

REPUBLIC OF RWANDA



MINISTRY OF EDUCATION
P.O BOX 622 KIGALI

2015 EDUCATION STATISTICAL YEARBOOK



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FOREWORD

The mission of the Ministry of Education is to transform Rwandan citizens into skilled human capital for socio-economic development of the country by ensuring equitable access to quality education focusing on combating illiteracy, promotion of science and technology, critical thinking and positive values. The aforementioned mission cannot be achieved if stakeholders are not provided with accurate and reliable data to be able to take evidence-based decisions.

The education statistics provided by this 2015 education statistical yearbook serve that purpose. The current publication covers data collected from May to August 2015 for pre-primary, primary, secondary, technical and vocational education training, tertiary and adult literacy. The main purpose of the 2015 Education Statistical Yearbook is to provide useful, relevant, reliable and up to date information on education for various stakeholders within and outside the education sector in Rwanda.

The education statistics in this publication focus on the trends in recent years across a number of key education indicators. The current indicators are compared to the ESSP targets as an effective way to monitor and mainstream the ESSP into our usual business. It will also facilitate the monitoring of progress made and enable the education sector to better plan for further achievements.

I trust you will be able to reference the data from this publication to serve the purpose of reaching national, regional and international goals.

I wish to express my gratitude to the staff of the Ministry of Education and our affiliated agencies, education staff in districts, development partners and all other stakeholders who have contributed to the production of this Education Statistical Yearbook.



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Minister of Education

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ACRONYMS AND ABBREVIATIONS

12YBE	Twelve Year Basic Education
9YBE	Nine Year Basic Education
CAMS	Credit Accumulation and Modular Scheme System
CBO	Community Based Organization
CR	Completion Rate
DEOs	District Education Officers
EDPRS	Economic Development and Poverty Reduction Strategy
ESSP	Education Sector Strategic Plan
FBO	Faith-Based Organization
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
GIRLG	Gross Intake Rate in Last Grade of primary
GPI	Gender Parity Index
HEC	Higher Education Council
IPRCs	Integrated Polytechnics Regional Centers
MINEDUC	Ministry of Education
NER	Net Enrolment Rate
NIR	Net Intake Rate
NISR	National Institute Statistics of Rwanda
PCR	Pupil Classroom Ratio
PQTR	Pupil: Qualified Teacher Ratio
PTR	Pupil: Teacher Ratio
REB	Rwanda Education Board
RPHC4	Fourth Population and Housing Census
SEOs	Sector Education Officers
TR	Transition Rate
TSS	Technical Secondary School
TTC	Teacher Training College
TVET	Technical and Vocational Education Training
UIS	UNESCO Institute of Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organization
UR-CE	University of Rwanda - College of Education
VTC	Vocation Training Centres
WDA	Workforce Development Agency

EXECUTIVE SUMMARY

This 2015 Education statistical Yearbook shows important trends and statistics which showcase the efforts, successes, and challenges of the education sector in Rwanda.

Pre-primary Education: This level of education recorded a significant increase in the number of Children, staff, and schools. The number of children increased from 159,291 in 2014 to 183,658 in 2015; that of staff increased from 4,671 in 2014 to 5,386 in 2015, while that of schools increased from 2,431 in 2014 to 2,618 in 2015. The Net Enrolment Rate increased from 13.3% in 2014 to 14.2% in 2015, while the Gross Enrolment Rate increased from 17.5% in 2014 to 20.2% 2015, and thus achieving the 2014-15 ESSP target.

Primary Education: The actual number of children enrolled in primary schools in 2015 increased by 2.1%, and the increase was generally observed all over the country. The Gross Enrolment Rate increased from 134.3% in 2014 to 135.3% in 2015, while the Net Enrolment Rate increased from 96.8% in 2014 to 96.9% in 2015.

Secondary Education: Enrolment decreased from 565,312 in 2014 to 543,936 in 2015 at this level leading to a reduction in both Gross Enrolment (40.7% in 2014 to 38.0% in 2015) and Net Enrolment Rates (35.7% in 2014 to 28.3% in 2015).

On the other hand, Repetition and Dropout rates in Lower and upper Secondary have significantly improved from 14.4% in 2014 to 5.7% in 2015 in lower secondary, and from 5.9% in 2014 to 2.5% in 2015 in Upper Secondary.

Technical and Vocational Education Training (TVET): The number of students in TVET schools was increased from 93,024 in 2014 to 94,373 in 2015, with an increase of 1.5%. However, a decrease of 2.9% in enrollment was observed in only Vocational Training Centres. The participation of female trainees is still low compared to that of male, which is 7,913 and 13,024 in 2015 respectively.

Tertiary Education: Compared to last Academic year, the enrollment declined during 2014/15 and the participation of female students was still lower than that of male students, especially in Public Tertiary Institutions. The number of Tertiary Institutions reduced from 45 institutions in 2013/2014 to 44 institutions in 2015/2016 due to the merger of five colleges/schools into the University of Rwanda. Furthermore, four newly established institutions were added to the number of Private Tertiary Institutions.

Adult Literacy: In general, the number of Adult literacy centres, learners and instructors decreased in 2015. Centres reduced from 4,602 in 2014 to 4,313 in 2015, learners declined from 112,656 in 2014 to 95,829 in 2015, and instructors from 5,571 in 2014 to 540 in 2015.

1 INTRODUCTION

1.1 Vision and Mission of the Ministry of Education

The vision of the Ministry of Education (MINEDUC) is to provide the citizens of Rwanda with equal opportunities to high quality education through world-class learning facilities and renowned learning institutions. The mission of MINEDUC is to transform the Rwandan citizen into skilled human capital for socio-economic development of the country by ensuring equitable access to quality education focusing on combating illiteracy, promotion of science and technology, critical thinking and positive values. Both the vision and mission of MINEDUC are focused on enabling Rwanda to achieve its national goals of reducing poverty and improving the well-being of the Rwandan population, by improving skills levels and facilitating economic transformation and improved productivity.

1.2 Important Notes

1.2.1 Structure of the Rwandan Education System

Compulsory education lasts 12 years from age 7 to age 18. It covers primary, lower and upper secondary education and is commonly known as “Twelve Year Basic Education” (12YBE).

The structure of the education system in Rwanda is as follows:

1. **Pre-primary Education** is organized in nursery schools for a period of three years, official admission age in nursery is 3 and the official completion age is 6.
2. **Primary Education** lasts six years; the official school age at this level is from 7 to 12 years old. Primary education ends with a national examination which yields eligibility for Lower Secondary education studies.
3. **Secondary Education** lasts six years; the official age for this level is from 13 to 18 years old. It is composed of two levels: **lower secondary** (the first three years) and **upper secondary** (the second three years), both ending with a national examination which yields eligibility for upper secondary education and tertiary education studies respectively. Upon completion of lower secondary, students enter different fields of study such as sciences, humanities, languages, teacher training or Technical and Vocational Education and Training.
4. **Technical and Vocational Education and Training (TVET)** is taught in Technical Secondary Schools (TSS), Vocational Training Centers (VTCs) and Polytechnics (awarding Diploma and Advanced Diploma). TVET provides both young and unemployed people with the skills to gain productive employment. It also provides those already in employment with an opportunity to upgrade their skills, including entrepreneurs and those wishing to be self-employed.
5. **High Learning Institutions (HLIs)** is based on a credit accumulation and modular scheme (CAMS) system.¹The qualifications awarded at different High Learning Institutions are set out in the Rwandan Higher Education Qualifications Framework. The Framework has 7 Levels of exit awards: Level 1, Certificate of education; level 2, Diploma in higher education; level 3, Advanced Diploma in higher education; level 4, Ordinary Degree; level 5, Bachelor’s Degree with Honours; level 6, Masters Degree and level 7 Doctorate.

¹ See 2014 Education Statistical Yearbook, Annex 26.

6. Adult Literacy Education. UNESCO defines a literate person as someone who can read and write a short, simple statement about their life.² Literacy is key to communication and learning of all kinds and a fundamental condition of access to today's knowledge societies. Adult Literacy Education in Rwanda provides an opportunity (trainers and training centres) for adults to acquire basic writing and reading skills.

1.2.2 Definitions

1. Public Schools: Public schools are schools administered and financed by the government.

2. Government Aided Schools: Government Aided schools are schools administered and financed by the government with shares from private organizations or private individuals (Religious organizations, parents, etc.).

3. Private schools: Private schools are schools administered and financed by private organisations or private individuals other than government.

1.3 Definitions of Key Education Indicators

The following formulas derived from UNESCO's Education Indicators Technical Guidelines (2009), have been used in this publication to calculate the key educational indicators.

1. Gross Enrolment Rate (GER)

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

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

2. Net Enrolment Rate (NER)

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

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

3. Gross Intake Rate (GIR) or Gross Admission Rate (GAR)

Total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age.

$$GIR = \frac{\text{Number of the new entrant in } P_1 \text{ in school year } t}{\text{Population having 7 years in school year } t} \times 100$$

4. Net Intake Rate (NIR) or Net Admission Rate (NAR)

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

$$NIR = \frac{\text{Number of 7 year old pupils new entrant in } P_1 \text{ in school year } t}{\text{Population aged 7 years in school year } t} \times 100$$

² UNESCO. Education for All Global Monitoring Report 2010: Reaching the marginalized. UNESCO, February 2010.

5. Completion Rate (CR)

The number of new entrants in last grade for each level in a given year, expressed as a percentage of the total number of population having official age for being in the last grade for each level. The completion rate is also known as the Gross Intake Ratio in the last grade (GIRLG) for each level.

$$CR = \frac{\text{Number of new entrants in } P_6 \text{ in school year } t}{\text{Population aged 12 years in school year } t} \times 100$$

$$CR = \frac{\text{Number of new entrants in } S_3 \text{ in school year } t}{\text{Population aged 15 years in school year } t} \times 100$$

$$CR = \frac{\text{Number of new entrants in } S_6 \text{ in school year } t}{\text{Population aged 18 years in school year } t} \times 100$$

6. Transition Rate (TR)

The number of new entrants in a given level of education as a percentage of the pupils who were enrolled in the last grade of the previous level of education in the previous year. Only new pupils entering the next level of education are given consideration.

$$TR_{\text{Primary}}^{t-1} = \frac{\text{Number of new pupils in } S_1 \text{ in year } t}{\text{Number of pupils in } P_6 \text{ in year } t-1} \times 100$$

$$TR_{\text{Secondary}}^{t-1} = \frac{\text{Number of new pupils in } S_4 \text{ in year } t}{\text{Number of pupils in } S_3 \text{ in year } t-1} \times 100$$

7. Promotion Rate

The number of pupils entering a given grade of education as a percentage of the pupils who were enrolled in previous grade in the previous year.

$$PR^{t-1} = \frac{\text{Number of pupils promoted to the next grade in year } t}{\text{Number of pupils enrolled in that grade in year } t-1} \times 100$$

8. Repetition Rate

Proportion of pupils enrolled in a given grade at given school year who study in the same grade in the following school year.

$$RR^{t-1} = \frac{\text{Number of pupils repeating in a grade in year } t}{\text{Number of pupils enrolled in that grade in year } t-1} \times 100$$

9. Dropout Rate

The percentage of pupils who dropped out the school without completing the grade they was enrolled in previous year.

$$DR^{t-1} = \frac{\text{Number of pupils who dropped out the school in a grade in year } t}{\text{Number of pupils enrolled in that grade in year } t-1} \times 100$$

Dropout rate can also be obtained by subtracting the sum of promotion rate and repetition rate from 100 in a given school year

$$DR = 100\% - (PR + RR)$$

10. Pupil-Teacher Ratio (PTR)

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

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

11. Pupil Qualified Teacher Ratio (PQTR)

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

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

12. Pupil Classroom Ratio (PCR)

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

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

13. Gender Parity Index (GPI)

Gender parity index is the ratio of female to male of a given indicator. It measures the relative access to education of girls and boys at a level of education.

$$GPI = \frac{\text{Female value of a given indicator in year } t}{\text{Male value of a given indicator in year } t}$$

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

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

$$S_{100,000}^t = \frac{\text{Number of student enrolled in tertiary education in year } t}{\text{country's population in year } t} \times 100,000$$

1.4 Methodology

1.4.1 Questionnaire

The questionnaires used to capture statistical data were crosschecked and revised so as to meet the information needed for each and every indicator of the Educational Metadata. The Education Statistics Questionnaire was structured in a way that the following information would be captured: school identification, learners, staff and infrastructure facilities.

1.4.2 Data sources and data collection process

Education Statistics are collected annually using questionnaires. The data on Pre-primary, Primary, Secondary, Technical and Vocational Education and Training, Higher Learning Education and Adult literacy was collected through questionnaires sent to schools via Sectors and District levels. While data entry for other levels was done at district level, data on Tertiary education³ was collected by HEC directly from institutions.

Statistical data on National exams is obtained from the Rwanda Education board (Data for Primary 6, Senior 3 and Senior 6 for general education), the Workforce Development Authority (Senior 6 for TSS) and from the University of Rwanda College of Education (Senior 6 for TTC).

To count access indicators in education, the Education Statistical Yearbook uses data on population obtained from the National Institute of Statistics of Rwanda (NISR). For instance the current population projections from the Fourth population and Housing Census (RPHC4) carried out in 2012 are used as denominators to calculate the access indicators.

Data collection was done from May to August 2015. Sector Education Officers (SEOs) assisted Head teachers in filling the questionnaires, approving the completed questionnaires and then sending them back to the Districts. The data entry was done at district level under the supervision of Ministry of Education.

The Educational statistics in this publication will be used to measure progress and evaluate achievements towards educational targets. In particular, it will be used to:

- Measure progress towards targets, set out in the Education Sector Strategic Plan (ESSP) 2013-2018, Vision 2020 and the Economic Development and Poverty Reduction Strategy (EDPRS II);
- Identify and measure disparities between sex, districts and provinces;
- Establish how many of the pupils enrolled actually complete a given cycle of schooling or obtain a given qualification within the expected minimum duration.

Furthermore, these statistics may allow comparison of the national situation with that of other countries, thereby highlighting problems that need to be given priority nationally.

³ Tertiary Education: the tertiary education is composed of High learning Institutions accredited by Higher Education Council and Polytechnics offering Diploma and Advanced diploma accredited by the Workforce Development Authority.

1. OVERVIEW: STUDENTS, STAFF AND INSTITUTIONS BY EDUCATION LEVEL IN 2015

Table 0.1: Students, staff and institutions by education level in 2014 and 2015

Level	2014					2015				
	Students			Staff	Institutions	Students			Staff	Institutions
	Male	Female	Total			Male	Female	Total		
Pre-primary	77,872	81,419	159,291	4,671	2,431	90,135	93,523	183,658	5,386	2,618
Primary	1,181,715	1,217,724	2,399,439	41,192	2,711	1,213,966	1,236,739	2,450,705	42,005	2,752
Secondary (general + TSS)	266,642	298,861	565,503	27,116	1,521	256,634	287,302	543,936	27,644	1,543
<i>General Secondary (Lower+Upper)</i>	230,670	268,456	499,126	23,421	1,342	219,350	257,130	476,480	23,873	1,359
<i>Lower Secondary</i>	161,577	188,115	349,692			156,350	180,092	336,442		
<i>Upper Secondary</i>	69,093	80,341	149,434			63,000	77,038	140,038		
<i>Sciences Combinations</i>	37,612	43,691	81,303			33,714	41,318	75,032		
<i>Humanities Combinations</i>	13,294	15,679	28,973			12,929	15,294	28,223		
<i>Languages Combinations</i>	14,349	16,445	30,794			12,483	15,529	28,012		
<i>Teacher Training Colleges</i>	3,838	4,526	8,364			3,874	4,897	8,771		
<i>TVET (TSS + VTC)</i>	48,237	39,706	87,943	5,491	353	50,308	38,085	88,393	5,685	370
<i>Technical Secondary Schools</i>	35,972	30,405	66,377	3,695	179	37,284	30,172	67,456	3,771	184
Vocational Training Centres	12,265	9,301	21,566	1,796	174	13,024	7,913	20,937	1,914	186
<i>Tertiary Education (HLIs +TVET)</i>	47,867	39,146	87,013	6,818	45	48,868	37,447	86,315	6,431	44
<i>HLIs</i>	43,675	37,993	81,668	6,040	33	44,264	36,071	80,335	5,756	31
<i>Degree offering institutions</i>	40,086	35,449	75,535	6,040	33	39,941	31,956	71,897	5,756	31
<i>Diploma offering institutions</i>	3,589	2,544	6,133			4,323	4,115	8,438		
<i>TVET(Polytechnics)</i>	4,192	1,153	5,345	778	12	4,604	1,376	5,980	1,035	13
<i>Diploma offering institutions</i>	4,192	1,153	5,345	778	12	4,604	1,376	5,980	1,035	13
<i>Adult Literacy centres</i>	42,603	70,053	112,656	5,571	4,602	36,987	58,842	95,829	5,240	4,313

The population projections of Rwanda in 2015 estimate 11,274,218 people⁴, as shown by table 2.1. The human resources (3,470,000 learners and staff) in schools represent 30.8% of the whole population, with 3,381,380 learners (30.0%) and 88,620 Staff (0.8%), this demonstrates the proportion of the school population to the national population.

Figure 2.1 illustrates the distribution of the learning population within the education levels in 2015. The majority of the learning population are enrolled in Primary level (72.0%).

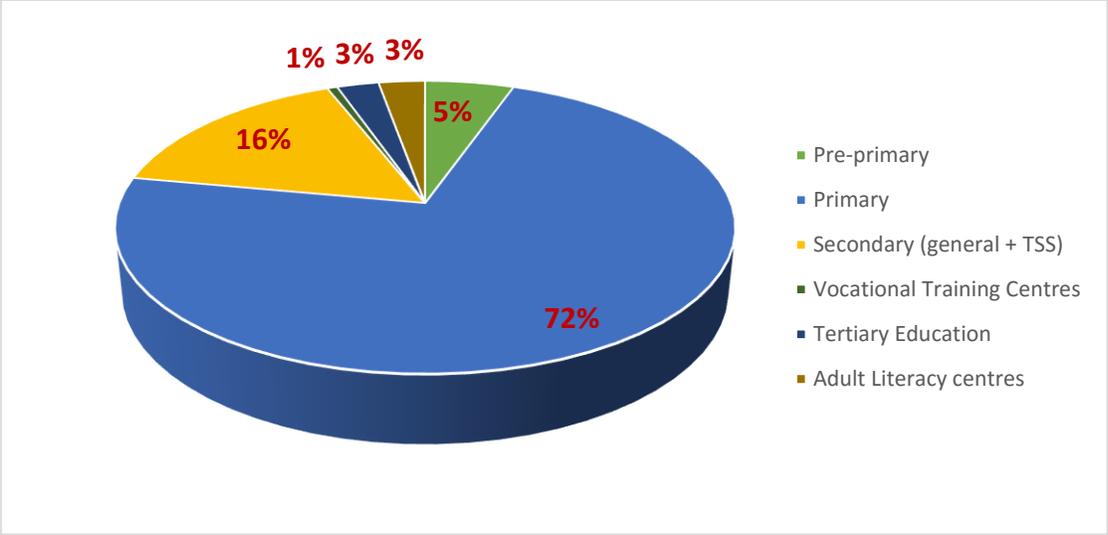


Figure 0.1: Share of students by level in 2015

Figure 2.2 highlights the relative access of boys and girls at different levels in Rwanda’s Education System. The enrolment gender parity Index varies from 0.6 (for VTCs) to 1.6 (for Adult literacy), meaning that the number of Male is greater than that of Female in VTCs while the number of female is greater than that of male in Adult literacy programmes.

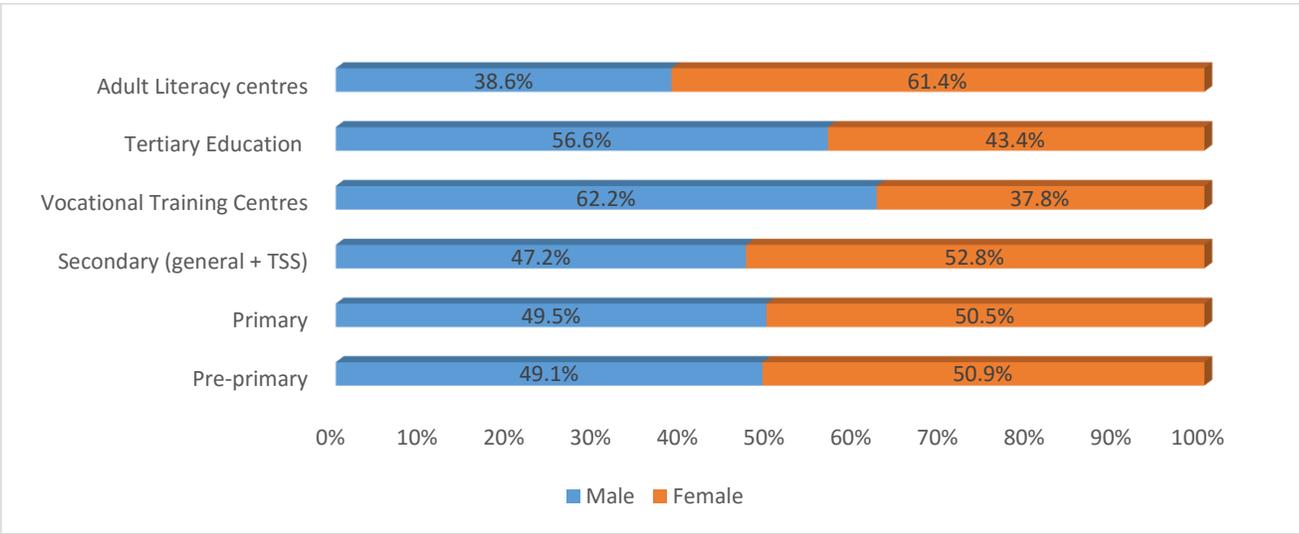


Figure 0.2: Percentage of male and female enrolled in Rwanda’s Education system in 2015

⁴ This is the projected number of population in 2015 by National Institute of Statistics of Rwanda.

2 PRE-PRIMARY EDUCATION

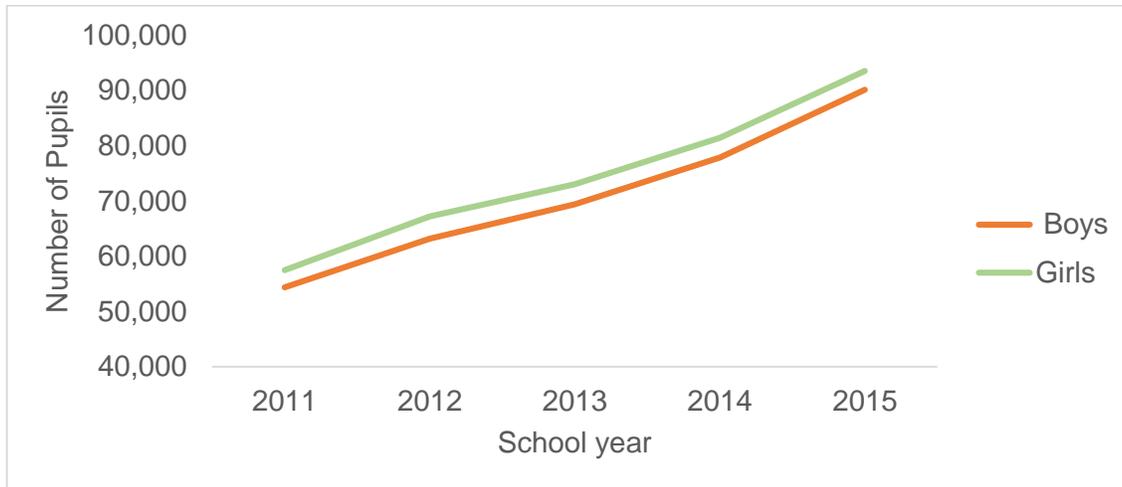
Pre-primary education aims to enhance the school readiness of children aged 3-6 years old. This section highlights the pre-primary profile, trends, calculation of key indicators and infrastructure facilities available in pre-primary Education of Rwanda.

Table 2.1: Pre-primary profile from 2011 to 2015

Year	2011	2012	2013	2014	2015
Total (Pupils)	111,875	130,403	142,471	159,291	183,658
Boys	54,378	63,161	69,418	77,872	90,135
Girls	57,497	67,242	73,053	81,419	93,523
<i>% of Boys</i>	48.61%	48.44%	48.72%	48.89%	49.08%
<i>% of Girls</i>	51.39%	51.56%	51.28%	51.11%	50.92%
GER (Overall)	11.6%	12.9%	15.7%	17.5%	20.2%
Boys	11.2%	12.4%	15.3%	17.2%	19.9%
Girls	11.9%	13.3%	16.0%	17.9%	20.5%
NER (Overall)	10.1%	12.7%	12.7%	13.3%	14.2%
Boys	9.7%	12.3%	12.5%	13.0%	14.0%
Girls	10.4%	13.2%	13.0%	13.5%	14.5%
Pupils in public schools	343	362	363	93,499	86,634
Boys	151	183	198	45,524	42,563
Girls	192	179	165	47,975	44,071
Pupils in Private/community schools	111,532	130,041	142,108	65,792	97,026
Boys	54,227	62,978	69,220	32,348	47,586
Girls	57,305	67,063	72,888	33,444	49,440
Total (Staff)	2,941	3,247	3,808	4,671	5,386
Male	587	642	714	921	1101
Female	2,354	2,605	3,094	3750	4285
<i>% of Male</i>	20.0%	19.8%	18.8%	19.7%	20.4%
<i>% of Female</i>	80.0%	80.2%	81.3%	80.3%	79.6%
Pupils: Teacher Ratio	38:1	40:1	38:1	34:1	34:1
Total number of schools	1,471	1,870	2,076	2,431	2,618
Public	2	2	2	1,420	1,211
Private	1,469	1,868	2,074	1,011	1,407
Used Classrooms	2,273	2,677	3,064	3,648	4,177
Pupil Classroom Ratio	49	49	46	44	44

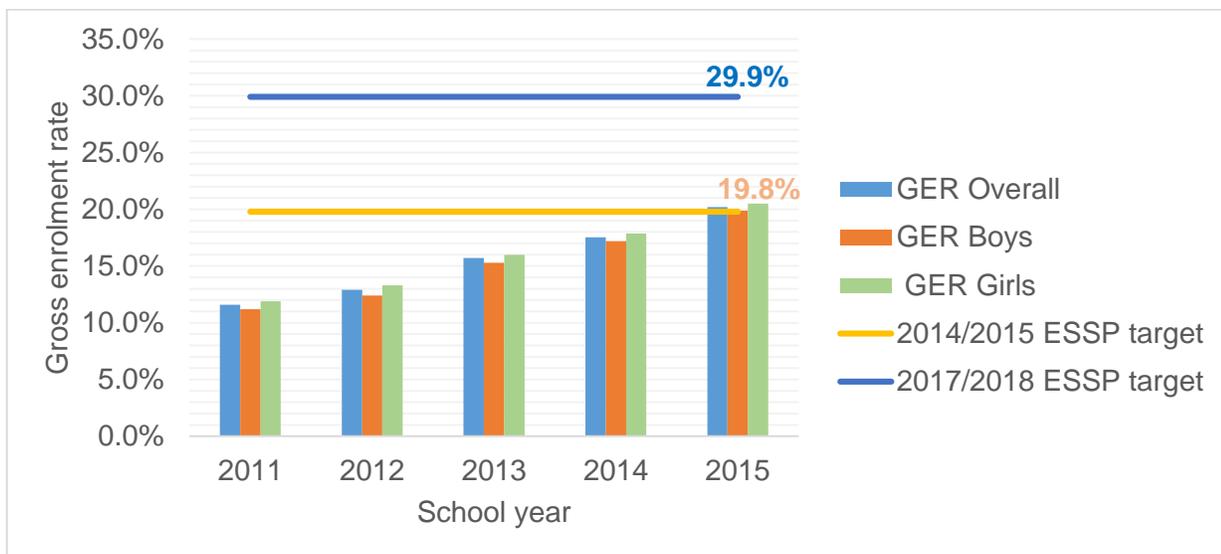
Table 3.1 shows that the number of students enrolled in pre-primary has continuously increased from 159,291 in 2014 to 183,658 in 2015 (increment of 15.3%); while from 2014 the number of children in preprimary was 65,792 and 97,026 in 2015 in private schools. This increment is observed predominantly in private schools (47.5%) while there is a decrease of students in public schools (-7.3%). In 2015 the percentage of boys was less than that of female (49.1% vs 50.9%).

Figure 2.1: Trend in pre-primary pupil enrolment from 2011 to 2015



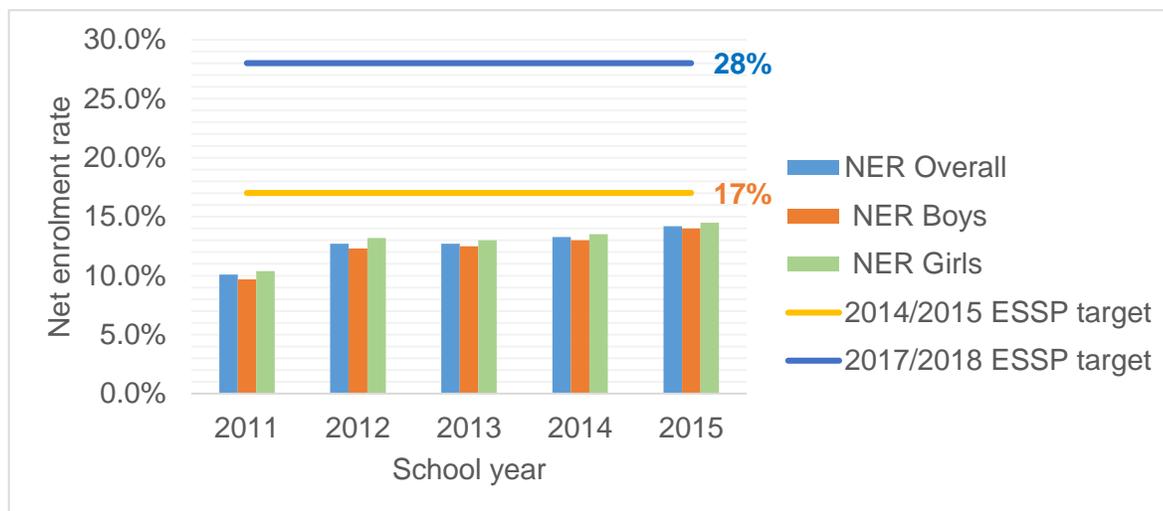
As indicated in Figure 3.1, enrolment in pre-primary has continually increased from 111,875 pupils in 2011 to 183,658 pupils in 2015, and the increments are observed in both the total number of boys and girls.

Figure 2.2: Pre-primary Gross Enrolment Rate from 2011 to 2015 compared to ESSP targets



The Pre-primary Gross Enrolment Rate increased from 11.6% in 2011 to 20.2% in 2015; as it continues to increase, Figure 3.2 reveals that the 2015/2016 ESSP target of 19.8% was achieved in 2015 but that further effort needs to be made to also meet the 2017/2018 target of 29.9%.

Figure 2.3: Pre-primary Net Enrolment Rate from 2011 to 2015 compared to ESSP targets



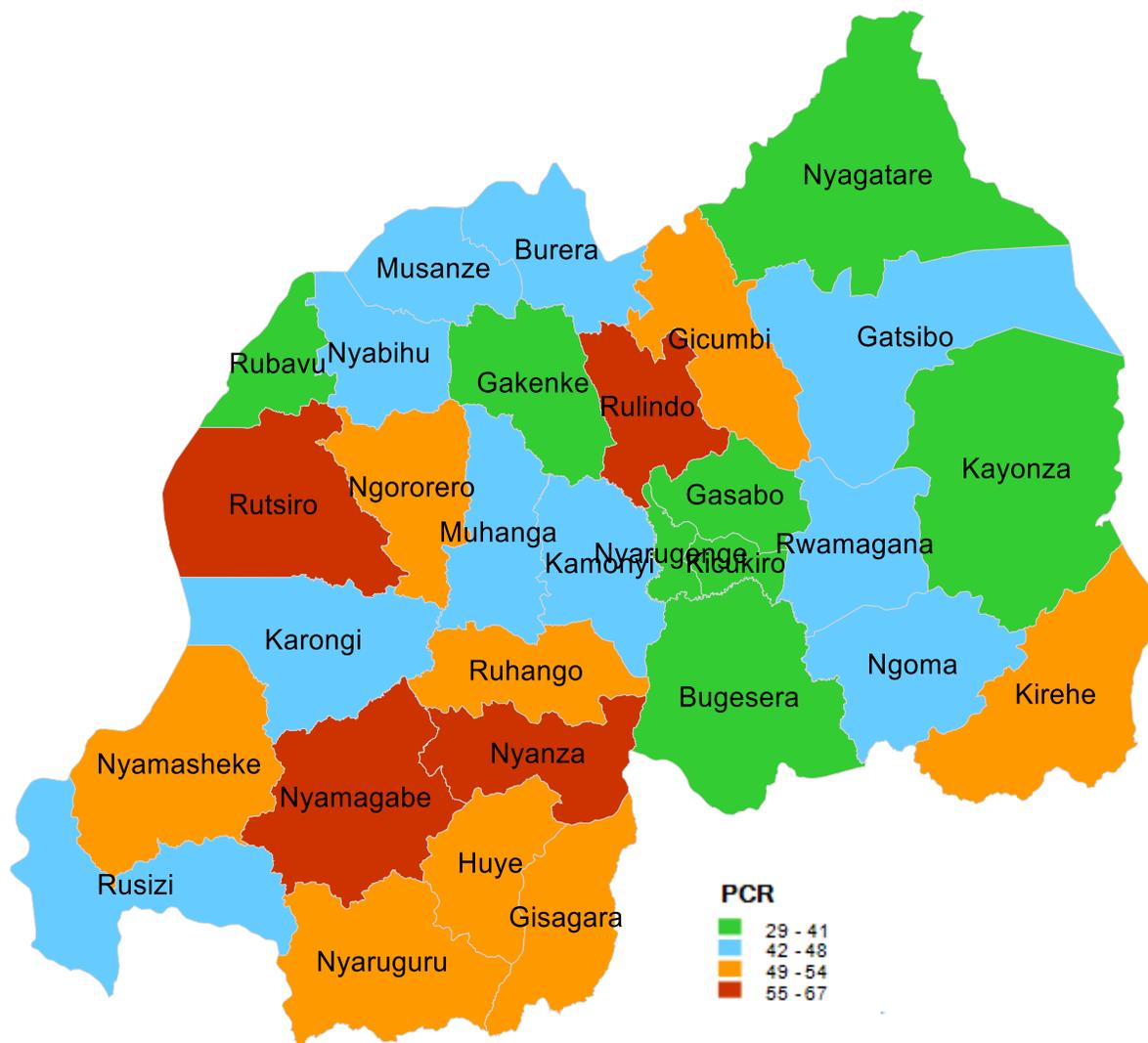
The Pre-primary Net Enrolment Rate increased from 10.1% in 2011 to 14.2% in 2015; although it continues to increase, Figure 3.3 reveals that the 2015/2016 ESSP target of 17% was not attained in 2015.. Therefore significantly more effort is required to meet the 2017/2018 ESSP target of 28%.

Table 2.2: Pre-primary schools, Classrooms, pupils and staff by status in 2015

Status	Schools	Classrooms	Students			Staff		
			Male	Female	Total	Male	Female	Total
Public	353	475	12,078	12,610	24,688	89	452	541
Government aided	858	1,126	30,471	31,473	61,944	206	1,062	1,268
Private	1407	2576	47,586	49,440	97,026	806	2,771	3,577
Total	2,618	4,177	90,135	93,523	183,658	1,101	4,285	5,386

Table 3.2 shows that most students are enrolled in private schools with 97,026 pupils (52.8%), followed by Government aided schools with 61,944 pupils (33.7%) and then public schools with 24,688 pupils (13.4%). The private schools have also more staff (66.4%) than government aided (23.5%) and public schools (10.0%).

Map 2.1: Pre-primary pupil classroom ratio by district in 2015



The map 3.1 shows that the Pre-primary pupil classroom ratio varies between 29 and 67 pupils per classroom depending on the district. Kicukiro District has the lowest ratio at 29:1 while Nyanza District has the highest ratio at 67:1. This implies that there is an urgent need for more teachers and classrooms at pre-primary level

Table 2.3: Pre-primary pupils with disabilities in 2015

Level	Hearing	Visual	Speaking	Other Physical	Learning	Multiple disabilities	TOTAL		
							Boys	Girls	Total
Nursery 1	95	109	226	231	108	92	493	368	861
Nursery 2	28	29	74	99	43	18	167	124	291
Nursery 3	46	71	100	64	60	12	207	146	353
Total	169	209	400	394	211	122	867	638	1505
Percentage	11.2%	13.9%	26.6%	26.2%	14.0%	8.1%	57.6%	42.4%	100%

Tables 3.3 reveals that among children with disabilities enrolled in pre-primary school: 26.6% have disability related to speaking and 26.2% have other physical disabilities

Table 2.4: Pre-primary pupils with disabilities from 2013 to 2015

Level	2013			2014			2015		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Nursery 1	390	305	695	404	366	770	493	368	861
Nursery 2	129	100	229	174	129	303	167	124	291
Nursery 3	144	91	235	180	134	314	207	146	353
Total	671	588	1,259	663	496	1159	867	638	1505
Percentage	53%	47%	100%	57%	43%	100%	58%	42%	100%

Table 3.4 shows that the number of children with disabilities enrolled in pre-primary school has continuously increased from 1,259 pupils in 2013 to 1,505 pupils in 2015. During these last three years, the percentage of boys with disabilities has continued to be greater than that for girls with disabilities.

Table 2.5: Pre-primary orphan pupils in 2015

Level	Pupils who do not have			Total		
	Mother	Father	Both Parents	Boys	Girls	Total
Nursery 1	1,718	2,225	753	2352	2344	4696
Nursery 2	584	778	315	870	807	1677
Nursery 3	803	1164	391	1134	1224	2358
Total	3,105	4,167	1,459	4,356	4,375	8,731
Percentage	35.6%	47.7%	16.7%	49.9%	50.1%	100%

Tables 3.5 shows that 5% of all enrolled pupils in pre-primary are orphans, among which, 16.7% do not have either parent.

Figure 2.4: Pre-primary pupil book ratio by subject in 2015

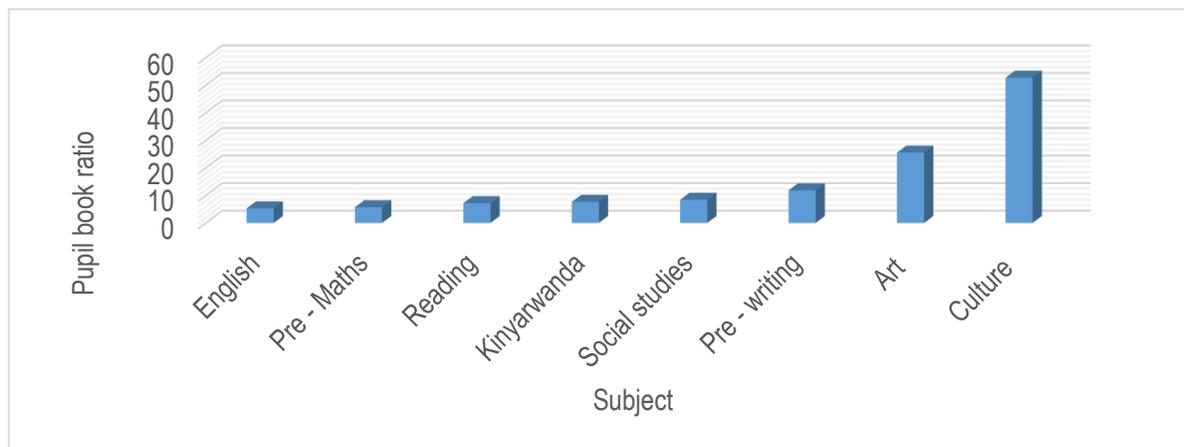


Figure 3.4 illustrates the type of reading materials used in pre-primary education. The availability of reading materials in the areas of culture and art is higher compared to other subjects.

