



Republic of Rwanda
Ministry of Education

2021/22 Education Statistical Yearbook

School year ended in July 2022

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FOREWORD

The Rwanda Education Statistical Yearbook for 2021/22 is a comprehensive report that presents detailed information on the status of education for the school year ended in July 2022. This report gives an informative data insight on various aspects of education, including available school infrastructure and materials, access to education, enrolment, retention, gender parity, school staff, ICT in education and school textbooks.

This publication is particularly significant as it comes at a time when Rwanda is undergoing a period of significant transformation in the education sector. The main updates observed in the revised education law include the change in the official school age, the introduction of associate nursing program in upper secondary and the shift of accounting program from TVET level. These key changes are also coming in addition the recent government's commitment to scale up the school feeding program to all levels which is currently playing a major role towards improving access to education and increasing school attendance with a focus on children from low-income families.

One of the key highlights of this year's report is the progress made in increasing access to all levels of education. The government has made significant effort in the use of ICT for teaching and learning by improving the student's computer ratio. The decrease in the dropout rate is a remarkable achievement considering the challenges faced in the past, where the dropout rate was consistently increasing.

Despite the key achievements registered in Rwanda education during the school year 2021/2022, one of the observed key challenges that need special attention is the high repetition rate which is mainly resulting from a high number of overaged students and a low net enrollment rate in secondary education. The report acknowledges this challenge and highlights the need for a continuous and sustainable strategy to decrease this repetition rate including the implementation of school feeding program, the introduction of remedial programs, the construction of new schools and classrooms, the provision of learning materials and equipment, and the recruitment of additional teachers.

Therefore, the Rwanda Education Statistical Yearbook for 2021/22 is a testament to the government's commitment to promoting education as a fundamental human right and a critical driver of socio-economic development. It is my hope that this yearbook will serve as a valuable resource for policymakers, educators, and other stakeholders in the education sector as they work towards achieving the goal of providing quality education for all learners in Rwanda.


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TABLE OF CONTENTS

FOREWORD	i
TABLE OF CONTENTS.....	ii
LIST OF FIGURES	iv
LIST OF TABLES.....	iv
LIST OF ANNEXES.....	ix
ACRONYMS AND ABBREVIATIONS.....	x
GLOSSARY	xi
INTRODUCTION AND SCHOOL CENSUS METHODOLOGY	xiii
EXECUTIVE SUMMARY	xiv
GENERAL OVERVIEW.....	1
1. SCHOOL INFRASTRUCTURE	3
1.1 Number of schools by levels of education and schools' settings.....	3
1.2 Number of schools by schools' status	6
1.3 Number of schools by owner	9
1.4 Classrooms in use and classes in school.....	13
1.5 Number of desks in school.....	17
1.6 Sport facilities in school.....	20
2. LEARNERS.....	22
2.1 Number of learners per school status	22
2.2 Number of learners per grade	31
2.3 Learners by specialization.....	35
2.4 Science Technology Engineering and Mathematics students	40
2.5 Learners by age	42
2.6 Gross and net enrolment rate	46
2.7 Gross and net intake rate	50
2.8 Internal efficiency.....	53
2.9 Promotion, repetition and dropout rate	55
2.10 Number of students completing the level	58
2.11 Students transitioning to the next level.....	65
2.12 Learners' accommodation	67

3. SCHOOL STAFF.....	69
3.1 School staff per school status	69
3.2 Teaching staff per school status	71
3.3 Administrative staff per school status	76
3.4 School staff by qualification	78
3.5 Qualified teaching staff	83
3.6 Trained teaching staff	87
4. ICT, SCIENCE AND TECHNOLOGY.....	91
4.1 Use of ICT in schools	91
4.2 ICT, Science, and technology facilities	92
4.3 ICT, Science, and technology equipment	95
4.4 Computers.....	96
5. BOOKS AND TEXTBOOKS.....	100
5.1 Books in use by learners	100
6. ENERGY, WATER AND SANITATION	105
6.1 On grid electricity.....	105
6.2 Off grid electricity	106
6.3 Water.....	108
6.4 Sanitation	110
7. SCHOOL NUTRITION.....	112
7.1 Learners fed at school	112
7.2 School nutrition facilities and equipment	113
8. SPECIAL NEEDS EDUCATION.....	115
8.1 Adapted facilities for learners with special needs	115
8.2 Staff trained in special needs and inclusive education.....	117
8.3 Learners with disability	119
8.4 Refugee students.....	122
8.5 Orphan students	124
8.6 Students in correctional centers	125
CONCLUSION AND RECOMMENDATIONS	126
ANNEX.....	127

LIST OF FIGURES

Figure 1.1: Percentage of schools by owner	9
Figure 2.1: Share of learners in Rwanda education system by schools' status	22
Figure 2.2: Number of children in Early Childhood Development centers.....	23
Figure 2.3: Share of upper secondary students by specialization	37

LIST OF TABLES

Overview 1: Number of schools	1
Overview 2: Number of classrooms in use.....	1
Overview 3: Number of learners	2
Overview 4: Number of teaching and administrative staff	2
Table 1.1.1: Number of schools by level of education	3
Table 1.1.2: Number of preprimary, primary, secondary and TVET L1-L5 schools	4
Table 1.1.3: School settings with preprimary level	5
Table 1.1.4: School settings with primary level	5
Table 1.1.5: School settings with General and professional secondary	5
Table 1.1.6: School settings with TVET L1 to L5	6
Table 1.2.1: Number of Schools with preprimary level, by schools' status.....	6
Table 1.2.2: Number of schools with primary level by school' status	7
Table 1.2.3: Number of schools with gen. and prof. secondary level, by school' status	7
Table 1.2.4: Number of schools with TVET L1 to L5, by school' status.....	8
Table 1.2.5: Number of higher education institutions.....	8
Table 1.2.6: Number of adult literacy centers	9
Table 1.3.1: Number of schools with preprimary level by owner	10
Table 1.3.2: Number of schools with primary level by owner	11
Table 1.3.3: Number of Gen. and prof. secondary schools by owner.....	11
Table 1.3.4: Number of schools with TVET level by owner.....	12
Table 1.3.5: Number of adult literacy centers by owner.....	12
Table 1.4.1: Total number of classrooms in use, by schools 'status.....	13
Table 1.4.2: Number of preprimary classrooms, by schools 'status	13
Table 1.4.3: Number of primary classrooms in use by school status	14
Table 1.4.4: Number of primary school classes by school status	14
Table 1.4.5: Number of primary classrooms in use per grade	15
Table 1.4.6: Number of gen. and prof. secondary classrooms in use.....	15
Table 1.4.7: Number of gen. and prof. secondary classrooms per grade.....	16
Table 1.4.8: Number of TVET classrooms for level I to 5.....	16
Table 1.4.9: Number of TVET' classrooms per level	17

Table 1.5.1: Total number of desks, by schools' status	17
Table 1.5.2: Number of Preprimary desks, by schools' status.....	18
Table 1.5.3: Number of primary desks by school status	18
Table 1.5.4: Number of gen. and prof. secondary desks	19
Table 1.5.5: Number of TVET desks for level I to 5.....	19
Table 1.5.6: Number of Adult literacy desks	20
Table 1.6.1: Game and materials for Pre-Primary level in 2021/22.....	20
Table 1.6.2: Sport facilities in primary and secondary schools in 2021/22.....	21
Table 2.1.1: Number of total learners in Rwanda education system.....	22
Table 2.1.2: Number of children in Early Childhood Developments (ECDs)	23
Table 2.1.3: Number of preprimary pupils.....	24
Table 2.1.4: Primary school pupils by school status	25
Table 2.1.5: Number of lower secondary students	26
Table 2.1.6: Number of general and professional upper secondary students	26
Table 2.1.7: Total TVET trainees in level I to 5	27
Table 2.1.8: Number of students in TVET schools and accounting	28
Table 2.1.9: Higher education Institution students.....	28
Table 2.1.10: Students enrolled in Polytechnics.....	29
Table 2.1.11: Students enrolled in General Higher Education.....	30
Table 2.1.12: Learners in Adult literacy centers	30
Table 2.2.1: Enrolled primary school pupils by grade	31
Table 2.2.2: Lower secondary school student's enrolment	32
Table 2.2.3: General and professional upper secondary school student's enrolment	32
Table 2.2.4: Total number of TVET trainees	33
Table 2.2.5: TVET trainee's enrolment from level 1 to 5.....	34
Table 2.3.1: Upper secondary students by learning area	35
Table 2.3.2: Upper secondary students per learning area in 2021/22.....	36
Table 2.3.3: Proportion of upper secondary students per grade in 2021/22	37
Table 2.3.4: Higher education students enrolled by field of education.	38
Table 2.3.5: TVET short courses trainees by type of intervention.....	39
Table 2.4.1: STEM students enrolled in upper secondary	40
Table 2.4.2: Percentage of STEM students enrolled in upper secondary	41
Table 2.4.3: STEM students enrolled in Higher education	41
Table 2.4.4: Percentage of STEM students enrolled in Higher education	42
Table 2.5.1: Number of enrolled learners in 2021/22 per age group and level of education	42
Table 2.5.2: Number of over-age learners for grade	43
Table 2.5.3: Percentage of learners over-age for grade	44
Table 2.5.4: People aged 3-22 in school and out of school by official school age.....	44
Table 2.5.5: Participation rate for children aged 3 - 6 years.....	45
Table 2.5.6: Participation rate for people aged 6-18	45
Table 2.5.7: Participation rate for people aged 3 - 23.....	46
Table 2.6.1: National average for Gross and Net enrolment rate.....	46

Table 2.6.2: Preprimary Gross and Net enrollment rate	47
Table 2.6.3: Primary Gross and Net enrollment rate	47
Table 2.6.4: Secondary Gross and Net enrollment rate	48
Table 2.6.5: Lower secondary Gross and Net enrollment rate	48
Table 2.6.6: Upper secondary Gross and Net enrollment rate	49
Table 2.6.7: Higher education GER and students per 100,000 inhabitants	49
Table 2.6.8: Gender parity index in enrollment	50
Table 2.7.1: Primary Gross and Net intake rate	50
Table 2.7.2: Gross and Net Intake rate in S1	51
Table 2.7.3: Gross and Net Intake rate in S3	52
Table 2.7.4: Gross and Net Intake rate in S6	52
Table 2.8.1: Proportion of P1 students who reach S6 within 12 years	53
Table 2.8.2: Proportion of P1 students who reach P6 within 6 years	54
Table 2.8.3: Proportion of S1 students who reach S6 within 6 years	54
Table 2.9.1: National average for Promotion, repetition, and dropout rate	55
Table 2.9.2: Promotion, repetition, and dropout rate in primary schools	56
Table 2.9.3: Promotion, repetition, and dropout rate in secondary schools	56
Table 2.9.4: Promotion, repetition, and dropout rate in lower secondary schools	57
Table 2.9.5: Promotion, repetition, and dropout rate in upper secondary schools	57
Table 2.10.1: National examination results for Primary (P6)	58
Table 2.10.2: National examination results for lower secondary (S3)	58
Table 2.10.3: Upper secondary national examination results	59
Table 2.10.4: General upper secondary national examination results (S6)	59
Table 2.10.5: National examination results in TTCs (Y3)	60
Table 2.10.6: National examination results in TVET(L5)	60
Table 2.10.7: Number of Higher education graduates	61
Table 2.10.8: Polytechnics graduates	61
Table 2.10.9: General Higher Education graduates	62
Table 2.10.10: Higher education graduates by exit award	62
Table 2.10.11: Higher education graduates by fields of education	63
Table 2.10.12: STEM graduates in Higher education institutions	63
Table 2.10.13: Percentage of STEM graduates in Higher education institutions	64
Table 2.10.14: Adult Literacy learners who received their certificates	64
Table 2.11.1: Primary one newly admitted pupil of which attended pre-primary	65
Table 2.11.2: Transition rate from primary to lower secondary	65
Table 2.11.3: Transition rate from lower to upper secondary	66
Table 2.11.4: Percentage of students enrolled in TVET L3 after passing S3 National Exam	66
Table 2.11.5: Transition rate from secondary to Higher education	66
Table 2.12.1: Boarding and non-boarding students in secondary and TVET level	67
Table 2.12.2: Number of boarding students in Gen. and prof secondary	68
Table 2.12.3: Number of boarding students in TVET level 1 to 5	68
Table 3.1.1: Number of total school staff in Rwanda education system	69

Table 3.1.2: Number of total school staff in Preprimary, Primary, Secondary and TVET L1-L5.....	70
Table 3.1.3: Number of Higher education staff	70
Table 3.2.1: Teaching staff in Preprimary, primary, secondary, TVET L1-L5	71
Table 3.2.2: Pre-primary school teaching staff by school's status	72
Table 3.2.3: Primary school teaching staff by school status	72
Table 3.2.4: Number of Gen. and Prof. secondary teaching staff by school status	73
Table 3.2.5: Number of TVET L1 to L5 teaching staff by school status	73
Table 3.2.6: Number of Higher education academic staff	74
Table 3.2.7: Instructors in adult literacy centers	74
Table 3.2.8: Pupil teacher ratio	75
Table 3.3.1: Total Number of administrative staff in education system.....	76
Table 3.3.2: Administrative staff in Preprimary, primary, secondary and TVET L1 to L5	76
Table 3.3.3: Number of administrative staff in Higher education institutions	77
Table 3.4.1: Number of preprimary staff by qualification.....	78
Table 3.4.2: Number of primary staff by qualification	79
Table 3.4.3: Number of gen. and prof. secondary staff by qualification	80
Table 3.4.4: Number of TVET L1_L5 staff by qualification	81
Table 3.4.5: Number of Higher education staff by qualification	82
Table 3.4.6: Number of Higher education academic staff by qualification	82
Table 3.4.7: Number of Higher education administrative staff by level of education.....	83
Table 3.5.1: Qualified teaching staff in Preprimary education.....	84
Table 3.5.2: Qualified teaching staff in primary education.....	84
Table 3.5.3: Qualified teaching staff in gen. and prof. secondary education	85
Table 3.5.4: Qualified teaching staff in TVET education	85
Table 3.5.5: PhD holders among academic staff in Higher education	86
Table 3.5.6: Pupil qualified teacher ratio	86
Table 3.6.1: Trained teachers in Preprimary education.....	87
Table 3.6.2: Trained teaching staff in Primary education.....	88
Table 3.6.3: Trained teaching staff in Gen. and prof. Secondary education	88
Table 3.6.4: Trained teaching staff in TVET	89
Table 3.6.5: Number of adult literacy instructors who received in service training.....	89
Table 3.6.7: Pupil trained teacher ratio.....	90
Table 3.6.8: Gender parity index in percentage of trained teacher	90
Table 4.1.1: Use of ICT for teaching and learning.....	91
Table 4.2.1: Smart classrooms in schools.....	92
Table 4.2.2: Computer laboratories in schools.....	92
Table 4.2.3: Number of secondary schools with science laboratories.....	93
Table 4.2.4: Internet connectivity in schools.....	94
Table 4.3.1: Science kits in schools	95
Table 4.3.2: projectors in schools	95
Table 4.3.3:smartboard in schools.....	96
Table 4.4.1: Total number of computers.....	96

Table 4.4.2: Computers for learners	97
Table 4.4.3: Computers for teaching/academic staff	97
Table 4.4.4: Computers for administrative staff.....	98
Table 4.4.5: Availability of computers to schools.....	99
Table 5.1.1: Students books in preprimary schools by subject	100
Table 5.1.2: Books in use by primary students by subject	100
Table 5.1.3: Pupil: book ratio in lower secondary students by subject	101
Table 5.1.4: Students books in science combinations by Subject	102
Table 5.1.5: Students books in humanities combinations by subject	102
Table 5.1.6: Students books in Language's combinations by subject	103
Table 5.1.7: Students books in TTC's combinations by subject.....	104
Table 6.1.1: On grid electricity in schools.....	105
Table 6.2.1: Solar power in schools	106
Table 6.2.2: Electric power generator in schools.....	107
Table 6.2.3: Biogas system in schools	107
Table 6.3.1: Tap water supply in schools.	108
Table 6.3.2: Safe drinking water in schools	109
Table 6.3.3: Rainwater harvesting system in schools.....	109
Table 6.4.1: Availability of handwashing	110
Table 6.4.2: availability of single sex toilets	110
Table 6.4.3: Toilets in Preprimary, Primary Secondary and TVET schools.....	111
Table 7.1.1: Number of learners fed at schools	112
Table 7.2.1: Number of schools providing meals to students	113
Table 7.2.2: Nutrition Garden in schools.....	114
Table 7.2.3: Type of fuel used for cooking in schools in 2020/21	114
Table 8.1.1: Adapted infrastructure and materials for learners with disability	115
Table 8.1.2: Accessible toilets for people with disability	116
Table 8.1.3: Availability of girls' room	117
Table 8.2.1: Total schools Staff trained in special needs and inclusive education.	117
Table 8.2.2: Teaching staff trained in special needs and inclusive education	118
Table 8.3.1: Total number of learners with disability	119
Table 8.3.2: School attendance rate for people aged 6-17 by disabilities status.....	120
Table 8.3.3: Total number of learners with disability by type	120
Table 8.3.4: Learners with disability in pre-primary and primary by type in 2021/22	121
Table 8.3.5: Learners with disability in secondary and TVET by type in 2021/22	121
Table 8.3.6: Learners with disability in Higher education and adult literacy by type in 2021/22....	121
Table 8.4.1: Total number of Refugee students enrolled in schools	122
Table 8.4.2: Total Refugee students	123
Table 8.5.1: Total number of Orphans students enrolled in schools by level.....	124
Table 8.5.2: Number of Orphan students enrolled in schools	124
Table 8.6.1: Learners in correctional centers	125

LIST OF ANNEXES

Annex 1: Number of Preprimary schools by district	127
Annex 2: Number of Primary schools by district	128
Annex 3: Number of general & professional secondary schools by district	129
Annex 4: Number of TVET L1 to 5 schools by district.....	130
Annex 5: Number of Higher education campuses per districts	131
Annex 6: Number of Adult literacy centers by district.....	132
Annex 7: Number of classrooms in use in Preprimary by district	133
Annex 8: Number of classrooms in use in Primary schools by district	134
Annex 9: Number of classrooms in use in general and professional secondary schools.....	135
Annex 10: Number of classrooms in use in TVET L1 to L5 by district.....	136
Annex 11: Number of Preprimary pupils per district.....	137
Annex 12: Number of enrolled Primary pupils by District.....	138
Annex 13: Number of students in general secondary schools by district.....	139
Annex 14: Number of TVET L1 to L5 Trainees by district.....	140
Annex 15: Number of Higher education students per districts.....	141
Annex 16: Number of adult literacy learners by district	142
Annex 17: Promotion rate by grade	143
Annex 18: Repetition rate per grade	144
Annex 19: Dropout rate per grade.....	145
Annex 20: Number of Preprimary Teaching staff per district	146
Annex 21: Number of Primary Teaching staff by District	147
Annex 22: Number Teaching staff in general secondary by district.....	148
Annex 23: Number of TVET L1 to L5 Teaching staff by district	149
Annex 24: Number of Adult literacy instructors by district.....	150

ACRONYMS AND ABBREVIATIONS

ECD	Early Childhood Development
ECE	Early Childhood Education
ECED	Early Childhood Educational Development
ESSP	Education Sector Strategic Plan
GER	Gross Enrollment Rate
GIR	Gross Intake Rate
GPI	Gender Parity Index
HEIs	Higher Education Institutions
ICT	Information and Communication Technology
ISCED	International Standards Classification of Education
LwD	Learners with Disability
MINEDUC	Ministry of Education
NCDA	National Child Development Agency
NER	Net Enrollment Rate
NESA	National Examination and School inspection Authority
NGOs	Non-government Organizations
NIR	Net Intake Rate
NISR	National Institute of Statistics of Rwanda
NST	National Strategy for Transformation
RCS	Rwanda Correctional Services
RPHC5	Fifth Rwanda Population and Housing Census
RTB	Rwanda TVET Board
SDGs	Sustainable Development Goals
SDMS	School Data Management System
SNE	Special Needs Education
STEM	Science Technology Engineering and Mathematics
TTCs	Teacher Training Colleges
TVET	Technical and Vocational Education and Training
WASH	Water Sanitation Hygiene

GLOSSARY

A qualified teacher is one who has the minimum academic qualifications necessary to teach at a particular level of education. In pre-primary and primary, a qualified teacher should have at least advanced secondary certificate A₂, for lower secondary, they should possess at least university diploma A₁ while for upper secondary, they should have at least bachelor's degree.

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 other words, is a qualified teacher with pedagogical skills.

A Class is made up of students who follow a common course of study. This is exemplified by the implementation of a double shift program in primary education where a single classroom accommodates two separates' classes: one in the morning and another in the afternoon.

Classrooms in use: a room that accommodates students. At school there are also **classrooms not in use** which refer to constructed and completed rooms ready to accommodate students but not yet in use.

Drop-out Rate: 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.

Early Childhood Development (ECD) looks at the overall growth and progress of a child during the formative years, typically from the conception to 6 years old. It includes physical, cognitive, linguistic, emotional, and social development, as well as the child's health and well-being. Early

Childhood Education (ECE) is a subcategory of ECD.

Gender parity index: Ratio of female to male values of a given indicator.

Gross Enrolment Rate: 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.

Gross Intake Rate: 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.

Higher education: includes general higher education and polytechnics.

Industrial based Training: The training entirely in the industry in support of in-company trainers. It's also another form of workplace learning.

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

National Examination pass rate is the proportion of students passing national exam compared to total number of students sat for the exam.

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

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

Number of students in Higher education per 100,000 inhabitants: Number of students enrolled in Higher education in a given academic year per 100,000 inhabitants.

Participation Rate: The number of people in selected age groups (regardless of the level of education) participating in formal or non-formal education or training expressed as a percentage of the population of the same age.

Percentage of STEM students is the number of students enrolled in STEM related subjects expressed as a percentage of the total number of students enrolled in Upper secondary or Higher education.

Promotion Rate: 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.

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

Pupil qualified/trained Teacher Ratio: The average number of pupils per qualified/trained teacher at a specific level of education in a given school year.

Rapid Response Training: The training is designed to respond to specific skills needs and labor gaps in new projects.

Recognition of Prior Learning: This process is used to evaluate or assess and certify competencies or skills and knowledge acquired outside formal education.

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

Upper secondary education: last three years and includes **general upper secondary** for sciences, humanities, and languages related combination; **professional upper secondary** for TTCs option, Associate Nursing program and accounting, and TVET from L3 to L5.

Transition Rate: The number of new entrants (repeaters excluded) 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.

Official school age is from 3 to 5 years old for preprimary, from 6 to 11 years old for primary, from 12 to 14 years old for lower secondary and from 15 to 17 years old for upper secondary.

Over-age student for a grade is any student with two or more years of age above the corresponding age for the grade in which he or she is enrolled.

Out of school student is a student who is not enrolled in any form of education; it includes those who are no longer attending school and those who have never attended school.

Educational wastage refers to inefficiencies within the education system, resulting in incomplete education, dropouts, grade repetition, and unmet learning outcomes, hindering individuals and society's potential.

INTRODUCTION AND SCHOOL CENSUS METHODOLOGY

Education is one of the fundamental pillars of society, and it plays a crucial role in shaping the future of individuals and nations. The quality of education has a direct impact on the economic, social, and cultural development of a country. Education is not only a right but also a tool for empowerment and social mobility. It is, therefore, essential to have a comprehensive statistical report to understand the state of education, progress made, and challenges faced to inform decision making.

This report draws on statistical data for 2021/22 school year from six different sources:

- **School Data Management System (SDMS)** for data on Pre-primary, Primary, Secondary, and TVET L1 to 5.
- **Districts** for compiling data from schools on formal ECED and adult literacy.
- **Higher education institutions** where data was directly collected from those institutions.
- **Rwanda Correctional Services (RCS)** for education data on inmates
- **Rwanda TVET Board (RTB)** for data on TVET short courses
- **National Child Development Agency (NCDA)** for data on non-formal ECED
- **National institute of statistics of Rwanda (NISR)** for data on population where the current result from the last population census held in 2022 were used for attendance rate with focus on learners with disability.

Between January and March 2023, a series of data quality assessments to guide data cleaning activities were done on SDMS while data collection period for other sources was February 2023. Early in April 2023 a validation workshop at district level was held followed by a period of report writing at National level completed in May 2023. It is important to note that the reference date for the age of student is 31 March 2022.

The main changes observed in this report comes from the implementation of Law N° 010/2021 of 16/02/2021 determining the organisation of education, where the official school age was lowered by one year, the official group age for pre-primary, primary, lower and upper secondary shifted from 4-6 years, 7-12 years, 13 -15 years and 16-18 years respectively to 3-5 years, 6-11 years, 12 -14 years and 15-17 years. To help the reader to understand what would happen without the change in the official school age all indicators related to age where presented with both schools age range. The new law also introduced a new program in upper secondary for associate nursing program, and Accounting was shifted from TVET, to form a subcategory of professional upper secondary with Teacher training colleges.

The report aims to provide policymakers, educators, and the general public with an in-depth understanding of the education system, its strengths, weaknesses, and areas for improvement.

EXECUTIVE SUMMARY

The 2021/22 Education Statistical Yearbook is significant as it coincides with the country's recovery from the impacts of the COVID-19 pandemic and emphasizes the establishment of a resilient education system. The report primarily relies on data collected through the School Data Management System (SDMS) at the school level. However, data from other sources has also been incorporated. Notably, this is the first time that data from Home-based Early Childhood Development (ECDs) centers, collected by the National Child Development Agency, has been included in the report. Additionally, data on population is from the fifth Population and Housing Census carried out in 2022.

The report offers an extensive range of education data covering eight main areas: school infrastructure, learners, school staff, ICT, Science and Technology, books and textbooks, energy, water and sanitation, school nutrition, and special needs education. It presents relevant data for all education levels and includes district-level information in the annexes. The report's objective is to provide a thorough understanding of the education system, utilizing data from diverse sources to support informed decision-making and policy formulation in the education sector.

School infrastructure: In 2021/22 there were 4,842 overall number of schools with pre-primary, primary, secondary and TVET L1 to L5, levels that are collected through SDMS. It is crucial to note that schools may offer multiple levels of education, which is why it is not appropriate to simply sum up the number of schools based on each level.

The analysis per levels of education reveals that the number of schools have increased at all levels of education between 2020/21 and 2021/22.

Schools with primary levels increased from 3,691 to 3,831, and a growth of 86 Schools with general and professional secondary was observed going from 1869 to 1955. 85 schools with accounting that used to be counted among TVET now shifted to professional upper secondary, with 7 schools with associate nursing program and 16 Teacher Training centers. At TVET Level, there has been a significant growth in the number of schools from 344 schools in 2020/21 to 422 schools in 2021/22. This year, the education sector has 31 General Higher Education Institutions and 5,076 adult literacy centers.

In relation to the classroom in use, Data shows an increase of 1,496 classrooms between 2020/21 and 2021/22, from 76,133 to 77,629. At pre-primary, there are on average 41 pupils per classroom, 60 pupils per classroom at primary level and this shows that the country has not yet achieved the recommended learner to classroom ratio (46:1), which is still being encompassed using double shift mainly in lower primary. At secondary level, the students per classroom ratio remains at 37 while at

TVET level, the trainees per classroom ratio improved from 27 to 25, achieving the recommended trainee's classroom ratio (25:1).

There are different sport facilities available in Rwandan schools. This includes playgrounds, volleyball, football, and basketball courts as well as gymnasiums. Data on sport facilities in primary and secondary schools indicates that 55% of schools have a football playground, 43.8% of the schools have a volleyball playground, 15.3% of the schools have basketball playground and only 0.3% of the schools have a gymnasium playground.

Learners: The 2021/22 school year recorded a total number of 4,159,782 learners in all levels, which represents 31.4% of 13,246,394 total Rwandan population. The proportion of female is slightly higher (50.7%) than that of male (49.3%). Government subsidized schools have the highest number of students, 52.2% of the total students.

At pre-primary level the number of learners increased from 293,823 in 2020/21 to 355,325 in 2021/22. The number of boys is equal to the number of girls. The enrolment of primary school learners increased from 2,729,116 in 2020/21 to 2,742,551 in 2021/22 standing for an increase of 0.4%. The number of male learners is higher than that of Female learners at this level of education.

Students enrolled in lower secondary education in 2021/22 is 540,634 up from 521,632 in 2020/21, standing for an increase of 3.6 percent points. Female students accounted for 54.5% compared to their male counterparts with 45.5%. Enrolment data in TVET shows that a total of 83,458 students were enrolled in TVET. Unlike previous years, this number does not include students who are enrolled in accounting. As always, female enrolment remained low (41.7%) compared to male (58.3%) in TVET institutions. Higher Education Institutions enrolled a total of 95,863 students during the 2021/22 academic year, thereby making an increase of 8.4% (7,415) from the previous academic year which had an enrolment of 88,448 students. The enrolment of students in polytechnic institutions from 13,172 in 2020/21 to 13,393 in 2021/22 and a significant difference between males and females. More males continued to be enrolled in polytechnic institutions (74.4%) than females (25.6%).

Regarding the Gross and Net enrolment rates, the national average data indicates a decrease in both GER and NER. The Gross Enrolment Rate (GER) experienced a slight decline from 74.5% in 2020/21 to 72.4% in 2021/22. Similarly, the Net Enrolment Rate (NER) decreased from 53.1% in 2020/21 to 45.6% in 2021/22. The observed deviation from the normal trend can be attributed to several factors, which include: the changes in the official school age which was lowered for one year, the use of more recent population data, rather than relying solely on population projections, and the extended closure of schools as a preventive measure to curb the spread of COVID-19 resulted in a one-year delay for all students, which impacted the net enrolment rates for all levels.

Data shows that at Pre-primary, primary, lower and upper secondary, there was gender disparity in favour of Female, while in TVET and Higher Education there was gender disparity in favour of male. On promotion, repetition and dropout rates, data indicates a decrease in promotion rate from 82.3% to 77.0%. The repetition rate increased from 8.3% to 14.3%. The disruptions to learning and learning loss caused by the COVID-19 pandemic could explain drops in academic achievements of students that lead to high repetition rate and low promotion rate. The dropout rate went down from 9.4% to 8.6%. The government interventions to curb the issue of dropout, like the school feeding programs, are bearing fruits. Transition rates from primary to lower secondary schools in Rwanda stood at an average of 66.8% between 2019/20 and 2020/21.

School Staff: Between 2020/21 and 2021/22, the total number of school staff increased from 121,145 to 125,621, indicating a growth of 4,476. This figure includes both teaching or academic staff and administrative staff. However, it's important to note that adult literacy have teaching staff only, referred to as instructors in this report. The gender distribution among staff members remained consistent, with males representing 50.7% (63,691) and females representing 49.3% (63,925) of the total staff. The most substantial increase in total school staff was observed in public schools, while private schools experienced a decrease in staff numbers. This decrease can be attributed to a corresponding decrease in the number of private schools during the same period.

The data on staff per level of education shows that between 2020/21 and 2021/22 Preprimary witnessed a slight decrease of -410 staff, dropping from 9,312 to 8,902. Primary schools saw an increase of 2,979 staff with a rise from 63,580 to 66,559 staff. There is a growth of 1,433 staff in General and Professional secondary schools, increasing from 30,566 to 31,999.

TVET L1_L5 showed a small increase in the number of school staff, going from 5,720 in 2020/21 to 5,828 in 2021/22, resulting in a difference of 108. In the same period Polytechnics experienced a slight decrease of 7 staff, dropping from 1,499 to 1,492. General higher education institutions witnessed growth of 192 staff members, with an increase from 4,566 to 4,758. The number of staff Adult Literacy instructors increased by 181, going from 5,902 to 6,083 instructors.

ICT, Science and Technology: One of the lessons learned from the pandemic is the significance of ICT in facilitating remote learning and teaching. This section demonstrates the government's commitment to promoting ICT in education, as evidenced by the increase in the percentage of schools using ICT for teaching and learning from 37.5% in 2020/21 to 47.2% in 2021/22. Additionally, internet connectivity has also seen improvement, rising from 40.7% to 56.7% during the same period. Notably, there has been an increase of 77,762 computers, with 72,755 computers allocated for students. Consequently, the number of students per computer has decreased from 11 students in 2020/21 to 9 students in 2021/22.

Books and Textbooks: Both printed and digitalized books are utilized in Rwandan schools, depending on various factors such as the level of education, learning environment, infrastructure, and

pedagogical approach. However, the focus of this publication is primarily on printed books. This report presents detailed information on the availability of student books in schools, categorized by level and subject, along with their corresponding ratios. These ratios range from one student per textbook to 14 students sharing a single textbook. The government and education stakeholders have made significant investments in providing books for primary education, where the ratio stands at 1:1 for Kinyarwanda, English, and Mathematics. Conversely, Pre-primary education exhibits the highest ratio of 14:1, which can be attributed to the fact that children at this early age primarily learn through play before engaging in more intensive reading activities.

Energy, water and sanitation: The total number of schools with access to on-grid electricity increased from 3,819 to 3,916. This represents approximately 80.9% of all schools. It should be noted that 926 schools were identified as not having access to on-grid electricity. The number of schools with tap water supply increased from 3,419 to 3,950. This means that approximately 81.6% of schools now have access to tap water. However, it is worth mentioning that 892 schools still do not have tap water supply. These schools rely on alternative methods for water supply, such as fetching water from other sources or utilizing rainwater harvesting systems.

The total number of toilets in schools increased from 150,676 to 154,235. The average pupil-to-toilet ratio stands at 26 students in pre-primary, primary, secondary and TVET levels. As for staff toilets, the ratio remains the same for both categories, with an average of 8 staff members per toilet.

These statistics provide an overview of the progress and challenges in ensuring access to essential services such as electricity, water supply, and sanitation facilities in schools. Efforts have been made to increase the number of schools with on-grid electricity and tap water supply. However, there is still a need to address the gap and ensure that the remaining schools without access to these amenities are facilitated and to continue improving toilet facilities to meet the recommended ratios of 25-30 students per toilet.

School nutrition: The government recognizes the effectiveness of school feeding programs in addressing child nutrition and improving educational outcomes. These programs play a crucial role in increasing enrolment, retention, and performance of students. The commitment to scale up the school feeding program to all education levels has resulted in a remarkable increase, with student feed at school rising from 23.0% in 2020/21 to 86.3% in 2021/22. The percentage of schools providing meals to students also witnessed significant growth, increasing from 60.1% to 82.2% during the same period. While there has been notable progress, further investment in the school feeding program is needed to sustain and enhance its impact.

Special need education: Recognizing the significance of inclusive education, efforts have been made to prioritize accessible infrastructure in school construction guidelines. As a result, the percentage of schools equipped with adapted facilities for learners with disabilities has increased from 41.1%

in 2020/21 to 68.2% in 2021/22. Additionally, the number of staff members trained in special needs education has risen from 12,501 to 16,551 during the same period.

In the 2021/22 academic year, there were 38,899 students with disabilities enrolled in schools. The latest population census revealed a net attendance rate of 65.3% for students with disabilities, highlighting the ongoing efforts to promote their inclusion in the education system. Furthermore, the statistics demonstrate that there are 39,329 refugee students, 180,766 orphaned students, and 11,309 students learning in correctional centers. These groups require specialized attention and tailored support, for physical, material, and emotional aspects.

Addressing the unique needs of students with disabilities, refugees, orphans, and those in correctional centers remains a priority to ensure their holistic development and inclusive educational experience.

GENERAL OVERVIEW

Overview 1: Number of schools

Levels ¹	2020/21	2021/22
Schools with Preprimary level	3,741	3,808
Schools with Primary level	3,691	3,831
Schools with General and professional secondary level	1,869	1,955
Schools with TVET L1_L5	344	422
Polytechnics	8	8
General Higher education	30	31
Adult Literacy	4,953	5,076

Source: School census, Ministry of Education

Overview 2: Number of classrooms in use

Levels	2020/21	2021/22
Preprimary	7,414	8,358
Primary	46,604	46,010
Lower secondary	12,656	12,783
General and professional upper secondary	6,471	7,182
TVET L1_L2	616	536
TVET L3_L5	2,604	2,760
Total	76,365	77,629

Source: School census, Ministry of Education

¹ Caution should be taken for not summing up number of schools in this table, because one school can have different levels.

Overview 3: Number of learners

Levels of education	2020/21	2021/22
Preprimary	293,823	355,325
Primary	2,729,116	2,742,901
Lower Secondary	521,631	540,671
Upper secondary	244,680	259,822
General upper secondary	161,273	168,595
Sciences	92,405	99,630
Humanities	35,177	32,671
Languages	33,691	36,294
Professional upper secondary	20,508	21,065
TTC	10,721	11,565
Nursing		209
Accounting	9,787	9,291
TVET L3_L5	62,899	70,162
Higher education	88,448	95,863
Polytechnics	13,172	13,393
General higher education	75,276	82,470
TVET L1_L2	16,535	13,296
TVET short courses	8,561	35,876
Adult Literacy	127,054	116,028
Total learners in Rwanda	4,029,848	4,159,782

Source: School census, Ministry of Education

Overview 4: Number of teaching and administrative staff

Levels	2020/21	2021/22
Preprimary	9,312	8,902
Primary	63,580	66,559
General and Professional secondary	30,566	31,999
TVET L1_L5	5,720	5828
Polytechnics	1,499	1,492
General higher education	4,566	4,758
Adult Literacy	5,902	6,083
Total	121,145	125,621

Source: School census, Ministry of Education

1. SCHOOL INFRASTRUCTURE

There is strong evidence that quality infrastructure facilitates better instruction, improves student outcomes, and reduces dropout rates, among other benefits. This section provides statistics on schools' infrastructure. It shows the number of schools, the number of classrooms, desks, and classes. Further, it indicates the number of available desks, materials, and sport facilities in schools.

1.1 Number of schools by levels of education and schools' settings

Table 1.1.1: Number of schools by level of education

Levels of education	2017	2018	2019	2020/21	2021/22
Overall number of schools²	4,719	4,571	4,706	5,144	4,842
Schools with Preprimary level	3,186	3,210	3,401	3,741	3,808
Schools with Primary level	2,877	2,909	2,961	3,691	3,831
Schools with General and professional Secondary level	1,567	1,416	1,452	1,869	1,955
Schools with TVET L1-L5 level	385	350	331	344	422
Polytechnics	17	10	10	8	8
General Higher education	37	30	30	30	31
Adult literacy	5,160	4,991	5,194	4,953	5,076

Source: School census, Ministry of Education

Table 1.1.1 shows an increase between 2020/21 and 2021/22 in the number of schools for all levels, except polytechnics that remains 8. The overall number of 4,842 schools with preprimary, primary, secondary and TVET schools reflect the number of schools in SDMS where a school is counted once regardless of levels within it.

Schools with pre-primary levels increased from 3,741 to 3,808. Schools with primary level increased from 3,691 in 2020/21 to 3,831 in 2021/22. Schools with general and professional secondary levels increased from 1,869 to 1,958. There is an increase of 78 TVET schools, which increased from 344 to 422. The increase of one General higher education was due to the reopening of Institut Supérieur Pédagogique de Gitwe after complying with recommendations from different assessments conducted to ensure its readiness to re-open after Covid-19 pandemic. Adult literacy increased from 4,953 to 5,076 centers.

² Preprimary, Primary, secondary and TVET L1 to L5 schools

Table 1.1.2: Number of preprimary, primary, secondary and TVET L1-L5 schools

Settings*	2017	2018	2019	2020/21	2021/22
Total schools	4,719	4,571	4,706	5,144	4,842
Preprimary	1,031	1,037	1,102	828	387
Preprimary + Primary	1,315	1,361	1,410	1,692	2,020
Preprimary + Lower Secondary					1
Preprimary + Primary + Lower Secondary	443	454	486	712	733
Preprimary + Primary + Gen. and Prof. Upper Secondary					1
Preprimary + Primary + TVET					2
Preprimary + Lower + Gen. and Prof. Upper Secondary					4
Preprimary + Primary + Lower Secondary + TVET					29
Preprimary + Primary + Lower + Gen. and Prof. Upper Secondary	397	358	403	509	584
Preprimary + Primary + Lower+ Gen. and Prof. Upper Secondary + TVET					47
Primary	470	439	434	447	243
Primary + Lower Secondary	149	161	108	196	91
Primary + TVET					1
Primary + Lower + Gen. and Prof. Upper Secondary	91	134	118	132	75
Primary + Lower Secondary + TVET					2
Primary + Lower + Gen. and Prof. Upper Secondary + TVET	12	2	2	3	3
Lower Secondary	33	24	21	20	11
Lower + Gen. and Prof. Upper Secondary	218	225	266	240	247
Lower Secondary + TVET					14
Lower + Gen. and Prof. Upper Secondary + TVET	37	30	21	33	32
Gen. and Prof. Upper Secondary	187	28	27	24	23
Gen. and Prof. Upper Secondary + TVET					58
TVET	336	318	308	308	234

Source: School census, Ministry of Education

Table above focus on the information collected through School data management system (SDMS) for preprimary, primary, secondary and TVET L1-L5. The decrease in number of schools from 5,144 in 2020/21 to 4,842 in 2021/22 is due to the fact that some Preprimary schools were operating in the same compound together with either primary or secondary schools. But they were managed as independent schools and therefore counted as separate schools. In the year 2021/22, many of these preprimary schools were not counted as separate schools, they were counted together with the primary or secondary schools they are attached to.

It is important to highlight that: (1) Gen. and Prof. Upper Secondary + TVET setting refer to TVET and accounting, that used to be TVET when accounting was part of TVET (2) in professional upper secondary; associate nursing program was opened in seven schools that used to have general secondary. (3) The number of TVET level in the same premises with general education schools is increasing.

Table 1.1.3: School settings with preprimary level

Indicator/Year	2017	2018	2019	2020/21	2021/22
Total number of schools with Preprimary level	3,186	3,210	3,401	3,741	3,808
Standalone preprimary	1,031	1,037	1,102	828	387
Preprimary attached to another level	2,155	2,173	2,299	2,913	3,421
<i>% of standalone preprimary</i>	<i>32.4%</i>	<i>32.3%</i>	<i>32.4%</i>	<i>22.1%</i>	<i>10.2%</i>
<i>% of preprimary attached to another level</i>	<i>67.6%</i>	<i>67.7%</i>	<i>67.6%</i>	<i>77.9%</i>	<i>89.8%</i>

Source: School census, Ministry of Education

Table 1.1.3. indicates that the number of preprimary schools that are attached to schools with higher levels is increasing while the standalone preprimary schools are decreasing. Data shows a considerable decrease of standalone preprimary schools from 828 schools in 2020/21 to 387 schools in 2021/22 and an increase in Preprimary schools that are attached to a higher level from 2,913 schools in 2020/21 to 3,421 schools in 2021/22. This shift could be attributed to the government program of schools' constructions, the payment of preprimary teachers, and scaling up of the school feeding program to preprimary and primary schools.

Table 1.1.4: School settings with primary level

Indicator/Year	2017	2018	2019	2020/21	2021/22
Total number of schools with Primary level	2,877	2,909	2,961	3,691	3,831
Standalone primary	470	439	434	447	243
Primary attached to another level	2,407	2,470	2,527	3,244	3,588
<i>% of standalone primary</i>	<i>16.3%</i>	<i>15.1%</i>	<i>14.7%</i>	<i>12.1%</i>	<i>6.3%</i>
<i>% of primary attached to on another level</i>	<i>83.7%</i>	<i>84.9%</i>	<i>85.3%</i>	<i>87.9%</i>	<i>93.7%</i>

Source: School census, Ministry of Education

Table 1.1.4 indicates that schools with primary level increased from 3,691 in 2020/21 to 3,831 in 2021/22. Data shows a trend towards primary schools being expanded on levels rather than having one level. The percentage of schools with only primary level decreased from 16.3% in 2017 to 6.3% in 2021/22, while the percentage of primary schools expanded on levels increased from 83.7% in 2017 to 93.7% in 2021/22. This means that 344 schools which had only primary level introduced new levels of education.

Table 1.1.5: School settings with General and professional secondary

Indicator/Year	2017	2018	2019	2020/21	2021/22
Total number of schools with Gen. and prof. secondary level	1,567	1,416	1,452	1,869	1,955
Standalone Gen. and prof. secondary	438	277	314	284	281
Gen. and prof. secondary attached to other levels	1,129	1,139	1,138	1,585	1,674
<i>% of standalone Gen. and prof. secondary</i>	<i>28.0%</i>	<i>19.6%</i>	<i>21.6%</i>	<i>15.2%</i>	<i>14.4%</i>
<i>% of Gen. and prof. secondary attached to another level</i>	<i>72.0%</i>	<i>80.4%</i>	<i>78.4%</i>	<i>84.8%</i>	<i>85.6%</i>

Source: School census, Ministry of Education

The 1.1.5 indicates an increase in the number of schools with general and professional secondary level from 1869 schools in 2020/21 to 1,955 schools in 2021/22. Data shows a trend towards secondary schools being expanded to levels rather than having one level. The number of standalone secondary schools decreased from 284 schools in 2020/21 to 281 in 2021/22, while the number of secondary schools expanded on levels increased from 1,585 in 2020/21 to 1681 in 2021/22. This means that 96 schools which had only secondary level introduced new levels of education.

