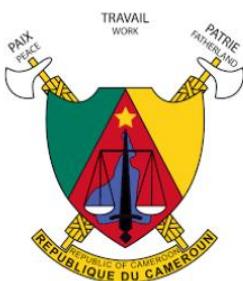


RÉPUBLIQUE DU CAMEROUN

PAIX - TRAVAIL - PATRIE

\*\*\*\*\*

MINISTÈRE DE L'EMPLOI ET DE LA  
FORMATION PROFESSIONNELLE



REPUBLIC OF CAMEROON

PEACE - WORK - FATHERLAND

\*\*\*\*\*

MINISTRY OF EMPLOYMENT  
AND VOCATIONAL TRAINING

# 2024-2025

## VOCATIONAL TRAINING

## STATISTICAL YEARBOOK



RÉPUBLIQUE DU CAMEROUN

Paix \_ - Travail – Patrie

\*\*\*\*\*

Ministère de l'Emploi et de la  
Formation Professionnelle

Observatoire National de  
l'Emploi et de la Formation  
Professionnelle



REPUBLIC OF CAMEROON

Peace – Work – Fatherland

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Ministry of Employment and  
Vocational Training

National Employment and  
Vocational Training  
Observatory

**2024 – 2025**

**VOCATIONAL TRAINING  
STATISTICAL YEARBOOK**

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NOVEMBER 2025

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## **ACKNOWLEDGEMENTS**

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## FOREWORD

The Ministry of Employment and Vocational Training (MINEFOP) is thrilled to present the 2025 Edition of the Statistical Yearbook of Vocational Training (ASFOP). In order to assess progress in the vocational training sub-sector, the National Observatory of Employment and Vocational Training (ONEFOP) conducts an **exhaustive annual census of vocational training centres under the supervision of MINEFOP throughout the country.**

However, this Edition aims at highlighting the remarkable improvements in the level and quality of training. A statistical reference document providing broad information in this field, the Statistical Yearbook of Vocational Training presents an overview of statistical data from public and private vocational training centres nationwide. It addresses concerns regarding comprehensiveness and information sharing that MINEFOP deemed useful to gather from training centres under its supervision. These data are broken down and provide a summary of 2024-2025 key data on the vocational training sub-sector in terms of training offer and demand. Furthermore, users of this statistical yearbook will undoubtedly find specific information relating to their enquiry in the ONEFOP database.

Permit me to take this opportunity to encourage and warmly congratulate all the staff at the National Observatory of Employment and Vocational Training (ONEFOP), the Studies, Planning and Cooperation Division (DEPC), the ONEFOP Regional and Divisional Focal Points, Heads of the structures under MINEFOP's supervision and Heads of vocational training centres involved in the production of this statistical yearbook, while urging them to strive for even greater professionalism in the data collection and analysis process.

Finally, I would like to thank everyone who contributed in any way or the other during the production of this statistical yearbook, particularly the UNESCO Multi-sectoral Office for Central Africa and the National Institute of Statistics for their multifaceted support.

## ABREVIATIONS AND ACRONYMS

ACC	Advanced Craft Certificate
Pro AT	Vocational Training Attestation
FDA / AFD	French Development Agency
VTA BEPC/GCE	
OL	Vocational Training Attestation level GCE OL/BEPC
VTA FSLC/CEPE	Vocational Training Attestation level FSLC/CEPE
VQC	Vocational Qualification Certificate
GCE AL Industrial	GCE AL
GCE AL Technical	GCE AL Technical
BD	Bachelor Degree
BEPC	Brevet d'Études du Premier Cycle (Certificate obtained in 3e in the Francophone sub-system of education)
BOT	Bachelor of Technology
VD	Vocational Diploma
VTD	Vocational Technician Diploma
HND	Higher National Diploma
BUCREP	Central Bureau of Census and Population Studies
CAP	Certificat d'Aptitude Professionnelle (Vocational Technical Certificate obtained in 4th year in the Francophone Technical Sub-system of education)
CAPA	Capacity
CAPEPS	Certificate of Competence for Teaching Physical Education and Sports
CAPA	Certificate of Teaching Competence for Primary School Teachers
CAPIA	Certificate of Teaching Competence for Assistant Teachers
CAPIAEG	Certificate of Teaching Competence for Assistant Teachers in General Education
CAPIAET	Certificate of Teaching Competence for Assistant Teachers in Technical Education
CAPIEG	Certificate of Teaching Competence for Primary School Teachers
CAPIEMP	Nursery and Primary School Teachers Grade 1 Certificate
CAPIET	Certificate of Aptitude for the Teaching Profession in Technical Education
FSLC	First School Leaving Certificate
CEPS	Studies, Planning and Statistics Unit
Vocational TC	Vocational Training Certificate
TTCs	Trade Training Centres
VTCs	Vocational Training Centres
AVTCs	Advanced Vocational Training Centres
PVTCs	Private Vocational Training Centres
IVTCs	Intensive Vocational Training Centres
SVTCs	Sectoral Vocational Training Centres
CIOPs	Vocational Information and Guidance Centres
NSIF	National Social Insurance Fund
VQC	Vocational Qualification Certificate
SESRTC	Statistical, Economic and Social Research and Training Centre
RLAs	Regional and Local Authorities

DGA	Department of General Affairs
DUPT	Diploma in Urban Planning Technology
YACD	Youth and Animation Counsellor Diploma
SYACD	Senior Youth and Animation Counsellor Diploma
DDEFOP	Divisional Delegation of Employment and Vocational Training
ASD	Advanced Studies Diploma
DEPC	Studies, Planning and Cooperation Division
SHED	Specialised Higher Education Diploma
GHED	General Higher Education Diploma
DFOP	Department of Vocational Training and Guidance
DAS	Diploma in Applied Statistics
YIAD	Youth Instructor and Animation Diploma
DIMEPS	Physical Education and Sports Teaching Diploma
DIMPEPS	Physical Education and Sports Teaching Diploma
Training Diploma	Vocational Training Diploma
CGCD	Career Guidance Counsellor Diploma
DIPEN I	Grade I Normal Education Teaching Diploma
DIPEN II	Grade II Normal Education Teaching Diploma
NSAM-Dip	National School of Administration and Magistracy Diploma
DIPES I	First Degree General Secondary Education Teaching Diploma
DIPES II	Second Degree General Secondary Education Teaching Diploma
DIPET I	First Degree Technical Secondary Education Teaching Diploma
DIPET II	Second Degree Technical Secondary Education Teaching Diploma
DIPJA	Senior Youth and Animation Instructor Diploma
DISE	Statistical Economics Engineering Diploma
CID	Civil Engineering Degree
DMAEPS	Assistant Physical Education and Sports Teacher Diploma
VQD-GCE AL	Vocational Qualification Diploma (level GCE AL)
VQD-GCE OL	Vocational Qualification Diploma (level GCE OL)
VQD-GCE OL/Probatoire	Vocational Qualification Diploma (level GCE OL/Probatoire)
DREFOP	Regional Delegation of Employment and Vocational Training
DSTIC	Information and Communication Science and Technology Diploma
TD	Translator's Degree
DTSS	Higher Technical Statisticians Diploma
HTD	Higher Technology Diploma
EESI	Survey on Employment and the Informal Sector
ENAM	National School of Administration and Magistracy
GSE	General Secondary Education
EAST	Technical and Vocational Secondary Education
DT	Dual Training
CT	Continuing Training
IT	Initial Training
NEF	National Employment Fund
OT	On-line Training
AT	Apprenticeship Training



## DEFINITION OF KEY CONCEPTS

CONCEPTS	DEFINITIONS
<b>Learner</b>	Anyone, child or adult, involved in an education or training process with a view to acquiring knowledge and skills.
<b>Learning</b>	Individual acquisition or modification of information, knowledge, understanding, attitudes, values, skills, competences or behaviours through experience, practice, study or teaching.
<b>Informal Learning</b>	A form of learning that is intentional or voluntary but not institutionalised. This form of learning is less organised and less structured than formal education. Informal learning may include learning activities that take place within the family, in the workplace, within the local community or in everyday life, on a self-directed basis by the family or society.
<b>Workshop</b>	Room or workspace in which technical and vocational education learners carry out practical lessons.
<b>Training Centre</b>	Authorised structure whose mission is to provide various vocational training courses.
<b>Learning Centre</b>	Structure whose purpose is to provide long-term alternating training, which takes place largely in the company, but also as a supplement in a vocational training centre, with the aim of transmission, in the course of employment, an initial recognized vocational qualification, allowing a trade practice.
<b>Vocational and Learning Training Centre (VLTC)</b>	Approved public and private vocational training centres created to regulate the training needs of learners at post-secondary level and above.
<b>Intensive Vocational Training Centres</b>	Public and private vocational training centres created to regulate the training needs of learners at post-secondary level and above.
<b>Internally Displaced Persons</b>	A person who has been forced to leave their place of habitual residence, but who remains within the borders of their country of origin. This may be due to various reasons, such as armed conflicts, generalised violence, human rights violations, or natural or man-made disasters. These people are often called 'internally displaced persons' (IDPs).
<b>Diploma</b>	Educational degree awarded upon full completion of educational programmes at the primary, secondary or higher levels.
<b>Training Field</b>	Orderly succession of levels of training permitting guidance in a sector or vocational branch, with a view to exercising an activity or a profession. By training field is understood the complete panorama of training offers in a given vocational field, presented to the applicant in order to allow him to situate himself in relation to a set, to identify several types of possible

CONCEPTS	DEFINITIONS
	paths during his working life, to anticipate its future evolution and to develop one's personal project. For example, in continuing vocational training, qualifying and vocational training courses enable each training programme to be personalised and ensure maximum employability for trainees.
<b>Vocational Training</b>	Training consisting in imparting knowledge, skills, and competences with a view to ensuring a qualified labour force, and based on the qualitative and quantitative needs of employers and <b>workers</b> . (Law of 11 July 2018 governing vocational training)
<b>Trainer</b>	A person who has acquired experience in a field of study/activity and has the necessary skills to train others.
<b>Initial Training (IT)</b>	Type of training geared towards the transmission and acquisition of the skills, knowledge and indispensable know-how required to carry out a vocational activity. It comprises theoretical training and practical training.
<b>Continuing Training (CT)</b>	Type of training which aims at ensuring that professionals receive refresher training or further training. It can be carried out in a vocational training institution or in a company.
<b>Apprenticeship Training (AT)</b>	Refers to the acquisition of specific vocational skills by working alongside experienced professionals in a particular field.
<b>Dual Training</b>	Training method that combines periods of theoretical study in the classroom with periods of practical work in a company (learners alternate between the training centre and the workplace).
<b>Open and Distance Learning</b>	A mode of training that enables individuals to acquire vocational skills that are beneficial to the pursuit of a profession or that provide access to employment without having to move to the training premises.
<b>Training Vocational</b>	Training consisting in imparting knowledge, skills, and competences with a view to ensuring a qualified labour force, and based on the qualitative and quantitative needs of employers and workers.
<b>Gender</b>	Socially constructed roles, responsibilities and identities for women and men and their value in society. They are culture-specific and change over time. Gender identities define how women and men are expected to think and act. These behaviours are transmitted by the family, school, religious teachings and the media. Since gender roles, responsibilities, and identities are socially learned, they can also be changed.
<b>Vulnerable Groups</b>	Refers to groups of people who are more likely to face prejudice, discrimination, or disadvantages due to various factors such as their social, economic, geographical, or physical situation. These groups may face increased risks, have limited access to resources or opportunities, and require specific support and protection to ensure their well-being and equal participation in society. Vulnerable groups may vary from one context to another, but some common examples include

CONCEPTS	DEFINITIONS
	children, older persons, persons with disabilities, women and girls, ethnic and racial minorities, immigrants and migrants, refugees and displaced persons, etc. It is important to note that these groups are not mutually exclusive and that individuals may belong to several vulnerable groups at the same time.
<b>Disability</b>	Physical, mental, intellectual or sensory impairment and attitudinal and environmental barriers that prevent individuals from participating fully and effectively in society on an equal basis with others.
<b>Vocational Guidance</b>	Activity aimed at enabling a person seeking employment or professional advancement to resolve issues relating to either career choice or professional advancement, taking into account the individual's profile in relation to the opportunities offered by the job market.
<b>Teaching Order</b>	All educational institutions funded by the state (public sector) or by private partners (private sector). In the private sector, a distinction is made between secular private institutions and religious private institutions.
<b>Training Programme</b>	A sequence or coherent set of training activities designed and organised to achieve pre-established learning objectives or to accomplish a specific set of educational tasks over a sustained period of time. Within the framework of a training programme, training activities may also be grouped into sub-components described differently in national contexts as courses, modules, units and/or subjects. A programme sometimes includes major elements that are not typically considered courses, units, or modules, such as game-based activities, internships, research projects, and dissertation writing.
<b>Displaced Person</b>	A displaced person, often referred to as an internally displaced person, is someone who has been forced to flee their home but has not crossed an international border. These people may be displaced due to conflicts, natural disasters or other situations of violence. They remain under the protection of their own government, even if that government may be the cause of their displacement.
<b>RA/HES</b>	Rural Artisan/Home Economic Section. Public and private vocational training centres created to regulate the training needs of learners at post-primary level for a two-years training.
<b>Training Specialty</b>	A subdivision of a specific training field within a higher education institution or a group of higher education institutions.
<b>Type of Training</b>	Opportunities offered by sector administrations to learners who wish to pursue vocational training.

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## I. METHODOLOGICAL NOTE

This methodological note describes the steps involved in compiling this statistical yearbook, from the design of data collection tools to their validation. It enables users to gain a better understanding of the process of producing statistics on vocational training, thereby improving their interpretation and use of the information contained in the various statistical yearbooks. To do so, it reviews the rationale behind the design of the questionnaires used and describes the data collection process and the role of the main stakeholders involved. Also, it highlights the process of data entry, processing and analysis. Finally, this note outlines the difficulties encountered, leading to recommendations aimed at improving the statistical yearbook production process in Cameroon. The production of data for 2024/2025 is organised according to the following key stages: (i) Preliminary activities; (ii) Data collection; (iii) Data entry and processing; and (iv) Production and validation of the statistical yearbook. The 2024/2025 statistical yearbook of vocational training is a photographic overview of vocational training activities in Cameroon during the 2024/2025 training year, providing a range of information on the demand and offer of vocational training in Cameroon.

### I.1 Preparation for the Statistical Survey

#### ➤ Identifying Needs

The identification of needs consisted in the formulation of indicators relating to the offer and demand for vocational training by the National Observatory of Employment and Vocational Training (**ONEFOP**), which were subsequently validated by the various stakeholders before the data collection tool was developed.

#### ➤ Gathering Financial and Technical Resources

This statistical yearbook benefits from the commitment of the Ministry of Employment and Vocational Training in the National Statistical System (SSN) to ensure better integration of the process with the national statistical system.

➤ **Data Collection Tools Design and Validation of the Methodology**

They consisted of bringing together the human resources of the following structures: (i) the Department of Vocational Training and Guidance (DFOP); (ii) the National Observatory of Employment and Vocational Training (ONEFOP); (iii) the Division of Studies, Planning and Cooperation (DEPC); (iv) the General Inspectorate of Training (IGF); (v) the United Nations Educational, Scientific and Cultural Organisation (UNESCO) for Central Africa; and (vi) the National Institute of Statistics (NIS).

Throughout the course of the work, there were discussions about refining and enhancing the data collection tool based on literature reviews and feedback. These discussions resulted in relevant proposals for conducting the collection. In addition, during this stage, secondary data was also exploited. These include activity reports and other documents highlighting statistical information on vocational training.

The questionnaire thus designed provides information on the following main topics:

- Identification of Training Centres;
- Distribution of learners by level, gender and speciality;
- Distribution of drop-out by level, gender and speciality;
- Distribution of outgoing by level, gender, speciality and vocational title;
- Certificates, diploma and attestations;
- Teaching and non-teaching staff;
- Staff continuing training
- Premises, workshops, laboratories and equipment;
- Centre amenities;
- Documentation (handbooks, training manuals);
- Funding and income-generating activities;
- Professional integration of outgoing learners (graduates).

Before descending to the field to collect information, central service senior staff and data collectors (Regional and Divisional Service Heads and Regional Technical Secretaries) were trained in data collection methods and how to administer questionnaires in the field. They were also made aware of the strategic importance of producing statistics. Alongside this workshop, several other preparatory meetings were held to organise the statistical yearbook production process and to define the roles and tasks of the various stakeholders.

➤ **Printing Data Collection Tools**

The following tools were printed: census questionnaires, manuals for census officers and supervisors.

## **I.2 Data Collection**

➤ **Origins of Data**

Two types of data are required for the production of the statistical yearbook: data from administrative sources (secondary sources) and data from surveys conducted at vocational training centres (primary sources). Data from administrative sources are taken from documentary reviews (publications, activity reports, etc.). They are useful for enriching working documents to be used before (in the field during the survey) and after data collection (during data processing).

➤ **Survey Scope**

Data collection covered the entire national territory and all vocational training centres under the supervision of MINEFOP. These included:

- Public Centres (AVTC, IVTC, TTC and RA/HES)
- Private vocational training centres, whether or not they are authorised by the MINEFOP.

➤ **Data Collection Approach**

Data collection was carried out using questionnaires distributed within training centres by supervisors and data collection officers deployed in the field with the support of MINEFOP regional and divisional delegations. A circular letter from the Minister of Employment and Vocational Training, which prescribed the procedures for carrying out the collection operations and specified the roles and responsibilities of each of the stakeholders, was submitted to the Heads of the centres. Data collection tools were however attached to this letter.

