



# KEY FIGURES AND INDICATORS FOR EDUCATION AND TRAINING IN CAMEROON

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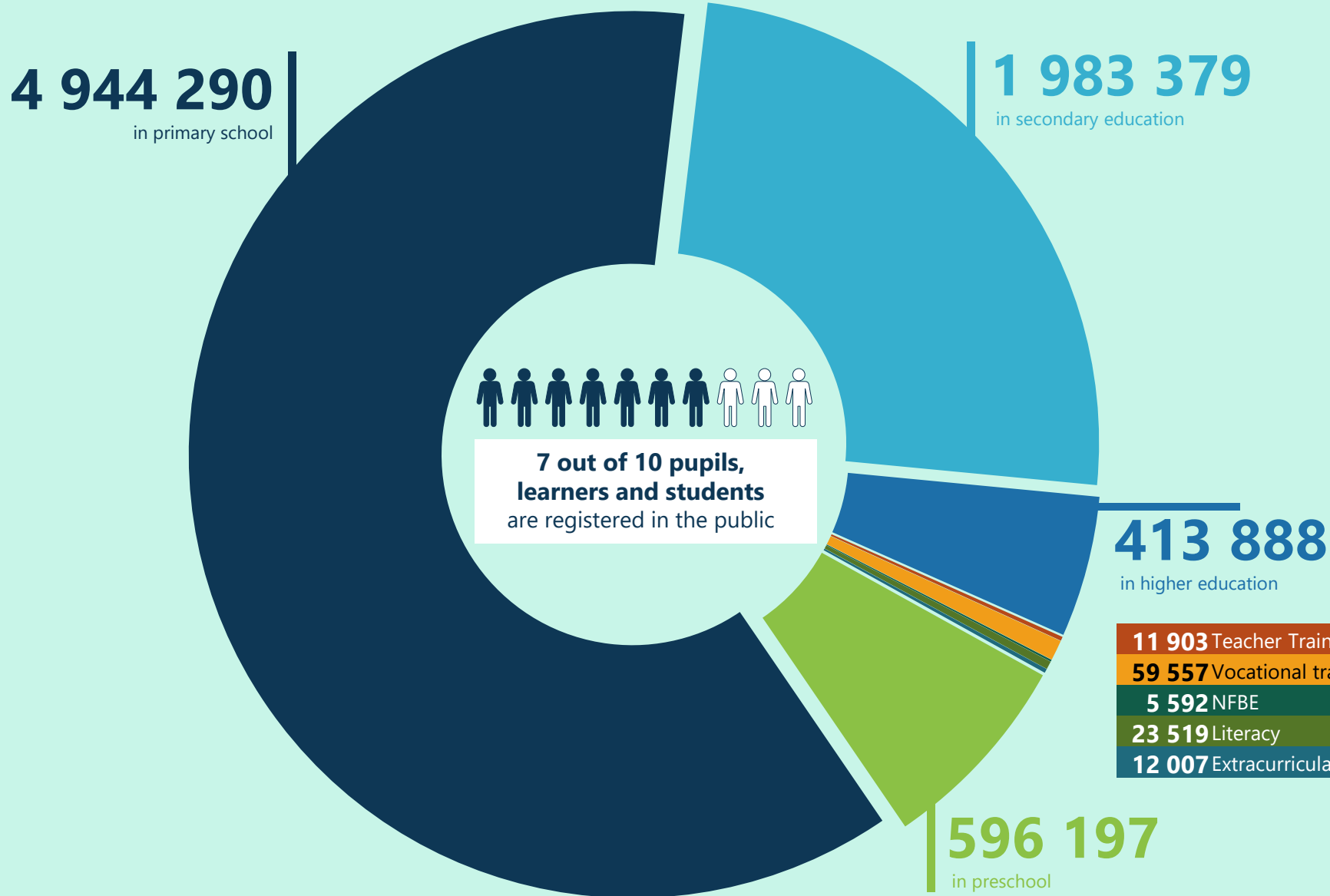
2021-2022



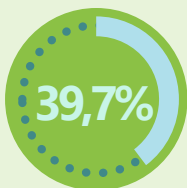
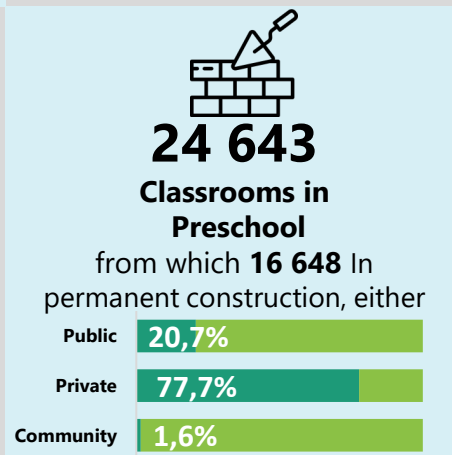
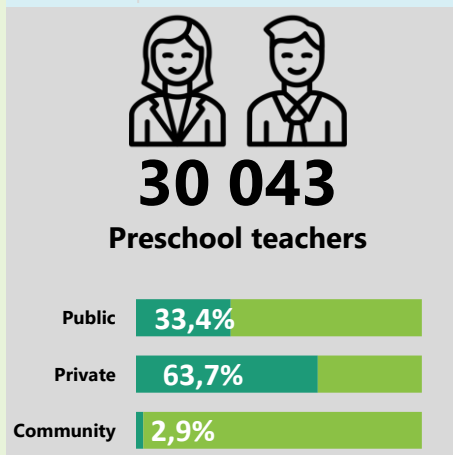
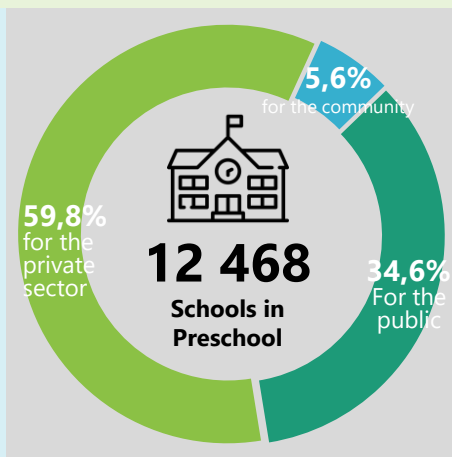
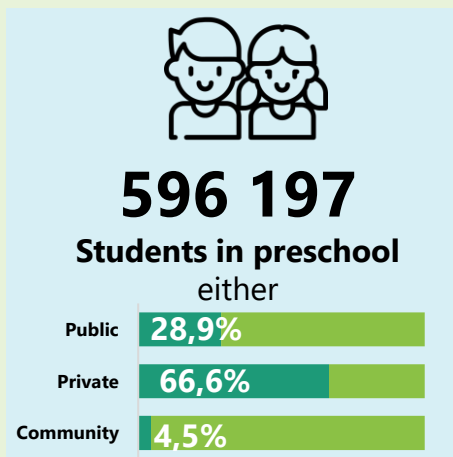
# PUPILS, LEARNERS AND STUDENTS IN THE EDUCATION AND TRAINING SECTOR

