



REPUBLIC OF RWANDA



BE COUNTED  
BECAUSE YOU COUNT



**nisr**  
NATIONAL INSTITUTE OF  
STATISTICS OF RWANDA



5<sup>th</sup>

## POPULATION AND HOUSING CENSUS

Rwanda, 2022

Thematic Report

# EDUCATIONAL CHARACTERISTICS OF THE POPULATION



*“Be counted because you count - Ibaruze kuko uri uw’agaciro”*





Ministry of Finance and Economic Planning  
National Institute of Statistics of Rwanda

## Fifth Rwanda Population and Housing Census, 2022

### Thematic Report EDUCATION CHARACTERISTICS OF THE POPULATION

July 2023



The Fifth Rwanda Population and Housing Census 2022 (RPHC 2022) was implemented by the National Institute of Statistics of Rwanda (NISR). Field work was conducted from August 16<sup>th</sup> to 30<sup>th</sup>, 2022.

Additional information about the 2022 RPHC may be obtained from the NISR:  
P.O. Box 6139, Kigali, Rwanda; Telephone: (+250) 788 383103/Toll free: 4321  
E-mail: [info@statistics.gov.rw](mailto:info@statistics.gov.rw); Website: [www.statistics.gov.rw](http://www.statistics.gov.rw).

Recommended citation:

National Institute of Statistics of Rwanda (NISR), Fifth Rwanda Population and Housing Census 2022, Thematic Report: Education characteristics of the population, July 2023

## TABLE OF CONTENTS

<b>LIST OF TABLES</b> .....	<b>III</b>
<b>LIST OF FIGURES</b> .....	<b>IX</b>
<b>LIST OF ABBREVIATIONS</b> .....	<b>XI</b>
<b>FOREWORD</b> .....	<b>XIII</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>XV</b>
<b>EXECUTIVE SUMMARY</b> .....	<b>XVII</b>
<b>CHAPTER 1: CONTEXT, OBJECTIVES, METHODOLOGY, AND DATA QUALITY ASSESSMENT</b> .....	<b>1</b>
1.1 context and justification .....	1
1.2 legal and institutional frameworks .....	1
1.3 objectives of the census.....	1
1.4 census phases .....	2
1.5 methodology and census phases .....	2
<b>CHAPTER 2: OBJECTIVES, CONTEXT, AND DEFINITION OF CONCEPTS</b> .....	<b>7</b>
2.1 General Introduction.....	7
2.2 Context and justification.....	11
2.3 Definition of main concepts.....	11
<b>CHAPTER 3: HIGHEST LEVELS OF EDUCATION ATTENDED</b> .....	<b>15</b>
3.1. Introduction .....	15
3.2. Distribution of the population by highest level of school attended.....	15
3.3. Evolution in the highest level of education attended from 1978 to 2022.....	17
3.4. Variations in the highest level of school attended by background characteristics of the population.....	18
<b>CHAPTER 4: HIGHEST LEVELS OF EDUCATION ATTAINED</b> .....	<b>23</b>
4.1. Introduction .....	23
4.2. Highest degree/ certificate obtained .....	26
<b>CHAPTER 5: CURRENT SCHOOL ATTENDANCE</b> .....	<b>31</b>
5.1. Introduction .....	31
5.2. The school-age population: size, age–sex and spatial distribution .....	31
5.3. Distribution of the school-age population according to school attendance status and selected background characteristic .....	32
5.4. Distribution of the school age population by other household background characteristics .....	42
5.5. School attendance rates .....	46
5.6. School completion rates .....	60
5.7. School life expectancy.....	62
5.8. Mean years of schooling (mys) (population age 25+).....	64
<b>CHAPTER 6: ACCESS TO THE INTERNET AND MOBILE PHONE OWNESHIP</b> .....	<b>65</b>
6.1 Introduction .....	65
6.2 Use Of Internet .....	65
6.3 Mobile Phone Ownership.....	68
<b>CHAPTER 7: LANGUAGE LITERACY</b> .....	<b>73</b>
7.1 Introduction .....	73
7.2 Language Literacy Rate .....	73
7.3 Literate In Any Language.....	76
<b>CONCLUSION</b> .....	<b>81</b>



<b>REFERENCES .....</b>	<b>83</b>
<b>ANNEXES .....</b>	<b>85</b>
<b>ANNEX A: CENSUS QUESTIONNAIRES .....</b>	<b>85</b>
<b>ANNEX B: GLOSSARY OF KEY TERMS AND DEFINITIONS.....</b>	<b>99</b>
<b>ANNEX C : TABLES SUPPLEMENT TABLES .....</b>	<b>109</b>

## LIST OF TABLES

Table 2. 1: Rwanda Education Levels and types of education, duration and age required.....	9
Table 3. 1: Distribution (number and percentage) of the resident population aged 3 and above by highest level of school attended, sex and area of residence. ....	16
Table 3. 2: Distribution (Count and Percentage) of the resident population aged 6 years and above by level of education attended by sex and area of residence.....	17
Table 3. 3: Evolution from 1978 to 2022 in the distribution of the resident population aged seven and above by level of education attended and sex (Percentage).....	18
Table 3. 4: Distribution (number and Percentage) of the reside population aged 5 years and above by level of school attended, sex and disability status.....	19
Table 3. 5: Distribution (count and percentage) of the residents by the highest level of the school attended by area of residence and selected age groups. ....	20
Table 4. 1: Distribution (number and percentage) of the resident population aged 15 years and above by highest level of education attained,sex and area of residence.....	23
Table 4. 2: Distribution (%) of the resident population aged 15 years and above by highest level of education attainment, sex and disability status.....	25
Table 4. 3: Distribution (number and percentage) of the resident population aged 15 and above by highest degree/certificate obtained, sex and area of residence (Rwanda). ....	26
Table 4. 4: Distribution (number and percentage) of the resident population aged 15 and above by highest degree/certificate obtained, sex and area of residence (Urban).....	27
Table 4. 5: Distribution (number and percentage) of the resident population aged 15 and above by highest degree/certificate obtained, sex and area of residence (Rural). ....	27
Table 4. 6: Distribution (number and percentage) of the resident population aged 15 and above by level of education attained by sex and age group (Both sexes). ....	28
Table 4. 7: Distribution (number and percentage) of the resident population aged 15 and above by level of education attained by sex and age group (Males). ....	29
Table 4. 8: Distribution (number and percentage) of the resident population aged 15 and above by level of education attained by sex and age group (Females).....	30
Table 5. 1: Size of the school-age population by province, area of residence and sex.....	31
Table 5. 2: Distribution (number and percentage) of the resident population aged 3–17 by school attendance status, sex and area of residence. ....	32
Table 5. 3: Distribution (number and percentage) of resident population aged 3–5 by school attendance status, sex and area of residence. ....	35
Table 5. 4: Distribution (number and percentage) of resident population aged 3–5 by school attendance status, province and districts. ....	36
Table 5. 5: Distribution (number and percentage) of resident population aged 6–17 by school attendance status, sex and area of residence. ....	37
Table 5. 6: Distribution (number and percentage) of resident population aged 6–11, by school attendance status, sex and area of residence. ....	37
Table 5. 7: Distribution (number and percentage) of resident population aged 6–11, by school attendance status, province and districts. ....	38
Table 5. 8: Distribution (number and percentage) of resident population aged 12–17 by school attendance status, sex and area of residence. ....	40
Table 5. 9: Distribution (number and percentage) of resident population aged 12–17, by school attendance status, province and districts. ....	41

Table 5. 10: Distribution resident population aged 6-11 years by school attendance status and relationship to the Household head.....	43
Table 5. 11: Distribution resident population aged 6-11 years by school attendance status and Cohabitation with parents (Private HH only). ....	43
Table 5. 12: Distribution resident population aged 6-11 years by school attendance status and Survivorship of parents (Private HH only). ....	44
Table 5. 13: Distribution resident population aged 12-17 years by school attendance status, by relationship to the head of the household. ....	44
Table 5. 14: Distribution resident population aged 12-17 years by school attendance status, by Survivorship of parents.....	45
Table 5. 15: Distribution resident population aged 12-17 years by school attendance status, by Cohabitation with parents. ..	45
Table 5. 16: Population currently attending by pre-primary, primary and secondary school age categories. ....	47
Table 5. 17: Distribution (count and percentage) of the residence population age 3-5 years by school attendance status by sex and area of residence.....	47
Table 5. 18: Distribution (count and percentage) of the residence population age 6-11 years by school attendance status by sex and area of residence.....	48
Table 5. 19: Distribution (count and percentage) of the residence population aged 12-17 years by school attendance status by sex and area of residence.....	49
Table 5. 20: Current school attendance rate in children aged 6-17 with and without disability by sex and area of residence. ....	50
Table 5. 21: Distribution (number and percentage) of the resident population age 6 to 11 currently attending by disability status, sex and area of residence.....	51
Table 5. 22: Distribution (number and percentage) of the disabled population aged 6 to 11 by school attendance status, by sex, and area of residence.....	52
Table 5. 23: Distribution (number and percentage) of the resident population age 12 to 17 currently attending by disability status, sex and area of residence.....	52
Table 5. 24: Gross and Net attendance rates (%) in pre-primary education (residents population aged 3-5) by sex and area of residence.....	53
Table 5. 25: Gross and Net attendance rates (%) in pre-primary education (residents population aged 3-5) by sex, Province, and district. ....	54
Table 5. 26: Gross and Net attendance rates (%) in primary education (residents population aged 6-11) by sex and area of residence.....	55
Table 5. 27: Gross and Net attendance rates (%) in primary education (residents population aged 6-11) by sex, Province, and district.....	56
Table 5. 28: Gross and Net attendance rates (%) in secondary education (residents population aged 12-17) by sex and area of residence.....	58
Table 5. 29: Gross and Net attendance rates (%) in secondary education (residents population aged 12-17) by sex, Province, and district.....	59
Table 5. 30: Primary Completion rate (resident population age 15-17) by sex and area of residence.....	61
Table 5. 31: Lower secondary Completion rate (resident population age 18-20) by sex and area of residence.....	61
Table 5. 32: Upper Secondary Completion rate (Population age 21-23) by sex and area of residence.....	62
Table 5. 33: School Life Expectancy by sex and area of residence.....	63
Table 5. 34: School Life Expectancy by sex and district.....	63
Table 5. 35: Mean years of schooling for population aged 25 years and above by sex and area of residence.....	64
Table 6. 1: Number of the population who has used internet in the 12 preceding months by sex, Province, and area of residence according to selected age groups. ....	65

Table 6. 2: Percentage of the population who has used internet in the 12 preceding months by sex, Province and area of residence according to selected age groups. ....	66
Table 6. 3: Percentage of the population who used internet by district according to age groups.....	67
Table 6. 4: Distribution of Population (10+ Years) who used internet by main place of access.....	68
Table 6. 5: Number and percentage of population age 10 years and above owning a mobile phone by Province. ....	69
Table 6. 6: Number and percentage of population age 16 years and above owning a mobile phone Province.....	69
Table 6. 7: Number and percentage of population age 21 years and above owning a mobile phone by Province.....	70
Table 6. 8: Distribution of the population owning mobile phone by type of mobile phone and by area of residence. ....	71
Table 6. 9: Percentage of private households whose at least one member owns a mobile phone. ....	72
Table 7. 1: Language literacy (count and percentage) among population aged 15 years by sex and area of residence. ....	73
Table 7. 2: Language literacy (count and percentage) among population aged 15 years and above by 5-year age group (Rwanda).....	74
Table 7. 3: Language literacy (count and percentage) among population aged 15 years and above by 5-year age group (Male). ....	75
Table 7. 4: Language literacy (count and percentage) among population aged 15 years and above by 5-year age group (Female). ....	75
Table 7. 5: Language literacy (count and percentage) among population aged 15 years and above by 5-year age group (Urban). ....	76
Table 7. 6: Language literacy (count and percentage) among population aged 15 years and above by 5-year age group (Rural). ....	76
Table 7. 7: Percentage of the resident population aged 15 years and more respectively literate in each of the Rwandan official languages by sex and area of residence.....	78
Table C. 1: Distribution (%) of the resident population aged 3 years and above by level of education attended by five-year age-group and sex (Both sexes).....	109
Table C. 2: Distribution (%) of the resident population aged 3 years and above by level of education attended by five-year age-group and sex (Males). ....	110
Table C. 3: Distribution (%) of the resident population aged 3 years and above by level of education attended by five-year age-group and sex (Females).....	111
Table C. 4: Distribution (%) of the resident population aged 3 years and above by level of education attended by five-year age-group and area of residence (Urban). ....	111
Table C. 5: Distribution (%) of the resident population aged 3 years and above by level of education attended by five-year age-group and area of residence (Rural).....	112
Table C. 6: Distribution (%) of the resident population aged 3 years and above by level of education attained by sex and nationality (Both sexes). ....	112
Table C. 7: Distribution (%) of the resident population aged 3 years and above by level of education attained by sex and nationality (Males).....	113
Table C. 8: Distribution (%) of the resident population aged 3 years and above by level of education attained by sex and nationality (Females). ....	113
Table C. 9: Distribution (%) of the resident population aged 3 years and above by level of education attained by area of residence and nationality (Urban).....	114
Table C. 10: Distribution (%) of the resident population aged 3 years and above by level of education attained by area of residence and nationality (Rural). ....	114
Table C. 11: Distribution (count and %) resident population aged 3-5 years by age, provinces and area of residence.....	115
Table C. 12: Distribution (count and %) of population, currently attending school by level of education attended, province and area of residence. ....	116



Table C. 13: Distribution (count and percentage) of the resident population age three and above by highest level of education attended by sex, province and area of residence (Rwanda). .....	117
Table C. 14: Distribution (count and percentage) of the resident population age three and above by highest level of education attended by sex, province and area of residence (City of Kigali).....	117
Table C. 15: Distribution (count and percentage) of the resident population age three and above by highest level of education attended by sex, province and area of residence (Southern Province).....	118
Table C. 16: Distribution (count and percentage) of the resident population age three and above by highest level of education attended by sex, province and area of residence (Western Province).....	118
Table C. 17: Distribution (count and percentage) of the resident population age three and above by highest level of education attended by sex, province and area of residence (Northern Province).....	119
Table C. 18: Distribution (count and percentage) of the resident population age three and above by highest level of education attended by sex, province and area of residence (Eastern Province).....	119
Table C. 19: Distribution (number and percentage) of the resident population aged 15 years and above by highest level of education completed, sex (Rwanda). .....	120
Table C. 20: Distribution (number and percentage) of the resident population aged 15 years and above by highest level of education completed, sex and province (City of Kigali). .....	120
Table C. 21: Distribution (number and percentage) of the resident population aged 15 years and above by highest level of education completed, sex and province (Southern Province).....	121
Table C. 22: Distribution (number and percentage) of the resident population aged 15 years and above by highest level of education completed, sex and province (Western Province).....	121
Table C. 23: Distribution (number and percentage) of the resident population aged 15 years and above by highest level of education completed, sex and province (Northern Province). .....	122
Table C. 24: Distribution (number and percentage) of the resident population aged 15 years and above by highest level of education completed, sex and province (Eastern Province). .....	122
Table C. 25: Distribution (%) of the resident population aged 15 years and above by language(s) of literacy by sex, province and area of residence (Rwanda). .....	123
Table C. 26: Distribution (%) of the resident population aged 15 years and above by language(s) of literacy by sex, province and area of residence (City of Kigali).....	124
Table C. 27: Distribution (%) of the resident population aged 15 years and above by language(s) of literacy by sex, province and area of residence (Southern Province).....	125
Table C. 28: Distribution (%) of the resident population aged 15 years and above by language(s) of literacy by sex, province and area of residence (Western Province).....	126
Table C. 29: Distribution (%) of the resident population aged 15 years and above by language(s) of literacy by sex, province and area of residence(Northern Province). .....	127
Table C. 30: Distribution (%) of the resident population aged 15 years and above by language(s) of literacy by sex, province and area of residence (Eastern Province).....	128
Table C. 31: Literacy rate among the population aged 15 years and above by five-year age-group by sex and area of residence. ....	129
Table C. 32: Literacy rate among the population aged 15 years and above by five-year age-group by sex and province. ....	129
Table C. 33: Literacy rate among the population aged 15 years and above by five-year age-group, province and area of residence. ....	130
Table C. 34: Literacy rate for those aged 15 years and above by sex, province, district and Area of residence. ....	131
Table C. 35: Distribution (%) of the resident population aged 12 years and above by highest level of education attained and sector of residence.....	132

Table C. 36: Gross and net attendance rates (GARs and NARs in %) in primary education of the resident population age 6-11 by sex and sector of residence.....	146
Table C. 37: Gross and net attendance rates (GARs and NARs in %) in secondary education of the resident population age 12-17 by sex and sector of residence.....	153



## LIST OF FIGURES

Figure 3. 1: Resident population aged three and above with no education by five-year age group and sex. ....	21
Figure 3. 2: Resident population aged three and above with no education by five-year age group and area of residence.....	22
Figure 5. 1: Percentage of the population currently attending school by single age (2012 and 2022). ....	33
Figure 5. 2: Percentage of the population currently attending school by single age and sex (2012 and 2022).....	33
Figure 5. 3: Percentage of the population currently attending school by single age and residence. ....	34
Figure 5. 4: Distribution of resident population aged 6–11 by school attendance status and level of education of the household head .....	46
Figure 7. 1: Distribution (percentage) of the population aged 15 years and above by language literacy and area of residence. ....	74
Figure 7. 2: Distribution (%) of the population aged 15 years and above by language literacy, area of residence, sex, and province. ....	77
Figure 7. 3: Language literacy rates among the population aged 15 and above by age group and sex.....	78
Figure 7. 4: Language literacy rates among the population aged 15 and above by age group and area of residence. ....	79
Figure 7. 5: Adult language literacy rates for those aged 15 and above by district .....	80
Figure 8. 1: Distribution (percentage) of the population aged 15 years and above by literacy and area of residence. ....	73
Figure 8. 2: Distribution (%) of the population aged 15 years and above by language of literacy, area of residence, sex, and province. ....	77
Figure 8. 3: Literacy rates among the population aged 15 and above by age group and sex. ....	78
Figure 8. 4: Literacy rates among the population aged 15 and above by age group and area of residence.....	79
Figure 8. 5: Adult literacy rates for those aged 15 and above by district.....	80
Map 5. 1: Distribution of the population aged 6–11 currently out of school, by sector.....	39
Map 5. 2: Population of those aged 12–17 currently out of school, by sector.....	42
Map 5. 3: Net attendance rates in primary school (residents population aged 6-11) by sector.....	57
Map 5. 4: Net attendance rate in secondary school(residents population aged 12-17) by sector .....	60
Map 6. 1: Percentage of private households that used internet in 12 months prior to census by sector.....	66



## LIST OF ABBREVIATIONS

---

<b>9YBE</b>	Nine Year Basic Education
<b>CTC</b>	Census Technical Committee
<b>DRC</b>	Democratic Republic of Congo
<b>EDPRS</b>	Economic Development and Poverty Reduction Strategy
<b>GAR</b>	Gross Attendance Rate
<b>GoR</b>	Government of Rwanda
<b>GPI</b>	Gender Parity Index
<b>ICPD-PoA</b>	International Conference on Population and Development – Programme of Action
<b>MDGs</b>	Millennium Development Goals
<b>MINAFFET</b>	Ministry for Foreign Affairs and Cooperation
<b>MINALOC</b>	Ministry of Local Government
<b>MINECOFIN</b>	Ministry of Finance and Economic Planning
<b>MINEDUC</b>	Ministry of Education
<b>NAR</b>	Net Attendance Rate
<b>NCC</b>	National Census Commission
<b>NEPAD</b>	New Partnership for Africa's Development
<b>NISR</b>	National Institute of Statistics of Rwanda
<b>PES</b>	Post-Enumeration Survey
<b>RPHC4</b>	Fourth Rwanda Population and Housing Census
<b>SLE</b>	School Life Expectancy
<b>ECD</b>	Early childhood development
<b>SDGs</b>	Sustainable Development Goals



## FOREWORD

The Government of Rwanda, through the National Institute of Statistics of Rwanda (NISR), conducted the Fifth Rwanda Population and Housing Census in August 2022. The Census results provide updated demographic, social and economic indicators for policy formulation and planning to support the national development agenda. Census results will also help in tracking the implementation of national, regional, continental and global development goals, such as the National Strategy for Transformation (NST), the AU Agenda 2063, and the Sustainable Development Goals (SDGs).

The Population and Housing Census in Rwanda dates back to the year 1978 when the first ever-modern census was implemented. The second, third, and fourth censuses were carried out in 1991, 2002, and 2012 respectively. The 2022 Rwanda Population and Housing Census marks therefore the fifth in the series following the United Nations Recommendations to conduct a census every ten years.

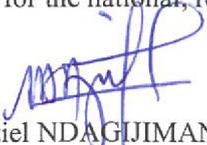
Considering census' crucial importance for the planning process, the Government of Rwanda has made the Population and Housing Census a priority to be undertaken every 10 years and adopted the use of technologies for timely delivery of census results for use.

Results of the 2022 Population and Housing Census provide population numbers from national to the lowest administrative level, as well as demographic and socio-economic indicators at both national and district levels. The census remains the only national data collection exercise that can provide the lowest levels of disaggregation to support decentralised decision making across the country.

I would like, therefore, to take this opportunity to thank all stakeholders that contributed to the success of the 2022 Rwanda Population and Housing Census. They include Ministries and other Government institutions, international organizations such as the World Bank (WB), the European Union (EU), the United Nations Population Fund (UNFPA), One-UN, UN Women, UNICEF, UNECA, the United Kingdom AID (UKAID), ONS, the African Development Bank (AfDB), the USAID, ENABEL, PARIS 21 and others for their support in diverse ways.

My special thanks go to the local government leaders from the province to the village levels who contributed a lot to the success of the 2022 Rwanda Population and Housing Census. Exceptional gratitude goes also to all enumerators and all field personnel, who collected the information and all respondents for their cooperation and dedication. The National Institute of Statistics of Rwanda (NISR) deserves special appreciation for the excellent operational and coordination of all census activities.

I finally recommend that the invaluable information contained in the different thematic reports of the 5<sup>th</sup> Rwanda Population and Housing Census be used as updated evidence for all decision and policy making for the national, regional and global development programs.

  
Dr. Uzziel NDAGIJIMANA  
Minister of Finance and Economic Planning





## ACKNOWLEDGEMENTS

The National Institute of Statistics of Rwanda (NISR) is pleased to release the results of the Fifth Rwanda Population and Housing Census (RPHC5). The execution of different Census phases: preparatory works, data collection, data processing, tabulation and data analysis; spans for a period of about four years between 2020 and 2023.

NISR has produced several thematic reports to be of direct help to policy makers, planners, local authorities and other census users. The reports provide key information, mainly population size and distribution, education, settlement, population of particular interest (children, youth, women, elderly, etc.), and population projections to mention but a few. NISR expects that results from these reports supplemented by the district profile reports will meet the demand of census data users across board.

On this occasion, I would like to extend my sincere gratitude to the Government of Rwanda and development partners for availing financial, logistical and technical support to the 2022 RPHC. The NISR would like to appreciate all stakeholders who worked tirelessly with us to ensure that the 2022 Rwanda Population and Housing Census operation was successful.

Special recognition also goes to the Ministry of Finance and Economic Planning, Ministry of Defence, Ministry of Local Government, Ministry of Education, Ministry of Foreign Affairs, Ministry of ICT and Innovation, Ministry of Interior, Ministry of Health, Ministry in Charge of Emergency Management, the Rwanda National Police, Rwanda Correctional Services, Rwanda Biomedical Center (RBC), Rwanda Information Society Authority (RISA), Rwanda Utilities Regulatory Authority (RURA), Rwanda Public Procurement Authority (RPPA), Office of Government Spokesperson (OGS), and Rwanda Broadcasting Agency (RBA) for their direct involvement in awareness campaign, logistical and data collection operations.

I also wish to express my appreciation to the local government authorities and NISR staff for their excellent operational organization and to the tens of thousands of enumerators and supervisors for their painstaking efforts throughout the data collection phase.

Finally, to the people of Rwanda, residents, and visitors, your cooperation was crucial towards the success of the census.

Thank you.



MURANGWA Yusuf  
Director General,  
National Institute of Statistics of Rwanda





## EXECUTIVE SUMMARY

Education matters. It is the way by which one generation transfers to the subsequent one its know-how, experience, and cultural heritage. Education impacts all aspects of existence and has the capacity to empower people. It serves as the means through which one grows and comprehends the outside world. Education provides opportunities for stable employment and a higher income potential, and it is linked to a number of other factors that can improve a person's quality of life and support happiness, health, mental health, civic engagement, home ownership, and long-term financial stability. Notwithstanding the economic implications, every child has a fundamental right to education. It involves upholding fundamental human dignity, believing in each person's potential, and maximizing that potential via education, training, and skill development to build the pillars of society. It is the way through which one generation passes on its knowledge, experience and cultural legacy to the next generation. Education has the means to empower individuals and impacts every aspect of life. This report focuses on the theme of education and uses data collected by the Fifth Rwanda Population and Housing Census in August 2022 (RPHC5). The report is structured into seven chapters, with the first two providing an overview of the RPHC5 process and the objectives, context and methodological aspects of the analytical work. Chapter 3 of the report focuses on providing a snapshot of the highest level of education attended, Chapter 4 presents the highest level of education attained/completed while the school-age population and the population currently attending school are the focus of Chapter 5. Chapter 6 focuses on access to the internet and mobile phone ownership. Chapter 7 presents the results of analyses of language literacy by various background characteristics.

### Highest level of education attended

The overall non-attendance rate (never been to school or not yet attended school) for the population aged 3 years and above in Rwanda is 16.4%, which is significantly lower than the 2012 census figure of 25.5%. The percentage of females who have never attended school or are not yet in school (17.8%) is higher than that of males (14.9%). The majority of individuals who have never attended school or are not yet in school are located in rural areas (18.3%). Primary school is the most common level of education, with 58.3% of the population aged 3 and above attending.

The attendance rate for vocational education (INGOBOKA/Vocational) stands at 0.8% of the individuals. Looking at lower secondary education, the numbers show that 8.8% of males have reached this level, slightly lower than the 10.0% of females who have done the same. Moving on to upper secondary education, 6.9% of males and 6.9% of females have achieved this level, while university attendance is 3.5%. The percentage of males attending university (4.1%) is higher than that of females (3.0%). For the population aged 6 years and above, 13.5% at the country level have never or not yet attended school, with a higher percentage among females (15.3%) compared to males (11.6%). The majority (63.6%) of this age group has attended primary school, with a slightly higher percentage of females (11.0%) attending lower secondary education compared to males (9.7%). University attendance is more prevalent among males (4.6%) than females (3.3%). In terms of area of residence, urban areas have lower non-attendance rates (8.3%) compared to rural areas (15.5%), but rural areas have higher primary education attendance (67.9%) compared to urban areas (52.6%). Urban areas have a higher percentage (10.4%) of university attendees, while rural areas have a lower percentage (1.4%). Overall, the data indicates that urban areas have a higher proportion of individuals aged 6 and above with higher levels of education.

### Highest level of education attained

Educational attainment refers to the highest level of education that a person has successfully completed. This is distinct from the level of schooling that an individual is attending or has ever attended. Successful completion of a level of education refers to the achievement of the learning objectives of that level, typically validated through the assessment of acquired knowledge, skills, and competencies. In 2022, 16.3% of the resident population aged 15 years and above had no primary education, while 33.9% had some primary education (from p1 to p5) and 30.1% had completed primary education. Females (aged 15 years and above ) had a higher proportion with no education (18.8%) compared to males (13.5%) of the same age range. Education levels varied by location, with higher percentages of individuals in rural areas having some ( 38.5%) or completed (30.3%) primary education while urban areas had more individuals with lower secondary (11.4%) and upper secondary education (15.9%). People without disabilities (aged 15 years and above ) had higher

educational attainment than those with disabilities of the same age range, as 36.8% of individuals with disabilities (aged 15 years and above ) had no primary schooling compared to 15.4% of those without disabilities (aged 15 years and above ).

### Highest degree/certificate obtained.

The majority of both male and female resident population aged 15 and above in Rwanda hold a primary school certificate, with 28.6% of both sexes, 28.4% of males, and 28.8% of females attaining this level of education. A considerable portion of the population possesses various levels of secondary education certificates, such as O'level certificates, A2/D6/D7 certificates, and Diploma (A1): D6+2-3yrs. These certificates are held by 7.4%, 7.9%, and 0.7% of the total population, respectively. The percentages are slightly higher for females in the case of O'level certificates (7.6%), suggesting a higher level of secondary education attainment among females compared to their male counterparts (7.1%). The percentages of individuals with higher education degrees or certificates, such as Bachelor's, Post Graduate Diploma, Masters, and Doctorate, are relatively lower in the population. For example, Bachelor's degrees are held by 2.8% of the total population, with slightly higher percentages among males (3.2%) compared to females (2.4%). A significant portion of the population (50.3%) has not obtained any degree or certificate. There are different variations in educational attainment between urban and rural areas in Rwanda. Urban areas generally have higher percentages of individuals with higher degrees, such as O'level certificates (11.1%), A2/D6/D7 certificates (15.7%), and bachelor's degrees (7.3%), compared to rural areas (with 5.8%, 4.7%, and 0.9 %, respectively).

### Current school attendance

Across all of Rwanda, a total of 3.92 million people were attending school. This represents about 32.1% of the total resident population aged 3 years and above, estimated at 12.24 million. About 1.99 million were females while 1.93 million (about 71.4%) were residing in rural areas. About 4.89 million people of the resident population are between 3 and 17 years of age, the official age range to attend school (from pre-school to the secondary level). This represents 40.8% of the resident population aged three and above. About 21.9% of the population age between 3 and 17 years is of pre-primary age (3-5 years), 39.6% of that population is of primary age (6-11 years) while 38.5% is aged 12-17 years. About 75.2% of the

resident population aged between 3 and 17 years (or 3.68 million people) live in rural.

Overall, in Rwanda, of the total resident population aged 3-17, 9.7% have previously attended school, 75.3% is currently attending school at the time of census, and 15.0% have not yet attending school. The results indicate that 53.5% population age between 3 and 5 years (pre-primary-school age ) was attending school, 46.5% have not yet started attending school. About 89.4% of the 1.45 million people aged between 6 and 11, (the official age for primary school), was, at the time of the Census, attending school. The data also show that for this population, both urban/rural and male/female disparities are minimal. About 73.1% of the 1.43 million people aged between 12 and 17, eligible, to attend secondary school, was attending school at the time of the Census.

### The Gross and Net Attendance rates (GAR and NAR)

The Net Attendance Rate (NAR) in primary school (population aged 6-11) is 89.3% at the national level. It is slightly higher in urban areas (about 92.2%) compared to rural areas (about 89.7%). NAR is higher among females (about 90.3%) compared males (about 88.4%). The gross attendance ratios (GAR) in primary school, which relates to the total number of students attending primary school, regardless of age, to the official school age population, stands at about 141.7%, which exceeds 100. This shows that a high number of current primary school students are outside the official age range of 6-11 years old (under six or over 11). The gender parity index (GPI) is one of the indicators of progress towards the Sustainable Development Goals (SDGs) of gender equality and universal primary education. The GPI is calculated by comparing the NAR and GAR for girls with the NAR and GAR for boys. A GPI of 1.0 indicates parity (same attendance rates between boys and girls); higher than 1.0 indicates a gender disparity in favour of girls (more girls attending than boys); lower than 1.0 indicates a gender disparity in favour of boys (more boys attending than girls). According to the 2022 Rwanda population census, the primary school GPI for Rwanda is 1.02 and close to 1, revealing that boys and girls have equitable access to primary school

The NAR in secondary school is 22.3% at the national level, that is 22.3 percent of children aged 12-17 are currently attending secondary school, with a higher percentage for females (25.8%) and males (18.8%). This higher NAR results

in a gender parity index of 1.37. It is interesting that the GPI based on the GAR, is above one (1.21), indicating that overall, females have a somewhat higher gross attendance ratio (43.8) than males (36.1). This result indicates that more males than females were outside the normal secondary age bracket at the time of the census. The fact that the GAR (39.9%) is so much higher than the NAR (22.3%), clearly indicates that most students are outside the official age range of 12-17 years. Both NAR and GAR at secondary school level are less than 50% means that more than half of people aged between 12 and 17 who are supposed to attend secondary school were out-of-school at the time of the census.

### School Completion rate

The results of the 2022 census in Rwanda reveal various completion rates for different education levels and population groups. In the age group of 15-17 (considered for primary completion rate), the overall primary completion rate is 45.1%, with females (50.3%) having a higher rate than males (39.8%). In urban areas, the primary completion rate is slightly higher at 48.0%, with females (50.0%) again surpassing males (45.7%). However, in rural areas, the primary completion rate drops to 44.1%, with females (50.4%) having a higher rate than both the national average and urban females. For lower secondary education, Rwanda has an overall completion rate of 19.5%, with females (21.6%) having higher rates than males (17.3%). In urban areas, the completion rate is 25.1%, exceeding the national average, while in rural areas, it is lower at 17.2%. At the upper secondary level, the national completion rate is 16.6%, with females (17.5%) having a slightly higher rate than males (15.7%). Urban areas exhibit significantly higher completion rates (27.8%), whereas rural areas have much lower rates (11.0%).

### The school life expectancy (SLE)

The school life expectancy (SLE) is a simple measure that indicates how many years of education a child at a given age will receive during his/her lifetime if the school attendance ratios would stay the same as at the time of the census. The school life expectancy is simply calculated by adding up all the age-specific attendance ratios from a certain age and up. At age 6, the average child in Rwanda can expect to spend 11.5 years in school. The expectancy is higher for boys than for girls, 11.4 years against 11.2 years.

### Mean Years of Schooling (MYS)

Mean Years of Schooling (MYS) represents the average number of years of education completed by the adult population (25 years and older) in a country, excluding grade repetitions. MYS is based on education attainment. The report also focuses on the mean years of schooling for the population aged 25 years and above in Rwanda, categorized by sex and area of residence. The overall average years of schooling for the total population in this age group is 5.0 years. Males have a slightly higher average of 5.4 years, while females have an average of 4.6 years.

### Access to the internet

The Internet is a critical tool through which information is shared. Internet use includes accessing web pages, email, and social media. The reference period for the internet use is 12 months prior to the census night. The use of internet in this report refers to the population living in private household. At the national level, 13.7% of the population aged 10 years and above used internet in the 12 months preceding the census, with an increase in percentage as age advances. For instance, 16%-17% of those aged 16 and above and those aged 21 and above, respectively used internet. The city of Kigali has the highest percentage of the population with access to internet (40.4%) (about the total of all the other provinces combined). In all provinces, access to internet varies by sex and area of residence. However, the percentage is high in favour of males and urban areas across the three broad age groups. At the time of census, 64.0% of the population aged 10 years and above had internet access at home, followed by offices (22.2%) and schools (12.5%); with other being less than 1%. Access by area of residence was high in urban areas, just as it is high among males compared to females.

### Language literacy

In Rwanda, out of the total population aged 15 years, which is 8,289,582, 21.2% (1,760,444 individuals) are illiterate, while 78.8% (6,529,138 individuals) are literate. The illiteracy rate for males is 19.0% with an 81.0% literacy rate, while for females, the illiteracy rate is higher at 23.3% with a 76.7% literacy rate. This indicates a gender disparity in literacy rates, with a higher percentage of males being literate compared to females. In urban areas, the illiteracy rate is 10.2%, indicating a higher literacy rate of 89.8%, while in rural areas, the illiteracy rate is higher at 25.8%

with a 74.2% literacy rate. About 54.0% is literate in Kinyarwanda only. About 14.1% of this population is literate in both Kinyarwanda and English, about 1.9% in Kinyarwanda and French while about 4.1% is literate in

Kinyarwanda, English and French. The remaining 4.7% do so in other languages or in a combination of these three languages with others (including Kinyarwanda and Swahili).

## CHAPTER 1: CONTEXT, OBJECTIVES, METHODOLOGY, AND DATA QUALITY ASSESSMENT

### 1.1 CONTEXT AND JUSTIFICATION

The history of the Population and Housing Census in Rwanda dates back to the 1970s. To date, five modern censuses have been successfully conducted in Rwanda in 1978, 1991, 2002, 2012 and 2022.

In line with the United Nations Decennial Census Programme, the 2022 Census is the Fifth Rwanda Population and Housing Census (RPHC-5). It indicates that the country has a total population of 13,246,394 people.

Since 2000 and following the endorsement of recommendations from major international conferences held under the auspices of the United Nations, the Government of Rwanda (GoR) has been focusing on the long-term Vision 2020 that aims at transforming Rwanda into a middle-income country. Rwanda pursued Millennium Development Goals (2000-2015) on International Scene and currently seeks to achieve Sustainable Development Goals (SDGs) as well as Rwanda's vision 2050. These goals have been implemented through the medium-term

planning framework of the Economic Development and Poverty Reduction Strategy (EDPRS) and the National Strategy for Transformation (NST1). The measurement of progress in implementing national and international programmes in line with various UN recommendations calls for the availability of demographic and socio-economic statistical data to inform the selected indicators at different levels.

The RPHC5 is a reliable and comprehensive source of data. It was implemented in a way that allows the disaggregation of indicators at the lowest geographical levels where it is applicable. The RPHC5 was undertaken to update the national mapping and demographic databases, to provide indicators for monitoring poverty reduction strategies and achievement of national, regional, and international development goals (NST1, Vision 2050, AU Agenda 2063, SDGs, etc.) and to strengthen the technical capacity of the National Institute of Statistics of Rwanda (NISR).

### 1.2 LEGAL AND INSTITUTIONAL FRAMEWORKS

As an essential precondition for Census execution, the legislation of its operations was secured by law No 53bis/2013 of 28/06/2013 establishing the National Institute of Statistics of Rwanda and determining its mission, organization and functioning; and law No 45/2013 of 16/06/2013 on the organization of statistical activities in Rwanda.

In order to ensure focused functioning during the whole period of Census execution, a Census Unit of NISR coordinates the overall implementation of the 2022 RPHC5 with support from other NISR units.

### 1.3 OBJECTIVES OF THE CENSUS

The overall goal of the Fifth Rwanda Population and Housing Census (PHC5) is to contribute to the improvement of the quality of life of the Rwandan population by furnishing the Government and other stakeholders with relevant, reliable, and timely data and information for the development planning, policy formulation and services delivery as well as for monitoring and evaluation of development programs.

Specifically, the 2022 Rwanda Population and Housing Census has been implemented and is well placed to:

- Have increased availability and accessibility of accurate, timely and reliable data on demographic and socio-economic characteristics, for evidence-based decisions, policy formulation and monitoring

and evaluation of development frameworks at national, sub-national and sectoral levels;

- Have increased knowledge of stakeholders, at all levels, on population characteristics, patterns and trends;
- Have increased utilization, at all levels, of data and information for designing, monitoring and evaluating development programs;
- Have strengthened national capacities in data collection, processing, analysis, dissemination and utilization, including geographic information system (GIS).

## 1.4 CENSUS PHASES

Following the preparatory phase of the Census, which consisted of the production of the project document detailing all activities, schedule and Census budget, the following technical activities were undertaken:

- Census mapping;
- A Pilot Census ;
- Questionnaire and manual development;
- Census publicity and sensitisation campaign;
- Recruitment and training of field staff;
- Census enumeration ;
- Post Enumeration Survey; and
- Post-census activities, including analysis and dissemination of census results.

The success of the RPHC5 is attributable largely to the rigorous pre-Census planning and robust Census enumeration monitoring undertaken by the NISR as well as the remarkable support received from the Government and people of Rwanda and the generous technical and financial assistance given by international development partners.

## 1.5 Methodology and Census phases

### 1.5.1. CENSUS MAPPING

The purpose of the census mapping is to divide the whole country into well-delineated enumeration areas that constitute the smallest operational census units to be assigned to each enumerator during the enumeration period.

Census mapping was a crucial phase of the 2022 PHC. The mapping used the latest versions of technology to collect and document detailed information about the administrative units of the country, including boundaries, and locations of major social and economic infrastructures (schools, health centres, hospitals, markets, etc.). These activities were carried out together with the estimation of the population and were used for the delimitation of enumeration areas (EAs) in all villages (imidugudu) of the country. The Census mapping operation lasted for about 8 months (from October 2020 to June 2021), which enabled the NISR to better estimate the number of staff to be recruited (e.g., enumerators, team leaders, supervisors, etc.). Details from census mapping also provided guidance for adequate planning of the other census infrastructure and facilities required for robust field activities. The outcomes of the Census mapping included the production of a new sampling frame for future surveys and an updated administrative area boundary map for Rwanda. In total, the country was delineated into 24,339 enumeration areas within the current boundaries of administrative units, consisting of five provinces, 30 districts, 416 sectors and 2148 cells. This allows for the easy compilation of census results in these administrative entities.

### 1.5.2. Pilot Census

Prior to the conduct of the RPHC5, a pilot census designed for testing the Census questionnaires, other Census data-collection tools, enumeration time requirements and the state-of-preparedness of the entire field work organisation was carried out.

The pilot census was initially planned for 16th to 30th August 2021 but was postponed for one month to ensure adequate preventive measures against the spread of Covid-19. The pilot census was conducted on 16th to 30th September 2021 on a sample of 600 enumeration areas (EAs), including 416 randomly selected EAs across all sectors and 184 purposively EAs in the areas bordering neighbouring countries to Rwanda and in remote rural areas in order to test the internet connectivity and the availability of electricity.

The pilot census was a rehearsal for the actual census enumeration during which the various methods and procedures for field organisation and operations as well as the census publicity/awareness campaign, census map products, field remote monitoring, ICT infrastructure, and data analysis were tested.

The lessons learnt from the pilot census exercise were used to revise some census procedures and instruments to ensure a smooth/successful implementation of the actual census enumeration.

### 1.5.3. Questionnaires and manuals

The NISR drafted the questionnaire for the 2022-RPHC by updating the questionnaire used for the 2012 census and consultations were organized with stakeholders such as planners and policymakers from different sectors in order to collect their needs in terms of statistical data. After the development of the questionnaire and the instruction manual, the team of analysts developed a questionnaire specification to support and ensure a smooth translation of the paper questionnaire into the CAPI questionnaire by the IT team.

The lessons learnt during the pilot census were used by the NISR to improve and finalise the census questionnaires, containing 131 variables, as well as to revise the manuals of instructions for all the census functionaries.

The questionnaires used for data collection are presented in Annex B of this report. Two different types of questionnaires were administered – one for private households and one for institutional households. The questionnaire for private households contained a person record, a household record and a mortality record. The questionnaire for institutional households contained only a person record.

### 1.5.4. Census publicity and sensitisation campaign

The success of the census is dependent upon the cooperation and participation of the entire populace. It, therefore, becomes imperative to sensitize and educate the public on the importance of the census, an objective that was achieved through the implementation of the communication strategy. A phased approach was assumed in implementing the communication strategy that included awareness in different ways, and dissemination. Some of the methods used for publicizing the 2022 RPHC are highlighted below:

- a. Digital Communication Program through websites, social media, and mobile platforms.
- b. Public Relations, Events and Crisis Communication.
- c. Traditional Advertising through mass and outdoor media.
- d. Community Mobilization (Umuganda).

Prior to the conduct of census enumeration, a national publicity and sensitisation campaign was implemented in order to inform the public about the importance and relevance of the fifth Rwanda Population and Housing Census (RPHC5), as well as to seek the active participation, involvement and collaboration of administrative

authorities during the census enumeration. A subtle and targeted publicity and awareness campaign was conducted before the pilot census, which was later intensified and expanded to cover all districts and villages across.

NISR was responsible for organizing and coordinating, as well as preparing and implementing appropriate communication strategies for all communities at both national and district levels. The materials were appropriately packaged and delivered to the districts for the implementation of communication activities. In addition, the NISR coordinated and implemented communication interventions as guided by the strategy, and where necessary by prevailing conditions at the district level.

The census results published in this report attest to the high level of cooperation of the political and administrative authorities and the effective participation of the general public in the entire census enumeration operation and processes.

### 1.5.5. Recruitment and training of field staff

The RPHC5 was conducted by personnel from various institutions: the NISR (the census executing agency), the Rwanda Defence Force, the Rwanda National Police, the Rwanda Correctional Services and MINEDUC (Sector Inspectors of education and teachers). The recruitment of Census functionaries was done by each institution according to the needs (i.e., number and categories of staff) of the NISR, except in the case of teachers whose recruitment was done by the NISR in collaboration with administrative authorities at the district and sector levels.

At each stage of census implementation, the necessary induction and mandatory training for NISR staff and census functionaries took place. For example, the census mapping phase was preceded by the training of cartographers, while the pilot census and the actual census enumeration were preceded by the training of enumerators and their supervisors.

About twelve weeks prior to the commencement of actual Census enumeration, cascading training was organised for all categories of census functionaries, namely:

- Core training for 59 people exclusively NISR staff;
- Master training for 200 master trainers;

- Training of trainers for 1,748 trainers organised in 30 training centres, one centre per district; and
- Training for 26,536 enumerators in 416 training centres spread across all sectors of the country.

The census training sessions focused on the understanding of census enumeration processes and the correct completion of census questionnaires, reading and interpretation of census maps, practical role plays, and field practice. All the trainers and trainees were subjected to mandatory qualifying tests which they had to pass before being appointed.

In order to mitigate the risk of declining quality of training at the various cascading training levels, the training content was recorded in audio-visual materials from the recording studio. The recorded materials were projected in each training centre and were registered in each trainee's telephone for use in the case of an electricity outage or at home.

Regarding the organization of the training in each centre, four trainers were in charge of the training. The training in each of the centres were coordinated at the central level by NISR trainers who moderated all training program using CISCO Webex to ensure that all contents are covered.

#### 1.5.6. Actual census enumeration

As planned, the actual census enumeration of the population in private and institutional households was conducted across the country from 16 to 30 August 2022, immediately after the Census reference night.

Although data-collection activities were carried out by well-trained enumerators, quality assurance of the Census enumeration was ensured through close supervision at various levels. The census functionaries deployed for the RPHC5 comprised the following personnel:

- Enumerators and support staff.
- Sector supervisors.
- Field monitors and district supervisors.
- Field analysts.
- National coordinators.

In accordance with the instructions contained in the census manual, each manager oversaw and ensured the operations of daily census activities within their area of supervision. Enumerators were accountable for the work

done on a daily basis to their sector supervisors, who monitored the progress using dashboards and field visits facilitated by two motorcycles hired to facilitate the transport of Sector Supervisors in their daily supervisory activities.

As the dashboard was accessible to all supervisors at different levels of supervision, each supervisor was expected to understand what was going on regarding the data collection and then provide explanations for any identified issues.

A team of 60 data monitors was working at NISR headquarters coordinated by 10 field analysts. They were responsible for following up on the progress of data collection through the dashboard in all enumeration areas. They were interacting with sector supervisors on a daily basis by identifying the enumeration areas with low completion rates, and then suggest possible solutions. They were also reporting any issues that need attention to the coordination team for the good progress of the fieldwork.

The dashboards allowed NISR senior management and authorised staff to continually monitor the progress of census enumeration in all the 24,399 enumeration areas via the internet. The use of dashboards allowed the identification of the areas with risks where the additional enumerators or transportation means were deployed for necessary support.

#### 1.5.7. Post-enumeration activities

The post-enumeration activities included the Post-Enumeration Survey (PES); data processing; the release of results; thematic analysis; and the dissemination of census results. The use of technology at all stages of the census enabled the rapid and timely publishing of the main indicators report, as well as the tabulations and summary results of 20 thematic reports.

The PES was conducted from on 16<sup>th</sup> to 30<sup>th</sup> September. The aim of the PES was to assess the coverage and quality of the census data. A total of 180 enumeration areas were sampled from across all districts of the country. To assess census coverage, PES and census records were matched, a task that was carried out using data science techniques and the Python programming language. Matching is the process of checking whether records from two different data sets relate to the same person. In this work, both automatic and clerical matching methods were used.

The census data-cleaning, data-editing and data-stabilisation processes were completed within two

months, after which census data tables for all thematic reports were generated. The final results were subjected to an in-depth analysis across 16 generic themes (one of which is presented in this report) in accordance with the analysis plan developed for each theme. Census monographs for each of the 30 districts will also be produced.

#### 1.5.8. Data quality assessment

An independent quality review (available as an internal report to NISR) was conducted in parallel with the thematic analysis. This investigated the work done prior, during, and after the census enumeration to maximise the data quality. The assessment confirmed the strong planning and quality assurance throughout the enumeration. Assessment of the key demographic and socio-economic variables also confirmed the good quality of the RPHC5 data in terms of representation of the population.

The overall conclusion of the assessment is that the RPHC5 was implemented with strong quality control and gives an excellent representation of the population of Rwanda with generally good measurement of its structure both in terms of spread and demographic and socio-economic characteristics. The high quality of the data with respect to coverage and representation is confirmed by the Post-Enumeration Survey, which measured the net

coverage of the household population in the RPHC5 to be around 99% nationally with little variation across regions and by age and sex. Gross under-coverage was around 1.8% while gross over-coverage (erroneous inclusions) was around 0.2%. The conclusion of excellent representation is also consistent with the plausible growth rate for the population over the intercensal period implied by the national results.

Some quality issues were identified on a few population characteristics. These include age heaping, particularly for ages with terminal digits 0 and 5. However, summary measures from Whipple's, and Myers' indices and the UN joint scores indicate comparatively some improvement and reduction in age heaping in the 2022 Census compared to the 2012 Census. There is also some evidence of under-reporting of infant deaths, and across other ages, hence, the use of indirect methods is recommended for estimating mortality rates.

In conclusion, there are no major quality issues identified in the 2022 Rwanda Population and Housing Census, except for some economic activity variables with low-quality reporting. The evaluation of key demographic and socio-economic variables as well as the triangulation of the data with other sources generally confirm the excellent quality of the RPHC5. Thus, the final database of the 2022 Rwanda Population and Housing Census is of high quality.



## CHAPTER 2: OBJECTIVES, CONTEXT, AND DEFINITION OF CONCEPTS

### 2.1 GENERAL INTRODUCTION

The demand for data on education has never been greater, at both the national and international levels. In many countries, large-scale household surveys are conducted regularly to provide information on population, health, education, household income and expenditure, employment, and other critical areas of study. The presentation of data on education is intended for the Ministry of Education and others stakeholders.

In order to achieve this, governments regularly collect education statistics to monitor and manage the education system. Schools and other educational institutions regularly report data on students, teachers, expenditures, and physical facilities. These data and the indicators derived from them are then used to gauge the capacity and performance of schools in relation to national education goals and plans, and to determine future development policies, plans and management arrangements.

It is in this context that the Government of Rwanda (GoR) periodically undertakes national censuses to collect different data on national levels such as data on demographic, socio-economic and socio-cultural characteristics of the resident population. Censuses also include data on education, mainly school attendance, educational attainment and literacy levels among the population. Household surveys and censuses provide important education data that can be analysed according to household and individual characteristics. The

availability of multiple censuses and surveys conducted over time enables changes to be tracked within a given timeframe, assuming consistency in survey questions and methodology. Data from household surveys and censuses can complement the school-based data by providing information on aspects of children's background that may influence household schooling decisions. Censuses and multi-topic household surveys provide considerable information on household and individual household member characteristics, including data on children's school participation. These data on children's school attendance can then be analysed according to household and child characteristics. Censuses and household surveys also provide data on adult educational attainment and often on self-reported literacy skills. These surveys and censuses can provide national-level sources of data on adult educational attainment and literacy and allow comparisons of different household characteristics.

This thematic report presents:

- An overview of the RPHC5 process and the objectives
- Context and methodological aspect of the analytical work.
- Analysis of educational attended and educational attainment/completed, school attendance, access to the internet and mobile phone ownership and literacy.

### 2.1.1. STRUCTURE OF THE RWANDAN EDUCATION SYSTEM

Rwanda's education system consists of seven cycles. In the first cycle, learners may spend one to two years in early childhood development centers, which are currently part of the pre-Pre-primary/ECD schooling system. By Law N° 010/2021 of 16/02/2021 determining the organization of Education in Rwanda, **pre-primary education** is organized in a single cycle of three (3) years. A pre-primary cycle admits children aged at least three (3) years. **Primary education** is organized in a single cycle of six (6) years. A primary cycle admits children aged at least six (6) years. Primary education ends with a national examination. The primary school cycle is followed by the **first cycle of the secondary level of education** which lasts for three (3) years and is completed by the national examination. This

cycle is followed by the **second cycle of the secondary level of education** which comprises of three (3) years of study. The students choose to follow general upper secondary (sciences, humanities or languages options), professional secondary (teacher training colleges, nursing program or accounting) or technical secondary schools (TVET L1-L3). The second cycle of secondary education is completed by a national examination with the award of a certificate by the time the children reach, age 17. The last cycle is higher education, also referred to as tertiary education, which includes - different exit award namely Certificate; Diploma; Advanced Diploma; Bachelor's; Postgraduate Certificate; Postgraduate Diploma; Master's; Ph.D.

### 2.1.2. ISCED LEVELS OF EDUCATION

In order to define levels of education in Rwanda, this thematic report uses terms, from the 2011 International Standard Classification of Education (ISCED), which was developed by the United Nations Educational, Scientific, and Cultural Organization (UNESCO). These levels, called the International Standard Classification of Education (ISCED) levels, are applied in statistics worldwide with the purpose of assembling, compiling, and analyzing cross-nationally comparable data on education.

The classification distinguishes between eight levels of education ranging from Pre-primary to tertiary. International definitions of pre-primary, primary, and tertiary education are like the definitions used in Rwanda; however, lower and upper secondary education have slightly different meanings. ISCED level 0 includes Early childhood education and pre-primary education. The former has educational content designed for younger children (in the age range of 0 to 2 years), whilst the latter is designed for children from age 3 years to the start of primary education.

In Rwanda, Early childhood development (ECD) usually refers to the age group 0–6 years. Pre-primary usually includes education for children aged 3–5. Primary education (level 1) runs from ages 6–11 in Rwanda.

Secondary education covers ages 12 through 17 and is divided into two levels: lower and upper secondary (Ordinary level and Advanced level).

In Rwanda, lower secondary education ends with an examination and constitutes the completion of this level. Upper secondary education immediately follows lower secondary education and includes General Secondary (GS), Teacher Training College (TTC), and Technical and Vocational Education and Training (TVET).

Tertiary education includes four ISCED levels and is the equivalent of Post-Secondary Education in Rwanda. ISCED level 5 or Short-cycle tertiary education comprises education programs that lead to a 1 or 2-year undergraduate degree (Diploma and Advanced Diploma). Short-cycle tertiary education programs includes education beyond the secondary school level involving programs (e.g., polytechnic; specialized institute; college, or professional institute) that terminate in less than a 4-year degree. Programs at this level are designed for direct labor market entry. ISCED level 6 comprises education programs that lead to a 3–5-year undergraduate degree. ISCED level 7 comprises education programs that lead to a 2-year postgraduate degree. The highest level, ISCED level 8, includes graduate and professional degree programs.

**Table 2. 1: Rwanda Education Levels and types of education, duration and age required.**

Education Levels	Category/specialization	Duration	Official school age	ISCED level
Early Childhood Education (ECED)	ECED			0
	Pre-primary	3 years	3-5 years	0
Primary		6 years	6-11 years	1
Lower Secondary		3 years	12-14 years	2
Upper Secondary	General secondary education: Sciences, humanities, languages	3 years	15-17 years	3
	Technical and professional: Teacher Training Colleges (TTCs)			
	TVET L3-L5, Accounting and Nursing			
Post-secondary non tertiary				4
Higher education	Polytechnics		18-22 years	5-8
	General higher education			
TVET L1-L3			16 years and above	
TVET short courses				
Adult literacy			15 years and above	

### 2.1.3. RWANDA'S EDUCATION POLICIES AND PROGRAMS

The education sector has contributed towards economic growth by enhancing the relevance of education as a catalyst for social and economic progress. The adoption of the competence-based curriculum since 2016, which prioritizes student's needs, was envisioned as a strategy to meet the aspirations of Rwanda and its population by enhancing the education system to better fulfill their requirements. The education sector's contribution to poverty reduction includes promoting equal access for the most vulnerable groups in society and learners with special needs in education which includes learners with disabilities, refugees and orphans.

#### School Sports Policy, 2020

The School Sports Policy in Rwanda recognizes the importance of sports in the holistic development of students. This policy aims to promote physical fitness, character building, teamwork, and personal growth through organized sports activities in schools. By integrating sports into the education system, Rwanda seeks to enhance students' physical health, mental well-being, and social skills. The policy emphasizes equal opportunities for both male and female students, encouraging gender equity and inclusivity in sports participation. Additionally, the School Sports Policy

promotes talent identification and development, providing a platform for students to showcase their athletic abilities and potentially pursue sporting careers. Through this policy, Rwanda aims to promote a culture of sportsmanship, excellence, and healthy competition among its students, contributing to their overall educational experience and lifelong well-being.

#### Science, Technology, And Innovation Policy, 2020

The policy on science, technology, and innovation in Rwanda aims to drive the country's progress by harnessing the transformative potential of scientific advancements and technological innovations. This policy seeks to foster a culture of research and development, promote knowledge creation, and encourage the adoption of cutting-edge technologies across various sectors. By prioritizing science, technology, and innovation, Rwanda aims to enhance competitiveness, spur economic growth, and improve the overall well-being of its citizens. This policy sets the foundation for a dynamic and forward-looking approach to leverage scientific and technological advancements for sustainable development and societal advancement.

### National Comprehensive School Feeding Policy

The National Comprehensive School Feeding Policy, 2019 in Rwanda is a strategic framework aimed at addressing food insecurity and improving educational outcomes among school children. This policy provides a comprehensive approach to ensure that all students have access to nutritious meals during the school day. By integrating school feeding into the education system, Rwanda seeks to enhance students' physical and cognitive development, improve attendance rates, and reduce dropout rates. Additionally, the policy emphasizes the importance of local sourcing, community involvement, and sustainable practices to promote food security and support local economies. The National Comprehensive School Feeding Policy in Rwanda plays a vital role in nurturing healthy and well-nourished students, fostering an optimal learning environment, and contributing to the overall socio-economic development of the country. This policy is currently being implemented at pre-primary, primary, and secondary education levels.

### Revised Special Needs and Inclusive Education Policy, 2018

The Revised Special Needs and Inclusive Education Policy aims at ensuring equitable access to quality education for all learners, including those with special needs. This policy emphasizes the principles of inclusion, diversity, and equal opportunities in education. It provides guidelines for identifying and supporting learners with disabilities, learning difficulties, and other special needs within mainstream educational settings. The policy promotes inclusive practices, teacher training, and the provision of necessary resources to create supportive learning environments. It also emphasizes collaboration among stakeholders, including parents, educators, and relevant government agencies, to implement effective inclusive education strategies. By implementing this policy, Rwanda aims to eliminate barriers to education, enhance the participation and achievement of learners with special needs, and create a more inclusive and equitable educational system.

### ICT in Education Policy, 2016

The ICT in Education Policy in Rwanda seeks at leveraging Information and Communication Technology (ICT) to enhance education quality and learning outcomes. It emphasizes integrating ICT tools into the curriculum, providing access to technology for teaching and learning

purposes. The policy focuses on infrastructure development, connectivity, and capacity building for teachers. Its goals include bridging the digital divide, preparing students for the digital age, and fostering a knowledge-based economy. By promoting digital literacy and innovative teaching methods, Rwanda aims to create engaging and inclusive learning environments. The policy recognizes the transformative potential of ICT in promoting 21st-century skills development and shaping the future of education. Overall, it aims to ensure equitable access to technology and enhance educational outcomes through effective ICT integration.

### TVET Policy, 2015

The Technical and Vocational Education and Training (TVET) policy in Rwanda is designed to equip individuals with the skills and knowledge needed to excel in the modern workforce. This policy places a strong emphasis on practical, hands-on training and aligns training programs with the needs of industries and the labor market. By promoting TVET, Rwanda aims to enhance employability, reduce unemployment, and bridge the skills gap. This policy recognizes the importance of vocational education in fostering economic growth, empowering individuals, and promoting inclusive development. Through strategic partnerships with industries, institutions, and stakeholders, the TVET policy in Rwanda strives to create a skilled workforce capable of driving innovation, entrepreneurship, and sustainable development.

### Early Childhood Development (ECD) Policy

In Rwanda, as in all countries, children from zero to six years of age require specific and targeted interventions and services to protect them from the effects of poverty, abuse, HIV/AIDS and other diseases. They require the best of health services which can combat the prevalence of malnutrition and other debilitating conditions. In order to make the most of the opportunities presented by universal access to basic education, children need to be ready to learn when they enter school, cognitively and emotionally, and early learning services, particularly for children between the ages of 3-6 are essential in this regard.

The ECD vision is to enable the Republic of Rwanda to achieve its national development goals and to ensure that all Rwandan children attain their developmental potential. To achieve the Vision, the Government and its

partners will pursue to ensure all Rwandan children achieve their potential, are healthy, well-nourished and safe, and their mothers, fathers and communities become nurturing caregivers through receiving integrated early childhood development services.

### Adult Education Policy

The Rwandan Government, through the Ministry of Education, implement an Adult Education Policy to channel and harmonize all the efforts of the different actors in this field and achieve the ultimate goal of, and sustain, a fully literate population. Adult basic education constitutes an important pillar for supporting programmes of poverty reduction, good governance,

social participation, citizenship building, family and local development, lifelong learning and building a dynamic literate environment, hence, the overarching importance of literacy in nation building. The main target groups for the implementation of this policy and the corresponding programmes are the adults (15 years old and above) who either never had access to school or have insufficient formal schooling. Special emphasis is given to rural areas , women, people with disabilities, veterans, refugees, prison inmates, people in informal working sector whose illiteracy rate is lower than the national average.

## 2.2 Context and justification

The overall goal of the Government of Rwanda (GoR) is to reduce poverty and in turn to improve the well-being of the country's population. Within this context, the aim of education is to combat ignorance and illiteracy and to provide, through the education system, human resources with the necessary skills to support the socio-economic development of Rwanda. This goal is coupled with and complements the mission of the Ministry of Education: ***“The mission of the Ministry of Education is to transform the Rwandan citizen into skilled human capital for socio-economic development of the country by ensuring equitable access to quality education focusing on combating illiteracy, promotion of science and technology, critical thinking and positive values”***

It is believed that achieving this mission will surely contribute to the overall goal of the Government of Rwanda of reducing poverty and improving the well-being of the Rwandan population (Vision 2050 and EDPRS). To achieve this goal there is a need of good statistics to provide a foundation for effective decision making, and evidence-based policy to improve the educational system and structure in the country.

The objectives of this report on education can be further described as follows:

- To describe the current school attendance status of the enumerated population
- To present the highest level of educational level attended by the population
- To present the literacy level of the population, in general, and of those who are out of school, in particular

## 2.3 Definition of main concepts

The key concepts and definitions relevant to this report are presented below. Further definitions can be found in the Glossary in Annex C of this report.

### School attendance and attendance rates

School attendance is defined as regular attendance at any regular accredited educational institution or program, public or private.

There is a difference between ‘attending school’ and being ‘enrolled in school’; thus results from censuses and administrative data may differ. School attendance is

complementary to but must be distinguished from ‘school enrolment’, which typically is obtained from administrative data. A child can be enrolled in school but not necessarily be attending. It is recommended that these concepts be clearly defined so that countries can determine which variable they wish to collect via the census.

**Net Attendance Ratio (NAR):** attendance of the official age group for a given level of education expressed as a percentage of the corresponding school-age population. The NAR for primary school is the percentage of the primary school-age population (6–11) attending primary school. The NAR for secondary school is the percentage of the secondary school-age population (12–17) that is attending secondary school. By definition the NAR cannot exceed 100%.

**Gross Attendance Ratio (GAR):** total attendance in a specific level of education, regardless of age, expressed as a percentage of the corresponding school-age population. The GAR for primary schools is the total number of primary school students, expressed as a percentage of the official primary school-age population. The GAR for secondary schools is the total number of secondary school students, expressed as a percentage of the official secondary school-age population. If there are significant numbers of overage and underage students at a given level of schooling, the GAR can exceed 100%.

**Gender Parity Index (GPI):** ratio of number or proportion of female population to male population for a given indicator. It measures gender equality between girls' and boys' performance in school.

### Educational attainment

Educational attainment is defined as the highest grade completed within the most advanced level attended in the education system of the country where the education was received.

### Completion rates

For **Primary completion rate**, calculation is based on population aged between 15-17 years (12 + 3 = 15 and 12 + 5 = 17)

$$CR_{p6} = \frac{\text{People aged between 15-17 years who completed primary in year } t}{\text{Total Rwandan population aged between 15-17 years in year } t} \times 100$$

For **Lower secondary completion rate**, calculation is based on population aged between 18-20 years (15 + 3 = 18 and 15 + 5 = 20)

The certificates listed below are some of the certificates currently or previously awarded by the Rwandan education system:

$$CR_{s3} = \frac{\text{People aged between 18-20 years who completed lower secondary in year } t}{\text{Total Rwandan population aged between 18-20 years in year } t} \times 100$$

For **Upper secondary completion rate**, calculation is based on population aged between 21-23 years (18 + 3 = 21 and 18 + 5 = 23)

$$CR_{s6} = \frac{\text{People aged between 21-23 years who completed upper secondary in year } t}{\text{Total Rwandan population aged between 21-23 years in year } t} \times 100$$

### Educational qualifications (level of education)

Qualifications are the degrees, diplomas, certificates, professional titles and so forth that an individual has acquired, whether by full-time study, part-time study or private study, whether conferred in the home country or abroad and whether conferred by educational authorities, special examining bodies or professional bodies. The acquisition of an educational qualification therefore implies the successful completion of a course of study or training program.

According to national needs, information on qualifications may be collected from persons who have reached a certain minimum age or level of educational attainment. Such information should refer to the title of the highest certificate, diploma or degree received

### Academic degree obtained

An academic degree is a college or university diploma, often associated with a title and sometimes associated with an academic position, which is usually awarded in recognition of the recipient having either satisfactorily completed a prescribed course of study or having conducted a scholarly endeavour deemed worthy of his or her admission to the degree. The most common degrees awarded today are Diploma, Advanced Diploma, Bachelor's, Master's and doctoral (PhD) degrees. Most higher education institutions generally offer certificates and several programmes leading to the awarding of a Master of Advanced Studies, which is predominantly known as a Diplôme d'études supérieures specialises under its original French designation.

**Primary Leaving Certificate:** a certificate awarded upon successful completion of six years of primary school. This certificate provides access to lower secondary education.

**Ordinary 'O' Level Certificate:** a certificate awarded upon successful completion of three years of lower secondary school. This certificate provides access to senior secondary education.

**TVET Certificate I:** the duration to get the certificate is 3 to 9 months. There is no further educational prerequisite for enrollment to study at this level other than having reached the age of 16 years. Graduates at this level will have the basic practical skills and competencies required to carry out a specific task in the labor market.

**TVET Certificate II:** the duration to get the certificate is 1 year. The minimum age to study at this level is 16 Years and one has completed at least primary six. Graduates at this level will have practical skills and a set of competencies required to carry out different tasks in the labor market or to pursue further learning.

**TVET Certificate III:** the duration to get the certificate is 1 year. To study at this level you must have completed 9 Years Basic Education or have an equivalent qualification. At the completion of this level, students will have practical skills and knowledge enabling them to proceed to TVET Level 4. This certificate is given to people who completed 1 year of technical secondary education and who decided to enter the labor market.

**TVET Certificate IV:** the duration to get the certificate is 1 year. The minimum requirement to study at this level is to have completed Level III. At the completion of this level, students will have practical skills and knowledge enabling them to proceed to TVET Level 4. This certificate is given to people who completed 2 years of technical secondary education and who decided to enter the labor market.

**TVET Certificate V/ Professional Certificate of Secondary Education A2 (Technical secondary education):** a certificate awarded upon successful completion of three years of senior secondary school in technical secondary education. The minimum requirement to study at this level is to have completed Level IV. Graduates at this level will have advanced practical skills and knowledge enabling them to join the labor market or proceed to higher Education.

**Advanced General Certificate of Secondary Education A2 (general secondary education):** a certificate awarded

upon successful completion of three years of senior secondary school in general secondary education.

NB: The Advanced General Certificate of Secondary Education and Professional Certificate of Secondary Education A2 grant access to higher education.

**ENTA (*Ecole Normale Technique Auxilliaire*)** – a certificate awarded upon successful completion of five years of secondary school. This type of certificate is no longer available;

**A3/D4/D5** – certificates awarded upon successful completion of three, four or five years of secondary school. This type of certificate is no longer available.

**A2/D6/D7** – certificates awarded upon successful completion of six or seven years of secondary school.

Previously, **post-primary education** targeted technical skills and allowed students, after successfully completing three years of study to enter the labour market. Some disaggregations by highest level attended may group post-primary and secondary education. The following certificates and/or diplomas were awarded at this level of education:

**EMA (*Ecole des Moniteurs Auxilliaire*)** – a certificate awarded upon successful completion of two years of post-primary education, when this level existed in the education system.

**CE/FM (*Certificat d'Edute Familiale*)** – a certificate awarded upon completion of three years of post-primary education. The courses associated with these certificates were exclusive to the female population.

**CERAI (*Centre d'Enseignement Rural Artisanal Integré*)** – a certificate awarded upon successful completion of three years of post-primary education.

**Tertiary Education:** The duration of tertiary education varies between three and six years according to the institution and the field of study. The following certificates and/or diplomas were or are currently awarded at this level of education:

**A diploma and an Advanced Diploma program** are between two and three years in length. Admission requires an upper-secondary qualification like the Certificate of Technical Secondary Education A2. In addition, the HEC defines certificate and diploma qualifications as exit qualifications in incomplete bachelor's programs rather than distinct study programs. Students who complete one year of study (120 credits)

before dropping out may receive a Certificate of Higher Education, whereas students who complete 2 years of studies and obtainment of at least 240 credits may be awarded a Diploma and students who completed 2,5 years of studies and obtainment of at least 300 credits may be awarded an Advanced Diploma in Higher Education in Higher Education.

**Bacc/diploma** – a degree previously awarded upon successful completion of two years of university. It is no longer available.

**Bachelor's** – a degree awarded upon a successful completion of four years of university. In Rwanda, the Bachelor's programs are offered for three-five years and

each year is split into semesters or trimesters depending on the specifications of the programs.

**Master's** – a degree awarded to a university graduate upon his/her successful completion of at least one year of post-graduate studies. In Rwanda, the duration of Masters's Programs varies between eighteen (18) and twenty-four (24) months, except in Medicine, where they last for four years. They are offered by coursework or purely by research.

**PhD** – a degree awarded to a university graduate upon his/her successful completion of a doctoral programme, usually lasting between three and four years.

### School Life Expectancy (primary to tertiary education)

SLE is the total number of years of schooling (primary to tertiary) that a child can expect to receive, assuming that the probability of his or her being enrolled in school at any particular future age is equal to the current enrolment ratio at that age. Caution must be maintained when utilising this indicator in international comparisons. For example, a year or grade completed in one country is not necessarily the same in terms of educational content or quality as a year or grade completed in another country. SLE represents the expected number of years of schooling that will be completed, including years spent repeating one or more grade

### Language Literacy

Literacy is the ability to both read and write with understanding. A literate person is one who can both read and write a short, simple statement on his or her everyday life. An illiterate person is one who cannot, with understanding, both read and write such a statement. Hence, a person capable of reading and writing only figures and his or her own name should be considered illiterate, as should a person who can read but not write as well as one who can read and write only a stock phrase that has been memorised. Language literacy in the fifth Rwanda Population and Housing Census (5RPHC-2022) is measured based on three skills: reading, writing, and listening with understanding. To be considered literate in any language, an individual must demonstrate proficiency in all three skills. In 2022 Census, literacy is recorded in the following languages: Kinyarwanda, English, French, Swahili and Other.

## CHAPTER 3: HIGHEST LEVELS OF EDUCATION ATTENDED

### 3.1. INTRODUCTION

This chapter provides a snapshot, at the time of the 2022 Census, of both access to school and the highest level of school attended by the resident population. It is worth emphasising that as a snapshot it captures the situation at a specific moment and the conclusions should be viewed in that context, particularly because part of population is still in the school system. The chapter starts by discussing the distribution of the population by the highest level of school attended, highlighting the weight of the subgroup that has never attended school/not yet in school. Secondly, it reviews spatial variations in the

highest highest level of school attended, highlighting contrasts between urban and rural areas, and across provinces and districts. Further, it provides an historic perspective of changes observed in the highest level of school attended in the country since the year 1978 and, finally, it compares the highest level of school completed against background characteristics such as sex, age, and level of education of the household head, as well as geographic characteristics such as urban/rural areas, provinces and districts

### 3.2. DISTRIBUTION OF THE POPULATION BY HIGHEST LEVEL OF SCHOOL ATTENDED.

Table 3.1 outlines the distribution of the population aged 3 and above based on their highest level of school attendance, gender, and residential location. Overall, a notable observation emerges, indicating that approximately 16.4% of the population aged 3 years and older did not attend school. This percentage demonstrates a significant decrease from the corresponding figure recorded during the 2012 census, when 25.5% of individuals had not attended school/were not yet in school. Specifically, a comparison of genders reveals that the proportion of females who did not attend school or were not yet enrolled is higher compared to males (17.8% versus 14.9%, respectively). Predominantly, those individuals who have not attended school and fall within the 'not yet in school' category tend to be concentrated in rural areas, constituting 18.3% of that demographic. This figure is in stark contrast to urban areas, where only 10.7% of males and 12.1% of females aged 3 and above have not attended school or are not yet enrolled. This stands in comparison to rural regions, which exhibit percentages of 16.6% for males and 19.9% for

females within the same category. As for educational levels attended, primary school emerges as the most frequently attended educational tier in Rwanda, capturing the engagement of nearly 58.3% of the population aged 3 and above. Notably, 0.8% of individuals attended vocational education (INGOBOKA/Vocational). In terms of lower secondary education, the data from Table 3.1 indicates that 8.8% of males have achieved this level compared to 10.0% of females, indicating a slightly higher percentage of females with lower secondary education. Moving to upper secondary education, 6.9% of males have attained this level, while 7.0% of females have done so, again showing a slightly higher representation of females. These comparisons suggest that females tend to have a marginal edge in both lower and upper secondary education attainment in Rwanda. The percentage of individuals who have attended university stands at 3.5% of the population aged 3 and above, reflecting a notable commitment to higher education. Notably, a higher proportion of males (4.1%) have pursued university education compared to females (3.0%).

**Table 3. 1: Distribution (number and percentage) of the resident population aged 3 and above by highest level of school attended, sex and area of residence.**

Area of residence and Level of education	Count			Percentage		
	Both sexes	Male	Female	Both sexes	Male	Female
<b>Rwanda</b>						
<b>Total</b>	<b>12,245,590</b>	<b>5,927,311</b>	<b>6,318,279</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Never attended School/Not yet in school	2,004,330	880,393	1,123,937	16.4	14.9	17.8
Pre-Nursary/ECD	245,899	120,357	125,542	2.0	2.0	2.0
Pre-primary	318,532	155,968	162,564	2.6	2.6	2.6
Primary	7,139,525	3,543,088	3,596,437	58.3	59.8	56.9
INGOBOKA/Vocational	96,357	51,720	44,637	0.8	0.9	0.7
Lower secondary	1,154,349	520,274	634,075	9.4	8.8	10.0
Upper secondary	850,334	408,754	441,580	6.9	6.9	7.0
University	434,476	245,384	189,092	3.5	4.1	3.0
Not stated	1,788	1,373	415	0.0	0.0	0.0
<b>Urban</b>						
<b>Total</b>	<b>3,416,641</b>	<b>1,711,845</b>	<b>1,704,796</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Never attended School/Not yet in school	389,149	182,717	206,432	11.4	10.7	12.1
Pre-Nursary/ECD	26,809	13,095	13,714	0.8	0.8	0.8
Pre-primary	123,582	61,556	62,026	3.6	3.6	3.6
Primary	1,655,811	836,815	818,996	48.5	48.9	48.0
INGOBOKA/Vocational	33,058	18,483	14,575	1.0	1.1	0.9
Lower secondary	417,709	198,759	218,950	12.2	11.6	12.8
Upper secondary	444,340	219,581	224,759	13.0	12.8	13.2
University	325,044	179,938	145,106	9.5	10.5	8.5
Not stated	1,139	901	238	0.0	0.1	0.0
<b>Rural</b>						
<b>Total</b>	<b>8,828,949</b>	<b>4,215,466</b>	<b>4,613,483</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Never attended School/Not yet in school	1,615,181	697,676	917,505	18.3	16.6	19.9
Pre-Nursary/ECD	219,090	107,262	111,828	2.5	2.5	2.4
Pre-primary	194,950	94,412	100,538	2.2	2.2	2.2
Primary	5,483,714	2,706,273	2,777,441	62.1	64.2	60.2
INGOBOKA/Vocational	63,299	33,237	30,062	0.7	0.8	0.7
Lower secondary	736,640	321,515	415,125	8.3	7.6	9.0
Upper secondary	405,994	189,173	216,821	4.6	4.5	4.7
University	109,432	65,446	43,986	1.2	1.6	1.0
Not stated	649	472	177	0.0	0.0	0.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR)

Table 3.1 shows that at the country level 13.5% of the total population aged 6 years and above in Rwanda never or not yet attended school. The percentage of individuals aged 6 and above who have never or not yet attended school is relatively high among females (15.3%) than among their male counterparts (11.6%). Overall, the majority of the population aged 6 and above in Rwanda has attended primary education (63.6%). There is a slightly higher percentage of females (11.0%) who have attended lower secondary education compared to males (9.7%), while university education has been attended by a smaller proportion (3.9%). University education is slightly more

prevalent among males, accounting for 4.6% of males compared to 3.3% of females. When the area of residence is considered, urban areas have a lower percentage (8.3%) of individuals who have never attended school compared to rural areas (15.5%). Urban areas have a slightly lower percentage (52.6%) of the population aged 6 and above who attended primary education compared to rural areas (67.9%). Urban areas have a higher percentage (10.4%) of the population who attended university education compared to rural areas (1.4%). Overall, the data shows that urban areas have a higher proportion of people aged 6 and above with higher levels of education.

**Table 3. 2: Distribution (Count and Percentage) of the resident population aged 6 years and above by level of education attended by sex and area of residence.**

Area of residence and Level of education	Count			Percentage		
	Both sexes	Male	Female	Both sexes	Male	Female
<b>Rwanda</b>						
<b>Total</b>	<b>11,174,451</b>	<b>5,390,354</b>	<b>5,784,097</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Never attended School/Not yet in school	1,506,389	622,717	883,672	13.5	11.6	15.3
Pre-primary	19,632	10,072	9,560	0.2	0.2	0.2
Primary	7,111,130	3,530,063	3,581,067	63.6	65.5	61.9
INGOBOKA/Vocational	96,357	51,720	44,637	0.9	1.0	0.8
Lower secondary	1,154,349	520,274	634,075	10.3	9.7	11.0
Upper secondary	850,334	408,754	441,580	7.6	7.6	7.6
University	434,476	245,384	189,092	3.9	4.6	3.3
Not stated	1,784	1,370	414	0.0	0.0	0.0
<b>Urban</b>						
<b>Total</b>	<b>3,129,982</b>	<b>1,567,496</b>	<b>1,562,486</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Never attended School/Not yet in school	258,773	115,533	143,240	8.3	7.4	9.2
Pre-primary	4,927	2,541	2,386	0.2	0.2	0.2
Primary	1,644,992	831,760	813,232	52.6	53.1	52.0
INGOBOKA/Vocational	33,058	18,483	14,575	1.1	1.2	0.9
Lower secondary	417,709	198,759	218,950	13.3	12.7	14.0
Upper secondary	444,340	219,581	224,759	14.2	14.0	14.4
University	325,044	179,938	145,106	10.4	11.5	9.3
Not stated	1,139	901	238	0.0	0.1	0.0
<b>Rural</b>						
<b>Total</b>	<b>8,044,469</b>	<b>3,822,858</b>	<b>4,221,611</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Never attended School/Not yet in school	1,247,616	507,184	740,432	15.5	13.3	17.5
Pre-primary	14,705	7,531	7,174	0.2	0.2	0.2
Primary	5,466,138	2,698,303	2,767,835	67.9	70.6	65.6
INGOBOKA/Vocational	63,299	33,237	30,062	0.8	0.9	0.7
Lower secondary	736,640	321,515	415,125	9.2	8.4	9.8
Upper secondary	405,994	189,173	216,821	5.0	4.9	5.1
University	109,432	65,446	43,986	1.4	1.7	1.0
Not stated	645	469	176	0.0	0.0	0.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR)

### 3.3. EVOLUTION IN THE HIGHEST LEVEL OF EDUCATION ATTENDED FROM 1978 TO 2022

Table 3.3 presents the evolution since 1978 in the distribution of the population aged seven and above by the highest level of education attended and sex. Since the data from the previous censuses covered only the population aged seven and above, the age limit in the RPHC5 was adjusted to seven and above for comparability reasons. Some important conclusions can be drawn: Over the years, there has been a remarkable improvement in the level of education attended by both sexes. The percentage of individuals with no education has significantly decreased from 61.3% in 1978 to 13.2% in 2022. In contrast, primary education witnessed a substantial increase, rising from 36.1% in 1978 to 63.1% in 2022.