Table 2.6: Percentage of pre-primary schools by Province with water and electricity in 2015

Province	Description	Item	Rain water harvesting system	Tap water supply	Hydro electricity supply	Solar power	Electric power generator supply	Biogas system
East	Schools with	Number	79	71	69	13	9	3
		Percentage	13%	12%	11%	2%	1%	0%
	Schools without	Number	538	546	548	604	608	614
		Percentage	87%	88%	89%	98%	99%	100%
Kigali City	Schools with	Number	52	102	100	4	21	0
		Percentage	21%	41%	40%	2%	8%	0%
	Schools without	Number	196	146	148	244	227	248
		Percentage	79%	59%	60%	98%	92%	100%
North	Schools with	Number	34	60	38	6	3	0
		Percentage	6%	11%	7%	1%	1%	0%
	Schools without	Number	492	466	488	520	523	526
		Percentage	94%	89%	93%	99%	99%	100%
West	Schools with	Number	24	67	55	16	9	2
		Percentage	4%	11%	9%	3%	1%	0%
	Schools without	Number	603	560	572	611	618	625
		Percentage	96%	89%	91%	97%	99%	100%
South	Schools with	Number	47	52	66	16	16	0
		Percentage	8%	9%	11%	3%	3%	0%
	Schools without	Number	553	548	534	584	584	600
		Percentage	92%	91%	89%	97%	97%	100.0%
Rwanda	Schools with	Number	236	352	328	55	58	5
		Percentage	9%	13%	13%	2%	2%	0%
	Schools without	Number	2,382	2,266	2,290	2,563	2,560	2,613
		Percentage	91%	87%	87%	98%	98%	100%

Table 3.6 reveals that only 13% of pre-primary schools had access to water through tap water supply system and 9% through rain water harvesting system. In 2015, only 13% of pre-primary schools had access to electricity through the national grid.

Table 2.7: Number of toilets in Pre-primary school in 2015

Province	Users	Number of toilets			Users per toilet		
		For Female	For Male	Total	For Female	For Male	Overall
East	Student	808	762	1,570	25	26	26
	Staff	108	113	221	8	3	6
	Total	916	875	1791	23	23	23
Kigali City	Student	508	478	986	23	25	24
	Staff	99	68	167	10	2	7
	Total	607	546	1153	21	22	22
North	Student	553	526	1,079	31	31	31
	Staff	35	27	62	19	7	14
	Total	588	553	1141	30	30	30
West	Student	489	468	957	39	39	39
	Staff	56	41	150	14	6	7
	Total	545	509	1107	37	37	35
South	Student	536	554	1,090	46	43	44
	Staff	46	42	88	21	3	12
	Total	582	596	1178	44	40	42
Rwanda	Student	2,894	2,788	5,682	32	32	32
	Staff	344	291	688	12	4	8
	Total	3,238	3,079	6,370	30	30	30

Table 3.7 illustrates the number of toilets for male and for Female, disaggregated by students and staff. The analysis shows that in Southern Province there is a large number of children per toilet compared to other provinces with a ratio in that province of 44 children per toilet compared to the average national ratio of 32 children per toilet. The Northern Province shows a large number of staff per toilet compared to other provinces with the ratio in that province of 14 staff per toilet compared to the average ratio at national of 8 staff per toilet.

3. PRIMARY EDUCATION

This section provides an overview of primary education statistics highlighting trends in key indicators from 2011 and 2015.

Table 3.1: School by level

Levels	Number of Schools	% of Schools by level
Primary only	1699	62%
Primary+ Secondary ordinary level	589	21%
Primary+ Secondary (O+A'level)	464	17%
Total	2752	100%

Table 3.2: School by level

Ownership	Number of Schools	% of School by Ownership
Public	716	26%
Catholic	1129	41%
Protestant	635	23%
Adventist	51	2%
Islamic	17	1%
Parents associations	107	4%
Others	97	4%
Total	2752	100%

Table 3.3: Primary profile from 2011 to 2015

Year	2011	2012	2013	2014	2015
Total (pupils)	2,341,146	2,394,674	2,402,164	2,399,439	2,450,705
Boys	1,150,205	1,180,484	1,183,306	1,181,715	1,214,019
Girls	1,190,941	1,214,190	1,218,858	1,217,724	1,236,686
<i>% of Boys</i>	49.1%	49.3%	49.3%	49.2%	49.5%
<i>% of Girls</i>	50.9%	50.7%	50.7%	50.8%	50.5%
Gross Enrolment Rate	127.3%	123.2%	138.5%	134.3%	135.3%
Boys	125.7%	121.7%	137.5%	133.2%	134.8%
Girls	128.9%	124.8%	139.4%	135.5%	135.8%
Net Enrolment Rate	95.9%	96.5%	96.6%	96.8%	96.9%
Boys	94.3%	95.0%	95.7%	96.2%	96.3%
Girls	97.5%	98.0%	97.5%	97.3%	97.4%
Completion Rate	78.6%	72.7%	69.0%	61.3%	60.4%
Boys	75.1%	67.5%	63.8%	56.4%	55.3%
Girls	81.8%	77.7%	74.1%	66.1%	65.5%
Transition Rate	86.2%	74.4%	73.4%	72.6%	71.1%
Boys	87.7%	74.9%	74.9%	75.0%	
Girls	84.9%	73.9%	72.3%	70.7%	
Promotion rate	76.4%	76.4%	67.6%	69.0%	75.9%
Boys	75.6%	75.6%	65.8%	67.5%	
Girls	77.1%	77.2%	69.4%	70.5%	
Repetition Rate	12.7%	12.5%	18.3%	20.7%	18.4%
Boys	13.2%	12.8%	18.8%	21.4%	
Girls	12.2%	12.2%	17.9%	20.0%	
Dropout Rate	10.9%	11.1%	14.3%	10.3%	5.7%
Boys	11.2%	11.6%	15.7%	11.1%	
Girls	10.7%	10.6%	12.9%	9.6%	
School staff	40,299	40,397	40,159	41,192	42,005
Male	19,513	19,066	18,830	19,257	19,529
Female	20,786	21,331	21,329	21,935	22,476
<i>% of Male</i>	48.4%	47.2%	46.9%	46.7%	46.5%
<i>% of Female</i>	51.6%	52.8%	53.1%	53.3%	53.5%
Qualified Teachers	39,665	38,603	38,233	39,370	39,453
Qualified Male Teachers	19,033	18,523	17,891	18,341	18,226
Qualified Female Teachers	20,632	20,080	20,342	21,029	21,227
<i>% of Qualified Teachers</i>	98.4%	95.6%	95.2%	95.6%	93.9%
<i>% of Qualified Male teachers</i>	97.5%	97.2%	95.0%	95.2%	93.3%
<i>% Qualified Female teachers</i>	99.3%	94.1%	95.4%	95.9%	94.4%
Pupils: Teacher Ratio	58:1	59:1	60:1	58:1	58:1
Pupils: Qualified Teacher Ratio	59:1	62:1	63:1	61:1	62:1
Schools	2,543	2,594	2,650	2,711	2,752
Used Classrooms	28,817	28,914	29,367	30,011	30,477
Pupils Classroom ratio	81	83	82	80	80
Number of Classes	43,586	55,647	55,914	56,898	57,409
Pupils per class	54	43	43	42	43

NB: in 2015, the transition, promotion, repetition and dropout rates are not disaggregated by gender.

Figure 0.3: Enrolment trends for primary school pupils from 2011 to 2015

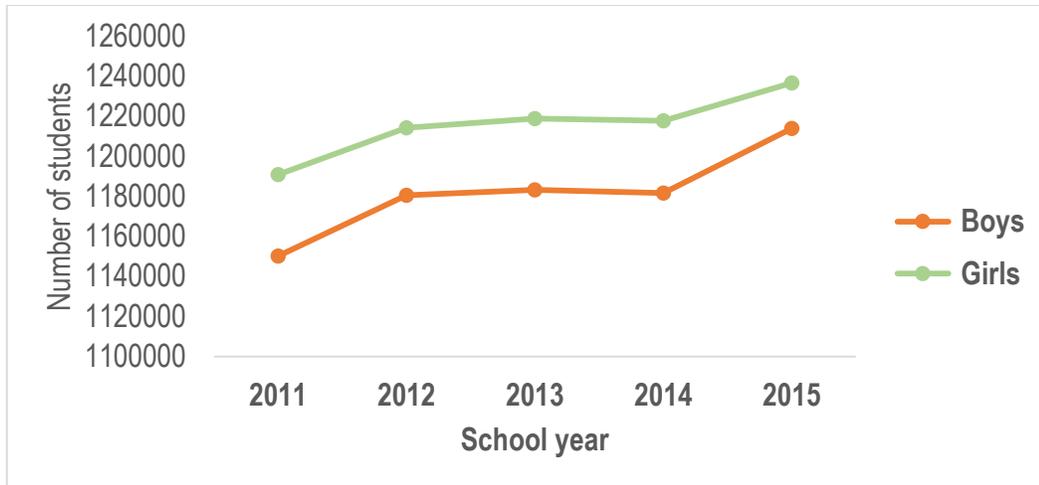


Figure 4.1 indicates an increasing trend in enrolment in primary school pupils from 2011 to 2015 with an overall increase of 4.7% over this period. Even though a slight decrease was observed from 2013 to 2014 with a decrease of 0.1%, there was an increase from 2014 to 2015 of 2.1%. The number of girls continues to be greater than that of boys.

Figure 0.1: Primary school Gross Enrolment Rate by sex from 2011 to 2015 compared to ESSP targets

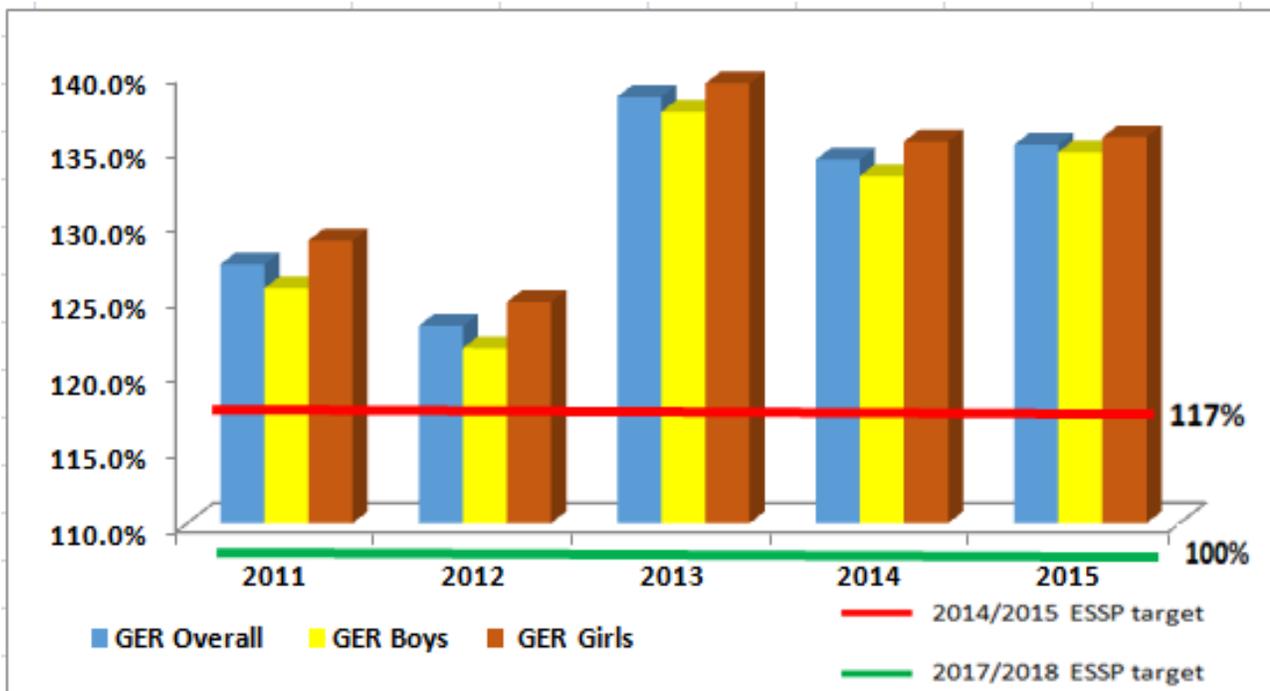


Figure 4.2 explains the history of Gross Enrolment Rate (GER) in primary Education. The GER in primary schools has varied from year to year. It was 127.3% in 2011 and improved in 2012 to 123.2%. Subsequently however the number of pupils out of the primary school age range increased in 2014 and 2015, resulting in a GER of 134.3% and 135.3% in those two respective school years. The GER in 2015 stood at 135.3% and the 2015/2016 ESSP target of 117% was not achieved.

Figure 0.2: Primary Net Enrolment Rate by sex from 2011 to 2015 compared to ESSP targets

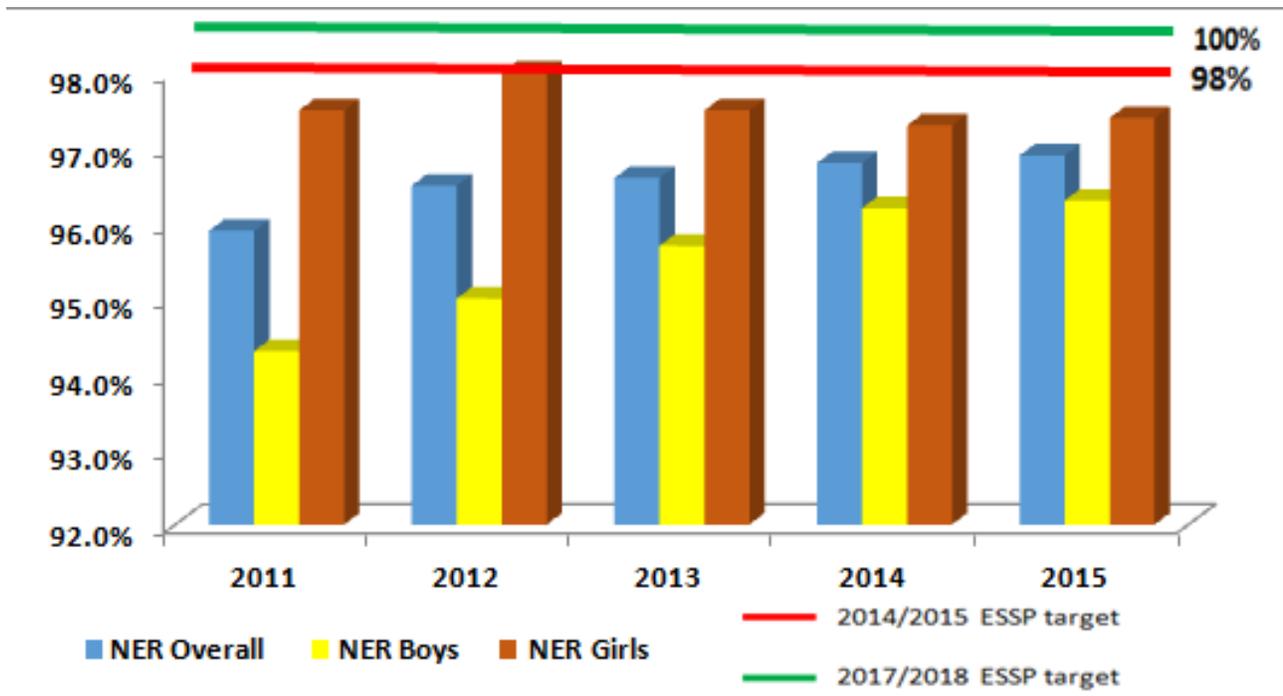


Figure 4.3 explains the history of Net Enrolment Rate in primary Education. The NER in primary schools increased from 95.9% in 2011 to 96.9% in 2015 and the 2015/2016 ESSP target of 98% was not achieved. More effort is required to achieve the 2017/2018 ESSP target of 100%.

Figure 0.3: Completion Rate from 2011 to 2015 compared to ESSP targets

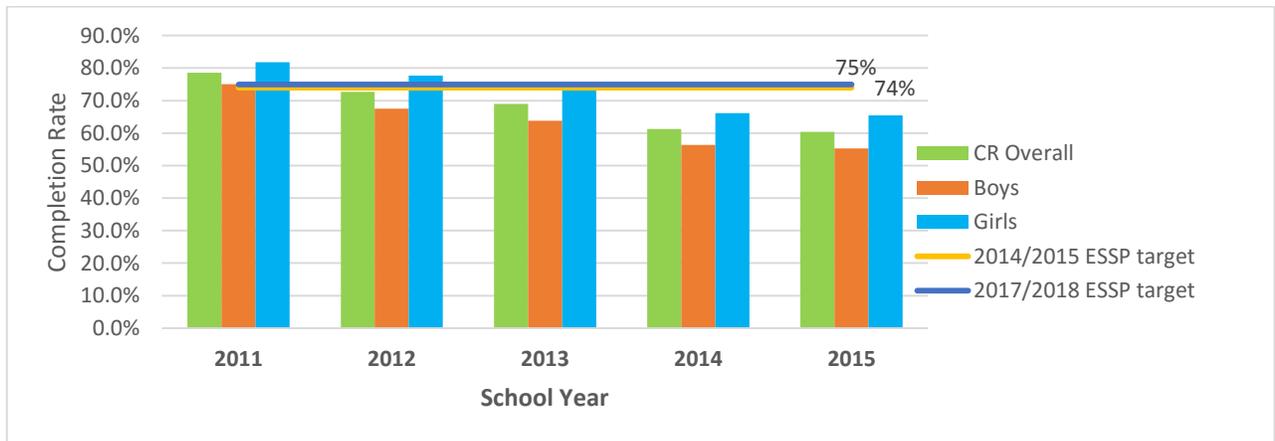


Figure 4.4 displays that the completion rate continues to decrease from 78.6% in 2011 to 60.4% in 2015, in 2011 the 2015/2016 and 2017/2018 ESSP targets (74% and 75% respectively) were achieved, but the CR was continuously decreasing between 72.7% in 2012 and 60.4% in 2015.

Figure 0.4: Transition rate from primary to secondary from 2011 to 2015 compared to ESSP targets

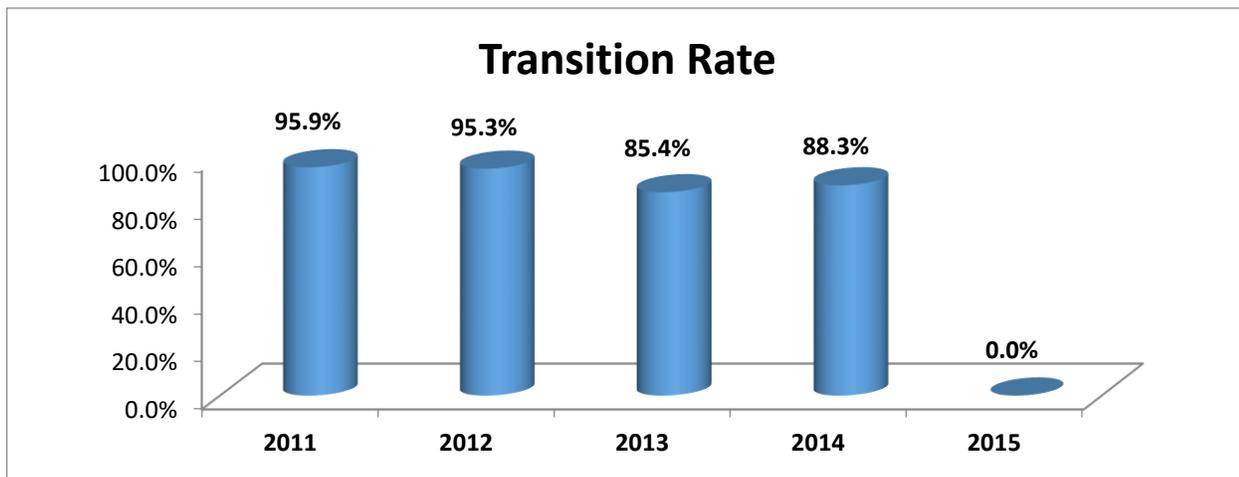


Figure 4.5 highlights that the transition rate from Primary to lower secondary has continued to decrease from 86.2% in 2011 to 71.1% in 2015. The 2015/2016 ESSP target of 87.3% has therefore not yet been achieved.

Table 3.4: Primary Promotion, Repetition, Dropout Rate from 2011 to 2015

	2011	2012	2013	2014	2015
Promotion rate	76.4%	76.4%	67.6%	69.0%	75.9%
Repetition Rate	12.7%	12.5%	18.3%	20.7%	18.4%
Dropout Rate	10.9%	11.1%	14.3%	10.3%	5.7%

Figure 0.5: Primary Promotion, Repetition, Dropout Rate from 2012 to 2015

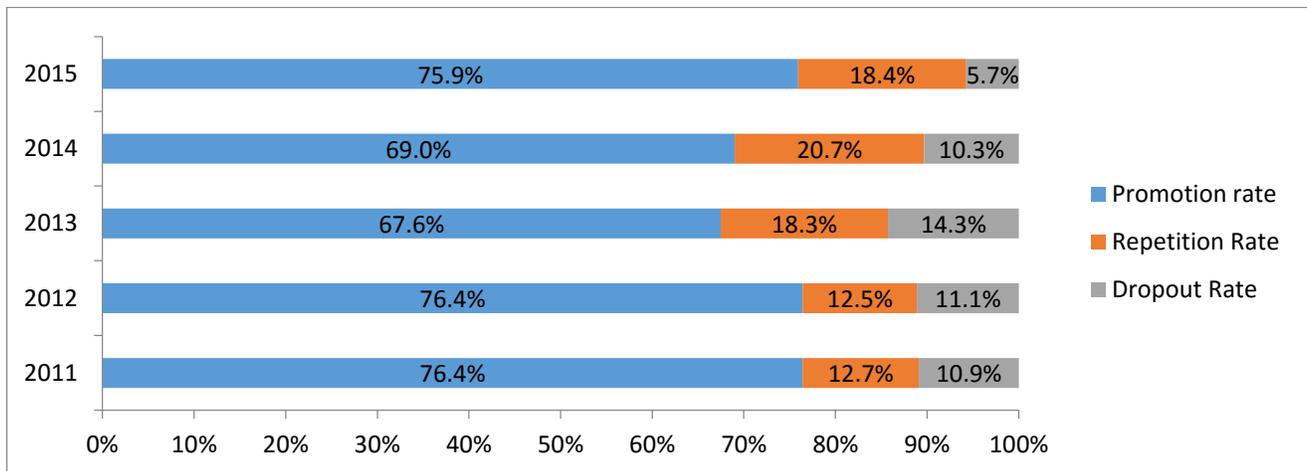
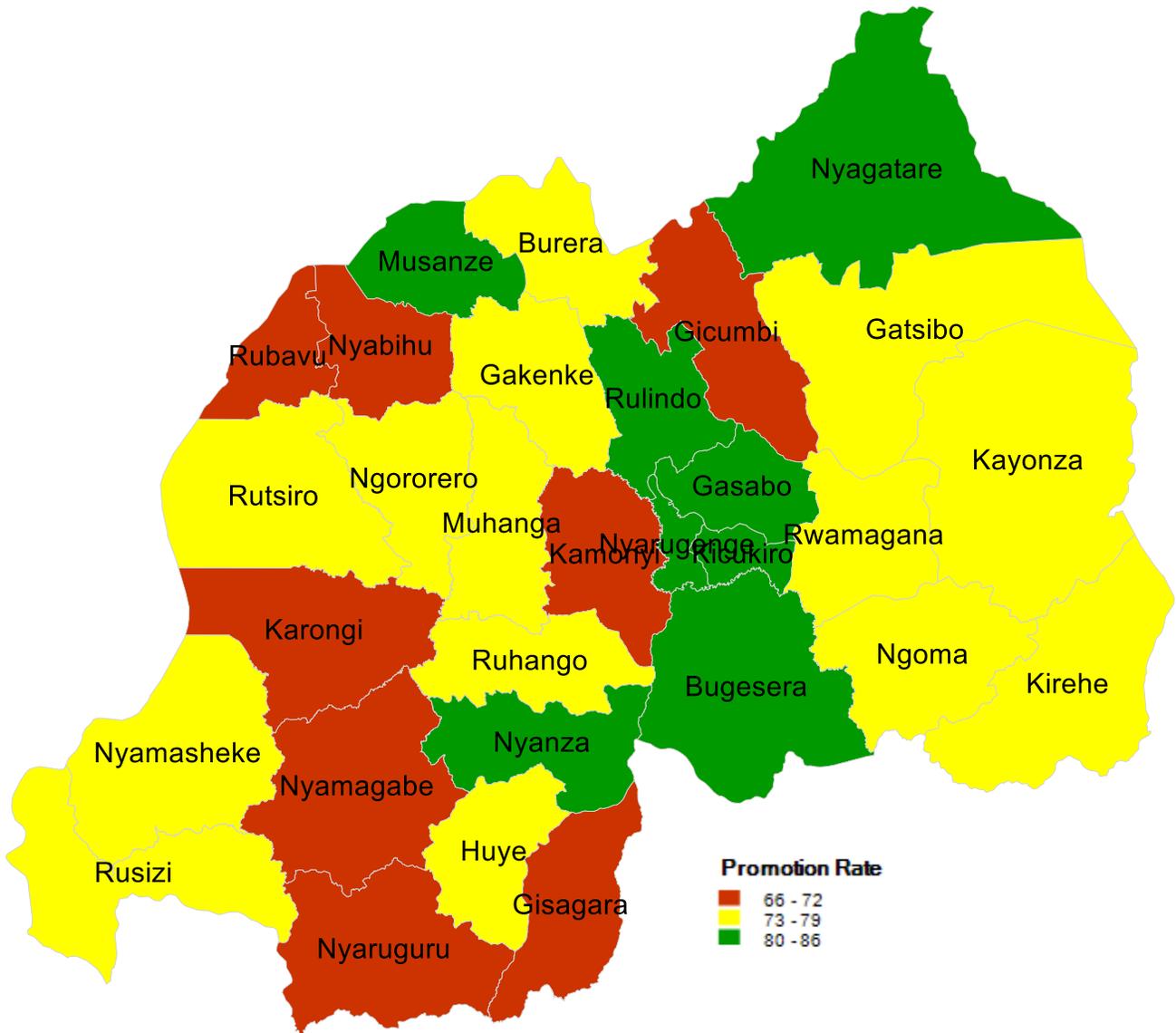


Figure 4.6 shows that the repetition rate has improved from 20.7% in 2014 to 18.4% in 2015 and the current rate of the ESSP Targets has been not achieved. For instance high repetition rates of 18.4% in 2015 were observed against the 2015/2016 ESSP target of 9.7%. More effort is therefore required to reduce the repetition rate in Primary Education in order to achieve 2017/2018 ESSP target of 7.7%. The dropout rate varies from year to year: In 2015 the DR was 5.7% and thus the 2015/2016 ESSP target of 7.6% has been achieved

Table 3.5: Primary Promotion, Repetition and Dropout rate by district in 2015

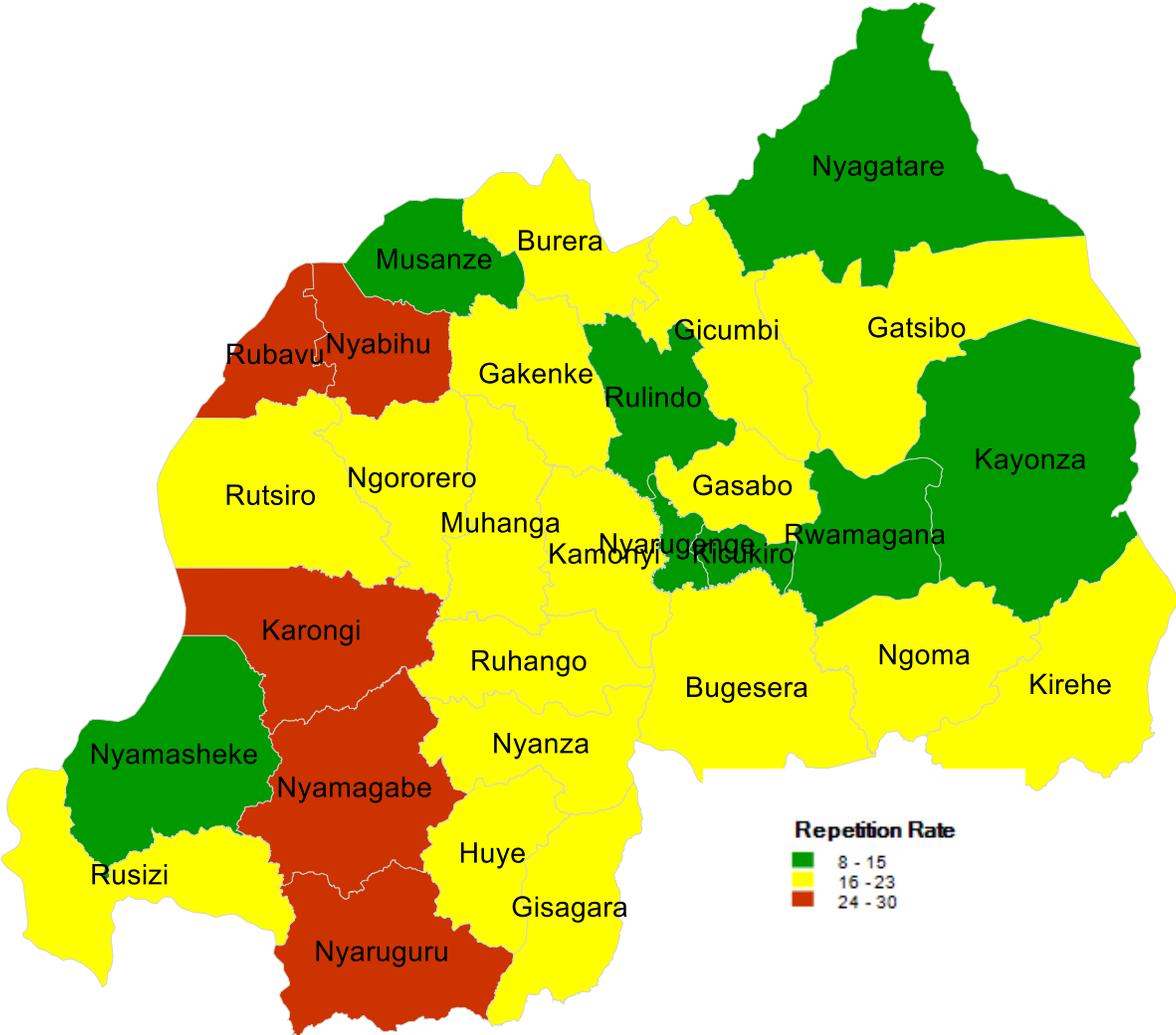
District	Promotion Rate	Repetition Rate	Dropout Rate
Gisagara	71.8%	20.6%	7.7%
Huye	76.5%	15.9%	7.5%
Kamonyi	72.4%	23.2%	4.3%
Muhanga	75.9%	19.3%	4.8%
Nyamagabe	66.8%	28.3%	4.9%
Nyanza	79.5%	22.0%	-1.4%
Nyaruguru	68.2%	29.8%	2.0%
Ruhango	77.5%	16.4%	6.2%
Southern	73.4%	22.1%	4.5%
Karongi	67.6%	26.1%	6.3%
Ngororero	73.2%	18.5%	8.3%
Nyabihu	66.1%	24.5%	9.4%
Nyamasheke	77.5%	12.8%	9.7%
Rubavu	69.6%	24.6%	5.8%
Rusizi	74.4%	16.0%	9.6%
Rutsiro	77.6%	21.6%	0.8%
Western	72.5%	20.4%	7.1%
Bugesera	82.6%	16.1%	1.4%
Gatsibo	77.5%	17.5%	5.0%
Kayonza	75.4%	12.6%	12.0%
Kirehe	73.5%	18.7%	7.8%
Ngoma	77.9%	19.9%	2.2%
Nyagatare	83.4%	12.1%	4.4%
Rwamagana	77.6%	14.6%	7.9%
Eastern	78.5%	15.8%	5.7%
Burera	76.3%	17.5%	6.2%
Gakenke	74.4%	17.1%	8.5%
Gicumbi	71.8%	22.9%	5.2%
Musanze	79.9%	12.9%	7.2%
Rulindo	86.1%	8.4%	5.5%
Northern	77.2%	16.3%	6.5%
Gasabo	85.2%	15.5%	-0.7%
Kicukiro	82.5%	10.6%	6.9%
Nyarugenge	81.7%	10.9%	7.5%
Kigali City	83.5%	13.1%	3.4%
Rwanda	75.9%	18.4%	5.7%

Map 0.1: Primary Promotion rate by District in 2015



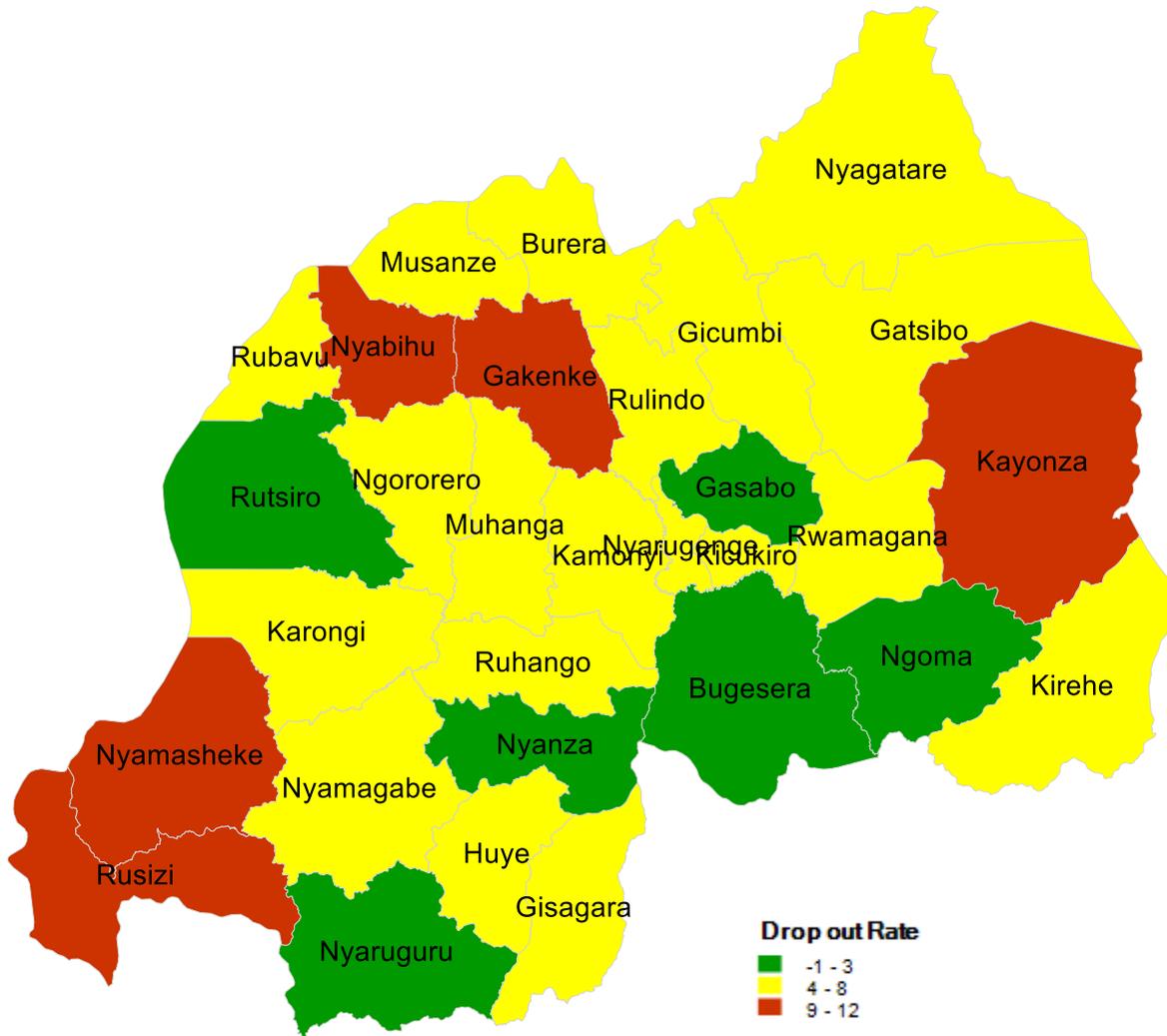
The 2015 Primary Promotion rate at district level varied from 66 % to 86%, compared to the average promotion rate at national level of 75.9%. Rulindo district has the highest promotion rate (86.1%) while Nyabihu District has the lowest Promotion Rate (66.0 %). Overall the 2015/2016 ESSP target of 80.9% was not achieved.

Map 0.2: Primary repetition rate by district in 2015



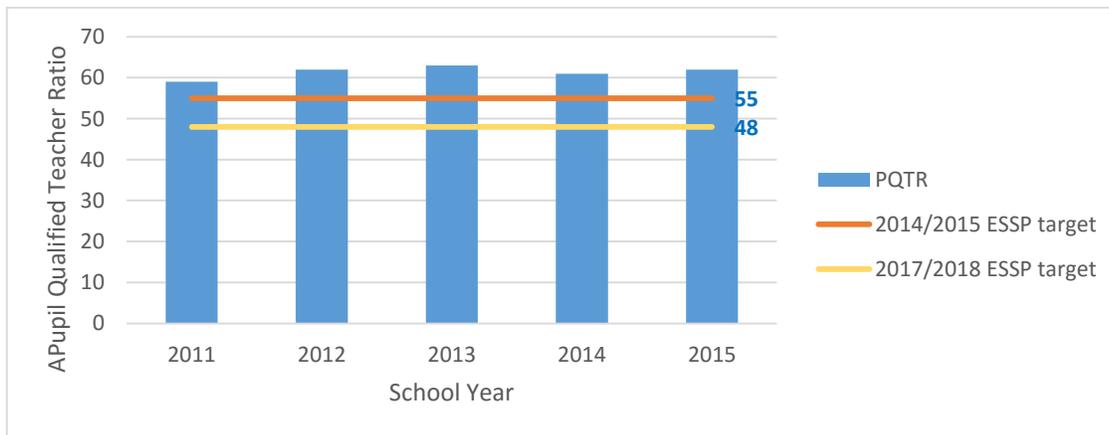
The 2015 Primary repetition rate at district level varied from 8.4% to 29.8%, compared to the average repetition rate at national level of 18.4%. Nyaruguru district has the highest repetition rate (29.8%) while Rulindo District has the lowest repetition Rate (8.4%). The 2015/2016 ESSP target of 9.7% was not achieved.

Map 0.3: Primary dropout rate by district in 2015



The 2015 Primary Dropout rate at district level varied from -1.4% to 12.0%, compared to the average repetition rate at national level of 5.7%. Kayanza district has the highest Dropout rate (12.0%) followed by Nyanza with -1.4%. The 2015/2016 ESSP target of 7.6% was achieved at national level.