Table 1.1.6: School settings with TVET L1 to L5

Indicator/Year	2017	2018	2019	2020/21	2021/22
Total number of schools with TVET level	385	350	331	344	422
Standalone TVET	336	318	308	308	234
TVET attached to another level	49	32	23	36	188
<i>% of standalone TVET</i>	<i>87.3%</i>	<i>90.9%</i>	<i>93.1%</i>	<i>89.5%</i>	<i>55.5%</i>
<i>% of TVET attached to another level</i>	<i>12.7%</i>	<i>9.1%</i>	<i>6.9%</i>	<i>10.5%</i>	<i>44.5%</i>

Source: School census, Ministry of Education

Table 1.1.6 illustrates the number of schools with TVET L1- L5. Data shows an increase in the number of schools with TVET Level from 344 schools to 422 schools in 2020/21. Data indicates that 234 (55.5%) of TVET L1-L5 schools have only TVET level while 188(44.5%) of TVET L1-L5 have introduced new levels (preprimary, primary or secondary levels. TVET L1-L5 Schools that introduced new levels increased significantly from 36 schools in 2020/21 to 188 schools in 2021/22 while those that are standalone reduced from 308 schools in 2020/21 to 234 schools in 2021/22. Creation of TVET wings could explain the increase in the number of TVET L1-L5 with more than one level.

1.2 Number of schools by schools' status

Table 1.2.1: Number of Schools with preprimary level, by schools' status

Schools 'status	2017	2018	2019	2020/21	2021/22
Total schools	3,186	3,210	3,401	3,741	3,808
Public schools	455	455	508	1,069	1,133
Government-subsidized schools	1,484	1,632	1,555	1,646	1,746
Private schools	1,247	1,123	1,338	1,026	929
Average pupils per school	69	71	83	79	93
Public schools	71	70	81	73	95
Government-subsidized schools	66	67	80	75	97
Private schools	73	77	86	90	85

Source: School census, Ministry of Education

Table 1.2.1 shows that the number of schools with pre-primary level increased from 3,741 in 2020/21 to 3,808 in 2021/22. The number of private pre-primary schools decreased from 1,026 in 2020/21 to 929 in 2021/22 while an increase in both public and government-subsidized schools is observed during the same period. Some private schools closed completely after COVID-19 pandemic which could explain the decrease in the number of private schools. The average pupils per preprimary

schools stands at 93 in 2021/22 up from 79 pupils in 2020/21. This demonstrates the need for more preprimary schools.

Table 1.2.2: Number of schools with primary level by school' status

School status	2017	2018	2019	2020/21	2021/22
Total schools	2,877	2,909	2,961	3,691	3,831
Public	725	736	759	1,304	1,316
Government-subsidized	1,774	1,781	1,787	1,890	1,897
Private	378	392	415	497	618
Average Pupil per School	883	861	848	739	716
Public	1,099	1,075	1,069	815	834
Government-subsidized	929	904	891	811	795
Private	254	264	261	268	222

Source: School census, Ministry of Education

Table 1.2.2 shows that there were 3,831 registered primary schools' country-wide in 2021/22 of which 1,316 were primary public-owned schools, 1,897 were primary government-subsidized, and 618 were privately owned schools. There has been an increase of 3.7 percent in the number of primary schools from 3,691 in 2020/21 to 3,831 in 2021/22. There was a slight increase in the number of public and government-subsidized owned primary schools, but a high increase was recorded in the number of privately owned primary schools from 497 to 618 between 2020/21 and 2020/21. On average, a primary school accommodates 716 learners with private schools accommodating fewer learners than public and government subsidized schools.

Table 1.2.3: Number of schools with gen. and prof. secondary level, by school' status

School year	2017	2018	2019	2020/21	2021/22
Total	1,567	1,416	1,452	1,869	1,955
Public	461	437	456	699	712
Government-subsidized	871	849	867	1,041	1,069
Private	235	130	129	129	174
Average students per school	339	409	447	371	373
Public	378	436	474	356	368
Government-subsidized	368	415	457	388	395
Private	155	279	286	314	257

Source: School census, Ministry of Education

Table 1.2.3 shows that there were 1,955 registered secondary schools' country-wide in 2021/22 of which 712 were public-owned schools, 1,069 were government-subsidized, and 174 were privately owned schools. There has been an increase in the number of secondary schools from 1869 in

2021/22 to 1955 in 2021/22. On average, a secondary school accommodates 373 students with private schools accommodating fewer students than public and government subsidized schools.

Table 1.2.4: Number of schools with TVET L1 to L5, by school' status

Status	2017	2018	2019	2020/21	2021/22
Total schools	385	350	331	344	422
Public	94	95	91	99	152
Government-subsidized	40	45	45	49	88
Private	251	210	195	196	182
Average students per school	207	227	251	259	198
Public	220	227	271	245	166
Government-subsidized	305	270	276	307	185
Private	186	217	236	255	231

Source: School census, Ministry of Education

Table 1.2.4 shows an increase in the number of TVET schools, from 344 in 2020/21 to 422 in 2022/22. However, in the same period a decrease of 14 schools was recorded in the number of privately owned TVET schools. In fact, the Ministry of Education introduced the school feeding program and school fees harmonization in both public and government-aided schools, making them more attractive to parents. Some private TVET schools shifted from being private to government subsidized. The average number of TVET students per school is 166; 185; and 257 respectively for the public, government-subsidized and private schools.

Table 1.2.5: Number of higher education institutions

DESCRIPTION/YEAR	2016/17	2017/18	2018/19	2020/21	2021/22
Total Higher education institutions	54	40	40	38	39
Public	10	3	3	3	3
Private	44	37	37	35	36
Polytechnics	17	10	10	8	8
Public	8	1	1	1	1
Private	9	9	9	7	7
General Higher Education Institutions	37	30	30	30	31
Public	2	2	2	2	2
Private	35	28	28	28	29

Source: School census, Ministry of Education

Table 1.2.5 indicates an increase in the number of higher education institutions from 38 Higher education institutions in 2020/21 to 39 HEIs in 2021/22. One private General Higher Education Institution reopened after meeting the requirements.

Table 1.2.6: Number of adult literacy centers

Indicators / Year	2017	2018	2019	2020/21	2021/22
Centers	5,160	4,991	5,194	4,953	5,076
Public	1,447	1,418	1,389	1,844	2,080
Private	1,214	815	1,046	447	252
Government-subsidized	2,499	2,758	2,759	2,662	2,744
Percentage	100%	100%	100%	100%	100%
<i>Public</i>	<i>28.0%</i>	<i>28.4%</i>	<i>26.7%</i>	<i>37.2%</i>	<i>41.0%</i>
<i>Private</i>	<i>23.5%</i>	<i>16.3%</i>	<i>20.1%</i>	<i>9.0%</i>	<i>5.0%</i>
<i>Government-subsidized</i>	<i>48.4%</i>	<i>55.3%</i>	<i>53.1%</i>	<i>53.7%</i>	<i>54.1%</i>

Source: School census, Ministry of Education

Table 1.2.6 illustrates the number of adult literacy centres. Data indicates that the number of adult literacy centers increased from 4,953 centers in 2020/21 to 5,076 centers in 2021/22. While there has been an increase in the number of public and government subsidized adult literacy centers, a decrease is observed in the number of private adult literacy centers.

1.3 Number of schools by owner

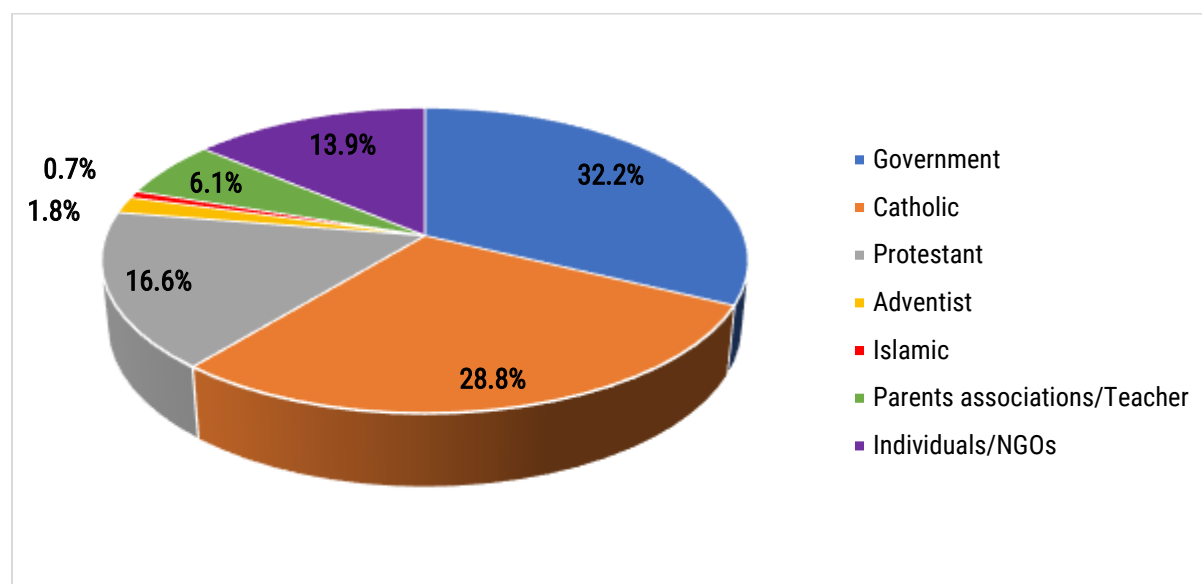


Figure 1.1: Percentage of schools by owner

Figure 1.1 presents data on school ownership, showcasing the involvement of different stakeholders within the education system. Out of a total of 4,842 schools, government-owned schools account for 32.2%, with 1,559 establishments. Catholic-affiliated schools make up 28.8%, representing 1,393 schools, while Protestant schools comprise 16.6% with 803 institutions. The dataset also includes 85 Adventist schools (1.8%), 36 Islamic schools (0.7%), and 294 schools owned by parents' associations or teachers (6.1%). Individuals and NGOs own 672 schools, constituting 13.9% of the total. This breakdown highlights the significant presence of government and religiously affiliated

schools, alongside contributions from parents' associations, teachers, and private entities, resulting in a diverse landscape of educational institutions.

Table 1.3.1: Number of schools with preprimary level by owner

School by Owner/Year	2017	2018	2019	2020/21	2021/22
Total number of schools	3,186	3,210	3,401	3,741	3,808
Government	468	459	506	1,069	1,136
Catholic	781	812	840	945	1,126
Protestant	685	732	799	765	665
Adventist	50	76	59	62	66
Islamic	19	28	28	21	26
Parents associations	929	838	854	470	227
Individuals/NGOs	254	265	315	409	562
Percentage of schools by owner	100%	100%	100%	100%	100%
<i>Government</i>	<i>14.7%</i>	<i>14.3%</i>	<i>14.9%</i>	<i>28.6%</i>	<i>29.8%</i>
<i>Catholic</i>	<i>24.5%</i>	<i>25.3%</i>	<i>24.7%</i>	<i>25.3%</i>	<i>29.6%</i>
<i>Protestant</i>	<i>21.5%</i>	<i>22.8%</i>	<i>23.5%</i>	<i>20.4%</i>	<i>17.5%</i>
<i>Adventist</i>	<i>1.6%</i>	<i>2.4%</i>	<i>1.7%</i>	<i>1.7%</i>	<i>1.7%</i>
<i>Islamic</i>	<i>0.6%</i>	<i>0.9%</i>	<i>0.8%</i>	<i>0.6%</i>	<i>0.7%</i>
<i>Parents associations</i>	<i>29.2%</i>	<i>26.1%</i>	<i>25.1%</i>	<i>12.6%</i>	<i>6.0%</i>
<i>Individuals/NGOs</i>	<i>8.0%</i>	<i>8.3%</i>	<i>9.3%</i>	<i>10.9%</i>	<i>14.8%</i>

Source: School census, Ministry of Education

Table 1.3.1 shows that there was an increase of the Pre-primary schools from 3,741 in 2020/21 to 3,808 in 2021/22. Government pre-primary schools constitutes 29.8 percent of all pre-primary schools in the country, while Catholic and Protestant schools constitute 29.6 and 17.5% respectively. Individuals/NGOs account for 14.8 % of total schools. Islamic has the least number of pre-primary schools with 0.7%.

Table 1.3.2: Number of schools with primary level by owner

School by Owner	2017	2018	2019	2020/21	2021/22
Total schools	2,877	2,909	2,961	3,691	3,831
Government	726	736	759	1304	1319
Catholic	1,152	1,153	1,168	1,219	1,206
Protestant	647	648	653	716	676
Adventist	57	57	55	68	70
Islamic	19	21	20	16	20
Parents associations	137	137	137	128	147
Individuals/NGOs	139	157	169	240	393
Percentage	100%	100%	100%	100%	100%
<i>Government</i>	<i>25.2%</i>	<i>25.3%</i>	<i>25.6%</i>	<i>35.3%</i>	<i>34.4%</i>
<i>Catholic</i>	<i>40.0%</i>	<i>39.6%</i>	<i>39.4%</i>	<i>33.0%</i>	<i>31.5%</i>
<i>Protestant</i>	<i>22.5%</i>	<i>22.3%</i>	<i>22.1%</i>	<i>19.4%</i>	<i>17.6%</i>
<i>Adventist</i>	<i>2.0%</i>	<i>2.0%</i>	<i>1.9%</i>	<i>1.8%</i>	<i>1.8%</i>
<i>Islamic</i>	<i>0.7%</i>	<i>0.7%</i>	<i>0.7%</i>	<i>0.4%</i>	<i>0.5%</i>
<i>Parents associations</i>	<i>4.8%</i>	<i>4.7%</i>	<i>4.6%</i>	<i>3.5%</i>	<i>3.8%</i>
<i>Individuals/NGOs</i>	<i>4.8%</i>	<i>5.4%</i>	<i>5.7%</i>	<i>6.5%</i>	<i>10.3%</i>

Source: School census, Ministry of Education

Data on the number of primary schools by owner shows that government and the catholic church owns 34.4% of the schools and 31.5% of the schools respectively. Protestant and NGOs own 17.5% and 10.3% of the schools respectively.

Table 1.3.3: Number of Gen. and prof. secondary schools by owner

School by Owner	2017	2018	2019	2020/21	2021/22
Total schools	1,567	1,416	1,452	1,869	1,955
Government	461	439	456	699	716
Catholic	632	606	617	727	744
Protestant	288	260	266	320	316
7th Day Adventist	21	16	18	26	26
Islamic	15	11	12	14	17
Parents associations	102	46	40	36	57
Individuals/NGOs	48	38	43	47	79
Percentages	100%	100%	100%	100%	100%
<i>Government</i>	<i>29.4%</i>	<i>31.0%</i>	<i>31.4%</i>	<i>37.4%</i>	<i>36.6%</i>
<i>Catholic</i>	<i>40.3%</i>	<i>42.8%</i>	<i>42.5%</i>	<i>38.9%</i>	<i>38.1%</i>
<i>Protestant</i>	<i>18.4%</i>	<i>18.4%</i>	<i>18.3%</i>	<i>17.1%</i>	<i>16.2%</i>
<i>7th Day Adventist</i>	<i>1.3%</i>	<i>1.1%</i>	<i>1.2%</i>	<i>1.4%</i>	<i>1.3%</i>
<i>Islamic</i>	<i>1.0%</i>	<i>0.8%</i>	<i>0.8%</i>	<i>0.7%</i>	<i>0.9%</i>
<i>Parents associations</i>	<i>6.5%</i>	<i>3.2%</i>	<i>2.8%</i>	<i>1.9%</i>	<i>2.9%</i>
<i>Individuals/NGOs</i>	<i>3.1%</i>	<i>2.7%</i>	<i>3.0%</i>	<i>2.5%</i>	<i>4.0%</i>

Source: School census, Ministry of Education

Data indicates that Government and catholic church owns most of the secondary schools, government own 36.6% of the schools while catholic church own 38.0% of the schools. Protestant and NGOs own 16.1% and 4.2% of the schools respectively.

Table 1.3.4: Number of schools with TVET level by owner

School by Owner	2017	2018	2019	2020/21	2021/22
Total schools	385	350	331	344	422
Government	94	95	91	99	152
Catholic	74	65	60	68	93
Protestant	57	64	50	41	54
7th Day Adventist	3	3	5	3	5
Islamic	6	6	5	6	4
Parents associations	62	58	66	54	52
Individuals/NGOs	89	59	54	73	62
Percentages	100%	100%	100%	100%	100%
<i>Government</i>	<i>24.4%</i>	<i>27.1%</i>	<i>27.5%</i>	<i>28.8%</i>	<i>36.0%</i>
<i>Catholic</i>	<i>19.2%</i>	<i>18.6%</i>	<i>18.1%</i>	<i>19.8%</i>	<i>22.0%</i>
<i>Protestant</i>	<i>14.8%</i>	<i>18.3%</i>	<i>15.1%</i>	<i>11.9%</i>	<i>12.8%</i>
<i>7th Day Adventist</i>	<i>0.8%</i>	<i>0.9%</i>	<i>1.5%</i>	<i>0.9%</i>	<i>1.2%</i>
<i>Islamic</i>	<i>1.6%</i>	<i>1.7%</i>	<i>1.5%</i>	<i>1.7%</i>	<i>0.9%</i>
<i>Parents associations</i>	<i>16.1%</i>	<i>16.6%</i>	<i>19.9%</i>	<i>15.7%</i>	<i>12.3%</i>
<i>Individuals/NGOs</i>	<i>23.1%</i>	<i>16.9%</i>	<i>16.3%</i>	<i>21.2%</i>	<i>14.7%</i>

Source: School census, Ministry of Education

Data indicates that Government and catholic church owns most of TVET schools, government own 36.0 % of the schools while catholic church own 22.0% of the schools. Another considerable share is owned by individuals/ NGOs and parents' associations, 14.7% and 12.3% respectively.

Table 1.3.5: Number of adult literacy centers by owner

Indicator/Year	2017	2018	2019	2020/21	2021/22
Total Centers	5,160	4,991	5,194	4,953	5,076
Churches	2,745	2,899	2,949	2,682	2,493
Government	2,129	1,947	1,959	2,086	2,406
NGOs & Projects	286	145	286	185	177
Percentage	100%	100%	100%	100%	100%
<i>Churches</i>	<i>53.2%</i>	<i>58.1%</i>	<i>56.8%</i>	<i>54.1%</i>	<i>49.1%</i>
<i>Government</i>	<i>41.3%</i>	<i>39.0%</i>	<i>37.7%</i>	<i>42.1%</i>	<i>47.4%</i>
<i>NGOs & Projects</i>	<i>5.5%</i>	<i>2.9%</i>	<i>5.5%</i>	<i>3.7%</i>	<i>3.5%</i>

Source: School census, Ministry of Education

Table 1.3.5 above indicates that a considerable share of adult literacy centers is owned by churches, owning 49.1% of the total adult literacy centers. Government owns 47.4% of the total adult literacy centers while NGOs/ project owns the least.

1.4 Classrooms in use and classes in school

Table 1.4.1: Total number of classrooms in use, by schools 'status

Schools 'status	2017	2018	2019	2020/21	2021/22
Total classrooms	54,215	56,029	59,032	76,133	77,629
In Public schools	14,957	15,659	16,515	26,171	27,027
In Government-subsidized schools	31,057	31,877	33,097	39,425	39,948
In Private schools	8,201	8,734	9,420	10,537	10,654
National Average pupils per classroom	62	60	60	50	50
In Public schools	68	66	66	54	55
In Government-subsidized schools	67	65	64	53	53
In Private schools	33	31	33	30	29

Source: School census, Ministry of Education

Table 1.4.1 shows the total number of classrooms in use and by school status. Data shows an increase of 1,496 classrooms between 2020/21 and 2021/22. Increase of the classrooms is seen in all categories of the schools with the highest increase in government subsidized schools.

Table 1.4.2: Number of preprimary classrooms, by schools 'status

Schools 'status	2017	2018	2019	2020/21	2021/22
Total classrooms	5,207	5,509	5,879	7,414	8,358
In Public schools	615	608	674	1,711	2,091
In Government-subsidized schools	1,896	2,234	2,050	2,467	3,182
In Private schools	2,696	2,667	3,155	3,236	3,085
Average pupils per classroom	42	41	48	40	41
In Public schools	52	53	62	46	50
In Government-subsidized schools	51	49	61	50	48
In Private schools	34	32	36	29	26

Source: School census, Ministry of Education

Table 1.4.2 presents the number of classrooms and pupil to classroom ratio in preprimary. The total number of classrooms in preprimary schools recorded in 2021/22 is 8,358, an increase of 944 classrooms from 2020/21. On average, there are 41 pupils per class at the preprimary school level. Based on this data, the country has not realized the recommended learner to classroom ratio (30:1). There exist disparities in class sizes across school status with public schools recording a high ratio. This shows a need to build more classrooms for preprimary education.

Table 1.4.3: Number of primary classrooms in use by school status

School status	2017	2018	2019	2020/21	2021/22
Total classrooms	31,927	32,548	34,468	46,604	46,010
Public	9,073	9,287	9,884	16,834	16,743
Government-subsidized	19,849	20,072	21,205	25,557	24,788
Private	3,005	3,189	3,379	4,213	4,479
Average Pupil per Classroom	80	77	73	59	60
Public	88	85	82	63	66
Government-subsidized	83	80	75	60	61
Private	32	32	32	32	31

Source: School census, Ministry of Education

Table 1.4.3 presents the number of classrooms and pupil to classroom ratio in the primary. The total number of classrooms in primary schools recorded in 2021/22 is 46010, a decrease of 594 classrooms from 2020/21. This decrease can be attributed to the increasing number of learners in preprimary where primary classrooms are being used for preprimary learners. On average, there are 68 pupils per class at the primary school level and this shows that the country has not yet achieved the recommended learner to classroom ratio (46:1). Disparities are seen in class sizes across school status with public schools and government subsidized schools recording a high rate of classroom pupil ratio. This implies that more classrooms are still needed to reduce the number of classrooms pupil ratio in primary schools.

Table 1.4.4: Number of primary school classes by school status

School status	2017	2018	2019	2020/21	2021/22
Total classes	59,572	56,683	53,364	67,166	61,109
Public	17,680	16,891	15,901	25,253	22,697
Government-subsidized	38,602	36,370	33,929	37,520	33,619
Private	3,290	3,422	3,534	4,393	4,793
Average Pupil per Class	43	44	47	41	45
Public	45	47	51	42	45
Government-subsidized	43	44	47	41	42
Private	29	30	31	30	28

Source: School census, Ministry of Education

Table 1.4.4 presents the number of primary school classes by school status. The total number of classes in primary schools decreased from 67,166 classes in 2020/21 to 61,109 classes in 2021/21. This shows efforts in the phasing out of the double shift system in primary education. The average pupil per class increased from 41 in 2020/21 to 42 in 2021/22. This could be explained by the increased number of pupils enrolled in primary schools.

Table 1.4.5: Number of primary classrooms in use per grade

Grade	2017	2018	2019	2020/21	2021/22
Number of classrooms	31,927	32,548	34,468	46,604	46,010
P1	5,975	5,825	5,537	10,028	8,912
P2	6,033	5,488	5,399	6,433	8,677
P3	5,646	5,373	5,051	6,128	6,519
P4	5,119	5,212	5,077	8,431	7,529
P5	4,662	4,884	7,112	8,655	7,892
P6	4,492	5,766	6,292	6,929	6,481
Average number of Pupils per classroom	80	77	73	59	60
P1	83	89	89	78	78
P2	88	84	86	70	73
P3	85	84	85	70	64
P4	82	82	83	48	53
P5	79	78	56	46	48
P6	54	45	48	42	35

Source: School census, Ministry of Education

Table 1.4.5 shows a decrease in the number of classrooms in primary one. This could be explained by the decrease in the number of enrolment of pupils in primary one compared to the year 2020/21 when a double intake of pupils was registered in primary one. Classrooms in use have increased in primary 2 due to the promotion of double intake of primary one. The average number of pupils per classroom is above 46:1 in all classes except in primary 6.

Table 1.4.6: Number of gen. and prof. secondary classrooms in use

School status	2017	2018	2019	2020/21	2021/22
Total Classrooms	14,067	15,126	15,825	18,895	19,965
Public	4,510	4,962	5,205	6,691	7,073
Government-subsidized	8,902	9,127	9,374	10,838	11,237
Private	655	1,037	1,246	1,366	1,655
Average students per Classroom	38	38	41	37	37
Public	39	38	41	37	37
Government-subsidized	36	39	42	37	38
Private	56	35	30	30	28

Source: School census, Ministry of Education

The number of classrooms has increased in public, government subsidized and private schools. On average, the students per classroom ratio remains at 37 in 2020/21. Private schools have the lowest ratio of 28:1; while Public stands at 37 and government subsidized at 38:1.

Table 1.4.7: Number of gen. and prof. secondary classrooms per grade

Grade	2017	2018	2019	2020/21	2021/22
Number of classrooms	14,067	15,367	15,825	18,895	19,965
S1	3,673	3,861	3,862	5,168	4,885
S2	3,075	3,171	3,371	4,263	4,458
S3	2,618	2,549	2,718	3,225	3,440
S4	1,639	1,974	2,003	2,264	2,735
S5	1,548	1,932	1,958	2,012	2,337
S6	1,514	1,880	1,913	1,963	2,110
Average students per Classroom	38	38	41	37	37
S1	42	48	51	42	46
S2	41	43	49	41	43
S3	38	39	44	40	36
S4	34	31	31	29	27
S5	31	27	29	27	27
S6	29	24	26	26	26

Source: School census, Ministry of Education

The student-to-classroom ratio varies across different grade levels. Generally, the ratio decreases as students progress to higher grades. In particular, S1 (the first year of secondary education) have the highest ratio, while S6 (the final year of secondary education) has the lowest ratio. Comparing the ratios between the academic years 2020/21 and 2021/22, there was an increase in the ratio for S1 and S2, while the ratio decreased for the other grades.

Table 1.4.8: Number of TVET classrooms for level I to 5

Status	2017	2018	2019	2020/21	2021/22
Total classrooms	3,014	2,846	2,860	3,220	3,296
Public	759	756	752	935	1,120
Government-subsidized	410	439	468	563	741
Private	1,845	1,651	1,640	1,722	1,435
Trainees per Classroom	26	28	28	27	25
Public	27	29	27	25	22
Government-subsidized	30	28	27	27	22
Private	25	28	28	29	29

Source: School census, Ministry of Education

The number of classrooms has increased in TVET from 3,220 in 2020/21 to 3,841 in 2021/22, an increase of 76 classrooms. A high increase is seen in public and government subsidized schools, which demonstrates efforts by the government to provide equal access to TVET schools. On average, the trainees per classroom ratio improved from 27 in 2020/21 to 22 in 2021/22, achieving the recommended trainee's classroom ratio (25:1). Private schools have the highest classroom trainee ratio.

Table 1.4.9: Number of TVET' classrooms per level

level	2017	2018	2019	2020/21	2021/22
Number of classrooms	3,014	2,846	2,860	3,220	3,296
Level 1	456	394	470	587	515
Level 2	101	30	17	29	21
Level 3	1,021	1,040	929	1,047	1,270
Level 4	778	728	784	796	816
Level 5	658	654	660	761	674
Trainees per Classroom	26	28	28	27	25
Level 1	25	22	24	25	25
Level 2	21	20	20	16	25
Level 3	24	28	28	29	22
Level 4	26	28	29	26	30
Level 5	33	32	28	28	27

Source: School census, Ministry of Education

General the number of trainees per classroom are below the standards of 25:1, except for level 4 and level 5 where one classroom is accommodating 30 and 27 trainees per classroom.

1.5 Number of desks in school

Table 1.5.1: Total number of desks, by schools' status

Schools' status	2017	2018	2019	2020/21	2021/22
Total desks	923,141	940,824	988,676	1,468,098	1,835,956
In Public schools	257,094	263,242	271,860	513,801	669,133
In Government-subsidized schools	527,559	528,909	539,788	738,765	932,513
In Private schools	138,488	148,673	177,028	215,532	234,310

Source: School census, Ministry of Education

In general, Table 1.5.1 shows that the number of desks increased from 1,468,098 desks in 2020/21 to 1,835,956 desks in 2021/22. This indicates an increase of 367,858 school desks from 2020/21. A high increase in school desks is observed in Government-subsidized schools from 738,765 desks in 2020/21 to 932,513 desks in 2021/22. This demonstrates an effort by the Government of Rwanda to reduce the number of pupils per desk and improve the learning environment.

Table 1.5.2: Number of Preprimary desks, by schools' status

Schools' status	2017	2018	2019	2020/21	2021/22
Total desks	86,607	103,993	119,279	174,905	195,061
In Public schools	11,763	13,780	15,565	40,357	50,544
In Government-subsidized schools	31,513	37,802	39,551	59,304	72,136
In Private schools	43,331	52,411	64,163	75,244	72,381
Average pupils per desk	3	2	2	2	2
In Public schools	3	2	3	2	2
In Government-subsidized schools	3	3	3	2	2
In Private schools	2	2	2	1	1

Source: School census, Ministry of Education

Table 1.5.2 shows the number of desks in pre-primary schools. The total number of desks in pre-primary schools increased from 174,905 in 2020/21 to 195,061 in 2021/22. This represents an increase of 20,156 desks. Growth is observed in public and government subsidized schools. This indicates government efforts in improving the learning environment for preprimary learners. However, a decrease in the number of desks is observed in private preprimary from 75,244 in 2020/21 to 72,381 in 2021/22. Data on the average pupil per desk indicates that the average pupil per desk has remained 2 from 2020/21 to 2021/22 in public and government subsidized schools. The average pupil per desk has remained 1 in private preprimary schools.

Table 1.5.3: Number of primary desks by school status

School status	2017	2018	2019	2020/21	2021/22
Total desks	534,700	529,285	539,277	876,638	1,184,099
Public	156,318	153,863	155,806	332,587	461,714
Government-subsidized	332,134	322,784	326,896	466,501	632,153
Private	46,248	52,638	56,575	77,550	90,232
Average Pupil per desk	5	5	5	3	2
Public	5	5	5	3	2
Government-subsidized	5	5	5	3	2
Private	2	2	2	2	2

Source: School census, Ministry of Education

Table 1.5.3 shows the number of desks in primary schools. The total number of desks in primary schools increased from 876,638 in 2020/21 to 1,184,099 in 2021/22. This represents an increase of 307,461 desks. An increase is observed in all categories of schools. Data on the average pupil per desk shows an improvement from 3 pupil per desk in 2020/21 to 2 pupil per desk in 2021/22. Based on this data, the country seems to have realized the recommended average pupil per desk in primary schools.

Table 1.5.4: Number of gen. and prof. secondary desks

Status	2017	2018	2019	2020/21	2021/22
Total desks	266,651	272,285	289,342	371,751	376,958
Public	81,253	87,023	89,849	127,667	130,961
Government-subsidized	144,423	146,608	151,054	187,133	212,040
Private	40,975	38,654	48,439	56,951	33,957
Average Pupils per desk	2	2	3	2	2
Public	2	2	3	2	2
Government-subsidized	2	2	3	2	2
Private	2	2	2	2	2

Source: School census, Ministry of Education

Table 1.5.4 shows that the total number of schools desks in the general and professional secondary was 376,958 in 2021/22. This indicates an increase of 5,207 school desks from 2020/21. There is, however, a reduction in school desks in private schools from 56,951 in 202/21 to 33,957 desks in 2021/22. This can be explained by the improvement in public schools which attracted more students to public schools. From 2020/21, the average number of pupils per desk have remained the same (2 pupil per desk) for both public and private general and secondary schools.

Table 1.5.5: Number of TVET desks for level I to 5

Status	2017	2018	2019	2020/21	2021/22
Total desks	44,414	43,255	47,645	56,053	79,838
Public	10,232	10,900	11,892	14,525	25,914
Government-subsidized	6,326	6,542	7,034	8,222	16,184
Private	27,856	25,813	28,719	33,306	37,740
Trainees per desks	2	2	2	2	1
Public	2	2	2	2	1
Government-subsidized	2	2	2	2	1
Private	2	2	2	1	1

Source: School census, Ministry of Education

Data on desks in TVET for level I to 5 shows an increase from 56,053 desks in 2020/21 to 79,838 desks in 2021/22. This represents an increase of 23,785 desks in TVET level I to 5. An increase in the number of desks is observed in all categories of schools. Table 1.5.5. shows an improvement in trainees per desk from 2 trainees per desk in 2020/21 to 1 trainee per desk in 2021/22.

Table 1.5.6: Number of Adult literacy desks

Indicators / Year	2017	2018	2019	2020/21	2021/22
Number of desks	35,183	35,261	40,778	44,804	44,536
Public	7,760	8,576	10,640	13,190	15,212
Government-subsidized	19,489	21,715	22,287	25,827	25,877
Private	7,934	4,970	7,851	5,787	3,447
Learners per desk	4	4	3	3	3
Public	6	4	4	4	4
Government-subsidized	4	3	3	2	2
Private	4	4	3	2	2

Source: School census, Ministry of Education

Data on desks in adult literacy centers shows a decrease in the number of desks from 44,804 desks in 2020/21 to 44,546 desks in 2021/22. This represents a decrease of 268 desks in adult literacy centers. A decrease in the number of desks is observed in private centers. Learners per desk remained the same. Three learners share a desk in the adult literacy centers.

1.6 Sport facilities in school

Table 1.6.1: Game and materials for Pre-Primary level in 2021/22

Games and materials	Preprimary with	Preprimary without	% of Pre-Primary with
Small Balls	866	2,942	22.7%
Toys	781	3,027	20.5%
Cubes shapes	596	3,212	15.7%
Swings	550	3,258	14.4%
Puzzles	509	3,299	13.4%
Ropes used in different games	512	3,296	13.4%
Bats and Balls	449	3,359	11.8%
Hand puppets	416	3,392	10.9%
Balance and fitness	362	3,446	9.5%
Ladders	324	3,484	8.5%
Rope trees and nets	253	3,555	6.6%
Big circles	296	3,512	7.8%
Climbing and gym equipment	239	3,569	6.3%
Roundabouts	248	3,560	6.5%
Toboggan: Sliding games	232	3,576	6.1%
Spring Rockers	192	3,616	5.0%
Small Bicycle	165	3,643	4.3%
Rocking	97	3,711	2.5%

Source: School census, Ministry of Education

Table 1.6.1 indicates the availability of games and materials in pre- primary level. Data shows that learners in preprimary schools have access to a variety of materials. However, a large number of schools have no materials which highlights the need to provide materials in preprimary schools.

Table 1.6.2: Sport facilities in primary and secondary schools in 2021/22

Levels of education	Football	Volleyball	Basketball	Gymnasium
Number of schools with playground	2,664	2,122	739	14
with Primary level	2,139	432	432	5
With Gen. and prof Secondary level	1,160	481	481	8
with TVET L1-L5 level	238	139	139	2
Number of schools without playground	2,178	2,720	4,103	4,828
with Primary level	1,692	3,399	3,399	3,826
With Gen. and prof Secondary level	1,032	1,711	1,711	2,184
with TVET L1-L5 level	1,720	1,819	1,819	1,956
Percentage of schools with playground	55.0%	43.8%	15.3%	0.3%
with Primary level	55.8%	11.3%	11.3%	0.1%
With Gen. and prof Secondary level	52.9%	21.9%	21.9%	0.4%
with TVET L1-L5 level	12.2%	7.1%	7.1%	0.1%

Source: School census, Ministry of Education

Data on sport facilities in primary and secondary schools indicates that 55% schools have football playground, 43.8% of the schools have volleyball playground, 15.3% of the schools have basketball playground and only 0.3% of the schools have gymnasium playground. Data demonstrates the need to provide sport facilities in all schools with more focus on with TVET L1-L5 level as this category of school lags behind.

2. LEARNERS

2.1 Number of learners per school status

Table 2.1.1: Number of total learners in Rwanda education system

Indicator/Year	2017	2018	2019	2020/21	2021/22
Total learners	3,614,004	3,619,871	3,750,252	4,029,848	4,159,782
Male	1,783,151	1,786,491	1,854,214	1,975,737	2,050,664
Female	1,830,853	1,833,380	1,896,038	2,054,111	2,109,118
% of Male	49.3%	49.4%	49.4%	49.0%	49.3%
% of Female	50.7%	50.6%	50.6%	51.0%	50.7%
Public schools	1,098,480	1,110,454	1,171,768	1,506,280	1,590,690
Male	546,970	556,061	588,029	745,710	792,307
Female	551,510	554,393	583,739	760,570	798,383
Government-subsidized schools	2,149,617	2,159,576	2,189,152	2,134,012	2,169,708
Male	1,050,577	1,056,498	1,071,594	1,036,099	1,058,085
Female	1,099,040	1,103,078	1,117,558	1,097,913	1,111,623
Private schools	365,907	349,841	389,332	389,556	399,384
Male	185,604	173,932	194,591	193,928	200,272
Female	180,303	175,909	194,741	195,628	199,112

Source: School census, Ministry of Education

The 2021/22 school year recorded a total number of 4,159,782 learners enrolled in pre-primary, primary, secondary, TVET L1-L5, higher education, TVET short courses and adult literacy, which represents 31.4% of 13,246,394 total Rwandan population in 2022. The proportion of female is higher (50.7%) than that of male (49.3%) and Primary education have the highest number of 2,742,901 pupils, which represent 65.9% of total number.

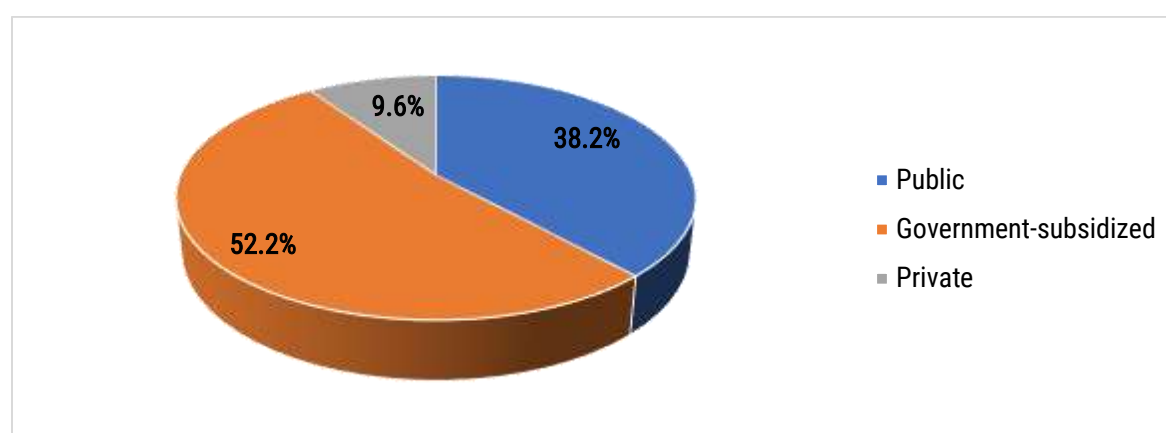


Figure 2.1: Share of learners in Rwanda education system by schools' status

Government subsidized schools have the highest number of students, 52.2% of the total students, followed by public schools with 38.2% of the total students while Private schools accommodate 9.6% of the total students.

Table 2.1.2: Number of children in Early Childhood Developments (ECDs)

Indicator/Year	2017	2018	2019	2020/21	2021/22
Total children in ECDs	225,669	233,197	289,118	297,021	1,033,011
Male	110,978	115,243	142,201	144,646	496,439
Female	114,691	117,954	146,917	152,375	536,572
% of Male	49.2%	49.4%	49.2%	48.7%	48.1%
% of Female	50.8%	50.6%	50.8%	51.3%	51.9%
Total children in ECED centers	5,234	6,491	6,690	3,198	677,686
Male	2,516	3,199	3,290	1,586	318,916
Female	2,718	3,292	3,400	1,612	358,770
ECED children in Formal centers	5,234	6,491	6,690	3,198	25,056
Male	2516	3,199	3,290	1,586	11,784
Female	2718	3,292	3,400	1,612	13,272
ECED children in non-formal centers*					652,630
Male					307,132
Female					345,498
Total pupils in Preprimary level	220,435	226,706	282,428	293,823	355,325
Male	108,462	112,044	138,911	143,060	177,523
Female	111,973	114,662	143,517	150,763	177,802

*Source: School census, Ministry of Education, * ECDs census, National Child Development Agency*

Table 2.1.2 illustrates that children in ECDs increased considerably from 297,021 children in 2020/21 to 1,033,011 children in 202/21, representing an increase of 735,990. Mainly because of the inclusion of data from the ECDs census where 677,686 are registered in ECED with 652,630 in non-formal ECED centres and 25,056 in formal ECDs. Data from the school census shows that 355,325 pupils are enrolled in preprimary level. The following figure shows the type of ECD center where those children are.

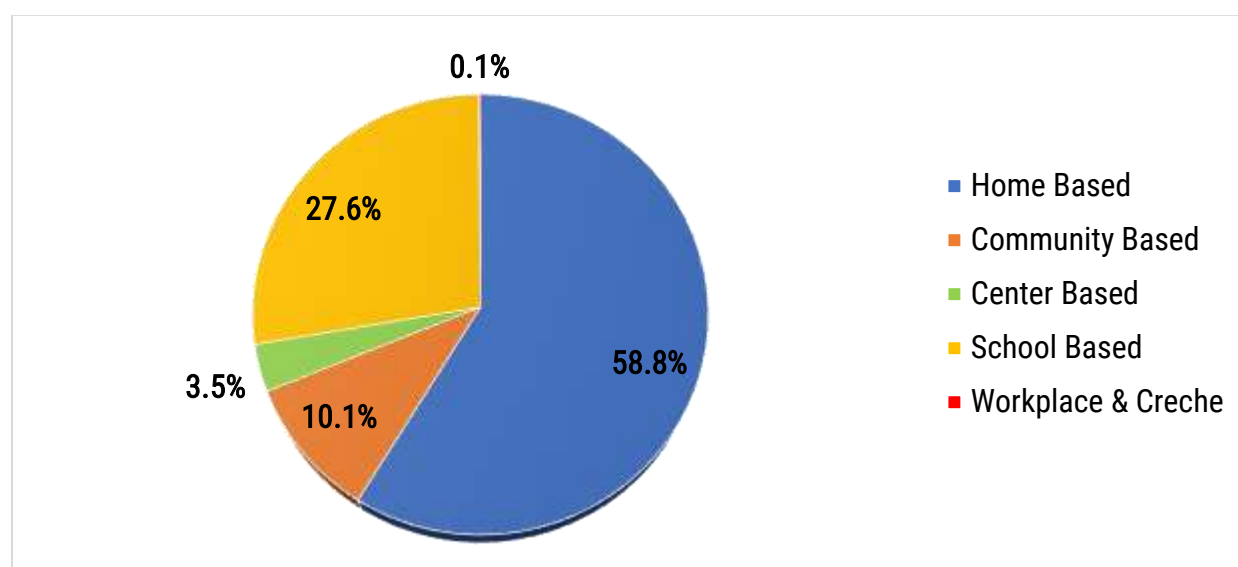


Figure 2.2: Number of children in Early Childhood Development centers

Figure 2.2 provides the proportion of children in different types of Early Childhood Development (ECD). The majority of children, 58.8% of the total, are enrolled in home-based ECD centers, with a total of 606,937 children. Community-based centers account for 10.1% of the children, with 104,084 enrolled. Center-based ECDs have 35,811 children (3.5%), while school-based centers have the largest share, with 27.6% of the children and a total of 284,998 enrolled. Workplace-based centers and creche centers have a minimal presence, with 1,1181 children, representing 0.1% of the total.

Table 2.1.3: Number of preprimary pupils

Indicator/Year	2017	2018	2019	2020/21	2021/22
Total pupils	220,435	226,706	282,428	293,823	355,325
Male	108,462	112,044	138,911	143,060	177,523
Female	111,973	114,662	143,517	150,763	177,802
% of Male	49.2%	49.4%	49.2%	48.7%	50.0%
% of Female	50.8%	50.6%	50.8%	51.3%	50.0%
Pupils in Public schools	32,281	31,940	41,646	77,893	107,447
Male	15,765	15,978	20,531	37,600	53,184
Female	16,516	15,962	21,115	40,293	54,263
Pupils in Government-subsidized schools	97,226	108,750	125,658	123,351	168,846
Male	47,431	53,386	61,610	59,455	83,850
Female	49,795	55,364	64,048	63,896	84,996
Pupils in Private schools	90,928	86,016	115,124	92,579	79,032
Male	45,266	42,680	56,770	46,005	40,489
Female	45,662	43,336	58,354	46,574	38,543

Source: School census, Ministry of Education

The enrollment data in table 2.1.3 shows an increase of pupils in preprimary level from 293,823 in 2020/21 to 355,325 in 2021/22. The number of male is equal to the number of Female. A high share of pupils in preprimary is recorded in government subsidized schools, 168,846 (about 47.5%) followed by pupils in public schools, 107,447 (about 30.2%), and the ate schools which enrolled 79,032 (about 22.2 %) of the total number of preprimary pupils. Participation in pre-primary education shows equal access to pre-primary education for both male and Female.

