

REPUBLIC OF RWANDA



MINISTRY OF EDUCATION
P.O BOX 622 KIGALI

2014 EDUCATION STATISTICAL YEARBOOK



FOREWORD

The mission of the Ministry of Education 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. 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 2014 education statistical yearbook serves that purpose. The information provided covers all the institutions within the Ministry of Education working in the areas of pre-primary, primary, secondary, technical and vocational, tertiary and adult literacy. The Ministry of Education collects data annually at all levels of education.

In line with the government policies (Vision 2020, EDPRS2, and ESSP) and Millennium Development Goals (MDGs), the Ministry of Education has implemented several projects and initiatives related to improving and strengthening access, quality and relevance. Though, there is still a long way to go, remarkable achievements have been made.

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

The district level map analysis is a new addition, which will greatly support districts in their planning and reviews. The maps will also help in monitoring and evaluating education activity and reorient activities to those districts lagging behind.

I anticipate your contentment while utilising data from this publication to serve the purpose of reaching national, regional and international goals.

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

Prof. Silas LWAKABAMBA

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 Organisation
UR-CE	University of Rwanda - College of Education
VTC	Vocation Training Centres
WDA	Workforce Development Agency

EXECUTIVE SUMMARY

This 2014 Education statistical Yearbook shows important trends and statistics which showcase the efforts, successes, and challenges of the education sector in Rwanda.

Total enrolment has increased in pre-primary, upper secondary, tertiary and, substantially, in TVET. This shows commitment to the Sector Plans of improving Early Childhood Education, providing 12 Years Basic Education (12YBE) and increasing the number of TVET graduates. Primary, lower secondary and literacy enrolment, on the other hand, has decreased.

Since most pre-primary schools are based with the compound of public schools, they have been re-classified as public in the 2014 school year. This re-classification brings the number of public schools from 2 in 2013 to 1,420 public schools in 2014 and also explains the decrease in the number private pre-primary schools from 2,074 in 2013 to 1,011 in 2014.

Primary repetition (12.5% in 2012 and 18.3% in 2013) and drop-out rates (11.1% in 2012 and 14.3% in 2013) remain a big challenge. The Government of Rwanda is aware of this and addressing this issue is one of the priorities going forward. Primary Gross Enrolment Rate (138.5% in 2013 and 134.3% in 2014), as well as the pupil: qualified teacher ratio (63:1 in 2013 and 61:1 in 2014) has all moved in the planned direction, towards their ESSP targets.

Secondary school GER and NER have both decreased, respectively from 41.5% in 2013 to 40.7% in 2014 and from 36.4% in 2013 to 35.7% in 2014. The transition rate from Lower to Upper Secondary has dropped significantly from 95.3% in 2012 to 85.4% in 2013 (by nearly 9.9%), though the drop-out rate in lower secondary education has also improved from 17.7% in 2012 to 14.7% in 2013. The pupil: teacher ratios have also improved in secondary schools from 32:1 in 2013 to 30:1 in 2014.

In TVET, the number of training centres has increased from 306 in 2013 to 365 in 2014, as well as the number of trainers from 3,020 in 2013 to 3,595 in 2014. Last year showed an increase of the number of TVET trainees by 9,131 from 83,893 in 2013 to 93,024 in 2014.

Though total enrolment increased in tertiary education from 84,448 in 2013 to 87,013 in 2014, the number of students in public higher learning institutions decreased from 40,731 in 2013 to 37,759 in 2014. This shows that higher education provision in Rwanda is shifting towards the private sector.

In adult literacy, the number of learners, centres, and instructors has decreased, respectively from 126,898 in 2013 to 112,656 in 2014, from 4,706 in 2013 to 4,602 in 2014 from 5,778 in 2013 to 4,602 in 2014. This decrease can be attributed to the closure of NGOs and Projects that strengthen the learning centers capacity,

In order to improve the quality of data collected on students and monitor their mobility, in September 2014 the Ministry of Education in collaboration with National institute of Statistics of Rwanda introduced an improved way of collecting individual information on every student enrolled in Rwanda Education System. In the upcoming years it will be easy to identify students by raw data instead of using figures collected using tables at school level.

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 Structure of the Rwandan Education System

Compulsory education lasts 9 years from age 7 to age 15, it covers primary and lower secondary education and is commonly known as “Nine Year Basic Education” (9YBE).

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 for children between the ages of 3 and 6.
2. **Primary Education** lasts six years; the official school age at this level is from 7 years to 12 years. 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 years to 18 years. It is composed of **lower secondary** (the first three years) and **upper secondary** (the second three years) both ending with a national examination which respectively 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 studies.
4. **Technical and Vocational Education and Training (TVET)** is taught in Technical Secondary Schools (TSS), Vocational Training Centres (VTCs) and Technical Tertiary institutions (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. **Tertiary Education** is based on a credit accumulation and modular scheme (CAMS) system.¹The qualifications awarded at different tertiary education levels 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, Maters Degree and level 7 Doctorate.
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 the basic writing and reading skills.

¹ See 2013 Education Statistical Yearbook, Annex 26.

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

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.

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

5. Completion Rate (CR)

The number of new entrants in last year of primary school in a given year, expressed as a percentage of the total number of population having official age for being in the last year of primary school, only new pupils entering Primary 6 are considered; repeaters at this level are eliminated. The completion rate is also known as the Gross Intake Ratio in the Last Grade of primary (GIRLG).

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

6. Transition Rate (TR)

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

$$TR_{\text{Primary}}^{t-1} = \frac{\text{Number of new pupils in } S_1 \text{ in year } t}{\text{Number of pupils in } P_6 \text{ in year } t-1} \times 100 \quad TR_{\text{Secondary}}^{t-1} = \frac{\text{Number of new pupils in } S_4 \text{ in year } t}{\text{Number of pupils in } S_3 \text{ in year } t-1} \times 100$$

7. Promotion Rate (PR)

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

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

8. Repetition Rate (RR)

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

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

9. Drop-out Rate (DR)

The percentage of pupils who leave the school without completing the grade they were enrolled in during the school year. Dropout rate can also be obtained by subtracting the sum of promotion rate and repetition rate from 100 in a given school year.

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

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

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 ($S^t_{100,000}$)

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.

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

1.4 Data sources and data collection process

Education data is collected annually using questionnaires. The data on Pre-primary, Primary, Secondary, Vocational Training Centers (VTCs) and Adult literacy centers is collected through questionnaires sent to schools via Sectors and Districts, while data on Tertiary education is collected directly from institutions.

Data on National examination are obtained from Rwanda Education board (Data for Primary 6, Secondary 3 and Secondary 6 for general education), Workforce Development Agency (Secondary 6 for TSS) and from University of Rwanda College of Education (Senior 6 for TTC). Data on population is obtained from the National Institute of Statistics of Rwanda (NISR). Now we are using current population projection from the Fourth population and Housing Census (RPHC4) carried out in 2012.

The activity of data collection was done in June 2014. Sector Education Officers (SEOs) assist Head teachers in filling the questionnaires, approve the filled questionnaires and then send them back to the Districts. The Ministry of Education brings together all District Education Officers (DEOs) to computerize and consolidate all data from their respective districts. Both hard and soft copies of collected data are gathered in the Ministry of Education.

This document contains different information on education at all levels of the education system. It provides statistics on learners, teachers, schools, classrooms, desks, special needs in education, water & electricity, and science facilities. Data is presented from the last five years to illustrate progress made and detailed statistics disaggregated by sex and by districts are available in annex for 2014. Data by district is also provided using map, by using four colours: green, blue, Yellow and red to categorize district from those who have meets the ESSP target (Green) to those who are still far away to the target (Red)

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 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;
- Compare the national situation with that of other countries, thereby highlighting problems that need to be given priority nationally;
- Establish how many of the pupils enrolled actually complete a given cycle of schooling or obtain a given qualification within the expected minimum duration.

2 OVERVIEW: STUDENTS, STAFF AND INSTITUTIONS BY EDUCATION LEVEL IN 2014

Table 2.1: Students, staff and institutions by education level in 2013 and 2014

Level	2013					2014				
	Students			Staff ³	Institutions	Students			Staff	Institutions
	Male	Female	Total			Male	Female	Total		
Pre-primary	69,418	73,053	142,471	3,808	2,076	77,872	81,419	159,291	4,671	2,431
Primary	1,183,306	1,218,858	2,402,164	40,159	2,650	1,181,715	1,217,724	2,399,439	41,192	2,711
Secondary	268,581	297,789	566,370	25,532	1,502	266,579	298,733	565,312	27,116	1,521
Lower Secondary	167,201	194,321	361,522			161,577	188,115	349,692		
Upper Secondary	101,380	103,468	204,848			105,002	110,618	215,620		
<i>Sciences</i>	38,057	42,086	80,143			37,612	43,770	81,382		
<i>Humanities</i>	12,124	14,068	26,192			13,294	15,679	28,973		
<i>Languages</i>	12,691	13,581	26,272			14,346	16,442	30,788		
<i>Teacher Training Colleges</i>	3,599	3,776	7,375		13	3,838	4,526	8,364		13
<i>Technical Secondary Schools</i>	34,909	29,957	64,866		167	35,912	30,201	66,113		179
Vocational Training Centres	10,058	5,534	15,592	1,332	132	12,265	9,301	21,566	1,796	174
Tertiary Education	47,220	37,228	84,448	5,670	38	47,867	39,146	87,013	6,818	45
Degree offering institutions	42,391	34,729	77,120	4,878	24	41,575	35,937	77,512	5,701	26
Diploma offering institutions	4,829	2,499	7,328	782	14	6,292	3,209	9,501	1,117	19
<i>Technical institutions</i>	2,788	647	3,435	461	7	4,192	1,153	5,345	778	12
<i>Colleges of Education</i>	1,579	886	2,465	106	2	1,494	880	2,374	112	2
<i>Schools of Nursing and Midwifery</i>	462	966	1,428	215	5	606	1,176	1,782	227	5
Adult Literacy centres	47,888	79,010	126,898	5,778	4,706	42,603	70,053	112,656	5,571	4,602
Total	1,626,471	1,711,472	3,337,943	82,279	11,104	1,628,901	1,716,376	3,345,277	87,164	11,484

³Including teaching or academic and administrative staff.

The population of Rwanda in 2014 is estimated at 11,002,631, as shown by table 2.1 the human resources (3,432,441 learners and staff) in education sector represent 31.2% of the whole population, with 3,345,277 learners (30.4%) and 87,164 Staff (0.8%), this demonstrates how the education sector plays a critical role in the development of every nation.

Figure 2.1 illustrates the distribution of the learning population within the education levels in 2014. The majority of the learning population are enrolled in Primary level (71.4%).

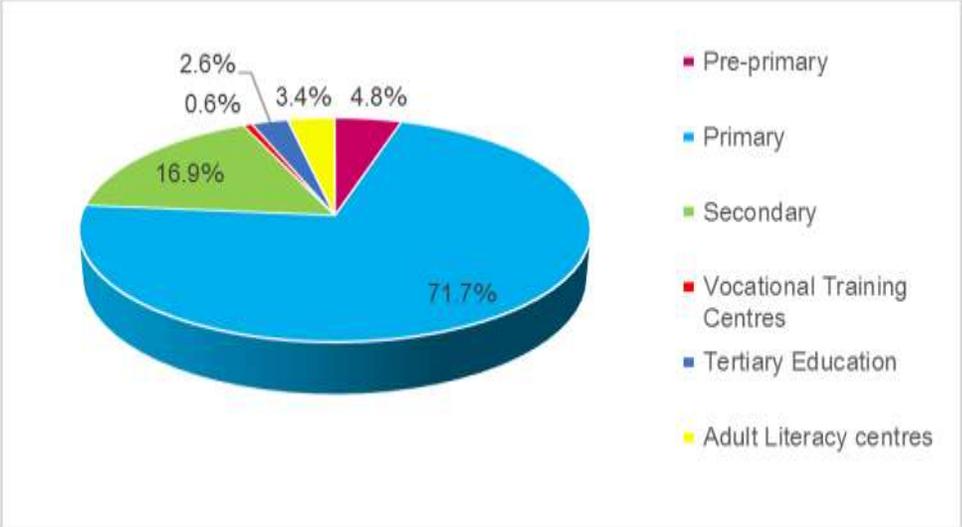


Figure 2.1: Share of students by level in 2014

Figure 2.2 highlights the relative access to education of boys and girls at different levels in Rwanda’s Education System, The enrolment gender parity Index varies between 0.8 (for VTC) and 1.6 (for Adult literacy), meaning that the number of Male is greater than that of Female in VTC while the number of female is greater than that of male in Adult literacy programmes.

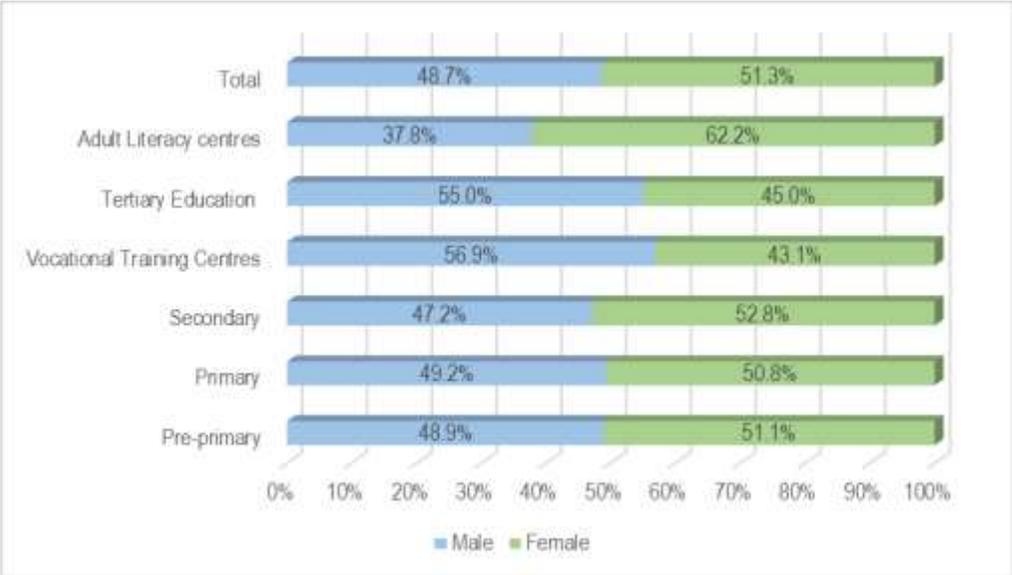


Figure 2.2: Percentage of male and female enrolled in Rwanda’s Education system in 2014

3 PRE-PRIMARY EDUCATION

Pre-primary education aims to enhance the school readiness of children aged 3-6 years. Most of pre-primary schools are community-based and located within public schools. The community provides salaries for teachers and the government offers teaching learning and play materials like ECD Kits, books and chalk.

Table 3.1: Pre-primary profile from 2010 to 2014⁴

Year	2010	2011	2012	2013	2014
Total (Pupils)	96,934	111,875	130,403	142,471	159,291
Boys	47,034	54,378	63,161	69,418	77,872
Girls	49,900	57,497	67,242	73,053	81,419
% of Boys	48.52%	48.61%	48.44%	48.72%	48.89%
% of Girls	51.48%	51.39%	51.56%	51.28%	51.11%
GER (Overall)	9.9%	11.6%	12.9%	15.7%	17.5%
Boys	9.6%	11.2%	12.4%	15.3%	17.2%
Girls	10.3%	11.9%	13.3%	16.0%	17.9%
NER (Overall)	6.1%	10.1%	12.7%	12.7%	13.3%
Boys	5.9%	9.7%	12.3%	12.5%	13.0%
Girls	6.3%	10.4%	13.2%	13.0%	13.5%
Pupils in public schools	565	343	362	363	93,499
Boys	247	151	183	198	45,524
Girls	318	192	179	165	47,975
Pupils in Private schools	96,369	111,532	130,041	142,108	65,792
Boys	46,787	54,227	62,978	69,220	32,348
Girls	49,582	57,305	67,063	72,888	33,444
Total (Staff)	Data not available for this period	2,941	3,247	3,808	4,671
Male		587	642	714	921
Female		2,354	2,605	3,094	3,750
% of Male		20.0%	19.8%	18.8%	19.7%
% of Female		80.0%	80.2%	81.3%	80.3%
Pupils: Teacher Ratio		38:1	40:1	38:1	34:1
Total number of schools	1,369	1,471	1,870	2,076	2,431
Public ⁵	2	2	2	2	1,420
Private	1,367	1,469	1,868	2,074	1,011
Used Classrooms		2,273	2,677	3,064	3,648
Pupil Classroom Ratio		49	49	46	44

Most of the pre-primary schools are located within public schools and, starting in the 2014 school year onwards; those schools have been classified as public. This caused the increase of public pre-primary schools from 2 in 2013 to 1,420 in 2014. It also explains the decrease in the number of private pre-primary schools from 2,074 in 2013 to 1,011 in 2014. The school readiness program is designed to promote preschool children's school readiness, by availing a pre-primary classroom at every public and government aided primary school for one year before the child's entry to primary.

⁴ This table relates only to preschool centres and pupils, day care centres (crèches) are not included.

⁵ For 2014 this category includes public and government aided schools.

As indicated in Figure 3.1, the enrolment in pre-primary has continually increased from 96,934 pupils in 2010 to 159,291 pupils in 2014, which corresponds to an increment of 64%. This can be explained by the prioritisation of Pre-primary education and the partnership between the government and parents, faith-based organizations (FBOs) as well as community-based organizations (CBOs) that participated actively in creating preschools in cells and villages. Details on pre-primary ownership are contained in Annex 1.

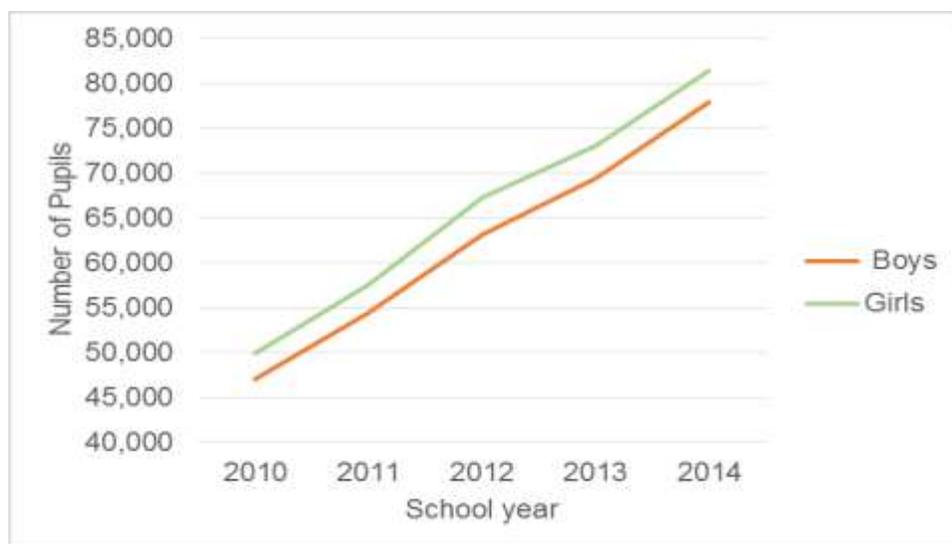


Figure 3.1: Trend in pre-primary pupil enrolment from 2010 to 2014

The Pre-primary Gross Enrolment Rate increased from 9.9% in 2010 to 17.5% in 2014; although it continues to increase, Figure 3.2 reveals that the 2014/2015 ESSP target of 19.8% was not achieved in 2014 and an effort should be made to meet the 2017/2018 target of 29.9%.

One of the strategies of increasing enrolment is to raise awareness among communities about the importance of enrolling children in pre-primary schools.

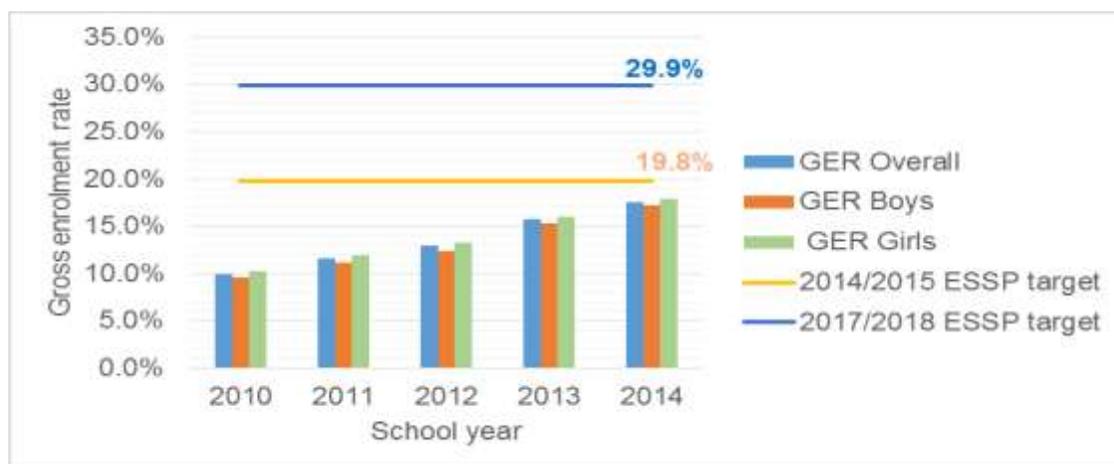


Figure 3.2: Pre-primary Gross Enrolment Rate from 2010 to 2014 compared to ESSP targets

The Pre-primary Net Enrolment Rate increased from 6.1% in 2010 to 13.3% in 2014; although it continues to increase, Figure 3.3 reveals that the 2014/2015 ESSP target of 17% was not attained in 2014, meaning that only 13.3% of population in the age of being at Pre-primary are attending pre-primary schools. Therefore more effort is required to meet the 2017/2018 ESSP target of 28%.

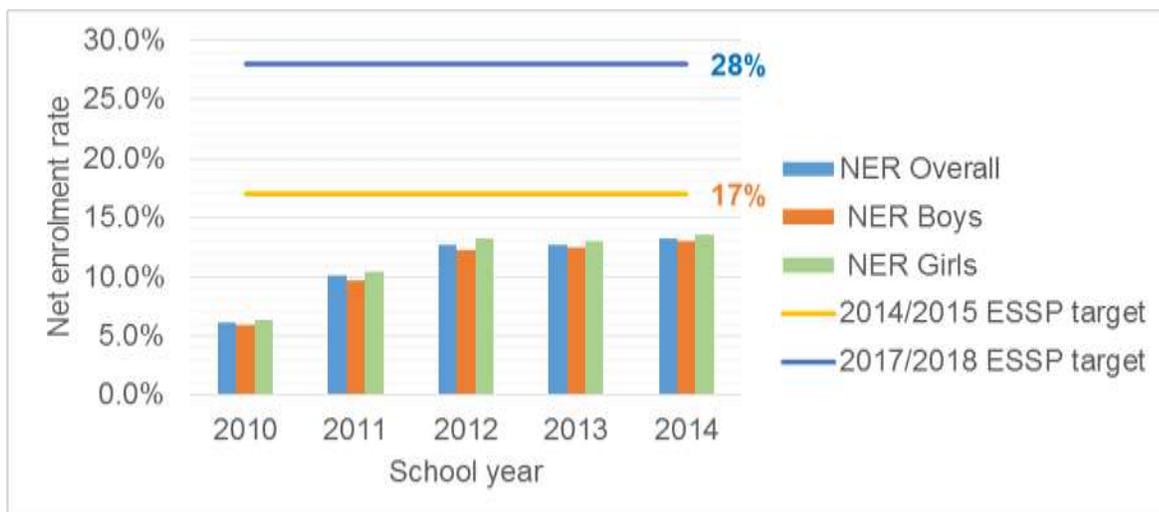


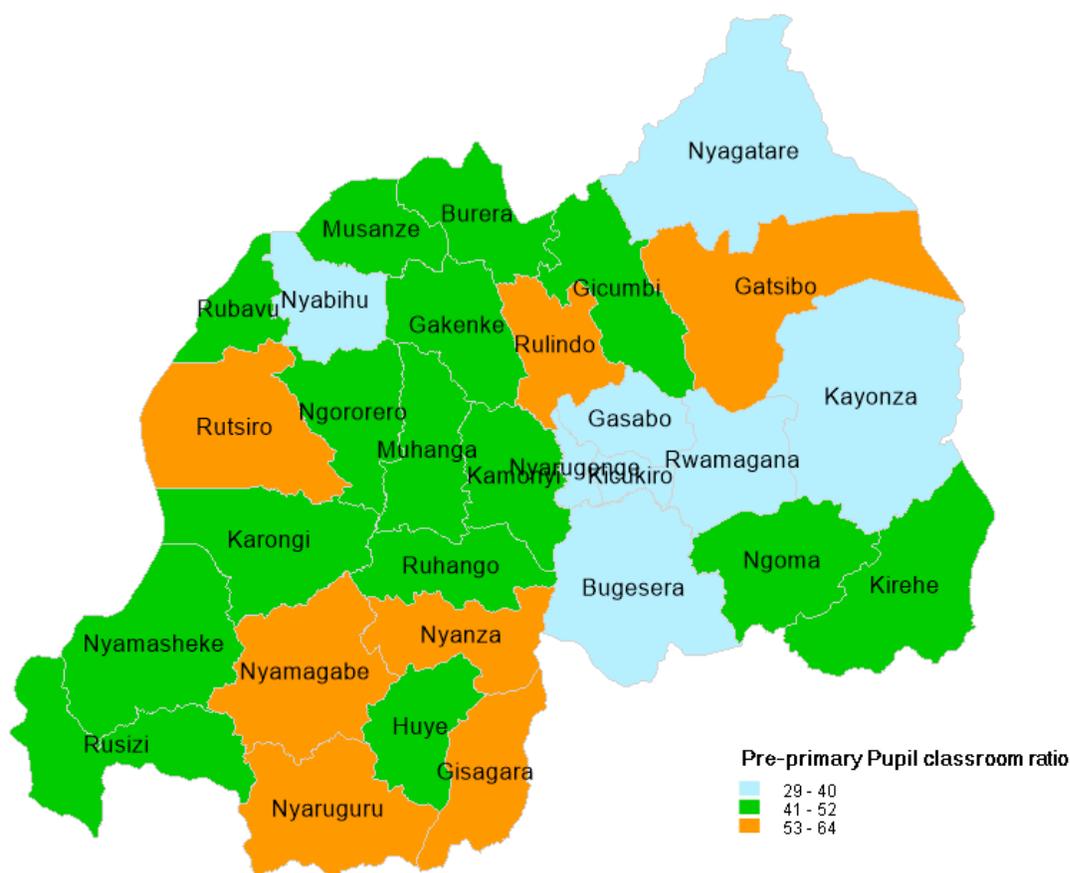
Figure 3.3: Pre-primary Net Enrolment Rate from 2010 to 2014 compared to ESSP targets

Table 3.2 shows that most of students are enrolled in government aided school with 66,637 pupils (41.8%), followed by private 65,792 pupils (41.3%) and then public with 26,862 pupils (16.9%)

Table 3.2: Pre-primary schools, Classrooms, pupils and staff by status in 2014

Status	Schools	Classrooms	Students			Staff		
			Male	Female	Total	Male	Female	Total
Public	416	526	13,081	13,781	26,862	131	461	592
Government aided	1,004	1,256	32,443	34,194	66,637	228	1,183	1,411
Private	1011	1866	32,348	33,444	65,792	562	2,106	2,668
Total	2,431	3,648	77,872	81,419	159,291	921	3,750	4,671

The map 3.1 shows that Pre-primary pupil classroom ratio varies between 29 and 64 pupils per classroom depending on the district. Districts like Gasabo, Nyagatare, Nyabihu, ... have the lowest Pupil Classroom Ratio while Nyanza, Rulindo, Gatsibo,... have the highest Pupil Classroom Ratio.