Figure 0.6: Primary pupil qualified teacher ratio from 2011 to 2015 compared to ESSP targets



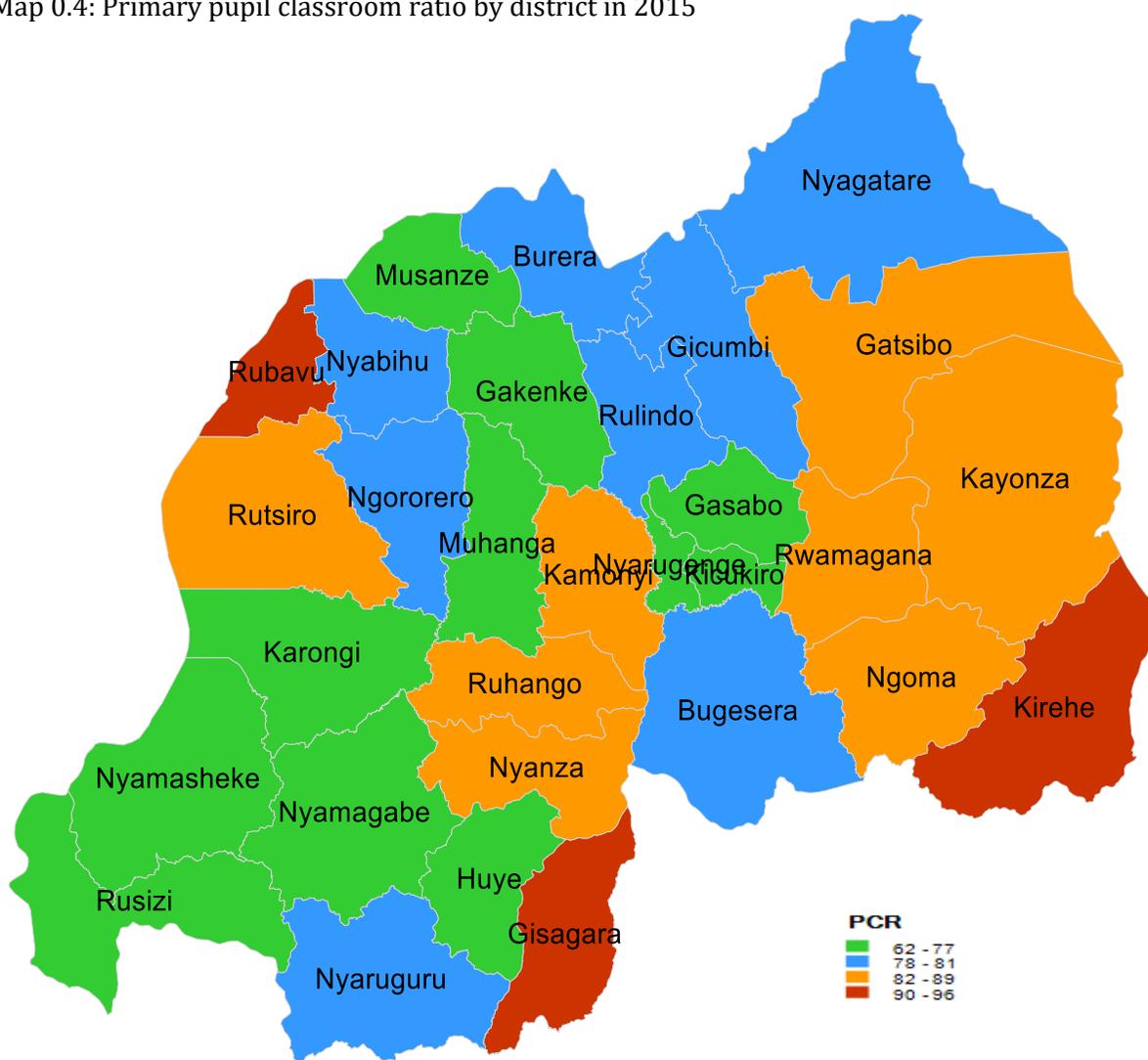
The Primary pupil qualified teacher ratio of 62:1 in 2015 is higher than the 2015/2016 ESSP target of 55:1, and thus more effort is required to meet the 2017/2018 ESSP target of 48:1

Table 3.6: Primary schools, pupils and staff by status in 2015

Status	Schools	%	Students				Staff			
			Male	Female	Total	%	Male	Female	Total	%
Public	716	26%	379,085	386,737	765,822	31%	5,724	6,156	11,880	28%
Government aided	1,760	64%	795,968	812,434	1,608,402	66%	11,700	14,914	26,614	63%
Private	276	10%	38,913	37,568	76,481	3%	2,105	1,406	3,511	8%
Total	2,752	100%	1,213,966	1,236,739	2,450,705	100%	19,529	22,476	42,005	100%

Table 4.6 shows that in 2015, 10.0% of Primary schools are private, 26.0% public and 64.0% government aided. The highest enrolment of students is in government aided schools (66%) and the lowest enrolment is in private schools (3.1%). The placement of teachers indicates that 63% is in government aided schools while 8% represents the private schools.

Map 0.4: Primary pupil classroom ratio by district in 2015



Map 4.4 shows that the pupil classroom ratio varies from 62:1 to 96:1 depending on the district. The average Pupil Classroom Ratio at national level is 80:1. Kirehe District has the highest Pupil Classroom Ratio (96:1) while Kicukiro District has the lowest ratio (62:1). Note that the ESSP target of 86:1 was achieved at national level.

Table 3.7: Primary Enrollment by grade in 2014 and 2015

Grade	2014			2015		
	Boys	Girls	Total	Boys	Girls	Total
Primary 1	340,576	322,537	663,113	331,046	308,610	639,656
Primary 2	254,115	252,057	506,172	267,760	256,082	523,842
Primary 3	203,271	209,479	412,750	214,284	218,145	432,429
Primary 4	165,904	181,468	347,372	175,338	190,541	365,879
Primary 5	139,592	158,261	297,853	144,995	166,266	311,261
Primary 6	78,257	93,922	172,179	80,543	97,095	177,638
TOTAL	1,181,715	1,217,724	2,399,439	1,213,966	1,236,739	2,450,705

The total primary enrolment in 2014 was 2,399,439 and 2,450,705 in 2015 indicating an increment of 2.1%. The table also indicates that the total number of pupils decreases progressively from one grade to another.

Table 3.8: Primary school leaving examination results from 2011 to 2015

Year	Sat for exams			Passed exams			% passed		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
2011	84,406	70,548	154,954	68,917	59,310	128,227	81.6%	84.1%	82.8%
2012	91,277	78,877	166,154	74,679	63,380	138,059	81.8%	84.6%	83.1%
2013	93,823	78,446	172,269	72,693	61,830	134,523	77.5%	78.8%	78.1%
2014	86,297	70,738	157,035	71,973	60,727	132,700	83.4%	85.8%	84.5%
2015	88,178	71,819	159,997	74,182	61,472	135,654	84.1%	85.6%	84.8%

Source: Rwanda Education Board

Table 3.8 indicates that boys marginally perform better than girls at primary school leaving national examinations. From 2011 to 2012, there has been a slight increase of 0.3%; however, a remarkable decrease of 5% was registered in 2013 while 6.7% was observed as an increment from 2013 to 2015.

Table 3.9: Primary school pupils with disabilities in 2015

Grade	Hearing	Visual	Speaking	Other Physical	Learning	Multiple disabilities	TOTAL		
	Total	Total	Total	Total	Total	Total	Boys	Girls	Total
Primary 1	571	548	548	1,497	1,138	505	2,766	2,105	4,871
Primary 2	412	484	484	1,359	694	277	2,055	1,507	3,562
Primary 3	332	535	535	1,268	535	289	1,763	1,448	3,211
Primary 4	367	513	513	1,166	331	221	1,498	1,290	2,788
Primary 5	357	500	500	1,117	270	190	1,351	1,221	2,572
Primary 6	299	343	343	744	139	91	886	807	1,693
Total	2,338	2,923	2,923	7,151	3,107	1,573	10,319	8,378	18,697
Percentage	13%	16%	16%	38%	17%	8%	55%	45%	100%

Pupils with disabilities represent 0.8% of the total number of 2,450,705 students enrolled in primary education. High percentage of 38% indicates students with other physical disabilities, while 8% shows students with multiple disabilities.

Table 3.10: Primary school pupils with disability enrolled in 2014 and 2015

Level	2014				2015			
	Boys	Girls	Total	% of girls	Boys	Girls	Total	% of girls
Primary 1	3,029	2,192	5,221	42.0%	2,766	2,105	4,871	43.2%
Primary 2	2,102	1,561	3,663	42.6%	2,055	1,507	3,562	42.3%
Primary 3	1,783	1,452	3,235	44.9%	1,763	1,448	3,211	45.1%
Primary 4	1,678	1,411	3,089	45.7%	1,498	1,290	2,788	46.3%
Primary 5	1,463	1,345	2,808	47.9%	1,351	1,221	2,572	47.5%
Primary 6	909	851	1,760	48.4%	886	807	1,693	47.7%
Total	10,964	8,812	19,776	44.6%	10,319	8,378	18,697	44.8%

Table 3.10 indicates the number boys and girls with disability of which 45% are girls and 55% are boys.

Table 3.11: Primary school orphan pupils enrolled by level in 2015

Level	Pupils who do not have			TOTAL		
	Mother	Father	Both parents	Boys	Girls	Total
Primary 1	11,178	16,951	4,402	16,965	15,566	32,531
Primary 2	10,742	18,780	4,388	17,441	16,469	33,910
Primary 3	10,441	19,230	4,534	17,379	16,826	34,205
Primary 4	10,024	19,078	4,459	16,355	17,206	33,561
Primary 5	8,951	18,244	4,353	15,295	16,253	31,548
Primary 6	6,627	13,336	3,704	11,317	12,350	23,667
Total	57,963	105,619	25,840	94,752	94,670	189,422
Percentage	31.0%	55.0%	14.0%	49.7%	50.3%	100.0%

Table 3.11 indicates that 189,422 of students enrolled in primary education are orphans, and 55.0% do not have father.

Table 3.12: Number of primary school pupils per class by school status in 2015

	Status	P1	P2	P3	P4	P5	P6	Total
Classes	Public	3,963	3,477	2,934	2,551	2,278	1,857	17,060
	Gvt aided	8,589	7,637	6,519	5,681	5,178	4,248	37,852
	Private	484	453	438	423	379	320	2,497
	Total	13,036	11,567	9,891	8,655	7,835	6,425	57,409
Pupils	Public	203,749	165,767	135,551	113,402	94,336	53,017	765,822
	Gvt aided	420,517	343,902	283,249	239,570	205,300	115,864	1,608,402
	Private	15,390	14,173	13,629	12,907	11,625	8,757	76,481
	Total	639,656	523,842	432,429	365,879	311,261	177,638	2,450,705
Pupil per Class	Public	51	48	46	44	41	29	45
	Gvt aided	49	45	43	42	40	27	42
	Private	32	31	31	31	31	27	31
	Total	49	45	44	42	40	28	43

Table 3.12 shows that the pupil per class ratio in private schools is 31:1, in public schools it is 45:1 and in government aided public schools it is 42:1. The analysis illustrates that as the grade increases the number of pupils per class reduces (i.e. there are 49 pupils per class in P1 and 28 pupils per class in P6).

Table 3.13: Primary number of computer per users in 2015

Province	Description	Number of computers			
		For students	For teaching staff	For Administrative staff	Total
East	Computers	47,651	2047	354	50,052
	Users	632,920	9,645	470	643,035
	Ratio[1]	13	5	1	13
Kigali City	Computers	13,138	329	245	13,712
	Users	190,392	3,461	325	194,178
	Ratio	14	11	1	14
North	Computers	37,741	1,849	414	40,004
	Users	415,265	6,983	299	422,547
	Ratio	11	4	1	11
West	Computers	23,407	1127	329	24,863
	Users	604,251	9,951	542	614,744
	Ratio	26	9	2	25
South	Computers	26,930	1272	539	28,741
	Users	607,877	9,838	490	618,205
	Ratio	23	8	1	22
Rwanda	Computers	148,867	6,624	1,881	157,372
	Users	2,450,705	39,878	2,126	2,492,709
	Ratio	16	6	1	16

Table 3.13 illustrates that national pupil computer ratio is 16:1, with the Western and Southern provinces having a large number of pupils per computer with PCRs of 26:1 and 23:1 respectively the lowest PCR is in the Northern Province (11:1). For staff the overall ratio stands at 6:1 for teaching staff and 1:1 for administrative staff.

Table 3.14: Primary schools with water and electricity supply by Province in 2015

Province	Description	Item	Rain water harvesting system	Tap water supply	Hydro electricity supply	Solar power	Electric power generator supply	Biogas system
East	Schools with	Number	345	225	198	129	43	3
		Percentage	57.8%	37.7%	33.2%	21.6%	7.2%	0.5%
	Schools without	Number	252	372	399	468	554	594
		Percentage	42.2%	62.3%	66.8%	78.4%	92.8%	99.5%
Kigali City	Schools with	Number	133	130	126	9	15	0
		Percentage	63.6%	62.2%	60.3%	4.3%	7.2%	0.0%
	Schools without	Number	76	79	83	200	194	209
		Percentage	36.4%	37.8%	39.7%	95.7%	92.8%	100.0%
North	Schools with	Number	326	208	201	145	16	4
		Percentage	67.8%	43.2%	41.8%	30.1%	3.3%	0.8%
	Schools without	Number	155	273	280	336	465	477
		Percentage	32.2%	56.8%	58.2%	69.9%	96.7%	99.2%
West	Schools with	Number	298	220	181	187	34	0
		Percentage	39.8%	29.4%	24.2%	25.0%	4.5%	0.0%
	Schools without	Number	451	529	568	562	715	749
		Percentage	60.2%	70.6%	75.8%	75.0%	95.5%	100.0%
South	Schools with	Number	326	199	164	194	35	5
		Percentage	45.5%	27.8%	22.9%	27.1%	4.9%	0.7%
	Schools without	Number	390	517	552	522	681	711
		Percentage	54.5%	72.2%	77.1%	72.9%	95.1%	99.3%
Rwanda	Schools with	Number	1428	982	870	664	143	12
		Percentage	51.9%	35.7%	31.6%	24.1%	5.2%	0.4%
	Schools without	Number	1324	1770	1882	2088	2609	2740
		Percentage	48.1%	64.3%	68.4%	75.9%	94.8%	99.6%

Table 3.14 shows that 51.9% of primary schools use of rain water harvesting systems and 35.7% use tap water supplies. Kigali City has the highest percentage of schools with tap water supplies (62.2%) while the

Northern Province has the highest percentage of schools with water harvesting system (67.8%). Kigali City also has the highest percentage of schools with Hydro-electricity (60.3%).

Table 3.15: Number of toilets in primary schools in 2015

Province	Users	Number of toilets			Users per Toilet		
		For Female	For Male	Total	For Female	For Male	Overall
East	Student	5150	4883	10033	61	66	63
	Staff	482	485	967	11	10	10
	Total	5,632	5,368	11,000	56	61	58
Kigali City	Student	1952	1835	3,787	49	51	50
	Staff	167	158	325	9	14	12
	Total	2,119	1,993	4,112	46	48	47
North	Student	4454	4206	8,660	46	50	48
	Staff	318.5	319.5	638	11	11	11
	Total	4772.5	4525.5	9298	43	48	45
West	Student	4437.5	4311.5	8749	67	71	69
	Staff	388.5	386.5	775	13	14	14
	Total	4,826	4,698	9,524	63	66	65
South	Student	5241.5	4831.5	10073	58	63	60
	Staff	419	409	828	9	16	12
	Total	5,661	5,241	10,901	54	59	57
Rwanda	Student	21291.5	20123.5	41415	58	60	59
	Staff	1849.5	1832.5	3682	12	11	11
	Total	23,141	21,956	45,097	54	56	55

Table 3.15 illustrates the number of toilets for males and females, disaggregated by students and staff. The analysis shows that in the Western Province there are 69 pupils per toilet compared to the average national ratio of 59 pupils per toilet. The Western Province also has a larger number of staff per toilet of 14 staff compared to the average ratio at national level of 11 staff per toilet.

1 SECONDARY EDUCATION

This section provides an overview of secondary education statistics, highlighting trends between 2011 and 2015. Key indicators and figures are in the tables below.

Table 1.1: School by level

Levels	Number of Schools	% of Schools by level
Primary+ Ordinary level	548	36%
Primary +Ordinary level and Advanced level	479	31%
Ordinary level only	30	2%
Advanced level only	185	12%
Ordinary level and Advanced level	301	20%
Total	1543	100%

Table 1.2: School by type of ownership

Ownership	Number of Schools	% of School by Ownership
Public	455	30%
Catholic	612	40%
Protestant	289	19%
Adventist	20	1%
Islamic	13	1%
Parents associations	112	7%
Others	30	2%
Total	1531	100%

Table 1.3: Profile of secondary education from 2011 to 2015

Year	2011	2012	2013	2014	2015
Total students	486,437	534,712	566,370	565,312	543,936
Male	235,750	255,503	268,581	266,579	256,634
Female	250,687	279,209	297,789	298,733	287,302
<i>% of Male</i>	<i>48.5%</i>	<i>47.8%</i>	<i>47.4%</i>	<i>47.2%</i>	<i>47.2%</i>
<i>% of Female</i>	<i>51.5%</i>	<i>52.2%</i>	<i>52.6%</i>	<i>52.9%</i>	<i>52.8%</i>
Lower secondary students	341,742	352,796	361,522	349,692	336,442
Male	162,320	164,362	167,201	161,577	156,350
Female	179,422	188,434	194,321	188,115	180,092
Upper secondary students	144,695	181,916	204,848	215,620	207,494
Male	73,430	91,141	101,380	105,002	100,284
Female	71,265	90,775	103,468	110,618	107,210
Gross Enrolment Rate	35.5%	38.0%	41.5%	40.7%	38.0%
Male	34.9%	37.0%	40.3%	39.3%	36.9%
Female	36.2%	40.0%	42.5%	42.1%	39.1%
Net Enrolment Rate	25.7%	28.0%	36.4%	35.7%	28.3%
Male	24.2%	26.0%	34.1%	33.6%	26.4%
Female	27.2%	30.0%	38.5%	37.7%	30.0%
Transition Rate[2]	95.9%	95.3%	85.4%	88.3%	82.8%
Male	97.8%	97.8%	90.6%	81.2%	
Female	94.0%	93.1%	80.8%	96.4%	
School staff[3]	20,522	23,335	25,532	27,116	27,644
Male Staff	14,818	16,936	18,250	19,196	19,387
Female Staff	5,704	6,399	7,282	7,920	8,257
<i>% of Male Staff</i>	<i>72.2%</i>	<i>72.6%</i>	<i>71.5%</i>	<i>70.8%</i>	<i>70.1%</i>
<i>% of Female Staff</i>	<i>27.8%</i>	<i>27.4%</i>	<i>28.5%</i>	<i>29.2%</i>	<i>29.9%</i>
Qualified Teachers	13,206	15,748	17,698	18,593	18,764
<i>% of qualified Teachers</i>	<i>64.40%</i>	<i>67.50%</i>	<i>69.30%</i>	<i>68.60%</i>	<i>67.88%</i>
Qualified Male Teachers	10,000	12,051	13,076	13,569	13,607
<i>% of qualified Male Teachers</i>	<i>67.50%</i>	<i>71.20%</i>	<i>71.60%</i>	<i>70.70%</i>	<i>70.19%</i>
Qualified Female Teachers	3,206	3,697	4,622	5,024	5,157
<i>% of qualified Female Teachers</i>	<i>56.20%</i>	<i>57.80%</i>	<i>63.50%</i>	<i>63.40%</i>	<i>62.46%</i>
Students: teacher ratio	24:1	23:1	22:1	21:1	20:01
Students: Qualified teacher ratio	37:1	34:1	32:1	30:1	29:01
Schools	1,362	1,466	1,502	1,521	1,543
Used Classrooms	11,497	13,490	15,087	16,296	16,408
Pupil Classroom ratio	42	40	38	35	33

Figure 1.1: Trends in enrolment of secondary school students from 2011 to 2015

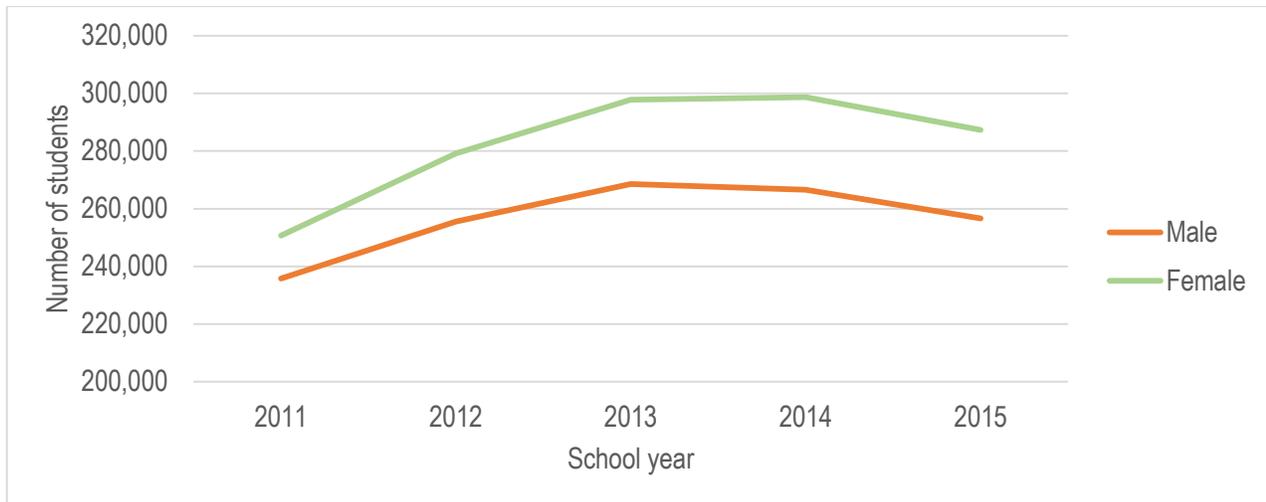


Figure 5.1 indicates that there was an upward trend in the number of students enrolled in secondary education from 2011 to 2013 with an increase of 16.4% over this period. However since 2013 the number of students enrolled is in decline and in 2015 this trend continued and there are now 4% fewer students overall than in 2013. . The number of girls continues to be greater than that of boys.

Figure 1.2: Transition rate from Senior 3 to Senior 4 between 2011 and 2015

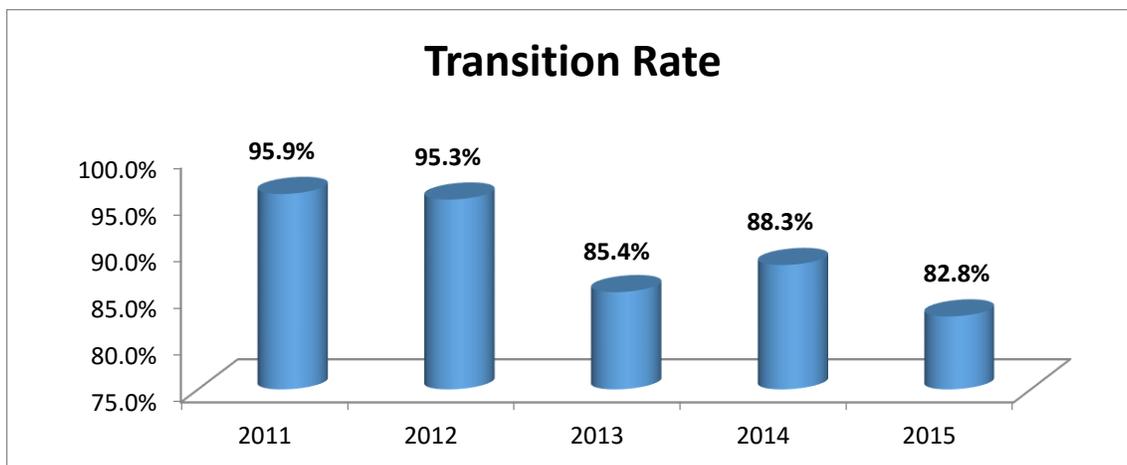


Figure 5.2 shows that the transition rate from Lower to Upper Secondary decreased from 95.9% in 2011 to 85.4% in 2013, but since 2013 it has reversed this trend and increased to 88.3% in 2014. The 2015/2016 ESSP target of 80% was therefore reached. Note that the 2017/2018 ESSP target was incorrectly estimated to 65%.

Table 1.4: Secondary schools, students and staff by status in 2015

Status	Schools	Students			Staff		
		Male	Female	Total	Male	Female	Total
Public	454	80,338	86,610	166,948	5,694	2,418	8,112
Government Aided	851	134,740	161,441	296,181	10,202	4,660	14,862
Private	238	41,556	39,251	80,807	3,491	1,179	4,670
Total	1,543	256,634	287,302	543,936	19,387	8,257	27,644

Table 5.4 shows that in 2015, 15.4% of secondary schools were private, 29.4% were public and 55.2% were government aided. The highest number of students enrolled was in government aided schools (54.5%) and the lowest number was in private schools (14.9%). The percentage of female staff was lower in private schools (25.2%) than in public schools (29.8%) or in government aided public schools (31.4%).

Table 1.5: Secondary students enrolled by grade in 2014 and 2015

Level	2014			2015		
	Male	Female	Total	Male	Female	Total
Senior 1	64,631	74,319	138,950	60,659	69,852	130,511
Senior 2	54,865	65,077	119,942	53,530	62,245	115,775
Senior 3	42,081	48,719	90,800	42,161	47,995	90,156
Senior 4	36,278	39,659	75,937	33,792	37,446	71,238
Senior 5	33,980	36,446	70,426	33,862	35,838	69,700
Senior 6	34,744	34,513	69,257	32,630	33,926	66,556
Total	266,579	298,733	565,312	256,634	287,302	543,936

Table 5.5 indicates that in there is a large number of students in S1, and this number reduces as the grades increase. The analysis shows that a considerable number of students did not transit from one grade to another between 2014 and 2015. The number of students between 2014 and 2015 has decreased from 565,312 to 543,936 with these decreases being observed across all grades.

Table 1.6: Secondary school students enrolled with disability in 2015

Grade	Hearing	Visual	Speaking	Other Physical	Learning	Multiple disabilities	Total		
							Male	Female	Total
Senior 1	138	286	47	567	50	64	606	546	1,152
Senior 2	107	314	49	537	47	68	570	552	1,122
Senior 3	105	230	32	422	32	44	464	401	865
Senior 4	62	163	33	300	20	14	313	279	592
Senior 5	44	110	17	285	4	11	275	196	471
Senior 6	41	99	18	254	6	3	223	198	421
Total	497	1202	196	2365	159	204	2451	2172	4623
Percentage	10.8%	26.0%	4.2%	51.2%	3.4%	4.4%	53.0%	47.0%	100%

Tables 5.6 Pupils with disabilities represent 0.9% of the total number of 543,936 students enrolled in primary education. High percentage of 51.2% indicates students with other physical disabilities, while 3.4% shows students with Learning disabilities.

Table 1.7: Secondary school students enrolled with disabilities in 2014 and 2015

Level	2014			2015		
	Boys	Girls	Total	Boys	Girls	Total
Senior 1	805	747	1,552	606	546	1,152
Senior 2	618	635	1,253	570	552	1,122
Senior 3	474	420	894	464	401	865
Senior 4	357	283	640	313	279	592
Senior 5	329	257	586	275	196	471
Senior 6	353	262	615	223	198	421
Total	2,936	2,604	5,540	2,451	2,172	4,623

Table 1.7, Pupils with disabilities represent 0.9% of the total number of 543,936 students enrolled in secondary education.

Table 1.8: Secondary orphan students enrolled by grade in 2015

Level	Students who do not have			Total		
	Mother	Father	Both Parents	Male	Female	Total
Senior 1	5,163	10,472	3,148	8,988	9,795	18,783
Senior 2	4,894	10,437	3,027	8,861	9,497	18,358
Senior 3	4,189	9,497	2,987	8,083	8,590	16,673
Senior 4	3,836	8,489	3,242	7,572	7,995	15,567
Senior 5	3,997	9,140	3,759	8,405	8,491	16,896
Senior 6	4,114	9,580	4,294	9,038	8,950	17,988
Total	26,193	57,615	20,457	50,947	53,318	104,265
Percentage	25.1%	55.3%	19.6%	48.9%	51.1%	100%

Table 5.8 indicates that 104,265 of students enrolled in secondary education are orphans, and 55.3% do not have father.

Table 1.9: Student Classroom ratio in Secondary school pupils by school status in 2015

Description	Status	S1	S2	S3	Lower	S4	S5	S6	Upper	Overall
Classrooms	Public	1,069	964	780	2,813	740	709	658	2,107	4,920
	Gvt Aided	2,097	1,881	1,533	5,511	1,212	1,175	1,109	3,496	9,007
	Private	224	208	197	629	625	622	605	1,852	2,481
	Total	3,390	3,053	2,510	8,953	2,577	2,506	2,372	7,455	16,408
Pupils	Public	41,890	38,351	28,889	109,130	20,904	19,657	17,257	57,818	166,948
	Gvt Aided	79,674	69,636	53,257	202,567	33,257	32,000	28,357	93,614	296,181
	Private	8,947	7,788	8,010	24,745	17,077	18,043	20,942	56,062	80,807
	Total	130,511	115,775	90,156	336,442	71,238	69,700	66,556	207,494	543,936
Pupil classroom ratio	Public	39	40	37	39	28	28	26	27	66
	Gvt Aided	38	37	35	37	27	27	26	27	64
	Private	40	37	41	39	27	29	35	30	69
	Total	38	38	36	38	28	28	28	28	33

Table 5.9 shows that students per class in private schools is 69:1, in public schools it is 66:1 and in government aided schools it is 42:1. The analysis illustrates that lower Secondary Education has more students per classroom (38:1) than upper secondary Education (28:1)

Table 1.10: Secondary school number of computer per users in 2015

Province	Description	Number of computers			
		For students	For teaching staff	For Administrative staff	Total
East	Computers	3,710	297	574	4,581
	Users	122,031	4,807	1208	128,046
	Ratio[1]	33	16	2	28
Kigali City	Computers	2833	312	436	3,581
	Users	52,532	2,147	569	55,248
	Ratio	19	7	1	15
North	Computers	3451	325	529	4,305
	Users	94,750	3,844	1072	99,666
	Ratio	27	12	2	23
West	Computers	4179	196	695	5,070
	Users	132,642	5,085	1408	139,135
	Ratio	32	26	2	27
South	Computers	4,972	894	781	6,647
	Users	141,981	5,912	1592	149,485
	Ratio	29	7	2	22
Rwanda	Computers	19,145	2,024	3,015	24,184
	Users	543,936	21,795	5,849	571,580
	Ratio	28	11	2	24

Table 5.10 shows that at the national level the ratio is 28 students per computer, while the ratio stands at 11 for teaching staff and at 2 for administrative staff. The analysis shows that the Eastern Province has the highest number of students per computer (33:1) while Kigali City has the lowest (19:1).

Table 1.11: Secondary schools with water and electricity by Province in 2015

Province	Description	Item	Rain water harvesting system	Tap water supply	Hydro electricity supply	Solar power	Electric power generator supply	Biogas system
East	Schools with	Number	173	129	161	90	89	23
		Percentage	48%	36%	45%	25%	25%	6%
	Schools without	Number	184	228	196	267	268	334
		Percentage	52%	64%	55%	75%	75%	94%
Kigali City	Schools with	Number	95	71	83	9	35	9
		Percentage	75%	56%	66%	7%	28%	7%
	Schools without	Number	31	55	43	117	91	117
		Percentage	25%	44%	34%	93%	72%	93%
North	Schools with	Number	132	115	180	83	64	29
		Percentage	45%	39%	62%	28%	22%	10%
	Schools without	Number	160	177	112	209	228	263
		Percentage	55%	61%	38%	72%	78%	90%
West	Schools with	Number	228	113	181	73	83	11
		Percentage	61%	30%	49%	20%	22%	3%
	Schools without	Number	143	258	190	298	288	360
		Percentage	39%	70%	51%	80%	78%	97%
South	Schools with	Number	185	123	185	79	132	30
		Percentage	47%	31%	47%	20%	33%	8%
	Schools without	Number	212	274	212	318	265	367
		Percentage	53%	69%	53%	80%	67%	92%
Rwanda	Schools with	Number	813	551	790	334	403	102
		Percentage	53%	36%	51%	22%	26%	7%
	Schools without	Number	730	992	753	1209	1140	1441
		Percentage	47%	64%	49%	78%	74%	93%

Table 5.11 reveals that at national level 47% of secondary schools use rain water harvesting systems, 64% use Water tap supplies and 49% use Hydro- electricity supplies. Kigali City has the highest percentages of schools with tap water supplies (56%), water harvesting system (75%) and Hydro-electricity supplies (66%). The Northern Province has the lowest percentage of schools with rain water harvesting systems (45%), the Western Province has the lowest percentage of schools with Water tap supplies (30%) and the Eastern Province has the lowest percentage of schools with Hydro-electricity supplies (45%).

Table 1.1: Number of toilets in secondary schools in 2015

Province	Users	Number of toilets			Users per Toilet		
		For Female	For Male	Total	For Female	For Male	Overall
East	Student	4,143	3,833	7,976	14	16	15
	Staff	324	334	658	14	5	9
	Total	4,467	4,167	8,634	14	16	15
Kigali City	Student	1,450	1,541	2,990	18	17	18
	Staff	229	222	451	8	4	6
	Total	1,679	1,763	3,441	17	15	16
North	Student	2,976	2,986	5,961	15	17	16
	Staff	204	216	420	17	7	12
	Total	3,180	3,202	6,381	15	16	16
West	Student	3,572	3,492	7,063	17	20	19
	Staff	350	370	720	13	5	9
	Total	3,922	3,862	7,783	17	19	18
South	Student	4,109	4,017	8,125	18	16	17
	Staff	330	359	689	7	14	11
	Total	4,439	4,376	8,814	15	18	17
Rwanda	Student	16,248	15,867	32,115	16	18	17
	Staff	1,437	1,501	2,938	12	7	9
	Total	17,685	17,368	35,053	15	17	16

Table 5.12 illustrates the number of toilets for male and for female, disaggregated by students and staff. The analysis shows that in the Western Province there is a large number of students per toilet compared to other provinces, the ratio in that province is 19 students per toilet but the average national ratio stands at 17 students per toilet. The Northern Province shows also a big number of staff per toilet compared to other provinces, the ratio in that province is 12 staff per toilet while the average ratio at national level is 9 staff per toilet.

5.1 LOWER SECONDARY

The official age of entering lower secondary school is between 13 and 15 years. The following section focuses on Lower secondary as a part of secondary school education.

Table 1.2 : Trends in Lower Secondary from 2012 to 2015

Year	2012	2013	2014	2015	2015/2016 ESSP target
Lower secondary students	352796	361,522	349,692	336,442	NA
Male	164,362	167,201	161,577	156,350	
Female	188,434	194,321	188,115	180,092	
<i>% of Male</i>	46.6%	46.2%	46.2%	46.5%	
<i>% of Female</i>	53.4%	53.8%	53.8%	53.5%	
Gross Enrolment Rate	49.2%	49.8%	46.6%	45.9%	74.0%
Boys	46.3%	46.8%	43.7%	40.5%	
Girls	52.0%	52.6%	49.4%	51.8%	
Net Enrolment Rate	21.0%	22.7%	22.8%	22.3%	32.0%
Boys	18.9%	20.4%	20.3%	19.9%	
Girls	23.1%	25.0%	25.3%	24.6%	
Promotion rate	76.1%	73.6%	74.0%	81.9%	84.8%
Boys	75.8%	73.7%	74.8%		
Girls	76.4%	73.5%	73.4%		
Repetition Rate	6.2%	11.6%	11.6%	11.6%	3.1%
Boys	6.1%	11.7%	11.4%		
Girls	6.3%	11.6%	11.8%		
Dropout Rate	17.7%	14.7%	14.4%	6.5%	12.1%
Boys	18.2%	14.6%	13.9%		
Girls	17.3%	14.9%	14.8%		
Used Classrooms	8,781	9,046	9,010		
Pupils Classroom ratio	40	40	39		

NB: in 2015, the promotion, repetition and dropout rates are not disaggregated by gender.

Figure 1.3: Lower Secondary students from 2012 to 2015

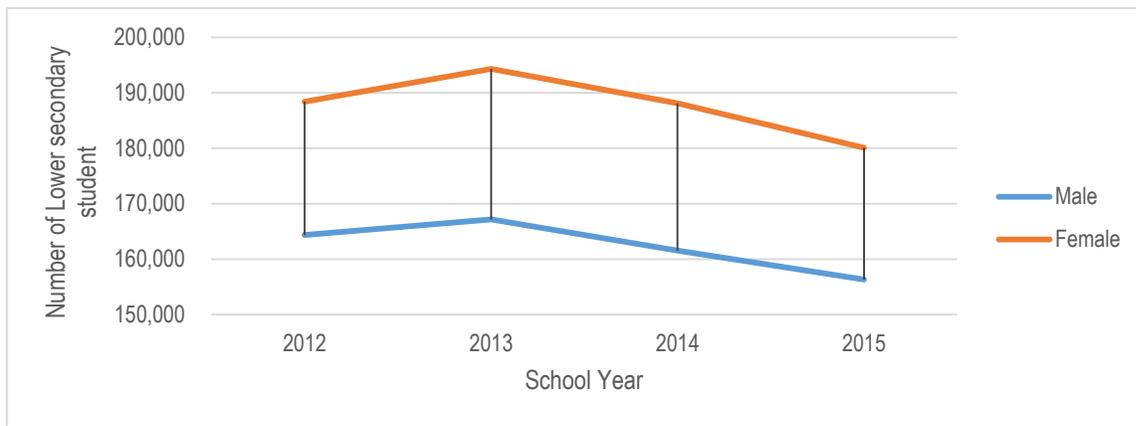
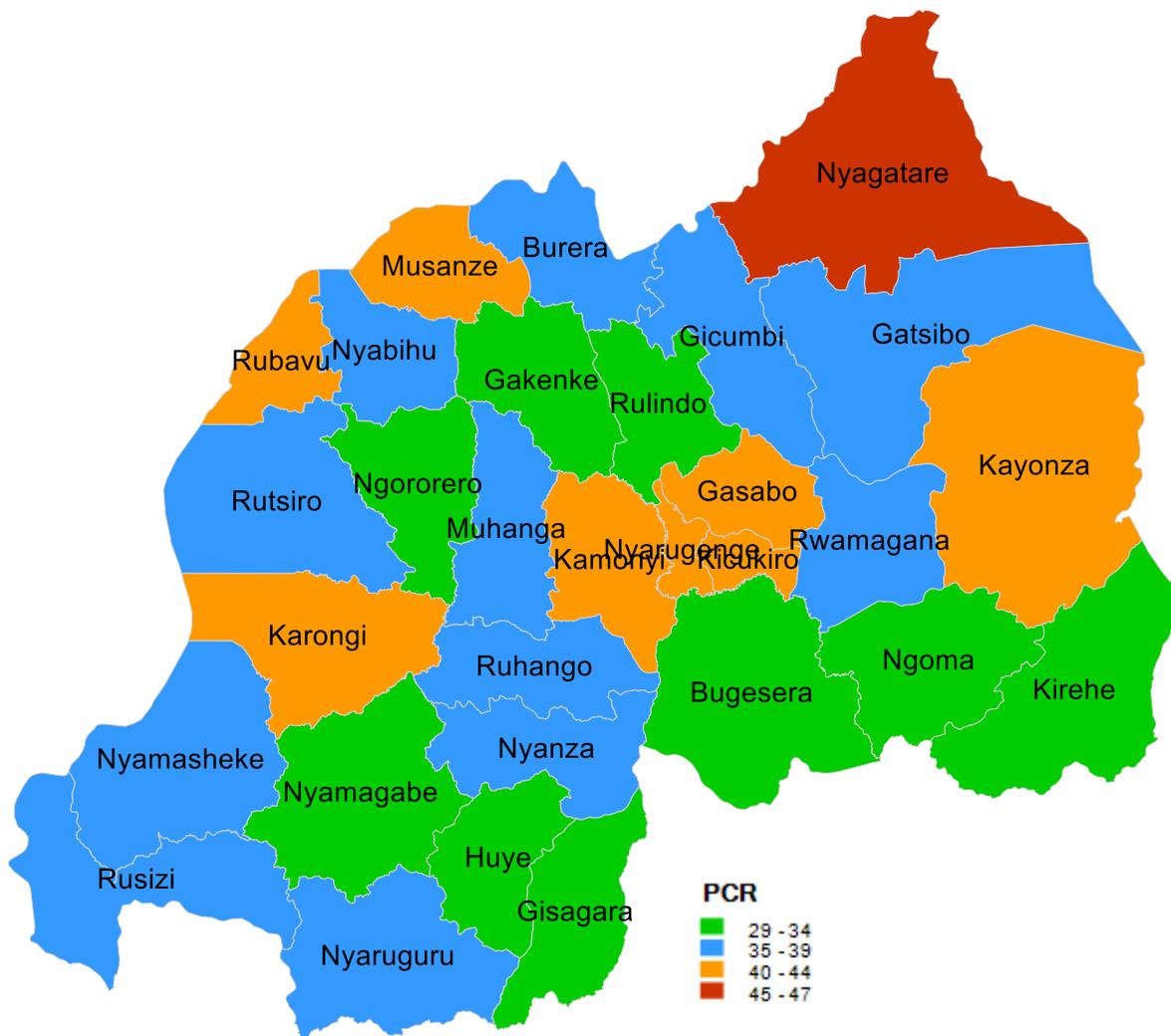


Figure 5.3 indicates an increasing trend in the enrolment in Lower Secondary students between 2012 and 2013. But between 2013 and 2015 a decrease was observed. The number of female continues to be greater than that of male.

Map 1.1: Lower secondary pupil classroom ratio by district in 2015



Map 5.1 shows that the pupil classroom ratio varies from 29:1 to 47:1 depending on the district. The average Pupil Classroom Ratio at national level is 39:1. Nyagatare District has the highest Pupil Classroom Ratio (47:1) followed by Kayonza, Gasabo and Kicukiro with a ratio of 44:1, while Gakenke District has the lowest ratio 29:1). Note that the ESSP target of 40:1 was achieved at national level.