Secondary education also experienced a notable surge, climbing from 2.4% in 1978 to 18.6% in 2022. Additionally, the proportion of individuals attending university rose significantly from 0.2% in 1978 to 4.0% in 2022. The gender gap has been diminishing consistently, especially since 1991. For instance, among those with no education, the gender gap stood at 17% (70.1% among females and 52.7% among males) in 1978 compared to just 4% (15.1% among females and 11.2% among males) in 2022. Similarly, among those who attended primary school, the gender gap stood, in 1978, at 17% (45.3% among males and 27.8% among females) compared to just 4% (65.1% among males and 61.3% among females) in 2022.

**Table 3. 3: Evolution from 1978 to 2022 in the distribution of the resident population aged seven and above by level of education attended and sex (Percentage).**

Sex and Year of census	Level of education attended						
	Total	No education	Primary	Post-primary	Secondary	University	Not stated
<b>Both sexes</b>							
1978	100.0	61.3	36.1	-	2.4	0.2	-
1991	100.0	40.1	53.5	2.2	2.4	0.2	-
2002	100.0	31.9	60.7	1.5	6.1	0.5	-
2012	100.0	18.7	64.1	0.9	12.4	2.2	0.9
2022	100.0	13.2	63.1	0.9	18.6	4.0	0
<b>Male</b>							
1978	100.0	52.7	45.3	-	2.9	0.3	-
1991	100.0	33.8	59	2.2	3	0.4	-
2002	100.0	27	63.7	1.6	7	0.8	-
2012	100.0	15.1	66.2	0.9	13.2	2.8	0.9
2022	100.0	11.2	65.1	1	17.8	4.7	0
<b>Female</b>							
1978	100.0	70.1	27.8	-	2.1	-	-
1991	100.0	46.1	48.3	2.3	1.8	0.2	-
2002	100.0	35	58.1	1.4	5.3	0.3	-
2012	100.0	21.9	62.2	0.8	11.7	1.7	0.9
2022	100.0	15.1	61.3	0.8	19.2	3.4	0

Source: Rwanda Population and Housing Censuses 1978, 1991, 2002, 2012 and 2022.

### 3.4. VARIATIONS IN THE HIGHEST LEVEL OF SCHOOL ATTENDED BY BACKGROUND CHARACTERISTICS OF THE POPULATION

This section attempts to profile the population aged three and above by briefly highlighting contrasts in the highest level of school attained according to background characteristics, such as age, and disabilities.

Table 3.4 shows that the majority of individuals age 5 and above with disabilities have attended or are currently attending the primary level (52.6%), followed by those who never attended school/not yet in school (34.7%). Among males with disabilities, the highest percentage is found in the primary level (56.9%), followed by those who never attended school/not yet in school (29.7%). Among females with disabilities, the highest percentage is found in the primary level (49.1%), followed by those who never attended school/not yet in school (38.7%). The percentages decrease significantly as the education level progresses beyond the primary stage. Only a small proportion of individuals with disabilities have been attended upper secondary level (3.7%), and an even smaller percentage attended the university level (1.4%). A

similar trend can be observed among both males and females with disabilities, with lower percentages in higher education levels compared to lower levels. The majority of individuals without disabilities have attended the primary level (62.2%). Among both males and females without disabilities, the highest percentage is found in the primary level (63.8% and 60.7%, respectively). Compared to individuals with disabilities, a larger proportion of individuals without disabilities progress to higher education levels. In the "Both sexes" category, 7.5% attended the upper secondary level and 3.8% attended the university level. Males without disabilities have slightly higher percentages at the university level (4.5%) compared to females without disabilities (3.2%).

**Table 3. 4: Distribution (number and Percentage) of the reside population aged 5 years and above by level of school attended, sex and disability status.**

Sex and disability status	Total	Never attended School/Not yet in school	Pre-Nursary/ECD	Pre-primary	Primary	INGOBOKA/Vocational	Lower secondary	Upper secondary	University	Not stated
<b>Percentage</b>										
<b>Both sexes</b>										
Total	100.0	14.0	0.6	1.5	61.9	0.8	10.0	7.4	3.8	0.0
Without disabilities	100.0	13.3	0.6	1.5	62.2	0.8	10.2	7.5	3.8	0.0
With disabilities	100.0	34.7	0.3	0.6	52.6	1.2	5.5	3.7	1.4	-
<b>Male</b>										
Total	100.0	12.2	0.6	1.6	63.6	0.9	9.3	7.3	4.4	0.0
Without disabilities	100.0	11.7	0.6	1.6	63.8	0.9	9.5	7.4	4.5	0.0
With disabilities	100.0	29.7	0.3	0.8	56.9	1.2	5.4	3.9	1.7	-
<b>Female</b>										
Total	100.0	15.7	0.6	1.5	60.3	0.7	10.6	7.4	3.2	0.0
Without disabilities	100.0	14.8	0.6	1.5	60.7	0.7	10.8	7.5	3.2	0.0
With disabilities	100.0	38.7	0.2	0.5	49.1	1.3	5.5	3.6	1.1	-
<b>Count</b>										
<b>Both sexes</b>										
Total	11,537,934	1,616,860	70,301	173,946	7,139,525	96,357	1,154,349	850,334	434,476	1,786
Without disabilities	11,146,159	1,481,039	69,240	171,536	6,933,425	91,566	1,132,884	835,748	428,935	1,786
With disabilities	391,775	135,821	1,061	2,410	206,100	4,791	21,465	14,586	5,541	-
<b>Male</b>										
Total	5,573,098	681,027	34,921	86,558	3,543,088	51,720	520,274	408,754	245,384	1,372
Without disabilities	5,398,149	629,045	34,316	85,243	3,443,496	49,672	510,792	401,883	242,330	1,372
With disabilities	174,949	51,982	605	1,315	99,592	2,048	9,482	6,871	3,054	-
<b>Female</b>										
Total	5,964,836	935,833	35,380	87,388	3,596,437	44,637	634,075	441,580	189,092	414
Without disabilities	5,748,010	851,994	34,924	86,293	3,489,929	41,894	622,092	433,865	186,605	414
With disabilities	216,826	83,839	456	1,095	106,508	2,743	11,983	7,715	2,487	-

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR)

Table 3.5 provides an overview of the distribution of residents in Rwanda by the highest level of education attended, focusing on different age groups. Across all age groups, primary education has the highest attendance rates, followed by the group that has never or not yet attended school. The population with a university education consistently remains the smallest across all age

groups. The percentage of people who have never or not yet attended school generally increases with increasing age groups, while the percentage of those with primary education remains relatively stable. The percentage of people with a university education increases slightly with increasing age groups, indicating a higher level of education attended among older individuals

Table 3. 5: Distribution (count and percentage) of the residents by the highest level of the school attended by area of residence and selected age groups.

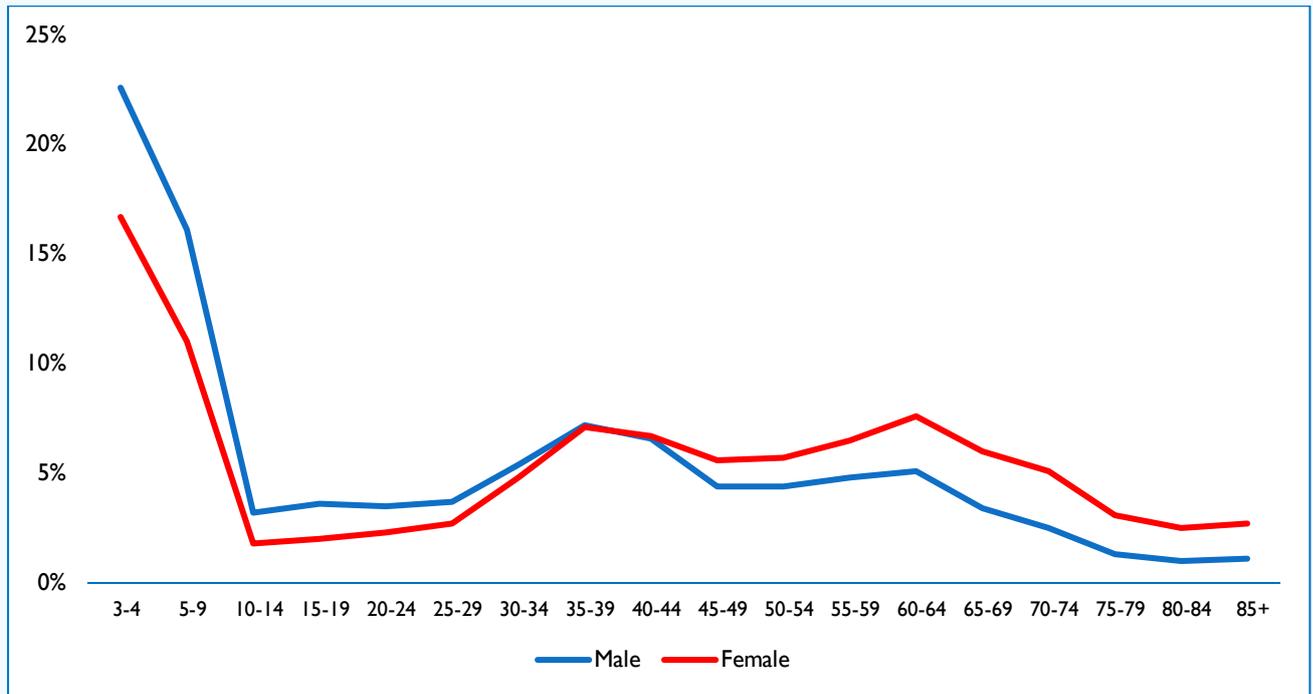
Level of Education	Count					Percentage				
	Population age 3 and above	Population age 6 and above	Population age 12 and above	Population age 18 and above	Population age 24 and above	Population age 3 and above	Population age 6 and above	Population age 12 and above	Population age 18 and above	Population age 24 and above
<b>Both sexes</b>										
<b>Total</b>	<b>12,245,590</b>	<b>11,174,451</b>	<b>9,236,689</b>	<b>7,349,793</b>	<b>5,793,479</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Never attended School/Not yet in school	2,004,330	1,506,389	1,330,595	1,270,168	1,200,384	16.4	13.5	14.4	17.3	20.7
Pre-Nursery/ECD	245,899					2.0				
Pre-primary	318,532	19,632	11,606	9,085	7,546	2.6	0.2	0.1	0.1	0.1
Primary	7,139,525	7,111,130	5,357,728	3,975,362	3,207,966	58.3	63.6	58.0	54.1	55.4
INGOBOKA/Vocational	96,357	96,357	96,343	91,083	76,163	0.8	0.9	1.0	1.2	1.3
Lower secondary	1,154,349	1,154,349	1,153,832	759,353	408,882	9.4	10.3	12.5	10.3	7.1
Upper secondary	850,334	850,334	850,334	809,088	515,024	6.9	7.6	9.2	11.0	8.9
University	434,476	434,476	434,476	433,895	375,888	3.5	3.9	4.7	5.9	6.5
Not stated	1,788	1,784	1,775	1,759	1,626	0.0	0.0	0.0	0.0	0.0
<b>Urban</b>										
<b>Total</b>	<b>3,416,641</b>	<b>3,129,982</b>	<b>2,650,047</b>	<b>2,201,617</b>	<b>1,717,011</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Never attended School/Not yet in school	389,149	258,773	224,594	213,465	196,614	11.4	8.3	8.5	9.7	11.5
Pre-Nursery/ECD	26,809					0.8				
Pre-primary	123,582	4,927	3,175	2,482	2,007	3.6	0.2	0.1	0.1	0.1
Primary	1,655,811	1,644,992	1,201,327	921,352	744,554	48.5	52.6	45.3	41.8	43.4
INGOBOKA/Vocational	33,058	33,058	33,051	31,291	26,303	1.0	1.1	1.2	1.4	1.5
Lower secondary	417,709	417,709	417,379	285,071	171,321	12.2	13.3	15.7	12.9	10.0
Upper secondary	444,340	444,340	444,340	422,119	290,985	13.0	14.2	16.8	19.2	16.9
University	325,044	325,044	325,044	324,705	284,204	9.5	10.4	12.3	14.7	16.6
Not stated	1,139	1,139	1,137	1,132	1,023	0.0	0.0	0.0	0.1	0.1
<b>Rural</b>										
<b>Total</b>	<b>8,828,949</b>	<b>8,044,469</b>	<b>6,586,642</b>	<b>5,148,176</b>	<b>4,076,468</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Never attended School/Not yet in school	1,615,181	1,247,616	1,106,001	1,056,703	1,003,770	18.3	15.5	16.8	20.5	24.6
Pre-Nursery/ECD	219,090					2.5				
Pre-primary	194,950	14,705	8,431	6,603	5,539	2.2	0.2	0.1	0.1	0.1
Primary	5,483,714	5,466,138	4,156,401	3,054,010	2,463,412	62.1	67.9	63.1	59.3	60.4
INGOBOKA/Vocational	63,299	63,299	63,292	59,792	49,860	0.7	0.8	1.0	1.2	1.2
Lower secondary	736,640	736,640	736,453	474,282	237,561	8.3	9.2	11.2	9.2	5.8
Upper secondary	405,994	405,994	405,994	386,969	224,039	4.6	5.0	6.2	7.5	5.5
University	109,432	109,432	109,432	109,190	91,684	1.2	1.4	1.7	2.1	2.2
Not stated	649	645	638	627	603	0.0	0.0	0.0	0.0	0.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR)

Figure 3.1 and Figure 3.2 focus on the population with no education and distribute it by five-year age groups according to sex and area of residence, respectively. The figures indicate that there is a substantial portion of children who have non education until 5 to 10 years of age, but the numbers systematically drop between 10 and 14

years. And also, the education gap between males and female has significantly narrowed at young ages below 20 years.

Figure 3. 1: Resident population aged three and above with no education by five-year age group and sex.

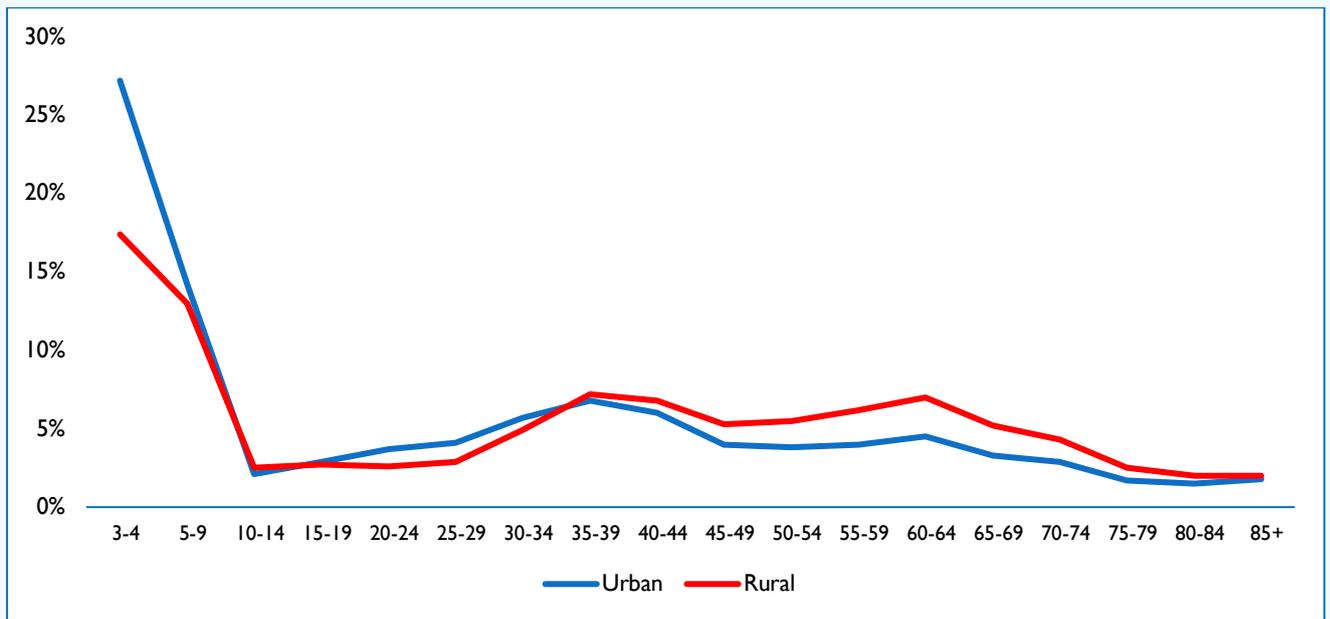


Source: Fifth Rwanda Population and Housing Census, 2022 (NISR)

Similarly, Figure 3.2 indicates that, systematically the proportion of the population aged between 3 to 9 with no education is higher in urban than in rural areas. From 35 to 85 and above age groups the proportion of the

population with no education is higher in rural than in urban areas.

Figure 3. 2: Resident population aged three and above with no education by five-year age group and area of residence.



Source: Fifth Rwanda Population and Housing Census, 2022 (NISR)

## CHAPTER 4: HIGHEST LEVELS OF EDUCATION ATTAINED

### 4.1. INTRODUCTION

Educational attainment refers to the highest level of education that a person has successfully completed. This is distinct from the level of schooling that an individual is attending or has ever attended. Successful completion of a level of education refers to the achievement of the learning objectives of that level, typically validated through the assessment of acquired knowledge, skills, and competencies. At the primary and secondary school level, educational attainment refers to the highest grade/class completed or whether or not the person has obtained a secondary school diploma or equivalency certificate. At the postsecondary level, it refers to postsecondary certificates, diplomas, or degrees awarded by accredited educational institutions. Educational attainment can also include the partial completion of a postsecondary qualification. In this section, education attainment is analysed for persons aged 15 years and above although data was collected from all household members since by that age chances are high that one is likely not to enrol in school if they had not. Table 4.1 shows that, overall, in 2022, 16.3% have no primary schooling, three in every ten persons (33.9%) have some primary education

(specifically including Primary 1, Primary 2, Primary 3, Primary 4, and Primary 5), 30.1% have completed primary education. Variations by gender show that, the proportion of females with no primary schooling (18.8%) is higher than that of their male counterparts (about 13.5%). In the total population aged 15 years and above, lower secondary education attainment stands at 7.6%. Among males, the percentage of those who have completed lower secondary education is 7.4%, while among females, it's slightly higher at 7.8%. This indicates a marginal gender disparity, with females having a slightly greater representation in lower secondary education attainment. Upper secondary education attainment is 8.0%, for the total population aged 15 years and above. The percentage of males who have attained upper secondary education is 8.4%, whereas, for females, it's slightly lower at 7.7%. Here again, the data suggests a marginal gender difference, with a higher percentage of males achieving upper secondary education. Higher education levels see lower representation: short-cycle tertiary education is at 0.8%, Bachelor or equivalent at 2.8%, Master's or equivalent at 0.4%, and Doctoral or equivalent at 0.1%.

**Table 4. 1: Distribution (number and percentage) of the resident population aged 15 years and above by highest level of education attained,sex and area of residence (Rwanda).**

Area of residence and Level of education	Count			Percentage		
	Both sexes	Male	Female	Both sexes	Male	Female
<b>Rwanda</b>						
<b>Total</b>	<b>8,289,582</b>	<b>3,947,937</b>	<b>4,341,645</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
No primary schooling	1,348,326	533,327	814,999	16.3	13.5	18.8
Some primary	2,810,456	1,411,105	1,399,351	33.9	35.7	32.2
Completed Primary	2,493,514	1,185,562	1,307,952	30.1	30.0	30.1
Lower secondary	629,077	291,741	337,336	7.6	7.4	7.8
Upper secondary	665,848	332,287	333,561	8.0	8.4	7.7
short cycle tertiary	69,536	40,441	29,095	0.8	1.0	0.7
Bachelor or equivalent	229,680	127,431	102,249	2.8	3.2	2.4
Masters or equivalent	33,518	20,133	13,385	0.4	0.5	0.3
Doctoral or equivalent	5,005	3,197	1,808	0.1	0.1	0.0
Not stated	4,622	2,713	1,909	0.1	0.1	0.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR)

Table 4.2 provides insights into the educational attainment of the resident population aged 15 years and above in urban areas of Rwanda. Among the total urban population of 2,433,157, Completed Primary education holds the highest percentage at 29.5%, followed by Upper secondary at 15.9%. Gender disparities are generally minimal, except for slight differences in No primary

schooling (8.3% males vs. 10.9% females) and Master's or equivalent (1.3% males vs. 0.9% females). The data emphasizes the prominence of primary and secondary education in urban areas, while advanced education levels like "Bachelor or equivalent, Master's or equivalent, and Doctoral or equivalent constitute smaller proportions.

**Table 4. 2: Distribution (number and percentage) of the resident population aged 15 years and above by highest level of education attained, sex and area of residence (Urban).**

Area of residence and Level of education	Count			Percentage		
	Both sexes	Male	Female	Both sexes	Male	Female
<b>Urban</b>						
<b>Total</b>	<b>2,433,157</b>	<b>1,220,827</b>	<b>1,212,330</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
No primary schooling	232,991	101,355	131,636	9.6	8.3	10.9
Some primary	557,506	283,117	274,389	22.9	23.2	22.6
Completed Primary	717,016	359,290	357,726	29.5	29.4	29.5
Lower secondary	278,234	135,892	142,342	11.4	11.1	11.7
Upper secondary	386,429	196,264	190,165	15.9	16.1	15.7
short cycle tertiary	49,704	28,140	21,564	2.0	2.3	1.8
Bachelor or equivalent	178,806	96,782	82,024	7.3	7.9	6.8
Masters or equivalent	26,691	16,221	10,470	1.1	1.3	0.9
Doctoral or equivalent	3,977	2,529	1,448	0.2	0.2	0.1
Not stated	1,803	1,237	566	0.1	0.1	0.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR)

Table 4.3 provides a comprehensive view of educational attainment among the resident population aged 15 years and above in rural areas of Rwanda. Among a total rural population of 5,856,425, those who have some primary school attainment are the most prevalent at 38.5%, followed by those who completed primary at 30.3%. The percentage of individuals with no primary schooling is comparatively higher in rural areas (19.0%) than in urban areas (9.6%). Minimal gender disparities exist, and education levels beyond secondary, such as short-cycle

tertiary, Bachelor or equivalent, Master's or equivalent, and Doctoral or equivalent, are less common, indicating the emphasis on foundational education in rural regions. the data indicates that while primary education is a focal point in both urban and rural areas, urban regions tend to have higher participation in higher education levels, potentially due to better access to advanced educational institutions.

**Table 4. 3: Distribution (number and percentage) of the resident population aged 15 years and above by highest level of education attained, sex and area of residence (Rural).**

Area of residence and Level of education	Count			Percentage		
	Both sexes	Male	Female	Both sexes	Male	Female
<b>Rural</b>						
<b>Total</b>	<b>5,856,425</b>	<b>2,727,110</b>	<b>3,129,315</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
No primary schooling	1,115,335	431,972	683,363	19.0	15.8	21.8
Some primary	2,252,950	1,127,988	1,124,962	38.5	41.4	35.9
Completed Primary	1,776,498	826,272	950,226	30.3	30.3	30.4
Lower secondary	350,843	155,849	194,994	6.0	5.7	6.2
Upper secondary	279,419	136,023	143,396	4.8	5.0	4.6
short cycle tertiary	19,832	12,301	7,531	0.3	0.5	0.2
Bachelor or equivalent	50,874	30,649	20,225	0.9	1.1	0.6
Masters or equivalent	6,827	3,912	2,915	0.1	0.1	0.1
Doctoral or equivalent	1,028	668	360	0.0	0.0	0.0
Not stated	2,819	1,476	1,343	0.0	0.1	0.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR)

Overall, Table 4.4 shows that population aged 15 and above without disabilities have higher levels of education attainment compared to those with disabilities. More persons with disabilities have no primary schooling (36.8%) than those without disabilities (15.4%). This disparity persists across gender among individuals with disabilities, with females at 41.2% and males at 30.9% lacking primary schooling. In the context of those without disabilities, both males and females exhibit a prevalent distribution by having some primary (around 33.9%) and having completed primary (around 30.4%) education levels. While females slightly outpace males in completing the primary level, these disparities are less pronounced. Accordingly, persons with disability are about four times less likely to have a Bachelor or equivalent level

than persons without disability (0.8% versus 2.9%). Overall, the education attainment levels are relatively similar between males and females, regardless of disability status. Males generally have a slightly higher percentage in the higher education levels compared to females. Females without disabilities tend to have slightly higher percentages in completing lower secondary compared to males (8.0% and 7.5%, respectively). Males without disabilities have slightly higher percentages in completing the upper secondary (8.6%) and bachelor or equivalent levels (3.3%) compared to females (7.9% and 2.4%, respectively). Among individuals with disabilities, males tend also to have slightly higher percentages in completing the upper secondary (3.6%) and bachelor or equivalent levels (1.1%) compared to females (2.8% and 0.7%, respectively)..

**Table 4. 4: Distribution (%) of the resident population aged 15 years and above by highest level of education attainment, sex and disability status.**

Sex and disability	level of education attainment										
	Total	No primary schooling	Some primary	Completed Primary	Lower secondary	Upper secondary	short cycle tertiary	Bachelor or equivalent	Masters or equivalent	Doctoral or equivalent	Not stated
<b>Percentage</b>											
<b>Both sexes</b>											
Total	100.0	16.3	33.9	30.1	7.6	8.0	0.8	2.8	0.4	0.1	0.1
Without disabilities	100.0	15.4	33.9	30.4	7.8	8.2	0.9	2.9	0.4	0.1	0.1
With disabilities	100.0	36.8	33.5	21.5	3.7	3.2	0.3	0.8	0.1	0.0	0.0
<b>Male</b>											
Total	100.0	13.5	35.7	30.0	7.4	8.4	1.0	3.2	0.5	0.1	0.1
Without disabilities	100.0	12.9	35.7	30.3	7.5	8.6	1.0	3.3	0.5	0.1	0.1
With disabilities	100.0	30.9	36.6	23.3	3.9	3.6	0.4	1.1	0.2	0.0	0.0
<b>Female</b>											
Total	100.0	18.8	32.2	30.1	7.8	7.7	0.7	2.4	0.3	0.0	0.0
Without disabilities	100.0	17.7	32.3	30.6	8.0	7.9	0.7	2.4	0.3	0.0	0.0
With disabilities	100.0	41.2	31.1	20.2	3.6	2.8	0.2	0.7	0.1	0.0	0.1
<b>Count</b>											
<b>Both sexes</b>											
Total	8,289,582	1,348,326	2,810,456	2,493,514	629,077	665,848	69,536	229,680	33,518	5,005	4,622
Without disabilities	7,957,394	1,225,990	2,699,297	2,422,086	616,818	655,368	68,548	226,865	33,044	4,917	4,461
With disabilities	332,188	122,336	111,159	71,428	12,259	10,480	988	2,815	474	88	161
<b>Male</b>											
Total	3,947,937	533,327	1,411,105	1,185,562	291,741	332,287	40,441	127,431	20,133	3,197	2,713
Without disabilities	3,806,671	489,697	1,359,390	1,152,676	286,301	327,136	39,885	125,927	19,842	3,144	2,673
With disabilities	141,266	43,630	51,715	32,886	5,440	5,151	556	1,504	291	53	40
<b>Female</b>											
Total	4,341,645	814,999	1,399,351	1,307,952	337,336	333,561	29,095	102,249	13,385	1,808	1,909
Without disabilities	4,150,723	736,293	1,339,907	1,269,410	330,517	328,232	28,663	100,938	13,202	1,773	1,788
With disabilities	190,922	78,706	59,444	38,542	6,819	5,329	432	1,311	183	35	121

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR)

## 4.2. HIGHEST DEGREE/ CERTIFICATE OBTAINED

Table 4.5 provides insights into the highest degree/certificate obtained by the resident population aged 15 and above in Rwanda. The largest group in terms of the highest degree/certificate obtained is individuals who have primary school certificate, with (28.6%) of the population. Among them, 1,122,693 (about 47.3%) are male, and 1,250,017 (about 52.7%) are female. A significant portion of the population (50.3%) has not obtained any degree or certificate. There are different variations in educational attainment between urban and rural areas in

Rwanda (refer to Table 4.6 and Table 4.7). Urban areas generally have higher percentages of individuals with higher degrees, such as O'level certificates (11.1%), A2/D6/D7 certificates (15.7%), and bachelor's degrees (7.3%), compared to rural areas (with 5.8%, 4.7%, and 0.9%, respectively). The categories composed of Post Graduate Diploma, Masters, and Doctorate represent individuals with higher levels of education, such as postgraduate diplomas, master's degrees, and doctorates. The counts and percentages vary across these categories

**Table 4. 5: Distribution (number and percentage) of the resident population aged 15 and above by highest degree/certificate obtained, sex and area of residence (Rwanda).**

Area of residence and highest degree/certificate obtained	Count			Percentage		
	Both sexes	Male	Female	Both sexes	Male	Female
<b>Rwanda</b>						
<b>Total</b>	<b>8,289,582</b>	<b>3,947,937</b>	<b>4,341,645</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Primary school certificate	2,372,710	1,122,693	1,250,017	28.6	28.4	28.8
Post primary certificate (CE/FM/TVET I\TVET II)	120,804	62,869	57,935	1.5	1.6	1.3
EMA/ENTA	656	312	344	0.0	0.0	0.0
O'level Certificate	611,681	281,812	329,869	7.4	7.1	7.6
A3/D4/D5	3,242	1,725	1,517	0.0	0.0	0.0
A2/D6/D7	656,583	326,594	329,989	7.9	8.3	7.6
TVET certificate III	4,452	2,708	1,744	0.1	0.1	0.0
TVET certificate IV	2,962	1,967	995	0.0	0.0	0.0
TVET certificate V	5,312	3,331	1,981	0.1	0.1	0.0
TVET advanced diploma (A1)	10,710	6,792	3,918	0.1	0.2	0.1
Diploma(A1):D6+2-3yrs	58,826	33,649	25,177	0.7	0.9	0.6
Bachelor(A0):D6+3-6yrs	229,680	127,431	102,249	2.8	3.2	2.4
Post Graduate Diploma	3,494	1,993	1,501	0.0	0.1	0.0
Masters: Bachelor+1-2yrs	30,024	18,140	11,884	0.4	0.5	0.3
Doctorate(PhD)	5,005	3,197	1,808	0.1	0.1	0.0
None	4,171,675	1,951,363	2,220,312	50.3	49.4	51.1
Not stated	1,766	1,361	405	0.0	0.0	0.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR)

**Table 4. 6: Distribution (number and percentage) of the resident population aged 15 and above by highest degree/certificate obtained, sex and area of residence (Urban).**

Area of residence and highest degree/certificate obtained	Count			Percentage		
	Both sexes	Male	Female	Both sexes	Male	Female
<b>Urban</b>						
<b>Total</b>	<b>2,433,157</b>	<b>1,220,827</b>	<b>1,212,330</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Primary school certificate	670,112	333,976	336,136	27.5	27.4	27.7
Post primary certificate (CE/FM/TVET I\TVET II)	46,904	25,314	21,590	1.9	2.1	1.8
EMA/ENTA	273	128	145	0.0	0.0	0.0
O'level Certificate	270,965	131,687	139,278	11.1	10.8	11.5
A3/D4/D5	1,804	881	923	0.1	0.1	0.1
A2/D6/D7	381,881	193,573	188,308	15.7	15.9	15.5
TVET certificate III	2,082	1,253	829	0.1	0.1	0.1
TVET certificate IV	1,638	1,113	525	0.1	0.1	0.0
TVET certificate V	2,530	1,616	914	0.1	0.1	0.1
TVET advanced diploma (A1)	7,578	4,706	2,872	0.3	0.4	0.2
Diploma(A1):D6+2-3yrs	42,126	23,434	18,692	1.7	1.9	1.5
Bachelor(A0):D6+3-6yrs	178,806	96,782	82,024	7.3	7.9	6.8
Post Graduate Diploma	2,072	1,204	868	0.1	0.1	0.1
Masters: Bachelor+1-2yrs	24,619	15,017	9,602	1.0	1.2	0.8
Doctorate(PhD)	3,977	2,529	1,448	0.2	0.2	0.1
None	794,657	386,716	407,941	32.7	31.7	33.6
Not stated	1,133	898	235	0.0	0.1	0.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR)

**Table 4. 7: Distribution (number and percentage) of the resident population aged 15 and above by highest degree/certificate obtained, sex and area of residence (Rural).**

Area of residence and highest degree/certificate obtained	Count			Percentage		
	Both sexes	Male	Female	Both sexes	Male	Female
<b>Rural</b>						
<b>Total</b>	<b>5,856,425</b>	<b>2,727,110</b>	<b>3,129,315</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Primary school certificate	1,702,598	788,717	913,881	29.1	28.9	29.2
Post primary certificate (CE/FM/TVET I\TVET II)	73,900	37,555	36,345	1.3	1.4	1.2
EMA/ENTA	383	184	199	0.0	0.0	0.0
O'level Certificate	340,716	150,125	190,591	5.8	5.5	6.1
A3/D4/D5	1,438	844	594	0.0	0.0	0.0
A2/D6/D7	274,702	133,021	141,681	4.7	4.9	4.5
TVET certificate III	2,370	1,455	915	0.0	0.1	0.0
TVET certificate IV	1,324	854	470	0.0	0.0	0.0
TVET certificate V	2,782	1,715	1,067	0.0	0.1	0.0
TVET advanced diploma (A1)	3,132	2,086	1,046	0.1	0.1	0.0
Diploma(A1):D6+2-3yrs	16,700	10,215	6,485	0.3	0.4	0.2
Bachelor(A0):D6+3-6yrs	50,874	30,649	20,225	0.9	1.1	0.6
Post Graduate Diploma	1,422	789	633	0.0	0.0	0.0
Masters: Bachelor+1-2yrs	5,405	3,123	2,282	0.1	0.1	0.1
Doctorate(PhD)	1,028	668	360	0.0	0.0	0.0
None	3,377,018	1,564,647	1,812,371	57.7	57.4	57.9
Not stated	633	463	170	0.0	0.0	0.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR)

Table 4. 8: Distribution (number and percentage) of the resident population aged 15 and above by level of education attained by sex and age group (Both sexes).

Sex and age group	Count											Percentage											
	Education level of the population											Education level of the population											
	Total	No primary schooling	Some primary	Completed Primary	Lower secondary	Upper secondary	short cycle tertiary	Bachelor or equivalent	Masters or equivalent	Doctoral or equivalent	Not stated	Total	No primary schooling	Some primary	Completed Primary	Lower secondary	Upper secondary	short cycle tertiary	Bachelor or equivalent	Masters or equivalent	Doctoral or equivalent	Not stated	
<b>Both sexes</b>																							
<b>Total</b>	<b>8,289,582</b>	<b>1,348,326</b>	<b>2,810,456</b>	<b>2,493,514</b>	<b>629,077</b>	<b>665,848</b>	<b>69,536</b>	<b>229,680</b>	<b>33,518</b>	<b>5,005</b>	<b>4,622</b>	<b>100.0</b>	<b>16.3</b>	<b>33.9</b>	<b>30.1</b>	<b>7.6</b>	<b>8.0</b>	<b>0.8</b>	<b>2.8</b>	<b>0.4</b>	<b>0.1</b>	<b>0.1</b>	
15-19	1,509,341	62,121	542,836	667,554	197,693	38,678	258	56	3		142	100.0	4.1	36.0	44.2	13.1	2.6	0.0	0.0	0.0		0.0	
20-24	1,174,549	61,930	347,795	374,045	179,724	183,750	8,803	15,186	2,997	39	280	100.0	5.3	29.6	31.8	15.3	15.6	0.7	1.3	0.3	0.0	0.0	
25-29	1,007,307	68,191	311,983	290,362	98,885	167,111	16,648	47,691	5,293	549	594	100.0	6.8	31.0	28.8	9.8	16.6	1.7	4.7	0.5	0.1	0.1	
30-34	950,747	106,779	353,253	213,014	61,386	130,497	16,711	60,224	6,955	1,370	558	100.0	11.2	37.2	22.4	6.5	13.7	1.8	6.3	0.7	0.1	0.1	
35-39	869,983	148,713	379,671	189,193	28,093	60,890	11,301	44,596	6,112	1,020	394	100.0	17.1	43.6	21.7	3.2	7.0	1.3	5.1	0.7	0.1	0.0	
40-44	724,954	138,067	281,722	216,116	18,485	31,517	6,577	26,690	4,644	721	415	100.0	19.0	38.9	29.8	2.5	4.3	0.9	3.7	0.6	0.1	0.1	
45-49	479,255	104,205	137,897	179,317	15,976	18,864	3,815	15,311	2,958	478	434	100.0	21.7	28.8	37.4	3.3	3.9	0.8	3.2	0.6	0.1	0.1	
50-54	393,788	105,118	107,611	140,016	12,349	13,507	2,455	9,724	2,136	343	529	100.0	26.7	27.3	35.6	3.1	3.4	0.6	2.5	0.5	0.1	0.1	
55-59	316,729	116,868	88,317	87,335	7,461	8,477	1,400	5,141	1,143	213	374	100.0	36.9	27.9	27.6	2.4	2.7	0.4	1.6	0.4	0.1	0.1	
60-64	311,001	131,838	99,743	65,243	4,272	5,440	742	2,562	621	118	422	100.0	42.4	32.1	21.0	1.4	1.7	0.2	0.8	0.2	0.0	0.1	
65-69	214,001	98,438	70,375	37,050	2,352	3,372	450	1,309	366	64	225	100.0	46.0	32.9	17.3	1.1	1.6	0.2	0.6	0.2	0.0	0.1	
70-74	147,138	80,922	42,009	19,545	1,303	2,022	242	708	175	57	155	100.0	55.0	28.6	13.3	0.9	1.4	0.2	0.5	0.1	0.0	0.1	
75-79	77,805	47,212	21,302	7,253	577	949	83	289	67	18	55	100.0	60.7	27.4	9.3	0.7	1.2	0.1	0.4	0.1	0.0	0.1	
80-84	57,999	37,820	14,997	4,165	317	485	32	117	30	7	29	100.0	65.2	25.9	7.2	0.5	0.8	0.1	0.2	0.1	0.0	0.1	
85+	54,985	40,104	10,945	3,306	204	289	19	76	18	8	16	100.0	72.9	19.9	6.0	0.4	0.5	0.0	0.1	0.0	0.0	0.0	

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 4. 9: Distribution (number and percentage) of the resident population aged 15 and above by level of education attained by sex and age group (Males).

Sex and age group	Count											Percentage											
	Education level of the population											Education level of the population											
	Total	No primary schooling	Some primary	Completed Primary	Lower secondary	Upper secondary	short cycle tertiary	Bachelor or equivalent	Masters or equivalent	Doctoral or equivalent	Not stated	Total	No primary schooling	Some primary	Completed Primary	Lower secondary	Upper secondary	short cycle tertiary	Bachelor or equivalent	Masters or equivalent	Doctoral or equivalent	Not stated	
<b>Male</b>																							
<b>Total</b>	<b>3,947,937</b>	<b>533,327</b>	<b>1,411,105</b>	<b>1,185,562</b>	<b>291,741</b>	<b>332,287</b>	<b>40,441</b>	<b>127,431</b>	<b>20,133</b>	<b>3,197</b>	<b>2,713</b>	<b>100.0</b>	<b>13.5</b>	<b>35.7</b>	<b>30.0</b>	<b>7.4</b>	<b>8.4</b>	<b>1.0</b>	<b>3.2</b>	<b>0.5</b>	<b>0.1</b>	<b>0.1</b>	
15-19	750,163	35,869	313,616	300,918	82,891	16,625	141	23			80	100.0	4.8	41.8	40.1	11.0	2.2	0.0	0.0			0.0	
20-24	572,543	33,961	188,314	171,052	82,270	84,284	4,334	6,715	1,407	24	182	100.0	5.9	32.9	29.9	14.4	14.7	0.8	1.2	0.2	0.0	0.0	
25-29	494,594	35,346	160,893	134,180	44,787	81,613	9,801	24,468	2,743	300	463	100.0	7.1	32.5	27.1	9.1	16.5	2.0	4.9	0.6	0.1	0.1	
30-34	465,744	49,860	167,748	103,131	30,481	66,435	9,861	33,044	3,971	795	418	100.0	10.7	36.0	22.1	6.5	14.3	2.1	7.1	0.9	0.2	0.1	
35-39	425,313	66,310	177,293	95,088	15,502	34,144	6,716	25,503	3,836	656	265	100.0	15.6	41.7	22.4	3.6	8.0	1.6	6.0	0.9	0.2	0.1	
40-44	346,800	60,443	128,178	107,685	10,445	17,428	3,728	15,206	2,942	467	278	100.0	17.4	37.0	31.1	3.0	5.0	1.1	4.4	0.8	0.1	0.1	
45-49	215,314	40,047	59,181	82,645	8,888	10,755	2,256	9,047	1,960	309	226	100.0	18.6	27.5	38.4	4.1	5.0	1.0	4.2	0.9	0.1	0.1	
50-54	178,670	39,430	48,062	66,209	6,984	8,304	1,536	6,200	1,465	250	230	100.0	22.1	26.9	37.1	3.9	4.6	0.9	3.5	0.8	0.1	0.1	
55-59	142,329	42,747	40,701	44,094	4,103	5,081	949	3,481	835	170	168	100.0	30.0	28.6	31.0	2.9	3.6	0.7	2.4	0.6	0.1	0.1	
60-64	136,793	45,950	46,495	35,530	2,429	3,309	514	1,834	457	99	176	100.0	33.6	34.0	26.0	1.8	2.4	0.4	1.3	0.3	0.1	0.1	
65-69	92,098	30,478	34,147	22,394	1,374	1,979	330	973	279	47	97	100.0	33.1	37.1	24.3	1.5	2.1	0.4	1.1	0.3	0.1	0.1	
70-74	60,277	22,709	21,452	13,060	851	1,192	180	563	134	49	87	100.0	37.7	35.6	21.7	1.4	2.0	0.3	0.9	0.2	0.1	0.1	
75-79	28,476	11,707	10,545	4,857	374	608	63	221	60	18	23	100.0	41.1	37.0	17.1	1.3	2.1	0.2	0.8	0.2	0.1	0.1	
80-84	20,408	8,989	8,085	2,634	221	314	22	96	29	6	12	100.0	44.0	39.6	12.9	1.1	1.5	0.1	0.5	0.1	0.0	0.1	
85+	18,415	9,481	6,395	2,085	141	216	10	57	15	7	8	100.0	51.5	34.7	11.3	0.8	1.2	0.1	0.3	0.1	0.0	0.0	

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 4. 10: Distribution (number and percentage) of the resident population aged 15 and above by level of education attained by sex and age group (Females).

Sex and age group	Count											Percentage											
	Education level of the population											Education level of the population											
	Total	No primary schooling	Some primary	Completed Primary	Lower secondary	Upper secondary	short cycle tertiary	Bachelor or equivalent	Masters or equivalent	Doctoral or equivalent	Not stated	Total	No primary schooling	Some primary	Completed Primary	Lower secondary	Upper secondary	short cycle tertiary	Bachelor or equivalent	Masters or equivalent	Doctoral or equivalent	Not stated	
<b>Female</b>																							
<b>Total</b>	<b>4,341,645</b>	<b>814,999</b>	<b>1,399,351</b>	<b>1,307,952</b>	<b>337,336</b>	<b>333,561</b>	<b>29,095</b>	<b>102,249</b>	<b>13,385</b>	<b>1,808</b>	<b>1,909</b>	<b>100.0</b>	<b>18.8</b>	<b>32.2</b>	<b>30.1</b>	<b>7.8</b>	<b>7.7</b>	<b>0.7</b>	<b>2.4</b>	<b>0.3</b>	<b>0.0</b>	<b>0.0</b>	
15-19	759,178	26,252	229,220	366,636	114,802	22,053	117	33	3		62	100.0	3.5	30.2	48.3	15.1	2.9	0.0	0.0	0.0	0.0	0.0	
20-24	602,006	27,969	159,481	202,993	97,454	99,466	4,469	8,471	1,590	15	98	100.0	4.6	26.5	33.7	16.2	16.5	0.7	1.4	0.3	0.0	0.0	
25-29	512,713	32,845	151,090	156,182	54,098	85,498	6,847	23,223	2,550	249	131	100.0	6.4	29.5	30.5	10.6	16.7	1.3	4.5	0.5	0.0	0.0	
30-34	485,003	56,919	185,505	109,883	30,905	64,062	6,850	27,180	2,984	575	140	100.0	11.7	38.2	22.7	6.4	13.2	1.4	5.6	0.6	0.1	0.0	
35-39	444,670	82,403	202,378	94,105	12,591	26,746	4,585	19,093	2,276	364	129	100.0	18.5	45.5	21.2	2.8	6.0	1.0	4.3	0.5	0.1	0.0	
40-44	378,154	77,624	153,544	108,431	8,040	14,089	2,849	11,484	1,702	254	137	100.0	20.5	40.6	28.7	2.1	3.7	0.8	3.0	0.5	0.1	0.0	
45-49	263,941	64,158	78,716	96,672	7,088	8,109	1,559	6,264	998	169	208	100.0	24.3	29.8	36.6	2.7	3.1	0.6	2.4	0.4	0.1	0.1	
50-54	215,118	65,688	59,549	73,807	5,365	5,203	919	3,524	671	93	299	100.0	30.5	27.7	34.3	2.5	2.4	0.4	1.6	0.3	0.0	0.1	
55-59	174,400	74,121	47,616	43,241	3,358	3,396	451	1,660	308	43	206	100.0	42.5	27.3	24.8	1.9	1.9	0.3	1.0	0.2	0.0	0.1	
60-64	174,208	85,888	53,248	29,713	1,843	2,131	228	728	164	19	246	100.0	49.3	30.6	17.1	1.1	1.2	0.1	0.4	0.1	0.0	0.1	
65-69	121,903	67,960	36,228	14,656	978	1,393	120	336	87	17	128	100.0	55.7	29.7	12.0	0.8	1.1	0.1	0.3	0.1	0.0	0.1	
70-74	86,861	58,213	20,557	6,485	452	830	62	145	41	8	68	100.0	67.0	23.7	7.5	0.5	1.0	0.1	0.2	0.0	0.0	0.1	
75-79	49,329	35,505	10,757	2,396	203	341	20	68	7		32	100.0	72.0	21.8	4.9	0.4	0.7	0.0	0.1	0.0		0.1	
80-84	37,591	28,831	6,912	1,531	96	171	10	21	1	1	17	100.0	76.7	18.4	4.1	0.3	0.5	0.0	0.1	0.0	0.0	0.0	
85+	36,570	30,623	4,550	1,221	63	73	9	19	3	1	8	100.0	83.7	12.4	3.3	0.2	0.2	0.0	0.1	0.0	0.0	0.0	

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

## CHAPTER 5: CURRENT SCHOOL ATTENDANCE

### 5.1. INTRODUCTION

This chapter presents the level of current school attendance in Rwanda. It provides an outline of the size, sex and urban/rural distribution of the population currently attending school in Rwanda. Secondly, it focuses on the school-age population, and presents its distribution by sex, school-age category, and geographic partitions of the country, as well as its evolution since the 1978 Census. Next, it presents the distribution of this population according to school

attendance status and, based on a selection of background characteristics, constructs a profile of the school-age population currently not covered by the national education system. Finally, it reviews levels of gross and net attendance rates in primary and secondary schools against geographic, demographic and socio-economic characteristics as well as estimates of SLE, a composite measure that estimates the average number of years a child is expected to remain in a given education system.

### 5.2. THE SCHOOL-AGE POPULATION: SIZE, AGE-SEX AND SPATIAL DISTRIBUTION

Table 5. 1 presents the size of the resident school going age population by province, area of residence and sex. It shows that across all Rwanda, the size of the resident population aged 3–17 is about 4.89 million people. Table 5. 1 **Error! Reference source not found.** shows that 1,071,139 of population aged 3 and above (about 21.9%) are of pre-primary school going

age ( 3-5 years), 1,937,762 ( about 39.6%) are of primary age ( 6-11 years) while 38.5% are aged 12-17 years. Over 3.68 million people aged between 3 and 17 (about 75.2%) live in rural areas while 3.62 million people (about 24.8%) live in urban areas.

**Table 5. 1: Size of the school-age population by province, area of residence and sex.**

Province and School-age	Frequency								
	Rwanda			Urban			Rural		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
<b>Rwanda</b>									
3-5 years	1,071,139	536,957	534,182	286,659	144,349	142,310	784,480	392,608	391,872
6-11 years	1,937,762	970,363	967,399	479,935	240,465	239,470	1,457,827	729,898	727,929
12-17 years	1,886,896	940,635	946,261	448,430	213,891	234,539	1,438,466	726,744	711,722
3-17 years	4,895,797	2,447,955	2,447,842	1,215,024	598,705	616,319	3,680,773	1,849,250	1,831,523
<b>City of Kigali</b>									
3-5 years	128,810	64,947	63,863	110,267	55,645	54,622	18,543	9,302	9,241
6-11 years	209,804	105,613	104,191	175,966	88,536	87,430	33,838	17,077	16,761
12-17 years	191,045	89,806	101,239	159,697	73,980	85,717	31,348	15,826	15,522
3-17 years	529,659	260,366	269,293	445,930	218,161	227,769	83,729	42,205	41,524
<b>Southern Province</b>									
3-5 years	233,379	116,740	116,639	32,605	16,404	16,201	200,774	100,336	100,438
6-11 years	432,798	217,274	215,524	56,325	28,107	28,218	376,473	189,167	187,306
12-17 years	446,874	226,740	220,134	55,569	26,524	29,045	391,305	200,216	191,089
3-17 years	1,113,051	560,754	552,297	144,499	71,035	73,464	968,552	489,719	478,833
<b>Western Province</b>									
3-5 years	247,009	123,604	123,405	54,934	27,743	27,191	192,075	95,861	96,214
6-11 years	459,885	229,627	230,258	96,899	48,397	48,502	362,986	181,230	181,756
12-17 years	430,605	215,605	215,000	90,993	44,866	46,127	339,612	170,739	168,873
3-17 years	1,137,499	568,836	568,663	242,826	121,006	121,820	894,673	447,830	446,843
<b>Northern Province</b>									
3-5 years	163,198	81,446	81,752	28,004	14,018	13,986	135,194	67,428	67,766
6-11 years	293,488	146,363	147,125	47,433	23,642	23,791	246,055	122,721	123,334
12-17 years	288,835	142,864	145,971	46,030	22,156	23,874	242,805	120,708	122,097
3-17 years	745,521	370,673	374,848	121,467	59,816	61,651	624,054	310,857	313,197
<b>Eastern Province</b>									
3-5 years	298,743	150,220	148,523	60,849	30,539	30,310	237,894	119,681	118,213
6-11 years	541,787	271,486	270,301	103,312	51,783	51,529	438,475	219,703	218,772
12-17 years	529,537	265,620	263,917	96,141	46,365	49,776	433,396	219,255	214,141
3-17 years	1,370,067	687,326	682,741	260,302	128,687	131,615	1,109,765	558,639	551,126

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

### 5.3. DISTRIBUTION OF THE SCHOOL-AGE POPULATION ACCORDING TO SCHOOL ATTENDANCE STATUS AND SELECTED BACKGROUND CHARACTERISTIC

This section presents an overview of the level of current coverage of the school going age population by the education system, thus allowing for a review of the current level of demand for education services. The analysis further allows for a profiling exercise of the school going age population, based on a review of a selected set of background characteristics, such as the relationship to the household head, parental survivorship, cohabitation with the biological parents, disabilities, and age and level of education of the household head, which may assist planners in programme design, targeting and monitoring.

Table 5.2 presents the distribution of the resident population aged 3-17 (school-going age from pre-primary to secondary school) by school attendance status, sex, and area of residence (Rwanda, urban, and rural). Overall, in Rwanda, the total resident population aged 3-17 is 4,895,797. Among them, 9.7% have previously attended school, 75.3% are currently attending school, and 15.0% have not yet attended school. In both sexes, there is a similar distribution pattern. The number of males (2,447,955) and females (2,447,842) in this age group is nearly equal. However, the percentage breakdown of their school attendance status differs slightly. Among males, 10.4% have previously attended school, 73.7% are

currently attending school, and 15.9% have not yet attended school. Among females, 9.1% have previously attended school, 76.8% are currently attending school, and 14.1% have not yet attended school. In urban areas, the total resident population aged 3-17 is 1,215,024, while in rural areas, it is 3,680,773. The distribution of school attendance status differs between urban and rural areas. In urban areas, 7.8% have previously school, 77.7% are currently attending school, and 14.5% have not yet attended school. In rural areas, 10.4% have previously attended school, 74.4% are currently attending school, and 15.2% have not yet attended school.

**Table 5. 2: Distribution (number and percentage) of the resident population aged 3–17 by school attendance status, sex and area of residence.**

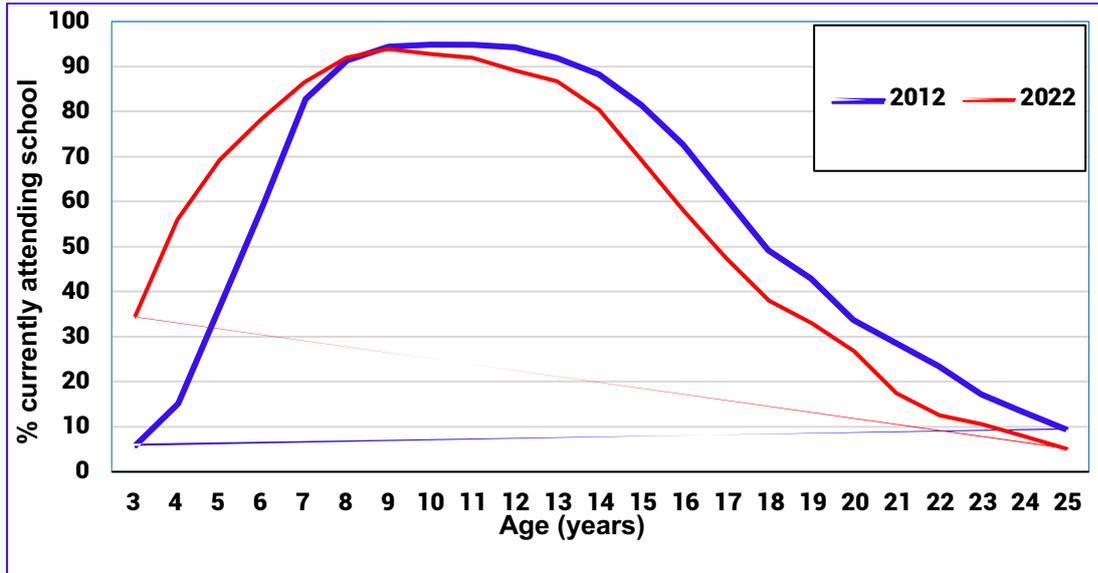
Area of residence	Sex	Count					Percentage				
		Total	No longer attending	Currently attending	Never attended	Not stated	Total	No longer attending	Currently attending	Never attended	Not stated
Rwanda	Both sexes	4,895,797	477,235	3,684,371	734,162	29	100.0	9.7	75.3	15.0	0.0
	Male	2,447,955	255,035	1,804,240	388,661	19	100.0	10.4	73.7	15.9	0.0
	Female	2,447,842	222,200	1,880,131	345,501	10	100.0	9.1	76.8	14.1	0.0
Urban	Both sexes	1,215,024	94,747	944,586	175,684	7	100.0	7.8	77.7	14.5	0.0
	Male	598,705	43,012	464,648	91,041	4	100.0	7.2	77.6	15.2	0.0
	Female	616,319	51,735	479,938	84,643	3	100.0	8.4	77.9	13.7	0.0
Rural	Both sexes	3,680,773	382,488	2,739,785	558,478	22	100.0	10.4	74.4	15.2	0.0
	Male	1,849,250	212,023	1,339,592	297,620	15	100.0	11.5	72.4	16.1	0.0
	Female	1,831,523	170,465	1,400,193	260,858	7	100.0	9.3	76.4	14.2	0.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

In contrast Figure 5.1 to Figure 5.3 show that school attendance varies a lot by children’s age, reaching its peak between the ages 7 - 11 (90%) and minimal outside this range. Low level of school attendance after age 15 is a consequence of the out-of school, while low attendance

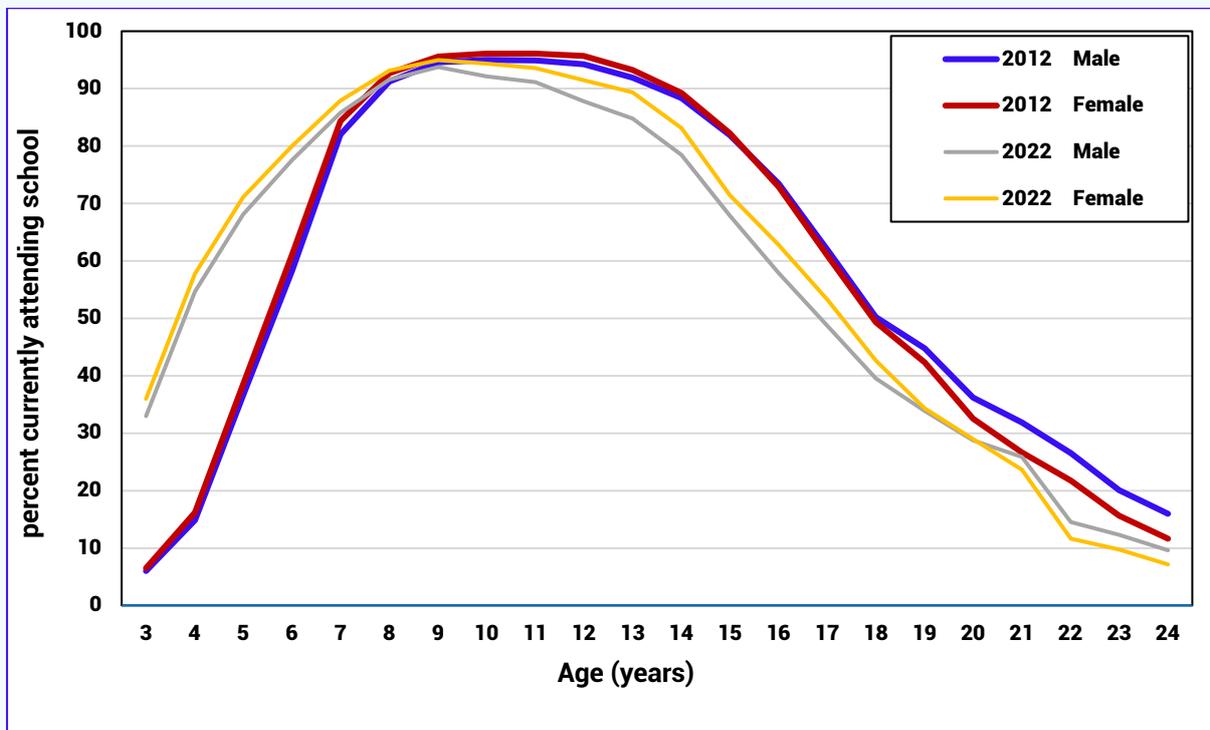
level at younger ages is due to late enrolment. There are slight variations in school attendance by age and sex and notable differences between urban and rural areas before age 8 and after age 11. During these ages, the proportion of children attending school is lower in rural areas.

Figure 5. 1: Percentage of the population currently attending school by single age (2012 and 2022).



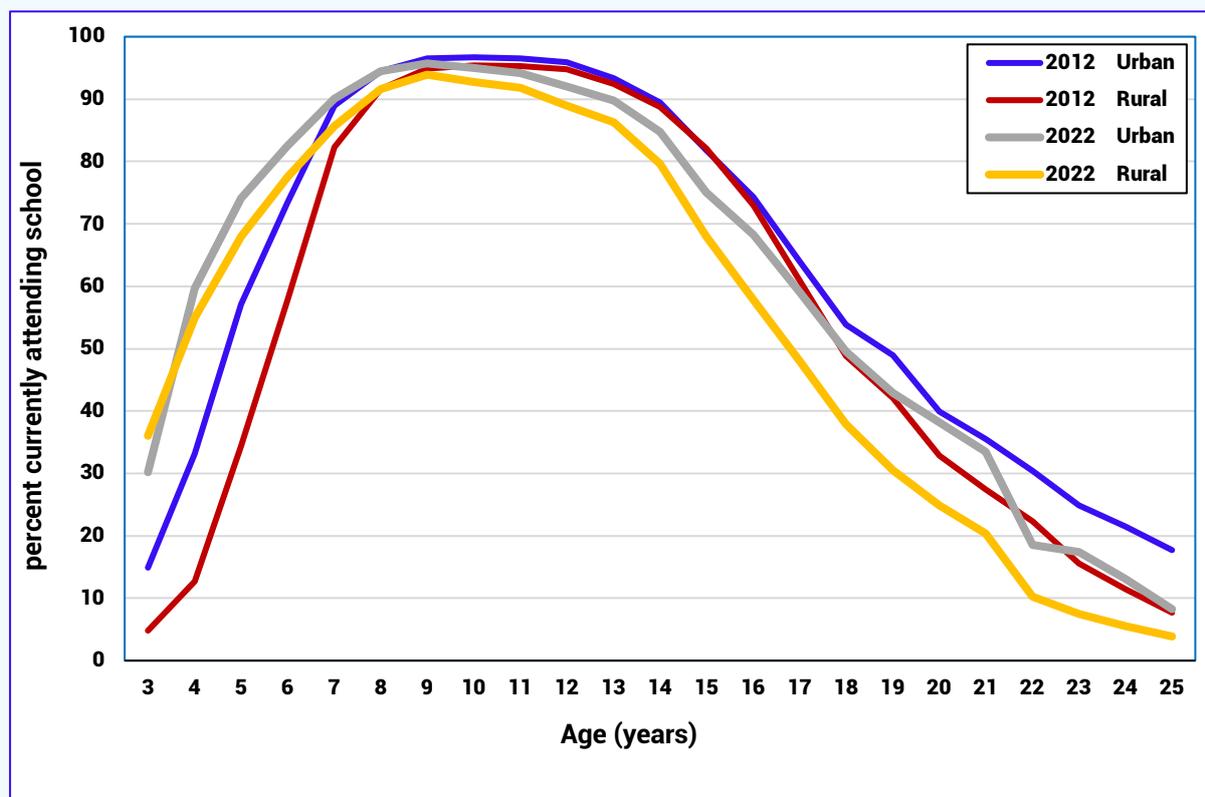
Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Figure 5. 2: Percentage of the population currently attending school by single age and sex (2012 and 2022).



Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Figure 5. 3: Percentage of the population currently attending school by single age and residence.



Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 5.3 presents the distribution of resident population aged 3–5 by school attendance status, sex, and area of residence in Rwanda. The percentages indicate that 53.5% of the pre-primary-school age population is currently attending school, 46.5% have not yet started attending. The table also provides a breakdown by sex. The percentages show that 52.0% of males are currently attending school, 48.0% have not yet started attending. For females, the percentages indicate that 55.0% of them are currently attending school, 45.0% have not yet started attending. The table further breaks down the data by area of residence, distinguishing between urban and rural areas. The percentages reveal that 54.5% of the urban pre-primary-school age population is currently attending

school, 45.5% have not yet started attending. The percentages indicate that 53.1% of the rural population is currently attending school, 46.9% have not yet started attending. In rural areas, data indicate that 53.1% of the rural pre-primary-school age population is currently attending school, 46.9% have not yet started attending. Overall, while there are slightly more males in the pre-primary-school age population, a higher proportion of females are currently attending school. However, it's important to note that these differences are relatively small, and the overall access to pre-primary education for both males and females seems to be relatively balanced.

**Table 5.3: Distribution (number and percentage) of resident population aged 3–5 by school attendance status, sex and area of residence.**

Area of residence and Sex	Count				Percentage			
	Total	Currently attending	Not yet attending	Not stated	Total	Currently attending	Not yet attending	Not stated
<b>Rwanda</b>								
Both sexes	1,071,139	573,194	497,941	4	100	53.5	46.5	0.0
Male	536,957	279,278	257,676	3	100	52.0	48.0	0.0
Female	534,182	293,916	240,265	1	100	55.0	45.0	0.0
<b>Urban</b>								
Both sexes	286,659	156,283	130,376	0	100	54.5	45.5	0.0
Male	144,349	77,165	67,184	0	100	53.5	46.5	0.0
Female	142,310	79,118	63,192	0	100	55.6	44.4	0.0
<b>Rural</b>								
Both sexes	784,480	416,911	367,565	4	100	53.1	46.9	0.0
Male	392,608	202,113	190,492	3	100	51.5	48.5	0.0
Female	391,872	214,798	177,073	1	100	54.8	45.2	0.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 5.4 provides the distribution of resident population aged 3–5 by school attendance status, province, and districts in Rwanda. Rubavu and Rusizi districts have the lowest percentage of children aged 3–5 currently attending school (with only 34.1% and 29.3%, respectively). Ngororero District stands out with the highest percentage of children aged 3–5 currently attending school, with 75.3%

of the pre-primary-school age population (3–5) in school. Burera: Another district with a high attendance rate is Burera with 72.0% of children aged 3–5 are currently attending school.

**Table 5. 4: Distribution (number and percentage) of resident population aged 3–5 by school attendance status, province and districts.**

Province and District	Count				Percentage			
	Total	Currently attending	Not yet attending	Not stated	Total	Currently attending	Not yet attending	Not stated
<b>Kigali City</b>								
Nyarugenge	26,367	13,328	13,039	-	100.0	50.5	49.5	-
Gasabo	68,986	33,800	35,186	-	100.0	49.0	51.0	-
Kicukiro	33,457	20,094	13,363	-	100.0	60.1	39.9	-
<b>South</b>								
Nyanza	28,887	14,391	14,496	-	100.0	49.8	50.2	-
Gisagara	33,003	14,159	18,844	-	100.0	42.9	57.1	-
Nyaruguru	26,624	15,658	10,966	-	100.0	58.8	41.2	-
Huye	28,743	18,853	9,890	-	100.0	65.6	34.4	-
Nyamagabe	27,246	12,475	14,771	-	100.0	45.8	54.2	-
Ruhango	27,592	14,827	12,765	-	100.0	53.7	46.3	-
Muhanga	25,806	15,746	10,060	-	100.0	61.0	39.0	-
Kamonyi	35,478	19,450	16,028	-	100.0	54.8	45.2	-
<b>West</b>								
Karongi	30,443	18,065	12,378	-	100.0	59.3	40.7	-
Rutsiro	30,266	15,152	15,114	-	100.0	50.1	49.9	-
Rubavu	48,944	16,711	32,233	-	100.0	34.1	65.9	-
Nyabihu	25,672	16,699	8,973	-	100.0	65.0	35.0	-
Ngororero	31,118	23,430	7,688	1	100.0	75.3	24.7	0.0
Rusizi	43,115	12,614	30,501	1	100.0	29.3	70.7	0.0
Nyamasheke	37,449	21,936	15,513	-	100.0	58.6	41.4	-
<b>North</b>								
Rulindo	29,805	19,732	10,073	-	100.0	66.2	33.8	-
Gakenke	27,210	18,286	8,924	-	100.0	67.2	32.8	-
Musanze	37,559	19,677	17,882	-	100.0	52.4	47.6	-
Burera	33,284	23,955	9,329	1	100.0	72.0	28.0	0.0
Gicumbi	35,338	17,271	18,067	-	100.0	48.9	51.1	-
<b>East</b>								
Rwamagana	37,112	18,619	18,493	-	100.0	50.2	49.8	-
Nyagatare	58,600	29,726	28,874	-	100.0	50.7	49.3	-
Gatsibo	46,098	25,148	20,950	-	100.0	54.6	45.4	-
Kayonza	37,225	20,581	16,644	-	100.0	55.3	44.7	-
Kirehe	38,615	20,622	17,993	-	100.0	53.4	46.6	-
Ngoma	31,404	18,925	12,479	-	100.0	60.3	39.7	-
Bugesera	49,688	23,264	26,424	1	100.0	46.8	53.2	0.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

In Rwanda, the official school age for attending primary and secondary education is between 6 to 17 years. The data in the Table 5.5 highlights the compliance with mandatory school attendance for individuals aged 6 to 17 years in Rwanda. The majority of children and adolescents are currently attending school at 81.3%, 12.5% school and 6.2% have not yet attended school which indicates a positive adherence to the mandatory schooling policy. However, there is still a notable percentage of individuals who have previously attended (12.5%) (i.e some of them dropped out of and others finished secondary school and need to continue their studies) and other who have never/not yet attended school (6.2%),and particularly in rural areas (6.6%). Urban areas show 84.9% current attendance,

while rural areas have 80.2%. Gender-wise, females generally have slightly higher current attendance rates than males. In the total population, both sexes exhibit high current attendance rates, with females slightly surpassing males (82.9% vs. 79.8%). In the Urban areas, both sexes exhibit high current attendance rates, with males having a marginally higher current attendance rate compared to females (85.3% vs. 84.6%). Contrarily, in rural areas, females (82.3%) demonstrate a slightly greater current attendance rate than males (78.1%). The data underscores the significant educational engagement of both genders while highlighting the subtle variations in current attendance between males and females across different geographic districts.

**Table 5.5: Distribution (number and percentage) of resident population aged 6–17 by school attendance status, sex and area of residence.**

Area of residence and sex	Count					Percentage				
	Total	Previously attended	Currently attending	Never/Not yet attending	Not stated	Total	Previously attended	Currently attending	Never/Not yet attending	Not stated
<b>Rwanda</b>										
Both sexes	3,824,658	477,235	3,111,177	236,221	25	100.0	12.5	81.3	6.2	0.0
Male	1,910,998	255,035	1,524,962	130,985	16	100.0	13.3	79.8	6.9	0.0
Female	1,913,660	222,200	1,586,215	105,236	9	100.0	11.6	82.9	5.5	0.0
<b>Urban</b>										
Both sexes	928,365	94,747	788,303	45,308	7	100.0	10.2	84.9	4.9	0.0
Male	454,356	43,012	387,483	23,857	4	100.0	9.5	85.3	5.3	0.0
Female	474,009	51,735	400,820	21,451	3	100.0	10.9	84.6	4.5	0.0
<b>Rural</b>										
Both sexes	2,896,293	382,488	2,322,874	190,913	18	100.0	13.2	80.2	6.6	0.0
Male	1,456,642	212,023	1,137,479	107,128	12	100.0	14.6	78.1	7.4	0.0
Female	1,439,651	170,465	1,185,395	83,785	6	100.0	11.8	82.3	5.8	0.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 5.6 provides information on the distribution of resident population aged 6–11 in Rwanda by their school attendance status, sex, and area of residence. The total resident population aged 6–11 in Rwanda is 1,937,762. Among them, 30,381 (1.6%) are no longer attending school, 1,731,578 (89.4%) are currently attending school, and 175,803 (9.1%) are not yet attending. Overall, the data reveals that the majority of children in this age group currently attending school is in urban areas (91.7%) compared to rural areas (88.6%). Additionally, the percentage of females currently attending school (90.3%) is slightly higher than that of males (88.4%) in the total population. There are 240,465 males in urban areas. Among them, 3,275 (1.4%) are no longer attending, 219,011 (91.1%) are currently attending, and 18,179 (7.6%) are not yet attending. In urban areas, the count of females is

239,470. Out of them, 2,610 (1.1%) are no longer attending school, 220,858 (92.2%) are currently attending, and 16,002 (6.7%) are not yet attending. In rural areas, the primary-school age population is 1,457,827. Among them, 24,496 (1.7%) are no longer attending school, 1,291,709 (88.6%) are currently attending, and 141,622 (9.7%) are not yet attending. There are 729,898 males in rural areas. Among them, 14,141 (1.9%) are no longer attending school, 638,565 (87.5%) are currently attending, and 77,192 (10.6%) are not yet attending. In rural areas, the count of females is 727,929. Out of them, 10,355 (1.4%) are no longer attending school, 653,144 (89.7%) are currently attending school, and 64,430 (8.9%) are not yet attending school.

**Table 5.6: Distribution (number and percentage) of resident population aged 6–11, by school attendance status, sex and area of residence.**

Area of residence and sex	Count				Percentage			
	Total	No longer attending	Currently attending	Not yet attending	Total	No longer attending	Currently attending	Not yet attending
<b>Rwanda</b>								
Both sexes	1,937,762	30,381	1,731,578	175,803	100.0	1.6	89.4	9.1
Male	970,363	17,416	857,576	95,371	100.0	1.8	88.4	9.8
Female	967,399	12,965	874,002	80,432	100.0	1.3	90.3	8.3
<b>Urban</b>								
Both sexes	479,935	5,885	439,869	34,181	100.0	1.2	91.7	7.1
Male	240,465	3,275	219,011	18,179	100.0	1.4	91.1	7.6
Female	239,470	2,610	220,858	16,002	100.0	1.1	92.2	6.7
<b>Rural</b>								
Both sexes	1,457,827	24,496	1,291,709	141,622	100.0	1.7	88.6	9.7
Male	729,898	14,141	638,565	77,192	100.0	1.9	87.5	10.6
Female	727,929	10,355	653,144	64,430	100.0	1.4	89.7	8.9

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 5.7 presents the distribution of the primary-school age population (aged 6-11) in Rwanda by province and district in Rwanda. Gakenke and Rulindo district (Northern Province) have the highest percentage of children aged 6-11 currently attending school (95.2% and 94.8%, respectively). Despite these higher figures, it is worth noting that only 3.5% and 4.1% of children aged 6-11 in these districts, respectively have not yet attending school at some point. Rubavu District (Western Province) has the lowest percentage of children currently attending school, with 78.5%. Gisagara District (Southern Province)

follows closely with a percentage of 83.3% of children currently attending school. At the national level, the primary-school age population (aged 6-11) currently attending are 89.4% (see table 5.6 above). Overall, all districts of the Northern Province demonstrate higher percentages of the primary-school age population (aged 6-11) currently attending school, surpassing the national level. On the other hand, Taking all 30 districts together, two (Rubavu and Gisagara) have the lowest proportion of the population aged 6-11 currently attending school (78.5% and 83.3%, respectively).

**Table 5. 7: Distribution (number and percentage) of resident population aged 6–11, by school attendance status, province and districts.**

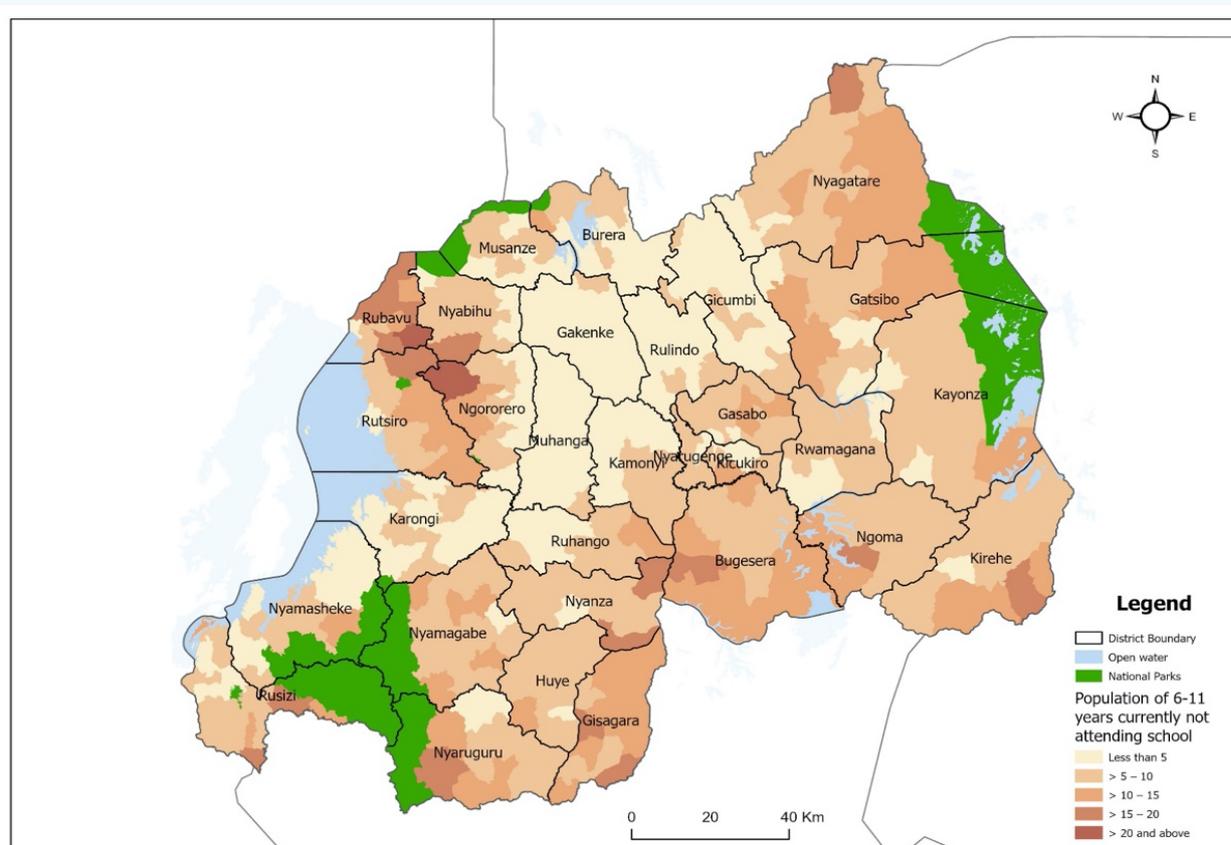
Province and District	Count					Percentage				
	No longer attending	Currently attending	Not yet attending	Not stated	Total	No longer attending	Currently attending	Not yet attending	Not stated	Total
<b>Kigali City</b>										
Nyarugenge	423	40,500	2,968	0	43,891	1.0	92.3	6.8	0.0	100.0
Gasabo	1,467	100,201	9,100	0	110,768	1.3	90.5	8.2	0.0	100.0
Kicukiro	884	51,307	2,954	0	55,145	1.6	93.0	5.4	0.0	100.0
<b>South</b>										
Nyanza	869	48,158	5,089	0	54,116	1.6	89.0	9.4	0.0	100.0
Gisagara	1,075	50,190	8,992	0	60,257	1.8	83.3	14.9	0.0	100.0
Nyaruguru	825	43,196	5,014	0	49,035	1.7	88.1	10.2	0.0	100.0
Huye	757	48,418	3,904	1	53,080	1.4	91.2	7.4	0.0	100.0
Nyamagabe	742	45,572	5,068	0	51,382	1.4	88.7	9.9	0.0	100.0
Ruhango	826	46,854	4,409	0	52,089	1.6	89.9	8.5	0.0	100.0
Muhanga	486	46,421	1,419	0	48,326	1.0	96.1	2.9	0.0	100.0
Kamonyi	716	60,612	3,184	1	64,513	1.1	94.0	4.9	0.0	100.0
<b>West</b>										
Karongi	774	53,195	3,620	0	57,589	1.3	92.4	6.3	0.0	100.0
Rutsiro	992	50,727	6,111	0	57,830	1.7	87.7	10.6	0.0	100.0
Rubavu	1,664	68,098	16,994	1	86,757	1.9	78.5	19.6	0.0	100.0
Nyabihu	815	43,958	3,644	0	48,417	1.7	90.8	7.5	0.0	100.0
Ngororero	944	54,042	4,004	1	58,991	1.6	91.6	6.8	0.0	100.0
Rusizi	999	67,686	9,490	1	78,176	1.3	86.6	12.1	0.0	100.0
Nyamasheke	1,131	66,405	4,588	1	72,125	1.6	92.1	6.4	0.0	100.0
<b>North</b>										
Rulindo	583	49,955	2,171	0	52,709	1.1	94.8	4.1	0.0	100.0
Gakenke	628	48,575	1,799	0	51,002	1.2	95.2	3.5	0.0	100.0
Musanze	1,023	61,135	4,981	0	67,139	1.5	91.1	7.4	0.0	100.0
Burera	879	54,249	3,356	0	58,484	1.5	92.8	5.7	0.0	100.0
Gicumbi	1,023	58,685	4,445	1	64,154	1.6	91.5	6.9	0.0	100.0
<b>East</b>										
Rwamagana	1,192	63,452	5,945	1	70,590	1.7	89.9	8.4	0.0	100.0
Nyagatare	2,113	86,829	11,775	0	100,717	2.1	86.2	11.7	0.0	100.0
Gatsibo	1,535	73,691	9,285	1	84,512	1.8	87.2	11.0	0.0	100.0
Kayonza	1,547	61,787	7,823	0	71,157	2.2	86.8	11.0	0.0	100.0
Kirehe	1,013	62,578	5,892	0	69,483	1.5	90.1	8.5	0.0	100.0
Ngoma	1,236	52,825	7,764	0	61,825	2.0	85.4	12.6	0.0	100.0
Bugesera	1,220	72,277	10,006	0	83,503	1.5	86.6	12.0	0.0	100.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Map 5.1 presents a spatial distribution of the population aged between 6 and 11 who are currently out of school by sector. It shifts the focus onto those out of the school system for easier reference of planners and policy makers at the district and sector levels. The darker the colour, the higher the number of children currently out of the school

system. The map shows clearly that the lighter, brighter shades are concentrated in the Northern Province and Kigali City, while the darker ones are along the region comprising the Western, Southern and Eastern Provinces.