Map 3.1: Pre-primary pupil classroom ratio by district in 2014

Tables 3.3 and 3.4 reveals that among children with disabilities enrolled in pre-primary school: 29.4% have other physical disability and 17.7% have learning disability, and the number of children with disabilities enrolled in pre-primary school has increased from 1,153 pupils in 2013 to 1,387 pupils in 2014.

Table 3.3: Pre-primary pupils with disabilities in 2014

Level	Hearing	Visual	Speaking	Other Physical	Learning	Multiple disabilities	TOTAL		
							Boys	Girls	Total
Nursery 1	120	108	136	220	125	61	404	366	770
Nursery 2	31	31	52	89	69	31	174	129	303
Nursery 3	41	35	52	99	52	35	180	134	314
Total	192	174	240	408	246	127	758	629	1,387
Percentage	13.8%	12.5%	17.3%	29.4%	17.7%	9.2%	54.7%	45.3%	100%

Table 3.4: Pre-primary pupils with disabilities from 2012 to 2014

Grade	2012			2013			2014		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Nursery 1	461	354	815	390	305	695	404	366	770
Nursery 2	102	122	224	129	100	229	174	129	303
Nursery 3	108	112	220	144	91	235	180	134	314
Total	671	588	1,259	663	496	1,159	758	629	1,387
Percentage	53.3%	46.7%	100%	57.2%	42.8%	100%	54.7%	45.3%	100%

Tables 3.5 shows that 5% of all enrolled pupils in pre-primary are orphans, among which, 17.4% do not have a both parents.

Table 3.5: Pre-primary orphan pupils in 2014

Grade	Pupils who do not have			Total		
	Mother	Father	Both Parents	Boys	Girls	Total
Nursery 1	1,815	2,224	786	2384	2441	4825
Nursery 2	427	624	226	645	632	1277
Nursery 3	667	868	383	959	959	1918
Total	2,909	3,716	1,395	3,988	4,032	8,020
Percentage	36.3%	46.3%	17.4%	49.7%	50.3%	100%

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 low compared to other subjects.

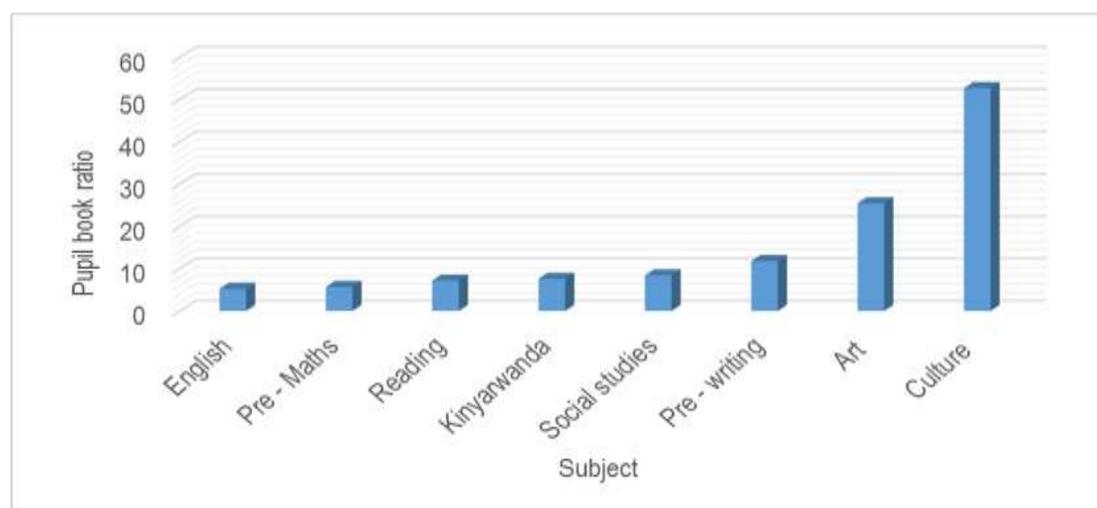


Figure 3.4: Pre-primary pupil book ratio by subject in 2014

Table 3.6 reveals that only 14% of pre-primary schools have access to water through tap water supply and 16% through rain water harvesting system. In 2014, there were 15% of pre-primary schools with access to electricity through the national grid. Details on pre-primary schools with access to water and electricity by district are provided in Annex 6

Table 3.6: Percentage of pre-primary schools by Province with water and electricity in 2014

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	87	67	74	8	10	2
		Percentage	16%	12%	13%	1%	2%	0%
	Schools without	Number	473	493	486	552	550	558
		Percentage	84%	88%	87%	99%	98%	100%
Kigali City	Schools with	Number	91	105	116	1	8	0
		Percentage	41%	48%	52%	0%	4%	0%
	Schools without	Number	130	116	105	220	213	221
		Percentage	59%	52%	48%	100%	96%	100%
North	Schools with	Number	73	50	66	9	1	0
		Percentage	14%	10%	13%	2%	0%	0%
	Schools without	Number	431	454	438	495	503	504
		Percentage	86%	90%	87%	98%	100%	100%
West	Schools with	Number	54	55	55	2	0	1
		Percentage	9%	10%	10%	0%	0%	0%
	Schools without	Number	520	519	519	572	574	573
		Percentage	91%	90%	90%	100%	100%	100%
South	Schools with	Number	72	55	59	4	8	1
		Percentage	13%	10%	10%	1%	1%	0%
	Schools without	Number	500	517	513	568	564	571
		Percentage	87%	90%	90%	99%	99%	100%
Rwanda	Schools with	Number	377	332	370	24	27	4
		Percentage	16%	14%	15%	1%	1%	0%
	Schools without	Number	2,054	2,099	2,061	2,407	2,404	2,427
		Percentage	84%	86%	85%	99%	99%	100%

As revealed in the 2014 education data collection, 46% of pre-primary schools have separate latrines for children while 9% have separate latrines for staff. Table 3.7 illustrates the number of users per toilet, where the ratio varies between 19 and 36 children per toilet, 14 and 15 staff per toilet. At national level the ratio stands at 25 children per toilet and 6 staff per toilet.

Table 3.7: Number of toilets in Pre-primary school in 2014

Province	Users	Number of toilets			Users per toilet		
		For Female	For Male	Total	For Female	For Male	Overall
East	Student	919	884	1,802	18	20	19
	Staff	102	97	199	3	8	5
	Total	1,021	981	2,001	16	19	17
Kigali City	Student	569	529	1,097	18	19	19
	Staff	138	114	252	1	8	4
	Total	707	643	1,349	15	17	16
North	Student	522	504	1,025	30	32	31
	Staff	67	64	131	2	9	6
	Total	589	568	1,156	27	30	28
West	Student	589	570	1,159	25	27	26
	Staff	79	63	141	2	10	6
	Total	668	633	1,300	22	26	24
South	Student	595	594	1,188	36	37	36
	Staff	37	29	66	4	30	15
	Total	632	623	1,254	34	37	35
Rwanda	Student	3,192	3,079	6,271	24	26	25
	Staff	423	367	789	2	10	6
	Total	3,615	3,446	7,060	22	25	23

4 PRIMARY EDUCATION

This section provides an overview of primary education statistics highlighting trends in key indicators between 2010 and 2014.

Table 4.1: Primary profile from 2010 to 2014

Year	2010	2011	2012	2013	2014
Total (pupils)	2,299,326	2,341,146	2,394,674	2,402,164	2,399,439
Boys	1,132,556	1,150,205	1,180,484	1,183,306	1,181,715
Girls	1,166,770	1,190,941	1,214,190	1,218,858	1,217,724
% of Boys	49.3%	49.1%	49.3%	49.3%	49.2%
% of Girls	50.7%	50.9%	50.7%	50.7%	50.8%
Gross Enrolment Rate	126.5%	127.3%	123.2%	138.5%	134.3%
Boys	125.2%	125.7%	121.7%	137.5%	133.2%
Girls	127.6%	128.9%	124.8%	139.4%	135.5%
Net Enrolment Rate	95.4%	95.9%	96.5%	96.6%	96.8%
Boys	94.2%	94.3%	95.0%	95.7%	96.2%
Girls	96.5%	97.5%	98.0%	97.5%	97.3%
Completion Rate⁶	75.6%	78.6%	72.7%	69.0%	61.3%
Boys	71.4%	75.1%	67.5%	63.8%	56.4%
Girls	79.8%	81.8%	77.7%	74.1%	66.1%
Transition Rate⁷	93.8%	86.2%	74.4%	73.4%	
Boys	96.4%	87.7%	74.9%	74.9%	
Girls	91.1%	84.9%	73.9%	72.3%	
Promotion rate	75.6%	76.4%	76.4%	67.6%	
Boys	75.0%	75.6%	75.6%	65.8%	
Girls	76.2%	77.1%	77.2%	69.4%	
Repetition Rate	13.0%	12.7%	12.5%	18.3%	
Boys	13.5%	13.2%	12.8%	18.8%	
Girls	12.5%	12.2%	12.2%	17.9%	
Dropout Rate	11.4%	10.9%	11.1%	14.3%	
Boys	11.5%	11.2%	11.6%	15.7%	
Girls	11.3%	10.7%	10.6%	12.9%	
School staff⁸	36,352	40,299	40,397	40,159	41,192
Male	16,838	19,513	19,066	18,830	19,257
Female	19,514	20,786	21,331	21,329	21,935
% of Male	46.3%	48.4%	47.2%	46.9%	46.7%
% of Female	53.7%	51.6%	52.8%	53.1%	53.3%
Qualified Teachers	35,807	39,665	38,603	38,233	39,370
Qualified Male Teachers	16,367	19,033	18,523	17,891	18,341
Qualified Female Teachers	19,440	20,632	20,080	20,342	21,029
% of Qualified Teachers	98.5%	98.4%	95.6%	95.2%	95.6%
% of Qualified Male teachers	97.2%	97.5%	97.2%	95.0%	95.2%
% Qualified Female teachers	99.6%	99.3%	94.1%	95.4%	95.9%
Pupils: Teacher Ratio	63:1	58:1	59:1	60:1	58:1
Pupils: Qualified Teacher Ratio	64:1	59:1	62:1	63:1	61:1
Schools	2,510	2,543	2,594	2,650	2,711

These indicators will be available after 2015 data collection

⁶The completion rate is also known as the Gross Intake Ratio in the Last Grade (GIRLG) of primary

⁷Transition rate from Primary (P6) to Secondary (S1)

⁸The aggregated numbers of school staff includes teaching and administrative staff.

Year	2010	2011	2012	2013	2014
Used Classrooms	27,185	28,817	28,914	29,367	30,011
Pupil Classroom ratio	85	81	83	82	80
Classes		43,586	55,647	55,914	56,898
Pupil per class		54	43	43	42

Figure 4.1 indicates an increasing trend in the enrolment in primary school pupils between 2010 and 2013. But between 2013 and 2014 a slight decrease was observed. The number of girls is always greater than that of boys.

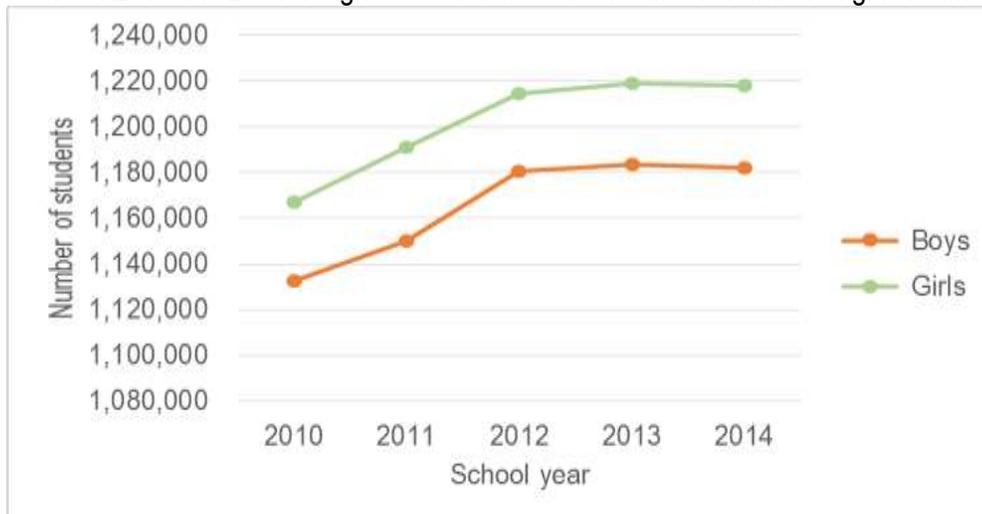


Figure 4.1: Enrolment trends for primary school pupils from 2010 to 2014

As illustrated in figure 4.2, the Gross Enrolment Rate has improved from 126.5% in 2010 to 123.3% in 2012, but an increase is observed in 2013 (138.5%) with a slight improvement in 2014 (134.3%). However, this is still far away from the 2014/2015 ESSP target of 117%. This indicates that there are still many over-age and underage children in primary education due to delays in starting primary education or repetition across the years. Interventions such as pre-school and school readiness programmes are strategies to address this specific challenge, though in order to be truly effective, they must be strategically targeted at the poorest communities and those parts of the country which are lagging behind, to meet the 2017/2018 ESSP target of 100%.

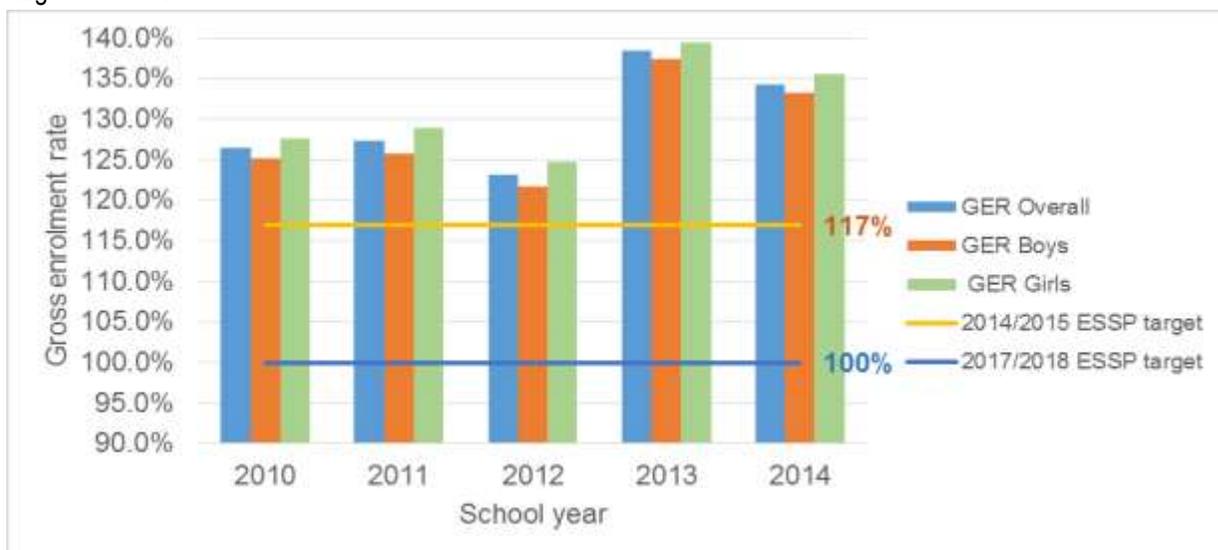


Figure 4.2: Primary school Gross Enrolment Rate by sex from 2010 to 2014 compared to ESSP targets

Figure 4.3 shows that the Primary Net Enrolment Rate has increased from 95.4% in 2010 to 96.8% in 2014 which is close to 2014/2015 ESSP target of 98%, and 2017/2018 ESSP target of 100%. In 2012 NER for girls was 98%.

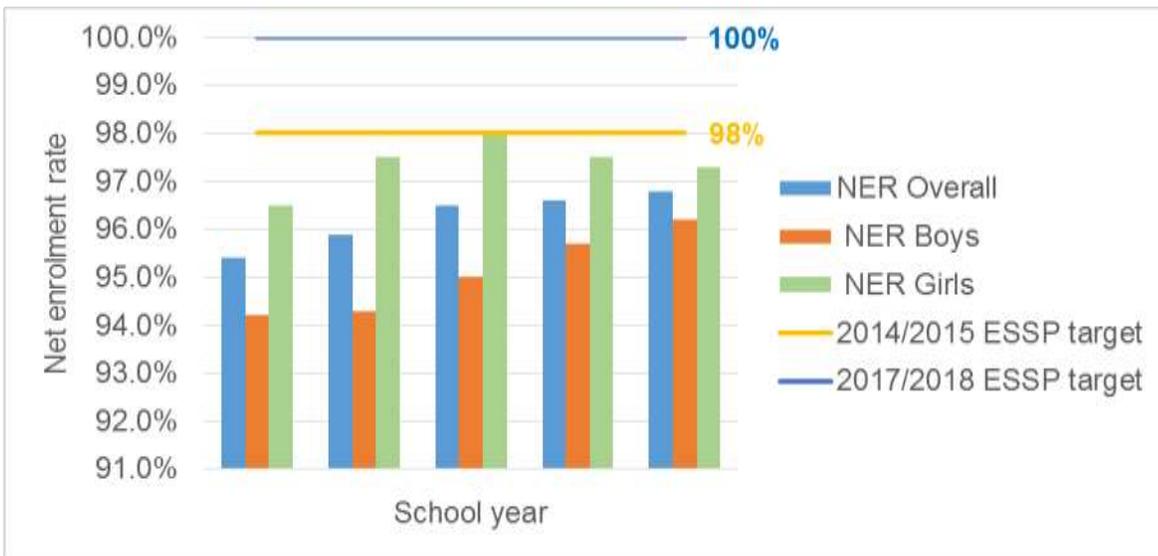


Figure 4.3: Primary Net Enrolment Rate by sex from 2010 to 2014 compared to ESSP targets

Figure 4.4 shows that the completion rate continues to decrease from 75.6% in 2010 to 61.3% in 2014, which is lower than the 2014/2015 ESSP target of 74%. Much more effort is required to meet the 2017/2018 ESSP target of 75%. One of strategies to improve the completion rate is to reduce repetition rate at Primary five (P5).

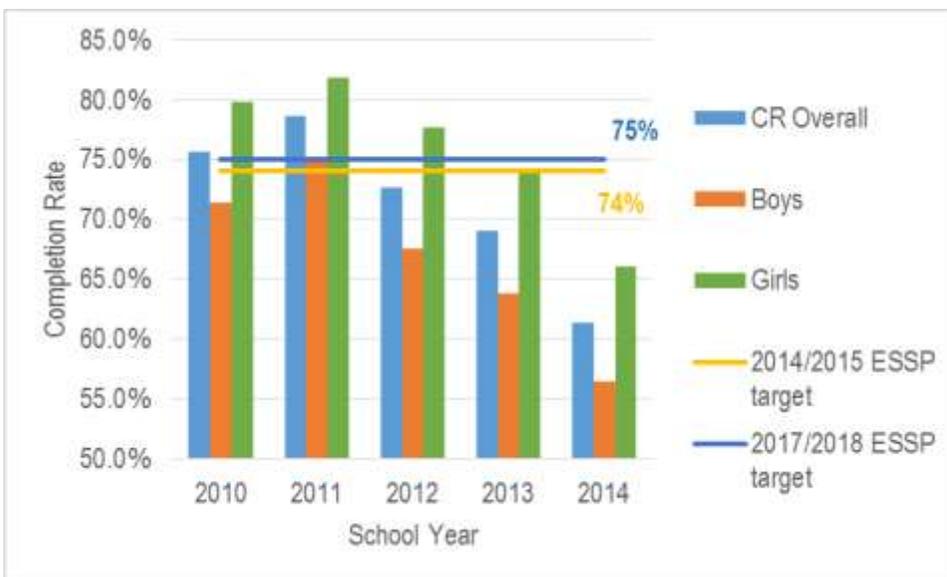


Figure 4.4: Completion Rate from 2010 to 2014 compared to ESSP targets

Figure 4.5 shows that the transition rate from Primary to Secondary continues to decrease from 93.8% in 2010 to 73.4% in 2013, which is lower than the 2014/2015 ESSP target of 87.3%.

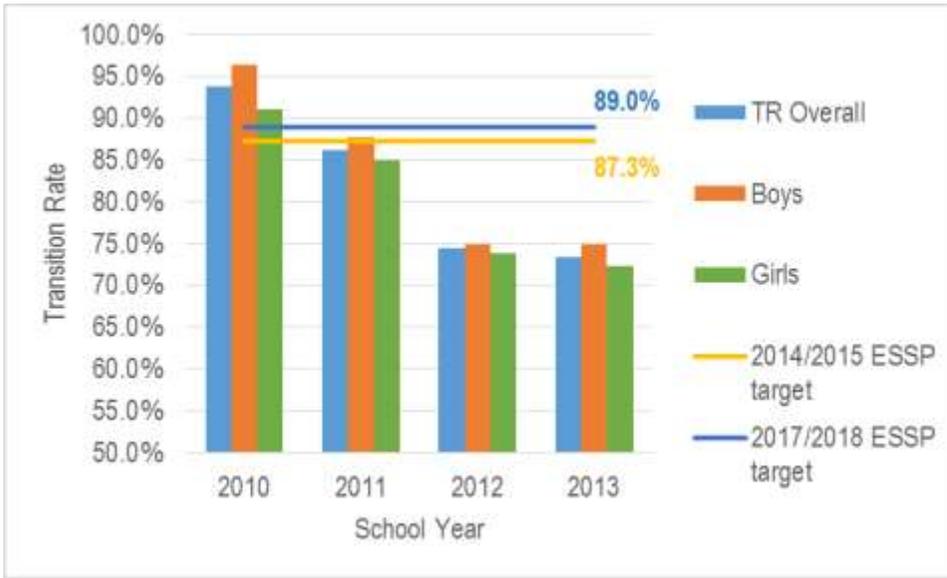


Figure 4.5: Transition rate from primary to secondary from 2010 to 2013 compared to ESSP targets

Figure 4.6 illustrates a high repetition rate of 18.3% in 2013, while the ESSP target was to reduce repetition rate to 10.7% by 2014/2015 and 7.7% by 2017/2018. Further studies should be done to assess the reason behind this high repetition and dropout rate, which creates inefficiencies in the system. 2013 Primary Promotion, Repetition, Dropout Rate by sex and by district are provided in Annex 8.

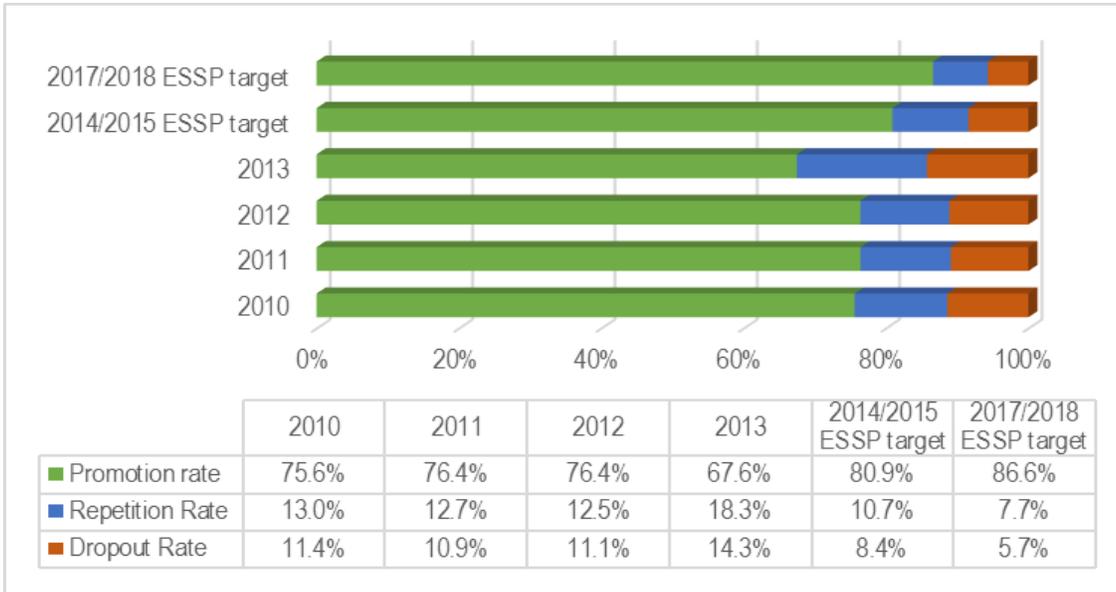


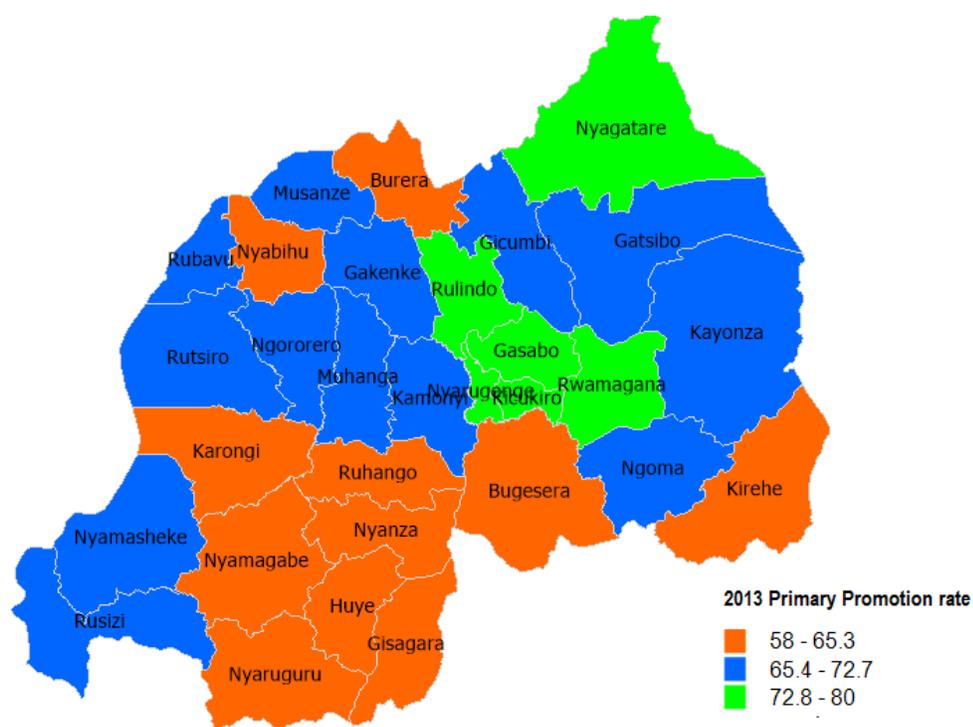
Figure 4.6: Primary Promotion, Repetition, Dropout Rate from 2010 to 2013 compared to ESSP targets

Table 4.2 illustrates a high repetition rate in Primary 1(25.7%), followed by Primary 5 (16.2%) while the lowest repetition rate is observed in Primary 6 (2.7%). A high dropout rate is observed in Primary 5 (28.3%), followed by Primary 2 (13.8%) while the lowest dropout rate is observed in Primary 1 (10.2%).

