

REPUBLIQUE DU CAMEROUN

Paix-Travail-Patrie

**MINISTRE DE LA JEUNESSE ET DE
L'EDUCATION CIVIQUE**

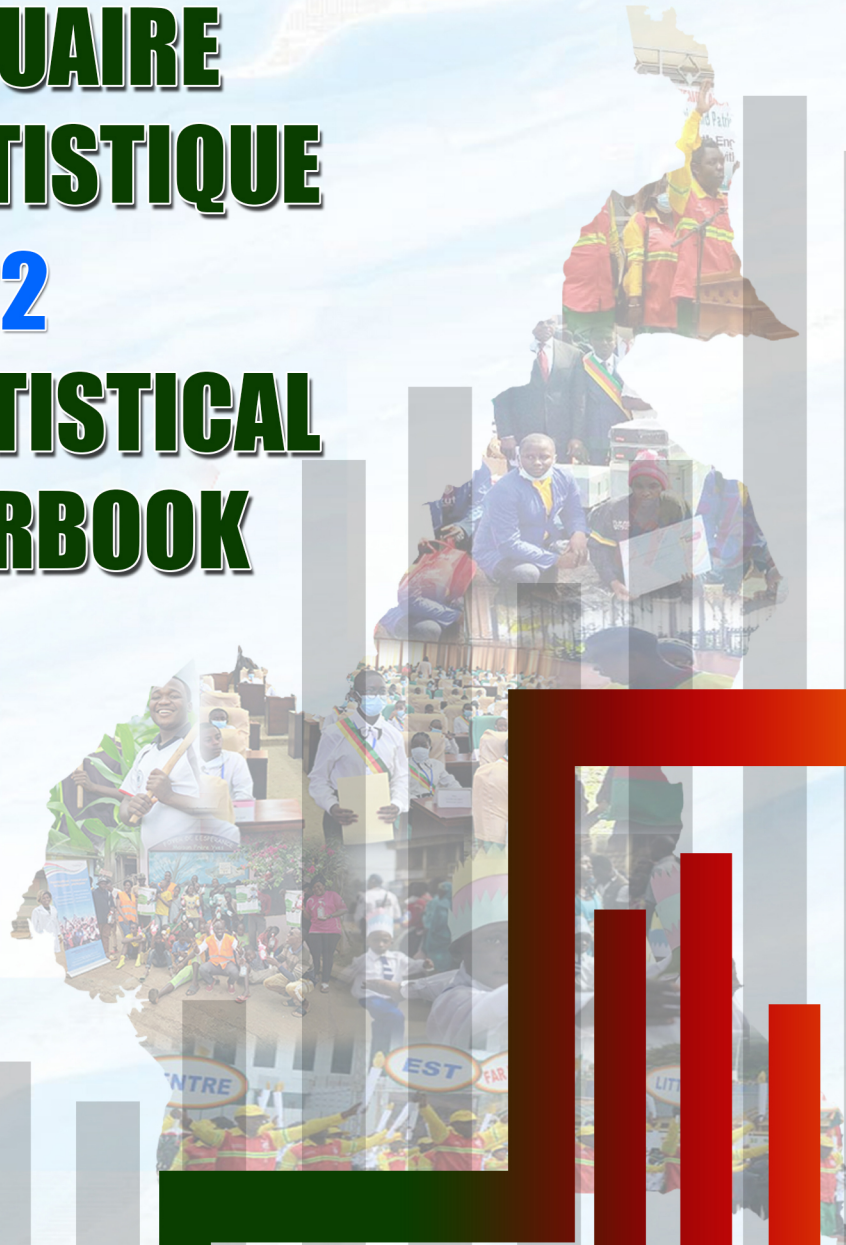


REPUBLIC OF CAMEROON

Peace-Work-Fatherland

**MINISTRY OF YOUTH AFFAIRS
AND CIVIC EDUCATION**

ANNUAIRE STATISTIQUE 2022 STATISTICAL YEARBOOK





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President of the Republic, Head of State



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Prime Minister, Head of Government



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FOREWORD

The missions of the Ministry of Youth Affairs and Civic Education have been significantly strengthened since the signing of the Decree No. 2011/408 of 9 December 2011 organising the Government, and following the Decree No. 2012/565 of 28 November 2012 organising the Ministry of Youth Affairs and Civic Education.

Indeed, according to the provision of Article 1 (2) of this Decree, the Ministry of Youth Affairs and Civic Education is responsible for the development and implementation of government's policy in the field of **youth, civic education** and the promotion of **national integration**.

The **President of the Republic, His Excellency Paul BIYA**, through this major act, intended to assign to this ministry another crucial mission in addition to the promotion of youth: that of civic education of the population for the construction of the exemplary Republic as stated in the society project of the Great Achievements Seven-Year Plan.

It was therefore important for MINJEC to methodically provide a close supervision for the development of young people through programmes and projects such as: **PAJER-U, PIFMAS, FONIJ, NYO, PARI-JEDI, PEPCIN, PNV, TYSYP, YouthConnekt, PRONEC-REAMORCE, CRJs** and **CMJs, MYECs, CNEPCI, NCPDYD**; tools through which many young Cameroonians have been able, on the one hand to be "rekindled" and on the other hand to find employment.

The preparation of the statistical yearbook is part of the accountability principle and institutional governance aiming at making all activities carried out within a public administration accountable and credible. In **MINJEC**, things could not be otherwise.

This edition covers the year 2022 and highlights a set of information on the mechanisms deployed by **MINJEC** to facilitate the development of Cameroon's youth. **For this Statistical Yearbook, data were essentially collected from Deconcentrated (DAJEC) and Attached (MYEC) Services as well as from programmes and project. In addition, the calculations of indicators only consider the population between 15 and 35 years old.**

I would also like to thank the public administration partners (**MINESUP, MINEDUB, MINESEC, MINEFOP, NIS, BUCREP** and **PAREC**) for kindly making their accompanying experts available to MINJEC. I would like to express my gratitude to the agencies of the United Nations System (**UNS**), in particular **UNESCO**, for its technical and financial contribution to the production of this statistical yearbook.

Finally, I hope that this document will be more widely adopted by all those involved, both at home and abroad, in order to improve on the guidance of our youth.

**Happy reading,
Make the most of it!**

**The Minister of Youth Affairs
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ACRONYMS, ABBREVIATIONS AND CONVENTIONAL SIGNS USED

| | |
|----------------------|---|
| - | Data Not considered |
| 2030 NDS | 2020- 2030 National Development Strategy |
| AIDS | Acquired Immunodeficiency Syndrome |
| APR | Annual Performance Report |
| AU | African Union |
| AWP | Annual Work Plan |
| B | Boy |
| BACC | BACCALAUREATE |
| BEPC | First Cycle Educational Diploma |
| BTS | Brevet de Technicien Supérieur (Higher Technician Certificate) |
| BUCREP | Central Bureau of Census and Population Studies |
| CELPLAN | Planning Unit |
| CELSUI | Monitoring Unit |
| CELTRAD | Translation Unit |
| CEPE | Primary School Certificate |
| CERSP | Cameroon Education Reform Support Programme |
| CMJ | Municipal Youth Councillor |
| CNEPCI : | National Centre for Mass Civic Education |
| CNYC | Cameroon National Youth Council |
| CPJA | Senior Youth and Action Counsellor |
| CQ | Certificate of Qualification |
| CT1 | Technical Adviser N°1 |
| CT2 | Technical Adviser N°1 |
| CU | Communication Unit |
| DAG | Department of General Affairs |
| DAJ | Legal Affairs Division |
| DAJEC | Divisional Delegation for Youth Affairs and Civic Education |
| DCOS | Cooperation and Statistics Division |
| DECIN: | Department of Civic Education and National Integration |
| DEP | Research and Projects Department |
| DESP | Growth and Employment Strategy Paper |
| DGNS | General Delegation for National Security |
| DISJEV | Department of Youth Social Integration and Voluntary Service |
| DIVAPJ | Department of Community Life and Youth Participation |
| DPEJ | Department of Youth Economic Empowerment |
| DPSU | Data Processing and Statistics Unit |
| DRJEC | Regional Delegation for Youth Affairs and Civic Education |
| ECOWAS | Economic Community of West African States |
| EIG | Economic Interest Group |
| EMIS | Education Management Information Systems |
| FONIJ | National Youth Integration Fund |
| FSLC | First School Leaving Certificate |
| G | Girl/Woman/Feminine |
| GCE "A" Level | General Certificate of Education Advance Level |
| GCE "O" Level | General Certificate of Education Ordinary Level |
| GPP | Government Performance Project |
| HIV | Human Immunodeficiency Virus |
| IGPTTM | Inspectorate-General of Programmes, Teaching and Training Methodology |
| IGS | Inspectorate General of Services |
| Km | Kilometre |
| M | Man |
| MDGs | Millennium Development Goals |
| MINAS | Ministry of Social Affairs |
| MINCOMMERCE | Ministry of Trade |

| | |
|-------------------|---|
| MINEDUB | Ministry of Basic Education |
| MINEFOP | Ministry of Employment and Vocational Training |
| MINESEC | Ministry of Secondary Education |
| MINESUP | Ministry of Higher Education |
| MINFOPRA | Ministry of Public Service and Administrative Reforms |
| MINJEC | Ministry of Youth Affairs and Civic Education |
| MINJUSTICE | Ministry of Justice |
| MINPMEESA | Ministry of Small and Medium Sized Enterprises, Social Economy and Handicrafts |
| MINSEP | Ministry of Sports and physical Education |
| MINT | Ministry of Transport |
| MITSS | Ministry of Labour and Social Security |
| MYEC | Multipurpose Youth Empowerment Centre |
| NDS30 | National Development Strategy 2020-2030 |
| NCPDYD | National Centre for the Production And Dissemination of Youth Documentation |
| NCSAPD | National Civic Service Agency for Participation in Development |
| NGO | Non-Governmental Organization |
| NIS | National Institute of Statistics |
| NSIF | National Social Insurance Fund |
| NVP | National Volunteering Programme |
| NYO | National Youth Observatory |
| NYSC | National Youth and Sports Centre |
| OIF | International Organisation of la Francophonie |
| ONEFOP | National Observatory of Employment and Vocational Training |
| PAJER- U | Rural and Urban Youth Support Programme |
| PARI-JEDI | Support Programme for the Return and Integration of Youth from the Diaspora |
| PARSE | Project to Support the Socio-economic Resilience of vulnerable Youth |
| PEPCIN | Mass Civic Education and National Integration Programme |
| PIFMAS | Youth Socio-economic Integration Project through the Creation of Micro- Enterprises for the Manufacture of Sports Equipment |
| PNUD | United Nations Development Programme |
| PTF | Technical and Financial Partners |
| RGPH | General Census of Population and Housing |
| SDA | documentation and archives department |
| SDACL | Sub-Department of Reception, Mail and Liaison |
| SDG | Sustainable Development Goals |
| SDPSP | Sub-Department of staff, balance and Liaison |
| SSEF | Education and Training Sector Strategy |
| T | Total |
| TYSYP | Three-Year Special Youth Plan |
| UN | United Nations |
| UN Women | UN entity dedicated to gender equality and the empowerment of women |
| UNAIDS | Joint United Nations Programme on HIV/AIDS |
| UNESCO | United Nations Educational, Scientific and Cultural Organisation |
| UNFPA | United Nations Population Fund |
| UNHCR | United Nations High Commissioner for Refugees |
| YO | Youth Organisation |

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GLOSSARY

- (1) **Animation:** To animate means "to give life" It is a process that aims to involve the population in improving their living conditions in order to promote their development.
- (2) **Conscript:** young people aged between 17 and 21, admitted to the compulsory period (2 months) of National Civic Service for Participation in Development.
- (3) **Learners:** Young people involved in an apprenticeship in a MYEC.
- (4) **Association:** An agreement by which people put together their knowledge or activities for a specific purpose other than to share profits. Associations are subject to two regimes: the declaration regime and the authorisation regime.
- (5) **Volunteering:** The term voluntary work, from the Latin "voluntarius" (meaning willing, or of one's own choice), is the situation in which an individual provides a service for a person, an organisation or a community without expecting any payment. The volunteer does not receive any remuneration, but may be compensated for the costs incurred by the activity, which he or she may decide to end at any time, as there is no contract between the volunteer and the organisation. There are two types of volunteering: "informal" and "formal" volunteering.
- (6) **Host Capacity:** number of individuals that can be trained or mentored in a Multipurpose Youth Empowerment Centre in one session or year.
- (7) **Multipurpose Youth Empowerment Centres:** The Centres are services attached to the Ministry responsible for youth, with the task of supervising and supporting young people outside school, with a view to their development. There are four (04) categories of MYECs: Reference, Regional, Divisional and Subdivisional.
- (8) **Citizen:** a citizen is a person who enjoys all his rights and fulfils his duties towards his country and freely exercises his citizenship in a state of law.
- (9) **Citizenship:** this term means two things: in the first sense, it simply means belonging to a country, to a state, acknowledged and attested according to criteria that vary from country to country (birth, descent, adoption, etc.) It also refers to the status or ability of the citizen to be fully involved in the management or administration of the city. There are three essential dimensions to citizenship: participation, social cohesion and responsibility.
- (10) **Volunteer contract:** is a written agreement, for a fixed term, organizing the relationship between the volunteer and his host structure.
- (11) **Education:** from the Latin ex-ducere which means to lead, guide, bring out of, education is the act of developing a set of knowledge as well as moral, physical, intellectual, scientific and other values. It is considered essential for achieving the expected level of culture. Education makes it possible to pass on from one generation to the next, the culture necessary for personality development and social integration.
- (12) **Civic education:** may be defined as encouraging citizens to develop a sense of citizenship for their own good, the good of the community to which they belong and the good of the state in which they live.
- (13) **Generated employment:** is the number of direct or indirect jobs created as a result of an activity.
- (14) **Entrepreneurship:** is defined by other authors as a set of actions carried out for the creation and development of enterprises.
- (15) **Proxy indicator or substitute indicator:** It is not a direct measure of the stated result, but an indirect measure of the situation. It is used when more direct measures are

not available due to the lack of information or the complexity of the situation. And therefore, it is based on an assumption about the behaviour of certain phenomena in relation to the stated result. It is then specific to the context and can be quantitative, qualitative or combined. For the purposes of this document, this proxy indicator has been used to provide additional information for certain indicators in programmes 144 and 146.

- (16) Socio-economic integration:** is the act of inserting an individual into a production circuit.
- (17) National integration:** aims at training citizens rooted in their culture, respectful of the general interest, the common good, ethics and democratic values harmonious, and concerned with living together and open world. National integration enables every Cameroonian to take responsibility for being a citizen of the same country and promote national consciousness and peaceful coexistence. It is the manifestation of the desire of living together, in accordance with duty and moral conscience, which is expressed in the inter-personal relationships and actions of individuals. National integration requires two conditions namely: - the will and an individual approach to consider the other as having the same rights and duties in order to meet the challenge of living together, - the capacity of the state and society to consider all citizens on an equal basis, respect the differences and peculiarities of individuals and groups, from which unity should arise.
- (18) Youth:** It is a natural person between the ages of 15 and 35.
- (19) Young people who acquired civic values:** individuals aged between 15 and 35 trained in civic values and sanctioned by an assessment of their achievements.
- (20) Mobilised youth:** Young people who are interested in being part of a project or programme.
- (21) Youth:** life span between the ages of 15 and 35.
- (22) Volunteering mission:** a set of activities to be carried out by the volunteer, duly stipulated in the voluntary contract.
- (23) Youth Movement** Non-profit Organisation gearing youth toward their education and their socialisation. Most of these organisation have ideals or values that they try to pass on to their members such as spirituality, autonomy and living together.
- (24) Youth organization:** is a voluntary association of natural or legal persons that contributes to develop youth and their personal skills in order to help them become active, responsible and critical citizens in society.
- (25) Programme 144:** Civic education and volunteering
- (26) Programme 145:** Socio-professional integration of young people
- (27) Programme 146:** National Integration and Citizen Participation
- (28) Programme 147:** Governance and Institutional Support
- (29) Economic empowerment of youth:** Action or process that aims to facilitate the integration of a young person into the economic fabric through employment or self-employment.
- (30) Reinsertion:** Adaptation to a new job for someone who, after losing a previous one, finds another one.
- (31) Civic service:** compulsory or voluntary commitment of the youth aimed at mobilising them to contribute to the economic and social progress of the State or its constituent parts and to develop civic values in them

- (32) Host structure:** refers to a legal person who pursues a mission of general interest and receives support of national volunteers.
- (33) Posting structure:** legal person governed by Cameroon public law responsible for informing, preparing, accompanying and monitoring volunteer missions.
- (34) Rate of socio-economic integration:** Specify the number of youth integrated into the economic fabric by MINJEC's structures compare to the number of youth trained in MINJEC's structures.
- (35) Volunteer:** a natural person who carries out freely, disinterestedly a contractual, and unpaid activity, on a full-time basis or according to a predefined schedule for a common good or for a social cause, and which may give rise to regular or occasional lump-sum allowances for subsistence needs.
- (36) Volunteer work:** it is a contractual and unpaid activity, carried out freely, selflessly, on a full-time basis or according to a predefined schedule, by a natural person, for the common good or for a social cause, and which may give rise to regular or occasional lump-sum allowances for subsistence needs.

INTRODUCTION

The main mission of the Ministry of Youth Affairs and Civic Education (MINJEC) is the development and implementation of government's policy in the field of youth, civic education and the promotion of national integration. The Government, as well as the Technical and Financial Partners, make this a key concern.

To this end, numerous mechanisms have been developed to report on the initiatives undertaken by Government to provide better guidance to young people. The production of a statistical yearbook is part of this accountability approach because it has proved to be one of the best ways of helping with the planning, coordination and monitoring of the national policy on youth, civic education and the promotion of national integration.

This approach of MINJEC is in line with the requirements of the education and training sector through the Education Management Information System (EMIS) which aims to establish a reliable statistical information system within this sector.

The objective of the 2022 statistical yearbook is, on the one hand, to inform the public about the overall results obtained with regards to the measures undertaken by MINJEC and, on the other hand, to better plan the interventions for a better supervision of Cameroonian youth.

In line with the quality approach, the methodology that led to the production of the 2022 edition of MINJEC's Statistical Yearbook is based on the following elements:

- assessment of information needs;
- development and validation of data collection tools;
- process of data collection;
- assessment of the coverage rate;
- entry and processing of data;
- generating the statistical yearbook;
- validation and publication of the statistical yearbook;
- difficulties encountered and recommendations.

In a nutshell, this document provides information on all strategic indicators of MINJEC's performance (civic education and volunteering, socio-economic integration of young people, national integration and civic participation), as well as on the programs, projects and initiatives implemented by the structures attached to and those under the supervision of MINJEC. It is organized into five main chapters which are:

- I. Generalities;
- II. Methodological synthesis;
- III. Data from central and deconcentrated services of MINJEC and indicators per programme;
- IV. Data on MYEC
- V. Data on programmes and projects.

The document ends with the identification of some difficulties during the elaboration process of the statistical yearbook and recommendations to improve the performance of MINJEC.

I.1 Commitments of Cameroon to empower youth and education

To ensure the empowerment of youth and education in Cameroon, our country relies on national and international strategic orientations such as the NDS30, the Education and Training Sector Strategy (SSEF), the United Nations 2030 Agenda on the SDGs, the African Union's Agenda 2063 to name but a few.

I.1.1 Commitments of Cameroon to empower youth

The National Development Strategy (NDS30), in outlining the structure of the population of Cameroon, highlights that this population is constituted essentially of young people, with individuals aged under 15 representing more than 40.4% of the total population, and people aged between 15 and 35 making up more than 35.8% of the population. This demographic dividend plays a significant role in the elaboration of the various policies targeting development in general and human capital in particular. A country with a large workforce and fewer people to care for can seize the opportunity for growth if it makes smart economic and social investments. To this end, the NDS30 identifies (04) main pillars that should lead to greater empowerment of Cameroonian youth, namely:

➤ **Structural transformation of the economy**

This is driven by the paradigm of import/substitution, technological catch-up, and sustained by actions in favour of economic patriotism. By changing mindsets, civic education would contribute to transforming consumption and production patterns in favour of "made in Cameroon" or to the detriment of extraversion of trade.

➤ **Human capital development**

In order to ensure the availability of competent and competitive human capital, MINJEC's actions contribute to the development of healthy and productive human capital. These include the promotion of civic education, national integration, youth participation and volunteering. The focus on civic education in the NDS30 is designed to maintain social cohesion and further national integration.

Concerning national integration, the Government intends to systematically promote the values of living together, citizenship and economic, social, environmental and political patriotism by 2030. When it comes specifically to promoting national integration, the government intends to train citizens rooted in their culture, respectful of the general interest, the common good, ethics and democratic values, concerned with living together and open to the world.

It will entail encouraging Cameroonians to go beyond their primary identities to join in the construction of a society better prepared to meet globalization and its challenges. The government also intends to promote inclusive volunteering through mobilisation, civic participation and the development of skills from all social strata, as a guarantee of national integration and social cohesion.

➤ **Promoting employment and economic integration**

The aim of this pillar is to promote full and decent employment by developing the legal and regulatory environment to make apprenticeships a reality and a powerful tool for integrating young people into the labour market.

To this end, emphasis is laid on the development of training courses in economic intelligence and the fostering of enterprise incubators in the MYECs, as well as start-ups and junior enterprises created from these initiatives. Similarly, the objective of considerably increasing the number of young people and adults with the skills, particularly technical and professional skills, needed for decent employment and/or quality entrepreneurship in the trades of the sub-sectors driving industrialisation as sectoral strategic orientations will be addressed in this programme.

➤ **Governance and strategic management of the State**

It is cross-cutting to several actions that contribute to the achievement of the previous pillars. Actions to strengthen the participation of young people in local development and decision-making, to promote national integration through bilingualism and multiculturalism as well as citizenship, reinforce “unity in diversity” at the centre of the third dimension of Vision 2035.

In short, the actions of MINJEC’s operational programs contribute to increase out-of-school technical and vocational training opportunities, as well as to improving access and equity, quality and employability, as well as strengthening out-of-school education. In this context, the establishment of its mechanism ensures equitable access to education and training for all categories of the population.

I.1.2 Commitments of Cameroon to empower education

In Cameroon, education is administered by five (05) specialised ministries whose work is organised by a Technical Secretariat that reports directly attached to the Ministry of Economy, Planning and Regional Development (MINEPAT). Thus, the implementation of fundamental education is built through a joint reflection between MINEDUB and MINESEC, and also includes aspects of flow regulation that combine MINEFOP, MINJEC and MINESUP.

Critical capacity building such as the development of an Information System for Education Management (EMIS) is planned on the basis of an inter-ministerial platform and governance improvement policies in its financial and human resources management aspects are also common to the five sectoral ministries.

As part of the implementation of the education sector strategy, nine (09) principles underlie the actions undertaken. These principles have guided the drafting work, enabled and justified decisions to be taken, and are reflected in numerous actions programmed, in particular:

- **Strengthening civic education at all levels of education and training:** With the rising incivility, immorality and the crisis in values of peace, work, solidarity and transparency, the need to strengthen civic education in Cameroon is imperative. This reinforcement will be reflected in lessons (civic education should be given a prominent place in the new curricula), in governance practices, by improving the transparency of budgets and decision-making processes, by encouraging initiatives to fight corruption and promoting the ethics of public officials.

- **Strengthening bilingualism:** French and English are official languages of equal value. To this end, the government will strengthen measures aiming at training truly bilingual Cameroonians. These measures include the reform of curricula and the evaluation system, the development of school textbooks and teaching materials, the strengthening of initial and in-service training for trainers at all levels of education and training, and the transformation of the system's structures into truly bilingual establishments.
- **Gearing the educational and training system towards growth and employment:** This principle is reflected in the establishment of fundamental education whose aim is to provide every young Cameroonian with a minimum base of skills and a range of opportunities for integration, further training or study, within a perspective of reformed management of flows promoting the orientation of young people towards paths likely to lead to social integration.
- **Reducing all kinds of disparities (equality and equity):** The reality of right to education and the effective implementation of the system presuppose that the State ensures education for all in primary education and equal access to quality education in other levels of education.
- **Promoting private education opportunities:** The Government of Cameroon guarantees the right (of private organizations, individuals, local authorities, religious denominations and any other agents with resources) to create and manage educational facilities in accordance with the laws and regulations in force and in accordance with their own principles. The State shall promote the development of private structures within a common national strategy, with priority given to pre-school, secondary education, vocational training and higher education.
- **Effective and well-coordinated partnership:** The Government of Cameroon, anxious to create or strengthen an incentive environment, will elaborate a broad, effective and better organized partnership, with various stakeholders and partners: local authorities, religious denominations, local communities, NGOs, enterprise, individuals, TFPs.
- **Accountability (transparent and effective management):** Alongside the responsibility of the different levels of hierarchy, especially schools, universities and vocational training structures, obligation of results as well as the transparent and efficient management of the resources allocated to the to the system will be view as a working principle.
- **Strengthening decentralized management:** The decentralisation of the management of education and training is the government's option against a background where local authorities have to correctly ensure the development of education at the grassroot in line with the competences transferred to them by law. For a better understanding of the needs of education and training, the Government will reinforce the devolution of power to the peripheral levels around the rectorate (higher education), regional delegations, divisional delegations and subdivisional inspectorates.

- **Promoting national languages and cultures:** The progressive introduction of teaching national languages and cultures at all levels of the education and training system is likely to enhance the quality of learning by training Cameroonians rooted in their culture and open to the world, with the aim of exploring and exploiting the endogenous potential that can support Cameroon's emergence.

I.2 Strategic framework of MINJEC

Following the guidelines laid down by the Decree N° 2012/565 of 28 November 2012 organising the Ministry of Youth Affairs and Civic Education, the national development strategies and policies in line with the international and regional agendas (the United Nations 2030 Agenda on the SDGs, the African Union's Agenda 2063 and the NDS30), MINJEC adopted its strategic programme framework based on three operating programmes and a support programme, namely:

- PROGRAMME 144: Civic Education and Volunteerism;
- PROGRAMME 145: Youth Socio-Economic Integration;
- PROGRAMME 146: National Integration and Citizen Participation;
- PROGRAMME 147: Governance and Institutional Support.

The implementation of these programmes implies a breakdown in actions, activities to be undertaken, different tasks to be carried out, objectives to be achieved and the specification of performance indicators.

Table 1: Objectives, indicators, variables, method of calculation and interpretation of MINJEC programmes

| PROGRAMME | GOAL | INDICATORS (Effects) | Variables used | Calculation methods | Interpretation Mode |
|--|--|---|--|---|---|
| PROGRAMME 144: CIVIC EDUCATION AND VOLUNTEERISM | Instilling civic, moral and ethical values in people | 1-Proportion of the population that acquired civic behaviours | 1- Number of people who joint Civic education clubs; 2- Projected population between 15 and 35 years old in 2022 (Source: BUCREP). | Percentage ratio between the number of people who joint civic education clubs and the projected population between 15 and 35 years old | These are young people who joined civic education clubs (130,477), were schooled on civic values and underwent a learning assessment, compared to the total number of young people aged between 15 and 35 in 2022 (9,811,796). (Proxy Variable) |
| | | 2-Number of people trained on civic values by support structures of MINJEC | 1- Number of people trained by EMAPUR; 2- Number of people sensitised by mobile civic educators; 3- Number of people trained by DAJEC. | Total of people (i) trained by EMAPUR; (ii) sensitised by mobile civic educators and (iii) trained by DAJEC. | These are young people (15-35) sensitised by EMAPURS, mobile civic educators and DAJEC (1,083,270). (Proxy Variable) |
| PROGRAMME 145: YOUTH SOCIO- ECONOMIC INTEGRATION | Increase the economic integration of youth supervised in MINJEC structures | Rate of economic integration for youth trained in MINJEC's support structures | 1- Number of youth trained in MINJEC's support structures; 2- Number of youth integrated into the economic fabric by MINJEC's structures. | Percentage ratio between the number of young people trained in MINJEC support structures and the number of young people integrated into the economic fabric by MINJEC structures. | These are young people integrated into the economic fabric (5,657) via MINJEC support structures compared to the number of young people integrated into the economic fabric through MINJEC structures (16,719). |
| PROGRAMME 146: NATIONAL INTEGRATION AND CIVIC PARTICIPATION | Strengthening republican values within populations | 1-Number of people schooled on republican values (living together and participation in the development) | 1- Number of people sensitised on the values of harmonious living together; 2- Number of people who have been trained on republican values through the prevention of violent extremism campaigns; 3- Number of people who have been trained on republican values through campaigns against corruption. | Total number of people (i) sensitized on the values of living together harmoniously; (ii) schooled on republican values through campaigns to prevent violent extremism; and (iii) trained on republican values through anti-corruption campaigns. | This is the number of young people sensitised on republican values in 2022 (2,285,783). |

| PROGRAMME | GOAL | INDICATORS (Effects) | Variables used | Calculation methods | Interpretation Mode |
|-----------|------|---|---|--|---|
| | | 2-Proportion of populations with republican competences | 1- Number of people schooled on republican values (living together and participation in development) 2- Projected population between 15 and 35 years old (Source: BUCREP). | Percentage ratio between the number of people schooled on republican values (living together and participation in development) and the projected population aged between 15 and 35 years old (Source BUCEP). | These are young people schooled on republican values and underwent a learning assessment (2,285,783) compared with all young people aged 15-35 in 2022 (9,811,796) (proxy variable) |

Each programme comprises the following actions, objectives and indicators:

PROGRAMME 144: CIVIC EDUCATION AND VOLUNTEERISM

Table 2: Actions, objectives and indicators of programme 144

| ACTION | GOAL | INDICATORS (results) |
|---|--|--|
| Action 1: promoting civic and ethical values among the population | Sensitising and training people on civic, moral and ethical values | Proportion of people sensitised and trained on civic, moral and ethical values |
| Action 2: Developing civic education training in a formal setting (schools and universities) | Implementing the national civic education programme in schools and universities | Level of implementation of the national civic education programme in schools and universities |
| Action 3: Developing civic education training in non-formal settings (Out of school, in religious and vocational settings) | Implementing national civic education programme in non-formal settings (out-of-school, in religious and vocational settings) | Level of implementation of the national civic education programme in non-formal settings (out-of-school, in religious and vocational settings) |
| Action 4: Developing and promoting education and training in mass education | Promoting access for a large number of people to education for development in order to improve the involvement of urban and rural populations in the nation's development. | Proportion of public education stakeholders with operational skills to organize and facilitate a public education project |
| Action 5: Developing volunteering | Encouraging people to get involved in volunteering activities | Number of volunteer agreements signed |

PROGRAMME 145: YOUTH SOCIO-ECONOMIC INTEGRATION

Table 3: Actions, objectives and indicators of programme 145

| ACTION | GOAL | INDICATORS (results) |
|---|--|--|
| Action 1: promoting social integration of young people | Help improving the social integration of young people | Number of young people supported |
| Action 2: Improving information on initiatives for economic integration of youth supervised in MINJEC structures | Increase the link between young people supervised in MINJEC structures as regards opportunities for economic integration | Proportion of young people supervised in MINJEC structures as regards opportunities for economic integration |
| Action 3: Developing of Youth Entrepreneurship | Increase the number of enterprises owned by youth supervised by MINJEC structures | Number of enterprises owned by youth supervised by MINJEC structures |
| Action 4: Improving Youth employability | Increase the professional integration of youth trained in MINJEC's support structures | Rate of professional integration of youth trained in MINJEC's support structures |
| Action 5: developing youth supervisory structures. | Extending the territorial coverage of youth supervisory structures | Rate of territorial coverage of youth supervisory structures constructed and operational |

PROGRAMME 146: NATIONAL INTEGRATION AND CIVIC ENGAGEMENT

Table 4: Actions, objectives and indicators of programme 146

| ACTION | GOAL | INDICATORS (results) |
|--|---|--|
| Action 1: promoting of national integration | Developing values of living together harmoniously among the populations | Proportion of people sensitised on the values of harmonious living together |
| Action 2: Promoting Youth Participation | Strengthening youth participation in nation development | Proportion of young people involved in the decision-making process and/or partaking in activities that contribute to the implementation of development programmes and projects |
| Action 3: Promoting Community life | Improving the operational capacities of youth organisations | Proportion of youth organisations supported |

PROGRAMME 147: GOVERNANCE AND INSTITUTIONAL SUPPORT OF THE MINISTRY OF YOUTH AFFAIRS AND CIVIC EDUCATION

Table 5: Actions, objectives and indicators of programme 147

| ACTION | GOAL | INDICATORS (results) |
|---|--|--|
| Action 1: coordination and monitoring of services activities | Ensuring the proper functioning of all structures | Level of implementation of the performance-based management system |
| Action 2: strategic studies and planning | Improving quality and effectiveness of expenditure | Rate of production of planning and programming documents Proportion of planning and programming documents produced out of the number of planning documents expected x100 |
| Action 3: financial and budgetary management | -Ensuring proper financial execution of programmes; -Improving quality and effectiveness of expenditure; -Ensuring compliance with quarterly commitment quotas; -Ensuring compliance with procedures for the execution of expenditure and rules governing the use of Commitment and Payment Appropriations. | Budget execution rate |
| Action 4: information and statistical data for strategic planning and performance monitoring | Produce statistical information for planning and performance monitoring purposes. Set up a functional mechanism for reporting and disseminating statistical information to the Ministry | Rate of collection of statistical data |
| Action 5: Developing working environment | Provide services with adequate infrastructure and equipment | Proportion of staff with a fixed workplace |
| Action 06 : developing human resources | Improving the quality and quantity of human resources | Rate of implementation for the organisational staffing of MINJEC |
| Action 7: ICT development | Strengthening digital exchanges between MINJEC's structures, its partners, young Cameroonians, and the Diaspora | Rate of digitalisation of MINJEC activities. Proportion of digital exchanges out of all MINJEC exchanges |
| Action 8: legal advice, control and internal audit | Optimising the way services operate and their performance | Level of improvement in service performance |
| Action 9: communication, documentation and public relations | Inform, educate and sensitize young people and the public on the activities of the MINJEC in order to highlight the government's actions in favour of young people. | Media coverage rate of MINJEC activities |

I.3 Organisational Framework of MINJEC

The Ministry of Youth Affairs and Civic Education was created in 2011 by Decree No. 2011/408 of 09 December 2011 organising the Government. Prior to this designation, it experienced a remarkable institutional and historical evolution.

In June 1959, for instance, it was named Secretariat of State for Mass Education, Information, Youth and Sports. Between 1960 and 1961, it became Secretariat of State for National Education. From June 1962 to March 1963, the name evolved into Secretariat of State for National Education, Technical Education, Youth and Sports. From March 1963 to May 1965, the name of this structure became General Commission for Youth, Sport and Mass Education. Abolition of the full-time minister on May 20, 1967 gave way to an auxiliary Minister for Education, Youth and Culture. On June 12, 1970, this ministry became the Ministry of Youth and Sports. Then on August 24, 2002, MINJES was given a Secretariat of State for Youth. On December 8, 2004, it was renamed the Ministry of Youth. Finally, on December 09, 2011, it is named Ministry of Youth Affairs and Civic Education.

I.3.1 Duties and Responsibilities

The Ministry of Youth Affairs and Civic Education is responsible for the development and implementation of government policy in the field of youth, civic education and the promotion of national integration, pursuant to Decree No. 2012/565 of 28 November 2012 organising this Ministry.

In this sense, it is responsible for:

- the development and implementation of appropriate strategies to facilitate the contribution of youth to the development of the country and the promotion of the values of peace, work, democracy and solidarity;
- the civic and moral education of youth;
- the consideration of the concerns of young people in development strategies in the various sectors;
- the social integration of rural and urban youth;
- promoting of national integration;
- the economic and social empowerment of young people and their associations;
- monitoring the activities of youth movements.

The Ministry follows up the government support programmes for the supervision of young people in urban and/or rural areas and supervises bodies falling within its remit, in particular

- The National Civic Service for Participation in Development;
- The Cameroon National Youth Council;

In order to carry out these various duties, MINJEC is organised according to the provisions specific to ministries in Cameroon.

1.3.2 Institutional and administrative structure

The Minister of Youth Affairs and Civic Education has the following services to assist him in the accomplishment of his duties:

- one Private Secretariat;
- two (2) Technical Advisers;
- one Inspectorate-General of Services;
- one Inspectorate-General of Programmes, Teaching and Training Methodology;
- one Central Administration;
- deconcentrated Services;
- Attached Services

CHAPTER II: METHODOLOGICAL APPROACH

The methodological approach to the elaboration of the 2022 statistical yearbook of the Ministry of Youth Affairs and Civic Education (MINJEC) consisted of a scrupulous respect of several stages that led to the production of the tables that appear in it.

Specifically, this work was carried out in eight stages: (i) assessment of information needs, (ii) development and validation of data collection tools, (iii) data collection process, (iv) assessment of coverage, (v) data entry and processing, (vi) production of the yearbook, (vii) validation and publication of the yearbook, and (viii) difficulties and recommendations.

II.1 Assessment of information needs

II.1.1 Documentary Research

The main objective of this research was to examine similar documents or documents dealing with the same issue, but also all documentation relating to the methodology of their realisation.

As part of this process, the statistical yearbooks of the sectoral ministries, in particular MINESEC, MINEDUB, MINESUP and MINEFOP, were also consulted. Besides the statistical yearbook produced by these administrations, manuals dealing with statistical issues and data collection also constitute an indispensable source of information and were also used to prepare this yearbook.

II.1.2 National workshop on the identification of needs

In September 2022, a national workshop on the identification of needs was organized as part of the capacity building of the stakeholders of the MINJEC statistical chain on the identification of statistical needs in line with MINJEC's programmes.

II.2 Development and validation of data collection tools

II.2.1 Questionnaires

In order to collect data, questionnaires were drafted for MYECs and deconcentrated services of MINJEC. The data collection tool for MYECs is divided into ten sections (identification and location of the structure, general information, information on amenities and infrastructure, information on learners, information on post-training follow-up of learners, information on trainers, inclusion of cross-cutting themes into the training programme, cooperation activities, and information on staff working in MYEC). The questionnaire for deconcentrated services is structured in four sections (identification and location of the structure, general information, data on programmes implemented and information on the working staff).

II.2.2 Development of methodology

It involved pooling human resources from MINJEC, UNESCO, experts of Sectoral Ministries and the National Institute of Statistics (NIS). Throughout the work, the data collection tool were examined and enriched based on documentary reviews and feedback. This led to a number of relevant suggestions for the conduct of data collection. In addition, during this stage, secondary data was also exploited. These include activity reports and other documents highlighting statistical information on MINJEC's actions.

II.3 Process of data collection

II.3.1 Mobilising and raising awareness among stakeholders of the data collection chain

In order to ensure effective data collection, officials of central, deconcentrated and attached Services of the Ministry as well as all other stakeholders involve in the chain have been sensitised on the need to provide reliable statistical data.

II.3.2 Kick-off of data collection campaign

Before going out into the field to collect information, staff were schooled on methods to collect data and fill in questionnaires while in the field. They were also sensitised on the strategic importance of the production of statistics. In addition to capacity building, several other preparatory meetings were held to plan the production process of the yearbook and to specify the roles and responsibilities of various stakeholders.

II.3.3 Data collection

This was done under the technical coordination of the Cooperation and Statistics Division (DCOS). The data were collected through questionnaires administered in MYEC and DAJEC by staff deployed in the field with the support of the Regional Delegates. To collect the data, 30 people were assigned to each of the 10 regions. To achieve this, each mission team had a circular letter from the MINJEC that stipulated the procedures to perform data collection and specified the roles and responsibilities of each stakeholders. The team in charge of collecting data on the field was made up of collecting agents from central services trained by UNESCO experts and supported by the regional delegates and their collaborators.

II.3.3.1 Areas and units of data collection

Data was collected across the national territory. Data collection campaign lasted twelve days and was carried out in regional, divisional and sub divisional delegations, in reference MYECs and in youth centres. In DRJEC and DDJED, only staff information was collected.

It should be noted that administrative data were also collected from UTOs (DECIN, DIVAPJ, DEPJ, DISJEV, DEP, DCOS, DAG, DAJ, SDACL, CELINFO), programmes and projects (PEPCIN, CNEPCI, PARSE, PARI-JEDI, PAJER-U, PIFMAS, NVP, NYO, FONIJ, NCPDYD).

II.3.3.2 Process for filling in questionnaires

Staff deployed on the field met with Heads of the structures to be surveyed, mainly to present the various sections of the data collection tools. At the same time, the filling methodology was provided. Then, the data collection tools were then given to each head, who filled them according to the template presented by the mission team.

II.4 Coverage assessment

By the end of this data collection, the mission teams had effectively gone round all the subdivisions, namely 432 questionnaires for MYECs, 2 questionnaires for the youth centres, 360 questionnaires from DAJEC, 58 questionnaires from DDJEC and 10 questionnaires from DRJEC, representing a total of 862 questionnaires filled in, for a coverage rate of 100%.

Table 6 : Coverage rate of structures surveyed

| REGION | Number of structures | | | Covered structures | | | Ratio in % | | |
|-------------------|----------------------|-------|---------------|--------------------|-------|---------------|------------|-------|---------------|
| | MYECs | DAJEC | Youth centres | MYECs | DAJEC | Youth centres | MYECs | DAJEC | Youth centres |
| ADAMAWA | 27 | 21 | - | 27 | 21 | - | 100 | 100 | - |
| CENTRE | 82 | 70 | - | 82 | 70 | - | 100 | 100 | - |
| EAST | 38 | 33 | - | 38 | 33 | - | 100 | 100 | - |
| FAR NORTH | 54 | 47 | 1 | 54 | 47 | 1 | 100 | 100 | 100 |
| LITTORAL | 40 | 34 | 1 | 40 | 34 | 1 | 100 | 100 | 100 |
| NORTH | 26 | 21 | - | 26 | 21 | - | 100 | 100 | - |
| NORTH WEST | 42 | 34 | - | 42 | 34 | - | 100 | 100 | - |
| WEST | 49 | 40 | - | 49 | 40 | - | 100 | 100 | - |
| SOUTH | 34 | 29 | - | 34 | 29 | - | 100 | 100 | - |
| SOUTH WEST | 40 | 31 | - | 40 | 31 | - | 100 | 100 | - |
| TOTAL | 432 | 360 | 02 | 432 | 360 | 02 | 100 | 100 | 100 |

Source: DCOS/MINJEC, 2022.

It should be noted that the mission teams were mandated to go round all of the MINJEC's **MYECs** and **DAJEC** throughout the country. For this purpose, 434 MYECs (10 regional, 2 reference, 58 divisional and 360 subdivision and 2 youth centres) and 360 DAJECs were surveyed, representing a total of **794 respondents**.

Regarding the regional delegations (10) and the divisional delegations (58), only staff information was collected, representing a total of 68 questionnaires.

II.5 Entry and processing of data

II.5.1 Date Entry

The data were entered in the computer room of MINEDUB via the StatEduc2 platform, a computer software for Education Management Information System (EMIS), developed by UNESCO Institute for Statistics (UIS), configured and installed free of charge on the Ministry's server, under the joint supervision of UNESCO experts and officials from MINJEC, MINEDUB and MINESEC. Furthermore, a preliminary manual check of the physical questionnaires was carried out in order to identify inconsistencies and missing data. Then, once validated, the information was entered before being cleared. To ensure proper data entry of these questionnaires, some agents were hired and trained in data entry on MINJEC's StatEduc2 platform.

II.5.2 Data processing

Data processing involves clearing the database by applying the imputation principles for data to ensure data quality. Thus, with the technical support of UNESCO and NIS, this section describes the process set up to ensure data quality for the 2022 statistical campaign. Since there was no similar previous data available for a longitudinal analysis of inconsistencies and for the roll-over of the data, a cross-cutting processing was carried out instead.

Ideally, this check must be performed on every section of the questionnaire through flat sorting in the database. Thus, the main fields checked were the following:

- Learners:
 - Centres with no learners, drop-outs, OEVs, etc.
 - Consistency between data by speciality, by entry level, by type of training, by duration of training, by mode of training;
 - Consistency between data by age and level of education;
 - Etc.
- Trainers:
 - Centres with no trainers, administrative staff, support staff, etc.
 - Trainers with no specific characteristics (status, gender, grade, diploma, etc.);
 - Consistency between data from different tables on trainers (academic and professional qualifications, status, grade, discipline, etc.);
 - Etc.
- Training rooms:
 - Centres with no training rooms;
 - Consistency between data from different tables, training rooms (total, hard-wall, semi-hard, etc.)
 - Etc.
- Table benches:
 - Centres with no table benches;
 - Consistency between data from various table benches;
 - Etc.
- Centre amenities:
 - Centres without amenities (latrines, water point, electricity, access ramp, etc.)
 - Consistency on the existence of amenities;
 - Etc.

II.5.3 Method of calculation and interpretation of indicators

This section explains how the main indicators for MINJEC programs are calculated and interpreted.

- **Programme 144: Education and volunteering**

The proportion of the population that acquired civic behaviour reflects the number of young people who joined civic education clubs (130,477), were schooled on civic values and underwent a learning assessment as a proportion of all young people aged 15-35 in 2022 (9,811,796). (Proxy Variable).

As regards the number of people schooled on civic values by MINJEC's support structures, these are young people (15-35) sensitised by EMAPURS, mobile civic educators and DAJEC (1,083,270). (Proxy Variable).

- **Programme 145: Socio-economic integration of young people**

The rate of economic integration of young people, indicates the number of young people integrated into the economic fabric (5,657) as compared to the number of young people trained in MINJEC's structures (16,719).

- **Programme 146: National integration and civic participation**

The number of people schooled on Republican values reflects the number of young people sensitised on Republican values (2,285,783) as compared to the total number of young people aged 15-35 in 2022 (9,811,796).

The proportion of the population that acquired republican skills refers to the percentage of young people (23.30%) that were schooled on Republican values and underwent a learning assessment (2,285,783) compared to the total number of young people aged between 15 and 35 in 2022 (9,811,796) (proxy variable).

II.6 Generating the statistical yearbook

II.6.1 Drawing up the statistical yearbook plan

The statistical yearbook was automatically generated with a macro elaborated in Microsoft Excel following the plan defined, shared and validated by the technical team implementing the project during a workshop.

II.6.2 Development of SQL queries and synoptical tables for the yearbook

The yearbook synoptical tables were created using pivot tables based on SQL queries stored in the database. These tables are recorded in an Excel file named the yearbook module, which uses a macro to generate the yearbook in Word according to the defined plan.

II.7 Validation and publication of the statistical yearbook

The validation process of statistical yearbook is organised in three phases:

II.7.1 technical validation

Technical validation of the initial trends of the yearbook results was carried out by a technical team made up of MINJEC, sectoral, UNESCO and NIS experts during the technical workshop on data processing and generation of the MINJEC 2022 statistical yearbook.

II.7.2 Validation in conjunction with the technical departments and decentralised services

This involved in-house work with all the UTOs to validate the first draft of the yearbook presented by the Division in charge of statistics.

II.7.3 Validation in conjunction with sector experts and partners

This consist in organising a workshop involving all sectors of the education sub-sector, experts from NIS, BUCREP, PAREC, UNESCO and Partners to review the draft of the statistical yearbook.

II.7.4 Official publication and dissemination of the statistical yearbook

It aims at presenting and disseminating a hard copy of the statistical yearbook to administration representative as well as technical and financial partners

The statistical yearbook will be disseminated through the following three channels:

➤ **Paper dissemination**

It consists in the duplicating the physical media of the statistical yearbook, which shall be made available to MINJEC officials, public and private partners.

➤ **Broadcasting online**

It involves publishing the statistical yearbook on MINJEC websites and forums.

➤ **Publication on the EMIS sectoral online platform hosted by the NIS**

It involves publishing the statistical yearbook on the NIS centralisation platform online.

II.8 Difficulties encountered and recommendations

II.8.1 Difficulties encountered

During the course of this activity, many difficulties were encountered. These are inherent to the security crisis in the North-West and South-West regions, which led to difficulties collection of data from certain surveyed structures. Furthermore, at the level of the structures surveyed, the difficulties concern:

- The reluctance of certain structures to provide the requested information despite numerous reminders;
- Lack of interest of some Heads of structures;
- Wrong filling of questionnaires;
- The existence of duplicates and manifestly erroneous information;
- The lack of information (partial or total) in some questionnaires.

II.8.2 Recommendations

The following recommendations can be made:

➤ **For partners**

- Integrate MINJEC into the planning process of the new financing programme on the Global Partnership for Education (GPE);
- Increase training session for capacity building of MINJEC staff on statistics.

➤ **For MINJEC**

- Request for assistance from NIS for training in statistics;
- Collect statistical data in October-November in order to produce the statistical yearbook in December;
- Consider in future questionnaires other types of violence, disability and vulnerability;
- Turn amenities question into MCQ;
- Differentiate learners' equipment from administrative staff equipment in future questionnaires;
- Include data on trainers by speciality in future questionnaires;
- Design a guide for filling in questionnaires;
- Advocate for an increased budget for statistics;
- Increase material resources;
- A need for close a collaboration between the MINJEC monitoring, planning and statistical units;
- Reword questions on staff status to provide better information on variables for future data collection;

CHAPTER III: DATA FROM CENTRAL AND DECONCENTRATED SERVICES AND INDICATORS PER MINJEC PROGRAMME

III.1 Programme 144: Civic Education and Volunteerism

III.1.1 data of Programme 144

Table 7: Number of young people that participated in Civic education and volunteering activities per region and by gender

| REGION | Gender | Promoting Civic Education | | | | Promoting Volunteering |
|-----------|--------------|--|---|---|--|---|
| | | Number of young people who joint the Civic education clubs | Number of young people sensitised by EMAPUR | Number of young people sensitised by mobile civic educators | Number of young people sensitised by DAJEC | Number of volunteers that have signed contracts |
| ADAMAWA | WOMEN | 3,340 | 7,749 | 11,605 | 7,884 | 14 |
| | MEN | 8,429 | 13,867 | 18,941 | 13,559 | 18 |
| | TOTAL | 11,769 | 21,616 | 30,546 | 21,443 | 32 |
| CENTRE | WOMEN | 8,369 | 41,448 | 28,854 | 23,317 | 66 |
| | MEN | 8,224 | 38,478 | 32,709 | 19,712 | 120 |
| | TOTAL | 16,593 | 79,926 | 61,563 | 43,029 | 186 |
| EAST | WOMEN | 3,750 | 6,850 | 17,061 | 6,932 | 29 |
| | MEN | 4,124 | 9,049 | 22,834 | 5,559 | 24 |
| | TOTAL | 7,874 | 15,899 | 39,895 | 12,491 | 53 |
| FAR NORTH | WOMEN | 14,853 | 15,846 | 49,495 | 20,423 | 83 |
| | MEN | 18,883 | 19,175 | 99,670 | 16,717 | 40 |
| | TOTAL | 33,736 | 35,021 | 149,165 | 37,140 | 123 |
| LITTORAL | WOMEN | 2,191 | 36,455 | 3,274 | 1,280 | 8 |
| | MEN | 2,393 | 23,491 | 2,975 | 1,138 | 6 |
| | TOTAL | 4,584 | 59,946 | 6,249 | 2,418 | 14 |
| NORTH | WOMEN | 3,795 | 3,864 | 18,533 | 3,973 | 32 |
| | MEN | 4,488 | 6,042 | 36,576 | 5,450 | 30 |
| | TOTAL | 8,283 | 9,906 | 55,109 | 9,423 | 62 |

| REGION | Gender | Promoting Civic Education | | | | Promoting Volunteering |
|----------------------|--------------|--|---|---|--|---|
| | | Number of young people who joint the Civic education clubs | Number of young people sensitised by EMAPUR | Number of young people sensitised by mobile civic educators | Number of young people sensitised by DAJEC | Number of volunteers that have signed contracts |
| NORTH WEST | WOMEN | 2,121 | 902 | 7,525 | 1,745 | 21 |
| | MEN | 1,638 | 876 | 6,944 | 1,314 | 13 |
| | TOTAL | 3,759 | 1,778 | 14,469 | 3,059 | 34 |
| WEST | WOMEN | 5,343 | 19,079 | 79,841 | 9,411 | 24 |
| | MEN | 5,051 | 18,216 | 67,427 | 8,807 | 16 |
| | TOTAL | 10,394 | 37,295 | 147,268 | 18,218 | 40 |
| SOUTH | WOMEN | 15,318 | 34,562 | 18,289 | 22,444 | 24 |
| | MEN | 11,473 | 29,899 | 15,810 | 20,932 | 46 |
| | TOTAL | 26,791 | 64,461 | 34,099 | 43,376 | 70 |
| SOUTH WEST | WOMEN | 4,026 | 1,185 | 13,077 | 1,613 | 36 |
| | MEN | 2,668 | 924 | 10,253 | 1,410 | 23 |
| | TOTAL | 6,694 | 2,109 | 23,330 | 3,023 | 59 |
| Total WOMEN | | 63,106 | 167,940 | 247,554 | 99,022 | 337 |
| Total MEN | | 67,371 | 160,017 | 314,139 | 94,598 | 336 |
| OVERALL TOTAL | | 130,477 | 327,957 | 561,693 | 193,620 | 673 |

Source: 360 DAJEC/MINJEC, 2022.