The team in charge for collecting data in the field was made up of supervisors and data collection officers. These supervisors were primarily central services staff trained by UNESCO experts. As for the collection officers, they were made up of devolved services personnel trained by the supervisors.

The questionnaires administered at divisional level were then forwarded to regional level and subsequently transmitted to central level for analysis and consolidation.

## I.3 Data Analysis

### ➤ Counting and First-level Verification

Upon returning from the field, the data was analysed to count the number of questionnaires returned, detect any initial inconsistencies and make the necessary corrections.

### ➤ 2024–2025 Data Collection Coverage Rate

Globally, the return rate of questionnaires collected from centres is 100%, with 70% being operational.

The number of private VTC to be surveyed in 2025 are those that were administered in 2024.

Table 1: 2024-2025 Data Collection Coverage Rate

Regions	2025 VTC to be administered			2025 VTC administered			2025 participation rate		
	Public	Private	Total	Public	Private	Total	Public	Private	Total
ADAMAWA	13	84	97	13	81	94	100%	96%	97%
CENTRE	60	806	866	60	868	928	100%	108%	107%
EAST	25	41	66	25	42	67	100%	102%	102%
FAR-NORTH	32	88	120	32	98	130	100%	111%	108%
LITTORAL	37	638	675	37	630	667	100%	99%	99%
NORTH	17	79	96	17	83	100	100%	105%	104%
NORTH-WEST	26	95	121	26	90	116	100%	95%	96%
WEST	31	208	239	31	238	269	100%	114%	113%
SOUTH	31	55	86	31	58	89	100%	105%	103%
SOUTH-WEST	29	70	99	29	73	102	100%	104%	103%
Grand Total	301	2 182	2 483	301	2 261	2 562	100%	104%	103%

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

### ➤ 2024-2025 VTC administered current status

Table 2: Status of VTC administered in 2024-2025

REGIONS	Closed	Operational	Non-operational	Grand Total
ADAMAWA	0	64	30	94
CENTRE	0	638	290	928
EAST	0	34	33	67
FAR-NORTH	0	90	40	130
LITTORAL	0	506	161	667
NORTH	1	72	27	100
NORTH-WEST	0	93	23	116
WEST	0	203	66	269
SOUTH	0	55	34	89
SOUTH-WEST	0	44	58	102
Grand Total	1	1 799	762	2 562

## I.4 Data Entry

Data entry was carried out at MINEFOP using the StatEduc2 platform, a computer application of the Education Management Information System (EMIS) developed by the UNESCO Institute for Statistics (UIS) and configured and installed free of charge on the Ministry's server. This was done under the joint supervision of UNESCO experts and MINEFOP personnel.

In addition, it began manually by checking hard copy questionnaires to detect inconsistencies and missing data. Then, once validated, the information is entered before being fine-tuned. Prior to data entry, UNESCO ensured the maintenance of the computer network, server, computers and *StatEduc2* application. Data entry was carried out by data collection officers recruited for this purpose. In order to ensure that these questionnaires were entered, officers were recruited and trained for the *StatEduc2* application usage.

### ➤ Data Processing and Analysis

Data processing and analysis involve checking to clean up the database, developing tabulation and analysis plans, and producing results in accordance with the tabulation plan.

### ➤ Data Verification

After this important data entry phase, the information in the database continued to be verified constantly. This procedure consisted in:

- Assessing the data coverage rate collection by region and level of education;
- Identifying inconsistencies, including missing data in the database, and making the necessary corrections and adjustments.
- Imputing missing data;
- Verifying the longitudinal and cross-cutting consistency of the data;
- Perform macro-statistical analysis of major trends in the data collected, comparing it with external data sources in order to make any necessary corrections and adjustments.

The data entered was processed using the STATEDUC2 application, which has a batch module for checking data consistency, and by means of appropriate queries to check data plausibility.

Missing data due to unreturned questionnaires was imputed on the basis of activity reports from regional delegations and telephone calls to centre Heads to ensure that the centres concerned were operating normally. Furthermore, the allocation consisted in rolling over the data for 2022–2023 for the centres concerned. You will find attached the list of these centres in the appendix to this document.

## **I.5 Production and Validation of the Statistical Yearbook**

### **➤ Statistical Yearbook Table Design**

The synopsis tables in the statistical yearbook were created using pivot tables designed using SQL requests stored in the database. The statistical yearbook was automatically generated using a macro developed in Microsoft Excel based on the plan defined, shared and validated by the project's technical implementation team during a workshop.

### **➤ Validation of the Statistical Yearbook**

The validation procedure of the statistical yearbook consisted in the following three stages:

- Technical validation of initial trends in the statistical yearbook results;
- Production/consolidation of the final version of the statistical yearbook;
- Organisation of the presentation and official handover of the statistical yearbook to both national authorities and technical and financial partners.

## **I.6 Data Dissemination**

The data produced is disseminated through the following information transmission channels:

- Hard copy distribution: this involves distributing the printed version of the statistical yearbook;
- Online distribution: this involves publishing the digital version of the statistical yearbook on the websites of MINEFOP, CIOP, NIS and the UNESCO Office in Yaoundé (EMIS sectoral platform).
- Detailed data and additional information not available in this statistical yearbook can be obtained upon request from MINEFOP (ONEFOP and DEPC).

## II. 2024-2025 VOCATIONAL TRAINING KEY FIGURES

Table 3: 2016-2017 to 2024-2025 VTC, Learners and Trainers Progression

	Order	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Centres	Public	296	297	298	298	298	299	299	303	301
	Private	1295	1315	1023	1179	1463	1523	1621	2182	2261
	<b>Total</b>	<b>1591</b>	<b>1612</b>	<b>1321</b>	<b>1477</b>	<b>1761</b>	<b>1822</b>	<b>1920</b>	<b>2485</b>	<b>2562</b>
Learners	Public	9833	9461	9439	10399	11876	11563	11417	13400	13441
	Private	36708	33870	36467	42393	44459	47994	51674	44983	54666
	<b>Total</b>	<b>46541</b>	<b>43331</b>	<b>45906</b>	<b>52792</b>	<b>56335</b>	<b>59557</b>	<b>63091</b>	<b>58383</b>	<b>68107</b>
Trainers	Public	2139	2211	2246	2263	2770	2252	1949	1858	1979
	Private	5784	6169	8139	10107	9794	11188	12308	10119	12427
	<b>Total</b>	<b>7 923</b>	<b>8 380</b>	<b>10 385</b>	<b>12 370</b>	<b>12 564</b>	<b>13 440</b>	<b>14 257</b>	<b>11 977</b>	<b>14 406</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 4: 2023-2024 Distribution of learners and trainers by type of centres (public + private)

ORDER	VTC TYPE	LEARNERS			TRAINERS			Number of VTCs
		M	W	T	M	W	T	
Public	TTC	225	69	294	48	16	64	6
	IVTC	408	320	728	58	37	95	6
	AVTC	805	343	1148	64	35	99	3
	NTTPDC	0	0	0	8	0	8	1
	RA/HES	6670	4601	11271	1025	688	1713	285
	<b>Total Public</b>	<b>8108</b>	<b>5333</b>	<b>13441</b>	<b>1203</b>	<b>776</b>	<b>1979</b>	<b>301</b>
Private	Confessional	4036	3111	7147	727		727	201
	Lay	21085	26434	47519	7293	4081	11374	2060
	<b>Total Private</b>	<b>25121</b>	<b>29545</b>	<b>54666</b>	<b>8020</b>	<b>4081</b>	<b>12101</b>	<b>2261</b>
<b>Grand Total</b>		<b>33 229</b>	<b>34 878</b>	<b>68 107</b>	<b>9 223</b>	<b>5 183</b>	<b>14 406</b>	<b>2 562</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 5: 2024-2025 Distribution of learners and trainers by region (public + private)

Regions	Number of VTC	LEARNERS			TRAINERS		
		Male	Female	Total	Male	Female	Total
ADAMAWA	94	1272	1494	2766	412	195	607
CENTRE	928	8942	10084	19026	3051	1884	4935
EAST	67	875	734	1609	113	102	215
FAR-NORTH	130	1547	2515	4062	454	167	621
LITTORAL	667	12474	11580	24054	2769	1519	4288
NORTH	100	2843	2773	5616	434	175	609
NORTH-WEST	116	1040	974	2014	403	268	671
WEST	269	1956	2905	4861	1099	620	1719
SOUTH	89	781	692	1473	236	115	351
SOUTH-WEST	102	1499	1127	2626	252	138	390
<b>Grand Total</b>	<b>2 562</b>	<b>33 229</b>	<b>34 878</b>	<b>68 107</b>	<b>9 223</b>	<b>5 183</b>	<b>14 406</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 6: 2019-2020 to 2024-2025 Distribution change of learners by region and gender (Public + Private)

Regions	2019-2020			2020-2021			2021-2022			2022-2023			2023-2024			2024-2025		
	M	W	Total															
ADAMAWA	1066	904	1066	945	1100	2045	1151	1361	2512	1308	1575	2883	1201	1314	2515	1272	1494	2766
CENTRE	9338	9611	9338	11094	12287	23381	9726	10236	19962	9955	10908	20863	6901	8351	15252	8942	10084	19026
EAST	1024	1037	1024	666	1020	1686	1133	719	1852	1030	783	1813	785	632	1417	875	734	1609
FAR-NORTH	2583	1783	2583	1767	1335	3102	1819	2230	4049	1689	2476	4165	1434	2328	3762	1547	2515	4062
LITTORAL	5996	6004	5996	6195	6946	13141	9110	7885	16995	9613	8237	17850	10138	9968	20106	12474	11580	24054
NORTH	1438	1527	1438	1955	2229	4184	2271	2699	4970	2317	2796	5113	2709	2846	5555	2843	2773	5616
NORTH-WEST	851	1003	851	697	821	1518	1151	1030	2181	1086	1050	2136	833	832	1665	1040	974	2014
WEST	2804	2780	2804	2013	2205	4218	1869	2174	4043	1848	3044	4892	1961	2595	4556	1956	2905	4861
SOUTH	815	1085	815	659	1353	2012	829	683	1512	1197	879	2076	1103	964	2067	781	692	1473
SOUTH-WEST	488	655	488	442	606	1048	817	664	1481	710	590	1300	978	510	1488	1499	1127	2626
<b>Grand Total</b>	<b>26 403</b>	<b>26 389</b>	<b>26 403</b>	<b>26 433</b>	<b>29 902</b>	<b>56 335</b>	<b>29 876</b>	<b>29 681</b>	<b>59 557</b>	<b>30 753</b>	<b>32 338</b>	<b>63 091</b>	<b>28 043</b>	<b>30 340</b>	<b>58 383</b>	<b>33 229</b>	<b>34 878</b>	<b>68 107</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 7: 2019-2020 to 2024-2025 Distribution change of trainers by region and gender (Public + Private)

Regions	2019-2020			2020-2021			2021-2022			2022-2023			2023-2024			2024-2025		
	Male	Female	Total 2019/2020	Male	Female	Total 2020/2021	Male	Female	Total 2021/2022	Male	Female	Total 2022/2023	Male	Female	Total 2023/2024	Male	Female	Total 2024- 2025
ADAMAWA	125	250	125	121	313	434	334	122	456	411	169	580	364	142	506	412	195	607
CENTRE	1911	3441	1911	1729	3103	4832	3202	1766	4968	3306	1890	5196	2312	1427	3739	3051	1884	4935
EAST	105	183	105	118	202	320	248	148	396	232	146	378	91	90	181	113	102	215
FAR-NORTH	155	399	155	518	699	1217	568	244	812	458	144	602	476	176	652	454	167	621
LITTORAL	950	1785	950	980	1932	2912	2311	1206	3517	2592	1305	3897	2339	1211	3550	2769	1519	4288
NORTH	140	243	140	140	292	432	398	180	578	426	193	619	452	176	628	434	175	609
NORTH-WEST	272	404	272	210	368	578	436	250	686	467	314	781	361	266	627	403	268	671
WEST	420	703	420	396	689	1085	757	440	1197	867	507	1374	900	525	1425	1099	620	1719
SOUTH	159	266	159	102	239	341	261	115	376	277	136	413	236	112	348	236	115	351
SOUTH-WEST	169	290	169	150	263	413	277	177	454	254	163	417	198	123	321	252	138	390
Grand Total	4 406	7 964	12 370	4 464	8 100	12 564	8 792	4 648	13 440	9 290	4 967	14 257	7 729	4 248	11 977	9 223	5 183	14 406

Source: 2024-2025 Vocational Training Data Collection, ONEFOP

### III. Vocational Training Demand

#### III.1 Learners with Academic Diploma

Table 8: Distribution of learners by gender and highest academic diploma/qualification

ACADEMIC DIPLOMA	Confessional			Lay			Public			Total M	Total W	Total
	M	W	TOTAL	M	W	TOTAL	M	W	TOTAL			
DOCTORAT/PhD	20	5	25	114	66	180	1	1	2	135	72	207
MASTER'S II	49	47	96	601	368	969	2	11	13	652	426	1078
MASTER'S I	70	43	113	374	305	679	13	14	27	457	362	819
Licence/ Bachelor	250	133	383	2079	2170	4249	45	39	84	2374	2342	4716
DEUG/DUT	264	78	342	822	851	1673	60	28	88	1146	957	2103
BACC / G.C.E. AL « A » LEVEL General	580	983	1563	5345	7141	12486	510	301	811	6435	8425	14860
BACC / G.C.E « A » LEVEL Technical	164	145	309	1495	2215	3710	392	161	553	2051	2521	4572
Probatoire	195	252	447	1695	2470	4165	97	109	206	1987	2831	4818
BEPC/G.C.E. « O » Level	2017	677	2694	4803	6933	11736	648	369	1017	7468	7979	15447
CEP/F.S.L.C. or C.E.P.E.	144	398	542	1686	1599	3285	3767	2537	6304	5597	4534	10131
No academic diploma/qualification	197	330	527	1737	1766	3503	1427	917	2344	3361	3013	6374
FSLC	86	20	106	334	550	884	1146	846	1992	1566	1416	2982
<b>Grand Total</b>	<b>4 036</b>	<b>3 111</b>	<b>7 147</b>	<b>21 085</b>	<b>26 434</b>	<b>47 519</b>	<b>8 108</b>	<b>5 333</b>	<b>13 441</b>	<b>33 229</b>	<b>34 878</b>	<b>68 107</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 9: Distribution of learners by highest vocational diploma/qualification and gender

VOCATIONAL DIPLOMA	Public			Private			Total M	Total W	Total
	M	W	Total	M	W	Total			
WITHOUT VOCATIONAL DIPLOMA	5631	4253	9884	16668	20210	36878	22299	24463	46762
PROFESSIONAL BACHELOR'S DEGREE	6	12	18	396	479	875	402	491	893
ENGINEER/MASTER	0	0	0	323	145	468	323	145	468
VQD	72	16	88	299	382	681	371	398	769
DIPLEG, DIPESII, CAPES, DIPLET, DIPETII, DIPCO/ DIPES, DIPENI or Equivalent	0	1	1	157	108	265	157	109	266
DIPENI	2	0	2	216	81	297	218	81	299
DIPCEG, DIPES I, DIPCET, DIPET I, CAPCEG, DIPENIA, ING TRAVAUX	88	74	162	232	157	389	320	231	551

VOCATIONAL DIPLOMA	Public			Private			Total M	Total W	Total
	M	W	Total	M	W	Total			
VQC	163	98	261	768	551	1319	931	649	1580
CAPIEG, CAPIEMP, CAPI, CAPIET or EQUIVALENT	148	35	183	120	336	456	268	371	639
CAPIAEG, CAPIA, CAPIAET or EQUIVALENT	2	4	6	127	248	375	129	252	381
CAP	133	26	159	1038	700	1738	1171	726	1897
BTS/HND/HPD	378	151	529	630	642	1272	1008	793	1801
BEP, BP, BREVET TECH, BACC PRO	284	101	385	855	1248	2103	1139	1349	2488
OTHER VOCATIONAL DIPLOMA (to be mentioned)	1201	562	1763	3292	4258	7550	4493	4820	9313
<b>Grand Total</b>	<b>8 108</b>	<b>5 333</b>	<b>13 441</b>	<b>25 121</b>	<b>29 545</b>	<b>54 666</b>	<b>33 229</b>	<b>34 878</b>	<b>68 107</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

### III. 2 Learners by training type

Table 10: Distribution of learners by type of training , teaching order and gender

TYPE OF TRAINING	Public			Private			Total M	Total W	TOTAL
	M	W	T	M	W	T			
Initial Training (IT)	6979	4655	11634	15781	18947	34728	22760	23602	46362
Continuing Training (CT)	1129	678	1807	9340	10598	19938	10469	11276	21745
<b>Grand Total</b>	<b>8 108</b>	<b>5 333</b>	<b>13 441</b>	<b>25 121</b>	<b>29 545</b>	<b>54 666</b>	<b>33 229</b>	<b>34 878</b>	<b>68 107</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 11: Distribution of learners by region, gender and type of training

