3.4.2.2. GC3: Percentage of schools with life skills-based sex and HIV education by 2021/2022

This indicator measures the proportion of schools that provide life skills-based sex and HIV education as part of the formal curriculum or in extracurricular activities. It attempts to provide a more complete picture of HIV and sexuality education offered to young pupils as part of the school curriculum for better life skills. Overall, the indicator assesses progress in implementing life skills-based sex and HIV education in all schools. This indicator is linked to theme 4.7.2 of MDG4. It is calculated as the quotient between the number of schools that actually provided comprehensive life skills-based sex and HIV education, encompassing all three aspects (generic life skills, reproductive and sexual health, and HIV transmission and prevention) in the previous year and the total number of schools that participated in that year's school census.

Overall, the implementation of the O3 program in schools across the country in the 2021/2022 school year is encouraging. The percentage of schools that provided life skills-based sex and HIV education in all schools in the country is 70.9 % nationally, broken down into 51.8 % at the primary level and 53.7 % at NFE. Looking at the different regions, we realize that the values obtained for this indicator are very disparate, whether at the primary level or at the AENF.

At the primary level, we have the South (86.7%), Littoral (77.7%), Centre (76.2%), and West (71.4%) regions where a large majority of schools were able to implement these programs in a rigorous manner. In contrast, we have the Adamawa (51.8%) and East (55.2%) regions who have been able to implement this in just one out of two schools.

This situation requires that special attention be given to these regions, given that they are already considered ZEPs, in view of the significant needs of girls' education.

Considering the order of education, the proportion of private schools that have implemented this program in primary education is much higher than that of public schools (73.3% versus 7.1%). As for parent/community schools, the proportion of those that have implemented this program is 49.3% in primary education and 43.3% in AENF.

According to the location of the schools in the primary sector and in the AENF, the proportion of schools in urban areas that have applied the program's guidelines is lower than in rural areas (68.2% versus 76.2% in the primary sector; 63.1% versus 48.1% in the NEFA).

Observation of this indicator by primary education sub-system shows that the proportion of English schools (71.0%) that have met the guidelines of this program is lower than that of French schools (72.7%).

Implementing the guidelines of this program effectively in schools and other schools helps to make them a positive environment for those who attend and work there. All schools are required to adopt regulations and guidelines to make them healthy and supportive learning environments. Schools and other educational institutions should be strategic anchors for the adoption and enforcement of regulations and guidelines against all forms of stigma and discrimination, including against pupils living with HIV or those at higher risk of HIV infection.

Table 3. 32: Percentage of schools that provided life skills-based sex and HIV education in the last school year ending in 2022

Cameroon 2012									
	Primary			AENF			Overall		
	(N)	(%)	(n)	(N)	(%)	(n)	(N)	(%)	(n)
Region									
Adamawa	1,161	51.77%	601	56	39.29%	22	1,217	51.19%	623
Centre	4,907	76.22%	3,740	175	73.14%	128	5,082	76.11%	3,868
East	1,146	55.24%	633	50	50.00%	25	1,196	55.02%	658
Far-north	2,599	68.80%	1,788	197	44.16%	87	2,796	67.06%	1,875
Littoral	3,192	77.73%	2,481	13	61.54%	8	3,205	77.66%	2,489
North	1,881	70.92%	1,334	70	42.86%	30	1,951	69.91%	1,364
North-west	878	65.95%	579	1	100.00%	1	879	65.98%	580
West	2,253	71.42%	1,609	85	57.65%	49	2,338	70.92%	1,658
South	1,080	86.67%	936	20	60.00%	12	1,100	86.18%	948
South-west	967	65.15%	630	9	11.11%	1	976	64.65%	631
Teaching order									
Public	11,824	71.07%	8,403	228	50.88%	116	12,052	70.69%	8,519
Private	7,763	73.34%	5,693	261	63.60%	166	8,024	73.02%	5,859
Parent/community	477	49.27%	235	187	43.32%	81	664	47.59%	316
Geographic location									
Urban	11,996	68.19%	8,180	424	48.11%	204	12,420	67.50%	8,384
Rural	8,068	76.24%	6,151	252	63.10%	159	8,320	75.84%	6,310
Subsystem									
Francophone	5,265	72.69%	3,827						
Anglophone	14,799	70.98%	10,504						
CAMEROON	20,064	71.43%	14,331	676	53.70%	363	20,740	70.85%	14,694

Source: Statistical Yearbook 2021/2022

3.4.2.3. GC4: Percentage of schools with an orientation process in place for pupils' parents or guardians regarding life skills-based sex and HIV education in 2021/2022

This indicator, which is obtained from a school census of public and private schools and institutions, measures the proportion of schools or institutions that inform or consult parents/guardians as stakeholders when introducing life skills-based sex and HIV education.

It is calculated as the ratio of the number of schools that held at least one school-based life skills orientation session on sex and HIV education for all parents/guardians of pupils in the last school year to the number of schools that participated in the annual SIGE school census.

Nationally, 41.7% of schools report having held at least one orientation session during the previous school year; at the AENF level, the proportion is 41.5%, with less than one in two primary schools (45.6%) having held at least one orientation session for parents or guardians of pupils on sex and HIV education during the previous school year. This proportion is even lower at the primary level than at the AENF level, considering the importance of the issue.

At the regional level, there are strong disparities; five out of ten regions have a proportion higher than the national average (41.7%). The North-west region has the highest proportion (73.2 %), while the Adamawa region has the lowest proportion (29.0 percent).

In terms of order of teaching, we see that public is below average at 40.4%. We also note that at the primary level and at the AENF, the private sector is higher than the public sector (44.0% versus 40.3%, at the AENF 55.2% versus 43.0% at the primary level).

In terms of geographic location, institutions in rural areas are ahead in the integration of this indicator, with 44.7% compared to 39.7 % in urban areas. The same trend is observed at both the primary and AENF levels.

Table 3. 33:Percentage of schools with an orientation process for pupils' parents or guardians regarding life skills-based sex and HIV education in the last school year

	AENF			Primary			CAMEROON		
	(N)	(%)	(n)	(N)	(%)	(n)	(N)	(%)	(n)
Region									
Adamawa	1,161	28.68	333	56	35.71	20	1,217	29.01	353
Centre	4,907	43.41	2,130	175	58.86	103	5,082	43.94	2,233
East	1,146	34.64	397	50	36.00	18	1,196	34.70	415
Far-north	2,599	32.97	857	197	38.58	76	2,796	33.37	933
Littoral	3,192	42.17	1,346	13	76.92	10	3,205	42.31	1,356
North	1,881	40.67	765	70	34.29	24	1,951	40.44	789
North-west	878	73.12	642	1	100.00	1	879	73.15	643
West	2,253	43.59	982	85	51.76	44	2,338	43.88	1,026
South	1,080	32.41	350	20	55.00	11	1,100	32.82	361
South-west	967	55.02	532	9	11.11	1	976	54.61	533
Teaching order									
Public	11824	40.29	4,764	228	42.98	98	12 052	40.34	4,862
Private	7763	43.96	3,413	261	55.17	144	8,024	44.33	3,557
Parent/community	477	32.91	157	187	35.29	66	664	33.58	223
Geographic location									
Urban	11996	39.60	4,750	424	41.51	176	12420	39.66	4,926
Rural	8068	44.42	3,584	252	52.38	132	8,320	44.66	3,716
Subsystem									
Francophone	5265	53.07	2,794						
Anglophone	14799	37.43	5,540						
CAMEROON	20064	41.54	8,334	676	45.56	308	20740	41.67	8,642

Source: *Statistical Yearbook 2021/2022*

Main results

- In 2022, the share of current public expenditure in the education sector is estimated at 24.2%, which is 2.4 points lower than the target of 26.6% by 2030.
- The international community recommends allocating 20.0% of budget resources to the education sector. Since 2017, the overall share of the education sector in the State Budget has averaged 14.0%.
- During the period 2017-2022, MINEDUB's share of the education sector budget is estimated at an average of 32.9% per year, far from the 45% to be allocated to primary education.
- Each year, an average rate of 7.2% of the total amount allocated to MINEDUB is transferred to the Local Authorities.