Chart 1: Number of young people who acquire civic behaviour by joining civic education clubs

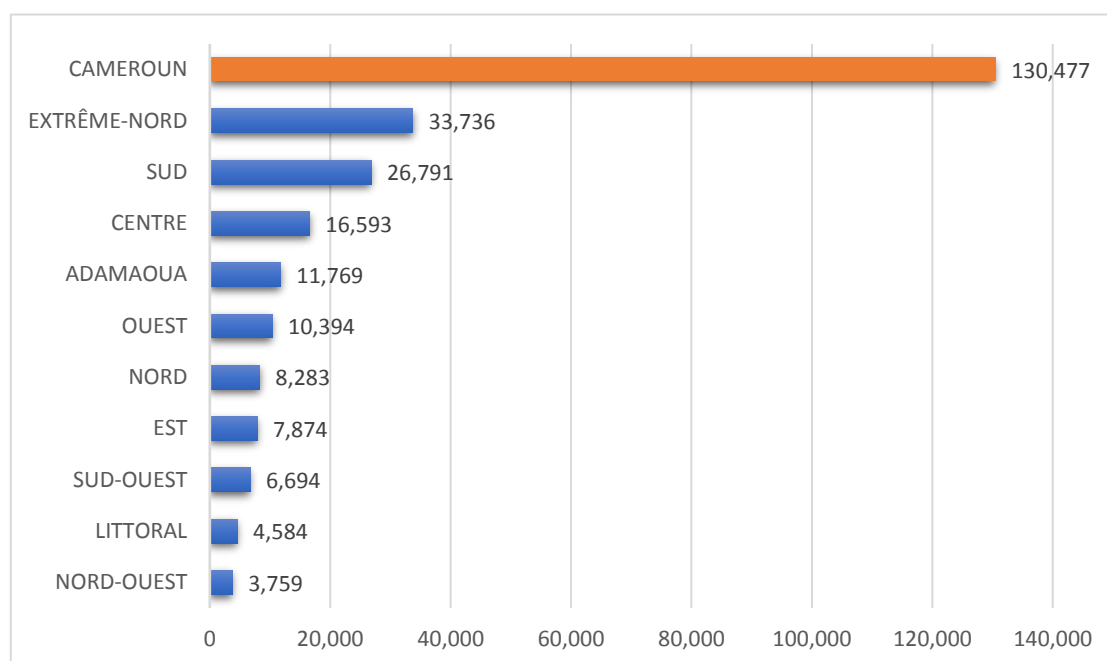


Table 8: number of Civic Education Clubs, work camps and Local Goodwill Clusters created

| REGION | Promoting Civic Education | Promoting Volunteering | |
|--------------------|---------------------------------|--------------------------------|----------------------------------|
| | Number of Civic Education Clubs | Number of Volunteer Work Camps | Number of Local Goodwill created |
| ADAMAWA | 407 | 20 | 3 |
| CENTRE | 650 | 228 | 2 |
| EAST | 669 | 114 | 26 |
| FAR NORTH | 999 | 139 | 19 |
| LITTORAL | 164 | 17 | 1 |
| NORTH | 434 | 409 | 5 |
| NORTH WEST | 233 | 58 | 26 |
| WEST | 712 | 199 | 3 |
| SOUTH | 253 | 73 | 6 |
| SOUTH WEST | 508 | 37 | 24 |
| Grand total | 5,029 | 1,294 | 115 |

Source: 360 DAJEC/MINJEC, 2022.

III.1.2 Indicators of the programme 144

Table 9: Civic education and volunteering indicators for young people in Cameroon

| REGION | Proportion of young people that acquired civic behaviours (%) | | | Number of young people sensitised on civic values by support structures of MINJEC | | | Number of young volunteers who have signed a contract | | |
|--------------------|---|-------------|-------------|---|----------------|------------------|---|------------|------------|
| | WOMEN | MEN | TOTAL | WOMEN | MEN | TOTAL | WOMEN | MEN | TOTAL |
| ADAMAWA | 1.26 | 3.25 | 2.25 | 27,238 | 46,367 | 73,605 | 14 | 18 | 32 |
| CENTRE | 0.93 | 0.90 | 0.92 | 93,619 | 90,899 | 184,518 | 66 | 120 | 186 |
| EAST | 1.69 | 1.79 | 1.74 | 30,843 | 37,442 | 68,285 | 29 | 24 | 53 |
| FAR NORTH | 1.71 | 2.08 | 1.90 | 85,764 | 135,562 | 221,326 | 83 | 40 | 123 |
| LITTORAL | 0.31 | 0.33 | 0.32 | 41,009 | 27,604 | 68,613 | 8 | 6 | 14 |
| NORTH | 0.69 | 0.81 | 0.75 | 26,370 | 48,068 | 74,438 | 32 | 30 | 62 |
| NORTH WEST | 0.46 | 0.37 | 0.42 | 10,172 | 9,134 | 19,306 | 21 | 13 | 34 |
| WEST | 1.34 | 1.33 | 1.34 | 108,331 | 94,450 | 202,781 | 24 | 16 | 40 |
| SOUTH | 10.50 | 7.20 | 8.78 | 75,295 | 66,641 | 141,936 | 24 | 46 | 70 |
| SOUTH WEST | 1.13 | 0.73 | 0.93 | 15,875 | 12,587 | 28,462 | 36 | 23 | 59 |
| Grand total | 1.29 | 1.37 | 1.33 | 514,516 | 568,754 | 1,083,270 | 337 | 336 | 673 |

Source: 360 DAJEC/MINJEC, 2022.

Chart 2: Proportion of young people that acquired civic behaviours

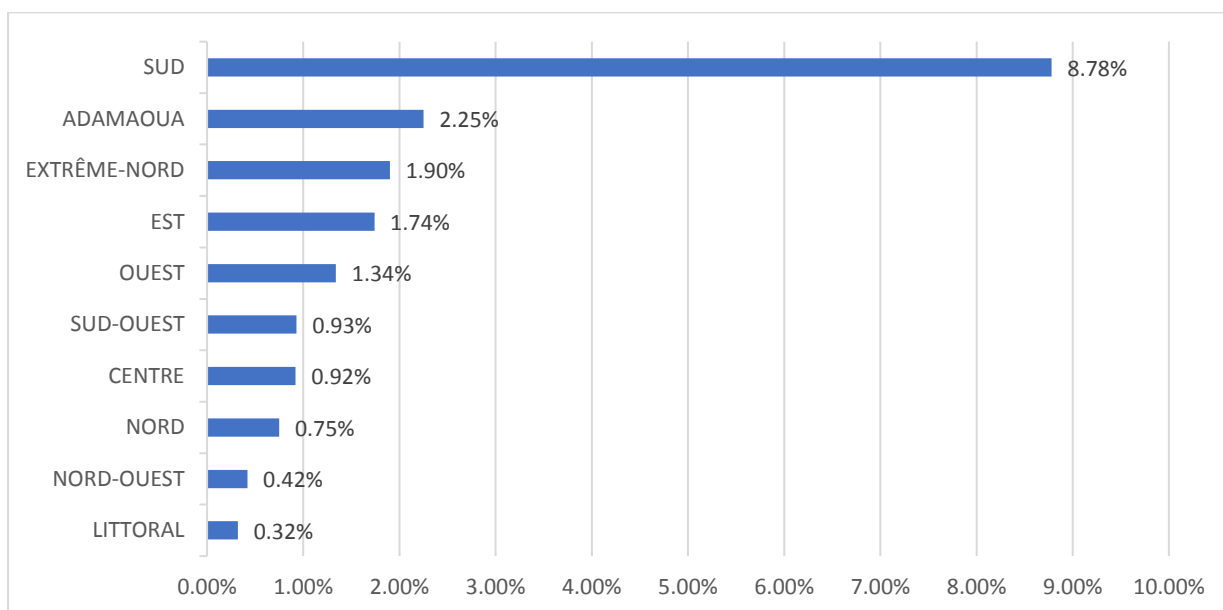


Chart 3: Number of young people sensitised on civic values by support structures of MINJEC

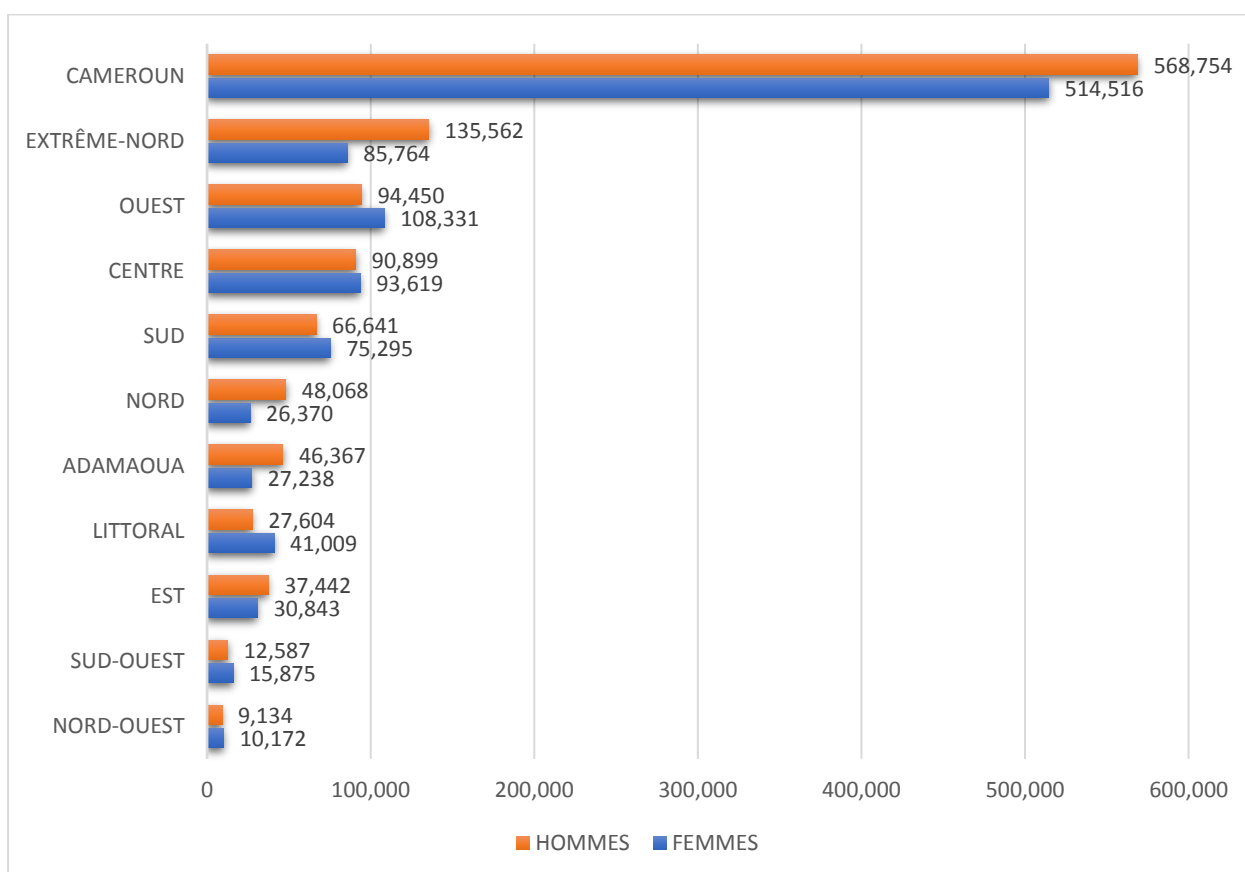
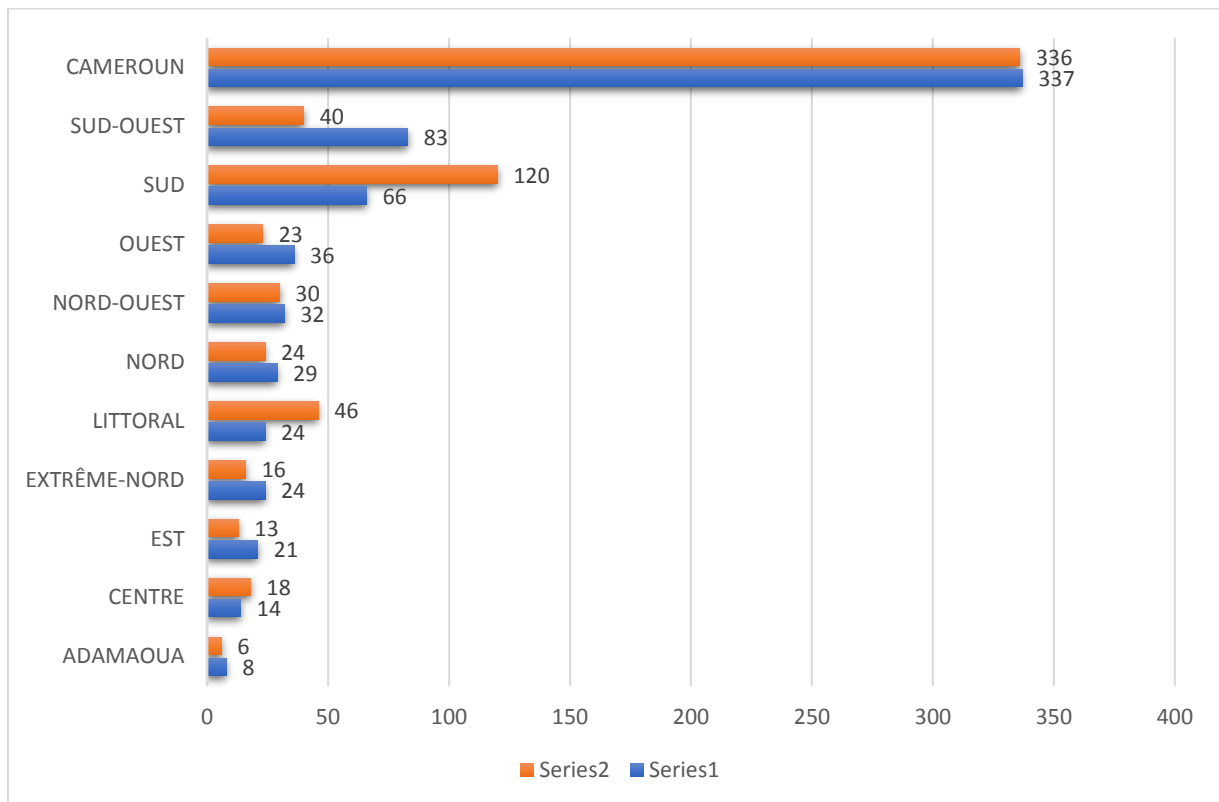


Chart 4: Number of young volunteers young that signed a contract



III.2 Programme 145: Youth Socio-Economic Integration

III.2.1 Data from Programme 145

Table 10: Number of youth per region that received trainings and support for their Socio-Economic Integration

| REGION | Gender | Number of youth trained in MINJEC's support structures | Number of youth integrated into the economic fabric by MINJEC's projects | Number of Youth who received funding for their projects | Number of Young People in difficulties that received funding | Number of beneficiaries who have repaid their loans in 2022 |
|----------------------|--------------|--|--|---|--|---|
| ADAMAWA | WOMEN | 406 | 210 | 60 | 24 | 1 |
| | MEN | 552 | 408 | 205 | 34 | 1 |
| | TOTAL | 958 | 618 | 265 | 58 | 2 |
| CENTRE | WOMEN | 1,677 | 441 | 678 | 77 | 8 |
| | MEN | 1,516 | 631 | 1,079 | 87 | 14 |
| | TOTAL | 3,193 | 1,072 | 1,757 | 164 | 22 |
| EAST | WOMEN | 831 | 182 | 218 | 136 | 0 |
| | MEN | 766 | 240 | 338 | 168 | 2 |
| | TOTAL | 1,597 | 422 | 556 | 304 | 2 |
| FAR NORTH | WOMEN | 1,157 | 348 | 249 | 34 | 0 |
| | MEN | 1,872 | 739 | 543 | 59 | 2 |
| | TOTAL | 3,029 | 1,087 | 792 | 93 | 2 |
| LITTORAL | WOMEN | 317 | 53 | 55 | 6 | 0 |
| | MEN | 276 | 87 | 113 | 14 | 0 |
| | TOTAL | 593 | 140 | 168 | 20 | 0 |
| NORTH | WOMEN | 967 | 263 | 132 | 33 | 0 |
| | MEN | 1,005 | 394 | 360 | 83 | 5 |
| | TOTAL | 1,972 | 657 | 492 | 116 | 5 |
| NORTH WEST | WOMEN | 839 | 138 | 142 | 28 | 0 |
| | MEN | 625 | 140 | 119 | 43 | 2 |
| | TOTAL | 1,464 | 278 | 261 | 71 | 2 |
| WEST | WOMEN | 682 | 145 | 94 | 7 | 14 |
| | MEN | 501 | 149 | 167 | 12 | 20 |
| | TOTAL | 1,183 | 294 | 261 | 19 | 34 |
| SOUTH | WOMEN | 1,100 | 221 | 121 | 27 | 34 |
| | MEN | 971 | 640 | 255 | 91 | 0 |
| | TOTAL | 2,071 | 861 | 376 | 118 | 34 |
| SOUTH WEST | WOMEN | 314 | 91 | 60 | 163 | 0 |
| | MEN | 345 | 137 | 82 | 130 | 0 |
| | TOTAL | 659 | 228 | 142 | 293 | 0 |
| Total WOMEN | | 8,290 | 2,092 | 1,809 | 535 | 57 |
| Total MEN | | 8,429 | 3,565 | 3,261 | 721 | 46 |
| OVERALL TOTAL | | 16,719 | 5,657 | 5,070 | 1,256 | 103 |

Source: 360 DAJEC/MINJEC, 2022.

Table 11: Number of young people enrolled at the National Youth Observatory (NYO) and in MYEC in 2022

| REGIONS | Number of Youth registered at the NYO through MYEC | | |
|----------------------|--|---------------|---------------|
| | WOMEN | MEN | TOTAL |
| ADAMAWA | 1,231 | 2,567 | 3,798 |
| CENTRE | 6,551 | 10,325 | 16,876 |
| EAST | 4,132 | 6,306 | 10,438 |
| FAR NORTH | 8,761 | 20,004 | 28,765 |
| LITTORAL | 2,214 | 2,445 | 4,659 |
| NORTH | 4,010 | 6,693 | 10,703 |
| NORTH WEST | 3,377 | 2,398 | 5,775 |
| WEST | 2,126 | 2,449 | 4,575 |
| SOUTH | 3,483 | 6,131 | 9,614 |
| SOUTH WEST | 2,015 | 1,724 | 3,739 |
| OVERALL TOTAL | 37,900 | 61,042 | 98,942 |

Source: 360 DAJEC/MINJEC, 2022.

Table 12: Number of Youth or group of Youth that benefited from funding from MINJEC for the implementation of their Projects and Enterprises

| REGION | Number of Youth groups that received funding from MINJEC for their project | Number of collective enterprises created by youth group with the funding of MINJEC | number of sole proprietorship created by young people with funding from MINJEC |
|--------------------|--|--|--|
| ADAMAWA | 10 | 4 | 46 |
| CENTRE | 169 | 135 | 306 |
| EAST | 68 | 18 | 45 |
| FAR NORTH | 87 | 17 | 443 |
| LITTORAL | 18 | 15 | 63 |
| NORTH | 115 | 66 | 114 |
| NORTH WEST | 38 | 26 | 89 |
| WEST | 21 | 5 | 30 |
| SOUTH | 90 | 27 | 35 |
| SOUTH WEST | 88 | 22 | 102 |
| Grand total | 704 | 335 | 1,273 |

Source: 360 DAJEC/MINJEC, 2022.

Table 13: Number of Pioneer villages created and Clusters set up

| REGION | Number of Pioneer Village created | Number of Clusters set up |
|--------------------|-----------------------------------|---------------------------|
| ADAMAWA | 17 | 9 |
| CENTRE | 47 | 68 |
| EAST | 58 | 24 |
| FAR NORTH | 34 | 131 |
| LITTORAL | 7 | 9 |
| NORTH | 31 | 32 |
| NORTH WEST | 17 | 27 |
| WEST | 10 | 15 |
| SOUTH | 23 | 11 |
| SOUTH WEST | 7 | 22 |
| Grand total | 251 | 348 |

Source: 360 DAJEC/MINJEC, 2022.

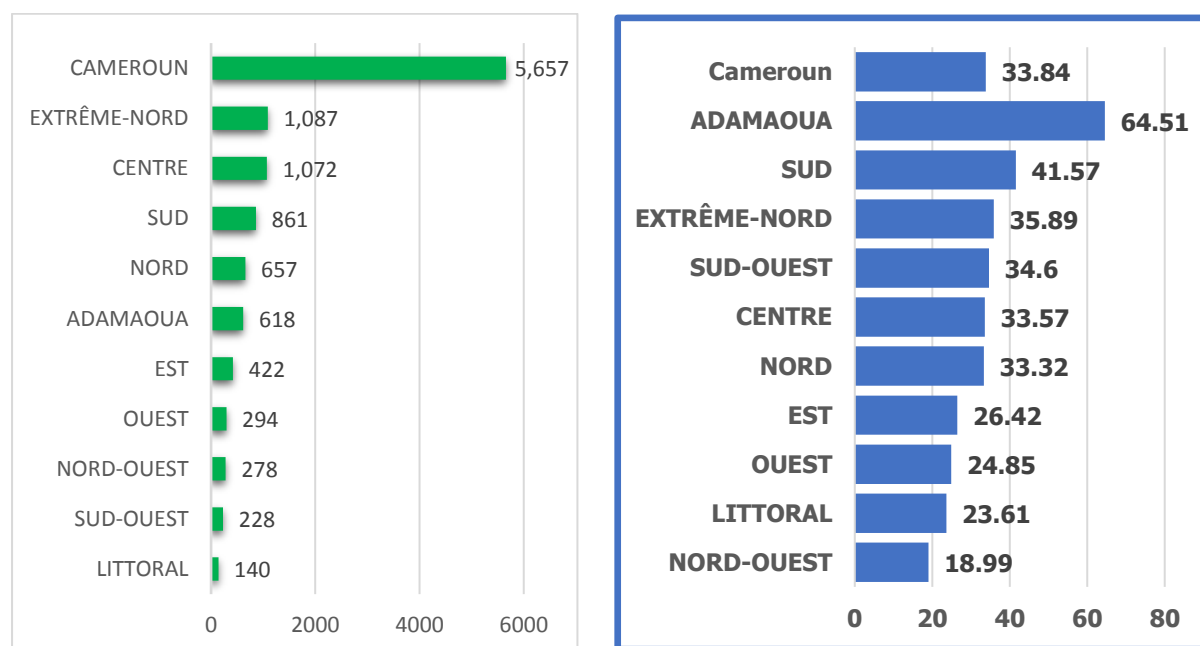
III.2.2 Indicators of the programme 145

Table 14: Rate of economic integration for youths trained in MINJEC's support structures.

| REGION | Rate of economic integration for youths trained in MINJEC's support structures (%) | | |
|--------------------|--|--------------|--------------|
| | WOMEN | MEN | TOTAL |
| ADAMAUA | 51.72 | 73.91 | 64.51 |
| CENTRE | 26.30 | 41.62 | 33.57 |
| EAST | 21.90 | 31.33 | 26.42 |
| FAR NORTH | 30.08 | 39.48 | 35.89 |
| LITTORAL | 16.72 | 31.52 | 23.61 |
| NORTH | 27.20 | 39.20 | 33.32 |
| NORTH WEST | 16.45 | 22.40 | 18.99 |
| WEST | 21.26 | 29.74 | 24.85 |
| SOUTH | 20.09 | 65.91 | 41.57 |
| SOUTH WEST | 28.98 | 39.71 | 34.60 |
| Grand total | 25.24 | 42.29 | 33.84 |

Source: 360 DAJEC/MINJEC, 2022.

Chart 5 : Number of youth integrated into the economic fabric by MINJEC's structures



III.3 Programme 146: National Integration and Citizen Participation

III.3.1 Data from Programme 146

Table 15: Number of young people sensitised on republican values per region and gender

| REGION | Gender | Number of young people sensitised on the values of harmonious living together (HLT) | Number of young people sensitised on the prevention of violent extremism (PVE) | Number of young people sensitised on the fight against corruption (FAC) |
|----------------------|--------------|---|--|---|
| ADAMAWA | WOMEN | 14,160 | 6,671 | 7,397 |
| | MEN | 26,995 | 12,864 | 9,489 |
| | TOTAL | 41,155 | 19,535 | 16,886 |
| CENTRE | WOMEN | 101,380 | 70,733 | 77,272 |
| | MEN | 90,669 | 61,202 | 81,226 |
| | TOTAL | 192,049 | 131,935 | 158,498 |
| EAST | WOMEN | 32,373 | 14,322 | 14,537 |
| | MEN | 35,874 | 17,092 | 20,665 |
| | TOTAL | 68,247 | 31,414 | 35,202 |
| FAR NORTH | WOMEN | 49,502 | 7,190 | 18,077 |
| | MEN | 220,307 | 21,062 | 27,147 |
| | TOTAL | 269,809 | 28,252 | 45,224 |
| LITTORAL | WOMEN | 90,238 | 38,698 | 36,271 |
| | MEN | 67,678 | 32,424 | 32,260 |
| | TOTAL | 157,916 | 71,122 | 68,531 |
| NORTH | WOMEN | 55,941 | 2,806 | 18,453 |
| | MEN | 53,600 | 5,336 | 31,583 |
| | TOTAL | 109,541 | 8,142 | 50,036 |
| NORTH WEST | WOMEN | 13,658 | 9,794 | 4,471 |
| | MEN | 11,461 | 6,766 | 4,715 |
| | TOTAL | 25,119 | 16,560 | 9,186 |
| WEST | WOMEN | 69,463 | 55,446 | 46,984 |
| | MEN | 74,357 | 50,678 | 50,185 |
| | TOTAL | 143,820 | 106,124 | 97,169 |
| SOUTH | WOMEN | 43,318 | 42,555 | 41,833 |
| | MEN | 48,557 | 35,584 | 61,125 |
| | TOTAL | 91,875 | 78,139 | 102,958 |
| SOUTH WEST | WOMEN | 28,787 | 14,669 | 17,443 |
| | MEN | 20,495 | 15,517 | 14,428 |
| | TOTAL | 49,282 | 30,186 | 31,871 |
| Total WOMEN | | 498,820 | 262,884 | 282,738 |
| Total MEN | | 649,993 | 258,525 | 332,823 |
| OVERALL TOTAL | | 1,148,813 | 521,409 | 615 1 |

Source: 360 DAJEC/MINJEC, 2022.

Chart 6: Number of young people sensitised on republican values per region

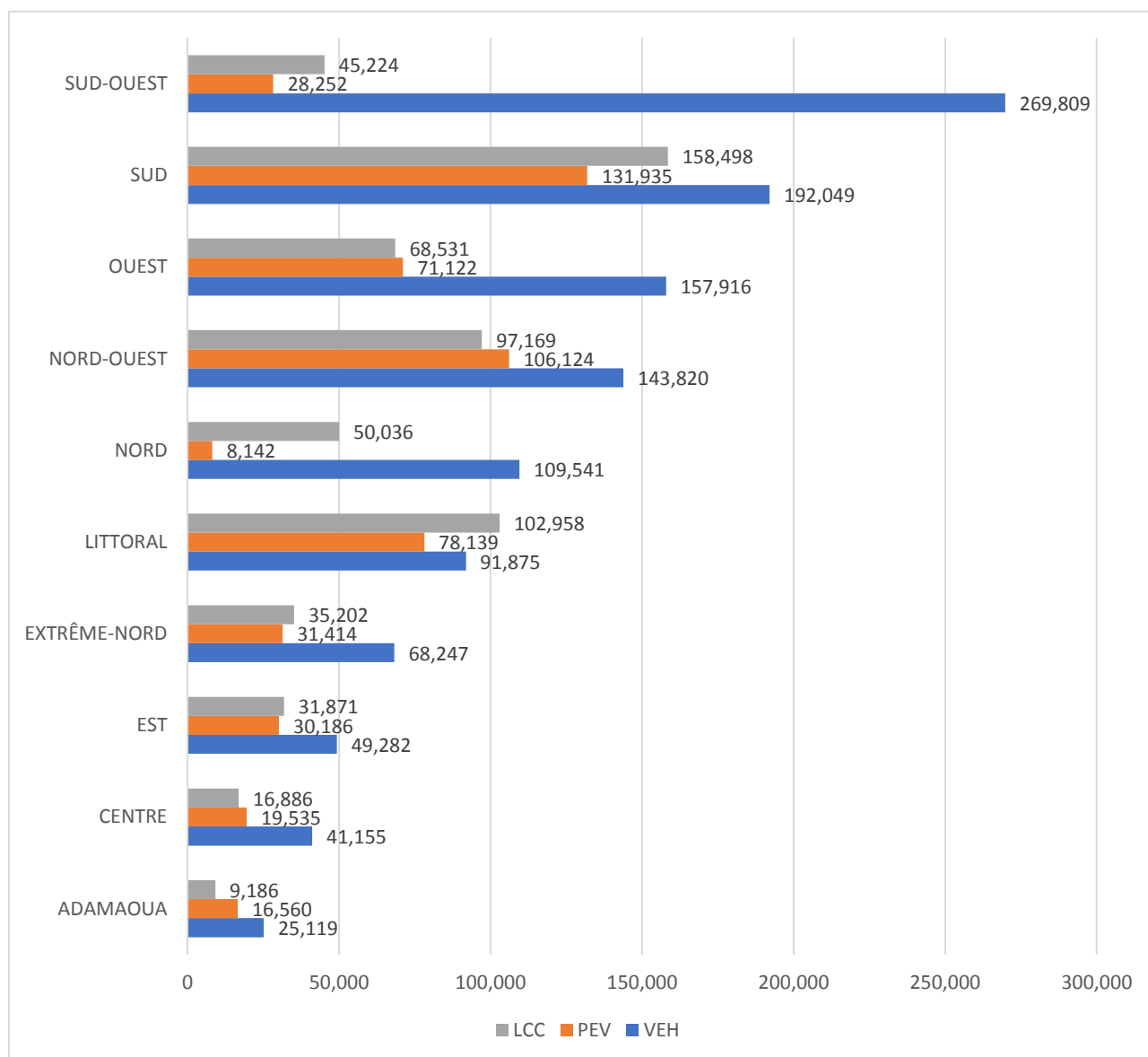


Table 16: Number of Youth Municipal Councillors and applications for youth parliament per region and gender

| REGION | Gender | Number of Municipal Youth Councillors | Number of applications for Youth Parliament |
|----------------------|--------------|---------------------------------------|---|
| ADAMAWA | WOMEN | 118 | 14 |
| | MEN | 326 | 51 |
| | TOTAL | 444 | 65 |
| CENTRE | WOMEN | 427 | 44 |
| | MEN | 727 | 94 |
| | TOTAL | 1,154 | 138 |
| EAST | WOMEN | 148 | 53 |
| | MEN | 343 | 76 |
| | TOTAL | 491 | 129 |
| FAR NORTH | WOMEN | 92 | 22 |
| | MEN | 274 | 73 |
| | TOTAL | 366 | 95 |
| LITTORAL | WOMEN | 137 | 11 |
| | MEN | 217 | 25 |
| | TOTAL | 354 | 36 |
| NORTH | WOMEN | 153 | 26 |
| | MEN | 337 | 61 |
| | TOTAL | 490 | 87 |
| NORTH WEST | WOMEN | 204 | 19 |
| | MEN | 296 | 33 |
| | TOTAL | 500 | 52 |
| WEST | WOMEN | 129 | 25 |
| | MEN | 255 | 60 |
| | TOTAL | 384 | 85 |
| SOUTH | WOMEN | 41 | 14 |
| | MEN | 84 | 27 |
| | TOTAL | 125 | 41 |
| SOUTH WEST | WOMEN | 106 | 29 |
| | MEN | 124 | 51 |
| | TOTAL | 230 | 80 |
| Total WOMEN | | 1,555 | 257 |
| Total MEN | | 2,983 | 551 |
| OVERALL TOTAL | | 4,538 | 808 |

Source: 360 DAJEC/MINJEC, 2022.

Chart 7: Number of municipal youth councillors per region and gender

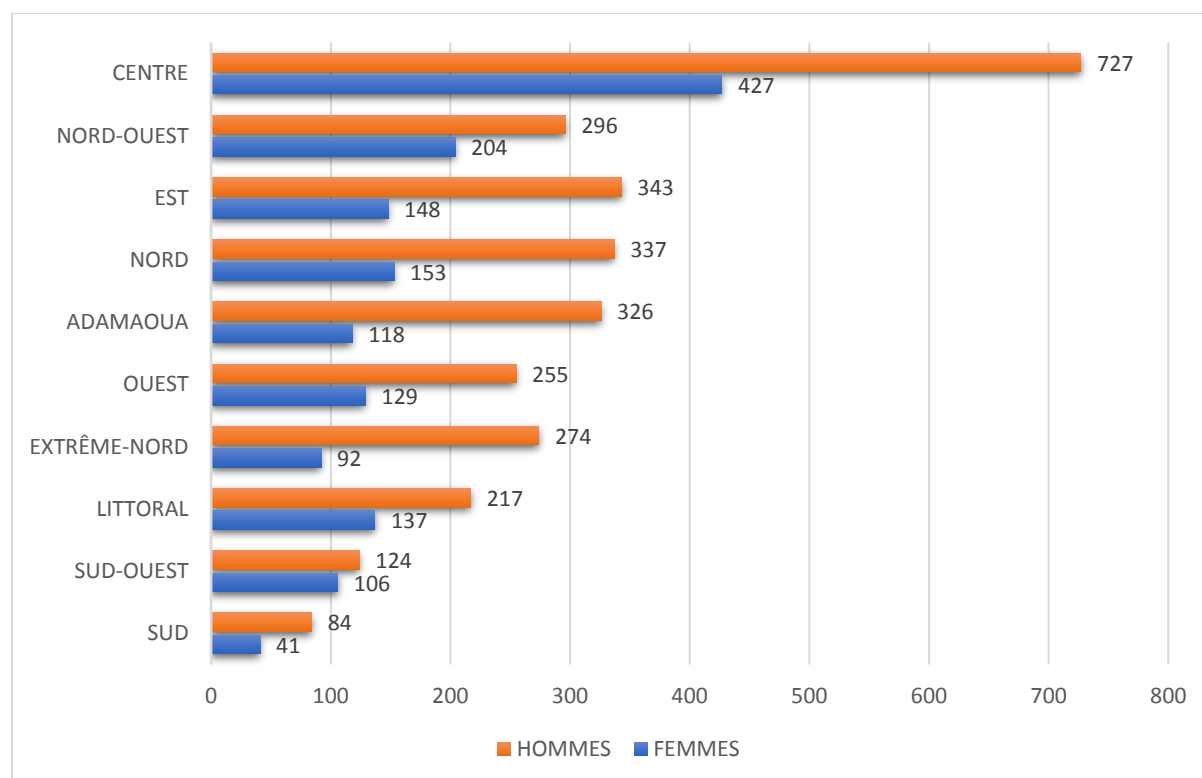


Table 17: Number of peace ambassadors trained and peer educators

| REGION | Gender | Number of peace ambassadors trained | Number of peer educators |
|------------|--------------|-------------------------------------|--------------------------|
| ADAMAWA | WOMEN | 55 | 88 |
| | MEN | 68 | 134 |
| | TOTAL | 123 | 222 |
| CENTRE | WOMEN | 616 | 577 |
| | MEN | 647 | 656 |
| | TOTAL | 1,263 | 1,233 |
| EAST | WOMEN | 65 | 280 |
| | MEN | 59 | 348 |
| | TOTAL | 124 | 628 |
| FAR NORTH | WOMEN | 343 | 281 |
| | MEN | 461 | 505 |
| | TOTAL | 804 | 786 |
| LITTORAL | WOMEN | 471 | 199 |
| | MEN | 244 | 323 |
| | TOTAL | 715 | 522 |
| NORTH | WOMEN | 215 | 239 |
| | MEN | 298 | 310 |
| | TOTAL | 513 | 549 |
| NORTH WEST | WOMEN | 292 | 188 |
| | MEN | 300 | 196 |
| | TOTAL | 592 | 384 |

| | | | |
|----------------------|--------------|---------------|--------------|
| WEST | WOMEN | 847 | 396 |
| | MEN | 724 | 538 |
| | TOTAL | 1,571 | 934 |
| SOUTH | WOMEN | 3,195 | 153 |
| | MEN | 2,731 | 171 |
| | TOTAL | 5,926 | 324 |
| SOUTH WEST | WOMEN | 370 | 121 |
| | MEN | 343 | 127 |
| | TOTAL | 713 | 248 |
| Total WOMEN | | 6,469 | 2,522 |
| Total MEN | | 5,875 | 3,308 |
| OVERALL TOTAL | | 12,344 | 5 830 |

Source: 360 DAJEC/MINJEC, 2022.

Table 18: Number of youth organisation and movement created, registered and affiliated to CNYC per region

| REGION | Number of Youth Movements and organisations created | Number of Youth Movements and Organisation enrolled at DAJEC | Number of Youth Movements and organisations affiliated to CNYC |
|--------------------|---|--|--|
| ADAMAWA | 592 | 1,157 | 252 |
| CENTRE | 1,649 | 4,136 | 1,105 |
| EAST | 967 | 1,876 | 285 |
| FAR NORTH | 1,995 | 3,463 | 691 |
| LITTORAL | 383 | 1,215 | 395 |
| NORTH | 533 | 1,318 | 430 |
| NORTH WEST | 307 | 660 | 356 |
| WEST | 325 | 1,996 | 270 |
| SOUTH | 532 | 1,431 | 478 |
| SOUTH WEST | 511 | 897 | 363 |
| Grand total | 7,794 | 18,149 | 4 625 |

Source: 360 DAJEC/MINJEC, 2022.

Chart 8: Youth Movements and organisations created

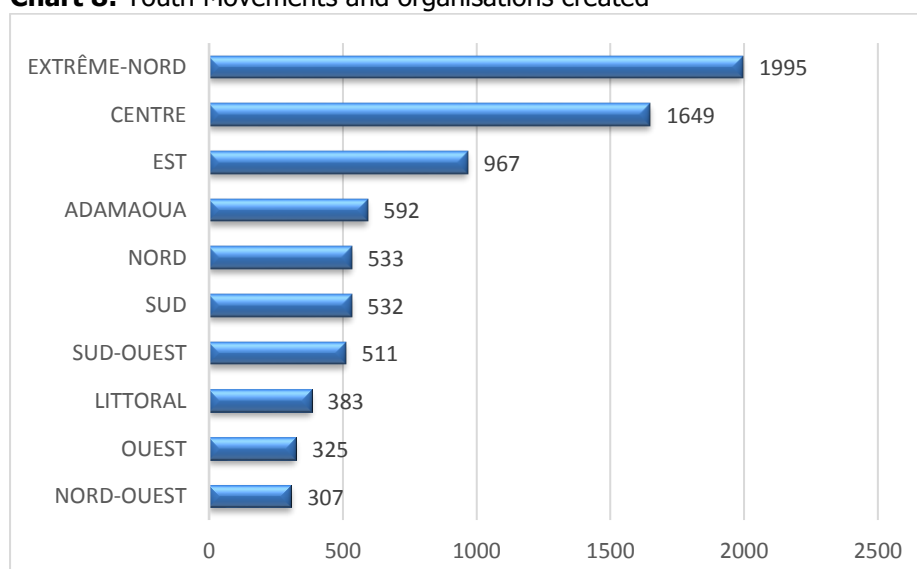


Table 19: Distribution of post by gender in leading bodies of CNYC

| REGION | WOMEN | MEN | TOTAL |
|--------------------|--------------|-------------|--------------|
| National Bureau | 2 | 10 | 12 |
| ADAMAWA | 22 | 248 | 270 |
| CENTRE | 52 | 758 | 810 |
| EAST | 40 | 340 | 380 |
| FAR NORTH | 28 | 512 | 540 |
| LITTORAL | 38 | 352 | 390 |
| NORTH | 30 | 230 | 260 |
| NORTH WEST | 34 | 386 | 420 |
| WEST | 60 | 420 | 480 |
| SOUTH | 48 | 292 | 340 |
| SOUTH WEST | 28 | 362 | 390 |
| Grand total | 382 | 3910 | 4292 |

Source: 360 DAJEC/MINJEC, 2022.

Table 20: Number of Youth Organisation that received support from DAJEC and Mass education Organisation per region

| REGION | Number of Youth organisations that received support from your DAJEC | Number of mass education organisation |
|--------------------|--|--|
| ADAMAWA | 595 | 75 |
| CENTRE | 640 | 194 |
| EAST | 598 | 184 |
| FAR NORTH | 964 | 366 |
| LITTORAL | 254 | 133 |
| NORTH | 369 | 104 |
| NORTH WEST | 65 | 76 |
| WEST | 413 | 133 |
| SOUTH | 477 | 135 |
| SOUTH WEST | 85 | 128 |
| Grand total | 4,460 | 1,528 |

Source: 360 DAJEC/MINJEC, 2022.

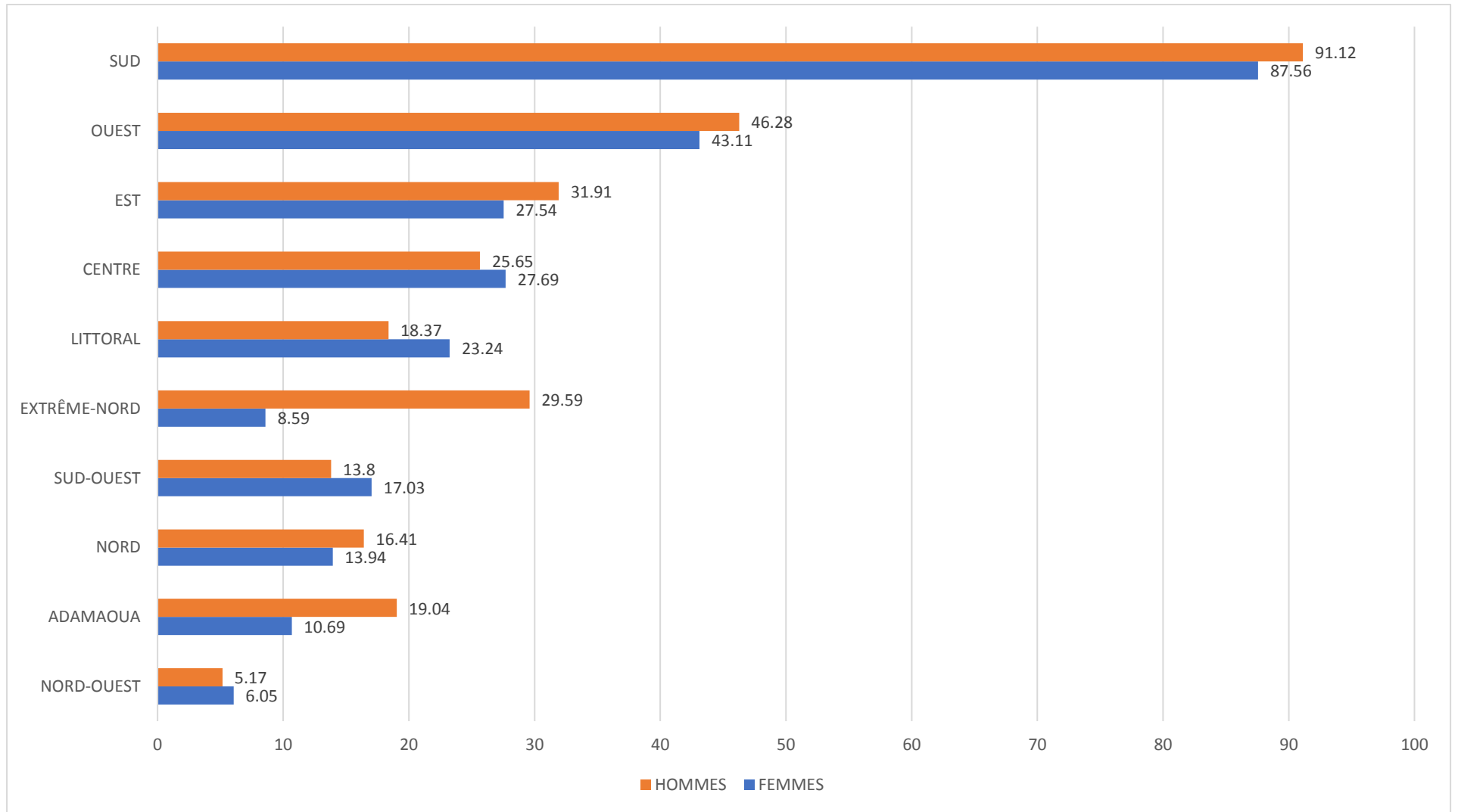
III.3.2 Indicators of the programme 146

Table 21: National integration and citizen participation indicators for young people in Cameroon

| REGION | Number of young people sensitised on republican values | | | Proportion of young people sensitised on republican values (%) | | |
|--------------------|--|------------------|------------------|--|--------------|--------------|
| | WOMEN | MEN | TOTAL | WOMEN | MEN | TOTAL |
| ADAMAWA | 28,228 | 49,348 | 77,576 | 10.69 | 19.04 | 14.83 |
| CENTRE | 249,385 | 233,097 | 482,482 | 27.69 | 25.65 | 26.67 |
| EAST | 61,232 | 73,631 | 134,863 | 27.54 | 31.91 | 29.77 |
| FAR NORTH | 74,769 | 268,516 | 343,285 | 8.59 | 29.59 | 19.30 |
| LITTORAL | 165,207 | 132,362 | 297,569 | 23.24 | 18.37 | 20.79 |
| NORTH | 77,200 | 90,519 | 167,719 | 13.94 | 16.41 | 15.17 |
| NORTH WEST | 27,923 | 22,942 | 50,865 | 6.05 | 5.17 | 5.62 |
| WEST | 171,893 | 175,220 | 347,113 | 43.11 | 46.28 | 44.65 |
| SOUTH | 127,706 | 145,266 | 272,972 | 87.56 | 91.12 | 89.42 |
| SOUTH WEST | 60,899 | 50,440 | 111,339 | 17.03 | 13.80 | 15.39 |
| Grand total | 1,044,442 | 1,241,341 | 2,285,783 | 21.38 | 25.20 | 23.30 |

Source: 360 DAJEC/MINJEC, 2022.

Chart 9: Proportion of young people sensitised on republican values (%)



III.4 Programme 147: Governance and Institutional Support

Table 22 : Number of documents signed in MINJEC

| Types of procedure | Number |
|--------------------------|-------------|
| Promotion orders | 2150 |
| Retirement orders | 07 |
| Death benefit orders | 02 |
| Circular | 36 |
| Memoranda | 37 |
| PRESS RELASES | 256 |
| Statement of amounts due | 42 |
| Decisions | 7155 |
| Requirements | 147 |
| Transmission slips | 163 |
| TOTAL | 9995 |

Source: DAJ/MINJEC, 2022.

Table 23: Data from Legal Affairs Division of MINJEC

| Number of legal document collections produced | Number of texts produced | Number of distributed texts | Number of people informed, made aware or trained on legal texts |
|---|--------------------------|-----------------------------|---|
| 100 | 155 | 155 | 1025 |

Source: DAJ/MINJEC, 2022.

Table 24: Data from ICT Unit of MINJEC

| Coverage rate of activities | | | Activities | | |
|---|---------------------------|---|--|---------------------------------|-------------------------------------|
| Rate of digitalisation of MINJEC's activities | Rate of IT usage by staff | Rate of staff familiarity with the IT security basics | Average rate of activity coverage held | Number of digital meetings held | Number of IT maintenance operations |
| 30% | 60% | 15% | 35% | 124 | 300 |

Source: CELINFO/MINJEC, 2022.

Table 25: Distribution of staff per position and gender

| Position/Duty | Gender | Central Services | Deconcentrated Services | Attached Services | Services under MINJEC's supervision | Total |
|--------------------------------------|--------|------------------|-------------------------|-------------------|-------------------------------------|-------------|
| Minister | Woman | 0 | - | - | - | 0 |
| | Man | 1 | - | - | - | 1 |
| | Total | 1 | - | - | - | 1 |
| Secretary General | Woman | 0 | - | - | - | 0 |
| | Man | 3 | - | - | - | 3 |
| | Total | 3 | - | - | - | 3 |
| General Manager | Woman | - | - | - | 0 | 0 |
| | Man | - | - | - | 1 | 1 |
| | Total | 0 | - | - | 1 | 1 |
| Deputy General Manager | Woman | - | - | - | 0 | 0 |
| | Man | - | - | - | 1 | 1 |
| | Total | 0 | - | - | 1 | 1 |
| Directors and equivalents | Woman | 5 | - | - | 2 | 7 |
| | Man | 9 | - | - | 2 | 11 |
| | Total | 14 | - | - | 4 | 18 |
| Deputy Directors | Woman | 1 | 2 | 10 | 3 | 16 |
| | Man | 0 | 8 | 2 | 7 | 17 |
| | Total | 1 | 10 | 12 | 10 | 33 |
| Assistant directors and equivalents | Woman | 7 | 12 | - | 3 | 22 |
| | Man | 17 | 46 | - | 7 | 70 |
| | Total | 24 | 58 | - | 10 | 92 |
| Programmes and projects coordinators | Woman | 1 | - | - | - | 1 |
| | Man | 4 | - | - | - | 4 |
| | Total | 5 | - | - | - | 5 |
| Chief of service and equivalents | Woman | 34 | 158 | 107 | 4 | 303 |
| | Man | 36 | 375 | 252 | 3 | 666 |
| | Total | 70 | 533 | 359 | 7 | 969 |
| Head of programmes and projects | Woman | 12 | - | - | - | 12 |
| | Man | 6 | - | - | - | 6 |
| | Total | 18 | - | - | - | 18 |
| Head of office | Woman | 20 | 229 | - | - | 249 |
| | Man | 25 | 183 | - | - | 208 |
| | Total | 45 | 412 | - | - | 457 |
| Staff | Woman | 130 | 369 | 524 | - | 1023 |
| | Man | 174 | 276 | 481 | - | 931 |
| | Total | 304 | 645 | 1005 | - | 1954 |
| Total Women | | 210 | 770 | 641 | 12 | 1633 |
| Total Men | | 275 | 888 | 735 | 11 | 1919 |
| TOTAL | | 485 | 1658 | 1376 | 33 | 3552 |

Source: SDPSP/DAG/MINJEC, 2022.

