

REPUBLIC OF RWANDA



**MINISTRY OF EDUCATION
P.O BOX 622 KIGALI**

2018 EDUCATION STATISTICS



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FOREWORD

The mission of the Ministry of Education is to transform the Rwandan citizens into skilled human capital for the socio-economic development of the country by ensuring equitable access to quality education, focussing on combating illiteracy, promotion of science and technology, critical thinking and positive values. In order to monitor the progress of the quality of education and proportion of pupils and students at various levels of education, and to identify areas that need improvement, the Ministry of Education (MINEDUC) in collaboration with different stakeholders need updated information on education sector.

In this publication, the Ministry of Education presents Education Statistical Yearbook 2018. This document contains a comprehensive set of statistical information for all levels of education: Early Childhood, primary, secondary, TVET, tertiary and adult literacy education.

This publication provides key education figures and indicators at all levels of education, students, staff, school status, school infrastructures and teaching and learning materials such as books, ICT, source of energy, water and sanitation and other social factors that influence education sector in Rwanda, including school feeding program, status of Special Needs and Inclusive Education in schools. Data presented are disaggregated by gender, school status and the disaggregation at district level is provided in the annexes.

New information like data on refugees and Rwanda International Standard classification of Education (ISCED) were included in this publication to comply with the needs of education statistics users, and to facilitate the international comparability of our education system. Needless to say, I am confident that this publication will be useful to all education stakeholders and interested leaders, and will serve the purpose of achieving the already defined national, regional and international goals.

I wish to extend my sincere gratitude to all staff at schools, Sectors, Districts, as well as staff at the Ministry of Education, and its affiliated agencies, to educationists at different levels, to the development partners and to all other stakeholders who, in one way or another have made the publication of this Education Statistical Yearbook possible.

It is worth noting that the feedback, comments on this statistical Yearbook will improve subsequent publications. The Ministry of Education will continue to strive towards making education statistics more accessible, equitable and relevant in future.

Dr. Eugene MUTIMURA
Minister of Education



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ACRONYMS AND ABBREVIATION

AU	African Union
CBC	Competence Based Curriculum
EAC	East African Community
ECE	Early Childhood Education
ECED	Early Childhood Educational Development
EICV	<i>Enquête Intégrale sur les Conditions de Vie des Ménages (Household Living Conditions Survey)</i>
ESSP	Education Sector Strategic Plan
HEC	Higher Education Council
ICT	Information and Communication Technology
ISCED	International Standard Classification of Education
MIGEPROF	Ministry of Gender and Family Promotion
MINEDUC	Ministry of Education
NEP	National Employment Program
NISR	National Institute of Statistics of Rwanda
NST	National Strategy for Transformation
REB	Rwanda Education Board
RP	Rwanda Polytechnics
RPHC	Rwanda Population Housing Census
SET	Science Elementary and Technology
SDG	Sustainable Development Goals
SMEs	Small Medium Enterprises
STEM	Science Technology Engineering and Mathematics
TIs	Tertiary Institutions
TTCs	Teacher Training colleges
TVET	Technical and Vocational Education and Training
UR	University of Rwanda
WDA	Workforce Development Authority

DATA COLLECTION PROCESS AND METHODOLOGY

Education data is collected through annual data collection exercise using questionnaires specifically designed for that purpose. All data are collected via decentralized channels (districts, sectors and schools). However, data on tertiary education sector is collected directly from tertiary institutions, data on National Employment Program (NEP) was collected from the NEP department in Rwanda Polytechnics (RP).

Indicators calculated using data on population is based on Rwandan population projection as published by the National Institute of Statistics of Rwanda (NISR).

All activities related to the elaboration of this statistical yearbook: review of data collection tools, data collection, data entry, analysis, report writing, and proofreading were performed through joint coordination of Ministry of Education with its aligned agencies: REB, WDA, Higher Education Council (HEC), University of Rwanda (UR), Rwanda Polytechnics (RP) and decentralized entities (District and Sector). Ministry of Gender and Family promotion (MIGEPROF) and National Early Childhood Development Program (NECDP) also participated in the review and updates of data collection tools focusing on Early Childhood Education (ECE).

In 2018, eight data collection tools were used based on different levels of education: Pre-Nursery, Nursery, Primary, General secondary (including TTC), TVET (level I to 5), TVET short courses, Tertiary and Adult literacy.

Education data collection was carried out between June-July 2018. Data was collected from 12974 institutions engaged in providing education at all levels (96 pre-nurseries, 3,210 Nursery schools, 2,909 primary schools, 1,400 general secondary schools, 16 TTCs, 322 TVET centres, 30 Higher Education Institutions and 4,991 literacy centres).

STRUCTURE OF THE REPORT

The report gives a set of statistical information grouped by education levels: Early Childhood Education, Primary, Secondary, TVET, Tertiary and Adult literacy. It provides key education figures and indicators for school infrastructure, students, staff, ICT, Science and Technology, books, sources of energy, water and sanitation, school feeding and special needs in education

DEFINITIONS OF KEY EDUCATION INDICATORS

The following formulas are extracted from UNESCO's Education Indicators Technical Guidelines (2009)¹ and the Metadata for the global and thematic indicators for the follow-up and review of SDG 4 and Education 2030².

1. Participation rate

The number of people in selected age groups participating in formal or non-formal education or training expressed as a percentage of the population of the same age.

$$PR = \frac{\text{Enrolment of the population in age group in formal and nonformal education in year } t}{\text{Population of the same age in year } t} \times 100$$

2. Gross Enrolment Rate (GER)

Total number of students enrolled in a specific level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education in a given school-year.

$$GER = \frac{\text{Number of pupils at a given level in year } t}{\text{Population of school age in year } t} \times 100$$

3. Net Enrolment Rate (NER)

Enrolment of the official age-group for a given cycle of education expressed as a percentage of the corresponding population.

$$NER = \frac{\text{Number of pupils of specific age at a given level in year } t}{\text{Population of school age in year } t} \times 100$$

4. Gross Intake Rate (GIR)

Total number of new entrants in the first/or last grade of a given cycle, regardless of age, expressed as a percentage of the population at the official school-age of being at that level.

$$GIR = \frac{\text{Enrolment of new entrants in the First or last grade of a given cycle in year } t}{\text{Population of the official age to attend this level in year } t} \times 100$$

5. Net Intake Rate (NIR)

The total number of new entrants in the first /or Last grade of given cycle who are of the official primary school-entrance age, expressed as a percentage of the population of the same age.

$$NIR = \frac{\text{Enrolment of new entrants of specific age in the First or last grade of a given cycle in year } t}{\text{Population of the official age to attend the same level in year } t} \times 100$$

¹ http://uis.unesco.org/sites/default/files/documents/education-indicators-technical-guidelines-en_0.pdf

² http://uis.unesco.org/sites/default/files/documents/metadata-global-thematic-indicators-sdg4-education2030-2017-en_1.pdf

6. Transition Rate (TR)

The number of new entrants in a given level of education as a percentage of the pupils who were enrolled in the previous level of education in the previous year. Only new pupils entering the next level of education are given consideration; repeaters at this level are eliminated.

$$TR^{t-1} = \frac{\text{Number of new pupils enrolled in G+I in year t}}{\text{Number of total pupils who were enrolled in G in year t-1}} \times 100$$

7. Promotion Rate (PR)

The number of pupils entering a given level of education as a percentage of the pupils who were enrolled in the previous year at previous level. It shows the percentage of pupils promoted to the next grade in the following school year.

$$PR^{t-1} = \frac{\text{Number of pupils promoted to G+I in year t}}{\text{Number of total pupils who were enrolled in G in year t-1}} \times 100$$

8. Repetition Rate (RR)

The proportion of pupils enrolled in a given grade and a given school year who study in the same grade the following school year.

$$RR^{t-1} = \frac{\text{Number of pupils repeating in G in year t}}{\text{Number of total pupils who were enrolled in G in year t-1}} \times 100$$

9. Drop-out Rate (DR)

Proportion of pupils from a cohort enrolled in a given grade at a given school year who are no longer enrolled in the following school year. Dropout rate can also be obtained by subtracting the sum of promotion rate and repetition rate from 100 in a given school year.

$$DR^{t-1} = \frac{\text{Number of pupils who are no longer enrolled in G or G+I in year t}}{\text{Number of total pupils who were enrolled in G in year t-1}} \times 100$$

10. Pupil-Teacher Ratio (PTR)

The average number of pupils per teacher at a specific level of education in a given school year.

$$PTR = \frac{\text{Total number of pupils in a level of education in year t}}{\text{Total number of teachers in that level of education in year t}}$$

11. Pupil Qualified Teacher Ratio (PQTR)

The average number of pupils per qualified teacher at a specific level of education in a given school year. Qualified teacher refers to a teacher who has the minimum academic qualifications necessary to teach at a specific level of education.

$$PQTR = \frac{\text{Total number of pupils in a level of education in year } t}{\text{Total number of qualified teachers in that level of education in year } t}$$

12. Pupil Trained Teacher Ratio (PTTR)

The average number of pupils per qualified teacher at a specific level of education in a given school year. **Trained teacher** refers to a teacher who has fulfilled at least the minimum organized teacher-training requirements (pre-service or in-service) to teach at a specific level of education. In the other words is a qualified teacher with a qualification in pedagogical skills.

$$PTTR = \frac{\text{Total number of pupils in a level of education in year } t}{\text{Total number of trained teachers in that level of education in year } t}$$

13. Pupil Classroom Ratio (PCR)

Average number of pupils per classroom at a specific level of education in a given school year.

$$PCR = \frac{\text{Total number of pupils in a level of education in year } t}{\text{Total number of classrooms in that level of education in year } t}$$

14. Number of students in tertiary education per 100,000 inhabitants ($S_{100,000}^t$)

Number of students enrolled in tertiary education in a given academic-year per 100,000 inhabitants. This indicator shows the general level of participation in tertiary education by indicating the proportion (or density) of students within a country's population.

$$S_{100000}^t = \frac{\text{Total number of students enrolled in tertiary education in year } t}{\text{Country's population in year } t} \times 100000$$

EXECUTIVE SUMMARY

The total number of learners registered in the Rwandan education system in 2018 was 3,626,362 with 94,699 staff and 13,012 schools. The participation rate of learners aged between 4-6 years (Nursery age group), 7-12 years (primary age group), 13-18 years (secondary age group) and 19-23 years (tertiary age group) respectively stands at 31.8%, 98.6%, 72.4% and 9.8%. This shows that special attention should be taken to increase the participation of population aged between 4-6 years and 19-23 years. As mentioned above, the 2018 is the second time that the Ministry of Education collects data on pre-nursery. In 2018, 6,491 children were registered with 262 staff in 96 centres. Only 24 districts have at least a pre-nursery centre as of 2018 compared to 15 centres recorded in 2017.

Nursery schools, students and staff respectively increased from 3,186 in 2017 to 3,210 in 2018; from 220,435 in 2017 to 226,706 in 2018; from 6,812 in 2017 to 7,178 in 2018. Even though Gross and Net Enrolment Rate increased respectively from 24.1% (in 2017) to 24.4% in 2018 and 20.6% (in 2017) to 20.8% in 2018, the rates are still very low compared to the Sustainable Development Goals (SDG) target of 100% by 2030.

Primary schools increased from 2,877 in 2017 to 2,909 in 2018, students decreased from 2,540,374 in 2017 to 2,503,705 in 2018 and staff increased from 43,906 in 2017 to 44,544 in 2018. Primary Gross Enrolment Rate (GER) decreased (137.5%) comparatively to (139.1% in 2017), repetition is also decreased from (16.4% in 2016/2017) to (13.4 % in 2017/2018) and drop-out rates (5.6% in 2016/2017) to (6.7% in 2017/2018) continue to remain a big challenge. Government of Rwanda is aware of this challenge, and solving these issues is one of the priorities going forward. High GER is a result of pupils who start studying late, and often at a relatively older age or multiple repetitions of pupils in a class, and this consequently affects the Net Enrolment Rate of secondary (which is still low) because students in the secondary school age group are still attending primary. The transition rate from Primary to lower Secondary decreased from 74.5% in 2016/2017 to 71.6% in 2017/2018

Secondary schools increased from 1,567 in 2017 to 1,728 in 2018, students increased from 592,501 in 2017 to 652,944 in 2018 and staff increased from 28,389 in 2017 to 30,040 in 2018. Secondary school GER increased from 38.8% in 2017 to 39.3% in 2018, while NER decreased from 34.1% in 2017 to 29.8% in 2018. The transition rate from lower to upper Secondary slightly increased from 85.1% in 2017 to 85.4% in 2018.

The number of TVET schools decreased from 402 to 360, where in 2018 private schools represents 60.8 %. Trainees decreased from 107,501 in 2017 to 102,485 in 2018, and the number of staff decreased from 6,929 in 2017 to 6,607 in 2018. It is the second time that NEP statistics are published in the Education Statistical Yearbook. The number of NEP beneficiaries decreased by 46%, from 17,846 in 2016-2017 to 9,650 beneficiaries in 2017/2018.

The number of tertiary institutions decreased from 54 in 2016/ 2017 to 40 in 2017/ 2018, students also decreased from 91,193 in 2016/2017 to 89,160 in 2017/2018, the number of students in public tertiary institutions slightly decreased from 38,595 in 2016/2017 to 38,338 in 2017/2018. While the number of students from private tertiary education was 52,589 in 2016/2017 to 50,822 in 2017/2018. This shows that higher education in Rwanda is changing its nature towards being led by the private sector.

In adult literacy, the number of centres, learners, and instructors respectively decreased from 5,160 in 2017 to 4,991 in 2018, from 152,015 in 2017 to 132,365 in 2018, and 6,287 in 2017 to 6,072 in 2018.

The Government of Rwanda through the Ministry of Education strives to improve access and quality education, specifically in basic education, which will contribute to improve the quality and youth literacy rate from 86.5% (EICV5) to 93.2% (ESSP target by 2024) for 15-24-year-old students, that is fundamental for national development.

I GENERAL OVERVIEW

Table I.1: Number of schools, students and staff in 2018

Levels	Schools/ centres	Students			Staff		
		Male	Female	Total	Male	Female	Total
Pre-Nursery	96	3,199	3,292	6,491	47	215	262
Nursery	3,210	112,044	114,662	226,706	1,457	5,721	7,178
Primary	2,909	1,259,344	1,244,361	2,503,705	20,539	24,005	44,544
General Secondary	1,416	264,782	314,115	578,897	17,143	8,000	25,143
TVET	360	57,643	44,842	102,485	4,856	1,751	6,607
General Tertiary	30	41,458	34,255	75,713	3,586	1,307	4,893
Adult literacy	4,991	51,220	81,145	132,365	3,822	2,250	6,072
Total	13,012	1,789,690	1,836,672	3,626,362	51,450	43,249	94,699

The population of Rwanda in 2018 is estimated at 12, 089,720. As shown in Table I.1 here above, the human resources (**3,721,061** in total- composed of **3,626,362** students and **94,699** staff) in education sector represent 30.8% of the whole population. This demonstrates how the education sector plays a critical role in the development of every nation.

Figure I.1 below illustrates the distribution of the learning population within different education levels in 2017. The majority of the learning population are enrolled in primary level (69.1%).

Figure I.1: Percentage of Students Enrolment by Level in 2018

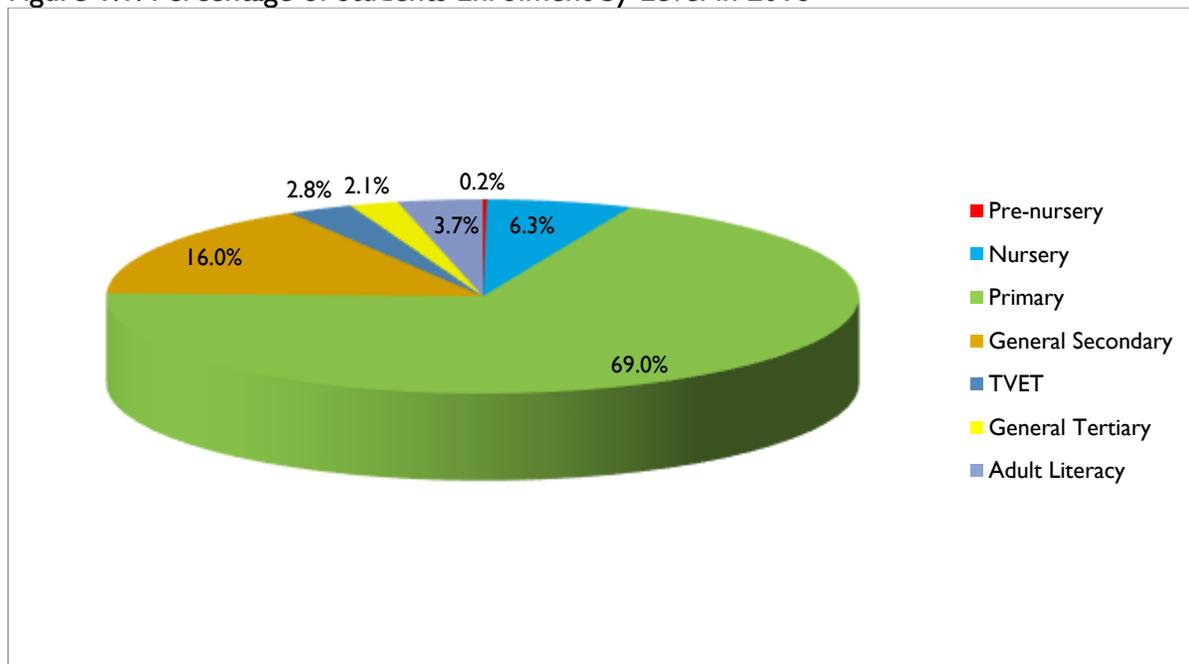


Table 1.2: Participation rate by different age groups in 2017 and 2018

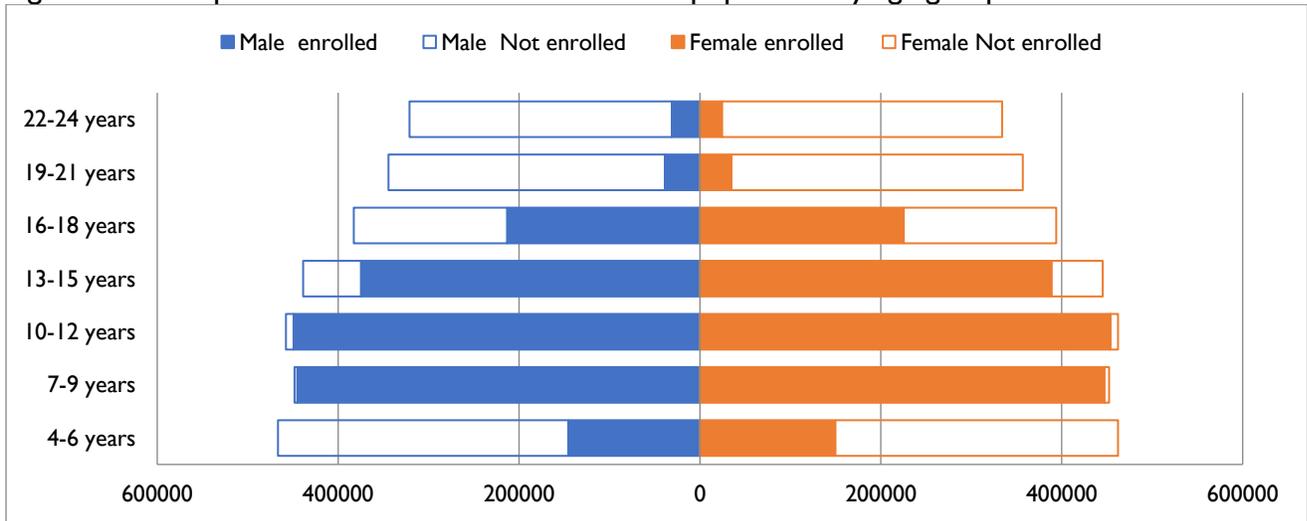
Age group	2017	2018
4-6 age group	29.9%	31.8%
Male	29.4%	31.2%
Female	30.5%	32.4%
6 years	47.1%	52.6%
Male	46.8%	52.0%
Female	47.4%	53.1%
7-12 age group	98.7%	98.6%
Male	98.7%	98.7%
Female	98.8%	98.5%
13-18 age group	72.1%	72.4%
Male	71.0%	71.5%
Female	73.2%	73.2%
7-18 age group	86.3%	86.1%
Male	85.8%	85.8%
Female	86.8%	86.4%
15-24 age group	42.7%	32.3%
Male	42.8%	32.6%
Female	42.6%	32.0%
19-23 age group	16.6%	9.8%
Male	18.0%	10.8%
Female	15.2%	8.9%
4-23 age group	62.5%	61.3%
Male	62.5%	61.3%
Female	62.6%	61.3%

The participation rate compares the number of students enrolled in formal and informal education institutions (regardless within that sub- of the levels of education sector) with the total number of populations in the same age. Table 1.2 shows that the highest participation rate of 98.6% is observed in population aged between 7 and 12 years (official school age for primary education) while the lowest participation rate 9.8% is observed in population aged between 19 and 23 years (official school age for tertiary education).

The participation rate for the population aged between 4 and 6 years (official school age for Nursery education) increased from 29.9% in 2017 to 31.8% in 2018. Details on participation rate by single age are provided in Annex 1.

Figure 1.2 below highlight the participation rate focusing on enrolled and not enrolled population by age group. Almost all population aged between 7-12 years are in the school. The percentage of population not enrolled in any level of education is estimate at 13.6% and 44.1% respectively for those aged between 13-15 and 16-18. 68.2% of population aged between 4-6 are not enrolled while more than 85% of population aged 19-24 are not enrolled.

Figure 1.2: Comparison of enrolled and not enrolled population by age group in 2018



2 EARLY CHILDHOOD EDUCATION

There are two categories of Early Childhood Education (ECE): Early Childhood Educational Development (ECED) or pre-Nursery (in the age range of 0 to 3 years) which is under the Ministry of Gender and Family Promotion (MIGEPROF) and Nursery education or Nursery (for children age between 4 to 6 years) which is under Ministry of Education (MINEDUC).

Table 2.1: Number of ECE Schools /Centres, learners and staff in 2017 and 2018

Level	2017	2018
Schools/ Centres	3,276	3,306
Pre-Nursery	90	96
Nursery	3,186	3,210
Learners	225,669	233,197
Pre-Nursery	5,234	6,491
Nursery	220,435	226,706
Staff	7,055	7,440
Pre-Nursery	243	262
Nursery	6,812	7,178

There were 3,276 ECE schools with 96 pre-Nursery school and 3,210 Nursery schools in 2018. The number of learners enrolled in ECE is 233,197 and 7,440 staff are dedicated to this level.

2.1 PRE-NURSERY EDUCATION

This paragraph highlight trend in pre-Nursery centers, theoretical age for this level is between 1 and 3 years. For international comparability, this level is equivalent International Standards Classification for Education level 01 (ISCED 01).

2.1.1 Pre-Nursery infrastructure

Table 2.2: Pre-Nursery schools in 2017 and 2018

Description/Year	2017	2018
Total number of Pre-nurseries	90	96
Number of Public Centres	22	23
Number of Private Centres	68	73
<i>Percentage of public centres</i>	<i>24.4%</i>	<i>24.0%</i>
<i>Percentage of private centres</i>	<i>75.6%</i>	<i>76.0%</i>

They were 96 Pre-Nursery centres in 2018. Private centres represent 76.0% while public centres represent 24.0%. The Annex 2 illustrates that pre- Nursery centres are located in only 24 districts.

Table 2.3: Number of Pre-Nursery centres by owner in 2017 and 2018

Centre by Owner/year	2017	2018
Total Number	90	96
Government	22	23
Catholic	5	5
Protestant	1	1
Adventist	0	1
Islamic	0	2
Parents' associations	36	38
Individuals/NGOs	26	26
Percentage	100%	100%
Government	24.4%	24.0%
Catholic	5.6%	5.2%
Protestant	1.1%	1.0%
Adventist	0.0%	1.0%
Islamic	0.0%	2.1%
Parents' associations	40.0%	39.6%
Individuals/NGOs	28.9%	27.1%

Participation of civil society is represented by Catholic, Protestant, Adventist, and Islamic communities, Parents' associations, and individuals and/or NGOs. This is at 76.0%. Parents' associations have the highest percentage of representation at 39.6%. Protestant and Adventist community has the lowest ownership with 1.0% respectively.

Table 2.4: Type of services offered in Pre-Nursery Centres in 2017 and 2018

Centre by type of services offered/ year	2017	2018
Positive Parent Education program	41	65
Health and nutrition services	45	67
Child protection	61	72
Early learning & stimulation (education)	84	84
Percentage compare to total centers		
Positive Parent Education program	45.6%	67.7%
Health and nutrition services	50.0%	69.8%
Child protection	67.8%	75.0%
Early learning & stimulation (education)	93.3%	87.5%

They are four types of services offered in pre-Nursery centres: Positive Parent Education program is offered in 67.7% of all centres, Health and nutrition services is offered in 69.8% of all centres, Child protection at 75.0% of all centres and early learning & stimulation services at 87.5% of all centres.

2.1.2 Pre-Nursery learners

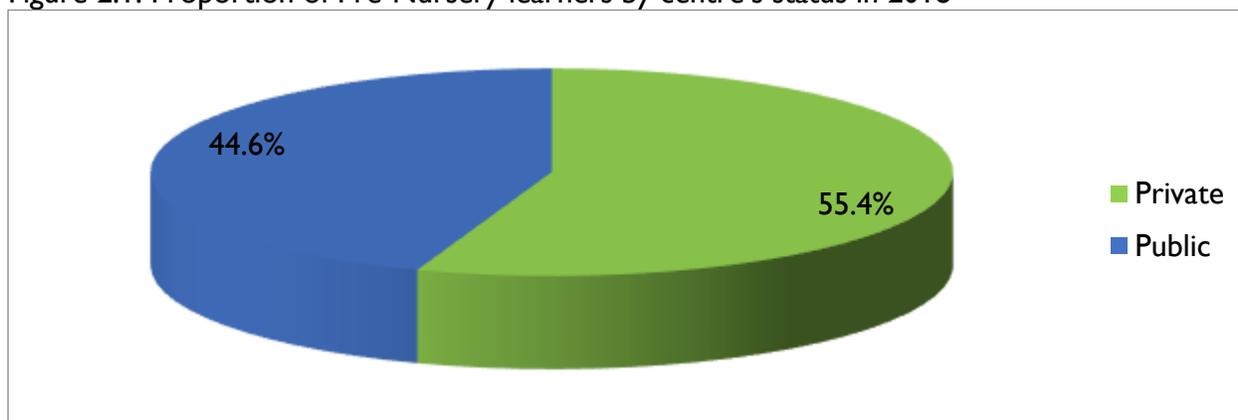
Table 2.5: Number of Pre-Nursery children in 2017 and 2018

Indicator/Year	2017	2018
Total Pre-Nursery learners	5,234	6,491
Male	2,516	3,199
Female	2,718	3,292
% of Male	48.1%	49.3%
% of Female	51.9%	50.7%
Pre-Nursery learners in private centres	3,302	3,598
Male	1,553	1,750
Female	1,749	1,848
% of Male	47.0%	48.6%
% of Female	53.0%	51.4%
Pre-Nursery learners in Public centres	1,932	2,893
Male	963	1,449
Female	969	1,444
% of Male	49.8%	50.1%
% of Female	50.2%	49.9%

Table 2.5 and figure 2.1 shows that the number of learners enrolled in in pre-Nursery centres is 6,491 among them 3,598 (55.4%) are enrolled in private pre-Nursery centres while 2,893 (44.6%)

are enrolled in Public centres. Generally, the percentage of girls enrolled in pre-Nursery is higher than that the number of boys. The Percentage of girls decreased to 0.3% in 2018. However, the number of girls continues to be higher than that of boys which is normal as it indicated in population census.

Figure 2.1: Proportion of Pre-Nursery learners by centre’s status in 2018



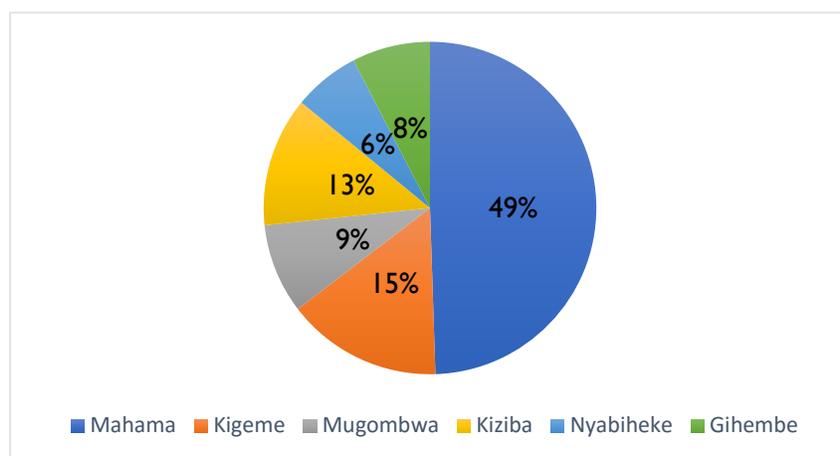
The high proportion of pre-nursery learners are enrolled in private centres in 2018

Table 2.6: Number of refugees enrolled in Pre-Nursery schools in 2018

Description/Year	2018
Total Refugee Students	37
Male	19
Female	18
% of Male	51.4%
% of Female	48.6%
Refugee Students in Public schools	0
Male	0
Female	0
Refugee Students in Government aided schools	37
Male	19
Female	18
Refugee Students in Private schools	0
Male	0
Female	0

The number of refugees in pre-nursery schools, are enrolled only in government aided school in 2018.

Figure 2.2: Refugees in ECD in 2018 June by camp (as of June 2018)



As per the report from UNHCR, Refugee education overview, 2018. The big proportion of refugees (49%) in ECD are in Mahama camp.

2.1.3 Care-givers in Pre-Nursery Centres

Table 2.7: Care-givers in Pre-Nursery centres in 2017 and 2018

Indicator/Year	2017	2018
Total Care-givers in Pre-Nursery Centres	243	262
Male	62	47
Female	181	215
% of Male	25.5%	17.9%
% of Female	74.5%	82.1%
Pre-Nursery Care-givers in Private Centres	142	133
Male	28	12
Female	114	121
% of Male	19.7%	9.0%
% of Female	80.3%	91.0%
Pre-Nursery Care-givers in Public Centres	101	129
Male	34	35
Female	67	94
% of Male	33.7%	27.1%
% of Female	66.3%	72.9%
Pre-Nursery Care-givers Trained	81	124
Male Trained	26	36
Female Trained	55	88
% of Trained Care-givers	33.3%	47.3%
% of Male Trained	41.9%	76.6%
% Female Trained	30.4%	40.9%
Learners: Care-givers Ratio	22	25
Learners: Trained Care-givers Ratio	65	52

Table 2.6 shows that 133 care-givers (50.7% of total care-givers) work in private pre- Nursery centres while 129 care-givers (49.2% of total care-givers) are working in public pre- Nursery. The ratio of learners per care-giver equal 27:1 in private centres and 22:1 in public centres. The overall ratio stands at 25 learners per one care-giver. The percentage of female are outnumbering that of male care-givers: 82.1% vis a vis 17.9%. 52 care-givers out of 262 care-givers are trained in teaching in ECE.

2.1.4 Water and Sanitation in Pre-Nursery centres

Table 2.8: Water in Pre-Nursery centres for 2017 and 2018

Indicator/Year	2017	2018
Number of Pre-Nursery Centres with rain water harvesting system	48	57
% of Pre-Nursery Centres with Rain water harvesting system	53%	59%
Number of Pre-Nursery Centre with Tap water supply	28	43
% of Pre-Nursery Centres with Tap water supply	31%	45%
Number of Pre-Nursery Centre with safe drinking water	-	46
% of Pre-Nursery Centres with safe drinking water	-	48%
Number of Pre-Nursery Centre with handwashing facilities	-	56
% of Pre-Nursery Centres with handwashing facilities	-	58%

The number of pre-Nursery center with rain water harvesting system increased from 53% in 2017 to 59% in 2018 and centers with tap water supply increased from 31% in 2017.

Table 2.9: Toilets in Pre-Nursery centres for 2017 and 2018

Indicator/Year	2017	2018
Number of Pre-Nursery Centres with single sex toilet	31	63
% of Pre-Nursery Centres with single sex toilets	34.4%	65.6%
Number of toilets in the Centres	177	382
For Female students	91	172
For Male students	86	171
Ratio children per toilet	22	19
Female students	22	19
Male students	22	19

The number of centers with toilets increased from 70 to 90 centres. This is an increment of 25.8%. Only 65.6% had single sex toilets. The number of toilets for Female increased from 91 in 2017 to 172 in 2018 and that for the Male increased on the rate of 100% from 86 in 2017 to 171 in 2018. The ratio of children per toilet is 19 children for one toilet for both Male and Female.

2.2 NURSERY EDUCATION

This paragraph highlight trend in Nursery (or pre-primary) for the least three years, the official age to attend this level is between 4 to 6 years. It is equivalent to ISCED 02 in the International Standards Classification for Education.

