

REPUBLIC OF RWANDA



MINISTRY OF EDUCATION

P.O BOX 622 KIGALI

2019 EDUCATION STATISTICS



FOREWORD

The mission of the Ministry of Education is to transform the Rwandan citizen into skilled human capital for the social-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 in collaboration with different stakeholders need updated information on education sector.

In this publication, the Ministry of Education presents Education Statistical Yearbook 2019. 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 infrastructure and teaching and learning materials such as ICT, source of energy, water and sanitation and other factors that influence education sector in Rwanda, including school feeding program, status special Needs and inclusive education in schools. Data presented in this publication are disaggregated by gender, school status and disaggregation at district level is provided in annexes.

New information such as data on students in Rwanda Correctional Services were included in this publication in order to comply with the needs of education statistics users and to facilitate international comparability of our education system. Needless to say, I am confident that this publication will be useful for 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 and Districts, as well as staff of 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 worth noting that the feedback, comments on this report will improve subsequent publications. The Ministry of Education will continue to strive towards making education statistics more accessible, equitable and relevant in future.



Dr. Valentine UWAMARIYA

Minister of Education

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ACRONYMS AND ABBREVIATIONS

AU	African Union
CBC	Competence Based Curriculum
EAC	East African Community
ECE	Early Childhood Education
ECED	Early Childhood Educational Development
EICV	Enquête Intégrale sur les Conditions de Vie des Ménages (Household Living Conditions Survey)
ESSP	Education Sector Strategic Plan
HEC	Higher Education Council
ICT	Information and Communication Technology
ISCED	International Standard Classification of Education
LwD	Learners with disabilities
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
RCS	Rwanda Correctional Services
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 is collected directly from tertiary institutions, data on National Employment Program (NEP) is collected from the NEP department in Rwanda Polytechnics (RP).

Indicators which requires data on population like gross and net enrollment rate are calculated using Rwandan population projection as published by the National Institute of Statistics of Rwanda (NISR), medium scenario. (NISR, 2014)

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: Rwanda Education Board (REB), Workforce Development Agency (WDA), Higher Education Council (HEC), University of Rwanda (UR), Rwanda Polytechnics (RP) and decentralized entities (District and Sector).

In 2019, eight data collection tools were used based on different levels of education: Pre-Nursery, Nursery, Primary, General secondary (including TTC), TVET (level1 to 5), TVET short courses, Tertiary and Adult literacy. In the framework of implementing Sustainable Development Goals (SDGs) with the aim of “living no one behind” it is the first time that data from Rwanda Correctional Services (RCS) were collected.

Education data collection was carried out between March-April 2019. Data was collected from 13,456 institutions engaged in providing education at all levels (87 pre-nurseries, 3,401nursery schools, 2,961primary schools, 1,452 general secondary schools, 16 TTCs, 331 TVET centres, 30 Higher Education Institutions and 5,294adult 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. It is important to note that though we have a specific section on TVET, data related to TVET level 1 to 5 is included in secondary section and TVET level 6 to 7 is included in Tertiary section.

DEFINITIONS OF KEY EDUCATION INDICATORS

The following formulas are extracted from UNESCO's Education Indicators Technical Guidelines (UIS, 2009) and the Metadata for the global and thematic indicators for the follow-up and review of SDG 4 and Education 2030 (UIS, 2018)

1. Participation Rate (PR)

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.

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

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.

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

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.

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

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.

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

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.

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

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.

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

9. Pupil-Teacher Ratio (PTR)

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

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

10. 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.

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

11. 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**.

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

12. Pupil Classroom Ratio (PCR)

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

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

13. 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 2019 was 3,756,942 with 97,954 staff and 13,466 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 36.8%, 98.9%, 70.9% and 14.2%. 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 2019 is the second time that the Ministry of Education collects data on pre-nursery. In 2019, 6,690 children were registered with 232 staff in 87 centres. Only 15 districts have at least a pre-nursery centre as of 2019 compared to 24 centres recorded in 2018.

Nursery schools, students and staff respectively increased from 3,210 in 2018 to 3,401 in 2019; from 226,706 in 2018 to 282,428 in 2019; from 7,178 in 2018 to 7,865 in 2019. Even though Gross and Net Enrolment Rate increased respectively from 24 % (in 2018) to 29.9% in 2019 and 20.8% (in 2017) to 24.6% in 2019, the rates are still very low compared to the Sustainable Development Goals (SDG) target of 100% by 2030.

Primary schools increased from 2,909 in 2018 to 2,961 in 2019, students increased from 2,503,705 in 2018 to 2,512,465 in 2019 and staff increased from 44,544 in 2018 to 46,325 in 2019. Primary Gross Enrolment Rate (GER) increased (138.8%) comparatively to (137.5%) in 2018, repetition is also decreased from (13.4 % in 2017/2018) to (10.0 % in 2018/2019) and drop-out rates increased from (6.7% in 2017/2018) to (7.8% in 2018/2019), this shows that the dropout in primary schools 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 increased from 71.6% in 2017/2018 to 72.2% in 2018/2019.

Secondary schools increased from 1,728 in 2018 to 1,783 in 2019, students increased from 652,944 in 2018 to 732,104 in 2019 and staff increased from 30,040 in 2018 to 30,779 in 2019. Secondary school GER increased from 39.3% in 2018 to 42.5 % in 2019, while NER decreased from 29.8% in 2018 to 24.5 % in 2019. The transition rate from lower to upper Secondary slightly increased from 85.4% in 2018 to 86.1% in 2019.

The number of TVET schools decreased from 360 to 341, the TVET institutions are dominated by private schools whereby in 2019 private schools represents 59.8 %. Trainees increased from 102,485 in 2018 to 107,167 in 2019, and the number of staff increased from 6,607 in 2018 to 6,711 in 2019. It is the third time that NEP statistics are published in the Education Statistical Yearbook. The number of NEP beneficiaries slightly increased by 3%, from 9,650 beneficiaries in 2017/2018 to 9,932 beneficiaries in 2018/2019.

The number of tertiary institutions remained the same as last year (2017/2018) by 40 institutions, tertiary students decreased from 89,160 in 2017/2018 to 86,140 in 2018/2019, the number of students in public tertiary institutions decreased from 38,338 in 2017/2018 to 35,719 in 2018/2019. While the number of students from private tertiary education was 50,822 in 2017/2018 to 50,421 in 2018/2019. 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 increased from 4,991 in 2018 to 5,194 in 2018, learners decreased from 132,365 in 2018 to 127,117 in 2019 while instructors increased from 6,072 in 2018 to 6152 in 2019.

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.

1 GENERAL OVERVIEW

Table 1.1: Number students from 2017 to 2019

SN	Category	Number of students enrolled			Increase /decrease	
		2017	2018	2019	2017/18	2018/19
1	Pre-nursery	5,234	6,491	6,690	1,257	199
2	Nursery	220,435	226,706	282,428	6,271	55,722
3	Primary	2,540,374	2,503,705	2,512,465	-36,669	8,760
4	Lower secondary	382,661	422,093	481,138	39,432	59,045
5	General upper secondary	139,319	147,618	158,489	8,299	10,871
6	TVET level1 to 5	79,595	79,388	83,157	-207	3,769
7	TTC	9,397	9,186	9,320	-211	134
8	TVET level 6 to 7	10,420	13,447	14,078	3,027	631
9	Higher Education	80,773	75,713	72,128	-5,060	-3,585
10	TVET NEP	17,486	9,650	9,932	-7,836	282
11	Adult literacy	152,015	132,365	127,117	-19,650	-5,248
Total		3,637,709	3,626,362	3,756,942	-11,347	130,580
5+6+7	Upper secondary	228,311	236,192	250,966	7,881	14,774
4+5+6+7	Secondary	610,972	658,285	732,104	47,313	73,819
4+5+6	General Secondary	531,377	578,897	648,947	47,520	70,050
6+8+10	TVET	107,501	102,485	107,167	-5,016	4,682
8+9	Tertiary	91,193	89,160	86,206	-2,033	-2,954

Table 1.1 give a summary trend of student's enrollment by different education categories. Primary education occupies the biggest share where the number of students is now at 2,512,465 which represents 69.1% of the total number of 3,753,366 of learning population. It also shows that Higher education and adult literacy registered a persistent decrease between 2017 and 2019. It is important to explain terminology used in this document for instance **Tertiary education** refer to **Higher education** plus **TVET level 6 to 7** while **secondary** refer to **general secondary** with **TTC** and **TVET level 1 to 5**.

Table 1.2: Number of students in 2019 compare to total population

Category	Official age range	Population	Enrollment	Difference
Pre-nursery	1-3 years	1,350,751	6,690	1,344,061
Nursery	4-6 years	947,252	282,428	664,824
Primary	7-12 years	1,810,665	2,512,465	-701,800
Lower secondary	13-15 years	908,132	481,138	426,994
Upper secondary	16-18 years	812,637	250,966	561,671
Tertiary	19-23 years	1,168,850	86,206	1,082,644
TVET NEP			9,932	
Adult literacy			127,117	
Total		6,998,287	3,756,942	

Table 1.2 highlight the need of starting school on time, and the impact on the whole education system when repetitive delays are registered. The number of Rwandan populations with the age of attending Primary (7-12 years) are estimated at 1,810,665 though currently there are 2,512,465 students enrolled in primary regardless of the age. This explains that there is a **surplus of 701,800** students enrolled in primary schools while they should be in other levels. This explains the high Gross enrollment rate in primary which is now at 138.8%.

This is a drawback to the whole education systems, and it is affecting the quality of education. The negative impact can include (but not limited to): overcrowding classes, insufficient teaching staff, teaching and learning materials in primary schools; low enrollment in secondary and tertiary education, high dropout and repetition rate, etc.

Except for primary where there is a **surplus**, in other levels there is a **gap** for example in **lower secondary and upper secondary there is a gap** of respectively **426,994 and 561,671** students.

2 EARLY CHILDHOOD EDUCATION

As per the updated International Standard Classification of Education: ISCED 2011 (UIS, 2011); Early Childhood Education (ECE) is composed by Early Childhood Educational Development (ECED) or Pre-Nursery and Nursery education or Pre-primary. For the international comparability Nursery is equivalent to ISCED 01 with official age range between 1 to 3 years while Nursery is equivalent to ISCED02 and the official age is between 4 to 6 years.

Table 2.1: Number of ECE Schools /Centres, learners and staff from 2017 to 2019

Level	2017	2018	2019
Schools/Centres	3,276	3,306	3,488
Pre-Nursery	90	96	87
Nursery	3,186	3,210	3,401
Learners	225,669	233,197	289,118
Pre-Nursery	5,234	6,491	6,690
Nursery	220,435	226,706	282,428
Staff	7,055	7,440	8,097
Pre-Nursery	243	262	232
Nursery	6,812	7,178	7,865

There were 3,488 ECE schools where 87 are for Pre-Nursery level and 3,401 Nursery level in 2019. The number of learners enrolled in ECE is 289,120 and 8,097 staff are dedicated to this level. There has been an increase in both ECE centers and learners comparatively to last year respectively 5.5 and 24.0 percent when the school census was conducted in August 2019.

The Government of Rwanda has put more efforts in increasing the enrollment in ECE both in quality and quantity in order to accommodate a big number of learners in the age of pre-primary education. At the end of 2019, there were 10,149 centers with 557,233 learners and 19,136 staff. These centers are categorized in different types including school-based centers, community-based centers and center based with respectively 1,173 centers, 8,603 centers and 373 centers.

2.1 PRE-NURSERY EDUCATION

This paragraph highlights trend in Pre-Nursery centers, the official age to attend this level are not defined in the legal framework but practically the age to attend this level is between 1 and 3 years. In Rwanda the activity related to this level is under the National Early Childhood Development Program (NECDP) and it is offered in three programs: Home based, school based, and community based. For the Education purpose we exclude family-based centers because the core business of those centers is not for educational perspectives.

2.1.1 Pre-Nursery infrastructure

Learners in Pre-Nursery level need a good and conducive environment including among other classrooms, water electricity, etc.

Table 2.2: Number of Pre-Nursery centers from 2017 to 2019

Description/Year	2017	2018	2019
Total number of Pre-nurseries	90	96	87
Number of public centres	22	23	61
Number of private centres	68	73	26
<i>Percentage of public centres</i>	<i>24.4%</i>	<i>24.0%</i>	<i>70.1%</i>
<i>Percentage of private centres</i>	<i>75.6%</i>	<i>76.0%</i>	<i>29.9%</i>

Comparatively to 2018, there is a decrease in Pre-Nursery centers from 96 to 87 in 2019. Public centres represent 70.1% while private centres represent 29.9%. The Annex 2 illustrates that pre-Nursery centres are located in only 23 districts. The Eastern province dominates with 50% of all prenursery centers followed by City of Kigali with 15 %, Western province with 12% and Northern province has the lowest number of prenursery centers with 8%. As illustrated in the following table a considerable decrease is observed within Individual centers.

Table 2.3 Number of Pre-Nursery centres by owners from 2017 to 2019

Centre by Owner/year	2017	2018	2019
Total Number	90	96	87
Government	22	23	35
Catholic	5	5	11
Protestant	1	1	3
Adventist	0	1	0
Islamic	0	2	4
Parents' associations	36	38	25
Individuals/NGOs	26	26	9
Percentage	100%	100%	100%
Government	24.4%	24.0%	40.2%
Catholic	5.6%	5.2%	12.6%
Protestant	1.1%	1.0%	3.4%
Adventist	0.0%	1.0%	0.0%
Islamic	0.0%	2.1%	4.6%
Parents' associations	40.0%	39.6%	28.7%
Individuals/NGOs	28.9%	27.1%	10.3%

The big number of prenursery centers are owned by the Government of Rwanda with 40.2 %. Participation of civil society is represented by Catholic, Protestant, Adventist, and Islamic communities, Parents' associations, and individuals and/or NGOs own 30.1%. Parents' associations come second after Government with 28.7%. Adventist community has the lowest ownership with below 1%.

Table 2.4: Type of services offered in Pre-Nursery Centres from 2017 to 2019

Centre by type of services offered/ year	2017	2018	2019
Positive Parent Education program	41	65	65
Health and nutrition services	45	67	63
Child protection	61	72	66
Early learning & stimulation (education)	84	84	76
Percentage compare to total centers			
Positive Parent Education program	45.6%	67.7%	74.7%
Health and nutrition services	50.0%	69.8%	72.4%
Child protection	67.8%	75.0%	75.9%
Early learning & stimulation (education)	93.3%	87.5%	78.4%

There are four types of services offered in pre-Nursery centres: positive parent education program is offered in 74.7% of all centres, health and nutrition services is offered in 72.4% of all centres, child protection at 75.9% of all centres and early learning & stimulation services at 78.4% of all centres. This table shows that not all services are offered to all centers, for example among 87 centers only 76 are offering Early learning and stimulation, there is a need to institutionalize pre-nurseries and strengthen quality standard assessment to ensure that all services are offered.

2.1.2 Pre-nursery learners

Table 2.5 Number of Pre-Nursery learners from 2017 to 2019

Indicator/Year	2017	2018	2019
Total Pre-Nursery learners	5,234	6,491	6,690
Male	2,516	3,199	3,290
Female	2,718	3,292	3,400
% of Male	48.1%	49.3%	49.2%
% of Female	51.9%	50.7%	50.8%
Pre-Nursery learners in Private centres	3,302	3,598	983
Male	1,553	1,750	446
Female	1,749	1,848	537
% of Male	47.0%	48.6%	45.4%
% of Female	53.0%	51.4%	54.6%
Pre-Nursery learners in Public centres	1,932	2,893	3,861
Male	963	1,449	1,925
Female	969	1,444	1,936
% of Male	49.8%	50.1%	49.9%
% of Female	50.2%	49.9%	50.1%
Pre-Nursery learners in Government aided Centers	0	1,756	1,846
Male	0	835	919
Female	0	921	927
% of Male	0	47.6%	49.8%
% of Female	0	52.4%	50.2%

Table 2.5 and figure 2.1 shows that the number of learners enrolled in in Pre-Nursery centres is 6,690 among them 983 (14.7%) are enrolled in private Pre-Nursery centres while 3,861(57.7%) are enrolled in Public centres and 1,846 are in government aided centers with 27.6%. Generally, the percentage of female enrolled in pre-Nursery is higher than that the number of Male. The Percentage of female increased by 0.1% in 2019. The number of females continues to be higher than that of male which is normal when considering the proportion in population census.

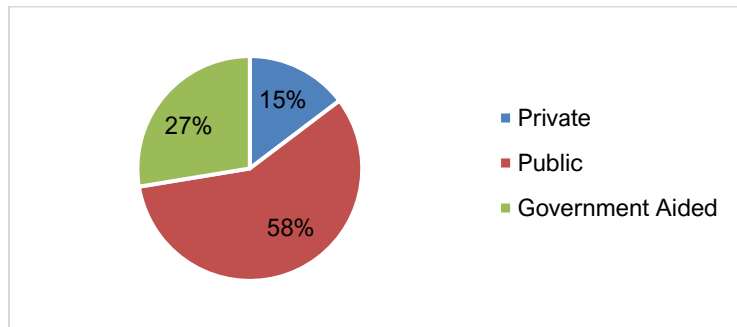


Figure 2.1: Proportion of Pre-Nursery learners by centre's status in 2019

The high proportion of pre-nursery leaners are enrolled in public centres in 2019

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

Description/Year	2018	2019
Total Refugee Students	37	0
Male	19	0
Female	18	0
% of Male	51.4%	0
% of Female	48.6%	0
Refugee Students in Public schools	0	0
Male	0	0
Female	0	0
Refugee Students in Government aided schools	37	0
Male	19	0
Female	18	0
Refugee Students in Private schools	0	0
Male	0	0
Female	0	0

Comparatively to 2018, there are no refugees enrolled in prenursery schools in 2019.

2.1.3 Caregivers in pre-nursery centres

Table 2.7: Caregivers in Pre-Nursery centres from 2017 to 2019

Indicator/Year	2017	2018	2019
Total Caregivers in Pre-Nursery Centres	243	262	232
Male	62	47	40
Female	181	215	192
% of Male	25.5%	17.9%	17.2%
% of Female	74.5%	82.1%	82.8%
Pre-Nursery Caregivers in Private Centres	142	133	72
Male	28	12	2
Female	114	121	70
% of Male	19.7%	9.0%	2.8%
% of Female	80.3%	91.0%	97.2%
Pre-Nursery Caregivers in Public Centres	101	129	112
Male	34	35	26
Female	67	94	86
% of Male	33.7%	27.1%	23.2%
% of Female	66.3%	72.9%	76.8%
Pre-Nursery Caregivers in Government Aided Centres	0	51	48
Male	0	7	11
Female	0	44	36
% of Male	0	13.7%	22.9%
% of Female	0	86.3%	75.0%
Pre-Nursery Caregivers Trained	81	124	124
Male Trained	26	36	26
Female Trained	55	88	98
% of Trained Caregivers	33.3%	47.3%	53.4%
% of Male Trained	41.9%	76.6%	21.0%
% Female Trained	30.4%	40.9%	79.0%
Learners: Care-givers Ratio	22	25	29
Learners: Trained Care-givers Ratio	65	52	54

Table 2.6 shows that 112caregivers (48.3% of total caregivers) work in public pre- Nursery centres while 72caregivers (31.0% of total caregivers) are working in private pre- Nursery and 20.7% are enrolled in government aided. The ratio of learners per care-giver equal 14:1 in private centres ,35:1 in public centres and 38:1 in government aided centers. The overall ratio stands at 29 learners per one caregiver. The percentage of female are outnumbering that of male caregivers: 82.8% vis a vis17.2%. 124 caregivers out of 232 caregivers are trained in teaching in ECE.

2.1.4 Water and sanitation in pre-nursery centres

Table 2.8: Water in Pre-Nursery centres from 2017 to 2019

Indicator/Year	2017	2018	2019
Number of Pre-Nursery Centres with rainwater harvesting system	48	57	54
% of Pre-Nursery Centres with Rainwater harvesting system	53%	59%	60.7%
Number of Pre-Nursery Centre with Tap water supply	28	43	45
% of Pre-Nursery Centres with Tap water supply	31%	45%	50.6%
Number of Pre-Nursery Centre with safe drinking water		46	44
% of Pre-Nursery Centres with safe drinking water		48%	49.4%
Number of Pre-Nursery Centre with handwashing facilities		56	55
% of Pre-Nursery Centres with handwashing facilities		58%	61.8%

The number of pre-Nursery center with rainwater harvesting system increased from 59% in 2018 to 60.7% in 2019 and centers with tap water supply increased from 45% in 2018 to 50.6% in 2019.

Table 2.9: Toilets in Pre-Nursery centres from 2017 to 2019

Indicator/Year	2017	2018	2019
Number of Pre-Nursery Centres with single sex toilet	31	63	54
% of Pre-Nursery Centres with single sex toilets	34.4%	65.6%	60.7%
Number of toilets in Pre-nursery	-	382	356
For female	-	190	176
For Male	-	193	180
For students	239	343	311
For Female students	125	172	154
For Male students	114	171	157
For caregivers	-	39	45
For female caregivers	-	18	22
For Male caregivers	-	22	23
Ratio toilet per users	-	18	19
Female	-	17	19
Male	-	18	20
Students	22	19	22
Female students	22	19	21
Male students	22	19	22
Staff	-	7	5
Female caregivers	-	3	2
Male caregivers	-	10	8

The number of toilets in the centres decreased from 382 to 378 toilets, this is also linked to the decrease of number of centers. Only 60.7% had single sex toilets. The ratio of children per toilet is at 22 kids for one toilet while for caregivers is at 5 caregivers per one toilet room.

2.2 NURSERY EDUCATION

This paragraph highlights trend in Nursery (or pre-primary) for the last four 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 from 2016 to 2019 by schools status

Schools status	2016	2017	2018	2019
Total schools	2,757	3,186	3,210	3,401
Public schools	527	455	455	508
Government aided schools	947	1,484	1,632	1,555
Private schools	1,283	1,247	1,123	1338
Average pupils per school	70	69	71	83
Public schools	65	71	70	81
Government aided schools	66	66	67	80
Private schools	70	73	77	86

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 508 are public while 1,555 are Government aided and 1,338 are private schools. The average pupils per school is 81, 80 and 86 for public, government aided and private schools, respectively.

These are schools recorded during 2019 education data collection period which is March-April 2019. There are other 660 nursery schools opened after the data collection period (after June, 2019) due to effort put in increasing the number of classrooms for Nursery education by FBO, and their details including academics, staff and infrastructure will be captured in the next year school census.

Table 2.11: Number of Nursery schools, by settings from 2016 to 2019

Schools by Settings/ Year	2016	2017	2018	2019
Total schools	2,757	3,186	3,210	3,401
Nursery only	875	1,031	1,037	1,102
Nursery + Primary	1,176	1,315	1,361	1,410
Nursery +Primary + Lower secondary	372	443	454	486
Nursery +Primary + Lower and upper secondary	334	397	358	403
Percentage compare to total number of schools	100%	100%	100%	100%
Nursery only	31.7%	32.4%	32.3%	32.4%
Nursery + Primary	42.7%	41.3%	42.4%	41.5%
Nursery +Primary + Lower secondary	13.5%	13.9%	14.1%	14.3%
Nursery +Primary + Lower and upper secondary	12.1%	12.5%	11.2%	11.8%

As shown in the table 2.11 Nursery schools increased from 3,210 in 2018 to 3,401 in 2019. The Nursery school attached to primary has the highest percentage of 41.5%.

Table 2.12: Nursery School attached to a higher level in 2016 to 2019

Indicator/Year	2016	2017	2018	2019
Number of Nursery schools located in the same premises with a higher level	1,882	2,155	2,173	2,299
Percentage of Nursery schools located in the same premises with a higher level	68.3%	67.6%	67.7%	67.6%

Number of Nursery schools located in the same premises with a higher level (Primary, lower and upper secondary) slightly increased from 2,173 in 2018 to 2,299 in 2019.

Table 2.13: Number of Nursery schools, by ownership from 2016 to 2019

School by Owner/Year	2016	2017	2018	2019
Total number of schools	2,757	3,186	3,210	3,401
Government	527	468	459	506
Catholic	639	781	812	840
Protestant	629	685	732	799
Adventist	55	50	76	59
Islamic	13	19	28	28
Parents associations	683	929	838	854
Individuals/NGOs	211	254	265	315
Percentage of schools by owner	100%	100%	100%	100%
Government	19.1%	14.7%	14.3%	14.9%
Catholic	23.2%	24.5%	25.3%	24.7%
Protestant	22.8%	21.5%	22.8%	23.5%
Adventist	2.0%	1.6%	2.4%	1.7%
Islamic	0.5%	0.6%	0.9%	0.8%
Parents associations	24.8%	29.2%	26.1%	25.1%
Individuals/NGOs	7.7%	8.0%	8.3%	9.3%

The number of Nursery schools has increased from 3,210 (2018) to 3,401 (2019). This translates to an increase of six percent point increase. However, the share of schools under the ownership of parents' associations, Catholic, Adventist, Islam decreased in numbers during the same period while schools owned by government, Protestant increased. This decrease has been offset by the increase in schools owned by the Individuals/NGOs.

Table 2.14: Number of Nursery classrooms, by schools status from 2016 to 2019

Schools 'status	2016	2017	2018	2019
Total classrooms	4,427	5,207	5,509	5,879
In Public schools	701	615	608	674
In Government aided schools	1,243	1,896	2,234	2,050
In Private schools	2,483	2,696	2,667	3,155
Average pupils per classroom	42	42	41	48
In Public schools	49	52	53	62
In Government aided schools	50	51	49	61
In Private schools	36	34	32	36

In 2019, the total number of classrooms is 5,879 among them 674 (11%) are in public schools while 2,050 (35%) are in government aided and 3,155 (54%) are in private schools. Table 2.14 shows that from 2018 to 2019 the number of classrooms decreased in Government aided while private and public schools the number increased. The overall pupil per classroom is 48 pupils per classroom but public schools have the highest ratio (62:1 in 2018) and private have the lowest ratio (36:1 in 2019).

Table 2.15: Number of Nursery desks from 2016 to 2019 by schools status

Schools 'status	2016	2017	2018	2019
Total desks	74,515	86,607	103,993	119,279
In Public schools	12360	11763	13,780	15,565
In Government aided schools	21,084	31,513	37,802	39,551
In Private schools	41,071	43,331	52,411	64,163
Average pupils per desk	2	3	2	2
In Public schools	3	3	2	3
In Government aided schools	3	3	3	3
In Private schools	2	2	2	2

Table 2.15 shows that the number of desks in nursery schools increased from 2016 up to 2019. In general, the average pupil per desk decreased from 3 in 2017 to 2 in 2018 and 2019. In Private schools, the ratio of pupils per desk is 2 while it stands at 3 in public and government aided schools.

2.2.2 Nursery school pupils

Table 2.16: Nursery pupils enrolled from 2016 to 2019

Indicator/Year	2016	2017	2018	2019
Total (pupils)	185,666	220,435	226,706	282,428
Male	91,356	108,462	112,044	138,911
Female	94,310	111,973	114,662	143,517
<i>% of Male</i>	49.2%	49.2%	49.4%	49.2%
<i>% of Female</i>	50.8%	50.8%	50.6%	50.8%
Pupils in public schools	34,335	32,281	31,940	41,646
Male	16,836	15,765	15,978	20,531
Female	17,499	16,516	15,962	21,115
Pupils in Government aided schools	62,106	97,226	108,750	125,658
Male	30,242	47,431	53,386	61,610
Female	31,864	49,795	55,364	64,048
Pupils in Private schools	89,225	90,928	86,016	115,124
Male	44,278	45,266	42,680	56,770
Female	44,947	45,662	43,336	58,354

The table 2.16 indicates that 282,428 pupils enrolled in Nursery schools and this represents an increment of 55,724 (25%) in comparison to 2018 pupils (226,706). The number of enrolled pupils increased for all status.

A high proportion of students is enrolled in nursery schools, followed by government aided schools and then the private schools with 15% of the total student in this level

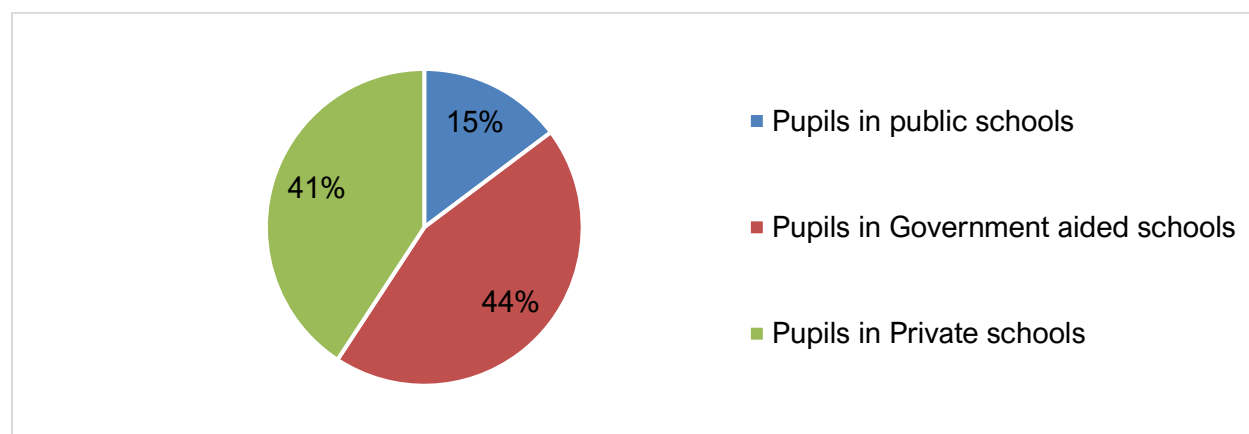


Figure 2.2: Proportion of Nursery pupils by school's status in 2019

Table 2.17: Nursery GER and NER from 2016 to 2019

Indicator/Year	2016	2017	2018	2019
Gross Enrolment Rate (Overall)	23.8%	24.1%	24.4%	29.8%
GER Male	23.3%	23.7%	24.0%	29.1%
GER Female	24.2%	24.5%	24.8%	30.6%
Net Enrolment Rate (Overall)	17.5%	20.6%	20.8%	24.6%
NER Male	17.1%	20.2%	20.4%	24.0%
NER Female	17.9%	20.9%	21.2%	25.1%

The Gross Enrolment Rate (GER) increased from 24.4% in 2018 to 29.8% in 2019. The Net Enrolment Rate (NER) also showed marginal increase from 20.8% in 2018 to 24.6% in 2019. However, in absolute terms, both GER and NER remain low for the Nursery level since the ESSP target for 2019 are (33.5%) and (27.6%) respectively, more effort is needed to achieve the target.