Chart 10: Distribution of staff per position and gender

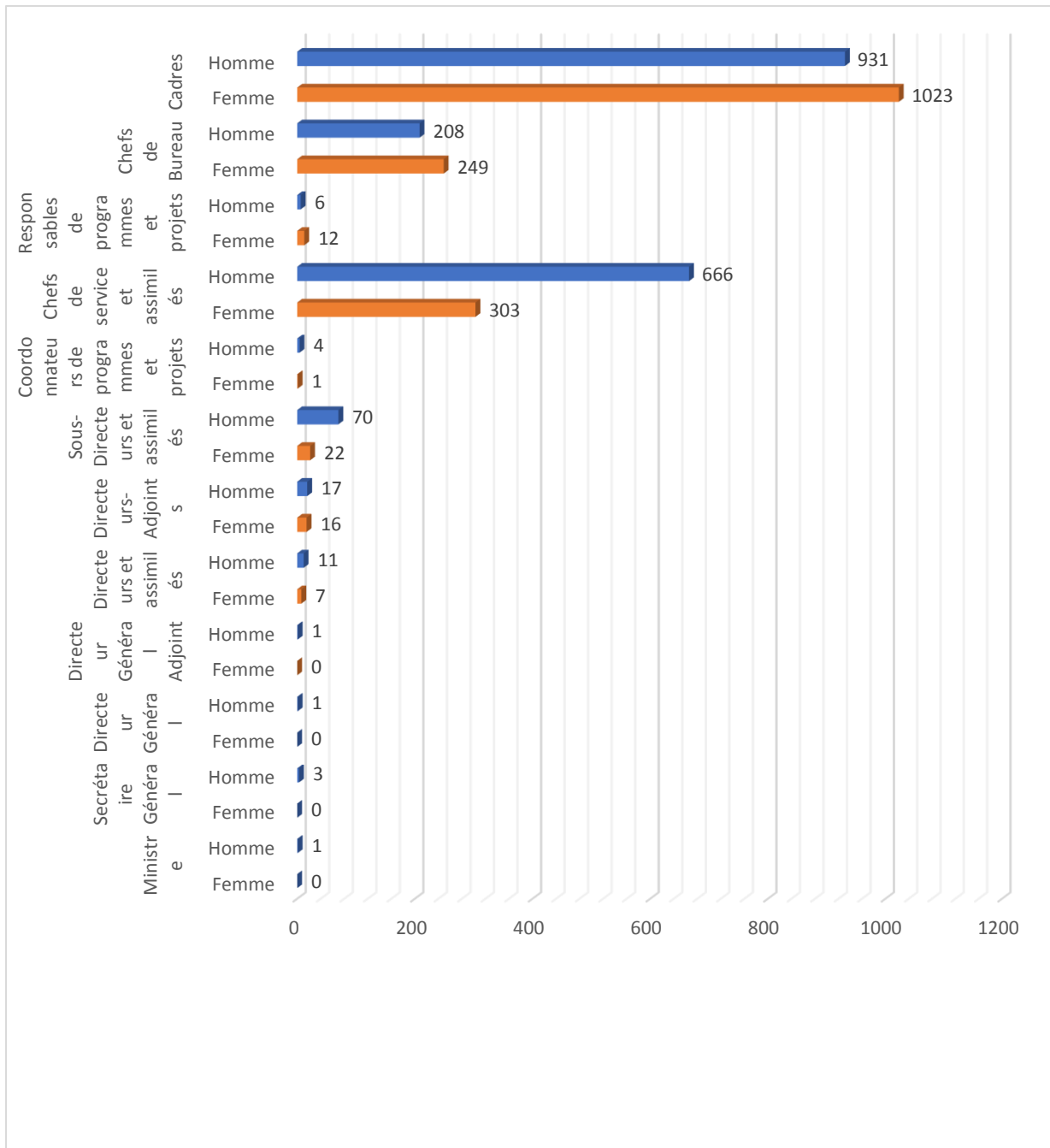


Table 26: Distribution of staff per position and gender

| Position | Central Services | | | Deconcentrated Services | | | Attached Services | | | Services under MINJEC's supervision | Total |
|-----------------|------------------|-----|------------|-------------------------|-----|------------|-------------------|-----|------------|-------------------------------------|------------|
| | Woman | Man | Total | Woman | Man | Total | Woman | Man | Total | | |
| CPJA | 113 | 132 | 245 | 232 | 249 | 481 | 130 | 116 | 246 | | 972 |
| CJA | 22 | 35 | 57 | 96 | 154 | 250 | 67 | 98 | 165 | | 472 |
| IPJA | 16 | 19 | 35 | 161 | 160 | 321 | 133 | 166 | 299 | | 655 |
| IJA | 10 | 16 | 26 | 135 | 193 | 328 | 111 | 152 | 263 | | 617 |
| IAJA | 0 | 0 | 0 | 7 | 14 | 21 | 13 | 15 | 28 | | 49 |
| PEPS | 1 | 1 | 2 | 0 | 2 | 2 | 0 | 3 | 3 | | 7 |
| PAEPS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| MPEPS | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 6 | 7 | | 9 |
| MEPS | 0 | 0 | 0 | 1 | 0 | 1 | 6 | 6 | 12 | | 13 |
| MAEPS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| PLEG | 2 | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | | 6 |
| CPOSUP | 1 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | | 4 |
| PCEG | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | | 1 |
| PLET | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| PCET | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | | 1 |
| IEMP | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | | 1 |
| IAEG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| IETP | 0 | 1 | 1 | 2 | 0 | 2 | 61 | 57 | 118 | | 121 |
| IET | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 17 | 40 | | 40 |
| ENGINEER | 2 | 6 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | | 8 |
| ACP | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | | 1 |
| AC | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| ICM | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| CHIEF REGISTRAR | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | | 1 |
| IPCM | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | | 1 |
| CHIEF ANALYST | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | | 1 |
| ANALYST | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | | 4 |

| Position | Central Services | | | Deconcentrated Services | | | Attached Services | | | Services under MINJEC's supervision | Total |
|---------------------------------|------------------|------------|------------|-------------------------|------------|-------------|-------------------|------------|-------------|-------------------------------------|-------------|
| | Woman | Man | Total | Woman | Man | Total | Woman | Man | Total | | |
| JOURNALIST SENIOR | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | | 1 |
| JOURNALIST | 1 | 0 | 1 | 0 | 0 | 0 | | | | | 1 |
| PHYSICIAN | | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | | 1 |
| ASSOCIATE PROFESSOR | | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | | 1 |
| PROGRAMMERS | 2 | 1 | 3 | 0 | 0 | 0 | | | | | 3 |
| AGRICULTURE TECHNICIAN | 1 | | 1 | 0 | 0 | 0 | 2 | 5 | 7 | | 8 |
| COMPUTER OPERATOR | | 1 | 1 | 0 | 1 | 1 | | | | | 2 |
| SENIOR TRANSLATOR | 1 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | | 3 |
| SENIOR SOCIAL WELFARE ASSISTANT | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | | 1 |
| VETERINARIAN | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | | 1 |
| NURSE | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | | 1 |
| Contractual | 28 | 33 | 61 | 109 | 91 | 200 | 63 | 74 | 137 | | 388 |
| Decision makers | 5 | 11 | 16 | 13 | 12 | 25 | 12 | 9 | 21 | | 62 |
| Others | 0 | 0 | 0 | 13 | 12 | 25 | 9 | 28 | 37 | 33 | 95 |
| Total | 210 | 275 | 485 | 770 | 888 | 1658 | 641 | 735 | 1386 | 33 | 3552 |

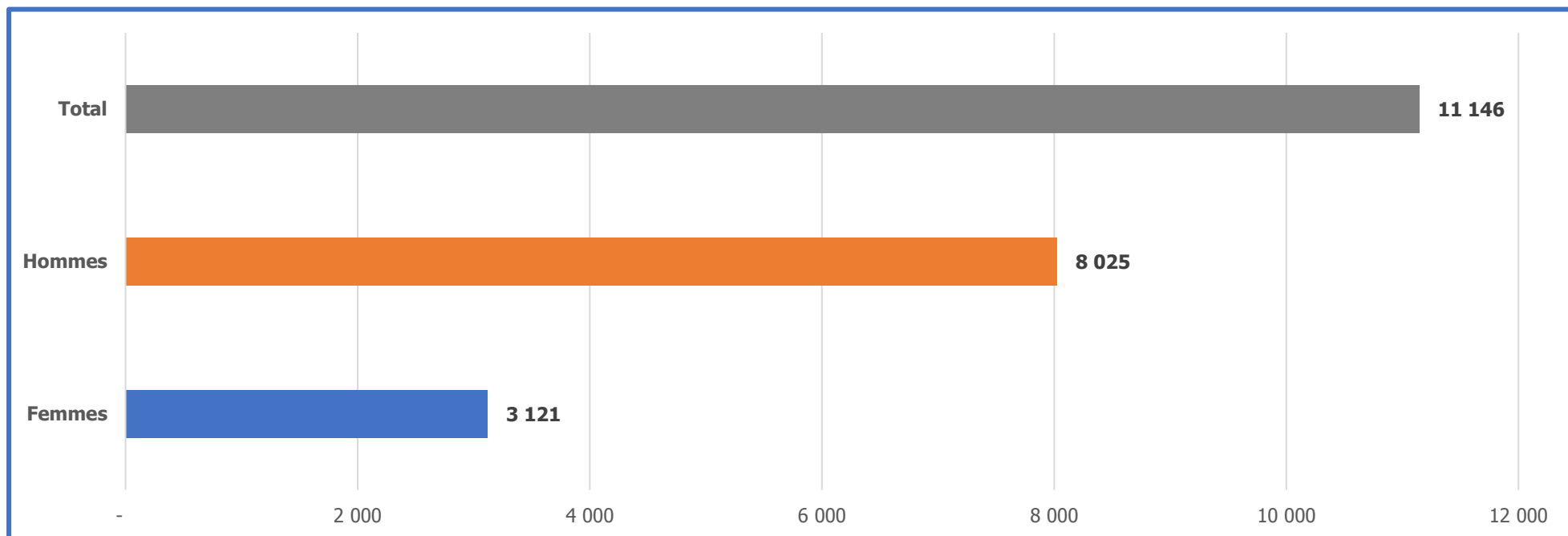
Source: DAG/MINJEC, 2022.

Table 27: number of files received by the Sub-Department of Reception, Mail and Liaison

| File orientation | IGS | IGPTTM | CT1 | CT2 | DAJ | DEP | DCOS | DISJEV | DECIN | DIVAPJ | DPEJ | DAG | SDACL | NCSAPD | MU | CU | DPSU | CELTRAD | NYO | PARI-JEDI | PAJER- U | PIFMAS | NVP | FONIJ | CINEPCI | PEPCIN | NCPDYD | NYO | SDA | TOTAL |
|------------------|-----|--------|-----|-----|-----|-----|------|--------|-------|--------|------|------|-------|--------|-----|-----|------|---------|-----|-----------|----------|--------|-----|-------|---------|--------|--------|-----|-----|-------|
| Number | 162 | 234 | 40 | 24 | 514 | 305 | 701 | 187 | 1217 | 838 | 1363 | 2639 | 14 | 13 | 153 | 242 | 140 | 6 | 134 | 126 | 19 | 5 | 47 | 6 | 15 | 3 | 7 | 21 | 4 | 9179 |

Source: SDACL/MINJEC, 2022.

Chart 11: Number of users received at the sub-Department of Reception, Mail and Liaison



CHAPTER IV: DATA FROM MULTIPURPOSE YOUTH EMPOWERMENT CENTRES

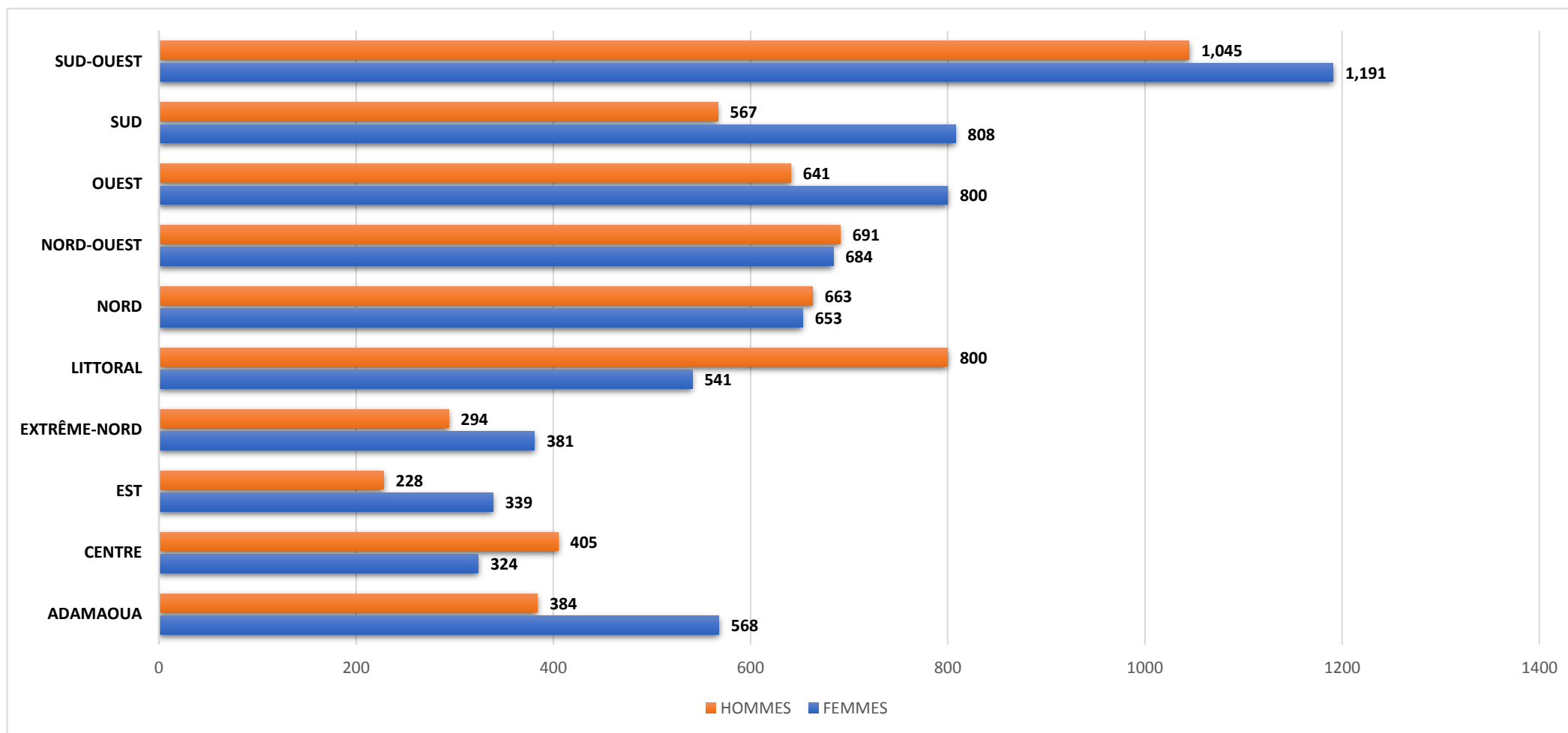
IV.1 Main figures of MYECs per region

Table 28: Main figures of MYECs per region

| REGION | Number of MYECs | Number of trainees | | | Number of trainers | | | Ratio Learners/ Trainers | Number of training rooms |
|--------------------|-----------------|--------------------|--------------|---------------|--------------------|--------------|--------------|--------------------------|--------------------------|
| | | WOMEN | MEN | TOTAL | WOMEN | MEN | TOTAL | | |
| ADAMAWA | 27 | 568 | 384 | 952 | 46 | 85 | 131 | 7.27 | 38 |
| CENTRE | 82 | 1,191 | 1,045 | 2,236 | 228 | 257 | 485 | 4.61 | 82 |
| EAST | 38 | 381 | 294 | 675 | 50 | 91 | 141 | 4.79 | 34 |
| FAR NORTH | 55 | 800 | 641 | 1,441 | 47 | 145 | 192 | 7.51 | 63 |
| LITTORAL | 41 | 684 | 691 | 1,375 | 93 | 139 | 232 | 5.93 | 71 |
| NORTH | 26 | 653 | 663 | 1,316 | 41 | 99 | 140 | 9.40 | 37 |
| NORTH WEST | 42 | 339 | 228 | 567 | 79 | 91 | 170 | 3.34 | 61 |
| WEST | 49 | 808 | 567 | 1,375 | 113 | 157 | 270 | 5.09 | 63 |
| SOUTH | 34 | 324 | 405 | 729 | 63 | 60 | 123 | 5.93 | 44 |
| SOUTH WEST | 40 | 541 | 800 | 1,341 | 75 | 85 | 160 | 8.38 | 47 |
| Grand total | 434 | 6,289 | 5,718 | 12,007 | 835 | 1,209 | 2,044 | 5.87 | 540 |

Source: 434 MYEC/MINJEC, 2022.

Chart 12: Number of MYECs' learners per gender and region



IV.2 OFFER IN MYEC

Table 29: Number of MYEC per region and per category

| REGION | Sub divisional MYEC | Divisional MYEC | Regional MYEC | Reference MYEC | Neighbourhood/Community MYEC | Total |
|--------------------|---------------------|-----------------|---------------|----------------|------------------------------|------------|
| ADAMAWA | 21 | 5 | 1 | 0 | 0 | 27 |
| CENTRE | 70 | 10 | 1 | 1 | 0 | 82 |
| EAST | 33 | 4 | 1 | 0 | 0 | 38 |
| FAR NORTH | 47 | 6 | 1 | 0 | 1 | 55 |
| LITTORAL | 34 | 4 | 1 | 1 | 1 | 41 |
| NORTH | 21 | 4 | 1 | 0 | 0 | 26 |
| NORTH WEST | 34 | 7 | 1 | 0 | 0 | 42 |
| WEST | 40 | 8 | 1 | 0 | 0 | 49 |
| SOUTH | 29 | 4 | 1 | 0 | 0 | 34 |
| SOUTH WEST | 31 | 6 | 1 | 0 | 2 | 40 |
| Grand total | 360 | 58 | 10 | 2 | 4 | 434 |

Source: 434 MYEC/MINJEC, 2022.

Table 30: Number of MYEC per region and implantation site

| REGION | Implantation Site | | Total |
|--------------------|-------------------|------------|------------|
| | Rural | Urban | |
| ADAMAWA | 13 | 14 | 27 |
| CENTRE | 38 | 44 | 82 |
| EAST | 18 | 20 | 38 |
| FAR NORTH | 22 | 33 | 55 |
| LITTORAL | 22 | 19 | 41 |
| NORTH | 8 | 18 | 26 |
| NORTH WEST | 28 | 14 | 42 |
| WEST | 17 | 32 | 49 |
| SOUTH | 12 | 22 | 34 |
| SOUTH WEST | 29 | 11 | 40 |
| Grand total | 207 | 227 | 434 |

Source: 434 MYEC/MINJEC, 2022.

Table 31: Number of MYEC per region and building allocation

| REGION | Resources from MINJEC | Temporal Site | Borrowed from a partner | A leg | Retroceded | Grand total |
|--------------------|-----------------------|---------------|-------------------------|-----------|------------|-------------|
| ADAMAWA | 9 | 16 | 0 | 1 | 1 | 27 |
| CENTRE | 18 | 58 | 1 | 2 | 3 | 82 |
| EAST | 5 | 31 | 0 | 1 | 1 | 38 |
| FAR NORTH | 19 | 31 | 1 | 2 | 2 | 55 |
| LITTORAL | 10 | 24 | 1 | 4 | 2 | 41 |
| NORTH | 2 | 19 | 0 | 4 | 1 | 26 |
| NORTH WEST | 8 | 31 | 2 | 0 | 1 | 42 |
| WEST | 8 | 31 | 0 | 6 | 4 | 49 |
| SOUTH | 6 | 24 | 2 | 0 | 2 | 34 |
| SOUTH WEST | 7 | 16 | 4 | 11 | 2 | 40 |
| Grand total | 92 | 281 | 11 | 31 | 19 | 434 |

Source: 434 MYEC/MINJEC, 2022.

Table 32: Number of MYEC per region and type of training offered

| REGION | Initial training | Ongoing training | Apprenticeship training | Punctual training |
|--------------------|------------------|------------------|-------------------------|-------------------|
| ADAMAWA | 8 | 14 | 15 | 14 |
| CENTRE | 24 | 25 | 55 | 50 |
| EAST | 15 | 13 | 17 | 16 |
| FAR NORTH | 22 | 11 | 28 | 26 |
| LITTORAL | 21 | 14 | 24 | 21 |
| NORTH | 10 | 15 | 18 | 16 |
| NORTH WEST | 21 | 11 | 29 | 10 |
| WEST | 16 | 24 | 33 | 22 |
| SOUTH | 6 | 9 | 25 | 21 |
| SOUTH WEST | 15 | 13 | 21 | 4 |
| Grand total | 158 | 149 | 265 | 200 |

Source: 434 MYEC/MINJEC, 2022.

Table 33: Number of MYEC per region and type of training

| REGION | In person training | Distance training | Alternation training |
|--------------------|---------------------------|--------------------------|-----------------------------|
| ADAMAWA | 23 | 1 | 9 |
| CENTRE | 68 | 10 | 34 |
| EAST | 31 | 0 | 7 |
| FAR NORTH | 47 | 3 | 11 |
| LITTORAL | 38 | 2 | 14 |
| NORTH | 26 | 1 | 6 |
| NORTH WEST | 38 | 0 | 4 |
| WEST | 44 | 4 | 22 |
| SOUTH | 29 | 2 | 2 |
| SOUTH WEST | 34 | 2 | 4 |
| Grand total | 376 | 25 | 113 |

Source: 434 MYEC/MINJEC, 2022.

IV.3 Trainees of MYECs

Table 34: Number of learners per region and gender depending on age

| REGION | Gender | Less than 15 years old | 15 years | 16 years | 17 years | 18 years | 19 years | 20 years | 21 years | 22 years | 23 years | 24 years | 25 years | 26 years | 27 years | 28 years | 29 years | 30 years | 31 years | 32 years | 33 years | 34 years | 35 years | Above 35 years old | Total |
|------------|--------------|------------------------|------------|-----------|------------|------------|-----------|------------|------------|------------|------------|-----------|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|------------|--------------------|--------------|
| ADAMAWA | WOMEN | 15 | 19 | 11 | 25 | 40 | 38 | 35 | 63 | 24 | 27 | 13 | 11 | 7 | 5 | 18 | 6 | 4 | 1 | 5 | 1 | 36 | 69 | 95 | 568 |
| | MEN | 12 | 20 | 7 | 31 | 18 | 19 | 14 | 22 | 23 | 42 | 19 | 15 | 9 | 8 | 8 | 5 | 7 | 8 | 3 | 2 | 17 | 32 | 43 | 384 |
| | TOTAL | 27 | 39 | 18 | 56 | 58 | 57 | 49 | 85 | 47 | 69 | 32 | 26 | 16 | 13 | 26 | 11 | 11 | 9 | 8 | 3 | 53 | 101 | 138 | 952 |
| CENTRE | WOMEN | 33 | 33 | 45 | 54 | 93 | 47 | 85 | 65 | 111 | 64 | 43 | 72 | 38 | 35 | 48 | 39 | 47 | 22 | 18 | 35 | 30 | 30 | 104 | 1,191 |
| | MEN | 23 | 49 | 36 | 43 | 71 | 42 | 47 | 25 | 86 | 94 | 53 | 64 | 19 | 27 | 25 | 29 | 38 | 29 | 33 | 67 | 36 | 26 | 83 | 1,045 |
| | TOTAL | 56 | 82 | 81 | 97 | 164 | 89 | 132 | 90 | 197 | 158 | 96 | 136 | 57 | 62 | 73 | 68 | 85 | 51 | 51 | 102 | 66 | 56 | 187 | 2,236 |
| EAST | WOMEN | 32 | 40 | 31 | 50 | 12 | 29 | 24 | 10 | 24 | 14 | 13 | 18 | 6 | 26 | 6 | 8 | 8 | 7 | 2 | 7 | 1 | 4 | 9 | 381 |
| | MEN | 16 | 27 | 19 | 31 | 24 | 27 | 12 | 15 | 23 | 18 | 13 | 9 | 8 | 12 | 2 | 12 | 4 | 7 | 5 | 4 | 1 | 5 | 0 | 294 |
| | TOTAL | 48 | 67 | 50 | 81 | 36 | 56 | 36 | 25 | 47 | 32 | 26 | 27 | 14 | 38 | 8 | 20 | 12 | 14 | 7 | 11 | 2 | 9 | 9 | 675 |
| FAR NORTH | WOMEN | 9 | 39 | 39 | 91 | 103 | 56 | 59 | 58 | 50 | 63 | 35 | 49 | 49 | 20 | 19 | 19 | 15 | 1 | 3 | 6 | 2 | 1 | 14 | 800 |
| | MEN | 3 | 7 | 2 | 14 | 27 | 39 | 34 | 58 | 51 | 49 | 29 | 44 | 49 | 37 | 24 | 59 | 21 | 18 | 7 | 23 | 9 | 14 | 23 | 641 |
| | TOTAL | 12 | 46 | 41 | 105 | 130 | 95 | 93 | 116 | 101 | 112 | 64 | 93 | 98 | 57 | 43 | 78 | 36 | 19 | 10 | 29 | 11 | 15 | 37 | 1,441 |
| LITTORAL | WOMEN | 43 | 40 | 31 | 53 | 49 | 31 | 25 | 21 | 42 | 32 | 40 | 42 | 29 | 26 | 6 | 26 | 34 | 15 | 13 | 13 | 19 | 32 | 22 | 684 |
| | MEN | 49 | 63 | 56 | 42 | 53 | 25 | 23 | 20 | 22 | 31 | 25 | 31 | 22 | 24 | 15 | 23 | 30 | 20 | 11 | 12 | 19 | 42 | 33 | 691 |
| | TOTAL | 92 | 103 | 87 | 95 | 102 | 56 | 48 | 41 | 64 | 63 | 65 | 73 | 51 | 50 | 21 | 49 | 64 | 35 | 24 | 25 | 38 | 74 | 55 | 1,375 |
| NORTH | WOMEN | 40 | 60 | 38 | 38 | 55 | 50 | 70 | 45 | 43 | 59 | 28 | 33 | 24 | 19 | 25 | 5 | 5 | 4 | 3 | 1 | 1 | 3 | 4 | 653 |
| | MEN | 18 | 31 | 30 | 28 | 42 | 27 | 55 | 42 | 55 | 52 | 54 | 60 | 27 | 30 | 52 | 4 | 28 | 7 | 4 | 1 | 1 | 8 | 7 | 663 |
| | TOTAL | 58 | 91 | 68 | 66 | 97 | 77 | 125 | 87 | 98 | 111 | 82 | 93 | 51 | 49 | 77 | 9 | 33 | 11 | 7 | 2 | 2 | 11 | 11 | 1,316 |
| NORTH WEST | WOMEN | 22 | 31 | 24 | 24 | 45 | 13 | 37 | 25 | 22 | 15 | 13 | 10 | 8 | 13 | 15 | 6 | 7 | 1 | 1 | 3 | 0 | 3 | 1 | 339 |
| | MEN | 11 | 15 | 16 | 18 | 20 | 19 | 25 | 22 | 13 | 9 | 16 | 13 | 8 | 1 | 1 | 7 | 2 | 8 | 1 | 2 | 0 | 1 | 0 | 228 |
| | TOTAL | 33 | 46 | 40 | 42 | 65 | 32 | 62 | 47 | 35 | 24 | 29 | 23 | 16 | 14 | 16 | 13 | 9 | 9 | 2 | 5 | 0 | 4 | 1 | 567 |
| WEST | WOMEN | 91 | 41 | 32 | 29 | 65 | 42 | 30 | 37 | 16 | 41 | 51 | 161 | 44 | 26 | 17 | 6 | 15 | 6 | 2 | 4 | 0 | 8 | 44 | 808 |

| REGION | Gender | Less than 15 years old | 15 years | 16 years | 17 years | 18 years | 19 years | 20 years | 21 years | 22 years | 23 years | 24 years | 25 years | 26 years | 27 years | 28 years | 29 years | 30 years | 31 years | 32 years | 33 years | 34 years | 35 years | Above 35 years old | Total |
|----------------------|--------------|------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|--------------------|---------------|
| | MEN | 117 | 53 | 19 | 29 | 19 | 22 | 17 | 13 | 12 | 32 | 31 | 82 | 10 | 15 | 6 | 5 | 18 | 5 | 1 | 1 | 4 | 8 | 48 | 567 |
| | TOTAL | 208 | 94 | 51 | 58 | 84 | 64 | 47 | 50 | 28 | 73 | 82 | 243 | 54 | 41 | 23 | 11 | 33 | 11 | 3 | 5 | 4 | 16 | 92 | 1,375 |
| SOUTH | WOMEN | 5 | 2 | 10 | 15 | 25 | 26 | 17 | 39 | 26 | 21 | 15 | 9 | 14 | 9 | 20 | 5 | 21 | 9 | 8 | 4 | 4 | 4 | 16 | 324 |
| | MEN | 1 | 3 | 4 | 15 | 23 | 26 | 34 | 28 | 32 | 24 | 9 | 19 | 21 | 29 | 18 | 26 | 39 | 11 | 3 | 5 | 20 | 4 | 11 | 405 |
| | TOTAL | 6 | 5 | 14 | 30 | 48 | 52 | 51 | 67 | 58 | 45 | 24 | 28 | 35 | 38 | 38 | 31 | 60 | 20 | 11 | 9 | 24 | 8 | 27 | 729 |
| SOUTH WEST | WOMEN | 99 | 53 | 63 | 57 | 27 | 36 | 22 | 10 | 24 | 9 | 15 | 17 | 19 | 12 | 12 | 8 | 13 | 6 | 16 | 9 | 10 | 3 | 1 | 541 |
| | MEN | 90 | 73 | 107 | 110 | 124 | 103 | 16 | 16 | 12 | 14 | 9 | 20 | 16 | 14 | 10 | 9 | 18 | 16 | 7 | 10 | 5 | 1 | 0 | 800 |
| | TOTAL | 189 | 126 | 170 | 167 | 151 | 139 | 38 | 26 | 36 | 23 | 24 | 37 | 35 | 26 | 22 | 17 | 31 | 22 | 23 | 19 | 15 | 4 | 1 | 1,341 |
| Total WOMEN | | 389 | 358 | 324 | 436 | 514 | 368 | 404 | 373 | 382 | 345 | 266 | 422 | 238 | 191 | 186 | 128 | 169 | 72 | 71 | 83 | 103 | 157 | 310 | 6,289 |
| Total MEN | | 340 | 341 | 296 | 361 | 421 | 349 | 277 | 261 | 329 | 365 | 258 | 357 | 189 | 197 | 161 | 179 | 205 | 129 | 75 | 127 | 112 | 141 | 248 | 5,718 |
| OVERALL TOTAL | | 729 | 699 | 620 | 797 | 935 | 717 | 681 | 634 | 711 | 710 | 524 | 779 | 427 | 388 | 347 | 307 | 374 | 201 | 146 | 210 | 215 | 298 | 558 | 12,007 |

Source: 434 MYEC/MINJEC, 2022.

Table 35: Number of learners per region and gender depending on the level of instructions

| REGION | Gender | Never in School | Primary | Secondary General 1st cycle | Secondary General 2nd cycle | Secondary Technical 1st cycle | Secondary Technical 2nd cycle | Higher education 1st cycle | Higher Education BTS, HND cycle | Higher Education Engineer cycle | Higher Education 2nd cycle | Total |
|------------|--------------|-----------------|------------|-----------------------------|-----------------------------|-------------------------------|-------------------------------|----------------------------|---------------------------------|---------------------------------|----------------------------|--------------|
| ADAMAWA | WOMEN | 268 | 152 | 91 | 31 | 15 | 7 | 3 | 1 | 0 | 0 | 568 |
| | MEN | 84 | 124 | 97 | 41 | 30 | 4 | 4 | 0 | 0 | 0 | 384 |
| | TOTAL | 352 | 276 | 188 | 72 | 45 | 11 | 7 | 1 | 0 | 0 | 952 |
| CENTRE | WOMEN | 77 | 228 | 312 | 209 | 77 | 77 | 108 | 42 | 43 | 18 | 1,191 |
| | MEN | 69 | 240 | 199 | 164 | 91 | 66 | 99 | 69 | 24 | 24 | 1,045 |
| | TOTAL | 146 | 468 | 511 | 373 | 168 | 143 | 207 | 111 | 67 | 42 | 2,236 |
| EAST | WOMEN | 39 | 134 | 141 | 28 | 31 | 6 | 2 | 0 | 0 | 0 | 381 |
| | MEN | 10 | 98 | 99 | 33 | 41 | 8 | 2 | 3 | 0 | 0 | 294 |
| | TOTAL | 49 | 232 | 240 | 61 | 72 | 14 | 4 | 3 | 0 | 0 | 675 |
| FAR NORTH | WOMEN | 74 | 239 | 270 | 88 | 44 | 6 | 46 | 20 | 5 | 8 | 800 |
| | MEN | 34 | 134 | 184 | 125 | 52 | 28 | 35 | 13 | 16 | 20 | 641 |
| | TOTAL | 108 | 373 | 454 | 213 | 96 | 34 | 81 | 33 | 21 | 28 | 1,441 |
| LITTORAL | WOMEN | 7 | 181 | 156 | 161 | 55 | 42 | 62 | 17 | 1 | 2 | 684 |
| | MEN | 4 | 203 | 185 | 109 | 49 | 58 | 39 | 29 | 6 | 9 | 691 |
| | TOTAL | 11 | 384 | 341 | 270 | 104 | 100 | 101 | 46 | 7 | 11 | 1,375 |
| NORTH | WOMEN | 51 | 272 | 213 | 57 | 18 | 31 | 2 | 6 | 0 | 3 | 653 |
| | MEN | 18 | 217 | 257 | 74 | 58 | 25 | 8 | 0 | 3 | 3 | 663 |
| | TOTAL | 69 | 489 | 470 | 131 | 76 | 56 | 10 | 6 | 3 | 6 | 1,316 |
| NORTH WEST | WOMEN | 26 | 172 | 77 | 24 | 15 | 3 | 8 | 12 | 0 | 2 | 339 |
| | MEN | 10 | 103 | 60 | 20 | 20 | 2 | 9 | 0 | 0 | 4 | 228 |
| | TOTAL | 36 | 275 | 137 | 44 | 35 | 5 | 17 | 12 | 0 | 6 | 567 |
| WEST | WOMEN | 7 | 126 | 360 | 167 | 32 | 17 | 61 | 35 | 1 | 2 | 808 |
| | MEN | 20 | 139 | 149 | 94 | 35 | 21 | 74 | 27 | 8 | 0 | 567 |
| | TOTAL | 27 | 265 | 509 | 261 | 67 | 38 | 135 | 62 | 9 | 2 | 1,375 |
| SOUTH | WOMEN | 15 | 59 | 118 | 68 | 25 | 22 | 14 | 2 | 0 | 1 | 324 |
| | MEN | 8 | 82 | 156 | 92 | 23 | 23 | 18 | 2 | 1 | 0 | 405 |

| REGION | Gender | Never in School | Primary | Secondary General 1st cycle | Secondary General 2nd cycle | Secondary Technical 1st cycle | Secondary Technical 2nd cycle | Higher education 1st cycle | Higher Education BTS, HND cycle | Higher Education Engineer cycle | Higher Education 2nd cycle | Total |
|----------------------|--------------|-----------------|--------------|-----------------------------|-----------------------------|-------------------------------|-------------------------------|----------------------------|---------------------------------|---------------------------------|----------------------------|--------------|
| | TOTAL | 23 | 141 | 274 | 160 | 48 | 45 | 32 | 4 | 1 | 1 | 729 |
| SOUTH WEST | WOMEN | 19 | 202 | 112 | 92 | 45 | 19 | 38 | 9 | 0 | 5 | 541 |
| | MEN | 26 | 211 | 137 | 132 | 158 | 86 | 34 | 12 | 0 | 4 | 800 |
| | TOTAL | 45 | 413 | 249 | 224 | 203 | 105 | 72 | 21 | 0 | 9 | 1,341 |
| Total WOMEN | | 583 | 1,765 | 1,850 | 925 | 357 | 230 | 344 | 144 | 50 | 41 | 6,289 |
| Total MEN | | 283 | 1,551 | 1,523 | 884 | 557 | 321 | 322 | 155 | 58 | 64 | 5,718 |
| OVERALL TOTAL | | 866 | 3,316 | 3,373 | 1,809 | 914 | 551 | 666 | 299 | 108 | 105 | 12 07 |

Source: 434 MYEC/MINJEC, 2022.

Chart 13: Number of learners depending on the level of instructions

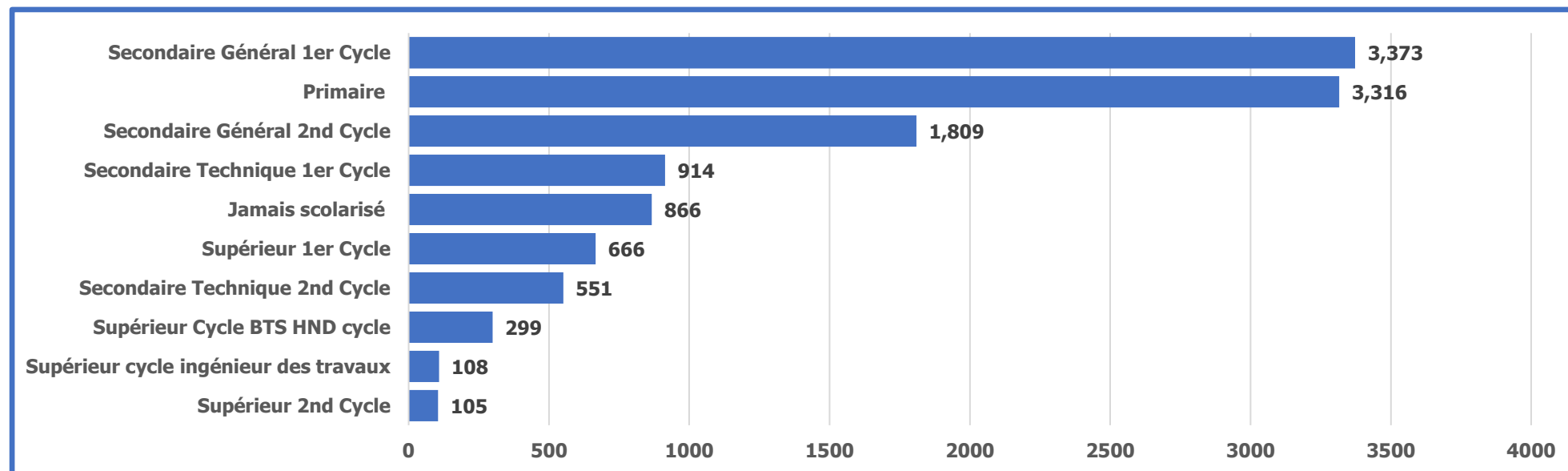


Table 36: Number of learners per region and gender depending on the training period

| REGION | Gender | Short duration | Long duration | Grand total |
|----------------------|--------------|----------------|---------------|---------------|
| ADAMAWA | WOMEN | 428 | 140 | 568 |
| | MEN | 229 | 155 | 384 |
| | TOTAL | 657 | 295 | 952 |
| CENTRE | WOMEN | 830 | 361 | 1,191 |
| | MEN | 685 | 360 | 1,045 |
| | TOTAL | 1,515 | 721 | 2,236 |
| EAST | WOMEN | 254 | 127 | 381 |
| | MEN | 178 | 116 | 294 |
| | TOTAL | 432 | 243 | 675 |
| FAR NORTH | WOMEN | 497 | 303 | 800 |
| | MEN | 527 | 114 | 641 |
| | TOTAL | 1,024 | 417 | 1,441 |
| LITTORAL | WOMEN | 465 | 219 | 684 |
| | MEN | 510 | 181 | 691 |
| | TOTAL | 975 | 400 | 1,375 |
| NORTH | WOMEN | 274 | 379 | 653 |
| | MEN | 243 | 420 | 663 |
| | TOTAL | 517 | 799 | 1,316 |
| NORTH WEST | WOMEN | 154 | 185 | 339 |
| | MEN | 104 | 124 | 228 |
| | TOTAL | 258 | 309 | 567 |
| WEST | WOMEN | 450 | 358 | 808 |
| | MEN | 293 | 274 | 567 |
| | TOTAL | 743 | 632 | 1,375 |
| SOUTH | WOMEN | 186 | 138 | 324 |
| | MEN | 231 | 174 | 405 |
| | TOTAL | 417 | 312 | 729 |
| SOUTH WEST | WOMEN | 228 | 313 | 541 |
| | MEN | 228 | 572 | 800 |
| | TOTAL | 456 | 885 | 1,341 |
| Total WOMEN | | 3,766 | 2,523 | 6,289 |
| Total MEN | | 3,228 | 2,490 | 5,718 |
| OVERALL TOTAL | | 6,994 | 5,013 | 12,007 |

Source: 434 MYEC/MINJEC, 2022.

Table 37: Number of learners per speciality depending on the training period and gender

| SPECIALITY | Short duration | | | Long duration | | | Total WOMEN | Total MEN | Total TOTAL |
|----------------------------------|----------------|-----|--------------|---------------|-----|------------|-------------|-----------|--------------|
| | WOMEN | MEN | TOTAL | WOMEN | MEN | TOTAL | | | |
| Agriculture | 491 | 719 | 1,210 | 101 | 280 | 381 | 592 | 999 | 1,591 |
| Functional literacy | 12 | 10 | 22 | 7 | 9 | 16 | 19 | 19 | 38 |
| Animation | 6 | 6 | 12 | 18 | 31 | 49 | 24 | 37 | 61 |
| Beekeeping | 1 | 2 | 3 | 0 | 0 | 0 | 1 | 2 | 3 |
| Handicrafts | 52 | 28 | 80 | 94 | 45 | 139 | 146 | 73 | 219 |
| Martial arts | 0 | 0 | 0 | 3 | 9 | 12 | 3 | 9 | 12 |
| Driving School | 109 | 167 | 276 | 3 | 4 | 7 | 112 | 171 | 283 |
| Health auxiliary | 0 | 0 | 0 | 22 | 19 | 41 | 22 | 19 | 41 |
| Library | 7 | 11 | 18 | 0 | 0 | 0 | 7 | 11 | 18 |
| Laundry | 0 | 0 | 0 | 1 | 6 | 7 | 1 | 6 | 7 |
| Construction | 16 | 34 | 50 | 0 | 0 | 0 | 16 | 34 | 50 |
| Boilermaking | 8 | 25 | 33 | 0 | 40 | 40 | 8 | 65 | 73 |
| Hairdressing and Skin Care | 165 | 12 | 177 | 95 | 35 | 130 | 260 | 47 | 307 |
| Accounting | 17 | 7 | 24 | 2 | 7 | 9 | 19 | 14 | 33 |
| Construction of steel structures | 35 | 38 | 73 | 13 | 86 | 99 | 48 | 124 | 172 |
| Cosmetic | 17 | 0 | 17 | 0 | 0 | 0 | 17 | 0 | 17 |
| Motivation courses | 21 | 5 | 26 | 0 | 0 | 0 | 21 | 5 | 26 |
| Website creation | 4 | 6 | 10 | 0 | 0 | 0 | 4 | 6 | 10 |
| Dance | 8 | 13 | 21 | 48 | 50 | 98 | 56 | 63 | 119 |
| Decoration | 32 | 0 | 32 | 8 | 2 | 10 | 40 | 2 | 42 |
| Drawing and painting | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 2 |
| E-commerce | 5 | 2 | 7 | 0 | 0 | 0 | 5 | 2 | 7 |
| Social and family economy | 27 | 12 | 39 | 66 | 4 | 70 | 93 | 16 | 109 |
| Electricity | 27 | 153 | 180 | 16 | 299 | 315 | 43 | 452 | 495 |
| Electronics | 0 | 2 | 2 | 0 | 9 | 9 | 0 | 11 | 11 |
| Livestock | 151 | 189 | 340 | 47 | 75 | 122 | 198 | 264 | 462 |

| SPECIALITY | Short duration | | | Long duration | | | Total WOMEN | Total MEN | Total TOTAL |
|------------------------------|----------------|-----|------------|---------------|-----|--------------|-------------|-----------|--------------|
| | WOMEN | MEN | TOTAL | WOMEN | MEN | TOTAL | | | |
| Renewable energy | 0 | 42 | 42 | 0 | 0 | 0 | 0 | 42 | 42 |
| Entrepreneurship | 63 | 44 | 107 | 0 | 0 | 0 | 63 | 44 | 107 |
| EPS | 4 | 2 | 6 | 0 | 0 | 0 | 4 | 2 | 6 |
| Skin care | 7 | 6 | 13 | 0 | 6 | 6 | 7 | 12 | 19 |
| Football | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 |
| AGR training | 3 | 0 | 3 | 0 | 0 | 0 | 3 | 0 | 3 |
| Cooling and air conditioning | 0 | 2 | 2 | 0 | 1 | 1 | 0 | 3 | 3 |
| Hotels and catering | 133 | 43 | 176 | 147 | 69 | 216 | 280 | 112 | 392 |
| Clothing industry | 686 | 107 | 793 | 1,274 | 217 | 1,491 | 1,960 | 324 | 2,284 |
| Graphic designing | 45 | 65 | 110 | 6 | 20 | 26 | 51 | 85 | 136 |
| Computer Management | 131 | 149 | 280 | 22 | 22 | 44 | 153 | 171 | 324 |
| Bricklaying | 20 | 95 | 115 | 9 | 317 | 326 | 29 | 412 | 441 |
| Computer maintenance | 23 | 27 | 50 | 6 | 15 | 21 | 29 | 42 | 71 |
| Management | 5 | 3 | 8 | 0 | 0 | 0 | 5 | 3 | 8 |
| Automotive Mechanics | 5 | 77 | 82 | 3 | 166 | 169 | 8 | 243 | 251 |
| Motorbike mechanics | 0 | 14 | 14 | 2 | 83 | 85 | 2 | 97 | 99 |
| Woodwork | 7 | 61 | 68 | 11 | 225 | 236 | 18 | 286 | 304 |
| Metal joinery | 0 | 5 | 5 | 0 | 2 | 2 | 0 | 7 | 7 |
| Project development | 241 | 252 | 493 | 10 | 17 | 27 | 251 | 269 | 520 |
| Music | 2 | 3 | 5 | 0 | 0 | 0 | 2 | 3 | 5 |
| Industrial painting | 7 | 11 | 18 | 2 | 9 | 11 | 9 | 20 | 29 |
| Photography | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 2 |
| Fish Farming | 20 | 55 | 75 | 32 | 82 | 114 | 52 | 137 | 189 |
| Plumbery | 3 | 9 | 12 | 0 | 12 | 12 | 3 | 21 | 24 |
| REAMORCE | 137 | 47 | 184 | 0 | 0 | 0 | 137 | 47 | 184 |
| Reproductive health | 23 | 23 | 46 | 0 | 0 | 0 | 23 | 23 | 46 |
| Soap factory | 11 | 10 | 21 | 0 | 0 | 0 | 11 | 10 | 21 |

| SPECIALITY | Short duration | | | Long duration | | | Total WOMEN | Total MEN | Total TOTAL |
|--------------------|----------------|--------------|--------------|---------------|--------------|--------------|--------------|--------------|---------------|
| | WOMEN | MEN | TOTAL | WOMEN | MEN | TOTAL | | | |
| First Aid | 44 | 28 | 72 | 0 | 0 | 0 | 44 | 28 | 72 |
| Office secretariat | 719 | 517 | 1,236 | 310 | 158 | 468 | 1,029 | 675 | 1,704 |
| Computer security | 1 | 4 | 5 | 0 | 0 | 0 | 1 | 4 | 5 |
| Screen printing | 17 | 20 | 37 | 0 | 10 | 10 | 17 | 30 | 47 |
| Nursing care | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 2 | 2 |
| Paramedical care | 166 | 26 | 192 | 145 | 25 | 170 | 311 | 51 | 362 |
| Metal welding | 0 | 19 | 19 | 0 | 10 | 10 | 0 | 29 | 29 |
| Tapestry | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 3 | 3 |
| Dyeing | 29 | 9 | 38 | 0 | 0 | 0 | 29 | 9 | 38 |
| Cassava processing | 3 | 4 | 7 | 0 | 1 | 1 | 3 | 5 | 8 |
| Basketry | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| Glass-making | 0 | 0 | 0 | 0 | 10 | 10 | 0 | 10 | 10 |
| Grand total | 3,766 | 3,228 | 6,994 | 2,523 | 2,490 | 5,013 | 6,289 | 5,718 | 12 007 |

Source: 434 MYEC/MINJEC, 2022.

Chart 14: Number of learners per speciality in MYEC

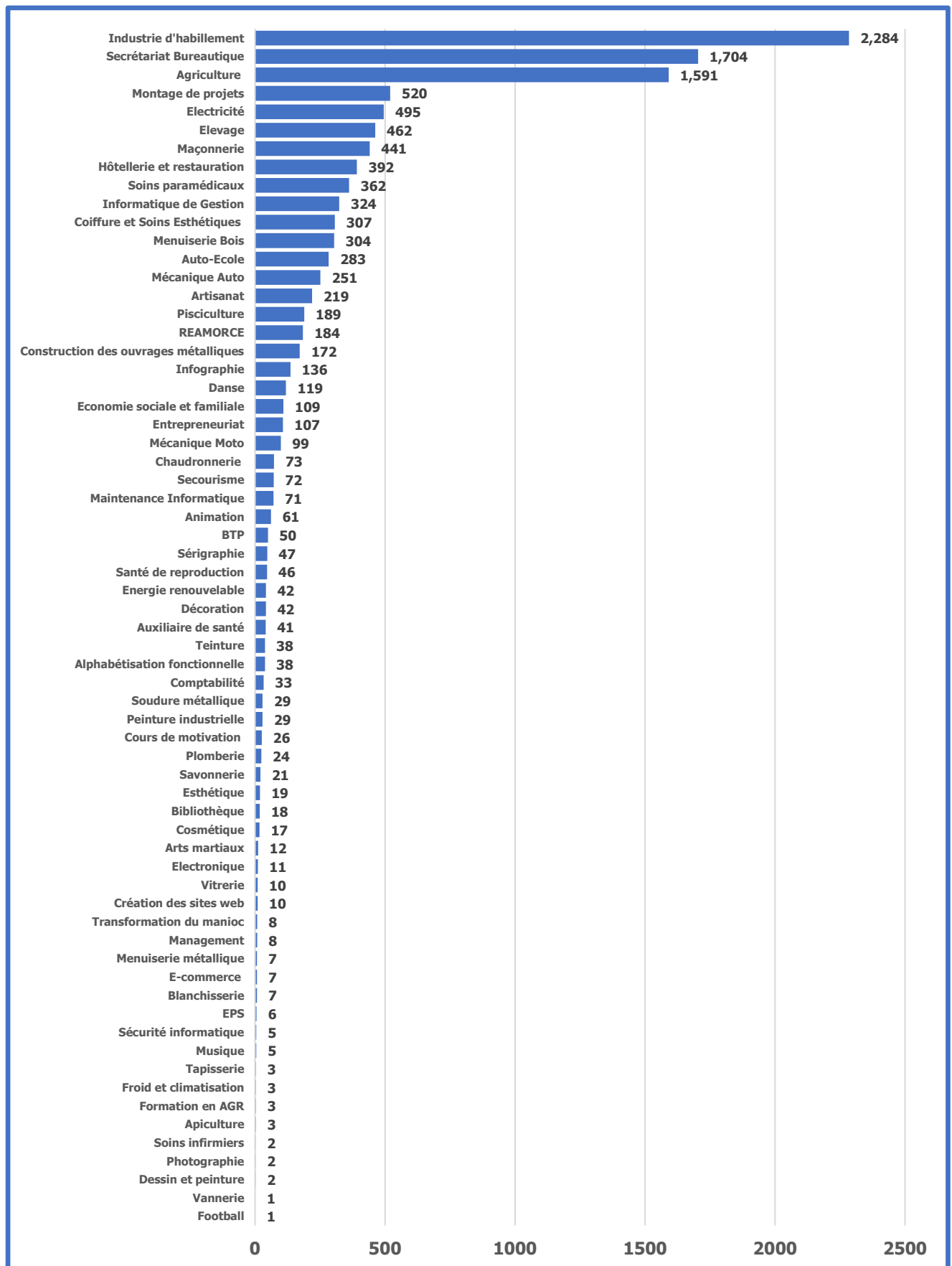


Table 38: Number of learners per speciality depending on the training period in the ADAMAWA region

| SPECIALITY | Short duration | | | Long duration | | | Total WOMEN | Total MEN | Total TOTAL |
|----------------------------------|----------------|------------|------------|---------------|------------|------------|-------------|------------|-------------|
| | WOMEN | MEN | TOTAL | WOMEN | MEN | TOTAL | | | |
| Agriculture | 75 | 18 | 93 | 1 | 14 | 15 | 76 | 32 | 108 |
| Functional literacy | 11 | 9 | 20 | 0 | 0 | 0 | 11 | 9 | 20 |
| Beekeeping | 1 | 2 | 3 | 0 | 0 | 0 | 1 | 2 | 3 |
| Driving School | 3 | 1 | 4 | 0 | 0 | 0 | 3 | 1 | 4 |
| Health auxiliary | 0 | 0 | 0 | 21 | 19 | 40 | 21 | 19 | 40 |
| Construction | 16 | 34 | 50 | 0 | 0 | 0 | 16 | 34 | 50 |
| Hairdressing and Skin Care | 14 | 2 | 16 | 2 | 0 | 2 | 16 | 2 | 18 |
| Construction of steel structures | 0 | 5 | 5 | 1 | 8 | 9 | 1 | 13 | 14 |
| Motivation courses | 21 | 5 | 26 | 0 | 0 | 0 | 21 | 5 | 26 |
| Electricity | 1 | 19 | 20 | 0 | 5 | 5 | 1 | 24 | 25 |
| Livestock | 22 | 13 | 35 | 0 | 0 | 0 | 22 | 13 | 35 |
| Renewable energy | 0 | 6 | 6 | 0 | 0 | 0 | 0 | 6 | 6 |
| Hotels and catering | 58 | 3 | 61 | 0 | 6 | 6 | 58 | 9 | 67 |
| Clothing industry | 140 | 28 | 168 | 94 | 38 | 132 | 234 | 66 | 300 |
| Computer Management | 12 | 6 | 18 | 2 | 2 | 4 | 14 | 8 | 22 |
| Bricklaying | 0 | 22 | 22 | 0 | 5 | 5 | 0 | 27 | 27 |
| Computer maintenance | 1 | 0 | 1 | 4 | 1 | 5 | 5 | 1 | 6 |
| Automotive Mechanics | 0 | 0 | 0 | 0 | 13 | 13 | 0 | 13 | 13 |
| Motorbike mechanics | 0 | 4 | 4 | 0 | 12 | 12 | 0 | 16 | 16 |
| Woodwork | 0 | 13 | 13 | 0 | 9 | 9 | 0 | 22 | 22 |
| Project development | 9 | 9 | 18 | 0 | 0 | 0 | 9 | 9 | 18 |
| Industrial painting | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 4 | 4 |
| Fish Farming | 3 | 0 | 3 | 0 | 5 | 5 | 3 | 5 | 8 |
| Plumbers | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| First Aid | 4 | 4 | 8 | 0 | 0 | 0 | 4 | 4 | 8 |
| Office secretariat | 34 | 16 | 50 | 15 | 18 | 33 | 49 | 34 | 83 |
| Screen printing | 3 | 1 | 4 | 0 | 0 | 0 | 3 | 1 | 4 |
| Metal welding | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 4 | 4 |
| Grand total | 428 | 229 | 657 | 140 | 155 | 295 | 568 | 384 | 952 |

Source: MYEC of the Adamawa/MINJEC, 2022.

Table 39: Number of learners per speciality depending on the training period and gender in the Centre Region

| SPECIALITY | Short duration | | | Long duration | | | Total WOMEN | Total MEN | Total TOTAL |
|----------------------------------|----------------|-----|------------|---------------|-----|------------|-------------|-----------|-------------|
| | WOMEN | MEN | TOTAL | WOMEN | MEN | TOTAL | | | |
| Agriculture | 105 | 183 | 288 | 9 | 28 | 37 | 114 | 211 | 325 |
| Functional literacy | 1 | 1 | 2 | 0 | 0 | 0 | 1 | 1 | 2 |
| Animation | 4 | 6 | 10 | 0 | 0 | 0 | 4 | 6 | 10 |
| Handicrafts | 8 | 5 | 13 | 70 | 31 | 101 | 78 | 36 | 114 |
| Driving School | 93 | 116 | 209 | 0 | 0 | 0 | 93 | 116 | 209 |
| Library | 7 | 11 | 18 | 0 | 0 | 0 | 7 | 11 | 18 |
| Boilermaking | 8 | 5 | 13 | 0 | 0 | 0 | 8 | 5 | 13 |
| Hairdressing and Skin Care | 32 | 4 | 36 | 28 | 25 | 53 | 60 | 29 | 89 |
| Accounting | 6 | 1 | 7 | 2 | 3 | 5 | 8 | 4 | 12 |
| Construction of steel structures | 7 | 6 | 13 | 0 | 19 | 19 | 7 | 25 | 32 |
| Cosmetic | 7 | 0 | 7 | 0 | 0 | 0 | 7 | 0 | 7 |
| Website creation | 4 | 6 | 10 | 0 | 0 | 0 | 4 | 6 | 10 |
| Decoration | 22 | 0 | 22 | 0 | 0 | 0 | 22 | 0 | 22 |
| Social and family economy | 8 | 6 | 14 | 0 | 0 | 0 | 8 | 6 | 14 |
| Electricity | 5 | 2 | 7 | 1 | 20 | 21 | 6 | 22 | 28 |
| Livestock | 32 | 37 | 69 | 9 | 11 | 20 | 41 | 48 | 89 |
| Entrepreneurship | 19 | 20 | 39 | 0 | 0 | 0 | 19 | 20 | 39 |
| Skin care | 4 | 6 | 10 | 0 | 6 | 6 | 4 | 12 | 16 |
| Football | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 |
| Cooling and air conditioning | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| Hotels and catering | 21 | 12 | 33 | 56 | 26 | 82 | 77 | 38 | 115 |
| Clothing industry | 64 | 12 | 76 | 119 | 38 | 157 | 183 | 50 | 233 |
| Graphic designing | 15 | 16 | 31 | 0 | 6 | 6 | 15 | 22 | 37 |
| Computer Management | 13 | 20 | 33 | 1 | 1 | 2 | 14 | 21 | 35 |
| Bricklaying | 5 | 0 | 5 | 0 | 13 | 13 | 5 | 13 | 18 |
| Computer maintenance | 2 | 4 | 6 | 1 | 5 | 6 | 3 | 9 | 12 |
| Management | 5 | 3 | 8 | 0 | 0 | 0 | 5 | 3 | 8 |

| SPECIALITY | Short duration | | | Long duration | | | Total WOMEN | Total MEN | Total TOTAL |
|----------------------|----------------|------------|--------------|---------------|------------|------------|--------------|--------------|--------------|
| | WOMEN | MEN | TOTAL | WOMEN | MEN | TOTAL | | | |
| Automotive Mechanics | 0 | 48 | 48 | 2 | 23 | 25 | 2 | 71 | 73 |
| Motorbike mechanics | 0 | 0 | 0 | 2 | 5 | 7 | 2 | 5 | 7 |
| Woodwork | 4 | 0 | 4 | 1 | 24 | 25 | 5 | 24 | 29 |
| Project development | 44 | 34 | 78 | 2 | 7 | 9 | 46 | 41 | 87 |
| Fish Farming | 6 | 15 | 21 | 25 | 50 | 75 | 31 | 65 | 96 |
| Plumbery | 3 | 2 | 5 | 0 | 3 | 3 | 3 | 5 | 8 |
| REAMORCE | 133 | 38 | 171 | 0 | 0 | 0 | 133 | 38 | 171 |
| Reproductive health | 23 | 23 | 46 | 0 | 0 | 0 | 23 | 23 | 46 |
| Soap factory | 4 | 9 | 13 | 0 | 0 | 0 | 4 | 9 | 13 |
| Office secretariat | 105 | 29 | 134 | 17 | 9 | 26 | 122 | 38 | 160 |
| Computer security | 1 | 2 | 3 | 0 | 0 | 0 | 1 | 2 | 3 |
| Screen printing | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 |
| Paramedical care | 10 | 1 | 11 | 16 | 4 | 20 | 26 | 5 | 31 |
| Cassava processing | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 |
| Basketry | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| Grand total | 830 | 685 | 1,515 | 361 | 360 | 721 | 1,191 | 1,045 | 2 236 |

Source: MYEC of the Centre/MINJEC, 2022.