Table 2.1.4: Primary school pupils by school status

Description/Year	2017	2018	2019	2020/21	2021/22
Total primary pupils	2,540,374	2,503,705	2,512,465	2,729,116	2,742,551
Male	1,272,842	1,259,344	1,268,996	1,370,022	1,384,332
Female	1,267,532	1,244,361	1,243,469	1,359,094	1,358,219
% Of Male	50.1%	50.3%	50.5%	50.2%	50.5%
% Of Female	49.9%	49.7%	49.5%	49.8%	49.5%
Pupils in Public schools	796,899	790,906	812,077	1,063,617	1,097,453
Male	398,902	397,253	409,920	534,244	553,802
Female	397,997	393,653	402,157	529,373	543,651
Pupils in Government-subsidized schools	1,647,498	1,609,471	1,592,142	1,532,460	1,507,756
Male	825,558	810,129	804,421	768,918	761,619
Female	821,940	799,342	787,721	763,542	746,137
Pupils in Private schools	95,977	103,328	108,246	133,039	137,342
Male	48,382	51,962	54,655	66,860	68,911
Female	47,595	51,366	53,591	66,179	68,431

Source: School census, Ministry of Education

Table 2.1.4 shows an increasing trend in the enrolment of primary school pupils between 2020/21 and 2021/22. The number of pupils in primary schools has increased from 2,729,116 in 2020/21 to 2,742,551 in 2021/22 standing for an increase of 0.4%. The same table shows that the number of male is higher than that of Female at this level of education. The Fifth Rwanda Population and Housing Census, 2022 showed that the number of male between 6- 11 years of age is higher than that of Female. Government subsidized and public schools continue to accommodate a high number of pupils in primary education. Primary pupils in government subsidized schools represent 54.9%, followed by public schools, 40% and then private school pupils which recorded only 5%.

Table 2.1.5: Number of lower secondary students

Description/Year	2017	2018	2019	2020/21	2021/22
Total Lower secondary Students	382,661	422,093	481,138	521,631	540,634
Male	176,797	194,314	219,915	239,474	245,840
Female	205,864	227,779	261,223	282,157	294,794
<i>% of Male</i>	<i>46.2%</i>	<i>46.0%</i>	<i>45.7%</i>	<i>45.9%</i>	<i>45.5%</i>
<i>% of Female</i>	<i>53.8%</i>	<i>54.0%</i>	<i>54.3%</i>	<i>54.1%</i>	<i>54.5%</i>
Students in Public schools	125,053	138,482	160,034	190,088	199,249
Male	58,857	64,617	74,384	88,199	91,989
Female	66,196	73,865	85,650	101,889	107,260
Students in Government-subsidized schools	232,874	258,660	295,952	304,064	313,737
Male	104,640	116,232	131,872	136,416	139,144
Female	128,234	142,428	164,080	167,648	174,593
Students in Private schools	24,734	24,951	25,152	27,479	27,648
Male	13,300	13,465	13,659	14,859	14,707
Female	11,434	11,486	11,493	12,620	12,941

Source: School census, Ministry of Education

Table 2.1.5 shows that the number of students enrolled in lower secondary education in 2021/22 is 540,634 from 521,632 in 2020/21, female students accounted for 54.5% compared to their male counterparts with 45.5%. A higher number of students are recorded in government subsidized schools, 313,737(58.0%), followed by those in public schools, 199,249(36.8%), and then private schools that recorded 27,648 (5.11%).

Table 2.1.6: Number of general and professional upper secondary students

Description/Year	2017	2018	2019	2020/21	2021/22
Total Students	148,716	156,804	167,809	171,994	189,660
Male	66,248	70,468	75,203	76,222	79,198
Female	82,468	86,336	92,606	95,772	110,462
<i>% of Male</i>	<i>44.5%</i>	<i>44.9%</i>	<i>44.8%</i>	<i>44.3%</i>	<i>41.8%</i>
<i>% of Female</i>	<i>55.5%</i>	<i>55.1%</i>	<i>55.2%</i>	<i>55.7%</i>	<i>58.2%</i>
Students in Public schools	49,264	52,205	55,883	58,923	63,058
Male	23,292	24,948	26,566	27,250	27,992
Female	25,972	27,257	29,317	31,673	35,066
Students in Government-subsidized schools	87,664	93,266	100,171	100,034	108,717
Male	37,541	40,136	42,941	42,851	44,711
Female	50,123	53,130	57,230	57,183	64,006
Students in Private schools	11,788	11,333	11,755	13,037	17,885
Male	5,415	5,384	5,696	6,121	6,495
Female	6,373	5,949	6,059	6,916	11,390

Source: School census, Ministry of Education

Table 2.1.6 shows that the total number of students enrolled in general and professional upper secondary enrolment was 189,660 in 2021/22. There is an increase of 10.2% in enrolment between 2020/21 and 2021/22 from 171,994 to 189,660. Female students accounted for 58.2% compared to their male counterparts with 41.8%. The government interventions aiming at ensuring female students are progressing through education system and complete secondary education are starting to bear fruits. The fifth Rwanda Population and Housing Census, 2022 indicated that the share of females age between 7-18 years of age attending schools is higher than that of male. Government-subsidized schools enrolled 103,230 standing for 57.2%, followed by public schools with an enrolment of 60,033 students constituting 33.3% while private enrolment accounted for only 17,247 students constituting 9.6 % of total enrolment.

Table 2.1.7: Total TVET trainees in level I to 5

Description/Year	2017	2018	2019	2020/21	2021/22
Total trainees	79,595	79,388	83,157	89,221	83,458
Male	43,500	43,585	46,573	47,518	48,623
Female	36,095	35,803	36,584	41,703	34,835
% of Male	54.7%	54.9%	56.0%	53.3%	58.3%
% of Female	45.3%	45.1%	44.0%	46.7%	41.7%
Trainees in Public schools	20,634	21,563	24,671	24,261	25,191
Male	12,368	12,849	15,952	14,292	15,006
Female	8,266	8,714	8,719	9,969	10,185
Trainees in Government-subsidized schools	12,208	12,170	12,411	15,056	16,272
Male	6,853	6,595	6,682	7,741	9253
Female	5,355	5,575	5,729	7,315	7019
Trainees in Private schools	46,753	45,655	46,075	49,904	41,995
Male	24,279	24,141	23,939	25,485	24,364
Female	22,474	21,514	22,136	24,419	17,631

Source: School census, Ministry of Education

Enrollment data in TVET level 1 to 5 shows that a total of 83,458 students were enrolled, unlike previous years, this number does not include students who are enrolled in accounting. The accounting trade has been moved from TVET trades to a professional course. As always, female enrolment remained low (41.7%) compared to male (58.3%) in TVET schools. Contrarily to the other levels of education, private schools in TVET registered the highest number of students 41,995(50.3%), followed by public schools with 23,784 students (30.1%) and government-subsidized schools with 16,272 students (19.4%).

Table 2.1.8: Number of students in TVET schools and accounting

TVET vs Accounting	2020/21			2021/22		
	TVET	Accounting	Total	TVET	Accounting	Total
Total Students	79,434	9,787	89,221	83,458	9,291	92,749
Male	45,801	1,717	47,518	48,623	1,528	47,947
Female	33,633	8,070	41,703	34,835	7,763	40,725
Students in Public schools	22,479	1,782	24,261	25,191	1,892	25,676
Male	13,857	435	14,292	15,006	439	14,669
Female	8,622	1,347	9,969	10,185	1,485	11,007
Students in Government-subsidized schools	12,716	2,340	15,056	16,272	2,106	17,860
Male	7,339	402	7,741	9,253	401	9,389
Female	5,377	1,938	7,315	7,019	1,742	8,471
Students in Private schools	44,239	5,665	49,904	41,995	5,012	45,136
Male	24,605	880	25,485	24,364	688	23,889
Female	19,634	4,785	24,419	17,631	4,536	21,247

Source: School census, Ministry of Education

Table 2.1.8 shows the number of students enrolled in TVET and accounting separately. Data shows that the number of students enrolled in TVET increased by 4,024 from 79,434 students in 2020/21 to 83,458 students in 2021/22. Though private schools registered a high number of students in TVET, an increase in the enrolment of students in TVET is seen in the public and government subsidized schools with a decrease in private schools. Female students continue to be poorly represented in TVET institutions. A slight decrease is seen in the enrollment of students in accounting with a difference of 496 students enrolled between 2020/21 to 2021/22. Unlike in the TVET institutions, a high share of female is enrolled in accounting.

Table 2.1.9: Higher education Institution students

Indicator/Year	2016/17	2017/18	2018/19	2020/21	2021/22
Total number of students	91,193	89,160	86,206	88,448	95,863
Male	49,908	51,119	49,090	48,757	53,771
Female	41,285	38,041	37,116	39,691	42,092
% of Male	54.7%	57.3%	56.9%	55.1%	56.1%
% of Female	45.3%	42.7%	43.1%	44.9%	43.9%
Students in Public HEIs	38,595	38,338	35,719	37,177	42,753
Male	25,518	26,247	24,364	24,657	27,373
Female	13,077	12,091	11,355	12,520	15,380
% of Male	66.1%	68.5%	68.2%	66.3%	64.0%
% of Female	33.9%	31.5%	31.8%	33.7%	36.0%
Students in Private HEIs	52,598	50,822	50,487	51,271	53,110
Male	24,390	24,872	24,726	24,100	26,398
Female	28,208	25,950	25,761	27,171	26,712
% of Male	46.4%	48.9%	49.0%	47.0%	49.7%
% of Female	53.6%	51.1%	51.0%	53.0%	50.3%

Source: School census, Ministry of Education

Table 2.1.9 displays an increase in higher education enrolments from 88,448 in 2020/21 to 95,863 in 2020/21. Public institution enrolments rose by 15.0% to 42,753, while private increased by 3.6% to 53,110. Private universities had the highest share of 55.5% while public represents 44.6%. Male enrolment represented 56.1% overall, with public institutions having a higher number of males (64.0%) while Female enrolment exceeded male enrolment in private institutions with 50.3%.

Table 2.1.10: Students enrolled in Polytechnics

Indicator/Year	2016/17	2017/18	2018/19	2020/21	2021/22
Total students in Polytechnics	10,420	13,447	14,078	13,172	13,393
Male	7,881	9,661	10,135	9,582	9,961
Female	2,539	3,786	3,943	3,590	3,432
% of Male	75.6%	71.8%	72.0%	72.7%	74.4%
% of Female	24.4%	28.2%	28.0%	27.3%	25.6%
Students in Public Polytechnics	7,964	9,409	9,374	9,912	10,511
Male	6,280	7,162	7,315	7,643	7,755
Female	1,684	2,247	2,059	2,269	2,756
% of Male	78.9%	76.1%	78.0%	77.1%	73.8%
% of Female	21.1%	23.9%	22.0%	22.9%	26.2%
Students in Private Polytechnics	2,456	4,038	4,704	3,260	2,882
Male	1,601	2,499	2,820	1,939	2,206
Female	855	1,539	1,884	1,321	676
% of Male	65.2%	61.9%	59.9%	59.5%	76.5%
% of Female	34.8%	38.1%	40.1%	40.5%	23.5%

Source: School census, Ministry of Education

Table 2.1.10 shows a slight increase in the number of students in polytechnic institutions from 13,172 in 2020/21 to 13,393 in 2021/22 and a significant difference between males and females. More males continued to be enrolled in polytechnic institutions than females. The table highlights that only 25.6% of the students enrolled were female. The number of females in Private Polytechnic institutions decreased from 1,321 in 2020/21 to 676 in 2021/22, thereby making a decrease of 49% (645) from the previous academic year. This highlights the need to conduct awareness campaigns to sensitize Female to join polytechnics. Affirmative actions aimed at increasing the number of females in polytechnic institutions should also be taken.

Table 2.1.11: Students enrolled in General Higher Education

Indicator/Year	2016/17	2017/18	2018/19	2020/21	2021/22
Total students	80,773	75,713	72,128	75,276	82,470
Male	42,027	41,458	38,955	39,175	43,810
Female	38,746	34,255	33,173	36,101	38,660
% of Male	52.0%	54.8%	54.0%	52.0%	53.1%
% of Female	48.0%	45.2%	46.0%	48.0%	46.9%
Students in Public Institutions	30,631	28,929	26,345	27,265	32,242
Male	19,238	19,085	17,049	17,014	19,618
Female	11,393	9,844	9,296	10,251	12,624
% of Male	62.8%	66.0%	64.7%	62.4%	60.8%
% of Female	37.2%	34.0%	35.3%	37.6%	39.2%
Students in Private Institutions	50,142	46,784	45,783	48,011	50,228
Male	22,789	22,373	21,906	22,161	24,192
Female	27,353	24,411	23,877	25,850	26,036
% of Male	45.5%	47.8%	47.9%	46.2%	48.2%
% of Female	54.6%	52.2%	52.2%	53.8%	51.8%

Source: School census, Ministry of Education

Table 2.1.11 shows a notable increase in the number of students in General Higher Education from 75,128 in 2020/21 to 82,470. The increase is seen in both public and private institutions. On average, the share of male students is higher than that of female students. However, there is a higher number of female students in private institutions. This demonstrates a need to encourage female students to be more registered in general higher public institutions.

Table 2.1.12: Learners in adult literacy centers

Indicator/Year	2017	2018	2019	2020/21	2021/22
Total learners	152,015	132,365	127,117	127,054	116,028
Male	61,556	51,220	49,096	44,776	44,097
Female	90,459	81,145	78,021	82,278	71,931
% of Male	40.5%	38.7%	38.6%	35.2%	38.0%
% of Female	59.5%	61.3%	61.4%	64.8%	62.0%
Learners in Public centers	43,791	37,020	41,738	54,321	55,152
Male	17,431	14,169	16,312	19,468	22,593
Female	26,360	22,851	25,426	34,853	32,559
Learners in Government-subsidized centers	73,181	77,259	62,818	59,047	54,380
Male	29,226	30,020	24,068	20,718	19,508
Female	43,955	47,239	38,750	38,329	34,872
Learners in Private centers	35,043	18,086	22,561	13,686	6,496
Male	14,899	7,031	8,716	4,590	1,996
Female	20,144	11,055	13,845	9,096	4,500

Source: School census, Ministry of Education

Table 2.1.13 illustrates the number of learners in adult literacy centres. Data indicates a decrease in number of learners in adult literacy centers from 127,054 in 2020/21 to 116,028 in 2021/22. This represents a decrease by 8.6%. Female learners outnumber male learners in adult literacy centres. A notable decrease is recorded in private centres, from 13,686 learners in 2020/21 to 6,496 learners in 2021/22. Government subsidized centre recorded a decrease of 4,667 learners. A decrease in the number of learners in the private centres can be attributed to the shutdown of some private centres. Some government subsidized centres have also closed, and this affected the enrollment of learners in adult literacy centres. There is a need to collaborate with private sector and Faith Based Organizations to ensure adult centres are reopening.

2.2 Number of learners per grade

Table 2.2.1: Enrolled primary school pupils by grade

Grade	Sex	2017	2018	2019	2020/21	2021/22
P1	Total	493,786	517,243	494,212	774,777	690,797
	Male	255,953	268,745	256,655	394,442	364,379
	Female	237,833	248,498	237,557	380,335	326,418
P2	Total	533,724	461,499	465,591	446,437	634,011
	Male	278,399	239,865	241,597	229,520	324,752
	Female	255,325	221,634	223,994	216,917	309,259
P3	Total	478,937	452,745	428,101	427,881	416,259
	Male	245,021	233,530	220,463	218,078	212,456
	Female	233,916	219,215	207,638	209,803	203,803
P4	Total	421,915	429,412	423,894	398,579	396,724
	Male	208,425	214,819	215,066	200,534	197,465
	Female	213,490	214,593	208,828	198,045	199,259
P5	Total	367,509	382,746	400,713	393,326	377,208
	Male	174,152	183,634	196,043	193,151	182,753
	Female	193,357	199,112	204,670	200,175	194,455
P6	Total	244,503	260,060	299,954	288,116	227,552
	Male	110,892	118,751	139,172	134,297	102,527
	Female	133,611	141,309	160,782	153,819	125,025

Source: School census, Ministry of Education

Table 2.2.1 shows the number of pupils enrolled in primary education by grade. Data shows that pupils enrolled in P1 decreased by 83,980 between 2020/21 and 2021/22. There has been a single intake of P1 in 2021/22 which explains the decrease in the enrollment of P1 pupils. Data shows an increase in the enrollment of P2 pupils from 446,437 pupils in 2020/21 to 634,011 pupils in 2021/23. This increase is explained by the larger cohort of P1 that transitioned into P2. A decrease in the enrollment is seen in all other grades, from P3 to P6.

Data on enrollment in table 2.2.1 enlightens the issue of educational loss in primary education. While 493,786 pupils started primary one in 2017, only 377,208 pupils reached Primary 5. That means 116,578 pupils (about 23.6%) withdraw before they reach primary five. A high share of those who withdraw from the primary education system are male, about 62.6%.

Table 2.2.2: Lower secondary school student's enrolment

Indicator/Year	Sex	2017	2018	2019	2020/21	2021/22
Secondary 1	Total	155,889	184,327	197,464	217,514	222,655
	Male	71,441	84,790	90,632	100,783	103,005
	Female	84,448	99,537	106,832	116,731	119,650
Secondary 2	Total	126,132	137,503	164,610	174,014	192,712
	Male	58,353	62,972	74,950	79,310	86,907
	Female	67,779	74,531	89,660	94,704	105,805
Secondary 3	Total	100,640	100,263	119,064	130,103	125,267
	Male	47,003	46,552	54,333	59,381	55,928
	Female	53,637	53,711	64,731	70,722	69,339

Source: School census, Ministry of Education

Table 2.2.2 shows that the number of students enrolled in lower secondary education increased from 217,514 in 2020/21 to 222,655 in 2021/22, an increase of 5,141 students. Female students outnumbered male students in all classes. Data shows that 72,197 students (about 36.5%) who registered in senior one in 2019 did not reach senior three. A high share of those who withdraw before they reach senior three are Female, 37,493 (about 51.9%).

Table 2.2.3: General and professional upper secondary school student's enrolment

Indicator/Year	Sex	2017	2018	2019	2020/21	2021/22
Secondary 4	Total	56,446	60,842	62,368	65,486	73,678
	Male	24,925	27,162	27,830	28,225	30,178
	Female	31,521	33,680	34,538	37,261	43,500
Secondary 5	Total	48,551	51,525	56,346	55,320	61,987
	Male	21,757	23,064	25,175	24,968	25,464
	Female	26,794	28,461	31,171	30,352	36,523
Secondary 6	Total	43,719	44,437	49,095	51,188	53,995
	Male	19,566	20,242	22,198	23,029	23,556
	Female	24,153	24,195	26,897	28,159	30,439

Source: School census, Ministry of Education

Table 2.2.3 shows that the number of students enrolled in upper secondary education increased from 65,486 in 2020/21 to 66,146 in 2021/22, an increase of 660 students. Female students outnumbered male students in all classes. Data shows that 14,167 students (about 22.7%) who registered in senior four in 2019 did not reach senior six. A high share of those who took longer in

the system or withdrew before they reached senior six are Female, 8,299(about 58.5%). There is a need to ensure Female are progressing through education and completing secondary education.

Table 2.2.4: Total number of TVET trainees

Levels	2017	2018	2019	2020/21	2021/22
Total trainees	107,501	102,485	107,167	110,954	132,727
Male	65,327	57,643	63,138	63,008	75,496
Female	42,174	44,842	44,029	47,946	57,231
<i>% of Male</i>	<i>60.8%</i>	<i>56.2%</i>	<i>58.9%</i>	<i>56.8%</i>	<i>56.9%</i>
<i>% of Female</i>	<i>39.2%</i>	<i>43.8%</i>	<i>41.1%</i>	<i>43.2%</i>	<i>43.1%</i>
Trainees in TVET short courses	17,486	9,650	9,932	8,561	35,876
Male	13,946	4,397	6,430	5,908	16,912
Female	3,540	5,253	3,502	2,653	18,964
Trainees in TVET level 1 to 2	13,351	9,412	15,788	16,535	13,296
Male	6,958	4,980	9,412	7,269	6,236
Female	6,393	4,432	6,376	9,266	7,060
Trainees in TVET level 3 to 5	66,244	69,976	67,369	72,686	70,162
Male	36,542	38,605	37,161	40,249	42,387
Female	29,702	31,371	30,208	32,437	27,775
Trainees in polytechnics	10,420	13,447	14,078	13,172	13,393
Male	7,881	9,661	10,135	9,582	9,961
Female	2,539	3,786	3,943	3,590	3,432

Source: School census, Ministry of Education

Table 2.2.4 illustrates the total number of TVET trainees. Data indicates an increase in the number of TVET trainees from 110,954 trainees in 2020/21 to 132,727 trainees in 2021/22. TVET Trainees increased by 21,773. The peak enrollment is seen in TVET short courses. The share of male trainees is higher than that of female trainees. The latter represents only 43.1% (a slight decrease compared to the year before) of the total TVET trainees. This highlights the need to conduct awareness campaigns to sensitize Female to join polytechnics. Affirmative actions aimed at increasing the number of females in polytechnic institutions should also be taken.

Table 2.2.5: TVET trainee's enrolment from level 1 to 5

Levels	Sex	2017	2018	2019	2020/21	2021/22
Level 1	Total	11,274	8,810	15,464	16,075	12,780
	Male	5,932	4,707	9,244	7,044	5,920
	Female	5,342	4,103	6,220	9,031	6,860
Level 2	Total	2,077	602	324	460	516
	Male	1,026	273	168	225	316
	Female	1,051	329	156	235	200
Level 3	Total	24,603	28,732	25,885	30,692	27,410
	Male	13,590	16,218	14,459	17,134	16,261
	Female	11,013	12,514	11,426	13,558	11,149
Level 4	Total	19,846	20,361	22,748	20,666	24,287
	Male	11,011	10,924	12,469	11,380	14,669
	Female	8,835	9,437	10,279	9,286	9,618
Level 5	Total	21,795	20,883	18,736	21,328	18,465
	Male	11,941	11,463	10,233	11,735	11,457
	Female	9,854	9,420	8,503	9,593	7,008

Source: School census, Ministry of Education

The differences observed in levels 1 and 2 can be attributed to the nature of these levels, allowing trainees to progress based on completed modules. In contrast, levels 3 to 5 require successful completion of the previous level to advance. The decrease between 2020/21 and 2021/22, as shown in Table 2.1.9, is explained by the accounting shift from TVET.

2.3 Learners by specialization

Table 2.3.1: Upper secondary students by learning area

Description/Year	2017	2018	2019	2020/21	2021/2022
Students in Sciences combinations	78,892	84,642	90,567	92,405	99,630
Male	35,031	38,022	40,276	40,795	42,305
Female	43,861	46,620	50,291	51,610	57,325
% of Male	44.4%	44.9%	44.5%	44.1%	42.5%
% of Female	55.6%	55.1%	55.5%	55.9%	57.5%
Students in Humanities combinations	30,562	31,900	34,981	35,177	32,671
Male	14,476	15,267	16,536	16,354	15,207
Female	16,086	16,633	18,445	18,823	17,464
% of Male	47.4%	47.9%	47.3%	46.5%	46.5%
% of Female	52.6%	52.1%	52.7%	53.5%	53.5%
Students in Languages combinations	29,865	31,076	32,941	33,691	36,294
Male	12,965	13,705	14,742	14,757	15,117
Female	16,900	17,371	18,199	18,934	21,177
% of Male	43.4%	44.1%	44.8%	43.8%	41.7%
% of Female	56.6%	55.9%	55.2%	56.2%	58.3%
Students in TTC	9,397	9,186	9,320	10,721	11,565
Male	3,776	3,474	3,649	4,316	4,924
Female	5,621	5,712	5,671	6,405	6,641
% of Male	40.2%	37.8%	39.2%	40.3%	42.6%
% of Female	59.8%	62.2%	60.8%	59.7%	57.4%
Students in TVET L3_L5	66,244	69,976	67,369	72,686	70,162
Male	36,542	38,605	37,161	40,249	42,387
Female	29,702	31,371	30,208	32,437	27,775
% of Male	55.2%	55.2%	55.2%	55.4%	60.4%
% of Female	44.8%	44.8%	44.8%	44.6%	39.6%
Students in Accounting					9,291
Male					1,528
Female					7,763
% of Male					16.4%
% of Female					83.6%
Nursing					209
Male					117
Female					92
% of Male					56.0%
% of Female					44.0%

Source: School census, Ministry of Education

Table 2.3.1 illustrates the enrollment of upper secondary students by learning areas. Overall, there is a significant increase in all learning areas over the four years. The highest enrolment has been recorded in science combinations (99,630 students) followed by TVET (70,162 students) while the

lowest enrolment is recorded in Nursing with 209 students. Gender disparities in enrolment are clear in all learning areas. Female students outnumbered male students in sciences (57.5%), in Humanities (53.5%), in languages (58.3%), in TTC (57.4%) and in accounting (83.6%). However, female students have low representation in TVET (39.6%) and in nursing (44%).

Table 2.3.2: Upper secondary students per learning area in 2021/22

Grade	Sex	Science	Humanities	Languages	TTC	TVET	Nursing	Accounting	Total
S4/Y1/L3	Total	40,806	11,709	13,631	4,382	27,410	209	2,941	101,088
	Male	16,798	5,295	5,512	1,950	16,261	117	506	46,439
	Female	24,008	6,414	8,119	2,432	11,149	92	2,435	54,649
S5/Y2/L4	Total	30,227	11,340	12,681	4,242	24,287		3,497	86,274
	Male	12,667	5,258	5,137	1,810	14,669		592	40,133
	Female	17,560	6,082	7,544	2,432	9,618		2,905	46,141
S6/Y3/L5	Total	28,597	9,622	9,982	2,941	18,465		2,853	72,460
	Male	12,840	4,654	4,468	1,164	11,457		430	35,013
	Female	15,757	4,968	5,514	1,777	7,008		2,423	37,447
Total	Total	99,630	32,671	36,294	11,565	70,162	209	9,291	259,822
	Male	42,305	15,207	15,117	4,924	42,387	117	1,528	121,585
	Female	57,325	17,464	21,177	6,641	27,775	92	7,763	138,237

Source: School census, Ministry of Education

Table 2.3.2 shows the number of upper secondary students per learning area. Sciences have the highest enrolment with 99,630 students, constituting 38.3% of the total student population. TVET is the second major field with 70,162, about 27.0% of the total student population. The learning area with the lowest student enrolment is Nursing with only 209 students constituting 0.1% of the total student population. Table 2.3.1 also shows a higher share of female students' enrolment than male students across all the learning areas except for TVET and Nursing.

Table 2.3.3: Proportion of upper secondary students per grade in 2021/22

Grade	Sex	Science	Humanities	Languages	TTC	TVET	Nursing	Accounting	Total
S4/Y1/L3	Total	40.4%	11.6%	13.5%	4.3%	27.1%	0.2%	2.9%	100%
	Male	36.2%	11.4%	11.9%	4.2%	35.0%	0.3%	1.1%	100%
	Female	43.9%	11.7%	14.9%	4.5%	20.4%	0.2%	4.5%	100%
S5/Y2/L4	Total	35.0%	13.1%	14.7%	4.9%	28.2%	0.0%	4.1%	100%
	Male	31.6%	13.1%	12.8%	4.5%	36.6%	0.0%	1.5%	100%
	Female	38.1%	13.2%	16.3%	5.3%	20.8%	0.0%	6.3%	100%
S6/Y3/L5	Total	39.5%	13.3%	13.8%	4.1%	25.5%	0.0%	3.9%	100%
	Male	36.7%	13.3%	12.8%	3.3%	32.7%	0.0%	1.2%	100%
	Female	42.1%	13.3%	14.7%	4.7%	18.7%	0.0%	6.5%	100%
Total	Total	38.3%	12.6%	14.0%	4.5%	27.0%	0.1%	3.6%	100%
	Male	34.8%	12.5%	12.4%	4.0%	34.9%	0.1%	1.3%	100%
	Female	41.5%	12.6%	15.3%	4.8%	20.1%	0.1%	5.6%	100%

Source: School census, Ministry of Education

Table 2.3.3 shows that a high proportion of students in upper secondary education are enrolled in sciences (38.3%) and in TVET (27.0%). A high share are female students in science. However, the trend reverses in TVET where female students are lower compared to male students. In general, there are government interventions that aimed at having more students in sciences and TVET are bearing fruits.

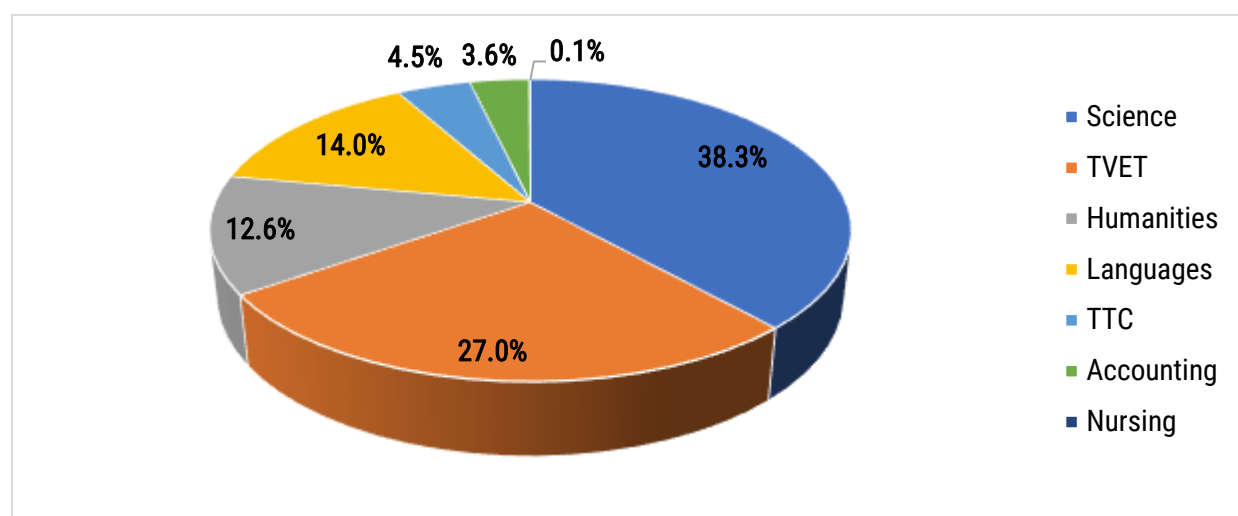


Figure 2.3: Share of upper secondary students by specialization

Table 2.3.4: Higher education students enrolled by field of education.

Field of Education/Year	2016/17	2017/18	2018/19	2020/21	2021/22
Education	10,906	8,938	10,875	14,021	20,276
Male	6,892	5,513	6,402	8,149	11,524
Female	4,014	3,425	4,473	5,872	8,752
Arts and Humanities	2,741	1,533	973	4,108	5,773
Male	737	924	590	2,459	3,476
Female	2,004	609	383	1,649	2,297
Social Sciences, Journalism and Information	4,309	5,001	6,258	2,907	2,129
Male	2,065	2,861	3,151	1,446	1,165
Female	2,244	2,140	3,107	1,461	964
Business, Administration and Law	30,360	29,408	25,708	21,437	22,459
Male	12,999	13,361	11,481	8,346	9,409
Female	17,361	16,047	14,227	13,091	13,050
Natural Sciences, Mathematics and Statistics	3,977	2,984	3,775	5,821	5,802
Male	2,614	2,020	2,461	3,251	3,117
Female	1,363	964	1,314	2,570	2,685
Information and Communication Technologies	9,309	7,540	9,427	9,171	10,168
Male	5,984	4,930	5,888	5,631	6,528
Female	3,325	2,610	3,539	3,540	3,640
Engineering, Manufacturing and Construction	11,228	14,241	14,220	13,020	13,105
Male	9,292	11,391	11,423	10,402	10,296
Female	1,936	2,850	2,797	2,618	2,809
Agriculture, Forestry, Fisheries and Veterinary	4,302	2,576	2,907	4,160	4,741
Male	2,597	1,725	1,909	2,514	2,771
Female	1,705	851	998	1,646	1,970
Health and Welfare	7,230	8,251	6,726	6,296	7,625
Male	3,545	4,442	3,477	3,297	3,910
Female	3,685	3,809	3,249	2,999	3,715
Services	6,831	8,688	5,337	7,507	3,785
Male	3,183	3,952	2,308	3,262	1,575
Female	3,648	4,736	3,029	4,245	2,210

Source: School census, Ministry of Education

Business, Administration and Law, and Education have had the highest student population for the last two academic years. Specifically, during the 2020/21 academic year, 14,021 students were enrolled in Education, and the number increased to 20,276 students in the academic year 2020/22. In 2020/21 the Social Sciences, Journalism and Information field had the lowest student enrolment of 2,129. During the 2021/22 academic year, the number of students enrolled in Services decreased from 7,507 in 2020/21 to 3,785.

Table 2.3.5: TVET short courses trainees by type of intervention

Interventions	2016/17	2017/18	2018/19	2020/21	2021/22
Total	17,486	9,650	9,932	8,561	35,876
Male	13,946	4,397	6,540	5,908	16,912
Female	3,540	5,253	3,392	2,653	18,964
% Male	79.8%	45.6%	65.8%	69.0%	47.1%
% Female	20.2%	54.4%	34.2%	31.0%	52.9%
School based training	-	-	-	-	15,354
Male	-	-	-	-	5,315
Female	-	-	-	-	10,039
Recognition of Prior Learning	10,283	347	1,044	5,029	6,384
Male	9,868	321	1,012	4,432	5,217
Female	415	26	32	597	1,167
Industrial Based Training	1,448	386	58	769	7,580
Male	820	185	30	332	3,663
Female	628	201	28	437	3,917
Massive Vocation Training	3,973	1,942	886	662	3,063
Male	2,305	1,241	413	431	1,120
Female	1,668	701	473	231	1,943
Rapid Response Training	1,300	1,250	300	2,101	1,722
Male	624	308	99	713	696
Female	676	942	201	1,388	1,026
Other programs	482	5,725	7,644	-	1,773
Male	329	2,342	4,986	-	901
Female	153	3,383	2,658	-	872

Source: School census, Ministry of Education

As illustrated in table 2.3.5, the school-based training was the newly introduced program and the most dominant in 2021/22 with a total of 15,354 trainees representing 45.2% of the total trainees in short courses. The share of female trainees is higher than that of male trainees representing 52.9% of the total trainees. Other programs include reconversion program that phases out in 2019, dual training and specific training delivered by institutions like GIZ, Anabel or Kilimo trust.

2.4 Science Technology Engineering and Mathematics students

Table 2.4.1: STEM students enrolled in upper secondary

Description/Year	2017	2018	2019	2020/21	2021/22
Total STEM Students	119,092	140,056	146,317	143,950	158,809
Male	62,455	76,141	80,867	77,397	83,098
Female	56,637	63,915	65,450	66,553	75,711
% of Male	52.4%	54.4%	55.3%	53.8%	52.3%
% of Female	47.6%	45.6%	44.7%	46.2%	47.7%
Students in Public schools	36,274	44,788	48,858	42,227	51,125
Male	18,782	24,773	28,236	22,200	26,583
Female	17,492	20,015	20,622	20,027	24,542
Students in Government-subsidized schools	53,685	58,105	62,367	63,038	70,378
Male	24,504	26,749	28,271	29,024	31,717
Female	29,181	31,356	34,096	34,014	38,661
Students in Private schools	29,133	37,163	35,092	38,685	37,306
Male	19,169	24,619	24,360	26,173	24,798
Female	9,964	12,544	10,732	12,512	12,508

Source: School census, Ministry of Education

Since 2017, the enrolment in STEM subjects in upper secondary has grown from 119,092 students to 158,809 students in 2021/22. While this may look like a linear increase, STEM Students increased from 143,950 in 2020/21 to 158,809 in 2021/22. In addition, the table shows that a gender gap does exist in STEM programs. Overall, Table 2.4.2 shows that the percentage of STEM students has been growing at a high rate of 9.2 between 2020/21 and 2021/22. Disappointingly the percentage of female students in STEM fields has remained constantly low compared to male students. The rate at which STEM students increased differs among the types of schools. Public schools record the highest increase of 14.4%, from 50.8% in 2020/21 to 64.1% in 2021/22. This shows that more efforts have been made in awareness campaigns and setting up various affirmative actions aimed at increasing the number of students in STEM-related trades.

Table 2.4.2: Percentage of STEM students enrolled in upper secondary

Description/Year	2017	2018	2019	2020/21	2021/22
Percentage of STEM Students	56.8%	58.7%	58.3%	55.1%	64.1%
Male	62.7%	66.3%	66.4%	62.5%	71.7%
Female	51.4%	51.6%	50.7%	48.4%	57.4%
Percentage in Public schools	58.6%	60.0%	60.7%	50.8%	65.2%
Male	61.6%	64.9%	66.4%	53.4%	70.2%
Female	55.8%	55.0%	54.2%	48.1%	60.5%
Percentage in Government-subsidized schools	54.3%	55.1%	55.4%	54.8%	59.7%
Male	56.0%	57.2%	57.0%	57.4%	62.4%
Female	52.9%	53.4%	54.2%	52.7%	57.7%
Students in Private schools	59.3%	64.0%	60.7%	61.5%	72.4%
Male	75.4%	83.3%	82.2%	82.8%	91.2%
Female	42.0%	42.9%	38.1%	39.9%	51.5%

Source: School census, Ministry of Education

Overall, Table 2.4.2 shows that the percentage of STEM students has been growing at a high rate of 9.2 between 2020/21 and 2021/22. The percentage of female students in STEM fields has remained constantly low compared to male students. The rate at which STEM students increased differs among the types of schools. Public schools record the highest increase of 14.4%, from 50.8% in 2020/21 to 65.2% in 2021/22. This demonstrates the positive effect of the government initiatives that aim at increasing the number of students in STEM-related subjects.

Table 2.4.3: STEM students enrolled in Higher education

Description/Year	2016/17	2017/18	2018/19	2020/21	2021/22
Total STEM Students	36,046	35,592	37,055	43,348	47,655
Male	24,032	24,508	25,158	28,113	30,327
Female	12,014	11,084	11,897	15,235	17,328
<i>% of Male</i>	<i>66.7%</i>	<i>68.9%</i>	<i>67.9%</i>	<i>64.9%</i>	<i>63.6%</i>
<i>% of Female</i>	<i>33.3%</i>	<i>31.1%</i>	<i>32.1%</i>	<i>35.2%</i>	<i>36.4%</i>
STEM Students in Public Institutions	21,583	21,183	21,909	26,016	30,761
Male	15,037	15,476	15,902	18,176	20,261
Female	6,546	5,707	6,007	7,840	10,500
STEM Students in Private Institutions	14,463	14,409	15,146	17,332	16,894
Male	8,995	9,032	9,256	9,937	10,066
Female	5,468	5,377	5,890	7,395	6,828

Source: School census, Ministry of Education

Table 2.4.3 illustrates the number of STEM students enrolled in Higher Education. Data shows an increase of 4,307 STEM students enrolled from 2020/21 to 2021/22. However, the increase is observed in public institutions, private institutions has recorded a decrease in the number of STEM students from 17,332 students to 16,894 students. The share of male students is higher than that of female students representing 63.6% of the total STEM students. This discrepancy is observed in both public and private institutions. It clearly demonstrates the need to ensure female students are encouraged to register in STEM subject at High Education.

Table 2.4.4: Percentage of STEM students enrolled in Higher education

Description/Year	2016/17	2017/18	2018/19	2020/21	2021/22
Total Students	39.5%	39.9%	43.0%	49.0%	49.7%
Male	48.2%	47.9%	51.2%	57.7%	69.2%
Female	29.1%	29.1%	32.1%	38.4%	44.8%
Students in Public Institutions	55.9%	55.3%	61.3%	70.0%	72.0%
Male	58.9%	59.0%	65.3%	73.7%	74.0%
Female	50.1%	47.2%	52.9%	62.6%	68.3%
Students in Private Institutions	27.5%	28.4%	30.0%	33.8%	31.8%
Male	36.9%	36.3%	37.4%	41.2%	38.1%
Female	19.4%	20.7%	22.9%	27.2%	25.6%

Source: School census, Ministry of Education

Overall, Table 2.4.4 shows that the percentage of STEM students has been growing at a low rate of 0.7 between 2020/21 and 2021/22. The percentage of female students in STEM fields has remained constantly low in both public and private institutions. This shows that more efforts are needed to ensure Female are encouraged to join STEM subjects.

2.5 Learners by age

Table 2.5.1: Number of enrolled learners in 2021/22 per age group and level of education

Age group	< 3	3-5	6-11	12-14	15-17	18-22	>22	Total
Preprimary	3,961	258,876	92,488	-	-	-	-	355,325
Primary	-	41,486	1,691,925	741,975	237,121	29,645	749	2,742,901
Lower secondary	-	-	1,531	121,551	304,308	111,890	1,391	540,671
Upper secondary	-	-	-	548	39,340	137,773	11,999	189,660
TVET L3- L5	-	-	-	144	14,002	51,965	4,051	70,162
TVET L1- L2	-	-	-	-	2,237	7,930	3,129	13,296
TVET short course	-	-	-	79	3,034	18,634	14,129	35,876
Polytechnics	-	-	-	-	-	4,679	8,714	13,393
General Higher education	-	-	-	-	17	19,686	62,767	82,470
Adult literacy	-	-	-	65	478	4,952	110,533	116,028
Total	3,961	300,362	1,785,944	864,362	600,537	387,154	217,462	4,159,782

Source: School census, Ministry of Education

Table 2.5.1 illustrates the numbers of learners enrolled in the education system per age group and level of education. Data indicates of 355,325 learners enrolled in pre-primary, 258,876 (72.8%) are within the age range of 3-5 years, the right age range for pre-primary learners. Data also indicates that of the 2,742,901 learners enrolled in primary schools, 1,691,925(61.6%) are between the age range of 6-11 years, the right age range for primary learners. Data shows that of the 540,671 students enrolled in Lower secondary schools, 121,551(22.4%) are between the age range of 12-14 years, the right age range for lower secondary school students. For those enrolled in upper secondary, 39,340 representing 20.7% are between the age range of 15-17 years of age. In TVET L3 L5, the enrolled trainees who are within the right age range represent only 7.3%. Majority of trainees in TVET are above the correct age group.

Table 2.5.2: Number of over-age learners for grade

Description/Year	2017	2018	2019	2020/21	2021/22
Total over-age learners	818,521	660,330	650,478	866,769	1,804,465
Male	430,759	364,957	360,107	449,965	940,499
Female	387,762	295,373	290,371	416,804	863,966
Over-age pupils in preprimary	7,377	6,931	6,561	1,414	92,488
Male	3,752	3,626	3,390	577	47,089
Female	3,625	3,305	3,171	837	45,399
Over-age pupils in primary	696,818	521,992	504,287	672,523	1,209,552
Male	367,441	291,036	280,834	354,742	647,298
Female	329,377	230,956	223,453	317,781	562,254
Over-age students in lower Secondary	89,806	94,796	88,105	132,241	334,741
Male	47,532	50,330	47,298	62,926	162,828
Female	42,274	44,466	40,807	69,315	171,913
Overaged students in gen. and Prof. upper Secondary	15,776	20,271	36,234	40,142	121,937
Male	7,268	10,790	19,073	19,167	54,176
Female	8,508	9,481	17,161	20,975	67,761
Over-age students in TVET L3-L5	8,744	16,340	15,291	20,449	45,747
Male	4,766	9,175	9,512	12,553	29,108
Female	3,978	7,165	5,779	7,896	16,639

Source: School census, Ministry of Education

Table 2.5.2 shows a notable rise in over-age students across different education levels, with the highest number in primary education. The increase in over-age students in 2020/21 can be attributed to delay of one year due to COVID-19 school closures, while the increase in 2021/22 may be linked to the implementation of a new law lowering the official school age. To address this issue, it is important to raise awareness among parents and communities to ensure that all 6-year-old learners are starting primary education on time.