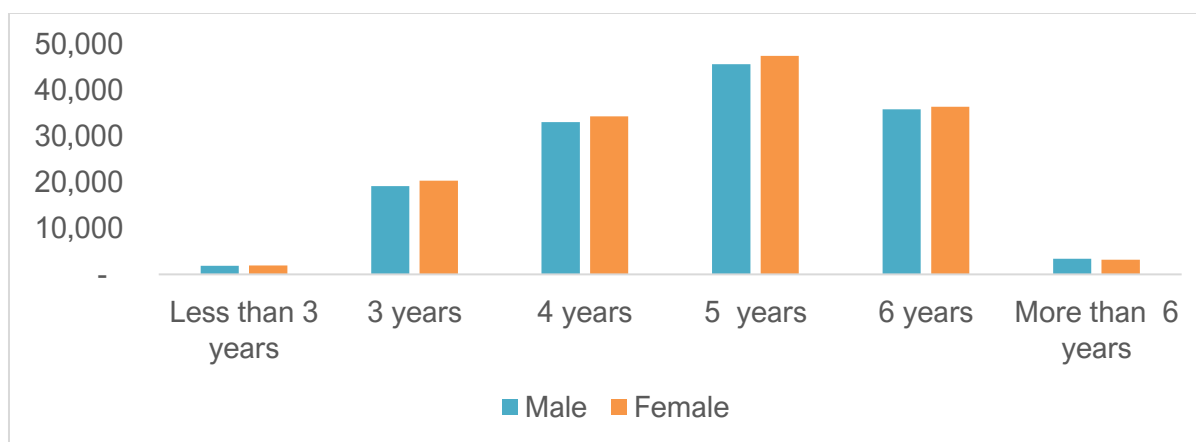


Figure 3.2: Distribution of Nursery pupils by age and sex in 2019

Table 2.18: Number of refugees in Nursery Schools in 2018 and 2019

Description/Year	2018	2019
Total Refugee Students	1,982	1,730
Male	998	859
Female	984	871
% of Male	50.4%	49.7%
% of Female	49.6%	50.3%
Refugee Students in Public schools	112	1
Male	74	0
Female	38	1
Refugee Students in Government aided schools	29	801
Male	16	422
Female	13	379
Refugee Students in Private schools	1,841	928
Male	908	437
Female	933	491

2.2.3 Nursery school staff

Table 2.19: Nursery school staff from 2016 to 2019

INDICATOR/YEAR	2016	2017	2018	2019
School staff	5,859	6,812	7,178	7,865
Male	1,297	1,367	1,457	1,553
Female	4,562	5,445	5,721	6,312
% of Male	22.1%	20.1%	20.3%	19.7%
% of Female	77.9%	79.9%	79.7%	80.3%
Teaching staff	5,024	6,039	6,280	6,931
Male	846	956	994	1,059
Female	4,178	5,083	5,286	5,872
% of Male	16.8%	15.8%	15.8%	15.3%
% of Female	83.2%	84.2%	84.2%	84.7%

INDICATOR/YEAR	2016	2017	2018	2019
Administrative staff	835	773	898	934
<i>Male</i>	451	411	463	494
<i>Female</i>	384	362	435	440
<i>% of Male</i>	54.0%	53.2%	51.6%	52.9%
<i>% of Female</i>	46.0%	46.8%	48.4%	47.1%
Qualified teachers	4,114	5,116	5,414	6,183
Qualified Male Teachers	660	778	813	943
Qualified Female Teachers	3,454	4,338	4,601	5,240
<i>% of Qualified Teachers</i>	81.9%	84.7%	86.2%	89.2%
<i>% of Qualified Male teachers</i>	78.0%	81.4%	81.8%	89.0%
<i>% Qualified Female teachers</i>	82.7%	85.3%	87.0%	89.2%
Trained Teacher	2,060	2,512	3,392	3,432
Trained Male Teachers	332	395	733	551
Trained Female Teachers	1,728	2,117	2,659	2881
<i>% of Trained Teachers</i>	52.7%	41.6%	47.3%	49.5%
<i>% of Trained Male teachers</i>	55.7%	41.3%	50.3%	52.0%
<i>% Trained Female teachers</i>	49.2%	41.6%	46.5%	49.1%
Pupils: Teacher Ratio	32	37	32	36
Pupils: Qualified Teacher Ratio	45	43	36	40
Pupils: Trained Teacher Ratio	90	88	67	71

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 whereby 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 2.20: Number of Nursery school staff in 2019 school year by status

Description/Year	2016	2017	2018	2019
Total school staff	5,859	6,812	7,178	7,865
Male	1,297	1,367	1,457	1,553
Female	4,562	5,445	5,721	6,312
Staff in Public schools	821	740	688	789
Male	171	138	124	141
Female	650	602	564	648
Staff in Government aided schools	1,411	2,230	2,602	2,531
Male	298	435	495	427
Female	1,113	1,795	2,107	2,104
Staff in Private schools	3,627	3,842	3,888	4,545
Male	828	794	838	985
Female	2,799	3,048	3,050	3,560

Table 2.20 indicates that 57.8% of staff are in private schools, 32.2% in government aided schools and 10.9% in public schools in 2019.

Table 2.21: Nursery school teaching staff from 2016 to 2019 by school status

Description/Year	2016	2017	2018	2019
Total school teaching staff	5,024	6,039	6,280	6,931
Male	846	956	994	1,059
Female	4,178	5,083	5,286	5,872
Staff in Public schools	763	706	633	734
Male	133	117	92	104
Female	630	589	541	630
Staff in Government aided schools	1,328	2,103	2,384	2,397
Male	244	362	370	351
Female	1,084	1,741	2,014	2,046
Staff in Private schools	2,933	3,230	3,263	3,800
Male	469	477	532	604
Female	2,464	2,753	2,731	3,196

In 2019 the proportion of teaching staff when compared to the total number of teaching staff is 54.8% in private schools, 34.6% in government aided schools and 10.6% in public schools.

Table 2.22: Nursery school administrative staff from 2016 to 2019 by school's status

Description/Year	2016	2017	2018	2019
Total school administrative staff	835	773	898	934
Male	451	411	463	494
Female	384	362	435	440
Staff in Public schools	58	34	55	55
Male	38	21	32	37
Female	20	13	23	18
Staff in Government aided schools	83	127	218	134
Male	54	73	125	76
Female	29	54	93	58
Staff in Private schools	694	612	625	745
Male	359	317	306	381
Female	335	295	319	364

In 2019 administrative staff in private schools represent the highest proportion (79.8%), followed by the proportion in government aided schools (14.3%); public schools have the lowest proportion (5.9%).

2.2.4 Books and Textbooks in nursery schools

Table 2.23: Students books in Nursery schools by level and subject in 2019

Number of books				
Subjects	Nursery 1	Nursery 2	Nursery 3	Total
Discovery of the World	7,933	5,929	9,025	22,887
Numeracy	8,948	7,927	11,099	27,974
Physical and Health development	5,152	4,516	6,298	15,966
Creative arts and Culture	5,751	5,025	7,259	18,035
Language and literacy: Kinyarwanda	11,029	8,327	18,116	37,472
Language and literacy: English	8,859	8,006	11,011	27,876
Social and Emotional development	6,087	5,158	7,784	19,029
Pupil: book ratio				
Subjects	Nursery 1	Nursery 2	Nursery 3	overall
Discovery of the World	14	10	13	12
Numeracy	12	7	10	10
Physical and Health development	21	13	18	18
Creative arts and Culture	19	12	16	16
Language and literacy: Kinyarwanda	10	7	6	8
Language and literacy: English	12	7	10	10
Social and Emotional development	18	12	15	15

The very high pupil-book ratio for children in Nursery is an issue of concern. As indicated in table 2.23, the pupil-book ratio remains very high for all subjects and all grades.

2.2.5 Source of energy in nursery schools

Table 2.24: Source of energy in Nursery schools from 2016 to 2019

INDICATOR/YEAR	2016	2017	2018	2019
Number of schools with on grid electricity supply	360	1,030	1,277	1,356
% of school with on grid electricity supply	13.1%	32.3%	39.8%	40%
Number of schools with Solar power	51	177	191	201
% of school with Solar power	1.8%	5.6%	6.0%	5.9%
Number of schools with Electric power generator supply	58	78	120	124
% of school with Electric power generator supply	2.1%	2.4%	3.7%	3.6%
Number of schools with Biogas system	6	4	11	11
% of school with Biogas system	0.2%	0.1%	0.3%	0.3%

Number of Nursery schools with on grid electricity supply increased from 1,277 (39.8%) in 2018 to 1,356(40%) in 2019. However, the ESSP target of 49.1% was not achieved. Solar power is the next major source of energy used by 5.9% of Nursery schools. 3.6% of schools use electric power generator supply while 0.3 use the biogas as source of energy. In general, out of 3,401 Nursery schools, only 1,692 has one of the 4 mentioned sources of energy and this represents 49.8%.

2.2.6 Water and sanitation in nursery schools

Table 2.25: Water in Nursery schools from 2016 to 2019

INDICATOR/YEAR	2016	2017	2018	2019
Number of Nursery schools with safe drinking water	-	612	883	921
% of Nursery schools with safe drinking water	-	19.2%	27.5%	27.1%
Number of Nursery schools with rainwater harvesting system	283	806	949	1,104
% of Nursery schools with rainwater harvesting system	10.3%	25.3%	29.6%	32.5%
Number of Nursery schools with tap water supply	390	766	942	991
% of Nursery schools with tap water supply	14.1%	24.0%	29.3%	29.1%
Number of Nursery schools with hand washing facilities	560	754	919	995
% of Nursery schools with hand washing facilities	19.9%	23.7%	28.6%	29.3%

In 2019, there is an increase in water and sanitation facilities as compared to 2018. The percentage of Nursery schools with safe drinking water and tap water supplies have decreased significantly compared to 2018, respectively 27.1% and 29.1%. But nursery schools with rain water harvesting system and hand washing facilities increased and they represent respectively 32.5% and 29.2%. This is due to nursery schools created but with limited water and sanitation infrastructure. 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.

Table 2.26: Toilets in Nursery schools from 2016 to 2019

INDICATOR/YEAR	2016	2017	2018	2019
Number of toilets in the school	7,769	9,789	10,371	12,522
For female	3,941	5,012	5,136	6,314
For Male	3,828	4,777	5,236	6208
For students	6,764	8,716	9,121	11,111
For Female students	3,411	4,422	4,580	5,594
For Male students	3,354	4,295	4,542	5,518
For staff	1,005	1,073	1,250	1,411
For female staff	531	591	656	721
For Male staff	475	483	594	691
Ratio toilet per users	25	23	22	23
Female	25	23	23	23
Male	24	23	22	22
Students	27	25	25	25
Female students	28	25	25	26
Male students	27	25	25	25
Staff	6	6	5	5
Female staff	9	9	8	9
Male staff	3	3	2	1

The ratio of toilet per users remained constant to 25 for learners and 5 for staff. The ratio toilet per male staff is 1 as illustrated in table 2.19 there is a big number of female staff in nursery schools than male which made one staff per toilet

2.2.7 School feeding program in nursery schools

Table 2.27: Nursery school feeding program from 2016 to 2019

INDICATOR/YEAR	2016	2017	2018	2019
Number of Nursery school participating in school feeding	273	379	625	1,277
% of Nursery school participating in school feeding	9.9%	11.9%	19.5%	37.5%
Number of schools with nutrition garden	242	314	440	528
% of school with nutrition garden	8.0%	9.9%	13.7%	15.5%
Number of students feed at school	24,948	33,944	49,401	104,494

The number of Nursery schools participating in School feeding has increased significantly from 19.5% in 2018 to 38% in 2019, meaning that the number of students fed at school was doubled and schools with nutrition gardens from 2018 to 2019 has increased by 2.3%. 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 2.28: Special need education in Nursery from 2016 to 2019

INDICATOR/YEAR	2016	2017	2018	2019
Number of schools with adapted infrastructure and materials for students with disabilities	-	183	264	356
% of school with adapted infrastructure and materials for students with disabilities	-	5.7%	8.2%	10%
Number of students with disability enrolled in Nursery	1,545	1,362	1,253	1,931
Male	925	829	743	1,077
Female	620	533	510	854
<i>% of Male</i>	59.9%	60.9%	59.3%	55.8%
<i>% of Female</i>	40.1%	39.1%	40.7%	44.2%
Number of teachers trained in special needs and inclusive education	246	314	508	655
Male	76	72	110	127
Female	170	242	398	528
<i>% of Male</i>	30.9%	23.0%	21.7%	19.4%
<i>% of Female</i>	69.1%	77.0%	78.3%	80.6%

In general, the number of students with disability enrolled in Nursery increased by 54% from 1,253 in 2018 to 1,931 in 2019 on both Male and Female. The percentage of nursery schools meeting standards of accessibility for Learners with disability (LwD) is 10%, the ESSP target of 14.36% by 2019 is not achieved. Further investment should be made to increase infrastructure to facilitate accessibility for students with disabilities in nursery schools.

Table 2.29: Nursery school pupils with disability in 2019

Type of disability	Male	Female	Total
Physical and Motor Challenges	390	304	694
Intellectual challenges	232	178	410
Visual impairment	71	103	174
Hearing Impairment	77	74	151
Visual and Hearing impairment	19	8	27
Developmental challenges	42	46	88
Speech, language and communication needs	197	102	299
Multiple disabilities/Difficulties	49	39	88
Total	1,077	854	1,931

Table 2.29 shows that 1,931 pupils with disabilities out of 282430 are enrolled in Nursery schools and this represents 0.7% of pupils enrolled in Nursery schools. Physical and motor challenges disabilities seem to be the category with the largest representation with 694 pupils (35.9%).

Table 2.30: Nursery school pupils with disability from 2016 to 2019

Indicator/Year	2016	2017	2018	2019
Total Learners with disability	1,545	1,362	1,253	1,931
Male	925	829	743	1,077
Female	620	533	510	854
<i>% of Male</i>	59.9%	60.9%	59.3%	55.8%
<i>% of Female</i>	40.1%	39.1%	40.7%	44.2%

The number of pupils with disability enrolled in Nursery schools increased from 1,253 in 2019 to 1,931 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 lasts 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 2019 by schools' status

School status	2016	2017	2018	2019
Total schools	2,842	2,877	2,909	2,961
Public	725	725	736	759
Government aided	1,769	1,774	1,781	1,787
Private	348	378	392	415
Average Pupil per School	896	883	861	848
Public	1,063	1,099	1,075	1,069
Government aided	935	929	904	891
Private	350	254	264	261

Table 3.1 shows that the number of schools increased from 2,909 in 2018 to 2,961 in 2019 and the average pupil per school is now 848 in 2019. The public schools represent 26%, government aided 60% and private schools 14%.

Table 3.2: Number of primary schools by settings from 2016 to 2019

Schools by Settings	2016	2017	2018	2019
Total schools	2,842	2,877	2,909	2,961
Primary only	1,757	1,785	1,800	1,844
Primary+ Secondary ordinary level	589	592	615	594
Primary+ Secondary (O+A' level)	496	500	494	523
Percentage	100%	100%	100%	100%
Primary only	61.8%	62.0%	61.9%	62.3%
Primary+ Secondary ordinary level	20.7%	20.6%	21.1%	20.1%
Primary+ Secondary (O+A' level)	17.5%	17.4%	17.0%	17.7%

Schools with only primary constituted 62.3% of the total primary schools in 2019. Schools with primary and secondary (ordinary level) constituted 20.1% the decrease in this level can be attributed to upgrading 9YBE to 12YBE and schools with primary and secondary (O + A level) constituted 17.7%

Table 3.3 Number of primary schools by owner from 2016 to 2019

School by Owner	2016	2017	2018	2019
Total schools	2,842	2,877	2,909	2,961
Government	725	726	736	759
Catholic	1,137	1,152	1,153	1,168
Protestant	640	647	648	653
Adventist	57	57	57	55
Islamic	20	19	21	20
Parents associations	122	137	137	137
Individuals/NGOs	141	139	157	169
Percentage	100%	100%	100%	100%
Government	25.5%	25.2%	25.3%	25.6%
Catholic	40.0%	40.0%	39.6%	39.4%
Protestant	22.5%	22.5%	22.3%	22.1%
Adventist	2.0%	2.0%	2.0%	1.9%
Islamic	0.7%	0.7%	0.7%	0.7%
Parents associations	4.3%	4.8%	4.7%	4.6%
Individuals/NGOs	5.0%	4.8%	5.4%	5.7%

In 2019, school ownership is high for Catholic community (39.4%), followed by the government owned schools with 25.6%. Generally, there was an increment in the number of schools (1.8 %) from 2018 to 2019.

Table 3.4 :Number of primary classrooms from 2016 to 2019 by schools' status

School status	2016	2017	2018	2019
Total classrooms	31,437	31,927	32,548	34,468
Public	8,781	9,073	9,287	9,884
Government aided	19,636	19,849	20,072	21,205
Private	3,020	3,005	3,189	3,379
Average Pupil per Classroom	81	80	77	73
Public	88	88	85	82
Government aided	84	83	80	75
Private	40	32	32	32

The number of classrooms increased from 32,548 in 2018 to 34,468 in 2019. The average pupil per classroom stands at 73 in 2019 comparatively to 77 observed in 2018. In public schools the average is 82, in government aided 75 and private school 32.

Table 3.5: Number of primary classrooms from 2016 to 2019 per grade

Grade	2016	2017	2018	2019
Number of classrooms				
P1	6,537	5,975	5,825	5,537
P2	6,186	6,033	5,488	5,399
P3	5,453	5,646	5,373	5,051
P4	4,848	5,119	5,212	5,077
P5	4,424	4,662	4,884	7,112
P6	3,989	4,492	5,766	6,292
Average number of Pupils per classroom				
P1	93	83	89	89
P2	88	88	84	86
P3	85	85	84	85
P4	81	82	82	83
P5	77	79	78	56
P6	50	54	45	48

Before 2018, the number of classrooms was decreasing from the lower grade to the upper grade. But with the recent implementation of gradually phasing out double shift starting from P6 downward, the distribution of classrooms shows a higher number of classrooms for P6 in 2018 and for P5 in 2019; which contribute to the improvement of P5 PCR from 78 in 2018 to 56 in 2019.

Table 3.5 illustrated the variation of pupil per classroom per grade, it is important to note that this is national average meaning that some specific grade on specific school can have the ratio **higher or lower** than the nation average.

Table 3.6: Number of primary schools' classes from 2016 to 2019 by schools' status

School status	2016	2017	2018	2019
Total classes	58,560	59,572	56,683	53,364
Public	17,021	17,680	16,891	15,901
Government aided	37,986	38,602	36,370	33,929
Private	3,553	3,290	3,422	3,534
Average Pupil per Class	43	43	44	47
Public	45	45	47	51
Government aided	44	43	44	47
Private	34	29	30	31

The number of classes decreased from 56,683 in 2018 to 53,364 in 2019. This is due to the activity of gradually phasing out double shifting starting by Primary 6. The average pupil per class increased to 47 in 2019 comparatively to 44 observed in 2018. In public schools the average is 51, in government aided 47 and private school 31.

Table 3.7: Number of schools' desks from 2016 to 2019 by schools' status

School status	2016	2017	2018	2019
Total desks	547,057	534,700	529,285	539,277
Public	156,039	156,318	153,863	155,806
Government aided	344,101	332,134	322,784	326,896
Private	46,917	46,248	52,638	56,575
Average Pupil per desk	5	5	5	5
Public	5	5	5	5
Government aided	5	5	5	5
Private	3	2	2	2

The number of desks increased from 529,285 in 2018 to 539,277 in 2019. The average pupil per desk remains the same from 2016 to 2019. As presented in table 3.7 the average pupil per desk is 5, this ratio shows a shortage in desks as the standard should be 2 students per desk. In public schools the average is 5 and government aided and 2 in private schools.

3.2 Primary school pupils

Table 3.8: Primary schools' pupils from 2016 to 2019

Description/Year	2016	2017	2018	2019
Total (pupils)	2,546,263	2,540,374	2,503,705	2,512,465
Male	1,271,170	1,272,842	1,259,344	1,268,996
Female	1,275,093	1,267,532	1,244,361	1,243,469
% of Male	49.9%	50.1%	50.3%	50.5%
% of Female	50.1%	49.9%	49.7%	49.5%
Pupils in Public schools	770,642	796,899	790,906	812,077
Male	384,692	398,902	397,253	409,920
Female	385,950	397,997	393,653	402,157
Pupils in Government aided schools	1,653,888	1,647,498	1,609,471	1,592,142
Male	825,404	825,558	810,129	804,421
Female	828,484	821,940	799,342	787,721
Pupils in Private schools	121,733	95,977	103,328	108,246
Male	61,074	48,382	51,962	54,655
Female	60,659	47,595	51,366	53,591

The number of pupils in primary increased from 2,503,705 in 2018 to 2,512,465 in 2019. This number includes 1,081 inmates that undertake their studies of primary level in 2019 in different Rwanda Correctional Services (RCS) centers across the country.

This increase is driven by the big number of males in primary schools where 9,652 (0.8%) increased comparatively to 2018 male enrolled in primary schools. On the other side, the number of females' enrolment in primary schools stay declining from 2016 to 2019, where there was a decrease of 892 (0.1%) female in primary schools between 2018 and 2019. The GPI is 0.98 while the ESSP set the target of 0.99 in 2019. The target was not achieved, and this shows that the enrolment of male in primary school is higher than that of female.

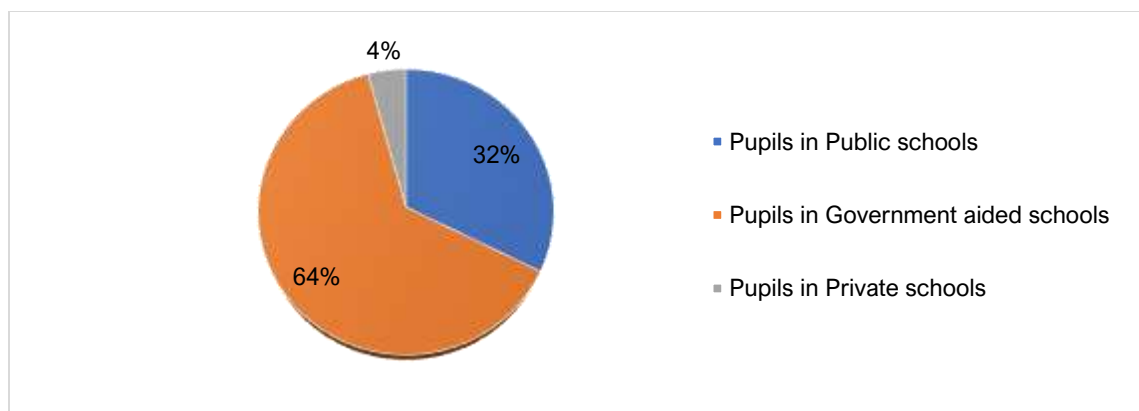


Figure 3.1: Proportion of primary pupils by school's status in 2019

Table 3.9: Primary school pupils enrolled from 2016 to 2019 by grade

Grade	Sex	2016	2017	2018	2019
P1	Total	606,712	493,786	517,243	494,212
	Male	315,448	255,953	268,745	256,655
	Female	291,264	237,833	248,498	237,557
P2	Total	541,555	533,724	461,499	465,591
	Male	280,023	278,399	239,865	241,597
	Female	261,532	255,325	221,634	223,994
P3	Total	463,477	478,937	452,745	428,101
	Male	234,148	245,021	233,530	220,463
	Female	229,329	233,916	219,215	207,638
P4	Total	394,689	421,915	429,412	423,894
	Male	191,879	208,425	214,819	215,066
	Female	202,810	213,490	214,593	208,828
P5	Total	341,410	367,509	382,746	400,713
	Male	160,230	174,152	183,634	196,043
	Female	181,180	193,357	199,112	204,670
P6	Total	198,420	244,503	260,060	299,954
	Male	89,442	110,892	118,751	139,172
	Female	108,978	133,611	141,309	160,782

The total enrolment of pupils increased by 0.3% in 2019. Even though the enrolment in primary schools increased, comparatively to 2018, the enrolment was decreased in primary Level 1, 3 and 4 while there was an increase in other levels.

Table 3.10: Newly admitted in PI pupils of which attended Nursery from 2017 to 2019

Indicator	2017	2018	2019
Number of newly admitted pupils in P1			
Total	362,706	415,921	416,163
Male	185,916	213,932	214,131
Female	176,790	201,989	202,032
Number of newly admitted pupils in P1 who attended Nursery			
Total	101,912	198,500	211,440
Male	51,050	101,536	107,832
Female	50,862	96,964	103,608
Percentage of newly admitted pupils in P1 of who attended Nursery			
Total	28.1%	47.7%	50.8%
Male	27.5%	47.5%	50.4%
Female	28.8%	48.0%	51.3%

The number of pupils registered in primary level 1 which attended nursery level keep growing from 2017 to 2019. This is crucial as the pupils start the primary level being aware of school environment that facilitate them to grasp the learning methods of primary level.

Table 3.11: Primary GER and NER from 2016 to 2019

Indicator/Year	2016	2017	2018	2019
Gross Enrolment Rate (Overall)	139.6%	139.1%	137.5%	138.8%
GER Male	140.1%	140.1%	139.0%	140.8%
GER Female	139.2%	138.2%	136.1%	136.7%
Net Enrolment Rate (Overall)	97.7%	98.0%	98.3%	98.5%
NER Male	97.3%	97.8%	98.0%	98.4%
NER Female	98.0%	98.1%	98.5%	98.6%

Table 3.11 shows that the actual GER is 138.8% in 2019 while the ESSP target (131.4%) 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 98.3% in 2013 to 98.5% in 2019. The ESSP target (98.3%) was achieved. NER for both male and female improved at the rate of 0.4% and 0.1% respectively.

Table 3.12: Primary GIR and NIR from 2016 and 2019

Indicator/Year	2016	2017	2018	2019
Gross Intake Rate in P1 (Overall)	142.6%	120.7%	138.2%	138.0%
GIR_P1 Male	147.2%	124.2%	142.8%	142.6%
GIR_P1 Female	138.0%	117.1%	133.7%	133.4%
Net Intake Rate in P1 (Overall)	78.3%	79.5%	80.0%	80.4%
NIR_P1 Male	80.4%	81.7%	81.9%	82.6%
NIR_P1 Female	76.1%	77.3%	78.1%	78.2%
Gross Intake Rate in P6 (Overall)	65.2%	79.3%	82.9%	95.4%
GIR_P6 Male	59.3%	72.3%	76.1%	89.0%
GIR_P6 Female	71.1%	86.2%	89.6%	101.8%
Net Intake Rate in P6 (Overall)	14.8%	19.6%	22.2%	27.5%
NIR_P6 Male	12.9%	17.1%	19.4%	24.6%
NIR_P6 Female	16.7%	22.0%	25.1%	30.4%

The table 3.12 shows the gross intake and net intake rates for P1 and P6 disaggregated by gender. The gross intake rate for P1 has slightly decreased from 138.2 to 138.0 % from 2018 to 2019 which is good. This is an impact of the over-age attendance in primary schools. The net intake rate in P1 increased from 80.0% to 80.4% in the same period but the ESSP target of 83.2% was not achieved. The Gross Intake Rate (GIR) in Primary 6 increased from 82.9 % to 95.4%. Here, the ESSP target (82.3%) has been achieved. The net intake rate in P6 increased from 22.2% to 27.5%.

Table 3.13: Promotion, repetition and dropout rate in primary schools

Indicator/Year	2015/16	2016/17	2017/18	2018/19
Promotion rate	75.9%	78.0%	80.0%	82.2%
Male	74.4%	76.4%	78.6%	80.4%
Female	77.4%	79.6%	81.3%	84.0%
Repetition Rate	18.4%	16.4%	13.4%	10.0%
Male	19.9%	17.7%	14.4%	10.9%
Female	16.9%	15.1%	12.4%	9.2%
Dropout Rate	5.7%	5.6%	6.7%	7.8%
Male	6.0%	5.9%	7.0%	8.7%
Female	5.4%	5.3%	6.3%	6.8%

The promotion rate increased from 80.0% in 2017 to 82.2% in 2018, while the repetition rate decreased from 13.4% to 10% and the dropout rate increased from 6.7% to 7.8% during the same period. More effort is needed to reduce dropout since the ESSP target is 4.3% in 2019.

High repetition and dropout rate are observed among male students. The dropout rate has been increased from 6.3% in 2017 to 6.8% in 2018 for female. The repetition rate has improved from 13.4% in 2017 to 10.0% in 2018 meaning that the ESSP target (12.5%) in 2018 has been achieved. The annex 13, 14 and 15 shows Promotion, repetition, and dropout rate per grade.

The calculation of promotion, repetition, drop out and transition rate requires data for two consecutive years; **for instance the rate for 2018 is obtained by dividing 2019 data to 2018 data**, meaning that the indicator related to 2020 will be calculated using 2021 and 2020 data, this is also highlighted in the definition of this indicators (See page xii definition number 6 to 9).

Table 3.14: Transition rate from primary to lower secondary from 2015 to 2018

Indicator/Year	2015/16	2016/17	2017/18	2018/19
Transition rate (Overall)	71.1%	74.5%	71.6%	72.2%
Male	72.0%	75.4%	72.3%	72.1%
Female	70.4%	73.7%	71.0%	72.4%

The transition rate increased from 71.6% in 2017/2018 to 72.2% in 2018/2019. While the ESSP target was to achieve (80%), adequate measures should be taken to improve the transition rate from primary to secondary education. The transition rate decreased by 0.2% for male while it increased by 1.4% for females

Table 3.15: Primary school leaving examination results from 2016 to 2019

Indicator/Year	2016	2017	2018	2019
Sat for exams	186,609	228,048	248,047	278,456
Male	83,460	102,442	112,766	127,646
Female	103,149	125,606	135,281	150,810
Passed the exam	159,261	196,873	201,267	227,264
Male	71,484	87,544	90,045	101,710
Female	87,777	109,329	111,222	125,554
National exam pass rate	85.3%	86.3%	81.1%	81.6%
Male	85.7%	85.5%	79.9%	79.7%
Female	85.1%	87.0%	82.2%	83.3%

Source: Rwanda Education Board

The number of students who sat for national examinations continuously increased across the years. Number of females who sat for examinations are higher than that of male and since 2017 the percentage of females who passed national examinations is higher than that of male.

