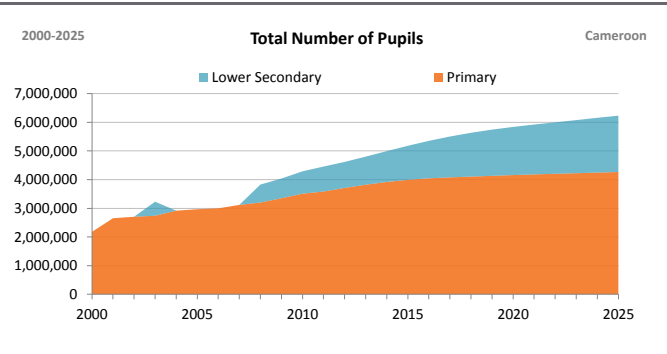
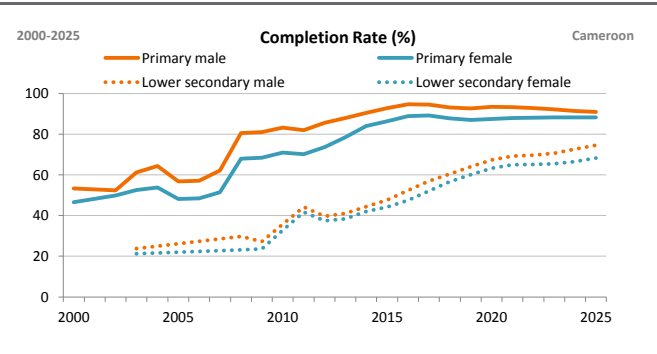
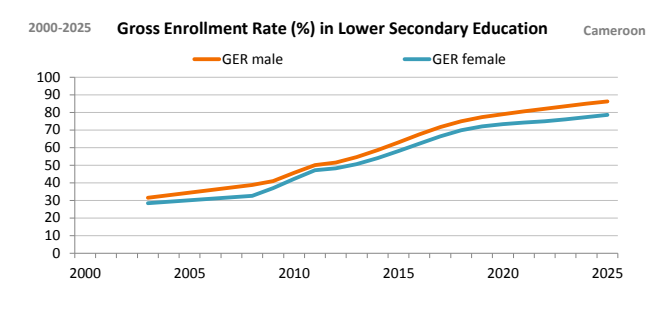
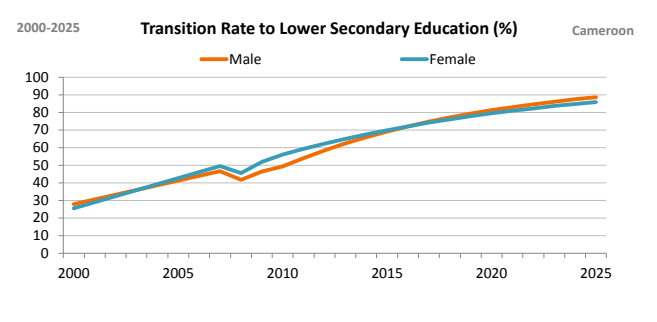
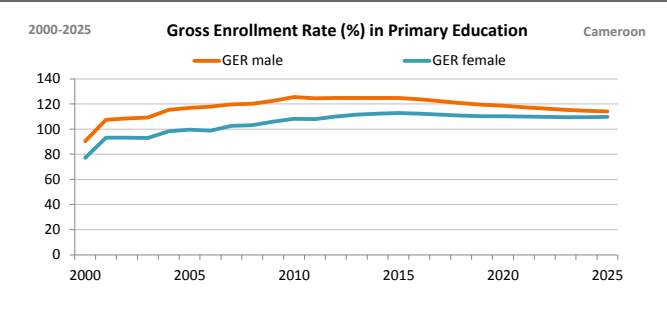
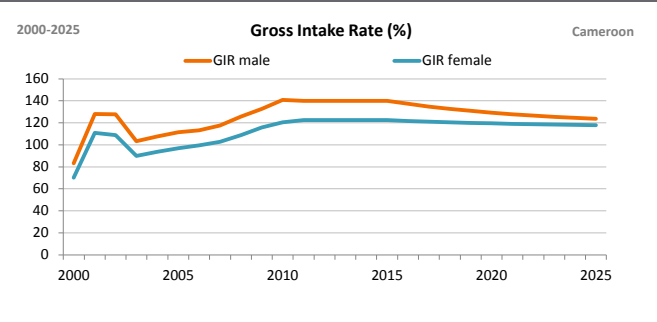


**EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025**

**Cameroon**



**DEFINITIONS**

Source: UNESCO Institute for Statistics (UIS)

**Gross Intake Ratio (GIR)** Total number of new entrants in first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age.

**Gross Enrollment Rate (GER)** Total enrollment in a specific level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education in a given school-year. Often higher than 100% because of repetition and overage students.

**Transition Rate** The number of pupils admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils enrolled in the first grade of the lower level of education in the previous year.

**Completion Rate** The total number of students completing (or graduating from) the final year of primary or secondary education, regardless of age, expressed as a percentage of the population of the official primary or secondary graduation age.