Table 2.5.3: Percentage of learners over-age for grade

Description/Year	2017	2018	2019	2020/21	2021/22
Overall % of over-age learners	24.4%	19.5%	18.5%	22.9%	46.3%
Male	25.9%	21.8%	20.7%	24.1%	48.7%
Female	22.8%	17.3%	16.4%	21.7%	43.9%
% of over-age pupils in preprimary	3.3%	3.1%	2.3%	0.5%	26.0%
Male	3.5%	3.2%	2.4%	0.4%	26.5%
Female	3.2%	2.9%	2.2%	0.6%	25.5%
% of over-age pupils in primary	27.4%	20.8%	20.1%	24.6%	44.1%
Male	28.9%	23.1%	22.1%	25.9%	46.8%
Female	26.0%	18.6%	18.0%	23.4%	41.4%
% of over-age students in lower Secondary	23.5%	22.5%	18.3%	25.4%	61.9%
Male	26.9%	25.9%	21.5%	26.3%	66.2%
Female	20.5%	19.5%	15.6%	24.6%	58.3%
% of over-age students in Gen. and prof. upper Secondary	10.6%	12.9%	21.6%	23.3%	64.3%
Male	11.0%	15.3%	25.4%	25.1%	68.4%
Female	10.3%	11.0%	18.5%	21.9%	61.3%
% of over-aged students in TVET L3-L5	13.2%	23.4%	22.7%	28.1%	65.2%
Male	13.0%	23.8%	25.6%	31.2%	68.7%
Female	13.4%	22.8%	19.1%	24.3%	59.9%

Source: School census, Ministry of Education

Table 2.5.3 demonstrates a decrease in the percentage of over-age students from 2017 to 2019. However, the subsequent increase between 2019 and 2020/21 can be attributed to a one-year delay caused by an extended period of school closure. Furthermore, the situation worsened between 2020/21 and 2021/22 due to a reduction in the official school age by one year. As we progress to higher levels, the percentage of over-age students tends to rise, with males being more prone to being over-age than females.

Table 2.5.4: People aged 3-22 in school and out of school by official school age

Age group	3-5 years	6-11 years	12-14 years	15-17 years	18-22 years
Total populations**	1,071,139	1,937,762	947,107	939,789	1,352,795
Male	536,957	970,363	472,054	468,581	664,418
Female	534,182	967,399	475,053	471,208	688,377
In school *	300,362	1,785,944	864,362	600,537	387,154
Male	148,563	895,251	417,635	288,629	195,092
Female	151,799	890,693	446,727	311,908	192,062
Out of school	770,777	151,818	82,745	339,252	965,641
Male	388,394	75,112	54,419	179,952	469,326
Female	382,383	76,706	28,326	159,300	496,315

*Source: *School census, Ministry of Education, **RPHC5 population census, 2022 (NISR)*

Table 2.5.4 provides data on the number of people aged 3-22 who are in school and out of school, categorized by official school age groups. Among those in school, the highest numbers are in the 6-11 years age group, with 1,785,944 individuals, followed by 12-14 years with 864,362 individuals. The lowest number in school is in the 3-5 years age group, with 300,362 individuals; some children in this age group are still at home or are accommodated in ECDs centers.

On the other hand, the number of individuals out of school is highest in the 18-22 years age group, with 965,641 individuals, which is linked to the fact that few individuals continue to higher education. The lowest number out of school is in the 12-14 years age group, with 82,745 individuals.

Table 2.5.5: Participation rate for children aged 3 - 6 years

Indicator/Year	2017	2018	2019	2021	2022	2022
Preprimary age group	4-6 years					3-5 years
Overall	29.9%	31.8%	37.0%	42.3%	48.6%	28.0%
Male	29.4%	31.2%	36.3%	41.3%	48.1%	27.7%
Female	30.5%	32.4%	37.7%	43.4%	49.0%	28.4%
One year before primary	6 years					5 years
Overall	47.1%	52.6%	57.1%	72.2%	71.3%	46.8%
Male	46.8%	52.0%	56.4%	71.1%	71.0%	46.2%
Female	47.4%	53.1%	57.9%	73.3%	71.6%	47.5%

Source: *School census, Ministry of Education, **Population Census 2012, 2022 (NISR)

Table 2.5.5 presents a rise in the participation rate of children within the age range for attending preprimary education (4-6 years), increasing from 42.3% in 2021 to 48.6% in 2022. However, with the change in official school age to 3-5 years this indicator stands at 28.0%.

The participation rate for children one year before starting preprimary experienced a decrease, from 72.2% to 71.3% for those aged 6 years. When considering the current official age of starting primary at 6 years, this indicator shifts to those aged 5 years with 46.8% of participation rate. Notably, at this early age, females exhibit higher enrollment rates compared to males.

Table 2.5.6: Participation rate for people aged 6-18

Indicator/Year	2017	2018	2019	2021	2022	2022
Primary age group	7-12 years					6-11 years
Overall	98.7%	98.6%	99.0%	99.3%	96.9%	92.2%
Male	98.7%	98.7%	99.3%	99.0%	96.8%	92.3%
Female	98.8%	98.5%	98.6%	99.6%	97.0%	92.1%
Secondary age group	13-18 years					12-17 years
Overall	72.1%	72.4%	69.5%	76.4%	69.1%	77.6%
Male	71.0%	71.5%	68.3%	74.5%	66.6%	75.1%
Female	73.2%	73.2%	70.6%	78.3%	71.5%	80.2%
Primary and secondary age group	7-18 years					6-17 years
Overall	86.3%	86.1%	84.2%	87.9%	83.1%	85.0%
Male	85.8%	85.8%	83.8%	86.9%	81.8%	83.8%
Female	86.8%	86.4%	84.6%	89.0%	84.3%	86.2%

Source: *School census, Ministry of Education, **Population Census 2012, 2022 (NISR)

Table 2.5.6 illustrates a decline in the participation rate of children aged 7-12 years, from 99.3% in 2021 to 96.9% in 2022. However, with the change in the official school age for primary to 6-11 years this rate stands at 92.2%. Similarly, a decrease is observed in the participation rate of children in the secondary school age range, dropping from 76.4% to 69.1%, with the change in official school age, this rate stands at 77.6%. Examining the participation rate for children in the secondary school age range, a decrease is evident, dropping from 87.9% to 83.1%. With the new school age range there is 85.0% of people aged between 6-17 in schools.

Table 2.5.7: Participation rate for people aged 3 - 23

Indicator/Year	2017	2018	2019	2021	2022	2022
Youth age group	15-24 years					
Overall	42.7%	32.3%	35.8%	38.1%		38.6%
Male	42.8%	32.6%	35.7%	37.6%		38.6%
Female	42.6%	32.0%	35.9%	38.5%		38.5%
Higher education age group	19-23 years				18-22 years	
Overall	16.6%	9.8%	12.8%	17.5%	22.7%	28.6%
Male	18.0%	10.8%	13.7%	18.2%	23.9%	29.4%
Female	15.2%	8.9%	11.8%	16.8%	21.5%	27.9%
School age group	4-23 years				3-22 years	
Overall	62.5%	61.3%	59.6%	65.3%	64.5%	63.0%
Male	62.5%	61.3%	59.4%	64.7%	64.1%	62.5%
Female	62.6%	61.3%	59.7%	65.9%	64.9%	63.6%

Source: *School census, Ministry of Education, **Population Census 2012, 2022 (NISR)

Table 2.5.5. indicates that the participation rate of youth (15-24 years) stands at 38.6%. The participation rate for people aged between 18-22 years old stands at 28.9%. Overall, the participation rate for people aged 3-22 (official school age for all levels from pre-primary to higher education) is 63.0%.

2.6 Gross and net enrolment rate

Table 2.6.1: National average for Gross and Net enrolment rate

Indicator/Year	2017	2018	2019	2020/21	2021/22	2021/22
Age range	4-18 years				3-17 years	
Gross Enrolment Rate (Overall)	67.1%	67.2%	70.4%	74.5%	73.6%	72.4%
GER Male	66.7%	66.8%	70.0%	73.4%	72.9%	71.6%
GER Female	67.6%	67.5%	70.8%	75.5%	74.4%	73.1%
Net Enrolment Rate (Overall)	50.9%	49.7%	49.2%	53.1%	51.3%	45.6%
NER Male	50.0%	50.2%	48.2%	51.8%	50.0%	44.4%
NER Female	51.8%	49.3%	50.1%	54.5%	52.7%	46.9%

Source: *School census, Ministry of Education, **Population Census 2012, 2022 (NISR)

The official pre-primary, primary and secondary school age was 4-18 years but with the new law this shifted to 3-17 years. According to Table 2.6.1, there is a decline in the national average for both Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) in pre-primary, primary, and secondary education. When considering same age group (4-18 years), the GER decreased from 74.5% in 2020/21 to 73.6% in 2021/22, while the NER dropped from 53.1% to 51.3%. with the change in the official school age to 3-17 years, the GER stands at 72.4% and the NER is at 45.6%.

Table 2.6.2: Preprimary Gross and Net enrollment rate

Indicator/Year	2017	2018	2019	2020/21	2021/22	
Age range	4-6 years					3-5 years
Gross Enrolment Rate (Overall)	24.1%	24.4%	29.8%	30.0%	33.3%	33.2%
GER Male	23.7%	24.0%	29.1%	29.0%	33.2%	33.1%
GER Female	24.5%	24.8%	30.6%	31.1%	33.4%	33.3%
Net Enrolment Rate (Overall)	20.6%	20.8%	24.6%	25.9%	27.9%	24.2%
NER Male	20.2%	20.4%	24.0%	25.0%	27.8%	23.9%
NER Female	20.9%	21.2%	25.1%	26.8%	28.0%	24.4%

Source: *School census, Ministry of Education, ****Population Census 2012, 2022 (NISR)

The old official pre-primary school age was between 4-6 years and with the new law this shifted to 3-5 years. Table 2.6.2 shows that Gross Enrolment Rate (for the 4-6 years) increased from 30.0% in 2020/21 to 33.3% in 2021/22. On the other hand, the pre-primary school net enrolment rate (considering same age group 4-6) has increased from 25.9% in 2020/21 to 27.9% in 2021/22. Referring to the current official pre-primary school age in Rwanda, the preprimary Gross enrollment rate (for 3-5 years) is 33.2% while net enrolment rate with the same age group is 24.2%. The proportion of female is always higher than that of male.

Table 2.6.3: Primary Gross and Net enrollment rate

Indicator/Year	2017	2018	2019	2020/21	2021/22	
Age range	7-12 years					6-11 years
Gross Enrolment Rate (Overall)	139.1%	137.5%	138.8%	149.8%	144.8%	141.5%
GER Male	140.1%	139.0%	140.8%	150.5%	146.0%	142.7%
GER Female	138.2%	136.1%	136.7%	149.1%	143.5%	140.4%
Net Enrolment Rate (Overall)	98.0%	98.3%	98.5%	98.9%	95.2%	87.3%
NER Male	97.8%	98.0%	98.4%	98.7%	95.2%	87.3%
NER Female	98.1%	98.5%	98.6%	99.1%	95.3%	87.3%

Source: *School census, Ministry of Education, **Population Census 2012, 2022 (NISR)

Gross Enrolment Ratio and Net Enrolment Rate at the primary school level were derived using a population aged between 7 and 12 (old official school-going age for primary school) and 6-11 years (current official school age for primary school) and corresponding number for primary school enrolment. Table 2.6.3 shows an improvement in the Gross Enrolment Rate in primary (with 7 - 12

age group) from 149.8% in 2020/21 to 144.8 % in 2021/22. However, GER exceeds 100% due to the over-aged and under-aged students; at this stage the number of over-age students is high. The Net Enrolment Rate (with 7-12 age group) decreased from 98.9% in 2020/21 to 95.2% in 2021/22. Table 2.6.3 reveals that the primary GER and NER for Rwanda (using current primary school age of 6 to 11 years) in 2021/22 stands at 141.5% and 87.3%. Generally, there is no significant difference between Male and Female for net enrolment rate.

Table 2.6.4: Secondary Gross and Net enrollment rate

Secondary NER & GER	2017	2018	2019	2020/21	2021/22	
Age range	13-18 years					12-17 years
Gross Enrolment Rate (Overall)	38.2%	39.6%	42.5%	43.6%	42.9%	42.4%
GER Male	36.3%	37.5%	40.1%	40.7%	39.4%	39.1%
GER Female	40.1%	41.7%	45.0%	46.4%	46.2%	45.8%
Net Enrolment Rate (Overall)	34.1%	30.1%	24.5%	34.6%	30.8%	25.4%
NER Male	31.9%	32.1%	22.1%	31.7%	26.9%	21.8%
NER Female	36.3%	28.2%	26.7%	37.5%	34.6%	29.0%

Source: *School census, Ministry of Education, **Population Census 2012, 2022 (NISR)

Before the official secondary school age was between 13-18 years and with the new law this shifted to 12-17 years. Table 2.6.4 shows that secondary schools Gross Enrolment Rate (GER) with 13 to 18 age group decreased from 43.6% in 2020/21 to 42.9% in 2021/22. On the other hand, Net Enrolment Rate with the same age group decreased from 34.6% to 30.8%.

When considering the current official secondary school-age which is between 12-17 years, GER and NER stands at 42.4% and 25.4% respectively. The rate for females is higher than that of males.

Table 2.6.5: Lower secondary Gross and Net enrollment rate

Lower secondary NER & GER	2017	2018	2019	2020/21	2021/22	
Age range	13-15 years					12-14 years
Gross Enrolment Rate (Overall)	44.9%	47.7%	53.0%	56.9%	56.9%	57.1%
GER Male	41.9%	44.3%	48.7%	52.5%	51.9%	52.1%
GER Female	47.9%	51.2%	57.2%	61.2%	61.9%	62.1%
Net Enrolment Rate (Overall)	24.4%	27.2%	31.5%	31.3%	22.6%	12.8%
NER Male	21.8%	24.2%	27.7%	28.9%	18.6%	10.5%
NER Female	27.0%	30.2%	35.3%	33.7%	26.6%	15.2%

Source: *School census, Ministry of Education, **Population Census 2012, 2022 (NISR)

The old official school-age for lower secondary school was 13–15 years and the current official school age is now between 12-14 years. Table 2.6.5 shows that when considering the 13-15 age group, Gross Enrolment Rate (GER) remains stable at 56.9% in both 2020/21 and 2020/21 and the Net Enrolment Rate (NER) decreased from 31.3% in 2021/22 to 22.6% in 2021/22. With the current

official school age of 12-14 years, the GER and NER stands at 57.1% and 12.8%, respectively. Furthermore, GER and NER for female is higher than that of male students.

Table 2.6.6: Upper secondary Gross and Net enrollment rate

Upper secondary NER & GER	2017	2018	2019	2020/21	2021/22	
Age range	16-18 years					15-17 years
Gross Enrolment Rate (Overall)	30.6%	30.4%	30.9%	29.7%	28.3%	27.6%
GER Male	29.9%	29.8%	30.3%	28.3%	26.6%	25.9%
GER Female	31.3%	31.0%	31.4%	31.0%	30.0%	29.3%
Net Enrolment Rate (Overall)	23.8%	21.9%	16.5%	13.7%	10.6%	5.7%
NER Male	22.9%	20.7%	15.8%	12.6%	8.9%	4.6%
NER Female	24.6%	23.2%	17.2%	14.8%	12.3%	6.7%

Source: *School census, Ministry of Education, **Population Census 2012, 2022 (NISR)

Previously, the official school age population for upper secondary school was 16–18 years with the new education law this shifted to 15-17 years. Table 2.6.6 shows that the Gross Enrolment Rate and Net Enrolment Rate with 16-18 years age group decreased respectively from 29.7 % in 2020/21 to 28.3% in 2021/22 and from 13.7 % in 2020/21 to 10.6% in 2021/22. With current official school age of 15-17 years GER and NER are 27.6% and 5.7%, respectively. The GER and NER for female students aged 15-17 is higher than that of male students.

Table 2.6.7: Higher education GER and students per 100,000 inhabitants

Indicator/Year	2016/17	2017/18	2018/19	2020/21	2021/22	2021/22
Age range	19-23 years					18-22 years
Gross enrollment rate in HEIs	8.1%	7.8%	7.4%	7.1%	7.6%	7.1%
Male	9.1%	9.1%	8.6%	8.0%	8.7%	8.1%
Female	7.2%	6.5%	6.2%	6.3%	6.5%	6.1%
Students per 100,000 inhabitants	772	737	697	683	724	
Male	872	872	817	774	836	
Female	678	611	583	597	617	

Source: *School census, Ministry of Education, **RPHC4_population projection, 2012 (NISR)

The theoretical school-age for higher education use to be 19-23 years with the change in official school age this shifted to 18-22. Table 2.6.7 shows that higher education gross enrolment ratio (with the 19-23 age group) increased from 7.1% in 2021/22 to 7.6% in 2021/22. However, with the change to 18-22 years this remains unchanged to 7.1%. Generally, the GER of males is higher than the GER of females (8.1% against 6.1%, respectively).

On average 724 per 100,000 people in Rwanda are enrolled in higher education in 2021/22. Table 2.6.7. shows an increase from 683 in 2020/21 to 724 in 2021/22. A high number of students per

100,000 inhabitants indicate an important level of participation in higher education in relation to the country's population.

Table 2.6.8: Gender parity index in enrollment

Indicators	2017	2018	2019	2020/21	2021/22
GPI in NER at Preprimary	1.03	1.04	1.05	1.07	1.02
GPI in NER at Primary	1.00	1.01	1.00	1.00	1.00
GPI in NER at Lower Secondary	1.24	1.25	1.27	1.17	1.45
GPI in NER at Upper Secondary	1.07	1.12	1.09	1.17	1.38
GPI in TVET enrolment	0.83	0.82	0.79	0.88	0.72
GPI in GER at Higher Education	0.79	0.71	0.72	0.79	0.76

Source: School census, Ministry of Education

The Gender Parity Index (GPI) serves as an indicator of gender equality between females and males. A GPI value below 1 suggests a higher level of disparity for females, while a GPI value above 1 indicates a higher level of disparity in favor of males. The ideal number for equality is 1

Table 2.6.8 indicates Gender Parity Index in enrollment. Data shows that at Preprimary, primary, lower and upper secondary, there was gender disparity in favour of Female, while in TVET and Higher Education there was gender disparity in favour of male.

2.7 Gross and net intake rate

Table 2.7.1: Primary Gross and Net intake rate

Indicator/Year	2017	2018	2019	2020/21	2021/22	
Age	7 years					6 years
Gross Intake Rate in P1 (Overall)	120.7%	138.2%	138.0%	221.1%	135.4%	129.8%
GIR_P1 Male	124.2%	142.8%	142.6%	222.4%	139.7%	134.2%
GIR_P1 Female	117.1%	133.7%	133.4%	219.7%	131.0%	125.4%
Net Intake Rate in P1 (Overall)	79.5%	80.0%	80.4%	81.5%	44.0%	39.6%
NIR_P1 Male	81.7%	81.9%	82.6%	81.3%	45.1%	39.4%
NIR_P1 Female	77.3%	78.1%	78.2%	81.7%	42.8%	39.9%
Age	12 years					11 years
Gross Intake Rate in P6 (Overall)	79.3%	82.9%	95.4%	95.7%	68.4%	72.5%
GIR_P6 Male	72.3%	76.1%	89.0%	89.3%	61.5%	64.6%
GIR_P6 Female	86.2%	89.6%	101.8%	101.2%	75.3%	80.4%
Net Intake Rate in P6 (Overall)	19.6%	22.2%	27.5%	26.9%	9.9%	2.9%
NIR_P6 Male	17.1%	19.4%	24.6%	26.0%	7.9%	2.2%
NIR_P6 Female	22.0%	25.1%	30.4%	27.8%	12.0%	3.6%

*Source: *School census, Ministry of Education, **Population Census, 2012, 2022 (NISR)*

The primary Gross Intake Rate (GIR) in P1 refers to new enrolment in primary one (repeaters excluded) regardless of age expressed as a proportion of the official school starting age population and the primary school Net Intake Rate (NIR) refers to the total enrolment in primary one at the official age expressed as a proportion of the population of the official school starting age.

Considering the old primary school starting age (7 years), the GIR in P1 decreased from 221.1% in 2020/21 to 135.4% in 2021/22. The Net Intake Rate in P1 for pupils aged 7 years also decreased from 81.5% in 2020/21 to 44.0% in 2021/22. The decrease in NIR for P1 highlights the issue of late entry to P1 for children aged 7. The NIR P1 (for pupils aged 7 years) ESSP target of 88.7% by 2021/22 was not achieved as well as the GIR P6 ESSP target of 86.9% by 2021/22.

Gross Intake Rate (GIR) in P1 for pupils aged 6 years (the current official primary entrance age) is 129.8% while the primary school Net Intake Rate (NIR) stands at 39.6%. The low intake rate indicates a low degree of access to primary education for the official primary school entrance age children (6 years). This demonstrates a need to ensure that parents are aware of the change in the official primary school entrance age.

The Gross Intake Rate in Primary 6 for pupils aged 12 years decreased from 95.7% in 202/21 to 68.49% in 2021/22. This means that there was a decrease in new entrants in primary 6. Few intrants in P6 could be explained by the high repetition rate in the previous years. On the other hand, the GIR in primary 6 for pupils aged 11 stands at 72.5%. This highlights the need to address the issue of repetition rates and to ensure that students are progressing through the education system.

The Net intake Rate in Primary 6 for pupils aged 12 years decreased from 26.9% in 202/21 to 9.9% in 2021/22. This indicates that only 9.9% of learners have reached P6 on time and at the right age (12 years). On the other hand, the NIR in primary 6 for pupils aged 11 stands at only 2.9%. This stresses the need to tackle the issues of late entry to school and grade failure.

Table 2.7.2: Gross and Net Intake rate in S1

Indicator/Year	2017	2018	2019	2020/21	2021/22	
Age	13 years					12 years
Gross Intake Rate in S1 (Overall)	49.9%	57.6%	60.7%	66.4%	62.7%	62.0%
GIR_S1 Male	45.9%	53.0%	55.6%	61.6%	56.9%	56.5%
GIR_S1 Female	53.9%	62.0%	65.8%	71.2%	68.5%	67.4%
Net Intake Rate in S1 (Overall)	11.2%	14.1%	17.1%	17.9%	9.0%	2.8%
NIR_S1 Male	9.8%	12.3%	15.0%	17.5%	7.3%	2.5%
NIR_S1 Female	12.5%	15.8%	19.3%	18.4%	10.7%	3.2%

Source: *School census, Ministry of Education, **Population Census, 2012, 2022 (NISR)

Table 2.7.2 illustrates Gross and Net intake rate in S1. The Gross Intake Rate (GIR) in S1 for students aged 13 years decreased from 66.4% in 2020/21 to 62.7% in 2021/22 while the Gross Intake Rate (GIR) in S1 for students aged 12 years stands at 62.0%. This means that the share of new entrants in S1 is low due to high repetition in the previous years.

The NIR for students aged 13 years decreased from 17.9% in 2020/21 to 9.0% in 2021/21 while the NIR for students aged 12 years stands at 2.8%. This means that only 2.8% of S1 students aged 12 years (the right age) are enrolled in S1. Measures to ensure that students are not taking longer in the education system need to be taken.

Table 2.7.3: Gross and Net Intake rate in S3

Indicator/Year	2017	2018	2019	2020/21	2021/22	
Age	15 years					14 years
Gross Intake Rate in S3 (Overall)	36.6%	35.0%	40.1%	41.7%	37.4%	36.4%
GIR_S3 Male	34.7%	32.9%	36.9%	38.3%	32.9%	32.9%
GIR_S3 Female	38.6%	37.2%	43.3%	45.1%	42.0%	39.8%
Net Intake Rate in S3 (Overall)	8.9%	9.1%	10.5%	12.0%	5.4%	2.5%
NIR_S3 Male	8.3%	8.5%	9.2%	10.8%	3.9%	1.0%
NIR_S3 Female	9.5%	9.8%	11.8%	13.2%	6.9%	3.9%

Source: *School census, Ministry of Education, **Population Census, 2012, 2022 (NISR)

Table 2.7.3 illustrates Gross and Net intake rate in S3. The Gross Intake Rate (GIR) in S3 for students aged 15 years decreased from 41.7% in 2020/21 to 37.4% in 2021/22 while the Gross Intake Rate (GIR) in S3 for students aged 14 years stands at 36.4%. This means that the share of new entrants in S3 is low due to high repetition in the previous years.

The NIR for students aged 15 years decreased from 12.0% in 2020/21 to 5.4% in 2021/21 while the NIR for students aged 14 years stands at 2.5%. This means that only 2.5% of S3 students aged 14 years (the right age) are enrolled in S3. Addressing the issues of grade failure and late entry to schools should be a priority.

Table 2.7.4: Gross and Net Intake rate in S6

Indicator/Year	2017	2018	2019	2020/21	2021/22	
Age	18 years					17 years
Gross Intake Rate in S6 (Overall)	28.9%	25.5%	18.9%	25.3%	24.2%	23.2%
GIR_S6 Male	28.9%	25.0%	17.4%	24.5%	23.5%	22.5%
GIR_S6 Female	28.8%	26.0%	20.4%	26.1%	24.9%	23.9%
Net Intake Rate in S6 (Overall)	12.8%	9.6%	5.4%	9.6%	2.7%	0.7%
NIR_S6 Male	12.4%	8.9%	5.1%	9.3%	2.3%	0.6%
NIR_S6 Female	13.3%	10.3%	5.8%	10.0%	3.2%	0.9%

Source: *School census, Ministry of Education, **Population Census, 2012, 2022 (NISR)

Table 2.7.4 illustrates Gross and Net intake rate in S6. The Gross Intake Rate (GIR) in S6 for students aged 18 years decreased from 24.2% in 2020/21 to 23.2% in 2021/22 while the Gross Intake Rate (GIR) in S6 for students aged 17 years stands at 23.2%. This means that the share of new entrants in S6 is low due to high repetition in the previous years.

The NIR for students aged 18 years decreased from 9.6% in 2020/21 to 2.7% in 2021/21 while the NIR for students aged 17 years stands at 0.7%. This means that only 0.7% of S6 students aged 17 years (the right age) are enrolled in S6. Addressing the issues of grade failure and late entry to schools should be a priority.

2.8 Internal efficiency

The goals of education systems go beyond enrollment growth. They include promoting successful completion of each educational level without dropouts or grade repetition within the specified timeframe. When students do not complete a level within the designated time, it leads to education loss, requiring additional investment for each additional year needed to complete that level. This subsection will examine the proportion of students who reach the final grade within the specified time frame.

Table 2.8.1: Proportion of P1 students who reach S6 within 12 years.

Period	2006-2017	2007-2018	2008-2019	2009-2020/21	2010-2021/22
Entry P1	623,405	539,038	680,117	649,555	642,825
Male	307,271	270,288	341,606	327,904	324,865
Female	316,134	268,750	338,511	321,651	317,960
Exit S6	65,514	65,320	67,831	72,516	72,460
Male	31,507	31,705	32,431	34,764	35,013
Female	34,007	33,615	35,400	37,752	37,447
Proportion	10.5%	12.1%	10.0%	11.2%	11.3%
Male	10.3%	11.7%	9.5%	10.6%	10.8%
Female	10.8%	12.5%	10.5%	11.7%	11.8%

Source: School census, Ministry of Education

The proportion of P1 students who successfully reach S6 within 12 years has remained relatively stable over the past five years. An estimated 11.3% of students achieved reaching S6 without any delays. There is a significant education loss at this stage, with approximately 88.7% of students experiencing delays or difficulties in completing their education within the expected timeframe. The proportion of female students surpasses that of male students in successfully reaching S6 within 12 years.

Table 2.8.2: Proportion of P1 students who reach P6 within 6 years.

Period	2012-2017	2013-2018	2014-2019	2015-2020/21	2016-2021/22
Entry P1	672,955	664,161	663,113	639,656	606,712
Male	340,825	337,723	340,576	331,046	315,448
Female	332,130	326,438	322,537	308,610	291,264
Exit P6	244,503	260,060	299,954	288,116	227,552
Male	110,892	118,751	139,172	134,297	102,527
Female	133,611	141,309	160,782	153,819	125,025
Proportion	36.3%	39.2%	45.2%	45.0%	37.5%
Male	32.5%	35.2%	40.9%	40.6%	32.5%
Female	40.2%	43.3%	49.8%	49.8%	42.9%

Source: School census, Ministry of Education

The proportion of P1 students who successfully reach P6 within 6 years decreased from 45.0% in 2020/21 to 37.5% in 2021/22. An estimated 37.5% of students achieved reaching P6 without any delays. The education loss at this stage is estimated to be 62.5% of students experiencing delays or difficulties in completing their education within the expected timeframe. The proportion of female students surpasses that of male students in successfully reaching P6 within 6 years.

Table 2.8.3: Proportion of S1 students who reach S6 within 6 years.

Period	2012-2017	2013-2018	2014-2019	2015-2020/21	2016-2021/22
Entry S1	144,784	147,547	138,950	130,511	135,068
Male	67,111	68,371	64,631	60,659	62,649
Female	77,673	79,176	74,319	69,852	72,419
Exit S6	65,514	65,320	67,831	72,516	72,460
Male	31,507	31,705	32,431	34,764	35,013
Female	34,007	33,615	35,400	37,752	37,447
Proportion	45.2%	44.3%	48.8%	55.6%	53.6%
Male	46.9%	46.4%	50.2%	57.3%	55.9%
Female	43.8%	42.5%	47.6%	54.0%	51.7%

Source: School census, Ministry of Education

The percentage of S1 students who achieve the milestone of reaching S6 within 6 years declined from 55.6% in 2020/21 to 53.6% in 2021/22, indicating that an estimated 53.6% of students successfully reach S6 without any delays. At this stage, it is estimated that 46.4% of students face delays or challenges in completing their education within the expected timeframe, resulting in an education loss. Female students outnumber male students in terms of successfully reaching S6 within the 6-year timeframe.

2.9 Promotion, repetition and dropout rate

Promotion, repetition, and dropout rate are interlinked indicators, and they are always summing up to 100%. This means the increase of one indicator will automatically result in the respective decrease in another. In this publication the latest data for promotion, repetition, dropout, and transition rate refer to 2020/21 school year obtained by comparing 2020/21 total enrollment with promoted/transition, repeated and dropout students in 2021/22.

Table 2.9.1: National average for Promotion, repetition, and dropout rate

Indicator/Year	2016/17	2017/18	2018/19	2019/20	2020/21
Promotion rate	86.3%	87.5%	86.9%	82.3%	77.0%
Male	86.1%	87.1%	86.2%	81.7%	75.5%
Female	86.5%	87.8%	87.6%	83.0%	78.5%
Repetition Rate	8.9%	8.1%	5.8%	8.3%	14.5%
Male	9.3%	8.7%	6.3%	8.6%	15.5%
Female	8.6%	7.6%	5.4%	8.0%	13.6%
Dropout Rate	4.8%	4.4%	7.3%	9.4%	8.5%
Male	4.6%	4.2%	7.6%	9.7%	9.3%
Female	4.9%	4.6%	7.1%	9.0%	7.9%

Source: School census, Ministry of Education

Table 2.9.1 indicates that on average, the promotion rate decreased from 82.3% to 77.0%. This means that only 77% of students meet the set academic requirements for promotion. The repetition rate increased from 8.3% to 14.5%. The disruptions to learning and learning loss caused by the COVID-19 pandemic could explain drops in academic achievements of students that lead to high repetition rate and low promotion rate. Strategies are needed to catch students up on learning missed during school closures. The dropout rate went down from 9.4% to 8.5%. The government interventions to curb the issue of dropout, like the school feeding programs, are having a positive impact.

Table 2.9.2: Promotion, repetition, and dropout rate in primary schools

Indicator/Year	2016/17	2017/18	2018/19	2019/20	2020/21
Promotion rate	78.0%	80.0%	82.2%	79.6%	68.3%
Male	76.4%	78.6%	80.4%	77.2%	65.3%
Female	79.6%	81.3%	84.0%	82.1%	71.3%
Repetition Rate	16.4%	13.4%	10.0%	10.9%	24.6%
Male	17.7%	14.4%	10.9%	11.5%	26.9%
Female	15.1%	12.4%	9.2%	10.3%	22.3%
Dropout Rate	5.6%	6.7%	7.8%	9.5%	7.1%
Male	5.9%	7.0%	8.7%	11.3%	7.8%
Female	5.3%	6.3%	6.8%	7.7%	6.4%

Source: School census, Ministry of Education

In primary education, the promotion rate has decreased from 79.6% to 68.3%. More male than Female are not achieving the set requirements for promotion. At this level, the repetition rate almost doubled from 10.9 % to 24.6%. More male are repeating classes than Female. The high repetition rate in primary school is partly due to the COVID-19 pandemic effect on learning. Several learners who resumed schools after the COVID 19 pandemic found it hard to catch up. The dropout rate has reduced from 9.5% to 6.4%. Male are dropping out at a higher level than Female.

Table 2.9.3: Promotion, repetition, and dropout rate in secondary schools

Indicator/Year	2016/17	2017/18	2018/19	2019/20	2020/21
Promotion rate	90.4%	89.2%	87.6%	81.9%	81.4%
Male	90.9%	89.4%	87.1%	81.7%	80.5%
Female	89.9%	89.1%	88.0%	82.0%	82.1%
Repetition Rate	5.2%	5.0%	4.2%	7.8%	9.4%
Male	5.0%	5.3%	4.7%	8.2%	9.7%
Female	5.4%	4.8%	3.8%	7.5%	9.2%
Dropout Rate	4.4%	5.8%	8.2%	10.3%	9.2%
Male	4.0%	5.4%	8.2%	10.1%	9.7%
Female	4.7%	6.1%	8.1%	10.5%	8.7%

Source: School census, Ministry of Education

Table 2.8.3 illustrates a slight decrease in promotion rate from 81.9% to 81.4% with female students being promoted at a higher rate than male students. The repetition rate increased by 1.6 points compared to the year before. Male students are failing grades than female students. The dropout rate decreased from 10.3% to 9.2%. The dropout rate is higher for male students standing at 9.7%. Male students may drop out to look for alternative sources of income.

Table 2.9.4: Promotion, repetition, and dropout rate in lower secondary schools

INDICATOR/YEAR	2016/17	2017/18	2018/19	2019/20	2020/21
Promotion rate	86.4%	86.9%	85.9%	80.1%	73.5%
Male	86.3%	87.1%	85.0%	79.7%	71.6%
Female	86.4%	86.7%	86.6%	80.5%	75.1%
Repetition Rate	7.3%	6.0%	5.0%	8.9%	14.0%
Male	7.6%	6.4%	5.7%	9.5%	15.3%
Female	7.1%	5.6%	4.5%	8.5%	12.9%
Dropout Rate	6.3%	7.1%	9.1%	11.0%	12.5%
Male	6.1%	6.5%	9.3%	10.9%	13.1%
Female	6.5%	7.7%	8.9%	11.1%	11.9%

Source: School census, Ministry of Education

The promotion rate stands at 73.5% in lower secondary schools, down from 80.1%. The repetition rate increased by 5.1% points higher than the year before. The increase in failing grades is one of the clearest signs of how the pandemic has affected students' education. Contrary to the other levels, data shows an increase in the dropout rate from 11% to 12.5%. The dropout rate is higher for male students standing at 13.1%.

Table 2.9.5: Promotion, repetition, and dropout rate in upper secondary schools

INDICATOR/YEAR	2016/17	2017/18	2018/19	2019/20	2020/21
Promotion rate	94.4%	95.5%	92.6%	87.2%	89.3%
Male	95.5%	95.7%	93.1%	88.1%	89.5%
Female	93.4%	95.3%	92.1%	86.5%	89.1%
Repetition Rate	3.1%	5.0%	2.3%	5.0%	4.8%
Male	2.5%	5.3%	2.2%	4.8%	4.2%
Female	3.6%	4.8%	2.4%	5.2%	5.5%
Dropout Rate	2.5%	1.7%	5.1%	7.8%	5.9%
Male	1.9%	1.9%	4.7%	7.1%	11.9%
Female	3.0%	1.6%	5.5%	8.3%	5.5%

Source: School census, Ministry of Education

Table 2.9.5 shows a decrease in the promotion rate from 87.2% to 89.3%. At this level, male students are being promoted at a higher rate than female students. The repetition rate decreased by 0.2 points compared to the year before. Female students are failing grades than male students. This indicates that disruptions to learning have continued to negatively impact students. The dropout rate decreased from 7.8% to 5.9%.

2.10 Number of students completing the level

Table 2.10.1: National examination results for Primary (P6)

Indicator/Year	2017	2018	2019	2021	2022
Sat for exams	228,048	248,047	278,456	250,453	227,401
Male	102,442	112,766	127,646	114,259	102,293
Female	125,606	135,281	150,810	136,194	125,108
Passed the exam	196,873	201,267	227,264	207,315	206,289
Male	87,544	90,045	101,710	92,428	92,040
Female	109,329	111,222	125,554	114,887	114,249
National exams pass rate	86.3%	81.1%	81.6%	82.8%	90.7%
Male	85.5%	79.9%	79.7%	80.9%	90.0%
Female	87.0%	82.2%	83.3%	84.4%	91.3%

Source: School census, Ministry of Education

Data in table 2.9.1 shows a decrease in the total number of students sitting for national exams in primary school from 250,453 in 2021 down to 227,401 in 2022. More male than Female registered for the Primary Leaving Examination. The primary national exam pass rate improved from 82.8% in 2021 to 90.7% in 2022 with female candidates (91.3%) outperforming male candidates (90.0%)

Table 2.10.2: National examination results for lower secondary (S3)

Indicator/Year	2017	2018	2019	2021	2022
Sat for exams	96,628	98,492	114,424	121,337	126,950
Male	45,278	46,029	52,215	55,253	56,633
Female	51,317	52,463	62,209	66,084	70,317
Passed the exam	86,837	81,998	99,120	104,871	108,568
Male	41,639	39,443	46,314	48,514	49,802
Female	45,198	42,555	52,806	56,357	58,766
National exam pass rate	89.9%	83.3%	86.6%	86.4%	85.5%
Male	92.0%	85.7%	88.7%	87.8%	87.9%
Female	88.1%	81.1%	84.9%	85.3%	83.6%

Source: School census, Ministry of Education

Table 2.9.2 shows that 126,950 candidates registered for the national examination in 2022 from 121,337 in 2021, an increase of 5.6 percent points. A total of 108,568 (85.5%) out of 126,950 students who sat for the exams passed. However, there was a slight decrease of 0.9% in the share of candidates who passed ordinary-level national examinations, from 86.4% in 2019 to 85.5% in 2022. Males (87.9%) candidates outperformed female candidates (83.6%) in the national examination.

Table 2.10.3: Upper secondary national examination results

Indicator/Year	2017	2018	2019	2021	2022
Sat for exams	66,250	68,725	70,218	72,372	71,320
Male	31,700	32,942	33,048	34,402	34,027
Female	34,163	35,783	37,170	37,970	37,293
Passed the exam	59,200	61,758	63,583	66,692	68,476
Male	29,294	30,819	31,118	32,616	33,164
Female	29,906	30,939	32,465	34,076	35,312
National exam pass rate	89.4%	89.9%	90.6%	92.2%	96.0%
Male	92.4%	93.6%	94.2%	94.8%	97.5%
Female	87.5%	86.5%	87.3%	89.7%	94.7%

Source: School census, Ministry of Education

Table 2.10.3 shows a decrease in the total number of students who sat for the national exams from 72,372 in 2021 to 71,320 in 2022. For the national exam pass rate, an increase can be observed between 2021 and 2022 where the general pass rate was 96% in 2022 compared to 92.2 % in 2021. At this level, male students outperformed female students.

Table 2.10.4: General upper secondary national examination results (S6)

Indicator/Year	2017	2018	2019	2021	2022
Sat for exams	41,140	42,824	46,927	46,861	47,348
Male	18,324	19,667	21,260	21,217	21,532
Female	22,429	23,157	25,667	25,644	25,816
Passed the exam	36,493	37,256	42,049	41,944	44,818
Male	17,072	18,073	19,831	19,774	20,840
Female	19,421	19,183	22,218	22,170	23,978
National exams pass rate	88.7%	87.0%	89.6%	89.5%	94.7%
Male	93.2%	91.9%	93.3%	93.2%	96.8%
Female	86.6%	82.8%	86.6%	86.5%	92.9%

Source: School census, Ministry of Education

Table 2.9.4 shows a slight increase in the total number of students who sat for national exams from 46,861 in 2021 to 47,348 in 2022. For the national exam pass rate, a high increase can be observed between 2021 and 2022 where the general pass rate was 94.7% compared to 89.5% in 2021. At this level, male students performed better than female.

Table 2.10.5: National examination results in TTCs (Y3)

Indicator/Year	2017	2018	2019	2021	2022
Sat for exams	3,009	4,054	4,060	2,988	2,893
Male	1,256	1,556	1,606	1,029	1,145
Female	1,753	2,498	2,454	1,959	1,748
Passed the exam	2,987	3,867	3,975	2,980	2,892
Male	1,249	1,506	1,589	1,026	1,144
Female	1,738	2,361	2,386	1,954	1,748
National exam pass rate	99.3%	95.4%	97.9%	99.7%	100.0%
Male	99.4%	96.8%	98.9%	99.7%	99.9%
Female	99.1%	94.5%	97.2%	99.7%	100.0%

Source: School census, Ministry of Education

Table 2.9.5 shows that the total number of students sitting for national examinations in TTCs decreased from 2,988 students in 2021 to 2,893 students in 2022. The overall pass rate increased from 99.7% in 2021 to 99.9% in 2022. Both male and female performed at the same rate.

Table 2.10.6: National examination results in TVET(L5)

Indicator/Year	2017	2018	2019	2021	2022
Sat for exams	22,101	21,847	19,231	22,523	21,079
Male	12,120	11,719	10,182	12,156	11,350
Female	9,981	10,128	9,049	10,367	9,729
Passed the exam	19,720	20,635	17,559	21,768	20,766
Male	10,973	11,240	9,698	11,816	11,180
Female	8,747	9,395	7,861	9,952	9,586
National exams pass rate	89.2%	94.5%	91.3%	96.6%	98.5%
Male	90.5%	95.9%	95.2%	97.2%	98.5%
Female	87.6%	92.8%	86.9%	96.0%	98.5%

Source: School census, Ministry of Education

Data in table 2.9.6 shows that 21,079 candidates registered for national examinations in 2022 from 22,523 in 2021, with a decrease of 1.4 percent points. The number of students who pass national examinations in TVET increased from 21,768 (96.6%) in 2021 to 21,079 (98.5%) in 2022. There was an increase of 1.9% this year. Both males and females performed similar.

Table 2.10.7: Number of Higher education graduates

DESCRIPTION/YEAR	2015/16	2016/17	2017/18	2019/20	2020/21
Total graduates in Higher Education	23,635	23,100	20,533	23,246	23,355
Male	12,774	12,718	11,354	13,043	12,897
Female	10,861	10,382	9,179	10,203	10,458
% Male	54.0%	55.1%	55.3%	56.1%	55.2%
% Female	46.0%	44.9%	44.7%	43.9%	44.8%
In Public institutions	10,720	11,140	9,060	12,136	9,333
Male	7,185	7,245	6,039	7,962	6,172
Female	3,535	3,895	3,021	4,174	3,161
% Male	67.0%	65.0%	66.7%	65.6%	66.1%
% Female	33.0%	35.0%	33.3%	34.4%	33.9%
In Private institutions	12,915	11,960	11,473	11,110	14,022
Male	5,589	5,473	5,315	5,081	6,725
Female	7,326	6,487	6,158	6,029	7,297
% Male	43.3%	45.8%	46.3%	45.7%	48.0%
% Female	56.7%	54.2%	53.7%	54.3%	52.0%

Source: School census, Ministry of Education

Table 2.10.7 shows that the number of Higher education graduates increased from 23,246 in 2021/22 to 23,355 in 2021/22. Among the graduated students, private institutions recorded 14,022 students (60%), while public institutions recorded 9,333 students (40%). Female students who graduated from private institutions (52.0%) outnumber male students (48.0%). In public institutions, male students who graduated make up 66.1%.

Table 2.10.8: Polytechnics graduates

Description/year	2015/16	2016/17	2017/18	2019/20	2020/21
Total graduates in Polytechnics	2,059	2,695	2,298	4,509	4,008
Male	1,543	2,013	1,748	2,978	2,717
Female	516	682	550	1531	1,291
% Male	74.9%	74.7%	76.1%	66.0%	67.8%
% Female	25.1%	25.3%	23.9%	34.0%	32.2%
In Public institutions	1,819	2,314	1,549	3,228	2,895
Male	1,477	1,812	1,264	2,399	2,204
Female	342	502	285	829	691
In Private institutions	240	381	749	1,281	1,113
Male	66	201	484	579	513
Female	174	180	265	702	600

Source: School census, Ministry of Education

Table 2.10.8 indicates the number of Polytechnics graduates. Data shows a decrease in the number of students who graduated from polytechnics. This number decreased from 4,509 graduates in 2019/20 to 4,008 graduates in 2020/21. The decrease is observed in both public and private polytechnics. Male students are graduating at a higher rate than female students.