This chapter has two parts. It provides an overview of education financing (section 1) and an analysis of internal resources allocated to the education and training sector in general and the basic education sub-sector in particular (section 2).

4.1 Overview of Education Funding**4.1.1 Internal resources**

Internal resources are essentially made up of the budget allocations that the basic education sub-sector receives. Because of the inflation caused

by the Russian-Ukrainian conflict in general (MINEPAT, 2022a) and the dual security and health crisis in particular,

These resources have declined due to low tax revenue mobilization, which stood at 16 % in 2021 (MINEPAT, 2022b).

4.1.2 External resources

International financial institutions (World Bank, International Monetary Fund, African Development Bank, French Development Agency, etc.) and United Nations agencies (UNESCO, UNDP, WFP, UNICEF, etc.) provide financial assistance to support national education policy. This support consists mainly of meeting the investment needs necessary to achieve development objectives in education and training. These partners usually provide funding in the form of loans or grants to support program implementation.

MINEDUB receives funding from partners in the form of grants and loans. The table below provides a breakdown of this funding in terms of grants and loans from 2020 to 2022.

Table 4. 1: Distribution of external resource allocations for the education sector for the 2020-2022 period (in thousands of CFA francs)

Sub-sector	2020		2021		2022	
	FINEX GRA NT	FINEX LOAN	FINEX GRA NT	FINEX LOAN	FINEX GRA NT	FINEX LOAN
MINEDUB	4619600	12653650	3675000	10950000	3150000	11000000
MINESUP	0	2723000	0	2723000	0	0
MINESEC	375,000	7188864	375000	2000000	0	1400000
MINEFOP	1,326,166	5019720	1326166	4901933	0	4901933
MINJEC	1,958,800	///	2,361,100	///	2,347,100	///
Total sector Education and training	8,279,566	///	7,737,266	///	5,497,100	///

Source: MINEPAT, Report on the implementation of the NDS30 in the education and training sector

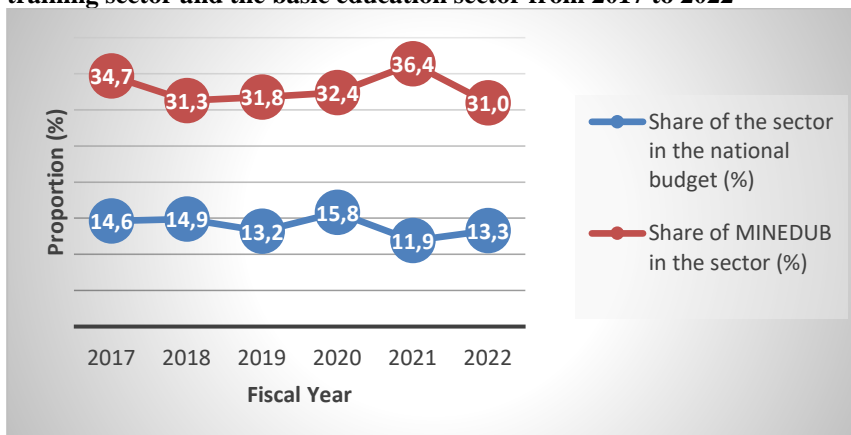
Although MINEDUB receives the largest share of external funding allocated to the sector as a whole, there has been a decline since 2020.

4.2 Analysis of internal resources

4.2.1 National expenditure on the Basic Education sub-sector

In committing to implement measures to achieve SDG4, the Government has accepted the standard of allocating at least 4-6 % of GDP and at least 20 % of the national budget to education as recommended at the World Education Forum held in 2015 in Incheon. In order to measure the financial effort provided by the Government in relation to the domestic funding targets, a perspective analysis was made. It traces from 2017 to 2022, the evolution of the share of the budget allocated to the education and training sector in general and the basic education sub-sector in particular.

Figure 4. 1: Evolution of the share of the budget allocated to the education and training sector and the basic education sector from 2017 to 2022



Source: Data extracted from the Finance Law and the DRFM/ MINEDUB 2022

During the 2017-2022 period, it was observed that the state budget did not actually increase. Il en est de même de la part globale du budget du secteur dans le budget national. It increased slightly in 2020 to about 15.8%, and the following year saw a 3.9 point decrease. In general and over the same period, this rate oscillates on average around 14.0% per year. Table 4.2 shows that the share of the sector's overall budget allocated to MINEDUB varies significantly from one year to the next. However, it is recommended that 45% of the sector's budget be allocated to primary education alone.

MINEDUB's share of the sector has varied slightly since 2017 and averagely around 32.9 % if we stay with the 2017-2022 period. The table below details this situation.

Table 4. 2: Evolution of the State budget and the Ministry of Basic Education from 2017 to 2022 (in millions of CFA francs)

SECTORS	2017		2018		2019		2020		2021		2022	
	BF	BIP	BF	BIP	BF	BIP	BF	BIP	BF	BIP	BF	BIP
MINEDUB	200067	22056	187925	22628	186363	30122	198629	27386	201766	30976	210261	35599
MINESUP	42084	25570	39861	21540	38528	21326	28705	21327	59648	5500	56217	5508
MINESEC	295383	23614	344526	20686	364490	8608	374711	9008	293097	8307	429093	10300
MINJEC	11205	2960	12215	3390	12001	3296	18650	3496	13593	6740	15461	8350
MINEFOP	9766	8010	12814	7909	12970	3909	11980	4001	13345	5667	15285	6347
SECTOR	558505	82210	597341	76153	614352	67261	632675	65218	581449	57190	726317	66104
State budget	2786900	1586900	3221992	1291508	3693033	1462983	3154737	1254310	4865200	1497000	4558700	1419000
Share of Sector	20.0	5.2	18.5	5.9	16.6	4.6	20.1	5.2	12	3.8	15.9	4.7
Share of MINEDUB in the national budget	5.1		4.7		4.2		5.1		4.2		4.1	
Overall share Of the Sector in the national budget	14.6		14.9		13.2		15.8		11.9		13.3	

Source: Finance law 2017, 2018, 2019, 2020, 2021 et 2022

4.2.2 Public current expenditure in education in 2022¹

Public spending on education in percentage of current government spending excluding debt service reflects the priority given to education by the government in the allocation of internal resources.

Following the preliminary results of national consultations as part of the Transformation of Education Systems (TES), the government has committed to increasing current spending on the education sector to 26.6 % by 2030.

To this end, for the 2022 budget year, the share of current expenditure in the education sector has been estimated at 24.2%, i.e., 2.4 points short of the target.