**Primary Education** At the primary education level, the program of study is normally designed on a unit or project basis to give pupils a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music. Religious instruction may also be featured. The average duration of primary education is six years but cycles vary by country, ranging from a minimum of three years to a maximum of eight years. Please note that these profiles take definitions of the entry age and duration of primary education from the UIS Data Centre and these definitions may differ from national ones in select instances. Country specific information on education systems is available on the EPDC country pages at [www.epdc.org](http://www.epdc.org).

**Lower Secondary Education** At the lower secondary education level, the program of study is typically designed to complete the development of basic skills and knowledge which began at the primary level. In many countries, the educational aim is to lay the foundation for lifelong learning and individual development. The duration of lower secondary education varies by country but averages three years internationally. Please note that these profiles take definitions of the entry age and duration of lower secondary education from the UIS Data Centre and these definitions may differ from national ones in select instances. Country specific information on education systems is available on the EPDC country pages at [www.epdc.org](http://www.epdc.org).

PRIMARY	Number of Pupils	Gross Intake Rate into Primary (GIR, %)		Primary Gross Enrollment Rate (GER, %)		Primary Completion Rate (%)	
		TOTAL, Both Genders	Male GIR	Female GIR	Male GER	Female GER	Male %
2000	2,177,686	83	70	90	77	53	47
2001	2,653,964	128	111	107	93	#N/A	#N/A
2002	2,705,852	128	109	108	93	52	50
2003	2,741,211	103	90	109	93	61	53
2004	2,917,665	108	94	115	98	64	54
2005	2,967,582	112	97	117	100	57	48
2006	2,998,135	113	100	118	99	57	49
2007	3,120,357	118	103	120	103	62	51
2008	3,201,477	126	109	120	103	81	68
2009	3,350,662	133	116	123	106	81	68
2010	3,510,396	141	120	125	108	83	71
2011	3,585,173	140	123	124	108	82	70
2012	3,710,171	140	123	125	110	86	74
2013	3,823,283	140	123	125	111	88	78
2014	3,918,651	140	123	125	112	91	84
2015	3,992,622	140	123	125	113	93	86
2016	4,045,896	137	122	124	112	95	89
2017	4,080,060	135	121	122	111	95	89
2018	4,106,041	133	121	121	111	93	88
2019	4,132,635	131	120	119	110	93	87
2020	4,158,923	129	120	119	110	93	88
2021	4,182,192	128	119	117	110	93	88
2022	4,203,546	127	119	116	110	93	88
2023	4,224,506	125	118	115	110	92	88
2024	4,245,417	124	118	115	110	92	88
2025	4,266,144	124	118	114	110	91	88

LOWER SECONDARY	Number of Pupils	Transition to Lower Secondary (%)		Lower Secondary Gross Enrollment Rate (GER, %)		Lower Secondary Completion Rate (%)	
		TOTAL, Both Genders	Male %	Female %	Male GER	Female GER	Male %
2000	#N/A	28	25	#N/A	#N/A	#N/A	#N/A
2001	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2002	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2003	489,350	#N/A	#N/A	31	28	24	21
2004	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2005	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2006	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2007	#N/A	46	50	#N/A	#N/A	#N/A	#N/A
2008	627,709	42	45	39	33	30	23
2009	688,776	46	52	41	37	27	24
2010	780,446	49	56	46	42	36	33
2011	872,114	54	59	50	47	44	42
2012	908,461	58	62	52	48	40	37
2013	979,598	62	65	55	51	41	38
2014	1,076,391	66	68	59	54	44	42
2015	1,188,293	69	70	63	58	48	44
2016	1,306,788	72	72	67	62	52	48
2017	1,424,512	75	74	72	66	57	52
2018	1,528,698	77	76	75	70	60	57
2019	1,612,237	79	78	77	72	64	60
2020	1,679,757	81	79	79	73	67	63
2021	1,739,487	83	81	81	74	69	65
2022	1,795,592	85	82	82	75	70	65
2023	1,853,194	86	84	83	76	71	65
2024	1,911,744	87	85	85	77	73	67
2025	1,965,990	89	86	86	79	75	68

## EPDC PROJECTION METHODOLOGY

EPDC education projections were developed using a progress-based methodology, based on trends from 2000-2010 across the group of low-income countries included in this exercise, and using past trends to set expectations for the future. Enrollments are projected using a cohort method, where student cohorts calculated based on UN population estimates are followed throughout the education system. Therefore, sudden spikes in primary intake in a given historical year can be expected to produce spikes in primary and, a few years later, lower secondary enrollment projections. Assumptions imposed on gross intake, dropout, repetition, and transition rates are used to drive the calculations for the rest of the indicators, including estimates of pupil enrollments, and - with the relevant population as a denominator - the gross and net enrollment rates by gender and school level. The projection assumptions set countries on a gradual rate of improvement across all key driver indicators, and countries that experienced negative trends in the most recent historical period are set to improve according to average trend across all countries. The full methodology for the projections is available upon request: email [epdc@fhi360.org](mailto:epdc@fhi360.org).

DISCLAIMER: EPDC education projections are a result of statistical modeling and contain a degree of prediction error. In some cases, trends do not follow the country specific trajectory, but are in line with the trends observed across the group of low-income countries as a whole. For these reasons, EPDC projections can only be used as a guide for research and policy, with the understanding that the actual levels of progress can only be known for present and past periods of time. FHI 360 bears no responsibility for incorrect predictions. Projection assumptions do not take into account crises, natural disasters, sudden population shifts, and other extraordinary circumstances.