

REPUBLIQUE DU CAMEROUN
Paix – Travail - Patrie

MINISTRE DE L'ECONOMIE, DE LA PLANIFICATION
ET DE L'AMENAGEMENT DU TERRITOIRE

COMITE NATIONAL DE SUIVI-EVALUATION
DE LA MISE EN ŒUVRE DE LA SND30

Sous-Commission « Education et
Formation Professionnelle »



REPUBLIC OF CAMEROON
Peace – Work – Fatherland

MINISTRY OF THE ECONOMY, PLANNING
AND REGIONAL DEVELOPMENT

NATIONAL COMMITTEE FOR MONITORING-EVALUATION
OF THE IMPLEMENTATION OF NDS30

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2023-2030

EDUCATION-TRAINING SECTOR STRATEGY



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Professional training "

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STRATEGY

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List of abbreviations and acronyms

BEPC	Brevet d'Etudes du Premier Cycle
PBW	Public Buildings and Works
CAP	Certificat d'Aptitude Professionnelle
CEMAC	Economic and Monetary Community of Central Africa
MTBF	Medium Term Budgetary Framework
CDRR	Conflict and Disaster Risk Reduction
CEP	Certificat d'Etudes Primaires
GCE-A	General Certificate of Education Advanced Level
GCE-O	General Certificate of Education Ordinary Level
CNFFDP	National Centre for the training of Trainers and Development of Programmes
PCC	Preschool Community Centre
PQC	Professional Qualification Certificate
RLA	Regional and Local Authorities
TD	Tender Documents
PQD	Professional Qualification Diploma
GESP	Growth and Employment Strategy Paper
ETSSP	Education and Training Sector Strategy Paper
ECAM 4	Fourth Cameroon Household Survey (NIS)
EDS	Population and Health Survey
GTTC	Government Teacher Training College
GTTTC	Government Technical Teacher Training College
EPEC	Education and Protection of Early Childhood
GSE	General Secondary Education
TVSE	Technical and Vocational Secondary Education
FCFA	Central Africa Financial Community Cooperation Franc
IMF	International Monetary Fund
NEF	National Employment Fund
FSLC	First School Leaving Certificate
HCI	Human Capital Index (World Bank)
HDI	Human Development Index
NIS	National Institute of Statistics
PIHE	Private Institute of Higher Education
UIT	University Institute of Technology
BMD	Bachelor, Master, Doctorate
MICS	Multiple Indicator Cluster Survey
MINAS	Ministry of Social Affairs
MINATD	Ministry of Territorial Administration and Decentralisation
MINEDUB	Ministry of Basic Education
MINEFOP	Ministry of Employment and Vocational Training
MINEPAT	Ministry of the Economy, Planning and Regional Development
MINESEC	Ministry of Secondary Education
MINESUP	Ministry of Higher Education
MINRESI	Ministry of Scientific Research and Innovation
MINFI	Ministry of Finance
MINJEC	Ministry of Youth Affairs and Civic Education
OCHA	Office for the Coordination of Humanitarian Affairs
SDG	Sustainable Development Goals
MDG	Millennium Development Goals
OMDES	Observatory of Jobs of Higher Education Graduates
ONEFOP	National Observatory of Employment and Vocational Training

2023-2030 Education Sector Strategy

NGO	Non-Governmental Organisation
NYO	National Youth Observatory
NOSO	North-West and South-West Regions
PAEQUE	Programme for the Improvement of Equity and Quality of Education
PAJER-U	Support Programme for Rural and Urban Youths
PASEC	Confemen Analysis of Educational Systems Programme
GDP	Gross Domestic Product
GPE	Global Partnership for Education
PROACTP	Programme for the Improvement of the technical and professional component of Higher Education
TFP	Technical and Financial Partner
RESEN	State's Report on the National Education System
GPHC	General Population and Housing Census
SAR-SM	Rural Artisan and Home Economics Centres
EMIS	Education Management and Information System
SIGIPES	Information and Management System of State Personnel and Salaries
NDS30	National Development Strategy
ETSS	Education and Training Sector Strategy
AAGR	Average Annual Growth Rate
PSCR	Primary School Completion Rate
GAR	Gross Access Rate
GSS	Gross Schooling Rate
ToRs	Terms of Reference
ICT	Information and Communication Technology
UNHCR	United Nations High Commissioner for Refugees
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's and Education Fund
NUSA	National Unit of Learning Outcomes
USAID	United States Agency for International Development
USD	United States Dollar
XAF	Franc of the Central Africa Financial Cooperation Community
EPA	Education Priority Area

PREFACE

As part of the operationalisation of the second phase of the development Vision by the year 2035, Cameroon adopted in 2020, the National Development Strategy (NDS30), single reference framework for Government action in a bid to succeeding in “the structural transformation of the economy and inclusive development”. To efficiently attain this development objective, Government intends to lean of competent and competitive men and women likely to satisfactorily meet the challenges stemming from our country’s industrialisation drive. That is why the “development of human capital and well-being” features amongst the overarching pillars of NDS30 (Pillar No.2).

Also, aware of the fundamental role of education and training in the development of human capital and well-being, Government has set itself the challenge of “promoting an education system at the end of which any young graduate is sociologically integrated, bilingual and competent in a field that is vital for the development of the country and aware of what he/she should do to contribute to it”.

This speaks volumes about the magnitude of the challenge and contribution expected from the education and training sector in building an emerging and democratic Cameroon united in its diversity. Hence, the pressing need for this sector to have a reference framework reflecting the sectoral consensus of all stakeholders for better coherence and greater efficiency in the conduct of interventions in the area of education and training policy in Cameroon.

It is in this light that Government, through the National Monitoring-Evaluation Committee for NDS30 Implementation (NMEC-NDS30), relaunched works to finalise the Education and Vocational Training Sector Strategy in order to pave the way for the sector audit to have a shared sectoral reference framework.

As such, the “Education and Vocational Training” Sectoral Sub-Committee of NMEC-NDS30, supported by the Technical Secretariat conducted within the framework of a participatory and inclusive process, the sectoral dialogue enlarged to all stakeholders of the education and Training Sector in order to come up with strategic consensual choices.

In this planning process, Government benefitted from technical and financial assistance from the Global Partnership for Education, support from the UNESCO-UNICEF-World Bank Consortium and its Technical Secretariat, made up of all sector administrations, partner administrations and civil society organisations.

The Education and Training Sector Strategy by the year 2030, is part and parcel of NDS30 for whose operationalisation it contributes. It translates Government vision in the area of education and training and stems from a wide and inclusive consultation process with notably the involvement and participation of various stakeholders of the educational community. It is based on lessons learnt from the implementation of the previous strategy (2013), and capitalises on commitments taken by Government within the framework of the World Education Summit held at New-York.

Furthermore, this strategy is aligned with agendas 2030 of the United Nations, and 2063 of the African Union and translates the policy commitments which the country intends to fulfil to achieve school enrolment objectives compliant with the desired structural transformation.

Specifically, the strategy takes on board the need for transforming education for the sake of equity, inclusion and quality of learning in connection with the country’s development needs

This strategy therefore intends to consolidate achievements and step up progress towards attaining the targets of agendas 2030 of the United Nations and 2063 of the African Union, through notably the extension of universal access to education with a view to gradually setting up quality core education accessible to the greatest number, reducing the gender gap and geographical disparities in the area of education and training, aligning training offer and programme contents with the real needs of the

economy, developing technical and vocational skills in line with needs of the productive sector, pursuing the professionalisation of higher education, developing research and innovation and good educational governance.

Subject to the joint effort of all stakeholders, Government under the stewardship of His Excellency Chief Dr. Joseph Dion Ngute, Prime Minister, Head of Government would spare no effort to satisfactorily unroll and implement this strategy.

Government is counting on the involvement of all, in response to the invitation addressed by His Excellency Paul Biya, President of the Republic of Cameroon, Head of State to all Cameroonians to make emergence a national cause.

ALAMINE OUSMANE MEY

**MINISTER OF THE ECONOMY, PLANNING AND
REGIONAL DEVELOPMENT**

INTRODUCTION

The education and training sector strategy for 2030 (ETSS2030) falls in line with the development perspective defined by the Government of Cameroon, and comes in to support the 2020-2030 National Development Strategy (NDS30), of which it is the branches at sectoral level. It is also aligned with the country's international commitments, notably the Sustainable Development Goals (SDGs), Agenda 2063 of the African Union, educational needs of refugees and internally displaced persons, and commitments of the 2022 UN Transforming Education Summit.

It stems from the 2013-2020 strategy prepared and implemented over the past decade which not only paved the way for several advances, but also registered a mitigated balance sheet on some of its objectives.

The renewal of the national development framework, the evolution of the economic context of the post COVID-19 pandemic, the persistent crisis in the Far-North Region, the influx of refugees in the Far-North and East, North and Adamawa Regions, the socio-political strife in the North-West and South-West Regions, have implications on the performance and needs of the education system and led to the resumption of discussions on the development objectives and strategies of the sector.

Balance-sheet of the 2013-2020 Education Sector Strategy

The adoption in 2010 of the Growth and Employment Strategy Paper (GESP) once more gave the education and training sector, the opportunity to update its strategic options which dated as far back as 2006. The formulation in 2012 of a new State's Report on the National Education System (RESEN) enabled to fine-tune the diagnosis on the most salient difficulties undermining the development of the education sector, notably i) persistent disparities linked to gender, region of residence and wealth, these disparities express themselves more strongly as the child advances in his or her education; ii) existence of a residual group of children, about 8 % of an age group, still out-of-school for various reasons; iii) significant degradation of quality education, as perceived through education acquisition measures; iv) poor regulations towards the higher portion of the system; v) less relevant character of training offer in technical education, higher education and vocational training; vi) and lastly, poor regulations and steering of the entire system, thereby leading to a less equitable distribution of inputs and some inefficiency in their use.

➤ **In terms of access and equity**

The general objective to be achieved was to improve access and equity at all levels of education and training in line with the following specific objectives: (i) raise the gross enrolment ratio from 27% in 2010 to 40% in 2020; (ii) reduce all forms of disparities in primary education; (iii) put in place core education; (iv) improve access by reducing all sorts of disparities in general and technical secondary education, second cycle; (v) diversify supply of vocational training; (vi) increase the offer of higher education with a view to professionalise and strengthen scientific and technological fields; (vii) promote functional literacy for youths and adults; (ix) design a common infrastructure construction and rehabilitation policy.

At the level of achievements, it was noted that **preschool enrolment** was widened, thus enabling to attain the quantitative objective of 40% in preschool enrolment ratio. But, community share stabilised at 2% of enrolments supervised all along the implementation period, thereby rendering utopic the efficiency of public intervention in community-based pre-schooling enrolment in order to mitigate inequities between urban and rural areas.

As for **universal access to primary education**, limited progress was registered in terms of widening access and reducing regional disparities (the primary school completion rates for the Centre, Littoral

and the northern part of the country recorded significant progress, moving from 1.79 in 2012 to 1.27 in 2017).

The strategy also made provisions for the disappearance of the category of teachers referred to as PTA teachers by the end of 2020 through their gradual absorption on contract-basis during the implementation period. Instead of disappearing, their weight in relation to the number of classroom teachers, chalk in hand, has rather doubled in government primary schools, thus moving from 18% in 2012 to 33 % in 2017.

Secondary education witnessed a strong increase in enrolments of both the first and second cycles. If the widening of access into the first cycle falls in line with the objectives of ETSS with a view to set up core education, the maintenance of widened access to the second cycle does not fall in line with the need to more strictly regulate the passage from secondary school to high school, as anticipated.

Table 1: Evolution of some access to education indicators, comparison between the 2013-2020 ETSS and achievements

	Base-year (2012)	2013-20 ETSS Objectives		Achievements	
		2015-16	2020-21	2017-18 RESEN	2021-22
Rate of completion of primary school (in %)	70.8	84.1	100	72	75
Transition rate from class 6 to Form I (in %)	69.3	78	85	71	70
Promotion rate at the end of Form 4/3ème in secondary education to the 2 nd cycle of general education (in %)	68	46.1	32.7	80	92

Sources: Framework of results of the 2013-2020 ETSS, RESEN 2019, statistics from MINEDUB and MINSEC

The ETSS aimed to reduce regional disparities at the secondary level of education and anticipated on a drop of the standard gap of regional gross enrolment rates of the first and second cycles of secondary education, from 0.215 and 0.156 to 0, respectively in 2020. Yet, the achievements have rather pointed to the worsening of disparities: standard gaps have moved from 0.249 for the first cycle to 0.227 for the second cycle in 2017.

Concerning the **participation of girl children**, a positive evolution was observed at all levels of education, thus showing that ETSS objectives were achieved in their entirety, even if the need to target intervention specifically in some regions lingers on (Education Priority Areas (EPA) as well as the continuation of the fight against gender-based violence and discrimination in schools).

As for **vocational training**, there subsist the need to enhance the value of vocational training which should manifest itself through the encouragement of the introduction of training in the fields corresponding to the production and processing needs of natural resources (agro-food, wood, mines, textile, rail, leather and shoes)

Higher education was marked by a strong growth in strength. The widening of the university map was not supported by the improvement of technical facilities, equipment and infrastructures in State universities. The attainment of objectives in this sub-sector recommended to design professional fields of study, support and finance the professionalisation of classical faculties, widening the university map, develop bridges and promote access to higher education for holders of technical and professional education certificates/diplomas, extend the creation of school, university and professional guidance centres to all the country's regions and equip them with efficient means for their operation, and develop distance education.

In the area of **school infrastructures**, though they have been significant achievements, they remain marked by qualitative and quantitative inadequacy, hence the recommendation to formulate an

infrastructure construction and rehabilitation policy within the framework of the rationalisation of the school map at all levels of education and training.

Generally speaking, achievements in terms of improving the coverage and equity of the system did not attain the ambitious ETSS objectives projected by the year 2020 as a result of the emergence new phenomena of refugees and internally displaced persons which swelled the enrolment of host schools, thereby increasing supervision difficulties of pupils and students and favouring school drop-out in areas affected by multifaceted crises (political, security, humanitarian) which have bedevilled the Cameroon educational landscape since 2017.

➤ **In terms of quality and relevance**

The objective was to improve learning quality while adapting their contents to the socio-economic environment with the following specific objectives: (i) improve learning quality in primary and general secondary education; (ii) adapt training to the socio-economic environment; (iii) promote action research and development research in the education and training sector; (iv) improve health in the school and university environment.

In terms of results, an evaluation unit of learning achievements was set up and carried out a national evaluation in 2016 which revealed the stagnation of internal efficiency indicators (repeating and drop-out rates remained high in primary and secondary education, mainly in education priority areas). The persistence of the low level of learning achievements at primary level (PASEC 2014 and the 2016 National Learning Outcomes Survey (ULO))

In the area of school textbooks, significant progress was registered in the area of the availability and accessibility of the school textbook with an allowance for government primary schools and the reform introducing an allowance for government primary schools and the reform introducing a single textbook and extending the validity of the textbook to six (6) years.

The improvement of learning quality with the introduction of new curricula in primary education and in parallel at general and technical secondary education should be pointed out even if the actions were not carried out within a concerted framework.

The relevance of education suffered from the poor collaboration between training institutions and the industrial world and poor capacity to impact on development. The introduction of efficient partnership procedures with the private sector with as corollary, a greater involvement of professionals in the education process did not bear the expected fruits in a sustainable and efficient manner. However, work placement initiatives and job incubators were undertaken in the technical secondary education.

At the level of informal education, facilitation actions to absorption and reintegration of out-of-school adults and children were undertaken and supported through the 'PAJER-U' programme and creation of Youth Multipurpose and Empowerment Centres (YMEC)

➤ **In the area of Governance and management**

In the area of governance and management of the education system, the specific objectives were to: (i) devise mechanisms to regulate the flows through bridges within the education and training system; (ii) strengthen devolution and decentralisation of the education and training system; (iii) improve the management of human, material and financial resources; (iv) ensure an efficient career management; (v) build the planning capacity of the sector; (vi) improve transparency in resource management.

Concerning implementation, several strides forward are worth underscoring: decentralisation witnessed significant progress at the level of basic education with the involvement of regional and local authorities in the management of schools (construction and rehabilitation works of primary and nursery schools, the minimum package, ...). But, this action remains dependent on the implementation of decentralisation at national level.

The StatEdu-2 computer platform for the entry, processing and management of statistical data was primarily set up at MINEDUB and MINESEC, before being gradually extended to other sub-sectors (MINEFOP, MINESUP and MINJEC). The monitoring of the capacity building in planning of human resource and institutions in charge of producing statistics through their equipment in computer materials and programmes was also undertaken.

Preparation of the 2023-2030 strategy

The preparation of a strategy for the education sector was a cause for concern for officials of the sector immediately after the adoption of the national development strategy.

Works were anticipated with the conduct of a detailed sectoral analysis, of the RESEN type¹, carried out in 2019, based on 2017-18 statistical data. The sectoral analysis underscores the challenges which the education system should encounter. These challenges situate themselves within the aftermath of those underscored during the preparation of the 2013-2020 strategy or NDS30, notably the reduction of school access inequalities and improvement of the retention of children in school, reduction of the financial burden imposed on households by schooling, improvement of learning, professionalisation of training and education at secondary and higher levels, strengthening management, steering and coordination of the sector. The provisions of the 1998 Law to lay down guidelines on education are not implemented in their entirety. Moreover, the legal framework was beefed up with new instruments, notably the law on vocational training and the law on the orientation of higher education.

Moreover, the sectoral analysis revealed new challenges, with the response to lend to education in emergency situations in the face of a change of contexts linked to insecurity, conflicts and the massive influx of internally displaced persons and refugees, and reinforcement of decentralisation of the education system and capacities of regional and local authorities (RLAs).

A financial alignment note of education policies was formulated in 2020, including strategic schooling guidelines based on those of NDS30 and supported by a quantitative scenario. Technical groups have started working on formulation of a three-year action plan.

Works resumed in 2023 in order to finalise the preparation of the education-training sector strategy. It entails updating the diagnostic analysis for the year 2021-2022, devise sectoral and sub-sectoral strategies in line with the strategic guidelines laid down by NDS30, establish an evolution scenario of the sector and lastly work out a three-year operationalisation action plan and strategy for the years 2024 to 2026.

The work was carried out under the coordination of the Sub-committee in charge of Education and Vocational Training (SCS EDUC) of the National Committee for Monitoring – Evaluation of the implementation of the SND30 (CNSE/SND30. Chaired by the Secretary General of MINESEC, the said Sub-committee has as members the General Secretaries of MINEDUB, MINESUP, MINJEC, MINEFOP, MINRESI, MINEPAT, MINFI and representatives of the structures under supervision or attached to the ministries of the sector. The Sub-Committee benefitted from support from its Technical Secretariat and assistance from Technical and Financial Partners of the Education Sector.

¹ Diagnostic of the education and training sector in Cameroon, December 2019

1. DEVELOPMENT CONTEXT OF THE EDUCATION SECTOR

1.1. A dynamic demography leading to increasing education needs

Population growth remains sustained. The population of Cameroon has considerably increased, moving from 17.5 million in 2005 to 22.2 million in 2015 to settle on 27.4 million in 2022. Despite a slight rise over the past few years, population growth remains strong (+2.4%) and projections by the NIS anticipate on a population exceeding 29 million inhabitants in 2025. This annual growth rate finds expression in the doubling of the population all the 30 years.

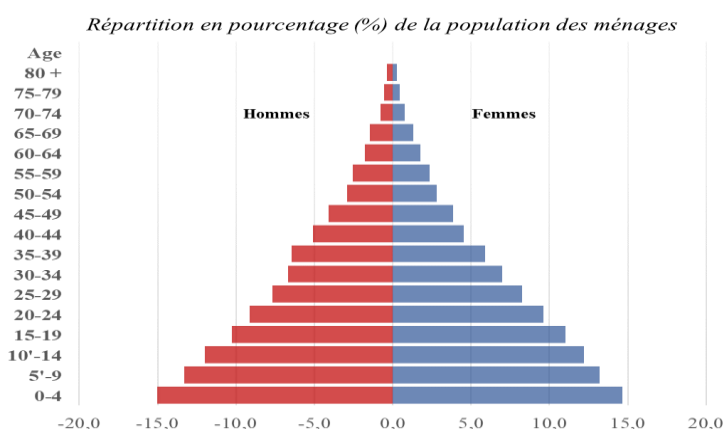
Table 2: population growth in Cameroon over the 2020-2025 period

Année	2020	2021	2022	2023	2024	2025
Women	13 229 669	13 558 164	13 894 211	14 236 246	14 586 233	14 967 447
Men	12 903 349	13 207 346	13 524 907	13 852 617	14 172 269	14 474 871
Total	26 133 018	26 765 510	27 419 118	28 088 863	28 758 502	29 442 318
Growth rate	2.42%	2.44%	2.44%	2.38%	2.38%	2.38%
% Women	50.62%	50.66%	50.67%	50.68%	50.72%	50.84%

Source: NIS, Population projections based on the GPHC

The strong population dynamics is borne by the fertility which is still high with a rate estimated at 4.4 children per woman, declining very slowly, and it is translated by a **preponderance of the youth age brackets**. The structure per age of Cameroon's population has the pyramidal shape, a feature of growing populations. 42% of Cameroonians have less than 15 years, half has less than 19 years and 70% have 30 years. As for the elderly (60 years and more), they represent only 4.9% of the country's total population.

Graph 1: Population per age bracket and sex in 2019



Source: NIS, 2019 statistical yearbook of Cameroon

The spatial distribution of this population shows that 54.2% live in urban areas while 63.7% are concentrated in four regions: Centre (18.6%), Far-North (18.3%), Littoral (15.2%) and North (11.5%). The less populated regions are the East (4.3%) and South (3%)².

The increase of generations leads to growing education needs. The increasing number of children and youths of school going age implies the necessity for constantly increasing school supply. Population growth, with a slight rise, ought to continue in the years to come to settle around +2.3% annually. To maintain the current coverage and improve on schooling conditions, the education system will imperatively continue to increase its intake capacity commensurate with the school-age population.

During the 2016-2022 period, the school-age population moved from 12.1 million to 13.8 million, thus representing an annual growth rate of 2.1%. In 2022, it represented 50.5% of the country's total population.

² NIS, statistical yearbook of Cameroon, 2019 edition

During the 2022 to 2030 period, the school-age population is expected to increase by 1.9 million for youths, of which 0.8 million represent the 6 to 15 years age bracket. The increase should continue during the 2030 decade with an additional amount of 2.8 million youths, thus representing 1.4 million for the age bracket.

The table below outline the trend in the expected school-age population over the 2022-2040 period.

Note of population data

The third General Population and Housing Census (GPHC) was carried out in 2005. Population data on previous years were projections based on fertility, mortality and migration hypotheses.

While waiting for the fourth GPHC, uncertainties on population data are important and have an impact on schooling indicators.

Table 3: Trend in Cameroon's school-age population during the 2020-2025 period in millions

Age and level of education	2022	2026	2030	2035	2040
3 to 5 years (preschool)	2.32	2.51	2.69	2.94	3.21
6 to 11 years (primary)	4.24	4.42	4.73	5.17	5.65
12 to 15 years (1 st cycle secondary)	2.50	2.70	2.81	3.05	3.33
16 to 18 years (2 nd cycle secondary)	1.70	1.85	1.99	2.09	2.29
19 to 24 year (higher education)	3.06	3.29	3.54	3.87	4.10
Total	13.83	14.76	15.76	17.12	18/58

Source: Calculations of authors to extend NIS projections beyond 2025

A strong financial burden for assets. At the economic level, the education of children and youths constitutes a burden for the adult population of working age which de facto ensure the funding of the education system. The population structure shows the particularly strong weight of this burden in Cameroon where there are 77 children of less than 15 years for 100 adults of 15 to 64 years. This dependency relationship situates Cameroon on the average of Sub-Saharan African countries, but it is higher than the world average of 39 children for 100 adults.

1.2. The constantly high poverty level constitutes a hindrance to schooling

With a Human Development Index of 0.576 in 2020, Cameroon is ranked 150th out of 191 countries, in the group of countries with an average human development. Its index is slightly higher than the average of Sub-Saharan African countries (0.547).

The prevalence of poverty constitutes a hindrance to schooling. The proportion of persons (workers and their families) living with less than 1.90 USD per day and per person stood at 21.3% in 2021 (United Nations, SDGs Data Base³). It stood at 27% in 2000. It reached its lowest level of 19.7% in 2019 before the outbreak of the Covid-19 pandemic. Even with an education that would be entirely free, the provision of schooling to the poorest segment of society remains a cumbersome task. In addition to direct schooling costs, opportunity costs generated by schooling contribute in excluding from school, children from the fragile segments of the population. Given the budgetary restriction, some families decide to give priority to the education of boys to the detriment of educational opportunities of girls or vice-versa.

Early marriages and pregnancies widen the gap between sexes in the area of schooling. According to the 2018 Population and Health Survey (EDS), 24 % of adolescents aged between 15 and 19 years in Cameroon have started their procreation live, 5 % of them are pregnant with their child, and 19 % have had at least one child. According to the 2017 Education Global Monitoring Report, in Cameroon,

³ <https://ilostat.ilo.org/fr/topics/sdg/>
<https://unstats.un.org/sdgs/dataportal/countryprofiles/CMR>

one out of five girls aged from 15 to 19 years is already married. These early marriages and pregnancies are among the factors that increasingly contribute to precluding girl children from benefitting from quality education and widening the gaps between girls and boys.

A social and human context measured by the Human Capital Index (HCI) less favourable to sustain the development of the education system. According to the World Bank, the HCI ranked Cameroon 145th country out of 157 in 2020. Its value is thus estimated at 0.40. A child born in Cameroon just before the pandemic would be productive at the adult age at 40% of what he would have been if he had benefitted from complete education and full health. This indicator represented 42% in 2012, its drop could mainly be explained by education indicators.

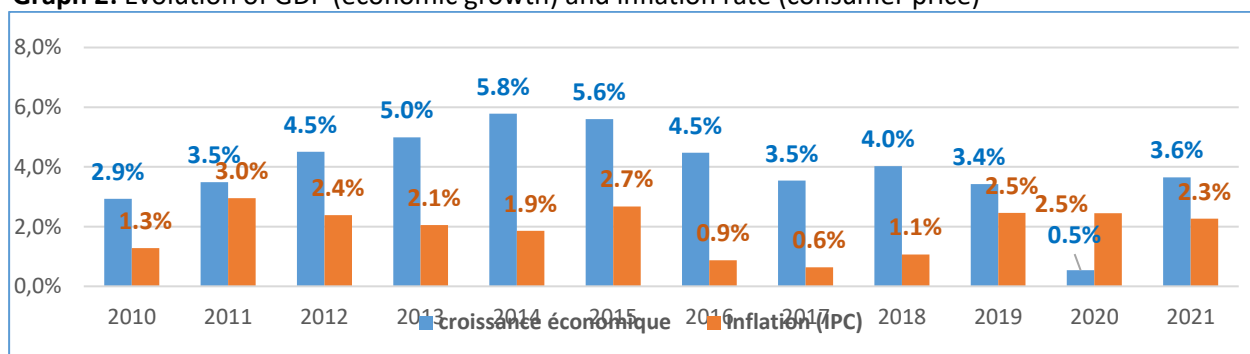
In the area of **literacy education**, available data for the 2010-2016 indicate that 81 % and 71 % of youths and adults, respectively, are literate. Even though the country took an edge on most Central African countries, considerable efforts still remain to be deployed in the area of literacy education given the Sub-Saharan African averages, where 91 % of youths and 86 % of adults on average are literate.

1.3. A resilient economy, but uncertain prospects

The economy of Cameroon represents 45 % of the GDP of CEMAC in 2021 (IMF), it has a diversified structure with 52% of value added in the tertiary sector. It however remains dependent on less processed export of raw materials (crude oil, logs and sawn timber, cocoa, liquefied natural gas, cotton, raw aluminium), and the trade balance appears structurally in a deficit.

During the 2010 decade, the economy of Cameroon portrayed an economic growth that was positive and higher than that of population growth; the GDP per capita thus increased to 15% at constant rates between 2010 and 2022. It rather resisted well to the crisis of commodity prices which occurred in 2014 than other Central African countries.

Graph 2: Evolution of GDP (economic growth) and inflation rate (consumer price)



Source: IMF, World Economic Outlook, October 2022

The Covid-19 pandemic had a less important impact in Cameroon than what would have been anticipated. The country would have registered a slight growth of about 0.5 % in 2020, supported by a good cotton season, and a dynamic PBW driven by private demand. Cameroon’s economic activity continued its increase in 2021, with a GDP growth rate estimated at 3.6 %. The price evolution remained under control all along the period and was evaluated at 2.3% in 2021.

A crisis marked by inflationary risks linked to the post-Covid-19 recovery and the war in Ukraine⁴. After the recession registered in 2020 as a result of the COVID-19 pandemic, the global economy embarked on a relative recovery in 2021, with a growth estimated by the IMF at 6.1% as against -3.1% in 2020. The disruption of the supply chains and energy price increases that resulted therefrom were

⁴ Reference: 2023-25 mid-term Economic and Budgetary Programming Document, established for the budget orientation debate within the framework of the preparation of the 2023 budget

worsened by the Russo-Ukrainian war. Macro-economic prospects darkened and concerns on the control of inflation came to the forefront of agendas in the face of the boom of commodity prices and generalisation of pressures to increase prices, notably those of foodstuffs. Growth estimates for 2022 and 2023 were revised downwards to +3.6% (IMF)

In the CEMAC zone, economies were back on the path of growth in 2021, with a rate estimated by BEAC at 1.9%, as against -1.7% in 2020 and a growth rate of +3.3% is estimated for 2022.

In 2022, the growth of Cameroon's economy should settle at 4% as against 4.2% initially projected. The final consumption of households which represents 70% of the GDP would increase on average by 5.2% with a contribution to economic growth of 3.8 points. The growth in investment would be more vigorous, with a rate of 6.7%. The increase of world prices of foodstuffs, energy and agricultural and industrial inputs blamed on the war in Ukraine should however accentuate the country's inflationary pressures. According to the latest IMF forecast⁵, inflation could exceed the community standard of 3% and rise to 4.6 % in 2022, as against 2.3 % in 2021, before dropping back to around 2% in the mid-term. The 2023 budget is based on an inflation rate of 3%.

Table 4: key macro-economic indicators over the 2022-2025 period

	2022	2023	2024	2025
Nominal GDP (in billions)	27 489	29 120	31 006	33 770
Growth rate (%)	3.7	4.2	4.9	7.9
Non-oil growth rate (%)	3.8	4.5	5.2	5.7
GDP deflator (%)	5.5	1.7	1.5	1.0
Non-oil GDP deflator (%)	4.2	2.3	1.7	1.5
Inflation (%)	4.6	3.0	3.0	2.5
Oil production (in millions of barrels)	25.0	26.0	22.1	24.5
Gas production (in billions of CFA F)	79.7	88.0	93.0	256.0
World price of the barrel of oil (US \$)	98.2	85.5	80.2	76.2
LNG prices	12.0	10.0	10.0	10.0
Exchange rate US\$/CFAF	620.6	640.0	638.3	634.5

Source: Alignment Committee in the MTBF

Uncertain mid-term prospects. Macro-economic prospects remain more uncertain and dependent on uncertainties inherent to the duration of the Russo-Ukrainian conflict and expected impact of measures for economic recovery taken by Government. Prospects are regularly re-evaluated, growth expected for 2023 stands at 4.6% at the moment when the budget orientation debate was reviewed to stand at 4.2% for the final preparation of the budget⁶.

Macro-economic projections carried out under the hypothesis of a gradual return of the economy on the path of growth before the Covid-19 pandemic. The growth of economic activity should stand at 5% on average over the 2023-2025 period, supported by the consumption of households and investment. Domestic demand should benefit from the spin-off effects of recovery measures of economic activity prescribed by Government, the resumption of investment (public and private), and renewed dynamism of the labour market. Between 2023 and 2025, the final consumption of households which represents 70% of GDP would on average gradually increase by 5.2% with a contribution to economic growth of 3.8 points. The growth in investment would be more vigorous, with an average of 6.7%⁸.

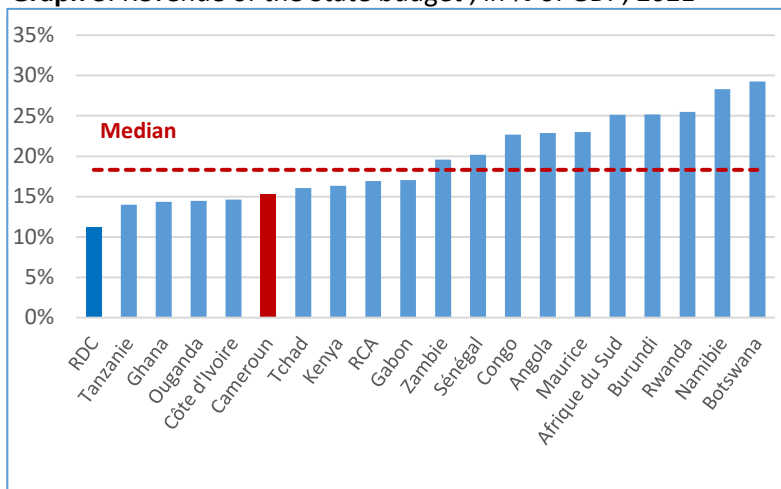
⁵ World Economic Outlook October 2022

⁶ Explanatory statement of the Finance Law bill for the 2023 Financial Year and MTBF

1.4. A constrained State budget which curtails public education financing

The State budget is of modest size. Budget revenue for the 2023 Financial Year, excluding loans, stands at CFA Francs 4 676.5 billion, including CFA Francs 3 778.5 billion for non-oil revenue, CFA Francs 807 billion for oil revenue and CFA Francs 91 billion of donations. It represents a total of 15.6% of GDP, 12.6% only for non-oil revenue. This level of revenue places Cameroon among the countries with a modest sized budget.

Graph 3: Revenue of the State budget , in % of GDP, 2021



Source: IMF, World Economic Outlook, October 2022

Budget prospects for 2025 aim to reduce the deficit to contain indebtedness. The public finance policy for the 2023-2025 period aims to ensure to the State, “sound mid-term budgetary margin of manœuvre, compatible with a sustainable level of indebtedness and guaranteeing financial viability of its expenditure programme backed up by NDS30, in coherence with the guidelines contained in the new Economic and Financial Programme signed with the International Monetary Fund (IMF)⁹⁰”.

Table 5: 2021-2025 trajectory of public finance

Budgetary aggregates	Implemented 2021	2022 AFL	2023 FLB	2024 Forecast	2025 Forecast
Global balance (% GDP, scheduling basis, donations included)	-2.9%	-2.0%	-0.9%	-0.8%	-0.3%
Balance outlined by CEMAC reference budgets (% GDP)	-3.0%	-3.3%	-1.8%	-1.4%	-1.4%
Tax pressure (non-oil revenue in % GDP)	11.8%	11.8%	12.6%	13.1%	13.6%
Public expenditure (excluding debt servicing, % GDP)	15.4%	16.1%	15.3%	15.5%	15.9%
Sustainability of wagebill (% of tax revenue)	38.8%	40.1%	36.5%	35.7%	33.2%
Public debt (% GDP)	45.3%	40.0%	50.0%	50.0%	50.0%

Source: MINFI, 2023-2025 Mid-Term Budgetary Framework

The global budgetary deficit is anticipated on a downward trend and it should enable the State of Cameroon, given the evolution and prospects of oil revenue, to respect the CEMAC reference balance as from 2024.

To attain this situation, the State should step up the **mobilisation of domestic non-oil revenue**, on the one hand, and **control the evolution of expenditure**, on the other hand. Concerning revenue, the tax pressure of 11.8% of GDP in 2022 is increased to 12.6% in 2023, then continues to increase in 2024 and 2025 through an additional tax effort of 0.5 point per year. For expenditure, after witnessing a voluntarist increase to 16.1% of GDP in 2022 to face the negative effects of the Russo-Ukrainian crisis notably, expenses, excluding debt servicing will be reduced to 15.3% of GDP in 2023 and to 15.9% by 2025. In this scenario, public debt remains contained at 50% of GDP.

These prospects are not in line with choices favourable to more significant financing of the education sector. Allocations projected for 2024 and 2025 in the mid-term budgetary framework anticipate less

rapid credit increases than the State’s total expenditure, including the consideration of debt servicing expenditure.