3.3 Primary school staff

Table 3.16: Primary school staff from 2016 to 2019

INDICATOR/YEAR	2016	2017	2018	2019
School staff	43,558	43,906	44,544	46,325
Male	20,172	20,374	20,539	21,066
Female	23,386	23,532	24,005	25,259
<i>% of Male</i>	46.3%	46.4%	46.1%	45.5%
<i>% of Female</i>	53.7%	53.6%	53.9%	54.5%
Teaching staff	41,226	41,573	42,073	43,878
Male	18,681	18,898	18,990	19,534
Female	22,545	22,675	23,083	24,344
<i>% of Male</i>	45.3%	45.5%	45.1%	44.5%
<i>% of Female</i>	54.7%	54.5%	54.9%	55.5%
Administrative staff	2,332	2,333	2,471	2,447
Male	1,491	1,476	1,549	1,532
Female	841	857	922	915
<i>% of Male</i>	63.9%	63.3%	62.7%	62.6%
<i>% of Female</i>	36.1%	36.7%	37.3%	37.4%
Qualified Staff	42,776	43,129	43,941	45,714
Qualified Male Staff	19,709	19,898	20,161	20,687
Qualified Female Staff	23,067	23,231	23,780	25,027
<i>% of Qualified Staff</i>	98.2%	98.2%	98.6%	98.7%
<i>% of Qualified Male Staff</i>	97.7%	97.7%	98.2%	98.2%
<i>% Qualified Female Staff</i>	98.6%	98.7%	99.1%	99.1%
Trained Staff	40,291	40,651	41,705	43,669
Trained Male Staff	18,475	18,647	19,047	19,702
Trained Female Staff	21,816	22,004	22,658	23,967
<i>% of Trained Staff</i>	92.5%	92.6%	93.6%	94.3%
<i>% of Trained Male Staff</i>	91.6%	91.5%	92.7%	93.5%
<i>% Trained Female Staff</i>	93.3%	93.5%	94.4%	94.9%
Pupils: Teacher Ratio	58	58	56	57
Pupils: Qualified Teacher Ratio	59	59	57	58
Pupils: Trained Teacher Ratio	63	62	60	60

The table 3.16 indicates that the number of total school staff increased from 44,544 in 2018 to 46,325 in 2019 and this represents 4%, among them 43,878 are teaching staff and 2,447 are administrative staff. Among the teaching staff, 94.3% are trained to teach in primary schools. The pupil-teacher ratio is 57:1 and the pupil-trained teacher ratio is 60:1, the ESSP target (59:1) was not achieved. The Pupil: Qualified teacher ratio ESSP target (57:1) was not achieved.

Table 3.17: Primary school staff from 2016 to 2019 by school's status

Description/Year	2016	2017	2018	2019
Total school staff	43,558	43,906	44,544	46,325
Male	20,172	20,374	20,539	21,066
Female	23,386	23,532	24,005	25,259
Staff in Public schools	12,102	12,329	12,499	13,313
Male	5,879	5,925	5,928	6,180
Female	6,223	6,404	6,571	7,133
Staff in Government aided schools	26,934	26,988	27,155	27,837
Male	11,671	11,633	11,610	11,683
Female	15,263	15,355	15,545	16,154
Staff in Private schools	4,522	4,589	4,890	5,175
Male	2,622	2,816	3,001	3,203
Female	1,900	1,773	1,889	1,972

Among 46,325 school staff 13,313 (28.1%) are in public schools, 27,837 (61.0%) in government aided school and 5,175 (11.0%) in private schools. This is due to the big number of governments aided schools in primary level compared to public and private schools.

Table 3.18: Primary school teaching staff from 2016 to 2019 by school status

Description/Year	2016	2017	2018	2019
Total school teaching staff	41,226	41,573	42,073	43,878
Male	18,681	18,898	18,990	19,534
Female	22,545	22,675	23,083	24,344
Staff in Public schools	11,629	11,895	12,030	12,855
Male	5,533	5,603	5,589	5,839
Female	6,096	6,292	6,441	7,016
Staff in Government aided schools	25,825	25,897	26,038	26,771
Male	10,936	10,916	10,869	10,979
Female	14,889	14,981	15,169	15,792
Staff in Private schools	3,772	3,781	4,005	4,252
Male	2,212	2,379	2,532	2,716
Female	1,560	1,402	1,473	1,536

The number of teaching staff in primary schools is higher in government aided schools, followed by public schools and then private schools representing 61%, 29% and 10% respectively. In public and government aided schools, the number of female staff is greater that of male while in private schools it is the reverse.

Table 3.19: Primary school administrative staff from 2016 to 2019 by school's status

Description/Year	2016	2017	2018	2019
Total school administrative staff	2,332	2,333	2,471	2,447
Male	1,491	1,476	1,549	1,532
Female	841	857	922	670
Staff in Public schools	473	434	469	458
Male	346	322	339	341
Female	127	112	130	117
Staff in Government aided schools	1,109	1,091	1,117	1066
Male	735	717	741	704
Female	374	374	376	362
Staff in Private schools	750	808	885	923
Male	410	437	469	487
Female	340	371	416	436

The administrative staff role is among others the supervision of staff, management of budget and making decisions that affect the academic community. While the number of teaching staff in private schools is low comparatively to public and government aided schools, the number of administrative staff in primary schools is higher in private schools (42%), followed by government aided schools (37%) and public schools (21%).

3.4 ICT, Science and Technology in primary schools

Table 3.20: ICT, science and technology in primary schools for 2016 and 2019

INDICATOR/YEAR	2016	2017	2018	2019
Number of schools with computers	1,869	1,991	2,195	2,468
% of school with computers	65.8%	69.2%	75.5%	83.4%
Number of computers	186,715	242,407	250,038	254,602
Computers for students	189,090	234,409	243,494	247,756
Computers for administration	2,008	3,175	3,694	3,762
Computers for teachers	6,213	4,823	2,850	3,084
Computers per users	13	11	10	10
Ratio students per computer	13	11	10	10
Ratio administrative staff per computer	1	1	1	1
Ratio Teaching staff per Computer	7	9	15	14
Number of schools with internet connectivity	278	723	873	1,029
% of school with internet connectivity	9.8%	25.1%	30.0%	34.8%
Number of schools having ICT for teaching and learning	-	1,267	1,612	1,718
% of school having ICT for teaching and learning	-	44.0%	55.4%	58.0%
Number of Primary schools with sciences Kits	994	1,065	1,065	1,147
% of school with sciences Kits	35%	37.0%	34.4%	38.7%
Number of ICT qualified teachers		3,824	3,828	3,828

The percentage of schools with computers increased from 75.5% in 2018 to 83.4% in 2019, the ESSP target (74.9%) was achieved. The number of computers increased from 250,038 in 2018 to 254,602 in 2019. Though 4,262 computers were distributed to schools for students in 2019, The student-computer ratio remains at 10:1 in primary schools. The ESSP target is (8:1) in 2019 is not achieved. Administrative staff computer ratio is 1:1 and the teaching staff computer ratio is 14:1.

The school with internet connectivity increased from 30.0% in 2018 to 34.8% in 2019 while the ESSP target was 40.8%, the access to internet connectivity should be increased in primary education.

The percentage of schools having ICT for teaching and learning increased from 55.4% in 2018 to 58.0% in 2019. The number of schools with science kits increased from 1065 in 2018 to 1,147 in 2019. The ESSP target was to achieve 45% of primary schools with sciences kits. Therefore, the target was not achieved, the access to ICT infrastructure in primary schools should be increased towards a better learning.

3.5 Books and textbooks in primary schools

Table 3.21: Students books in primary schools by grade and subject in 2019

Number of books							
Level	P1	P2	P3	P4	P5	P6	Total
Kinyarwanda	620,124	458,709	219,298	119,284	110,325	86,903	1,614,643
English	511,322	514,901	251,264	240,003	149,240	111,934	1,778,664
Mathematics	277,162	247,970	196,418	168,564	149,514	112,662	1,152,290
Social and Religious Studies	198,810	187,322	147,632	132,648	123,286	96,774	886,472
SET	96,796	108,699	86,490	111,174	105,645	92,386	601,190
Pupil: book ratio							
Level	P1	P2	P3	P4	P5	P6	Overall
Kinyarwanda	1	1	2	4	4	3	2
English	1	1	2	2	3	3	1
Mathematics	2	2	2	3	3	3	2
Social and Religious Studies	2	2	3	3	3	3	3
SET	5	4	5	4	4	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 3.22: Number of student's CBC textbooks in primary schools in 2019

Number of books							
Level	P1	P2	P3	P4	P5	P6	Total
Kinyarwanda	300,879	183,977	99,315	53,362	63,518	49,737	750,788
English	189,350	190,505	108,214	96,267	73,999	51,189	709,524
Mathematics	103,532	95,045	87,409	56,790	62,524	51,178	456,478
Social and Religious Studies	78,273	88,663	77,117	54,581	65,141	50,628	414,403
SET	77,777	85,786	73,382	54,343	57,567	47,527	396,382
Pupil: book ratio							
Level	P1	P2	P3	P4	P5	P6	Overall
Kinyarwanda	2	3	4	8	6	6	3
English	3	2	4	4	5	6	4
Mathematics	5	5	5	7	6	6	6
Social and Religious Studies	6	5	6	8	6	6	6
SET	6	5	6	8	7	6	6

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

3.6 Source of energy in primary schools

Table 3.23: Source of energy in Primary schools from 2016 to 2019

INDICATOR/YEAR	2016	2017	2018	2019
Number of schools with on grid electricity supply	853	1,606	1,693	1,800
% of school with on grid electricity supply	30.0%	55.8%	58.2%	60.8%
Number of schools with Solar power	637	709	605	562
% of school with Solar power	22.4%	24.6%	20.8%	19.0%
Number of schools with Electric power generator supply	128	138	159	169
% of school with Electric power generator supply	4.5%	4.8%	5.5%	5.7%
Number of schools with Biogas system	10	8	11	5
% of school with Biogas system	0.4%	0.2%	0.4%	0.2%

The number of schools that have on grid electricity increased from 853 in 2016 to 1,800 in 2019, which represents 60.8% of all primary schools in 2019; but the ESSP target of 66.0% was not achieved. For other source of energy: 19% of schools have Solar power, 5.7% have Electric power generator supplies and 0.2 % have Biogas system.

3.7 Water and sanitation in primary schools

Table 3.24: Water in Primary schools from 2016 to 2019

INDICATOR/YEAR	2016	2017	2018	2019
Number of primary schools with safe drinking water	-	1,310	1,559	1,535
% of primary school with improved drinking water	-	45.5%	53.6%	51.8%
Number of primary schools with rainwater harvesting system	1,407	2,051	2,224	2,296
% of primary school with rainwater harvesting system	49.5%	71.3%	76.5%	77.5%
Number of primary schools with tap water supply	951	1,525	1,617	1,603
% of primary schools with tap water supply	33.5%	53.0%	55.6%	54.1%
Number of primary schools with hand washing facilities	1,286	1,863	1,919	1,998
% of primary school with hand washing facilities	45.2%	64.8%	66.0%	67.5%

The percentage of primary schools with safe drinking water decreased by 2% from 2018 to 2019, the ESSP target (60.5%) was not achieved. For schools with rainwater harvesting system there is an increase from 76.5% in 2018 to 77.5% in 2019 which represent a slight increment of 1% from 2018 to 2019. A decrease of 1.1% of schools with tap water supply has been also observed from 2018 to 2019 and the hand washing facilities have been increased from 66.0% to 67.5% which is below the ESSP target of achieving 74.9% in 2019.

Table 3.25: Toilets in Primary schools from 2016 to 2019

INDICATOR/YEAR	2016	2017	2018	2019
Number of toilets in the school	48,596	48,649	50,416	52,547
For female	24,877	24,899	25,427	26,653
For Male	23,719	23,751	24,989	25,894
For students	44,569	44,700	46,333	48,256
For Female students	22,842	22,896	23,391	24,519
For Male students	21,727	21,804	22,942	23,737
For staff	4,027	3,949	4,083	4,291
For female staff	2,035	2,003	2,036	2,134
For Male staff	1,992	1,947	2,047	2,157
Ratio toilet per users	53	54	51	49
Female	52	52	50	48
Male	54	57	55	50
Students	57	57	54	52
Female students	56	55	53	51
Male students	59	58	55	53
Staff	11	27	11	11
Female staff	11	12	12	12
Male staff	10	43	10	10

The number of toilets in primary schools increased by 4% from 2018 to 2019. The ratio of toilet per users improved from 54 to 52 for students and from 27 to 11 for staff.

3.8 School feeding program in primary schools

Table 3.26: School feeding program in primary schools from 2016 to 2019

INDICATOR/YEAR	2016	2017	2018	2019
Number of primary schools participating in school feeding	231	357	372	504
% of primary school participating in school feeding	8%	12%	13%	17%
Number of schools with nutrition garden	1,105	1,173	1,173	1,223
% of school with nutrition garden	39%	41%	40%	41%
Number of students fed at school	104,944	183,310	183,857	182,678

School feeding programs help to get children into school and making them remain in school, through enhancing enrollment and reducing absenteeism; and once the children are in school, the programs can contribute to their learning, through avoiding hunger and enhancing cognitive abilities. The number of primary schools participating in school feeding increased from 372 in 2018 to 504 in 2019. The number of schools with nutrition garden increased to 1% from 2019 to 2019.

Number of students receiving meals/ milk at schools slightly decreased from 183,857 in 2018 to 182,678 in 2019 representing 1% of the total students fed in 2018 in primary school. Even though the decrease is very low, 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 3.27 Special need education in primary schools from 2016 to 2019

INDICATOR/YEAR	2016	2017	2018	2019
Number of schools with adapted infrastructure and materials for students with disabilities	-	522	684	686
% of school with adequate infrastructure for disabilities	-	18.1%	23.5%	23.2%
Number of students with disability enrolled in primary	19,118	24,980	17,133	16,021
Male	10,639	13,317	9,669	8,953
Female	8,479	11,663	7,464	7,068
% of Male	55.6%	53.0%	56.4%	55.9%
% of Female	44.4%	47.0%	43.6%	44.1%
Number of teachers trained in special needs and inclusive education	1,286	1,492	4,102	4,181
Male	532	762	1,912	1,953
Female	754	730	2,190	2,228
% of Male	41.4%	51.1%	46.6%	46.7%
% of Female	58.6%	48.9%	53.4%	53.3%

The number of primary schools with adequate infrastructure for disabilities slightly increased from 684 to 686 that represents 23%, this shows that the ESSP target (23.5%) was not achieved. Number of teachers trained in special needs and inclusive education increased from 4,102 staff in 2018 to 4,181 staff in 2019.

Table 3.28: Primary school pupils with disability in 2019

Functional difficulties/ Level	P 1	P 2	P 3	P 4	P 5	P 6	Total
Physical and Motor Challenges	1329	1055	785	766	771	457	5,163
Intellectual challenges	1412	1057	541	417	335	205	3,967
Visual impairment	532	435	391	313	364	232	2,267
Hearing Impairment	342	315	166	235	201	164	1,423
Visual and Hearing impairment	120	123	81	69	91	74	558
Developmental challenges	197	150	63	56	61	23	550
Speech, language and communication needs	525	305	146	133	220	61	1,390
Multiple disabilities/Difficulties	219	180	100	87	68	49	703
TOTAL	4,676	3,620	2,273	2,076	2,111	1,265	16,021

Table 3.28 shows that 16,021 pupils with disabilities out of 2,512,465 are enrolled in primary schools and this represents 0.6% of pupils enrolled in primary schools. Physical disabilities seem to be the category with the largest representation with 5,163 pupils (32.2%). There should be adequate infrastructures to facilitate those disabled to be comfortable at school and to pursue their studies.

Table 3.29: Primary school pupils with disability by grades in 2018 and 2019

Level	2018			2019		
	Male	Female	Total	Male	Female	Total
Primary 1	2,508	1,736	4,244	2,642	2,034	4,676
Primary 2	1,834	1,334	3,168	2,028	1,592	3,620
Primary 3	1,693	1,205	2,898	1,319	954	2,273
Primary 4	1,394	1,174	2,568	1,165	911	2,076
Primary 5	1,270	1,071	2,341	1,131	980	2,111
Primary 6	970	944	1,914	668	597	1,265
Total	9,669	7,464	17,133	8,953	7,068	16,021

The number of pupils with disability enrolled in primary schools decreased from 17,133 in 2018 to 16,021 in 2019 for both male and female pupils. The enrolment of pupils with disability decrease disproportionately to their grade. There is a big number of children with disability in Primary 1 and low number is observed in primary 6. The ministry of education, parents and other education stakeholders have to improve their measures towards sustainability of students with disability in schooling from lower grade to higher grade of primary and continue progressing to secondary and tertiary education.

Table 3.30: Number of refugees in primary schools in 2018 and 2019

Description/Year	2018	2019
Total Refugee Students	27,119	26,514
Male	13,883	13,437
Female	13,236	13,077
% of Male	51.2%	50.7%
% of Female	48.8%	49.3%
Refugee Students in Public schools	17,696	18,150
Male	9,207	9,317
Female	8,489	8,833
Refugee Students in Government aided schools	7,935	7,039
Male	3,937	3,471
Female	3,998	3,568
Refugee Students in Private schools	1,488	1,325
Male	739	649
Female	749	676

The number of refugees enrolled in primary schools decreased from 27,119 in 2018 to 26,514 in 2019. Caution should be taken when analyzing the decrease in number of refugees; to determine if they returned back to their country or if they are out of school; there is a need to carry out a specific survey to know the reason of this decrease. The number of male is higher than that of female and the refugee enrolment is high in public schools with 68.5 % of the total refugees in primary schools followed by government aided schools with 26.5% and the low number of refugee is observed in private schools with 5% in 2019.

Table 3.31: Primary school pupils in correctional institutions by grades in 2019

Level	Male	Female	Total
Primary 1	397	79	476
Primary 2	237	73	310
Primary 3	162	24	186
Primary 4	53	2	55
Primary 5	36	1	37
Primary 6	15	2	17
Total	900	181	1,081

All children have the right to go to school and learn, regardless of who they are and where they live. Pupils in correctional institutions counts 1,081 in Primary where the number of male students is higher with 83%.

4 SECONDARY EDUCATION

This section provides overview of secondary education statistics, highlighting trends from 2016 to 2019. 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 (ISCED3) is equivalent to ISCED 34 (for **general upper secondary**: sciences, humanities and languages) and ISCED 35 (for vocational upper secondary composed by **TVET level 1 to 5** and **TTCs**).

4.1 Secondary school infrastructure

Table 4.1: Number of secondary schools from 2016 to 2019 by schools' status

School year	2016	2017	2018	2019
Total	1,575	1,567	1,728	1,783
Public	460	461	522	547
Government aided	862	871	892	912
Private	253	235	314	324
Average students per school	352	378	378	409
Public	376	405	403	432
Government aided	350	381	408	448
Private	313	314	250	257

Table 4.1 shows that there is an increase of schools from 2016 to 2019 in public, government aided and private. Obviously, the increase of schools was directly proportional to the number of students where in public, government aided schools and private, number of students increased. 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 2019

Schools by Settings	2016	2017	2018	2019
Total schools	1,575	1,567	1,728	1,783
Primary+ O' level	558	565	561	574
Primary +O&A level	491	491	492	532
O' level only	31	33	54	42
A' level only	197	187	313	335
O&A level	298	291	308	300
Percentages	100%	100%	100%	100%
Primary+ O' level	35.4%	36.1%	32.5%	32.2%
Primary +O&A level	31.2%	31.3%	28.5%	29.8%
O' level only	2.0%	2.1%	3.1%	2.4%
A' level only	12.5%	11.9%	18.1%	18.8%
O&A level	18.9%	18.6%	17.8%	16.8%

Table 4.2 shows the number of schools by settings where it is observed that since 2016; Primary +O' level setting has the highest number of schools followed by Primary + O&A level.

It is important to note that those 1,783 schools include **331 TVET** schools for which: **295** are standalone TVET schools, **2** schools are attached to Primary and general secondary, **13** schools are attached to general upper secondary and **21** are attached to general secondary.

Table 4.3: Number of secondary schools by owner from 2016 to 2019

School by Owner	2016	2017	2018	2019
Total schools	1,575	1,567	1,728	1,783
Government	460	461	524	547
Catholic	620	632	661	677
Protestant	279	288	314	316
7 th Day Adventist	22	21	19	23
Islamic	16	15	17	17
Parents associations	106	102	104	106
Individuals/NGOs	72	48	89	97
Percentages	100%	100%	100%	100%
Government	29.2%	29.4%	30.3%	30.7%
Catholic	39.4%	40.3%	38.3%	38.0%
Protestant	17.7%	18.4%	18.2%	17.7%
7 th Day Adventist	1.4%	1.3%	1.1%	1.3%
Islamic	1.0%	1.0%	1.0%	1.0%
Parents associations	6.7%	6.5%	6.0%	6.0%
Individuals/NGOs	4.6%	3.1%	5.2%	5.4%

Table 4.3 illustrates that schools represent 37.97% which is higher percentage compared to others and followed by government schools with 30.68%. Islam and Seventh Day Adventist owns fewer schools with representation of 0.95% and 1.29% 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 2019 by schools 'status

School status	2016	2017	2018	2019
Total Classrooms	16,797	17,081	17,972	18,686
Public	5,110	5,269	5,718	5,958
Government aided	9,086	9,312	9,566	9,842
Private	2,601	2,500	2,688	2,886
Average students per Classroom	33	35	36	39
Public	34	35	37	40
Government aided	33	36	38	42
Private	30	30	29	29

Table 4.4 illustrates that classrooms in public, government aided, and private schools increased from 2016 to 2019. This increment affected the average of students per classroom in private schools while in public and government aided schools the average of students per classroom increased respectively from 37 to 40 and 38 to 42 in 2019 comparatively to 2018.

Table 4.5: Number of secondary school desks from 2016 to 2019 by status

Status	2016	2017	2018	2019
Total desks	273,894	266,651	272,285	289,342
Public	82,215	81,253	87,023	89,849
Government aided	148,518	144,423	146,608	151,054
Private	43,161	40,975	38,654	48,439
Average Pupils per desk	2	2	2	3
Public	2	2	2	3
Government aided	2	2	2	3
Private	2	2	2	2

Number of desks in general, but the change observed in average pupil per desk explains that desks and number of students were not proportionally increased: students increased more than desks; except in private schools where the average pupil per desk remains the same.

4.2 Secondary school students

Table 4.6: Number of students in secondary schools from 2016 to 2019

Description/Year	2016	2017	2018	2019
Total Students	553,739	592,501	658,285	732,104
Male	260,679	276,437	308,367	341,691
Female	293,060	316,064	349,918	390,413
% of Male	47.1%	46.7%	46.8%	46.7%
% of Female	52.9%	53.3%	53.2%	53.3%
Students in Public schools	173,109	186,914	212,250	240,588
Male	83,457	89,354	102,414	116,902
Female	89,652	97,560	109,836	123,686
Students in Government aided schools	301,554	331,712	364,096	408,534
Male	136,108	148,362	162,963	181,495
Female	165,446	183,350	201,133	227,039
Students in Private schools	79,076	73,875	81,939	82,982
Male	41,114	38,721	42,990	43,294
Female	37,962	35,154	38,949	39,688

Table 4.6 shows that there is an increase of students from 658,285 in 2018 to 732,104 in 2019. In general, the enrolment in secondary schools increased by 73,819 students which is equivalent to 11.2 % comparatively to the enrolment observed in 2018.

The 732,104 students include 648,947 students enrolled in general secondary (648,842 in schools and 105 in RCS) and 83,262 students in TVET (78,896 in schools and 43,66 in RCS).

Table 4.7: Number of lower secondary students from 2016 to 2019

Description/Year	2016	2017	2018	2019
Total Students	346,783	382,661	422,093	481,138
Male	161,144	176,797	194,314	219,915
Female	185,639	205,864	227,779	261,223
% of Male	46.5%	46.2%	46.0%	45.7%
% of Female	53.5%	53.8%	54.0%	54.3%
Students in Public schools	113,686	125,053	138,482	160,034
Male	53,876	58,857	64,617	74,384
Female	59,810	66,196	73,865	85,650
Students in Government aided schools	206,984	232,874	258,660	295,952
Male	93,313	104,640	116,232	131,872
Female	113,671	128,234	142,428	164,080
Students in Private schools	26,113	24,734	24,951	25,152
Male	13,955	13,300	13,465	13,659
Female	12,158	11,434	11,486	11,493

Lower secondary schools 'students have registered a continuous increased since 2016 and the proportion of females is higher than that of male. In 2019, the percentage of female was 54.3% and that of male was 45.7% when compared to Rwandan demographic trend of population aged between 13 and 15 years, there is slight difference where female represents 50.3% and male represents 49.7%. Meaning that male is less represented than female.

Table 4.8: Number of upper secondary students from 2016 to 2019

Description/Year	2016	2017	2018	2019
Total Students	206,956	209,840	236,192	250,966
Male	99,535	99,640	114,053	121,776
Female	107,421	110,200	122,139	129,190
% of Male	48.1%	47.5%	48.3%	48.5%
% of Female	51.9%	52.5%	51.7%	51.5%
Students in Public schools	59,423	61,861	73,768	80,554
Male	29,581	30,497	37,797	42,518
Female	29,842	31,364	35,971	38,036
Students in Government aided schools	94,570	98,838	105,436	112,582
Male	42,795	43,722	46,731	49,623
Female	51,775	55,116	58,705	62,959
Students in Private schools	52,963	49,141	56,988	57,830
Male	27,159	25,421	29,525	29,635
Female	25,804	23,720	27,463	28,195

Table 4.8 indicates that the number of students in upper secondary education continuously increased since 2016. Gender strategies and initiatives have had positive impact on the enrolment of females. In 2019, the percentage of female was 51.5% and that of male was 48.5% when compared to Rwandan demographic trend of population aged between 16 and 18 years, female

represents 50.6% while male represents 49.4%. Strengthening the existing policies and strategies is needed to uplift the proportion of male.

Table 4.9: Upper secondary students from 2016 to 2019 by learning area

Description/Year	2016	2017	2018	2019
Students in Sciences combinations	75,276	78,892	84,642	90,567
Male	33,733	35,031	38,022	40,276
Female	41,543	43,861	46,620	50,291
<i>% of Male</i>	<i>44.8%</i>	<i>44.4%</i>	<i>44.9%</i>	<i>44.5%</i>
<i>% of Female</i>	<i>55.2%</i>	<i>55.6%</i>	<i>55.1%</i>	<i>55.5%</i>
Students in Humanities combinations	28,842	30,562	31,900	34,981
Male	13,548	14,476	15,267	16,536
Female	15,294	16,086	16,633	18,445
<i>% of Male</i>	<i>47.0%</i>	<i>47.4%</i>	<i>47.9%</i>	<i>47.3%</i>
<i>% of Female</i>	<i>53.0%</i>	<i>52.6%</i>	<i>52.1%</i>	<i>52.7%</i>
Students in Languages combinations	27,794	29,865	31,076	32,941
Male	12,055	12,965	13,705	14,742
Female	15,739	16,900	17,371	18,199
<i>% of Male</i>	<i>43.4%</i>	<i>43.4%</i>	<i>44.1%</i>	<i>44.8%</i>
<i>% of Female</i>	<i>56.6%</i>	<i>56.6%</i>	<i>55.9%</i>	<i>55.2%</i>
Students in TTC	9,461	9,397	9,186	9,320
Male	3,870	3,776	3,474	3,649
Female	5,591	5,621	5,712	5,671
<i>% of Male</i>	<i>40.9%</i>	<i>40.2%</i>	<i>37.8%</i>	<i>39.2%</i>
<i>% of Female</i>	<i>59.1%</i>	<i>59.8%</i>	<i>62.2%</i>	<i>60.8%</i>
Students in TVET	65,583	61,124	79,388	83,157
Male	36,329	33,392	43,585	46,573
Female	29,254	27,732	35,803	36,584
<i>% of Male</i>	<i>55.4%</i>	<i>54.6%</i>	<i>54.9%</i>	<i>56.0%</i>
<i>% of Female</i>	<i>44.6%</i>	<i>45.4%</i>	<i>45.1%</i>	<i>44.0%</i>

The table 4.9 illustrates that science combination has the biggest number of enrolments, followed by TVET. The learning area with lowest enrolment is TTC and it is important to note that there is no any private school offering TTC courses.

The percentages of females are higher than the numbers of males across all learning area except for TVET and female are more represented in TTCs. The annex 18 shows Upper secondary students by learning area and school status

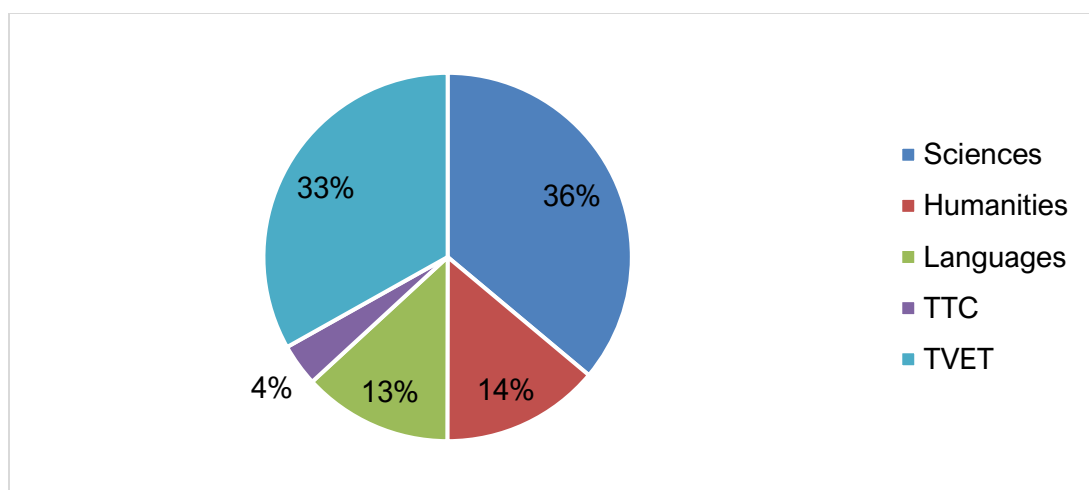


Figure 4.1: Proportion of upper secondary students by learning area

Table 4.10 :STEM students enrolled in upper secondary from 2016 to 2019

Description/Year	2016	2017	2018	2019
Total STEM Students	124,167	119,092	140,056	146,317
Male	67,384	62,455	76,141	80,867
Female	56,783	56,637	63,915	65,450
% of Male	54.30%	52.40%	54.40%	55.3%
% of Female	45.70%	47.60%	45.60%	44.7%
Students in Public schools	36,243	36,274	44,788	48,858
Male	19,340	18,782	24,773	28,236
Female	16,903	17,492	20,015	20,622
Students in Government aided schools	51,988	53,685	58,105	62,367
Male	24,845	24,504	26,749	28,271
Female	27,143	29,181	31,356	34,096
Students in Private schools	35,936	29,133	37,163	35,092
Male	23,199	19,169	24,619	24,360
Female	12,737	9,964	12,544	10,732

The number of students enrolled in STEM increased from 140,056 in 2018 to 146,317 in 2019, which is an increase of 6,261 students. Among those STEM students 93,569 students are enrolled in general secondary and 52,748 are enrolled in TVET.