2.2.1 Nursery school infrastructure

Table 2.10: Number of Nursery schools, by schools 'status from 2016 to 2018

Schools 'status	2016	2017	2018
Total schools	2,757	3,186	3,210
Public schools	527	455	455
Government aided schools	947	1,484	1,632
Private schools	1,283	1,247	1,123
Average pupils per school	70	69	71
Public schools	65	71	70
Government aided schools	66	66	67
Private schools	70	73	77

Most of Nursery schools are community based and located within compounds of public schools. This can explain the fluctuation observed for school 'status: The total number of Nursery schools in 2018 is 3,210 among them 455 are public while 1,632 are Government aided and 1,123 are private schools. The average pupils per school is 70, 67 and 77 for public, government aided and private schools respectively.

Table 2.11: Number of Nursery schools, by settings from 2016 to 2018

Schools by Settings/ Year	2016	2017	2018
Total schools	2,757	3,186	3,210
Nursery only	875	1,031	1,037
Nursery + Primary	1,176	1,315	1,361
Nursery +9YBE	372	443	454
Nursery +12YBE	334	397	358
Percentage compare to total number of schools	100%	100%	100%
Nursery only	31.7%	32.4%	32.3%
Nursery + Primary	42.7%	41.3%	42.4%
Nursery +9YBE	13.5%	13.9%	14.1%
Nursery +12YBE	12.1%	12.5%	11.2%

As shown in the table 2.10 Nursery schools increased from 3,186 in 2017 to 3,210 in 2018. The Nursery school attached to primary has the highest percentage of 42.4%.

Table 2.12: Nursery School attached to a higher level in 2016 to 2018

Indicator/Year	2016	2017	2018
Number of Nursery schools located in the same premises with a higher level	1,882	2,155	2,173
Percentage of Nursery schools located in the same premises with a higher level	68.3%	67.6%	67.7%

The number of Nursery schools located in the same premises with a higher level increased from 67.6% (2017) to 67.7% in (2018)

Table 2.13: Number of Nursery schools, by ownership from 2016 to 2018

School by Owner/Year	2016	2017	2018
Total number of schools	2,757	3,186	3,210
Government	527	468	459
Catholic	639	781	812
Protestant	629	685	732
Adventist	55	50	76
Islamic	13	19	28
Parents associations	683	929	838
Individuals/NGOs	211	254	265
Percentage of schools by owner	100%	100%	100%
Government	19.1%	14.7%	14.3%
Catholic	23.2%	24.5%	25.3%
Protestant	22.8%	21.5%	22.8%
Adventist	2.0%	1.6%	2.4%
Islamic	0.5%	0.6%	0.9%
Parents associations	24.8%	29.2%	26.1%
Individuals/NGOs	7.7%	8.0%	8.3%

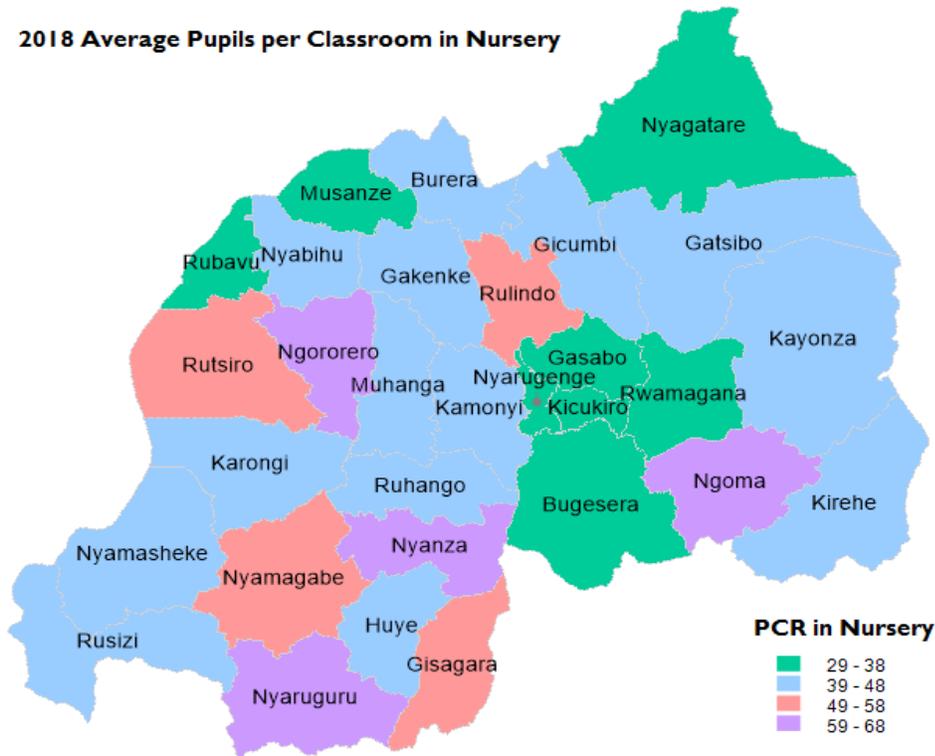
The number of Nursery schools has increased from 3,186 (2017) to 3,210 (2018). This translates to 0.7%. However, schools under the ownership of Government, Adventist and Protestant decreased in numbers during the same period. This decrease has been offset by the increase in schools owned by the parents' associations.

Table 2.14: Number of Nursery classrooms, by schools 'status from 2016 to 2018

Schools 'status	2016	2017	2018
Total classrooms	4,427	5,207	5,509
In Public schools	701	615	608
In Government aided schools	1,243	1,896	2,234
In Private schools	2,483	2,696	2,667
Average pupils per classroom	42	42	41
In Public schools	49	52	53
In Government aided schools	50	51	49
In Private schools	36	34	32

In 2018, the total number of classrooms is 5,509 among them 608 (11%) in public schools while 2,234 (40.5%) are in government aided and 2,667 (48.4%) are in private schools. Table 2.10 shows that from 2016 to 2018 the number of classrooms increased in Government aided and private schools while it decreased for public schools. The overall pupil per classroom is 41 pupils per classroom but public schools have the highest ratio (53:1 in 2018) and private have the lowest ratio (32:1 in 2018).

2018 Average Pupils per Classroom in Nursery



Map 2.1: Average Pupils per classroom in Nursery

Thought the average pupil per classroom is 41 this ratio varies according to school status, district, sectors and schools. The map2.1 shows that some district like Ngoma, Nyaruguru, Nyanza and Ngororero have the highest ratio while districts like Rubavu, Gasabo, Nyarugenge, Kicukiro, Rwamagana and Bugesera have the lowest ratio.

Table 2.15: Number of Nursery desks, by schools 'status from 2016 to 2018

Schools 'status	2016	2017	2018
Total desks	74,515	86,607	103,993
In Public schools	12360	11763	13780
In Government aided schools	21,084	31,513	37,802
In Private schools	41,071	43,331	52,411
Average pupils per desk	2	3	2
In Public schools	3	3	2
In Government aided schools	3	3	3
In Private schools	2	2	2

Table 2.11 shows that between 2017 and 2018 the number of desks increased. In general, the average pupil per desk decreased from 3 in 2017 to 2 in 2018. In Private and public schools, the ratio of pupils per desk is 2 while it stands at 3 in government aided schools.

2.2.2 Nursery school pupils

Table 2.16: Nursery pupils enrolled from 2016 to 2018

Indicator/Year	2016	2017	2018
Total (pupils)	185,666	220,435	226,706
Male	91,356	108,462	112,044
Female	94,310	111,973	114,662
% of Male	49.2%	49.2%	49.4%
% of Female	50.8%	50.8%	50.6%
Pupils in public schools	34,335	32,281	31,940
Male	16,836	15,765	15978
Female	17,499	16,516	15962
Pupils in Government aided schools	62,106	97,226	108,750
Male	30,242	47,431	53386
Female	31,864	49,795	55364
Pupils in Private schools	89,225	90,928	86,016
Male	44,278	45,266	42680
Female	44,947	45,662	43336

The table 2.15 indicates that 226,706 pupils enrolled in Nursery schools and this represents an increment of 6,244 (28.3%) in comparison to 2017 pupils (220,435). The number of enrolled pupils increased in government aided schools from 97,226 in 2016 to 108,750 in 2018.

However, in public and private schools there is a decrease from 32,281 and 90,928 in 2017 to 31,940 and 86,016 in 2018 respectively. The proportion of Nursery pupils are as follow: 14.1% in public, 48.0% in government aided and 37.9% in private schools. The GPI is 1.02 which shows that the target of 1.03 set in the ESSP has been achieved. However, the number of both girls and boys accessing Nursery schools continue to be low and more efforts are needed to increase enrollment in Nursery schools.

Figure 2.3: Proportion of Nursery pupils by school's status in 2018

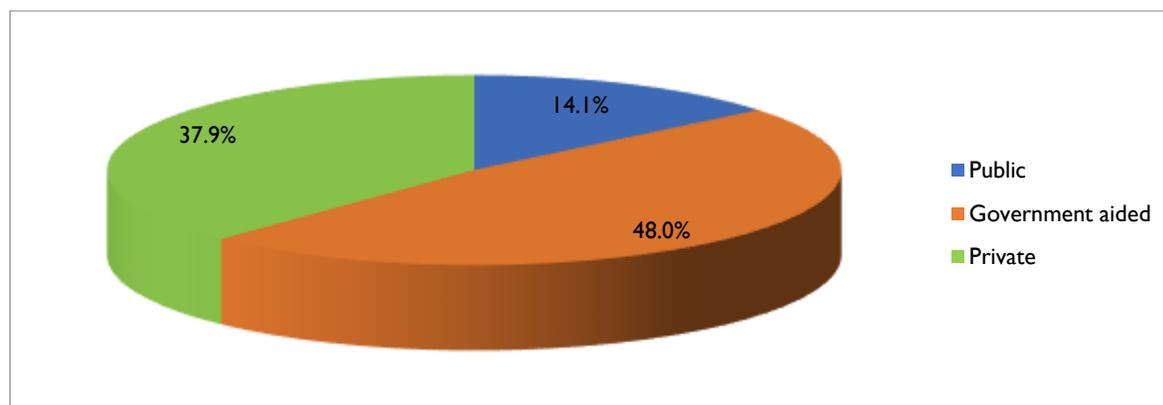


Table 2.17: Nursery school pupil's enrolment by grade in 2017 and 2018

Grade	2017			2018		
	Male	Female	Total	Male	Female	Total
Nursery 1	51,485	54,214	105,699	45,962	47,884	93,846
Nursery 2	22,537	22,596	45,133	23,575	23,821	47,396
Nursery 3	34,440	35,163	69,603	42,507	42,957	85,464
Total	108,462	111,973	220,435	112,044	114,662	226,706

The number of pupils enrolled in Nursery 1 decreased from 105,699 in 2017 to 93,846 in 2018 and increased from 45,133 in 2017 to 47,396 in 2018 in Nursery 2 and from 69,603 in 2017 to 85,464 in 2018. The discrepancy observed in the number of students per grade can be explained by the structure of Nursery schools especially in rural area, where school use one room, and during the reporting they use estimate to categorize students in three levels. Ideally, the number of learners in Nursery 3 in 2018, should be equal or less than the number of learners in Nursery 2 in 2017.

Table 2.18: Nursery GER and NER from 2016 to 2018

Indicator/Year	2016	2017	2018
Gross Enrolment Rate (Overall)	23.8%	24.1%	24.4%
GER Male	23.3%	23.7%	24.0%
GER Female	24.2%	24.5%	24.8%
Net Enrolment Rate (Overall)	17.5%	20.6%	20.8%
NER Male	17.1%	20.2%	20.4%
NER Female	17.9%	20.9%	21.2%

The Gross Enrolment Rate (GER) increased from 24.1% in 2017 to 24.4% in 2018. The Net Enrolment Rate (NER) also showed marginal increase from 20.6% in 2017 to 20.8% in 2018. However, in absolute terms, both GER and NER remain low for the Nursery level since the ESSP target are respectively (28.8%) and (24.1%), more effort is needed to achieve the target. More effort is needed to increase access at Nursery level.

Figure 2.4: Distribution of Nursery pupils by age and sex in 2018

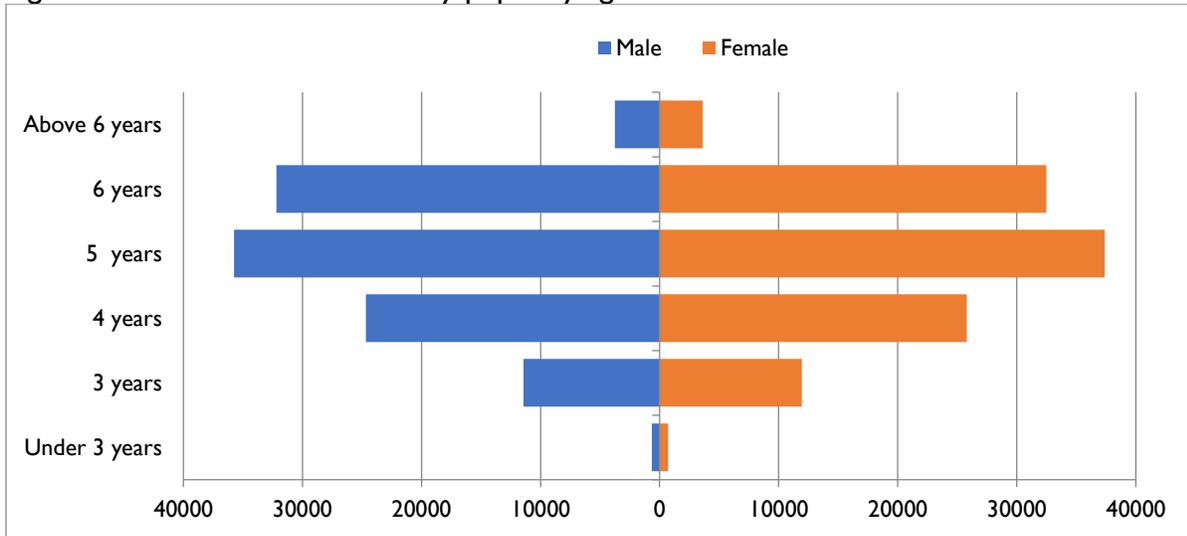


Table 2.19: Number of refugees in Nursery Schools in 2018

Description/Year	2018
Total Refugee Students	1,982
Male	998
Female	984
% of Male	50.4%
% of Female	49.6%
Refugee Students in Public schools	112
Male	74
Female	38
Refugee Students in Government aided schools	29
Male	16
Female	13
Refugee Students in Private schools	1,841
Male	908
Female	933

The high proportion of refugees is enrolled in private school with 92% of the total nursery refugees

2.2.3 Nursery school staff

Table 2.20: Nursery school staff from 2016 to 2018

INDICATOR/YEAR	2016	2017	2018
School staff	5,859	6,812	7,178
Male	1,297	1,367	1,457
Female	4,562	5,445	5,721
% of Male	22.1%	20.1%	20.3%
% of Female	77.9%	79.9%	79.7%
Teaching staff	5,024	6,039	6,280
Male	846	956	994
Female	4,178	5,083	5,286
% of Male	16.8%	15.8%	15.8%
% of Female	83.2%	84.2%	84.2%
Administrative staff	835	773	898
Male	451	411	463
Female	384	362	435
% of Male	54.0%	53.2%	51.6%
% of Female	46.0%	46.8%	48.4%
Qualified teachers	4,114	5,116	5,414
Qualified Male Teachers	660	778	813
Qualified Female Teachers	3,454	4,338	4,601
% of Qualified Teachers	81.9%	84.7%	86.2%
% of Qualified Male teachers	78.0%	81.4%	81.8%
% Qualified Female teachers	82.7%	85.3%	87.0%
Trained Teacher	2,060	2,512	3,392
Trained Male Teachers	332	395	733
Trained Female Teachers	1,728	2,117	2,659
% of Trained Teachers	52.7%	41.6%	47.3%
% of Trained Male teachers	55.7%	41.3%	50.3%
% Trained Female teachers	49.2%	41.6%	46.5%
Pupils: Teacher Ratio	32	37	32
Pupils: Qualified Teacher Ratio	45	43	36
Pupils: Trained Teacher Ratio	90	88	67

The table 2.19 indicates that the number of school staff has increased by 366 (4.9%) from 2017 to 2018, among them teaching staff are 6,280 while administrative staff are 898. The number of qualified teachers increased from 5,116 (84.7%) in 2017 to 6,256 (87.2%) in 2018 while the number of teachers trained to teach in Nursery schools increased from 2,512 (41.6%) in 2017 to 3,3392 (47.3%) in 2018. The proportion of male teachers remains low 15.8% in comparison to females (84.2%).

The number of qualified teachers continues to increase for both female and male where by the proportion of female qualified teachers increased from 85.3% in 2017 to 87.0 % in 2018 and the proportion of male qualified teachers went up from 81.4% in 2017 to 81.8% in 2018.

In 2018, generally the pupils- teacher ratio improved from 37:1 in 2017 to 32:1 in 2018 while pupils-qualified teacher students improved from 43:1 to 36:1. The ESSP target (43:1) was achieved. and the trained teacher ratio from 88:1 to 67:1, the ESSP target (84:1) was achieved as well.

Table 2.21: Number of Nursery school staff in 2018 school year by status

Status	Teaching staff		Administrative staff		Total		
	Male	Female	Male	Female	Male	Female	Total
Public	92	541	32	23	124	564	688
Government aided	370	2,014	125	93	495	2,107	2,602
Private	532	2,731	306	319	838	3,050	3,888
Total	994	5,286	463	435	1,457	5,721	7,178

The table 2.20 indicates that 54.1% of staff are in private schools, 36.2% in government aided schools and 9.5% in public schools.

2.2.4 Books and Textbooks in Nursery schools

Table 2.22: Books in use in Nursery schools by level and subject in 2018

Number of books				
Subjects	Nursery 1	Nursery 2	Nursery 3	Total
Discovery of the World	6,516	5,294	7,435	19,245
Numeracy	9,398	6,726	10,235	26,359
Physical and Health development	4,750	3,641	5,394	13,785
Creative arts and Culture	5,549	4,491	6,284	16,324
Language and literacy: Kinyarwanda	12,084	8,043	16,752	36,879
Language and literacy: English	10,235	8,069	10,892	29,196
Social and Emotional development	5,920	4,753	7,165	17,838
Pupil: book ratio				
Subjects	Nursery 1	Nursery 2	Nursery 3	overall
Discovery of the World	14	9	11	12
Numeracy	10	7	8	9
Physical and Health development	20	13	16	16
Creative arts and Culture	17	11	14	14
Language and literacy: Kinyarwanda	8	6	5	6
Language and literacy: English	9	6	8	8
Social and Emotional development	16	10	12	13

The very high pupil-book ratio for children in Nursery is an issue of concern. As indicated by the table 2.21, the pupil-book ratio remains very high for all subjects and all grades.

2.2.5 Source of energy in Nursery schools

Table 2.23: Source of energy in Nursery schools from 2016 to 2018

INDICATOR/YEAR	2016	2017	2018
Number of schools with on grid electricity supply	360	1,030	1,277
% of school with on grid electricity supply	13.1%	32.3%	39.8%
Number of schools with Solar power	51	177	191
% of school with Solar power	1.8%	5.6%	6.0%
Number of schools with Electric power generator supply	58	78	120
% of school with Electric power generator supply	2.1%	2.4%	3.7%
Number of schools with Biogas system	6	4	11
% of school with Biogas system	0.2%	0.1%	0.3%

The number of Nursery schools with on grid electricity supply increased from 1,030 (32.3%) in 2017 to 1,277 (39.8%) in 2018. However, the target of 40.7% was not yet achieved. Solar power is the next major source of energy used by 6.0% of Nursery schools. 3.7% of schools use electrical generator supply while 0.3 use the biogas as source of energy. In general, out of 3210 Nursery schools, only 1599 has one of the 4 mentioned sources of energy and this represents 49.8%

2.2.6 Water and sanitation in Nursery schools

Table 2.24: Water in Nursery schools from 2016 to 2018

INDICATOR/YEAR	2016	2017	2018
Number of Nursery schools with safe drinking water	-	612	883
% of Nursery schools with safe drinking water	-	19.0%	27.5%
Number of Nursery schools with rain water harvesting system	283	806	949
% of Nursery schools with rain water harvesting system	10.3%	25.0%	29.6%
Number of Nursery schools with tap water supply	390	766	942
% of Nursery schools with tap water supply	14.1%	24.0%	29.3%
Number of Nursery schools with hand washing facilities	560	754	919
% of Nursery schools with hand washing facilities	19.9%	24.0%	28.6%

In 2018, there is an increase in water and sanitation facilities as compared to 2017. The percentage of Nursery schools with safe drinking water, rain water harvesting systems, tap water supplies, and hand washing facilities have all increased significantly compared to 2017, respectively 27.5%, 29.6% and 29.3%. This is in line with ESSP which committed to help schools to meet minimum standards by increasing modern infrastructure, facilities and resources including water and sanitation. However current situation lags behind the ESSP target, for safe drinking water target is 30.1%, Nursery schools with hand washing facilities target is 53% in 2018, more effort should be made, since so far only 28.6% of nursery schools have hand washing facilities, Rain water harvesting system does not have targets in ESSP.

Table 2.25: Toilets in Nursery schools from 2016 to 2018

INDICATOR/YEAR	2016	2017	2018
Number of toilets in the school	7,769	9,789	10,372
For female	3,941	5,012	5,136
For Male	3,828	4,777	5,236
For students	6,765	8,717	9,122
For Female students	3,411	4,422	4,580
For Male students	3,354	4,295	4,542
For staff	1,006	1,074	1,250
For female staff	531	591	656
For Male staff	475	483	594
Ratio toilet per users	25	23	22
Female	25	23	23
Male	24	23	22
Students	27	25	25
Female students	28	25	25
Male students	27	25	25
Staff	6	6	5
Female staff	9	9	8
Male staff	3	3	2

The ratio of toilet per users remained constant to 25 for learners improved from 6 to 5 for staff. It is not easy to compare current data with ESSP target since ESSP targets improved toilets at 10.6%.

2.2.7 School feeding program in Nursery schools

Table 2.26: Nursery school feeding program from 2016 to 2018

INDICATOR/YEAR	2016	2017	2018
Number of Nursery school participating in school feeding	273	379	625
% of Nursery school participating in school feeding	9.9%	11.9%	19.5%
Number of schools with nutrition garden	242	314	440
% of school with nutrition garden	8.0%	9.9%	13.7%
Number of students feed at school	24,948	33,944	49,401

The number of Nursery schools participating in School feeding has increased significantly from 11.9% in 2017 to 19.5 in 2018, meaning an increase of 7.6%, and schools with nutrition gardens from 2017 to 2018 has increased by 3.8%. However more efforts are needed to meet the target of feeding all kids in Nursery schools by sensitizing parents to contribute for the school feeding programme as stipulated in ESSP that this program will be owned by community.

2.2.8 Special need education in Nursery schools

Table 2.27: Special need education in Nursery from 2016 to 2018

INDICATOR/YEAR	2016	2017	2018
Number of schools with adapted infrastructure and materials for students with disabilities	-	183	264
% of school with adapted infrastructure and materials for students with disabilities	-	5.7%	8.2%
Number of students with disability enrolled in Nursery	1,545	1,362	1,253
Male	925	829	743
Female	620	533	510
% of Male	59.9%	60.9%	59.3%
% of Female	40.1%	39.1%	40.7%
Number of teacher trained in special needs and inclusive education	246	314	508
Male	76	72	110
Female	170	242	398
% of Male	30.9%	23.0%	21.7%
% of Female	69.1%	77.0%	78.3%

In general, the number of students with disability enrolled in Nursery decreased by 11.8% from 1,545 in 2016 to 1,362 in 2017 on both Male and Female. The percentage of nursery schools meeting standards of accessibility for LwD is 8.2%, the ESSP target (10%) in 2018 is not yet achieved. Further investment should be made to increase infrastructure to facilitate accessibility for students with disabilities in nursery schools

Table 2.28: Nursery school pupils with disability in 2018

Type of disability	Male	Female	Total
Hearing	56	44	100
Visual	93	88	181
Speaking	187	103	290
Hearing and speaking	36	30	66
Physical	222	132	354
Learning	110	84	194
Multiple disabilities	39	29	68
Total	743	510	1,253

The table 2.27 shows that 1,253 pupils with disabilities out of 226,706 are enrolled in Nursery schools and this represents 0.5% of pupils enrolled in Nursery schools. Physical disabilities seem to be the category with the largest representation with 354 pupils (28.2%).

Table 2.29: Nursery school pupils with disability in 2017 and 2018

Level	2017			2018		
	Male	Female	Total	Male	Female	Total
Nursery 1	379	244	623	277	203	480
Nursery 2	166	118	284	169	117	286
Nursery 3	284	171	455	297	190	487
Total	829	533	1,362	743	510	1,253

The number of pupils with disability enrolled in Nursery schools decreased from 1,362 in 2017 to 1,253 for both male and female pupils

3 PRIMARY EDUCATION

This paragraph highlights trend in primary schools, the official age to attend primary school is between 7 and 12 years, this level last six years and it is free and compulsory. In the International Standards Classification for Education this level is equivalent to ISCED 1.

3.1 Primary school infrastructure

Table 3.1: Number of primary schools from 2016 to 2018 by schools' status

School status	2016	2017	2018
Total schools	2,842	2,877	2,909
Public	725	725	736
Government aided	1,769	1,774	1,781
Private	348	378	392
Average Pupil per School	896	883	861
Public	1,063	1,099	1,075
Government aided	935	929	904
Private	350	254	264

The table 3.1 shows that the number of schools increased from 2,877 in 2017 to 2,909 in 2018 and the average pupil per school is now 861 in 2018. The public schools represent 25.3%, government aided 61.2% and private schools 13.4%.

Table 3.2: Number of primary schools by settings from 2016 to 2018

Schools by Settings	2016	2017	2018
Total schools	2,842	2,877	2,909
Primary only	1,757	1,785	1,800
Primary+ Secondary ordinary level	589	592	615
Primary+ Secondary (O+A' level)	496	500	494
Percentage	100%	100%	100%
Primary only	61.8%	62.0%	61.9%
Primary+ Secondary ordinary level	20.7%	20.6%	21.1%
Primary+ Secondary (O+A' level)	17.5%	17.4%	17.0%

Schools with only primary constituted 61.8% of the total primary schools in 2018. Schools with primary and secondary (ordinary level) constituted 21.1% and schools with primary and secondary (O + A level) constituted 16.9%.

Table 3.3: Number of primary schools by owner from 2016 to 2018

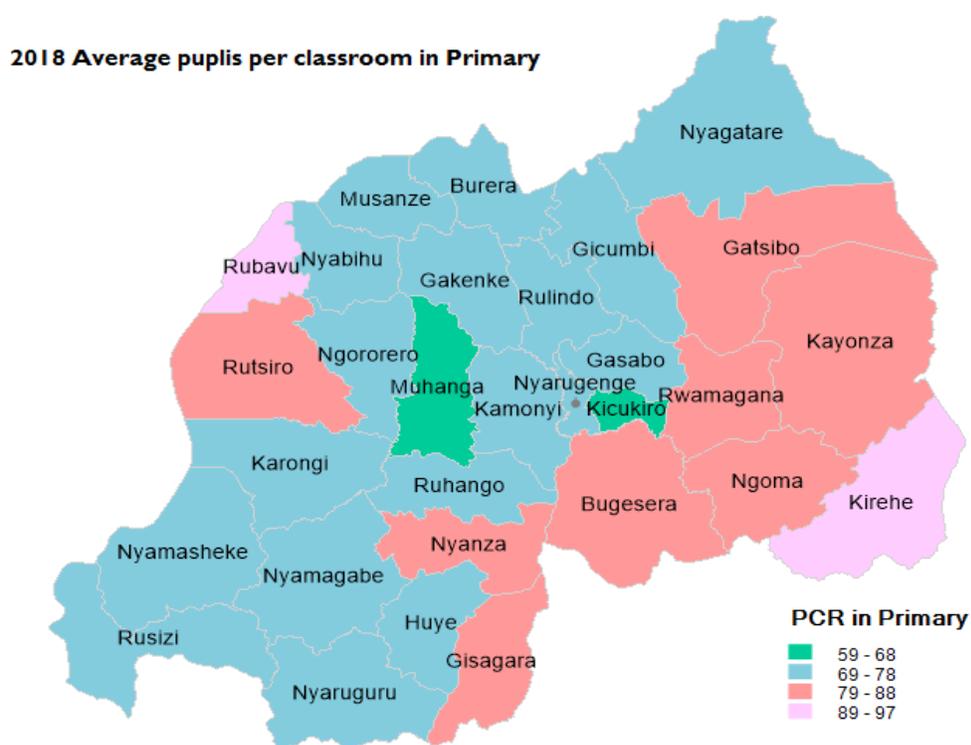
School by Owner	2016	2017	2018
Total schools	2,842	2,877	2,909
Government	725	726	736
Catholic	1,137	1,152	1,153
Protestant	640	647	648
Adventist	57	57	57
Islamic	20	19	21
Parents associations	122	137	137
Individuals/NGOs	141	139	157
Percentage	100%	100%	100%
Government	25.5%	25.2%	25.3%
Catholic	40.0%	40.0%	39.6%
Protestant	22.5%	22.5%	22.3%
Adventist	2.0%	2.0%	2.0%
Islamic	0.7%	0.7%	0.7%
Parents associations	4.3%	4.8%	4.7%
Individuals/NGOs	5.0%	4.8%	5.4%

In 2018, school ownership is high for Catholic community (39.6%). Generally, there was an increment in the number of schools (1.11 %) from 2017 to 2018.

Table 3.4: Number of primary classrooms from 2016 to 2018 by schools' status

School status	2016	2017	2018
Total classrooms	31,437	31,927	32,548
Public	8,781	9,073	9,287
Government aided	19,636	19,849	20,072
Private	3,020	3,005	3,189
Average Pupil per Classroom	81	80	77
Public	88	88	85
Government aided	84	83	80
Private	40	32	32

The number of classrooms increased from 31,927 in 2017 to 32,548 in 2018. The average pupil per classroom stands at 77 in 2018. In public schools the average is 85, in government aided 80 and private school 32.



Map 3.1: Average Pupils per classroom in primary

As illustrated in table 3.4 and map 3.1, pupil classroom ratio varies based school status, and between district. In 2018 Muhanga and Kicukiro have the lowest ratio while Kirehe and Rubavu have the highest ratio. This highlight construction could be directed to specific schools, starting from areas with highest ratio to reduce class size for better learning.

Table 3.5: Number of primary schools' classes from 2016 to 2018 by schools' status

School status	2016	2017	2018
Total classes	58,560	59,572	56,683
Public	17,021	17,680	16,891
Government aided	37,986	38,602	36,370
Private	3,553	3,290	3,422
Average Pupil per Class	43	43	44
Public	45	45	47
Government aided	44	43	44
Private	34	29	30

The number of classes decreased from 59,572 in 2017 to 56,683 in 2018. The average pupil per class stands at 44 in 2018. In public schools the average is 47, in government aided 44 and private school 32.

Table 3.6: Number of primary schools' desks from 2016 to 2018 by schools' status

School status	2016	2017	2018
Total desks	547,057	534,700	529,285
Public	156,039	156,318	153,863
Government aided	344,101	332,134	322,784
Private	46,917	46,248	52,638
Average Pupil per desk	5	5	5
Public	5	5	5
Government aided	5	5	5
Private	3	2	2

The number of desks decreased from 534,700 in 2017 to 529,285 in 2018. The average pupil per desk is 5 in 2018. In public schools the average is 5 and government aided and 2 in private schools.

