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|  | **RWANDA** | **East Africa**  COMESA, CEA | area  **26.338** km2 |
| **Kigali** | population  **11, 262,565**  inhabitants | **220, 672, 507,548** |

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| General Information | | | | | | | |
| Population % | | | | |  | Budget | |
| Age | General Distribution | | Enrolled by cycle | | School Cycle | % |
| **M** | **F** | **M** | **F** |
| 0 - 3 | 5,7% | 5,6% | 0,1% | 0,1% | Pre-primary | 2% |
| 3 - 6 | 5,4% | 5,4% | 1,2% | 1,2% | Primary | 34% |
| 6 - 12 | 9,3% | 9,4% | 8,9% | 9,1% | Secondary | 32% |
| 12 - 18 | 7,8% | 8,0% | 2,8% | 3,2% | Higher | 14% |
| 18 - 25 | 7,5% | 7,8% | 2,1% | 2,1% | TVET | 17% |
| 25 - 35 | 8,7% | 9,1% | 0,6% | 0,6% | STI | 1% |

The Ministry of Education’s aim is to transform Rwandan citizens into skilled human capital for the socio-economic development of the country. The education system is composed of four main levels: Pre-primary, Primary, Secondary, and Higher Education, with a significant TVET stream at both secondary and higher education levels. In addition there is non-formal education, or Adult Basic Education (ABE) as it is now more commonly referred to. Compulsory education spans the nine years from age 7 to age 15, covering primary and lower secondary education, and is commonly known as Nine Years Basic Education (9YBE).

Pre-Primary education is organised in nursery schools and for a period of three years for children between the age of 4 and 6. The education sector has made commendable progress whereby the number of children enrolled in Pre-Primary Schools increased from 159,291 children in 2014 to 183,658 in 2015. The total number of staff in Pre-Primary Schools increased from 4,671 in 2014 to 5,386 in 2015. The Net Enrolment Rate (NER) in Pre-Primary Education increased from 13.3% in 2014 to 14.2% in 2015. The Gross Enrolment Rate (GER) increased from 17.5% in 2014 to 20.2% in 2015.

Primary Education lasts six years with the official school age at this level being from 7 years to 12 years. This stage focuses on core literacy and numeracy skills, as well as preparation for secondary studies. Primary Education ends with national examinations which determine eligibility for proceeding to Lower Secondary School. The NER in Primary Education in 2015 was 96.9%, up from 96.8% in 2014. GER increased from 134.3% in 2014 to 135.3% in 2015.

Secondary Education also lasts for six years with the official age for this level being from 13 years to 18 years of age. It is subdivided into Lower Secondary (the first three years) and Upper Secondary (the last three years), both culminating in national examinations which respectively determine eligibility for Upper Secondary, and secondary graduation or entry to Higher Education. At Upper Secondary level students choose between continuing in general Secondary Schools and enrolling in a Technical Secondary School (TSS) or a Teacher Training Colleges (TTC) to train as a primary teacher.

The NER in 2015 was 22.3% in Lower Secondary, down from 22.8% in 2014; and 20.9% in Upper Secondary Education, down from 27.3% in 2014. The GER in Lower Secondary decreased from 46.6% in 2014 to 45.9% in 2015. The GER in Upper Secondary decreased to 33.2% in 2015 from 34.4% in 2014.

To increase access, school construction was done using both government budget and unconventional method involving the community in construction works. In the Financial Year 2015/2016, 934 classrooms and 1,466 latrines were constructed. 21,482 desks for students, 3,814 chairs and 1,652 tables were provided to equip newly constructed classrooms. To address the issues of skills among school leavers, Rwanda began implementing the new competency based curriculum.

Technical and Vocational Education and Training (TVET) provides young people and the unemployed with the skills to gain productive employment and also provides those already in employment with an opportunity to upgrade their skills, including entrepreneurs and those wishing to work for themselves. TVET is delivered through the Technical Secondary Schools (TSSs), Vocational Training Centres (VTCs) and Integrated Polytechnic Regional Centres (IPRCs).

Rwanda envisions becoming a knowledge based economy. To help achieve this ideally by 2017 60% of graduates completing Nine Year Basic Education will enrol into TVET. To achieve this, much was done to improve TVET facilities, competency based curricula have been developed and implemented to serve the needs of industry. TVET has been promoted through role models and successful entrepreneurs. 94,373 students were enrolled in TVET in 2015.

To promote science and technology, the Ministry of Education recorded great achievements in organizing science competition, distribution of science kits and construction of laboratories. 18.9% of students were enrolled in science and technology fields at upper secondary and tertiary education level.

At tertiary level students can pursue their studies in a range of academic directions or opt to enter an array of technical or vocational fields. Undergraduate degrees currently require four years to complete, though the option of reducing this to three years in order to harmonise with the rest of the region is being explored.

Higher Education also grew tremendously: today the sub-sector has 86,315 students (where 58% are in private HLIs). The University of Rwanda, a newly established comprehensive university, has played its role as a catalyst to drive forward quality reforms by improving quality assurance, consolidating the skills and expertise of academic staff, creating centres of excellence for teaching and research, and improving utilization of resources and modern facilities. The University of Rwanda launched a new school, the School of Mining and Geology.

Overall, the Government of Rwanda recognizes that education is a critical investment for the country’s future growth and development. In 2015/2016, the Ministry of Education recorded many achievements, including increased access, improved quality of education, expansion of the University of Rwanda, strengthened Information and Communication Technology, science, research and innovation in education including the promotion of centres of excellence and research partnerships.