Figure 1.4: Lower secondary Gross Enrolment Rate 2012-2015 compared to ESSP targets

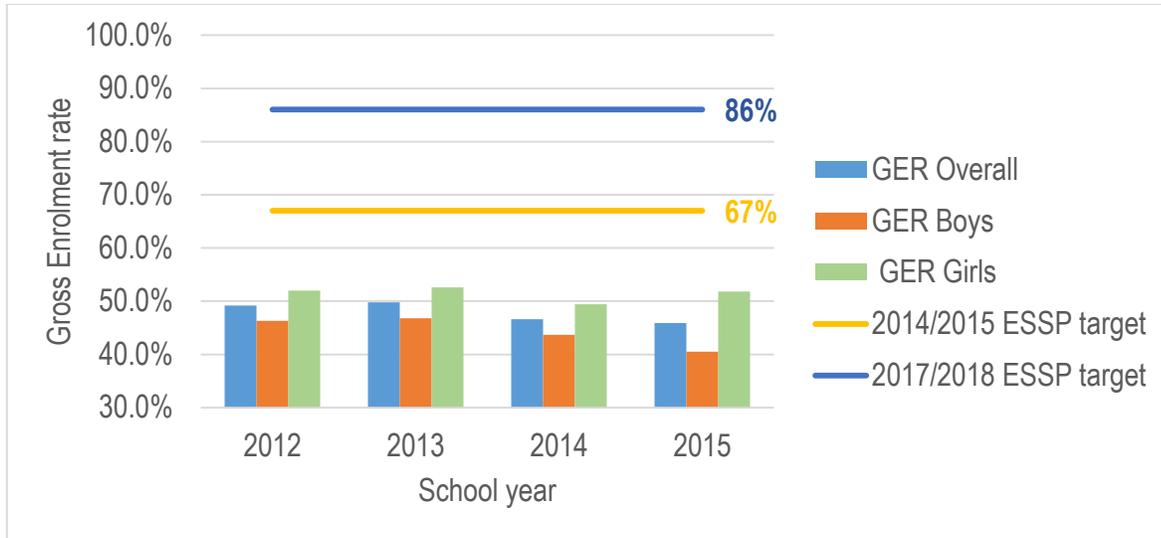


Figure 5.4 explains the history of the Gross Enrolment Rate in lower Secondary Education. The GER in lower secondary schools has varied from year to year. It was 49.2% in 2012 and improved in 2013 to 49.8%, but from 2013 it has started to decrease, first to 46.6% in 2014 and then to 45.9% in 2015. This highlights that the number of students enrolled in lower secondary education (336,442) is low compared with the size of the population aged between 13 and 15 years old (780,544). The GER is still far from the 2015/2016 ESSP target of 67% and further efforts are required in order to meet the 2017/2018 ESSP target of 86%.

Figure 1.5: Lower Secondary Net Enrolment Rate 2012-2015 compared to ESSP targets

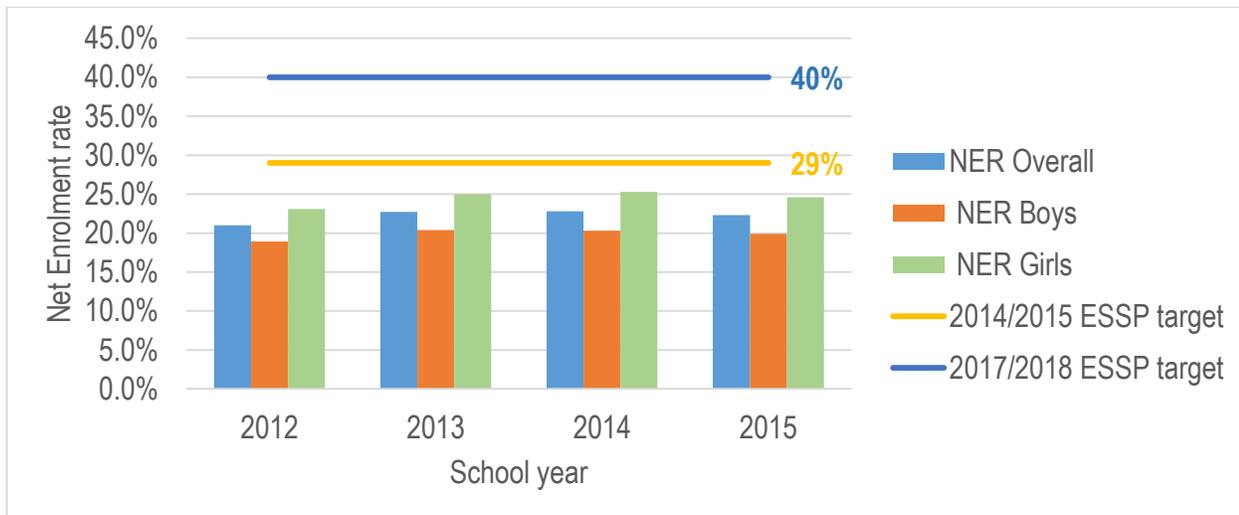


Figure 5.5 explains the history of Net Enrolment Rate in lower Secondary Education. The NER in lower secondary schools increased from 21.0% in 2012 to 22.8% in 2014, but slightly decreased to 22.3% in 2015.

The NER is still far from the 2015/2016 ESSP target of 29% and further efforts are required in order to meet the 2017/2018 ESSP target of 40%.

Table 1.14: Lower Secondary promotion, repetition and dropout rate

	2012	2013	2014	2015
Promotion rate	76.10%	73.60%	74.00%	81.9%
Repetition Rate	6.20%	11.60%	11.60%	11.6%
Dropout Rate	17.70%	14.70%	14.40%	6.5%

Figure 1.6: Lower Secondary promotion, repetition and dropout rate

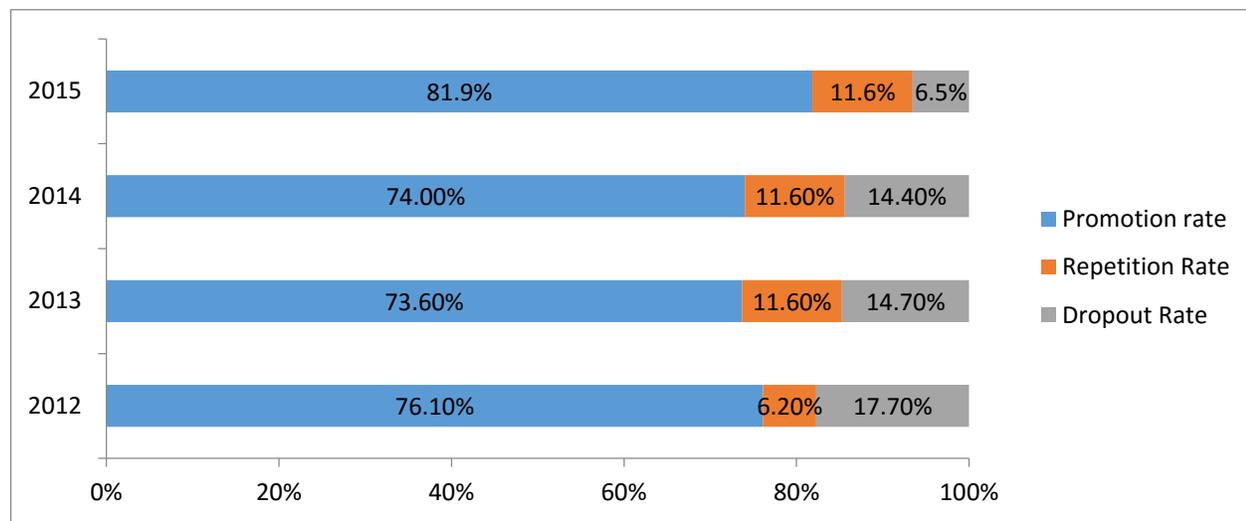


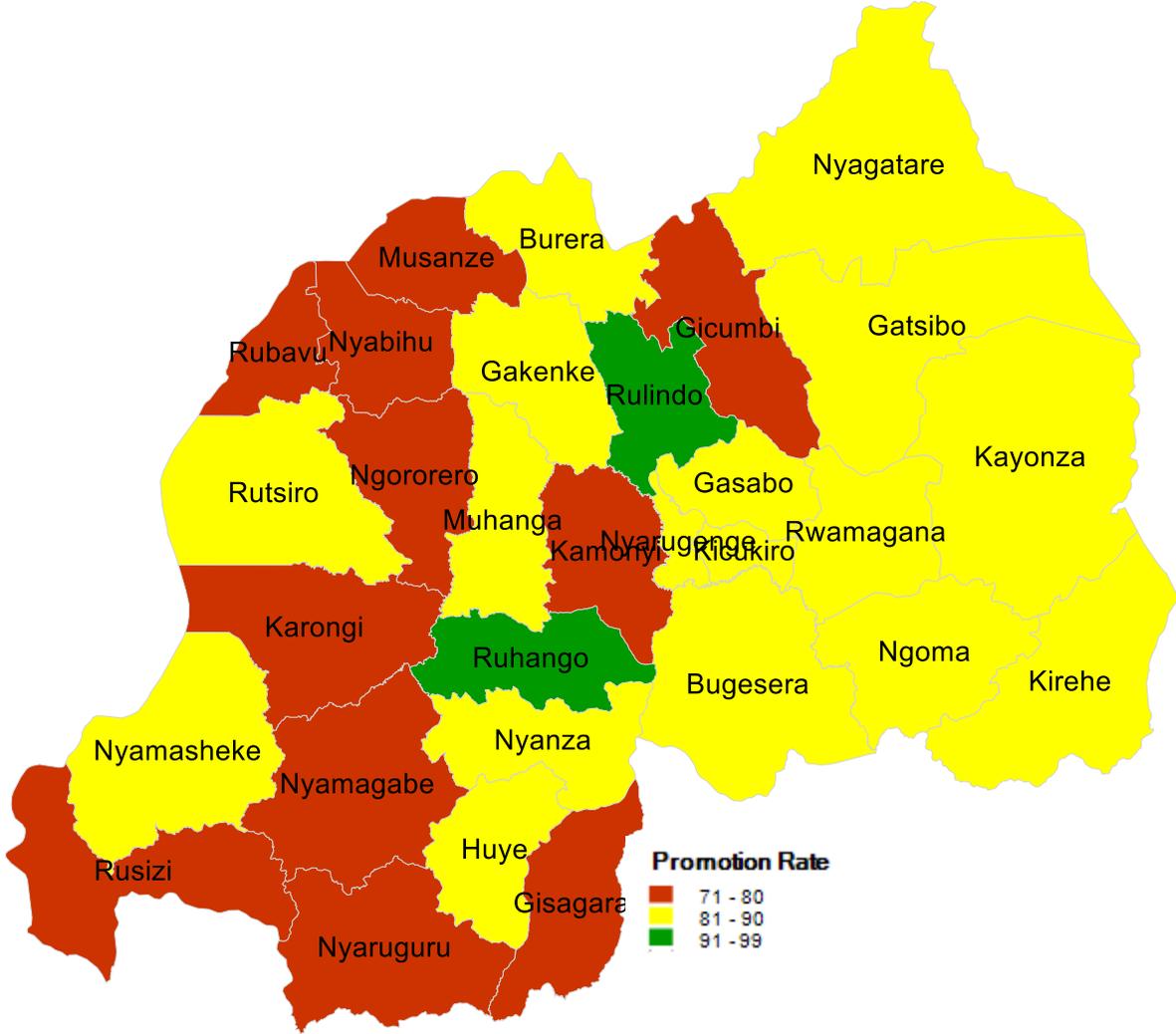
Figure 5.6 shows that the repetition rate is slightly improving towards the achievement the ESSP Targets. The repetition rate was stable at 11.6% in both 2014 and 2015. The 2015/2016 ESSP target is 3.1% and therefore more effort is required to reduce the repetition rate in lower secondary schools in order to achieve the 2017/2018 ESSP target of 2.6% in 2018. The dropout rate has improved from 14.4% in 2014 to 6.5% in 2015. The 2015/2016 ESSP target of 12.4% was not achieved.

Table 5.15: Promotion, Repetition and Dropout by district

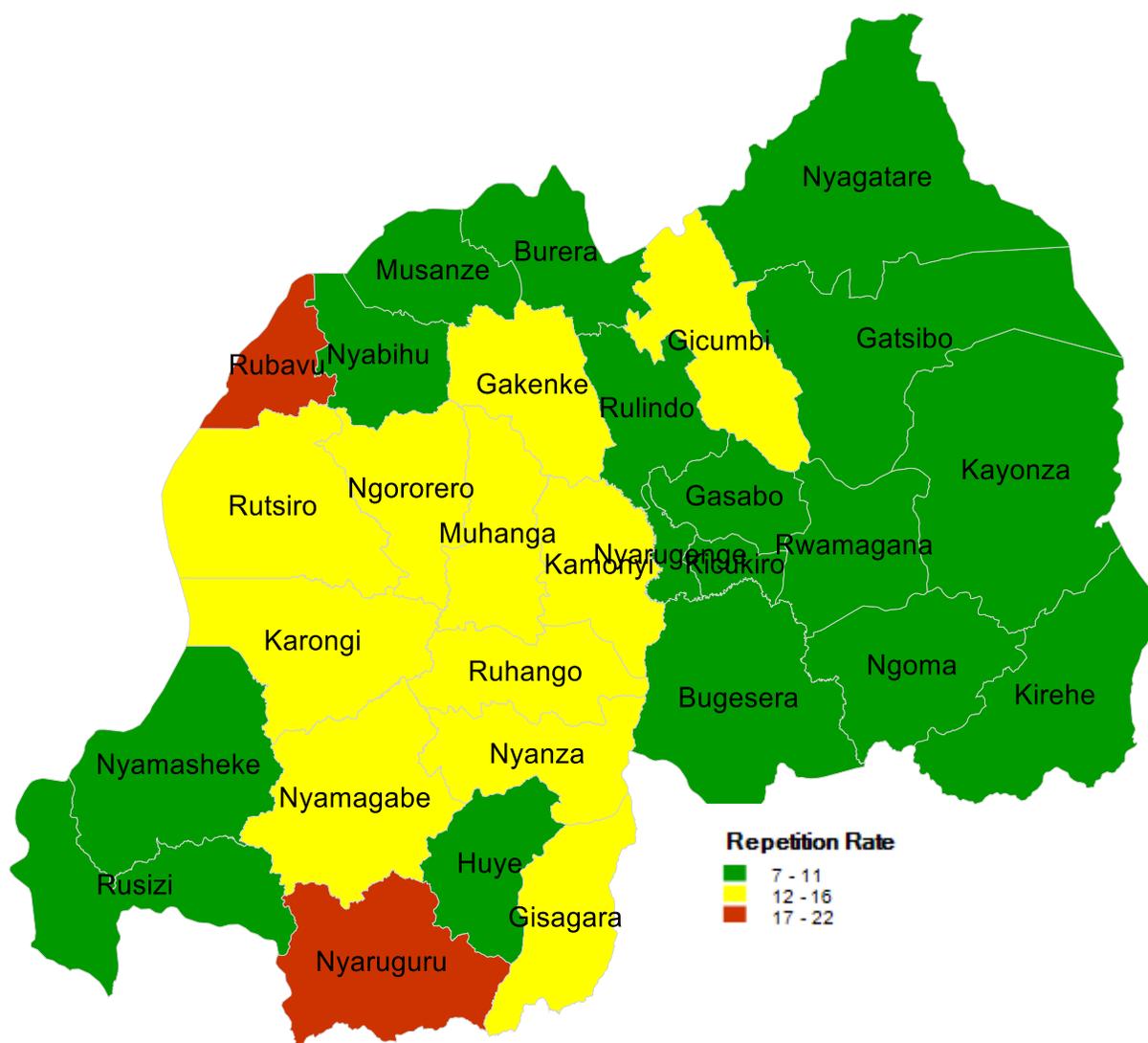
District	Promotion Rate	Repetition Rate	Dropout Rate
Gisagara	74.8%	14.5%	10.7%
Huye	82.3%	9.3%	8.3%
Kamonyi	76.3%	15.1%	8.7%
Muhanga	82.4%	11.6%	6.0%
Nyamagabe	78.6%	13.2%	8.2%
Nyanza	83.4%	16.4%	0.2%
Nyaruguru	74.2%	22.3%	3.5%
Ruhango	98.8%	14.8%	-13.6%
Southern	81.4%	14.6%	4.0%
Karongi	76.9%	15.4%	7.7%
Ngororero	71.1%	13.3%	15.6%
Nyabihu	76.1%	11.0%	12.9%
Nyamasheke	81.5%	7.3%	11.3%
Rubavu	75.4%	18.8%	5.8%
Rusizi	76.9%	8.1%	15.1%
Rutsiro	83.8%	14.9%	1.4%
Western	77.7%	12.5%	9.9%
Bugesera	88.2%	8.8%	3.0%
Gatsibo	84.5%	10.9%	4.6%
Kayonza	80.8%	7.0%	12.1%
Kirehe	83.3%	10.4%	6.3%
Ngoma	86.0%	11.1%	2.9%
Nyagatare	86.1%	6.9%	7.0%
Rwamagana	81.5%	10.6%	7.9%
Eastern	84.4%	9.1%	6.5%
Burera	90.4%	9.3%	0.3%
Gakenke	81.1%	12.3%	6.5%
Gicumbi	76.9%	13.0%	10.0%
Musanze	77.6%	10.2%	12.1%
Rulindo	90.8%	8.8%	0.4%
Northern	82.6%	10.9%	6.5%
Gasabo	88.7%	8.3%	2.9%
Kicukiro	83.9%	10.7%	5.4%
Nyarugenge	86.5%	7.9%	5.6%
Kigali City	86.6%	8.9%	4.5%
Rwanda	81.9%	11.6%	6.5%

The table 5.15, shows that Promotion rate at district level varies from 71.1% to 98.8%, with the average promotion rate at national level being 81.9%. Ruhango district has the highest promotion rate (98.8%) while Ngororero District has the lowest Promotion Rate (71.1%). The 2015/2016 ESSP target of 84.1% was not achieved.

Map 1.2: Lower secondary Promotion rate by district in 2015

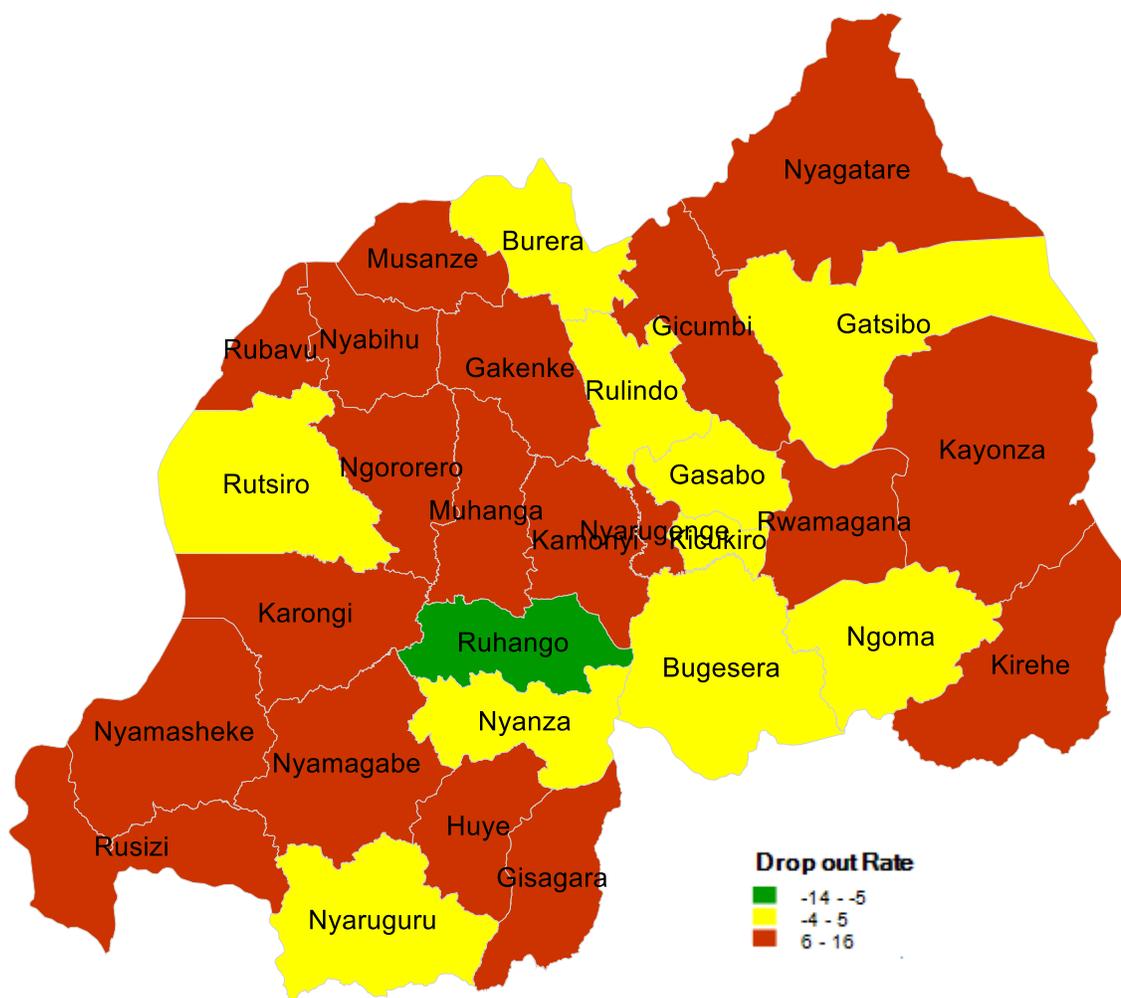


Map 1.3: Lower Secondary Repetition Rate by district in 2015



2015 lower secondary repetition rate at district level varied from 6.9% to 22.3%, with the average Repetition rate at national level being 11.6%. Nyaruguru district has the highest Repetition rate (22.3%) while Nyagatare District has the lowest Repetition Rate (6.9%). The 2015/2016 ESSP target of 3.1% was not achieved

Map 1.4: Lower secondary Dropout rate by district in 2015



The 2015 lower secondary dropout rate at district level varied from -13.6% to 15.6%, with the average dropout rate at national level being 6.5%. Ngororero district has the highest dropout rate (15.6%), while Ruhango Districts have the lowest dropout Rate (-13.6%). The 2015/2016 ESSP target of 3.1% was not achieved at national level

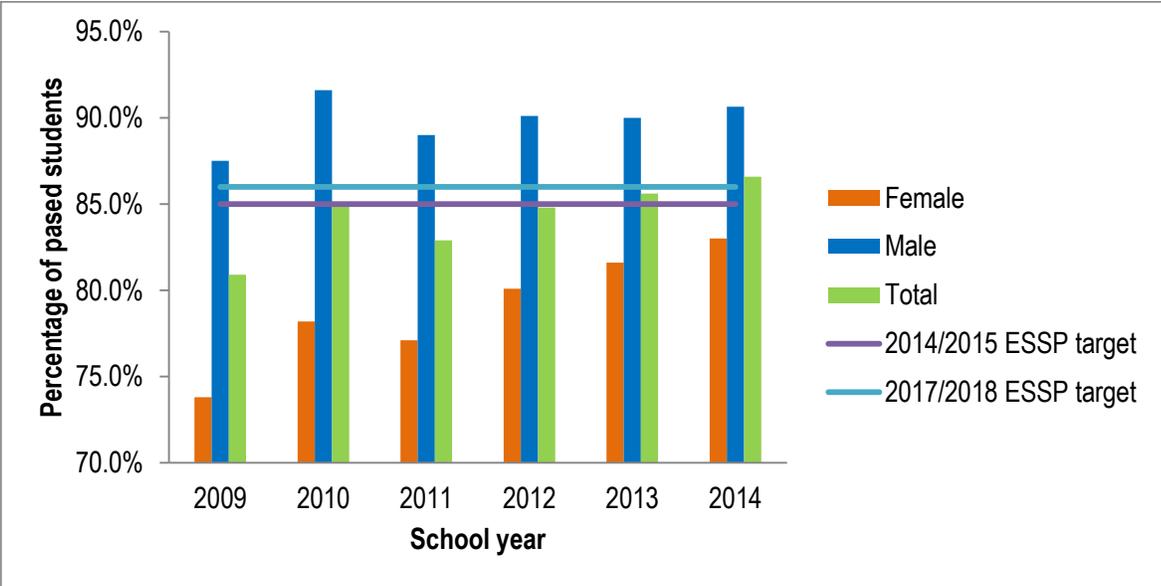
Table 1.16: Lower secondary school leaving examination results from 2011 to 2015

Year	Sat for exams			Passed Exams			% passed		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
2011	39,380	38,044	77,424	30,371	33,843	64,214	77.1%	89.0%	82.9%
2012	42,842	37,750	80,592	34,299	34,029	68,328	80.1%	90.1%	84.8%
2013	49,506	44,234	93,740	40,403	39,824	80,227	81.6%	90.0%	85.6%
2014	46,021	40,443	86,464	38,197	36,658	74,855	83.0%	90.6%	86.6%
2015	44,907	39,771	84,678	38,212	35,685	73,897	85.1%	89.7%	87.3%

Source: Rwanda Education Board

Table 5.16 and figure 5.7 indicate that boys are performing marginally better than girls in the lower secondary education level leaving national examinations. The overall pass rate stands at 85.5% for two consecutive years (2013 and 2014) and thus surpassed the ESSP targets of 85% by 2015/2016. Data on school leaving examination results for 2014 by districts is provided in annex 23.

Figure 1.7: Percentage of lower secondary students passing national exam compared to ESSP targets



5.2 UPPER SECONDARY

Upper Secondary comprises five fields of education: Sciences, Humanities, Languages (for General Secondary Education); Teacher Training Education and Technical, Vocational Education and Training (which is commonly called Technical Secondary School)

The following section provides details on Upper secondary (including all fields of education) from 2012 to 2015; details on students at district level are available in annex 18.

Table 1.17: Trends in Upper Secondary from 2012 to 2015

School Year	2012	2013	2014	2015	2015/2016 ESSP target
Upper secondary students	181916	204,848	215,620	207,494	NA
Male	91141	101,380	105,002	100,284	
Female	90775	103,468	110,618	107,210	
<i>% of Male</i>	<i>50.1%</i>	<i>49.5%</i>	<i>48.7%</i>	<i>48.3%</i>	
<i>% of Female</i>	<i>49.9%</i>	<i>50.5%</i>	<i>51.3%</i>	<i>51.7%</i>	
Gross Enrolment Rate	27.1%	32.6%	34.4%	33.2%	30.0%
Boys	27.5%	33.4%	34.5%	32.0%	
Girls	26.7%	31.7%	34.2%	34.3%	
Net Enrolment Rate	25.4%	26.3%	27.3%	20.9%	25.0%
Boys	24.1%	25.3%	26.5%	20.8%	
Girls	26.6%	27.2%	28.0%	21.9%	
Promotion rate	92.2%	90.1%	90.1%	91.5%	96.3%
Boys	93.5%	90.3%	92.2%		
Girls	90.9%	89.9%	88.2%		
Repetition Rate	1.7%	3.8%	4.0%	6.0%	1.1%
Boys	1.6%	3.4%	3.4%		
Girls	1.9%	4.1%	4.6%		
Dropout Rate	6.0%	6.2%	5.9%	2.5%	2.6%
Boys	4.9%	6.3%	4.5%		
Girls	7.2%	6.1%	7.2%		
Used Classrooms	4,709	6,041	7,286	7,286	
Pupils Classroom ratio	39	34	30	28	

NB: in 2015, the transition, promotion, repetition and dropout rates are not disaggregated by gender.

Figure 1.8 : Number of Upper Secondary Students from 2012 to 2015

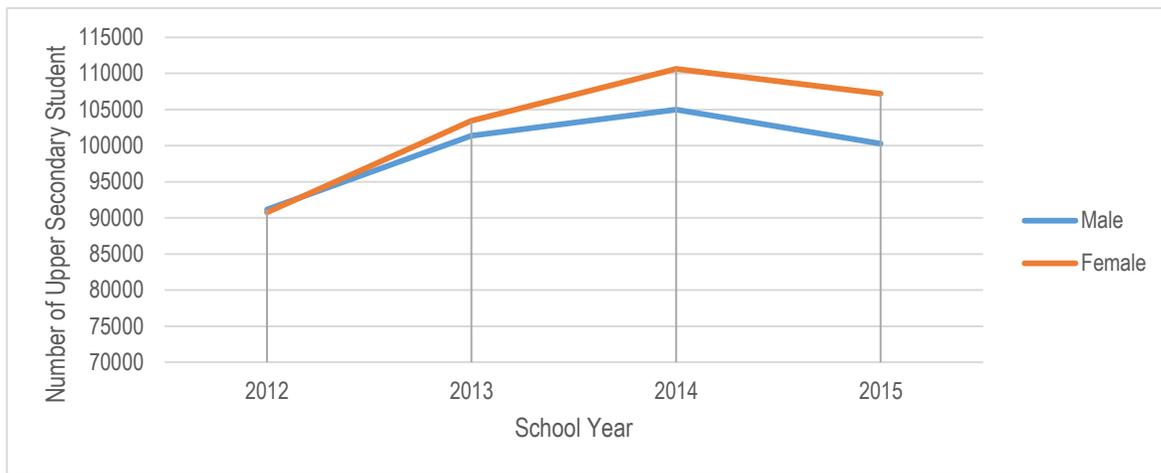
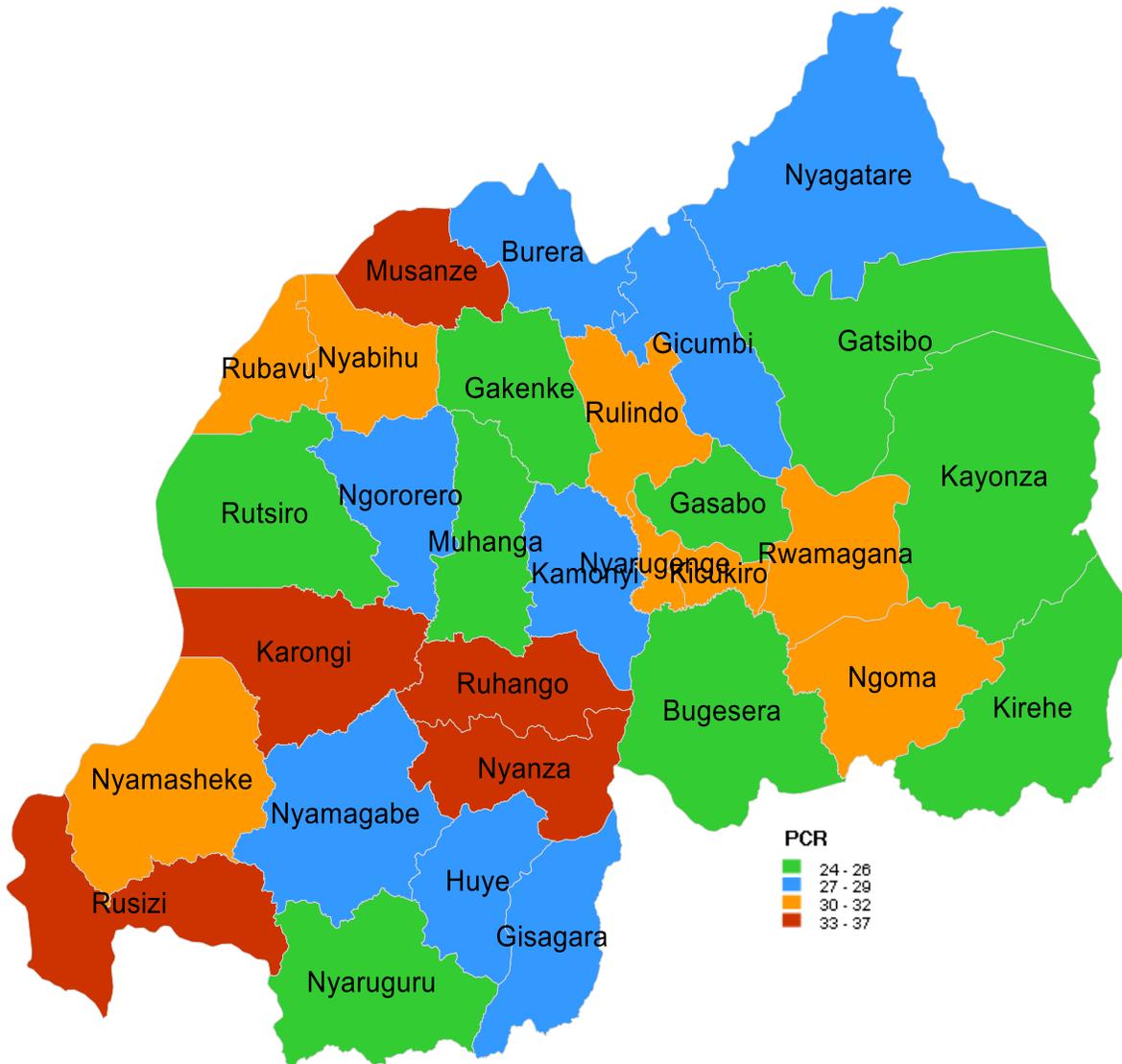


Figure 5.8 indicates an increasing trend in the enrolment in upper secondary students between 2012 and 2014. Between 2014 and 2015 a decrease was observed. The number of females is continues to be greater than that of males.

Map 1.5: Upper Secondary Pupil Classroom ratio by district in 2015



Map 5.5 shows that the pupil classroom ratio varies from 24:1 to 37:1 depending on the district. The average Pupil Classroom Ratio at national level is 28:1. Nyanza District has the highest Pupil Classroom Ratio (37:1) while Gasabo District has the lowest ratio 24:1). Note that the 2017/2018 ESSP target of 38:1 was achieved at national level.

Figure 1.9: Upper Secondary Education Gross enrolment Rate compared to ESSP targets

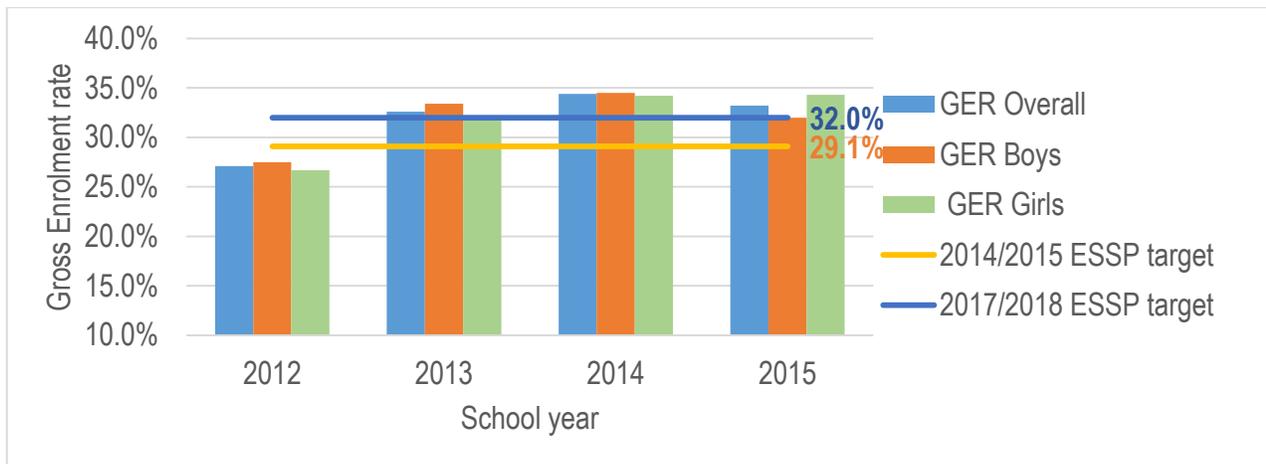


Figure 5.9 explains the history of Gross Enrolment Rate in upper Secondary Education. The GER in upper secondary schools increased from 27.1% in 2012 to 34.4% in 2014, but a slight decrease was observed from 2014 to 33.2% in 2015. This decrease was due to the school population age at upper secondary Education compared to the number of students enrolled in that level; which means that the number of students enrolled in upper secondary education (207,494) is lower compared with the number of population aged between 16 and 18 years old which is 705,736. The 2015/2016 ESSP target of 29.1% and 2017/2018 ESSP target of 32.0% were already achieved since 2013.

Figure 1.10: Upper Secondary Education Net Enrolment Rate compared to ESSP targets

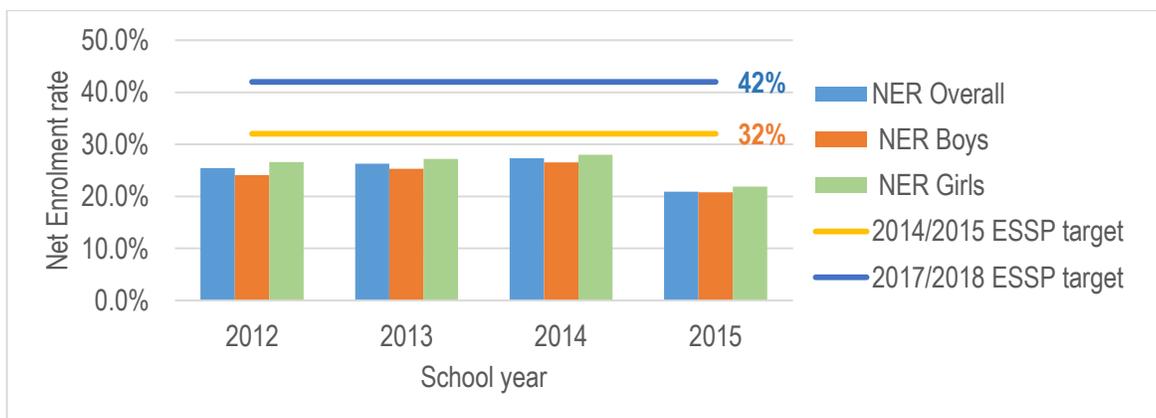


Figure 5.10 explains the history of Net Enrolment Rate in upper Secondary Education. The NER in upper secondary schools was increasing from 25.4% in 2012 to 27.3% in 2014, but it was significantly decreased from 2014 to 20.9% in 2015. This decrease is due to the number of students enrolled in lower secondary education at the age between 16 to 18 years old (147,499) which is very lower compared with the number of population aged between 16 and 18 years old which is 705,736.

The NER is still far from the 2015/2016 ESSP target of 32% and further efforts are required in order to meet the 2017/2018 ESSP target of 42%.