## 8 050 332 pupils, learners and students

in 2021 - 2022



# Preschool



**Gross Enrolment Ratio (GER)**



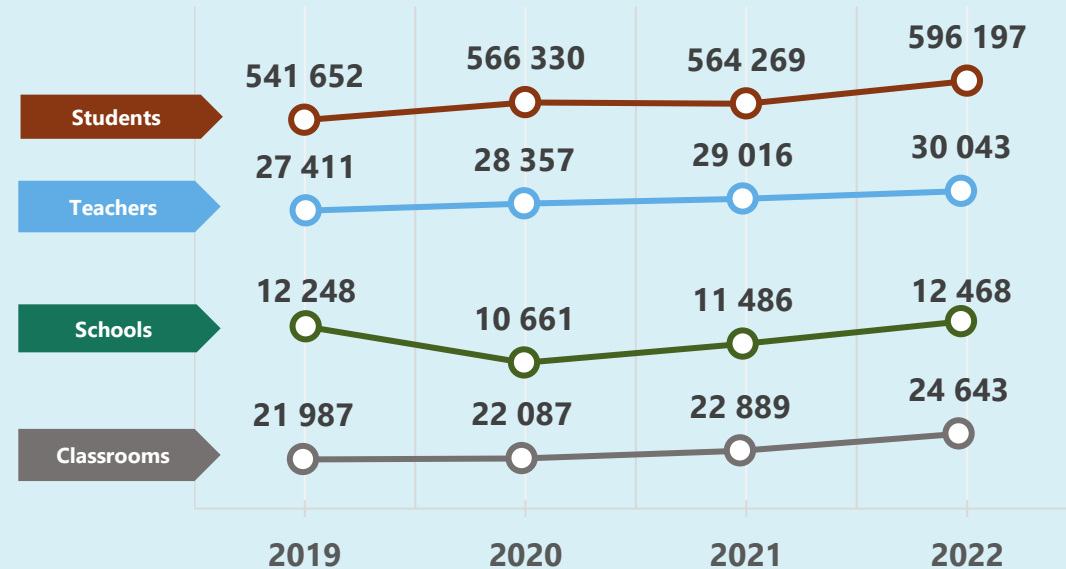
**have school canteens**



**2.5**

**Latrine for 100 students**  
(public schools)

## Evolution of key variables 2019-2022



**45,0%**

**Adjusted Net Enrolment Ratio**

Participation rate in organized learning activities  
(1 year before the official age of entry into primary school)

**31,7%**

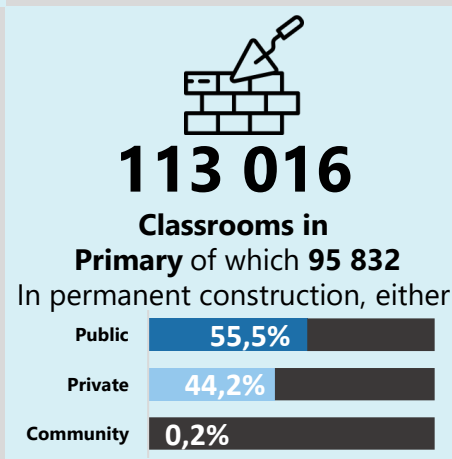
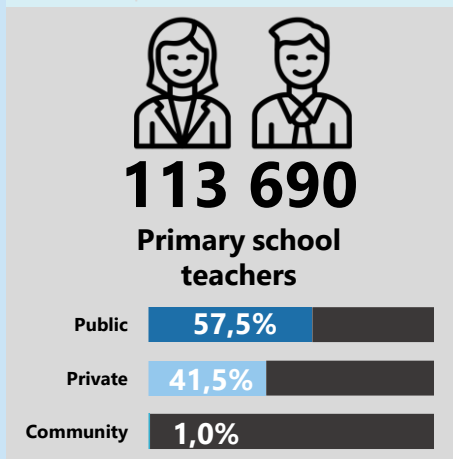
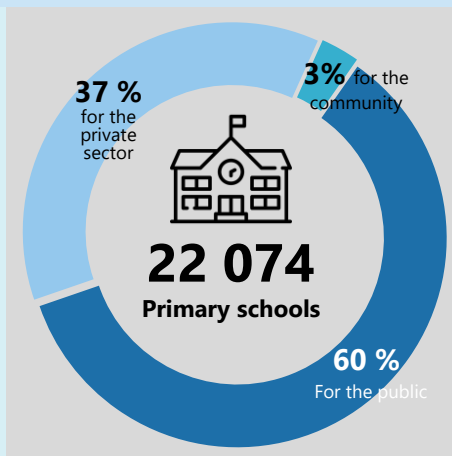
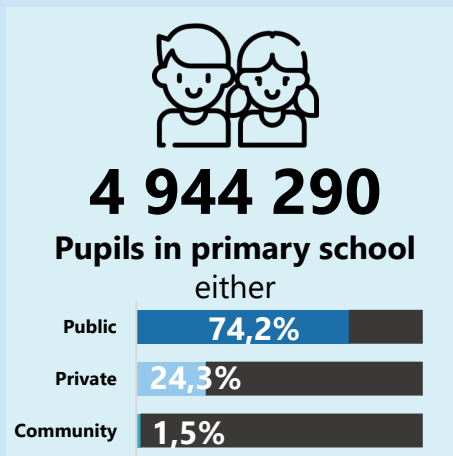
**of children who have had at least one year of preschool**

(5-year-old GER)

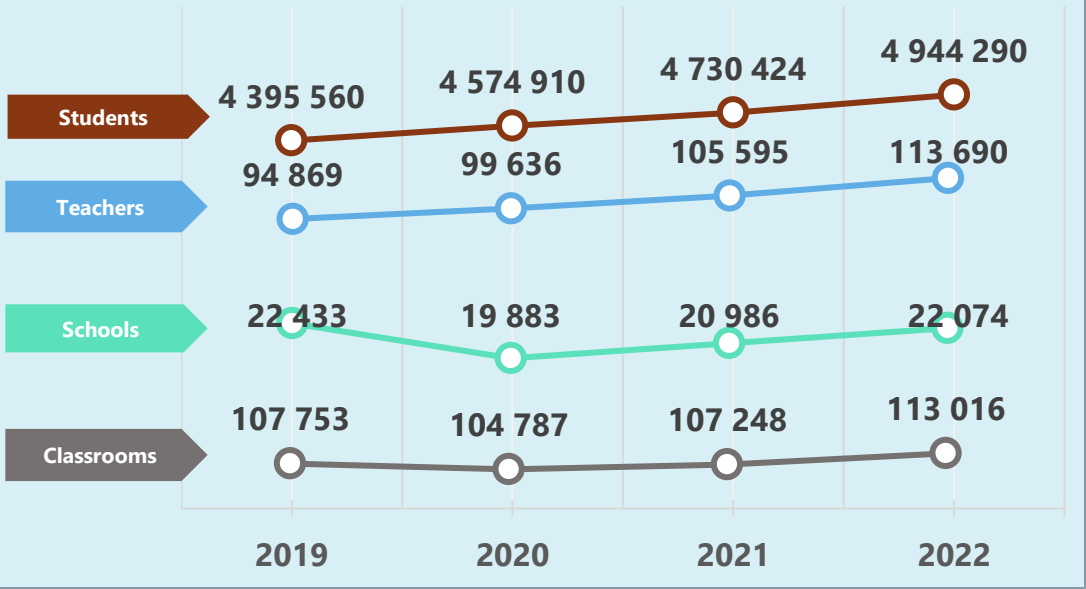
## Key Messages

In 2021/2022, only 31.7% of 5-year-olds received at least one year of preschool.

# Primary school



## Evolution of key variables 2019-2022



**119.2%**  
Gross Enrolment Ratio (GER)

**96%**  
Corrected SIL Net Access Rate

**75.1%**  
CM2 Access Rate (completion rate, 11 years)

### Key Messages

Although access to education is almost universal, the thorny problem remains the completion of this cycle and the level of acquisition of skills in the basic subjects (reading and mathematics).

- **4% of 6-year-olds are still out of school;**
- **only 3 out of 4 children (75%) who enter primary school reach the last year of the cycle; This relatively low completion is due to problems with the internal efficiency of the system.**
- **A significant proportion of children who complete primary school do not acquire the required reading and mathematics skills in any sub-system of education**