3.2 Primary school pupils

Table 3.7: Primary school's pupils from 2016 to 2018

Description/Year	2016	2017	2018
Total (pupils)	2,546,263	2,540,374	2,503,705
Male	1,271,170	1,272,842	1,259,344
Female	1,275,093	1,267,532	1,244,361
% of Male	49.9%	50.1%	50.3%
% of Female	50.1%	49.9%	49.7%
Pupils in Public schools	770,642	796,899	790,906
Male	384,692	398,902	397,253
Female	385,950	397,997	393,653
Pupils in Government aided schools	1,653,888	1,647,498	1,609,471
Male	825,404	825,558	810,129
Female	828,484	821,940	799,342
Pupils in Private schools	121,733	95,977	103,328
Male	61,074	48,382	51,962
Female	60,659	47,595	51,366

The number of pupils in primary has decreased from 2,540,374 in 2017 to 2,503,705 in 2018. This decrease is driven by the decrease in the number of girls which decreased by 1.8 % while number of boys was decreased by 1%. the GPI is 0.98 while the ESSP set the target of 0.99 in 2018. The target was not achieved, and this shows that the enrolment of boys in primary school is higher than that of female

Figure 3.1: Proportion of primary pupils by school's status in 2018

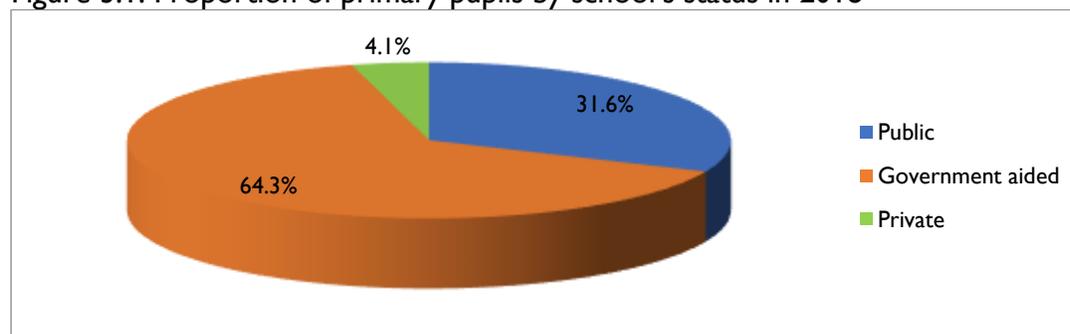


Table 3.8: Primary school pupils enrolled in 2017 and 2018 by grade

Grade	2017			2018		
	Male	Female	Total	Male	Female	Total
Primary 1	255,953	237,833	493,786	268,745	248,498	517,243
Primary 2	278,399	255,325	533,724	239,865	221,634	461,499
Primary 3	245,021	233,916	478,937	233,530	219,215	452,745
Primary 4	208,425	213,490	421,915	214,819	214,593	429,412
Primary 5	174,152	193,357	367,509	183,634	199,112	382,746
Primary 6	110,892	133,611	244,503	118,751	141,309	260,060
TOTAL	1,272,842	1,267,532	2,540,374	1,259,344	1,244,361	2,503,705

The total enrolment of pupils decreased of 1.4% in 2018. The decrease is highly observed in primary 2 and 3.

Table 3.9: Promotion, repetition and dropout rate in primary schools

INDICATOR/YEAR	2015/16	2016/17	2017/18
Promotion rate	75.9%	78.0%	80.0%
Male	74.4%	76.4%	78.6%
Female	77.4%	79.6%	81.3%
Repetition Rate	18.4%	16.4%	13.4%
Male	19.9%	17.7%	14.4%
Female	16.9%	15.1%	12.4%
Dropout Rate	5.7%	5.6%	6.7%
Male	6.0%	5.9%	7.0%
Female	5.4%	5.3%	6.3%

In 2018, the promotion rate increased from 78.0% in 2017 to 80.0% in 2018, the repetition rate decreased from 16.4% to 13.4% while the dropout rate increased from 5.6% to 6.7% during the same period. More effort is needed to reduce dropout since the ESSP target is 5% in 2018. The high rate of repetition and dropout is observed among male students. The dropout rate has been increased from 5.3% in 2016/17 to 6.3% in 2017/18 for female, meaning that the ESSP target has not yet been achieved. The repetition rate has improved from 15.1% in 2016/17 to 12.4% in 2017/2018 for female meaning that the ESSP target (14.5%) in 2018 has been achieved.

Table 3.10: Primary promotion, repetition and dropout rate by level in 2017

Level	Promotion rate			Repetition rate			Dropout rate		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary 1				21.4%	19.6%	20.5%	0.7%	0.9%	0.8%
Primary 2	77.9%	79.5%	78.7%	14.6%	12.7%	13.7%	7.1%	6.0%	6.6%
Primary 3	78.3%	81.2%	79.7%	13.3%	11.2%	12.3%	6.3%	5.0%	5.6%
Primary 4	80.4%	83.8%	82.1%	13.3%	11.3%	12.3%	7.1%	5.2%	6.1%
Primary 5	79.6%	83.6%	81.6%	14.8%	13.3%	14.0%	8.8%	8.4%	8.6%
Primary 6	76.4%	78.3%	77.4%	1.5%	1.5%	1.5%			

The high rate of repetition is observed in primary 1 at the rate of 20.5% and in primary 5 at the rate of 14.0%. The high rate of dropout is observed in primary 6 at 8.6% and primary 2 at 6.6%. Evidence from EICV 5, shows that, poor health (44.6%) and family circumstances (25.2%) emerged as the core factors causing absenteeism in primary school. Considering the link between repetition, drop out and absenteeism there is a need of improving health of students and sensitize parents on the impact of family conflict on the overall learning of their children.

Table 3.11: Primary GER and NER from 2016 to 2018

Indicator/Year	2016	2017	2018
Gross Enrolment Rate (Overall)	139.60%	139.1%	137.5%
GER Male	140.10%	140.1%	139.0%
GER Female	139.20%	138.2%	136.1%
Net Enrolment Rate (Overall)	97.7%	98.0%	98.3%
NER Male	97.3%	97.8%	98.0%
NER Female	98.0%	98.1%	98.5%

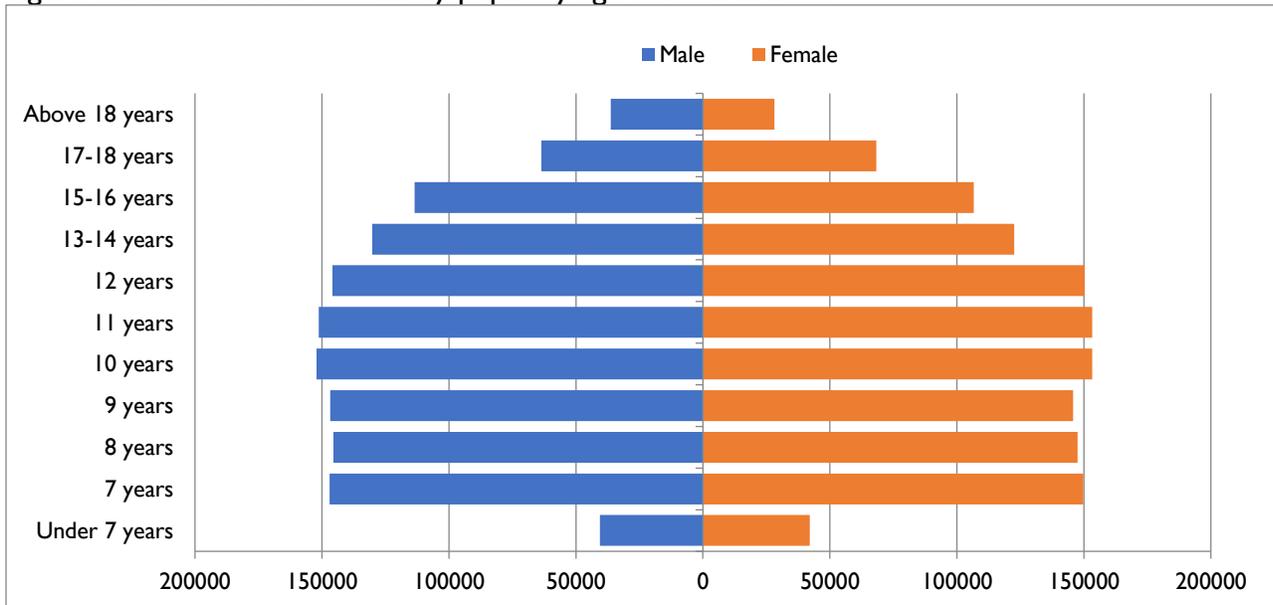
The table 3.11 shows that the actual GER is 137.5% in 2018 while the ESSP target (135.3%) was not achieved, the GER exceeding 100% shows the presence of over-aged and under-aged children compared to the official school-entrance age in primary. The Net Enrolment Rate has increased from 98.0% in 2017 to 98.3% in 2018. The ESSP target (98.1%) was achieved. NER for both boys and girls improved at the rate of 0.2% and 0.4% respectively.

Table 3.12: Primary GIR and NIR from 2016 to 2018

Indicator/Year	2016	2017	2018
Gross Intake Rate in PI (Overall)	142.6%	120.7%	138.2%
GIR_PI Male	147.2%	124.2%	142.8%
GIR_PI Female	138.0%	117.1%	133.7%
Net Intake Rate in PI (Overall)	78.3%	79.5%	80.0%
NIR_PI Male	80.4%	81.7%	81.9%
NIR_PI Female	76.1%	77.3%	78.1%
Gross Intake Rate in P6 (Overall)	65.2%	79.3%	82.9%
GIR_P6 Male	59.3%	72.3%	76.1%
GIR_P6 Female	71.1%	86.2%	89.6%
Net Intake Rate in P6 (Overall)	14.8%	19.6%	22.2%
NIR_P6 Male	12.9%	17.1%	19.4%
NIR_P6 Female	16.7%	22.0%	25.1%

The table 3.12 shows the gross intake and net intake rates for PI and P6 disaggregated by gender. The gross intake rate for PI has shown considerable increase from 120.7% to 138.2 % from 2017 to 2018. This is an impact of the over-age attendance in primary schools. The net intake rate in PI increased from 79.5% to 80.0% in the same period but the ESSP target of 81.3% was not achieved. The Gross Intake Rate (GIR) in Primary 6 increased from 79.3% to 82.9%. Here, the ESSP target (80.8%) has been achieved. The net intake rate in P6 increased from 19.6% to 22.2%.

Figure 3.2: Distribution of Primary pupils by age and sex in 2018



As shown in the above pyramid, there is a low a school attendance under seven years since those are still in nursery level, higher within 7-13 years and become low above since at that age they join the lower secondary level.

Table 3.13: Transition rate from Primary to Lower secondary from 2016 to 2018

Indicator/Year	2015/16	2016/17	2017/18
Transition rate (Overall)	71.1%	74.5%	71.6%
TR Male	72.0%	75.4%	72.3%
TR Female	70.4%	73.7%	71.0%

The transition rate decreased from 74.5% in 2016/2017 to 71.6% in 2017/2018. While the ESSP target was to achieve (77%), measures should be taken to improve the transition rate from primary to secondary education. The transition rate decreased for both females and males.

Table 3.14: Newly admitted in PI pupils of which attended Nursery in 2017 and 2018

DESCRIPTION/YEAR	2017	2018
Number of newly admitted pupils in PI	362,706	415,921
Male	185,916	213,932
Female	176,790	201,989
Number of newly admitted pupils in PI of which attended Nursery	101,912	198,500
Male	51,050	101,536
Female	50,862	96,964
% of newly admitted pupils in PI of which attended Nursery	28.1%	47.7%
Male	27.5%	47.5%
Female	28.8%	48.0%

This table shows that the number of primary school's pupils newly admitted in 2018 in PI is 415,921 of which attended Nursery for both boys and girls is 198,500 (47.7%). This indicates that 62.3% of newly admitted in PI did not attend Nursery.

Table 3.15: Number of enrolled refugees in primary education in 2018

Description/Year	2018
Total Refugee Students	27,119
Male	13,883
Female	13,236
<i>% of Male</i>	<i>51.2%</i>
<i>% of Female</i>	<i>48.8%</i>
Refugee Students in Public schools	17,696
Male	9,207
Female	8,489
Refugee Students in Government aided schools	7,935
Male	3,937
Female	3,998
Refugee Students in Private schools	1,488
Male	739
Female	749

The big number of refugee students in primary education is enrolled in public schools with 65% of the total refugees in that level. As shown in the table 3.15 Male refugees' proportion is higher than female.

The government of Rwanda committed to integrate refugee children into the national education system. The integration of refugees means attending along with Rwandan students, following the same national curriculum and taught by the same teachers.

In 2018, 85.2% of refugee students in primary are /integrated to the Rwanda education system: fully integration has been achieved for Mahama, Kigeme, Mugombwa and Nyabiheke camp while the percentage of integration for Gihembe is at 54.3%. Kiziba camp has not yet started with the integration due to the lack of national school nearby, Therefore, classes have been constructed inside the camp to accommodate both nationals and refugees.

3.3 Primary school staff

Table 3.16: Primary school staff from 2016 to 2018

INDICATOR/YEAR	2016	2017	2018
School staff	43,558	43,906	44,544
Male	20,172	20,374	20,539
Female	23,386	23,532	24,005
% of Male	46.3%	46.4%	46.1%
% of Female	53.7%	53.6%	53.9%
Teaching staff	40,549	41,573	42,073
Male	18,285	18,898	18,990
Female	22,264	22,675	23,083
% of Male	45.1%	45.5%	45.1%
% of Female	54.9%	54.5%	54.9%
Administrative staff	2,227	2,333	2,471
Male	1,424	1,476	1,549
Female	803	857	922
% of Male	63.9%	63.3%	62.7%
% of Female	36.1%	36.7%	37.3%
Qualified Staff	42,776	43,129	43,941
Qualified Male Staff	19,709	19,898	20,161
Qualified Female Staff	23,067	23,231	23,780
% of Qualified Staff	98.2%	98.2%	98.6%
% of Qualified Male Staff	97.7%	97.7%	98.2%
% Qualified Female Staff	98.6%	98.7%	99.1%
Trained Staff	40,291	40,651	41,705

INDICATOR/YEAR	2016	2017	2018
Trained Male Staff	18,475	18,647	19,047
Trained Female Staff	21,816	22,004	22,658
% of Trained Staff	92.5%	92.6%	93.6%
% of Trained Male Staff	91.6%	91.5%	92.7%
% Trained Female Staff	93.3%	93.5%	94.4%
Pupils: Teacher Ratio	58	58	56
Pupils: Qualified Teacher Ratio	59	59	57
Pupils: Trained Teacher Ratio	63	62	60

The table above indicates that the number of total school staff increased from 43,906 in 2017 to 44,544 in 2018 and this represents 1.4%, among them 42,073 are teaching staff and 2,471 are administrative staff. Among the teaching staff, 93.6% are trained to teach in primary schools. The pupil-teacher ratio is 56:1 and the pupil-trained teacher ratio is 60:1, the ESSP target (61:1) was achieved. The Pupil: Qualified teacher ratio ESSP target (58:1) has been achieved

Table 3.17: Primary school staff from 2016 to 2018 by school's status

Description/Year	2016	2017	2018
Total school staff	43,558	43,906	44,544
Male	20,172	20,374	20,539
Female	23,386	23,532	24,005
Staff in Public schools	12,102	12,329	12,499
Male	5,879	5,925	5,928
Female	6,223	6,404	6,571
Staff in Government aided schools	26,934	26,988	27,155
Male	11,671	11,633	11,610
Female	15,263	15,355	15,545
Staff in Private schools	4,522	4,589	4,890
Male	2,622	2,816	3,001
Female	1,900	1,773	1,889

Among 44,544 school staff 12,499 (28.0%) are in public schools, 27,155 (60.9%) in government aided school and 4,890 (10.9%) in private schools.

Table 3.18: Number of Primary school staff in 2018 by status

Status	Teaching staff		Administrative staff		Total		
	Male	Female	Male	Female	Male	Female	Total
Public	5,589	6,441	339	130	5,928	6,571	12,499
Government aided	10,869	15,169	741	376	11,610	15,545	27,155
Private	2,532	1,473	469	416	3,001	1,889	4,890
Total	18,990	23,083	1,549	922	20,539	24,005	44,544

The teaching staff represent 94.4% of the school staff while the administrative staff represents 5.6%. Among the teaching staff, 12,030 (28.6%) are in public schools, 26,038 (61.9%) in government aided and 4,005 (9.5%) in private schools. The administrative staff in public schools are 469 (18.9%) while they are 1,117 (45.2%) in government aided schools and 885 (35.8%) in private schools.

3.4 ICT, science and technology in primary schools

Table 3.19: ICT, science and technology in primary schools for 2016 and 2018

INDICATOR/YEAR	2016	2017	2018
Number of schools with computers	1,869	1,991	2,195
% of school with computers	65.8%	69.2%	75.5%
Number of computers	186,715	242,407	250,038
Computers for students	189,090	234,409	243,494
Computers for administration	2,008	3,175	3,694
Computers for teachers	6,213	4,823	2,850
Computers per users	13	11	10
Ratio students per computer	13	11	10
Ratio administrative staff per computer	1	1	1
Ratio Teaching staff per Computer	7	9	15
Number of schools with internet connectivity	278	723	873
% of school with internet connectivity	9.8%	25.1%	30.0%
Number of schools having ICT for teaching and learning	-	1,267	1,612
% of school having ICT for teaching and learning	-	44.0%	55.4%
Number of Primary schools with sciences Kits	994	1,065	1,065
% of school with sciences Kits	35%	37.0%	34.4%
Number of ICT qualified teachers		3,824	3,828

The percentage of schools with computers increased from 69.2% in 2017 to 75.5% in 2018, the ESSP target (72.04) was achieved and the number of computers increased from 242,407 in 2017 to 250,038 in 2018. The student-computer ratio is 10:1. The ESSP target (10:1) is achieved, while the administrative staff – computer ratio is 1:1 and the teaching staff- computer ratio is 15:1. The school with internet connectivity increased from 25.1% in 2017 to 30.0% in 2018 while the ESSP target was 35.6%, the access to internet connectivity should be increased in primary education. The number of schools having ICT for teaching and learning increased from 44.0% to 55.4% while the number of schools with science kits decreased from 37.0% to 34.4% during the same period. The ESSP target was to achieve 41% of primary schools with sciences kits. Therefore, the target was not achieved

3.5 Books and textbooks in primary schools

Table 3.20: Books in use in primary schools by grade and subject in 2018

Number of books							
Level	P1	P2	P3	P4	P5	P6	Total
Kinyarwanda	650,145	536,332	254,347	134,044	124,437	95,139	1,794,444
English	591,215	595,540	285,757	275,062	168,522	123,656	2,039,752
Mathematics	316,984	283,355	223,437	196,093	171,711	127,035	1,318,615
SRS ³	223,156	212,758	165,071	148,223	136,870	106,990	993,068
SET ⁴	100,545	114,099	86,614	121,502	112,761	100,236	635,757
Pupil: book ratio							
Level	P1	P2	P3	P4	P5	P6	Overall
Kinyarwanda	1	1	2	3	3	3	1
English	1	1	2	2	2	2	1
Mathematics	2	2	2	2	2	2	2
SRS	2	2	3	3	3	2	3
SET	5	4	5	4	3	3	4

Overall, Social Studies and Elementary Science and Technology textbooks seem to be in short supply across grades (3 pupils per textbook and 4 pupils per textbook respectively). This do not meet the ESSP recommended standard of 2 pupils per textbook. However, for Kinyarwanda, Mathematics and English, the overall pupils-book ratio was achieved in accordance with the ESSP recommendation.

Table 3.21: Number of student's CBC textbooks in use in the primary schools in 2018

Number of books							
Level	P1	P2	P3	P4	P5	P6	Total
Kinyarwanda	228,446	188,594	100,903	55,879	65,688	52,215	691,725
English	185,677	185,046	97,091	103,662	75,448	50,804	697,728
Mathematics	104,980	94,059	89,859	58,472	63,678	51,566	462,614
SRS	83,035	93,247	83,775	55,382	66,874	53,389	435,702
SET	79,226	86,627	77,958	55,433	57,358	47,239	403,841
Pupil: book ratio							
Level	P1	P2	P3	P4	P5	P6	Overall
Kinyarwanda	2	2	4	8	6	5	4
English	3	2	5	4	5	5	4
Mathematics	5	5	5	7	6	5	5
SRS	6	5	5	8	6	5	6
SET	7	5	6	8	7	6	6

³ Social and Religious Studies

⁴ SET: Science and Elementary Technology

CBC textbooks for students are still low. Only Kinyarwanda books for primary 1 and primary 2 are sufficient while other books in all levels are insufficient.

3.6 Source of energy in primary schools

Table 3.22: Source of energy in Primary schools from 2016 to 2018

INDICATOR/YEAR	2016	2017	2018
Number of schools with on grid electricity supply	853	1,606	1,693
% of school with on grid electricity supply	30.0%	55.8%	58.2%
Number of schools with Solar power	637	709	605
% of school with Solar power	22.4%	24.6%	20.8%
Number of schools with Electric power generator supply	128	138	159
% of school with Electric power generator supply	4.5%	4.8%	5.5%
Number of schools with Biogas system	10	8	11
% of school with Biogas system	0.4%	0.2%	0.4%

The number of schools that have any type of energy increased from 2,461 in 2017 to 2,468 in 2018. 58.2% have on grid electricity supply but the ESSP target of 60.9% was not achieved, 20.8% have Solar power, 5.5% have Electric power generator supplies and 0.4% have Biogas system

3.7 Water and sanitation in primary schools

Table 3.23: Water in primary schools from 2016 to 2018

INDICATOR/YEAR	2016	2017	2018
Number of primary schools with improved drinking water		1,310	1,559
% of primary school with improved drinking water		45.5%	53.6%
Number of primary schools with rain water harvesting system	1,407	2,051	2,224
% of primary school with Rain water harvesting system	49.5%	71.3%	76.5%
Number of primary schools with tap water supply	951	1,525	1,617
% of primary schools with tap water supply	33.5%	53.0%	55.6%
Number of primary schools with hand washing facilities	1,286	1,863	1,919
% of primary school with hand washing facilities	45.2%	64.8%	66.0%

The percentage of primary schools with safe drinking water increased to 8.1% from 2017 to 2018, however the ESSP target (56.7%) is not yet achieved, this is also remarkable for schools with rain water harvesting system which increased from 71.3% in 2017 to 76.5% in 2018 representing an increment of 5.2% from 2017 to 2018. An increment of 2.6% of schools with tap water supply has been also observed from 2017 to 2018 and the hand washing facilities have been increased from 64.8% to 66.0% which is below the ESSP target of achieving 69.8% in 2018

Table 3.24: Toilets in primary schools from 2016 to 2018

INDICATOR/YEAR	2016	2017	2018
Number of toilets in the school	48,596	48,649	50,416
For female	24,877	24,899	25,427
For Male	23,719	23,751	24,989
For students	44,569	44,700	46,333
For Female students	22,842	22,896	23,391
For Male students	21,727	21,804	22,942
For staff	4,027	3,949	4,083
For female staff	2,035	2,003	2,036
For Male staff	1,992	1,947	2,047
Ratio toilet per users	53	54	51
Female	52	52	50
Male	54	57	55
Students	57	57	54
Female students	56	55	53
Male students	59	58	55
Staff	11	27	11
Female staff	11	12	12
Male staff	10	43	10

The ratio of toilet per users improved from 57 to 54 for students and from 27 to 11 for staff.

3.8 School feeding program in primary schools

Table 3.25: School feeding program in primary schools from 2016 to 2018

INDICATOR/YEAR	2016	2017	2018
Number of primary schools participating in school feeding	231	357	372
% of primary school participating in school feeding	8%	12%	13%
Number of schools with nutrition garden	1,105	1,173	1,173
% of school with nutrition garden	39%	41%	40%
Number of students fed at school	104,944	183,310	183,857

The number of primary schools participating in school feeding increased from 357 in 2017 to 372 in 2018. The number of schools with nutrition garden decreased to 1% from 2017 to 2018.

The number of students receiving meals/ milk at schools remained almost the same changing a bit from 183,310 in 2017 to 183,857 in 2018 representing 7.3% of the total students in primary school. This percentage still low compared to all students enrolled in primary schools. More efforts and investment should be undertaken to achieve the objective of universal primary school feeding.

3.9 Special need education in primary schools

Table 3.26: Special need education in primary schools from 2016 to 2018

INDICATOR/YEAR	2016	2017	2018
Number of schools with adapted infrastructure and materials for students with disabilities	-	522	684
% of school with adequate infrastructure for Disabilities	-	18%	24%
Number of students with disability enrolled in primary	19,118	24,980	17,133
Male	10,639	13,317	9,669
Female	8,479	11,663	7,464
% of Male	55.6%	53%	56.4%
% of Female	44.4%	47%	43.6%
Number of teachers trained in special needs and inclusive education	1,286	1,492	4,102
Male	532	762	1,912
Female	754	730	2,190
% of Male	41.4%	51.1%	46.6%
% of Female	58.6%	48.9%	53.4%

The number of primary schools with adequate infrastructure for disabilities is 684 that represents 24%, this shows that the ESSP target (21%) was achieved. The number of teachers trained in special needs and inclusive education is 4,102.

Table 3.27: Primary school pupils with disability in 2018

Type of disability/Level	P 1	P 2	P 3	P 4	P 5	P 6	Total
Hearing	371	241	235	210	222	172	1,451
Visual	495	432	481	473	434	451	2,766
Speaking	649	351	280	176	134	87	1,677
Hearing and speaking	245	178	155	155	136	135	1,004
Physical	1,225	1,080	1,128	1,089	998	806	6,326
Learning	911	630	450	359	310	176	2,836
Multiple disabilities	348	256	169	106	107	87	1,073
Total	4,244	3,168	2,898	2,568	2,341	1,914	17,133

The table 3.26 shows that 17,133 pupils with disabilities out of 2,503,705 are enrolled in primary schools and this represents 0.7% of pupils enrolled in primary schools. Physical disabilities seem to be the category with the largest representation with 6,326 pupils (36.9%). It should have adequate infrastructures to facilitate those disabled to be comfortable at school and to pursue their studies.

Table 3.28: Primary school pupils with disability by grades in 2017 and 2018

Level	2017			2018		
	Male	Female	Total	Male	Female	Total
Primary 1	2,809	2,052	4,861	2,508	1,736	4,244
Primary 2	2,194	1,673	3,867	1,834	1,334	3,168
Primary 3	1,934	1,587	3,521	1,693	1,205	2,898
Primary 4	2,000	1,692	3,692	1,394	1,174	2,568
Primary 5	2,006	2,025	4,031	1,270	1,071	2,341
Primary 6	2,374	2,634	5,008	970	944	1,914
Total	13,317	11,663	24,980	9,669	7,464	17,133

The number of pupils with disability enrolled in primary schools decreased from 24,980 in 2017 to 17,133 for both male and female pupils.

4 SECONDARY EDUCATION

This section provides overview of secondary education statistics, highlighting trends from 2016 to 2018. The official age for this level is between 13 and 18. The lower secondary which last three years is equivalent to ISCED 2 while other three years dedicated for Upper secondary is equivalent to ISCED 34 (for general upper secondary: sciences, humanities and languages) and ISCED 35 (for vocational upper secondary composed by TVET level I to 5 and TTC).

4.1 Secondary school infrastructure

Table 4.1: Number of secondary schools from 2016 to 2018 by schools' status

School year	2016	2017	2018
Total	1,575	1,567	1,728
Public	460	461	522
Government aided	862	871	892
Private	253	235	314
Average students per school	352	378	378
Public	376	405	403
Government aided	350	381	408
Private	313	314	250

The table 4.1 shows that there is an increase of schools from 2016 to 2018 in public, government aided and private. Nevertheless, the increase of schools is not directly proportional to the number of students where in public and private, number of students decreased.

The increase of schools is the result of Government investment in school construction. The table also shows that private share is still low, there is a suggestion of sensitize private and encourage them to increase the enrolment of students.

Table 4.2: Number of secondary schools by settings from 2016 to 2018

Schools by Settings	2016	2017	2018
Total schools	1,575	1,567	1,728
Primary+ O' level	558	565	561
Primary +O&A level	491	491	492
O' level only	31	33	54
A' level only	197	187	313
O&A level	298	291	308
Percentages	100%	100%	100%
Primary+ O' level	35.4%	36.1%	32.5%
Primary +O&A level	31.2%	31.3%	28.5%
O' level only	2.0%	2.1%	3.1%
A' level only	12.5%	11.9%	18.1%
O&A level	18.9%	18.6%	17.8%

The table 4.4 shows the number of schools by settings where it is observed that Primary +O' level setting has the highest number of schools: 35.4%, 36.1% and 32.5% % followed by Primary +O&A level with 31.2%, 31.3% and 28.5% in 2016, 2017 and 2018 respectively comparatively to other settings. Nine Year Basic Education which was launched in 2009 and after by, Twelve Year Basic Education since 2012 were established to increase the access in Basic Education. Many schools in those two settings were constructed and this justify their highest increment.

Table 4.3: Number of secondary schools by owner from 2016 to 2018

School by Owner	2016	2017	2018
Total schools	1,575	1,567	1,728
Government	460	461	524
Catholic	620	632	661
Protestant	279	288	314
7th Day Adventist	22	21	19
Islamic	16	15	17
Parents associations	106	102	104
Individuals/NGOs	72	48	89
Percentages	100%	100%	100%
Government	29.2%	29.4%	30.3%
Catholic	39.4%	40.3%	38.3%
Protestant	17.7%	18.4%	18.2%
7th Day Adventist	1.4%	1.3%	1.1%
Islamic	1.0%	1.0%	1.0%
Parents associations	6.7%	6.5%	6.0%
Individuals/NGOs	4.6%	3.1%	5.2%

Table 4.5 illustrates that those Catholic schools represents 38.3% which is higher percentage compared to others and followed by government schools with 30.3%. Islam and Seventh Day

Adventist owns fewer schools with representation of 1.0% and 1.1% respectively. Their role in education is still to be appreciated but it also needs to be increased.

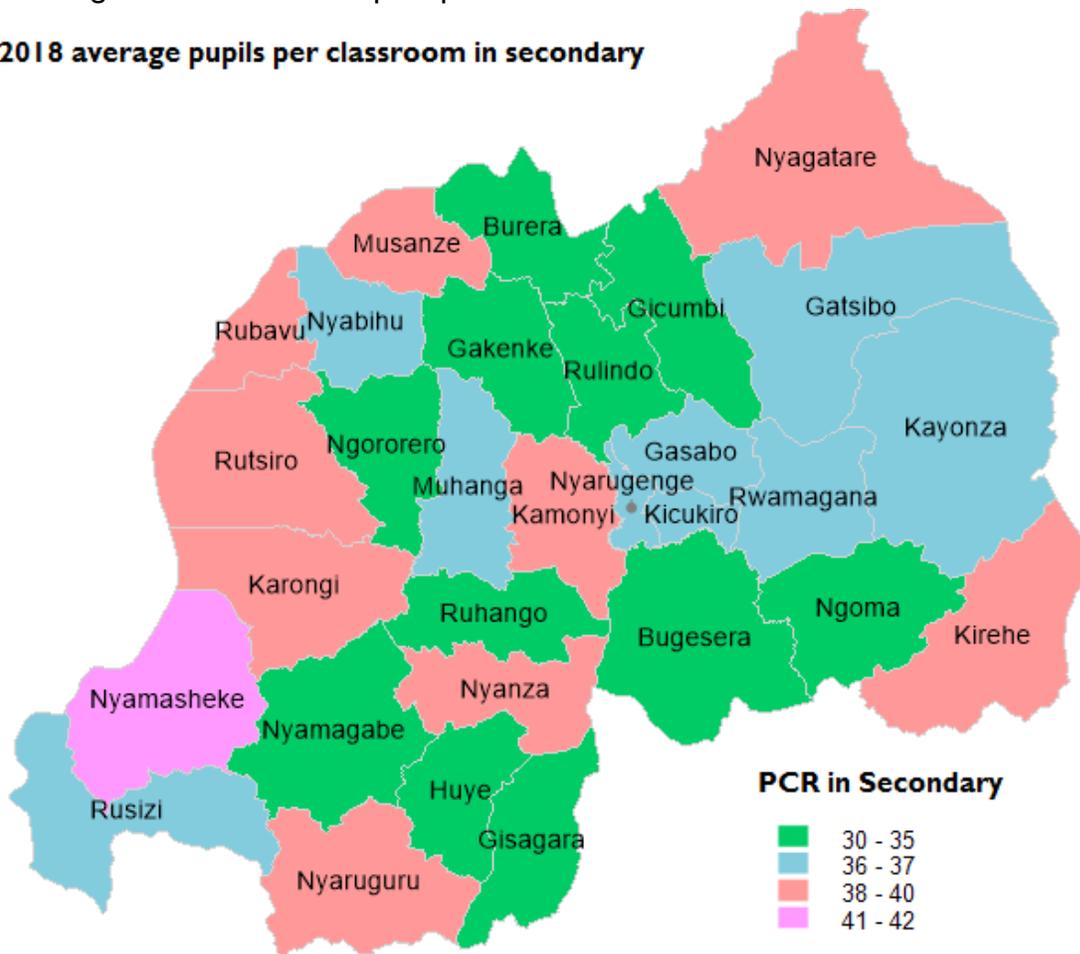
Individuals/NGOs and parent’s associations must be encouraged to construct more schools.

Table 4.4: Number of secondary school classrooms from 2016 to 2018 by schools ‘status

School status	2016	2017	2018
Total Classrooms	16,797	17,081	17,972
Public	5,110	5,269	5,718
Government aided	9,086	9,312	9,566
Private	2,601	2,500	2,688
Average students per Classroom	33	35	36
Public	34	35	37
Government aided	33	36	38
Private	30	30	29

Table 4.2 illustrates that classrooms in public, government aided, and private schools increased from 2016 to 2018. This increment did not affect the average of students per classroom because the average still increased except in private where it decreased from 30 in 2017 to 29 in 2018.

2018 average pupils per classroom in secondary



Map 4.1: Average pupils per classrooms in secondary schools

Though the overall national average of pupils per classroom stand at 36, it varies between 30 to 42 when calculated at district level. Nyamasheke records the highest ratio (42), while Gakenke records the lowest (30).

Table 4.5: Number of secondary school desks from 2016 to 2018 by status

Status	2016	2017	2018
Total desks	273,894	266,651	272,285
Public	82,215	81,253	87,023
Government aided	148,518	144,423	146,608
Private	43,161	40,975	38,654
Average Pupils per desk	2	2	2
Public	2	2	2
Government aided	2	2	2
Private	2	2	2

Number of desks increased in public and government aided schools only according to the table 4.3. In private schools, the number decreased. This is interpreted that private schools increased number of schools and classrooms and did not increase desks. However, this situation did not affect the average of students per desk (2:1) which is the standard.