Figure 1.18: Upper Secondary Promotion, Repetition and Dropout Rate from 2013 to 2015

	2012	2013	2014	2015
Promotion rate	92.2%	90.1%	90.1%	91.5%
Repetition Rate	1.7%	3.8%	4.0%	6.0%
Dropout Rate	6.0%	6.2%	5.9%	2.5%

Figure 1.11: Upper Secondary Promotion, Repetition and Dropout Rate from 2012 to 2015

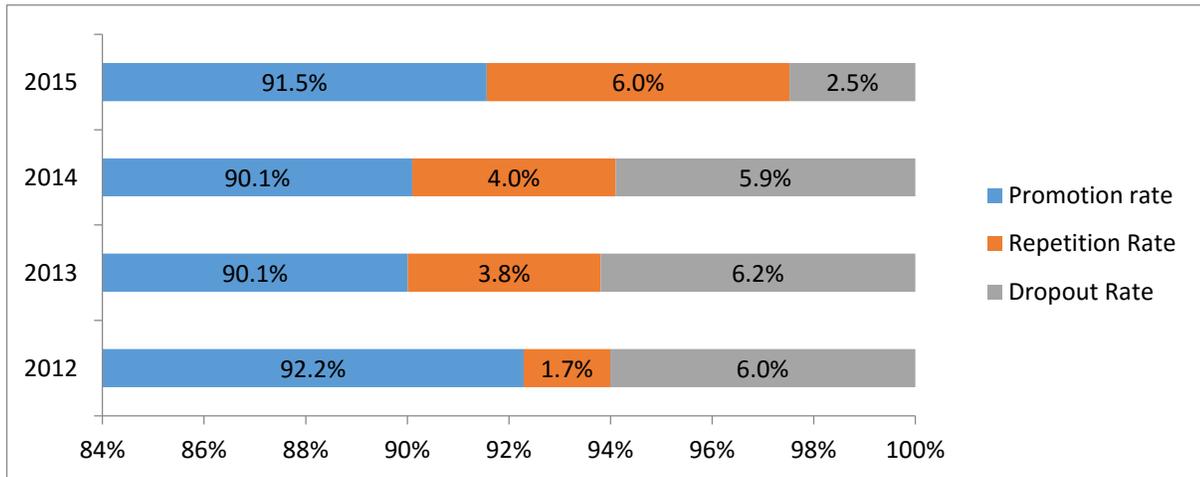
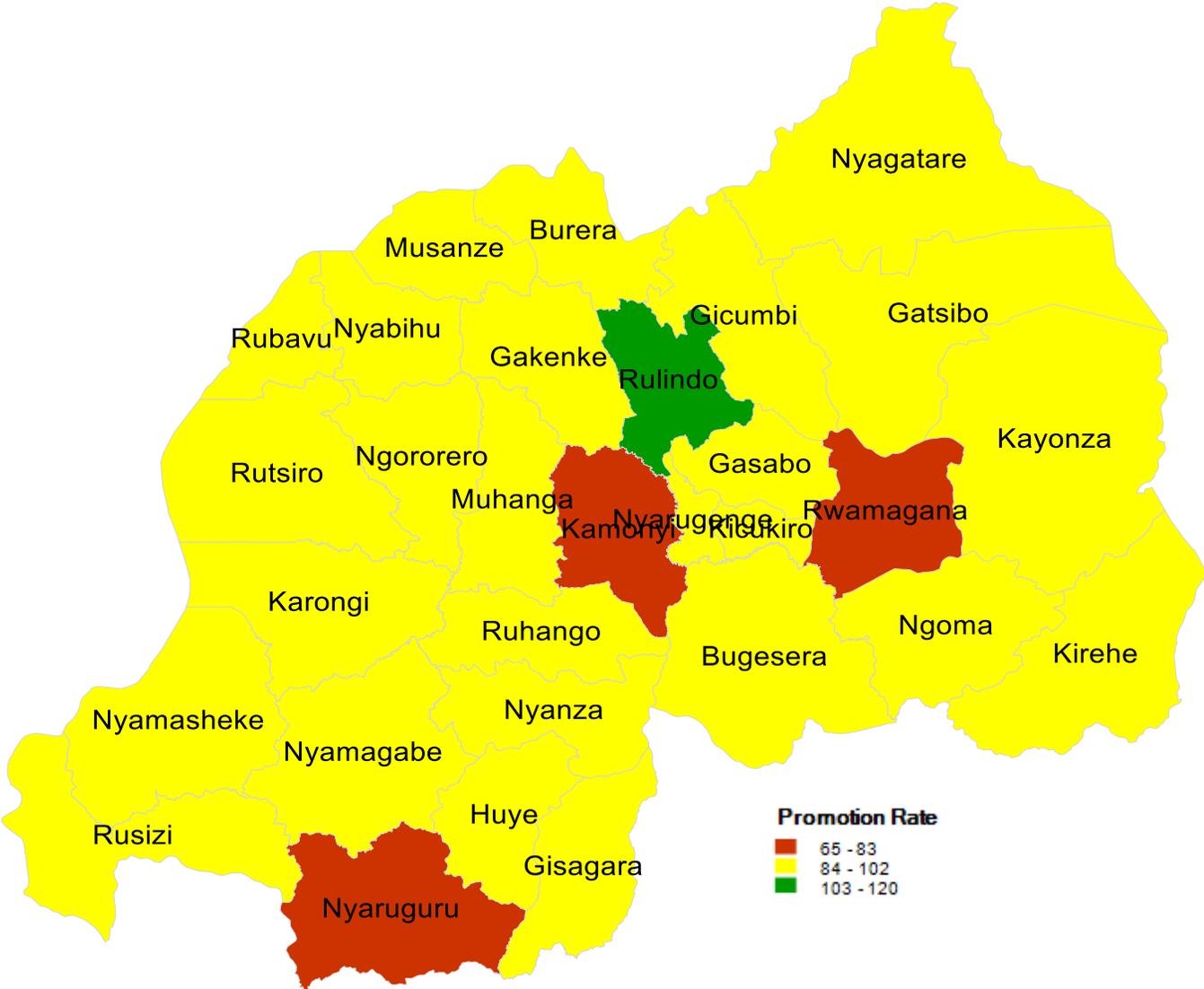


Figure 5.11 clarifies that the repetition rate is not improving towards the achievement of ESSP Targets. The repetition rate has decreased from 4.0% in 2014 to 6.0% in 2015 towards the 2015/2016 ESSP target of 1.1% ; therefore, more effort is required to reduce repetition rate in upper secondary schools in order to achieve 2017/2018 ESSP target of 1.0% in 2018. The dropout rate varies from years to years, in 2015 the DR is 2.5% and it describes that the 2015/2016 ESSP target of 2.6% was achieved.

Table 5.19: Promotion, Repetition and Dropout by district

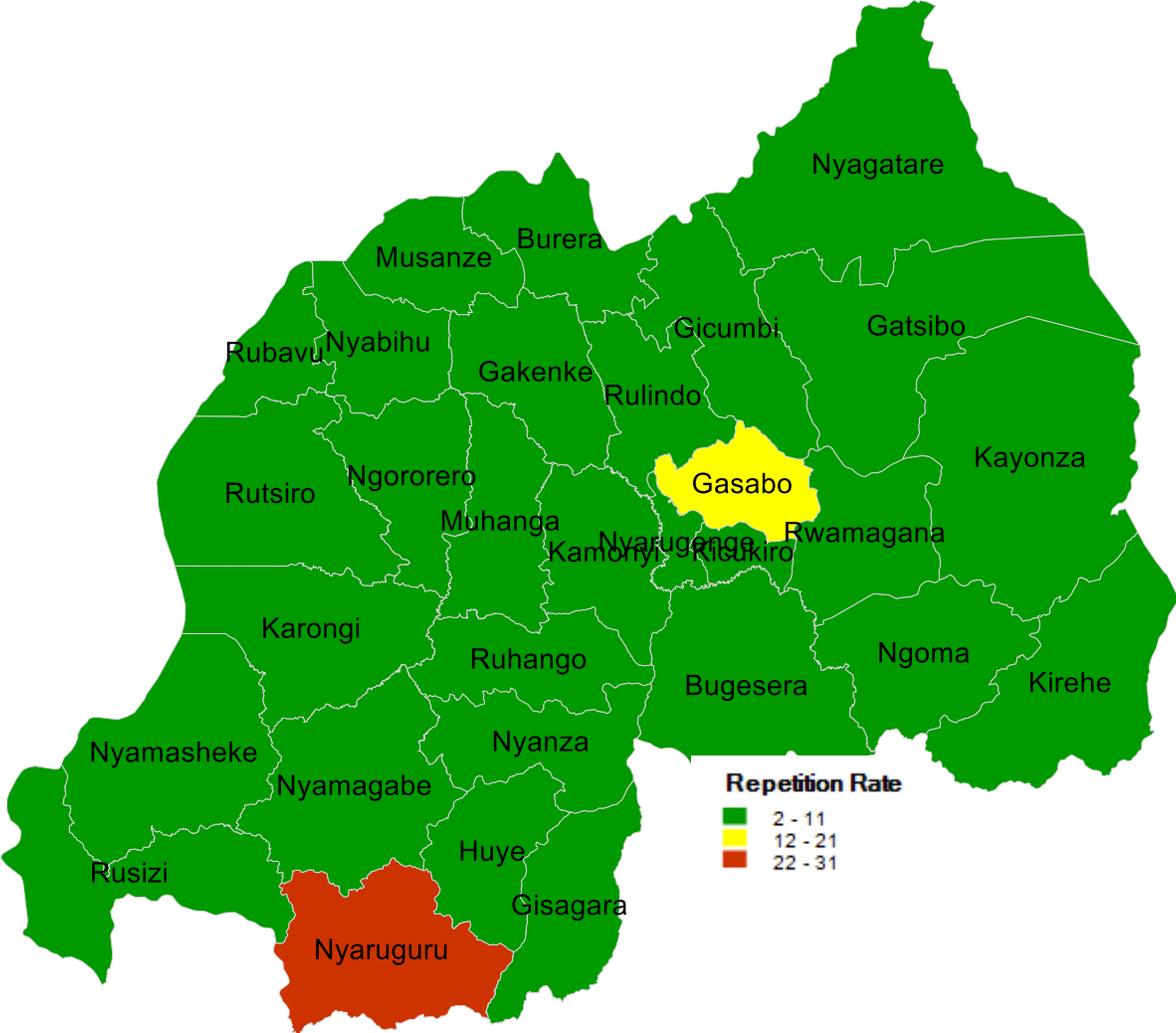
District	Promotion Rate	Repetition Rate	Dropout Rate
Gisagara	88.1%	4.7%	7.2%
Huye	93.5%	4.1%	2.4%
Kamonyi	83.1%	5.0%	11.9%
Muhanga	95.8%	3.9%	0.3%
Nyamagabe	92.4%	4.9%	2.7%
Nyanza	98.1%	7.7%	-5.8%
Nyaruguru	64.5%	31.1%	4.4%
Ruhango	91.3%	6.1%	2.6%
Southern	89.1%	8.1%	2.8%
Karongi	96.1%	8.2%	-4.3%
Ngororero	94.3%	3.2%	2.5%
Nyabihu	84.1%	5.2%	10.7%
Nyamasheke	88.4%	3.6%	8.0%
Rubavu	89.3%	6.7%	4.0%
Rusizi	92.5%	4.7%	2.8%
Rutsiro	95.6%	3.8%	0.6%
Western	91.1%	5.2%	3.7%
Bugesera	97.5%	6.5%	-4.0%
Gatsibo	99.0%	9.5%	-8.4%
Kayonza	88.1%	3.6%	8.4%
Kirehe	86.5%	5.8%	7.6%
Ngoma	89.9%	7.0%	3.0%
Nyagatare	102.4%	3.6%	-6.0%
Rwamagana	70.0%	4.1%	25.9%
Eastern	91.0%	5.8%	3.2%
Burera	96.0%	3.2%	0.8%
Gakenke	97.2%	4.0%	-1.2%
Gicumbi	87.1%	4.5%	8.4%
Musanze	84.0%	4.1%	11.9%
Rulindo	120.2%	3.0%	-23.2%
Northern	95.9%	3.8%	0.3%
Gasabo	90.3%	11.7%	-2.0%
Kicukiro	96.4%	3.8%	-0.3%
Nyarugenge	92.4%	1.8%	5.8%
Kigali City	93.4%	5.7%	0.9%
Rwanda	91.5%	6.0%	2.5%

Map 1.6: Upper Secondary Promotion rate by district in 2015



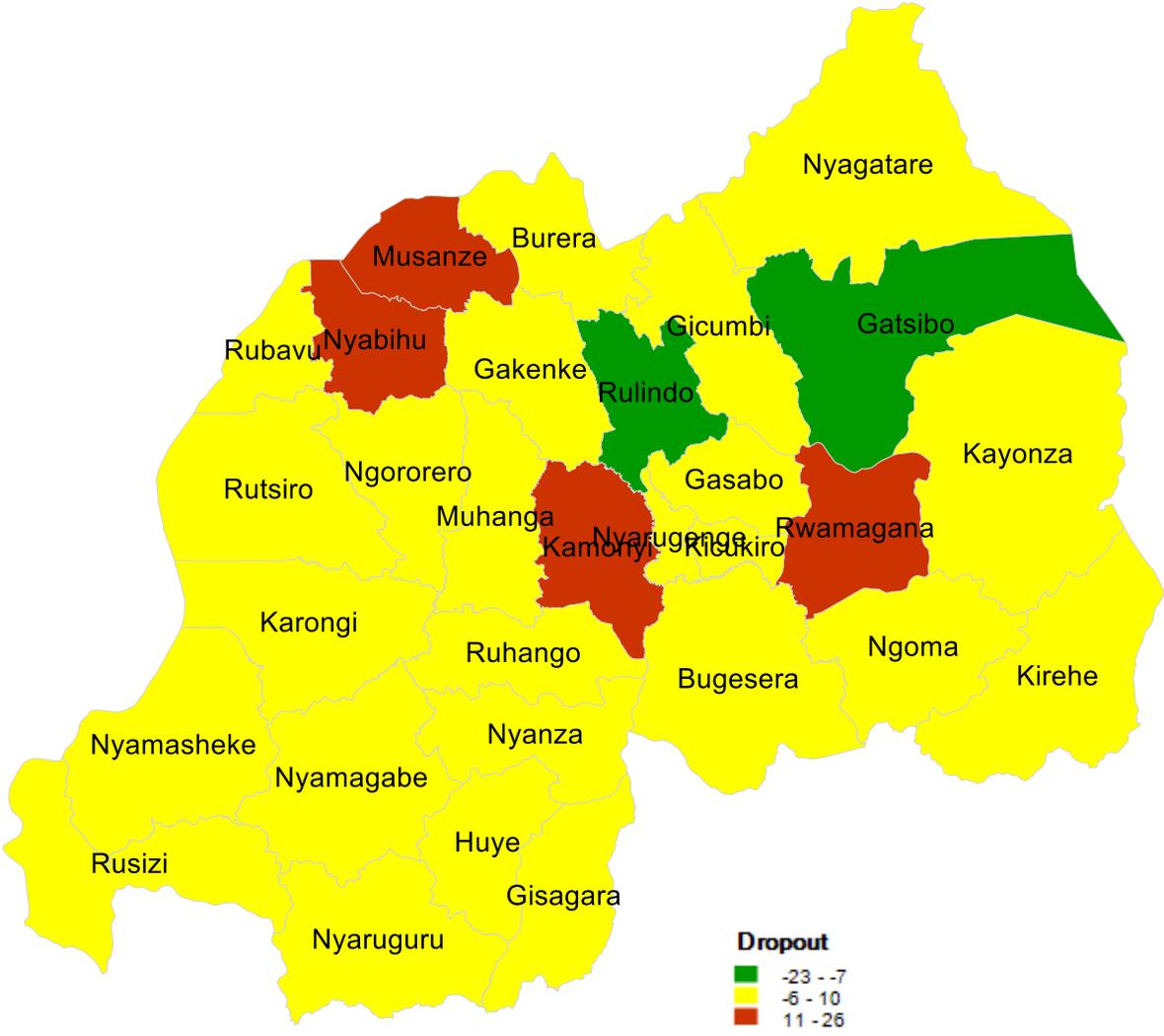
2015 Upper secondary Promotion rate through districts varied from 64.5% to 120.2%, the average promotion rate at national level is 91.5%. Rulindo district has the highest promotion rate (120.2%) while Nyaruguru District has the lowest Promotion Rate (64.5%). The 2015/2016 ESSP target of 96.7% was not achieved at national level.

Map 1.7: Upper secondary repetition rate by district in 2015



The 2015 Upper secondary Repetition rate at district level varied from 1.9 % to 31.1%, with the average repetition rate at national level being 6.0%. Nyaruguru district has the highest repetition rate (31.1%) while Nyarugenge District has the lowest Promotion Rate (1.9%). The 2015/2016 ESSP target of 1.1% was not achieved at national level.

Map 1.8: Upper secondary Dropout rate by district in 2015



The 2015 Upper secondary dropout rate at district varied from -23.2 % to 25.9%, the average dropout rate at national level is 2.5%. Rwamagana district has the highest repetition rate (25.9%), while Rulindo District has the lowest Dropout rate

Table 1.20: Upper Secondary school students by field of study in 2015

Subject Combination	S4	S5	S6	Total			% of subject combination
				Male	Female	Total	
Science	26,004	24,867	24,161	33,714	41,318	75,032	36.2%
Humanities	10,109	9,516	8,598	12,929	15,294	28,223	13.6%
Languages	9,909	9,233	8,870	12,483	15,529	28,012	13.5%
Teacher education	3,136	3,004	2,631	3,874	4,897	8,771	4.2%
Technical Secondary Education	22,075	23,066	22,315	37,284	30,172	67,456	32.5%
Total	71,233	69,686	66,575	100,284	107,210	207,494	100%

Table 5.20 indicates that a considerable percentage of students (36.2%) in the Upper Secondary school level in 2015 were studying Science; 32.5% Technical Secondary Education; 13.6% Humanities, 13.5% Languages and 4.2% Teacher Training Education.

Table 1.21: Trend in students' enrolment in Upper Secondary from 2013 to 2015

Subject Combination	2013			2014			2015		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Sciences	38,057	42,086	80,143	37,612	43,770	81,382	33,714	41,318	75,032
Humanities	12,124	14,068	26,192	13,294	15,679	28,973	12,929	15,294	28,223
Languages	12,691	13,581	26,272	14,346	16,442	30,788	12,483	15,529	28,012
Teacher education	3,599	3,776	7,375	3,838	4,526	8,364	3,874	4,897	8,771
Technical Secondary education	34,909	29,957	64,866	35,912	30,201	66,113	37,284	30,172	67,456
Total	91,141	90,775	181,916	101,380	103,468	204,848	100,284	107,210	207,494

Table 5.21 indicates that the number of students from different fields of Upper secondary education was generally increasing from 181,916 in 2013 to 207,494 in 2015. However, the number of students in Technical secondary education and Teacher Training Education was increased with increment of 2.0% and 4.9% respectively; as the number of students enrolled in other fields was decreased.

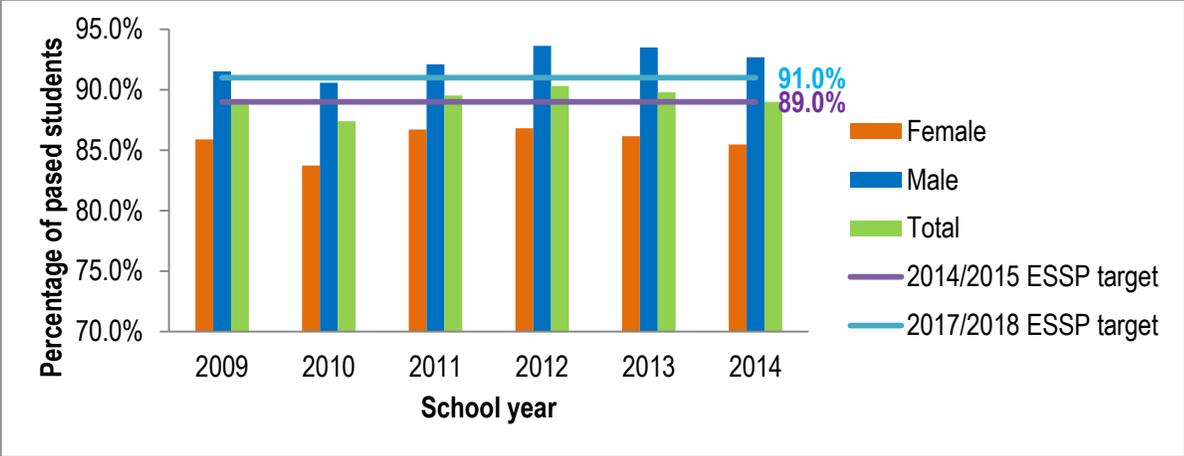
Table 1.22: Upper secondary school leaving examination results from 2011 to 2015

Year	Sat for exams			Passed Exams			% passed		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
2011	22,678	24,912	47,590	19,664	22,945	42,609	86.7%	92.1%	89.5%
2012	27,211	28,432	55,643	23,623	26,625	50,248	86.8%	93.6%	90.3%
2013	28,251	27,448	55,699	24,340	25,667	50,007	86.2%	93.5%	89.8%
2014	35,533	35,662	71,195	30,345	32,867	63,212	85.4%	92.2%	88.8%
2015	33,239	31,763	65,002	28,633	29,171	57,804	86.1%	91.8%	88.9%

Source: REB, WDA and UR-CE

Table 5.22 and figure 5.13 indicate that boys are doing marginally better than girls in the lower secondary education level leaving national examinations. The overall pass rate of 88.8% is closer to the 2015/2016 ESSP target of 89%. Data on upper secondary school leaving examination results for 2014 by field of study is provided in annex 24 while data on general upper secondary, TTC, and TSS school leaving examination results for 2014 by districts is respectively provided in annex 25, 26 and 27.

Figure 1.12: Percentage of Upper secondary students passing national exam in 2014



2 TECHNICAL VOCATIONAL EDUCATION AND TRAINING

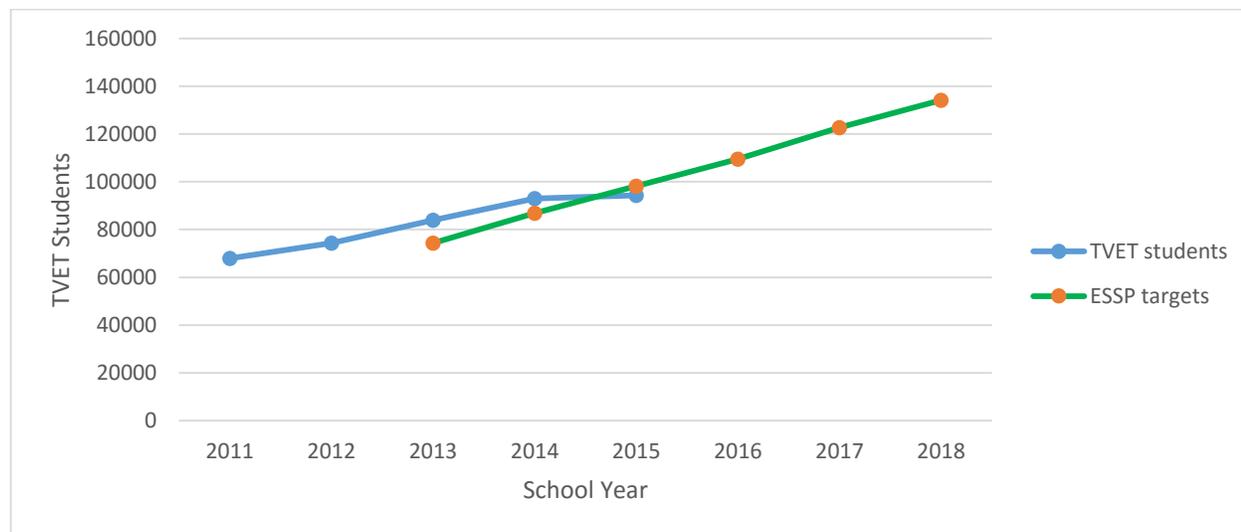
The Technical, Vocational Education and Training (TVET) is composed of Vocational Training Centres, Technical Secondary Schools, and Polytechnics (awarding Diploma and Advanced Diploma). Table 6.1 highlights that TVET has generally experienced continuous increase in number of schools and students, however the number of male students is always greater than that of female. However, a decrease was observed in VTC students' enrolment from 21,566 in 2014 to 20,937 in 2015, this decrease is particularly detected from female enrolment with a decrement of 14.9%.

Table 2.1: Trend in TVET from 2011 to 2015

Year	2011	2012	2013	2014	2015
Centers	251	278	306	365	383
Vocational Training Centers	98	116	132	174	186
Technical Secondary Schools	151	160	167	179	184
Technical Tertiary Institutions	2	2	7	12	13
Students	67,919	74,320	83,893	93,024	94,373
Male	35,843	40,321	47,755	52,369	54,912
Female	32,076	33,999	36,138	40,655	39,461
<i>% of Male</i>	<i>52.80%</i>	<i>54.30%</i>	<i>56.90%</i>	<i>56.30%</i>	<i>58.19%</i>
<i>% of Female</i>	<i>47.20%</i>	<i>45.70%</i>	<i>43.10%</i>	<i>43.70%</i>	<i>41.81%</i>
Vocational Training Centers	11,315	13,557	15,592	21,566	20,937
Male	6,920	8,224	10,058	12,265	13,024
Female	4,395	5,333	5,534	9,301	7,913
Technical Secondary Schools	55,033	58,431	64,866	66,113	67,456
Male	27,715	30,228	34,909	35,912	37,284
Female	27,318	28,203	29,957	30,201	30,172
Technical tertiary institutions	1571	2332	3435	5345	5980
Male	1208	1,869	2,788	4,192	4,604
Female	363	463	647	1153	1,376
Trainers	1381	2,461	3,020	3,595	4,721
Male	1055	1,939	2,413	2,870	3,734
Female	326	522	607	725	987
<i>% of Male</i>	<i>76.39%</i>	<i>78.79%</i>	<i>79.90%</i>	<i>79.83%</i>	79.09%
<i>% of Female</i>	<i>23.61%</i>	<i>21.21%</i>	<i>20.10%</i>	<i>20.17%</i>	20.91%
Vocational Training Centers	605	780	943	1302	1,367
Male	402	529	664	895	964
Female	203	251	279	407	403
Technical Secondary Schools	776	1484	1,764	1,805	2,669
Male	653	1231	1,470	1,501	2,1678
Female	123	253	294	304	501
Technical tertiary institutions		197	313	488	685
Male		179	279	474	602
Female		18	34	14	83

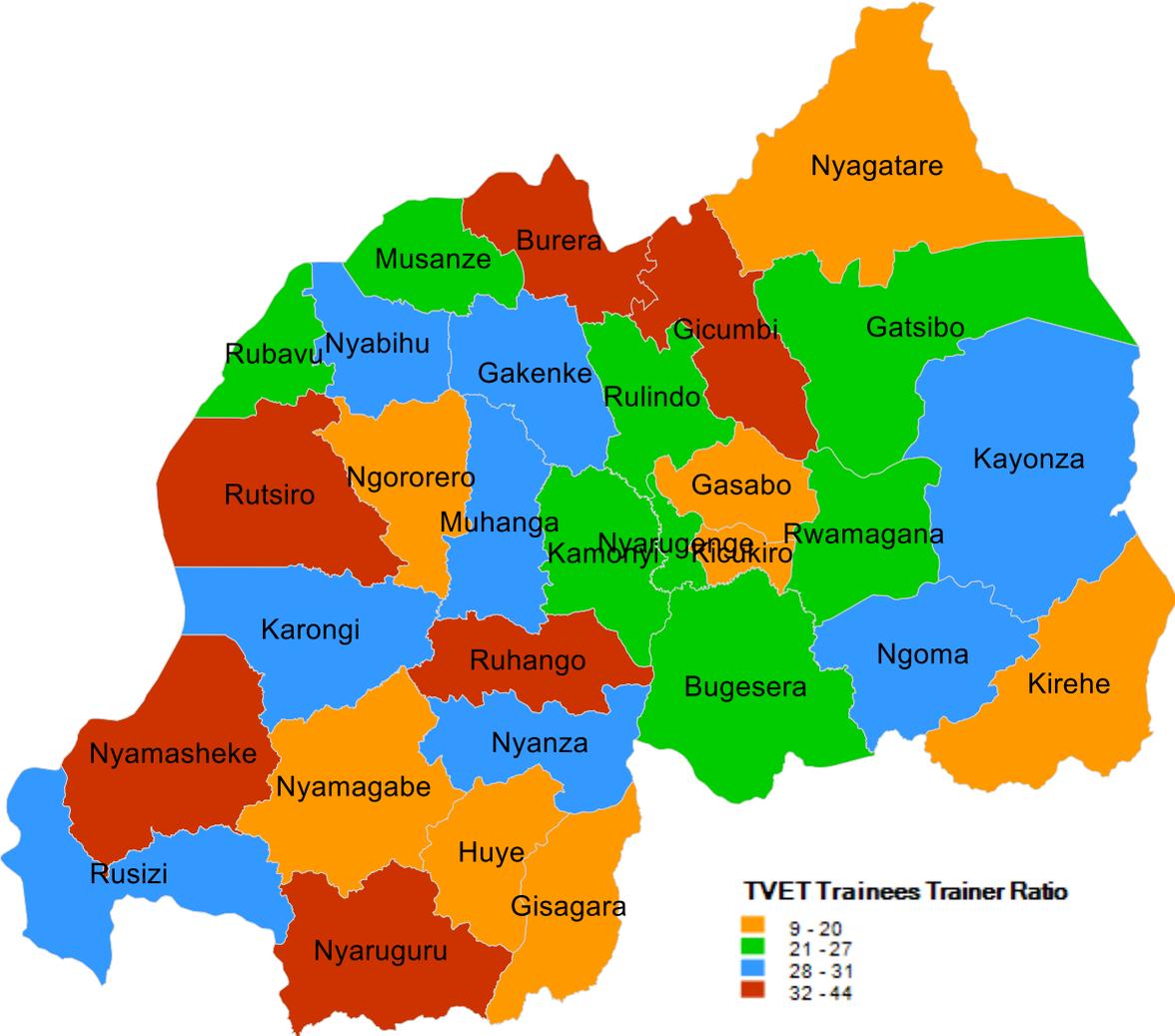
The figure 6.1 illustrates a continuous increase of student enrolled in TVET from 67,919 students in 2011 to 94,373 in 2015. A drastic increase is observed in Technical Tertiary Institutions where the number of student has increased from 1,571 students in 2011 to 5,980 students in 2015 (more than 4 times). Even though the number of students in TVET was generally increasing, the 2015/2016 ESSP target of 98,162 students was not achieved. In addition, more efforts would be required to reach the 2017/2018 ESSP target of 134,185.

Figure 2.1: Trend in TVET students from 2011 to 2015 compare to ESSP targets



The map 6.1 shows that Some district like Nyagatare, Kirehe, Gasabo, Ngororero, Nyamagabe, Huye and Gisagara have very low TVET Trainees trainer ratio less than 20: 1 but there are other districts that have high Trainees trainer ratio like Burera, gicumbi, Nyamasheke, Nyaruguru , Rutsiro and Ruhango more than 32:1.

Map 2.1: TVET Trainees Trainer ratio by district in 2014



Statistics related to Technical Secondary School have been detailed in the section of upper secondary education, while statistics related to Polytechnics will be detailed in section of tertiary education. However, the next section is detailing statistics on Vocational Training Centres (VTCs).

Table 2.2: Profile in VTCs from 2011 to 2015

Year	2011	2012	2013	2014	2015
Total number of students	11,315	13,557	15,592	21,566	20,937
Male	6,920	8,224	10,058	12,265	13,024
Female	4,395	5,333	5,534	9,301	7,913
% Males	61.2%	60.7%	64.5%	56.9%	62.2%
% Females	38.8%	39.3%	35.5%	43.1%	37.8%
Total number of staff	851	1,075	1332	1,796	1,914
Male	550	703	887	1183	1285
Female	301	372	445	613	629
% Male	65%	65%	67%	66%	67%
% Female	35%	35%	33%	34%	33%
Teaching staff (Trainer)	605	780	943	1,302	1,367
Male	402	529	664	895	964
Female	203	251	279	407	403
% Male	66.4%	67.8%	70.4%	68.7%	70.5%
% Female	34.0%	32.0%	29.6%	31.3%	29.5%
Administrative staff	246	295	389	494	547
Male	148	174	223	288	321
Female	98	121	166	206	226
% Male	60.2%	59.0%	57.3%	58.3%	58.7%
% Female	40.0%	41.0%	42.7%	41.7%	41.3%
Pupils: Trainer Ratio	19:1	17:1	17:1	17:1	15:1
Centers	98	116	132	174	183
Classrooms	482	599	647	851	890
Pupils: Classroom Ratio	23:1	23:1	24:1	25:1	24:1
VTC Graduates	7,547	9,734	12,737	16,350	Available after 2016 data collection
Male	4,915	6,150	7,848	10,102	
Female	2,632	3,584	4,889	6,248	

Figure 2.2: Trend of Trainees Enrolment in VTCs from 2010 to 2015

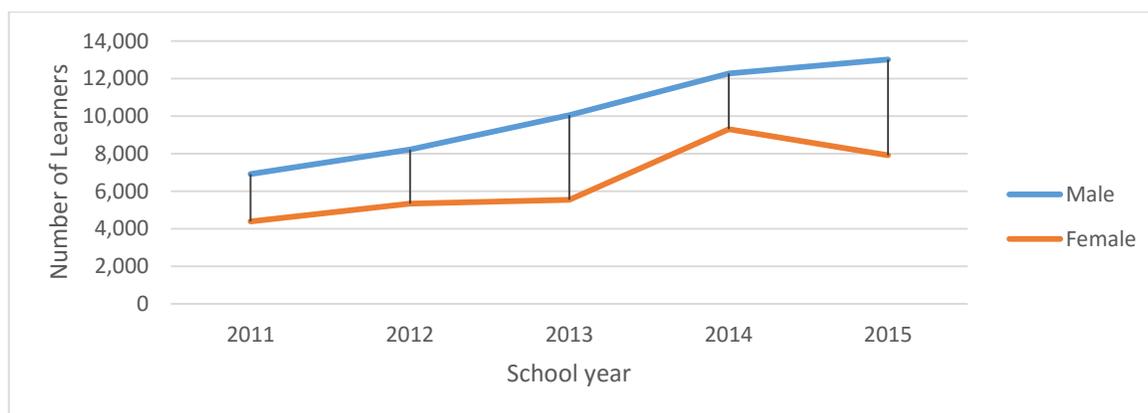


Figure 6.2 proves an increase of trainees enrolled in VTCs that is from 11,315 trainees in 2011 to 21,566 trainees in 2014, but a slight decrease was observed from 21,566 in 2014 to 20,937 in 2015. The analysis shows that during the last five previous years the number of male was always greater than that of female, and the gap between male and female was increasing every.

Figure 2.3: VTCs by ownership status in 2015

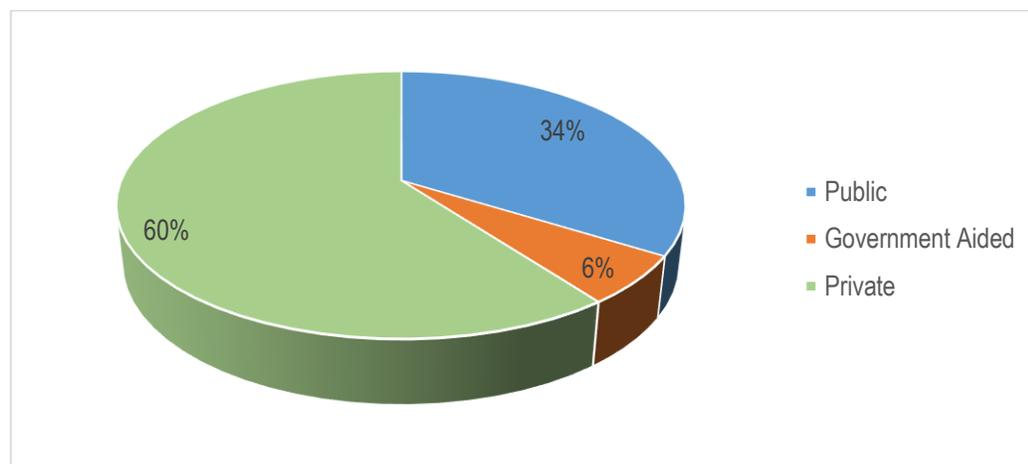


Figure 6.3 indicates that in 2015 a significant percentage of VTCs (60%) were privately run as compared to public VTCs (34%) and government aided VTCs (6%).

Table 6.3 indicates that private VTCs (60.2%) are considerably higher than both public (33.9%) and Government Aided (5.9%). Although, there are a high number of private schools, the enrolment in those schools is less than that of public schools as 47.9% of students are enrolled in public schools while 46.1% are in private schools. Furthermore, the number of male is greater than that of female for trainees and staff.

Table 2.3: VTC student enrolment and staff by ownership status in 2015.

Status	Number of VTC	Students			Staff		
		Male	Female	Total	Male	Female	Total
Public	63	6,809	3,222	10,031	635	253	888
Government Aided	11	721	540	1261	85	40	125
Private	112	5,494	4,151	9,645	565	336	901
Total	186	13024	7913	20937	1285	629	1914

Table 2.4: VTC trainee enrolment by level in 2014 and 2015

Year	2014			2015			
	Male	Female	Total	Male	Female	Total	Percentage
Short training	5,140	4,600	9,740	7,594	4,159	11,753	56.14%
First Year	5,541	3,703	9,244	4,462	3,041	7,503	35.84%
Second Year	1,452	822	2,274	849	613	1,462	6.98%
Third Year	132	176	308	119	100	219	1.05%
Total	12,265	9,301	21,566	13,024	7,913	20,937	100%
Percentage	56.9%	43.1%	100.0%	62.2%	37.8%	100.0%	

Table 6.4 shows a decrease in the number of trainees enrolled in VTCs between 2014 and 2015. The analysis indicates that the number of trainees enrolled in short training is higher (56.1%) than the number of those enrolled in other levels (43.9%) of VTC.

Table 2.5: Percentage of VTC students by sex and by Trade in 2015

Trade	Number of Learners			Percentage by sex		Percentage by trade		
	Boys	Girls	Total	Boys	Girls	Boys	Girls	Total
Field Crop	-	90	90	0.0%	100.0%	0.0%	1.1%	0.4%
Beauty Therapy	9	29	38	23.7%	76.3%	0.1%	0.4%	0.2%
Dressmaking	-	243	243	0.0%	100.0%	0.0%	3.1%	1.2%
Tailoring	344	2,571	2,915	11.8%	88.2%	2.6%	32.5%	13.9%
Food processing	19	243	262	7.3%	92.7%	0.1%	3.1%	1.3%
Panel Beating	27	-	27	100.0%	0.0%	0.2%	0.0%	0.1%
Hairdressing- Aesthetics	342	1,394	1,736	19.7%	80.3%	2.6%	17.6%	8.3%
Front Office	59	51	110	53.6%	46.4%	0.5%	0.6%	0.5%
Crochet Embroidery	40	72	112	35.7%	64.3%	0.3%	0.9%	0.5%
Leather Craft	131	49	180	72.8%	27.2%	1.0%	0.6%	0.9%
Pottery	10	-	10	100.0%	0.0%	0.1%	0.0%	0.0%
Culinary arts	419	1,244	1,663	25.2%	74.8%	3.2%	15.7%	7.9%
Knitting	754	48	802	94.0%	6.0%	5.8%	0.6%	3.8%
Food and Beverage	95	198	293	32.4%	67.6%	0.7%	2.5%	1.4%
ICT	226	133	359	63.0%	37.0%	1.7%	1.7%	1.7%
House Keeping	171	124	295	58.0%	42.0%	1.3%	1.6%	1.4%
Welding	1,222	196	1,418	86.2%	13.8%	9.4%	2.5%	6.8%
Plumbing	300	67	367	81.7%	18.3%	2.3%	0.8%	1.8%
Domestic Electricity	914	233	1,147	79.7%	20.3%	7.0%	2.9%	5.5%
Automotive Electricity	222	72	294	75.5%	24.5%	1.7%	0.9%	1.4%
Carpentry	1,452	221	1,673	86.8%	13.2%	11.1%	2.8%	8.0%
Sport and Medical Massage	19	-	19	100.0%	0.0%	0.1%	0.0%	0.1%
Music	20	10	30	66.7%	33.3%	0.2%	0.1%	0.1%
Masonry	3,122	487	3,609	86.5%	13.5%	24.0%	6.2%	17.2%
Veterinary (Technicians)	51	6	57	89.5%	10.5%	0.4%	0.1%	0.3%
Moto Vehicle Engine Mechanics	3,056	132	3,188	95.9%	4.1%	23.5%	1.7%	15.2%
Total	13,024	7,913	20,937	62.2%	37.8%	100%	100%	100%

Table 6.5 and figure 6.4 show that a large number of students are enrolled in Masonry (17.2%) and in Moto Vehicle Engine Mechanics (15.2%), and most of students enrolled in those trades are male. Female students are more interested in Dressmaking (100%), Field crop (100%), Food Processing (92.7%), tailoring (88.2%) and Hairdressing and Aesthetics (80.3%).