In the basic education sub-sector, the budget allocated to MINEDUB for the same year was CFAF 245,860 million, and expenditures for the sub-sector were allocated mainly to salaries and the implementation of four programs.

4.2.2.1 Salary expenses

The projected amount of MINEDUB staff salaries for fiscal year 2022 is CFAF 164,682 million, an increase of CFAF 5,631 million in absolute value and 3.54% in relative value (MINEDUB, 2021). This represents more than 78 % of current spending on basic education. This payroll is broken down by program as follows:

▪ Preschool development:	12,058,100,000 FCFA
▪ Universalization of the primary cycle:	128,473,994,000 FCFA
▪ Governance and institutional support:	22,241,294,000 FCFA
▪ Literacy :	1,908,612,000 FCFA

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 youth, early school leavers and illiterate adults.* This strategic objective is broken down into operational objectives, supported by the four programs set up, namely

Program 101 : *"Preschool Development"*, whose objective is to increase the rate of preschooling throughout the country;

Program 102 : *"Universalization of the Primary Cycle"*, whose objective is to improve access and completion of the primary cycle;

Program 103 : *"Literacy"*, whose objective is to increase the literate population;

Program 104 : "*Governance and Institutional Support*", whose objective is to improve governance.

The resources allocated to these programs are shown in the following table:

Table 4. 3:Resources allocated to MINEDUB programs from 2017 to 2022 (in CFAF)

PROGRAMME	2018	2019	2020	2021	2022
Development of Pre-school Education	13656964000	15122131000	14413937000	13248433000	15498262000
Universalization of the primary cycle	167303602000	175816385000	179564174000	1843163630	191605330000
Literacy	2256521000	2263676000	2,196,294,000	2,232 0760	4430533000
Governance and Institutional Support	27336312000	29,128,873,000	29840976000	32945278000	34326254000
TOTAL	210553399000	222331065000	226015381000	232 742 1500	245860379000
Weight of Programmes in MINEDUB'S budget					
Development of Pre-school Education	6.49	6.8	6.38	5.7	6.30
Universalization of the primary cycle	79.47	79.08	79.44	79.13	77.93
Literacy	1.06	1.02	0.98	1.01	1.80
Governance and Institutional Support	12.98	13.1	13.2	14.16	13.96

Source: Finance law 2018, 2019, 2020, 2021 and 2022

The above table shows that the budget allocated to the Ministry of Basic Education has increased from 210,553 million 399,000 CFA francs to 245,860 million 379,000 CFA francs, a relative increase of 14.4%. However, depending on the primary objective assigned to each program, the allocation of resources by program varies significantly. To this end, Program 102 "Universalization of the Primary Cycle", whose actions focus on free access to public primary schools and improving the quality of education in the primary cycle, has the largest share, i.e. 77.9%. Followed by Program 104 "Governance and Institutional Support" with 14.0% and finally, Programs

101 "Preschool Development" and 103 "Literacy" with 6.3% and 1.8% respectively.

4.2.3 Public unit costs of schooling

The evaluation of public financing to the education sector is done essentially on the basis of two 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, although relevant and according to the same source, the two 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.

With reference to the overall masses (overall budget, total pupil population), a "macro-level" estimate of unit expenditure was made for the 2021/2022 school year. The result of the calculation² shows that the average cost of schooling for a preschool pupil is estimated at 104,542 CFA francs, or 1.7 times higher than that of a primary school pupil, which is 60,723 CFA francs. Similarly, the cost of a pupil enrolled in a FLC or NFBEC is estimated at 502,046 FCFA, or 8.3 times that of a pupil enrolled in primary school.

The limiting factor in this "macro-level" estimate is that it does not take into account other parameters such as the different categories of staff, operating expenses, resources for teaching supplies, the wage bill, teaching cycles, etc. To this should be added the significant proportion of Ministry of Basic Education staff who do not work in the field, although they are included in the wage bill in Chapter 15 (budget chapter), in accordance with Article 59 of the Finance Law.

In order to have a unit expenditure that can be closer to reality, we referred to the results of the RESEN 2019 in which several parameters among those mentioned above were taken into account in the calculation. Analysis of the Cameroonian education system reveals that in 2019, compared to other levels of education, the unit cost was lower in primary education. For a child in preschool, the unit cost was 1.3 times that of a

primary school pupil. Similarly, in both FLCs and NFBECs, a learner cost an average of 89,200 FCFA, 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: Schooling cost of pupil by level of education in 2019 (in thousands of CFA francs)

Teaching order	Not Teacher	Teacher	Educational supplies	Other functionin g	TOT AL	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 NFBEC	74.4		18.3		92.7	1.7

Source: RESEN 2019, Cameroun

Although the results are old, it was nevertheless possible to make a comparison with the result obtained above, where the gap between literacy and primary education is very large in terms of expenditure per pupil.

Since 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, over 90% with a predominance of teaching staff (RESEN, 2019). In addition, resources for educational supplies are very low. It can be seen that at the preschool and primary levels, a pupil costs an average of 1,600 CFA francs for educational supplies, and 5,600 CFA francs for other operating expenses.

An analysis at the primary level would provide a better understanding of this distribution of spending per pupil. The ratio of pupils to teachers 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 framework paper (RESEN, 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.

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

4.2.4 Household contribution to education funding

Public funding for education is often complemented by contributions from various external partners, users and beneficiaries of education systems (pupils and their families), private entities such as non-governmental organizations, religious institutions, local communities and private companies (UNESCO, 2011). According to the same source, the contribution of households, the largest private funder, covers about a quarter of all education spending in the countries³ studied in the report. As part of the effort to make schools free, school fees at the primary level have been abolished in order to ease the financial burden on households, especially the less fortunate. However, even in fully public systems, certain costs incurred by schooling remain at the expense of the families:

- The acquisition of textbooks and school supplies;
- complementary courses and school uniforms;
- exam fees (CEP/ FSLC, Entrée en 6ème/Common entrance);
- PTA fees;
- The loss generated by opportunity costs.

In addition to the aforementioned security and health crises, the advent of the Russian-Ukrainian conflict has further deteriorated household purchasing power as a result of higher production costs in the agricultural sector (MINEPAT, 2022a).

Paradoxically, despite the fact that public primary education is free, enrollment in private schools continues to increase. During the 2016-2017 to 2021- 2022 period, there was a relative growth rate of 25.8% in preschool and 30.2% in primary. While population growth is one of the explanations for this increase, this does not preclude the fact that parents are spending more by sending their children to private schools in the hope that they will

receive a better education. However, due to the lack of updated data, in-depth analyses of household education expenditures could not be done. Nevertheless, Cameroon intends to commit to increasing the share of the domestic budget for primary education to 42 % by 2030 (UN, 2022). A target that also cannot be evaluated in this report.