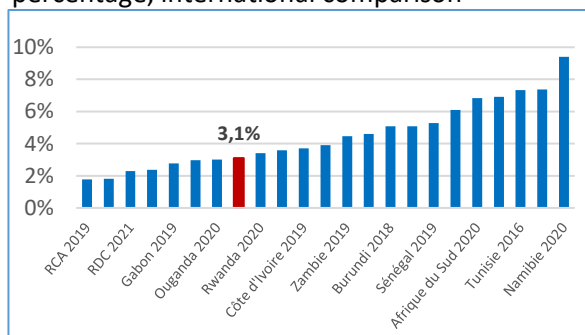
Table 6: Evolution of total budget expenditure and expenditure for the education sector

Billions of CFA F	2015	2017	2019	2020	2021	2022	2023	2024	2025
Total State expenditure	3 518.6	4 373.8	4 850.5	4 409.0	4 670.0	5 599.7	6 275.0	6 550.1	7 374.8
Current expenditure	2 159.9	2 059.4	2 465.5	2 241.0	2 335.6	2 645.4	3 149.9	3 373.1	3 682.5
Capital expenditure	922.0	1 586.9	1 327.6	1 254.3	1 352.0	1 479.0	1 386.5	1 560.5	1 926.8
Debt servicing	436.7	727.5	1 057.4	913.7	982.4	1 475.3	1 738.6	1 616.5	1 765.5
Expenditure for the education sector	534.9	649.9	718.9	728.2	722.4	764.4	853.2	913.5	988.1
Current expenditure	445.3	564.9	635.8	658.8	663.2	695.1	798.8	850.5	883.5
Capital expenditure	89.6	85.0	83.1	69.4	59.2	69.3	54.4	63.0	104.6
Basic Education	188.6	222.7	222.3	226.0	229.1	244.0	254.2	274.7	291.5
Secondary Education	251.5	319.0	387.6	392.4	383.4	400.3	461.2	490.9	517.9
Higher Education	51.9	67.7	62.1	57.1	61.7	63.9	73.5	81.6	95.3
Research and Innovation	13.8	8.6	11.1	10.9	8.7	10.9	12.8	15.1	20.0
Youth Affairs and Civic Education	9.9	14.2	15.2	22.8	20.3	23.9	26.0	26.1	33.7
Employment and Vocational Training	19.2	17.8	20.5	19.0	19.2	21.4	25.5	25.1	29.7
% of total State expenditure	15.2%	14.9%	14.8%	16.5%	15.5%	13.7%	13.6%	13.9%	13.4%
% of State expenditure excluding debt servicing	17.4%	17.8%	19.0%	20.8%	19.6%	18.5%	18.8%	18.5%	17.6%
% of GDP	2.8%	3.1%	3.1%	3.1%	2.9%	2.8%	2.9%	2.9%	2.9%

Source: Finance Laws

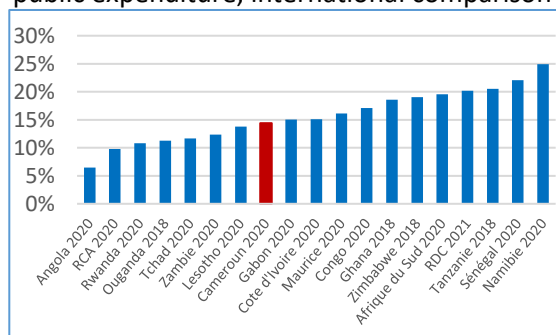
The globally low level of State expenditure and moderate allocation to the sector finds expression in the level of public expenditure for education of about **3% of GDP**, a situation which ranks Cameroon among the countries where this expenditure is low as compared to the national wealth produced.

Graph 4: Public expenditure for education in GDP percentage, international comparison



Source: Data base of the UNESCO’s Institute of Statistics

Graph 5: Education expenditure in % of total public expenditure, international comparison



Source: World Bank, development indicators

1.5. Difficult access to employment for youths

The informal sector remains the main source of employment in Cameroon. In practice, the formal sector is characterised by stable, declared employment and which gives rise to social benefits, whereas the informal sector, on its part, distinguishes itself by undeclared, precarious and poorly remunerated jobs and offers less protection to workers. Data stemming from ECAM 4 indicate that 89.4 % of actively occupied individuals work in the informal sector, and only 10.6 % among them are in the formal sector, of which 5.9 % are in the public sector and only 4.7 % in private sector. Given the specialisation of the rural population in agriculture, the informal sector is more important (94.7 %) than the urban areas (88 %). Moreover, as a result of the flexibility for entering into the informal sector, the vulnerable segments of the population are increasingly represented. As such, in 2014, 95.8 % of persons aged between 15 and 24 years were working in this sector. The difference of 10 percentage points with the

employment rate in this sector of other age brackets (25 to 34 years and 36 to 64 years) suggest that a marginal segment of primo young job seekers use the informal sector as a stepping stone for transiting into the formal sector.

Access to employment reduced the level of education of all age groups. In a labour market structure where the modern sector barely offers 10 % of jobs, there exist few opportunities for more qualified individuals. This situation can be explained by the drop in the employment rate with the level of education for all age groups (Cf. table 7 below). For the more active youths aged between 25 and 35 years, the unemployment rate is five times higher for active persons having a higher level of education than for persons out-of-school.

Table 7: employment status per level of education and age group (in %)

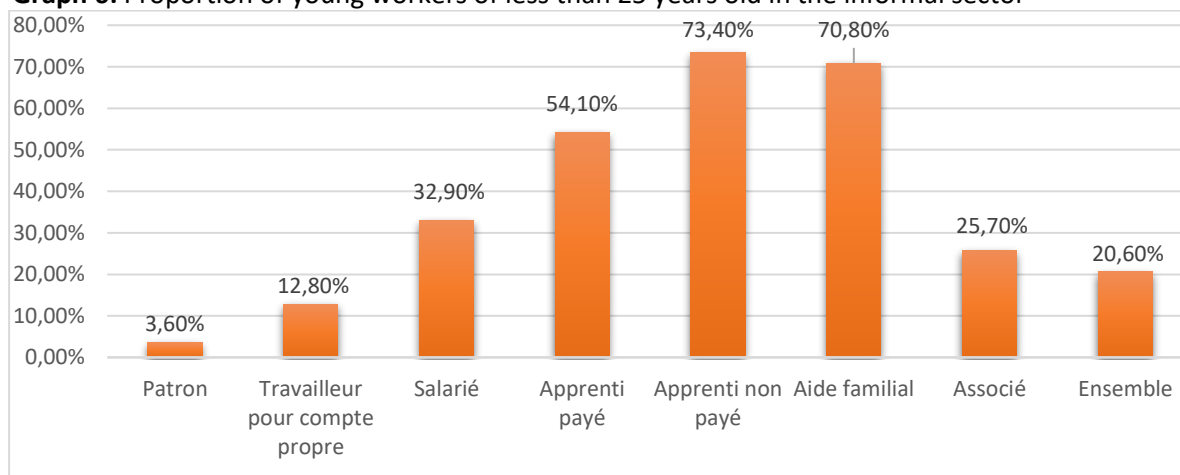
Age	Out-of-school		Primary		Secondary 1 st cycle		Secondary 2 nd cycle		Higher education	
15-24 years	5.8	94.2	7.3	92.7	9.3	90.7	12.9	87.1	32.8	67.2
25-35 years	3.0	97.0	4.2	95.8	7.3	92.7	10.2	89.8	14.8	85.2
36-64 years	1.3	98.7	2.2	97.8	4.0	96.0	5.5	94.5	3.0	97.0
15-64 years	2.6	97.4	4.0	96.0	6.9	93.1	9.2	90.8	14.4	85.6

Source: 2019 RESEN based on ECAM4 findings

According to EES13 findings, close to half of workers in the informal sector (52.5%) have a schooling level of at most basic education. Generally speaking, the most frequent level of instruction is that of basic education as it concerns more than three out each ten workers (31.8%). This preponderance of basic level of instruction is relatively more observed in women (34.1%); in family helpers (41.4%) and workers of rural areas (36.4%). Moreover, the levels of instruction for the second cycle of secondary and higher education (19.6%) were less observed among UPI workers.

Youths of less than 25 years old represent 20.6% of workers from the informal sector. They are relatively more represented among non-remunerated learners (73.4%) and family helpers (70.8%). They represent 3.6% of bosses and 12.8% of self-employed. They are relatively more represented in industry (25.6%) and services (20.0%) in comparison with commerce (16.3%).

Graph 6: Proportion of young workers of less than 25 years old in the informal sector



For youths, on-the-job-technical and vocational training is more relevant than formal training to have access to employment. When the analysis is done according to the type of education, it seems that for youths (from 15 to 35 years), hands on training is associated to more important employment rate (93.1 %) than academic training or technical and vocational training offered in training institutes (89.1 %).

EES13 findings confirm this observation. In fact, concerning apprenticeship, workers having carried out their apprenticeship in small enterprises represent very small proportions (11.7%). The same holds true for those having attended technical schools (6.5%), apprenticeship and vocational training centres (4.4%) and at the level of large business concerns (0.2%). On the contrary, most workers (74.3%) having gone through apprenticeship learned a trade on their own or on the job. This proportion is more significant among women (80.3%) than in men (67.7%).

Employment access difficulties faced by beneficiaries of technical and vocational training gleaned from training institutes can be explained by their poor relevance. According to a survey carried out at the level of employers (2015), only 42 % of employers declare themselves fully satisfied with the skills of their staff having qualifications developed within the framework of teaching as well as technical and vocational training. The dissatisfaction pertaining to the level of competence of these graduates is particularly important for employers of the agriculture, wood, construction and cotton/textile sectors.

The low quality of teaching as well as technical and vocational training can mainly be explained by weaknesses in structuring supply. The limited collaboration between training institutes and employers undermines the introduction of skills training adapted to the market, for the design of training programmes is not guided in relation to the private sector and students have few placement possibilities and practical training. Employers are not involved in the design and implementation of programmes. The quality of technical and vocational training programmes is also affected by the lack of teaching and learning materials, poor quality of infrastructures, low level of qualification and limited exposure of teaching staff to field realities.

The results of the diagnostic analysis show the mismatch between the two entities. On one side, the economic circles do not get quite enough to satisfy its needs, and on the other side, the education system sends out graduates who find it difficult to integrate into the economic world or who integrate into jobs less compatible with their level of training. It is clear, given the results, that the multiplication of structures in charge of training and various available offers have not significantly improved this match. It has increased the costs of transactions, duplications and difficulties to entrench a harmonised policy.

1.6. Major crises affecting the education system

Cameroon's education system was faced with multifaceted shocks over the past decade as a result of numerous complex and prolonged humanitarian crises which had devastating effects on host communities, internally displaced persons and refugees.

Recent history was notably marked by three major crises: (i) repeated attacks by Boko Haram terrorists in the Far-North; (ii) the conflict in the Central African Republic; and, (iii) the persistence of the socio-political crisis affecting the North-West and South-West Regions.

In 2023, 1 person out of 6 living in Cameroon needs humanitarian assistance, hence a total of 4.7 million persons⁷ in the country.

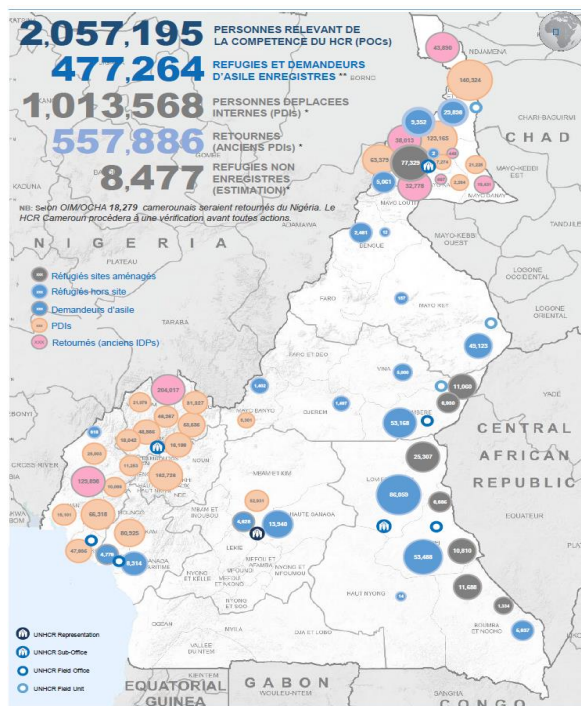
⁷ Cameroon Humanitarian Needs Overview April 2023

More than 2 million persons under the remit of the HCR have been recorded, including 479 533 refugees and asylum seekers registered, 1 013 568 internally displaced persons (IDPs), 557 886 returnees and 8477 non-registered refugees. 56% are children among refugees and 63% are children among IDPs.

In fact, these crises have led to an influx of refugees from the Central African Republic in the East, North and Adamawa Regions and Nigerians in the Far-North Region.

The political crisis in the North-West and South-West Regions and the violence generated led to migratory movements for the affected population towards Nigeria and internal displacement towards the Centre, Littoral, West and South Regions; displacements within NOSO were generally tilting, the majority of displaced persons returning to their areas of origin, once the security situation improved. In February 2023, the United Nations estimated at 2 million the number of persons affected, including 628 000 internally displaced and 87 000 refugees in Nigeria.

Graph 7: Statistics of persons under the remit of the UNHCR



Source : UNHCR, CMR February 2023

These different crises have exacerbated the context of pre-existing structural vulnerabilities and social inequalities coupled with natural catastrophes and food crises.

In fact, natural catastrophes directly resulting from climate change are increasingly frequent and intense, they negatively impact on the education system (destruction of schools) and increase food insecurity and malnutrition. These recurrent natural phenomena such as floods and drought affect the Far-North and North Regions, more especially the Logone – and – Chari and Mayo-Danay Divisions.

More than 38 000 households (200 072 persons) are affected by floods in the Mayo-Danay, Mayo-Tsanaga and Logone and Chari Divisions. To a lesser extent, floods as well as earthquakes and volcanic eruptions can concern the Littoral, West, North and South-West Regions. More than 18 200 houses and thousands of acres of farms were destroyed, as well as 126 schools flooded in divisions affected by floods.

The country is also affected by food insecurity which negatively impacts on the children’s learning capacities and accentuates school dropout. Families do not have capacity to support children’s education due to extreme poverty and food insecurity aggravated by insecurity and movement conditions. It was estimated that 1 920 618 persons in Cameroon were in a state of food insecurity for the June to August 2021 period, the North-West, South-West and Far-North Regions having the highest food insecurity rates, with 19%, 16% and 15%, respectively. This situation worsened. The outline of humanitarian needs of March 2023 reveals that 3.2 million persons are in a state of food insecurity, that is; 11% of the population. The most affected regions are the Far-North, North-West and South-West Regions. Among the total number of persons in a state of acute food insecurity anticipated for the coming period, it is alarming to note that the number of persons in a state of emergency (phase 4) ought to increase by 45 % as compared to the same period last year.

Moreover, the disruption of food and nutritional markets and services due to the conflict in Ukraine, violence and the COVID-19 pandemic have negatively impacted on diets and nutritional practices, thus leading to an increase in mortality, morbidity and malnutrition among the population groups having higher nutritional needs, especially children.

Lastly, the COVID 19 pandemic affected 7.2 million learners. Many schools and community learning environments were closed, except for some schools in urban areas which operated at less than 60% of their capacity. Disparities linked to education already observed in the affected regions by security crises (Far-North and East), natural catastrophes (North and Adamawa) and socio-political strife (North-West and South-West), were accentuated.

2. PREVAILING SITUATION OF THE EDUCATION SYSTEM

The education sector was subject to a complete diagnosis prior to the preparation of the strategy. The diagnostic document published in December 2019 is based on the statistical situation of 2017-2018 school year. The main results of this diagnostic analysis were updated for this chapter which outlines the prevailing situation based on school statistics for more current years than the 2021-2022 school year.

2.1. Organisation of the education system

Cameroon' fragmented education system is mainly administered by five ministries. They include: (i) the Ministry of Basic Education (MINEDUB); (ii) the Ministry of Secondary Education (MINESEC); (iii) the Ministry of Employment and Vocational Training (MINEFOP); (iv) the Ministry of Higher Education (MINESUP), (v) the Ministry of Scientific Research and Innovation (MINRESI) and (vi) the Ministry Youth Affairs and Civic Education (MINJEC).

The organisation of Cameroon's education system is in line with a legal framework structured around the 1998 Law to lay down guidelines on education, the 2018 Law on vocational training and the 2001 Law on the orientation of higher education which was revised in 2023.

The Cameroon education system is structured around several types and paths of education both formal and non-formal. The formal path goes from preschool education to higher education whereas the non-formal path is made up of literacy aspect meant for illiterate adults as well as extra-curricular supervisory mechanisms and mainly vocational learning meant for out-of-school youths or those who have never gone to school.

Preschool is the first type of education. It hosts children of 4 years of age, for a duration of 2 years. This duration can go right up to 3 years, especially in the private sector. It comprises two sub-systems (anglophone and francophone). It is ensured by specific institutions (nursery schools, kindergartens, day care centres, crèches, early childhood development centres...) whose conditions for creation, opening and modalities of operation are laid down by regulatory instrument. It seems increasingly essential to enable all the children to be well prepared to enter the primary cycle, the regulatory instruments do not "explicitly" assign an obligatory character to it.

Primary education was rendered constitutionally obligatory in 1998, and begins officially at the age of 6 years. It lasts for 6 years and ends up with the award of the FSLC (First School Leaving Certificate) in the anglophone sub-system and the award of the CEP (Certificat d'Etudes Primaires) in the francophone sub-system.

Secondary education receives graduates of primary school and comprises two sub-systems (anglophone and francophone) and three type of education (general, technical and teacher training).

Secondary General Education (SGE) has the same duration in the two sub-systems (7 years) but the structure of the two cycles differs with 5 years of studies for the first cycle, then 2 years for the second in the anglophone sub-system, as compared to 4 years of studies for the first cycle, then 3 years for the second in the francophone sub-system. The first cycle of francophone secondary general education is sanctioned by the award of the BEPC and by the General Certificate of Education Ordinary Level (GCE O Level) in the anglophone sub-system. The second cycle is sanctioned by the award of the Baccalauréat in the francophone sub-system and by the General Certificate of Education Advanced Level (GCE A Level) in the anglophone sub-system. It is worth noting that in the class of 'première' (Lower sixth form in the francophone sub-system), the 'probatoire' examination conditions access to the 'terminale' (Upper sixth form in the francophone sub-system) class.

Secondary technical and vocational education (STVE) of the francophone sub-system is broken down into two cycles, respectively of 4 and 3 years of studies; it is sanctioned by the award of the CAP

(Certificat d'Aptitude Professionnelle) for the 1st cycle, and the 'Baccalauréat Professionnel' and 'Brevet de Technicien' for the second cycle. In the anglophone sub-system, STVE has the same structure as SGE.

Teacher training which trains teachers of preschool, post-primary and primary schools of the first cycle of secondary education in government teacher training colleges for general education (GTTC) or government teacher training colleges for technical education (ENIET). Obviously, holders of the CAPIEMP (Teacher's Grade One Certificate) thus become "preschool and primary cycle educators" after three (3) years of training for holders of the G.C.E. Ordinary Level, 2 years for holders of the 'probatoire' certificate (end of lower sixth form examination) and 1 year for holders of the G.C.E. Advanced Level. Conversely, holders of the (Teacher's Grade One Certificate in technical education) are deployed in Industrial and Technical Colleges (CETIC), Rural Artisan as well as Home Economics Sections after 3 years of training for holders of the CAP (Certificat Aptitude Professionnelle), 2 years for holders of the 'probatoire technique' (end-of-lower sixth examination in technical education) and 1 year for holders of the G.C.E. Advanced Level or G.C.E. A/L in technical education. But, on the strength of the Decree of 4 October 2023 to organise grade I teacher training colleges, the training of grade I teachers is meant for holders of the G.C.E. Advanced Level and training lasts for two years.

Vocational training. The legal framework of vocational training was enriched with recent instruments which enshrine MINEFOP as the main provider of vocational training in Cameroon. It notably relates to Law No.2018/010 of 11 July 2018 governing vocational training in Cameroon and its implementation instruments, which lay down the general legal framework as well as fundamental guidelines for vocational training. As such, the scope of vocational training which is made up of a set of post-basic education training is provided either by government institutions or private institutions approved by the State. It aims to give to learners and apprentices through pre-service, continuous vocational training or apprenticeship, knowledge, skills and aptitudes necessary for the practice of a trade and/or enabling to have access to a job.

It entails giving a best place to vocational skills in the growth and employment strategy through an efficient and well-harnessed vocational training mechanism. In fact, Government intends to: step up training offer; significantly improve vocational training quality by targeting promising trades; rationalise the vocational training system (for example by setting up job training centres in lieu of rural artisan as well as home economics sections (SAR/SM)) and renovate profession and apprenticeship systems.

At institutional level, vocational training in Cameroon supervises more than 300 000 youths each year and it is managed by several ministries, consular chambers and professional organisations.

The initial training cursus is made up of three (3) levels, notably:

- 1st level of training: labourers/employees (semi-qualified/specialised labourers, qualified labourers/employees and very qualified labourers/employees);
- 2nd level of training: supervisory staff (professional technicians and technicians);
- 3rd level of training: cadres (junior and senior managerial staff).

Moreover, MINEFOP manages a private and public mechanism. The latter is made up of the Rural Artisan/Home Economics Sections (SAR/SM), Rapid Vocational Training Centres (CFPR), Excellence Vocational Training Centres (CFPE) and Job training Centres (CFM). Private training centres on their part are of three types: Rapid Private Vocational Centres; Private Training Centres in professional environment and apprenticeship workshops.

Lastly, it offer the following types of training to the general public:

- ✓ pre-service training (FI): training acquired at three levels: within the education and apprenticeship frameworks as well as experience acquired within the enterprise. Maximum duration of 2 years;

- ✓ continuing education (FC): short training (of a maximum duration of 6 months) meant to comfort, improve or acquire professional knowledge in a module or specific area;
- ✓ training through apprenticeship (FPA): it is an alternate training offered between a classical teaching institution and an enterprise on the basis of an employment contract. It should be pointed out that this is a diploma course;
- ✓ alternate training (FA): understood as a dual education system which combines apprenticeship in a company and vocational education at a vocational school in one course;
- ✓ open and distance learning (FOAD): it represents online training or e-learning. Courses are taught using a discussion platform which has obtained prior authorisation for online enrolment in a centre of the area.

Higher Education is the terminal part of Cameroon's education system. Generally speaking, the education sub-sector has three levels of teaching: Bachelor-Master-Doctorate. Higher education consists of all post-secondary teaching and training offered by public institutions of higher education and private institutes of higher education accredited as higher institutions by the State. In addition to these two types of institutions, Cameroon higher education has institutions with special status and transnational institutions, the fruit of cooperation ties and the opening-up of this teaching system. As such, the Cameroon university system is a binary type: there are classical faculties, on the one hand; and professional schools, on the other hand. Classical faculties freely enrolls students who are holders of the GCE A-Level, the 'Baccalauréat', and any other recognised equivalent certificate/diploma. Yet, access to professional schools as well as into private institutions is subject to succeeding at a competitive entrance examination. In this sub-sector, there is no distinction between the anglophone and francophone sub-systems

In 2022, higher education had 96 public institutions, including: 8 training in teacher education (4 HTTC and 4 HTTTC); 7 training in medicine; 5 training in agriculture, forestry, sylviculture, fauna, water and sanitation; 3 training in livestock, fisheries, aquaculture and seafaring jobs; 11 training in energy, mining, industry, and public works; 4 national advanced schools of engineering; 4 institutions training in tourism, urban development, international relations and translation; 3 training in culture; 1 training in journalism; 5 training in commerce and logistics; 10 faculties of science; 10 faculties of letters, art and social sciences; 10 faculties of economics and management sciences; 10 faculties of law and political science; 4 faculties of science of education.

- Extra-curricular supervision

Extra-curricular education is an instructional activity organised out of the time and/or space allocated for classical school activities. It concerns youths and can also be applied to other e=segments of the population. Within the education system, it meets the supervision need of those who are not taken on board by other paths, notably out-of-school youths (2014 ECAM2 survey and evaluating at 8% the proportion of children who have never attended school), school dropout (48% do not have access to secondary education) during their schooling and/or have completed their training within the framework of the formal academic path.

This supervision, which takes on board civics, citizenship and moral education, to address all social excesses and deviant practices observed within society, is mainly implemented by structures of the Ministry of Youth Affairs and Civic Education.

As such, in MINJEC, extra-curricular education is mainly carried out in Youth Multipurpose Empowerment Centres (YMEC), organised by Decree No. 2010/1099\$PM of 7 May 2010, which have as mission to "supervise and support extra-curricular activities for youths with a view to their fulfilment". However, it can be carried out in other frameworks such as open environmental and formal structures.

The extra-curricular education process is based on non-directiveness and customised pedagogy, and it can take on board pre-standardised approaches.

Scientific research and innovation is a broad-based component of the education and training sub-sector. The National Research and Innovation System (NRIS), through its cross-cutting nature and in addition to its mission geared towards developing new knowledge, should be considered in ETSS as this State entity empowered to transform problematic issues into research projects and collect data in order to put it at the disposal of various sectoral administrations.

Pursuant to the provisions of Decree No. 2012/383 of 14 September 2012, the Ministry of Scientific Research and Innovation (MINRESI) is responsible for animation, coordination, valorisation, popularisation and control of research activities across the national territory. This decree also prescribes in international cooperation in the area of scientific research and innovation, in liaison with the Ministry of External Relations, the Ministry of Higher Education and the administrations concerned; technological monitoring, in liaison with the administration concerned.

MINRESI has eight (8) research institutes in varied areas, which are involved in training, capacity building and densification of the critical scientific mass, notably the National Centre for Education whose mission is to meet the needs of permanently improving the education system.

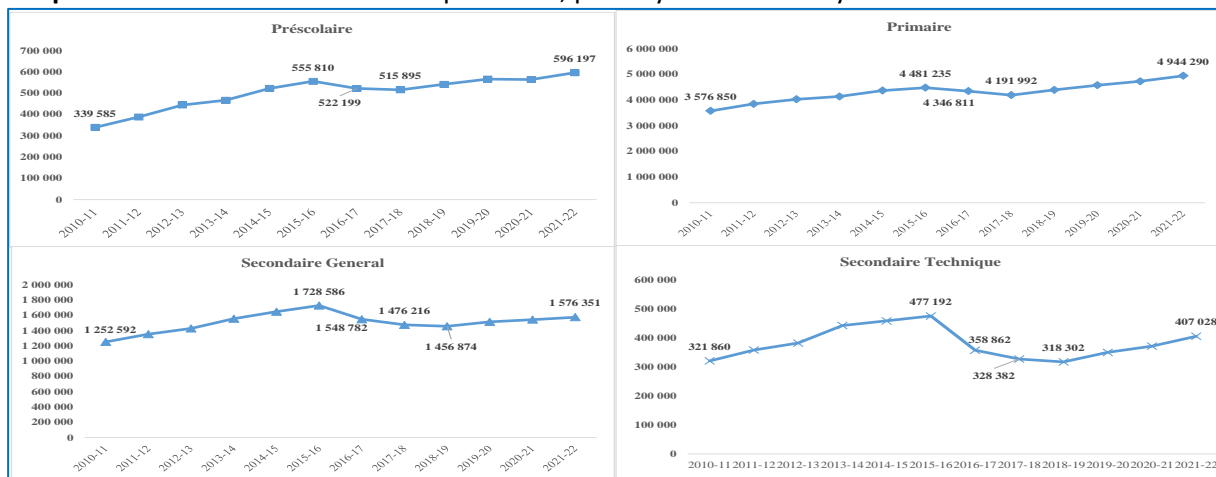
2.2. Decline in school enrolment due to the crisis in the North-West and South-West Regions

Over the 2010/2011 to 2021/2022 period, school enrolment evolved at various rhythms corresponding to well-defined periods almost at all levels of teaching, except for higher education and vocational training.

In fact:

- **over the 2010/2011 to 2015/2016 period**, all sub-sectors witnessed remarkable growth characterised by an increase in school enrolments corresponding to the average annual growth rate (AAGR) of 8.6%, 3.8%, 5.5%, 6.8%, respectively for preschool, primary, general secondary and technical secondary education;
- **the 2015/2016-2017/2018 period** marked by the socio-political crisis in the North- West and South-West Regions is characterised by the drop in school enrolments in preschool (AAGR of -2.5%), primary (AAGR of -2.2%) and general secondary (AAGR of -5.1%) and technical education (AAGR of -11.7%) and teacher training (AAGR of -11.2%). In fact, the loss of 37% of enrolments in primary schools in these two regions contributed to the decrease of 3.6% of primary pupils enrolments at national level. The same observation holds true for the secondary education level, where enrolments dropped by 49% in the two regions and by 4.7% at national level. At the National Advanced School of Public Works, following the drop of about 50% in enrolments, a decrease of 8.5% was registered at national level;
- **the 2018/2019 to 2021/2022 period was** marked by the resumption of growth in school enrolment at all levels of teaching. Enrolments increased with an average annual growth rate (AAGR) of 2.9%, 3.4%, 1.3%, 4.4% at preschool, primary, general secondary and technical secondary levels.

Graph 8: Evolution of enrolments in preschool, primary and secondary education



Source: statistical yearbooks of MINEDUB, MINESEC, MINEFOP, MINJEC, MINESUP

Table 8: Evolution of students’ enrolments by sub- sector and level of education

Level of education	2011-12	2015-16	2017-18	2019-20	2020-21	2021-22	Growth 2010-2021	Growth -2010-2015	Growth -2015-2017	Growth -2017-2021
Pre-school	388 585	555 810	515 895	566 330	564 269	596 197	4.8%	8.6%	-2.5%	2.9%
Primary	3 848 611	4 481 235	4 191 992	4 574 910	4 730 424	4 944 290	2.7%	3.8%	-2.2%	3.4%
General Secondary 1 st cycle	972 234	1 221 799	983 047	1 007 809	1 009 525	1 039 100	1.1%	5.0%	-7.0%	1.1%
General Secondary 2 nd cycle	381 705	506 787	493 169	507 035	534 971	537 251	3.9%	6.8%	-0.9%	1.7%
Technical Secondary 1 st cycle	242 129	317 958	218 155	214 955	235 011	257 289	1.3%	6.4%	-11.8%	3.4%
Technical Secondary 2 nd cycle	117 384	159 234	110 227	136 368	137 966	149 739	3.2%	7.7%	-11.5%	6.3%
Vocational training			40 366	52 792	56 335		0.4%	-100.0%		8.0%
Literacy and ENBF					26 521	29 111				
Higher Education	252 376	286 968	320 931	373 689	410 739	-	4.4%	2.7%	3.8%	6.8%
Teacher training	31 315	31 237	21 891	15 805	14 879	11 903	-8.4%	0.0%	-11.2%	-11.8%
Youth affairs & civic education		4 277	5 279	4 769	5 674	-				

Source: Statistical yearbooks of MINEDUB, MINESEC, MINEFOP, MINJEC, MINESUP

Similar trends can be observed in the evolution of enrolments of learners in vocational training centres and enables to identify 3 groups of regions affected differently:

- the first group is made up of the Littoral, North and South Regions where we have observed a growth in enrolments over the 2016-2021 period;
- the second group is made up of the Adamawa, Centre, East and West Regions which unveils a decrease in the enrolment of learners between the training years of 2016/2017 and 2017/2018, then an upsurge of the said enrolments as from the training year 2018/2019 until 2020/2021;
- the last group is made up of the North-West, South-West and Far-North Regions where a particular evolution in the enrolment of learners was observed. In the North-West Region, the enrolments of learners are on a decrease over the entire period. In the South-West Region, a piecemeal evolution in the enrolments of learners was observed and lastly, in the Far North Region, the enrolments of learners was characterised by an increase for the 2016/2017 to 2019/2020 training years, then a decrease for the 2020/2021 training year.

Table 9: Evolution of enrolments of learners per region from 2016 to 2021

Regions	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
ADAMAWA	1 877	1 791	1 848	1 970	2 045
CENTRE	15 261	13 271	14 583	18 949	23 381
EAST	1 252	1 214	1 298	2 061	1 686
FAR-NORTH	1 891	2 735	3 384	4 366	3 102
LITTORAL	9 245	9 888	10 803	12 000	13 141
NORTH	2 040	2 566	2 841	2 965	4 184
NORTH-WEST	6 699	4 686	3 856	1 854	1 518
WEST	4 704	4 594	4 689	5 584	4 218
SOUTH	1 491	1 525	1 843	1 900	2 012
SOUTH-WEST	2 081	1 061	761	1 143	1 048
Overall Total	46 541	43 331	45 906	52 792	56 335

Source: Statistical yearbook of vocational training for 2016/2017, 2017/2018, 2019/2020 and 2020/2021 training years, ONEFOP/MINEFOP

2.3. An intake capacity concentrated on primary education, inadequate to ensure generalised access to the 1st cycle of secondary education

Preschool enrolment increased more rapidly than the number of children aged between 4 and 5 years. **The current intake capacity enables to provide schooling for close to 40% of children within this age bracket.**

The number of pupils in primary schools is higher than the number of children aged between 6 and 11 years, notably because of repeating and in spite of dropouts during the school year.

At the level of the 1st cycle of secondary education, a significant deficit in intake capacity was observed. This level of education has the ultimate vocation to take on board all young Cameroonians. In 2021-22, the number of school going youths at this level of education barely represents 42.6% of the age bracket.

Higher education and technical and vocational training are more developed in Cameroon than in most neighbouring countries.

Table 10: Gross schooling rate (GSR) and number of learners for each 100 000 inhabitants

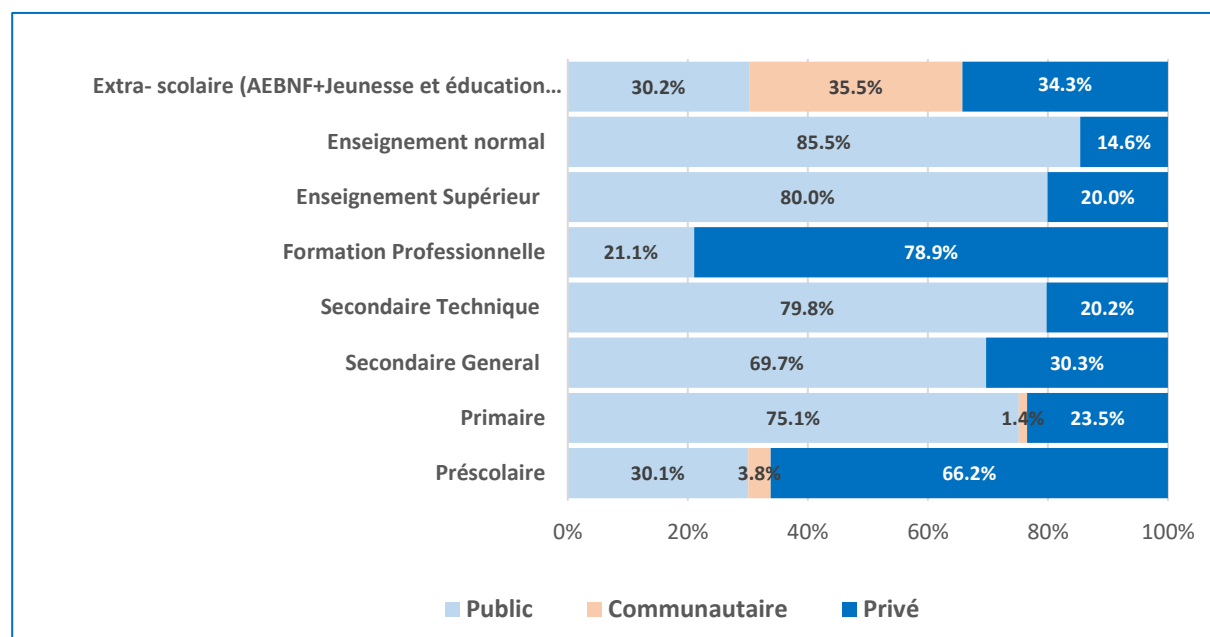
Level of education	2011-12	2013-14	2015-16	2017-18	2019-20	2021-22
GSR Pre-school (%)	32.0	36.6	42.0	37.2	39.0	39.5
GSR Primary (%)	118.9	121.7	127.1	113.5	118.2	118.2
GSR Secondary 1 st cycle (%)	51.1	55.1	58.7	45.0	44.1	42.6
GSR General Secondary 2 nd cycle (%)	27.6	31.3	33.0	30.6	30.1	31.9
Tech-Vocational Learners for each 100 000 inhabt.	1 785	2 101	2 151	1 413	1 443	1 603
Higher Education-Students/100 000 inhabitants	1 253	1 404	1 294	1 380	1 535	

Source: Statistical yearbook of MINEDUB, MINESEC, MINEFOP, MINJEC, MINESUP, population BUCREP

Private offer is preponderant in preschool education and vocational training. At all other levels, school enrolment is in the main guaranteed in public institutions.

Trainings by the AEBNF and those of the Ministry of Youth Affairs and Civic Education are shared in equivalent proportion between community, public or privates structures.