Table 4.2: Primary Promotion, Repetition and Dropout rate by grade in 2013

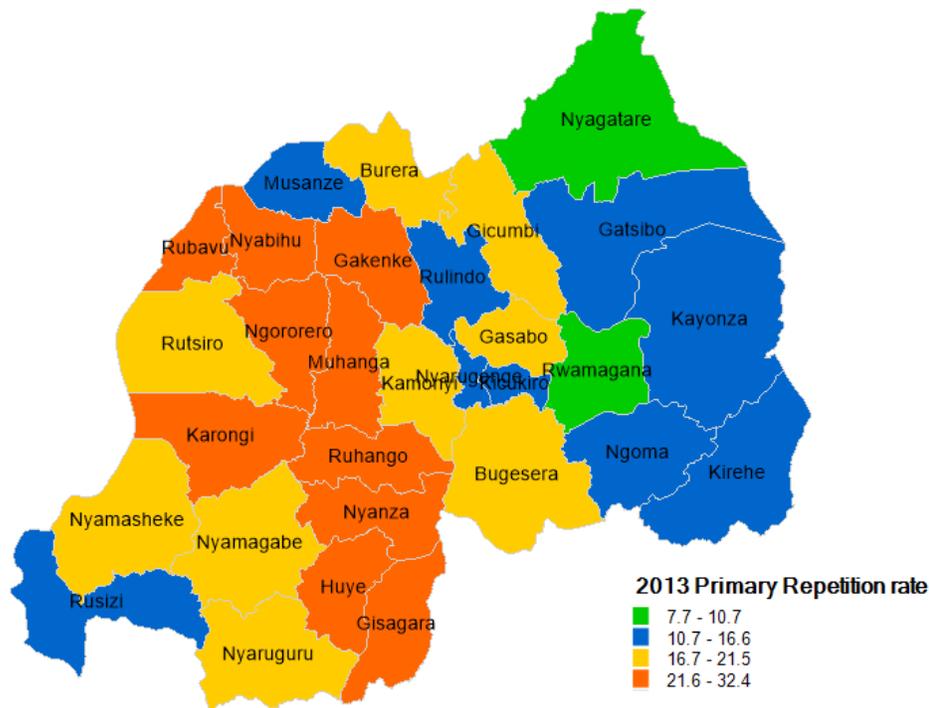
Grade	Promotion Rate			Repetition Rate			Drop Out Rate		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Primary 1				26.2%	25.2%	25.7%	10.9%	9.5%	10.2%
Primary 2	62.9%	65.3%	64.1%	16.4%	15.4%	15.9%	15.0%	12.6%	13.8%
Primary 3	68.6%	72.0%	70.3%	14.2%	13.5%	13.8%	14.8%	10.5%	12.7%
Primary 4	71.0%	76.0%	73.5%	14.5%	13.9%	14.2%	15.1%	10.9%	12.9%
Primary 5	70.3%	75.3%	72.9%	16.3%	16.2%	16.2%	30.3%	26.6%	28.3%
Primary 6	53.4%	57.2%	55.4%	2.5%	2.8%	2.7%			

2013 Primary Promotion rate across district varies between 58% (Gisagara) and 79.8% (Kicukiro), none of the districts have reached the 2014/2015 ESSP target of 80.9%. Map 4.1 illustrates disparities within district grouped into three categories according to promotion rate.



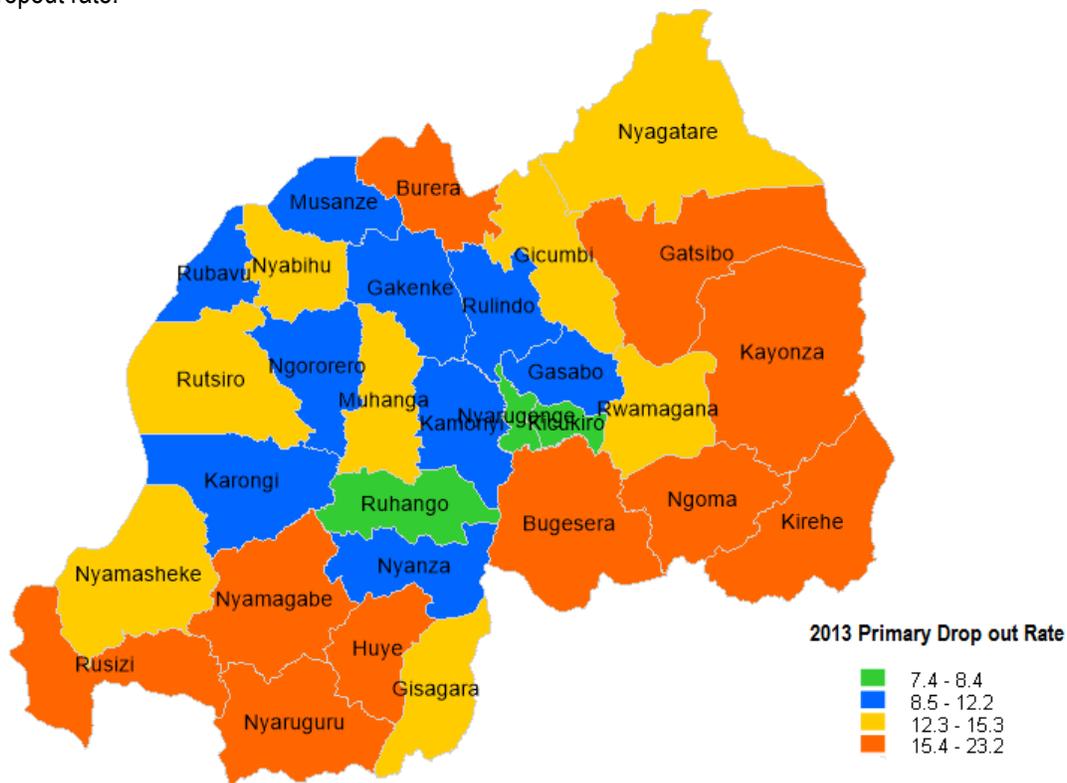
Map 4.1: Primary Promotion rate by District in 2013

Only two districts: Nyagatare (7.7%) and Rwamagana (9.6%) surpassed the 2014/2015 ESSP target of 10.7% for Primary repetition rate; districts with highest repetition rate are: Ruhango (32.4%) and Nyabihu (28.9%). Disparities within districts are illustrated with Map 4.2 which groups district in four categories according to the repetition rate.



Map 4.2: Primary repetition rate by district in 2013

Three districts: Kicukiro (7.4%), Ruhango (7.6%), Nyarugenge (8.3%) have reached the 2014/2015 ESSP target of 8.4% for primary dropout rate; and Gasabo (8.5%) is closer to the target. Districts with highest dropout rate are: Kirehe (23.2%) and Ngoma (21.8%) disparities within district are illustrated with Map 4.3 which groups district in four categories according to the dropout rate.



Map 4.3: Primary dropout rate by district in 2013

The Primary pupil qualified teacher ratio improved from 64:1 in 2010 to 61:1 in 2014; although it continues to improve, Figure 4.7 reveals that the 2014/2015 ESSP target of 55:1 was not attained in 2014, and more effort is required to meet the 2017/2018 ESSP target of 48:1.

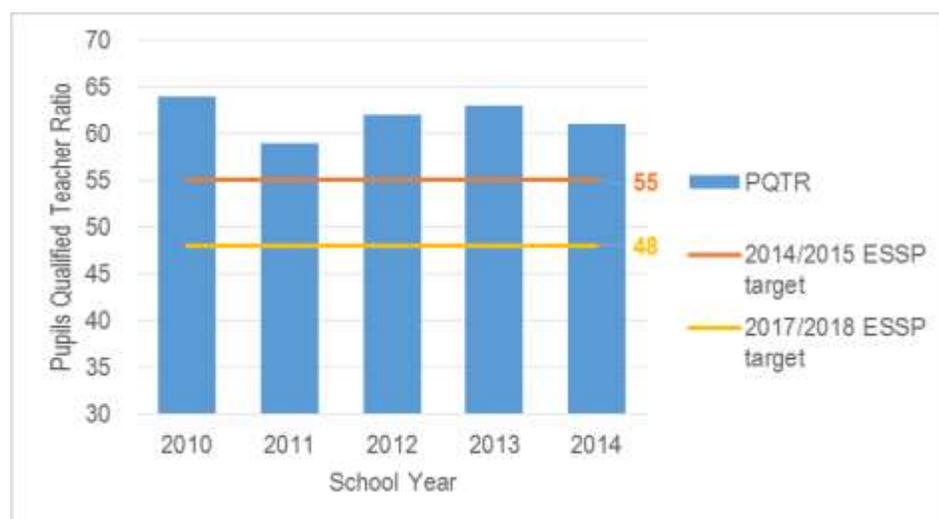


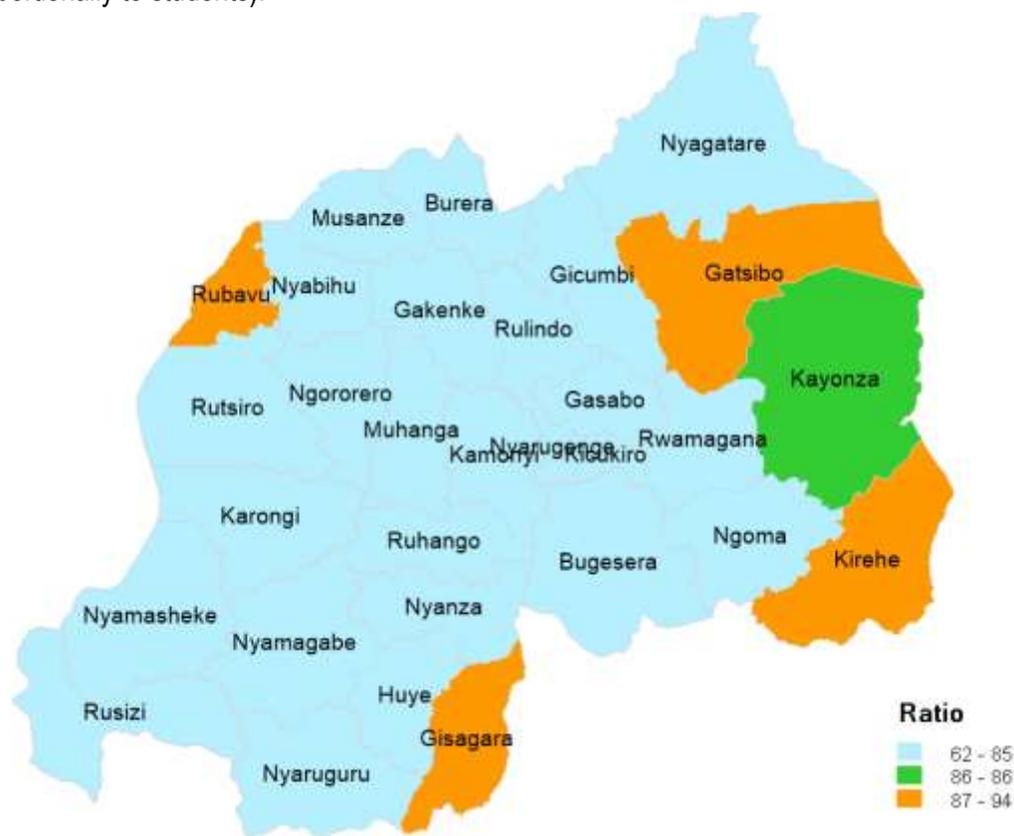
Figure 4.7: Primary pupil qualified teacher ratio from 2010 to 2014 compared to ESSP targets

Table 4.3 shows that in 2014, 9.2% of Primary schools are private, 25.6% public and 65.2% government aided. The Pupil Staff Ratio is lower in private schools (22:1) than in public schools (64:1) and in government aided schools (60:1). The percentage of female staff is lower in private schools (40.9%) than in public schools (51.9%) and in government aided public schools (55.4%).

Table 4.3: Primary schools, pupils and staff by status in 2014

Status	Schools	Students			Staff		
		Male	Female	Total	Male	Female	Total
Public	694	358,842	371,422	730,264	5,494	5,920	11,414
Government aided	1,767	787,504	811,916	1,599,420	11,854	14,700	26,554
Private	250	35,369	34,386	69,755	1,907	1,318	3,225
Total	2,711	1,181,715	1,217,724	2,399,439	19,255	21,938	41,193

Map 4.4 reveals that the pupil classroom ratio varies between 62:1 and 94:1 depending on the district. While the ESSP target of 86 has been achieved with most districts achieving the 2017/2018 ESSP target of 83 pupils per classroom, districts such as Rubavu, Gatsibo, Kirehe, Gisagara and Kayonza could benefit from more classrooms (proportionally to students).



Map 4.4: Primary pupil classroom ratio by district in 2014

Table 4.4 indicates that a considerable number of pupils did not transit from one grade to another between 2013 and 2014, in particular, from Primary 1 to Primary 2 and from Primary 5 to Primary 6. The number of students between 2013 and 2014 has decreased from 2,402,164 to 2,399,439, and similarly the comparison of grades shows that the number of students decreased, except in Primary 3 and 4.

Table 4.4: Primary school pupil enrolment by grade in 2013 and 2014

Grade	2013			2014		
	Boys	Girls	Total	Boys	Girls	Total
Primary 1	337,723	326,438	664,161	340,576	322,537	663,113
Primary 2	254,774	252,318	507,092	254,115	252,057	506,172
Primary 3	199,930	206,557	406,487	203,271	209,479	412,750
Primary 4	165,367	176,087	341,454	165,904	181,468	347,372
Primary 5	142,672	159,285	301,957	139,592	158,261	297,853
Primary 6	82,840	98,173	181,013	78,257	93,922	172,179
TOTAL	1,183,306	1,218,858	2,402,164	1,181,715	1,217,724	2,399,439

Table 4.5 below indicates that Boys are doing marginally better than girls in the primary school level leaving national examinations. The overall pass rate of 78.1% in 2013 increased to 84.5% in 2014. Data on primary school leaving examination results for 2014 by districts is provided in annex 10.

Table 4.5: Primary school leaving examination results from 2010 to 2014

Year	Sat for exams			Passed exams			% passed		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
2010	87,421	73,866	161,287	70,507	62,785	133,292	80.7%	85.0%	82.6%
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%

Source: Rwanda Education Board

Pupils with disabilities represent 0.8% of 2,399,439 enrolled in primary education. Table 4.6 and Table 4.7 indicate that among students with disability enrolled in primary education, 41% have other physical disability, while 17% have learning disability. The number of males is greater than that of female and between 2013 and 2014 the number of pupils with disabilities has decreased from 21,708 to 19,776. Further research should be done to investigate reasons behind the decrease in number of children with disabilities at primary schools to understand whether it is due to inaccessibility to school or inadequate school infrastructure.

Table 4.6: Primary school pupils with disabilities in 2014

Grade	Hearing	Visual	Speaking	Other Physical	Learning	Multiple disabilities	TOTAL		
							Boys	Girls	Total
Primary 1	462	446	615	1,805	1,335	558	3,029	2,192	5,221
Primary 2	387	488	255	1,435	726	372	2,102	1,561	3,663
Primary 3	364	507	200	1,345	534	285	1,783	1,452	3,235
Primary 4	346	581	162	1,386	372	242	1,678	1,411	3,089
Primary 5	297	637	121	1,269	272	212	1,463	1,345	2,808
Primary 6	201	431	58	839	121	110	909	851	1,760
Total	2,057	3,090	1,411	8,079	3,360	1,779	10,964	8,812	19,776
Percentage	10%	16%	7%	41%	17%	9%	55%	45%	100%

Table 4.7: Primary school pupils with disability enrolled in 2013 and 2014

Grade	2013			2014		
	Boys	Girls	Total	Boys	Girls	Total
Primary 1	3,094	2,434	5,528	3,029	2,192	5,221
Primary 2	2,259	1,734	3,993	2,102	1,561	3,663
Primary 3	2,102	1,690	3,792	1,783	1,452	3,235
Primary 4	1,777	1,564	3,341	1,678	1,411	3,089
Primary 5	1,541	1,368	2,909	1,463	1,345	2,808
Primary 6	1,107	1,038	2,145	909	851	1,760
Total	11,880	9,828	21,708	10,964	8,812	19,776

Table 4.8 indicates that 9 % of students enrolled in primary education are orphans, and most of them (55%) do not have a father.

Table 4.8: Primary school orphan pupils enrolled by level in 2014

Grade	Pupils who do not have			TOTAL		
	Mother	Father	Both parents	Boys	Girls	Total
Primary 1	12,895	19,436	4,875	19,397	17,809	37,206
Primary 2	12,110	20,363	5,095	19,286	18,282	37,568
Primary 3	11,633	20,346	4,973	18,531	18,421	36,952
Primary 4	10,897	20,324	4,966	17,792	18,395	36,187
Primary 5	10,369	19,616	5,072	17,043	18,014	35,057
Primary 6	7,426	15,835	4,204	13,102	14,363	27,465
Total	65,330	115,920	29,185	105,151	105,284	210,435
Percentage	31.0%	55.0%	14.0%	49.7%	50.3%	100.0%

Table 4.9 indicates that pupil per class in private schools is (31:1), in public schools (44:1) and in government aided public schools 44:1. At the national level the 2014/2015 ESSP target of 42:1 has been achieved, but the distribution of students by class should be assessed to meet the 2017/2018 ESSP target of 40:1 especially in the lower level of primary : Primary 1 (50:1), Primary 2 (44:1) and Primary 3 (43:1)

Table 4.9: Number of primary school pupils per class by school status⁹ in 2014

	Status	P1	P2	P3	P4	P5	P6	Total
Classes	Public	3,972	3,324	2,846	2,431	2,203	1,817	16,593
	Gvt aided	8,953	7,663	6,388	5,678	5,112	4,226	38,020
	Private	436	416	398	384	353	298	2,285
	Total	13,361	11,403	9,632	8,493	7,668	6,341	56,898
Pupils	Public	204,393	154,863	127,482	104,197	88,387	50,942	730,264
	Gvt aided	444,995	338,316	272,972	231,438	198,553	113,146	1,599,420
	Private	13,725	12,993	12,296	11,737	10,913	8,091	69,755
	Total	663,113	506,172	412,750	347,372	297,853	172,179	2,399,439
Pupil per Class	Public	51	47	45	43	40	28	44
	Gvt aided	50	44	43	41	39	27	42
	Private	31	31	31	31	31	27	31
	Total	50	44	43	41	39	27	42

The 2014 education data collection has shown that 56% of primary schools have access to computers, while 8% of all primary schools have access to internet connection. Table 4.10 illustrates that 14 students use one computer, while the ratio stands at 13 for teaching staff and 1 for administrative staff.

⁹Status refers to school category: Public, Government (Gov.) Aided, or Private.

Table 4.10: Primary number of computer per users in 2014

Province	Description	Number of computers			
		For students	For teaching staff	For Administrative staff	Total
East	Computers	45,762	913	346	47,021
	Users	610,502	9,260	498	620,260
	Ratio ¹⁰	13	10	1	13
Kigali City	Computers	22,402	275	307	22,984
	Users	175,613	3,401	321	179,335
	Ratio	8	12	1	8
North	Computers	37,440	1,210	965	39,615
	Users	417,504	6,876	318	424,698
	Ratio	11	6	0	11
West	Computers	29,127	301	323	29,751
	Users	600,606	9,892	520	611,018
	Ratio	21	33	2	21
South	Computers	31,887	255	488	32,630
	Users	595,214	9,620	487	605,321
	Ratio	19	38	1	19
Rwanda	Computers	166,618	2,954	2,429	172,001
	Users	2,399,439	39,049	2,144	2,440,632
	Ratio	14	13	1	14

Table 4.11 reveals that 38% of primary schools have access to water reticulation/preservation with a further 63% making use of rain water harvesting systems, although the ESSP target was to achieve 60% by 2014/2015 and 100% by 2017/2018 of school with tap water supply. On the other hand, 39% of schools have access to electricity through the national grid, while the ESSP target was to achieve 43% by 2014/2015 and 70% by 2017/2018 of electricity through national grid. Data on primary schools with access to water and electricity by district is provided in annex 14.

¹⁰ Ratio referees to the number of Users in the province (without considering schools with access to computer only) divided by the number of computers

Table 4.11: Primary schools with water and electricity supply by Province in 2014

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	369	216	244	89	31	4
		Percentage	64.4%	37.7%	42.6%	15.5%	5.4%	0.7%
	Schools without	Number	204	357	329	484	542	569
		Percentage	35.6%	62.3%	57.4%	84.5%	94.6%	99.3%
Kigali City	Schools with	Number	161	147	169	13	14	0
		Percentage	79.3%	72.4%	83.3%	6.4%	6.9%	0.0%
	Schools without	Number	42	56	34	190	189	203
		Percentage	20.7%	27.6%	16.7%	93.6%	93.1%	100.0%
North	Schools with	Number	349	183	189	94	11	2
		Percentage	73%	38.4%	39.6%	19.7%	2.3%	0.4%
	Schools without	Number	128	294	288	383	466	475
		Percentage	26.8%	61.6%	60.4%	80.3%	97.7%	99.6%
West	Schools with	Number	395	251	253	49	20	2
		Percentage	53.1%	33.7%	34.0%	6.6%	2.7%	0.3%
	Schools without	Number	349	493	491	695	724	742
		Percentage	46.9%	66.3%	66.0%	93.4%	97.3%	99.7%
South	Schools with	Number	428	230	194	54	48	2
		Percentage	60.1%	32.1%	27.3%	7.6%	6.7%	0.3%
	Schools without	Number	286	484	520	660	666	712
		Percentage	40.1%	67.8%	72.8%	92.4%	93.3%	99.7%
Rwanda	Schools with	Number	1702	1027	1049	299	124	10
		Percentage	63.0%	38.0%	39.0%	11.0%	5.0%	0.0%
	Schools without	Number	1009	1684	1662	2412	2587	2701
		Percentage	37.2%	62.1%	61.3%	89.0%	95.4%	99.6%

The 2014 education data collection shows that 91% of primary schools have separate latrines for pupils while 41% have separate latrines for staff. Table 4.12 illustrates the number of users per toilet, keeping in mind that most of primary schools use double shifting system; the ratio of students per toilets within provinces varies between 48 and 64 student per toilet, meaning that its varies between 24 and 32 per morning and evening session. The ratio per staff within district varies between 8 and 12 staff per toilet. At national level the ratio stands at 58 pupil per toilet (29 per each session) and 11 staff per toilet.

Table 4.12: Number of toilets in primary schools in 2014

Province	Users	Number of toilets			Users per Toilet		
		For Female	For Male	Total	For Female	For Male	Overall
East	Student	4899	4703	9601	63	64	64
	Staff	491	485	975	9	11	10
	Total	5,389	5187	10,576	58	59	59
Kigali City	Student	1841	1680	3,521	47	53	50
	Staff	237	227	463	9	7	8
	Total	2,078	1,907	3,984	43	47	45
North	Student	4447	4209	8,656	48	48	48
	Staff	339	332	670	11	11	11
	Total	4786	4541	9326	46	46	46
West	Student	4936	4756	9,692	62	62	62
	Staff	450	438	888	12	12	12
	Total	5386	5194	10,580	58	58	58
South	Student	5152	4752	9,904	58	62	60
	Staff	421	408	829	15	10	12
	Total	5573	5160	10,733	55	58	56
Rwanda	Student	21,275	20,100	41,374	57	59	58
	Staff	1937	1889	3825	11	10	11
	Total	23,211	21,988	45,199	53	55	54

5 LOWER AND UPPER SECONDARY EDUCATION

This section provides an overview of secondary education statistics, highlighting trends between 2010 and 2014. Key indicators and figures are in the tables below.