Figure 2.4: Percentage of Male and Female VTC trainees by trade in 2015

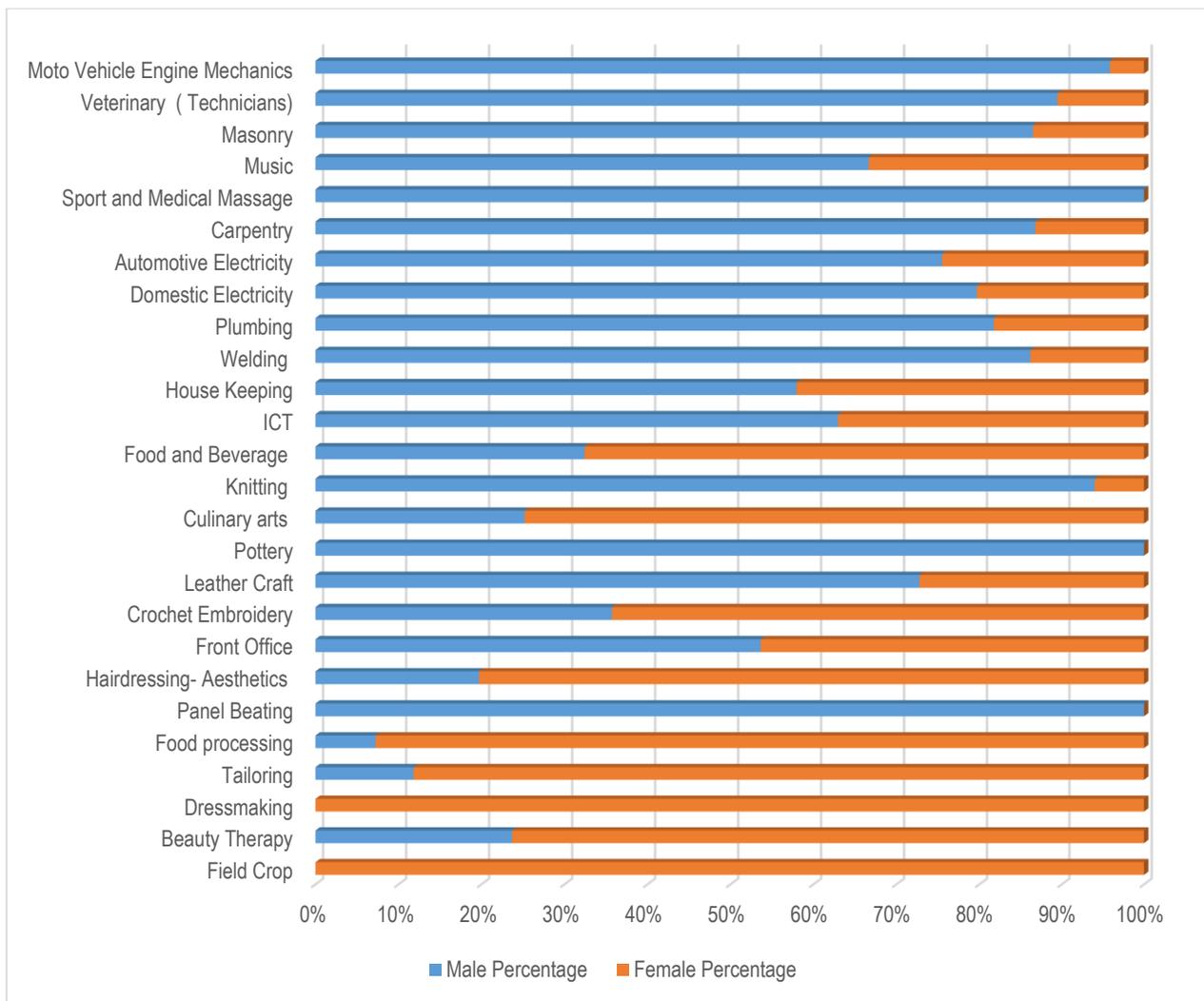


Table 2.6: VTC trainees with disabilities by level in 2015

Year	Hearing	Visual	Mute	Physical	Learning	Multiple disabilities	Total		
							Male	Female	Total
Short training	29	36	6	321	21	17	218	212	430
First Year	22	3	20	102	3	4	49	105	154
Second Year	2	1	2	4	0	0	2	7	9
Third year	0	0	0	0	0	1	0	1	1
Total	53	40	28	427	24	22	269	325	594
Percentage	8.9%	6.7%	4.7%	71.9%	4.0%	3.7%	45.3%	54.7%	100.0%

Table 6.6 indicates that out of a total of 20,937 trainees enrolled in VTCs, 594 (2.8% of trainees) have some forms of disability of which 71.9% have other physical disability.

Table 2.7: VTC orphan students by level in 2015

Level	Student who do not have			Total			% of all students
	Mother	Father	Both Parents	Boys	Girls	Total	
Short training	926	1,709	1,088	2,297	1,426	3,723	59.3%
First Year	529	1,012	463	1,056	948	2,004	31.9%
Second Year	130	154	97	197	184	381	6.1%
Third Year	45	85	38	88	80	168	2.7%
Total	1,630	2,960	1,686	3,638	2,638	6,276	100.0%
Percentage	26.0%	47.2%	26.9%	58.0%	42.0%	100.0%	

Table 6.7 indicates that 6,276 of students enrolled in VTC are orphans, and 47.2% do not have father and (26.9%) do not have both parents.

Table 2.8: VTC graduates by course duration from 2011 and 2014

Course duration	2011			2012			2013			2014		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Short training	2,027	315	2,342	1,924	904	2,828	2,569	1,561	4,130	5,083	2,466	7,549
One year	1,905	1,532	3,437	3,173	1,876	5,049	4,107	2,588	6,695	3,647	3,045	6,692
Two years	860	716	1,576	934	742	1,676	1,029	587	1,616	1,171	484	1,655
Three years	123	69	192	119	62	181	143	153	296	201	253	454
TOTAL	4,915	2,632	7,547	6,150	3,584	9,734	7,848	4,889	12,737	10,102	6,248	16,350
Percentage	50.5%	27.0%	77.5%	48.3%	28.1%	76.4%	48.0%	29.9%	77.9%	61.8%	38.2%	100.0%

Table 6.8 shows that the number of graduates in VTCs has doubled from 7,547 in 2011 to 16,350 in 2014. The analysis indicated that more graduates (46.2%) in 2014 are from short training.

Table 2.9: VTC trainers by skills in 2015

Qualification	Male	Female	Total	Percentage
Vocational certificates	119	105	224	16.39%
A2/D6, D7 Technical Skills	366	145	511	37.38%
A3,D4, D5, GIII Technical Skills	62	36	98	7.17%
A1 Technical Skills	217	30	247	18.07%
A0 Technical Skills	98	27	125	9.14%
Sub Total	862	343	1,205	88.1%
A2/D6, D7 Non-Technical Skills	37	26	63	4.61%
A3, D4, D5, GIII Non-Technical Skills	3	3	6	0.44%
A1 Non-Technical Skills	16	13	29	2.12%
A0 non-Technical Skills	32	14	46	3.37%
Sub Total	88	56	144	10.5%
Masters	5	2	7	0.51%
PhD	1	0	1	0.07%
Others	8	2	10	0.73%
Total	964	403	1,367	100.0%

Table 6.9 indicates that the percentage of male trainers in VTCs (70.5%) is higher than that of females (29.5%); most of trainers (88.1%) have technical skills.

Table 2.10: VTC number of computer per users in 2015

Province	Description	Number of computers			
		For trainees	For Trainers	For Administrative staff	Total
East	Computers	385	69	82	536
	Users	3483	260	99	3842
	Ratio[1]	9	4	1	7
Kigali City	Computers	303	102	78	483
	Users	3640	250	97	3987
	Ratio	12	2	1	8
North	Computers	170	4	36	210
	Users	2552	143	63	2758
	Ratio	15	36	2	13
West	Computers	196	22	62	280
	Users	4932	274	119	5325
	Ratio	25	12	2	19
South	Computers	464	35	122	621
	Users	6330	440	169	6939
	Ratio	14	13	1	11
Rwanda	Computers	1,518	232	380	2,130
	Users	20,937	1,367	547	22,851
	Ratio	14:1	6:1	1:1	11:1

Table 6.10 shows that at national level 14 students use one computer, while the ratio stands at 6 for teaching staff and at 1 for administrative staff. The analysis shows that the Western Province has the highest student's computer ratio (25:1) while Eastern Province has the lowest students' computer ratio (9:1).

Table 2.11: VTCs with water and electricity supply by province in 2015

Province	Description	Item	Rain water harvesting system	Tap water supply	Hydro electricity supply	Solar power	Electric power generator supply	Biogas system
East	Schools with	Number	18	18	22	5	12	3
		Percentage	51%	51%	63%	14%	34%	9%
	Schools without	Number	17	17	13	30	23	32
		Percentage	49%	49%	37%	86%	66%	91%
Kigali City	Schools with	Number	19	20	24	2	12	2
		Percentage	68%	71%	86%	7%	43%	7%
	Schools without	Number	9	8	4	26	16	26
		Percentage	32%	29%	14%	93%	57%	93%
North	Schools with	Number	15	14	18	2	1	1
		Percentage	63%	58%	75%	8%	4%	4%
	Schools without	Number	9	10	6	22	23	23
		Percentage	37%	42%	25%	92%	96%	96%
West	Schools with	Number	22	19	21	2	6	0
		Percentage	51%	44%	49%	5%	14%	0%
	Schools without	Number	21	24	22	41	37	43
		Percentage	49%	56%	51%	95%	86%	100%
South	Schools with	Number	39	37	29	12	27	6
		Percentage	74%	70%	55%	23%	51%	11%
	Schools without	Number	14	16	24	41	26	47
		Percentage	26%	30%	45%	77%	49%	89%
Rwanda	Schools with	Number	113	108	114	23	58	12
		Percentage	62%	59%	62%	13%	32%	7%
	Schools without	Number	70	75	69	160	125	171
		Percentage	38%	41%	38%	87%	68%	93%

Table 6.11 reveals that at national level 62% of VTCs use of rain water harvesting systems, 59% use Water tap supply and 62% use Hydro- electricity supply. The southern province has the highest percentages of schools with rain water harvesting system (74%), while Kigali city has the highest percentage of tap water supply (71%) and Hydro- electricity supply (86%). The Eastern and Western Provinces have the lowest percentage of schools with rain water harvesting systems with 51% each province, Western Province has the lowest percentage of schools with Water tap supply (44%) and Hydro- electricity supply (49%).

Table 2.12: Number of toilets in secondary schools in 2015

Province	Users	Number of toilets			Users per Toilet		
		For Female	For Male	Total	For Female	For Male	Overall
East	Student	145	143	288	13	11	12
	Staff	42	43	85	6	3	4
	Total	187	186	373	12	9	10
Kigali City	Student	140	139	279	16	11	13
	Staff	43	48	91	6	2	4
	Total	183	187	370	13	8	11
North	Student	100	114	213	13	11	12
	Staff	18	21	39	7	4	5
	Total	118	135	252	12	10	11
West	Student	135	140	275	27	10	18
	Staff	37	45	82	7	3	5
	Total	172	185	357	22	8	15
South	Student	224	249	473	18	9	13
	Staff	39	43	82	10	5	7
	Total	263	292	555	17	9	13
Rwanda	Student	744	785	1528	18	10	14
	Staff	179	200	379	7	3	5
	Total	922	985	1907	16	9	12

Table 6.12 illustrates the number of toilets for male and for Female, those toilet are separately used by students and staff. The analysis shows that in Western Province there is a big number of students per toilet compared to other provinces, the ratio in that province is 18 pupils per toilet but the average national ratio stands at 14 students per toilet. The Southern Province show also a big number of staff per toilet compared to other provinces, the ratio in that province is 7 staff per toilet while the average ratio at national level is 5 staff per toilet.

3 TERTIARY EDUCATION

In 2015, there were 44 Tertiary Education Institutions of which 12 were public and 32 private. Table 7.1 below shows the number of students enrolled in tertiary education (Higher education, schools of nursing, colleges and technical institutions). Student enrolment continued to increase steadily in tertiary institutions between 2011 and 2014 although a slight decrease was observed in 2015 especially in public institutions.

From 2012 the number of students enrolled in private institutions outnumbered that of students enrolled in public institutions where in 2015, private institutions recorded 49,888 students (57.8%) while public institutions recorded 36,427 students (42.2%).

Table 3.1: Profile of tertiary education students from 2011-2015

STATUS	Gender	2011	2012	2013	2014	2015
Public	Male	25,023	25,081	26,839	25,376	24,919
	Female	12,879	12,551	13,892	12,383	11,508
	% Male	66.0%	66.6%	65.9%	67.2%	68.4%
	% Female	34.0%	33.4%	34.1%	32.8%	31.9%
Sub-Total		37,902	37,632	40,731	37,759	36,427
Private	Male	16,852	17,669	20,381	22,491	23,949
	Female	18,920	21,328	23,336	26,763	25,939
	% Male	47.1%	45.3%	46.6%	45.7%	48.0%
	% Female	52.9%	54.7%	53.4%	54.3%	52.0%
Sub-Total		35,772	38,997	43,717	49,254	49,888
Public and Private	Male	41,875	42,750	47,220	47,867	48,868
	Female	31,799	33,879	37,228	39,146	37,447
	% Male	56.8%	55.8%	55.9%	55.0%	56.6%
	% Female	43.2%	44.2%	44.1%	45.0%	43.4%
General Total		73,674	76,629	84,448	87,013	86,315
student per 100000 inhabitant	Male	808	800	912	901	
	Female	575	595	670	688	
	TOTAL	687	695	787	791	

Figure 3.1: Tertiary education students by sex from 2010-2014

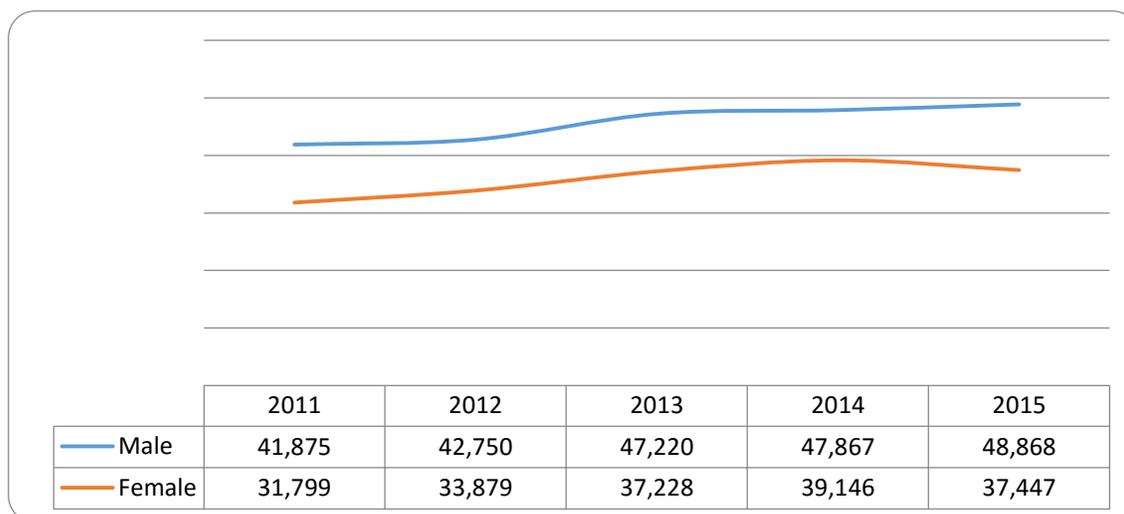


Figure 7.1 illustrates a steady increase in number of student enrolled in tertiary education, although a decrease in number of female students was observed in 2015. The number of male continues to be greater than that of female

Table 3.2: Students enrolment in tertiary education from 2011 to 2014/2015

Tertiary Education	2011	2011-12	2012-13	2013-14	2014-15
Higher Learning Institutions					
Degree Offering Institutions	68,671	70,327	77,120	77,219	79,006
Diploma Offering Institutions	3,718	3,970	3,893	4,449	1,329
Sub Total	72,389	74,297	81,013	81,668	80,335
TVET					
Diploma Offering Institutions	1,285	2,332	3,435	5,345	5,980
Sub Total	1,285	2,332	3,435	5,345	5,980
General total	73,674	76,629	84,448	87,013	86,315

Table 7.2 that follows illustrates the number of students enrolled in tertiary education, categorized by Degree/Diploma offering institutions (in both Higher Learning Institutions and Polytechnics). Among 86,315 students enrolled in tertiary education in 2015: 79,006 (91.5%) are students in Degree awarding Higher Learning Institutions, 1,329 (1.5%) are students in Diploma awarding Higher Learning Institutions, while the remaining 5,950 students (11%) are in Diploma awarding Polytechnics.

Table 3.3: Enrolment of students in tertiary education by exit award in 2015

Exit awards	Number			Percentage by sex		Percentage by Exit award
	Male	Female	Total	Male	Female	
Certificate	661	598	1,259	52.5%	47.5%	1.5%
Diploma/Advanced Diploma	8,266	4,893	13,159	62.8%	37.2%	15.1%
Bachelor's degree	36,330	30,189	66,519	54.6%	45.4%	77.1%
Post-graduate Certificate	40	17	57	70.2%	29.8%	0.1%
Post-graduate Diploma	808	396	1,204	67.1%	32.9%	1.4%
Master's	2,625	1,323	3,948	66.5%	33.5%	4.6%
PhD	138	31	169	81.7%	18.3%	0.2%
TOTAL	48,868	37,447	86,315	56.6%	43.4%	100%

Table 7.3 indicate that the majority of students, 81.7% were enrolled in Bachelor's Degree Programme, 13.3% in Diploma and Advance Diploma Programme and 3.4% in Masters Degree Programme

Table 3.4: Tertiary Students by Fields of Education

Field of education	Number of Students			Percentage by Sex			Percentage by Field of Education		
	M	F	Total	M	F	Total	M	F	Total
Education	9006	5375	14381	62.6%	37.4%	100%	18.4%	14.4%	16.7%
Humanities and arts	2607	1042	3,649	71.4%	28.6%	100%	5.3%	2.8%	4.2%
Social sciences, Business and law	17506	20433	37939	46.1%	53.9%	100%	35.8%	54.6%	44.0%
Science	6577	3038	9615	68.4%	31.6%	100%	13.5%	8.1%	11.1%
Engineering, manufacturing and construction	5462	1249	6711	81.4%	18.6%	100%	11.2%	3.3%	7.8%
Agriculture	3253	1430	4683	69.5%	30.5%	100%	6.7%	3.8%	5.4%
Health and welfare	3355	3350	6705	50.0%	50.0%	100%	6.9%	8.9%	7.8%
Services	1102	1530	2632	41.9%	58.1%	100%	2.3%	4.1%	3.0%
TOTAL	48,868	37,447	86,315	56.6%	43.4%	100%	100%	100%	100%

Table 7.4 shows Tertiary Fields of Education where more students are enrolled in Social Sciences, Business and Law (44.0%), followed by the field of Education (16.7%). On the other hand, fewer students are found in the field of Humanities and Arts (4.2%) and Services (3.0%).

More female students are interested in the field of Social Sciences, Business and Law (54.6%), and Education (14.4%), and similarly more male students are found in those fields of study. More details on tertiary students by field of education and status are highlighted in annex 42.

Figure 3.2: Trend in student enrolment in tertiary institutions (2011-2015)

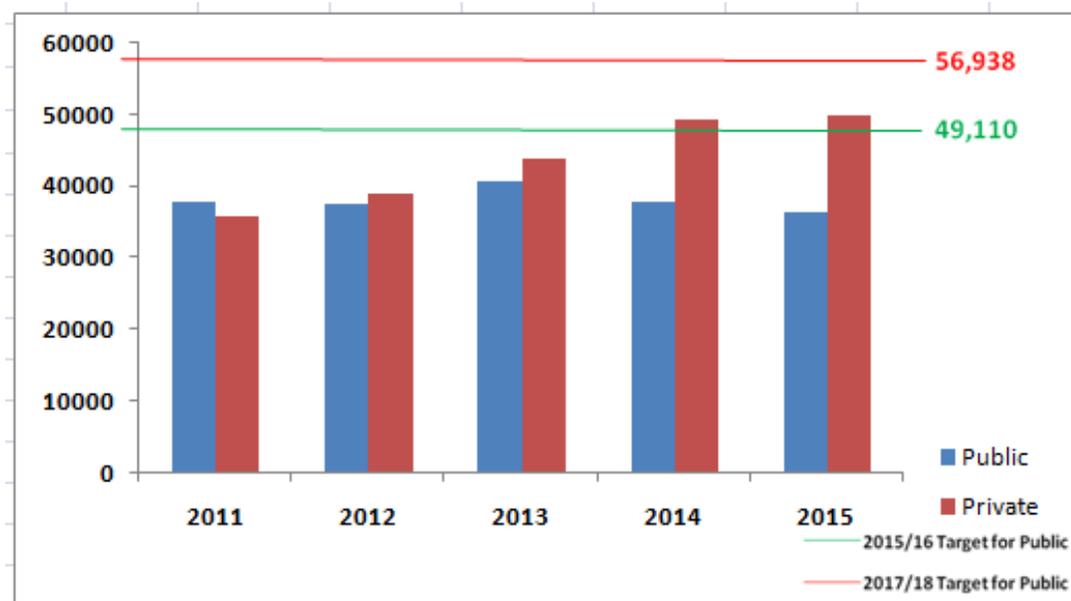


Figure 7.3 indicates that from 2012 enrolment in private tertiary institutions exceeded that of public institutions, and the 2015/2016 ESSP target of 49,110 students enrolment in public institutions was not yet achieved while the 2017/2018 ESSP target is to achieve 56,938 students enrolled in public institutions.

Table 3.5: Tertiary education students with disability in 2015

Level	Hearing	Visual	Dumb	Other physical	Mental	Multiple disabilities	Total		
							M	F	Total
Certificate	0	0	0	0	4	0	2	2	4
Diploma	1	0	0	0	0	0	0	1	1
Advanced Diploma	2	1	3	9	8	0	13	10	23
Bachelors	11	46	0	53	2	1	80	33	113
Postgraduate Certificate	0	0	0	0	0	0	0	0	0
Postgraduate Diploma	0	0	0	0	0	0	0	0	0
Master's	0	0	0	1	0	0	1	0	1
PhD	0	0	0	0	0	0	0	0	0
TOTAL	14	47	3	63	14	1	96	46	142
Percentage	9.9%	33.1%	2.1%	44.4%	9.9%	0.7%	67.6%	32.4%	100%

Table 7.5 indicates that 114 (0.2%⁵) of students enrolled in Tertiary education have some form of disability, of which 63 (44.4%) have other physical disabilities.

Table 3.6: Profile of tertiary education staff in 2015

Status	Sex	Academic staff			Administrative & support staff			TOTAL		
		Rwandan	Foreigners	Total	Rwandan	Foreigners	Total	Rwandan	Foreigners	Total
Public	Male	1,467	185	1,652	725	11	736	2,192	196	2,388
	Female	378	34	412	437	0	437	815	34	849
	Sub total	1,845	219	2,064	1,162	11	1,173	3,007	230	3,237
Private	Male	1384	280	1,664	758	47	805	2,142	327	2,469
	Female	238	83	321	373	31	404	611	114	725
	Sub total	1,622	363	1,985	1,131	78	1,209	2,753	441	3,194
Total	Male	2,851	465	3,316	1,483	58	1,541	4,334	523	4,857
	Female	616	117	733	810	31	841	1,426	148	1,574
	General total	3,467	582	4,049	2,293	89	2,382	5,760	671	6,431

Table 7.6 indicates that the number of male staff 4,857 (75.5%) significantly exceeds that of their female counterparts 1,574 (24.5%). Rwandan Staff in tertiary institutions number 5,760 (89.5%), while foreigners account for 671 (10.5%). Academic Staff number 4,049 (62.9%), while Administrative and Support Staff number 2,382 (31.1%). The detail on academic ranking of academic staff is provided in annex 45.

Table 3.7: Number of academic staff by Qualification and origin in 2015

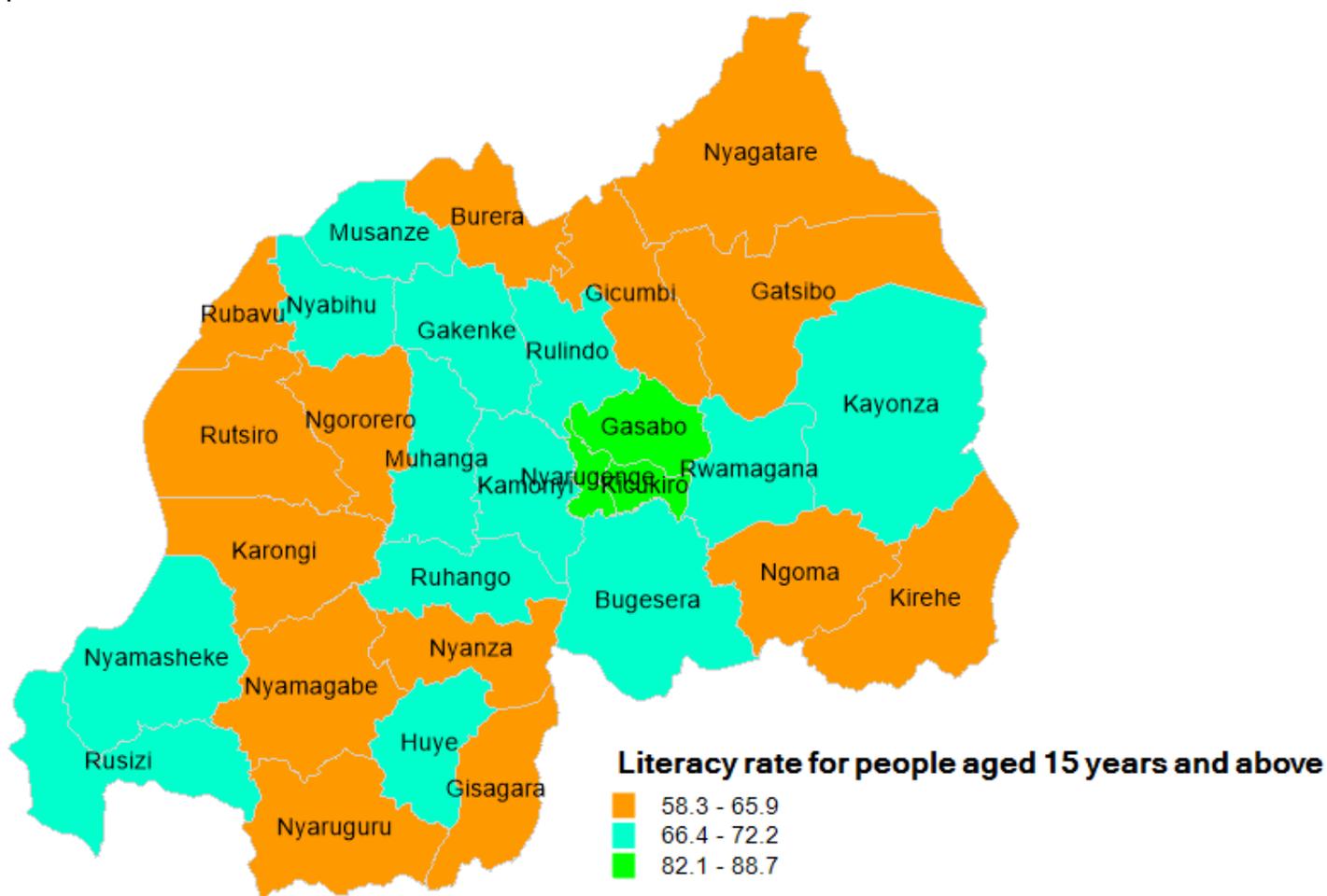
Qualification	Rwandans		Foreigners		TOTAL			%
	M	F	M	F	M	F	M+F	
PhDs	374	39	195	41	569	80	649	16.0%
Masters	1,556	337	235	68	1,791	405	2,196	54.2%
Bachelors	715	208	56	13	771	221	992	24.5%
Others	180	26	5	1	185	27	212	5.2%
Total	2,825	610	491	123	3,316	733	4,049	100%

Table 7.7 illustrates the total number of academic staff in tertiary education institutions by their qualification, 54.2% represent Master's degree holders, 24.5% for Bachelor's degree holders and the lowest percentage of 16.0% is for PhDs.

⁵ 0.2% is the percentage of 142 students with disability divided by 86,315 all student enrolled in tertiary

4 ADULT LITERACY EDUCATION

The Fourth Rwanda Population and Housing Census revealed that the Literacy Rate among the population aged 15 and above was 68.3% in 2012. A high illiteracy rate is observed for people aged 45 and above. It is in this regard that the Ministry of Education collects data from Adult Literacy Centers in order to plan how to reduce the number of illiterate people by measuring annual progress and identify needs for further interventions. Data on Literacy rate for those aged 15 years and above by sex, province, district and Area of residence in 2012 is provided in annex 47.



Map 4.1: Literacy rate for people aged 15 years and above by district in 2012⁶

⁶ Data from RPHC4, NISR, Educational characteristics of the population, Table 52, page 94

Table 4.1: Trend in Adult Literacy centres from 2013 to 2015

Year	2013	2014	2015
Learners	122,141	112,656	95,829
Male	46,529	42,603	36,987
Female	75,612	70,053	58,842
<i>% of Male</i>	38.1%	37.8%	38.6%
<i>% of Female</i>	61.9%	62.2%	61.4%
South	35,810	31,180	24,482
West	32,359	32,511	26,789
East	26,619	26,860	23,176
North	24,391	19,795	18,851
Kigali City	2,962	2,310	2,531
Instructors	5,848	5,571	5,240
Male	3,757	3,601	3,411
Female	2,091	1,970	1,829
<i>% of Male</i>	64.2%	64.6%	65.1%
<i>% of Female</i>	35.8%	35.4%	34.9%
South	1,556	1,472	1,233
Western	1,673	1,687	1,578
Eastern	1,163	1,164	1,092
North	1,255	1,080	1,138
Kigali City	201	168	199
Centers	4,706	4,602	4,313
South	1,216	1,152	948
Western	1,182	1,252	1,158
Eastern	1,113	1,108	1,046
North	1,062	973	1014
Kigali City	133	117	147

Table 8.1 provides an overview on history of Adult Literacy Education: Literacy centres, learners and instructors from 2013 to 2015.

Figure 4.1: Adult literacy learners from 2013 to 2015

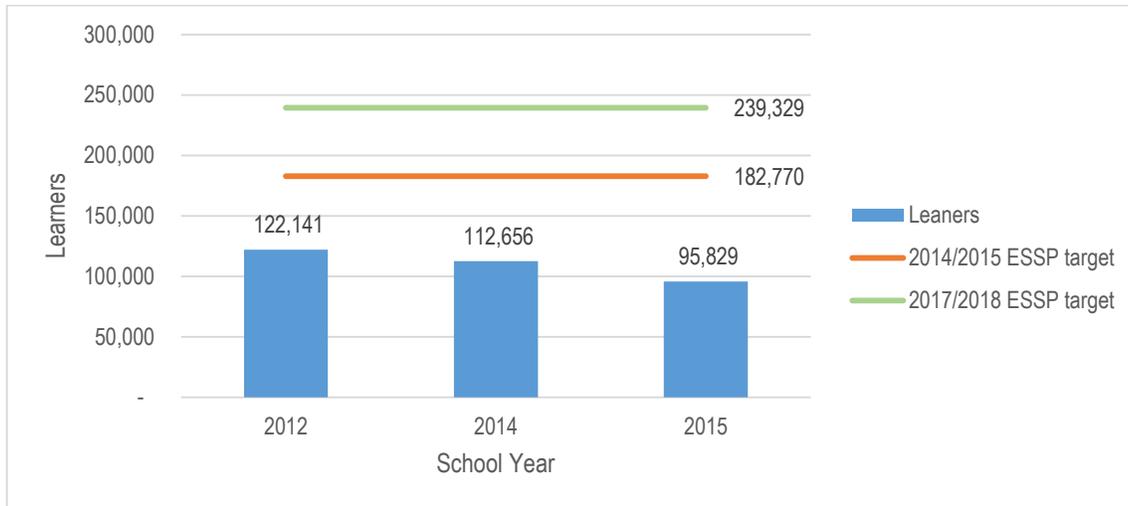
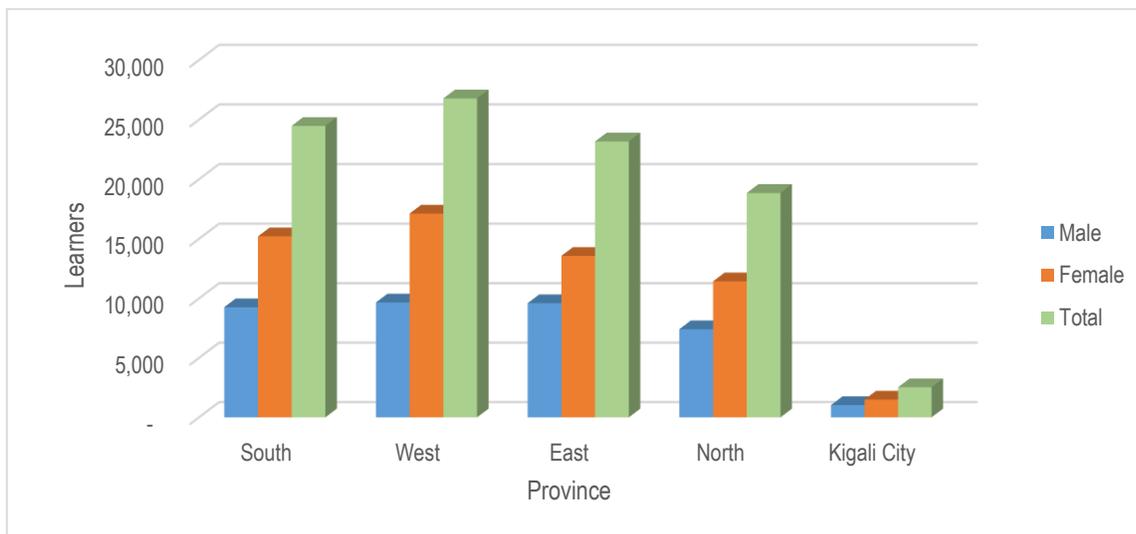


Figure 8.1 shows that the number of learners has been progressively decreasing since 2013, and thus the 2015/2016 ESSP target of 182,770 learners in adult literacy centres was not achieved. If this trend continues it will not be easy to achieve the 2017/2018 ESSP target of 239,329 learners.

Figure 4.2: Enrolment of adult literacy learners by Province in 2014



The RPHC4 revealed that the percentage of illiterate people in Kigali City was 12%, while other provinces were above 30%. Figure 8.2 indicates that the Western province has the highest number of adult literacy learners (26,789) while Kigali City has the least number of learners (2,531). Out of 95,829 learners in Adult Literacy, 61.4% are female.

Figure 4.3: Adult literacy instructors by Province in 2014

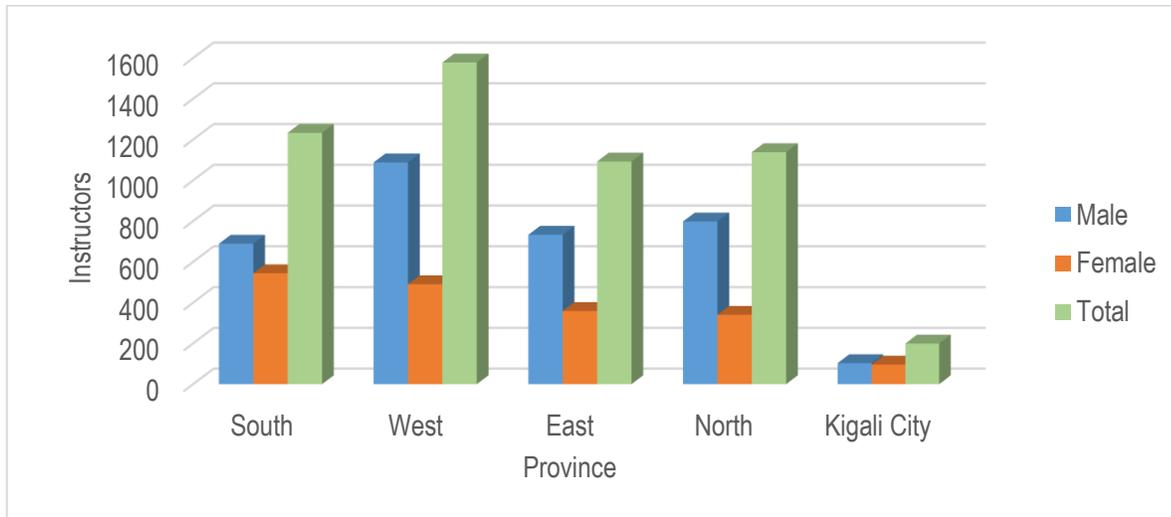


Figure 8.3 indicates that the highest number of adult literacy instructors are located in Western Province (30.1%), while the least number of instructors are located in Kigali City (3.8%). Out of 5,240 instructors in Adult Literacy, 65.1% are male.

Figure 4.4: Adult literacy centres by owners in 2014

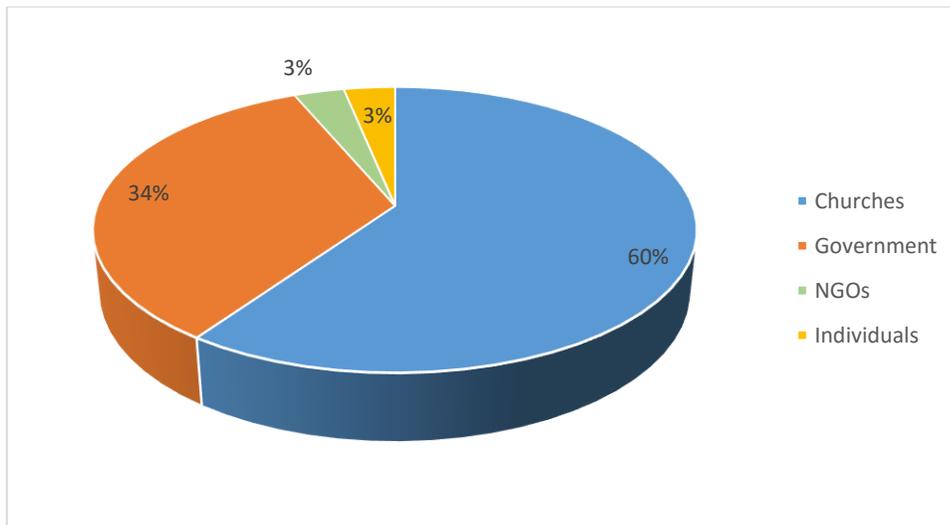


Figure 8.4 shows literacy centres by ownership; the highest percentage of Adult Literacy Centres are owned by Churches (60%).

5 CONCLUSION

This 2015 Education Statistical Yearbook highlights some key points which should be taken into consideration for the improvement of education system in Rwanda and quality of education in particular.

In pre-primary education, enrolment has increased from 159,291 children in 2014 to 183,658 children in 2015, and the number of institutions has increased from 2,431 schools in 2014 to 2,618 schools in 2015. Similarly, both the Net Enrolment Rate (NER) and the Gross Enrolment rate (GER) have improved although neither have met their respective 2014/15 targets and much needs to be done to accelerate progress in this area.

The primary education statistics show that for the last three years the gross enrolment rate increase from 134.3% in 2014 to 135.3% in 2015, the net enrolment rate increased from 96.8% in 2014 to 96.9% in 2015. The repetition rate slightly improved compared to previous years, as have the dropout and promotion rates. However, despite improvement in some indicators, these key ESSP targets have not yet been reached.

In secondary education, enrolment has reduced (in particular at lower secondary level) though the number of schools and staff has increased. The numbers of students in lower secondary have actually decreased since 2013 but repetition rates have remained unchanged. Similarly, statistics on Upper Secondary show that enrolment has decreased this year while the repetition rate has improved.

TVET is composed of vocational training centers, technical secondary school and polytechnics. In this area of education, enrolment has increased significantly, though not quite enough to reach the 2015/16 ESSP target. The number of trained staff has increased in line with enrolment, in order to preserve the quality of education.

The decrease in number of adult literacy learners is not encouraging as the adult literacy rate is still low especially for people aged 45 and above. Further analysis is required to assess this issue.

In Tertiary Education, enrolment has slightly reduced from 87,013 students in 2014 to 86,315 students in 2015. On the other hand, the number of students in private tertiary institutions has slightly increased, highlighting the important role of public private partnerships in education.

6 RECOMMENDATIONS

There are a number of recommendations and achievable strategies to address those areas that still require more effort to meet international and national target in education sector:

- The student registration form should be made available electronically (host it on MINEDUC website for online students registration) and fully implemented so as to address issues related to Gross Enrolment Rate, Net Enrolment Rate, dropout and repetition rate
- A follow up should be made by the Ministry of Education to inspect the reason behind the decrease of completion rate in Basic Education
- A study should be conducted by the Ministry of Education to investigate the reasons behind the decrease in enrolment in secondary and tertiary education.
- Study on the non-improvement of the repetition and dropout rates in Nine Years Basic Education (primary and lower secondary education) should be carried out.
- A study should be conducted by the Ministry of Education to investigate the reasons behind the low girls' enrolment especially in VTCs, Polytechnics and High Learning Institutions.
- To increase the number of classrooms, number of Teachers and equipment in pre-primary schools so as to address problems related to GER, NER and children classroom ratio observed in that level of education.
- Some Education Indicators have not yet reached the set ESSP targets since they seem more ambitious and/or incorrectly set such that they do not reflect the current situation of the education system in Rwanda.
- To mobilise and encourage parents to enrol their children at pre-primary education.
- After publication of the Education Statistical Yearbook, a feedback should be made by the Ministry of Education to collaborate with local government for solving the problems highlighted in Education system.