### Results of the National Assessment



**47,7%** of CL6 students meet the threshold of proficiency in **Mathematics** on national assessments

**74,0%** of CL6 students meet the proficiency threshold in **English** on national assessments

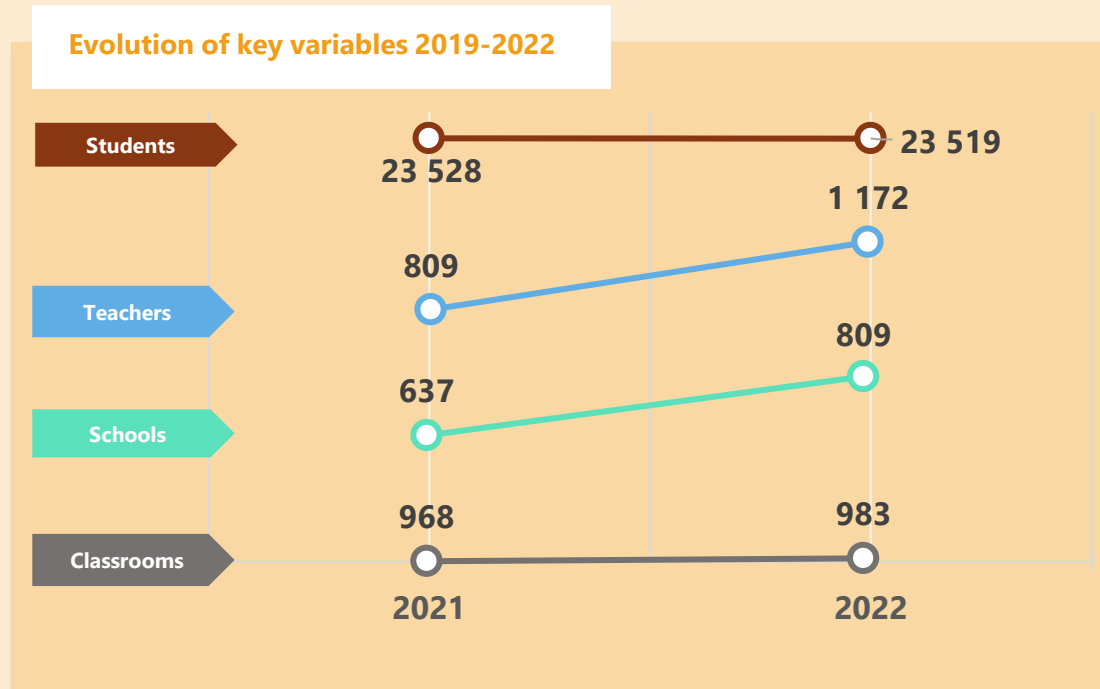
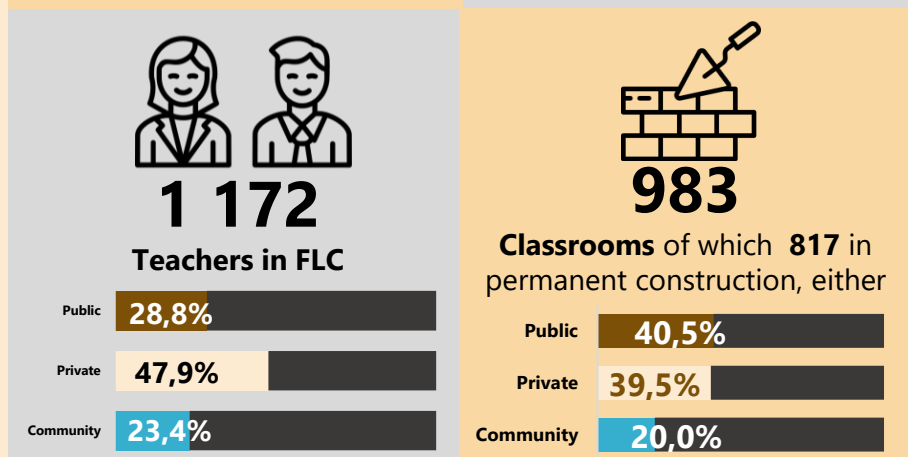
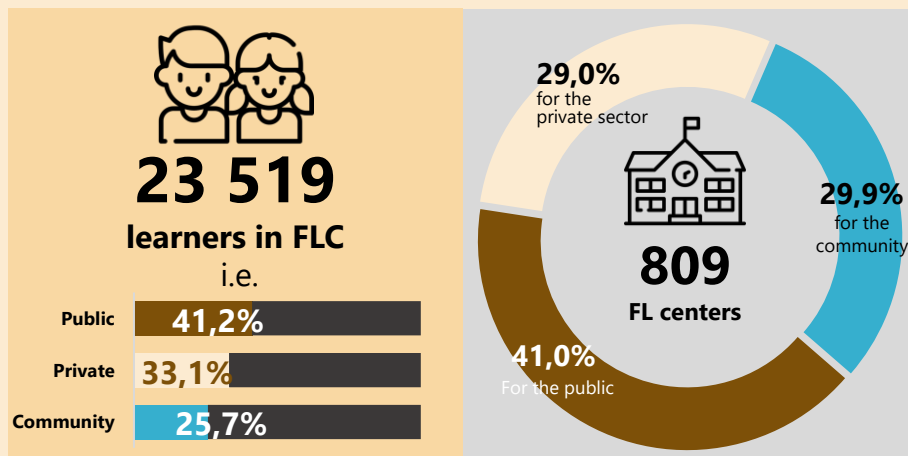


**13,4%** of CM2 students who meet the **Mathematics** proficiency threshold on national assessments

**43,7%** of CM2 students who meet the **French** proficiency threshold on national assessments



# Functional literacy

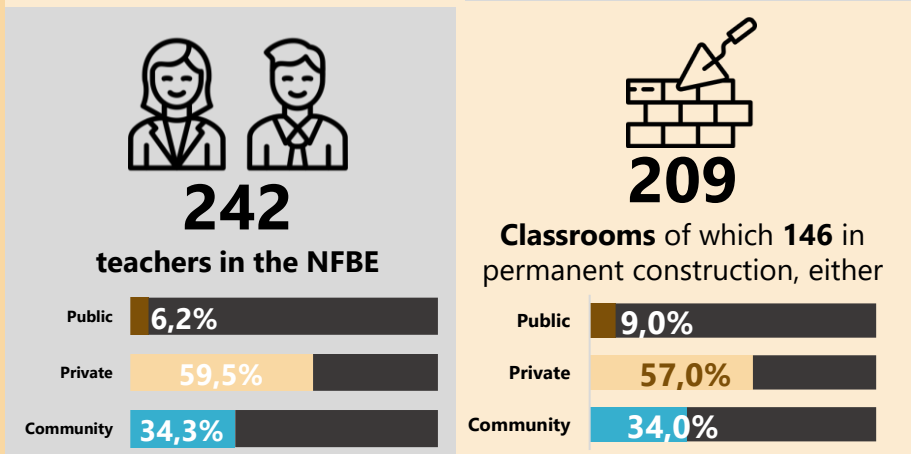
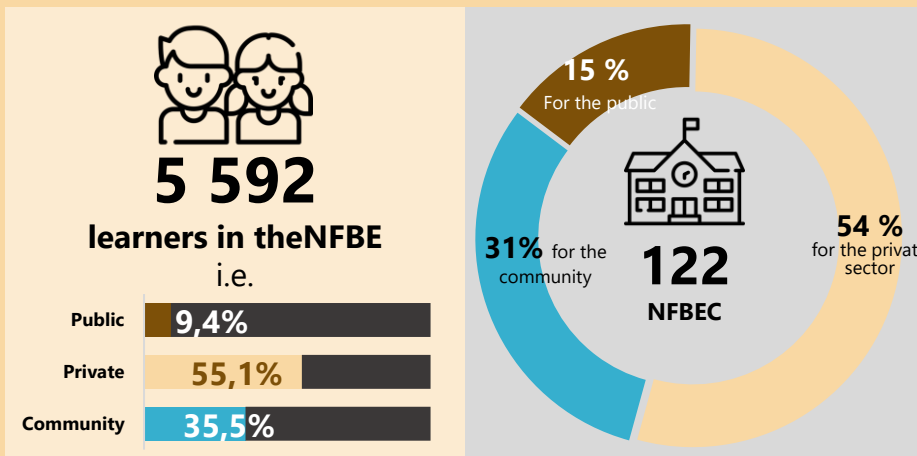