Table 5.1: Profile of secondary education from 2010 to 2014

Year	2010	2011	2012	2013	2014
Total students	425,587	486,437	534,712	566,370	565,312
Male	209,926	235,750	255,503	268,581	266,579
Female	215,661	250,687	279,209	297,789	298,733
% of Male	49.3%	48.5%	47.8%	47.4%	47.2%
% of Female	50.7%	51.5%	52.2%	52.6%	52.9%
Lower secondary students	298,799	341,742	352,796	361,522	349,692
Male	144,168	162,320	164,362	167,201	161,577
Female	154,631	179,422	188,434	194,321	188,115
Upper secondary students	126,788	144,695	181,916	204,848	215,620
Male	65,758	73,430	91,141	101,380	105,002
Female	61,030	71,265	90,775	103,468	110,618
Gross Enrolment Rate	31.5%	35.5%	38.0%	41.5%¹¹	40.7%
Male	31.5%	34.9%	37.0%	40.3%	39.3%
Female	31.5%	36.2%	40.0%	42.5%	42.1%
Net Enrolment Rate	22.6%	25.7%	28.0%	36.4%	35.7%
Male	21.6%	24.2%	26.0%	34.1%	33.6%
Female	23.7%	27.2%	30.0%	38.5%	37.7%
Transition Rate¹²	93.8%	95.9%	95.3%	85.4%	
Male	92.8%	97.8%	97.8%	90.6%	
Female	94.7%	94.0%	93.1%	80.8%	
School staff¹³	14,477	20,522	23,335	25,532	27,116
Male Staff	10,600	14,818	16,936	18,250	19,196
Female Staff	3,877	5,704	6,399	7,282	7,920
% of Male Staff	73.2%	72.2%	72.6%	71.5%	70.8%
% of Female Staff	26.8%	27.8%	27.4%	28.5%	29.2%
Qualified Teachers	8,681	13,206	15,748	17,698	18,593
% of qualified Teachers	60.0%	64.4%	67.5%	69.3%	68.6%
Qualified Male Teachers	6,226	10,000	12,051	13,076	13,569
% of qualified Male Teachers	58.7%	67.5%	71.2%	71.6%	70.7%
Qualified Female Teachers	2,455	3,206	3,697	4,622	5,024
% of qualified Female Teachers	63.3%	56.2%	57.8%	63.5%	63.4%
Students: teacher ratio	29:1	24:1	23:1	22:1	21:1
Students: Qualified teacher ratio	49:1	37:1	34:1	32:1	30:1
Schools	1,399	1,362	1,466	1,502	1,521
Used Classrooms	9,477	11,497	13,490	15,087	16,296
Students per Classroom	45	42	40	38	35

¹¹From this year VTC students are included when calculating GER and NER.

¹²Transition rate from Lower secondary(S3) to Upper secondary (S4)

¹³The numbers provided include teaching and administrative staff.

As indicated in figure 5.1, there is an overall increase in the number of secondary school students, the number of both boys and girls has increased from 425,587 in 2010 to 566,370 in 2013, but a slight decrease is observed in 2014 with 565,312 students.

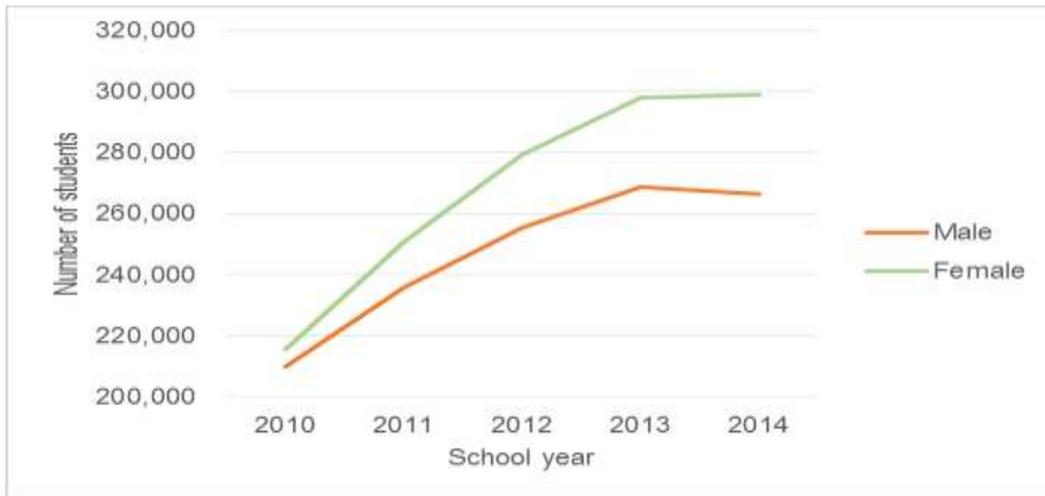


Figure 5.1: Trends in enrolment of secondary school students from 2010 to 2014

Figure 5.2 shows that the transition rate from Lower to Upper Secondary continues to decrease from 93.8% in 2010 to 85.4% in 2013, which shows that the 2014/2015 ESSP target of 80% was reached. The 2017/2018 ESSP target was erroneously estimated to reduce to 65%.

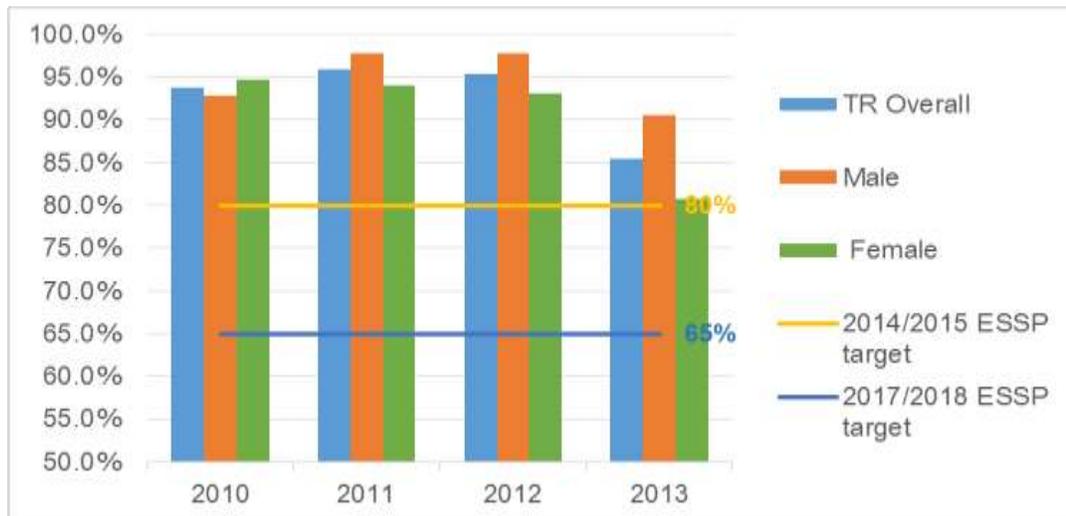


Figure 5.2: Transition rate from Senior 3 to Senior 4 between 2010 and 2013 compared to ESSP targets

Table 5.2 indicates that 15.7% of schools are private, 28.9% public and 55.4% government aided. The pupil staff ratio is lower in private schools (18:1) than in public (22:1) and government aided schools (21:1). The percentage of female staff is lower in private schools (24.9%) than in public schools (29.0%) or in government aided public schools (30.8%). The number of staff disaggregated by category, sex and district is provided in Annex 29.

Table 5.2: Secondary schools, students and staff by status in 2014

Status	Schools	Students			Staff		
		Male	Female	Total	Male	Female	Total
Public	440	82,790	88,921	171,711	5,551	2,269	7,820
Government Aided	842	140,924	167,059	307,983	9,981	4,436	14,417
Private	239	42,865	42,753	85,618	3,664	1,215	4,879
Total	1,521	266,579	298,733	565,312	19,196	7,920	27,116

Table 5.3 indicates that a considerable number of pupils did not transit from one grade to another between 2013 and 2014. The number of students between 2013 and 2014 has decreased from 566,370 to 565,312, and similarly the comparison of grades shows that the number of students has decreased, except in Secondary Six (S6).

Table 5.3: Secondary students enrolled by grade in 2013 and 2014

Level	2013			2014		
	Male	Female	Total	Male	Female	Total
Senior 1	68,371	79,176	147,547	64,631	74,319	138,950
Senior 2	54,886	65,115	120,001	54,865	65,077	119,942
Senior 3	43,944	50,030	93,974	42,081	48,719	90,800
Senior 4	37,621	40,679	78,300	36,278	39,659	75,937
Senior 5	36,798	36,228	73,026	33,980	36,446	70,426
Senior 6	26,961	26,561	53,522	34,744	34,513	69,257
Total	268,581	297,789	566,370	266,579	298,733	565,312

Table 5.4 illustrates a high repetition rate in Senior 1 (8.4%) followed by senior 2 (8.3%) while the lowest repetition rate is observed in senior 6 (2.2%). A high dropout rate is observed in senior 2 (17.8%), followed by senior 1 (17.1%) while the lowest dropout rate is observed in senior 5 (4.0%).

Table 5.4: Secondary Promotion, Repetition and Dropout rate by grade in 2013

Grade	Promotion Rate			Repetition Rate			Dropout Rate		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Senior 1				8.6%	8.2%	8.4%	17.6%	16.6%	17.1%
Senior 2	73.8%	75.2%	74.5%	8.1%	8.5%	8.3%	16.9%	18.6%	17.8%
Senior 3	75.1%	72.9%	73.9%	2.0%	2.5%	2.3%			
Senior 4				2.3%	2.9%	2.6%	9.8%	10.3%	10.1%
Senior 5	87.9%	86.8%	87.3%	2.4%	3.1%	2.8%	4.8%	3.2%	4.0%
Senior 6	92.8%	93.7%	93.2%	2.2%	2.2%	2.2%			

Students with disability represent 0.9% of 565,312 enrolled in Secondary education in 2014. Table 5.5 and 5.6 indicate that 46.6% of 5,540 students have other physical disability. The number of students with disabilities in secondary school decreased from 5,942 in 2013 to 5,540 in 2014. Further research should be done to investigate reasons behind the decrement in number of disabilities in secondary schools, whether it is inaccessibility to school or inadequate school infrastructure.

Table 5.5: Secondary school students enrolled with disability in 2014

Grade	Hearing	Visual	Speaking	Other Physical	Learning	Multiple disabilities	Total		
							Male	Female	Total
Senior 1	182	534	53	640	66	77	805	747	1,552
Senior 2	134	411	35	581	51	41	618	635	1,253
Senior 3	95	252	34	448	36	29	474	420	894
Senior 4	49	181	32	327	23	28	357	283	640
Senior 5	45	193	20	289	20	19	329	257	586
Senior 6	68	171	29	297	25	25	353	262	615
Total	573	1742	203	2582	221	219	2,936	2,604	5,540
Percentage	10.3%	31.4%	3.7%	46.6%	4.0%	4.0%	53.0%	47.0%	100%

Table 5.6: Secondary school students enrolled with disability in 2013 and 2014

Grade	2013			2014		
	Boys	Girls	Total	Boys	Girls	Total
Senior 1	881	855	1,736	805	747	1,552
Senior 2	719	711	1,430	618	635	1,253
Senior 3	534	518	1,052	474	420	894
Senior 4	336	336	672	357	283	640
Senior 5	402	294	696	329	257	586
Senior 6	197	159	356	353	262	615
Total	3,069	2,873	5,942	2,936	2,604	5,540

Table 5.7 indicates that 126,599 of students enrolled in secondary education are orphans, and 55.6% do not have father.

Table 5.7: Secondary orphan students enrolled by grade in 2014

Grade	Students who do not have			Total		
	Mother	Father	Both Parents	Male	Female	Total
Senior 1	6,011	12,625	3,760	10,689	11,707	22,396
Senior 2	5,481	12,417	3,628	10,288	11,238	21,526
Senior 3	4,826	11,166	3,464	9,334	10,122	19,456
Senior 4	5,273	10,795	4,041	10,013	10,096	20,109
Senior 5	4,920	11,256	4,384	10,206	10,354	20,560
Senior 6	5,312	12,173	5,067	11,472	11,080	22,552
Total	31,823	70,432	24,344	62,002	64,597	126,599
Percentage	25.1%	55.6%	19.2%	49.0%	51.0%	100%

Table 5.8 indicates that, the pupil classroom ratio are mostly the same across different status 35:1 for both private and public schools, and 34:1 for Government Aided schools. The high ratio is observed in Senior 1 (43:1) and the lowest in Senior 5 (29:1).

Table 5.8: Pupil Classroom ratio in Secondary school pupils by school status in 2014

Description	Status	S1	S2	S3	S4	S5	S6	Total
Classrooms	Public	1,095	963	766	723	678	627	4,852
	Government Aided	2,146	1,911	1,501	1,190	1,129	1,105	8,982
	Private	218	215	195	621	615	598	2,462
	Total	3,459	3,089	2,462	2,534	2,422	2,330	16,296
Pupils	Public	45,463	38,843	28,481	22,217	19,183	17,524	171,711
	Government Aided	84,918	72,455	54,374	35,976	31,185	29,075	307,983
	Private	8,569	8,644	7,945	17,744	20,058	22,658	85,618
	Total	138,950	119,942	90,800	75,937	70,426	69,257	565,312
Pupil classroom ratio	Public	42	40	37	31	28	28	35
	Government Aided	40	38	36	30	28	26	34
	Private	39	40	41	29	33	38	35
	Total	43	39	37	30	29	30	35

As illustrated in annex 34, 78% of secondary schools have access to computers, while 17% of all secondary schools have access to internet connection. Table 5.9 shows that 32 students use one computer, while the ratio stands at 16 for teaching staff and at 2 for administrative staff.

Table 5.9: Secondary school number of computer per users in 2014

Province	Description	Number of computers			
		For students	For teaching staff	For Administrative staff	Total
East	Computers	4,467	292	577	5,336
	Users	126,345	4,660	1171	132,176
	Ratio ¹⁴	28	16	2	25
Kigali City	Computers	2,757	255	417	3,429
	Users	53,569	2,154	586	56,309
	Ratio	19	8	1	16
North	Computers	2,811	205	467	3,483
	Users	100,740	3,781	1023	105,544
	Ratio	36	18	2	30
West	Computers	2,849	188	613	3,650
	Users	136,271	5,090	1328	142,689
	Ratio	48	27	2	39
South	Computers	4,724	423	814	5,961
	Users	148,387	5,795	1528	155,710
	Ratio	31	14	2	26
Rwanda	Computers	17,608	1,363	2,888	21,859
	Users	565,312	21,480	5,636	592,428
	Ratio	32	16	2	27

¹⁴ Ratio refers to the number of Users in the province (without considering schools with access to computer only) divided by the number of computers

Table 5.10 reveals that 52% of secondary schools have access to water reticulation, with a further 74% making use of rain water harvesting systems, although the ESSP target was to achieve 67% by 2014/2015 and 100% by 2017/2018 of school with tap water supply. On the other hand, the 2014/2015 ESSP target of 54% has been fully achieved because 60% of secondary schools have access to electricity through the national grid, which is a promising improvement to achieve the 2017/2018 ESSP target of 70%. Information on secondary schools with access to water and electricity by district is provided in annex 35.

Table 5.10: Secondary schools with water and electricity by Province in 2014

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	247	169	205	70	83	21
		Percentage	71%	49%	59%	20%	24%	6%
	Schools without	Number	99	177	141	276	263	325
		Percentage	29%	51%	41%	80%	76%	94%
Kigali City	Schools with	Number	102	99	109	8	41	8
		Percentage	80%	29%	32%	2%	12%	2%
	Schools without	Number	25	28	18	119	86	119
		Percentage	20%	22%	14%	94%	68%	94%
North	Schools with	Number	225	142	167	65	65	11
		Percentage	78%	49%	58%	22%	22%	4%
	Schools without	Number	64	147	122	224	224	278
		Percentage	22%	51%	42%	78%	78%	96%
West	Schools with	Number	253	190	215	55	85	10
		Percentage	69%	52%	58%	15%	23%	3%
	Schools without	Number	115	178	153	313	283	358
		Percentage	31%	48%	42%	85%	77%	97%
South	Schools with	Number	301	194	219	42	148	20
		Percentage	77%	50%	56%	11%	38%	5%
	Schools without	Number	90	197	172	349	243	371
		Percentage	23%	50%	44%	89%	62%	95%
Rwanda	Schools with	Number	1128	794	915	240	422	70
		Percentage	74%	52%	60%	16%	28%	5%
	Schools without	Number	393	727	606	1281	1099	1451
		Percentage	26%	48%	40%	84%	72%	95%

The 2014 education data shows that 92% of primary schools have separate latrines for pupils while 44% have separate latrines for staff. Table 5.11 illustrates the number of users per toilet; the ratio of students per toilets within provinces varies between 17 and 20 student per toilet, while the ratio for staff varies between 8 and 12 staff per toilet. At the national level the ratio stands at 19 pupil per toilet and 9 staff per toilet.

Table 5.11: Number of toilets in secondary schools in 2014

Province	Users	Number of toilets			Users per Toilet		
		For Female	For Male	Total	For Female	For Male	Overall
East	Student	3,382	3,134	6,516	19	19	19
	Staff	337	343	679	5	12	9
	Total	3,719	3,477	7,195	18	19	18
Kigali City	Student	1,382	1,440	2,822	19	19	19
	Staff	154	146	300	6	13	9
	Total	1,536	1,586	3,122	18	18	18
North	Student	2,913	2,912	5,825	19	16	17
	Staff	296	337	632	5	10	8
	Total	3,209	3,249	6,457	17	15	16
West	Student	3,559	3,385	6,943	20	19	20
	Staff	335	356	691	5	13	9
	Total	3,894	3,741	7,634	19	18	19
South	Student	4,201	3,861	8,062	19	18	18
	Staff	306	325	630	7	16	12
	Total	4,507	4,186	8,692	18	18	18
Rwanda	Student	15,437	14,732	30,168	19	18	19
	Staff	1,427	1,506	2,932	6	13	9
	Total	16,863	16,237	33,100	18	18	18

5.1 LOWER SECONDARY

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

Table 5.12 : Trends in Lower Secondary from 2011 to 2014

Year	2011	2012	2013	2014
Lower secondary students	341,742	352,796	361,522	349,692
Male	162,320	164,362	167,201	161,577
Female	179,422	188,434	194,321	188,115
<i>% of Male</i>	47.5%	46.6%	46.2%	46.2%
<i>% of Female</i>	52.5%	53.4%	53.8%	53.8%
Gross Enrolment Rate	48.6%	49.2%	49.8%	46.6%
Boys	46.7%	46.3%	46.8%	43.7%
Girls	50.5%	52.0%	52.6%	49.4%
Net Enrolment Rate	18.3%	21.0%	22.7%	22.8%
Boys	16.7%	18.9%	20.4%	20.3%
Girls	20.0%	23.1%	25.0%	25.3%
Promotion rate	81.2%	76.1%	73.6%	These indicators will be available after 2015 data collection
Boys	81.6%	75.8%	73.7%	
Girls	80.8%	76.4%	73.5%	
Repetition Rate	5.8%	6.2%	11.6%	
Boys	5.5%	6.1%	11.7%	
Girls	6.0%	6.3%	11.6%	
Dropout Rate	13.1%	17.7%	14.7%	
Boys	12.9%	18.2%	14.6%	
Girls	13.2%	17.3%	14.9%	
Used Classrooms	8,213	8,781	9,046	
Pupil Classroom ratio	42	40	40	39

Figure 5.3 indicates an increasing trend in the enrolment in Lower Secondary students between 2010 and 2013. But between 2013 and 2014 a decrease was observed. The number of females is always greater than that of male.

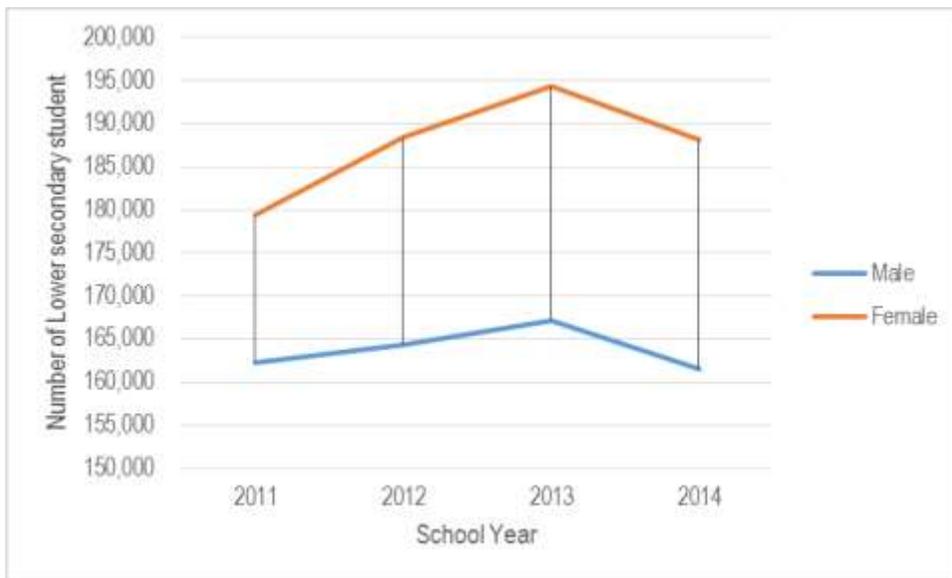
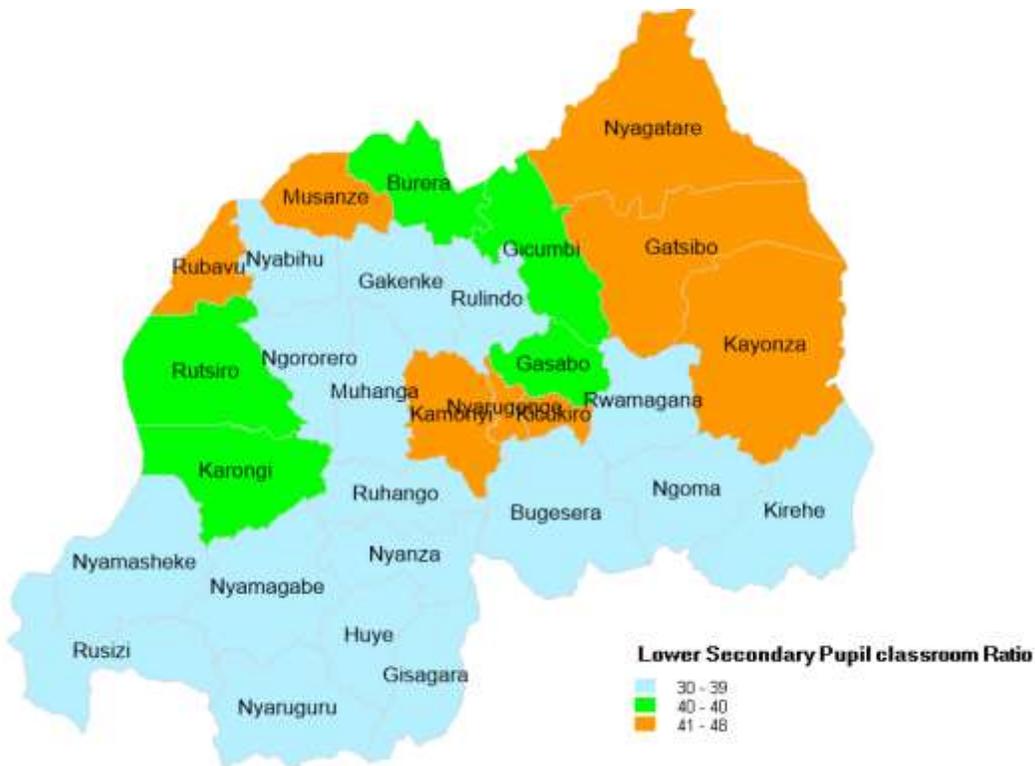


Figure 5.3: Lower Secondary students from 2010 to 2014

In the framework of the implementation of the 9YBE program, the lower secondary education has registered tremendous improvement. The construction of new classrooms contributed to the improvement of the pupil classroom ratio from 42:1 in 2010 to 39:1 in 2014. This is in line with the 2014/2015 and 2017/2018 ESSP target of 40:1. However, as shown on Map 5.1 some districts like Rubavu, Musanze, Nyagatare, Gatsibo, Kayonza, Kamonyi Nyarugenge and Kicukiro still have a ratio above 40:1.



Map 5.1: Lower secondary pupil classroom ratio by district in 2014

As illustrated in figure 5.4, Gross Enrolment Rate increased from 48.6% in 2011 to 49.8% in 2013 and slightly decreased to 46.6% in 2014. This decrease was due to low enrolment in Lower Secondary despite that the population remained constant. However, this is still far away from the 2014/2015 ESSP target of 67%. Further research is needed to investigate reasons of this decrease, in order to meet the 2017/2018 ESSP target of 86%.

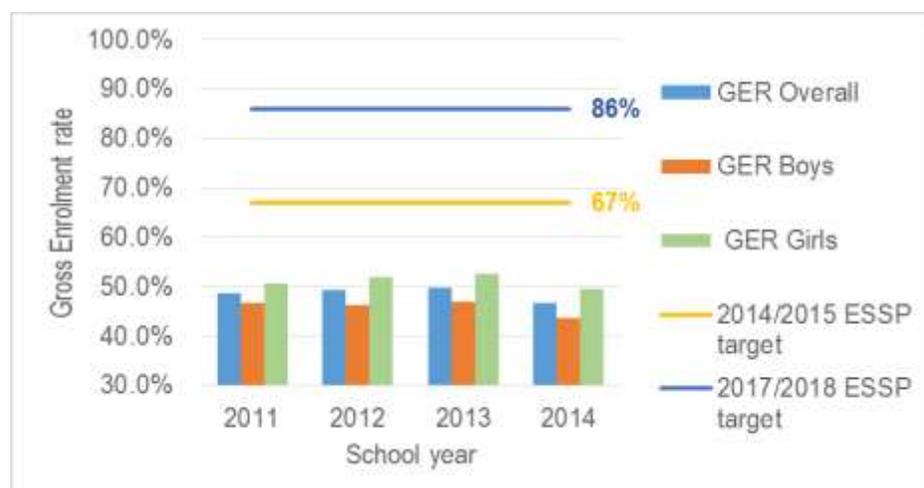


Figure 5.4: Lower secondary Gross Enrolment Rate 2011-2012 compared to ESSP targets

The Net Enrolment Rate has steadily increased from 18.3% in 2011 to 22.8% in 2014, but yet there are still challenges for achieving the 2014/2015 ESSP target of 29%. As illustrated in figure 5.5, only 22.8% of children with the age of attending lower secondary are in school, this implies that it would be difficult to achieve the 2017/2018 ESSP target of 40%.