**Map 5. 1: Distribution of the population aged 6–11 currently out of school, by sector.**



Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 5.8 presents the distribution of resident population aged 12–17 by school attendance status, province, and districts in Rwanda. The total resident population aged 12–17 in Rwanda is 1,886,896, with both sexes combined. Out of this total, 446,854 individuals (23.7%) are no longer attending school, 1,379,599 (73.1%) are currently attending school, and 60,443 (3.2%) have never attended or are not yet attending school. In general, a higher percentage of males are no longer attending school compared to females (25.3% vs. 22.1%), while a higher percentage of

females are currently attending school (75.3% vs. 71.0%). In urban areas, out of a total of 448,430 individuals, 88,862 (19.8%) are no longer attending school, 348,434 (77.7%) are currently attending school, and 11,134 (2.5%) have never attended or are not yet attending school. In rural areas, out of a total of 1,438,466 individuals, 357,992 (24.9%) are no longer attending school, 1,031,165 (71.7%) are currently attending school, and 49,309 (3.4%) have never attended or are not yet attending school.

**Table 5. 8: Distribution (number and percentage) of resident population aged 12–17 by school attendance status, sex and area of residence.**

Area of residence and sex	Count				Percentage			
	Total	No longer attending	Currently attending	Never/Not yet attending	Total	No longer attending	Currently attending	Never/Not yet attending
<b>Rwanda</b>								
Both sexes	1,886,896	446,854	1,379,599	60,443	100.0	23.7	73.1	3.2
Male	940,635	237,619	667,386	35,630	100.0	25.3	71.0	3.8
Female	946,261	209,235	712,213	24,813	100.0	22.1	75.3	2.6
<b>Urban</b>								
Both sexes	448,430	88,862	348,434	11,134	100.0	19.8	77.7	2.5
Male	213,891	39,737	168,472	5,682	100.0	18.6	78.8	2.7
Female	234,539	49,125	179,962	5,452	100.0	20.9	76.7	2.3
<b>Rural</b>								
Both sexes	1,438,466	357,992	1,031,165	49,309	100.0	24.9	71.7	3.4
Male	726,744	197,882	498,914	29,948	100.0	27.2	68.7	4.1
Female	711,722	160,110	532,251	19,361	100.0	22.5	74.8	2.7

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 5.9 provides information on the distribution of resident population aged 12–17 by school attendance status, province, and districts in Rwanda. The total resident population aged 12–17 in Rwanda is 1,886,896. Among the total population, 23.7% are no longer attending school, 73.1% are currently attending school, and 3.2% have never or not yet attended school. Data reveals that Nyarugenge and Gasabo districts have the highest number of the resident population aged 12–17 currently attending secondary school (79.5% and 79.4%, respectively).

Table 5,9 also shows that the highest percentage of people aged 12-17 years who Never/Not yet attending school is in Rubavu District ( 7.0%) and the lowest is in Muhanga District (1.1%). The percentage of those who are no longer attending varies from 28.7% in Ngoma District to 18.6% in Nyarugenge District, while the percentage of those who are currently attending school regardless of the level attended varies from about 79.5% in Nyarugenge District to about 67.5% in Ngoma District.

**Table 5. 9: Distribution (number and percentage) of resident population aged 12–17, by school attendance status, province and districts.**

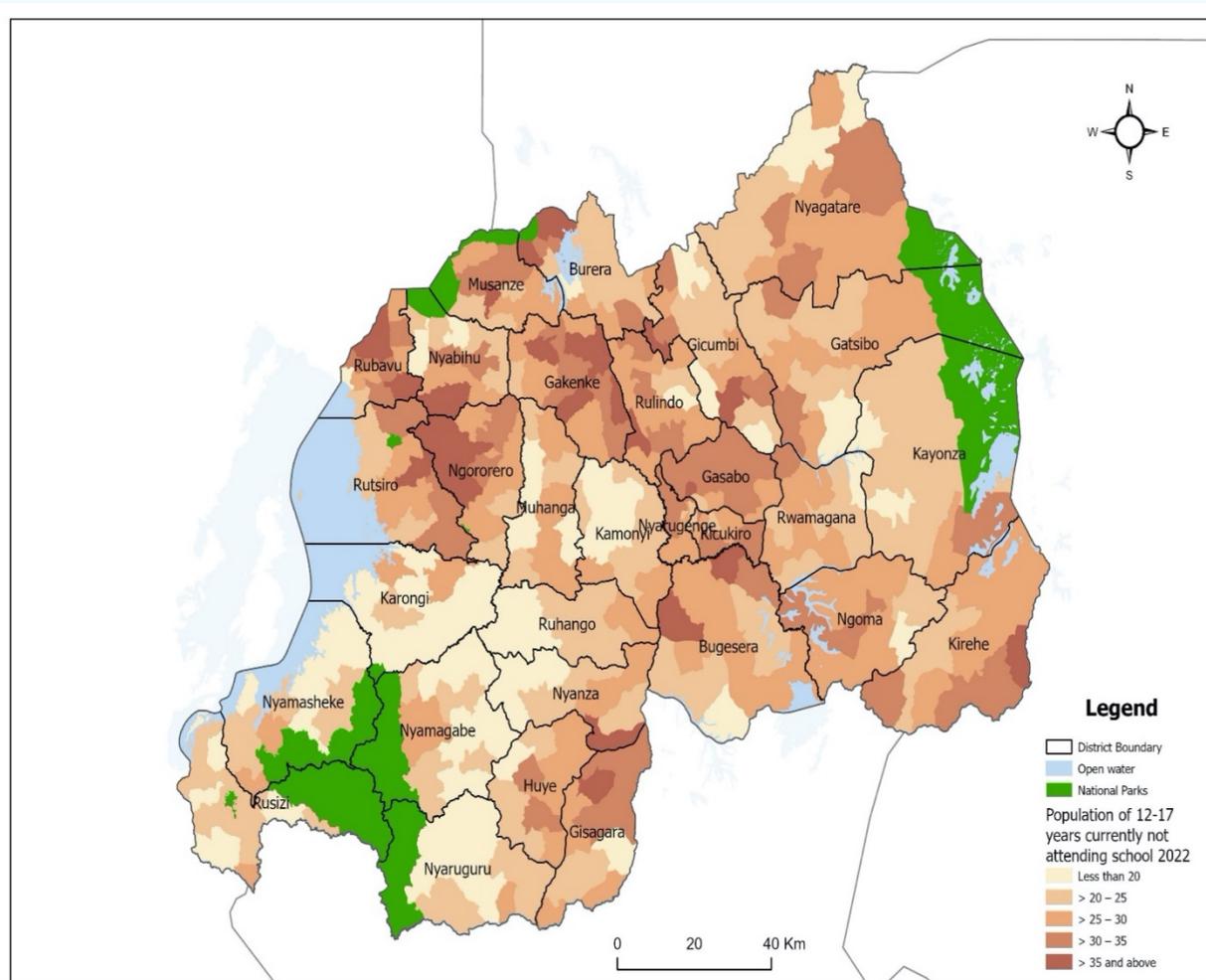
Province and District	Count					Percentage				
	No longer attending	Currently attending	Never/Not yet attending	Not stated	Total	No longer attending	Currently attending	Never/Not yet attending	Not stated	Total
<b>Kigali City</b>										
Nyarugenge	7,673	32,864	778	2	41,317	18.6	79.5	1.9	0.0	100.0
Gasabo	21,570	73,826	2,713	0	98,109	22.0	75.2	2.8	0.0	100.0
Kicukiro	10,096	40,304	1,219	0	51,619	19.6	78.1	2.4	0.0	100.0
<b>South</b>										100.0
Nyanza	13,243	41,055	1,633	0	55,931	23.7	73.4	2.9	0.0	100.0
Gisagara	17,391	41,762	2,573	0	61,726	28.2	67.7	4.2	0.0	100.0
Nyaruguru	10,533	37,955	1,857	2	50,347	20.9	75.4	3.7	0.0	100.0
Huye	11,824	40,114	1,381	1	53,320	22.2	75.2	2.6	0.0	100.0
Nyamagabe	12,001	43,936	1,565	1	57,503	20.9	76.4	2.7	0.0	100.0
Ruhango	12,603	40,536	1,374	0	54,513	23.1	74.4	2.5	0.0	100.0
Muhanga	11,218	37,468	543	0	49,229	22.8	76.1	1.1	0.0	100.0
Kamonyi	14,263	48,953	1,089	0	64,305	22.2	76.1	1.7	0.0	100.0
<b>West</b>										100.0
Karongi	11,613	43,608	1,181	0	56,402	20.6	77.3	2.1	0.0	100.0
Rutsiro	14,794	38,469	2,253	1	55,517	26.6	69.3	4.1	0.0	100.0
Rubavu	20,250	54,102	5,563	1	79,916	25.3	67.7	7.0	0.0	100.0
Nyabihu	11,416	36,357	2,516	0	50,289	22.7	72.3	5.0	0.0	100.0
Ngororero	15,884	38,633	2,359	3	56,879	27.9	67.9	4.1	0.0	100.0
Rusizi	13,483	52,658	1,559	1	67,701	19.9	77.8	2.3	0.0	100.0
Nyamasheke	11,919	50,713	1,269	0	63,901	18.7	79.4	2.0	0.0	100.0
<b>North</b>										100.0
Rulindo	12,276	35,411	910	0	48,597	25.3	72.9	1.9	0.0	100.0
Gakenke	14,288	37,830	848	0	52,966	27.0	71.4	1.6	0.0	100.0
Musanze	17,861	47,165	2,021	1	67,048	26.6	70.3	3.0	0.0	100.0
Burera	13,852	41,225	2,116	0	57,193	24.2	72.1	3.7	0.0	100.0
Gicumbi	16,024	45,653	1,353	1	63,031	25.4	72.4	2.1	0.0	100.0
<b>East</b>										100.0
Rwamagana	16,093	48,120	1,845	1	66,059	24.4	72.8	2.8	0.0	100.0
Nyagatare	24,148	68,689	4,887	0	97,724	24.7	70.3	5.0	0.0	100.0
Gatsibo	20,982	61,127	3,179	0	85,288	24.6	71.7	3.7	0.0	100.0
Kayonza	17,680	49,064	2,968	0	69,712	25.4	70.4	4.3	0.0	100.0
Kirehe	15,758	52,525	1,976	0	70,259	22.4	74.8	2.8	0.0	100.0
Ngoma	18,068	42,541	2,433	1	63,043	28.7	67.5	3.9	0.0	100.0
Bugesera	18,050	56,936	2,466	0	77,452	23.3	73.5	3.2	0.0	100.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Map 5.2 presents a spatial distribution, by sector, of the population between 12 and 17 who are currently not attending school. Again, the focus here is shifted towards those currently out of the education system for easier reference for local planners and policymakers. The darker

the shade in the map, the higher the number of individuals aged 12–17 who are currently not attending school. The map shows that higher numbers of these individuals are found in sectors from the Western and Northern Provinces as well as from Kigali City and the Eastern Provinc

Map 5.2 : Distribution of the population aged 12–17 currently out of school, by sector.



Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

#### 5.4. DISTRIBUTION OF THE SCHOOL AGE POPULATION BY OTHER HOUSEHOLD BACKGROUND CHARACTERISTICS

Section 5.4 present description of the size of the school age distribution by sex, by age, by urban/rural residence and its distribution by Provinces and Districts. In this section a description of the school age population taking into account some households characteristics that are known to be related to the school attendance status is presented. The relationship to the Household head, the survivorship of biological parents, the cohabitation/ or not with them has been considered.

Table 5.10 contains information regarding the child relationship with the head of household and school attendance status. Children who have close the biological/genetic ties with household head has higher chance to attend school than those with more distance relationship. The table below shows that the percentage of children whose household heads were their biological parents (being son or daughter) are currently attending at the highest rate (89.7%).

**Table 5. 10: Distribution resident population aged 6-11 years living in private HH by school attendance status and relationship to the Household head.**

Relationship to the household head	Count					Percentage				
	Total	Previously attended	Currently attending	Never attended/ not yet attended	Not stated	Total	Previously attended	Currently attending	Never attended/ not yet attended	Not stated
Relationship (Private HH only)										
<b>Total</b>	<b>1,936,941</b>	<b>30,344</b>	<b>1,730,901</b>	<b>175,688</b>	<b>8</b>	<b>100.0</b>	<b>1.6</b>	<b>89.4</b>	<b>9.1</b>	<b>0.0</b>
Son or daughter	1,672,071	25,413	1,500,417	146,234	7	100.0	1.5	89.7	8.8	0.0
Adoptive child	10,423	268	8,626	1,528	1	100.0	2.6	82.8	14.7	0.0
Brother in law/Sister in law	1,480	44	1,307	129	-	100.0	3.0	88.3	8.7	-
Brother/Sister	5,092	172	4,300	620	-	100.0	3.4	84.5	12.2	-
Grand Child	209,987	3,553	183,913	22,521	-	100.0	1.7	87.6	10.7	-
Son in Law/Daughter-in-law	89	2	76	11	-	100.0	2.3	85.4	12.4	-
Other relation	27,749	537	24,298	2,914	-	100.0	1.9	87.6	10.5	-
Housemaid	354	44	201	109	-	100.0	12.4	56.8	30.8	-
Not related	9,505	305	7,612	1,588	-	100.0	3.2	80.1	16.7	-
Unknown relationship	191	6	151	34	-	100.0	3.1	79.1	17.8	-

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 5.11 shows that by 2022, 90.8% of children living with both parents were attending school and only 54.7% of children aged between 6 and 11 living with no parent,

unrelated to household head or living with domestic worker were attending school.

**Table 5. 11: Distribution resident population aged 6-11 years by school attendance status and Cohabitation with parents (Private HH only).**

cohabitation with parents	Count					Percentage				
	Total	Previously attended	Currently attending	Never attended/ not yet attended	Not stated	Total	Previously attended	Currently attending	Never attended/ not yet attended	Not stated
<b>Total</b>	<b>1,936,941</b>	<b>30,344</b>	<b>1,730,901</b>	<b>175,688</b>	<b>8</b>	<b>100.0</b>	<b>1.6</b>	<b>89.4</b>	<b>9.1</b>	<b>0.0</b>
Lives with both parents	1,301,832	17,638	1,182,149	102,043	2	100.0	1.4	90.8	7.8	0.0
Lives with mother only	382,431	7,349	330,183	44,899	-	100.0	1.9	86.3	11.7	-
Lives with father only	54,319	1,256	46,423	6,640	-	100.0	2.3	85.5	12.2	-
Lives with no parent, unrelated to HHH, not domestic worker	5,848	233	4,640	975	-	100.0	4.0	79.3	16.7	-
Lives with no parent, unrelated to HHH, domestic worker	338	44	185	109	-	100.0	13.0	54.7	32.3	-
Not stated	192,173	3,824	167,321	21,022	6	100.0	2.0	87.1	10.9	0.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 5.12 shows that school attendance may be lower for orphan than for non-orphan. An orphan is defined as anyone below 18 who has lost one or both parents. Among

the orphans, 81.6% of 6-11 years-old were going to school, compared to 89.7% of non-orphans.

**Table 5. 12: Distribution resident population aged 6-11 years by school attendance status and Survivorship of parents (Private HH only).**

Survivorship of biological parents	Count					Percentage				
	Total	Previously attended	Currently attending	Never attended	Not stated	Total	Previously attended	Currently attending	Never attended	Not stated
<b>Total</b>	<b>1,936,941</b>	<b>30,344</b>	<b>1,730,901</b>	<b>175,688</b>	<b>8</b>	<b>100.0</b>	<b>1.6</b>	<b>89.4</b>	<b>9.1</b>	<b>0.0</b>
Mother alive, Father alive	1,779,479	26,518	1,596,806	156,153	2	100.0	1.5	89.7	8.8	0.0
Mother Alive, Father died/unkown	114,218	2,718	97,357	14,143	-	100.0	2.4	85.2	12.4	-
Mother died/unkown, Father alive	30,992	736	26,742	3,514	-	100.0	2.4	86.3	11.3	-
Mother dead/unknown, Father dead/unknown	12,173	370	9,937	1,866	-	100.0	3.0	81.6	15.3	-
Survivorship for one or both not stated	79	2	59	12	6	100.0	2.5	74.7	15.2	7.6

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

When both characteristics are considered among the secondary school-age population, the results remain consistent with some of those observed among the primary school-age population. The fact that non-relatives appear in both primary and secondary lowest

school attendance groups suggests a consistent pattern in who, within the household, is given low priority when decisions regarding who should attend school are taken (see Table 5. 13)

**Table 5. 13: Distribution resident population aged 12-17 years living in private HH by school attendance status, by relationship to the head of the household.**

Relationship to the household head	Count					Percentage				
	Total	Previously attended	Currently attending	Never attended/ not yet attended	Not stated	Total	Previously attended	Currently attending	Never attended/ not yet attended	Not stated
Relationship (Private HH only)										
<b>Total</b>	<b>1,884,064</b>	<b>445,585</b>	<b>1,378,330</b>	<b>60,133</b>	<b>16</b>	<b>100.0</b>	<b>23.7</b>	<b>73.2</b>	<b>3.2</b>	<b>0.0</b>
Household head	5,675	3,450	1,880	337	8	100.0	60.8	33.1	5.9	0.1
Spouse	2,153	1,866	164	123	-	100.0	86.7	7.6	5.7	-
Son or daughter	1,576,542	345,588	1,186,892	44,055	7	100.0	21.9	75.3	2.8	0.0
Adoptive child	17,082	4,912	10,961	1,208	1	100.0	28.8	64.2	7.1	0.0
Brother in law/Sister in law	5,638	1,434	4,005	199	-	100.0	25.4	71.0	3.5	-
Brother/Sister	19,966	6,086	12,958	922	-	100.0	30.5	64.9	4.6	-
Grand Child	150,556	30,712	114,441	5,403	-	100.0	20.4	76.0	3.6	-
Son in Law/Daughter-in-law	170	95	63	12	-	100.0	55.9	37.1	7.1	-
Other relation	42,779	10,914	30,135	1,730	-	100.0	25.5	70.4	4.0	-
Housemaid	40,936	31,656	5,103	4,177	-	100.0	77.3	12.5	10.2	-
Not related	22,227	8,755	11,538	1,934	-	100.0	39.4	51.9	8.7	-
Unknown relationship	340	117	190	33	-	100.0	34.4	55.9	9.7	-

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

With regard to parental survivorship status, Table 5.14 identify that children with one or both parents dead (or survivorship unknown) have the lowest percentage currently attending school (about 64.9-66.3%) among the secondary school-age population. Again, if one compares

the distribution observed in these groups with the one observed in the group with both parents alive, what separates these groups is the level of no longer attending observed (about 5% both).

**Table 5. 14: Distribution resident population aged 12-17 years living in private HH by school attendance status, by Survivorship of parents.**

Survivorship of biological parents	Count					Percentage				
	Total	Previously attended	Currently attending	Never attended	Not stated	Total	Previously attended	Currently attending	Never attended	Not stated
<b>Total</b>	<b>1,884,064</b>	<b>445,585</b>	<b>1,378,330</b>	<b>60,133</b>	<b>16</b>	<b>100</b>	<b>23.7</b>	<b>73.2</b>	<b>3.2</b>	<b>0</b>
Mother alive, Father alive	1,613,353	363,863	1,203,403	46,084	3	100	22.6	74.6	2.9	0
Mother Alive, Father died/unkown	179,895	54,623	116,742	8,530	-	100	30.4	64.9	4.7	-
Mother died/unkown, Father alive	62,622	18,223	41,532	2,867	-	100	29.1	66.3	4.6	-
Mother dead/unknown, Father dead/unknown	28,100	8,845	16,605	2,650	-	100	31.5	59.1	9.4	-
Survivorship for one or both not stated	94	31	48	2	13	100	33	51.1	2.1	13.8

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 5. 15 presents the distribution of the resident population aged 12-17 years by school attendance status and cohabitation with parents. It reveals variations in school attendance rates based on the type of cohabitation. Notably, individuals who live with both

parents have the highest percentage of currently attending school (77.6%), while those who live with no parent, unrelated to the head of household, have the highest percentage of no longer attending school (77.4%).

**Table 5. 15: Distribution resident population aged 12-17 years living in private HH by school attendance status, by Cohabitation with parents.**

cohabitation with parents	Count					Percentage				
	Total	Previously attended	Currently attending	Never attended/n of yet attending	Not stated	Total	Previously attended	Currently attending	Never attended/n of yet attending	Not stated
<b>Total</b>	<b>1,884,064</b>	<b>445,585</b>	<b>1,378,330</b>	<b>60,133</b>	<b>16</b>	<b>100.0</b>	<b>23.7</b>	<b>73.2</b>	<b>3.2</b>	<b>0.0</b>
Lives with both parents	1,123,043	225,331	871,721	25,989	2	100.0	20.1	77.6	2.3	0.0
Lives with mother only	395,141	103,629	276,237	15,274	1	100.0	26.2	69.9	3.9	0.0
Lives with father only	75,402	18,299	54,151	2,952	-	100.0	24.3	71.8	3.9	-
Lives with no parent, unrelated to HHH, domestic worker	19,494	8,060	9,638	1,796	-	100.0	41.3	49.4	9.2	-
Lives with no parent, unrelated to HHH, not domestic worker	40,335	31,230	5,028	4,077	-	100.0	77.4	12.5	10.1	-
Not stated	230,649	59,036	161,555	10,045	13	100.0	25.6	70.0	4.4	0.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

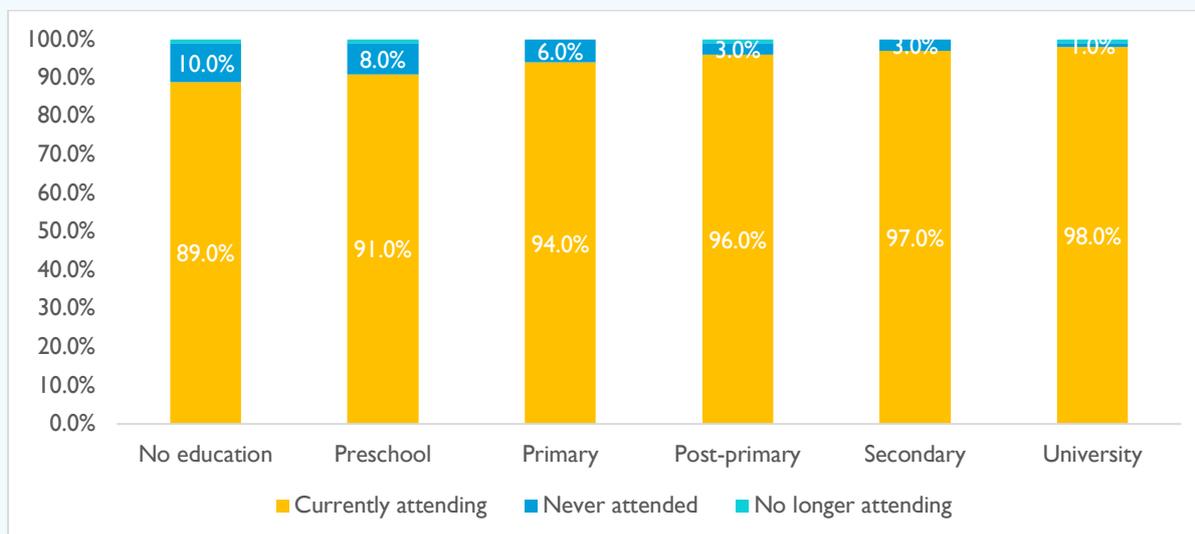
With Figure 5. 4 below, the data provided represents the education levels of household heads, while the categories "Currently attending," "Never attended," and "No longer attending" refer to the current school status for children. By examining these two sets of information together, we can gain insights into the educational situation within households. As the education level of the household heads increases, there is a consistent upward trend in the percentage of children currently attending school. For instance, in households where the head has completed secondary education or has a university degree, the current school attendance rate reaches 97.0% and 98.0%,

respectively. The percentage of children who have never attended school tends to decrease as the education level of the household head increases. For households where the head has no education, 10.0% of children have never attended school, whereas in households where the head has a university degree, only 1.0% of children have never attended school. The percentage of children who are no longer attending school remains relatively low across all education levels of household heads, generally ranging from 0.0% to 1.0%. These findings suggest a positive correlation between the education level of household heads and the current school attendance of children in

those households. Generally, as the education level of the household head increases, the percentage of children currently attending school also tends to increase, while

the percentage of children who have never attended or are no longer attending school tends to decrease.

Figure 5. 4: Distribution of resident population aged 6–11 by school attendance status and level of education of the household head.



Source: Fifth Rwanda Population and Housing Census, 2022 (NISR)

## 5.5. SCHOOL ATTENDANCE RATES

This section focuses on the current status of attending school at Pre-primary, primary and secondary level . Attendance rates are measures that relate the population attending, at a given point in time, a specific grade or school level to the total population officially eligible to attend that grade or level. Two types of attendance rates can be computed: i) Net Attendance Rates (NAR), defined as the attendance of the official age group for a given level of school, expressed as a percentage of the corresponding school-age population; and ii) Gross Attendance Rates (GAR), defined as the total attendance in a specific level of school, regardless of age, expressed as a percentage of the corresponding school-age population. The closer a value of NAR gets to 100, the greater the coverage of the target population by the education system, demonstrating its ability to attract the target population at the right time and to train it for the minimum required time. On the other hand, a value of GAR exceeding 100 indicates a high level of participation of the population in the education system irrespective of age. It demonstrates the system’s ability to accommodate those who, due to late entry, repetition or temporary interruption of their studies, did not complete a specific grade or level at the expected age. The difference between GAR and NAR represents the backlog

of learners who remain in the system beyond the official age, expressed as a proportion of the target population. This chapter will also review a third indicator, the GPI. The GPI is defined as the ratio of the female population to the male population for a given indicator. It measures gender equality between girls’ and boys’ performance in school. A value of 1 in the GPI indicates that there are no disparities between males and females. However, values below 1 indicate disparities favouring males, and above 1, disparities favouring females. The number of currently attending school children in a country shows what number of populations who currently attending and participating in the education system and who are, therefore, benefits of school. Overall, the statistics presented in the Table 5. 16 provide insights into the educational participation of different age groups in the total population. The percentage of the Population aged 3 to 5 currently attending school is 53.5%. Among the total population who are currently attending school (573,194) in this age group, the percentage of males currently attending school is 52.0%, while for females, it is 55.0%. In the age group of 6 to 11 years, the total population is 1,937,762. Out of this population, 89.4% are currently attending school. Among the total population aged 6 to 11 years, the percentage of

males currently attending school is 88.4%, while for females, it is 90.3%. In the age group of 12 to 17 years, the majority of the population (1,379,599) is attending school, with an attendance rate of 73.1%. There is a slightly higher

attendance rate for females (75.3%) compared to males (71.0%), indicating that girls have better access to education in this age group. (The next three tables below

**Table 5. 16: Population currently attending by pre-primary, primary and secondary school age categories.**

School-going age categories	Total population			Population currently attending			Percentage of currently attending		
	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female
Total population age 3 to 17	4,895,797	2,447,955	2,447,842	3,684,371	1,804,240	1,880,131	75.3	73.7	76.8
Population age 3 to 5	1,071,139	536,957	534,182	573,194	279,278	293,916	53.5	52.0	55.0
Population age 6 to 11	1,937,762	970,363	967,399	1,731,578	857,576	874,002	89.4	88.4	90.3
Population age 12 to 17	1,886,896	940,635	946,261	1,379,599	667,386	712,213	73.1	71.0	75.3

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 5.17 presents the distribution and percentage of the residence population aged 3-5 years by school attendance status, disaggregated by sex and area of residence (urban and rural). Among the total population aged 3-5 years in Rwanda, 53.5% are currently attending school, while 46.5% are not yet attending. This indicates that more than half of the children are already enrolled in school at this early age. The data also highlights gender differences in school attendance. Among both sexes, females have a slightly higher school attendance rate (55.0%) compared to males (52.0%). This indicates that, in

general, more girls in the age group of 3-5 years are attending school compared to boys. The table further compares the school attendance status between urban and rural areas. In urban areas, the percentage of children currently attending school is slightly higher (54.5%) than in rural areas (53.1%). When considering the overall patterns, it can be inferred that Rwanda has made significant progress in early childhood education, as more than half of the children aged 3-5 years are already attending school. However, the data also highlights the need to address the children who are not yet attending school in both urban and rural areas where the school attendance rate is slightly lower.

**Table 5. 17: Distribution (count and percentage) of the residence population age 3-5 years by school attendance status by sex and area of residence.**

Area of residence and sex	Count			Percentage		
	Total	Currently attending	Not yet attending	Total	Currently attending	Not yet attending
<b>Rwanda</b>						
Both sexes	1,071,139	573,194	497,945	100.0	53.5	46.5
Male	536,957	279,278	257,679	100.0	52.0	48.0
Female	534,182	293,916	240,266	100.0	55.0	45.0
<b>Urban</b>						
Both sexes	286,659	156,283	130,376	100.0	54.5	45.5
Male	144,349	77,165	67,184	100.0	53.5	46.5
Female	142,310	79,118	63,192	100.0	55.6	44.4
<b>Rural</b>						
Both sexes	784,480	416,911	367,569	100.0	53.1	46.9
Male	392,608	202,113	190,495	100.0	51.5	48.5
Female	391,872	214,798	177,074	100.0	54.8	45.2

Table 5.18 provides information on the distribution and percentage of the residence population aged 6-11 years by school attendance status, disaggregated by sex and area of residence. The data reveals that the majority of children aged 6-11 years in Rwanda are attending school (89.4%). When examining school attendance by sex, it is observed that among males aged 6-11 years, 88.4% are currently attending school and for females in the same age group, 90.3% are currently attending school. This suggests that a slightly higher percentage of females are currently

attending school compared to males. When comparing school attendance between urban and rural areas for the residence population aged 6-11 years, it is evident that there is a lower school attendance rate in rural areas (88.6%) compared to urban areas (91.7%), with a relatively higher percentage of children not attending school or not yet enrolled (10.6%).

**Table 5. 18: Distribution (count and percentage) of the residence population age 6-11 years by school attendance status by sex and area of residence.**

Area of residence and sex	Count				Percentage			
	Total	No longer attending	Currently attending	Not yet attending	Total	No longer attending	Currently attending	Never/Not yet attending
<b>Rwanda</b>								
Both sexes	1,937,762	30,381	1,731,578	175,803	100.0	1.6	89.4	9.1
Male	970,363	17,416	857,576	95,371	100.0	1.8	88.4	9.8
Female	967,399	12,965	874,002	80,432	100.0	1.3	90.3	8.3
<b>Urban</b>								
Both sexes	479,935	5,885	439,869	34,181	100.0	1.2	91.7	7.1
Male	240,465	3,275	219,011	18,179	100.0	1.4	91.1	7.6
Female	239,470	2,610	220,858	16,002	100.0	1.1	92.2	6.7
<b>Rural</b>								
Both sexes	1,457,827	24,496	1,291,709	141,622	100.0	1.7	88.6	9.7
Male	729,898	14,141	638,565	77,192	100.0	1.9	87.5	10.6
Female	727,929	10,355	653,144	64,430	100.0	1.4	89.7	8.9

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 5.12 provides information on the school attendance status of the residence population aged 12-17 years in Rwanda, categorized by sex and area of residence (urban and rural). The majority of the population aged 12-17 years in Rwanda (73.1%) is currently attending school. Among males aged 12-17 years, the percentage of those currently attending school is 71.0%, while for females, it is slightly higher at 75.3%. This indicates that a higher proportion of females are currently attending school compared to males. The proportion of individuals who are no longer attending school is notable, especially in rural areas (24.9%). The percentage of males who are no longer attending school is 25.3%, whereas for females, it is 22.1%. This suggests that a slightly higher proportion of males

have discontinued their education compared to females. The percentage of males who have never or not yet attended school is 3.8%, whereas for females, it is 2.6%. This implies that a slightly higher proportion of males have never enrolled in school or have not started their education yet compared to females. Overall, the data indicates that females have a slightly higher school attendance rate, both in the total population of Rwanda and in urban and rural areas. However, it's important to note that there are still significant proportions of both males and females who are no longer attending school.

**Table 5. 19: Distribution (count and percentage) of the residence population aged 12-17 years by school attendance status by sex and area of residence.**

Area of residence and sex	Count				Percentage			
	Total	No longer attending	Currently attending	Never/Not yet attending	Total	No longer attending	Currently attending	Never/Not yet attending
Rwanda								
Both sexes	1,886,896	446,854	1,379,599	60,443	100.0	23.7	73.1	3.2
Male	940,635	237,619	667,386	35,630	100.0	25.3	71.0	3.8
Female	946,261	209,235	712,213	24,813	100.0	22.1	75.3	2.6
Urban								
Both sexes	448,430	88,862	348,434	11,134	100.0	19.8	77.7	2.5
Male	213,891	39,737	168,472	5,682	100.0	18.6	78.8	2.7
Female	234,539	49,125	179,962	5,452	100.0	20.9	76.7	2.3
Rural								
Both sexes	1,438,466	357,992	1,031,165	49,309	100.0	24.9	71.7	3.4
Male	726,744	197,882	498,914	29,948	100.0	27.2	68.7	4.1
Female	711,722	160,110	532,251	19,361	100.0	22.5	74.8	2.7

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 5.20 provides the school attendance rates for children aged between 6 and 17 with and without disabilities in Rwanda. Overall, the school attendance rate is lower for children with disabilities compared to those without disabilities. Among children with disabilities, the school attendance rate is 65.3%, whereas among children without disabilities, it is significantly higher at 81.7%. When analyzing the data by gender, it is observed that both male and female children with disabilities have lower school attendance rates compared to their counterparts without disabilities. For children with disabilities, the school attendance rate is slightly higher

for females (67.3%) compared to males (63.7%). Among children without disabilities, the school attendance rate is also higher for females (83.2%) compared to males (80.1%). The table further compares the school attendance rates between urban and rural areas. In both areas, children with disabilities have lower school attendance rates compared to children without disabilities. However, the school attendance rate for children with disabilities is slightly higher in urban areas (68.9%) compared to rural areas (64.4%). Similarly, among children without disabilities, the school attendance rate is higher in urban areas (85.2%) compared to rural areas (80.5%).

Table 5.20: Current school attendance rate in children aged 6-17 with and without disability by sex and area of residence.

Area of residence, Disability and sex	Total population aged 6-17						Population aged 6-17 currently attending					
	Has disability			Does not have disability			Has disability			Does not have disability		
	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female
	<b>Count</b>											
<b>Rwanda</b>	<b>46,869</b>	<b>25,254</b>	<b>21,615</b>	<b>3,064,308</b>	<b>1,499,708</b>	<b>1,564,600</b>	<b>3,064,308</b>	<b>1,499,708</b>	<b>1,564,600</b>	<b>46,869</b>	<b>25,254</b>	<b>21,615</b>
Urban	10,241	5,449	4,792	778,062	382,034	396,028	778,062	382,034	396,028	10,241	5,449	4,792
Rural	36,628	19,805	16,823	2,286,246	1,117,674	1,168,572	2,286,246	1,117,674	1,168,572	36,628	19,805	16,823
	<b>Percentage</b>											
<b>Rwanda</b>	<b>1.9</b>	<b>2.1</b>	<b>1.7</b>	<b>98.1</b>	<b>97.9</b>	<b>98.3</b>	<b>65.3</b>	<b>63.7</b>	<b>67.3</b>	<b>81.7</b>	<b>80.1</b>	<b>83.2</b>
Urban	1.6	1.8	1.4	98.4	98.2	98.6	68.9	67.6	70.6	85.2	85.6	84.8
Rural	2.0	2.2	1.8	98.0	97.8	98.2	64.4	62.7	66.5	80.5	78.4	82.6

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 5.21 provides the total count and percentage of the resident population aged 6 to 11 currently attending school in Rwanda. The table further distinguishes the population based on disability status. Among the total population, the majority (98.6%) does not have disabilities, while a small proportion (1.4%) has disabilities. When analyzing the data by gender, it is observed that the distribution of children currently attending school is relatively balanced between males and females, regardless of disability status. Both males and females account for similar percentages within each category (with disabilities or without disabilities). The

table also presents the distribution of children currently attending school based on disability status in urban and rural areas. In both urban and rural areas, the majority of the population (approximately 98.8%) does not have disabilities, while a small percentage (ranging from 1.1% to 1.3%) has disabilities. This suggests that the prevalence of disabilities among children attending school is relatively low in both urban and rural areas.

**Table 5. 21: Distribution (number and percentage) of the resident population age 6 to 11 currently attending by disability status, sex and area of residence.**

Area of residence and disability	Count			Percentage		
	Both sexes	Male	Female	Both sexes	Male	Female
<b>Rwanda</b>						
Total	1,731,578	857,576	874,002	100.0	100.0	100.0
Without disabilities	1,706,573	843,428	863,145	98.6	98.4	98.8
With disabilities	25,005	14,148	10,857	1.4	1.6	1.2
<b>Urban</b>						
Total	439,869	219,011	220,858	100.0	100.0	100.0
Without disabilities	434,503	216,022	218,481	98.8	98.6	98.9
With disabilities	5,366	2,989	2,377	1.2	1.4	1.1
<b>Rural</b>						
Total	1,291,709	638,565	653,144	100.0	100.0	100.0
Without disabilities	1,272,070	627,406	644,664	98.5	98.3	98.7
With disabilities	19,639	11,159	8,480	1.5	1.7	1.3

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 5.22 provides the distribution (number and percentage) of the disabled population aged 6 to 11 by school attendance status, sex, and area of residence. The table categorizes the disabled population based on their school attendance status. Among the total disabled population, 2.3% are no longer attending school, 69.1% are currently attending school, and 28.6% are not yet attending school. When analyzing the data by gender, it can be observed that the distribution of disabled children by school attendance status is relatively similar between males and females. Both males and females have

comparable percentages in each category of school attendance status. The table also presents the distribution of disabled children aged 6 to 11 by school attendance status in urban and rural areas. In both urban and rural areas, the majority of disabled children (around 69%) are currently attending school. The percentage of disabled children not yet attending school is slightly higher in rural areas (28.7%) compared to urban areas (28.2%).

**Table 5. 22: Distribution (number and percentage) of the disabled population aged 6 to 11 by school attendance status, by sex, and area of residence.**

Area of residence and sex	Count				Percentage			
	Total	No longer attending	Currently attending	Not yet attending	Total	No longer attending	Currently attending	Not yet attending
<b>Rwanda</b>								
Both sexes	20,475	474	14,148	5,853	100.0	2.3	69.1	28.6
Male	15,101	322	10,857	3,922	100.0	2.1	71.9	26.0
Female	35,576	796	25,005	9,775	100.0	2.2	70.3	27.5
<b>Urban</b>								
Both sexes	4,298	97	2,989	1,212	100.0	2.3	69.5	28.2
Male	3,229	67	2,377	785	100.0	2.1	73.6	24.3
Female	7,527	164	5,366	1,997	100.0	2.2	71.3	26.5
<b>Rural</b>								
Both sexes	16,177	377	11,159	4,641	100.0	2.3	69.0	28.7
Male	11,872	255	8,480	3,137	100.0	2.1	71.4	26.4
Female	28,049	632	19,639	7,778	100.0	2.3	70.0	27.7

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 5.23 presents the distribution (number and percentage) of the resident population aged 12 to 17 who are currently attending school by disability status, sex, and area of residence. The data distinguishes between individuals with and without disabilities. Among the total population, 98.4% are without disabilities, while 1.6% have disabilities. The table further breaks down the data by sex. Both males and females are represented in similar proportions within the population. The distribution percentages for males and females with and without disabilities are relatively equal. The data is also

segmented based on the area of residence, namely urban and rural. In urban areas, the total count of individuals aged 12 to 17 currently attending school is 348,434, while in rural areas, it is 1,031,165. The table presents the distribution of individuals aged 12 to 17 by disability status in both urban and rural areas. In both urban and rural areas, the majority of the population (around 98%) does not have disabilities.

**Table 5. 23: Distribution (number and percentage) of the resident population age 12 to 17 currently attending by disability status, sex and area of residence.**

Area of residence and disability	Count			Percentage		
	Both sexes	Male	Female	Both sexes	Male	Female
<b>Rwanda</b>						
Total	1,379,599	667,386	712,213	100.0	100.0	100.0
Without disabilities	1,357,735	656,280	701,455	98.4	98.3	98.5
With disabilities	21,864	11,106	10,758	1.6	1.7	1.5
<b>Urban</b>						
Total	348,434	168,472	179,962	100.0	100.0	100.0
Without disabilities	343,559	166,012	177,547	98.6	98.5	98.7
With disabilities	4,875	2,460	2,415	1.4	1.5	1.3
<b>Rural</b>						
Total	1,031,165	498,914	532,251	100.0	100.0	100.0
Without disabilities	1,014,176	490,268	523,908	98.4	98.3	98.4
With disabilities	16,989	8,646	8,343	1.6	1.7	1.6

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 5. 24 presents data from the Fifth Rwanda Population and Housing Census of 2022, detailing the distribution of disabled individuals aged 12 to 17 by school attendance status, sex, and area of residence. Among the total disabled population aged 12 to 17 of 36,188, approximately 60.4% are currently attending school, 22.3% are no longer attending, and 17.3% are not yet

attending. The data comparison between urban and rural areas for disabled individuals aged 12 to 17 in Rwanda reveals that while both settings exhibit notable school attendance rates, urban areas have higher percentages of disabled youth currently attending school (66.5% vs. 58.9% in rural areas). Gender differences are relatively consistent in urban and rural contexts, with females

generally exhibiting slightly higher school attendance rates than males. Moreover, a significant proportion of disabled individuals in both areas have not yet attended school.

**Table 5. 24: Distribution (number and percentage) of the disabled population aged 12 to 17 by school attendance status, by sex, and area of residence.**

Area of residence and sex	Count				Percentage			
	Total	No longer attending	Currently attending	Not yet attending	Total	No longer attending	Currently attending	Not yet attending
<b>Rwanda</b>								
Both sexes	36,188	8074	21,864	6,250	100.0	22.3	60.4	17.3
Male	19,186	4498	11,106	3,582	100.0	23.4	57.9	18.7
Female	17,002	3576	10,758	2,668	100.0	21.0	63.3	15.7
<b>Urban</b>								
Both sexes	7,330	1314	4,875	1,141	100.0	17.9	66.5	15.6
Male	3,768	657	2,460	651	100.0	17.4	65.3	17.3
Female	3,562	657	2,415	490	100.0	18.4	67.8	13.8
<b>Rural</b>								
Both sexes	28,858	6760	16989	5109	100.0	23.4	58.9	17.7
Male	15,418	3841	8646	2931	100.0	24.9	56.1	19.0
Female	13,440	2919	8343	2178	100.0	21.7	62.1	16.2

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 5.25 indicates that the overall GAR for both sexes in Rwanda is 28.2%, meaning that 28.2% of children attending pre-primary education are out-of-range of the official age for attending pre-primary school. In urban areas, the GAR is higher at 41.8% than the GAR in rural areas (23.2%). The table indicates that the overall NAR for both sexes in Rwanda is 27.9%, meaning that only 27.9% of children attending pre-primary education are within the official age for attending pre-primary school (3-5) In urban areas,

the NAR is slightly higher at 41.4%, suggesting a relatively higher proportion of children attending pre-primary education within the official school age compared to NAR in the rural areas (23.0%). The Gender Parity Index (GPI) for attending pre-primary education is 1.05 indicating almost equal attending pre-primary education by both males and females, but 1.05 GPI shows participation in favor of females.

**Table 5. 25: Gross and Net attendance rates (%) in pre-primary education (residents population aged 3-5) by sex and area of residence.**

Area of residence	Gross Attendance Rates, GAR (%)				Net Attendance Rates, NAR (%)			
	Both sexes	Male	Female	Gender Parity Index	Both sexes	Male	Female	Gender Parity Index
<b>Rwanda</b>	<b>28.2</b>	<b>27.4</b>	<b>28.9</b>	<b>1.06</b>	<b>27.9</b>	<b>27.2</b>	<b>28.6</b>	<b>1.05</b>
Urban	41.8	41.3	42.4	1.03	41.4	40.9	41.9	1.03
Rural	23.2	22.3	24.0	1.08	23.0	22.1	23.8	1.08

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 5.26 provides an overview of the gross and net attendance rates in pre-primary education across different districts in Rwanda. It reveals variations in attendance rates between districts, with Kicukiro District in the City of Kigali having the highest NAR (48.4%) among

all the districts and Nyamasheke and Rutsiro districts in the Western Province having the lower NAR (18.2% and 18.5%, respectively). The comparison highlights the regional variation in access to pre-primary education within Rwanda, with some districts having higher

attendance rates than others. This data suggests the need for targeted efforts to improve pre-primary education enrollment and attendance, particularly in districts with lower NAR, in order to ensure equitable access to early childhood education across the country. The table provides insights into gender parity in pre-primary education across different districts in Rwanda using the Gender Parity Index (GPI). It shows variations in gender

parity between districts, with Nyaruguru district having a higher GPI of 1.14), indicating slightly better attendance of females, while Gasabo and Rutsiro districts have a lower GPI of 1.01, indicating almost equal attendance in pre-primary education by both males and females within the two districts.

**Table 5. 26: Gross and Net attendance rates (%) in pre-primary education (residents population aged 3-5) by sex, Province, and district.**

District	Gross Attendance Rates, GAR (%)				Net Attendance Rates, NAR (%)			
	Both sexes	Male	Female	Gender Parity Index	Both sexes	Male	Female	Gender Parity Index
<b>City of Kigali</b>								
Nyarugenge	37.2	36.5	38.0	1.04	36.9	36.1	37.6	1.04
Gasabo	39.3	39.1	39.6	1.01	38.9	38.7	39.1	1.01
Kicukiro	49.0	48.2	49.8	1.03	48.4	47.6	49.2	1.03
<b>Southern Province</b>								
Nyanza	23.1	22.2	24.1	1.08	23.0	22.1	23.9	1.08
Gisagara	20.7	19.9	21.6	1.08	20.5	19.7	21.4	1.08
Nyaruguru	23.0	21.5	24.5	1.14	22.8	21.3	24.3	1.14
Huye	27.2	26.7	27.7	1.04	27.0	26.6	27.5	1.04
Nyamagabe	23.4	22.5	24.4	1.08	23.3	22.3	24.2	1.08
Ruhango	20.3	19.5	21.2	1.09	20.3	19.4	21.1	1.09
Muhanga	31.8	30.6	32.9	1.07	31.6	30.5	32.7	1.07
Kamonyi	33.2	32.1	34.2	1.06	32.9	31.9	34.0	1.06
<b>Western Province</b>								
Karongi	27.5	26.7	28.4	1.06	27.4	26.6	28.2	1.06
Rutsiro	18.6	18.5	18.7	1.01	18.5	18.5	18.6	1.01
Rubavu	21.4	21.1	21.8	1.03	21.2	20.8	21.5	1.03
Nyabihu	26.7	26.3	27.1	1.03	26.5	26.1	26.8	1.03
Ngororero	23.4	22.9	23.9	1.04	23.3	22.9	23.8	1.04
Rusizi	19.6	18.9	20.3	1.07	19.5	18.8	20.1	1.07
Nyamasheke	18.4	17.5	19.3	1.11	18.2	17.3	19.2	1.10
<b>Northern Province</b>								
Rulindo	24.8	24.0	25.6	1.07	24.7	23.9	25.4	1.07
Gakenke	19.9	19.3	20.6	1.06	19.8	19.2	20.4	1.06
Musanze	36.3	35.5	37.0	1.04	35.9	35.3	36.6	1.04
Burera	29.8	29.1	30.6	1.05	29.6	28.8	30.3	1.05
Gicumbi	27.2	25.8	28.6	1.11	27.1	25.7	28.4	1.11
<b>Eastern Province</b>								
Rwamagana	32.1	31.4	32.7	1.04	31.8	31.2	32.3	1.04
Nyagatare	31.4	30.8	32.0	1.04	30.9	30.2	31.5	1.04
Gatsibo	24.9	24.0	25.7	1.07	24.6	23.8	25.4	1.07
Kayonza	32.7	31.7	33.8	1.07	32.2	31.2	33.2	1.06
Kirehe	33.5	32.4	34.5	1.06	33.2	32.2	34.2	1.06
Ngoma	25.4	24.1	26.7	1.10	25.1	23.9	26.3	1.10
Bugesera	28.4	27.4	29.4	1.07	28.1	27.1	29.1	1.07

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 5.27 presents the Gross and Net Attendance rates (%) in primary education for the population aged 6-11 years by sex and area of residence. The data show that the net attendance rate for both sexes in Rwanda is 89.3%. In Rwanda, the net attendance rate for females (90.3%) is higher than that for males (88.4%). The gender parity

index is 1.02, indicating a slightly higher net attendance rate for females compared to males. The GAR for both sexes in Rwanda is 141.7%, indicating that, on average, there are more children attending primary education than the total population in the 6-11 age group. This could be due to children enrolling in school at a younger age or

children repeating grades. The GAR for males (142%) and females (141.4%) is very similar, suggesting a relatively equal enrollment rate between the two sexes. In urban areas, both males and females have relatively high net attendance rates, with a slight advantage for females (92.2% compared to 91.0% for males). The gender parity index is 1.01. In rural areas, the net attendance rate for

females (89.7%) is higher than that for males (87.5%), indicating a larger gender disparity in favor of females. The gender parity index is 1.03. Overall, the NAR by urban and rural areas highlights that urban areas tend to have higher attendance rates (91.6%) in primary education compared to rural areas (88.6%).

**Table 5. 27: Gross and Net attendance rates (%) in primary education (residents population aged 6-11) by sex and area of residence.**

Area of residence	Gross Attendance Rates, GAR (%)				Net Attendance Rates, NAR (%)			
	Both sexes	Male	Female	Gender Parity Index	Both sexes	Male	Female	Gender Parity Index
<b>Rwanda</b>	<b>141.7</b>	<b>142</b>	<b>141.4</b>	<b>1.00</b>	<b>89.3</b>	<b>88.4</b>	<b>90.3</b>	<b>1.02</b>
Urban	136.5	136.7	136.2	1.00	91.6	91.0	92.2	1.01
Rural	143.5	143.8	143.2	1.00	88.6	87.5	89.7	1.03

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 5.28 presenting GAR and NAR in primary school by province and district. District comparison revealed that the districts Muhanga and Gakenke had the highest primary school NAR (96% and about 95%, respectively) while Ngoma (85%) and Gisagara (83%) had the lowest.

Primary School Gross Attendance Rates in Rwanda was as estimated at 142% (see Table above).The province differences show that Rubavu has the lowest primary school GAR (125%).

Table 5. 28: Gross and Net attendance rates (%) in primary education (residents population aged 6-11) by sex, Province, and district.

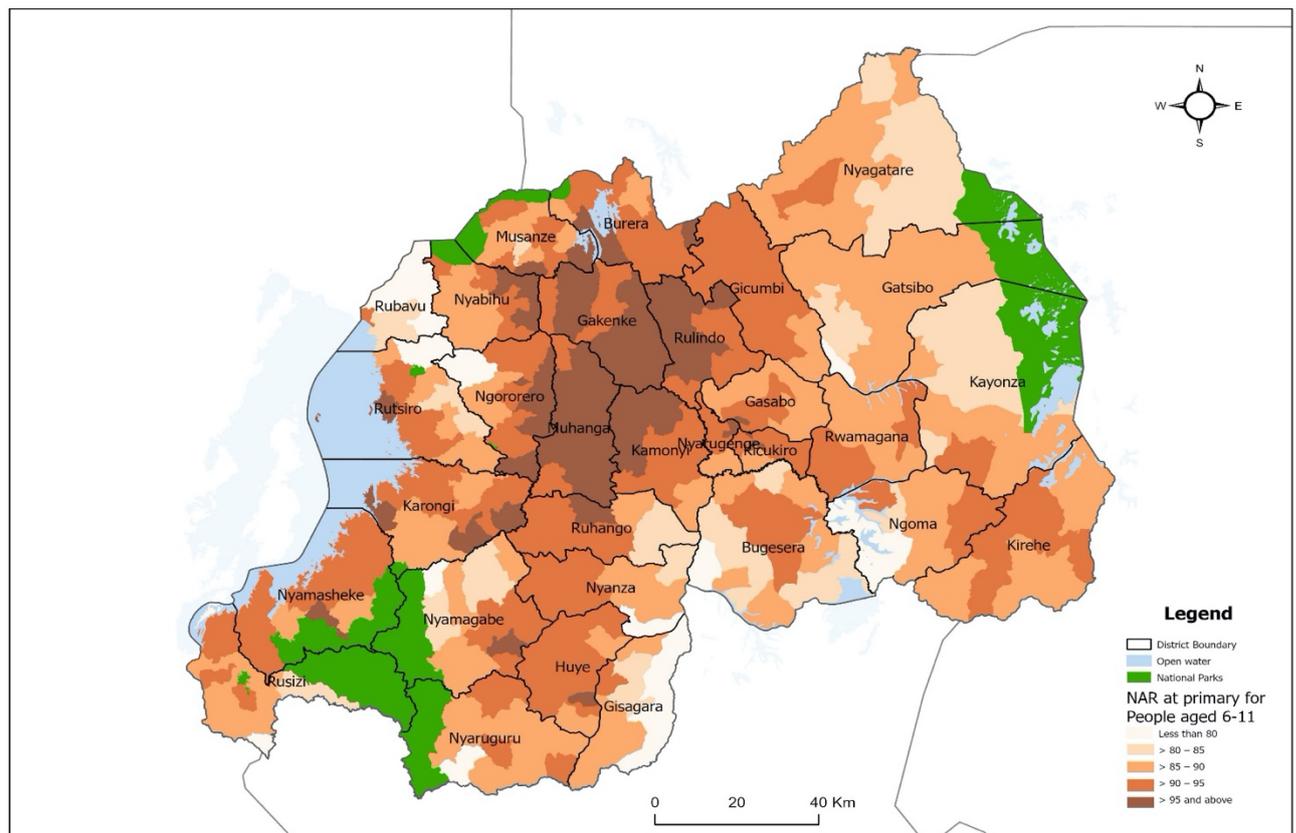
Province and District	Gross Attendance Rates, GAR (%)				Net Attendance Rates, NAR (%)			
	Both sexes	Male	Female	Gender parity index	Both sexes	Male	Female	Gender parity index
<b>Kigali City</b>								
Nyarugenge	134.9	135.3	134.5	0.99	92.2	91.7	92.7	1.01
Gasabo	131.8	131.2	132.5	1.01	90.4	89.8	91	1.01
Kicukiro	132.2	131.7	132.7	1.01	92.9	92.3	93.5	1.01
<b>South</b>								
Nyanza	141.8	141.5	142.2	1.00	89	87.4	90.5	1.04
Gisagara	138.4	137.5	139.2	1.01	83.3	81.6	85	1.04
Nyaruguru	151	152.6	149.4	0.98	88.1	86.9	89.3	1.03
Huye	146.3	147.3	145.3	0.99	91.2	90.1	92.3	1.02
Nyamagabe	156.8	157.3	156.4	0.99	88.7	87.4	90	1.03
Ruhango	147.8	149.3	146.3	0.98	89.9	88.8	91.1	1.03
Muhanga	147	148.9	145	0.97	96	95.4	96.7	1.01
Kamonyi	146	146.8	145.2	0.99	93.9	93.2	94.7	1.02
<b>West</b>								
Karongi	148.6	150.1	147	0.98	92.4	91.4	93.3	1.02
Rutsiro	138.9	138.7	139	1.00	87.7	86.6	88.8	1.03
Rubavu	125	125	124.9	1.00	78.5	77.5	79.4	1.02
Nyabihu	149.5	149	150	1.01	90.8	89.8	91.7	1.02
Ngororero	142.5	143	142	0.99	91.6	90.9	92.2	1.01
Rusizi	137	137.1	136.9	1.00	86.6	85.6	87.5	1.02
Nyamasheke	146	147.6	144.4	0.98	92.1	91.3	92.9	1.02
<b>North</b>								
Rulindo	141.9	142.2	141.5	1.00	94.8	94.2	95.3	1.01
Gakenke	149.1	149.6	148.5	0.99	95.2	94.6	95.9	1.01
Musanze	138.4	138.5	138.3	1.00	91	90.2	91.8	1.02
Burera	149.5	148.8	150.2	1.01	92.7	91.8	93.6	1.02
Gicumbi	142.9	143.2	142.7	1.00	91.5	90.5	92.4	1.02
<b>East</b>								
Rwamagana	136.9	136.6	137.3	1.01	89.9	88.7	91	1.03
Nyagatare	140.1	140.6	139.5	0.99	86.2	85	87.4	1.03
Gatsibo	143.3	143.4	143.1	1.00	87.2	86.1	88.3	1.03
Kayonza	141.8	141.1	142.5	1.01	86.8	85.6	88.1	1.03
Kirehe	151.2	151.9	150.4	0.99	90	89.2	90.8	1.02
Ngoma	139.5	140	138.9	0.99	85.4	84.1	86.8	1.03
Bugesera	139.8	139.8	139.8	1.00	86.5	85.3	87.8	1.03

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Map 5.3 presents the spatial distribution of NARs at the sector level. The darker the shade, the higher the value of NAR. In other words, very light colours indicate

sectors with lower NARs. The map confirms that the highest NARs are observed in the Northern Province as shown in Table 5.28 above.

Map 5. 3: Net attendance rates in primary school (residents population aged 6-11) by sector.



Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 5.29 presents the Gross Attendance Rates (GAR) and Net Attendance Rates (NAR) in secondary education for the resident population aged 12-17, categorized by sex and area of residence. The overall NAR for secondary education in Rwanda is 22.3%. When broken down by sex, the NAR for males is 18.8%, while for females it is 25.8%. This indicates that the attendance rate for females is higher than that of males, with a gender disparity of 7 percentage points. In other words, a higher proportion of females in the age group of 12-17 are attending secondary school compared to males. The NAR for both sexes in urban areas is 33.4%, indicating a higher net attendance rate compared to the overall NAR in Rwanda. The NAR for both sexes in rural areas is 18.9%, indicating a lower net

attendance rate compared to the overall NAR in Rwanda. The overall GAR for secondary education in Rwanda is 39.9%. When broken down by sex, the GAR for males is 36.1%, while for females it is 43.8%. In urban areas, the GAR for secondary education is higher compared to the national average. The GAR for males is 59.1%, while for females it is 61%. This indicates a relatively balanced attendance rate between the sexes in urban areas, with females having a slightly higher attendance rate than males. In rural areas, the GAR for secondary education is lower compared to the national average. The GAR for males is 29.3%, while for females it is 38.1%. This indicates a significant gender disparity, with a difference of 8.8 percentage points favoring females.

**Table 5. 29: Gross and Net attendance rates (%) in secondary education (residents population aged 12-17) by sex and area of residence.**

Area of residence	Gross Attendance Rates, GAR (%)				Net Attendance Rates, NAR (%)			
	Both sexes	Male	Female	Gender Parity Index	Both sexes	Male	Female	Gender Parity Index
<b>Rwanda</b>	<b>39.9</b>	<b>36.1</b>	<b>43.8</b>	<b>1.21</b>	<b>22.3</b>	<b>18.8</b>	<b>25.8</b>	<b>1.37</b>
Urban	60.1	59.1	61	1.03	33.4	31.3	35.2	1.12
Rural	33.7	29.3	38.1	1.30	18.9	15.2	22.7	1.49

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 5.30 presents GAR and NAR in secondary school by district, shows that, when NAR is considered, several districts outperform the national average in Net Attendance Rates (NAR), including three districts of Kigali City, Nyanza, Huye, Muhanga, and Kamonyi in the South, Rulindo, Musanze, and Gicumbi in the North, and Rwamagana in the East, with rates ranging from 22.8% to 40.0%. Conversely, certain districts fall below the national average, such as Gisagara, Nyaruguru, Nyamgabe, Ruhango, Rutsiro, Rubavu, Nyabihu, Ngororero, Rusizi Nyamasheke, Gakenke, Burera, Nyagatatare, Gatsibo, Kayonza, Kirehe, Ngoma, and Bugesera, with Net Attendance Rates varying from 16.3% to 22.1%. Gender disparities are evident, with gender parity indexes indicating varying levels of gender balance in attendance

rates across these districts. In Nyarugenge, Kicukiro, and Rubavu districts, the gender parity index (GPI) in NAR provides valuable insights into the balance of educational participation between male and female students. With GPI values close to or above 1.0, these districts showcase a positive scenario where both genders have nearly equal representation in net attendance rates. When Gross Attendance Rates (GAR) are considered, notable districts with higher GAR include Kicukiro in Kigali City (72.3%) in Kigali City, Muhanga in the South (45.3%), Rusizi in the West (42.3), Musanze in the North (45.3%), and Rwamagana in the East (42.1%). Conversely, some districts exhibit lower GAR, such as Gisagara (28.0%), Ngororero (28.5%), and Ngoma (28.2%).

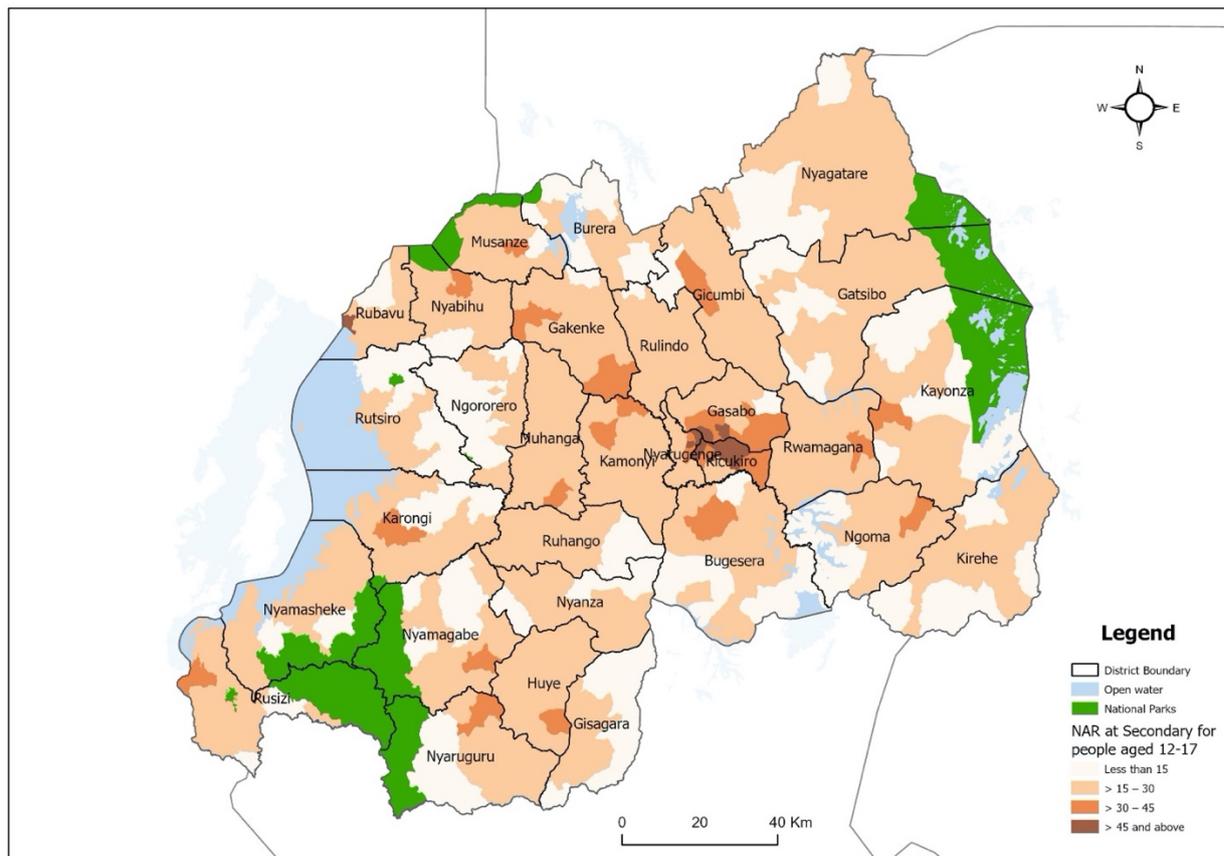
Table 5. 30: Gross and Net attendance rates (%) in secondary education (residents population aged 12-17) by sex, Province, and district.

Province and District	Gross Attendance Rates, GAR (%)				Net Attendance Rates, NAR (%)			
	Both sexes	Male	Female	Gender parity index	Both sexes	Male	Female	Gender parity index
<b>Kigali City</b>								
Nyarugenge	65.6	66.5	64.8	0.97	37.0	35.9	38.0	1.06
Gasabo	55.4	54.6	56.0	1.03	31.9	29.9	33.7	1.13
Kicukiro	72.3	73.9	70.8	0.96	40.0	38.9	40.9	1.05
<b>South</b>								
Nyanza	40.2	34.3	46.4	1.35	24.2	19.4	29.2	1.50
Gisagara	28.0	25.3	30.9	1.22	16.3	13.6	19.2	1.42
Nyaruguru	36.0	30.1	42.1	1.40	17.8	13.7	22.1	1.61
Huye	39.5	34.6	44.5	1.29	22.8	18.7	26.9	1.44
Nyamagabe	36.3	31.5	41.3	1.31	18.9	15.1	22.7	1.50
Ruhango	37.5	31.5	43.8	1.39	21.4	16.8	26.4	1.57
Muhanga	45.3	37.1	53.5	1.44	27.9	21.7	34.1	1.57
Kamonyi	43.8	36.5	51.0	1.40	26.3	20.7	31.8	1.54
<b>West</b>								
Karongi	41.6	36.2	47.1	1.30	22.9	18.4	27.5	1.50
Rutsiro	33.5	29.5	37.4	1.27	19.0	15.8	22.2	1.41
Rubavu	38.4	38.5	38.3	0.99	20.8	19.9	21.7	1.09
Nyabihu	37.8	33.9	41.7	1.23	19.9	16.5	23.3	1.41
Ngororero	28.5	24.0	33.0	1.38	17.4	13.6	21.2	1.56
Rusizi	42.3	39.2	45.5	1.16	22.1	19.4	24.8	1.28
Nyamasheke	41.9	36.1	47.7	1.32	21.5	17.2	25.7	1.49
<b>North</b>								
Rulindo	38.7	33.1	44.1	1.33	23.9	19.1	28.6	1.50
Gakenke	35.3	29.5	40.9	1.39	21.7	17.1	26.2	1.54
Musanze	45.3	41.9	48.6	1.16	26.4	23.1	29.6	1.28
Burera	37.4	33.8	40.9	1.21	19.0	15.7	22.1	1.41
Gicumbi	40.0	33.2	46.7	1.41	22.8	17.5	28.1	1.60
<b>East</b>								
Rwamagana	42.1	36.1	48.0	1.33	25.4	20.5	30.2	1.47
Nyagatare	34.8	33.0	36.6	1.11	18.6	16.4	20.8	1.26
Gatsibo	34.3	31.6	37.0	1.17	19.1	16.0	22.2	1.39
Kayonza	32.9	30.3	35.6	1.17	17.6	14.7	20.4	1.39
Kirehe	35.5	34.3	36.8	1.07	18.3	15.8	20.8	1.31
Ngoma	28.2	25.6	30.9	1.21	16.6	13.9	19.4	1.39
Bugesera	35.1	32.0	38.1	1.19	19.4	16.6	22.3	1.35

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Mao 5.4 presents a spatial distribution of NAR in secondary school by sectors. The darker colour represent the higher the NAR

Map 5. 4: Net attendance rate in secondary school (residents population aged 12-17) by sector



Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

## 5.6. SCHOOL COMPLETION RATES

### Definition

A percentage of a cohort of people aged 3-5 years above the intended age for the last grade of each level of education who have completed that grade. The intended age for the last grade of each level of education is the age at which pupils would enter the grade if they had started school at the official primary entrance age, had studied full-time and had progressed without repeating or skipping a grade (UNESCO Institute of Statistics, 2023). In the case of Rwanda, the Primary Completion Rate for a specific year "t" is the percentage of individuals aged between 15 and 17 years in Rwanda who have successfully completed their primary education during that year. It is calculated by dividing the number of individuals in this age group who completed primary education by the total population of Rwanda aged 15 to 17 in that year and then multiplying by 100. The Lower Secondary Completion Rate

for a specific year "t" represents the proportion of individuals aged between 18 and 20 years in Rwanda who have successfully finished their lower secondary education during that year. It is computed by dividing the number of individuals in this age bracket who completed lower secondary education by the total population of Rwanda aged 18 to 20 in that year and then multiplying by 100. The Upper Secondary Completion Rate for a specific year "t" denotes the percentage of individuals aged between 21 and 23 years in Rwanda who have successfully completed their upper secondary education during that year. It is derived by dividing the number of individuals in this age range who completed upper secondary education by the total population of Rwanda aged 21 to 23 in that year and then multiplying by 100.

## Primary Completion rate

Table 5. 31 shows that the overall primary completion rate for the entire population aged 15-17 in Rwanda is 45.1%. This means that 45.1% of individuals in this age group have completed primary-level education. The primary completion rate for males in the same age group is slightly lower at 39.8% compared to their female counterparts (50.3%). In urban areas, the overall primary completion rate is slightly higher at 48.0%. In urban areas, females have a slightly higher primary completion rate of 50.0%

compared to those of males (45.7%). In rural areas, the overall primary completion rate is lower compared to the national average, at 44.1%. The primary completion rate for males is even lower at 38.1%. However, females in rural areas have a higher primary completion rate of 50.4%, surpassing both the national average and the urban female primary completion rate.

**Table 5. 31: Primary Completion rate (resident population age 15-17) by sex and area of residence.**

Area of residence	Completion Rates at primary level, CR (%)		
	Both sexes	Male	Female
<b>Rwanda</b>	<b>45.1</b>	<b>39.8</b>	<b>50.3</b>
Urban	48.0	45.7	50.0
Rural	44.1	38.1	50.4

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

## Lower Secondary Completion rate

Table 5. 32 shows that overall, Rwanda has a completion rate of 19.5% for both sexes for the lower secondary level. Females tend to have higher completion rates (21.6%) at lower secondary levels compared to males (17.3%). When looking at the data based on the area of residence, the completion rates differ. In urban areas, the overall completion rate at lower secondary is higher at 25.1% compared to the national average. Both male and female

completion rates in urban areas are also higher than the national average, with males at 24.4% and females at 25.8%. In rural areas, the completion rates are generally lower. The overall completion rate for both sexes in rural areas is 17.2%. For males, it is 14.5%, and for females, it is 19.8%. These rates are lower than both the national average and the rates in urban areas.

**Table 5. 32: Lower secondary Completion rate (resident population age 18-20) by sex and area of residence.**

Area of residence	Completion Rates at Lower secondary level, CR (%)		
	Both sexes	Male	Female
<b>Rwanda</b>	<b>19.5</b>	<b>17.3</b>	<b>21.6</b>
Urban	25.1	24.4	25.8
Rural	17.2	14.5	19.8

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

## Upper Secondary Completion rate

Table 5.33 shows that, at the national level in Rwanda, the completion rate for both sexes at the upper secondary level is 16.6%. The table shows that the completion rate for females is slightly higher (17.5%) than that of their male counterparts (15.7%). When examining the data based on the area of residence, significant differences in completion rates can be observed. In urban areas, the overall upper secondary completion rate is significantly higher at 27.8% compared to the national average. Both

male and female completion rates in urban areas are also higher than the national average, with males at 26.7% and females at 28.9%. Conversely, in rural areas, the upper secondary completion rates are considerably lower. The overall completion rate for both sexes in rural areas is only 11.0%. For males, it is 10.0%, and for females, it is 11.8%. These rates are significantly lower than both the national average and the rates in urban areas

**Table 5.33: Upper Secondary Completion rate (Population age 21-23) by sex and area of residence.**

Area of residence	Completion Rates at upper secondary, CR (%)		
	Both sexes	Male	Female
<b>Rwanda</b>	<b>16.6</b>	<b>15.7</b>	<b>17.5</b>
Urban	27.8	26.7	28.9
Rural	11.0	10.0	11.8

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

## 5.7. SCHOOL LIFE EXPECTANCY

This section discusses School Life Expectancy (SLE), a composite measure that indicates the total number of years of school a person of a given age can expect to receive in the future. It assumes that the probability of him/her attending school at any given age is similar to the current attendance rate. SLE is an indicator of the overall development of an education system, with regard to the average number of years of schooling the system can offer to the eligible population, including those who have never attended school/not yet in school. A high value of SLE is an indication of a higher probability of children spending more years in school and higher overall retention within the education system. However, the expected number of years does not necessarily coincide with the expected number of grades successfully completed, due to repetition.

Table 5.34 presents the school life expectancy in Rwanda, categorized by sex (male and female) and area of residence (urban and rural). When comparing the school

life expectancy between males and females in Rwanda based on the provided data, females have a slightly higher average school life expectancy of 11.5 years, compared to males with an average of 11.2 years. This indicates that, on average, females in Rwanda are expected to spend slightly more time in school than males. The overall average school life expectancy in urban areas is 12.3 years, while in rural areas, it is 11.0 years. This indicates that, on average, individuals living in urban areas are expected to spend a longer time in school compared to those in rural areas. Females have a slightly lower average school life expectancy of 12.3 years in urban areas, while males have an average of 12.4 years. Females have a higher average school life expectancy of 11.2 years in rural areas, whereas males have an average of 10.7 years. However, it's important to note that the differences are relatively small, indicating a relatively balanced school life expectancy for both genders in the country.

Table 5. 34: School Life Expectancy by sex and area of residence.

Sex and area of residence	Male	Female	Total
<b>Rwanda</b>	<b>11.2</b>	<b>11.5</b>	<b>11.4</b>
Urban	12.4	12.3	12.3
Rural	10.7	11.2	11.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

At the district level, residents of Kicukiro and Nyarugenge are more likely to have longer school lives than residents from elsewhere in the country while

residents of Ngoma, Gisagara and Rubavu are more likely to have the shortest school life (Table 5. 35).

Table 5. 35: School Life Expectancy by sex and district.

Province and District	School Life Expectancy		
	Male	Female	Both sexes
<b>Kigali City</b>			
Nyarugenge	12.5	12.1	11.5
Gasabo	12.0	11.7	11.1
Kicukiro	12.9	12.3	11.8
<b>South</b>			
Nyanza	10.9	11.6	10.5
Gisagara	10.1	10.4	9.5
Nyaruguru	11.2	11.8	10.8
Huye	11.3	11.8	10.8
Nyamagabe	11.3	11.8	10.7
Ruhango	11.2	11.8	10.7
Muhanga	11.5	12.2	11.1
Kamonyi	11.5	12.1	11.0
<b>West</b>			
Karongi	11.7	12.1	11.1
Rutsiro	10.5	10.8	9.9
Rubavu	10.5	10.3	9.7
Nyabihu	11.2	11.5	10.6
Ngororero	10.5	10.8	9.9
Rusizi	11.5	11.7	10.8
Nyamasheke	12.0	12.3	11.3
<b>North</b>			
Rulindo	11.1	11.5	10.5
Gakenke	11.0	11.4	10.4
Musanze	11.4	11.4	10.7
Burera	11.3	11.5	10.6
Gicumbi	11.0	11.6	10.5
<b>East</b>			
Rwamagana	10.9	11.6	10.5
Nyagatare	10.9	10.9	10.2
Gatsibo	10.8	11.0	10.2
Kayonza	10.7	10.9	10.1
Kirehe	11.5	11.3	10.6
Ngoma	10.3	10.4	9.6
Bugesera	11.0	11.1	10.3

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

## 5.8. Mean years of schooling (MYS) (Population age 25+)

Mean years of schooling (MYS) provides the average number of years of education (primary/ISCED 1 or higher) completed by a country's adult population (25 years and older), excluding years spent repeating grades. It's based

Table 5. 36 presents the mean years of schooling for the population aged 25 years and above in Rwanda. The data is categorized by sex (male and female) and area of residence (urban and rural). In Rwanda, the overall average years of schooling for the total population aged 25 years and above is 5.0 years. Males have a slightly higher average of 5.4 years, while females have an average of 4.6 years. This suggests that, on average, males in this age group have completed slightly more years of formal education compared to females. In urban areas, both

on education attainment levels of the population converted into years of schooling based on theoretical duration of each level of education attended.

males and females have higher mean years of schooling compared to the overall average. Males in urban areas have an average of 7.7 years of schooling, while females have an average of 7.1 years. Males in rural areas have an average of 4.3 years of schooling, while females have an average of 3.7 years. Overall, the data reveals a slight disparity in mean years of schooling between males and females in Rwanda. Males tend to have slightly higher average years of schooling compared to females in the total population aged 25 years and above.

**Table 5. 36: Mean years of schooling for population aged 25 years and above by sex and area of residence.**

Sex and area of residence	Male	Female	Total
<b>Rwanda</b>	<b>5.4</b>	<b>4.6</b>	<b>5.0</b>
Urban	7.7	7.1	7.4
Rural	4.3	3.7	3.9

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

## CHAPTER 6: ACCESS TO THE INTERNET AND MOBILE PHONE OWNESHIP

### 6.1 INTRODUCTION

The importance of the availability of ICT devices is increasing significantly in contemporary society. Modern technology offers a range of devices that are changing the structure and pattern of major social and media communications, a key for socioeconomic development. Mobile cellular telephones and internet have become the predominant methods of communication in many countries. The level of use of mobile phone and internet

are crucial indicators contributing to an enhanced level of awareness of the general population. The reference period for the internet use is 12 months prior to the census night. The use of internet and mobile phone in this section refers to the population living in private households.