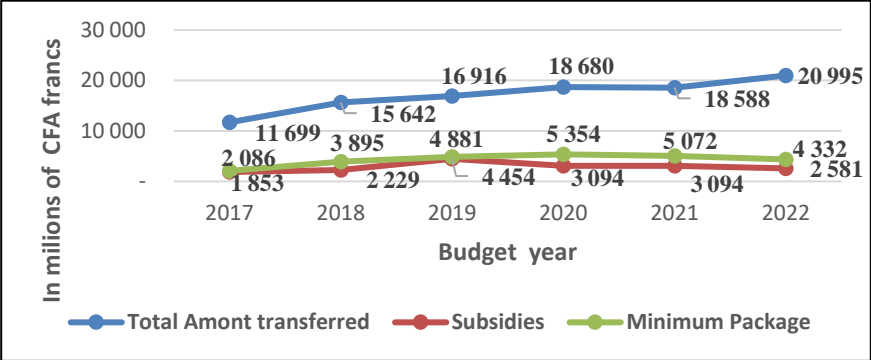
4.2.5 Transfers

In a context of decentralization, Law N°2019/024 of December 24, 2019, on the General Code of Decentralized local authorities provides in its article 161.a, that the competences transferred to the communes in matters 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;
- Participation in the purchase of school materials and supplies.

In 2022, to support these competences transferred to Decentralized local Authorities, MINEDUB has allocated 20 billion 994 million 531 thousand FCFA. According to Figure 4.2, this amount has evolved crescendo, and it is noted that during the period 2018-2022 MINEDUB transfers on average 7.2 % of its budget to the RLAs.

Figure 4. 2: Evolution of resources transferred to the RLAs from 2017 to 2022



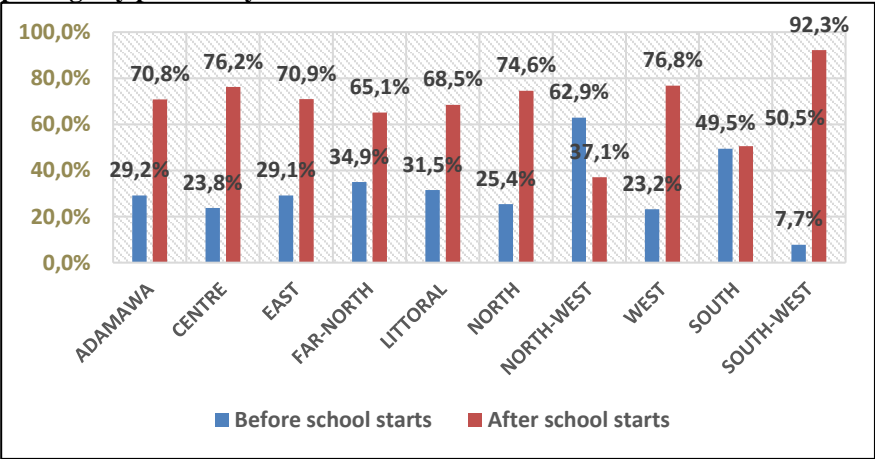
Source: DRFM, MINEDUB 2022

4.2.5.1 Minimum package in public schools

By Decree N°2001/041 of 10 February 2001 on the organization of public schools and fixing the attributions of the persons in charge of school administrations, the minimum package appears among the resources in operating expenses transferred to the RLA. This measure aims to accompany the free public primary school allowing the latter to receive a set of teaching materials and supplies. During the period 2017-2022, an average annual amount of 4 billion 707 million 111 thousand FCFA was allocated under the minimum package.

The data collected showed that almost all public schools were able to benefit from the minimum package, i.e. approximately 97%. In addition, the delay in the distribution of the minimum package is acute and undoubtedly impacts on the proper functioning of schools. In 9 out of 10 regions, most schools received the minimum package after the school year started. This situation is more prevalent in the South-west region; the graph below shows this situation.

Figure 4. 3:Regional distribution of public schools that received the minimum package by periodicity in 2021/2022



Source: Statistical Yearbook 2021/2022

4.2.5.2 Grants in private schools

In the framework of the reinforcement of the public/private partnership and in accordance with the Law n° 2004/022 of July 22, 2004 fixing the rules the organization and operation of private education as well as Decree n°2008/3043 of December 15, 2008 setting the terms and conditions of the organization and operation of private education in Cameroon, the State grants support to the organizations of founders of private basic schools. For the 2022 budget year, an amount of 4 billion 332 million 292 thousand FCFA has been transferred for this purpose.

It is in this sense that the Minister of Basic Education, Professor **Laurent Serge Etoundi Ngoa** said in an interview: "The financial grant is one of three forms of state support for the four private education organizations (Catholic, Protestant, Islamic and secular). The general objective of this measure is to support the education sector strategy, which aims to achieve full universal enrollment and improve the quality of nursery and primary education in Cameroon.⁴ We note from the same source that, the financial subsidies allocated by the State to private partners are intended:

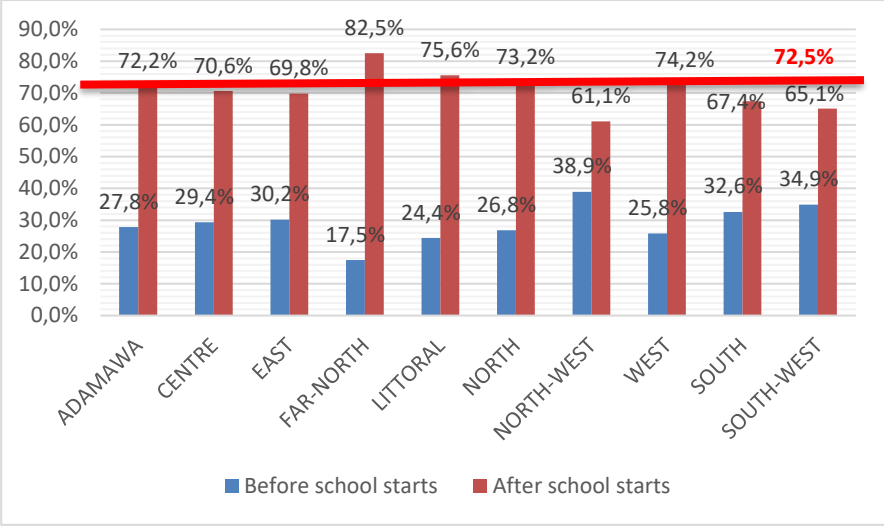
- (i) to the complement of payment of the salaries of the staff;
- (ii) encouraging high-performing schools;
- (iii) strengthening the financial and infrastructural capacities of those in difficulty or located in ZEPs;
- (iv) at the initial and continuous training of staff.

Moreover, due to the lack of information, its existence is not always known by some school directors or managers. This is especially true after assessing Head teacher's knowledge on the question which was: "Does your school receive a government grant? ".

Analysis shows that of all the private school Head teachers who responded to the question, 28.3% had no idea about a grant and 55.4% said they had not received a grant. Also, there is a periodicity issue among those who received a grant, as 72.5% of schools receive their grant after the school year begins.

If we analyze the issue at the regional level, we can see that, regardless of the region considered, the problem of the delay in the provision of subsidies in private education arises. Compared to the national average, private schools in the Far North (82.5 %), Littoral (75.6 %), North (73.2 %), and West (74.2 %) regions are the most affected by this delay (Figure 4.4).