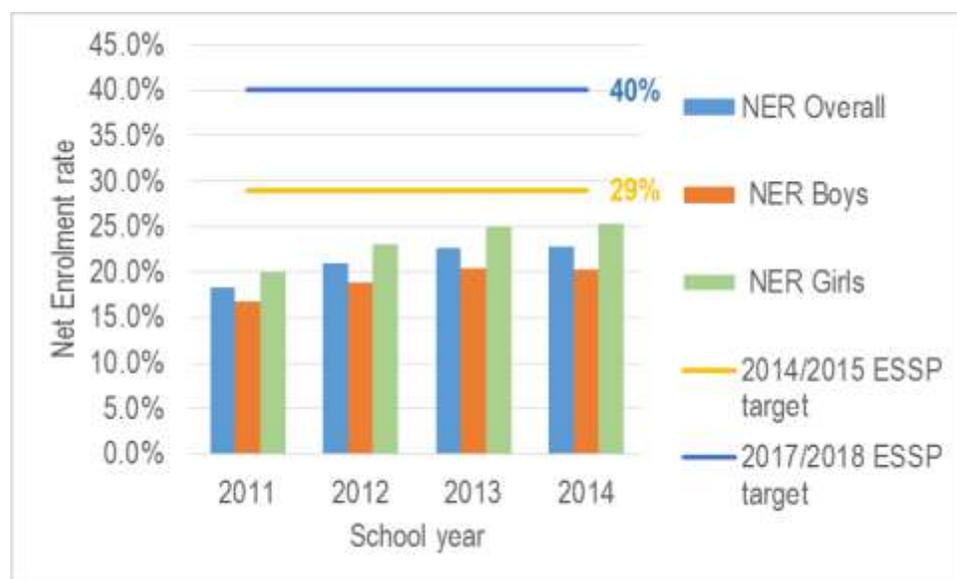


Figure 5.5: Lower Secondary Net Enrolment Rate 2011-2014 compared to ESSP targets

Figure 5.6 illustrates a high repetition rate of 11.6% in 2013, while the ESSP target was to reduce repetition rate to 3.5% by 2014/2015 and 2.6% by 2017/2018. Lower Secondary Promotion, Repetition, and Dropout Rate by sex and by district in 2013 are provided in annex 16. Further studies should be done to assess the reason behind this high repetition and dropout rate.

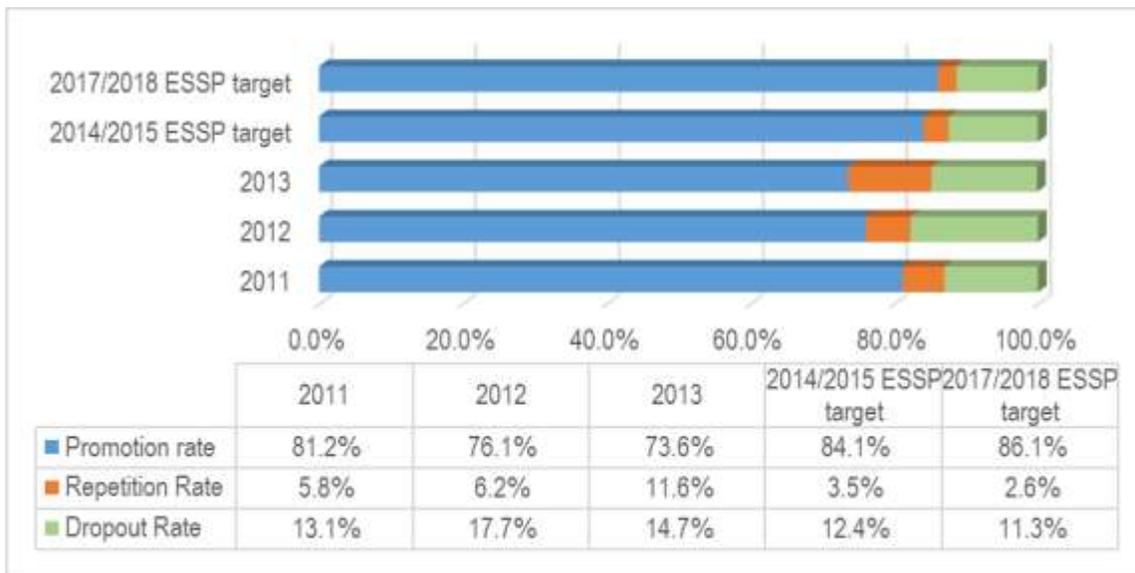
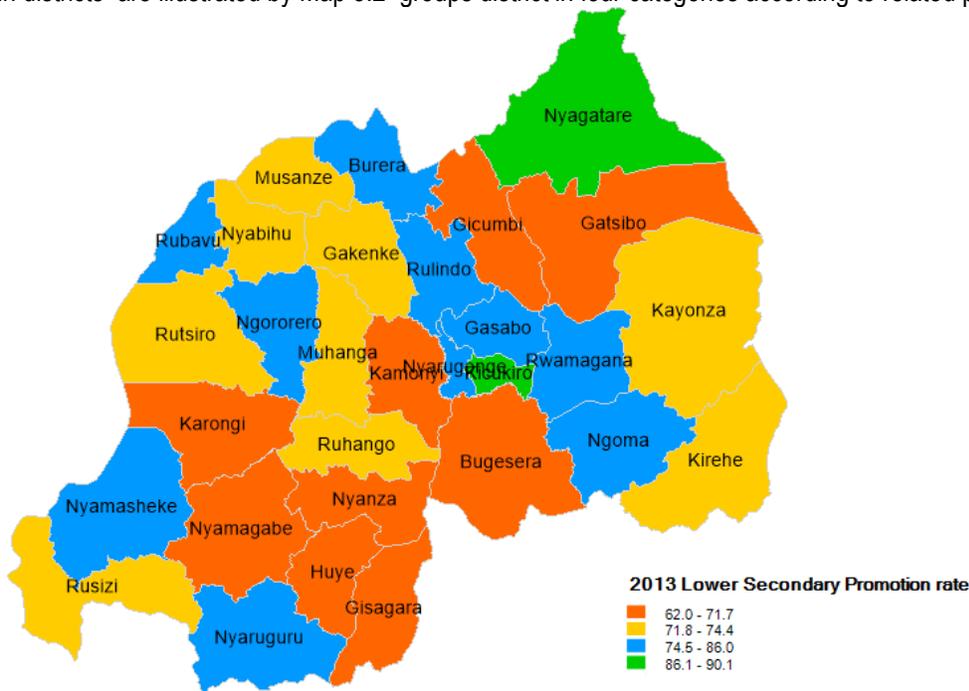


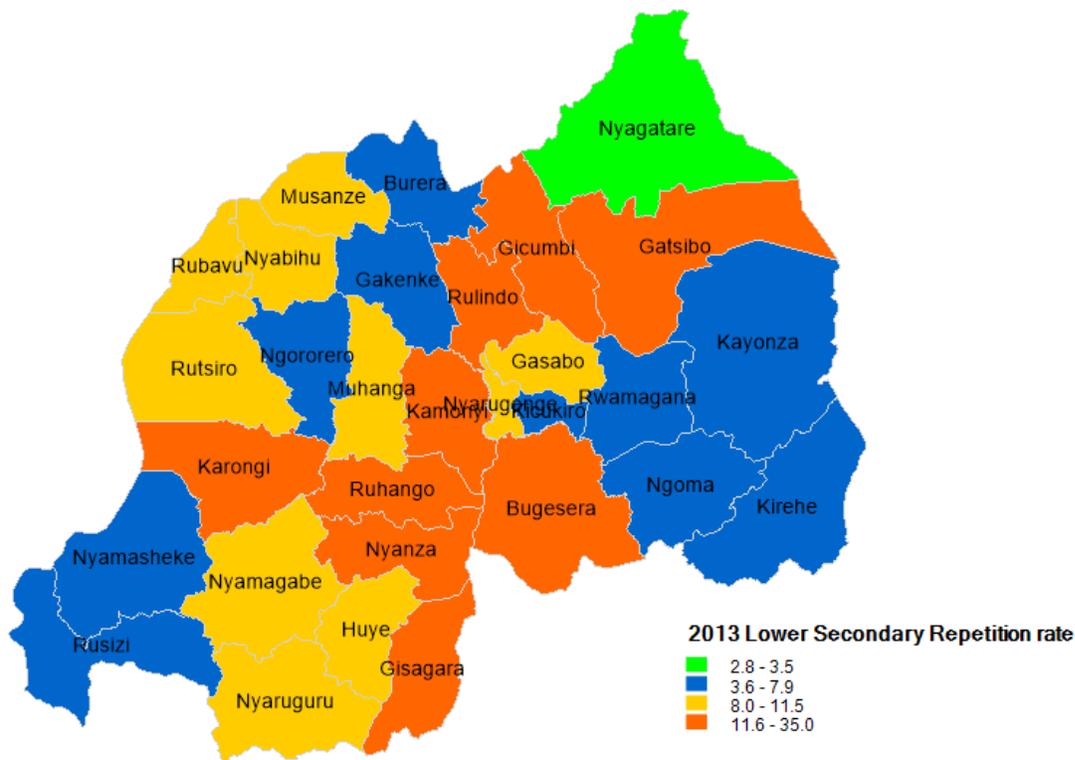
Figure 5.6: Lower Secondary promotion, repetition and dropout rate compared to ESSP targets

Two districts: Nyagatare (90.1%) and Kicukiro (87.4%) have reached the 2014/2015 ESSP target of 84.1% for Lower Secondary Promotion rate, districts with the lowest promotion rate are Bugesera (62%) and Gisagara (79.8%), disparities within districts are illustrated by Map 5.2 groups district in four categories according to related promotion rate.



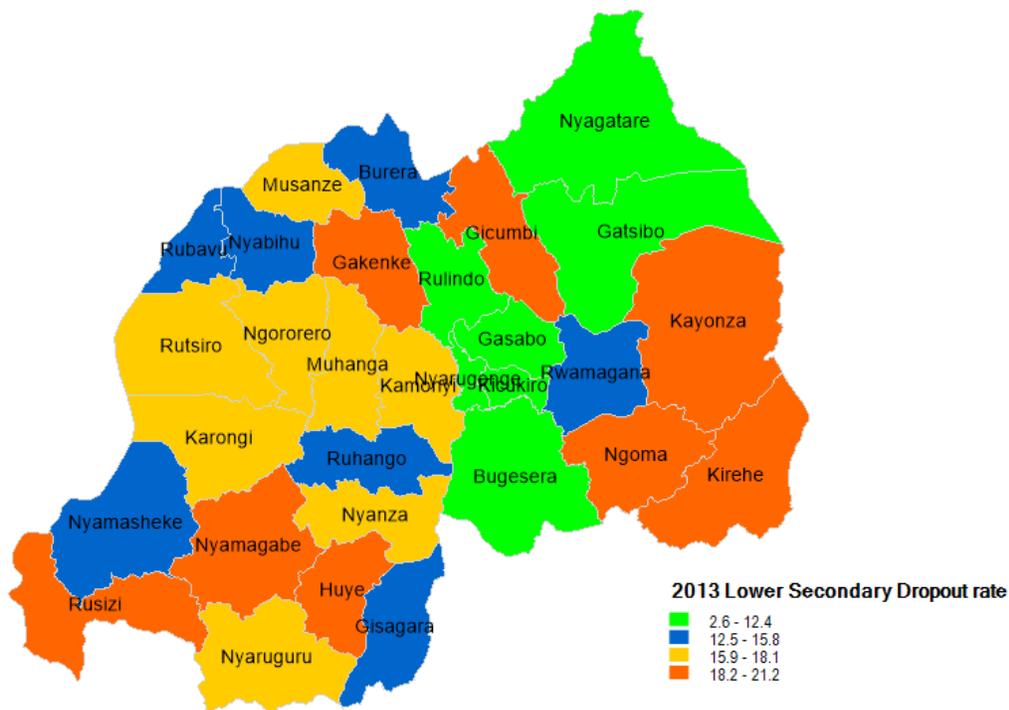
Map 5.2: Lower secondary Promotion rate by district in 2013

Nyagatare (2.8%) is the only one district which has achieved the 2014/2015 ESSP target of 3.5 % for Lower secondary repetition rate; while Bugesera district within the same province registered the highest repetition rate (35%). Disparities within districts are illustrated with Map 5.3 which groups district in four categories according to the repetition rate.



Map 5.3: Lower Secondary Repetition Rate by district in 2013

Seven districts: Gatsibo (2.6%), Bugesera (3.1%), Kicukiro (5.3%), Nyagatare (7.2%), Gasabo (8.6%), Nyarugenge (8.8%) and Rulindo (9.3%) have reached the 2014/2015 ESSP target of 12.4% for Lower secondary dropout rate; while Kirehe (21.1%) and Nyamagabe (20.9%) still have the highest dropout rate. Disparities within districts are illustrated with Map 5.4 which groups district in four categories according to the dropout rate.



Map 5.4: Lower secondary Dropout rate by district in 2013

Table 5.13 and figure 5.7 indicate that boys are doing 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) surpassing the ESSP targets of 85% by 2014/2015. Data on school leaving examination results for 2014 by districts is provided in annex 23.

Table 5.13: Lower secondary school leaving examination results from 2010 to 2014

Year	Sat for exams			Passed Exams			% passed		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
2010	29,783	29,411	59,194	23,296	26,933	50,229	78.2%	91.6%	84.9%
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%

Source: Rwanda Education Board

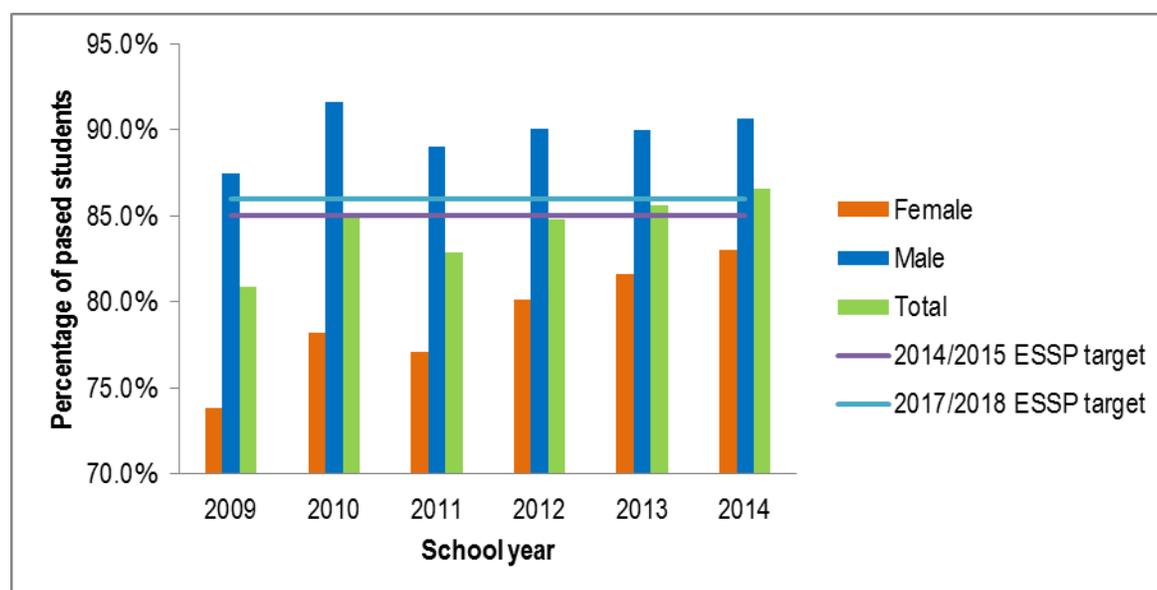


Figure 5.7: Percentage of lower secondary students passing national exam compared to ESSP targets

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 2011 to 2014; details on students at district level are available in annex 18.

Table 5.14: Trends in Upper Secondary from 2011 to 2014

Year	2011	2012	2013	2014
Upper secondary students	144695	181,916	204,848	215,620
Male	73430	91,141	101,380	105,002
Female	71265	90,775	103,468	110,618
% of Male	50.7%	50.1%	49.5%	48.7%
% of Female	49.3%	49.9%	50.5%	51.3%
Gross Enrolment Rate	21.7%	27.1%	32.6%	34.4%
Boys	22.4%	27.5%	33.4%	34.5%
Girls	21.1%	26.7%	31.7%	34.2%
Net Enrolment Rate	6.9%	25.4%	26.3%	27.3%
Boys	6.5%	24.1%	25.3%	26.5%
Girls	7.2%	26.6%	27.2%	28.0%
Promotion rate	95.9%	92.2%	90.1%	These indicators will be available after 2015 data collection
Boys	96.1%	93.5%	90.3%	
Girls	95.7%	90.9%	89.9%	
Repetition Rate	1.6%	1.7%	3.8%	
Boys	1.5%	1.6%	3.4%	
Girls	1.8%	1.9%	4.1%	
Dropout Rate	2.4%	6.0%	6.2%	
Boys	2.4%	4.9%	6.3%	
Girls	2.5%	7.2%	6.1%	
Used Classrooms	3,284	4,709	6,041	
Pupil Classroom ratio	44	39	34	30

Figure 5.8 indicates an increasing trend in the enrolment in Upper Secondary students between 2011 and 2014. Before 2012 the number of male was higher than of female, but the situation reversed after 2012 where female outnumbered male.

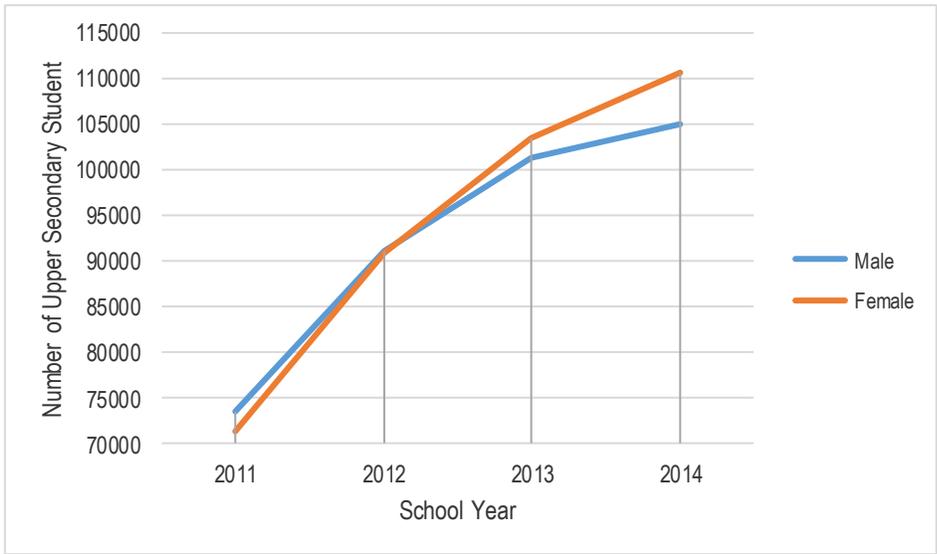
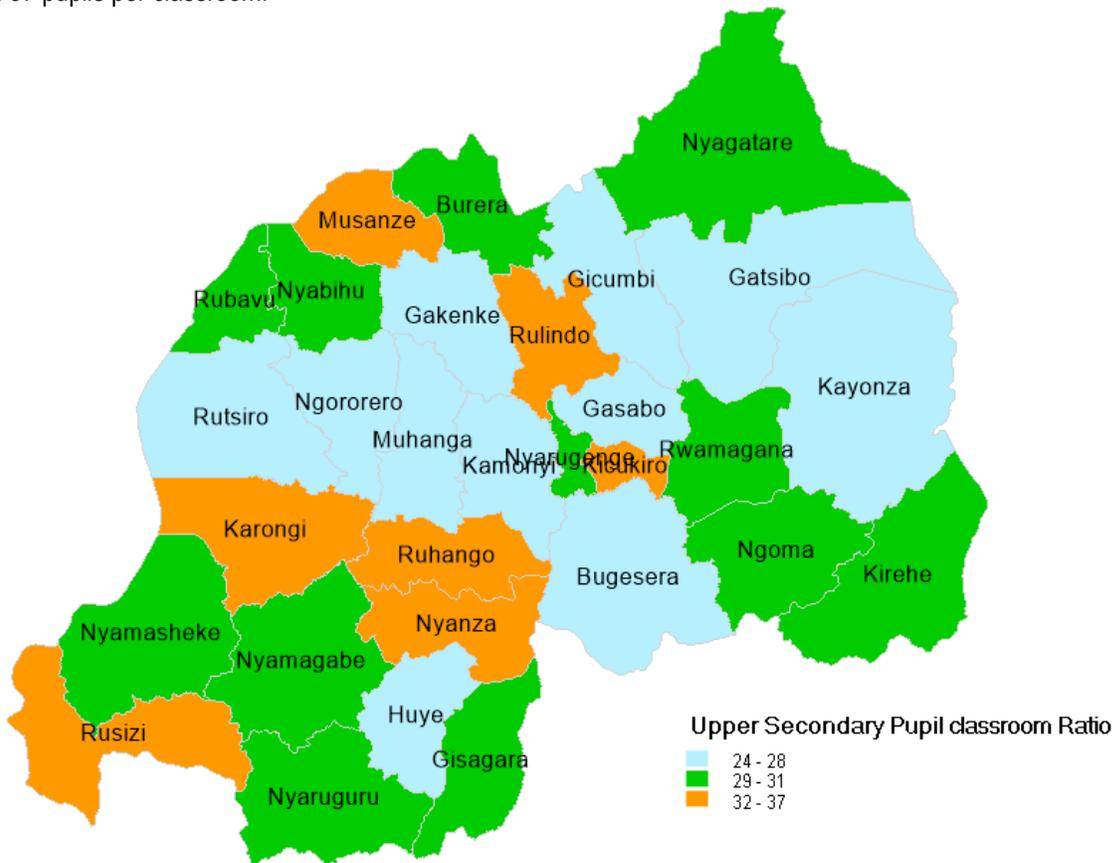


Figure 5.8 : Number of Upper Secondary Students from 2011 to 2014

The extension from 9YBE to 12YBE program has contributed in reducing the Pupil Classroom Ratio for upper secondary from 44:1 in 2010 to 30:1 in 2014, surpassing the 2014/2015 and 2017/2018 ESSP target of 38:1 for Upper Secondary Pupil Classroom Ratio. The Map 5.2 illustrates the status of Upper Secondary Pupil Classroom countrywide, and it varies between 24 and 37 pupils per classroom.



Map 5.5: Upper Secondary Pupil Classroom ratio by district in 2014

As illustrated in figure 5.9, Upper Secondary Gross Enrolment Rate increased from 32.6% in 2013 to 34.4% in 2014, exceeding the 2014/2015 and 2017/2018 ESSP targets of 29.1% and 32.0% respectively.

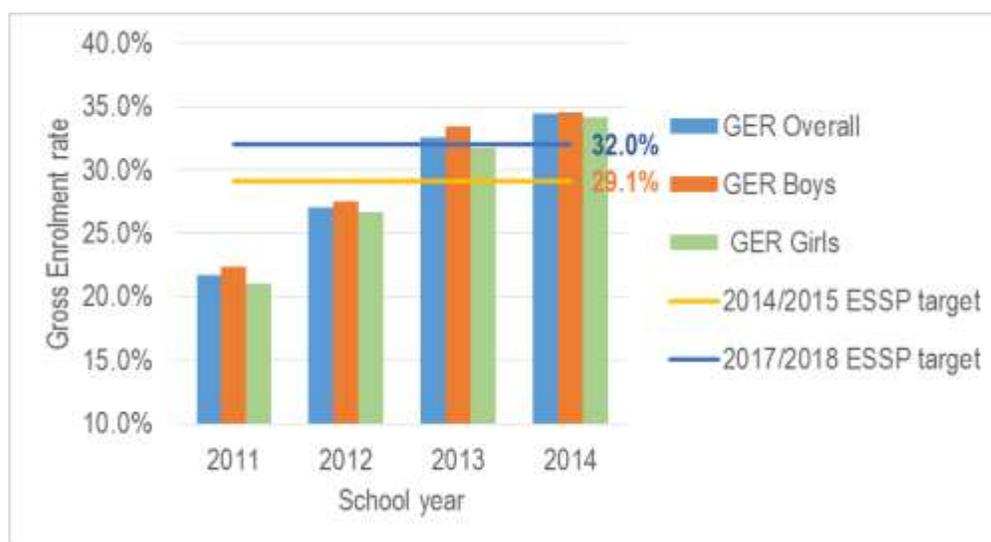


Figure 5.9: Upper Secondary Education Gross enrolment Rate compared to ESSP targets

As illustrated in figure 5.11, the net enrolment rate has slightly increased between 2013 (26.3%) and 2014 (27.3) approaching the 2014/2015 ESSP target of 32%. If the number of students keeps increasing at the current rate the 2017/2018 ESSP target of 42% can be met.

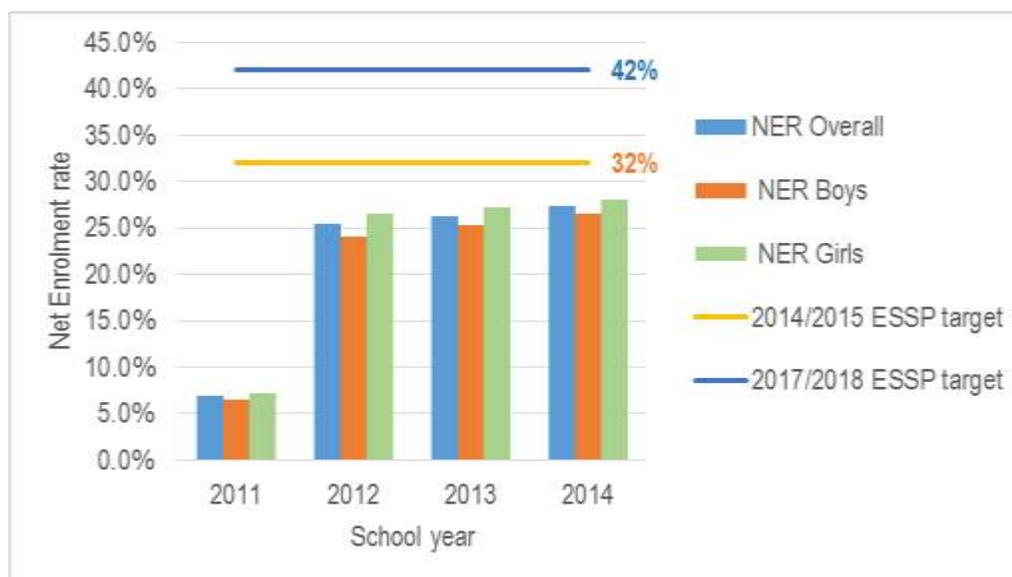


Figure 5.10: Upper Secondary Education Net Enrolment Rate compared to ESSP targets

Figure 5.12 illustrates a high dropout rate of 6.2% in 2013, while the ESSP target was to reduce the dropout rate to 2.1% by 2014/2015, while the 2017/2018 ESSP target erroneously estimates the increase at 2.4%. As promotion, repetition and dropout rates are interlinked, therefore the increase of one of them affects the decrease of others and vice versa.