REGION	Initial Training (IT)			Continuing Training (CT)			Total M	Total W	Total
	M	W	TOTAL	M	W	TOTAL			
ADAMAWA	1108	1231	2339	164	263	427	1272	1494	2766
CENTRE	6398	6924	13322	2544	3160	5704	8942	10084	19026
EAST	791	698	1489	84	36	120	875	734	1609
FAR-NORTH	1410	1860	3270	137	655	792	1547	2515	4062
LITTORAL	7264	7218	14482	5210	4362	9572	12474	11580	24054
NORTH	2277	1956	4233	566	817	1383	2843	2773	5616
NORTH-WEST	656	669	1325	384	305	689	1040	974	2014
WEST	1608	2238	3846	348	667	1015	1956	2905	4861
SOUTH	383	375	758	398	317	715	781	692	1473
SOUTH-WEST	865	433	1298	634	694	1328	1499	1127	2626
<b>Grand Total</b>	<b>22 760</b>	<b>23 602</b>	<b>46 362</b>	<b>10 469</b>	<b>11 276</b>	<b>21 745</b>	<b>33 229</b>	<b>34 878</b>	<b>68 107</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

### III. 3 Learners in working age

Table 12: Distribution of learners in working age, qualified and unemployed by teaching order, gender and type of training

TYPE OF TRAINING	Public			Private			Total M	Total W	Total
	M	W	T	M	W	T			
Initial Training (IT)	2059	1664	3723	3965	5587	9552	6024	7251	13275
Continuing Training (CT)	384	280	664	1027	2605	3632	1411	2885	4296
<b>Grand Total</b>	<b>2 443</b>	<b>1 944</b>	<b>4 387</b>	<b>4 992</b>	<b>8 192</b>	<b>13 184</b>	<b>7 435</b>	<b>10 136</b>	<b>17 571</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 13: Distribution of employed learners in the informal sector by teaching order, gender and type of training

TYPE OF TRAINING	Public			Private			Total M	Total W	Total T
	M	W	T	M	W	T			
Initial Training (IT)	728	590	1180	1748	2005	4010	2476	2595	5190
Continuing Training (CT)	96	104	208	403	851	1702	499	955	1910
<b>Grand Total</b>	<b>824</b>	<b>694</b>	<b>1 388</b>	<b>2 151</b>	<b>2 856</b>	<b>5 712</b>	<b>2 975</b>	<b>3 550</b>	<b>7 100</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

### III. 4 Initial Training Learners by Academic Year

Table 14: Distribution of Initial Training learners by teaching order, gender and Academic Year

ACADEMIC YEAR	Public			Private			Total M	Total W	Total
	M	W	Total	M	W	Total			
Year 1	5232	3467	8699	14221	16449	30670	19453	19916	39369
Year 2	1747	1188	2935	1560	2498	4058	3307	3686	6993
Grand Total	6 979	4 655	11 634	15 781	18 947	34 728	22 760	23 602	46 362

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 15: Distribution of Initial Training learners by region, gender and Academic Year (public and private)

REGION	Year 1			Year 2			Total M	Total W	Total T
	M	W	T	M	W	T			
ADAMAWA	822	865	1687	286	366	652	1108	1231	2339
CENTRE	5415	5706	11121	983	1218	2201	6398	6924	13322
EAST	618	549	1167	173	149	322	791	698	1489
FAR-NORTH	1180	1531	2711	230	329	559	1410	1860	3270
LITTORAL	6706	6493	13199	558	725	1283	7264	7218	14482
NORTH	1949	1571	3520	328	385	713	2277	1956	4233
NORTH-WEST	578	621	1199	78	48	126	656	669	1325
WEST	1186	1929	3115	422	309	731	1608	2238	3846
SOUTH	361	329	690	22	46	68	383	375	758
SOUTH-WEST	638	322	960	227	111	338	865	433	1298
Grand Total	19 453	19 916	39 369	3 307	3 686	6 993	22 760	23 602	46 362

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

### III. 5 Learners by age

Table 16: Distribution of learners by age group, teaching order and gender

AGE	Public			Private			Total M	Total W	Total
	M	W	TOTAL	M	W	TOTAL			
Below 14 years old	520	328	848	114	134	248	634	462	1096
14 years old	1213	949	2162	171	290	461	1384	1239	2623
15 years old	1530	1143	2673	397	479	876	1927	1622	3549
16 years old	1082	679	1761	553	948	1501	1635	1627	3262
17 years old	1100	599	1699	994	1801	2795	2094	2400	4494
18 years old	807	462	1269	1322	2373	3695	2129	2835	4964
19 years old	419	231	650	2000	3087	5087	2419	3318	5737
20 years old	296	254	550	2466	4146	6612	2762	4400	7162
21 years old	294	189	483	2317	3466	5783	2611	3655	6266
22 years old	172	163	335	2929	2744	5673	3101	2907	6008
23 years old	142	90	232	2286	2279	4565	2428	2369	4797
24 years old	171	70	241	2539	2051	4590	2710	2121	4831
25 years old	90	56	146	2945	1812	4757	3035	1868	4903
26 years old	59	29	88	1220	1072	2292	1279	1101	2380
27 years old	24	20	44	806	640	1446	830	660	1490
28 years old	19	16	35	563	488	1051	582	504	1086
29 years old	12	11	23	305	381	686	317	392	709
30 years old	113	22	135	274	357	631	387	379	766
31 years old	6	6	12	167	144	311	173	150	323
32 years old	5	1	6	173	108	281	178	109	287
33 years old	6	1	7	173	310	483	179	311	490
34 years old	5	1	6	70	85	155	75	86	161
35 years old	5	6	11	115	120	235	120	126	246
Above 35 years old	18	7	25	222	230	452	240	237	477
<b>Grand Total</b>	<b>8 108</b>	<b>5 333</b>	<b>13 441</b>	<b>25 121</b>	<b>29 545</b>	<b>54 666</b>	<b>33 229</b>	<b>34 878</b>	<b>68 107</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 17: Distribution of learners by region, gender and age

AGE	Public			Private			Total M	Total W	Total
	M	W	TOTAL	M	W	TOTAL			
Below 14 years old	520	328	848	114	134	248	634	462	1096
14 years old	1213	949	2162	171	290	461	1384	1239	2623
15 years old	1530	1143	2673	397	479	876	1927	1622	3549
16 years old	1082	679	1761	553	948	1501	1635	1627	3262
17 years old	1100	599	1699	994	1801	2795	2094	2400	4494
18 years old	807	462	1269	1322	2373	3695	2129	2835	4964
19 years old	419	231	650	2000	3087	5087	2419	3318	5737
20 years old	296	254	550	2466	4146	6612	2762	4400	7162
21 years old	294	189	483	2317	3466	5783	2611	3655	6266
22 years old	172	163	335	2929	2744	5673	3101	2907	6008
23 years old	142	90	232	2286	2279	4565	2428	2369	4797
24 years old	171	70	241	2539	2051	4590	2710	2121	4831
25 years old	90	56	146	2945	1812	4757	3035	1868	4903
26 years old	59	29	88	1220	1072	2292	1279	1101	2380
27 years old	24	20	44	806	640	1446	830	660	1490
28 years old	19	16	35	563	488	1051	582	504	1086
29 years old	12	11	23	305	381	686	317	392	709
30 years old	113	22	135	274	357	631	387	379	766
31 years old	6	6	12	167	144	311	173	150	323
32 years old	5	1	6	173	108	281	178	109	287
33 years old	6	1	7	173	310	483	179	311	490
34 years old	5	1	6	70	85	155	75	86	161
35 years old	5	6	11	115	120	235	120	126	246
Above 35 years old	18	7	25	222	230	452	240	237	477
Grand Total	8 108	5 333	13 441	25 121	29 545	54 666	33 229	34 878	68 107

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

### III. 6 Incoming learners by level of education

Table 18: Distribution of incoming by level of education, teaching order and gender

LEVEL OF EDUCATION	Public			Private			Total M	Total W	Total
	M	W	TOTAL	M	W	TOTAL			
literate	628	444	1072	508	1142	1650	1136	1586	2722
Primary Education	5155	3644	8799	3629	4741	8370	8784	8385	17169
First Cycle of General Secondary Education	606	461	1067	5641	6771	12412	6247	7232	13479
First Cycle of Technical and Vocational Secondary Education	313	125	438	3250	2896	6146	3563	3021	6584
Second Cycle of General Secondary Education	879	494	1373	6340	8098	14438	7219	8592	15811
Second Cycle of Technical and Vocational Secondary Education	289	107	396	1525	2028	3553	1814	2135	3949
Higher Education	80	32	112	3811	3232	7043	3891	3264	7155
Formal education	158	26	184	417	637	1054	575	663	1238
Grand Total	8 108	5 333	13 441	25 121	29 545	54 666	33 229	34 878	68 107

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 19: Distribution of incoming by region, gender and level of education

REGION	Gender	literate	Primary Education	First Cycle of General Secondary Education	First Cycle of Technical and Vocational Secondary Education	Second Cycle of General Secondary Education	Second Cycle of Technical and Vocational Secondary Education	Higher Education	Formal education	Grand Total
ADAMAWA	M	299	444	215	34	210	37	30	3	1272
	W	333	595	265	62	186	22	30	1	1494
	T	632	1039	480	96	396	59	60	4	2766
CENTRE	M	407	1695	1461	663	2821	537	1119	239	8942
	W	476	1399	2057	929	3146	720	1200	157	10084
	T	883	3094	3518	1592	5967	1257	2319	396	19026
EAST	M	87	687	18	1	14	3	64	1	875
	W	29	420	134	29	78	33	8	3	734
	T	116	1107	152	30	92	36	72	4	1609
FAR-NORTH	M	98	738	192	121	127	23	156	92	1 547

REGION	Gender	literate	Primary Education	First Cycle of General Secondary Education	First Cycle of Technical and Vocational Secondary Education	Second Cycle of General Secondary Education	Second Cycle of Technical and Vocational Secondary Education	Higher Education	Formal education	Grand Total
	W	270	1262	295	111	289	40	156	92	2515
	T	368	2000	487	232	416	63	312	184	4062
LITTORAL	M	88	1302	3238	2173	2657	743	2150	123	12474
	W	239	1710	2998	1246	2883	801	1452	251	11580
	T	327	3012	6236	3419	5540	1544	3602	374	24054
	M	90	1773	428	164	258	20	97	13	2843
NORTH	W	163	1692	359	46	424	7	79	3	2773
	T	253	3465	787	210	682	27	176	16	5616
	M	12	472	256	95	147	13	40	5	1040
NORTH-WEST	W	27	337	234	92	199	9	66	10	974
	T	39	809	490	187	346	22	106	15	2014
	M	5	699	331	180	423	194	108	16	1956
WEST	W	12	373	728	311	930	279	193	79	2905
	T	17	1072	1059	491	1353	473	301	95	4861
	M	46	569	65	22	50	1	21	7	781
SOUTH	W	32	358	85	80	107	6	17	7	692
	T	78	927	150	102	157	7	38	14	1473
	M	4	405	43	110	512	243	106	76	1499
SOUTH-WEST	W	5	239	77	115	350	218	63	60	1127
	T	9	644	120	225	862	461	169	136	2626
	Total M	1136	8784	6247	3563	7219	1814	3891	575	33229
	Total W	1586	8385	7232	3021	8592	2135	3264	663	34878
	Total	2 722	17 169	13 479	6 584	15 811	3 949	7 155	1 238	68 107

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 20: Distribution of incoming by region, gender and level of education in government training centres

REGION	Gender	literate	Primary Education	First Cycle of General Secondary Education	First Cycle of Technical and Vocational Secondary Education	Second Cycle of General Secondary Education	Second Cycle of Technical and Vocational Secondary Education	Higher Education	Formal education	Grand Total
ADAMAWA	M	283	255	18	0	1	0	1	0	558
	W	188	175	16	0	0	0	0	0	379
	T	471	430	34	0	1	0	1	0	937
CENTRE	M	62	740	62	13	269	12	0	100	1258
	W	16	367	121	3	131	6	0	15	659
	T	78	1107	183	16	400	18	0	115	1917
EAST	M	87	639	0	0	0	0	0	0	726
	W	29	354	0	0	0	0	0	0	383
	T	116	993	0	0	0	0	0	0	1109
FAR-NORTH	M	70	602	13	1	32	0	4	0	722
	W	119	909	42	3	9	0	0	0	1082
	T	189	1511	55	4	41	0	4	0	1804
LITTORAL	M	22	584	134	38	162	112	29	0	1081
	W	10	380	34	3	32	52	0	0	511
	T	32	964	168	41	194	164	29	0	1592
NORTH	M	73	961	231	140	94	15	14	2	1530
	W	67	780	133	18	162	1	8	1	1170
	T	140	1741	364	158	256	16	22	3	2700
NORTH-WEST	M	8	349	23	39	22	5	8	0	454
	W	6	186	33	65	7	2	7	0	306
	T	14	535	56	104	29	7	15	0	760
WEST	M	1	511	80	52	19	0	4	0	667
	W	2	234	45	18	16	0	2	0	317
	T	3	745	125	70	35	0	6	0	984
SOUTH	M	18	448	14	11	0	0	3	0	494
	W	2	236	9	5	2	1	1	0	256
	T	20	684	23	16	2	1	4	0	750
SOUTH-WEST	M	4	66	31	19	280	145	17	56	618

REGION	Gender	literate	Primary Education	First Cycle of General Secondary Education	First Cycle of Technical and Vocational Secondary Education	Second Cycle of General Secondary Education	Second Cycle of Technical and Vocational Secondary Education	Higher Education	Formal education	Grand Total
	W	5	23	28	10	135	45	14	10	270
	T	9	89	59	29	415	190	31	66	888
<b>Total M</b>		<b>628</b>	<b>5155</b>	<b>606</b>	<b>313</b>	<b>879</b>	<b>289</b>	<b>80</b>	<b>158</b>	<b>8108</b>
<b>Total W</b>		<b>444</b>	<b>3644</b>	<b>461</b>	<b>125</b>	<b>494</b>	<b>107</b>	<b>32</b>	<b>26</b>	<b>5333</b>
<b>Total T</b>		<b>1 072</b>	<b>8 799</b>	<b>1 067</b>	<b>438</b>	<b>1373</b>	<b>396</b>	<b>112</b>	<b>184</b>	<b>13 441</b>

**Source:** 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 21: Distribution of incoming by region, gender and level of education in private training centres

REGION	Gender	literate	Primary Education	First Cycle of General Secondary Education	First Cycle of Technical and Vocational Secondary Education	Second Cycle of General Secondary Education	Second Cycle of Technical and Vocational Secondary Education	Higher Education	Formal education	Grand Total
ADAMAWA	M	16	189	197	34	209	37	29	3	714
	W	145	420	249	62	186	22	30	1	1115
	<b>TOTAL</b>	<b>161</b>	<b>609</b>	<b>446</b>	<b>96</b>	<b>395</b>	<b>59</b>	<b>59</b>	<b>4</b>	<b>1829</b>
CENTRE	M	345	955	1399	650	2552	525	1119	139	7684
	W	460	1032	1936	926	3015	714	1200	142	9425
	<b>TOTAL</b>	<b>805</b>	<b>1987</b>	<b>3335</b>	<b>1576</b>	<b>5567</b>	<b>1239</b>	<b>2319</b>	<b>281</b>	<b>17109</b>
EAST	M	0	48	18	1	14	3	64	1	149
	W	0	66	134	29	78	33	8	3	351
	<b>TOTAL</b>	<b>0</b>	<b>114</b>	<b>152</b>	<b>30</b>	<b>92</b>	<b>36</b>	<b>72</b>	<b>4</b>	<b>500</b>
FAR-NORTH	M	28	136	179	120	95	23	152	92	825
	W	151	353	253	108	280	40	156	92	1433
	<b>TOTAL</b>	<b>179</b>	<b>489</b>	<b>432</b>	<b>228</b>	<b>375</b>	<b>63</b>	<b>308</b>	<b>184</b>	<b>2258</b>
LITTORAL	M	66	718	3104	2135	2495	631	2121	123	11393
	W	229	1330	2964	1243	2851	749	1452	251	11069
	<b>TOTAL</b>	<b>295</b>	<b>2048</b>	<b>6068</b>	<b>3378</b>	<b>5346</b>	<b>1380</b>	<b>3573</b>	<b>374</b>	<b>22462</b>
NORTH	M	17	812	197	24	164	5	83	11	1313
	W	96	912	226	28	262	6	71	2	1603