Graph 9: Percentage of pupils and students depending on the status of the institution



2.4. Period of schooling marked by dropouts during the primary cycle and transition difficulties into the secondary cycle

Statistical uncertainty persists on the proportion of children who have never gone to school. The fourth Cameroon Household Survey (ECAM4) dates as far back as 2014 and evaluated at 8% the proportion of children who have never attended school. School statistics coupled with the population estimate do not enable to match statistical sources.

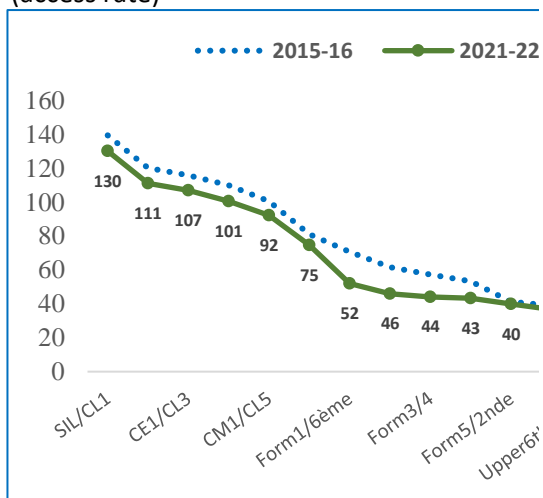
Once the threshold of registration in the first year of the primary cycle is crossed, the period of schooling is marked by drop out as early as the very first years of studies. Only three pupils out of four reach the last year of the primary cycle and 52% move to secondary education.

School dropout at the time of transitioning between the primary and 1st cycle of secondary education is particularly net and even worsened over the past decade: 70% of Class Six (CM2) enrolled in secondary schools in 2021-2022; the previous year they stood at 80%.

Table 11: Indicators of access and transition

	2010-11	2017-18	2021-22
Access rate to primary school	131	125	130
Completion rate of primary school	71	72	75
transition rate from primary-1 st cycle sec	84	71	70
Access rate to the 1 st cycle of secondary	60	51	52
Completion rate of the 1 st cycle of sec.	53	43	43
Transition rate from 1 st -2 nd cycle of sec.	65	80	92
Access rate to the 2 nd cycle of Secondary	34	34	40
Completion rate of the 2 nd cycle of Sec.	25	25	33

Graph 10: Period of schooling profile (access rate)



Source: Calculation by the authors

Source: School statistics and population forecasts by BUCREP; calculation by the authors

Repeaters are higher in the francophone sub-system.

The practice of repeating a class is well embedded in francophone schools where 14% of primary school pupils and 17% of students of the 1st cycle of secondary education are repeaters.

These proportions are far below in anglophone schools, 4% and 5%, respectively.

Table 12: Proportion of repeaters in the primary and secondary education cycles (%), 2021-2022

	Altogether	Francophone	Anglophone
Primary	12.6%	14.0%	4.1%
SIL/CL1	13.9%	16.2%	4.4%
CPS/CP/CL2	12.3%	12.7%	3.8%
CE1/CL3	11.8%	13.0%	3.6%
CE2/CL4	12.0%	12.8%	4.6%
CM1/CL5	12.3%	13.7%	4.5%
CM2/CL6	13.3%	15.2%	3.6%
1st cycle of Secondary educ	7.3%	17.4%	5.2%
Form1/6	5.4%	9.6%	4.5%
Form2/5	6.0%	8.8%	3.9%
Form3/4	7.4%	12.0%	5.8%
Form4/3	10.6%	35.3%	6.5%
2nd cycle of secondary educ	12.9%	20.1%	9.0%
Form5/2nde	8%	9%	11%
Lower6th/1ère	19%	27%	6%
Upper6th/Terminale	10%	21%	8%

Source: Statistical yearbooks of MINEDUB and MINSEC

2.5. Several disparities between rural and urban areas, girls and boys or according to the economic level

Disparities pertaining to the place of residence. Disparities between urban and rural areas are strengthened through out school paths for children in urban and rural areas from the first year of primary school to the end of the first cycle of secondary education. They show that urban areas have an access probability into the first year of primary school amounting to 97% as against 87% in rural areas, thus representing a gap of close to 10 percentage points as from entering primary school, at the end of the primary cycle (sixth year), the gap stands at 18 percentage points between rural areas (60%) and urban areas (88%). Upon entering college, the gap widens even more inasmuch as those in urban areas have 80% of chances to have access to college as against 50% for those living in rural areas. At the end of the secondary education cycle, the urban gap versus the rural gap is such that there is a probability of completing high school estimated at 5% only for those living in rural areas as against 27% for those living in urban areas. In all, there is an unfavourable school situation prevailing in rural areas that starts immediately after entering primary school and continues all through the school path (Estimates made by the authors from the 2013-2014 MICS data).

Gender disparities. The school going population at preschool level is mostly made up of girls, that is; 50.2 % of the overall total. But, there is a drop in female pupils in 2021/2022 as compared to the previous year, thus representing 100.9 % in 2021/2022 as against 101.4 % in 2020/2021. The number of boys in primary school remains higher by slightly more than 5 points than that of girls (47.3%).

In order to improve access and equity in vocational training, efforts deployed by Government have led all along the arrival period to an increase of 6.7% in the number of learners from 52 792 in 2020 as against 56 335 in 2021 with an almost equitable distribution per sex. However, the proportion of men represents 53% of the global demand in 2021. The public sector is host to about 20% of learners for the 2020/2021 school year. Rural Artisan and Home Economics Sections (SAR/SM) accommodate more than 94% of learners in the public sector and Jobs Training Centres (CFM) less than 0.4% of learners.

During this same period, 7977 learners were registered in Youth Multipurpose Empowerment Centres (YMEC) marked by a majority of girls (52%).

At secondary education level, the gross schooling rate moved from 47.47% in 2019/2020 to 47.54% in 2020/2021. The gross admission rate into the first year of secondary education registered a drop during the period moving from 50.18% to 48.01%. Gender disparities to these two indicators perpetuated themselves with time recording a strong domination of boys by an average of 53% over the same period. 36% of girls were also enrolled in science fields over the entire period.

Gender disparities in secondary education trickle down to higher education. Sex inequalities are also observed in access to higher education; in fact, it is noted that girls have relatively less access in comparison to boys. From 2020 to 2021, girls represented on average 45% students enrolled in higher education. This would just be a consequence of the distribution of boys and girls at the end of the secondary education cycle which is already unfavourable to girls. If they are more present in private universities than boys (they make up between 54% and 56% of enrolments), girls are on the contrary less represented in public universities (they represented 45% in 2019 and 43% in 2020 and in 2021).

Disparities in living standards. The poorest segments of the population have 20% less chances going to school than the richest segments of the population and they are the lesser to remain in school. The socio-economic origin is one of the important dimensions to be taken into account in the fight against inequalities in the children's school path. Close to 77% of the out-of-school belong to the first two quintiles of poorest households. Concerning schooling at different levels of education, it has been observed that 20% of the poorest segments of the population are relatively less represented in the various segments of the education system. (Source: estimates by authors culled from the 2013-2014 MICS data)

Disparities based on vulnerability (internally displaced persons and refugees). Concerning the schooling of refugees, it has been noted that 4 637 preschool pupils are in a situation of vulnerability (refugees and internally displaced persons). The analysis of enrolments of refugees in preschool show a drop of 64.6 % in 2021/2022 as compared to the previous school year. The situation is similar for internally displaced persons, that is; 64.8 % less than in 2020/2021. The drop in pupils' enrolments was more marked with girls than with boys, be they refugees or internally displaced persons.

At primary level, Cameroon hosted 84.5 % of school going children in primary schools within Education Priority Areas (EPA). At regional level, the East (41.0 %), Far-North (20.4 %) and Adamawa (17.5 %) Regions are host to almost all refugees, that is; 78.9 % of them. The same observation holds true for government primary schools, where the East (38.5 %), Far-North (19.9 %) and Adamawa (17.3 %) Regions enrol close to 75.7 % of all refugees of government primary schools. In general, government primary schools concentrate 96.0 % of refugee pupils in EPAs regions as against 3.5 % for private schools and 0.5% at community level. Per sex, there are more refugee pupils of male sex, that is; 55.4 % of all school going refugees. Moreover, it has been noticed that there is a great influx of school going internally displaced persons at primary level in the Far-North (26.4 %), South-West (20.0 %), Littoral (13.8 %), and West (11.3 %) Regions. These four regions concentrate a little more than half of the national enrolments of school going internally displaced persons, that is; 71.4 % of all internally displaced persons. Furthermore, it has been noticed that internally displaced pupils are spread across EPAs, thus representing a proportion of 35.1 % as a whole, with 55.1 % of boys. Among the 159 707 internally displaced school going primary pupils across the national territory, government, private and community schools concentrate 72.1 %, 26.9 % and 1.0 %, respectively.

Concerning the management of Socially Vulnerable Persons (SVP) admitted in vocational training centres in Cameroon, it stems out from the analysis of statistical data on vocational training that this category of persons numbering 1 406 that is; 2.5% of the total enrolment of learners in 2021 as against 4.7% in 2020. If Vulnerable Orphan children are the most numerous (684), internally displaced persons make up a great portion among SVP, that is; 369 internally displaced persons representing 26% of the

overall total. Concerning Civic Education, 464 internally displaced persons were registered between 2020 and 2021.

Disparities based on the handicap approach. Inclusive education is based on the principle according to which all children of school going age have the right to quality education commensurate with their fundamental education needs and enriches the lives of pupils. This education concentrates in particular on vulnerable and disadvantaged groups. It aims to maximise the potential of each school going child. The ultimate objective of this perspective is to reduce all forms of discrimination and promote inclusion and social cohesion. In Cameroon, inclusive schools grant special attention to children living disability, ethnic minorities, refugees and persons displaced within the country.

As such, during the 2021/2022 school year, there were 6 897 pupils with reduced mobility out of 12 321 existing cases of persons living with disability at primary level. During the 2020/2021 school year, 304 persons in a situation of handicap were registered, that is; close to 0.5% with a predominance in women (more than 64%) as against 0.8% in the 2019/2020 school year. Learners in a physically disabling situation are more numerous and represent about 54% of all persons living with disability in the 2020/2021 school year. It has also been noted over the same period that there were 83 adherent living with disability, most of them physically in YMECs.

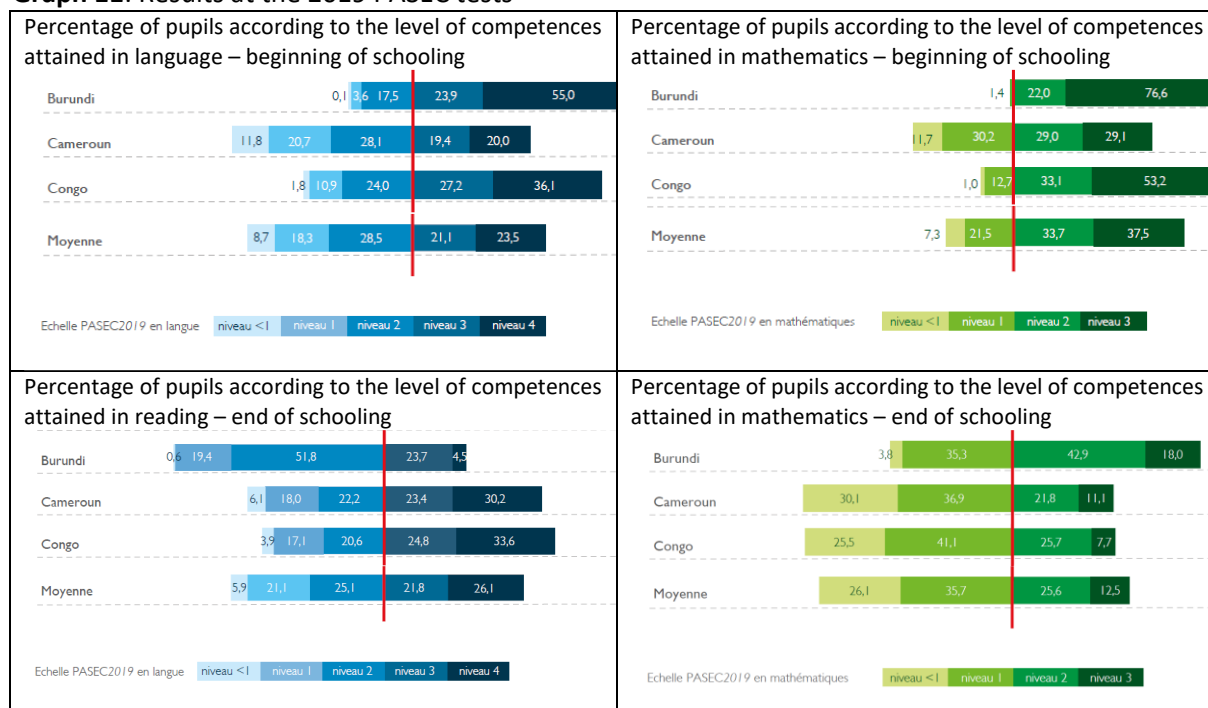
2.6. Inadequate learning outcomes

The greatest majority of primary school pupils face difficulties in learning language and mathematics. In the 4th year of studies, close to 9 out of 10 pupils face difficulties in learning the language of instruction and these difficulties concerning all items from grammar, writing, spelling and conjugation. For mathematics, assessments in the 6th year show that close to 7 pupils out of 10 have difficulties.

These averages conceal significant disparities. In fact, pupils in rural areas are **less successful than those in urban areas in these two disciplines**; girls perform better than boys in the language of instruction and the reverse is observed in **mathematics**; pupils in private schools perform better than those in government schools; older pupils perform less than the younger ones in the two disciplines.

The PASEC evaluation carried out in 2019 confirms these poor results which is below average in comparison with other countries. The achievements of pupils were tested in class two (CP2) and class six (CM2). The pupils evaluated in language and mathematics for class two (CP2) and reading and mathematics for class six (CM2). Nine other countries also took part in this learning evaluation, at the same levels, thus enabling to come out with comparisons.

At the beginning of primary schooling, 60.6% of class two (CP2) pupils are below the threshold adequate for competence in language, and it is the same case for 41.9% of mathematics pupils. These proportions are higher for young Cameroonians than for the average of PASEC countries. At the end of the primary cycle, 46.7% of class six (CM2) pupils fall below the threshold of competences in language and 67% in mathematics. A greater proportion of pupils face numerous learning difficulties.

Graph 11: Results at the 2019 PASEC tests

Source: PASEC results of the 2019 evaluations

There is no evaluation data on secondary school achievements but examination results were relatively poor in regions in crisis. The security crisis in the Anglophone regions largely impacted on examinations, be it in terms of enrolments or success rates. The Northern regions have relatively low success rates as compared to the other regions.

Quality factors identified in the multivariate analyses of the evaluations of achievements enable to come out with some practical lessons. Pupils who have a textbook for reading and/or mathematics tend to be more successful and lastly the preschool attendance before the primary cycle by a CL6/CM2 pupil increases performance. Poor learning can be linked to the fact that part of the limited resources allocated to means likely to improve the quality of education and others incumbent on the family remains significant, thereby raising the persistent issue of equity (geographic and among the richest and most disadvantaged).

The allocation for textbooks supported by donors is likely to improve on results. Yet, video analyses reveal that these textbooks are less used in class. Lesson observations have enabled to come out with pedagogical practices likely to favour these achievements. Teaching practices still have less recourse to the real involvement of pupils, strategies such as metacognition and group work. Some classes have extremely abundant enrolments and teachers receive less continuing education.

2.7. Limited public financing, mainly composed of salaries inadequately devoted to primary education

Public expenditure in education remains limited. It represents 3% of the Gross Domestic Product at a modest education investment level, partly due not only to low nature of State revenue but also to limited sectoral allocation.

Education expenditure is constituted in the main of salary expenses. Salary expenses represent more than 87% of entire current spending on education. The share of expenditure in equipment and didactic materials, essential mediums for quality, is limited as it represents only 3 % for MINEDUB and worst still, the Ministry of Secondary Education (MINESEC) devotes barely nothing for this spending.

In 2018, the share of spending for primary education is low (31%) and far from what is expected (45%) for a country which has not attained universality of primary education. MINESEC has, by far,

the most important budget within the education sector. With CFA Francs 461 billion of expenditure on a sectoral budget of CFA Francs 853 billion in 2023, the expenditure of MINESEC substantially exceeds half of the sector's expenditure. The Ministry Basis Education (MINEDUB) comes in second position with about CFA Francs 254 billion of expenditure, that is; 31% of the sector's expenditure. Higher Education comes in third position with 8.6% of the sector's expenditure. The other ministries come far behind and, generally, they consume only 7.5% of the sector's expenditure.

The country spends less per primary school pupil and relatively more for secondary school students.

Cameroon spends less per primary school pupil and much more than the average of comparative countries for secondary education. For primary education, the country spends on average 6% per pupil of the GDP value per capita as against about 12 % for Sub-Saharan African countries. For secondary education, spending per student stands at 25 % as against 20 % for comparative countries. The pupil/teacher ratio is high, with more than 68 students per teacher, combined with the intensive use of PTA teachers (more than 79% of teachers are PTA teachers) are the main reasons accounting for this weakness for primary education. On the contrary, the poor pupil/teacher ratio push to the increase of the unit price at secondary education, on average in the 2nd cycle of general secondary education, a teacher is in charge of only 15 students.

Families contribute significantly to education expenditure. If we were to look at the entirety of the country's education expenditure, it is estimated that families spend 31% and 21%, respectively for primary and secondary education. In other words, education in Cameroon is far from free for families. They mainly spend not only for the schooling of their children but also for the support of the Parent-Teacher Association (PTA).

2.8. Inadequate supervision of pupils in government primary schools

The pupils' supervision conditions in government primary schools are not good. The 3.7 million pupils enrolled in these schools are supervised by 65 800 teachers, one for 51 pupils, with very significant disparities depending on regions, 79 in the North and 32 in the Littoral.

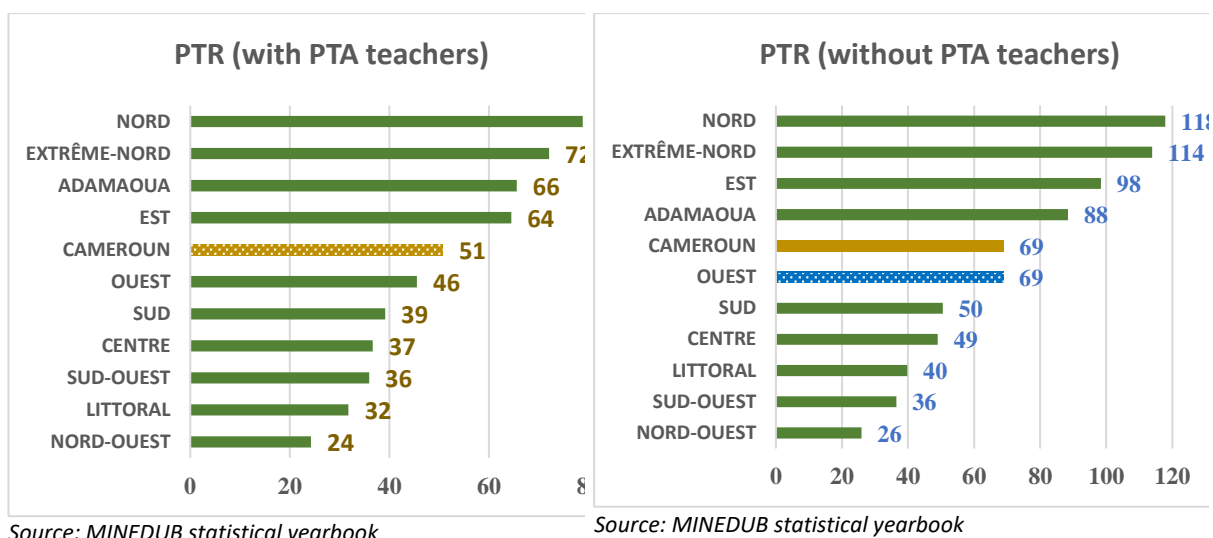
More disturbing and contrary to commitments taken to reduce them, the recourse to PTA teachers is ongoing. Without their contribution, the number of pupils per teacher would have been 69, and higher than 100 in the North and Far-North Regions.

Table 13: Teachers of government primary schools, 2021-22

	teachers		Pupil/teacher ratio	
	Total number in government primary schools	Including PTA Teachers/councils	With PTA teachers	Without PTA teachers
CAMEROUN	65 839	18 065	51	69
ADAMAWA	4 062	907	66	88
CENTRE	10 622	2 240	37	49
EAST	4 508	1 235	64	98
FAR-NORTH	11 814	4 510	72	114
LITTORAL	4 926	1 017	32	40
NORTH	8 657	3 782	79	118
NORTH-WEST	4 443	175	24	26
WEST	9 282	3 360	46	69
SOUTH	3 808	789	39	50
SOUTH-WEST	3 717	50	36	36

Source: MINEDUB statistical yearbook

Graph 12: Number of pupils per teacher in government primary schools



For primary education, the recourse to PTA teachers in replacement of government teachers amplifies the weakness of the average cost of a pupil. For primary schools, PTA teachers represent 27% of the teaching corps. If PTA teachers were valorised at the same remuneration level as contract teachers, the budget of primary education would increase by more than CFA Francs 40 billion.

The territorial distribution of teachers in schools raises the issue of planning and management of the number of teachers posted to each school is not linked to the number of pupils enrolled.

Government secondary education also makes recourse to PTA teachers or part-time teachers. In the second cycle of general secondary education, the number of average weekly hours of a teacher is 12 hours whereas the weekly service obligation is 18 hours.

2.9. Graduates facing difficulties to be integrated into the labour market

Education produces undeniable economic and social benefits. Conversely, there are difficulties linked to integration that linger on concerning the most educated which finds expression in the high levels of unemployment and underemployment.

At institutional level, it is worth strengthening the structuring of vocational and technical training offer. In this light, there is need to strengthen the yet still limited links between the education sector and world of work. This should be predominantly done in link with informal employment (90%), which renders more complex the structuring of technical and vocational fields of study.

Education does not provide qualified labour force in an adequate quantity for the economy. If we now position ourselves in relation to understanding the relationship between education and the economic circles, one of the *missions assigned to the education system is to provide the latter with qualified labour force in an adequate quantity. The results of the diagnostic analysis show that there is a mismatch between both entities.* On the part of the business circles, there is not enough manpower to meet its needs and, on the other part, the education system produces graduates who are unable to be integrated into the economic world or get absorbed in jobs less compatible with their level of training. It is therefore crystal clear that the *multiplication of institutions in charge of training and various offers available have not significantly improved on this mismatch.* It has increased the costs of transactions, duplications and difficulties to enshrine a harmonised policy that will enable the education system to accomplish its mission.

2.10. Ongoing professionalisation of higher education

The offer of higher education is on the increase but unbalanced from a disciplinary point of view. The country has moved from one state university (the University of Yaounde) in the 1960s to eight State universities and 264 private institutes of higher education in 2017. For public universities, the classical fields of study and faculties attract the greatest portion of students of public higher education (77.2% in 2021-2022), especially in the fields of Arts, Letters and Human Sciences, Economics and Management or Law. The technical and professional fields are however gradually increasing with 22.8% of students as against 17.7% in 2015-2016.

Table 14: Evolution students' enrolments per field of study

	2010-11	2015-16	2019-20	2020-21
Public institutions	207 887	237 761	300 223	326 317
Classical fields of study and faculties	168 144	195 759	233 920	251 859
Arts, Letters and Human Sciences	45 393	48 456	58 441	62 922
Economics and Management	49 718	59 367	67 568	72 750
Science	35 135	39 478	49 582	53 385
Science of education	2875	4698	5498	5919
Law	35 023	43 760	52 831	56 883
Technological and Professional fields of study	39 743	42 002	66 303	74 458
Agriculture (excluding UIT)	916	1 409	1 951	2 190
Agro-food (excluding UIT)	768	1 065	1 745	1 960
Teacher training	21 982	16 481	25 749	28 916
UIT (G.C.E. Advanced Level+2 years of studies)	9 295	12 040	19 691	22 113
Health	3 464	4 013	7 511	8 435
Engineering Sciences (excluding UIT)	3 152	5 685	7 470	8 389
Veterinary Sciences (excluding UIT)	166	1 309	2 187	2 456
% technological and professional fields of study	19.1%	17.7%	22.1%	22.8%
Private institutes	36 346	49 207	70 742	82 349
Total students' enrolments in public and private institutions	244 233	286 968	373 689	410 739

Source: MINESUP statistics

To develop higher education offer within the perspective of professionalisation and strengthening the science and technological fields, government intends to implement the STEM Plan (Science, Technology, Engineering and Mathematics). In higher education, it consist in acting on several levers including: (i) massively guiding students towards science fields; (ii) strengthening science fields of study (construction/equipment of laboratories and technology workshops).

Measures taken to develop science and technological fields of study:

1st measure Opening all professional and technological institutions created by the Head of State during the historic reforms of 19 January 1993. That has already been done as at now. Training offer has been considerably densified in the existing eight universities.

2nd measure Opening all technological and professional institutions created by the Head of State. We can mention for the University of Maroua, the ENS, at the University of Bamenda, the HTTC, the HTTTC of Bambili, COLTECH and the University of Buea, the HTTTC of Kumba, the FAVM, COLTECH, etc... as well as the **FMBS of Dschang, ENS Bertoua, ENSET of Ebolowa, etc.**

3rd measure The implementation of the Law on the orientation of higher education promulgated by the Head of State on 16 April 2001 which promote private higher education (essentially devoted to professional fields of study, to the tune of more than 95%). Today, more than 250 private institutes of higher education exist in Cameroon and lay emphasis on the labour market, each year, more than 10 000 well-trained professionals in practical areas as diverse and varied (electricity, electronics, motor mechanics, boiler-making, welding, wood works, panel-beating-painting, executive secretary ship, office-automation, certified public accountant, plumbing, refrigeration, civil engineering, robotics, banking, finance, commerce, biomedical and medico-sanitary techniques etc.)

4th measure The diversification of professional certificates/diplomas. The Ministry of Higher Education created the professional Bachelor's and Master's Degree in 2006 (which did not exist in Cameroon), the DSEP (Advanced Diploma in Professional Studies) and HPD (Higher Professional Diploma). These

diplomas/certificates come to add to the HND and 'BTS' and would enable to better sanction professional curricula with relevant certificates/diplomas.

5th measure Promotion of professionalisation of courses taught in classical faculties without neglecting core and theoretical training (what is referred to as learned knowledge). The second GESP programme implemented by the Ministry of Higher Education (modernisation and professionalisation of classical faculty institutions, a programme meant to implement this measure.

6th measure Creation of a type teacher specific to professionalisation. This was done on 14 November 2010. In fact, the Ministry of Higher Education, with the approval of the Prime Minister, Head of Government, the HDPT (Accreditation to Teach Professional and Technological Courses) on the basis the validation of acquired experience (VAE) prescribed by the BMD system. It is worth recalling that, the introduction of the HDPT enshrines the devise of mechanism enabling to implement and valorise the contribution of non-university professionals in university development.

7th measure Generalisation of business incubators in universities.

The objective clearly stated here is to teach student, irrespective of the field of study, to create and manage businesses. Mention can be made of some existing business incubators: ENSP at the University of Yaounde 1, ESSEC at the University of Douala, ENSP at the University of Maroua, etc... This experience is called upon to be extended and generalised in all institutions of public universities of Cameroon.

Each incubator receives from the Minister in charge of SMEs the sum of CFA Francs 150 000 000 for projects designed by students. It is also encouraged to set up junior enterprises managed by students supervised by vice-rectors in charge of research, cooperation and relations with the business world.

8th measure Equipment of laboratories. The budget decentralisation enables head of institutions and deans of faculties to do this, since the advent of the presidential decree signed in October 2005.

9th measure It concerns professional programmes which should, better than in the past, be regularly updated and then approved by the Ministry Higher Education.

10th measure The optimisation and densification of infrastructural supply. It is underpinned by PRO-ACTP (Support Programme to Technological and Professional Component of Higher Education, funded to tune of CFA Francs 31 045 000 000) and the AGIR project (income-generating activities) financed on HIPC funds (CFA Francs 4 500 000 000 at the National Advanced School of Engineering (ENSP) of the University of Yaounde 1). Quid of a diagnosis conducted of professionalisation in Cameroon.

Moreover, aware of the shortcomings of the university system pertaining to the poor university-business dynamics, quantitative inadequacy of professional training offer, mismatch between training offered and the needs of the labour market, Government in its education sector strategy document, took the commitment to guide 30% of students towards technological and professional fields of study. This calls for the formulation of a vast operationalisation programme of technological institutions created as part of the 1993 university reforms and creation of new institutions with a technological and professional character.

The objective here is to improve and modernise higher education, in such a way as to push technological and professional fields of higher education studies to sustainably support the country's socio-economic development. Concretely, it is a question of qualitatively and quantitatively stepping up human resources in strategic areas defined in NDS30. The attainment of this objective is measured by the percentage of students trained in technological and professional institutions of higher education.

As such, for the 2022 Financial year, we observed an increase of the intake capacity of technological and professional institutions, thanks to the construction and rehabilitation of academic and social infrastructures, **5 400** additional places were generated during the 2021 – 2022 academic year.

Thus, higher education equipped itself with the following:

- 3 391 trained human and animal health staff as against 2 387 in 2021, thereby representing an increase of 1004 staff;

- 2 681 trained secondary school teaching staff as against 5 892 in 2021, thereby representing a drop on 3 210 members of staff;
- 13 291 engineers and senior technicians in the technological domain as against 13 476 in 2021, thereby representing a drop of 185;
- 12 718 professionals trained in professional tertiary institutions as against **10 047** in 2021, thereby representing an increase of 2 671;
- 3 300 agronomic engineers, agricultural and/or fishery technicians, as against **2 800 the previous year, thereby representing an increase of 500** agronomic engineers;
- 3 918 professionals in cultural and tourist industries as against **7 708** in 2021, thus representing a drop of 3 790 professionals.

It should be underscored that the drop in the number of trained students in some fields can be justified by the restriction of enrolments during admission and the reforms of MINESUP national examination (HND, 'BTS'). The reduced number of enrolled students could also be explained by the crisis in the North- West and South-West Regions.

The increase in the number of teachers in State universities lead to a sluggish improvement the supervision ratio which needs to be fostered. Between 2017 and 2021, the number of teachers moved from 4678 to 6461. As such, the supervision ratio decreased from 53 to 50, thereby making Cameroon the country which performs less well on these indicators in relation to all comparative countries in Africa. This high supervision ratio potentially has incidences on quality.

There exist an institutional and regulatory framework that thoroughly organises the career of teachers-researchers (TR) in higher education. However, during the recruitment of teachers, who have to carry out research during their career, organs set up by the Ministry of Higher education have/will have a key role to play in structuring strategic objectives-based research and creating research teams. The mode of promotion of teachers-researchers which takes into consideration the candidates' research skills will also take on board these guidelines.

In a bid to enabling the private sector to tap on the value added of the university system in terms of wealth creation, le MINESUP signed on 2 October 2018 **University-Business Charter**. It is a memorandum of understanding between employers' groupings and some companies. The signature of partnership agreements between the Ministry of Higher Education and GICAM, MECAM, ECAM, BC-PME, NEF, APME, CFCE and CARPA, marked a decisive turning point of the dialogue project between Universities and businesses. This partnership in its widest form should contribute in resolving several problems:

- external output of our higher education in such a way as to be able to appraise, in a quantified manner, the impact of higher education on our country's economic growth and development;
- match between training and employment to meet development needs, generally, and the national production system, specifically. That would consequently enable to qualitatively improve our higher education;
- sandwich training to acquire learned knowledge (theoretical training) and know-how (practical training) in order to ensure better employability of higher education graduates;
- widening the tax base (number of companies) through the improvement of the process of setting up and operation of business incubators and start-ups within State universities and collaboration with partner companies.

Moreover, in order to bring universities closer to society, notably the business world, MINESUP has opted for the setting up of incubators in universities. To date, almost all Cameroon State universities have at least one incubator. Several start-ups and companies result therefrom, and this in various

areas of activities (digital, agro/industry-food, environment, hydrocarbons, artificial intelligence, shipbuilding...).

It is also worth underscoring that the introduction in university programmes, of some training modules with entrepreneurial spirit, such as the Student's Professional Project (SPP) of the Faculty of Science of the University of Yaounde I, the project one student-one project- one Innovation (SPI) of the National Advanced School of Engineering of the University of Douala, initiatives which MINESUP intends to popularise in all State universities.

The promotion of this entrepreneurial spirit can also find expression in the introduction by higher education of the concept of the **National Status of the Student-Entrepreneur (SNEE)**. The said status aims to maximise the strengthening of the student's practical training, employability through self-employment and business creation, promotion of professional integration and provision of incentives for business creation.

In a bid to promoting distance learning, MINESUP has embarked on the creation in State universities of University Digital Development Centres. As at 2022, there are already ten such centres existing.

All these initiatives, if they are supported, will enable the resorption of some of the infrastructural problems encountered.

2.11. Marked decline of moral, civic and citizenship values, and growing need for extra-curricular supervision

Marked decline of moral, civic and citizenship values. A trend towards hate speech is increasingly observed within the society, including on social media which are the breeding grounds of violence and extremism, threats to harmonious living together. The increase of lack of civic education is also observed through the non-respect of laws governing life in society, the non-respect of public property and at times even serious undermining of established authority. Lastly, from a strictly moral point of view, several deviant behaviours grievously affect society and youths on a daily basis.

Growing need for extra-curricular supervision. Despite efforts deployed by Government to address the issue of the mismatch between training and employment, a great proportion of youths face difficulties in integrating active life. Moreover, schooling difficulties leave several youths on the fringes of the system and step up the need for alternative paths, likely to facilitate their socio-economic integration through practical, pragmatic and targeted methodological solutions and approaches. The various crises that affect Cameroon increase the request made by youths to this effect. Supervision needs thus require both adequate structures and equipment as well as qualified personnel in sufficient quantity.

2.12. Strengthening the management and steering of the education system

The multiplication of institutions in charge of the education system increases the costs of transactions. Comparatively with the previous analysis where four ministries were in charge of the education sector, currently there are six ministries which are in charge of the sector, MINJEC and MINRESI came in to beef up the other four ministries in charge of the sector until now. This increase in the number of ministries was not matched with a significant increase in resources allocated to the sector.

Despite their relevance, previous sectoral strategies adopted jointly by Government and technical and financial partners witnessed a slow implementation level: this strengthens the interest to introduce real actions supported by a strong resolve driven by decision-makers and partners which will be necessary for operating decisive changes, in order to meet the major challenges facing the education and training sector.

The lack of real reforms undertaken in the education and training sector found expression in maintenance of the underfunding of the education system and rigidity of intra-sectoral arbitration which does not display budget priority for basic education, secondary education concentrating close

to 50 % of the sector's budget as well as the stagnation or better still the decline of performance. Despite observations and recommendations stemming from sectoral reviews, major education and training sector reforms, especially the introduction of core education in line with GESP directives and Vision 2035 for an emerging Cameroon, have not been implemented. The absence of this fundamental reform of the education system, coupled with national and international commitments in favour of SDG4, have jeopardised school enrolment results and has not enabled to rebalance the budget arbitration of the education sector in favour of basic education and reduce the educational burden on families.

It is necessary to strengthen the sectoral system for producing statistics in the education and training sector, including the production of harmonised data on education in emergency situations. To this end, there will be need to concentrate support on strengthening the Education Management and Information System (EMIS), including aspects linked to the improvement of data quality and coverage through the improvement and strengthening of data collection mechanisms and procedures; verification and control of the reliability of data gathered; decentralisation of EMIS; introduction in a controlled manner of ICTs in data collection; training stakeholders of the statistical chain, especially those falling under devolved services and school institutions in charge of filling in questionnaires; building logistic capacity; improvement of computer infrastructures and access to adequate digital connection services and integrating them into EMIS; and harmonisation of data on higher education and securing funding for data collection on the budgets of ministries in charge of the education and training sector, in view of ensuring the sustainability of EMIS.

It is worth noting that there is a lack of information pertaining to the socio-professional integration of graduates of the education system. This situation limits the possibilities of analysing the external efficiency of the education system. These analyses are currently exclusively based on household surveys whose periodicity does not allow for its efficient monitoring. To this end, the system should envisage the conduct of surveys in the integration of graduates (tracer's studies) in order to have indicators of the external efficiency of the education system on a convenient period of time.

It will be necessary to complete the process to draw up and institutionalise the digital school map to improve the efficiency of the management and steering of the education and training sector. Given the poor use of data in the decision-making process, coupled with the strategic importance to improve the management of the education system, the monitoring of the implementation of the sectoral strategy and strengthening of accountability mechanisms, it is indispensable to finalise the process for drawing up the school map and devising mechanisms necessary for its institutionalisation and operationalisation on the field.