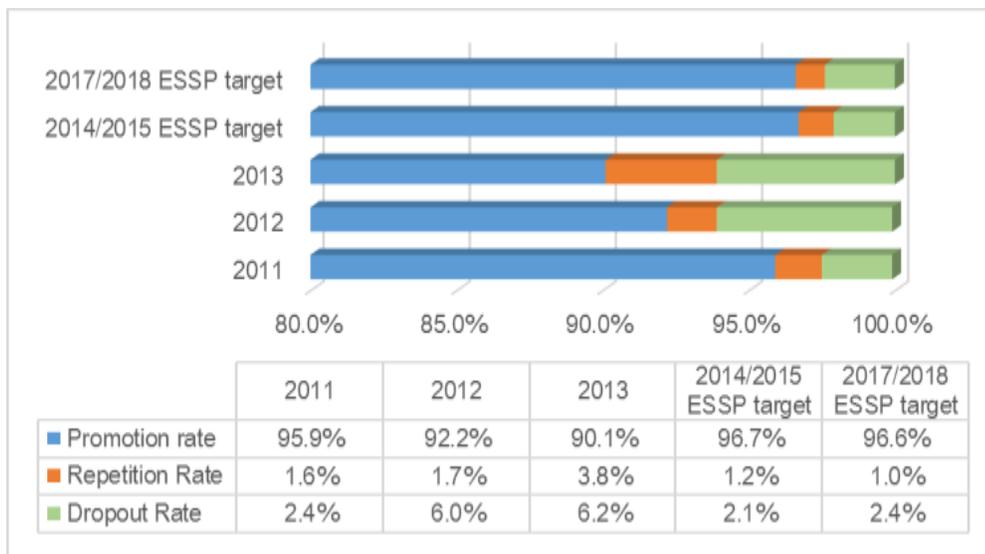
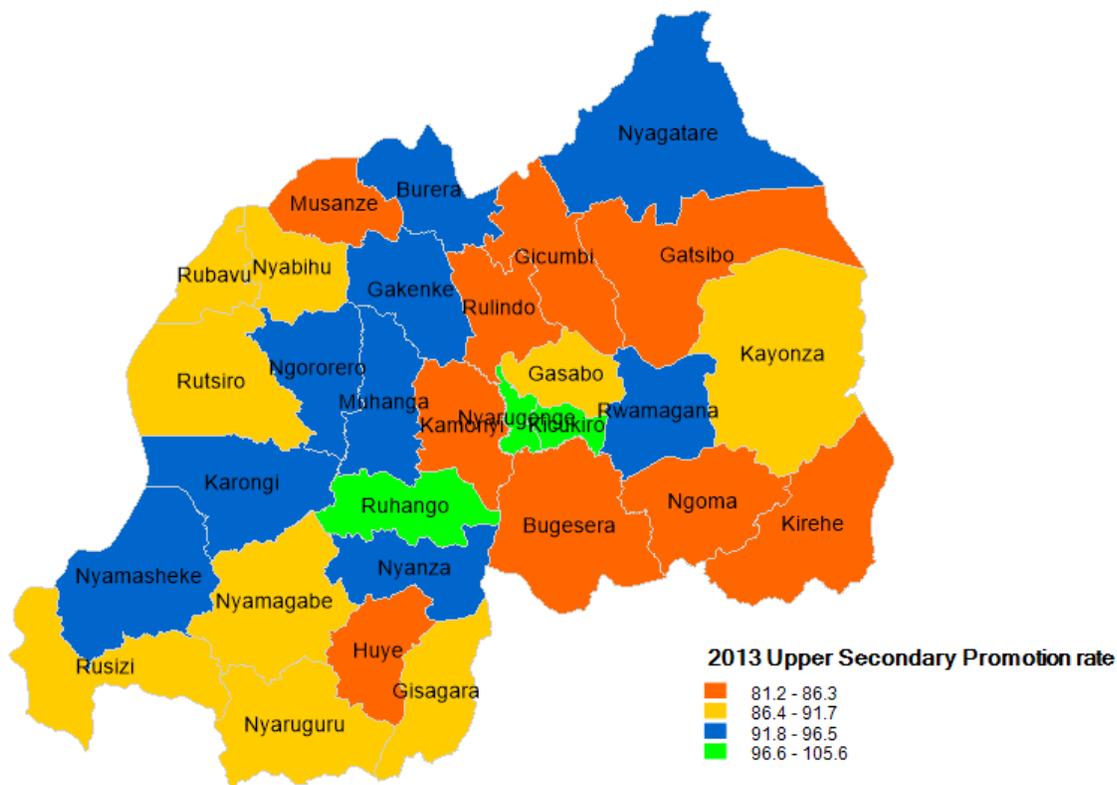


Figure 5.11: Upper Secondary Promotion, Repetition and Dropout Rate from 2011 to 2013

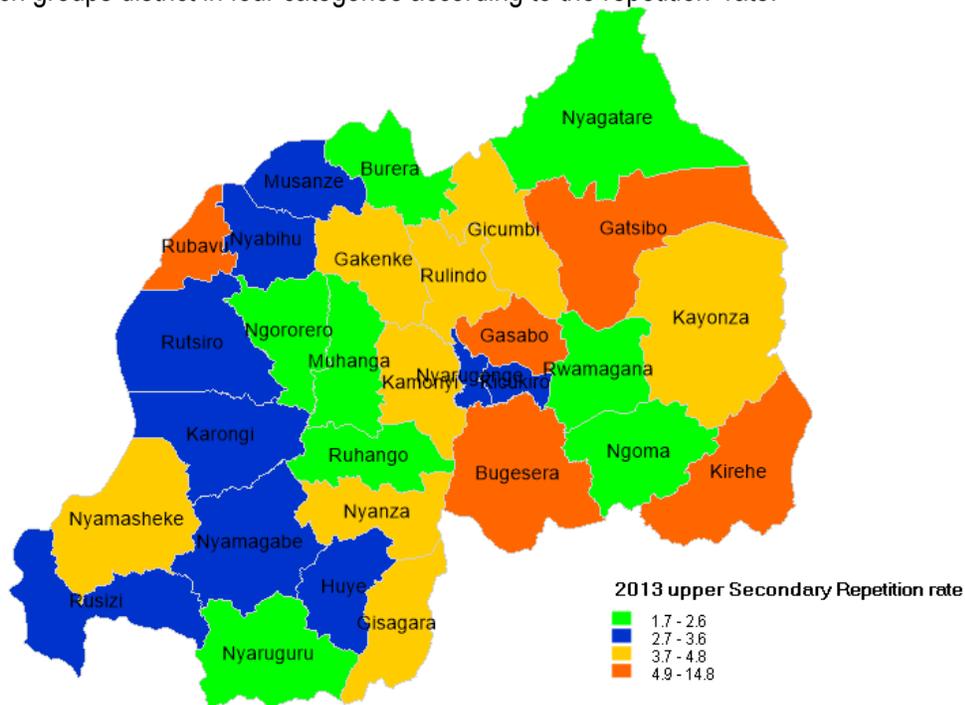
Upper Secondary promotion rate in 2013 has gone beyond 100% for two districts: Ruhango (100.8%) and Kicukiro (100.8%) which is abnormal as the promotion rate can't exceed 100%. This means that those two districts have received more promoted students from other districts and they appear as promoted student in the current districts. To respond to this challenge in September 2014 the Ministry of Education in collaboration with National institute of Statistics of Rwanda introduced an improved way of collecting individual information on every student enrolled in the Rwanda Education System, and for the coming years it will be easy to identify students by raw data instead of using figures collected using tables at school level.

Nyarugenge district (98.7%) has reached the 2014/2015 ESSP target of 96 while Kirehe (81.2%) and Rulindo (81.3%) registered the lowest promotion rate. Map 5.6 shows disparities within districts by grouping districts in four categories according to promotion rate.



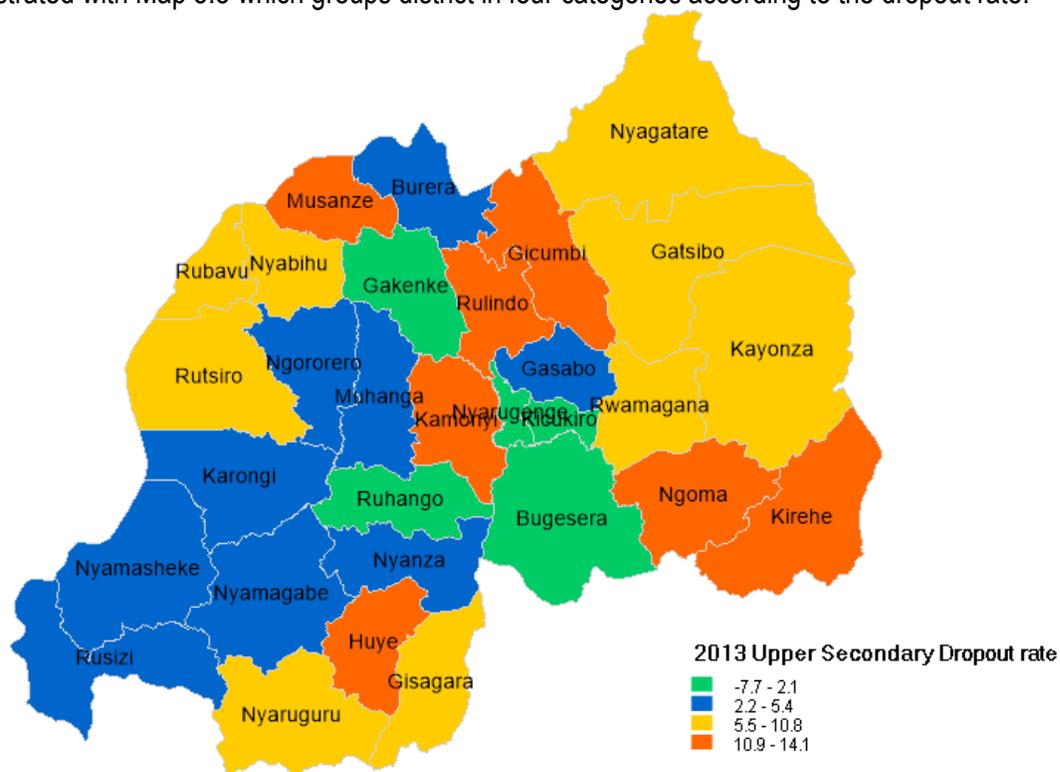
Map 5.6: Upper Secondary Promotion rate by district in 2013

None of the districts have achieved the 2014/2015 ESSP target of 1.2% for lower secondary repetition rate. Districts with lowest repetition rate are: Ngororero (1.7%) and Nyagatare (1.8%) while districts with highest repetition rate are: Bugesera (14.8%) and Kirehe (6.9%) disparities within districts are illustrated with Map 5.7 which groups district in four categories according to the repetition rate.



Map 5.7: Upper secondary repetition rate by district in 2013

The promotion rate exceeding 100% has an impact on the dropout rate that is why, some districts have a dropout rate which is negative: Ruhango (-7.7%), Kicukiro (-4.0%) and Nyarugenge (-1.9%). Two districts: Gakenke (0.9%) and Bugesera(1.5%) reached the 2014/2015 ESSP target of 2.1% for upper secondary repetition rate while Rulindo (14.1%) and Kamonyi (13.2%) registered the highest dropout rate are. Disparities within district are illustrated with Map 5.8 which groups district in four categories according to the dropout rate.



Map 5.8: Upper secondary Dropout rate by district in 2013

Table 5.15 indicates that a considerable percentage of students (37.7.1%) in the Upper Secondary school level in 2014 were studying Science; 30.7% Technical Secondary Education; 14.3% Languages; 13.4% Humanities and 3.9% Teacher Training Education. Details on students by subject combinations are provided in annex 19, 20 and 21 respectively for general upper secondary, TTC and TSS.

Table 5.15: Upper Secondary school students by field of study in 2014

Field of study	S4	S5	S6	Total			% by field of study
				Male	Female	Total	
Science	27,780	25,975	27,627	37,612	43,770	81,382	37.7%
Humanities	10,911	9,297	8,765	13,294	15,679	28,973	13.4%
Languages	11,121	10,045	9,622	14,346	16,442	30,788	14.3%
Teacher education	2,987	2,796	2,581	3,838	4,526	8,364	3.9%
Technical Secondary Education	23,138	22,313	20,662	35,912	30,201	66,113	30.7%
Total	75,937	70,426	69,257	105,002	110,618	215,620	100%

Table 5.16 indicates the increase in different fields of education in Upper secondary from 2012 to 2014: **Science** registered an increase of **10%** respectively from 73,774 to 81,382 students, **Humanities** recorded an increase of **17%** respectively from 24,767 to 28,973 students, **Languages** counted an increase of **63%** respectively from 18,902 to 30,788 students;

Teacher Education showed an increase of **38%** respectively from 6,042 to 8,364 students while **Technical Secondary Education** registered an increase of **13%** respectively from 58,431 to 66,113 students.

The low increase in the field of Science and Technical Secondary Education is due to the fact that most of Secondary Schools prefer Languages and Humanities as fields of study rather than Science and Technical Secondary Education because of the cost implications (Laboratories, workshops, etc).

Table 5.16: Trend in students enrolment in Upper Secondary from 2012 to 2014

Field of Study	2012			2013			2014		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Science	36,331	37,443	73,774	38,057	42,086	80,143	37,612	43,770	81,382
Humanities	11,993	12,774	24,767	12,124	14,068	26,192	13,294	15,679	28,973
Languages	9,696	9,206	18,902	12,691	13,581	26,272	14,346	16,442	30,788
Teacher education	2,893	3,149	6,042	3,599	3,776	7,375	3,838	4,526	8,364
Technical Secondary education	30,228	28,203	58,431	34,909	29,957	64,866	35,912	30,201	66,113
Total	91,141	90,775	181,916	101,380	103,468	204,848	105,002	110,618	215,620

Table 5.17 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 2014/2015 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.

Table 5.17: Upper secondary school leaving examination results from 2010 to 2014

Year	Sat for exams			Passed Exams			% passed		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
2009	19,541	23,004	42,545	16,785	21,056	37,841	85.9%	91.5%	88.9%
2010	22,792	26,303	49,094	19,086	23,823	42,909	83.7%	90.6%	87.4%
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%

Source: REB, WDA and UR-CE

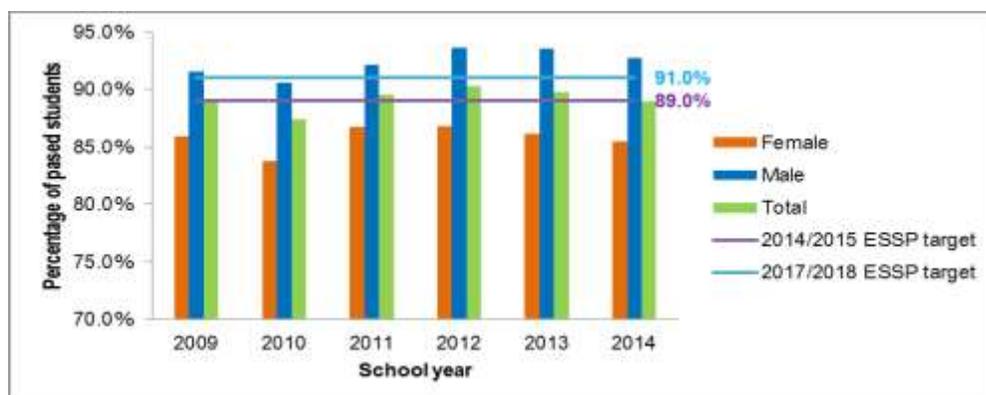


Figure 5.12: Percentage of Upper secondary students passing national exam in 2014

6 TECHNICAL VOCATIONAL EDUCATION AND TRAINING

The Technical, Vocational Education and Training (TVET) is composed of Vocational Training Centres, Technical Secondary Schools, and Technical Tertiary Institutions (awarding Diploma and Advanced Diploma). Table 6.1 highlights that TVET has experienced continuous increase in number of schools and students, however the number of male students is always greater than that of female.

Table 6.1: Trend in TVET from 2010 to 2014

Year	2010	2011	2012	2013	2014
Centers	140	251	278	306	365
Vocational Training Centers	61	98	116	132	174
Technical Secondary Schools	77	151	160	167	179
Technical Tertiary Institutions	2	2	2	7	12
Students	52,386	67,919	74,320	83,893	93,024
Male	25,240	35,843	40,321	47,755	52,369
Female	27,146	32,076	33,999	36,138	40,655
% of Male	48.20%	52.80%	54.30%	56.90%	56.30%
% of Female	51.80%	47.20%	45.70%	43.10%	43.70%
Vocational Training Centers	7,314	11,315	13,557	15,592	21,566
Male	3,862	6,920	8,224	10,058	12,265
Female	3,452	4,395	5,333	5,534	9,301
Technical Secondary Schools	44,526	55,033	58,431	64,866	66,113
Male	20,939	27,715	30,228	34,909	35,912
Female	23,587	27,318	28,203	29,957	30,201
Technical tertiary institutions	546	1571	2332	3435	5345
Male	439	1,208	1,869	2,788	4,192
Female	107	363	463	647	1,153
Trainers	398	1,381	2,461	3,020	3,595
Male	241	1,055	1,939	2,413	2,870
Female	157	326	522	607	725
% of Male	60.55%	76.39%	78.79%	79.90%	79.83%
% of Female	39.45%	23.61%	21.21%	20.10%	20.17%
Vocational Training Centers	398	605	780	943	1,302
Male	241	402	529	664	895
Female	157	203	251	279	407
Technical Secondary Schools		776	1,484	1,764	1,805
Male		653	1,231	1,470	1501
Female		123	253	294	304
Technical tertiary institutions			197	313	488
Male			179	279	474
Female			18	34	14

The figure 6.1 illustrates a continuous increase of student enrolled in TVET from 52,386 students in 2010 to 93,024 in 2014, approaching 98,162 students in 2014/2015 ESSP target. A drastic increase is observed in Technical Tertiary Institutions where the number of student has increased from 546 students in 2010 to 5,345 students in 2014 (almost 10 times). With this continuous trend, the 2017/2018 ESSP target of 134,185 students will be fully achieved.

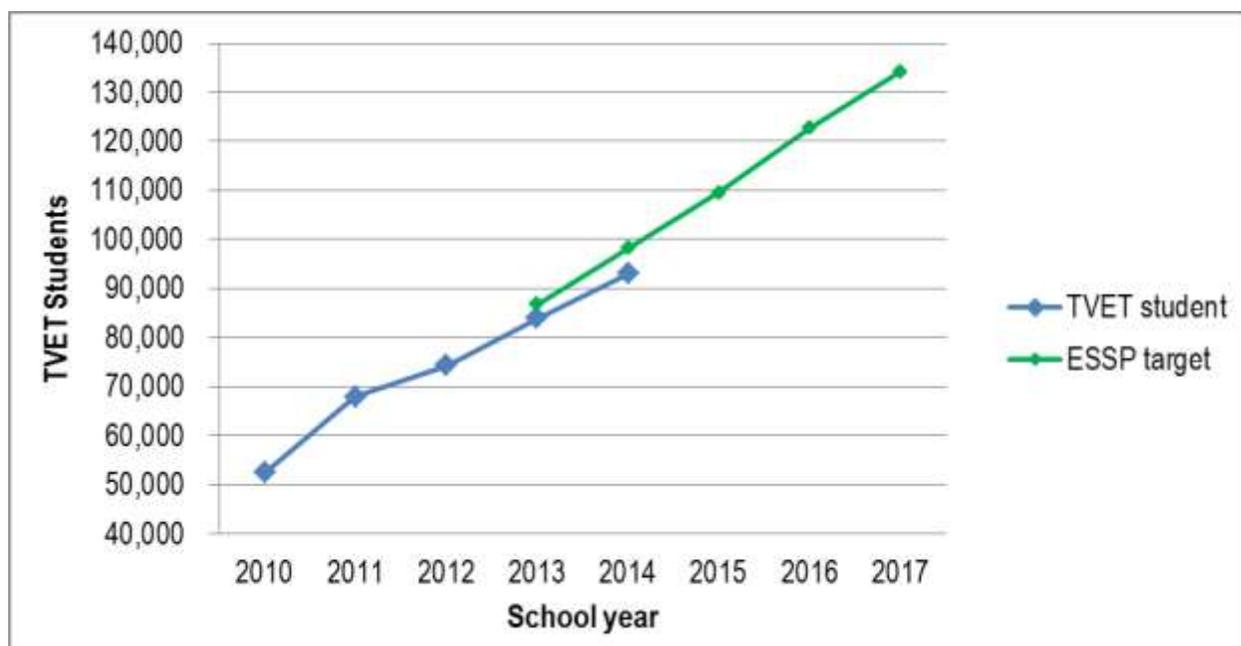
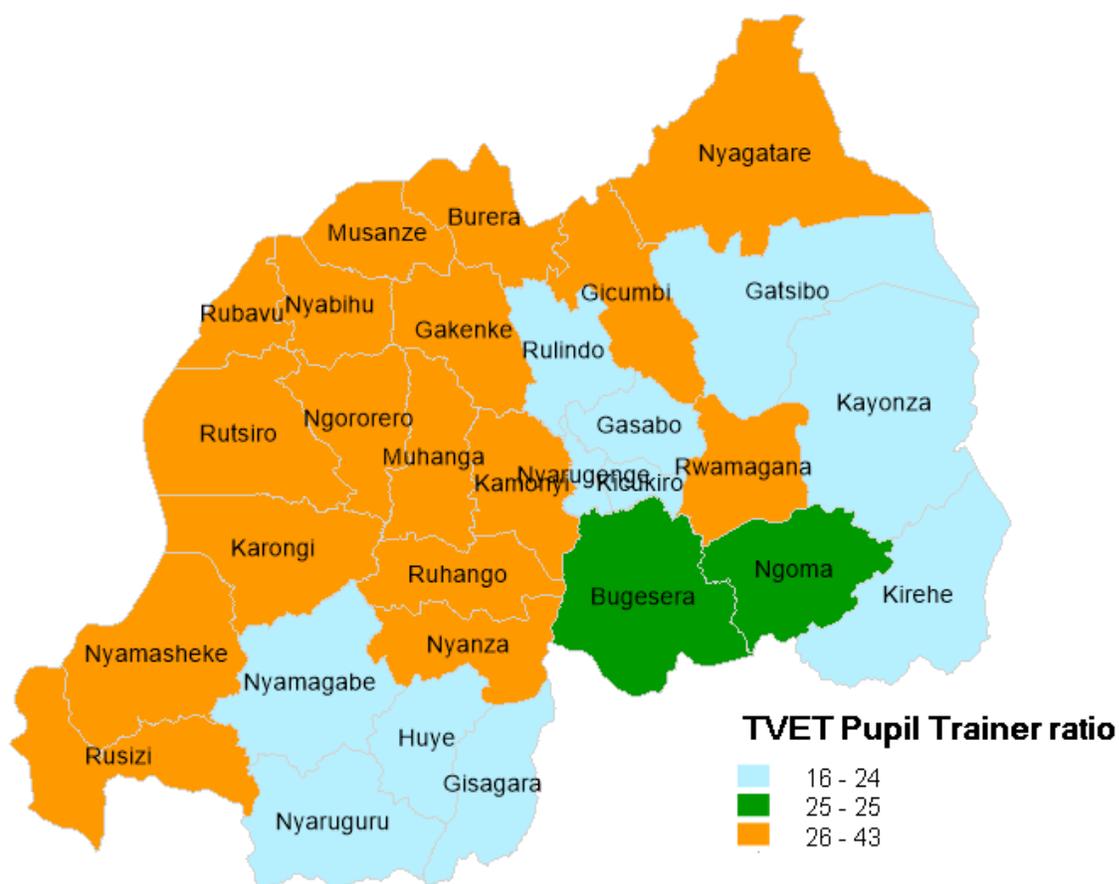


Figure 6.1: Trend in TVET students from 2010 to 2014 compare to ESSP targets

The map 6.1 shows that only two districts namely Bugesera and Ngoma reached the Trainees Trainer Ratio target of 25:1 in the TVET Expansion Plan.



Map 6.1: TVET Trainer ratio by district in 2014

Statistics related to Technical Secondary School have been provided in the section on secondary education, while statistics related to Technical Tertiary Institution will be provided in the chapter on tertiary.

The statistics indicated in this section will only focus on Vocational Training Centres (VTCs)

Table 6.2: Profile in VTCs from 2010 to 2014

Year	2010	2011	2012	2013	2014
Total number of trainees	7,314	11,315	13,557	15,592	21,566
Male	3,862	6,920	8,224	10,058	12,265
Female	3,452	4,395	5,333	5,534	9,301
% Males	52.8%	61.2%	60.7%	64.5%	56.9%
% Females	47.2%	38.8%	39.3%	35.5%	43.1%
Total number of staff	552	851	1,075	1,332	1,796
Male	336	550	703	887	1183
Female	216	301	372	445	613
% Male	61%	65%	65%	67%	66%
% Female	39%	35%	35%	33%	34%
Trainer	398	605	780	943	1,302
Male	241	402	529	664	895
Female	157	203	251	279	407
% Male	60.6%	66.4%	67.8%	70.4%	68.7%

% Female	39.0%	34.0%	32.0%	29.6%	31.3%
Administrative staff	154	246	295	389	494
Male	95	148	174	223	288
Female	59	98	121	166	206
% Male	61.7%	60.2%	59.0%	57.3%	58.3%
% Female	38.0%	40.0%	41.0%	42.7%	41.7%
Trainee: Trainer Ratio	18:1	19:1	17:1	17:1	17:1
Centers	61	98	116	132	174
Classrooms	324	482	599	647	851
Trainee: Classroom Ratio	23:1	23:1	23:1	24:1	25:1
VTC Graduates	4,858	7,547	9,734	12,737	Available after 2015 data collection
Male	2,681	4,915	6,150	7,848	
Female	2,177	2,632	3,584	4,889	

Figure 6.2 illustrates an increase in enrolment in VTCs from 7,314 trainees in 2010 to 21,566 trainees in 2014, the gap between male and female increases every year. The enrolment of females in VTCs is still low because of the perception most of the trades are believed to be suited for men rather than women.