Table 40: Number of learners per speciality depending on the training period and gender in the South region

| SPECIALITY | Short duration | | | Long duration | | | Total WOMEN | Total MEN | Total TOTAL |
|----------------------------------|----------------|------------|------------|---------------|------------|------------|-------------|------------|-------------|
| | WOMEN | MEN | TOTAL | WOMEN | MEN | TOTAL | | | |
| Agriculture | 34 | 60 | 94 | 7 | 17 | 24 | 41 | 77 | 118 |
| Handicrafts | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Driving School | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 3 | 3 |
| Hairdressing and Skin Care | 29 | 2 | 31 | 1 | 0 | 1 | 30 | 2 | 32 |
| Construction of steel structures | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 |
| Decoration | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| Electricity | 1 | 5 | 6 | 0 | 18 | 18 | 1 | 23 | 24 |
| Livestock | 17 | 18 | 35 | 5 | 0 | 5 | 22 | 18 | 40 |
| Entrepreneurship | 16 | 9 | 25 | 0 | 0 | 0 | 16 | 9 | 25 |
| Hotels and catering | 24 | 9 | 33 | 17 | 1 | 18 | 41 | 10 | 51 |
| Clothing industry | 78 | 14 | 92 | 88 | 14 | 102 | 166 | 28 | 194 |
| Graphic designing | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| Computer Management | 0 | 5 | 5 | 0 | 0 | 0 | 0 | 5 | 5 |
| Bricklaying | 0 | 11 | 11 | 0 | 14 | 14 | 0 | 25 | 25 |
| Automotive Mechanics | 0 | 4 | 4 | 0 | 30 | 30 | 0 | 34 | 34 |
| Motorbike mechanics | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 4 | 4 |
| Woodwork | 0 | 11 | 11 | 0 | 16 | 16 | 0 | 27 | 27 |
| Project development | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| Industrial painting | 3 | 3 | 6 | 0 | 0 | 0 | 3 | 3 | 6 |
| Plumbery | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| Office secretariat | 25 | 8 | 33 | 9 | 5 | 14 | 34 | 13 | 47 |
| Screen printing | 3 | 2 | 5 | 0 | 0 | 0 | 3 | 2 | 5 |
| Dyeing | 22 | 8 | 30 | 0 | 0 | 0 | 22 | 8 | 30 |
| Grand total | 254 | 178 | 432 | 127 | 116 | 243 | 381 | 294 | 675 |

Source: MYEC of the East/MINJEC, 2022.

Table 41: Number of learners per speciality depending on the training period and gender in the Far North region

| SPECIALITY | Short duration | | | Long duration | | | Total WOMEN | Total MEN | GRAND TOTAL |
|----------------------------------|----------------|------------|--------------|---------------|------------|------------|-------------|------------|--------------|
| | WOMEN | MEN | TOTAL | WOMEN | MEN | TOTAL | | | |
| Agriculture | 26 | 37 | 63 | 8 | 30 | 38 | 34 | 67 | 101 |
| Boilermaking | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 |
| Hairdressing and Skin Care | 2 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 2 |
| Construction of steel structures | 0 | 3 | 3 | 0 | 2 | 2 | 0 | 5 | 5 |
| Social and family economy | 0 | 1 | 1 | 5 | 0 | 5 | 5 | 1 | 6 |
| Electricity | 10 | 30 | 40 | 0 | 0 | 0 | 10 | 30 | 40 |
| Livestock | 8 | 24 | 32 | 0 | 0 | 0 | 8 | 24 | 32 |
| Hotels and catering | 2 | 2 | 4 | 4 | 0 | 4 | 6 | 2 | 8 |
| Clothing industry | 178 | 32 | 210 | 250 | 45 | 295 | 428 | 77 | 505 |
| Graphic designing | 3 | 3 | 6 | 0 | 0 | 0 | 3 | 3 | 6 |
| Computer Management | 87 | 111 | 198 | 0 | 0 | 0 | 87 | 111 | 198 |
| Bricklaying | 3 | 21 | 24 | 0 | 0 | 0 | 3 | 21 | 24 |
| Computer maintenance | 19 | 12 | 31 | 0 | 0 | 0 | 19 | 12 | 31 |
| Woodwork | 1 | 5 | 6 | 0 | 0 | 0 | 1 | 5 | 6 |
| Project development | 35 | 65 | 100 | 0 | 0 | 0 | 35 | 65 | 100 |
| Industrial painting | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Fish Farming | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 4 | 4 |
| Plumbers | 0 | 2 | 2 | 0 | 1 | 1 | 0 | 3 | 3 |
| Office secretariat | 118 | 161 | 279 | 36 | 35 | 71 | 154 | 196 | 350 |
| Screen printing | 5 | 7 | 12 | 0 | 0 | 0 | 5 | 7 | 12 |
| Metal welding | 0 | 7 | 7 | 0 | 0 | 0 | 0 | 7 | 7 |
| Cassava processing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grand total | 497 | 527 | 1,024 | 303 | 114 | 417 | 800 | 641 | 1 441 |

Source: MYEC of the Far North/MINJEC, 2022.

Table 42: Number of learners per speciality depending on the training period and gender in the Littoral region

| SPECIALITY | Short duration | | | Long duration | | | Total WOMEN | Total MEN | GRAND TOTAL |
|----------------------------------|----------------|-----|------------|---------------|-----|------------|-------------|-----------|-------------|
| | WOMEN | MEN | TOTAL | WOMEN | MEN | TOTAL | | | |
| Agriculture | 76 | 74 | 150 | 0 | 0 | 0 | 76 | 74 | 150 |
| Handicrafts | 10 | 6 | 16 | 1 | 1 | 2 | 11 | 7 | 18 |
| Driving School | 6 | 19 | 25 | 0 | 0 | 0 | 6 | 19 | 25 |
| Boilermaking | 0 | 19 | 19 | 0 | 38 | 38 | 0 | 57 | 57 |
| Hairdressing and Skin Care | 29 | 2 | 31 | 13 | 0 | 13 | 42 | 2 | 44 |
| Accounting | 11 | 1 | 12 | 0 | 2 | 2 | 11 | 3 | 14 |
| Construction of steel structures | 0 | 3 | 3 | 1 | 1 | 2 | 1 | 4 | 5 |
| Cosmetic | 10 | 0 | 10 | 0 | 0 | 0 | 10 | 0 | 10 |
| Decoration | 3 | 0 | 3 | 3 | 0 | 3 | 6 | 0 | 6 |
| E-commerce | 5 | 2 | 7 | 0 | 0 | 0 | 5 | 2 | 7 |
| Electricity | 2 | 68 | 70 | 3 | 32 | 35 | 5 | 100 | 105 |
| Electronics | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 |
| Livestock | 32 | 43 | 75 | 0 | 0 | 0 | 32 | 43 | 75 |
| Renewable energy | 0 | 20 | 20 | 0 | 0 | 0 | 0 | 20 | 20 |
| Skin care | 3 | 0 | 3 | 0 | 0 | 0 | 3 | 0 | 3 |
| Cooling and air conditioning | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| Hotels and catering | 4 | 9 | 13 | 32 | 7 | 39 | 36 | 16 | 52 |
| Clothing industry | 46 | 4 | 50 | 114 | 4 | 118 | 160 | 8 | 168 |
| Graphic designing | 15 | 24 | 39 | 0 | 2 | 2 | 15 | 26 | 41 |
| Bricklaying | 0 | | 0 | 0 | 19 | 19 | 0 | 19 | 19 |
| Computer maintenance | 0 | 7 | 7 | 0 | 1 | 1 | 0 | 8 | 8 |
| Automotive Mechanics | 3 | 24 | 27 | 0 | 33 | 33 | 3 | 57 | 60 |
| Motorbike mechanics | 0 | 0 | 0 | 0 | 8 | 8 | 0 | 8 | 8 |
| Woodwork | 0 | 17 | 17 | 0 | 20 | 20 | 0 | 37 | 37 |
| Metal joinery | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 2 | 2 |
| Project development | 36 | 33 | 69 | 0 | 0 | 0 | 36 | 33 | 69 |
| Fish Farming | 10 | 21 | 31 | 0 | 0 | 0 | 10 | 21 | 31 |
| REAMORCE | 4 | 9 | 13 | 0 | 0 | 0 | 4 | 9 | 13 |

| SPECIALITY | Short duration | | | Long duration | | | Total | Total | GRAND |
|--------------------|----------------|------------|------------|---------------|------------|------------|------------|------------|--------------|
| | WOMEN | MEN | TOTAL | WOMEN | MEN | TOTAL | WOMEN | MEN | TOTAL |
| Soap factory | 7 | 1 | 8 | 0 | 0 | 0 | 7 | 1 | 8 |
| Office secretariat | 144 | 95 | 239 | 28 | 4 | 32 | 172 | 99 | 271 |
| Computer security | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 2 |
| Nursing care | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 2 | 2 |
| Paramedical care | 2 | 1 | 3 | 24 | 3 | 27 | 26 | 4 | 30 |
| Metal welding | 0 | 4 | 4 | 0 | 1 | 1 | 0 | 5 | 5 |
| Dyeing | 7 | 1 | 8 | 0 | 0 | 0 | 7 | 1 | 8 |
| Grand total | 465 | 510 | 975 | 219 | 181 | 400 | 684 | 691 | 1 375 |

Source: MYEC of the LITTORAL / MINJEC, 2022.

Table 43: Number of learners per speciality depending on the training period and gender in the North region

| SPECIALITY | Short duration | | | Long duration | | | Total WOMEN | Total MEN | GRAND TOTAL |
|----------------------------------|----------------|------------|------------|---------------|------------|------------|-------------|------------|--------------|
| | WOMEN | MEN | TOTAL | WOMEN | MEN | TOTAL | | | |
| Agriculture | 19 | 44 | 63 | 31 | 75 | 106 | 50 | 119 | 169 |
| Handicrafts | 0 | 2 | 2 | 0 | 1 | 1 | 0 | 3 | 3 |
| Hairdressing and Skin Care | 1 | 0 | 1 | 2 | 5 | 7 | 3 | 5 | 8 |
| Accounting | 0 | 5 | 5 | 0 | 0 | 0 | 0 | 5 | 5 |
| Construction of steel structures | 0 | 19 | 19 | 0 | 13 | 13 | 0 | 32 | 32 |
| Social and family economy | 0 | 0 | 0 | 15 | 0 | 15 | 15 | 0 | 15 |
| Electricity | 0 | 2 | 2 | 2 | 64 | 66 | 2 | 66 | 68 |
| Livestock | 4 | 4 | 8 | 4 | 32 | 36 | 8 | 36 | 44 |
| Renewable energy | 0 | 16 | 16 | 0 | 0 | 0 | 0 | 16 | 16 |
| Hotels and catering | 1 | 0 | 1 | 2 | 11 | 13 | 3 | 11 | 14 |
| Clothing industry | 108 | 7 | 115 | 257 | 35 | 292 | 365 | 42 | 407 |
| Graphic designing | 0 | 0 | 0 | 0 | 6 | 6 | 0 | 6 | 6 |
| Computer Management | 2 | 1 | 3 | 0 | 0 | 0 | 2 | 1 | 3 |
| Bricklaying | 0 | 0 | 0 | 2 | 32 | 34 | 2 | 32 | 34 |
| Computer maintenance | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 4 | 4 |
| Automotive Mechanics | 0 | 1 | 1 | 0 | 14 | 14 | 0 | 15 | 15 |
| Motorbike mechanics | 0 | 1 | 1 | 0 | 25 | 25 | 0 | 26 | 26 |
| Woodwork | 0 | 9 | 9 | 0 | 35 | 35 | 0 | 44 | 44 |
| Project development | 12 | 9 | 21 | 4 | 6 | 10 | 16 | 15 | 31 |
| Industrial painting | 0 | 0 | 0 | 0 | 5 | 5 | 0 | 5 | 5 |
| Plumbers | 0 | 0 | 0 | 0 | 8 | 8 | 0 | 8 | 8 |
| Office secretariat | 127 | 107 | 234 | 60 | 36 | 96 | 187 | 143 | 330 |
| Screen printing | 0 | 5 | 5 | 0 | 9 | 9 | 0 | 14 | 14 |
| Metal welding | 0 | 4 | 4 | 0 | 8 | 8 | 0 | 12 | 12 |
| Tapestry | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 3 | 3 |
| Grand total | 274 | 243 | 517 | 379 | 420 | 799 | 653 | 663 | 1,316 |

Source: MYEC of the North /MINJEC, 2022.

Table 44: Number of learners per speciality depending on the training period and gender in the North West region

| SPECIALITY | Short duration | | | Long duration | | | Total WOMEN | Total MEN | GRAND TOTAL |
|----------------------------------|----------------|------------|------------|---------------|------------|------------|-------------|------------|-------------|
| | WOMEN | MEN | TOTAL | WOMEN | MEN | TOTAL | | | |
| Agriculture | 25 | 23 | 48 | 6 | 6 | 12 | 31 | 29 | 60 |
| Handicrafts | 14 | 7 | 21 | 2 | 0 | 2 | 16 | 7 | 23 |
| Driving School | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| Boilermaking | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| Hairdressing and Skin Care | 41 | 1 | 42 | 30 | 1 | 31 | 71 | 2 | 73 |
| Accounting | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 2 | 2 |
| Construction of steel structures | 0 | 0 | 0 | 0 | 11 | 11 | 0 | 11 | 11 |
| Decoration | 0 | 0 | 0 | 3 | 0 | 3 | 3 | 0 | 3 |
| Social and family economy | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| Electricity | 1 | 4 | 5 | 0 | 2 | 2 | 1 | 6 | 7 |
| Livestock | 9 | 10 | 19 | 6 | 3 | 9 | 15 | 13 | 28 |
| Cooling and air conditioning | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 |
| Hotels and catering | 0 | 1 | 1 | 21 | 10 | 31 | 21 | 11 | 32 |
| Clothing industry | 38 | 8 | 46 | 65 | 19 | 84 | 103 | 27 | 130 |
| Graphic designing | 0 | 1 | 1 | 6 | 6 | 12 | 6 | 7 | 13 |
| Computer Management | 13 | 5 | 18 | 17 | 17 | 34 | 30 | 22 | 52 |
| Bricklaying | 0 | 15 | 15 | 0 | 3 | 3 | 0 | 18 | 18 |
| Automotive Mechanics | 2 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 2 |
| Motorbike mechanics | 0 | 0 | 0 | 0 | 8 | 8 | 0 | 8 | 8 |
| Woodwork | 0 | 0 | 0 | 0 | 15 | 15 | 0 | 15 | 15 |
| Project development | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 2 | 2 |
| Fish Farming | 1 | 15 | 16 | 0 | 0 | 0 | 1 | 15 | 16 |
| Office secretariat | 9 | 12 | 21 | 29 | 8 | 37 | 38 | 20 | 58 |
| Glass-making | 0 | 0 | 0 | 0 | 10 | 10 | 0 | 10 | 10 |
| Grand total | 154 | 104 | 258 | 185 | 124 | 309 | 339 | 228 | 567 |

Source: MYEC of the North West/MINJEC, 2022.

Table 45: Number of learners per speciality depending on the training period and gender in the West region

| SPECIALITY | Short duration | | | Long duration | | | Total WOMEN | Total MEN | GRAND TOTAL |
|----------------------------------|----------------|-----|------------|---------------|-----|------------|-------------|-----------|-------------|
| | WOMEN | MEN | TOTAL | WOMEN | MEN | TOTAL | | | |
| Agriculture | 29 | 80 | 109 | 0 | 0 | 0 | 29 | 80 | 109 |
| Functional literacy | 0 | 0 | 0 | 7 | 9 | 16 | 7 | 9 | 16 |
| Animation | 2 | 0 | 2 | 18 | 31 | 49 | 20 | 31 | 51 |
| Handicrafts | 18 | 5 | 23 | 19 | 2 | 21 | 37 | 7 | 44 |
| Martial arts | 0 | 0 | 0 | 3 | 9 | 12 | 3 | 9 | 12 |
| Driving School | 1 | 6 | 7 | 0 | 0 | 0 | 1 | 6 | 7 |
| Health auxiliary | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 |
| Hairdressing and Skin Care | 4 | 1 | 5 | 5 | 4 | 9 | 9 | 5 | 14 |
| Construction of steel structures | 0 | 0 | 0 | 0 | 12 | 12 | 0 | 12 | 12 |
| Dance | 8 | 13 | 21 | 48 | 50 | 98 | 56 | 63 | 119 |
| Decoration | 5 | 0 | 5 | 0 | 0 | 0 | 5 | 0 | 5 |
| Drawing and painting | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 2 |
| Social and family economy | 0 | 0 | 0 | 4 | 0 | 4 | 4 | 0 | 4 |
| Electricity | 0 | 0 | 0 | 0 | 3 | 3 | 0 | 3 | 3 |
| Livestock | 5 | 5 | 10 | 0 | 1 | 1 | 5 | 6 | 11 |
| Entrepreneurship | 28 | 15 | 43 | 0 | 0 | 0 | 28 | 15 | 43 |
| EPS | 4 | 2 | 6 | 0 | 0 | 0 | 4 | 2 | 6 |
| AGR training | 3 | 0 | 3 | 0 | 0 | 0 | 3 | 0 | 3 |
| Hotels and catering | 4 | 0 | 4 | 7 | 5 | 12 | 11 | 5 | 16 |
| Clothing industry | 18 | 0 | 18 | 109 | 1 | 110 | 127 | 1 | 128 |
| Graphic designing | 2 | 8 | 10 | 0 | 0 | 0 | 2 | 8 | 10 |
| Computer Management | 3 | 0 | 3 | 0 | 0 | 0 | 3 | 0 | 3 |
| Bricklaying | 8 | 15 | 23 | 0 | 42 | 42 | 8 | 57 | 65 |
| Computer maintenance | 1 | 0 | 1 | 1 | 2 | 3 | 2 | 2 | 4 |
| Automotive Mechanics | 0 | 0 | 0 | 1 | 32 | 33 | 1 | 32 | 33 |
| Motorbike mechanics | 0 | 0 | 0 | 0 | 17 | 17 | 0 | 17 | 17 |
| Woodwork | 0 | 1 | 1 | 0 | 31 | 31 | 0 | 32 | 32 |
| Metal joinery | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 2 |

| SPECIALITY | Short duration | | | Long duration | | | Total WOMEN | Total MEN | GRAND TOTAL |
|---------------------|----------------|------------|------------|---------------|------------|------------|-------------|------------|--------------|
| | WOMEN | MEN | TOTAL | WOMEN | MEN | TOTAL | | | |
| Project development | 22 | 29 | 51 | 0 | 0 | 0 | 22 | 29 | 51 |
| Music | 2 | 3 | 5 | 0 | 0 | 0 | 2 | 3 | 5 |
| Photography | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 2 |
| First Aid | 40 | 24 | 64 | 0 | 0 | 0 | 40 | 24 | 64 |
| Office secretariat | 89 | 56 | 145 | 52 | 9 | 61 | 141 | 65 | 206 |
| Paramedical care | 154 | 24 | 178 | 83 | 14 | 97 | 237 | 38 | 275 |
| Grand total | 450 | 293 | 743 | 358 | 274 | 632 | 808 | 567 | 1,375 |

Source: MYEC of the West /MINJEC, 2022.

Table 46: Number of learners per speciality depending on the training period and gender in the South region

| SPECIALITY | Short duration | | | Long duration | | | Total WOMEN | Total MEN | GRAND TOTAL |
|----------------------------|----------------|-----|-----------|---------------|-----|------------|-------------|-----------|-------------|
| | WOMEN | MEN | TOTAL | WOMEN | MEN | TOTAL | | | |
| Agriculture | 15 | 71 | 86 | 24 | 84 | 108 | 39 | 155 | 194 |
| Driving School | 1 | 7 | 8 | 0 | 0 | 0 | 1 | 7 | 8 |
| Laundry | 0 | 0 | 0 | 1 | 6 | 7 | 1 | 6 | 7 |
| Boilermaking | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 |
| Hairdressing and Skin Care | 13 | 0 | 13 | 3 | 0 | 3 | 16 | 0 | 16 |
| Decoration | 0 | 0 | 0 | 2 | 2 | 4 | 2 | 2 | 4 |
| Social and family economy | 0 | 0 | 0 | 2 | 0 | 2 | 2 | 0 | 2 |
| Electricity | 2 | 20 | 22 | 0 | 3 | 3 | 2 | 23 | 25 |
| Electronics | 0 | 2 | 2 | 0 | 8 | 8 | 0 | 10 | 10 |
| Livestock | 3 | 3 | 6 | 11 | 21 | 32 | 14 | 24 | 38 |
| Hotels and catering | 2 | 1 | 3 | 4 | 0 | 4 | 6 | 1 | 7 |
| Clothing industry | 2 | 2 | 4 | 49 | 5 | 54 | 51 | 7 | 58 |
| Graphic designing | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 2 |
| Computer Management | 0 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 3 |
| Bricklaying | 4 | 10 | 14 | 0 | 0 | 0 | 4 | 10 | 14 |
| Computer maintenance | 0 | 0 | 0 | 0 | 3 | 3 | 0 | 3 | 3 |
| Motorbike mechanics | 0 | 0 | 0 | 0 | 6 | 6 | 0 | 6 | 6 |

| SPECIALITY | Short duration | | | Long duration | | | Total WOMEN | Total MEN | GRAND TOTAL |
|---------------------|----------------|------------|------------|---------------|------------|------------|-------------|------------|-------------|
| | WOMEN | MEN | TOTAL | WOMEN | MEN | TOTAL | | | |
| Woodwork | 2 | 5 | 7 | 0 | 19 | 19 | 2 | 24 | 26 |
| Metal joinery | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 3 | 3 |
| Project development | 81 | 70 | 151 | 4 | 2 | 6 | 85 | 72 | 157 |
| Industrial painting | 4 | 4 | 8 | 0 | 0 | 0 | 4 | 4 | 8 |
| Plumbers | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 3 | 3 |
| Office secretariat | 51 | 22 | 73 | 15 | 8 | 23 | 66 | 30 | 96 |
| Screen printing | 6 | 5 | 11 | 0 | 0 | 0 | 6 | 5 | 11 |
| Paramedical care | 0 | 0 | 0 | 22 | 4 | 26 | 22 | 4 | 26 |
| Metal welding | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 |
| Grand total | 186 | 231 | 417 | 138 | 174 | 312 | 324 | 405 | 729 |

Source: MYEC of the South /MINJEC, 2022.

Table 47: Number of learners per speciality depending on the training period and gender in the South West region

| SPECIALITY | Short duration | | | Long duration | | | Total WOMEN | Total MEN | GRAND TOTAL |
|----------------------------------|----------------|-----|-------|---------------|-----|-------|-------------|-----------|-------------|
| | WOMEN | MEN | TOTAL | WOMEN | MEN | TOTAL | | | |
| Agriculture | 87 | 129 | 216 | 15 | 26 | 41 | 102 | 155 | 257 |
| Handicrafts | 2 | 3 | 5 | 2 | 10 | 12 | 4 | 13 | 17 |
| Driving School | 5 | 14 | 19 | 3 | 4 | 7 | 8 | 18 | 26 |
| Hairdressing and Skin Care | 0 | 0 | 0 | 11 | 0 | 11 | 11 | 0 | 11 |
| Construction of steel structures | 28 | 2 | 30 | 11 | 19 | 30 | 39 | 21 | 60 |
| Decoration | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| Social and family economy | 18 | 5 | 23 | 40 | 4 | 44 | 58 | 9 | 67 |
| Electricity | 5 | 3 | 8 | 10 | 152 | 162 | 15 | 155 | 170 |
| Livestock | 19 | 32 | 51 | 12 | 7 | 19 | 31 | 39 | 70 |
| Hotels and catering | 17 | 6 | 23 | 4 | 3 | 7 | 21 | 9 | 30 |
| Clothing industry | 14 | 0 | 14 | 129 | 18 | 147 | 143 | 18 | 161 |
| Graphic designing | 10 | 10 | 20 | 0 | 0 | 0 | 10 | 10 | 20 |
| Computer Management | 1 | 0 | 1 | 1 | 1 | 2 | 2 | 1 | 3 |
| Bricklaying | 0 | 1 | 1 | 7 | 189 | 196 | 7 | 190 | 197 |
| Computer maintenance | 0 | 0 | 0 | 0 | 3 | 3 | 0 | 3 | 3 |

| SPECIALITY | Short duration | | | Long duration | | | Total WOMEN | Total MEN | GRAND TOTAL |
|----------------------|----------------|------------|------------|---------------|------------|------------|-------------|------------|--------------|
| | WOMEN | MEN | TOTAL | WOMEN | MEN | TOTAL | | | |
| Automotive Mechanics | 0 | 0 | 0 | 0 | 21 | 21 | 0 | 21 | 21 |
| Motorbike mechanics | 0 | 5 | 5 | 0 | 2 | 2 | 0 | 7 | 7 |
| Woodwork | 0 | 0 | 0 | 10 | 56 | 66 | 10 | 56 | 66 |
| Project development | 1 | 3 | 4 | 0 | 0 | 0 | 1 | 3 | 4 |
| Industrial painting | 0 | 0 | 0 | 2 | 4 | 6 | 2 | 4 | 6 |
| Fish Farming | 0 | 0 | 0 | 7 | 27 | 34 | 7 | 27 | 34 |
| Office secretariat | 17 | 11 | 28 | 49 | 26 | 75 | 66 | 37 | 103 |
| Cassava processing | 3 | 4 | 7 | 0 | 0 | 0 | 3 | 4 | 7 |
| Grand total | 228 | 228 | 456 | 313 | 572 | 885 | 541 | 800 | 1,341 |

Source: MYEC of the South West/MINJEC, 2022.

Table 48: Number of learners per region and gender depending on the type of training

| REGION | Gender | Initial training | Ongoing training | Apprenticeship training | Punctual training | Total |
|------------------|--------------|------------------|------------------|-------------------------|-------------------|--------------|
| ADAMAWA | WOMEN | 78 | 113 | 119 | 258 | 568 |
| | MEN | 50 | 69 | 148 | 117 | 384 |
| | TOTAL | 128 | 182 | 267 | 375 | 952 |
| CENTRE | WOMEN | 151 | 214 | 569 | 257 | 1,191 |
| | MEN | 135 | 185 | 462 | 263 | 1,045 |
| | TOTAL | 286 | 399 | 1,031 | 520 | 2,236 |
| EAST | WOMEN | 134 | 67 | 110 | 70 | 381 |
| | MEN | 112 | 51 | 96 | 35 | 294 |
| | TOTAL | 246 | 118 | 206 | 105 | 675 |
| FAR NORTH | WOMEN | 311 | 119 | 264 | 106 | 800 |
| | MEN | 316 | 57 | 158 | 110 | 641 |
| | TOTAL | 627 | 176 | 422 | 216 | 1,441 |

| REGION | Gender | Initial training | Ongoing training | Apprenticeship training | Punctual training | Total |
|----------------------|--------------|------------------|------------------|-------------------------|-------------------|---------------|
| LITTORAL | WOMEN | 143 | 107 | 229 | 205 | 684 |
| | MEN | 185 | 190 | 176 | 140 | 691 |
| | TOTAL | 328 | 297 | 405 | 345 | 1,375 |
| NORTH | WOMEN | 111 | 201 | 215 | 126 | 653 |
| | MEN | 80 | 324 | 170 | 89 | 663 |
| | TOTAL | 191 | 525 | 385 | 215 | 1,316 |
| NORTH WEST | WOMEN | 48 | 19 | 253 | 19 | 339 |
| | MEN | 42 | 27 | 149 | 10 | 228 |
| | TOTAL | 90 | 46 | 402 | 29 | 567 |
| WEST | WOMEN | 140 | 291 | 265 | 112 | 808 |
| | MEN | 123 | 100 | 191 | 153 | 567 |
| | TOTAL | 263 | 391 | 456 | 265 | 1,375 |
| SOUTH | WOMEN | 40 | 52 | 174 | 58 | 324 |
| | MEN | 67 | 47 | 221 | 70 | 405 |
| | TOTAL | 107 | 99 | 395 | 128 | 729 |
| SOUTH WEST | WOMEN | 224 | 103 | 197 | 17 | 541 |
| | MEN | 434 | 179 | 164 | 23 | 800 |
| | TOTAL | 658 | 282 | 361 | 40 | 1,341 |
| Total WOMEN | | 1,380 | 1,286 | 2,395 | 1,228 | 6,289 |
| Total MEN | | 1,544 | 1,229 | 1,935 | 1,010 | 5,718 |
| OVERALL TOTAL | | 2,924 | 2,515 | 4,330 | 2,238 | 12,007 |

Source: 434 MYEC/MINJEC, 2022.

Table 49: Number of learners per region and gender depending on the mode of training

| REGION | Gender | In person training | Distance training | Alternation training | Grand total |
|----------------------|--------------|--------------------|-------------------|----------------------|---------------|
| ADAMAWA | WOMEN | 521 | 0 | 47 | 568 |
| | MEN | 327 | 0 | 57 | 384 |
| | TOTAL | 848 | 0 | 104 | 952 |
| CENTRE | WOMEN | 987 | 26 | 178 | 1,191 |
| | MEN | 761 | 42 | 242 | 1,045 |
| | TOTAL | 1,748 | 68 | 420 | 2,236 |
| EAST | WOMEN | 344 | 22 | 15 | 381 |
| | MEN | 254 | 10 | 30 | 294 |
| | TOTAL | 598 | 32 | 45 | 675 |
| FAR NORTH | WOMEN | 735 | 32 | 33 | 800 |
| | MEN | 572 | 50 | 19 | 641 |
| | TOTAL | 1,307 | 82 | 52 | 1,441 |
| LITTORAL | WOMEN | 617 | 1 | 66 | 684 |
| | MEN | 590 | 1 | 100 | 691 |
| | TOTAL | 1,207 | 2 | 166 | 1,375 |
| NORTH | WOMEN | 647 | 0 | 6 | 653 |
| | MEN | 632 | 11 | 20 | 663 |
| | TOTAL | 1,279 | 11 | 26 | 1,316 |
| NORTH WEST | WOMEN | 337 | 0 | 2 | 339 |
| | MEN | 226 | 0 | 2 | 228 |
| | TOTAL | 563 | 0 | 4 | 567 |
| WEST | WOMEN | 544 | 10 | 254 | 808 |
| | MEN | 402 | 7 | 158 | 567 |
| | TOTAL | 946 | 17 | 412 | 1,375 |
| SOUTH | WOMEN | 316 | 0 | 8 | 324 |
| | MEN | 401 | 0 | 4 | 405 |
| | TOTAL | 717 | 0 | 12 | 729 |
| SOUTH WEST | WOMEN | 481 | 9 | 51 | 541 |
| | MEN | 728 | 16 | 56 | 800 |
| | TOTAL | 1,209 | 25 | 107 | 1,341 |
| Total WOMEN | | 5,529 | 100 | 660 | 6,289 |
| Total MEN | | 4,893 | 137 | 688 | 5,718 |
| OVERALL TOTAL | | 10,422 | 237 | 1,348 | 12,007 |

Source: 434 MYEC/MINJEC, 2022.

IV.4 Drop-out in MYEC

Table 50: Number of learners who have drop out of the training by region and gender level of disability

| REGION | GENDER | Never in School | Primary | Secondary General 1st cycle | Secondary General 2nd cycle | Secondary Technical 1st cycle | Secondary Technical 2nd cycle | Higher education 1st cycle | Higher education BTS cycle | Higher education Engineer cycle | Higher education 2nd cycle | Total |
|------------|--------------|-----------------|-----------|-----------------------------|-----------------------------|-------------------------------|-------------------------------|----------------------------|----------------------------|---------------------------------|----------------------------|------------|
| ADAMAWA | WOMEN | 53 | 40 | 14 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 109 |
| | MEN | 8 | 28 | 27 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 66 |
| | TOTAL | 61 | 68 | 41 | 4 | 0 | 0 | 1 | 0 | 0 | 0 | 175 |
| CENTRE | WOMEN | 33 | 47 | 53 | 30 | 17 | 15 | 3 | 10 | 0 | 1 | 209 |
| | MEN | 37 | 39 | 34 | 29 | 37 | 21 | 12 | 9 | 3 | 0 | 221 |
| | TOTAL | 70 | 86 | 87 | 59 | 54 | 36 | 15 | 19 | 3 | 1 | 430 |
| EAST | WOMEN | 14 | 14 | 17 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 49 |
| | MEN | 13 | 17 | 10 | 1 | 12 | 0 | 0 | 0 | 0 | 0 | 53 |
| | TOTAL | 27 | 31 | 27 | 3 | 13 | 0 | 1 | 0 | 0 | 0 | 102 |
| FAR NORTH | WOMEN | 26 | 39 | 21 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 98 |
| | MEN | 13 | 15 | 17 | 2 | 0 | 1 | 0 | 0 | 0 | 1 | 49 |
| | TOTAL | 39 | 54 | 38 | 14 | 0 | 1 | 0 | 0 | 0 | 1 | 147 |
| LITTORAL | WOMEN | 10 | 20 | 10 | 8 | 0 | 0 | 2 | 0 | 0 | 0 | 50 |
| | MEN | 3 | 16 | 12 | 17 | 2 | 2 | 1 | 0 | 0 | 0 | 53 |
| | TOTAL | 13 | 36 | 22 | 25 | 2 | 2 | 3 | 0 | 0 | 0 | 103 |
| NORTH | WOMEN | 45 | 35 | 23 | 4 | 2 | 0 | 2 | 0 | 0 | 0 | 111 |
| | MEN | 31 | 44 | 30 | 4 | 0 | 0 | 1 | 0 | 0 | 0 | 110 |
| | TOTAL | 76 | 79 | 53 | 8 | 2 | 0 | 3 | 0 | 0 | 0 | 221 |
| NORTH WEST | WOMEN | 13 | 14 | 42 | 6 | 4 | 0 | 0 | 0 | 0 | 1 | 80 |
| | MEN | 4 | 12 | 19 | 9 | 8 | 1 | 1 | 0 | 0 | 2 | 56 |
| | TOTAL | 17 | 26 | 61 | 15 | 12 | 1 | 1 | 0 | 0 | 3 | 136 |

| REGION | GENDER | Never in School | Primary | Secondary General 1st cycle | Secondary General 2nd cycle | Secondary Technical 1st cycle | Secondary Technical 2nd cycle | Higher education 1st cycle | Higher education BTS cycle | Higher education Engineer cycle | Higher education 2nd cycle | Total |
|----------------------|--------------|-----------------|------------|-----------------------------|-----------------------------|-------------------------------|-------------------------------|----------------------------|----------------------------|---------------------------------|----------------------------|--------------|
| WEST | WOMEN | 7 | 13 | 20 | 20 | 10 | 0 | 6 | 1 | 0 | 0 | 77 |
| | MEN | 11 | 5 | 14 | 9 | 0 | 0 | 4 | 7 | 0 | 0 | 50 |
| | TOTAL | 18 | 18 | 34 | 29 | 10 | 0 | 10 | 8 | 0 | 0 | 127 |
| SOUTH | WOMEN | 4 | 9 | 29 | 19 | 8 | 4 | 1 | 1 | 0 | 1 | 76 |
| | MEN | 1 | 18 | 28 | 3 | 2 | 1 | 0 | 2 | 0 | 0 | 55 |
| | TOTAL | 5 | 27 | 57 | 22 | 10 | 5 | 1 | 3 | 0 | 1 | 131 |
| SOUTH WEST | WOMEN | 0 | 17 | 16 | 0 | 5 | 0 | 1 | 2 | 0 | 0 | 41 |
| | MEN | 5 | 17 | 15 | 2 | 2 | 0 | 1 | 0 | 0 | 0 | 42 |
| | TOTAL | 5 | 34 | 31 | 2 | 7 | 0 | 2 | 2 | 0 | 0 | 83 |
| Total WOMEN | | 205 | 248 | 245 | 102 | 47 | 19 | 17 | 14 | 0 | 3 | 900 |
| Total MEN | | 126 | 211 | 206 | 79 | 63 | 26 | 20 | 18 | 3 | 3 | 755 |
| OVERALL TOTAL | | 331 | 459 | 451 | 181 | 110 | 45 | 37 | 32 | 3 | 6 | 1,655 |

Source: 434 MYEC/MINJEC, 2022.

Table 51: Reason for dropping out per region

| REGION | Lack of financial resources | Changing place of residence | Family reasons | Other | Grand total |
|--------------------|------------------------------------|------------------------------------|-----------------------|--------------|--------------------|
| ADAMAWA | 12 | 7 | 8 | 6 | 33 |
| CENTRE | 33 | 20 | 20 | 14 | 87 |
| EAST | 10 | 5 | 11 | 3 | 29 |
| FAR NORTH | 17 | 9 | 9 | 3 | 38 |
| LITTORAL | 14 | 10 | 7 | 6 | 37 |
| NORTH | 11 | 7 | 8 | 5 | 31 |
| NORTH WEST | 12 | 10 | 1 | 11 | 34 |
| WEST | 13 | 10 | 11 | 7 | 41 |
| SOUTH | 10 | 9 | 2 | 3 | 24 |
| SOUTH WEST | 5 | 9 | 1 | 7 | 22 |
| Grand total | 137 | 96 | 78 | 65 | 376 |

Source: 434 MYEC/MINJEC, 2022.

IV.5 Graduates from MYECs

Table 52: Number of graduates from MYECs per region and gender depending on the duration

| REGION | GENDER | Short duration | Long duration | Total |
|----------------------|--------------|----------------|---------------|--------------|
| ADAMAWA | WOMEN | 283 | 71 | 354 |
| | MEN | 202 | 62 | 264 |
| | TOTAL | 485 | 133 | 618 |
| CENTRE | WOMEN | 426 | 102 | 528 |
| | MEN | 344 | 78 | 422 |
| | TOTAL | 770 | 180 | 950 |
| EAST | WOMEN | 138 | 44 | 182 |
| | MEN | 120 | 24 | 144 |
| | TOTAL | 258 | 68 | 326 |
| FAR NORTH | WOMEN | 419 | 244 | 663 |
| | MEN | 491 | 90 | 581 |
| | TOTAL | 910 | 334 | 1,244 |
| LITTORAL | WOMEN | 358 | 99 | 457 |
| | MEN | 341 | 99 | 440 |
| | TOTAL | 699 | 198 | 897 |
| NORTH | WOMEN | 174 | 112 | 286 |
| | MEN | 155 | 161 | 316 |
| | TOTAL | 329 | 273 | 602 |
| NORTH WEST | WOMEN | 43 | 37 | 80 |
| | MEN | 41 | 40 | 81 |
| | TOTAL | 84 | 77 | 161 |
| WEST | WOMEN | 320 | 172 | 492 |
| | MEN | 222 | 42 | 264 |
| | TOTAL | 542 | 214 | 756 |
| SOUTH | WOMEN | 149 | 42 | 191 |
| | MEN | 192 | 22 | 214 |
| | TOTAL | 341 | 64 | 405 |
| SOUTH WEST | WOMEN | 140 | 46 | 186 |
| | MEN | 90 | 63 | 153 |
| | TOTAL | 230 | 109 | 339 |
| Total WOMEN | | 2,450 | 969 | 3,419 |
| Total MEN | | 2,198 | 681 | 2,879 |
| OVERALL TOTAL | | 4,648 | 1,650 | 6,298 |

Source: 434 MYEC/MINJEC, 2022.

Chart 15: Number of graduates from MYECs per region and gender

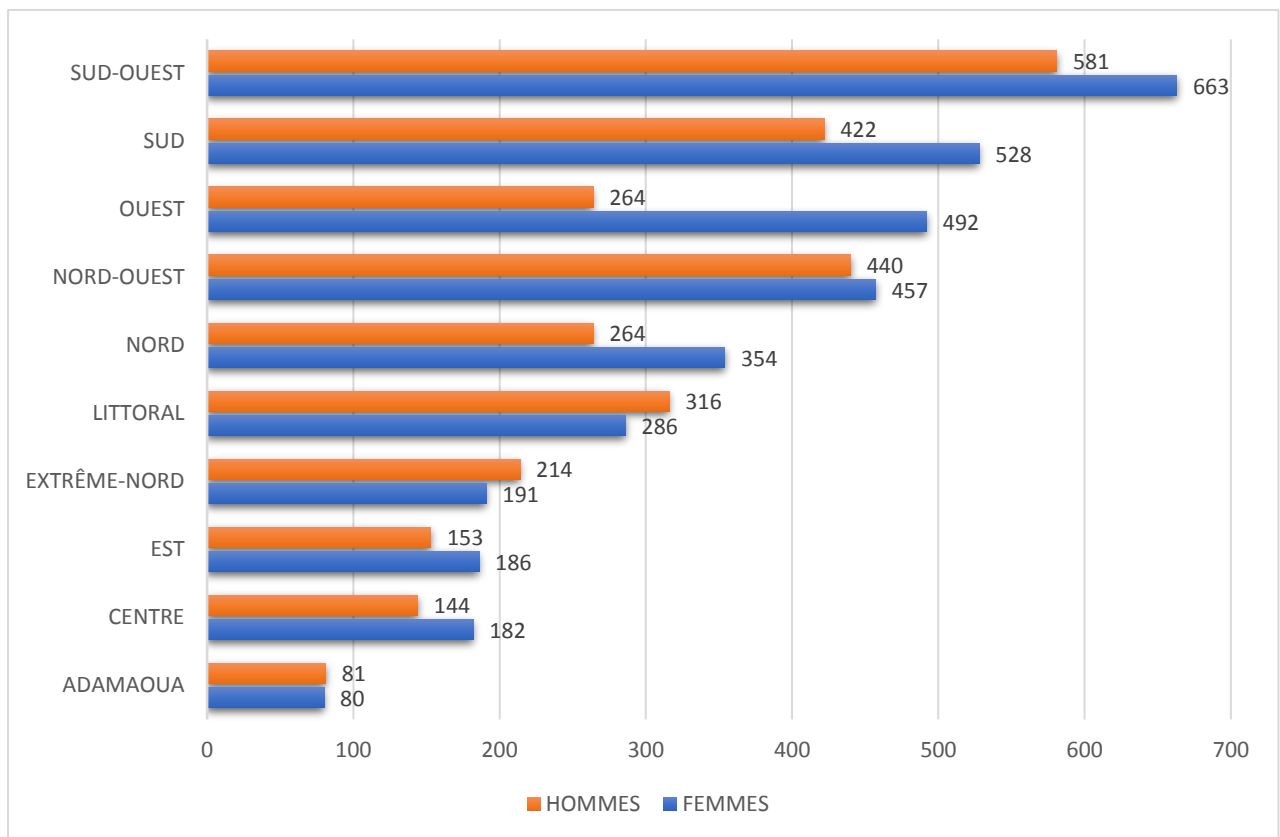


Table 53: Number of graduates from MYECs per speciality depending on the duration and gender

| SPECIALITY | Short duration | | | Long duration | | | Total WOMEN | Total MEN | GRAND TOTAL |
|----------------------------------|----------------|-----|------------|---------------|-----|------------|-------------|-----------|-------------|
| | WOMEN | MEN | TOTAL | WOMEN | MEN | TOTAL | | | |
| Agriculture | 333 | 400 | 733 | 46 | 77 | 123 | 379 | 477 | 856 |
| Functional literacy | 0 | 0 | 0 | 0 | 5 | 5 | 0 | 5 | 5 |
| Beekeeping | 1 | 2 | 3 | 0 | 0 | 0 | 1 | 2 | 3 |
| Handicrafts | 23 | 14 | 37 | 2 | 4 | 6 | 25 | 18 | 43 |
| Driving School | 67 | 90 | 157 | 0 | 0 | 0 | 67 | 90 | 157 |
| Health auxiliary | 0 | 0 | 0 | 20 | 11 | 31 | 20 | 11 | 31 |
| Construction | 19 | 31 | 50 | 0 | 0 | 0 | 19 | 31 | 50 |
| Boilermaking | 0 | 2 | 2 | 0 | 14 | 14 | 0 | 16 | 16 |
| Hairdressing and Skin Care | 58 | 19 | 77 | 31 | 11 | 42 | 89 | 30 | 119 |
| Accounting | 31 | 19 | 50 | 6 | 5 | 11 | 37 | 24 | 61 |
| Construction of steel structures | 0 | 12 | 12 | 0 | 2 | 2 | 0 | 14 | 14 |
| Cosmetic | 10 | 0 | 10 | 0 | 0 | 0 | 10 | 0 | 10 |
| Motivation courses | 21 | 5 | 26 | 0 | 0 | 0 | 21 | 5 | 26 |
| Website creation | 3 | 11 | 14 | 0 | 0 | 0 | 3 | 11 | 14 |
| Dance | 8 | 6 | 14 | 0 | 0 | 0 | 8 | 6 | 14 |
| Decoration | 43 | 0 | 43 | 5 | 0 | 5 | 48 | 0 | 48 |
| Drawing and painting | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 2 |
| E-commerce | 5 | 2 | 7 | 0 | 0 | 0 | 5 | 2 | 7 |
| Social and family economy | 20 | 6 | 26 | 13 | 0 | 13 | 33 | 6 | 39 |
| Electricity | 14 | 77 | 91 | 1 | 62 | 63 | 15 | 139 | 154 |
| Electronics | 0 | 0 | 0 | 0 | 3 | 3 | 0 | 3 | 3 |
| Livestock | 101 | 122 | 223 | 3 | 17 | 20 | 104 | 139 | 243 |
| Renewable energy | 1 | 38 | 39 | 0 | 0 | 0 | 1 | 38 | 39 |
| Entrepreneurship | 63 | 30 | 93 | 0 | 3 | 3 | 63 | 33 | 96 |
| Skin care | 4 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 4 |
| Football | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 |
| AGR training | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 2 |
| Cooling and air conditioning | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 2 | 2 |
| GRH | 13 | 13 | 26 | 0 | 0 | 0 | 13 | 13 | 26 |
| Hotels and catering | 77 | 12 | 89 | 39 | 26 | 65 | 116 | 38 | 154 |
| Clothing industry | 320 | 53 | 373 | 488 | 106 | 594 | 808 | 159 | 967 |
| Graphic designing | 30 | 37 | 67 | 0 | 8 | 8 | 30 | 45 | 75 |

| SPECIALITY | Short duration | | | Long duration | | | Total WOMEN | Total MEN | GRAND TOTAL |
|----------------------|----------------|--------------|--------------|---------------|------------|--------------|--------------|--------------|--------------|
| | WOMEN | MEN | TOTAL | WOMEN | MEN | TOTAL | | | |
| Computer Management | 130 | 146 | 276 | 11 | 12 | 23 | 141 | 158 | 299 |
| Health installation | 1 | 0 | 1 | 0 | 2 | 2 | 1 | 2 | 3 |
| Bricklaying | 11 | 67 | 78 | 0 | 64 | 64 | 11 | 131 | 142 |
| Computer maintenance | 7 | 24 | 31 | 2 | 11 | 13 | 9 | 35 | 44 |
| Digital marketing | 3 | 5 | 8 | 0 | 0 | 0 | 3 | 5 | 8 |
| Automotive Mechanics | 4 | 11 | 15 | 4 | 45 | 49 | 8 | 56 | 64 |
| Motorbike mechanics | 0 | 6 | 6 | 0 | 18 | 18 | 0 | 24 | 24 |
| Woodwork | 1 | 23 | 24 | 2 | 56 | 58 | 3 | 79 | 82 |
| Metal joinery | 0 | 5 | 5 | 0 | 2 | 2 | 0 | 7 | 7 |
| Project development | 238 | 233 | 471 | 2 | 8 | 10 | 240 | 241 | 481 |
| Music | 2 | 3 | 5 | 0 | 0 | 0 | 2 | 3 | 5 |
| Industrial painting | 7 | 11 | 18 | 0 | 5 | 5 | 7 | 16 | 23 |
| Photography | 3 | 0 | 3 | 0 | 0 | 0 | 3 | 0 | 3 |
| Fish Farming | 20 | 50 | 70 | 0 | 0 | 0 | 20 | 50 | 70 |
| Plumbery | 0 | 8 | 8 | 0 | 5 | 5 | 0 | 13 | 13 |
| REAMORCE | 18 | 19 | 37 | 0 | 0 | 0 | 18 | 19 | 37 |
| Computer network | 1 | 5 | 6 | 0 | 0 | 0 | 1 | 5 | 6 |
| Soap factory | 12 | 2 | 14 | 0 | 0 | 0 | 12 | 2 | 14 |
| First Aid | 46 | 26 | 72 | 0 | 0 | 0 | 46 | 26 | 72 |
| Office secretariat | 634 | 500 | 1,134 | 129 | 51 | 180 | 763 | 551 | 1,314 |
| Computer security | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 2 |
| Screen printing | 17 | 18 | 35 | 0 | 7 | 7 | 17 | 25 | 42 |
| Nursing care | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 2 | 2 |
| Paramedical care | 5 | 2 | 7 | 165 | 18 | 183 | 170 | 20 | 190 |
| Metal welding | 0 | 13 | 13 | 0 | 9 | 9 | 0 | 22 | 22 |
| Dyeing | 22 | 8 | 30 | 0 | 0 | 0 | 22 | 8 | 30 |
| Cassava processing | 3 | 4 | 7 | 0 | 0 | 0 | 3 | 4 | 7 |
| Basketry | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| Glass-making | 0 | 0 | 0 | 0 | 10 | 10 | 0 | 10 | 10 |
| Grand total | 2,450 | 2,198 | 4,648 | 969 | 681 | 1,650 | 3,419 | 2,879 | 6 298 |

Source: 434 MYEC/MINJEC, 2022.

IV.6 Vulnerability and disability in MYECs

Table 54: Number of vulnerable learners by region and gender according to type of vulnerability

| REGION | Gender | Orphans | Internally displaced | Abandoned children | teenage mothers | Refugees | Total |
|----------------------|--------------|------------|----------------------|--------------------|-----------------|------------|--------------|
| ADAMAWA | WOMEN | 14 | 15 | 13 | 94 | 61 | 197 |
| | MEN | 14 | 2 | 14 | 0 | 42 | 72 |
| | TOTAL | 28 | 17 | 27 | 94 | 103 | 269 |
| CENTRE | WOMEN | 91 | 65 | 27 | 164 | 8 | 355 |
| | MEN | 70 | 46 | 22 | 39 | 10 | 187 |
| | TOTAL | 161 | 111 | 49 | 203 | 18 | 542 |
| EAST | WOMEN | 9 | 2 | 10 | 56 | 27 | 104 |
| | MEN | 11 | 0 | 4 | 0 | 6 | 21 |
| | TOTAL | 20 | 2 | 14 | 56 | 33 | 125 |
| FAR NORTH | WOMEN | 41 | 42 | 18 | 49 | 0 | 150 |
| | MEN | 32 | 32 | 0 | 0 | 0 | 64 |
| | TOTAL | 73 | 74 | 18 | 49 | 0 | 214 |
| LITTORAL | WOMEN | 32 | 49 | 1 | 93 | 16 | 191 |
| | MEN | 33 | 28 | 1 | 6 | 7 | 75 |
| | TOTAL | 65 | 77 | 2 | 99 | 23 | 266 |
| NORTH | WOMEN | 40 | 5 | 4 | 60 | 5 | 114 |
| | MEN | 43 | 2 | 0 | 0 | 3 | 48 |
| | TOTAL | 83 | 7 | 4 | 60 | 8 | 162 |
| NORTH WEST | WOMEN | 22 | 70 | 6 | 38 | 1 | 137 |
| | MEN | 7 | 30 | 0 | 0 | 1 | 38 |
| | TOTAL | 29 | 100 | 6 | 38 | 2 | 175 |
| WEST | WOMEN | 59 | 61 | 4 | 135 | 0 | 259 |
| | MEN | 39 | 32 | 2 | 0 | 0 | 73 |
| | TOTAL | 98 | 93 | 6 | 135 | 0 | 332 |
| SOUTH | WOMEN | 17 | 0 | 1 | 69 | 0 | 87 |
| | MEN | 15 | 2 | 5 | 0 | 0 | 22 |
| | TOTAL | 32 | 2 | 6 | 69 | 0 | 109 |
| SOUTH WEST | WOMEN | 12 | 62 | 0 | 47 | 8 | 129 |
| | MEN | 24 | 86 | 7 | 0 | 1 | 118 |
| | TOTAL | 36 | 148 | 7 | 47 | 9 | 247 |
| Total WOMEN | | 337 | 371 | 84 | 805 | 126 | 1,723 |
| Total MEN | | 288 | 260 | 55 | 45 | 70 | 718 |
| OVERALL TOTAL | | 625 | 631 | 139 | 850 | 196 | 2,441 |

Source: 434 MYEC/MINJEC, 2022.