4.2 Secondary school students

Table 4.6: Number of students in secondary schools from 2016 to 2018

Description/Year	2016	2017	2018
Total Students	553,739	592,501	658,285
Male	260,679	276,437	308,367
Female	293,060	316,064	349,918
% of Male	47.1%	46.7%	46.8%
% of Female	52.9%	53.3%	53.2%
Students in Public schools	173,109	186,914	212,250
Male	83,457	89,354	102,414
Female	89,652	97,560	109,836
Students in Government aided schools	301,554	331,712	364,096
Male	136,108	148,362	162,963
Female	165,446	183,350	201,133
Students in Private schools	79,076	73,875	81,939
Male	41,114	38,721	42,990
Female	37,962	35,154	38,949

The table 4.6 above shows that there is an increase of students from 553,739 in 2016 to 658,285 in 2018. The highest increase of students (32,384) is seen in government-aided schools when 2017 and 2018 years are to be compared. This increase is the result of school construction. Financing in school construction will play a crucial role in increase the access.

Table 4.7: Number of lower secondary students from 2016 to 2018

Description/Year	2016	2017	2018
Total Students	346,783	382,661	422,093
Male	161,144	176,797	194,314
Female	185,639	205,864	227,779
% of Male	46.5%	46.2%	46.0%
% of Female	53.5%	53.8%	54.0%
Students in Public schools	113,686	125,053	138,482
Male	53,876	58,857	64,617
Female	59,810	66,196	73,865
Students in Government aided schools	206,984	232,874	258,660
Male	93,313	104,640	116,232
Female	113,671	128,234	142,428
Students in Private schools	26,113	24,734	24,951
Male	13,955	13,300	13,465
Female	12,158	11,434	11,486

Lower secondary schools increased from 2016 to 2018 in both public, government aided and private schools and both males and females. Number of females is the highest with 54.0% while males represents 46.0%. The increase of schools in lower secondary was due to the construction of 9YBE/12YBE schools. More 9YBE/12YBE are still needed for the increase of enrolment by decentralisation of education service to be accessible by many Rwandans. The GPI is 1.17 while the set target was 1.06 in 2018. This shows that there a high enrolment of girls than boys in lower secondary schools.

Table 4.8: Number of upper secondary students from 2016 to 2018

Description/Year	2016	2017	2018
Total Students	206,956	209,840	236,192
Male	99,535	99,640	114,053
Female	107,421	110,200	122,139
% of Male	48.1%	47.5%	48.3%
% of Female	51.9%	52.5%	51.7%
Students in Public schools	59,423	61,861	73,768
Male	29,581	30,497	37,797
Female	29,842	31,364	35,971
Students in Government aided schools	94,570	98,838	105,436
Male	42,795	43,722	46,731
Female	51,775	55,116	58,705
Students in Private schools	52,963	49,141	56,988
Male	27,159	25,421	29,525
Female	25,804	23,720	27,463

The table 4.8 indicates that the number of students in upper secondary education increased in three consecutive years, 2016, 2017 and 2018 both in public, government aided and in private

schools and both males and females. Females' students represent 51.7%, while male represents 48.2%. Gender strategies and initiatives had positive impact on the enrolment of females. Strengthening the existing policies and strategies is needed to uplift girls' access to education. The GPI is 1.07, the target (1.06) in 2018 is not achieved the female enrolment is higher than male in upper secondary schools

Table 4.9: Upper secondary students enrolled in 2018 by learning areas

Learning areas	Number of students			Percentage by Sex	
	Male	Female	Total	Male	Female
Total Students in upper secondary schools	114,053	122,139	236,192	48.3%	51.7%
Sciences	38,022	46,620	84,642	44.9%	55.1%
Humanities	15,267	16,633	31,900	47.9%	52.1%
Languages	13,705	17,371	31,076	44.1%	55.9%
TTC	3,474	5,712	9,186	37.8%	62.2%
TVET	43,585	35,803	79,388	54.9%	45.1%
Students in Public schools	37,797	35,971	73,768	51.2%	48.8%
Sciences	13,601	14,873	28,474	47.8%	52.2%
Humanities	5,280	5,245	10,525	50.2%	49.8%
Languages	5,237	5,818	11,055	47.4%	52.6%
TTC	830	1,321	2,151	38.6%	61.4%
TVET	12,849	8,714	21,563	59.6%	40.4%
Students in Government aided schools	46,731	58,705	105,436	44.3%	55.7%
Sciences	20,042	27,133	47,175	42.5%	57.5%
Humanities	9,103	10,242	19,345	47.1%	52.9%
Languages	8,347	11,364	19,711	42.3%	57.7%
TTC	2,644	4,391	7,035	37.6%	62.4%
TVET	6,595	5,575	12,170	54.2%	45.8%
Students in Private schools	29,525	27,463	56,988	51.8%	48.2%
Sciences	4,379	4,614	8,993	48.7%	51.3%
Humanities	884	1,146	2,030	43.5%	56.5%
Languages	121	189	310	39.0%	61.0%
TTC	-	-	-	0.0%	0.0%
TVET	24,141	21,514	45,655	52.9%	47.1%

The table 4.9 illustrates that science areas in year 2018 has the highest number of students in both public (28,479 out of 73,768) and government aided (47,175 out of 105,436) while TVET has the highest number of trainees in Private schools with 45,655 out of 56,988. TTC schools have few numbers of students with 2,151 out of 73,768 in Public schools and 7,035 out of 105,436 in government-aided schools. Should however be noticed that TTC courses are not offered in Private schools.

Overall the numbers of females are higher than the numbers of males and this is especially observed in government aided. The number of females is higher in all learning area except TVET where female represents 45.1%.

Table 4.10: STEM students enrolled in upper secondary from 2016 to 2018

Description/Year	2016	2017	2018
Total Students	124,167	119,092	140,056
Male	67,384	62,455	76,141
Female	56,783	56,637	63,915
% of Male	54.3%	52.4%	54.4%
% of Female	45.7%	47.6%	45.6%
Students in Public schools	36,243	36,274	44,788
Male	19,340	18,782	24,773
Female	16,903	17,492	20,015
Students in Government aided schools	51,988	53,685	58,105
Male	24,845	24,504	26,749
Female	27,143	29,181	31,356
Students in Private schools	35,936	29,133	37,163
Male	23,199	19,169	24,619
Female	12,737	9,964	12,544

Considering the number of students enrolled in STEM as shown in table 4.10, females' students are still few when compared to male.

Table 4.11: Percentage of STEM students enrolled in upper secondary from 2016 to 2018

Description/Year	2016	2017	2018
Total Students	60.0%	56.8%	58.7%
Male	67.7%	62.7%	66.3%
Female	52.9%	51.4%	51.6%
Students in Public schools	61.0%	58.6%	60.0%
Male	65.4%	61.6%	64.9%
Female	56.6%	55.8%	55.0%
Students in Government aided schools	55.0%	54.3%	55.1%
Male	58.1%	56.0%	57.2%
Female	52.4%	52.9%	53.4%
Students in Private schools	67.9%	59.3%	64.0%
Male	85.4%	75.4%	83.3%
Female	49.4%	42.0%	42.9%

The table 4.11 indicates percentage of STEM students, by comparing the number of students enrolled in STEM in upper secondary as presented in table 4.10 and the total number of students enrolled in upper secondary as presented in table 4.8. As beforementioned the number of females in STEM still low when compared to that of male, a very big difference is observed in Private

schools. The overall ESSP target of 57.59% was achieved but when considering gender this target was not achieved for female.

Table 4.12: Number of boarding secondary students from 2016 to 2018

Description/Year	2016	2017	2018
Total boarding Students	165,038	163,479	163,135
Male	81,607	80,236	79,673
Female	83,431	83,243	83,462
% of Male	49.4%	49.1%	48.8%
% of Female	50.6%	50.9%	51.2%
Boarding Students in Public schools	43,805	46,192	46,912
Male	22,457	23,934	23,875
Female	21,348	22,258	23,037
Boarding Students in Government aided schools	65,672	63,763	63,450
Male	30,135	28,087	27,447
Female	35,537	35,676	36,003
Boarding Students in Private schools	55,561	53,524	52,773
Male	29,015	28,215	28,351
Female	26,546	25,309	24,422

The table 4.12 indicates the number of boarding students in secondary schools, between 2017 and 2018 this number hover around 163,00 students. The number of female are greater than that of males for all three years.

Table 4.13: Lower secondary school student's enrolment by grade in 2017 and 2018

Grade	2017			2018		
	Male	Female	Total	Male	Female	Total
Secondary 1	71,441	84,448	155,889	84,790	99,537	184,327
Secondary 2	58,353	67,779	126,132	62,972	74,531	137,503
Secondary 3	47,003	53,637	100,640	46,552	53,711	100,263
TOTAL	176,797	205,864	382,661	194,314	227,779	422,093

The table 4.13 shows that in grade 1, 2 and 3, the number of students increased. Especially females share a big number with 205,864 and 227,779 in 2017 and in 2018 while males are 176,797 and 194,314 in 2017 and 2018 respectively.

Table 4.14: Upper secondary⁵ school student's enrolment by grade in 2017 and 2018

Grade	2017			2018		
	Male	Female	Total	Male	Female	Total
Secondary 4	24,925	31,521	56,446	27,162	33,680	60,842
Secondary 5	21,757	26,794	48,551	23,064	28,461	51,525
Secondary 6	19,566	24,153	43,719	20,242	24,195	44,437
TOTAL	66,248	82,468	148,716	70,468	86,336	156,804

The table 4.14 shows that generally, the number of students has increased. In Secondary 4, 5 and 6, the number of females is greater than the number of males. Females enrolled are 82,468 while males are 66,248 in 2017 and 86,336 of females while males are 70,468 in 2018. It is an indication that, provided efforts to sensitize girls, were successful and need to be strengthened.

Table 4.15: Promotion, repetition and dropout rate in secondary schools

INDICATOR/YEAR	2015/16	2016/17	2017/18
Promotion rate	86.7%	90.4%	89.2%
Male	87.2%	90.9%	89.4%
Female	86.2%	89.9%	89.1%
Repetition Rate	8.8%	5.2%	5.0%
Male	8.4%	5.0%	5.3%
Female	9.1%	5.4%	4.8%
Dropout Rate	4.5%	4.4%	5.8%
Male	4.1%	4.0%	5.4%
Female	4.8%	4.7%	6.1%

It is shown in table 4.15 that the promotion rate has decreased from 90.4% in 2016/17 to 89.2% in 2017/18 instead of increasing and the decrease is noticed for both females and males.

There is an improvement in reducing rate of repetition from 5.2% in 2016/17 to 5.0% in 2017/18. Unfortunately, the repetition rate is still higher than the ESSP 2016/17 target of 2.9%.

Dropout rate in secondary has increased from 4.4% in 2016/17 to 5.8% in 2017/18. It is also indicated that females have the high rate of dropout (6.1%) compared to of males (5.4). Generally, 2018 education statistics reveal that promotion and dropout rates kept increased.

The government should focus on a multi -dimensional approach against the increase of drop out and the decrease of promotion rates. Different stakeholders including families, community members, police, school leaders and teachers, religious institutions, Local Government, and Non-Governmental Organizations.

⁵ This table do not include students in TVET, details of TVET student by level are given in table 5.7

Table 4.16: Promotion, repetition and dropout rate in lower secondary schools

INDICATOR/YEAR	2015/16	2016/17	2017/18
Promotion rate	81.9%	86.4%	86.9%
Male	81.9%	86.3%	87.1%
Female	81.9%	86.4%	86.7%
Repetition Rate	11.6%	7.3%	6.0%
Male	12.0%	7.6%	6.4%
Female	11.2%	7.1%	5.6%
Dropout Rate	6.5%	6.3%	7.1%
Male	6.3%	6.1%	6.5%
Female	6.7%	6.5%	7.7%

The table 4.16 illustrates that the promotion rate increased in lower secondary from 81.9% in 2015/16, 86.4% in 2016/17 to 86.9% in 2017/18. Repetition rate improved from 11.6% in 2015/16, 7.3% in 2016/17 and 6.0% in 2017/18 in lower secondary. The ESSP target (7%) has been achieved.

Dropout rate for lower secondary improved from 6.5% for 2015/16 to 6.3% for 2016/17 but it has also increased from 2016/17 to 2017/18 with 6.3% and 7.1% respectively. The ESSP target of 6% in 2018 was not yet met, the issue is also to be tackled to address the cause.

Table 4.17: Promotion, repetition and dropout rate in upper secondary schools

INDICATOR/YEAR	2015/16	2016/17	2017/18
Promotion rate	91.5%	94.4%	95.5%
Male	92.6%	95.5%	95.7%
Female	90.5%	93.4%	95.3%
Repetition Rate	6.0%	3.1%	5.0%
Male	4.9%	2.5%	5.3%
Female	7.0%	3.6%	4.8%
Dropout Rate	2.5%	2.5%	1.7%
Male	1.9%	1.9%	1.9%
Female	3.0%	3.0%	1.6%

Table 4.7 shows that the promotion rate increased from 91.5% in 2015/16, 94.4% in 2016/17 to 95.5% in 2017/8 in upper secondary. Repetition rate improved from 6.0% in 2015/16, to 3.1% in 2016/17 and increase to 5.0% in 2017/8 instead of continuing decreasing in upper secondary. Here, measures should be taken to reduce the repetition rate since the ESSP target (3%) in 2018 is not yet achieved. The issue must be addressed to identify the root causes and take measures to eradicate drop out. See policy actions below table 4.14.

Dropout rate remained constant at 2.5% in 2015/16 and in 2016/17 respectively. In 2017/18, there is a considerable improvement by reducing rate from 2.5% in 2016/17 to 1.7% in 2017/18. The ESSP target of 2 % was also achieved.

Table 4.18: Secondary promotion, repetition and dropout rate in 2017 by grade.

Level	Promotion Rate			Repetition Rate			Drop Out Rate		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Secondary 1				6.4%	5.6%	6.0%	6.4%	7.2%	6.9%
Secondary 2	87.1%	87.2%	87.2%	6.4%	5.7%	6.0%	6.6%	8.2%	7.5%
Secondary 3	87.0%	86.1%	86.5%	0.6%	0.7%	0.6%			
Secondary 4				2.8%	3.2%	3.0%	2.5%	2.8%	2.7%
Secondary 5	94.7%	94.0%	94.3%	2.1%	3.1%	2.7%	1.1%	0.1%	0.5%
Secondary 6	96.8%	96.8%	96.8%	0.9%	1.1%	1.0%			

In 2017, repetition rate is high in secondary 1 and 2 (6.0% overall). The lowest repetition rate was for secondary 3 (0.6%). Dropout rate was highest in secondary 2 (7.5%) and lowest for secondary 5 (0.5%).

Table 4.19. Secondary GER and NER from 2016 to 2018

INDICATORS	2016	2017	2018
Secondary			
Gross Enrolment Rate (Overall)	37.2%	38.2%	39.6%
GER Male	35.8%	36.3%	37.5%
GER Female	38.5%	40.1%	41.7%
Net Enrolment Rate (Overall)	32.9%	34.1%	30.1%
NER Male	31.2%	31.9%	32.1%
NER Female	34.6%	36.3%	28.2%
Lower secondary			
Gross Enrolment Rate (Overall)	42.5%	44.9%	47.7%
GER Male	39.9%	41.9%	44.3%
GER Female	45.0%	47.9%	51.2%
Net Enrolment Rate (Overall)	22.6%	24.4%	27.2%
NER Male	20.6%	21.8%	24.2%
NER Female	24.6%	27.0%	30.2%
Upper secondary			
Gross Enrolment Rate (Overall)	31.2%	30.6%	30.4%
GER Male	31.1%	29.9%	29.8%
GER Female	31.3%	31.3%	31.0%
Net Enrolment Rate (Overall)	23.5%	23.8%	21.9%
NER Male	22.7%	22.9%	20.7%
NER Female	24.3%	24.6%	23.2%

The above table indicates that the secondary Gross Enrolment Rate increased from 37.2% in 2016 to 39.6% in 2018. In lower secondary GER increased from 42.5% in 2016 to 47.7% in 2018. The ESSP 2017/18 target of 47.4% was met. While in upper secondary it slightly decreased from 31.2% in 2016 to 29.7% in 2018. The ESSP target was to achieve 34.3% in 2018.

Net Enrolment Rate decreased from 32.9% in 2016 to 30.4% in 2017. In lower secondary school, it increased from 22.6% in 2016 to 26.9% in 2018 while in upper secondary it decreased from 23.5% in 2016 to 21.9% in 2018. When GER increased but NER decreased it means that the overall number of students are increasing but when focusing on official age they are already overaged when entering in upper secondary. The problem of overaged observed in Primary level have a knock-on effect on secondary.

The NER at secondary level is still low because if only 30.4% of population aged between 13 and 18 are attending secondary schools it means that the remaining 70.2% of children who were expected to be in secondary school are not enrolled in this level. Some of them might still be in primary or out of the system. Causes of this case vary from district to district. A deep survey is to be conducted to tackle the cause and suggest solution.

Table 4.20: Secondary GIR and NIR from 2016 to 2018

Indicator/Year	2016	2017	2018
Gross Intake Rate in S1 (Overall)	43.6%	49.9%	57.6%
GIR_S1 Male	40.6%	45.9%	53.0%
GIR_S1 Female	46.5%	53.9%	62.0%
Net Intake Rate in S1 (Overall)	9.7%	11.2%	14.1%
NIR_S1 Male	8.5%	9.8%	12.3%
NIR_S1 Female	10.9%	12.5%	15.8%
Gross Intake Rate in S3 (Overall)	35.2%	36.6%	35.0%
GIR_S3 Male	33.3%	34.7%	32.9%
GIR_S3 Female	37.1%	38.6%	37.2%
Net Intake Rate in S3 (Overall)	8.7%	8.9%	9.1%
NIR_S3 Male	8.1%	8.3%	8.5%
NIR_S3 Female	9.4%	9.5%	9.8%
Gross Intake Rate in S6 (Overall)	28.3%	28.9%	25.5%
GIR_S6 Male	28.0%	28.9%	25.0%
GIR_S6 Female	28.2%	28.8%	26.0%
Net Intake Rate in S6 (Overall)	10.9%	12.8%	9.6%
NIR_S6 Male	9.9%	12.4%	8.9%
NIR_S6 Female	11.8%	13.3%	10.3%

Gross Intake Rate in SI as it is shown in table 4.20, increased from 43.6% in 2016 to 57.6% in 2018 while Net Intake Rate in SI also increased from 9.7% in 2016 to 14.1% in 2018. Although it is increasing it still very low, because the 14.1% NIR indicated that only 14.1% of student entering Senior I are aged 13 years, the remaining 83.9% are not yet in senior one. The difference between GIR and NIR shows the percentages of new students in Senior one who are under and/or above-age.

GIR in senior three and senior six stands respectively at 35% and 25.5% which represents the total number of new entrants in S3 and in S6 respectively, regardless of age, expressed as a percentage of the population aged 15 and 18 years. 9.1% and 9.6% represent new entrants in S3 and in S6 respectively who are of the official school-entrance age, expressed as a percentage of the population of the same age. The ESSP target of 39.4% and 31.30% Gross intake rate was not achieved respectively in lower secondary education (S3) and in upper secondary education (S6).

The data in the table above reveals that the enrolment of students at school-entrance age is still low. Possible strategies are suggested to overcome this issue such as,

- Sensitizing parents and children through campaigns at school and at community levels,
- Strengthening the programme of school feeding through awareness campaigns,
- Improving the evaluation of performance contracts pledge at school and district levels,
- constructing more schools to reduce long the distance travelled by students.

Figure 4.1: Distribution of secondary students by age and sex in 2018

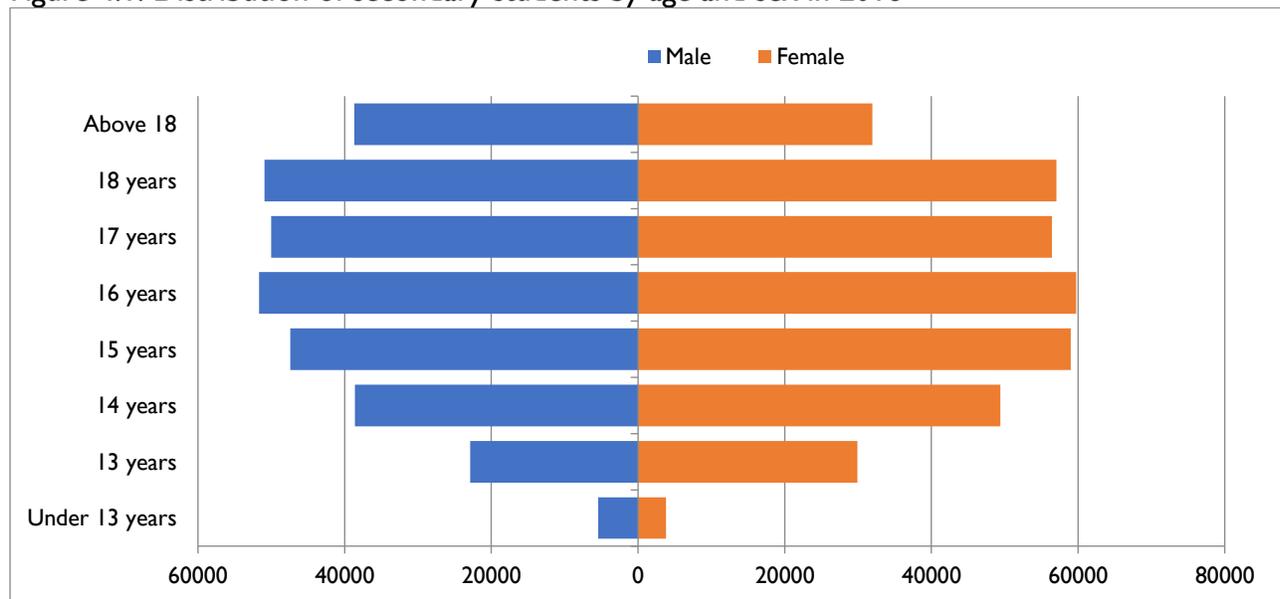


Table 4.21: Transition rate from lower to upper secondary from 2015 to 2017

Indicator/Year	2015/16	2016/17	2017/18
Transition rate (Overall)	82.8%	85.1%	85.4%
TR Male	84.8%	87.2%	88.7%
TR Female	81.1%	83.4%	82.5%

The table 4.21 indicates that the transition rate improved from 82.8% in 2015/16 to 85.1% in 2016/17 and continue to improve to 85.4% in 2017/8. The ESSP target (87%) in 2018 was not yet achieved. The transition rate of Female is less than that of Male. This is a strong indication that girls require extra support to enroll in secondary schools than the boys.

An uneven distribution of schools decreases the chances of enroll in same combinations decreases. It is thus, imperative to organize stakeholders' sensitization meetings by the ministry and other interested parties to educate the Rwandan population on the need to give equal chances for both boys and girls to continue with secondary education and Construction of sustainable partnerships and mobilizing of local resources. The Ministry will continue to instigate effective machineries to ensure that no learner is blocked from transiting to secondary school because of fees and other levies.

Table 4.22: Number of refugees enrolled in general secondary in 2018

Description/Year	2018
Total Refugee Students	10,015
Male	5,486
Female	4,529
% of Male	54.8%
% of Female	45.2%
Refugee Students in Public schools	6,320
Male	3,620
Female	2,700
Refugee Students in Government aided schools	3,178
Male	1,643
Female	1,535
Refugee Students in Private schools	517
Male	223
Female	294

The number of refugees in secondary schools was high in public schools with 63 %, followed by government aided with 31% and the low proportion was in private schools. As shown in the table 4.22, the proportion of male refugees is higher than female in secondary schools in 2018.

The percentage of refugee students in secondary integrated to the Rwanda education system was at 79.4% in 2018: fully integration has been achieved for Mahama, Kigeme, and Mugombwa camp while the percentage of integration for Nyabiheke and Gihembe are respectively at 69.3% and 76.8%. Kiziba camp has not yet started with the integration due to the lack of national school nearby, Therefore, classes have been constructed inside the camp to accommodate both nationals and refugees.

4.3 Secondary school staff

Table 4.23: Secondary school staff from 2016 to 2018

INDICATOR/YEAR	2016	2017	2018
School staff	28,785	28,389	30,040
Male	20,063	19,729	20,636
Female	8,722	8,660	9,404
% of Male	69.7%	69.5%	68.7%
% of Female	30.3%	30.5%	31.3%
Teaching staff	22,491	21,990	23,036
Male	16,424	16,006	16,569
Female	6,067	5,984	6,467
% of Male	73.0%	72.8%	71.9%
% of Female	27.0%	27.2%	28.1%
Administrative staff	6,294	6,399	7,004
Male	3,639	3,723	4,067
Female	2,655	2,676	2,937
% of Male	57.8%	58.2%	58.1%
% of Female	42.2%	41.8%	41.9%
Qualified Staff	22,258	22,565	22,966
Qualified Male Staff	16,033	16,215	16,283
Qualified Female Staff	6,225	6,350	6,683
% of Qualified Staff	77.2%	79.5%	76.5%
% of Qualified Male Staff	79.8%	82.2%	78.9%
% Qualified Female Staff	71.2%	73.3%	71.1%
Trained Staff	15,386	16,285	17,933
Trained Male Staff	11,114	11,739	12,762
Trained Female Staff	4,272	4,546	5,171
% of Trained Staff	53.3%	57.4%	59.7%
% of Trained Male Staff	55.3%	59.5%	61.8%
% Trained Female Staff	48.9%	52.5%	55.0%
Pupils: Teacher Ratio	19	21	22
Pupils: Qualified Teacher Ratio	25	26	28
Pupils: Trained Teacher Ratio	36	36	36

It is indicated in this table that the number of staff (both male and female) decreased from 28,785 in 2016 to 28,389 in 2017 and increased to 30,040 in 2018. The proportion of male staff is almost

double (69.7% in 2016, 69.5% in 2017 and 68.7% in 2018) than female staff (30.3% in 2016, 30.3% in 2017 and 31.3% in 2018) in secondary schools.

There is also a need of reducing the ratio students and trained teacher, which is 36:1. The ESSP target of 35:1 is not yet achieved there is a need to motivate secondary teachers to pursue studies for pedagogical skills to become professional competent teacher for the improvement of quality learning and teaching.

Table 4.24: Number of secondary school staff from 2016 to 2018 by school 'status

Description/Year	2016	2017	2018
Total school staff	28,785	28,389	30,040
Male	20,063	19,729	20,636
Female	8,722	8,660	9,404
Staff in Public schools	8,632	8,482	9,273
Male	5,979	5,834	6,339
Female	2,653	2,648	2,934
Staff in Government aided schools	15,268	15,251	15,479
Male	10,438	10,377	10,452
Female	4,830	4,874	5,027
Staff in Private schools	4,885	4,656	5,288
Male	3,646	3,518	3,845
Female	1,239	1,138	1,443

The table 4.20 shows that there is an increase in numbers of staff in secondary schools from 2016 to 2018. 28,785 in 2016, 28,389 in 2017 and 30,040 in 2018. Government aided schools have the highest number of staff with 15,268 in 2016 (53.0%), 15,251 in 2017 (53.7%) and 15,479 in 2018(51.5%). Public schools have 9,273 staff (0.3%) and private with 5,288 (0.17%).

Table 4.25: Number of secondary school staff in 2018 by status

Status	Teaching staff		Administrative staff		Total		
	Male	Female	Male	Female	Male	Female	Total
Public	5,158	2,108	1,181	826	6,339	2,934	9,273
Government aided	8,530	3,635	1,922	1,392	10,452	5,027	15,479
Private	2,881	724	964	719	3,845	1,443	5,288
Total	16,569	6,467	4,067	2,937	20,636	9,404	30,040

Table 4.21 illustrates that, in 2018 the number of male teaching staff 16,569 (71.9%) is almost three times the number of females 6,467 (28%). Also, for administrative staff, the number of males at 4,067(58%) is greater than the number of females at 2,937 (41.9%).

4.4 ICT, science and technology in secondary schools

Table 4.26: ICT, science and technology in secondary schools

INDICATOR/YEAR	2016	2017	2018
Number of secondary schools with computers	1,218	1,327	1,456
% of school with of computers	77.3%	84.7%	84.26%
Number of computers	25,218	74,318	89,646
Computers for students	20,276	67,133	80,517
Computers for administration	3,335	3,783	4,240
Computers for teachers	1,607	3,402	5,106
Users per Computers	23	8	8
Ratio students per computer	27	9	8
Ratio administrative staff per computer	2	2	2
Ratio Teaching staff per Computer	14	6	5
Number of secondary schools with internet connectivity	558	647	914
% of school with internet connectivity	35.4%	41.3%	52.9%
Number of schools having ICT for teaching and learning	-	944	1,118
% of school having ICT for teaching and learning		60.2%	64.7%
Number of secondary schools with sciences Kits	996	1,038	1,103
% of school with sciences Kits	63.2%	66.2%	63.8%
Number of secondary schools with sciences laboratory	346	338	338
% of school with sciences laboratory	22.0%	21.6%	21.6%
Number of ICT qualified teachers	-	2,571	3,071

The table 4.22 illustrates that in 2018, 84.25% of secondary schools have computers. However, this is still below the ESSP target of 90% for 2016/17. There is an increase in distribution of computers where the number of computers has tremendously increased from 25,218 in 2016 to 74,318 in 2017 and to 89,646 in 2018. The increment is due to the policy of distribution of Positivo computers in secondary schools.

The proportion of schools with internet connectivity increased, it was 41.3% in 2017 to 52.9% in 2018, which is above the target of 40.9 % as set in the ESSP for 2018. Similarly, the proportion of secondary schools with access to science kits was 66.2% in 2017 and 63.8% in 2018, while the ESSP target is (71.3%) more sciences kits is needed in secondary education. This is also below the 2017/18 ESSP target of 90%. The proportion of schools with sciences laboratory was 21.6% in 2017 and 26.6% in 2018. This was close to the ESSP target of 25.2%.

The table also indicates that ratio of students per computer was 27:1 in 2016 and improved to 9:1 and still improved in 2018 at 8:1. The improvement is also noticed in ratio of teaching staff per computer where it was 14:1 in 2016 and became 6:1 in 2017 and improved at 5:1 in 2018.

This is the indication that the number of students using computers in schools is increasing, and teaching and learning is facilitated by using ICT (64.7%). It also shows that computer literacy is becoming an increasingly essential skill in secondary schools.

4.5 Books and textbooks in secondary schools

Table 4.27: Secondary schools with library from 2016 to 2018

Indicators / Year	2016	2017	2018
Number of Secondary schools with library	893	875	955
% of school with library	56.7%	55.8%	55.3%

The table 4.25 shows that the number of secondary schools with library increased from 875 in 2017 to 955 in 2018 but the percentage still decreased due to that some of new many schools without libraries, were established. The ESSP 2017/18 stipulates that 86.8% of secondary schools should have libraries by 2017/18. This target was not achieved.

Students and teachers across schools and academic levels are affected by the quality and availability of library services. Different researches show that School libraries have an impact on the raising of students' attainment in schools, on the learning experience in terms of motivation, progression, independence and their interaction. Consideration should be given to provision of more libraries.

Table 4.28: Books in use by lower secondary students in 2018

Subjects	Number of books			Pupils-book ratio		
	S1	S2	S3	S1	S2	S3
Mathematics	97,376	75,620	82,502	2	2	1
Chemistry	89,645	72,589	73,100	2	2	1
English	89,277	70,714	63,987	2	2	2
Biology	82,650	67,714	68,182	2	2	1
Physics	80,520	64,302	67,720	2	2	1
Geography	71,716	69,927	73,700	3	2	1
Kinyarwanda	48,851	44,872	40,667	4	3	2
Entrepreneurship	48,039	50,694	36,852	4	3	3
History and Citizenship	46,647	38,402	36,230	4	4	3
French	37,219	28,790	25,114	5	5	4
ICT	32,755	27,991	24,110	6	5	4
Computer Science	27,479	25,047	21,010	7	5	5

It is indicated in table 4.24 that Mathematics, Chemistry, Biology, Physics and Geography for S3 have the pupils-book ratio, which is in the range of the standard (1:1) as recommended in ESSP recommended.

Compared to the standards, other subjects have the higher ratio: Computer Science (7:1 in S1 and 5:1 in S2 and S3), ICT (6:1 in S1 and 5:1 in S2), French (5:1 in S1 and S2, and 4:1 in S3), History and Citizenship(4:1 in S1 and S2 and 3:1 in S3), Entrepreneurship (4:1 in S1, 3:1 in S2 and S3), Kinyarwanda (4:1 in S1, 3:1 in S2) Geography (3:1 in S3).

The textbook per student ratio contributes towards quality teaching and learning among other criteria. The government should provide well-designed textbooks in sufficient quantities to improve instruction and learning.