REGION	Gender	literate	Primary Education	First Cycle of General Secondary Education	First Cycle of Technical and Vocational Secondary Education	Second Cycle of General Secondary Education	Second Cycle of Technical and Vocational Secondary Education	Higher Education	Formal education	Grand Total
	<b>TOTAL</b>	<b>113</b>	<b>1724</b>	<b>423</b>	<b>52</b>	<b>426</b>	<b>11</b>	<b>154</b>	<b>13</b>	<b>2916</b>
NORTH-WEST	M	4	123	233	56	125	8	32	5	586
	W	21	151	201	27	192	7	59	10	668
	<b>TOTAL</b>	<b>25</b>	<b>274</b>	<b>434</b>	<b>83</b>	<b>317</b>	<b>15</b>	<b>91</b>	<b>15</b>	<b>1254</b>
WEST	M	4	188	251	128	404	194	104	16	1289
	W	10	139	683	293	914	279	191	79	2588
	<b>TOTAL</b>	<b>14</b>	<b>327</b>	<b>934</b>	<b>421</b>	<b>1318</b>	<b>473</b>	<b>295</b>	<b>95</b>	<b>3877</b>
SOUTH	M	28	121	51	11	50	1	18	7	287
	W	30	122	76	75	105	5	16	7	436
	<b>TOTAL</b>	<b>58</b>	<b>243</b>	<b>127</b>	<b>86</b>	<b>155</b>	<b>6</b>	<b>34</b>	<b>14</b>	<b>723</b>
SOUTH-WEST	M	0	339	12	91	232	98	89	20	881
	W	0	216	49	105	215	173	49	50	857
	<b>TOTAL</b>	<b>0</b>	<b>555</b>	<b>61</b>	<b>196</b>	<b>447</b>	<b>271</b>	<b>138</b>	<b>70</b>	<b>1738</b>
<b>Total M</b>		<b>508</b>	<b>3629</b>	<b>5641</b>	<b>3250</b>	<b>6340</b>	<b>1525</b>	<b>3811</b>	<b>417</b>	<b>25121</b>
<b>Total W</b>		<b>1142</b>	<b>4741</b>	<b>6771</b>	<b>2896</b>	<b>8098</b>	<b>2028</b>	<b>3232</b>	<b>637</b>	<b>29545</b>
<b>Total</b>		<b>1 650</b>	<b>8 370</b>	<b>12 412</b>	<b>6 146</b>	<b>14 438</b>	<b>3 553</b>	<b>7 043</b>	<b>1 054</b>	<b>54 666</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

### III.7 Learners by nature of disability and vulnerability

Table 22: Distribution of incoming by region, gender, teaching order and type of disability

REGION	Gender	RETURNED Learners	Deaf	Internally Displaced Persons	Orphans and Vulnerable Children	Motor disability	Multiple disability	BAGUIELI indigenous people	BAKA indigenous people	BORORO indigenous people	Refugees	Blind	Grand Total
ADAMAWA	M	5	6	17	26	2	0	0	0	8	7	2	73
	W	0	11	12	27	1	0	0	0	24	5	2	82
	T	<b>5</b>	<b>17</b>	<b>29</b>	<b>53</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>32</b>	<b>12</b>	<b>4</b>	<b>155</b>
CENTRE	M	0	4	7	19	4	1	0	0	2	4	33	74
	W	9	10	36	55	4	4	0	0	0	12	12	142

REGION	Gender	RETURNED Learners	Deaf	Internally Displaced Persons	Orphans and Vulnerable Children	Motor disability	Multiple disability	BAGUIELI indigenous people	BAKA indigenous people	BORORO indigenous people	Refugees	Blind	Grand Total
EAST	T	9	14	43	74	8	5	0	0	2	16	45	216
	M	0	1	2	33	1	0	8	4	3	7	0	59
	W	0	10	12	29	2	0	2	5	6	4	4	74
	T	0	11	14	62	3	0	10	9	9	11	4	133
FAR-NORTH	M	0	2	7	10	0	0	0	0	0	0	0	19
	W	4	5	25	43	2	0	0	0	1	12	2	94
	T	4	7	32	53	2	0	0	0	1	12	2	113
LITTORAL	M	3	1	28	50	17	2	0	12	12	1	4	130
	W	0	4	32	71	85	2	0	9	6	7	17	233
	T	3	5	60	121	102	4	0	21	18	8	21	363
NORTH	M	0	2	0	43	8	3	0	0	0	0	0	56
	W	0	1	0	47	1	0	0	0	0	0	0	49
	T	0	3	0	90	9	3	0	0	0	0	0	105
NORTH-WEST	M	0	0	18	5	0	0	0	1	0	0	3	27
	W	0	1	25	8	1	0	0	0	0	0	3	38
	T	0	1	43	13	1	0	0	1	0	0	6	65
WEST	M	1	0	4	35	9	0	6	0	1	2	0	58
	W	0	3	12	22	22	1	0	0	4	7	0	71
	T	1	3	16	57	31	1	6	0	5	9	0	129
SOUTH	M	0	0	0	3	5	0	1	0	0	0	0	9
	W	0	7	1	1	1	0	0	0	0	0	0	10
	T	0	7	1	4	6	0	1	0	0	0	0	19
SOUTH-WEST	M	0	0	6	4	0	1	0	0	0	0	0	11
	W	0	2	12	6	0	0	0	0	0	5	0	25
	T	0	2	18	10	0	1	0	0	0	5	0	36
Total M		9	16	89	228	46	7	15	17	26	21	42	516
Total W		13	54	167	309	119	7	2	14	41	52	40	818
Total incoming		22	70	256	537	165	14	17	31	67	73	82	1 334

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

## IV. Outgoing

### IV.1 Outgoing by age

Table 23: Distribution of outgoing by age, teaching order and gender

AGE	Public			Private			Total M	Total W	Total
	M	W	TOTAL	M	W	TOTAL			
13 years old	254	138	392	76	106	182	330	244	574
14 years old	467	350	817	38	124	162	505	474	979
15 years old	970	507	1477	109	221	330	1079	728	1807
16 years old	714	393	1107	205	509	714	919	902	1821
17 years old	510	322	832	588	741	1329	1098	1063	2161
18 years old	359	244	603	811	1347	2158	1170	1591	2761
19 years old	276	168	444	1520	2114	3634	1796	2282	4078
20 years old	128	95	223	1598	2465	4063	1726	2560	4286
21 years old	98	123	221	1622	2139	3761	1720	2262	3982
22 years old	79	91	170	1574	1996	3570	1653	2087	3740
23 years old	68	109	177	1299	1495	2794	1367	1604	2971
24 years old	105	81	186	1364	1370	2734	1469	1451	2920
25 years old	81	49	130	1975	1367	3342	2056	1416	3472
26 years old	33	33	66	985	656	1641	1018	689	1707
27 years old	23	12	35	705	535	1240	728	547	1275
28 years old	25	10	35	393	377	770	418	387	805
29 years old	14	12	26	233	241	474	247	253	500
30 years old	71	16	87	236	229	465	307	245	552
31 years old	15	18	33	71	80	151	86	98	184
32 years old	6	2	8	71	64	135	77	66	143
33 years old	6	3	9	64	245	309	70	248	318
34 years old	46	2	48	53	40	93	99	42	141
35 years old	6	9	15	81	73	154	87	82	169
Above 35 years old	15	6	21	110	243	353	125	249	374

AGE	Public			Private			Total M	Total W	Total
	M	W	TOTAL	M	W	TOTAL			
Grand Total	4369	2793	7162	15781	18777	34558	20150	21570	41720

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 24: Distribution of outgoing by region, gender and age group

AGE	Gender	ADAMAWA	CENTRE	EAST	FAR-NORTH	LITTORAL	NORTH	NORTH-WEST	WEST	SOUTH	SOUTH-WEST	Grand Total
13 years old	M	31	108	53	102	121	78	67	89	52	378	1079
14 years old	W	30	43	42	86	120	92	79	50	49	137	728
15 years old	T	61	151	95	188	241	170	146	139	101	515	1807
16 years old	M	123	225	59	96	99	70	71	77	56	43	919
17 years old	W	94	103	36	132	174	177	29	106	23	28	902
18 years old	T	217	328	95	228	273	247	100	183	79	71	1821
19 years old	M	59	125	46	57	357	125	71	113	52	93	1098
20 years old	W	49	170	23	125	214	224	54	119	36	49	1063
21 years old	T	108	295	69	182	571	349	125	232	88	142	2161
22 years old	M	29	175	32	64	469	98	87	59	37	120	1170
23 years old	W	45	305	22	97	576	159	71	151	26	139	1591
24 years old	T	74	480	54	161	1045	257	158	210	63	259	2761
25 years old	M	44	411	29	52	875	71	83	95	0	136	1796
26 years old	W	28	803	28	89	818	72	86	243	21	94	2282
27 years old	T	72	1214	57	141	1693	143	169	338	21	230	4078
28 years old	M	19	328	0	209	732	118	52	88	120	60	1726
29 years old	W	49	670	17	256	991	102	72	223	134	46	2560
30 years old	T	68	998	17	465	1723	220	124	311	254	106	4286
31 years old	M	33	359	8	36	996	70	57	118	14	29	1720
32 years old	W	47	809	54	48	802	120	71	259	9	43	2262
33 years old	T	80	1168	62	84	1798	190	128	377	23	72	3982
34 years old	M	56	509	64	32	765	80	26	82	6	33	1653
35 years old	W	69	838	39	39	687	48	48	230	5	84	2087
13 years old	T	125	1347	103	71	1452	128	74	312	11	117	3740
14 years old	M	76	496	9	39	587	59	19	70	0	12	1367
14 years old	W	53	669	7	68	475	49	42	193	20	28	1604

AGE	Gender	ADAMAWA	CENTRE	EAST	FAR-NORTH	LITTORAL	NORTH	NORTH-WEST	WEST	SOUTH	SOUTH-WEST	Grand Total
15 years old	T	129	1165	16	107	1062	108	61	263	20	40	2971
16 years old	M	22	479	3	54	761	53	16	48	0	33	1469
17 years old	W	48	573	14	58	518	67	52	96	7	18	1451
18 years old	T	70	1052	17	112	1279	120	68	144	7	51	2920
19 years old	M	23	720	1	5	1117	46	25	49	8	62	2056
20 years old	W	37	670	12	11	458	32	48	92	18	38	1416
21 years old	T	60	1390	13	16	1575	78	73	141	26	100	3472
22 years old	M	45	507	0	17	370	39	3	17	5	15	1018
23 years old	W	39	313	3	25	210	23	5	36	20	15	689
24 years old	T	84	820	3	42	580	62	8	53	25	30	1707
25 years old	M	9	373	0	17	239	25	5	36	6	18	728
26 years old	W	19	275	4	3	156	10	34	22	14	10	547
27 years old	T	28	648	4	20	395	35	39	58	20	28	1275
28 years old	M	6	239	0	1	119	22	8	6	0	17	418
29 years old	W	18	213	0	0	101	8	6	34	2	5	387
30 years old	T	24	452	0	1	220	30	14	40	2	22	805
31 years old	M	1	32	0	0	33	9	1	0	0	1	77
32 years old	W	1	32	0	0	20	4	4	2	1	2	66
33 years old	T	2	64	0	0	53	13	5	2	1	3	143
34 years old	M	12	47	34	57	66	97	8	51	132	1	505
35 years old	W	25	46	19	62	86	113	2	33	88	0	474
	T	37	93	53	119	152	210	10	84	220	1	979
13 years old	M	72	31	4	1	12	58	25	58	59	10	330
14 years old	W	79	21	2	9	30	39	23	16	13	12	244
15 years old	T	151	52	6	10	42	97	48	74	72	22	574
16 years old	M	2	123	0	1	98	16	1	2	6	58	307
17 years old	W	17	131	3	2	57	7	3	8	3	14	245
18 years old	T	19	254	3	3	155	23	4	10	9	72	552
19 years old	M	0	12	0	0	79	4	0	2	0	2	99
20 years old	W	1	15	0	0	22	1	0	1	1	1	42
21 years old	T	1	27	0	0	101	5	0	3	1	3	141
22 years old	M	1	20	2	0	79	10	2	8	0	3	125

AGE	Gender	ADAMAWA	CENTRE	EAST	FAR-NORTH	LITTORAL	NORTH	NORTH-WEST	WEST	SOUTH	SOUTH-WEST	Grand Total
23 years old	W	4	22	0	0	192	4	9	8	3	7	249
24 years old	T	5	42	2	0	271	14	11	16	3	10	374
25 years old	M	6	74	0	17	107	15	4	15	1	8	247
26 years old	W	2	89	2	20	80	12	13	27	4	4	253
27 years old	T	8	163	2	37	187	27	17	42	5	12	500
28 years old	M	3	49	0	2	19	10	0	2	0	1	86
29 years old	W	6	43	3	0	27	7	5	2	0	5	98
30 years old	T	9	92	3	2	46	17	5	4	0	6	184
31 years old	M	1	12	0	24	25	4	1	3	0	0	70
32 years old	W	0	19	0	200	14	3	5	5	2	0	248
33 years old	T	1	31	0	224	39	7	6	8	2	0	318
34 years old	M	4	29	0	0	40	6	3	4	0	1	87
	W	1	28	0	0	34	5	8	2	2	2	82
	T	5	57	0	0	74	11	11	6	2	3	169
Total M		677	5483	344	883	8165	1183	635	1092	554	1134	20150
Total W		761	6900	330	1330	6862	1378	769	1958	501	781	21570
Total T		1 438	12 383	674	2 213	15 027	2 561	1 404	3 050	1 055	1 915	41 720

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 25: Distribution of outgoing by region, gender, teaching order and age in government training centres

AGE	Gender	ADAMAWA	CENTRE	EAST	FAR-NORTH	LITTORAL	NORTH	NORTH-WEST	WEST	SOUTH	SOUTH-WEST	Grand Total
Below 14 years old	M	0	31	4	0	9	58	25	58	59	10	254
	W	1	16	2	5	11	39	23	16	13	12	138
	T	1	47	6	5	20	97	48	74	72	22	392
14 years old	M	12	46	33	50	45	92	8	51	129	1	467
	W	25	45	18	54	22	91	1	24	70	0	350
	T	37	91	51	104	67	183	9	75	199	1	817
15 years old	M	27	102	53	94	101	70	39	54	52	378	970
	W	14	35	40	69	37	58	39	29	49	137	507
	T	41	137	93	163	138	128	78	83	101	515	1477
16 years old	M	112	186	58	57	72	53	70	37	49	20	714

AGE	Gender	ADAMAWA	CENTRE	EAST	FAR-NORTH	LITTORAL	NORTH	NORTH-WEST	WEST	SOUTH	SOUTH-WEST	Grand Total
17 years old	W	46	51	34	73	42	71	26	24	15	11	393
	T	158	237	92	130	114	124	96	61	64	31	1107
	M	33	69	45	33	110	56	43	50	50	21	510
	W	21	54	18	55	62	59	15	7	30	1	322
	T	54	123	63	88	172	115	58	57	80	22	832
	M	13	41	32	19	189	35	1	8	18	3	359
18 years old	W	11	40	10	34	89	46	1	2	9	2	244
	T	24	81	42	53	278	81	2	10	27	5	603
	M	4	51	25	15	104	36	18	6	0	17	276
19 years old	W	5	42	6	44	36	27	2	2	0	4	168
	T	9	93	31	59	140	63	20	8	0	21	444
	M	6	10	0	11	32	48	0	1	0	20	128
20 years old	W	0	25	0	22	4	33	5	1	2	3	95
	T	6	35	0	33	36	81	5	2	2	23	223
	M	0	12	0	0	8	38	18	18	0	4	98
21 years old	W	1	7	0	14	0	96	3	0	0	2	123
	T	1	19	0	14	8	134	21	18	0	6	221
	M	1	7	0	11	10	48	0	0	0	2	79
22 years old	W	0	30	0	7	10	35	4	3	0	2	91
	T	1	37	0	18	20	83	4	3	0	4	170
	M	8	7	0	5	0	45	0	1	0	2	68
23 years old	W	0	37	0	16	7	42	2	0	0	5	109
	T	8	44	0	21	7	87	2	1	0	7	177
	M	0	1	0	1	65	37	0	0	0	1	105
24 years old	W	0	0	0	10	14	50	0	3	0	4	81
	T	0	1	0	11	79	87	0	3	0	5	186
	M	0	0	0	0	0	33	0	9	0	39	81
25 years old	W	0	0	0	0	0	18	2	0	0	29	49
	T	0	0	0	0	0	51	2	9	0	68	130
	M	0	3	0	2	0	23	0	4	0	1	33
26 years old	W	0	2	0	6	0	21	0	1	2	1	33
	T	0	5	0	8	0	44	0	5	2	2	66

AGE	Gender	ADAMAWA	CENTRE	EAST	FAR-NORTH	LITTORAL	NORTH	NORTH-WEST	WEST	SOUTH	SOUTH-WEST	Grand Total
27 years old	M	0	1	0	0	0	18	0	3	0	1	23
	W	0	0	0	0	0	8	1	0	0	3	12
	T	0	1	0	0	0	26	1	3	0	4	35
28 years old	M	0	4	0	0	0	15	4	1	0	1	25
	W	0	0	0	0	0	7	1	0	0	2	10
	T	0	4	0	0	0	22	5	1	0	3	35
29 years old	M	0	0	0	0	0	13	0	0	0	1	14
	W	0	3	0	0	0	8	1	0	0	0	12
	T	0	3	0	0	0	21	1	0	0	1	26
30 years old	M	0	0	0	0	0	13	0	1	2	55	71
	W	0	0	0	0	0	5	1	0	0	10	16
	T	0	0	0	0	0	18	1	1	2	65	87
31 years old	M	0	4	0	0	0	9	0	2	0	0	15
	W	0	7	0	0	0	6	5	0	0	0	18
	T	0	11	0	0	0	15	5	2	0	0	33
32 years old	M	0	0	0	0	0	6	0	0	0	0	6
	W	0	0	0	0	0	2	0	0	0	0	2
	T	0	0	0	0	0	8	0	0	0	0	8
33 years old	M	0	1	0	0	0	4	0	1	0	0	6
	W	0	0	0	0	0	3	0	0	0	0	3
	T	0	1	0	0	0	7	0	1	0	0	9
34 years old	M	0	0	0	0	42	2	0	2	0	0	46
	W	0	0	0	0	2	0	0	0	0	0	2
	T	0	0	0	0	44	2	0	2	0	0	48
35 years old	M	0	1	0	0	1	3	0	1	0	0	6
	W	0	0	0	0	2	2	5	0	0	0	9
	T	0	1	0	0	3	5	5	1	0	0	15
Above 35 years old	M	0	0	2	0	0	9	0	4	0	0	15
	W	0	0	0	0	0	3	3	0	0	0	6
	T	0	0	2	0	0	12	3	4	0	0	21
Total M		216	577	252	298	788	764	226	312	359	577	4369
Total W		124	394	128	409	338	730	140	112	190	228	2 793