Figure 4. 4:Regional distribution of grants received by private institutions by periodicity

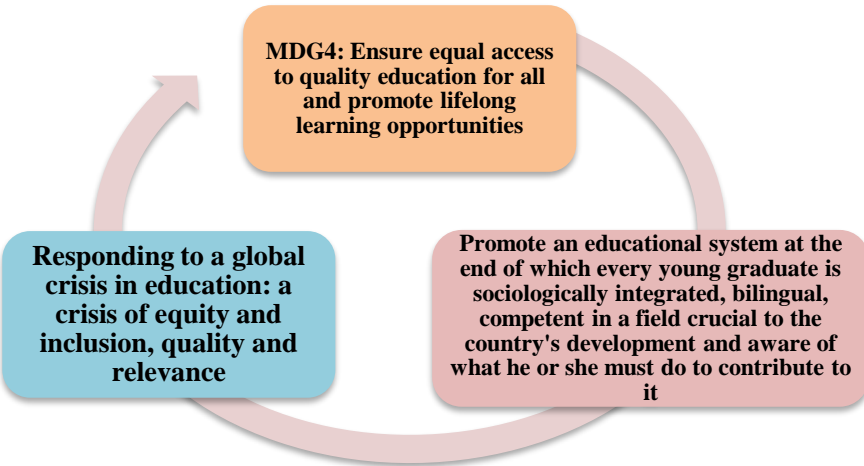


Source: Statistical Yearbook 2021- 2022

In summary, the education and training sector in general and the basic education sub-sector in particular is under-funded. The strong demographic growth, the international and national commitments made during the major world conferences, result in a spectacular increase of the financing needs that can only be partially met by the public budgets allocated to education. The relentless search for alternative funding is therefore becoming a necessity to meet the ever-increasing demand for education. This alternative financing must be further developed, especially in the RLAs, through Corporate Social Responsibility (CSR).

In communion with the international community, Cameroon committed in 2015, through the MDG4 to "Ensure equal access to quality education for all and promote lifelong learning opportunities" which reflects the new global commitment to a universal and renewed agenda for education. In order to translate this commitment to the national level, Cameroon has included in its National Development Strategy (NDS30), via the "Human Capital Development" pillar, the option of "Promoting an education system at the end of which every young graduate is sociologically integrated, bilingual, competent in a field that is crucial for the country's development and aware of what he or she must do to contribute to it.

Figure 5.1: International and national strategic anchoring in the education and training sector



With the occurrence in 2020 of the COVID-19 health crisis that shook all education systems around the world, and to respond to this global education crisis in terms of "crisis of equity and inclusion", "quality and relevance", the global education community was led, during the Education Transformation Summit of September 2022 in New York, to renew the commitment to education and learning to raise the level of

education. It is in this sense that Cameroon has made 13 major commitments that will allow it to achieve the desired sustainable transformation of education in its education system in a world in constant change, such as:

- ❖ of inclusive and quality education to all citizens, girls and boys, indigenous, vulnerable, internally displaced, refugee and children living with disabilities in a safe and protective school environment;
- ❖ of the transformation of curricula to train a new type of qualified teachers, their recruitment in sufficient numbers and their valorization;
- ❖ of initial and in-service training for all teachers on digital learning pedagogy, mastering the use of ICT and managing distance learning ;
- ❖ increasing the share of current expenditure in the education sector to 26.6% by 2030, with an increase in the share of the domestic budget allocated to primary education to 42% by the same period;
- ❖ improving school nutrition.

The purpose of the analysis made here in relation to the strategic objectives presented above is to inform decisions and to draw the attention of the actors of the education system, decision-makers, managers of central and decentralized services of MINEDUB, decentralized territorial collectivities, institutional partners and technical and financial partners, so that each of them can contribute at his or her own level to the improvement of the quality of education for the coming years.

The other main purpose of these analyses is to challenge the political authorities in general and in particular those in charge of the education and training sector with regard to this point of reflection, namely: ***in order to envisage an effective, efficient and efficient implementation of the reforms at a critical moment when, for many countries, conventional education systems are struggling to provide relevant and quality education, should Cameroon not engage in reflection aimed at revising the 1998 Orientation***

Law? There is no doubt that this requires the involvement of the entire Cameroonian educational community.

We propose below an outline of the follow-up of the implementation of the recommendations made during the presentation and validation of the Report on the Analysis of the School Map 2020/2021 of MINEDUB on the one hand, and on the other hand, an estimate of the needs in terms of educational provision in the light of the main indicators presented in the above chapters. And as a conclusion to this chapter, we make suggestions for the short and medium term that should allow for a real transformation in the Basic Education sub-sector in particular, and in the Education and Training sector in general.

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5.1 Follow-up of the implementation of the recommendations from the 2020/2021 School Map Analysis Report

5.1.1 Public preschool

Table 5. 1:Implementation of the recommendations of the 2020/2021 school map in public preschools

Commitments	Areas of interest	Monitoring indicators	Proposals	Implementation structures / Stakeholders/ PTF	Implementation status	Responsible for monitoring and evaluation	Deadline
It is scheduled for 2025, that 45 of the entrants to primary school will have previously received two years of preschool services: 252,800 pupils at public, 302,159 to private and 161,600 to the Community. (Cf. Document de Politique Nationale de l'Éducation Pré-scolaire et Implementation strategy	Teachers	Number of new teachers recruited	Proceed with a recruitment of teachers to get closer to the 8,846 desideratum and assign them to areas of critical need in EN, NO, and AD.	DRH/MINEDUB PAREC/ World Bank	In the 2021/2022 year, no recruitment was done in preschool	MINEDUB PAREC World Bank	Short/medium-term
	classroom	Number of new permanent classrooms constructed	Improve Public Investment Budget allocations in terms of building classrooms in permanent materials to meet the need for 2,217 classrooms	DRFM DPPC/ MINEPAT/MINFI	90 schools nursery schools of which 10 CPCs have been built	DRFM DPPC	Short/medium-term
	Seats	Number of new seats provided	Improve Public Investment Budget allocations in terms of classroom equipment to allow the 25,917 pupils without seats to have them	DRFM DPPC/ MINEPAT MINFI	During the year 2021/2022, 4,495 tables + chairs were provided	DRFM DPPC	Short/medium-term

implementation of community-based preschool P24).	Community Preschool	Percentage of children enrolled in community preschool	Provide CPCs with educational and recreational materials (toys, books) and develop a sharing of experiences between actors and partners	IGE IP EM/ UNICEF, JRS, World Bank	4.5% of students are in preschool in CPCs, an increase of 1 point.	DEMP UNICEF	Short term
			Share the strategies envisaged to pursue the development of community-based preschools in order to guide the planning and programming of partners in the field	DEMP DPPC/ UNICEF, JRS, World Bank		DEMP DPPC UNICEF	Short term

Source: Data analysis report of the 2020/ 2021 school census

5.1.2 Public primary

Table 5. 2: Implementation of the 2020/2021 school mapping recommendations in public primary schools