**23 519** Adults (15+) literate in FLC in 2022

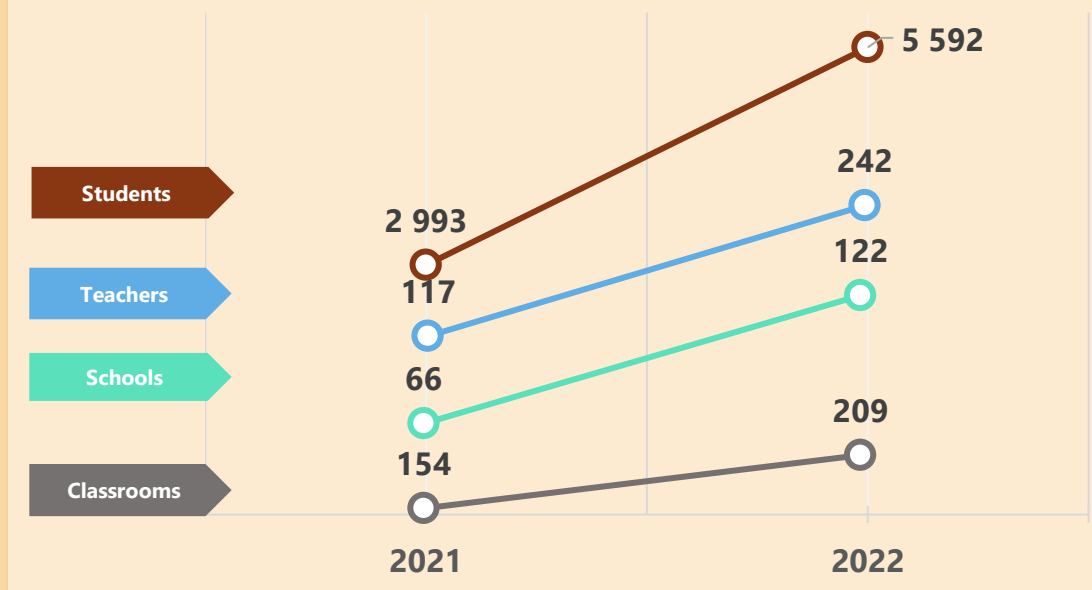
## Messages clés

Second chance opportunities for illiterate adults are insufficient because of the weak conditions conducive to the development of literacy programmes.

# Non-Formal Basic Education



Evolution of key variables 2019-2022



**1.3%**

**Out-of-school/never-school-bound young people trained in the NFBE**

## Messages clés

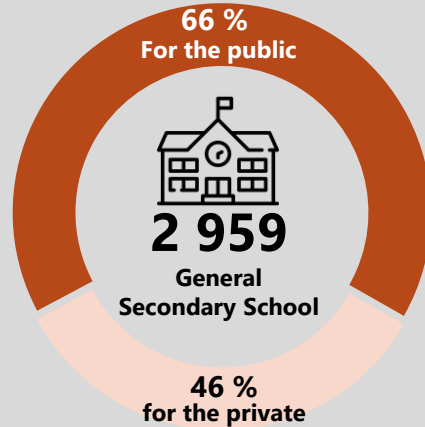
Only **1.3%** of the 446,747 out-of-school/never-in-school children are enrolled in the CEBNF.

# General Secondary



**1 576 351**  
students in general  
secondary education of  
which **1 063 920**  
in the public

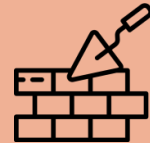
i.e. **67.5%** of the public



**70 979**  
in general secondary  
education i.e.

Public **69,3%**

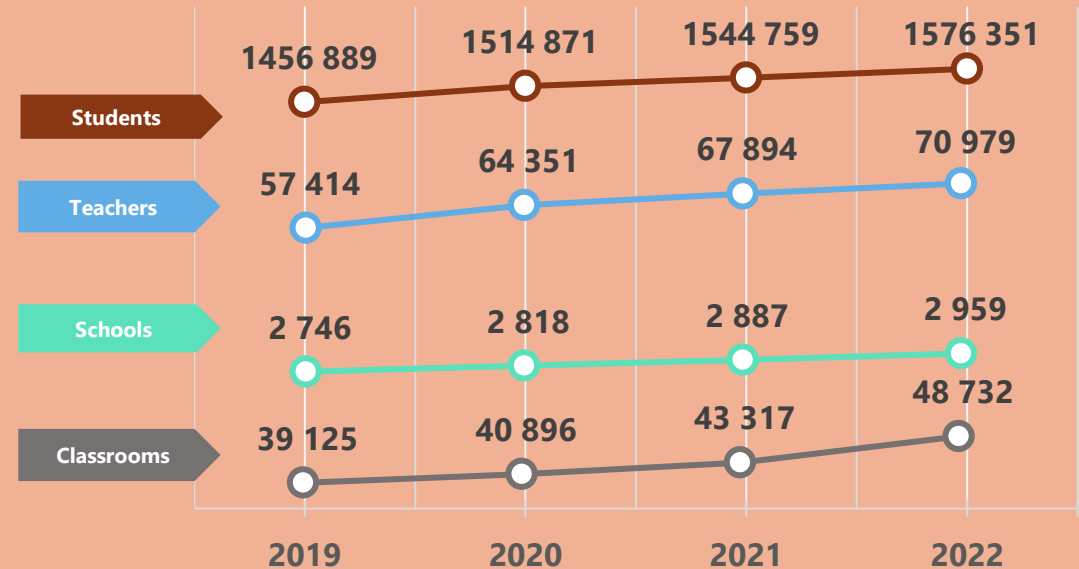
Private **30,7%**



**48 732**  
Classrooms  
of which **44,975** in permanent  
construction

i.e. **52.3%** of the public

## Evolution of key variables 2019-2022



**60%**

Transition rate from  
primary to  
secondary

**45,34%**

Completion rate of the 1st  
Cycle (Rate of access to the  
3rd /4th year of the TVSE  
class)