AGE	Gender	ADAMAWA	CENTRE	EAST	FAR-NORTH	LITTORAL	NORTH	NORTH-WEST	WEST	SOUTH	SOUTH-WEST	Grand Total
Total T		340	971	380	707	1 126	1 494	366	424	549	805	7 162

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 26: Distribution of outgoing learners by region, gender, teaching order and age in private training centres

AGE	Gender	ADAMAWA	CENTRE	EAST	FAR-NORTH	LITTORAL	NORTH	NORTH-WEST	WEST	SOUTH	SOUTH-WEST	Grand Total
13 years old	M	72	0	0	1	3	0	0	0	0	0	76
	W	78	5	0	4	19	0	0	0	0	0	106
	T	150	5	0	5	22	0	0	0	0	0	182
14 years old	M	0	1	1	7	21	5	0	0	3	0	38
	W	0	1	1	8	64	22	1	9	18	0	124
	T	0	2	2	15	85	27	1	9	21	0	162
15 years old	M	4	6	0	8	20	8	28	35	0	0	109
	W	16	8	2	17	83	34	40	21	0	0	221
	T	20	14	2	25	103	42	68	56	0	0	330
16 years old	M	11	39	1	39	27	17	1	40	7	23	205
	W	48	52	2	59	132	106	3	82	8	17	509
	T	59	91	3	98	159	123	4	122	15	40	714
17 years old	M	26	56	1	24	247	69	28	63	2	72	588
	W	28	116	5	70	152	165	39	112	6	48	741
	T	54	172	6	94	399	234	67	175	8	120	1329
18 years old	M	16	134	0	45	280	63	86	51	19	117	811
	W	34	265	12	63	487	113	70	149	17	137	1347
	T	50	399	12	108	767	176	156	200	36	254	2158
19 years old	M	40	360	4	37	771	35	65	89	0	119	1520
	W	23	761	22	45	782	45	84	241	21	90	2114
	T	63	1121	26	82	1553	80	149	330	21	209	3634
20 years old	M	13	318	0	198	700	70	52	87	120	40	1598
	W	49	645	17	234	987	69	67	222	132	43	2465
	T	62	963	17	432	1687	139	119	309	252	83	4063
21 years old	M	33	347	8	36	988	32	39	100	14	25	1622
	W	46	802	54	34	802	24	68	259	9	41	2139

AGE	Gender	ADAMAWA	CENTRE	EAST	FAR-NORTH	LITTORAL	NORTH	NORTH-WEST	WEST	SOUTH	SOUTH-WEST	Grand Total
	T	79	1149	62	70	1790	56	107	359	23	66	3761
22 years old	M	55	502	64	21	755	32	26	82	6	31	1574
	W	69	808	39	32	677	13	44	227	5	82	1996
	T	124	1310	103	53	1432	45	70	309	11	113	3570
	M	68	489	9	34	587	14	19	69	0	10	1299
23 years old	W	53	632	7	52	468	7	40	193	20	23	1495
	T	121	1121	16	86	1055	21	59	262	20	33	2794
	M	22	478	3	53	696	16	16	48	0	32	1364
24 years old	W	48	573	14	48	504	17	52	93	7	14	1370
	T	70	1051	17	101	1200	33	68	141	7	46	2734
	M	23	720	1	5	1117	13	25	40	8	23	1975
25 years old	W	37	670	12	11	458	14	46	92	18	9	1367
	T	60	1390	13	16	1575	27	71	132	26	32	3342
	M	45	504	0	15	370	16	3	13	5	14	985
26 years old	W	39	311	3	19	210	2	5	35	18	14	656
	T	84	815	3	34	580	18	8	48	23	28	1641
	M	9	372	0	17	239	7	5	33	6	17	705
27 years old	W	19	275	4	3	156	2	33	22	14	7	535
	T	28	647	4	20	395	9	38	55	20	24	1240
	M	6	235	0	1	119	7	4	5	0	16	393
28 years old	W	18	213	0	0	101	1	5	34	2	3	377
	T	24	448	0	1	220	8	9	39	2	19	770
	M	6	74	0	17	107	2	4	15	1	7	233
29 years old	W	2	86	2	20	80	4	12	27	4	4	241
	T	8	160	2	37	187	6	16	42	5	11	474
	M	2	123	0	1	98	3	1	1	4	3	236
30 years old	W	17	131	3	2	57	2	2	8	3	4	229
	T	19	254	3	3	155	5	3	9	7	7	465
	M	3	45	0	2	19	1	0	0	0	1	71
31 years old	W	6	36	3	0	27	1	0	2	0	5	80
	T	9	81	3	2	46	2	0	2	0	6	151
32 years old	M	1	32	0	0	33	3	1	0	0	1	71

AGE	Gender	ADAMAWA	CENTRE	EAST	FAR-NORTH	LITTORAL	NORTH	NORTH-WEST	WEST	SOUTH	SOUTH-WEST	Grand Total
33 years old	W	1	32	0	0	20	2	4	2	1	2	64
	T	2	64	0	0	53	5	5	2	1	3	135
	M	1	11	0	24	25	0	1	2	0	0	64
	W	0	19	0	200	14	0	5	5	2	0	245
	T	1	30	0	224	39	0	6	7	2	0	309
	M	0	12	0	0	37	2	0	0	0	2	53
34 years old	W	1	15	0	0	20	1	0	1	1	1	40
	T	1	27	0	0	57	3	0	1	1	3	93
	M	4	28	0	0	39	3	3	3	0	1	81
35 years old	W	1	28	0	0	32	3	3	2	2	2	73
	T	5	56	0	0	71	6	6	5	2	3	154
	M	1	20	0	0	79	1	2	4	0	3	110
Above 35 years old/	W	4	22	0	0	192	1	6	8	3	7	243
	T	5	42	0	0	271	2	8	12	3	10	353
	Total M	461	4906	92	585	7377	419	409	780	195	557	15781
Total W		637	6506	202	921	6524	648	629	1846	311	553	18777
Total T		1 098	11 412	294	1 506	13 901	1 067	1 038	2 626	506	1 110	34 558

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

## IV. 2 Outgoing learners by level of education

Table 27: Distribution of outgoing by gender, teaching order, level of education and region in government training centres

LEVEL OF EDUCATION TYPE	Gender	ADAMAWA	CENTRE	EAST	FAR-NORTH	LITTORAL	NORTH	NORTH-WEST	WEST	SOUTH	SOUTH-WEST	Grand Total
literate	M	115	1	71	21	11	25	0	1	3	0	248
	W	73	1	18	47	0	18	0	2	0	0	159
	T	188	2	89	68	11	43	0	3	3	0	407
Primary Education	M	101	351	177	241	298	406	165	270	332	58	2399
	W	51	183	110	307	139	425	50	85	127	14	1491
	T	152	534	287	548	437	831	215	355	459	72	3890
First Cycle of General Secondary Education	M	0	52	2	6	109	180	31	20	12	32	444
	W	0	136	0	23	29	132	46	12	52	22	452

LEVEL OF EDUCATION TYPE	Gender	ADAMAWA	CENTRE	EAST	FAR-NORTH	LITTORAL	NORTH	NORTH-WEST	WEST	SOUTH	SOUTH-WEST	Grand Total
	T	0	188	2	29	138	312	77	32	64	54	896
First Cycle of Technical and Vocational Secondary Education	M	0	10	1	6	49	37	22	18	9	2	154
	W	0	0	0	17	9	22	36	11	7	0	102
	T	0	10	1	23	58	59	58	29	16	2	256
Second Cycle of General Secondary Education	M	0	63	0	24	129	99	0	1	0	267	583
	W	0	59	0	15	51	131	7	0	2	123	388
	T	0	122	0	39	180	230	7	1	2	390	971
Second Cycle of Technical and Vocational Secondary Education	M	0	0	1	0	175	14	4	0	0	145	339
	W	0	0	0	0	102	1	0	0	2	45	150
	T	0	0	1	0	277	15	4	0	2	190	489
Higher Education	M	0	0	0	0	17	3	4	2	3	17	46
	W	0	0	0	0	8	0	1	2	0	14	25
	T	0	0	0	0	25	3	5	4	3	31	71
Formal education	M	0	100	0	0	0	0	0	0	0	56	156
	W	0	15	0	0	0	1	0	0	0	10	26
	T	0	115	0	0	0	1	0	0	0	66	182
Total M		216	577	252	298	788	764	226	312	359	577	4369
Total W		124	394	128	409	338	730	140	112	190	228	2793
Total T		340	971	380	707	1 126	1 494	366	424	549	805	7 162

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 28: Distribution of outgoing learners by gender, teaching order, level of education and region in private training centres

LEVEL OF EDUCATION TYPE	Gender	ADAMAWA	CENTRE	EAST	FAR-NORTH	LITTORAL	NORTH	NORTH-WEST	WEST	SOUTH	SOUTH-WEST	Grand Total
literate	M	17	85	0	25	67	11	9	2	0	0	216
	W	33	148	0	87	109	26	32	2	0	0	437
	T	50	233	0	112	176	37	41	4	0	0	653
Primary Education	M	80	575	6	72	222	154	97	44	105	181	1536
	W	171	843	20	235	347	315	132	61	108	160	2392
	T	251	1418	26	307	569	469	229	105	213	341	3928
First Cycle of General Secondary Education	M	159	724	12	149	836	70	172	173	21	2	2318
	W	235	1229	69	176	1317	64	193	466	34	32	3815

LEVEL OF EDUCATION TYPE	Gender	ADAMAWA	CENTRE	EAST	FAR-NORTH	LITTORAL	NORTH	NORTH-WEST	WEST	SOUTH	SOUTH-WEST	Grand Total
	T	394	1953	81	325	2153	134	365	639	55	34	6133
First Cycle of Technical and Vocational Secondary Education	M	44	509	0	122	2756	20	35	83	10	59	3638
	W	55	848	23	111	920	19	27	199	73	69	2344
	T	99	1357	23	233	3676	39	62	282	83	128	5982
Second Cycle of General Secondary Education	M	92	1615	10	68	1619	102	77	288	41	179	4091
	W	123	1965	55	170	1896	169	187	704	72	136	5477
	T	215	3580	65	238	3515	271	264	992	113	315	9568
Second Cycle of Technical and Vocational Secondary Education	M	38	419	0	18	519	4	4	113	0	76	1191
	W	5	564	26	27	531	4	3	220	3	79	1462
	T	43	983	26	45	1050	8	7	333	3	155	2653
Higher Education	M	16	806	64	39	1223	47	14	63	17	45	2334
	W	14	764	9	22	1120	49	33	126	16	32	2185
	T	30	1570	73	61	2343	96	47	189	33	77	4519
Formal education	M	15	173	0	92	135	11	1	14	1	15	457
	W	1	145	0	93	284	2	22	68	5	45	665
	T	16	318	0	185	419	13	23	82	6	60	1122
Total M		461	4906	92	585	7377	419	409	780	195	557	15781
Total W		637	6506	202	921	6524	648	629	1846	311	553	18777
Total T		1 098	11 412	294	1 506	13 901	1 067	1 038	2 626	506	1 110	34 558

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

### IV. 3 Outgoing learners by disability and vulnerability

Table 29: Distribution of outgoing learners by gender, vulnerability and region

TYPE OF VULNERABILITY	Gender	ADAMAWA	CENTRE	EAST	FAR-NORTH	LITTORAL	NORTH	NORTH-WEST	WEST	SOUTH	SOUTH-WEST	Grand Total
Refugees	M	1	5	0	0	3	1	0	5	0	0	15
	W	0	5	3	17	7	0	0	4	0	0	36

TYPE OF VULNERABILITY	Gende r	ADAMAW A	CENTR E	EAS T	FAR-NORT H	LITTORA L	NORT H	NORTH -WEST	WES T	SOUT H	SOUTH -WEST	Gran d Total
Internally Displaced Persons	T	1	10	3	17	10	1	0	9	0	0	51
	M	2	11	1	9	12	0	0	2	0	4	41
	W	2	16	1	15	22	0	0	8	0	5	69
	T	4	27	2	24	34	0	0	10	0	9	110
Orphans and Vulnerable Children	M	11	20	2	9	33	32	0	27	2	3	139
	W	15	50	4	26	24	30	0	23	1	3	176
	T	26	70	6	35	57	62	0	50	3	6	315
Multiple disability	M	1	0	0	0	0	3	0	1	0	0	5
	W	1	2	0	0	4	0	1	0	0	0	8
	T	2	2	0	0	4	3	1	1	0	0	13
Motor disability	M	2	7	1	0	7	5	0	6	4	0	32
	W	0	5	0	2	34	1	0	2	1	0	45
	T	2	12	1	2	41	6	0	8	5	0	77
Blind	M	0	22	0	0	8	0	0	0	0	0	30
	W	6	12	5	0	14	0	0	0	0	0	37
	T	6	34	5	0	22	0	0	0	0	0	67
BORORO indigenous people	M	9	2	0	0	1	0	0	0	0	0	12
	W	8	0	1	0	4	0	0	2	0	0	15
	T	17	2	1	0	5	0	0	2	0	0	27
Deaf	M	5	1	0	2	2	2	0	2	0	0	14
	W	1	6	10	5	3	0	1	0	0	0	26
	T	6	7	10	7	5	2	1	2	0	0	40
RETURNED Learners	M	0	1	0	0	2	0	0	0	0	0	3
	W	0	4	0	6	0	0	0	0	0	0	10
	T	0	5	0	6	2	0	0	0	0	0	13
BAKA indigenous people	M	0	0	0	0	0	0	0	0	0	0	0
	W	0	0	4	0	2	0	0	0	0	0	6
	T	0	0	4	0	2	0	0	0	0	0	6
Total M		31	69	4	20	68	43	0	43	6	7	291
Total W		33	100	28	71	114	31	2	39	2	8	428

TYPE OF VULNERABILITY	Gender	ADAMAWA	CENTRE	EAST	FAR-NORTH	LITTORAL	NORTH	NORTH-WEST	WEST	SOUTH	SOUTH-WEST	Grand Total
Total T_tt		64	169	32	91	182	74	2	82	8	15	719

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

## V. Drop-out

### V.1 Distribution of drop-out by age

Table 30: Distribution of drop-out by age, teaching order and gender

AGE	Public			Private			Total M	Total W	Total T
	M	W	T	M	W	T			
13 years old	169	126	295	5	36	41	174	162	336
14 years old	262	147	409	44	49	93	306	196	502
15 years old	129	102	231	35	97	132	164	199	363
16 years old	83	49	132	93	122	215	176	171	347
17 years old	66	89	155	154	205	359	220	294	514
18 years old	26	26	52	144	171	315	170	197	367
19 years old	17	36	53	169	304	473	186	340	526
20 years old	27	17	44	160	265	425	187	282	469
21 years old	13	16	29	152	219	371	165	235	400
22 years old	12	15	27	149	139	288	161	154	315
23 years old	16	7	23	146	211	357	162	218	380
24 years old	0	1	1	97	90	187	97	91	188
25 years old	4	1	5	64	89	153	68	90	158
26 years old	1	0	1	56	40	96	57	40	97
27 years old	2	0	2	26	45	71	28	45	73
28 years old	1	1	2	28	29	57	29	30	59
29 years old	0	0	0	18	49	67	18	49	67
30 years old	0	0	0	18	30	48	18	30	48
31 years old	1	0	1	16	8	24	17	8	25
32 years old	0	0	0	4	12	16	4	12	16
33 years old	1	0	1	10	2	12	11	2	13
34 years old	2	0	2	4	8	12	6	8	14

AGE	Public			Private			Total M	Total W	Total T
	M	W	T	M	W	T			
35 years old	88	78	166	19	10	29	107	88	195
Above 35 years old	1	0	1	74	26	100	75	26	101
Grand Total	921	711	1 632	1 685	2 256	3 941	2 606	2 967	5 573

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/ MINEFOP

Table 31: Distribution of drop-out by region, gender and age group

AGE	Gender	ADAMAWA	CENTRE	EAST	FAR-NORTH	LITTORAL	NORTH	NORTH-WEST	WEST	SOUTH	SOUTH-WEST	Grand Total
13 years old	M	20	8	0	1	6	12	3	37	20	0	107
	W	7	2	0	18	9	10	3	31	8	0	88
	T	27	10	0	19	15	22	6	68	28	0	195
14 years old	M	1	5	37	14	7	29	0	38	43	0	174
	W	2	3	30	33	9	30	2	28	25	0	162
	T	3	8	67	47	16	59	2	66	68	0	336
15 years old	M	36	41	34	70	12	25	49	23	16	0	306
	W	2	16	15	43	29	25	24	24	18	0	196
	T	38	57	49	113	41	50	73	47	34	0	502
16 years old	M	3	46	6	8	24	18	8	27	18	6	164
	W	9	20	9	19	26	30	8	21	8	49	199
	T	12	66	15	27	50	48	16	48	26	55	363
17 years old	M	18	21	11	4	21	20	10	12	1	58	176
	W	9	15	6	12	42	31	4	21	2	29	171
	T	27	36	17	16	63	51	14	33	3	87	347
18 years old	M	2	37	8	8	38	19	13	7	6	82	220
	W	33	51	5	35	95	19	7	10	3	36	294
	T	35	88	13	43	133	38	20	17	9	118	514
19 years old	M	21	30	0	5	43	21	3	16	1	30	170
	W	3	39	5	19	62	15	5	23	0	26	197
	T	24	69	5	24	105	36	8	39	1	56	367
	M	5	35	0	16	37	28	6	18	0	41	186