Table 2.10.9: General Higher Education graduates

Description/Year	2015/16	2016/17	2017/18	2019/20	2020/21
Total graduates in General Higher Education	21,576	20,405	18,235	18,737	19,347
Male	11,231	10,705	9,606	10,065	10,180
Female	10,345	9,700	8,629	8,672	9,167
% Male	52.1%	52.5%	52.7%	53.7%	52.6%
% Female	47.9%	47.5%	47.3%	46.3%	47.4%
In Public institution	8,901	8,826	7,511	8,908	6,438
Male	5,708	5,433	4,775	5,563	3,968
Female	3,193	3,393	2,736	3,345	2,470
In Private institutions	12,675	11,579	10,724	9,829	12,909
Male	5,523	5,272	4,831	4,502	6,212
Female	7,152	6,307	5,893	5,327	6,697

Source: School census, Ministry of Education

Table 2.10.9 shows that the total number of students graduating from the general Higher Education graduates is 19,347, which represents an increase of 610 graduates from the previous academic year. The number indicates a higher proportion of males (52.6%) than of males (47.4%) who graduated from General Higher Education. Private institutions accounted for 66.7% (12,909) of all graduated students.

Table 2.10.10: Higher education graduates by exit award

Exit award	2019/20			2020/21		
	Male	Female	Total	Male	Female	Total
Certificate	280	283	563	164	139	303
Diploma	270	612	882	260	710	970
Advanced Diploma	2,999	1,242	4,241	2,699	1,038	3,737
Bachelor's Degree	8,148	7,030	15,178	7,669	7,390	15,059
Postgraduate Certificate	63	22	85	446	332	778
Postgraduate Diploma	471	487	958	461	151	612
Masters	809	525	1,334	1,179	692	1,871
PhD	3	2	5	19	6	25
Total	13,043	10,203	23,246	12,897	10,458	23,355

Source: School census, Ministry of Education

When comparing the distribution of graduates by exit award, Table 2.10.10 shows that the undergraduates form the highest share of the 2020/21 tertiary education graduates with 20,069 students (85.9%). The bachelor's degree was the highest with 15,059(64.5%), with Advanced Diploma, Diploma, and certificates with a share of 3,737(16.0%), 970(4.2%), and 303 (1.3%) students, respectively. The total number of postgraduates was only 3,286 students (14.1%), with Doctor of Philosophy accounting for a significantly lower share of 25 students (0.1%).

Table 2.10.11: Higher education graduates by fields of education

Field of education	2019/20			2020/21		
	Male	Female	Total	Male	Female	Total
Education	2,183	1,584	3,767	1,943	1,235	3,178
Arts and humanities	386	372	758	618	511	1,129
Social Sciences, journalism and information	507	391	898	761	603	1,364
Business, Administration and Law	2,455	3,437	5,892	2,044	3,472	5,516
Natural Sciences, Mathematics and Statistics	879	583	1,462	668	496	1,164
Information and Communication Technologies	1,055	823	1,878	1,551	1,000	2,551
Engineering, Manufacturing, and construction	3,253	870	4,123	2,771	762	3,533
Agriculture, Forestry, fisheries and veterinary	596	266	862	537	281	818
Health and Welfare	960	811	1,771	917	1,191	2,108
Service	769	1,066	1,835	1,087	907	1,994
Total	13,043	10,203	23,246	12,897	10,458	23,355

Source: School census, Ministry of Education

Table 2.9.11 shows the distribution of graduates by field of education. During the 2020/21 academic year, a total of 23,355 students graduated from Rwanda's tertiary education institutions. This was an increase of 109 graduates from the previous academic year. The highest number (5,516), of graduates, was recorded from the field of Business, Administration, and Law this was followed by the field of Engineering, Manufacturing, and construction with 3,533 graduates, and the field of education with a total of 3,178 graduates. The least was agriculture, forestry, fisheries, and veterinary with only 818 graduates.

Table 2.10.12: STEM graduates in Higher education institutions

Description/Year	2015/16	2016/17	2017/18	2019/20	2020/21
Total STEM graduates	7,915	8,615	7,585	11,408	11,642
Male	5,094	5,423	4,837	7,548	7,348
Female	2,821	3,192	2,748	3,860	4,294
<i>% Of Male</i>	<i>64.40%</i>	<i>62.90%</i>	<i>63.80%</i>	<i>66.2%</i>	<i>63.1%</i>
<i>% Of Female</i>	<i>35.60%</i>	<i>37.10%</i>	<i>36.20%</i>	<i>33.8%</i>	<i>36.9%</i>
Students in Public Institutions	5,680	6,127	4,614	8,063	6,600
Male	4,008	4,046	3,192	5,557	4,570
Female	1,672	2,081	1,422	2,506	2,030
Students in Private Institutions	2,235	2,488	2,971	3,345	5,042
Male	1,086	1,377	1,645	1,991	2,778
Female	1,149	1,111	1,326	1,354	2,264

Source: School census, Ministry of Education

Data on STEM graduates in Higher education institutions indicates an increase in the number of STEM students graduating from the Higher Education Institutions. STEM graduates increase by 234 students in 2020/21. Data shows an increase in the number of STEM students graduating from private institutions but a decrease in the number of those graduating from public institutions. There is a considerable difference between the share of female students and male students graduating from Higher education institutions. STEM female graduates represent only 36.9% of the total STEM graduates. This denotes the need for improved enrollment and achievements for female students.

Table 2.10.13: Percentage of STEM graduates in Higher education institutions

Description/Year	2015/16	2016/17	2017/18	2019/20	2021/22
Total percentage	33.5%	37.3%	36.9%	49.1%	49.6%
Male	39.9%	42.6%	42.6%	57.9%	56.7%
Female	26.0%	30.7%	29.9%	37.8%	40.7%
Students in Public schools	53.0%	55.0%	50.9%	66.4%	70.7%
Male	55.8%	55.8%	52.9%	69.8%	74.0%
Female	47.3%	53.4%	47.1%	60.0%	64.2%
Students in Private schools	17.3%	20.8%	25.9%	30.1%	35.5%
Male	19.4%	25.2%	31.0%	39.2%	40.8%
Female	15.7%	17.1%	21.5%	22.5%	30.6%

Source: School census, Ministry of Education

Table 2.10.13 illustrates the percentage of STEM graduates in Higher education institutions. Data indicates an increase of 0.7% in the number of STEM students graduating from the Higher education institutions. The increase is observed in both public and private Higher education institutions. The share of female STEM students graduating from the Higher education institutions is low compared to that of male students.

Table 2.10.14: Adult Literacy learners who received their certificates.

Indicator/Year	2016	2017	2018	2019	2020/21
Total graduate	103,164	94,277	101,508	79,200	123,822
Male	43,937	38,645	40,932	29,948	45,022
Female	59,227	55,632	60,576	49,252	78,800
<i>% of Male</i>	<i>42.6%</i>	<i>41.0%</i>	<i>40.3%</i>	<i>37.8%</i>	<i>36.4%</i>
<i>% of Female</i>	<i>57.4%</i>	<i>59.0%</i>	<i>59.7%</i>	<i>62.2%</i>	<i>63.6%</i>

Source: School census, Ministry of Education

Table 2.10.14 illustrates the number of adult literacy learners who received their certificates. Data shows an increase in the number of adult literacy learners who completed the program from 79,200 learners in 2019 to 123,822 learners in 2020/21. The percentage of female learners completing the adult literacy program is higher than that of male learners.

2.11 Students transitioning to the next level

Table 2.11.1: Primary one newly admitted pupil of which attended pre-primary

Indicator	2017	2018	2019	2020/21	2021/22
Number of newly admitted pupils in P1					
Total	362,706	415,921	416,163	695,697	459,681
Male	185,916	213,932	214,131	352,573	237,537
Female	176,790	201,989	202,032	343,124	222,144
Number of newly admitted pupils in P1 of which attended Pre-primary					
Total	101,912	198,500	211,440	354,620	241,671
Male	51,050	101,536	107,832	188,373	129,933
Female	50,862	96,964	103,608	166,247	111,738
Percentage of newly admitted pupils in P1 of which attended preprimary					
Overall	28.1%	47.7%	50.8%	51.0%	52.6%
Male	27.5%	47.5%	50.4%	53.4%	54.7%
Female	28.8%	48.0%	51.3%	48.5%	50.3%

Source: School census, Ministry of Education

Table 2.10.1 shows an increase in the share of newly admitted pupils in P1 who attended pre-primary. Overall, 52% of newly enrolled in P1 have attended pre-primary schools. This represents an increase of 1.6%. The ESSP target of 37.9% has been achieved.

Table 2.11.2: Transition rate from primary to lower secondary

Indicator/Year	2016/17	2017/18	2018/19	2019/20	2020/21
Transition rate (Overall)	74.5%	71.6%	72.2%	66.0%	66.8%
Male	75.4%	72.3%	72.1%	65.6%	65.1%
Female	73.7%	71.0%	72.4%	66.3%	68.4%

Source: School census, Ministry of Education

Table 2.11.2 shows that the transition rates from primary to lower secondary schools in Rwanda stood at an average of 66.8% between 2019/20 and 2020/21. The transition rate decreased from 72.2% in 2018/2019 to 66.0% in 2019/2020, before increasing slightly to 66.8% in 2020/21. The transition rate for males was still the same (about 65%) while it increased for females (from 66.3% to 68.4%) between 2019/20 and 2020/21. The transition rate for females (68.4%) was 3 points higher than their male counterparts (65.1%). This shows that we are still far behind the ESSP target of 87.1%.

Table 2.11.3: Transition rate from lower to upper secondary

Indicator/Year	2016/17	2017/18	2018/19	2019/20	2020/21
Transition rate (Overall)	85.1%	85.4%	86.1%	77.4%	73.8%
Male	87.2%	88.7%	88.6%	80.3%	74.6%
Female	83.4%	82.5%	83.9%	75.0%	73.1%

Source: School census, Ministry of Education

Table 2.11.3 shows that the Transition rate from lower to upper secondary rate decreased from 85.4% in 2017/18 to 86.1% in 2018/19 and from 77.4% in 2019/20 to 73.8% in 2020/21. There is a decrease in the Transition rate from lower to upper secondary for both males and females. However, the transition rate of females is less than that of males across all four academic years. The ESSP target of 89.3% by 2019/20 was not achieved.

Table 2.11.4: Percentage of students enrolled in TVET L3 after passing S3 National Exam

Indicator	2017	2018	2019	2020	2021	
Students passed S3 exam in the previous year						
Total	79,198	86,837	81,998	99,120	104,871	
Male	37,886	41,639	39,443	46,314	48,514	
Female	41,312	45,198	42,555	52,806	56,357	
Accounting included					Acc. excluded	
Students registered in TVET L3 in year this year						
Total	24,603	28,732	25,885	30,183	30,351	27,410
Male	13,590	16,218	14,459	16,858	16,767	16,261
Female	11,013	12,514	11,426	13,325	13,584	11,149
Percentage of students enrolled in TVET L3						
Total	31.1%	33.1%	31.6%	30.5%	28.9%	26.1%
Male	35.9%	38.9%	36.7%	36.4%	34.6%	33.5%
Female	26.7%	27.7%	26.8%	25.2%	24.1%	19.8%

Source: School census, Ministry of Education

Table 2.11.4 indicates the increase in the number of students who passed S3 National examination from 99,120 in 2020 to 104,871 in 2021. Of those who passed the S3 exam, only 26.1% were enrolled in TVET Level 3. The share of female students enrolled in TVET L3 after passing the S3 exam is low compared to that of male students.

Table 2.11.5: Transition rate from secondary to Higher education

Indicator	2017	2018	2019	2020	2021
Students passed S6 exam in the previous year	60,973	59,200	61,758	63,583	66,692
Male	30,787	29,294	30,819	31,118	32,616
Female	30,186	29,906	30,939	32,465	34,076
First-time new entrant students in Higher education in this year	28,953	28,939	32,574	40,030	30,070
Male	14,575	15,467	17,575	22,256	16,879
Female	14,378	13,472	14,999	17,774	13,191
Transition rate from S6 to Higher education	47.5%	48.9%	52.7%	63.0%	45.1%
Male	47.3%	52.8%	57.0%	71.5%	51.8%
Female	47.6%	45.0%	48.5%	54.7%	38.7%

Source: School census, Ministry of Education

Table 2.11.5 indicates the increase in the number of students who passed S6 National examination from 63,583 in 2020 to 66,692 in 2021. Of those who passed S6 exam in 2021, only 30,070 representing 45.1% immediately transitioned to higher education. The transition rate is higher for male students than for female students.

2.12 Learners' accommodation

Table 2.12.1: Boarding and non-boarding students in secondary and TVET level

Description/Year	2017	2018	2019	2020/21	2021/22
Total boarding Students	163,479	163,135	171,232	184,691	197,168
Male	80,236	79,673	84,882	89,833	94,686
Female	83,243	83,462	86,350	94,858	102,482
<i>% of Male</i>	49.1%	48.8%	49.6%	48.6%	48.0%
<i>% of Female</i>	50.9%	51.2%	50.4%	51.4%	52.0%
Total non-boarding Students	447,493	495,150	560,872	598,155	616,584
Male	206,309	228,694	256,809	273,381	278,975
Female	241,184	266,456	304,063	324,774	337,609
<i>% of Male</i>	46.1%	46.2%	45.8%	45.7%	45.2%
<i>% of Female</i>	53.9%	53.8%	54.2%	54.3%	54.8%
Percentage of boarding Students	26.8%	24.8%	23.4%	23.6%	24.2%
Male	28.0%	25.8%	24.8%	24.7%	25.3%
Female	25.7%	23.9%	22.1%	22.6%	23.3%
Percentage of non-boarding Students	73.2%	75.2%	76.6%	76.4%	75.8%
Male	72.0%	74.2%	75.2%	75.3%	74.7%
Female	74.3%	76.1%	77.9%	77.4%	76.7%

Source: School census, Ministry of Education

Though the number of boarding and non-boarding students increased between 2020/21 and 2021/22, the percentage of boarding students increased from 23.6% to 24.2% while the percentage of non-boarding students decreased from 76.4% to 75.8% in the same period. Data shows that percentage of female boarding students is always lower than that of male, and the reverse is observed for non-boarding students.

Table 2.12.2: Number of boarding students in Gen. and prof secondary

Description/Year	2017	2018	2019	2020/21	2021/22
Total boarding Students	111,033	111,850	115,080	123,290	139,724
Male	51,324	51,147	52,500	56,071	60,246
Female	59,709	60,703	62,580	67,219	79,478
<i>% of Male</i>	46.2%	45.7%	45.6%	45.5%	43.1%
<i>% of Female</i>	53.8%	54.3%	54.4%	54.5%	56.9%
Students in Public schools	31,247	31,777	32,654	36,681	40,009
Male	15,058	15,021	15,344	17,053	17,669
Female	16,189	16,756	17,310	19,628	22,340
Students in Government-subsidized schools	52,663	52,673	54,965	55,778	63,742
Male	22,194	21,734	22,506	22,987	26,187
Female	30,469	30,939	32,459	32,791	37,555
Students in Private schools	27,123	27,400	27,461	30,831	35,973
Male	14,072	14,392	14,650	16,031	16,390
Female	13,051	13,008	12,811	14,800	19,583

Source: School census, Ministry of Education

The number of boarding students increased from 123,290 in 2020/21 to 139,724 in 2021/22. Data shows an increase in the number of boarding students in all categories of schools. The 139,724 general and professional accommodated students represent 19.1% of all students enrolled in this level (see table 2.1.6 and 2.1.7)

Table 2.12.3: Number of boarding students in TVET level 1 to 5

Description/Year	2017	2018	2019	2020/21	2021/22
Total Students	52,446	51,285	56,152	61,401	57,444
Male	28,912	28,526	32,382	33,762	34,440
Female	23,534	22,759	23,770	27,639	23,004
<i>% of Male</i>	55.1%	55.6%	57.7%	55.0%	60.0%
<i>% of Female</i>	44.9%	44.4%	42.3%	45.0%	40.0%
Students in Public schools	14,945	15,135	17,925	18,041	16,475
Male	8,876	8,854	11,849	10,817	10,167
Female	6,069	6,281	6,076	7,224	6,308
Students in Government-subsidized schools	11,100	10,777	10,705	12,807	13,021
Male	5,893	5,713	5,637	6,502	7,395
Female	5,207	5,064	5,068	6,305	5,626
Students in Private schools	26,401	25,373	27,522	30,553	27,948
Male	14,143	13,959	14,896	16,443	16,878
Female	12,258	11,414	12,626	14,110	11,070

Source: School census, Ministry of Education

Table 2.12.3 indicates that 57,444 students were in boarding TVET schools. This number, however, did not include students who were enrolled in accounting. This could explain the decrease in the number compared to the year before. Male students are more in TVET boarding schools than female students. The 57,444 accommodated TVET students represent 68.8% of all students enrolled in this level (refer to table 2.1.8)

3. SCHOOL STAFF

Human resources remain a critical resource in the achievement of inclusive and equitable quality education. This section provides details on the number of teachers and administrative staff in the education sector.

3.1 School staff per school status

Table 3.1.1: Number of total school staff in Rwanda education system

Description/Year	2017	2018	2019	2020/21	2021/22
Total school staff	93,691	94,437	97,731	121,145	125,621
Male	51,422	51,403	52,435	61,545	64,414
Female	42,269	43,034	45,296	59,600	61,207
%Male	54.9%	54.4%	53.7%	50.8%	51.3%
%Female	45.1%	45.6%	46.3%	49.2%	48.7%
Staff in Public schools	27,125	27,392	28,454	42,522	45,849
Male	15,687	15,788	16,144	22,045	23,893
Female	11,438	11,604	12,310	20,477	21,956
Staff in Government-subsidized schools	47,698	48,568	49,345	58,576	61,463
Male	24,545	24,730	24,803	27,970	29,814
Female	23,153	23,838	24,542	30,606	31,649
Staff in Private schools	18,868	18,477	19,932	20,047	18,309
Male	11,190	10,885	11,488	11,530	10,707
Female	7,678	7,592	8,444	8,517	7,602

Source: School census, Ministry of Education

Between 2020/21 and 2021/22 there was an increase in the total number of school staff, rising from 121,646 to 125,621 which represents an increase of 4,476. This number include teaching or academic staff and administrative staff; but for adult literacy they only have teaching staff called instructors in this report. The percentage of male and female stands at 51.3% for male and 48.7% for female. The highest increase is observed in public schools while private schools experienced a decrease in number of staff, which is linked to observe decrease in number of private schools.

Table 3.1.2: Number of total school staff in Preprimary, Primary, Secondary and TVET L1-L5

Description/Year	2017	2018	2019	2020/21	2021/22
Total school staff	81,133	82,030	84,969	109,178	113,288
Male	42,764	42,823	43,710	53,356	56,181
Female	38,369	39,207	41,259	55,822	57,107
%Male	52.7%	52.2%	51.4%	48.9%	49.6%
%Female	47.3%	47.8%	48.6%	51.1%	50.4%
Staff in Public schools	22,429	22,545	23,696	37,076	40,310
Male	12,476	12,462	12,875	18,354	20,266
Female	9,953	10,083	10,821	18,722	20,044
Staff in Government-subsidized schools	44,595	45,238	46,109	55,469	58,090
Male	22,526	22,557	22,716	25,994	27,702
Female	22,069	22,681	23,393	29,475	30,388
Staff in Private schools	14,109	14,247	15,164	16,633	14,888
Male	7,762	7,804	8,119	9,008	8,213
Female	6,347	6,443	7,045	7,625	6,675

Source: School census, Ministry of Education

In 2021/22 the number of staff in pre-primary, Primary, Secondary and TVET L1-5 increased by 4,110 amounting to 113,288 staff across pre-primary, Primary, Secondary and TVET L1-5 levels. There is no considerable difference between the number of female staff and male staff. Data indicates a decrease of 1,745 staff in private schools which could be explained by the decrease in the number of private schools.

Table 3.1.3: Number of Higher education staff

Indicator/Year	2016/17	2017/18	2018/19	2020/21	2021/22
Total staff	6,271	6,335	6,610	6,065	6,250
Male	4,652	4,758	4,921	4,577	4,665
Female	1,619	1,577	1,689	1,488	1,585
% of Male	74.2%	75.1%	74.4%	75.5%	74.6%
% of Female	25.8%	24.9%	25.6%	24.5%	25.4%
Staff in Public Higher education institutions	2,958	3,131	3,122	3,135	3,124
Male	2,175	2,339	2,340	2,374	2,344
Female	783	792	782	761	780
Staff in Private Higher education institutions	3,313	3,204	3,488	2,930	3,126
Male	2,477	2,419	2,581	2,203	2,321
Female	836	785	907	727	805

Source: School census, Ministry of Education

Table 3.1.2 illustrates the number of staff in higher education. Data shows an increase in the number of staff in higher education from 6,065 staff in 2020/22 to 6,250 staff in 2021/22. There is a slight

decrease in the number of staff in public higher education institutions and a considerable increase of 196 staff in private higher education institutions. There is a considerable difference in the number of female staff and Male staff. Male staff dominated female staff in higher education.

3.2 Teaching staff per school status

Table 3.2.1: Teaching staff in Preprimary, primary, secondary, TVET L1-L5

Description/Year	2017	2018	2019	2020/21	2021/22
Total school teaching staff	71,041	71,657	74,394	97,278	100,016
Male	36,822	36,744	37,496	46,317	48,252
Female	34,219	34,913	36,898	50,961	51,764
% Male	51.8%	51.3%	50.4%	47.6%	48.2%
% Female	48.2%	48.7%	49.6%	52.4%	51.8%
Staff in Public schools	19,994	20,014	21,139	33,709	36,246
Male	10,983	10,910	11,306	16,211	17,627
Female	9,011	9,104	9,833	17,498	18,619
Staff in Government-subsidized schools	40,129	40,589	41,548	50,752	52,724
Male	19,841	19,769	19,976	23,141	24,402
Female	20,288	20,820	21,572	27,611	28,322
Staff in Private schools	10,918	11,054	11,707	12,817	11,046
Male	5,998	6,065	6,214	6,965	6,223
Female	4,920	4,989	5,493	5,852	4,823

Source: School census, Ministry of Education

Table 3.2.1 indicates the total number of teaching staff in pre-primary, primary, secondary, and TVETL1-L5. Data shows an increase of teaching staff in public and government subsidized schools, but a decrease in number of teaching staff in private schools. In general, the teaching staff increased by 738 staff. Female staff outnumbered male staff.

Table 3.2.2: Pre-primary school teaching staff by school's status

Description/Year	2017	2018	2019	2020/21	2021/22
Total school teaching staff	6,039	6,280	6,931	8,034	7,351
Male	956	994	1,059	1,154	1,555
Female	5,083	5,286	5,872	6,880	5,796
% Male	15.8%	15.8%	15.3%	14.4%	21.2%
% Female	84.2%	84.2%	84.7%	85.6%	78.8%
Staff in Public schools	706	633	734	1,721	1,903
Male	117	92	104	242	541
Female	589	541	630	1,479	1,362
Staff in Government-subsidized schools	2,103	2,384	2,397	2,542	2,747
Male	362	370	351	284	661
Female	1,741	2,014	2,046	2,258	2,086
Staff in Private schools	3,230	3,263	3,800	3,771	2,701
Male	477	532	604	628	353
Female	2,753	2,731	3,196	3,143	2,348

Source: School census, Ministry of Education

Table 3.2.2 shows that the number of teaching staff at pre-primary decreased from 8,034 in 2020/2021 to 7,351 in 2021/22. The decrease is observed in private schools.

Table 3.2.3: Primary school teaching staff by school status

Description/Year	2017	2018	2019	2020/21	2021/22
Total school teaching staff	41,573	42,073	43,878	60,666	63,046
Male	18,898	18,990	19,534	25,667	26,833
Female	22,675	23,083	24,344	34,999	36,213
% Male	45.5%	45.1%	44.5%	42.3%	42.6%
% Female	54.5%	54.9%	55.5%	57.7%	57.4%
Teaching staff in public schools	11,895	12,030	12,855	21,959	23,589
Male	5,603	5,589	5,839	9,209	10,007
Female	6,292	6,441	7,016	12,750	13,582
Teaching staff in Government-subsidized schools	25,897	26,038	26,771	33,509	34,523
Male	10,916	10,869	10,979	13,093	13,625
Female	14,981	15,169	15,792	20,416	20,898
Teaching staff in Private schools	3,781	4,005	4,252	5,198	4,934
Male	2,379	2,532	2,716	3,365	3,201
Female	1,402	1,473	1,536	1,833	1,733

Source: School census, Ministry of Education

Table 3.2.3 shows that the number of teaching staff at primary level increased from 60,666 in 2020/2021 to 63,046 in 2021/22. However, a decrease in teaching staff is observed in private schools.

Table 3.2.4: Number of Gen. and Prof. secondary teaching staff by school status

Description/Year	2017	2018	2019	2020/21	2021/22
Total teaching staff	19,268	19,563	19,793	24,403	25,468
Male	13,772	13,883	14,007	16,422	16,937
Female	5,496	5,680	5,786	7,981	8,531
% Male	71.5%	71.0%	70.8%	67.3%	66.5%
% Female	28.5%	29.0%	29.2%	32.7%	33.5%
teaching Staff in Public schools	6,219	6,251	6,370	8,725	9,085
Male	4,413	4,387	4,472	5,821	5,972
Female	1,806	1,864	1,898	2,904	3,113
teaching Staff in Government-subsidized schools	11,578	11,586	11,723	13,913	14,437
Male	8,139	8,088	8,144	9,185	9,387
Female	3,439	3,498	3,579	4,728	5,050
teaching Staff in Private schools	1,471	1,726	1,700	1,765	1,946
Male	1,220	1,408	1,391	1,416	1,578
Female	251	318	309	349	368

Source: School census, Ministry of Education

According to Table 3.2.4, teaching staff at the general and professional secondary level increased from 24,403 in 2020/2021 to 25,468 in 2021/22. Although there is a continuous increase in the percentage of female teachers, males still outnumber females. This tables do not include technical secondary schools as presented in the previous publications.

Table 3.2.5: Number of TVET L1 to L5 teaching staff by school status

Description/Year	2017	2018	2019	2020/21	2021/22
Total teaching staff in TVET	4,161	3,741	3,792	4,175	4,151
Male	3,196	2,877	2,896	3,074	2,927
Female	965	864	896	1,101	1,224
% Male	76.8%	76.9%	76.4%	73.6%	70.5%
% Female	23.2%	23.1%	23.6%	26.4%	29.5%
Teaching Staff in Public schools	1,174	1,100	1,180	1,304	1,669
Male	850	842	891	939	1,107
Female	324	258	289	365	562
Teaching Staff in Government-subsidized schools	551	581	657	788	1,017
Male	424	442	502	579	729
Female	127	139	155	209	288
Teaching Staff in Private schools	2,436	2,060	1,955	2,083	1,465
Male	1,922	1,593	1,503	1,556	1,091
Female	514	467	452	527	374

Source: School census, Ministry of Education

Table 3.2.5 shows that between 2020/21 and 2021/22 there was an increase of 365 staff in public schools and 229 staff in government subsidized schools. However, there was a decrease of 618 staff in private schools, resulting in an overall decrease of 24 staff.

Table 3.2.6: Number of Higher education academic staff

Indicator/Year	2016/17	2017/18	2018/19	2020/21	2021/22
Total academic staff	4,094	4,086	4,322	4,301	4,302
Male	3,294	3,324	3,500	3,492	3,479
Female	800	762	822	809	823
% of Male	80.5%	81.4%	81.0%	81.2%	80.9%
% of Female	19.5%	18.6%	19.0%	18.8%	19.1%
Academic staff in public institutions	1,977	2,066	2,158	2,180	2,169
Male	1,556	1,665	1,734	1,764	1,735
Female	421	401	424	416	434
% of Male	78.7%	80.6%	80.4%	80.9%	80.0%
% of Female	21.3%	19.4%	19.7%	19.1%	20.0%
Academic staff in Private institutions	2,117	2,020	2,164	2,121	2,133
Male	1,738	1,659	1,766	1,728	1,744
Female	379	361	398	393	389
% of Male	82.1%	82.1%	81.6%	81.5%	81.8%
% of Female	17.9%	17.9%	18.4%	18.5%	18.2%

Source: School census, Ministry of Education

Table 3.2.6 indicates that the number of academic staff at Higher Education Institutions slightly increased from 4,301 in 2020/2021 to 4,302 in 2021/22. The decrease of 11 academic staff is only observed in public institutions. There is a notable difference between the number of female academic staff and male academic staff. The latter dominate the former. Efforts are needed to ensure female are more represented among the academic staff of the Higher Education Institutions.

Table 3.2.7: Instructors in adult literacy centers

Indicator/Year	2017	2018	2019	2020/21	2021/22
Total instructors	6,287	6,072	6,152	5,902	6,083
Male	4,006	3,822	3,804	3,612	3,568
Female	2,281	2,250	2,348	2,290	2,515
% of Male	63.7%	62.9%	61.8%	61.2%	58.7%
% of Female	36.3%	37.1%	38.2%	38.8%	41.3%
Instructors in public centers	1,738	1,716	1,636	2,311	2,415
Male	1,036	987	929	1,317	1,283
Female	702	729	707	994	1132
Instructors in Government-subsidized centers	3,103	3,330	3,236	3,107	3,373
Male	2,019	2,173	2,087	1,976	2,112
Female	1,084	1,157	1,149	1,131	1,261
Instructors in private centers	1,446	1,026	1,280	484	295
Male	951	662	788	319	173
Female	495	364	492	165	122

Source: School census, Ministry of Education

Data on the number of instructors in adult literacy centers indicates an increase in the number of instructors from 5,902 instructors to 6,083 instructors. Increase in the number of instructors is recorded in public centers and Government subsidized centers. The number of Instructors in private centers reduced from 484 in 2020/21 to 295 in 2021/22. This can be attributed to the reduction of private centers in general.

Table 3.2.8: Pupil teacher ratio

Indicator/Year	2017	2018	2019	2020/21	2021/22
In Preprimary	37	36	41	37	48
In Primary	61	60	57	45	44
In General, and professional secondary	28	30	33	28	29
In TVET L1-L5	19	20	21	21	20
In adult literacy	24	22	21	22	19

Source: School census, Ministry of Education

Pupil teacher ratio shows the average number of pupils per teacher, administrative staff who also spend some time teaching are not included in the calculation of the pupil-teacher ratio.

The pupil teacher ratio in preprimary still relatively high when compared to the standard of 30:1. The observed increase from 37:1 in 2020/21 to 48:1 in 2021/22 indicates a significant imbalance between the number of students and teaching staff. This suggests that there has been a disproportionate increase in the number of students compared to the number of available teachers. Such an increase can have implications for the quality of education and individualized attention that students receive.

The decrease in the pupil-teacher ratio in primary education over the past five years, from 61:1 in 2017 to 44:1 in 2021/22, indicates that there have been efforts to address overcrowding and provide a more favorable learning environment for students. The progress made in reducing the pupil-teacher ratio can be attributed to various factors, including the removal of double shift programs, the construction of additional classrooms, and the provision of relevant teaching, and learning materials.

The pupil-teacher ratios in secondary education and Technical and Vocational Education and Training (TVET) being below the standards of 46:1 and 25:1 respectively indicates that the growth in the number of students has been relatively slower compared to the increase in the number of teachers. Learners per instructors in adult literacy stands at 19:1.

3.3 Administrative staff per school status

Table 3.3.1: Total Number of administrative staff in education system

Description/Year	2017	2018	2019	202/21	2021/22
Total school administrative staff	12,269	12,622	12,863	13,664	14,265
Male	7,300	7,513	7,635	8,124	8,506
Female	4,969	5,109	5,228	5,540	5,759
% Male	59.5%	59.5%	59.4%	59.5%	59.6%
% Female	40.5%	40.5%	40.6%	40.5%	40.4%
Staff in Public schools	3,416	3,596	3,521	4,322	4,064
Male	2,112	2,226	2,175	2,753	2,639
Female	1,304	1,370	1,346	1,569	1,425
Staff in Government-subsidized schools	4,466	4,649	4,561	4,717	5,366
Male	2,685	2,788	2,740	2,853	3,300
Female	1,781	1,861	1,821	1,864	2,066
Staff in Private schools	4,387	4,377	4,781	4,625	4,835
Male	2503	2499	2720	2518	2567
Female	1884	1878	2061	2107	2268

Source: School census, Ministry of Education

Between 2020/21 and 2021/22, there was an increase of 601 administrative staff members, with a higher number of males compared to females. The distribution of administrative staff across different types of schools shows that government-subsidized schools have the highest proportion, accounting for 37.6% of the total administrative staff. Private schools follow closely with a proportion of 33.9%, while public schools have the lowest proportion at 28.5%.

Table 3.3.2: Administrative staff in Preprimary, primary, secondary and TVET L1 to L5

Description/Year	2017	2018	2019	202/21	2021/22
Total school administrative staff	10,092	10,373	10,575	11,900	13,272
Male	5,942	6,079	6,214	7,039	7,929
Female	4,150	4,294	4,361	4,861	5,343
% Male	58.9%	58.6%	58.8%	59.2%	59.7%
% Female	41.1%	41.4%	41.2%	40.8%	40.3%
Staff in Public schools	2,435	2,531	2,557	3,367	4,064
Male	1,493	1,552	1,569	2,143	2,639
Female	942	979	988	1,224	1,425
Staff in Government-subsidized schools	4,466	4,649	4,561	4,717	5,366
Male	2,685	2,788	2,740	2,853	3,300
Female	1,781	1,861	1,821	1,864	2,066
Staff in Private schools	3,191	3,193	3,457	3,816	3,842
Male	1764	1739	1905	2043	1990
Female	1427	1454	1552	1773	1,852

Source: School census, Ministry of Education

In 2021/22, the number of administrative staff in pre-primary, primary, secondary and TVET L1-L5 increased from 11,900 in 2020/21 to 13,929 in 2021/22, representing an increase of 2,029 staff. The increase of administrative staff is seen in the entire education system. A high share of administrative staff is male demonstrating a need for more female in leadership position at the school level.

Table 3.3.3: Number of administrative staff in Higher education institutions

Indicator/Year	2016/17	2017/18	2018/19	2020/21	2021/22
Total administrative staff	2,177	2,249	2,288	1,764	1,948
Male	1,358	1,434	1,421	1,085	1,186
Female	819	815	867	679	762
% of Male	62.4%	63.8%	62.1%	61.5%	60.9%
% of Female	37.6%	36.2%	37.9%	38.5%	39.1%
Staff in Public Higher education institutions	981	1,065	964	955	955
Male	619	674	606	610	609
Female	362	391	358	345	346
Staff in Private Higher education institutions	1,196	1,184	1,324	809	993
Male	739	760	815	475	577
Female	457	424	509	334	416

Source: School census, Ministry of Education

Table 3.3.3 indicates that the number of administrative staff at Higher Education Institutions increased from 1,764 in 2020/2021 to 1,948 in 2021/22. The increase is seen in private institutions. There is a notable difference between the number of female staff and male staff in the administration of higher education institutions. The share of male in the administration of higher education institutions is higher than that of female.

3.4 School staff by qualification

Table 3.4.1: Number of preprimary staff by qualification

Description/Year	2017	2018	2019	2020/21	2021/22
Total preprimary staff	6,812	7,178	7,865	9,312	8,902
PhD	3	3	5	7	7
Male	1	1	3	6	6
Female	2	2	2	1	1
Masters	14	21	26	37	48
Male	8	14	16	23	32
Female	6	7	10	14	16
Bachelors	313	362	436	739	788
Male	124	139	148	306	310
Female	189	223	288	433	478
Diploma (A₁)	172	178	215	310	492
Male	48	52	79	109	168
Female	124	126	136	201	324
Advanced secondary certificate (A₂)	5,304	5,692	6,376	7,568	7,448
Male	965	1,034	1,157	1,239	1,797
Female	4,339	4,658	5,219	6,329	5,651
Others	1,006	922	807	651	119
Male	221	217	150	145	30
Female	785	705	657	506	89

Source: School census, Ministry of education

In 2021/22, the qualification distribution of preprimary staff indicates that the majority, 83.7%, hold the advanced secondary certificate, which is the minimum requirement for this level. Additionally, 15% possess a higher degree, while 1.3% have a degree below the minimum requirement. Notably, there has been a decreasing trend in the number of staff with a degree below the minimum requirement, reducing from 1006 in 2017 to 119 in 2021/22. This highlights a positive improvement in the qualifications of preprimary staff over the years.

Table 3.4.2: Number of primary staff by qualification

Description/Year	2017	2018	2019	2020/21	2021/22
Total primary staff	43,906	44,544	46,325	63,580	66,559
PhD	2	3	2	1	3
Male	-	1	1	-	1
Female	2	2	1	1	2
Masters	24	27	35	61	85
Male	13	14	16	37	50
Female	11	13	19	24	35
Bachelors	598	754	792	1,047	2,956
Male	351	441	463	618	1,582
Female	247	313	329	429	1,374
Diploma (A₁)	350	298	380	383	1,316
Male	224	204	254	244	804
Female	126	94	126	139	512
Advanced secondary certificate (A₂)	42,155	42,859	44,505	61,421	62,070
Male	19,310	19,501	19,953	26,201	26,494
Female	22,845	23,358	24,552	35,220	35,576
Others	777	603	611	667	129
Male	476	378	379	375	60
Female	301	225	232	292	69

Source: School census, Ministry of education

During the 2021/22 school year, the qualification distribution of primary staff reveals that the majority, 93.3%, possess the advanced secondary certificate, meeting the minimum requirement for this level. Additionally, 6.6% hold a higher degree, while 0.2% have a degree below the minimum requirement. Remarkably, there has been a significant increase of 16,916 staff in 2020/21, indicating the recruitment of new teachers to address overcrowding in classrooms, as well as to accommodate the newly constructed classrooms. This increase demonstrates a proactive response to reduce classroom overcrowding and ensure a conducive learning environment for students.

Table 3.4.3: Number of gen. and prof. secondary staff by qualification

Description/Year	2017	2018	2019	2020/21	2021/22
Total Gen. and Prof. secondary staff	24,561	25,143	25,498	30,566	31,999
PhD	14	14	16	10	13
Male	13	13	14	8	10
Female	1	1	2	2	3
Masters	143	131	129	98	234
Male	119	102	92	78	190
Female	24	29	37	20	44
Bachelors	13,138	13,338	13,800	17,868	17,504
Male	9,428	9,398	9,729	12,199	11,818
Female	3,710	3,940	4,071	5,669	5,686
Diploma (A1)	6,514	6,650	6,694	9,614	11,401
Male	4,631	4,677	4,671	6,225	7,435
Female	1,883	1,973	2,023	3,389	3,966
Secondary diploma (A2)	4,701	4,960	4,793	2,816	2,760
Male	2,639	2,919	2,800	1,467	1,396
Female	2,062	2,041	1,993	1,349	1,364
Others	51	50	66	160	87
Male	29	34	40	92	41
Female	22	16	26	68	46

Source: School census, Ministry of education

In the school year 2021/22, among the general and professional secondary staff, 54.7% hold bachelor's degrees, which is the minimum requirement for teaching in upper secondary. Meanwhile, 35.6% have diplomas, which meet the minimum requirement for teaching in lower secondary. Additionally, 0.8% possess higher degrees, while 8.9% have degrees below the minimum requirement.

It is essential to investigate the reasons for the presence of staff with lower degrees in secondary education and staff with higher degrees in primary education. This examination is necessary to determine if there is potential for these staff members to switch positions and meet the minimum qualification criteria for their respective teaching levels.

Table 3.4.4: Number of TVET L1_L5 staff by qualification

Description/Year	2017	2018	2019	2020/21	2021/22
Total TVET staff	5,854	5,165	5,281	5,720	5,828
PhD	1	4	3	3	3
Male	1	3	2	3	3
Female	-	1	1	-	-
Masters	43	57	66	62	84
Male	36	44	57	51	72
Female	7	13	9	11	12
Bachelors	2,194	2,287	2,399	2,587	2,524
Male	1,525	1,687	1,777	1,881	1,750
Female	669	600	622	706	774
Diploma (A₁)	1,338	1,254	1,240	1,621	1,775
Male	1,084	1,023	1,014	1,323	1,404
Female	254	231	226	298	371
Advanced secondary certificate (A₂)	1,921	1,226	1,225	1,145	1,300
Male	1,338	744	681	589	661
Female	583	482	544	556	639
Others	357	337	348	302	142
Male	180	183	214	137	67
Female	177	154	134	165	75

Source: School census, Ministry of Education

In the 2021/22 school year, the distribution of staff in TVET L1_5 shows that 1.5% hold master's and PhD degrees. Furthermore, 43.3% possess a bachelor's degree, which is the minimum requirement for teaching in TVET L3_5. Additionally, 30.5% hold a diploma, 22.3% hold the advanced secondary certificate, and 2.4% have a degree below the advanced secondary certificate.

Table 3.4.5: Number of Higher education staff by qualification

Qualification/Year	2016/17	2017/18	2018/19	2020/21	2020/21
Total staff in HE	6,271	6,335	6,610	6,065	6,250
PhDs	736	857	951	1,027	1,169
Male	631	753	836	881	994
Female	105	104	115	146	175
Masters	2,704	2,545	2,584	2,507	2,515
Male	2,058	1,958	1,961	1,909	1901
Female	646	587	623	598	614
Bachelors	1,851	1,977	2,128	1,818	1,891
Male	1,239	1,345	1,455	1,240	1262
Female	612	632	673	578	629
Below Bachelors	980	956	947	713	675
Male	724	702	669	547	508
Female	256	254	278	166	167

Source: School census, Ministry of Education

Table 3.5.5 shows that the total number of academic staff in HEIs increased from 6,065 in 2020/21 to 6,583 in 2021/22. A decrease in academic staff has been observed among staff with less than a bachelor's degree which decreased from 713 in 2020/21 to 675 staff in 2021/22. Most of the academic staff (2848) have master's degrees representing 43.3%. The number of academic staff with Ph.D. increased from 1,027 in 2020/21 to 1,169 in 2021/22 representing an increase of 13.8%. The trend is to upgrade to the higher qualification so that more PhDs are teaching at higher education.

Table 3.4.6: Number of Higher education academic staff by qualification

Qualification/Year	2016/17	2017/18	2018/19	2020/21	2021/22
Total Academic staff In HE	4,094	4,086	4,322	4,301	4,302
PhDs	690	776	877	976	1,083
Male	594	683	771	835	921
Female	96	93	106	141	162
Masters	2,249	2,104	2,171	2,113	2,107
Male	1,783	1,670	1,693	1,660	1642
Female	466	434	478	453	465
Bachelors	842	951	968	871	820
Male	649	742	769	697	658
Female	193	209	199	174	162
Below Bachelors	313	255	306	341	292
Male	268	229	267	300	258
Female	45	26	39	41	34

Source: School census, Ministry of Education

Table 3.5.6 shows that the number of academic staff in higher education decreased for all qualifications except for Ph.D. holders. Which shows that more academic staff are upgrading to PhD. The number of academic staff with Ph.D. increased from 976 in 2020/21 to 1,083 in 2021/22 representing a considerable increase of 11%. Academic Staff with master's degrees are still predominant with a percentage of 49.0% of all academic staff in 2020/21 while PhDs academic staff holders represent 25.2%.

Table 3.4.7: Number of Higher education administrative staff by level of education

Qualification/Year	2016/17	2017/18	2018/19	2020/21	2021/22
Total Administrative staff in HE	2,177	2,249	2,288	1,764	1,948
PhDs	46	81	74	51	86
Male	37	70	65	46	73
Female	9	11	9	5	13
Masters	455	441	413	394	408
Male	275	288	268	249	259
Female	180	153	145	145	149
Bachelors	1,009	1,026	1,160	947	1,071
Male	590	603	686	543	604
Female	419	423	474	404	467
Below Bachelors	667	701	641	372	383
Male	456	473	402	247	250
Female	211	228	239	125	133

Source: School census, Ministry of Education

Table 3.5.8 shows the number of Higher education administrative staff by level of education. Bachelor's degree had a total of 1,071 staff constituting 55.0% and was the highest among all the levels. Master's was the second highest with 741 (20.9%) staff. A total of 383 (19.7%) administrative staff with Below Bachelor and only 86 (4.4%) staff with a Doctor of Philosophy. Females tend to be under-represented in the number of administrative staff at all levels of education.

3.5 Qualified teaching staff

A qualified teacher is an educator who has met specific educational requirements and possesses the necessary qualifications to teach in a specific subject or grade level. The Ministerial Order N° 001/MINEDUC/2021 outlines the standards for education in Rwanda. In pre-primary and primary schools, staff members are required to hold at least an advanced secondary certificate in a related field of teaching. In secondary education, teachers should have a diploma for ordinary level and a bachelor's degree for advanced level. For TVET, trainers must have at least a relevant TVET

certificate, or a degree aligned with the Rwanda Qualifications Framework. In universities and polytechnics, it is recommended that at least 30% of academic staff hold a PhD degree.