Table 4.29: Books in use by students in science combinations in 2018

Subjects	Number of books			Pupil book ratio		
	S4	S5	S6	S4	S5	S6
Chemistry	17,085	15,961	17,081	2	2	1
Entrepreneurship	12,087	8,727	8,902	3	3	3
Physics	11,285	10,864	13,595	3	3	2
Biology	9,956	9,284	10,303	3	3	2
Mathematics	8,312	8,242	8,219	4	3	3
Geography	8,194	6,805	7,590	4	4	3
Economics	7,190	6,480	7,732	5	4	3
Kinyarwanda	6,543	6,066	6,515	5	5	4
Computer Science	6,391	5,480	5,819	5	5	4
French	6,156	5,516	4,925	5	5	5
English	6,068	4,873	5,087	5	6	5

This table shows that Chemistry for S3 has the pupil-book ratio, which is in the range of standards (1:1) recommended by the ESSP. The following subjects have higher ratio compared to the standard: English (5:1 in S4, 6:1 in S5 and 5:1 in S6), French (5:1 in both S4, S5 and S6), Computer Science (5:1 in S4 and 5), Kinyarwanda (5:1 in S4 and 5), Economics (5:1 in S4, 4:1 in S5 and 3:1 in S6), Geography (4:1 in S4 and S5, 3:1 in S6), Mathematics (4:1 in S4, 3:1 in S5 and S6). Note that subjects with pupils-book ratio which is greater than 3:1 is to be considered as high and needs to be improved by increasing the number of books.

Table 4.30: Books in use by students in humanities combinations in 2018

Subjects	Number of books			Pupil book ratio		
	S4	S5	S6	S4	S5	S6
Geography	9,417	7,112	8,173	1	1	1
Entrepreneurship	8,063	5,239	5,606	2	2	2
Economics	6,965	6,671	7,032	2	2	1
History and Citizenship	4,546	4,475	4,314	3	2	2
General Studies and Communication	1,837	2,387	2,052	7	4	4
Kinyarwanda	1,617	1,615	1,810	8	6	5
English	1,194	1,139	1,001	10	9	9

Table 4.30 shows that only geography (1:1 in S4, S5 and S6) and Economics (1:1 in S6) subjects have reached the target. The following subjects have the highest pupils-book ratio: English (10:1 in S4, 9:1 in S5 and S6), Kinyarwanda (8:1 in S4, 6:1 in S5 and 5:1 in S6), General Studies and Communication (7:1 in S4, 4:1 in S5 and S6), History and Citizenship (3:1 in S4). This issue needs to be addressed by putting in place strategies to increase books.

Table 4.31: Books in use by students in Languages combinations in 2018

Subjects	Number of books			Pupil book ratio		
	S4	S5	S6	S4	S5	S6
Kinyarwanda	8,046	8,199	7,733	2	1	1
English	7,037	6,876	5,523	2	2	2
Literature in English	6,021	1,929	1,893	2	5	4
Kiswahili	4,617	4,510	4,964	3	2	2
French	2,366	2,048	1,993	5	5	4

The table above indicates that only Kinyarwanda subject in S5 and S6 met the target 1:1 according to the standards. It is to mention that French (5:1 in S4 and S5, 4:1 in S6), Literature in English (5:1 in S5 and 4:1 in S6) subjects are very far from the standards. There is also a need of availing more books for those subjects.

Table 4.32: Books in use by TTC students in 2018

Subjects	Number of books			Pupil book ratio		
	S4	S5	S6	S4	S5	S6
French	1,608	1,568	1,656	2	2	2
English	1,281	1,027	1,386	2	3	2
Kinyarwanda	1,174	997	886	3	3	3
Geography	1,049	828	860	3	4	4
Mathematics	722	779	687	4	4	4
Foundations of Education	687	718	1,033	4	4	3
Biology	553	548	568	6	6	5
General Sciences and Mathematics	477	521	442	6	6	7
Social and Religious Studies	477	483	472	6	6	6
Physics	466	413	426	7	8	7
History and Citizenship	448	309	330	7	10	9

In secondary schools, the pupils-book ratio is supposed to be 3:1. Referring to that expectation, the pupils-book ratio in TTC schools is higher.

Considering the ratio for each subject, we have: History and Citizenship (7:1 in S4, 10:1 in S5 and 9:1 in S6), Physics (7:1 in S4 and S6, 8:1 in S5) as well as in Biology, General Sciences and Mathematics, Foundation of Education, Mathematics and Geography subjects with the pupils-book ratios varying between 4:1 and 6:1.

4.6 Source of energy in secondary school

Table 4.33: Source of energy in secondary schools from 2016 to 2018

INDICATOR/YEAR	2016	2017	2018
Number of schools with on grid electricity supply	726	1,115	1,283
% of school with on grid electricity supply	46.1%	71.2%	74.2%
Number of schools with Solar power	301	304	316
% of school with Solar power	19.1%	19.4%	18.3%
Number of schools with Electric power generator supply	422	362	432
% of school with Electric power generator supply	26.8%	23.1%	25.0%
Number of schools with Biogas system	94	66	49
% of school with Biogas system	6.0%	4.2%	2.8%

Table 4.29 illustrates that number of schools with on grid electricity supply increased from 726 (46.1%) in 2016 to 1,115 (71.2%) in 2017 and to 1,283 in 2018 (74.4%). Given that the ESSP objective was to ensure that 74.4% of secondary schools have access to electricity by 2017/18, the target has not been achieved. Having electricity is one of the conditions of being given computers; this situation can negatively affect the distribution of the latter if the percentage of school having electricity is still low. Not having electricity not only affect the distribution of computers, it also affects the learning and teaching in general.

4.7 Water and sanitation in secondary schools

Table 4.34: Water in secondary schools for 2016, 2017 and 2018.

INDICATOR/YEAR	2016	2017	2018
Number of secondary schools with safe drinking water	-	916	1,242
% of secondary school with improved drinking water		58.5%	71.9%
Number of secondary schools with rain water harvesting system	1,058	1,094	1,303
% of secondary school with rain water harvesting system	67.2%	69.8%	75.4%
Number of secondary schools with tap water supply	569	892	1,069
% of secondary school with tap water supply	36.1%	56.9%	61.9%
Number of secondary schools with hand washing facilities	-	1,107	1,330
% of secondary school with hand washing facilities		70.6%	76.9%

Table 4.32 shows that 71.9% of secondary schools use safe drinking water, this is above the ESSP target (60.4%), 75.4% of schools have rain water harvesting systems, 61.9% access to tap water supply while 76.9 of schools have hand washing facilities. Diseases are consequences of not accessing water in schools and this affect negatively the performance of students. The government should increase the budget related to installation of water and schools be priority.

Table 4.35: Toilets in secondary schools from 2016 to 2018

INDICATOR/YEAR	2016	2017	2018
Number of toilets in the school	34,427	34,516	37,226
For Female	17,363	17,552	19,082
For Male	17,065	16,965	18,145
For students	31,517	31,740	34,183
For Female students	15,946	16,184	17,571
For Male students	15,572	15,556	16,612
For staff	2,910	2,776	3,043
For Female staff	1,417	1,368	1,511
For Male staff	1,493	1,409	1,533
Ratio toilet per users	17	18	18
Female	17	19	19
Male	16	17	18
Students	18	19	19
Female students	18	20	20
Male students	17	18	18
Staff	10	10	10
Female staff	6	6	6
Male staff	13	14	13

The total number of toilets were 34516 in 2017 which has increased to 37226 in 2018. This is an increase of 2710 toilet built in 2017. The number of users per toilet is 18: 19 for pupils per toilet and 10 staff per toilet. Proper and adequate toilets and sanitation facilities are key to preventing waterborne diseases like cholera and diarrhea.

4.8 School feeding program in secondary schools

Table 4.36: School feeding program in secondary schools from 2016 to 2018

INDICATOR/YEAR	2016	2017	2018
Number of secondary schools participating in school feeding	1,101	1,335	1,341
% of secondary school participating in school feeding	69.9%	85.2%	77.6%
Number of schools with nutrition garden	483	1,027	1,175
% of school with nutrition garden	30.7%	65.5%	68.0%
Number of students feed at school	297,769	393,376	490,801

The number of secondary schools participating in school feeding increased from 1335 in 2017 to 1341 in 2018. This is an increase of 6 schools in 2018. The number of schools with nutrition garden increase from 1027 in 2017 to 1,175 in 2018. This is an increase of 148 schools. There is an increase in the number of students who receive meals at schools. As the table shows, it increased from 393,376 in 2017 to 490,801 in 2018. This is an increase of 97,425 students. However, the proportion of secondary students receiving a meal from school out of all the students enrolled in secondary is only 66.4%. The more effort and investment should be undertaken to achieve the objective of universal school feeding.

4.9 Special need education in secondary schools

Table 4.37: Special need education in secondary schools from 2016 to 2018

INDICATOR/YEAR	2016	2017	2018
Number of schools with adequate infrastructure for Disabilities	-	369	494
% of school with adequate infrastructure for disabilities		23.5%	28.6%
Number of students with disability enrolled in secondary schools	5,587	4,557	4,685
Male	2,918	2,253	2,445
Female	2,669	2,304	2,240
% of Male	52.23%	49.44%	52.2%
% of Female	47.77%	50.56%	47.8%
Number of teachers trained in special needs and inclusive education	1,105	1,592	2,225
Male	822	1,142	1,546
Female	283	450	679
% of Male	74.39%	71.73%	69.5%
% of Female	25.61%	28.27%	30.5%

Between 2017 and 2018, there is an increase of secondary school's adequate disabilities infrastructure from 369 schools to 494 schools. The percentage of schools meeting the standards of accessibility for those Living with disabilities (LwD) is 28.6%, the ESSP target (26%) in 2018 was achieved.

Table 4.38: Secondary school students with disability in 2018

Type of disability	Level							TOTAL
	S1	S2	S3	S4	S5	S6	TVET	
Hearing	128	89	55	42	26	30	50	420
Visual	322	216	152	95	104	75	66	1,030
Speaking	36	39	28	21	11	13	27	175
Hearing and Speaking	58	50	40	18	25	16	53	260
Physical	542	420	349	283	193	171	210	2,168
Learning	148	101	71	35	17	26	37	435
Multiple disabilities	43	42	27	13	19	13	40	197
Total	1,277	957	722	507	395	344	483	4,685

Rwanda has promoted special inclusive education, the big proportion 46% those living with Physical disabilities, followed with those with visual disabilities (21%).

Table 4.39: Secondary school students with disability enrolled in 2017 and 2018

Level	2017			2018 ⁶		
	Male	Female	Total	Male	Female	Total
Secondary 1	668	707	1,375	661	616	1,277
Secondary 2	483	506	989	492	465	957
Secondary 3	430	464	894	364	358	722
Secondary 4	261	275	536	281	226	507
Secondary 5	201	181	382	206	189	395
Secondary 6	210	171	381	190	154	344
Total	2,253	2,304	4,557	2,194	2,008	4,202

As it is shown on tables above, secondary students with disability decreased from 4,557 in 2017 to 4202 in 2018. Table 4.36 and 4.37 illustrate that Physical disability have highest number.

5 TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

The Technical and Vocational Education and Training (TVET) is composed of TVET level 1 to 5 which is equivalent to ISCED 35 (some indicators related to this level are calculated in the previous section of secondary), TVET level 6 and 7 or Polytechnics equivalent to ISCED 4 (some indicators related to this level will be calculated in the following section of tertiary) and TVET short courses, a special program which do not have an equivalent level in ISCED.

5.1 TVET Infrastructure

Table 5.1: Number of TVET schools by level in 2017 and 2018

Descriptions	2017	2018
Total schools	402	360
Level 1 to 5	385	350
Level 6 to 7	17	10
TVET special program	-	-

The 2018 education statistics also reveal that seven polytechnics decreased (From 17 to 10) due to merging public polytechnics in one which is Rwanda Polytechnic Higher Learning Institution. This is to strengthen public Polytechnics through sharing resources.

⁶ This table do not include SwD in TVET, details on SwD in TVET by level is provided in Table 5.13

Table 5.2: Number of TVET schools by Status from 2016 to 2018

Status	2016	2017	2018
Total schools	394	402	360
Public	104	102	96
Government aided	42	40	45
Private	248	260	219

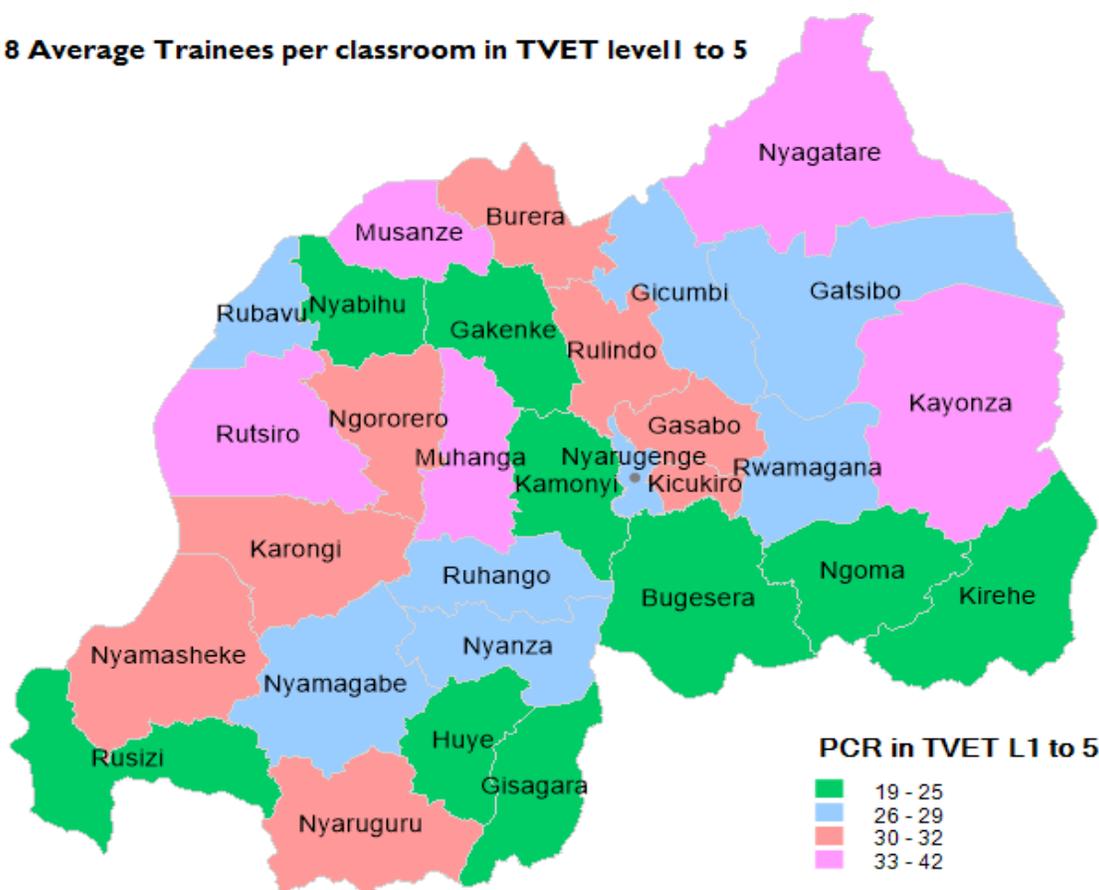
As shown in the table 5.2. TVET statistics reveal that 42 TVET schools reduced (from 402 to 360). Since the methodology of counting schools changed due to recent reforms in schools' structures that were introduced. Currently a TVET school which used to have a Vocational Training Centre (VTC) and Technical Secondary School (TSS) sections is counted as a one school as the two sections were merged. In addition, a few schools were closed in early 2018 following the quality audit conducted in December 2017 since they did not meet the quality standards.

Table 5.3: Number of TVET Classrooms for level 1 to 5 in 2017 and 2018

Status	2017	2018
Total classrooms	3,014	2,846
Public	759	756
Government aided	410	439
Private	1,845	1,651
Trainees per Classroom	26	28
Public	27	29
Government aided	30	28
Private	25	28

The table 5.3 shows that 341 classrooms decreased in 2018 compared to 2017 statistics. This decrease is due to phasing out of some trades and close of a few schools which did not meet the quality standards. The Public and Government Aided schools lose 5 classrooms. There is a need to accommodate more students in TVET stream and reach the target of 60% from lower secondary graduates joining TVET by 2024.

2018 Average Trainees per classroom in TVET level 1 to 5



Map 5.1: Trainees per classroom in TVET level 1 to 5

In TVET schools, the standard is 25 students per classroom. It seems that the increase of students in a TVET classroom is gradually increasing from 26 in 2017 students to 28 students in 2018. This implies a need of additional classrooms to avoid a substandard classroom in future.

Table 5.4: Number of TVET desks for level 1 to 5 in 2017 and 2018

Status	2017	2018
Total desks	44,414	43,255
Public	10,232	10,900
Government aided	6,326	6,542
Private	27,856	25,813
Trainees per desks	2	2
Public	2	2
Government aided	2	2
Private	2	2

In TVET schools, there is two trainees per one desk ratio, this ratio is the same across all TVET schools which is the normal standard.

5.2 TVET trainees

Table 5.5: Total Number of TVET trainees in 2017 and 2018

Description/Year	2017	2018
Total trainees	107,501	102,485
Male	65,327	57,643
Female	42,174	44,842
% of Male	60.8%	56.2%
% of Female	39.2%	43.8%
Trainees in TVET level 1 to 5	79,595	79,388
Male	43,500	43,585
Female	36,095	35,803
Trainees in TVET level 6 to 7	10,420	13,447
Male	7,881	9,661
Female	2,539	3,786
Trainees in TVET special program	17,486	9,650
Male	13,946	4,397
Female	3,540	5,253

The number of males is higher than that female, the ESSP target of gender parity in enrolment in TVET is 0.69, the target was achieved since it is 0.78 in 2018. Measures, more effort should be taken to increase the female enrolment in TVET. Table 5.5 above shows a slight decrease of 207 students enrolled in Level 1-5 (from 79,595 to 79,388). The Government should encourage the owners of the schools (Private, Government Aided and Public) to expand and renovate training facilities to the required standards and apply for reaccreditation.

It is also shown that 3,027 students in polytechnics increased (from 10,420 to 13,447). Out of this increase, we have 1780 males and 246 females. This is because more graduates of S6 chose to continue in TVET stream and have hope to get job right after graduation or become easily self-employed. However, the increase of females is low, 12.1% female students increased compared to 87.8 % of males. One of the reasons most of Polytechnics are training STEM related program which are still not yet attractive to females. Female are mostly attracted by business, hospitality, arts and crafts, beauty and aesthetics trades as shown in table 5.11. The Government should therefore put more efforts in awareness campaigns and setting up various affirmative actions aimed at increasing the number of females in STEM related trades.

In special programs, 7, 836 training beneficiaries generally reduced compared to previous year (from 17, 486 to 9,650). Specifically, 9, 549 males reduced (From 13,946 to 4,397) while 1,713 females increased (From 3,540 to 5,253). The reason behind this huge decrease is the decrease of supporting partners through National Employment Program. The most affected component is the Recognition of Prior Learning which brings more beneficiaries than others: Massive Vocational Training, Industrial Based Training and Rapid Response Training and Reconversion Program. The

decrease of 44.8% is important as this will have a negative impact in reaching the National Transformation Strategy I of creating 241,000 jobs by 2024. The Government is recommended to explore financing ways and ensure that the component of skills development through NEP is financed either through ordinary budget or support stakeholders.

Table 5.6: Number of refugees enrolled in TVET level I to 5 in 2018

Description/Year	2018
Total Refugee Students	463
Male	261
Female	202
% of Male	56.4%
% of Female	43.6%
Refugee Students in Public schools	60
Male	45
Female	15
Refugee Students in Government aided schools	103
Male	63
Female	40
Refugee Students in Private schools	300
Male	153
Female	147

The high proportion of refugee's students in TVET is enrolled in private schools with 64%, the lower proportion is in public schools with 12%. As shown in table, the number of male refugees is bigger than female in TVET.

Figure 5.1: Distribution of TVET trainees by age and sex in 2018

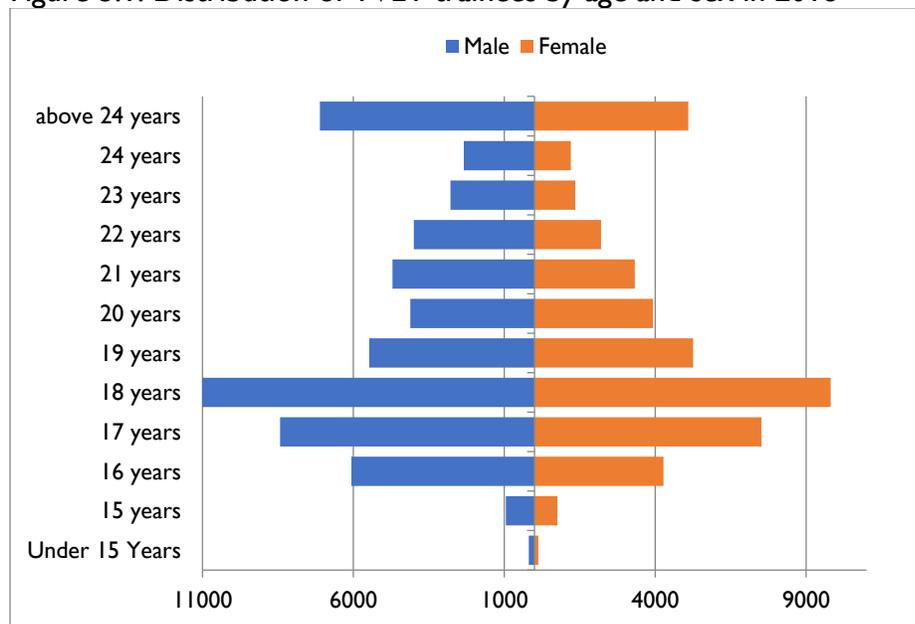


Table 5.7: TVET level 1 to 7 trainees from 2016 to 2018

Description/Year	2016	2017	2018
Total trainees	93,158	90,015	92,835
Male	52,090	51,381	53,246
Female	41,068	38,634	39,589
% of Male	55.9%	57.1%	57.4%
% of Female	44.1%	42.9%	42.6%
Trainees in Public schools	27,761	28,598	30,972
Male	17,381	18,648	20,011
Female	10,380	9,950	10,961
Trainees in Government aided schools	12,484	12,208	12,170
Male	7,231	6,853	6,595
Female	5,253	5,355	5,575
Trainees in Private schools	52,913	49,209	49,693
Male	27,478	25,880	26,640
Female	25,435	23,329	23,053

The table 5.7. shows that trainees in private schools have a big share of 53.5% compare to the public and government aided schools. The trainees in public schools are 33.4% and government aided represents 13.1%. This is the results of ongoing initiative of encouraging private operators to invest in TVET.

Figure 5.2: Proportion of TVET trainees by school's status in 2018

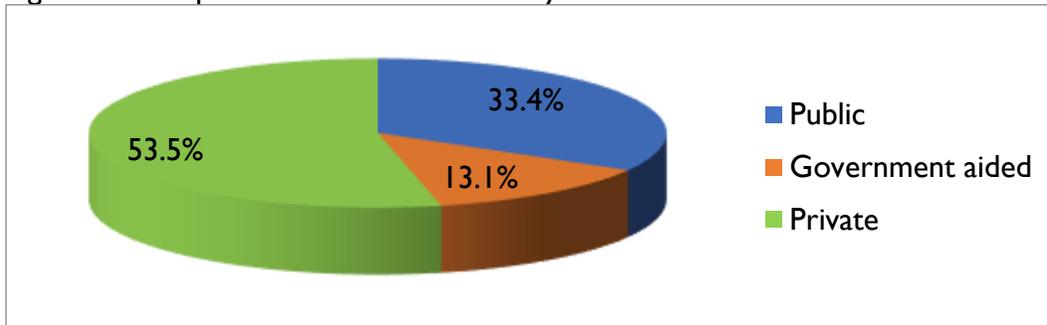


Table 5.8: TVET trainee's enrolment by level in 2017 and 2018

Level	2017			2018		
	Male	Female	Total	Male	Female	Total
Level 1	5,932	5,342	11,274	4,707	4,103	8,810
Level 2	1,026	1,051	2,077	273	329	602
Level 3	13,590	11,013	24,603	16,218	12,514	28,732
Level 4	11,011	8,835	19,846	10,924	9,437	20,361
Level 5	11,941	9,854	21,795	11,463	9,420	20,883
Level 6	117	412	529	421	950	1,371
Level 7	7,764	2,127	9,891	9,240	2,836	12,076
TOTAL	51,381	38,634	90,015	53,246	39,589	92,835

As shown in table 5.8. the phasing out of trades and closing of some schools as explained in table 5.1 affected TVET enrollment in various levels. Specifically, as the level II offers bridging courses for Level I graduates, this level accommodates few students due the facts that most of Level I graduates join immediately the labor market.

Table 5.9: TVET Special Program Trainees by Type of Intervention

Interventions	2016-2017	2017-2018
Total NEP	17,486	9,650
Male	13,946	4,397
Female	3,540	5,253
% Male	79.8%	45.6%
% Female	20.2%	54.4%
Recognition of Prior Learning	10,283	347
Male	9,868	321
Female	415	26
Industrial Based Training	1,448	386
Male	820	185
Female	628	201
Massive Vocation Training	3,973	1,942
Male	2,305	1,241
Female	1,668	701
Rapid Response Training	1,300	1,250
Male	624	308
Female	676	942
Reconversion program	482	291
Male	329	134
Female	153	157
Entrepreneurship and work readiness	-	5,434
Male	-	2,208
Female	-	3,226

Source: NEP department

The table 5.9. shows that 7, 836 training beneficiaries generally reduced compared to previous year (from 17, 486 to 9,650). Specifically, 9, 549 males reduced (From 13,946 to 4,397) while 1,713 females increased (From 3,540 to 5,253). The reason behind this huge decrease is the decrease of supporting partners through National Employment Program. The most affected component is the Recognition of Prior Learning which brings more beneficiaries than others: Massive Vocational Training, Industrial Based Training and Rapid Response Training and Reconversion Program. The decrease of 44.8% is important as this will have a negative impact in reaching the National Transformation Strategy I of creating 241,000 jobs by 2024. The Government is recommended to explore financing ways and ensure that the component of skills development through NEP is financed either through ordinary budget or support stakeholders.

Table 5.10: Percentage of students enrolled in TVET level 3 after passing S3 National Exam.

Indicator	T=2017	T=2018
Number of students passed S3 exam in T-I	79,198	86,837
Male	37,886	41,639
Female	41,312	45,198
Number of students registered in TVET level 3 in T	24,603	28,732
Male	13,590	16,218
Female	11,013	12,514
Percentage of students enrolled in TVET level 3	31.1%	33.1%
Male	35.9%	38.9%
Female	26.7%	27.7%

The table 5.8 reveals that students leaving lower secondary education who joined TVET increased from 31.1% in 2017 to 33.1%. The Government should put more efforts in public awareness to attract a big number of students to join TVET and to scale up career guidance services in lower secondary schools' classes. Further to this, an additional investment in infrastructure (Classrooms, workshops,) as well as human resource is a requirement.

Table 5.11: TVET Trainees level 1 to 7 by Sector in 2018

Sector	Number			Percentage	
	Male	Female	Total	% Male	% Female
Construction and Building services	25,430	5,729	31,159	81.6%	18.4%
Technical services	10,334	3,350	13,684	75.5%	24.5%
Business services	2,341	9,911	12,252	19.1%	80.9%
ICT	7,055	6,409	13,464	52.4%	47.6%
Hospitality and tourism	2,102	4,933	7,035	29.9%	70.1%
Agriculture and food processing	3,184	3,569	6,753	47.1%	52.9%
Arts and Crafts	1072	4,215	5,287	20.3%	79.7%
Transportation	786	372	1158	67.9%	32.1%
Beauty and aesthetics	222	867	1089	20.4%	79.6%
Manufacturing and Mining	497	92	589	84.4%	15.6%
Media and Film Making	160	93	253	63.2%	36.8%
Energy	63	49	112	56.3%	43.8%
Total	53,246	39,589	92,835	57.4%	42.6%

From the table 5.11, females represent a big share in soft trades. They are above 50% in Business services, Hospitality and Tourism, Arts and Crafts and Beauty and aesthetics. More awareness campaigns aimed at encouraging females to join technical trades should be conducted across the country.

Table 5.12: TVET graduate from 2015 to 2017.

Indicator/ school year	2015	2016	2017
Total TVET graduate	43,474	40,694	41,889
Male	26,092	23,847	24,960
Female	17,382	16,847	16,929
% of Male	60.0%	58.6%	59.6%
% of Female	40.0%	41.4%	40.4%
Total graduate in TVET Level I and 2	20,480	17,351	19,474
Male	12,680	10,277	11,974
Female	7,800	7,074	7,500
% of Male	61.9%	59.2%	61.5%
% of Female	38.1%	40.8%	38.5%
Total students passed national examination TVET level 5	20,257	21,284	19,720
Male	11,118	12,027	10,973
Female	9,139	9,257	8,747
% of Male	54.9%	56.5%	55.6%
% of Female	45.1%	43.5%	44.4%
Academic year	2014/15	2015/16	2016/17
Total graduate in TVET Level 6 and 7	2,737	2,059	2,695
Male	2,294	1,543	2,013
Female	443	516	682
% of Male	83.8%	74.9%	74.7%
% of Female	16.2%	25.1%	25.3%

The table 5.12 shows that graduates for Level I and II increased from 17,351 students to 19,474 students. The reason behind this increase is that more people are attracted to this training level as they are hands on skills for quick employment. On the other hands, this table shows that graduates for level 5 decreased from 21,284 students to 19,720 students. This level has been affected by the phasing out of trades from level IV as stated in table 5.1. The same table shows that graduates for Level 6 & 7 increased from 2,059 students to 2,695 students because S6 leavers chose TVET stream as there is more hope to get employment or be self-employed.

Table 5.13: Number of TVET Trainees with disability enrolled in 2017 and 2018

Level	2017			2018		
	Male	Female	Total	Male	Female	Total
Level 1	153	137	290	83	104	187
Level 2	7	10	17	2	2	4
Level 3	82	67	149	66	52	118
Level 4	23	14	37	35	29	64
Level 5	33	29	62	65	45	110
Level 6	-	3	3	0	0	0
Level 7	2	-	2	3	3	6
Total	300	260	560	254	235	489

The trainees with disability was decreased from 560 to 489 respectively in 2017 and 2018 and male trainees are more present in TVET schools than female. More effort should be made and sensitization to girls with disability to attend TVET programs

Table 5.14: Number of trainees enrolled in TVET by type of disability in 2018

Level	Hearing	Visual	Speaking	Hearing and Speaking	Physical	Learning	Multiple disabilities
Level 1	17	30	15	27	73	9	16
Level 2	2	0	0	0	2	0	0
Level 3	16	13	7	18	54	5	5
Level 4	7	8	3	4	40	1	1
Level 5	8	15	2	4	41	22	18
Level 6	0	0	0	0	0	0	0
Level 7	1	0	0	0	5	0	0
Total	51	66	27	53	215	37	40

The table 5:14 reveals that 44% of students have physical disabilities. As stated in the table above, this confirms the need of physical infrastructure that facilitates learners with disabilities.

5.3 TVET Staff

Table 5.15: TVET staff from 2016 to 2018

INDICATOR/YEAR	2016	2017	2018
School staff	5,003	6,929	6,607
Male	3,923	5,028	4,856
Female	1,080	1,901	1,751
% of Male	78.4%	72.6%	73.5%
% of Female	21.6%	27.4%	26.5%
Staff for Level 1 to 5	4,323	5,854	5,165
Male	3,332	4,164	3,684
Female	991	1,690	1,481
Staff for Level 6 to 7	680	1,075	1,442
Male	591	864	1,172
Female	89	211	270

The table 5.15 reveals that 322-staff reduced (From 6,929 to 6,607). The reason behind this decrease is the phasing out some trades mainly in private schools which have substandard training facilities and closure of some schools.

Table 5.16: TVET staff category by school status in 2018

2018 Staff	Teaching staff			Administrative staff			Total
	Male	Female	Total	Male	Female	Total	
Public	1,486	343	1,829	416	234	650	2,479
Government aided	442	139	581	114	89	203	784
Private	1,845	512	2,357	553	434	987	3,344
Total	3,773	994	4,767	1,083	757	1,840	6,607

The table 5.16 shows that Government aided TVET staff constituted the least proportion (11% approximately) followed by public TVET staff (34% approximately). Private TVET staff (56% approximately) represent the majority.

Table 5.17: TVET staff by qualification in 2018

Qualification	Teaching Staff		Administrative staff		Total		
	Male	Female	Male	Female	Male	Female	Total
Vocational certificates	101	88	17	13	118	101	219
A3	52	37	9	12	61	49	110
A2	561	218	183	264	744	482	1,226
A1	1,159	191	171	103	1,330	294	1,624
Bachelors	1,694	422	622	338	2,316	760	3,076
Masters	192	38	74	25	266	63	329
PhD	14	-	7	2	21	2	23
Total	3,773	994	1,083	757	4,856	1,751	6,607

The table 5.17 shows a considerable number of staff (3,076) have Bachelors. TVET system still has a few qualified staff with PhD and Masters. As the system grows and a need of higher levels of qualification framework, there is a need to strengthen career and professional development for TVET staff.