2.13. Preparation of responses to the impact of crises on the education system

The three main crises affecting Cameroon have a significant impact on education with notably a deterioration of the performance of the education system and education quality as well as a reduction of access offer and decrease of collective demand.

According to the 2023 outline of humanitarian needs, **1.4 million children are in need of humanitarian aid in education in areas affected by crises.**

Since 2018, this number has exceeded one million with the pic in 2021 with about 1.9 million persons in need of assistance in the area of education. This number is relatively stable since 2022.

Table 15: Trend in the number of persons in need of assistance in the area of education

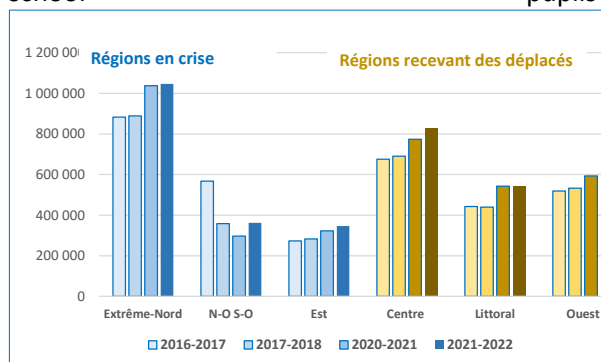
	Persons in need of assistance in the education sector	% of children	% of women	Status				
				Refugees	IDPs	Returnees	host Population	Other persons in need of assistance
2017	450 K	100%	51%	205K	36K			
2018	549K	96%	52%	185K	89K	22K	253K	
2019	1.2 M	100%	51%	165K	355K	65K	547K	103K
2020								
2021	1.9 M							
2022	1.5 M							
2023	1.4 M	100%						

Source: 2017, 2018, 2019, 2021, 2022, 2023 humanitarian response Plans

This humanitarian situation weighs on local communities and infrastructures. As an illustration, during the period running from April 2020 to April 2023, the number of refugees in Cameroon moved from 411 988 to 470 541 persons, that is; an increase rate of 12.44%; and 56% of this refugee population is made up of children, thus stepping up pressure on existing education resources. In fact, as shown in graphs 7 and 8, in regions hosting displaced persons, we observe an increase in enrolments of primary school pupils and of secondary school students to the exception of the West Region for secondary schools.

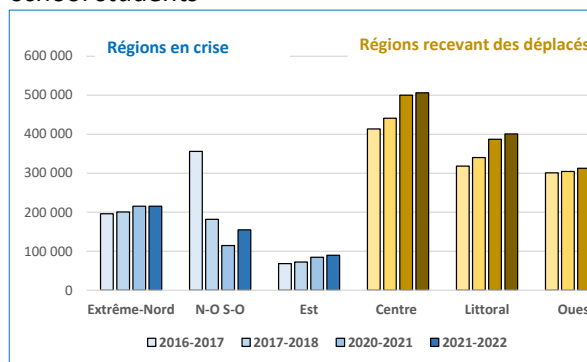
In crisis prone regions, a net reduction of school enrolments was observed in NOSO in 2017-2018 for both primary and secondary schools. For the Far-North and East Regions, an increase in school enrolments was observed over the entire 2016-2022 period even though this increase was less significant during the 2020-2021 and 2021-2022 school years.

Graph 13: Trend in the enrolment of primary school



Source: MINEDUB statistics

Graph 14: Trend in the enrolment of secondary school students



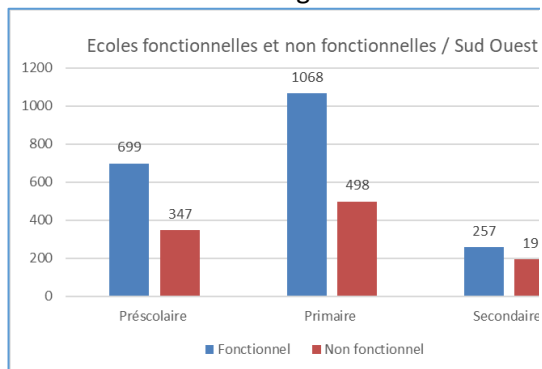
Source: MINESEC statistics

According to the study codenamed “Education under Attack”, Cameroon is among the 28 countries most affected by attacks against education. These attacks, which often involve gunshots, murders, arson and kidnappings led to the closure of 3 285 schools in Cameroon in 2022⁸.

In the NOSO, schools are subjected to threats from some armed groups and some schools are closed for several years now. Out of 771 186 pupils and students expected in schools, only 418 381 (54%) resumed classes during the 2022-2023 school year. About 54 % of schools are still closed, thereby leaving a great number of children without access to education.

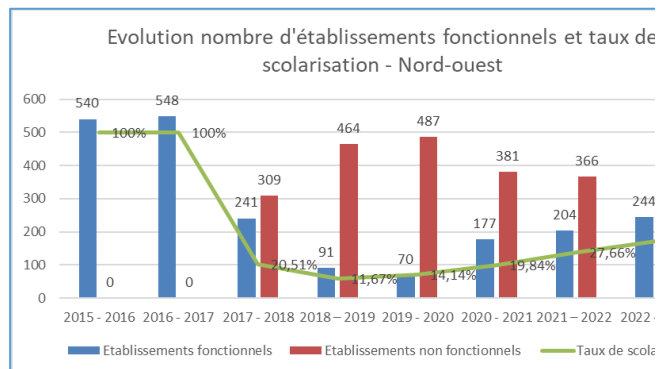
⁸ Norwegian refugees council – Advocacy note Education: <https://www.nrc.no/globalassets/pdf/briefing-notes/education-in-cameroon/the-urgent-need-to-deliver-quality-education-for-14-million-school-aged-children-in-cameroon.pdf>

Graph 15: Operational and non operational schools –South-West Region – 2022 - 2023



Source: MINEDUB - MINESEC regional delegations 2022-2023 –

Graph 16: Number of operational schools and school enrolment rate since 2015 – North-West



Source: MINEDUB and MINESEC regional delegations — February 2023

For the 2022-2023 school year, specifically in the South West Region, at preschool level there were 67% operational schools, 68% operational primary schools and only 57% operational secondary schools.

For the North-West Region, specifically, table 9 shows a spectacular drop in schooling rate between the 2016-2017 and 2017-2018 school years, it moved from 100% to 20.51%, respectively. For the 2022-2023 school year, this rate stood at barely 34.19%. Since the 2017-2018 school year, non operational schools are higher than operational ones.

The crisis in the North-West and South-West Regions has also had an effect on results and participation in examinations of pupils at the end of the primary cycle. The success rate at the FSLC and ‘CEP’ for the North-West and South-West Regions for the 2017/18 and 2018/19 school years stood at 60.6% and 94.2%, respectively. This performance is below that registered the 2015/2016 school year, which stood at 91.4%. It is worth noting that the number of pupils registered for the FSLC and ‘CEP’ in the North-West and South-West Regions between the 2017/18 and 2018/19 school years decreased by 97.3%. Moreover, the rate of absenteeism of candidates at the FSLC and ‘CEP’ examinations in 2017/18 was 46 % in these two regions (2016 and 2019 MINEDUB statistical yearbooks).

In the Far-North Region, the preoccupying humanitarian situation continues to seriously affect the access of children to education. The inter-community conflict around arable land between the different communities of the Logone and Chari Division led to the temporary closure of 26 primary schools in the Logone Birni Sub-Division, thereby depriving about 10 500 children including 4 300 girls of the right to have access to education. Besides, 34 600 children (that is; 41% of girls) who were previously enrolled in the 119 schools that were destroyed or closed due to insecurity, still face difficulties to take part in education activities.

Furthermore, 126 schools were affected by floods in the Logone and Chari and du Mayo-Danay Divisions, depriving about 38 800 pupils and students (15 800 girls) of their right to education.

Lastly, it is worth pointing out that the highest student/teacher ratio as per government regulations is 1/60, this ratio is on average 1/149 in the Far-North Region, some schools having more than 200 children in a single classroom.

Given these observations, the measures and mechanisms for prevention, response and mitigation of these crises should be improved so as to render the Cameroon education system more resilient.

Specifically in the education system, it will be indispensable to:

- (i) strengthen educational policies in order to face crises: coordination, system, integrated interventions, mobilisation of additional resources;
- (ii) guarantee access and sound and protective environment: advocacy for the respect of the 'Safe School Declaration', strengthening the distance learning mechanism (radio), temporary learning spaces, self-learning programmes and accelerated learning, for all stakeholders of the education system and in construction of school infrastructures, risk and danger mapping in schools, risks and catastrophes mitigation plan in schools, school feeding programme;
- (iii) adapt teaching theory in the face of crises: flexible distance education programmes, psychosocial support/CDRR¹¹, teaching on themes sensitive to crises;
- (iv) increasingly involve communities (forcibly displaced persons and hosts) in mapping out and implementing various interventions;
- (v) build the capacity of teachers and improve their situation: special allowances and adapted teaching aids, continuing education adapted to crises situations, deployment of teachers in crises areas or areas affected by crises, on the basis of voluntarism, supporting community teachers.

2.14. Challenges and constraints to be overcome

Access and equity:

- there is considerable demographic pressure on the educational system, and this will continue to impact on school enrolment needs. All children do not yet benefit from full primary education. Not all children go to school, and many of those who attend, drop out in the early years of studies. Economic inequality is high in a context of widespread poverty. Boys from the richest urban families are 6 times more likely to complete primary education than girls from the poorest rural families;
- the transition between the primary school cycle and the first cycle of secondary education is not smooth, with only 52% of children admitted into form one;
- there are huge territorial inequalities in school enrolment, between rural and urban areas, and between regions. A better distribution of resources is required to ensure equity;
- weak guidance counselling system in university institutions;
- massification in classical faculties and institutions. Despite the diversity of training offer, particularly as concerns professional training, 80% of students in State universities are concentrated in easily accessible classical fields of study with excessive number of students;
- Cameroon is facing multifarious crises. These crises are having an impact on school enrolment indicators, which have fallen sharply;
- Inefficiency of responses proposed by extra-curricular education as a result of the inadequate quantity of specialised and inclusive supervision structures as well as the impact of security crises.

Quality of teaching and learning

The quality of learning is a cause for concern. In fact:

- the vast majority of primary school pupils face difficulties learning the two official languages and in Mathematics;
- the conditions in which pupils are taught in government primary schools are not good and vary greatly from one area to another;

- the shortage of teachers in some fields of secondary education impede the achievement of quality learning;
- the lack of a continuing education mechanism does not facilitate the development of vocational skills and adaptation to job trends;
- education produces undeniable economic and social benefits. Nevertheless, those with the highest levels of education face difficulties in finding a job, leading to high levels of unemployment and underemployment;
- the difficulty of integrating students from classical faculties into the job market;
- the low contribution of research to the country's development.

Higher Education has adopted the Bachelor's-Master's-Doctorate (BMD) system, but its implementation should be governed by statutory instruments and completed by the effective use of the credit system;

- the increase in the number of lecturers in State universities has not led to any substantial improvement in the student/teacher ratio;
- obsolescence and scarcity of technical facilities and infrastructure;
- poor collaboration between university institutions and the private sector (public-private partnership);
- weak entrepreneurial culture;
- the increase in the number of lecturers in State universities has not substantially improved the teacher/student ratio;
- the new philosophy of professionalising teaching has not enabled to significantly develop the entrepreneurial culture in pupils and students;
- the low rate of socio-economic integration of graduates from TVTS and extra-curricular education;
- the low quality of supervision in extra-curricular milieus;
- the shortage of qualified supervisors;
- the promotion of civic, patriotic and citizenship values has been intensified. However, the persistence and accentuation of unpatriotic behaviours call for more vigorous and better coordinated action in all types of education.

Governance and management

- the financing of the sector is limited. Education spending is increasing, but at a lower rate than total government spending; the share (3%) of education spending in the GDP is low;
- the quota of spending on primary education is low (31% in 2018) and far from what is expected (45%) for a country that has not achieved universal primary education. The country spends little per primary school pupil and relatively a lot on secondary education;
- despite their relevance, previous sectoral strategies adopted jointly by the government and technical and financial partners have been poorly implemented;
- there is need to strengthen the sectoral system for the production of statistics of the education and training sector, including the production of harmonised educational data in emergency situations;

- it will be necessary to complete the process of drawing up and institutionalising the digital school map in view of improving the efficiency of the regional management and steering of the education and training sector;
- it will be necessary to put in place a results-based funding system within university institutions;
- it will be necessary to set up a higher education quality assurance system;
- lapses in the management of higher education teachers;
- It is necessary to strengthen teaching staff management in terms of recruitment, salary, career, given that this issue represents a major sectoral risk as a result of the recurrent strikes observed over the past few years.
- poor collaboration between administrations in the training of secondary school teachers;
- it will be necessary to update the supervision tools and methods within the framework of post and extra-curricular activities to better address some emerging issues in the school and university milieus (including private institutions);
- it will be necessary to intensify the partnership logic to optimise available human and material resources;
- it will be necessary to mobilise resources to finance extra-curricular supervision which has remained low and difficult;
- it will be necessary to develop a permanent dialogue framework between sub-sectors/types of education in order to facilitate the transition between these sub-sectors;
- it will be necessary to improve on the implementation of youth support projects and programmes;
- it will be necessary to harmonise and popularise intervention principles, mechanisms and methods in YMEC;
- it will be necessary to create a better synergy between State structures and RLAs for the management of the education system.

3. STRATEGIC VISION AND OBJECTIVES

The level of education and qualification of the population is a key development factor and a fundamental dimension of economic emergence. Its improvement should provide the country with human capital that is educated and competent in all areas of the Cameroon economy, citizens equipped with the life skills they need to be able to live out their citizenship at national and global levels.

However, the current provision structure in terms of educational infrastructure and teaching and training staff is still incapable of meeting the demand for education and vocational training. The diagnosis of the education sector details the weaknesses and shortcomings, also outlined in previous chapters.

Equally, the national development strategy points out shortcomings that the education sector must also address: (i) low rate of effective implementation at all levels of education as concerns the promotion of civic-mindedness, citizenship, living together and national integration; and (ii) low contribution of research to the country's economic and social development. (NDS30, § 274)

3.1. The policy guideline framework

The sectoral strategy for the period 2023-2030 is a response to the challenges identified, while aligning with the major national and international policy guidelines. The aim is to define a long-term vision for the education and training system, and the strategies to be implemented to chart a positive course towards the development target.

The strategic vision defined for the education sector primarily responds to the guidelines set out in the National Development Strategy (NDS30). The national strategy aims at maintaining the course of economic emergence by 2035, making Cameroon to become a New Industrialised Country. The goal is to bring about the structural transformation of the economy by making fundamental changes to economic and social structures so as to promote endogenous and inclusive development while preserving opportunities for future generations.

The strategy is underpinned by four main pillars: the structural transformation of the national economy; the development of human capital and well-being; the promotion of employment and economic integration; governance, decentralisation as well as the strategic management of the State.

In the area of education, the national strategy NDS30 has the goal of: "**Promoting an educational system at the end of which every young graduate is sociologically integrated, bilingual, competent in a field that is crucial to the country's development and conscious of what he/she must do to contribute to it**".

It sets the dual objective of raising the general level of education and adapting it to economic development needs. The strategic objectives are: (i) guaranteeing access to quality primary education for all school-age children; (ii) achieving a 100% completion rate at primary school level; (iii) reducing regional disparities in terms of school infrastructure, equipment and teaching staff; and (iv) increasing vocational and technical training offer from 10% to 25% at the secondary school level and from 18% to 35% at the higher education level.

To support the country's industrialisation strategy, Government actions focus on three main pillars, notably:

Improving access and equity by correcting geographical disparities, enhancing the textbook policy and introducing basic education;

Improving quality and employability, where emphasis will be laid, among others, on increasing technical and vocational training offer, the capacity-building of workers in the informal sector on innovative techniques and technologies, and strengthening civic-mindedness;

Strengthening the educational system through a better management of education staff, a complete transfer of resources within the scope of the decentralisation process and the promotion of private investment in the education and training sector.

As regards vocational training specifically, the Government intends to set up a mass training and capacity-building certification programme for workers in the informal sector (Train my generation).

The sectoral strategy also falls in line with the pursuance of the Sustainable Development Goals (SDGs) and particularly the SDG4-Education 2030 Agenda relating to the 4th Sustainable Development Goal, which aims at guaranteeing access for all to equitable, free and quality education throughout all stages of life, notably by eliminating gender and income inequalities. It also lays emphasis on the acquisition of basic and higher-level skills needed to live in a sustainable society. MDG4 equally calls for the construction and improvement of educational infrastructure, an increase in the number of higher education scholarships awarded to developing countries and the number of qualified teachers in these countries.

The sectoral strategy also responds to the African Union's Agenda 2063, which sets out a sustainable Pan-African vision for an "integrated, prosperous and peaceful Africa, led by its own citizens, and representing a dynamic force on the world stage" in which "Africa's human capital will be fully developed as its most precious resource, notably through sustained investment based on universality in early childhood and basic education, and also through sustained investment in higher education, science, technology, research and innovation, eliminating gender inequalities at all levels of education. Access to higher education will be expanded and strengthened by providing modern world-class infrastructure for learning and research, in order to support the scientific reforms underpinning the continent's transformation".

3.2. The strategic vision

The vision is that of **quality fundamental education** for all young people in Cameroon, **complemented by vocational and higher education training cycles** as well as extra-curricular supervision open to as many people as possible, **providing qualifications that are useful for economic and social development**, and **training moulded, competent, responsible and creative senior executives who are open to technological advancements and innovations**.

This vision valorises human capital in all its dimensions, making it the bedrock for balanced, inclusive and sustainable development, through improved access to and quality of basic education, by improving the employability of learners thanks to a better orientation of young people towards promising sectors and developing education and vocational training in view of producing the required skills, and ensuring social development.

Core education provides to all young Cameroonians, urban and rural, from all social backgrounds, girls and boys, the knowledge and skills, attitudes, aptitudes and common basic values that are useful for their empowerment and social integration, in a way that can contribute to the sustainable development of the country. It is structured into the primary school cycle and the 1st cycle of secondary education, and is accompanied, on the one hand, by pre-school education preparing pupils for primary education and on the other, by literacy and non-formal education to give alternative solutions to those who did not go to school and school drop-outs.

Post-primary education, particularly **technical and vocational training**, provides qualifications that are necessary for the country's economic development and train youths to be competent, responsible and independent in their professional missions and daily lives. This system relies on close collaboration with the professional world to identify skills needs and implement training programmes.

The second cycle of general secondary education has as mission to prepare a better continuation in higher studies or promising vocational training.

Higher education trains competent and creative senior executives who are open to technological progress, stakeholders in socio-economic development and in a training-research-development continuum, are equally open to the business world and the sustainable development of the country.

Civic education is defined as a set of knowledge, skills, know-how and values to impact, but also practices and behaviours to adopt in society by citizens. It enables a better understand the environment, training to acquaint oneself with the rules governing life in society and mastery by the citizen of his/her rights and duties. Lastly, civic education, as a continuous process, enables the individual to develop values indispensable for the exercise of citizenship. Thanks to the ownership and application of these values, he/she can thus move from the status of individual to that of citizen (a person who enjoys his/her political rights, performs his/her duties towards his/her fatherland and freely exercises his/her citizenship within the framework of the rule of law)

Extra-curricular education is understood as a form of education offered to youths out of classical school institutions, mainly in Youth Multipurpose Empowerment Centres (YMEC). It is carried out using non-directive teaching methods. When specific methods for mobilising popular masses are devised and implemented in praxis, we find ourselves in popular education which makes use of sensitisation and supervision techniques for the masses.

The challenges faced are immense, and eight years will not be enough to reach the desired situation. However, the 2023-2030 education sectoral strategy is built on this long-term vision and outlines a path towards a better quality, more efficient and more equitable educational system, capable of meeting the expectations of the Cameroonian society.

The strategic vision is built around the three main pillars of the NDS30: access and equity; quality and relevance of training; and strengthening the system.

Strategic pillar: Access and Equity

The vision is first and foremost that of an educational system in which every young person will have equal access to quality basic education and technical, vocational education and extra-curricular supervision, with:

1. an extension of universal access to education to enable as many pupils as possible to benefit from 10 to 11 years of quality education;
2. increased opportunities for school enrolment at all levels of the educational system;
3. opportunities for technical and vocational training;
4. access to pre-schooling through the development of pre-school provision with community support;
5. access to citizenship and patriotic education;
6. access to quality extra-curricular supervision and extracurricular.

The vision also envisages an equitable educational system in which disparities of all kinds will be corrected, gaps between territories will be closed, and socio-economic and gender inequalities will be reduced by embarking on:

1. an equitable distribution of infrastructure and teaching staff in the regions and municipalities, paying particular attention to crisis-prone regions, notably the Far North, North West and South West Regions;
2. an equitably distributed network of inclusive school infrastructures;
3. elimination of gender inequalities;

4. equal access to socially vulnerable persons (persons with disabilities, minorities, vulnerable children, etc.) to all levels of education and vocational training;
5. devise support mechanisms for school enrolment (for families, equipment, tackling socio-cultural constraints, development of school canteens, textbook policy, etc.);
6. reception of refugees or displaced children in supervision structures.

Strategic pillar: Quality and relevance of training

The vision earmarks an educational system that offers quality schooling and supervision conditions at all levels:

1. the availability and accessibility of textbooks will be achieved by promoting the use of a single textbook per subject and per class, textbooks that can be used for at least three consecutive years, produced locally and distributed free of charge;
2. controlled class sizes and in line with educational standards;
3. a permanent national system for assessing learning outcomes;
4. in-service teacher training, particularly for scientific and technological subjects;
5. schools and supervision structures with good living conditions in the school environment;
6. schools and supervision structures equipped with the necessary teaching materials;
7. The counselling mechanism in the school curriculum and learning at the service of students with emphasis on STEM;
8. supervision and training structures endowed with adequate teaching equipment and materials.

An educational system with a corps of professional teachers/trainers, well trained and capable of taking into account development priorities in training programmes in conformity with international standard. This implies:

1. teachers/trainers adapted to socio-economic realities and the learning context;
2. Teachers/trainers proficient in the use of ICTs, capable of adopting alternative teaching and entrepreneurship education method;
3. Continuing education for teachers/trainers.

An educational system that promotes values for living together and contributes to strengthen economic and cultural patriotism through:

1. an increased practice of bilingualism and promotion of multiculturalism at all levels of the society through the setting up and implementation of specific school programmes from nursery school onwards;
2. a civic education programme at all levels, laying emphasis on ethical, moral and patriotic values;
3. introduction and/or enhancement of programmes on entrepreneurship, the role of the entrepreneur in the society, and economic patriotism geared towards giving priority to "Made in Cameroon" as concerns consumption and investment;
4. consideration of environmental concerns in school curricula and extra-curricular programmes, as well as the historical, sociological, economic and cultural realities of Cameroon and Africa;

A training and supervision system aimed at developing the employability of youths, in order to create a critical mass of young graduates who can be integrated rapidly into the labour market, in line with the technological catch-up plan geared towards:

1. developing preparation for working life at all levels;
2. enhancing the professionalisation and quality of teaching and apprenticeship to ensure employability;
3. revitalising technical and vocational training offer by creating structures tailored to the needs of the productive sectors;
4. developing partnerships with companies;
5. developing voluntary work for young people throughout the educational system;
6. aligning secondary education with higher education training opportunities;
7. developing economic intelligence professions;
8. drawing up and implementing a National Skills Development Strategy.

With short training courses, that are trade-based and centred on ISO 17024 certification;

9. setting up a national certification and qualification framework;
10. approving trainers and programmes;
11. strengthening the system for the validation of acquired experience;
12. promoting applied research in universities and professional schools in line with the technological catch-up plan;
13. strengthening the certification system at the level of Private Institutes of Higher Education (PIHEs);
14. improving the framework of state university mentorship of the private training system.

Strategic pillar: Strengthening the educational system

The vision aims at strengthening the management and steering system to ensure a balanced regional distribution

Through improved human resource management:

1. redefining the Education Priority Areas (EPA) framework;
2. encouraging teachers to work in rural areas and EPAs;
3. controlling the management of the number of government teachers;

With an equitable distribution of educational and supervision infrastructure throughout the national territory:

4. based on a school map and an extra-curricular map;
5. infrastructures and equipment available and maintained (classrooms, latrines, water points, laboratories, workshops, playgrounds, school canteens, etc.);
6. develop a policy for the maintenance of existing infrastructure and equipment;

With increased and optimised public financing

7. RLAs are involved in education management;
8. the percentage of budget resources allocated to the education sector is increased;

9. schools receive their functioning resources as from the beginning of the new school year;
10. RLAs are able to contribute to the financing of schools and YMEC (powers transferred).

An increased private investment in the Education and Training sector, to expand education offer, particularly in Sciences, Technology, Engineering and Mathematics (STEM), through the involvement of employers;

11. promoting private investment in the education and training sector;
12. developing a corporate social responsibility (CSR) policy in the educational system

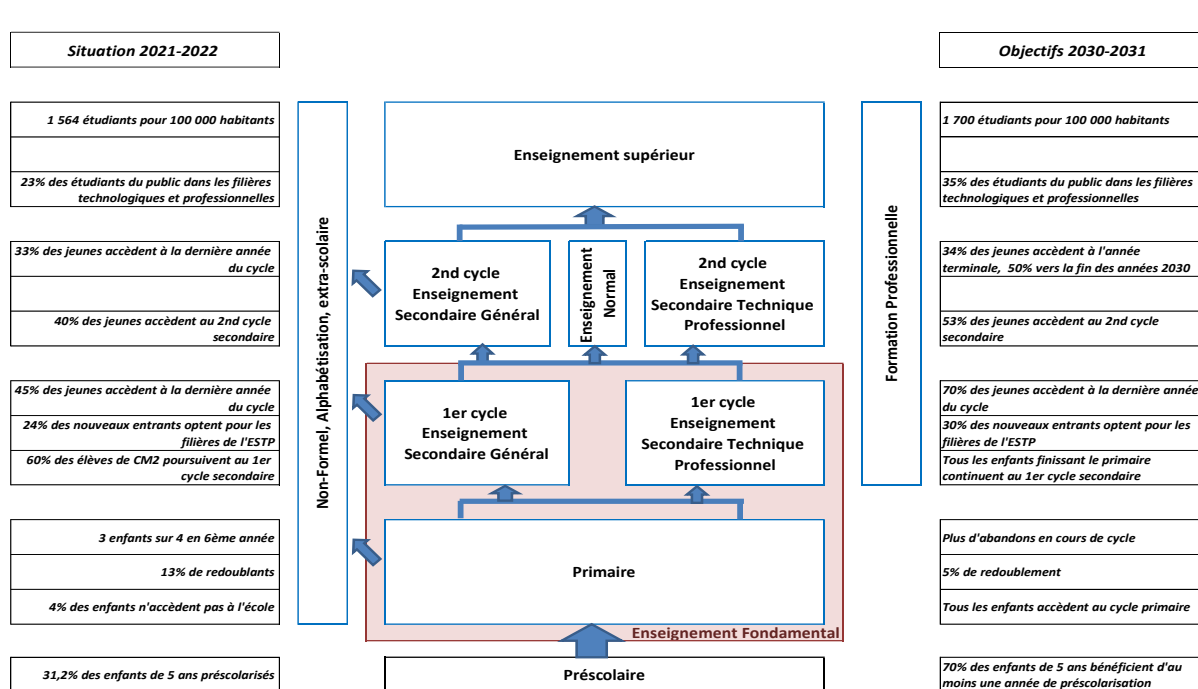
In the context of the multiple crises faced by the country, the vision aims at an educational system that can withstand shocks of various kinds (health, climate, security or humanitarian). The resilience of the education system passes through the capacity building of sectoral coordination, planning and risk management as well as through major effort to address the education crisis in regions affected by insecurity.

3.3. Objectives for 2030

This vision is reflected in the following objectives:

- **In 2030, 70% of 5-year-old children will have access to at least one year of pre-school education.**
- **In 2030, all children will complete primary school** having acquired the general initial skills required for this level of learning.
- **In 2030, the transition between primary school and the 1st cycle of secondary education will be smooth, to ensure general access to core education.**
- **Alternative solutions** will be given to young people who dropped out or did not go to school, to enable them to be reintegrated into the school system (training bridges) or receive vocational training in dedicated structures.
- 30% of students entering secondary school will enrol in technical and vocational fields.
- **In 2030, 60% of students in the 4th year (3^e) of general education will be admitted into form five (seconde) and 25% into the second cycle of technical education;**
- **Higher education will receive about 560,000 students by 2030**, in its various universities, professional schools and institutes. Quantitative development will mainly aim at shifting the balance towards scientific, technological and professional fields of study.
- In 2030, all students and learners will possess a minimum of knowledge, aptitudes and attitudes in civic, moral and entrepreneurial education in view of their integral training

Graph 17: Access targets for 2030



Quantitative objectives include plans to enhance resources in order to improve equity and quality of education and apprenticeship:

- **All government primary school teachers are paid by the State** in order to consolidate free education.
- **The development of training offer will be closely linked to targeted actions to support demand from the most disadvantaged and to the development of inclusive and gender-sensitive practices.**
- **The equitable and rational distribution of resources across the country, notably human resources, will be ensured.**
- **Conducive supervision conditions will provide the basis for quality teaching and learning:** the average pupil/teacher ratio will be limited to 45 in government primary schools by 2030, and student/teacher ratios will be increased to 45 in secondary schools and 40 in high schools.
- **Pedagogical spending per pupil/student will be increased at all levels.**
- **Improved material conditions will give teachers and learners the opportunity to achieve quality learning together.**
- **Special effort will be made to provide each basic education pupil with a set of essential textbooks.**
- **Material conditions offered to supervisors and adherents will be improved**
- **In-service teacher training will be consolidated.**
- **A national system for assessing learning outcomes will make it possible to monitor the level of learning achieved by pupils/students** in order to undertake the necessary improvements, in addition to developing assessment and remedial practices at the level of teachers.
- **As a result of the changes outlined above, and beyond the competences acquired by learners, the internal efficiency of the system will be enhanced,** enabling the reduction of repeating rates to 5% in primary education and by half in secondary education.

- **At the level of schools, the management of resources will be strengthened thanks to the training of school managers and the improvement of transparency and accountability**, through the generalisation of functional management committees for all pre-school, primary and secondary schools.
- **The central and devolved services will have the appropriate human resources and functioning means** to carry out its steering, management, monitoring and support missions.
- **The management of human, material, financial and infrastructural resources will be improved** through the capacity-building of the concerned services - both central and devolved - and developing specific adapted policies (school textbooks, early childhood, risk management).
- **An efficient statistical information system and established school map management processes will enable the streamlining of processes and the development of a steering culture at all levels.**
- **Technical and vocational education** has an important role to play in raising the general level of education and producing qualifications that are useful to the various professional sectors and necessary for the socio-economic integration of youths.
- Beyond the improvements common to the whole sector in terms of access, quality and efficiency presented above, the strategic vision presents certain specificities.
- Extra-curricular supervision will be strengthened through an optimisation of the relationship between supervisors/adherents/learners. Moreso, human (managerial staff, support staff, supervisors, etc.), material (workshop, didactic tools, working material, etc.), financial and infrastructural capacities will be optimised to ensure the performance of supervision structures.
- **Relations with private sector stakeholders will be strengthened in order to improve the relevance, quality and financial sustainability of Technical Education and Vocational Training (TEVT) offer.** Depending on the type of offer and the economic sector concerned, these partnership ties may be consultative, participatory and/or contributory, in order to develop the joint identification of skills needs and the **drafting of training and certification reference frameworks.**
- **School curricula and extra-curricular activities will incorporate the preparation of young adults for autonomy and entrepreneurship; they will aim at facilitating professional mobility.** Emphasis will be laid on the intensification of moral, civic and entrepreneurial rearmament.
- **Research capacities will be strengthened and modernised in a training-research/development-integration continuum**, in order to improve the quality of training and directly address the economic and social development challenges of the country.

In order to achieve this strategic vision, a series of priority programmes will be implemented under the authority of each ministry of the sector. Each of these priority programmes focus on three main objectives:

- increasing access and equity;
- improving the quality and relevance of training;
- improving the management and steering efficiency.

4. STRATEGIES FOR BASIC EDUCATION

The specific objective for this sub-sector is to develop quality, equitable and inclusive basic education in order to provide all children with initial knowledge and skills.

The current situation in basic education is characterised by a very low primary school completion rate, with one child in four not reaching the final year, and mediocre learning outcomes, linked to supervision and material conditions that are inequitably distributed and generally unsatisfactory.

The strategy aims at enabling all children to fully complete primary school under improved learning conditions.

The strategy organises actions into four programmes linked to the pedagogical and institutional organisation of the sub-sector: pre-school education, primary education, literacy and non-formal education, and management of the sub-sector.

Programme 1: Pre-school development

This programme aims at extending pre-schooling opportunities, by prioritising rural and disadvantaged areas, so that by 2030, 70% of children should benefit from at least one year of compulsory quality pre-school education. The long-term objective is for 100% of children to benefit from one year of pre-school education, a target that could be reached by 2035.

This programme addresses the problem of pre-school enrolment shortfall across the national territory, which is characterised by major disparities between rural and urban areas in terms of schools, teachers and family income; inadequacy of community pre-school provision in rural areas, lack of resources to improve the quality of learning (textbooks, teaching materials), low level of training of trainers socio-cultural constraints and lack of playgrounds.

In view of extending pre-schooling throughout the national territory, the programme aims to:

- ensure that all girls and boys have access to quality pre-school education that prepares them for primary education.
- develop pre-school education through the reduction of disparities in pre-schooling between rural and urban areas and extending access to pre-school education to a greater number of rural children aged between 4 and 5;
- improve existing government pre-school provision;
- improve the quality of pre-school education by intensifying pre-primary training (learning outcomes, retraining of trainers, updating of curricula), local monitoring and evaluation of teachers;
- strengthen formal private initiative by boosting the growth and monitoring the level of private involvement in the provision of formal pre-school education.

To achieve these objectives, strategy will focus on the following actions:

Increasing access and equity

- getting close to achieving universal access to pre-school education by ensuring that 70% of children have one year of pre-schooling by 2030;
- setting up pre-school classes in rural areas, preferably on the site of existing primary schools, prioritising rural areas and suburbs of large cities, given the considerable delay in the development of pre-school education in these areas;
- ensuring the permanent monitoring of the treatment of pupils' health problems
- ensuring the construction of school playgrounds and gardens.

The intake capacity of government schools will be increased to 550 000 places by 2030, an increase of 350 000 places.

Financial allocations will keep pace with enrolment growth, with a gradual increase of 30% per pupil by 2030, to ensure that optimum functioning of schools.

A vast construction programme will be implemented, involving the building of more than 1 500 new pre-school classrooms over 8 years, mainly in primary schools. These new facilities will be equipped with the necessary teaching materials.

Equity will be strengthened by prioritising rural and disadvantaged areas in targeting the provision of facilities.

Improving the quality and relevance of training

- defining a precise curriculum and a defined exit profile for the compulsory pre-schooling year to ensure a better preparation of new entrants into primary school;
- providing initial and in-service training for teachers of pre-school community centres to ensure that they have the necessary skills;
- sensitising and highly involving RLAs in the management of community pre-school centres to ensure that they operate effectively (availability of the necessary teaching and learning materials on time and in sufficient quantities, payment of supervisors' salaries), as provided for in the General Code on Decentralisation.
- continuously promoting the training of trainers and teachers on the monitoring nutritional health in schools;
- capacity-building of school councils.

In order to support the restructuring of pre-school provision and improve the quality of learning, the following activities have been planned:

- **the equipment of 270 classrooms will be upgraded each year in terms of their equipment.** An average of CFA F 546 million/year will be invested in this initiative to upgrade equipment.
- **In addition, the in-service training system will be strengthened** to ensure three weeks of training every 4 years for each pre-school teacher.

Improving management and steering efficiency

In view of improving the efficiency of pre-school education, the following actions will be supported during the implementation of the strategy:

- **inspectors and advisers in the devolved services will be given sufficient transport resources for them** to provide adequate support and supervision to pre-school structures and teachers;
- **the strategy also aims at institutionalising school councils at the level of schools** in order to provide a framework for dialogue and consultative/participatory governance involving the entire education community. Capacity-building actions will be renewed each year to take into account of the renewal of their members.

The provision of pre-school teaching staff will be increased in order to make up for the shortfall at this level of education.