Table 3.5.1: Qualified teaching staff in Preprimary education

Indicator/Year	2017	2018	2019	2020/21	2021/22
Qualified teaching staff	5,116	5,414	6,183	7,444	7,259
Qualified Male teaching staff	778	813	943	1,047	1,542
Qualified Female teaching staff	4,338	4,601	5,240	6,397	5,717
% of Qualified teaching staff	84.7%	86.2%	89.2%	92.7%	98.7%
% of Qualified Male teaching staff	81.4%	81.8%	89.0%	90.7%	99.2%
% Qualified Female teaching staff	85.3%	87.0%	89.2%	93.0%	98.6%
Unqualified teaching staff	923	866	748	590	92
Unqualified Male teaching staff	178	181	116	107	13
Unqualified Female teaching staff	745	685	632	483	79
% of unqualified teaching staff	15.3%	13.8%	10.8%	7.3%	1.3%
% of unqualified Male teaching staff	18.6%	18.2%	11.0%	9.3%	0.8%
% unqualified Female teaching staff	14.7%	13.0%	10.8%	7.0%	1.4%

Source: School census, Ministry of Education

Table 3.5.1 indicates that 98.7% of Preprimary teachers meet the minimum requirement of having at least an advanced secondary certificate. Qualified Male teachers represent 99.2% compared to 98.6% of qualified female teachers. The number of unqualified teaching staff is decreasing, with 92 unqualified teaching staff in 2021/22. This reduction reflects efforts to improve the qualifications and expertise of teachers, aiming to enhance the quality of preprimary education.

Table 3.5.2: Qualified teaching staff in primary education

Indicator/Year	2017	2018	2019	2020/21	2021/22
Qualified teaching staff	40,905	41,568	43,348	60,055	62,937
Qualified Male teaching staff	18,488	18,670	19,208	25,327	26,779
Qualified Female teaching staff	22,417	22,898	24,140	34,728	36,158
% of Qualified teaching staff	98.4%	98.8%	98.8%	99.0%	99.8%
% of Qualified Male teaching staff	97.8%	98.3%	98.3%	98.7%	99.8%
% Qualified Female teaching staff	98.9%	99.2%	99.2%	99.2%	99.8%
Unqualified teaching staff	668	505	530	611	109
Unqualified Male teaching staff	410	320	326	340	54
Unqualified Female teaching staff	258	185	204	271	55
% of unqualified teaching staff	1.6%	1.2%	1.2%	1.0%	0.2%
% of unqualified Male teaching staff	2.2%	1.7%	1.7%	1.3%	0.2%
% of unqualified Female teaching staff	1.1%	0.8%	0.8%	0.8%	0.2%

Source: School census, Ministry of Education

Data on qualified staff in primary schools indicates that 99.8% of staff are qualified to teach in primary schools. This means that they have the minimum qualifications required to teach at primary level. The number of unqualified teaching staff decreased from 668 in 2017 to 109 in 2021/22.

Table 3.5.3: Qualified teaching staff in gen. and prof. secondary education

Indicator/Year	2017	2018	2019	2020/21	2021/22
Qualified teaching staff	16,117	16,139	16,566	23,051	23,968
Qualified Male teaching staff	11,644	11,549	11,805	15,491	16,021
Qualified Female teaching staff	4,473	4,590	4,761	7,560	7,947
% of Qualified teaching staff	83.6%	82.5%	83.7%	94.5%	94.1%
% of Qualified Male teaching staff	84.5%	83.2%	84.3%	94.3%	94.6%
% Qualified Female teaching staff	81.4%	80.8%	82.3%	94.7%	93.2%
Unqualified teaching staff	3,151	3,424	3,227	1,352	1,500
Unqualified Male teaching staff	2,128	2,334	2,202	931	916
Unqualified Female teaching staff	1,023	1,090	1,025	421	584
% of unqualified teaching staff	16.4%	17.5%	16.3%	5.5%	5.9%
% of unqualified Male teaching staff	15.5%	16.8%	15.7%	5.7%	5.4%
% unqualified Female teaching staff	18.6%	19.2%	17.7%	5.3%	6.8%

Source: School census, Ministry of Education

The minimum qualification required to teach at general and secondary education is to have diploma for lower secondary and bachelor's degree for upper secondary. The percentage of qualified teaching teacher at this level stands at 94.1%.

Table 3.5.4: Qualified teaching staff in TVET education

Indicator/Year	2017	2018	2019	2020/21	2021/22
Qualified teaching staff	2,450	1,959	2,741	3,281	3,190
Qualified Male teaching staff	1,980	1,535	2,215	2,593	2,412
Qualified Female teaching staff	470	424	526	688	778
% of Qualified teaching staff	58.9%	52.4%	72.3%	78.6%	76.8%
% of Qualified Male teaching staff	62.0%	53.4%	76.5%	84.4%	82.4%
% Qualified Female teaching staff	48.7%	49.1%	58.7%	62.5%	63.6%
Unqualified teaching staff	1,711	1,782	1,051	894	961
Unqualified Male teaching staff	1,216	1,342	681	481	515
Unqualified Female teaching staff	495	440	370	413	446
% of unqualified teaching staff	41.1%	47.6%	27.7%	21.4%	23.2%
% of unqualified Male teaching staff	38.0%	46.6%	23.5%	15.6%	17.6%
% unqualified Female teaching staff	51.3%	50.9%	41.3%	37.5%	36.4%

Source: School census, Ministry of Education

The percentage of qualified teaching staff has steadily increased over the years, reaching 76.8% in 2021/22. The proportion of qualified male teaching staff has consistently been higher than that of qualified female teaching staff. In 2021/22, 82.4% of male teaching staff were qualified, compared to 63.6% of female teaching staff. The percentage of unqualified teaching staff has decreased from

41.1% in 2017 to 23.2% in 2021/22. Overall, there has been a positive trend in the qualifications of teaching staff in TVET education, with an increasing percentage of qualified staff and a decreasing percentage of unqualified staff.

Table 3.5.5: PhD holders among academic staff in Higher education

Qualification/Year	2016/17	2017/18	2018/19	2020/21	2021/22
Academic staff with PhD	690	776	877	976	1083
Male	594	683	771	835	921
Female	96	93	106	141	162
% Male	86.1%	88.0%	87.9%	86.0%	85.0%
% Female	13.9%	12.0%	12.1%	14.0%	15.0%
% of PhD holders among Academic staff	16.9%	19.0%	20.3%	22.7%	25.2%
Male	18.0%	20.5%	22.0%	23.9%	26.5%
Female	12.0%	12.2%	12.9%	17.4%	19.7%

Source: School census, Ministry of Education

The number of academic staff holding a PhD degree in higher education has experienced a notable increase, rising from 16.9% in 2017 to 25.2% in 2021/22. However, the target set by the Education Sector Strategic Plan (ESSP) to reach 25.9% by 2021/22 was not fully met. Further efforts are necessary to achieve the upcoming target of 27.7% by 2023/24. It is worth noting that the proportion of male PhD holders (26.5%) exceeds that of female PhD holders (19.7%). Additional measures and initiatives should be implemented to reach the desired benchmark of at least 30% of academic staff holding a PhD degree.

Table 3.5.6: Pupil qualified teacher ratio

Education level/Year	2017	2018	2019	2020/21	2021/22
In Preprimary	43	42	46	39	49
In Primary	62	60	58	45	44
In General, and professional secondary	33	36	39	30	30
In TVET L1-L5	32	38	29	27	26

Source: School census, Ministry of Education

These ratios indicate the average number of students per qualified teacher in each education level. Data shows a peak increase in the pupil qualified teacher ratio from 39 in 2020/21 to 49 in 2021/22. This means that more qualified teachers are needed in Preprimary. The decreasing ratios in Primary education suggest efforts to improve the student-teacher ratio for better educational outcomes. The ratio for secondary and TVET remain relatively stable.

3.6 Trained teaching staff

A trained teacher is someone who has undergone training or professional development to enhance their teaching skills and knowledge. This training can be obtained through pre-service or in-service programs offered by recognized educational institutions. While qualified teachers meet the required educational qualifications to teach, trained teachers have pursued additional training to improve their teaching practices or acquire new instructional techniques. In essence, trained teachers possess the minimum required qualifications in education and have sought further professional development to enhance their teaching abilities.

Table 3.6.1: Trained teachers in Preprimary education

Indicator/Year	2017	2018	2019	2020/21	2021/22
Trained teaching staff	2,512	2,865	3,432	3,497	3,854
Trained Male teaching staff	395	447	551	561	773
Trained Female teaching staff	2,117	2,418	2,881	2,936	3,081
% of Trained teaching staff	41.6%	45.6%	49.5%	43.5%	52.4%
% of Trained Male teaching staff	41.3%	45.0%	52.0%	48.6%	49.7%
% Trained Female teaching staff	41.6%	45.7%	49.1%	42.7%	53.2%
Untrained teaching staff	3,527	3,415	3,499	4,537	3,497
Untrained Male teaching staff	561	547	508	593	782
Untrained Female teaching staff	2,966	2,868	2,991	3,944	2,715
% of untrained teaching staff	58.4%	54.4%	50.5%	56.5%	47.6%
% of untrained Male teaching staff	58.7%	55.0%	48.0%	51.4%	50.3%
% untrained Female teaching staff	58.4%	54.3%	50.9%	57.3%	46.8%

Source: School census, Ministry of Education

In 2021/22, there was a notable increase in the number of trained teachers in preprimary schools, with the figure rising from 3,498 in the previous year to 3,854. This represents a gain of 357 trained teachers. Furthermore, the proportion of trained teachers in preprimary schools saw an increase from 43.5% to 52.4% in 2021/22. Despite this positive trend, there remains a need for additional teacher training to provide pedagogical skills to the 3,497 untrained teachers in preprimary education.

Table 3.6.2: Trained teaching staff in Primary education

Indicator/year	2017	2018	2019	2020/21	2021/22
Trained teaching staff	38,788	39,717	41,711	46,193	47,947
Trained Male teaching staff	17,386	17,722	18,373	19,229	20,089
Trained Female teaching staff	21,402	21,995	23,338	26,964	27,858
% of Trained teaching staff	93.3%	94.4%	95.1%	76.1%	76.1%
% of Trained Male teaching staff	92.0%	93.3%	94.1%	74.9%	74.9%
% Trained Female teaching staff	94.4%	95.3%	95.9%	77.0%	76.9%
Untrained teaching staff	2,785	2,356	2,167	14,473	15,099
Untrained Male teaching staff	1,512	1,268	1,161	6,438	6,744
Untrained Female teaching staff	1,273	1,088	1,006	8,035	8,355
% of untrained teaching staff	6.7%	5.6%	4.9%	23.9%	23.9%
% of untrained Male teaching staff	8.0%	6.7%	5.9%	25.1%	25.1%
% untrained Female teaching staff	5.6%	4.7%	4.1%	23.0%	23.1%

Source: School census, Ministry of Education

In 2021/22, there was a significant increase in the number of trained teachers in primary schools, with the count rising from 46,193 in the previous year to 47,947. This represents a gain of 1,754 trained teachers. The proportion of trained teachers in primary schools currently stands at 76.1%.

However, there is still a considerable challenge in terms of equipping the 15,099 untrained staff members with the necessary pedagogical skills. The process of training such a large number of untrained teachers will require a significant amount of time and resources. In 2020, due to the shortage of trained teachers, new teachers with the required qualifications but without educational qualifications were employed to fill the newly constructed classrooms.

Table 3.6.3: Trained teaching staff in Gen. and prof. Secondary education

Indicator/year	2017	2018	2019	2020/21	2021/22
Trained teaching staff	12,432	13,241	14,311	21,252	21,751
Trained Male teaching staff	8,869	9,369	10,107	14,178	14,389
Trained Female teaching staff	3,563	3,872	4,204	7,074	7,362
% of Trained teaching staff	64.5%	67.7%	72.3%	87.1%	85.4%
% of Trained Male teaching staff	64.4%	67.5%	72.2%	86.3%	85.0%
% Trained Female teaching staff	64.8%	68.2%	72.7%	88.6%	86.3%
Untrained teaching staff	6,836	6,322	5,482	3,151	3,717
Untrained Male teaching staff	4,903	4,514	3,900	2,244	2,548
Untrained Female teaching staff	1,933	1,808	1,582	907	1,169
% of untrained teaching staff	35.5%	32.3%	27.7%	12.9%	14.6%
% of untrained Male teaching staff	35.6%	32.5%	27.8%	13.7%	15.0%
% untrained Female teaching staff	35.2%	31.8%	27.3%	11.4%	13.7%

Source: School census, Ministry of Education

In 2021/22, there was an increase of 499 trained teaching staff in general and professional secondary education, bringing the total count from 21,252 in the previous year to 21,751. Currently, 85.4% of the teaching staff in general and professional secondary education are trained teachers, while the remaining 14.6% are untrained. To further enhance the quality of education, it is important to provide in-service training to 3,717 teaching staff. This training will equip them with the necessary pedagogical skills and help improve their teaching practices.

Table 3.6.4: Trained teaching staff in TVET

Indicator/year	2017	2018	2019	2020/21	2021/22
Trained teaching staff	1,313	1,085	1,283	1,243	1,291
Trained Male teaching staff	977	817	961	923	948
Trained Female teaching staff	336	268	322	320	343
% of Trained teaching staff	31.6%	29.0%	33.8%	29.8%	31.1%
% of Trained Male teaching staff	30.6%	28.4%	33.2%	30.0%	32.4%
% Trained Female teaching staff	34.8%	31.0%	35.9%	29.1%	28.0%
Untrained teaching staff	2,848	2,656	2,509	2,932	2,860
Untrained Male teaching staff	2,219	2,060	1,935	2,151	1,979
Untrained Female teaching staff	629	596	574	781	881
% of untrained teaching staff	68.4%	71.0%	66.2%	70.2%	68.9%
% of untrained Male teaching staff	69.4%	71.6%	66.8%	70.0%	67.6%
% untrained Female teaching staff	65.2%	69.0%	64.1%	70.9%	72.0%

Source: School census, Ministry of Education

Obtaining trained teachers in TVET is challenging mainly because of limited availability of trained candidates and competing job opportunities. There is a shortage of individuals with the necessary qualifications and skills to become TVET teachers. As illustrated in table 3.6.4, the percentage of trained teachers stands at 31.1%. There is a need to provide in-service training for 2,860 untrained teacher in TVET.

Table 3.6.5: Number of adult literacy instructors who received in service training.

Indicator/Year	2017	2018	2019	2020/21	2021/22
Instructors receiving in service training	3,804	3,525	3,685	3,399	4,829
Trained Male Instructors	2,386	2,173	2,286	2,006	2,889
Trained Female Instructors	1,418	1,352	1,399	1,393	1,940
% of Trained Instructors	60.5%	58.1%	59.9%	57.6%	79.4%
% of Trained Male Instructors	59.6%	56.9%	60.1%	55.5%	81.0%
% Trained Female Instructors	62.2%	60.1%	59.6%	60.8%	77.1%
Untrained Instructors	2,483	2,547	2,467	2,503	1,254
Untrained Male Instructors	1,620	1,649	1,518	1,606	679
Untrained Female Instructors	863	898	949	897	575
% of untrained Instructors	39.5%	41.9%	40.1%	42.4%	20.6%
% of untrained Male Instructors	40.4%	43.1%	39.9%	44.5%	19.0%
% untrained Female Instructors	37.8%	39.9%	40.4%	39.2%	22.9%

Source: School census, Ministry of Education

Table 3.6.5 shows that there is an increase in the number of adult literacy instructors who received in-service training from 3,399 in 2020/21 to 4,829 in 2021/22. This is linked to the increase in the number of adult literacy centres and the reopening of training centres after the COVID-19 pandemic crisis.

Table 3.6.6: Pupil trained teacher ratio

Education level/Year	2017	2018	2019	2020/21	2021/22
In Preprimary	88	79	82	84	92
In Primary	65	63	60	59	57
In General, and professional secondary	43	44	45	33	34
In TVET L1-L5	61	68	61	71	65
In adult literacy	27	38	34	37	24

Source: School census, Ministry of Education

Table 3.6.7 provides data on the pupil trained teacher ratio across different education levels. It highlights a shortage of trained teachers in pre-primary and TVET. The pupil trained teacher ratio in primary education remains relatively high, indicating a need for more trained teachers. However, there is a promising trend of a constant decrease in this ratio, which suggests efforts are being made to reduce the pupil trained teacher ratio and improve the situation in primary education.

Table 3.6.7: Gender parity index in percentage of trained teacher

Indicators	2017	2018	2019	2020/21	2021/22
GPI in % of preprimary trained teacher	1.0	1.0	0.9	0.9	1.1
GPI in % of Primary trained teacher	1.0	1.0	1.0	1.0	1.0
GPI in % of Gen. and Prof. Secondary trained teacher	1.0	1.0	1.0	1.0	1.0
GPI in % of TVET trained teacher	1.1	1.1	1.1	1.0	0.9
GPI in % of PhD holders in Higher education	0.7	0.6	0.6	0.7	0.7
GPI in % of trained adult literacy instructors	1.0	1.1	1.0	1.1	1.0

Source: School census, Ministry of Education

The data presented in Table 3.6.7 shows the Gender Parity Index (GPI) for trained teachers in various education levels. The GPI for pre-primary and primary trained teachers remains constant at 1.0, indicating equal representation of males and females. Similarly, the GPI for general and professional secondary trained teachers is also 1.0. However, there is a slight decline in the GPI for TVET trained teachers from 1.1 to 0.9. The GPI for PhD holders in higher education and trained adult literacy instructors remains relatively stable.

4. ICT, SCIENCE AND TECHNOLOGY

4.1 Use of ICT in schools

Table 4.1.1: Use of ICT for teaching and learning

Level of education	2017	2018	2019	2020/21	2021/22
Overall number of schools using ICT for teaching and learning	1,649	1,796	1,852	1,929	2,286
Schools with Preprimary level	160	228	278	426	1,677
Schools with Primary level	1,267	1,612	1,718	1,710	1,790
Schools with Gen. and prof. Secondary level	854	886	951	1,116	1,201
Schools with TVET L1-L5 levels	90	232	236	240	250
Overall number of schools not using ICT for teaching and learning	3,070	2,776	2,854	3,215	2,556
Schools with Preprimary level	3,026	2,982	3,123	3,315	2,131
Schools with Primary level	1,610	1,297	1,243	1,981	2,041
Schools with Gen. and prof. Secondary level	713	530	501	753	754
Schools with TVET L1-L5 levels	295	118	95	104	172
Percentage of schools using ICT for teaching and learning	34.9%	39.3%	39.3%	37.5%	47.2%
Schools with Preprimary level	5.0%	7.1%	8.2%	11.4%	44.0%
Schools with Primary level	44.0%	55.4%	58.0%	46.3%	46.7%
Schools with Gen. and prof. Secondary level	54.5%	62.6%	65.5%	59.7%	60.5%
Schools with TVET L1-L5 levels	23.4%	66.3%	71.3%	69.8%	59.2%

Source: School census, Ministry of Education

The table 4.1.1 indicates that the use of ICT in teaching and learning increased from 11.4% in 2020/21 to 44% in 2021/22 in the schools with pre-primary level. A slight increase is seen in the schools with primary level from 46.3% in 202/21 to 46.7% in 2021/22. An improvement in the use of ICT in teaching and learning is seen in the schools with secondary level with an increase of 0.8%. The provision of ICT equipment to schools and the teacher training in the use ICT could explain the increase.

A decrease of 10.6% in the use of ICT in teaching and learning is observed in the schools with TVET level. This decrease can be attributed to the fact that newly constructed schools with TVET level were yet to be equipped with computers or to be connected to the internet. Some teachers could also have limited skills in the use of ICT for teaching and learning.

4.2 ICT, Science, and technology facilities

Table 4.2.1: Smart classrooms in schools

Level of education	2020/21	2021/22
Overall number of schools with smart classroom	957	1,120
Schools with Primary level	373	777
Schools with Gen. and prof. Secondary level	831	885
Schools with TVET L1-L5 levels	123	152
Overall number of schools without smart classroom	3,359	3,722
Schools with Primary level	3,318	3,054
Schools with Gen. and prof. Secondary level	1,038	1,070
Schools with TVET L1-L5 levels	221	270
Percentage of schools with smart classroom	22.2%	23.1%
% of Schools with Primary level	10.1%	20.3%
% Schools with Gen. and prof. Secondary level	44.5%	45.3%
% Schools with TVET L1-L5 levels	35.8%	36.0%

Source: School census, Ministry of Education

The percentage of schools with smart classrooms stands at 23.1%. In the schools with primary level, secondary level and TVET level, the percentage stands at 20.3%, 45.3% and 36.0% respectively. This is still below the 2021/22 ESSP target of 66.2% for primary, 64.8% for secondary and 54.2% for TVET. This is partly due to the fact that new schools which were constructed have not yet been equipped with ICT devices or connected to the internet.

Table 4.2.2: Computer laboratories in schools

Level of education	2020/21	2021/22
Overall number of schools with Computer laboratories	1,004	1,302
Schools with Primary level	337	824
Schools with Gen. and prof. Secondary level	433	778
Schools with TVET L1-L5 levels	239	297
Overall number of schools without Computer laboratories	3,312	3,540
Schools with Primary level	3,354	3,007
Schools with Gen. and prof. Secondary level	1,436	1,177
Schools with TVET L1-L5 levels	105	125
Percentage of schools with Computer laboratories	23.3%	26.9%
% of Schools with Primary level	9.1%	21.5%
% Schools with Gen. and prof. Secondary level	23.2%	39.8%
% Schools with TVET L1-L5 levels	69.5%	70.4%

Source: School census, Ministry of Education

Table 4.2.2. illustrates the number of schools with computer laboratories. Data indicates an increase in number of schools with computer laboratories from 1,004 schools in 2020/21 to 1,302 schools in 2021/22. Overall, 26.9% of schools have computer laboratories. Computer laboratories increased greatly from 9.1% in 2020/21 to 21.5% in 2021/22 in schools with primary level. An increase in the number of computer laboratories is also seen in schools with secondary and TVET levels.

Table 4.2.3: Number of secondary schools with science laboratories

INDICATOR/YEAR	2017	2018	2019	2020/21	2021/22
Number of secondary schools with sciences laboratory	338	338	455	329	189
% of school with sciences laboratory	21.6%	21.6%	25.5%	14.9%	8.6%
Number of secondary schools without sciences laboratory	1,229	1,390	1,328	1,884	2003
% of school without sciences laboratory	78.4%	80.4%	74.5%	85.1%	91.4%

Source: School census, Ministry of Education

Table 4.2.3 displays data indicating a noteworthy decline in the number of secondary schools equipped with science laboratories. The percentage of schools with such facilities decreased from 14.9% in 2020/21 to 8.6% in 2021/22.

This reduction can be attributed to the conversion of classrooms into temporary science laboratories due to resource constraints. As the student population increased, the need for additional classrooms took precedence over dedicated laboratory spaces. Consequently, the temporary science labs have now been reverted back to classrooms to accommodate the growing number of students.

To address this issue, it is important to prioritize the establishment of permanent science laboratories in secondary schools. Alternatively, utilizing science kits can serve as a temporary solution when dedicated laboratory spaces are not available.

Table 4.2.4: Internet connectivity in schools

Level of education	2017	2018	2019	2020/21	2021/22
Total number of schools with Internet connectivity	1,009	1,702	2,019	2,093	2,743
Schools with Preprimary level	135	276	302	471	1,997
Schools with Primary level	723	873	1,029	1,173	2,071
Schools with Gen. and prof. Secondary level	571	701	862	947	1,432
Schools with TVET L1-L5 levels	76	213	227	233	328
Total number of schools without Internet connectivity	3,710	2,869	2,687	3,051	2,099
Schools with Preprimary level	3,051	2,934	3,099	3,270	1,811
Schools with Primary level	2,154	2,036	1,932	2,518	1,760
Schools with Gen. and prof. Secondary level	996	715	590	922	523
Schools with TVET L1-L5 levels	309	137	104	111	94
Percentage of schools with Internet connectivity	21.4%	37.2%	42.9%	40.7%	56.7%
% Schools with Preprimary level	4.2%	8.6%	8.9%	12.6%	52.4%
% Schools with Primary level	25.1%	30.0%	34.8%	31.8%	54.1%
% Schools with Gen. and prof. Secondary level	36.4%	49.5%	59.4%	50.7%	73.2%
% Schools with TVET L1-L5 levels	19.7%	60.9%	68.6%	67.7%	77.7%

Source: School census, Ministry of Education

The table 4.2.4 shows that the number of schools with internet connectivity has increased from 2,093 in 2020/21 to 2,743 in 2021/22, which is an increase of 31%. In schools with pre-primary level internet connectivity increased from 12.6% in 2020/21 to 52.4% in 2021/22. In the schools with primary level from 31.8% in 2020/21 to 54.1% in 2021/22, which is below the target of 64.3% as set in the ESSP for 2021/22. Similarly, for schools with general and professional secondary, internet connectivity increased from 50.7% in 2020/21 to 73.3% in 2021/22, which is above the ESSP target of 69.4% by 2021/22. For schools with TVET L1-L5 level, internet connectivity increased from 67.7% in 2020/21 to 77.7% in 2021/22. This is below the ESSP target of 82.0% in 2021/22

4.3 ICT, Science, and technology equipment

Table 4.3.1: Science kits in schools

Level of education	2017	2018	2019	2020/21	2021/22
Overall number of schools with science kits	1,504	1,710	2,024	1,820	3,224
Schools with Preprimary level	648	652	664	674	2,582
Schools with Primary level	1,065	1,065	1,147	1,634	2,683
Schools with Gen. and prof. Secondary level	1,018	1,034	1,358	1,046	1,571
Schools with TVET L1-L5 levels	20	69	67	80	219
Overall number of schools without science kits	3,215	2,861	2,682	3,324	1,618
Schools with Preprimary level	2,538	2,558	2,737	3,067	1,226
Schools with Primary level	1,812	1,844	1,814	2,057	1,148
Schools with Gen. and prof. Secondary level	549	382	94	823	384
Schools with TVET L1-L5 levels	365	281	264	264	203
Percentage of schools with science kits	31.9%	37.4%	43.0%	35.4%	66.6%
Schools with Preprimary level	20.3%	20.3%	19.5%	18.0%	67.8%
Schools with Primary level	37.0%	36.6%	38.7%	44.3%	70.0%
Schools with Gen. and prof. Secondary level	65.0%	73.0%	93.5%	56.0%	80.4%
Schools with TVET L1-L5 levels	5.2%	19.7%	20.2%	23.3%	51.9%

Source: School census, Ministry of Education

Table 4.3.2 indicates that on average 66.6% of the total schools have Science kits. Schools with Science kits increased from 1,820 schools to 3,224 schools, indicating an increase of 1,404 schools receiving projectors in 2021/22. Data shows that 80.4% of schools with Gen. and prof. secondary level has Science kits, 51.9% of the schools with TVET L1-5 have Science kits, 70.0% of the schools with primary level have Science kits, and only 67.8% of the schools with preprimary level have Science kits

Table 4.3.2: projectors in schools

Level of education	2020/21	2021/22
Number of schools with projectors	1,034	1,088
Schools with Primary level	612	754
Schools with Gen. and prof. Secondary level	1,029	1,042
Schools with TVET L1-L5 levels	246	252
Number of schools without projectors	4,110	3,754
Schools with Primary level	3,079	3,077
Schools with Gen. and prof. Secondary level	840	916
Schools with TVET L1-L5 levels	98	170
Percentage of schools with projectors	20.1%	22.5%
% of Schools with Primary level	16.6%	19.7%
% Schools with Gen. and prof. Secondary level	55.1%	53.2%
% Schools with TVET L1-L5 levels	71.5%	59.7%

Source: School census, Ministry of Education

Table 4.3.2 indicates that on average 22.5% of the total schools have projectors. Schools with projectors increased from 1,034 schools to 1,088 schools, indicating an increase of 54 schools receiving projectors in 2021/22. Data shows that 53.2% of schools with Gen. and prof. secondary level have projectors, 59.7% of the schools with TVET L1-5 have projectors and only 19.7% of the schools with primary level have projectors.

Table 4.3.3: smartboard in schools

Level of education	2020/21	2021/22
Number of schools with smartboard	416	472
Schools with Primary level	203	279
Schools with Gen. and prof. Secondary level	245	335
Schools with TVET L1-L5 levels	105	106
Number of schools without smartboard	3,900	4,370
Schools with Primary level	3,488	3,552
Schools with Gen. and prof. Secondary level	1,624	1,620
Schools with TVET L1-L5 levels	239	316
Percentage of schools with smartboard	9.6%	9.7%
% of Schools with Primary level	5.5%	7.3%
% Schools with Gen. and prof. Secondary level	13.1%	17.1%
% Schools with TVET L1-L5 levels	30.5%	25.1%

Source: School census, Ministry of Education

Table 4.3.3 indicates that on average 9.7% of the total schools have smartboard. The number of schools with smartboard increased from 416 schools to 472 schools, indicating an increase of 56 schools getting smartboard in 2021/22. Data shows that 17.1% of schools with Gen. and prof. secondary level have smartboard, 25.1% of the schools with TVET L1-5 have smartboard and only 7.3% of the schools with primary level have smartboard.

4.4 Computers

Table 4.4.1: Total number of computers

Description/Year	2017	2018	2019	2020/21	2021/22
Number of computers	347,506	369,266	399,148	366,253	444,015
Computers for learners	324,985	346,327	372,483	334,021	406,776
Computers for administration	9,172	10,032	10,832	10,157	12,648
Computers for teachers	13,349	12,907	15,833	22,075	24,591

Source: School census, Ministry of Education

Between 2020/21 and 2021/22 the number of computers increased by 77,762 where 72,755 is the increase for students' computers, 2,491 is for administrative staff computers and 2,516 for teaching staff computers.

Table 4.4.2: Computers for learners

Levels	2017	2018	2019	2020/21	2021/22
Total computers for learners	324,985	346,327	372,483	334,021	406,776
In Primary	234,409	243,494	247,756	217,362	276,832
In General, and Prof. secondary	58,282	71,587	79,649	72,862	87,367
In TVET L1_L5	8,851	8,930	9,795	9,270	11,162
In Polytechnics	3,726	3,374	6,014	3,700	2,632
In General, Higher education	19,717	18,942	29,269	30,827	27,065
Ratio: students per computer	10	9	9	11	9
In Primary	11	10	10	13	10
In General, and Prof. secondary	9	8	8	10	8
In TVET L1_L5	9	9	8	9	7
In Polytechnics	3	4	2	4	5
In General, Higher education	4	4	2	2	3

Source: School census, Ministry of Education

Table 4.4.2 indicates that a total number of 406,776 computers was recorded in schools which increased from 334,021 in 2020/21. This increase also improved the ratio of users sharing one computer. There were 10 pupils in primary education (10:1) on average sharing a computer compared to 8 pupils in general and professional secondary (8:1). The student-per-computer ratio also improved in TVET L1_L5 schools from 9 students to one computer (9:1) to seven students sharing one computer (7:1). However, in polytechnics and in general, Higher education's computer ratio is one computer per five students (5:1) and one computer per three students (3:1), respectively. At the last two levels, Students can access computers in the library or departmental or faculty computer labs, when free.

Table 4.4.3: Computers for teaching/academic staff

Levels	2017	2018	2019	2020/21	2021/22
Total computers for teaching staff	13,349	12,907	15,833	22,075	24,591
Primary	4,823	2,850	3,084	4,604	4,476
General secondary	3,174	4,347	5,429	8,500	10,923
TVET L1_L5	228	759	881	2,040	2,925
Polytechnics	505	442	637	882	305
General Higher education	4,619	4,509	5,802	6,049	5,962
Ratio: Teachers per Computer	5	6	5	4	4
Primary	9	15	14	13	14
General secondary	7	5	4	3	2
TVET L1_L5	6	5	4	2	1
Polytechnics	1	7	5	1	5
General Higher education	1	1	1	1	1

Source: School census, Ministry of Education

Table 4.4.3 above shows that in 2021/22, the number of computers for teaching/academic staff increased from 22,075 in 2020/21 to 24,591 in 2021/22. A decrease in the number of computers for teaching/academic staff was recorded in primary, polytechnics, and in general Higher education. The TVET L1_L5 and in general higher education's computer ratio is one computer per staff (1:1). On average 14 staff in the primary level share a single computer (14:1) compared to 2 in general secondary (2:1) and 5 in polytechnics (5:1). The table highlights the need to train and sensitize school managers at primary school level on the proper way to store, maintain and repair computers and to have a strong replacement plan based on computer lifespan. There is also a need to increase the number of computers used by teaching staff at the primary level to enhance teachers' teaching quality and students' learning achievement.

Table 4.4.4: Computers for administrative staff

Levels	2017	2018	2019	2020/21	2021/22
Total computers for teaching staff	9,172	10,032	10,832	10,157	12,648
Primary	3,175	3,694	3,762	3,214	3,882
General secondary	3,320	3,227	3,546	3,943	5,100
TVET L1_L5	463	1,013	1036	855	1,039
Polytechnics	347	438	517	314	561
General Higher education	1,867	1,660	1,971	1,831	2,066
Ratio: administrative staff per Computer	1	1	1	1	1
Primary	1	1	1	1	1
General secondary	2	2	2	2	1
TVET L1_L5	1	1	1	2	2
Polytechnics	1	1	1	1	1
General Higher education	1	1	1	1	1

Source: School census, Ministry of Education

Table 4.4.4 shows that the number of computers for teaching staff increased from 10,157 in 2020/21 to 12,648 in 2021/22 and the number of computers has increased in all levels of education. The ratio of teaching staff to computers across all levels of education is 1 computer per teaching (1:1) staff except for TVET L1_L5 where two staff had to share 1 computer (2:1).

Table 4.4.5: Availability of computers to schools

Level of education	2017	2018	2019	2020/21	2021/22
Overall number of schools with computer	2,256	2,774	3,121	3,339	4,682
Schools with Preprimary level	303	351	454	622	3,660
Schools with Primary level	1,991	2,195	2,468	2,768	3,749
Schools with Gen. and prof. Secondary level	1,185	1,207	1,250	1,549	1,951
Schools with TVET L1-L5 levels	142	249	273	293	420
Overall number of schools without any computer	2,463	1,797	1,585	1,805	160
Schools with Preprimary level	2,883	2,859	2,947	3,119	148
Schools with Primary level	886	714	493	923	82
Schools with Gen. and prof. Secondary level	382	209	202	320	7
Schools with TVET L1-L5 levels	243	101	58	51	2
Percentage of schools with computer	47.8%	60.7%	66.3%	64.9%	96.7%
Schools with Preprimary level	9.5%	10.9%	13.3%	16.6%	96.1%
Schools with Primary level	69.2%	75.5%	83.4%	75.0%	97.9%
Schools with Gen. and prof. Secondary level	75.6%	85.2%	86.1%	82.9%	99.6%
Schools with TVET L1-L5 levels	36.9%	71.1%	82.5%	85.2%	99.5%

Source: School census, Ministry of Education

Table 4.4.5 indicates that on average 96.7% of the total schools have at least one computer. This means that 160 schools have no access to at least one computer. Schools with access to at least one computer increased from 3,339 schools to 4,682 schools, indicating an increase of 1,343 schools receiving computers in 2021/22. Data shows that 99.6.2% of schools with Gen. and prof. secondary level have at least one computer, 99.5% of the schools with TVET L1-5 have at least one computer 19.7% of the schools with primary level have projectors.

5. BOOKS AND TEXTBOOKS

5.1 Books in use by learners

Table 5.1.1: Students books in preprimary schools by subject

Subjects	2018	2019	2020/21	2021/22
Number of books				
Discovery of the World	19,245	22,887	23,629	28,101
Numeracy	26,359	27,974	27,173	28,838
Physical and Health development	13,785	15,966	17,071	19,772
Creative arts and Culture	16,324	18,035	17,507	19,342
Language and literacy: Kinyarwanda	36,879	37,472	35,291	35,858
Language and literacy: English	29,196	27,876	27,862	29,122
Average ratio per level	11	12	13	14
Discovery of the World	12	12	12	13
Numeracy	9	10	11	12
Physical and Health development	16	18	17	18
Creative arts and Culture	14	16	17	18
Language and literacy: Kinyarwanda	6	8	8	10
Language and literacy: English	8	10	11	12

Source: School census, Ministry of Education

Table 5.1.1 shows that there is a shortage of student books in preprimary schools. Pre-primary education shows the highest ratio of 14:1, which can be attributed to the fact that children at this early age primarily learn through play before engaging in more intensive reading activities.

Table 5.1.2: Books in use by primary students by subject

Subject	2018	2019	2020/21	2021/22
Number of books				
Kinyarwanda	1,794,444	1,614,643	1,894,875	2,223,743
English	2,039,752	1,778,664	2,302,863	2,981,551
Mathematics	1,318,615	1,152,290	1,691,881	2,484,150
Social and Religious Studies	993,068	886,472	796,930	877,427
Elementary Science and Technology	635,757	601,190	594,340	601,112
Average ratio per level	2	2	2	2
Kinyarwanda	1	2	1	1
English	1	1	1	1
Mathematics	2	2	2	1
Social and Religious Studies	3	3	3	3
Elementary Science and Technology	4	4	5	5

Source: School census, Ministry of Education

Table 5.1.2 shows that there is an increase in students' books for all subjects. A considerable increase is seen for Mathematic books from 1,691,881 in 2020/21 to 2,484,150 in 2021/22 which

presents an increase of 46.8% and reduced the Pupil-book ratio from 1 book to two students (2:1) to one book per student (1:1).

Table 5.1.3: Pupil: book ratio in lower secondary students by subject

Subjects	2018	2019	2020/21	2021/22
Number of books				
Mathematics	255,498	254,984	233,758	243,723
Chemistry	235,334	226,974	214,614	224,269
Geography	223,978	217,380	195,869	203,548
Biology	218,546	205,667	206,759	212,302
English	212,542	212,715	215,289	216,679
Physics	215,343	214,499	187,976	195,643
Kinyarwanda	134,390	128,401	124,012	128,895
Entrepreneurship	135,585	136,050	130,919	133,163
History and Citizenship	121,279	126,542	116,734	118,725
French	91,123	90,292	91,548	92,702
ICT & Computer Science	158,392	151,556	139,892	143,144
Average ratio per level	3	3	4	3
Mathematics	2	2	2	2
Chemistry	2	2	3	2
Geography	2	2	3	3
Biology	2	3	3	3
English	2	2	3	2
Physics	2	2	3	3
Kinyarwanda	3	4	4	4
Entrepreneurship	3	3	4	4
History and Citizenship	4	4	5	5
French	5	5	6	6
ICT & Computer Science	3	3	4	4

Source: School census, Ministry of Education

Table 5.1.3 shows the number of textbooks distributed in lower secondary schools. Data indicates an increase in the number of students textbooks for all subjects. The 1:1 Pupil book Ratio for lower secondary education has not been achieved. Distribution of Kinyarwanda, Entrepreneurship, French and ICT textbooks should be prioritized.

Table 5.1.4: Students books in science combinations by Subject

Subjects	2018	2019	2020/21	2021/22
Number of books				
Chemistry	50,127	50,806	49,109	49,774
Physics	35,744	38,867	36,653	39,855
Biology	29,543	29,599	31,257	32,162
Mathematics	24,773	27,002	27,254	29,706
Entrepreneurship	29,716	28,614	29,289	30,375
Economics	21,402	21,786	17,988	18,311
Geography	22,589	22,841	20,450	20,678
Computer Science	17,690	21,078	17,706	17,985
Average ratio in science combination	3	3	4	4
Chemistry	2	2	2	2
Physics	3	3	3	2
Biology	3	3	3	3
Mathematics	3	3	3	3
Entrepreneurship	3	3	3	3
Economics	4	4	5	5
Geography	4	4	5	5
Computer Science	5	5	5	6

Source: School census, Ministry of Education

Table 5.1.4 shows a gap in the textbook for science combinations compared to the national standards, (1:1). Chemistry and physics have a ratio of 2 textbooks per student while the ratio for Economics, Geography, and Kinyarwanda, computer science, English, and French is greater than 4:1. Subjects with the pupils-book ratio which is greater than 3:1 are considered high and need to be improved specifically on core subject.

Table 5.1.5: Students books in humanities combinations by subject

Subjects	2018	2019	2020/21	2021/22
Number of books				
Geography	24,702	26,178	26,459	28,040
Economics	20,668	21,861	23,399	24,750
Entrepreneurship	18,908	18,695	20,004	20,592
History and Citizenship	13,335	15,464	17,688	20,512
General Studies and Communication	6,276	5,890	9,092	9,651
Kinyarwanda	5,042	5,788	6,016	6,906
English	3,334	4,233	5,181	6,578
Average ratio in Humanities	4	4	3	4
Geography	1	1	1	2
Economics	2	2	1	2
Entrepreneurship	2	2	2	2
History and Citizenship	2	2	2	2
General Studies and Communication	5	6	4	5
Kinyarwanda	6	6	6	7
English	9	8	7	7

Source: School census, Ministry of Education

Table 5.1.5 shows an increase in the number of students textbooks in humanities combinations. Increase is seen in all subjects with a considerable increase in geography and history and citizenship textbooks. The same table shows that the 1:1 Pupil book Ratio for secondary education has not been achieved. Despite the increase in the number of textbooks, the pupil book ratio decreased for all subjects. This could be due to the high enrollment of students in humanities courses.

Table 5.1.6: Students books in Language's combinations by subject

Subjects	2018	2019	2020/21	2021/22
Number of books				
Kinyarwanda	23,978	26,151	22,434	24,467
English	19,436	19,458	21,517	22,668
Kiswahili	14,091	15,702	13,720	15,289
French	6,407	6,324	8,038	9,075
Literature in English	9,843	10,898	11,952	13,232
Entrepreneurship		3,323	3,805	4,357
General Studies and Communication		2,880	3,808	5,035
Average ratio in languages	3	5	4	2
Kinyarwanda	1	1	1	1
English	2	2	1	1
Kiswahili	2	2	2	1
French	5	5	4	2
Literature in English	4	1	3	2
Entrepreneurship		10	9	5
General Studies and Communication		11	8	4

Source: School census, Ministry of Education

Table 5.1.6 indicates an increase in the number of students textbooks in languages' combinations. A notable increase is observed in the number of Kinyarwanda textbooks and general studies and communication textbooks. Data shows that pupil book ratio 1:1 has been achieved for Kinyarwanda, English and Kiswahili subjects. There is a high pupil book ratio for entrepreneurship and general studies and communication subjects. Distribution of textbooks in languages combinations should prioritize on two subjects.

Table 5.1.7: Students books in TTC's combinations by subject

Subjects	2018	2019	2020/21	2021/22
Number of books				
French	4,832	2,964	4,162	5,844
English	3,694	3,451	3,426	3,451
Kinyarwanda	3,057	2,012	2,767	3,805
Geography	2,737	2,406	2,138	2,376
Physics	1,305	1,055	1,315	1,639
Biology	1,669	1,648	1,853	2,084
Foundation of Education	2,438	1,486	2,119	1,939
Mathematics	2,188	1,408	2,006	2,363
Average ratio in TTCs	4	5	5	5
French	2	3	3	2
English	2	3	3	3
Kinyarwanda	3	5	4	3
Geography	4	4	6	5
Physics	7	9	9	7
Biology	6	6	6	6
Foundation of Education	4	6	5	6
Mathematics	4	7	5	5

Source: School census, Ministry of Education

Table 5.1.7 shows that there is an increase in the number of students' books in TTC's combinations for all subjects. Geography, Mathematics, Foundation of Education, Biology and Physics subjects have a pupil-book ratio greater than 3:1 which shows that there is a need to increase the number of books in all subjects. The ratio for physics book subjects decreased from 9 students to 7 students sharing one book.

6. ENERGY, WATER AND SANITATION

6.1 On grid electricity

Section six concentrates on the availability of electricity: on grid and off grid; water: water supply, rainwater, and drinking water; toilets in schools at various levels of education.