AGE	Gender	ADAMAWA	CENTRE	EAST	FAR-NORTH	LITTORAL	NORTH	NORTH-WEST	WEST	SOUTH	SOUTH-WEST	Grand Total
20 years old	W	17	45	2	88	54	46	15	15	3	55	340
	T	22	80	2	104	91	74	21	33	3	96	526
21 years old	M	21	49	2	16	51	11	3	17	1	16	187
	W	4	45	2	14	117	7	2	23	0	68	282
22 years old	T	25	94	4	30	168	18	5	40	1	84	469
	M	7	33	0	10	52	9	1	13	0	40	165
	W	29	48	2	10	86	8	3	23	4	22	235
23 years old	T	36	81	2	20	138	17	4	36	4	62	400
	M	8	29	8	5	48	7	2	45	3	6	161
	W	3	47	1	14	57	7	2	18	0	5	154
24 years old	T	11	76	9	19	105	14	4	63	3	11	315
	M	3	40	0	22	76	1	0	11	1	8	162
	W	18	42	0	9	131	0	1	13	0	4	218
25 years old	T	21	82	0	31	207	1	1	24	1	12	380
	M	19	37	0	0	28	0	2	2	1	8	97
	W	5	28	0	3	33	0	2	14	4	2	91
26 years old	T	24	65	0	3	61	0	4	16	5	10	188
	M	9	30	0	1	18	4	0	1	1	4	68
	W	27	30	0	1	23	0	0	6	0	3	90
27 years old	T	36	60	0	2	41	4	0	7	1	7	158
	M	1	18	0	0	23	1	0	8	0	6	57
	W	0	8	0	3	18	0	4	3	3	1	40
28 years old	T	1	26	0	3	41	1	4	11	3	7	97
	M	4	6	0	0	12	0	1	0	2	3	28
	W	21	10	0	0	11	0	1	0	2	0	45
29 years old	T	25	16	0	0	23	0	2	0	4	3	73
	M	0	13	0	0	10	0	1	2	1	2	29
	W	0	11	0	2	9	1	2	1	3	1	30
30 years old	T	0	24	0	2	19	1	3	3	4	3	59
	M	0	8	0	0	7	0	1	1	0	1	18
	W	28	12	0	0	6	0	0	1	1	1	49
	T	28	20	0	0	13	0	1	2	1	2	67

AGE	Gender	ADAMAWA	CENTRE	EAST	FAR-NORTH	LITTORAL	NORTH	NORTH-WEST	WEST	SOUTH	SOUTH-WEST	Grand Total
31 years old	M	4	4	0	0	8	0	1	0	0	0	18
	W	10	12	0	0	8	0	0	0	0	0	30
	T	14	16	0	0	16	0	1	0	0	1	48
32 years old	M	0	10	0	0	5	1	1	0	0	0	17
	W	0	4	0	0	4	0	0	0	0	0	8
	T	0	14	0	0	9	1	1	0	0	0	25
33 years old	M	0	4	0	0	0	0	0	0	0	0	4
	W	0	2	0	7	3	0	0	0	0	0	12
	T	0	6	0	7	3	0	0	0	0	0	16
34 years old	M	0	3	0	0	7	0	0	1	0	0	11
	W	0	1	0	0	0	0	0	0	1	0	2
	T	0	4	0	0	7	0	0	1	1	0	13
35 years old	M	0	1	0	0	2	0	1	2	0	0	6
	W	0	8	0	0	0	0	0	0	0	0	8
	T	0	9	0	0	2	0	1	2	0	0	14
Above 35 years old	M	0	1	0	0	69	0	1	1	0	3	75
	W	0	3	0	0	20	0	0	0	0	3	26
	T	0	4	0	0	89	0	1	1	0	6	101
Total M		182	509	106	180	604	206	107	282	115	315	2606
Total W		227	502	77	330	852	229	85	275	85	305	2967
Total T		409	1 011	183	510	1 456	435	192	557	200	620	5 573

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 32: Distribution of drop-out by region, gender and age

AGE	Gender	ADAMAWA	CENTRE	EAST	FAR-NORTH	LITTORAL	NORTH	NORTH-WEST	WEST	SOUTH	SOUTH-WEST	Grand Total
Below 14 years old	M	20	8	0	1	6	12	3	37	20	0	107
	W	7	2	0	18	9	10	3	31	8	0	88
	T	27	10	0	19	15	22	6	68	28	0	195
14 years old	M	1	5	37	14	7	29	0	38	43	0	174
	W	2	3	30	33	9	30	2	28	25	0	162
	T	3	8	67	47	16	59	2	66	68	0	336

AGE	Gender	ADAMAWA	CENTRE	EAST	FAR-NORTH	LITTORAL	NORTH	NORTH-WEST	WEST	SOUTH	SOUTH-WEST	Grand Total
15 years old	M	36	41	34	70	12	25	49	23	16	0	306
	W	2	16	15	43	29	25	24	24	18	0	196
	T	38	57	49	113	41	50	73	47	34	0	502
16 years old	M	3	46	6	8	24	18	8	27	18	6	164
	W	9	20	9	19	26	30	8	21	8	49	199
	T	12	66	15	27	50	48	16	48	26	55	363
17 years old	M	18	21	11	4	21	20	10	12	1	58	176
	W	9	15	6	12	42	31	4	21	2	29	171
	T	27	36	17	16	63	51	14	33	3	87	347
18 years old	M	2	37	8	8	38	19	13	7	6	82	220
	W	33	51	5	35	95	19	7	10	3	36	294
	T	35	88	13	43	133	38	20	17	9	118	514
19 years old	M	21	30	0	5	43	21	3	16	1	30	170
	W	3	39	5	19	62	15	5	23	0	26	197
	T	24	69	5	24	105	36	8	39	1	56	367
20 years old	M	5	35	0	16	37	28	6	18	0	41	186
	W	17	45	2	88	54	46	15	15	3	55	340
	T	22	80	2	104	91	74	21	33	3	96	526
21 years old	M	21	49	2	16	51	11	3	17	1	16	187
	W	4	45	2	14	117	7	2	23	0	68	282
	T	25	94	4	30	168	18	5	40	1	84	469
22 years old	M	7	33	0	10	52	9	1	13	0	40	165
	W	29	48	2	10	86	8	3	23	4	22	235
	T	36	81	2	20	138	17	4	36	4	62	400
23 years old	M	8	29	8	5	48	7	2	45	3	6	161
	W	3	47	1	14	57	7	2	18	0	5	154
	T	11	76	9	19	105	14	4	63	3	11	315
24 years old	M	3	40	0	22	76	1	0	11	1	8	162
	W	18	42	0	9	131	0	1	13	0	4	218
	T	21	82	0	31	207	1	1	24	1	12	380
25 years old	M	19	37	0	0	28	0	2	2	1	8	97
	W	5	28	0	3	33	0	2	14	4	2	91

AGE	Gender	ADAMAWA	CENTRE	EAST	FAR-NORTH	LITTORAL	NORTH	NORTH-WEST	WEST	SOUTH	SOUTH-WEST	Grand Total
	T	24	65	0	3	61	0	4	16	5	10	188
26 years old	M	9	30	0	1	18	4	0	1	1	4	68
	W	27	30	0	1	23	0	0	6	0	3	90
	T	36	60	0	2	41	4	0	7	1	7	158
27 years old	M	1	18	0	0	23	1	0	8	0	6	57
	W	0	8	0	3	18	0	4	3	3	1	40
	T	1	26	0	3	41	1	4	11	3	7	97
28 years old	M	4	6	0	0	12	0	1	0	2	3	28
	W	21	10	0	0	11	0	1	0	2	0	45
	T	25	16	0	0	23	0	2	0	4	3	73
29 years old	M	0	13	0	0	10	0	1	2	1	2	29
	W	0	11	0	2	9	1	2	1	3	1	30
	T	0	24	0	2	19	1	3	3	4	3	59
30 years old	M	0	8	0	0	7	0	1	1	0	1	18
	W	28	12	0	0	6	0	0	1	1	1	49
	T	28	20	0	0	13	0	1	2	1	2	67
31 years old	M	4	4	0	0	8	0	1	0	0	1	18
	W	10	12	0	0	8	0	0	0	0	0	30
	T	14	16	0	0	16	0	1	0	0	1	48
32 years old	M	0	10	0	0	5	1	1	0	0	0	17
	W	0	4	0	0	4	0	0	0	0	0	8
	T	0	14	0	0	9	1	1	0	0	0	25
33 years old	M	0	4	0	0	0	0	0	0	0	0	4
	W	0	2	0	7	3	0	0	0	0	0	12
	T	0	6	0	7	3	0	0	0	0	0	16
34 years old	M	0	3	0	0	7	0	0	1	0	0	11
	W	0	1	0	0	0	0	0	0	1	0	2
	T	0	4	0	0	7	0	0	1	1	0	13
35 years old	M	0	1	0	0	2	0	1	2	0	0	6
	W	0	8	0	0	0	0	0	0	0	0	8
	T	0	9	0	0	2	0	1	2	0	0	14
	M	0	1	0	0	69	0	1	1	0	3	75

AGE	Gender	ADAMAWA	CENTRE	EAST	FAR-NORTH	LITTORAL	NORTH	NORTH-WEST	WEST	SOUTH	SOUTH-WEST	Grand Total
Above 35 years old/	W	0	3	0	0	20	0	0	0	0	3	26
	T	0	4	0	0	89	0	1	1	0	6	101
	Total M	182	509	106	180	604	206	107	282	115	315	2606
	Total W	227	502	77	330	852	229	85	275	85	305	2967
	Total T	409	1 011	183	510	1 456	435	192	557	200	620	5 573

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/ MINEFOP

## V. 2 Distribution of drop-out learners by level of education

Table 33: Distribution of drop-out by level of education, teaching order and gender

LEVEL OF EDUCATION TYPE	Public			Private			Total M	Total W	Total
	M	W	T	M	W	T			
literate	61	65	126	39	38	77	100	103	203
Primary Education	748	517	1265	390	438	828	1138	955	2093
First Cycle of General Secondary Education	53	66	119	285	501	786	338	567	905
First Cycle of Technical and Vocational Secondary Education	13	42	55	180	342	522	193	384	577
Second Cycle of General Secondary Education	42	21	63	448	628	1076	490	649	1139
Second Cycle of Technical and Vocational Secondary Education	3	0	3	103	167	270	106	167	273
Higher Education	1	0	1	205	121	326	206	121	327
Formal education	0	0	0	35	21	56	35	21	56
Total	921	711	1 632	1 685	2 256	3 941	2 606	2 967	5 573

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 34: Distribution of drop-out learners by gender, level of education, region in government training centres

LEVEL OF EDUCATION TYPE	Gender	ADAMAWA	CENTRE	EAST	FAR-NORTH	LITTORAL	NORTH	NORTH-WEST	WEST	SOUTH	SOUTH-WEST	Grand Total
literate	M	5	6	11	8	0	20	2	0	9	0	61
	W	0	2	10	26	3	20	3	0	1	0	65
	T	5	8	21	34	3	40	5	0	10	0	126

LEVEL OF EDUCATION TYPE	Gender	ADAMAWA	CENTRE	EAST	FAR-NORTH	LITTORAL	NORTH	NORTH-WEST	WEST	SOUTH	SOUTH-WEST	Grand Total
Primary Education	M	41	110	87	107	62	96	40	120	82	3	748
	W	4	44	59	132	68	79	12	63	55	1	517
	T	45	154	146	239	130	175	52	183	137	4	1265
First Cycle of General Secondary Education	M	0	21	0	5	0	12	2	13	0	0	53
	W	0	3	0	7	0	19	7	30	0	0	66
	T	0	24	0	12	0	31	9	43	0	0	119
First Cycle of Technical and Vocational Secondary Education	M	0	4	0	0	0	5	0	0	4	0	13
	W	0	15	0	0	0	6	21	0	0	0	42
	T	0	19	0	0	0	11	21	0	4	0	55
Second Cycle of General Secondary Education	M	0	25	0	0	0	10	0	0	0	7	42
	W	0	4	0	0	0	9	3	0	0	5	21
	T	0	29	0	0	0	19	3	0	0	12	63
Second Cycle of Technical and Vocational Secondary Education	M	0	0	0	0	0	3	0	0	0	0	3
	W	0	0	0	0	0	0	0	0	0	0	...
	T	0	0	0	0	0	3	0	0	0	0	3
Higher Education	M	0	0	0	0	0	0	0	1	0	0	1
	W	0	0	0	0	0	0	0	0	0	0	...
	T	0	0	0	0	0	0	0	1	0	0	1
Total M		46	166	98	120	62	146	44	134	95	10	921
Total W		4	68	69	165	71	133	46	93	56	6	711
Total T		50	234	167	285	133	279	90	227	151	16	1 632

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 35: Distribution of drop-out by gender, level of education and region in private training centres

LEVEL OF EDUCATION TYPE	Gender	ADAMAWA	CENTRE	EAST	FAR-NORTH	LITTORAL	NORTH	NORTH-WEST	WEST	SOUTH	SOUTH-WEST	Grand Total
literate	M	0	39	0	0	0	0	0	0	0	0	39
	W	2	30	0	0	0	0	3	3	0	0	38
	T	2	69	0	0	0	0	3	3	0	0	77
Primary Education	M	71	12	8	17	18	31	43	53	3	134	390
	W	180	29	1	53	33	49	19	17	5	52	438
	T	251	41	9	70	51	80	62	70	8	186	828

LEVEL OF EDUCATION TYPE	Gender	ADAMAWA	CENTRE	EAST	FAR-NORTH	LITTORAL	NORTH	NORTH-WEST	WEST	SOUTH	SOUTH-WEST	Grand Total
First Cycle of General Secondary Education	M	28	55	0	20	135	25	15	6	1	0	285
	W	14	130	4	4	238	42	12	50	5	2	501
	T	42	185	4	24	373	67	27	56	6	2	786
First Cycle of Technical and Vocational Secondary Education	M	4	52	0	2	53	0	0	13	7	49	180
	W	8	55	2	5	184	1	0	22	11	54	342
	T	12	107	2	7	237	1	0	35	18	103	522
Second Cycle of General Secondary Education	M	31	117	0	17	137	4	4	38	4	96	448
	W	18	154	1	90	183	4	5	63	4	106	628
	T	49	271	1	107	320	8	9	101	8	202	1076
Second Cycle of Technical and Vocational Secondary Education	M	0	34	0	3	25	0	0	28	0	13	103
	W	1	9	0	6	59	0	0	13	0	79	167
	T	1	43	0	9	84	0	0	41	0	92	270
Higher Education	M	2	32	0	1	153	0	0	9	0	8	205
	W	0	23	0	7	78	0	0	10	2	1	121
	T	2	55	0	8	231	0	0	19	2	9	326
Formal education	M	0	2	0	0	21	0	1	1	5	5	35
	W	0	4	0	0	6	0	0	4	2	5	21
	T	0	6	0	0	27	0	1	5	7	10	56
Total M		136	343	8	60	542	60	63	148	20	305	1685
Total W		223	434	8	165	781	96	39	182	29	299	2256
Total T		359	777	16	225	1323	156	102	330	49	604	3 941

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

### V.3 Drop-out learners by nature of vulnerability

Table 36: Distribution of drop-out by gender, type of vulnerability and region

TYPE OF VULNERABILITY	Gender	ADAMAWA	CENTRE	FAR-NORTH	LITTORAL	NORTH	WEST	SOUTH	SOUTH-WEST	Grand Total
Refugees	M	0	0	0	2	0	0	0	0	2
	W	0	4	0	2	0	0	0	0	6
	T	0	4	0	4	0	0	0	0	8

TYPE OF VULNERABILITY	Gender	ADAMAWA	CENTRE	FAR-NORTH	LITTORAL	NORTH	WEST	SOUTH	SOUTH-WEST	Grand Total
Internally Displaced Persons	M	0	3	3	9	0	0	0	2	17
	W	0	11	10	6	0	0	0	3	30
	T	0	14	13	15	0	0	0	5	47
Orphans and Vulnerable Children	M	2	5	3	6	10	4	3	0	33
	W	0	4	2	1	7	6	2	1	23
	T	2	9	5	7	17	10	5	1	56
Multiple disability	M	0	0	0	0	0	0	0	0	0
	W	0	1	0	0	0	0	0	0	1
	T	0	1	0	0	0	0	0	0	1
Motor disability	M	0	1	0	1	0	1	0	0	3
	W	0	0	1	0	0	0	0	0	1
	T	0	1	1	1	0	1	0	0	4
Blind	M	0	0	0	2	0	0	0	0	2
	W	0	0	1	4	0	0	0	0	5
	T	0	0	1	6	0	0	0	0	7
BORORO indigenous people	M	0	0	0	2	0	0	0	0	2
	W	2	0	1	3	0	0	0	0	6
	T	2	0	1	5	0	0	0	0	8
Deaf	M	1	1	0	0	0	0	0	0	2
	W	0	3	0	1	0	0	0	0	4
	T	1	4	0	1	0	0	0	0	6
RETURNED Learners	M	0	0	0	0	0	0	0	0	0
	W	0	3	0	0	0	0	0	0	3
	T	0	3	0	0	0	0	0	0	3
BAKA indigenous people	M	0	0	0	1	0	0	0	0	1
	W	0	0	0	0	0	0	0	0	0
	T	0	0	0	1	0	0	0	0	1
Total M		3	10	6	23	10	5	3	2	62
Total W		2	26	15	17	7	6	2	4	79
Total T		5	36	21	40	17	11	5	6	141