Commitments	Areas of interest	Monitoring indicators	Proposals	Implementing Structures/Stakeholders/PTFs	Implementation status	Responsible for monitoring and evaluation	Deadline
<p>The strategic objectives pursued by the government are:</p> <ul style="list-style-type: none"> ⑥ of Ensuring access to primary education for all school-age children; ⑦ achieving a 100 % completion rate at primary level; ⑧ reduce regional disparities in terms of school infrastructure and teaching staff (see Art 275, SND30) 	Primary school access and coverage	Net Enrollment Rate	To improve the supply of education in all its aspects in order to enroll the 15.5 children out of school with particular emphasis on the creation of floating schools (for the populations living in the islands and swampy areas), the creation of mobile schools for the indigenous peoples (Baka and Bororo)	MINEDUB All PTFs	Nothing to report	SG IG IGS MINEDUB	Medium term
	Completion of primary education for girls	Girls' completion rate	<ul style="list-style-type: none"> - Maintain the 68.6% of girls in school and reduce the 32% dropout rate of girls through: the fight against cultural and religious discrimination, child marriages, early pregnancies, domestic work; - Modify the terms of Circular N°10/1/562/MINEDUC/ESG/S AP of January 19, 1980 on the pregnancy of pupils in private and public schools of the United Republic of Cameroon 	DSSAPPS DAJ MINEDUB/ MINAS MINPROFF MINEPAT SWEDD Project Cameroon World Bank UNFPA	The completion rate for girls in 2021/2022 is 71.3%, an increase of 2.7% compared to the 2020/2021 school year	DSSAPPS DPPC	Short term
	Schooling	Number	Continue the process of	MINEDUB	The policy	DPPC	Short term

	socially vulnerable and marginalized children (children living with disabilities, refugees and displaced persons)	of children living with a disability attending school	transforming public schools into inclusive public schools to allow the 10,311 children living with disabilities to continue their education;	MINAS MINPROFF UNESCO UNICEF	of inclusive education is being finalized. This will clearly address the schooling of all living school-age children with a disability	MINEDUB	
		Number of refugee children supervised	Prioritize the provision of education in the East, EN and AD regions, which host the majority of the 73,635 refugee children;	MINEDUB/ NRC/HCR	876 new classrooms were built in these three regions. During the year 2021/2022, 1100 teachers were recruited, including 300 in Adamawa, 300 in East and 700 in the Far North.	DPPC MINEDUB	Short term
		Number of internally displaced children attending school	<ul style="list-style-type: none"> - Increase the number of teachers and facilities in the most affected areas to enable the 143,565 internally displaced children to continue their education; - Establish a Secretariat for Education in emergency situation. 	SPM MINEDUB/ UNESCO/ UNICEF UNFPA	3300 teachers were recruited through Job Posting.	DPPC MINEDUB	Highly reported emergency
	Recruitment and Distribution of Teachers	Student/teacher ratio	<ul style="list-style-type: none"> - Proceed with the recruitment of new teachers to get closer to the need of 45,745 ; - Increase monitoring of staff mobility with a view to measuring attrition rates and the factors that influence this phenomenon. 	DRH/ MINEDUB /PAREC/ World Bank	The recruitment of 3,300 teachers, 1,500 of whom were assigned to the ZEP, helped to increase the pupil/teacher ratio from 83 pupils to one teacher to 77 pupils for a teacher taken	MINEDUB World Bank	Short/medium-term

"...interventions will focus in particular on ... the implementation of measures to facilitate the issuance of official documents (civil status certificates, identity cards, etc.) to the population" (Cf. Art 334, SND30)					in charge by the State		
		Uncertainty in the distribution of teachers	Continue to emphasize the principle of assigning staff according to the number of pupils. This hazard has seen a clear improvement of 10% between the last 2 years.	DRH MINEDUB Governors of regions DREB/DDEB / MINFOPRA	The hazard has worsened despite teacher hires from 65% in 2020/2021 to 86% in 2021/2022	IGS DRH DPPC MINEDUB	Short/medium-term
	classroom	Number of new classrooms built	- Improve Public Investment Budget allocations for classroom construction to meet the need for 13,350 classrooms - Intensify the construction of "schools" and "Schools of my dreams".	DRFM MINEDUB RLA FEICOM/ MINEPAT MINFI MINDDEVE L TFP's	834 new classrooms built in the 2021/2022 school year	DRFM DPPC MINEDUB	Short/medium-term
	Seats	Number of new seats provided	Improve Public Investment Budget allocations in terms of classroom equipment to allow the 1,641,109 pupils without seats to have them	DRFM DPPC/ MINEPAT MINFI PTF	During the year 2021/2022, 48,376 seats or 24,188 two-seat tables and benches have been provided	DRFM DPPC MINEDUB	Short/medium-term
	Textbooks	Rate of availability of essential textbooks	Continue free textbook distribution in Level 3	CERSP World Bank	PAREC distributed textbooks at level 3	DPPC MINEDUB	Short term
			Reorganize the redistribution of textbooks within the schools of each municipality according to the new distribution of pupils at the beginning of the year School year	IAEB DDEB DREB/ DEMP	Each IAEB is responsible for distributing textbooks based on school enrollment	IGS/DEMP	Short term
	Birth certificates	Rate of possession of birth certificates at the primary level (all orders combined)	Set up a Framework Partnership Agreement between MINEDUB and BUNEC on the establishment of birth certificates for the 1,176,286 children enrolled in school without certificates, i.e. 33% of the pupils (all orders combined).	DPPC DAJ DEMP MINEDUB BUNEC/ MINDDEVE L UNESCO UNICEF	A collaboration platform between BUNEC, the mayor's office, the sub-prefecture and MINEDUB operates in the Far North	IGS DPPC CELSUI MINEDUB	Short term

				UNFPA			
			Organize awareness-raising workshops in the main towns of the most affected departments. These workshops would bring together CSO's, NGO's, community, traditional and religious leaders with officials from the deconcentrated services and the APEE.	DPPC DSSAPPS/ MINDDEVE L UNESCO UNICEF UNFPA	As part of the implementation of the SWEDD project, mobile court hearings to establish birth certificates for children attending school were organized	IGS DPPC CELSUI MINEDUB	Short term

Source: Data analysis report of the 2020/ 2021 school census

5.1.3 Public functional literacy

Table 5. 3: Implementation of the 2020/2021 school mapping recommendations in public FLCs

Commitments	Areas of interest	Monitoring indicators	Proposals	Implementing Structures/ Parties stakeholders/PT F	Implementation status	Responsible for monitoring and evaluation	Deadline
<p>The government's objective by 2030 is "to develop an educational map of out-of-school education and functional literacy in order 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 want it. (Cf. Art 278 et 282, SND30)</p> <p>By 2030, ensure that all young people and a significant proportion of adult men and women are literate (SDG4, Target 4.6)</p>	Creation of new centers	<ul style="list-style-type: none"> - Number of new FLCs created - Advocacy available - Search results 	<ul style="list-style-type: none"> - Create new literacy structures in the ZEP and in rural areas - Develop evidence-based advocacy for literacy - Intensify action research 	DAEBNFPLN DRH DREB/ RLA UNESCO ELAN AFRIQUE	<ul style="list-style-type: none"> - 489 public FLCs created; - Repository of harmonized competencies available; - Evaluation framework available. 	DAEBNFPLN DRH DPPC	Short/medium-term
	Initial training	Number of new adult education modules introduced in initial training	Introduce new adult education modules in the initial teacher training at ENIEG	MINESEC SEESEN/ IGE MINEDUB	Nothing to report	IGE MINEDUB	Short term
	Development of the cycle	<ul style="list-style-type: none"> - Framework Partnership Agreement - Draft order creating the Observatory 	<ul style="list-style-type: none"> - Establish a platform for collaboration with the RLAs - Develop a lifelong learning observatory 	DPPC DAEBNFPLN IPAEBNFPLN/ MINEPAT ELAN AFRIQUE UNESCO	Functional ELAN Program	DPPC DAEBNFPLN IPAEBNFPLN	Short/medium-term
	classroom	Number of new classrooms built	Improve Public Investment Budget allocations for classroom construction to meet the need for 110 classrooms	DRFM DPPC MINEDUB RLA/ MINEPAT MINFI FEICOM MINDLEVEL	No classrooms were built	DRFM DPPC MINEDUB	Short/medium-term
	Seats	Number of new	Improving Budget Allocations	DRFM	No new seats	DRFM	

		seating provided	Public Investment in terms of classroom equipment to allow the 20,585 pupils without seats to have them	MINEDUB RLA/ MINEPAT MINFI FEICOM MINDDEVEL	seats	DPPC MINEDUB	
	Literacy and numeracy training booklets/manuals	Number of Training booklets/manuals made available to FLCs	Develop and disseminate training booklets/manuals	IGE IP AEBNFPNL/ ELAN AFRIQUE KIX AFRIQUE UNESCO	Nothing to report	IGE DPPC	