### 6.2 USE OF INTERNET

At national level, 14% of the population aged 10 years and above used internet in the 12 months preceding the census, with an increase in percentage as age advances. For instance, 16% - 17% of those aged 16 and above and those aged 21 and above, respectively used internet (see

all the other provinces combined). In all provinces, access to internet varies by sex and area of residence. However, the percentage is high in favour of males and urban areas across the three broad age groups.

Table 6. 1). The City of Kigali has the highest percentage of the population with access to internet (about the total of

**Table 6. 1: Number of the population who has used internet in the 12 preceding months by sex, Province, and area of residence according to selected age groups.**

Province/Age group	Total			Urban			Rural		
	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female
<b>Counts</b>									
<b>Population 10 years and above</b>									
Total	1,291,248	737,338	553,91	870,913	481,38	389,533	420,335	255,958	164,377
City of Kigali	523,069	291,315	231,754	506,778	281,446	225,332	16,291	9,869	6,422
Southern Province	194,328	107,75	86,578	87,666	46,237	41,429	106,662	61,513	45,149
Western Province	184,593	109,47	75,123	97,488	55,086	42,402	87,105	54,384	32,721
Northern Province	137,493	80,538	56,955	62,254	34,068	28,186	75,239	46,47	28,769
Eastern Province	251,765	148,265	103,5	116,727	64,543	52,184	135,038	83,722	51,316
<b>Population 16 years and above</b>									
Total	1,227,682	706,32	521,362	830,186	460,966	369,22	397,496	245,354	152,142
City of Kigali	499,111	279,225	219,886	483,583	269,742	213,841	15,528	9,483	6,045
Southern Province	183,01	102,395	80,615	83,254	44,03	39,224	99,756	58,365	41,391
Western Province	175,542	105,121	70,421	92,697	52,694	40,003	82,845	52,427	30,418
Northern Province	130,399	77,199	53,2	59,339	32,634	26,705	71,06	44,565	26,495
Eastern Province	239,62	142,38	97,24	111,313	61,866	49,447	128,307	80,514	47,793
<b>Population 21 years and above</b>									
Total	1,039,154	605,234	433,92	723,092	405,301	317,791	316,062	199,933	116,129
City of Kigali	439,222	248,07	191,152	426,314	240,061	186,253	12,908	8,009	4,899
Southern Province	150,611	85,523	65,088	72,17	38,428	33,742	78,441	47,095	31,346
Western Province	145,213	88,515	56,698	78,187	45,014	33,173	67,026	43,501	23,525
Northern Province	108,384	65,276	43,108	51,133	28,386	22,747	57,251	36,89	20,361
Eastern Province	195,724	117,85	77,874	95,288	53,412	41,876	100,436	64,438	35,998

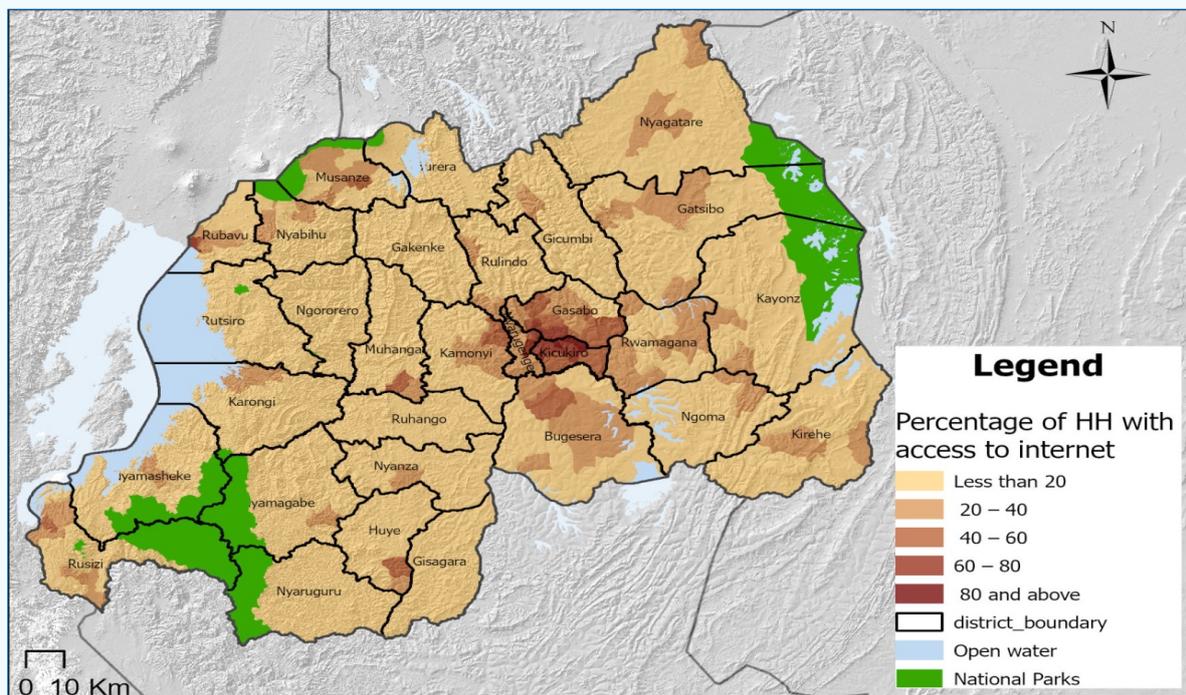
Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 6. 2: Percentage of the population who has used internet in the 12 preceding months by sex, Province and area of residence according to selected age groups.

Province/Age group	Total			Urban			Rural		
	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female
<b>Percentage</b>									
<b>Population 10 years and above</b>									
Total	13.7	16.6	11.2	32.8	37.2	28.6	6.2	8.1	4.6
City of Kigali	40.4	44.6	36.2	44.4	48.6	40.0	10.7	13.3	8.3
Southern Province	9.1	10.7	7.6	28.6	31.9	25.6	5.8	7.1	4.6
Western Province	9.1	11.7	6.9	21.8	26.0	18.0	5.5	7.5	3.9
Northern Province	9.4	11.8	7.3	24.7	28.9	21.0	6.2	8.2	4.5
Eastern Province	10.1	12.6	7.9	23.0	26.7	19.7	6.8	9.0	4.9
<b>Population 16 years and above</b>									
Total	16.2	19.9	12.9	37.3	42.5	32.3	7.4	10.0	5.2
City of Kigali	44.9	49.5	40.1	48.8	53.4	44.0	12.9	16.2	9.7
Southern Province	10.6	12.9	8.7	32.6	36.8	28.9	6.8	8.7	5.2
Western Province	11.0	14.5	8.1	25.9	31.4	21.0	6.7	9.4	4.5
Northern Province	10.9	14.1	8.2	28.4	33.7	23.7	7.2	9.9	5.0
Eastern Province	12.2	15.5	9.3	26.9	31.6	22.7	8.2	11.1	5.7
<b>Population 21 years and above</b>									
Total	16.9	21.3	13.1	39.4	44.9	34.2	7.3	10.3	4.9
City of Kigali	47.1	51.5	42.5	51.2	55.3	46.7	13.0	16.9	9.5
Southern Province	10.8	13.6	8.4	34.7	39.4	30.6	6.6	8.9	4.7
Western Province	11.3	15.5	8.0	27.2	33.8	21.6	6.7	10.0	4.2
Northern Province	11.3	15.0	8.2	30.1	36.2	24.9	7.2	10.4	4.7
Eastern Province	12.4	16.2	9.1	28.4	33.5	23.7	8.1	11.4	5.3

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Map 6. 1: Percentage of private households that used internet in 12 months prior to census by sector



Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 6. 3 shows that the overall internet usage rate for Rwanda is 13.7% for the population aged 10 years and above. Males have higher internet usage rates than their females' counterparts across all age groups in Rwanda. There are variations in internet usage rates among different provinces, indicating differences in access and adoption of internet services across the country. The City of Kigali has the highest internet usage rates among all provinces in Rwanda. The overall internet usage rate in the City of Kigali is 40.4% for the population aged 10 years and above. Internet usage rates are consistently higher in the City of Kigali compared to other provinces across all

age groups. The Southern Province has the lowest internet usage rates among all provinces in Rwanda. The overall internet usage rate in the Southern Province is 9.1% for the population aged 10 years and above. Western Province, Northern Province, and Eastern provinces have relatively similar internet usage rates, which are higher than the Southern Province but lower than the City of Kigali. The overall internet usage rates in these provinces range from 9.1% to 10.1% for the population aged 10 years and above.

**Table 6. 3: Percentage of the population who used internet by district according to age groups.**

Province /District	Population 10 years and above			Population 16 years and above			Population 21 years and above		
	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female
<b>Rwanda</b>	<b>13.7</b>	<b>16.6</b>	<b>11.2</b>	<b>16.2</b>	<b>19.9</b>	<b>12.9</b>	<b>16.9</b>	<b>21.3</b>	<b>13.1</b>
<b>City of Kigali</b>	<b>40.4</b>	<b>44.6</b>	<b>36.2</b>	<b>44.9</b>	<b>49.5</b>	<b>40.1</b>	<b>47.1</b>	<b>51.5</b>	<b>42.5</b>
Nyarugenge	39.3	43.5	34.8	44.1	48.7	39.1	46	50.4	41.2
Gasabo	36.4	40.7	32.1	40.8	45.6	35.9	43	47.7	38.1
Kicukiro	48.2	52.2	44.2	52.5	56.8	48.1	55	58.8	50.9
<b>Southern Province</b>	<b>9.1</b>	<b>10.7</b>	<b>7.6</b>	<b>10.6</b>	<b>12.9</b>	<b>8.7</b>	<b>10.8</b>	<b>13.6</b>	<b>8.4</b>
Nyanza	8.3	10	6.8	9.8	12.1	7.7	9.5	12.4	7.1
Gisagara	6.1	7.7	4.7	7.2	9.5	5.3	7	9.7	4.9
Nyaruguru	6.1	7.6	4.8	7.2	9.2	5.4	7.1	9.8	4.9
Huye	12	14	10.3	14.1	16.9	11.8	14.5	18	11.8
Nyamagabe	6.2	7.6	5	7.4	9.3	5.7	7.6	10	5.6
Ruhango	7.4	8.7	6.3	8.7	10.5	7.2	8.5	10.7	6.7
Muhanga	13	14.8	11.4	14.9	17.4	12.7	15.2	18.1	12.7
Kamonyi	12.3	14.2	10.6	14.4	17	12.2	14.9	17.9	12.3
<b>Western Province</b>	<b>9.1</b>	<b>11.7</b>	<b>6.9</b>	<b>11</b>	<b>14.5</b>	<b>8.1</b>	<b>11.3</b>	<b>15.5</b>	<b>8</b>
Karongi	7.9	9.8	6.3	9.5	12.2	7.3	9.7	13.1	7.1
Rutsiro	5.3	7.3	3.6	6.4	9.2	4.2	6.6	9.9	4
Rubavu	15.8	19.3	12.6	19	23.8	14.9	20.3	26	15.4
Nyabihu	7	9.5	5	8.5	11.8	5.8	8.9	12.9	5.7
Ngororero	5	6.7	3.6	6.1	8.5	4.2	6.3	9.1	4.1
Rusizi	11.6	14.6	8.9	13.8	17.9	10.3	13.9	18.7	10
Nyamasheke	8	10.3	6	9.6	12.8	6.9	9.5	13.2	6.6
<b>Northern Province</b>	<b>9.4</b>	<b>11.8</b>	<b>7.3</b>	<b>10.9</b>	<b>14.1</b>	<b>8.2</b>	<b>11.3</b>	<b>15</b>	<b>8.2</b>
Rulindo	9.3	11.5	7.4	10.8	13.6	8.3	11	14.4	8.2
Gakenke	6.3	8.1	4.7	7.1	9.5	5.1	7	9.7	4.7
Musanze	15.5	18.9	12.6	18.1	22.6	14.4	19.2	24.4	14.9
Burera	6.5	9	4.2	7.6	11	4.8	8	12	4.7
Gicumbi	8.2	10.2	6.4	9.5	12.2	7.3	9.7	12.8	7
<b>Eastern Province</b>	<b>10.1</b>	<b>12.6</b>	<b>7.9</b>	<b>12.2</b>	<b>15.5</b>	<b>9.3</b>	<b>12.4</b>	<b>16.2</b>	<b>9.1</b>
Rwamagana	14.3	16.7	12.1	16.8	20.1	13.9	17	20.8	13.7
Nyagatare	9.1	11.9	6.6	11	14.6	7.8	11.1	15.2	7.5
Gatsibo	8.2	10.5	6.2	9.9	12.9	7.3	9.9	13.3	7
Kayonza	9.1	11.3	7	11	14	8.3	11.4	15	8.3
Kirehe	8.3	11	5.9	10	13.6	6.8	10.1	14.3	6.6
Ngoma	7.6	9.6	5.9	9.3	12.1	6.9	9.2	12.4	6.6
Bugesera	14.2	16.7	11.8	16.9	20.3	13.7	17.5	21.6	13.9

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 6.4 provides information on the distribution of the population (10+ years) who use the internet based on their main place of access in Rwanda. The results shows that home is the most common place of internet access, accounting for 64.0% of the population. The percentage is slightly higher for females (66.5%) compared to males (62.0%). In urban areas, 66.8% of the population accesses the internet from home, while in rural areas, the percentage is lower at 58.1%. The office is the second most common place of internet access, with a percentage of 22.2%. Males (25.0%) have a higher percentage compared to females (18.4%). In urban areas, 23.7% of the population accesses the internet from the office, while in rural areas,

the percentage is 19.2%. School/place of education accounts for 12.5% of the population accessing the internet. Females (14.0%) have a slightly higher percentage compared to males (11.4%). The percentage is significantly higher in rural areas (20.5%) compared to urban areas (8.6%). Other locations, such as another person's home, community internet access facility, cyber café/commercial internet access facility, and elsewhere, have relatively low percentages ranging from 0.2% to 0.8%.

**Table 6. 4: Distribution of Population (10+ Years) who used internet by main place of access.**

Main place of internet access/Province	Percentage				
	Total	Male	Female	Urban	Rural
<b>Rwanda</b>	100.0	100.0	100.0	100.0	100.0
Home	64.0	62.0	66.5	66.8	58.1
Office	22.2	25.0	18.4	23.7	19.2
School/Place of Education	12.5	11.4	14.0	8.6	20.5
Another Person's home	0.3	0.3	0.2	0.1	0.6
Community Internet access facility	0.5	0.6	0.4	0.3	0.8
Cyber café/Commercial Internet Access facility	0.2	0.3	0.2	0.2	0.3
Elsewhere	0.3	0.4	0.2	0.2	0.4
Not stated	0.0	0.0	0.0	0.0	0.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

### 6.3 MOBILE PHONE OWNERSHIP

Table 6.5 indicates that the City of Kigali consistently has higher mobile phone ownership rates compared to other provinces. This trend is evident across all age groups, indicating a higher level of mobile phone adoption and accessibility in urban areas. For example, in the population aged 21 years and above, the mobile phone ownership percentage in the City of Kigali is 87.6%, significantly higher than other provinces. The Southern

Province generally shows lower mobile phone ownership rates compared to other provinces. This suggests a relatively lower level of mobile phone usage in the Southern Province across all age groups. The Eastern Province demonstrates mobile phone ownership rates similar to the Northern Province.

Table 6. 5: Number and percentage of population age 10 years and above owning a mobile phone by Province.

Province/Age group	Total			Urban			Rural		
	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female
<b>Counts</b>									
<b>Population 10 years and above</b>									
<b>Total</b>	<b>4,631,510</b>	<b>2,431,066</b>	<b>2,200,444</b>	<b>1,781,720</b>	<b>908,895</b>	<b>872,825</b>	<b>2,849,790</b>	<b>1,522,171</b>	<b>1,327,619</b>
City of Kigali	960,818	501,304	459,514	881,281	459,227	422,054	79,537	42,077	37,46
Southern Province	919,63	469,583	450,047	191,224	92,972	98,252	728,406	376,611	351,795
Western Province	912,654	480,619	432,035	252,366	127,201	125,165	660,288	353,418	306,87
Northern Province	691,311	370,719	320,592	153,658	75,955	77,703	537,653	294,764	242,889
Eastern Province	1,147,097	608,841	538,256	303,191	153,54	149,651	843,906	455,301	388,605
<b>Percentages</b>									
<b>Population 10 years and above</b>									
<b>Total</b>	<b>47.8</b>	<b>52.9</b>	<b>43.1</b>	<b>65.9</b>	<b>68.9</b>	<b>63.1</b>	<b>40.7</b>	<b>46.5</b>	<b>35.7</b>
City of Kigali	73.2	75.6	70.7	76.3	78.3	74.1	50.7	54.9	46.7
Southern Province	41.5	45.2	38.3	61.1	62.9	59.6	38.3	42.3	34.8
Western Province	43.6	49.5	38.5	55	58.5	51.8	40.4	46.9	34.9
Northern Province	45.7	52.5	39.7	59.5	63	56.6	42.8	50.4	36.2
Eastern Province	44.8	50	40	58.7	62.2	55.4	41.2	47	36.1

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 6. 6: Number and percentage of population age 16 years and above owning a mobile phone Province.

Province/Age group	Total			Urban			Rural		
	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female
<b>Counts</b>									
<b>Population 16 years and above</b>									
<b>Total</b>	<b>4,590,898</b>	<b>2,407,650</b>	<b>2,183,248</b>	<b>1,758,647</b>	<b>897,082</b>	<b>861,565</b>	<b>2,832,251</b>	<b>1,510,568</b>	<b>1,321,683</b>
City of Kigali	945,913	493,846	452,067	867,043	452,206	414,837	78,87	41,64	37,23
Southern Province	912,645	465,328	447,317	188,924	91,786	97,138	723,721	373,542	350,179
Western Province	907,484	477,402	430,082	250,35	126,068	124,282	657,134	351,334	305,8
Northern Province	686,744	367,905	318,839	152,237	75,208	77,029	534,507	292,697	241,81
Eastern Province	1,138,112	603,169	534,943	300,093	151,814	148,279	838,019	451,355	386,664
<b>Percentages</b>									
<b>Population 16 years and above</b>									
<b>Total</b>	<b>58.6</b>	<b>65.7</b>	<b>52.4</b>	<b>77.6</b>	<b>81.1</b>	<b>74.1</b>	<b>50.9</b>	<b>59</b>	<b>44</b>
City of Kigali	83.9	86.3	81.5	86.5	88.3	84.5	63.3	68.9	57.9
Southern Province	51.4	56.9	46.7	72.6	75.2	70.3	47.7	53.7	42.7
Western Province	54.8	63.4	47.6	67.9	73.2	63.4	51	60.5	43.3
Northern Province	55.5	64.7	47.7	71	75.8	66.9	52.3	62.4	43.7
Eastern Province	55.9	63.3	49.3	71.1	75.8	66.8	51.9	60	44.8

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 6. 7: Number and percentage of population age 21 years and above owning a mobile phone by Province.

Province/Age group	Total			Urban			Rural		
	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female
<b>Counts</b>									
<b>Population 21 years and above</b>									
<b>Total</b>	<b>3,998,897</b>	<b>2,096,965</b>	<b>1,901,932</b>	<b>1,541,057</b>	<b>792,842</b>	<b>748,215</b>	<b>2,457,840</b>	<b>1,304,123</b>	<b>1,153,717</b>
City of Kigali	828,14	438,289	389,851	759,484	402,415	357,069	68,656	35,874	32,782
Southern Province	794,366	402,287	392,079	164,732	80,337	84,395	629,634	321,95	307,684
Western Province	797,695	418,62	379,075	221,084	111,244	109,84	576,611	307,376	269,235
Northern Province	594,92	319,339	275,581	133,766	66,342	67,424	461,154	252,997	208,157
Eastern Province	983,776	518,43	465,346	261,991	132,504	129,487	721,785	385,926	335,859
<b>Percentages</b>									
<b>Population 21 years and above</b>									
<b>Total</b>	<b>62.9</b>	<b>71.4</b>	<b>55.6</b>	<b>82.5</b>	<b>86.2</b>	<b>79</b>	<b>54.7</b>	<b>64.6</b>	<b>46.6</b>
City of Kigali	87.6	89.6	85.4	90.1	91.5	88.6	66.9	73.2	61.2
Southern Province	54.9	61.8	49.2	77.7	80.6	75.2	50.9	58.4	44.9
Western Province	59.9	70.6	51.3	74.8	81.2	69.3	55.7	67.5	46.4
Northern Province	59.6	70.7	50.4	76.7	82.3	71.9	56	68.2	46
Eastern Province	60.1	68.8	52.7	76.3	81.3	71.9	55.8	65.3	47.8

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

In terms of the types of mobile phones, the Table 6.8 shows that in Rwanda overall, 24.3% of the population aged 10 years and above own a smartphone, while 74.7% own an ordinary phone with radio, and only 1% own an ordinary phone without radio. When looking specifically at the urban areas, 44.4% of the population owns a smartphone, 55% own an ordinary phone with radio, and 0.5% own an ordinary phone without radio. In rural areas, the smartphone ownership rate drops to 11.7%, while the ownership rates for ordinary phones with radio are higher at 86.9%, and for ordinary phones without radio at 1.3%. Comparing age groups, it is observed that smartphone

ownership is higher among the population aged 16 years and above, with 24.3% owning a smartphone. The ownership rate of smartphones decreases slightly to 25.1% among the population aged 21 years and above. In summary, the table highlights the prevalence of ordinary phones with radio among the population in Rwanda, with the majority owning this type of mobile phone. Smartphone ownership is lower but still significant, especially among the urban population and the age group of 16 years and above.

Table 6. 8: Distribution of the population owning mobile phone by type of mobile phone and by area of residence.

Type of mobile phone/ Area of residence	Population 10 years and above			Population 16 years and above			Population 21 years and above		
	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female
<b>Counts</b>									
<b>Rwanda</b>	<b>4,631,510</b>	<b>2,431,066</b>	<b>2,200,444</b>	<b>4,590,898</b>	<b>2,407,650</b>	<b>2,183,248</b>	<b>3,998,897</b>	<b>2,096,965</b>	<b>1,901,932</b>
Smart phone	1,126,276	649,234	477,042	1,113,470	641,976	471,494	1,004,721	577,333	427,388
Ordinary Phone with radio	3,458,247	1,763,043	1,695,204	3,430,870	1,747,127	1,683,743	2,951,557	1,502,888	1,448,669
Ordinary Phone without radio	46,987	18,789	28,198	46,558	18,547	28,011	42,619	16,744	25,875
<b>Urban</b>	<b>1,781,720</b>	<b>908,895</b>	<b>872,825</b>	<b>1,758,647</b>	<b>897,082</b>	<b>861,565</b>	<b>1,541,057</b>	<b>792,842</b>	<b>748,215</b>
Smart phone	791,671	435,953	355,718	780,168	429,669	350,499	705,148	388,446	316,702
Ordinary Phone with radio	980,533	468,635	511,898	969,195	463,229	505,966	827,862	400,727	427,135
Ordinary Phone without radio	9,516	4,307	5,209	9,284	4,184	5,1	8,047	3,669	4,378
<b>Rural</b>	<b>2,849,790</b>	<b>1,522,171</b>	<b>1,327,619</b>	<b>2,832,251</b>	<b>1,510,568</b>	<b>1,321,683</b>	<b>2,457,840</b>	<b>1,304,123</b>	<b>1,153,717</b>
Smart phone	334,605	213,281	121,324	333,302	212,307	120,995	299,573	188,887	110,686
Ordinary Phone with radio	2,477,714	1,294,408	1,183,306	2,461,675	1,283,898	1,177,777	2,123,695	1,102,161	1,021,534
Ordinary Phone without radio	37,471	14,482	22,989	37,274	14,363	22,911	34,572	13,075	21,497
<b>Percentages</b>									
<b>Rwanda</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
Smart phone	24.3	26.7	21.7	24.3	26.7	21.6	25.1	27.5	22.5
Ordinary Phone with radio	74.7	72.5	77	74.7	72.6	77.1	73.8	71.7	76.2
Ordinary Phone without radio	1	0.8	1.3	1	0.8	1.3	1.1	0.8	1.4
<b>Urban</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
Smart phone	44.4	48	40.8	44.4	47.9	40.7	45.8	49	42.3
Ordinary Phone with radio	55	51.6	58.6	55.1	51.6	58.7	53.7	50.5	57.1
Ordinary Phone without radio	0.5	0.5	0.6	0.5	0.5	0.6	0.5	0.5	0.6
<b>Rural</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
Smart phone	11.7	14	9.1	11.8	14.1	9.2	12.2	14.5	9.6
Ordinary Phone with radio	86.9	85	89.1	86.9	85	89.1	86.4	84.5	88.5
Ordinary Phone without radio	1.3	1	1.7	1.3	1	1.7	1.4	1	1.9

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 6.9 shows that the overall percentage of households with at least one mobile phone in Rwanda is 78.1%. Male-headed households have higher mobile phone ownership rates (82.4%) compared to female-headed households (67.4%) across the country. Urban areas have higher mobile phone ownership rates (89.9%) compared to rural areas (73.2%) in Rwanda. The City of Kigali stands out with the highest mobile phone ownership rates in Rwanda

(92.4%), while the Southern Province has the lowest rates (71.9). The Western, Northern, and Eastern provinces have relatively similar ownership rates, falling between the extremes of the City of Kigali and the Southern Province. The overall ownership rates of mobile phones in these provinces range from 76.5% to 77.6%.

Table 6. 9: Percentage of private households whose at least one member owns a mobile phone.

Province/ District	Sex of the household head			Area of residence		
	All	Male Head	Female Head	Rwanda	Urban	Rural
<b>Rwanda</b>	<b>78.1</b>	<b>82.4</b>	<b>67.4</b>	<b>78.1</b>	<b>89.9</b>	<b>73.2</b>
<b>City of Kigali</b>	92.4	93.4	89.2	92.4	93.9	80.9
Nyarugenge	92.8	93.4	90.8	92.8	93.9	84.1
Gasabo	91.3	92.6	87	91.3	93.6	80
Kicukiro	94.3	95	91.9	94.3	94.4	79.6
<b>Southern Province</b>	<b>71.9</b>	<b>76.4</b>	<b>62.2</b>	<b>71.9</b>	<b>86.6</b>	<b>69.4</b>
Nyanza	69.3	73.7	60.8	69.3	84.4	67.7
Gisagara	66.5	70.4	59.3	66.5	70.5	66.4
Nyaruguru	67.6	73.2	54.9	67.6	79.9	67.3
Huye	70.1	74.5	61.9	70.1	86.2	66.6
Nyamagabe	70.5	75.4	59.4	70.5	86.1	68.9
Ruhango	71.2	75.9	61.6	71.2	84.6	69.5
Muhanga	77.9	82.1	67.7	77.9	91.9	73.8
Kamonyi	79.6	83.3	70.1	79.6	87	76.2
<b>Western Province</b>	<b>77.1</b>	<b>82.7</b>	<b>64</b>	<b>77.1</b>	<b>86.1</b>	<b>74.6</b>
Karongi	74.1	79.4	62.7	74.1	86.8	72.7
Rutsiro	73	79.3	57.4	73	79.4	72.6
Rubavu	79.3	84.4	66.5	79.3	87.3	69.2
Nyabihu	76.1	82.1	62.6	76.1	84.2	73.5
Ngororero	72.4	79.1	58	72.4	87.1	71.6
Rusizi	81	85.4	69.5	81	85	79
Nyamasheke	82.1	87.2	69.7	82.1	88.6	81.6
<b>Northern Province</b>	<b>77.6</b>	<b>83.1</b>	<b>62.9</b>	<b>77.6</b>	<b>87.4</b>	<b>75.6</b>
Rulindo	77.8	82.8	64.6	77.8	88.1	76.5
Gakenke	76.2	82.3	60.1	76.2	88.3	75.7
Musanze	81.6	86.4	69.1	81.6	87.9	75.5
Burera	77.6	84	58.8	77.6	83.5	77
Gicumbi	74.5	79.6	60.3	74.5	86.5	73.7
<b>Eastern Province</b>	<b>76.5</b>	<b>80.3</b>	<b>67.3</b>	<b>76.5</b>	<b>86.6</b>	<b>73.8</b>
Rwamagana	81.1	84.4	73.6	81.1	89.4	76.8
Nyagatare	78.9	82.5	69.5	78.9	85.2	76.8
Gatsibo	71.4	75.4	61.6	71.4	84.1	69.9
Kayonza	76.2	79.8	67.6	76.2	87	74.2
Kirehe	76.9	81.3	67.2	76.9	86.1	76.3
Ngoma	71.4	75.9	61.5	71.4	84.6	70.1
Bugesera	78.3	82.1	69	78.3	86.5	72.8

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

## CHAPTER 7: LANGUAGE LITERACY

### 7.1 INTRODUCTION

Language literacy in the fifth Rwanda Population and Housing Census (5RPHC-2022) is measured based on three skills: reading, writing, and listening with understanding. This chapter focuses on language literacy, an individual's ability to read and write a simple text with understanding in a language. It is structured into two main sections, with the first providing a snapshot of literacy status among the population age 15 years and above. It starts by highlighting contrasts in the proportion of the population who is literate at the national level, sex and by areas of

residence. It then focuses on the language literacy, in an attempt to inform specific ongoing literacy programmes, in the education system. The second section reviews the literacy rate in any language among the population aged 15 and above and its variations according to selected background characteristics such as age, sex, nationality and household living standards. As mentioned earlier, it is important to note that language literacy in the RPHC5 was self-reported, i.e. were not verified through a literacy test or similar means.

### 7.2 LANGUAGE LITERACY RATE

Table 7.1 provides information on language literacy among the population aged 15 years categorized by sex and area of residence in Rwanda. The table presents the count and percentage of individuals who are categorized as either illiterate or literate. In Rwanda, the total population aged 15 years is 8,289,582. Among them, 1,760,444 individuals are illiterate, accounting for 21.2% of the total population. The remaining 6,529,138 individuals are classified as literate, representing 78.8% of the total population. When considering sex, the illiteracy rate for males is 19.0%,

while the literacy rate is 81.0%. Among females, the illiteracy rate is higher at 23.3%, and the literacy rate is 76.7%. These findings suggest a gender disparity in literacy rates, with a higher percentage of males being literate compared to females. Regarding the area of residence, in urban areas, the illiteracy rate is 10.2%, indicating a higher literacy rate of 89.8%. In contrast, in rural areas, the illiteracy rate is higher at 25.8%, and the literacy rate is 74.2%.

**Table 7. 1: Language literacy (count and percentage) among population aged 15 years by sex and area of residence.**

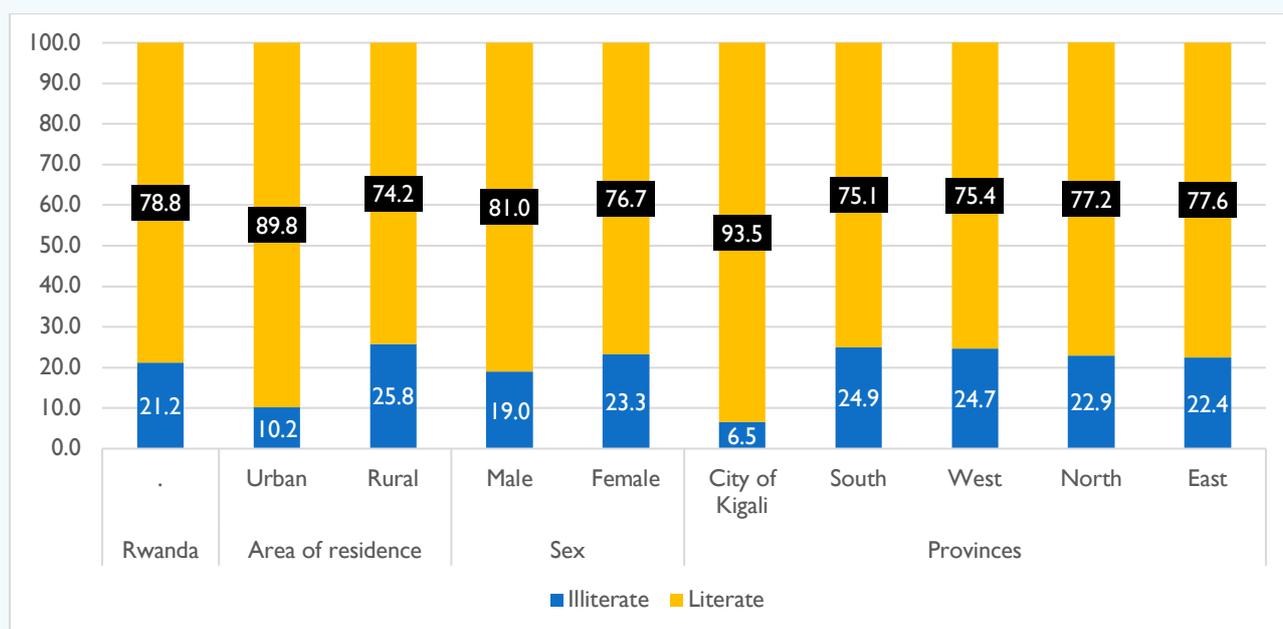
Sex and area of residence	Count			Percentage		
	Illiterate	Literate	Total	Illiterate	Literate	Total
<b>Rwanda</b>	<b>1,760,444</b>	<b>6,529,138</b>	<b>8,289,582</b>	<b>21.2</b>	<b>78.8</b>	<b>100.0</b>
<b>Sex</b>						
Male	748,895	3,199,042	3,947,937	19.0	81.0	100.0
Female	1,011,549	3,330,096	4,341,645	23.3	76.7	100.0
<b>Area of residence</b>						
Urban	249,068	2,184,089	2,433,157	10.2	89.8	100.0
Rural	1,511,376	4,345,049	5,856,425	25.8	74.2	100.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Figure 7.1 presents the distribution of the population aged 15 years and above by language literacy and its variations by area of residence, sex and provinces. Analyzing the distribution by provinces, the City of Kigali stands out with the lowest illiteracy rate of 6.5% and the highest literacy rate of 93.5%. The South and West regions have similar

patterns, with illiteracy rates of 24.9% and 24.7% respectively, while the North and East regions have lower illiteracy rates of 22.9% and 22.4% respectively.

Figure 7. 1: Distribution (percentage) of the population aged 15 years and above by language literacy and area of residence.



Source: Fifth Rwanda Population and Housing Census, 2022 (NISR). Notes: (1) See Table C 24 -Table C 29 in Annex C for details of the base population used in this figure.

Table 7. 2: Language literacy (count and percentage) among population aged 15 years and above by 5-year age group (Rwanda).

Age group	Illiterate	Literate	Total	Illiterate	Literate	Total
<b>Rwanda</b>						
<b>Total</b>	<b>1,760,444</b>	<b>6,529,138</b>	<b>8,289,582</b>	<b>21.2</b>	<b>78.8</b>	<b>100.0</b>
15-19	150,579	1,358,762	1,509,341	10.0	90.0	100.0
20-24	118,490	1,056,059	1,174,549	10.1	89.9	100.0
25-29	113,507	893,800	1,007,307	11.3	88.7	100.0
30-34	161,709	789,038	950,747	17.0	83.0	100.0
35-39	211,346	658,637	869,983	24.3	75.7	100.0
40-44	177,469	547,485	724,954	24.5	75.5	100.0
45-49	119,598	359,657	479,255	25.0	75.0	100.0
50-54	115,991	277,797	393,788	29.5	70.5	100.0
55-59	126,246	190,483	316,729	39.9	60.1	100.0
60-64	145,667	165,334	311,001	46.8	53.2	100.0
65-69	108,952	105,049	214,001	50.9	49.1	100.0
70-74	84,472	62,666	147,138	57.4	42.6	100.0
75-79	48,528	29,277	77,805	62.4	37.6	100.0
80-84	38,478	19,521	57,999	66.3	33.7	100.0
85+	39,412	15,573	54,985	71.7	28.3	100.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 7. 3: Language literacy (count and percentage) among population aged 15 years and above by 5-year age group (Male).

Age group	Illiterate	Literate	Total	Illiterate	Literate	Total
<b>Male</b>						
<b>Total</b>	<b>748,895</b>	<b>3,199,042</b>	<b>3,947,937</b>	<b>19.0</b>	<b>81.0</b>	<b>100.0</b>
15-19	96,861	653,302	750,163	12.9	87.1	100.0
20-24	68,384	504,159	572,543	11.9	88.1	100.0
25-29	59,819	434,775	494,594	12.1	87.9	100.0
30-34	75,441	390,303	465,744	16.2	83.8	100.0
35-39	94,249	331,064	425,313	22.2	77.8	100.0
40-44	77,133	269,667	346,800	22.2	77.8	100.0
45-49	45,939	169,375	215,314	21.3	78.7	100.0
50-54	43,129	135,541	178,670	24.1	75.9	100.0
55-59	45,550	96,779	142,329	32.0	68.0	100.0
60-64	50,835	85,958	136,793	37.2	62.8	100.0
65-69	34,506	57,592	92,098	37.5	62.5	100.0
70-74	24,513	35,764	60,277	40.7	59.3	100.0
75-79	12,661	15,815	28,476	44.5	55.5	100.0
80-84	9,836	10,572	20,408	48.2	51.8	100.0
85+	10,039	8,376	18,415	54.5	45.5	100.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 7. 4: Language literacy (count and percentage) among population aged 15 years and above by 5-year age group (Female).

Age group	Illiterate	Literate	Total	Illiterate	Literate	Total
<b>Female</b>						
<b>Total</b>	<b>1,011,549</b>	<b>3,330,096</b>	<b>4,341,645</b>	<b>23.3</b>	<b>76.7</b>	<b>100.0</b>
15-19	53,718	705,460	759,178	7.1	92.9	100.0
20-24	50,106	551,900	602,006	8.3	91.7	100.0
25-29	53,688	459,025	512,713	10.5	89.5	100.0
30-34	86,268	398,735	485,003	17.8	82.2	100.0
35-39	117,097	327,573	444,670	26.3	73.7	100.0
40-44	100,336	277,818	378,154	26.5	73.5	100.0
45-49	73,659	190,282	263,941	27.9	72.1	100.0
50-54	72,862	142,256	215,118	33.9	66.1	100.0
55-59	80,696	93,704	174,400	46.3	53.7	100.0
60-64	94,832	79,376	174,208	54.4	45.6	100.0
65-69	74,446	47,457	121,903	61.1	38.9	100.0
70-74	59,959	26,902	86,861	69.0	31.0	100.0
75-79	35,867	13,462	49,329	72.7	27.3	100.0
80-84	28,642	8,949	37,591	76.2	23.8	100.0
85+	29,373	7,197	36,570	80.3	19.7	100.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 7. 5: Language literacy (count and percentage) among population aged 15 years and above by 5-year age group (Urban).

Age group	Illiterate	Literate	Total	Illiterate	Literate	Total
<b>Urban</b>						
<b>Total</b>	<b>249,068</b>	<b>2,184,089</b>	<b>2,433,157</b>	<b>10.2</b>	<b>89.8</b>	<b>100.0</b>
15-19	19,847	373,117	392,964	5.1	94.9	100.0
20-24	19,253	373,675	392,928	4.9	95.1	100.0
25-29	20,206	351,547	371,753	5.4	94.6	100.0
30-34	27,940	317,544	345,484	8.1	91.9	100.0
35-39	32,548	242,288	274,836	11.8	88.2	100.0
40-44	26,083	185,261	211,344	12.3	87.7	100.0
45-49	15,920	112,974	128,894	12.4	87.6	100.0
50-54	14,472	79,854	94,326	15.3	84.7	100.0
55-59	15,263	51,403	66,666	22.9	77.1	100.0
60-64	17,181	40,007	57,188	30.0	70.0	100.0
65-69	12,808	24,346	37,154	34.5	65.5	100.0
70-74	10,493	14,873	25,366	41.4	58.6	100.0
75-79	6,170	7,590	13,760	44.8	55.2	100.0
80-84	5,147	5,093	10,240	50.3	49.7	100.0
85+	5,737	4,517	10,254	55.9	44.1	100.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table 7. 6: Language literacy (count and percentage) among population aged 15 years and above by 5-year age group (Rural).

Age group	Illiterate	Literate	Total	Illiterate	Literate	Total
<b>Rural</b>						
<b>Total</b>	<b>1,511,376</b>	<b>4,345,049</b>	<b>5,856,425</b>	<b>25.8</b>	<b>74.2</b>	<b>100.0</b>
15-19	130,732	985,645	1,116,377	11.7	88.3	100.0
20-24	99,237	682,384	781,621	12.7	87.3	100.0
25-29	93,301	542,253	635,554	14.7	85.3	100.0
30-34	133,769	471,494	605,263	22.1	77.9	100.0
35-39	178,798	416,349	595,147	30.0	70.0	100.0
40-44	151,386	362,224	513,610	29.5	70.5	100.0
45-49	103,678	246,683	350,361	29.6	70.4	100.0
50-54	101,519	197,943	299,462	33.9	66.1	100.0
55-59	110,983	139,080	250,063	44.4	55.6	100.0
60-64	128,486	125,327	253,813	50.6	49.4	100.0
65-69	96,144	80,703	176,847	54.4	45.6	100.0
70-74	73,979	47,793	121,772	60.8	39.2	100.0
75-79	42,358	21,687	64,045	66.1	33.9	100.0
80-84	33,331	14,428	47,759	69.8	30.2	100.0
85+	33,675	11,056	44,731	75.3	24.7	100.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

### 7.3 LITERATE IN ANY LANGUAGE

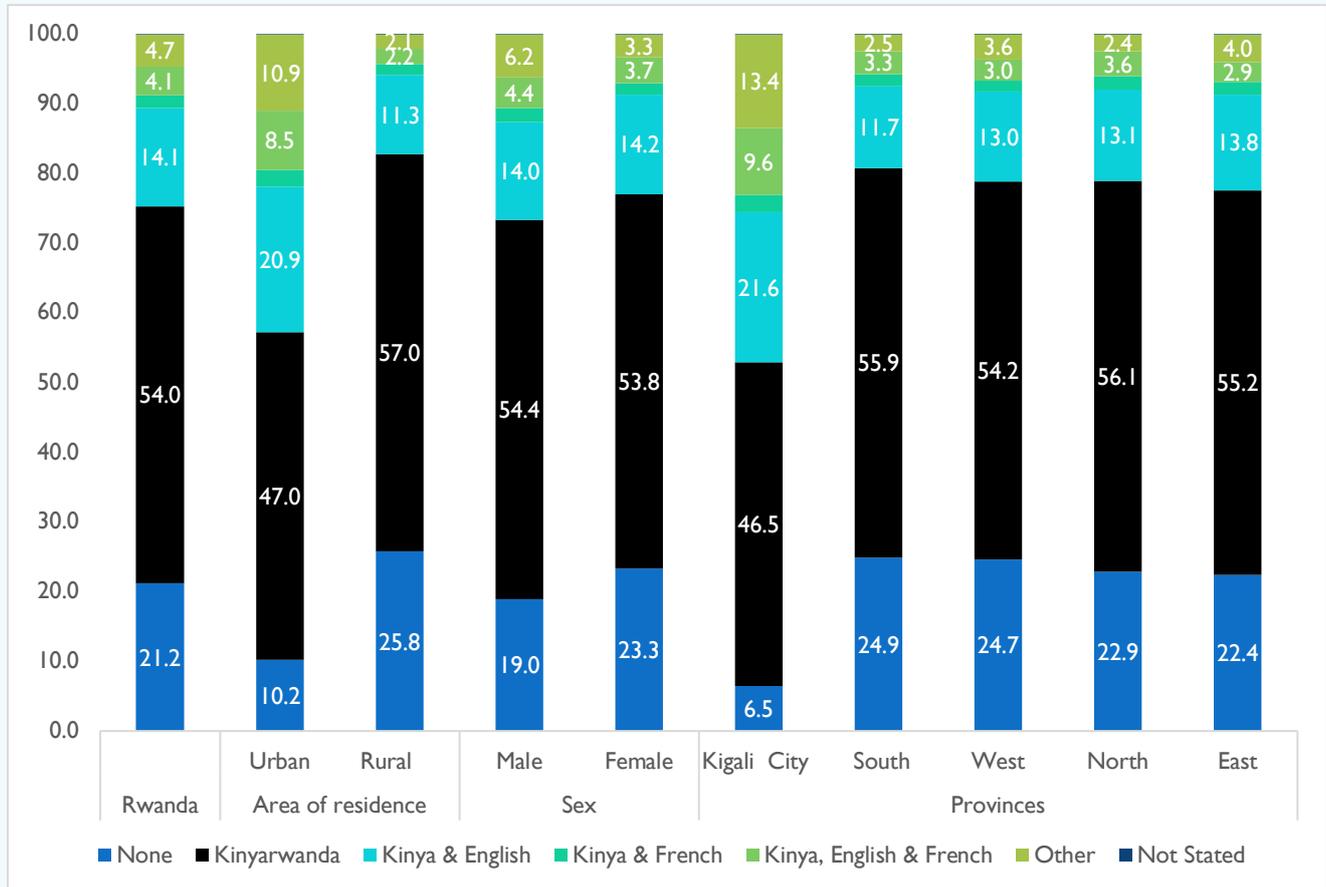
To be considered literate in any language, an individual must demonstrate proficiency in three skills (reading, writing, and listening with understanding). Rwanda has four official languages: Kinyarwanda, (the national language), English, French and Swahili (Kiswahili). Figure 7. 2 presents the distribution of the population age 15 years and above by language of literacy, area of residence, sex and provinces. It shows that about 54.0% can read and write in Kinyarwanda only, about 14.1% in both Kinyarwanda and English, about 1.9% in both Kinyarwanda and french and about 4.1% in Kinyarwanda, English and

French. The remaining 4.7% do so in other languages or in a combination of these three languages with others (including Kinyarwanda and swahili – see Table C 24 – Table 29 in Annex C for the full distribution). All of these groups together make up the 78.3% of the population aged 15 years and above who declared themselves able to read, write and listening with understanding, as summarized in the figure above. Variations across areas of residence, sex and provinces are not substantial when Kinyarwanda alone is considered. However, when this language is combined with others, contrasts become more

remarkable. The proportion of the population literate in Kinyarwanda, French and English, for instance, almost triples from rural areas (2.2%) to urban areas (8.5%) or

from the Esthern and Western provinces (about 3%) to Kigali City (9.6%).

Figure 7. 2: Distribution (%) of the population aged 15 years and above by language literacy, area of residence, sex, and province.



Source: Fifth Rwanda Population and Housing Census, 2022 (NISR). Notes: (1) See Table C 12 in Annex C for details of the base population used in this figure.

Table 7.7 regroups the share of the population aged 15 years and above who is literate in each of the Rwandan official languages by sex and area of residence. Given that a person can be literate in more than one language, the percentages here do not add up to 100%. Shows that, first, across all of Rwanda, about 78.3% of the population aged 15 years and above is literate in Kinyarwanda. There are relatively more males who are literate in Kinyarwanda

(80.4%) than females (76.3%) while across areas of residence, the proportion of urban residents literate in this language (about 89.5%) is higher than the proportion of rural residents (74.0%). Secondly, literacy in English among this population (21.2%) is relatively higher than in French (about 8.2%).

Table 7. 7: Percentage of the resident population aged 15 years and more respectively literate in each of the Rwandan official languages by sex and area of residence

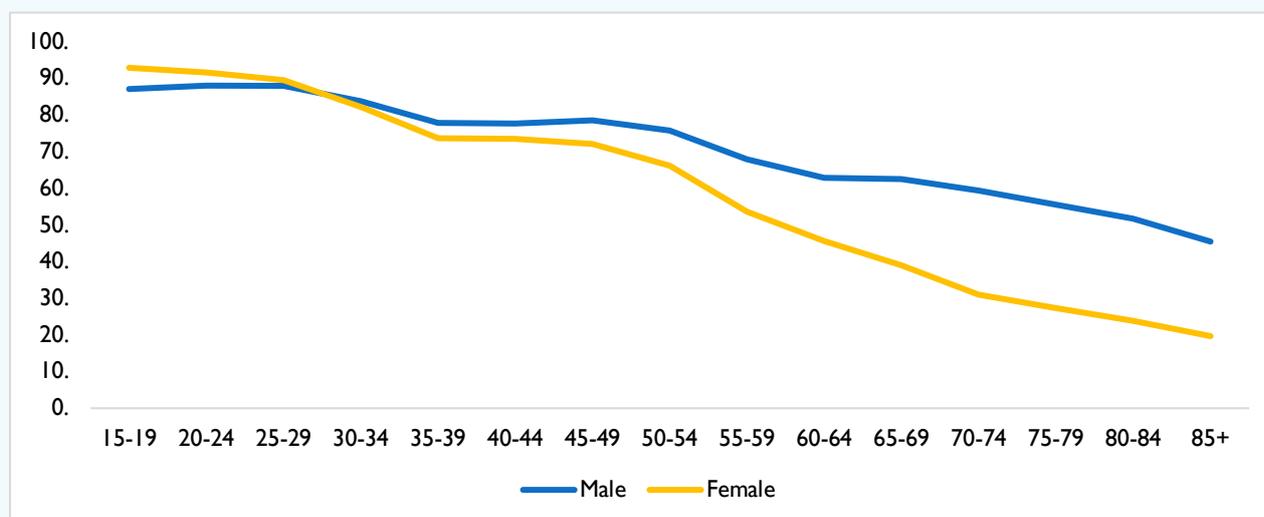
Language(s) of literacy and Area of residence	Sex		
	Male	Female	Both sexes
<b>Rwanda</b>			
None	19.0	23.3	21.2
Kinyarwanda	80.4	76.3	78.3
English	22.4	20.0	21.2
French	9.6	7.0	8.2
Swahili	5.4	2.8	4.0
Other	1.0	0.5	0.7
Not stated	0.0	0.0	0.0
<b>Urban</b>			
None	9.1	11.3	10.2
Kinyarwanda	89.5	87.8	88.7
English	38.2	34.9	36.6
French	18.4	15.2	16.8
Swahili	12.0	7.1	9.5
Other	2.0	1.1	1.6
Not stated	0.1	0.0	0.0
<b>Rural</b>			
None	23.4	27.9	25.8
Kinyarwanda	76.4	71.9	74.0
English	15.4	14.2	14.8
French	5.6	3.8	4.6
Swahili	2.4	1.1	1.7
Other	0.5	0.3	0.4
Not stated	0.0	0.0	0.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Figure 7. 3 present an analysis of the variations in the levels of adult language literacy rates by selected background characteristics, such as age, sex, area of residence and nationality. Figure 7. 3 presenting adult language literacy rates by five-year age group and sex, shows that, except for the 15–19 to 20–24 and 25–29 cohorts, adult language literacy rates are always higher

among males than females. It also shows a generational improvement in the male/female disparities as the gap between the sexes widens from younger groups to older groups.

Figure 7. 3: Language literacy rates among the population aged 15 and above by age group and sex.

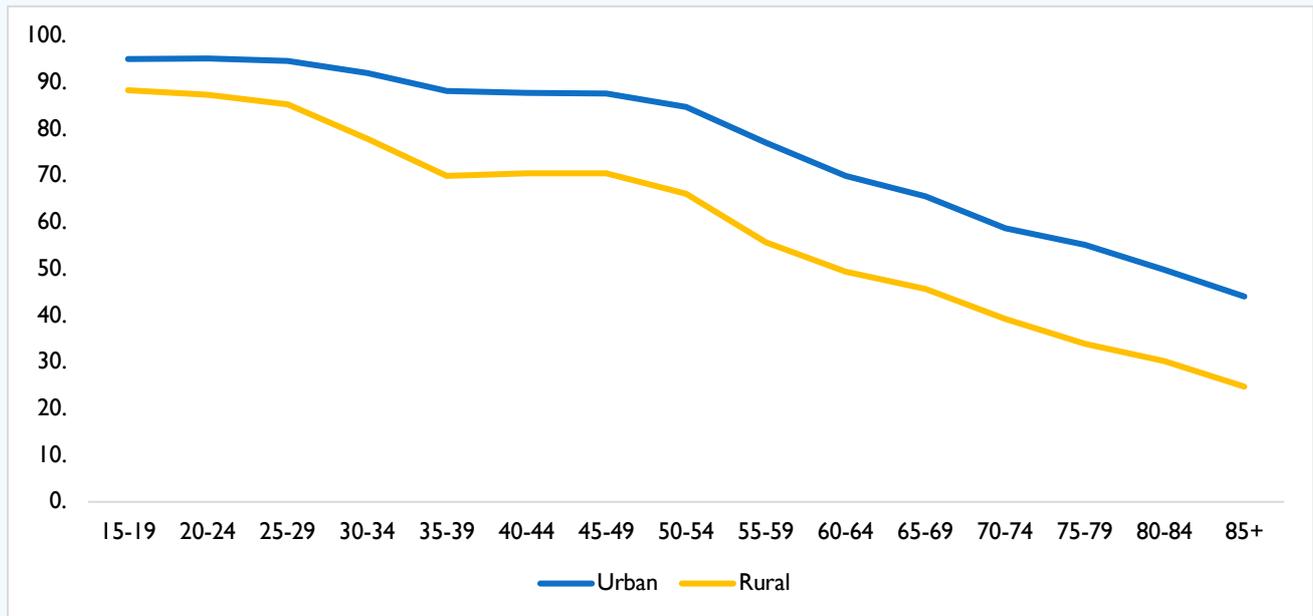


Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Figure 7. 4 presenting adult language literacy rates by age groups and areas of residence, shows that adult language literacy rates are always higher among urban residents than rural residents. It also shows that while urban/rural disparities have remained stable over the years, they have been

narrowing substantially from the 35–39 cohort to the 25–29 cohort, suggesting a recent improvement in the access of the rural population to primary school or literacy programmes.

Figure 7. 4: Language literacy rates among the population aged 15 and above by age group and area of residence.

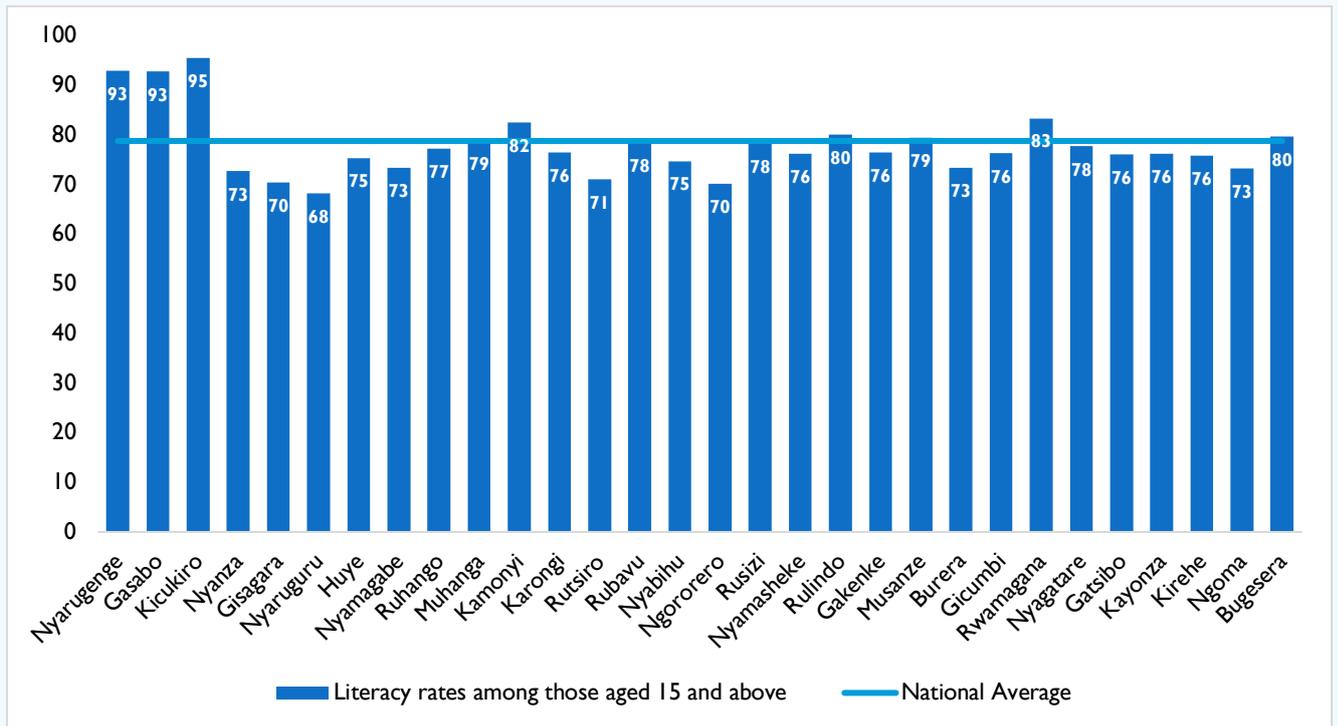


Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Figure 7.5 presents language literacy rates by district. It shows that the three districts of Kigali are well above the national average. The lowest literacy rate was observed in

the Nyaruguru district (about 68%), in the Southern Province.

Figure 7. 5: Adult language literacy rates for those aged 15 and above by district



Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

## CONCLUSION

The 2022 census data in Rwanda shows that the non-attendance rate for the population aged 3 years and above has decreased to 16.4% (from 25.5% in 2012). Females have a higher non-attendance rate of 17.8% compared to males at 14.9%. In terms of education levels, 58.3% of the population attends primary school, The attendance rate for vocational education (INGOBOKA/Vocational) stands at 0.8% of the individuals. Looking at lower secondary education, the numbers show that 8.8% of males have reached this level, slightly lower than the 10.0% of females who have done the same. Moving on to upper secondary education, 6.9% of males and 7.0% of females have achieved this level, the percentage of individuals who have attended university is 3.5%. Among the population aged 6 years and above, 13.5% have never or not yet attended school, with a higher percentage among females (15.3%) than males (11.6%). Rural areas have a higher non-attendance rate of 15.5% compared to urban areas at 8.3%, but rural areas also have higher primary education attendance (67.9%) compared to urban areas (52.6%). In Rwanda, educational attainment varies based on factors such as gender, location, and disability status.

In 2022, around 15.7% of the population aged 15 and above had no primary education, with higher proportions among females (18.8%) compared to males (13.5%). Rural areas had higher percentages of individuals with primary education, while urban areas had more individuals with secondary and post-secondary education. The majority of the population held a primary school certificate, and a significant portion possessed secondary education certificates. Higher education degrees were relatively lower. In Rwanda, 34.0% of the total population aged 15 and above hold a primary school certificate. Females have a higher percentage with O'level certificates (9.3%) compared to males (8.2%). However, the percentages of individuals with higher education degrees are relatively lower, with only 3.3% holding Bachelor's degrees. A significant portion of the population (41.0%) has not obtained any degree or certificate. In urban areas, the percentages are higher for O'level certificates (12.3%), A2/D6/D7 certificates (17.3%), and bachelor's degrees (8.1%), compared to rural areas (7.1%, 5.8%, and 1.1% respectively). In Rwanda, approximately 32.1% of the population aged 3 years and above, totaling 3.92 million individuals, were attending school. Out of these, 1.99 million were females, and 1.93 million (about 71.4%) lived in rural areas. Among the population aged 3 to 17 years,

which represents 40.8% of the total population aged three and above, 9.7% had previously attended school, 75.3% were currently attending school, and 15.0% had not yet started attending. Notably, 89.4% of those aged 6 to 11 years and 73.1% of those aged 12 to 17 years were attending school, with minimal disparities between urban and rural areas and between males and females. In Rwanda, the Net Attendance Rate (NAR) in primary school for children aged 6-11 is 89.3% at the national level, slightly higher in urban areas (92.2%) compared to rural areas (89.7%). The NAR is higher among females (90.3%) than males (88.4%). The gross attendance ratio (GAR) in primary school is 141.7%, indicating that more students attend primary school than the official school-age population, suggesting students outside the age range. The gender parity index (GPI) for primary education in Rwanda is 1.02, close to 1, indicating equitable access for boys and girls. These census findings indicate that Rwanda has achieved gender equality in primary education, with high attendance rates and minimal gender disparities. The 2022 census data in Rwanda reveals varying completion rates across different education levels and population groups. In the age group of 15-17, the overall primary completion rate is 45.1%, with females having a higher rate of 50.3% compared to males at 39.8%. In urban areas, the primary completion rate is slightly higher at 48.0%, with females surpassing males again. However, in rural areas, the primary completion rate drops to 44.1%, with females having a higher rate of 50.4%. For lower secondary education, the overall completion rate is 19.5%, with females at 21.6% and males at 17.3%. Completion rates in urban areas exceed the national average at 25.1%, while rural areas have lower rates at 17.2%. At the upper secondary level, the national completion rate is 16.6%, with females at 17.5% and males at 15.7%. Urban areas exhibit significantly higher completion rates at 27.8%, whereas rural areas have much lower rates at 11.0%. These findings highlight disparities in completion rates between different education levels and geographical locations in Rwanda. Efforts are needed to improve completion rates, particularly in rural areas and for males, to ensure equal educational opportunities and achievement across the population.

The school life expectancy (SLE) in Rwanda is 11.5 years for children at the age of 6, with boys having an expectancy of 11.4 years and girls 11.2 years. This indicates that on average, children can expect to spend a significant number of years in education. The mean years of

schooling (MYS) for adults aged 25 and older is 5.0 years in Rwanda, with males having an average of 5.4 years (representing 54% of the total years of schooling) and females an average of 4.6 years (representing 46% of the total years of schooling). These percentages reflect the distribution of educational attainment among the adult population based on sex. In Rwanda, internet usage plays a crucial role in information sharing, including web browsing, email, and social media. According to the census data, 13.7% of individuals aged 10 years and above used the Internet in the 12 months preceding the survey, with usage rates increasing with age. Notably, the city of Kigali had the highest internet access rate at 40.4%, surpassing the combined total of other provinces. Internet access varied across sexes and areas of residence, with higher percentages observed among males and in urban areas across all age groups. During the census, 64.0% of the population aged 10 years and above had internet

access at home, followed by offices (22.2%) and schools (12.5%). Access to the internet was more prevalent in urban areas and among males compared to females. The census data in Rwanda reveals that 21.2% of the population aged 15 years are illiterate, while 78.8% are literate. Males have a lower illiteracy rate of 19.0% and a higher literacy rate of 81.0%, while females have a higher illiteracy rate of 23.3% and a lower literacy rate of 76.7%. In urban areas, the illiteracy rate is lower at 10.2%, indicating a higher literacy rate of 89.8%. In contrast, in rural areas, the illiteracy rate is higher at 25.8%, with a literacy rate of 74.2%. The majority of the literate population (54.0%) is literate in Kinyarwanda only, while a smaller percentage is literate in multiple languages such as Kinyarwanda and English (14.1%) or Kinyarwanda, English, and French (4.1%). These findings highlight gender disparities in literacy rates and variations in literacy levels across different regions and languages in Rwanda.

## REFERENCES

---

1. ILO Guidebook - Decent Work and the Sustainable Development Goals: A Guidebook on SDG Labour Market Indicators ([https://www.ilo.org/wcmsp5/groups/public/---dgreports/---stat/documents/publication/wcms\\_647109.pdf](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---stat/documents/publication/wcms_647109.pdf))
2. International Standard Classification of Education (ISCED 2011) developed by UNESCO: <http://uis.unesco.org/en/topic/international-standard-classification-education-isced>.
3. MINECOFIN (2007): Economic Development and Poverty Reduction Strategy 2008–2012
4. MINEDUC. (2014). Adult Education Policy
5. MINEDUC. (2015, July). TVET Policy
6. MINEDUC. (2016, April). ICT in Education Policy
7. MINEDUC. (2018, October). Revised Special Needs And Inclusive Education Policy
8. MINEDUC. (2019, November). National Comprehensive School Feeding Policy
9. MINEDUC. (2020, July). School Sports Policy, 2020
10. MINEDUC. (2020, June). Science, Technology, and Innovation Policy
11. UNESCO (2009): Institute of Statistics, Education Indicators Technical Guidelines.
12. UNESCO Institute of Statistics. (2023). *Glossary: Completion rate (primary education, lower secondary education, upper secondary education)*. *Definition*. doi:<https://uis.unesco.org/en/glossary-term/completion-rate-primary-education-lower-secondary-education-upper-secondary-education>.



## ANNEXES

### ANNEX A: CENSUS QUESTIONNAIRES

This annex provides the key pages of the Census questionnaires. The full questionnaires including all cover sheets can be obtained from the NISR.

As mentioned above, two different types of questionnaires were administered, one for private households and one for institutional households. The questionnaire for private households contained a person record, a household record and a mortality record. The questionnaire for institutional households contained only a person record.

#### A. Private Household Questionnaire

<b>REPUBLIC OF RWANDA</b>	
<b>MINISTRY OF FINANCE AND ECONOMIC PLANNING</b>	
<b>NATIONAL INSTITUTE OF STATISTICS OF RWANDA</b>	
P.O. Box 6139 Kigali Hotline: 4321	Tel: +250-788383103 E-mail: info@statistics.gov.rw
<b>GENERAL POPULATION AND HOUSING CENSUS 16 – 30 AUGUST 2022</b>	
<i>Legal Basis: Law n° 45/2013 of 16/06/2013 on the organisation of statistical activities in Rwanda.</i>	
<b><u>CENSUS QUESTIONNAIRE (PRIVATE HOUSEHOLD)</u></b>	
<b>SECTION ML: LOCALISATION AND IDENTIFICATION OF HOUSEHOLD</b>	
<b>ML01.</b> PROVINCE/KIGALI CITY: .....	<input type="text"/>
<b>ML02.</b> DISTRICT: .....	<input type="text"/>
<b>ML03.</b> SECTOR: .....	<input type="text"/>
<b>ML04.</b> CELL: .....	<input type="text"/>
<b>ML05.</b> VILLAGE: .....	<input type="text"/>
<b>ML06.</b> ENUMERATION AREA (NO EA): .....	<input type="text"/>
<b>ML07.</b> AREA OF RESIDENCE (1.URBAN 2.RURAL) : .....	<input type="text"/>
<b>ML08.</b> BUILDING NUMBER: .....	<input type="text"/>
<b>ML09.</b> HOUSEHOLD NUMBER: .....	<input type="text"/>
<b>ML10.</b> FOOT PRINT NUMBER (as it is shown on the map) : .....	<input type="text"/>
<b>ML11.</b> GPS COORDINATES:	Latitude: <input type="text"/>
	Longitude: <input type="text"/>
<b>ML12.</b> DISTANCE: .....	<input type="text"/>
HOUSEHOLD TYPE: 1. Private HH 2. Institutional HH	
<b>ML13.</b> <input type="text"/>	
My names is ....., I work for the National Institute of Statistics of Rwanda as the enumerator of the General Population and housing census. The objective of the general population census is to have the full enumeration of all Rwandan residents as well as their key characteristics; for the planning of the well-being of Rwandan residents. I wish to talk with the head of the household. In general, the interview will last 30 min. All provided answers will be kept confidential. I hope that you accept the interview, as your responses are very important for the country.	
<b>ML14</b> CONSENT:	1. Interview accepted => P01A (Start by making a list of HH members) 2. Interview is not done <input type="text"/>
<b>ML15.</b> THE REASON OF NO INTERVIEW:	1.Uninhabited dwelling 2. Dwelling turned into business building 3.Dwelling destroyed 4.Refused 5.All residents are absents during the whole period of enumeration 6. The house is still inhabited by some members of HH <input type="text"/>

<b>HOUSEHOLD SCHEDULE (List of household members and visitors)</b>	
<b>N°</b>	<b>Name(s) of household members and visitors</b>
<b>Serial Number</b>	<p><b>1. Resident household members</b></p> <p><b>INSTRUCTION:</b> WRITE THE NAMES OF ALL RESIDENT MEMBERS WHO WERE PRESENT OR ABSENT IN THE REFERENCE CENSUS NIGHT: (15-16/08/2022) ACCORDING TO THE FOLLOWING ORDER:</p> <p>1. Household head                      2. Spouse                      3. Household head son or daughter                      4. Household adoptive child                      5. Father/ Mother                      6. Father-in-law/Mother-in-law                      7. Brother-in-law/Sister-in-law                      8. Brother/Sister                      9. Grand Child                      10. Son/Daughter-in-law                      11. Other relative                      12. House help                      13. Non- relative                      14. Unknown relationship to household head</p> <p><b>2. Visitors</b>                      RECORD THE NAMES OF ALL VISITORS WHO SPENT THE CENSUS NIGHT WITHIN THE HOUSEHOLD (IF ANY).                      (Please remember that visitors should be recorded after recording resident members)</p>
	1
	2
	3
	4
	5
	6
	7
	8
	9
	10
	11
	12
	13
	14
	15
	16
	17
	17
	19
20	

SECTION P: CHARACTERISTICS OF THE POPULATION			
FOR ALL MEMBERS OF HOUSEHOLD		FOR RESIDENTS ONLY (P07=1)	
<b>P01A:</b> Serial Number of the person <input style="width: 50px;" type="text"/>		<b>P09A:</b> was [NAME] born in Rwanda or abroad? 1. In Rwanda <input style="width: 50px;" type="text"/> 2. Abroad =>P09C	
<b>P01B:</b> Surname of the person:..... <input style="width: 90%; border: none;" type="text"/>		<b>P09B:</b> In which District was [NAME] born? =>P10A <input style="width: 50px;" type="text"/>	
<b>P01C:</b> Other names of the person..... <input style="width: 90%; border: none;" type="text"/>		<b>SELECT ONE DISTRICT FROM THE LIST OF ALL DISTRICTS</b>	
<b>P02:</b> What is [NAME]'s relationship to the Head of Household? 01. Household head 02. Spouse 03. Son or daughter 04. Adoptive child 05. Father/ Mother 06. Father-in-law/Mother-in-law 07. Brother-in-law/Sister-in-law 08. Brother/Sister 09. Grand Child 10. Son/Daughter-in-law 11. Other relative 12. House help 13. Non-relative 14. Unknown relationship		<b>P09C:</b> In which Country was [NAME] born? (SELECT THE COUNTRY FROM WORLD COUNTRIES LIST)	
<b>P03:</b> What is [NAME]'s Sex? 1. Male <input style="width: 50px;" type="text"/> 2. Female <input style="width: 50px;" type="text"/>		<b>P10A:</b> How many years has [NAME] been living continuously in [District]? - Record 000 if less than 1 year - Record 888 if the residence has not changed since birth - If the residence has not changed since birth =>P12A	
<b>P04:</b> How old was [NAME] at his/her Last Birthday? NOTE: RECORD AGE IN COMPLETED YEARS <input style="width: 50px;" type="text"/>		<b>P10B:</b> Prior to come living in [district], was [NAME] residing in Rwanda or abroad 1. In Rwanda <input style="width: 50px;" type="text"/> 2. Abroad =>P11B	
<b>P05A:</b> In which month was [NAME] born? <input style="width: 50px;" type="text"/>		<b>P11A:</b> In which District was [NAME] residing previously? (SELECT THE DISTRICT FROM THE LIST OF ALL DISTRICTS) =>P12A <input style="width: 50px;" type="text"/>	
<b>P05B:</b> In which year was [NAME] born? NOTE: RECORD 9999, IF THE YEAR IS UNKNOWN <input style="width: 50px;" type="text"/>		<b>P11B:</b> In which Country was [NAME] residing previously? (Select the country among the world countries List) <input style="width: 50px;" type="text"/>	
<b>P06:</b> What is [NAME]'s marital status? ALL PERSONS AGED 12 YEARS AND ABOVE 1. Married to one wife/husband officially <input style="width: 50px;" type="text"/> 2. Married to one wife/husband not officially 3. Live in a polygamous union 4. Divorced 5. Separated 6. Never married 7. Widowed		<b>P12A:</b> Is there any member of this household who does not have Rwandan Nationality? 1. Yes (Choose all non-Rwandans from the list of Household members 2. No (Make all Rwandans) => P13	
<b>P07A:</b> Is [NAME] usual resident or was a visitor on census night? 1. Usual resident <input style="width: 50px;" type="text"/> 2. Visitor => GO TO THE NEXT PERSON		<b>P12B:</b> What is [NAME]'s nationality? <b>CHOOSE THE NATIONALITY FROM WORLD COUNTRIES LIST</b>	
<b>P07B:</b> Did [NAME] sleep in this household on census night? 1. Yes, slept in this HH (PR) <input style="width: 50px;" type="text"/> 2. No, did not sleep in this HH (AR)		<b>P13:</b> What is [NAME]'s Religious affiliation? 01. Catholic 02. ADEPR 03. Protestant 04. Adventist 05. Other Christians 06. Muslim 07. Jehovah witness 08. Traditional/Animist 09. Other religion 10. No Religion 11. Not stated 99. Do not Know	
SECTION S: HOUSEHOLD SUMMARY TABLE			
Residence status	Both sexes	Male	Female
Present Resident (PR)	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>
Absent Resident (AR)	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>
Total Resident (PR+AR)	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>
Visitors(VIS)	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>
<b>Total Enumerated</b>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>
ALL RESIDENT(P07A=1) AGED 12 YEARS AND ABOVE			
<b>P08A:</b> How many spouses does [NAME] have? => P08C (FOR MEN IN POLYGAMOUS UNION ONLY) IF THE NUMBER OF SPOUSES IS 8 OR ABOVE, WRITE 8 IF THE NUMBER OF SPOUSES IS UNKNOWN WRITE 9		<input style="width: 50px;" type="text"/>	
<b>P08B:</b> What is the rank of [NAME] to His Husband? (FOR FEMALE IN POLYGAMOUS UNION ONLY) IF THE RANK IS 8 OR ABOVE, WRITE 8. IF THE RANK IS UNKNOWN WRITE 9		<input style="width: 50px;" type="text"/>	
<b>P08C:</b> How old was [NAME] when he/she first got married or lived together with his/her partner (AGE AT FIRST MARRIAGE)? RESERVED FOR ALL PERSONS WHO RESPOND 1,2,3,4,5, AND 7 ON QUESTION P06 IF THE AGE AT THE FIRST MARRIAGE IS NOT KNOWN, WRITE 99		<input style="width: 50px;" type="text"/>	
		<b>P14:</b> What is [NAME]'s Medical insurance? 1. Mutuelle 2. RSSB (former RAMA) 3. MMI 4. Schools 5. Employer 6. Private insurance companies 7. NGOs 8. None 9. Do not know	
DISABILITY: FOR RESIDENT AGED 5 YEARS AND ABOVE			
<b>P15:</b> In this household, does any member have difficulty seeing? 1. Yes <input style="width: 50px;" type="text"/> 2. None of the Household members has the difficulty =>P16		<input style="width: 50px;" type="text"/>	
<b>P15A:</b> Who has difficulty seeing? CHOOSE FROM THE LIST OF HOUSEHOLD MEMBERS		<input style="width: 50px;" type="text"/>	
<b>P15AA:</b> Does [NAME] wear glasses? 1. Yes 2. No =>P15B		<input style="width: 50px;" type="text"/>	
<b>P15AB:</b> Does [NAME] continue to have difficulties even when wearing glasses? 1. Yes 2. No =>P16		<input style="width: 50px;" type="text"/>	
<b>P15B:</b> Would you say [NAME] has Some difficulty seeing, a lot of difficulty or cannot do at all? 0. No difficulty (To be filled by CAPI if P15AA==2 OR P15AB==2) 1. Some difficulty 2. A lot of difficulty 3. Cannot see at all		<input style="width: 50px;" type="text"/>	

SECTION P: CHARACTERISTICS OF THE POPULATION	
<b>DISABILITY: FOR RESIDENT AGED 5 YEARS AND ABOVE</b>	
<b>P16:</b> In this household, does any member have difficulty hearing? 1.Yes 2.None of Household member has the difficulty =>P17	<b>P21:</b> In this household, Does any member have short stature? 1.Yes 2.None of Household member has the difficulty =>P22
<b>P16A:</b> Who has difficulty hearing? CHOOSE FROM THE LIST OF HOUSEHOLD MEMBERS	<b>P21A:</b> Who has a problem of short stature? CHOOSE FROM THE LIST OF HOUSEHOLD MEMBERS
<b>P16AA:</b> Does [NAME] use hearing aid? 1. Yes 2. No =>P16B	<b>P22:</b> In this household, does any member have albinism? 1.Yes 2.None of Household member has the difficulty =>P23A
<b>P16AB:</b> Does [NAME] continue to have hearing difficulties even if using hearing aid? 1. Yes 2. No =>P17 (After the automatic fill in of modality "No difficulty" by CAPI on P16B)	<b>P22A:</b> Who has a difficulty with albinism? CHOOSE FROM THE LIST OF HOUSEHOLD MEMBERS
<b>P16B:</b> Would you say [NAME] has Some hearing difficulty, a lot of difficulty or cannot do at all 0. No difficulty 1.Some difficulty 2.A lot of difficulty 3.Cannot hear at all	<b>ALL RESIDENT AGED LESS THAN 18 YEARS OLD</b>
<b>P17:</b> In this household, does any member have difficulty walking or Climbing steps? 1.Yes 2.None of Household member has the difficulty =>P18	<b>P23A:</b> Is [NAME]'s biological mother alive? 1.Yes 2.No 9.Don't know =>P23C
<b>P17A:</b> Who has difficulty walking or climbing steps? CHOOSE FROM THE LIST OF HOUSEHOLD MEMBERS	<b>P23B:</b> Does [NAME]'s biological mother live in this household? 1.Yes 2.No => P23C P23BB: Who is [NAME]'s biological mother? FROM THE LIST OF ALL FEMALES AGED [THE AGE OF CHILD +10] YRS OR ABOVE CHOOSE THE MOTHER
<b>P17B:</b> Would you say Some difficulty, a lot of difficulty or cannot do at all? 0. No difficulty 1.Some difficulty 2. A lot of difficulty 3. Cannot walk or climbing steps at all	<b>P23C:</b> Is [NAME]'s biological father alive? 1.Yes 2.No 9.Don't know =>P24
<b>P18:</b> In this household, does any member has difficulty communicating, for example being understood by others? 1.Yes 2.None of Household member has the difficulty =>P19	<b>P23D:</b> Does [NAME]'s biological father live in this household? 1.Yes 2.No =>P24 P23DD: Who is [NAME]'s biological father? FROM THE LIST OF ALL MALES AGED [THE AGE OF CHILD +15] YRS OR ABOVE CHOOSE THE FATHER
<b>P18A:</b> Who has difficulty communicating, for example being understood? CHOOSE FROM THE LIST OF HOUSEHOLD MEMBERS	<b>P24:</b> Was [NAME]'s birth registered in the Civil Registration books? 1.Yes => P29 2.No 9.Don't know
<b>P18B:</b> Would you say Some difficulty, a lot of difficulty or Cannot do at all? 0. No difficulty 1.Some difficulty 2.A lot of difficulty 3. Cannot communicate at all	<b>QUESTION P25 IS FOR THOSE WHO HAVE 18 YEARS OLD AND ABOVE AND THOSE WITH LESS THAN 18 YEARS BUT RESPONDED 2 AND 9 IN QUESTION P24</b>
<b>P19:</b> In this household, does any member have difficulty remembering or concentrating? 1.Yes 2.None of Household member has the difficulty =>P20	<b>P25:</b> What is the type of official identification document does [NAME] have? 01.Rwandan Identity Card 09. Refugee ID 02.Foreign Identity Card 10. Rwanda Birth Certificate 03.Rwandan Passport 11. Foreign Birth Certificate 04.Foreign Passport 12. Embassy/ Consular issued Documents 05.Rwandan Nationality Certificate 13. No document 06.Foreign Nationality Certificate 14. Other (specify) 07.Refugee travel document 99. Don't know 08. Proof of registration for refugees
<b>P19A:</b> Who has difficulty remembering or concentrating? CHOOSE FROM THE LIST OF HOUSEHOLD MEMBERS	<b>QUESTION P25A-P28 ARE FOR THOSE WHO ANSWERED 13 ON P25</b>
<b>P19B:</b> Would you say Some difficulty, a lot of difficulty or Cannot do at all? 0. No difficulty 1.Some difficulty 2.A lot of difficulty 3.Cannot remember or concentrate at all	<b>P25A:</b> Why does [NAME] not have any official identification document? 1. In process looking for it 4. Personal reasons 2. The request got rejected 5. Other reason(specify) 3. Under required age 9. Do not know
<b>P20:</b> In this household, does any member have difficulty with self-care such as washing all over or dressing? 1.Yes 2.None of Household member has the difficulty =>P21	<b>P26:</b> What is the Nationality of [NAME]'s Parents? 1. Both are Rwandan 2. One is Rwandan 3. Both are non-Rwandan 9. Don't know IF P25A=1 or 3 AND P26=1 =>P29
<b>P20A:</b> Who has difficulty with self-care such as washing all over or dressing? CHOOSE FROM THE LIST OF HOUSEHOLD MEMBERS	<b>P27:</b> Are [NAME]'s Parents still alive? FOR RESIDENT AGED 18 YEARS OLD OR MORE 1. Yes Both 3. No 2. Yes, one of them 9. Don't know
<b>P20B:</b> Would you say Some difficulty, a lot of difficulty or cannot do at all 0. No difficulty 1. Some difficulty 2. A lot of difficulty 3. Cannot do at all	