**52,08%**

Gross  
Enrolment  
Ratio (GER)  
12-15 years  
old

**0,92**

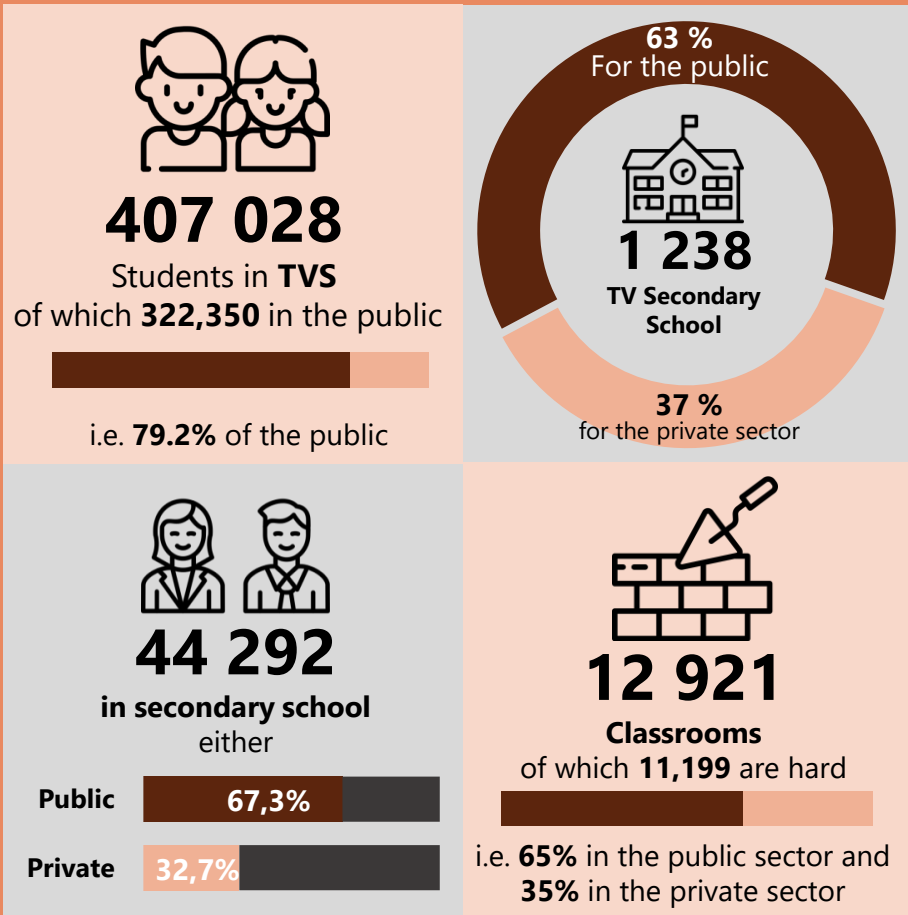
Latrine for  
100 students

## Messages clés

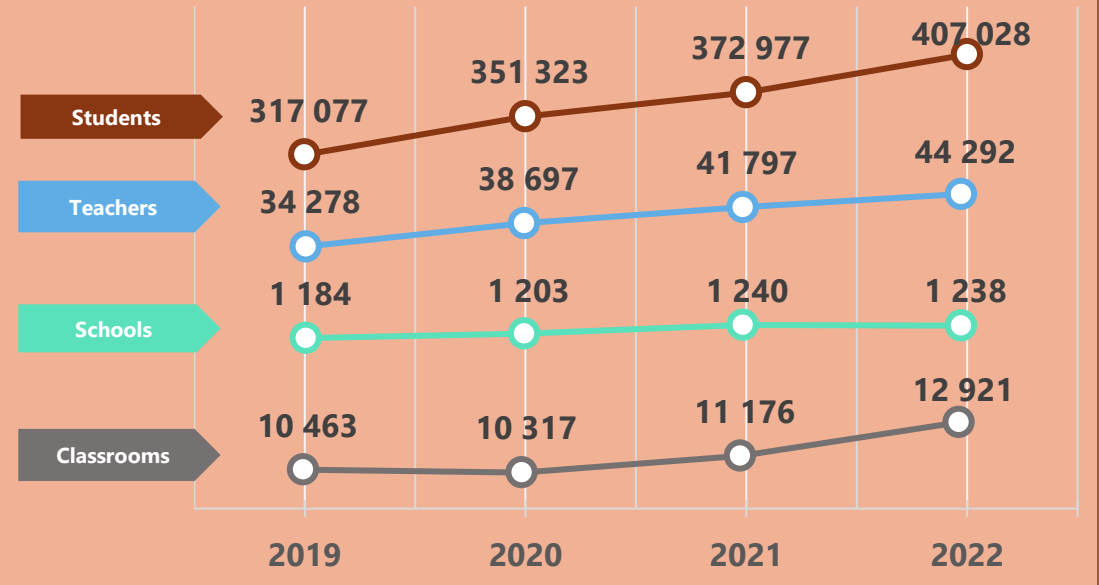
A low transition from primary to 1st cycle of secondary education combined with low completion of the cycle constitutes an obstacle to widespread access to basic education:

- **Only 60% of children who complete primary school go on to 1st secondary school;**
- **Only 45% of adolescents complete a full cycle of secondary education at the 1st cycle;**

# Technical and Vocational Secondary



Evolution of key variables 2019-2022



**20.5%**

of secondary school students  
enrolled in TVSE

## Messages clés

Despite the growing dynamic of demand for education in Technical and Vocational Secondary Education (TVSE) driven by the industrial section, we remain below the target of 30% by 2030.

**25,0%**

New enrollees in the 1st year  
of the Technical and  
Vocational Secondary cycle

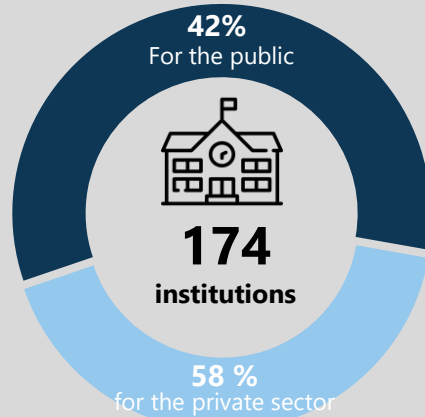
# Teacher Training



**11 903**

Teachers in Teacher training college from which 9 264 in the public

i.e. 78% of the public



**3 301**

Training teachers

Public **6,2%**

Private **59,5%**

Community **34,3%**

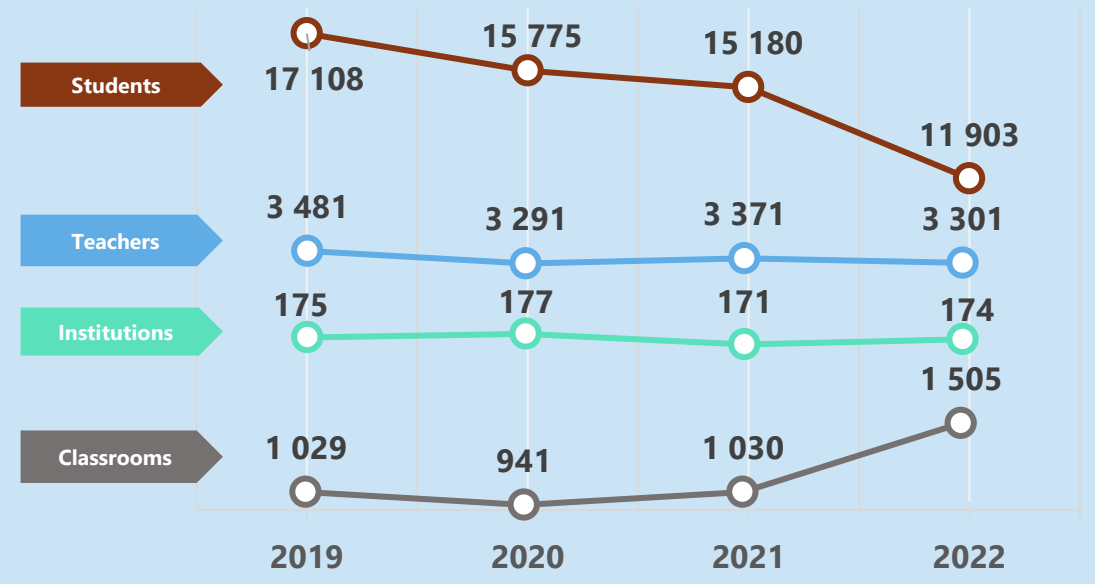


**1 505**

Classrooms from which 1 472 in permanent construction

i.e. 54% in the public

## Evolution of key variables 2019-2022



## Key Messages

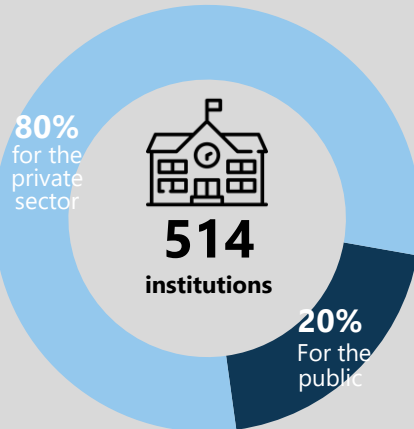
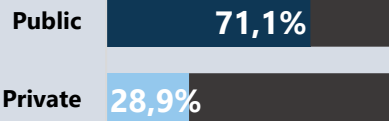
A significant decrease in the number of employees in normal teaching observed since 2019 due to the loss of attractiveness for the profession.