Table 6.1.1: On grid electricity in schools

ON GRID ELECTRICITY	2017	2018	2019	2020/21	2021/22
Overall number of schools with	2,284	2,784	3,074	3,819	3,916
Schools with Preprimary level	1,030	1,277	1,356	2,147	3,016
Schools with Primary level	1,606	1,693	1,800	2,460	2,995
Schools with Gen. and prof. Secondary level	940	1,027	1,078	1,456	1,715
Schools with TVET L1-L5 levels	175	256	286	327	407
Overall number of schools without	2,435	1,787	1,632	1,325	926
Schools with Preprimary level	2,156	1,933	2,045	1,594	792
Schools with Primary level	1,271	1,216	1,161	1,231	836
Schools with Gen. and prof. Secondary level	627	389	374	413	240
Schools with TVET L1-L5 levels	210	94	45	17	15
Percentage of schools with	48.4%	60.9%	65.3%	74.3%	80.9%
Schools with Preprimary level	32.3%	39.8%	39.9%	57.4%	79.2%
Schools with Primary level	55.8%	58.2%	60.8%	66.6%	78.2%
Schools with Gen. and prof. Secondary level	60.0%	72.5%	74.2%	77.9%	80.9%
Schools with TVET L1-L5 levels	45.5%	73.1%	86.4%	95.1%	88.8%

Source: School census, Ministry of Education

Table 6.1.1 shows that the number of schools connected to the electrical grid increased from 3,819 in 2020/21 to 3,916 in 2021/22, registering a 2.5% increase in schools connected to the electrical grid. The number of schools with pre-primary levels with on-grid electricity supply increased from 2,147(57.4%) in 2020/21 to 3,016(79.2%) in 2021/22. A total of 2,460(66.6%) schools with the primary level in 2020/21 were connected to the electrical grid and have increased to 2,995(78.2%) in 2021/22. However, a decrease of 6.3 was recorded in the number of schools with TVET L1-L5 levels connected to the electrical grid between 2020/21 and 2021/22. This can be explained by the fact that new schools with TVET L1-L5 levels which were constructed have not yet been connected to the electrical grid.

6.2 Off grid electricity

Table 6.2.1: Solar power in schools

SOLAR POWER	2017	2018	2019	2020/21	2021/22
Overall number of schools with	638	664	626	758	1,589
Schools with Preprimary level	177	191	201	356	1,299
Schools with Primary level	709	605	562	694	1,365
Schools with Gen. and prof. Secondary level	281	274	267	349	752
Schools with TVET L1-L5 levels	23	42	33	41	115
Overall number of schools without	4,081	3,907	4,080	4,386	3,253
Schools with Preprimary level	3,009	3,019	3,200	3,385	2,509
Schools with Primary level	2,168	2,304	2,399	2,997	2,466
Schools with Gen. and prof. Secondary level	1,286	1,142	1,185	1,520	1,203
Schools with TVET L1-L5 levels	362	308	298	303	307
Percentage of schools with	13.5%	14.5%	13.3%	14.7%	32.8%
Schools with Preprimary level	5.6%	6.0%	5.9%	9.5%	34.1%
Schools with Primary level	24.6%	20.8%	19.0%	18.8%	35.6%
Schools with Gen. and prof. Secondary level	17.9%	19.4%	18.4%	18.7%	38.5%
Schools with TVET L1-L5 levels	6.0%	12.0%	10.0%	11.9%	27.3%

Source: School census, Ministry of Education

Table 6.1.2 shows that the number of schools with solar power doubled from 758 in 2020/21 to 1,589 in 2021/22, which is an increase of 110%. The proportion of schools with pre-primary level that have solar power increased from 9.5% in 2020/21 to 34.1% in 2021/22. In the schools with primary-level solar power increased from 18.8% in 2020/21 to 35.6% in 2021/22. Similarly, for schools with general and professional secondary, solar power increased from 18.7% in 2020/21 to 38.5% in 2021/22. For schools with TVET L1-L5 level, solar power increased from 11.9% in 2020/21 to 27.3% in 2021/22.

Table 6.2.2: Electric power generator in schools

ELECTRIC POWER GENERATOR	2017	2018	2019	2020/21	2021/22
Overall number of schools with	545	842	885	762	1,282
Schools with Preprimary level	78	120	124	144	832
Schools with Primary level	138	159	169	144	850
Schools with Gen. and prof. Secondary level	281	274	281	240	647
Schools with TVET L1-L5 levels	81	158	154	133	187
Overall number of schools without	4,174	3,729	3,821	4,382	3,560
Schools with Preprimary level	3,108	3,090	3,277	3,597	2,976
Schools with Primary level	2,739	2,750	2,792	3,547	2,981
Schools with Gen. and prof. Secondary level	1,286	1,142	1,171	1,629	1,308
Schools with TVET L1-L5 levels	304	192	177	211	235
Percentage of schools with	11.6%	18.4%	18.8%	14.8%	26.5%
Schools with Preprimary level	2.4%	3.7%	3.6%	3.8%	21.8%
Schools with Primary level	4.8%	5.5%	5.7%	3.9%	22.2%
Schools with Gen. and prof. Secondary level	17.9%	19.4%	19.4%	12.8%	33.1%
Schools with TVET L1-L5 levels	21.0%	45.1%	46.5%	38.7%	44.3%

Source: School census, Ministry of Education

Table 6.2.2 shows that the number of schools with electric power generators increased from 762 in 2020/21 to 1,282 in 2021/22, registering a 68.2% increase. Both schools with pre-primary levels and those with the primary level which have electric power generators almost sextuple in numbers. Schools with general and professional secondary levels having electric power generators doubled from 240 in 2020/21 to 502 in 2021/22. The higher percentage of schools having electric power generators are those with TVET L1-L5 levels (44.3%). Schools use electric power generators temporally during on-grid electricity cut-offs.

Table 6.2.3: Biogas system in schools

BIOGAS SYSTEM	2017	2018	2019	2020/21	2021/22
Overall number of schools with	66	65	75	51	63
Schools with Preprimary level	4	11	11	5	9
Schools with Primary level	8	11	5	6	7
Schools with Gen. and prof. Secondary level	61	42	41	30	38
Schools with TVET L1-L5 levels	5	7	10	7	8
Overall number of schools without	4,653	4,506	4,631	5,093	4,779
Schools with Preprimary level	3,182	3,199	3,390	3,736	3,799
Schools with Primary level	2,869	2,898	2,956	3,685	3,824
Schools with Gen. and prof. Secondary level	1,506	1,374	1,411	1,839	937
Schools with TVET L1-L5 levels	380	343	321	337	414
Percentage of schools with	1.4%	1.4%	1.6%	1.0%	1.3%
Schools with Preprimary level	0.1%	0.3%	0.3%	0.1%	0.2%
Schools with Primary level	0.3%	0.4%	0.2%	0.2%	0.2%
Schools with Gen. and prof. Secondary level	3.9%	3.0%	2.8%	1.6%	3.9%
Schools with TVET L1-L5 levels	1.3%	2.0%	3.0%	2.0%	1.9%

Source: School census, Ministry of Education

Table 6.2.3 shows that a few schools use a biogas system as an alternative source of energy but the main source of energy in schools remains on grid electricity. Overall, there are only 63 schools with a biogas system. The percentage of schools with biogas systems has increased from 1.0% in 2020/21 to 1.3% in 2021/22. Schools with general and professional secondary levels which have biogas systems present 3.9%.

6.3 Water

Table 6.3.1: Tap water supply in schools.

TAP WATER SUPPLY	2017	2018	2019	2020/21	2021/22
Overall number of schools³ with	1,925	2,477	2,724	3,419	3,950
Schools with Preprimary level	766	942	991	1,733	3,058
Schools with Primary level	1,525	1,617	1,603	2,227	3,068
Schools with Gen. and prof. Secondary level	743	807	872	1,297	1,681
Schools with TVET L1-L5 levels	149	262	292	309	375
Overall number of schools without	2,794	2,094	1,982	1,725	892
Schools with Preprimary level	2,420	2,268	2,410	2,008	750
Schools with Primary level	1,352	1,292	1,358	1,464	763
Schools with Gen. and prof. Secondary level	824	609	580	572	277
Schools with TVET L1-L5 levels	236	88	39	35	47
Percentage of schools with	40.8%	54.2%	57.9%	66.5%	81.6%
Schools with Preprimary level	24.0%	29.3%	29.1%	46.3%	80.3%
Schools with Primary level	53.0%	55.6%	54.1%	60.3%	80.1%
Schools with Gen. and prof. Secondary level	47.4%	57.0%	60.1%	69.4%	85.9%
Schools with TVET L1-L5 levels	38.7%	74.9%	88.2%	89.8%	88.9%

Source: School census, Ministry of Education

Table 6.1.1 shows that the number of schools with a tap water supply increased from 3,419 in 2020/21 to 3,950 in 2021/22. The share of schools with Preprimary levels that have access to tap water stands at 80.3%, which is equivalent to a 34% increase compared to 2020/21. Tap water supply in schools with a primary level increased by 19.8% between 2020/21 and 2021/22 and currently stands at 80.1%. The number of schools with general and professional secondary levels that have tap water supply increased from 69.4% in 2020/21 to 85.9% in 2021/22. A slight decrease of 0.9 was recorded in the number of schools with TVET L1-L5 levels that have tap water supply between 2020/21 and 2021/22. All decreases observed in some schools with distinct levels can be explained by the fact that new schools which were constructed have not yet been connected to the tap water supply.

³ Preprimary, primary, secondary and TVET L1 to L5 schools

Table 6.3.2: Safe drinking water in schools

Safe drinking water	2017	2018	2019	2020/21	2021/22
Overall number of schools with safe drinking water	1,717	2,578	2,730	2,511	2,859
Schools with Preprimary level	612	883	921	1,176	2,164
Schools with Primary level	1,310	1,559	1,535	1,543	2,130
Schools with Gen. and prof. Secondary level	802	978	1,013	836	1,233
Schools with TVET L1-L5 levels	114	264	276	266	310
Overall number of schools without safe drinking water	3,002	1,993	1,976	2,633	1,983
Schools with Preprimary level	2,574	2,327	2,480	2,565	1,644
Schools with Primary level	1,567	1,350	1,426	2,148	1,701
Schools with Gen. and prof. Secondary level	765	438	439	1,033	725
Schools with TVET L1-L5 levels	271	86	55	78	112
Percentage of schools with safe drinking water	36.4%	56.4%	58.0%	48.8%	59.0%
Schools with Preprimary level	19.2%	27.5%	27.1%	31.4%	56.8%
Schools with Primary level	45.5%	53.6%	51.8%	41.8%	55.6%
Schools with Gen. and prof. Secondary level	51.2%	69.1%	69.8%	44.7%	63.0%
Schools with TVET L1-L5 levels	29.6%	75.4%	83.4%	77.3%	73.5%

Source: School census, Ministry of Education

In relation to overall number of schools with pre-primary, primary, secondary and TVET level, there is an increase in the percentage of schools with access to safe drinking water from 48.8% in 2020/21 to 59.0% in 2021/22. Schools with TVET levels have the highest percentage of 73.5%.

Table 6.3.3: Rainwater harvesting system in schools.

Rainwater harvesting system	2017	2018	2019	2020/21	2021/22
Overall number of schools with	2,326	2,929	3,191	3,894	4,332
Schools with Preprimary level	806	949	1,104	1,906	3,374
Schools with Primary level	2,051	2,224	2,296	2,942	3,467
Schools with Gen. and prof. Secondary level	937	1,032	1,086	1,549	1,865
Schools with TVET L1-L5 levels	157	271	286	307	397
Overall number of schools without	2,393	1,642	1,515	1,250	510
Schools with Preprimary level	2,380	2,261	2,297	1,835	434
Schools with Primary level	826	685	665	749	364
Schools with Gen. and prof. Secondary level	630	384	366	320	93
Schools with TVET L1-L5 levels	228	79	45	37	25
Percentage of school with	49.3%	64.1%	67.8%	75.7%	89.5%
Schools with Preprimary level	25.3%	29.6%	32.5%	50.9%	88.6%
Schools with Primary level	71.3%	76.5%	77.5%	79.7%	90.5%
Schools with Gen. and prof. Secondary level	59.8%	72.9%	74.8%	82.9%	95.3%
Schools with TVET L1-L5 levels	40.8%	77.4%	86.4%	89.2%	94.1%

Source: School census, Ministry of Education

Table 6.3.3 illustrates the number of schools with rainwater harvesting system, in general, schools with pre-primary, primary, secondary and TVET level recorded an increase from 75.7% in 2020/21 to 89.5% in 2021/22. School with General and professional secondary levels have the highest percentage of 95.3%

6.4 Sanitation

Table 6.4.1: Availability of handwashing

handwashing facilities	2017	2018	2019	2020/21	2021/22
Overall number of schools with	2,149	2,776	3,015	5,144	4,795
Schools with Preprimary level	754	919	995	3,741	3,768
Schools with Primary level	1,863	1,919	1,998	3,691	3,803
Schools with Gen. and prof. Secondary level	989	1,077	1,115	1,869	1,948
Schools with TVET L1-L5 levels	118	253	274	344	419
Overall number of schools without	2,570	1,795	1,691	-	47
Schools with Preprimary level	2,432	2,291	2,406	-	40
Schools with Primary level	1,014	990	963	-	28
Schools with Gen. and prof. Secondary level	578	339	337	-	10
Schools with TVET L1-L5 levels	267	97	57	-	3
Percentage of schools with	45.5%	60.7%	64.1%	100.0%	99.0%
Schools with Preprimary level	23.7%	28.6%	29.3%	100.0%	98.9%
Schools with Primary level	64.8%	66.0%	67.5%	100.0%	99.3%
Schools with Gen. and prof. Secondary level	63.1%	76.1%	76.8%	100.0%	99.5%
Schools with TVET L1-L5 levels	30.6%	72.3%	82.8%	100.0%	99.3%

Source: School census, Ministry of Education

According to the 2021/22 statistics, it has been observed that 99.0% of schools have handwashing facilities, with only 47 schools without it. In the previous year, all schools were required to have handwashing facilities to mitigate the spread of COVID-19. However, it is imperative to ensure that these existing handwashing facilities are being regularly utilized for proper hand sanitation.

Table 6.4.2: availability of single sex toilets

Indicator/Year	2019	2020/21	2021/22
Overall number of schools with handwashing facilities in schools			4,625
Schools with Preprimary level	1,321	1,957	3,623
Schools with Primary level	2,115	2,588	3,685
Schools with Gen. and prof. Secondary level	1,030	1,303	1,909
Schools with TVET L1-L5 levels	257	275	411
Overall number of schools without handwashing facilities in schools			217
Schools with Preprimary level	2,080	1,784	185
Schools with Primary level	846	1,103	146
Schools with Gen. and prof. Secondary level	422	566	49
Schools with TVET L1-L5 levels	74	69	11
Percentage of schools with handwashing facilities in schools			95.5%
Schools with Preprimary level	38.8%	52.3%	95.1%
Schools with Primary level	71.4%	70.1%	96.2%
Schools with Gen. and prof. Secondary level	70.9%	69.7%	97.5%
Schools with TVET L1-L5 levels	77.6%	79.9%	97.4%

Source: School census, Ministry of Education

According to Table 6.4.2, the data shows that 95.5% of schools have separate toilets for males and females, while 217 schools do not provide this separation. It is worth mentioning that out of these, 28 schools are exclusively for females and 11 schools are exclusively for males. If we exclude these 39 schools, there are still 178 schools that lack single-sex toilets.

Table 6.4.3: Toilets in Preprimary, Primary Secondary and TVET schools

Indicator/Year	2017	2018	2019	2020/21	2021/22
Number of toilets in the school	92,958	98,015	103,690	150,676	154,235
For female	47,464	49,745	52,885	76,012	77,828
For Male	45,494	48,270	50,805	74,664	76,407
For pupils	85,157	89,638	94,545	137,257	140,509
For Female pupils	43,502	45,542	48,330	69,315	70,982
For Male pupils	41,655	44,096	46,215	67,942	69,527
For staff	7,801	8,377	9,145	13,419	13,726
For female staff	3,962	4,203	4,555	6,697	6,846
For Male staff	3,839	4,174	4,590	6,722	6,880
Users per toilet	37	35	35	26	26
Female	36	35	34	25	26
Male	38	36	36	27	27
Students per toilet	39	38	37	28	28
Female pupils	38	37	36	27	27
Male pupils	41	39	38	28	28
Staff per toilets	10	10	9	8	8
Female staff	10	10	10	8	8
Male staff	10	9	9	8	8

Source: School census, Ministry of Education

Table 6.4.3 illustrates the number of toilets in Preprimary, Primary Secondary and TVET schools. Number of toilets increase from 150,678 in 2020/21 to 154,235 in 2021/22. The students' toilet ratio and staff toilet ratio remained the same. It is worth noting that the recommended student's toilet ratio of 25 has not been achieved.

7. SCHOOL NUTRITION

School feeding is an effective mechanism to address food insecurity among school-going children, especially those from low-income families. It contributes to the eradication of child malnutrition, increases educational enrolment, retention, and performance. It extends learning time and improves learners' concentration, thereby enhancing learning achievement, reducing class repetition, and mitigating school dropout, ultimately resulting in improved learning outcomes.

7.1 Learners fed at school

Table 7.1.1: Number of learners fed at schools

Levels of education	2017	2018	2019	2020/21	2021/22
Total number of students fed at school	610,630	724,059	796,256	874,244	3,375,454
Preprimary	33,944	49,401	52,509	52,787	250,306
Primary	183,310	183,857	182,678	309,419	2,421,231
Gen. and prof. Secondary level	357,329	444,578	520,480	468,493	653,185
TVET	36,047	46,223	40,589	43,545	50,732
Percentage of students fed at school	18.2%	21.4%	22.6%	23.0%	86.3%
Preprimary	15.4%	21.8%	18.6%	18.0%	70.4%
Primary	7.2%	7.3%	7.3%	11.3%	88.3%
Gen. and prof. Secondary level	69.7%	76.8%	80.2%	67.5%	89.4%
TVET	45.3%	58.2%	51.4%	49.5%	60.8%

Source: School census, Ministry of Education

Table 7.1.1 shows that the number of learners receiving meals at school increased from 874,244 in 2020/21 to 3,375,454 students in 2021/22. Overall, 86.3% of the learners are benefitting from school feeding program. 70.4 % of children in pre-primary, 88.3% of learners in primary, 89.4% of learners in secondary and 60.8% of students in TVET get meals at schools. Though there is a considerable improvement in providing meals to students, there is a need to invest more in school feeding program.

7.2 School nutrition facilities and equipment

Table 7.2.1: Number of schools providing meals to students

Levels of education	2017	2018	2019	2020/21	2021/22
Number of schools providing meals to students	1,648	1,808	2,189	3,093	3,978
Schools with Preprimary level	379	625	1,277	1,300	3,108
Schools with Primary level	357	372	504	1,443	3,385
Schools with Gen. and prof. Secondary level	1,181	1,196	1,236	1,740	1,828
Schools with TVET L1-L5 levels	154	145	154	253	299
Number of schools not providing meals to students	3,071	2,763	2,517	2,051	864
Schools with Preprimary level	2,807	2,585	2,124	2,441	700
Schools with Primary level	2,520	2,537	2,457	2,248	446
Schools with Gen. and prof. Secondary level	386	220	216	129	130
Schools with TVET L1-L5 levels	231	205	177	91	123
Percentage of schools providing meals to students	34.9%	39.6%	46.5%	60.1%	82.2%
Schools with Preprimary level	11.9%	19.5%	37.5%	34.8%	81.6%
Schools with Primary level	12.4%	12.8%	17.0%	39.1%	88.4%
Schools with Gen. and prof. Secondary level	75.4%	84.5%	85.1%	93.1%	93.4%
Schools with TVET L1-L5 levels	40.0%	41.4%	46.5%	73.5%	70.9%

Source: School census, Ministry of Education

Table 7.2.1 illustrates the number of schools providing meals to students. Data shows that of the total 4,842 schools in Rwanda, 3,978(82.2%) schools provide meals for students while 864 schools are not providing meals for students. There is a notable increase in the number of schools providing meals to students from 3,093 schools in 2020/21 to 3,978 schools in 2021/22 due to the scale up of school feeding program to pre-primary and primary schools. Data shows that 81.6% of preprimary schools provide meals to pupils, 88.4% of primary schools provide meals to pupils, 93.4% of the secondary schools provide meals to students and 70.9% of TVET L1-L5 provide meals to students. There is a need to ensure TVET schools are providing meals for the students.

Table 7.2.2: Nutrition Garden in schools

Indicator/Year	2017	2018	2019	2020/21	2021/22
Overall number of schools with Nutrition Garden	1,777	2,057	2,262	3,048	3,317
Schools with Preprimary level	314	440	528	1,815	2,548
Schools with Primary level	1,173	1,173	1,223	1,696	2,686
Schools with Gen. and prof. Secondary level	852	975	997	1,317	1,599
Schools with TVET L1-L5 levels	175	200	221	248	322
Overall number of schools without Nutrition Garden	2,942	2,514	2,444	2,096	1,525
Schools with Preprimary level	2,872	2,770	2,873	1,926	1,260
Schools with Primary level	1,704	1,736	1,738	1,995	1,145
Schools with Gen. and prof. Secondary level	715	441	455	552	359
Schools with TVET L1-L5 levels	210	150	110	96	100
Percentage of schools with Nutrition Garden	37.7%	45.0%	48.1%	59.3%	68.5%
%Schools with Preprimary level	9.9%	13.7%	15.5%	48.5%	66.91%
%Schools with Primary level	40.8%	40.3%	41.3%	45.9%	70.11%
%Schools with Gen. and prof. Secondary level	54.4%	68.9%	68.7%	70.5%	81.66%
%Schools with TVET L1-L5 levels	45.5%	57.1%	66.8%	72.1%	76.30%

Source: School census, Ministry of Education

Table 7.2.2 indicates that 68.5% of schools have nutrition garden. At pre-primary school level, the number of schools with nutrition garden increased, from 1815 schools in 2020/21 to 2548 schools in 2021/22. Primary schools with nutrition garden increased from 1696 schools in 2020/21 to 2686 schools in 2021/22. At secondary school level, the number of schools with nutrition garden increased from 1317 schools in 2020/21 to 1599 schools in 2021/22. TVET schools with nutrition garden increased from 248 schools in 2020/21 to 322 schools in 2021/22.

Table 7.2.3: Type of fuel used for cooking in schools in 2020/21

Type of fuel	firewood	Gas	biogas	Electricity	peat_and_kerosene
Overall number of schools using	3,850	44	18	15	15
Schools with Preprimary level	2,993	20	2	11	12
Schools with Primary level	3,246	27	2	11	13
Schools with Gen. and prof. Secondary level	1,785	24	11	9	2
Schools with TVET L1-L5 levels	245	10	4	1	-
Total Number of schools not using	128	3,934	3,960	3,963	3,963
Schools with Preprimary level	115	3,088	3,106	3,097	3,096
Schools with Primary level	139	3,358	3,383	3,374	3,372
Schools with Gen. and prof. Secondary level	43	1,804	1,817	1,819	1,826
Schools with TVET L1-L5 levels	54	289	295	298	299
Percentage	96.8%	1.1%	0.5%	0.4%	0.4%
Schools with Preprimary level	96.3%	0.6%	0.1%	0.4%	0.4%
Schools with Primary level	95.9%	0.8%	0.1%	0.3%	0.4%
Schools with Gen. and prof. Secondary level	97.6%	1.3%	0.6%	0.5%	0.1%
Schools with TVET L1-L5 levels	81.9%	3.3%	1.3%	0.3%	0.0%

Source: School census, Ministry of education

Table 7.2.3 indicates that of the 3,978 schools that provide meals to students, 3,850(96.8%) use firewood for cooking. 44 schools representing 1.1% of the schools use liquefied petroleum gas for cooking, 18 schools use biogas, 15 schools use electricity, and 15 schools use peat and kerosene.

8. SPECIAL NEEDS EDUCATION

Ensuring equal opportunities for every child, regardless of their challenges, is a fundamental principle. Special education plays a crucial role in providing students with disabilities and Special Education Needs (SEN) the chance to receive a high-quality education tailored to their unique requirements.

This section focusses on the number of learners with disabilities by categories of disabilities, and learners with Special Educational Needs (refugees, orphans, learners in correctional centers). The section provides information on the availability of adapted infrastructure and materials and the staff capability to teach students with disabilities/ Special Educational Needs

8.1 Adapted facilities for learners with special needs

Table 8.1.1: Adapted infrastructure and materials for learners with disability

Levels of education	2017	2018	2019	2020/21	2021/22
Overall number of schools with	764	1,010	1,434	2,115	3,301
Schools with Preprimary level	183	264	356	580	2,563
Schools with Primary level	522	684	686	1,390	2,666
Schools with Gen. and prof. Secondary level	280	393	443	815	1,428
Schools with TVET L1-L5 levels	89	101	191	233	300
Overall number of schools without	3,955	3,561	3,272	3,029	1,541
Schools with Preprimary level	3,003	2,946	3,045	3,161	1,245
Schools with Primary level	2,355	2,225	2,275	2,301	1,165
Schools with Gen. and prof. Secondary level	1,287	1,023	1,009	1,054	530
Schools with TVET L1-L5 levels	296	249	140	111	122
Percentage of schools with	16.2%	22.1%	30.5%	41.1%	68.2%
Schools with Preprimary level	5.7%	8.2%	10.5%	15.5%	67.3%
Schools with Primary level	18.1%	23.5%	23.2%	37.7%	69.6%
Schools with Gen. and prof. Secondary level	17.9%	27.8%	30.5%	43.6%	72.9%
Schools with TVET L1-L5 levels	23.1%	28.9%	57.7%	67.7%	71.1%

Source: School census, Ministry of Education

Tables 8.1.1 illustrates the number of schools with adapted infrastructure and materials for learners with Disabilities. Data shows that 3,301(68.1%) schools meet accessibility standards for learners with disabilities. To ensure access to education for children with disabilities, there is a need to ensure all schools meet accessibility standards.

In the schools with pre-primary level, the percentage of schools that meet accessibility standards for learners with disabilities increased from 15.5% in 2020/21 to 67.3% in 2021/22. The ESSP target of 27.3% has been met.

In the schools with primary level, the percentage of schools that meet accessibility standards for learners with disabilities increased from 37.7% in 2020 to 69.6% in 2021/22 which means that the ESSP target of 31.8% has been met.

At Secondary level, the percentage of schools that meet accessibility standards for students with disabilities increased from 43.6% in 2020/21 to 72.9% in 2021/22. The ESSP target (34.4%) has thus been achieved. In TVET L1-L5, the percentage of schools that meet accessibility standards for students with disabilities increased from 67.7% in 2020/21 to 71.1% in 2021/22, meeting the ESSP target of 45%.

Table 8.1.2: Accessible toilets for people with disability

Levels of education	Public	Government subsidized	Private	Total
Overall number of schools with	850	1,032	262	2,144
Schools with Preprimary level	645	901	200	1,746
Schools with Primary level	758	984	157	1,899
Schools with Gen. and prof. Secondary level	372	530	37	939
Schools with TVET L1-L5 levels	65	31	40	136
Overall number of schools without	706	1,045	947	2,698
Schools with Preprimary level	488	845	729	2,062
Schools with Primary level	558	913	461	1,932
Schools with Gen. and prof. Secondary level	340	539	140	1,019
Schools with TVET L1-L5 levels	87	57	142	286
Percentage of schools with	54.6%	49.7%	21.7%	44.3%
Schools with Preprimary level	56.9%	51.6%	21.5%	45.9%
Schools with Primary level	57.6%	51.9%	25.4%	49.6%
Schools with Gen. and prof. Secondary level	52.2%	49.6%	20.9%	48.0%
Schools with TVET L1-L5 levels	42.8%	35.2%	22.0%	32.2%

Source: School census, Ministry of Education

Table 8.1.2 illustrates the number of schools with accessible toilets for learners with disabilities. Data indicates that 2,144 schools, representing 44.3% have accessible toilets for learners with disabilities. Data shows that 54% of the public schools have accessible toilets for learners with disabilities, 49.7% of government subsidized schools have accessible toilets for learners with disabilities while 21.7% of private schools have accessible toilets for learners with disabilities.

Table 8.1.3: Availability of girls' room

Indicator/Year	2017	2018	2019	2020/21	2021/22
Overall, Schools with girls' rooms	2,497	2,622	2,753	2,998	3,035
Schools with Primary level	1,576	1,664	1,691	2,046	2,189
Schools with Gen. and prof. Secondary level	1,197	1,126	1,189	1,505	1,594
Schools with TVET L1-L5 levels	92	195	220	262	342
Schools with girls' rooms	2,222	1,949	1,953	2,146	1,807
Schools with Primary level	1,301	1,245	1,270	1,645	1,642
Schools with Gen. and prof. Secondary level	370	290	263	364	361
Schools with TVET L1-L5 levels	293	155	111	82	80
Percentage of schools with girl's rooms	52.9%	57.4%	58.5%	58.3%	62.7%
Schools with Primary level	54.8%	57.2%	57.1%	55.4%	57.1%
Schools with Gen. and prof. Secondary level	76.4%	79.5%	81.9%	80.5%	81.5%
Schools with TVET L1-L5 levels	23.9%	55.7%	66.5%	76.2%	81.0%

Source: School census, Ministry of Education

In 2020/21, 58.3% of schools had dedicated girls' rooms, which increased to 62.7% in 2021/22. Specifically, schools offering Secondary and TVET education were better equipped, with 81.5% and 80% of them having girls' rooms, respectively.

8.2 Staff trained in special needs and inclusive education.

Table 8.2.1: Total schools Staff trained in special needs and inclusive education.

Indicator/Year	2017	2018	2019	2020/21	2021/22
Total staff trained in SNE	3,398	6,734	7,730	12,243	15,569
Male	1,976	3,496	4,060	6,106	8,056
Female	1,422	3,238	3,670	6,137	7,513
<i>% of Male</i>	<i>58.2%</i>	<i>51.9%</i>	<i>52.5%</i>	<i>49.9%</i>	<i>51.7%</i>
<i>% of Female</i>	<i>41.8%</i>	<i>48.1%</i>	<i>47.5%</i>	<i>50.1%</i>	<i>48.3%</i>
Teaching staff trained in SNE	2,862	5,876	6,758	10,699	13,879
Male	1,589	2,906	3,414	5,040	6,911
Female	1,273	2,970	3,344	5,659	6,968
Administrative staff trained in SNE	536	858	972	1,544	1,690
Male	387	590	646	1,066	1,145
Female	149	268	326	478	545

Source: School census, Ministry of Education

For Inclusive Education to be implemented successfully, teachers and school leaders need to be trained in Inclusive Education. Table 8.2.1 shows that the number of staff trained in special needs and Inclusive Education increased by 27.2% from 12,243 in 2020/21 to 15,569 staff in 2021/22. This means that only 14.6% of the 113,288 total staff in pre-primary, primary, secondary and TVET are trained in inclusive education. This highlights the need for more training in Inclusive Education.

Table 8.2.2: Teaching staff trained in special needs and inclusive education

Indicator/Year	2017	2018	2019	2020/21	2021/22
Total teaching staff trained in SNE	2,862	5,876	6,758	10,699	13,879
Male	1,589	2,906	3,414	5,040	6,911
Female	1,273	2,970	3,344	5,659	6,968
% of Male	55.5%	49.5%	50.5%	47.1%	49.8%
% of Female	44.5%	50.5%	49.5%	52.9%	50.2%
Preprimary teaching staff	268	438	585	666	751
Male	41	68	89	108	128
Female	227	370	496	558	623
Primary teaching staff	1,414	3,818	4,181	7,047	8,707
Male	708	1,728	1,953	2,845	3,676
Female	706	2,090	2,228	4,202	5,031
Gen. and Prof. Secondary	1,180	1,620	1,992	2,986	4,421
Male	840	1,110	1,372	2,087	3,107
Female	340	510	620	899	1,314

Source: School census, Ministry of Education

The data regarding teacher training in special needs and inclusive education demonstrates a notable increase of 29.7% in the number of trained teachers, rising from 10,699 in 2020 to 13,879 in 2021. Specifically, within pre-primary education, the number of trained teachers rose from 666 in 2020 to 751 in 2021, accounting for 10.2% of the total pre-primary teachers (7,351). In primary education, the number of trained teachers increased from 7,047 in 2020 to 8,707 in 2021, representing 13.8% of all primary school teachers. As for secondary education, the number of trained teachers grew from 2,986 in 2020 to 4,421 in 2021, indicating that only 14.9% of secondary school teachers possess training in special needs and inclusive education.

8.3 Learners with disability

Table 8.3.1: Total number of learners with disability

Indicator/Year	2017	2018	2019	2020/21	2021/22
Total learners with disability	31,770	23,244	23,441	30,729	38,937
Male	16,807	12,955	12,780	16,978	21,615
Female	14,963	10,289	10,661	13,751	17,322
% of Male	52.9%	55.7%	54.5%	55.3%	55.5%
% of Female	47.1%	44.3%	45.5%	44.7%	44.5%
In Preprimary	1,362	1,253	1,931	2,220	2,786
Male	829	743	1,077	1,297	1,634
Female	533	510	854	923	1,152
In Primary	24,980	17,133	16,021	23,427	29,994
Male	13,317	9,669	8,953	13,027	16,848
Female	11,663	7,464	7,068	10,400	13,146
Gen and prof. secondary	4,557	4,202	4,267	3,973	4,849
Male	2,253	2,194	2,206	2,088	2,538
Female	2,304	2,008	2,061	1,885	2,311
In TVET L1 to L5	717	483	366	478	611
Male	318	251	212	281	350
Female	399	232	154	197	261
In Higher education	154	173	109	119	234
Male	90	98	68	80	146
Female	64	75	41	39	88
In Adult literacy	-	-	747	512	343
Male	-	-	264	205	102
Female	-	-	483	307	241

Source: School census, Ministry of Education

Table 8.3.1 presents data on learners with disabilities in the education system for 2021/22. Out of a total of 4,159,782 learners, 38,937 (0.9%) are identified as having disabilities. In primary education, the number of learners with disabilities increased by 21.8% from 23,427 in 2020/21 to 29,994 in 2021/22, representing 1.1% of the total primary learners (2,742,551). In secondary education, the number of students with disabilities increased from 3,973 to 4,849, comprising 0.6% of the total secondary school students. For TVET L1-L5, there was an increase from 478 to 611 students with disabilities (0.7% of total TVET students). Higher education saw an increase from 119 to 234 students with disabilities (0.2% of total higher education students), while adult literacy witnessed a decrease from 512 to 343 learners with disabilities.

Table 8.3.2: School attendance rate for people aged 6-17 by disabilities status

Province/Area of residence	Has disability			Does not have disability		
	Male	Female	Both sexes	Male	Female	Both sexes
Rwanda	63.7%	67.3%	65.3%	80.1%	83.2%	81.7%
City of Kigali	64.4%	70.2%	67.1%	85.6%	84.2%	84.8%
Southern Province	63.3%	68.3%	65.5%	79.9%	84.7%	82.3%
Western Province	65.9%	67.0%	66.4%	79.6%	82.4%	81.0%
Northern Province	63.6%	68.4%	65.7%	80.9%	84.5%	82.7%
Eastern Province	62.1%	65.4%	63.6%	78.4%	81.4%	79.9%

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

Table 8.3.7 illustrates the percentage of people aged 6-17 with disabilities who attend schools compared to those without disabilities. Data indicates that attendance rate of people with disabilities aged 6-17 is lower than those without disabilities. While the attendance rate of people without disabilities is 81.7%, the attendance rate for people with disabilities is at 65.3%. This denotes the issue of disability gap in education. Measures should be taken to make schooling disability inclusive.

Table 8.3.3: Total number of learners with disability by type

Type of disability	Male	Female	Total
Physical and Motor Challenges	7,262	5,549	12,811
Specific Learning Difficulties	4,338	3,518	7,856
Visual impairment	2,709	2,334	5,043
Hearing Impairment	1,355	1,248	2,603
Developmental challenges	906	847	1,753
Speech, language, and communication difficulties	2,120	1,525	3,645
Multiple disabilities/Difficulties	2,387	1,924	4,311
Intellectual disabilities/ challenges	537	372	909
Autism spectrum disorder	0	1	1
Emotional and behavioral disorder	1	4	5
Total	21,615	17,322	38,937

Source: School census, Ministry of Education

Table 8.3.2 indicates the number of students with disabilities by types of disabilities. Physical disabilities have the largest number with 12,811 learners. There should be adequate infrastructures and transportation facilities to enable students with physical disabilities to have access to schools. Students with Specific Learning Difficulties came second with 7856 students having some forms of learning difficulties. This demonstrates the need to train teachers in differentiated pedagogy. The same trend is observed with data per education levels in Table 8.3.4 to table 8.3.6.

Table 8.3.4: Learners with disability in pre-primary and primary by type in 2021/22

Type of disability	Preprimary			Primary		
	Male	Female	Total	Male	Female	Total
Physical and Motor Challenges	483	358	841	5,329	3,936	9,265
Specific Learning Difficulties	202	203	405	3,863	3,058	6,921
Visual impairment	198	89	287	1,946	1,601	3,547
Hearing Impairment	102	59	161	1,007	953	1,960
Developmental challenges	57	54	111	758	718	1,476
Speech, language, and communication difficulties	370	245	615	1,551	1,134	2,685
Multiple disabilities/Difficulties	198	129	327	1,899	1,527	3,426
Intellectual disabilities/ challenges	23	12	35	495	348	843
Total	1,633	1,149	2,782	16,848	13,275	30,123

Source: School census, Ministry of Education

Table 8.3.5: Learners with disability in secondary and TVET by type in 2021/22

Type of disability	Secondary			TVET		
	Male	Female	Total	Male	Female	Total
Physical and Motor Challenges	1,121	981	2,102	169	94	263
Specific Learning Difficulties	256	240	496	17	17	34
Visual impairment	477	521	998	33	32	65
Hearing Impairment	185	170	355	46	41	87
Developmental challenges	90	70	160	1	5	6
Speech, language, and communication difficulties	165	104	269	29	29	58
Multiple disabilities/Difficulties	227	214	441	54	40	94
Intellectual disabilities/ challenges	15	9	24	1	2	3
Total	2,536	2,309	4,845	350	260	610

Source: School census, Ministry of Education

Table 8.3.6: Learners with disability in Higher education and adult literacy by type in 2021/22

Type of disability	Higher education			Adult literacy		
	Male	Female	Total	Male	Female	Total
Physical and Motor Challenges	100	61	161	60	119	179
Specific Learning Difficulties	0	0	0	0	0	0
Visual impairment	33	18	51	22	73	95
Hearing Impairment	5	2	7	10	23	33
Developmental challenges	0	0	0	0	0	0
Speech, language, and communication difficulties	1	0	1	4	13	17
Multiple disabilities/Difficulties	3	1	4	6	13	19
Intellectual disabilities/ challenges	3	1	4	0	0	0
Autism spectrum disorder	0	1	1	0	0	0
Emotional and behavioral disorder	1	4	5	0	0	0
Total	146	88	234	102	241	343

Source: School census, Ministry of Education

8.4 Refugee students

Table 8.4.1: Total number of Refugee students enrolled in schools

Indicator/Year	2018	2019	2020/21	2021/22
Total teaching staff trained in SNE	39,579	40,151	41,684	39,329
Male	20,628	20,579	20,932	20,297
Female	18,951	19,572	20,752	19,032
% of Male	52.1%	51.3%	50.2%	51.6%
% of Female	47.9%	48.7%	49.8%	48.4%
In Preprimary	1,982	1,730	2,657	3,575
Male	998	859	1,340	1,801
Female	984	871	1,317	1,774
In Primary	27,119	26,514	26,818	23,052
Male	13,883	13,437	13,370	11,584
Female	13,236	13,077	13,448	11,468
Gen and prof. secondary	10,015	11,551	11,794	12,168
Male	5,486	6,078	6,001	6,570
Female	4,529	5,473	5,793	5,598
In TVET L1 to L5	463	356	415	534
Male	261	205	221	342
Female	202	151	194	192

Source: School census, Ministry of Education

Refugee children are among students with special educational needs. They may not have any disability, but they will need special consideration and attention for them to be able to enjoy their rights to quality education. Table 8.4.1 shows that the number of refugee children in pre-primary schools increased from 2,657 in 2020/21 to 3,575 in 2021/22, which presents an increase of 34.6%. The number of refugee learners in primary schools decreased by 16.3% between 2020/21 and 2021/22 from 26,818 to 23,052. Data also shows a slight increase in the number of refugee students in general secondary education from 11,794 in 2020/21 to 12,168 in 2021/22, an increase of 3.2%. There is a considerable increase in the number of refugee students in TVET education from 415 in 2020/21 to 534 in 2021/22, an increase of 28.7%

Table 8.4.2: Total Refugee students

Indicator/Year	2018	2019	2020/21	2021/22
Total Refugee Students	39,579	40,151	41,684	39,329
Male	20,628	20,579	20,932	20,297
Female	18,951	19,572	20,752	19,032
% of Male	52.1%	51.3%	50.2%	51.6%
% of Female	47.9%	48.7%	49.8%	48.4%
Refugee Students in Public schools	24,188	25,236	24,226	24,285
Male	12,946	13,193	12,472	12,759
Female	11,242	12,043	11,754	11,526
Refugee Students in Government-subsidized schools	11,245	12,009	8,773	7,039
Male	5,659	5,959	4,291	3,593
Female	5,586	6,050	4,482	3,446
Refugee Students in Private schools	4,146	2,906	8,685	8,005
Male	2,023	1,427	4,169	3,945
Female	2,123	1,479	4,516	4,060

Source: School census, Ministry of Education

Table 8.4.2 shows that public schools constituted 61.7% of the total enrolment of refugee students (with 24,285 refugee students) countrywide followed by private schools at 20.4% with 8,005 refugee students while government-subsidized schools on the other hand, recorded the lowest number of refugee students as compared to other schools constituting 17.9% of the total enrolment (with 7,039 refugee students). Overall male enrolment is slightly higher than that of their female counterparts (51.6% against 48.4%, respectively). Female refugee students are slightly more than their male counterparts in private schools.

8.5 Orphan students

Table 8.5.1: Total number of Orphans students enrolled in schools by level

Indicator/Year	2017	2018	2019	2020/21	2021/22
Total number of orphans students	258,839	229,659	212,977	191,417	180,680
Male	129,545	115,491	107,348	96,297	89,678
Female	129,294	114,168	105,629	95,120	91,002
% of Male	50.0%	50.3%	50.4%	50.3%	49.6%
% of Female	50.0%	49.7%	49.6%	49.7%	50.4%
In Preprimary	5,904	5,314	10,298	7,323	5,222
Male	2,874	2,644	5,158	3,603	2,540
Female	3,030	2,670	5,140	3,720	2,682
In Primary	166,024	148,770	130,053	123,056	116,438
Male	83,773	75,580	66,543	62,689	59,058
Female	82,251	73,190	63,510	60,367	57,380
Gen and prof. secondary	81,352	64,526	62,462	51,085	51,747
Male	39,935	31,216	30,126	24,765	23,984
Female	41,417	33,310	32,336	26,320	27,763
In TVET L1 to L5	5,559	11,049	10,164	9,953	7,273
Male	2,963	6,051	5,521	5,240	4,096
Female	2,596	4,998	4,643	4,713	3,177

Source: School census, Ministry of Education

Table 8.5.1 indicates a decrease in number of learners with disability from 191,417 in 2020/21 to 180,680 in 2021/22.

Table 8.5.2: Number of Orphan students enrolled in schools

Indicator/Year	2017	2018	2019	2020/21	2021/22
Total number of orphan students	258,839	229,659	212,977	191,417	180,680
Male	129,545	115,491	107,348	96,297	89,678
Female	129,294	114,168	105,629	95,120	91,002
% of Male	50.0%	50.3%	50.4%	50.3%	49.6%
% of Female	50.0%	49.7%	49.6%	49.7%	50.4%
Mother deceased	74,841	70,686	67,313	63,252	55,622
Male	37,566	35,703	33,755	31,569	27,740
Female	37,275	34,983	33,558	31,683	27,882
Father deceased	149,524	130,312	120,976	100,340	100,955
Male	74,416	65,188	60,841	50,548	49,646
Female	75,108	65,124	60,135	49,792	51,309
Both parents deceased	34,474	28,661	24,688	27,825	24,103
Male	17,563	14,600	12,752	14,180	12,292
Female	16,911	14,061	11,936	13,645	11,811

Source: School census, Ministry of Education

According to Table 8.5.2, there is a total enrolment of 180,680 orphan students, consisting of 89,678 males and 91,002 females. This represents a decline from 191,417 in the previous academic year. Among the orphan students, the majority are paternal orphans, accounting for 100,955 (55.9%), followed by 55,622 (30.8%) maternal orphans, and lastly, 24,103 (13.3%) who have lost both parents.

Given the unique circumstances faced by orphan students, it is crucial to develop specific interventions and support systems to cater to their needs. These interventions should address the challenges faced by orphan learners in order to ensure their academic success and overall well-being.