Contrary to the upper secondary, the proportion of females' students (44.7%) is lower than that of male (55.3%). Between 2018 and 2019 there is decrease of the number of students enrolled in STEM subject in private schools.

Table 4.11: Percentage of STEM students enrolled in upper secondary from 2016 to 2019

Description/Year	2016	2017	2018	2019
Total Students	60.0%	56.8%	58.7%	58.3%
Male	67.7%	62.7%	66.3%	66.4%
Female	52.9%	51.4%	51.6%	50.7%
Students in Public schools	61.0%	58.6%	60.0%	60.7%
Male	65.4%	61.6%	64.9%	66.4%
Female	56.6%	55.8%	55.0%	54.2%
Students in Government aided schools	55.0%	54.3%	55.1%	55.4%
Male	58.1%	56.0%	57.2%	57.0%
Female	52.4%	52.9%	53.4%	54.2%
Students in Private schools	67.9%	59.3%	64.0%	60.7%
Male	85.4%	75.4%	83.3%	82.2%
Female	49.4%	42.0%	42.9%	38.1%

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 4.11 and the total number of students enrolled in upper secondary as presented in table 4.8. The overall percentage is 58.3% (with 55.8% in general upper secondary and 62.6 in TVET)

As before mentioned 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 58.4% was not achieved.

Table 4.12: Number of boarding secondary students from 2016 to 2019

Description/Year	2016	2017	2018	2019
Total boarding Students	165,038	163,479	163,135	171,232
Male	81,607	80,236	79,673	84,882
Female	83,431	83,243	83,462	86,350
<i>% of Male</i>	<i>49.4%</i>	<i>49.1%</i>	<i>48.8%</i>	<i>49.6%</i>
<i>% of Female</i>	<i>50.6%</i>	<i>50.9%</i>	<i>51.2%</i>	<i>50.4%</i>
Boarding Students in Public schools	43,805	46,192	46,912	46,318
Male	22,457	23,934	23,875	27,193
Female	21,348	22,258	23,037	23,386
Boarding Students in Government aided schools	65,672	63,763	63,450	65,670
Male	30,135	28,087	27,447	28,143
Female	35,537	35,676	36,003	37,527
Boarding Students in Private schools	55,561	53,524	52,773	54,983
Male	29,015	28,215	28,351	29,546
Female	26,546	25,309	24,422	25,437

Table 4.12 indicates that the number of boarding students in secondary schools increased from 163,135 in 2018 to 171,232 students in 2019. The number of females is greater than that of males for all four years.

Table 4.13: General secondary school student's enrolment by grade from 2016 to 2019

Indicator/Year	Sex	2016	2017	2018	2019
Secondary 1	Total	135,068	155,889	184,327	197,464
	Male	62,649	71,441	84,790	90,632
	Female	72,419	84,448	99,537	106,832
Secondary 2	Total	118,794	126,132	137,503	164,610
	Male	55,265	58,353	62,972	74,950
	Female	63,529	67,779	74,531	89,660
Secondary 3	Total	92,921	100,640	100,263	119,064
	Male	43,230	47,003	46,552	54,333
	Female	49,691	53,637	53,711	64,731
Secondary 4	Total	51,882	56,446	60,842	62,368
	Male	22,816	24,925	27,162	27,830
	Female	29,066	31,521	33,680	34,538
Secondary 5	Total	45,500	48,551	51,525	56,346
	Male	20,293	21,757	23,064	25,175
	Female	25,207	26,794	28,461	31,171
Secondary 6	Total	43,991	43,719	44,437	49,095
	Male	20,097	19,566	20,242	22,198
	Female	23,894	24,153	24,195	26,897

The table 4.13 shows the trend enrolment of general secondary schools by grade, it does not include number of **students enrolled in TVET**, because it is provided in the following section, as presented in Table 5.8.

The horizontal comparison (per grade per year) shows an increase in enrolment since 2016, however a vertical comparison (per grade per two consecutive years) shows that a considerable number of students do not transit to the higher level. For instance, when comparing **184,327** students enrolled in S1 in 2018 with **164,610** students enrolled in S2 in 2018, there is a gap of **19,717** students. This is also linked to repetition and dropout rate as illustrated in the table 4.16.

Table 4.14: Secondary GER and NER from 2016 to 2019

INDICATORS	2016	2017	2018	2019
Secondary				
Gross Enrolment Rate (Overall)	37.2%	38.2%	39.6%	42.5%
GER Male	35.8%	36.3%	37.5%	40.1%
GER Female	38.5%	40.1%	41.7%	45.0%
Net Enrolment Rate (Overall)	32.9%	34.1%	30.1%	24.5%
NER Male	31.2%	31.9%	32.1%	22.1%
NER Female	34.6%	36.3%	28.2%	26.7%
Lower secondary				
Gross Enrolment Rate (Overall)	42.5%	44.9%	47.7%	53.0%
GER Male	39.9%	41.9%	44.3%	48.7%
GER Female	45.0%	47.9%	51.2%	57.2%
Net Enrolment Rate (Overall)	22.6%	24.4%	27.2%	31.5%
NER Male	20.6%	21.8%	24.2%	27.7%
NER Female	24.6%	27.0%	30.2%	35.3%
Upper secondary				
Gross Enrolment Rate (Overall)	31.2%	30.6%	30.4%	30.9%
GER Male	31.1%	29.9%	29.8%	30.3%
GER Female	31.3%	31.3%	31.0%	31.4%
Net Enrolment Rate (Overall)	23.5%	23.8%	21.9%	16.5%
NER Male	22.7%	22.9%	20.7%	15.8%
NER Female	24.3%	24.6%	23.2%	17.2%

Table 4.14 shows an increase of GER in secondary education for the last four years, but since 2017 NER continue to decrease meaning that more students are joining secondary (increase of GER) but there are few students with the official age (between 13 and 18 years) of attending secondary. This is also linked to the GER in primary which stands at 138.8% in 2019. The problem of over-aged students is a hindrance to the quality of education system as it affects all process of learning and teaching.

In lower secondary, the ESSP target of 49.9% for GER was achieved while the 33.5% for NER was not achieved. Both GER and NER ESSP target 38.0% and 33.1% respectively for upper was not achieved. For all those indicators Female are more attending than male.

Figure 4.2 shows that a considerable number of students in secondary are over-aged (above 18 years old)

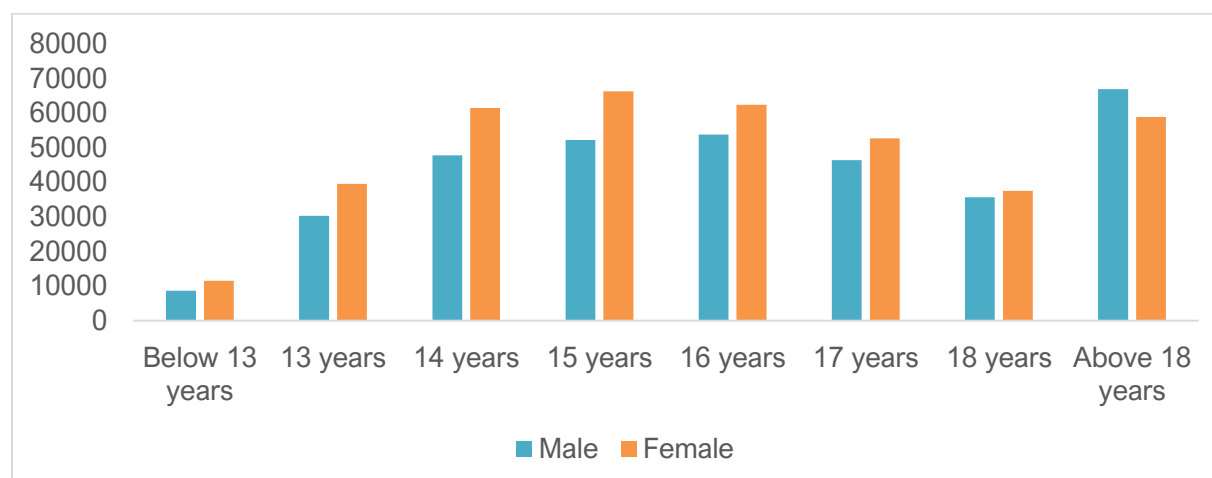


Figure 4.2: Distribution of secondary students by age and sex in 2019

Table 4.15: Secondary GIR and NIR from 2016 to 2019

Indicator/Year	2016	2017	2018	2019
Gross Intake Rate in S1 (Overall)	43.6%	49.9%	57.6%	60.7%
GIR_S1 Male	40.6%	45.9%	53.0%	55.6%
GIR_S1 Female	46.5%	53.9%	62.0%	65.8%
Net Intake Rate in S1 (Overall)	9.7%	11.2%	14.1%	17.1%
NIR_S1 Male	8.5%	9.8%	12.3%	15.0%
NIR_S1 Female	10.9%	12.5%	15.8%	19.3%
Gross Intake Rate in S3 (Overall)	35.2%	36.6%	35.0%	40.1%
GIR_S3 Male	33.3%	34.7%	32.9%	36.9%
GIR_S3 Female	37.1%	38.6%	37.2%	43.3%
Net Intake Rate in S3 (Overall)	8.7%	8.9%	9.1%	10.5%
NIR_S3 Male	8.1%	8.3%	8.5%	9.2%
NIR_S3 Female	9.4%	9.5%	9.8%	11.8%
Gross Intake Rate in S6 (Overall)	28.3%	28.9%	25.5%	18.9%
GIR_S6 Male	28.0%	28.9%	25.0%	17.4%
GIR_S6 Female	28.2%	28.8%	26.0%	20.4%
Net Intake Rate in S6 (Overall)	10.9%	12.8%	9.6%	4.0%
NIR_S6 Male	9.9%	12.4%	8.9%	3.4%
NIR_S6 Female	11.8%	13.3%	10.3%	4.5%

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

INDICATOR/YEAR	2015/16	2016/17	2017/18	2018/19
Promotion rate	86.7%	90.4%	89.2%	87.6%
Male	87.2%	90.9%	89.4%	87.1%
Female	86.2%	89.9%	89.1%	88.0%
Repetition Rate	8.8%	5.2%	5.0%	4.2%
Male	8.4%	5.0%	5.3%	4.7%
Female	9.1%	5.4%	4.8%	3.8%
Dropout Rate	4.5%	4.4%	5.8%	8.2%
Male	4.1%	4.0%	5.4%	8.2%
Female	4.8%	4.7%	6.1%	8.1%

It is shown in table 4.16 that the promotion rate has decreased from 89.2% in 2017/18 to 87.6% in 2018/19 and the decrease is noticed for both females and males. However, the promotion rate is higher for female than male in 2018/2019.

There is an improvement in reducing rate of repetition from 5.0% in 2017/18 to 4.2% in 2018/19. Unfortunately, dropout rate in secondary has increased from 5.8% in 2017/18 to 8.2% in 2018/19. It is also indicated that males have the high rate of dropout (8.2%) compared to of females (8.1%). Generally, 2019 education statistics reveal that promotion and dropout rates kept decreased.

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

INDICATOR/YEAR	2015/16	2016/17	2017/18	2018/19
Promotion rate	81.9%	86.4%	86.9%	85.9%
Male	81.9%	86.3%	87.1%	85.0%
Female	81.9%	86.4%	86.7%	86.6%
Repetition Rate	11.6%	7.3%	6.0%	5.0%
Male	12.0%	7.6%	6.4%	5.7%
Female	11.2%	7.1%	5.6%	4.5%
Dropout Rate	6.5%	6.3%	7.1%	9.1%
Male	6.3%	6.1%	6.5%	9.3%
Female	6.7%	6.5%	7.7%	8.9%

Table 4.17 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 but decreased to 85.9% in 2018/2019. Repetition rate improved from 11.6% in 2015/16, 7.3% in 2016/17, 6.0% in 2017/18 and 5.0% in 2018/2019 in lower secondary. The ESSP target (6.2%) 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 ,2017/18 and 2018/19 with 6.3%, 7.1% and 9.1% respectively. The ESSP target of 5.0% in 2019 was not met, the issue is also to be tackled to address the cause.

Table 4.18: Promotion, repetition and dropout rate in upper secondary schools

INDICATOR/YEAR	2015/16	2016/17	2017/18	2018/19
Promotion rate	91.5%	94.4%	95.5%	92.6%
Male	92.6%	95.5%	95.7%	93.1%
Female	90.5%	93.4%	95.3%	92.1%
Repetition Rate	6.0%	3.1%	5.0%	2.3%
Male	4.9%	2.5%	5.3%	2.2%
Female	7.0%	3.6%	4.8%	2.4%
Dropout Rate	2.5%	2.5%	1.7%	5.1%
Male	1.9%	1.9%	1.9%	4.7%
Female	3.0%	3.0%	1.6%	5.5%

Table 4.18 shows that the promotion rate increased from 91.5% in 2015/16, 94.4% in 2016/17 to 95.5 % in 2017/18 and decreased to 92.6% in 2018/19 in upper secondary. Repetition rate improved from 6.0% in 2015/16, 3.1% in 2016/17 and increase to 5.0% in 2017/18. In 2018/2019 the repetition rate improved to 2.3% in upper secondary. Here, measures should be taken to reduce the repetition rate even though the ESSP target (2.5%) in 2019 is already achieved.

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 and it increased to 5.1% in 2019 where female dropout is higher than that of male. The ESSP target of 2.3% in 2019 was not achieved.

The annex 20, 21 and 22 show promotion, repetition, and dropout rate per grade: repetition rate is high in secondary 1 and 2 (4.6% and 4.3%). The lowest repetition rate was for secondary 6 (0.8%). Dropout rate was highest in secondary 2 (9.2%) and lowest for secondary 5 (3.4%).

Table 4.19: Transition rate from lower to upper secondary from 2015 to 2018

Indicator/Year	2015/16	2016/17	2017/18	2018/19
Transition rate (Overall)	82.8%	85.1%	85.4%	86.1%
TR Male	84.8%	87.2%	88.7%	88.6%
TR Female	81.1%	83.4%	82.5%	83.9%

Table 4.19 indicates that the transition rate improved from 82.8% in 2015/16 to 85.1% in 2016/17, 85.4% in 2017/8 and continue to improve to 86.1%. The ESSP target (87.9%) in 2019 was not achieved. The continuous increase of transition rate is linked to the increase of the number of secondary schools, encourage the development of private secondary schools; train more secondary school teachers; increase the fund to improve the supply of books

The transition rate of Females is less than that of Male. This is a strong indication that female require extra support to enroll in secondary schools than male.

It is 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 male and female to continue with secondary education and construction of sustainable partnerships and mobilizing of local resources.

Table 4.20: Lower secondary school leaving examination results from 2016 to 2019

Indicator/Year	2016	2017	2018	2019
Sat for exams	89,396	96,628	98,492	114,424
Male	41,861	45,278	46,029	52,215
Female	47,535	51,317	52,463	62,209
Passed the exam	79,198	86,837	81,998	99,120
Male	37,886	41,639	39,443	46,314
Female	41,312	45,198	42,555	52,806
National exam pass rate	88.6%	89.9%	83.3%	86.6%
Male	90.5%	92.0%	85.7%	88.7%
Female	86.9%	88.1%	81.1%	84.9%

Table 4.20 shows a continuous increase of student passing national exam across the year; in 2019, 86.6% of 114,424 students who sat for lower secondary exams passed the national exam. However, 15,304 students (which is 13.4%) failed the national exam. Female did not perform well compared to the male (84.9% and 88.7% pass rate respectively).

Table 4.21: Upper secondary school leaving examination results from 2016 to 2019

Indicator/Year	2016	2017	2018	2019
Overall (General + TTC + TVET)				
Sat for exams	67,826	66,250	68,725	70,218
Male	33,297	31,700	32,942	33,048
Female	34,529	34,163	35,783	37,170
Passed the exam	60,973	59,200	61,758	63,583
Male	30,787	29,294	30,819	31,118
Female	30,186	29,906	30,939	32,465
National exam pass rate	89.90%	89.40%	89.9%	90.6%
Male	92.50%	92.40%	93.6%	94.2%
Female	87.40%	87.50%	86.5%	87.3%
General Education				
Sat for exams	41,240	41,140	42,824	46,927
Male	18,859	18,324	19,667	21,260
Female	22,381	22,429	23,157	25,667
Passed the exam	36,916	36,493	37,256	42,049
Male	17,542	17,072	18,073	19,831
Female	19,374	19,421	19,183	22,218
National exam pass rate	89.5%	88.7%	87.0%	89.6%
Male	93.0%	93.2%	91.9%	93.3%
Female	86.6%	86.6%	82.8%	86.6%
TTC				
Sat for exams	2,787	3,009	4,054	4,060
Male	1,221	1,256	1,556	1,606
Female	1,566	1,753	2,498	2,454
Passed the exam	2,773	2,987	3,867	3,975
Male	1,218	1,249	1,506	1,589
Female	1,555	1,738	2,361	2,386
National exam pass rate	99.5%	99.3%	95.4%	97.9%
Male	99.8%	99.4%	96.8%	98.9%
Female	99.3%	99.1%	94.5%	97.2%
TVET level 5				
Sat for exams	23,799	22,101	21,847	19,231
Male	13,217	12,120	11,719	10,182
Female	10,582	9,981	10,128	9,049
Passed the exam	21,284	19,720	20,635	17,559
Male	12,027	10,973	11,240	9,698
Female	9,257	8,747	9,395	7,861
National exam pass rate	89.4%	89.2%	94.5%	91.3%
Male	91.0%	90.5%	95.9%	95.2%
Female	87.5%	87.6%	92.8%	86.9%

Table 4.21 shows that the number of students who pass the national exam increased from 61,758 students in 2018 to 63,583 students in 2019, however in the same period a decrease of 3,076 student is observed in TVET.

4.3 Secondary school staff

Table 4.22 :Secondary school staff from 2016 to 2019

INDICATOR/YEAR	2016	2017	2018	2019
School staff	28,785	28,389	30,040	30,779
Male	20,063	19,729	20,636	21,091
Female	8,722	8,660	9,404	9,688
% of Male	69.7%	69.5%	68.7%	68.5%
% of Female	30.3%	30.5%	31.3%	31.5%
Teaching staff	22,491	21,990	23,036	23,585
Male	16,424	16,006	16,569	16,903
Female	6,067	5,984	6,467	6,682
% of Male	73.0%	72.8%	71.9%	71.7%
% of Female	27.0%	27.2%	28.1%	28.3%
Administrative staff	6,294	6,399	7,004	7,194
Male	3,639	3,723	4,067	4,188
Female	2,655	2,676	2,937	3,006
% of Male	57.8%	58.2%	58.1%	58.2%
% of Female	42.2%	41.8%	41.9%	41.8%
Qualified Staff	22,258	22,565	22,966	24,385
Qualified Male Staff	16,033	16,215	16,283	17,368
Qualified Female Staff	6,225	6,350	6,683	7,017
% of Qualified Staff	77.2%	79.5%	76.5%	79.2%
% of Qualified Male Staff	79.8%	82.2%	78.9%	82.4%
% Qualified Female Staff	71.2%	73.3%	71.1%	72.4%
Trained Staff	15,386	16,285	17,933	19,270
Trained Male Staff	11,114	11,739	12,762	13,706
Trained Female Staff	4,272	4,546	5,171	5,564
% of Trained Staff	53.3%	57.4%	59.7%	62.6%
% of Trained Male Staff	55.3%	59.5%	61.8%	65.0%
% Trained Female Staff	48.9%	52.5%	55.0%	57.4%
Pupils: Teacher Ratio	19	21	22	24
Pupils: Qualified Teacher Ratio	25	26	28	30
Pupils: Trained Teacher Ratio	36	36	36	38

It is indicated in the table 4.22 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 and 30,779 in 2019. The proportion of male staff is almost double (69.7% in 2016, 69.5% in 2017, 68.7% in 2018 and 68.52% in 2019) than female staff (30.3% in 2016, 30.5% in 2017, 31.3% in 2018 and 31.48% in 2019) in secondary schools. This shows that even the number of female staff in general secondary and TVET schools are still below that of male staff, there was a continuous slight increase of percentage of female staff in secondary schools from 2016 to 2019.

There is also a need of reducing the ratio of students to trained teacher, which is 38:1 in 2019. The ESSP target of 34:1 is not 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 4.23: Number of secondary school staff from 2016 to 2019 by school 'status

Description/Year	2016	2017	2018	2019
Total school staff	28,785	28,389	30,040	30,779
Male	20,063	19,729	20,636	21,091
Female	8,722	8,660	9,404	9,688
Staff in Public schools	8,632	8,482	9,273	9,594
Male	5,979	5,834	6,339	6,554
Female	2,653	2,648	2,934	3,040
Staff in Government aided schools	15,268	15,251	15,479	15,741
Male	10,438	10,377	10,452	10,606
Female	4,830	4,874	5,027	5,135
Staff in Private schools	4,885	4,656	5,288	5,444
Male	3,646	3,518	3,845	3,931
Female	1,239	1,138	1,443	1,513

Table 4.23 shows that there is a continuous increase in numbers of staff in secondary schools. Government aided schools have the highest number of staff with 15,741(51.1%) in 2019 followed by public schools with 9,594 staff (31.2%) and private with 5,288 staff (17.7%).

Table 4.24: Number of secondary school teaching staff by school status

Description/Year	2016	2017	2018	2019
Total teaching school staff	22,491	21,990	23,036	23,585
Male	16,424	16,006	16,569	16,903
Female	6,067	5,984	6,467	6,682
Staff in Public schools	6,902	6,717	7,266	7,550
Male	4,966	4,802	5,158	5,363
Female	1,936	1,915	2,108	2,187
Staff in Government aided schools	12,212	12,035	12,165	12,380
Male	8,680	8,501	8,530	8,646
Female	3,532	3,534	3,635	3,734
Staff in Private schools	3,377	3,238	3,605	3,655
Male	2,778	2,703	2,881	2,894
Female	599	535	724	761

Table 4.24 illustrates that, in 2019 the number of male teaching staff 16,903 (72%) is more than two times the number of females 6,682 (28%).

Table 4.25: Number of secondary school administrative staff by school status

Description/Year	2016	2017	2018	2019
Total school administrative staff	6,294	6,399	7,004	7,194
Male	3,639	3,723	4,067	4,188
Female	2,655	2,676	2,937	3,006
Staff in Public schools	1,730	1,765	2,007	2,044
Male	1,013	1,032	1181	1191
Female	717	733	826	853
Staff in Government aided schools	3,056	3,216	3,314	3,361
Male	1,758	1,876	1922	1960
Female	1,298	1,340	1392	1401
Staff in Private schools	1,508	1,418	1,683	1,789
Male	868	815	964	1037
Female	640	603	719	752

The number of male administrative staff: 4,188 (58%) is greater than the number of females which is 3,006 (42%).

4.4 ICT, science, and technology in Secondary schools

Table 4.26: ICT, science and technology in secondary schools

INDICATOR/YEAR	2016	2017	2018	2019
Number of secondary schools with computers	1,218	1,327	1,456	1,523
% of school with of computers	77.3%	84.7%	84.3%	85.4%
Number of computers	25,218	74,318	89,646	100,336
Computers for students	20,276	67,133	80,517	89,444
Computers for administration	3,335	3,783	4,240	4,582
Computers for teachers	1,607	3,402	5,106	6,310
Users per Computers	23	8	8	8
Ratio students per computer	27	9	8	8
Ratio administrative staff per computer	2	2	2	1
Ratio Teaching staff per Computer	14	6	5	4
Number of secondary schools with internet connectivity	558	647	914	1089
% of school with internet connectivity	35.4%	41.3%	52.9%	61.1%
Number of schools having ICT for teaching and learning		944	1,118	1,187
% of school having ICT for teaching and learning		60.2%	64.7%	66.6%
Number of secondary schools with sciences Kits	996	1,038	1,103	1,425
% of school with sciences Kits	63.2%	66.2%	63.8%	79.9%
Number of secondary schools with sciences laboratory	346	338	338	455
% of school with sciences laboratory	22.0%	21.6%	21.6%	25.5%
Number of ICT qualified teachers		2,571	3,071	3,071

Table 4.26 illustrates that 85.4% of secondary schools have access to computers in 2019. It is slightly above the ESSP target of achieving 85.1% of secondary schools with access to computer for 2018/19. There is an increase in distribution of computers where the number of computers has tremendously increased from 25,218 in 2016 to 100,336 computers in 2019. The increment is due to the policy of distribution of Positivo computers in secondary schools.

The proportion of schools with internet connectivity increased, from 52.9% in 2018 to 61.1% in 2019, which is above the target of 52.5 % as set in the ESSP for 2019. Similarly, the proportion of secondary schools with access to science kits increased from 63.8% in 2018 to 79.9%, which is above the ESSP target of 75.8% by 2019. The proportion of schools with sciences laboratory increased from 21.6% in 2018 to 25.5% in 2019. This is below the ESSP target of 32.8% in 2019

The table also indicates that ratio of students per computer improved from 27:1 in 2016 to 8:1 in 2019. The improvement is also noticed in ratio of teaching staff per computer where it was 14:1 in 2016, and now is at 4:1 in 2019.

This is the indicator that the number of students using computers in schools is increasing and teaching and learning is facilitated by using ICT (66.6%). 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 2019

Indicators / Year	2016	2017	2018	2019
Number of Secondary schools with library	893	875	955	971
% of school with library	56.7%	55.8%	55.3%	54.5%

Table 4.27 shows that the number of secondary schools with library increased from 955 in 2018 to 971 in 2019 but the percentage decreased meaning that some new schools were created without libraries.

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.

Table 4.28 Students books in lower secondary students in 2019

Subjects	Number of books			Pupils-book ratio		
	S1	S2	S3	S1	S2	S3
Mathematics	97,206	75,468	82,310	2	2	1
Chemistry	85,308	71,574	70,092	2	2	2
English	85,711	68,427	63,242	2	2	2
Biology	78,164	64,048	63,455	3	3	2
Physics	80,776	64,719	67,220	2	3	2
Geography	72,365	69,410	72,724	3	2	2
Kinyarwanda	46,251	42,409	39,741	4	4	3
Entrepreneurship	49,211	49,764	37,075	4	3	3
History and Citizenship	48,193	40,374	37,975	4	4	3
French	37,100	28,299	24,893	5	6	5
ICT	32,032	27,717	23,905	6	6	5
Computer Science	25,513	22,600	19,789	8	7	6

It is indicated in table 4.28, only Mathematics for S3 have the standard pupils-book ratio of 1 student per one textbook. Other subjects have the higher ratio: Computer Science (8:1 in S1 and 7:1 in S2 and 6:1 in S3), ICT (6:1 in S1 and S2 and 5:1 in S3), French (5:1 in S1 and S3, and 6:1 in S2), 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 and S2, 3:1 in S3) Geography (3:1 in S1).

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: Students books in science combinations in 2019

Subjects	Number of books			Pupil book ratio		
	S4	S5	S6	S4	S5	S6
Chemistry	17,822	15,883	17,101	2	2	2
Entrepreneurship	11,826	8,311	8,477	3	4	3
Physics	12,867	11,675	14,325	3	3	2
Biology	9,883	9,649	10,067	3	3	3
Mathematics	9,755	8,471	8,776	3	4	3
Geography	8,654	6,557	7,630	4	5	3
Economics	7,436	6,515	7,835	4	5	3
Kinyarwanda	5,886	5,408	6,273	6	6	4
Computer Science	7,231	6,688	7,159	5	5	4
French	5,958	5,305	4,528	6	6	6
English	6,062	4,634	5,151	5	7	5

Table 4.29 shows a shortage of books in upper secondary compared to the standards, (1:1). The following subjects have higher ratio compared to the standard: English (5:1 in S4, 7:1 in S5 and 5:1 in S6), French (6:1 in both S4, S5 and S6), Computer Science (5:1 in S4 and 5 and 4: in S6), Kinyarwanda (6:1 in S4 and 5), Economics (4:1 in S4, 5:1 in S5 and 3:1 in S6), Geography (4:1 in S4 and S5, 3:1 in S6), Mathematics (3:1 in S4, 4:1 in S5 and 3: in 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: Students books in humanities combinations in 2019.

Subjects	Number of books			Pupil book ratio		
	S4	S5	S6	S4	S5	S6
Geography	9,560	7,972	8,646	1	1	1
Entrepreneurship	7,913	5,343	5,439	2	2	2
Economics	7,330	7,082	7,449	2	2	1
History and Citizenship	5,476	5,313	4,675	2	2	2
General Studies and Communication	1,859	2,272	1,759	7	5	6
Kinyarwanda	1,887	1,786	2,115	7	6	5
English	1,765	1,370	1,098	8	8	9

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

Table 4.31: Students books in Languages combinations in 2019

Subjects	Number of books			Pupil book ratio		
	S4	S5	S6	S4	S5	S6
Kinyarwanda	8,814	8,886	8,451	1	1	1
English	6,915	6,879	5,664	2	2	2
Kiswahili	4,972	5,264	5,466	2	2	2
French	2,356	2,042	1,926	5	5	5
Entrepreneurship	1,495	964	864	8	11	11
General Studies and Communication	947	1,070	863	13	10	11

In languages combination the standard ratio of one student per one textbook is for Kinyarwanda textbooks while for other subject the ratio varies between 2 to 13 students sharing one textbook.

Table 4.32: Students books in TTCs in 2019

Subjects	Number of books			Pupil book ratio		
	S4	S5	S6	S4	S5	S6
French	914	961	1,089	3	3	3
English	1051	938	1,462	3	3	2
Kinyarwanda	653	483	876	5	6	4
Geography	795	706	905	4	4	4
Mathematics	367	327	714	8	9	4
Foundations of Education	484	504	498	6	6	6
Biology	571	379	698	5	8	5
Social and Religious Studies	353	353	353	9	9	9
Physics	339	313	403	9	10	8
History and Citizenship	295	310	437	10	10	7

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

Considering the ratio for each subject, we have: History and Citizenship (10:1 in S4 and S5, 7:1 in S6), Physics (9:1 in S4, 10:1 in S5 8:1 in S6). In general, there is shortage of books in TTC comparatively to the number of students enrolled in this field.