# Higher education



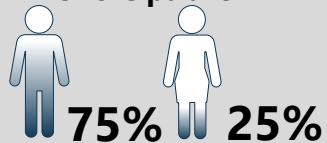
**413 888**

Students in Universities and PHEI either

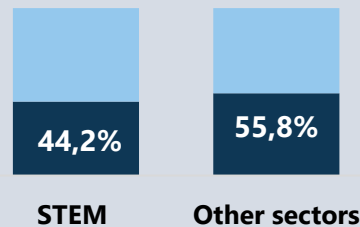


**7 650**

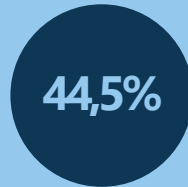
Teachers in Institutions of the public



% of students by type of course in the public sector

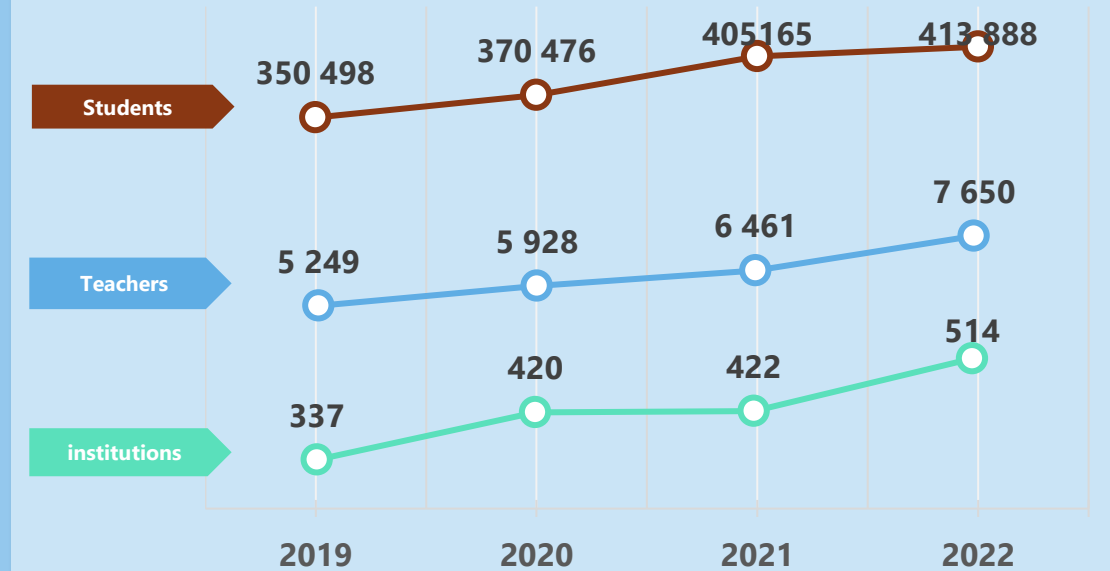


training opportunities in the priority areas of the NSD30\*



students in NSD30 priority areas

Evolution of key variables 2019-2022



**16,8%**  
of female students in STEM fields

**1 509**  
Students per 100,000 population

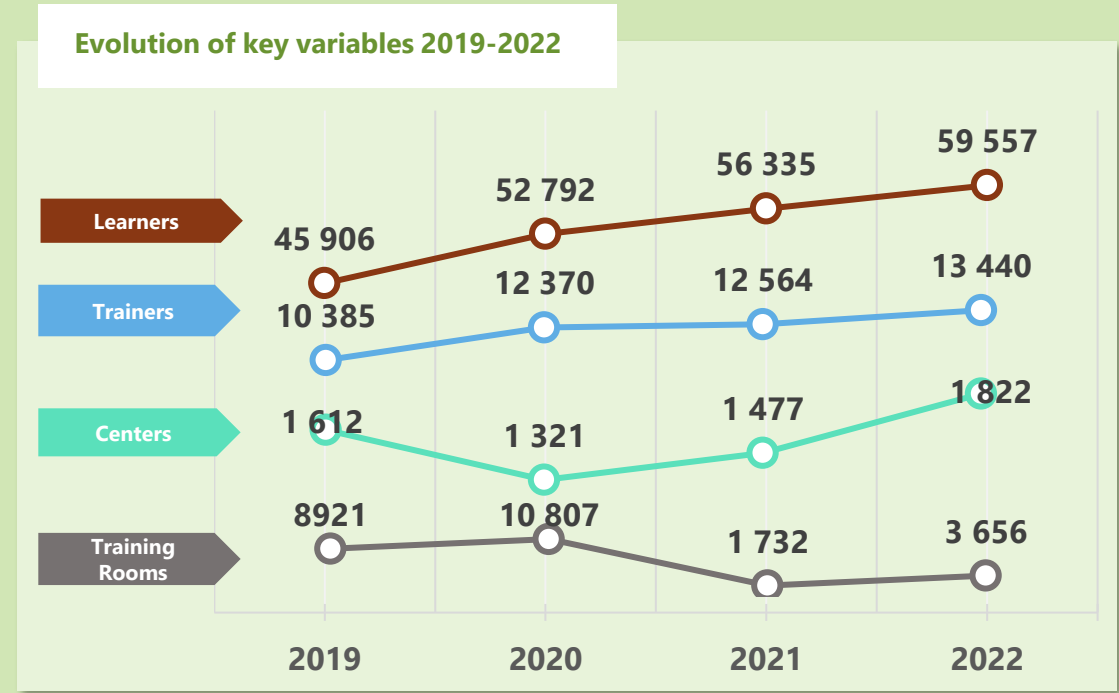
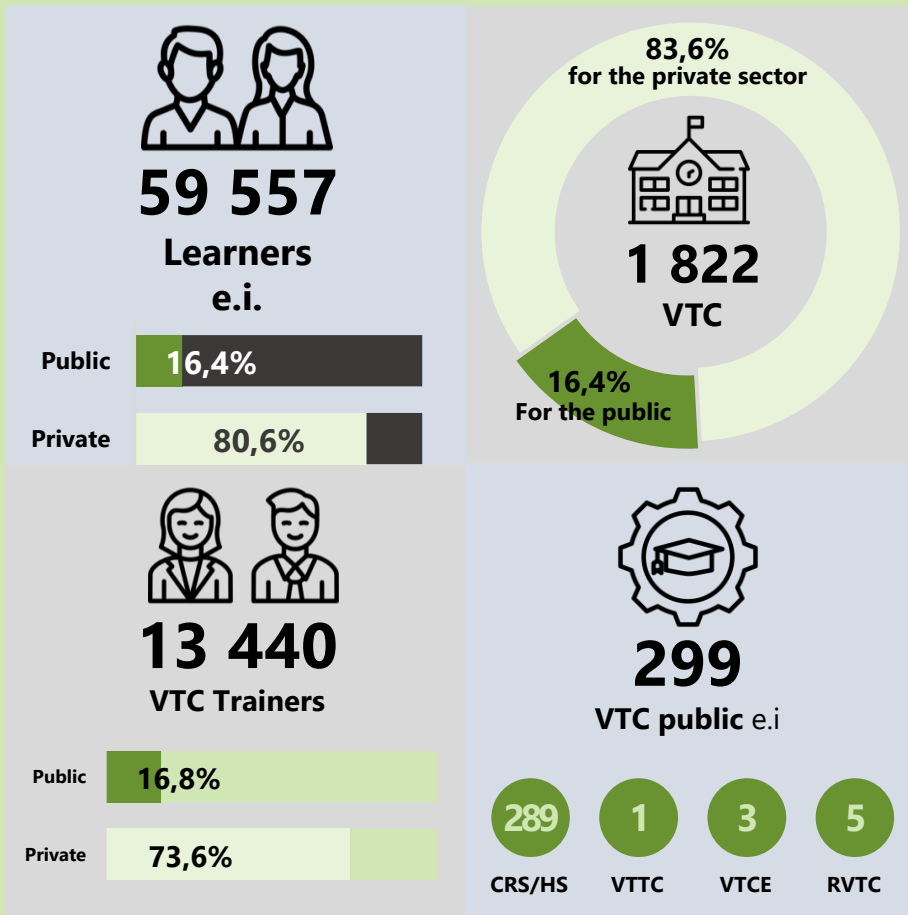
**13,5%**  
Gross Enrolment Ratio (19-23 years old)

## Key Messages

A training offer increasingly oriented towards STEM courses, despite the predominance of literary and social science courses. The proportion of female students in STEM majors increased from **14.34%** in 2021 to **16.80%** in 2022. However, the fields of humanities and social sciences encompass the bulk of students.

\* Point 3.1., Page 5, NSD30

# Vocational training



**41,7%**

Rate of integration of leavers from the vocational training system

**12 818**

Graduates with a professional designation

**45%** | **55%**  
CPQ | DPQ



### Key Messages

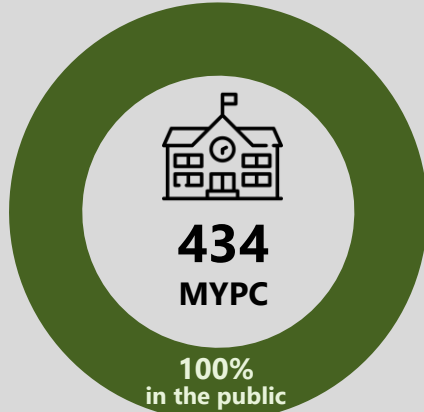
Post-training follow-up remains a challenge in the sub-sector. Although **93.5%** of learners complete their vocational training, only **41.7%** of those leaving the vocational training system entered the labour market in 2022.