Matrix of sub-programmes

Programmes/ Strategic pillars	Actions	Expected outcomes
Programme 1: Development of Preschooling		
Increasing pre-schooling across the national territory		By 2030, 70% of 5-year-olds will have at least one year of pre-schooling.
Access and Equity	Providing public schools with operational resources	Government schools have the capacity and operational resources to cope with the increase in the number of pupils
	Building and rehabilitating gender-sensitive and inclusive government pre-school infrastructure	
	Transforming pre-school provision in existing government nursery schools (by giving priority to 5 year old children)	Pre-school has been reorganised and its provision enhanced
	Developing adequate government pre-school provision	
	Making pre-school free of charge	
	Strengthening the framework for collaboration/consultation with stakeholders for the development of pre-school education	
	Identifying children with special educational needs within and out of school	
	Developing an inclusive pre-schooling environment	
	Revamping school councils	
Modifying school curricula to render them sensitive to inclusion		
Quality and Relevance	Improving the availability of pedagogic equipment	Pedagogic equipment is available
	Set up a system of initial pre-school training	Supervision conditions have improved
	Strengthen the pedagogical supervision of teachers	
	Strengthen in-service teacher training, including in inclusive education	
Governance and Efficiency	Streamlining the management of teachers and developing standards for the construction and use of infrastructure	Operating standards for pre-school education have been strengthened
	Recruiting specialised teaching staff in the area of inclusive education Reviewing school legislation to render it inclusive	

Programme 2: Primary education

The objective of this programme is to develop quality primary education in order to provide initial knowledge and skills for all.

The programme aims at addressing difficulties of access to and completion of inclusive, quality primary education for all school-age children. These difficulties are reflected in disparities as concerns school enrolment, inadequate provision of both infrastructure and teachers, socio-cultural constraints that impede the sending of children to school, difficult learning conditions and delays in the setting up of basic education.

In view of improving access to and completion of quality and inclusive primary education for all school-age children, this programme aims at:

- strengthening primary school education provision by building and equipping of inclusive infrastructures (classrooms, latrine blocks);
- improving the quality of education for all school-age children without discrimination, notably by distributing essential textbooks, capacity-building of teachers, modernising teaching by introducing alternative methods, reforming the curriculum to better integrate human rights concerns, promoting bilingualism and national languages as well as entrepreneurial culture;
- stepping up the schooling of pupils with special needs, including young girls, indigenous people, refugees, internally displaced people with disabilities.

To achieve these objectives, the strategy includes the following actions:

Increasing access and equity

- providing all children, including those with special needs, with 6 years of compulsory, free primary education (universal primary education);
- targeting areas and social segments with low school enrolment that will have priority to benefit from the construction of school infrastructure and the deployment of teachers paid by the State, on the basis of real needs;
- defining standards for equalising infrastructure and teaching staff in the regions and municipalities, with special focus on the Far North, North West and South West Regions;
- defining a policy to support the private education sector in the North West and South West Regions;
- ensuring that all children of school-going age have equal and inclusive access to the two sub-systems of education;
- developing a specific education offer for rural areas with close supervision;
- adapting programmes, textbooks and assessments to the special needs of children;
- making primary education free of charge by 2030, notably by providing school textbooks (essential school textbooks) on time;
- encouraging access and retention of children with special needs and those from disadvantaged backgrounds, and develop teaching modules adapted to these children;
- promoting school food feeding by creating school canteens and community farms under the impetus of decision-making and participatory management bodies;
- promoting sport in schools;

- promoting pupil participation in post and extra-curricular activities through the popularisation and promotion children's governments and the “clean school for all” concept;
- producing school curricula in audio, video and braille formats;
- acquiring and distributing specialised equipment and materials to children with special needs;
- ensuring the permanent protection of pupils in the school environment;
- disseminating texts on participatory school management bodies (PTAs, school councils, children's government guide);
- revamping school councils;
- constantly promoting the training of trainers and teachers in monitoring nutritional health in schools;
- strengthening the fight against certain scourges observed in schools, notably violence and drugs.

The State will provide for 33 000 additional teaching jobs by 2030, to keep pace with the increase in the enrolment of pupils and enable the number of pupils per teacher to drop. This major action will make it possible to achieve the target of 45 pupils per teacher by 2030 and ensure the full payment of government school teachers.

Financial allocations for government schools will keep pace with the growth in pupil numbers, with a gradual increase of 33% per pupil by 2030, in order to ensure the normal functioning of the schools.

The school building and equipment programme will be substantial, with more than 1 900 classrooms to be built each year.

Equity of access will therefore be based first of all on prioritising school locations in areas with poor infrastructure and posting the necessary teachers.

Improving the quality and relevance of training

- promoting the use of a single textbook per subject and per class at the national level;
- promoting textbooks that can be used for at least three consecutive years;
- promoting the use of self-study booklets for pupils;
- supporting the local production of textbooks;
- supporting and perpetuating the policy of free textbooks;
- making the necessary resources available to educational structures on time (as from the start of the school year): making budgets directly available (indicated as from 2022) and involving the Management Committees or PTAs in monitoring the use of these budgets;
- reducing the size of teaching groups, and introduce allowances for hard-to-reach areas and for arduous services (management of inclusive and multi-grade classes);
- valorising of the results of pupil learning assessments and setting up an autonomous system for the Evaluation of Learning Outcomes;
- adapting assessment to pupils with special needs;
- strengthening the guidance system in the school and learning curriculum;
- permanently ensuring the training of trainers adapted to socio-economic realities and learning contexts;
- strengthening the use of ICTs in the training of trainers;

- transforming curricula to train a new type of qualified teacher/trainer, able to use alternative teaching approaches and entrepreneurship education;
- improving the practice of bilingualism by creating and implementing specific school programmes as from pre-schooling;
- strengthening the moral education programme at all levels, with emphasis on ethical, moral and patriotic values;
- strengthening the teaching of national languages;
- enhancing or introducing programmes on entrepreneurship, the role of the entrepreneur in the society and economic patriotism, with priority given to "Made in Cameroon" as concerns consumption and investment;
- ensuring that environmental concerns and the historical, sociological, economic and cultural realities of Cameroon and Africa are adequately reflected in school curricula;

The objective of providing each pupil with a set of 3 essential textbooks by 2025 will entail spending more than CFA F 10 billion/year on average over the period.

Improving management and steering efficiency

The role of devolved services in the supervision of schools and teachers will be facilitated by the provision of transport resources.

The institutionalisation of school councils will make it possible to establish a local management dialogue between the various school stakeholders (administration, parents of pupils and students, teachers).

Matrix of sub-programmes

Programmes/Strategic pillars	Actions	Expected outcomes
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Programme 2. Universalisation of primary education		
<i>Giving all children the opportunity to benefit from a cycle of quality primary education</i>		<i>By 2030, all children complete a cycle of quality primary education</i>
Access and Equity	Providing government schools with operational resources	Government schools have the capacity and operational resources to handle the increase in the number of pupils
	Building and rehabilitating gender-sensitive and inclusive school infrastructure	
	Drawing up a plan for the construction of complete schools	All 6-year-old children are registered in the first year of primary school
	Improving provision in areas with low coverage	
	Stimulating demand for schooling	
	Strengthening free primary education	Primary school provision has been enhanced
	Improving the normative and legal framework for inclusive education	
Supporting private education provision		
Quality and Relevance	Acquiring and providing essential textbooks for primary school pupils	Pedagogic materials are available
	Promoting self-directed learning methods	
	Promoting scientific culture and digital literacy	
	Strengthening basic skills at primary school level	

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Programmes/Strategic pillars	Actions	Expected outcomes
	Effectively setting up the national system for assessing learning outcomes	The level of acquisition of basic skills has improved in primary education
	Strengthening pedagogical supervision and in-service teacher training	Pedagogical supervision and teacher training are strengthened
Governance and Efficiency	Streamlining and optimising the use of teaching staff	Available resources are used more efficiently
	Updating the mapping of education priority areas	
	Recruiting teachers specialised in inclusive education	

Programme 3: Literacy and non-formal basic education

The objective of this programme is to offer second-chance opportunities to school drop-outs, out-of-school children and non-literate adults.

The programme aims at gradually improving literacy rate by increasing the number of literate people. This objective is based on the growing rate of young people and adults who are illiterate, as well as the growing number of out-of-school children caused by insufficient literacy provision, economic hardship, socio-cultural constraints, poor use of national languages in the educational system and lack of lifelong learning frameworks.

To address these problems, the programme intends to increase the percentage of the literate population through the following actions:

- strengthening conventional and functional literacy training of the illiterate population;
- developing non-formal basic education;
- enhancing the use of national languages;
- improving the quality of literacy learning.

In view of increasing the provision of basic literacy services and giving a second chance to young school drop-outs and those who did not go to school, efforts should be deployed to create enabling conditions for the development of literacy and non-formal education programmes.

The actions selected include:

Increasing access and equity

➤ Literacy

- carrying out information, awareness-raising and mobilisation activities aimed at the population, focusing on capacity-building and themes of interest for harmonious living together;
- developing alternative offers to strengthen adult literacy;
- including literacy and non-formal basic education training in the initial training of trainers.

➤ Non-formal basic education

- diversifying non-formal basic education provision by optimising accelerated schooling and reorganising training in Non-Formal Basic Education Centres (NFBECE), while raising the awareness of the community on what is available;
- strengthening bridges that enable children and young people who have acquired basic skills to enter formal education or vocational training;
- increasing intake capacities for this level of education and reorganising school timetables to optimise the use of existing infrastructure.

It should be noted that even if the gross access rate for the basic year exceeds 100% (see gross enrolment ratio (GER) at primary education level), universal primary education has not been achieved. Unfortunately, some children will still leave the system before completing primary school. These children will continue to benefit from NFBECE services to enable them to be (re)integrated into primary education, or at least to ensure that they become literate. In terms of enrolment in non-formal basic education centres, intake capacity is maintained each year at a constant number of 5 600 learners. The proportion of out-of-school and non-school-going youths targeted by this training will represent only 2% of children aged from 9 to 14 by 2030.

As for literacy, the intake capacity of programmes targeting age-bracket between 15 and 45 would be doubled by 2030.

Improving the quality and relevance of training

To help improve quality, particularly in non-formal basic education centres (NFBE), current administrative and pedagogical expenditure per learner will increase in real terms to reach CFA Francs 190 000 in 2030.

Matrix of sub-programmes

Programmes/Strategic pillars	Actions	Expected outcomes
Programme 3. Literacy and non-formal basic education		
Increasing the percentage of the literate population		<i>In 2030, the intake capacity of literacy and non-formal basic education centres is doubled for the age-bracket between 15 and 45 years</i>
Access and Equity	Broadening the accelerated training approach	Non-formal inclusive and gender-sensitive education provision is diversified
	Implementing specific and guiding measures to stimulate demand	
	Optimising the use of existing provision in view of offering training to as many people as possible	Non-formal education intake capacity has increased
	Strengthening FLC and NFBE offer	
Quality and relevance	Strengthening practices of regular assessment of learning in literacy and non-formal basic education	Practices of regular assessment of learning in literacy are strengthened
	Creating andragogy training cycles and development of curricula	Training modules in andragogy and non-formal basic education have been integrated into initial teacher training curricula
	Promoting the learning of national languages	Training modules in national languages in literacy and non-formal basic education centres have been developed
	Developing alternative programmes for children and young people who have dropped out of school	
	Ensuring the implementation of the skills reference framework	
	Granting training kits to FLCs and NFBEs	Appropriate didactic materials and equipment are available.
	Strengthening and monitoring post-literacy programmes	The mechanism for monitoring and evaluating literacy and non-formal basic education activities (LNFBE) and post-literacy is strengthened at central and devolved levels
	Developing an institutional framework for monitoring programme implementation, involving all stakeholders at central and devolved levels	
	Capacity-building for centre supervisors and trainers of centres	Training of pedagogical supervisors and trainers is strengthened
Governance and efficiency	Providing centres with operational resources	Centres have the operational resources
	Putting in place innovative financing	Mobilisation of the stakeholders and technical and financial partners (TFPs) concerned in favour of LNFBE
	Sensitising and searching for financing in favour of LNFBE	
	Defining a framework for exchange on issues of LNFBE	Synergies of action between the various ministries involved in LNFBE are strengthened.
	Strengthening the monitoring of structures in charge of LNFBE	

Programme 4: Governance of the basic education sub-sector

The objective of this programme is to improve the steering of the sub-sector and strengthen its management.

In view of improving the governance and steering of the educational system, the strategy for basic education is to strengthen mechanisms for the management, regulation and control of human, material and financial resources, as well as the strategic planning and monitoring and evaluation system. To achieve this, it will be necessary to progressively:

- streamline the allocation and management of educational resources through a better steering and coordination of services, regular evaluation of the performance of services, monitoring of the roadmap, and introduction of standards and manuals of procedures for services;
- combat corruption in schools so as to ensure that school fees are effectively free in government primary schools. In addition, the directives of the national anti-corruption strategy drawn up by CONAC will be implemented;
- carry out planning studies and optimise the strategic planning process for the effective implementation of the strategic guidelines of NDS30 for the basic education sub-sector;
- improve the working environment and living conditions of staff, by ensuring stability in their jobs, through the construction of on-call accommodation, administrative buildings (regional and divisional delegations and district inspectorates) and the rehabilitation of dilapidated infrastructure;
- strengthen the education management and information system (EMIS). To this end, it will be necessary to provide the services with modern technical tools (computer equipment, integration of new technologies, geo-referenced database) and adequate staff to manage these tools in order to increase the statistical activity of the sectoral ministries, indispensable for better planning;
- strengthen programme monitoring/evaluation activities, given that 3/4 of capital spending resources are transferred to the RLAs;
- develop human resources through the capacity-building of staff;
- consolidate the process of strategic planning, programming, preparation and monitoring of budget execution through the capacity-building of the PPBM committee, in view of ensuring the effective production of tools for preparing the budget (review and updating of programmes, MTEF, PPA, APR);
- raise awareness and increase the involvement of RLAs in the financing and development of the National School Feeding Policy, the strategies for sport and the fight against violence in schools;
- continue to implement teaching policy by recruiting and redeploying of teachers in line with the school map;
- implement measures to retain teachers in rural areas;
- the share of the domestic budget allocated to primary education to stand at 42% by 2030;

The following actions have been selected:

Improving management and steering efficiency

- strengthening collaboration with representative organisations (PTA, AME, other civil society organisations, TFPs, employers' union, ...);
- promoting the digitisation of management systems, particularly the dematerialisation of administrative procedures and the digitisation of archives;

- drawing up a list of training needs in line with the socio-economic development objectives pursued;
- making operational resources available to schools as from the start of the new school year;
- raising awareness and involving RLAs in the financing of basic education;
- drawing up and ensuring the implementation of the master plan for the anticipatory staff management.

Matrix of sub-programmes

Programmes/Strategic areas	Actions	Expected outcomes
Programme 4. Governance of the basic education sub-sector		
<i>Ensuring the effective implementation of operational programmes</i>		<i>Programmes are implemented effectively</i>
Governance and efficiency	Improving the management of the human, material and financial resources of the administration	Means and capacities of the administration are improved
	Recruiting and posting teachers to schools in accordance with the needs identified by the school map/ EMIS	Optimisation and management of human resources
	Strengthening measures to retain teachers in remote areas	
	Capacity-building of administrative staff	
	Strengthening and operationalising EMIS	EMIS strengthened

5. STRATEGIES FOR SECONDARY EDUCATION

The secondary education sub-sector is a pivotal sub-sector, comprising:

- 1st cycle secondary education, which is part of basic education and is therefore intended to cater for all children in a cycle that is consistent with primary education;
- 2nd cycle general education (High School), designed to prepare students for higher education;
- technical and vocational education, designed to provide skills that meet the needs of the productive sector and also lead to the pursuance of specialised studies at higher level;
- teacher training, which trains pre-school and primary school teachers at GTTCs and GTCs, and Rural Artisan and Home Economics (SAR/SM) teachers at GTTCs.

The sub-sector thus contributes to the general objectives of raising educational standards, providing common basic skills to all young people and meeting economic development needs.

The actions of the strategy are sub-divided into four programmes linked to the pedagogical and institutional organisation of the sub-sector: 1st cycle of secondary education, 2nd cycle of general education (High School), technical and vocational education and management of the sub-sector.

Programme 5: 1st cycle of general secondary education

The aim of this programme is to pave the way for the progressive setting up of the generalisation of core education, while ensuring a smooth transition for primary school leavers.

The long-term objective is to have core education that covers primary education and the 1st cycle of secondary education, providing the basis for general skills for all young people in Cameroon. The first stage will be achieved by 2030, with all children reaching the end of primary education. At the same time, the transition between the sixth year of primary school and the 1st cycle of secondary education will be facilitated to allow access to as many children as possible and pave the way for the generalisation of core education, which could be achieved by 2035. The technical and vocational route will contribute to this generalisation and 30% of new enrolments will be in technical and vocational education.

These developments will result in an increase in the total number of students enrolled in the 1st cycle of general secondary education, from 0.98 million in 2020 to 1.77 million at the start of the 2030 school year. This significant increase in student numbers will require the construction and opening of secondary schools to receive the large influx of pupils from primary schools.

To prepare for this increase in demand for the 1st cycle of secondary education, the strategy envisages a substantial effort to create schools, build infrastructure and acquire equipment, as well as allocate human, financial and material resources.

Improving access and equity

To prepare for the expected student numbers, the plan is to:

- significantly increase intake capacity;
- strengthen support mechanisms for school enrolment, particularly in areas with low enrolment rates (support for vulnerable children, young girls, etc.);
- recruit more qualified teachers.

Some of these actions will be implemented as part of the transfer of powers to the regions. They notably include:

- construction, rehabilitation and maintenance of school infrastructure;

- maintenance of teaching equipment and materials;
- creation of schools;
- recruiting and posting some staff.

Improving the quality and relevance of training

The diagnosis of Cameroon's education and training sector reveals numerous difficulties in the area quality:

- significant quantitative progress still has to be made in terms of completion of 1st cycle of secondary education, which stood at 47% in 2018;
- considerable waste of public resources due to repeaters and school drop-outs;
- lack of facilities in many secondary schools, contributing to the limited access of girls in this sub-sector;
- disturbing levels of learning outcomes at the start of secondary school, with almost 60% of pupils at the end of primary school below a sufficient threshold of competences. The same applies to success rates in secondary school examinations, which remain unsatisfactory;
- violence in and around schools, which perturbs the peace of mind of teachers and learners.

The major aim of the strategy is to enable as many students as possible to complete the 1st cycle of secondary education after acquiring high quality learning. These learning outcomes should enable them to be well integrated socially and/or to have sufficient foundations to pursue studies or training that would make them to be "competent in a field that is vital for the country's development" (NDS30).

To achieve its goal, this programme intends to:

- reduce the indicators of repeaters and drop-outs in secondary education;
- reduce the average size of teaching groups;
- improve the quality of learning;
- promote bilingualism and multiculturalism;
- strengthen the fight against school drop-outs;
- enhance the school guidance system;
- reinforce the professionalisation of teaching;
- strengthen in-service training for teachers, particularly in science subjects;
- render more attractive the contents of secondary school textbooks pertaining to Science, Technology, Engineering and Mathematics (STEM);
- promote academic excellence in the science and technology fields;
- develop and promote alternative teaching/learning methods (distance education, e-learning, etc.);
- institute the systematisation of national evaluations of core disciplines.

Pedagogical action will be improved through the integration of ICTs into classroom practices, development and implementation of curricula that meet the needs of the society and scientific progress, and intensification of teacher training to improve the qualitative and quantitative coverage of curricula;

The fight against school drop-outs will be pursued by making guidance tests systematic and widespread, monitoring vulnerable learners, and improving health and psychological support in schools;

combating violence and drug use in schools and improving working conditions for teachers and students.

Matrix of sub-programmes

Programmes/Strategic pillars	Actions	Expected outcomes
Programme 5. 1st Cycle of secondary education		
Preparing for the generalisation of core education		By 2030, all children completing primary education will be able to continue in the 1st cycle of secondary education, with 70% of them enrolled in general education.
Access and equity	Increasing intake capacity by reducing disparities of all kinds	The reception of a greater number of primary school pupils is guaranteed
	Increasing school equipment	
	Increasing support for the education of disadvantaged groups	
	Encouraging private training provision	
	Increasing the number of qualified teachers	
Quality and relevance	Strengthening the pedagogical framework and in-service training for teachers	Pedagogical action, in-service teacher training and learning quality in the 1 st cycle of general secondary education are strengthened
	Improving examination and competitive exam results	
	Strengthening the fight against school drop-out	school drop-out is reduced
	Improving working and living conditions in schools	Working and living conditions in schools are improved
	Promoting differentiated (full) bilingualism	Promotion of differentiated bilingualism, multiculturalism and environmental protection
	Boosting environmental protection activities in secondary schools	

Programme 6: 2nd cycle of general secondary education

The specific objective of this programme is to enable young people to prepare for the pursuance of higher education and to acquire intermediate general qualifications.

Training after core education provides the qualifications needed for the country's economic development and train young people to be competent, responsible and autonomous in their professional duties and daily lives. The 2nd cycle of general secondary education (High school), helps to provide these intermediate qualifications alongside technical and vocational training. It also prepares students for university and higher studies.

The 2nd cycle of general secondary education (high school) comes after core education but is not intended to cater for all young people. However, the aim of the strategy is to enable all youths who so desire to continue their studies at this level to do so. The intake capacity of schools will be increased in order to maintain a high level of transition between the secondary school and high school.

To prepare for this increase in demand for high school education and improve its quality, the strategy envisages the following actions:

Increasing access and equity

- increasing intake capacity significantly;
- strengthening support mechanisms for school enrolment, particularly in areas with low schooling rates (support for vulnerable children, young girls, etc.);
- recruiting more qualified teachers.

Improving the quality and relevance of training

The diagnosis of Cameroon's education and training sector reveals numerous challenges in the area of quality, including:

- significant waste of public resources through repeaters and school drop-outs;
- lack of facilities in many secondary schools, contributing to the limited access of girls in this sub-sector;
- unsatisfactory success rates in secondary school certificate examinations;
- violence in and around schools, which disturbs the peace of mind of teachers and learners.

To achieve this, this programme aims to:

- reduce the indicators of repeaters and school drop-outs in secondary education;
- reduce the average size of teaching groups;
- improve the quality of learning;
- promote bilingualism and multiculturalism;
- strengthen the fight against school drop-out;
- strengthen the school guidance system;
- enhance the professionalisation of teaching;
- strengthen in-service training for teachers, particularly those in science subjects;
- develop and promote alternative teaching/learning methods (distance education, e-learning, etc.);
- as in the case of the 1st cycle of secondary education, teaching activities will be improved by integrating ICT into classroom practices, developing and implementing curricula that meet the

needs of the society and scientific progress, and intensifying the supervision of teachers to improve the qualitative and quantitative rate of coverage of curricula;

Combating violence and drug use in schools and improving working conditions for teachers and students.

Matrix of sub-programmes

Programmes/Strategic pillars	Actions	Expected outcomes
Programme 6. 2nd cycle of secondary education (high school)		
Enable all young people who so desire to pursue their studies at this level		By 2030, 50% of young people will have access to high school, two-thirds of them in general education.
Access and equity	Strengthening school equipment	Education provision in 2 nd cycle of general secondary education has improved
	Increasing school equipment	
	Increasing support for the education of disadvantaged groups	
	Increasing the number of qualified teachers	
Quality and relevance	Developing an entrepreneurial culture in schools	Training in the 2 nd cycle of secondary education is optimised
	Strengthening initial and in-service training for general secondary school teachers	
	Promoting scientific and technological subjects	Science and technology subjects are promoted
	Developing and using digital teaching practices	Teaching methods are improved
	Promoting differentiated (full) bilingualism	Promotion of differentiated bilingualism, multiculturalism and environmental protection
	Boosting environmental protection activities in secondary education	
	Promoting arts, national languages and cultural heritage in secondary education	
Governance and Efficiency	Ensuring the effective functioning of schools	Implementation of a policy for the distribution of educational resources that takes the school map into account

Programme 7: Technical and vocational secondary education

The aim of this programme is to enable young people to acquire the qualifications needed for the country's economic and social development, and to make them competent, responsible and autonomous in their professional duties and daily lives.

This programme is clearly in line with the NDS30 objective of professionalising training to increase the vocational competences of learners in technical and vocational secondary education, and addressing training/jobs mismatch by providing the real skills expected by the labour market. The programme therefore aims at the quantitative and qualitative development of the training of skilled workers and technicians, in technical and vocational secondary education, so as to meet the skills needs of the world of work.

To achieve this, the strategy aims at:

Increasing access and equity

Developing vocational training provision, notably by:

- significantly increasing intake capacity;
- continuing to set up vocational trade high schools;
- continuing to set up innovative fields of study;
- continuing the transformation of technical high schools into bilingual technical high schools;
- encouraging students to choose technical and vocational education;
- recruiting more qualified teachers ;
- Promote the setting up of government science and technology high and secondary schools.

Improving the quality and relevance of training

- reducing the number of repeaters and school drop-outs in technical and vocational secondary education (TVSE);
- strengthening the entrepreneurial culture in schools;
- improving the availability and accessibility of textbooks;
- improving the quality of learning;
- strengthening in-service training for teachers, particularly those in science subjects;
- reviewing training programmes to adapt them to the needs of the business world;
- improving technical facilities in technical and vocational education institutions;
- developing and promoting alternative teaching methods (distance learning, etc.).

The development of an entrepreneurial culture in schools will be undertaken with entrepreneurship training programmes in schools, micro-enterprise incubators and/or production and application units, enabling learners at the end of the technical secondary school cycle to implement their project ideas. The practical professional skills of technical secondary school teachers will also be strengthened through in-service training in companies both in and out the country, to enable them to better adapt their teaching to the realities of the business world. Entrepreneurial culture will also be developed in schools through work-study (school-enterprise) programmes for students in technical secondary education.

Development of complementary skills for learners in technical and vocational secondary education with the aim of strengthening bilingualism, multiculturalism and digital skills, so as to train citizens who

are not only capable of producing wealth, but are also perfectly bilingual, rooted in their culture and open to the world .

Matrix of sub-programmes

Programmes/Strategic areas	Actions	Expected outcomes
Programme 7. Technical and vocational secondary education		
<i>Providing the necessary qualifications for economic and social development</i>		<i>30% of newly enrolled secondary school students are trained in technical and vocational fields</i>
Access and Equity	Providing schools with operational resources	Diversifying technical and vocational education offer, taking into account the gender approach, the situation of children with special needs, and the needs of the local economy.
	Increasing intake capacity by reducing disparities of all kinds in technical and vocational secondary education	
	Improving technical facilities in TVSE	
	Increasing the number of qualified teachers	
	Encouraging private-sector training provision	
Quality and relevance	Enhancing the practical vocational skills of teachers and students	The quality of teaching has improved
	Promoting an entrepreneurial culture in schools	
	Reducing school drop-outs	
	Developing and integrating the use of the digital in classroom practices	
	Improving working and living conditions in schools	
	Improving the availability and accessibility of technical secondary education textbooks	
	Promoting the culture of excellence in schools	
	Promoting of differentiated (full) bilingualism	Promotion of differentiated bilingualism, multiculturalism and environmental protection
	Boosting environmental protection in secondary education	
	Promoting arts, national languages and cultural heritage in secondary schools	

Programme 8: Teacher Training

The specific objective of this programme is to train basic education teachers.

Teacher training contributes to the general objective of improving the quality of learning. The system of initial and in-service teacher training requires effective coordination between the sectoral ministries involved in recruitment, those training and using their services.

The system in place comprises general teacher training colleges (GTTC) and technical teacher training colleges (GTTTC), present in each region. GTTCs and GTTTCs are secondary education institutions set up by decree of the Prime Minister. The duration of training is now for two years and the 'baccalauréat' or GCE Advanced level is the sole diploma/certificate required to become a grade I teacher.

The different periods of budgetary cuts have affected the way in which teachers are recruited and employed, leading to a new corps of trained teachers but not employed by the public service and constitute a cause for concern in terms of unemployment. Support and continuous education initiatives are necessary to improve on teaching practices.

The current intake capacity of schools is adequate and well distributed across the country.

Matrix of sub-programmes

Programmes/Strategic pillars	Actions	Expected outcomes
Programme 8. Teacher training		
<i>Training basic education teachers, post-primary and of the 1st cycle of technical education</i>		<i>All basic education teachers, post-primary and the 1st cycle of technical education are trained in teacher training colleges.</i>
Access and Equity	GTTC and GTTTC resources	Education provision in teacher training colleges are improved
	Improving intake capacity by reducing disparities of all kinds	
	Increasing school equipment	
Quality and relevance	Developing digital teaching methods	Teaching methods are improved
	Developing pre-service training curricula adapted to diversity of the profession of grade I teacher and Grade I Teacher Training College reforms	Pre-service training curricula are diversified
	Equipping classrooms	Teachers' working conditions are improved
	Strengthening in-service training	Teachers' skills are improved

Programme 9: Governance and management of secondary education

The specific objective of this programme is to provide the sub-sector with steering capacity and strengthen its management.

Although the rate of implementation of activities of the Ministry of Secondary Education has been above 95% in recent years, this is still below the target of 100%. This result is due to the fact that over the years, inconsistencies and disparities have been observed in the implementation of work plans and budgetary execution at the level of both the central and devolved services.

In practical terms, this means that human resource management is far from satisfactory, and there are delays in payments accruing from career instruments. Also, inadequate information management and the poor mastery of budgetary procedures lead to inappropriate decision-making.

The main objective here is to improve governance and ensure the optimum management of resources. The programme particularly aims at improving the management of the sub-system through reliable and available information, the quality of programming expenditure, ensuring proper execution of the budget and programmes, improving the quality of the administrative management of personnel, improving the collection and management of information in MINESEC's central and devolved services, evaluating the quality of functioning and performance of the central and devolved services as well as structures under supervision, developing the legal culture, protecting the legal interests of the State and ensuring the respect of legal standards and procedures as well as improving the budgetary management.

As concerns decentralisation, the aim is to ensure the monitoring of the powers transferred to Regional and Local Authorities, on the one hand, and continue their capacity-building, and on the other.

Improving management and steering efficiency

- improving the working conditions of teachers;
- reducing the random distribution of teachers to around 5%;
- promoting a better allocation of educational infrastructure;
- improving the statistical data production system;
- starting the process of transferring powers to the regions (particularly the creation of schools, construction and rehabilitation of infrastructure, and acquisition and maintenance of didactic equipment);
- diversifying sources of funding by developing partnerships;
- strengthening the CLEAN SCHOOL policy in schools.
- Developing partnerships with the private sector for technical and vocational education.

Matrix of sub-programmes

Programmes/Strategic pillars	Actions	Expected outcomes
Programme 9. Governance of the secondary education sub-sector		
Ensuring the effective implementation of operational programmes		Programmes are effectively implemented
Gouvernance and Efficiency	Resources of services	Services have operational resources
	Transferring powers to RLAs	The general code on Regional and Local Authorities is implemented
	Improving the steering system	Planning and cooperation are improved
	Improving cooperation	

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Programmes/Strategic pillars	Actions	Expected outcomes
	Optimising human resource management	The management of human resources are optimised
	Optimising the management of infrastructural and material resources	The management of infrastructural and material resources are optimised

6. STRATEGIES FOR VOCATIONAL TRAINING

The strategy is guided by the vision of an educational system at the end of which every young graduate is sociologically integrated, bilingual and competent in a field that is crucial to the country's development. For the vocational training sub-sector, the strategic objective is to increase the provision of vocational and technical training and orient it primarily towards the promising sectors of the economy and overarching projects.

Programme 10: Vocational training

The aim of this programme is to provide high-quality theoretical and practical training to enable young people seeking vocational qualifications or retraining to enter the job market, in line with the needs of the economy and/or overarching projects.

The actions are geared towards matching training and employment through the formulation of a targeted policy on trade, short training courses centred on the certification of skills in accordance with the ISO17024 standard, matching training offer to the demand for skilled labour in the productive sector, setting up a retraining and learning scheme, with particular emphasis on the contribution of the RLAs in identifying training needs based on local realities, and the training of trainers.

The actions are organised around three strategic objectives: improving access and equity in vocational training and, improving the quantitative provision of vocational training, improving the quality and relevance of vocational training and improving the vocational guidance system.

Increasing access and equity

The aim is to increase training offer by increasing the intake capacity of the different types of Public Vocational Training Centres: Rapid Vocational Training Centres (RVTC), Sectoral Vocational Training Centres (SVTC), Vocational Training Centres of Excellence (VTCE), Trades Training Centres (TTC), the Rural Artisan and Home Economics Sections (SAR/SM) and the Centre for the Training of Trainers and Programme Development (CNFFDP).

Vocational training provision will primarily target:

- children aged 14 and above, who have completed the Common Base and whose skills are more suitable for vocational training; they will be able to have access a variety of training courses leading to qualifications in the VET sector;
- young people who have completed 1st cycle of secondary education and desire to pursue vocational training.

Access to vocational training will be maintained at a sustainable transition level by the end of the strategy. The aim is to receive at least 20 000 learners in the public sector by 2030, an increase of more than 8 000 places compared with 11 563 places in SAR/SM in 2022. Assuming that the proportion of students in Private Vocational Training Centres remains at 80%, the total number of learners would rise from 59 557 in 2022 to 95 0174 in 2030.

The various changes in the number of school leavers must be taken into account in projections for the development of the vocational training system. An increased number of school leavers will therefore be oriented, on the basis of specific and agreed criteria, towards training that is adapted to and meets the demands of the labour market.

STRENGTHENING THE CURRENT VOCATIONAL TRAINING SYSTEM

It is important to strengthen the current vocational training mechanism, which in itself constitutes the backbone of the current initial vocational training system. There is need to consolidate achievements and make organisational, pedagogical and managerial changes.

This system is designed to take care of young people aged 14 and above, both school going youths and school drop-outs, within the scope of specific programmes aimed at:

- preventing and addressing the issue of youth school drop-out by setting up a reception and support mechanism within the context of an educational process that prepares them either to continue their schooling normally or to have access to vocational training;
- identifying and encouraging young people's vocations for vocational training from an early age;
- contributing to the reintegration of young people who have left school and who are not currently covered by any of the current education and training structures into the educational and training system;
- increasing infrastructures; and,
- defining and putting in place mechanisms to promote equity.

These enhancement and adaptations are based on a number of innovations:

- census/identification of young people who have dropped out of school;
- reception, listening and counselling of young people who have dropped out of school;
- setting up learning centres for young people who have dropped out of school;
- organisation of campaigns to raise awareness among young people on vocational training jobs during their schooling at '*Carrefours and Zoom métiers*' events;
- building, equipping and rehabilitating infrastructure at Public Vocational Training Centres;
- transformation of SAR/SM into Trades Training Centres (TTC);
- implementation of a policy to assist vulnerable people and young people who have dropped out of school to gain access to certified technical and vocational training (granting of training scholarships);
- recognition and institutionalisation of distance learning as a means of digital inclusion and as a method that can further open up the vocational training system to people in areas where there is no training infrastructure in the appropriate fields;
- granting scholarships to people seeking vocational training;
- supporting girls to have access to vocational training;
- supporting vulnerable people (internally displaced persons, refugees, vulnerable orphans) to have access to vocational training;
- supporting people with disabilities to have access to vocational training;
- organisation of vocational training promotion days;
- the harmonious and judicious distribution of vocational and technical training centres and structures throughout the regions, particularly in rural areas, taking into account opportunities for trades and jobs in the Region.

Improving quality, relevance and employability

To ensure the employability of young people trained, the major actions will consist in improving the quality of training, which will be adapted to the needs of the economy. Actions will be geared towards satisfying the demand of the productive sector by making available a qualified workforce that will more or less easily integrate into the labour and employment market, and thus enter the world of work.

The plan is to prioritise the integration goal, through a close relationship between employment and vocational training that consists in "affirming that the vocational training system must be directed

mainly towards the integration of graduates and towards meeting the needs of economic operators". It is recommended that "the relationship between employment and vocational training should be strong and continuous, so that both can evolve in synergy to adapt their offer". The relevance of vocational training specialities should be assessed, and these specialities should be reformed accordingly. This entails taking into account the following elements:

SETTING UP AN INTEGRATED SYSTEM FOR THE IDENTIFICATION OF ECONOMIC AND SOCIAL NEEDS AND THE DEVELOPMENT OF TRAINING PROVISION

The qualitative and quantitative development of vocational training provision requires knowledge of the changes in economic and social demands. However, and as demonstrated by the diagnosis of the national vocational training system, significant quantitative discrepancies between training provision and the needs of several economic sectors persist, despite the implementation of several tools for identifying and defining needs. In fact, the imbalance observed is mainly due to the inadequacy of mechanisms and tools for anticipating and defining skills needs, at the national and sectoral levels. Conditioned by this imperative to master skills needs, the vocational training system is also called upon to facilitate access to lifelong training for all citizens. Thus, one of the fundamental principles of the strategy is the diversification of the quantitative provision of initial vocational training in order to respond effectively to social demand, while taking into account the needs of national economic demand.