5.4 Books and textbooks in TVET

Table 5.18: Books used in TVET level 1 to 5 by Sector in 2018

Sector/ Level	Level 1	Level 2	Level 3	Level 4	Level 5
Agriculture and food processing	851	45	4,975	4,853	5,356
Arts and Crafts	405	33	688	583	471
Beauty and aesthetics	106	-	3	-	-
Business services	155	41	3,710	3,272	3,431
Construction and Building services	433	207	5,039	4,028	4,148
Energy	2	1	34	40	49
Hospitality and tourism	394	12	1,757	1,559	761
ICT	78	6	2,597	2,151	1,826
Manufacturing and Mining	72	-	85	19	32
Media and Film Making	24	-	27	44	26
Technical services	427	290	1,949	1,555	1,123
Transportation	6	3	120	111	92
Welfare Health and Social services	17	-	37	17	10

From the table above, text books in TVET programs are generally few. For instance, there are 3 books in level III of Beauty and aesthetics trade; 34 text books in level 3 in Energy in the whole country. This is an alarming situation and hinder the quality TVET delivery. The Government and TVET stakeholders should quickly address this issue through homegrown textbooks development.

6 TERTIARY EDUCATION

6.1 Tertiary institutions

The academic year for tertiary education begins in September and end in July. Data presented in this paragraph are from TVET Higher Learning Institutions or Polytechnics (equivalent to ISCED 4) and Higher Education Institutions (Level equivalent to ISCED 5,6,7, and 8). Theoretical age for this level is between 19 and 23.

Table 6.1: Number of tertiary institutions from 2016 to 2018

DESCRIPTION/YEAR	2015/16	2016/17	2017/18
Total Tertiary institutions	45	54	40
Public	10	10	3
Private	35	44	37
TVET Higher Learning Institutions	16	17	10
Public	8	8	1
Private	8	9	9
Higher Education Institutions	29	37	30
Public	2	2	2
Private	27	35	28

The Tertiary Institutions in Rwanda in the academic year 2017-2018 are 40 of which 37 are private and 3 are public. It is worth noting that the statistics presented here excludes the data for the academic year 2018-2019 since the data were collected during academic year 2017-2018.

Table 6.1 demonstrates a reduction in the number of Tertiary Institutions (TIs) from 54 in 2016/2017 to 40 in 2017/2018. The reason behind the reduction is merging of eight (8) public TVET higher learning institutions into one public institution which is Rwanda Polytechnics.

There is also a reduction in the number of Private Higher Learning Institutions (from 35 in 2016/2017 to 28 in 2017/2018). Following the Comprehensive External Audits that were conducted in 27 HLLs in 2016/17 FY, operations of 3 institutions were permanently closed because they were operating below the required norms and standards on various parameters of HLL. They include : Singhad Technical Education Society (STES), Rusizi International University (RIU) and Nile Source of Applied Arts (NSPA). The Jomo Kenyatta University of Agriculture and Technology (JKUAT)-Kigali Campus informed HEC of its decision to exit its operations from Rwanda; Open University of Tanzania (OUT) was required to stop face to face mode and strengthen the authorized ODeL mode of delivery. Furthermore, the latter informed HEC that it was going to phase out its operations in Rwanda. Although after follow-up assessments, Mahatma Gandhi University (MGUR)'s institution operations were re-opened during the data collection period, the institution was missing; the updated statistical data from MGUR was not available.

TVET Higher Learning Institutions constitute 25% of total tertiary institutions, and this is commendable figure, given direction of the government of Rwanda to produce more technicians and increase access of students to TVET programme.

6.2 Tertiary institutions number of students

Table 6.2: Tertiary Institution students from 2016 to 2018

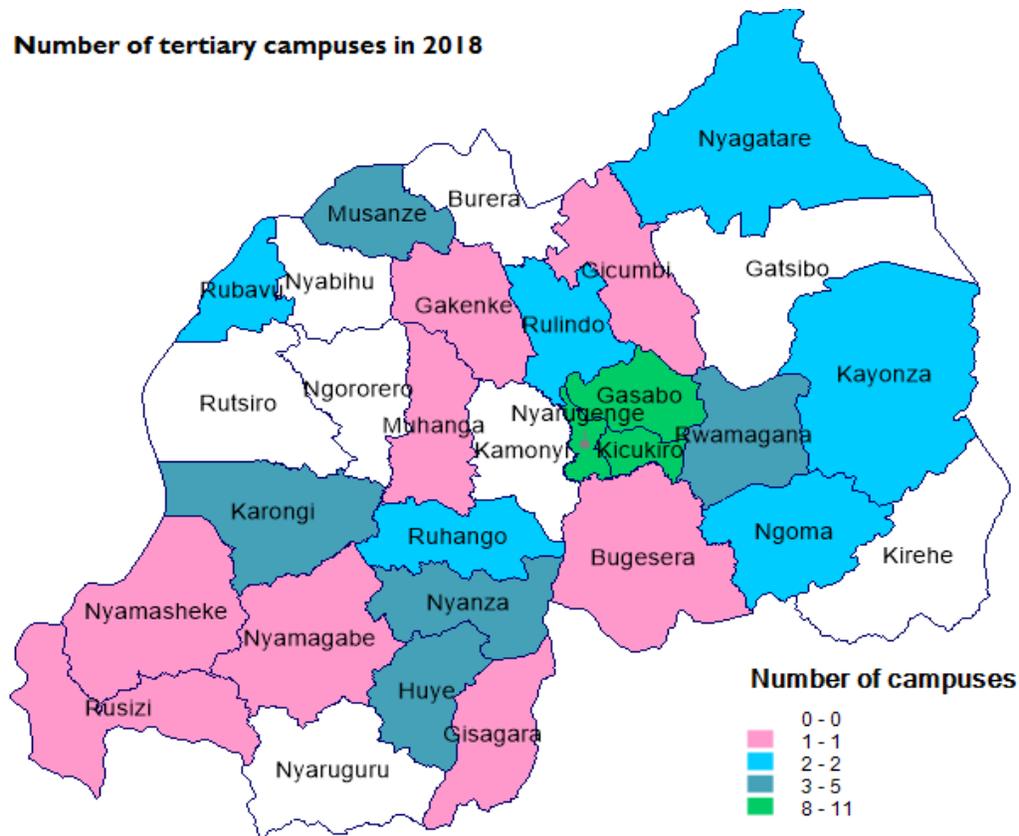
Indicator/Year	2015/16	2016/17	2017/18
Total number of students	90,803	91,193	89,160
Male	52,297	49,908	51,119
Female	38,506	41,285	38,041
% of Male	57.6%	54.7%	57.3%
% of Female	42.4%	45.3%	42.7%
Students in Public Tertiary institutions	39,208	38,595	38,338
Male	27,451	25,518	26,247
Female	11,757	13,077	12,091
% of Male	70.0%	66.1%	68.5%
% of Female	30.0%	33.9%	31.5%
Students in Private Tertiary institutions	51,595	52,598	50,822
Male	24,846	24,390	24,872
Female	26,749	28,208	25,950
% of Male	48.2%	46.4%	48.9%
% of Female	51.8%	53.6%	51.1%

As indicated above, a significant reduction in the students' enrolment from 91,193 in 2016/2017 to 89,165 in 2017/2018 is registered in tertiary high learning institutions. A decrease of 3.3% is recorded in Private Tertiary institutions and there a significant relationship between the reduction in the number of private TIs and the number of students as indicated by the tables 6.1 and 6.2 above.

As highlighted in Annex 20, those 40 tertiary institutions are operating in 68 campuses country wide, some districts have more than 5 campuses while others do not have any tertiary institution. To provide equal opportunity in accessing tertiary institutions, district without any campuses should be privileged when opening new campuses.

On gender parity, despite numerous efforts invested to attract more female students in tertiary high learning institutions, the enrolment of females remains below that of their male counterpart. Table 6.2 indicates that 42.6% of tertiary higher learning institutions enrolments are females and 57.4% are males.

Number of tertiary campuses in 2018



Map 6.1: Number of Tertiary campuses by district

As Highlighted in Annex 20, those 40 tertiary institutions are operating in 68 campuses country wide, some districts have more than 5 (as shown in the map) campuses while others do not have any tertiary institutions.

Figure 6.1: Proportion of Tertiary students by institutions 's status in 2017/18

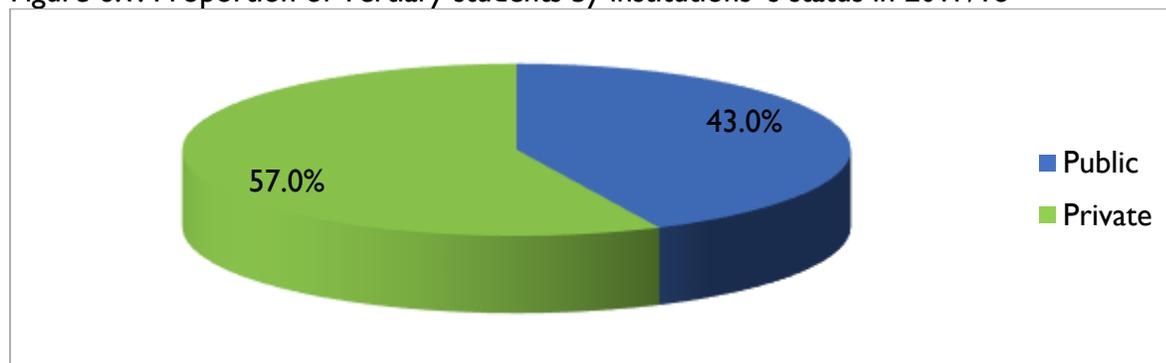


Table 6.3: Transition rate from secondary to tertiary education

Indicator	T=2016
Number of students passed S6 exam in T	57,804
Male	28,633
Female	29,171
Total number of tertiary first-time new entrant students in T+I	27,277
Male	13,423
Female	13,854
Transition rate from S6 to tertiary (T+I/T)	47.2%
Male	46.9%
Female	47.5%

One notices that transition from upper secondary to tertiary institutions deserves much attention as it stands at 47.2%. Female students need special attention as they encounter specific challenges such as pregnancy that hinders them continuing their studies. When compared to the number enrolment in upper secondary schools (Table 4.8), percentage of female (51.8%) is above males (48.2%).

Table 6.4: Students enrolled in TVET Higher Learning Institutions from 2016 to 2018

Indicator/Year	2015/16	2016/17	2017/18
Total students	8,990	10,420	13,447
Male	6,922	7,881	9,661
Female	2,068	2,539	3,786
% of Male	77.0%	75.6%	71.8%
% of Female	23.0%	24.4%	28.2%
Students in Public Tertiary institutions	6,901	7,964	9,409
Male	5,555	6,280	7,162
Female	1,346	1,684	2,247
% of Male	80.5%	78.9%	76.1%
% of Female	19.5%	21.1%	23.9%
Students in Private Tertiary institutions	2,089	2,456	4,038
Male	1,367	1,601	2,499
Female	722	855	1,539
% of Male	65.4%	65.2%	61.89%
% of Female	34.6%	34.8%	38.11%

Table 6.4 shows the number of students enrolled in TVET higher learning institution. According to Rwanda TVET Qualification Framework (RTQF), TVET higher learning institutions in Rwanda awards Diploma at Level 6, and an Advanced Diploma at Level 7.

In 2017-2018, the number of students enrolled represented 15.08% of all enrolment in tertiary institutions. There is an increase of 3.68% when compared to academic year 2016-2017 (11.4%). Public TVET higher learning institutions registered a great number of students compared (9,409)

to number of students in private TVET institutions (4,038), of which the public TVET tertiary students constitute 57.1%.

As indicated in Table 6.4 above, 71.8% of all TVET Students enrolled in TVET Higher Learning Institutions are males while 28.2% are females. The low enrolment of girls in TVET higher learning institutions is much attributed to culture that has always discouraged girls from joining work that requires strenuous physical energy. It is therefore imperative to look for innovative ways to encourage girls join TVET.

Table 6.5: Students enrolled in Higher Education Institutions

Indicator/Year	2015/16	2016/17	2017/18
Total students	81,813	80,773	75,713
Male	45,375	42,027	41,458
Female	36,438	38,746	34,255
% of Male	55.46%	52.03%	54.8%
% of Female	44.54%	47.97%	45.2%
Students in Public Higher Education Institutions	32,307	30,631	28,929
Male	21,896	19,238	19,085
Female	10,411	11,393	9,844
% of Male	67.77%	62.81%	66.0%
% of Female	32.23%	37.19%	34.0%
Students in Private Higher Education Institutions	49,506	50,142	46,784
Male	23,479	22,789	22,373
Female	26,027	27,353	24,411
% of Male	47.43%	45.45%	47.8%
% of Female	52.57%	54.55%	52.2%

Table 6.5 shows students' enrolment in Higher Education from academic year 2015/2016 to 2017/2018. As indicated by the table, there is continuous reduction in the number of students enrolled in higher learning institutions from 80,773 in 2016/2017 to 75,713 in 2017/2018. A reduction of 6.2% is registered in academic year 2017/2018. This may be attributed to the closure of some universities that did not comply with the external audit recommendation.

In all three academic years (2015/16-2017/18), the share of students' enrolment in private higher education institutions has continuously dominated student's enrolment compared to public higher learning institution. As indicated by the table 6.4, the enrolment in private higher learning institutions in the academic year 2017/2018 represent 61.8%, indicating a huge investment of the private sector in higher learning institutions.

Notwithstanding, the reasons why growth is stronger in the private sector may be finance related of which some arguments are related to increase in tuition fees to courses offered by public

higher education institutions which almost doubles the price of those available in private universities. This may put off students who are neither receiving state funding nor having chosen a course of study that is not subsidised in recognition of a link with development priorities.

The rapid growth of the sector suggests most prospective students are opting to enrol in cheaper courses in private institutions.

The continuous increase of private sector in higher learning institutions calls for setting up appropriate standards to ensure quality learning in the private higher learning institutions.

Higher increase of males than female enrolment continues to dominate the attendance in the higher education institutions with 54.8%. This is the fact that public higher learning institutions have increasingly remained the choice of males' enrolment representing 66.0%. Female students are at higher enrolment with 52.2% in private higher learning institutions.

Although continued increase of females in private higher learning institutions is attributed to excellent track record of gender parity in education sector, much efforts needs to be deployed to increase the females' enrolment in public higher education institutions.

Table 6.6: Tertiary institution students enrolled in 2017/18 by field of education

Field of Education	Male	Female	Total	% by field
Business, Administration and Law	13,361	16,047	29,408	33.0%
Engineering, Manufacturing and construction	11,391	2,850	14,241	16.0%
Education	5,513	3,425	8,938	10.0%
Services	3,952	4,736	8,688	9.7%
Health and Welfare	4,442	3,809	8,251	9.3%
Information and Communication Technologies	4,930	2,610	7,540	8.5%
Social Sciences, journalism and information	2,861	2,140	5,001	5.6%
Natural Sciences, Mathematics and Statistics	2,020	964	2,984	3.3%
Agriculture, Forestry, fisheries and veterinary	1,725	851	2,576	2.9%
Arts and humanities	924	609	1,533	1.7%
Total	51,119	38,041	89,160	100%

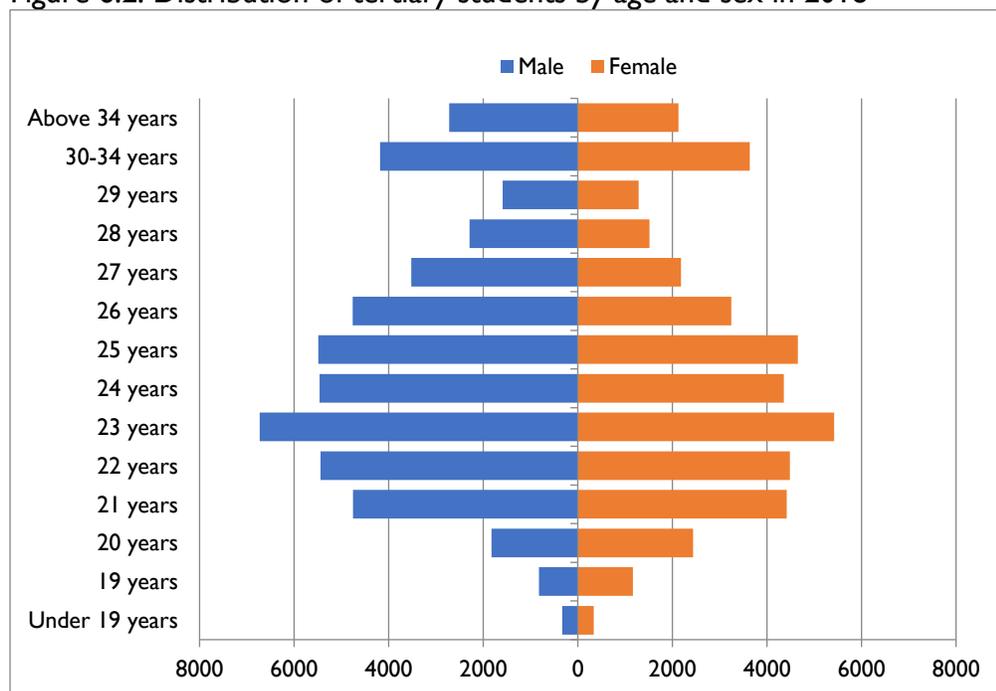
As indicated by the table 6.6, the courses offered tertiary institutions have been grouped to ten (10) major groups based on International Standard Classification for Education (ISCED). The data shows Business, Administration and Law domain, dominates high enrolment of students in higher education with the proportion of 33.0%, Engineering, Manufacturing and construction takes the second position with 16.0%, whereas Arts and humanities takes 1.7%.

Table 6.7: Tertiary GER and students per 100,000 inhabitants

Indicator/Year	2015/16	2016/17	2017/18
GER	8.3%	8.1%	7.8%
Male	9.7%	9.1%	9.1%
Female	6.9%	7.2%	6.5%
Students per 100,000 inhabitants	787	772	737
Male	937	872	872
Female	647	678	611

Gross enrolment rate and the number of students enrolled in tertiary education decreased between 2016/17 and 2017/18 from 8.1% to 7.8%. This is below the target (9.1%). This is linked to the decrease in number of students in tertiary education due to suspension of some higher learning institutions as result of the latter not complying with the standards. Figure 6.2 below illustrates the distribution of tertiary students by age and sex.

Figure 6.2: Distribution of tertiary students by age and sex in 2018



As shown in the above pyramid, the big number of tertiary institution students are between 21-28 years, for male and female. Generally, there is a big number of male enrolled in tertiary education than female. From 30-34 the number of students attending in tertiary education become high, this may be due to students having jobs who continues their studies.

Table 6.8: Tertiary graduates from 2015 to 2017

DESCRIPTION/YEAR	2014/15	2015/16	2016/17
Total graduates in Tertiary Education	22,706	23,635	23,100
Male	13,026	12,774	12,718
Female	9,680	10,861	10,382
% Male	57.4%	54.0%	55.1%
% Female	42.6%	46.0%	44.9%
In Public institutions	11,272	10,720	11,140
Male	8,050	7,185	7,245
Female	3,222	3,535	3,895
% Male	71.4%	67.0%	65.0%
% Female	28.6%	33.0%	35.0%
In Private institutions	11,434	12,915	11,960
Male	4,976	5,589	5,473
Female	6,458	7,326	6,487
% Male	43.5%	43.3%	45.8%
% Female	56.5%	56.7%	54.2%

A total of 23,100 graduates were recorded during 2016/17 academic year. Male are than female in public while in private institutions the reverse is observed.

Table 6.9: TVET Higher Learning graduates in 2015 to 2017

DESCRIPTION/YEAR	2014/15	2015/16	2016/17
Total graduates in TVET Higher Learning	2,737	2,059	2,695
Male	2,294	1,543	2,013
Female	443	516	682
% Male	83.8%	74.9%	74.7%
% Female	16.2%	25.1%	25.3%
In Public institutions	2,690	1,819	2,314
Male	2,294	1,477	1,812
Female	396	342	502
% Male	85.3%	81.2%	78.3%
% Female	14.7%	18.8%	21.7%
In Private institutions	47	240	381
Male	-	66	201
Female	47	174	180
% Male	0.0%	27.5%	52.8%
% Female	100.0%	72.5%	47.2%

TVET Higher Learning graduates was increased from 2,059 in 2015/16 to 2695 in 2016/17, the percentage of female graduated increased from 25.1% in 2015/16 to 25.3% 2016/17 while that of male reduced 74.9% in 2015/16 to 74.7% 2016/2017.

Table 6.10: Higher Education Graduates from 2015 to 2017

DESCRIPTION/YEAR	2014/15	2015/16	2016/17
Total graduates in Higher Education	19,969	21,576	20,405
Male	10,732	11,231	10,705
Female	9,237	10,345	9,700
% Male	53.7%	52.1%	52.5%
% Female	46.3%	47.9%	47.5%
In Public institution	8,582	8,901	8,826
Male	5,756	5,708	5,433
Female	2,826	3,193	3,393
% Male	67.1%	64.1%	61.6%
% Female	32.9%	35.9%	38.4%
In Private institutions	11,387	12,675	11,579
Male	4,976	5,523	5,272
Female	6,411	7,152	6,307
% Male	43.7%	43.6%	45.5%
% Female	56.3%	56.4%	54.5%

The number of higher learning graduates decreased by 5 % in 2016/17 compared to those graduated in 2015/16. The number male graduates are bigger than that of female graduates in these two academic years.

Table 6.11: Tertiary graduates by exit award in 2016 and 2017

Exit award	2015/16			2016/17		
	Male	Female	Total	Male	Female	Total
Certificate	41	52	93	183	162	345
Diploma	639	484	1,123	1,119	1,127	2,246
Advanced Diploma	1,793	978	2,771	1,782	576	2,358
Bachelor's Degree	9,047	8,725	17,772	8,362	7,755	16,117
Postgraduate Certificate	111	44	155	23	15	38
Postgraduate Diploma	536	262	798	426	226	652
Masters	605	316	921	820	518	1,338
PhD	2	-	2	3	3	6
Total	12,774	10,861	23,635	12,718	10,382	23,100

In the academic year 2016/17, majority of graduates were for bachelor's degree, while the last was PhD represented by only 6 graduates.

Table 6.12: Tertiary graduates by fields of education in 2016 and 2017

Field of education	2015/16			2016/17		
	Male	Female	Total	Male	Female	Total
Education	2,565	2,001	4,566	2,821	2,189	5,010
Arts and humanities	148	64	212	319	121	440
Social Sciences, journalism and information	630	508	1,138	719	658	1,377
Business, Administration and Law	3,807	4,881	8,688	2,915	3,651	6,566
Natural Sciences, Mathematics and Statistics	886	481	1,367	674	459	1,133
Information and Communication Technologies	1,908	636	2,544	954	561	1,515
Engineering, Manufacturing and construction	673	230	903	2,267	583	2,850
Agriculture, Forestry, fisheries and veterinary	667	281	948	598	333	931
Health and Welfare	960	1,193	2,153	930	1,256	2,186
Service	530	586	1,116	521	571	1,092
TOTAL	12,774	10,861	23,635	12,718	10,382	23,100

Analyzing the graduates by fields of education, there are more graduates in the field Business, Administration and Law with 6566 graduates, the field of education with low number being that of Arts and humanities with 440 graduates.

Table 6.13: Number of students with disability enrolled in tertiary education

Type of disability	2016/17			2017/18		
	Male	Female	Total	Male	Female	Total
Hearing	8	11	19	11	7	18
Visual	14	12	26	8	6	14
Speaking	9	2	11	2	1	3
Hearing and Speaking	0	0	0	1	2	3
Physical	52	32	84	75	59	134
Learning	3	0	3	0	0	0
Multiple disabilities	4	7	11	1	0	1
Total	90	64	154	98	75	173

Table 6.13 shows the number of tertiary students with disability by sex and types of disability enrolled in 2016/17 and 2017/18. That of male outnumbers that of female. Physical disability was most reported of all reported disabilities.

6.3 Tertiary staff

This section presents statistics of staff by gender from both private and public tertiary institutions for the academic year 2016/17 and 2017/18.

Table 6.14: Number of tertiary staff

Indicator/Year	2016/17	2017/18
Total staff	6,271	6,335
Male	4,652	4,758
Female	1,619	1,577
% of Male	74.2%	75.1%
% of Female	25.8%	24.9%
Staff in Public Tertiary institutions	2,958	3,131
Male	2,175	2,339
Female	783	792
% of Male	73.5%	74.7%
% of Female	26.5%	25.3%
Staff in Private Tertiary institutions	3,313	3,204
Male	2,477	2,419
Female	836	785
% of Male	74.8%	75.5%
% of Female	25.2%	24.5%

The number of staff in tertiary education institutions generally has increased in 2017/18 compared to that of 2016/17 hereby 1%, as shown in the table 6.14 the percentage of male working in tertiary education institutions was increased by 2% while that of female working in tertiary education institutions increased by 2 % in these two academic years.

Table 6.15: Number of tertiary academic staff

Indicator/Year	2016/17	2017/18
Total academic staff	4,094	4,086
Male	3,294	3,324
Female	800	762
% of Male	80.5%	81.4%
% of Female	19.5%	18.6%
Academic staff in Public Tertiary institutions	1,977	2,066
Male	1,556	1,665
Female	421	401
% of Male	78.7%	80.6%
% of Female	21.3%	19.4%
Academic staff in Private Tertiary institutions	2,117	2,020
Male	1,738	1,659
Female	379	361
% of Male	82.1%	82.1%
% of Female	17.9%	17.9%

Generally, the number of tertiary academic staff decreased from 2017/18 compared to that of 2016/17 by 8 staff. There is a large number of male working in tertiary institutions than female hereby a difference of 2,494 in 2016/16 and 2,562 in 2017/18 as presented in Table 6.15 above.

More emphasis should be made to raise the number of female working as academic staff in tertiary education, for instance facilitating them to study higher education levels to qualify for university and other higher degrees to engage gender balance in these sector as well as serving as role models for girls and women in education in career path encouragement for the youth.

Table 6.16: Number of administrative staff in tertiary institutions

Indicator/Year	2016/17	2017/18
Total administrative staff	2,177	2,249
Male	1,358	1,434
Female	819	815
<i>% of Male</i>	62.4%	63.8%
<i>% of Female</i>	37.6%	36.2%
Administrative staff in Public Tertiary institutions	981	1,065
Male	619	674
Female	362	391
<i>% of Male</i>	63.1%	63.3%
<i>% of Female</i>	36.9%	36.7%
Administrative staff in Private Tertiary institutions	1,196	1,184
Male	739	760
Female	457	424
<i>% of Male</i>	61.8%	64.2%
<i>% of Female</i>	38.2%	35.8%

Generally, the number of administrative staff in tertiary institutions increased by 3% in 2017/18 compared to 2016/17, however the percentage of female employed in these institutions decreased by 0.4% in 2017/18 compared to 2016/17 while the percentage of males increased by 5% in 2017/18 compared to 2016/17.

Table 6.17: Number of Tertiary staff by level of education in 2017/18

Qualification	Number of staff			Percentage		
	Male	Female	Total	Male	Female	Total
Total staff	4,758	1,577	6,335	100%	100%	100%
PhDs	753	104	857	15.8%	6.6%	13.5%
Masters	1,958	587	2,545	41.2%	37.2%	40.2%
Bachelors	1,345	632	1,977	28.3%	40.1%	31.2%
Below Bachelors	702	254	956	14.8%	16.1%	15.1%
Total Academic staff	3,324	762	4,086	100%	100%	100%
PhDs	683	93	776	20.5%	12.2%	19.0%
Masters	1,670	434	2,104	50.2%	57.0%	51.5%
Bachelors	742	209	951	22.3%	27.4%	23.3%
Below Bachelors	229	26	255	6.9%	3.4%	6.2%
Total administrative staff	1,434	815	2,249	100%	100%	100%
PhDs	70	11	81	4.9%	1.3%	3.6%
Masters	288	153	441	20.1%	18.8%	19.6%
Bachelors	603	423	1,026	42.1%	51.9%	45.6%
Below Bachelors	473	228	701	33.0%	28.0%	31.2%

The level of education of tertiary staff differ based on occupation, position held and responsibilities. Generally, the high proportion of tertiary staff is made of master's degree holders with 40.2% and the low proportion is for PhDs with 13.5%.

In academic staff, the high proportion is also made of master's degree holders with 51.5% while the lowest percentage in this category is made of qualifications Below Bachelors' degree with 6.2%. The administrative staff is dominated by Bachelors' degree holders with 45.6% with the lowest percentage of staff observed in this category being PhDs with 3.6%

6.4 Computer in Tertiary Education

Table 6.18: Number of computers in Tertiary institution

INDICATOR/YEAR	2016/17	2017/18
Total Number of computers	30,781	29,365
Public institutions	19,843	19,265
Private institutions	10,938	10,100
Computers for students	23,443	22,316
Public institutions	14,517	13,955
Private institutions	8,926	8,361
Computers for academic staff	5,124	4,951
Public institutions	4,246	4,163
Private institutions	878	788
Computers for administrative staff	2,214	2,098
Public institutions	1,080	1,147
Private institutions	1,134	951

Generally, the number of computers in Tertiary education decreased by 4.6% in 2017/18 compared to 2016/17 in private as well as in public institutions. The number of computers for students decreased by 4.8% in 2017/18 compared to 2016/17 in private as well as in public institutions. While computers for academic staff decreased by 9% in 2017/18 compared to 2016/17 in private as well as in public institutions. Computers for administrative staff decreased by 5% in 2017/18 compared to 2016/17 in general.

Table 6.19: Number of user per computer in tertiary institutions

INDICATOR/YEAR	2016/17	2017/18
Users per Computers	3	3
Public institutions	2	2
Private institutions	5	5
Ratio students per computer	4	4
Public institutions	3	3
Private institutions	6	6
Ratio academic staff per Computer	1	1
Public institutions	1	1
Private institutions	2	3
Ratio administrative staff per computer	1	1
Public institutions	1	1
Private institutions	1	1

In Tertiary Education, computer-student's ratios are 4:1, 1:1, and 1:1 respectively for students, academic staff and administrative staff. The ESSP target (4:1) was achieved in tertiary education for students per computer.

7 ADULT LITERACY EDUCATION

Adult education in Rwanda is designed for people aged 15 and above to learn basic reading and numeracy. In this paragraph we will only focus on those attending institutionalized center. According to the structure of this level there is no equivalent level in the international standard classification for education

7.1 Adult literacy infrastructure

Table 7.1: Adult Literacy centres from 2016 to 2018

Indicators / Year	2016	2017	2018
Centres	4,654	5,160	4,991
Public	1,363	1,447	1,418
Private	2,047	1,214	815
Government aided	1,244	2,499	2,758
Percentage	100%	100%	100%
Public	29.3%	28.0%	28.4%
Private	44.0%	23.5%	16.3%
Government aided	26.7%	48.4%	55.3%

The number of adult literacy centers increased from 4,654 in 2016 to 5,160 in 2017, and then decreased in 2018 to 4991 literacy centers.

The number of Government aided literacy centers was increased and outnumbered other categories representing 55.3% in 2018, followed by the public literacy centers with 28.4% and private represents 16.3%.

Table 7.2: Number of Adult Literacy Centres, by owner in 2016 and 2018

Number of centers by Owner/Year	2016	2017	2018
Total Centers	4,654	5,160	4,991
Churches	2,741	2,745	2,899
Government	1,676	2,129	1,947
NGOs	169	202	145
Projects	68	84	0
Percentage	100%	100%	100%
Churches	58.9%	53.2%	58.1%
Government	36.0%	41.3%	39.0%
NGOs	3.6%	3.9%	2.9%
Projects	1.5%	1.6%	0.0%

58.1% of adult literacy centers are owned by Churches; 39.0% by Government while adult literacy centers of NGOs represent 2.9%. This illustrates the important role of Government and Churches in adult literacy program and demonstrates that the private sector needs to be sensitized for participation in this field.