# Civic Education and Extra-curricular



**12 007**

**Adherents**  
All in the public



**2 044**

**Framers**



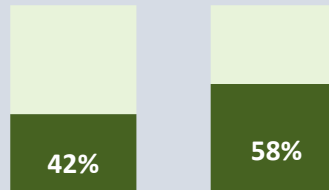
**59%**



**41%**

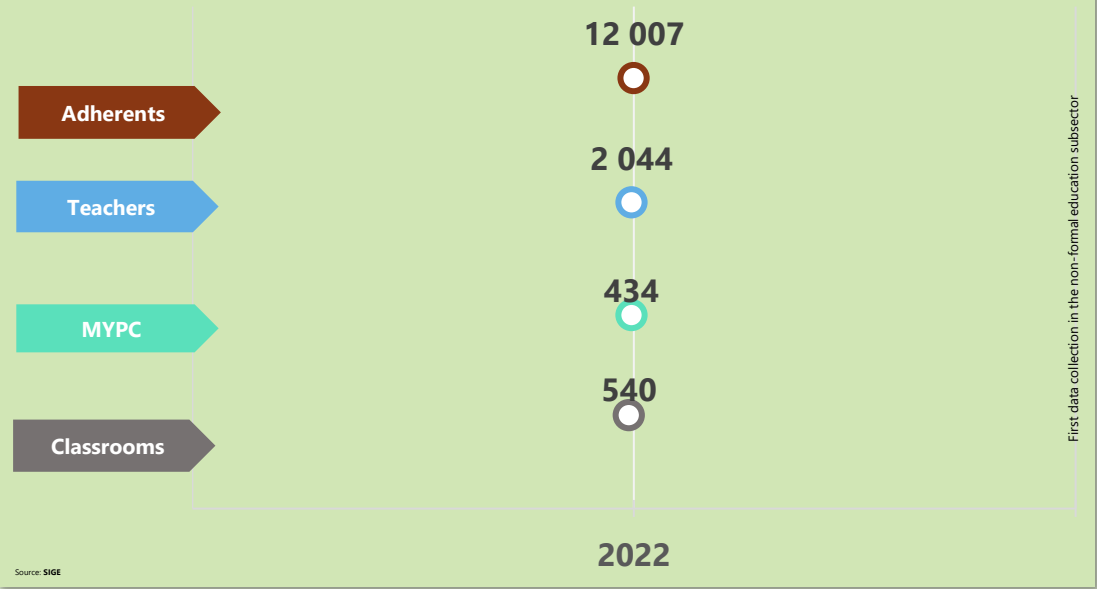


**Type of training**



Long-term training Short-term training

## Key Variables 2022



**1 083 270**  
Young people sensitized to civic values

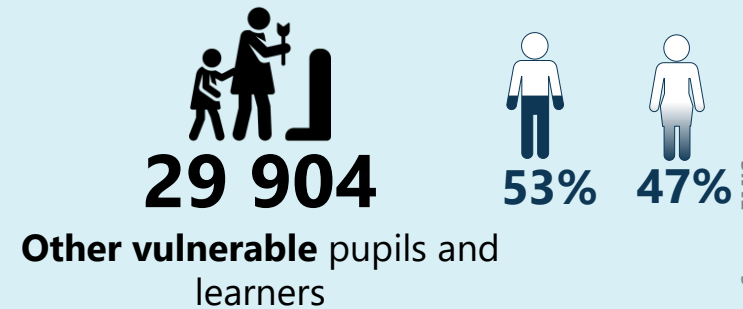
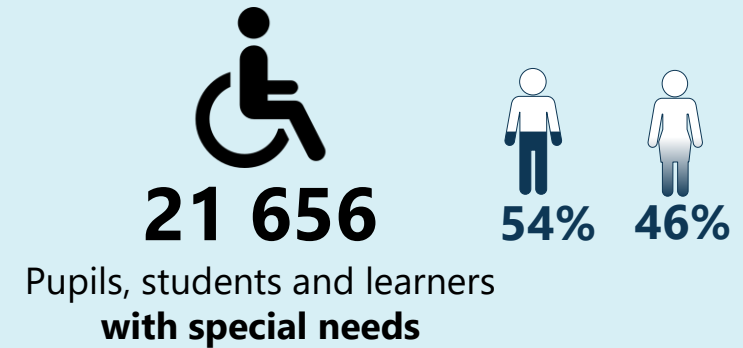
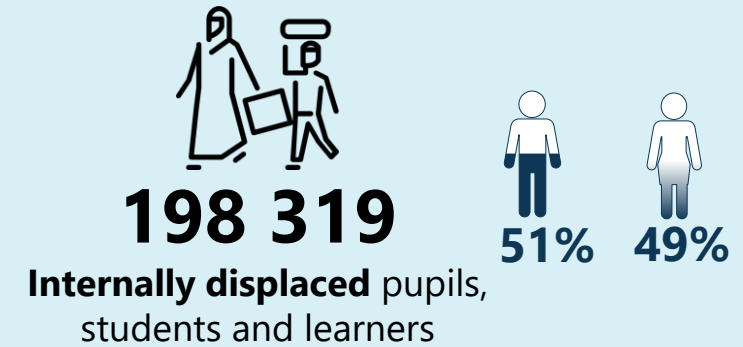
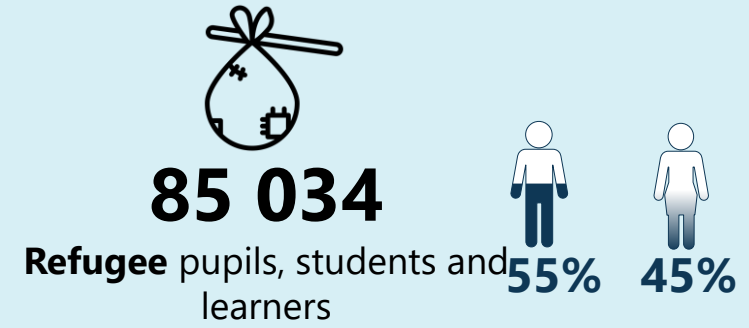
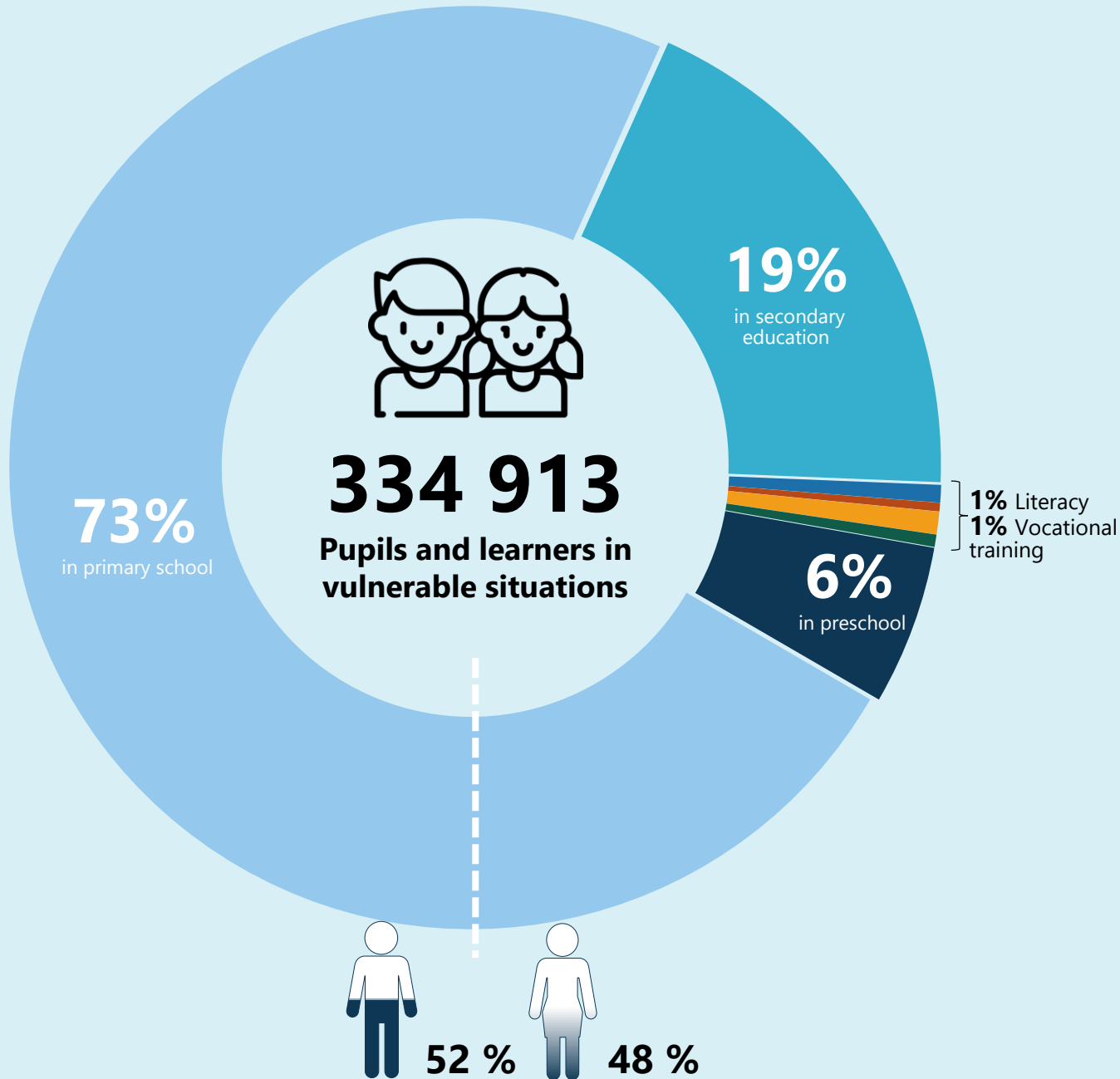
**2 285 783**  
People trained in republican values