Source: Data analysis report of the 2020/ 2021 school census

5.1.4 Public non-formal education

Table 5. 4:Implementation of the 2020/2021 school mapping recommendations in public NFBEs

Commitments	Areas of interest	Monitoring indicators	Proposals	Implementation structures / Stakeholders/ PTF	Implementation status	Responsible for monitoring and evaluation	Deadline
By 2030, ensure that all young people and a significant proportion of adult men and women are literate (SDG4, Target 4.6)	Supervisors	Number of new supervisors recruited	To formulate the requirements for supervisory staff	DAEBNFPLN DRH DREB/ RLA KIX AFRIQUE UNFPA	Nothing to report	DAEBNFPLN DRH DPPC	Short term
	Creation of new centers	Number of new NFBEs created	- Create new NFBEs in the Adamawa, Littoral, Northwest, South and South-west regions - Conducting awareness campaigns	DAEBNFPLN DRH DREB/ RLA UNESCO ELAN AFRIQUE	145 NFBEs were created during the year 2021/2022	DAEBNFPLN DRH DPPC	Short/medium-term
	Seats	Number of new seats provided	Improve Public Investment Budget allocations in terms of classroom equipment to allow the 608 pupils without seats to have them	DRFM MINEDUB RLA/ MINEPAT MINFI FEICOM MINDDEVEL	No new seats	DRFM DPPC MINEDUB	Short/medium-term
	Initial training	Number of new adult education modules introduced in initial training	Introduce new adult education modules in the initial teacher training at ENIEG	MINESEC SEESEN/ IGE MINEDUB	Nothing to report	IGE MINEDUB	Short term
	Curricula	Number of curricula revised	- Develop a common base of skills; - Developing inclusive education curricula	IP-AEBNFPLN DAEBNFPLN/ KIX AFRICA		IGE MINEDUB	Short term

Source: Data analysis report of the 2020/2021 school census

5.2 Estimation of needs and proposals

Recommendations are made on the basis of estimated needs, calculated indicators and objectives to be achieved in view of our various commitments.

5.2.1 Estimated public preschool needs

	Number of classrooms to be renovated	Number of classrooms to be built	Number of tables + chairs for pupils	Number of schools to be equipped with latrine blocks	Number of schools to be provided with drinking water points	Number of schools to be supplied with electricity
CAMEROON	901	2,543	31,169	1,593	3,068	3,609
Adamawa	33	94	126	54	108	117
CENTRE	162	737	8,788	351	618	659
East	57	255	1,046	116	242	281
FAR-NORTH	63	261	5,140	97	150	187
LITTORAL	196	258	2,899	102	269	339
NORTH	29	233	617	99	159	190
NORTH-WEST	65	0	0	242	319	519
WEST	140	589	8,163	134	548	595
SOUTH	90	20	0	155	342	371
SOUTH-WEST	66	96	4,390	243	313	351
ZEP	182	843	6,929	366	659	775
OUT OF ZEP	719	1,700	24,240	1,227	2,409	2,834

	2024-2025		2029-2030	
	Classroom requirements in permanent materials	Needs for tables and chairs for pupils	Classroom requirements in permanent materials	Needs for tables and chairs for pupils
CAMEROON	1,947	35,458	1,141	51,896

5.2.2 Estimated public Primary needs

	Number of classrooms to be renovated	Classroom requirements in permanent materials	Need for two-seat desks	Number of schools to be equipped with latrine blocks	Number of schools to be provided with drinking water points	Number of schools to be supplied with electricity
CAMEROON	13,132	47,779	877,883	4,580	8,394	11,351
Adamawa	935	4,100	73,996	420	702	891
CENTRE	1,830	5,031	84,182	682	1,354	1,549
East	1,142	3,897	59,809	362	644	875
FAR-NORTH	2,266	14,623	290,473	889	1,285	2,091
LITTORAL	1,259	1,727	32,398	164	469	578
NORTH	1,050	11,027	226,911	742	993	1,441
NORTH-WEST	830	0	0	383	556	1,201
WEST	1,806	6,583	98,800	336	1,150	1,198
SOUTH	1,084	178	278	156	624	704
SOUTH-WEST	930	611	11,039	446	617	823
ZEP	5,393	33,648	651,188	2,413	3,624	5,298
OUT OF ZEP	7,739	14,131	226,695	2,167	4,770	6,053

	2025-2026		2030-2031	
	Classroom requirements in permanent materials	Need for two-seat desks	Classroom requirements in permanent materials	Need for two-seat desks
CAMEROON	58,047	1,157,815	70,894	1,272,728

5.2.3 Estimated needs in public NFBEs

	Classroom requirements in permanent materials	Need for two-seat desks	Number of schools to be equipped with latrine blocks	Number of schools to be supplied drinking water points	Number of schools to be provided with electricity
CAMEROON	3	113	16	16	17
Adamawa	1	21	1	1	1
CENTRE	0	0	8	8	8
East	0	0	0	0	0
FAR-NORTH	2	70	0	0	1
LITTORAL	0	0	0	0	0
NORTH	0	23	2	2	2
NORTH-WEST	0	0	0	0	0
WEST	0	0	0	0	0
SOUTH	0	0	0	0	0
SOUTH-WEST	0	0	5	5	5
ZEP	3	113	3	3	4
OUT OF ZEP	0	0	13	13	13

	2024-2025		2029-2030	
	Classroom requirements in permanent materials	Need for two-seat desks	Classroom requirements in permanent materials	Need for two-seat desks
CAMEROON	54	1,150	615	12,938