Table 55: Number of learners living with a disability by region and gender by type of disability

| REGION | Gender | Mobility Impairment | Visual Impairment | Hearing Impairment | Polyhandicap | Total |
|----------------------|--------------|---------------------|-------------------|--------------------|--------------|------------|
| ADAMAWA | WOMEN | 2 | 2 | 4 | 1 | 9 |
| | MEN | 9 | 3 | 3 | 2 | 17 |
| | TOTAL | 11 | 5 | 7 | 3 | 26 |
| CENTRE | WOMEN | 6 | 0 | 2 | 1 | 9 |
| | MEN | 10 | 2 | 3 | 0 | 15 |
| | TOTAL | 16 | 2 | 5 | 1 | 24 |
| EAST | WOMEN | 1 | 0 | 0 | 0 | 1 |
| | MEN | 2 | 1 | 0 | 0 | 3 |
| | TOTAL | 3 | 1 | 0 | 0 | 4 |
| FAR NORTH | WOMEN | 0 | 0 | 1 | 0 | 1 |
| | MEN | 4 | 0 | 1 | 0 | 5 |
| | TOTAL | 4 | 0 | 2 | 0 | 6 |
| LITTORAL | WOMEN | 2 | 1 | 1 | 0 | 4 |
| | MEN | 0 | 4 | 0 | 0 | 4 |
| | TOTAL | 2 | 5 | 1 | 0 | 8 |
| NORTH | WOMEN | 3 | 0 | 0 | 0 | 3 |
| | MEN | 8 | 0 | 3 | 0 | 11 |
| | TOTAL | 11 | 0 | 3 | 0 | 14 |
| NORTH WEST | WOMEN | 0 | 0 | 0 | 0 | 0 |
| | MEN | 1 | 0 | 0 | 0 | 1 |
| | TOTAL | 1 | 0 | 0 | 0 | 1 |
| WEST | WOMEN | 4 | 0 | 1 | 7 | 12 |
| | MEN | 0 | 0 | 0 | 9 | 9 |
| | TOTAL | 4 | 0 | 1 | 16 | 21 |
| SOUTH | WOMEN | 0 | 0 | 5 | 0 | 5 |
| | MEN | 5 | 0 | 2 | 0 | 7 |
| | TOTAL | 5 | 0 | 7 | 0 | 12 |
| SOUTH WEST | WOMEN | 1 | 0 | 0 | 0 | 1 |
| | MEN | 3 | 0 | 2 | 0 | 5 |
| | TOTAL | 4 | 0 | 2 | 0 | 6 |
| Total WOMEN | | 19 | 3 | 14 | 9 | 45 |
| Total MEN | | 42 | 10 | 14 | 11 | 77 |
| OVERALL TOTAL | | 61 | 13 | 28 | 20 | 122 |

Source: 434 MYEC/MINJEC, 2022.

Table 56: Number of learners reported as victims of violence by region and gender according to the nature of the violence

| REGION | Gender | Intimidation/Moral violence | Corporal punishment | Discrimination | Harassment | Sexual abuse | Kidnapping | Total |
|----------------------|--------------|-----------------------------|---------------------|----------------|------------|--------------|------------|------------|
| ADAMAWA | WOMEN | 1 | 0 | 0 | 4 | 0 | 0 | 5 |
| | MEN | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | TOTAL | 1 | 0 | 0 | 4 | 0 | 0 | 5 |
| CENTRE | WOMEN | 1 | 7 | 2 | 12 | 12 | 0 | 34 |
| | MEN | 22 | 10 | 8 | 8 | 0 | 0 | 48 |
| | TOTAL | 23 | 17 | 10 | 20 | 12 | 0 | 82 |
| EAST | WOMEN | 7 | 0 | 0 | 2 | 2 | 0 | 11 |
| | MEN | 3 | 0 | 1 | 0 | 0 | 0 | 4 |
| | TOTAL | 10 | 0 | 1 | 2 | 2 | 0 | 15 |
| FAR NORTH | WOMEN | 8 | 1 | 2 | 0 | 0 | 1 | 12 |
| | MEN | 5 | 0 | 5 | 0 | 0 | 0 | 10 |
| | TOTAL | 13 | 1 | 7 | 0 | 0 | 1 | 22 |
| LITTORAL | WOMEN | 0 | 1 | 0 | 1 | 0 | 0 | 2 |
| | MEN | 2 | 1 | 0 | 0 | 0 | 0 | 3 |
| | TOTAL | 2 | 2 | 0 | 1 | 0 | 0 | 5 |
| NORTH | WOMEN | 6 | 4 | 2 | 2 | 14 | 0 | 28 |
| | MEN | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| | TOTAL | 7 | 4 | 2 | 2 | 14 | 0 | 29 |
| NORTH WEST | WOMEN | 13 | 5 | 3 | 0 | 6 | 6 | 33 |
| | MEN | 4 | 3 | 0 | 0 | 0 | 6 | 13 |
| | TOTAL | 17 | 8 | 3 | 0 | 6 | 12 | 46 |
| WEST | WOMEN | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| | MEN | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | TOTAL | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| SOUTH | WOMEN | 5 | 0 | 0 | 0 | 0 | 0 | 5 |
| | MEN | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| | TOTAL | 7 | 0 | 0 | 0 | 0 | 0 | 7 |
| SOUTH WEST | WOMEN | 1 | 0 | 0 | 1 | 6 | 0 | 8 |
| | MEN | 1 | 1 | 0 | 0 | 0 | 0 | 2 |
| | TOTAL | 2 | 1 | 0 | 1 | 6 | 0 | 10 |
| Total WOMEN | | 44 | 18 | 9 | 22 | 40 | 7 | 140 |
| Total MEN | | 40 | 15 | 14 | 8 | 0 | 6 | 83 |
| OVERALL TOTAL | | 84 | 33 | 23 | 30 | 40 | 13 | 223 |

Source: 434 MYEC/MINJEC, 2022.

IV.7 Trainers in MYEC

Table 57: Number of trainers by region and gender, by academic qualification

| REGION | Gender | DOCTORATE / PhD | MASTER II / DEA / DESS | MASTER I / MAITRISE | LICENCE / Bachelor | DEUG / DUT/ BTS/HND | BACC / G.C.E «A» LEVEL General | BACC Technique/ G.C.E-A LEVEL | PROBATOIRE | BEP / G.C.E «O» LEVEL | CEP / CEPE / F.S.L.C | No academic qualifications | Grand total |
|-------------------|--------------|--------------------|---------------------------|------------------------|-----------------------|------------------------|--------------------------------------|-------------------------------------|------------|--------------------------|-------------------------|-------------------------------|-------------|
| ADAMAWA | WOMEN | 0 | 2 | 0 | 4 | 0 | 9 | 5 | 5 | 11 | 3 | 7 | 46 |
| | MEN | 1 | 1 | 3 | 15 | 1 | 31 | 2 | 4 | 6 | 6 | 15 | 85 |
| | TOTAL | 1 | 3 | 3 | 19 | 1 | 40 | 7 | 9 | 17 | 9 | 22 | 131 |
| CENTRE | WOMEN | 3 | 13 | 19 | 38 | 9 | 64 | 44 | 12 | 13 | 1 | 12 | 228 |
| | MEN | 7 | 15 | 21 | 54 | 12 | 52 | 41 | 18 | 14 | 4 | 19 | 257 |
| | TOTAL | 10 | 28 | 40 | 92 | 21 | 116 | 85 | 30 | 27 | 5 | 31 | 485 |
| EAST | WOMEN | 0 | 2 | 0 | 4 | 0 | 11 | 8 | 6 | 15 | 0 | 4 | 50 |
| | MEN | 2 | 2 | 2 | 10 | 3 | 16 | 19 | 12 | 12 | 6 | 7 | 91 |
| | TOTAL | 2 | 4 | 2 | 14 | 3 | 27 | 27 | 18 | 27 | 6 | 11 | 141 |
| FAR NORTH | WOMEN | 0 | 1 | 1 | 4 | 0 | 11 | 5 | 9 | 5 | 2 | 9 | 47 |
| | MEN | 2 | 3 | 5 | 14 | 5 | 28 | 19 | 16 | 26 | 8 | 19 | 145 |
| | TOTAL | 2 | 4 | 6 | 18 | 5 | 39 | 24 | 25 | 31 | 10 | 28 | 192 |
| LITTORAL | WOMEN | 0 | 4 | 10 | 13 | 10 | 21 | 12 | 6 | 8 | 2 | 7 | 93 |
| | MEN | 0 | 10 | 6 | 24 | 12 | 33 | 19 | 6 | 12 | 3 | 14 | 139 |
| | TOTAL | 0 | 14 | 16 | 37 | 22 | 54 | 31 | 12 | 20 | 5 | 21 | 232 |
| NORTH | WOMEN | 0 | 0 | 4 | 2 | 1 | 5 | 13 | 4 | 7 | 4 | 1 | 41 |
| | MEN | 0 | 2 | 6 | 13 | 1 | 25 | 13 | 11 | 10 | 7 | 11 | 99 |
| | TOTAL | 0 | 2 | 10 | 15 | 2 | 30 | 26 | 15 | 17 | 11 | 12 | 140 |
| NORTH WEST | WOMEN | 0 | 0 | 1 | 8 | 5 | 20 | 13 | 3 | 12 | 11 | 6 | 79 |
| | MEN | 0 | 3 | 1 | 14 | 6 | 20 | 15 | 0 | 12 | 14 | 6 | 91 |
| | TOTAL | 0 | 3 | 2 | 22 | 11 | 40 | 28 | 3 | 24 | 25 | 12 | 170 |
| WEST | WOMEN | 0 | 2 | 4 | 11 | 2 | 27 | 11 | 10 | 27 | 9 | 10 | 113 |
| | MEN | 3 | 12 | 12 | 22 | 11 | 31 | 12 | 18 | 17 | 4 | 15 | 157 |

| REGION | Gender | DOCTORATE / PhD | MASTER II / DEA / DESS | MASTER I / MAITRISE | LICENCE / Bachelor | DEUG / DUT/ BTS/HND | BACC / G.C.E «A» LEVEL General | BACC Technique/ G.C.E-A LEVEL | PROBATOIRE | BEP / G.C.E «O» LEVEL | CEP / CEPE / F.S.L.C | No academic qualifications | Grand total |
|----------------------|--------------|--------------------|---------------------------|------------------------|-----------------------|------------------------|--------------------------------------|-------------------------------------|------------|--------------------------|-------------------------|-------------------------------|--------------|
| | TOTAL | 3 | 14 | 16 | 33 | 13 | 58 | 23 | 28 | 44 | 13 | 25 | 270 |
| SOUTH | WOMEN | 0 | 3 | 6 | 9 | 5 | 16 | 9 | 3 | 6 | 3 | 3 | 63 |
| | MEN | 0 | 4 | 3 | 15 | 2 | 8 | 11 | 5 | 4 | 4 | 4 | 60 |
| | TOTAL | 0 | 7 | 9 | 24 | 7 | 24 | 20 | 8 | 10 | 7 | 7 | 123 |
| SOUTH WEST | WOMEN | 5 | 3 | 2 | 14 | | 19 | 8 | 3 | 6 | 7 | 8 | 75 |
| | MEN | 1 | 0 | 4 | 14 | 3 | 30 | 11 | 4 | 8 | 8 | 2 | 85 |
| | TOTAL | 6 | 3 | 6 | 28 | 3 | 49 | 19 | 7 | 14 | 15 | 10 | 160 |
| Total WOMEN | | 8 | 30 | 47 | 107 | 32 | 203 | 128 | 61 | 110 | 42 | 67 | 835 |
| Total MEN | | 16 | 52 | 63 | 195 | 56 | 274 | 162 | 94 | 121 | 64 | 112 | 1,209 |
| OVERALL TOTAL | | 24 | 82 | 110 | 302 | 88 | 477 | 290 | 155 | 231 | 106 | 179 | 2,044 |

Source: 434 MYEC/MINJEC, 2022.

Table 58: Number of trainers by region and gender, by professional qualification

| REGION | Gender | CPJA / PEPS | CJA / PAEPS / IPJA / MPEPS | IJA / IAJA / MEPS / MAEPS | INGENIEUR / MASTER PRO | DIPLEG/DIPES/CAPES/DIPLET/DIPCO/DIPENI | LICENCE PRO | CIVIL ENGINEERING | DIPCEG/DIPESI/DIPCEG/DIPCET/DIPETI/CAPCEG/DIPCEG | BTS / HND | BEP / BP / BACC PRO / BT | CAPIAEG/CAPIA/CAPIAET OR AN EQUIVALENT | CAPIEG/CAPIEMP/CAPI/CAPIET OR AN EQUIVALENT | CAP | DQP | CQP | Other professional diplomas | No-professional Diploma | Grand total |
|------------|--------------|-------------|----------------------------|---------------------------|------------------------|--|-------------|-------------------|--|-----------|--------------------------|--|---|----------|----------|----------|-----------------------------|-------------------------|-------------|
| ADAMAWA | WOMEN | 2 | 2 | 6 | 1 | 1 | 0 | 2 | 0 | 0 | 2 | 2 | 5 | 3 | 0 | 1 | 14 | 5 | 46 |
| | MEN | 12 | 18 | 6 | 1 | 1 | 3 | 1 | 0 | 0 | 1 | 0 | 8 | 0 | 1 | 2 | 23 | 8 | 85 |
| | TOTAL | 14 | 20 | 12 | 2 | 2 | 3 | 3 | 0 | 0 | 3 | 2 | 13 | 3 | 1 | 3 | 37 | 13 | 131 |
| CENTRE | WOMEN | 51 | 69 | 24 | 5 | 0 | 2 | 2 | 0 | 3 | 2 | 3 | 22 | 3 | 2 | 3 | 21 | 16 | 228 |
| | MEN | 39 | 55 | 25 | 16 | 5 | 3 | 4 | 1 | 3 | 4 | | 18 | 6 | 5 | 4 | 49 | 20 | 257 |
| | TOTAL | 90 | 124 | 49 | 21 | 5 | 5 | 6 | 1 | 6 | 6 | 3 | 40 | 9 | 7 | 7 | 70 | 36 | 485 |
| EAST | WOMEN | 5 | 7 | 8 | 0 | 1 | 0 | 0 | 2 | 1 | 1 | 1 | 13 | 0 | 1 | 0 | 5 | 5 | 50 |
| | MEN | 8 | 20 | 13 | 1 | 3 | 0 | 0 | 1 | 1 | 1 | 5 | 15 | 1 | 0 | 0 | 14 | 8 | 91 |
| | TOTAL | 13 | 27 | 21 | 1 | 4 | 0 | 0 | 3 | 2 | 2 | 6 | 28 | 1 | 1 | 0 | 19 | 13 | 141 |
| FAR NORTH | WOMEN | 2 | 5 | 5 | 0 | 1 | 0 | 0 | 1 | 0 | 2 | | 14 | 2 | 1 | 0 | 8 | 6 | 47 |
| | MEN | 14 | 28 | 25 | 0 | 8 | 0 | 0 | 1 | 0 | 3 | 7 | 12 | 2 | 0 | 0 | 19 | 24 | 145 |
| | TOTAL | 16 | 33 | 30 | 0 | 9 | 0 | 2 | 2 | 0 | 5 | 7 | 26 | 4 | 1 | 0 | 27 | 30 | 192 |
| LITTORAL | WOMEN | 21 | 15 | 8 | 3 | 1 | 4 | 1 | 1 | 1 | 3 | 1 | 16 | 5 | 0 | 0 | 4 | 9 | 93 |
| | MEN | 12 | 28 | 16 | 7 | 3 | 9 | 7 | 3 | 3 | 3 | 1 | 9 | 3 | 3 | 0 | 12 | 20 | 139 |
| | TOTAL | 33 | 43 | 24 | 10 | 4 | 13 | 8 | 4 | 4 | 6 | 2 | 25 | 8 | 3 | 0 | 16 | 29 | 232 |
| NORTH | WOMEN | 4 | 3 | 7 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 2 | 13 | 1 | 0 | 0 | 1 | 8 | 41 |
| | MEN | 6 | 17 | 18 | 4 | 1 | 1 | 2 | 0 | 2 | 0 | 4 | 11 | 1 | 0 | 0 | 6 | 22 | 99 |
| | TOTAL | 10 | 20 | 25 | 4 | 1 | 1 | 3 | 1 | 3 | 3 | 6 | 24 | 2 | 0 | 0 | 7 | 30 | 140 |
| NORTH WEST | WOMEN | 5 | 12 | 9 | 0 | 1 | 0 | 0 | 0 | 4 | 1 | 4 | 6 | 1 | 0 | 1 | 22 | 13 | 79 |
| | MEN | 7 | 25 | 8 | 0 | 2 | 0 | 0 | 0 | 1 | 2 | 4 | 5 | 2 | 0 | 0 | 19 | 13 | 91 |
| | TOTAL | 12 | 37 | 17 | 0 | 3 | 0 | 0 | 3 | 5 | 3 | 8 | 11 | 3 | 0 | 0 | 41 | 26 | 170 |

| REGION | Gender | CPJA / PEPS | CJA / PAEPS / IPJA / MPEPS | IJA / IAJA / MEPS / MAEPS | INGENIEUR / MASTER PRO | DIPLEG/DIPES/CAPES/DIPLET/DIPCO/DIPENI | LICENCE PRO | CIVIL ENGINEERING | DIPCEG/DIPESI/DIPCEG/DIPCET/DIPETI/CAPCEG/DIPCEG | BTS / HND | BEP / BP / BACC PRO / BT | CAPIAEG/CAPIA/CAPIAET OR AN EQUIVALENT | CAPIEG/CAPIEMP/CAPIET OR AN EQUIVALENT | CAP | DQP | CQP | Other professional diplomas | No-professional Diploma | Grand total |
|----------------------|--------------|-------------|----------------------------|---------------------------|------------------------|--|-------------|-------------------|--|-----------|--------------------------|--|--|-----------|-----------|-----------|-----------------------------|-------------------------|--------------|
| WEST | WOMEN | 3 | 20 | 17 | 0 | 0 | 4 | 1 | 0 | 1 | 1 | 1 | 11 | 3 | 2 | 0 | 10 | 39 | 113 |
| | MEN | 20 | 31 | 22 | 8 | 2 | 5 | 2 | 0 | 1 | 3 | 0 | 14 | 3 | 3 | 0 | 14 | 25 | 157 |
| | TOTAL | 23 | 51 | 39 | 8 | 2 | 9 | 3 | 1 | 2 | 4 | 0 | 25 | 6 | 5 | 3 | 24 | 64 | 270 |
| SOUTH | WOMEN | 9 | 22 | 7 | 2 | 3 | 0 | 2 | 0 | 1 | 0 | 0 | 3 | 5 | 2 | 0 | 5 | 2 | 63 |
| | MEN | 5 | 7 | 8 | 3 | 3 | 0 | 1 | 0 | 3 | 3 | 0 | 4 | 0 | 0 | 0 | 15 | 4 | 60 |
| | TOTAL | 14 | 29 | 15 | 5 | 6 | 2 | 3 | 2 | 4 | 3 | 0 | 7 | 5 | 2 | 0 | 20 | 6 | 123 |
| SOUTH WEST | WOMEN | 4 | 11 | 9 | 0 | 1 | 0 | 0 | 1 | 3 | 1 | 1 | 9 | 3 | 0 | 2 | 12 | 18 | 75 |
| | MEN | 9 | 16 | 14 | 0 | 0 | 0 | 0 | 1 | 5 | 1 | 0 | 6 | 5 | 0 | 0 | 16 | 12 | 85 |
| | TOTAL | 13 | 27 | 23 | 0 | 1 | 0 | 0 | 2 | 8 | 2 | 0 | 15 | 8 | 0 | 0 | 28 | 30 | 160 |
| Total WOMEN | | 106 | 166 | 100 | 11 | 9 | 10 | 9 | 5 | 15 | 13 | 15 | 112 | 26 | 8 | 7 | 102 | 121 | 835 |
| Total MEN | | 132 | 245 | 155 | 40 | 28 | 23 | 19 | 14 | 19 | 24 | 21 | 102 | 23 | 12 | 9 | 187 | 156 | 1,209 |
| OVERALL TOTAL | | 238 | 411 | 255 | 51 | 37 | 33 | 28 | 19 | 34 | 37 | 36 | 214 | 49 | 20 | 16 | 289 | 277 | 2,044 |

Source: 434 MYEC/MINJEC, 2022.

Chart 16: Number of trainers per vocational diplomas

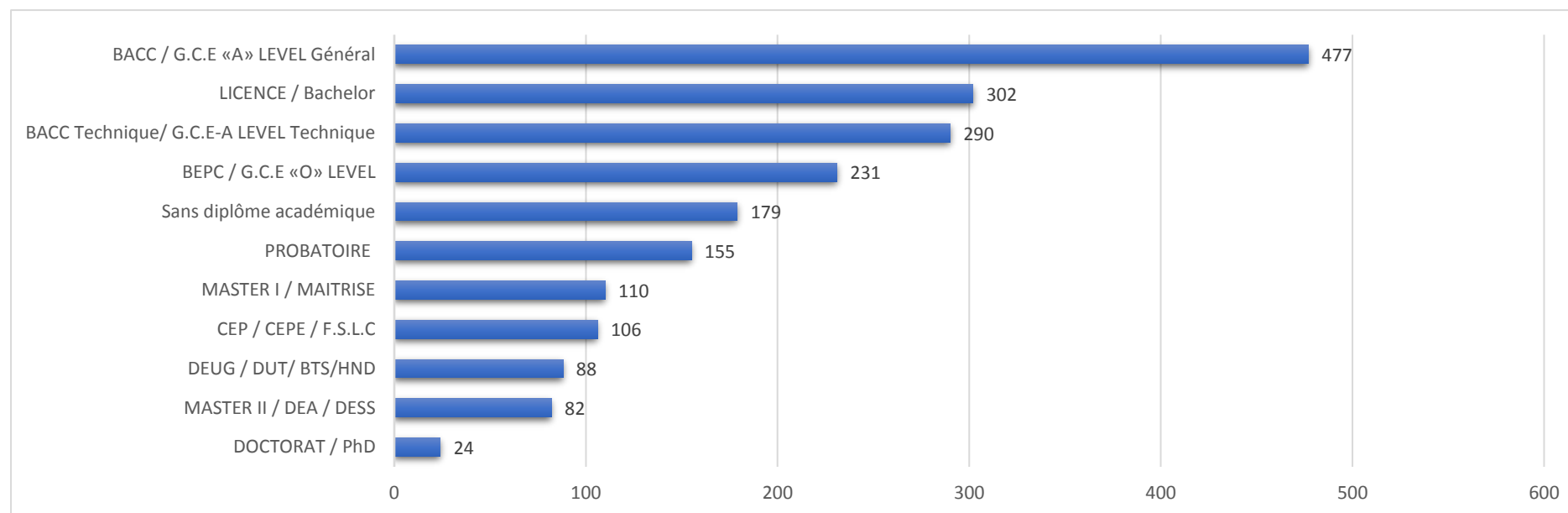


Table 59: Number of trainers per region and gender depending on the age group

| REGION | Gender | Less than 25 years old | From 25 to 39 years | from 40 to 60 years | More than 60 Years | Total |
|------------------|--------------|------------------------|---------------------|---------------------|--------------------|------------|
| ADAMAWA | WOMEN | 3 | 38 | 5 | 0 | 46 |
| | MEN | 0 | 61 | 22 | 2 | 85 |
| | TOTAL | 3 | 99 | 27 | 2 | 131 |
| CENTRE | WOMEN | 8 | 157 | 57 | 6 | 228 |
| | MEN | 9 | 150 | 92 | 6 | 257 |
| | TOTAL | 17 | 307 | 149 | 12 | 485 |
| EAST | WOMEN | 2 | 41 | 7 | 0 | 50 |
| | MEN | 7 | 65 | 19 | 0 | 91 |
| | TOTAL | 9 | 106 | 26 | 0 | 141 |
| FAR NORTH | WOMEN | 7 | 33 | 7 | 0 | 47 |
| | MEN | 8 | 94 | 41 | 2 | 145 |

| REGION | Gender | Less than 25 years old | From 25 to 39 years | from 40 to 60 years | More than 60 Years | Total |
|----------------------|--------------|------------------------|---------------------|---------------------|--------------------|--------------|
| | TOTAL | 15 | 127 | 48 | 2 | 192 |
| LITTORAL | WOMEN | 7 | 60 | 26 | 0 | 93 |
| | MEN | 2 | 93 | 42 | 2 | 139 |
| | TOTAL | 9 | 153 | 68 | 2 | 232 |
| NORTH | WOMEN | 5 | 33 | 3 | 0 | 41 |
| | MEN | 7 | 60 | 31 | 1 | 99 |
| | TOTAL | 12 | 93 | 34 | 1 | 140 |
| NORTH WEST | WOMEN | 9 | 51 | 19 | 0 | 79 |
| | MEN | 2 | 61 | 27 | 1 | 91 |
| | TOTAL | 11 | 112 | 46 | 1 | 170 |
| WEST | WOMEN | 11 | 82 | 20 | 0 | 113 |
| | MEN | 12 | 90 | 54 | 1 | 157 |
| | TOTAL | 23 | 172 | 74 | 1 | 270 |
| SOUTH | WOMEN | 5 | 39 | 18 | 1 | 63 |
| | MEN | 0 | 39 | 21 | 0 | 60 |
| | TOTAL | 5 | 78 | 39 | 1 | 123 |
| SOUTH WEST | WOMEN | 8 | 49 | 17 | 1 | 75 |
| | MEN | 5 | 62 | 15 | 3 | 85 |
| | TOTAL | 13 | 111 | 32 | 4 | 160 |
| Total WOMEN | | 65 | 583 | 179 | 8 | 835 |
| Total MEN | | 52 | 775 | 364 | 18 | 1,209 |
| OVERALL TOTAL | | 117 | 1,358 | 543 | 26 | 2 044 |

Source: 434 MYEC/MINJEC, 2022.

IV.8 Training needs by speciality in the MYECs

Table 60 : Training needs by speciality and region

| SPECIALITY | ADAMAWA | CENTRE | EAST | FAR NORTH | LITTORAL | NORTH | NORTH WEST | WEST | SOUTH | SOUTH WEST | TOTAL |
|----------------------------------|---------|--------|------|-----------|----------|-------|------------|------|-------|------------|-------|
| Agriculture | 13 | 48 | 13 | 23 | 18 | 14 | 12 | 5 | 16 | 11 | 173 |
| Functional literacy | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2 |
| Animation | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 3 |
| Handicrafts | 0 | 2 | 2 | 1 | 0 | 2 | 4 | 7 | 0 | 3 | 21 |
| Martial arts | 0 | 3 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 4 |
| Driving School | 0 | 10 | 0 | 1 | 0 | 0 | 2 | 2 | 0 | 3 | 18 |
| Health auxiliary | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Library | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 2 |
| Laundry | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| Construction | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Boilermaking | 0 | 5 | 0 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 15 |
| Hairdressing and Skin Care | 4 | 25 | 4 | 3 | 17 | 2 | 14 | 5 | 9 | 5 | 88 |
| Accounting | 0 | 5 | 1 | 2 | 4 | 1 | 3 | 3 | 0 | 0 | 19 |
| Construction of steel structures | 3 | 8 | 2 | 2 | 3 | 2 | 2 | 2 | 1 | 5 | 30 |
| Shoe repair | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Motivation courses | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Website creation | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | | 0 | 1 |
| Dance | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 0 | 6 |
| Decoration | 0 | 4 | 1 | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 8 |
| Administrative deontology | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Social and family economy | 1 | 11 | 4 | 7 | 2 | 7 | 0 | 4 | 5 | 5 | 46 |
| Electricity | 3 | 10 | 2 | 12 | 7 | 5 | 7 | 7 | 2 | 5 | 60 |
| Livestock | 9 | 36 | 6 | 16 | 15 | 7 | 7 | 6 | 8 | 20 | 130 |
| Renewable energy | 4 | 0 | 0 | 3 | 3 | 2 | 0 | 0 | 1 | 0 | 13 |
| Entrepreneurship | 0 | 0 | 0 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 5 |
| EPS | 0 | 0 | 1 | 0 | 3 | 0 | 0 | 0 | 1 | 0 | 5 |

| SPECIALITY | ADAMAWA | CENTRE | EAST | FAR NORTH | LITTORAL | NORTH | NORTH WEST | WEST | SOUTH | SOUTH WEST | TOTAL |
|------------------------------|---------|--------|------|-----------|----------|-------|------------|------|-------|------------|-------|
| Skin care | 0 | 6 | 0 | 1 | 4 | 1 | 2 | 2 | 0 | 0 | 16 |
| Football | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Cooling and air conditioning | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Hotels and catering | 9 | 22 | 17 | 16 | 21 | 8 | 4 | 5 | 13 | 21 | 136 |
| Clothing industry | 21 | 52 | 26 | 64 | 33 | 36 | 32 | 37 | 17 | 12 | 330 |
| Graphic designing | 0 | 7 | 1 | 1 | 2 | 0 | 1 | 3 | 2 | 1 | 18 |
| Computer Management | 10 | 8 | 3 | 13 | 1 | 6 | 11 | 5 | 12 | 5 | 74 |
| Health installation | 0 | 3 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 5 |
| Bricklaying | 4 | 6 | 3 | 12 | 5 | 5 | 2 | 7 | 0 | 4 | 48 |
| Computer maintenance | 1 | 7 | 1 | 4 | 3 | 2 | 1 | 6 | 3 | 1 | 29 |
| Management | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 |
| Automotive Mechanics | 9 | 21 | 5 | 2 | 7 | 2 | 1 | 6 | 1 | 4 | 58 |
| Motorbike mechanics | 4 | 2 | 3 | 1 | 0 | 4 | 2 | 3 | 1 | 1 | 21 |
| Woodwork | 6 | 12 | 7 | 17 | 13 | 6 | 6 | 10 | 2 | 3 | 82 |
| Metal joinery | 0 | 6 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 8 |
| Project development | 0 | 4 | 0 | 0 | 0 | 1 | 0 | 2 | 2 | 2 | 11 |
| Industrial painting | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 2 |
| Fish Farming | 1 | 2 | 1 | 1 | 3 | 0 | 1 | 2 | 6 | 0 | 17 |
| Plumbery | 3 | 6 | 1 | 3 | 6 | 6 | 1 | 2 | 1 | 1 | 30 |
| Reproductive health | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Scouting | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| First Aid | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 3 |
| Office secretariat | 10 | 52 | 22 | 42 | 26 | 20 | 13 | 44 | 8 | 12 | 249 |
| Screen printing | 1 | 3 | 0 | 2 | 0 | 2 | 0 | 0 | 1 | 0 | 9 |
| Nursing care | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 2 | 0 | 5 |
| Paramedical care | 1 | 4 | 1 | 0 | 3 | 0 | 0 | 15 | 2 | 0 | 26 |
| Metal welding | 4 | 2 | 4 | 8 | 4 | 7 | 0 | 1 | 0 | 0 | 30 |
| Dyeing | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |

| SPECIALITY | ADAMAWA | CENTRE | EAST | FAR NORTH | LITTORAL | NORTH | NORTH WEST | WEST | SOUTH | SOUTH WEST | TOTAL |
|--------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| Topography | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Cassava processing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| Basketry | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Grand total | 125 | 404 | 135 | 264 | 222 | 152 | 129 | 203 | 122 | 126 | 1882 |

Source: 434 MYEC/MINJEC, 2022.

Chart 17: Needs in specialised trainers per region

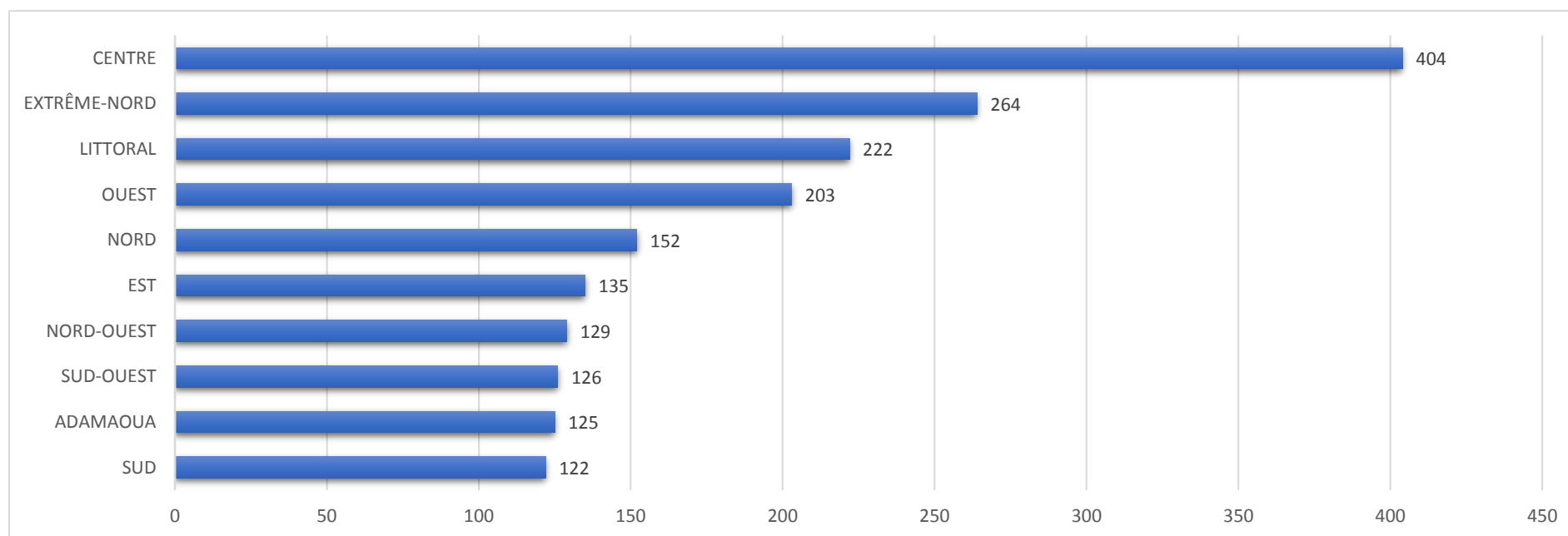
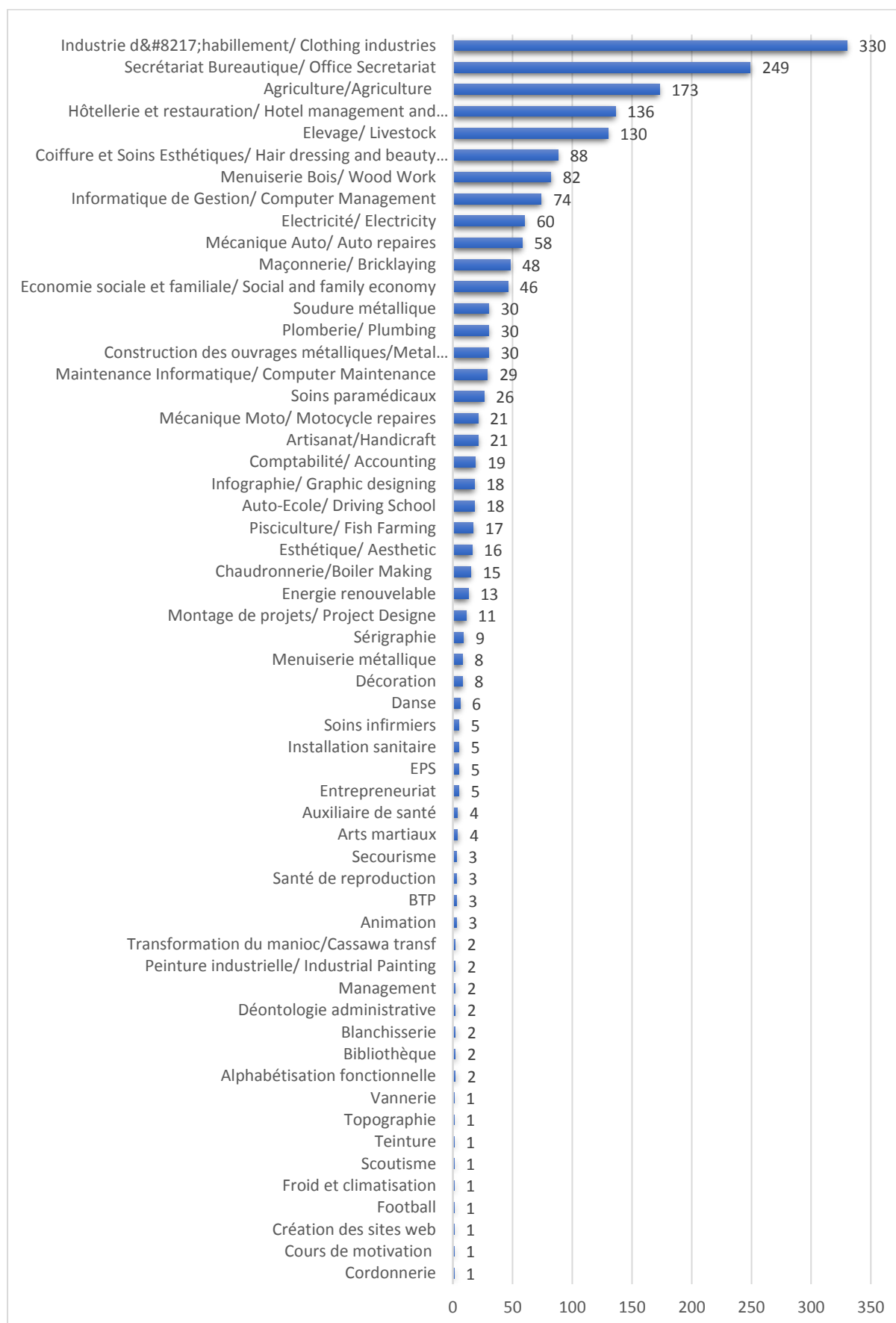


Chart 18: Need in specialised trainers



IV.9 Infrastructures in MYEC

Table 61: Number of training rooms, equipped practice workshops and administrative offices by region

| REGION | Number of training rooms | Number of equipped workshops | Number of administrative Offices |
|--------------------|--------------------------|------------------------------|----------------------------------|
| ADAMAWA | 38 | 30 | 36 |
| CENTRE | 82 | 30 | 176 |
| EAST | 34 | 18 | 50 |
| FAR NORTH | 63 | 39 | 73 |
| LITTORAL | 71 | 34 | 75 |
| NORTH | 37 | 25 | 45 |
| NORTH WEST | 61 | 14 | 56 |
| WEST | 63 | 24 | 91 |
| SOUTH | 44 | 11 | 56 |
| SOUTH WEST | 47 | 25 | 51 |
| Grand total | 540 | 250 | 709 |

Source: 434 MYEC/MINJEC, 2022.

IV.10 Equipment in MYECs

Table 62: Number of benches, chairs, tables and computers for educational use in MYECs by region

| REGION | Tables | Chairs | 2 Places | 3 Places | 4 Places | Number of computers for students |
|--------------------|--------------|------------|--------------|------------|-----------|----------------------------------|
| ADAMAWA | 80 | 20 | 101 | 85 | 0 | 33 |
| CENTRE | 135 | 37 | 92 | 15 | 2 | 55 |
| EAST | 95 | 25 | 125 | 12 | 0 | 23 |
| FAR NORTH | 108 | 43 | 242 | 35 | 5 | 141 |
| LITTORAL | 114 | 28 | 209 | 35 | 9 | 55 |
| NORTH | 91 | 23 | 123 | 35 | 7 | 50 |
| NORTH WEST | 84 | 42 | 2 | 17 | 8 | 23 |
| WEST | 155 | 35 | 186 | 80 | 33 | 43 |
| SOUTH | 60 | 15 | 21 | 10 | 7 | 29 |
| SOUTH WEST | 98 | 40 | 18 | 12 | 4 | 26 |
| Grand total | 1,020 | 308 | 1,119 | 336 | 75 | 478 |

Source: 434 MYEC/MINJEC, 2022.

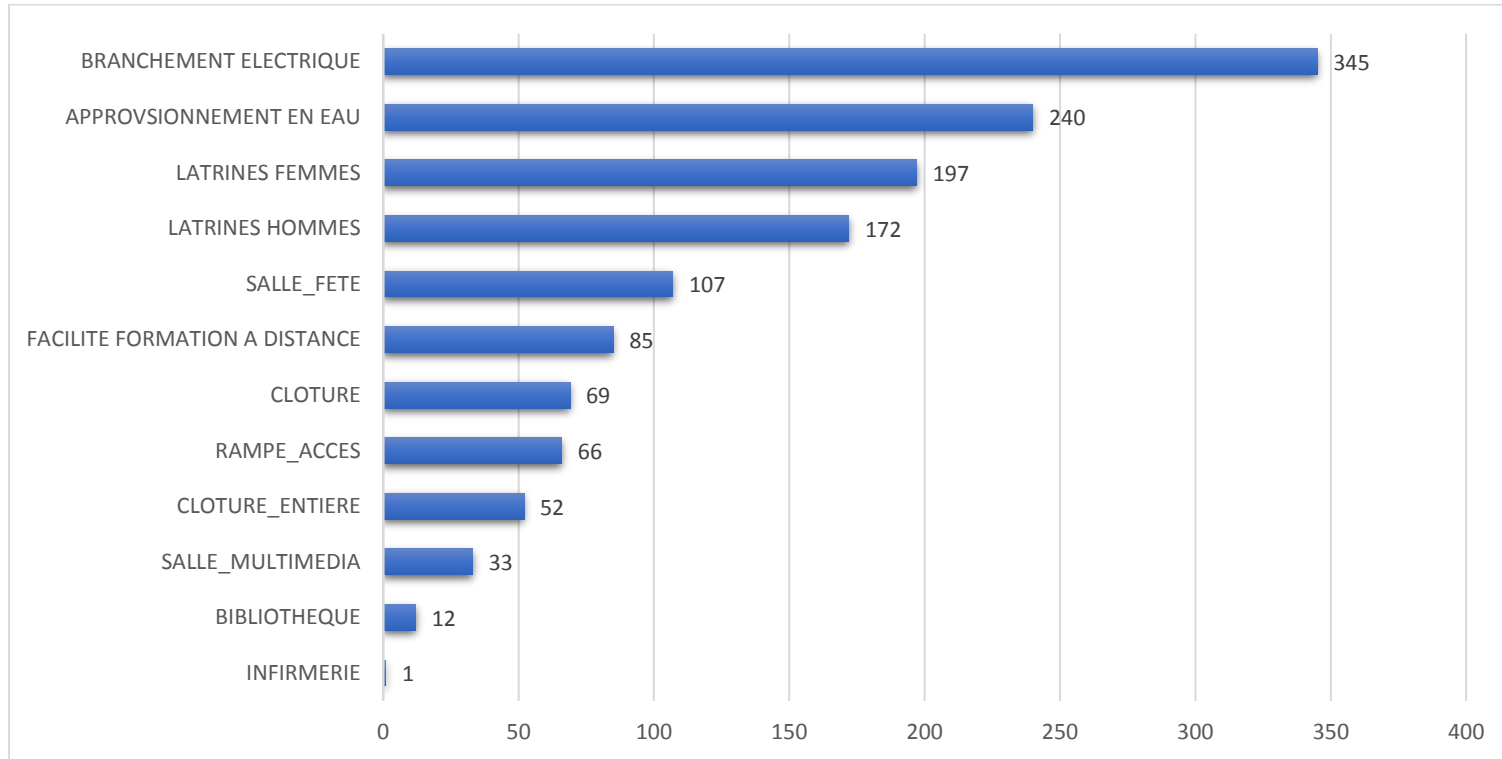
IV.11 Facilities and training conditions

Table 63: Training facilities and environment in MYECs by region

| REGION | Number of MYECs | Including number of MYECs with : | | | | | | | | | | | | | | |
|--------------------|-----------------|----------------------------------|-----------------------|------------|------------------|----------------|------------------------------|-----------|--------------|-----------|-----------------|-----------|------------|----------------------|----------------------|---------------------|
| | | WATER SUPPLY | ELECTRICAL CONNECTION | RAMP_ACCES | WOMEN'S LATRINES | MEN'S LATRINES | DISTANCE LEARNING FACILITIES | FENCING | ENTIRE FENCE | LIBRARY | MULTIMEDIA ROOM | INFIRMARY | PARTY HALL | HIV_SEXUAL_EDUCATION | HIV_GUIDELINES_RULES | FIGHT_AGAINST_DRUGS |
| ADAMAWA | 27 | 16 | 22 | 5 | 19 | 19 | 1 | 6 | 4 | 2 | 2 | 0 | 9 | 24 | 18 | 24 |
| CENTRE | 82 | 41 | 77 | 7 | 24 | 17 | 21 | 13 | 13 | 2 | 2 | 0 | 13 | 60 | 57 | 73 |
| EAST | 38 | 18 | 21 | 5 | 11 | 9 | 7 | 2 | 0 | 0 | 2 | 0 | 6 | 32 | 30 | 34 |
| FAR NORTH | 55 | 19 | 36 | 13 | 18 | 21 | 9 | 10 | 9 | 2 | 9 | 0 | 23 | 48 | 42 | 45 |
| LITTORAL | 41 | 21 | 36 | 7 | 25 | 26 | 10 | 9 | 6 | 0 | 5 | 0 | 13 | 31 | 22 | 29 |
| NORTH | 26 | 15 | 21 | 4 | 12 | 12 | 3 | 10 | 7 | 0 | 1 | 0 | 2 | 26 | 24 | 25 |
| NORTH WEST | 42 | 35 | 34 | 13 | 27 | 15 | 7 | 5 | 3 | 1 | 3 | 0 | 10 | 33 | 31 | 36 |
| WEST | 49 | 31 | 43 | 1 | 22 | 21 | 12 | 10 | 9 | 4 | 2 | 1 | 13 | 41 | 34 | 44 |
| SOUTH | 34 | 19 | 27 | 2 | 17 | 13 | 4 | 3 | 0 | 0 | 1 | 0 | 7 | 27 | 24 | 30 |
| SOUTH WEST | 40 | 25 | 28 | 9 | 22 | 19 | 11 | 1 | 1 | 1 | 6 | 0 | 11 | 28 | 25 | 31 |
| Grand total | 434 | 240 | 345 | 66 | 197 | 172 | 85 | 69 | 52 | 12 | 33 | 1 | 107 | 350 | 307 | 371 |

Source: 434 MYEC/MINJEC, 2022.

Chart 19: Number of amenities in MYEC according to the type of amenities



IV.12 Post-training follow-up

Table 64: Number of MYECs with a post-training follow-up mechanism, by region and type of mechanism

| REGION | Number of MYECs | Including those with a post-training follow-up system | Post-training mechanism | | | |
|--------------------|-----------------|---|-------------------------|-----------|------------------|-----------|
| | | | Telephone: | Email | Direct interview | Other |
| ADAMAWA | 27 | 15 | 11 | 0 | 10 | 5 |
| CENTRE | 82 | 62 | 50 | 7 | 48 | 4 |
| EAST | 38 | 20 | 15 | 0 | 15 | 3 |
| FAR NORTH | 55 | 31 | 21 | 1 | 21 | 2 |
| LITTORAL | 41 | 32 | 29 | 1 | 15 | 3 |
| NORTH | 26 | 22 | 19 | 1 | 21 | 1 |
| NORTH WEST | 42 | 27 | 18 | 0 | 10 | 5 |
| WEST | 49 | 39 | 36 | 4 | 28 | 4 |
| SOUTH | 34 | 25 | 20 | 0 | 10 | 7 |
| SOUTH WEST | 40 | 23 | 19 | 1 | 11 | 3 |
| Grand total | 434 | 296 | 238 | 15 | 189 | 37 |

Source: 434 MYEC/MINJEC, 2022.

Table 65: Number of learners who received post-training support with a view to professional integration, by region and gender, according to the type of support provided

| REGION | Gender | Number of learners | Of which number of learners who received support for: | | | | | | Grand total |
|------------|--------------|--------------------|---|-------------------------------------|------------------------------|------------------|-----------------|-------------|-------------|
| | | | Setting up a sole proprietorship | Creation of a collective enterprise | Placement in paid employment | Further training | Counselling NYO | Subventions | |
| ADAMAWA | WOMEN | 568 | 62 | 20 | 21 | 41 | 0 | 0 | 144 |
| | MEN | 384 | 5 | 5 | 6 | 6 | 0 | 0 | 22 |
| | TOTAL | 952 | 78 | 49 | 32 | 85 | 0 | 0 | 244 |
| CENTRE | WOMEN | 1,191 | 51 | 14 | 28 | 47 | 0 | 0 | 140 |
| | MEN | 1,045 | 19 | 8 | 8 | 7 | 0 | 0 | 42 |
| | TOTAL | 2,236 | 114 | 38 | 62 | 83 | 0 | 0 | 297 |
| EAST | WOMEN | 381 | 29 | 8 | 2 | 6 | 0 | 2 | 47 |
| | MEN | 294 | 10 | 2 | 1 | 2 | 0 | 0 | 15 |
| | TOTAL | 675 | 56 | 25 | 7 | 11 | 0 | 2 | 101 |
| FAR NORTH | WOMEN | 800 | 120 | 60 | 14 | 27 | 0 | 1 | 222 |
| | MEN | 641 | 16 | 4 | 2 | 2 | 0 | 0 | 24 |
| | TOTAL | 1,441 | 253 | 98 | 24 | 31 | 0 | 1 | 407 |
| LITTORAL | WOMEN | 684 | 39 | 30 | 35 | 16 | 0 | 0 | 120 |
| | MEN | 691 | 10 | 6 | 5 | 5 | 0 | 0 | 26 |
| | TOTAL | 1,375 | 78 | 59 | 58 | 26 | 0 | 0 | 221 |
| NORTH | WOMEN | 653 | 36 | 9 | 12 | 32 | 0 | 2 | 91 |
| | MEN | 663 | 6 | 6 | 6 | 4 | 0 | 1 | 23 |
| | TOTAL | 1,316 | 61 | 52 | 79 | 67 | 0 | 3 | 262 |
| NORTH WEST | WOMEN | 339 | 18 | 13 | 1 | 0 | 0 | 0 | 32 |
| | MEN | 228 | 6 | 3 | 1 | 2 | 0 | 0 | 12 |
| | TOTAL | 567 | 34 | 20 | 4 | 6 | 0 | 0 | 64 |
| WEST | WOMEN | 808 | 9 | 10 | 100 | 23 | 0 | 0 | 142 |
| | MEN | 567 | 6 | 5 | 7 | 6 | 0 | 0 | 24 |
| | TOTAL | 1,375 | 25 | 24 | 122 | 44 | 0 | 0 | 215 |
| SOUTH | WOMEN | 324 | 14 | 25 | 13 | 7 | 18 | 0 | 77 |
| | MEN | 405 | 4 | 8 | 1 | 2 | 2 | 0 | 17 |
| | TOTAL | 729 | 47 | 84 | 15 | 10 | 57 | 0 | 213 |
| SOUTH WEST | WOMEN | 541 | 12 | 0 | 0 | 10 | 0 | 0 | 22 |
| | MEN | 800 | 9 | 0 | 0 | 1 | 0 | 0 | 10 |

| REGION | Gender | Number of learners | Of which number of learners who received support for: | | | | | | Grand total |
|----------------------|--------------|--------------------|---|-------------------------------------|------------------------------|------------------|-----------------|-------------|--------------|
| | | | Setting up a sole proprietorship | Creation of a collective enterprise | Placement in paid employment | Further training | Counselling NYO | Subventions | |
| | TOTAL | 1,341 | 30 | 0 | 0 | 25 | 0 | 0 | 55 |
| Total WOMEN | | 6,289 | 390 | 189 | 226 | 209 | 18 | 5 | 1,037 |
| Total MEN | | 5,718 | 91 | 47 | 37 | 37 | 2 | 1 | 215 |
| OVERALL TOTAL | | 12,007 | 776 | 449 | 403 | 388 | 57 | 6 | 2,079 |

Source: 434 MYEC/MINJEC, 2022.