The main actions will focus on:

- carrying out a study to identify the skills needs of the various sectors of activity and;
- operationalising mechanisms and tools for anticipating and defining skills needs.

MATCHING TRAINING PROVISION TO THE EXPECTATIONS OF THE SOCIO-ECONOMIC ENVIRONMENT

For a better planning of vocational training and the rational management of the whole process, structuring tools, prerequisites for a harmonious and integrated planning of the training mechanism, must be devised and generalised to include all sectors.

These tools are indispensable instruments for an optimised management of the labour market and training, and for adapting training to the needs of the business world.

To this end, the actions involve:

- carrying out a study of qualifications on the job market;
- drawing up and regularly updating, with the participation of all the partners concerned, a job directory (REM) and job and competences reference frameworks (REC);
- the eventual adoption of a nomenclature and standardised description of jobs and trades as well as the National Directory of Jobs and Trades is a priority within this framework;
- drawing up the National Vocational Training Map.

This observation and monitoring system, which will also be fed with data provided by the National Employment and Vocational Training Observatory (ONEFOP) and other observatories set up, should enable a better construction of the training offer broken down by sector, region and type of target population. It will also enable better coordination and consistency in the collection and analysis of the data needed to build up the sectoral offer.

This entails that:

this system will be consolidated by the work carried out by the National Employment and Vocational Training Observatory (ONEFOP), which will enable the regular analysis of changes in economic demand and the job market through the various surveys and studies carried out.

Furthermore, the competency-based approach is an integrated approach that covers the entire training engineering process, from the planning and definition of needs, the development of programmes and their implementation in training institutions, to evaluation. Its adoption requires changes in the functioning and management of VT at both central and devolved levels, and requires the involvement of professionals in this management.

The implementation and generalisation of this approach requires the following prerequisites:

- drafting a national reference framework as a tool for developing and implementing training programmes using a competency-based approach;
- formulating and updating training reference frameworks for all sectors;
- training the teaching and administrative staff of vocational training institutions responsible for implementing the approach.

CAPACITY-BUILDING OF TRAINERS

The professionalisation of trainers is a major concern in vocational training. The considerable acceleration of changes affecting the economic and training environment is increasing the risk of making the skills of trainers to become obsolete. The acquisition of new knowledge and know-how is therefore becoming a pressing and constant problem facing vocational training institutions.

The opening of the National Trainer Training and Programmes Development Centre (NTPDC) will help to improve the quality of vocational training and enhance the employability of young people. This initiative aims at meeting the growing need for skills and promoting innovation in the vocational training sector in Cameroon.

The Centre's mission is to train trainers and promote engineering in the field of vocational training. Specifically, it will provide continuous training for trainers in all trades; tailored training for all the target groups of the Centre; the training and pedagogic and andragogic development of trainers and personnel of public and private structures; draft forward-planning studies on educational and adult education developments in the vocational training environment; research and support the development of engineering in the field of vocational training; integrate digital technologies into the preparation, delivery and evaluation of training courses; support local authorities and companies in training engineering; develop, draft, implement, approve and review reference systems, training programmes and learning manuals and produce training and educational support tools.

DEVELOPMENT OF RENEWED LEARNING AND WORK-STUDY

As the final recipient of training "product", the company, anxious to have skills that are immediately operational at its disposal at all times in order to improve its productivity and competitiveness, is the ideal space for the acquisition of these skills. It is thus becoming an increasingly important stakeholder in the training process. The role of the company and professionals of the various sectors of activity, must therefore be strengthened throughout the process. Thus, when it comes to defining national policy, companies and professionals will play an important role. They will be given the main role in defining needs and will contribute to the planning and building of training offer. In terms of the implementation of training, the company will be set up as the main stakeholder in the development of training programmes and in carrying out the training as well as in the assessment of learning outcomes and the certification of VT graduates. This role will also be strengthened in terms of evaluating the system and the national training policy.

The business world is thus called upon to play a predominant role in the training of young people in general, particularly through the development of training methods which enshrine the company as a training area: work-study and on-the-job training. Work-study combines work situations in a company with teaching and training activities in an institution. It aims at:

- helping the learner, who retains this status, to build his/her career plan and increase his/her motivation;
- enhancing and updating knowledge and know-how through the use of new or different equipment and through the development of behaviours inherent in the world of work;
- familiarising learners with their future socio-professional environment;
- enabling learners to acquire a recognised qualification;
- facilitating the learner's initial integration into the world of work;
- creating an enabling environment for self-employment and income-generating activities.

The objective is for the company where the work-study takes place, to pass on professional know-how and knowledge; encourage the development of a spirit of initiative, enterprise, responsibility and autonomy; give learners information, advice and the resources they need to carry out the work entrusted to them.

Learning centres, on their part, will make it possible to provide long-term sandwich training, a large proportion of which takes place in companies, but the other part takes place in a vocational training centre, with the aim of acquiring on-the-job, a recognised initial vocational qualification that can enable the exercise of a trade. The strategic objective of increasing the number of learners in these two types of training to 50% of the total number of learners in the vocational training system by 2030 is based on the greater involvement of the company.

At the training policy definition stage, this approach will make it possible to support the sectoral development plans of the country, strengthen the consistency of the training offer and match it to the needs of the labour market and harmonise training programmes at the national level. The qualifications offered to young people within this framework will improve the rate of integration of VT graduates into the labour market.

IMPLEMENTATION OF THE NATIONAL CERTIFICATION AND QUALIFICATIONS FRAMEWORK

The National Certification and Qualifications Framework (NCQF) is a tool for classifying certificates and diplomas, with reference to coherent levels of mastery of knowledge, know-how and skills, according to a set of relevant criteria determined on the basis of learning outcomes.

Based on a grid of eight levels and six descriptors, the NCQF constitutes a reference system for the quality of vocational certificates and diplomas, recognised on the job market.

The certificates and diplomas classified in the National Certification Framework will be registered in a national directory of certifications, which will present all public and private certifications, at all levels of education and training.

Besides, this tool will help to solve the problem of Validation of Acquired Experience for stakeholders in the informal sector.

TRANSITION TO THE JOB MARKET: INTEGRATION OF VOCATIONAL TRAINING GRADUATES

The government plans to set up a post-training monitoring system for graduates in order to assess the integration rate of vocational training graduates and to regulate the training on offer.

Among other things, this system will enable:

- companies to publish their job vacancies free of charge and to consult the database of vocational and technical training graduates in order to select the best skills;
- graduates to have access to several types of information or services, such as job offers and the geolocation of companies and institutions;

- institutions to track the career paths of their graduates, access statistics in real time and create their network of professional partners;
- MINEFOP to consult statistics on graduates, training structures and partner companies in real time, and to orient skills development towards promising sectors.

Annual surveys will also be carried out on the integration of vocational training graduates.

DEVELOPMENT OF AN INFORMATION AND ACADEMIC AND CAREER COUNSELLING MECHANISM

Information and academic and career counselling support aims at assisting individuals to define their academic and career paths throughout their lives.

Guidance counselling is an integral part of the continuous process of education and training. It brings together all the means put in place, all the services and all the activities and resources that are intended for individuals of all ages, at all stages of their lives, to help them make their educational or professional choices and to manage their vocational and career development and do so according to their abilities, skills, interests and aspirations while taking into account the training, trades and jobs offered by their environment.

Guidance enables the individual to move from one system to another with the possibility of going back and forth between these systems on the one hand and between them and the world of work, on the other.

The establishment and strengthening of bridges between Education, Vocational Training and between these and Higher Education would be an additional factor in motivating young people for an "early" orientation towards vocational training with the feeling and conviction that they can re-enter, at any time, a general or higher education pathway. The aim is to encourage young people to choose fields of study and occupations that give the possibility for integration into the world of work and meet the needs of priority sectors, particularly those with shortages of skilled labour.

The aim is to strengthen links between the components of the educational and training system by developing a clear national policy on information, support and guidance for young people, in view of bringing the education and training systems closer to their economic and social environment and enabling young people to be integrated into the world of work.

Strengthening efficient management and steering

Faced with a mismatch between job offer and demand, and the virtual absence of training centres in key economic and professional sectors, MINEFOP has engaged in a concerted process of reflection with the various stakeholders to put in place an improved mode of governance for Vocational Training Centres. This has highlighted the need for greater involvement of the private sector in the provision and financing of vocational training, for Regional and Local Authorities to take ownership of training centres as a tool for local development and job creation, and lastly, for a greater autonomy in the management of training centres. The aim is to promote:

- the establishment of participatory governance of the vocational training system;
- the strengthening of the role of the Region and the Municipalities in the area of vocational training through transferred powers;
- Public Private Partnership (PPP) ;
- the diversification, optimisation and sustainability of financial resources and;
- Payroll management.

The levers selected aim at consolidating the current achievements of the vocational training system by:

- strengthening the public/private partnership framework and the training sector;

- setting up a competitive skills development mechanism;
- setting up formalised frameworks for consultation between public vocational training stakeholders, private sector partners and Regional and Local Authorities;
- strengthening the autonomy of institutions within a framework of accountability;
- strengthening the technical and financial management and implementation capacities of vocational training;
- contributing to the upkeep and maintenance of training facilities;
- drawing up regional training maps;
- drafting local training and retraining forward-looking plans;
- paying the salaries and other related benefits of trainers in vocational training centres.

Matrix of sub-programmes

Programmes/Strategic pillars	Actions	Expected outcomes
Programme 5. Vocational training		
Increase vocational and technical training offer and orient it primarily towards promising sectors of the economy and overarching projects		The integration rate of young graduates is improved
Access and equity	Setting up a reception and support mechanism for young people who have dropped out of school and those attending school	The current vocational training system is strengthened
	Increasing infrastructures for vocational guidance and training.	
	Defining and implementing mechanisms to promote equity: granting of scholarships; vocational training promotion days; enshrining and institutionalising distance learning as a vector for digital inclusion and as a means of further opening up the vocational training system to people living in areas where there are no training infrastructures in the appropriate fields.	Equity of access (gender, areas, regions, specific needs) is strengthened
Quality, relevance and employability	Identifying the skills needs of priority sectors of the economy	The skills needs of priority sectors of the economy are identified
	Matching training provision to the expectations of the socio-economic environment	
	Developing new training methods	Employability is improved
	Setting up an assessment and certification system	
	Strengthening continuing training for those involved in the educational chain	
Management efficiency	Providing centres and services with operational resources	Services function efficiently
	Making the National Council for Vocational Guidance and Training operational	vocational training management is improved
	Supervising the development of vocational training curricula and reference frameworks	
	Strengthening the role of the Regions and Municipalities in matters of vocational training	
	Improving the Statistical Information System	
	Setting up innovative mechanisms for financing training Study, Vocational Training Support Fund	Financing mechanisms and the partnership framework

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Programmes/Strategic pillars	Actions	Expected outcomes
	Setting up a partnership framework between public institutions and private sector stakeholders	(public/private) are strengthened
	Developing opportunities for first job offer	

7. STRATEGIES FOR HIGHER EDUCATION AND RESEARCH

The higher education and research sub-sector is responsible for producing human capital in quantity and quality capable of helping Cameroon to achieve its development goals. As such, the sectoral strategy aims at making teaching more professional in a bid to facilitating the socio-economic integration of higher education graduates.

University institutions participate in the national research and innovation system, by matching training, research and production. Through these interactions, they contribute to the structural transformation of the economy and professional integration through the enhancement of university research findings at the level of the productive sector. This is carried out, amongst others, through the detection, training, support and accompaniment of entrepreneurial initiatives led by learners and graduates and developed in business incubators housed in universities and Private Institutes of Higher Education (PIHEs), as well as applied research carried out in various university laboratories.

The sub-sector's strategic thrusts and their break down into actions are sub-divided into two programmes: higher education and a scientific research and innovation.

Programme 11: Higher education

The specific objective of this programme is to train competent and creative human capital who are open to technological progress and are involved in the sustainable, economic and social development of the country.

The achievement of this specific objective of Higher Education is based on the triptych approach of quality assurance, professionalisation and digitisation of teaching, and the employability of higher education graduates. The aim of this sub-sector is to train a critical mass of qualified human resources, capable of accompanying and supporting the socio-economic development of our country. The said this three-pronged approach is reflected in the strategy's various pillars, namely: access and equity; quality and relevance of training; as well as management and steering efficiency.

Increasing access and equity

The quantitative objective is to reach the number of 1 700 students per 100 000 inhabitants in 2030 (1 529 in 2021); increase private higher education offer by 5 percentage points, from 20% to 25%; increase professional and technical training provision from 18% to 35% (NDS30) by ensuring equitable access for all and developing an entrepreneurial and voluntary spirit in learners.

To achieve these objectives, the following actions will be carried out:

- **develop teaching infrastructure and equipment in classical faculties through:** the construction of accommodation infrastructures (minimum infrastructural kit, for each faculty: a pedagogic block, an administrative block, a block of laboratories or workshops); the rehabilitation of infrastructures and maintenance of existing infrastructures and strengthening of the technical equipment in all classical faculties (basic minimum kit of equipment per laboratory and workshops);
- **develop the pedagogic infrastructure and equipment in technological and professional institutions through:** the construction of infrastructures (minimum infrastructural kit), for each institution: a pedagogic block, an administrative block, a block of laboratories or workshops), infrastructural maintenance, reinforcement of the technical equipment in technological and professional institutions (basic minimum kit of equipment per laboratory and workshops, specialised laboratories and workshops per institution and strengthen mutualisation);

- **increase the number of students enrolled in science and technology fields of study through the formulation and implementation of the STEM plan** (Science, Technology, Engineering and Mathematics);
- **promote the supervised development of private institutes of higher education through:** the setting up of professional, technological and scientific fields of study by taking into account Cameroon's priority development sectors, the facilitation the expansion approaches of PIHEs, the orientation of the training provision of PIHEs towards Cameroon's priority development sectors and facilitation of the process of creating PIHEs in cities other than Yaounde and Douala by taking into account the agro-ecological and socio-economic characteristics of the region of establishment;
- **diversify and densify professional and technological training provision by taking into account the socio-economic environment through:** the setting up of new professional and technological fields of study by taking into account the socio-economic environment of their area of establishment, the increase of short training offer of the types (G.C.E. A/L+2 years of studies and G.C.E. A/L+3 years of studies) (UIT) , and the development of training offer in the professions of economic and digital intelligence;
- **improve on the effective implementation of the various components of the BMD system** through the integral implementation of the BMD system as provided for in its legal framework, notably the development of sandwich courses in university institutions;
- **specialise universities per agro-ecological zone** thanks to the creation of professional fields of study, by taking into account the agro-ecological environment of their area of establishment.

Improving quality, relevance and employability

Actions to enhance quality will primarily consist in:

- improving the living standard and working conditions within the university milieu through: the improvement of service quality, rehabilitation and/or construction of university infrastructures and maintenance of the infrastructure of student welfare structures.

As concerns the professionalisation and digitisation of teaching, this will entail:

- developing training using the digital. This will be done through: increasing access to digital resources, setting up an administration in charge of the digital university, training stakeholders involved in the development of the digital university;
- developing distance training offer. This will be done through: developing infrastructures in the area of ICTs, technical and pedagogical capacity building of the teaching staff, promoting distance evaluation, promoting distance learning and improving connectivity.

Actions to enhance employability on their part will primarily consist in:

- **promoting the socio-professional integration of higher education graduates through** the strengthening of post-training monitoring of higher education graduates, densification of partnership contracts with socio-professional organisations (enterprises, RLAs,...), **promoting the immersion in professional milieus of future graduates, easing the creation of alumni** within university institutions;
- **promoting entrepreneurship within the university milieu (the student-entrepreneur) through:** the popularisation of the national status of the student-entrepreneur within public and private higher education institutions, sensitising students on entrepreneurship, detecting ideas of business projects from initiating students, training and incubation of students-innovators, and accompanying and supporting students-promoters in setting up their

enterprises, setting up business incubators for the detection and incubation of young entrepreneurs.

Improving management and steering efficiency

The strategy aims to improve the governance and management of higher education at all levels, while promoting the financial autonomy of state university institutions.

Actions to be carried out within this framework are as follows:

- **improve the supervision ratio from 50 to 48 students per teacher in all fields of study through the sustainability of the recruitment of teachers in classical faculties as well as in technological institutions and the absorption of professionals taking into account the needs per field of study;**
- **promote the Valorisation Acquired Experience (VAE)** through the formulation of its implementation framework .
- **promote HDPT through the popularisation of the facilitation of access to the award of its grades;**
improve the career management of higher education staff through the amelioration of the management of the higher education teaching and non-teaching staff;
- **promote alternative sources of financing higher education institutions through:** the drafting of legal instruments pertaining to the university-enterprise, developing its own internal and external resources, promoting Public-Private Partnerships. The substantial increase of the contribution of beneficiaries, developing income-generating activities and promoting the enhancement of research findings;
- **develop university partnerships** by signing partnership agreements between universities, between universities and administrations, public-private partnerships in order to search for external financing, promoting international cooperation and partnerships;
- **improve the management of higher education** through: the drawing up of a risk mapping, developing the culture of accountability, strengthening the internal control system of university institutions as well as that of central services, strengthening RBM, implementing steering tools (for example), improving planning and programming, updating and implementing development plans in State universities;
- **improve collaboration between administrations in the teacher training process** through the setting up of a collaboration framework with administrations of the education sub-sector and updating the contents of teacher training;
- **improve quality assurance in all public and private university institutions** through the setting up of a higher education quality assurance structure (2023 Orientation Law) as well as an accreditation agency for metrication bodies;
- establish performance contracts within university institutions.

Matrix of sub-programmes

Programmes/Strategic pillars	Actions	Expected outcomes
Programme 5. Higher Education		
Increasing professional and technical training offer and orienting it primarily towards promising sectors of the economy and overarching projects		The number of students per 100 000 students will rise to 1 700 in 2030
Access and equity	<i>Developing pedagogic infrastructure and equipment in classical faculties</i>	The number of students has moved from 1624 students per 100 000 students in 2026 (from 1529 in 2021) Training offer is diversified, densified and adapted to the agro-ecological and socio-economic characteristics of their area of establishment.
	<i>Developing pedagogic infrastructure and equipment in technological and professional institutions</i>	
	<i>Promoting the supervised development of private institutes of higher education</i>	
	<i>Diversifying and densifying professional and technological training offer taking into account the socio-economic environment</i>	
	<i>Improving on the effective implementation of various components of the BMD system</i>	
	<i>Specialising universities per agro-ecological zone</i>	
	<i>Increasing the number of students in the science and technology fields of study</i>	The number of students in the science and technology fields of study will increase from 30% to 60% in 2030
Quality, relevance and employability	<i>Developing distance learning offer</i>	Digitisation is strengthened in higher education
	<i>Improving the living standard and working conditions within the university environment</i>	Quality of life and working conditions are improved on university campuses <i>(All university student welfare services are either rehabilitated for those existing, or constructed where they do not exist. It refers to restaurants, hostels health centres, sport activity areas...)</i>
	<i>Renovating infrastructures of university student welfare services</i>	
	<i>Promoting the socio-professional integration of higher education graduates</i>	80% of higher education graduates obtain an employment
Management efficiency	Improving collaboration between sector-based administrations in the teacher training process	Teaching policy is improved
	Promoting entrepreneurship in the university environment (the student-entrepreneur)	
	Improving the supervision ratio from 50 to 48 students per teacher in all fields of study	
	Promoting VAE and HDPT	Governance in higher education is improved at all levels
	Improving on the career management of higher education staff	
	Promoting alternative sources of funding for higher education institutions	
Establishing performance contracts within university institutions		
Developing and consolidating inter-university partnerships with socio-professional organisations		

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Programmes/Strategic pillars	Actions	Expected outcomes
	Improving on the management of higher education	
	Improving collaboration between administrations in the teacher training process	
	Improving quality assurance in public and private university institutions	

Programme 12: Scientific Research and Innovation

The aim of the programme is to structure scientific research to give it greater coherence and visibility and build a performant national university research and innovation system. In Cameroon, research-development is expressed through three renowned international thrusts, namely fundamental research, applied research and experimental research.

In a bid to play its role of supporting economic emergence, Cameroonian research and innovation need:

- (i) positioning as real economic and sovereign instruments based primarily on national strengths and wealth;
- (ii) decisive attachment on socio-economic development challenges, lending a listening ear to its people and culture;
- (iii) opening up to cooperation and judicious exchange of techniques, knowledge and know-how.

Building a performant **national research and innovation system** implies putting together the productive, training and research domains. These developments are based on:

- strengthening of the research information system to better understand what is being carried out in this research;
- Devise a mechanism for scientific watch to scrutinise environmental change and strengthen the resilience of the system;
- enhancing research findings to improve on the performances of the national research and innovation system and diversify the funding sources by marketing the outcomes of the said research;
- capacity building in the area of research, innovation and technology transfer;
- Strengthening collaboration between the stakeholders of the research system, educational institutions and the productive sector.
- a mastered development of cooperation and partners so as to facilitate technology transfer between scientific research and enterprises;
- improving governance and strategic steering of research and innovation.

It will also be to:

- make the job of researcher attractive;
- open research and innovation to those who have a research activity in private research institutes without being lecturers/researchers;
- reinforcing the mentorship of students and young talents;
- improve on the research findings and their daily effectiveness through the promotion of applied research for the benefit of enterprises. These activities will be carried out in an inclusive manner with other organs and ministries such as MINRESI, MINMIDT, MINPOSTEL, OAPI, IRD, CIRCB;
- devise a mechanism for transferring research findings;
- disseminate the scientific, technical and innovative culture within the society;
- set up a sustainable and diversified funding mechanism for research and innovation.

Partnerships with the productive sector, the pooling of infrastructural and scientific capacities of research centres and universities, the creation and operation of **business incubators, startups and juniors enterprises** stemming from students’ initiatives will be promoted.

A legal and regulatory framework on science, innovation and technological development related to driving sectors of the country’s industrialisation will enable the increase in number of research products from research conventions between research and innovation/universities/laboratories and productive sector.

Matrix of sub-programmes

Programmes/strategic Areas	Actions	Expected outcome
Programme 5. Scientific Research		
	<i>Build a performant national research and innovation system for development and economic emergence service</i>	<i>The number of research findings available</i> <i>The number of research findings used to achieve set objectives</i>
Quality, relevance and employability	Give centres the means of operation	Research centres have necessary operation means
	Orientate research and innovation towards priorities of development in Cameroon	improve on the productive system by placing scientific and technical research at the service of innovation
	Strengthen national and international scientific partnerships	
	Validate and implement the national strategy of research and innovation	
	Enhance and promote research findings	Transform education through research and innovation
	Produce new useful skills to improve on the education system	
	Contribute on the coherence of educative programmes related to development objectives	
	<i>Animate and coordinate scientific research and innovation activities on the entire territory</i>	improve on the steering of research activities for the education system
	Promote the organisation of the institutional and legal framework of the ETSS administration for more performance, effectiveness and dynamism	

8. STRATEGIES FOR CIVIC EDUCATION AND EXTRA-CURRICULAR ACTIVITIES

Strategies in this sub-sector are based on the development of actions in favour of youths. They contribute to their complete education through a deployment, in a logic of complementarity, with strategies of other sub-sectors. As a result, they entail both knowledge and skills, aptitudes

And attitudes necessary for harmonious socio-economic integration of youths in active life. For the sub-sector, it also has to do with contributing efficiently to the training of human resources capable of overcoming the challenges facing his environment.

Programme 13: Civic Education and extra-curricular activities

The objective of this programme is to promote civic education, national integration, youth participation and volunteering, as well as values related to living together, citizenship and economic, social, environmental and political patriotism.

The reform of civics education programmes, mainly the elaboration of “*National Referential for Civic Education*” was an opportunity. This document involves all levels of education and social groups, that is: Nursery, Primary, Secondary, Higher education, extracurricular, professional and popular. It highlights the presence in villages and quarters of urban and rural popular entertainment teams (EMAPUR) to support community mediators (MC).

The gradual implementation of resolutions and recommendations of the International *Colloquium on Civic Education and national integration* resulted in the setting up of National Committee of civic education and National Integration, regional, divisional and sub-divisional committees. In the education domain, it has resulted in the implementation of civic education clubs and national integration in schools and universities in the national territory. Moreover, community campaigns to sensitise youths and the population have been organised.

The sector strategy of education involves these actions which help to promote civic education, and national integration, the participation of youths and volunteering, values related to living together, citizenship and economic patriotism, social, environmental and policy by 2030. The goal is to train citizens rooted in their culture, respectful of general interest of common property, ethics and democratic values, committed to living together and open to the world.

The strategies are based on the development of actions for youths and complementarity of strategies for every sub sector.

Enhancing access and equity

In the domain of extracurricular activities, it will involve:

- developing supervision mechanisms offered to learners/adherents in order to improve the abilities in the area of monitoring after-school and out-of-school activities;
- developing training structures giving learners/members, a post training guidance and support, for their economic, social and cultural development. It involves (1) providing appropriate facilities of socio educative, socio cultural, sporting, socio economic and socio-professional activities for the youths; (2) maintaining a dynamic partnership between youths and promoters of initiatives in their favour; (3) ensuring methodological support, planning and achievement of local and community development and (4) accommodating without any discrimination, youths, single or organised groups, graduate or not, seeking for training or information or having expertise to offer;

- developing and improving on standard construction plans for this type of infrastructure, incorporating the inclusive option.
- promoting fair access to all these education and training structures. These structures of informal education will have to accommodate without any form of discrimination youths, single or organised in groups, graduate or not seeking for training or information or having expertise to offer;
- improving on the offer and fairly distributing extracurricular structures for the supervision of youths taking into consideration education priority areas while taking into account peculiarities linked to decentralization;
- promoting inclusive volunteerism through mobilization, citizen-friendly participation and enhancement of skills of all social segments of the population.

Improving quality, relevance and employability

- developing a form of education offered to youths different from classical school structures using non directive methods. It consists in an organised educative action which impacts the daily lives of the population and can contribute to develop youths, for professional preparation, adaptation in the job milieu or for the organisation of socio-economic integration;
- developing and enrolling youth from extracurricular to the National Youth Observatory platform with a view to guiding them towards vocational training structures;
- developing support systems to train vulnerable young people;
- reviewing the training curricular towards promising sectors in each locality;
- developing alternative supervision methods (notably: on campus, distance learning and sandwich courses);
- improving the salary conditions of trainers;
- Preparing youths for business creation at the end of apprenticeship;
- Strengthening civic education programmes at all levels, thereby laying emphasis on ethical, moral and patriotic values.

Improving the external efficiency of youth supervision mechanisms

- promoting youth employment and integration in economic channels in order to encourage them to increasingly get trained and retrained in career-developing professions for which social demand is strong;
- strengthen programmes designed to encourage female and youth entrepreneurship;
- stimulate the massive migration of the informal towards the formal sector;
- support and accompany promising business projects by youths in terms of taxation and access to micro-credit;
- develop business incubators within YMECs;
- popularise success – stories in the area of youth entrepreneurship.

Strengthening management and steering efficiency

- boosting management organs of extra-curricular supervision structures;
- systematise the holding of sessions of management organs;

- capacity building of inspection missions, including through a better capitalisation of local and regional skills.

As concerns resource mobilisation:

- strengthen dialogue with RLAs with a view to financing proximity extra-curricular structures;
- diversify and strengthen local partnerships and between sub-systems for an optimal supervision of learners/adherents in a bid to mutualising available resources.

Concerning mechanisms and systems:

- systematise the production of YMEC action plans and activity reports;
- devise intervention tools for YMECs and other extra-curricular supervision structures;
- strengthen the extra-curricular education data collection system to optimise the education management information system;
- conduct need analysis studies in the area of extra-curricular education;
- build bridges to enhance learning between extra-curricular education and the training sub-sector.

Promoting civic education and volunteering, to strengthen patriotism, it would be appropriate to:

- systematically promote values related to living together, citizenship and economic, social, environmental and political patriotism by 2030 ;
- Promote inclusive voluntarism through mobilisation, citizen-friendly participation and enhancement of skills from all social segments of the population.
- Intensify civic, moral and entrepreneurial rearmament within the framework of PRONEC-REAMORCE ;
- promote bilingualism and multiculturalism.

Matrix of sub-programmes

Programmes/Strategic areas	Actions	expected outcomes
Programme 13. Civic education and extra-curricular activities		
	<i>Promote civic education, national integration, youth participation and volunteering, the values of living together, citizenship and economic, social, environmental and political patriotism and develop extra-curricular supervision offer.</i>	10 000 000 youths are sensitized on civic, ethical and citizenship values between 2020 and 2030 80% of youths are trained in MINJEC supervision structures and integrated into the economic circles
Access and equity	Developing inclusive and equitable structures for supervising and supporting learners/adherents (YMEC)	The supervision mechanism in the area infrastructures, training offer and partnership drive is developed
	Improving extra-curricular supervision offer in civic education and inclusive training	
	Densify and diversify partnerships in order to facilitate the youth supervision process	
Quality, relevance and employability	Directing young girls and boys towards appropriate windows to meet their integration needs	Access to information and employability of young girls and boys are improved
	Optimising training in youth supervision structures	
	Improving the employability of youths supervised in extra-curricular structures in structuring the integration chain from registration at the National Youth Observatory (NYO) until work placement or self-employment	The promotion of civic and patriotic values is effective among the population
	Promoting the setting up and operation of business incubators and junior enterprises stemming from youth initiatives	
Management efficiency	Developing statistical sources and products	The data quality, funding and HR management as well as the dialogue and consultation mechanism are improved by taking into account the gender aspect
	Strengthen the inclusion of complementarity and developing synergies between sub-sectors and partners in the area of formal education and extra-curricular activities	
	Improving collaboration between sub-sectors in enhancing acquired skills	
	Render coherent the educational activities in training centres for staff with the strategic orientation documents	
	Strengthen the harmonization of basic skills to be acquired per level and specialty	
	Improving the policy of equal access for girls and boys to extracurricular education	
	Devising effective strategies to get financing for the sector	
	Updating strategic documents and plans as well as action plans for youth, civic education and national integration	
	Implementing projects and programmes that contribute to civic education	
	Boosting permanent dialogue between RLA and YMEC officials	

9. CROSS-CUTTING STRATEGIES

Two cross-cutting programmes come in to supplement sub-sector strategies. The institutional sharing of powers require sectoral steering and governance in order to ensure the consistency of sub-sectoral strategies and actions and their implementation. Lastly, recent crises, notably the health crisis, have raised the need to anticipate responses to be provided to comfort the resilience of the teaching system to these crises.

Programme 14: Sector-based Steering and governance

The implementation, monitoring and evaluation of ETSS relies basically on every sector of the Ministry, according to their areas of competence.

However, coordination forums and sector dialogue are necessary to ensure the coordination and coherence of actions, coordination of educational programmes and implementation of reforms such as the introduction of basic education, coordination of areas of interaction such as the training of MINEDUB teachers by the Teacher's Training Colleges managed by MINESEC or the training of MINESEC teachers by the Higher Teacher Training Colleges attached to the universities.

The consolidation of monitoring and evaluation of information and the production of broad-based reflections guidance in terms of coherence and synergies of action between Ministries but also as intra-sector budgetary arbitration.

The main coordination needs include:

- managing the implementation of core education, for which it will be necessary to determine the pace of expansion, make choices about teaching methods, content and aims, and adapt the legal framework governing the sector to the new guidelines;
- coordinating teacher training, primary school teachers by MINESEC and secondary school teachers by MINESUP to suit the content of training with the needs of the employing ministries and to plan the number of trainees;
- coordinating relations with the RLAs to adapt to the legal framework governing the sector to the new guidelines;
- ensuring sector monitoring by consolidating statistics and sector analyses, monitoring actions and partnerships, and preparing sector reviews.

Matrix of sub-programmes

Programmes/strategic areas	Actions	Expected outcomes
Programme 14. Sector management		
<i>Ensuring coordination between ministries and strengthening sector-based steering</i>		
Governance	Prepare for generalised core education for all youths in Cameroon <ul style="list-style-type: none"> - Determining the pace of expansion of core education - Make choices about teaching methods, content and aims - Adapting the legal framework governing the sector to the new guidelines 	School career paths are made more fluid to allow general access to the first cycle of secondary education
	Ensure the coordination of teacher training <ul style="list-style-type: none"> - Training of primary school teachers by MINESEC - Training of secondary school teachers by MINESUP 	Training suits the needs of the teaching profession
	Coordinating relations with RLAs within the context of decentralisation	
	Ensuring sector management and consultation with the State's partners	Sector reviews are held annually
		Sector reviews are held annually

Programme 15: resilience of the education system

The specific goal of this programme is to strengthen the resilience of Cameroon's education system so that all children affected by crises and disasters can enjoy quality learning in a healthy, safe and protective environment.

The strategy aims at strengthening the resilience of Cameroon's education system so that all children affected by crises and disasters can enjoy quality learning in a healthy, safe and protective environment.

Over the last decade, Cameroon has gone from a situation of stability to three simultaneous crises, that of the Lake Chad Basin, the Central African Republic and the North-West-South-West Crisis. In this context, a strategy in the domain of education in crisis situations represents an opportunity for education partners in Cameroon to strengthen the Education and Training Sector Strategy, by ensuring that long-term solutions are taken into account, including prevention, resilience, a cross-sectoral approach and sustainability.

This strategy is in line with the 2020-2030 National Development Strategy, which sets out a series of actions designed to prevent and manage both man-made and natural crises.

The aim of this programme is to build the capacities of the system and its stakeholders in terms of risk prevention, preparedness and alleviation/mitigation, on the one hand and to implement the nexus based on the three pillars of Humanitarian action-Development-Peace, on the other hand. To this end, the programme will also help capitalise on existing strategic and programmatic frameworks for the operationalisation of the Nexus in areas affected by crises.

Programme 15 is structured around the 3 strategic areas of the NDS 2030.

Fair and inclusive access

The strategy aims at stimulating demands for schooling and guaranteeing a healthy, safe and protective environment for all children living in crisis areas.

In order to achieve this, it is planned to:

- build and refurbish school infrastructure and sanitary facilities to meet Education in Emergency Situation (EES) standards;
- build and equip temporary learning spaces;
- extend school feeding and nutrition programmes;
- mobilise and involve communities to enroll children into school;
- provide financial support for the enrolment of vulnerable children;
- fight against corruption, drugs and violence in schools and communities;
- promote birth registration processes;
- support girls' enrolment in emergency contexts;
- build the capacity of humanitarian actors and members of the education community to prevent sexual abuse;
- introduce loyalty bonuses for teachers teaching in difficult areas.

Quality and relevance of training

The strategy aims at guaranteeing educational continuity in crisis situations and adapting educational offer to the specific needs of education in emergency situations.

To achieve this, it is intended to:

- develop alternative learning opportunities: rapid education programmes, distance learning (radio, internet, television, social media, etc.;
- distribute teaching, educational and school materials;
- build the capacity of teachers, educational supervisors and school authorities in Education in Emergency situations.

Governance, steering and crisis management

The strategy aims at ensuring that all those involved in the education system at central and devolved levels have the capacity to manage crises effectively, appropriately and efficiently, and have the appropriate tools/mechanisms for prevention and response.

To achieve this, It envisaged to:

- build the capacity of education system stakeholders at central and devolved levels on EES coordination mechanisms;
- build capacity of EMIS and school mapping authorities on the collection and management of information;
- update and monitor the implementation of the contingency plan;
- draw up and supervise the roadmap for implementing the SAFE SCHOOL DECLARATION

Matrix of sub-programmes

Programmes/Strategic areas	Actions	Expected outcomes
Programme 14. Resilience of the education system		
<i>The resilience of Cameroon's education system is enhanced</i>		All children affected by crises and disasters benefit from quality learning in a healthy, safe and protective environment
Fair and inclusive access	Construction and rehabilitation of gender-specific schools and health facilities meeting EES standards	Children learn in conditions that meet minimum quality standards (improvement of pupil/classroom ratios, pupil latrines, pupil water points).
	Extension of the school feeding & nutrition programme	The proportion of children affected by the crises who benefit from school meals has increased
	Construction and equipping of temporary learning spaces (ETAP)	School enrolment rates have risen in crisis zones
	Community mobilisation and commitment to getting children into school (capacity-building for school councils, parents' associations, mothers' associations, youth clubs, etc.).	
	Financial support for the schooling of vulnerable children	
	Mapping of risks and hazards in schools, development of risk mitigation plans at school levels	Children learn in a healthy, safe and protective environment

Programmes/Strategic areas	Actions	Expected outcomes
	Fighting corruption, drugs and violence in schools and communities - Moral and civic rehabilitation of teenagers	Violence and corruption in schools reduced
	promote birth registration procedures	The transition rate between primary and first cycle of secondary education has increased
	Support for girls' schooling in emergency situations (distribution of dignity kits)	Girls' school enrolment has increased
	Capacity-building for humanitarian actors and members of the education community on the prevention of sexual abuse (Creation of complaints mechanisms)	the number of sexual abuses has reduced
	Loyalty bonus for teachers in difficult areas	The number of requests for teachers to leave difficult areas and the number of teachers abandoning their posts has fallen
Quality and relevance of training	Accelerated education programmes, distance learning (radio, internet, television)	Alternative learning opportunities are diversified and meet learners' needs
	Acquisition and distribution of teaching, educational and school materials	Pupils' performance in reading and mathematics (Primary) has improved
	Capacity-building on EES for teachers, educational supervisors and school leaders	Pupils' performance in reading and mathematics (Primary) in crisis areas has improved
Governance, steering and crisis management	Capacity-building for education system stakeholders at central and devolved levels on EES coordination mechanisms	Those in charge of the education system at central level, regional and divisional delegates, basic sub-divisional inspectors, mayors and humanitarian actors ensure effective coordination of the EES sector.
	Capacity-building for EMIS and school mapping managers on information collection and management	Data on education in emergencies is available and exploitable, and guides the management of the EES
	Updating and monitoring the implementation of the contingency plan	The education system has up-to-date mechanisms and tools for preventing, preparing for and mitigating crises and disasters
	Drawing up and monitoring the roadmap for implementing the SAFE SCHOOL DECLARATION	Children learn in a healthy, safe and protective environment

10. SCENARIOS, COST AND FUNDING OF THE STRATEGY

Growing enrolment

The strategy aims to achieve full universal primary education by 2030, to start mass access to basic education including primary and first cycle secondary levels, and to develop educational opportunities by giving priority to scientific, technical and vocational paths.