ANNEXES

Annex 1: Pre-primary pupil enrolment by level from 2013 to 2015

Level	2013			2014			2015		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Nursery 1	47,129	50,163	97,292	46,458	49,071	95,529	49,215	51,838	101,053
Nursery 2	11,666	11,938	23,604	13,768	14,320	28,088	16,445	16,889	33,334
Nursery 3	10,623	10,952	21,575	17,646	18,028	35,674	24,475	24,796	49,271
Total	69,418	73,053	142,471	77,872	81,419	159,291	90,135	93,523	183,658

Annex 2: Pre-primary schools, Classrooms, pupils and staff by district in 2015

District	School	Classroom	Pupils			Staff		
			Male	Female	Total	Male	Female	Total
Gisagara	21	34	839	935	1,774	4	27	31
Huye	98	173	4,278	4,371	8,649	19	182	201
Kamonyi	98	168	3,919	4,105	8,024	10	179	189
Muhanga	120	177	4,143	4,170	8,313	22	187	209
Nyamagabe	69	100	2,942	3,242	6,184	31	100	131
Nyanza	80	120	4,043	4,008	8,051	12	122	134
Nyaruguru	45	55	1,307	1,521	2,828	9	51	60
Ruhango	69	88	2,126	2,279	4,405	19	97	116
South	600	915	23,597	24,631	48,228	126	945	1,071
Karongi	82	111	2,651	2,683	5,334	12	120	132
Ngororero	105	124	3,231	3,501	6,732	22	111	133
Nyabihu	68	88	1,910	1,948	3,858	39	67	106
Nyamasheke	85	91	2,263	2,361	4,624	12	89	101
Rubavu	96	154	2,687	2,914	5,601	61	167	228
Rusizi	102	149	3,338	3,328	6,666	63	134	197
Rutsiro	89	84	2,334	2,575	4,909	21	76	97
West	627	801	18,414	19,310	37,724	230	764	994
Bugesera	67	153	2,454	2,626	5,080	45	128	173
Gatsibo	131	158	3,598	3,668	7,266	55	128	183
Kayonza	57	90	1,566	1,764	3,330	32	92	124
Kirehe	43	62	1,529	1,584	3,113	14	53	67
Ngoma	78	107	2,479	2,594	5,073	28	94	122
Nyagatare	105	242	3,999	3,982	7,981	132	195	327
Rwamagana	136	201	4,214	4,315	8,529	88	204	292
East	617	1,013	19,839	20,533	40,372	394	894	1,288
Burera	89	103	2,350	2,602	4,952	58	82	140
Gakenke	129	169	3,397	3,575	6,972	44	143	187
Gicumbi	121	162	4,042	3,984	8,026	31	148	179
Musanze	101	155	3,130	3,388	6,518	41	175	216
Rulindo	86	111	3,585	3,620	7,205	10	117	127
North	526	700	16,504	17,169	33,673	184	665	849
Gasabo	110	338	5,442	5,653	11,095	63	453	516
Kicukiro	95	291	4,191	4,170	8,361	69	424	493

Nyarugenge	43	125	2,138	2,054	4,192	33	141	174
Kigali City	248	754	11,771	11,877	23,648	165	1,018	1,183
Rwanda	2,618	4,183	90,125	93,520	183,645	1,099	4,286	5,385

Annex 3: Pre-primary schools with suitable games and learning materials for pupils in 2015

Games and learning materials	Schools by Province					Total	
	East	Kigali City	North	West	South	Number	Percentage
Swings	68	92	39	32	48	279	11%
Ladders	33	55	30	27	21	166	6%
Rope trees and nets	41	30	30	15	33	149	6%
Climbing and gym equipment	30	40	37	35	30	172	7%
Rocking	12	23	18	6	7	66	3%
Roundabouts	27	35	23	19	28	132	5%
Bats and Balls	111	74	62	71	73	391	15%
Toboggan : Sliding games	41	55	34	26	23	179	7%
Balance and fitness	38	55	43	41	48	225	9%
Ropes used in different games	83	82	68	61	79	373	14%
Puzzles	108	68	131	105	104	516	20%
Small Bicycle	21	23	20	21	17	102	4%
Small Balls	212	148	166	174	181	881	34%
Big circles	55	32	25	35	40	187	7%
Hand puppets	100	61	112	111	92	476	18%
Cubes shapes	127	69	125	116	110	547	21%
Spring Rockers	25	14	20	27	17	103	4%
Toys	118	127	148	129	145	667	25%
Others (specify.....)	42	32	33	27	30	164	6%

Annex 4: Number of Pre-primary staff trained in 2015

Subject	Number of staff trained			Percentage		
	Male	Female	Total	Male	Female	Total
Health	106	300	406	10%	7%	8%
Environmental Protection	66	127	193	6%	3%	4%
English	178	767	945	16%	18%	18%
Gender issues	40	75	115	4%	2%	2%
New Curriculum	60	193	253	5%	5%	5%
School management	81	282	363	7%	7%	7%
ICT	102	146	248	9%	3%	5%
Teaching methodology	93	283	376	8%	7%	7%

Education statistical tools	249	1143	1392	23%	27%	26%
Others	66	115	181	6%	3%	3%

Annex 5: Pre-primary schools with access to water and electricity by districts in 2015

Province /District	Total School	Schools with					
		Rain water harvesting system	Tap water supply	Hydro electricity supply	Solar power	Electric power generator supply	Biogas system
Gisagara	21	2	0	0	1	0	0
Huye	98	8	17	25	10	2	0
Kamonyi	98	14	9	7	1	6	0
Muhanga	120	0	4	4	0	0	0
Nyamagabe	69	8	8	9	3	2	0
Nyanza	80	4	5	15	0	4	0
Nyaruguru	45	3	4	3	0	1	0
Ruhango	69	8	5	3	1	1	0
South	600	47	52	66	16	16	0
Karongi	82	12	11	6	4	0	0
Ngororero	105	8	3	4	3	0	0
Nyabihu	68	0	5	10	1	2	1
Nyamasheke	85	0	5	8	0	0	1
Rubavu	96	0	24	11	3	4	0
Rusizi	102	0	12	11	2	3	0
Rutsiro	89	4	7	5	3	0	0
West	627	24	67	55	16	9	2
Bugesera	67	0	11	10	3	2	0
Gatsibo	131	0	5	2	1	0	0
Kayonza	57	0	9	9	1	2	2
Kirehe	43	4	5	0	0	0	0
Ngoma	78	0	10	8	4	0	0
Nyagatare	105	19	16	21	3	1	0
Rwamagana	136	18	15	19	1	4	1
East	617	41	71	69	13	9	3
Burera	89	3	2	4	1	0	0
Gakenke	129	7	10	11	1	0	0
Gicumbi	121	17	12	6	3	1	0
Musanze	101	7	11	11	0	2	0
Rulindo	86	0	27	6	1	0	0
North	526	34	62	38	6	3	0
Gasabo	110	6	29	29	2	6	0
Kicukiro	95	34	59	57	1	11	0
Nyarugenge	43	12	14	14	1	4	0

Kigali City	248	52	102	100	4	21	0
Rwanda	2,618	198	354	328	55	58	5

Annex 6: Primary schools by ownership in 2015

Type of ownership	Number of School	Percentage
Government	716	26.0%
Catholic	1129	41.0%
Protestant	635	23.1%
Adventist	51	1.9%
Islamic	17	0.6%
Parents associations	107	3.9%
Other	97	3.5%
Total	2752	100.0%

Annex 7: Primary pupils' enrolment by District in 2014 and 2015

District	2014			2015		
	Boys	Girls	Total	Boys	Girls	Total
Gisagara	36,454	37,951	74,405	38,777	39,231	78,008
Huye	31,203	32,358	63,561	32,929	33,343	66,272
Kamonyi	40,700	40,965	81,665	41,689	41,534	83,223
Muhanga	34,754	35,387	70,141	34,953	35,075	70,028
Nyamagabe	41,852	43,217	85,069	42,294	43,324	85,618
Nyanza	35,947	35,654	71,601	37,400	37,050	74,450
Nyaruguru	36,328	36,711	73,039	35,983	36,608	72,591
Ruhango	37,920	37,813	75,733	39,157	38,530	77,687
Southern	295,158	300,056	595,214	303,182	304,695	607,877
Karongi	42,160	42,939	85,099	43,189	42,864	86,053
Ngororero	40,441	43,467	83,908	41,227	43,788	85,015
Nyabihu	34,329	36,443	70,772	34,460	36,344	70,804
Nyamasheke	47,665	49,228	96,893	47,072	47,335	94,407
Rubavu	42,694	44,101	86,795	44,656	45,657	90,313
Rusizi	46,145	46,220	92,365	47,234	47,044	94,278
Rutsiro	41,543	43,231	84,774	40,999	42,382	83,381
Western	294,977	305,629	600,606	298,837	305,414	604,251
Bugesera	40,149	41,752	81,901	41,577	42,584	84,161
Gatsibo	52,670	54,870	107,540	54,048	56,146	110,194
Kayonza	40,906	42,268	83,174	43,269	44,353	87,622
Kirehe	39,556	41,306	80,862	41,294	42,678	83,972
Ngoma	36,718	36,925	73,643	38,327	38,824	77,151
Nyagatare	55,713	58,224	113,937	57,854	59,843	117,697
Rwamagana	34,206	35,239	69,445	35,843	36,280	72,123
Eastern	299,918	310,584	610,502	312,212	320,708	632,920
Burera	43,189	46,925	90,114	42,549	45,838	88,387
Gakenke	37,358	39,155	76,513	37,353	38,513	75,866
Gicumbi	46,439	49,409	95,848	46,601	48,944	95,545
Musanze	43,942	45,295	89,237	44,297	45,693	89,990

Rulindo	32,291	33,501	65,792	32,755	32,722	65,477
Northern	203,219	214,285	417,504	203,555	211,710	415,265
Gasabo	41,207	40,757	81,964	46,022	45,423	91,445
Kicukiro	23,050	22,650	45,700	24,259	23,579	47,838
Nyarugenge	24,167	23,782	47,949	25,899	25,210	51,109
Kigali City	88,424	87,189	175,613	96,180	94,212	190,392
Rwanda	1,181,696	1,217,743	2,399,439	1,213,966	1,236,739	2,450,705

Annex 8: Primary school leaving examination results in 2015 by districts

District	Sat for exams			Passed exams			% passed		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
BUGESERA	2,183	1,855	4,038	1,958	1,700	3,658	89.7%	91.6%	90.6%
BURERA	2,737	2,148	4,885	2,567	2,062	4,629	93.8%	96.0%	94.8%
GAKENKE	3,551	2,448	5,999	2,647	1,762	4,409	74.5%	72.0%	73.5%
GASABO	3,679	3,413	7,092	3,396	3,166	6,562	92.3%	92.8%	92.5%
GATSIBO	3,129	2,759	5,888	2,395	2,214	4,609	76.5%	80.2%	78.3%
GICUMBI	4,124	2,876	7,000	3,161	2,240	5,401	76.6%	77.9%	77.2%
GISAGARA	1,654	1,497	3,151	1,554	1,426	2,980	94.0%	95.3%	94.6%
HUYE	2,537	2,017	4,554	2,211	1,758	3,969	87.2%	87.2%	87.2%
KAMONYI	3,316	2,535	5,851	2,711	2,014	4,725	81.8%	79.4%	80.8%
KARONGI	3,709	3,076	6,785	3,093	2,666	5,759	83.4%	86.7%	84.9%
KAYONZA	2,558	2,319	4,877	2,241	2,104	4,345	87.6%	90.7%	89.1%
KICUKIRO	2,464	2,289	4,753	2,332	2,187	4,519	94.6%	95.5%	95.1%
KIREHE	2,372	2,055	4,427	2,036	1,820	3,856	85.8%	88.6%	87.1%
MUHANGA	2,723	1,969	4,692	2,487	1,772	4,259	91.3%	90.0%	90.8%
MUSANZE	4,248	3,285	7,533	3,335	2,677	6,012	78.5%	81.5%	79.8%
NGOMA	2,093	1,848	3,941	1,674	1,494	3,168	80.0%	80.8%	80.4%
NGORORERO	2,946	2,154	5,100	2,446	1,813	4,259	83.0%	84.2%	83.5%
NYABIHU	2,314	1,734	4,048	1,970	1,548	3,518	85.1%	89.3%	86.9%
NYAGATARE	3,979	3,470	7,449	3,426	3,145	6,571	86.1%	90.6%	88.2%
NYAMAGABE	2,818	2,186	5,004	2,388	1,901	4,289	84.7%	87.0%	85.7%
NYAMASHEKE	4,303	3,447	7,750	3,294	2,623	5,917	76.6%	76.1%	76.3%
NYANZA	2,340	2,134	4,474	2,131	1,948	4,079	91.1%	91.3%	91.2%
NYARUGENGE	2,327	2,281	4,608	2,218	2,151	4,369	95.3%	94.3%	94.8%
NYARUGURU	2,418	1,922	4,340	2,061	1,617	3,678	85.2%	84.1%	84.7%
RUBAVU	2,846	2,549	5,395	2,364	2,231	4,595	83.1%	87.5%	85.2%
RUHANGO	2,022	1,599	3,621	1,927	1,508	3,435	95.3%	94.3%	94.9%
RULINDO	3,312	2,400	5,712	2,109	1,428	3,537	63.7%	59.5%	61.9%
RUSIZI	3,855	3,213	7,068	3,373	2,839	6,212	87.5%	88.4%	87.9%
RUTSIRO	2,855	2,228	5,083	2,332	1,890	4,222	81.7%	84.8%	83.1%
RWAMAGANA	2,766	2,113	4,879	2,345	1,768	4,113	84.8%	83.7%	84.3%

RWANDA	88,178	71,819	159,997	74,182	61,472	135,654	84.1%	85.6%	84.8%
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Annex 9: Primary school staff by District in 2015

District	Teaching Staff			Administrative staff			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gisagara	476	707	1,183	28	17	45	504	724	1,228
Huye	402	728	1,130	37	38	75	439	766	1,205
Kamonyi	368	900	1,268	30	24	54	398	924	1,322
Muhanga	387	855	1,242	48	38	86	435	893	1,328
Nyamagabe	597	826	1,423	40	33	73	637	859	1,496
Nyanza	482	718	1,200	36	17	53	518	735	1,253
Nyaruguru	525	693	1,218	33	20	53	558	713	1,271
Ruhango	378	796	1,174	23	28	51	401	824	1,225
Southern	3,615	6,223	9,838	275	215	490	3,890	6,438	10,328
Karongi	633	827	1,460	58	33	91	691	860	1,551
Ngororero	679	705	1,384	41	24	65	720	729	1,449
Nyabihu	721	578	1,299	50	9	59	771	587	1,358
Nyamasheke	635	935	1,570	67	26	93	702	961	1,663
Rubavu	733	569	1,302	56	28	84	789	597	1,386
Rusizi	658	943	1,601	62	27	89	720	970	1,690
Rutsiro	685	650	1,335	51	10	61	736	660	1,396
Western	4,744	5,207	9,951	385	157	542	5,129	5,364	10,493
Bugesera	659	681	1,340	46	21	67	705	702	1,407
Gatsibo	826	780	1,606	49	10	59	875	790	1,665
Kayonza	664	678	1,342	64	25	89	728	703	1,431
Kirehe	654	555	1,209	15	9	24	669	564	1,233
Ngoma	542	610	1,152	30	16	46	572	626	1,198
Nyagatare	1,174	702	1,876	94	40	134	1,268	742	2,010
Rwamagana	486	634	1,120	26	25	51	512	659	1,171
Eastern	5,005	4,640	9,645	324	146	470	5,329	4,786	10,115
Burera	832	673	1,505	38	19	57	870	692	1,562
Gakenke	624	721	1,345	54	22	76	678	743	1,421
Gicumbi	735	717	1,452	40	11	51	775	728	1,503
Musanze	759	807	1,566	53	27	80	812	834	1,646
Rulindo	484	631	1,115	26	9	35	510	640	1,150
Northern	3,434	3,549	6,983	211	88	299	3,645	3,637	7,282
Gasabo	673	897	1,570	74	81	155	747	978	1,725
Kicukiro	430	589	1,019	50	64	114	480	653	1,133
Nyarugenge	279	593	872	29	27	56	308	620	928
Kigali City	1,382	2,079	3,461	153	172	325	1,535	2,251	3,786

Rwanda	18,180	21,698	39,878	1,348	778	2,126	19,528	22,476	42,004
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Annex 10: Primary schools, classrooms and desks by District in 2014 and 2015

District	2014			2015		
	Schools	Classrooms	Desks	Schools	Classrooms	Desks
Gisagara	64	847	12,605	64	871	13,254
Huye	98	893	16,980	98	934	17,398
Kamonyi	93	956	16,735	93	975	17,874
Muhanga	112	968	16,640	113	966	17,081
Nyamagabe	105	1,109	19,488	105	1,114	19,003
Nyanza	79	843	15,233	80	861	15,535
Nyaruguru	89	917	16,227	89	929	16,202
Ruhango	74	956	16,953	74	925	15,821
Southern	714	7,489	130,861	716	7575	132168
Karongi	126	1,130	20,083	126	1,137	20,843
Ngororero	99	1,046	17,613	99	1,051	18,867
Nyabihu	89	909	15,722	89	909	16,248
Nyamasheke	138	1,258	21,917	139	1,244	21,386
Rubavu	82	958	16,841	83	982	17,523
Rusizi	117	1,181	21,419	120	1,220	21,263
Rutsiro	93	1,020	17,614	93	1,002	16,514
Western	744	7,502	131,209	749	7545	132644
Bugesera	88	1032	17,916	91	1055	19,402
Gatsibo	87	1,219	21,830	90	1,243	21,481
Kayonza	85	963	16,098	86	1004	16,355
Kirehe	55	861	14,690	62	877	14,941
Ngoma	75	865	14,677	76	896	15,485
Nyagatare	115	1,426	24,650	122	1,449	25,685
Rwamagana	68	846	14,470	70	880	14,616
Eastern	573	7,212	124,331	597	7404	127965
Burera	89	1,130	17,666	90	1,124	17,829
Gakenke	115	1002	17,140	116	1023	17,787
Gicumbi	102	1,164	21,836	102	1,176	23,380
Musanze	89	1,147	21,215	90	1,165	22,269
Rulindo	82	822	15,145	83	837	15,077
Northern	477	5,265	93,002	481	5325	96342
Gasabo	92	1,147	20,192	96	1,183	20,826
Kicukiro	69	735	13,876	72	772	14,953
Nyarugenge	42	661	13,152	41	674	12,785
Kigali city	203	2,543	47,220	209	2629	48564
Rwanda	2,711	30,011	526,623	2,752	30,478	537,683

Annex 11: Books used in primary schools by level and subject in 2015

Number of books							
Level	P1	P2	P3	P4	P5	P6	Total
Mathematics	360,19 3	321,68 6	280,76 5	252,43 9	228,68 3	181,11 6	1,624,88 2
Kinyarwanda	658,86 7	555,88 7	346,31 2	127,35 6	112,41 0	102,59 3	1,903,42 5
English	541,54 5	561,32 8	374,19 3	209,31 7	187,29 4	159,09 4	2,032,77 1
Social studies	261,51 2	222,63 1	182,07 5	174,39 2	150,25 9	129,45 4	1,120,32 3
Elementary science and Technology	13,550	16,711	16,406	132,03 3	124,06 3	113,60 7	416,370
Pupil: book ratio							
Level	P1	P2	P3	P4	P5	P6	Overall
Mathematics	2	2	2	1	1	1	2
Kinyarwanda	1	1	1	3	3	2	1
English	1	1	1	2	2	1	1
Social studies	2	2	2	2	2	1	2
Elementary science and Technology	47	31	26	3	3	2	6

Annex 12: Primary schools with access to water and Electricity in 2015 by districts

District	Total School	Schools with					
		Rain water harvesting system	Tap water supply	Hydro electricity supply	Solar power	Electric power generator supply	Biogas system
Gisagara	64	26	17	6	26	8	1
Huye	98	61	39	47	31	2	1
Kamonyi	93	56	24	13	22	12	0
Muhanga	113	31	28	21	23	4	1
Nyamagabe	105	59	32	19	35	2	1
Nyanza	80	28	16	14	22	2	0
Nyaruguru	89	36	26	28	24	3	0
Ruhango	74	24	14	15	11	3	0
South	716	321	196	163	194	36	4
Karongi	126	64	44	32	43	5	0
Ngororero	99	28	18	18	25	5	0
Nyabihu	89	56	31	42	21	0	0
Nyamasheke	139	46	29	30	33	4	0
Rubavu	83	43	35	22	20	6	0
Rusizi	120	40	38	29	25	9	0
Rutsiro	93	21	25	8	20	5	0
West	749	298	220	181	187	34	0
Bugesera	91	50	43	34	22	5	0
Gatsibo	90	60	31	26	26	1	0
Kayonza	86	44	30	24	13	7	1
Kirehe	62	26	8	8	19	2	0
Ngoma	76	45	29	25	11	5	0
Nyagatare	122	78	53	57	26	16	2
Rwamagana	70	42	31	24	12	7	0
East	597	345	225	198	129	43	3
Burera	90	71	38	41	27	1	0
Gakenke	116	59	41	45	47	2	0
Gicumbi	102	62	26	18	38	6	2
Musanze	90	88	71	70	10	6	2
Rulindo	83	46	32	27	23	1	0
North	481	326	208	201	145	16	4
Gasabo	96	49	51	40	7	7	0
Kicukiro	72	59	61	71	2	6	0
Nyarugenge	41	22	18	15	0	2	0
Kigali City	209	130	130	126	9	15	0
Rwanda	2,752	1,420	979	869	664	144	11

Annex 13: Lower and Upper Secondary school students by District in 2015

District	Lower Secondary			Upper Secondary			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gisagara	3,758	4,672	8,430	2,634	2,781	5,415	6,392	7,453	13,845
Huye	4,840	5,562	10,402	2,938	3,304	6,242	7,778	8,866	16,644
Kamonyi	5,205	7,098	12,303	2,545	3,316	5,861	7,750	10,414	18,164
Muhanga	5,047	6,501	11,548	4,440	4,720	9,160	9,487	11,221	20,708
Nyamagabe	5,023	6,253	11,276	3,297	3,685	6,982	8,320	9,938	18,258
Nyanza	4,885	5,029	9,914	4,730	3,712	8,442	9,615	8,741	18,356
Nyaruguru	4,665	5,380	10,045	2,325	2,911	5,236	6,990	8,291	15,281
Ruhango	5,136	6,162	11,298	4,763	4,664	9,427	9,899	10,826	20,725
South	38,559	46,657	85,216	27,672	29,093	56,765	66,231	75,750	141,981
Karongi	5,863	6,974	12,837	3,203	4,032	7,235	9,066	11,006	20,072
Ngororero	3,452	4,542	7,994	2,698	3,005	5,703	6,150	7,547	13,697
Nyabihu	4,887	5,840	10,727	3,024	3,828	6,852	7,911	9,668	17,579
Nyamasheke	6,318	7,841	14,159	3,250	4,451	7,701	9,568	12,292	21,860
Rubavu	6,471	6,113	12,584	4,983	4,417	9,400	11,454	10,530	21,984
Rusizi	6,748	7,604	14,352	4,007	4,289	8,296	10,755	11,893	22,648
Rutsiro	5,010	5,484	10,494	2,086	2,222	4,308	7,096	7,706	14,802
West	38,749	44,398	83,147	23,251	26,244	49,495	62,000	70,642	132,642
Bugesera	4,534	4,976	9,510	2,740	3,030	5,770	7,274	8,006	15,280
Gatsibo	6,755	7,138	13,893	3,702	3,689	7,391	10,457	10,827	21,284
Kayonza	5,569	6,200	11,769	2,923	3,493	6,416	8,492	9,693	18,185
Kirehe	3,793	3,754	7,547	1,986	1,799	3,785	5,779	5,553	11,332
Ngoma	4,284	4,579	8,863	3,726	3,784	7,510	8,010	8,363	16,373
Nyagatare	7,936	8,112	16,048	3,083	3,288	6,371	11,019	11,400	22,419
Rwamagana	4,834	5,837	10,671	2,926	3,561	6,487	7,760	9,398	17,158
East	37,705	40,596	78,301	21,086	22,644	43,730	58,791	63,240	122,031
Burera	5,212	5,501	10,713	3,438	2,821	6,259	8,650	8,322	16,972
Gakenke	4,049	5,253	9,302	2,932	3,122	6,054	6,981	8,375	15,356
Gicumbi	6,437	8,319	14,756	3,564	4,228	7,792	10,001	12,547	22,548
Musanze	6,339	7,868	14,207	3,720	4,842	8,562	10,059	12,710	22,769
Rulindo	4,562	6,062	10,624	3,126	3,355	6,481	7,688	9,417	17,105
North	26,599	33,003	59,602	16,780	18,368	35,148	43,379	51,371	94,750
Gasabo	5,920	6,256	12,176	3,173	3,969	7,142	9,093	10,225	19,318
Kicukiro	4,727	4,791	9,518	5,217	4,026	9,243	9,944	8,817	18,761
Nyarugenge	4,091	4,391	8,482	3,105	2,866	5,971	7,196	7,257	14,453
Kigali City	14,738	15,438	30,176	11,495	10,861	22,356	26,233	26,299	52,532
Rwanda	156,350	180,092	336,442	100,284	107,210	207,494	256,634	287,302	543,936

Annex 14: General upper secondary students by subject combination in 2015

Subject Combination	S4	S5	S6	Total Students		
				Boys	Girls	Total
Math, Physics and Computer	1,154	1,138	1,134	1,732	1,694	3,426
Physics, Chemistry and Math	1,952	2,268	2,351	3,543	3,028	6,571
Math, Chemistry and Biology	5,494	5,121	5,465	6,956	9,124	16,080
Physics, Chemistry and Biology	2,884	2,727	2,571	4,130	4,052	8,182
Chemistry, Economy and Math	3,682	3,128	2,763	3,887	5,686	9,573
Math, Economy and Geography	8,171	7,882	7,616	9,610	14,059	23,669
Math, Physics and Geography	2013	2168	2027	3293	2915	6208
Physics, Economy and Math	37	42	65	77	67	144
Biology, Chemistry and Geography	617	393	169	486	693	1,179
	26,004	24,867	24,161	33,714	41,318	75,032
History, Economy and Geography	8,066	7,492	6,906	10,404	12,060	22,464
History, Economy and Literature	719	594	522	793	1,042	1,835
Literature, Economy and Geography	1,059	1,149	912	1,325	1,795	3,120
History, Geography and Literature	265	281	258	407	397	804
Humanities	10,109	9,516	8,598	12,929	15,294	28,223
English, French and Kinyarwanda	5,367	5,020	5,000	6,784	8,603	15,387
English, Kinyarwanda and Kiswahili	4,542	4,213	3,870	5,699	6,926	12,625
Languages	9,909	9,233	8,870	12,483	15,529	28,012
Total General Education	46,022	43,616	41,629	59,126	72,141	131,267

Annex 15: TTC students by options in 2015

Option	S4	S5	S6	TTC Students		
				Boys	Girls	Total
Science And Mathematics	937	779	760	1252	1224	2476
Social Studies	814	909	815	1122	1416	2538
Languages	790	774	606	985	1185	2170
Early Childhood Education	595	542	450	515	1072	1587
Total TTC	3,136	3,004	2,631	3,874	4,897	8,771

Annex 16: TSS trainees by trades in 2015

Trade	S4	S5	S6	TSS Trainees		
				Boys	Girls	Total
Accountancy	4905	5911	6,452	3,555	13,713	17,268
Agriculture	707	678	729	1,071	1,043	2,114
Carpentry	154	82	79	272	43	315
Ceramic-Sculpture	0	28	26	53	1	54
Computer Electronics	610	721	898	1,610	619	2,229
Computer Science	2560	2253	2,450	3,865	3,398	7,263
Computer Science & Management	542	801	1,069	982	1,430	2,412
Construction	5155	5328	3,986	12,373	2,096	14,469
Electricity	897	1107	996	2,376	624	3,000
Electronics and Telecommunication	855	919	822	2,079	517	2,596
Forestry	202	295	182	392	287	679
General Mechanics	173	137	150	359	101	460
Graphic Arts	117	107	43	164	103	267
Hotel Operations	735	740	659	528	1,606	2,134
Moto Vehicle Mechanics	1341	1277	1200	3,660	158	3,818
Public Works	614	472	511	1,172	425	1,597
Secretarial	64	46	59	41	128	169
Tailoring	72	50	31	20	133	153
Tourism	1345	1263	1010	1,245	2,373	3,618
Veterinary	1027	925	889	1,467	1,374	2,841
TOTAL	22,075	23,140	22,241	37,284	30,172	67,456

Annex 17: TSS students by districts in 2014 and 2015

Districts	2014			2015		
	Male	Female	Total	Male	Female	Total
Gisagara	483	162	645	553	194	747
Huye	841	702	1,543	762	605	1,367
Kamonyi	712	214	926	711	332	1,043
Muhanga	1,665	1,539	3,204	2,366	1,743	4,109
Nyamagabe	738	581	1,319	716	435	1,151
Nyanza	3,447	2,579	6,026	3,024	2,121	5,145
Nyaruguru	262	432	694	523	506	1,029
Ruhango	2,682	2,246	4,928	2,874	2,193	5,067
South	10,830	8,455	19,285	11,529	8,129	19,658
Karongi	1,173	1,440	2,613	1,023	1,360	2,383
Ngororero	1,380	872	2,252	1,408	849	2,257
Nyabihu	1,110	1,436	2,546	1,114	1,424	2,538
Nyamasheke	495	600	1,095	501	683	1,184
Rubavu	1,785	1,327	3,112	1,935	1,414	3,349
Rusizi	1,099	1,075	2,174	1,263	1,029	2,292
Rutsiro	308	284	592	297	246	543
West	7,350	7,034	14,384	7,541	7,005	14,546
Bugesera	795	681	1,476	848	685	1,533
Gatsibo	898	959	1,857	1,029	1,235	2,264
Kayonza	395	622	1,017	452	484	936
Kirehe	199	224	423	303	321	624
Ngoma	1,320	882	2,202	1,503	993	2,496
Nyagatare	249	364	613	310	404	714
Rwamagana	1,071	1,423	2,494	863	1,283	2,146
East	4,927	5,155	10,082	5,308	5,405	10,713
Burera	1,295	616	1,911	1,158	566	1,724
Gakenke	926	807	1,733	947	946	1,893
Gicumbi	1,249	1,184	2,433	1,341	1,229	2,570
Musanze	1,883	1,433	3,316	1,898	1,538	3,436
Rulindo	1,289	585	1,874	1,486	759	2,245
North	6,642	4,625	11,267	6,830	5,038	11,868
Gasabo	1,203	1,375	2,578	1,200	1,269	2,469
Kicukiro	3,546	2,097	5,643	3,549	2,046	5,595
Nyarugenge	1,414	1,460	2,874	1,327	1,280	2,607
Kigali City	6,163	4,932	11,095	6,076	4,595	10,671
Rwanda	35,912	30,201	66,113	37,284	30,172	67,456

Annex 18. Lower secondary school leaving examination by districts in 2015

District	Sat for exams			Passed exams			% passed		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Bugesera	1,241	1,201	2,442	1,024	1,069	2,093	82.5%	89.0%	85.7%
Burera	1,235	1,330	2,565	1,089	1,247	2,336	88.2%	93.8%	91.1%
Gakenke	1,349	1,059	2,408	1,045	858	1,903	77.5%	81.0%	79.0%
Gasabo	1,709	1,636	3,345	1,458	1,474	2,932	85.3%	90.1%	87.7%
Gatsibo	1,775	1,715	3,490	1,390	1,473	2,863	78.3%	85.9%	82.0%
Gicumbi	1,907	1,565	3,472	1,614	1,415	3,029	84.6%	90.4%	87.2%
Gisagara	1,058	859	1,917	984	818	1,802	93.0%	95.2%	94.0%
Huye	1,442	1,235	2,677	1,319	1,147	2,466	91.5%	92.9%	92.1%
Kamonyi	1,812	1,214	3,026	1,575	1,128	2,703	86.9%	92.9%	89.3%
Karongi	1,769	1,473	3,242	1,536	1,349	2,885	86.8%	91.6%	89.0%
Kayonza	1,334	1,383	2,717	1,183	1,298	2,481	88.7%	93.9%	91.3%
Kicukiro	1,423	1,388	2,811	1,227	1,227	2,454	86.2%	88.4%	87.3%
Kirehe	888	906	1,794	767	823	1,590	86.4%	90.8%	88.6%
Muhanga	1,635	1,309	2,944	1,502	1,240	2,742	91.9%	94.7%	93.1%
Musanze	2,014	1,614	3,628	1,622	1,407	3,029	80.5%	87.2%	83.5%
Ngoma	1,244	1,117	2,361	994	948	1,942	79.9%	84.9%	82.3%
Ngororero	1,140	861	2,001	1,003	779	1,782	88.0%	90.5%	89.1%
Nyabihu	1,651	1,337	2,988	1,195	1,096	2,291	72.4%	82.0%	76.7%
Nyagatare	1,885	1,809	3,694	1,574	1,623	3,197	83.5%	89.7%	86.5%
Nyamagabe	1,347	1,294	2,641	1,160	1,175	2,335	86.1%	90.8%	88.4%
Nyamasheke	2,120	1,695	3,815	1,737	1,470	3,207	81.9%	86.7%	84.1%
Nyanza	1,140	1,126	2,266	1,043	1,062	2,105	91.5%	94.3%	92.9%
Nyarugenge	1,229	1,103	2,332	1,073	979	2,052	87.3%	88.8%	88.0%
Nyaruguru	1,213	962	2,175	1,082	882	1,964	89.2%	91.7%	90.3%
Rubavu	1,491	1,681	3,172	1,161	1,444	2,605	77.9%	85.9%	82.1%
Ruhango	1,566	1,542	3,108	1,379	1,379	2,758	88.1%	89.4%	88.7%
Rulindo	1,665	1,197	2,862	1,436	1,046	2,482	86.2%	87.4%	86.7%
Rusizi	1,939	1,749	3,688	1,637	1,627	3,264	84.4%	93.0%	88.5%
Rutsiro	1,299	1,208	2,507	1,218	1,148	2,366	93.8%	95.0%	94.4%
Rwamagana	1,387	1,203	2,590	1,185	1,054	2,239	85.4%	87.6%	86.4%
RWANDA	44,907	39,771	84,678	38,212	35,685	73,897	85.1%	89.7%	87.3%

Annex 19: Upper secondary school leaving examination result by field of study from 2010 to 2015

Year	Field of study	Sat for exams			Passed exams			% passed		
		Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
2010	Sciences	5,854	7,998	13,851	4,692	6,879	11,571	80%	86%	84%
	Humanities	4,561	5,672	10,233	3,655	5,083	8,738	80%	90%	85%
	Languages	716	1,527	2,243	614	1,437	2,051	86%	94%	91%
	TTC	1,089	1,633	2,722	1,036	1,608	2,644	95%	98%	97%
	TSS	10,572	9,473	20,045	9,089	8,816	17,870	86%	93%	89%
	Total	22,792	26,303	49,094	19,086	23,823	42,909	84%	91%	87%
2011	Sciences	6,400	7,988	14,388	5,199	7,151	12,350	81%	90%	86%
	Humanities	3,882	4,413	8,295	3,005	3,899	6,904	77%	88%	83%
	Languages	1,054	1,691	2,745	925	1,579	2,504	88%	93%	91%
	TTC	2,808	2,642	5,450	2,664	2,589	5,253	95%	98%	96%
	TSS	8,534	8,178	16,712	7,871	7,727	15,598	92%	94%	93%
	Total	22,678	24,912	47,590	19,664	22,945	42,609	87%	92%	90%
2012	Sciences	9,377	10,502	19,879	7,921	9,732	17,653	84%	93%	89%
	Humanities	4,311	4,647	8,958	3,487	4,278	7,765	81%	92%	87%
	Languages	1,495	1,901	3,396	1,294	1,721	3,015	87%	91%	89%
	TTC	3,369	2,824	6,193	2,685	2,607	5,292	80%	92%	85%
	TSS	8,659	8,558	17,217	8,236	8,287	16,523	95%	97%	96%
	Total	27,211	28,432	55,643	23,623	26,625	50,248	87%	94%	90%
2013	Sciences	10,802	10,509	21,311	9,389	9,895	19,284	87%	94%	90%
	Humanities	3,503	3,103	6,606	2,683	2,782	5,465	77%	90%	83%
	Languages	1,308	1,525	2,833	1,159	1,422	2,581	89%	93%	91%
	TTC	1,864	1,491	3,355	1,556	1,408	2,964	83%	94%	88%
	TSS	10,774	10,820	21,594	9,553	10,160	19,713	89%	94%	91%
	Total	28,251	27,448	55,699	24,340	25,667	50,007	86%	94%	90%
2014	Sciences	14,416	13,415	27,831	12,448	12,489	24,937	86%	93%	90%
	Humanities	4,483	4,292	8,775	3,802	4,028	7,830	85%	94%	89%
	Languages	4,479	4,888	9,367	3,786	4,419	8,205	85%	90%	88%
	TTC	2,318	1,720	4,038	1,929	1,603	3,532	83%	93%	87%
	TSS	9,837	11,347	21,184	8,380	10,328	18,708	85%	91%	88%
	Total	35,533	35,662	71,195	30,345	32,867	63,212	85%	92%	89%
2015	Sciences	13318	11197	24515	11688	10592	22280	88%	95%	91%
	Humanities	4653	4117	8770	3837	3817	7654	82%	93%	87%
	Languages	4702	4124	8826	3979	3648	7627	85%	88%	86%
	TTC	1364	1297	2661	1345	1290	2635	99%	99%	99%
	TSS	10566	12325	22891	9129	11114	20243	86%	90%	88%
	Total	34603	33060	67663	29978	30461	60439	87%	92%	89%

Source: REB, WDA, and UR-CE

Annex 20: General upper secondary school leaving examination results by district in 2015

DISTRICT	SAT FOR EXAM			PASSED			% OF PASSED		
	F	M	TOTAL	F	M	TOTAL	F	M	TOTAL
BUGESERA	223	277	500	194	264	458	87%	95%	91%
BURERA	196	402	598	177	392	569	90%	98%	94%
GAKENKE	325	420	745	271	384	655	83%	91%	87%
GASABO	633	503	1136	472	426	898	75%	85%	80%
GATSIBO	284	220	504	276	213	489	97%	97%	97%
GICUMBI	349	429	778	320	413	733	92%	96%	94%
GISAGARA	43	119	162	43	119	162	100%	100%	100%
HUYE	218	249	467	210	249	459	96%	100%	98%
KAMONYI	80	198	278	73	189	262	91%	95%	93%
KARONGI	516	379	895	392	353	745	76%	93%	85%
KAYONZA	231	160	391	191	141	332	83%	88%	85%
KICUKIRO	687	1340	2027	687	1091	1778	100%	81%	91%
KIREHE	62	33	95	51	30	81	82%	91%	87%
MUHANGA	509	517	1026	490	489	979	96%	95%	95%
MUSANZE	543	784	1327	444	712	1156	82%	91%	86%
NGOMA	321	393	714	297	387	684	93%	98%	95%
NGORORERO	372	451	823	348	434	782	94%	96%	95%
NYABIHU	449	363	812	390	342	732	87%	94%	91%
NYAGATARE	153	59	212	144	55	199	94%	93%	94%
NYAMAGABE	150	194	344	138	174	312	92%	90%	91%
NYAMASHEKE	185	124	309	176	121	297	95%	98%	96%
NYANZA	954	1310	2264	735	1122	1857	77%	86%	81%
NYARUGENGE	636	549	1185	515	464	979	81%	85%	83%
NYARUGURU	124	61	185	124	61	185	100%	100%	100%
RUBAVU	446	664	1110	329	598	927	74%	90%	82%
RUHANGO	808	957	1765	663	796	1459	82%	83%	83%
RULINDO	232	462	694	201	413	614	87%	89%	88%
RUSIZI	371	356	727	341	341	682	92%	96%	94%
RUTSIRO	77	69	146	74	69	143	96%	100%	98%
RWAMAGANA	389	283	672	363	272	635	93%	96%	95%