Chart 20: Number learners who received post-training support to integrate into the world of work

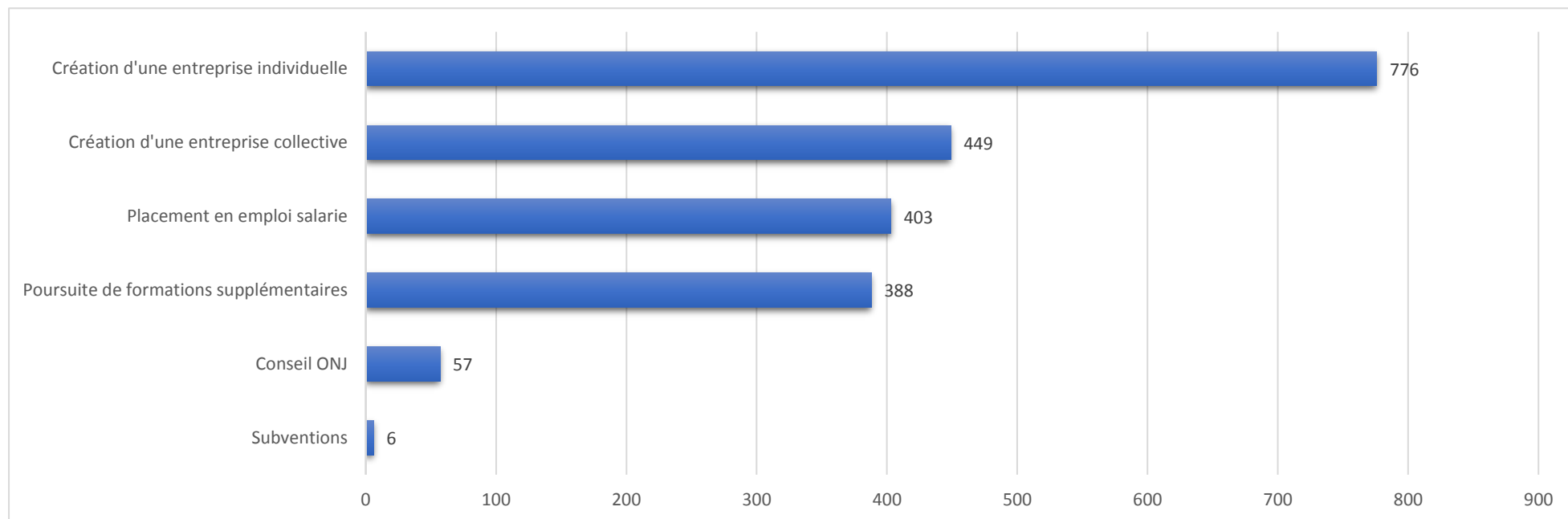
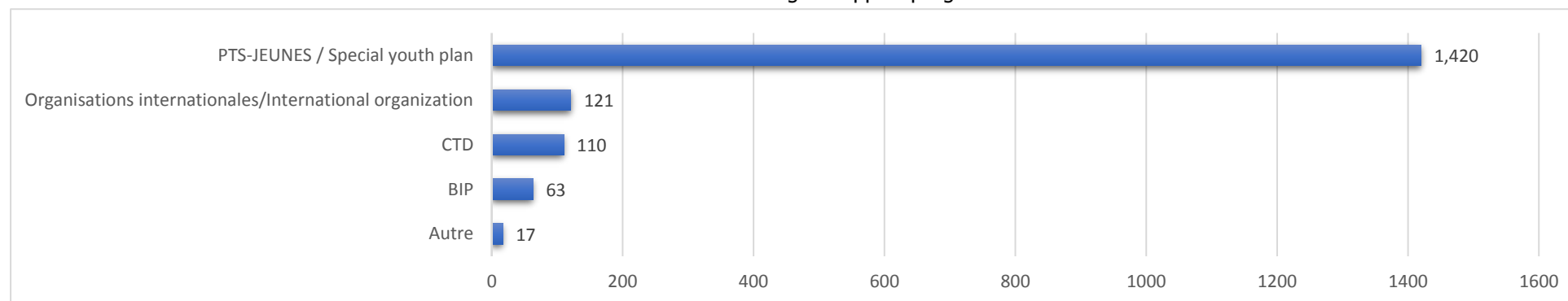


Table 66: Number of learners who have benefited from installation kits by region and gender according to support programmes

| REGION | Gender | Number of learners | Including the number of learners who received installation kits : | | | | | Total |
|----------------------|--------------|--------------------|---|------------|-----------|-----------------------------|-----------|--------------|
| | | | TYSYP | RLA | BIP | International organisations | Other | |
| ADAMAWA | WOMEN | 568 | 14 | 2 | 0 | 9 | 0 | 25 |
| | MEN | 384 | 23 | 1 | 0 | 15 | 0 | 39 |
| | TOTAL | 952 | 37 | 3 | 0 | 24 | 0 | 64 |
| CENTRE | WOMEN | 1,191 | 211 | 0 | 2 | 0 | 0 | 213 |
| | MEN | 1,045 | 318 | 0 | 3 | 0 | 1 | 322 |
| | TOTAL | 2,236 | 529 | 0 | 5 | 0 | 1 | 535 |
| EAST | WOMEN | 381 | 38 | 0 | 0 | 0 | 0 | 38 |
| | MEN | 294 | 67 | 0 | 0 | 1 | 1 | 69 |
| | TOTAL | 675 | 105 | 0 | 0 | 1 | 1 | 107 |
| FAR NORTH | WOMEN | 800 | 70 | 11 | 33 | 67 | 1 | 182 |
| | MEN | 641 | 162 | 38 | 23 | 27 | 0 | 250 |
| | TOTAL | 1,441 | 232 | 49 | 56 | 94 | 1 | 432 |
| LITTORAL | WOMEN | 684 | 52 | 0 | 0 | 1 | 3 | 56 |
| | MEN | 691 | 60 | 0 | 0 | 1 | 4 | 65 |
| | TOTAL | 1,375 | 112 | 0 | 0 | 2 | 7 | 121 |
| NORTH | WOMEN | 653 | 33 | 2 | 0 | 0 | 2 | 37 |
| | MEN | 663 | 91 | 6 | 0 | 0 | 1 | 98 |
| | TOTAL | 1,316 | 124 | 8 | 0 | 0 | 3 | 135 |
| NORTH WEST | WOMEN | 339 | 26 | 0 | 0 | 0 | 0 | 26 |
| | MEN | 228 | 30 | 0 | 0 | 0 | 0 | 30 |
| | TOTAL | 567 | 56 | 0 | 0 | 0 | 0 | 56 |
| WEST | WOMEN | 808 | 18 | 0 | 2 | 0 | 1 | 21 |
| | MEN | 567 | 16 | 0 | 0 | 0 | 0 | 16 |
| | TOTAL | 1,375 | 34 | 0 | 2 | 0 | 1 | 37 |
| SOUTH | WOMEN | 324 | 40 | 15 | 0 | 0 | 2 | 57 |
| | MEN | 405 | 114 | 35 | 0 | 0 | 0 | 149 |
| | TOTAL | 729 | 154 | 50 | 0 | 0 | 2 | 206 |
| SOUTH WEST | WOMEN | 541 | 17 | 0 | 0 | 0 | 0 | 17 |
| | MEN | 800 | 20 | 0 | 0 | 0 | 1 | 21 |
| | TOTAL | 1,341 | 37 | 0 | 0 | 0 | 1 | 38 |
| Total WOMEN | | 6,289 | 519 | 30 | 37 | 77 | 9 | 672 |
| Total MEN | | 5,718 | 901 | 80 | 26 | 44 | 8 | 1,059 |
| OVERALL TOTAL | | 12,007 | 1,420 | 110 | 63 | 121 | 17 | 1,731 |

Source: 434 MYEC/MINJEC, 2022.

Chart 21: Number of learners who have benefited from installation kits according to support programmes



IV.13 Cooperation in MYECs

Table 67: Number of partnerships signed by MYECs by region

| REGION | Professional internship | Provision of services | Improving technical facilities | Job placement | Equipment for learners' post-training projects | Funding for learners' post-training projects | Other | Total |
|--------------------|-------------------------|-----------------------|--------------------------------|---------------|--|--|-----------|------------|
| ADAMAWA | 118 | 21 | 6 | 4 | 44 | 29 | 0 | 222 |
| CENTRE | 58 | 35 | 18 | 5 | 1 | 6 | 0 | 123 |
| EAST | 14 | 5 | 7 | 0 | 1 | 0 | 10 | 37 |
| FAR NORTH | 28 | 22 | 10 | 4 | 8 | 5 | 8 | 85 |
| LITTORAL | 14 | 12 | 6 | 6 | 0 | 3 | 0 | 41 |
| NORTH | 66 | 6 | 34 | 59 | 3 | 0 | 2 | 170 |
| NORTH WEST | 6 | 1 | 0 | 0 | 0 | 0 | 0 | 7 |
| WEST | 28 | 24 | 17 | 19 | 1 | 2 | 0 | 91 |
| SOUTH | 38 | 19 | 11 | 6 | 0 | 1 | 6 | 81 |
| SOUTH WEST | 16 | 1 | 1 | 1 | 0 | 0 | 0 | 19 |
| Grand total | 386 | 146 | 110 | 104 | 58 | 46 | 26 | 876 |

Source: 434 MYEC/MINJEC, 2022.

CHAPITRE V: DATA ON PROGRAMMES AND PROJECTS

V.1 Data on the National Volunteering Programme (NVP)

Table 68: Dispatching volunteers on assignment in 2022 by region and area of activity

| REGION | DOMAIN | | | | | | Total |
|--------------|-------------|------------|-----------|-----------|---------------|------------------|------------|
| | Agriculture | Education | Livestock | Health | Service (NVP) | Decentralisation | |
| ADAMAWA | 4 | 12 | 3 | 5 | 4 | 0 | 28 |
| CENTRE | 3 | 10 | 4 | 5 | 4 | 2 | 28 |
| EAST | 3 | 12 | 4 | 5 | 4 | 0 | 28 |
| FAR NORTH | 4 | 14 | 5 | 7 | 4 | 0 | 34 |
| LITTORAL | 3 | 12 | 4 | 5 | 4 | 0 | 28 |
| NORTH | 2 | 12 | 3 | 7 | 4 | 0 | 28 |
| NORTH WEST | 4 | 12 | 3 | 5 | 4 | 0 | 28 |
| WEST | 5 | 10 | 5 | 5 | 4 | 0 | 29 |
| SOUTH | 3 | 12 | 4 | 5 | 4 | 0 | 28 |
| SOUTH WEST | 4 | 12 | 0 | 8 | 4 | 0 | 28 |
| TOTAL | 35 | 118 | 35 | 57 | 40 | 2 | 287 |

Source: NVP/MINJEC 2022.

Chart 22: Number of volunteers per field of activity

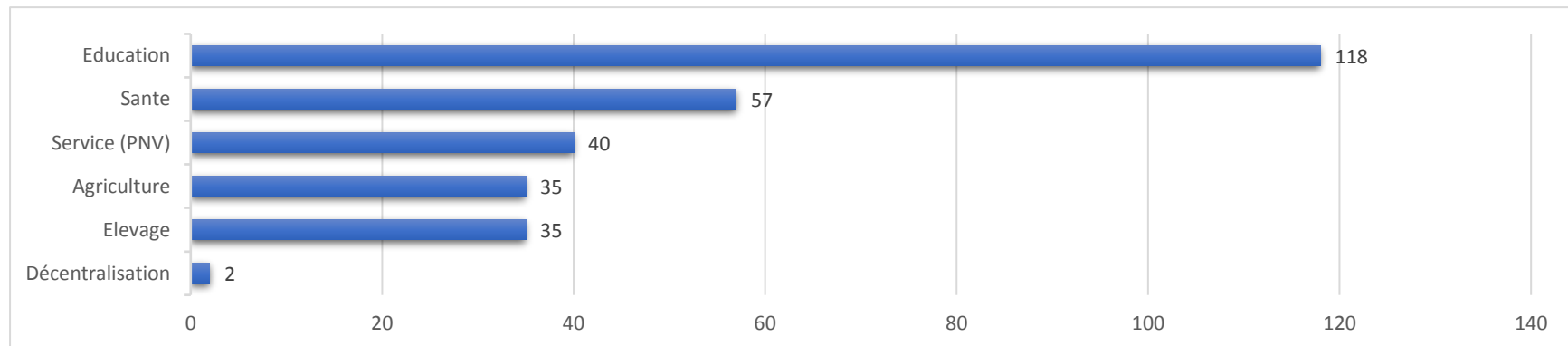


Table 69: Number volunteers on assignment in 2022 by region, gender and type of vulnerability

| REGION | FEMALE | MALE | Total | Disabled | Internally displaced | Minority |
|--------------|------------|------------|------------|-----------|----------------------|----------|
| ADAMAWA | 14 | 14 | 28 | 02 | 00 | 01 |
| CENTRE | 15 | 13 | 28 | 02 | 00 | 00 |
| EAST | 14 | 14 | 28 | 00 | 00 | 02 |
| FAR NORTH | 05 | 29 | 34 | 05 | 01 | 00 |
| LITTORAL | 13 | 15 | 28 | 02 | 00 | 00 |
| NORTH | 16 | 12 | 28 | 02 | 01 | 00 |
| NORTH WEST | 18 | 10 | 28 | 02 | 01 | 00 |
| WEST | 19 | 10 | 29 | 01 | 04 | 00 |
| SOUTH | 17 | 11 | 28 | 01 | 00 | 02 |
| SOUTH WEST | 21 | 7 | 28 | 00 | 05 | 00 |
| TOTAL | 152 | 135 | 287 | 17 | 12 | 5 |

Source: NVP/MINJEC 2022.

Table 70: Number volunteers on assignment in 2022 by region and number of contracts signed

| REGION | VM | Contracts signed | Air copy |
|--------------|------------|------------------|------------|
| ADAMAWA | 28 | 28 | 28 |
| CENTRE | 28 | 28 | 28 |
| EAST | 28 | 28 | 28 |
| FAR NORTH | 34 | 34 | 34 |
| LITTORAL | 28 | 28 | 28 |
| NORTH | 28 | 28 | 28 |
| NORTH WEST | 28 | 28 | 28 |
| WEST | 29 | 29 | 29 |
| SOUTH | 28 | 28 | 28 |
| SOUTH WEST | 28 | 28 | 28 |
| TOTAL | 287 | 287 | 287 |

Source: NVP/MINJEC 2022.

Table 71: Number of volunteering projects in 2022 by Region and by SDG

| REGION | SDG | | | | | | | | | | Total number of projects |
|--------------|----------|----------|-----------|-----------|----------|----------|----------|----------|-----------|----------|--------------------------|
| | SDG 1 | SDG 2 | SDG 3 | SDG 4 | SDG 5 | SDG 6 | SDG 11 | SDG 13 | SDG 15 | SDG 16 | |
| ADAMAWA | 0 | 0 | 8 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 10 |
| CENTRE | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 0 | 4 |
| EAST | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 3 |
| FAR NORTH | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 5 | 0 | 8 |
| LITTORAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NORTH | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 15 | 1 | 20 |
| NORTH WEST | 0 | 0 | 20 | 10 | 0 | 1 | 0 | 0 | 0 | 0 | 31 |
| SOUTH | 0 | 2 | 0 | 4 | 0 | 1 | 4 | 0 | 0 | 0 | 11 |
| SOUTH WEST | 0 | 0 | 0 | 2 | 0 | 1 | 3 | 0 | 0 | 0 | 6 |
| WEST | 0 | 0 | 0 | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 4 |
| TOTAL | 1 | 3 | 29 | 20 | 3 | 6 | 6 | 2 | 26 | 1 | 97 |

Source: NVP/MINJEC 2022.

Chart 23: Number of volunteer work camps in 2022 per Region

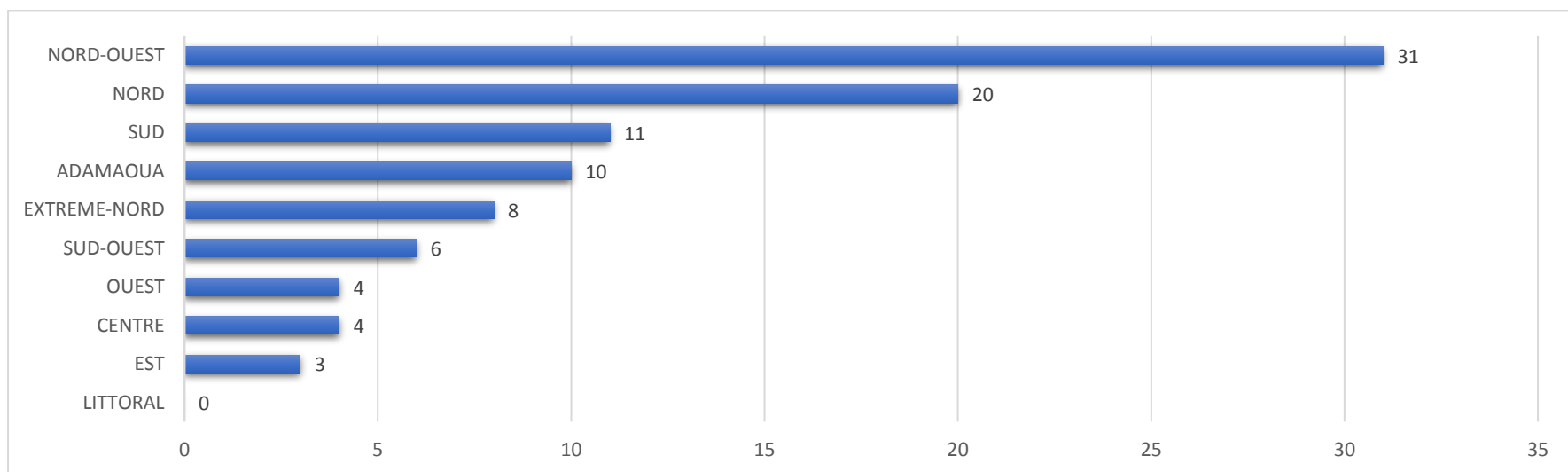


Table 72: Number of volunteers mobilised in 2022 per region and per gender

| REGION | Number of volunteers mobilised | | Number of people affected |
|--------------|--------------------------------|-------------|---------------------------|
| | MEN | WOMEN | |
| ADAMAWA | 131 | 69 | 22250 |
| CENTRE | 635 | 285 | 920 |
| EAST | 94 | 19 | 7000 |
| FAR NORTH | 260 | 87 | 7750 |
| LITTORAL | 0 | 0 | 0 |
| NORTH | 740 | 146 | 13626 |
| NORTH WEST | 2372 | 2685 | 29527 |
| SOUTH | 323 | 51 | 4839 |
| SOUTH WEST | 184 | 116 | 10005 |
| WEST | 54 | 36 | 2070 |
| TOTAL | 4793 | 3494 | 97987 |

Source: NVP/MINJEC, 2022.

V.2 Data on Rural and Urban Youth Support Programme (PAJER U)

Table 73: Number of young people trained at PAJER U by stream and gender, 2017-2022

| Field | 2022 | | TOTAL |
|---------------------------|------|-----|-------|
| | W | M | |
| Renewable energy | 0 | 0 | 0 |
| CICHO (digital marketing) | 0 | 0 | 0 |
| CICHO (port jobs) | 0 | 0 | 0 |
| PAVEN (digital economy) | 111 | 213 | 324 |
| Total | 111 | 213 | 324 |

Source: PAJER-U/MINJEC, 2022.

V.3 Data on the Support Programme for the Return and Integration of Youth from the Diaspora (PARI-JEDI)

Table 74: Number of young people supported by PARI-JEDI in 2022 by gender.

| | MEN | WOMEN | TOTAL |
|--|--------|--------|--------|
| Number of young migrants trained and directed to funding agencies for their projects | 28 | 13 | 41 |
| Number of young people supported in implementing their initiatives | 10 | 05 | 15 |
| Number of young people educated about illegal immigration | 25,000 | 10,000 | 35,000 |
| Number of young people registered on the DIALYJ platform | 296 | 123 | 419 |
| Number of young people from the diaspora assisted in setting up their own businesses | 10 | 05 | 15 |

Source: PARI-JEDI/MINJEC, 2022.

V.4 Data on the National Youth Observatory (NYO)

Table 75: Number of young people registered with the National Youth Observatory (NYO) in 2022

| REGION | Number of young people registered with the National Youth Observatory (NYO) in 2022 via the platform | | |
|----------------------|--|---------------|---------------|
| | WOMEN | MEN | TOTAL |
| ADAMAWA | 636 | 1,582 | 2,218 |
| CENTRE | 11,317 | 14,887 | 26,204 |
| EAST | 574 | 1,307 | 1,881 |
| FAR NORTH | 1,373 | 3,778 | 5,151 |
| LITTORAL | 4,736 | 6,399 | 11,135 |
| NORTH | 1,943 | 4,717 | 6,660 |
| NORTH WEST | 1,869 | 1,705 | 3,574 |
| WEST | 1,165 | 1,822 | 2,987 |
| SOUTH | 1,158 | 1,439 | 2,597 |
| SOUTH WEST | 306 | 335 | 641 |
| OVERALL TOTAL | 25,077 | 37,971 | 63,048 |

Source: NYO/MINJEC, 2022.

Chart 24: Number of young people registered with the National Youth Observatory (NYO) in 2022

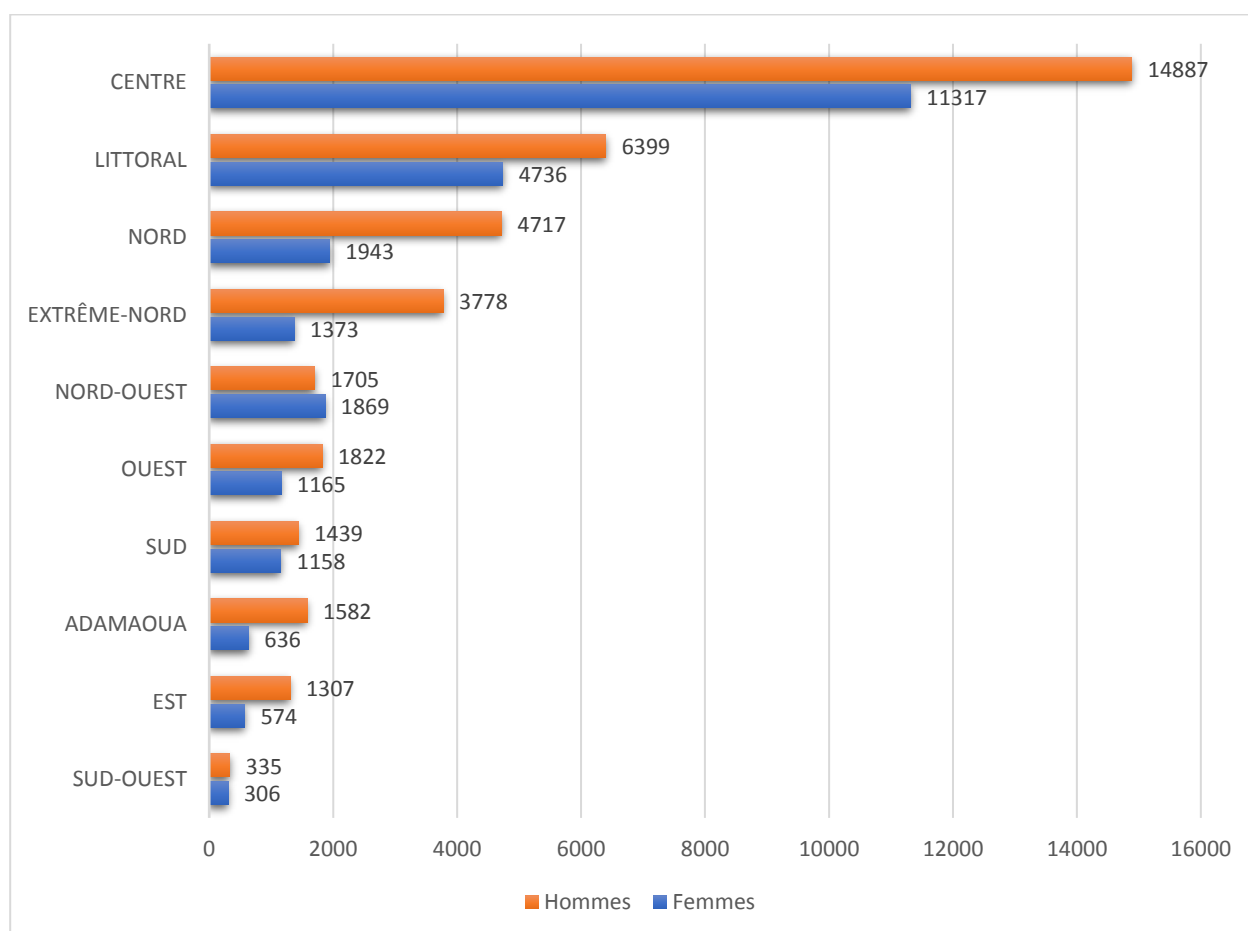
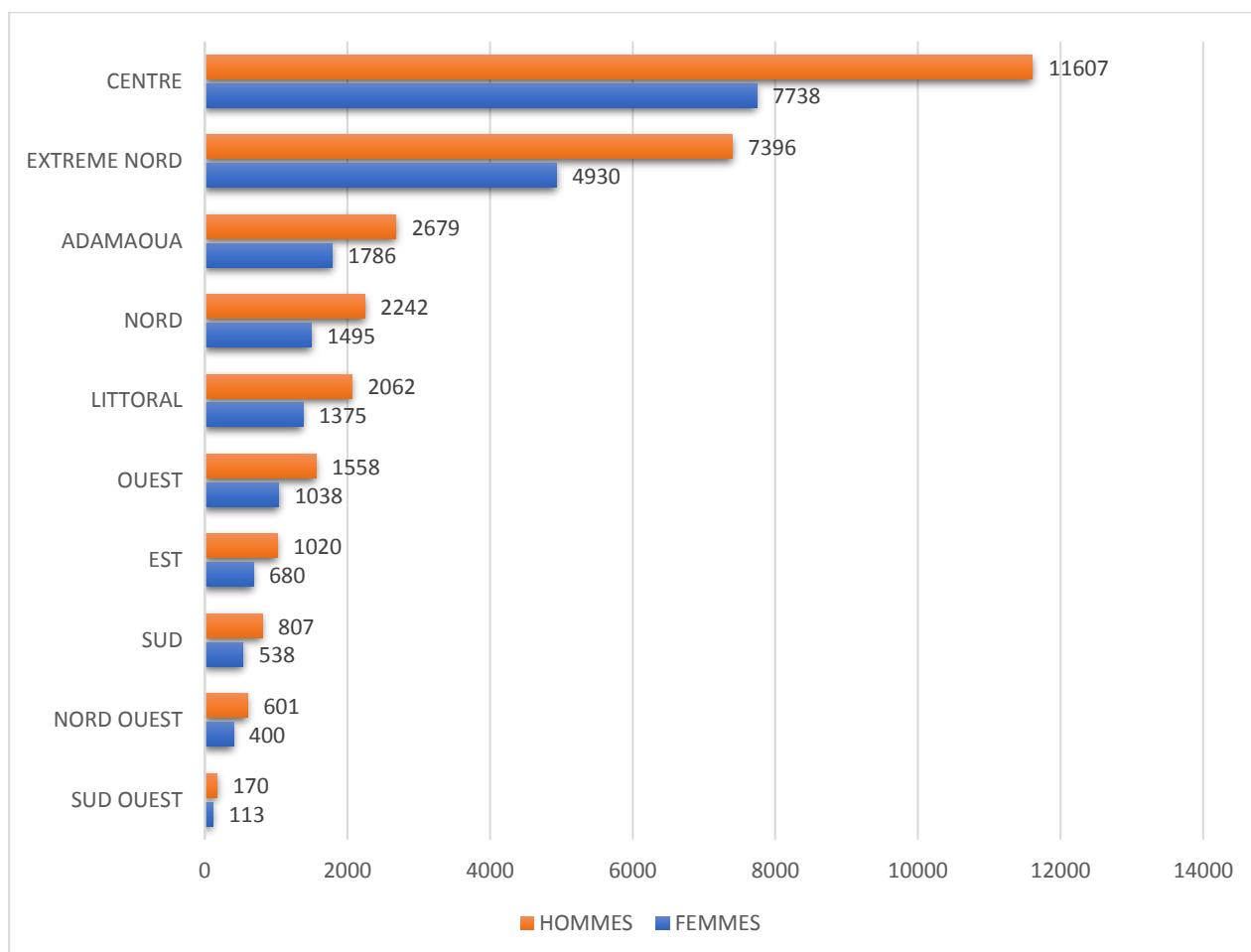


Table 76: Biometric youth cards produced and distributed in 2022

| REGION | WOMEN | MEN | TOTAL |
|--------------|--------------|---------------|--------------|
| ADAMAWA | 1786 | 2679 | 4465 |
| CENTRE | 7738 | 11,607 | 19,345 |
| EAST | 680 | 1020 | 1700 |
| FAR NORTH | 4930 | 7396 | 12,326 |
| LITTORAL | 1375 | 2062 | 3437 |
| NORTH | 1495 | 2242 | 3737 |
| NORTH WEST | 400 | 601 | 1001 |
| WEST | 1038 | 1558 | 2596 |
| SOUTH | 538 | 807 | 1345 |
| SOUTH WEST | 113 | 170 | 283 |
| TOTAL | 20094 | 30,141 | 50235 |

Source: NYO/MINJEC, 2022.

Chart 25: Biometric youth cards produced and distributed in 2022



V.5 Data on the Support Project for the Socio-Economic Resilience of Vulnerable Young People (PARSE II).

Table 77: Parse II intervention zones by region and municipality

| REGION | COUNCILS | |
|------------------|--------------|-----------|
| ADAMAWA | Ngaoundéré 2 | 01 |
| | Meiganga | 01 |
| | Ngaoundal | 01 |
| | Nganha | 01 |
| | Tignere | 01 |
| | Touboro | 01 |
| SUB-TOTAL | | 6 |
| FAR NORTH | Guidiguis | 01 |
| | Mogode | 01 |
| | Mora | 01 |
| | Koza | 01 |
| | Bogo | 01 |
| | Yagoua | 01 |
| SUB-TOTAL | | 6 |
| NORTH | Garoua 1 | 01 |
| | Lagdo | 01 |
| | Guider | 01 |
| | Pitoea | 01 |
| | Poli | 01 |
| SUB-TOTAL | | 5 |
| TOTAL | | 17 |

Source: PARSE II/MINJEC, 2022.

Table 78: Number of youth trained by PARSE II in the Regions of Adamawa, Far North, North per commune and per gender.

| REGION | COUNCILS | WOMEN | MEN | TOTAL |
|----------------------|---------------------|--------------|------------|--------------|
| ADAMAWA | Ngaoundéré 2 | 50 | 42 | 92 |
| | Meiganga | 49 | 40 | 89 |
| | Ngaoundal | 44 | 45 | 89 |
| | Nganha | 47 | 44 | 91 |
| | Tignere | 44 | 45 | 89 |
| | Touboro | 40 | 49 | 89 |
| TOTAL | | 274 | 265 | 539 |
| FAR NORTH | Guidiguis | 52 | 42 | 121 |
| | Mogode | 40 | 61 | 101 |
| | Mora | 62 | 27 | 89 |
| | Koza | 59 | 29 | 89 |
| | Bogo | 39 | 50 | 89 |
| | Yagoua | 44 | 45 | 94 |
| TOTAL | | 296 | 254 | 583 |
| NORTH | Garoua 1 | 70 | 51 | 101 |
| | Lagdo | 61 | 40 | 89 |
| | Guider | 59 | 30 | 88 |
| | Pitoa | 55 | 34 | 89 |
| | Poli | 30 | 59 | 89 |
| TOTAL | | 275 | 214 | 456 |
| OVERALL TOTAL | | 845 | 733 | 1578 |

Source: PARSE II/MINJEC, 2022.

Table 79: Number of young people integrated by PARSE II by region, municipality and integration method.

| REGION | COUNCILS | NUMBER OF YOUNG PEOPLE INTEGRATED/RECRUITED | | | |
|-----------------------------------|--------------|---|--------------------|-----------------|--|
| | | By phase 1 companies | By other companies | Self-employment | Having benefited from an integration kit |
| ADAMAWA | Meiganga | 0 | 0 | 25 | 0 |
| | Nganha | 0 | 0 | 8 | 0 |
| | Ngaoundal | 8 | 11 | 15 | 0 |
| | Ngaoundéré 2 | 1 | 6 | 54 | 0 |
| | Tignere | 0 | 4 | 17 | 0 |
| Total AD | | 9 | 21 | 119 | 0 |
| FAR NORTH | Bogo | 7 | 7 | 8 | 24 |
| | Guidiguis | 5 | 4 | 14 | 0 |
| | Koza | 14 | 5 | 23 | 12 |
| | Mogode | 7 | 3 | 53 | 0 |
| | Mora | 8 | 6 | 28 | 12 |
| | Yagoua | 6 | 9 | 56 | 12 |
| Total NO | | 47 | 34 | 182 | 0 |
| NORTH | Garoua 1 | 26 | 6 | 26 | 0 |
| | Guider | 8 | 26 | 3 | 0 |
| | Lagdo | 0 | 0 | 3 | 0 |
| | Pitoea | 1 | 1 | 27 | 0 |
| | Poli | 12 | 0 | 18 | 0 |
| | Toubo | 0 | 5 | 4 | 0 |
| Total EN | | 47 | 38 | 81 | 60 |
| TOTAL (AD+NO+EN) | | 103 | 93 | 382 | 60 |
| TOTAL INTEGRATED/RECRUITED | | 638 | | | |

Source: PARSE II/MINJEC, 2022.

V.6 Data on the National Centre for Popular and Civic Education

Table 80: Data on the CNEPCI's activities

| Nature of the Activities | Women | Men | Total |
|---|--------------|------------|--------------|
| NUMBER OF POPULAR EDUCATION TRAINERS TRAINED | 55 | 85 | 140 |
| NUMBER OF RECYCLED MINJEC STAFF | 31 | 21 | 52 |
| NUMBER OF PEOPLE MADE AWARE | 620 | 403 | 1023 |
| NUMBER OF TRAINING SESSIONS ORGANISED | | | 03 |
| NUMBER OF MASS POPULAR EDUCATION ACTIVITIES CARRIED OUT (INTEGRATION CAMP, CARAVAN OR POPULAR EDUCATION CAMPAIGN) | | | 2 |

Source: CNEPCI/MINJEC, 2022.

CONCLUSION

The production of **MINJEC's 2022 statistical yearbook** is yet another tool for highlighting MINJEC's activities. It outlines Government's policy for **Youth, Civic Education** and the promotion of **National Integration**, as well as the various actions taken by this Ministry through its deconcentrated and attached structures. Users will find all the information they need on youth support in the areas of training, civic education, socio-economic integration and voluntary work.

The methodological approach to producing this statistical yearbook involved scrupulous compliance with a number of stages, including assessment of information needs, development and validation of data collection tools, data collection, entry and processing, leading to the production of the statistical yearbook. At the end of the data collection, it was and processed and the results were presented in the form of tables, graphs and diagrams.

The information contained in this document essentially covers the year 2022 and concerns indicators per programme, data from deconcentrated and attached structures, data from MINJEC's programmes and projects, and information on MINJEC's training structures in particular the Multipurpose Youth Empowerment Centres (MYEC).

The Statistical Yearbook 2022 provides potential users with information on the strategic indicators related to annual performance and initiatives implemented by MINJEC. In this way, it contributes to the principle of accountability, institutional governance, and support for the planning, coordination and monitoring of all activities carried out within this Ministry.

APPENDICES

1. Questionnaire for collecting statistical data in Multipurpose Youth Empowerment Centres

RÉPUBLIQUE DU CAMEROUN
Paix – Travail – Patrie

MINISTÈRE DE LA JEUNESSE
ET DE L'ÉDUCATION CIVIQUE

SECRETARIAT GENERAL

DIVISION DE LA COOPÉRATION
ET DES STATISTIQUES



REPUBLIC OF CAMEROON
Peace – Work – Fatherland

MINISTRY OF YOUTH AFFAIRS
AND CIVIC EDUCATION

SECRETARIAT GENERAL

DIVISION OF COOPERATION
AND STATISTICS

QUESTIONNAIRE DE COLLECTE DES DONNÉES STATISTIQUES DANS LES CENTRES MULTIFONCTIONNELS DE PROMOTION DES JEUNES

QUESTIONNAIRE FOR THE COLLECTION OF STATISTICAL DATA IN MULTIPURPOSE YOUTH EMPOWERMENT CENTRES

Année 2022/Year 2022

AVERTISSEMENT/WARNING

Les informations contenues dans ce document sont confidentielles et ne pourront être utilisées à des fins de poursuites judiciaires, de contrôle fiscal ou de répression économique, conformément à la Loi N°2020/010 du 20 juillet 2020 régissant

les recensements et enquêtes statistiques.

The information contained in this document are confidential and may not be used for legal purposes, Tax audit or economic repression, in accordance with Law No.2020/010 of 20 July 2020 on census and statistical surveys.

| SECTION 1: IDENTIFICATION ET LOCALISATION DE LA STRUCTURE / IDENTIFICATION AND LOCATION OF THE STRUCTURE | |
|---|--|
| 1.1 Code de la structure (à remplir par le service SIGE) / Code of the structure (To be filled in by the SIGE service) | |
| I _ I _ I _ I _ I _ I _ I _ I _ I _ I _ I _ I _ I _ I | |
| 1.2 Nom et catégorie de la structure / Name and category of the structure | |
| 1.2.1 Nom de la structure / Name of the structure _____ | |
| 1.2.2 Catégorie / Category | |
| CMPJ d'arrondissement <input type="checkbox"/> CMPJ départemental <input type="checkbox"/> CMPJ régional <input type="checkbox"/> CMPJ de référence <input type="checkbox"/> CMPJ de foyer/quartier <input type="checkbox"/> <i>Sub-divisional MYEC Divisional MYEC Regional MYEC Referral MYEC Neighbourhood MYEC</i> | |
| 1.3 Coordonnées géographiques (en degrés, minutes, secondes) / Geographical coordinates / (in degrees, minutes, seconds) | |
| Longitude (X): I ___° I ___' I ___" et/and Latitude (Y) : I ___° I ___' I ___" | |
| Précision / Accuracy : _____ (A remplir par l'enquêteur) / Note (To be filled in by the researcher) | |
| 1.4 Localisation du CMPJ / Location of MYEC | |
| 1.4.1 Région / Region | |
| 1.4.2 Département / Division | |
| 1.4.3 Arrondissement / Subdivision | |
| 1.4.4 Village ou Quartier / Village or quarter | |
| 1.4.5 Zone d'implantation du CMPJ / Location of the MYEC | <input type="checkbox"/> Urbaine / Urban <input type="checkbox"/> Rurale / Rural |

| 1.5 Informations sur le répondant/ <i>Respondent information</i> | |
|---|---|
| 1.5.1 | Qualité du répondant/Quality of the respondent: _____ |
| 1.5.2 | Noms et prénoms/ <i>Name and surname</i> : _____ |
| 1.5.3 | Sexe/ <i>Gender</i> : Masculin/ <i>Male</i> <input type="checkbox"/> Féminin/ <i>Female</i> <input type="checkbox"/> |
| 1.5.4 | Téléphone 1 / <i>Phone number</i> (WhatsApp) : _____ Téléphone 2 : _____ |
| 1.5.5 | E-mail/ <i>Email address</i> : _____ |
| 1.6 Noms et contacts du Chef de centre/ <i>Name and contact of the Head of MYEC</i> | |
| 1.6.1 | Noms et prénoms/ <i>Name and surname</i> : _____ |
| 1.6.2 | Sexe/ <i>Gender</i> : Masculin/ <i>Male</i> <input type="checkbox"/> Féminin/ <i>Female</i> <input type="checkbox"/> |
| 1.6.3 | Téléphone 1 / <i>Phone number</i> (WhatsApp) : _____ Téléphone 2 : _____ |
| 1.6.4 | E-mail/ <i>Email address</i> : _____ |
| 1.7 Contact du CMPJ/ <i>Contact of MYEC</i> | |
| 1.7.1 | Téléphone 1 / <i>Phone number</i> : _____ Téléphone 2 : _____ |
| 1.7.2 | E-mail/ <i>Email address</i> : _____ |
| 1.7.3 | B.P./ <i>P.O.Box</i> : _____ |

| SECTION 2: INFORMATIONS GÉNÉRALES/ <i>GENERAL INFORMATION</i> | |
|--|--|
| 2.1 État du CMPJ/ <i>State of MYEC</i> | |
| 2.1.1 | <input type="checkbox"/> Fonctionnel/ <i>Functional</i> <input type="checkbox"/> Non fonctionnel/ <i>Non functional</i> |
| 2.1.2 | Si Non fonctionnel, précisez la/les raison(s)/ <i>If not functional, specify the reason (s)</i> : |
| | <input type="checkbox"/> Absence d'apprenants/ <i>Absence of learners</i> <input type="checkbox"/> Absence de formateurs/ <i>Absence of trainers</i> <input type="checkbox"/> Insécurité/ <i>Insecurity</i> |
| | <input type="checkbox"/> Autre (à préciser) / <i>Other reasons (to be specified)</i> _____ |
| 2.2 Langue de formation dans le CMPJ/ <i>Training language in the MYEC</i> | |
| | <input type="checkbox"/> Français/ <i>French</i> <input type="checkbox"/> Anglais/ <i>English</i> <input type="checkbox"/> Français/Anglais <i>French/English</i> <input type="checkbox"/> Autre à préciser _____ <i>Other to be specified</i> |

| 2.3 Situation physique du CMPJ/ <i>Physical Situation of MYEC</i> | |
|---|---|
| 2.3.1 La structure est-elle logée dans un bâtiment/ <i>Is your structure lodged in a building</i> : | |
| <input type="checkbox"/> construit par les ressources transférées du MINJEC <input type="checkbox"/> d'emprunt <input type="checkbox"/> construit par un partenaire <input type="checkbox"/> offert <input type="checkbox"/> rétrocedé <i>constructed by MINJEC</i> <i>Temporal site</i> <i>borrowed from a partner</i> <i>a leg</i> <i>retroceded</i> | |
| 2.3.2 Si le CMPJ est construit par les ressources transférées du MINJEC, la construction respecte-t-elle les plans types du MINJEC ? / <i>If the building is constructed by MINJEC, does the construction follow MINJEC's standard guidelines?</i> | Oui/Yes <input type="checkbox"/> Non/No <input type="checkbox"/> |
| 2.3.3 Existe-t-il d'autres structures de formation professionnelle à proximité de votre CMPJ? / <i>Are there other training facilities in the vicinity of your MYEC?</i> | Oui/ Yes <input type="checkbox"/> Non/ No <input type="checkbox"/> Si Oui, nommez-les/ <i>If Yes, name them</i> : - _____ Distance du CMPJ : _____ km Distance from MYEC: _____ km - _____ Distance du CMPJ : _____ km Distance from MYEC: _____ km - _____ Distance du CMPJ : _____ km Distance from MYEC: _____ km |

**SECTION 3: INFORMATIONS SUR LES COMMODITÉS, INFRASTRUCTURES ET ÉQUIPEMENTS/
INFORMATION ON THE FACILITIES, INFRASTRUCTURES AND EQUIPMENT**

| 3.1 Commodités du CMPJ/ Facilities of the MYEC | | |
|---|--|--|
| 3.1.1 Quelles sont les sources d'énergie utilisée au CMPJ ?/ <i>What is the energy source used at the MYEC?</i> | <input type="checkbox"/> ENEO <input type="checkbox"/> Aucune | <input type="checkbox"/> Groupe électrogène <i>Generator set</i> <input type="checkbox"/> Autre (à préciser) _____ <i>Other sources (to be specified)</i> |
| 3.1.2 Quelles sont les sources d'approvisionnement en eau potable? / <i>What is the source of the drinking water?</i> | <input type="checkbox"/> CAMWATER <input type="checkbox"/> Puits sans pompe <i>Well without pump</i> <input type="checkbox"/> Autre (à préciser) _____ <i>Other sources (to be specified)</i> | <input type="checkbox"/> Forage <i>borehole</i> <input type="checkbox"/> Source non aménagée <i>undeveloped spring</i> <input type="checkbox"/> Puits avec pompe <i>Well with pump</i> <input type="checkbox"/> Aucune |
| 3.1.3 Le CMPJ dispose-t-il de rampes d'accès pour les apprenants en situation de mobilité réduite ? / <i>Does the MYEC have access way for learners with disabilities?</i> | Oui/ Yes <input type="checkbox"/> Non/ No <input type="checkbox"/> | |
| 3.1.4 Le CMPJ dispose-t-il des latrines ? / <i>Does the centre have latrines?</i> | Women | |
| | Oui/ Yes <input type="checkbox"/> Non/ No <input type="checkbox"/> Nombre : _____ | |
| 3.1.5 Votre CMPJ dispose-t-il des facilités pour la formation à distance? / <i>Does your MYEC have distance learning facilities?</i> | Men | |
| | Oui/ Yes <input type="checkbox"/> Non/ No <input type="checkbox"/> Nombre : _____ | |
| 3.1.6 Si «1» Oui, lequel ? / <i>If '1' yes, which one?</i> | <input type="checkbox"/> Groupes WhatsApp <i>WhatsApp Forum</i> <input type="checkbox"/> Cours sur zoom <i>Classes on zoom</i> <input type="checkbox"/> Radio <i>Radio</i> <input type="checkbox"/> Télévision <i>TV</i> <input type="checkbox"/> Supports de cours numériques <i>On-line course materials</i> <input type="checkbox"/> Autre (à préciser) _____ <i>Other (to be specified)</i> | |
| 3.2 Infrastructures du CMPJ/ Infrastructures of the MYEC | | |
| 3.2.1 Le CMPJ est-il limité par une clôture ? / <i>Is the MYEC enclosed by a fence?</i> | <input type="checkbox"/> Oui, entièrement <i>Yes, entirely</i> | <input type="checkbox"/> Oui, partiellement <i>Yes, partially</i> |
| 3.2.2 Le CMPJ dispose-t-il d'une bibliothèque ? / <i>Does the MYEC have a library?</i> | Oui/ Yes <input type="checkbox"/> Non/ No <input type="checkbox"/> | |
| 3.2.3 Si oui, de combien d'ouvrages disposez-vous ? / <i>How many books available ?</i> | I _ I _ I _ I _ I | |
| 3.2.4 Le CMPJ dispose-t-il d'une salle multimédia ? / <i>Does the MYEC have a multimedia room?</i> | Oui/ Yes <input type="checkbox"/> Non/ No <input type="checkbox"/> | |
| | Si Oui, combien y a-t-il de places assises ? I _ I _ I _ I _ I | |
| 3.2.5 Y a-t-il une infirmerie au CMPJ ? / <i>Does the MYEC have an infirmary?</i> | Oui/ Yes <input type="checkbox"/> Non/ No <input type="checkbox"/> | |
| 3.2.6 Le CMPJ dispose-t-il d'une salle de fête pour les activités culturelles ? / <i>Does the MYEC have a party room for cultural activities?</i> | Oui/ Yes <input type="checkbox"/> Non/ No <input type="checkbox"/> | |
| 3.2.7 Nombre de salles de formation/ <i>Number of classrooms</i> | I _ I _ I _ I _ I | |
| 3.2.8 Nombre d'ateliers de pratiques équipés/ <i>Number of equipped workshops</i> | I _ I _ I _ I _ I | |
| 3.2.9 Nombre de bureaux administratifs/ <i>Number of administrative offices</i> | I _ I _ I _ I _ I | |
| 3.2.10 Le centre dispose-t-il d'infrastructures sportives ? / <i>Does the centre have sports facilities?</i> | Terrain de football/ <i>Football field</i> | Oui/ Yes <input type="checkbox"/> Non/ No <input type="checkbox"/> |
| | Terrain de handball/ <i>Handball field</i> | Oui/ Yes <input type="checkbox"/> Non/ No <input type="checkbox"/> |
| | Terrain de volleyball/ | Oui/ Yes <input type="checkbox"/> Non/ No <input type="checkbox"/> |

| | | | |
|--|--|-----------------------------------|----------------------------------|
| | <i>Volleyball field</i> | | |
| | Terrain de basketball/ Basketball field | Oui/ Yes <input type="checkbox"/> | Non/ No <input type="checkbox"/> |
| | Piste d'athlétisme/ <i>Athletics track</i> | Oui/ Yes <input type="checkbox"/> | Non/ No <input type="checkbox"/> |
| | Terrain de tennis/ <i>Tennis field</i> | Oui/ Yes <input type="checkbox"/> | Non/ No <input type="checkbox"/> |
| | Tennis de table/ <i>Table tennis</i> | Oui/ Yes <input type="checkbox"/> | Non/ No <input type="checkbox"/> |
| | Autres (à préciser)/ <i>Other (to be specified)</i> _____ | | |

3.3 Équipements du CMPJ/ *Equipment of the MYEC*

| | | |
|--|-----------------------------------|-------------------|
| 3.3.1 Nombre d'ordinateurs à usage pédagogique/ <i>Number of computers for educational use</i> | | I _ I _ I _ I _ I |
| 3.3.2 Nombre de tables-bancs/ <i>Number of school benches</i> | 2 places/ <i>2 sitting places</i> | I _ I _ I _ I _ I |
| | 3 places/ <i>3 sitting places</i> | I _ I _ I _ I _ I |
| | 4 places/ <i>4 sitting places</i> | I _ I _ I _ I _ I |
| 3.3.3 Nombre de chaises/ <i>Number of chairs</i> | | I _ I _ I _ I _ I |
| 3.3.4 Nombre de tables/ <i>Number of tables</i> | | I _ I _ I _ I _ I |

4.1 Spécialités et durée des parcours de formation dans le CMPJ/ *Specialities and duration of training at the MYEC*

| SPÉCIALITÉS/ <i>SPECIALITIES</i> | DURÉE DE LA FORMATION/ <i>DURATION OF THE TRAINING</i> | |
|---|--|---|
| | Courte durée (moins d'1 an) <i>Short duration (less than 1 yr)</i> | Longue durée (1 an et plus) <i>Long duration (1 yr and above)</i> |
| <input type="checkbox"/> Agriculture | | |
| <input type="checkbox"/> Handicrafts | | |
| <input type="checkbox"/> Driving School | | |
| <input type="checkbox"/> Boilermaking | | |
| <input type="checkbox"/> Hairdressing and Skin Care | | |
| <input type="checkbox"/> Accounting | | |
| <input type="checkbox"/> Construction of steel structures | | |
| <input type="checkbox"/> Social and family economy | | |
| <input type="checkbox"/> Electricity | | |
| <input type="checkbox"/> Livestock | | |
| <input type="checkbox"/> Skin care | | |
| <input type="checkbox"/> Hotels and catering | | |
| <input type="checkbox"/> Clothing industry | | |
| <input type="checkbox"/> Graphic designing | | |
| <input type="checkbox"/> Computer Management | | |
| <input type="checkbox"/> Bricklaying | | |
| <input type="checkbox"/> Computer maintenance | | |
| <input type="checkbox"/> Automotive Mechanics | | |
| <input type="checkbox"/> Automotive Mechanics | | |

| | | |
|--|--|--|
| <input type="checkbox"/> Wooden carpentry | | |
| <input type="checkbox"/> Project development | | |
| <input type="checkbox"/> Industrial painting | | |
| <input type="checkbox"/> Fish Farming | | |
| <input type="checkbox"/> Plomberie | | |
| <input type="checkbox"/> Plumbery | | |
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4.2 Type de formation pratiquée dans votre CMPJ / Type of training provided in your MYEC

- Formation initiale/ *Initial training*
- Formation continue/ *Continuing education*
- Formation par apprentissage/ *Apprenticeship training*
- Formation à la carte/ *Punctual training*

4.3 Mode de Formation / Training method

- Présentiel/ *in person training* A distance/ *Distance training*
- Alternance/ *Alternation training*

SECTION 5: INFORMATIONS SUR LES APPRENANTS / INFORMATION ON TRAINEES

5.1 Nombre d'apprenants par sexe et par âge ou tranche d'âges / Number of trainees per gender and age or age group

| Age | Femmes / Women | Hommes / Men | Total |
|--|-----------------------|---------------------|--------------|
| Moins de 15 ans/ <i>Less than 15 years old</i> | | | |
| 15 ans/ <i>years old</i> | | | |
| 16 ans/ <i>years old</i> | | | |
| 17 ans/ <i>years old</i> | | | |
| 18 ans/ <i>years old</i> | | | |
| 19 ans/ <i>years old</i> | | | |
| 20 ans/ <i>years old</i> | | | |
| 21 ans/ <i>years old</i> | | | |
| 22 ans/ <i>years old</i> | | | |
| 23 ans/ <i>years old</i> | | | |
| Age | Femmes / Women | Hommes / Men | Total |

| | | | |
|--|--|--|--|
| 24 ans/ years old | | | |
| 25 ans/ years old | | | |
| 26 ans/ years old | | | |
| 27 ans/ years old | | | |
| 28 ans/ years old | | | |
| 29 ans/ years old | | | |
| 30 ans/ years old | | | |
| 31 ans/ years old | | | |
| 32 ans/ years old | | | |
| 33 ans/ years old | | | |
| 34 ans/ years old | | | |
| 35 ans/ years old | | | |
| Supérieur à 35 ans/ above 35 years old | | | |
| TOTAL | | | |

| 5.2 Nombre d'apprenants par niveau d'instruction / Number of trainees per level of education | | | |
|---|-----------------------|---------------------|--------------|
| Niveaux d'instructions / Levels of education | Femmes / Women | Hommes / Men | Total |
| Jamais scolarisé/ never in school | | | |
| Primaire/ Primary | | | |
| Secondaire général 1 ^{er} Cycle/ Secondary General education 1 st Cycle | | | |
| Secondaire général 2 nd Cycle/ Secondary General education 2 nd Cycle | | | |
| Secondaire technique 1 ^{er} Cycle/ Secondary Technical education 1 st Cycle | | | |
| Secondaire technique 2 nd Cycle/ Secondary Technical education 2 nd Cycle | | | |
| Supérieur 1 ^{er} Cycle/ Higher education 1 st Cycle | | | |
| Supérieur Cycle BTS/ Higher education HND cycle | | | |
| Supérieur Cycle ingénieur des travaux/ Higher cycle engineer in construction works | | | |
| Supérieur 2 nd Cycle/ Higher education 2 nd Cycle | | | |
| TOTAL | | | |

5.6 Informations sur les abandons des parcours de formation au cours de l'année de formation 2022 / Information on dropouts from training in 2022

5.6.1 Nombre d'apprenants par niveau d'instruction ayant abandonné leur formation / Number of trainees per level of education who have dropped out of training

| Niveaux d'instructions / Levels of education | Femmes / Women | Hommes / Men | Total |
|--|----------------|--------------|-------|
| Jamais scolarisé / never in school | | | |
| Primaire / Primary | | | |
| Secondaire général 1 ^{er} Cycle / Secondary General education 1 st Cycle | | | |
| Secondaire général 2 nd Cycle / Secondary General education 2 nd Cycle | | | |
| Secondaire technique 1 ^{er} Cycle / Secondary Technical education 1 st Cycle | | | |
| Secondaire technique 2 nd Cycle / Secondary Technical education 2 nd Cycle | | | |
| Supérieur 1 ^{er} Cycle / Higher education 1 st Cycle | | | |
| Supérieur Cycle BTS / Higher education HND cycle | | | |
| Supérieur Cycle ingénieur des travaux / Higher cycle engineer in construction works | | | |
| Supérieur 2 nd Cycle / Higher education 2 nd Cycle | | | |
| TOTAL | | | |

5.6.2 Raisons de l'abandon (vous pouvez cocher une ou plusieurs cases selon les raisons d'abandon observées dans votre centre) / Reasons for drop out (You can tick one or more boxes according to the reasons for abandonment observed in your centre)

- Manque de ressources financières / Lack of financial resources
- Changement du lieu de résidence / Change of residence
- Raisons familiales (Ex. : Refus du parent ou du conjoint) / Family reasons (refusal by a parent or spouse)
- Autres (à préciser) / Others _____

5.7 Nombre d'apprenants sortis au terme de l'année de formation 2022 par spécialité et par durée de formation / Number of graduates for 2022 training year, per speciality and duration of training

| Spécialités / Specialities | Courte durée / Short duration | | Longue durée / Long duration | | Total |
|----------------------------|-------------------------------|-----|------------------------------|-----|-------|
| | F/W | H/M | F/W | H/M | |
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| TOTAL | | | | | |

| 5.8 Nombre d'apprenants par type de vulnérabilités / Number of trainees per nature of vulnerability | | | |
|--|-----------------------|---------------------|--------------|
| Nature de la vulnérabilité / Nature of vulnerability | Femmes / Women | Hommes / Men | Total |
| Réfugiés / Refugees | | | |
| Orphelins / Orphans | | | |
| Déplacés internes / Internally displaced | | | |
| Enfants abandonnés / Abandoned children | | | |
| Jeunes filles mères / Teenage mothers | | | |
| TOTAL | | | |

| 5.9 Nombre d'apprenants par type d'handicap / Number of trainees per type of handicap | | | |
|--|-----------------------|---------------------|--------------|
| Nature du handicap / Type of handicap | Femmes / Women | Hommes / Men | Total |
| Handicap moteur (ou physique) / Motor (or physical) disability | | | |
| Handicap visuel / Visual impairment | | | |
| Handicap auditif / Hearing impairment | | | |
| Polyhandicap / Polyhandicap | | | |
| TOTAL | | | |

| 5.10 Nombre d'apprenants déclarés victimes de violences / Number of trainees reported to be victims of violence | | | |
|--|-----------------------|---------------------|--------------|
| Nature des violences / Nature of violence | Femmes / Women | Hommes / Men | Total |
| Intimidation/violences morales / Intimidation/Moral violence | | | |
| Châtiments corporels / Corporal punishment | | | |
| Discrimination / Discrimination | | | |
| Harcèlement / Harassment | | | |
| Abus sexuel / Sexual abuse | | | |
| Kidnapping / Kidnapping | | | |
| TOTAL | | | |

SECTION 6: SUIVI POST-FORMATION DES APPRENANTS / POST-TRAINING FOLLOW-UP FOR TRAINEES

| | |
|--|--|
| 6.1 Existe-t-il un dispositif de suivi post formation au CMPJ ? / Is there a post-training follow-up at the MYEC? | Oui/Yes <input type="checkbox"/> Non/No <input type="checkbox"/> |
| 6.2 Si oui, par quels mécanismes ? / If Yes, by what mechanisms? | <input type="checkbox"/> Téléphone / Telephone <input type="checkbox"/> Email / Email address <input type="checkbox"/> Entretien direct / Live interview <input type="checkbox"/> Autres (à préciser) / Other (to specify) _____ _____ |

| 6.3 Nombre d'apprenants ayant bénéficié d'un accompagnement post formation en vue de l'insertion professionnelle / Number of trainees who received post-training support for vocational integration | | | |
|---|-----------------------|---------------------|--------------|
| Modalités d'accompagnements / Modalities of support (le cas échéant, ajouter à la suite si vous avez procédé à un type d'accompagnement ne figurant pas sur la liste) / (If applicable, add to the list a type of support not included in the list) | Femmes / Women | Hommes / Men | Total |
| Création d'une entreprise individuelle / Setting up a sole proprietorship | | | |
| Création d'une entreprise collective / Setting up a collective enterprise | | | |
| Placement en emploi salarié / Placement in paid employment | | | |
| Poursuite de formations supplémentaires / Further training | | | |
| | | | |
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**SECTION 9: ACTIVITÉS DE COOPÉRATION ENTRE LE CMPJ ET LES PARTENAIRES/COOPERATION
ACTIVITIES BETWEEN THE MYEC AND PARTNERS**

9.1 Liste des partenaires du CMPJ/ *List of partners of your MYEC*

| Sigles/ <i>Acronyms</i> | Dénomination complète/ <i>Full name</i> |
|--------------------------------|--|
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9.2 Nombre de partenariats signés par le CMPJ/ *Number of signed partnerships by the MYEC*

| Nom du partenaire/ <i>Partner name</i> | Type de partenariats signés/ <i>Type of partnerships signed</i> | Nombre/ <i>Number</i> |
|---|--|------------------------------|
| | Stages professionnels/ <i>Professional training courses</i> | |
| | Fourniture des services/ <i>Services provision</i> | |
| | Amélioration du plateau technique/ <i>Improvement of the technical platform</i> | |
| | Placement en emploi/ <i>Job placement</i> | |
| | Financement des projets post-formation des apprenants du CMPJ/ <i>Financing of projects post-training of MYEC learners</i> | |
| | Équipement des projets post-formation des apprenants du CMPJ/ <i>Equipment for post-training projects for MPYEC</i> | |
| TOTAL | | |

9.3 Implementation of partnerships signed by MINJEC

9.3.1 Nombre de partenariats signés par le MINJEC et mise en œuvre par votre CMPJ/ *Number of signed partnerships by MINJEC and implemented in your MYEC*

9.3.2 (*Lister les différents partenariats*)

| |
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| N° | Matricule/ Registration Number | Noms et prénoms/ Name and surnames | Sexe/Ge nder (H/F) | Fonction/ Functi on | Statut/Status | | | Date de naissance/ Da te of birth | Statut matrimonial/ Marital Status | | | Grade/ Grade | Diplôme académique/ Aca demic diploma | Diplôme professionnel/ Pro fessional diploma | Discipline enseignée/ Sub ject taught | Ancienneté au poste/ Seniority at the workplace (en année/ in year) | Entrée à la Fonction Publique/ Ent ry in Public Service |
|----|--------------------------------------|--|--------------------------|---------------------------|------------------------------------|-------------------------------------|----------------------------|--|--|-----------------------|----------------|-----------------|--|---|--|---|--|
| | | | | | Fonction naire/ Offi cial | Contract uel/ Cont ractual | Bénévole/ V olunteer | | Marié Married | Célibataire single | Veuf/ widow | | | | | | |
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2. Questionnaire for collecting statistical data in sub divisional delegations of MINJEC

RÉPUBLIQUE DU CAMEROON
Paix – Travail – Patrie

MINISTÈRE DE LA JEUNESSE
ET DE L'ÉDUCATION CIVIQUE

SECRETARIAT GENERAL

DIVISION DE LA COOPÉRATION
ET DES STATISTIQUES



REPUBLIC OF CAMEROON
Peace – Work – Fatherland

MINISTRY OF YOUTH AFFAIRS
AND CIVIC EDUCATION

SECRETARIAT GENERAL

DIVISION OF COOPERATION
AND STATISTICS

QUESTIONNAIRE DE COLLECTE DES DONNÉES STATISTIQUES DANS LES DÉLÉGATIONS D'ARRONDISSEMENT DU MINJEC

QUESTIONNAIRE FOR THE COLLECTION OF STATISTICAL DATA IN THE SUB DIVISIONAL DELEGATIONS OF MINJEC

Année 2022/Year 2022

AVERTISSEMENT/WARNING

Les informations contenues dans ce document sont confidentielles et ne pourront être utilisées à des fins de poursuites judiciaires, de contrôle fiscal ou de répression économique, conformément à la Loi N°2020/010 du 20 juillet 2020 régissant

les recensements et enquêtes statistiques.