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP



## VI. Vocational Training Offer

### VI.1 Vocational Training Centres (VTCs)

Table 37: Distribution of VTCs by region and teaching order

REGION	Public					Total Public	Private PVTC	Total Private	Grand Total
	IVTC	AVTC	RA/HES	TTC	NTTSDC				
ADAMAWA	0	0	13	0	0	13	81	81	94
CENTRE	1	0	56	2	1	60	868	868	928
EAST	0	0	24	1	0	25	42	42	67
FAR-NORTH	0	0	31	1	0	32	98	98	130
LITTORAL	0	1	35	1	0	37	630	630	667
NORTH	2	0	15	0	0	17	83	83	100
NORTH-WEST	0	0	25	1	0	26	90	90	116
WEST	1	0	30	0	0	31	238	238	269
SOUTH	0	1	30	0	0	31	58	58	89
SOUTH-WEST	2	1	26	0	0	29	73	73	102
<b>Grand Total</b>	<b>6</b>	<b>3</b>	<b>285</b>	<b>6</b>	<b>1</b>	<b>301</b>	<b>2 261</b>	<b>2 261</b>	<b>2 562</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 38: Distribution of private VTCs by region having a valid authorisation

REGION	CLANDESTIN	WITH AUTHORISATION	Grand Total
ADAMAWA	45	36	81
CENTRE	545	323	868
EAST	30	12	42
FAR-NORTH	63	35	98
LITTORAL	307	323	630
NORTH	40	43	83
NORTH-WEST	40	50	90
WEST	124	114	238
SOUTH	31	27	58
SOUTH-WEST	47	26	73

<b>Grand Total</b>	<b>1 272</b>	<b>989</b>	<b>2 261</b>
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Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 39: Distribution of private VTCs having a convention with the State by region

REGION	Total
ADAMAWA	15
CENTRE	68
EAST	4
FAR-NORTH	7
LITTORAL	56
NORTH	6
NORTH-WEST	29
WEST	19
SOUTH	9
SOUTH-WEST	8
<b>Grand Total</b>	<b>221</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

## VI.2 Trainers

Table 40: Distribution of trainers by highest academic diploma and gender

ACADEMIC DIPLOMA	M	W	TOTAL
DOCTORAT/PhD	874	274	1148
MASTER'S II	1842	791	2633
MASTER'S I	755	412	1167
Licence/ Bachelor	1991	1098	3089
DEUG/DUT	511	302	813
BACC / G.C.E. AL « A » LEVEL General	1106	703	1809
BACC/ G.C.E « A » Level Technical	965	614	1579
GCE OL/Probatoire	257	220	477
BEPC/G.C.E. « O » Level	381	357	738
CEP/F.S.L.C. or C.E.P.E.	89	81	170
Without Academic Diploma	452	331	783

ACADEMIC DIPLOMA	M	W	TOTAL
Grand Total	9 223	5 183	14 406

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 41: Distribution of trainers by highest academic diploma and gender

VOCATIONAL DIPLOMA	M	W	TOTAL
ENGINEER/MASTER	1183	396	1579
DIPCEG, DIPES I, DIPCET, DIPET I, CAPCEG, DIPENIA, ING TRAVAUX	394	226	620
PROFESSIONAL BACHELOR'S DEGREE	1226	648	1874
BTS/HND/HPD	652	402	1054
BEP, BP, BREVET TECH, BACC PRO	425	274	699
CAP	186	124	310
CAPIEG, CAPIEMP, CAPI, CAPIET ou EQ	977	854	1831
CAPIAEG, CAPIA, CAPIAET ou EQ	206	122	328
VQD	392	295	687
VQC	132	177	309
WITHOUT VOCATIONAL DIPLOMA	1847	847	2694
OTHER VOCATIONAL DIPLOMA (to be mentioned)	882	532	1414
Grand Total	9 223	5 183	14 406

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 42: Distribution of trainers by age group and gender

AGE GROUP	Public		Private		Total M	Total W	Grand Total
	M	W	M	W			
18 to 24 years old	64	57	825	545	889	602	1491
25 to 39 years old	593	363	4948	2938	5541	3301	8842
40 to 59 years old	539	352	2093	881	2632	1233	3865
60 years old and above	7	4	154	43	161	47	208
Grand Total	1 203	776	8 020	4 407	9 223	5 183	14 406

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 43: Distribution of trainers by teaching order, gender and type of training

ORDER	Gender	Continuing Training	Initial Training	Grand Total
Public	M	188	1073	1261
	W	141	756	897
	TOTAL	329	1829	2158
Private	M	1916	6321	8237
	W	1134	3205	4339
	TOTAL	3050	9526	12576
Total M		2104	7394	9498
Total W		1275	3961	5236
Total		3 379	11 355	14 734

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 44: Distribution of trainers by vocational status, teaching order and gender

TEACHING ORDER	Gender	Part-time vocational trainers	Part-time non vocational trainers	Full-time trainers	Grand Total
Public	M	271	20	912	1,203
	W	151	10	615	776
	T	422	30	1,527	1,979
Confessional	M	462	32	233	727
	W	198	12	116	326
	T	660	44	349	1,053
Lay	M	4,449	422	2,422	7,293
	W	2,460	150	1,471	4,081
	T	6,909	572	3,893	11,374
Total M		5,182	474	3,567	9,223
Total W		2,809	172	2,202	5,183
<b>TOTAL</b>		<b>7 991</b>	<b>646</b>	<b>5 769</b>	<b>14 406</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 45: Distribution of trainers by teaching order, gender and vocational diploma

TYPE_VOCATIONAL_DIPLOMA	Public			Private			Total M	Total W	Total
	M	W	T	M	W	T			
WITHOUT VOCATIONAL DIPLOMA	51	33	84	1796	814	2610	1847	847	2694
PROFESSIONAL BACHELOR'S DEGREE	27	17	44	1199	631	1830	1226	648	1874
ENGINEER/MASTER	28	6	34	1155	390	1545	1183	396	1579
VQD	5	2	7	387	293	680	392	295	687
DIPLEG,DIPESII, CAPES, DIPLET,DIPETII, DIPCO	36	15	51	685	271	956	721	286	1007
DIPCEG, DIPES I, DIPCET, DIPET I, CAPCEG, DIPENIA,	35	12	47	359	214	573	394	226	620
VQC	8	6	14	124	171	295	132	177	309
CAPIEG, CAPIEMP,CAPIC,CAPIET ou EQ	663	479	1142	314	375	689	977	854	1831
CAPIAEG,CAPIA,CAPIAET ou EQ	114	63	177	92	59	151	206	122	328
CAP	66	36	102	120	88	208	186	124	310
BTS/HND/HPD	23	13	36	629	389	1018	652	402	1054
BEP, BP, BREVET TECH, BACC PRO	69	60	129	356	214	570	425	274	699
OTHER VOCATIONAL DIPLOMA (to be mentioned)	78	34	112	804	498	1302	882	532	1414
<b>Grand Total</b>	<b>1 203</b>	<b>776</b>	<b>1 979</b>	<b>8 020</b>	<b>4 407</b>	<b>12 427</b>	<b>9 223</b>	<b>5 183</b>	<b>14 406</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 46: Distribution of trainers by type of academic diploma, teaching order and gender

ACADEMIC DIPLOMA	Confessional		Lay		Public		Total W	Total M
	W	M	W	M	W	M		
DOCTORAT/PhD	19	70	252	800	3	4	274	874
MASTER'S II	49	105	725	1,711	17	26	791	1,842
MASTER'S I	23	44	387	682	2	29	412	755
Licence/ Bachelor	74	247	990	1,678	34	66	1,098	1,991
DEUG/DUT	19	47	252	418	31	46	302	511
BACC / G.C.E. AL « A » LEVEL General	31	57	557	842	115	207	703	1,106
BACC/ G.C.E « A » Level Technical	34	65	346	480	234	420	614	965
Probatoire	17	29	122	102	81	126	220	257
BEPC/G.C.E. « O » Level	23	24	151	160	183	197	357	381
CEP/F.S.L.C. or C.E.P.E.	15	17	49	47	17	25	81	89
Without Academic Diploma	22	22	250	373	59	57	331	452
<b>Grand Total</b>	<b>326</b>	<b>727</b>	<b>4 081</b>	<b>7 293</b>	<b>776</b>	<b>1 203</b>	<b>5 183</b>	<b>9 223</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

## VI. 3 Vocational Training Guides

Table 47: Distribution of VTCs having training guides by region and teaching order

REGION	Public		Private	
	Learners' guides	Trainers' guides	Learners' guides	Trainers' guides
ADAMAWA	40	54	182	152
CENTRE	24	29	5,357	3,149
EAST	22	18	16	20
FAR-NORTH	0	48	481	421
LITTORAL	346	114	8,414	3,345
NORTH	14	59	261	246
NORTH-WEST	39	46	343	225
WEST	21	76	5,404	4,036
SU	0	15	123	93
SOUTH-WEST	61	32	307	133
Grand Total	567	491	20 888	11 820

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

## VI. 4 Infrastructure and Equipment

Table 48: Distribution of structures in VTCs by their state and teaching order

VENUES	Public		Private		Total good state	Total bad state
	Good state	Bad state	Good State	Bad state		
Number of Classrooms	552	259	5052	134	5604	393
Number of equipped functional workshops	177	136	2509	63	2686	199
Number of equipped training laboratories	16	4	912	19	928	23
Number of administrative blocks	82	31	1257	10	1339	41
Number of meeting rooms	17	4	899	7	916	11

VENUES	Public		Private		Total good state	Total bad state
	Good state	Bad state	Good State	Bad state		
Number of staff rooms	80	13	1146	8	1226	21
Number of offices	145	39	2659	34	2804	73
Number of warehouses	86	26	1053	10	1139	36
Number of open spaces	25	7	327	1	352	8
<b>Grand Total</b>	<b>1 180</b>	<b>519</b>	<b>15 814</b>	<b>286</b>	<b>16 994</b>	<b>805</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

## VI.5 Furniture

Table 49: Distribution of furniture by their state and teaching order

EQUIPMENT	Public		Private		Total good state	Total bad state
	Good state	Bad state	Good State	Bad state		
Tables	460	256	10,212	297	10,672	553
Two seater school benches	7,322	2,247	15,991	516	23,313	2,763
Three seater school benches	1,359	435	6,379	151	7,738	586
Four seater + school benches+	176	39	4,678	60	4,854	99
Chairs	698	256	20,193	468	20,891	724
Cabinets or cupboard	352	116	3,720	87	4,072	203
Tables	719	330	5,656	174	6,375	504
One seater school bench	735	590	12,273	783	13,008	1,373
<b>Grand Total</b>	<b>11 821</b>	<b>4 269</b>	<b>79 102</b>	<b>2 536</b>	<b>90 923</b>	<b>6 805</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

## VI.6 Amenities in Vocational Training Centres

Table 50: Distribution of VTCs having some amenities by teaching order

AMENITIES	Public		Private		Grand Total
	Public	Confessional	Lay		
INTERNET	22	70	789		881
LIBRARY	20	48	633		701
BOARDING SCHOOL	7	27	160		194
TOILET	0	0	0		0
IT CENTRES	0	0	37		37
PLAYING GROUND	0	0	0		0
CLEAN DRINKING WATER	0	0	0		0
ELECTRICITY	124	105	1,263		1,492
CANTEEN	10	13	173		196
INFIRMERY	17	44	461		522

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 51: Distribution of VTCs having some amenities by region

AMENITY	ADAMAWA	CENTRE	EAS T	FAR-NORTH	LITTORAL	NORTH	NORTH- WEST	WEST	SOU TH	SOUTH- WEST	Grand Total
INTERNET	24	307	5	30	292	25	38	115	23	22	881
LIBRARY	15	264	5	30	220	19	29	95	14	10	701
BOARDING SCHOOL	7	51	3	15	40	11	22	28	8	9	194
TOILET	0	0	0	0	0	0	0	0	0	0	0
IT CENTRES	3	13	0	2	0	1	4	11	2	1	37
PLAYING GROUND	0	0	0	0	0	0	0	0	0	0	0
CLEAN DRINKING WATER	0	0	0	0	0	0	0	0	0	0	0
ELECTRICITY	52	512	21	63	455	62	56	184	46	41	1,492
CANTEEN	9	58	3	10	53	10	14	24	8	7	196
INFIRMERY	13	175	3	24	172	22	22	67	9	15	522

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

## VII. Education in Emergencies

Table 52: Distribution of VTCs that experienced a crisis situation during the year 2025 by region and teaching order

REGION	Public	Confessional	Lay	Grand Total
ADAMAWA	2	0	5	7
CENTRE	9	3	35	47
EAST	4	0	0	4
FAR-NORTH	8	2	4	14
LITTORAL	7	2	32	41
NORTH	1	0	6	7
NORTH-WEST	18	3	34	55
WEST	1	0	20	21
SOUTH	3	1	2	6
SOUTH-WEST	11	1	2	14
<b>Grand Total</b>	<b>64</b>	<b>12</b>	<b>140</b>	<b>216</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 53: Distribution of VTCs temporary closed due to a crisis situation during the year 2024 by region and teaching order

REGION	Public	Confessional	Lay	Grand Total
ADAMAWA	1	0	2	3
CENTRE	2	0	8	10
EAST	1	0	0	1
FAR-NORTH	2	1	0	3
LITTORAL	2	0	11	13
NORTH	0	0	1	1
NORTH-WEST	7	1	9	17
WEST	0	0	2	2
SOUTH-WEST	5	0	1	6
<b>Grand Total</b>	<b>20</b>	<b>2</b>	<b>34</b>	<b>56</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 54: Table 3.1.3: Number of VTCs having alert device by region and teaching order

REGION	Public	Confessional	Lay	Grand Total
ADAMAWA	0	1	5	6
CENTRE	3	8	73	84
EAST	2	0	0	2
FAR-NORTH	1	2	6	9
LITTORAL	1	7	84	92
NORTH	2	0	5	7
NORTH-WEST	0	1	3	4
WEST	1	0	27	28
SOUTH	1	2	5	8
SOUTH-WEST	0	0	4	4
<b>Grand Total</b>	<b>11</b>	<b>21</b>	<b>212</b>	<b>244</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 55: Distribution of VTCs with trainers trained in the innovative pedagogical approaches by region and teaching order

REGION	Public /t	Confessional	Lay	Grand Total
ADAMAWA	6	2	25	33
CENTRE	20	17	244	281
EAST	4	0	8	12
FAR-NORTH	15	7	32	54
LITTORAL	14	26	269	309
NORTH	9	4	28	41
NORTH-WEST	7	2	15	24
WEST	17	7	97	121
SOUTH	9	2	22	33
SOUTH-WEST	5	2	16	23
<b>Grand Total</b>	<b>106</b>	<b>69</b>	<b>756</b>	<b>931</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 56: Distribution of VTCs with trainers trained for learners psychosocial support (PSS) by region and teaching order

REGION	Public	Confessional	Lay	Grand Total
ADAMAWA	0	0	2	2
CENTRE	3	5	59	67
EAST	0	0	2	2
FAR-NORTH	0	2	4	6
LITTORAL	1	5	64	70
NORTH	0	0	4	4
NORTH-WEST	0	2	3	5
WEST	0	1	28	29
SOUTH	0	0	2	2
SOUTH-WEST	0	1	2	3
<b>Grand Total</b>	<b>4</b>	<b>16</b>	<b>170</b>	<b>190</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 57: Distribution of VTCs having school guide safety measure by region and teaching order

REGION	Public	Confessional	Lay	Grand Total
ADAMAWA	0	2	27	29
CENTRE	10	16	244	270
EAST	4	0	6	10
FAR-NORTH	9	6	19	34
LITTORAL	8	25	257	290
NORTH	8	4	24	36
NORTH-WEST	0	3	10	13
WEST	4	3	93	100
SOUTH	0	3	14	17
SOUTH-WEST	2	1	16	19
<b>Grand Total</b>	<b>45</b>	<b>63</b>	<b>710</b>	<b>818</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 58: Distribution of VTCs having school documents safeguarding system by region and teaching order

REGION	Public	Confessional	Lay	Grand Total
ADAMAWA	0	2	26	28
CENTRE	10	15	238	263

REGION	Public	Confessional	Lay	Grand Total
EAST	3	0	4	7
FAR-NORTH	9	5	23	37
LITTORAL	8	25	251	284
NORTH	7	2	24	33
NORTH-WEST	4	2	12	18
WEST	6	3	99	108
SOUTH	0	2	12	14
SOUTH-WEST	0	1	13	14
<b>Grand Total</b>	<b>47</b>	<b>57</b>	<b>702</b>	<b>806</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 59: Distribution of VTCs with an emergency plan by region and teaching order