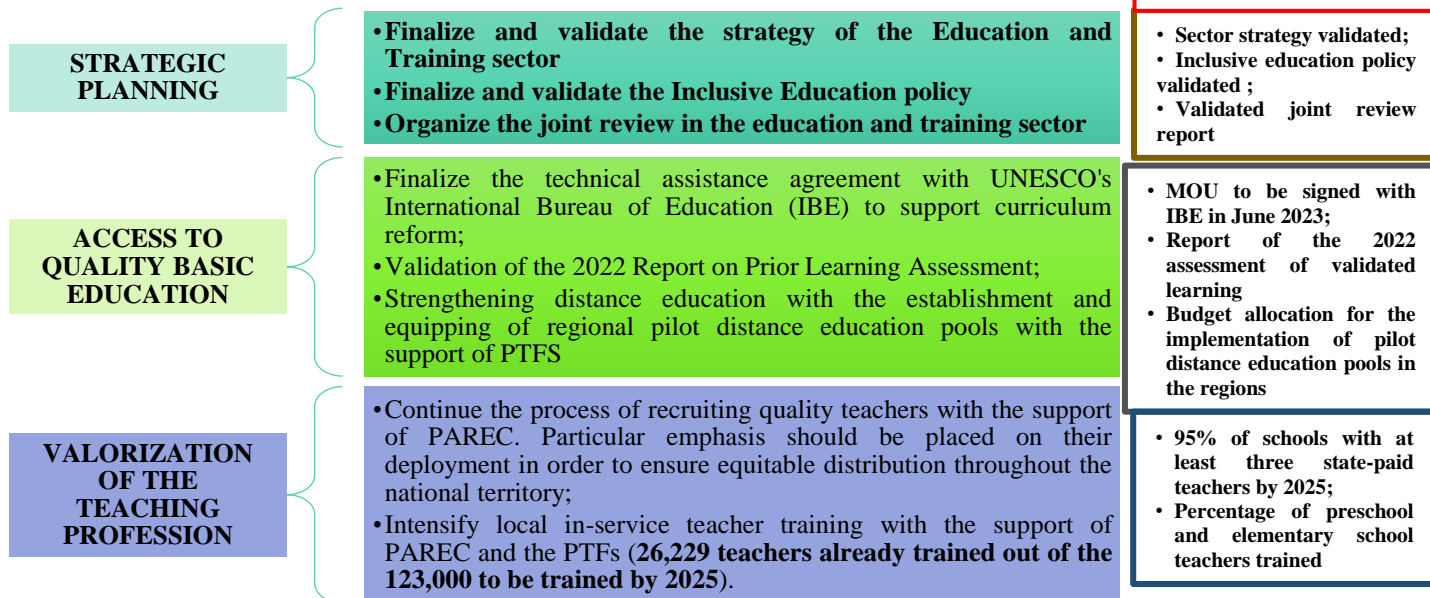
5.2.4 Estimated needs in FLCs

	Number of classrooms to be renovated	Classroom requirements in permanent materials	Need for two-seat desks	Number of schools to be equipped with latrine blocks	Number of schools to be provided with drinking water points	Number of schools to be supplied with electricity
CAMEROON	176	11	3,594	248	299	285
Adamawa	14	0	385	12	25	23
CENTRE	4	0	109	73	77	70
East	0	6	141	1	1	1
FAR-NORTH	42	0	2,093	115	135	140
LITTORAL	2	0	54	2	2	2
NORTH	9	0	286	24	27	25
NORTH-WEST	17	1	0	9	10	10
WEST	0	0	453	10	21	13
SOUTH	88	4	74	2	1	1
SOUTH-WEST	0	0	0	0	0	0
ZEP	65	6	2,905	152	188	189
OUT OF ZEP	111	5	689	96	111	96

	2024-2025		2029-2030	
	Need for classrooms in permanent materials	Need for two-seat desks	Classroom requirements in permanent materials	Need for two-seat desks
CAMEROON	117	8,235	765	21,827

5.2.5 PROPOSALS

With regard to short-term suggestions, these will include:



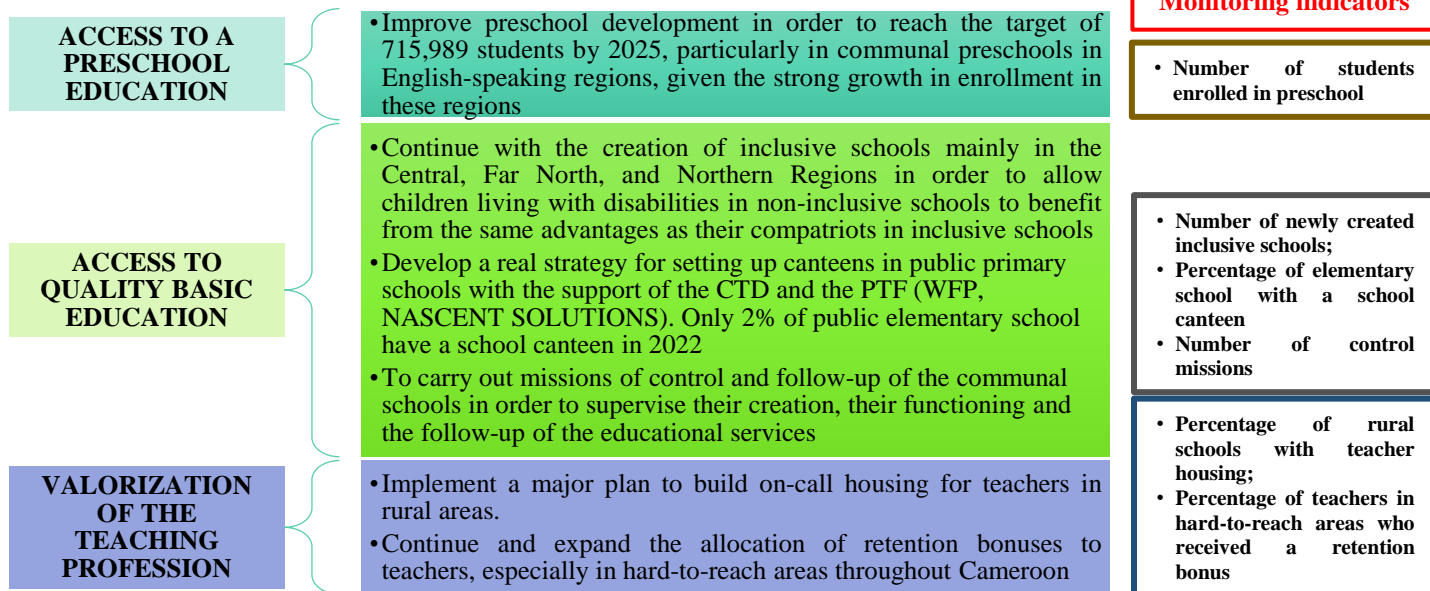
IMPROVEMENT OF DATA QUALITY

- The integration in the regional workshops for the launching of the future updating campaigns of the MINEDUB School Map, of modules dealing with the sensitization of officials in charge of the regional chain of data collection and particularly school principals on the sanctions provided for in law n° 2020/010 of July 20, 2020 governing the statistical activity in Cameroon;
- The joint conduct (MINEDUB/INS) of the dissemination campaigns of law n° 2020/010 of July 20, 2020 governing statistical activity in Cameroon
- the publication of the list of school principals guilty of refusing or partially filling out the questionnaires at the end of each statistical campaign

Monitoring indicators

- Number of dissemination campaigns of the law n° 2020/010 of July 20, 2020.
- List of school principals guilty of refusing to partially fill out questionnaires

In terms of medium-term suggestions, these will include:



**DATA
PRODUCTION
AND ANALYSIS OF
NATIONAL
FUNDING**

- Strengthen the production of reliable and quality statistics in a process of deconcentration of the SIGE, with a strong involvement of the CTD through the platforms StatEduc, SIGE, WebSIG, ...
- Strengthen capacity to collect data on education expenditures, especially at the decentralized government level and at the household level;
- Analyze the efficiency and equity of financial allocations;
- Use education funding data to ensure proper tracking of budget-targeted investments at central and local levels

Monitoring indicators

- Level of operationalization of data collection platforms
- Level of funding for the education sector in general and primary education in particular

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