4.6 Source of energy Secondary schools

Table 4.33: Source of energy in secondary schools from 2016 to 2019

INDICATOR/YEAR	2016	2017	2018	2019
Number of schools with on grid electricity supply	726	1,115	1,283	1,364
% of school with on grid electricity supply	46.1%	71.2%	74.2%	76.6%
Number of schools with Solar power	301	304	316	300
% of school with Solar power	19.1%	19.4%	18.3%	16.8%
Number of schools with Electric power generator supply	422	362	432	435
% of school with Electric power generator supply	26.8%	23.1%	25.0%	24.4%
Number of schools with Biogas system	94	66	49	51
% of school with Biogas system	6.0%	4.2%	2.8%	2.9%

Table 4.33 illustrates that number of schools with on grid electricity supply increased from 726 (46.1%) in 2016 to 1,364 in 2019 (76.6%). Given that the ESSP objective was to ensure that 77.5% of secondary schools have access to electricity by 2018/19, 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. Lack of electricity in schools do 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 from 2016 to 2019

INDICATOR/YEAR	2016	2017	2018	2019
Number of secondary schools with safe drinking water	-	916	1,242	1,289
% of secondary school with improved drinking water		58.5%	71.9%	72.3%
Number of secondary schools with rainwater harvesting system	1,058	1,094	1,303	1,372
% of secondary school with rainwater harvesting system	67.2%	69.8%	75.4%	76.9%
Number of secondary schools with tap water supply	569	892	1,069	1,164
% of secondary school with tap water supply	36.1%	56.9%	61.9%	65.3%
Number of secondary schools with hand washing facilities	-	1,107	1,330	1,389
% of secondary school with hand washing facilities		70.6%	76.9%	77.9%

Table 4.34 shows that 72.3% of secondary schools use safe drinking water, this is above the ESSP target (64.0%), 76.9% of schools have rainwater harvesting systems, 65.3% access to tap water supply while 77.9% of schools have hand washing facilities. Diseases are consequences of not accessing water in schools and this negatively affect the performance of students. The government should increase the budget related to installation of water infrastructure and schools should be taken as priority.

Table 4.35: Toilets in secondary schools from 2016 to 2019

INDICATOR/YEAR	2016	2017	2018	2019
Number of toilets in the school	34,427	34,516	37,226	38,618
For Female	17,363	17,552	19,082	19,917
For Male	17,065	16,965	18,145	18,702
For students	31,517	31,740	34,183	35,176
For Female students	15,946	16,184	17,571	18,217
For Male students	15,572	15,556	16,612	16,960
For staff	2,910	2,776	3,043	3,442
For Female staff	1,417	1,368	1,511	1,700
For Male staff	1,493	1,409	1,533	1,742
Ratio toilet per users	17	18	18	20
Female	17	19	19	20
Male	16	17	18	19
Students	18	19	19	21
Female students	18	20	20	22
Male students	17	18	18	20
Staff	10	10	10	9
Female staff	6	6	6	6
Male staff	13	14	13	12

The trend of toilets in secondary schools from 2016 to 2019 is positive. The total number of toilets was 37,226 in 2018 and it increased to 38,618 in 2019. This is an increase of 1,392 toilets built in 2018. The number of users per toilet is 20, 21 pupils per toilet and 9 staff per toilet.

4.8 School feeding program in secondary schools

Table 4.36: School feeding program in secondary schools from 2016 to 2019

INDICATOR/YEAR	2016	2017	2018	2019
Number of secondary schools participating in school feeding	1,101	1,335	1,341	1,390
% of secondary school participating in school feeding	69.9%	85.2%	77.6%	78.0%
Number of schools with nutrition garden	483	1,027	1,175	1,218
% of school with nutrition garden	30.7%	65.5%	68.0%	68.3%
Number of students feed at school	297,769	393,376	490,801	561,069

The number of secondary schools participating in school feeding increased from 2016 to 2019. Schools participating in school feeding programs increased by 3.7% from 2018 to 2019. This is an increase of 49 schools in 2019. The number of schools with nutrition garden increase from 1,175 in 2018 to 1,218 in 2019. This is an increase of 43 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 to 561,069 in 2019. This is an increase of 70,268 students. However, the proportion of secondary students receiving a meal from school out of all the students enrolled in secondary is only 77.1%.

4.9 Special need education in secondary schools

Table 4.37: Special need education in secondary schools from 2016 to 2019

INDICATOR/YEAR	2016	2017	2018	2019
Number of schools with adequate infrastructure for disabilities	-	369	494	634
% of school with adequate infrastructure for disabilities	-	23.5%	28.6%	35.6%
Number of students with disability enrolled in secondary schools	5,587	4,557	4,685	4,633
Male	2,918	2,253	2,445	2,418
Female	2,669	2,304	2,240	2,215
% of Male	52.2%	49.4%	52.2%	52.2%
% of Female	47.8%	50.6%	47.8%	47.8%
Number of teachers trained in special needs and inclusive education	1,105	1,592	2,225	2,614
Male	822	1,142	1,546	1,810
Female	283	450	679	804
% of Male	74.4%	71.7%	69.5%	69.2%
% of Female	25.6%	28.3%	30.5%	30.8%

Between 2018 and 2019, there is an increase of secondary school with adequate infrastructure for disabilities from 494 schools to 634 schools. The percentage of schools meeting the standards of accessibility for Learners with Disabilities (LwD) increased also from 28.6% to 35.6%, the ESSP target (27.8%) in 2019 was achieved.

Table 4.38: Secondary school students with disability in 2019

Type of disability	LEVEL						
	S1	S2	S3	S4	S5	S6	TVET
Physical and Motor Challenges	651	468	328	123	121	100	141
Intellectual challenges	181	130	66	8	13	17	12
Visual impairment	393	338	204	94	62	60	79
Hearing impairment	122	85	52	50	29	45	53
Visual and Hearing impairment	59	64	40	11	6	1	9
Developmental challenges	40	16	9	8	3	1	15
Speech, language, and communication needs	36	40	34	14	10	3	36
Multiple disabilities/Difficulties	46	41	28	5	3	9	21
TOTAL	1528	1182	761	313	247	236	366

Rwanda promotes special and inclusive education, the big proportion 42% those living with Physical disabilities, followed with those with visual disabilities (27%).

Table 4.39: Secondary school students with disability enrolled in 2017 and 2019

Level	2017			2018			2019		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Secondary 1	668	707	1,375	661	616	1,277	774	754	1528
Secondary 2	483	506	989	492	465	957	645	537	1182
Secondary 3	430	464	894	364	358	722	394	367	761
Secondary 4	261	275	536	281	226	507	133	180	313
Secondary 5	201	181	382	206	189	395	135	112	247
Secondary 6	210	171	381	190	154	344	125	111	236
Total	2,253	2,304	4,557	2,194	2,008	4,202	2,206	2,061	4,267

As it is shown on tables 4.39, secondary students with disability increased from 4,202 in 2018 to 4,267 in 2019.

Table 4.40: Number of refugees enrolled in general secondary in 2019

Description/Year	2018	2019
Total Refugee Students	10,015	11,551
Male	5,486	6,078
Female	4,529	5,473
% of Male	54.8%	52.6%
% of Female	45.2%	47.4%
Refugee Students in Public schools	6,320	7,049
Male	3,620	3,846
Female	2,700	3,203
Refugee Students in Government aided schools	3,178	4,114
Male	1,643	2,026
Female	1,535	2,088
Refugee Students in Private schools	517	288
Male	223	206
Female	294	182

The number of refugees in secondary schools was high in public schools with 61 %, followed by government aided with 36% and the low proportion was in private schools with 3%. As shown in the table 4.40, the proportion of male refugees is higher than female in secondary schools in 2019.

Table 4.41: Secondary schools pupils in correctional institutions by grade in 2019

Level	Male	Female	Total
Secondary 1	23	32	55
Secondary 2	17	10	27
Secondary 3	12	1	13
Secondary 4	5	0	5
Secondary 5	5	0	5
Secondary 6	0	0	0
Total	62	43	105

The number of secondary students pursuing their education in correctional institutions is 105, male is greater than female. This table does not include those pursuing TVET as it is provided in the following section Table 5.18.

5 TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

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 to 2019

Descriptions	2017	2018	2019
Total schools	402	360	341
Level 1 to 5	385	350	331
Level 6 to 7	17	10	10
TVET special program	-	-	-

As presented table 5.1, there are 341 TVET schools among them 10 are Level 6 and 7 polytechnics where 8 public polytechnics are merged in one which is Rwanda Polytechnic Higher Learning Institution to strengthen public Polytechnics through sharing resources. On other side, 331 schools are categorized in Level 1 to 5 commonly known as former Vocational Training Centers and Technical Secondary Schools.

Table 5.2 : Number of TVET schools by status from 2016 to 2019

Status	2016	2017	2018	2019
Total schools	394	402	360	341
Public	104	102	96	92
Government aided	42	40	45	45
Private	248	260	219	204

As shown in the table 5.2. TVET statistics reveal that TVET schools were reduced by 19 (from 360 to 341). Since some schools were closed since they did not meet the quality standards.

Table 5.3: Number of TVET classrooms for level I to 5 in 2017 to 2019

Status	2017	2018	2019
Total classrooms	3,014	2,846	2,860
Public	759	756	752
Government aided	410	439	468
Private	1,845	1,651	1640
Trainees per Classroom	26	28	28
Public	27	29	27
Government aided	30	28	27
Private	25	28	28

The table 5.3 shows that 14 classrooms increased in 2019 compared to 2018 statistics. Comparatively to 2017, the observed decrease of classroom is due to phasing out of some trades and close of some schools which did not meet the quality standards especially in private schools. The Public-school classrooms decreased by 4 while in Government aided schools 29 more schools were increased. 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.

Table 5.4: Number of TVET desks for level I to 5 in 2017 to 2019

Status	2017	2018	2019
Total desks	44,414	43,255	47,645
Public	10,232	10,900	11,892
Government aided	6,326	6,542	7,034
Private	27,856	25,813	28,719
Trainees per desks	2	2	2
Public	2	2	2
Government aided	2	2	2
Private	2	2	2

In TVET schools, there are two trainees per desk, 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 2019

Indicators	2017	2018	2019
Total trainees	107,501	102,485	107,167
Male	65,327	57,643	63,138
Female	42,174	44,842	44,029
<i>% of Male</i>	<i>60.8%</i>	<i>56.2%</i>	<i>58.9%</i>
<i>% of Female</i>	<i>39.2%</i>	<i>43.8%</i>	<i>41.1%</i>
Trainees in TVET level 1 to 5	79,595	79,388	83,157
Male	43,500	43,585	46,573
Female	36,095	35,803	36,584
Trainees in TVET level 6 to 7	10,420	13,447	14,078
Male	7,881	9,661	10,135
Female	2,539	3,786	3,943
Trainees in TVET special program	17,486	9,650	9,932
Male	13,946	4,397	6,430
Female	3,540	5,253	3,502

The number of males is higher than that female, the ESSP target of gender parity in enrolment in TVET is 0.69, the ESSP target of 0.74 in 2019 was not achieved. This indicator shows that more

effort should be taken to increase the female enrolment in TVET. Table 5.5 shows an increase of 3,769 students enrolled in Level 1-5 (from 79,388 to 83,157); this increase is partly due **to 4,261 students (3,796 Male and 465 Female) enrolled in Rwanda Correctional Services** and the mindset change of Rwandan students towards vocations-oriented fields. 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 631 students in polytechnics increased (from 13,447 to 14,078). Out of this increase, we have 474 males and 157 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, 4.15% female students increased compared to 4.89 % of males from 2018 to 2019 in polytechnics. One of the reasons most of Polytechnics are training STEM related program which are still not very attractive to females. Female are mostly attracted by business, hospitality, arts and crafts, beauty and aesthetics trades as shown in table 5.10. The effort should therefore be on in awareness campaigns and setting up various affirmative actions aimed at increasing the number of females in STEM related trades.

In special programs, 282 training beneficiaries generally increased compared to previous year (from 9,650 to 9,932). Specifically, 2,143 males increased (From 4,397 to 6,540) while 1,861 females decreased (From 5,253 to 3,392). The reason behind this increase, is the high number of Skills Development Fund (SDF) graduates where 7,227 students were trained in Skills upgrading, Rapid Response Training, internship, and apprenticeship. 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: TVET level I to 7 trainees from 2016 to 2019

Description/Year	2016	2017	2018	2019
Total trainees	93,158	90,015	92,835	97,235
Male	52,090	51,381	53,246	56,708
Female	41,068	38,634	39,589	40,527
<i>% of Male</i>	<i>55.9%</i>	<i>57.1%</i>	<i>57.4%</i>	<i>58.3%</i>
<i>% of Female</i>	<i>44.1%</i>	<i>42.9%</i>	<i>42.6%</i>	<i>41.7%</i>
Trainees in Public schools	27,761	28,598	30,972	34,045
Male	17,381	18,648	20,011	23,267
Female	10,380	9,950	10,961	10,778
Trainees in Government aided schools	12,484	12,208	12,170	12,411
Male	7,231	6,853	6,595	6,682
Female	5,253	5,355	5,575	5,729
Trainees in Private schools	52,913	49,209	49,693	50,779
Male	27,478	25,880	26,640	26,759
Female	25,435	23,329	23,053	24,020

The table 5.6 shows that trainees in private schools have a big share of 52.2% compare to the public and government aided schools. The trainees in public schools are 35.0 % and government aided represents 12.8%. This is the results of ongoing initiative of encouraging private operators to invest in TVET.

Table 5.7: TVET trainee's enrolment by level from 2017 to 2019

Levels	Sex	2017	2018	2019
Total	Total	90,015	92,835	97,235
	Male	51,381	53,246	56,708
	Female	38,634	39,589	40,527
Level 1	Total	11,274	8,810	15,464
	Male	5,932	4,707	9,244
	Female	5,342	4,103	6,220
Level 2	Total	2,077	602	324
	Male	1,026	273	168
	Female	1,051	329	156
Level 3	Total	24,603	28,732	25,885
	Male	13,590	16,218	14,459
	Female	11,013	12,514	11,426
Level 4	Total	19,846	20,361	22,748
	Male	11,011	10,924	12,469
	Female	8,835	9,437	10,279
Level 5	Total	21,795	20,883	18,736
	Male	11,941	11,463	10,233
	Female	9,854	9,420	8,503
Level 6	Total	529	1,371	560
	Male	117	421	324
	Female	412	950	236
Level 7	Total	9,891	12,076	13,518
	Male	7,764	9,240	9,811
	Female	2,127	2,836	3,707

As shown in table 5.7, 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 5.8: TVET Special program trainees by type of intervention

Interventions	2016/17	2017/18	2018/19
Total NEP	17,486	9,650	9,932
Male	13,946	4,397	6,540
Female	3,540	5,253	3,392
% Male	79.8%	45.6%	65.8%
% Female	20.2%	54.4%	34.2%
Recognition of Prior Learning	10,283	347	1,044
Male	9,868	321	1,012
Female	415	26	32
Industrial Based Training	1,448	386	58
Male	820	185	30
Female	628	201	28
Massive Vocation Training	3,973	1,942	886
Male	2,305	1,241	413
Female	1,668	701	473
Rapid Response Training	1,300	1,250	300
Male	624	308	99
Female	676	942	201
Reconversion program	482	291	107
Male	329	134	60
Female	153	157	47
Entrepreneurship and work readiness/ICPC(UDUKIRIRO)	-	5,434	310
Male	-	2,208	271
Female	-	3,226	39
SDF (Skills Development fund)	-	-	7,227
Male	-	-	4,655
Female	-	-	2,572

Source: NEP department

The table 5.8. shows that 282 training beneficiaries generally increased compared to previous year (from 9,650 to 9,932). Specifically, 2,143 males increased (From 4,397 to 6,540) while 1,861 females decreased (From 5,253 to 3,392). The reason behind this increase is the role of supporting partners through National Employment Program. The most affected component is the Entrepreneurship and work readiness/ICPC(UDUKIRIRO) which brings less beneficiaries than others: Massive Vocational Training, Industrial Based Training and Rapid Response Training and Reconversion Program. The increase of 3.0 % is still as this will have a negative impact in reaching the National Transformation Strategy 1 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 5.9: Percentage of students enrolled in TVET Level 3 after passing S3 National Exam

Indicator	T=2016	T=2017	T=2018	T=2019
Number of students passed S3 exam in year (T-1)	73,897	79,198	86,837	81,998
Male	38,212	37,886	41,639	39,443
Female	35,685	41,312	45,198	42,555
Number of students registered in TVET level 3 in year T	20,825	24,603	28,732	25,885
Male	11,526	13,590	16,218	14,459
Female	9,299	11,013	12,514	11,426
Percentage of students enrolled in TVET level 3	28.2%	31.1%	33.1%	31.6%
Male	30.2%	35.9%	38.9%	36.7%
Female	26.1%	26.7%	27.7%	26.8%

Table 5.9 reveals that students leaving lower secondary education who joined TVET decreased from 33.1% in 2018 to 31.6% in 2019. A significant difference between male and female is observed: between 2016 and 2019 male registered a percentage increase of 6.5 % (from 30.2 to 36.7%) while female registered a percentage increase of 0.7% (from 26.1 to 26.8%).

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 and sustainable strategies should be elaborated to encourage more female to join TVET.

Table 5.10: TVET Trainees enrolled in level 1 to 7 by Sector in 2019

Sector	Number			Percentage	
	Male	Female	Total	% Male	% Female
Arts and Crafts	1,141	5,936	7,077	16.1%	83.9%
Beauty and aesthetics	232	1,077	1,309	17.7%	82.3%
Business services	2,130	9,204	11,334	18.8%	81.2%
Hospitality and tourism	2,850	7,643	10,493	27.2%	72.8%
Agriculture and food processing	2,683	3,164	5,847	45.9%	54.1%
ICT	7,398	5,738	13,136	56.3%	43.7%
Media and Film Making	383	276	659	58.1%	41.9%
Technical services	3,946	1,215	5,161	76.5%	23.5%
Energy	4,821	1,249	6,070	79.4%	20.6%
Construction and Building services	21,370	4,203	25,573	83.6%	16.4%
Manufacturing and Mining	1,511	255	1,766	85.6%	14.4%
Transportation	8,243	567	8,810	93.6%	6.4%
Total	56,708	40,527	97,235	58.3%	41.7%

From the table 5.10, females represent a big share in non-STEM sector. They represent more than 70% in Arts and Crafts, Beauty and aesthetics, Business services, Hospitality and Tourism, while male are interested in sector like Transportation, Manufacturing and Mining, construction and building services. More awareness campaigns aimed at encouraging females to join technical trades should be conducted across the country.

Table 5.11: TVET graduate from 2015 to 2018

Indicator/ school year	2015	2016	2017	2018
Total TVET graduate	43,474	40,694	41,889	31,515
Male	26,092	23,847	24,960	16,890
Female	17,382	16,847	16,929	14,625
<i>% of Male</i>	<i>60.0%</i>	<i>58.6%</i>	<i>59.6%</i>	<i>53.6%</i>
<i>% of Female</i>	<i>40.0%</i>	<i>41.4%</i>	<i>40.4%</i>	<i>46.4%</i>
Total graduate in TVET Level 1 and 2	20,480	17,351	19,474	8,275
Male	12,680	10,277	11,974	3,524
Female	7,800	7,074	7,500	4,751
<i>% of Male</i>	<i>61.9%</i>	<i>59.2%</i>	<i>61.5%</i>	<i>42.6%</i>
<i>% of Female</i>	<i>38.1%</i>	<i>40.8%</i>	<i>38.5%</i>	<i>57.4%</i>
Total students passed national examination TVET level 5	20,257	21,284	19,720	20,635
Male	11,118	12,027	10,973	11,240
Female	9,139	9,257	8,747	9,395
<i>% of Male</i>	<i>54.9%</i>	<i>56.5%</i>	<i>55.6%</i>	<i>54.5%</i>
<i>% of Female</i>	<i>45.1%</i>	<i>43.5%</i>	<i>44.4%</i>	<i>45.5%</i>
Academic year	2014/15	2015/16	2016/17	2017/18
Total graduate in TVET Level 6 and 7	2,737	2,059	2,695	2,605
Male	2,294	1,543	2,013	2,126
Female	443	516	682	479
<i>% of Male</i>	<i>83.8%</i>	<i>74.9%</i>	<i>74.7%</i>	<i>81.6%</i>
<i>% of Female</i>	<i>16.2%</i>	<i>25.1%</i>	<i>25.3%</i>	<i>18.4%</i>

Table 5.11 shows that graduates for Level I and II decreased from 19,474 students to 8,275 students. The reason behind this decrease may be linked to the low number of TVET schools compared to the number of schools with general secondary across the country especial in Nine/Twelve Years Basic Education where more students attracted by free education and nearby their families. On the other hands, this table shows that graduates for level 5 increased from 19,720 students to 20,635 students.

Table 5.12: Number of TVET Trainees with disability enrolled from 2017 to 2019

Levels	Sex	2017	2018	2019
Total	Total	560	489	459
	Male	300	254	271
	Female	260	235	186
Level 1	Total	290	187	136
	Male	153	83	75
	Female	137	104	61
Level 2	Total	17	4	3
	Male	7	2	-
	Female	10	2	3
Level 3	Total	149	118	62
	Male	82	66	37
	Female	67	52	25
Level 4	Total	37	64	97
	Male	23	35	61
	Female	14	29	36
Level 5	Total	62	110	68
	Male	33	65	39
	Female	29	45	29
Level 6	Total	3	-	-
	Male	-	-	-
	Female	3	-	-
Level 7	Total	2	6	93
	Male	2	3	60
	Female	-	3	33

Trainees with disability decreased from 560 in 2017 to 459 in 2019; male trainees are more present in TVET schools than female across these three years. More effort should be made and sensitization to female with disability to attend TVET programs.

Table 5.13: Number of trainees enrolled in TVET by type of disability in 2019

Level	L 1	L 2	L 3	L 4	L 5	L 6	L 7	Total
Physical and Motor Challenges	46	2	28	36	29	2	32	175
Intellectual challenges	9	1	0	1	1	0	0	12
Visual impairment	38	0	10	20	11	3	51	133
Hearing Impairment	11	0	13	16	13	0	4	57
Visual and Hearing impairment	4	0	2	3	0	0	0	9
Developmental challenges	7	0	2	5	1	0	0	15
Speech, language and communication needs	15	0	4	11	6	0	1	37
Multiple disabilities/Difficulties	6	0	3	5	7	0	0	21
Total	136	3	62	97	68	5	88	459

Table 5:13 reveals that 38.3% of students have physical disabilities, this confirms the need of physical infrastructure that facilitates learners with disabilities.

Table 5.14: Number of refugees enrolled in TVET in 2018 and 2019 Level 1 to 5

Description	2018	2019
Total Refugee Students	463	356
Male	261	205
Female	202	151
<i>% of Male</i>	<i>56.4%</i>	<i>57.6%</i>
<i>% of Female</i>	<i>43.6%</i>	<i>42.4%</i>
Refugee Students in Public schools	60	36
Male	45	30
Female	15	6
Refugee Students in Government aided schools	103	55
Male	63	40
Female	40	15
Refugee Students in Private schools	300	265
Male	153	135
Female	147	130

The high proportion of refugee's students in TVET is enrolled in private schools with 74.4%, the lower proportion is in public schools with 10.1%. As shown in table, the number of male refugees is bigger than female in TVET.

5.3 TVET Staff

Table 5.15: TVET staff from 2016 to 2019

INDICATOR/YEAR	2016	2017	2018	2019
School staff	5,003	6,929	6,607	6,711
Male	3,923	5,028	4,856	4,903
Female	1,080	1,901	1,751	1,808
<i>% of Male</i>	<i>78.40%</i>	<i>72.60%</i>	<i>73.50%</i>	<i>73.1%</i>
<i>% of Female</i>	<i>21.60%</i>	<i>27.40%</i>	<i>26.50%</i>	<i>26.9%</i>
Staff for Level 1 to 5	4,323	5,854	5,165	5,281
Male	3,332	4,164	3,684	3,745
Female	991	1,690	1,481	1,536
Staff for Level 6 to 7	680	1,075	1,442	1,430
Male	591	864	1,172	1,158
Female	89	211	270	272

The table 5.15 reveals that 104-staff increased (From 6,607 to 6711). The reason behind this increase is the inclusion of 171 RCS trainers for inmates at correctional facilities.

Table 5.16: TVET staff in Level 1 to 7 by school status from 2017 to 2019

Description/Year	2017	2018	2019
Total school staff	6,929	6,607	6,711
Male	5,028	4,856	4,906
Female	1,901	1,751	1,805
Staff in Public schools	2,317	2,479	2,539
Male	1,704	1,902	1,928
Female	613	577	611
Staff in Government aided schools	740	784	866
Male	531	556	621
Female	209	228	245
Staff in Private schools	3,872	3,344	3,306
Male	2,793	2,398	2,357
Female	1,079	946	949

The table 5.16 shows that many staff is in private schools with 49.0 %, while the low number of staff was found in government aided schools with 12.9%. The staff recorded in public schools include trainers of inmates and make 37.8% of the total staff.

Table 5.17: TVET teaching staff in Level 1 to 7 by school status from 2017 to 2019

Description/Year	2017	2018	2019
Total teaching school staff	4,807	4,767	4,834
Male	3,760	3,773	3,815
Female	1,047	994	1,019
Teaching staff in Public schools	1,637	1,829	1,937
Male	1,256	1,486	1,562
Female	381	343	375
Teaching staff in Government aided schools	551	581	657
Male	424	442	502
Female	127	139	155
Teaching staff in Private schools	2,619	2,357	2,240
Male	2,080	1,845	1,751
Female	539	512	489

Table 5.17 shows that the number of male teaching in TVET is greater than that of male for all category, this corroborate the issue observed in students where male is most dominant. There is a need to strengthen elaborate sustainable strategies to encourage female to join TVET schools as trainees so that in the future we can also have more qualified female to teach in TVET schools.

Table 5.18: TVET administrative staff in Level 1 to 7 by school status from 2017 to 2019

Description/Year	2017	2018	2019
Total school administrative staff	2,122	1,840	1,877
Male	1,268	1,083	1,091
Female	854	757	786
Administrative staff in Public schools	680	650	602
Male	448	416	366
Female	232	234	236
Administrative staff in Government aided schools	189	203	209
Male	107	114	119
Female	82	89	90
Administrative staff in Private schools	1,253	987	1,066
Male	713	553	606
Female	540	434	460

As before mentioned the number of females working in TVET schools is lower than the number of males.

Table 5.19: TVET staff by qualification in 2019

Qualification	Teaching Staff		Administrative staff		Total		
	Male	Female	Male	Female	Male	Female	Total
Vocational certificates	161	76	10	12	171	88	268
A3	39	33	4	4	43	37	80
A2	481	252	200	272	681	524	1,225
A1	1,175	198	129	96	1304	294	1,598
Bachelors	1,760	421	652	365	2412	786	3,198
Masters	200	43	88	20	288	63	351
PhD	10	0	8	2	18	2	20
Total	3,826	1023	1,091	771	4,917	1,794	6,711

The table 5.19 shows a considerable number of staff (3,198) have Bachelors. TVET system still has a few staff with PhD and master's and the number is higher in teaching staff than in administration. 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 both in teaching and administration of schools.

5.4 Books and textbooks in TVET

Table 5.20: Students books in TVET level I to 5 by sector in 2019

Sector/ Level	L 1	L 2	L 3	L 4	L 5
Agriculture and food processing	340	24	2,471	2,655	3,186
Arts and Crafts	439	447	745	816	647
Beauty and aesthetics	108	0	24	0	0
Business services	295	48	3,032	2,476	2,926
Construction and Building services	426	56	2,861	2,445	2,637
Energy	112	49	1,741	1,437	1,426
Hospitality and tourism	330	207	1,934	1,248	1,115
ICT	195	215	3,998	2,650	3,263
Manufacturing and Mining	226	9	261	290	133
Media and Film Making	12	0	12	22	9
Technical services	101	92	1,202	879	871
Transportation	464	10	1,149	1,223	1,097

From the table 5.20, textbooks in TVET programs are generally few. There are few textbooks in Level I and Level 2. This is linked to the low number of trainees in these levels comparatively to the remaining three levels.

6 TERTIARY EDUCATION

6.1 Tertiary institutions

The academic year for tertiary education begins in September and ends in July. Data presented in this paragraph are from TVET Higher Learning Institutions or Polytechnics (equivalent to ISCED 4) and Higher Education Institutions (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 2019

DESCRIPTION/YEAR	2015/16	2016/17	2017/18	2018/19
Total Tertiary institutions	45	54	40	40
Public	10	10	3	3
Private	35	44	37	37
TVET Higher Learning Institutions	16	17	10	10
Public	8	8	1	1
Private	8	9	9	9
Higher Education Institutions	29	37	30	30
Public	2	2	2	2
Private	27	35	28	28

Number of tertiary institutions remained unchanged for the last two years: There are 40 institutions of which 37 are private and 3 are public. The three public tertiary institution are: University of Rwanda (UR), Institute of Legal Practice and Development (ILPD) and Rwanda Polytechnics (RP).

6.2 Tertiary students

Table 6.2: Tertiary Institution students from 2016 to 2019

Indicator/Year	2015/16	2016/17	2017/18	2018/19
Total number of students	90,803	91,193	89,160	86,206
Male	52,297	49,908	51,119	49,090
Female	38,506	41,285	38,041	37,116
% of Male	57.6%	54.7%	57.3%	56.9%
% of Female	42.4%	45.3%	42.7%	43.1%
Students in Public Tertiary institutions	39,208	38,595	38,338	35,719
Male	27,451	25,518	26,247	24,364
Female	11,757	13,077	12,091	11,355
% of Male	70.0%	66.1%	68.5%	68.2%
% of Female	30.0%	33.9%	31.5%	31.8%
Students in Private Tertiary institutions	51,595	52,598	50,822	50,487
Male	24,846	24,390	24,872	24,726
Female	26,749	28,208	25,950	25,761
% of Male	48.2%	46.4%	48.9%	49.0%
% of Female	51.8%	53.6%	51.1%	51.0%

As indicated in table 6.2, a significant reduction in the students' enrolment from 89,160 in 2017/18 to 86,206 in 2018/19 is registered in tertiary institutions. A decrease of 0.7% is recorded in Private Tertiary institutions and 6.8% in public institutions and there a significant relationship between the reduction in the number of private tertiary institutions and the number of students as indicated by the tables 6.1 and 6.2.

As highlighted in Annex 28, those 40 tertiary institutions are operating in 67 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 43.1% of tertiary higher learning institutions enrolments are females and 56.9% are males.

Table 6.3: Students enrolled in TVET Higher Learning Institutions from 2016 to 2019

Indicator/Year	2015/16	2016/17	2017/18	2018/19
Total students	8,990	10,420	13,447	14,078
Male	6,922	7,881	9,661	10,135
Female	2,068	2,539	3,786	3,943
% of Male	77.0%	75.6%	71.8%	72.0%
% of Female	23.0%	24.4%	28.2%	28.0%
Students in Public Tertiary institutions	6,901	7,964	9,409	9,374
Male	5,555	6,280	7,162	7,315
Female	1,346	1,684	2,247	2,059
% of Male	80.5%	78.9%	76.1%	78.0%
% of Female	19.5%	21.1%	23.9%	22.0%
Students in Private Tertiary institutions	2,089	2,456	4,038	4,704
Male	1,367	1,601	2,499	2,820
Female	722	855	1,539	1,884
% of Male	65.4%	65.2%	61.9%	59.9%
% of Female	34.6%	34.8%	38.1%	40.1%

Table 6.3 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.