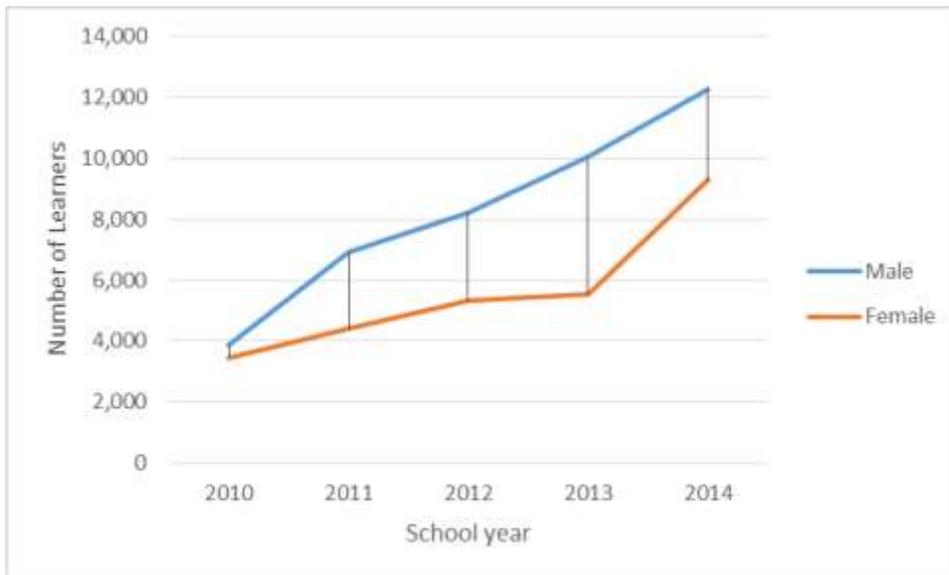


Figure 6.2: Trend of Trainees Enrolment in VTCs from 2010 to 2014

Figure 6.3 indicates that in 2014 a significant percentage of VTCs (62%) were privately run as compared to public VTCs (33%) and government aided VTCs (5%).

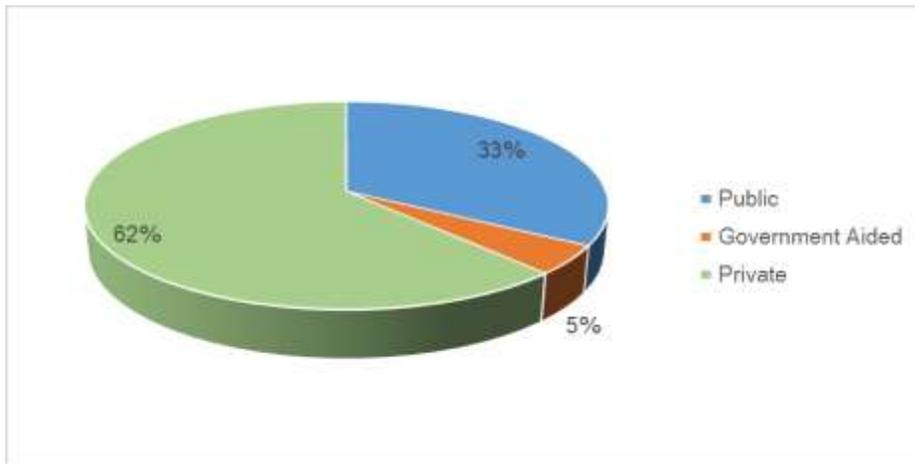


Figure 6.3: VTCs by ownership status in 2014

Table 6.3 indicates that private VTCs (62%) are considerably higher than both public (33%) and Government Aided (5%). The number of male trainees in VTCs is higher than that of female trainees. Similarly, the number of male staff almost doubles that of female staff.

Table 6.3: VTC student enrolment and staff by ownership status in 2014

Status	Number of VTC	Trainees			Staff		
		Male	Female	Total	Male	Female	Total
Public	58	4,961	3,403	8,364	554	226	780
Government Aided	8	571	401	972	61	27	88
Private	108	6,733	5,497	12,230	568	360	928
Total	174	12265	9301	21566	1183	613	1796

Table 6.4 shows a significant increase in the number of trainees enrolled in VTCs between 2013 and 2014, with male trainees dominating, and about 45.16% are enrolled in Short training.

Table 6.4: VTC trainee enrolment by level in 2013 and 2014

Year	2013			2014			
	Male	Female	Total	Male	Female	Total	Percentage
Short training	4,734	2,328	7,062	5,140	4,600	9,740	45.16%
First Year	4,235	2,497	6,732	5,541	3,703	9,244	42.86%
Second Year	962	659	1,621	1,452	822	2,274	10.54%
Third Year	127	50	177	132	176	308	1.43%
Total	10,058	5,534	15,592	12,265	9,301	21,566	100%
Percentage	64.5%	35.5%	100%	56.9%	43.1%	100.0%	

Table 6.5 and figure 6.4 show that a large number of students are enrolled in Masonry (20.1%) and in Moto Vehicle Engine Mechanics (15.8%). Female students are more interested in Field crop (97.8%) and Beauty Therapy (93.1%) rather than male students who are interested in Moto Vehicle Engine Mechanics (91.9%) and in Masonry 88%.

Table 6.5: Percentage of VTC students by sex and by Trade in 2014

Trade	Number of Learners			Percentage by sex		Percentage by trade		
	Boys	Girls	Total	Boys	Girls	Boys	Girls	Total
Field Crop	5	222	227	2.2%	97.8%	0.0%	2.4%	1.1%

Beauty Therapy	7	95	102	6.9%	93.1%	0.1%	1.0%	0.5%
Dressmaking	125	1,598	1,723	7.3%	92.7%	1.0%	17.2%	8.0%
Food processing	43	390	433	9.9%	90.1%	0.4%	4.2%	2.0%
Screen Printing	7	59	66	10.6%	89.4%	0.1%	0.6%	0.3%
Hairdressing- Aesthetics	225	1,482	1,707	13.2%	86.8%	1.8%	15.9%	7.9%
Front Office	47	257	304	15.5%	84.5%	0.4%	2.8%	1.4%
Crochet Embroidery	126	658	784	16.1%	83.9%	1.0%	7.1%	3.6%
Leather Craft	58	287	345	16.8%	83.2%	0.5%	3.1%	1.6%
Pottery	18	86	104	17.3%	82.7%	0.1%	0.9%	0.5%
Culinary arts	420	1,541	1,961	21.4%	78.6%	3.4%	16.6%	9.1%
Knitting	255	607	862	29.6%	70.4%	2.1%	6.5%	4.0%
Food and Beverage	37	73	110	33.6%	66.4%	0.3%	0.8%	0.5%
ICT	122	76	198	61.6%	38.4%	1.0%	0.8%	0.9%
House Keeping	18	10	28	64.3%	35.7%	0.1%	0.1%	0.1%
Welding	1,239	504	1,743	71.1%	28.9%	10.1%	5.4%	8.1%
Plumbing	265	80	345	76.8%	23.2%	2.2%	0.9%	1.6%
Domestic Electricity	975	226	1,201	81.2%	18.8%	7.9%	2.4%	5.6%
Carpentry	1,326	250	1,576	84.1%	15.9%	10.8%	2.7%	7.3%
Masonry	3,820	523	4,343	88.0%	12.0%	31.1%	5.6%	20.1%
Moto Vehicle Engine Mechanics	3,127	277	3,404	91.9%	8.1%	25.5%	3.0%	15.8%
Total	12,265	9,301	21,566	56.87%	43.13%	100%	100%	100%

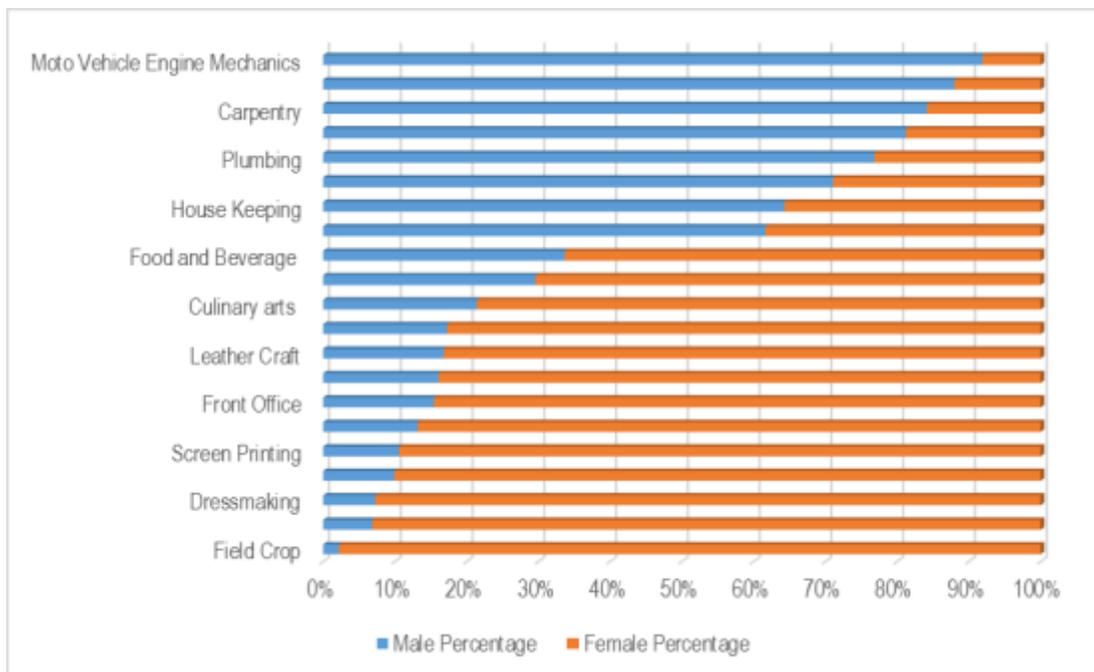


Figure 6.4: Percentage of Male and Female VTC trainees by trade in 2014

Table 6.6 indicates that out of a total of 21,566 trainees enrolled in VTCs, 454 (2% of trainees) have some forms of disability of which 42.7% have other physical disability.

Table 6.6: VTC trainees with disabilities by level in 2014

Year	Hearing	Visual	Speaking	Other Physical	Mental	Multiple disabilities	Total		
							Male	Female	Total
Short training	12	17	40	135	48	83	196	139	335
First Year	12	7	10	49	10	13	54	47	101
Second Year	2	3	0	10	0	3	9	9	18
Total	26	27	50	194	58	99	259	195	454
Percentage	5.7%	5.9%	11.0%	42.7%	12.8%	21.8%	57.0%	43.0%	100.0%

Table 6.7 indicates that out of a total of 21,566 trainees enrolled in VTCs 6,447 (30% of trainees) are orphans of which 1,673 trainees (26.0%) do not have both parents.

Table 6.7: VTC orphan students by level in 2013

Level	Student who do not have			Total			% of all students
	Mother	Father	Both Parents	Boys	Girls	Total	
Short training	767	1,064	732	1,334	1,229	2,563	39.8%
First Year	797	1,382	729	1,627	1,281	2,908	45.1%
Second Year	234	453	185	506	366	872	13.5%
Third Year	33	44	27	43	61	104	1.6%
Total	1,831	2,943	1,673	3,510	2,937	6,447	100.0%
Percentage	28.4%	45.6%	26.0%	54.4%	45.6%	100.0%	

Table 6.8 shows that the number of graduates in VTCs has increased from 9,734 in 2012 to 12,737 in 2013. This implies that 32.4% and 52.6% in 2013 are graduates of short training and one year courses respectively.

Table 6.8: VTC graduates by course duration for 2012 and 2013

Course duration	2012			2013		
	Boys	Girls	Total	Boys	Girls	Total
Below 12 months	1,924	904	2,828	2,569	1,561	4,130
One year	3,173	1,876	5,049	4,107	2,588	6,695
Two years	934	742	1,676	1,029	587	1,616
Three years	119	62	181	143	153	296
TOTAL	6,150	3,584	9,734	7,848	4,889	12,737
Percentage	63.2%	36.8%	100.0%	61.6%	38.4%	100.0%

Table 6.9 indicates that most of trainers in VTCs (85.3%) have Technical skills.

Table 6.9: VTC trainers by skills in 2014

Qualification	Male	Female	Total	Percentage
Vocational certificates	100	104	204	15.67%
A2/D6, D7 Technical Skills	387	140	527	40.48%
A3,D4, D5, GIII Technical Skills	51	35	86	6.61%
A1 Technical Skills	185	23	208	15.98%
A0 Technical Skills	62	23	85	6.53%
Sub Total	785	325	1,110	85.3%
A2/D6, D7 Non-Technical Skills	37	42	79	6.07%

A3, D4, D5, GIII Non-Technical Skills	5	7	12	0.92%
A1 Non-Technical Skills	14	8	22	1.69%
A0 non-Technical Skills	31	19	50	3.84%
Sub Total	87	76	163	12.5%
Masters	11	1	12	0.92%
PhD	1	0	1	0.08%
Others	11	5	16	1.23%
Total	895	407	1,302	100.0%

The 2014 education data also reveals that 68% of VTCs have computers, while 25% of all VTCs have access to internet connection. Table 6.10 shows that 18 trainees use one computer, while the ratio stands at 7 for trainers and at 2 for administrative staff.

Table 6.10: VTC number of computer per users in 2014

Province	Description	Number of computers			
		For trainees	For Trainers	For Administrative staff	Total
East	Computers	92	23	59	174
	Users	3322	205	95	3,622
	Ratio ¹⁵	36	9	2	21
Kigali City	Computers	400	90	56	546
	Users	3443	230	92	3,765
	Ratio	9	3	2	7
North	Computers	57	1	23	81
	Users	3065	161	65	3,291
	Ratio	54	161	3	41
West	Computers	155	21	59	235
	Users	3936	238	97	4,271
	Ratio	25	11	2	18
South	Computers	473	60	94	627
	Users	7800	468	145	8,413

¹⁵ Ratio referees to the number of Users in the province (without considering centers with access to computer only)divided by the number of computers

	Ratio	16	8	2	13
Rwanda	Computers	1,177	195	291	1,663
	Users	21,566	1,302	494	23,362
	Ratio	18	7	2	14

Table 6.11 reveals that out of a total of 174 VTCs, 108 VTCs (62%) have access to Tap Water Supply, 123 VTCs (71%) make use of rain water harvesting systems, 131VTCs (75%) have access to hydro-electricity supply, 24 VTCs (14%) have access to solar power, 68 VTCs (39%) have access to electric power generator supply and 14 VTCs (8%) use biogas system. Detail on VTC access to water and electricity by district are provided in annex 41.

Table 6.11: VTCs with water and electricity supply by province in 2014

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	25	23	27	2	11	0
		Percentage	81%	74%	87%	6%	35%	0%
	Schools without	Number	6	8	4	29	20	31
		Percentage	19%	26%	13%	94%	65%	100%
Kigali City	Schools with	Number	23	18	23	2	16	4
		Percentage	82%	64%	82%	7%	57%	14%
	Schools without	Number	5	10	5	26	12	24
		Percentage	18%	36%	18%	93%	43%	86%
North	Schools with	Number	11	12	19	5	4	4
		Percentage	46%	50%	79%	21%	17%	17%
	Schools without	Number	13	12	5	19	20	20
		Percentage	54%	50%	21%	79%	83%	83%
West	Schools with	Number	27	26	28	5	12	1
		Percentage	66%	63%	68%	12%	29%	2%
	Schools without	Number	14	15	13	36	29	40
		Percentage	34%	37%	32%	88%	71%	98%
South	Schools with	Number	37	29	34	10	25	5
		Percentage	74%	58%	68%	20%	50%	10%

	Schools without	Number	13	21	16	40	25	45
		Percentage	26%	42%	32%	80%	50%	90%
Rwanda	Schools with	Number	123	108	131	24	68	14
		Percentage	71%	62%	75%	14%	39%	8%
	Schools without	Number	51	66	43	150	106	160
		Percentage	29%	38%	25%	86%	61%	92%

The 2014 education data shows that 74% of VTCs have separate latrines for trainees while 40% have separate latrines for staff. Table 6.12 illustrates the number of users per toilet; the ratio of trainees per toilets within provinces varies between 13 and 15 trainees per toilet, while the ratio per staff varies between 4 and 8 staff per toilet. At national level the ratio stands at 13 pupil per toilet and 5 staff per toilet.

Table 6.12: Number of toilets in secondary schools in 2014

Province	Users	Number of toilets			Users per Toilet		
		For Female	For Male	Total	For Female	For Male	Overall
East	Student	124	132	255	13	13	13
	Staff	29	25	54	3	8	6
	Total	153	157	309	11	13	12
Kigali City	Student	122	102	224	15	16	15
	Staff	42	42	84	3	5	4
	Total	164	144	308	12	13	12
North	Student	101	111	212	19	11	14
	Staff	15	15	30	7	8	8
	Total	116	126	242	17	10	14
West	Student	119	184	302	10	15	13
	Staff	27	39	66	4	6	5
	Total	146	223	368	8	14	12
South	Student	304	314	617	10	16	13
	Staff	51	55	106	4	7	6
	Total	355	369	723	9	14	12
Rwanda	Student	769	842	1,610	12	15	13

	Staff	164	176	340	4	7	5
	Total	933	1,018	1,950	11	13	12

7 TERTIARY EDUCATION

In 2013, the University of Rwanda was established by merging 7 Higher Education Public Institutions. In 2014, there were 45 tertiary education institutions of which 17 were public and 28 private. Table 7.1 shows the number of all students enrolled in tertiary education (Higher education, colleges and technical institution), student enrolment continued to increase steadily in tertiary institutions between 2010 and 2014 but a slight decrease is observed in public institutions.

From 2012 the number of students enrolled in private institutions outnumbered that of students enrolled in public institutions where in 2014, private institutions recorded 49,254 students (57%) while public institutions recorded 37,759 students (43%).

Table 7.1: Profile of tertiary education students from 2010-2014

STATUS	Gender	2010	2011	2012	2013	2014
Public	Male	21,188	25,023	25,081	26,839	25,376
	Female	10,376	12,879	12,551	13,892	12,383
	% Male	67.1%	66.0%	66.6%	65.9%	67.2%
	% Female	32.9%	34.0%	33.4%	34.1%	32.8%
Sub-Total		31,564	37,902	37,632	40,731	37,759
Private	Male	14,054	16,852	17,669	20,381	22,491
	Female	17,116	18,920	21,328	23,336	26,763
	% Male	45.1%	47.1%	45.3%	46.6%	45.7%
	% Female	54.9%	52.9%	54.7%	53.4%	54.3%
Sub-Total		31,170	35,772	38,997	43,717	49,254
Public and Private	Male	35,242	41,875	42,750	47,220	47,867
	Female	27,492	31,799	33,879	37,228	39,146
	% Male	56.2%	56.8%	55.8%	55.9%	55.0%
	% Female	43.8%	43.2%	44.2%	44.1%	45.0%
General Total		62,734	73,674	76,629	84,448	87,013
student per 100000 inhabitant	Male	701	808	800	912	901
	Female	511	575	595	670	688
	TOTAL	602	687	695	787	791

Figure 7.1 illustrates a steady increase in number of student enrolled in tertiary education, the number of male are always greater than that of female.

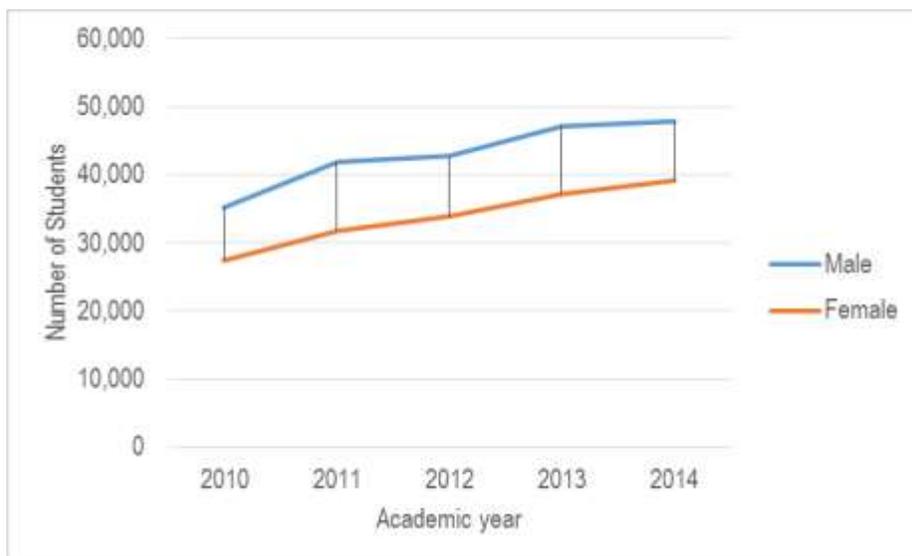


Figure 7.1: Tertiary education students by sex from 2010-2014

Table 7.2 illustrates the number of students enrolled in tertiary education, categorized by degree or diploma awarding institutions. Among 87,013 students enrolled in tertiary education: 77,512 (89%) are students in Degree awarding institutions while 9,501 (11%) are students in Diploma awarding institutions; 5,345 (6%) students are enrolled in IPRC's and other polytechnics awarding diploma while the remaining 81,668 (94%) students are enrolled in Higher education institutions, colleges of education and Schools of Nursing and Midwifery.

Table 7.2: Students enrolment in tertiary education from 2010 to 2014

Tertiary	2010	2011	2011-12	2012-13	2013-14
Number of students in Degree awarding institutions					
Public	29,583	34,746	32,647	33,743	29,235
Private	31,170	35,772	38,997	43,717	48,277
Sub Total	60,753	70,518	71,644	77,460	77,512
Number of students in Diploma awarding institutions					
Colleges of Education	840	1,046	1,605	2,465	2,374
Tertiary Technical Institution	433	1285	2,332	3,095	5,345
Schools of Nursing and Midwifery	708	825	1,048	1,428	1782
Sub Total	1,981	3,156	4,985	6,988	9,501
General total	62,734	73,674	76,629	84,448	87,013

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 7.3: Enrolment of students in tertiary education by exit award in 2014

Exit awards	Number			Percentage by sex		Percentage by Exit award
	Male	Female	Total	Male	Female	
Certificate	113	309	422	26.8%	73.2%	0.5%
Diploma/Advanced Diploma	7,668	3,874	11,542	66.4%	33.6%	13.3%
Bachelor's degree	37,476	33,608	71,084	52.7%	47.3%	81.7%
Post-graduate Certificate	324	124	448	72.3%	27.7%	0.5%
Post-graduate Diploma	287	161	448	64.1%	35.9%	0.5%
Master's	1,939	1052	2,991	64.8%	35.2%	3.4%
PhD	60	18	78	76.9%	23.1%	0.1%
TOTAL	47,867	39,146	87,013	55.0%	45.0%	100%

Table 7.4 shows Tertiary Fields of Education where more students are enrolled in Social Sciences, Business and Law (49.9%), followed by Engineering, Manufacturing and Construction (11.2%). On the other hand, fewer students are found in the field of Agriculture (3.4%) and Services (0.4%).

More female students are interested in the field of services (63.5%), and Social Sciences, Business and Law (53.5%), while more male students are found in Engineering, Manufacturing and construction (77.6%), followed by Agriculture (67.9%). More details on tertiary students by field of education and status are highlighted in annex 42.

Table 7.4: 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	4,145	2,939	7,084	58.5%	41.5%	100%	8.7%	7.5%	8.1%
Humanities and arts	3,944	2,607	6,551	60.2%	39.8%	100%	8.2%	6.7%	7.5%
Social sciences, Business and law	20,196	23,243	43,439	46.5%	53.5%	100%	42.2%	59.4%	49.9%
Science	5,858	3,398	9,256	63.3%	36.7%	100%	12.2%	8.7%	10.6%
Engineering, manufacturing and construction	7,902	2,285	10,187	77.6%	22.4%	100%	16.5%	5.8%	11.7%
Agriculture	2,018	955	2,973	67.9%	32.1%	100%	4.2%	2.4%	3.4%
Health and welfare	3,680	3,503	7,183	51.2%	48.8%	100%	7.7%	8.9%	8.3%
Services	124	216	340	36.5%	63.5%	100%	0.3%	0.6%	0.4%
TOTAL	47,867	39,146	87,013	55.0%	45.0%	100%	100%	100%	100%

Figure 7.3 indicates that from 2012 enrolment in private tertiary institutions exceeded that of public institutions, and the 2014/2015 ESSP target of 41,275 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.

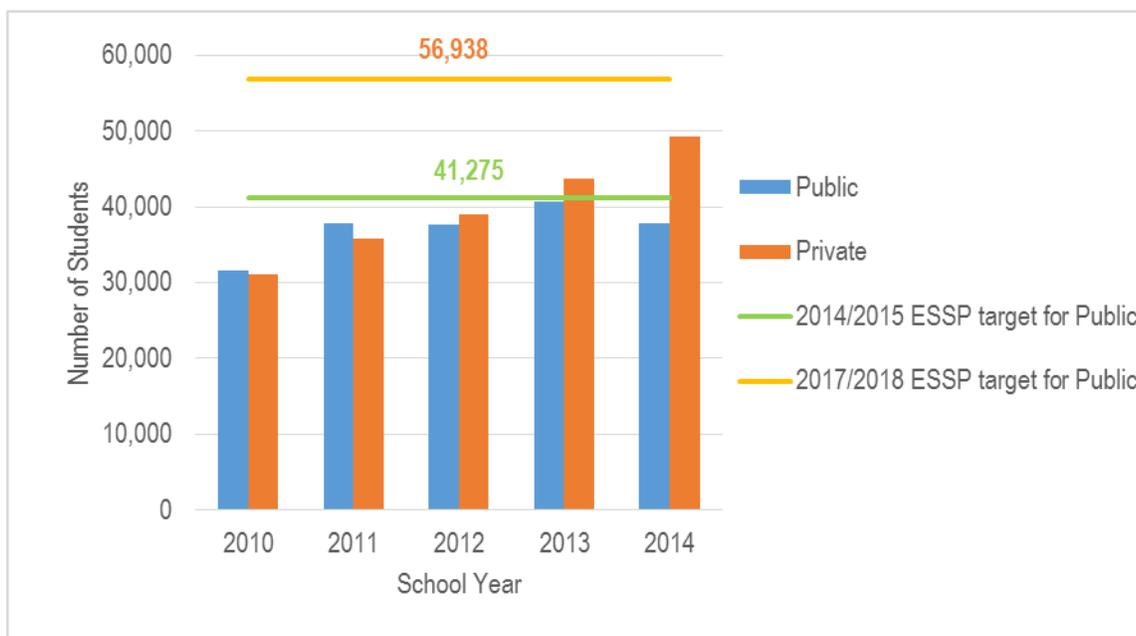


Figure 7.2: Trend in student enrolment in tertiary institutions (2010-2014)

Table 7.5 indicates that 188 (0.2%¹⁶) of students enrolled in Tertiary education have some form of disability, of which 133 (70.7%) have other physical disabilities.