Table 7.3: Adult Literacy desks from 2016 to 2018

Indicators / Year	2016	2017	2018
Number of desks	35,068	35,183	35,261
Public	8,812	7,760	8,576
Private	15,337	7,934	4,970
Government aided	10,919	19,489	21,715
Learners per desk	4	4	4
Public	4	6	4
Private	4	4	4
Government aided	3	4	3

The number of desks increased across the years from 35,068 desks in 2016 to 35,261 desks in 2018. The overall learners per desk is seems to be high :4 learners per desks but this is because most of adult literacy centres uses benches not standards desks for basic education

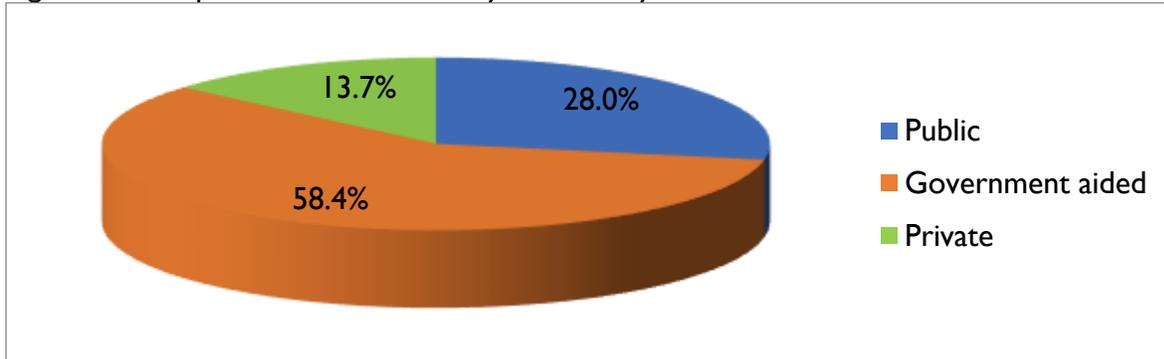
7.2 Adult literacy learners

Table 7.4: Adult Literacy learners in 2016 and 2018

Indicator/Year	2016	2017	2018
Total learners	126,165	152,015	132,365
Male	49,293	61,556	51,220
Female	76,872	90,459	81,145
% of Male	39.1%	40.5%	38.7%
% of Female	60.9%	59.5%	61.3%
Learners in public centres	38,495	43,791	37,020
Male	14,649	17,431	14,169
Female	23,846	26,360	22,851
% of Male	38.1%	39.8%	38.3%
% of Female	61.9%	60.2%	61.7%
Learners in private centres	57,275	35,043	18,086
Male	22,745	14,899	7,031
Female	34,530	20,144	11,055
% of Male	39.7%	42.5%	38.9%
% of Female	60.3%	57.5%	61.1%
Learners in Government aided centres	30,395	73,181	77,259
Male	11,899	29,226	30,020
Female	18,496	43,955	47,239
% of Male	39.1%	39.9%	38.9%
% of Female	60.9%	60.1%	61.1%

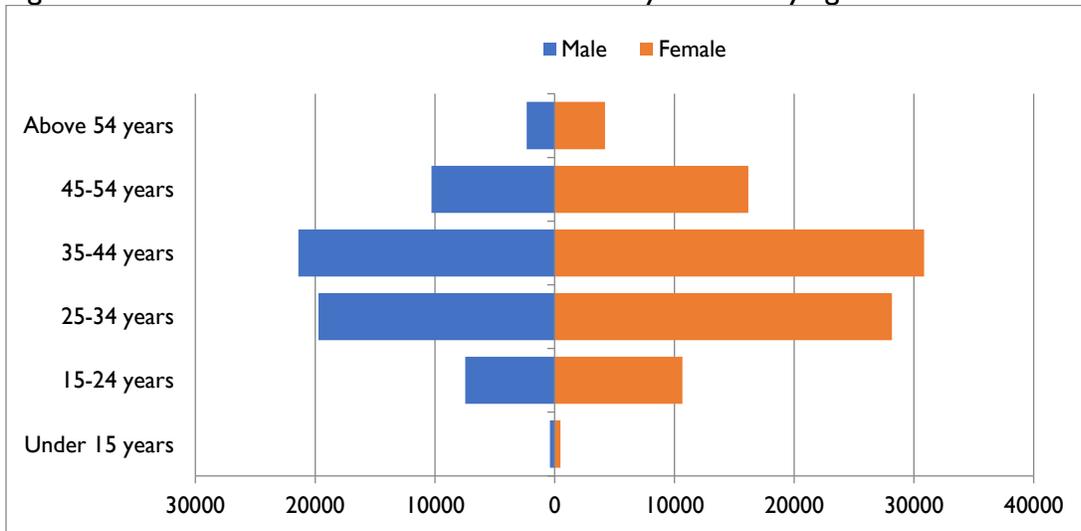
The number of literacy learners has increased for two years ago from 126,165 in 2016 to 152,015 in 2017 but in 2018 it has decreased to 132,365. This fluctuation is observed for both Male (from 49,293 in 2016 to 61,556 in 2017 and 51,220 in 2018) and Female (from 76,872 in 2016 to 90,459 in 2017 and 81,145 in 2018). Although there is an increase of total learners in 2017 and a decrease in 2018 for both male and female.

Figure 7.1: Proportion of adult literacy learners by center’s status in 2018



The proportion of adult literacy learners by centers’ status is proportional to the the number of Centers by status. The high proportion of adult literacy is enrolled in government aided centers with 58.4%, followed by public centers with 28% while the private centers have 13.7%

Figure 7.2: Distribution of learners in adult literacy centers by age and sex in 2018



Most of the people who attend literacy program are in the age range between 25 and 45 years. For the age under 25 years the low attendance can be explained because the literacy rate at this level is high, but at the age of 45 year and above the attendance still lower this is related to the mindset of the people at this age who believe that there is no need of learning at this age.

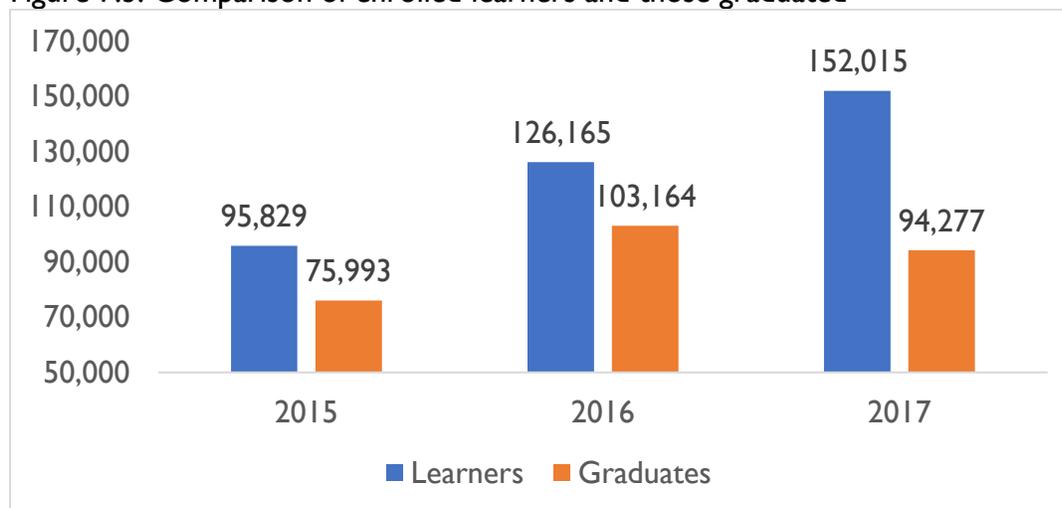
In general, the number of illiterate people who join literacy program still low compared to the number of illiterate people countrywide. Some of those who attend the program don't complete it and for old person they pretend that they pretend that is too late to join the centres to learn read and write.

Table 7.5: Adult Literacy learners who received their certificate in 2015 to 2017

Indicator/Year	2015	2016	2017
Total graduate	75,993	103,164	94,277
Male	34,111	43,937	38,645
Female	41,882	59,227	55,632
% of Male	44.9%	42.6%	41.0%
% of Female	55.1%	57.4%	59.0%

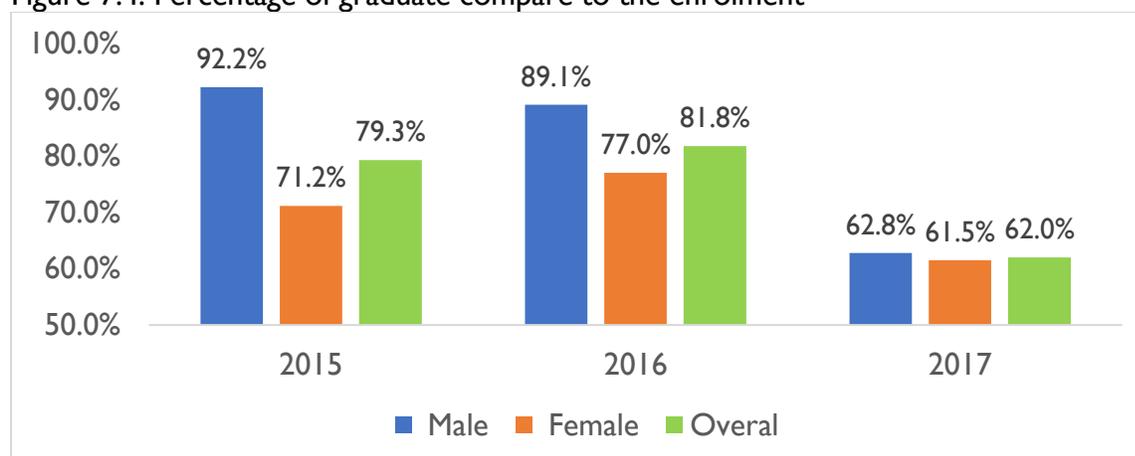
The number of graduates increased from 75,993 in 2015 to 103,164 in 2016 and decreased in 2017 to 94,277. This demonstrates that illiterate adults have begun to understand the importance of literacy in their daily life and a considerable number of them join the literacy program. However, a considerable number of learners enrolled in literacy program doesn't complete it.

Figure 7.3: Comparison of enrolled learners and those graduated



Among 95,829 learners, 126,165 learners, and 152,015 learners enrolled in literacy program respectively in 2015, 2016 and 2017 only 75,993 learners, 103,164 learners and 94,277 learners complete the program; in average 20% of those enrolled do not complete the program.

Figure 7.4: Percentage of graduate compare to the enrolment



The overall percentage decrease across the year from 79.3% in 2015 to 62.0 % in 2018. Man are more likely to complete the program than female, in 2018 62.8% of man complete the program compare to 61.5% of female.

7.3 Adult literacy instructors

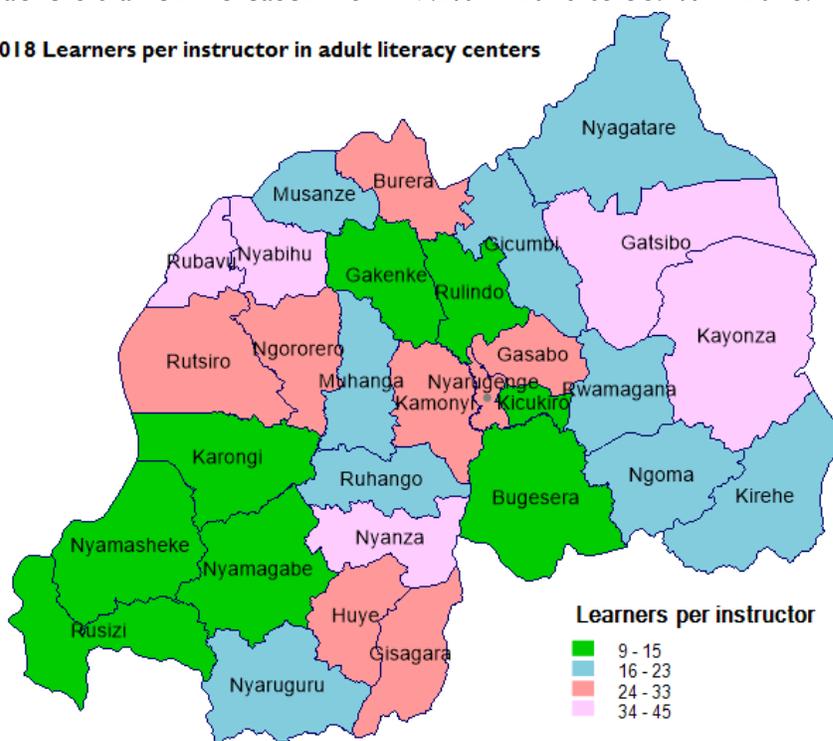
Table 7.6: Adult literacy instructors from 2016 to 2018

INDICATOR/YEAR	2016	2017	2018
Total instructors	5,725	6,287	6,072
Male	3,652	4,006	3,822
Female	2,073	2,281	2,250
% of Male	63.8%	63.7%	62.9%
% of Female	36.2%	36.3%	37.1%
Instructors in public centres	1,640	1,738	1,716
Male	1,037	1,036	987
Female	603	702	729
% of Male	63.2%	59.6%	57.5%
% of Female	36.8%	40.4%	42.5%
Instructors in private centres	2,501	1,446	1,026
Male	1,624	951	662
Female	877	495	364
% of Male	64.9%	65.8%	65.8%
% of Female	35.1%	34.2%	34.2%
Instructors in Government aided centres	1,584	3,103	3,330
Male	991	2,019	2,173
Female	593	1,084	1,157
% of Male	62.6%	65.1%	65.3%
% of Female	37.4%	34.9%	34.7%

INDICATOR/YEAR	2016	2017	2018
Instructors receiving in service training	986	3,804	3,525
Trained Male Instructors	597	2,386	2,173
Trained Female Instructors	389	1,418	1,352
% of Trained Instructors	17.2%	60.5%	58.1%
% of Trained Male Instructors	16.3%	59.6%	56.9%
% Trained Female Instructors	18.8%	62.2%	60.1%
Learners: instructor Ratio	22	24	22
Learners: trained instructor Ratio	77	27	38

The number of instructors increased from 5,725 in 2016 to 6,287 in 2017 and decreased to 6,072 in 2018. Most of the instructors are male for all three consecutive years. The proportion of teachers trained increased from 17.2% in 2016 to 58.1% in 2018.

2018 Learners per instructor in adult literacy centers



Map 7.1: Learners per instructor in adult literacy

The number of learners per instructor hover around 22 learners per instructors. This is considered as good measure for this level. The trained instructor to learners improves from 77 in 2016 to 27 in 2017 and to 38 in 2018. This shows that more efforts have been made towards instructors training to improve the quality of literacy instructions.

However, the level of education of instructors still low; most of them have primary level; and only 58,1% of them have been trained. There is a need of building the capacity of adult literacy instructors.

CONCLUSION AND RECOMMENDATIONS

The publication of Education Statistical Yearbook is one of the steps to meet data needs of the education sector. The statistics published in this document will help in planning, monitoring and evaluating the progress made within national level, and comparing it to the regional and international goals and targets. In this section, we will highlight some key points which should be taken into consideration for the improvement of education system in Rwanda, particularly the quality of education.

It is laudable that we have managed to collect data on pre-nursery level. However, the total enrolment in pre-nursery is still very low and only 25 districts have a pre-nursery school. The implementation framework on this level is not well defined due to lack of clarity on the roles of different ministries. Although the Ministry of Education collects the data for pre-nursery, this level is under the Ministry of Gender and Family Promotion. Better coordination between the ministries and clear defining of shared objectives could be helpful in tackling the issues faced by pre-nursery level.

On Nursery education, it is good that we have now been successful in collecting disaggregated data on public, government-aided and private schools. However, the Net Enrolment Rate for Nursery level is at 20.8% in 2018, which indicates that access continues to be an issue. There is a need of clear definition of Nursery school's status most of them are in the same premises with primary or secondary public/ government aided school; but government provide only the room and do not pay teacher salaries, this causes fluctuation across years for the classification of a such school. The number of pupils per classroom in nursery schools is still high(41/Classroom).

On primary education, the Net Enrolment Rate (98.3%) is consistent with previous years. However, Gross Enrolment Rate is still very high at 137.5%. To achieve the universal target of 100% GER, more strategies and plans should be elaborated to ensure the smooth transition of students to secondary level (so that over-aged children do not remain in primary).

Moreover, a recommendation that applies for both Nursery and primary levels is that parents should be sensitized to send their children on time to the Nursery level. This would enable children to be school-ready to join the primary level at the appropriate age. The Ministry should have adequate measures to increase classrooms to facilitate the management of students and increase the quality education.

On secondary education, the low Net Enrolment Rate of 29.8.1% is a cause for concern. Dropout and repetition rates continue to be high for this level- at 5.8% and 5.0% respectively. In this regard, the Ministry of Education had commissioned a study on the same. It is important to implement

the recommendations of the study in the coming years to address the issues of dropout and repetition simultaneously.

Specifically, in the primary and secondary schools, the ministry should notify the high repetition rate and dropout rates either via school feeding program, involving parents in education of the children. The ministry also should increase books since the rate between pupils and books is higher.

In TVET sector, it is significant that we have been able to capture data on National Employment Program for the second time. However, the decrease in the number of trainees in TVET from 2017 to 2018, by 10 % in one year is worrying. To address this, there is a need to conduct a comprehensive study on the trend of falling TVET enrolment. Also, sensitization and campaigns on the importance of technical and vocational education as job providing sector- among students, parents and communities- can be an effective way to change attitudes towards TVET sector. The government is recommended to explore possible financing ways to improve this program to facilitate youth in self-employment-based jobs

In tertiary education, the total enrolment has decreased from 91,193 in 2016/2017 to 89,160 in 2017/2018. These reduction in enrolment is remarkable in public from 38,595 in 2016/2017 to 38,338 in 2017/2018 and in private from 52,598 in 2016/17 to 50,822 in 2017/18. This reduction may be the result of the suspension of some universities, it should be strong involvement of private investors in the tertiary education sector to accommodate more students. As the ratio of students per computer in tertiary education is still high (4 student/computer), more effort should be made to increase the number of computers to facilitate students to better pursuing their programs and do the quality researches. Also, the number of students enrolled in STEM has been showing a decreasing trend. Financial incentives and scholarships can help in reversing this trend.

Although the number of learners in the adult literacy centres have increased, the literacy rate for Rwanda is still low at 71.7% (EICV5) for population aged 10 and above. It is also interesting that more women (59% received certificates from these centres than men (41%). It should be a careful planning and strategies should be in place to ensure that young people should be ideally attending schools/ TVET centres/ tertiary institutions, and do not end up becoming literate at these adult literacy centres. In other words, these centres should strictly benefit adults who have missed out on schooling opportunities.

In general, a decrease of adult literacy centers, learners, and instructors is observed through this statistic. The major issue is the budget allocated to the adult literacy program: the government should increase the budget allocated to the program for creation of more centres, their equipment in term of teaching and learning materials, training of instructors, motivation of adult instructors. Awareness campaign on the importance of literacy at grassroot level (District level)

GLOSSARY

A qualified teacher is one who has the minimum academic qualifications necessary to teach at a specific level of education. In Nursery and primary is a teacher having A2 or above qualification, in secondary is a teacher having A1 or above qualification.

A trained teacher is one who has fulfilled at least the minimum organized teacher-training requirements (pre-service or in-service) to teach at a specific level of education. In the other words is a qualified teacher with a qualification in pedagogical skills.

Class is made up of students who follow a common course of study. A class is the pedagogical structure in which each student is registered. In primary school where students follow double shifting program a classroom can have 2 classes: one class in the morning and one class in the afternoon

Classroom: Room or place in which teaching or learning activities can take place.

Formal education and training is defined as education provided by the system of schools, colleges, universities and other formal educational institutions that normally constitutes a **continuous 'ladder' of full-time** education for children and young people, generally beginning at the age of 5 to 7 and continuing to up to 20 or 25 years old.

Improved drinking water source is a water delivery point that by the nature of its design protects the water from external contamination, particularly of faecal origin.

Improved toilets include a pit latrine with slab, a ventilated improved pit latrine, a flush toilet, a pour-flush toilet or a composting toilet. Unimproved facilities include a pit

latrine without a slab, hanging toilets and bucket toilets. A school should be counted as **having single-sex toilets** if separate Female and Male toilets are available on the location or the educational institution is a single sex school and has toilets.

Industrial based Training: This is a training under NEP which takes place purely and entirely in the industry in support of in-company trainers. It's also another form of workplace learning.

Massive Vocation Training: This is a short-term training under NEP which is school based and mainly focused on youth and women outside formal education system.

Non-formal education and training is defined as any organized and sustained learning activities that do not correspond exactly to the above definition of formal education. Non-formal education may therefore take place both within and outside educational institutions and cater to people of all ages.

Rapid Response Training: This is a form of training under NEP responding to the specific skills needs and labor gaps in new projects.

Recognition of Prior Learning: This process is used by regulatory bodies and training institutions under NEP to evaluate or assess and certify competencies or skills and knowledge acquire outside formal education. This is for recognizing competence against the given standards or learning outcomes.

Reconversion Program: This is a special training program under NEP provided to the university and all general education graduate trainees to undergo short term hands-on-skills for quick employment.

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ANNEXES

Annex I: Participation rate by single age and sex in 2017 and 2018

Age	2017			2018		
	Male	Female	Overall	Male	Female	Overall
4 years	16.2%	17.2%	16.7%	17.1%	17.8%	17.4%
5 years	25.9%	27.0%	26.5%	25.4%	26.8%	26.1%
6 years	46.8%	47.4%	47.1%	52.0%	53.1%	52.6%
7 years	99.9%	99.8%	99.9%	99.9%	99.9%	99.9%
8 years	98.3%	99.8%	99.1%	99.2%	98.8%	99.0%
9 years	98.6%	97.0%	97.8%	98.5%	97.8%	98.1%
10 years	98.0%	97.8%	97.9%	98.5%	97.4%	97.9%
11 years	98.2%	98.5%	98.3%	99.0%	99.7%	99.4%
12 years	99.1%	99.8%	99.4%	96.9%	97.5%	97.2%
13 years	61.7%	59.8%	60.7%	98.0%	99.2%	98.6%
14 years	64.5%	69.7%	67.1%	82.7%	86.2%	84.4%
15 years	71.9%	79.3%	75.6%	74.7%	75.8%	75.2%
16 years	84.4%	82.4%	83.4%	64.2%	66.5%	65.3%
17 years	82.8%	86.6%	84.7%	55.4%	56.2%	55.8%
18 years	62.4%	63.1%	62.8%	46.6%	48.1%	47.4%
19 years	22.9%	16.9%	19.8%	12.9%	10.8%	11.8%
20 years	17.0%	15.4%	16.2%	9.9%	9.2%	9.5%
21 years	19.2%	16.8%	18.0%	10.9%	9.3%	10.1%
22 years	17.3%	14.3%	15.8%	10.9%	8.5%	9.7%
23 years	13.4%	12.1%	12.7%	9.2%	6.6%	7.9%
24 years	16.2%	18.2%	17.3%	8.9%	6.7%	7.8%

Annex 2: Pre-Nursery centres by district in 2017 and 2018

District/Year	2017	2018
Gisagara	5	8
Huye	4	5
Kamonyi	-	5
Muhanga	-	1
Nyamagabe	-	2
Nyanza	-	3
Nyaruguru	-	-
Ruhango	2	5
South	11	29
Karongi	-	4
Ngororero	-	2
Nyabihu	-	1
Nyamasheke	2	2
Rubavu	5	1
Rusizi	-	1
Rutsiro	-	-
West	7	11
Bugesera	2	0
Gatsibo	24	12
Kayonza	7	7
Kirehe	-	2
Ngoma	-	-
Nyagatare	18	3
Rwamagana	2	14
East	53	38
Burera	-	0
Gakenke	2	2
Gicumbi	2	3
Musanze	-	-
Rulindo	-	1
North	4	6
Gasabo	8	7
Kicukiro	3	3
Nyarugenge	4	2
Kigali city	15	12
Rwanda	90	96

Annex 3: Pre-Nursery Children by district in 2017 and 2018

District	2017			2018		
	Male	Female	Total	Male	Female	Total
Gisagara	194	220	414	367	363	730
Huye	61	62	123	313	280	593
Kamonyi	-	-	-	110	115	225
Muhanga	-	-	-	5	5	10
Nyamagabe	-	-	-	100	108	208
Nyanza	-	-	-	82	93	175
Nyaruguru	-	-	-	-	-	-
Ruhango	78	68	146	97	108	205
South	333	350	683	1074	1072	2146
Karongi	-	-	-	43	44	87
Ngororero	-	-	-	94	111	205
Nyabihu	-	-	-	85	65	150
Nyamasheke	190	212	402	85	84	169
Rubavu	84	91	175	59	91	150
Rusizi	-	-	-	2	1	3
Rutsiro	-	-	-	-	-	-
West	274	303	577	368	396	764
Bugesera	46	34	80			0
Gatsibo	360	462	822	338	330	668
Kayonza	360	381	741	366	316	682
Kirehe	-	-	-	53	60	113
Ngoma	-	-	-	-	-	-
Nyagatare	183	220	403	21	16	37
Rwamagana	171	160	331	308	386	694
East	1,120	1,257	2,377	1086	1108	2194
Burera	-	-	-			0
Gakenke	70	68	138	52	74	126
Gicumbi	158	162	320	222	226	448
Musanze	-	-	-	-	-	-
Rulindo	-	-	-	109	95	204
North	228	230	458	383	395	778
Gasabo	236	264	500	72	100	172
Kicukiro	192	183	375	41	49	90
Nyarugenge	133	131	264	175	172	347
Kigali city	561	578	1,139	288	321	609
Rwanda	2,516	2,718	5,234	3199	3292	6491

Annex 4: Pre-Nursery caregivers by district in 2017 and 2018

District	2017			2018		
	Male	Female	Total	Male	Female	Total
Gisagara	2	5	7	0	17	17
Huye	3	6	9	1	9	10
Kamonyi	-	-	-	1	11	12
Muhanga	-	-	-		2	2
Nyamagabe	-	-	-	2	6	8
Nyanza	-	-	-	2	11	13
Nyaruguru	-	-	-	-	-	-
Ruhango	3	5	8	3	9	12
South	8	16	24	9	65	74
Karongi	-	-	-	1	8	9
Ngororero	-	-	-	2	5	7
Nyabihu	-	-	-	0	3	3
Nyamasheke	8	10	18	7	9	16
Rubavu	2	11	13	1	2	3
Rusizi	-	-	-	0	1	1
Rutsiro	-	-	-	-	-	-
West	10	21	31	11	28	39
Bugesera	-	7	7			
Gatsibo	7	34	41	3	18	21
Kayonza	8	8	16	13	14	27
Kirehe	-	-	-	0	5	5
Ngoma	-	-	-	-	-	-
Nyagatare	7	15	22	0	3	3
Rwamagana	-	12	12	5	27	32
East	22	76	98	21	67	88
Burera	-	-	-			0
Gakenke	1	10	11	1	5	6
Gicumbi	4	8	12	2	11	13
Musanze	-	-	-	-	-	-
Rulindo	-	-	-		3	3
North	5	18	23	3	19	22
Gasabo	3	23	26	0	20	20
Kicukiro	8	10	18	0	8	8
Nyarugenge	6	17	23	3	8	11
Kigali city	17	50	67	3	36	39
Rwanda	62	181	243	47	215	262

Annex 5: Nursery schools by district from 2016 to 2018

District/Province	2016	2017	2018
Gisagara	32	41	45
Huye	101	92	83
Kamonyi	75	118	127
Muhanga	114	139	146
Nyamagabe	78	87	78
Nyanza	85	86	88
Nyaruguru	46	58	71
Ruhango	74	76	69
South	605	697	707
Karongi	87	119	122
Ngororero	89	106	107
Nyabihu	68	82	82
Nyamasheke	121	143	142
Rubavu	108	140	147
Rusizi	112	121	147
Rutsiro	95	184	146
West	680	895	893
Bugesera	76	75	80
Gatsibo	123	125	140
Kayonza	50	78	65
Kirehe	57	59	60
Ngoma	82	75	73
Nyagatare	144	141	123
Rwamagana	102	138	120
East	634	691	661
Burera	103	111	132
Gakenke	137	136	128
Gicumbi	154	146	153
Musanze	122	142	150
Rulindo	90	97	95
North	606	632	658
Gasabo	100	113	126
Kicukiro	92	94	97
Nyarugenge	40	64	68
Kigali city	232	271	291
Rwanda	2,757	3,186	3,210

Annex 6: Nursery Classrooms by district from 2016 to 2018

District/Province	2016	2017	2018
Gisagara	42	56	65
Huye	179	171	165
Kamonyi	127	217	234
Muhanga	189	240	244
Nyamagabe	129	130	118
Nyanza	124	124	136
Nyaruguru	57	72	93
Ruhango	106	110	106
South	953	1,120	1,161
Karongi	114	151	180
Ngororero	99	127	139
Nyabihu	82	100	111
Nyamasheke	127	153	169
Rubavu	187	235	273
Rusizi	164	175	203
Rutsiro	94	158	128
West	867	1,099	1,203
Bugesera	163	171	202
Gatsibo	170	171	195
Kayanza	79	117	89
Kirehe	84	92	97
Ngoma	114	115	100
Nyagatare	312	290	288
Rwamagana	177	212	214
East	1,099	1,168	1,185
Burera	122	128	157
Gakenke	173	186	184
Gicumbi	198	202	220
Musanze	208	244	273
Rulindo	133	156	161
North	834	916	995
Gasabo	225	389	434
Kicukiro	293	309	327
Nyarugenge	141	206	204
Kigali city	659	904	965
Rwanda	4,412	5,207	5,509

Annex 7: Nursery pupils by district in 2017 and 2018.