SECTION P: CHARACTERISTICS OF THE POPULATION	
<p><b>P28:</b> Do Parents of [NAME] have or had legal Residence in Rwanda?</p> <p>1. Yes Both                      3. No 2. Yes, one of them            9. Don't know</p>	<p><b>P35:</b> Where does [NAME] often access Internet?</p> <p>1. From Home 2. From work place 3. From School/Place of Education 4. From Another Person's home 5. From Community Internet access facility 6. From cyber café/From Commercial Internet Access facility 7. Other</p>
<p><b>EDUCATION: ALL HOUSEHOLD RESIDENTS</b></p>	
<p><b>P29:</b> Has [NAME], previously attended or is currently attending school / ECD?</p> <p>1. Has previously attended 2. Is currently attending 3. Has never attended =&gt;P32</p>	<p><b>MOBILE PHONE OWNERSHIP</b></p>
<p><b>P30A:</b> What is the highest level of education did [NAME] attend or is currently attending?</p> <p>1. ECD =&gt;P32 2. Nursery 3. Primary 4. INGOBOKA /Vocational training 5. Lower secondary          6. Upper secondary          7. Tertiary</p>	<p><b>P36A:</b> Does any member of this household own the mobile phone?</p> <p>1. Yes                      2. =&gt;P37</p>
<p><b>P30B:</b> How many years of school did [NAME] complete successfully at that level?</p> <p>WRITE 99 IF THE NUMBER OF COMPLETED YEAR IS UNKNOWN</p>	<p><b>P36B:</b> Who own the mobile phone among members of the household? CHOOSE FROM THE LIST OF HH MEMBERS</p>
<p><b>P31:</b> What is the highest certificate/degree [NAME] obtained?</p> <p>THE QUESTION IS ASKED IF P30A IS 3,4,5,6,7</p> <p>1. Primary school certificate 2. Post primary certificate (CE/FM/TVET I/TVET II) 3. EMA/ENTA 4. O' level Certificate 5. A3/D4/D5 6. A2/D6/D7 7. TVET certificate III 8. TVET certificate IV 9. TVET certificate V 10. TVET advanced diploma (A1) 11. Diploma(A1): D6+2-3yrs 12. Bachelor(A0): D6+3-6yrs 13. Post Graduate Diploma 14. Masters: Bachelor+1-2yrs 15. Doctorate(PhD) 16. None                      99. Do not know</p>	<p><b>P36C:</b> What type of mobile phone does [NAME] have?</p> <p>1. Smart phone 2. Ordinary phone with radio 3. Ordinary phone without radio</p> <p>IF ONE HAS BOTH TYPE, CHOOSE SMART PHONE</p>
<p><b>EMPLOYMENT: FOR RESIDENTS AGED 16 YEARS OLD AND ABOVE</b></p>	
<p><b>P32:</b> Can [NAME] read, write and understand the following languages? MORE THAN ONE LANGUAGE IS ALLOWED READ MODALITIES STARTING BY KINYARWANDA</p> <p>1. Kinyarwanda                      8. Swahili 2. English                              16. Other 4. French                                0. None</p>	<p><b>P37:</b> During the last 7 days, did [NAME] do at least one of the following even if only for one hour?</p> <p>-Work for wage or salary, commission or tips -Work for pay in kind -Work in own business -Helped unpaid in a family business or a job of a family member -Farming for pay in cash or in Kind -Self-employed in farming/fishing/forestry mainly for market -As paid internees</p> <p>1. Yes =&gt;P46                      2. No</p>
<p><b>P33:</b> Has [NAME] ever attended or currently attending Informal adult literacy Program? (RESERVED FOR THOSE WHO ANSWERED P29=3 OR P30A&lt;4 AND P30B&lt;4)</p> <p>1. Yes, Still Attending 2. Yes, Completed 3. Never attended</p>	<p><b>P38:</b> During the last 7 days, did [NAME] have a paid job or a business from which he/she was temporarily absent and for which he/she expects to return?</p> <p>1. Yes                      2. No =&gt;P42</p>
<p><b>INTERNET ACCESS</b></p>	<p><b>P39:</b> What was the main reason for which [NAME] was absent from work during the last 7 days?</p> <p>1. Sick leave due to own illness or injury } =&gt;P46 2. Annual leave/ maternity leave } 3. Seasonal worker                      =&gt;P42 4. Business closed due to COVID-19 5. Self or Family in Quarantine 6. Laid off because of COVID-19 while business continued 7. Not able to go to work due to COVID-19 movement restrictions 8. Other</p>
<p><b>P34:</b> Did [NAME] use internet in the last 12 months?</p> <p>1. Yes 2. No =&gt;P36A 9. Don't know =&gt;P36A</p>	<p><b>P40:</b> Does [NAME] continue receiving an income from his/her job during absence?</p> <p>1. Yes =&gt;P46 2. No                      9. Don't know</p>
	<p><b>P41:</b> Was [NAME] planning to go to work for a period less than 3 months?</p> <p>1. Yes                      =&gt;P46 2. No 9. Don't know</p>
	<p><b>P42:</b> During the last four weeks did [NAME] work in farming, fishing or hunting mainly for own consumption</p> <p>1. Yes 2. No</p>

SECTION P: CHARACTERISTICS OF THE POPULATION	
ONLY FOR THOSE AGED 16 YEARS AND ABOVE	FOR RESIDENT WOMEN AGED 10 YEARS AND ABOVE
<p><b>P43:</b> During the last four weeks did [NAME] look for a paid job or tried to start a profit job?</p> <p>1. Yes =&gt;P45 2.No</p>	<p><b>P50A:</b> Has [NAME] ever given a live birth?</p> <p>1. Yes <input type="checkbox"/> 2.No =&gt;Next Person</p>
<p><b>P44:</b> In the last 4 weeks, did [NAME] find a profit job or was planning to start his/her own business?</p> <p>1. Yes 2. No</p>	<p><b>P50B Boys:</b> How many live boys has [NAME] ever had? <input type="text"/></p>
<p><b>P45:</b> If a paid job or business opportunity become available, could [NAME] have started work during the last 7 days or within the next two weeks?</p> <p>1. Yes <input type="checkbox"/> 2.No } =&gt;P50A</p>	<p><b>P50B Girls:</b> How many live girls has [NAME] ever had? <input type="text"/></p>
<p><b>P46:</b> What is [NAME]'s institutional sector of employment? READ ANSWERS FOR RESPONDENT</p> <p>1.Public institution/enterprise <input type="checkbox"/> 2.Mixed public and private enterprise 3.Private in non-agriculture activities 4.Private in agriculture activities 5.VUP 6.International NGO/International organization" 7.Local NGO/Religious organization 8.Cooperative 9.Household(Domestic workers)</p>	<p><b>P50C Boys:</b> Among those boys how many are still alive? TO BE ASKED IF P50B_BOYS&gt;0 <input type="text"/></p>
<p><b>P47:</b> What is the main product, service or activity of [NAME]' place of work? (Explain):</p> <p>..... P47A. ISIC <input type="text"/></p>	<p><b>P50C Girls:</b> Among those girls how many are still alive? TO BE ASKED IF P50B_GIRLS&gt;0 <input type="text"/></p>
<p><b>P48:</b> What was [NAME]'s main occupation (main duty) during the last 7 days?</p> <p>Main occupation:..... Example: Teacher in primary school, Vegetable seller, House help, Taxi Driver P48A. ISCO <input type="text"/></p>	<p><b>P51A:</b> During the 12 months prior to the census night (From 16/08/2021-15/08/2022) Did [NAME] give a live birth?</p> <p>1. Yes <input type="checkbox"/> 2.No =&gt;Next Person</p>
<p><b>P49:</b> In this job, is [NAME]' working as...? (What is [NAME]'s status in employment?) READ ANSWERS FOR RESPONDENT</p> <p>1.Employee <input type="checkbox"/> 2.Paid apprentice/Internee 3.Employer (with regular employees) 4.Own account worker (without regular employees) 5.Member of cooperative 6.Contributing family worker 7.Other</p>	<p><b>P51B Boys:</b> How many live boys did [NAME] have during the 12 Months prior to the census night (From 16/08/2021-15/08/2022)? <input type="text"/></p>
	<p><b>P51B Girls:</b> How many live girls did [NAME] have during the 12 Months prior to the census night (From 16/08/2021-15/08/2022)? <input type="text"/></p>
	<p><b>P51C Boys:</b> Among those boys how many are still alive? TO BE ASKED IF P51B_BOYS&gt;0 <input type="text"/></p>
	<p><b>P51C Girls:</b> Among those girls how many are still alive? TO BE ASKED IF P51B_GIRLS&gt;0 <input type="text"/></p> <p style="text-align: center;">=&gt;GO TO NEXT PERSON/SECTION H</p>

SECTION H: HOUSING CHARACTERISTICS	
<b>TYPE OF HABITAT</b>	<b>MAIN MATERIAL OF THE FLOOR</b>
<b>H01: What the type of Habitat?</b> 1.Planned rural settlement 2.Integrated Model Village 3.Old settlement 4.Unplanned clustered rural housing (Dispersed/Isolated housing)" 5.Modern planned urban area 6.Spontaneous/Squatter housing 6.Spontaneous/Squatter housing in Rural area 8.Other type of housing	<b>H07: What is the main material used for the floor?</b> 1. Earth 2. Dung hardened 3. Concrete 4. Stones 5. Burnt bricks 6. Wooden floor 7. Ceramic/clays/Granite tiles 8. Cement 9. Other
<b>TYPE OF BUILDING</b>	<b>NUMBER OF ROOMS</b>
<b>H02: What is the Type of Building?</b> 1.House occupied by one household 2.House occupied by several households 3.Storey building occupied by one household 4.Storey building occupied by many households 5.Several buildings in a compound occupied by one household 6.Several buildings in a compound occupied by several households" 7.Other	<b>H08: How many rooms do the housing units have, including bathrooms, toilets, kitchen, store rooms?</b>
<b>TENURE STATUS</b>	<b>NUMBER OF ROOMS FOR SLEEPING</b>
<b>H03: What is the tenure status of the housing Unit?</b> 1.Owner (Even when he/she is still paying the bank loan) => <b>H05</b> 2.Tenant 3.Hire purchase(Having payment contract with the owner) => <b>H05</b> 4.Free lodging 5.Staff housing 6.Temporary camp or settlement 7.Other	<b>H09: How many rooms are used for sleeping?</b>
<b>H04: Is this Household has its own housing unit in this village or elsewhere?</b> 1.Yes 2.No	<b>H10: Are Sleeping rooms for Boys separated from those for Girls?</b> 1.Yes 2.No 3.NA
<b>MAIN MATERIAL OF THE ROOF</b>	<b>MAIN SOURCE OF WATER</b>
<b>H05: What is the main material used for the roof? (In case of a store building, consider the roof of the last floor)</b> 1.Iron Sheets 2.Local tiles 3.Industrial tiles 4.Asbestos 5.Concrete 6.Cartoons/Sheeting/ all non-durable roofing materials 7.Grass 8. Other	<b>H11: What is the main source of water used by your household for general purposes such as cooking and handwashing?</b> 1.Internal pipe-born water 2.Pipe-born water in the compound 3.Pipe-born water from the neighbor HH 4.Public tap out of the compound 5.Tube Well /Borehole 6.Protected Spring/Well 7.Unprotected Spring/Well 8.Rain water 9.Tanker Truck 10.River/Lake/Pond/Stream/Irrigation Channel " 11.Lake/Stream/Pond/Surface water 12.Other
<b>MAIN MATERIAL OF THE WALLS</b>	<b>SOURCE OF DRINKING WATER</b>
<b>H06: What is the main material used for the exterior walls?</b> 1.Wood with mud and cement 2.Wood with mud without cement 3.Sun dried bricks with cement 4.Sun dried bricks without cement 5. All non-durable wall materials (Cartoons/Sheathing) 6.Cement blocks 7.Concrete 8.Stones with cement 9.Stones without cement 10.Timber 11.Burnt bricks with cement 12.Burnt bricks without cement 13.Other	<b>H12: What is the main source of drinking water for members of your household?</b> 1. Internal pipe-born water 2. Pipe-born water in the compound 3. Pipe-born water from the neighbor HH 4. Public tap out of the compound 5. Tube Well /Borehole 6. Protected Spring/Well 7. Unprotected Spring/Well 8. Rain water 9. Tanker Truck 10. River/Lake/Pond/Stream/Irrigation Channel 11. Lake/Stream/Pond/Surface water 12. Mineral water 13. Other

SECTION H: HOUSING CHARACTERISTICS																																																				
<p><b>TYPE OF TOILET FACILITY</b></p> <p><b>H13:</b> "What is the main type of toilet facility used by the members of the household?"</p> <p>1.Flush toilet used by one Household 2.Flush toilet used by several Households 3. Pit Latrine with constructed floor slab used by one HH 4. Pit Latrine with constructed floor slab used by several HH 5.Pit Latrine without constructed floor slab used by one HH 6.Pit Latrine without constructed floor slab used by several HH 7. Bush 8. Other</p>	<p><b>MODE OF WASTE DISPOSAL</b></p> <p><b>H19:</b> "What is the main mode of household waste disposal used?"</p> <p>1.Public Composit dumping 2.Household ompost dumping 3.Waste collection companies 4.Thrown in the household's fields or bushes " 5.Burnt 6. In a River/Stream/Drain/Gutter/lacs 7. Other</p>																																																			
<p><b>MAIN SOURCE OF ENERGY FOR LIGHTING</b></p> <p><b>H14:</b> Is this HH connected to the REG grid line or to other electric lines? 1.Yes 2.No</p> <p><b>H15:</b> What is the main source of energy that the household uses for lighting?</p> <p>01. Electricity from REG 02. Private Hydro Mini grid 03. Standalone solar system 04. Private Solar Mini Grid 05. Generator 06. Kerosene/ Paraffin lamp 07. Biogas 08. Candles 09. Firewood 10. Batteries 11. flashlight /phone flashlight 12. Rechargeable battery 13. Lantern 14. Other</p>	<p><b>MODE OF SEWAGE DISPOSAL</b></p> <p><b>H20:</b> What is the main mode of sewage disposal used by the household?</p> <p>1.Sump 2.In the courtyard 3.Rivulet/Trench/Channels 4.In the street 5. Main sewer 6. Cesspool 7. Bush 8. Other</p>																																																			
<p><b>ENERGY FOR COOKING</b></p> <p><b>H16:</b> "What is the main source of energy the household uses for cooking?"</p> <p>01. Firewood 02. Charcoal 03. Gas 04. Electricity 05. Kerosene/Parafine 06. Biogas 07.Solar power 08. Crop waste 09. Animal dung 10. Briquette 11. Peat 12. sawdust 13. Straw/shrub/grass 14. Other(specify) 15. Do not cook =&gt;H19</p>	<p><b>HH ASSETS</b></p> <p><b>H21:</b> Does your household has the following assets in functioning Condition ?</p> <table border="1"> <thead> <tr> <th></th> <th>1. Yes</th> <th>2. No</th> </tr> </thead> <tbody> <tr><td>1. Radio</td><td></td><td></td></tr> <tr><td>2. Television</td><td></td><td></td></tr> <tr><td>3. Refrigerator/ Freezer for HH use only</td><td></td><td></td></tr> <tr><td>4. Gas/Electrical Cooker</td><td></td><td></td></tr> <tr><td>5. Washing machine</td><td></td><td></td></tr> <tr><td>6. Microwave</td><td></td><td></td></tr> <tr><td>7. Mattress</td><td></td><td></td></tr> <tr><td>8. Bench/Chair</td><td></td><td></td></tr> <tr><td>9. Bed</td><td></td><td></td></tr> <tr><td>10. Tables</td><td></td><td></td></tr> <tr><td>11. Sofa</td><td></td><td></td></tr> <tr><td>12. Computers</td><td></td><td></td></tr> <tr><td>13. Vehicles for household use only</td><td></td><td></td></tr> <tr><td>14. Motorcycles for household use only</td><td></td><td></td></tr> <tr><td>15. Bicycles for household use only</td><td></td><td></td></tr> <tr><td>16. Electrical/Charcoal Iron</td><td></td><td></td></tr> </tbody> </table>		1. Yes	2. No	1. Radio			2. Television			3. Refrigerator/ Freezer for HH use only			4. Gas/Electrical Cooker			5. Washing machine			6. Microwave			7. Mattress			8. Bench/Chair			9. Bed			10. Tables			11. Sofa			12. Computers			13. Vehicles for household use only			14. Motorcycles for household use only			15. Bicycles for household use only			16. Electrical/Charcoal Iron		
	1. Yes	2. No																																																		
1. Radio																																																				
2. Television																																																				
3. Refrigerator/ Freezer for HH use only																																																				
4. Gas/Electrical Cooker																																																				
5. Washing machine																																																				
6. Microwave																																																				
7. Mattress																																																				
8. Bench/Chair																																																				
9. Bed																																																				
10. Tables																																																				
11. Sofa																																																				
12. Computers																																																				
13. Vehicles for household use only																																																				
14. Motorcycles for household use only																																																				
15. Bicycles for household use only																																																				
16. Electrical/Charcoal Iron																																																				
<p><b>ENERGY SAVING STOVE</b></p> <p><b>H18:</b> Does your HH use a cooking energy saving stove? (Do not ask if H16 and H17 responded 3,4,5,6,7)</p> <p>1. Yes 2. No</p>	<p><b>LIVESTOCK</b></p> <p><b>H22:</b> Does your household has any big /small livestock, beehive or dog? 1.Yes 2.No =&gt;H23</p> <p><b>H22A:</b> What type of livestock do you have?</p> <table border="1"> <thead> <tr> <th>Livestock type</th> <th>SELECT</th> </tr> </thead> <tbody> <tr><td>01. Local breed cows</td><td></td></tr> <tr><td>02. Exotic breed cows</td><td></td></tr> <tr><td>03. Cross breed cows</td><td></td></tr> <tr><td>04. Local goats</td><td></td></tr> <tr><td>05. Exotic goats</td><td></td></tr> <tr><td>06. Cross goats</td><td></td></tr> <tr><td>07. Local sheep</td><td></td></tr> <tr><td>08. Exotic sheep</td><td></td></tr> <tr><td>09. Local pigs</td><td></td></tr> <tr><td>10. Exotic pig</td><td></td></tr> <tr><td>11. Cross pig</td><td></td></tr> <tr><td>12. Rabbits</td><td></td></tr> <tr><td>13. Broiler chicken</td><td></td></tr> <tr><td>14. Layers chicken</td><td></td></tr> <tr><td>15. Dual purpose chicken</td><td></td></tr> <tr><td>16. Local chicken</td><td></td></tr> <tr><td>17. Duck</td><td></td></tr> <tr><td>18. Turkey</td><td></td></tr> <tr><td>19. Other poultry</td><td></td></tr> <tr><td>20. Camel</td><td></td></tr> <tr><td>21. Bees hive</td><td></td></tr> <tr><td>22. Dogs</td><td></td></tr> <tr><td>23. Others</td><td></td></tr> </tbody> </table>	Livestock type	SELECT	01. Local breed cows		02. Exotic breed cows		03. Cross breed cows		04. Local goats		05. Exotic goats		06. Cross goats		07. Local sheep		08. Exotic sheep		09. Local pigs		10. Exotic pig		11. Cross pig		12. Rabbits		13. Broiler chicken		14. Layers chicken		15. Dual purpose chicken		16. Local chicken		17. Duck		18. Turkey		19. Other poultry		20. Camel		21. Bees hive		22. Dogs		23. Others				
Livestock type	SELECT																																																			
01. Local breed cows																																																				
02. Exotic breed cows																																																				
03. Cross breed cows																																																				
04. Local goats																																																				
05. Exotic goats																																																				
06. Cross goats																																																				
07. Local sheep																																																				
08. Exotic sheep																																																				
09. Local pigs																																																				
10. Exotic pig																																																				
11. Cross pig																																																				
12. Rabbits																																																				
13. Broiler chicken																																																				
14. Layers chicken																																																				
15. Dual purpose chicken																																																				
16. Local chicken																																																				
17. Duck																																																				
18. Turkey																																																				
19. Other poultry																																																				
20. Camel																																																				
21. Bees hive																																																				
22. Dogs																																																				
23. Others																																																				

**SECTION H: HOUSING CHARACTERISTICS**

**H22B: "How many (Type of livestock) do you have now and in which district are they located?"**

Livestock type	Number	Location/District
01. Local breed cows	<input type="text"/>	<input type="text"/>
02. Exotic breed cows	<input type="text"/>	<input type="text"/>
03. Cross breed cows	<input type="text"/>	<input type="text"/>
04. Local goats	<input type="text"/>	<input type="text"/>
05. Exotic goats	<input type="text"/>	<input type="text"/>
06. Cross goats	<input type="text"/>	<input type="text"/>
07. Local sheep	<input type="text"/>	<input type="text"/>
08. Exotic sheep	<input type="text"/>	<input type="text"/>
09. Local pigs	<input type="text"/>	<input type="text"/>
10. Exotic pig	<input type="text"/>	<input type="text"/>
11. Cross pig	<input type="text"/>	<input type="text"/>
12. Rabbits	<input type="text"/>	<input type="text"/>
13. Broiler chicken	<input type="text"/>	<input type="text"/>
14. Layers chicken	<input type="text"/>	<input type="text"/>
15. Dual purpose chicken	<input type="text"/>	<input type="text"/>
16. Local chicken	<input type="text"/>	<input type="text"/>
17. Duck	<input type="text"/>	<input type="text"/>
18. Turkey	<input type="text"/>	<input type="text"/>
19. Other poultry	<input type="text"/>	<input type="text"/>
20. Camel	<input type="text"/>	<input type="text"/>
21. Bees hive	<input type="text"/>	<input type="text"/>
22. Dogs	<input type="text"/>	<input type="text"/>
23. Others	<input type="text"/>	<input type="text"/>

**H25: What type of vegetables that household grew in last 12 months? Ask this question if on question H24 vegetables is in selected crops"**

**ASK THIS QUESTION IF H24=16**

01. Amaranths	<input type="text"/>	13. Garlic	<input type="text"/>
02. Tomato	<input type="text"/>	14. Lettuce	<input type="text"/>
03. Cabbage	<input type="text"/>	15. Broccoli	<input type="text"/>
04. Onion	<input type="text"/>	16. Spinach	<input type="text"/>
05. Carrot	<input type="text"/>	17. Celery	<input type="text"/>
06. Eggplant	<input type="text"/>	18. Leeks	<input type="text"/>
07. Black eggplant	<input type="text"/>	19. Pumpkin	<input type="text"/>
08. Sweet pepper	<input type="text"/>	20. Cucumber	<input type="text"/>
09. Pepper	<input type="text"/>	21. Mushroom	<input type="text"/>
10. Cauliflower	<input type="text"/>	22. Chayote	<input type="text"/>
11. French beans	<input type="text"/>	23. Cassava Leaves	<input type="text"/>
12. beetroot	<input type="text"/>	24. Other vegetables	<input type="text"/>

**H26: "How many tea trees does your households has? Ask this question if on question H24 tea tree is in selected crops"**

**H27: How many coffee trees does your households has? Ask this question if on question H24 Coffee tree is in selected crops"**

**H28A: Does your household has any fruit tree?**   
1. Yes 2. No => Go to Section M

**AGRICULTURAL ACTIVITIES**

**H23: During the last 12 months did any member of this household grow crop? (DO NOT INCLUDE AGRICULTURAL ACTIVITIES DONE IN KITCHEN GARDEN)**   
1. Yes  
2. NO → H28A

**H23A: Where were agricultural activities done?**  
1. In household owned land  
2. In rented land (in cash or in kind payment or for free)  
3. In both households owned land and in rented land

**H24: " What types of crops did your household grow in last 12 months?"**

01. Maize	<input type="text"/>	12. Yams& Taro	<input type="text"/>
02. Rice	<input type="text"/>	13. Cooking Banana	<input type="text"/>
03. Sorghum	<input type="text"/>	14. Dessert Banana	<input type="text"/>
04. Wheat	<input type="text"/>	15. Banana for Beer	<input type="text"/>
05. Bean	<input type="text"/>	16. Vegetables	<input type="text"/>
06. Pea	<input type="text"/>	17. Tea	<input type="text"/>
07. Groundnut	<input type="text"/>	18. Coffee	<input type="text"/>
08. Soybean	<input type="text"/>	19. Sugarcane	<input type="text"/>
09. Cassava	<input type="text"/>	20. Pyrethrum	<input type="text"/>
10. Sweet potato	<input type="text"/>	21. Flowers	<input type="text"/>
11. Irish potato	<input type="text"/>	22. Others, specify...	<input type="text"/>

**H28B: What Type and How many (fruit trees) does your household grow?**

	28BA: Type	28BB: How many trees do you have?
1. Avocado	<input type="text"/>	<input type="text"/>
2. Orange	<input type="text"/>	<input type="text"/>
3. Papaya	<input type="text"/>	<input type="text"/>
4. Guava	<input type="text"/>	<input type="text"/>
5. Lemon	<input type="text"/>	<input type="text"/>
6. Mango	<input type="text"/>	<input type="text"/>
7. Mandarin	<input type="text"/>	<input type="text"/>
8. Jack fruits	<input type="text"/>	<input type="text"/>
9. Beefheart	<input type="text"/>	<input type="text"/>
10. Passion fruits	<input type="text"/>	<input type="text"/>
11. Pineapple	<input type="text"/>	<input type="text"/>
12. Tree tomato	<input type="text"/>	<input type="text"/>
13. Watermelon	<input type="text"/>	<input type="text"/>
14. Strawberry	<input type="text"/>	<input type="text"/>
15. Other fruit	<input type="text"/>	<input type="text"/>





SECTION P: CHARACTERISTICS OF THE POPULATION	
FOR ALL RESIDENT IN THE INSTITUTIONAL HOUSEHOLD	
<b>P01A:</b> Serial Number of the person <input type="text"/>	<b>P12B:</b> What is [NAME]'s Nationality ? <input type="text"/>
<b>P01B:</b> Surname of the person: .....	<b>CHOOSE THE NATIONALITY FROM WORLD COUNTRIES LIST</b>
<b>P01C:</b> Other names of the Person: .....	
<b>P03:</b> What is [NAME]'s Sex? 1.Male 2.Female <input type="checkbox"/>	<b>P13:</b> What is [NAME]'s Religious affiliation?
<b>P04:</b> How old was [NAME] at his/her Last Birthday? <input type="text"/> Note: Record age in completed years	01.Catholic 02.Protestant /Pentecost 03. Adventist 04. Other Christians 05.Muslim 06. Jehovah witness 07. Traditional/Animist 08. Other religion 09. No Religion 10. Not stated 99.Do not know
<b>P05A:</b> In which month [NAME] was born? <input type="text"/>	
<b>P05B:</b> In which year [NAME] was born? <input type="text"/> Note: RECORD 9999, IF THE YEAR IS UNKNOWN	
<b>P06:</b> What is [NAME]'s marital status? ALL RESIDENTS AGED 12 YEARS AND ABOVE	<b>P14:</b> What is [NAME]'s Medical insurance?
1.Married to one wife/husband officially 2.Married to one wife/husband not officially 3.Live in a polygamous union 4.Divorced 5.Separeted 6.Never married 7.Widowed	1.Mutuelle 5. Employer 2.RSSB (Ex: RAMA) 6. Private insurance companies 3.MMI 7. NGOs 4.Schools 8. None 9. Do not know
<b>P07A:</b> Is [NAME] usual resident or was a visitor on census night?	<b>DISABILITY: FOR RESIDENT AGED 5 YEARS AND ABOVE</b>
1.Usual resident 2. Visitor => GO TO NEXT PERSON <input type="checkbox"/>	<b>P15A:</b> Does [NAME] have difficulty seeing?
<b>P07B:</b> Did [NAME] sleep in this household on census night?	1.Yes 2. No => P16A
1. Yes, slept in this HH (PR) 2. No, did not slip in this HH (AR) <input type="checkbox"/>	<b>P15AA:</b> Does [NAME] wear glasses?
<b>P09A:</b> Was [NAME] born in Rwanda or Abroad?	1.Yes 2. No => P15B
1. Rwanda 2. Abroad =>P09C <input type="checkbox"/>	<b>P15AB:</b> Does [NAME] continue to have difficulties even when wearing glasses?
<b>P09B:</b> In which District [NAME] was born? => P10A <input type="text"/>	1.Yes 2. No => P16A
(SELECT ONE DISTRICT FROM THE LIST OF ALL DISTRICT)	<b>P15B:</b> Would you say [NAME] has some difficulty seeing, a lot of difficulty or cannot do at all?
<b>P09C:</b> In which Country [NAME] was born? (SELECT ONE COUNTRY FROM WORLD COUNTRIES LIST)	0. No, no difficulty 1.Yes some difficulty 2.Yes – a lot of difficulty 3.Cannot see at all
<b>P10A:</b> How many years has [NAME] been living continuously in [District]? <input type="text"/> - RECORD 0 IF LESS THAN 1 YEAR - RECORD 888 IF THE RESIDENCE HAS NOT CHANGED SINCE BIRTH - IF THE RESIDENCE HAS NOT CHANGED SINCE BIRTH =>P12B	<b>P16A:</b> Does [NAME] have difficulty hearing ?
<b>P10B:</b> Prior to come living in [district], was [NAME] residing in Rwanda or abroad?	1.Yes 2. No => P17A
1.Rwanda 2.Foreign Country =>P11B <input type="checkbox"/>	<b>P16AA:</b> Does [NAME] use hearing aid?
<b>P11A:</b> In which District [NAME] was residing prior to come living Here? =>P12B <input type="text"/> (SELECT THE DISTRICT FROM THE LIST)	1.Yes 2. No => P16B
<b>P11B:</b> In which Country [NAME] was residing previously? (SELECT ONE COUNTRY FROM OF WORLD COUNTRIES LIST)	<b>P16AB:</b> Does [NAME] continue to have hearing difficulties even if using hearing aid?
	1. Yes 2. No => P17A
<b>DISABILITY: FOR RESIDENT AGED 5 YEARS AND ABOVE</b>	<b>P16B:</b> Would you say [NAME] has some hearing difficulty, a lot of difficulty or Cannot do at all?
	0. No, No difficulty 1.Yes – some difficulty 2.Yes – a lot of difficulty 3.Cannot hear at all
<b>DISABILITY: FOR RESIDENT AGED 5 YEARS AND ABOVE</b>	<b>EDUCATION: ALL HOUSEHOLD RESIDENTS</b>

SECTION P: CHARACTERISTICS OF THE POPULATION	
<p><b>P17A:</b> Does [NAME] have difficulty walking or climbing steps?</p> <p>1. Yes <input type="checkbox"/></p> <p>2. No =&gt; P18A</p>	<p><b>P30A:</b> What is the highest level of education did [NAME] attend or is currently attending?</p> <p>1. ECD =&gt;P32</p> <p>2. Nursery <input type="checkbox"/></p> <p>3. Primary <input type="checkbox"/></p> <p>4. INGOBOKA /Vocational training</p> <p>5. Lower secondary</p> <p>6. Upper secondary</p> <p>7. Tertiary</p>
<p><b>P17B:</b> Would you say some difficulty, a lot of difficulty or cannot do at all?</p> <p>0. No, No difficulty      1. Yes – some difficulty <input type="checkbox"/></p> <p>2. Yes – a lot of difficulty      3. Cannot walk or climb steps at all</p>	<p><b>P30B:</b> How many years of school did [NAME] complete successfully at that level?</p> <p>WRITE 99 IF THE NUMBER OF COMPLETED YEARS IS UNKNOWN</p>
<p><b>P18A:</b> Using his/her usual (customary) language, does [NAME] have difficulty communicating, for example being understood?</p> <p>1. Yes <input type="checkbox"/></p> <p>2. No =&gt; P19A</p>	<p><b>P31:</b> What is the highest certificate/degree [NAME] obtained?</p> <p>1. Primary school certificate</p> <p>2. Post primary certificate (CE/FM/TVET I/TVET II)</p> <p>3. EMA/ENTA</p> <p>4. O'level Certificate</p> <p>5. A3/D4/D5</p> <p>6. A2/D6/D7</p> <p>7. TVET certificate III <input type="checkbox"/></p> <p>8. TVET certificate IV <input type="checkbox"/></p> <p>9. TVET certificate V <input type="checkbox"/></p> <p>10. TVET advanced diploma (A1)</p> <p>11. Diploma(A1): D6+2-3yrs</p> <p>12. Bachelor(A0): D6+3-6yrs</p> <p>13. Post Graduate Diploma</p> <p>14. Masters: Bachelor+1-2yrs</p> <p>15. Doctorate (PhD)</p> <p>16. None      99. Do not know</p>
<p><b>P18B:</b> Would you say some difficulty, a lot of difficulty or Cannot do at all?</p> <p>0. No, No difficulty      1. Yes – some difficulty <input type="checkbox"/></p> <p>2. Yes – a lot of difficulty      3. Cannot communicate at all</p>	<p><b>QUESTIONS (P32- P36C) ARE RESERVED FOR PERSONS AGED 10 YEARS OLD AND ABOVE</b></p>
<p><b>P19A:</b> Does [NAME] has difficulty remembering or concentrating?</p> <p>1. Yes <input type="checkbox"/></p> <p>2. No =&gt; P20A</p>	<p><b>P32:</b> Can [NAME] read, write and understand the following languages?</p> <p>MORE THAN ONE LANGUAGE IS ALLOWED READ MODALITIES STARTING BY KINYARWANDA</p> <p>1. Kinyarwanda <input type="checkbox"/>      8. Swahili <input type="checkbox"/></p> <p>2. English <input type="checkbox"/>      16. Other <input type="checkbox"/></p> <p>4. French <input type="checkbox"/>      0. None <input type="checkbox"/></p>
<p><b>P19B:</b> Would you say some difficulty, a lot of difficulty or Cannot do at all?</p> <p>0. No difficulty      1. Yes – some difficulty <input type="checkbox"/></p> <p>2. Yes – a lot of difficulty      3. Cannot do at all</p>	<p><b>P33:</b> Has [NAME] ever attended or currently attending Informal adult literacy Program?</p> <p>(RESERVED FOR THOSE WHO ANSWERED P29=3 OR P30A&lt;4 AND P30B&lt;4)</p> <p>1. Yes, Still Attending <input type="checkbox"/></p> <p>2. Yes, Completed</p> <p>3. Never attended</p>
<p><b>P20A:</b> Does [NAME] have difficulty with self-care such as washing all over or dressing?</p> <p>1. Yes <input type="checkbox"/></p> <p>2. No =&gt; P21A</p>	
<p><b>P20B:</b> Would you say some difficulty, a lot of difficulty or Cannot do at all?</p> <p>0. No, no difficulty <input type="checkbox"/></p> <p>1. Yes – some difficulty</p> <p>2. Yes – a lot of difficulty</p> <p>3. Cannot do at all</p>	
<p><b>P21A:</b> Does [NAME] have a short stature?</p> <p>1. Yes <input type="checkbox"/></p> <p>2. No</p>	
<p><b>P22A:</b> Does [NAME] have a problem with albinism?</p> <p>1. Yes <input type="checkbox"/></p> <p>2. No</p>	
<p><b>P29:</b> Has [NAME] ever attended or is currently attending school /ECD?</p> <p>1. Has ever attended <input type="checkbox"/></p> <p>2. Is currently attending</p> <p>3. Has never attended =&gt;P32</p>	
<p><b>EDUCATION: ALL HOUSEHOLD RESIDENTS</b></p>	<p><b>FOR RESIDENT WOMEN AGED 10 YEARS AND ABOVE</b></p>

SECTION P: CHARACTERISTICS OF THE POPULATION	
	NOT APPLICABLE FOR RELIGIOUS ORGANISATIONS
<p><b>P34:</b> Did [NAME] use internet in the last 12 months? NOT TO BE ASKED FOR PRISONS</p> <p>1.Yes <input type="checkbox"/></p> <p>2.No =&gt;P36A</p> <p>9. Do not know=&gt;P36A</p>	<p><b>P50A:</b> Has [NAME] ever given a live birth?</p> <p>1.Yes <input type="checkbox"/></p> <p>2.No =&gt; Next Person</p>
<p><b>P35:</b> Where does [NAME] often access Internet?</p> <p>1.From Home</p> <p>2.From work place</p> <p>3.From School/Place of Education</p> <p>4.From Another Person's home <input type="checkbox"/></p> <p>5.From Community Internet access facility</p> <p>6.From cyber café/From Commercial Internet Access facility</p> <p>7.Other</p>	<p><b>P50B_Boys:</b> How many live boys has [NAME] ever had? <input type="text"/></p>
	<p><b>P50B_Girls:</b> How many live girls has [NAME] ever had? <input type="text"/></p>
<p><b>P36A:</b> Does [NAME] own a mobile phone? <input type="checkbox"/></p> <p>1. Yes</p> <p>2. No =&gt; P50A IF SHE IS A FEMALE AGED 10YEARS AND ABOVE. OTHERWISE GO TO NEXT PERSON</p> <p>NOT TO BE ASKED FOR PRISONS</p>	<p><b>P50C_Boys:</b> Among those boys how many are still alive? TO BE ASKED IF P50B_BOYS&gt;0 <input type="text"/></p>
	<p><b>P50C_Girls:</b> Among those girls how many are still alive? TO BE ASKED IF P50B_GIRLS&gt;0 <input type="text"/></p>
<p><b>P36 C:</b> What type of mobile phone does [NAME] have? <input type="checkbox"/></p> <p>1.Smart phone</p> <p>2.Ordinary phone with radio</p> <p>3.Ordinary phone without radio</p> <p>IF ONE OWNS BOTH TYPES CHOOSE SMART PHONE</p>	<p><b>P51A:</b> During the 12 months prior to the census night (From 16/08/2021- 15/08/2022) Did [NAME] give a live birth?</p> <p>1.Yes <input type="checkbox"/></p> <p>2.No =&gt; Next Person</p>
	<p><b>P51B_Boys:</b> How many live boys did [NAME] have during the 12 Months prior to the census night (From 16/08/2021-15/08/2022)? <input type="text"/></p>
	<p><b>P51B_Girls:</b> How many live girls did [NAME] have during the 12 Months prior to the census night (From 16/08/2021-15/08/2022)? <input type="text"/></p>
	<p><b>P51C_Boys:</b> Among those boys how many are still alive? TO BE ASKED IF P51B_BOYS&gt;0 <input type="text"/></p>
	<p><b>P51C_Girls:</b> Among those girls how many are still alive? TO BE ASKED IF P51B_GIRLS&gt;0 =&gt; GO TO NEXT PERSON <input type="text"/></p>

## ANNEX B: GLOSSARY OF KEY TERMS AND DEFINITIONS

This Glossary provides definitions of key concepts and indicators used in the thematic reports of the Fifth Rwanda Population and Housing Census (RPHC5). Readers are referred to the methodological sections of the respective reports for a more detailed technical explanation of indicators.

### A.1 Population and demographic characteristics

**Resident status:** People with resident status are persons who have been living in a place for more than six months where they were enumerated or who have the intention to stay there for more than six months. These individuals represent the population usually living in such places.

**Present residents:** individuals present in their place of usual residence on the reference night, or

**Absent residents:** individuals do not present in their place of usual residence on the reference night. The person must be absent for a period shorter than or equal to six months.

**Visitors:** Persons who were not usual residents of the household. They might be absent residents in another place in Rwanda, or non-residents of the country, for example, tourists present at the time of the Census from other countries.

**De facto population:** A concept that defines enumerated persons on the basis of their actual location at the time of the census (present residents + visitors): Includes all persons physically present in the country or given area at the reference date.

**De jure population:** A concept that defines enumerated persons on the basis of their usual place of residence at the time of the census. (Present residents + absent residents):

The de jure population includes all usual residents of a given country or area, whether they were physically present in the area at the reference date or not. It also refers to the resident population. Most of the analyses presented in the thematic reports are based on the de jure population.

**Age structure:** The proportion of the total population in each age group.

**Age-sex structure:** the composition of a population as determined by the proportion of males and females in each age category.

**Area of residence** refers to a place of Urban or Rural area.

The urban and rural are two different physical, socio, and economic environments. Urban area is in most of the cases characterized by high concentration of population, diversified economic activities, many and better infrastructures. This lead to different needs for population living in the two different environments and policy makers have to take note for that in all socio-economic development programs. The 2022 census consider only 5 which are classified as urban:

- Capital City (Kigali)
- Satellite cities
- Secondary Cities
- District Towns
- and Emerging centers

Since 2020, a campaign of census mapping collected different information aiming at the delineation of enumeration area. Different locations of services were collected (offices, shops, education, health, entertainment facilities, etc.). Using the locations, a service concentration layer was created showing the hot spot concentration area considered as core urban

centers Each urban area among the retained one, has at least one or more hotspot zone of services concentration which can be considered as a core urban center.

## A.2 Housing and household characteristics

**Housing unit:** a separate and independent place of abode intended for habitation by a single household, or one not intended for habitation but occupied by a household at the time of the Census. The essential features of households are separateness and independence.

**Household:** the concept of the household is based on the arrangements in regard to food or other essentials for living. It consists of one or several persons who live in the same dwelling and share meals.

**Private household:** consists of one or more persons living together and sharing at least one daily meal. Persons in a private household may or may not be related or may constitute a combination of persons both related and unrelated. In order to facilitate analysis of the de jure population (usual residents) across thematic reports, private households were further categorised as follows:

- a) Households where there is at least one usual resident in the household (present or absent resident); and
- b) Households consisting only of visitors (e.g.: Households found during the Census in their holiday homes, etc.)

Subsequently, and across all thematic reports, any analysis of the characteristics of the private households will refer to the definition in (a) above.

**Institutional household:** It comprises a group of persons who are being provided with institutionalised care, and includes educational institutions, health care institutions, military institutions, religious institutions, or institutions for the elderly or persons with disabilities. In the RPHC5, persons who were homeless on the night of the Census were also classified as belonging to an institutional household.

**Head of household:** S/he refers to a person recognised as such by other members of the household. Every private household has one and only one household head.

## A.3 Education

**Early childhood development (ECD):** is defined as a comprehensive approach to policies and programs for children from birth to eight years of age, their parents, and caregivers, aimed at protecting the child's rights to develop his or her full cognitive, emotional, social, and physical potential. In Rwanda, this usually refers to the age group 0–6 years.

**School attendance and attendance rates:** School attendance is defined as regular attendance at any regular accredited educational institution or program, public or private.

There is a difference between 'attending school' and being 'enrolled in school'; thus results from censuses and administrative data may differ.

School attendance is complementary to but must be distinguished from 'school enrolment', which typically is obtained from administrative data. A child can be enrolled in school but not necessarily be attending. It is recommended that these concepts be clearly defined so that countries can determine which variable they wish to collect via the census.

**Net Attendance Ratio (NAR):** attendance of the official age group for a given level of education expressed as a percentage of the corresponding school-age population. The NAR for primary school is the percentage of the primary school-age population (6–11) attending primary school. The NAR for secondary school is the percentage of the secondary school-age population (12–17) that is attending secondary school. By definition, the NAR cannot exceed 100%.

**Gross Attendance Ratio (GAR):** total attendance in a specific level of education, regardless of age, expressed as a percentage of the corresponding school-age population. The GAR for primary schools is the total number of primary school students, expressed as a percentage of the official primary school-age population. The GAR for secondary schools is the total number of secondary school students, expressed as a percentage of the official secondary school-age population. If there are significant numbers of overage and underage students at a given level of schooling, the GAR can exceed 100%.

**Gender Parity Index (GPI):** ratio of the number or proportion of the female population to the male population for a given indicator. It measures gender equality between girls' and boys' performance in school.

**Educational attainment:** Educational attainment is defined as the highest grade completed within the most advanced level attended in the education system of the country where the education was received.

**Educational qualifications (level of education):** Qualifications are the degrees, diplomas, certificates, professional titles, and so forth that an individual has acquired, whether by full-time study, part-time study, or private study, whether conferred in the home country or abroad, and whether conferred by educational authorities, special examining bodies or professional bodies. The acquisition of an educational qualification, therefore, implies the successful completion of a course of study or training program.

According to national needs, information on qualifications may be collected from persons who have reached a certain minimum age or level of educational attainment. Such information should refer to the title of the highest certificate, diploma, or degree received.

**Academic degree obtained:** An academic degree is a college or university diploma, often associated with a title and sometimes associated with an academic position, which is usually awarded in recognition of the recipient having either satisfactorily completed a prescribed course of study or having conducted a scholarly endeavor deemed worthy of his or her admission to the degree. The most common degrees awarded today are Diploma, Advanced Diploma, Bachelor's, Master's, and doctoral (PhD) degrees. Most higher education institutions generally offer certificates and several programs leading to the awarding of a Master of Advanced Studies, which is predominantly known as a *Diplôme d'études supérieures spécialisées* under its original French designation. The certificates listed below are some of the certificates currently or previously awarded by the Rwandan education system:

**Primary Leaving Certificate:** a certificate awarded upon successful completion of six years of primary school. This certificate provides access to lower secondary education.

**Ordinary 'O' Level Certificate:** a certificate awarded upon successful completion of three years of lower secondary school. This certificate provides access to senior secondary education.

**TVET Certificate I:** the duration to get the certificate is 3 to 9 months. There is no further educational prerequisite for enrollment to study at this level other than having reached the age of 16 years. Graduates at this level will have the basic practical skills and competencies required to carry out a specific task in the labor market.

**TVET Certificate II:** the duration to get the certificate is 1 year. The minimum age to study at this level is 16 Years and one has completed at least primary six. Graduates at this level will have practical skills and a set of competencies required to carry out different tasks in the labor market or to pursue further learning.

**TVET Certificate III:** the duration to get the certificate is 1 year. To study at this level you must have completed 9Years Basic Education or have an equivalent qualification. At the completion of this level, students will have practical skills and knowledge enabling them to proceed to TVET Level 4. This certificate is given to people who completed 1 year of technical secondary education and who decided to enter the labor market.

**TVET Certificate IV:** the duration to get the certificate is 1 year. The minimum requirement to study at this level is to have completed Level III. At the completion of this level, students will have practical skills and knowledge enabling them to proceed to TVET Level 4. This certificate is given to people who completed 2 years of technical secondary education and who decided to enter the labor market.

**TVET Certificate V/ Professional Certificate of Secondary Education A2 (Technical secondary education):** a certificate awarded upon successful completion of three years of senior secondary school in technical secondary education. The minimum requirement to study at this level is to have completed Level IV. Graduates at this level will have advanced practical skills and knowledge enabling them to join the labor market or proceed to higher Education.

**Advanced General Certificate of Secondary Education A2 (general secondary education):** a certificate awarded upon successful completion of three years of senior secondary school in general secondary education.

**NB:** The Advanced General Certificate of Secondary Education and Professional Certificate of Secondary Education A2 grant access to higher education.

**ENTA (*Ecole Normale Technique Auxilliaire*)** – a certificate awarded upon successful completion of five years of secondary school. This type of certificate is no longer available;

**A3/D4/D5** – certificates awarded upon successful completion of three, four, or five years of secondary school. This type of certificate is no longer available.

**A2/D6/D7** – certificates awarded upon successful completion of six or seven years of secondary school.

**Post-primary education:** In the past, this level of education targeted technical skills and allowed students, after successfully completing three years of study to enter the labor market. Some disaggregations by highest level attended may group post-primary and secondary education. The following certificates and/or diplomas were awarded at this level of education:

**EMA (*Ecole des Moniteurs Auxilliaire*)** – a certificate awarded upon successful completion of two years of post-primary education, when this level existed in the education system.

**CE/FM (*Certificat d'Edute Familiale*)** – a certificate awarded upon completion of three years of post-primary education. The courses associated with these certificates were exclusive to the female population.

**CERAI (*Centre d'Enseignement Rural Artisanal Integre*)** – a certificate awarded upon successful completion of three years of post-primary education.

**Tertiary Education:** The duration of tertiary education varies between three and six years according to the institution and the field of study. The following certificates and/or diplomas were or are currently awarded at this level of education:

**A diploma and an Advanced Diploma program:** are between two and three years in length. Admission requires an upper-secondary qualification like the Certificate of Technical Secondary Education A2. In addition, the HEC defines certificate and diploma qualifications as exit qualifications in incomplete bachelor's programs rather than distinct study programs. Students who complete one year of study (120 credits) before dropping out may receive a Certificate of Higher Education, whereas students who complete 2 years of studies and obtainment of at least 240 credits may be awarded a Diploma and students who completed 2,5 years of studies and obtainment of at least 300 credits may be awarded an Advanced Diploma in Higher Education in Higher Education.

**Bacc/diploma:** a degree previously awarded upon successful completion of two years of university. It is no longer available.

**Bachelor's:** a degree awarded upon successful completion of four years of university. In Rwanda, the Bachelor's programs are offered for three-five years and each year is split into semesters or trimesters depending on the specifications of the programs.

**Master's:** a degree awarded to a university graduate upon his/her successful completion of at least one year of post-graduate studies. In Rwanda, the duration of Masters's Programs varies between eighteen (18) and twenty-four (24) months, except in Medicine, where they last for four years. They are offered by coursework or purely by research.

**PhD:** a degree awarded to a university graduate upon his/her successful completion of a doctoral program, usually lasting between three and four years.

**School Life Expectancy (primary to tertiary education):** SLE is the total number of years of schooling (primary to tertiary) that a child can expect to receive, assuming that the probability of his or her being enrolled in school at any particular future age is equal to the current enrolment ratio at that age. Caution must be maintained when utilizing this indicator in international comparisons. For example, a year or grade completed in one country is not necessarily the same in terms of educational content or quality as a year or grade completed in another country. SLE represents the expected number of years of schooling that will be completed, including years spent repeating one or more grades.

**Literacy:** Literacy is the ability to both read and write with understanding. A literate person is one who can both read and write a short, simple statement about his or her everyday life. An illiterate person is one who cannot, with understanding, both read and write such a statement. Hence, a person capable of reading and writing only figures and his or her own name should be considered illiterate, as should a person who can read but not write as well as one who can read and write only a stock phrase that has been memorized. Language literacy used in the fifth Rwanda Population and Housing Census (5RPHC-2022) is divided into three skills (reading, writing, and listening with understanding). In the 2022 Census, literacy is recorded in the following languages: Kinyarwanda, English, French, Swahili and Other.

#### A.4 Employment/economic activity

The main concepts and definitions used in the census are in line with the international standards on statistics of work, employment, and labour underutilization adopted by the 19<sup>th</sup> International Conference of Labor Statisticians (Geneva, 2013).<sup>1</sup> They are briefly described below.

**Work:** work is defined as:

- "Any activity performed by persons of any sex and age to produce goods or to provide services for use by others or for own use" in line with the General production boundary defined in the System of National Accounts 2008.
- Work is defined "irrespective of its formal or informal character or the legality of the activity."
- It excludes "activities not involving production of goods or services (begging, stealing), self-care (personal grooming, hygiene) and activities that cannot be performed by another person on one's own behalf (sleeping, learning, own recreation)."

The international standards recognize different forms of work: Own-use production work (production of goods and services for own final use); employment (work performed for others in exchange for pay or profit); unpaid trainee work (work performed for others without pay to acquire workplace experience or skills); volunteer work (non-compulsory work performed for others without pay); and other forms of work (not defined at this time by the international standards).

**Working age population:** The working age population in Rwanda is defined as all persons 16 years old and over.

**Employment:** Employment is a particular form of work. Persons in employment are defined as all those above a specified age who, during a short reference period, were engaged in any activity to produce goods or provide services for pay or profit. It

<sup>1</sup>[ILO, Resolution concerning statistics of work, employment and labour underutilization, 19<sup>th</sup> International Conference of Labour Statisticians, Geneva, October 2013.](#)

excludes persons engaged wholly in activities to produce goods or services for own final use such as producing agricultural, fishing and gathering products for own-consumption or cleaning, decorating, gardening and maintaining one's own dwelling or premises, durables and other goods. Persons in employment comprise: (a) employed persons "at work," i.e., who worked in a job for at least one hour; and (b) employed persons "not at work" due to temporary absence from a job, or to working-time arrangements (such as shift work, flexi-time and compensatory leave for overtime).

**Status in employment:** Status in employment classifies jobs held by persons at a given point of time with respect to the type of explicit or implicit contract of employment of the person with other persons or organizations. The International Standard Classification of Status in Employment (ICSE-1993) identifies five main categories of persons with respect to their status in employment.<sup>2</sup>: Employee, paid apprentice/Intern; employer; Own-account worker; Member of cooperative; Contributing family worker.

**Branches of economic activity:** Branch of economic activity refers to the activity of the establishment in which an employed person worked during the reference period. An establishment may be a farm, a mine, a factory, a workshop, a store, an office or a similar type of economic unit. It is important to distinguish enterprises from establishments. "Enterprise" is a broader concept than "establishment". An enterprise is a legal entity (or group of legal entities) and may have a number of establishments with different economic activities and different locations.

**Occupation:** Occupation refers to the kind of work done by a person irrespective of the branch of economic activity or the status in employment of the person.

**Occupational segregation index:** It is an indicator that measures the extent to which labor markets are separated into "male" and "female" occupations. The occupational segregation index (D) is commonly used as a proxy indicator for equality of opportunity in employment and occupation.<sup>3</sup> It is defined by

$$D = \frac{1}{2} \sum_i \left| \frac{n_{Ai}}{n_A} - \frac{n_{Bi}}{n_B} \right|$$

Where  $n_{Ai}$  and  $n_{Bi}$  are, respectively, the number of men and women in a given occupational  $i$  and  $n_A$  and  $n_B$  are, respectively, the total number of men and women in all occupations. The value of the index ranges from zero to one, zero indicating no segregation and one indicating complete segregation. The index may be interpreted as the fraction of persons that need to change occupations to achieve zero segregation.

## A.5 Gender

**Sex:** refers to the classification of people as male or female, based on biological and physiological characteristics such as chromosomes, hormones, and reproductive organs.

**Gender:** a social and cultural construct, which values men's and women's (and girls' and boys') attributes differently. Accordingly, it assigns socially acceptable and often stereotypical roles and responsibilities to men and women. Gender-based roles and other attributes, therefore, change over time and vary with different cultural contexts. The concept of gender includes the expectations held about the characteristics, aptitudes and likely behaviors of both women and men (femininity and masculinity). This concept is also useful in analyzing how commonly shared practices legitimize discrepancies between sexes.

<sup>2</sup>ILO, *International Classification of Status in Employment, ICSE-93, Fifteenth International Conference of Labour Statisticians, Geneva, <http://laborsta.ilo.org>.*

**Gender analysis:** is a critical examination of how differences in gender roles, activities, needs, opportunities and rights/entitlements affect men, women, girls and boys in certain situations or contexts. Gender analysis examines the relationships between females and males and their access to, and control of resources, and the constraints they face relative to each other.

## A.6 Disability

**Disability prevalence:** This is defined as the percentage of all the people age 5 years and above reported having at least one disability divided by the entire population of persons age 5 years and above.

**Disability status:** differentiates the population into those with and those without a disability. Persons with disabilities include those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers or environments may hinder their full and effective participation in society on an equal basis with others.

The following limitations in activity functioning are considered in the RPHC5: seeing, hearing, mobility, cognitive, communication and self-care using Washington Group on Disability Statistics Short Set of questions. In addition, questions of albinism and short stature were added to the questionnaire.

### Seeing difficulty

Seeing difficulty describes the various degrees of vision loss. A person is considered to have eyesight or vision disability if he/she has difficulty seeing even if he/she wears eyeglasses or contact lenses.

### Hearing difficulty

Hearing difficulty refers to complete deafness or partial hearing in one or both ears, hard of hearing. Those with hearing difficulty can also use a hearing aid.

### Mobility difficulty

Physical or mobility difficulty refers to difficulties in moving, i.e. walking, climbing stairs, using hand, sitting upright, or standing. This disability restricts one's physical movement, say body movement or paralysis of legs, hands, or the whole body. Persons with this type of disability can use assistive equipment and supportive devices that assist them to move around. For example, those who use wheelchairs, crutches among other mobility aids.

### Cognitive difficulty

Cognitive difficulty affects people's ability to perform activities like other people of similar age groups. They may have difficulty remembering things or concentrating on what he/she is performing. It includes many different functions such as the ability to pay attention, learn and retain information, solve problems, and use language to express thoughts. This disability hampers clear thoughts in the mind. It also exhibits problems in comprehending any new ideas or opinions or finding solutions and therefore restrains a person from learning or even coordinating functions/activities.

### Self-care difficulty

This refers to difficulties in dressing, bathing, eating, grooming and hygiene, toileting or getting around the home or inside the home. The difficulties may have arisen as a result of other disabilities or impairments. These types of difficulties may be present in most disabilities. It may be more pronounced in mental disabilities and severe physical disabilities.

### Communication difficulty

Speech and language disorders refer to problems in communication or difficulties in producing oral speech sounds or problems with voice quality. They might be characterized by an interruption in the flow or rhythm of speech, such as stammering. These delays and disorders range from simple sound substitutions to the inability to understand or use language. Some causes of speech and language disorders include hearing loss, brain injury, learning disability, substance

abuse, physical impairments such as cleft lip, deformed lip or palate, and vocal abuse or misuse. Persons with speech disabilities are often not able to communicate well with others.

### Short stature

Short stature is a general term used to describe a condition in which a person's height is well below the average height of his or her peers. Short stature typically means that a person's height is below that of the shortest 3 percent to 5 percent of people of the same age and sex.

### Albinism

Albinism is a rare, non-contagious, genetically inherited condition occurring in both genders regardless of ethnicity, in all countries of the world. The condition results in a lack of pigmentation in the skin, hair and eyes, causing vulnerability to sun exposure and bright light. Almost all persons with albinism are visually impaired, with the majority being classified as "legally blind. Skin cancer is common amongst a majority of PWA living in the region of Sub Saharan Africa.

## A.7 Youth

According to the UN, Youth is best understood as a period of transition from dependence of childhood to adulthood independence. That's why, as a category, youth is more fluid than other fixed age groups. Yet, age is the easiest way to define this group, particularly in relation to education and employment, because 'youth' is often referred to a person between the ages of leaving compulsory education and finding their first job.

The United Nations, for statistical purposes, defines 'youth', as those persons between the ages of 15 and 24 years, without prejudice to other definitions by Member States.

Considering the current priorities and trends of Rwanda's Development, the definition of Youth in terms of age has been revised in this policy. It was brought from 14–35 years to 16–30 years due to a number of factors including among others:

The need to keep in close conformity with regional and international bodies that Rwanda subscribes to such as:

- a. The African Youth Charter adopted by the seventh ordinary session of the African Union Assembly held in Banjul - Gambia on the 2nd July 2006, ratified by Rwanda on 7th August 2007, defines youth or young people as a category of people between the ages of 15 and 35 years;
- b. The United Nations General Assembly, by its resolution 50/81 in 1995, adopted the World Programme of Action for Youth to the Year 2000 and beyond and reiterated Page 6 of 43 that the United Nations defines "youth", as those persons between the ages of 15 and 24 years, without prejudice to other definitions by member states;
- c. For the Commonwealth, which Rwanda joined in November 2009 and becoming the association's 54th member, youth are defined as people between 15-29 years.

With a need to harmonize the definition of youth and youth programmes taking into account the current local policies and legal frameworks, this Policy shall also complement related policies such as:

- a. The Integrated Child Policy of Rwanda that defines a child as persons below 18 years (taken care from the time before their birth until they complete the age of 18 years), the age for consent and voting rights among others. It also prohibits from employing any person under 18 years old into employment that is deemed hazardous and worst forms of labour.
- b. The National and Vocational Education and Training (TVET) Policy (2008) that aims to guarantee that all TVET measures achieve the maximum economic impact through providing all sectors with appropriately qualified workforce in the needed number in accordance to the different qualification levels.
- c. The Education Sector Policy (2003) with a direction clearly defined: involve vocational standards and national needs and reach a sufficient number of graduates who are well-trained and therefore able to meet the development needs of Rwanda.

- d. The National Policy for Family Promotion (2005) that has among its actions to protect youth against the evils of society and to educate them to positive family values.
- e. The Employment Policy (2006) that promotes the employment of youth, women, persons with disability, the marginalized and increasing their contribution to economic production.
- f. The National Gender Policy (2010) that seeks to eradicate the imbalance between young man and young girls' rights among others.
- g. The Rwanda Sports Development Policy (2012) that promotes youth clubs.
- h. The National Culture Heritage Policy (2014), which promotes the education of culture values to the youth.

For the case of Rwanda, law N°54/2011 of 14/12/2011 related to child rights and protection states that 18 years should be the starting point for differentiating „child“ and „youth“. However, the national youth policy points out that in Rwanda young people are those between 16 and 30. In this report we will adhere to this definition and the term „youth“ is used to mean the 16–30 age groups. This choice also allows for a comparison and contextualization of results with findings based on reports on youth to discern differences within this large and heterogeneous age group, findings are also presented for the following four sub-groups:

- 16–20 years;
- 21–25 years;
- 26–30 years.

Disaggregation by these sub-groups should help reveal different demographic processes, such as the end of school attendance, marriage, fertility, labour force participation and migration. The age categories reflect transitional periods from school to the labour market, single status to marriage and the beginning of childbearing. Exceptions to these age groups are noted in the text.

## A.8 Children

**Child:** According to the UN Convention on the Rights of the Child (1989), a child is defined as every human being under 18 unless, under the law applicable to the child, majority is attained earlier. It is relevant to underline here that this period coincides with Rwanda's, as stipulated in Article 3 of the National Law n° 54/2011 of 14 December 2011 relating to the rights and the protection of the child, which stipulates that a child is any person under the age of 18. The age range (0–17) adopted for this report reflects this definition.

**Adolescent:** The word 'adolescent' comes from the concept of adolescence, which means the transitional development period from childhood to early adulthood, starting approximately at 10–12 and ending at 18–22 (Santrock, 2000).

**Orphan:** According to the national policy for orphans and other vulnerable children (MINALOC, 2003), an orphan is a child who has lost one or both parents. In the subsequent analysis, children are also considered orphans if the survivorship of the parent is unknown.

**vulnerable Children:** A vulnerable child is a person under 18 exposed to conditions which do not permit him/her to fulfil her/his fundamental right to her/his harmonious development (MINALOC, 2003).

## A.9 Marital status and nuptiality

Information on marital status was collected on the resident population aged 12 and above. The question was formulated as 'what is [name] marital status?' and, responses were recorded as provided. Seven categories constituted the question on marital status:

**Married to one wife/husband officially:** an individual who was in legally accepted marital union with one partner at the moment of the Census.

**Married to one wife/husband officially:** an individual who was in marital union with one partner, but that was not legally officiated at the moment of the Census.

**Live in a polygamous union:** An individual is said to be in polygamous union when he is married with more than one spouse. People living in polygamous union in the context of this census were men having more than one wife or wife living in a marital union with such men. A polygamous man may be simultaneously in legal union with one of his wives and in consensual union with another wife or other wives.

**Divorced:** an individual who has been separated from his or her spouse through a court decision, according to the legislation.

**Separated:** an individual who has separated temporarily from his/her spouse with or without intention to be back in marital union with him/her but without any court decision on the case.

**Never married:** an individual who has never been in a marital union.

**Widowed:** a man or a woman who has lost his or her spouse by death, not yet remarried.

The distinction between consensual union and monogamous union does not cover all types of unions. Moreover, the concept of monogamy is applicable in regard to legal unions as well as consensual ones.

**Unofficial monogamy:** An individual is said to be monogamous when he or she is married with one spouse and polygamous in the contrary situation (Louis Henry, 1981). In the context of this census, unofficial monogamy refers to the marital union where a man or woman is married unofficially to one spous

## ANNEX C : TABLES SUPPLEMENT TABLES

Table C. 1: Distribution (%) of the resident population aged 3 years and above by level of education attended by five-year age-group and sex (Both sexes).

Sex and 5-year age-group (Years)	Level of education										Count
	Never attended School/Not yet in school	Pre-Nursary/ECD	Pre-primary	Primary	Vocational	Lower secondary	Upper secondary	University	Not stated	Total	Total
<b>Both sexes</b>											
<b>Total</b>	<b>16.4</b>	<b>2.0</b>	<b>2.6</b>	<b>58.3</b>	<b>0.8</b>	<b>9.4</b>	<b>6.9</b>	<b>3.5</b>	<b>0.0</b>	<b>100.0</b>	<b>12,245,590</b>
3-4	54.8	24.8	20.4		-	-	-	-	0.0	100.0	707,656
5-9	15.7	4.1	9.5	70.7	-	-	-	-	0.0	100.0	1,697,005
10-14	3.1	-	0.2	91.0	0.0	5.5	0.1	-	0.0	100.0	1,551,347
15-19	3.6	-	0.1	55.0	0.7	31.2	9.1	0.4	0.0	100.0	1,509,341
20-24	4.8	-	0.1	49.3	0.9	18.9	20.1	5.9	0.0	100.0	1,174,549
25-29	6.3	-	0.1	50.0	0.7	16.1	17.8	8.9	0.0	100.0	1,007,307
30-34	10.6	-	0.1	54.8	0.6	8.8	14.9	10.1	0.0	100.0	950,747
35-39	16.4	-	0.1	63.3	0.6	4.1	7.3	8.1	0.0	100.0	869,983
40-44	18.4	-	0.2	66.1	0.9	3.9	4.6	5.9	0.0	100.0	724,954
45-49	21.2	-	0.2	60.9	2.8	5.3	4.4	5.2	0.0	100.0	479,255
50-54	26.2	-	0.1	57.1	3.9	4.6	3.9	4.1	0.0	100.0	393,788
55-59	36.4	-	0.1	51.1	3.3	3.3	3.0	2.8	0.0	100.0	316,729
60-64	41.8	-	0.1	51.0	1.8	1.8	1.9	1.5	0.0	100.0	311,001
65-69	45.4	-	0.1	48.7	1.3	1.5	1.8	1.2	0.0	100.0	214,001
70-74	54.4	-	0.1	40.8	0.9	1.3	1.5	0.9	0.0	100.0	147,138
75-79	60.1	-	0.1	35.8	0.7	1.2	1.4	0.7	0.0	100.0	77,805
80-84	64.7	-	0.1	32.4	0.5	0.9	1.0	0.3	0.0	100.0	57,999
85+	72.5	-	0.1	25.6	0.3	0.6	0.6	0.3	0.0	100.0	54,985

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table C. 2: Distribution (%) of the resident population aged 3 years and above by level of education attended by five-year age-group and sex (Males).

Sex and 5-year age-group (Years)	Level of education										Count
	Never attended School/Not yet in school	Pre-Nursary/ECD	Pre-primary	Primary	Vocational	Lower secondary	Upper secondary	University	Not stated	Total	Total
<b>Male</b>											
<b>Total</b>	<b>14.9</b>	<b>2.0</b>	<b>2.6</b>	<b>59.8</b>	<b>0.9</b>	<b>8.8</b>	<b>6.9</b>	<b>4.1</b>	<b>0.0</b>	<b>100.0</b>	<b>5,927,311</b>
3-4	56.3	24.1	19.6		-	-	-	-	0.0	100.0	354,213
5-9	16.7	4.1	9.4	69.8	-	-	-	-	0.0	100.0	849,389
10-14	3.7	-	0.2	91.7	0.0	4.4	0.0	-	0.0	100.0	775,772
15-19	4.2	-	0.1	59.3	0.7	27.7	7.7	0.3	0.0	100.0	750,163
20-24	5.4	-	0.1	51.5	1.0	17.2	18.6	6.2	0.0	100.0	572,543
25-29	6.6	-	0.1	51.1	0.9	14.3	17.1	9.9	0.0	100.0	494,594
30-34	10.1	-	0.1	53.4	0.8	8.7	15.2	11.6	0.0	100.0	465,744
35-39	14.9	-	0.1	61.8	0.8	4.5	8.2	9.6	0.0	100.0	425,313
40-44	16.8	-	0.1	65.0	1.2	4.3	5.2	7.2	0.1	100.0	346,800
45-49	18.0	-	0.2	59.8	3.3	6.1	5.6	7.0	0.1	100.0	215,314
50-54	21.5	-	0.1	57.5	4.4	5.3	5.2	5.9	0.1	100.0	178,670
55-59	29.5	-	0.1	54.5	3.8	3.9	3.9	4.3	0.1	100.0	142,329
60-64	33.0	-	0.1	57.7	1.8	2.3	2.7	2.4	0.1	100.0	136,793
65-69	32.4	-	0.1	59.7	1.3	2.0	2.4	2.0	0.0	100.0	92,098
70-74	37.1	-	0.1	55.9	0.9	2.0	2.2	1.8	0.0	100.0	60,277
75-79	40.4	-	0.1	52.7	0.7	2.2	2.4	1.4	0.0	100.0	28,476
80-84	43.4	-	0.1	51.4	0.7	1.8	1.8	0.8	0.0	100.0	20,408
85+	50.9		0.1	45.4	0.5	1.1	1.4	0.5	0.0	100.0	18,415

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table C. 3: Distribution (%) of the resident population aged 3 years and above by level of education attended by five-year age-group and sex (Females).

Sex and 5-year age-group (Years)	Level of education										Count
	Never attended School/Not yet in school	Pre-Nursary/ECD	Pre-primary	Primary	Vocational	Lower secondary	Upper secondary	University	Not stated	Total	Total
<b>Female</b>											
<b>Total</b>	<b>17.8</b>	<b>2.0</b>	<b>2.6</b>	<b>56.9</b>	<b>0.7</b>	<b>10.0</b>	<b>7.0</b>	<b>3.0</b>	<b>0.0</b>	<b>100.0</b>	<b>6,318,279</b>
3-4	53.2	25.5	21.3		-	-	-	-	0.0	100.0	353,443
5-9	14.6	4.2	9.5	71.7	-	-	-	-	0.0	100.0	847,616
10-14	2.6	-	0.2	90.4	0.0	6.7	0.1	-	0.0	100.0	775,575
15-19	3.0	-	0.1	50.8	0.7	34.6	10.4	0.4	0.0	100.0	759,178
20-24	4.2	-	0.1	47.3	0.8	20.5	21.4	5.7	0.0	100.0	602,006
25-29	5.9	-	0.1	49.0	0.5	17.9	18.6	8.0	0.0	100.0	512,713
30-34	11.1	-	0.1	56.1	0.4	8.9	14.5	8.7	0.0	100.0	485,003
35-39	17.8	-	0.2	64.9	0.5	3.8	6.3	6.6	0.0	100.0	444,670
40-44	19.9	-	0.2	67.2	0.6	3.5	4.0	4.8	0.0	100.0	378,154
45-49	23.7	-	0.1	61.8	2.3	4.7	3.5	3.8	0.0	100.0	263,941
50-54	30.0	-	0.1	56.8	3.6	4.0	2.8	2.7	0.0	100.0	215,118
55-59	42.0	-	0.1	48.3	3.0	2.8	2.2	1.6	0.0	100.0	174,400
60-64	48.7	-	0.1	45.9	1.7	1.4	1.4	0.7	0.0	100.0	174,208
65-69	55.2	-	0.1	40.3	1.4	1.2	1.3	0.5	0.0	100.0	121,903
70-74	66.5	-	0.1	30.4	0.9	0.8	1.0	0.4	0.0	100.0	86,861
75-79	71.5	-	0.1	26.1	0.6	0.6	0.8	0.2	0.0	100.0	49,329
80-84	76.2	-	0.1	22.2	0.4	0.4	0.5	0.1	0.0	100.0	37,591
85+	83.3	-	0.1	15.7	0.3	0.3	0.2	0.1	0.0	100.0	36,570

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table C. 4: Distribution (%) of the resident population aged 3 years and above by level of education attended by five-year age-group and area of residence (Urban).

Area of residence and 5-year age-group	Level of education										Count
	Never attended School/Not yet in school	Pre-Nursary/ECD	Pre-primary	Primary	Vocational	Lower secondary	Upper secondary	University	Not stated	Total	Total
<b>Urban</b>											
<b>Total</b>	<b>11.4</b>	<b>0.8</b>	<b>3.6</b>	<b>48.5</b>	<b>1.0</b>	<b>12.2</b>	<b>13.0</b>	<b>9.5</b>	<b>0.0</b>	<b>100.0</b>	<b>3,416,641</b>
3-4	55.2	10.1	34.7		-	-	-	-	-	100.0	191,602
5-9	12.8	1.7	12.4	73.1	-	-	-	-	-	100.0	431,408
10-14	2.3	-	0.3	87.0	0.1	10.2	0.2	-	0.0	100.0	360,474
15-19	2.9	-	0.1	42.4	0.9	36.7	16.1	1.0	0.0	100.0	392,964
20-24	3.6	-	0.1	35.3	0.9	19.8	27.8	12.5	0.0	100.0	392,928
25-29	4.3	-	0.1	34.9	0.7	16.3	25.8	17.8	0.0	100.0	371,753
30-34	6.4	-	0.1	39.1	0.7	10.3	22.5	20.8	0.1	100.0	345,484
35-39	9.6	-	0.1	49.3	0.9	6.7	13.9	19.5	0.1	100.0	274,836
40-44	11.0	-	0.1	54.6	1.3	7.1	10.0	15.8	0.1	100.0	211,344
45-49	12.1	-	0.2	49.5	3.3	9.1	10.6	15.1	0.1	100.0	128,894
50-54	15.6	-	0.1	47.4	4.7	8.0	10.2	13.8	0.1	100.0	94,326
55-59	23.2	-	0.1	45.6	4.5	6.8	9.0	10.7	0.1	100.0	66,666
60-64	30.4	-	0.2	48.2	3.1	4.6	6.9	6.5	0.1	100.0	57,188
65-69	34.5	-	0.2	47.3	2.5	3.8	6.3	5.4	0.0	100.0	37,154
70-74	43.9	-	0.2	41.5	1.6	3.2	5.3	4.2	0.1	100.0	25,366
75-79	49.2	-	0.3	38.4	1.4	2.9	4.9	3.0	0.0	100.0	13,760
80-84	56.5	-	0.2	34.6	1.2	2.2	3.7	1.6	0.0	100.0	10,240
85+	66.8	-	0.1	27.5	0.9	1.3	2.1	1.1	0.0	100.0	10,254

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table C. 5: Distribution (%) of the resident population aged 3 years and above by level of education attended by five-year age-group and area of residence (Rural).

Area of residence and 5-year age-group	Level of education										Count
	Never attended School/Not yet in school	Pre-Nursary/ECD	Pre-primary	Primary	Vocational	Lower secondary	Upper secondary	University	Not stated	Total	Total
<b>Rural</b>											
<b>Total</b>	<b>18.3</b>	<b>2.5</b>	<b>2.2</b>	<b>62.1</b>	<b>0.7</b>	<b>8.3</b>	<b>4.6</b>	<b>1.2</b>	<b>0.0</b>	<b>100.0</b>	<b>8,828,949</b>
3-4	54.6	30.3	15.1						0.0	100.0	516,054
5-9	16.6	5.0	8.5	69.9					0.0	100.0	1,265,597
10-14	3.4		0.2	92.3	0.0	4.1	0.0		0.0	100.0	1,190,873
15-19	3.8		0.1	59.5	0.6	29.2	6.6	0.2	0.0	100.0	1,116,377
20-24	5.4		0.1	56.4	0.9	18.4	16.2	2.7	0.0	100.0	781,621
25-29	7.5		0.1	58.8	0.7	16.0	13.2	3.8	0.0	100.0	635,554
30-34	13.1		0.1	63.7	0.6	8.0	10.5	4.0	0.0	100.0	605,263
35-39	19.6		0.2	69.8	0.5	2.9	4.2	2.8	0.0	100.0	595,147
40-44	21.4		0.2	70.9	0.7	2.6	2.3	1.9	0.0	100.0	513,610
45-49	24.5		0.1	65.1	2.6	4.0	2.2	1.6	0.0	100.0	350,361
50-54	29.5		0.1	60.2	3.7	3.5	1.9	1.1	0.0	100.0	299,462
55-59	39.9		0.1	52.6	3.0	2.3	1.4	0.7	0.0	100.0	250,063
60-64	44.3		0.1	51.7	1.5	1.2	0.8	0.3	0.0	100.0	253,813
65-69	47.7		0.1	49.0	1.1	1.1	0.8	0.3	0.0	100.0	176,847
70-74	56.6		0.1	40.7	0.7	0.9	0.7	0.2	0.0	100.0	121,772
75-79	62.5		0.1	35.3	0.5	0.8	0.6	0.2	0.0	100.0	64,045
80-84	66.5		0.1	32.0	0.3	0.6	0.4	0.1	0.0	100.0	47,759
85+	73.8		0.1	25.2	0.2	0.4	0.3	0.0	0.0	100.0	44,731

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table C. 6: Distribution (%) of the resident population aged 3 years and above by level of education attained by sex and nationality (Both sexes).