The selected scenario sets the main goals for pupil flows for the year 2030-2031:

- 70% of 5-year-olds will have had at least one year of pre-school education;
- all children have access to primary education and there will be no more drop-outs at primary level. It should be noted that this objective lays ground for universal primary education, but that in 2030 there will still be a low proportion of young people who drop out of school due to previous dropouts.
- From 2030, all children leaving primary education will move on to the first cycle of secondary education;
- repeating rates are limited to 5% at primary level and reduced at secondary level;
- after CM2/Cl6, 30% of pupils move on to technical and vocational fields of study;
- at the end of general 1st cycle of secondary school, 65% of young people move on to 2nd cycle of general education and 20% to 2nd cycle of technical or vocational education.

These expected changes in pupil flows into the system will result in a major improvement in enrolment and access rates at the various levels of the education system. These trends, set in motion by the policy of universal access to primary education and 1st cycle secondary education, will continue to have an impact on the higher cycles of the education system after the end of the period of the strategy.

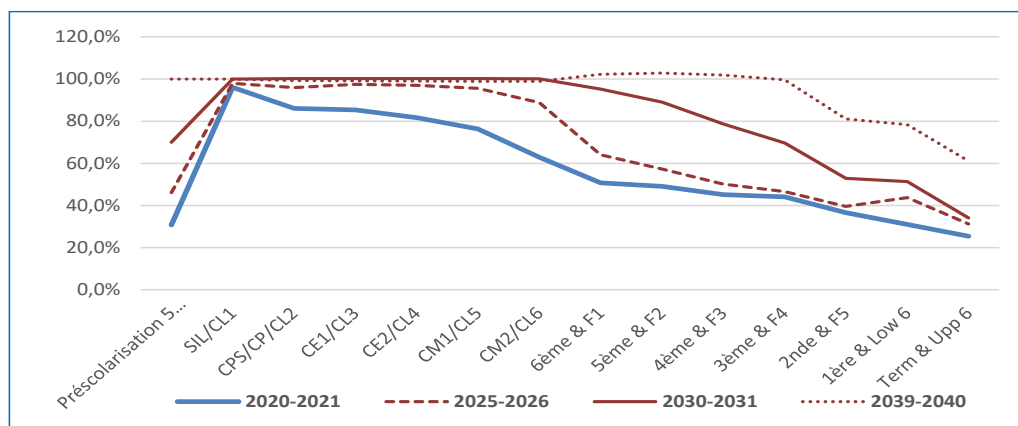
Table 16: Enrolment indicators

School year	Base	Action Plan			Target	Long term
	2021-2022	2023-2024	2024-2025	2025-2026	2030-2031	2035-2036
Gross pre-school enrolment rate	39.5%	41.1%	42.7%	44.3%	52.2%	67.0%
Gross primary school enrolment rate	118.2%	116.3%	114.5%	113.1%	106.5%	108.4%
Gross enrolment rate 1 st cycle of secondary education	50.5%	52.2%	54.8%	58.1%	86.3%	105.3%
Gross enrolment rate 2 nd cycle of secondary education	44.5%	42.5%	41.2%	40.8%	50.2%	73.7%
Students per 100 000 inhabitants	1 564	1 581	1 598	1 615	1 700	1 700
% never enrolled	4.0%	3.0%	2.5%	2.0%	0.0%	0.0%
% in pre-school at 5	31.7%	36.5%	41.3%	46.1%	70.0%	100.0%
Admission rate to 1 st year primary	96.0%	97.0%	97.5%	98.0%	100.0%	100.0%
Access rate to 6 th year primary (completion)	63.6%	79.9%	83.8%	87.8%	100.0%	100.0%
Access rate to first cycle secondary education	52%	56%	59%	64%	94%	100%
Access rate to 4 th year of secondary school	45%	43%	46%	47%	70%	96%
Access rate to 5 th year of secondary school	40%	37%	37%	39%	56%	81%
Access rate to final year of secondary school	33%	33%	32%	30%	35%	55%
Transition rate Primary - General secondary	46.0%	47.5%	50.1%	52.7%	64.8%	64,8%
Transition rate Primary - Technical & Voc	14.2%	16.4%	17.8%	19.4%	27.8%	27.8%
transition rate 1 st - 2 nd secondary cycle	77.7%	75.3%	77.0%	78.1%	82.8%	81.7%

Source: simulation model

The improvement in access rates will initially be most visible in primary education, then will move to the first cycle of secondary education before impacting the access rates at higher levels.

Graph 18: Enrolment profile - access rates per level



Source : simulation model

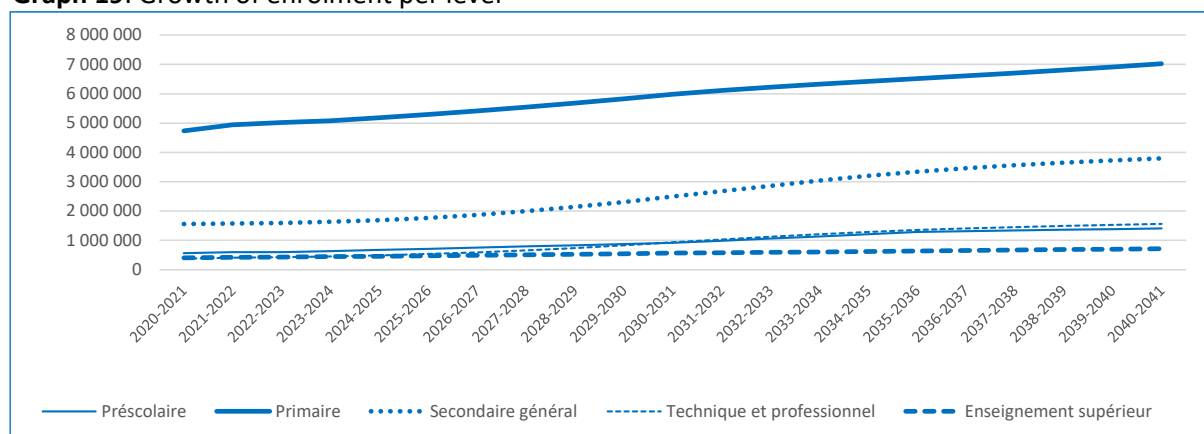
The improvement in pupil flows and the lengthening of schooling periods will result in a substantial increase in the number of pupils and students to be enrolled. The absolute increases are expected at the college levels (especially in the second half of the strategy) and primary education. Technical and vocational education, as well as pre-school education, show the greatest relative increases.

Table 17: Number of pupils and students

School Year	Base	Action Plan			Target	Long term
	2021-2022	2023-2024	2024-2025	2025-2026	2030-2031	2035-2036
Pre school	596 197	636 023	674 540	714 505	920 545	1 290 180
Primary	4 944 290	5 084 063	5 186 339	5 297 829	6 030 963	6 599 793
General Secondary	1 576 351	1 617 625	1 663 616	1 737 601	2 444 782	3 305 728
Technical and Vocational	407 028	450 689	491 053	542 880	976 920	1 439 965
Standard Education	11 903	8 404	9 364	10 432	21 437	12 159
Higher Education	418 557	444 033	459 516	475 455	564 753	637 230
Vocational Training	59 557	64 745	69 895	75 006	100 000	100 000
Literacy	23 519	25 772	28 026	30 279	41 545	41 545
Non-formal Basic Education	5 592	5 592	5 592	5 592	4 116	4 116
Extra-curricular education	142 484	149 674	156 863	164 053	200 000	200 000

Source: simulation model

Graph 19: Growth of enrolment per level



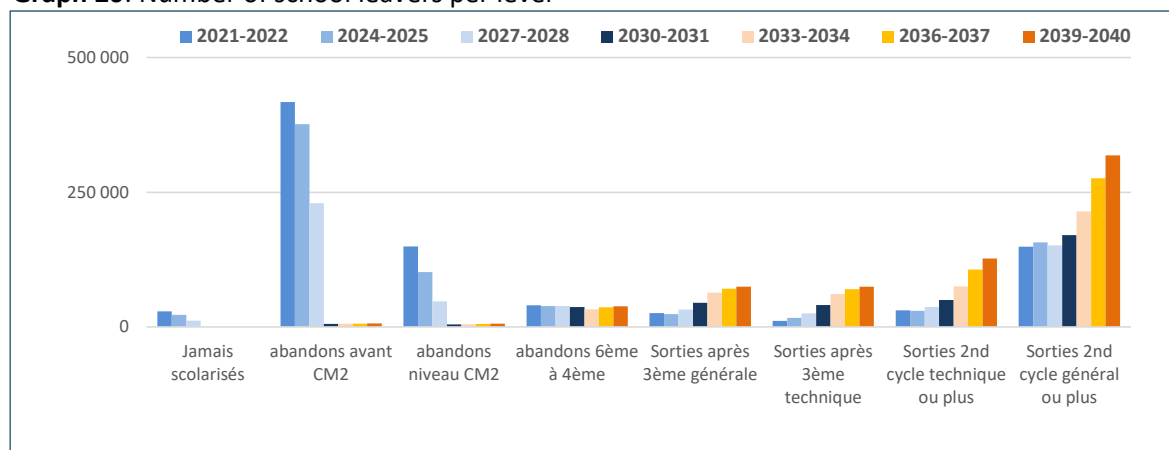
Source : simulation model

The effects of these trends can be seen in the level of young people leaving the education system. Current drop-out rates are rather higher during the primary cycle. These early school drop-outs would be eliminated by the implementation of the strategy.

The level of young people leaving the education system will be gradually increased, to be divided between qualifications from technical and vocational institutions, Higher Education or General Secondary Education.

In the beginning, the improvements in flows will result in a lengthening of schooling, thereby postponing the end of schooling by several years. This effect will be most noticeable in the 2030s.

Graph 20: Number of school leavers per level



Source: simulation model

The budget outlook for education

The State's budgetary framework for the years 2024 to 2026 is currently being discussed as part of the preparation of the 2024 budget and the 2024-26 MTBF. The outlook set out in the medium-term economic and budgetary programming document 2024-2026 of July 2024⁹ served as the basis for the financial framework of the strategy. The current restrictive fiscal policy, applied in response to the crisis in public finances, means that a large proportion of government revenue is devoted to repaying domestic and foreign debt. The State's current and investment expenditure is programmed at a much lower level than anticipated revenue.

Table 18: Framework of State resources and Expenditure

Billions of FCFA	2022	2023	2024	2025	2026
Domestic revenue	4 253.8	4 585.4	4 829.0	5 249.4	5 666.4
Donations	142.3	91.0	96.3	80.3	43.2
Loans for projects	746.5	795.4	907.7	1 172.8	1 330.4
Budget support	303.0	281.3	134.0	0.0	0.0
Total revenue	5 445.6	5 753.1	5 967.0	6 502.5	7 040.0
Current expenditure excluding debt	3 376.9	3 314.5	3 367.4	3 476.3	3 562.1
Debt servicing	1 560.3	1 738.6	1 621.6	1 679.4	1 864.7
Investments from internal resources	431.8	446.2	522.1	625.4	743.8
Investments from external resources	665.7	723.5	831.3	1 091.1	1 242.7
Total expenditure	6 034.7	6 222.8	6 342.4	6 872.2	7 413.3

Source : 2024-2026 budget orientation debate

This budgetary framework has been extended beyond 2026 on the basis of annual growth, at constant prices, of +4.5% of GDP for the years after 2026.

The State's domestic resources have been estimated at 16% of GDP in 2030, in the extension of the growth of the MTBF (15.8% in 2026). Resources from donations, project loans and budget support have been projected at the average level for the years 2022 to 2026.

⁹ <https://www.dgb.cm/debat-dorientation-budgetaire-document-de-programmation-economique-et-budgetaire-a-moyen-terme-2024-2026/>

The State's estimated resources have been transformed into current expenditure and capital expenditure by gradually reducing the gap between revenue and expenditure to 2%.

Table 19: Projected government expenditure

Billions CFA	Budget	Budget	Budget guidelines			Extension			
	2022	2023	2024	2025	2026	2027	2028	2029	2030
GDP									
<i>Growth rate at constant prices</i>	4.20%	3.80%	4.30%	5.00%	5.10%	4,50%	4,50%	4,50%	4,50%
<i>Price increase rate</i>	6.9%	1.5%	1.9%	2.0%	2.1%				
GDP billion CFA	27 959	29 446	31 288	33 499	35 946	37 564	39 254	41 020	42 866
Domestic State revenues	4 253.8	4 585.4	4 829.0	5 249.4	5 666.4	5 943.6	6 234.2	6 539.0	6 858.6
<i>% GDP</i>	15.21%	15.6%	15.4%	15.7%	15.8%	15.8%	15.9%	15.9%	16.0%
Revenue Donations	142.3	91.0	96.3	80.3	43.2	90.6	90.6	90.6	90.6
Revenue Project loans	746.5	795.4	907.7	1172.8	1330.4	990.6	990.6	990.6	990.6
Budgetary support	303.0	281.3	134.0	0.0	0.0	143.7	143.7	143.7	143.7
Total State revenues	5 445.6	5 753.1	5 967.0	6 502.5	7 040.0	7 168.4	7 459.1	7 763.9	8 083.4
Total expenditure	6 034.7	6 222.8	6 342.4	6 872.2	7 413.3	7 430.2	7 608.3	7 919.1	8 245.1
<i>% State revenue</i>	110.8%	108.2%	106.3%	105.7%	105.3%	103.7%	102.0%	102.0%	102.0%
Current expenditure excluding debt	3 376.9	3 314.5	3 367.4	3 476.3	3 562.1	3 949.7	4 142.4	4 413.7	4 701.6
<i>% total expenditure</i>	56.0%	53.3%	53.1%	50.6%	48.1%	53.2%	54.4%	55.7%	57.0%
Debt servicing	1 560.3	1 738.6	1 621.6	1 679.4	1 864.7	1 773.2	1 717.7	1 685.9	1 649.0
<i>% total expenditure</i>	25.9%	27.9%	25.6%	24.4%	25.2%	23.9%	22.6%	21.3%	20.0%
Investment	1 097.5	1 169.7	1 353.4	1 716.5	1 986.5	1 707.3	1 748.2	1 819.6	1 894.5
<i>% total expenditure</i>	18.2%	18.8%	21.3%	25.0%	26.8%	23.0%	23.0%	23.0%	23.0%
Donations from external sources	665.7	723.5	831.3	1 091.1	1 242.7	924.3	924.3	924.3	924.3
<i>% income donations and project loans</i>	74.9%	81.6%	82.8%	87.1%	90.5%	85.5%	85.5%	85.5%	85.5%

Source: simulation model

The estimated budgets for education for 2024, 2025 and 2026 match the three-year budget prospects of the 2024-2026 MTBF.

From 2027, the operating budget for the education sector is estimated on the basis of 27% of the State's current expenditure, excluding debt.

Budgetary expenditure on investment is based on the hypothesis that 15% of investment will come from the State's domestic resources, and a constant amount from external funding.

The combination of these two hypotheses and the stability of external funding for education lead to a potential budget (recurrent and investment) for the education sector representing 20.0% of total State expenditure, excluding interest on debt, in 2026 and 22.2% in 2030.¹⁰

¹⁰ This indicator is the one adopted by the Global Partnership for Education to monitor expenditure on education: Budgetary expenditure on recurrent and capital expenditure for education, including FINEX, divided by total government expenditure excluding debt servicing.

Table 20: Potential budget for education

Billions CFAF	Budget	Budget	MTBF	MTBF	Extension				
	2022	2023	2024	2025	2026	2027	2028	2029	2030
Recurrent expenditure	777.1	846.3	899.1	934.5	998.6	1 103.2	1 155.2	1 228.5	1 306.2
MINEDUB	210.3	234.7	256.4	261.3					
MINESEC	429.1	451.8	480.6	502.9					
MINEFOP	15.3	19.967	20.4	21.2					
MINESUP	56.2	63.465	64.8	68.1					
MINRESI	9.6	11.108	11.2	11.6					
MJINEC	15.5	17.780	17.1	18.4					
Subventions and contributions Chap. 60 of recurrent State expenditure	41.0	47.6	48.6	51.0					
	22.9%	24.7%	25.7%	25.8%	27.0%	27.0%	27.0%	27.0%	27.0%
Investment Expenditure	67.7	54.4	63.0	104.6	123.8	129.6	135.8	146.5	157.7
MINEDUB	35.6	19.6	18.3	30.2					
MINESEC	10.3	9.4	10.3	15.0					
MINEFOP	6.3	5.499	4.7	8.5					
MINESUP	5.5	10.000	16.8	27.2					
MINRESI	1.6	1.700	3.9	8.4					
MINJEC	8.4	8.230	9.0	15.3					
% of State Investment	8.3%	10.4%	10.8%	14.8%	15.0%	15.0%	15.0%	15.0%	15.0%
Total recurrent expenditure + capital of State expenditure (excluding debt)	844.7	900.8	962.1	1 039.1	1 122.3	1 232.9	1 291.0	1 375.0	1 464.0
	18.9%	20.1%	20.4%	20.0%	20.2%	21.8%	21.9%	22.1%	22.2%

Source: simulation model

The cost of the strategy

In order to achieve the objectives of improving schooling and learning outcomes, the efforts to be undertaken as part of the strategy concern all aspects of intake and supervision conditions.

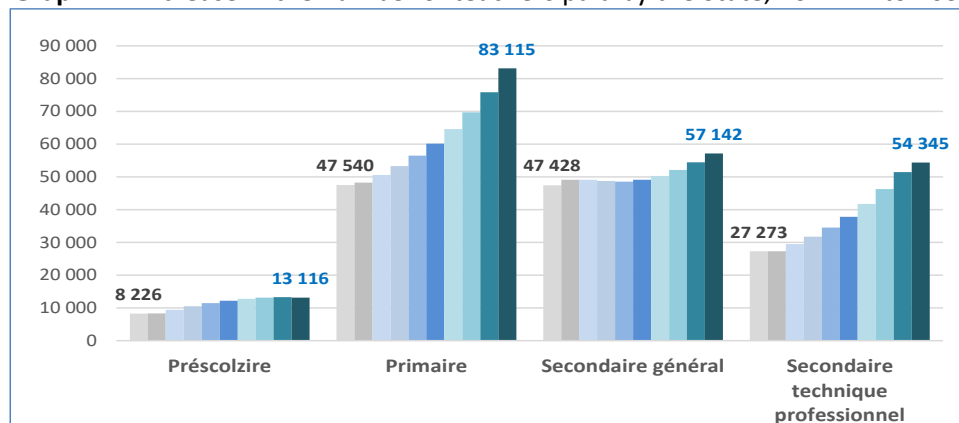
In particular, they include a significant increase in the number of teachers in government schools, to support the insertion into the payroll of teachers in government schools as well as major investment in infrastructure, especially in basic education and technical and vocational training.

The resources described here relate solely to educational institutions funded by the State. Part of the schooling is provided in private institutions, the resources of which are largely provided by the parents. However, the various forms of State support for the private sector are included in the financial costing done.

Table 21 - Teachers needed to implement the strategy

	2021-2022	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Number of teachers paid by the State									
Pre-school	8 226	9 228	10 216	11 237	12 245	13 282	14 348	15 443	16 570
Primary	47 540	49 786	51 533	53 515	55 818	58 465	61 458	64 844	68 672
General Secondary Education	47 428	49 122	49 530	49 939	50 347	50 755	52 947	55 623	58 756
Technical and vocational secondary education	27 273	29 939	32 646	35 393	38 180	42 436	47 321	52 881	55 956
Supervision conditions									
Pupils/students per teacher paid for by the State Pre-school	16.8	17.2	17.6	18.0	18.4	18.8	19.2	19.6	20.0
Pupils/students per teacher paid for by the State Primary	77.1	74.5	71.8	69.1	66.4	63.8	61.1	58.4	55.7
Students per 1st cycle of General secondary Education	38.8	39.6	40.0	40.3	40.7	41.0	41.3	41.7	42.0
students per 2 nd cycle General secondary Education	34.3	35.6	36.9	38.3	39.6	41.0	42.3	43.7	45.0
Students per technical and vocational Secondary Education	11.8	11.8	11.8	11.9	12.3	12.3	12.3	12.4	13.1

Source : simulation model

Graph 21: Increase in the number of teachers paid by the State, 2021-22 to 2030-31**Table 22:** Means in terms of New infrastructure

	8 years 2023/24 - 2030/31	per year
Pre school		
New Nursery schools	240	30
Preschool classrooms in primary schools	3 935	492
Administrative blocks	640	80
Pre-school toilets	1 161	145
Improved water points	1 005	126
Primary		
Classrooms	17 381	2173
Administrative Blocks	480	60
Toilets	89 044	11 130
Improved water points	884	111
Higher Education		
Infrastructure kits for higher education (1 for 3000 students)	23	3

	8 years 2023/24 - 2030/31	per year
Secondary General Education		
Classrooms	871	109
Science laboratories	871	109
Language Laboratories	376	47
Computer rooms	218	27
Libraries	1 178	147
developed water points	1 709	214
Access to electricity	890	236
Latrines	39 434	4929
Secondary technical vocational		
classrooms	3 112	389
Workshops - Heavy equipment	10 807	1351
developed water points	978	122
Access to electricity	1 040	130
Latrines	19 301	2413

Source: simulation model

All human, material, infrastructure and equipment resources required to implement the activities defined by the strategy have a financial impact. The cost of the strategy is first presented by sub-sector, then by programme.

This expenditure includes only expenditure covered by public budgets. The scope covered is therefore slightly different from the scope of the budgets of the six ministries of the education sector¹¹, and includes needs that may be covered by funding from external partners out of the State budget, or special allocations from the MINEPAT budget. Details of funding are more precise for the first three years under the action plan presented in the next section.

They do not include expenses covered by families. Some expenditure is intended to ensure that enrolment in public schools, particularly primary schools, is free of charge and to compensate the expenses by families.

Expenditure of the strategy amounts to CFA F 1 182 billion in 2024, increases to CFA F 1 585 billion in 2030. The sector budget for 2023 amounts to CFA Francs 901 billion, that is 846 billion for the operating budget and 54 billion for investments.

¹¹ MINEDUB, MINESEC, MINEFOP, MINESUP, MINRESI and MINJEC

The estimates are based on the inflation hypothesis used to calculate GDP over the three years of the macroeconomic and budgetary framework adopted for the 2024-2026 period. From 2027 on, no inflation has been factored in, so the projections are made at constant 2026 prices.

Table 23: Cost of the strategy for the education sector

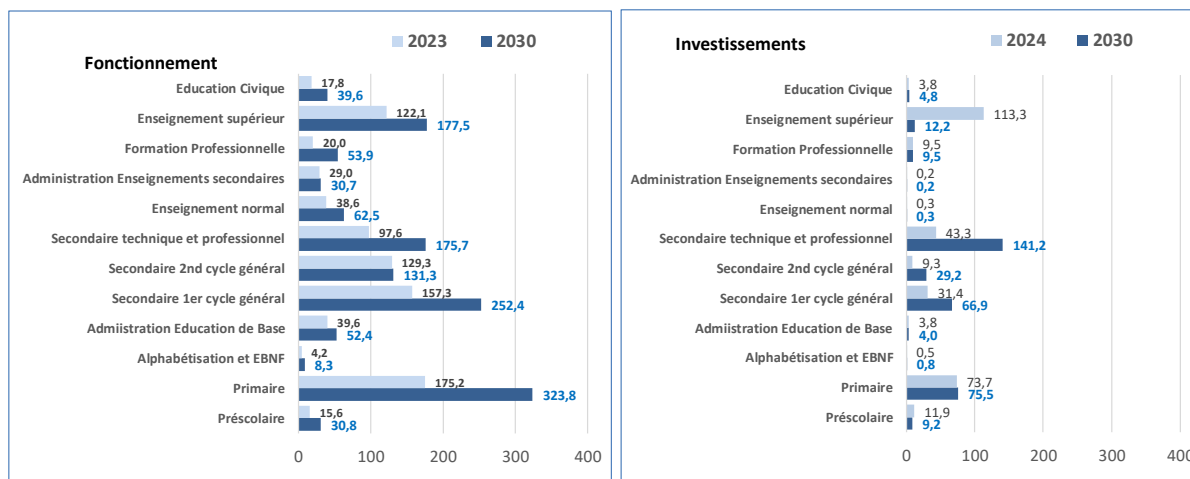
	2023	2024	2025	2026	2027	2028	2029	2030	Total 2023- 2030
	Budget								
Total Cost	900.8	1 182.3	1 293.5	1 375.4	1 291.7	1 370.5	1 458.0	1 585.8	10 458.0
Recurrent expenditure per sub-sector	846.3	961.2	1 026.3	1 083.5	1 105.4	1 161.9	1 225.0	1 324.7	8 734.4
Basic Education	234.7	276.9	304.2	320.5	327.7	345.6	364.5	384.5	2 558.5
Secondary education	451.8	466.7	488.3	515.0	532.1	563.9	600.9	673.3	4 291.9
Higher Education and Research	122.1	144.1	149.1	152.2	155.1	158.2	161.2	164.4	1 206.4
Vocational/professional training	20.0	31.0	40.3	47.4	44.3	47.3	50.5	53.9	344.8
Cross-cutting	17.8	42.6	44.5	48.4	46.1	47.0	47.9	48.8	342.9
Investments per sub-sector	54.4	221.1	267,2	291.9	186.4	208.6	233.0	261.0	1 723 .6
Basic Education	19.6	40.8	46.7	49.8	51.2	53.6	57.5	61.6	380.8
Secondary education	9.4	53.8	75.0	19.3	112.2	130.8	150.2	172.9	795.6
Higher Education and Research	11.7	113.3	123.5	122.7	12.4	12.3	12.3	12.2	420.4
Vocational training	5.5	9.5	18.0	23.5	7.6	8.2	8.8	9.5	90.6
Transversal	8.2	3.8	3.9	4.5	3.0	3.6	4.2	4.8	36.2

Source : simulation model

Primary education and the first cycle of secondary education are the levels that enroll the largest numbers of children and those that require the most operating resources. They represent the basic education that is intended to be extended to all children in Cameroon. The strategy aims to put in place the conditions for this generalisation. Resources for primary education are expected to increase more rapidly, requiring operating resources of CFA F 293 billion by 2030. Together, both cycles would account for 45% of the sector's recurrent expenditure in 2030.

The priority given to increased professionalisation of training is reflected in a sharp increase in operating requirements for technical and vocational secondary education, higher education and professional training. Expenditure for higher education includes subventions to institutions included in the common expenditure chapter of the budget.

Graph 22: Increase of expenditure for the Strategy per programme



Source: simulation model

The investments to be made vary between CFAF 180 and 290 billion per year. In the first few years, expenditure is very high for higher education, with ongoing rehabilitation programmes and the building of 3 new universities. Expenditure on technical and vocational education will significantly rise as the number of young people accessing secondary education increases.

The development of intake capacity in the first cycle of general secondary education will benefit from the slower enrolment growth in the second cycle.

Funding of the strategy

The potential budgets for education have been evaluated on the basis of the 2024-2026 MTBF projections, then with a share of recurrent State expenditure on education of 27% per year, that of investment expenditure is estimated at 15% of State investment from internal resources.

The projected cost of the strategy can be compared with these potential budgets to determine the funding requirement. The potential budgets are first projected on the basis of the State's internal resources alone; the funding requirements are calculated here after taking into account support for the implementation of the strategy from development partners.

The recurrent expenditure of the 2023 strategy is in line with the Financial Law and therefore presents a zero financing requirement.

The current operating budgets envisaged in the 2024-26 budget framework would be insufficient to meet all the sector's needs, with a gap of FCFA 65 billion in 2024 and FCFA 79 billion in 2025. The slow increase in recurrent allocations in 2024 and 2025 makes it impossible to envisage any development in the sector, and a review of current budget allocations for education would be necessary for the years 2024 to 2026. The hypothesis of an allocation of 27% of recurrent expenditure from 2027 significantly reduces the financing need, which would be only CFAF 13 billion in 2030.

Table 24: The need for financing of the education sector strategy

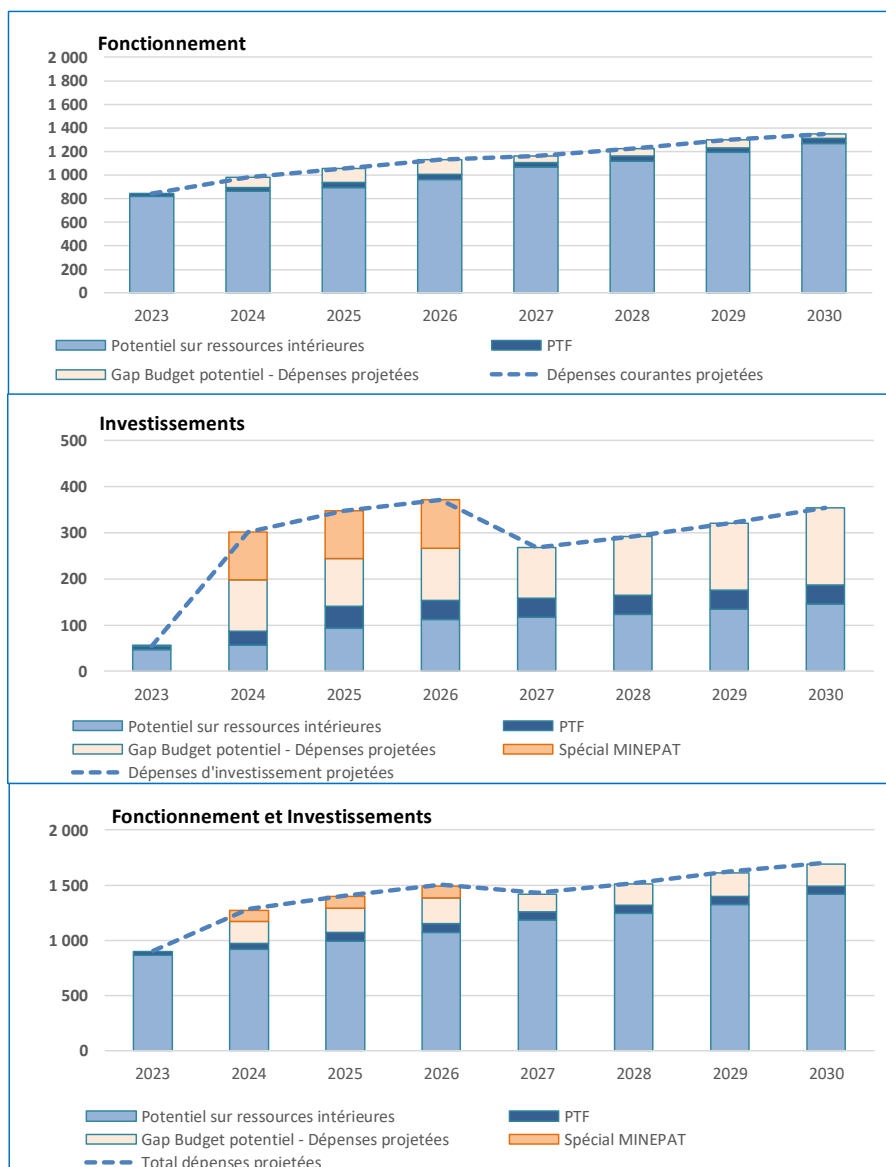
	2023 Budget	2024 MTBF	2025 MTBF	2026	2027	2028	2029	2030
Projected recurrent expenditure	846.3	961.2	1 026.3	1 083.5	1 105.4	1 161.9	1 225.0	1 324.7
Potential on domestic resources	819.5	864.3	897.7	961.8	1 066.4	1 118.4	1 191.7	1 269.4
Technical and Financial Partners	26.8	31.4	39.6	42.7	42.7	42.7	42.7	42.7
Gap Potential budget- Projected expenditure	0.0	-65.5	-89.0	-79.1	-3.7	-0.8	-9.3	-12.7
as % projected expenditure	0.0%	-6%	-8.7%	-7.3%	-0.3%	-0.1%	-0.8%	-1.0%
Projected investment expenditure	54.4	221.1	267.2	291.9	186.4	208.6	233.0	261.0
Potential on domestic resources	46.4	56.3	92.4	111.6	117.4	123.6	134.3	145.5
Technical and Financial Partners	8.0	29.7	48.8	41.5	41.5	41.5	41.5	41.5
Gap Budget potentiel–projected expenditure	0.0	-31.9	-22.8	-32.8	-27.4	-43.5	-57.2	-74.0
as % projected expenditure	0.0%	-14.4%	-8.5%	-11.2%	-14.7%	-20.9%	-24.6%	-28.4%
Total expenditure projected	900.8	1 181.3	1 293.5	1 375.4	1 291.7	1 370.5	1 458.0	1 585.8
Potential from domestic resources	866.0	920.6	990.1	1 073.3	1 183.9	1 242.0	1 326.0	1 415.0
Technical and Financial Partners	34.8	51.1	78.5	74.1	74.1	74.1	74.1	74.1
Gap Potential budget - Projected expenditure	0.0	-97.4	-111.7	-111.9	-23.7	-44.3	-47.9	-86.7
as % of projected expenditure	0%	-8.2%	-8.6%	-8.1%	-1.8%	-3.2%	-3.3%	-5.5%

Source: simulation model

Development expenditure, especially infrastructure needs, is very high, at about CFAF 200 to 300 billion per year. Allocations for investment from domestic resources, estimated at CFAF 56 billion and CFAF 92 billion in 2024 and 2025, are very low. The support of technical and financial partners will make it possible to reduce the financing need. It should be noted that the financing needs can be covered by external financing carried out outside the budget, and that this is counted here only for programmes and projects in progress over the period 2024 to 2026. Future financing, such as support from the Global Partnership for Education, would be deducted from the financing need presented here.

The residual need for financing investments is estimated at between CFAF 20 billion and CFAF 70 billion depending on the years (between 30 and 120 million dollars).

Graph 23: The need for financing of the 2023-2030 strategy



Source: simulation model

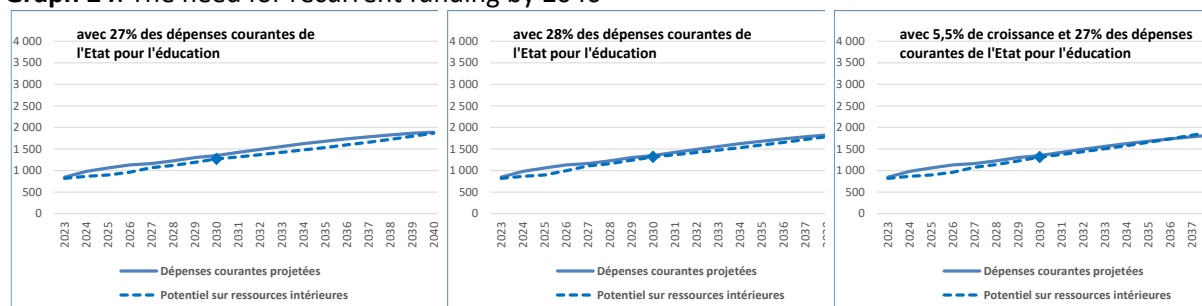
In the longer run ...

The developments brought about by the strategy have long-term effects, beyond the period covered by the strategy. The extension of basic education and the continuation of schooling, particularly in vocational and technical fields, will have a lasting impact on the length of schooling for the generations accessing education in the 2030s.