The information contained in this document are confidential and may not be used for legal purposes, Tax audit or economic repression, in accordance with Law No.2020/010 of 20 July 2020 on census and statistical surveys.

SECTION 1: IDENTIFICATION ET LOCALISATION DE LA DÉLÉGATION / IDENTIFICATION AND LOCATION OF DELEGATION

1.1 Code de la structure : (A remplir par le service SIGE) / Code of the structure (To be filled in by the SIGE service)

I _ I _ I _ I _ I _ I _ I _ I _ I _ I _ I _ I _ I _ I

1.2 Nom de la délégation / Name of delegation

Délégation d'arrondissement de : _____
Sub-divisional delegation of

1.3 Coordonnées géographiques : (en degrés, minutes, secondes) / Geographical coordinates (in degrees, minutes, seconds)

Longitude(X) : I ___° I ___' I ___" et/and Latitude (Y) : I ___° I ___' I ___"

Précision / Accuracy : _____ (A remplir par l'enquêteur) / Note (To be filled in by the researcher)

1.4 Localisation de la délégation / Location of the delegation

1.4.1 Région / Region

1.4.2 Département / Division

1.4.3 Arrondissement / Subdivision

1.4.4 Village ou Quartier / Village or quarter

1.5 Informations sur le répondant / Respondent information

1.5.1 Qualité du répondant / Quality of the respondent: _____

1.5.2 Noms et prénoms / Name and surname : _____

1.5.3 Sexe / Gender : Masculin / Male Féminin / Female

1.5.4 Téléphone 1 / Phone number (WhatsApp) : _____ Téléphone 2 : _____

1.5.5 E-mail / Email address: _____

1.6 Noms et contacts du Délégué(e) / Name and contact of the delegate

1.6.1 Noms et prénoms/ *Name and surname* : _____

1.6.2 Sexe/ *Gender* : Masculin/ *Male* Féminin/ *Female*

1.6.3 Téléphone 1 / *Phone number* (WhatsApp) : _____ Téléphone 2 : _____

1.6.4 Téléphone fixe de la délégation/ *Phone number of delegations* : _____

1.6.5 E-mail / *Email address* : _____

1.6.6 B.P./ *P.O.Box* : _____

1.7 Contact de la délégation/ *Contact of delegation*

1.7.1 Téléphone 1 / *Phone number* : _____ Téléphone 2 : _____

1.7.2 E-mail/ *Email address*: _____

1.7.3 B.P./ *P.O.Box*: _____

SECTION 2: INFORMATIONS GÉNÉRALES/GENERAL INFORMATION

2.1 Situation physique de la délégation/ *Physical situation of the delegation*

| | |
|--|--|
| <p>2.1.1 Votre délégation est-elle logée dans un bâtiment construit par le MINJEC ? / <i>Is your delegation lodged in a building constructed by MINJEC?</i></p> | <p>Oui/Yes <input type="checkbox"/> Non/No <input type="checkbox"/></p> <p>Si non, est-ce/ <i>If No, is it:</i></p> <p><input type="checkbox"/> un bâtiment d'emprunt/ <i>a borrowed/rented building</i></p> <p><input type="checkbox"/> un bâtiment conventionné/ <i>a contracted building</i></p> |
| <p>2.1.2 Votre délégation utilise-t-elle des infrastructures en commun avec d'autres structures ? / <i>Does your delegation share infrastructure with other services?</i></p> | <p>Oui/Yes <input type="checkbox"/> Non/No <input type="checkbox"/></p> <p>Si oui, indiquer le(s) nom(s) de la (des) structure(s) / <i>If yes, indicate the name of the structure</i></p> <p>_____</p> <p>_____</p> |

SECTION 3: DONNÉES SUR LES PROGRAMMES MIS EN ŒUVRE/ INFORMATION ON PROGRAMS IMPLEMENTED

| 3.1 INDICATEURS SUR L'ÉDUCATION CIVIQUE ET LE VOLONTARIAT/ <i>INDICATORS ON CIVIC EDUCATION AND VOLUNTEERISM</i> | | Femmes <i>Women</i> | Hommes <i>Men</i> | Total |
|--|---|--------------------------------|------------------------------|--------------|
| 3.1.1 | Nombre de personnes ayant adhéré aux clubs d'éducation civique/ <i>Number of people who joint the Civic education clubs</i> | | | |
| 3.1.2 | Nombre de personnes formées par les EMAPUR/ <i>Number of people trained by EMAPUR</i> | | | |
| 3.1.3 | Nombre de personnes sensibilisées par les médiateurs communautaires / <i>Number of people sensitised by mobile civic educators on the field</i> | | | |
| 3.1.4 | Nombre de personnes formées par la DAJEC/ <i>Number of people trained by DAJEC</i> | | | |
| 3.1.5 | Nombre de contrats signés par les volontaires (PNV ou autres)/ <i>Number of Contracts signed by volunteers (NVP or others)</i> | | | |
| 3.1.6 | Nombre de clubs d'éducation civique/ <i>Number of civic education club</i> | | | |
| 3.1.7 | Nombre de chantiers de volontariat/ <i>Number of volunteerism work camps</i> | | | |
| 3.1.8 | Nombre de Local Goodwill clusters créés/ <i>Number of Local Goodwill clusters created</i> | | | |
| 3.2 INDICATEURS SUR L'INSERTION SOCIO-ÉCONOMIQUE DES JEUNES/ <i>INDICATORS ON THE SOCIO-ECONOMIC INTEGRATION OF YOUTH</i> | | Femmes <i>Women</i> | Hommes <i>Men</i> | Total |

| | | | | |
|--|--|-------------------------|-----------------------|--------------|
| 3.2.1 | Nombre de jeunes inscrits à l'Observatoire National de la Jeunesse (ONJ) en 2022/ <i>Number of young people registered at the National Youth Observatory (NYO)</i> | | | |
| 3.2.2 | Nombre de jeunes formés dans les structures d'encadrement du MINJEC en vue de leur insertion socio-économique/ <i>Number of young people trained by MINJEC's support structures with a view to their socio-economic integration</i> | | | |
| 3.2.3 | Nombre de jeunes insérés dans le tissu économique par les structures d'encadrement du MINJEC/ <i>Number of young people economically integrated by MINJEC's support structures</i> | | | |
| 3.2.4 | Nombre de jeunes ayant bénéficié du financement de leur projet/ <i>Number of young people who have benefited from the financing of their projects</i> | | | |
| 3.2.5 | Nombre de Jeunes en Difficulté (JED) ayant bénéficié d'un financement/ <i>Number of young people in difficulty who have received funding</i> | | | |
| 3.2.6 | Nombre de jeunes bénéficiaires ayant remboursé leur crédit/ <i>Number of young people beneficiaries who have repaid their loan</i> | | | |
| 3.2.7 | Nombre de groupes de jeunes ayant bénéficié du financement de leur projet par le MINJEC/ <i>Number of youth groups who have benefited from the financing of their projects by MINJEC</i> | | | |
| 3.2.8 | Nombre d'entreprises créées par les groupes de jeunes sur financement du MINJEC/ <i>Number of businesses created by youth groups with funding from MINJEC</i> | | | |
| 3.2.9 | Nombre d'entreprises créées par les jeunes sur financement du MINJEC/ <i>Number of businesses created by young people with funding from MINJEC</i> | | | |
| 3.2.10 | Nombre de villages pionniers créés/ <i>Number of Pioneer villages set up</i> | | | |
| 3.2.11 | Nombre de clusters aménagés/ <i>Number of Clusters set up</i> | | | |
| 3.3 INDICATEURS SUR L'INTÉGRATION NATIONALE ET LA PARTICIPATION CITOYENNE/ INDICATORS OF THE NATIONAL INTEGRATION AND CITIZEN PARTICIPATION | | Femmes Women | Hommes Men | Total |
| 3.3.1 | Nombre de personnes sensibilisées aux valeurs du vivre ensemble harmonieux/ <i>Number of people sensitised on the values of harmonious living together</i> | | | |
| 3.3.2 | Nombre de personnes ayant été formées aux valeurs républicaines à travers les campagnes de prévention de l'extrémisme violent/ <i>Number of people who have been trained on republican values through the prevention of violent extremism campaigns organized</i> | | | |
| 3.3.3 | Nombre de personnes ayant été formées aux valeurs républicaines à travers les campagnes de lutte contre la corruption et les autres fléaux sociaux/ <i>Number of people who have been trained on republican values through campaigns against corruption and other social flaws</i> | | | |
| 3.3.4 | Nombre d'ambassadeurs de la paix formés/ <i>Number of peace ambassadors trained</i> | | | |
| 3.3.5 | Nombre de conseillers municipaux jeunes/ <i>Number of Municipal Youth Councillors</i> | | | |
| 3.3.6 | Nombre de candidatures au Parlement jeunes/ <i>Number of candidates files for the youth parliament</i> | | | |
| 3.3.7 | Nombre de pairs éducateurs/ <i>Number of peer educators</i> | | | |
| 3.3.8 | Nombre d'organisations et mouvements de jeunesse créés/ <i>Number of Youth Movements and organisations created</i> | | | |
| 3.3.9 | Nombre d'organisations et mouvements de jeunesse enregistrés au fichier de la DAJEC/ <i>Number of Youth Movements and organisations registered to the DAJEC file</i> | | | |
| 3.3.10 | Nombre d'organisations et mouvements de jeunesse affiliés au CNJC/ <i>Number of Youth Movements and organisations affiliated to CNYC</i> | | | |
| 3.3.11 | Nombre d'organisations de jeunesse ayant bénéficié d'un accompagnement de votre structure/ <i>Number of Youth organisations that received support from your organisation</i> | | | |
| 3.3.12 | Nombre d'organisations d'éducation populaire/ <i>Number of organisations for popular education</i> | | | |

SECTION 4: LISTE DU PERSONNEL EN SERVICE DANS LA DÉLÉGATION/LIST OF THE PERSONNEL

| N° | Matricule/ Registration Number | Noms et prénoms/ Name and surnames | Sexe/Ge nder (H/F) | Fonction/ Functi on | Statut/Status | | Date de naissance/ Date of birth | Statut matrimonial/ Marital Status | | | Grade/ Grade | Diplôme académique/ Academic diploma | Diplôme professionnel/ Professional diploma | Discipline enseignée/ Subject taught | Ancienneté au poste/ Seniority at the workplace (en année/ in year) | Entrée à la Fonction Publique/ Entry in Public Service |
|----|--------------------------------------|--|--------------------------|---------------------------|----------------------------|-----------------------------|---|--|-----------------------|----------------|-----------------|--|---|--|--|--|
| | | | | | Fonctionnaire/ Official | Contractuel/ Contractual | | Marié Married | Célibataire single | Veuf/ widow | | | | | | |
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| N° | Matricule/ Registration Number | Noms et prénoms/ <i>Name and surnames</i> | Sexe/Ge nder (H/F) | Fonction/ <i>Functi on</i> | Statut/Status | | Date de naissance/ <i>Date of birth</i> | Statut matrimonial/ Marital <i>Status</i> | | | Grade/ <i>Grade</i> | Diplôme académique/ <i>Aca demic diploma</i> | Diplôme professionnel/ <i>Pro fessional diploma</i> | Discipline enseignée/ <i>Sub ject taught</i> | Ancienneté au poste/ <i>Seniority at the workplace (en année/ in year)</i> | Entrée à la Fonction Publique/ <i>Ent ry in Public Service</i> |
|----|--------------------------------------|---|--------------------------|--------------------------------|--------------------------------|---------------------------------|---|--|------------------------------|-------------------|---------------------|---|--|---|--|--|
| | | | | | Fonction naire/Offici al | Contractu el/Contra ctual | | Marié <i>Maried</i> | Célibataire <i>single</i> | Veuf/ <i>wido</i> | | | | | | |
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| N° | Matricule/ Registration Number | Noms et prénoms/ Name and surnames | Sexe/Ge nder (H/F) | Fonction/ Functi on | Statut/Status | | Date de naissance/ Date of birth | Statut matrimonial/Marital Status | | | Grade/ Grade | Diplôme académique/ Academic diploma | Diplôme professionnel/ Professional diploma | Discipline enseignée/ Subject taught | Ancienneté au poste/ Seniority at the workplace (en année/ in year) | Entrée à la Fonction Publique/ Entry in Public Service |
|----|--------------------------------------|--|--------------------------|---------------------------|------------------------|-------------------------|---|--------------------------------------|-----------------------|------------|-----------------|--|---|--|--|--|
| | | | | | Fonctionnaire/Official | Contractuel/Contractual | | Marié Married | Célibataire single | Veuf/widow | | | | | | |
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SECTION 5: OBSERVATIONS, COMMENTAIRES ÉVENTUELS OU COMPLÉMENTS D'INFORMATION DU DÉLÉGUÉ(E) D'ARRONDISSEMENT/OBSERVATIONS, FEEDBACK AND IF POSSIBLE ADDITIONAL INFORMATION OF THE SUBDIVISIONAL DELEGATE

MERCI POUR VOTRE COLLABORATION/THANKS FOR YOUR COLLABORATION

Fait à _____ le _____
Done at the

**SIGNATURE ET CACHET DU DÉLÉGUÉ(E) D'ARRONDISSEMENT
SIGNATURE AND STAMP OF THE SUBDIVISIONAL DELEGATE**

3. List of variables

| N° | Themes | Main Variables | Disaggregation variables |
|----|---|---|--|
| 1 | Main figures and indicators | Number of MYECs, learners, trainers, learners/trainer, administrative staff, training rooms | Region, gender |
| 4 | Structures | Number of MYECs | Region |
| | | | Type of MYEC (Reference, Regional, Divisional) |
| | | | Location of MYEC (Urban/Rural) |
| 5 | Teaching structures/Training offer | Educational organisation by level, | |
| 6 | | Training courses | |
| 7 | Number of learners | Total number of learners | Region |
| | | | Gender |
| 8 | | | age |
| 9 | | | Level of education upon admission |
| 10 | | | Duration |
| 11 | | | Speciality |
| 12 | | | Type of training |
| 13 | | Mode of training | |
| 14 | | drop out | Region |
| | | | Gender |
| | | | Level of education |
| 15 | | Outgoing | Reason for dropping out |
| | | | Region |
| | | | Gender |
| | Vulnerability | Duration | |
| | | Speciality | |
| | | Region | |
| | Disabled | Gender | |
| | | Type of vulnerability | |
| | | Region | |
| | benefiting from installation kits | Gender | |
| | | Type of disability | |
| | | Region | |
| | violence | Gender | |
| | | kit | |
| | | Region | |
| | Administrative and supervisory staff | Number of supervisory staff | Region |
| 18 | | | by academic qualifications |
| | | | professional diplomas |
| 19 | | Number of administrative staff | age |
| | | Support staff | |

| N° | Themes | Main Variables | Disaggregation variables |
|----|--|--|--|
| 20 | | need | trainer |
| 21 | Ratio of learners to instructors | Ratio of learners to instructors | |
| 22 | Infrastructure and training environment | Number of training rooms | |
| 23 | | water availability | |
| 24 | | availability of Electricity | |
| 25 | | existence of a Fence | |
| 26 | | existence of a Library | |
| 27 | | existence of an infirmary | |
| 28 | | existence of a multi-purpose room | |
| 29 | | existence of an access ramp for the disabled | |
| 30 | | existence of latrines | |
| 31 | | Computers | |
| 32 | | Number of workshops | |
| 33 | existence of sports infrastructure | | |
| 34 | Furniture | Learner furniture | |
| 35 | | Instructor furniture | |
| 36 | training | facilities | for e-learning |
| | | Training means | for e-learning |
| | | Type of training | MYECs |
| 37 | | Mode of training | MYECs |
| 38 | Post-training integration | number of businesses created by young people trained | |
| 39 | | number of young people who are going to further training | |
| | | MYEC post-training follow-up mechanism | |
| | | MYEC post-training follow-up mechanism | |
| 40 | | number of young people in full-time employment | |
| 41 | | Financial data | Share of MINJEC's budget allocated to the education sector |
| 42 | related themes | HIV and sexuality education programme | |
| 43 | | rules of procedure for directives relating to HIV AIDS | |
| 44 | | Education programme on the harmful effects of drug use | |
| 45 | partnerships | signed by the MYEC | signed by the MYEC |
| 46 | | signed by the MINJEC | implemented in MYEC |
| 47 | Indicators | Civic education and volunteering | 144 GENDER |
| 48 | | | 144 NON-GENDER |
| 49 | | Socio-economic integration of young people | 145 GENDER |
| 50 | | | 145 NON-GENDER |

| N° | Themes | Main Variables | Disaggregation variables |
|----|--------|--|--------------------------|
| 51 | | National integration and civic participation | 146 GENDER |
| 52 | | | 146 NON-GENDER |

4. List of MYECs

| REGION | DIVISION | SUBDIVISION | NAME OF CENTRE | VILLAGE/NEIGHBOURHOOD | LEARNERS | | TRAINERS | | TRAINING ROOM |
|---------|--------------|---------------|-----------------------------------|------------------------------|----------|-----|----------|-----|---------------|
| | | | | | WOMEN | MEN | WOMEN | MEN | |
| ADAMAWA | DJEREM | Ngaoundal | NGAOUNDAL SUB-DIVISIONAL MYEC | ZIMBABWE | 9 | 1 | 2 | 2 | 0 |
| ADAMAWA | DJEREM | Tibati | TIBATI SUB-DIVISIONAL MYEC | MARLABA/DIDANG O | 40 | 34 | 7 | 5 | 4 |
| ADAMAWA | DJEREM | Tibati | DJEREM DIVISIONAL MYEC | YOKO NEIGHBOURHOOD | 5 | 16 | | 4 | 3 |
| ADAMAWA | FARO-AND-DEO | Galim-Tignère | Galim-Tignère SUB-DIVISIONAL MYEC | HAOUSSA NEIGHBOURHOOD | 5 | 5 | 1 | 2 | 1 |
| ADAMAWA | FARO-AND-DEO | Kontcha | Kontcha SUB-DIVISIONAL MYEC | Kontcha | | | | | 1 |
| ADAMAWA | FARO-AND-DEO | Mayo-Baléo | MAYO-BALEO SUB-DIVISIONAL MYEC | DEULWALTI | | | 1 | 1 | 0 |
| ADAMAWA | FARO-AND-DEO | Tignère | TIGNERE SUB-DIVISIONAL MYEC | MAGNANG | 2 | 5 | 1 | 2 | 0 |
| ADAMAWA | FARO-AND-DEO | Tignère | FARO AND DEO DIVISIONAL MYEC | MAGNANG | 16 | 18 | 1 | 3 | 0 |
| ADAMAWA | MAYO-BANYO | Bankim | Bankim SUB-DIVISIONAL MYEC | GUINKLO | 1 | 1 | | 1 | 2 |
| ADAMAWA | MAYO-BANYO | Banyo | BANYO SUB-DIVISIONAL MYEC | MBEWERE | 5 | 2 | 1 | 2 | 1 |
| ADAMAWA | MAYO-BANYO | Banyo | MAYO BANYO DIVISIONAL MYEC | MBEWERE II | 17 | 7 | 2 | 3 | 0 |
| ADAMAWA | MAYO-BANYO | Mayo-Darlé | MAYO-DARLE SUB-DIVISIONAL MYEC | BONABERI | 4 | 6 | | 2 | 1 |
| ADAMAWA | MBERE | Dir | Dir SUB-DIVISIONAL MYEC | JOLI SOIR | 10 | 1 | 3 | 3 | 1 |
| ADAMAWA | MBERE | Djohong | Djohong SUB-DIVISIONAL MYEC | NDAGARO | 36 | 34 | 1 | 9 | 2 |
| ADAMAWA | MBERE | Meiganga | Meiganga SUB-DIVISIONAL MYEC | YELWA | 177 | 64 | 2 | 6 | 3 |
| ADAMAWA | MBERE | Meiganga | MBERE DIVISIONAL MYEC | HAOUSSA MARKET NEIGHBOURHOOD | 38 | 3 | 2 | 11 | 3 |
| ADAMAWA | MBERE | Ngaoui | Ngaoui SUB-DIVISIONAL MYEC | LOMBE | 17 | 49 | 1 | 4 | 2 |
| ADAMAWA | VINA | Belel | Belel SUB-DIVISIONAL MYEC | EX BASE SOGEA SATOM | 2 | 1 | 1 | 1 | 2 |
| ADAMAWA | VINA | Martap | Martap SUB-DIVISIONAL MYEC | MBOGANE | 10 | 1 | 1 | 1 | 1 |
| ADAMAWA | VINA | Mbé | Mbé SUB-DIVISIONAL MYEC | ADMINISTRATIVE CENTRE | 71 | 46 | 2 | 1 | 2 |

| REGION | DIVISION | SUBDIVISION | NAME OF CENTRE | VILLAGE/NEIGHBOURHOOD | LEARNERS | | TRAINERS | | TRAINING ROOM |
|---------|--------------|--------------|------------------------------------|-------------------------|----------|-----|----------|-----|---------------|
| | | | | | WOMEN | MEN | WOMEN | MEN | |
| ADAMAWA | VINA | Nganha | NGAN-HA SUB-DIVISIONAL MYEC | RESIDENTIAL AREA | | | | | 2 |
| ADAMAWA | VINA | Ngaoundéré 1 | NGAOUNDERE I SUB-DIVISIONAL MYEC | MBOUMDJERE | 12 | 1 | 3 | 1 | 2 |
| ADAMAWA | VINA | Ngaoundéré 1 | VINA DIVISIONAL MYEC | RESIDENTIAL AREA | 1 | 4 | 4 | 3 | 1 |
| ADAMAWA | VINA | Ngaoundéré 1 | ADAMAWA REGIONAL MYEC | RESIDENTIAL AREA | 53 | 43 | 9 | 10 | 2 |
| ADAMAWA | VINA | Ngaoundéré 2 | NGAOUNDERE II SUB-DIVISIONAL MYEC | BALADJI 2 | 28 | 30 | | 4 | 1 |
| ADAMAWA | VINA | Ngaoundéré 3 | NGAOUNDERE III SUB-DIVISIONAL MYEC | MANWI | 5 | 8 | | 2 | 1 |
| ADAMAWA | VINA | Nyambaka | Nyambaka SUB-DIVISIONAL MYEC | CENTRAL TOWN | 4 | 4 | 1 | 2 | 0 |
| CENTRE | HAUTE-SANAGA | Bibey | Bibey SUB-DIVISIONAL MYEC | BIBEY CENTRE | 3 | 1 | 1 | 2 | 0 |
| CENTRE | HAUTE-SANAGA | Lembe-Yezoum | LEMBE-YEZOUM SUB-DIVISIONAL MYEC | LEMBE CENTRE | 1 | 2 | | 3 | 1 |
| CENTRE | HAUTE-SANAGA | Mbandjock | MBANDJOCK SUB-DIVISIONAL MYEC | | 15 | 1 | 1 | 5 | 1 |
| CENTRE | HAUTE-SANAGA | Minta | MINTA SUB-DIVISIONAL MYEC | | 7 | 22 | 1 | 3 | 6 |
| CENTRE | HAUTE-SANAGA | Nanga-Eboko | NANGA-EBOKO SUB-DIVISIONAL MYEC | MVOG BOTSI | 4 | 11 | 1 | 1 | 3 |
| CENTRE | HAUTE-SANAGA | Nanga-Eboko | HAUTE-SANAGA DIVISIONAL MYEC | MVOG BETI | 2 | 3 | | 1 | 0 |
| CENTRE | HAUTE-SANAGA | Nkoteng | NKOTENG SUB-DIVISIONAL MYEC | MINDIBI | 19 | 8 | 4 | 1 | 0 |
| CENTRE | HAUTE-SANAGA | Nsem | Nsem SUB-DIVISIONAL MYEC | MEDOUMA | 3 | 12 | | 3 | 0 |
| CENTRE | LEKIE | Batchenga | BATCHENGA SUB-DIVISIONAL MYEC | | 23 | 4 | 3 | 3 | 4 |
| CENTRE | LEKIE | Ebebda | EBEBDA SUB-DIVISIONAL MYEC | ADMINISTRATIVE QUARTERS | 12 | 34 | 1 | 4 | 0 |
| CENTRE | LEKIE | Elig-Mfomo | ELIG-MFOMO SUB-DIVISIONAL MYEC | ELIG MFOMO CENTRE | 10 | 9 | 4 | 2 | 0 |
| CENTRE | LEKIE | Evodoula | Evodoula SUB-DIVISIONAL MYEC | EVOUDOULA-CENTRE | 16 | 17 | 1 | 2 | 0 |
| CENTRE | LEKIE | Lobo | Lobo SUB-DIVISIONAL MYEC | LOBO-CENTRE | 1 | 2 | 1 | 1 | |
| CENTRE | LEKIE | Monatéle | MONATELE SUB-DIVISIONAL MYEC | OBEN | | | 2 | 1 | 0 |
| CENTRE | LEKIE | Monatéle | LEKIE DIVISIONAL MYEC | OBENG | | | | | 1 |

| REGION | DIVISION | SUBDIVISION | NAME OF CENTRE | VILLAGE/NEIGHBOURHOOD | LEARNERS | | TRAINERS | | TRAINING ROOM |
|--------|-----------------|--------------|----------------------------------|-------------------------|----------|-----|----------|-----|---------------|
| | | | | | WOMEN | MEN | WOMEN | MEN | |
| CENTRE | LEKIE | Obala | Obala SUB-DIVISIONAL MYEC | NKOLBIKOK | 18 | 30 | 7 | 5 | |
| CENTRE | LEKIE | Okola | Okola SUB-DIVISIONAL MYEC | OKOLA CENTRE | 7 | 6 | 2 | 3 | 1 |
| CENTRE | LEKIE | Sa'a | Sa'a SUB-DIVISIONAL MYEC | ADMINISTRATIVE QUARTERS | 23 | | 5 | 2 | 1 |
| CENTRE | MBAM-ET-INOUBOU | Bafia | Bafia SUB-DIVISIONAL MYEC | TSEKANE | 125 | 124 | 10 | 8 | 1 |
| CENTRE | MBAM-ET-INOUBOU | Bafia | MBAM ET INOUBOU DIVISIONAL MYEC | PLATEAU MACHIA | 14 | 9 | 6 | 3 | 4 |
| CENTRE | MBAM-ET-INOUBOU | Bokito | Bokito SUB-DIVISIONAL MYEC | ADMINISTRATIVE | 3 | | 2 | 1 | 1 |
| CENTRE | MBAM-ET-INOUBOU | Deuk | Deuk SUB-DIVISIONAL MYEC | ADMINISTRATIVE | 10 | 13 | 1 | 1 | 0 |
| CENTRE | MBAM-ET-INOUBOU | Kiiki | Kiiki SUB-DIVISIONAL MYEC | ZIBIDOM | 3 | 6 | 2 | 2 | 0 |
| CENTRE | MBAM-ET-INOUBOU | Kon Yambetta | KON-YAMBETTA SUB-DIVISIONAL MYEC | | 3 | 6 | 3 | 1 | 0 |
| CENTRE | MBAM-ET-INOUBOU | Makénééné | Makénééné SUB-DIVISIONAL MYEC | MOCK CENTRE (BALOUA) | 5 | 2 | | 1 | 0 |
| CENTRE | MBAM-ET-INOUBOU | Ndikiniméki | Ndikiniméki SUB-DIVISIONAL MYEC | BAMILEKE | 15 | | 2 | 1 | 1 |
| CENTRE | MBAM-ET-INOUBOU | Nitoukou | Nitoukou SUB-DIVISIONAL MYEC | Nitoukou | 5 | 2 | | 1 | 1 |
| CENTRE | MBAM-ET-INOUBOU | Ombessa | Ombessa SUB-DIVISIONAL MYEC | ADMINISTRATIVE | 7 | 12 | 1 | 3 | 1 |
| CENTRE | MBAM-ET-KIM | Mbangassina | MBANGASSINA SUB-DIVISIONAL MYEC | | | 7 | 1 | 2 | 0 |
| CENTRE | MBAM-ET-KIM | Ngambé-Tikar | NGAMBE-TIKAR SUB-DIVISIONAL MYEC | | 1 | 1 | | 1 | |
| CENTRE | MBAM-ET-KIM | Ngoro | NGORO SUB-DIVISIONAL MYEC | KOUTABA | 23 | 40 | 1 | 7 | 0 |
| CENTRE | MBAM-ET-KIM | Ntui | NTUI SUB-DIVISIONAL MYEC | ANCIENNE GARE ROUTIÈRE | 11 | 16 | 3 | 2 | 0 |

| REGION | DIVISION | SUBDIVISION | NAME OF CENTRE | VILLAGE/NEIGHBOURHOOD | LEARNERS | | TRAINERS | | TRAINING ROOM |
|--------|------------------|-------------|----------------------------------|-----------------------------|----------|-----|----------|-----|---------------|
| | | | | | WOMEN | MEN | WOMEN | MEN | |
| CENTRE | MBAM-ET-KIM | Ntui | MBAM AND KIM DIVISIONAL MYEC | BIANGOUENA | 12 | 2 | 1 | 2 | 0 |
| CENTRE | MBAM-ET-KIM | Yoko | YOKO SUB-DIVISIONAL MYEC | NEW ADMINISTRATIVE QUARTERS | 10 | 2 | | 2 | 1 |
| CENTRE | MEFOU-AND-AFAMBA | Afanloum | AFANLOUM SUB-DIVISIONAL MYEC | AFAMLOUM CENTRE | 1 | 5 | 1 | 2 | 0 |
| CENTRE | MEFOU-AND-AFAMBA | Assamba | ASSAMBA SUB-DIVISIONAL MYEC | OLANGUINA | 1 | 2 | | 7 | 0 |
| CENTRE | MEFOU-AND-AFAMBA | Awaé | AWAE SUB-DIVISIONAL MYEC | AWAE | | | 3 | | 0 |
| CENTRE | MEFOU-AND-AFAMBA | Edzendouan | EDZENDOUAN SUB-DIVISIONAL MYEC | EDZENDOUAN | 2 | | 1 | | 0 |
| CENTRE | MEFOU-AND-AFAMBA | Esse | ESSE SUB-DIVISIONAL MYEC | | | | | | 0 |
| CENTRE | MEFOU-AND-AFAMBA | Mfou | MFOU SUB-DIVISIONAL MYEC | ADMINISTRATIVE QUARTERS | 30 | 27 | 2 | 4 | 0 |
| CENTRE | MEFOU-AND-AFAMBA | Mfou | MEFOU AND AFAMBA DIVISIONAL MYEC | ADMINISTRATIVE BLOC | 103 | 84 | 4 | 8 | 1 |
| CENTRE | MEFOU-AND-AFAMBA | Nkolafamba | NKOLAFAMBA SUB-DIVISIONAL MYEC | NKOLAFAMBA ADMINISTRATIVE | 9 | 7 | 3 | 5 | 0 |
| CENTRE | MEFOU-AND-AFAMBA | Soa | SOA SUB-DIVISIONAL MYEC | ANCIEN COMMISSARIAT | 12 | 3 | 16 | 4 | 1 |
| CENTRE | MEFOU-ET-AKONO | Akono | AKONO SUB-DIVISIONAL MYEC | ADMINISTRATIVE BLOC | 4 | 9 | 1 | 2 | 0 |
| CENTRE | MEFOU-ET-AKONO | Bikok | BIKOK SUB-DIVISIONAL MYEC | BIKOK CENTRE | 4 | 4 | | 3 | 1 |
| CENTRE | MEFOU-ET-AKONO | Mbankomo | MBANKOMO SUB-DIVISIONAL MYEC | | 28 | 7 | 6 | 3 | 3 |
| CENTRE | MEFOU-ET-AKONO | Ngoumou | NGOUMOU SUB-DIVISIONAL MYEC | NGOUMOU VILLE | 10 | 24 | 2 | 7 | 1 |
| CENTRE | MEFOU-ET-AKONO | Ngoumou | MEFOU AND AKONO DIVISIONAL MYEC | NGOUMOU | 4 | 6 | | 2 | 1 |

| REGION | DIVISION | SUBDIVISION | NAME OF CENTRE | VILLAGE/NEIGHBOURHOOD | LEARNERS | | TRAINERS | | TRAINING ROOM |
|--------|------------------|-------------|--------------------------------------|---------------------------------|----------|-----|----------|-----|---------------|
| | | | | | WOMEN | MEN | WOMEN | MEN | |
| CENTRE | MFOUNDI | Yaoundé 1 | YAOUNDÉ I SUB-DIVISIONAL MYEC | NLONGKAK | 7 | | 6 | 5 | 0 |
| CENTRE | MFOUNDI | Yaoundé 2 | YAOUNDÉ II SUB-DIVISIONAL MYEC | NKONKANA | 16 | 8 | 3 | 6 | 2 |
| CENTRE | MFOUNDI | Yaoundé 2 | YAOUNDE MYEC REFRENCING CENTRE | MADAGASCAR | 55 | 73 | 15 | 22 | 11 |
| CENTRE | MFOUNDI | Yaoundé 3 | CMPJ D'ARRONDISSEMENT DE YAOUNDÉ III | DAMAS | 20 | 19 | 16 | 3 | 2 |
| CENTRE | MFOUNDI | Yaoundé 3 | MFOUNDI DIVISIONAL MYEC | OBILI | 156 | 53 | 4 | 10 | 4 |
| CENTRE | MFOUNDI | Yaoundé 4 | YAOUNDÉ IV SUB-DIVISIONAL MYEC | KONDENGUI | 2 | 1 | 1 | 1 | 1 |
| CENTRE | MFOUNDI | Yaoundé 5 | YAOUNDÉ V SUB-DIVISIONAL MYEC | NKOLMESSENG | 23 | 55 | 4 | 4 | 0 |
| CENTRE | MFOUNDI | Yaoundé 5 | CENTRE REGIONAL MYEC | MIMBOMAN | 44 | 15 | 22 | 6 | 3 |
| CENTRE | MFOUNDI | Yaoundé 6 | YAOUNDÉ VI SUB-DIVISIONAL MYEC | ACACIA BIYEMASSI | 9 | 8 | 12 | 6 | 0 |
| CENTRE | MFOUNDI | Yaoundé 7 | YAOUNDÉ VII SUB-DIVISIONAL MYEC | NKOLBISSON | 80 | 76 | 12 | 9 | 8 |
| CENTRE | NYONG-ET-KELE | Biyouha | BIYOUHA SUB-DIVISIONAL MYEC | BIYOUULA | | | | 1 | 1 |
| CENTRE | NYONG-ET-KELE | Bondjock | BONDJOCK SUB-DIVISIONAL MYEC | BONDJOCK CENTRE | 7 | 11 | 1 | 3 | 0 |
| CENTRE | NYONG-ET-KELE | Bot-Makak | BOT-MAKAK SUB-DIVISIONAL MYEC | BOT MAKAR ADMINISTRATIVE CENTRE | 5 | 5 | | 2 | 0 |
| CENTRE | NYONG-ET-KELE | Dibang | DIBANG SUB-DIVISIONAL MYEC | DIBANG CENTRE | 6 | 17 | 1 | 4 | 0 |
| CENTRE | NYONG-ET-KELE | Eséka | ESEKA SUB-DIVISIONAL MYEC | Staff camp | 46 | 19 | 5 | 3 | 0 |
| CENTRE | NYONG-ET-KELE | Eséka | NYONG AND KELLE DIVISIONAL MYEC | MOSQUE | | | | | 0 |
| CENTRE | NYONG-ET-KELE | Makak | MAKAK SUB-DIVISIONAL MYEC | MAKAK CENTRE | 3 | 3 | 2 | 5 | 3 |
| CENTRE | NYONG-ET-KELE | Matomb | MATOMB SUB-DIVISIONAL MYEC | MATOMB CENTRE | 11 | 8 | 1 | 1 | 0 |
| CENTRE | NYONG-ET-KELE | Messondo | MESSONDO SUB-DIVISIONAL MYEC | MESSONDO CENTRE | 4 | 6 | | 3 | 1 |
| CENTRE | NYONG-ET-KELE | Ngog-Mapubi | NGOG-MAPUPI SUB-DIVISIONAL MYEC | NVOG MAPUBI CENTRE | 4 | 8 | 1 | 3 | 0 |
| CENTRE | NYONG-ET-KELE | Nguibassal | NGUIBASSAL SUB-DIVISIONAL MYEC | NGUIBASSALCENTRE | 2 | | | 1 | 1 |
| CENTRE | NYONG-ET-MFOUMOU | Akonolinga | AKONOLINGA SUB-DIVISIONAL MYEC | EKOLMAN | 21 | 20 | 1 | 1 | 3 |

| REGION | DIVISION | SUBDIVISION | NAME OF CENTRE | VILLAGE/NEIGHBOURHOOD | LEARNERS | | TRAINERS | | TRAINING ROOM |
|--------|------------------|-------------|-----------------------------------|------------------------------|----------|-----|----------|-----|---------------|
| | | | | | WOMEN | MEN | WOMEN | MEN | |
| CENTRE | NYONG-ET-MFOUMOU | Akonolinga | NYONG AND MFOUMOU DIVISIONAL MYEC | EKAM | 5 | 18 | 2 | 7 | 1 |
| CENTRE | NYONG-ET-MFOUMOU | Ayos | AYOS SUB-DIVISIONAL MYEC | CHATEAU | 4 | 2 | 1 | 2 | 1 |
| CENTRE | NYONG-ET-MFOUMOU | Endom | ENDOM SUB-DIVISIONAL MYEC | ADMINISTRATIVE CENTRE | 7 | 7 | 1 | 1 | 0 |
| CENTRE | NYONG-ET-MFOUMOU | Mengang | MENGANG SUB-DIVISIONAL MYEC | MENGANG | | 6 | | 4 | 0 |
| CENTRE | NYONG-ET-MFOUMOU | Nyakokombo | NYAKOKOMBO SUB-DIVISIONAL MYEC | KOBDOMBO | 5 | | 2 | 2 | 0 |
| CENTRE | NYONG-ET-SO'O | Akoeman | AKOEMAN SUB-DIVISIONAL MYEC | AKOEMAN-CENTRE | 1 | 2 | 2 | 2 | 0 |
| CENTRE | NYONG-ET-SO'O | Dzeng | DZENG SUB-DIVISIONAL MYEC | DZENG VILLE | 6 | 17 | 2 | | 1 |
| CENTRE | NYONG-ET-SO'O | Mbalmayo | MBALMAYO SUB-DIVISIONAL MYEC | QUARTIER BAKASSI | 3 | 4 | 1 | 2 | 0 |
| CENTRE | NYONG-ET-SO'O | Mbalmayo | NYONG AND SO'O DIVISIONAL MYEC | NEWTON CENTRE ADMINISTRATIVE | 5 | | 1 | 1 | 1 |
| CENTRE | NYONG-ET-SO'O | Mengueme | MENQUEME SUB-DIVISIONAL MYEC | CENTRE | 5 | 2 | 1 | 4 | 2 |
| CENTRE | NYONG-ET-SO'O | Ngomedzap | NGOMEDZAP SUB-DIVISIONAL MYEC | NGOMEDZAP CENTRE | 5 | | 1 | 3 | 0 |
| CENTRE | NYONG-ET-SO'O | Nkolmetet | NKOLMETET SUB-DIVISIONAL MYEC | MENQUEME BANE VILLAGE | 5 | | 1 | 3 | 0 |
| EAST | BOUMBA-ET-NGOKO | Gari Gombo | GARI GOMBO SUB-DIVISIONAL MYEC | ADMINISTRATIVE QUARTERS | 6 | | 2 | | 1 |
| EAST | BOUMBA-ET-NGOKO | Moloundou | MOLOUNDOU SUB-DIVISIONAL MYEC | ADMINISTRATIVE QUARTERS | | | | 1 | |
| EAST | BOUMBA-ET-NGOKO | Salapoumbé | SALAPOUMBE SUB-DIVISIONAL MYEC | SALAPOUMBE | 5 | 3 | 1 | 2 | 1 |
| EAST | BOUMBA-ET-NGOKO | Yokadouma | YOKADOUMA SUB-DIVISIONAL MYEC | ADMINISTRATIVE QUARTERS | 21 | 9 | 2 | 2 | 0 |

| REGION | DIVISION | SUBDIVISION | NAME OF CENTRE | VILLAGE/NEIGHBOURHOOD | LEARNERS | | TRAINERS | | TRAINING ROOM |
|--------|-----------------|----------------|---------------------------------------|-------------------------|----------|-----|----------|-----|---------------|
| | | | | | WOMEN | MEN | WOMEN | MEN | |
| EAST | BOUMBA-ET-NGOKO | Yokadouma | BOUMBA AND NGOKO DIVISIONAL MYEC | | 16 | 2 | 4 | 2 | 3 |
| EAST | HAUT-NYONG | Abong-Mbang | ABONG-MBANG SUB-DIVISIONAL MYEC | ADMINISTRATIVE QUARTERS | 3 | | 2 | 1 | 0 |
| EAST | HAUT-NYONG | Abong-Mbang | HAUT-NYONG DIVISIONAL MYEC | MBOULE | | | 1 | 2 | 1 |
| EAST | HAUT-NYONG | Bebend | BEBEND (ATOK) SUB-DIVISIONAL MYEC | BEBEND ATOK | | 6 | 1 | 4 | 0 |
| EAST | HAUT-NYONG | Dimako | DIMAKO SUB-DIVISIONAL MYEC | TOMBO | | | 1 | 1 | 0 |
| EAST | HAUT-NYONG | Dja | DJA (MINDOUROU) SUB-DIVISIONAL MYEC | ADMINISTRATIVE QUARTERS | 20 | 9 | 2 | 3 | 1 |
| EAST | HAUT-NYONG | Doumaintang | DOUMAITANG SUB-DIVISIONAL MYEC | DOUMAITANG | 7 | 8 | 2 | 2 | 0 |
| EAST | HAUT-NYONG | Doumé | DOUME SUB-DIVISIONAL MYEC | PLATEAU | 3 | 1 | 1 | 3 | 1 |
| EAST | HAUT-NYONG | Lomié | LOMIE SUB-DIVISIONAL MYEC | ADJELA | 7 | | 1 | | 1 |
| EAST | HAUT-NYONG | Mboanz | MBOANZ (ANGOSSAS) SUB-DIVISIONAL MYEC | ANGOSSAS | 10 | 7 | | 3 | 2 |
| EAST | HAUT-NYONG | Mboma | MBOMA SUB-DIVISIONAL MYEC | MBOMA | 5 | 1 | 1 | 1 | 0 |
| EAST | HAUT-NYONG | Messamena | MESSAMENA SUB-DIVISIONAL MYEC | NYLON | | | | | 0 |
| EAST | HAUT-NYONG | Messok | MESSOK SUB-DIVISIONAL MYEC | MESSOK | 1 | 3 | | 4 | 0 |
| EAST | HAUT-NYONG | Ngoyla | NGOYLA SUB-DIVISIONAL MYEC | NGOYLA | 3 | 4 | | 4 | 0 |
| EAST | HAUT-NYONG | Nguelemendouka | NGUELEMENDOUKA SUB-DIVISIONAL MYEC | NGUELEMENDOUKA | 17 | 8 | 1 | 3 | 0 |
| EAST | HAUT-NYONG | Somalomo | SOMALOMO SUB-DIVISIONAL MYEC | SOMALOMO | 3 | 9 | 1 | 2 | 1 |
| EAST | KADEY | Batouri | BATOURI SUB-DIVISIONAL MYEC | KAMBO LEPI | 17 | 28 | 0 | 1 | 2 |
| EAST | KADEY | Batouri | KADEY DIVISIONAL MYEC | MONGO NAM | 2 | 12 | 2 | 4 | 2 |
| EAST | KADEY | Bombe | BOMBE (KENTZOU) SUB-DIVISIONAL MYEC | BOMBE | 3 | 14 | | 2 | 1 |
| EAST | KADEY | Ketté | KETTE SUB-DIVISIONAL MYEC | KETTE | 7 | 8 | 1 | 2 | 2 |
| EAST | KADEY | Mbang | MBANG SUB-DIVISIONAL MYEC | MBANG | | | | 1 | 0 |
| EAST | KADEY | Mbotoro | MBOTORO (OULI) SUB-DIVISIONAL MYEC | OULI | 4 | 4 | | 3 | 1 |

| REGION | DIVISION | SUBDIVISION | NAME OF CENTRE | VILLAGE/NEIGHBOURHOOD | LEARNERS | | TRAINERS | | TRAINING ROOM |
|-----------|---------------|---------------|--|-----------------------|----------|-----|----------|-----|---------------|
| | | | | | WOMEN | MEN | WOMEN | MEN | |
| EAST | KADEY | Ndélélé | NDELELE SUB-DIVISIONAL MYEC | RESIDENTIAL AREA | 4 | 7 | | 1 | 1 |
| EAST | KADEY | Ndem-Nam | NDEM-NAM (NGUELEBOK) SUB-DIVISIONAL MYEC | NGUELEBOK | 10 | 8 | 1 | 2 | 0 |
| EAST | LOM-ET-DJEREM | Belabo | BELABO SUB-DIVISIONAL MYEC | QUARTIER SAPELLI | 8 | 3 | | | 1 |
| EAST | LOM-ET-DJEREM | Bertoua 1 | BERTOUA I SUB-DIVISIONAL MYEC | TIGAZA | 9 | 10 | 3 | 3 | 1 |
| EAST | LOM-ET-DJEREM | Bertoua 1 | LOM AND DJEREM DIVISIONAL MYEC | CAMP SITE | 23 | 8 | 1 | | 1 |
| EAST | LOM-ET-DJEREM | Bertoua 1 | EAST DIVISIONAL MYEC | | 44 | 58 | 10 | 11 | 4 |
| EAST | LOM-ET-DJEREM | Bertoua 2 | BERTOUA II SUB-DIVISIONAL MYEC | BRIQUETERIE | 28 | 15 | 3 | 4 | 0 |
| EAST | LOM-ET-DJEREM | Bétaré-Oya | BETARE-OYA SUB-DIVISIONAL MYEC | QUARTIER ZOEGUENE | 15 | 30 | | 6 | 3 |
| EAST | LOM-ET-DJEREM | Diang | DIANG SUB-DIVISIONAL MYEC | MOKOLO | 18 | 2 | 2 | 1 | 0 |
| EAST | LOM-ET-DJEREM | Garoua-Boulai | GAROUA-BOULAI SUB-DIVISIONAL MYEC | GAROUA BOULAI | 28 | 7 | 1 | 5 | 2 |
| EAST | LOM-ET-DJEREM | Mandjou | MANDJOU SUB-DIVISIONAL MYEC | BINDIA | 28 | 8 | 2 | 3 | 0 |
| EAST | LOM-ET-DJEREM | Ngoura | NGOURA SUB-DIVISIONAL MYEC | NGOURA | 6 | 2 | 1 | 2 | 1 |
| FAR NORTH | DIAMARE | Bogo | BOGO SUB-DIVISIONAL MYEC | ADMINISTRATIVE CENTRE | 41 | 84 | | 4 | 1 |
| FAR NORTH | DIAMARE | Dargala | DARGALA SUB-DIVISIONAL MYEC | DARGALA VILLAGE | | 2 | | 2 | 3 |
| FAR NORTH | DIAMARE | Gazawa | GAZAWA SUB-DIVISIONAL MYEC | GAZAWA | 7 | 1 | 1 | 2 | |
| FAR NORTH | DIAMARE | Maroua 1 | MAROUA I SUB-DIVISIONAL MYEC | | 3 | 5 | | 2 | 1 |
| FAR NORTH | DIAMARE | Maroua 1 | DIAMARE DIVISIONAL MYEC | DOMAYO | 12 | 3 | 1 | 3 | 2 |
| FAR NORTH | DIAMARE | Maroua 1 | FAR NORTH REGIONAL MYEC | PITOARE | 32 | 36 | 7 | 4 | 2 |
| FAR NORTH | DIAMARE | Maroua 2 | MAROUA II SUB-DIVISIONAL MYEC | DOUALARE | 12 | 0 | 4 | 1 | |
| FAR NORTH | DIAMARE | Maroua 3 | MAROUA III SUB-DIVISIONAL MYEC | | 27 | 48 | 1 | 2 | 1 |
| FAR NORTH | DIAMARE | Méri | MERI SUB-DIVISIONAL MYEC | KOURHOLOG | 1 | 8 | | 1 | 2 |
| FAR NORTH | DIAMARE | Ndoukoula | NDOUKOULA SUB-DIVISIONAL MYEC | NDOUKOULA | 3 | 7 | | 2 | 0 |
| FAR NORTH | DIAMARE | Petté | PETTE SUB-DIVISIONAL MYEC | | 5 | 5 | | 1 | 1 |