The number of students enrolled in TVET HLI increased from 13,447 in 2017/18 to 14,078 in 2018/19. Public TVET higher learning institutions registered a great number of students (9,374) compared to number of students in private TVET institutions (4,704), of which the public TVET tertiary students constitute 66.6%.

Gender equity still an issue in TVET: 72.0% of all Students enrolled in TVET Higher Learning Institutions are males while 28.0% are females. The low enrolment of female in TVET higher

learning institutions is much attributed to culture that has always discouraged female to join work that requires strenuous physical energy. It is therefore imperative to look for innovative ways to encourage female join TVET. The focus should be on ensuring female' education and strengthen a strong technical support mechanism to enhance women's access to all level, mobilize and allocate enough resources to all education intervention programmers and promote gender stereotype in the education system. At the institutional level gender awareness campaign among female students should be more emphases by organizing seminars, workshops and developing a policy for equal opportunity.

Table 6.4: Students enrolled in Higher Education Institutions from 2016 to 2019

Indicator/Year	2015/16	2016/17	2017/18	2018/19
Total students	81,813	80,773	75,713	72,128
Male	45,375	42,027	41,458	38,955
Female	36,438	38,746	34,255	33,173
<i>% of Male</i>	<i>55.5%</i>	<i>52.0%</i>	<i>54.8%</i>	<i>54.0%</i>
<i>% of Female</i>	<i>44.5%</i>	<i>48.0%</i>	<i>45.2%</i>	<i>46.0%</i>
Students in Public Higher Education Institutions	32,307	30,631	28,929	26,345
Male	21,896	19,238	19,085	17,049
Female	10,411	11,393	9,844	9,296
<i>% of Male</i>	<i>67.8%</i>	<i>62.8%</i>	<i>66.0%</i>	<i>64.7%</i>
<i>% of Female</i>	<i>32.2%</i>	<i>37.2%</i>	<i>34.0%</i>	<i>35.3%</i>
Students in Private Higher Education Institutions	49,506	50,142	46,784	45,783
Male	23,479	22,789	22,373	21,906
Female	26,027	27,353	24,411	23,877
<i>% of Male</i>	<i>47.4%</i>	<i>45.5%</i>	<i>47.8%</i>	<i>47.9%</i>
<i>% of Female</i>	<i>52.6%</i>	<i>54.6%</i>	<i>52.2%</i>	<i>52.2%</i>

Table 6.4 shows a continuous reduction in number of students enrolled in higher education institutions from 81,813 in 2015/16 to 72,128 in 2018/19. This may be attributed to the closure of some universities that did not comply with the external audit recommendation.

In all four academic years (2015/16-2018/19), the share of students' enrolment in private higher education institutions has continuously dominated student's enrolment in public higher education institution : the enrolment in private higher education institutions in the academic year 2018/2019 represent 63.5%, indicating a huge investment of the private sector in higher education institutions.

Notwithstanding, the reasons why growth is stronger in the private sector may be related to financial constraints 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 subsidized in recognition of a link with development priorities.

The rapid growth of the sector suggests most prospective students are opting to enroll in not expensive 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 enrollment in the higher education institutions with 54.0% of male. This is the fact that public higher education institutions have increasingly remained the choice of males' enrolment representing 64.7%, while in private institutions male represents 47.9%.

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

Table 6.5: Tertiary institution students enrolled in 2018/19 by field of education

Field of Education	Male	Female	Total	% by field
Business, Administration and Law	11,481	14,227	25,708	29.82%
Engineering, Manufacturing, and construction	11,423	2,797	14,220	16.50%
Education	6,402	4,473	10,875	12.62%
Information and Communication Technologies	5,888	3,539	9,427	10.94%
Health and Welfare	3,477	3,249	6,726	7.80%
Social Sciences, journalism, and information	3,151	3,107	6,258	7.26%
Services	2,308	3,029	5,337	6.19%
Natural Sciences, Mathematics and Statistics	2,461	1314	3,775	4.38%
Agriculture, Forestry, fisheries and veterinary	1,909	998	2,907	3.37%
Arts and humanities	590	383	973	1.13%
Total	49,090	37,116	86,206	100%

As indicated by the table 6.5, 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 29.82%, Engineering, Manufacturing and construction takes the second position with 16.50%, whereas Arts and humanities takes 1.13%. The annex 30 and 31 give details on public and private enrollments by field of education.

Table 6.6: STEM students enrolled in tertiary institutions from 2016 to 2019

Description/Year	2015/16	2016/17	2017/18	2018/19
Total STEM Students	30,644	36,046	35,592	37,055
Male	19,258	24,032	24,508	25,158
Female	11,386	12,014	11,084	11,897
% of Male	62.8%	66.7%	68.9%	67.9%
% of Female	37.2%	33.3%	31.1%	32.1%
STEM Students in Public schools		21,583	21,183	21,909
Male		15,037	15,476	15,902
Female		6,546	5,707	6,007
STEM Students in Private schools		14,463	14,409	15,146
Male		8,995	9,032	9,256
Female		5,468	5,377	5,890

Table 6.6 shows that, number of students enrolled in STEM related course increased from 30,644 in 2015/16 to 37,055 in 2018/19. The percentage of female attending STEM subject still low and it stand at 32.1% in 2018/19. Public institutions register more STEM students than private, this is partly motivated by providing students loan based on STEM related subject.

Table 6.7: Percentage of STEM students enrolled in tertiary institutions from 2016 to 2019

Description/Year	2015/16	2016/17	2017/18	2018/19
Total Students	33.7%	39.5%	39.9%	43.0%
Male	36.8%	48.2%	47.9%	51.2%
Female	29.6%	29.1%	29.1%	32.1%
Students in Public schools		55.9%	55.3%	61.3%
Male		58.9%	59.0%	65.3%
Female		50.1%	47.2%	52.9%
Students in Private schools		27.5%	28.4%	30.0%
Male		36.9%	36.3%	37.4%
Female		19.4%	20.7%	22.9%

There is a continuous increase of percentage of students enrolled in STEM (when compared to total student) where we move from 33.7% in 2015/16 to 43.0% in 2018/19; whoever the ESSP target of achieving 51.1% by 2018/19 was not achieved; it is important to notify that this ESSP target was achieved for male (51.2%) but female (32.1%) still lagging behind and it is also achieved in public institutions (61.3%) but not in private institutions (30.0%).

Table 6.8: Tertiary GER and students per 100,000 inhabitants

Indicator/Year	2015/16	2016/17	2017/18	2018/19
GER	8.3%	8.1%	7.8%	7.4%
Male	9.7%	9.1%	9.1%	8.6%
Female	6.9%	7.2%	6.5%	6.2%
Students per 100,000 inhabitants	787	772	737	697
Male	937	872	872	817
Female	647	678	611	583

Gross enrolment rate decreased between 2017/18 and 2018/19 from 7.8% to 7.4%. This is below ESSP target of 9.9% by 2018/19. This is linked to the decrease in number of students in tertiary education due to suspension of some tertiary institutions as result of the latter not complying with the standards. Financial constraints may be also a cause of low enrollment in tertiary institutions.

Table 6.9: Transition rate from secondary to tertiary education

Indicator	T=2016	T=2017
Number of students passed S6 exam in year T	57,804	59,200
Male	28,633	29,906
Female	29,171	29,294
Total number of tertiary first-time new entrant students in year T+1	27,277	28,939
Male	13,423	15,794
Female	13,854	13,145
Transition rate from S6 to tertiary (T+1/T)	47.2%	48.9%
Male	46.9%	52.8%
Female	47.5%	44.9%

One notices that transition from upper secondary to tertiary institutions deserves much attention as it stands at 48.88%. Female students need special attention as they encounter specific challenges such as early pregnancy that hinders them continuing their studies. When compared to the number enrolment in upper secondary schools (Table 4.8), percentage of female (52.22%) is above males (47.78%). The pace of transition from secondary to tertiary institutions is still low, this may be linked to financial constraints where students leaving secondary education are somehow unable to afford university cost including tuition and living fees.

Table 6.10: Tertiary graduates from 2015 to 2018

DESCRIPTION/YEAR	2014/15	2015/16	2016/17	2017/18
Total graduates in Tertiary Education	22,706	23,635	23,100	20,533
Male	13,026	12,774	12,718	11,354
Female	9,680	10,861	10,382	9,179
% Male	57.4%	54.0%	55.1%	55.3%
% Female	42.6%	46.0%	44.9%	44.7%
In Public institutions	11,272	10,720	11,140	9,060
Male	8,050	7,185	7,245	6,039
Female	3,222	3,535	3,895	3,021
% Male	71.4%	67.0%	65.0%	66.7%
% Female	28.6%	33.0%	35.0%	33.3%
In Private institutions	11,434	12,915	11,960	11,473
Male	4,976	5,589	5,473	5,315
Female	6,458	7,326	6,487	6,158
% Male	43.5%	43.3%	45.8%	46.3%
% Female	56.5%	56.7%	54.2%	53.7%

A total of 20,533 graduates were recorded during 2017/18 academic year in tertiary institutions. The number of male graduates is higher than female in public while in private institutions the reverse is observed.

Table 6.11: TVET Higher Learning graduates in 2015 to 2018

DESCRIPTION/YEAR	2014/15	2015/16	2016/17	2017/18
Total graduates in TVET Higher Learning	2,737	2,059	2,695	2,298
Male	2,294	1,543	2,013	1,748
Female	443	516	682	550
% Male	83.8%	74.9%	74.7%	76.1%
% Female	16.2%	25.1%	25.3%	23.9%
In Public institutions	2,690	1,819	2,314	1,549
Male	2,294	1,477	1,812	1,264
Female	396	342	502	285
% Male	85.3%	81.2%	78.3%	81.6%
% Female	14.7%	18.8%	21.7%	18.4%
In Private institutions	47	240	381	749
Male	-	66	201	484
Female	47	174	180	265
% Male	0.0%	27.5%	52.8%	64.6%
% Female	100.0%	72.5%	47.2%	35.4%

TVET Higher Learning graduates was decreased from 2,695 in 2016/17 to 2,298 in 2017/18, the percentage of female graduated decreased from 25.30% in 2016/17 to 23.93% 2017/18 while that of male increased 74.7% in 2016/17 to 76.07% 2017/18. Much effort should be made in Vocational training courses in the sake of promoting self-employment and Made in Rwanda Program through various vocation-based activities.

Table 6.12: Higher Education graduates from 2015 to 2018

DESCRIPTION/YEAR	2014/15	2015/16	2016/17	2017/18
Total graduates in Higher Education	19,969	21,576	20,405	18,235
Male	10,732	11,231	10,705	9,606
Female	9,237	10,345	9,700	8,629
% Male	53.7%	52.1%	52.5%	52.7%
% Female	46.3%	47.9%	47.5%	47.3%
In Public institution	8,582	8,901	8,826	7,511
Male	5,756	5,708	5,433	4,775
Female	2,826	3,193	3,393	2,736
% Male	67.1%	64.1%	61.6%	63.6%
% Female	32.9%	35.9%	38.4%	36.4%
In Private institutions	11,387	12,675	11,579	10,724
Male	4,976	5,523	5,272	4,831
Female	6,411	7,152	6,307	5,893
% Male	43.7%	43.6%	45.5%	45.1%
% Female	56.3%	56.4%	54.5%	55.0%

The number of higher learning graduates in higher education institutions decreased by 11% in 2017/18 compared to those graduated in 2016/17 while the number of graduates in polytechnics decreased by 15% in the same academic year. The number male graduates are bigger than that of female graduates in these two academic years.

Table 6.13: Tertiary graduates by exit award in 2017 and 2018

Exit award	2016/17			2017/18		
	Male	Female	Total	Male	Female	Total
Certificate	183	162	345	84	146	230
Diploma	1,119	1,127	2,246	1,156	573	1729
Advanced Diploma	1,782	576	2,358	1,591	1049	2640
Bachelor's Degree	8,362	7,755	16,117	6,703	6,374	13077
Postgraduate Certificate	23	15	38	25	11	36
Postgraduate Diploma	426	226	652	888	469	1357
Masters	820	518	1,338	906	557	1463
PhD	3	3	6	1	0	1
Total	12,718	10,382	23,100	11,322	9,128	20,533

There was a reduction of tertiary graduates in 2017/18 compared to 2016/17. In the academic year 2017/18, the majority of graduates were for bachelor's degree followed by master's degree while the last was PhD represented by only 1 graduate.

Table 6.14: Tertiary graduates by fields of education in 2017/18

Field of education	Male	Female	Total	% by field
Business, Administration and Law	2,828	3,496	6,324	30.8%
Education	2,632	1,887	4,519	22.0%
Health and Welfare	1,163	1,421	2,584	12.6%
Engineering, Manufacturing and construction	1,864	350	2,214	10.8%
Information and Communication Technologies	782	457	1,239	6.0%
Social Sciences, journalism and information	614	486	1,100	5.4%
Service	338	520	858	4.2%
Agriculture, Forestry, fisheries and veterinary	568	289	857	4.2%
Natural Sciences, Mathematics and Statistics	460	231	691	3.4%
Arts and humanities	105	42	147	0.7%
TOTAL	11,354	9,179	20,533	100%

There are more graduates in the field Business, Administration and Law with 6,356 graduates, this is about 31.0% of the total graduates, followed by the field of education with 22.0 %. The low number being that of Arts and humanities with 147 graduates. The annex 32 and 33 give details on tertiary graduates in public and private institutions by field of education.

Table 6.15: STEM graduates in tertiary institutions from 2016 to 2018

Description/Year	2015/16	2016/17	2017/18
Total STEM graduates	7,915	8,615	7,585
Male	5,094	5,423	4,837
Female	2,821	3,192	2,748
<i>% of Male</i>	<i>64.4%</i>	<i>62.9%</i>	63.8%
<i>% of Female</i>	<i>35.6%</i>	<i>37.1%</i>	36.2%
Students in Public schools	5,680	6,127	4,614
Male	4,008	4,046	3,192
Female	1,672	2,081	1,422
Students in Private schools	2,235	2,488	2,971
Male	1,086	1,377	1,645
Female	1,149	1,111	1,326

The number of students completing their studies in STEM related subject was 7,585 in 2017/18; male predominant female and public institutions register almost the double of those enrolled in private institutions.

Table 6.16: Percentage of STEM graduates in tertiary institutions from 2016 to 2018

Description/Year	2015/16	2016/17	2017/18
Total Students	33.5%	37.3%	36.9%
Male	39.9%	42.6%	42.6%
Female	26.0%	30.7%	29.9%
Students in Public schools	53.0%	55.0%	50.9%
Male	55.8%	55.8%	52.9%
Female	47.3%	53.4%	47.1%
Students in Private schools	17.3%	20.8%	25.9%
Male	19.4%	25.2%	31.0%
Female	15.7%	17.1%	21.5%

The percentage of STEM graduates was at 36.9% of all total graduates (as given in table 6.12). This percentage was at 50.9% in public institutions and 25.9 in private institutions for the same period.

Table 6.17: Number of students with disability enrolled in tertiary education

Type of disability	2017/18			2018/19		
	Male	Female	Total	Male	Female	Total
Hearing	11	7	18	4	0	4
Visual	8	6	14	34	23	57
Speaking	2	1	3	1	0	1
Hearing and Speaking	1	2	3	0	0	0
Physical	75	59	134	29	15	44
Learning	0	0	0	0	0	0
Multiple disabilities	1	0	1	0	3	3
Total	98	75	173	69	41	110

Table 6.17 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. Comparing the number of tertiary students with disability with those of secondary schools, it is noticed that only low number of students with disability enter the tertiary level of education. It should be a strong follow up on the education students with disability to enroll in higher learning institutions and polytechnics.

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 2018/19.

Table 6.18: Number of tertiary staff from 2017 to 2019

Indicator/Year	2016/17	2017/18	2018/19
Total staff	6,271	6,335	6,610
Male	4,652	4,758	4,921
Female	1,619	1,577	1,689
<i>% of Male</i>	<i>74.2%</i>	<i>75.1%</i>	<i>74.4%</i>
<i>% of Female</i>	<i>25.8%</i>	<i>24.9%</i>	<i>25.6%</i>
Staff in Public Tertiary institutions	2,958	3,131	3,122
Male	2,175	2,339	2,340
Female	783	792	782
<i>% of Male</i>	<i>73.5%</i>	<i>74.7%</i>	<i>75.0%</i>
<i>% of Female</i>	<i>26.5%</i>	<i>25.3%</i>	<i>25.1%</i>
Staff in Private Tertiary institutions	3,313	3,204	3,488
Male	2,477	2,419	2,581
Female	836	785	907
<i>% of Male</i>	<i>74.8%</i>	<i>75.5%</i>	<i>74.0%</i>
<i>% of Female</i>	<i>25.2%</i>	<i>24.5%</i>	<i>26.0%</i>

The number of staff in tertiary education institutions generally has increased in 2018/19 compared to that of 2017/17 hereby 4.3%, as shown in the table 6.14 the percentage of male working in tertiary education institutions was increased by 3.4% while that of female working in tertiary education institutions increased by 7.1 % in these two academic years.

Table 6.19: Number of tertiary academic staff from 2017 to 2019

Indicator/Year	2016/17	2017/18	2018/19
Total academic staff	4,094	4,086	4,322
Male	3,294	3,324	3,500
Female	800	762	822
<i>% of Male</i>	<i>80.5%</i>	<i>81.4%</i>	<i>81.0%</i>
<i>% of Female</i>	<i>19.5%</i>	<i>18.6%</i>	<i>19.0%</i>

Indicator/Year	2016/17	2017/18	2018/19
Academic staff in Public Tertiary institutions	1,977	2,066	2,158
Male	1,556	1,665	1,734
Female	421	401	424
<i>% of Male</i>	<i>78.7%</i>	<i>80.6%</i>	<i>80.4%</i>
<i>% of Female</i>	<i>21.3%</i>	<i>19.4%</i>	<i>19.7%</i>
Academic staff in Private Tertiary institutions	2,117	2,020	2,164
Male	1,738	1,659	1,766
Female	379	361	398
<i>% of Male</i>	<i>82.1%</i>	<i>82.1%</i>	<i>81.6%</i>
<i>% of Female</i>	<i>17.9%</i>	<i>17.9%</i>	<i>18.4%</i>

Generally, the number of tertiary academic staff increased from 2018/19 compared to that of 2017/18 by 5.8%. There is a high number of male working in tertiary institutions than female hereby 81.40 in 2017/18 and 80.98% in 2018/19 of the total academic staff working in tertiary education are male while female are only 18.60% and 19.02% respectively in these two consecutive academic years 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 female in education in career path encouragement for the youth.

Table 6.20: Number of administrative staff in tertiary institutions from 2017 to 2019

Indicator/Year	2016/17	2017/18	2018/19
Total administrative staff	2,177	2,249	2,288
Male	1,358	1,434	1,421
Female	819	815	867
<i>% of Male</i>	<i>62.4%</i>	<i>63.8%</i>	<i>62.1%</i>
<i>% of Female</i>	<i>37.6%</i>	<i>36.2%</i>	<i>37.9%</i>
Administrative staff in Public Tertiary institutions	981	1,065	964
Male	619	674	606
Female	362	391	358
<i>% of Male</i>	<i>63.1%</i>	<i>63.3%</i>	<i>62.9%</i>
<i>% of Female</i>	<i>36.9%</i>	<i>36.7%</i>	<i>37.1%</i>
Administrative staff in Private Tertiary institutions	1,196	1,184	1,324
Male	739	760	815
Female	457	424	509
<i>% of Male</i>	<i>61.8%</i>	<i>64.2%</i>	<i>61.6%</i>
<i>% of Female</i>	<i>38.2%</i>	<i>35.8%</i>	<i>38.4%</i>

Generally, the number of administrative staff in tertiary institutions increased by 2% in 2018/19 compared to 2017/18, however the percentage of female employed as administrative staff in these institutions increased by 6% in 2018/19 compared to 2017/18 while the percentage of males remained the same.

Table 6.21: Number of Tertiary staff by level of education from 2017 to 2019

Qualification/Year	2016/17	2017/18	2018/19
PhDs	736	857	951
Male	631	753	836
Female	105	104	115
Masters	2,704	2,545	2,584
Male	2058	1958	1961
Female	646	587	623
Bachelors	1,851	1,977	2,128
Male	1239	1345	1455
Female	612	632	673
Below Bachelors	980	956	947
Male	724	702	669
Female	256	254	278

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 2,584 master's degree holders representing 39.1% of total staff and the low proportion is for 947 staff with a degree below Bachelors' representing 14.3% of total staff.

Table 6.22: Number of Tertiary academic staff by level of education from 2017 to 2019

Qualification/Year	2016/17	2017/18	2018/19
PhDs	690	776	877
Male	594	683	771
Female	96	93	106
Masters	2,249	2,104	2,171
Male	1783	1670	1693
Female	466	434	478
Bachelors	842	951	968
Male	649	742	769
Female	193	209	199
Below Bachelors	313	255	306
Male	268	229	267
Female	45	26	39

In academic staff, the high proportion is also made of master's degree holders with a proportion of 50.2% in 2018/19 while the lowest percentage in this category is made of qualifications Below Bachelors' degree with 7.1%.

Table 6.23: PhD holders among academic staff from 2017 to 2019

Qualification/Year	2016/17	2017/18	2018/19
Academic staff with PhD	690	776	877
Male	594	683	771
Female	96	93	106
% Male	86.1%	88.0%	87.9%
% Female	13.9%	12.0%	12.1%
% of PhD holders among Academic staff	16.9%	19.0%	20.3%
Male	18.0%	20.5%	22.0%
Female	12.0%	12.2%	12.9%

In the last three years the number of PhD holders among academic staff increased from 690 in 2016/17 to 877; but this number still very low when compared to ESSP target to achieve a percentage of 23.2% by 2018/19.

Table 6.24: Number of Tertiary administrative staff by level of education from 2017 to 2019

Qualification/Year	2016/17	2017/18	2018/19
PhDs	46	81	74
Male	37	70	65
Female	9	11	9
Masters	455	441	413
Male	275	288	268
Female	180	153	145
Bachelors	1,009	1,026	1,160
Male	590	603	686
Female	419	423	474
Below Bachelors	667	701	641
Male	456	473	402
Female	211	228	239

The administrative staff is dominated by Bachelors' degree holders with a proportion of 50.7% in 2018/19 and the lowest percentage of staff observed in this category being PhDs with 3.2%.

6.4 Computer in tertiary Education

Table 6.25: Number of users per computer in tertiary institutions

INDICATOR/YEAR	2016/17	2017/18	2017/18
Total Number of computers	30,781	29,365	44,210
Public institutions	19,843	19,265	33,386
Private institutions	10,938	10,100	10,824
Computers for students	23,443	22,316	35,283
Public institutions	14,517	13,955	26,348
Private institutions	8,926	8,361	8,935
Computers for academic staff	5,124	4,951	6,439
Public institutions	4,246	4,163	5,681

INDICATOR/YEAR	2016/17	2017/18	2017/18
Private institutions	878	788	758
Computers for administrative staff	2,214	2,098	2,488
Public institutions	1,080	1,147	1,357
Private institutions	1,134	951	1,131

Generally, the number of computers in Tertiary education increased by 51% in 2018/19 compared to 2017/18 in private as well as in public institutions. The number of computers for students increased by 58 % in 2018/19 compared to 2017/18 in private as well as in public institutions. While computers for academic staff increased by 30% in 2018/19 compared to 2017/18 in private as well as in public institutions. Computers for administrative staff increased by 18% in 2018/19 compared to 2017/18 in general.

Table 6.26: Number of users per computer in tertiary institutions

INDICATOR/YEAR	2016/17	2017/18	2018/19
Users per Computers	3	3	2
Public institutions	2	2	1
Private institutions	5	5	5
Ratio students per computer	4	4	2
Public institutions	3	3	1
Private institutions	6	6	6
Ratio academic staff per Computer	1	1	1
Public institutions	1	1	1
Private institutions	2	3	3
Ratio administrative staff per computer	1	1	1
Public institutions	1	1	1
Private institutions	1	1	1

In Tertiary Education, computer-student's ratios are 2:1, 1:1, and 1:1 respectively for students, academic staff and administrative staff. The ESSP target (3:1) 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 (ISCED). Adult education plays an important role in helping mature aged learners develop new skills and improve the career prospects available to them. Developing literacy and numeracy skills in adulthood also gives individuals a better ability to reach their full potential

7.1 Adult literacy infrastructure

Table 7.1: Adult literacy centers from 2016 to 2019

Indicators / Year	2016	2017	2018	2019
Centres	4,654	5,160	4,991	5,194
Public	1,363	1,447	1,418	1,389
Private	2,047	1,214	815	1046
Government aided	1,244	2,499	2,758	2,759
Percentage	100%	100%	100%	100%
Public	29.3%	28.0%	28.4%	26.7%
Private	44.0%	23.5%	16.3%	20.1%
Government aided	26.7%	48.4%	55.3%	53.1%

The number of adult literacy centers increased from 4,654 in 2016 to 5,160 in 2017, decreased in 2018 to 4991 and then increased to 5194 literacy centers in 2019. The number of Government aided literacy centers was increased and outnumbered other categories representing 53.12% in 2019, followed by the public literacy centers with 26.74% and private represents 20.14%.

Table 7.2 :Number of adult literacy Centres, by owner in 2016 and 2019

Number of centers by Owner/Year	2016	2017	2018	2019
Total Centers	4,654	5,160	4,991	5,194
Churches	2,741	2,745	2,899	2,949
Government	1,676	2,129	1,947	1,959
NGOs	169	202	145	286
Projects	68	84	0	0
Percentage	100%	100%	100%	100%
Churches	58.9%	53.2%	58.1%	56.8%
Government	36.0%	41.3%	39.0%	37.7%
NGOs	3.6%	3.9%	2.9%	5.5%
Projects	1.5%	1.6%	0.0%	0.0%

As shown in table 7.2, 56.78% of adult literacy centres are owned by Churches; 37.72% by Government while adult literacy centres of NGOs represent 5.51%. 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 desk from 2016 to 2019

Indicators / Year	2016	2017	2018	2019
Number of desks	35,068	35,183	35,261	40,778
Public	8,812	7,760	8,576	10,640
Private	15,337	7,934	4,970	7,851
Government aided	10,919	19,489	21,715	22,287
Learners per desk	4	4	4	3
Public	4	6	4	4
Private	4	4	4	3
Government aided	3	4	3	3

The number of desks increased across the years from 35,068 desks in 2016 to 40,778 desks in 2019. The overall learners per desk is seems to be high in public schools 4 learners per desk but this is because most of adult literacy centres uses benches not standards desk as used for basic education

7.2 Adult literacy learners

Table 7.4: Adult Literacy learners in 2016 and 2019

Indicator/Year	2016	2017	2018	2019
Total learners	126,165	152,015	132,365	127,117
Male	49,293	61,556	51,220	49,096
Female	76,872	90,459	81,145	78,021
% of Male	39.1%	40.5%	38.7%	38.6%
% of Female	60.9%	59.5%	61.3%	61.4%
Learners in public centres	38,495	43,791	37,020	41,738
Male	14,649	17,431	14,169	16,312
Female	23,846	26,360	22,851	25,426
% of Male	38.1%	39.8%	38.3%	39.1%
% of Female	61.9%	60.2%	61.7%	60.9%
Learners in private centres	57,275	35,043	18,086	22,561
Male	22,745	14,899	7,031	8,716
Female	34,530	20,144	11,055	13,845
% of Male	39.7%	42.5%	38.9%	38.6%
% of Female	60.3%	57.5%	61.1%	61.4%
Learners in Government aided centres	30,395	73,181	77,259	62,818
Male	11,899	29,226	30,020	24,068
Female	18,496	43,955	47,239	38,750
% of Male	39.1%	39.9%	38.9%	38.3%
% of Female	60.9%	60.1%	61.1%	61.7%

The number of literacy learners Decreased from 132,365 in 2018 to 127,117 in 2019. This decrease is also observed in Public and government aided centers. But for private centers there is an increase from 18,086 learners in 2018 to 22,561 learners in 2019. It is important to note that 41,738 learners in public centers includes 3,510 learners (3,040 Male and 470 female) in correctional centers.

Table 7.5: Adult Literacy learners who received their certificate from 2015 to 2018

Indicator/Year	2015	2016	2017	2018
Total graduate	75,993	103,164	94,277	101,508
Male	34,111	43,937	38,645	40,932
Female	41,882	59,227	55,632	60,576
% of Male	44.9%	42.6%	41.0%	40.3%
% of Female	55.1%	57.4%	59.0%	59.7%

As shown in the table 7.5, the number of graduates increased from 75,993 in 2015 to 103,164 in 2016, decreased in 2017 to 94,277 and the increase in adult literacy graduate was observed in 2018 where 101,508 learners graduated. 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 does not complete it.

7.3 Adult literacy instructor

Table 7.6: Adult literacy instructors from 2016 to 2019

INDICATOR/YEAR	2016	2017	2018	2019
Total instructors	5,725	6,287	6,072	6,152
Male	3,652	4,006	3,822	3,804
Female	2,073	2,281	2,250	2,348
% of Male	63.8%	63.7%	62.9%	61.8%
% of Female	36.2%	36.3%	37.1%	38.2%
Instructors in public centres	1,640	1,738	1,716	1,636
Male	1,037	1,036	987	929
Female	603	702	729	707
% of Male	63.2%	59.6%	57.5%	56.8%
% of Female	36.8%	40.4%	42.5%	43.2%
Instructors in private centres	2,501	1,446	1,026	1,280
Male	1,624	951	662	788
Female	877	495	364	492
% of Male	64.9%	65.8%	65.8%	61.6%
% of Female	35.1%	34.2%	34.2%	38.4%
Instructors in Government aided centres	1,584	3,103	3,330	3,236
Male	991	2,019	2,173	2,087
Female	593	1,084	1,157	1,149
% of Male	62.6%	65.1%	65.3%	64.5%

INDICATOR/YEAR	2016	2017	2018	2019
<i>% of Female</i>	<i>37.4%</i>	<i>34.9%</i>	<i>34.7%</i>	<i>35.5%</i>
Instructors receiving in service training	986	3,804	3,525	3,685
Trained Male Instructors	597	2,386	2,173	2,286
Trained Female Instructors	389	1,418	1,352	1,399
<i>% of Trained Instructors</i>	<i>17.2%</i>	<i>60.5%</i>	<i>58.1%</i>	<i>59.9%</i>
<i>% of Trained Male Instructors</i>	<i>16.3%</i>	<i>59.6%</i>	<i>56.9%</i>	<i>60.1%</i>
<i>% Trained Female Instructors</i>	<i>18.8%</i>	<i>62.2%</i>	<i>60.1%</i>	<i>59.6%</i>
Learners: instructor Ratio	22	24	22	20
Learners: trained instructor Ratio	77	27	38	34

The number of instructors increased from 5,725 in 2016 to 6,287 in 2017 and decreased to 6,072 in 2018, there was also an increase of instructors by 80 staff in 2019 comparatively to 2018. Most of the instructors are male for all three consecutive years. The proportion of teachers trained increased from 17.2% in 2016 to 59.90% in 2019.