District/Province	2017			2018		
	Male	Female	Total	Male	Female	Total
Gisagara	1,588	1,770	3,358	1,831	1,924	3,755
Huye	3,561	3,772	7,333	3,508	3,728	7,236
Kamonyi	4,750	4,737	9,487	4,673	4,827	9,500
Muhanga	4,862	4,776	9,638	5,047	4,908	9,955
Nyamagabe	3,272	3,335	6,607	2,942	3,086	6,028
Nyanza	3,550	3,619	7,169	4,105	4,128	8,233
Nyaruguru	1,867	2,135	4,002	2,921	3,419	6,340
Ruhango	2,422	2,554	4,976	2,256	2,219	4,475
South	25,872	26,698	52,570	27,283	28,239	55,522
Karongi	3,752	3,809	7,561	3,572	3,569	7,141
Ngororero	3,670	4,006	7,676	4,348	4,486	8,834
Nyabihu	2,170	2,357	4,527	2,469	2,600	5,069
Nyamasheke	4,567	4,683	9,250	3,844	4,050	7,894
Rubavu	4,275	4,403	8,678	4,244	4,418	8,662
Rusizi	4,466	4,503	8,969	4,547	4,527	9,074
Rutsiro	4,346	4,791	9,137	3,505	3,679	7,184
West	27,246	28,552	55,798	26,529	27,329	53,858
Bugesera	2,841	2,873	5,714	3,332	3,261	6,593
Gatsibo	3,542	3,875	7,417	4,210	4,660	8,870
Kayonza	2,156	2,229	4,385	2,039	2,043	4,082
Kirehe	2,222	2,408	4,630	2,114	2,298	4,412
Ngoma	2,912	2,935	5,847	3,427	3,285	6,712
Nyagatare	4,656	4,639	9,295	4,288	4,472	8,760
Rwamagana	3,770	4,027	7,797	3,637	3,766	7,403
East	22,099	22,986	45,085	23,047	23,785	46,832
Burera	3,551	4,046	7,597	3,417	3,773	7,190
Gakenke	4,325	4,254	8,579	4,426	4,341	8,767
Gicumbi	4,189	4,283	8,472	4,249	4,414	8,663
Musanze	4,230	4,403	8,633	4,757	4,709	9,466
Rulindo	3,691	3,799	7,490	4,115	4,048	8,163
North	19,986	20,785	40,771	20,964	21,285	42,249
Gasabo	5,954	5,896	11,850	6,449	6,534	12,983
Kicukiro	4,401	4,140	8,541	4,746	4,606	9,352
Nyarugenge	2,904	2,916	5,820	3,026	2,884	5,910
Kigali city	13,259	12,952	26,211	14,221	14,024	28,245
Rwanda	108,462	111,973	220,435	112,044	114,662	226,706

Annex 8: Nursery staff by district in 2017 and 2018

District/Province	2017			2018		
	Male	Female	Total	Male	Female	Total
Gisagara	19	54	73	18	56	74
Huye	16	185	201	13	170	183
Kamonyi	23	240	263	24	238	262
Muhanga	33	245	278	32	260	292
Nyamagabe	40	144	184	36	139	175
Nyanza	18	138	156	19	146	165
Nyaruguru	12	62	74	19	97	116
Ruhango	26	127	153	20	126	146
South	187	1,195	1,382	181	1,232	1,413
Karongi	35	177	212	39	195	234
Ngororero	25	121	146	30	152	182
Nyabihu	30	70	100	29	87	116
Nyamasheke	32	175	207	29	170	199
Rubavu	98	228	326	109	247	356
Rusizi	79	145	224	80	184	264
Rutsiro	42	161	203	51	123	174
West	341	1,077	1,418	367	1,158	1,525
Bugesera	64	152	216	54	173	227
Gatsibo	56	142	198	63	175	238
Kayonza	26	96	122	57	111	168
Kirehe	24	81	105	24	87	111
Ngoma	35	104	139	31	97	128
Nyagatare	107	239	346	107	233	340
Rwamagana	60	210	270	67	212	279
East	372	1,024	1,396	403	1,088	1,491
Burera	75	169	244	75	167	242
Gakenke	41	159	200	48	150	198
Gicumbi	47	190	237	59	208	267
Musanze	76	255	331	61	259	320
Rulindo	21	154	175	20	156	176
North	260	927	1,187	263	940	1,203
Gasabo	97	571	668	119	606	725
Kicukiro	61	395	456	57	447	504
Nyarugenge	49	256	305	67	250	317
Kigali city	207	1,222	1,429	243	1,303	1,546
Rwanda	1,367	5,445	6,812	1,457	5,721	7,178

Annex 9: Primary schools by District from 2016 to 2018

District/Province	2016	2017	2018
Gisagara	61	64	64
Huye	99	98	99
Kamonyi	93	94	99
Muhanga	117	120	122
Nyamagabe	106	108	108
Nyanza	82	84	84
Nyaruguru	90	90	90
Ruhango	75	78	79
South	723	736	745
Karongi	128	125	128
Ngororero	99	99	101
Nyabihu	90	92	92
Nyamasheke	139	139	139
Rubavu	86	87	88
Rusizi	119	119	121
Rutsiro	93	92	92
West	754	753	761
Bugesera	94	99	102
Gatsibo	95	91	104
Kayonza	96	90	89
Kirehe	63	64	65
Ngoma	76	77	76
Nyagatare	149	158	154
Rwamagana	73	77	74
East	646	656	664
Burera	91	91	93
Gakenke	118	118	118
Gicumbi	104	104	104
Musanze	95	96	95
Rulindo	84	88	90
North	492	497	500
Gasabo	110	110	114
Kicukiro	75	81	82
Nyarugenge	42	44	43
Kigali city	227	235	239
Rwanda	2,842	2,877	2,909

Annex 10: Primary classrooms by District from 2016 to 2018

District/Province	2016	2017	2018
Gisagara	854	918	943
Huye	947	951	966
Kamonyi	991	1,011	1059
Muhanga	975	1,007	1037
Nyamagabe	1,133	1,176	1183
Nyanza	889	894	905
Nyaruguru	923	928	929
Ruhango	950	985	991
South	7,662	7,870	8,013
Karongi	1,133	1,112	1144
Ngororero	1,064	1,060	1067
Nyabihu	927	929	941
Nyamasheke	1,238	1,239	1258
Rubavu	1021	1,043	1067
Rusizi	1,188	1,221	1227
Rutsiro	1,016	1,018	1031
West	7,587	7,622	7,735
Bugesera	1103	1,143	1197
Gatsibo	1,293	1,320	1364
Kayonza	1125	1,061	1053
Kirehe	1018	1,047	1065
Ngoma	914	933	964
Nyagatare	1,578	1,615	1596
Rwamagana	914	947	995
East	7,945	8,066	8,234
Burera	1,123	1,113	1162
Gakenke	1027	1,053	1061
Gicumbi	1,198	1,200	1195
Musanze	1,187	1,209	1238
Rulindo	846	856	890
North	5,381	5,431	5,546
Gasabo	1,343	1,339	1410
Kicukiro	796	855	867
Nyarugenge	723	744	743
Kigali city	2,862	2,938	3,020
Rwanda	31,437	31,927	32,548

Annex II: Primary pupils' enrolment by District in 2017 and 2018

District/Province	2017			2018		
	Male	Female	Total	Male	Female	Total
Gisagara	41,745	41,892	83,637	40,879	40,852	81,731
Huye	34,328	33,578	67,906	33,684	32,906	66,590
Kamonyi	42,115	41,072	83,187	41,536	40,184	81,720
Muhanga	35,702	35,059	70,761	34,740	33,595	68,335
Nyamagabe	43,776	43,763	87,539	42,539	42,610	85,149
Nyanza	39,677	38,000	77,677	39,033	36,869	75,902
Nyaruguru	36,788	36,440	73,228	36,311	35,538	71,849
Ruhango	39,460	38,295	77,755	39,205	37,645	76,850
South	313,591	308,099	621,690	307,927	300,199	608,126
Karongi	44,514	42,680	87,194	43,229	41,389	84,618
Ngororero	43,218	43,807	87,025	40,809	41,341	82,150
Nyabihu	36,189	37,229	73,418	35,741	36,175	71,916
Nyamasheke	48,474	47,042	95,516	47,683	46,620	94,303
Rubavu	48,976	49,283	98,259	48,349	47,871	96,220
Rusizi	48,547	46,887	95,434	48,094	46,669	94,763
Rutsiro	42,588	42,927	85,515	41,308	41,429	82,737
West	312,506	309,855	622,361	305,213	301,494	606,707
Bugesera	46,005	46,143	92,148	47,749	47,726	95,475
Gatsibo	57,538	58,361	115,899	56,965	57,807	114,772
Kayonza	44,733	44,323	89,056	44,661	43,937	88,598
Kirehe	50,992	51,011	102,003	51,847	51,100	102,947
Ngoma	43,573	42,433	86,006	43,019	41,057	84,076
Nyagatare	57,719	58,784	116,503	57,256	58,229	115,485
Rwamagana	38,559	38,781	77,340	41,227	40,808	82,035
East	339,119	339,836	678,955	342,724	340,664	683,388
Burera	42,758	45,209	87,967	42,061	43,517	85,578
Gakenke	37,929	37,665	75,594	36,928	36,259	73,187
Gicumbi	47,441	48,167	95,608	45,666	45,900	91,566
Musanze	44,754	45,178	89,932	43,679	43,777	87,456
Rulindo	32,621	33,002	65,623	32,052	31,965	64,017
North	205,503	209,221	414,724	200,386	201,418	401,804
Gasabo	48,584	48,110	96,694	50,763	49,548	100,311
Kicukiro	26,268	25,685	51,953	26,066	25,369	51,435
Nyarugenge	27,271	26,726	53,997	26,265	25,669	51,934
Kigali city	102,123	100,521	202,644	103,094	100,586	203,680
Rwanda	1,272,842	1,267,532	2,540,374	1,259,344	1,244,361	2,503,705

Annex 12: Primary Staff by District in 2017 and 2018

District/Province	2017			2018		
	Male	Female	Total	Male	Female	Total
Gisagara	488	738	1226	504	766	1,270
Huye	430	767	1197	439	771	1,210
Kamonyi	411	943	1354	428	967	1,395
Muhanga	450	913	1363	460	936	1,396
Nyamagabe	649	896	1545	639	924	1,563
Nyanza	526	754	1280	530	776	1,306
Nyaruguru	569	740	1309	569	758	1,327
Ruhango	431	839	1270	447	830	1,277
South	3,954	6,590	10,544	4,016	6,728	10,744
Karongi	670	872	1542	668	900	1,568
Ngororero	702	734	1436	708	737	1,445
Nyabihu	761	609	1370	756	612	1,368
Nyamasheke	671	993	1664	653	1,015	1,668
Rubavu	816	663	1479	839	666	1,505
Rusizi	694	966	1660	693	975	1,668
Rutsiro	707	669	1376	719	682	1,401
West	5,021	5,506	10,527	5,036	5,587	10,623
Bugesera	765	758	1523	803	822	1,625
Gatsibo	943	886	1829	981	934	1,915
Kayonza	738	725	1463	724	725	1,449
Kirehe	874	656	1530	851	664	1,515
Ngoma	574	692	1266	576	695	1,271
Nyagatare	1399	855	2254	1,323	872	2,195
Rwamagana	571	710	1281	582	740	1,322
East	5,864	5,282	11,146	5,840	5,452	11,292
Burera	839	675	1514	850	689	1,539
Gakenke	667	759	1426	680	764	1,444
Gicumbi	801	728	1529	789	744	1,533
Musanze	830	869	1699	834	863	1,697
Rulindo	497	652	1149	517	665	1,182
North	3,634	3,683	7,317	3,670	3,725	7,395
Gasabo	933	1126	2059	997	1,166	2,163
Kicukiro	574	689	1263	582	695	1,277
Nyarugenge	394	656	1050	398	652	1,050
Kigali City	1,901	2,471	4,372	1,977	2,513	4,490
Rwanda	20,374	23,532	43,906	20,539	24,005	44,544

Annex 13: Secondary schools by District from 2016 to 2018

District/Province	2016	2017	2018
Gisagara	39	39	43
Huye	51	50	56
Kamonyi	55	56	59
Muhanga	61	60	68
Nyamagabe	51	53	58
Nyanza	48	48	59
Nyaruguru	46	46	50
Ruhango	54	52	59
South	405	404	452
Karongi	60	59	64
Ngororero	49	49	53
Nyabihu	45	44	44
Nyamasheke	58	57	64
Rubavu	54	54	64
Rusizi	62	62	69
Rutsiro	48	48	53
West	376	373	411
Bugesera	43	43	50
Gatsibo	55	59	66
Kayonza	46	47	52
Kirehe	52	51	54
Ngoma	55	55	60
Nyagatare	54	53	58
Rwamagana	55	56	65
East	360	364	405
Burera	44	44	45
Gakenke	57	56	59
Gicumbi	77	76	83
Musanze	54	54	57
Rulindo	67	66	73
North	299	296	317
Gasabo	60	54	63
Kicukiro	41	42	45
Nyarugenge	34	34	35
Kigali city	135	130	143
Rwanda	1,575	1,567	1,728

Annex 14: Secondary classrooms by District from 2016 to 2018

District/Province	2016	2017	2018
Gisagara	456	454	492
Huye	572	575	621
Kamonyi	542	571	585
Muhanga	685	698	754
Nyamagabe	601	617	653
Nyanza	513	518	600
Nyaruguru	458	469	485
Ruhango	623	594	623
South	4,450	4,496	4,813
Karongi	573	598	603
Ngororero	458	462	488
Nyabihu	519	505	503
Nyamasheke	633	634	675
Rubavu	625	628	653
Rusizi	635	646	707
Rutsiro	465	482	517
West	3,908	3,955	4,146
Bugesera	523	538	579
Gatsibo	668	685	728
Kayonza	520	540	574
Kirehe	456	460	535
Ngoma	523	531	556
Nyagatare	588	633	643
Rwamagana	517	543	591
East	3,795	3,930	4,206
Burera	517	548	547
Gakenke	580	576	592
Gicumbi	736	741	774
Musanze	608	622	676
Rulindo	582	578	605
North	3,023	3,065	3,194
Gasabo	631	630	633
Kicukiro	570	580	532
Nyarugenge	420	425	448
Kigali city	1,621	1,635	1,613
Rwanda	16,797	17,081	17,972

Annex 15: Secondary students' enrolment by District in 2017 and 2018

District/Province	2017			2018		
	Male	Female	Total	Male	Female	Total
Gisagara	6956	8002	14,958	7,861	9,285	17,146
Huye	7,994	9,649	17,643	9,348	10,676	20,024
Kamonyi	9,050	11,434	20,484	10,054	13,046	23,100
Muhanga	11,493	12,735	24,228	13,073	14,426	27,499
Nyamagabe	9,097	10,960	20,057	10,342	12,022	22,364
Nyanza	9,958	9,877	19,835	12,061	11,729	23,790
Nyaruguru	7,768	9,544	17,312	8,194	10,270	18,464
Ruhango	10,178	11,591	21,769	10,409	11,199	21,608
South	72,494	83,792	156,286	81,342	92,653	173,995
Karongi	9,997	12,395	22,392	10,711	13,309	24,020
Ngororero	6,624	8,536	15,160	7,402	9,636	17,038
Nyabihu	7,506	9,742	17,248	8,221	10,468	18,689
Nyamasheke	10,653	14,348	25,001	12,173	16,012	28,185
Rubavu	11,735	11,308	23,043	12,694	12,211	24,905
Rusizi	11,397	12,794	24,191	12,766	13,748	26,514
Rutsiro	8,327	9,429	17,756	9,803	10,094	19,897
West	66,239	78,552	144,791	73,770	85,478	159,248
Bugesera	7,690	8,636	16,326	8,885	10,033	18,918
Gatsibo	11,476	12,158	23,634	12,998	14,000	26,998
Kayonza	8,100	9,714	17,814	9,957	11,216	21,173
Kirehe	9,082	8,052	17,134	10,453	9,648	20,101
Ngoma	7,945	8,423	16,368	8,715	9,210	17,925
Nyagatare	11,351	11,758	23,109	12,369	12,999	25,368
Rwamagana	8,320	10,844	19,164	9,372	12,469	21,841
East	63,964	69,585	133,549	72,749	79,575	152,324
Burera	8,688	9,205	17,893	9,075	9,901	18,976
Gakenke	7,366	9,073	16,439	7,881	9,932	17,813
Gicumbi	10,525	13,884	24,409	11,319	15,301	26,620
Musanze	10,775	14,054	24,829	11,742	15,071	26,813
Rulindo	8,061	10,383	18,444	9,742	11,757	21,499
North	45,415	56,599	102,014	49,759	61,962	111,721
Gasabo	9,836	10,555	20,391	11,514	11,916	23,430
Kicukiro	1,0798	9,248	20,046	10,992	9,759	20,751
Nyarugenge	7,691	7,733	15,424	8,241	8,575	16,816
Kigali city	28,325	27,536	55,861	30,747	30,250	60,997
Rwanda	276,437	316,064	592,501	308,367	349,918	658,285

Annex 16: Secondary Staff by District in 2016 and 2018

District/Province	2017			2018		
	Male	Female	Total	Male	Female	Total
Gisagara	531	230	761	562	259	821
Huye	660	300	960	707	329	1,036
Kamonyi	548	362	910	559	385	944
Muhanga	747	404	1151	796	434	1,230
Nyamagabe	681	366	1047	698	388	1,086
Nyanza	647	255	902	779	312	1,091
Nyaruguru	561	226	787	602	245	847
Ruhango	720	371	1091	700	389	1,089
South	5,095	2,514	7,609	5,403	2,741	8,144
Karongi	720	316	1036	748	336	1,084
Ngororero	504	244	748	547	258	805
Nyabihu	675	219	894	672	226	898
Nyamasheke	702	315	1017	757	350	1,107
Rubavu	769	299	1068	780	324	1,104
Rusizi	712	315	1027	771	333	1,104
Rutsiro	554	224	778	608	247	855
West	4,636	1,932	6,568	4,883	2,074	6,957
Bugesera	625	256	881	698	317	1,015
Gatsibo	801	295	1096	829	329	1,158
Kayonza	613	252	865	647	279	926
Kirehe	600	213	813	595	219	814
Ngoma	610	250	860	613	266	879
Nyagatare	677	218	895	718	252	970
Rwamagana	642	292	934	697	334	1,031
East	4,568	1,776	6,344	4,797	1,996	6,793
Burera	678	201	879	659	196	855
Gakenke	713	312	1025	726	324	1,050
Gicumbi	808	322	1130	845	358	1,203
Musanze	694	344	1038	759	353	1,112
Rulindo	666	302	968	701	330	1,031
North	3,559	1,481	5,040	3,690	1,561	5,251
Gasabo	762	366	1128	801	421	1,222
Kicukiro	667	289	956	617	276	893
Nyarugenge	442	302	744	445	335	780
Kigali city	1,871	957	2,828	1,863	1,032	2,895
Rwanda	19,729	8,660	28,389	20,636	9,404	30,040

Annex 17: TVET level I to 5 centres and classrooms by District in 2018

District/Province	Centres	Classrooms
Gisagara	7	57
Huye	11	88
Kamonyi	7	52
Muhanga	19	176
Nyamagabe	8	53
Nyanza	13	147
Nyaruguru	5	40
Ruhango	17	174
South	87	787
Karongi	13	88
Ngororero	9	76
Nyabihu	8	75
Nyamasheke	9	53
Rubavu	19	125
Rusizi	14	106
Rutsiro	6	48
West	78	571
Bugesera	9	80
Gatsibo	14	122
Kayonza	7	62
Kirehe	6	60
Ngoma	11	84
Nyagatare	7	55
Rwamagana	13	100
East	67	563
Burera	5	58
Gakenke	11	76
Gicumbi	15	91
Musanze	12	117
Rulindo	14	104
North	57	446
Gasabo	24	122
Kicukiro	25	239
Nyarugenge	12	118
Kigali city	61	479
Rwanda	350	2,846

Annex 18: TVET level I to 5 students by District in 2018

District/Province	Male	Female	Total
Gisagara	788	516	1,304
Huye	1086	862	1,948
Kamonyi	796	498	1,294
Muhanga	3621	2370	5,991
Nyamagabe	880	581	1,461
Nyanza	2318	1485	3,803
Nyaruguru	624	585	1,209
Ruhango	2571	1922	4,493
South	12,684	8,819	21,503
Karongi	962	1299	2,261
Ngororero	1330	973	2,303
Nyabihu	840	1005	1,845
Nyamasheke	693	878	1,571
Rubavu	2078	1487	3,565
Rusizi	1386	948	2,334
Rutsiro	1550	453	2,003
West	8,839	7,043	15,882
Bugesera	1054	672	1,726
Gatsibo	1431	2013	3,444
Kayonza	1006	1060	2,066
Kirehe	624	539	1,163
Ngoma	1079	871	1,950
Nyagatare	811	1102	1,913
Rwamagana	1255	1660	2,915
East	7,260	7,917	15,177
Burera	1126	585	1,711
Gakenke	880	904	1,784
Gicumbi	1172	1472	2,644
Musanze	1987	1925	3,912
Rulindo	2455	1467	3,922
North	7,620	6,353	13,973
Gasabo	2237	1749	3,986
Kicukiro	3679	2301	5,980
Nyarugenge	1266	1621	2,887
Kigali city	7,182	5,671	12,853
Rwanda	43,585	35,803	79,388

Annex 19: TVET level 1 to 5 staff by District in 2018

District/Province	Male	Female	Total
Gisagara	72	33	105
Huye	116	49	165
Kamonyi	60	44	104
Muhanga	221	108	329
Nyamagabe	74	36	110
Nyanza	224	63	287
Nyaruguru	68	30	98
Ruhango	234	116	350
South	1,069	479	1,548
Karongi	106	32	138
Ngororero	99	47	146
Nyabihu	110	31	141
Nyamasheke	81	30	111
Rubavu	158	70	228
Rusizi	113	49	162
Rutsiro	84	18	102
West	751	277	1,028
Bugesera	90	36	126
Gatsibo	130	60	190
Kayonza	87	39	126
Kirehe	78	24	102
Ngoma	94	44	138
Nyagatare	65	21	86
Rwamagana	150	43	193
East	694	267	961
Burera	78	17	95
Gakenke	99	38	137
Gicumbi	107	60	167
Musanze	171	57	228
Rulindo	162	47	209
North	617	219	836
Gasabo	197	94	291
Kicukiro	240	78	318
Nyarugenge	116	67	183
Kigali city	553	239	792
Rwanda	3,684	1,481	5,165

Annex 20: Number of tertiary students and campuses per districts in 2017/18

District/Provinces	Number of students			Number of campuses
	Male	Female	Total	
Gisagara	352	596	948	1
Huye	5,359	3,373	8,732	5
Kamonyi	-	-	-	-
Muhanga	241	534	775	1
Nyamagabe	143	70	213	1
Nyanza	519	659	1,178	3
Nyaruguru	-	-	-	-
Ruhango	494	677	1,171	2
South	7,108	5,909	13,017	13
Karongi	802	517	1,319	4
Ngororero	-	-	-	-
Nyabihu	-	-	-	-
Nyamasheke	472	552	1,024	1
Rubavu	958	976	1,934	2
Rusizi	95	67	162	1
Rutsiro	-	-	-	-
West	2,327	2,112	4,439	8
Bugesera	19	7	26	1
Gatsibo	-	-	-	-
Kayanza	2,447	1,201	3,648	2
Kirehe	-	-	-	-
Ngoma	1,295	912	2,207	2
Nyagatare	901	831	1,732	2
Rwamagana	1,337	695	2,032	3
East	5,999	3,646	9,645	10
Burera	-	-	-	-
Gakenke	81	241	322	1
Gicumbi	1,053	1,084	2,137	1
Musanze	4,545	2,531	7,076	5
Rulindo	1,198	732	1,930	2
Northern	6,877	4,588	11,465	9
Gasabo	12,694	10,845	23,539	11
Kicukiro	10,476	8,234	18,710	8
Nyarugenge	5,638	2,707	8,345	9
Kigali city	28,808	21,786	50,594	28
Total	51,119	38,041	89,160	68

Annex 21: Public and private tertiary enrolment in 2017-2018 by field of education

Field of Education	Number of students			Percentage	
	Male	Female	Total	% Male	% Female
Education	5,513	3,425	8,938	61.7%	38.3%
Arts and Humanities	924	609	1,533	60.3%	39.7%
Social Sciences, Journalism and Information	2,861	2,140	5,001	57.2%	42.8%
Business, Administration and Law	13,361	16,047	29,408	45.4%	54.6%
Natural Sciences, Mathematics and Statistics	2,020	964	2,984	67.7%	32.3%
Information and Communication Technologies	4,930	2,610	7,540	65.4%	34.6%
Engineering, Manufacturing and Construction	11,391	2,850	14,241	80.0%	20.0%
Agriculture, Forestry, Fisheries and Veterinary	1,725	851	2,576	67.0%	33.0%
Health and Welfare	4,442	3,809	8,251	53.8%	46.2%
Services	3,952	4,736	8,688	45.5%	54.5%
Total	51,119	38,041	89,160	57.3%	42.7%
Students enrolled in Public institutions					
Education	3,556	1,673	5,229	68.0%	32.0%
Arts and humanities	96	34	130	73.8%	26.2%
Social Sciences, journalism and information	1,712	942	2,654	64.5%	35.5%
Business, Administration and Law	4,922	3,264	8,186	60.1%	39.9%
Natural Sciences, Mathematics and Statistics	912	455	1,367	66.7%	33.3%
Information and Communication Technologies	1,612	858	2,470	65.3%	34.7%
Engineering, Manufacturing and construction	8,294	1,815	10,109	82.0%	18.0%
Agriculture, Forestry, fisheries and veterinary	1,585	784	2,369	66.9%	33.1%
Health and Welfare	3,073	1,795	4,868	63.1%	36.9%
Services	485	471	956	50.7%	49.3%
Total	26,247	12,091	38,338	68.5%	31.5%
Students enrolled in Private institution					
Education	1,957	1,752	3,709	52.8%	47.2%
Arts and humanities	828	575	1,403	59.0%	41.0%
Social Sciences, journalism and information	1,149	1,198	2,347	49.0%	51.0%
Business, Administration and Law	8,439	12,783	21,222	39.8%	60.2%
Natural Sciences, Mathematics and Statistics	1,108	509	1,617	68.5%	31.5%
Information and Communication Technologies	3,318	1,752	5,070	65.4%	34.6%
Engineering, Manufacturing and construction	3,097	1,035	4,132	75.0%	25.0%
Agriculture, Forestry, fisheries and veterinary	140	67	207	67.6%	32.4%
Health and Welfare	1,369	2,014	3,383	40.5%	59.5%
Services	3,467	4,265	7,732	44.8%	55.2%
Total	24,872	25,950	50,822	48.9%	51.1%

Annex 22: Public and private tertiary graduates in 2016/17 by field of education

Field of Education	Number of graduates			Percentage	
	Male	Female	Total	% Male	% Female
Education	2,821	2,189	5,010	56.3%	43.7%
Arts and humanities	319	121	440	72.5%	27.5%
Social Sciences, journalism and information	719	658	1,377	52.2%	47.8%
Business, Administration and Law	2,915	3,651	6,566	44.4%	55.6%
Natural Sciences, Mathematics and Statistics	674	459	1,133	59.5%	40.5%
Information and Communication Technologies	954	561	1,515	63.0%	37.0%
Engineering, Manufacturing and construction	2,267	583	2,850	79.5%	20.5%
Agriculture, Forestry, fisheries and veterinary	598	333	931	64.2%	35.8%
Health and Welfare	930	1,256	2,186	42.5%	57.5%
Services	521	571	1,092	47.7%	52.3%
Total	12,718	10,382	23,100	55.1%	44.9%
Students enrolled in Public institutions					
Education	1,365	701	2,066	66.1%	33.9%
Arts and humanities	124	42	166	74.7%	25.3%
Social Sciences, journalism and information	332	159	491	67.6%	32.4%
Business, Administration and Law	1,193	787	1,980	60.3%	39.7%
Natural Sciences, Mathematics and Statistics	413	182	595	69.4%	30.6%
Information and Communication Technologies	464	196	660	70.3%	29.7%
Engineering, Manufacturing and construction	1,909	482	2,391	79.8%	20.2%
Agriculture, Forestry, fisheries and veterinary	505	284	789	64.0%	36.0%
Health and Welfare	755	937	1,692	44.6%	55.4%
Services	185	125	310	59.7%	40.3%
Total	7,245	3,895	11,140	65.0%	35.0%
Students enrolled in Private institution					
Education	1,456	1,488	2,944	49.5%	50.5%
Arts and humanities	195	79	274	71.2%	28.8%
Social Sciences, journalism and information	387	499	886	43.7%	56.3%
Business, Administration and Law	1,722	2,864	4,586	37.5%	62.5%
Natural Sciences, Mathematics and Statistics	261	277	538	48.5%	51.5%
Information and Communication Technologies	490	365	855	57.3%	42.7%
Engineering, Manufacturing and construction	358	101	459	78.0%	22.0%
Agriculture, Forestry, fisheries and veterinary	93	49	142	65.5%	34.5%
Health and Welfare	175	319	494	35.4%	64.6%
Services	336	446	782	43.0%	57.0%
Total	5,473	6,487	11,960	45.8%	54.2%

Annex 23: Staff in tertiary institutions in the academic year 2017/18

Status	Academic staff		Administrative staff		Total		
	Male	Female	Male	Female	Male	Female	Total
Public	1,665	401	674	391	2,339	792	3,131
Private	1,659	361	760	424	2,419	785	3,204
Total	3,324	762	1,434	815	4,758	1,577	6,335
TVET Higher Learning Institutions							
Public	644	85	207	84	851	169	1,020
Private	252	45	69	56	321	101	422
Total	896	130	276	140	1,172	270	1,442
Higher Education Institutions							
Public	1,021	316	467	307	1,488	623	2,111
Private	1,407	316	691	368	2,098	684	2,782
Total	2,428	632	1,158	675	3,586	1,307	4,893

Annex 24: Adult literacy centres by District from 2016 to 2018

District/Province	2016	2017	2018
Gisagara	72	86	77
Huye	96	106	99
Kamonyi	136	162	106
Muhanga	132	146	139
Nyamagabe	267	258	248
Nyanza	111	103	110
Nyaruguru	99	92	93
Ruhango	121	123	98
South	1,034	1,076	970
Karongi	184	292	270
Ngororero	169	179	183
Nyabihu	124	137	140
Nyamasheke	292	308	305
Rubavu	189	217	214
Rusizi	187	192	163
Rutsiro	196	245	259
West	1,341	1,570	1,534
Bugesera	193	185	184
Gatsibo	307	337	329
Kayonza	44	86	86
Kirehe	72	73	77
Ngoma	110	122	103
Nyagatare	211	208	181
Rwamagana	182	185	182
East	1,119	1,196	1,142
Burera	212	214	226
Gakenke	263	311	323
Gicumbi	244	313	315
Musanze	127	137	143
Rulindo	154	171	176
North	1,000	1,146	1,183
Gasabo	76	78	69
Kicukiro	33	33	42
Nyarugenge	51	61	51
Kigali city	160	172	162
Rwanda	4,654	5,160	4,991

Annex 25: Adult literacy learners by District in 2017 and 2018

District/Province	2017			2018		
	Male	Female	Total	Male	Female	Total
Gisagara	2,549	3,590	6,139	1,341	1,955	3,296
Huye	1,277	2,234	3,511	780	2,237	3,017
Kamonyi	1,661	2,287	3,948	1,213	2,200	3,413
Muhanga	1,813	2,193	4,006	1,483	2,488	3,971
Nyamagabe	1,733	2,934	4,667	1,893	3,365	5,258
Nyanza	2,361	3,784	6,145	1,934	2,920	4,854
Nyaruguru	699	1,329	2,028	738	1,810	2,548
Ruhango	2,099	3,085	5,184	992	1,579	2,571
South	14,192	21,436	35,628	10,374	18,554	28,928
Karongi	2,224	3,697	5,921	2,107	3,590	5,697
Ngororero	3,052	4,188	7,240	2,208	3,230	5,438
Nyabihu	1,222	3,323	4,545	1,538	3,561	5,099
Nyamasheke	2,567	3,742	6,309	2,269	2,956	5,225
Rubavu	3,417	7,051	10,468	2,565	5,109	7,674
Rusizi	1,105	1,511	2,616	1,022	1,336	2,358
Rutsiro	3,664	5,118	8,782	3,387	4,941	8,328
West	17,251	28,630	45,881	15,096	24,723	39,819
Bugesera	1,125	2,064	3,189	888	1,505	2,393
Gatsibo	7,515	8,790	16,305	6,400	8,537	14,937
Kayanza	1,099	1,511	2,610	1,143	1,795	2,938
Kirehe	456	712	1,168	610	882	1,492
Ngoma	1,430	1,749	3,179	1,119	1,694	2,813
Nyagatare	2,202	3,324	5,526	1,639	2,417	4,056
Rwamagana	1,853	2,227	4,080	1,866	2,337	4,203
East	15,680	20,377	36,057	13,665	19,167	32,832
Burera	2,701	3,480	6,181	2,508	3,418	5,926
Gakenke	1,910	2,767	4,677	2,206	2,941	5,147
Gicumbi	2,198	3,479	5,677	3,105	4,417	7,522
Musanze	1,007	2,703	3,710	1,111	2,804	3,915
Rulindo	1,126	1,602	2,728	1,127	1,719	2,846
North	8,942	14,031	22,973	10,057	15,299	25,356
Gasabo	1,603	1,947	3,550	1,132	1,737	2,869
Kicukiro	280	356	636	227	596	823
Nyarugenge	3,608	3,682	7,290	669	1,069	1,738
Kigali city	5,491	5,985	11,476	2,028	3,402	5,430
Rwanda	61,556	90,459	152,015	51,220	81,145	132,365

Annex 26: Adult literacy instructors by District and Province in 2017 and 2018

District/Province	2017			2018		
	Male	Female	Total	Male	Female	Total
Gisagara	69	49	118	61	38	99
Huye	58	84	142	52	75	127
Kamonyi	103	99	202	57	59	116
Muhanga	90	93	183	78	96	174
Nyamagabe	213	154	367	199	150	349
Nyanza	74	50	124	72	61	133
Nyaruguru	76	52	128	66	62	128
Ruhango	70	89	159	65	68	133
South	753	670	1,423	650	609	1,259
Karongi	268	218	486	252	181	433
Ngororero	162	71	233	151	73	224
Nyabihu	94	44	138	91	49	140
Nyamasheke	297	112	409	296	136	432
Rubavu	159	82	241	154	60	214
Rusizi	231	51	282	200	50	250
Rutsiro	189	56	245	191	69	260
West	1,400	634	2,034	1,335	618	1,953
Bugesera	121	72	193	116	74	190
Gatsibo	226	111	337	215	114	329
Kayonza	56	30	86	68	18	86
Kirehe	56	19	75	56	23	79
Ngoma	86	37	123	77	47	124
Nyagatare	136	78	214	110	120	230
Rwamagana	123	72	195	111	75	186
East	804	419	1,223	753	471	1,224
Burera	197	39	236	199	44	243
Gakenke	256	114	370	256	119	375
Gicumbi	282	132	414	298	114	412
Musanze	102	58	160	110	71	181
Rulindo	98	105	203	109	98	207
North	935	448	1,383	972	446	1,418
Gasabo	53	55	108	51	39	90
Kicukiro	28	19	47	30	28	58
Nyarugenge	32	37	69	31	39	70
Kigali city	113	111	224	112	106	218
Rwanda	4,005	2,282	6,287	3,822	2,250	6,072

Annex 27: ISCED Mapping for Rwanda

National program	ISCED level	ISCED Description
Pre-nursery	01 - Early childhood educational development	Education designed to support early development in preparation for participation in school and society.
Nursery	02 - Pre-primary education	
Primary	1 - Primary education	Systematic instruction in fundamental knowledge, skills and competencies. Basic level of complexity.
Lower secondary	2 - Lower secondary education	First stage of secondary education building on primary education.
General upper secondary	34 – General Upper secondary education	Second/final stage of secondary education preparing for tertiary education and/or providing skills relevant to employment.
TTC	35 – Vocational Upper secondary education	
TVET Level I to 5		
TVET level 6 to 7	4 - Post-secondary non-tertiary education	Prepares for labour market entry and/or tertiary education. Broadens knowledge from secondary but less complex than tertiary education.
TVET short course	Not classified in ISCED	
Higher Education	5 - Short-cycle tertiary education	Typically, practically-based, occupationally-specific and prepares for labour market entry.
	6 - Bachelor's or equivalent level	Provides intermediate academic and/or professional knowledge, skills and competencies.
	7 - Master's or equivalent level	Provides advanced academic and/or professional knowledge, skills and competencies.
	8 - Doctoral or equivalent level	Leads to an advanced research qualification.
Adult literacy	Not Classified in ISCED	

This document contains a comprehensive set of statistical information for all education levels: early childhood education, primary, secondary, TVET, tertiary and adult literacy. It provides key education figures and indicators for school infrastructure, students, staff, ICT in education, books, sources of energy, water, sanitation, school feeding and special needs in education. Data presented in this publication is disaggregated by level of education, school's status, gender and disaggregate data at district level is available in the annexes.

Institutions affiliate to the Ministry of Education:

Rwanda Education Board (REB)
Higher Education Council (HEC)
Workforce Development Authority (WDA)
Rwanda National Commission for UNESCO (CNRU)
University of Rwanda (UR)
Rwanda Polytechnic (RP)

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