REGION	Public	Confessional	Lay	Grand Total
ADAMAWA	0	0	12	12
CENTRE	3	9	108	120
EAST	0	0	2	2
FAR-NORTH	2	4	11	17
LITTORAL	1	14	140	155
NORTH	1	2	11	14
NORTH-WEST	3	2	12	17
WEST	0	1	53	54
SOUTH	0	0	4	4
SOUTH-WEST	3	2	13	18
<b>Grand Total</b>	<b>13</b>	<b>34</b>	<b>366</b>	<b>413</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 60: Distribution of VTCs training learners on safety measures in case of an eventual attack by region and teaching order

REGION	Public	Confessional	Lay	Grand Total
ADAMAWA	...	1	7	8
CENTRE	4	2	67	73
EAST	0	0	2	2
FAR-NORTH	2	2	13	17
LITTORAL	2	9	118	129
NORTH	1	1	11	13
NORTH-WEST	4	2	9	15
WEST	1	2	55	58
SOUTH	0	0	5	5
SOUTH-WEST	2	0	5	7
<b>Grand Total</b>	<b>16</b>	<b>19</b>	<b>292</b>	<b>327</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 61: Distribution of VTCs whose venues were dislocated due to the advent of the crisis by region and teaching order

REGION	Public	Confessional	Lay	Grand Total
ADAMAWA	0	0	2	2
CENTRE	0	0	0	0
EAST	0	0	0	0
FAR-NORTH	0	1	0	1
LITTORAL	0	0	3	3
NORTH	0	0	1	1
NORTH-WEST	5	0	1	6

REGION	Public	Confessional	Lay	Grand Total
WEST	0	0	1	1
SOUTH	0	0	0	0
SOUTH-WEST	1	0	0	1
<b>Grand Total</b>	<b>6</b>	<b>1</b>	<b>8</b>	<b>15</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

*Table 62: Distribution of VTCs whose learners were reassigned to other centres due to the advent of the crisis by region and teaching order*

REGION	Public	Confessional	Lay	Grand Total
ADAMAWA	0	0	1	1
CENTRE	0	0	1	1
EAST	0	0	0	0
FAR-NORTH	0	1	0	1
LITTORAL	0	0	2	2
NORTH	0	0	0	0
NORTH-WEST	0	0	2	2
WEST	0	0	1	1
SOUTH	0	0	0	0
SOUTH-WEST	1	0	0	1
<b>Grand Total</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>9</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

## **VIII. HIV and violence in vocational training milieu**

*Table 63: Distribution of VTCs having HIV and sexual educative programme by teaching order*

REGION	Public	Private	Grand Total
ADAMAWA	11	20	31
CENTRE	18	124	142
EAST	12	4	16
FAR-NORTH	25	22	47
LITTORAL	15	127	142
NORTH	15	24	39
NORTH-WEST	16	18	34
WEST	19	55	74
SOUTH	10	10	20
SOUTH-WEST	3	10	13
<b>Grand Total</b>	<b>144</b>	<b>414</b>	<b>558</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

*Table 64: Distribution of VTCs taking into account STI related issues by teaching order*

REGION	Public	Private	Grand Total
ADAMAWA	12	28	40
CENTRE	27	203	230
EAST	16	6	22
FAR-NORTH	21	37	58
LITTORAL	21	233	254
NORTH	13	33	46
NORTH-WEST	11	21	32
WEST	21	105	126
SOUTH	6	21	27
SOUTH-WEST	4	15	19
<b>Grand Total</b>	<b>152</b>	<b>702</b>	<b>854</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

*Table 65: Distribution of VTCs whose learners had been educated completely on sexual and HIV focusing on daily life skills*

REGION	Public	Private	Grand Total
ADAMAWA	11	30	41
CENTRE	28	214	242
EAST	15	5	20
FAR-NORTH	26	44	70
LITTORAL	21	246	267
NORTH	15	34	49
NORTH-WEST	15	16	31
WEST	22	111	133
SOUTH	13	18	31
SOUTH-WEST	4	12	16
<b>Grand Total</b>	<b>170</b>	<b>730</b>	<b>900</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 66: Distribution of VTCs having implemented a guidance mechanism for student parents or their tutors regarding sexual and HIV education on daily life skills

REGION	Public	Private	Grand Total
ADAMAWA	5	17	22
CENTRE	18	136	154
EAST	7	3	10
FAR-NORTH	14	30	44
LITTORAL	10	143	153
NORTH	5	21	26
NORTH-WEST	12	11	23
WEST	12	74	86
SOUTH	5	8	13
SOUTH-WEST	2	5	7
<b>Grand Total</b>	<b>90</b>	<b>448</b>	<b>538</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 67: Distribution of VTCs having thought lessons on sexual and HIV education focusing on daily life skills during the 2023-2024 and 2024-2025 training year by region, teaching order and the implementation milieu

Variables	2,024		2,025	
	(N)	(n)	(N)	(n)
<b>REGION</b>				
Adamawa	57	28	64	40
Centre	453	182	638	230
East	28	18	34	22
Far-North	89	53	90	58
Littoral	410	214	506	254
North	70	41	72	46
North-West	88	24	93	32
West	163	95	203	126
South	52	33	55	27
South-West	32	12	44	19
<b>TEACHING ORDER</b>				
Public	250	149	240	152
Private	1,192	551	1,559	702
<b>PLACE OF IMPLEMENTATION</b>				
Urban	1,105	521	1,429	653
Rural	337	179	370	201
<b>CAMEROON</b>	<b>1 442</b>	<b>700</b>	<b>1 799</b>	<b>85</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 68: Distribution of VTCs having put guidance mechanism concerning sexual and HIV education focusing on daily life skills at the disposal of student parents, their tutors during the 2023-2024 and 2024-2025 training year by region, teaching order and the implementation milieu

Variables	2024		2025	
	(N)	(n)	(N)	(n)
<b>REGION</b>				
Adamawa	57	12	64	22
Centre	453	115	638	154
East	28	12	34	10
Far-North	89	32	90	44
Littoral	410	128	506	153
North	70	36	72	26
North-West	88	15	93	23
West	163	76	203	86
South	52	11	55	13
South-West	32	5	44	7
<b>TEACHING ORDER</b>				
Public	250	95	240	90
Private	1192	347	1559	448
<b>PLACE OF IMPLEMENTATION</b>				
Urban	1105	324	1429	406
Rural	337	118	370	132
<b>CAMEROON</b>	<b>1 442</b>	<b>442</b>	<b>1 799</b>	<b>538</b>

Source: 2023-2024 and 2024-2025 Vocational Training Data Collection, MINEFOP

Table 69: Distribution of VTCs whose trainers had been trained and thought complete lessons on reproductive health and HIV education focusing on daily life skills during the 2023-2024 and 2024-2025 training year by region, teaching order and the implementation milieu

Variables	2023		2024	
	(N)	(n)	(N)	(n)
<b>REGION</b>				
Adamawa	57	26	64	36
Centre	453	177	638	241
East	28	20	34	17
Far-North	89	53	90	66
Littoral	410	213	506	254
North	70	44	72	43
North-West	88	23	93	31
West	163	98	203	126
South	52	20	55	26
South-West	32	10	44	14
<b>TEACHING ORDER</b>				
Public	250	142	240	148
Private	1192	542	1559	706
<b>PLACE OF IMPLEMENTATION</b>				
Urban	1105	503	1429	643

Variables	2023		2024	
	(N)	(n)	(N)	(n)
Rural	337	181	370	211
<b>CAMEROON</b>	<b>1 442</b>	<b>684</b>	<b>1 799</b>	<b>854</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/ MINEFOP

## **IX. Vocational Guidance**

*Table 70: Distribution of VTCs having a vocational guidance structure by region and teaching order*

REGION	Public	Private	Grand Total
ADAMAWA	4	27	31
CENTRE	7	334	341
EAST	8	9	17
FAR-NORTH	5	30	35
LITTORAL	6	318	324
NORTH	4	38	42
NORTH-WEST	7	33	40
WEST	9	127	136
SOUTH	4	22	26
SOUTH-WEST	4	21	25
<b>Grand Total</b>	<b>58</b>	<b>959</b>	<b>1 017</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

*Table 71: Distribution of VTCs having a vocational guidance structure by region and type of support*

HEADINGS_TYPE_SERVICE_GUIDANCE	Public	Confessional	Lay
Site Guidance	93	43	562
Integration Guidance	76	49	536
Consolidation Guidance	89	36	369
Post-Training Monitoring	45	44	478

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

*Table 72: Distribution of VTCs having a post-training monitoring mechanism by region and type of mechanism*

TEACHING ORDER	TELEPHONE	EMAIL	DIRECT CONTACT
Public	103	10	109
Lay	906	203	757
Confessional	77	14	69
<b>Grand Total</b>	<b>1 086</b>	<b>227</b>	<b>935</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

*Table 73: Distribution of VTCs having a post-training monitoring mechanism by region and type of mechanism*

REGION	TELEPHONE	EMAIL	DIRECT CONTACT
ADAMAWA	48	8	43
CENTRE	362	76	275
EAST	19	3	26
FAR-NORTH	48	7	53
LITTORAL	314	79	282
NORTH	47	5	41
NORTH-WEST	52	12	45
WEST	145	29	130
SOUTH	27	3	18
SOUTH-WEST	24	5	22
<b>Grand Total</b>	<b>1 086</b>	<b>227</b>	<b>935</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 74: Distribution of VTCs having a support integration unit of outgoing learners by region and teaching order

REGION	Public	Lay	Confessional	Grand Total
ADAMAWA	1	20	1	22
CENTRE	1	229	15	245
EAST	1	3	0	4
FAR-NORTH	1	16	4	21
LITTORAL	1	218	20	239
NORTH	2	15	3	20
NORTH-WEST	4	26	4	34
WEST	1	88	5	94
SOUTH	2	9	0	11
SOUTH-WEST	1	7	1	9
<b>Grand Total</b>	<b>15</b>	<b>631</b>	<b>53</b>	<b>699</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 75: Distribution of VTCs having a data-base management tool for outgoing learners by region and teaching order

REGION	Public	Lay	Confessional	Grand Total
ADAMAWA	4	32	2	38
CENTRE	4	280	19	303
EAST	4	7	0	11
FAR-NORTH	11	26	8	45
LITTORAL	4	260	20	284
NORTH	8	26	6	40
NORTH-WEST	9	36	5	50
WEST	4	106	8	118
SOUTH	3	12	1	16
SOUTH-WEST	3	17	2	22
<b>Grand Total</b>	<b>54</b>	<b>802</b>	<b>71</b>	<b>927</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

Table 76: Distribution of VTCs having support mechanism for outgoing learners in search for job, creation of economic interest groups, and development of business plans by region and teaching order

REGION	Public	Lay	Confessional	Grand Total
ADAMAWA	3	27	3	33
CENTRE	4	220	14	238
EAST	1	4	0	5
FAR-NORTH	4	15	4	23
LITTORAL	1	210	14	225
NORTH	4	15	5	24
NORTH-WEST	7	35	4	46
WEST	1	97	8	106
SOUTH	1	13	1	15
SOUTH-WEST	2	15	2	19
<b>Grand Total</b>	<b>28</b>	<b>651</b>	<b>55</b>	<b>734</b>

Source: 2024-2025 Vocational Training Data Collection, ONEFOP/MINEFOP

## X. Human Resource Management at MINEFOP

Table 77: Distribution of Staff by region and gender for 2025 Budgetary year

Gender	Services	Devolved Services										Others	Total/ Total	
		Central	ADAMAWA	CENTRE	FAR-NORTH	EAST	LITTORAL	WEST	NORTH	NORTH-WEST	SOUTH			
Men		166	83	398	155	104	216	159	139	141	175	122	120	1978
Women		181	31	441	58	69	187	116	60	112	99	107	51	1512
Total		347	114	839	213	173	403	275	199	253	274	229	171	3 490

Source: MINEFOP/SG/DAG/C-SIGIPES / MINEVT/SG/DGA/C-SIGIPES

Table 78: Distribution of Staff by gender and age group for 2025 Budgetary year

Gender	Age group					Total
	17-30	31-40	41-50	51-60		
Men		139	636	793	410	1978
Women		88	455	612	357	1512
Total		227	1 091	1 405	767	3 490

Source: MINEFOP/SG/DAG/C-SIGIPES / MINEVT/SG/DGA/C-SIGIPES

Table 79: Distribution of Staff by category and gender for 2025 Budgetary year

Gender	Decision Workers			Administrative Contract Workers				Civil Servants						Higher Education		Total 2025		
				Contract Workers		Contract Workers												
	1 - 2	3 - 4	5 - 6	7	8	9	10	11	12	D	C	B1	B2	A1	A2	AS	CC	
Men	1	27	107	20	521	28	65	1	0	0	1	649	160	125	271	1	1	1978
Women	0	11	58	22	457	36	72	0	0	0	1	493	97	100	165	0	0	1512
Total	1	38	165	42	978	64	137	1	0	0	2	1 142	257	225	436	1	1	3 490

Source: MINEFOP/SG/DAG/C-SIGIPES / MINEVT/SG/DGA/C-SIGIPES

Table 80: Distribution of Staff by level of education and gender for 2025 Budgetary year

Level of education	2025 Budgetary Year		
	M	W	T
Without Academic Diploma	0	0	0
FSLC/CEPE	27	9	36
BEPC	103	56	159
Probatoire	44	26	70
Baccalauréat	1161	946	2107
Bac + 2	106	81	187
Bac + 3	214	175	389
Bac + 4	41	51	92
Bac + 5	277	167	444
Research Cycle	5	1	6
<b>Total</b>	<b>1 978</b>	<b>1 512</b>	<b>3 490</b>

Source: MINEFOP/SG/DAG/C-SIGIPES / MINEVT/SG/DGA/C-SIGIPES

Table 81: Distribution of Civil Servants by gender and Corps for 2025 Budgetary year

corps	Gender		
	M	W	T
Clerks Administration	0	0	0
Public Administration	0	1	1
Social Affairs	2	1	3
Agriculture, Rural Production	1	0	1
Guidance Counsellors	41	33	74
Demographer	3	1	4
Diplomacy	1	0	1
Documentation	0	0	0
Physical and Sports Education	123	49	172
General Secondary Education	122	90	212
Formal education	11	16	27
Technical and Vocational Secondary Education	735	550	1285
Higher Education	2	0	2
Civil Engineering	2	1	3

corps	Gender		
	M	W	T
<i>Nursing</i>	0	3	3
<i>Information</i>	0	3	3
<i>Computing and Telecomputing</i>	6	1	7
<i>Youth et Animation/</i>	7	4	11
<i>Price, Weight and Seize</i>	0	2	2
<i>Financial Control Service/</i>	1	1	2
<i>Livestock and Maritime Fisheries Services</i>	0	1	1
<i>Translation and Interpretation Services</i>	16	29	45
<i>Statisticians</i>	13	6	19
<i>Industrial Technicians</i>	81	18	99
<i>Telecommunication</i>	0	0	0
<i>Labour and Social Insurance</i>	41	46	87
<b>TOTAL</b>	<b>1 208</b>	<b>856</b>	<b>2 064</b>

Source: MINEFOP/SG/DAG/C-SIGIPES / MINEVT/SG/DGA/C-SIGIPES

Table 82: Distribution of trainers by highest academic diploma and gender

Academic Diploma	Men	Women	Total
PhD/DOCTORAT	1	1	2
MASTER II	93	35	128
MASTER I	3	6	9
BACHELOR'S DEGREE	77	40	117
DEUG/DUT	60	34	94
BACC Générale (GCE AL in the Francophone sub-system of education)	73	52	125
BACC Technique (GCE AL Technical in the Francophone sub-system of education)	822	611	1433
PROBATOIRE	16	13	29
BEPC	62	26	88
CEP OU CEPE/FSLC	3	1	4
Without Academic Diploma	0	0	0
<b>Total</b>	<b>1 210</b>	<b>819</b>	<b>2 029</b>

Source: MINEFOP/SG/DAG/C-SIGIPES / MINEVT/SG/DGA/C-SIGIPES

Table 83: Distribution of trainers by highest vocational diploma and gender

Vocational Diploma	Men	Women	Total
DIPLEG, DIPES II/DIPES, CAPES, DIPLET, DIPET II, DIPCO, DIPENI	45	24	69
ENGINEER/PROFESSIONAL MASTER	40	10	50
DIPCEG, DIPES I, DIPCET, DIPET I, CAPCEG, DIPENIA, ING TRAVAUX	33	9	42
PROFESSIONAL BACHELOR'S DEGREE	33	14	47
HND/BTS	60	31	91
BEP, BP, BACC PRO, BT	203	145	348
CAPIEG, CAPIEMP, CAPI, CAPIET OU EQUIVALENT	672	492	1164
CAPIAEG, CAPIA, CAPIAET OU EQUIVALENT	14	11	25
CAP	59	21	80
VQD	0	0	0
VQC	0	0	0
Others (Vocational Training Attestation)	5	0	4
Without Vocational Diploma	46	62	108
<b>TOTAL</b>	<b>1 210</b>	<b>819</b>	<b>2 029</b>

Source: MINEFOP/SG/DAG/C-SIGIPES / MINEVT/SG/DGA/C-SIGIPES

Table 84: Distribution of trainers by age group, and gender

Age group	Gender		
	Men	Women	Total
From 18 to 24 years old	3	1	4
From 25 to 39 years old	384	225	609
From 40 to 59 years old	823	593	1416
60 years old and above	0	0	0
<b>Total</b>	<b>1 210</b>	<b>819</b>	<b>2 029</b>

Source: MINEFOP/SG/DAG/C-SIGIPES / MINEVT/SG/DGA/C-SIGIPES

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