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 15 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.

In Nursery education, it is good that we have now been successful in collecting disaggregated data on public, government-aided and private schools. However, Net Enrolment Rate for Nursery level is at 24.6% in 2019, 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 (48 students per Classroom).

In primary education, Net Enrolment Rate (98.5%) is slightly increased comparatively to previous years. However, Gross Enrolment Rate is still very high at 138.8% due to an increasing number of over-aged students. To achieve a target of 100% GER, more strategies and plans should be elaborated to ensure smooth transition from the lower to upper grade, reduce repetition rate and stabilize drop in and drop out movement.

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.

In secondary education, low Net Enrolment Rate of 24.5% is a cause for concern. Dropout and repetition rates continue to be high for this level- at 8.2% and 4.2% respectively.

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 1: Participation rate by single age and sex from 2017 to 2019

Age	2017			2018			2019		
	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall
4 years	16.2%	17.2%	16.7%	17.1%	17.8%	17.4%	20.9%	22.0%	21.4%
5 years	25.9%	27.0%	26.5%	25.4%	26.8%	26.1%	31.6%	33.3%	32.4%
6 years	46.8%	47.4%	47.1%	52.0%	53.1%	52.6%	56.4%	57.9%	57.1%
7 years	99.9%	99.8%	99.9%	99.9%	99.9%	99.9%	99.1%	98.9%	99.0%
8 years	98.3%	99.8%	99.1%	99.2%	98.8%	99.0%	99.8%	98.6%	99.2%
9 years	98.6%	97.0%	97.8%	98.5%	97.8%	98.1%	99.5%	95.9%	97.7%
10 years	98.0%	97.8%	97.9%	98.5%	97.4%	97.9%	99.3%	99.4%	99.4%
11 years	98.2%	98.5%	98.3%	99.0%	99.7%	99.4%	98.9%	99.4%	99.2%
12 years	99.1%	99.8%	99.4%	96.9%	97.5%	97.2%	99.1%	99.4%	99.2%
13 years	61.7%	59.8%	60.7%	98.0%	99.2%	98.6%	99.5%	99.5%	99.5%
14 years	64.5%	69.7%	67.1%	82.7%	86.2%	84.4%	90.1%	95.3%	92.7%
15 years	71.9%	79.3%	75.6%	74.7%	75.8%	75.2%	76.4%	82.2%	79.3%
16 years	84.4%	82.4%	83.4%	64.2%	66.5%	65.3%	61.1%	60.7%	60.9%
17 years	82.8%	86.6%	84.7%	55.4%	56.2%	55.8%	48.2%	51.0%	49.6%
18 years	62.4%	63.1%	62.8%	46.6%	48.1%	47.4%	34.7%	35.0%	34.9%
19 years	22.9%	16.9%	19.8%	12.9%	10.8%	11.8%	26.7%	25.6%	26.2%
20 years	17.0%	15.4%	16.2%	9.9%	9.2%	9.5%	16.9%	15.7%	16.3%
21 years	19.2%	16.8%	18.0%	10.9%	9.3%	10.1%	12.3%	10.4%	11.3%
22 years	17.3%	14.3%	15.8%	10.9%	8.5%	9.7%	9.7%	7.2%	8.4%
23 years	13.4%	12.1%	12.7%	9.2%	6.6%	7.9%	8.6%	6.5%	7.5%
24 years	16.2%	18.2%	17.3%	8.9%	6.7%	7.8%	8.1%	5.5%	6.8%

Annex 2: Pre-Nursery centres by district from 2017 to 2019

District	2017	2018	2019
Gisagara	5	8	-
Huye	4	5	-
Kamonyi	-	5	3
Muhanga	-	1	2
Nyamagabe	-	2	3
Nyanza	-	3	3
Nyaruguru	-	-	-
Ruhango	2	5	1
South	11	29	12
Karongi	-	4	-
Ngororero	-	2	3
Nyabihu	-	1	1
Nyamasheke	2	2	1
Rubavu	5	1	3
Rusizi	-	1	-
Rutsiro	-	-	1
West	7	11	9
Bugesera	2	-	-
Gatsibo	24	12	-
Kayonza	7	7	7
Kirehe	-	2	2
Ngoma	-	-	4
Nyagatare	18	3	3
Rwamagana	2	14	29
East	53	38	45
Burera	-	-	-
Gakenke	2	2	4
Gicumbi	2	3	2
Musanze	-	-	-
Rulindo	-	1	1
North	4	6	7
Gasabo	8	7	9
Kicukiro	3	3	3
Nyarugenge	4	2	4
Kigali City	15	12	14
Rwanda	90	96	87

Annex 3: Pre-Nursery Children by district in 2018 and 2019

District	2018			2019		
	Male	Female	Total	Male	Female	Total
Gisagara	367	363	730	-	-	-
Huye	313	280	593	-	-	-
Kamonyi	110	115	225	18	27	45
Muhanga	5	5	10	6	11	17
Nyamagabe	100	108	208	152	184	336
Nyanza	82	93	175	202	221	423
Nyaruguru	-	-	-	-	-	-
Ruhango	97	108	205	128	147	275
South	1,074	1,072	2,146	506	590	1,096
Karongi	43	44	87	-	-	-
Ngororero	94	111	205	135	134	269
Nyabihu	85	65	150	65	85	150
Nyamasheke	85	84	169	11	20	31
Rubavu	59	91	150	176	222	398
Rusizi	2	1	3	-	-	-
Rutsiro	-	-	-	7	5	12
West	368	396	764	394	466	860
Bugesera	-	-	-	-	-	-
Gatsibo	338	330	668	-	-	-
Kayanza	366	316	682	367	327	694
Kirehe	53	60	113	55	52	107
Ngoma	-	-	-	196	194	390
Nyagatare	21	16	37	37	27	64
Rwamagana	308	386	694	1,141	1,114	2,255
East	1,086	1,108	2,194	1,796	1,714	3,510
Burera	-	-	-	-	-	-
Gakenke	52	74	126	199	219	418
Gicumbi	222	226	448	104	94	198
Musanze	-	-	-	-	-	-
Rulindo	109	95	204	111	97	208
North	383	395	778	414	410	824
Gasabo	72	100	172	134	182	316
Kicukiro	41	49	90	34	29	63
Nyarugenge	175	172	347	12	9	21
Kigali city	288	321	609	180	220	400
Rwanda	3,199	3,292	6,491	3,290	3,400	6,690

Annex 4: Pre-Nursery caregivers by district in 2018 and 2019

District	2018			2019		
	Male	Female	Total	Male	Female	Total
Gisagara	0	17	17	0	0	0
Huye	1	9	10	0	0	0
Kamonyi	1	11	12	1	10	11
Muhanga		2	2	0	9	9
Nyamagabe	2	6	8	1	6	7
Nyanza	2	11	13	1	9	10
Nyaruguru	-	-	-	0	0	0
Ruhango	3	9	12	3	5	8
South	9	65	74	6	39	45
Karongi	1	8	9	0	0	0
Ngororero	2	5	7	2	8	10
Nyabihu	0	3	3	2	1	3
Nyamasheke	7	9	16	5	11	16
Rubavu	1	2	3	1	11	12
Rusizi	0	1	1	0	0	0
Rutsiro	-	-	-	0	2	2
West	11	28	39	10	33	43
Bugesera				0	0	0
Gatsibo	3	18	21	0	0	0
Kayanza	13	14	27	5	11	16
Kirehe	0	5	5	0	4	4
Ngoma	-	-	-	0	4	4
Nyagatare	0	3	3	1	5	6
Rwamagana	5	27	32	12	45	57
East	21	67	88	18	69	87
Burera			0	0	0	0
Gakenke	1	5	6	3	7	10
Gicumbi	2	11	13	2	5	7
Musanze	-	-	-	0	0	0
Rulindo		3	3	0	3	3
North	3	19	22	5	15	20
Gasabo	0	20	20	0	26	26
Kicukiro	0	8	8	1	7	8
Nyarugenge	3	8	11	0	3	3
Kigali city	3	36	39	1	36	37
Rwanda	47	215	262	40	192	232

Annex 5: Nursery schools by district from 2016 to 2019

District/Province	2016	2017	2018	2019
Gisagara	32	41	45	51
Huye	101	92	83	80
Kamonyi	75	118	127	131
Muhanga	114	139	146	162
Nyamagabe	78	87	78	78
Nyanza	85	86	88	88
Nyaruguru	46	58	71	83
Ruhango	74	76	69	67
South	605	697	707	740
Karongi	87	119	122	141
Ngororero	89	106	107	110
Nyabihu	68	82	82	87
Nyamasheke	121	143	142	130
Rubavu	108	140	147	168
Rusizi	112	121	147	161
Rutsiro	95	184	146	153
West	680	895	893	950
Bugesera	76	75	80	80
Gatsibo	123	125	140	140
Kayanza	50	78	65	70
Kirehe	57	59	60	75
Ngoma	82	75	73	79
Nyagatare	144	141	123	146
Rwamagana	102	138	120	94
East	634	691	661	684
Burera	103	111	132	126
Gakenke	137	136	128	141
Gicumbi	154	146	153	177
Musanze	122	142	150	154
Rulindo	90	97	95	95
North	606	632	658	693
Gasabo	100	113	126	141
Kicukiro	92	94	97	98
Nyarugenge	40	64	68	95
Kigali city	232	271	291	334
Rwanda	2,757	3,186	3,210	3,401

Annex 6: Nursery Classrooms by district from 2016 to 2019

District/Province	2016	2017	2018	2019
Gisagara	42	56	65	75
Huye	179	171	165	159
Kamonyi	127	217	234	267
Muhanga	189	240	244	283
Nyamagabe	129	130	118	122
Nyanza	124	124	136	147
Nyaruguru	57	72	93	82
Ruhango	106	110	106	98
South	953	1,120	1,161	1,233
Karongi	114	151	180	193
Ngororero	99	127	139	145
Nyabihu	82	100	111	127
Nyamasheke	127	153	169	154
Rubavu	187	235	273	295
Rusizi	164	175	203	227
Rutsiro	94	158	128	141
West	867	1,099	1,203	1,282
Bugesera	163	171	202	207
Gatsibo	170	171	195	204
Kayonza	79	117	89	118
Kirehe	84	92	97	102
Ngoma	114	115	100	106
Nyagatare	312	290	288	334
Rwamagana	177	212	214	163
East	1,099	1,168	1,185	1,234
Burera	122	128	157	138
Gakenke	173	186	184	194
Gicumbi	198	202	220	229
Musanze	208	244	273	290
Rulindo	133	156	161	161
North	834	916	995	1012
Gasabo	225	389	434	508
Kicukiro	293	309	327	324
Nyarugenge	141	206	204	286
Kigali city	659	904	965	1118
Rwanda	4,412	5,207	5,509	5,879

Annex 7: Nursery pupils per district in 2018 and 2019

District/Province	2018			2019		
	Male	Female	Total	Male	Female	Total
Gisagara	1,831	1,924	3,755	2,898	3,119	6,017
Huye	3,508	3,728	7,236	4,142	4,140	8,282
Kamonyi	4,673	4,827	9,500	6,156	6,139	12,295
Muhanga	5,047	4,908	9,955	6,046	5,989	12,035
Nyamagabe	2,942	3,086	6,028	3,541	3,589	7,130
Nyanza	4,105	4,128	8,233	4,983	4,995	9,978
Nyaruguru	2,921	3,419	6,340	3,751	4,158	7,909
Ruhango	2,256	2,219	4,475	2,757	2,778	5,535
South	27,283	28,239	55,522	34,274	34,907	69,181
Karongi	3,572	3,569	7,141	4,666	4,774	9,440
Ngororero	4,348	4,486	8,834	5,681	6,030	11,711
Nyabihu	2,469	2,600	5,069	3,544	3,834	7,378
Nyamasheke	3,844	4,050	7,894	3,739	4,007	7,746
Rubavu	4,244	4,418	8,662	6,020	6,542	12,562
Rusizi	4,547	4,527	9,074	5,860	5,916	11,776
Rutsiro	3,505	3,679	7,184	4,301	4,552	8,853
West	26,529	27,329	53,858	33,811	35,655	69,466
Bugesera	3,332	3,261	6,593	3,854	3,878	7,732
Gatsibo	4,210	4,660	8,870	5,810	6,247	12,057
Kayanza	2,039	2,043	4,082	2,344	2,582	4,926
Kirehe	2,114	2,298	4,412	3,162	3,392	6,554
Ngoma	3,427	3,285	6,712	4,095	4,243	8,338
Nyagatare	4,288	4,472	8,760	5,911	5,991	11,902
Rwamagana	3,637	3,766	7,403	3,354	3,315	6,669
East	23,047	23,785	46,832	28,530	29,648	58,178
Burera	3,417	3,773	7,190	4,386	4,833	9,219
Gakenke	4,426	4,341	8,767	5,355	5,313	10,668
Gicumbi	4,249	4,414	8,663	5,576	5,984	11,560
Musanze	4,757	4,709	9,466	5,803	6,005	11,808
Rulindo	4,115	4,048	8,163	4,117	4,050	8,167
North	20,964	21,285	42,249	25,237	26,185	51,422
Gasabo	6,449	6,534	12,983	8,156	8,107	16,263
Kicukiro	4,746	4,606	9,352	4,627	4,526	9,153
Nyarugenge	3,026	2,884	5,910	4,276	4,489	8,765
Kigali city	14,221	14,024	28,245	17,059	17,122	34,181
Rwanda	112,044	114,662	226,706	138,911	143,517	282,428

Annex 8: Nursery staff by district in 2018 to 2019

District/Province	2018			2019		
	Male	Female	Total	Male	Female	Total
Gisagara	18	56	74	13	77	90
Huye	13	170	183	6	176	182
Kamonyi	24	238	262	25	271	296
Muhanga	32	260	292	40	296	336
Nyamagabe	36	139	175	50	201	251
Nyanza	19	146	165	14	147	161
Nyaruguru	19	97	116	13	110	123
Ruhango	20	126	146	19	109	128
South	181	1,232	1,413	180	1,387	1,567
Karongi	39	195	234	42	220	262
Ngororero	30	152	182	40	153	193
Nyabihu	29	87	116	38	103	141
Nyamasheke	29	170	199	24	171	195
Rubavu	109	247	356	129	296	425
Rusizi	80	184	264	83	207	290
Rutsiro	51	123	174	43	137	180
West	367	1,158	1,525	399	1,287	1,686
Bugesera	54	173	227	74	197	271
Gatsibo	63	175	238	85	208	293
Kayanza	57	111	168	57	121	178
Kirehe	24	87	111	33	102	135
Ngoma	31	97	128	60	97	157
Nyagatare	107	233	340	123	269	392
Rwamagana	67	212	279	44	181	225
East	403	1,088	1,491	476	1,175	1,651
Burera	75	167	242	51	143	194
Gakenke	48	150	198	30	177	207
Gicumbi	59	208	267	54	238	292
Musanze	61	259	320	82	294	376
Rulindo	20	156	176	20	156	176
North	263	940	1,203	237	1,008	1,245
Gasabo	119	606	725	131	686	817
Kicukiro	57	447	504	67	419	486
Nyarugenge	67	250	317	63	350	413
Kigali City	243	1,303	1,546	261	1,455	1,716
Rwanda	1,457	5,721	7,178	1,553	6,312	7,865

Annex 9: Primary schools by district from 2016 to 2019

District/Province	2016	2017	2018	2019
Gisagara	61	64	64	64
Huye	99	98	99	100
Kamonyi	93	94	99	103
Muhanga	117	120	122	123
Nyamagabe	106	108	108	111
Nyanza	82	84	84	84
Nyaruguru	90	90	90	91
Ruhango	75	78	79	78
South	723	736	745	754
Karongi	128	125	128	130
Ngororero	99	99	101	102
Nyabihu	90	92	92	92
Nyamasheke	139	139	139	139
Rubavu	86	87	88	90
Rusizi	119	119	121	122
Rutsiro	93	92	92	92
West	754	753	761	767
Bugesera	94	99	102	103
Gatsibo	95	91	104	106
Kayanza	96	90	89	92
Kirehe	63	64	65	72
Ngoma	76	77	76	76
Nyagatare	149	158	154	159
Rwamagana	73	77	74	77
East	646	656	664	685
Burera	91	91	93	96
Gakenke	118	118	118	117
Gicumbi	104	104	104	104
Musanze	95	96	95	99
Rulindo	84	88	90	92
North	492	497	500	508
Gasabo	110	110	114	113
Kicukiro	75	81	82	84
Nyarugenge	42	44	43	50
Kigali City	227	235	239	247
Rwanda	2,842	2,877	2,909	2,961

Annex 10: Primary classrooms by district from 2016 to 2019

District/Province	2016	2017	2018	2019
Gisagara	854	918	943	1,000
Huye	947	951	966	1,040
Kamonyi	991	1,011	1,059	1,152
Muhanga	975	1,007	1,037	1,085
Nyamagabe	1,133	1,176	1,183	1,251
Nyanza	889	894	905	956
Nyaruguru	923	928	929	975
Ruhango	950	985	991	1,028
South	7,662	7,870	8,013	8,487
Karongi	1,133	1,112	1,144	1,225
Ngororero	1,064	1,060	1,067	1,117
Nyabihu	927	929	941	1,007
Nyamasheke	1,238	1,239	1,258	1,312
Rubavu	1021	1,043	1,067	1,103
Rusizi	1,188	1,221	1,227	1,326
Rutsiro	1,016	1,018	1031	1,079
West	7,587	7,622	7,735	8,169
Bugesera	1103	1,143	1,197	1,297
Gatsibo	1,293	1,320	1,364	1,452
Kayanza	1125	1,061	1,053	1,108
Kirehe	1018	1,047	1,065	1,128
Ngoma	914	933	964	1,018
Nyagatare	1,578	1,615	1,596	1,662
Rwamagana	914	947	995	1,026
East	7,945	8,066	8,234	8,691
Burera	1,123	1,113	1,162	1,236
Gakenke	1027	1,053	1,061	1,127
Gicumbi	1,198	1,200	1,195	1,268
Musanze	1,187	1,209	1,238	1,303
Rulindo	846	856	890	981
North	5,381	5,431	5,546	5,915
Gasabo	1,343	1,339	1,410	1,490
Kicukiro	796	855	867	927
Nyarugenge	723	744	743	789
Kigali city	2,862	2,938	3,020	3,206
Rwanda	31,437	31,927	32,548	34,468

Annex 11: Primary pupils' enrolment by district in 2018 and 2019

District	2018			2019*		
	Male	Female	Total	Male	Female	Total
Gisagara	40,879	40,852	81,731	41,352	40,955	82,307
Huye	33,684	32,906	66,590	34,230	33,282	67,512
Kamonyi	41,536	40,184	81,720	42,806	40,581	83,387
Muhanga	34,740	33,595	68,335	34,796	32,575	67,371
Nyamagabe	42,539	42,610	85,149	42,062	41,280	83,342
Nyanza	39,033	36,869	75,902	38,598	36,541	75,139
Nyaruguru	36,311	35,538	71,849	36,030	35,401	71,431
Ruhango	39,205	37,645	76,850	40,117	37,771	77,888
South	307,927	300,199	608,126	309,991	298,386	608,377
Karongi	43,229	41,389	84,618	42,301	40,125	82,426
Ngororero	40,809	41,341	82,150	39,198	39,440	78,638
Nyabihu	35,741	36,175	71,916	35,568	36,322	71,890
Nyamasheke	47,683	46,620	94,303	47,334	45,674	93,008
Rubavu	48,349	47,871	96,220	48,873	48,670	97,543
Rusizi	48,094	46,669	94,763	48,572	47,190	95,762
Rutsiro	41,308	41,429	82,737	40,767	40,076	80,843
West	305,213	301,494	606,707	302,613	297,497	600,110
Bugesera	47,749	47,726	95,475	50,982	50,448	101,430
Gatsibo	56,965	57,807	114,772	57,073	57,722	114,795
Kayonza	44,661	43,937	88,598	44,829	44,272	89,101
Kirehe	51,847	51,100	102,947	51,253	50,567	101,820
Ngoma	43,019	41,057	84,076	42,709	41,589	84,298
Nyagatare	57,256	58,229	115,485	63,332	63,666	126,998
Rwamagana	41,227	40,808	82,035	40,809	39,817	80,626
East	342,724	340,664	683,388	350,987	348,081	699,068
Burera	42,061	43,517	85,578	41,525	42,760	84,285
Gakenke	36,928	36,259	73,187	36,361	35,176	71,537
Gicumbi	45,666	45,900	91,566	44,390	43,734	88,124
Musanze	43,679	43,777	87,456	43,680	42,592	86,272
Rulindo	32,052	31,965	64,017	32,351	31,943	64,294
North	200,386	201,418	401,804	198,307	196,205	394,512
Gasabo	50,763	49,548	100,311	52,779	51,266	104,045
Kicukiro	26,066	25,369	51,435	26,838	25,860	52,698
Nyarugenge	26,265	25,669	51,934	26,581	25,993	52,574
Kigali City	103,094	100,586	203,680	106,198	103,119	209,317
Rwanda	1,259,344	1,244,361	2,503,705	1,268,096	1,243,288	2,511,384

* 1,081 students in correctional centers are not included

Annex 12: Primary staff by district in 2018 and 2019

District/Province	2018			2019		
	Male	Female	Total	Male	Female	Total
Gisagara	504	766	1,270	541	830	1,371
Huye	439	771	1,210	460	804	1,264
Kamonyi	428	967	1,395	431	1017	1,448
Muhanga	460	936	1,396	465	958	1,423
Nyamagabe	639	924	1,563	657	967	1,624
Nyanza	530	776	1,306	547	840	1,387
Nyaruguru	569	758	1,327	566	798	1,364
Ruhango	447	830	1,277	451	832	1,283
South	4,016	6,728	10,744	4,118	7,046	11,164
Karongi	668	900	1,568	604	870	1,474
Ngororero	708	737	1,445	704	814	1,518
Nyabihu	756	612	1,368	785	647	1,432
Nyamasheke	653	1,015	1,668	667	1,059	1,726
Rubavu	839	666	1,505	863	702	1,565
Rusizi	693	975	1,668	710	1025	1,735
Rutsiro	719	682	1,401	734	721	1,455
West	5,036	5,587	10,623	5,067	5,838	10,905
Bugesera	803	822	1,625	848	905	1,753
Gatsibo	981	934	1,915	1073	1051	2,124
Kayonza	724	725	1,449	720	749	1,469
Kirehe	851	664	1,515	892	775	1,667
Ngoma	576	695	1,271	567	746	1,313
Nyagatare	1,323	872	2,195	1,337	901	2,238
Rwamagana	582	740	1,322	591	752	1,343
East	5,840	5,452	11,292	6,028	5,879	11,907
Burera	850	689	1,539	890	704	1,594
Gakenke	680	764	1,444	694	789	1,483
Gicumbi	789	744	1,533	789	793	1,582
Musanze	834	863	1,697	852	882	1,734
Rulindo	517	665	1,182	552	721	1,273
North	3,670	3,725	7,395	3,777	3,889	7,666
Gasabo	997	1,166	2,163	1016	1,230	2,246
Kicukiro	582	695	1,277	650	712	1,362
Nyarugenge	398	652	1,050	410	665	1,075
Kigali City	1,977	2,513	4,490	2,076	2,607	4,683
Rwanda	20,539	24,005	44,544	46,325	46,325	46,325

Annex 13: Promotion rate in Primary schools from 2016 to 2018 per grade

Grade	Sex	2016/17	2017/18	2018/19
P2	Total	76.9%	78.7%	80.6%
	Male	76.5%	77.9%	79.9%
	Female	77.3%	79.5%	81.5%
P3	Total	79.0%	79.7%	83.7%
	Male	77.5%	78.3%	82.1%
	Female	80.5%	81.2%	85.4%
P4	Total	81.3%	82.1%	84.8%
	Male	79.0%	80.4%	82.7%
	Female	83.6%	83.8%	87.0%
P5	Total	80.7%	81.6%	83.8%
	Male	78.3%	79.6%	81.3%
	Female	83.1%	83.6%	86.2%
P6	Total	72.1%	77.4%	77.6%
	Male	70.9%	76.4%	75.0%
	Female	73.3%	78.3%	79.9%

Annex 14: Repetition rate in Primary schools from 2016 to 2018 per grade

Grade	Sex	2016/17	2017/18	2018/19
P1	Total	21.6%	20.5%	15.0%
	Male	22.2%	21.4%	15.7%
	Female	21.0%	19.6%	14.3%
P2	Total	16.1%	13.7%	10.4%
	Male	17.2%	14.6%	11.2%
	Female	14.9%	12.7%	9.7%
P3	Total	12.8%	12.3%	9.2%
	Male	15.0%	13.3%	10.0%
	Female	10.7%	11.2%	8.3%
P4	Total	13.1%	12.3%	9.3%
	Male	15.2%	13.3%	10.2%
	Female	11.0%	11.3%	8.4%
P5	Total	18.2%	14.0%	10.7%
	Male	18.5%	14.8%	11.6%
	Female	18.0%	13.3%	9.9%
P6	Total	10.1%	1.5%	1.1%
	Male	14.5%	1.5%	1.1%
	Female	5.7%	1.5%	1.1%

Annex 15: Dropout rate in Primary schools from 2016 to 2018 per grade

Grade	Sex	2016/17	2017/18	2018/19
P1	Total	1.5%	0.8%	4.4%
	Male	1.3%	0.7%	4.5%
	Female	1.7%	0.9%	4.2%
P2	Total	5.0%	6.6%	5.8%
	Male	5.3%	7.1%	6.7%
	Female	4.6%	6.0%	4.9%
P3	Total	5.9%	5.6%	6.1%
	Male	6.1%	6.3%	7.4%
	Female	5.7%	5.0%	4.6%
P4	Total	6.2%	6.1%	6.9%
	Male	6.4%	7.1%	8.5%
	Female	5.9%	5.2%	5.4%
P5	Total	9.6%	8.6%	11.7%
	Male	10.6%	8.8%	13.3%
	Female	8.7%	8.4%	10.2%

Annex 16: Secondary schools by District from 2016 to 2019¹

District/Province	2016	2017	2018	2019
Gisagara	39	39	43	43
Huye	51	50	56	55
Kamonyi	55	56	59	60
Muhanga	61	60	68	69
Nyamagabe	51	53	58	57
Nyanza	48	48	59	59
Nyaruguru	46	46	50	50
Ruhango	54	52	59	60
South	405	404	452	453
Karongi	60	59	64	66
Ngororero	49	49	53	53
Nyabihu	45	44	44	46
Nyamasheke	58	57	64	65
Rubavu	54	54	64	64
Rusizi	62	62	69	71
Rutsiro	48	48	53	60
West	376	373	411	425
Bugesera	43	43	50	53
Gatsibo	55	59	66	70
Kayanza	46	47	52	52
Kirehe	52	51	54	58
Ngoma	55	55	60	61
Nyagatare	54	53	58	59
Rwamagana	55	56	65	66
East	360	364	405	419
Burera	44	44	45	47
Gakenke	57	56	59	61
Gicumbi	77	76	83	84
Musanze	54	54	57	62
Rulindo	67	66	73	74
North	299	296	317	328
Gasabo	60	54	63	67
Kicukiro	41	42	45	54
Nyarugenge	34	34	35	37
Kigali city	135	130	143	158
Rwanda	1,575	1,567	1,728	1,783

¹ This table includes General secondary schools, TTC and TVET L1_5

Annex 17: Secondary classrooms by District from 2016 to 2019

District/Province	2016	2017	2018	2019²
Gisagara	456	454	492	514
Huye	572	575	621	627
Kamonyi	542	571	585	616
Muhanga	685	698	754	780
Nyamagabe	601	617	653	675
Nyanza	513	518	600	619
Nyaruguru	458	469	485	493
Ruhango	623	594	623	675
South	4,450	4,496	4,813	4,999
Karongi	573	598	603	633
Ngororero	458	462	488	498
Nyabihu	519	505	503	521
Nyamasheke	633	634	675	685
Rubavu	625	628	653	639
Rusizi	635	646	707	709
Rutsiro	465	482	517	536
West	3,908	3,955	4,146	4,221
Bugesera	523	538	579	613
Gatsibo	668	685	728	728
Kayanza	520	540	574	602
Kirehe	456	460	535	568
Ngoma	523	531	556	592
Nyagatare	588	633	643	650
Rwamagana	517	543	591	623
East	3,795	3,930	4,206	4,376
Burera	517	548	547	567
Gakenke	580	576	592	604
Gicumbi	736	741	774	799
Musanze	608	622	676	715
Rulindo	582	578	605	626
North	3,023	3,065	3,194	3,311
Gasabo	631	630	633	661
Kicukiro	570	580	532	626
Nyarugenge	420	425	448	492
Kigali City	1,621	1,635	1,613	1,779
Rwanda	16,797	17,081	17,972	18,686