Long-term current funding needs could be fully covered by an allocation of 28% of recurrent expenditure from domestic resources. The strategy scenario includes an assumption of 27%, with the 2023 budget allocating 24.7% (table 20).

The long-term funding of spending on education would also be facilitated by better economic growth. An extra percentage point of economic growth (5.5% could offset the allocation of 27% of the current expenditure for education).

Graph 24: The need for recurrent funding by 2040

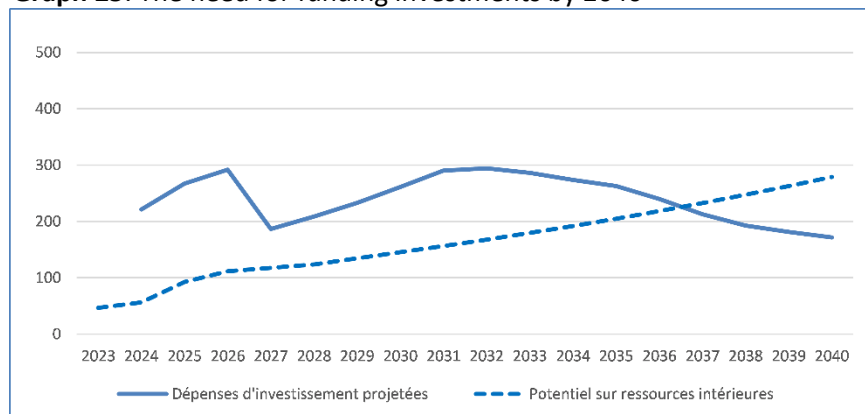


Source: simulation model

Investment expenditure will be very high during the period of the strategy, with the creation and improvement of the necessary infrastructure. It is expected to stabilise and decline during the 2030s after reaching the peak of CFA F 300 billion per year at the beginning of the decade.

The hypothesis of an allocation of 15% of the PIB from internal resources by 2030 (10.4% in the 2023 budget) will help to contain the need for financing investments. Maintaining this proportion of 15% could make it possible to cover the sector's investment needs by the mid 2030s and could decrease later.

Graph 25: The need for funding investments by 2040



Source: simulation model

The 2024-2026 Action Plan budget

The 2023 to 2030 strategy is accompanied with a precise action plan for the first three years of its implementation, 2024 to 2026. For each of the programmes, actions have been defined to implement the defined strategies. The actions and activities of each programme are organised according to the ETSS' three strategic areas: access and equity; quality and relevance; governance and performance.

The action plan is detailed in a separate appendix. Each activity is allocated an expenditure required to carry it out.

The action plan includes all the resources to be raised by the State and its partners to finance all the expenditure under the strategy. The following tables show the amounts to be raised by programme, type of expenditure, strategic orientation and ministry.

Table 25: Cost of the 2024-2026 three-year action plan, in millions of CFA F

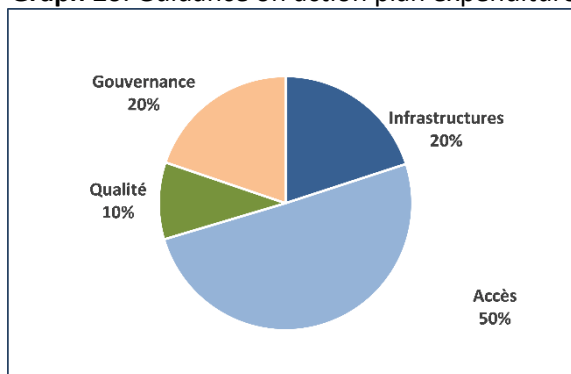
	Total 2024-26	2024	2025	2026
Total cost of action plan	851 245	1 182 340	1 293 539	1 375 366
Per strategy programme				
Nursery	94 545	28 557	31 826	34 161
Primary	768 204	232 710	259 984	275 510
Literacy and NFBE	19 243	6 067	6 296	6 879
Basic Education Administration	156 892	50 331	52 807	53 754
General secondary School 1st cycle	587 199	178 831	195 871	212 497
General secondary 2nd cycle	394 620	133 412	131 320	129 887
Technical and vocational secondary	463 489	133 473	154 804	175 212
Standard education	153 860	45 013	51 011	57 837
Secondary Education Administration	90 904	29 697	30 287	30 919
Vocational training	169 752	40 512	58 334	70 905
Higher Education	673 929	217 119	227 967	228 843
Scientific Research	130 889	40 213	44 642	46 035
Civic Education	120 177	40 158	39 513	40 505
Sector Monitoring	0	0	0	0
System resilience	27 543	6 247	8 875	12 422
Per nature of expenditure				
Staff	1 810 039	570 562	601 507	637 970
Current	1 197 411	369 731	403 141	424 539
Transfer	26 212	8 011	8 750	9 451
capital	800 756	228 885	274 464	297 407
Development	16 827	5 152	5 677	5 998
Per orientation				
Investment Access	770 357	221 478	265 075	283 804
Fair access	25 322	7 063	8 655	9 604
Access including school facilities	1 915 678	604 764	636 782	674 132
Equipment quality	66 775	14 143	23 512	29 120
Training Quality	97 039	31 361	32 399	33 278
Other quality	213 676	62 660	72 008	79 008
Performance management	762 397	240 871	255 107	266 419
Per Ministry				
MINEDUB	1 038 884	317 665	350 914	370 304
MINESEC	1 690 072	520 427	563 294	606 351
MINEFOP	169 752	40 512	58 334	70 905
MINESUP	760 869	244 873	256 928	259 067
MINRESI	43 949	12 458	15 681	15 810
MINJEC	120 177	40 158	39 513	40 505
Sector	27 543	6 247	8 875	12 422

The expenditure of the action plan covers all the needs of the sector and is therefore essentially made up of expenditure for the operation of schools and educational institutions, including staff expenditure.

Expenditures to ensure access to the various levels of education account for 50% of the expenses. Added to this is the cost of infrastructure development, especially those programmed for Higher Education (20%).

However, specific measures to improve quality account for 10% of the total expenditure and those aimed at ensuring governance and sub sector management account for 20%.

Graph 26: Guidance on action plan expenditure



Source: simulation model

Expenditure was classified according to potential funding source. However, this is just a suggestion and not an existing programming. Funding of technical and financial partners only includes funding currently identified for the period; funding to come from GPE particularly is not included in the TFP row on the table. The amount of funding to be sought represents between CFA F 50 to 80 billion per year.

Table 26: Financing of the 2024-2026 three-year action plan, in millions of CFA F

	Total 2024-2026	2024	2025	2026
Total Action plans	851 245	1 182 340	1 293 539	1 375 366
Per budget				
Running Budget	980 587	933 772	1 992 867	1 053 948
Investment Budget	747 114	215 447	254 933	276 734
Off-budget Expenditure	123 545	33 121	45 740	44 684
Per funding source				
Budget Allocations for the sector	3 126 201	1 971 246	1 041 752	1 113 203
MINEPAT	312 463	103 248	103 208	106 008
TFPs	203 730	51 122	78 470	74 138
To be raised	208 852	56 724	70 110	82 018

Source. 2024-2026 Action Plan

11. IMPLEMENTATION, MONITORING AND EVALUATION

The operationalisation of the 2023 – 2030 ETSS requires coherence and synergy of stakeholders and interventions stemming from NDS30 which directly or indirectly impact on the education and training sector.

Institutional and coordination mechanism

The mechanism of the education sector strategy falls in line with the provisions set out in the 2020-2030 National Development Strategy (NDS30) which provide for a National Planning and Regional Development Council, placed under the direct authority and chairmanship of the Prime Minister, Head of Government.

The National Planning and Regional Development Council comprises all members of Government as well as representatives of the private sector and civil society; it supervises the overall implementation of the strategy. In this capacity, its main tasks include the following: (i) constantly ensure alignment and consistency of action plans with priorities laid down in the strategy, (ii) determine resource mobilisation plans necessary for NDS30 implementation, (iii) validate the programmes of various government institutions to be implemented under the strategy's priority action plan and (iv) guide budgetary programming accordingly on the basis of the assessment of results, effects and impacts observed in implementing the national strategic framework.

The missions of Council are based on the analysis of a National Monitoring-Evaluation Committee for NDS30 implementation, placed under the authority of the Minister in charge of Planning and it is composed of Secretaries General of all ministries as well as representatives from other government institutions and some public bodies, regional and local authorities, consular chambers and the private sector, civil society organisations and technical and financial partners. The Committee has as mission to: (i) search for lasting financial solutions in cooperation with interested partners, (ii) ensure the monitoring of the implementation of validated programmes, (iii) ensure the production of quality statistics (iv) supervise actions relating to the organisation of institutional reviews and (v) make proposals for resource allocation.

The National Committee will assist the National Council in its prerogatives of monitoring-evaluation, notably through the production expected periodic balance-sheet reports and the organisation of annual reviews of the implementation of the NDS30 and sectoral strategies.

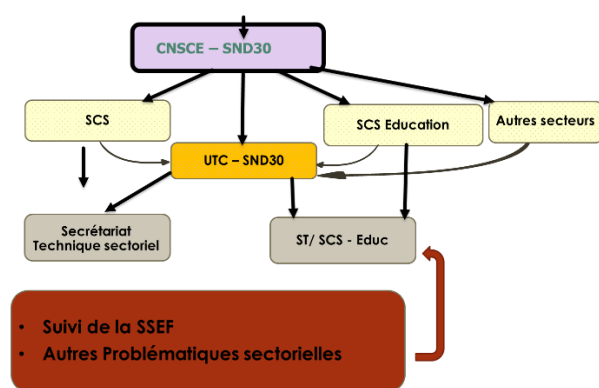
The technical execution body of the Committee is the Technical Coordination Unit which act in liaison with sectoral sub-committees.

In the Education and Training Sector, the "Education and Training" Sector Sub – Committee, the steering organ of sector ensure the monitoring of NDS30 implementation in the education and vocational training sector. To this end, it carries out the basic work of the Committee as well as the technical work of monitoring sectoral strategies structured by a decision of the Minister in charge of Planning, it is placed under the chairmanship of a Secretary general, coordinator of this organ who acts through the technical Secretariat.

The 2023-2030 ETSS Technical Secretariat (TS-ETSS) is thus an integral part of the Education and Training Sub-Committee of NMEC-NDS30. It is placed under the coordination of a Technical Secretary, and operates in accordance with the provisions of the decision of 9 December 2021, signed by MINEPAT on the organisation and functioning of the "Education and Training" Sub-Committee.

The TS/ETSS has the mandate of:

- (i) ensuring the alignment of ministerial programmes with the framework for implementing ETSS, in connection with divisions in charge of planning, programming, statistics and cooperation within the ministries concerned;
- (ii) supporting sector administrations in the choice of programmes and projects to be funded within the framework of ETSS implementation;
- (iii) coordinating, in liaison with competent administrations, the actions of various partners intervening in ETSS implementation;
- (iv) rendering the sectoral monitoring-evaluation of interventions operational: technical and financial monitoring of ETSS implementation, feeding information to framework for measuring sectoral results, carrying out thematic analysis based of sectoral data;
- (v) ensuring the monitoring of implementation of programmes/projects validated for the sector;
- (vi) ensuring the consistency of various data bases with the education and training sector.



At the level of ministries, this implementation is ensured by PPBM committees which is responsible for maintaining permanent dialogue on management. Within ministries, it will entail aligning strategic performance frameworks with the strategic thrusts chosen. The monitoring of the implementation will be placed under the responsibility of internal PPBM committees in compliance with the instruments in force.

Furthermore, at the cross-cutting level, a thematic strategy relating to a cross-cutting phenomenon concerning many sub-sectors will be organised by a follow-up/evaluation committee. Concerning the operationalisation of the strategy, a programme team will be established in every ministry at central and devolved levels to ensure the effective monitoring/evaluation of its implementation. They notably include:

- Inclusive education;
- Gender;
- Technical and vocational skills development;
- Resilience of the education system.

Coordination between ministries and TFPs shall be the responsibility of sector-based reviews, organised on a yearly basis and resulting in the review of the financial and material implementation reports consolidated by the PS, and the approval of annual action plans. To strengthen this coordination, authorities, in collaboration with their partners, intend to set up thematic groups within the Local Education Group (LEG). Its establishment will be formalised by MINEPAT.

Definition of the role of stakeholders in ETSS operationalisation

The inclusive approach is henceforth adopted as the modus operandi of the management of the education system through the involvement and responsibility of various stakeholders. This consideration determines the assignment of roles of actors based on their individual missions.

The ministries in charge of the sector. As far as each sub-sector is concerned, the public service missions assigned to ministries in charge of the sector relate to:

- the formulation of the sub-sector policy, by laying emphasis on consistency with the national policy in areas impacted by the education sector;
- programming, budgeting, control and monitoring-evaluation of ETSS implementation;
- proposals to improve the legislative and regulatory framework governing the education sector;
- collection and dissemination of basic data on the education sector;
- organisation of sectoral dialogue between various stakeholders and partners at all levels as well as support to their capacity building and definition, programming and implementation of resilience measures of the system in the face of crises.

The private sector. An efficient commitment of the private sector in providing quality education can help the Government to bridge the gap between demand and supply of education and improve pupils/students learning outcomes. In fact, it is because the private sector of education performs a social function by providing education to pupils/students, the responsibility of which falls on the State, as a last resort, and which prevents the State from creating new institutions and in return the State can put public funds at the disposal of the private sector. It will entail improving the collaboration and performance framework between the government and private sector stakeholders.

Civil Society Organisations (CSOs). Increasingly visible and active, civil society organisations intervene at several levels, notably: (i) institutional support, (ii) capacity building, (iii) provision of support and consulting services and (iv) community support. They play a significant role in lending the capacities and experience to communities.

Moreover, they ensure the consistent implementation of sector policies and strategies by bringing in an independent viewpoint of the common monitoring framework of the said policies. If international NGOs have the desired capacities, national NGOs still remain weak in terms of inadequate technical and financial resources.

Regional and Local Authorities (RLAs). The promulgation of Law No.2019/024 of 24 December 2019 to institute the general code of regional and local authorities (RLAs) constitutes a fundamental thrust in promoting development, democracy and good governance at local level. Through this law, government mainly intends to: (i) fully transfer the resources linked to the powers devolved to RLAs and (ii) devise a transitional mechanism for the co-management of staff of decentralised services of ministries to enable RLAs to have qualified human resources in the spheres of competence.

RLAs should also improve their ownership of education policy objectives in order to fully play the expected role.

International cooperation. Technical and financial partners have the primary vocation of supporting efforts of the Government of Cameroon in developing the education and training sector in accordance with its guidelines for reaching the targets of SDG4 and NDS30, translated in the 2023-2030 ETSS. In line with the spirit of the Paris Declaration, they provide in cooperation with Government, indications on future assistance to the sector, on a multi-annual basis for better predictability.

Partners of the education sector, find themselves within the framework of the Local Group of Education Partners (LGEP), whose organisation and functioning should be the subject of an implementation plan

Implementation plan

The implementation plan rolled out in the form of a matrix, hinges around each of the strategic objectives retained in NDS30 and outlines the following:

- strategic outcomes;
- programmes and projects;
- monitoring indicators;

Strategic outcomes.

They stem from the diagnosis formulated on the basis of the 2019 RESEN, whose information has been updated by inputs from sector-based administrative services.

Strategic outcomes stem from objectives formulated on the strength of guidelines laid down by NDS30.

Programmes and projects. Programmes and projects are offshoots of strategic choices depending on missions assigned to sub-sectoral administrative services as well as actions stemming programmes and projects programmed or being implemented. For each programme, one or several objectively verifiable indicator(s). They will constitute basic tools for monitoring-evaluation, not only including each project but also the entire programme in aggregate.

Alignment of programmes and projects. The action plan worked out on the basis of the budget alignment for the 2024-2026 triennium, and projections are made for the remaining implementation period depending on sectoral hypotheses and objectives.

MONITORING-EVALUATION MECHANISMS

Monitoring modalities. This approach will be essentially participatory to enable various stakeholders to regularly concert themselves on the status of implementation of programmed actions, on the one hand, and on the evaluation of their outcomes as well as impacts, on the other hand.

This monitoring will be effected both at the levels of sectors and sub-sectors by ministries through the updated PPBM chain.

Participatory monitoring. Joint annual sectoral reviews will be a sectoral information exchange and sharing framework. Meetings of sub-committees and those of the Technical Secretariat, frameworks for consultations with the Local Group of TFP, constitute vehicles for participatory monitoring.

Monitoring tools. The Technical Secretariat of the “Education and Training” Sub – Committee leads through relevant indicators defined in the strategy and indicators of the process defined in priority action plans.

The ministerial monitoring mechanism will be ascending and descending to enable the speedy dissemination of information.

The main activities of participatory monitoring include the following operations:

- formalisation of a common monitoring framework;
- drafting a monitoring document;
- permanent information gathering on the implementation of programmes;
- harmonisation of monitoring with EMIS works and those of sectoral yearbooks
- periodic analysis of data gathered and production of monitoring reports; and
- dissemination of monitoring reports to all stakeholders.

Specifically, the main monitoring activities are subsumed below:

Regular monitoring within implementation services: implementation will be subject to monitoring through structured and organised meetings within the various structures, on the basis of objectives and indicators of the work plan stemming from approved action plans. Similar monitoring mechanisms will be devised at devolved management level.

Periodic monitoring carried out by the Technical Secretariat (TS): short and normalised performance reports will be drafted by the same services at regular intervals using directive and tools supplied by the Monitoring Committee. The reports will be submitted to the Operational Unit and the Steering Committee which will appraise the progress, scrutinise constraints and recommend corrective measures.

Regular reports will be requested from devolved management units.

Annual sectoral review carried out with stakeholders: the TS prepare a consolidated annual report on the implementation of the contribution and attainment of ETSS objectives and SDG4 through the ETSS. This serves as a basic document for the joint sectoral review which will evaluate the achievements and shortcomings and propose improvements. Each joint sectoral review serves as an input to the annual action plan of the following year (including for the budget).

The annual report will be drafted on the same model with the annual plan, it will consist of data on unit cost, quantity, global cost of various activities, as well as information on progress made in achieving objectives defined by NDS30 ETSS and SDG4.

The review report will be generated from data the statistical yearbook, and EMIS.

Regional and local reviews will serve as input for the sectoral review

Thematic discussions:

The same indicators will be systematically measures from one review to another.

1.1. Evaluation of the strategy.

1.2. Monitoring/evaluation tools.

The following items are recommended:

- a procedural manual;
- dashboards of indicators per essential issues;
- monitoring-evaluation form on the implementation of activities;
- annual activity reports;
- legal or regulatory instruments;
- reports on the status of implementation of the strategy or programme.

Table 27: Implementation of the sector-based strategy

Actions	Responsibility
Annual programming (preparation of action plans)	PPBM Committees and Heads of Planning Divisions of the 5 sectoral ministries
Coordination of annual programming (monitoring, reminder, instructions)	Directors of Planning of sectoral ministries under the coordination of the Technical Secretariat
Coordination of annual action plans	Technical Secretariat
Material implementation of activities (preparation of tender documents, ToRs, expenditure, setting up activities)	Technical Secretariat for cross-cutting activities, technical departments of ministries in another case

Monitoring the material implementation (monitoring timeframes, reminder, coordination)	Technical Secretariat Planning Division, each ministry
Financial implementation (on the overall budget)	Departments of financial resources of sectoral ministries, with financial monitoring of disbursements by the Technical Secretariat
Financial implementation (on projects)	Project management structures
Reporting on material implementation	Technical Secretariat
Reporting on financial implementation	Technical Secretariat
Policy dialogue and conduct of sectoral reviews	Technical Secretariat and PPBM Units

In an appendix, the report on the annual material implementation will comprise a list of initiatives taken following recommendations made by the previous year's studies, after they must have been validated.

A mid-term evaluation of ETSS implementation will be done as well as a final evaluation. The objective of these evaluations is to feed reflections on the performances of administrations with regard to implementation and the results obtained. The final evaluation will specifically enable the updating of the strategy for the next period.

Monitoring indicators

The strategy and its 2024-2026 action plan are supplemented with a follow-up framework made up of indicators. The framework will be updated on an annual basis and used to follow-up the achievement of objectives and the implementation of the strategy. The follow-up framework is structured according to the educational cycles corresponding to the programmes of the strategy.

Monitoring framework of the Education Sector strategy

	Basis			2024-2026 Action Plan			Strategy				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Academic years/school years											
Calendar years (financial data)											

Pre-school Education

% of children with at least one year in preschool (GER 5 years) Proportion of newly enrolled pupils in Class One having benefitted from at least one year of pre-schooling	30.8%	31.7%	31.7%	36.5%	41.3%	46.1%	50.8%	55.6%	60.4%	65.2%	70.0%
Access and Equity											
Gross Enrolment Rate (4-5 years)	38.4%	39.5%	39.5%	41.1%	42.7%	44.3%	45.9%	47.5%	49.0%	50.6%	52.2%
Gender Parity Index (GPI), for GER -5 years	1.01										1.00
Number of vulnerable children helped				31,801	33,727	35,725	37,667	39,666	41,725	43,845	46,027
Proportion of children enrolled in community Pre-school centres (CPC)	10.4%	13.4%	13.4%	13.0%	12.6%	12.1%	11.7%	11.3%	10.9%	10.4%	10.0%
Quality and Relevance											
Number of guides per teacher in government schools		4.75	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
Number of workbooks per pupil (in government schools)		1.9	1.9	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Pupils not having workbooks											
% play rooms equipped		75%	75%	81%	88%	94%	100%	100%	100%	100%	100%
Number of toilets for 100 pupils (Public schools)		2.5	2.5	2.6	2.6	2.7	2.8	2.8	2.9	2.9	3.0
% of schools equipped with first-aid kits		75%	75%	81%	87%	94%	100%	100%	100%	100%	100%
% of schools with canteen		1%	1%	7%	13%	19%	25%	32%	38%	44%	50%
% of schools with potable water sources		61%	61%	64%	66%	68%	71%	73%	75%	78%	80%
% of schools with an operational mechanism for washing hands											

Primary Education

Class 6 admission rate (Completion rate, 11 years)	78.8%	74.7%	74.8%	75.9%	77.9%	80.4%	83.1%	86.9%	90.4%	93.8%	97.2%
% of pupils in PASEC examination in French, % above minimum competence threshold											
% of pupils in PASEC examination in Mathematics above the minimum competence threshold											
Access and Equity											
Class 1/SIL access rate (Gross admission Ratio, 6 years)	125.9%	130.1%	129.7%	125.5%	121.7%	117.9%	114.0%	110.4%	106.7%	103.2%	100.0%
Class 1/SIL access rate(corrected)		96.0%	96.0%	96.5%	97.0%	97.5%	98.0%	98.5%	99.0%	99.5%	100.0%
Gross Enrolment Rate (6-11 years)	121.0%	118.2%	118.4%	116.3%	114.5%	113.1%	111.7%	110.4%	108.0%	107.7%	105.1%
Primary GER parity index											

2023-2030 Education Sector Strategy

	Basis			2024-2026 Action Plan			Strategy				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Academic years/school years											
Calendar years (financial data)	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031

Enrolment rate in education priority areas (EPAs)											
Percentage of refugee children enrolled in primary school		2%	2%	8%	14%	20%	26%	32%	38%	44%	50%
% of schools with canteen											
Inequality index in terms of school infrastructure at the primary level (weighted by population density) between different councils											<0.3
Inequality index in terms of teaching staff at primary level (weighted by population density) between different councils											<0.3
Gap in the budget allocations for Basic education made by the State between the 15 richest councils and the 15 poorest councils (Population's financial poverty)											<20%
Quality and Relevance											
Proportion of repeaters	13.0%	12.6%	13.0%	12.5%	11.6%	10.8%	9.9%	9.1%	8.2%	7.4%	6.0%
Pupils per teacher paid by the State - Public	58.0	56.1	56.3	54.8	54.7	54.6	54.3	53.9	53.3	52.6	51.7
Pupils per teacher- Public	83.8	77.1	77.1	74.5	71.8	69.1	66.4	63.8	61.1	58.4	55.7
Number of text books per pupil		1.6	1.6	2.0	2.5	3.0	3.0	3.0	3.0	3.0	3.0
% of schools with water points		89.2%	89.2%	90.6%	92.1%	93.5%	95.0%	95.0%	95.0%	95.0%	95.0%
Number of toilets for 100 pupils		0.7	0.7	1.0	1.3	1.6	1.8	2.1	2.4	2.7	3.0
Pupils/Teacher ratio	84	77	77	73	69	65	61	57	53	49	45
Proportion of female primary school teachers											30%
Share of teachings devoted to bilingualism and multiculturalism at the primary level											

Literacy and non-formal education

Proportion of out-of-school youths (3 previous years) trained in non-formal basic education (NFBE) centres		0.0%	0.8%	0.9%	1.0%	1.1%	1.4%	1.9%	2.9%	4.9%	14.6%
Access and Equity											
No. of learners Adult Literacy	23,528	23,519	23,519	25,772	28,026	30,279	32,532	34,785	37,039	39,292	41,545
Quality and Relevance											
% NFBE learners benefiting from school kits				100%	100%	100%	100%	100%	100%	100%	100%

General Secondary education- First cycle

Completion rate of the first cycle (admission rate into 3ème/Form 5/Fourth year of VTSE)	44%	45%	44%	43%	46%	47%	50%	54%	58%	64%	70%
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2023-2030 Education Sector Strategy

	Basis			2024-2026 Action Plan			Strategy				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Academic years/school years											
Calendar years (financial data)	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031

Percentage of female students in 3ème/Form 5		49.5%									50%
Access and Equity											
Class 6 to first year of secondary education transition rate (including VTSE)		60%	60.2%	64.3%	68.5%	72.6%	76.7%	80.8%	84.9%	89.0%	93.2%
Admission rate into Form 1/6ème/1st year of VTSE (12 years)	54%	55%	55.1%	58.7%	62.7%	67.3%	72.5%	78.3%	85.0%	91.8%	98.5%
Gross Enrolment Rate (12-15years) including VTSE	51%	51%	51%	52.2%	54.8%	58.1%	62.5%	67%	73.2%	79.5%	86.3%
Gender Parity Index for GER 12-15 years											1.00
Percentage of female students in Form 4		-49.5%									-50.0%
% of students in public schools	68%	65%	65%	65%	64%	64%	64%	64%	63%	63%	63%
Inequality index in terms of school infrastructure at the secondary school level (weighted by population density) between different councils.											<0.3
Inequality index in terms of teaching staff at the secondary school level (weighted by population density) between different councils.											<0.3
Gap in budget allocations for secondary education made by the State between the 15 richest councils and the 15 poorest councils (financial poverty of the population).											<20%
Quality and Relevance											
Proportion of repeaters	7.7%	7.3%	7%	7%	6%	6%	5%	5%	5%	5%	4%
% of schools having student/classroom ratio high above standard											
Students per class - public	34	39	39	40	40	40	41	41	41	42	42
% of schools with science laboratories	27%	27%	27%	30%	32%	35%	37%	40%	42%	45%	45%
% of schools with language laboratories	2%	2%	2%	3%	5%	6%	8%	9%	11%	12%	14%
Technological rooms/departments ratio	29	29	29	29	28	28	28	27	27	27	26
Number of toilets per 100 students	0.78	0.78	0.78	1.05	1.33	1.61	1.89	2.17	2.44	2.72	3.00
% schools equipped with libraries	33%	33%	31%	35%	38%	42%	46%	49%	53%	56%	60%
Share of teachings devoted to bilingualism and multiculturalism at Secondary school level											30%

General Secondary Education- Second Cycle

Completion rate (access to final year) (including VTSE)	25%	33%	33%	33%	32%	30%	30%	30%	31%	33%	35%
Access and Equity											
Transition rate from Form 4 to Form 5 (French-speaking)		60.9%	60.9%	61.4%	61.9%	62.4%	63.0%	63.5%	64.0%	64.5%	65.0%
Transition rate from Form 5 to lower sixth (English-speaking)		62.0%	62.0%	62.4%	62.8%	63.1%	63.5%	63.9%	64.3%	64.6%	65.0%

2023-2030 Education Sector Strategy

	Basis			2024-2026 Action Plan			Strategy				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Academic years/school years											
Calendar years (financial data)	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031

GER from 16-18 years (including VTSE)											
Gender parity index (16- 18 years)	42.6%	44.5%	43.7%	42.5%	41.2%	40.8%	41.0%	42.2%	44.1%	46.9%	50.2%
Percentage of girls in STEM											
% of students in Public Schools	73.2%	72.0%	72.0%	71.7%	71.5%	71.2%	71.0%	70.7%	70.5%	70.2%	70.0%
Quality and Relevance											
Students per class (public)	33	34	34	36	37	38	40	41	42	44	45
% of schools with science laboratories											
Success rate at the Baccalauréat/G.C.E. A/L in science	27%	27%	27%	30%	32%	35%	37%	40%	42%	45%	45%
Success rate of female students at the Baccalauréat/ G.C.E. A/L in science											
% of schools equipped with language laboratories	2%	2%	2%	3%	5%	6%	8%	9%	11%	12%	14%
Departments/computer rooms ratio	28.9	28.9	28.9	28.6	28.3	27.9	27.6	27.3	27.0	26.6	26.3
% schools equipped with libraries	33%	33%	31%	35%	38%	42%	46%	49%	66%	56%	60%

Technical and Vocational Training

% secondary students enrolled in technical and vocational schools (TVS)	19%	21%	21%	22%	23%	23%	24%	25%	26%	26%	27%
Access and Equity											
Number of new students admitted in Year 1	71,117	82,688	84,371	94,496	106,513	118,410	132,770	147,382	164,324	182,883	203,358
Percentage of graduates of the first cycle GSE who have chosen to enroll in a technical field	23.8%	25.0%	25.0%	25.6%	26.3%	26.9%	27.5%	28.1%	28.8%	29.4%	30.0%
Number of new students enrolled in Form 5	42,925	50,419	50,917	54,382	58,378	66,325	72,991	82,455	94,261	108,098	123,832
Number of government professional high schools created and operational			20			30				40	
Proportion of girls enrolled in vocational and technological fields			50%								
Proportion of Socially Vulnerable persons (SVP) enrolled in VTSE			25%								
Quality and Relevance											
Proportion of repeaters	11.2%	9.5%	9.8%	8.9%	8.2%	7.5%	7.0%	6.5%	6.1%	5.6%	5.2%
Number of toilets for 100 students in VTSE	11.2%	9.5%	9.8%	8.9%	8.2%	7.5%	7.0%	6.5%	6.1%	5.6%	5.2%
% of schools equipped with potable water (specify the source of drinking water)	8	8	8	1	4	6	9	2	5	2.7	3.0
Share of educational structures at the secondary level offering technical education											

Teacher Training

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2023-2030 Education Sector Strategy

	Basis			2024-2026 Action Plan			Strategy				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Academic years/school years											
Calendar years (financial data)	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031

Access and Equity											
Number of teachers undergoing pre-service training	12,701	9,264	5,942	6,541	7,288	119	913	789	10,748	16,174	16,684
Quality and Relevance											
Number of teachers undergoing in-service training				4,979	5,153	5,351	5,582	5,846	6,146	6,484	6,867

Vocational training

Number of workers of the informal sector trained/receiving capacity building per year		5000			6000					7000	
Proportion of workers of the informal sector who have benefitted from vocational training centres of Cameroon											
Rate of integration of graduates of the vocational training system	60% (2017)										
Access and Equity											
Number of learners enrolled in vocational training centres	56 335	59 557	59 557	64 745	69 895	75 006	80 079	85 114	90 113	95 074	100 000
Proportion of graduates of the first cycle of secondary education (General and technical) integrated in professional training centres for the current year											
% of learners having the level of studies of the first cycle of secondary education who are enrolled in MINEFOP’s vocational training centres											
Proportion of non occupied active and qualified women who have undergone vocational training											
Proportion of socially vulnerable persons (handicaped, rerefugees, vulnerable orphans, internally displaced persons, the indiginous population) enrolled in MINEFOP’ vocational training centres											
Proportion of learners of the priority sectors of the economy											
Number of vocational training scholarship holders											

2023-2030 Education Sector Strategy

	Basis			2024-2026 Action Plan			Strategy				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Academic years/school years											
Calendar years (financial data)	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031

Proportion of scholarship holders from promising sectors of the economy in MINEFOP' vocational training centres											
Quality and relevance											
Setting up of the National Certification and Qualification Framework (NCQF)					NCQF validated						
Number of Information and Vocational Guidance Centres (IVGC)					1	2	3	4	5	6	7

Higher Education and Research

Number of students in 100,000 inhabitants	1,564	1,564	1,564	1,581	1,598	1,615	1,632	1,649	1,666	1,683	1,700
Gross Enrolment Rate of higher education (19-23 years)	16.0%	16.5%	16.6%	16,9%	17.1%	17.5%	17.8%	18.1%	18.3%	18.6%	18.8%
Access and Equity											
% of students in classical and faculty fields	77.2%	77.2%	77.2%	74.4%	71.6%	68.9%	66.1%	63.3%	60.5%	57.8%	55.0%
% of students in Professional and technological fields	22.8%	22.8%	22.8%	24.3%	25.9%	27.4%	28.9%	30.4%	32.0%	33.5%	35.0%
Proportion of higher education facilities offering technological and professional education										50%	
Percentage of professional fields in classical faculties that take into account the priority growth sectors											
Percentage of female students in STEM fields											
% of students in distance learning				1%	3%	4%	5%	6%	8%	9%	10%
% of students in Private institutions	20.2%	20.2%	20.2%	22.0%	23.9%	25.7%	27.6%	29.4%	31.3%	33.1%	35.0%
Quality and Relevance											
Students per laboratory											
Number of doctorates/ PhDs awarded											
% of research laboratories with the minimum research equipment kit											
% of laboratories having more than the standard threshold of students											
% of higher education graduates who find a job in the year following their graduation											
Scientific research											
Quality and relevance											
Proportion of research findings transferred to the education system											

2023-2030 Education Sector Strategy

	Basis			2024-2026 Action Plan			Strategy				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Academic years/school years											
Calendar years (financial data)	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031

Existence of a national information system on scientific research and innovation											
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Civic Education

Number of youths who take part in activities organised by civic education structures		142,484	142,484	149,674	156,863	164,053	171,242	178,432	185,621	192,811	200,000
Number of youths sensitised on republican values (living together and participation in development) by MINJEC supervision structures											
Number of inclusive volunteering spaces in regional and local authorities (RLAs)				20	40	60	80	100	120	140	160
Access and equity											
Number of awareness-raising sessions				11	8	8					

Resilience of the Educational System

GER in crisis zones (NWSW, Far North, East, North, Centre and Adamawa)											10.7%
Access and Equity											
Number of YMEC constructed and equipped expressed in percentage of the total number of operational YMEC to be rendered operational for a 100% coverage											
Number of socially vulnerable persons trained in YMECs expressed in percentage of the number trained in YMECs											10.7%
Number of YMECs having inclusive volunteerism space and equipped											
Number of out-of-school youths (aged 15 to 18) trained in YMECs expressed in the number of youths trained in YMECs											
Proportion of graduates of the first cycle of secondary education trained in YMECs (proxy and per year of year of obtaining the G.C.E. O/L, BEPC or CAP											
Quality and Relevance											
Number of voluntary commitment contracts signed											
Number of sensitization campaigns				6	6	6	6	6	6	6	6
Number of persons trained within the framework of PRONEC REAMORCXE											

Sector-based steering and Governance

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	Basis			2024-2026 Action Plan			Strategy				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Academic years/school years											
Calendar years (financial data)	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031

Governance and Performance											
% of sector in State expenditure excluding debt		18.9%	20.0%	20.4%	20.0%	20.2%	21.8%	21.9%	22.1%	22.2%	21.2%
Sectoral review organized											
Number of meetings of the steering committee											
Rate of budget implementation		5.00%								85%	
Share of investment budget relating to Basic education managed by RLAs											
Share of the wage bill of primary education teaching staff managed by RLAs						25				60	
Share of investment budget relating to basic and secondary education managed by RLAs, MINESEC, MINEPAT, MINFI, MINDDEVEL share of wage bill		74								95	
Share of the wage bill for secondary education teachers managed by LRAs						15				35	
Number of professionalized trainings developed in technical and vocational Secondary and Higher education										250	
Share of institutions offering codified local language courses at primary and secondary levels										60%	
Proportion of bilingual teachers at primary and secondary levels										40%	
Proportion of bilingual students at primary and secondary levels.										60%	
Number of councils that have received support to build and equip laboratories for technical and professional training										320	
Number of laboratories in technical or vocational training institutions built or equipped by the central government										700	
Percentage of councils that have received support to maintain and renovate equipment and laboratories in technical and vocational training education										70%	

APPENDICES

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