Sex and Nationality	Level of education										Count
	Never attended School/Not yet in school	Pre-Nursary/ECD	Pre-primary	Primary	Vocational	Lower secondary	Upper secondary	University	Not stated	Total	Total
<b>Both sexes</b>											
<b>Total</b>	<b>16.4</b>	<b>2.0</b>	<b>2.6</b>	<b>58.3</b>	<b>0.8</b>	<b>9.4</b>	<b>6.9</b>	<b>3.5</b>	<b>0.0</b>	<b>100.0</b>	<b>12,245,590</b>
Rwanda	16.4	2.0	2.6	58.5	0.8	9.4	6.9	3.5	0.0	100.0	12,135,720
Burundi	18.9	0.5	6.0	42.6	0.4	11.0	13.5	7.1	0.0	100.0	39,612
Tanzania	19.2	0.1	1.9	37.0	0.6	9.8	16.8	14.5		100.0	786
Kenya	2.3	0.2	3.3	12.0	0.2	3.3	13.4	65.2	0.1	100.0	1,276
Uganda	13.5	1.5	2.6	31.4	0.8	7.8	16.7	25.8		100.0	4,627
DRC	18.3	0.4	4.1	36.3	0.7	16.6	17.0	6.5	0.0	100.0	55,756
Other African countries	5.4	0.3	2.7	13.5	0.3	6.6	13.0	58.2	0.1	100.0	3,735
Europe	2.5	0.4	3.9	10.2	0.3	3.5	12.3	67.0		100.0	1,138
America	2.3	0.7	7.3	15.6	0.1	4.1	7.8	62.1		100.0	731
Asia	2.6	0.1	1.3	7.6	0.1	3.0	16.2	68.7	0.2	100.0	2,191
Oceania	11.1			5.6		5.6	5.6	72.2		100.0	18

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

**Table C. 7: Distribution (%) of the resident population aged 3 years and above by level of education attained by sex and nationality (Males).**

Sex and Nationality	Level of education										Count
	Never attended School/Not yet in school	Pre-Nursary/ECD	Pre-primary	Primary	Vocational	Lower secondary	Upper secondary	University	Not stated	Total	Total
<b>Male</b>											
<b>Total</b>	<b>14.9</b>	<b>2.0</b>	<b>2.6</b>	<b>59.8</b>	<b>0.9</b>	<b>8.8</b>	<b>6.9</b>	<b>4.1</b>	<b>0.0</b>	<b>100.0</b>	<b>5,927,311</b>
Rwanda	14.9	2.0	2.6	60.0	0.9	8.7	6.8	4.0	0.0	100.0	5,871,186
Burundi	15.7	0.5	5.5	42.8	0.5	11.2	15.3	8.5	0.0	100.0	21,462
Tanzania	17.5	0.2	1.9	37.0	0.8	9.9	16.7	15.9		100.0	473
Kenya	2.2	0.1	2.8	10.3	0.3	2.6	11.1	70.5	0.1	100.0	760
Uganda	10.4	1.4	2.1	26.8	1.0	7.1	19.0	32.2		100.0	2,653
DRC	13.1	0.4	4.3	36.5	0.8	16.6	19.2	9.1	0.0	100.0	25,868
Other African countries	4.3	0.3	2.1	12.6	0.2	5.7	12.3	62.4	0.1	100.0	2,299
Europe	2.3	0.3	3.8	9.8	0.3	3.2	11.5	68.9		100.0	663
America	3.1	0.8	8.1	15.4	0.3	3.7	6.7	61.8		100.0	356
Asia	1.8	0.1	1.1	6.3	0.2	1.5	16.8	72.0	0.3	100.0	1,582
Oceania	11.1							88.9		100.0	9

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

**Table C. 8: Distribution (%) of the resident population aged 3 years and above by level of education attained by sex and nationality (Females).**

Sex and Nationality	Level of education										Count
	Never attended School/Not yet in school	Pre-Nursary/ECD	Pre-primary	Primary	Vocational	Lower secondary	Upper secondary	University	Not stated	Total	Total
<b>Female</b>											
<b>Total</b>	<b>17.8</b>	<b>2.0</b>	<b>2.6</b>	<b>56.9</b>	<b>0.7</b>	<b>10.0</b>	<b>7.0</b>	<b>3.0</b>	<b>0.0</b>	<b>100.0</b>	<b>6,318,279</b>
Rwanda	17.8	2.0	2.6	57.1	0.7	10.0	6.9	2.9	0.0	100.0	6,264,534
Burundi	22.8	0.5	6.5	42.4	0.3	10.7	11.3	5.5	0.0	100.0	18,150
Tanzania	21.7		1.9	37.1	0.3	9.6	16.9	12.5		100.0	313
Kenya	2.3	0.4	4.1	14.5	0.2	4.3	16.9	57.4		100.0	516
Uganda	17.7	1.8	3.2	37.5	0.5	8.7	13.6	17.1		100.0	1,974
DRC	22.8	0.4	3.9	36.2	0.7	16.6	15.1	4.2	0.0	100.0	29,888
Other African countries	7.0	0.3	3.7	15.0	0.4	8.1	14.0	51.4	0.1	100.0	1,436
Europe	2.9	0.4	4.0	10.7	0.2	4.0	13.5	64.2		100.0	475
America	1.6	0.5	6.4	15.7		4.5	8.8	62.4		100.0	375
Asia	4.9	0.3	2.0	11.2		6.7	14.6	60.3		100.0	609
Oceania	11.1			11.1		11.1	11.1	55.6		100.0	9

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

**Table C. 9: Distribution (%) of the resident population aged 3 years and above by level of education attained by area of residence and nationality (Urban).**

Area of residence and Nationality	Level of education										Count
	Never attended School/Not yet in school	Pre-Nursary/ECD	Pre-primary	Primary	Vocational	Lower secondary	Upper secondary	University	Not stated	Total	Total
<b>Urban</b>											
<b>Total</b>	<b>11.4</b>	<b>0.8</b>	<b>3.6</b>	<b>48.5</b>	<b>1.0</b>	<b>12.2</b>	<b>13.0</b>	<b>9.5</b>	<b>0.0</b>	<b>100.0</b>	<b>3,416,641</b>
Rwanda	11.4	0.8	3.6	48.7	1.0	12.2	12.9	9.3	0.0	100.0	3,378,911
Burundi	8.9	0.0	1.8	30.2	0.5	11.0	24.5	23.0	0.1	100.0	9,068
Tanzania	10.8		1.0	27.2	1.0	10.1	25.5	24.5		100.0	416
Kenya	2.0	0.3	3.5	11.4	0.1	3.3	12.9	66.5	0.1	100.0	1,169
Uganda	6.4	0.3	2.2	19.5	1.1	8.9	22.9	38.7		100.0	2,872
DRC	14.8	0.2	3.0	29.3	0.7	15.3	22.0	14.6	0.0	100.0	17,417
Other African countries	3.8	0.2	2.6	10.0	0.3	3.4	12.4	67.1	0.1	100.0	3,181
Europe	2.6	0.3	4.0	10.7	0.2	3.5	11.6	67.1		100.0	1,071
America	2.4	0.7	7.5	16.0	0.1	4.0	8.0	61.3		100.0	702
Asia	3.1	0.2	1.6	9.1	0.2	3.2	14.9	67.6	0.1	100.0	1,821
Oceania				7.7			7.7	84.6		100.0	13

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

**Table C. 10: Distribution (%) of the resident population aged 3 years and above by level of education attained by area of residence and nationality (Rural).**

Area of residence and Nationality	Level of education										Count
	Never attended School/Not yet in school	Pre-Nursary/ECD	Pre-primary	Primary	Vocational	Lower secondary	Upper secondary	University	Not stated	Total	Total
<b>Rural</b>											
<b>Total</b>	<b>18.3</b>	<b>2.5</b>	<b>2.2</b>	<b>62.1</b>	<b>0.7</b>	<b>8.3</b>	<b>4.6</b>	<b>1.2</b>	<b>0.0</b>	<b>100.0</b>	<b>8,828,949</b>
Rwanda	18.3	2.5	2.2	62.3	0.7	8.3	4.5	1.2	0.0	100.0	8,756,809
Burundi	21.9	0.7	7.2	46.3	0.4	11.0	10.2	2.4	0.0	100.0	30,544
Tanzania	28.6	0.3	3.0	48.1	0.3	9.5	7.0	3.2		100.0	370
Kenya	5.6		0.9	18.7	1.9	2.8	18.7	51.4		100.0	107
Uganda	25.2	3.6	3.4	50.7	0.2	5.9	6.5	4.6		100.0	1,755
DRC	19.9	0.5	4.6	39.5	0.7	17.2	14.7	2.8	0.0	100.0	38,339
Other African countries	14.6	0.5	3.2	33.8		25.3	15.9	6.7		100.0	554
Europe	1.5	1.5	1.5	1.5	1.5	4.5	23.9	64.2		100.0	67
America				6.9		6.9	3.4	82.8		100.0	29
Asia	0.3			0.3		1.6	22.7	74.3	0.8	100.0	370
Oceania	40.0					20.0		40.0		100.0	5

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table C. 11: Distribution (count and %) resident population aged 3-5 years by age, provinces and area of residence.

Province and Area of Residence	Count				Percentage			
	3	4	5	Total	3	4	5	Total
<b>Rwanda</b>								
Urban	96,618	94,984	95,057	286,659	33.7	33.1	33.2	100.0
Rural	261,256	254,798	268,426	784,480	33.3	32.5	34.2	100.0
Total	357,874	349,782	363,483	1,071,139	33.4	32.7	33.9	100.0
<b>Kigali City</b>								
Urban	37,773	36,735	35,759	110,267	34.3	33.3	32.4	100.0
Rural	6,372	6,201	5,970	18,543	34.4	33.4	32.2	100.0
Total	44,145	42,936	41,729	128,810	34.3	33.3	32.4	100.0
<b>South</b>								
Urban	10,955	10,725	10,925	32,605	33.6	32.9	33.5	100.0
Rural	68,473	63,400	68,901	200,774	34.1	31.6	34.3	100.0
Total	79,428	74,125	79,826	233,379	34.0	31.8	34.2	100.0
<b>West</b>								
Urban	18,018	18,242	18,674	54,934	32.8	33.2	34.0	100.0
Rural	62,756	63,628	65,691	192,075	32.7	33.1	34.2	100.0
Total	80,774	81,870	84,365	247,009	32.7	33.1	34.2	100.0
<b>North</b>								
Urban	9,319	9,223	9,462	28,004	33.3	32.9	33.8	100.0
Rural	43,677	44,326	47,191	135,194	32.3	32.8	34.9	100.0
Total	52,996	53,549	56,653	163,198	32.5	32.8	34.7	100.0
<b>East</b>								
Urban	20,553	20,059	20,237	60,849	33.8	33	33.3	100.0
Rural	79,978	77,243	80,673	237,894	33.6	32.5	33.9	100.0
Total	100,531	97,302	100,910	298,743	33.7	32.6	33.8	100.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table C. 12: Distribution (count and %) of population, currently attending school by level of education attended, province and area of residence.

Province and District	Count								Percentage							
	Pre-Pre-primary /ECD	Pre-primary	Primary	Vocational	Lower secondary	Upper secondary	University	Total	Pre-Pre-primary /ECD	Pre-primary	Primary	Vocational	Lower secondary	Upper secondary	University	Total
<b>Kigali City</b>																
Nyarugenge	3,318	9,820	59,197	493	15,940	11,213	7,482	107,463	3.1	9.1	55.1	0.5	14.8	10.4	7.0	100.0
Gasabo	6,289	27,124	145,999	1,032	32,809	21,774	18,352	253,379	2.5	10.7	57.6	0.4	12.9	8.6	7.2	100.0
Kicukiro	3,259	16,390	72,896	526	20,298	17,137	17,276	147,782	2.2	11.1	49.3	0.4	13.7	11.6	11.7	100.0
<b>South</b>																
Nyanza	8,229	6,678	76,761	335	16,031	6,470	1,887	116,391	7.1	5.7	66.0	0.3	13.8	5.6	1.6	100.0
Gisagara	8,155	6,839	83,368	482	12,905	4,427	1,731	117,907	6.9	5.8	70.7	0.4	10.9	3.8	1.5	100.0
Nyaruguru	11,891	6,131	74,040	355	12,863	5,325	1,521	112,126	10.6	5.5	66.0	0.3	11.5	4.7	1.4	100.0
Huye	13,104	7,827	77,634	395	14,373	6,706	3,264	123,303	10.6	6.3	63.0	0.3	11.7	5.4	2.6	100.0
Nyamagabe	6,706	6,389	80,583	506	14,533	6,460	2,197	117,374	5.7	5.4	68.7	0.4	12.4	5.5	1.9	100.0
Ruhango	10,036	5,612	76,984	597	14,572	5,928	1,897	115,626	8.7	4.9	66.6	0.5	12.6	5.1	1.6	100.0
Muhanga	8,458	8,198	71,027	485	15,099	7,269	2,427	112,963	7.5	7.3	62.9	0.4	13.4	6.4	2.1	100.0
Kamonyi	8,362	11,763	94,190	707	19,210	8,992	2,829	146,053	5.7	8.1	64.5	0.5	13.2	6.2	1.9	100.0
<b>West</b>																
Karongi	10,872	8,384	85,571	609	16,252	7,262	2,088	131,038	8.3	6.4	65.3	0.5	12.4	5.5	1.6	100.0
Rutsiro	10,682	5,638	80,304	348	12,994	5,632	1,442	117,040	9.1	4.8	68.6	0.3	11.1	4.8	1.2	100.0
Rubavu	5,662	10,487	108,433	513	19,592	11,234	5,135	161,056	3.5	6.5	67.3	0.3	12.2	7.0	3.2	100.0
Nyabihu	10,316	6,854	72,374	395	13,045	6,049	1,901	110,934	9.3	6.2	65.2	0.4	11.8	5.5	1.7	100.0
Ngororero	18,242	7,296	84,046	342	11,639	4,609	1,518	127,692	14.3	5.7	65.8	0.3	9.1	3.6	1.2	100.0
Rusizi	4,165	8,458	107,110	451	18,512	10,183	3,274	152,153	2.7	5.6	70.4	0.3	12.2	6.7	2.2	100.0
Nyamashoke	16,650	6,894	105,296	477	17,982	8,835	2,810	158,944	10.5	4.3	66.2	0.3	11.3	5.6	1.8	100.0
<b>North</b>																
Rulindo	13,627	7,380	74,780	362	13,059	5,770	1,887	116,865	11.7	6.3	64.0	0.3	11.2	4.9	1.6	100.0
Gakenke	13,470	5,424	76,032	358	13,108	5,605	1,690	115,687	11.6	4.7	65.7	0.3	11.3	4.8	1.5	100.0
Musanze	5,265	13,620	92,911	439	19,058	11,419	6,039	148,751	3.5	9.2	62.5	0.3	12.8	7.7	4.1	100.0
Burera	15,043	9,928	87,443	290	14,564	6,844	2,413	136,525	11.0	7.3	64.0	0.2	10.7	5.0	1.8	100.0
Gicumbi	7,708	9,621	91,695	463	17,386	7,883	2,825	137,581	5.6	7.0	66.6	0.3	12.6	5.7	2.1	100.0
<b>East</b>																
Rwamagana	6,553	11,896	96,667	505	18,951	8,972	3,351	146,895	4.5	8.1	65.8	0.3	12.9	6.1	2.3	100.0
Nyagatare	12,273	18,393	141,072	613	22,533	11,662	5,154	211,700	5.8	8.7	66.6	0.3	10.6	5.5	2.4	100.0
Gatsibo	14,886	11,468	121,079	381	20,643	8,670	2,419	179,546	8.3	6.4	67.4	0.2	11.5	4.8	1.3	100.0
Kayonza	9,478	12,186	100,924	451	15,609	7,441	2,495	148,584	6.4	8.2	67.9	0.3	10.5	5.0	1.7	100.0
Kirehe	8,130	12,931	105,027	471	17,671	7,429	2,011	153,670	5.3	8.4	68.3	0.3	11.5	4.8	1.3	100.0
Ngoma	12,957	7,976	86,216	373	12,606	5,218	1,669	127,015	10.2	6.3	67.9	0.3	9.9	4.1	1.3	100.0
Bugesera	9,662	14,104	116,723	522	18,624	8,643	3,797	172,075	5.6	8.2	67.8	0.3	10.8	5.0	2.2	100.0
<b>Total</b>	293,448	301,709	2,746,382	14,276	502,461	251,061	114,781	4,224,118	6.90	7.10	65.00	0.30	11.90	5.90	2.70	100.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

**Table C. 13: Distribution (count and percentage) of the resident population age three and above by highest level of education attended by sex, province and area of residence (Rwanda).**

Area of residence and Level of education	Urban			Rural			Rwanda		
	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes
<b>Rwanda</b>									
Never attended School	10.7	12.1	11.4	16.6	19.9	18.3	14.9	17.8	16.4
Pre-Nursary/ECD	0.8	0.8	0.8	2.5	2.4	2.5	2.0	2.0	2.0
Nursery	3.6	3.6	3.6	2.2	2.2	2.2	2.6	2.6	2.6
Primary	48.9	48.0	48.5	64.2	60.2	62.1	59.8	56.9	58.3
INGOBOKA/Vocational	1.1	0.9	1.0	0.8	0.7	0.7	0.9	0.7	0.8
Lower secondary	11.6	12.8	12.2	7.6	9.0	8.3	8.8	10.0	9.4
Upper secondary	12.8	13.2	13.0	4.5	4.7	4.6	6.9	7.0	6.9
University	10.5	8.5	9.5	1.6	1.0	1.2	4.1	3.0	3.5
Not stated	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<b>Count</b>	<b>1,711,845</b>	<b>1,704,796</b>	<b>3,416,641</b>	<b>4,215,466</b>	<b>4,613,483</b>	<b>8,828,949</b>	<b>5,927,311</b>	<b>6,318,279</b>	<b>12,245,590</b>

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

**Table C. 14: Distribution (count and percentage) of the resident population age three and above by highest level of education attended by sex, province and area of residence (City of Kigali).**

Area of residence and Level of education	Urban			Rural			Rwanda		
	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes
<b>City of Kigali</b>									
Never attended School	7.9	9.0	8.4	15.9	18.1	16.9	9.0	10.1	9.6
Pre-Nursary/ECD	0.4	0.5	0.5	1.7	1.9	1.8	0.6	0.7	0.6
Nursery	3.6	3.7	3.6	1.7	2.1	1.9	3.3	3.5	3.4
Primary	44.2	44.2	44.2	62.6	60.1	61.4	46.7	46.3	46.5
INGOBOKA/Vocational	1.2	0.9	1.1	1.0	0.8	0.9	1.2	0.9	1.1
Lower secondary	12.6	13.9	13.3	8.6	9.9	9.2	12.1	13.4	12.7
Upper secondary	15.5	15.4	15.4	5.9	5.5	5.7	14.2	14.1	14.1
University	14.4	12.4	13.4	2.6	1.5	2.1	12.9	11.0	11.9
Not stated	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<b>Count</b>	<b>713,962</b>	<b>688,423</b>	<b>1,402,385</b>	<b>108,575</b>	<b>102,611</b>	<b>211,186</b>	<b>822,537</b>	<b>791,034</b>	<b>1,613,571</b>

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

**Table C. 15: Distribution (count and percentage) of the resident population age three and above by highest level of education attended by sex, province and area of residence (Southern Province).**

Area of residence and Level of education	Urban			Rural			Rwanda		
	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes
<b>Southern Province</b>									
Never attended School	12.3	11.1	11.7	16.5	18.7	17.6	15.8	17.6	16.8
Pre-Nursary/ECD	0.8	0.8	0.8	2.5	2.4	2.5	2.3	2.2	2.2
Nursery	3.8	4.0	3.9	2.0	1.9	1.9	2.3	2.2	2.2
Primary	51.5	49.4	50.5	65.2	61.1	63.0	63.0	59.4	61.2
INGOBOKA/Vocational	1.6	1.4	1.5	1.2	1.0	1.1	1.2	1.0	1.1
Lower secondary	10.5	12.3	11.4	7.5	9.2	8.4	8.0	9.6	8.8
Upper secondary	10.2	12.6	11.4	3.8	4.7	4.3	4.8	5.8	5.3
University	9.3	8.4	8.8	1.4	1.0	1.2	2.6	2.0	2.3
Not stated	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<b>Count</b>	207,930	204,208	412,138	1,129,778	1,240,086	2,369,864	1,337,708	1,444,294	2,782,002

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

**Table C. 16: Distribution (count and percentage) of the resident population age three and above by highest level of education attended by sex, province and area of residence (Western Province).**

Area of residence and Level of education	Urban			Rural			Rwanda		
	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes
<b>Western Province</b>									
Never attended School	14.2	17.5	15.9	17.6	21.8	19.8	16.8	20.9	18.9
Pre-Nursary/ECD	1.1	1.1	1.1	2.9	2.7	2.8	2.5	2.4	2.4
Nursery	2.9	2.8	2.9	2.0	1.9	2.0	2.2	2.1	2.2
Primary	52.4	51.1	51.8	63.6	59.2	61.3	61.1	57.5	59.2
INGOBOKA/Vocational	0.7	0.6	0.6	0.6	0.5	0.5	0.6	0.5	0.6
Lower secondary	11.1	11.5	11.3	7.2	8.2	7.7	8.1	8.9	8.5
Upper secondary	11.0	10.8	10.9	4.7	4.7	4.7	6.1	6.0	6.1
University	6.6	4.7	5.6	1.4	0.9	1.1	2.6	1.7	2.1
Not stated	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<b>Count</b>	286,503	303,036	589,539	988,911	1,099,854	2,088,765	1,275,414	1,402,890	2,678,304

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

**Table C. 17: Distribution (count and percentage) of the resident population age three and above by highest level of education attended by sex, province and area of residence (Northern Province).**

Area of residence and Level of education	Urban			Rural			Rwanda		
	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes
<b>Northern Province</b>									
Never attended School	10.3	13.5	12.0	14.1	18.5	16.4	13.4	17.6	15.6
Pre-Nursary/ECD	1.0	1.0	1.0	2.9	2.7	2.8	2.6	2.4	2.5
Nursery	4.0	3.9	4.0	2.4	2.3	2.3	2.7	2.5	2.6
Primary	51.5	48.7	50.1	65.4	60.0	62.5	63.0	58.0	60.4
INGOBOKA/Vocational	0.9	0.7	0.8	0.8	0.6	0.7	0.8	0.7	0.7
Lower secondary	11.1	12.6	11.9	7.8	9.8	8.8	8.4	10.2	9.3
Upper secondary	11.8	13.0	12.4	4.8	5.1	4.9	6.0	6.4	6.2
University	9.3	6.5	7.9	1.9	1.1	1.5	3.2	2.0	2.6
Not stated	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<b>Count</b>	<b>157,498</b>	<b>169,518</b>	<b>327,016</b>	<b>743,692</b>	<b>824,520</b>	<b>1,568,212</b>	<b>901,190</b>	<b>994,038</b>	<b>1,895,228</b>

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

**Table C. 18: Distribution (count and percentage) of the resident population age three and above by highest level of education attended by sex, province and area of residence (Eastern Province).**

Area of residence and Level of education	Urban			Rural			Rwanda		
	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes
<b>Eastern Province</b>									
Never attended School	12.6	13.6	13.1	17.4	20.4	18.9	16.3	19.0	17.7
Pre-Nursary/ECD	1.1	1.1	1.1	2.1	2.0	2.1	1.9	1.9	1.9
Nursery	3.8	3.9	3.9	2.6	2.6	2.6	2.9	2.9	2.9
Primary	52.7	51.9	52.3	63.2	60.3	61.7	60.9	58.6	59.7
INGOBOKA/Vocational	0.8	0.7	0.8	0.6	0.5	0.5	0.6	0.5	0.6
Lower secondary	10.9	12.3	11.6	7.9	9.0	8.5	8.6	9.6	9.1
Upper secondary	11.0	11.3	11.2	4.6	4.4	4.5	6.0	5.8	5.9
University	7.0	5.2	6.1	1.5	0.9	1.2	2.7	1.7	2.2
Not stated	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<b>Count</b>	<b>345,952</b>	<b>339,611</b>	<b>685,563</b>	<b>1,244,510</b>	<b>1,346,412</b>	<b>2,590,922</b>	<b>1,590,462</b>	<b>1,686,023</b>	<b>3,276,485</b>

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

**Table C. 19: Distribution (number and percentage) of the resident population aged 15 years and above by highest level of education completed, sex (Rwanda).**

Area of residence and Level of education	Count			Percentage		
	Both sexes	Male	Female	Both sexes	Male	Female
<b>Rwanda</b>						
<b>Total</b>	<b>8,289,582</b>	<b>3,947,937</b>	<b>4,341,645</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
No primary schooling	1,348,326	533,327	814,999	16.3	13.5	18.8
Some primary	2,810,456	1,411,105	1,399,351	33.9	35.7	32.2
Completed Primary	2,493,514	1,185,562	1,307,952	30.1	30.0	30.1
Lower secondary	629,077	291,741	337,336	7.6	7.4	7.8
Upper secondary	665,848	332,287	333,561	8.0	8.4	7.7
Short cycle tertiary	69,536	40,441	29,095	0.8	1.0	0.7
Bachelor or equivalent	229,680	127,431	102,249	2.8	3.2	2.4
Masters or equivalent	33,518	20,133	13,385	0.4	0.5	0.3
Doctoral or equivalent	5,005	3,197	1,808	0.1	0.1	0.0
Not stated	4,622	2,713	1,909	0.1	0.1	0.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

**Table C. 20: Distribution (number and percentage) of the resident population aged 15 years and above by highest level of education completed, sex and province (City of Kigali).**

Area of residence and Level of education	Count			Percentage		
	Both sexes	Male	Female	Both sexes	Male	Female
<b>City of Kigali</b>						
<b>Total</b>	<b>1,182,667</b>	<b>606,993</b>	<b>575,674</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
No primary schooling	81,277	36,269	45,008	6.9	6.0	7.8
Some primary	236,601	121,827	114,774	20.0	20.1	19.9
Completed Primary	360,612	184,362	176,250	30.5	30.4	30.6
Lower secondary	141,262	70,479	70,783	11.9	11.6	12.3
Upper secondary	208,489	108,945	99,544	17.6	17.9	17.3
Short cycle tertiary	26,630	15,430	11,200	2.3	2.5	1.9
Bachelor or equivalent	105,618	56,104	49,514	8.9	9.2	8.6
Masters or equivalent	18,747	11,314	7,433	1.6	1.9	1.3
Doctoral or equivalent	2,476	1,561	915	0.2	0.3	0.2
Not stated	955	702	253	0.1	0.1	0.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

**Table C. 21: Distribution (number and percentage) of the resident population aged 15 years and above by highest level of education completed, sex and province (Southern Province).**

Area of residence and Level of education	Count			Percentage		
	Both sexes	Male	Female	Both sexes	Male	Female
<b>Southern Province</b>						
<b>Total</b>	<b>1,888,697</b>	<b>889,765</b>	<b>998,932</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
No primary schooling	324,971	135,840	189,131	17.2	15.3	18.9
Some primary	695,705	353,916	341,789	36.8	39.8	34.2
Completed Primary	590,311	272,199	318,112	31.3	30.6	31.8
Lower secondary	118,209	51,109	67,100	6.3	5.7	6.7
Upper secondary	107,490	48,187	59,303	5.7	5.4	5.9
Short cycle tertiary	11,530	6,386	5,144	0.6	0.7	0.5
Bachelor or equivalent	34,337	18,522	15,815	1.8	2.1	1.6
Masters or equivalent	4,406	2,623	1,783	0.2	0.3	0.2
Doctoral or equivalent	791	501	290	0.0	0.1	0.0
Not stated	947	482	465	0.1	0.1	0.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

**Table C. 22: Distribution (number and percentage) of the resident population aged 15 years and above by highest level of education completed, sex and province (Western Province).**

Area of residence and Level of education	Count			Percentage		
	Both sexes	Male	Female	Both sexes	Male	Female
<b>Western Province</b>						
<b>Total</b>	<b>1,752,855</b>	<b>813,019</b>	<b>939,836</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
No primary schooling	338,496	125,746	212,750	19.3	15.5	22.6
Some primary	633,619	311,151	322,468	36.1	38.3	34.3
Completed Primary	497,799	235,978	261,821	28.4	29.0	27.9
Lower secondary	121,464	56,298	65,166	6.9	6.9	6.9
Upper secondary	118,077	58,316	59,761	6.7	7.2	6.4
Short cycle tertiary	10,083	5,866	4,217	0.6	0.7	0.4
Bachelor or equivalent	28,929	17,088	11,841	1.7	2.1	1.3
Masters or equivalent	2,925	1,732	1,193	0.2	0.2	0.1
Doctoral or equivalent	498	318	180	0.0	0.0	0.0
Not stated	965	526	439	0.1	0.1	0.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

**Table C. 23: Distribution (number and percentage) of the resident population aged 15 years and above by highest level of education completed, sex and province (Northern Province).**

Area of residence and Level of education	Count			Percentage		
	Both sexes	Male	Female	Both sexes	Male	Female
<b>Northern Province</b>						
<b>Total</b>	<b>1,298,763</b>	<b>604,121</b>	<b>694,642</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
No primary schooling	219,572	80,387	139,185	16.9	13.3	20.0
Some primary	443,226	225,116	218,110	34.1	37.3	31.4
Completed Primary	415,844	193,112	222,732	32.0	32.0	32.1
Lower secondary	92,468	39,981	52,487	7.1	6.6	7.6
Upper secondary	90,446	43,539	46,907	7.0	7.2	6.8
Short cycle tertiary	8,708	5,106	3,602	0.7	0.8	0.5
Bachelor or equivalent	24,001	14,133	9,868	1.8	2.3	1.4
Masters or equivalent	3,309	2,021	1,288	0.3	0.3	0.2
Doctoral or equivalent	681	440	241	0.1	0.1	0.0
Not stated	508	286	222	0.0	0.0	0.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

**Table C. 24: Distribution (number and percentage) of the resident population aged 15 years and above by highest level of education completed, sex and province (Eastern Province).**

Area of residence and Level of education	Count			Percentage		
	Both sexes	Male	Female	Both sexes	Male	Female
<b>Eastern Province</b>						
<b>Total</b>	<b>2,166,600</b>	<b>1,034,039</b>	<b>1,132,561</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
No primary schooling	384,010	155,085	228,925	17.7	15.0	20.2
Some primary	801,305	399,095	402,210	37.0	38.6	35.5
Completed Primary	628,948	299,911	329,037	29.0	29.0	29.1
Lower secondary	155,674	73,874	81,800	7.2	7.1	7.2
Upper secondary	141,346	73,300	68,046	6.5	7.1	6.0
Short cycle tertiary	12,585	7,653	4,932	0.6	0.7	0.4
Bachelor or equivalent	36,795	21,584	15,211	1.7	2.1	1.3
Masters or equivalent	4,131	2,443	1,688	0.2	0.2	0.1
Doctoral or equivalent	559	377	182	0.0	0.0	0.0
Not stated	1,247	717	530	0.1	0.1	0.0

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table C. 25: Distribution (%) of the resident population aged 15 years and above by language(s) of literacy by sex, province and area of residence (Rwanda).

Language(s) of literacy	Urban			Rural			Rwanda		
	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes
<b>Rwanda</b>									
None	9.1	11.3	10.2	23.4	27.9	25.8	19	23.3	21.2
Kinyarwanda	45.9	48.1	47	58.2	55.9	57	54.4	53.8	54
English	0.1	0.1	0.1	0	0	0	0.1	0	0
Kinya & English	20.3	21.4	20.9	11.2	11.4	11.3	14	14.2	14.1
French	0	0	0	0	0	0	0	0	0
Kinya & French	2.3	2.6	2.4	1.9	1.4	1.6	2	1.7	1.9
Swahili	0	0	0	0	0	0	0	0	0
Kinya & Swahili	1.9	1.3	1.6	0.5	0.2	0.4	1	0.5	0.7
Kinya, English & French	8.7	8.3	8.5	2.5	1.9	2.2	4.4	3.7	4.1
Kinya, English & Swahili	2.6	1.6	2.1	0.6	0.4	0.5	1.2	0.7	1
Kinya, French & Swahili	1.3	0.9	1.1	0.3	0.1	0.2	0.6	0.3	0.4
English,French & Swahili	0.1	0	0.1	0	0	0	0	0	0
English & Swahili	0.1	0	0	0	0	0	0	0	0
French & Swahili	0.1	0.1	0.1	0	0	0	0	0	0
English & French	0.1	0.1	0.1	0	0	0	0	0	0
Kinya, English, French & Swahili	5	2.7	3.8	0.8	0.4	0.6	2.1	1	1.5
Other	0.1	0	0	0.1	0.1	0.1	0.1	0.1	0.1
Kinya & Other	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
English & Other	0.1	0.1	0.1	0	0	0	0.1	0	0
Kinya,English & Other	0.3	0.2	0.3	0.1	0	0	0.1	0.1	0.1
French & Other	0	0	0	0	0	0	0	0	0
Kinya, French & Other	0	0	0	0	0	0	0	0	0
Swahili & Other	0	0	0	0	0	0	0	0	0
Kinya, Swahili & Other	0.1	0.1	0.1	0	0	0	0.1	0	0
English,French & Other	0.1	0	0	0	0	0	0	0	0
Kinya, English, French & Other	0.2	0.1	0.2	0	0	0	0.1	0	0.1
English,Swahili & Other	0	0	0	0	0	0	0	0	0
Kinya, English, Swahili & Other	0.3	0.1	0.2	0	0	0	0.1	0	0.1
French, Swahili & Other	0	0	0	0	0	0	0	0	0
Kinya, French & Swahili & Other	0.1	0.1	0.1	0	0	0	0.1	0	0
English, French & Swahili & Other	0	0	0	0	0	0	0	0	0
Kinya, English, French & Swahili & Other	0.8	0.3	0.6	0.1	0	0	0.3	0.1	0.2
Not Stated	0.1	0	0	0	0	0	0	0	0
Total	100	100	100	100	100	100	100	100	100
Count	1220827	1212330	2433157	2727110	3129315	5856425	3947937	4341645	8289582

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

**Table C. 26: Distribution (%) of the resident population aged 15 years and above by language(s) of literacy by sex, province and area of residence (City of Kigali).**

Language(s) of literacy	Urban			Rural			Rwanda		
	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes
<b>City of Kigali</b>	0	0	0	0	0	0	0	0	0
None	4.2	5.4	4.8	17.2	20	18.6	5.8	7.1	6.5
Kinyarwanda	42.8	46.5	44.6	59.7	60.6	60.2	44.9	48.1	46.5
English	0.2	0.2	0.2	0	0	0	0.2	0.2	0.2
Kinya & English	22.3	23.5	22.9	11.4	12.6	12	21	22.2	21.6
French	0	0	0	0	0	0	0	0	0
Kinya & French	2.2	2.9	2.6	2.1	1.8	2	2.2	2.8	2.5
Swahili	0	0	0	0	0	0	0	0	0
Kinya & Swahili	2.2	1.5	1.8	1.4	0.4	0.9	2.1	1.3	1.7
Kinya, English & French	10.3	10.6	10.4	3.4	2.8	3.1	9.5	9.6	9.6
Kinya, English & Swahili	3.3	2.1	2.7	1.4	0.6	1	3.1	1.9	2.5
Kinya, French & Swahili	1.5	1.2	1.3	0.6	0.2	0.4	1.4	1.1	1.2
English, French & Swahili	0.1	0.1	0.1	0	0	0	0.1	0	0.1
English & Swahili	0.1	0.1	0.1	0	0	0	0.1	0.1	0.1
French & Swahili	0.1	0.1	0.1	0	0	0	0.1	0.1	0.1
English & French	0.2	0.1	0.1	0	0	0	0.1	0.1	0.1
Kinya ,English, French & Swahili	6.4	3.7	5.1	1.6	0.6	1.1	5.8	3.4	4.6
Other	0.1	0.1	0.1	0	0	0	0.1	0	0.1
Kinya & Other	0.2	0.1	0.2	0.1	0	0.1	0.2	0.1	0.2
English & Other	0.3	0.2	0.2	0	0	0	0.3	0.2	0.2
Kinya ,English & Other	0.5	0.4	0.4	0.1	0	0.1	0.4	0.4	0.4
French & Other	0	0	0	0	0	0	0	0	0
Kinya, French & Other	0	0	0	0	0	0	0	0	0
Swahili & Other	0	0	0	0	0	0	0	0	0
Kinya, Swahili & Other	0.1	0.1	0.1	0.1	0	0.1	0.1	0.1	0.1
English, French & Other	0.1	0.1	0.1	0	0	0	0.1	0.1	0.1
Kinya, English, French & Other	0.4	0.2	0.3	0.1	0	0.1	0.3	0.2	0.3
English, Swahili & Other	0.1	0	0.1	0	0	0	0.1	0	0.1
Kinya, English, Swahili & Other	0.4	0.2	0.3	0.2	0	0.1	0.4	0.2	0.3
French, Swahili & Other	0	0	0	0	0	0	0	0	0
Kinya, French & Swahili & Other	0.2	0.1	0.1	0.1	0	0	0.2	0.1	0.1
English, French & Swahili & Other	0.1	0	0	0	0	0	0.1	0	0
Kinya, English, French & Swahili & Other	1.3	0.5	0.9	0.3	0	0.2	1.2	0.5	0.8
Not Stated	0.1	0	0.1	0	0	0	0.1	0	0.1
<b>Total</b>	100	100	100	100	100	100	100	100	100
<b>Count</b>	533,077	507,204	1,040,281	73,916	68,470	142,386	606,993	575,674	1,182,667

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table C. 27: Distribution (%) of the resident population aged 15 years and above by language(s) of literacy by sex, province and area of residence (Southern Province).

Language(s) of literacy	Urban			Rural			Rwanda		
	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes
<b>Southern Province</b>	0	0	0	0	0	0	0	0	0
None	14.3	12.8	13.5	25.8	28	27	23.8	25.8	24.9
Kinyarwanda	48.7	49.5	49.1	58.1	56.5	57.2	56.5	55.4	55.9
English	0.1	0	0	0	0	0	0	0	0
Kinya & English	16.5	19.7	18.1	10.1	11	10.6	11.2	12.3	11.7
French	0	0	0	0	0	0	0	0	0
Kinya & French	2.3	3.1	2.7	1.7	1.4	1.6	1.8	1.7	1.7
Swahili	0	0	0	0	0	0	0	0	0
Kinya & Swahili	1.4	0.8	1.1	0.4	0.1	0.3	0.5	0.2	0.4
Kinya,English & French	9.1	10	9.5	2.3	2	2.1	3.4	3.1	3.3
Kinya,English & Swahili	1.5	0.9	1.2	0.5	0.4	0.5	0.7	0.5	0.6
Kinya,French & Swahili	0.9	0.5	0.7	0.2	0.1	0.1	0.3	0.1	0.2
English,French & Swahili	0	0	0	0	0	0	0	0	0
English & Swahili	0	0	0	0	0	0	0	0	0
French & Swahili	0	0	0	0	0	0	0	0	0
English & French	0.1	0	0	0	0	0	0	0	0
Kinya,English,French & Swahili	3.8	2	2.9	0.7	0.4	0.5	1.3	0.6	0.9
Other	0.1	0	0	0	0	0	0	0	0
Kinya & Other	0.1	0	0.1	0	0	0	0	0	0
English & Other	0	0	0	0	0	0	0	0	0
Kinya,English & Other	0.1	0.1	0.1	0	0	0	0	0	0
French & Other	0	0	0	0	0	0	0	0	0
Kinya,French & Other	0	0	0	0	0	0	0	0	0
Swahili & Other	0	0	0	0	0	0	0	0	0
Kinya,Swahili & Other	0.1	0	0	0	0	0	0	0	0
English,French & Other	0	0	0	0	0	0	0	0	0
Kinya,English,French & Other	0.2	0.1	0.1	0	0	0	0.1	0	0
English,Swahili & Other	0	0	0	0	0	0	0	0	0
Kinya,English, Swahili & Other	0.1	0	0.1	0	0	0	0	0	0
French,Swahili & Other	0	0	0	0	0	0	0	0	0
Kinya,French & Swahili & Other	0.1	0	0.1	0	0	0	0	0	0
English,French & Swahili & Other	0	0	0	0	0	0	0	0	0
Kinya,English,French & Swahili & Other	0.5	0.1	0.3	0.1	0	0	0.1	0	0.1
Not Stated	0.1	0	0	0	0	0	0	0	0
<b>Total</b>	100	100	100	100	100	100	100	100	100
<b>Count</b>	150,395	146,346	296,741	739,370	852,586	1,591,956	889,765	998,932	1,888,697

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table C. 28: Distribution (%) of the resident population aged 15 years and above by language(s) of literacy by sex, province and area of residence (Western Province).

Language(s) of literacy	Urban			Rural			Rwanda		
	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes
<b>Western Province</b>	0	0	0	0	0	0	0	0	0
None	12.7	18.7	15.8	23.7	30.2	27.2	21.1	27.7	24.7
Kinyarwanda	47.3	47.8	47.6	58.1	54.3	56.1	55.6	52.9	54.2
English	0.1	0	0	0	0	0	0	0	0
Kinya & English	18.7	18.3	18.5	11.4	11.4	11.4	13.1	12.9	13
French	0	0	0	0	0	0	0	0	0
Kinya & French	2.3	2	2.1	1.8	1.1	1.4	1.9	1.3	1.6
Swahili	0	0.1	0.1	0	0	0	0	0	0
Kinya & Swahili	2.6	2	2.3	0.5	0.2	0.4	1	0.6	0.8
Kinya,English & French	6.3	5.1	5.6	2.6	1.9	2.2	3.5	2.6	3
Kinya,English & Swahili	2.2	1.5	1.8	0.5	0.3	0.4	0.9	0.6	0.7
Kinya,French & Swahili	1.8	1.4	1.6	0.3	0.1	0.2	0.6	0.4	0.5
English,French & Swahili	0.2	0.1	0.1	0	0	0	0	0	0
English & Swahili	0	0	0	0	0	0	0	0	0
French & Swahili	0.2	0.2	0.2	0	0	0	0	0.1	0
English & French	0	0	0	0	0	0	0	0	0
Kinya,English,French & Swahili	4.5	2.4	3.4	0.7	0.3	0.5	1.6	0.8	1.1
Other	0	0	0	0	0	0	0	0	0
Kinya & Other	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
English & Other	0	0	0	0	0	0	0	0	0
Kinya,English & Other	0.1	0	0	0	0	0	0	0	0
French & Other	0	0	0	0	0	0	0	0	0
Kinya,French & Other	0	0	0	0	0	0	0	0	0
Swahili & Other	0	0	0	0	0	0	0	0	0
Kinya,Swahili & Other	0.1	0	0.1	0	0	0	0	0	0
English,French & Other	0	0	0	0	0	0	0	0	0
Kinya,English,French & Other	0.1	0	0	0	0	0	0	0	0
English,Swahili & Other	0	0	0	0	0	0	0	0	0
Kinya,English, Swahili & Other	0.1	0	0	0	0	0	0	0	0
French,Swahili & Other	0	0	0	0	0	0	0	0	0
Kinya,French & Swahili & Other	0.1	0.1	0.1	0	0	0	0	0	0
English,French & Swahili & Other	0.1	0	0	0	0	0	0	0	0
Kinya,English,French & Swahili & Other	0.4	0.1	0.3	0.1	0	0	0.1	0	0.1
Not Stated	0.1	0	0	0	0	0	0	0	0
<b>Total</b>	100	100	100	100	100	100	100	100	100
<b>Count</b>	187,790	204,480	392,270	625,229	735,356	1,360,585	813,019	939,836	1,752,855

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table C. 29: Distribution (%) of the resident population aged 15 years and above by language(s) of literacy by sex, province and area of residence(Northern Province).

Language(s) of literacy	Urban			Rural			Rwanda		
	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes
<b>Northern Province</b>	0	0	0	0	0	0	0	0	0
None	11.9	16.4	14.3	21.9	27.1	24.7	20.1	25.2	22.8
Kinyarwanda	47.7	48.1	47.9	59.6	56.4	57.9	57.5	54.9	56.1
English	0.1	0	0.1	0	0	0	0	0	0
Kinya & English	20.2	21	20.6	11	11.8	11.4	12.7	13.4	13.1
French	0	0	0	0	0	0	0	0	0
Kinya & French	2.7	2.5	2.6	2.3	1.4	1.8	2.3	1.6	2
Swahili	0	0	0	0	0	0	0	0	0
Kinya & Swahili	1	0.7	0.8	0.3	0.1	0.2	0.4	0.2	0.3
Kinya,English & French	9.3	7.5	8.3	3.1	2.2	2.6	4.2	3.1	3.6
Kinya,English & Swahili	1.5	0.9	1.2	0.5	0.4	0.4	0.7	0.5	0.6
Kinya,French & Swahili	0.8	0.6	0.7	0.2	0	0.1	0.3	0.1	0.2
English,French & Swahili	0	0	0	0	0	0	0	0	0
English & Swahili	0	0	0	0	0	0	0	0	0
French & Swahili	0	0	0	0	0	0	0	0	0
English & French	0	0	0	0	0	0	0	0	0
Kinya,English,French & Swahili	3.6	1.7	2.6	0.8	0.4	0.6	1.3	0.6	0.9
Other	0	0	0	0	0	0	0	0	0
Kinya & Other	0.1	0	0.1	0.1	0.1	0.1	0.1	0.1	0.1
English & Other	0	0	0	0	0	0	0	0	0
Kinya,English & Other	0.1	0.1	0.1	0	0	0	0.1	0	0
French & Other	0	0	0	0	0	0	0	0	0
Kinya,French & Other	0	0	0	0	0	0	0	0	0
Swahili & Other	0	0	0	0	0	0	0	0	0
Kinya,Swahili & Other	0.1	0	0	0	0	0	0	0	0
English,French & Other	0	0	0	0	0	0	0	0	0
Kinya,English,French & Other	0.2	0.1	0.1	0	0	0	0.1	0	0
English,Swahili & Other	0	0	0	0	0	0	0	0	0
Kinya,English,Swahili & Other	0.1	0	0.1	0	0	0	0	0	0
French,Swahili & Other	0	0	0	0	0	0	0	0	0
Kinya,French & Swahili & Other	0.1	0	0	0	0	0	0	0	0
English,French & Swahili & Other	0	0	0	0	0	0	0	0	0
Kinya,English,French & Swahili & Other	0.4	0.1	0.2	0.1	0	0	0.1	0	0.1
Not Stated	0	0	0	0	0	0	0	0	0
<b>Total</b>	100	100	100	100	100	100	100	100	100
<b>Count</b>	109101	120715	2E+05	495020	573927	1068947	604121	694642	1298763

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

**Table C. 30: Distribution (%) of the resident population aged 15 years and above by language(s) of literacy by sex, province and area of residence (Eastern Province).**

Language(s) of literacy	Urban			Rural			Rwanda		
	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes
<b>Eastern Province</b>	0	0	0	0	0	0	0	0	0
None	12.7	14.3	13.5	22.4	27.1	24.9	20.1	24.5	22.4
Kinyarwanda	48.9	51.1	49.9	57.2	56.1	56.6	55.3	55.1	55.2
English	0.1	0	0	0	0	0	0	0	0
Kinya & English	19.7	21	20.4	12.2	11.6	11.9	14	13.5	13.8
French	0	0	0	0	0	0	0	0	0
Kinya & French	2.2	2.3	2.3	1.9	1.4	1.7	2	1.6	1.8
Swahili	0	0	0	0	0	0	0	0	0
Kinya & Swahili	1.6	0.9	1.2	0.8	0.4	0.6	1	0.5	0.7
Kinya,English & French	6.3	5.8	6	2.3	1.6	2	3.2	2.5	2.9
Kinya,English & Swahili	2.3	1.2	1.8	0.7	0.5	0.6	1.1	0.6	0.8
Kinya,French & Swahili	0.8	0.5	0.7	0.3	0.1	0.2	0.4	0.2	0.3
English,French & Swahili	0	0	0	0	0	0	0	0	0
English & Swahili	0	0	0	0	0	0	0	0	0
French & Swahili	0	0	0	0	0	0	0	0	0
English & French	0	0	0	0	0	0	0	0	0
Kinya,English,French & Swahili	3.4	1.6	2.5	0.9	0.4	0.6	1.5	0.6	1
Other	0.1	0	0.1	0.2	0.2	0.2	0.2	0.2	0.2
Kinya & Other	0.3	0.2	0.2	0.3	0.2	0.2	0.3	0.2	0.2
English & Other	0.1	0	0	0	0	0	0	0	0
Kinya,English & Other	0.3	0.3	0.3	0.1	0.1	0.1	0.2	0.1	0.1
French & Other	0	0	0	0	0	0	0	0	0
Kinya,French & Other	0	0	0	0	0	0	0	0	0
Swahili & Other	0	0	0	0	0	0	0	0	0
Kinya,Swahili & Other	0.1	0.1	0.1	0.1	0	0	0.1	0	0
English,French & Other	0	0	0	0	0	0	0	0	0
Kinya,English,French & Other	0.1	0.1	0.1	0.1	0	0	0.1	0	0.1
English,Swahili & Other	0	0	0	0	0	0	0	0	0
Kinya,English, Swahili & Other	0.2	0.1	0.2	0.1	0	0	0.1	0	0.1
French,Swahili & Other	0	0	0	0	0	0	0	0	0
Kinya,French & Swahili & Other	0.1	0	0.1	0	0	0	0	0	0
English,French & Swahili & Other	0	0	0	0	0	0	0	0	0
Kinya,English,French & Swahili & Other	0.5	0.1	0.3	0.1	0	0.1	0.2	0	0.1
Not Stated	0.1	0	0	0	0	0	0	0	0
<b>Total</b>	100	100	100	100	100	100	100	100	100
<b>Count</b>	240,464	233,585	474,049	793,575	898,976	1,692,551	1,034,039	1,132,561	2,166,600

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table C. 31: Literacy rate among the population aged 15 years and above by five-year age-group by sex and area of residence.

5-year age-group (Years)	Rwanda			Urban			Rural		
	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female
<b>Total</b>	<b>78.8</b>	<b>81.0</b>	<b>76.7</b>	<b>89.8</b>	<b>90.9</b>	<b>88.7</b>	<b>74.2</b>	<b>76.6</b>	<b>72.1</b>
15-19 years	90.0	87.1	92.9	94.9	93.7	96.0	88.3	84.9	91.7
20-24 years	89.9	88.1	91.7	95.1	94.3	95.9	87.3	84.9	89.6
25-29 years	88.7	87.9	89.5	94.6	94.2	95.0	85.3	84.0	86.5
30-34 years	83.0	83.8	82.2	91.9	92.4	91.4	77.9	78.4	77.4
35-39 years	75.7	77.8	73.7	88.2	89.4	86.8	70.0	71.7	68.4
40-44 years	75.5	77.8	73.5	87.7	89.0	86.1	70.5	72.3	69.0
45-49 years	75.0	78.7	72.1	87.6	89.8	85.4	70.4	73.7	68.0
50-54 years	70.5	75.9	66.1	84.7	88.0	81.1	66.1	71.3	62.2
55-59 years	60.1	68.0	53.7	77.1	82.2	71.8	55.6	63.5	49.6
60-64 years	53.2	62.8	45.6	70.0	77.3	63.1	49.4	59.2	42.0
65-69 years	49.1	62.5	38.9	65.5	75.4	57.1	45.6	59.6	35.3
70-74 years	42.6	59.3	31.0	58.6	71.5	49.0	39.2	56.7	27.3
75-79 years	37.6	55.5	27.3	55.2	69.5	46.8	33.9	52.5	23.1
80-84 years	33.7	51.8	23.8	49.7	63.0	42.5	30.2	49.4	19.8
85 and above	28.3	45.5	19.7	44.1	61.7	36.1	24.7	42.1	15.8

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR). Notes (1) Literacy refers to literacy in any language.

Table C. 32: Literacy rate among the population aged 15 years and above by five-year age-group by sex and province.

5-year age-group (Years)	Male					Female				
	Kigali City	South	West	North	East	Kigali City	South	West	North	East
15-19 years	95.6	85.4	86.1	86.7	86.3	97.1	92.8	91.6	93.5	91.9
20-24 years	96.5	85.1	86.7	87.1	86.5	97.1	90.8	89.7	92.2	90.1
25-29 years	96.5	84	84.9	86.9	86.7	96.6	88	85.7	90.2	88.2
30-34 years	94.9	78.3	79.9	82.2	82.8	94.3	80.3	76	80.9	81.4
35-39 years	92.7	71.5	73.6	77.6	76.2	91.6	72.1	67.1	73	71.3
40-44 years	92.1	71.1	75.1	78.6	75.9	91.5	72	68.7	72.5	71.2
45-49 years	93	72.6	77.8	79.1	76.4	91.3	72.1	67.7	69.5	69.6
50-54 years	92.7	69.8	75.4	75.9	74.1	88.7	67.2	60.8	63.4	63.1
55-59 years	89.1	63.2	67.2	66.8	66.3	81.3	56.5	47.6	48.5	51
60-64 years	86.4	60.5	60.5	59.7	62.4	73.7	49	39.4	39.5	44.6
65-69 years	84	60.2	61.4	58.9	63.1	68.1	41.1	34.4	31.8	38.9
70-74 years	80.3	58.2	59.2	53	60.2	58	31.3	29.4	23	31.6
75-79 years	76.3	55.4	56	47.4	56.2	57.9	26.2	24.8	20.4	28.4
80-84 years	69.2	52.2	53.3	42.5	53.2	52.4	23	20.6	16.7	25.7
85 and above	68.2	44.7	43.7	36.7	48.8	48.8	17.5	16.7	13.9	21.2

Source: Source: Fifth Rwanda Population and Housing Census, 2022 (NISR). Notes (1) Literacy refers to literacy in any language.

Table C. 33: Literacy rate among the population aged 15 years and above by five-year age-group, province and area of residence.

5-year age-group (Years)	Urban					Rural				
	Kigali City	South	West	North	East	Kigali City	South	West	North	East
15-19 years	97.3	94.5	92.9	93.5	93.5	90.8	88.1	87.7	89.5	88.0
20-24 years	97.5	93.4	92.7	93.8	92.8	90.2	86.8	86.8	88.8	86.9
25-29 years	97.2	92.2	91.0	93.1	92.3	89.6	84.6	83.4	87.4	85.8
30-34 years	95.6	89.5	86.2	88.9	89.7	85.9	76.9	74.9	79.5	79.3
35-39 years	93.7	85.8	80.3	84.1	84.8	80.9	68.9	67.0	73.1	70.3
40-44 years	93.6	84.6	80.5	84.0	84.1	80.3	69.2	69.0	73.4	70.4
45-49 years	94.2	84.8	81.0	83.7	83.8	80.6	70.1	69.5	71.6	69.9
50-54 years	93.5	81.6	78.0	78.7	79.2	77.0	66.3	64.4	67.1	65.7
55-59 years	90.6	74.6	68.3	65.8	70.8	63.5	57.3	53.4	55.0	55.2
60-64 years	86.7	67.7	60.6	58.0	64.7	56.9	52.3	46.0	46.8	50.1
65-69 years	83.4	62.8	56.4	54.7	60.8	51.8	47.5	44.0	41.9	47.2
70-74 years	76.7	56.8	50.9	43.9	55.0	40.2	40.2	40.0	33.9	41.4
75-79 years	73.9	52.7	47.7	38.5	51.7	35.2	34.4	33.9	29.1	36.7
80-84 years	66.2	47.3	42.4	31.7	49.1	33.3	31.1	29.7	25.0	33.5
85 and above	62.5	39.1	33.6	29.1	42.9	29.5	25.2	23.8	20.1	28.5

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR). Notes (1) Literacy refers to literacy in any language.

Table C. 34: Literacy rate for those aged 15 years and above by sex, province, district and Area of residence.

Province and District	Total			Urban			Rural		
	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female
<b>Kigali City</b>									
Nyarugenge	92.9	93.4	92.3	94.5	95.1	93.9	84.1	85.6	81.7
Gasabo	92.7	93.5	91.9	95.3	95.9	94.7	80.3	81.3	79.3
Kicukiro	95.5	95.9	95.0	95.6	96.0	95.1	83.7	83.4	84.0
Total	93.5	94.2	92.9	95.2	95.8	94.6	81.4	82.8	80.0
<b>South</b>									
Nyanza	72.7	74.0	71.5	86.4	87.9	85.1	71.2	72.5	70.0
Gisagara	70.4	71.7	69.2	81.3	81.8	80.8	69.9	71.3	68.8
Nyaruguru	68.2	71	65.7	78.8	80.4	77.4	67.9	70.8	65.4
Huye	75.3	74.9	75.7	81.8	77.6	88.1	73.3	73.8	72.9
Nyamagabe	73.3	75.8	71.2	80.9	84.0	78.3	72.3	74.7	70.3
Ruhango	77.2	77.7	76.8	89.2	90.2	88.3	75.7	76.1	75.3
Muhanga	78.9	78.8	79.0	90.0	88.4	91.6	75.1	75.0	75.1
Kamonyi	82.4	83	81.9	88.8	89.5	88.3	79.4	79.9	79.1
Total	75.1	76.2	74.2	86.5	85.7	87.2	73.0	74.2	72.0
<b>West</b>									
Karongi	76.4	79.4	73.8	88.4	90.8	86.3	75.2	78.2	72.6
Rutsiro	71.0	74.8	67.7	75.6	79.2	72.6	70.7	74.5	67.4
Rubavu	78.4	82.7	74.4	85.9	89.2	82.9	69.4	75.2	63.7
Nyabihu	74.7	78.7	71.4	80.9	84.6	77.9	72.7	76.7	69.3
Ngororero	70.1	73.7	67.3	85.9	88.3	83.7	69.2	72.8	66.4
Rusizi	78.2	81.1	75.5	82.6	85.5	79.7	75.9	78.7	73.6
Nyamasheke	76.2	78.8	74.0	84.5	86.7	82.6	75.4	78.1	73.3
Total	75.3	78.9	72.3	84.2	87.3	81.3	72.8	76.3	69.8
<b>Noth</b>									
Rulindo	80.0	81.2	79.0	89.6	90.5	88.8	78.9	80.1	77.9
Gakenke	76.4	78.0	75.2	84.8	86.5	83.3	76.1	77.6	74.8
Musanze	79.4	82.6	76.6	85.6	88.0	83.4	73.1	76.9	70.0
Burera	73.3	78.5	68.8	81.0	85.6	76.8	72.4	77.7	67.9
Gicumbi	76.3	78.7	74.1	88.8	90.0	87.8	75.4	77.9	73.2
Total	77.2	79.9	74.8	85.7	88.1	83.6	75.3	78.1	72.9
<b>East</b>									
Rwamagana	83.3	83.5	83.1	87.8	85.5	90.7	80.4	81.9	79.1
Nyagatare	77.7	80.6	75.0	85.1	87.5	82.8	75.3	78.3	72.5
Gatsibo	76.0	78.4	74.0	87.1	89.5	84.9	74.8	77.1	72.7
Kayonza	76.2	78.2	74.4	88.7	90.2	87.3	74.0	76.1	72.2
Kirehe	75.8	79.4	72.6	85.0	87.5	82.8	75.2	78.9	71.9
Ngoma	73.2	75.3	71.5	82.5	85.3	80.1	72.2	74.2	70.6
Bugesera	79.6	81.8	77.5	86.3	87.6	85.0	74.7	77.4	72.4
<b>Total</b>	<b>77.6</b>	<b>79.9</b>	<b>75.5</b>	<b>86.5</b>	<b>87.3</b>	<b>85.7</b>	<b>75.1</b>	<b>77.6</b>	<b>72.9</b>

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR)

Table C. 35: Distribution (%) of the resident population aged 12 years and above by highest level of education attained and sector of residence.

Sectors of residence	Level of education											Count Total
	No primary schooling	Some primary	Completed Primary	Lower secondary	Upper secondary	short cycle tertiary	Bachelor or equivalent	Masters or equivalent	Doctoral or equivalent	Not stated	Total	
Rwanda	16.3	33.9	30.	7.6	8.0	0.8	2.8	0.4	0.1	0.1	100.0	8,289,582
Nyarugenge												
Total	6.8	22.1	31.8	12.6	17.5	1.8	6.2	1.1	0.1	0.1	100.0	257,632
Gitega	3.9	15.1	31.2	16.7	23.0	2.3	6.7	0.9	0.1	0.1	100.0	19,516
Kanyinya	9.9	30.5	37.8	9.6	9.1	0.6	1.9	0.4	0.1	0.1	100.0	19,386
Kigali	10.2	31.1	34.2	9.7	10.2	0.9	3.0	0.7	0.0	0.1	100.0	39,095
Kimisagara	5.6	18.1	35.9	14.2	19.2	1.5	4.6	0.8	0.0	0.1	100.0	38,530
Mageregere	12.1	33.2	32.3	9.2	8.9	1.0	2.9	0.3	0.1	0.0	100.0	40,227
Muhima	3.6	11.3	26.5	12.6	28.9	3.3	11.2	2.2	0.2	0.3	100.0	17,558
Nyakabanda	3.3	16.1	29.9	15.0	22.7	2.6	8.9	1.1	0.2	0.1	100.0	21,208
Nyamirambo	4.7	18.5	29.9	14.1	19.7	2.6	8.7	1.7	0.0	0.1	100.0	38,151
Nyarugenge	4.2	15.7	24.6	13.7	24.9	2.3	11.3	2.7	0.4	0.2	100.0	12,759
Rwezamenyo	2.9	10.0	24.7	15.2	29.0	3.1	13.2	1.6	0.1	0.1	100.0	11,202
Gasabo												
Total	7.4	21.0	31.5	11.5	16.4	2.1	8.3	1.5	0.2	0.1	100.0	582,106
Bumbogo	9.2	26.5	33.8	10.4	13.0	1.4	4.6	1.0	0.2	0.1	100.0	69,188
Gatsata	4.8	19.6	37.0	13.4	16.4	1.5	6.1	1.1	0.0	0.1	100.0	31,932
Gikomero	16.7	39.1	32.7	6.0	4.3	0.3	0.7	0.0	0.0	0.1	100.0	12,046
Gisozi	4.9	15.6	30.7	12.7	20.2	2.8	11.5	1.4	0.3	0.1	100.0	52,335
Jabana	8.1	24.0	33.8	11.0	13.2	1.7	6.6	1.4	0.1	0.1	100.0	40,673
Jali	12.2	27.0	33.8	9.5	10.0	1.5	4.5	1.4	0.1	0.1	100.0	26,250
Kacyiru	3.1	10.2	22.6	14.3	23.0	3.8	17.5	4.9	0.5	0.0	100.0	23,372
Kimihurura	4.7	10.8	26.9	11.4	24.6	3.2	14.8	3.3	0.2	0.2	100.0	12,713
Kimironko	3.9	10.6	24.3	12.6	22.5	3.7	18.4	3.3	0.6	0.1	100.0	47,223
Kinyinya	5.6	19.2	32.8	12.6	18.4	2.2	7.6	1.4	0.1	0.1	100.0	81,583
Ndera	9.6	21.8	31.6	11.9	15.7	2.0	6.4	0.8	0.2	0.0	100.0	61,812
Nduba	10.1	30.2	35.1	8.4	10.8	0.9	3.5	0.7	0.3	0.0	100.0	40,840
Remera	3.7	12.5	27.3	12.9	24.3	3.5	13.0	2.6	0.2	0.1	100.0	28,890
Rusororo	8.4	23.1	30.7	11.7	15.4	1.8	7.8	1.1	0.1	0.1	100.0	39,838
Rutunga	15.9	37.0	34.6	6.2	4.7	0.4	1.0	0.1	0.0	0.0	100.0	13,411
Kicukiro												
Total	5.9	16.7	27.8	12.3	19.9	2.9	12.1	2.1	0.3	0.1	100.0	342,929
Gahanga	9.0	24.6	33.3	11.5	13.0	1.5	5.9	0.8	0.0	0.1	100.0	49,990
Gatenga	5.3	16.4	29.6	13.4	21.9	2.3	8.9	1.7	0.3	0.1	100.0	46,476
Gikondo	6.7	17.0	26.1	10.9	22.0	2.6	11.3	3.2	0.2	0.1	100.0	15,269
Kagarama	4.6	11.7	22.9	12.7	22.8	3.9	19.4	1.8	0.1	0.1	100.0	15,707
Kanombe	5.8	16.7	28.1	13.3	17.8	3.3	12.5	2.0	0.6	0.0	100.0	50,423
Kicukiro	4.5	8.8	22.7	12.3	28.8	5.8	15.0	1.3	0.7	0.1	100.0	10,993
Kigarama	4.0	17.3	27.2	12.8	21.6	2.5	12.0	2.3	0.2	0.1	100.0	44,012
Masaka	7.8	20.7	32.1	11.4	16.0	1.9	8.8	1.1	0.1	0.0	100.0	51,695
Niboye	4.1	9.2	20.4	10.7	25.9	4.2	20.4	4.6	0.5	0.1	100.0	21,371
Nyarugunga	4.2	9.1	20.9	12.5	24.4	4.5	20.0	3.8	0.6	0.1	100.0	36,993
Nyanza												
Total	17.8	38.6	30.2	6.3	4.9	0.6	1.4	0.2	0.0	0.0	100.0	227,687
Busasamana	12.1	27.4	32.0	9.3	11.5	1.7	5.3	0.6	0.1	0.1	100.0	32,220
Busoro	18.1	40.9	29.5	5.8	4.2	0.4	0.8	0.2	0.0	0.1	100.0	24,110
Cyabakamyi	18.9	39.1	31.4	6.4	3.3	0.2	0.5	0.1		0.0	100.0	14,802
Kibilizi	17.1	43.9	28.6	5.5	3.9	0.3	0.6	0.1		0.0	100.0	24,248
Kigoma	18.0	41.9	29.4	5.5	3.9	0.4	0.8	0.0		0.0	100.0	25,212
Mukingo	21.0	34.9	31.3	6.7	4.4	0.5	1.0	0.2	0.0	0.0	100.0	31,309
Muyira	18.4	40.9	30.5	5.5	3.7	0.2	0.7	0.1	0.0	0.0	100.0	25,050
Ntyazo	21.5	43.7	25.5	4.9	3.1	0.4	1.0	0.0		0.0	100.0	20,112
Nyagisozi	17.5	41.4	31.2	5.2	3.7	0.3	0.4	0.0		0.1	100.0	17,890
Rwabicuma	16.9	38.6	32.6	6.7	4.0	0.4	0.5	0.1	0.0	0.0	100.0	12,734
Gisagara												
Total	19.3	44.5	26.2	4.7	3.9	0.3	0.8	0.2	0.0	0.1	100.0	238,610
Gikonko	20.6	44.6	26.5	3.8	3.4	0.3	0.8	0.0	0.0	0.0	100.0	17,225
Gishubi	24.3	48.6	21.6	2.6	2.3	0.2	0.3	0.0		0.0	100.0	18,343
Kansi	15.9	43.0	29.8	5.6	4.2	0.4	0.9	0.2		0.0	100.0	13,629
Kibirizi	16.0	47.7	26.2	5.1	3.4	0.4	0.9	0.1	0.0	0.0	100.0	19,376
Kigembe	18.6	44.3	27.5	4.7	3.8	0.2	0.9	0.0		0.1	100.0	13,730
Mamba	19.1	44.6	26.5	4.4	3.9	0.5	0.8	0.1	0.0	0.0	100.0	27,301

Sectors of residence	Level of education											Count
	No primary schooling	Some primary	Completed Primary	Lower secondary	Upper secondary	short cycle tertiary	Bachelor or equivalent	Masters or equivalent	Doctoral or equivalent	Not stated	Total	Total
Muganza	22.9	45.9	23.4	4.0	3.0	0.2	0.3	0.3	0.0	0.1	100.0	21,409
Mugombwa	20.1	37.3	27.9	7.7	4.6	0.3	1.4	0.7	0.0	0.1	100.0	21,337
Mukindo	18.9	45.2	26.9	4.9	3.3	0.3	0.5	0.0	0.0	0.1	100.0	19,385
Musha	20.4	46.0	25.4	3.8	3.3	0.3	0.5	0.1	0.0	0.1	100.0	17,334
Ndora	18.1	43.6	25.5	5.0	5.0	0.6	1.7	0.3	0.0	0.1	100.0	17,839
Nyanza	23.8	46.8	20.4	4.1	3.9	0.3	0.5	0.1	0.0	0.0	100.0	12,185
Save	13.4	41.6	31.4	5.4	6.1	0.5	1.3	0.1	0.3	0.0	100.0	19,517
Nyaruguru												
Total	24.0	37.0	27.1	5.7	4.6	0.4	1.0	0.1	0.0	0.1	100.0	192,287
Busanze	26.4	35.4	27.5	5.5	4.3	0.2	0.5	0.0	0.1	0.1	100.0	17,698
Cyahinda	22.8	38.0	27.5	5.9	4.4	0.3	0.9	0.1	0.0	0.0	100.0	15,112
Kibeho	20.0	32.6	29.2	7.4	6.8	0.8	2.8	0.3		0.1	100.0	16,000
Kivu	28.8	35.8	23.9	5.7	4.5	0.3	0.7	0.2		0.1	100.0	12,184
Mata	19.5	31.5	32.0	8.5	5.5	0.6	1.6	0.5		0.2	100.0	10,227
Muganza	27.5	38.7	22.6	5.1	4.7	0.4	0.7	0.2	0.0	0.0	100.0	13,147
Munini	21.4	38.0	28.7	5.5	4.6	0.7	1.1	0.1	0.0	0.1	100.0	12,138
Ngera	17.8	42.2	28.9	5.5	4.5	0.2	0.8	0.0		0.0	100.0	14,603
Ngoma	19.4	43.1	28.4	4.5	3.5	0.3	0.7	0.1		0.0	100.0	14,572
Nyabimata	30.7	39.7	20.9	4.3	3.3	0.3	0.7	0.0	0.0	0.0	100.0	11,445
Nyagisozi	20.4	38.5	29.9	5.4	3.7	0.5	1.0	0.5	0.0	0.1	100.0	11,699
Ruheru	31.8	32.8	25.0	4.5	4.6	0.3	0.8	0.2		0.0	100.0	16,102
Ruramba	23.1	31.7	30.6	7.6	5.7	0.4	0.8	0.0		0.0	100.0	11,760
Rusenge	25.1	39.0	25.4	5.6	4.1	0.3	0.5	0.0		0.0	100.0	15,600
Huye												
Total	16.6	34.7	31.1	6.5	6.7	0.9	3.0	0.4	0.1	0.1	100.0	244,535
Gishamvu	17.1	41.7	30.7	5.6	3.4	0.2	1.1	0.0	0.1	0.1	100.0	8,984
Huye	15.0	35.5	31.1	6.3	8.0	0.8	2.9	0.4	0.0	0.0	100.0	17,503
Karama	19.6	34.7	33.6	6.9	4.2	0.3	0.6	0.0	0.0	0.0	100.0	10,965
Kigoma	15.6	35.1	36.5	6.1	4.7	0.3	1.5	0.2	0.0	0.0	100.0	16,410
Kinazi	17.5	37.8	32.0	6.2	4.8	0.4	1.1	0.1	0.1	0.0	100.0	19,746
Maraba	19.6	35.8	33.8	5.6	3.9	0.4	0.6	0.1	0.2	0.0	100.0	17,103
Mbazi	14.7	33.8	34.5	7.1	6.4	0.6	2.5	0.3		0.1	100.0	22,376
Mukura	13.6	38.0	28.9	6.7	6.9	1.2	4.2	0.5	0.0	0.0	100.0	16,290
Ngoma	22.7	24.8	25.2	6.7	10.8	1.7	6.2	1.6	0.3	0.1	100.0	28,685
Ruhashya	14.1	43.8	29.4	5.5	5.1	0.4	1.6	0.1	0.0	0.0	100.0	14,804
Rusatira	20.2	37.4	28.3	5.8	5.5	0.5	2.0	0.2	0.0	0.0	100.0	18,328
Rwaniro	17.6	43.4	30.7	4.7	3.0	0.2	0.4	0.0		0.0	100.0	14,347
Simbi	15.2	37.5	37.5	5.0	3.6	0.3	0.8	0.0	0.0	0.1	100.0	14,842
Tumba	9.7	24.0	28.0	10.6	14.1	2.7	9.5	0.7	0.5	0.1	100.0	24,152
Nyamagabe												
Total	20.5	36.2	29.9	5.8	5.6	0.5	1.3	0.1	0.0	0.1	100.0	237,963
Buruhukiro	26.1	37.5	27.2	4.5	3.5	0.2	0.8	0.1	0.0	0.0	100.0	17,459
Cyanika	13.9	36.0	36.7	6.3	5.5	0.4	0.9	0.1		0.0	100.0	16,791
Gasaka	19.0	24.0	28.4	10.1	12.0	1.5	4.6	0.2	0.0	0.0	100.0	27,235
Gatаре	23.5	39.0	27.9	4.0	4.6	0.4	0.7	0.0	0.0	0.0	100.0	12,529
Kaduha	18.5	40.8	29.8	4.6	4.0	0.6	1.1	0.5	0.0	0.1	100.0	14,244
Kamegeri	21.4	37.1	29.0	6.6	4.9	0.3	0.6	0.0		0.1	100.0	9,307
Kibirizi	16.7	35.5	34.6	6.6	5.4	0.3	0.7	0.0	0.0	0.1	100.0	15,135
Kibumbwe	17.4	38.7	33.7	3.8	4.2	0.7	1.3	0.0		0.2	100.0	8,352
Kitabi	25.8	36.3	25.2	5.6	5.6	0.4	0.8	0.3	0.0	0.1	100.0	17,649
Mbazi	14.7	40.3	31.0	7.3	5.7	0.3	0.6	0.0	0.0	0.0	100.0	8,226
Mugano	20.4	42.5	29.7	3.4	3.1	0.2	0.7	0.0	0.0	0.1	100.0	12,558
Musange	14.3	38.4	36.9	4.6	4.6	0.4	0.8	0.0	0.0	0.0	100.0	12,921
Musebeya	20.6	38.0	30.8	4.4	4.9	0.5	0.8	0.0		0.0	100.0	13,174
Mushubi	19.6	40.3	27.3	5.1	5.8	0.6	1.1	0.1		0.1	100.0	8,870
Nkomane	29.0	36.4	25.1	3.8	4.2	0.2	1.2	0.0	0.0	0.0	100.0	11,487
Tare	21.2	33.4	29.4	6.8	6.8	0.4	1.7	0.2	0.1	0.1	100.0	15,598
Uwinkingi	23.6	37.7	27.8	5.2	4.2	0.3	0.6	0.3	0.1	0.0	100.0	16,428
Ruhango												
Total	16.1	37.4	33.1	6.0	5.1	0.6	1.4	0.2	0.0	0.1	100.0	226,383
Bweramana	13.0	34.1	37.0	7.2	5.3	1.0	1.8	0.5	0.0	0.1	100.0	19,906
Byimana	12.6	31.5	38.4	7.2	6.7	0.8	2.3	0.3	0.1	0.0	100.0	26,368
Kabagali	15.8	40.2	32.2	5.8	4.7	0.4	0.8	0.1		0.0	100.0	16,078
Kinazi	17.5	43.2	28.2	5.1	4.2	0.6	1.0	0.1		0.0	100.0	31,033
Kinihira	14.7	38.0	37.4	5.0	3.8	0.3	0.7	0.0	0.0	0.1	100.0	16,486

Sectors of residence	Level of education											Count
	No primary schooling	Some primary	Completed Primary	Lower secondary	Upper secondary	short cycle tertiary	Bachelor or equivalent	Masters or equivalent	Doctoral or equivalent	Not stated	Total	Total
Mbuye	19.5	41.4	29.7	5.0	3.4	0.3	0.8	0.0	0.0	0.0	100.0	28,885
Mwendo	15.7	40.3	34.3	4.9	3.6	0.4	0.5	0.1		0.1	100.0	16,176
Ntongwe	18.9	43.1	27.9	5.2	3.8	0.2	0.7	0.0	0.0	0.1	100.0	23,260
Ruhango	15.8	30.8	34.7	7.2	7.6	0.8	2.6	0.5	0.0	0.0	100.0	48,191
Muhanga												
Total	13.2	34.7	34.3	6.8	7.1	0.9	2.8	0.3	0.0	0.0	100.0	235,255
Cyeza	13.1	31.6	40.5	5.6	6.3	0.6	2.0	0.2	0.0	0.0	100.0	22,537
Kabacuzi	11.5	43.1	35.0	5.4	4.2	0.2	0.5	0.0		0.0	100.0	18,250
Kibangu	14.3	41.3	31.0	6.7	5.4	0.4	0.8	0.0		0.0	100.0	13,121
Kiyumba	11.8	35.8	41.0	5.2	5.1	0.4	0.7	0.1		0.0	100.0	15,563
Muhanga	15.0	37.2	36.6	5.6	4.1	0.3	1.0	0.0		0.0	100.0	18,521
Mushishiro	15.7	36.3	35.5	5.7	5.1	0.6	1.1	0.1		0.0	100.0	13,324
Nyabinoni	18.3	43.1	29.5	4.2	4.0	0.3	0.6	0.1		0.0	100.0	10,373
Nyamabuye	5.9	20.0	35.5	11.8	15.3	2.2	8.5	0.6	0.0	0.1	100.0	39,377
Nyarusange	17.7	36.2	35.2	5.6	4.3	0.3	0.5	0.1		0.1	100.0	17,887
Rongi	18.1	43.1	29.8	4.6	3.7	0.2	0.4	0.0		0.0	100.0	19,228
Rugendabari	15.0	42.4	32.1	5.5	4.1	0.3	0.6	0.0		0.0	100.0	11,357
Shyogwe	13.4	33.2	29.1	7.5	8.7	1.6	5.4	1.1	0.1	0.1	100.0	35,717
Kamonyi												
Total	12.4	32.7	36.5	7.8	7.1	0.7	2.5	0.3	0.1	0.0	100.0	
Gacurabwenge	11.3	28.5	37.0	9.9	9.1	1.1	3.0	0.2		0.0	100.0	23,475
Karama	11.8	34.8	41.3	6.1	4.8	0.3	0.7	0.1		0.1	100.0	13,237
Kayenzi	10.6	35.5	40.6	6.4	5.1	0.4	1.0	0.3	0.0		100.0	16,650
Kayumbu	13.5	36.8	38.8	6.2	3.8	0.3	0.5	0.1			100.0	11,092
Mugina	13.9	40.4	34.0	5.8	4.5	0.4	0.8	0.2	0.0	0.0	100.0	28,325
Musambira	13.8	30.9	38.6	8.0	6.7	0.5	1.5	0.1		0.1	100.0	26,463
Ngamba	13.1	36.1	37.6	6.5	4.6	0.3	1.5	0.1	0.0	0.1	100.0	10,811
Nyamiyaga	15.3	39.0	35.6	5.5	3.8	0.2	0.6	0.1	0.0	0.0	100.0	27,891
Nyarubaka	15.8	37.2	36.2	5.8	3.7	0.3	0.9	0.1	0.0	0.0	100.0	18,007
Rugarika	12.2	31.0	36.6	8.4	7.7	0.8	2.8	0.3	0.1	0.1	100.0	36,886
Rukoma	12.0	34.4	38.3	7.2	6.0	0.7	1.1	0.2	0.0	0.0	100.0	26,002
Runda	8.8	22.6	32.4	11.6	13.8	1.9	7.6	1.0	0.3	0.1	100.0	47,138
Karongi												
Total	18.3	35.7	29.9	7.1	6.9	0.5	1.4	0.1	0.0	0.1	100.0	231,947
Bwishyura	13.5	30.5	29.3	9.7	11.8	1.3	3.4	0.3	0.0	0.1	100.0	25,202
Gashari	16.0	35.0	35.0	5.9	6.2	0.5	1.3	0.0	0.0	0.1	100.0	13,466
Gishyita	14.7	39.1	28.8	9.0	6.1	0.6	1.7	0.1	0.0	0.0	100.0	14,813
Gitesi	20.5	39.9	29.1	5.4	4.0	0.3	0.8	0.0	0.0	0.0	100.0	17,762
Mubuga	20.5	39.8	26.2	6.8	4.8	0.5	1.3	0.0		0.1	100.0	14,108
Murambi	16.5	35.5	33.8	6.0	5.7	0.7	1.3	0.3	0.0	0.1	100.0	14,190
Murundi	19.0	41.5	30.5	4.3	3.7	0.2	0.5	0.2	0.0	0.1	100.0	16,762
Mutuntu	21.5	36.8	28.2	5.5	6.7	0.3	0.8	0.1	0.0	0.1	100.0	15,771
Rubengera	15.3	28.5	33.9	9.3	9.1	0.7	2.7	0.2	0.2	0.0	100.0	25,574
Rugabano	23.9	37.6	29.1	4.2	4.1	0.3	0.6	0.0		0.1	100.0	21,078
Ruganda	15.8	37.2	33.5	6.7	5.7	0.2	0.8	0.0		0.1	100.0	11,887
Rwankuba	22.6	33.7	23.4	8.7	10.1	0.4	0.9	0.0		0.1	100.0	23,593
Twumba	18.1	36.3	30.9	7.2	6.0	0.4	1.0	0.1	0.0	0.0	100.0	17,741
Rutsiro												
Total	21.5	37.2	29.7	5.6	4.7	0.3	0.8	0.1	0.0	0.1	100.0	227,085
Boneza	13.8	36.4	33.7	8.3	5.5	0.4	1.8	0.1		0.1	100.0	19,497
Gihango	16.2	30.3	39.7	5.8	5.9	0.5	1.2	0.3	0.1	0.0	100.0	16,935
Kigeyo	20.8	42.5	23.4	6.3	6.0	0.4	0.6			0.0	100.0	15,434
Kivumu	20.7	40.4	24.9	7.1	5.8	0.2	0.7	0.2	0.0	0.0	100.0	21,636
Manihira	20.7	34.6	36.3	4.4	3.0	0.1	0.7	0.0	0.0	0.1	100.0	11,889
Mukura	24.6	36.3	30.5	4.3	3.6	0.2	0.5	0.0	0.0	0.0	100.0	23,055
Murunda	20.9	34.8	34.0	4.5	4.2	0.6	0.9	0.0	0.0	0.1	100.0	13,719
Musasa	18.2	39.2	31.0	5.8	4.7	0.3	0.6	0.0		0.1	100.0	16,650
Mushonyi	20.9	41.0	26.0	6.0	4.8	0.3	0.8	0.1		0.1	100.0	15,771
Mushubati	16.5	36.2	34.3	6.2	4.8	0.5	0.9	0.4	0.0	0.2	100.0	19,323
Nyabirasi	33.5	39.1	18.7	4.3	3.9	0.1	0.2	0.1	0.0	0.0	100.0	18,988
Ruhango	25.7	35.1	29.1	4.8	4.0	0.4	0.9	0.0	0.0	0.0	100.0	18,259
Rusebeya	25.8	37.1	27.8	4.7	4.0	0.1	0.4			0.0	100.0	15,929
Rubavu												
Total	19.7	32.1	24.9	8.9	9.5	1.0	3.3	0.4	0.1	0.1	100.0	326,784
Bugeshi	21.1	35.0	25.7	9.5	7.2	0.4	1.1	0.0		0.0	100.0	21,106