8.6 Students in correctional centers

Table 8.6.1: Learners in correctional centers

Sex	2019	2020/21	2021/22
Total	8,957	8,848	11,073
Male	7,798	7,305	9,242
Female	1,159	1,543	1,831
<i>% of Male</i>	<i>87.1%</i>	<i>82.6%</i>	<i>83.5%</i>
<i>% of Female</i>	<i>12.9%</i>	<i>17.4%</i>	<i>16.5%</i>
Pupils in primary	1,081	260	350
Male	900	251	332
Female	181	9	18
Students in secondary	105	24	37
Male	62	22	36
Female	43	2	1
Trainees in TVET	4,261	5,344	5,646
Male	3,796	4,287	4,599
Female	465	1,057	1,047
Learners in Adult literacy	3,510	3,220	5,040
Male	3,040	2,745	4,275
Female	470	475	765

Source: School census, Ministry of Education

Education is a fundamental human right, which should be provided to every child regardless of where they are or the condition, they are in. Students in correctional centers are in the category of students with Special Educational Needs. Table 8.6.1 shows that the number of students in correctional centers increased from 8,848 in 2020/21 to 11,073 in 2021/22. The proportion of male students in correctional centers is bigger than females with 83.5% and 16.5% respectively. In addition, the highest proportion of students in correctional centers is in TVET (5646) with 51.0%, followed by learners in adult literacy (5,040) at 44.6%.

CONCLUSION AND RECOMMENDATIONS

The yearbook highlights the country's recovery from the impacts of the COVID-19 pandemic and emphasizes the establishment of a resilient education system. The data presented in the report provides a valuable resource for informed decision-making and policy formulation in the education sector.

The report primarily relies on data collected through the School Data Management System (SDMS) at the school level. However, data from other sources, such as Home-based Early Childhood Development (ECDs) centers and the fifth Population and Housing Census, has also been incorporated for a comprehensive analysis.

The number of schools has increased at all levels of education, including pre-primary, primary, secondary, and TVET. There has been a significant growth in the number of schools offering TVET education. However, the country has not yet achieved the standard learner to classroom ratio, especially in pre-primary and primary levels. The total number of learners in all levels of education has increased, with a higher proportion of female students. There is a gender disparity in favor of female in pre-primary, primary, lower and upper secondary levels, while male have higher enrollment in TVET and higher education institutions.

The total number of school staff has increased, with a growth in teaching and administrative staff. The gender distribution among staff members remained consistent. There is a notable increase in the percentage of schools using ICT for teaching and learning. Internet connectivity has improved, and the number of computers allocated for students has increased, resulting in a lower student-to-computer ratio.

Investments have been made to provide books for primary education, achieving a ratio of 1:1 for Kinyarwanda, English, and Mathematics. However, there is a higher ratio of students per textbook in Pre-primary education. The majority of schools have access to on-grid electricity and tap water supply, but there is still a need to address the remaining schools without these amenities. Efforts have been made to improve toilet facilities, but there is room for further improvement to meet recommended ratios.

The school feeding program has been scaled up, resulting in a significant increase in student feed at school and the percentage of schools providing meals to students. Further investment is needed to sustain and enhance the impact of the program. Efforts have been made to prioritize inclusive education, including accessible infrastructure and specialized training for staff. The percentage of schools equipped with adapted facilities for learners with disabilities has increased. There are specific groups of students, such as those with disabilities, refugees, orphans, and those in correctional centers, that require tailored support and attention.

ANNEX

Annex 1: Number of Preprimary schools by district

District/Province	2020/21	2021/22
Gisagara	81	91
Huye	99	107
Kamonyi	133	149
Muhanga	161	149
Nyamagabe	97	109
Nyanza	104	103
Nyaruguru	97	102
Ruhango	97	96
South	869	906
Karongi	129	151
Ngororero	113	115
Nyabihu	86	98
Nyamasheke	134	142
Rubavu	101	132
Rusizi	137	142
Rutsiro	112	106
West	812	886
Bugesera	115	132
Gatsibo	170	175
Kayanza	71	62
Kirehe	106	114
Ngoma	102	96
Nyagatare	180	211
Rwamagana	184	101
East	928	891
Burera	121	124
Gakenke	144	131
Gicumbi	182	131
Musanze	160	142
Rulindo	105	109
North	712	637
Gasabo	188	248
Kicukiro	135	143
Nyarugenge	97	97
Kigali City	420	488
Rwanda	3,741	3,808

Source: School census, Ministry of Education

Annex 2: Number of Primary schools by district

District/Province	2020/21	2021/22
Gisagara	95	95
Huye	109	111
Kamonyi	130	142
Muhanga	137	138
Nyamagabe	134	134
Nyanza	100	99
Nyaruguru	101	102
Ruhango	94	97
South	900	918
Karongi	150	153
Ngororero	116	116
Nyabihu	100	100
Nyamasheke	158	160
Rubavu	112	123
Rusizi	147	148
Rutsiro	112	112
West	895	912
Bugesera	151	153
Gatsibo	145	147
Kayanza	114	130
Kirehe	119	121
Ngoma	102	102
Nyagatare	227	249
Rwamagana	105	107
East	963	1,009
Burera	124	124
Gakenke	131	131
Gicumbi	129	129
Musanze	118	124
Rulindo	108	107
North	610	615
Gasabo	165	204
Kicukiro	97	111
Nyarugenge	61	62
Kigali city	323	377
Rwanda	3,691	3,831

Source: School census, Ministry of Education

Annex 3: Number of general & professional secondary schools by district

District/Province	2020/21	2021/22
Gisagara	51	53
Huye	47	51
Kamonyi	70	70
Muhanga	59	65
Nyamagabe	60	60
Nyanza	57	60
Nyaruguru	50	51
Ruhango	56	57
South	450	467
Karongi	90	93
Ngororero	51	53
Nyabihu	42	45
Nyamasheke	74	78
Rubavu	57	64
Rusizi	79	83
Rutsiro	63	64
West	456	480
Bugesera	71	73
Gatsibo	96	99
Kayonza	51	56
Kirehe	63	64
Ngoma	61	62
Nyagatare	93	97
Rwamagana	69	72
East	504	523
Burera	53	54
Gakenke	62	64
Gicumbi	84	87
Musanze	62	65
Rulindo	73	81
North	334	351
Gasabo	61	65
Kicukiro	37	39
Nyarugenge	27	30
Kigali city	125	134
Rwanda	1,869	1,955

Source: School census, Ministry of Education

Annex 4: Number of TVET L1 to 5 schools by district

District/Province	2020/21	2021/22
Gisagara	8	14
Huye	10	12
Kamonyi	10	15
Muhanga	21	20
Nyamagabe	8	10
Nyanza	13	13
Nyaruguru	6	10
Ruhango	15	10
South	91	104
Karongi	12	18
Ngororero	9	11
Nyabihu	8	12
Nyamasheke	9	18
Rubavu	16	14
Rusizi	13	18
Rutsiro	8	11
West	75	102
Bugesera	8	14
Gatsibo	12	14
Kayonza	6	11
Kirehe	6	10
Ngoma	12	15
Nyagatare	10	15
Rwamagana	15	12
East	69	91
Burera	6	23
Gakenke	10	13
Gicumbi	16	17
Musanze	12	12
Rulindo	11	12
North	55	77
Gasabo	16	15
Kicukiro	23	13
Nyarugenge	15	20
Kigali City	54	48
Rwanda	344	422

Source: School census, Ministry of Education

Annex 5: Number of Higher education campuses per districts

District/Provinces	2020/21	2021/22
Gisagara	1	1
Huye	6	7
Kamonyi	-	0
Muhanga	2	2
Nyamagabe	1	1
Nyanza	3	3
Nyaruguru	-	0
Ruhango	-	1
South	13	15
Karongi	2	3
Ngororero	-	0
Nyabihu	-	0
Nyamasheke	1	2
Rubavu	2	2
Rusizi	1	1
Rutsiro	-	0
West	6	8
Bugesera	2	3
Gatsibo	-	1
Kayonza	1	1
Kirehe	-	0
Ngoma	1	2
Nyagatare	1	2
Rwamagana	3	3
East	8	12
Burera	1	1
Gakenke	1	1
Gicumbi	1	1
Musanze	7	7
Rulindo	2	2
Northern	12	12
Gasabo	10	11
Kicukiro	8	7
Nyarugenge	6	6
Kigali City	24	24
Total	63	71

Source: School census, Ministry of Education

Annex 6: Number of Adult literacy centers by district

District/Province	2020/21	2021/22
Gisagara	97	98
Huye	93	101
Kamonyi	143	157
Muhanga	142	149
Nyamagabe	259	261
Nyanza	115	130
Nyaruguru	104	103
Ruhango	114	129
South	1,067	1,128
Karongi	257	242
Ngororero	192	200
Nyabihu	138	156
Nyamasheke	306	310
Rubavu	262	218
Rusizi	172	190
Rutsiro	257	283
West	1,584	1,599
Bugesera	173	193
Gatsibo	222	207
Kayanza	63	77
Kirehe	109	110
Ngoma	135	104
Nyagatare	201	216
Rwamagana	164	167
East	1,067	1,074
Burera	202	203
Gakenke	297	312
Gicumbi	299	306
Musanze	126	137
Rulindo	155	168
North	1,079	1,126
Gasabo	61	57
Kicukiro	49	45
Nyarugenge	46	47
Kigali city	156	149
Rwanda	4,953	5,076

Source: School census, Ministry of Education

Annex 7: Number of classrooms in use in Preprimary by district

District/Province	2020/21	2021/22
Gisagara	127	185
Huye	211	245
Kamonyi	273	349
Muhanga	300	296
Nyamagabe	171	196
Nyanza	163	188
Nyaruguru	130	154
Ruhango	222	185
South	1,597	1,798
Karongi	184	359
Ngororero	161	188
Nyabihu	135	167
Nyamasheke	169	198
Rubavu	229	323
Rusizi	224	251
Rutsiro	138	155
West	1,240	1,641
Bugesera	311	331
Gatsibo	309	356
Kayonza	129	151
Kirehe	186	240
Ngoma	169	192
Nyagatare	490	571
Rwamagana	353	231
East	1,947	2,072
Burera	167	213
Gakenke	190	191
Gicumbi	242	255
Musanze	357	362
Rulindo	184	229
North	1,140	1,250
Gasabo	709	820
Kicukiro	450	459
Nyarugenge	331	318
Kigali city	1,490	1,597
Rwanda	7,414	8,358

Source: School census, Ministry of Education

Annex 8: Number of classrooms in use in Primary schools by district

District/Province	2020/21	2021/22
Gisagara	1,453	1,440
Huye	1,322	1,319
Kamonyi	1,590	1,612
Muhanga	1,367	1,339
Nyamagabe	1,595	1,562
Nyanza	1,353	1,273
Nyaruguru	1,239	1,231
Ruhango	1,371	1,339
South	11,290	11,115
Karongi	1,535	1,488
Ngororero	1,459	1,283
Nyabihu	1,296	1,254
Nyamasheke	1,708	1,670
Rubavu	1,694	1,667
Rusizi	1,749	1,772
Rutsiro	1,398	1,363
West	10,839	10,497
Bugesera	1,884	1,864
Gatsibo	2,118	2,012
Kayonza	1,588	1,573
Kirehe	1,622	1,632
Ngoma	1,505	1,486
Nyagatare	2,399	2,394
Rwamagana	1,501	1,540
East	12,617	12,501
Burera	1,532	1,499
Gakenke	1,406	1,389
Gicumbi	1,647	1,567
Musanze	1,654	1,702
Rulindo	1,242	1,219
North	7,481	7,376
Gasabo	2,249	2,267
Kicukiro	1,122	1,223
Nyarugenge	1,006	1,031
Kigali city	4,377	4,521
Rwanda	46,604	46,010

Source: School census, Ministry of Education

Annex 9: Number of classrooms in use in general and professional secondary schools

District/Province	2020/21	2021/22
Gisagara	568	599
Huye	602	631
Kamonyi	691	723
Muhanga	660	722
Nyamagabe	693	712
Nyanza	602	630
Nyaruguru	535	574
Ruhango	624	670
South	4,975	5,261
Karongi	689	742
Ngororero	470	458
Nyabihu	516	549
Nyamasheke	754	769
Rubavu	627	663
Rusizi	709	748
Rutsiro	563	582
West	4,328	4,511
Bugesera	666	723
Gatsibo	858	896
Kayonza	632	682
Kirehe	628	623
Ngoma	560	591
Nyagatare	793	933
Rwamagana	663	729
East	4,800	5,177
Burera	589	612
Gakenke	571	594
Gicumbi	802	843
Musanze	648	669
Rulindo	605	611
North	3,215	3,329
Gasabo	643	717
Kicukiro	483	522
Nyarugenge	451	448
Kigali city	1,577	1,687
Rwanda	18,895	19,965

Source: School census, Ministry of Education

Annex 10: Number of classrooms in use in TVET L1 to L5 by district

District/Province	2020/21	2021/22
Gisagara	72	75
Huye	87	89
Kamonyi	70	71
Muhanga	217	185
Nyamagabe	81	99
Nyanza	171	183
Nyaruguru	57	72
Ruhango	216	219
South	971	993
Karongi	81	101
Ngororero	90	87
Nyabihu	82	81
Nyamasheke	71	80
Rubavu	126	131
Rusizi	109	105
Rutsiro	67	59
West	626	644
Bugesera	69	85
Gatsibo	121	126
Kayanza	56	99
Kirehe	79	87
Ngoma	96	109
Nyagatare	76	72
Rwamagana	117	99
East	614	677
Burera	72	90
Gakenke	76	98
Gicumbi	109	110
Musanze	147	141
Rulindo	86	131
North	490	570
Gasabo	160	113
Kicukiro	237	186
Nyarugenge	122	113
Kigali city	519	412
Rwanda	3,220	3,296

Source: School census, Ministry of Education

Annex 11: Number of Preprimary pupils per district

District/Province	2020/21			2021/2022		
	Male	Female	Total	Male	Female	Total
Gisagara	3,061	3,395	6,456	4458	4713	9171
Huye	4,802	4,978	9,780	6141	6180	12,321
Kamonyi	5,792	5,936	11,728	8308	8197	16505
Muhanga	5,956	6,112	12,068	6779	6645	13424
Nyamagabe	3,509	3,776	7,285	4457	4593	9050
Nyanza	3,956	4,213	8,169	6088	6202	12290
Nyaruguru	3,343	3,772	7,115	4645	5210	9855
Ruhango	3,591	3,700	7,291	4404	4341	8745
South	34,010	35,882	69,892	45280	46081	91361
Karongi	3,491	3,663	7,154	6464	6603	13067
Ngororero	5,033	5,334	10,367	6135	6328	12463
Nyabihu	3,145	3,503	6,648	3974	4092	8066
Nyamasheke	3,956	4,341	8,297	5711	5723	11434
Rubavu	3,424	3,715	7,139	5165	5184	10349
Rusizi	4,879	4,967	9,846	6323	6365	12688
Rutsiro	2,794	3,126	5,920	3930	3953	7883
West	26,722	28,649	55,371	37702	38248	75950
Bugesera	5,621	5,819	11,440	6525	6632	13157
Gatsibo	6,378	6,759	13,137	8155	8419	16574
Kayanza	2,244	2,591	4,835	2933	3116	6049
Kirehe	4,054	4,285	8,339	5242	5370	10612
Ngoma	3,949	4,222	8,171	4755	4874	9629
Nyagatare	7,701	8,301	16,002	8804	8530	17334
Rwamagana	6,147	6,553	12,700	4977	4785	9762
East	36,094	38,530	74,624	41391	41726	83117
Burera	3,793	4,417	8,210	4886	5139	10025
Gakenke	5,296	5,380	10,676	5104	4983	10087
Gicumbi	5,300	5,743	11,043	7154	7104	14258
Musanze	6,561	6,795	13,356	7602	7229	14831
Rulindo	4,948	5,280	10,228	6282	6166	12448
North	25,898	27,615	53,513	31028	30621	61649
Gasabo	9,715	9,352	19,067	11666	10853	22519
Kicukiro	6,101	6,267	12,368	6208	6014	12222
Nyarugenge	4,520	4,468	8,988	4248	4259	8507
Kigali City	20,336	20,087	40,423	22122	21126	43248
Rwanda	143,060	150,763	293,823	177,523	177,802	355,325

Source: School census, Ministry of Education

Annex 12: Number of enrolled Primary pupils by District

District/Province	2020/21			2021/2022		
	Male	Female	Total	Male	Female	Total
Gisagara	46,017	45,826	91,843	43436	42959	86395
Huye	36,112	36,223	72,335	38069	37080	75149
Kamonyi	47,398	45,966	93,364	49069	47260	96329
Muhanga	36,033	34,106	70,139	35768	34219	69987
Nyamagabe	45,146	43,851	88,997	43288	41682	84970
Nyanza	38,251	38,125	76,376	39478	39722	79200
Nyaruguru	37,935	37,865	75,800	39124	38605	77729
Ruhango	42,740	40,596	83,336	40702	38153	78855
South	329,632	322,558	652,190	328934	319680	648614
Karongi	43,884	41,878	85,762	43811	41149	84960
Ngororero	42,167	42,006	84,173	42818	42587	85405
Nyabihu	35,008	36,128	71,136	35981	36684	72665
Nyamasheke	53,192	51,871	105,063	52565	51176	103741
Rubavu	52,410	54,250	106,660	54065	54453	108518
Rusizi	54,066	52,613	106,679	54129	52071	106200
Rutsiro	41,615	41,607	83,222	41982	40986	82968
West	322,342	320,353	642,695	325351	319106	644457
Bugesera	58,511	58,072	116,583	60705	59496	120201
Gatsibo	59,270	60,328	119,598	61185	61937	123122
Kayanza	48,701	49,545	98,246	52823	52020	104843
Kirehe	59,492	58,490	117,982	55390	53519	108909
Ngoma	43,895	43,213	87,108	44390	43403	87793
Nyagatare	72,153	71,414	143,567	66808	66363	133171
Rwamagana	46,120	45,381	91,501	48886	48119	97005
East	388,142	386,443	774,585	390187	384857	775044
Burera	43,539	45,413	88,952	44073	45118	89191
Gakenke	38,212	37,734	75,946	38101	36845	74946
Gicumbi	46,099	46,406	92,505	46727	45889	92616
Musanze	45,225	45,742	90,967	46347	46071	92418
Rulindo	32,934	33,064	65,998	35071	34395	69466
North	206,009	208,359	414,368	210319	208318	418637
Gasabo	64,567	62,979	127,546	68091	66646	134737
Kicukiro	30,025	29,676	59,701	32404	31341	63745
Nyarugenge	29,060	28,721	57,781	29046	28271	57317
Kigali city	123,652	121,376	245,028	129541	126258	255799
Rwanda	1,369,777	1,359,089	2,728,866	1,384,332	1,358,219	2742551

Source: School census, Ministry of Education

Annex 13: Number of students in general secondary schools by district

District/Province	2020/21			2021/2022		
	Male	Female	Total	Male	Female	Total
Gisagara	8,896	11,276	20,172	9661	12097	21758
Huye	9,911	11,510	21,421	10398	12790	23188
Kamonyi	11,694	15,553	27,247	12232	16569	28801
Muhanga	10,973	14,231	25,204	11677	15644	27321
Nyamagabe	11,031	13,148	24,179	11290	13916	25206
Nyanza	11,389	13,257	24,646	12345	14927	27272
Nyaruguru	9,025	11,579	20,604	9383	12605	21988
Ruhango	10,450	12,971	23,421	10963	13972	24935
South	83,369	103,525	186,894	87949	112520	200469
Karongi	11,206	13,628	24,834	11302	14536	25838
Ngororero	7,015	10,085	17,100	7627	11495	19122
Nyabihu	8,578	10,756	19,334	8521	11310	19831
Nyamasheke	12,635	16,258	28,893	12588	17027	29615
Rubavu	12,148	12,248	24,396	12781	12916	25697
Rusizi	12,347	13,884	26,231	12062	14539	26601
Rutsiro	9,454	11,120	20,574	9302	11387	20689
West	73,383	87,979	161,362	74183	93210	167393
Bugesera	10,252	12,197	22,449	10866	13771	24637
Gatsibo	13,618	15,017	28,635	14645	16636	31281
Kayanza	11,263	13,077	24,340	11108	13431	24539
Kirehe	13,266	13,558	26,824	12578	13354	25932
Ngoma	9,146	9,750	18,896	8562	10140	18702
Nyagatare	14,097	15,304	29,401	14422	15887	30305
Rwamagana	10,292	13,809	24,101	11259	15644	26903
East	81,934	92,712	174,646	83440	98863	182299
Burera	9,540	11,051	20,591	10210	12260	22470
Gakenke	7,890	9,904	17,794	8680	11394	20074
Gicumbi	11,437	15,502	26,939	11443	16308	27751
Musanze	10,589	14,096	24,685	10490	14540	25030
Rulindo	8,428	11,905	20,333	8560	13008	21568
North	47,884	62,458	110,342	49383	67510	116893
Gasabo	12,127	14,143	26,270	12802	15283	28085
Kicukiro	8,667	8,692	17,359	8898	9291	18189
Nyarugenge	8,310	8,418	16,728	8386	8580	16966
Kigali City	29,104	31,253	60,357	30086	33154	63240
Rwanda	315,674	377,927	693,601	325,041	405,257	730,294

Source: School census, Ministry of Education

Annex 14: Number of TVET L1 to L5 Trainees by district

District/Province	2020/21			2021/2022		
	Male	Female	Total	Male	Female	Total
Gisagara	805	606	1,411	913	531	1444
Huye	952	910	1,862	1108	1199	2307
Kamonyi	675	955	1,630	942	978	1920
Muhanga	4,056	2,577	6,633	3945	2162	6107
Nyamagabe	1,160	1,016	2,176	1030	777	1807
Nyanza	3,046	1,909	4,955	3481	1608	5089
Nyaruguru	816	624	1,440	937	545	1482
Ruhango	3,400	2,494	5,894	3793	2272	6065
South	14,910	11,091	26,001	16149	10072	26221
Karongi	926	1,242	2,168	1073	1246	2319
Ngororero	1,323	1,041	2,364	1249	702	1951
Nyabihu	1,041	1,082	2,123	1094	902	1996
Nyamasheke	863	915	1,778	901	651	1552
Rubavu	1,939	1,492	3,431	1971	1225	3196
Rusizi	1,809	1,152	2,961	2052	887	2939
Rutsiro	1,617	694	2,311	641	529	1170
West	9,518	7,618	17,136	8981	6142	15123
Bugesera	1,243	895	2,138	1357	897	2254
Gatsibo	1,330	1,799	3,129	1367	1425	2792
Kayanza	855	920	1,775	945	1293	2238
Kirehe	879	614	1,493	940	559	1499
Ngoma	1,284	979	2,263	1232	883	2115
Nyagatare	820	1,234	2,054	834	856	1690
Rwamagana	1,479	2,045	3,524	1249	1203	2452
East	7,890	8,486	16,376	7,924	7,116	15,040
Burera	1,209	650	1,859	1,593	835	2,428
Gakenke	783	1,172	1,955	733	666	1,399
Gicumbi	1,276	1,538	2,814	1,669	1,113	2,782
Musanze	2,569	2,594	5,163	3,204	2,270	5,474
Rulindo	1,770	1,564	3,334	1,764	1,363	3,127
North	7,607	7,518	15,125	8,963	6,247	15,210
Gasabo	1,634	1,707	3,341	1,246	1,285	2,531
Kicukiro	3,808	3,179	6,987	3,762	2,313	6,075
Nyarugenge	1,408	1,630	3,038	1,599	1,660	3,259
Kigali City	6,850	6,516	13,366	6,607	5,258	11,865
Rwanda	46,775	41,229	88,004	48,624	34,835	83,459

Source: School census, Ministry of Education

Annex 15: Number of Higher education students per districts

District/Provinces	2020/21			2021/2022		
	Male	Female	Total	Male	Female	Total
Gisagara	872	1,519	2,391	245	336	581
Huye	5,559	3,714	9,273	6,241	4,160	10,401
Kamonyi	-	-	-	-	-	-
Muhanga	762	861	1,623	699	700	1,399
Nyamagabe	252	153	405	288	144	432
Nyanza	572	725	1,297	832	965	1,797
Nyaruguru	-	-	-	-	-	-
Ruhango	-	-	-	353	398	751
South	8,017	6,972	14,989	8,658	6,703	15,361
Karongi	989	528	1,517	805	512	1,317
Ngororero	-	-	-	-	-	-
Nyabihu	-	-	-	-	-	-
Nyamasheke	937	954	1,891	2,063	1,714	3,777
Rubavu	1,240	1,345	2,585	195	212	407
Rusizi	141	124	265	223	159	382
Rutsiro	-	-	-	-	-	-
West	3,307	2,951	6,258	3,286	2,597	5,883
Bugesera	56	51	107	211	95	306
Gatsibo	-	-	-	392	322	714
Kayanza	2,778	1,790	4,568	2,380	1,759	4,139
Kirehe	-	-	-	-	-	-
Ngoma	760	294	1,054	922	348	1,270
Nyagatare	3,118	2,377	5,495	3,828	2,674	6,502
Rwamagana	1,702	1,165	2,867	1,606	922	2,528
East	8,414	5,677	14,091	9,339	6,120	15,459
Burera	44	73	117	55	102	157
Gakenke	110	311	421	82	237	319
Gicumbi	2,018	1,695	3,713	3,711	3,194	6,905
Musanze	4,932	3,545	8,477	5,702	4,192	9,894
Rulindo	557	158	715	557	169	726
Northern	7,661	5,782	13,443	10,107	7,894	18,001
Gasabo	9,466	9,460	18,926	11,328	10,985	22,313
Kicukiro	7,360	6,346	13,706	6,759	5,751	12,510
Nyarugenge	4,532	2,503	7,035	4,294	2,042	6,336
Kigali City	21,358	18,309	39,667	22,381	18,778	41,159
Total	48,757	39,691	88,448	53,771	42,092	95,863

Source: School census, Ministry of Education

Annex 16: Number of adult literacy learners by district

District/Province	2020/2021			2021/2022		
	Male	Female	Total	Male	Female	Total
Gisagara	1,362	2,163	3,525	1,469	2,602	4,071
Huye	896	2,128	3,024	628	1,907	2,535
Kamonyi	1,481	2,725	4,206	1,268	2,378	3,646
Muhanga	1,408	2,169	3,577	1,314	2,381	3,695
Nyamagabe	1,796	3,052	4,848	1,872	3,196	5,068
Nyanza	1,631	2,513	4,144	1,397	2,595	3,992
Nyaruguru	821	1,737	2,558	716	1,888	2,604
Ruhango	1,654	2,201	3,855	1,705	1,989	3,694
South	11,049	18,688	29,737	10,369	18,936	29,305
Karongi	1,778	3,300	5,078	1,213	2,770	3,983
Ngororero	1,423	2,400	3,823	1,198	2,062	3,260
Nyabihu	1,161	4,301	5,462	1,176	4,226	5,402
Nyamasheke	2,710	3,506	6,216	1,770	2,502	4,272
Rubavu	2,242	7,066	9,308	1,464	4,169	5,633
Rusizi	926	1,767	2,693	1,346	1,983	3,329
Rutsiro	2,256	4,506	6,762	3,304	4,196	7,500
West	12,496	26,846	39,342	11,471	21,908	33,379
Bugesera	1,321	3,739	5,060	1,158	2,273	3,431
Gatsibo	1,446	2,227	3,673	1,495	2,137	3,632
Kayanza	596	2,750	3,346	818	2,523	3,341
Kirehe	917	1,213	2,130	785	1,201	1,986
Ngoma	1,365	1,929	3,294	806	1,303	2,109
Nyagatare	2,082	3,133	5,215	2,905	2,543	5,448
Rwamagana	1,407	2,742	4,149	1,189	2,444	3,633
East	9,134	17,733	26,867	9,156	14,424	23,580
Burera	1,929	4,138	6,067	1,922	3,545	5,467
Gakenke	2,662	3,283	5,945	2,072	2,644	4,716
Gicumbi	1,261	2,030	3,291	1,477	2,172	3,649
Musanze	1,235	4,512	5,747	1,173	2,875	4,048
Rulindo	884	1,779	2,663	1,247	2,224	3,471
North	7,971	15,742	23,713	7,891	13,460	21,351
Gasabo	697	1,171	1,868	450	1,064	1,514
Kicukiro	280	585	865	180	711	891
Nyarugenge	404	1,038	1,442	305	663	968
Kigali City	1,381	2,794	4,175	935	2,438	3,373
Rwanda	42,031	81,803	123,834	39,822	71,166	110,988

Source: School census, Ministry of Education

Annex 17: Promotion rate by grade

Grade	Sex	2016/17	2017/18	2018/19	2019/20	2020/21
P2	Total	76.9%	78.7%	80.6%	79.3%	68.6%
	Male	76.5%	77.9%	79.9%	78.0%	67.5%
	Female	77.3%	79.5%	81.5%	80.7%	69.8%
P3	Total	79.0%	79.7%	83.7%	82.2%	74.0%
	Male	77.5%	78.3%	82.1%	80.1%	71.2%
	Female	80.5%	81.2%	85.4%	84.5%	76.9%
P4	Total	81.3%	82.1%	84.8%	83.0%	73.2%
	Male	79.0%	80.4%	82.7%	80.3%	69.2%
	Female	83.6%	83.8%	87.0%	85.7%	77.2%
P5	Total	80.7%	81.6%	83.8%	81.8%	70.3%
	Male	78.3%	79.6%	81.3%	78.6%	65.7%
	Female	83.1%	83.6%	86.2%	85.1%	74.9%
P6	Total	72.1%	77.4%	77.6%	71.0%	54.1%
	Male	70.9%	76.4%	75.0%	67.6%	49.3%
	Female	73.3%	78.3%	79.9%	74.2%	58.7%
S2	Total	88.3%	87.2%	85.7%	81.7%	77.2%
	Male	88.2%	87.1%	84.5%	80.7%	74.4%
	Female	88.3%	87.2%	86.8%	82.5%	79.6%
S3	Total	84.2%	86.5%	86.1%	78.2%	68.9%
	Male	84.4%	87.0%	85.8%	78.4%	68.0%
	Female	84.5%	86.1%	86.3%	78.0%	69.6%
S5	Total	93.0%	94.3%	90.9%	84.8%	86.3%
	Male	94.0%	94.7%	91.0%	85.9%	85.7%
	Female	91.9%	94.0%	90.7%	83.9%	86.9%
S6	Total	96.0%	96.8%	94.6%	89.9%	93.0%
	Male	97.0%	96.8%	95.6%	90.5%	94.3%
	Female	94.9%	96.8%	93.7%	89.4%	91.9%

Source: School census, Ministry of Education

Annex 18: Repetition rate per grade

Grade	Sex	2016/17	2017/18	2018/19	2019/20	2020/21
P1	Total	21.6%	20.5%	15.0%	16.0%	29.8%
	Male	22.2%	21.4%	15.7%	16.3%	32.2%
	Female	21.0%	19.6%	14.3%	15.7%	27.4%
P2	Total	16.1%	13.7%	10.4%	11.7%	23.0%
	Male	17.2%	14.6%	11.2%	12.2%	25.6%
	Female	14.9%	12.7%	9.7%	11.2%	20.2%
P3	Total	12.8%	12.3%	9.2%	10.6%	20.1%
	Male	15.0%	13.3%	10.0%	11.2%	22.5%
	Female	10.7%	11.2%	8.3%	10.0%	17.7%
P4	Total	13.1%	12.3%	9.3%	10.3%	21.0%
	Male	15.2%	13.3%	10.2%	10.9%	23.2%
	Female	11.0%	11.3%	8.4%	9.6%	18.8%
P5	Total	18.2%	14.0%	10.7%	11.6%	24.7%
	Male	18.5%	14.8%	11.6%	12.3%	26.5%
	Female	18.0%	13.3%	9.9%	11.0%	23.0%
P6	Total	10.1%	1.5%	1.1%	1.2%	5.2%
	Male	14.5%	1.5%	1.1%	1.2%	5.5%
	Female	5.7%	1.5%	1.1%	1.2%	4.9%
S1	Total	7.7%	6.0%	5.2%	9.9%	13.9%
	Male	8.0%	6.4%	5.9%	10.5%	15.5%
	Female	7.5%	5.6%	4.6%	9.4%	12.4%
S2	Total	7.0%	6.0%	4.8%	7.7%	14.3%
	Male	7.3%	6.4%	5.3%	8.2%	15.1%
	Female	6.8%	5.7%	4.3%	7.3%	13.6%
S3	Total	1.2%	0.6%	0.7%	1.2%	4.2%
	Male	1.0%	0.6%	0.6%	1.2%	3.4%
	Female	1.3%	0.7%	0.8%	1.2%	4.9%
S4	Total	3.1%	3.0%	2.5%	5.6%	5.3%
	Male	2.7%	2.8%	2.4%	5.3%	4.7%
	Female	3.5%	3.2%	2.6%	5.8%	5.8%
S5	Total	3.1%	2.7%	2.1%	4.3%	4.3%
	Male	2.6%	2.1%	2.0%	4.2%	3.4%
	Female	3.7%	3.1%	2.2%	4.4%	5.0%
S6	Total	1.2%	1.0%	0.8%	1.1%	2.4%
	Male	0.9%	0.9%	0.7%	1.1%	2.1%
	Female	1.5%	1.1%	1.0%	1.1%	2.7%

Source: School census, Ministry of Education

Annex 19: Dropout rate per grade

Grade	Sex	2016/17	2017/18	2018/19	2019/20	2020/21
P1	Total	1.5%	0.8%	4.4%	4.7%	1.6%
	Male	1.3%	0.7%	4.5%	5.7%	0.4%
	Female	1.7%	0.9%	4.2%	3.6%	2.8%
P2	Total	5.0%	6.6%	5.8%	6.0%	3.0%
	Male	5.3%	7.1%	6.7%	7.7%	3.2%
	Female	4.6%	6.0%	4.9%	4.3%	2.9%
P3	Total	5.9%	5.6%	6.1%	6.5%	6.7%
	Male	6.1%	6.3%	7.4%	8.5%	8.3%
	Female	5.7%	5.0%	4.6%	4.3%	5.1%
P4	Total	6.2%	6.1%	6.9%	7.9%	8.7%
	Male	6.4%	7.1%	8.5%	10.5%	11.1%
	Female	5.9%	5.2%	5.4%	5.3%	6.3%
P5	Total	9.6%	8.6%	11.7%	17.4%	21.2%
	Male	10.6%	8.8%	13.3%	20.0%	24.3%
	Female	8.7%	8.4%	10.2%	14.8%	18.3%
S1	Total	4.1%	6.9%	9.0%	8.4%	9.0%
	Male	3.9%	6.4%	9.6%	8.8%	10.1%
	Female	4.3%	7.2%	8.6%	8.0%	8.0%
S2	Total	8.6%	7.5%	9.2%	14.1%	16.9%
	Male	8.4%	6.6%	8.9%	13.4%	17.0%
	Female	8.8%	8.2%	9.4%	14.6%	16.8%
S4	Total	3.8%	2.7%	6.6%	9.6%	8.4%
	Male	3.3%	2.5%	6.6%	8.8%	9.6%
	Female	4.3%	2.8%	6.7%	10.3%	7.3%
S5	Total	1.1%	0.5%	3.4%	5.8%	2.7%
	Male	0.5%	1.1%	2.4%	5.3%	2.3%
	Female	1.8%	0.1%	4.1%	6.2%	3.1%

Source: School census, Ministry of Education

Annex 20: Number of Preprimary Teaching staff per district

District/Province	2020/21			2021/2022		
	Male	Female	Total	Male	Female	Total
Gisagara	8	109	117	20	103	123
Huye	14	217	231	19	175	194
Kamonyi	24	284	308	32	251	283
Muhanga	27	294	321	34	216	250
Nyamagabe	32	165	197	39	117	156
Nyanza	17	156	173	62	150	212
Nyaruguru	12	98	110	9	55	64
Ruhango	16	174	190	21	114	135
South	150	1,497	1,647	236	1,181	1,417
Karongi	25	168	193	66	269	335
Ngororero	14	164	178	17	113	130
Nyabihu	31	101	132	35	100	135
Nyamasheke	20	149	169	35	121	156
Rubavu	43	209	252	53	196	249
Rusizi	38	210	248	30	155	185
Rutsiro	21	102	123	23	57	80
West	192	1,103	1,295	259	1,011	1,270
Bugesera	72	264	336	55	179	234
Gatsibo	84	230	314	77	190	267
Kayanza	17	112	129	18	54	72
Kirehe	41	143	184	36	111	147
Ngoma	30	135	165	37	91	128
Nyagatare	111	395	506	55	209	264
Rwamagana	53	333	386	59	149	208
East	408	1,612	2,020	337	983	1,320
Burera	30	152	182	32	74	106
Gakenke	34	192	226	25	102	127
Gicumbi	42	238	280	50	132	182
Musanze	55	312	367	49	252	301
Rulindo	14	180	194	22	132	154
North	175	1,074	1,249	178	692	870
Gasabo	111	736	847	88	586	674
Kicukiro	61	485	546	68	387	455
Nyarugenge	57	373	430	42	299	341
Kigali City	229	1,594	1,823	198	1,272	1,470
Rwanda	1,154	6,880	8,034	1,208	5,139	6,347

Source: School census, Ministry of Education

Annex 21: Number of Primary Teaching staff by District

District/Province	2020/21			2021/2022		
	Male	Female	Total	Male	Female	Total
Gisagara	772	1,256	2,028	820	1,276	2,096
Huye	579	1,070	1,649	614	1,094	1,708
Kamonyi	535	1,387	1,922	598	1,516	2,114
Muhanga	505	1,175	1,680	518	1,251	1,769
Nyamagabe	751	1,259	2,010	771	1,299	2,070
Nyanza	686	1,171	1,857	744	1,210	1,954
Nyaruguru	702	1,040	1,742	726	1,043	1,769
Ruhango	566	1,116	1,682	571	1,164	1,735
South	5,096	9,474	14,570	5,362	9,853	15,215
Karongi	806	1,186	1,992	893	1,307	2,200
Ngororero	788	1,137	1,925	813	1,160	1,973
Nyabihu	940	866	1,806	946	870	1,816
Nyamasheke	820	1,507	2,327	836	1,497	2,333
Rubavu	1,146	1,050	2,196	1,184	1,136	2,320
Rusizi	806	1,340	2,146	936	1,464	2,400
Rutsiro	849	1,026	1,875	924	1,035	1,959
West	6,155	8,112	14,267	6,532	8,469	15,001
Bugesera	1,074	1,365	2,439	1,082	1,379	2,461
Gatsibo	1,329	1,537	2,866	1,345	1,534	2,879
Kayanza	939	1,181	2,120	951	1,109	2,060
Kirehe	1,155	1,140	2,295	1,214	1,182	2,396
Ngoma	744	1,183	1,927	764	1,184	1,948
Nyagatare	1,652	1,211	2,863	1,742	1,342	3,084
Rwamagana	771	1,102	1,873	841	1,212	2,053
East	7,664	8,719	16,383	7,939	8,942	16,881
Burera	939	895	1,834	976	927	1,903
Gakenke	785	1,099	1,884	809	1,131	1,940
Gicumbi	918	1,121	2,039	982	1,179	2,161
Musanze	949	1,166	2,115	1,002	1,239	2,241
Rulindo	588	1,034	1,622	610	1,049	1,659
North	4,179	5,315	9,494	4,379	5,525	9,904
Gasabo	1,355	1,730	3,085	1,341	1,737	3,078
Kicukiro	680	756	1,436	756	857	1,613
Nyarugenge	523	889	1,412	524	830	1,354
Kigali city	2,558	3,375	5,933	2,621	3,424	6,045
Rwanda	25,652	34,995	60,647	26,833	36,213	63,046

Source: School census, Ministry of Education

Annex 22: Number Teaching staff in general secondary by district

District/Province	2020/21			2021/2022		
	Male	Female	Total	Male	Female	Total
Gisagara	508	222	730	528	252	780
Huye	527	258	785	511	271	782
Kamonyi	482	390	872	538	432	970
Muhanga	527	290	817	594	339	933
Nyamagabe	536	319	855	560	332	892
Nyanza	559	239	798	578	266	844
Nyaruguru	505	208	713	499	230	729
Ruhango	464	311	775	498	324	822
South	4,108	2,237	6,345	4,306	2,446	6,752
Karongi	603	318	921	660	320	980
Ngororero	386	220	606	401	233	634
Nyabihu	499	203	702	510	217	727
Nyamasheke	625	358	983	608	374	982
Rubavu	597	278	875	601	294	895
Rusizi	540	298	838	616	355	971
Rutsiro	486	223	709	500	224	724
West	3,736	1,898	5,634	3,896	2,017	5,913
Bugesera	609	267	876	644	309	953
Gatsibo	798	340	1,138	773	349	1,122
Kayanza	591	211	802	575	208	783
Kirehe	532	204	736	602	244	846
Ngoma	501	189	690	485	198	683
Nyagatare	767	299	1,066	817	315	1,132
Rwamagana	578	284	862	624	314	938
East	4,376	1,794	6,170	4,520	1,937	6,457
Burera	522	176	698	523	200	723
Gakenke	550	264	814	535	269	804
Gicumbi	685	313	998	689	314	1,003
Musanze	541	315	856	558	326	884
Rulindo	537	256	793	538	281	819
North	2,835	1,324	4,159	2,843	1,390	4,233
Gasabo	559	300	859	585	336	921
Kicukiro	425	178	603	441	194	635
Nyarugenge	367	250	617	346	211	557
Kigali city	1,351	728	2,079	1,372	741	2,113
Rwanda	16,406	7,981	24,387	16,937	8,531	25,468

Source: School census, Ministry of Education

Annex 23: Number of TVET L1 to L5 Teaching staff by district

District/Province	2020/21			2021/2022		
	Male	Female	Total	Male	Female	Total
Gisagara	81	27	108	82	40	122
Huye	68	41	109	97	46	143
Kamonyi	54	37	91	72	48	120
Muhanga	174	78	252	168	76	244
Nyamagabe	74	40	114	89	48	137
Nyanza	214	44	258	160	47	207
Nyaruguru	52	21	73	61	33	94
Ruhango	189	87	276	172	82	254
South	906	375	1,281	901	420	1,321
Karongi	69	29	98	86	41	127
Ngororero	83	36	119	76	34	110
Nyabihu	102	22	124	108	33	141
Nyamasheke	74	33	107	82	50	132
Rubavu	112	41	153	110	35	145
Rusizi	85	36	121	127	55	182
Rutsiro	74	18	92	52	20	72
West	599	215	814	641	268	909
Bugesera	67	26	93	89	27	116
Gatsibo	120	46	166	123	59	182
Kayanza	62	13	75	52	11	63
Kirehe	86	16	102	83	26	109
Ngoma	80	35	115	61	28	89
Nyagatare	66	23	89	71	30	101
Rwamagana	117	36	153	96	32	128
East	598	195	793	575	213	788
Burera	66	18	84	59	25	84
Gakenke	73	36	109	62	30	92
Gicumbi	92	38	130	113	55	168
Musanze	152	52	204	149	57	206
Rulindo	108	34	142	94	50	144
North	491	178	669	477	217	694
Gasabo	149	47	196	74	35	109
Kicukiro	227	51	278	165	38	203
Nyarugenge	104	40	144	94	33	127
Kigali City	480	138	618	333	106	439
Rwanda	3,074	1,101	4,175	2,927	1,224	4,151

Source: School census, Ministry of Education

Annex 24: Number of Adult literacy instructors by district

District/Province	2020/2021			2021/2022		
	Male	Female	Total	Male	Female	Total
Gisagara	90	35	125	77	51	128
Huye	77	50	127	51	84	135
Kamonyi	77	91	168	70	112	182
Muhanga	90	112	202	110	106	216
Nyamagabe	148	159	307	148	171	319
Nyanza	70	55	125	78	76	154
Nyaruguru	58	69	127	67	70	137
Ruhango	67	81	148	86	91	177
South	677	652	1,329	687	761	1,448
Karongi	214	218	432	193	196	389
Ngororero	152	75	227	145	93	238
Nyabihu	81	57	138	99	61	160
Nyamasheke	254	137	391	267	121	388
Rubavu	176	86	262	139	78	217
Rusizi	174	55	229	179	70	249
Rutsiro	197	62	259	213	70	283
West	1,248	690	1,938	1,235	689	1,924
Bugesera	114	69	183	120	80	200
Gatsibo	138	84	222	134	98	232
Kayanza	34	29	63	38	39	77
Kirehe	78	32	110	78	33	111
Ngoma	93	46	139	43	58	101
Nyagatare	125	76	201	127	89	216
Rwamagana	96	70	166	87	82	169
East	678	406	1,084	627	479	1,106
Burera	166	39	205	287	49	336
Gakenke	228	128	356	219	148	367
Gicumbi	259	103	362	252	84	336
Musanze	74	59	133	83	102	185
Rulindo	91	63	154	90	82	172
North	818	392	1,210	931	465	1,396
Gasabo	33	35	68	30	41	71
Kicukiro	38	30	68	32	34	66
Nyarugenge	26	45	71	26	46	72
Kigali City	97	110	207	88	121	209
Rwanda	3,518	2,250	5,768	3,568	2,515	6,083

Source: School census, Ministry of Education

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