² The annex 17 includes General secondary, TTC and TVET L1_5 classrooms

Annex 18: Secondary students' enrolment by District in 2018 and 2019

District/Province	2018			2019 ³		
	Male	Female	Total	Male	Female	Total
Gisagara	7,861	9,285	17,146	8,778	10,876	19,654
Huye	9,348	10,676	20,024	10,457	12,074	22,531
Kamonyi	10,054	13,046	23,100	11,298	14,842	26,140
Muhanga	13,073	14,426	27,499	14,430	16,128	30,558
Nyamagabe	10,342	12,022	22,364	11,160	13,060	24,220
Nyanza	12,061	11,729	23,790	13,675	13,982	27,657
Nyaruguru	8,194	10,270	18,464	8,956	11,276	20,232
Ruhango	10,409	11,199	21,608	12,429	13,824	26,253
South	81,342	92,653	173,995	91,183	106,062	197,245
Karongi	10,711	13,309	24,020	11,510	14,457	25,967
Ngororero	7,402	9,636	17,038	8,033	10,876	18,909
Nyabihu	8,221	10,468	18,689	9,318	11,633	20,951
Nyamasheke	12,173	16,012	28,185	13,027	17,004	30,031
Rubavu	12,694	12,211	24,905	13,174	12,833	26,007
Rusizi	12,766	13,748	26,514	13,628	14,494	28,122
Rutsiro	9,803	10,094	19,897	11,447	11,187	22,634
West	73,770	85,478	159,248	80,137	92,484	172,621
Bugesera	8,885	10,033	18,918	10,587	11,703	22,290
Gatsibo	12,998	14,000	26,998	13,671	15,004	28,675
Kayanza	9,957	11,216	21,173	10,744	12,238	22,982
Kirehe	10,453	9,648	20,101	12,041	11,769	23,810
Ngoma	8,715	9,210	17,925	9,815	10,308	20,123
Nyagatare	12,369	12,999	25,368	13,844	14,800	28,644
Rwamagana	9,372	12,469	21,841	10,702	14,438	25,140
East	72,749	79,575	152,324	81,404	90,260	171,664
Burera	9,075	9,901	18,976	9,708	10,852	20,560
Gakenke	7,881	9,932	17,813	8,320	10,726	19,046
Gicumbi	11,319	15,301	26,620	12,076	16,851	28,927
Musanze	11,742	15,071	26,813	12,443	16,365	28,808
Rulindo	9,742	11,757	21,499	9,631	13,022	22,653
North	49,759	61,962	111,721	52,178	67,816	119,994
Gasabo	11,514	11,916	23,430	12,481	13,413	25,894
Kicukiro	10,992	9,759	20,751	11,612	10,738	22,350
Nyarugenge	8,241	8,575	16,816	8,838	9,132	17,970
Kigali city	30,747	30,250	60,997	32,931	33,283	66,214
Rwanda	308,367	349,918	658,285	337,833	389,905	727,738

³ Students in Correctional institutions are not included

Annex 19: Upper secondary students by learning areas and school status

Description/Year	2016	2017	2018	2019
Students in Public schools	59,641	61,861	73,768	80,554
Sciences	25,757	26,302	28,474	30,174
Male	12,245	12,483	13,601	14,318
Female	13,512	13,819	14,873	15,856
Humanities	9,333	10,116	10,525	11,427
Male	4,526	4,999	5,280	5,664
Female	4,807	5,117	5,245	5,763
Languages	9,631	10,711	11,055	12,047
Male	4,329	4,935	5,237	5,705
Female	5,302	5,776	5,818	6,342
TTC	2,067	2,135	2,151	2,235
Male	861	875	830	869
Female	1,206	1,260	1,321	1,366
TVET	12,853	12,597	21,563	24,671
Male	7,730	7,205	12,849	15,952
Female	5,123	5,392	8,714	8,719
Students in Government aided schools	94,570	98,838	105,436	112,582
Sciences	40,795	43,786	47,175	51,156
Male	17,566	18,495	20,042	21,410
Female	23,229	25,291	27,133	29,746
Humanities	16,893	17,927	19,345	21,307
Male	7,794	8,310	9,103	9,839
Female	9,099	9,617	10,242	11,468
Languages	17,689	18,689	19,711	20,623
Male	7,554	7,835	8,347	8,912
Female	10,135	10,854	11,364	11,711
TTC	7,394	7,262	7,035	7,085
Male	3,009	2,901	2,644	2,780
Female	4,385	4,361	4,391	4,305
TVET	11,799	11,174	12,170	12,411
Male	6,872	6,181	6,595	6,682
Female	4,927	4,993	5,575	5,729
Students in Private schools	52,745	49,141	56,988	57,830
Sciences	8,724	8,804	8,993	9,237
Male	3,921	4,053	4,379	4,548
Female	4,803	4,751	4,614	4,689
Humanities	2,616	2,519	2,030	2,247
Male	1,229	1,167	884	1,023
Female	1,387	1,352	1,146	1,224
Languages	474	465	310	271
Male	172	195	121	125
Female	302	270	189	146
TTC	-	-	-	-
TVET	40,931	37,353	45,655	46,075
Male	21,727	20,006	24,141	23,939
Female	19,204	17,347	21,514	22,136

Annex 20: Promotion rate in secondary schools from 2016 to 2018 per grade

Grade	Sex	2016/17	2017/18	2018/19
S2	Total	88.3%	87.2%	85.7%
	Male	88.2%	87.1%	84.5%
	Female	88.3%	87.2%	86.8%
S3	Total	84.2%	86.5%	86.1%
	Male	84.4%	87.0%	85.8%
	Female	84.5%	86.1%	86.3%
S5	Total	93.0%	94.3%	90.9%
	Male	94.0%	94.7%	91.0%
	Female	91.9%	94.0%	90.7%
S6	Total	96.0%	96.8%	94.6%
	Male	97.0%	96.8%	95.6%
	Female	94.9%	96.8%	93.7%

Annex 21: Repetition rate in secondary schools from 2016 to 2018 per grade

Grade	Sex	2016/17	2017/18	2018/19
S1	Total	7.7%	6.0%	5.2%
	Male	8.0%	6.4%	5.9%
	Female	7.5%	5.6%	4.6%
S2	Total	7.0%	6.0%	4.8%
	Male	7.3%	6.4%	5.3%
	Female	6.8%	5.7%	4.3%
S3	Total	1.2%	0.6%	0.7%
	Male	1.0%	0.6%	0.6%
	Female	1.3%	0.7%	0.8%
S4	Total	3.1%	3.0%	2.5%
	Male	2.7%	2.8%	2.4%
	Female	3.5%	3.2%	2.6%
S5	Total	3.1%	2.7%	2.1%
	Male	2.6%	2.1%	2.0%
	Female	3.7%	3.1%	2.2%
S6	Total	1.2%	1.0%	0.8%
	Male	0.9%	0.9%	0.7%
	Female	1.5%	1.1%	1.0%

Annex 22: Dropout rate in secondary schools from 2016 to 2018 per grade

Grade	Sex	2016/17	2017/18	2018/19
S1	Total	4.1%	6.9%	9.0%
	Male	3.9%	6.4%	9.6%
	Female	4.3%	7.2%	8.6%
S2	Total	8.6%	7.5%	9.2%
	Male	8.4%	6.6%	8.9%
	Female	8.8%	8.2%	9.4%
S4	Total	3.8%	2.7%	6.6%
	Male	3.3%	2.5%	6.6%
	Female	4.3%	2.8%	6.7%
S5	Total	1.1%	0.5%	3.4%
	Male	0.5%	1.1%	2.4%
	Female	1.8%	0.1%	4.1%

Annex 23: Secondary Staff by District in 2018 and 2019

District/Province	2018			2019		
	Male	Female	Total	Male	Female	Total
Gisagara	562	259	821	559	263	822
Huye	707	329	1,036	672	330	1,002
Kamonyi	559	385	944	566	408	974
Muhanga	796	434	1,230	833	436	1,269
Nyamagabe	698	388	1,086	694	379	1,073
Nyanza	779	312	1,091	755	335	1,090
Nyaruguru	602	245	847	588	240	828
Ruhango	700	389	1,089	707	413	1,120
South	5,403	2,741	8,144	5,374	2,804	8,178
Karongi	748	336	1,084	728	346	1,074
Ngororero	547	258	805	562	259	821
Nyabihu	672	226	898	679	232	911
Nyamasheke	757	350	1,107	753	355	1,108
Rubavu	780	324	1,104	747	314	1,061
Rusizi	771	333	1,104	752	349	1,101
Rutsiro	608	247	855	627	245	872
West	4,883	2,074	6,957	4,848	2,100	6,948
Bugesera	698	317	1,015	701	312	1,013
Gatsibo	829	329	1,158	838	333	1,171
Kayanza	647	279	926	641	279	920
Kirehe	595	219	814	617	225	842
Ngoma	613	266	879	639	288	927
Nyagatare	718	252	970	758	257	1,015
Rwamagana	697	334	1,031	723	352	1,075
East	4,797	1,996	6,793	4,917	2,046	6,963
Burera	659	196	855	660	204	864
Gakenke	726	324	1,050	734	346	1,080
Gicumbi	845	358	1,203	866	379	1,245
Musanze	759	353	1,112	757	385	1,142
Rulindo	701	330	1,031	680	329	1,009
North	3,690	1,561	5,251	3,697	1,643	5,340
Gasabo	801	421	1,222	907	423	1,330
Kicukiro	617	276	893	709	321	1,030
Nyarugenge	445	335	780	459	338	797
Kigali city	1,863	1,032	2,895	2,075	1,082	3,157
Rwanda	20,636	9,404	30,040	20,911	9,675	30,586

Annex 24: TVET level 1 to 5 centres by District from 2017 to 2019

District/Province	2017	2018	2019
Gisagara	7	7	7
Huye	13	11	10
Kamonyi	11	7	8
Muhanga	25	19	20
Nyamagabe	11	8	7
Nyanza	11	13	13
Nyaruguru	5	5	5
Ruhango	20	17	15
South	103	87	85
Karongi	12	13	10
Ngororero	11	9	9
Nyabihu	12	8	8
Nyamasheke	8	9	9
Rubavu	22	19	18
Rusizi	13	14	13
Rutsiro	6	6	7
West	84	78	74
Bugesera	11	9	9
Gatsibo	11	14	12
Kayonza	10	7	7
Kirehe	7	6	5
Ngoma	13	11	12
Nyagatare	6	7	5
Rwamagana	14	13	13
East	72	67	63
Burera	6	5	5
Gakenke	11	11	12
Gicumbi	15	15	15
Musanze	17	12	13
Rulindo	12	14	14
North	61	57	59
Gasabo	22	24	18
Kicukiro	29	25	22
Nyarugenge	14	12	10
Kigali City	65	61	50
Rwanda	385	350	331

Annex 25: TVET level 1 to 5 classrooms by District from 2017 to 2019

District/Province	2017	2018	2019
Gisagara	53	57	56
Huye	103	88	81
Kamonyi	96	52	60
Muhanga	175	176	193
Nyamagabe	62	53	60
Nyanza	135	147	144
Nyaruguru	46	40	42
Ruhango	183	174	166
South	853	787	802
Karongi	79	88	73
Ngororero	82	76	80
Nyabihu	90	75	78
Nyamasheke	52	53	59
Rubavu	151	125	136
Rusizi	90	106	92
Rutsiro	45	48	49
West	589	571	567
Bugesera	106	80	71
Gatsibo	102	122	111
Kayanza	77	62	70
Kirehe	58	60	60
Ngoma	100	84	96
Nyagatare	42	55	48
Rwamagana	94	100	102
East	579	563	558
Burera	48	58	60
Gakenke	77	76	85
Gicumbi	92	91	101
Musanze	128	117	134
Rulindo	86	104	106
North	431	446	486
Gasabo	165	122	112
Kicukiro	270	239	233
Nyarugenge	127	118	102
Kigali City	562	479	447
Rwanda	3,014	2,846	2,860

Annex 26: TVET level 1 to 5 students by District in 2018 and 2019

District/Province	2018			2019*		
	Male	Female	Total	Male	Female	Total
Gisagara	788	516	1,304	682	504	1,186
Huye	1,086	862	1,948	1,124	993	2,117
Kamonyi	796	498	1,294	742	536	1,278
Muhanga	3,621	2,370	5,991	3,914	2,502	6,416
Nyamagabe	880	581	1,461	805	597	1,402
Nyanza	2,318	1,485	3,803	2,617	1,639	4,256
Nyaruguru	624	585	1,209	543	445	988
Ruhango	2,571	1,922	4,493	2,583	1,738	4,321
South	12,684	8,819	21,503	13,010	8,954	21,964
Karongi	962	1,299	2,261	972	1,111	2,083
Ngororero	1,330	973	2,303	1,260	990	2,250
Nyabihu	840	1,005	1,845	924	1,002	1,926
Nyamasheke	693	878	1,571	794	877	1,671
Rubavu	2,078	1,487	3,565	1,839	1,448	3,287
Rusizi	1,386	948	2,334	1,458	1,017	2,475
Rutsiro	1,550	453	2,003	2,286	541	2,827
West	8,839	7,043	15,882	9,533	6,986	16,519
Bugesera	1,054	672	1,726	1,313	902	2,215
Gatsibo	1,431	2,013	3,444	1,169	1,724	2,893
Kayanza	1,006	1,060	2,066	858	1,026	1,884
Kirehe	624	539	1,163	677	526	1,203
Ngoma	1,079	871	1,950	1,129	966	2,095
Nyagatare	811	1,102	1,913	646	896	1,542
Rwamagana	1,255	1,660	2,915	1,247	1,777	3,024
East	7,260	7,917	15,177	7,039	7,817	14,856
Burera	1,126	585	1,711	930	547	1,477
Gakenke	880	904	1,784	865	1,025	1,890
Gicumbi	1,172	1,472	2,644	1,073	1,414	2,487
Musanze	1,987	1,925	3,912	2,034	2,135	4,169
Rulindo	2,455	1,467	3,922	1,447	1,391	2,838
North	7,620	6,353	13,973	6,349	6,512	12,861
Gasabo	2,237	1,749	3,986	1,805	1,767	3,572
Kicukiro	3,679	2,301	5,980	3,718	2,697	6,415
Nyarugenge	1,266	1,621	2,887	1,323	1,386	2,709
Kigali city	7,182	5,671	12,853	6,846	5,850	12,696
Rwanda	43,585	35,803	79,388	42,777	36,119	78,896

* This number does not include 4,261 students in correctional institutions

Annex 27: TVET level 1 to 5 staff by District in 2018 and 2019

District/Province	2018			2019		
	Male	Female	Total	Male	Female	Total
Gisagara	72	33	105	67	28	95
Huye	116	49	165	87	45	132
Kamonyi	60	44	104	70	49	119
Muhanga	221	108	329	232	104	336
Nyamagabe	74	36	110	67	31	98
Nyanza	224	63	287	205	83	288
Nyaruguru	68	30	98	61	30	91
Ruhango	234	116	350	205	94	299
South	1,069	479	1,548	994	464	1,458
Karongi	106	32	138	86	35	121
Ngororero	99	47	146	106	49	155
Nyabihu	110	31	141	120	32	152
Nyamasheke	81	30	111	87	41	128
Rubavu	158	70	228	140	72	212
Rusizi	113	49	162	108	56	164
Rutsiro	84	18	102	76	15	91
West	751	277	1,028	723	300	1,023
Bugesera	90	36	126	95	38	133
Gatsibo	130	60	190	134	63	197
Kayanza	87	39	126	73	37	110
Kirehe	78	24	102	78	20	98
Ngoma	94	44	138	99	58	157
Nyagatare	65	21	86	69	24	93
Rwamagana	150	43	193	163	44	207
East	694	267	961	711	284	995
Burera	78	17	95	71	19	90
Gakenke	99	38	137	113	53	166
Gicumbi	107	60	167	109	71	180
Musanze	171	57	228	169	69	238
Rulindo	162	47	209	109	47	156
North	617	219	836	571	259	830
Gasabo	197	94	291	202	57	259
Kicukiro	240	78	318	280	96	376
Nyarugenge	116	67	183	106	63	169
Kigali City	553	239	792	588	216	804
Rwanda	3,684	1,481	5,165	3,587	1,523	5,110

Annex 28: Number of tertiary campuses per districts in 2018 and 2019

District/Provinces	2017/18	2018/19
Gisagara	1	1
Huye	5	5
Kamonyi	-	-
Muhanga	1	1
Nyamagabe	1	1
Nyanza	3	3
Nyaruguru	-	-
Ruhango	2	2
South	13	13
Karongi	4	4
Ngororero	-	-
Nyabihu	-	-
Nyamasheke	1	1
Rubavu	2	2
Rusizi	1	1
Rutsiro	-	-
West	8	8
Bugesera	1	1
Gatsibo	-	-
Kayonza	2	2
Kirehe	-	-
Ngoma	2	2
Nyagatare	2	2
Rwamagana	3	3
East	10	10
Burera	-	1
Gakenke	1	1
Gicumbi	1	2
Musanze	5	5
Rulindo	2	2
Northern	9	11
Gasabo	11	10
Kicukiro	8	8
Nyarugenge	9	7
Kigali City	28	25
Total	68	67

Annex 29: Number of tertiary students per districts in 2018 and 2019

District/Provinces	2017/18			2018/19		
	Male	Female	Total	Male	Female	Total
Gisagara	352	596	948	342	718	1,060
Huye	5,359	3,373	8,732	6,482	4,081	10,563
Kamonyi	-	-	-	-	-	-
Muhanga	241	534	775	247	474	721
Nyamagabe	143	70	213	181	74	255
Nyanza	519	659	1,178	644	822	1,466
Nyaruguru	-	-	-	-	-	-
Ruhango	494	677	1,171	253	494	747
South	7,108	5,909	13,017	8,149	6,663	14,812
Karongi	802	517	1,319	1,262	672	1,934
Ngororero	-	-	-	-	-	-
Nyabihu	-	-	-	-	-	-
Nyamasheke	472	552	1,024	494	508	1,002
Rubavu	958	976	1,934	1,881	1,672	3,553
Rusizi	95	67	162	151	133	284
Rutsiro	-	-	-	-	-	-
West	2,327	2,112	4,439	3,788	2,985	6,773
Bugesera	19	7	26	202	32	234
Gatsibo	-	-	-	-	-	-
Kayanza	2,447	1,201	3,648	3,615	1,888	5,503
Kirehe	-	-	-	-	-	-
Ngoma	1,295	912	2,207	913	716	1,629
Nyagatare	901	831	1,732	1,043	1,125	2,168
Rwamagana	1,337	695	2,032	1,531	834	2,365
East	5,999	3,646	9,645	7,304	4,595	11,899
Burera	-	-	-	10	14	24
Gakenke	81	241	322	77	209	286
Gicumbi	1,053	1,084	2,137	942	881	1,823
Musanze	4,545	2,531	7,076	4,740	2,948	7,688
Rulindo	1,198	732	1,930	951	552	1,503
Northern	6,877	4,588	11,465	6,720	4,604	11,324
Gasabo	12,694	10,845	23,539	10,617	9,448	20,065
Kicukiro	10,476	8,234	18,710	6,925	5,385	12,310
Nyarugenge	5,638	2,707	8,345	5,587	3,436	9,023
Kigali City	28,808	21,786	50,594	23,129	18,269	41,398
Total	51,119	38,041	89,160	49,090	37,116	86,206

Annex 30: Students in Public tertiary institutions from 2017 to 2019 by field of education

Field of Education/Year	2016/17	2017/18	2018/19
Education	4,551	5,229	5,387
Male	3,822	3,556	3,555
Female	729	1,673	1,832
Arts and Humanities	1,762	130	271
Male	327	96	173
Female	1,435	34	98
Social Sciences, Journalism and Information	2,546	2,654	1,715
Male	1,495	1,712	1,062
Female	1,051	942	653
Business, Administration and Law	7,063	8,186	5,473
Male	4,073	4,922	3,129
Female	2,990	3,264	2,344
Natural Sciences, Mathematics and Statistics	1,976	1,367	2,183
Male	1,269	912	1,461
Female	707	455	722
Information and Communication Technologies	3,227	2,470	3,080
Male	2,005	1,612	2,024
Female	1,222	858	1,056
Engineering, Manufacturing and Construction	8,357	10,109	10,364
Male	6,999	8,294	8,365
Female	1,358	1,815	1,999
Agriculture, Forestry, Fisheries and Veterinary	3,817	2,369	2,450
Male	2,301	1,585	1,637
Female	1,516	784	813
Health and Welfare	4,206	4,868	3,832
Male	2,463	3,073	2,415
Female	1,743	1,795	1,417
Services	1,090	956	964
Male	764	485	543
Female	326	471	421

Annex 31: Students in private tertiary institutions from 2017 to 2019 by field of education

Field of Education/Year	2016/17	2017/18	2018/19
Education	6,355	3,709	5,488
Male	3,070	1,957	2,847
Female	3,285	1,752	2,641
Arts and Humanities	979	1,403	702
Male	410	828	417
Female	569	575	285
Social Sciences, Journalism and Information	1,763	2,347	4,543
Male	570	1,149	2,089
Female	1,193	1,198	2,454
Business, Administration and Law	23,297	21,222	20,235
Male	8,926	8,439	8,352
Female	14,371	12,783	11,883
Natural Sciences, Mathematics and Statistics	2,001	1,617	1,592
Male	1,345	1,108	1,000
Female	656	509	592
Information and Communication Technologies	6,082	5,070	6,347
Male	3,979	3,318	3,864
Female	2,103	1,752	2,483
Engineering, Manufacturing and Construction	2,871	4,132	3,856
Male	2,293	3,097	3,058
Female	578	1,035	798
Agriculture, Forestry, Fisheries and Veterinary	485	207	457
Male	296	140	272
Female	189	67	185
Health and Welfare	3,024	3,383	2,894
Male	1,082	1,369	1,062
Female	1,942	2,014	1,832
Services	5,741	7,732	4,373
Male	2,419	3,467	1,765
Female	3,322	4,265	2,608

Annex 32: Graduates in Public tertiary institutions from 2016 to 2018 by field of education

Field of Education/Year	2015/16	2016/17	2017/18
Education	2,073	2,066	1,887
Male	1,374	1,365	1,237
Female	699	701	650
Arts and Humanities	96	166	79
Male	70	124	49
Female	26	42	30
Social Sciences, Journalism and Information	468	491	672
Male	304	332	431
Female	164	159	241
Business, Administration and Law	2,215	1,980	1,699
Male	1,267	1,193	1,057
Female	948	787	642
Natural Sciences, Mathematics and Statistics	1,050	595	436
Male	712	413	294
Female	338	182	142
Information and Communication Technologies	1,843	660	550
Male	1,477	464	358
Female	366	196	192
Engineering, Manufacturing and Construction	784	2,391	1,664
Male	586	1,909	1,398
Female	198	482	266
Agriculture, Forestry, Fisheries and Veterinary	742	789	743
Male	526	505	494
Female	216	284	249
Health and Welfare	1,261	1,692	1,221
Male	707	755	648
Female	554	937	573
Services	188	310	109
Male	162	185	73
Female	26	125	36

Annex 33: Graduates in Private tertiary institutions from 2016 to 2018 by field of education

Field of Education/Year	2015/16	2016/17	2017/18
Education	2,493	2,944	2,632
Male	1,191	1,456	1,395
Female	1,302	1,488	1,237
Arts and Humanities	116	274	68
Male	78	195	56
Female	38	79	12
Social Sciences, Journalism and Information	670	886	428
Male	326	387	183
Female	344	499	245
Business, Administration and Law	6,473	4,586	4,625
Male	2,540	1,722	1,771
Female	3,933	2,864	2,854
Natural Sciences, Mathematics and Statistics	317	538	255
Male	174	261	166
Female	143	277	89
Information and Communication Technologies	701	855	689
Male	431	490	424
Female	270	365	265
Engineering, Manufacturing and Construction	119	459	550
Male	87	358	466
Female	32	101	84
Agriculture, Forestry, Fisheries and Veterinary	206	142	114
Male	141	93	74
Female	65	49	40
Health and Welfare	892	494	1,363
Male	253	175	515
Female	639	319	848
Services	928	782	749
Male	368	336	265
Female	560	446	484

Annex 34: Number of tertiary staff in TVET higher learning institution from 2017 to 2019

Indicator/Year	2016/17	2017/18	2018/19
Total staff	1,075	1,442	1,478
Male	864	1,172	1,189
Female	211	270	289
<i>% of Male</i>	<i>80.4%</i>	<i>81.3%</i>	<i>80.4%</i>
<i>% of Female</i>	<i>19.6%</i>	<i>18.7%</i>	<i>19.6%</i>
Staff in Public Tertiary institutions	778	1,020	1,043
Male	640	851	867
Female	138	169	176
Academic staff	463	729	757
Male	406	644	672
Female	57	85	85
Administrative staff	315	291	286
Male	234	207	195
Female	81	84	91
Staff in Private Tertiary institutions	297	422	435
Male	224	321	322
Female	73	101	113
Academic staff	183	297	310
Male	158	252	259
Female	25	45	51
Administrative staff	114	125	125
Male	66	69	63
Female	48	56	62

Annex 35: Number of tertiary staff in Higher Education institutions from 2017 to 2019

Indicator/Year	2016/17	2017/18	2018/19
Total staff	5,196	4,893	5,132
Male	3,788	3,586	3,732
Female	1,408	1,307	1,400
<i>% of Male</i>	<i>72.9%</i>	<i>73.3%</i>	<i>72.7%</i>
<i>% of Female</i>	<i>27.1%</i>	<i>26.7%</i>	<i>27.3%</i>
Staff in Public Tertiary institutions	2,180	2,111	2,079
Male	1,535	1,488	1,473
Female	645	623	606
Academic staff	1,514	1,337	1,401
Male	1,150	1,021	1062
Female	364	316	339
Administrative staff	666	774	678
Male	385	467	411
Female	281	307	267
Staff in Private Tertiary institutions	3,016	2,782	3,053
Male	2,253	2,098	2,259
Female	763	684	794
Academic staff	1,934	1,723	1,854
Male	1,580	1,407	1507
Female	354	316	347
Administrative staff	1,082	1,059	1,199
Male	673	691	752
Female	409	368	447

Annex 36: Adult literacy centres by District from 2016 to 2019

District/Province	2016	2017	2018	2019
Gisagara	72	86	77	83
Huye	96	106	99	94
Kamonyi	136	162	106	135
Muhanga	132	146	139	124
Nyamagabe	267	258	248	266
Nyanza	111	103	110	108
Nyaruguru	99	92	93	100
Ruhango	121	123	98	117
South	1,034	1,076	970	1027
Karongi	184	292	270	304
Ngororero	169	179	183	191
Nyabihu	124	137	140	143
Nyamasheke	292	308	305	328
Rubavu	189	217	214	277
Rusizi	187	192	163	173
Rutsiro	196	245	259	274
West	1,341	1,570	1,534	1,690
Bugesera	193	185	184	200
Gatsibo	307	337	329	230
Kayanza	44	86	86	85
Kirehe	72	73	77	98
Ngoma	110	122	103	123
Nyagatare	211	208	181	211
Rwamagana	182	185	182	179
East	1,119	1,196	1,142	1,126
Burera	212	214	226	224
Gakenke	263	311	323	329
Gicumbi	244	313	315	308
Musanze	127	137	143	149
Rulindo	154	171	176	176
North	1,000	1,146	1,183	1,186
Gasabo	76	78	69	67
Kicukiro	33	33	42	47
Nyarugenge	51	61	51	51
Kigali city	160	172	162	165
Rwanda	4,654	5,160	4,991	5,194

Annex 37: Adult literacy learners by District in 2018 and 2019

District/Province	2018			2019		
	Male	Female	Total	Male	Female	Total
Gisagara	1,341	1,955	3,296	2,038	2,633	4,671
Huye	780	2,237	3,017	947	2,055	3,002
Kamonyi	1,213	2,200	3,413	1,459	2,179	3,638
Muhanga	1,483	2,488	3,971	1,431	2,253	3,684
Nyamagabe	1,893	3,365	5,258	1,891	3,374	5,265
Nyanza	1,934	2,920	4,854	1,539	2,271	3,810
Nyaruguru	738	1,810	2,548	807	1,799	2,606
Ruhango	992	1,579	2,571	1,623	2,211	3,834
South	10,374	18,554	28,928	11,735	18,775	30,510
Karongi	2,107	3,590	5,697	2,826	4,365	7,191
Ngororero	2,208	3,230	5,438	2,261	3,477	5,738
Nyabihu	1,538	3,561	5,099	1,316	5,207	6,523
Nyamasheke	2,269	2,956	5,225	2,323	3,356	5,679
Rubavu	2,565	5,109	7,674	2,659	7,065	9,724
Rusizi	1,022	1,336	2,358	1,279	1,758	3,037
Rutsiro	3,387	4,941	8,328	2,348	3,873	6,221
West	15,096	24,723	39,819	15,012	29,101	44,113
Bugesera	888	1,505	2,393	1,051	2,137	3,188
Gatsibo	6,400	8,537	14,937	1,521	2,327	3,848
Kayonza	1143	1795	2,938	846	1497	2,343
Kirehe	610	882	1,492	769	1215	1,984
Ngoma	1,119	1,694	2,813	1,294	1,843	3,137
Nyagatare	1,639	2,417	4,056	1,761	2,835	4,596
Rwamagana	1,866	2,337	4,203	1,811	2,272	4,083
East	13,665	19,167	32,832	9,053	14,126	23,179
Burera	2,508	3,418	5,926	2,457	2,870	5,327
Gakenke	2,206	2,941	5,147	2,408	3,098	5,506
Gicumbi	3,105	4,417	7,522	1,488	2,373	3,861
Musanze	1111	2,804	3,915	1327	2,854	4,181
Rulindo	1,127	1,719	2,846	1,132	1,715	2,847
North	10,057	15,299	25,356	8,812	12,910	21,722
Gasabo	1,132	1,737	2,869	710	1,411	2,121
Kicukiro	227	596	823	311	504	815
Nyarugenge	669	1,069	1,738	423	724	1,147
Kigali City	2,028	3,402	5,430	1,444	2,639	4,083
Rwanda	51,220	81,145	132,365	46,056	77,551	123,607

Annex 38: Adult literacy instructors by District in 2018 and 2019

District/Province	2018			2019		
	Male	Female	Total	Male	Female	Total
Gisagara	61	38	99	72	36	108
Huye	52	75	127	49	58	107
Kamonyi	57	59	116	67	80	147
Muhanga	78	96	174	64	94	158
Nyamagabe	199	150	349	161	157	318
Nyanza	72	61	133	73	55	128
Nyaruguru	66	62	128	65	65	130
Ruhango	65	68	133	76	82	158
South	650	609	1,259	627	627	1,254
Karongi	252	181	433	274	240	514
Ngororero	151	73	224	155	73	228
Nyabihu	91	49	140	94	50	144
Nyamasheke	296	136	432	300	145	445
Rubavu	154	60	214	176	105	281
Rusizi	200	50	250	203	53	256
Rutsiro	191	69	260	210	65	275
West	1,335	618	1,953	1,412	731	2,143
Bugesera	116	74	190	136	73	209
Gatsibo	215	114	329	154	77	231
Kayonza	68	18	86	52	32	84
Kirehe	56	23	79	70	28	98
Ngoma	77	47	124	82	44	126
Nyagatare	110	120	230	113	98	211
Rwamagana	111	75	186	108	75	183
East	753	471	1,224	715	427	1,142
Burera	199	44	243	199	40	239
Gakenke	256	119	375	250	130	380
Gicumbi	298	114	412	271	114	385
Musanze	110	71	181	109	78	187
Rulindo	109	98	207	109	98	207
North	972	446	1,418	938	460	1,398
Gasabo	51	39	90	47	37	84
Kicukiro	30	28	58	38	32	70
Nyarugenge	31	39	70	27	34	61
Kigali City	112	106	218	112	103	215
Rwanda	3,822	2,250	6,072	3,804	2,348	6,152