Sectors of residence	Level of education											Count
	No primary schooling	Some primary	Completed Primary	Lower secondary	Upper secondary	short cycle tertiary	Bachelor or equivalent	Masters or equivalent	Doctoral or equivalent	Not stated	Total	Total
Busasamana	28.0	38.8	22.0	5.3	4.7	0.4	0.5	0.2	0.0	0.1	100.0	23,163
Cyanzarwe	28.1	41.7	20.6	5.1	3.8	0.2	0.3	0.2	0.0	0.1	100.0	21,277
Gisenyi	6.7	11.9	21.8	15.5	24.5	3.6	14.4	1.4	0.1	0.1	100.0	36,323
Kanama	26.0	32.1	25.4	6.9	6.8	0.8	1.4	0.5	0.1	0.1	100.0	21,539
Kanzenze	25.0	34.1	22.1	9.2	7.7	0.5	1.4	0.1	0.0	0.0	100.0	13,540
Mudende	28.6	38.2	20.9	6.1	4.7	0.3	0.9	0.0	0.0	0.1	100.0	18,970
Nyakiriba	20.0	31.2	24.8	8.9	10.2	1.0	3.4	0.2	0.2	0.0	100.0	32,954
Nyamumba	16.5	38.4	27.7	8.3	7.4	0.5	1.2	0.1	0.0	0.0	100.0	28,466
Nyundo	18.3	38.3	27.8	6.1	6.4	0.7	2.3	0.1	0.0	0.0	100.0	24,595
Rubavu	18.2	30.6	27.1	9.9	9.9	1.2	2.3	0.7	0.0	0.1	100.0	46,084
Rugerero	17.0	30.5	27.6	10.0	9.9	1.0	3.6	0.2	0.1	0.0	100.0	38,767
Nyabihu												
Total	20.3	37.1	26.2	7.6	6.9	0.5	1.3	0.1	0.0	0.0	100.0	196,408
Bigogwe	25.1	32.0	21.1	9.4	9.4	0.6	2.3	0.1	0.0	0.0	100.0	21,464
Jenda	15.1	39.8	26.2	8.7	7.8	0.5	1.8	0.1	0.0	0.0	100.0	26,045
Jomba	19.6	41.0	27.3	6.2	4.8	0.3	0.7	0.0		0.1	100.0	13,579
Kabatwa	15.5	35.2	30.1	9.7	8.1	0.3	0.9	0.1	0.0	0.0	100.0	13,237
Karago	21.6	39.2	26.4	6.4	5.1	0.4	0.7	0.0	0.0	0.1	100.0	15,727
Kintobo	19.0	39.0	25.7	7.7	7.3	0.3	0.8	0.2		0.0	100.0	9,729
Mukamira	16.2	31.2	27.2	10.9	10.5	1.1	2.8	0.1		0.1	100.0	20,389
Muringa	31.6	37.6	20.8	5.2	4.2	0.1	0.3	0.1		0.0	100.0	13,772
Rambura	25.8	33.6	25.2	6.6	6.9	0.5	1.2	0.1	0.1	0.1	100.0	17,805
Rugera	17.1	40.3	30.3	6.3	5.0	0.4	0.6	0.0		0.0	100.0	16,370
Rurembo	25.6	39.0	25.6	4.6	4.5	0.2	0.3	0.3		0.0	100.0	14,763
Shyira	13.3	41.2	31.2	6.3	6.2	0.4	1.2	0.1	0.0	0.0	100.0	13,528
Ngororero												
Total	22.4	38.2	28.9	4.8	4.3	0.4	0.9	0.1	0.0	0.1	100.0	223,494
Bwira	24.1	42.0	26.6	3.6	3.0	0.1	0.5	0.0	0.1	0.0	100.0	12,182
Gatumba	16.5	37.4	33.6	5.4	4.9	0.9	1.2	0.0		0.0	100.0	15,646
Hindiro	20.8	39.2	28.6	4.7	4.7	0.6	1.3	0.1	0.0	0.1	100.0	15,875
Kabaya	19.8	34.4	28.9	7.1	7.2	0.7	1.8	0.1		0.0	100.0	23,320
Kageyo	20.4	39.5	31.3	4.4	3.5	0.2	0.5	0.1		0.1	100.0	15,680
Kavumu	26.2	36.7	28.4	4.4	3.6	0.2	0.4	0.0		0.1	100.0	18,941
Matyazo	18.7	44.5	28.3	4.0	3.7	0.3	0.5	0.0		0.0	100.0	16,887
Muhanda	36.2	41.0	15.5	3.6	3.1	0.2	0.3	0.0	0.0	0.1	100.0	18,603
Muhororo	18.7	33.0	38.8	5.2	3.4	0.2	0.7	0.0	0.0	0.1	100.0	13,822
Ndaro	26.8	38.6	28.2	2.9	2.2	0.2	0.9	0.0	0.1	0.1	100.0	14,864
Ngororero	14.9	37.0	33.3	6.1	6.2	0.7	1.7	0.1		0.1	100.0	24,138
Nyange	18.6	35.9	32.7	5.8	5.5	0.3	0.9	0.2		0.1	100.0	15,252
Sovu	29.9	39.2	23.9	3.6	2.9	0.1	0.4	0.0		0.0	100.0	18,284
Rusizi												
Total	15.9	36.3	30.3	7.2	7.6	0.7	1.8	0.2	0.0	0.0	100.0	288,067
Bugarama	18.4	38.8	25.2	8.0	7.5	0.5	1.3	0.2	0.0	0.1	100.0	24,504
Butare	21.4	39.3	29.4	4.6	4.5	0.1	0.5	0.1		0.0	100.0	14,703
Bweyeye	24.9	34.3	23.6	8.9	7.2	0.2	0.8	0.0	0.0	0.1	100.0	10,293
Gashonga	11.4	42.9	31.2	6.6	5.9	0.7	1.1	0.1		0.1	100.0	16,194
Giheke	16.7	33.0	34.7	6.4	6.4	0.5	2.2	0.0		0.1	100.0	12,328
Gihundwe	10.6	22.8	38.5	8.8	12.7	1.7	4.5	0.4	0.1	0.1	100.0	24,952
Gikundamvura	18.6	43.4	25.5	7.2	4.7	0.2	0.2	0.1	0.0	0.0	100.0	12,531
Gitambi	13.7	40.2	31.2	6.8	7.0	0.2	0.6	0.1		0.0	100.0	14,663
Kamembe	10.4	25.6	29.6	10.9	14.7	2.1	6.0	0.3	0.2	0.1	100.0	24,006
Muganza	14.6	37.8	29.1	7.5	8.6	0.6	1.7	0.2	0.0	0.0	100.0	19,081
Mururu	14.2	37.1	32.7	7.4	6.6	0.5	1.1	0.3	0.0	0.0	100.0	17,293
Nkanka	24.6	33.1	30.9	4.8	4.4	0.2	1.8	0.1	0.0	0.0	100.0	11,622
Nkombo	37.5	29.0	21.7	4.9	6.1	0.3	0.4	0.0	0.0	0.0	100.0	10,439
Nkungu	14.6	41.3	33.4	5.3	4.8	0.3	0.3	0.0		0.0	100.0	13,152
Nyakabuye	13.5	39.8	32.6	6.5	6.0	0.3	1.2	0.0		0.1	100.0	19,574
Nyakarenzo	11.3	44.4	30.8	6.3	5.5	0.5	0.9	0.2	0.2	0.0	100.0	10,960
Nzahaha	15.1	43.1	29.4	5.3	5.7	0.3	1.1	0.0	0.0	0.0	100.0	17,819
Rwimbogo	12.8	37.1	30.4	7.8	9.0	0.7	1.9	0.3		0.1	100.0	13,953
Nyamasheke												
Total	18.1	38.1	29.3	6.6	5.9	0.4	1.3	0.2	0.0	0.1	100.0	259,070
Bushekeri	20.9	43.0	24.0	5.8	4.7	0.5	1.1	0.1	0.0	0.1	100.0	16,875
Bushenge	16.8	30.3	36.4	7.6	6.2	0.6	1.6	0.1	0.1	0.2	100.0	13,456
Cyato	26.2	41.7	24.0	3.3	4.1	0.1	0.4	0.1	0.1	0.0	100.0	16,235

Sectors of residence	Level of education											Count
	No primary schooling	Some primary	Completed Primary	Lower secondary	Upper secondary	short cycle tertiary	Bachelor or equivalent	Masters or equivalent	Doctoral or equivalent	Not stated	Total	Total
Gihombo	13.7	42.9	29.7	7.4	4.8	0.2	1.0	0.3		0.1	100.0	17,501
Kagano	16.2	42.5	26.3	6.4	6.1	0.5	1.9	0.2		0.0	100.0	23,916
Kanjongo	16.5	35.4	28.3	7.7	7.5	1.0	2.9	0.6	0.1	0.1	100.0	24,940
Karambi	15.8	45.3	27.7	5.0	4.9	0.3	0.9	0.1	0.0	0.1	100.0	18,128
Karengera	19.5	37.9	31.3	4.9	5.5	0.2	0.6	0.1	0.0	0.0	100.0	19,196
Kirimbi	14.9	40.9	28.4	7.7	6.5	0.3	1.2	0.1		0.0	100.0	15,312
Macuba	19.0	32.6	31.4	7.8	7.1	0.4	1.5	0.0		0.0	100.0	20,350
Mahembe	13.3	43.0	29.1	7.1	6.4	0.2	0.8	0.1		0.1	100.0	12,106
Nyabitekeri	18.0	34.5	31.3	8.3	6.1	0.4	1.2	0.0	0.0	0.1	100.0	17,629
Rangiro	23.6	36.6	26.0	6.9	5.5	0.5	0.7	0.1		0.0	100.0	10,395
Ruharambuga	18.7	32.0	34.0	6.4	6.6	0.4	1.6	0.1		0.0	100.0	16,785
Shangi	20.6	32.8	33.1	6.7	5.0	0.4	1.0	0.4		0.0	100.0	16,246
Rulindo												
Total	14.8	33.0	36.7	7.0	6.0	0.6	1.7	0.1	0.0	0.0	100.0	228,527
Base	14.5	30.3	39.2	6.4	6.2	0.7	2.5	0.2		0.1	100.0	13,294
Burega	17.9	35.9	34.1	6.7	4.3	0.3	0.7	0.1	0.1	0.1	100.0	9,091
Bushoki	11.0	25.6	44.4	8.5	6.7	0.7	2.9	0.2		0.1	100.0	15,441
Buyoga	13.7	35.6	36.8	7.0	5.3	0.5	1.0	0.0	0.0	0.0	100.0	16,293
Cyinzuzi	17.0	41.3	30.2	5.4	4.9	0.3	1.0	0.0		0.0	100.0	9,822
Cyungu	18.3	36.6	32.2	6.6	4.7	0.3	1.1	0.1		0.0	100.0	9,762
Kinihira	13.8	31.0	38.6	7.2	7.0	0.9	1.5	0.1			100.0	11,370
Kisaro	18.3	34.0	35.4	5.9	5.0	0.4	1.0	0.1		0.0	100.0	15,095
Masoro	14.0	34.4	35.4	7.3	5.9	0.7	2.1	0.2	0.0	0.0	100.0	16,692
Mbogo	13.3	31.1	42.0	6.6	5.1	0.3	1.3	0.2	0.0	0.0	100.0	12,098
Murambi	13.4	36.7	34.4	6.4	6.2	0.8	1.7	0.3	0.0	0.0	100.0	16,388
Ngoma	17.4	34.5	36.7	5.8	4.2	0.3	1.0	0.0		0.0	100.0	7,894
Ntarabana	15.7	35.4	34.9	6.5	5.1	0.5	1.8	0.1	0.0	0.0	100.0	15,180
Rukozo	18.7	39.0	31.3	5.2	4.6	0.3	0.8	0.1	0.0	0.0	100.0	10,970
Rusiga	14.6	33.5	38.5	6.0	5.5	0.5	1.0	0.3	0.0	0.0	100.0	8,551
Shyorongi	13.6	26.5	35.6	9.6	10.2	1.0	3.0	0.2	0.3	0.0	100.0	27,011
Tumba	13.2	31.0	42.6	6.7	4.8	0.4	1.1	0.1		0.0	100.0	13,575
Gakenke												
Total	15.4	35.6	36.5	5.9	4.8	0.5	1.0	0.2	0.0	0.0	100.0	236,902
Busengo	12.1	40.3	38.0	5.1	3.5	0.4	0.4	0.2		0.0	100.0	13,642
Coko	12.7	34.2	41.8	6.8	3.6	0.2	0.5	0.0		0.0	100.0	12,153
Cyabingo	12.5	45.2	29.7	6.1	5.3	0.4	0.8	0.0		0.0	100.0	12,363
Gakenke	16.9	33.0	34.1	6.0	6.6	0.9	2.4	0.1		0.0	100.0	16,376
Gashenyi	20.1	33.3	35.7	5.3	4.4	0.3	0.9	0.0	0.0	0.0	100.0	14,550
Janja	11.5	36.8	36.7	6.2	6.2	0.5	1.1	0.9	0.0		100.0	10,318
Kamubuga	22.6	41.0	26.1	5.0	4.1	0.3	0.7	0.3	0.0	0.0	100.0	14,201
Karambo	24.0	39.2	28.2	4.2	3.5	0.3	0.5	0.1		0.0	100.0	8,874
Kivuruga	14.0	40.3	32.4	6.3	5.4	0.4	1.0	0.1	0.1	0.1	100.0	12,684
Mataba	17.2	45.6	28.0	4.8	3.3	0.3	0.5	0.4	0.0	0.0	100.0	9,929
Minazi	17.8	36.5	37.2	4.2	3.5	0.1	0.4	0.2		0.0	100.0	9,063
Mugunga	10.6	34.6	40.0	7.3	5.5	0.5	1.1	0.4	0.0	0.0	100.0	12,973
Muhondo	11.8	27.4	45.5	7.5	6.0	0.5	1.3	0.1	0.0	0.0	100.0	14,383
Muyongwe	15.3	34.4	41.6	4.5	3.2	0.3	0.7	0.0		0.0	100.0	10,301
Muzo	13.8	41.3	34.3	5.2	4.1	0.2	0.9	0.0		0.0	100.0	13,886
Nemba	19.4	32.8	34.4	5.0	5.4	1.0	1.8	0.2		0.0	100.0	10,965
Ruli	10.8	22.3	46.2	9.5	7.9	1.1	1.9	0.1		0.1	100.0	15,661
Rusasa	16.4	38.9	35.1	5.3	3.7	0.2	0.4	0.0		0.0	100.0	12,113
Rushashi	16.0	26.4	44.4	6.4	4.8	0.5	1.4	0.0		0.0	100.0	12,467
Musanze												
Total	15.2	31.7	27.7	9.2	10.9	1.1	3.6	0.5	0.1	0.0	100.0	304,624
Busogo	12.6	29.0	28.0	10.5	13.2	1.5	4.8	0.3	0.0	0.1	100.0	17,477
Cyuve	14.2	28.6	24.0	10.3	14.0	1.9	5.9	0.9	0.2	0.1	100.0	39,121
Gacaca	17.5	38.9	29.5	6.2	5.8	0.4	1.5	0.1	0.0	0.1	100.0	18,761
Gashaki	15.3	34.9	32.5	8.5	7.5	0.2	0.8	0.2	0.0	0.0	100.0	8,811
Gataraga	16.0	36.3	28.5	7.8	9.0	0.6	1.2	0.3	0.3	0.0	100.0	16,470
Kimonyi	17.3	36.5	26.3	8.2	7.7	1.1	2.7	0.2	0.0	0.0	100.0	13,557
Kinigi	18.4	35.1	26.2	9.5	8.4	0.5	1.7	0.2	0.0	0.0	100.0	21,171
Muhoza	8.9	19.6	25.3	12.5	20.2	2.4	9.0	1.6	0.4	0.0	100.0	48,533
Muko	16.8	36.1	29.2	7.7	7.6	0.7	1.5	0.3	0.0	0.1	100.0	16,666
Musanze	16.8	30.0	27.0	9.5	11.2	1.2	3.9	0.3	0.1	0.1	100.0	29,989
Nkotsi	15.6	36.4	30.0	8.6	7.6	0.7	0.9	0.2	0.0	0.0	100.0	10,802

Sectors of residence	Level of education											Count
	No primary schooling	Some primary	Completed Primary	Lower secondary	Upper secondary	short cycle tertiary	Bachelor or equivalent	Masters or equivalent	Doctoral or equivalent	Not stated	Total	Total
Nyange	20.5	35.6	26.1	8.3	7.8	0.6	0.9	0.1	0.0	0.0	100.0	20,316
Remera	11.3	36.6	37.4	6.9	6.4	0.3	1.1	0.0		0.0	100.0	12,908
Rwaza	14.9	37.0	35.6	6.3	5.2	0.4	0.6	0.1	0.0	0.0	100.0	14,756
Shingiro	22.6	37.1	26.1	7.0	6.1	0.3	0.6	0.0		0.0	100.0	15,286
Burera												
Total	21.6	37.9	26.1	6.2	6.4	0.5	1.2	0.1	0.0	0.0	100.0	242,227
Bungwe	21.6	41.7	22.8	6.3	5.8	0.6	0.9	0.4			100.0	10,169
Butaro	25.8	31.4	26.1	6.7	7.0	0.8	1.9	0.3	0.1	0.0	100.0	23,303
Cyanika	22.7	40.1	22.8	5.7	6.7	0.5	1.3	0.1	0.1	0.0	100.0	27,566
Cyeru	21.0	37.1	27.3	6.2	6.7	0.5	1.2	0.0		0.0	100.0	9,050
Gahunga	24.7	37.7	24.2	5.7	5.6	0.5	1.1	0.3	0.0	0.0	100.0	18,053
Gatebe	21.1	39.0	28.6	5.6	4.6	0.3	0.6	0.1		0.0	100.0	11,900
Gitovu	20.1	36.9	28.2	6.2	6.3	0.5	1.8	0.0		0.0	100.0	7,162
Kagogo	20.4	42.9	23.1	5.6	6.3	0.6	1.0	0.0	0.0		100.0	14,038
Kinoni	14.8	39.2	29.2	6.7	8.3	0.6	1.1	0.1	0.0	0.0	100.0	12,841
Kinyababa	20.7	34.9	27.1	7.5	7.8	0.4	1.1	0.3	0.0	0.0	100.0	15,029
Kivuye	21.5	37.8	26.9	5.6	6.3	0.5	1.1	0.1	0.1	0.0	100.0	10,971
Nemba	20.4	36.6	28.9	6.6	5.7	0.4	1.1	0.3	0.0	0.0	100.0	13,289
Rugarama	19.2	40.7	25.7	6.1	6.4	0.5	1.3	0.1	0.0	0.0	100.0	17,669
Rugengabari	20.0	44.3	24.5	5.1	4.9	0.3	0.7	0.1		0.1	100.0	12,757
Ruhunde	23.5	34.9	31.4	5.0	4.0	0.3	1.0	0.0		0.0	100.0	12,422
Rusarabuye	20.6	36.8	25.2	6.9	7.9	0.7	1.6	0.1	0.1	0.1	100.0	12,906
Rwerere	23.0	33.7	27.8	7.3	6.8	0.6	0.7	0.1	0.0	0.1	100.0	13,102
Gicumbi												
Total	17.7	33.2	34.1	6.9	5.8	0.6	1.4	0.2	0.0	0.1	100.0	286,483
Bukure	17.8	36.8	31.7	6.8	5.4	0.3	0.8	0.1	0.0	0.1	100.0	12,686
Bwisige	20.4	31.5	35.8	7.4	3.9	0.4	0.7	0.0		0.0	100.0	11,267
Byumba	12.5	24.9	35.1	8.8	11.2	1.8	4.9	0.5	0.3	0.1	100.0	27,805
Cyumba	18.1	34.9	30.5	7.7	6.3	0.5	1.6	0.3	0.0	0.1	100.0	10,490
Giti	20.2	38.6	30.8	5.5	4.0	0.2	0.6	0.2	0.0	0.0	100.0	10,777
Kageyo	14.8	37.7	30.6	6.3	7.2	1.0	2.4	0.1		0.0	100.0	13,213
Kaniga	17.6	29.8	33.9	7.9	8.0	0.6	1.5	0.6	0.0	0.1	100.0	10,612
Manyagiro	20.7	39.3	28.9	4.9	4.5	0.4	1.1	0.0		0.0	100.0	14,053
Miyove	21.9	39.2	29.9	4.3	3.7	0.2	0.7	0.0	0.0	0.1	100.0	12,568
Mukarange	17.3	28.2	39.4	7.9	6.0	0.3	0.8	0.0		0.0	100.0	11,798
Muko	18.3	29.4	39.8	6.3	4.8	0.3	0.9	0.1	0.1	0.1	100.0	12,873
Mutete	14.9	31.7	37.6	7.9	6.0	0.5	1.2	0.1	0.0	0.1	100.0	17,413
Nyamiyaga	18.6	41.7	28.9	5.6	4.1	0.3	0.7	0.0		0.0	100.0	13,283
Nyankenke	21.6	37.3	30.8	4.6	3.4	0.3	1.2	0.8	0.0	0.0	100.0	18,868
Rubaya	21.8	40.0	25.6	6.0	4.9	0.5	0.8	0.2		0.0	100.0	7,478
Rukomo	16.2	32.4	35.2	8.4	6.1	0.5	1.0	0.2	0.0	0.0	100.0	18,347
Rushaki	16.7	28.4	38.8	7.5	6.2	0.6	1.4	0.2	0.1	0.1	100.0	9,457
Rutare	16.8	30.3	38.0	7.2	5.8	0.5	0.9	0.3		0.0	100.0	17,765
Ruvune	16.8	36.7	36.2	4.9	4.1	0.5	0.6	0.3	0.0	0.0	100.0	14,307
Rwamiko	16.1	32.6	36.9	7.1	5.1	0.6	1.3	0.3	0.0	0.1	100.0	9,536
Shangasha	19.7	25.9	37.8	9.5	5.5	0.4	0.7	0.4	0.1	0.0	100.0	11,887
Rwamagana												
Total	14.6	32.6	31.7	8.5	8.8	0.9	2.7	0.2	0.0	0.1	100.0	306,521
Fumbwe	15.9	32.7	30.2	8.3	8.7	0.8	3.2	0.3	0.0	0.0	100.0	19,891
Gahengeri	15.0	39.5	30.2	6.6	6.7	0.5	1.3	0.1	0.0	0.1	100.0	21,270
Gishali	14.4	26.0	29.4	8.4	16.0	1.5	4.0	0.2		0.1	100.0	23,588
Karenge	10.7	35.9	34.2	8.8	7.3	0.4	2.2	0.2	0.0	0.2	100.0	18,321
Kigabiro	11.1	27.1	29.2	11.0	14.0	1.7	5.4	0.4	0.0	0.1	100.0	30,436
Muhazi	19.5	30.1	29.3	9.2	8.3	0.9	2.6	0.1	0.0	0.0	100.0	40,473
Munyaga	22.3	40.1	26.1	6.1	3.6	0.2	0.9	0.2	0.5	0.0	100.0	12,803
Munyiginya	17.3	31.8	33.6	8.5	6.1	0.5	1.8	0.3		0.0	100.0	14,724
Musha	17.2	37.1	32.1	6.3	5.7	0.4	0.9	0.2	0.0	0.0	100.0	16,538
Muyumbu	10.1	28.1	35.4	9.7	10.6	1.3	4.1	0.5	0.0	0.0	100.0	34,556
Mwulire	15.3	32.9	32.0	8.8	8.1	0.9	1.8	0.1	0.0	0.1	100.0	20,455
Nyakaliro	9.3	33.5	36.0	9.2	8.3	0.9	2.5	0.2	0.0	0.1	100.0	22,945
Nzige	13.0	40.7	32.6	6.5	5.5	0.4	1.2	0.1	0.1	0.0	100.0	12,311
Rubona	17.9	36.7	32.9	6.3	4.7	0.3	1.0	0.2	0.0	0.0	100.0	18,210
Nyagatare												
Total	20.2	36.9	26.8	7.6	6.5	0.5	1.3	0.2	0.0	0.1	100.0	391,206
Gatunda	17.1	42.5	26.7	6.2	5.6	0.7	1.1	0.1		0.0	100.0	21,740

Sectors of residence	Level of education											Count
	No primary schooling	Some primary	Completed Primary	Lower secondary	Upper secondary	short cycle tertiary	Bachelor or equivalent	Masters or equivalent	Doctoral or equivalent	Not stated	Total	Total
Karama	22.0	37.2	27.8	6.9	4.8	0.4	0.9	0.1	0.0	0.0	100.0	20,303
Karangazi	22.0	36.8	25.0	8.1	6.3	0.5	1.2	0.1	0.0	0.1	100.0	56,275
Katabagemu	19.9	40.6	27.3	6.3	4.8	0.3	0.8	0.0	0.0	0.0	100.0	26,244
Kiyombe	17.7	37.5	31.6	6.8	5.2	0.3	0.7	0.1	0.0	0.0	100.0	12,171
Matimba	18.1	34.0	27.9	9.1	8.0	0.8	1.8	0.2	0.1	0.1	100.0	16,815
Mimuri	22.1	34.9	30.5	6.0	4.8	0.4	1.0	0.1	0.0	0.0	100.0	21,234
Mukama	20.2	39.6	29.3	5.8	4.2	0.3	0.5	0.0	0.0	0.0	100.0	16,390
Musheri	21.1	43.1	23.0	6.4	5.3	0.4	0.6	0.1	0.0	0.0	100.0	21,883
Nyagatare	19.0	30.5	24.9	8.8	11.7	0.9	3.4	0.8	0.1	0.1	100.0	50,156
Rukomo	17.2	38.0	28.0	8.4	6.1	0.5	1.4	0.3		0.0	100.0	26,594
Rwempasha	19.8	36.2	27.0	8.5	6.7	0.5	1.0	0.2	0.0	0.1	100.0	22,775
Rwimiyaga	21.3	37.0	26.3	8.0	6.0	0.3	0.9	0.1	0.0	0.0	100.0	47,513
Tabagwe	21.5	36.8	27.6	7.5	5.3	0.3	0.8	0.1	0.0	0.0	100.0	31,113
Gatsibo												
Total	18.3	37.4	30.3	6.9	5.3	0.5	1.1	0.1	0.0	0.0	100.0	335,056
Gasange	21.1	37.1	30.8	5.8	3.9	0.4	0.7	0.1	0.0	0.0	100.0	12,797
Gatsibo	19.0	30.2	31.3	8.7	9.0	0.4	1.2	0.1	0.0	0.1	100.0	25,356
Gitoki	19.2	36.4	31.2	7.0	4.9	0.5	0.7	0.1	0.0	0.0	100.0	26,346
Kabarore	18.9	35.5	28.0	8.4	6.5	0.5	1.8	0.1	0.0	0.1	100.0	42,273
Kageyo	19.1	40.1	31.8	4.6	3.3	0.3	0.6	0.1	0.0	0.0	100.0	15,611
Kiramuruzi	13.5	35.6	32.3	8.8	6.6	0.8	2.2	0.1	0.0	0.0	100.0	24,037
Kiziguro	16.0	32.6	33.6	8.6	6.8	0.8	1.5	0.1	0.1	0.1	100.0	23,743
Muhura	19.9	37.5	30.7	6.3	4.0	0.3	1.2	0.0	0.0	0.0	100.0	21,081
Murambi	15.1	41.1	34.3	5.2	3.4	0.2	0.5	0.0		0.0	100.0	22,614
Ngarama	20.0	35.6	27.0	7.2	6.9	0.9	2.2	0.1	0.2	0.1	100.0	23,701
Nyagihanga	20.6	44.6	26.9	4.3	3.0	0.3	0.3	0.1		0.0	100.0	18,290
Remera	19.8	38.4	31.2	5.3	4.0	0.3	0.8	0.1		0.0	100.0	19,627
Rugarama	17.5	40.8	29.3	6.8	4.5	0.3	0.8	0.0	0.0	0.0	100.0	29,755
Rwimbogo	18.0	41.6	28.6	6.5	4.5	0.2	0.6	0.1	0.0	0.0	100.0	29,825
Kayonza												
Total	18.1	37.8	29.1	6.9	5.9	0.5	1.4	0.2	0.0	0.1	100.0	276,507
Gahini	18.4	39.5	28.5	5.2	5.9	0.7	1.6	0.1	0.1	0.1	100.0	27,341
Kabare	20.0	44.3	25.2	5.6	4.0	0.2	0.6	0.0	0.0	0.1	100.0	24,760
Kabarondo	15.3	32.7	30.8	9.5	7.8	0.9	2.7	0.3	0.0	0.0	100.0	23,496
Mukarange	12.1	28.7	29.6	10.6	13.5	1.4	3.9	0.2	0.0	0.1	100.0	33,922
Murama	16.8	39.5	32.7	6.4	3.8	0.2	0.4	0.2	0.0	0.0	100.0	14,272
Murundi	23.1	40.8	25.5	5.6	3.9	0.3	0.7	0.0	0.0	0.1	100.0	33,964
Mwiri	19.8	40.3	27.9	6.3	4.4	0.3	0.9	0.1	0.0	0.0	100.0	22,447
Ndego	21.4	42.0	27.1	4.7	3.5	0.3	0.9	0.0		0.0	100.0	14,659
Nyamirama	17.7	37.7	30.1	6.9	5.2	0.5	1.7	0.0		0.1	100.0	23,355
Rukara	15.1	34.8	35.0	7.6	5.2	0.4	0.8	0.9		0.1	100.0	23,194
Ruramira	23.8	37.7	30.2	4.7	2.6	0.2	0.3	0.3	0.0	0.0	100.0	12,704
Rwinkwavu	17.1	39.9	29.7	7.1	4.7	0.4	1.0	0.1	0.0	0.0	100.0	22,393
Kirehe												
Total	19.2	39.0	27.9	6.7	5.5	0.3	1.2	0.2	0.0	0.0	100.0	279,811
Gahara	21.3	46.3	23.3	4.8	3.6	0.2	0.5	0.1	0.0	0.0	100.0	27,289
Gatore	17.6	37.8	29.7	7.7	5.0	0.3	1.7	0.1	0.0	0.1	100.0	19,435
Kigarama	23.4	43.4	25.4	3.9	3.2	0.2	0.4	0.0	0.0	0.1	100.0	22,526
Kigina	16.2	34.6	31.3	7.2	6.8	0.6	2.6	0.5	0.0	0.1	100.0	21,253
Kirehe	15.5	32.3	32.8	8.0	7.3	1.0	2.8	0.2		0.1	100.0	18,632
Mahama	22.5	28.0	26.7	10.7	9.8	0.4	1.4	0.4	0.1	0.0	100.0	46,324
Mpanga	19.2	45.8	23.9	6.3	3.6	0.2	0.7	0.2		0.1	100.0	24,760
Musaza	20.2	44.4	25.1	5.3	4.2	0.1	0.6	0.0		0.0	100.0	18,563
Mushikiri	16.3	42.1	32.1	4.9	3.8	0.1	0.6	0.0	0.0	0.1	100.0	20,312
Nasho	15.6	42.0	30.4	5.6	4.8	0.3	1.3	0.0		0.0	100.0	20,911
Nyamugari	19.5	40.5	27.8	5.7	4.9	0.3	1.0	0.1	0.0	0.0	100.0	25,920
Nyarubuye	17.3	39.9	31.6	6.2	3.8	0.2	0.9	0.0		0.1	100.0	13,886
Ngoma												
Total	17.6	39.5	30.7	5.7	4.6	0.4	1.3	0.2	0.0	0.1	100.0	246,193
Gashanda	15.7	44.6	31.6	4.1	3.2	0.2	0.3	0.3	0.0	0.0	100.0	11,721
Jarama	29.7	39.0	23.5	3.9	3.1	0.2	0.5	0.1		0.0	100.0	18,283
Karembo	12.4	43.4	31.9	5.8	4.7	0.3	1.4	0.0	0.0	0.0	100.0	10,694
Kazo	15.3	38.6	33.9	5.9	4.2	0.3	1.1	0.5	0.1	0.1	100.0	19,887
Kibungo	13.0	31.4	29.8	8.5	9.6	1.3	5.4	0.8	0.0	0.1	100.0	21,019
Mugesera	15.7	41.9	33.2	4.8	3.6	0.1	0.6	0.0	0.1	0.0	100.0	17,912

Sectors of residence	Level of education											Count
	No primary schooling	Some primary	Completed Primary	Lower secondary	Upper secondary	short cycle tertiary	Bachelor or equivalent	Masters or equivalent	Doctoral or equivalent	Not stated	Total	Total
Murama	15.7	39.8	32.3	6.5	4.8	0.2	0.7	0.0		0.1	100.0	16,734
Mutenderi	15.2	41.6	33.0	5.8	3.3	0.2	0.8		0.1	0.0	100.0	15,434
Remera	16.7	35.1	30.9	7.3	6.7	0.6	2.4	0.2	0.0	0.1	100.0	19,675
Rukira	16.0	36.0	34.2	7.0	5.3	0.2	1.1	0.1		0.1	100.0	18,378
Rukumberi	22.3	42.7	25.9	4.6	3.5	0.3	0.5	0.1	0.0	0.1	100.0	22,492
Rurenge	17.6	41.5	31.8	5.0	3.2	0.2	0.5	0.1	0.0	0.1	100.0	20,122
Sake	22.0	40.6	26.8	5.1	4.2	0.4	0.9	0.1		0.1	100.0	17,053
Zaza	15.0	41.3	33.5	4.8	4.0	0.3	1.0	0.1		0.0	100.0	16,789
Bugesera												
Total	15.7	36.5	27.6	7.5	8.6	1.0	2.8	0.3	0.0	0.1	100.0	331,306
Gashora	15.0	35.2	28.3	8.9	10.1	0.7	1.6	0.2	0.0	0.1	100.0	19,565
Juru	15.0	41.0	33.9	4.2	4.4	0.4	1.1	0.0	0.0	0.1	100.0	19,895
Kamabuye	20.3	38.8	27.9	6.7	4.7	0.4	1.0	0.0		0.1	100.0	14,347
Mareba	20.1	48.2	22.6	3.7	4.2	0.3	0.7	0.0	0.0	0.1	100.0	16,986
Mayange	12.4	25.6	29.6	11.3	16.1	1.4	3.4	0.2	0.0	0.0	100.0	33,609
Musenyi	16.2	47.5	26.6	4.7	4.0	0.3	0.6	0.0	0.0	0.1	100.0	23,591
Mwogo	16.7	43.1	30.2	5.0	4.0	0.3	0.6	0.1	0.0	0.0	100.0	17,329
Ngeruka	21.6	44.1	25.7	4.6	3.3	0.2	0.4	0.1		0.0	100.0	21,402
Ntarama	12.6	30.7	28.1	8.5	11.1	1.7	5.8	1.2	0.1	0.1	100.0	28,237
Nyamata	10.0	24.7	27.9	11.1	15.0	2.4	8.1	0.6	0.0	0.1	100.0	51,543
Nyarugenge	21.5	43.7	22.7	5.7	4.9	0.3	0.8	0.2		0.0	100.0	14,968
Rilima	15.5	33.5	28.8	10.2	9.4	0.8	1.7	0.2	0.0	0.0	100.0	20,719
Ruhuha	16.4	40.7	24.7	6.8	7.4	0.8	2.7	0.3	0.0	0.0	100.0	17,900
Rweru	18.4	41.7	26.8	6.1	5.7	0.4	0.6	0.1	0.0	0.1	100.0	21,745
Shyara	22.3	43.4	26.1	3.5	3.9	0.2	0.6			0.0	100.0	9,470

Sector of residence	Highest level of education attained									Total	Count
	Never attended school/not yet in school	Pre-primary	Primary	Vocational	Lower secondary	Upper secondary	University	Not stated			
<b>Rwanda</b>	14.4	0.1	58	1	12.5	9.2	4.7	0	100	9,236,689	
<b>Nyarugenge</b>											
Gitega	3.5	0.2	36	1.8	19.5	25.7	13.2	0.1	100	20,754	
Kanyinya	8.9	0	57.9	1.3	16.8	11.5	3.6	0	100	21,414	
Kigali	8.4	0.1	55.5	1.2	17	12.5	5.3	0.1	100	42,606	
Kimisagara	4.9	0.1	44.8	2	19.4	20.3	8.5	0.1	100	41,450	
Mageregere	11.1	0	58.6	1	13.3	10.9	5.1	0	100	43,587	
Muhima	3.2	0	30.3	1.7	15.6	28.8	20.1	0.2	100	18,474	
Nyakabanda	3	0.1	35	1.2	19.5	25.3	15.8	0.1	100	22,713	
Nyamirambo	4	0	37.7	1.5	18.6	21.8	16.4	0	100	41,024	
Nyarugenge	3.8	0	30.3	0.9	17.5	25.9	21.3	0.2	100	13,525	
Rwezamenyo	2.7	0	24.8	0.8	19.1	29.8	22.5	0.1	100	11,864	
Total	6.1	0.1	44.6	1.4	17.4	19.2	11.2	0.1	100	277,411	
<b>Gasabo</b>											
Bumbogo	8.1	0.1	52.9	1.4	15.6	14.1	7.8	0	100	75,555	
Gatsata	4.5	0	46.4	1.6	19.5	17.9	10.1	0	100	34,150	
Gikomero	14.7	0.1	65.6	1.5	10.7	6	1.4	0	100	13,769	
Gisozi	4.5	0.2	39.6	1.5	15.6	19.9	18.7	0.1	100	55,825	
Jabana	7.3	0	49.9	2	15.4	14.7	10.7	0	100	44,522	
Jali	11.2	0	54.5	1.4	14.8	10.2	7.9	0	100	28,810	
Kacyiru	2.8	0.1	27	1.4	15	23.6	30.1	0	100	24,610	
Kimihurura	3.6	0.6	30.2	1.8	14.6	22.8	26.2	0.1	100	13,418	
Kimironko	3.6	0.1	29	1.1	14.2	21.3	30.6	0.1	100	49,974	
Kinyinya	5.1	0.1	44.7	1.5	17.1	18.9	12.6	0	100	87,862	
Ndera	8.2	0.2	47.5	1.1	15.7	16.5	10.7	0	100	67,133	
Nduba	9.3	0	58.1	1.5	13.8	11.6	5.8	0	100	45,185	
Remera	3.1	0.2	33.1	1.1	16.6	22.7	23.1	0.1	100	30,578	
Rusororo	7.8	0.1	47.6	1.2	15.7	16.1	11.6	0	100	43,630	
Rutungu	14.1	0.1	65.7	1.2	11.5	5.6	1.8	0	100	15,313	
Total	6.7	0.1	45.7	1.4	15.5	16.7	13.7	0	100	630,334	
<b>Kicukiro</b>											
Gahanga	8.2	0.1	51	1.2	15.9	14.2	9.3	0.1	100	54,257	
Gatanga	4.5	0.2	39	1.6	17.4	20.5	16.7	0	100	49,966	
Gikondo	5.7	0.1	37.6	1.1	14.5	19.9	21.1	0.1	100	16,174	
Kagarama	3.7	0	28.5	0.8	15.8	19.7	31.4	0.1	100	16,645	
Kanombe	4.9	0.1	37.4	1.2	16.1	18.8	21.5	0	100	53,809	
Kicukiro	2.5	0	27.8	1.6	15.4	24.8	27.8	0.1	100	11,543	
Kigarama	3.6	0.1	36.1	1.5	16.7	21	20.9	0.1	100	47,102	
Masaka	6.8	0.1	46.7	1.1	15.9	16.2	13.1	0	100	56,066	
Niboye	2.8	0.3	23.6	1.1	14.9	20	37.3	0.1	100	22,469	
Nyarugunga	2.6	0.4	26.1	1	15.2	22.2	32.5	0.1	100	39,181	
Total	5	0.2	38.1	1.3	16	18.9	20.5	0.1	100	367,212	
<b>Nyanza</b>											
Busasamana	10.7	0	51.1	1.7	15.3	12.8	8.5	0	100	35,846	
Busoro	16.4	0	62.7	1.3	12	5.9	1.6	0	100	27,241	
Cyabakamyi	16.7	0	62.9	1.2	13.2	4.9	1.2		100	16,680	
Kibilizi	15.2	0.1	64.5	1.4	12.2	5.6	1.1	0	100	27,622	
Kigoma	16.1	0.1	63.5	0.7	12.2	5.7	1.6	0	100	28,508	
Mukingo	18.9	0.1	59.2	1	12.4	6.4	2.1	0	100	34,579	
Muyira	16.4	0	64.5	1	11.6	5.3	1.1	0	100	28,442	
Ntyazo	19.4	0.1	64.3	1.2	8.9	4.4	1.6		100	22,841	
Nyagisozi	15	0	66.9	0.7	11.2	5.1	1	0	100	20,104	
Rwabicuma	14.2	0.1	62.9	1	14.1	6.2	1.4	0	100	14,491	
Total	15.8	0.1	61.6	1.1	12.4	6.6	2.4	0	100	256,354	
<b>Gisagara</b>											
Gikonko	18.3	0.1	64.9	1.6	9.3	4.3	1.5	0	100	19,556	
Gishubi	21.9	0	67.2	0.6	6.9	2.7	0.7	0	100	21,244	
Kansi	13.3	0	67	1.2	10.9	5.9	1.8		100	15,450	
Kibirizi	14.4	0	66.3	1.6	10.7	5.3	1.6	0	100	21,722	
Kigembe	16.6	0.1	65.9	1	10.4	4.6	1.4		100	15,550	
Mamba	17.4	0.1	65.8	1.1	9.2	4.9	1.5	0	100	31,072	
Muganza	19.6	0.1	65.5	0.5	9.5	4	0.8		100	24,468	
Mugombwa	17.3	0.1	58.9	0.7	14.1	6	2.9	0	100	24,489	
Mukindo	16.4	0.5	65.2	1	11.4	4.5	1	0	100	22,013	
Musha	17.8	0.1	66.9	0.7	9.2	4.1	1.3	0	100	19,714	
Ndora	15.7	0.5	63.6	1.5	10.2	5.7	2.8	0	100	20,246	
Nyanza	20.6	0	63.5	0.9	8.5	5.2	1.3		100	13,812	
Save	11.5	0.1	66.7	1.4	10.9	6.5	2.9		100	21,880	
Total	17	0.1	65.1	1.1	10.1	4.9	1.7	0	100	271,216	
<b>Nyaruguru</b>											
Busanze	22.9	0	60.4	0.8	9.3	5.4	1.1	0	100	20,052	
Cyahinda	20.2	0	58.4	0.8	12.9	6.3	1.6		100	17,076	
Kibeho	18	0	52.8	2.1	13.8	9.1	4.2	0.1	100	17,952	
Kivu	25.7	0	54.7	0.3	11.3	6.5	1.5	0	100	13,819	
Mata	17.7	0	54	1.8	14.9	8.4	3.2	0	100	11,426	

Sector of residence	Highest level of education attained									Total	Count
	Never attended school/not yet in school	Pre-primary	Primary	Vocational	Lower secondary	Upper secondary	University	Not stated			
Muganza	24.7	0	55.8	0.9	10.2	6.3	2.1	0	100	14,632	
Munini	18.8	0.2	58.3	0.9	13.2	6.4	2.1	0	100	13,739	
Ngera	15.4	0	64.8	1.2	11.2	5.9	1.4		100	16,722	
Ngoma	17	0	65.8	1.5	9.3	5	1.5	0	100	16,728	
Nyabimata	27.5	0	57.2	0.4	9.2	4.5	1.3		100	12,857	
Nyagisozi	18.2	0	61.8	1.5	11.5	4.8	2.2	0	100	13,288	
Ruheru	28.2	0	56.5	0.6	7.4	5.3	1.9	0	100	18,297	
Ruramba	19.7	0	54.2	1.4	14.6	8.4	1.6		100	13,149	
Rusenge	21.8	0	59.1	1.1	11	5.9	1.1	0	100	17,891	
Total	21.2	0	58.3	1.1	11.3	6.2	1.9	0	100	217,628	
<b>Huye</b>											
Gishamvu	14.8	0	66.1	1.4	11.2	4.9	1.5	0	100	10,170	
Huye	12.8	0	61.5	1.6	11.3	8	4.7	0	100	19,538	
Karama	17.3	0	59.9	1.2	14	6.3	1.3		100	12,500	
Kigoma	14	0	64.7	1.8	11.8	5.4	2.2	0	100	18,490	
Kinazi	15.4	0.1	63	1.4	12	6.1	1.9		100	22,273	
Maraba	17.3	0	63.5	1.3	11.1	5.2	1.5		100	19,206	
Mbazi	13.3	0.1	62.6	1.7	11	7.6	3.8	0	100	25,016	
Mukura	12.2	0	59.4	2	12.2	7.9	6.3	0	100	18,284	
Ngoma	21.6	0.1	44.5	1.2	10.1	11.1	11.4	0.1	100	29,976	
Ruhashya	12.6	0	67	1.1	10.4	6.6	2.3		100	16,675	
Rusatira	15.3	0.1	62.5	1.4	10.4	7.3	3	0	100	20,592	
Rwaniro	15.5	0.1	67.6	1.7	9.8	4.5	0.8	0	100	16,284	
Simbi	13.3	0	68.6	1.9	10	4.7	1.5	0	100	16,638	
Tumba	8.8	0.1	45	1.7	15.4	13.9	15.1	0.1	100	26,431	
Total	14.7	0.1	59.8	1.5	11.5	7.6	4.9	0	100	272,073	
<b>Nyamagabe</b>											
Buruhukiro	22.4	0.1	62.6	0.8	8.5	4.2	1.4	0	100	19,437	
Cyanika	12.5	0	64.3	1.7	12.5	7.2	1.8		100	18,760	
Gasaka	16.1	0.1	45.3	1.9	16.3	13.4	7.1	0	100	30,203	
Gatare	21.7	0	61.9	0.9	8.8	5.1	1.5	0	100	13,813	
Kaduha	16.6	0	64.3	1.9	9.6	5.2	2.4	0	100	16,071	
Kamegeri	19	0	59.2	1.4	13	6.2	1.2		100	10,492	
Kibirizi	15.1	0	62.6	1.4	12.2	7.1	1.6	0	100	16,837	
Kibumbwe	15.3	0	66.5	2.7	8.9	4.5	2.1	0	100	9,543	
Kitabi	21.8	0.1	58.2	0.8	10.4	6.7	2	0	100	19,926	
Mbazi	12.9		62.3	1.3	13.7	8.4	1.3		100	9,248	
Mugano	16.9	0.1	69.6	1.4	7.5	3.5	0.9	0	100	14,229	
Musange	12.7	0	68.8	2.2	9.5	5.1	1.7	0	100	14,662	
Musebeya	18.6	0	62.2	1.2	10.3	6.2	1.5	0	100	14,666	
Mushubi	17.6		62	0.4	10.9	7.2	1.9	0	100	9,961	
Nkomane	24.3	0.1	60.6	0.6	8.2	4.5	1.6	0	100	12,803	
Tare	18.9	0	57.1	0.9	12.1	8	2.9		100	17,541	
Uwinkingi	21	0	61.5	0.8	9.8	5.1	1.9		100	18,506	
Total	17.9	0	60.6	1.3	11	6.7	2.4	0	100	266,698	
<b>Ruhango</b>											
Bweramana	11.7	0	63.2	2.4	12.1	7	3.6	0	100	22,331	
Byimana	10.9	0.1	61.1	3.1	12.8	7.9	4.1	0	100	29,056	
Kabagali	14	0.1	62.5	2	13.2	6.8	1.4	0	100	18,257	
Kinazi	15.5	0	65.6	1.4	9.9	5.7	1.9	0	100	35,263	
Kinihira	13.2	0	66.2	2.8	11.1	5.5	1.2	0	100	18,464	
Mbuye	17.5	0	65.6	1.4	9.8	4.5	1.2	0	100	32,486	
Mwendo	14	0	68.1	1.9	10	4.8	1.3	0	100	18,145	
Ntongwe	16.7	0.2	65	1.1	10.7	4.9	1.3	0	100	26,342	
Ruhango	13.9	0.1	60.1	1.3	12.3	8.3	4.1	0	100	53,694	
Total	14.3	0.1	63.6	1.8	11.3	6.4	2.5	0	100	254,038	
<b>Muhanga</b>											
Cyeza	11.8	0	63.8	3	10.3	7.8	3.3	0	100	24,915	
Kabacuzi	10.3	0	69.3	2	11.3	6	1	0	100	20,154	
Kibangu	12.3	0.1	63.1	1.1	13.8	8	1.6	0	100	14,643	
Kiyumba	10.7	0	68.2	2.1	11.2	6.4	1.4	0	100	17,099	
Muhanga	11.8	0.4	67.6	1.5	11.6	5.4	1.6		100	20,649	
Mushishiro	13.9	0.1	63.3	1.5	12.8	6.4	2		100	14,965	
Nyabinoni	16.1	0	68.2	0.5	9.6	4.7	1		100	11,669	
Nyamabuye	5.2	0	48.4	2.2	15	16.9	12.2	0	100	42,843	
Nyarusange	14.5	0	65.3	1.5	11.5	5.8	1.3		100	19,968	
Rongi	16.2	0.1	67.2	0.6	10.1	5.2	0.7	0	100	21,447	
Rugendabari	13.4	0.1	65.8	1.2	12.3	6	1.2		100	12,613	
Shyogwe	12.3	0	54.7	2.2	11.9	10	8.9	0	100	38,545	
Total	11.6	0.1	61.6	1.8	12	8.5	4.4	0	100	259,510	
<b>Kamonyi</b>											
Gacurabwenge	9.4	0.1	56.7	2.6	14.9	11.7	4.7	0	100	26,154	
Karama	10.3	0	65.3	2.7	12.8	7.4	1.3	0	100	14,923	
Kayenzi	9.1	0.6	67.8	2.4	11.4	6.6	2.1		100	18,351	
Kayumbu	12.2	0	66.7	2.4	11.9	5.7	1.1		100	12,289	
Mugina	12.3	0	67.5	1.9	10.8	5.9	1.6	0	100	32,088	
Musambira	11.7	0.4	62.6	2.2	12.1	8.6	2.5	0	100	29,513	
Ngamba	11.8	0.1	65.5	2	12.3	6.1	2.3	0	100	11,933	

Sector of residence	Highest level of education attained									Total	Count
	Never attended school/not yet in school	Pre-primary	Primary	Vocational	Lower secondary	Upper secondary	University	Not stated			
Nyamiyaga	13.6	0.1	66.7	2	11.4	5.3	1	0	100	31,653	
Nyarubaka	14.2	0	66.7	1.1	11.1	5.2	1.6	0	100	20,194	
Rugarika	11	0.1	60.8	1.9	12.8	8.9	4.5	0	100	41,062	
Rukoma	10.8	0	62.9	2.9	12.5	8.3	2.6	0	100	28,775	
Runda	7.5	0.2	48.4	1.8	15.5	15	11.5	0	100	51,373	
Total	10.9	0.1	61.5	2.1	12.7	8.7	4	0	100	318,308	
<b>Karongi</b>											
Bwishyura	11.2	0.1	53.9	1.2	15.3	12.2	6	0.1	100	28,013	
Gashari	14.3	0	63.7	1.6	11.1	7.3	1.9	0	100	15,150	
Gishyita	13.1	0.1	60	1.7	14.9	7.6	2.7	0	100	16,695	
Gitesi	18	0.2	65.4	0.5	9.5	5.2	1.3	0	100	20,079	
Mubuga	18	0.2	56.1	1.4	15.1	7.1	2.1	0	100	15,919	
Murambi	13.6	0.1	64.1	1.8	11.1	6.9	2.5	0	100	15,973	
Murundi	15.7	0.1	66.1	1.8	10.4	4.8	1.1	0	100	19,061	
Mutuntu	19.1	0.1	60.2	0.6	10.7	7.6	1.6	0	100	17,748	
Rubengera	13.8	0	54.2	2	14.4	11.1	4.5	0	100	28,347	
Rugabano	21.5	0	63.3	0.5	8.5	5	1.2	0	100	23,691	
Ruganda	13.7	0.1	63.7	1	12.9	7.3	1.3	0	100	13,503	
Rwankuba	19.7	0.3	51	1	13.5	12.3	2.1	0	100	26,448	
Twumba	16.4	0.1	61.6	0.6	12.3	7.2	1.9	0	100	19,808	
Total	16.1	0.1	59.5	1.2	12.4	8.2	2.5	0	100	260,435	
<b>Rutsiro</b>											
Boneza	11.6	0	64.2	0.7	13.8	7.1	2.6	0	100	21,550	
Gihango	13.6	0	66.8	0.6	10.1	6.6	2.2	0	100	18,954	
Kigeyo	18.6	0.2	60.3	0.3	10.5	8.8	1.4	0	100	17,217	
Kivumu	18.5	0	59.8	0.8	11.3	8.2	1.4	0	100	24,481	
Manihira	18.7	0.1	67.8	0.4	8.2	3.7	1	0	100	13,285	
Mukura	22.1	0.1	62.4	0.7	9.4	4.5	0.9	0	100	26,009	
Murunda	19	0.3	65.4	0.5	8	5.1	1.7	0	100	15,419	
Musasa	15.7	0	64.5	0.4	12.3	6	1.2	0	100	18,339	
Mushonyi	19	0.1	58.8	0.4	12.8	7.5	1.5	0	100	17,329	
Mushubati	14.7	0.2	62.4	1.1	12.7	6.7	2.2	0	100	21,586	
Nyabirasi	30.4	0	55.2	0.2	8.1	5.3	0.7	0	100	21,707	
Ruhango	23.1	0.4	60.3	0.5	8.9	5.3	1.5	0	100	20,609	
Rusebeya	23	0.2	62.3	0.4	8.3	5.2	0.7	0	100	17,866	
Total	19.2	0.1	62.1	0.6	10.4	6.2	1.5	0	100	254,351	
<b>Rubavu</b>											
Bugeshi	19.5	0.1	53.7	0.3	13.7	10.6	2.1	0	100	23,840	
Busasamana	25.7	0	58.6	0.3	8.1	6	1.2	0	100	26,328	
Cyanzarwe	25.2	0.7	60.5	0.6	7.9	4.4	0.8	0	100	24,689	
Gisenyi	5.9	0.2	27.1	0.7	17.4	26	22.6	0.1	100	39,104	
Kanama	23.4	0.1	54.8	0.3	10.6	7.8	3	0	100	24,577	
Kanzeze	22.6	0.1	48.7	0.3	14.3	11.3	2.7	0	100	15,440	
Mudende	26.1	0.1	55.3	0.3	10.3	6.2	1.7	0	100	21,512	
Nyakiriba	18.7	0.1	51.6	0.5	12	11.7	5.5	0	100	36,129	
Nyamyumba	14.6	0	59.4	0.8	13.6	9.4	2.2	0	100	32,214	
Nyundo	16.4	0.2	62.1	0.8	9.8	7.3	3.4	0	100	27,704	
Rubavu	15.1	0.1	52.2	0.5	15.5	11.9	4.7	0	100	51,877	
Rugerero	14	0.1	53.6	0.8	14.5	11.7	5.3	0	100	43,629	
Total	17.6	0.1	52.3	0.5	12.8	11.1	5.4	0	100	367,043	
<b>Nyabihu</b>											
Bigogwe	21.5	0.2	47.4	0.3	15.3	11.4	3.8	0	100	24,207	
Jenda	12.7	0.1	59.5	0.4	14.5	9.9	2.9	0	100	29,356	
Jomba	17.7	0	63.6	0.5	10.5	6.3	1.2	0	100	15,174	
Kabatwa	13.1	0	55.5	0.6	17.8	11	2.1	0	100	14,811	
Karago	19.9	0.1	59.6	0.6	11.1	7.4	1.4	0	100	17,728	
Kintobo	17.1	0.1	56.3	0.9	14	9.8	1.8	0	100	10,864	
Mukamira	14.7	0.1	50.4	0.5	16.3	13.5	4.5	0	100	22,893	
Muringa	29	0	55.3	0.2	9.6	5.1	0.8	0	100	15,564	
Rambura	21.8	0.1	54.8	0.4	12.1	8.4	2.3	0	100	20,004	
Rugera	15	0.1	62.5	0.8	13.7	6.6	1.3	0	100	18,590	
Rurembo	21.6	0.1	61.8	0.6	9.7	5.2	1	0	100	16,654	
Shyira	11.6	0.1	63.6	1.6	12.8	8.2	2.1	0	100	15,238	
Total	17.8	0.1	57.1	0.6	13.3	8.8	2.3	0	100	221,083	
<b>Ngororero</b>											
Bwira	21.4	0	66.6	0.5	7.1	3.6	0.8	0	100	13,769	
Gatumba	14.6	0	63.7	1.5	11.3	6.3	2.5	0	100	17,587	
Hindiro	17.8	1	63	1.3	8.9	5.6	2.4	0	100	17,831	
Kabaya	17.7	0.2	58.4	0.5	11.7	8.4	3.3	0	100	25,801	
Kageyo	18	0.1	67.7	0.8	8.3	4.2	1	0	100	17,661	
Kavumu	23.6	0.1	62.1	0.3	8.4	4.7	0.9	0	100	21,502	
Matyazo	16.7	0	67.6	0.9	8.7	4.9	1.2	0	100	19,101	
Muhanda	32.8	0.1	55.1	0.2	6.9	4.3	0.6	0.1	100	21,356	
Muhororo	16	0	66.1	1.2	10.4	5.2	1.2	0	100	15,629	
Ndaro	22.6	0.6	66.1	0.8	5.9	2.5	1.3	0	100	16,764	
Ngororero	13.3	0.1	63.9	1	11.7	7	2.9	0	100	27,118	
Nyange	15.7	0.1	63.5	1	11.4	6.6	1.7	0	100	17,246	
Sovu	26.7	0	60.7	0.2	7.7	3.9	0.7	0	100	20,902	

Sector of residence	Highest level of education attained								Total	Count
	Never attended school/not yet in school	Pre-primary	Primary	Vocational	Lower secondary	Upper secondary	University	Not stated		
<b>Total</b>	19.8	0.2	63	0.8	9.2	5.3	1.6	0	100	252,267
<b>Rusizi</b>										
Bugarama	15.7	0	59.8	0.4	12.1	9.2	2.7	0	100	28,161
Butare	19.4	0.1	65.1	0.3	8.5	5.7	1		100	16,395
Bweyeye	21.8	0.1	55.4	0.3	10.6	10.6	1.3	0	100	11,768
Gashonga	10.3	0	68.2	1.2	10.1	7.9	2.3	0	100	18,079
Giheke	14.7	0.1	62.5	1.2	10.5	7.3	3.6	0	100	13,891
Gihundwe	9.6	0.1	54.4	1.3	13.2	13.7	7.7	0	100	27,746
Gikundamvura	16.3	0.1	63.8	0.3	11.3	7.4	0.8		100	14,304
Gitambi	12	0.1	65.7	0.6	11.8	8.4	1.4		100	16,628
Kamembe	9.6	0	47	1.1	14.6	17.2	10.3	0.1	100	25,750
Muganza	12.2	0.2	61.2	1.1	12.7	9.6	3	0	100	21,874
Mururu	12.6	0.1	62.8	1.1	12.6	8.7	2.2	0	100	19,549
Nkanka	21.3	0	61.7	0.8	9	4.5	2.6	0	100	13,249
Nkombo	32.6	0.7	49.4	0.7	8.5	7.1	1.1		100	11,985
Nkungu	13.1	0	69.2	1.1	9.7	5.9	1		100	14,689
Nyakabuye	11.5	0.1	65.6	0.6	12.1	8	2.2	0	100	21,950
Nyakarenzo	10.1	0	69.9	0.7	10	7.3	2.1		100	12,186
Nzahaha	13	0.1	66.4	0.9	10.6	7.2	1.8		100	20,084
Rwimbogo	10.6	0	62.2	0.7	12.5	10.5	3.5		100	15,678
<b>Total</b>	14	0.1	61.2	0.8	11.5	9.2	3.2	0	100	323,966
<b>Nyamasheke</b>										
Bushekeri	18.4	0	61.8	0.7	10.4	6.7	1.9	0	100	19,306
Bushenge	14.9	0.1	61.1	1.3	11.8	7.6	3.1	0	100	15,206
Cyato	23.8	0.1	63.5	0.3	6.7	4.5	1.1	0	100	17,998
Gihombo	12	0.1	65.3	1.1	12.6	6.9	2		100	19,890
Kagano	14.5	0	61.4	1.6	11.4	8.1	3.1	0	100	26,947
Kanjongo	14.7	0.1	57.5	1	12.2	9.1	5.3	0	100	27,869
Karambi	14.2	0	68.5	0.3	8.9	6.5	1.5	0	100	20,247
Karengeza	17	0	65.7	0.7	9	6.1	1.3	0	100	21,461
Kirimbi	11.9	0	63.5	1.3	12.4	8.3	2.6	0	100	17,303
Macuba	15.3	1.1	60.1	0.8	12	8.4	2.3		100	23,075
Mahembe	11.7	0	65.5	0.7	12.7	7.8	1.5	0	100	13,671
Nyabitekeri	15.7	0.1	58.8	0.6	14.2	8.4	2.2		100	20,078
Rangiro	20.2	0.1	57.9	0.8	11.8	7.5	1.8	0	100	11,689
Ruharambuga	16.7	0	60	1.1	11.3	8.2	2.7		100	18,899
Shangi	17.7	0	62.6	0.7	10.9	6	2		100	18,626
<b>Total</b>	15.8	0.1	62.1	0.9	11.2	7.4	2.4	0	100	292,265
<b>Rulindo</b>										
Base	11.6	0	61.8	1.6	13.5	7.8	3.6	0	100	14,583
Burega	16.4	0	63.8	1.8	11.1	5.6	1.3	0	100	9,989
Bushoki	9.8	0.1	64.8	0.9	12.4	7.8	4.3	0	100	16,801
Buyoga	12.3	0	66.4	1.1	11.2	7	2		100	17,907
Cyinzuzi	15.2	0.1	66.2	1	9.5	6.2	1.8		100	10,941
Cyungo	16.7		62.7	1.3	11.2	6.2	1.9		100	10,784
Kinihira	12.6	0.2	64.6	1.2	10.5	8	2.9		100	12,363
Kisaro	16.3	0	63.7	0.7	11	6.2	2.1		100	16,595
Masoro	12.7	0.1	64.1	1.9	11.3	6.8	3.2		100	18,614
Mbogo	12	0	68.2	0.9	10.7	6.1	2.1		100	13,363
Murambi	12.1	0	63.8	1.8	12	7.4	3	0	100	18,337
Ngoma	15.6	0	65.7	1.3	10.7	5.2	1.5		100	8,861
Ntarabana	14.2	0	65	0.9	11.1	6.2	2.6	0	100	16,982
Rukozo	16.9	0	62.9	1	11.3	6.2	1.7		100	12,008
Rusiga	13.1	0.1	65.8	0.8	11.5	6.4	2.2	0	100	9,542
Shyorongi	11.2	0.9	55.4	1.5	14.3	12.1	4.7	0	100	29,956
Tumba	11.3	0	68.5	1.2	10.6	6.3	2.1	0	100	14,861
<b>Total</b>	13.1	0.1	63.7	1.2	11.7	7.3	2.8	0	100	252,487
<b>Gakenke</b>										
Busengo	10.9	0.1	73.3	0.8	9.5	4.1	1.3		100	15,172
Coko	11.5	0.1	66.7	2.2	13.3	5.2	0.9		100	13,304
Cyabingo	11.3	0.1	66.4	1.6	11.2	7.7	1.8		100	13,545
Gakenke	14.6	0	62.2	0.7	11.1	7.5	3.8	0	100	18,154
Gashenyi	17.1	0.2	66.3	0.7	8.6	5.5	1.7	0	100	16,093
Janja	10.3	0	66.2	1.1	12	7.3	3.1		100	11,479
Kamubuga	20	0.1	62.3	0.3	10.2	5.4	1.7	0	100	16,056
Karambo	21.4	0.1	62.8	0.4	10	4.1	1.3		100	9,753
Kivuruga	12.4	0	64.6	0.6	13.1	7	2.2	0	100	14,153
Mataba	15.5	0.1	69.2	0.3	9	4.7	1.2	0	100	11,003
Minazi	16.1	0	67.2	1	10.6	4.3	0.8	0	100	10,041
Mugunga	9.4	0.3	66.7	1.9	13	6.5	2.3		100	14,537
Muhondo	10.2	0.5	64.4	1.8	12.8	8.2	2.2	0	100	15,837
Muyongwe	13.5	0.1	70	1.8	9.1	4.4	1.2	0	100	11,546
Muzo	12.3	0.1	68.8	1.3	11	5.1	1.4	0	100	15,567
Nemba	16.7	0.2	64.1	1.1	9.1	5.5	3.2	0	100	12,105
Ruli	10.1	0.1	59.8	2.2	15.1	9	3.7	0	100	16,950
Rusasa	14.8	0.1	67.1	0.9	11.4	5	0.8		100	13,577
Rushashi	14.6	0	64.8	1.2	11	6	2.4	0	100	13,689
<b>Total</b>	13.7	0.1	65.8	1.2	11.2	6	2	0	100	262,561

Sector of residence	Highest level of education attained								Total	Count
	Never attended school/not yet in school	Pre-primary	Primary	Vocational	Lower secondary	Upper secondary	University	Not stated		
<b>Musanze</b>										
Busogo	11.3	0	48.5	0.6	17.1	15	7.4	0	100	19,493
Cyuve	12.8	0	46.4	0.8	14.4	15.5	10	0	100	43,174
Gacaca	13.7	0.1	66.4	0.6	10.5	6.5	2.2		100	21,076
Gashaki	12.7	0	61	0.9	14.9	8.7	1.7		100	9,827
Gataraga	13.4	0.1	59.3	0.8	14	9.7	2.8		100	18,589
Kimonyi	15.6	0.1	57.6	0.4	13	8.7	4.7		100	15,044
Kinigi	16.8	0	52.8	0.4	16.1	10.5	3.3	0	100	23,455
Muhoza	8.1	0.3	39.2	0.7	15.1	19.9	16.6	0	100	52,246
Muko	14.7	0.6	58.2	0.9	13.5	9.1	2.9	0	100	18,502
Musanze	15.4	0.1	52	0.5	13.6	12.1	6.3	0	100	33,165
Nkotsi	13.9	0.1	59.2	1.1	14.4	8.6	2.8		100	12,053
Nyange	18.6	0.1	55.5	0.4	13.7	9.6	2.2	0	100	22,450
Remera	10.4	0	65.8	1.5	12.8	7.8	1.8		100	14,202
Rwaza	11.1	0	68.8	1.1	11.5	6.1	1.3		100	16,385
Shingiro	20.4	0.1	57.8	0.3	12.7	7.5	1.3	0	100	17,438
<b>Total</b>	<b>13.5</b>	<b>0.1</b>	<b>53.5</b>	<b>0.7</b>	<b>14</b>	<b>11.9</b>	<b>6.3</b>	<b>0</b>	<b>100</b>	<b>337,099</b>
<b>Burera</b>										
Bungwe	19.3	0.1	58.7	0.4	11.4	7.9	2.2		100	11,247
Butaro	18.7	1.9	57.1	0.4	11.1	7.3	3.5		100	25,982
Cyanika	19.7	0.1	59.3	0.6	10.1	7.6	2.5		100	30,904
Cyuru	19.2		58.3	0.4	11.5	8.3	2.2		100	10,026
Gahunga	21.4	0.2	58.6	0.5	10.3	6.4	2.6	0	100	20,256
Gatebe	19.2	0.1	60.9	0.5	11.8	6.1	1.5		100	13,178
Gitovu	18	0.1	58.3	0.5	12.4	7.6	3.1	0	100	7,983
Kagogo	18.4	0	60.7	0.7	10.6	7.5	2.1		100	15,781
Kinoni	13.3	0	59.8	0.9	13.3	9.8	2.8	0	100	14,128
Kinyababa	18.5	0.1	55.5	0.5	13.2	9.7	2.5	0	100	16,611
Kivuye	19.5	0.1	57.1	0.5	13.2	7.2	2.4		100	12,178
Nemba	18.7	0	59.4	0.8	11.6	7.1	2.3		100	14,740
Rugarama	17.4	0.1	58.2	0.7	12.7	8.5	2.4		100	19,573
Rugengabari	17.8	0	61.9	0.5	11.6	6.9	1.3		100	14,252
Ruhunde	21.1	0.1	62.8	0.4	9.3	4.9	1.5	0	100	13,747
Rusarabuye	17.7	0	58.6	0.4	11.5	8.8	2.9	0	100	14,385
Rwerere	20.5	0.1	55.1	0.4	13.3	8.6	2	0	100	14,605
<b>Total</b>	<b>18.8</b>	<b>0.3</b>	<b>58.8</b>	<b>0.5</b>	<b>11.5</b>	<b>7.7</b>	<b>2.4</b>	<b>0</b>	<b>100</b>	<b>269,576</b>
<b>Gicumbi</b>										
Bukure	15.8	0	60.9	1.8	12.6	7	1.8	0	100	14,394
Bwisige	18.6	0	58.2	1	15	5.8	1.4		100	12,467
Byumba	11.3	0.3	51.3	2.2	14.5	12	8.3	0	100	30,410
Cyumba	16.4	0.1	58.9	0.8	12.9	8.2	2.7	0	100	11,678
Giti	17.2	0.3	63.1	1.3	11.4	5.3	1.4		100	12,115
Kageyo	13.3	0.1	60.6	1.4	12.2	8.4	3.9		100	14,566
Kaniga	15.8	0.6	56.5	0.7	13.2	10.1	3.2		100	11,631
Manyagiro	17.9	0.1	64.5	0.6	9.8	5.2	1.9	0	100	15,521
Miyove	19.9	0.1	64.7	0.6	8.8	4.8	1.2	0	100	13,805
Mukarange	15.6	0.4	58.7	1.6	14.1	8.1	1.5		100	12,967
Muko	16.4	0	63.3	0.9	11.3	6.4	1.7		100	14,392
Mutete	13.1	0.6	61.9	1.2	13.1	7.7	2.4	0	100	19,227
Nyamiyaga	16.8	0	64.5	0.5	11	5.7	1.4	0	100	14,849
Nyankenke	19.9	0	63.6	0.6	9.1	4.1	2.6		100	20,310
Rubaya	18.3	0.1	59.4	0.5	12.8	7	2		100	8,310
Rukomo	14.5	0.2	57.5	1.5	15.4	8.8	2.1	0	100	20,286
Rushaki	15.3	0.1	58.3	1.5	15.2	6.9	2.8	0	100	10,475
Rutare	15.2	0.1	61.6	1.3	11.9	7.7	2.2		100	19,723
Ruvune	14.9	0	66.7	1.1	10.8	4.8	1.6	0	100	15,912
Rwamiko	13.8	0.1	62.4	1.8	12.8	6.5	2.7		100	10,682
Shangasha	16.6	0	55.7	0.7	17.3	7.7	1.9		100	13,099
<b>Total</b>	<b>15.7</b>	<b>0.2</b>	<b>60.3</b>	<b>1.2</b>	<b>12.6</b>	<b>7.3</b>	<b>2.7</b>	<b>0</b>	<b>100</b>	<b>316,819</b>
<b>Rwamagana</b>										
Fumbwe	14.3	0.1	58	1	12.2	9.9	4.4	0	100	22,491
Gahengeri	13.5	0	62.2	1.2	12.5	8.4	2.2	0	100	24,026
Gishali	13.2	0	49.1	1	13.5	16.9	6.3	0	100	26,122
Karenge	9.8	0.1	60.9	1.4	15.3	9.3	3.3	0	100	20,213
Kigabiro	10.1	0.2	50	1.1	15.7	14.7	8.3	0	100	33,542
Muhazi	18.3	0.1	53.2	0.9	13	10.2	4.3	0	100	42,911
Munyaga	19.2	0.9	61.7	0.6	10.5	4.9	2.2		100	14,530
Munyiginya	14	0.9	61.2	0.7	13	7.4	2.7	0	100	16,619
Musha	15.1	0.1	61.6	1.1	13.2	7	2	0	100	18,828
Muyumbu	8.7	0.1	56	1.5	15.3	11.9	6.6	0	100	38,134
Mwulire	13.5	0.4	58.3	0.9	13.8	10	3.1	0	100	23,031
Nyakaliro	8	0.6	61.6	0.9	14.7	10	4.1	0	100	25,541
Nzige	11.8	0	65.7	1.1	12.7	6.3	2.3		100	13,621
Rubona	15.6	0.1	64.2	0.9	11.7	5.8	1.7	0	100	20,490
<b>Total</b>	<b>13</b>	<b>0.2</b>	<b>57.6</b>	<b>1</b>	<b>13.6</b>	<b>10.1</b>	<b>4.3</b>	<b>0</b>	<b>100</b>	<b>340,099</b>
<b>Nyagatare</b>										
Gatunda	15.3	0.1	61.8	0.7	12.5	7.2	2.3	0	100	24,250
Karama	18.1	0.3	61.6	0.6	11.3	6.4	1.6	0	100	22,602

Sector of residence	Highest level of education attained									Total	Count
	Never attended school/not yet in school	Pre-primary	Primary	Vocational	Lower secondary	Upper secondary	University	Not stated			
Karangazi	19.5	0.1	57.5	0.4	12.1	8.3	2.2	0	100	63,973	
Katabagemu	18	0.1	62	0.5	11.9	6	1.5	0	100	29,443	
Kiyombe	13.9	0.1	64.8	0.8	11.7	7.3	1.4	0	100	13,289	
Matimba	15.1	0.6	55.7	0.5	14.3	10.7	3.2	0	100	19,014	
Mimuri	19.4	0.2	62.3	0.5	9.9	5.9	1.9	0	100	23,743	
Mukama	17.8	0	63.8	0.4	11	5.8	1.1	0	100	18,130	
Musheri	18.4	0.1	61.9	0.3	11	6.6	1.6	0	100	24,804	
Nyagatare	15.4	0.5	52.5	0.8	12.3	10	8.3	0.1	100	55,953	
Rukomo	14.8	0.1	59.4	0.5	14.2	8.2	2.7	0	100	29,846	
Rwempasha	17.9	0.1	57.2	0.6	13.2	8.7	2.3	0	100	25,743	
Rwimiyaga	17.9	0.3	60.1	0.4	11.7	7.9	1.6	0	100	54,002	
Tabagwe	18.1	0.2	61	0.5	12	6.6	1.6	0	100	35,044	
Total	17.4	0.2	59.2	0.5	12.1	7.8	2.8	0	100	439,836	
<b>Gatsibo</b>											
Gasange	19.1	0.1	62.4	0.5	10.6	5.9	1.4	0	100	14,460	
Gatsibo	17	0.1	54.7	0.9	15.3	9.9	2.2	0	100	28,508	
Gitoki	15.9	0	63.9	1	11.7	5.9	1.6	0	100	29,855	
Kabarore	16.1	0.1	59.3	0.6	13	8	2.8	0	100	47,854	
Kageyo	17.1	0.1	66.4	1.1	9.8	4.4	1.2	0	100	17,693	
Kiramuruzi	12.2	0	59.5	1.4	14.4	9.2	3.3	0	100	27,205	
Kiziguro	12.8	0.3	60	1.1	14.7	8.4	2.7	0	100	26,866	
Muhura	17.5	0.1	63	0.8	11	5.6	1.9	0	100	23,683	
Murambi	13.5	0.1	69.5	0.7	11	4.3	1	0	100	25,523	
Ngarama	17.9	0.2	58.2	0.8	10.7	8.5	3.7	0	100	26,487	
Nyagihanga	18.5	0.1	65	0.8	10.4	4.3	0.8	0	100	20,395	
Remera	17.8	0.1	62.6	0.8	11.7	5.5	1.5	0	100	22,133	
Rugarama	15.1	0.1	62.8	0.6	13	7	1.5	0	100	33,634	
Rwimbogo	16	0.1	63.7	0.6	12.4	6	1.3	0	100	33,707	
Total	16	0.1	61.9	0.8	12.4	6.9	2	0	100	378,003	
<b>Kayonza</b>											
Gahini	16.8	0.1	62.1	0.8	10.7	6.3	3.2	0	100	31,026	
Kabare	17.8	0.1	63.8	0.5	11.2	5.5	1.2	0	100	27,919	
Kabarondo	13.8	0.1	56.8	0.6	13.3	11	4.4	0	100	26,338	
Mukarange	10.6	0.6	51	0.8	15.4	15	6.6	0	100	37,721	
Murama	15	0.1	66	0.5	11.6	5.7	1.1	0	100	16,101	
Murundi	20.8	0.2	61.5	0.5	10.3	5.4	1.3	0	100	38,554	
Mwiri	17.9	0.1	61.3	0.8	11.5	6.7	1.7	0	100	25,590	
Ndego	19.5	0.1	62.8	0.5	10.9	4.7	1.5	0	100	16,418	
Nyamirama	15.8	0	62	0.6	11.8	7.3	2.5	0	100	26,666	
Rukara	13.5	0.2	63.1	1.2	13.3	6	2.7	0	100	26,268	
Ruramira	21.1	0.1	64.4	0.4	9.4	3.7	0.9	0	100	14,518	
Rwinkwavu	15.5	0	63.5	1	12.2	6.1	1.8	0	100	25,150	
Total	16.3	0.1	60.8	0.7	12	7.4	2.7	0	100	312,269	
<b>Kirehe</b>											
Gahara	18.8	0.1	64.1	0.2	10.7	5	1	0	100	31,183	
Gatore	15.7	0.2	61.3	0.6	12.6	7.2	2.5	0	100	21,905	
Kigarama	20.9	0.1	65.5	0.3	8.6	3.8	0.8	0	100	25,389	
Kigina	14.5	0	60.4	0.8	12.2	8	4.1	0	100	23,957	
Kirehe	13.3	0.8	56.8	0.8	14.9	9.4	4.1	0	100	20,752	
Mahama	20	0.1	46.4	0.7	16.8	13.3	2.8	0	100	52,413	
Mpanga	17	0.1	62.6	0.6	12.3	6.1	1.3	0	100	27,951	
Musaza	18	0.1	62	0.6	12.5	5.9	1	0	100	20,797	
Mushikiri	14.5	0.1	69.1	0.6	9.9	4.8	0.9	0	100	22,917	
Nasho	14	0	67.6	0.4	10	6	1.9	0	100	23,503	
Nyamugari	17.1	0.1	62.5	0.6	11.5	6.4	1.6	0	100	29,244	
Nyarubuye	15.4	0.1	64.5	1	12.1	5.5	1.3	0	100	15,782	
Total	17.1	0.1	60.5	0.6	12.4	7.3	2	0	100	315,793	
<b>Ngoma</b>											
Gashanda	14	0.1	72.3	0.8	7.9	3.9	1	0	100	13,237	
Jarama	26.9	0	61.1	0.4	7.1	3.6	0.9	0	100	20,929	
Karembo	10.7	0	69.8	0.8	10.6	5.9	2.1	0	100	12,117	
Kazo	13.8	0	67.6	0.8	10.4	5.3	2.2	0	100	22,540	
Kibungo	11.9	0	53.6	1.4	13.5	11.4	8.2	0.1	100	23,040	
Mugesera	14.1	0	70	0.7	9.4	4.6	1.2	0	100	20,212	
Murama	14.2	0	65.2	0.7	12.7	6	1.2	0	100	18,800	
Mutenderi	13.6	0.1	69.2	0.8	10.4	4.8	1.2	0	100	17,428	
Remera	14.9	0.1	60	0.8	12.6	8	3.5	0	100	22,368	
Rukira	14.3	0.1	63.4	0.8	12.5	7	1.9	0	100	20,777	
Rukumberi	19.6	0.8	65.2	0.7	8.7	4	1	0	100	25,899	
Rurenge	15.6	0.1	67.9	0.6	10.3	4.5	0.9	0	100	22,988	
Sake	18.9	0	64.7	0.6	9	5.3	1.5	0	100	19,565	
Zaza	13.5	0.1	70.2	1.1	8.8	4.6	1.6	0	100	19,140	
Total	15.7	0.1	65.3	0.8	10.3	5.7	2.1	0	100	279,040	
<b>Bugesera</b>											
Gashora	13.6	0.1	56	1.1	14.5	11.6	3	0	100	21,777	
Juru	13.1	0.1	69.9	0.8	9.4	5	1.8	0	100	22,474	
Kamabuye	18	0	59.4	0.9	13.3	6.6	1.7	0.1	100	16,347	
Mareba	17.8	0	65.9	0.8	9	5.2	1.3	0	100	19,251	

Sector of residence	Highest level of education attained									Total	Count
	Never attended school/not yet in school	Pre-primary	Primary	Vocational	Lower secondary	Upper secondary	University	Not stated			
Mayange	9.9	0.6	49.5	1	15.8	16	7.2	0	100	37,109	
Musenyi	14.1	0.1	67.3	1.1	10.9	5.4	1.2	0	100	27,003	
Mwogo	15	0	67.4	0.8	10.4	5.2	1.2	0	100	19,649	
Ngeruka	19.1	0.1	64.5	0.6	10.6	4.3	0.9	0	100	24,490	
Ntarama	10.8	0.1	51.1	1.5	14	12.9	9.5	0	100	31,050	
Nyamata	9.3	0.1	45.8	1.2	15.1	16.7	11.9	0	100	56,375	
Nyarugenge	18.5	0.1	61.9	0.5	11.1	6.3	1.7	0	100	16,962	
Rilima	14.1	0.1	56.2	0.7	14.3	11.6	3.1	0	100	22,846	
Ruhuha	14.6	0	58.4	1.1	12.4	8.9	4.5	0	100	20,146	
Rweru	16.2	0	63.1	0.5	11.8	6.9	1.5	0	100	24,690	
Shyara	16.9	0	69.1	0.5	8	4.4	1.1	0	100	10,746	
Total	13.8	0.1	58.1	0.9	12.6	9.8	4.6	0	100.0	370,915	

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table C. 36: Gross and net attendance rates (GARs and NARs in %) in primary education of the resident population age 6-11 by sex and sector of residence.