| REGION | DIVISION | SUBDIVISION | NAME OF CENTRE | VILLAGE/NEIGHBOURHOOD | LEARNERS | | TRAINERS | | TRAINING ROOM |
|-----------|-----------------|--------------|----------------------------------|-------------------------|----------|-----|----------|-----|---------------|
| | | | | | WOMEN | MEN | WOMEN | MEN | |
| FAR NORTH | LOGONE-ET-CHARI | Blangoua | BLANGOUA SUB-DIVISIONAL MYEC | BLANGOUA 1 | 4 | 10 | | 1 | 1 |
| FAR NORTH | LOGONE-ET-CHARI | Darak | DARAK SUB-DIVISIONAL MYEC | DARAK 1 | 9 | 11 | | 1 | 0 |
| FAR NORTH | LOGONE-ET-CHARI | Fotokol | FOTOKOL SUB-DIVISIONAL MYEC | RESIDENTIAL AREA | 1 | 6 | | 2 | 0 |
| FAR NORTH | LOGONE-ET-CHARI | Goulfey | GOULFEY SUB-DIVISIONAL MYEC | DJAGARA | 19 | 17 | | 1 | 1 |
| FAR NORTH | LOGONE-ET-CHARI | Hilé-Alifa | HILE-ALIFA SUB-DIVISIONAL MYEC | HILE ALIFA 1 | 3 | 4 | 1 | 4 | 0 |
| FAR NORTH | LOGONE-ET-CHARI | Kousséri | KOUSSÉRI SUB-DIVISIONAL MYEC | SOKOTO | 87 | 111 | | 2 | 1 |
| FAR NORTH | LOGONE-ET-CHARI | Kousséri | LOGONE AND CHARI DIVISIONAL MYEC | ADMINISTRATIVE QUARTERS | 13 | 13 | 1 | 2 | 6 |
| FAR NORTH | LOGONE-ET-CHARI | Logone-Birni | LOGONE-BIRNI SUB-DIVISIONAL MYEC | LOGONE-BIRNI | | | | 1 | 0 |
| FAR NORTH | LOGONE-ET-CHARI | Makary | MAKARY SUB-DIVISIONAL MYEC | ADMINISTRATIVE QUARTERS | 13 | 10 | 2 | 1 | 2 |
| FAR NORTH | LOGONE-ET-CHARI | Waza | WAZA SUB-DIVISIONAL MYEC | GONERI WAZA | 6 | 15 | | 1 | 2 |
| FAR NORTH | LOGONE-ET-CHARI | Zina | ZINA SUB-DIVISIONAL MYEC | ZINA | 6 | 16 | | 1 | 0 |
| FAR NORTH | MAYO-DANAY | Datchéka | DATCHEKA SUB-DIVISIONAL MYEC | GOLOMPUI | 22 | 5 | 1 | 5 | 0 |
| FAR NORTH | MAYO-DANAY | Gobo | GOBO SUB-DIVISIONAL MYEC | GOBO TCHEKETA | 13 | 5 | 1 | 2 | 0 |
| FAR NORTH | MAYO-DANAY | Guéré | GUERE SUB-DIVISIONAL MYEC | GUIBI | 8 | 4 | 1 | 2 | 1 |
| FAR NORTH | MAYO-DANAY | Guéré | BANGANA YOUTH ASSOCIATION | BANGANA | | | | | 0 |
| FAR NORTH | MAYO-DANAY | Kaï-Kaï | KAI-KAI SUB-DIVISIONAL MYEC | LOUGOYE | 8 | 26 | | 5 | 1 |
| FAR NORTH | MAYO-DANAY | Kalfou | KALFOU SUB-DIVISIONAL MYEC | ADMINISTRATIVE QUARTERS | 33 | 2 | | 3 | 0 |
| FAR NORTH | MAYO-DANAY | Kar-Hay | KARHAY SUB-DIVISIONAL MYEC | GAMRAY | 13 | 10 | 2 | 3 | 2 |
| FAR NORTH | MAYO-DANAY | Maga | MAGA SUB-DIVISIONAL MYEC | MADAGASCAR | 17 | 21 | | 4 | 2 |
| FAR NORTH | MAYO-DANAY | Tchatibali | TCHATIBALI SUB-DIVISIONAL MYEC | TCHATIBALI | | | | 1 | 0 |
| FAR NORTH | MAYO-DANAY | Vélé | VELE SUB-DIVISIONAL MYEC | GUEME | 10 | 3 | | 2 | 2 |
| FAR NORTH | MAYO-DANAY | Wina | WINA SUB-DIVISIONAL MYEC | GAMBOUR DJONGDOND | 5 | | | 2 | 2 |
| FAR NORTH | MAYO-DANAY | Yagoua | YAGOUA SUB-DIVISIONAL MYEC | MAMINA | 32 | 2 | 2 | 4 | 1 |

| REGION | DIVISION | SUBDIVISION | NAME OF CENTRE | VILLAGE/NEIGHBOURHOOD | LEARNERS | | TRAINERS | | TRAINING ROOM |
|-----------|--------------|--------------|----------------------------------|-------------------------|----------|-----|----------|-----|---------------|
| | | | | | WOMEN | MEN | WOMEN | MEN | |
| FAR NORTH | MAYO-DANAY | Yagoua | MAYO DANAY DIVISIONAL MYEC | HLEKE | 6 | 1 | 2 | 4 | 5 |
| FAR NORTH | MAYO-KANI | Guidiguis | GUIDIGUIS SUB-DIVISIONAL MYEC | WIBIWA | 5 | 5 | | 3 | 0 |
| FAR NORTH | MAYO-KANI | Kaélé | KAELE SUB-DIVISIONAL MYEC | KAELE | 12 | 6 | 1 | 2 | 0 |
| FAR NORTH | MAYO-KANI | Kaélé | MAYO KANI BANYO DIVISIONAL MYEC | KAELE | 8 | 4 | 4 | 5 | 2 |
| FAR NORTH | MAYO-KANI | Mindif | MINDIF SUB-DIVISIONAL MYEC | KAGAWO | | | | 1 | 0 |
| FAR NORTH | MAYO-KANI | Moulvoudaye | MOULVOUDAYE SUB-DIVISIONAL MYEC | MOULVOUDAYE | 3 | 2 | | 1 | 1 |
| FAR NORTH | MAYO-KANI | Moutourwa | MOUTOURWA SUB-DIVISIONAL MYEC | ADMINISTRATIVE QUARTERS | 46 | 9 | 1 | 4 | 1 |
| FAR NORTH | MAYO-KANI | Porhi | PORHI SUB-DIVISIONAL MYEC | TOULOU | 90 | 16 | 1 | 3 | 2 |
| FAR NORTH | MAYO-KANI | Taïbong | TAIBONG SUB-DIVISIONAL MYEC | DZIGUILAO | 14 | 9 | 1 | 4 | 0 |
| FAR NORTH | MAYO-SAVA | Kolofata | KOLOFATA SUB-DIVISIONAL MYEC | | 20 | 20 | | 2 | 1 |
| FAR NORTH | MAYO-SAVA | Mora | MORA SUB-DIVISIONAL MYEC | FACE FORCE MIXTE | 4 | 5 | 1 | 6 | 1 |
| FAR NORTH | MAYO-SAVA | Mora | MAYO SAVA DIVISIONAL MYEC | ADMINISTRATIVE QUARTERS | 29 | 4 | 2 | 2 | 1 |
| FAR NORTH | MAYO-SAVA | Tokombéré | TOKOMBERE SUB-DIVISIONAL MYEC | ADMINISTRATIVE QUARTERS | | | | 1 | 2 |
| FAR NORTH | MAYO-TSANAGA | Bourrha | BOURHA SUB-DIVISIONAL MYEC | BOURHA | | 2 | 1 | 2 | 2 |
| FAR NORTH | MAYO-TSANAGA | Hina | HINA SUB-DIVISIONAL MYEC | HINA-MBARBAK | 2 | 3 | | 2 | 0 |
| FAR NORTH | MAYO-TSANAGA | Koza | KOZA SUB-DIVISIONAL MYEC | JOLI SOIR | 35 | 5 | 3 | 4 | 3 |
| FAR NORTH | MAYO-TSANAGA | Mayo-Moskota | MAYO-MOSKOTA SUB-DIVISIONAL MYEC | MOZOGO | 4 | 7 | 3 | 5 | 1 |
| FAR NORTH | MAYO-TSANAGA | Mogodé | MOGODE SUB-DIVISIONAL MYEC | KODAJIDA | 11 | 39 | | 11 | 0 |
| FAR NORTH | MAYO-TSANAGA | Mokolo | MOKOLO SUB-DIVISIONAL MYEC | ZAMAI | 7 | 3 | | 4 | 1 |
| FAR NORTH | MAYO-TSANAGA | Mokolo | MAYO TSANAGA DIVISIONAL MYEC | QUARTIER MAIRE | 17 | 4 | 2 | 2 | 0 |
| FAR NORTH | MAYO-TSANAGA | Soulédé-Roua | SOULEDE-ROUA SUB-DIVISIONAL MYEC | MAYO-ROUA | 22 | 7 | | 3 | 3 |
| LITTORAL | MOUNGO | Baré-Bakem | BARE-BAKEM SUB-DIVISIONAL MYEC | BAREKO (QUARTIER F) | 1 | 2 | | 1 | |
| LITTORAL | MOUNGO | Dibombari | DIBOMBARI SUB-DIVISIONAL MYEC | NJOBVELE | 2 | 2 | 2 | 2 | 1 |

| REGION | DIVISION | SUBDIVISION | NAME OF CENTRE | VILLAGE/NEIGHBOURHOOD | LEARNERS | | TRAINERS | | TRAINING ROOM |
|----------|-----------------|--------------|------------------------------------|--------------------------------|----------|-----|----------|-----|---------------|
| | | | | | WOMEN | MEN | WOMEN | MEN | |
| LITTORAL | MOUNGO | Fiko | FIKO SUB-DIVISIONAL MYEC | SOUZA | 17 | 13 | 2 | | 1 |
| LITTORAL | MOUNGO | Loum | LOUM SUB-DIVISIONAL MYEC | ABBATOIR | 2 | 10 | 1 | 7 | 1 |
| LITTORAL | MOUNGO | Manjo | MANJO SUB-DIVISIONAL MYEC | QUARTIER 4 | 48 | 15 | | 4 | 1 |
| LITTORAL | MOUNGO | Mbanga | MBANGA SUB-DIVISIONAL MYEC | QUARTIER 15 | 35 | 31 | 3 | 4 | 2 |
| LITTORAL | MOUNGO | Melong | MELONG SUB-DIVISIONAL MYEC | QUARTIER 6 | 29 | 18 | 3 | 2 | 4 |
| LITTORAL | MOUNGO | Mombo | MOMBO SUB-DIVISIONAL MYEC | BONANJO | 10 | 19 | 1 | 7 | 2 |
| LITTORAL | MOUNGO | Njombé-Penja | NJOMBE-PENJA SUB-DIVISIONAL MYEC | KOMPITA | 22 | 1 | 3 | 6 | 2 |
| LITTORAL | MOUNGO | Nkongsamba 1 | NKONGSAMBA I SUB-DIVISIONAL MYEC | EBOUMI | 7 | 5 | 2 | 2 | 4 |
| LITTORAL | MOUNGO | Nkongsamba 1 | MOUNGO DIVISIONAL MYEC | QUARTIER 6 | 4 | 4 | 3 | 7 | 2 |
| LITTORAL | MOUNGO | Nkongsamba 2 | NKONGSAMBA II SUB-DIVISIONAL MYEC | EKANGTE-CRTV | 23 | 14 | 1 | 1 | 2 |
| LITTORAL | MOUNGO | Nkongsamba 3 | NKONGSAMBA III SUB-DIVISIONAL MYEC | BARESSOUMTOU | 16 | 18 | 2 | | 3 |
| LITTORAL | MOUNGO | Nlonako | NLONAKO SUB-DIVISIONAL MYEC | EBONE | | | | | 1 |
| LITTORAL | NKAM | Nkondjock | NKONDJOCK SUB-DIVISIONAL MYEC | MBEMA | 1 | 5 | | | 1 |
| LITTORAL | NKAM | Nord-Makombé | NORD-MAKOMBE SUB-DIVISIONAL MYEC | NDOBIAN | 2 | 5 | 1 | 3 | 0 |
| LITTORAL | NKAM | Yabassi | YABASSI SUB-DIVISIONAL MYEC | YABASSI CENTRE | 2 | 5 | 1 | 1 | 1 |
| LITTORAL | NKAM | Yabassi | NKAM | YABASSI CENTRE DIVISIONAL MYEC | 24 | 18 | | 5 | 1 |
| LITTORAL | NKAM | Yingui | YINGUI SUB-DIVISIONAL MYEC | NDOMEN | 28 | 24 | 1 | 2 | 2 |
| LITTORAL | SANAGA-MARITIME | Dibamba | DIBAMBA SUB-DIVISIONAL MYEC | LOGBADJECK | 8 | 4 | 1 | 2 | 1 |
| LITTORAL | SANAGA-MARITIME | Dizangué | DIZANGUE SUB-DIVISIONAL MYEC | BEACH | 3 | 1 | 1 | 1 | |
| LITTORAL | SANAGA-MARITIME | Edéa 1er | EDEA SUB-DIVISIONAL MYEC | DOMAIN | 18 | 10 | 1 | 2 | 1 |
| LITTORAL | SANAGA-MARITIME | Edéa 1er | SANAGA-MARITIME DIVISIONAL MYEC | BONAMINKENGUE | 11 | 5 | 5 | 4 | 1 |

| REGION | DIVISION | SUBDIVISION | NAME OF CENTRE | VILLAGE/NEIGHBOURHOOD | LEARNERS | | TRAINERS | | TRAINING ROOM |
|----------|-----------------|--------------------|---------------------------------------|-----------------------------|----------|-----|----------|-----|---------------|
| | | | | | WOMEN | MEN | WOMEN | MEN | |
| LITTORAL | SANAGA-MARITIME | Edéa 2 | EDEA II SUB-DIVISIONAL MYEC | CITE DES CADRES EX-CELLUCAM | 53 | 49 | 2 | 5 | |
| LITTORAL | SANAGA-MARITIME | Massock-Songloulou | MASSOK-SONGLOULOU SUB-DIVISIONAL MYEC | SONG MBENGUE | 1 | 2 | | 3 | |
| LITTORAL | SANAGA-MARITIME | Mouanko | MOUANKO SUB-DIVISIONAL MYEC | NDONG MONGO | 7 | 8 | | 2 | 3 |
| LITTORAL | SANAGA-MARITIME | Ndom | NDOM SUB-DIVISIONAL MYEC | NDOM CENTRE | 3 | 2 | | 2 | |
| LITTORAL | SANAGA-MARITIME | Ngambé | NGAMBE SUB-DIVISIONAL MYEC | NGOMPEM | 4 | 6 | | 2 | 1 |
| LITTORAL | SANAGA-MARITIME | Ngwei | NGWEI SUB-DIVISIONAL MYEC | MAKONDO | 7 | 5 | | 2 | 1 |
| LITTORAL | SANAGA-MARITIME | Nyanon | NYANON SUB-DIVISIONAL MYEC | NYANON | 25 | 30 | | 1 | |
| LITTORAL | SANAGA-MARITIME | Pouma | POUMA SUB-DIVISIONAL MYEC | ADMINISTRATIVE QUARTERS | | | 2 | 3 | 1 |
| LITTORAL | WOURI | Douala 1 | DOUALA I SUB-DIVISIONAL MYEC | BEPANDA OMNISPORT | 10 | 16 | 6 | 2 | |
| LITTORAL | WOURI | Douala 1 | MAISON DES JEUNES DE BEPANDA | BEPANDA OMNISPORT | 14 | 12 | 4 | 5 | 2 |
| LITTORAL | WOURI | Douala 2 | DOUALA II SUB-DIVISIONAL MYEC | NEW-BELL | 28 | 21 | 1 | 3 | 2 |
| LITTORAL | WOURI | Douala 2 | LITTORAL REGIONAL MYEC | NEW-BELL | 23 | 97 | 11 | 4 | 3 |
| LITTORAL | WOURI | Douala 3 | DOUALA III SUB-DIVISIONAL MYEC | YASSA | 36 | 8 | 4 | 3 | 1 |
| LITTORAL | WOURI | Douala 3 | DOUALA DIVISIONAL MYEC | NDOG MBE | 23 | 42 | 12 | 15 | 9 |
| LITTORAL | WOURI | Douala 4 | DOUALA IV SUB-DIVISIONAL MYEC | BONABERI-BONASSAMA | 6 | 12 | 2 | 3 | |
| LITTORAL | WOURI | Douala 5 | DOUALA V SUB-DIVISIONAL MYEC | KOTTO | 57 | 45 | 4 | 6 | 1 |
| LITTORAL | WOURI | Douala 5 | DOUALA SUB-DIVISIONAL MYEC | CITE SIC | 74 | 105 | 11 | 13 | 13 |
| LITTORAL | WOURI | Douala 6 | DOUALA VI SUB-DIVISIONAL MYEC | PLATEAU | | 2 | | 2 | |

| REGION | DIVISION | SUBDIVISION | NAME OF CENTRE | VILLAGE/NEIGHBOURHOOD | LEARNERS | | TRAINERS | | TRAINING ROOM |
|--------|------------|-------------|---------------------------------|------------------------------------|----------|-----|----------|-----|---------------|
| | | | | | WOMEN | MEN | WOMEN | MEN | |
| NORTH | BENOUE | Bashéo | BASCHEO SUB-DIVISIONAL MYEC | LAMORDE | 14 | 12 | 1 | 3 | |
| NORTH | BENOUE | Bibémi | BIBEMI SUB-DIVISIONAL MYEC | FOULBERE | 16 | 9 | | 6 | 1 |
| NORTH | BENOUE | Dembo | DEMBO SUB-DIVISIONAL MYEC | DEMBO CENTRE | 18 | 14 | | 2 | 1 |
| NORTH | BENOUE | Demsa | DEMSA SUB-DIVISIONAL MYEC | GASCHIGA | 12 | | 1 | 1 | 1 |
| NORTH | BENOUE | Garoua 1 | GAROUA I SUB-DIVISIONAL MYEC | PLATEAU | 18 | 19 | 3 | 8 | 2 |
| NORTH | BENOUE | Garoua 1 | NORTH REGIONAL MYEC | KOLLERE | 83 | 100 | 6 | 5 | 3 |
| NORTH | BENOUE | Garoua 2 | GAROUA II SUB-DIVISIONAL MYEC | POUKOULOUKOU 1 | 34 | | 4 | 2 | 2 |
| NORTH | BENOUE | Garoua 2 | BENOUE DIVISIONAL MYEC | MAROUARE GPIG | 5 | 7 | | 5 | 4 |
| NORTH | BENOUE | Garoua 3 | GAROUA III SUB-DIVISIONAL MYEC | BOCKLE | 101 | 9 | 1 | 3 | 0 |
| NORTH | BENOUE | Lagdo | LAGDO SUB-DIVISIONAL MYEC | DYNAMIQUE | 6 | 4 | 1 | 1 | 3 |
| NORTH | BENOUE | Mayo-Hourna | MAYO-HOURNA SUB-DIVISIONAL MYEC | BARNDAKE (ADMINISTRATIVE QUARTERS) | 8 | 25 | | 5 | 1 |
| NORTH | BENOUE | Pitoea | PITOA SUB-DIVISIONAL MYEC | DOLLERE | 44 | 12 | 1 | 5 | 2 |
| NORTH | BENOUE | Tchéboa | TCHEBOA SUB-DIVISIONAL MYEC | NGONG/TCHATCHARA | 9 | 2 | 3 | 3 | 1 |
| NORTH | BENOUE | Touroua | TOUROUA SUB-DIVISIONAL MYEC | ADMINISTRATIVE | 6 | 16 | 0 | 3 | |
| NORTH | FARO | Béka | BEKA SUB-DIVISIONAL MYEC | CENTRE ADMINISTRATIF BEKA 2 | 3 | 22 | | 2 | 1 |
| NORTH | FARO | Poli | POLI SUB-DIVISIONAL MYEC | ACACIA | 23 | 22 | 4 | 10 | |
| NORTH | FARO | Poli | FARO DIVISIONAL MYEC | BOUNDJE | 64 | 81 | 2 | 4 | 3 |
| NORTH | MAYO-LOUTI | Figuil | FIGUIL SUB-DIVISIONAL MYEC | BINDIRE | 29 | 24 | 2 | 2 | 1 |
| NORTH | MAYO-LOUTI | Guider | GUIDER SUB-DIVISIONAL MYEC | KAIGAMA | 22 | 3 | 4 | 4 | 2 |
| NORTH | MAYO-LOUTI | Guider | MAYO LOUTI DIVISIONAL MYEC | KAIGAMA | 15 | 6 | 2 | 6 | 2 |
| NORTH | MAYO-LOUTI | Mayo-Oulo | MAYO-OULO SUB-DIVISIONAL MYEC | MAIRIE | 57 | 49 | 1 | 2 | 1 |
| NORTH | MAYO-REY | Madingring | MADINGRING SUB-DIVISIONAL MYEC | ADMINISTRATIVE CENTRE | 24 | 128 | 2 | 9 | 1 |

| REGION | DIVISION | SUBDIVISION | NAME OF CENTRE | VILLAGE/NEIGHBOURHOOD | LEARNERS | | TRAINERS | | TRAINING ROOM |
|------------|---------------|---------------|-------------------------------|-----------------------|----------|-----|----------|-----|---------------|
| | | | | | WOMEN | MEN | WOMEN | MEN | |
| NORTH | MAYO-REY | Rey-Bouba | REY-BOUBA SUB-DIVISIONAL MYEC | REY-BOUBA | 15 | 30 | | 3 | 1 |
| NORTH | MAYO-REY | Tcholliré | TCHOLLIRE SUB-DIVISIONAL MYEC | GAMBA | 2 | 19 | 1 | 1 | 1 |
| NORTH | MAYO-REY | Tcholliré | MAYO REY DIVISIONAL MYEC | NDOKVET | 16 | 37 | | 3 | 1 |
| NORTH | MAYO-REY | Touboro | TOUBORO SUB-DIVISIONAL MYEC | TOUBORO CENTRE | 9 | 13 | 2 | 1 | 2 |
| NORTH WEST | BOYO | Belo | BELO SUB-DIVISIONAL MYEC | BELO | 6 | | | 3 | 1 |
| NORTH WEST | BOYO | Bum | BUM SUB-DIVISIONAL MYEC | FONFUKA | 11 | 9 | | 1 | 3 |
| NORTH WEST | BOYO | Fundong | FUNDONG SUB-DIVISIONAL MYEC | HAOSA QUATER | 6 | 2 | 1 | 2 | 2 |
| NORTH WEST | BOYO | Fundong | BOYO DIVISIONAL MYEC | ISAIBAL | 3 | 2 | 1 | 1 | 3 |
| NORTH WEST | BOYO | Njinikom | NJINIKOM SUB-DIVISIONAL MYEC | NJINIKOM ROUNABOUT | 9 | 2 | 3 | 2 | 0 |
| NORTH WEST | BUI | Jakiri | JAKIRI SUB-DIVISIONAL MYEC | KOUWONG QUARTER | 2 | 3 | 3 | 1 | 0 |
| NORTH WEST | BUI | Kumbo | KUMBO SUB-DIVISIONAL MYEC | TOBIN | | | 1 | | 0 |
| NORTH WEST | BUI | Kumbo | BUI DIVISIONAL MYEC | KUMBO | 4 | 5 | | 1 | 11 |
| NORTH WEST | BUI | Mven à Mbiame | MBVEN SUB-DIVISIONAL MYEC | MBVEN | 2 | 2 | | 1 | 1 |
| NORTH WEST | BUI | Nkum | NKUM SUB-DIVISIONAL MYEC | TATUM | | | 1 | 1 | 1 |
| NORTH WEST | BUI | Noni | NONI SUB-DIVISIONAL MYEC | NKOR | 5 | 3 | 1 | 1 | 0 |
| NORTH WEST | BUI | Oku | OKU SUB-DIVISIONAL MYEC | KEYOM ELAN OKU | 7 | 0 | 1 | 2 | 1 |
| NORTH WEST | DONGA-MANTUNG | Ako | AKO SUB-DIVISIONAL MYEC | AKO | 15 | 13 | 2 | 3 | 0 |
| NORTH WEST | DONGA-MANTUNG | Misaje | MISAJE SUB-DIVISIONAL MYEC | NKANCHI | 28 | 24 | 3 | 3 | 10 |
| NORTH WEST | DONGA-MANTUNG | Ndu | NDU SUB-DIVISIONAL MYEC | NDU | 5 | 4 | 1 | 3 | 1 |
| NORTH WEST | DONGA-MANTUNG | Nkambe | NKAMBE SUB-DIVISIONAL MYEC | NGWAYU QUARTER | 14 | 4 | | 3 | 2 |
| NORTH WEST | DONGA-MANTUNG | Nkambe | DONGA-MANTUNG REGIONAL MYEC | AND OF TAR-BOCOM | 4 | 6 | 2 | 4 | 1 |
| NORTH WEST | DONGA-MANTUNG | Nwa | NWA SUB-DIVISIONAL MYEC | NWA | 6 | 4 | 2 | 3 | |
| NORTH WEST | MENCHUM | Fungom | FUNGOM SUB-DIVISIONAL MYEC | ESU | 8 | 8 | 2 | 3 | 4 |
| NORTH WEST | MENCHUM | Furu-Awa | FURU-AWA SUB-DIVISIONAL MYEC | MARKET SQUARES | 5 | 7 | 1 | 2 | 0 |

| REGION | DIVISION | SUBDIVISION | NAME OF CENTRE | VILLAGE/NEIGHBOURHOOD | LEARNERS | | TRAINERS | | TRAINING ROOM |
|------------|--------------|----------------|------------------------------------|------------------------|----------|-----|----------|-----|---------------|
| | | | | | WOMEN | MEN | WOMEN | MEN | |
| NORTH WEST | MENCHUM | Menchum-Valley | MENCHUM VALLEY SUB-DIVISIONAL MYEC | BENAKUM, OGANG QUARTER | 27 | 9 | 2 | 5 | 0 |
| NORTH WEST | MENCHUM | Wum | WUM SUB-DIVISIONAL MYEC | KESU | 5 | 5 | 2 | 1 | 0 |
| NORTH WEST | MENCHUM | Wum | MENCHUM DIVISIONAL MYEC | PRISON JUNCTION | 4 | 3 | | 1 | 0 |
| NORTH WEST | MEZAM | Bafut | BAFUT SUB-DIVISIONAL MYEC | AGYATI | 3 | 2 | 3 | 2 | 0 |
| NORTH WEST | MEZAM | Bali | BALI SUB-DIVISIONAL MYEC | GWAN | 2 | 1 | 3 | 2 | 0 |
| NORTH WEST | MEZAM | Bamenda 1 | BAMENDA I SUB-DIVISIONAL MYEC | MILE I UP STATION | 8 | | 3 | 1 | 0 |
| NORTH WEST | MEZAM | Bamenda 1 | NORTH WEST REGIONAL MYEC | ALAHE MILE | 9 | 17 | 2 | 7 | 6 |
| NORTH WEST | MEZAM | Bamenda 2 | BAMENDA II SUB-DIVISIONAL MYEC | META QUATERS | 3 | | 4 | 1 | 0 |
| NORTH WEST | MEZAM | Bamenda 2 | MEZAM DIVISIONAL MYEC | MANKOM | 15 | 5 | 10 | 1 | 0 |
| NORTH WEST | MEZAM | Bamenda 3 | BAMENDA III SUB-DIVISIONAL MYEC | NKWEN MILE 4 | 10 | 3 | 4 | | 0 |
| NORTH WEST | MEZAM | Santa | SANTA SUB-DIVISIONAL MYEC | SANTA MBE MUCHAM | 11 | 2 | 1 | 2 | 0 |
| NORTH WEST | MEZAM | Tubah | TUBAH SUB-DIVISIONAL MYEC | BAMBUI | 12 | 1 | 2 | 1 | 0 |
| NORTH WEST | MOMO | Batibo | BATIBO SUB-DIVISIONAL MYEC | DOWN PARK BATIBO | 13 | 26 | 6 | | 1 |
| NORTH WEST | MOMO | Mbengwi | MBENGWI SUB-DIVISIONAL MYEC | MULE 18 MBENGWI | 13 | 16 | | 6 | 1 |
| NORTH WEST | MOMO | Mbengwi | MOMO DIVISIONAL MYEC | MILE 18 KU-BOME | 12 | 3 | 2 | 4 | 0 |
| NORTH WEST | MOMO | Ngie | NGIE SUB-DIVISIONAL MYEC | ANDEK | | | | 2 | 0 |
| NORTH WEST | MOMO | Njikwa | NJIKWA SUB-DIVISIONAL MYEC | NGWO | 9 | 2 | 3 | 1 | 0 |
| NORTH WEST | MOMO | Widikum | WIDIKUM SUB-DIVISIONAL MYEC | BOFFEE | 2 | 1 | 1 | 2 | 6 |
| NORTH WEST | NGO-KETUNJIA | Babessi | BABESSI SUB-DIVISIONAL MYEC | ABAKWA | 2 | 0 | 1 | 2 | 1 |
| NORTH WEST | NGO-KETUNJIA | Balikumbat | BALIKUMBAT SUB-DIVISIONAL MYEC | BALIKUMBAT | 4 | 5 | | 3 | 0 |
| NORTH WEST | NGO-KETUNJIA | Ndop | NDOP SUB-DIVISIONAL MYEC | NCHE STREET | 9 | 10 | 1 | 4 | 3 |
| NORTH WEST | NGO-KETUNJIA | Ndop | NGOKETUNJIA DIVISIONAL MYEC | LONG STREET | 26 | 19 | 4 | 3 | 2 |
| WEST | BAMBOUTOS | Babadjou | BABADJOU SUB-DIVISIONAL MYEC | TOUMAKA | 14 | 2 | 2 | 1 | 2 |
| WEST | BAMBOUTOS | Batcham | BATCHAM SUB-DIVISIONAL MYEC | BATCHAM | 44 | 68 | 5 | 5 | 4 |
| WEST | BAMBOUTOS | Galim | GALIM SUB-DIVISIONAL MYEC | TATAH | 8 | 13 | | 4 | 3 |

| REGION | DIVISION | SUBDIVISION | NAME OF CENTRE | VILLAGE/NEIGHBOURHOOD | LEARNERS | | TRAINERS | | TRAINING ROOM |
|--------|----------------|-------------|---------------------------------|-----------------------------------|----------|-----|----------|-----|---------------|
| | | | | | WOMEN | MEN | WOMEN | MEN | |
| WEST | BAMBOUTOS | Mbouda | MBOUDA SUB-DIVISIONAL MYEC | BAMEBORO | 28 | 9 | 1 | 2 | 1 |
| WEST | BAMBOUTOS | Mbouda | BAMBOUTOS DIVISIONAL MYEC | MBOUDA CENTRE | 17 | 4 | 1 | 5 | 6 |
| WEST | HAUT-NKAM | Bafang | BAFANG SUB-DIVISIONAL MYEC | DOMGA BLOC 4 | 9 | 3 | 3 | 2 | 1 |
| WEST | HAUT-NKAM | Bafang | HAUT-NKAM DIVISIONAL MYEC | CHEU'MA' | 56 | 68 | | 2 | |
| WEST | HAUT-NKAM | Bakou | BAKOU SUB-DIVISIONAL MYEC | BAKOU | 2 | 2 | 2 | 3 | |
| WEST | HAUT-NKAM | Bana | BANA SUB-DIVISIONAL MYEC | BANA (CHIMENDEU) | 8 | 5 | 2 | 5 | 0 |
| WEST | HAUT-NKAM | Bandja | BANDJA SUB-DIVISIONAL MYEC | BAKACHEU | 15 | 25 | 1 | 3 | 1 |
| WEST | HAUT-NKAM | Banka | BANKA SUB-DIVISIONAL MYEC | BANKA | 3 | 6 | 2 | 6 | |
| WEST | HAUT-NKAM | Banwa | BANWA SUB-DIVISIONAL MYEC | BANWA | 3 | 1 | | 1 | 1 |
| WEST | HAUT-NKAM | Kekem | KEKEM SUB-DIVISIONAL MYEC | KING-PLACE | 18 | 2 | 2 | 1 | 2 |
| WEST | HAUTS-PLATEAUX | Baham | BAHAM SUB-DIVISIONAL MYEC | ADMINISTRATIVE QUARTERS | 3 | | 1 | 2 | 1 |
| WEST | HAUTS-PLATEAUX | Baham | HAUTS-PLATEAUX DIVISIONAL MYEC | BAHAM VILLE ADMINISTRATIVE CENTRE | 7 | 6 | | 4 | 1 |
| WEST | HAUTS-PLATEAUX | Bamendjou | BAMENDJOU SUB-DIVISIONAL MYEC | NDANG | 9 | | 5 | | 1 |
| WEST | HAUTS-PLATEAUX | Bangou | BANGOU SUB-DIVISIONAL MYEC | LAGWEU | 8 | 15 | 1 | 2 | 1 |
| WEST | HAUTS-PLATEAUX | Batié | BATIE SUB-DIVISIONAL MYEC | TCHOMSO/BALAGOU | 5 | | 1 | 1 | |
| WEST | KOUNG-KHI | Bayangam | BAYANGAM SUB-DIVISIONAL MYEC | TOUGWE-MBEM | 7 | 9 | | 3 | 3 |
| WEST | KOUNG-KHI | Djebem | DJEBEM SUB-DIVISIONAL MYEC | DEMDMF | 6 | 9 | 1 | 1 | |
| WEST | KOUNG-KHI | Poumougne | POUMOUGNE SUB-DIVISIONAL MYEC | PETE BANDJOUN | 14 | 23 | 2 | 2 | 1 |
| WEST | KOUNG-KHI | Poumougne | KOUNG-KHI REGIONAL MYEC | BANDJOUN | 11 | 4 | 1 | 2 | 2 |
| WEST | MENOUA | Dschang | DSCHANG SUB-DIVISIONAL MYEC | FOTO | 8 | 9 | 1 | 3 | 1 |
| WEST | MENOUA | Dschang | MENOUA DIVISIONAL MYEC | FOTO NGWA | 12 | 5 | 2 | 1 | 2 |
| WEST | MENOUA | Fokoué | FOKOUÉ SUB-DIVISIONAL MYEC | CENTRE URBAIN | 1 | 2 | 2 | 4 | 1 |
| WEST | MENOUA | Fongo-Tongo | FONGO-TONGO SUB-DIVISIONAL MYEC | NZI FODA | 8 | | 2 | 3 | |
| WEST | MENOUA | Nkong-Ni | NKONG-NI SUB-DIVISIONAL MYEC | NKONG-ZEM | 13 | 6 | | 2 | |

| REGION | DIVISION | SUBDIVISION | NAME OF CENTRE | VILLAGE/NEIGHBOURHOOD | LEARNERS | | TRAINERS | | TRAINING ROOM |
|--------|-------------|--------------|-----------------------------------|---|----------|-----|----------|-----|---------------|
| | | | | | WOMEN | MEN | WOMEN | MEN | |
| WEST | MENOUA | Penka-Michel | PENKA-MICHEL SUB-DIVISIONAL MYEC | NYLON | 5 | 2 | 3 | | 1 |
| WEST | MENOUA | Santchou | SANTCHOU SUB-DIVISIONAL MYEC | MANZOKO | 3 | 4 | | 2 | |
| WEST | MIFI | Bafoussam 1 | BAFOUSSAM I SUB-DIVISIONAL MYEC | BAFOUSSAM | 3 | 2 | 7 | 4 | 1 |
| WEST | MIFI | Bafoussam 1 | MIFI DIVISIONAL MYEC | BANENGO | 70 | 63 | 5 | 9 | 2 |
| WEST | MIFI | Bafoussam 2 | BAFOUSSAM II SUB-DIVISIONAL MYEC | LAFE-BALENG | 14 | 1 | 2 | | 1 |
| WEST | MIFI | Bafoussam 2 | WEST DIVISIONAL MYEC | NYLON | 20 | 20 | 6 | 5 | 2 |
| WEST | MIFI | Bafoussam 3 | BAFOUSSAM III SUB-DIVISIONAL MYEC | BAMOUGOUM | 5 | | 4 | 2 | 2 |
| WEST | NDE | Bangangté | BANGANGTE SUB-DIVISIONAL MYEC | QUARTIER 1 | 6 | | 2 | 1 | 1 |
| WEST | NDE | Bangangté | NDE DIVISIONAL MYEC | QUARTIER 1 | 19 | 27 | 4 | 6 | |
| WEST | NDE | Bassamba | BASSAMBA SUB-DIVISIONAL MYEC | NTAKOU QUARTIER 2 | | | | | 2 |
| WEST | NDE | Bazou | BAZOU SUB-DIVISIONAL MYEC | BAZOU/CASE COMMUNAUTAIRE DE BAZOU | 20 | 48 | 3 | 6 | 2 |
| WEST | NDE | Tonga | TONGA SUB-DIVISIONAL MYEC | | 42 | 47 | 2 | 4 | 1 |
| WEST | NOUN | Bangourain | BANGOURAIN SUB-DIVISIONAL MYEC | NJINTOUT | 19 | 1 | 1 | 1 | 3 |
| WEST | NOUN | Foumban | FOUMBAN SUB-DIVISIONAL MYEC | NJINDARE | 7 | 3 | 1 | 3 | 1 |
| WEST | NOUN | Foumban | NOUN DIVISIONAL MYEC | MALATAM (FOYER) | 130 | 20 | 4 | 11 | 2 |
| WEST | NOUN | Foumbot | FOUMBOT SUB-DIVISIONAL MYEC | MBANTOU | 4 | 1 | | 3 | 1 |
| WEST | NOUN | Kouoptamo | KOUOPTAMO SUB-DIVISIONAL MYEC | BANKOUOP | 9 | 2 | | 6 | 2 |
| WEST | NOUN | Koutaba | KOUTABA SUB-DIVISIONAL MYEC | ADMINISTRATIVE QUARTERS | 26 | 2 | 3 | 3 | |
| WEST | NOUN | Magba | MAGBA SUB-DIVISIONAL MYEC | | 29 | 5 | 2 | 5 | 2 |
| WEST | NOUN | Malentouen | MALENTOUEN SUB-DIVISIONAL MYEC | | | 9 | | 2 | |
| WEST | NOUN | Massangam | MASSANGAM SUB-DIVISIONAL MYEC | MASSANGAM | 23 | 6 | 24 | 6 | 1 |
| WEST | NOUN | Njimom | Njimom SUB-DIVISIONAL MYEC | MAKOUAT | 17 | 8 | | 8 | 1 |
| SOUTH | DJA-ET-LOBO | Bengbis | BENGBIS SUB-DIVISIONAL MYEC | BENGBIS | 2 | 8 | 1 | | 0 |

| REGION | DIVISION | SUBDIVISION | NAME OF CENTRE | VILLAGE/NEIGHBOURHOOD | LEARNERS | | TRAINERS | | TRAINING ROOM |
|--------|-------------|--------------|----------------------------------|----------------------------|----------|-----|----------|-----|---------------|
| | | | | | WOMEN | MEN | WOMEN | MEN | |
| SOUTH | DJA-ET-LOBO | Djoum | DJOUM SUB-DIVISIONAL MYEC | ADMINISTRATIVE CENTRE | | | 1 | 1 | 0 |
| SOUTH | DJA-ET-LOBO | Meyomessala | MEYOMESSALA SUB-DIVISIONAL MYEC | NGAT | 1 | 9 | 4 | 1 | 8 |
| SOUTH | DJA-ET-LOBO | Meyomessi | MEYOMESSI SUB-DIVISIONAL MYEC | MEYOMESSI CENTRE | | | | | 0 |
| SOUTH | DJA-ET-LOBO | Mintom | MINTOM SUB-DIVISIONAL MYEC | MINTOM VILLE | 3 | 7 | 1 | 2 | 0 |
| SOUTH | DJA-ET-LOBO | Oveng | OVENG SUB-DIVISIONAL MYEC | OVENG CENTRE | 3 | 5 | | 1 | 0 |
| SOUTH | DJA-ET-LOBO | Sangmelima | SANGMELIMA SUB-DIVISIONAL MYEC | SANGMELIMA CENTRE | 5 | 17 | 1 | 1 | 0 |
| SOUTH | DJA-ET-LOBO | Sangmelima | DJA AND LOBO DIVISIONAL MYEC | ADMINISTRATIVE QUARTERS | 1 | 2 | 4 | 1 | 2 |
| SOUTH | DJA-ET-LOBO | Zoetele | ZOETELE SUB-DIVISIONAL MYEC | ZOETELE | 5 | | 1 | 1 | 0 |
| SOUTH | MVILA | Biwong-Bane | BIWONG-BANE SUB-DIVISIONAL MYEC | NGOAZIP I | 1 | | 1 | | 2 |
| SOUTH | MVILA | Biwong-Bulu | BIWONG-BULU SUB-DIVISIONAL MYEC | BIWONG-BULU | 5 | 26 | | 2 | 0 |
| SOUTH | MVILA | Ebolowa 1 | EBOLOWA I SUB-DIVISIONAL MYEC | EBOLOWA SI 1 (POLE ARTCAM) | 12 | 7 | 1 | 4 | 1 |
| SOUTH | MVILA | Ebolowa 1 | MVILA DIVISIONAL MYEC | ROND POINT A 2000 CCA | 78 | 57 | 2 | 1 | 0 |
| SOUTH | MVILA | Ebolowa 1 | CMPJ REGIONAL DU SUD | MENDAMESSAMAN | 19 | 14 | 8 | 5 | 4 |
| SOUTH | MVILA | Ebolowa 2 | EBOLOWA II SUB-DIVISIONAL MYEC | ANGALE | 1 | | 1 | | 0 |
| SOUTH | MVILA | Efoulan | EFOULAN SUB-DIVISIONAL MYEC | EFOULAN | 3 | 11 | | 2 | 0 |
| SOUTH | MVILA | Mengong | MENGONG SUB-DIVISIONAL MYEC | MINKAN | 2 | 4 | 2 | 4 | 0 |
| SOUTH | MVILA | Mvangane | MVANGANE SUB-DIVISIONAL MYEC | ADMINISTRATIVE QUARTERS | | | | | 0 |
| SOUTH | MVILA | Ngoulemakong | NGOULEMAKONG SUB-DIVISIONAL MYEC | ADMINISTRATIVE QUARTERS | 5 | 16 | 2 | 1 | 0 |
| SOUTH | OCEAN | Akom 2 | AKOM II SUB-DIVISIONAL MYEC | NDAGENG | 14 | 37 | 2 | 4 | 0 |
| SOUTH | OCEAN | Bipindi | BIPINDI SUB-DIVISIONAL MYEC | CENTRE VILLE DERRIERE CMA | 4 | 3 | 1 | 1 | 6 |

| REGION | DIVISION | SUBDIVISION | NAME OF CENTRE | VILLAGE/NEIGHBOURHOOD | LEARNERS | | TRAINERS | | TRAINING ROOM |
|------------|---------------------|-------------|---------------------------------------|---------------------------------|----------|-----|----------|-----|---------------|
| | | | | | WOMEN | MEN | WOMEN | MEN | |
| SOUTH | OCEAN | Campo | CAMPO SUB-DIVISIONAL MYEC | BOKOMBE ADMINISTRATIVE QUARTERS | 16 | 35 | 1 | 7 | 1 |
| SOUTH | OCEAN | Kribi 1 | KRIBI I SUB-DIVISIONAL MYEC | MASSAKA | | | 4 | 2 | 0 |
| SOUTH | OCEAN | Kribi 1 | OCEAN DIVISIONAL MYEC | NEW TOWN | 28 | 10 | 11 | 3 | 4 |
| SOUTH | OCEAN | Kribi 2 | KRIBI II SUB-DIVISIONAL MYEC | MPALLA | | | 1 | 1 | 1 |
| SOUTH | OCEAN | Lokoundjé | LOKOUNDJE SUB-DIVISIONAL MYEC | FIFINDA | 11 | 4 | 3 | | 2 |
| SOUTH | OCEAN | Lolodorf | LOLODORF SUB-DIVISIONAL MYEC | BIG BALLY | 30 | 38 | 2 | 3 | 3 |
| SOUTH | OCEAN | Mvengue | MVENGUE SUB-DIVISIONAL MYEC | MVENGUE CENTRE | 2 | 2 | 1 | 1 | 1 |
| SOUTH | OCEAN | Nyété | NIETE SUB-DIVISIONAL MYEC | ADJAP | 4 | 22 | 3 | | 0 |
| SOUTH | VALLEE DU NTEM | Ambam | AMBAM SUB-DIVISIONAL MYEC | CENTRE URBAIN | 16 | 3 | | 2 | 1 |
| SOUTH | VALLEE DU NTEM | Ambam | VALLEE DU NTEM DIVISIONAL MYEC | CENTRAL TOWN | 35 | 40 | 1 | 3 | 2 |
| SOUTH | VALLEE DU NTEM | Kye-Ossi | KYE-OSSI SUB-DIVISIONAL MYEC | KYE-OSSI | 10 | 2 | 3 | 2 | 6 |
| SOUTH | VALLEE DU NTEM | Ma'an | MA'AN SUB-DIVISIONAL MYEC | MA'AN URBAIN | 5 | 7 | | 4 | 0 |
| SOUTH | VALLEE DU NTEM | Olamze | OLAMZE SUB-DIVISIONAL MYEC | OLAMZE CENTRE | 3 | 19 | | | 0 |
| SOUTH WEST | FAKO | Buea | BUEA SUB-DIVISIONAL MYEC | CLERKS QUARTERS | 6 | 9 | 3 | 3 | 1 |
| SOUTH WEST | FAKO | Buea | SOUTH WEST REGIONAL MYEC | BUEA-TOWN | 93 | 60 | 12 | 6 | 5 |
| SOUTH WEST | FAKO | Limbe 1 | LIMBE I SUB-DIVISIONAL MYEC | SAPPA ROAD | 1 | 4 | 3 | 3 | 0 |
| SOUTH WEST | FAKO | Limbe 1 | FAKO DIVISIONAL MYEC | SAPPA ROAD | 8 | 13 | 6 | 3 | 2 |
| SOUTH WEST | FAKO | Limbe 2 | LIMBE II SUB-DIVISIONAL MYEC | MIKUNDANGE | 5 | 5 | 5 | 1 | 0 |
| SOUTH WEST | FAKO | Limbe 3 | LIMBE III SUB-DIVISIONAL MYEC | MAN O WAR BAY | 11 | 6 | 1 | 2 | 0 |
| SOUTH WEST | FAKO | Muyuka | MUYUKA SUB-DIVISIONAL MYEC | | 9 | 12 | 1 | 1 | 0 |
| SOUTH WEST | FAKO | Tiko | TIKO SUB-DIVISIONAL MYEC | LONG STREET | 21 | 9 | 6 | 1 | 0 |
| SOUTH WEST | FAKO | West-Coast | WEST COAST SUB-DIVISIONAL MYEC | WEST COAST | 4 | 1 | 1 | | 1 |
| SOUTH WEST | KOUBE-ET-MANENGOUBA | Bangem | BANGEM SUB-DIVISIONAL MYEC | MUANGELONG | 27 | 78 | | 5 | 1 |
| SOUTH WEST | KOUBE-ET-MANENGOUBA | Bangem | CMPJ DEPARTEMENTAL DU KUPE MUANENGUBA | HAOUSA QUATERS-MBUH VILLAGE | | 4 | | 2 | 1 |

| REGION | DIVISION | SUBDIVISION | NAME OF CENTRE | VILLAGE/NEIGHBOURHOOD | LEARNERS | | TRAINERS | | TRAINING ROOM |
|------------|---------------------|--------------|--------------------------------------|-----------------------------|----------|-----|----------|-----|---------------|
| | | | | | WOMEN | MEN | WOMEN | MEN | |
| SOUTH WEST | KOUBE-ET-MANENGOUBA | Nguti | NGUTI SUB-DIVISIONAL MYEC | RESIDENTIAL QUARTERS | 3 | 2 | 1 | 2 | 1 |
| SOUTH WEST | KOUBE-ET-MANENGOUBA | Tombel | TOMBEL SUB-DIVISIONAL MYEC | TOMBEL | 12 | 16 | 4 | 7 | 0 |
| SOUTH WEST | LEBIALEM | Alou | ALOU SUB-DIVISIONAL MYEC | FONJUMETAW/NW AMETAW | 8 | 1 | 1 | | 0 |
| SOUTH WEST | LEBIALEM | Fontem | FONTEM SUB-DIVISIONAL MYEC | OPPOSITE MENJI MARKET | 5 | 2 | 2 | 2 | 1 |
| SOUTH WEST | LEBIALEM | Fontem | LEBIALEM DIVISIONAL MYEC | GTHS FONTEM AND GBHS FONTEM | | 3 | | 2 | 3 |
| SOUTH WEST | LEBIALEM | Wabane | WABANE SUB-DIVISIONAL MYEC | | 10 | 15 | | 1 | 0 |
| SOUTH WEST | MANYU | Akwaya | AKWAYA SUB-DIVISIONAL MYEC | BEHIND OLD MARKET | 12 | 5 | 3 | 2 | 2 |
| SOUTH WEST | MANYU | Eyumodjock | EYUMOJOCK SUB-DIVISIONAL MYEC | EYUMOJOCK | 6 | 1 | 6 | 1 | 0 |
| SOUTH WEST | MANYU | Mamfe | MAMFE SUB-DIVISIONAL MYEC | BISSONGABANG ROAD | 4 | 3 | 1 | 3 | 0 |
| SOUTH WEST | MANYU | Mamfe | NFAITOCK II SUB-DIVISIONAL MYEC | NFAITOCK II | 3 | 3 | 1 | 1 | 2 |
| SOUTH WEST | MANYU | Mamfe | MANYU DIVISIONAL MYEC | LALA | 3 | 8 | | 4 | 3 |
| SOUTH WEST | MANYU | Upper Bayang | CMPJ D'ARRONDISSEMENT D'UPPER-BAYANG | BACHUO AKAGBE | 5 | 2 | 2 | 1 | 2 |
| SOUTH WEST | MANYU | Upper Bayang | ETOKO NEIGHBOURHOOD MYEC | ETOKO MILLE 22 | 4 | 11 | 0 | 3 | 0 |
| SOUTH WEST | MEME | Konye | KONYE SUB-DIVISIONAL MYEC | | | | | | 0 |
| SOUTH WEST | MEME | Kumba 1 | KUMBA I SUB-DIVISIONAL MYEC | KUMBA TOWN | 5 | 3 | 1 | 2 | 1 |
| SOUTH WEST | MEME | Kumba 1 | MEME DIVISIONAL MYEC | NEW QUARTERS | 158 | 401 | | | 8 |
| SOUTH WEST | MEME | Kumba 2 | KUMBA II SUB-DIVISIONAL MYEC | FIANGO | 10 | 0 | 3 | | 2 |
| SOUTH WEST | MEME | Kumba 3 | KUMBA III SUB-DIVISIONAL MYEC | MAMBANDA | 5 | 10 | 1 | 3 | 0 |
| SOUTH WEST | MEME | Mbonge | MBONGE SUB-DIVISIONAL MYEC | MBONGE | 4 | 2 | 2 | 1 | 1 |
| SOUTH WEST | NDIAN | Bamusso | BAMUSSO SUB-DIVISIONAL MYEC | YENDA | 5 | 5 | | 1 | 1 |
| SOUTH WEST | NDIAN | Dikome Balue | DIKOME-BALUE SUB-DIVISIONAL MYEC | DIKOME | 11 | 6 | 0 | 3 | 0 |

| REGION | DIVISION | SUBDIVISION | NAME OF CENTRE | VILLAGE/NEIGHBOURHOOD | LEARNERS | | TRAINERS | | TRAINING ROOM |
|------------|----------|---------------|-----------------------------------|-----------------------|----------|-----|----------|-----|---------------|
| | | | | | WOMEN | MEN | WOMEN | MEN | |
| SOUTH WEST | NDIAN | Ekondo Titi | EKONDO-TITI SUB-DIVISIONAL MYEC | | 20 | 19 | 1 | 2 | 4 |
| SOUTH WEST | NDIAN | Idabato | DABATO SUB-DIVISIONAL MYEC | DIAMOND | 6 | 10 | 4 | 3 | 2 |
| SOUTH WEST | NDIAN | Isanguele | SANGELE SUB-DIVISIONAL MYEC | ISANGELE | 10 | 16 | | 3 | 0 |
| SOUTH WEST | NDIAN | Kombo Abedimo | KOMBO-ABEDIMO SUB-DIVISIONAL MYEC | AKWA | 2 | 1 | 1 | 2 | 1 |
| SOUTH WEST | NDIAN | Kombo Itindi | KOMBO-ITINDI SUB-DIVISIONAL MYEC | NGOSSO/BARRACKS | 7 | 17 | | 2 | 1 |
| SOUTH WEST | NDIAN | Mudemba | MUNDEMBA SUB-DIVISIONAL MYEC | MUNDEMBA | 7 | 17 | | 2 | 1 |
| SOUTH WEST | NDIAN | Mudemba | NDIAN DIVISIONAL MYEC | MUNDEMBA | 16 | 0 | 2 | 2 | 0 |
| SOUTH WEST | NDIAN | Toko | TOKO SUB-DIVISIONAL MYEC | | 15 | 20 | 1 | 3 | 0 |