**33,84%**  
Economic integration rate of young people trained in MYPC

## Key Messages

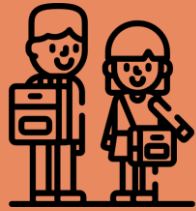
The economic integration rate (**33.84%**) of young people trained in these management structures remains low in view of the 100% target set by the SND30.

# Inclusion and Vulnerabilities



# Disparity in the Education and Training sector

## Gender Parity Index



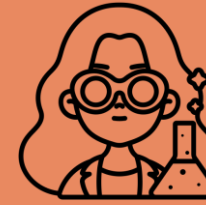
**1.0** Preschool  
**0.90** from GER to Primary  
**0.92** from GER to Secondary 1st cycle  
**0.85** from GER to Secondary 2nd general cycle

## % of girls in vocational and out-of-school training



**49.8%**  
of girls in vocational training

**52.4%**  
of girls in non-formal education



Gender parity index in science series  
**0.85**

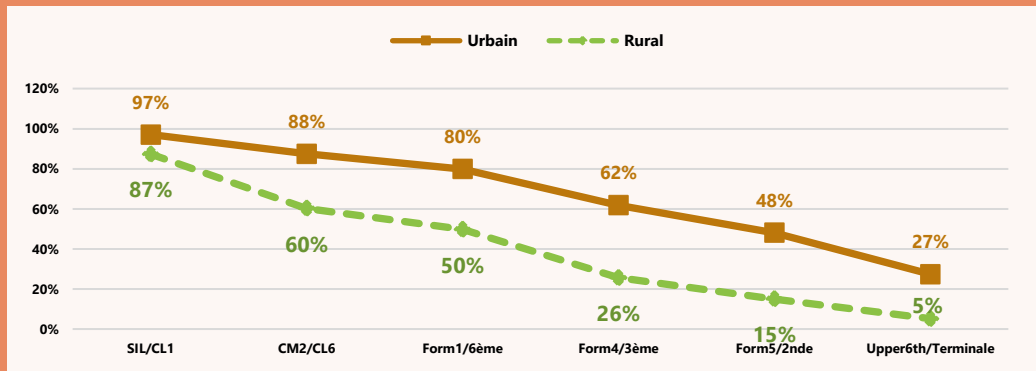
Proportion of female students in STEM fields  
**16,80%**

Gender

Source: Authors' estimate based on 2013-2014 MICS data.

Place of residence

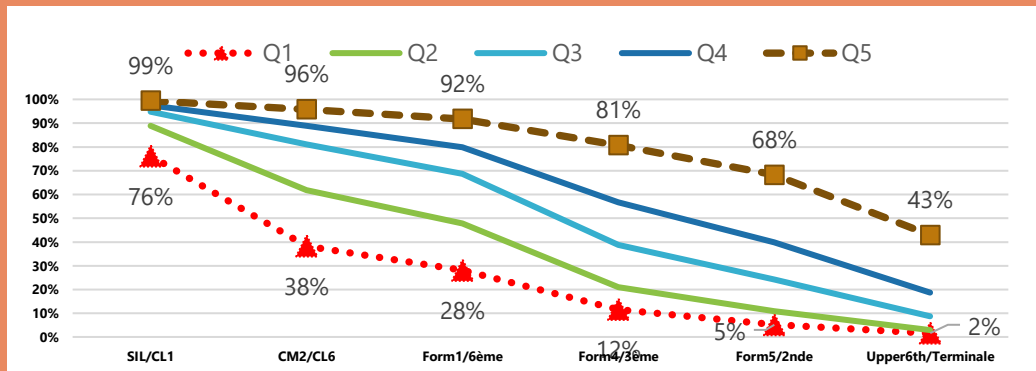
Persistent inequalities between urban and rural people from the start of primary school, with gaps that widen as one progresses through the system.



Source: Authors' estimate based on 2013-2014 MICS data.

Standard of living

The poorest are the most affected by the problem of low access and retention. Socio-economic background is one of the important dimensions to be taken into consideration in the fight against inequalities in children's educational pathways.



Source: Authors' estimate based on 2013-2014 MICS data.



# Pass Rates for Transition Exams

(session 2022)

## Primary

**87.9%** National Success at CEP  
i.e. 52.5% for boys and 47.5% for girls

**95.9%** national success rate in the FSLC  
i.e. 48.2% for boys and 51.8% for girls

## General Secondary

1<sup>st</sup> cycle

**86.1%** BEPC National Success Rate Bilingual  
That is 40% for boys and 60% for girls

**66.9%** BEPC National Success Regular  
i.e. 50% for boys and 50% for girls

**59.1%** GCE O Level G National Success Rate  
i.e. 41.2% for boys and 58.8% for girls

2<sup>nd</sup> cycle

**70.3%** of national success in the Literary Baccalaureate  
i.e. 41.3% for boys and 58.8% for girls

**60.7%** national success rate in the Baccalaureate in Science  
i.e. 51.5% for boys and 48.5% for girls

**66.5%** national success rate for GCE A Level Art  
i.e. 66.8% for boys and 66.5% for girls

**79.0%** national success rate for GCE A Level Science  
i.e. 73.7% for boys and 79.0% for girls

## Technical and Vocational Secondary

1<sup>st</sup> cycle

**54.5%** of national success rate at CAP STT  
i.e. 17.4% for boys and 82.6% for girls

**77.6%** of national success in the CAP Industrial  
i.e. 78.1% for boys and 21.9% for girls

**66.2%** National Achievement Award at GCE O Level Tech  
i.e. 60.0% for boys and 40.0% for girls

2<sup>nd</sup> cycle

**68.4%** of national success in the Tech. Com Bacc.  
i.e. 33.4% for boys and 66.6% for girls

**72.9%** of national success in the Bac Tech. Ind.  
i.e. 80.4% for boys and 19.6% for girls

**79.3%** National Success Award at GCE A Level Tech  
i.e. 55.7% for boys and 44.3% for girls

**78.1%** of national success in the Tech. Com Certif.  
i.e. 4.3% for boys and 95.7% for girls

**76.4%** of national success in the Brevet Tech. Ind.  
i.e. 74.6% for boys and 25.4% for girls

**88.2%** of national success in the Pro Com. Certificate  
i.e. 26.7% for boys and 73.3% for girls

**81.9%** of national success rate for the Brevet Pro Ind.  
i.e. 19.4% for boys and 80.6% for girls

# Financing of Education and Training

**926 billion CFA francs** are dedicated to the **Domestic expenditure on education** in 2022, either



Education sector budget as % of GDP

Evolution of the share of the education sector budget in the State budget