Source: Rwanda Education Board

Annex 21: TTC school leaving examination results by district in 2015

	Sat			Passed			Percentage of passed compare to Sat		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Gisagara/ TTC Save	142	163	305	141	163	304	99%	100%	100%
Muhanga/ TTC Muhanga	108	93	201	107	92	199	99%	99%	99%
Nyamagabe/TTC Mbuga	124	75	199	121	74	195	98%	99%	98%
Nyaruguru/TTC Cyahinda	161	120	281	160	120	280	99%	100%	100%
Karongi/TTC Rubengera	115	129	244	113	128	241	98%	99%	99%
Ngororero/TTC Muramba	89	33	122	89	33	122	100%	100%	100%
Rubavu/TTC Gacuba II	41	52	93	40	52	92	98%	100%	99%
Rusizi/TTC Mururu	108	119	227	107	119	226	99%	100%	100%
Ngoma/ TTC Zaza	104	142	246	103	142	245	99%	100%	100%
Nyagatare/TTC Matimba	98	71	169	93	70	163	95%	99%	96%
Rwamagana/TTC Bicumbi	112	94	206	109	93	202	97%	99%	98%
Burera/TTC Kirambo	90	102	192	90	102	192	100%	100%	100%
Gicumbi/TTC Byumba	72	104	176	72	102	174	100%	98%	99%

Source: University of Rwanda- College of Education

Annex 22: TSS school leaving examination results by district in 2015

DISTRICT	Sat for exams			Passed			% OF PASSED		
	F	M	Total	F	M	Total	F	M	TOTAL
Bugesera	695	621	1,316	601	578	1,179	86%	93%	90%
Burera	652	643	1,295	549	613	1,162	84%	95%	90%
Gakenke	760	644	1,404	661	596	1,257	87%	93%	90%
Gasabo	906	698	1,604	768	647	1,415	85%	93%	88%
Gatsibo	747	880	1,627	613	779	1,392	82%	89%	86%
Gicumbi	796	564	1,360	691	513	1,204	87%	91%	89%
Gisagara	564	526	1,090	514	510	1,024	91%	97%	94%
Huye	862	765	1,627	769	724	1,493	89%	95%	92%
Kamonyi	1,000	595	1,595	896	555	1,451	90%	93%	91%
Karongi	707	645	1,352	633	614	1,247	90%	95%	92%
Kayonza	816	752	1,568	710	675	1,385	87%	90%	88%
Kicukiro	772	645	1,417	659	582	1,241	85%	90%	88%
Kirehe	439	519	958	340	475	815	77%	92%	85%
Muhanga	892	686	1,578	811	664	1,475	91%	97%	93%
Musanze	1,057	639	1,696	930	600	1,530	88%	94%	90%
Ngoma	781	607	1,388	672	558	1,230	86%	92%	89%
Ngororero	556	373	929	494	348	842	89%	93%	91%
Nyabihu	797	654	1,451	606	581	1,187	76%	89%	82%
Nyagatare	605	740	1,345	435	652	1,087	72%	88%	81%
Nyamagabe	867	747	1,614	781	703	1,484	90%	94%	92%
Nyamasheke	1,113	863	1,976	953	816	1,769	86%	95%	90%
Nyanza	498	546	1,044	448	527	975	90%	97%	93%
Nyarugenge	630	667	1,297	485	607	1,092	77%	91%	84%
Nyaruguru	507	377	884	459	360	819	91%	95%	93%
Rubavu	848	962	1,810	696	871	1,567	82%	91%	87%
Ruhango	844	661	1,505	755	628	1,383	89%	95%	92%
Rulindo	775	504	1,279	708	481	1,189	91%	95%	93%
Rusizi	981	818	1,799	787	766	1,553	80%	94%	86%
Rutsiro	605	550	1,155	547	519	1,066	90%	94%	92%
Rwamagana	601	547	1,148	533	515	1,048	89%	94%	91%

Source: Workforce Development Agency

Annex 23: Secondary schools, classrooms, desks by district in 2014 and 2015

Districts	2014			2015		
	Schools	Classrooms	Desks	Schools	Classrooms	Desks
Gisagara	38	454	6,294	38	444	6,847
Huye	52	578	10,072	50	558	9,550
Kamonyi	52	540	10,431	55	544	10,004
Muhanga	59	633	11,724	60	653	11,085
Nyamagabe	52	587	10,104	51	582	9,907
Nyanza	47	512	9,560	47	514	8,493
Nyaruguru	41	406	7,110	45	438	7,673
Ruhango	50	612	12,669	51	579	10,266
South	391	4,322	77,964	397	4,312	73,825
Karongi	58	546	10,993	59	552	10,230
Ngororero	49	451	7,843	49	452	7,601
Nyabihu	44	534	10,331	44	522	8,759
Nyamasheke	59	633	11,438	59	635	10,899
Rubavu	53	613	11,341	53	616	10,619
Rusizi	58	638	12,148	60	641	11,545
Rutsiro	47	448	7,886	47	456	7,492
West	368	3,863	71,980	371	3,874	67,145
Bugesera	41	510	9,040	43	516	8,812
Gatsibo	52	638	11,238	55	656	11,078
Kayonza	42	523	9,435	45	531	9,362
Kirehe	49	363	5,988	52	380	6,200
Ngoma	55	535	8,384	54	526	8,859
Nyagatare	51	536	9,691	53	562	10,319
Rwamagana	56	510	9,324	55	498	7,428
East	346	3,615	63,100	357	3,669	62,058
Burera	44	502	9,852	44	508	8,897
Gakenke	56	592	9,668	56	579	8,574
Gicumbi	75	709	12,888	75	715	12,737
Musanze	51	608	12,263	53	609	11,573
Rulindo	63	548	9,938	64	564	9,059
North	289	2,959	54,609	292	2,975	50,840
Gasabo	55	603	10,153	52	609	8,943
Kicukiro	39	523	9,878	40	544	9,480
Nyarugenge	33	411	7,536	34	425	7,265
Kigali City	127	1,537	27,567	126	1,578	25,688
Rwanda	1,521	16,296	295,220	1,543	16,408	279,556

Annex 1: Secondary school staff by district in 2015

District	Teaching staff			Administrative staff			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gisagara	467	157	624	67	76	143	534	233	767
Huye	595	214	809	106	106	212	701	320	1,021
Kamonyi	430	258	688	120	84	204	550	342	892
Muhanga	593	265	858	133	116	249	726	381	1,107
Nyamagabe	548	260	808	119	81	200	667	341	1,008
Nyanza	574	132	706	115	99	214	689	231	920
Nyaruguru	455	133	588	85	64	149	540	197	737
Ruhango	593	238	831	105	116	221	698	354	1,052
South	4,255	1,657	5,912	850	742	1,592	5,105	2,399	7,504
Karongi	548	221	769	130	92	222	678	313	991
Ngororero	400	173	573	105	63	168	505	236	741
Nyabihu	535	155	690	143	57	200	678	212	890
Nyamasheke	554	212	766	138	91	229	692	303	995
Rubavu	626	206	832	140	89	229	766	295	1,061
Rusizi	613	233	846	120	83	203	733	316	1,049
Rutsiro	446	163	609	107	50	157	553	213	766
West	3,722	1,363	5,085	883	525	1,408	4,605	1,888	6,493
Bugesera	536	163	699	83	76	159	619	239	858
Gatsibo	630	195	825	119	77	196	749	272	1,021
Kayonza	499	158	657	100	77	177	599	235	834
Kirehe	389	126	515	90	49	139	479	175	654
Ngoma	511	171	682	94	64	158	605	235	840
Nyagatare	608	157	765	120	72	192	728	229	957
Rwamagana	499	165	664	101	86	187	600	251	851
East	3,672	1,135	4,807	707	501	1,208	4,379	1,636	6,015
Burera	505	135	640	121	55	176	626	190	816
Gakenke	586	221	807	127	92	219	713	313	1,026
Gicumbi	629	211	840	150	94	244	779	305	1,084
Musanze	566	233	799	129	88	217	695	321	1,016
Rulindo	556	202	758	121	95	216	677	297	974
North	2,842	1,002	3,844	648	424	1,072	3,490	1,426	4,916
Gasabo	580	252	832	126	95	221	706	347	1,053
Kicukiro	548	168	716	106	93	199	654	261	915
Nyarugenge	366	233	599	82	67	149	448	300	748
Kigali City	1,494	653	2,147	314	255	569	1,808	908	2,716
Rwanda	15,985	5,810	21,795	3,402	2,447	5,849	19,387	8,257	27,644

Annex 25: Books used in Lower Secondary by subject in 2015

Subjects	Number of books				Student book ratio			
	S1	S2	S3	Total	S1	S2	S3	Overall
Mathematics	118,908	105,509	105,942	330,359	1	1	1	1
English	97,297	80,127	78,862	256,286	1	1	1	1
Chemistry	88,171	80,126	81,431	249,728	1	1	1	1
Biology	83,934	73,856	78,350	236,140	2	2	1	2
Physics	83,408	72,691	78,500	234,599	2	2	1	2
Geography	68,234	70,862	78,724	217,820	2	2	1	2
Entrepreneurship	45,647	55,660	39,950	141,257	3	2	3	3
Kinyarwanda	46,490	46,954	43,558	137,002	3	2	3	3
History	38,671	35,840	37,967	112,478	3	3	3	3
Computer Science	39,171	36,774	34,260	110,205	3	3	3	3
French	31,753	26,758	24,936	83,447	4	4	5	4

Annex 26. Books used by general Upper Secondary students by subject in 2015

Subjects	Number of books				Student book ratio			
	S4	S5	S6	Total	S4	S5	S6	Overall
Entrepreneurship	21,754	19,663	19,117	60,534	2	2	2	2
Economics	20,486	16,609	17,581	54,676	2	3	2	2
Chemistry	20,394	20,937	19,550	60,881	2	2	2	2
Geography	20,669	19,962	19,656	60,287	2	2	2	2
English	20,180	18,715	17,796	56,691	2	2	2	2
Kinyarwanda	20,074	18,691	17,132	55,897	2	2	2	2
Physics	16,399	15,117	18,032	49,548	3	3	2	3
Biology	13,508	12,155	12,637	38,300	3	4	3	3
Mathematics	13,882	10,557	10,606	35,045	3	4	4	4
French	11,805	11,134	10,834	33,773	4	4	4	4
Computer Science	11,678	10,913	10,562	33,153	4	4	4	4
History	9,974	9,646	9,093	28,713	5	5	5	5
Others	7,099	7,363	12,193	26,655	6	6	3	5
Literature	11,505	10,052	9,128	30,685	4	4	5	4
Kiswahili	9,807	9,385	8,721	27,913	5	5	5	5

Annex 27. Books used by TTC students by subject in 2015

Subjects	Number of books				Student book ratio			
	S4	S5	S6	Total	S4	S5	S6	Overall
Computer Science	327	264	264	855	10	11	10	10
English	1938	1517	1239	4,694	2	2	2	2
Entrepreneurship	713	463	312	1,488	4	6	8	6
French	2760	2588	2509	7,857	1	1	1	1
Kinyarwanda	981	852	619	2,452	3	4	4	4
Kiswahili	1018	870	846	2,734	3	3	3	3
Psychology	678	524	548	1,750	5	6	5	5
Integrated Science	404	263	281	948	8	11	9	9
Creative Performance	453	396	397	1,246	7	8	7	7
Biology	1528	1429	1479	4,436	2	2	2	2
Chemistry	1205	972	954	3,131	3	3	3	3
Geography	1588	933	1464	3,985	2	3	2	2
History	887	1023	1003	2,913	4	3	3	3
Mathematics	1180	979	1141	3,300	3	3	2	3
Physics	988	738	876	2,602	3	4	3	3
Social Studies	223	291	283	797	14	10	9	11
Others	1306	850	1050	3,206	2	4	3	3

Annex 28. Books used by TSS students by subject in 2015

SUBJECTS	TVSS			Student book ratio			
	S4	S5	S6	S4	S5	S6	Overall
Accountancy	2767	2663	2240	2	2	3	2
Agriculture	1628	1724	1210	0	0	1	0
Carpentry	149	133	141	1	1	1	1
Ceramic-Sculpture	130	117	100	0	0	0	0
Computer Electronics	168	158	117	4	5	8	5
Computer Science	1195	1197	1435	2	2	2	2
Computer Science & Management	465	411	362	1	2	3	2
Construction	1070	1059	903	5	5	4	5
Electricity	812	761	826	1	1	1	1
Electronics and Telecommunication	243	223	206	4	4	4	4
English	2852	2922	3609	8	8	6	7
Forestry	151	172	94	1	2	2	2
General Mechanics	16	16	226	11	9	1	2
Graphic Arts	459	371	353	0	0	0	0
Hotel Operations	219	191	199	3	4	3	4
Moto Vehicle Mechanics	514	496	740	3	3	2	2
Public Works	149	158	138	4	3	4	4
Secretarial	36	48	31	2	1	2	1
Tailoring	107	96	63	1	1	0	1
Tourism	228	217	220	6	6	5	5
Veterinary	559	1180	1056	2	1	1	1

Annex 29: Secondary schools with science equipment in 2015

Schools with		Computers	Internet connection	Computer labs	Science kit	Science corner	Science labs
East	Number	273		141	222	33	79
	<i>Percentage</i>	76%	0%	39%	62%	9%	22%
Kigali City	Number	113	36	80	89	16	85
	Percentage	90%	29%	63%	71%	13%	67%
North	Number	241	44	121	192	28	49
	<i>Percentage</i>	83%	15%	41%	66%	10%	17%
West	Number	311	52	144	253	21	62
	<i>Percentage</i>	84%	14%	39%	68%	6%	17%
South	Number	308	61	178	296	26	89
	<i>Percentage</i>	78%	15%	45%	75%	7%	22%
Rwanda	Number	1,246	193	664	1,052	124	364
	<i>Percentage</i>	81%	13%	43%	68%	8%	24%

Annex 30: Secondary schools with access to water and electricity by district in 2015

District	Total School	Schools with					
		Water tank	Tap Water	Electricity	Solar power	Generator	Biogas system
Gisagara	38	12	9	16	8	7	3
Huye	50	36	19	37	13	16	6
Kamonyi	55	19	23	21	8	21	2
Muhanga	60	37	23	30	16	23	5
Nyamagabe	51	23	16	24	14	20	2
Nyanza	47	17	7	20	7	14	4
Nyaruguru	45	21	14	23	6	12	1
Ruhango	51	20	12	14	7	19	7
South	397	185	123	185	79	132	30
Karongi	59	28	20	36	8	14	1
Ngororero	49	21	12	17	16	14	1
Nyabihu	44	24	14	33	13	8	0
Nyamasheke	59	26	14	25	11	11	4
Rubavu	53	30	28	31	10	18	5
Rusizi	60	23	12	22	6	8	0
Rutsiro	47	16	13	17	9	10	0
West	371	168	190	215	55	85	10
Bugesera	43	19	19	22	15	10	5
Gatsibo	55	26	26	28	10	12	1
Kayonza	45	23	19	17	15	11	3
Kirehe	52	15	8	14	15	12	4
Ngoma	54	26	16	20	9	13	5
Nyagatare	53	5	5	2	1	2	0
Rwamagana	55	29	20	25	10	15	2
East	357	143	113	128	75	75	20
Burera	44	15	21	34	15	8	1
Gakenke	56	21	29	31	19	9	4
Gicumbi	75	26	20	26	18	17	15
Musanze	53	40	22	47	16	19	2
Rulindo	64	30	23	42	15	11	7
North	292	132	115	180	83	64	29
Gasabo	52	39	33	26	6	18	3
Kicukiro	40	40	40	40	1	10	5
Nyarugenge	34	21	13	16	2	7	1
Kigali City	126	100	86	82	9	35	9
Rwanda	1,543	728	627	790	301	391	98

Annex 31: VTCs by ownership in 2015

Owner	Number of institutions	Percentage
Public	61	33%
Faith based organization	67	37%
Parents associations	23	13%
Individuals	32	17%
Total	183	100%

Annex32: VTC students by Trade in 2015

Trades	Short training	First year	Second year	Third year	TOTAL		
					Boys	Girls	Total
Beauty Therapy	38	0	0	0	9	29	38
Carpentry	1020	540	101	12	1452	221	1673
Crochet Embroidery	56	36	20	0	40	72	112
Culinary arts	876	673	112	2	419	1244	1663
Domestic Electricity	380	665	75	27	914	233	1147
Automotive Electricity	168	91	35	0	222	72	294
Dressmaking	78	106	59	0	0	243	243
Field Crop	90	0	0	0	0	90	90
Music	0	30	0	0	20	10	30
Food and Beverage	250	43	0	0	95	198	293
Food processing	239	23	0	0	19	243	262
Front Office	80	30	0	0	59	51	110
Hairdressing- Aesthetics	932	682	73	49	342	1394	1736
House Keeping	180	57	58	0	171	124	295
ICT	268	91	0	0	226	133	359
Knitting	783	19	0	0	754	48	802
Leather Craft	151	29	0	0	131	49	180
Masonry	1373	1763	394	79	3122	487	3609
Moto Vehicle Engine Mechanics	2237	771	169	11	3056	132	3188
Plumbing	220	112	35	0	300	67	367
Pottery	0	10	0	0	10	0	10
Sport and Medical Massage	0	19	0	0	19	0	19
Veterinary (Technicians)	46	11	0	0	51	6	57
Welding	880	452	77	9	1222	196	1418
Tailoring	1381	1250	254	30	344	2571	2915
Panel Beating	27	0	0	0	27	0	27
Total	11,753	7,503	1,462	219	13,024	7,913	20,937

Annex 33: VTC students by District in 2014 and 2015

District	2014			2015		
	Male	Female	Total	Male	Female	Total
Gisagara	255	209	464	251	194	445
Huye	568	263	831	917	610	1527
Kamonyi	269	258	527	176	140	316
Muhanga	726	584	1310	597	360	957
Nyamagabe	383	265	648	549	287	836
Nyanza	526	110	636	529	84	613
Nyaruguru	139	89	228	70	63	133
Ruhango	2018	1138	3156	949	554	1503
Southern	4884	2916	7800	4038	2292	6330
Karongi	220	132	352	478	333	811
Ngororero	333	168	501	432	237	669
Nyabihu	251	147	398	221	128	349
Nyamasheke	364	236	600	344	207	551
Rubavu	415	245	660	439	275	714
Rusizi	395	196	591	472	165	637
Rutsiro	826	8	834	1,193	8	1,201
Western	2804	1132	3936	3579	1353	4932
Bugesera	392	252	644	253	245	498
Gatsibo	212	183	395	539	449	988
Kayonza	231	321	552	213	278	491
Kirehe	58	21	79	122	67	189
Ngoma	356	283	639	430	277	707
Nyagatare	89	50	139	48	52	100
Rwamagana	416	458	874	314	196	510
Eastern	1754	1568	3322	1919	1564	3483
Burera	51	53	104	219	37	256
Gakenke	613	586	1199	328	220	548
Gicumbi	271	700	971	224	435	659
Musanze	206	102	308	513	282	795
Rulindo	44	439	483	33	261	294
Northern	1185	1880	3065	1317	1235	2552
Gasabo	569	809	1378	1167	432	1599
Kicukiro	892	741	1633	828	765	1593
Nyarugenge	177	255	432	176	272	448
Kigali City	1638	1805	3443	2171	1469	3640
Rwanda	12,265	9,301	21,566	13,024	7,913	20,937

Annex 34: VTC classrooms, desks by District in 2014 and 2015

Districts	2014			2015		
	Centres	Classrooms	Desks	Centres	Classrooms	Desks
Gisagara	4	20	219	5	30	429
Huye	9	44	611	11	73	536
Kamonyi	3	16	182	4	15	195
Muhanga	6	43	275	7	42	250
Nyamagabe	8	37	533	8	34	545
Nyanza	5	28	300	5	25	304
Nyaruguru	3	20	139	2	12	92
Ruhango	12	106	1327	11	63	1077
Southern	50	314	3586	53	294	3428
Karongi	6	16	170	6	21	140
Ngororero	5	31	476	7	37	565
Nyabihu	5	17	298	6	19	334
Nyamasheke	5	20	341	5	22	322
Rubavu	12	43	399	11	36	499
Rusizi	6	29	466	6	28	331
Rutsiro	2	5	176	2	5	80
Western	41	161	2326	43	168	2271
Bugesera	5	24	542	7	25	257
Gatsibo	5	21	248	6	37	317
Kayonza	4	32	579	3	28	374
Kirehe	2	11	125	2	11	193
Ngoma	6	25	468	7	32	534
Nyagatare	2	11	15	2	13	58
Rwamagana	7	22	510	8	31	567
Eastern	31	146	2487	35	177	2300
Burera	1	6	60	2	9	350
Gakenke	8	30	372	5	24	334
Gicumbi	6	24	326	8	30	567
Musanze	4	20	105	4	31	304
Rulindo	5	21	319	5	18	337
Northern	24	101	1182	24	112	1892
Gasabo	10	40	1002	9	48	822
Kicukiro	14	70	869	15	65	980
Nyarugenge	4	19	297	4	21	219
Kigali city	28	129	2168	28	134	2021
Rwanda	174	851	11749	183	885	11912

Annex 35: VTC staff by Districts in 2015

District	Teaching Staff			Administrative staff			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gisagara	24	17	41	11	9	20	35	26	61
Huye	91	26	117	16	10	26	107	36	143
Kamonyi	18	11	29	6	6	12	24	17	41
Muhanga	43	28	71	12	15	27	55	43	98
Nyamagabe	37	13	50	13	7	20	50	20	70
Nyanza	38	7	45	14	7	21	52	14	66
Nyaruguru	10	11	21	4	7	11	14	18	32
Ruhango	33	33	66	16	16	32	49	49	98
Southern	294	146	440	92	77	169	386	223	609
Karongi	33	13	46	9	5	14	42	18	60
Ngororero	35	17	52	13	11	24	48	28	76
Nyabihu	22	8	30	7	5	12	29	13	42
Nyamasheke	29	14	43	11	5	16	40	19	59
Rubavu	32	15	47	16	10	26	48	25	73
Rusizi	29	10	39	9	5	14	38	15	53
Rutsiro	17	0	17	12	1	13	29	1	30
Western	197	77	274	77	42	119	274	119	393
Bugesera	30	11	41	11	8	19	41	19	60
Gatsibo	41	12	53	6	8	14	47	20	67
Kayonza	28	6	34	5	6	11	33	12	45
Kirehe	15	3	18	3	0	3	18	3	21
Ngoma	34	19	53	8	9	17	42	28	70
Nyagatare	9	3	12	4	1	5	13	4	17
Rwamagana	34	15	49	22	8	30	56	23	79
Eastern	191	69	260	59	40	99	250	109	359
Burera	10	3	13	6	3	9	16	6	22
Gakenke	22	7	29	6	6	12	28	13	41
Gicumbi	18	18	36	8	7	15	26	25	51
Musanze	32	14	46	10	6	16	42	20	62
Rulindo	12	7	19	7	4	11	19	11	30
Northern	94	49	143	37	26	63	131	75	206
Gasabo	77	19	96	33	14	47	110	33	143
Kicukiro	98	28	126	19	18	37	117	46	163
Nyarugenge	13	15	28	4	9	13	17	24	41
Kigali City	188	62	250	56	41	97	244	103	347
Rwanda	964	403	1367	321	226	547	1285	629	1914

Annex 36: VTCs with access to water and electricity by districts in 2015

District	Total School	Schools with					
		Water tank	Tap Water	Electricity	Solar power	Generator	Biogas system
Gisagara	5	5	4	1	2	1	0
Huye	11	7	7	7	1	5	0
Kamonyi	4	4	2	3	3	3	0
Muhanga	7	4	5	4	2	5	1
Nyamagabe	8	6	5	5	1	2	1
Nyanza	5	3	4	3	0	2	2
Nyaruguru	2	2	2	1	1	2	0
Ruhango	11	8	8	5	2	7	2
South	53	39	37	29	12	27	6
Karongi	6	3	3	1	0	1	0
Ngororero	7	2	2	4	0	1	0
Nyabihu	6	4	2	4	1	0	0
Nyamasheke	5	5	3	3	1	2	0
Rubavu	11	2	4	3	0	0	0
Rusizi	6	4	4	3	0	2	0
Rutsiro	2	2	1	2	0	0	0
West	43	22	19	20	2	6	0
Bugesera	7	2	2	3	1	2	1
Gatsibo	6	1	1	2	1	2	0
Kayonza	4	1	1	1	0	0	0
Kirehe	2	3	3	2	2	2	2
Ngoma	7	3	4	4	0	2	0
Nyagatare	2	2	1	2	0	0	0
Rwamagana	8	5	5	6	0	2	0
East	36	17	17	20	4	10	3
Burera	1	1	1	2	0	0	0
Gakenke	8	3	1	4	1	0	0
Gicumbi	6	6	7	5	0	0	1
Musanze	4	2	2	2	1	1	0
Rulindo	5	3	3	5	0	0	0
North	24	15	14	18	2	1	1
Gasabo	10	3	2	3	1	1	1
Kicukiro	15	8	11	15	1	8	0
Nyarugenge	5	8	7	6	0	3	1
Kigali City	30	19	20	24	2	12	2
Rwanda	186	112	107	111	22	56	12

Annex 37: Number of tertiary education students by field of education in 2014-2015

Field of education	Public			Private			Total		
	M	F	Total	M	F	Total	M	F	Total
Education	4946	2435	7381	4060	2940	7000	9006	5375	14381
Humanities and arts	1561	520	2081	1046	522	1568	2607	1042	3649
Social sciences, Business and law	4829	3381	8210	12677	17052	29729	17506	20433	37939
Science	4619	1643	6262	1958	1395	3353	6577	3038	9615
Engineering, manufacturing and construction	3711	603	4314	1751	646	2397	5462	1249	6711
Agriculture	2740	1097	3837	513	333	847	3253	1430	4683
Health and welfare	2389	1744	4133	966	1606	2572	3355	3350	6705
Services	124	85	209	978	1445	2423	1102	1530	2632
TOTAL	24919	11508	36427	23949	25939	49888	48868	37447	86315

Annex 38: Trainees enrolled in Tertiary Technical Institution by Trade

Trade	Number of trainees			Percentage by Sex		Percentage per trade		
	Male	Female	Total	Male	Female	Male	Female	Total
Hospitality Management	128	183	311	41.16%	58.84%	2.78%	13.30%	5.20%
Entrepreneurship	16	60	76	21.05%	78.95%	0.35%	4.36%	1.27%
Wildlife Management and Tourism	36	5	41	87.80%	12.20%	0.78%	0.36%	0.69%
Civil Engineering	1720	210	1930	89.12%	10.88%	37.36%	15.26%	32.27%
Electrical and Electronic engineering	837	123	960	87.19%	12.81%	18.18%	8.94%	16.05%
Mechanical Engineering	704	91	795	88.55%	11.45%	15.29%	6.61%	13.29%
ICT	562	265	827	67.96%	32.04%	12.21%	19.26%	13.83%
Electronics and Telecommunication Technology	242	51	293	82.59%	17.41%	5.26%	3.71%	4.90%
Business Services	126	215	341	36.95%	63.05%	2.74%	15.63%	5.70%
Alternative energy	123	35	158	77.85%	22.15%	2.67%	2.54%	2.64%
Foundation courses	0	106	106	0.00%	100.00%	0.00%	7.70%	1.77%
Forest Resource Management	16	3	19	84.21%	15.79%	0.35%	0.22%	0.32%
Veterinary and Agricultural Technology	64	11	75	85.33%	14.67%	1.39%	0.80%	1.25%
Environmental Management & Water Technology	7	6	13	53.85%	46.15%	0.15%	0.44%	0.22%
Tourism and Travel Management	23	12	35	65.71%	34.29%	0.50%	0.87%	0.59%
Total	4604	1376	5980	76.99%	23.01%	100.00%	100.00%	100.00%

Annex 39: Number of tertiary education graduate by field of education in 2013-2015

Fields of Education	Public			Private			Total		
	M	F	M+F	M	F	M+F	M	F	M+F
Education	1899	1044	2943	468	402	870	2367	1446	3,813
Humanities and arts	291	131	422	193	48	241	484	179	663
Social sciences, Business and law	1108	819	1927	2610	3478	6088	3718	4297	8,015
Science	857	370	1227	463	258	721	1320	628	1,948
Engineering, manufacturing and construction	566	109	675	276	81	357	842	190	1,032
Agriculture	947	453	1400	99	26	125	1046	479	1,525
Health and welfare	377	305	682	235	438	673	612	743	1,355
Services	0	0	0	111	166	277	111	166	277
TOTAL	6,045	3,231	9,276	4,455	4,897	9,352	10,500	8,128	18,628

Annex 40: Number of academic staff in tertiary education institutions in 2014-2015

Status	Academic Rank	Full time			Part time			TOTAL			Percentage
		Male	Female	Total	Male	Female	Total	Male	Female	Total	
Public	Professor	26	3	29	0	0	0	26	3	29	1.4%
	Associate professor	39	3	42	1	0	1	40	3	43	2.1%
	Senior Lecturer	93	13	106	9	0	9	102	13	115	5.6%
	Lecturer	414	73	487	32	5	37	446	78	524	25.4%
	Assistant Lecturer	505	139	644	63	10	73	568	149	717	34.7%
	Tutorial assistant	297	134	431	6	2	8	303	136	439	21.3%
	Others	162	30	192	5	0	5	167	30	197	9.5%
	Total	1,536	395	1,931	116	17	133	1,652	412	2,064	100%
Private	Professor	40	4	44	7	1	8	47	5	52	2.6%
	Associate professor	58	5	63	9	1	10	67	6	73	3.7%
	Senior Lecturer	112	25	137	103	32	135	215	57	272	13.7%
	Lecturer	221	42	263	137	33	170	358	75	433	21.8%
	Assistant Lecturer	322	77	399	431	49	480	753	126	879	44.3%
	Tutorial assistant	119	34	153	64	11	75	183	45	228	11.5%
	Others	20	3	23	21	4	25	41	7	48	2.4%
	Total	892	190	1,082	772	131	903	1,664	321	1,985	100%
Total	Professor	66	7	73	7	1	8	73	8	81	2.0%
	Associate professor	97	8	105	10	1	11	107	9	116	2.9%
	Senior Lecturer	205	38	243	112	32	144	317	70	387	9.6%
	Lecturer	635	115	750	169	38	207	804	153	957	23.6%
	Assistant Lecturer	827	216	1043	494	59	553	1321	275	1596	39.4%
	Tutorial assistant	416	168	584	70	13	83	486	181	667	16.5%
	Others	182	33	215	26	4	30	208	37	245	6.1%

Total	2,428	585	3,013	888	148	1,036	3,316	733	4,049	100%
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Annex 41: Number of computers in tertiary education institutions in 2014-2015

Status	description	Number of computers		with Internet Connection	without Internet Connection
		Desktops	Laptops		
Public	In the offices for academic staff	678	338	786	230
	In the offices for administrative staff	1046	536	1171	411
	Computers for students	3749	22	2857	914
	N-Computing devices for students	135	27	156	6
	Total	5,608	923	4,970	1,561
Private	In the offices for academic staff	313	337	621	29
	In the offices for administrative staff	602	198	756	44
	Computers for students	3678	385	3662	401
	N-Computing devices for students	0	444	404	40
	Total	4,593	1,364	5,443	514
Total	In the offices for academic staff	991	675	1407	259
	In the offices for administrative staff	1648	734	1927	455
	Computers for students	7427	407	6519	1315
	N-Computing devices for students	135	471	560	46
	Total	10,201	2,287	10,413	2,075

Annex 42: Literacy rate for those aged 15 years and above by sex and area of residence in 2015

District	Urban			Rural			Rwanda		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gisagara	73.7%	66.5%	69.7%	63.2%	57.9%	60.3%	63.4%	58.1%	60.4%
Huye	56.8%	75.7%	64.8%	69.9%	65.3%	67.3%	66.9%	66.9%	66.9%
Kamonyi	80.4%	76.0%	78.1%	73.4%	69.7%	71.4%	74.3%	70.4%	72.2%
Muhanga	65.9%	83.9%	74.1%	70.9%	68.4%	69.5%	69.9%	70.7%	70.3%
Nyamagabe	51.8%	73.0%	60.9%	65.4%	55.9%	60.1%	63.9%	57.0%	60.2%
Nyanza	84.4%	79.1%	81.7%	63.7%	61.9%	62.7%	65.5%	63.3%	64.3%
Nyaruguru	72.4%	63.6%	67.8%	63.8%	53.3%	58.0%	64.0%	53.5%	58.3%
Ruhango	83.1%	79.5%	81.2%	69.9%	66.2%	67.9%	71.1%	67.2%	69.0%
South	67.6%	77.6%	72.3%	67.5%	62.3%	64.6%	67.5%	63.6%	65.4%
Karongi	79.3%	77.6%	78.4%	67.9%	58.3%	62.6%	68.8%	59.6%	63.7%
Ngororero	76.5%	73.5%	74.9%	66.6%	54.5%	59.8%	67.0%	55.2%	60.4%
Nyabihu	75.4%	67.3%	71.1%	73.9%	59.1%	65.7%	74.1%	60.2%	66.4%
Nyamasheke	76.2%	71.4%	73.7%	74.6%	65.7%	69.7%	74.6%	65.8%	69.7%
Rubavu	84.4%	73.7%	78.9%	62.6%	47.9%	54.7%	71.3%	57.7%	64.1%
Rusizi	68.0%	69.9%	68.9%	73.8%	64.6%	68.8%	72.8%	65.3%	68.8%
Rutsiro	65.4%	67.0%	66.2%	68.5%	57.7%	62.6%	68.4%	57.9%	62.7%
West	78.3%	72.1%	75.2%	70.0%	58.9%	63.9%	71.1%	60.5%	65.3%
Bugesera	83.4%	78.7%	81.1%	70.4%	61.9%	65.9%	71.6%	63.3%	67.2%
Gatsibo	83.8%	77.7%	80.6%	68.2%	59.1%	63.4%	69.2%	60.2%	64.4%
Kayonza	83.8%	78.1%	80.9%	71.0%	61.7%	66.1%	72.4%	63.4%	67.7%
Kirehe	78.6%	72.2%	75.5%	70.8%	58.9%	64.5%	71.0%	59.3%	64.8%
Ngoma	58.0%	75.1%	65.1%	69.5%	62.0%	65.5%	68.7%	62.6%	65.4%
Nyagatare	81.5%	75.0%	78.3%	70.8%	58.5%	64.4%	72.0%	60.1%	65.9%
Rwamagana	86.8%	85.1%	85.9%	69.7%	67.7%	68.7%	71.3%	69.3%	70.3%
East	80.6%	77.9%	79.3%	70.0%	61.1%	65.3%	70.9%	62.4%	66.4%
Burera	82.0%	70.5%	76.1%	70.8%	52.6%	61.1%	71.1%	53.0%	61.4%
Gakenke	83.0%	76.4%	79.6%	73.6%	66.3%	69.6%	73.9%	66.6%	69.9%
Gicumbi	58.4%	53.9%	56.0%	71.3%	61.5%	66.1%	70.1%	60.8%	65.2%
Musanze	85.4%	77.2%	81.1%	72.7%	60.3%	65.9%	76.4%	65.0%	70.2%
Rulindo	78.2%	72.4%	75.1%	72.6%	66.9%	69.5%	72.8%	67.1%	69.7%
North	79.1%	71.6%	75.1%	72.2%	61.5%	66.4%	72.8%	62.5%	67.3%
Gasabo	86.7%	88.2%	87.4%	70.8%	66.6%	68.6%	82.6%	81.6%	82.1%
Kicukiro	90.4%	89.9%	90.1%	79.4%	73.4%	76.3%	89.3%	88.0%	88.7%
Nyarugenge	90.1%	90.3%	90.2%	77.5%	72.5%	75.0%	87.5%	86.1%	86.8%
Kigali City	88.7%	89.3%	89.0%	73.8%	69.1%	71.4%	85.7%	84.6%	85.2%
Rwanda	82.7%	82.0%	82.4%	69.8%	61.2%	65.2%	72.4%	64.7%	68.3%

Source: Fourth Rwanda Population and Housing Census. Notes : Literacy refers to literacy in any language

Annex 43: Adult literacy centers by District and ownership in 2015

Districts	Churches	Government	NGOs	Individuals	TOTAL
Gisagara	16	7	4	0	27
Huye	71	14	28	4	117
Kamonyi	40	17	4	2	63
Muhanga	83	20	0	0	103
Nyamagabe	92	197	1	11	301
Nyanza	56	43	4	0	103
Nyaruguru	67	28	12	0	107
Ruhango	55	70	2	0	127
Southern Province	480	396	55	17	948
Karongi	117	31	39	57	244
Ngororero	104	50	0	8	162
Nyabihu	38	72	0	1	111
Nyamasheke	176	12	17	27	232
Rubavu	87	15	2	5	109
Rusizi	95	28	2	0	125
Rutsiro	79	96	0	0	175
Western Province	697	304	60	98	1158
Bugesera	142	23	9	9	183
Gatsibo	106	101	1	3	211
Kayonza	24	44	1	0	69
Kirehe	52	20	0	0	72
Ngoma	96	32	0	0	128
Nyagatare	55	143	0	5	203
Rwamagana	88	92	0	0	180
Eastern Province	563	455	11	17	1046
Burera	151	56	3	1	211
Gakenke	227	67	0	0	294
Gicumbi	179	74	0	1	254
Musanze	76	34	1	3	114
Rulindo	90	51	0	0	141
Northern Province	723	282	4	5	1014
Gasabo	45	19	1	0	65
Kicukiro	31	4	3	0	38
Nyarugenge	37	3	2	2	44
Kigali City	113	26	6	2	147
Rwanda	2,576	1,463	136	139	4,313

Annex 44: Adult literacy learners by District and Province in 2015

Districts	Male	Female	Total	Learners per centre
Gisagara	597	867	1,464	54
Huye	893	3,008	3,901	33
Kamonyi	553	578	1,131	18
Muhanga	908	1,172	2,080	20
Nyamagabe	2,245	4,229	6,474	22
Nyanza	1,787	1,388	3,175	31
Nyaruguru	1,060	2,710	3,770	35
Ruhango	1,224	1,263	2,487	20
Southern Province	9,267	15,215	24,482	26
Karongi	1,554	3,455	5,009	21
Ngororero	1,253	2,252	3,505	22
Nyabihu	718	2,148	2,866	26
Nyamasheke	2,889	3,935	6,824	29
Rubavu	893	1,691	2,584	24
Rusizi	961	1,261	2,222	18
Rutsiro	1,396	2,383	3,779	22
Western Province	9,664	17,125	26,789	23
Bugesera	1,003	2,099	3,102	17
Gatsibo	2,408	3,266	5,674	27
Kayonza	936	1,083	2,019	29
Kirehe	467	637	1,104	15
Ngoma	1,182	1,576	2,758	22
Nyagatare	2,398	3,254	5,652	28
Rwamagana	1,212	1,655	2,867	16
Eastern Province	9,606	13,570	23,176	22
Burera	1,420	2,595	4,015	19
Gakenke	1,878	2,631	4,509	15
Gicumbi	1,803	2,683	4,486	18
Musanze	1,036	1,799	2,835	25
Rulindo	1,280	1,726	3,006	21
Northern Province	7,417	11,434	18,851	19
Gasabo	405	482	887	14
Kicukiro	313	463	776	20
Nyarugenge	315	553	868	20
Kigali City	1,033	1,498	2,531	17
Rwanda	36,987	58,842	95,829	22

Annex 45: Adult literacy instructors by District and Province in 2015

Districts	Male	Female	Total
Gisagara	26	7	33
Huye	62	87	149
Kamonyi	34	33	67
Muhanga	62	65	127
Nyamagabe	237	164	401
Nyanza	94	43	137
Nyaruguru	77	63	140
Ruhango	97	82	179
Southern Province	689	544	1233
Karongi	230	182	412
Ngororero	148	75	223
Nyabihu	81	34	115
Nyamasheke	253	113	366
Rubavu	106	34	140
Rusizi	120	25	145
Rutsiro	150	27	177
Western Province	1088	490	1578
Bugesera	134	68	202
Gatsibo	140	75	215
Kayonza	49	20	69
Kirehe	57	16	73
Ngoma	89	42	131
Nyagatare	142	67	209
Rwamagana	122	71	193
Eastern Province	733	359	1092
Burera	189	38	227
Gakenke	229	115	344
Gicumbi	218	79	297
Musanze	92	37	129
Rulindo	70	71	141
Northern Province	798	340	1138
Gasabo	49	46	95
Kicukiro	30	21	51
Nyarugenge	24	29	53
Kigali City	103	96	199
Rwanda	3,411	1,829	5,240