Sector of residence	Gross attendance rates			Net attendance rates		
	Male	Female	Both sexes	Male	Female	Both sexes
<b>Rwanda</b>	142.0	141.4	141.7	88.4	90.3	89.3
<b>Nyarugenge</b>						
Gitega	137.5	137.4	137.5	94.9	95.2	95.0
Kanyinya	141.2	138.2	139.7	91.3	92.2	91.7
Kigali	133.4	131.1	132.2	89.3	91.1	90.2
Kimisagara	131.7	132.2	132.0	90.9	91.2	91.1
Mageregere	132.7	136.9	134.8	88.5	90.2	89.3
Muhima	138.2	133.8	136.0	95.3	96.3	95.8
Nyakabanda	140.6	135.9	138.3	95.1	95.4	95.2
Nyamirambo	134.9	132.4	133.7	93.9	94.4	94.2
Nyarugenge	139.0	139.6	139.3	94.8	95.4	95.1
Rwezamenyo	136.4	136.0	136.2	97.9	97.6	97.8
<b>Gasabo</b>						
Bumbogo	128.1	130.1	129.1	90.0	91.1	90.6
Gatsata	131.8	132.6	132.2	92.7	93.4	93.0
Gikomero	147.7	153.0	150.3	87.4	89.9	88.7
Gisozi	127.3	127.0	127.1	91.0	91.4	91.2
Jabana	128.4	132.0	130.2	88.9	90.0	89.4
Jali	130.3	130.7	130.5	87.8	88.3	88.1
Kacyiru	135.6	139.0	137.2	95.5	96.4	95.9
Kimihurura	136.9	134.3	135.6	94.3	95.0	94.7
Kimironko	130.9	127.2	129.0	93.5	93.9	93.7
Kinyinya	131.8	134.1	132.9	92.0	92.7	92.4
Ndera	128.4	129.4	128.9	86.6	88.4	87.5
Nduba	131.4	133.7	132.5	88.0	89.7	88.9
Remera	129.6	128.0	128.8	91.8	92.3	92.0
Rusororo	135.1	137.5	136.3	88.6	90.1	89.4
Rutunga	139.6	138.8	139.2	84.2	89.5	86.8
<b>Kicukiro</b>						
Gahanga	127.2	129.7	128.4	87.8	89.6	88.7
Gatenga	136.8	138.2	137.5	92.9	94.0	93.5
Gikondo	140.4	135.2	138.0	91.7	95.4	93.4
Kagarama	129.6	127.8	128.7	96.3	97.2	96.7
Kanombe	127.4	129.9	128.7	92.8	94.9	93.9
Kicukiro	133.9	139.9	136.9	95.7	95.7	95.7
Kigarama	135.7	136.7	136.2	94.9	94.9	94.9
Masaka	132.8	132.5	132.7	91.3	92.9	92.1
Niboye	128.6	129.5	129.0	94.5	95.1	94.8
Nyarugunga	130.2	131.0	130.6	95.0	95.0	95.0
<b>Nyanza</b>						
Busasamana	145.5	143.8	144.7	93.8	95.5	94.7
Busoro	137.1	136.4	136.7	80.7	84.8	82.8
Cyabakamyi	144.7	146.9	145.8	90.8	93.3	92.0
Kibilizi	136.4	136.5	136.4	83.5	87.3	85.4
Kigoma	141.2	142.1	141.7	88.0	90.9	89.4
Mukingo	152.1	146.6	149.4	93.0	95.6	94.3
Muyira	139.9	143.4	141.6	87.1	90.2	88.6
Ntyazo	121.7	129.6	125.6	76.6	81.3	79.0
Nyagisozi	150.8	154.7	152.7	90.4	93.6	92.0

Sector of residence	Gross attendance rates			Net attendance rates		
	Male	Female	Both sexes	Male	Female	Both sexes
Rwabicuma	152.9	150.8	151.9	93.1	95.9	94.5
<b>Gisagara</b>						
Gikonko	143.2	142.0	142.6	85.2	87.7	86.4
Gishubi	124.9	127.3	126.1	73.7	76.7	75.1
Kansi	154.5	151.4	152.9	87.1	90.6	88.9
Kibirizi	137.3	139.0	138.2	84.6	88.7	86.7
Kigembe	144.1	146.1	145.1	86.7	89.7	88.2
Mamba	131.3	134.7	133.0	73.3	78.7	76.0
Muganza	123.9	129.3	126.5	76.4	79.5	77.9
Mugombwa	150.3	150.1	150.2	87.6	90.3	88.9
Mukindo	124.8	132.3	128.4	76.8	81.1	78.9
Musha	133.3	135.5	134.4	80.7	84.5	82.5
Ndora	137.2	140.1	138.6	82.1	84.5	83.3
Nyanza	159.7	156.9	158.3	87.2	90.8	88.9
Save	144.1	140.1	142.1	88.8	91.9	90.3
<b>Nyaruguru</b>						
Busanze	144.6	144.9	144.8	84.3	88.3	86.3
Cyahinda	156.7	147.1	151.8	87.8	89.1	88.5
Kibeho	166.6	150.5	158.3	88.9	90.9	89.9
Kivu	156.7	160.1	158.4	86.6	89.2	87.9
Mata	162.8	157.7	160.2	89.8	91.9	90.9
Muganza	152.3	152.4	152.3	87.7	91.4	89.6
Munini	171.1	163.2	167.1	92.8	94.4	93.6
Ngera	153.1	153.4	153.2	86.8	88.1	87.4
Ngoma	156.5	157.8	157.1	92.2	94.4	93.3
Nyabimata	148.4	151.2	149.8	84.9	87.1	86.0
Nyagisozi	149.8	146.5	148.2	87.7	91.4	89.6
Ruheru	133.8	128.4	131.0	78.3	80.0	79.2
Ruramba	148.8	154.4	151.6	88.8	92.0	90.4
Rusenge	148.2	143.5	145.8	84.9	88.0	86.5
<b>Huye</b>						
Gishamvu	144.6	144.4	144.5	85.5	88.6	87.0
Huye	148.6	149.1	148.8	91.3	94.1	92.7
Karama	160.7	156.2	158.4	91.1	94.1	92.6
Kigoma	157.3	154.3	155.8	91.3	92.9	92.1
Kinazi	148.2	141.6	144.8	90.5	93.2	91.9
Maraba	150.1	148.6	149.3	90.5	91.3	90.9
Mbazi	142.8	143.7	143.2	92.2	93.7	93.0
Mukura	136.4	142.1	139.3	82.6	87.5	85.1
Ngoma	142.1	139.6	140.9	95.2	95.7	95.5
Ruhashya	147.0	144.6	145.8	89.3	92.8	91.1
Rusatira	137.3	133.1	135.2	85.0	86.4	85.7
Rwaniro	156.5	151.7	154.1	90.5	92.2	91.4
Simbi	160.9	154.6	157.8	92.8	95.8	94.3
Tumba	139.5	139.3	139.4	93.0	94.0	93.5
<b>Nyamagabe</b>						
Buruhukiro	142.8	143.9	143.3	83.9	85.6	84.8
Cyanika	168.9	164.7	166.8	91.9	93.2	92.6
Gasaka	161.1	157.3	159.2	96.4	97.3	96.8
Gatare	132.5	142.4	137.3	81.0	85.5	83.2
Kaduha	154.6	156.8	155.7	83.2	86.3	84.7
Kamegeri	174.4	169.8	172.1	94.2	95.8	95.0
Kibirizi	165.4	162.5	164.0	93.7	93.3	93.5
Kibumbwe	168.4	162.6	165.4	89.4	91.4	90.4
Kitabi	154.8	152.5	153.6	84.3	88.0	86.2
Mbazi	179.3	174.6	176.9	93.9	95.6	94.8
Mugano	160.4	155.8	158.0	80.7	85.4	83.1
Musange	154.4	152.5	153.5	87.7	90.5	89.0
Musebeya	156.3	157.1	156.7	85.8	89.8	87.8
Mushubi	160.0	156.9	158.4	87.7	89.8	88.8
Nkomane	137.8	143.4	140.6	74.9	79.2	77.1
Tare	158.7	157.0	157.8	86.6	91.7	89.2
Uwinkingi	157.2	161.8	159.6	85.8	89.8	87.8
<b>Ruhango</b>						
Bweramana	155.2	148.6	151.9	92.1	93.7	92.9
Byimana	148.9	143.4	146.1	94.3	96.1	95.2
Kabagali	152.7	146.9	149.8	90.5	92.9	91.7
Kinazi	150.6	150.2	150.4	82.5	86.8	84.6
Kinihira	140.9	141.3	141.1	88.8	91.8	90.3
Mbuye	147.1	143.0	145.1	86.2	88.1	87.1

Sector of residence	Gross attendance rates			Net attendance rates		
	Male	Female	Both sexes	Male	Female	Both sexes
Mwendo	154.4	146.2	150.3	93.8	93.7	93.8
Ntongwe	145.7	143.3	144.5	83.4	85.6	84.5
Ruhango	149.3	149.2	149.2	91.4	93.6	92.5
<b>Muhanga</b>						
Cyeza	150.8	149.5	150.2	95.6	96.9	96.2
Kabacuzi	152.7	144.3	148.4	97.5	97.9	97.7
Kibangu	156.6	149.8	153.2	98.0	98.7	98.3
Kiyumba	151.8	143.3	147.5	97.0	98.3	97.6
Muhanga	147.4	142.6	145.0	95.7	96.1	95.9
Mushishiro	154.6	147.6	151.2	95.1	96.8	95.9
Nyabinoni	151.2	159.7	155.3	93.2	95.9	94.5
Nyamabuye	139.7	138.2	138.9	95.4	96.4	95.9
Nyarusange	140.3	139.6	140.0	91.5	94.2	92.9
Rongi	153.9	155.3	154.6	95.2	97.5	96.3
Rugendabari	151.7	143.1	147.3	97.2	98.3	97.7
Shyogwe	150.6	142.3	146.4	94.8	95.4	95.1
<b>Kamonyi</b>						
Gacurabwenge	154.3	149.4	151.8	94.7	95.1	94.9
Karama	147.7	149.9	148.8	95.2	97.6	96.4
Kayenzi	153.6	147.7	150.6	97.4	97.7	97.6
Kayumbu	143.5	144.3	143.9	95.1	96.2	95.6
Mugina	151.2	150.8	151.0	87.9	90.5	89.2
Musambira	152.2	145.3	148.7	94.9	96.4	95.7
Ngamba	147.3	149.0	148.1	95.0	96.5	95.7
Nyamiyaga	152.0	149.7	150.9	91.5	94.3	92.9
Nyarubaka	149.9	148.2	149.1	92.6	94.7	93.7
Rugarika	140.4	140.3	140.4	92.1	93.3	92.7
Rukoma	146.2	146.7	146.5	94.6	96.0	95.3
Runda	135.2	135.1	135.2	93.7	94.5	94.1
<b>Karongi</b>						
Bwishyura	146.5	145.5	146.0	94.4	95.5	94.9
Gashari	157.6	151.7	154.7	93.9	95.0	94.4
Gishyita	166.1	153.2	159.5	94.4	96.5	95.5
Gitesi	152.8	147.5	150.1	90.3	92.3	91.3
Mubuga	148.3	144.3	146.3	90.7	94.3	92.6
Murambi	159.3	156.4	157.9	93.8	96.3	95.1
Murundi	160.5	155.3	157.9	92.9	95.5	94.2
Mutuntu	145.7	149.6	147.6	85.2	90.6	87.9
Rubengera	147.3	142.1	144.7	94.0	94.8	94.4
Rugabano	139.8	141.5	140.7	89.0	90.3	89.6
Ruganda	172.0	156.1	164.1	95.8	96.6	96.2
Rwankuba	141.5	144.0	142.8	88.6	89.8	89.2
Twumba	136.3	136.1	136.2	87.0	88.8	87.9
<b>Rutsiro</b>						
Boneza	166.3	158.8	162.6	95.7	96.8	96.2
Gihango	149.4	147.3	148.4	93.1	95.4	94.2
Kigeyo	153.4	152.7	153.0	92.6	93.5	93.0
Kivumu	150.5	150.6	150.5	87.0	88.9	88.0
Manihira	135.7	139.4	137.6	86.7	88.1	87.4
Mukura	134.3	135.3	134.8	85.1	88.1	86.6
Murunda	119.4	127.3	123.2	80.5	83.7	82.0
Musasa	140.4	139.5	139.9	92.2	93.4	92.8
Mushonyi	146.4	141.0	143.7	94.1	94.5	94.3
Mushubati	144.0	142.8	143.4	91.3	93.8	92.5
Nyabirasi	112.6	119.7	116.2	70.9	74.7	72.8
Ruhango	131.4	130.4	130.9	84.8	88.5	86.6
Rusebeya	132.4	132.7	132.6	80.9	83.2	82.0
<b>Rubavu</b>						
Bugeshi	128.2	126.2	127.1	76.4	79.1	77.8
Busasamana	106.6	108.0	107.3	64.9	67.9	66.4
Cyanzarwe	113.6	115.0	114.3	65.8	68.7	67.2
Gisenyi	134.7	134.0	134.3	93.5	94.2	93.9
Kanama	117.3	119.7	118.6	71.0	73.2	72.2
Kanzenze	127.5	121.5	124.4	78.1	78.6	78.4
Mudende	120.9	123.1	122.0	71.8	75.7	73.8
Nyakiriba	126.3	128.0	127.2	80.3	81.9	81.1
Nyamyumba	135.6	135.9	135.8	81.0	82.2	81.6
Nyundo	120.7	124.7	122.7	78.3	81.7	80.0
Rubavu	127.4	125.0	126.2	79.4	80.4	79.9
Rugerero	133.9	131.9	132.9	83.8	85.3	84.5

Sector of residence	Gross attendance rates			Net attendance rates		
	Male	Female	Both sexes	Male	Female	Both sexes
<b>Nyabihu</b>						
Bigogwe	143.4	144.2	143.8	85.5	88.5	87.0
Jenda	150.0	148.7	149.3	88.8	90.3	89.6
Jomba	152.5	151.9	152.2	93.0	94.1	93.6
Kabatwa	147.7	155.3	151.5	89.8	92.9	91.4
Karago	140.2	145.6	142.9	85.8	88.0	86.9
Kintobo	167.6	161.5	164.4	94.8	96.2	95.5
Mukamira	155.1	153.3	154.2	92.6	92.9	92.7
Muringa	136.4	145.5	140.9	82.9	88.4	85.6
Rambura	139.8	141.5	140.7	85.6	87.4	86.5
Rugera	158.6	156.0	157.3	94.8	95.6	95.2
Rurembo	146.1	147.5	146.8	91.3	94.1	92.7
Shyira	159.6	158.0	158.8	96.9	97.1	97.0
<b>Ngororero</b>						
Bwira	143.9	146.7	145.3	94.1	93.9	94.0
Gatumba	145.2	147.5	146.3	95.9	96.5	96.1
Hindiro	136.8	137.5	137.1	92.9	92.6	92.8
Kabaya	147.4	146.1	146.8	93.5	94.6	94.1
Kageyo	145.6	145.0	145.3	93.8	94.5	94.2
Kavumu	132.7	136.0	134.3	85.8	87.7	86.7
Matyazo	147.1	143.1	145.1	92.5	94.5	93.5
Muhanda	123.0	125.1	124.1	73.9	76.8	75.4
Muhororo	148.8	147.5	148.2	95.5	97.4	96.5
Ndaro	145.6	144.5	145.0	91.6	92.6	92.1
Ngororero	157.3	146.0	151.6	97.0	97.3	97.2
Nyange	149.8	143.1	146.3	94.9	96.0	95.5
Sovu	140.0	144.5	142.3	87.4	90.8	89.1
<b>Rusizi</b>						
Bugarama	127.3	129.0	128.1	77.0	79.9	78.4
Butare	128.8	132.4	130.6	79.1	82.1	80.5
Bweyeye	131.8	141.0	136.3	80.6	83.3	81.9
Gashonga	132.0	134.3	133.1	84.2	87.5	85.8
Giheke	138.3	137.8	138.1	89.5	91.3	90.4
Gihundwe	136.9	138.3	137.6	91.8	93.1	92.4
Gikundamvura	146.6	140.6	143.5	85.1	86.7	85.9
Gitambi	144.6	142.0	143.3	90.3	91.7	91.0
Kamembe	140.4	133.2	136.7	93.8	93.4	93.6
Muganza	144.5	140.4	142.4	84.2	86.3	85.3
Mururu	133.6	133.4	133.5	87.9	87.0	87.5
Nkanka	149.9	144.9	147.5	92.9	92.6	92.8
Nkombo	119.9	127.6	123.7	71.6	74.0	72.8
Nkungu	137.1	134.6	135.8	89.1	90.0	89.6
Nyakabuye	141.0	139.1	140.0	88.7	91.3	90.0
Nyakarenzo	139.6	137.5	138.5	88.8	91.5	90.1
Nzahaha	141.3	140.9	141.1	84.2	86.3	85.2
Rwimbogo	138.4	141.6	140.0	86.0	88.9	87.5
<b>Nyamasheke</b>						
Bushekeri	150.7	146.6	148.6	88.0	90.4	89.2
Bushenge	146.6	143.0	144.8	93.4	94.5	93.9
Cyato	138.8	141.4	140.2	89.0	90.2	89.6
Gihombo	151.7	145.9	148.7	90.9	91.8	91.4
Kagano	146.1	141.8	144.0	89.6	91.6	90.6
Kanjongo	145.8	142.5	144.1	90.3	92.1	91.2
Karambi	142.4	140.7	141.5	91.7	93.4	92.6
Karengera	136.6	135.7	136.1	90.6	92.7	91.7
Kirimbi	153.5	151.5	152.5	92.9	94.7	93.8
Macuba	161.8	153.2	157.4	93.8	95.5	94.7
Mahembe	155.9	150.3	153.1	92.6	94.8	93.7
Nyabitekeri	155.2	149.8	152.5	91.8	93.6	92.7
Rangiro	145.6	143.5	144.5	94.0	96.1	95.1
Ruharambuga	139.8	137.0	138.4	92.3	92.6	92.5
Shangi	146.0	145.2	145.6	90.5	91.4	91.0
<b>Rulindo</b>						
Base	149.0	144.4	146.7	97.3	98.9	98.1
Burega	151.2	148.5	149.8	93.2	94.8	94.0
Bushoki	140.0	138.1	139.0	97.7	98.0	97.8
Buyoga	146.0	148.4	147.2	92.7	94.2	93.4
Cyinzuzi	144.5	150.5	147.4	94.2	96.0	95.0
Cyungu	144.7	143.9	144.3	95.2	96.3	95.7
Kinihira	140.3	139.3	139.8	95.8	97.6	96.7

Sector of residence	Gross attendance rates			Net attendance rates		
	Male	Female	Both sexes	Male	Female	Both sexes
Kisaro	143.7	140.5	142.1	95.4	95.4	95.4
Masoro	134.4	139.2	136.8	88.8	91.3	90.1
Mbogo	146.9	142.7	144.8	96.0	96.3	96.2
Murambi	135.2	137.5	136.3	91.2	93.2	92.2
Ngoma	151.1	141.3	146.2	96.1	94.7	95.4
Ntarabana	137.6	138.1	137.8	90.6	91.7	91.2
Rukozo	140.5	135.3	137.9	95.2	96.8	96.0
Rusiga	143.7	150.2	146.9	97.1	98.0	97.5
Shyorongi	139.1	137.8	138.5	94.9	95.1	95.0
Tumba	149.2	145.1	147.1	97.2	98.1	97.6
<b>Gakenke</b>						
Busengo	156.2	152.1	154.1	96.7	97.9	97.3
Coko	147.5	141.7	144.7	95.7	97.1	96.4
Cyabingo	143.0	142.2	142.6	96.0	96.8	96.4
Gakenke	139.1	145.5	142.3	92.5	95.3	93.9
Gashenyi	151.8	149.6	150.7	96.1	96.5	96.3
Janja	157.6	150.4	153.8	94.5	96.3	95.4
Kamubuga	152.4	155.6	154.0	91.1	92.7	91.9
Karambo	144.5	150.7	147.6	96.3	97.1	96.7
Kivuruga	150.1	150.2	150.1	96.5	96.8	96.6
Mataba	144.2	138.5	141.3	89.7	92.0	90.9
Minazi	147.7	141.1	144.5	94.0	96.4	95.2
Mugunga	158.2	157.5	157.8	94.2	94.8	94.5
Muhondo	150.7	144.0	147.3	95.0	96.5	95.8
Muyongwe	152.9	150.5	151.7	96.4	97.6	97.0
Muzo	159.5	155.9	157.7	95.5	96.0	95.7
Nemba	143.5	150.0	146.7	93.8	95.1	94.5
Ruli	144.7	140.4	142.5	95.0	95.7	95.4
Rusasa	146.6	151.8	149.1	92.5	94.3	93.4
Rushashi	149.0	146.6	147.9	97.2	98.1	97.7
<b>Musanze</b>						
Busogo	148.7	145.8	147.3	93.4	93.9	93.6
Cyuve	129.5	130.1	129.9	89.7	91.6	90.7
Gacaca	139.3	138.1	138.6	88.9	90.5	89.7
Gashaki	141.4	142.5	141.9	96.2	97.2	96.7
Gataraga	154.2	150.3	152.2	89.0	90.0	89.5
Kimonyi	127.0	132.2	129.6	82.3	86.2	84.2
Kinigi	137.1	137.6	137.3	90.5	91.3	90.9
Muhoza	139.5	138.5	139.0	94.6	95.0	94.8
Muko	140.7	133.7	137.2	88.5	90.8	89.7
Musanze	129.8	132.8	131.3	87.1	90.9	89.0
Nkotsi	153.5	148.8	151.1	95.7	96.1	95.9
Nyange	138.2	140.2	139.2	88.9	89.9	89.4
Remera	137.3	135.7	136.5	95.0	96.0	95.6
Rwaza	135.7	138.1	136.9	90.5	92.6	91.6
Shingiro	145.9	147.0	146.5	85.5	86.9	86.2
<b>Burera</b>						
Bungwe	150.9	153.4	152.2	95.7	96.5	96.1
Butaro	144.8	145.5	145.1	88.6	89.6	89.1
Cyanika	150.2	153.4	151.8	89.4	92.2	90.8
Cyeru	144.6	140.0	142.3	94.4	94.3	94.3
Gahunga	153.2	152.1	152.6	88.2	89.8	89.0
Gatebe	149.8	152.8	151.3	91.7	94.5	93.1
Gitovu	159.6	158.8	159.2	94.8	97.1	95.9
Kagogo	151.8	149.7	150.7	90.8	92.9	91.9
Kinoni	165.4	166.2	165.8	94.7	96.8	95.8
Kinyababa	143.4	152.5	147.9	91.2	93.2	92.2
Kivuye	148.3	151.3	149.8	91.2	93.5	92.4
Nemba	145.4	143.7	144.5	93.7	94.7	94.2
Rugarama	154.6	156.8	155.6	93.7	95.1	94.4
Rugengabari	151.0	153.4	152.2	95.8	97.4	96.6
Ruhunde	129.6	132.5	131.0	90.7	92.5	91.6
Rusarabuye	157.5	156.3	156.9	93.9	96.1	95.0
Rwerere	138.6	140.2	139.4	92.0	93.7	92.9
<b>Gicumbi</b>						
Bukure	149.7	152.3	151.0	88.6	88.9	88.8
Bwisige	161.2	152.6	156.7	92.7	93.6	93.2
Byumba	135.9	133.9	134.9	90.8	91.5	91.2
Cyumba	140.8	138.4	139.6	89.8	92.5	91.1
Giti	137.4	139.3	138.4	83.7	87.1	85.4

Sector of residence	Gross attendance rates			Net attendance rates		
	Male	Female	Both sexes	Male	Female	Both sexes
Kageyo	144.6	143.7	144.1	92.4	94.3	93.3
Kaniga	139.3	142.2	140.7	89.3	91.8	90.5
Manyagiro	137.0	138.9	137.9	88.9	92.0	90.5
Miyove	129.8	138.0	133.9	89.2	92.6	90.9
Mukarange	141.5	147.3	144.3	91.5	94.0	92.7
Muko	144.5	140.5	142.5	88.1	90.4	89.3
Mutete	141.8	140.1	140.9	90.3	92.3	91.3
Nyamiyaga	139.7	144.2	141.9	89.4	90.6	90.0
Nyankenke	150.9	150.4	150.7	92.9	93.9	93.4
Rubaya	135.2	134.8	135.0	89.9	91.9	90.9
Rukomo	154.1	147.9	151.0	93.4	94.5	94.0
Rushaki	140.3	137.3	138.8	88.3	91.7	90.0
Rutare	142.6	142.5	142.6	90.9	92.7	91.8
Ruvune	150.0	149.0	149.5	92.4	94.3	93.3
Rwamiko	155.5	151.8	153.7	94.1	93.8	93.9
Shangasha	143.8	139.6	141.7	93.7	95.9	94.8
<b>Rwamagana</b>						
Fumbwe	131.5	134.1	132.8	84.4	86.5	85.4
Gahengeri	129.3	134.4	131.9	84.8	90.1	87.4
Gishali	135.6	138.9	137.2	87.5	91.0	89.2
Karenge	144.9	146.3	145.6	92.6	94.7	93.6
Kigabiro	134.6	134.5	134.5	89.4	90.9	90.2
Muhazi	143.2	136.6	139.9	91.0	92.4	91.7
Munyaga	141.4	147.0	144.2	86.7	89.6	88.1
Munyiginya	139.9	140.0	140.0	84.9	88.8	86.9
Musha	144.0	140.8	142.4	87.5	90.1	88.8
Muyumbu	133.7	136.8	135.3	93.0	94.3	93.6
Mwulire	134.4	136.6	135.5	88.3	89.5	88.9
Nyakaliro	140.7	135.2	137.9	93.1	93.9	93.5
Nzige	137.7	135.3	136.5	89.0	91.5	90.2
Rubona	129.7	132.3	131.0	85.3	88.5	86.9
<b>Nyagatare</b>						
Gatunda	153.2	148.8	151.0	90.2	91.2	90.7
Karama	143.2	144.5	143.8	84.5	86.9	85.7
Karangazi	135.1	133.8	134.5	81.7	83.9	82.8
Katabagemu	137.0	138.0	137.5	85.9	89.1	87.5
Kiyombe	142.1	142.4	142.3	88.3	91.6	90.0
Matimba	138.3	138.2	138.3	86.2	87.9	87.1
Mimuri	138.0	137.4	137.7	86.0	87.8	86.9
Mukama	149.7	146.5	148.1	86.7	89.3	88.0
Musheri	135.2	134.1	134.7	81.6	84.6	83.1
Nyagatare	147.0	140.2	143.6	85.3	87.4	86.4
Rukomo	148.3	150.6	149.4	89.6	92.4	91.0
Rwempasha	145.5	142.5	144.0	86.3	88.1	87.2
Rwimiyaga	136.7	137.6	137.2	83.7	86.1	84.9
Tabagwe	135.8	136.3	136.0	84.4	87.4	85.9
<b>Gatsibo</b>						
Gasange	127.7	128.4	128.0	74.6	77.7	76.2
Gatsibo	146.7	150.6	148.6	88.6	90.8	89.7
Gitoki	138.2	142.8	140.5	84.7	87.5	86.1
Kabarore	140.9	140.9	140.9	85.3	87.8	86.5
Kageyo	154.9	151.1	153.0	83.9	84.6	84.3
Kiramuruzi	147.3	144.3	145.8	88.4	91.4	89.9
Kiziguro	145.7	148.2	146.9	87.7	90.7	89.2
Muhura	135.6	138.7	137.1	79.6	83.4	81.5
Murambi	141.4	142.0	141.7	88.6	91.2	89.9
Ngarama	137.7	135.0	136.3	86.0	86.2	86.1
Nyagihanga	148.4	152.0	150.2	87.4	91.5	89.5
Remera	146.5	143.8	145.1	84.1	85.1	84.6
Rugarama	147.4	144.3	145.8	88.0	89.9	88.9
Rwimbogo	147.4	141.3	144.3	89.0	90.0	89.5
<b>Kayonza</b>						
Gahini	132.8	136.8	134.8	81.5	85.6	83.5
Kabare	138.7	138.0	138.3	84.4	87.9	86.1
Kabarondo	144.9	146.7	145.8	91.7	92.7	92.2
Mukarange	136.9	141.5	139.1	87.9	89.6	88.7
Murama	145.8	147.0	146.4	90.1	93.4	91.8
Murundi	137.5	140.1	138.8	82.1	84.9	83.5
Mwiri	143.8	144.5	144.1	82.7	85.2	84.0
Ndego	139.4	144.0	141.7	85.6	87.2	86.3

Sector of residence	Gross attendance rates			Net attendance rates		
	Male	Female	Both sexes	Male	Female	Both sexes
Nyamirama	149.6	150.5	150.0	86.3	88.6	87.5
Rukara	141.0	144.9	142.9	87.8	90.7	89.2
Ruramira	151.0	146.4	148.7	81.9	86.5	84.2
Rwinkwavu	144.2	137.6	140.9	87.6	88.2	87.9
<b>Kirehe</b>						
Gahara	161.7	157.2	159.5	85.9	88.3	87.1
Gatore	148.9	150.1	149.5	89.6	89.4	89.5
Kigarama	143.9	144.8	144.4	83.8	87.8	85.8
Kigina	147.7	147.5	147.6	88.8	90.6	89.7
Kirehe	149.5	144.7	147.1	91.0	92.3	91.7
Mahama	154.9	154.8	154.8	93.6	94.7	94.1
Mpanga	150.4	148.5	149.5	88.0	90.3	89.2
Musaza	147.1	143.8	145.4	89.9	91.0	90.5
Mushikiri	161.5	160.2	160.9	91.4	92.4	91.9
Nasho	154.5	150.8	152.7	91.4	91.5	91.5
Nyamugari	141.7	141.1	141.4	83.9	86.7	85.3
Nyarubuye	160.4	157.7	159.1	91.3	92.6	91.9
<b>Ngoma</b>						
Gashanda	136.7	136.1	136.4	86.9	88.2	87.6
Jarama	119.3	121.9	120.6	69.8	72.3	71.1
Karembo	140.4	136.3	138.4	85.5	87.1	86.3
Kazo	141.5	139.6	140.6	86.1	88.4	87.3
Kibungo	151.8	150.6	151.2	92.8	95.5	94.1
Mugesera	150.4	151.0	150.7	90.1	91.7	90.9
Murama	151.3	151.9	151.6	92.0	95.1	93.6
Mutenderi	152.1	148.8	150.4	88.2	91.3	89.8
Remera	138.9	138.4	138.6	87.9	89.2	88.6
Rukira	151.7	150.7	151.2	93.7	95.1	94.4
Rukumberi	127.1	126.1	126.6	73.0	75.4	74.2
Rurenge	141.2	140.3	140.7	84.8	89.7	87.3
Sake	130.6	127.4	129.0	73.6	78.3	75.9
Zaza	138.6	136.7	137.7	82.6	86.8	84.7
<b>Bugesera</b>						
Gashora	141.2	142.7	141.9	87.6	88.1	87.9
Juru	137.0	135.8	136.4	85.7	88.2	87.0
Kamabuye	154.9	150.5	152.8	86.9	89.3	88.1
Mareba	131.7	138.1	134.8	78.2	82.1	80.1
Mayange	143.5	142.9	143.2	92.3	94.2	93.2
Musenyi	149.3	147.2	148.3	83.3	85.8	84.5
Mwogo	133.1	134.8	134.0	83.4	85.4	84.4
Ngeruka	144.9	143.3	144.1	79.1	83.4	81.3
Ntarama	132.2	134.7	133.4	86.4	89.6	88.0
Nyamata	137.7	139.3	138.5	92.1	93.6	92.9
Nyarugenge	133.4	132.3	132.8	77.3	80.7	79.1
Rilima	145.4	142.9	144.2	90.5	92.8	91.6
Ruhuha	144.5	142.7	143.6	85.0	87.1	86.0
Rweru	129.7	128.5	129.1	80.2	82.0	81.1
Shyara	141.8	145.1	143.4	77.4	81.4	79.4

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

Table C. 37: Gross and net attendance rates (GARs and NARs in %) in secondary education of the resident population age 12-17 by sex and sector of residence.

Sector of residence	Gross attendance rates			Net attendance rates		
	Male	Female	Both sexes	Male	Female	Both sexes
<b>Rwanda</b>	<b>35.9</b>	<b>43.7</b>	<b>39.8</b>	<b>18.8</b>	<b>25.8</b>	<b>22.3</b>
<b>Nyarugenge</b>						
Gitega	86.1	78.3	81.8	45.2	45.1	45.1
Kanyinya	43.8	49.6	46.7	27.0	31.7	29.3
Kigali	49.2	50.9	50.0	28.2	31.8	30.0
Kimisagara	69.4	62.5	65.7	37.1	35.4	36.2
Mageregere	37.1	37.6	37.4	21.0	23.4	22.2
Muhima	89.1	85.4	87.1	44.9	47.2	46.2
Nyakabanda	95.1	82.4	88.3	49.5	48.3	48.9
Nyamirambo	80.3	77.7	79.0	43.2	46.9	45.1
Nyarugenge	97.3	94.6	96.0	48.8	47.7	48.2
Rwezamenyo	110.7	104.1	107.2	56.3	56.5	56.4
<b>Gasabo</b>						
Bumbogo	41.7	45.2	43.5	23.8	28.0	26.0
Gatsata	67.4	64.1	65.6	37.3	38.1	37.7
Gikomero	27.4	42.4	34.8	14.5	27.3	20.9
Gisozi	69.0	63.6	66.0	37.9	36.9	37.4
Jabana	51.6	52.8	52.2	29.4	33.7	31.7
Jali	42.1	49.7	46.0	25.8	32.2	29.0
Kacyiru	99.8	87.2	93.0	50.4	49.1	49.7
Kimihurura	99.6	87.9	93.0	49.6	49.8	49.7
Kimironko	93.1	86.8	89.8	52.6	51.2	51.9
Kinyinya	61.2	57.4	59.1	32.5	34.5	33.6
Ndera	43.7	48.6	46.3	23.5	28.5	26.2
Nduba	34.3	38.2	36.3	19.2	23.4	21.4
Remera	86.8	78.3	82.2	46.1	44.7	45.4
Rusororo	52.8	54.7	53.8	26.8	31.6	29.3
Rutunga	22.7	40.4	31.2	14.3	27.7	20.7
<b>Kicukiro</b>						
Gahanga	47.9	46.9	47.4	26.1	28.3	27.3
Gatenga	72.1	68.8	70.4	35.8	37.7	36.8
Gikondo	66.9	82.5	73.9	34.6	44.8	39.2
Kagarama	104.5	94.9	99.3	56.1	58.2	57.2
Kanombe	76.9	73.0	74.7	42.9	43.1	43.0
Kicukiro	114.3	92.4	101.7	51.0	48.9	49.8
Kigarama	84.3	76.8	80.3	43.4	43.3	43.4
Masaka	56.4	58.6	57.6	30.5	35.5	33.2
Niboye	108.7	97.6	102.7	58.8	58.6	58.7
Nyarugunga	100.4	91.5	95.4	52.6	50.1	51.2
<b>Nyanza</b>						
Busasamana	55.8	63.2	59.5	31.2	38.3	34.8
Busoro	30.1	41.9	35.9	16.1	25.8	20.9
Cyabakamyi	35.5	48.6	41.8	22.5	32.5	27.4
Kibilizi	27.1	38.5	32.6	15.0	24.4	19.5
Kigoma	34.9	46.8	40.7	19.9	29.5	24.6
Mukingo	41.5	58.3	49.6	24.6	38.2	31.2
Muyira	28.7	38.8	33.5	15.8	23.9	19.7
Ntyazo	21.6	29.4	25.4	12.2	18.8	15.5
Nyagisozi	25.9	41.1	33.5	13.0	25.1	19.0
Rwabicuma	35.3	55.1	45.0	21.6	35.5	28.4
<b>Gisagara</b>						
Gikonko	24.0	25.7	24.8	13.5	16.3	14.8
Gishubi	15.1	14.4	14.8	8.1	9.3	8.7
Kansi	27.8	39.3	33.4	12.9	23.6	18.1
Kibirizi	25.2	37.3	31.1	14.9	23.8	19.2
Kigembe	28.2	36.0	32.0	14.9	20.7	17.8
Mamba	21.2	25.2	23.1	11.8	15.9	13.8
Muganza	18.3	24.9	21.5	10.1	15.7	12.9
Mugombwa	37.2	43.1	40.1	18.2	23.2	20.7
Mukindo	27.7	30.4	29.0	16.5	21.0	18.7
Musha	25.8	30.2	28.0	13.8	20.9	17.3
Ndora	25.5	30.1	27.8	13.3	18.5	15.9
Nyanza	25.8	30.0	27.8	12.0	17.4	14.6
Save	31.1	42.9	36.7	17.6	27.7	22.4
<b>Nyaruguru</b>						

Sector of residence	Gross attendance rates			Net attendance rates		
	Male	Female	Both sexes	Male	Female	Both sexes
<b>Rwanda</b>	<b>35.9</b>	<b>43.7</b>	<b>39.8</b>	<b>18.8</b>	<b>25.8</b>	<b>22.3</b>
Busanze	24.3	33.6	28.8	11.9	18.3	15.0
Cyahinda	31.8	50.4	40.8	13.4	25.2	19.2
Kibeho	34.5	59.2	46.1	15.4	29.1	21.8
Kivu	31.8	36.7	34.3	13.8	20.0	17.0
Mata	44.4	64.0	54.1	19.8	33.4	26.5
Muganza	32.5	43.6	38.0	13.6	21.5	17.5
Munini	31.8	47.2	39.4	14.0	23.1	18.5
Ngera	31.9	47.0	39.3	15.5	23.7	19.5
Ngoma	25.7	35.0	30.3	13.5	21.4	17.4
Nyabimata	25.7	29.8	27.7	10.8	13.6	12.2
Nyagisozi	31.8	40.0	35.8	14.8	22.5	18.5
Ruheru	19.1	24.2	21.6	8.6	13.8	11.2
Ruramba	43.0	51.6	47.4	20.1	27.2	23.7
Rusenge	26.7	40.2	33.1	12.0	21.9	16.7
<b>Huye</b>						
Gishamvu	28.1	38.8	33.2	15.4	23.4	19.2
Huye	31.3	37.6	34.5	17.7	23.1	20.4
Karama	39.6	52.4	45.8	18.5	27.9	23.1
Kigoma	29.0	44.3	36.6	15.6	28.9	22.2
Kinazi	28.6	38.2	33.1	16.0	23.1	19.3
Maraba	27.4	42.8	35.0	15.6	28.1	21.8
Mbazi	30.7	42.4	36.5	18.6	26.3	22.4
Mukura	36.7	41.0	38.9	19.9	23.9	21.9
Ngoma	66.5	71.4	69.0	36.7	41.6	39.2
Ruhashya	30.5	40.6	35.4	15.7	24.4	19.9
Rusatira	32.2	40.0	35.9	16.3	23.1	19.5
Rwaniro	23.4	34.6	28.9	11.0	22.3	16.5
Simbi	25.5	40.4	32.7	15.5	25.4	20.3
Tumba	64.2	61.6	62.8	33.5	36.2	34.9
<b>Nyamagabe</b>						
Buruhukiro	23.0	27.3	25.2	11.2	16.2	13.7
Cyanika	33.2	53.1	43.0	17.9	30.1	23.9
Gasaka	58.3	66.5	62.4	29.0	35.4	32.2
Gatare	19.7	29.8	24.1	8.4	18.5	12.9
Kaduha	25.2	31.7	28.4	12.1	18.5	15.3
Kamegeri	32.6	48.7	40.6	16.7	26.7	21.7
Kibirizi	36.1	48.3	42.2	15.3	23.8	19.6
Kibumbwe	23.6	30.1	26.7	10.1	15.2	12.5
Kitabi	29.9	39.3	34.7	13.8	21.0	17.4
Mbazi	39.2	56.1	47.9	16.8	30.1	23.6
Mugano	15.8	22.5	19.1	6.4	13.0	9.6
Musange	28.0	32.5	30.2	15.5	20.8	18.0
Musebeya	29.4	38.1	33.7	13.6	21.6	17.6
Mushubi	33.1	41.1	37.0	15.7	22.5	19.1
Nkomane	23.9	28.5	26.3	9.7	15.2	12.6
Tare	35.1	47.8	41.3	18.1	26.6	22.3
Uwinkingi	27.7	36.8	32.3	13.3	18.8	16.1
<b>Ruhango</b>						
Bweramana	35.5	51.7	43.3	19.7	31.3	25.3
Byimana	40.5	56.7	48.5	23.8	35.9	29.7
Kabagali	34.6	52.7	43.3	20.1	34.1	26.9
Kinazi	26.8	32.6	29.6	12.8	17.9	15.2
Kinihira	29.0	48.4	38.4	17.7	30.1	23.7
Mbuye	26.2	37.3	31.5	13.3	22.0	17.4
Mwendo	24.4	45.3	34.4	13.3	27.8	20.3
Ntongwe	25.4	33.8	29.4	11.9	19.9	15.8
Ruhango	38.1	46.4	42.2	19.8	27.3	23.5
<b>Muhanga</b>						
Cyeza	36.7	51.4	44.0	19.9	31.9	25.9
Kabacuzi	30.6	56.1	43.1	18.6	36.1	27.2
Kibangu	38.3	57.4	47.7	21.8	37.1	29.4
Kiyumba	33.6	48.4	41.0	19.4	33.3	26.4
Muhanga	28.1	49.6	38.4	18.9	32.7	25.5
Mushishiro	34.7	56.3	45.1	21.0	37.8	29.1
Nyabinoni	20.4	35.6	28.1	11.8	23.9	17.9
Nyamabuye	59.4	63.3	61.5	32.9	37.0	35.1
Nyarusange	29.8	54.2	41.6	18.5	34.4	26.2
Rongi	26.4	41.2	33.7	17.3	28.0	22.6

Sector of residence	Gross attendance rates			Net attendance rates		
	Male	Female	Both sexes	Male	Female	Both sexes
<b>Rwanda</b>	35.9	43.7	39.8	18.8	25.8	22.3
Rugendabari	33.7	55.7	44.4	21.5	38.1	29.6
Shyogwe	47.1	57.6	52.5	25.5	35.6	30.7
<b>Kamonyi</b>						
Gacurabwenge	46.3	57.0	51.6	25.9	34.7	30.3
Karama	33.2	56.4	44.9	19.3	36.5	28.0
Kayenzi	35.6	55.4	45.4	20.3	34.1	27.1
Kayumbu	32.5	57.4	44.5	20.7	37.7	28.9
Mugina	30.9	39.0	34.9	15.0	22.9	18.9
Musambira	34.9	53.2	43.8	19.7	33.2	26.3
Ngamba	33.7	52.6	43.0	21.1	33.2	27.0
Nyamiyaga	27.5	41.1	34.0	15.3	26.1	20.5
Nyarubaka	32.9	47.4	40.1	20.2	30.9	25.5
Rugarika	33.9	44.3	39.1	19.8	29.0	24.4
Rukoma	35.5	61.2	48.6	19.5	36.5	28.1
Runda	53.4	58.8	56.3	30.4	36.2	33.5
<b>Karongi</b>						
Bwishyura	49.0	57.3	53.1	26.0	34.1	30.0
Gashari	29.4	45.3	37.0	14.9	26.9	20.7
Gishyita	44.2	53.9	48.9	22.6	34.2	28.3
Gitesi	25.2	35.5	30.2	12.7	20.6	16.6
Mubuga	38.7	51.6	45.0	19.3	32.7	25.8
Murambi	30.4	46.4	38.3	15.9	27.0	21.4
Murundi	28.3	41.7	34.8	15.5	25.8	20.5
Mutuntu	30.2	38.8	34.5	13.7	21.6	17.6
Rubengera	44.0	57.5	50.5	23.8	32.5	28.0
Rugabano	23.1	31.5	27.2	12.7	19.1	15.9
Ruganda	32.3	44.7	38.2	16.9	27.8	22.1
Rwankuba	51.3	56.2	53.8	21.0	26.7	23.9
Twumba	33.9	45.2	39.5	18.6	27.9	23.2
<b>Rutsiro</b>						
Boneza	39.5	50.8	45.0	21.4	31.1	26.1
Gihango	26.9	36.6	31.8	13.9	23.3	18.6
Kigeyo	37.4	45.4	41.3	18.9	23.9	21.4
Kivumu	40.0	41.0	40.5	17.6	21.5	19.6
Manihira	19.6	25.1	22.4	10.5	15.9	13.3
Mukura	23.0	33.7	28.3	12.8	20.8	16.8
Murunda	22.8	26.4	24.6	13.2	17.0	15.1
Musasa	36.5	50.3	43.3	23.9	32.6	28.2
Mushonyi	40.4	54.4	47.3	24.8	35.0	29.8
Mushubati	35.2	49.8	42.3	18.3	29.6	23.8
Nyabirasi	21.6	21.5	21.6	9.6	11.1	10.4
Ruhango	23.1	31.1	27.0	13.7	18.2	15.9
Rusebeya	15.8	23.6	19.8	7.9	13.0	10.5
<b>Rubavu</b>						
Bugeshi	35.7	41.3	38.5	18.7	23.8	21.3
Busasamana	21.8	16.3	19.0	10.3	9.2	9.7
Cyanzarwe	17.9	15.8	16.9	7.6	9.1	8.4
Gisenyi	97.6	92.3	94.8	51.5	49.4	50.4
Kanama	28.6	26.7	27.6	14.5	14.3	14.4
Kanzenze	43.3	47.5	45.4	21.4	24.6	22.9
Mudende	24.1	26.6	25.3	12.0	13.5	12.7
Nyakiriba	45.0	42.3	43.6	22.7	23.5	23.1
Nyamyumba	40.7	36.1	38.4	20.8	21.6	21.2
Nyundo	25.6	28.2	26.9	13.5	16.4	15.0
Rubavu	40.3	40.2	40.3	21.4	23.7	22.6
Rugerero	40.0	41.3	40.6	22.1	25.0	23.5
<b>Nyabihu</b>						
Bigogwe	44.8	56.2	50.5	21.5	27.0	24.3
Jenda	34.3	39.7	37.0	17.3	21.8	19.5
Jomba	28.7	35.7	32.1	14.8	19.5	17.1
Kabatwa	46.1	48.3	47.3	23.6	30.1	27.1
Karago	25.6	31.0	28.3	11.1	17.1	14.1
Kintobo	35.5	49.5	42.4	13.5	25.6	19.5
Mukamira	43.0	53.6	48.4	20.8	28.2	24.6
Muringa	22.7	28.6	25.6	9.6	16.2	12.9
Rambura	32.3	44.4	38.3	16.4	24.8	20.6
Rugera	33.8	39.9	36.9	17.3	24.4	20.9
Rurembo	21.7	27.2	24.5	10.6	17.5	14.1

Sector of residence	Gross attendance rates			Net attendance rates		
	Male	Female	Both sexes	Male	Female	Both sexes
<b>Rwanda</b>	<b>35.9</b>	<b>43.7</b>	<b>39.8</b>	<b>18.8</b>	<b>25.8</b>	<b>22.3</b>
Shyira	33.2	40.5	36.9	16.8	25.4	21.1
<b>Ngororero</b>						
Bwira	15.8	23.9	19.9	8.7	15.4	12.1
Gatumba	29.1	42.9	35.9	17.4	28.9	23.1
Hindiro	24.6	34.0	29.5	14.9	22.6	18.9
Kabaya	36.0	50.0	43.1	18.8	29.8	24.4
Kageyo	19.8	28.5	24.2	11.7	18.7	15.3
Kavumu	21.8	25.4	23.7	11.9	16.9	14.5
Matyazo	22.0	31.9	26.8	11.7	20.2	15.9
Muhanda	16.6	18.7	17.7	7.5	11.2	9.4
Muhororo	25.2	42.8	33.8	17.7	28.9	23.1
Ndaro	12.9	19.5	16.2	7.7	12.3	9.9
Ngororero	32.2	45.6	38.7	19.8	29.9	24.7
Nyange	30.1	45.7	37.7	17.4	30.8	24.0
Sovu	19.0	19.8	19.4	9.5	11.3	10.4
<b>Rusizi</b>						
Bugarama	33.2	30.6	31.9	16.6	17.0	16.8
Butare	27.6	27.6	27.6	12.3	14.7	13.5
Bweyeye	30.4	31.5	31.0	15.0	16.6	15.8
Gashonga	37.1	48.3	42.5	19.9	27.3	23.5
Giheke	31.7	52.8	42.1	17.6	31.3	24.3
Gihundwe	53.0	59.0	56.0	28.3	31.7	30.0
Gikundamvura	34.1	38.1	36.1	13.9	20.6	17.2
Gitambi	42.9	52.3	47.6	20.1	28.4	24.2
Kamembe	73.1	74.0	73.6	36.2	38.7	37.5
Muganza	41.5	42.1	41.8	18.9	21.6	20.3
Mururu	38.1	45.9	41.9	21.5	26.5	24.0
Nkanka	26.8	35.1	30.8	14.0	20.8	17.3
Nkombo	31.3	24.8	28.1	13.7	11.4	12.5
Nkungu	29.4	48.6	39.1	15.5	29.8	22.7
Nyakabuye	43.1	55.5	49.4	21.7	32.5	27.2
Nyakarenzo	32.5	47.7	39.9	17.3	25.7	21.4
Nzahaha	36.9	46.2	41.5	16.4	21.9	19.1
Rwimbogo	49.1	55.6	52.5	24.2	28.6	26.5
<b>Nyamasheke</b>						
Bushekeri	34.7	41.8	38.2	14.9	22.8	18.9
Bushenge	38.2	60.4	49.0	18.6	31.1	24.7
Cyato	27.2	23.9	25.5	11.5	12.6	12.1
Gihombo	38.5	44.6	41.5	17.5	24.1	20.8
Kagano	35.6	48.5	41.9	17.7	25.8	21.7
Kanjongo	42.7	51.8	47.2	21.1	28.2	24.7
Karambi	30.1	39.9	35.0	15.1	21.2	18.1
Karengeza	30.3	42.8	36.5	16.5	25.8	21.1
Kirimbi	39.8	50.1	45.0	15.2	24.8	20.1
Macuba	39.8	49.3	44.5	18.3	26.4	22.3
Mahembe	35.5	48.9	42.1	16.7	27.9	22.2
Nyabitekeri	39.4	62.0	50.5	19.3	32.1	25.6
Rangiro	42.6	49.6	46.0	19.9	25.2	22.5
Ruharambuga	37.8	56.9	47.3	20.8	32.9	26.8
Shangi	27.5	44.6	36.0	13.9	24.0	18.9
<b>Rulindo</b>						
Base	40.8	55.3	48.1	25.9	37.0	31.5
Burega	29.4	40.9	35.0	16.3	24.3	20.2
Bushoki	41.3	57.9	49.7	26.0	38.0	32.0
Buyoga	36.6	45.9	41.3	17.6	27.4	22.5
Cyinzuzi	25.5	38.0	31.8	14.0	23.9	19.0
Cyungo	32.6	40.6	36.8	16.1	26.7	21.6
Kinihira	36.3	48.1	42.3	18.3	29.7	24.1
Kisaro	30.7	47.1	38.8	16.4	29.2	22.7
Masoro	25.7	32.0	28.9	15.2	22.1	18.7
Mbogo	31.4	44.3	37.9	18.2	28.9	23.6
Murambi	29.0	37.6	33.4	17.8	25.6	21.7
Ngoma	27.1	47.3	37.0	15.0	30.0	22.3
Ntarabana	24.5	32.8	28.7	15.2	22.7	19.0
Rukozo	32.3	43.2	37.7	18.4	30.8	24.6
Rusiga	32.3	42.3	37.4	21.0	29.8	25.4
Shyorongi	43.2	48.8	46.1	26.5	31.3	29.0
Tumba	35.3	49.5	42.2	18.8	29.3	23.9

Sector of residence	Gross attendance rates			Net attendance rates		
	Male	Female	Both sexes	Male	Female	Both sexes
<b>Rwanda</b>	<b>35.9</b>	<b>43.7</b>	<b>39.8</b>	<b>18.8</b>	<b>25.8</b>	<b>22.3</b>
<b>Gakenke</b>						
Busengo	21.1	33.1	27.1	11.1	20.5	15.8
Coko	30.8	55.5	43.2	22.2	39.6	30.9
Cyabingo	37.5	51.5	44.5	21.1	33.0	27.0
Gakenke	31.5	40.1	36.0	17.9	26.2	22.3
Gashenyi	26.9	30.9	28.9	14.7	18.4	16.5
Janja	31.2	37.2	34.2	15.2	22.7	18.9
Kamubuga	29.9	31.4	30.6	14.2	19.6	17.0
Karambo	24.9	27.4	26.1	15.3	16.9	16.1
Kivuruga	34.6	46.5	40.6	20.5	30.2	25.5
Mataba	23.2	30.4	26.8	11.6	19.7	15.6
Minazi	26.3	34.8	30.3	18.2	23.5	20.7
Mugunga	29.7	42.6	36.1	15.9	25.8	20.8
Muhondo	35.8	59.6	47.7	21.5	39.3	30.4
Muyongwe	26.5	41.6	34.1	16.9	28.4	22.7
Muzo	23.4	38.0	30.8	12.5	23.7	18.2
Nemba	26.9	33.3	30.2	15.4	19.5	17.5
Ruli	47.4	67.9	57.8	29.7	43.3	36.6
Rusasa	22.7	30.3	26.6	13.4	18.7	16.1
Rushashi	30.6	46.3	38.3	19.6	31.7	25.5
<b>Musanze</b>						
Busogo	53.3	63.4	58.4	27.6	35.9	31.8
Cyuve	48.7	56.2	52.6	29.2	34.0	31.7
Gacaca	23.5	29.6	26.6	13.2	19.5	16.4
Gashaki	42.0	53.7	48.0	24.2	35.7	30.1
Gataraga	33.8	40.6	37.2	16.6	22.1	19.3
Kimonyi	31.9	35.9	34.0	17.6	23.1	20.5
Kinigi	48.8	51.3	50.1	27.2	32.5	29.9
Muhoza	72.0	72.0	72.0	36.3	40.3	38.4
Muko	34.3	42.1	38.2	20.3	27.6	24.0
Musanze	40.0	44.1	42.1	22.5	28.1	25.4
Nkotsi	33.0	38.6	35.8	19.0	24.3	21.6
Nyange	37.2	43.9	40.6	19.8	26.3	23.1
Remera	35.6	52.9	44.3	21.7	35.1	28.4
Rwaza	25.4	38.0	31.7	16.5	25.1	20.8
Shingiro	27.5	33.3	30.4	14.1	20.1	17.1
<b>Burera</b>						
Bungwe	26.4	37.7	32.3	11.4	21.3	16.6
Butaro	29.8	36.6	33.2	13.1	19.1	16.1
Cyanika	28.4	37.7	33.2	11.7	19.0	15.5
Cyeru	34.1	45.3	39.7	18.3	26.8	22.5
Gahunga	28.0	34.3	31.3	13.9	19.0	16.5
Gatebe	36.5	38.4	37.5	18.5	21.2	19.8
Gitovu	43.9	51.1	47.5	16.4	25.9	21.2
Kagogo	34.7	38.5	36.6	15.1	19.6	17.3
Kinoni	39.3	55.5	47.6	18.2	29.7	24.1
Kinyababa	43.8	50.2	47.1	17.3	23.6	20.5
Kivuye	40.3	41.5	40.9	14.6	21.7	18.2
Nemba	34.3	43.8	39.0	18.9	25.3	22.1
Rugarama	38.4	46.9	42.7	19.4	25.9	22.7
Rugengabari	36.4	37.1	36.7	17.3	22.0	19.8
Ruhunde	23.6	28.1	25.8	14.2	18.9	16.5
Rusarabuye	33.6	37.6	35.6	15.7	18.5	17.1
Rwerere	35.4	45.9	40.7	19.0	27.9	23.5
<b>Gicumbi</b>						
Bukure	33.4	43.3	38.3	17.6	25.0	21.3
Bwisige	33.6	47.4	40.7	17.1	30.9	24.2
Byumba	46.0	59.6	52.9	23.8	34.1	29.0
Cyumba	30.0	45.5	37.7	14.7	26.4	20.5
Giti	19.7	37.5	28.5	10.6	23.0	16.7
Kageyo	28.0	47.9	38.0	15.1	27.2	21.2
Kaniga	39.7	47.0	43.5	17.6	27.9	23.0
Manyagiro	24.4	33.8	29.0	11.7	18.9	15.2
Miyove	23.2	30.2	26.8	12.2	17.1	14.7
Mukarange	36.8	48.6	43.0	17.0	29.7	23.7
Muko	31.0	45.7	38.0	18.6	27.4	22.8
Mutete	33.5	48.0	40.8	16.9	27.2	22.1
Nyamiyaga	27.3	39.2	33.3	15.5	25.6	20.6

Sector of residence	Gross attendance rates			Net attendance rates		
	Male	Female	Both sexes	Male	Female	Both sexes
<b>Rwanda</b>	<b>35.9</b>	<b>43.7</b>	<b>39.8</b>	<b>18.8</b>	<b>25.8</b>	<b>22.3</b>
Nyanenke	28.9	38.7	33.8	13.4	19.8	16.6
Rubaya	30.7	40.5	35.6	18.9	25.6	22.2
Rukomo	41.1	58.0	49.7	21.2	35.2	28.3
Rushaki	37.3	51.9	44.9	19.8	32.1	26.2
Rutare	34.1	51.2	42.8	20.4	32.7	26.6
Ruvune	24.6	34.2	29.4	11.7	21.1	16.4
Rwamiko	32.3	51.2	41.7	18.5	32.4	25.4
Shangasha	52.1	65.5	58.8	29.3	42.7	36.0
<b>Rwamagana</b>						
Fumbwe	31.0	41.8	36.5	18.0	26.3	22.3
Gahengeri	32.4	43.0	37.7	18.9	26.6	22.7
Gishali	39.3	51.2	45.4	20.9	32.7	26.9
Karenge	38.0	51.8	45.1	21.6	33.2	27.6
Kigabiro	48.7	54.5	51.7	27.6	33.0	30.4
Muhazi	48.0	63.0	55.4	25.8	37.6	31.6
Munyaga	23.5	36.3	30.0	11.3	22.1	16.7
Munyiginya	31.7	41.9	36.8	16.0	25.3	20.7
Musha	27.6	43.5	35.5	15.8	29.1	22.4
Muyumbu	43.0	51.8	47.6	25.9	32.7	29.5
Mwulire	34.8	45.9	40.4	19.1	27.8	23.5
Nyakaliro	35.4	47.1	41.3	21.3	31.2	26.3
Nzige	29.6	47.8	38.3	17.2	30.1	23.3
Rubona	27.9	43.4	35.6	17.6	29.0	23.2
<b>Nyagatare</b>						
Gatunda	32.5	39.1	35.7	16.5	23.5	19.9
Karama	27.8	30.3	29.1	12.4	16.8	14.6
Karangazi	34.0	36.9	35.4	16.4	20.0	18.1
Katabagemu	31.0	32.5	31.7	16.8	20.3	18.5
Kiyombe	32.7	46.0	39.6	17.3	25.7	21.6
Matimba	42.3	45.6	44.0	22.5	26.3	24.4
Mimuri	26.4	29.1	27.8	13.9	18.7	16.3
Mukama	28.9	33.5	31.1	15.2	19.5	17.3
Musheri	28.5	30.3	29.4	13.6	16.7	15.1
Nyagatare	36.6	40.9	38.7	17.8	22.6	20.2
Rukomo	38.1	44.3	41.2	21.1	26.4	23.7
Rwempasha	39.7	45.5	42.5	19.3	23.5	21.3
Rwimiyaga	30.7	32.1	31.4	14.8	18.1	16.5
Tabagwe	29.3	32.8	31.0	13.8	18.1	15.9
<b>Gatsibo</b>						
Gasange	28.4	35.4	32.0	15.4	22.3	18.9
Gatsibo	48.7	49.3	49.0	24.8	26.9	25.8
Gitoki	27.6	32.6	30.1	13.9	20.0	17.0
Kabarore	34.9	36.1	35.5	16.9	21.8	19.3
Kageyo	21.8	27.5	24.7	11.4	17.1	14.3
Kiramuruzi	33.6	46.0	39.6	17.6	27.2	22.3
Kiziguro	32.8	43.1	38.0	16.4	24.4	20.4
Muhura	27.8	38.1	33.0	15.8	23.4	19.6
Murambi	22.9	29.6	26.2	12.6	18.6	15.6
Ngarama	29.9	34.3	32.1	15.6	22.2	18.9
Nyagihanga	24.7	29.5	27.1	11.3	20.1	15.7
Remera	30.8	37.4	34.2	14.3	21.7	18.1
Rugarama	32.5	36.3	34.4	16.1	20.7	18.3
Rwimbogo	33.4	38.0	35.6	17.0	23.2	20.0
<b>Kayanza</b>						
Gahini	26.3	31.5	28.9	13.0	18.1	15.5
Kabare	28.3	34.1	31.1	13.5	19.7	16.5
Kabarondo	41.5	44.9	43.2	20.6	26.3	23.5
Mukarange	45.4	47.6	46.5	23.1	26.9	25.1
Murama	27.6	35.4	31.5	15.0	22.4	18.7
Murundi	22.2	27.5	24.8	10.3	15.5	12.8
Mwiri	31.4	35.3	33.3	13.0	18.2	15.6
Ndego	30.0	29.8	29.9	13.6	16.3	15.0
Nyamirama	28.0	36.1	32.1	13.9	21.6	17.8
Rukara	29.5	37.6	33.5	15.8	21.6	18.7
Ruramira	20.5	26.9	23.6	10.6	15.7	13.1
Rwinkwavu	30.2	34.5	32.3	13.9	20.5	17.1
<b>Kirehe</b>						
Gahara	29.1	30.4	29.7	12.5	17.8	15.1

Sector of residence	Gross attendance rates			Net attendance rates		
	Male	Female	Both sexes	Male	Female	Both sexes
<b>Rwanda</b>	<b>35.9</b>	<b>43.7</b>	<b>39.8</b>	<b>18.8</b>	<b>25.8</b>	<b>22.3</b>
Gatore	36.9	43.5	40.2	18.2	24.7	21.5
Kigarama	17.7	19.2	18.4	8.3	12.0	10.1
Kigina	31.1	38.1	34.6	15.7	23.2	19.5
Kirehe	43.5	45.7	44.6	22.6	27.5	25.1
Mahama	60.1	53.9	57.0	23.1	25.4	24.2
Mpanga	28.6	32.6	30.6	14.5	19.3	16.9
Musaza	34.4	38.1	36.3	17.0	23.2	20.1
Mushikiri	23.6	29.7	26.6	10.8	17.9	14.3
Nasho	24.0	26.7	25.3	12.9	16.2	14.6
Nyamugari	26.8	32.2	29.5	13.9	19.0	16.5
Nyarubuye	29.8	37.9	33.8	15.3	21.7	18.5
<b>Ngoma</b>						
Gashanda	16.3	20.0	18.1	9.2	12.9	11.0
Jarama	17.0	16.3	16.7	10.1	10.4	10.2
Karembo	25.7	36.9	31.2	14.2	23.9	19.0
Kazo	24.9	31.7	28.2	13.9	19.3	16.5
Kibungo	44.3	52.3	48.3	24.7	31.5	28.1
Mugesera	24.1	31.8	28.0	12.3	20.1	16.2
Murama	34.5	38.6	36.5	19.1	24.2	21.6
Mutenderi	23.2	27.2	25.1	12.3	16.0	14.2
Remera	34.0	38.3	36.2	19.4	24.8	22.0
Rukira	34.6	43.8	39.2	19.1	26.4	22.7
Rukumberi	17.0	20.0	18.5	8.6	13.0	10.8
Rurenge	20.7	26.2	23.4	11.4	16.9	14.1
Sake	22.0	26.5	24.2	10.5	16.4	13.4
Zaza	22.6	28.1	25.3	12.0	19.2	15.5
<b>Bugesera</b>						
Gashora	35.2	38.9	37.1	16.3	21.1	18.7
Juru	19.4	27.8	23.5	11.7	18.4	14.9
Kamabuye	31.2	44.6	37.7	12.8	23.6	18.1
Mareba	23.1	26.4	24.7	11.4	15.9	13.6
Mayange	41.4	48.1	44.8	22.9	28.7	25.9
Musenyi	23.7	31.2	27.3	12.6	18.8	15.6
Mwogo	23.0	27.8	25.3	14.7	19.3	17.0
Ngeruka	24.2	27.6	25.9	10.8	15.6	13.2
Ntarama	39.5	44.8	42.2	22.3	26.1	24.2
Nyamata	51.2	52.8	52.0	26.0	30.3	28.3
Nyarugenge	23.0	30.1	26.5	11.5	18.1	14.8
Rilima	41.4	49.8	45.6	21.5	28.1	24.8
Ruhuha	35.1	42.4	38.8	17.3	23.2	20.3
Rweru	26.4	30.6	28.5	14.4	18.8	16.5
Shyara	21.5	24.4	23.0	8.8	13.8	11.3

Source: Fifth Rwanda Population and Housing Census, 2022 (NISR).

## ANNEX D: PERSONS AND INSTITUTIONS THAT CONTRIBUTED TO THE FIFTH RWANDA POPULATION AND HOUSING CENSUS, 2022

### National Census Task Force

#### Institutions

Office of the President of the Republic of Rwanda  
Office of the Prime Minister  
Ministry of Finance and Economic Planning  
Ministry of Local Government  
Ministry of Defence  
Ministry of Interior  
Ministry of Health  
Ministry in Charge of Emergency Management  
Ministry of Foreign Affairs and Cooperation  
Ministry of Education  
Ministry of ICT & Innovation  
Ministry of Public Service and Labour  
Ministry of Infrastructure

Rwanda Information Society Authority  
Office of Government Spokesperson  
Rwanda National Police  
Rwanda Correctional Service  
Rwanda Public Procurement Authority  
Rwanda Utilities Regulatory Authority  
Rwanda Broadcasting Agency  
Rwanda Education Board  
National Examination and School Inspection Authority  
Rwanda Biomedical Centre  
Representatives of all Religious Confessions

### Branches of the National Census Task Force

#### Members of the task Force at Province and the City of Kigali

Office of the Lord Mayor, City of Kigali  
Office of the Governor, Southern Province  
Office of the Governor, Western Province  
Office of the Governor, Northern Province  
Office of the Governor, Eastern Province  
Representatives of all Religious Confessions

#### Members of the Branches of the Census Task Force at District Level

Office of the District of Nyarugenge  
Office of the District of Gasabo  
Office of the District of Kicukiro  
Office of the District of Nyanza  
Office of the District of Gisagara  
Office of the District of Nyaruguru  
Office of the District of Huye  
Office of the District of Nyamagabe  
Office of the District of Ruhango  
Office of the District of Muhanga  
Office of the District of Kamonyi  
Office of the District of Karongi  
Office of the District of Rutsiro  
Office of the District of Rubavu  
Office of the District of Nyabihu

Office of the District of Ngororero  
Office of the District of Rusizi  
Office of the District of Nyamasheke  
Office of the District of Rulindo  
Office of the District of Gakenke  
Office of the District of Musanze  
Office of the District of Burera  
Office of the District of Gicumbi  
Office of the District of Rwamagana  
Office of the District of Nyagatare  
Office of the District of Gatsibo  
Office of the District of Kayonza  
District of Office of the Ngoma  
Office of the District of Bugesera

## A. Census Technical Team

### National Directors

Murangwa Yusuf, Director General of NISR  
Murenzi Ivan, Deputy Director General of NISR

### National Census Technical Director

Habarugira Venant, Director of Census Unit, NISR

### Census National Coordinators

Habarugira Venant  
Byiringiro James  
Mutijima Prosper  
Bigirimana Florent  
Ndakize Michel  
Munyarugerero Juvenal

### Census National Field Coordinators

Habarugira Venant	NISR	Lt Col Rusizana Deo	RDF
Byiringiro James	NISR	CSP Rubayiza Venant	RNP
Mutijima Prosper	NISR	SP Habinshuti Emmanuel	RCS
Bigirimana Florent	NISR	Karagire Gonzague	MINEMA
Ndakize Michel	NISR		
Munyarugerero Juvenal	NISR		
Lt Col Ndikuriyo Jean Paul	RDF	CIP Habineza Hamiss	RCS
Maj Rugema Ntazinda	RDF	CIP B Karemera	RCS
Capt Mugemanyi Faustin	RDF	CIP Mukambarushimana Irene	RCS
Lt Muteteri Sophie	RDF	IP Karugaba Donath	RCS
SP Ndayisenga Alex	RNP	S/SGT Gatete Edison	RCS
SP Nzabonimpa Joseph	RNP	Mukansonera Pascasie	MINEMA
CIP Nzeyimana Florent	RNP	Murangasabwe Emma Marie	MINEMA
CIP Nayihiki Elam	RNP	Mbabazi Emmanuel	MINEMA
AIP Tuyishime Emmanuel	RNP	Uwamurera Odette	MINEMA
		Musoni Jean Damascene	MINEMA

### Field Analysts

Mazimpaka Jean Claude  
Karera Albert  
Hakizimana Celestin  
Habimana Norbert  
Ngabo Muhire Olympe  
Kabera Jean Luc  
Segahwege Astrid  
Ndizeye Job  
Ntawiha Athanasie  
Munderere Theophile

### Post Enumeration Survey

Nyirimanzi Jean Claude  
Uwimana Therese  
Muhoza Didier  
Uwimbabazi Denise  
Harerimana Massoud  
Nshimiyimana Clement  
Uwamahoro Sandrine  
Iranzi Orodha  
Hagenimana Jean damascene  
Ntagengerwa Bonus

Gaga Rukorera Didier  
Mugenzi Gilbert  
Nahimana Samuel  
Akingeneye Seraphine  
Ntambara Juvenal  
Kambogo Francois  
Ayingeneye Seraphine  
Bosco Ndayiragije  
Patrick Niyongira

**Census District Team Leaders:** 30 (1 per District)

**District Data Quality Monitors:** 60 (2 per District)

**Sector Data Quality Monitors:** 1,277 (416 Sector Education Inspectors, 416 primary school teachers, and 445 youths)

**Enumerators:** 26,437 (Primary School Teachers + Youth)

**Special Groups Supervisors:** 32

**Special Groups Enumerators:** 289

### Data Processing, Cartography and ICT Infrastructures

#### Programmer:

Mukasa Jimmy, Director of ICT

#### Assistant Programmers:

Nkundimana Donath  
Mukanshimiye Peruth  
Ndayishimiye Bosco  
Niyongira Patrick  
Twibaze Joel  
Nkurunziza JMV

#### Cartography:

Bigirimana Florent  
Bizimungu Clement  
Mbangutse Olivier  
Karera Albert  
Niyitegeka Beatha  
Ntawiha Athanasie  
Kiconco Jovia  
Ngabo Muhire Olympe  
Ndazigaruye Alfred  
Munderere Théophile  
Irambona Eddy Mercus

#### ICT Infrastructures:

Sharangabo Jean Jacques  
Ndayiragije Bosco  
Muvara Joseph  
Nkamaniye Gaetan  
Niyonshuti Levi  
Nshimiyimana Clement

#### Archiving:

Kabandana Pierre Claver

### Census Data Analysis

#### Data Analysts

Imanishimwe Valentine  
Nilingiyimana Faustin  
Uwayezu Beatrice  
Kanyonga Ingabire Evelyne  
Mukazitoni Madeleine  
Serugendo Jean Baptiste  
Nzabonimpa Jean Claude  
Uwamahoro Pacifique  
Abalikumwe Francois  
Uwitonze Martin  
Tuyisenge Methode  
Rukundo Ephrem  
Bizimana Venuste  
Ngomituje Xavier  
Didas Uwamahoro  
Buramba Eric  
Habarugira Venant  
Nyabyenda Emmanuel Christian & Tuyisenge Methode

Population size, structure & spatial distribution  
Marital status & nuptiality  
Fertility  
Mortality  
Social cultural characteristics of the population  
Migration and spatial mobility  
Characteristics of housing and households  
Labour force  
Measurement & mapping of non-monetary poverty  
Education  
Gender status  
Socio-economic status of persons with disabilities  
Socio-economic status of children  
Socio-economic status of youth  
Socio-economic status of aged people  
Agriculture  
Population Projections  
Compilation of the Main Indicators

### Technical Support

#### International Consultants for Data processing

Juste Nitiema, Data Processing Expert  
Peter Wekesa Nyongesa, Data Processing Expert  
Arij Decker, Data Processing Expert  
Enkhbayar, Data Processing Expert

#### United Nations Population Fund (UNFPA):

Mungai Mercy  
Kantengwa Kathy  
Harindimana Florian

#### International Consultants for thematic analysis

Dr. Macoumba Thiam  
Dr. Sunday Adedini Adepoju  
Dr. Ghislain Mbep Fomekong  
Dr. Anne Akoya Khasakhala  
Dr. Ben Obonyo Jarabi  
Dr. George Odipo  
Dr. Robert C.B. Buluma  
Dr. Alfred Agwanda Otieno

#### Census Communication Team

Habarugira Venant  
Nyirimanzi Jean Claude  
Tugirimana Jean Paul  
Segahwege Astride  
Serugendo Jean Baptiste  
Mutijima Prosper  
Munyarugerero Juvenal  
Niyomugabo Pierre Celestin  
Umuhoza Wa Shema Daniella  
Neza Nadege

### Corporate Services

Nkusi David	Head of Corporate Services	Gasana Patrick	Logistics Officer
Ingabire Alice	Ag. Director of HR and Admin.	Nzayisenga Cyrile	Logistics Officer
Museruka David	SPIU coordinator	Nshimiyumukiza Steven	Accountant
Munyemana Silas	Director of Finance	Muhima Jadot	Accountant
Nshimiyumukiza Steven	Accountant	Sibomana Diane	Accountant
Uwizeye Richard	Financial specialist	Dusenge Elias	Office Messenger
Munezero Nadia	Planning office	Uwamahoro Console	Secretary/Finance Unit
Mupende Emmanuel	M& E specialist	Shumbusho Alphonse	Procurement Specialist
Tuyisenge Alice	HR Officer	Nkurunziza Godfrey	Procurement Officer
Ntwali Abdul	HR Officer	Nshuti Henry	Procurement Support Staff
Kazimbaya Sita	Office Messenger	Umuhoza Nahayo Anaise	Procurement Support Staff
Ndungutse Emmanuel	Printing and Distribution Officer	Tuyisenge Yasin	Logistics Support Staff
Babyeyi Nadine	Ag. Head of Central Secretariat	Riziki Emma	Finance Support Staff
Uwimpuhwe Claire	SPIU Secretary	Iradukunda Pascasie	Finance Support Staff
Rutijanwa Felecite	Administrative Assistant/DG Office	Uwimana Thacienne	HR Support Staff
Umwari Angelique	Administrative Assistant/DDG Office	Musonerwa Claver	HR Support Staff
Murebwayire Theodette	Logistics Officer	Umutoni Alice	Secretary Census Unit

### Proofreading of thematic reports

Names	Institution	Names	Institution
Rugarama Nsengiyumva Jean	MoH	Nyampundu Benita	MINEDUC
Habimana Jean Pierre	MINIYOUTH	Ndaruhutse Jean Bosco	MINICOFIN
Munana Jean de Dieu	MINIYOUTH	Ntirampeba Sylvere	MIFOTRA
Nyabanimba Emmanuel	DGIE	Prof. Muhoza Diedonne	UR-CBE
Kyazze Edward	MININFRA	Mr Rizinde Theogene	UR-CBE
Ngayaboshya Silas	MIGEPROF	Dr Ndemezo Ethienne	UR-CBE
Muhire Jean Baptiste	MIGEPROF	Dr Ngaruye Innocent	UR-CST
Umutoni Glorieuse	NCPD	Dr Rizinjirabake Fabien	UR-CST
Cyemezo Henry	NCDA	Dr Mugemangango Cyprien	UR-CST
Dushimeyezu Bertrand	MINAGRI	Ms Uwihangana Consolée	UR-CASS
Uwamahoro Didas	BRD	Mr Habineza Jean Paul	UR-CASS
Hategekimana Samson	WASAC	Prof. Twarabamenye Emmanuel	Independent
Rugira Esdras	EDCL	Munyemana Emmanuel	UNICEF
Murindwa Prosper	MINALOC	Dr Kantengwa Kathy	UNFPA