Table 7.5: Tertiary education students with disability in 2014

Level	Hearing	Visual	Speaking	Other physical	Learning	Multiple disabilities	Total		
							Male	Female	Total
Certificate	0	0	0	0	0	0	0	0	0
Diploma & Advanced Diploma	1	2	0	32	0	0	25	10	35
Bachelors	4	5	0	65	0	1	41	34	75
Postgraduate Certificate	4	37	0	32	1	0	53	21	74
Postgraduate Diploma	0	0	0	1	0	0	1	0	1
Master's	0	0	0	3	0	0	2	1	3
PhD	0	0	0	0	0	0	0	0	0
Total	9	44	0	133	1	1	122	66	188
Percentage	4.8%	23.4%	0.0%	70.7%	0.5%	0.5%	64.9%	35.1%	100%

Table 7.6 indicates that the number of male staff 5,035 (73.8%) exceeds significantly that of their female counterparts 1,783 (26.2%). Rwandan Staff in tertiary institutions are 6,093 (89.4%), while foreigners count 725 (10.6%). Academic Staff count 4,038 (59.2%), while Administrative and Support Staff count 2,780 (40.8%). A detail on academic ranking of academic staff is provided in annex 45.

¹⁶ 0.2% is the percentage of 188 students with disability divided by 87,013 all student enrolled in tertiary

Table 7.6: Profile of tertiary education staff in 2014

Status	Sex	Academic staff			Administrative & support staff			TOTAL		
		Rwandan	Foreigners	Total	Rwandan	Foreigners	Total	Rwandan	Foreigners	Total
Public	Male	1,484	169	1,653	995	24	1019	2,479	193	2,672
	Female	436	36	472	591	4	595	1027	40	1067
	Sub total	1,920	205	2,125	1,586	28	1,614	3,506	233	3,739
Private	Male	1260	324	1,584	727	52	779	1,987	376	2,363
	Female	240	89	329	360	27	387	600	116	716
	Sub total	1500	413	1913	1,087	79	1,166	2587	492	3,079
Total	Male	2,744	493	3,237	1,722	76	1,798	4,466	569	5,035
	Female	676	125	801	951	31	982	1,627	156	1,783
	General total	3,420	618	4,038	2,673	107	2,780	6,093	725	6,818

Table 7.7 illustrates the number of tertiary academic staff by qualification

Table 7.7: Number of academic staff by Qualification and origin in 2014

Qualification	Rwandans		Foreigners		TOTAL		
	M	F	M	F	M	F	M+F
PhDs	411	41	196	35	607	76	683
Masters	1452	351	242	71	1,694	422	2,116
Bachelors	671	227	49	20	720	247	967
Others	203	54	13	2	216	56	272
Total	2737	673	500	128	3,237	801	4,038

Table 8.1 illustrates the number of Literacy centers, learners and instructors from 2012 to 2014 and detailed figures by district are provided from annex 48.

Table 8.1: Trend in Adult Literacy centers from 2012 to 2014

Year	2012	2013	2014
Learners	145,065	122,141	112,656
Male	53,376	46,529	42,603
Female	91,689	75,612	70,053
% of Male	36.8%	38.1%	37.8%
% of Female	63.2%	61.9%	62.2%
South	33,731	35,810	31,180
West	37,114	32,359	32,511
East	40,923	26,619	26,860
North	28,905	24,391	19,795
Kigali City	4,392	2,962	2,310
Instructors	6,227	5,848	5,571
Male	4,088	3,757	3,601
Female	2,139	2,091	1,970
% of Male	65.6%	64.2%	64.6%
% of Female	34.4%	35.8%	35.4%
South	1,599	1,556	1,472
West	1,604	1,673	1,687
East	1,516	1,163	1,164
North	1,212	1,255	1,080
Kigali City	296	201	168
Centers	5,017	4,706	4,602
South	1,206	1,216	1,152
West	1,239	1,182	1,252
East	1,370	1,113	1,108
North	987	1,062	973
Kigali City	215	133	117

Figure 8.1 shows that the number of learners decreased steadily since 2012, and the 2014/2015 ESSP target of 182,770 learners in adult literacy centers were not achieved. This decrease is likely a result of the closure of some NGOs and projects that strengthen the learning centers capacity. With this trend it will not be easy to achieve the 2017/2018 ESSP target of 239,329 learners.

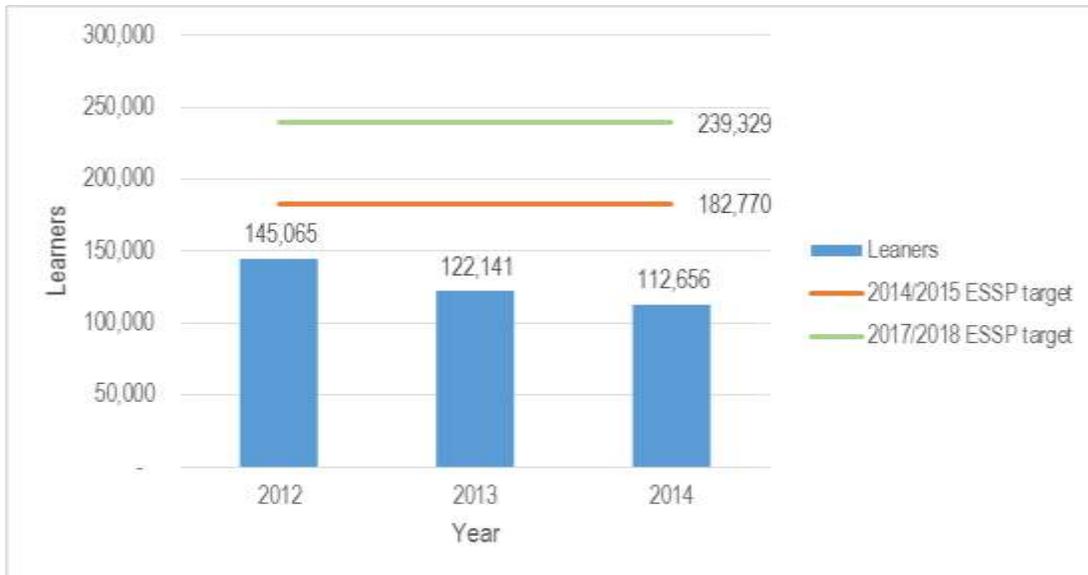


Figure 8.1: Adult literacy learners from 2012 to 2014

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 majority of adult literacy learners are located in the four provinces, whereas the least number of learners are located in Kigali City, with the number of 70,053 (62.2%) female enrolled outnumbering that of 42,603 (37.8%) male.

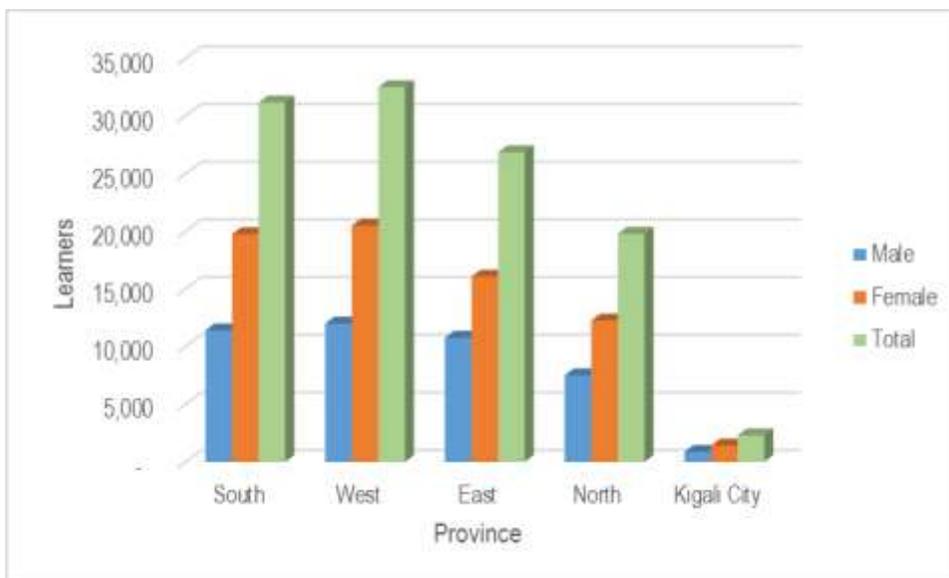


Figure 8.2: Enrolment of adult literacy learners by Province in 2014

Figure 8.3 indicates that the majority of adult literacy instructors are located in the four provinces, whereas the least number of instructors are located in Kigali City, with the number of 3,601 (64.6%) male instructors outnumbering that of 1,970 (35.4%) female.

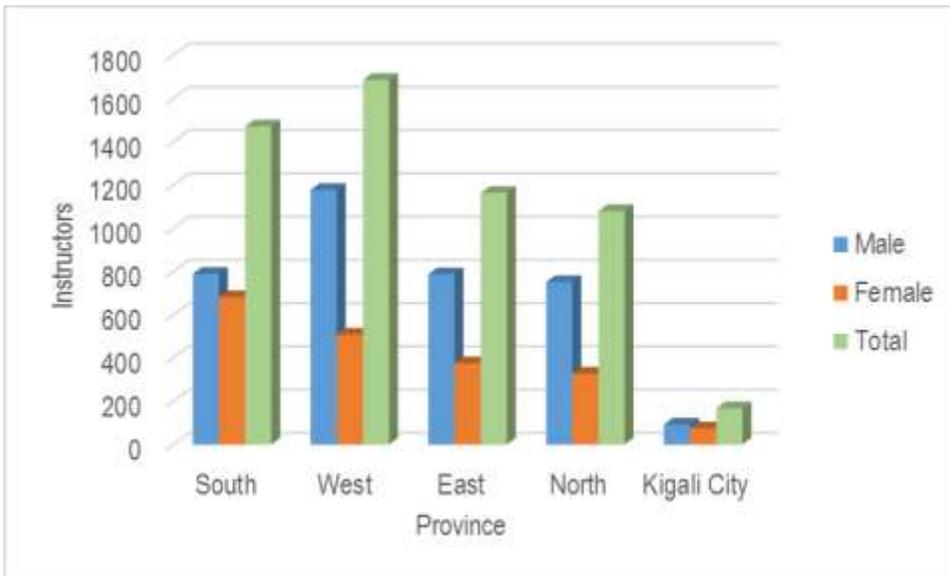


Figure 8.3: Adult literacy instructors by Province in 2014

Figure 8.4 shows literacy centers by ownership: Churches, 2,620 (57 %); Government, 1,639 (35%); NGOs, 260 (6%) and Individuals, 83 (2%).

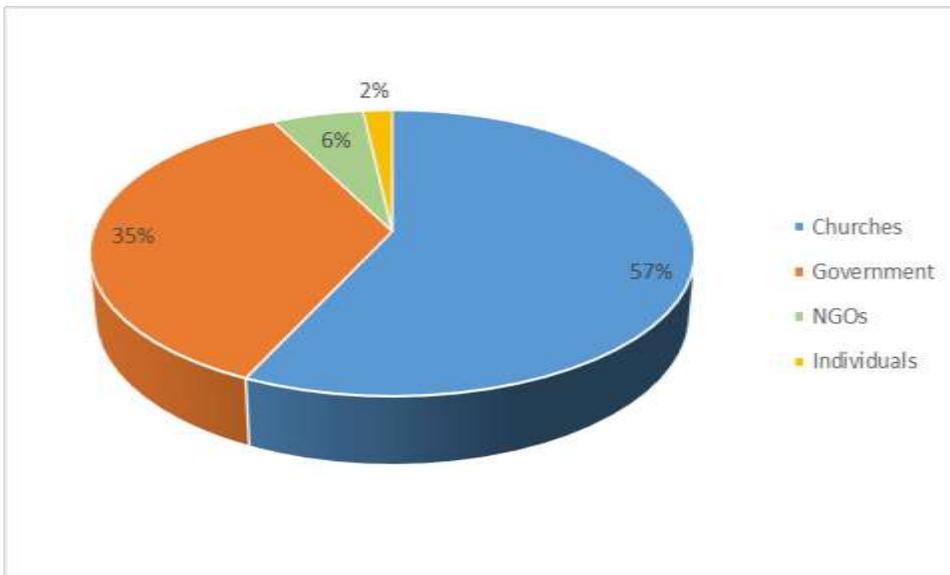


Figure 8.4: Adult literacy centres by owners in 2014

9 CONCLUSION

This 2014 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 by nearly 12% and the number of institutions by 17%, and the Net Enrolment Rate (NER) has improved. The breakdown between public, government-aided and private pre-primary education statistics has been presented. In public and Government aided primary schools, teacher salaries are provided by the government. However, in most of the public and government aided pre-primary schools (now re-classified as public), teacher salaries are still contributed by the community. This poses challenges to the accurate depiction of the funding situation in our statistics.

The primary education statistics show that the net enrolment rates are similar to three previous years, but the drop out and repetition rates have increased this year while the completion rates have decreased, which is very worrying. This shows an urgent need for correcting individual information through the introduction of the student registration form, which will help to identify children who repeat years or drop out of school, and conduct a detailed study of the causes of drop-out. This is part of the strategy to bring back those students who have left school early.

In secondary education, the recent years' progress in increasing enrolment (in particular at lower secondary level) seems to have stalled in 2014. The numbers in lower secondary have actually decreased since 2013 and repetition rates have jumped. Similarly to the decrease observed in primary education, much more analysis is required to understand the barriers to education and one of the solutions is to identify students individually through the use of the registration form.

TVET is composed of vocational training centers, technical secondary school and technical tertiary institutions. In this area of education, enrolment has increased significantly, though not quite enough to reach the 2014/15 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 students with disability is a worrying aspect of the 2014 Statistics' analysis, as one of the ESSP goals is to achieve an inclusive education.

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

The number of students in private tertiary institutions is increasing steadily, proving the importance of the role of public private partnerships. These need to be further reinforced in order to improve the quality of tertiary education.

The district level map analysis is a new addition and will greatly support districts in their planning and reviews. It will also help in monitoring and evaluating education activities as well as in the reorientation of the planned activities (examples of which include the issue of classrooms construction and availability of water and electricity at school level).

The ESSP comparison is also a new analysis, and is an effective way to monitor progress against ESSP targets. This comparison has demonstrated that some targets need to be reviewed.

10 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:

- To mobilise and encourage parents to enrol their children at pre-primary education
- To sensitise parents to send their children on time at pre-primary to join upper levels at the official school age
- To conduct a study that will investigate reasons behind the decrease in number of students with disabilities, and to improve friendly special needs facilities for students with disabilities
- To conduct mass mobilisation on the key players (parents, local community, PTAs and Students) to address the challenges and causes of dropout

11 ANNEXES

Annex 1: Number of pre-primary schools by ownership in 2014

Owner	Number	Percentage
Government	416	17%

Catholic	566	23%
Protestant	457	19%
Adventist	41	2%
Islamic	15	1%
Parents associations	770	32%
Other	166	7%
Total	2431	100%

Annex 2: Pre-primary pupil enrolment by level from 2012 to 2014

Level	2012			2013			2014		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Nursery 1	40,242	43,055	83,297	47,129	50,163	97,292	46,458	49,071	95,529
Nursery 2	10,317	11,020	21,337	11,666	11,938	23,604	13,768	14,320	28,088
Nursery 3	12,602	13,167	25,769	10,623	10,952	21,575	17,646	18,028	35,674
Total	63,161	67,242	130,403	69,418	73,053	142,471	77,872	81,419	159,291

Annex 3 : Pre-primary schools, Classrooms, pupils and staff by district in 2014

District	School	Classroom	Pupils			Staff		
			Male	Female	Total	Male	Female	Total
Gisagara	24	30	766	931	1,697	24	34	58
Huye	96	150	3,660	3,756	7,416	9	159	168
Kamonyi	99	154	3,815	3,924	7,739	3	151	154

Muhanga	104	160	3,817	3,764	7,581	23	163	186
Nyamagabe	78	104	2,977	3,384	6,361	41	100	141
Nyanza	76	102	3,239	3,328	6,567	12	123	135
Nyaruguru	32	33	839	978	1,817	5	35	40
Ruhango	63	97	2,017	2,070	4,087	16	101	117
South	572	830	21,130	22,135	43,265	133	866	999
Karongi	98	114	2,349	2,458	4,807	25	109	134
Ngororero	97	108	2,653	2,788	5,441	16	97	113
Nyabihu	43	52	937	1,050	1,987	20	43	63
Nyamasheke	136	143	2,897	3,251	6,148	22	135	157
Rubavu	94	117	2,636	2,930	5,566	62	126	188
Rusizi	83	106	2,452	2,420	4,872	31	89	120
Rutsiro	23	22	627	678	1,305	5	28	33
West	574	662	14,551	15,575	30,126	181	627	808
Bugesera	62	121	1,931	2,043	3,974	41	114	155
Gatsibo	102	97	2,481	2,867	5,348	36	99	135
Kayanza	59	100	1,568	1,707	3,275	46	87	133
Kirehe	45	62	1,540	1,646	3,186	12	54	66
Ngoma	64	82	2,023	2,078	4,101	16	82	98
Nyagatare	98	177	2,828	2,948	5,776	88	141	229
Rwamagana	130	202	4,026	4,148	8,174	61	184	245
East	560	841	16,397	17,437	33,834	300	761	1,061
Burera	86	104	2,326	2,497	4,823	46	62	108
Gakenke	120	160	3,865	3,917	7,782	31	139	170
Gicumbi	141	170	3,553	3,700	7,253	40	136	176
Musanze	79	128	2,754	3,043	5,797	32	138	170
Rulindo	78	104	3,023	3,041	6,064	12	94	106
North	504	666	15,521	16,198	31,719	161	569	730
Gasabo	65	163	2,631	2,735	5,366	37	254	291
Kicukiro	91	272	3,974	3,867	7,841	49	385	434
Nyarugenge	65	214	3,668	3,472	7,140	60	288	348
Kigali City	221	649	10,273	10,074	20,347	146	927	1,073
Rwanda	2,431	3,648	77,872	81,419	159,291	921	3,750	4,671

Annex 4: Pre-primary schools with suitable games and learning materials for pupils in 2014

Games and learning materials	Schools by Province					Total	
	East	Kigali City	North	West	South	Number	Percentage
Swings	52	67	45	33	38	235	10%
Ladders	24	46	36	15	15	136	6%
Rope trees and nets	23	18	19	14	14	88	4%

Climbing and gym equipment	21	37	39	22	25	144	6%
Rocking	6	13	14	5	4	42	2%
Roundabouts	16	27	23	9	16	91	4%
Bats and Balls	52	65	43	34	32	226	9%
Toboggan : Sliding games	22	36	20	14	17	109	4%
Balance and fitness	34	50	42	29	40	195	8%
Ropes used in different games	53	66	50	21	34	224	9%
Puzzles	23	51	61	18	35	188	8%
Small Bicycle	12	22	10	15	8	67	3%
Small Balls	100	111	124	67	122	524	22%
Big circles	17	31	22	7	13	90	4%
Hand puppets	25	51	53	31	42	202	8%
Cubes shapes	23	67	67	28	39	224	9%
Spring Rockers	4	22	13	6	5	50	2%
Toys	67	103	95	35	65	365	15%
Others	14	24	16	15	17	86	4%

Annex 5: Number of Pre-primary staff trained in 2014

Subject	Number of staff trained			Percentage		
	Male	Female	Total	Male	Female	Total
Health	74	239	313	8%	6%	7%
Environmental Protection	59	146	205	6%	4%	4%
English	100	614	714	11%	16%	15%
Gender issues	49	191	240	5%	5%	5%
New Curriculum	59	215	274	6%	6%	6%
School management	46	93	139	5%	2%	3%
ICT	45	225	270	5%	6%	6%
Teaching methodology	170	799	969	18%	21%	21%
Education statistical tools	24	97	121	3%	3%	3%
Others	50	207	257	5%	6%	6%

Annex 6: Pre-primary schools with access to water and electricity by districts in 2014

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	24	7	2	2	1	1	0
Huye	96	6	12	22	0	0	0

Kamonyi	99	19	8	6	0	1	0
Muhanga	104	9	14	12	1	1	1
Nyamagabe	78	10	8	6	0	1	0
Nyanza	76	12	9	5	2	4	0
Nyaruguru	32	4	1	4	0	0	0
Ruhango	63	5	1	2	0	0	0
South	572	72	55	59	4	8	1
Karongi	98	11	7	8	1	0	0
Ngororero	97	6	9	6	1	0	0
Nyabihu	43	0	3	6	0	0	0
Nyamasheke	136	2	6	5	0	0	1
Rubavu	94	16	15	17	0	0	0
Rusizi	83	19	14	12	0	0	0
Rutsiro	23	0	1	1	0	0	0
West	574	54	55	55	2	-	1
Bugesera	62	21	16	14	1	2	0
Gatsibo	102	5	4	6	0	0	0
Kayonza	59	17	13	7	0	2	1
Kirehe	45	5	2	4	3	1	0
Ngoma	64	8	6	10	1	0	0
Nyagatare	98	19	10	14	3	4	1
Rwamagana	130	12	16	19	0	1	0
East	560	87	67	74	8	10	2
Burera	86	18	6	9	1	1	0
Gakenke	120	8	8	16	4	0	0
Gicumbi	141	10	7	6	1	0	0
Musanze	79	27	21	26	1	0	0
Rulindo	78	10	8	9	2	0	0
North	504	73	50	66	9	1	-
Gasabo	65	18	22	25	0	2	0
Kicukiro	91	47	57	56	1	2	0
Nyarugenge	65	26	26	35	0	4	0
Kigali City	221	91	105	116	1	8	-
Rwanda	2,431	377	332	370	24	27	4

Annex 7: Primary schools by ownership in 2014

Type of ownership	Number of School	Percentage
Government	694	25.6%
Catholic	1,132	41.8%
Protestant	625	23.1%

Adventist	55	2.0%
Islamic	18	0.7%
Parents associations	107	3.9%
Other	80	3.0%
Total	2,711	100%

Annex 8: 2013 Primary Promotion, Repetition and Dropout rate by district

District	Promotion rate			Repetition rate			Dropout rate		
	Boys	Girls	Overall	Boys	Girls	Overall	Boys	Girls	Overall
Gisagara	55.9%	60.3%	58.1%	28.1%	27.8%	27.9%	16.0%	11.9%	14.0%
Huye	59.9%	65.1%	62.5%	22.9%	21.3%	22.1%	17.1%	13.6%	15.4%
Kamonyi	68.2%	72.8%	70.5%	18.2%	16.5%	17.3%	13.7%	10.7%	12.2%
Muhanga	62.0%	68.8%	65.4%	22.7%	20.3%	21.5%	15.3%	10.9%	13.1%

Nyamagabe	62.2%	66.9%	64.6%	19.9%	19.7%	19.8%	17.9%	13.4%	15.6%
Nyanza	59.0%	62.8%	60.9%	29.9%	27.6%	28.8%	11.1%	9.5%	10.3%
Nyaruguru	61.0%	62.7%	61.9%	19.1%	19.3%	19.2%	19.9%	18.0%	18.9%
Ruhango	57.5%	62.6%	60.0%	33.2%	31.5%	32.4%	9.3%	5.9%	7.6%
South	60.8%	65.3%	63.1%	24.2%	22.9%	23.5%	15.0%	11.7%	13.4%
Karongi	61.4%	66.4%	63.9%	25.8%	24.0%	24.9%	12.8%	9.5%	11.2%
Ngororero	64.4%	69.3%	66.9%	23.4%	22.1%	22.7%	12.2%	8.6%	10.4%
Nyabihu	56.5%	60.1%	58.4%	30.4%	27.6%	28.9%	13.1%	12.3%	12.7%
Nyamasheke	65.6%	67.5%	66.6%	18.5%	17.9%	18.2%	15.9%	14.7%	15.3%
Rubavu	65.5%	68.0%	66.7%	21.9%	21.4%	21.6%	12.6%	10.7%	11.6%
Rusizi	69.2%	72.0%	70.6%	13.7%	13.2%	13.5%	17.1%	14.8%	16.0%
Rutsiro	65.6%	68.8%	67.2%	19.7%	18.5%	19.1%	14.7%	12.7%	13.7%
West	64.4%	67.6%	66.0%	21.5%	20.4%	20.9%	14.2%	12.0%	13.1%
Bugesera	62.4%	65.7%	64.1%	16.6%	16.6%	16.6%	20.9%	17.7%	19.3%
Gatsibo	69.3%	71.9%	70.6%	12.5%	12.3%	12.4%	18.2%	15.8%	17.0%
Kayonza	68.2%	69.0%	68.6%	12.3%	11.9%	12.1%	19.4%	19.0%	19.2%
Kirehe	63.8%	65.7%	64.7%	11.9%	12.2%	12.1%	24.3%	22.1%	23.2%
Ngoma	64.5%	66.9%	65.7%	12.8%	12.2%	12.5%	22.8%	20.9%	21.8%
Nyagatare	75.5%	78.6%	77.1%	7.8%	7.7%	7.7%	16.7%	13.7%	15.2%
Rwamagana	73.5%	77.3%	75.4%	9.7%	9.5%	9.6%	16.8%	13.2%	15.0%
East	68.5%	71.0%	69.8%	11.8%	11.7%	11.8%	19.7%	17.3%	18.5%
Burera	63.7%	66.4%	65.1%	17.5%	17.6%	17.6%	18.8%	16.0%	17.3%
Gakenke	64.8%	72.0%	68.4%	23.7%	21.1%	22.4%	11.5%	7.0%	9.2%
Gicumbi	65.2%	70.0%	67.7%	20.4%	19.3%	19.8%	14.4%	10.8%	12.5%
Musanze	69.8%	73.9%	71.8%	16.8%	15.6%	16.2%	13.4%	10.5%	11.9%
Rulindo	75.5%	81.2%	78.3%	12.1%	11.5%	11.8%	12.3%	7.3%	9.8%
North	67.4%	72.1%	69.8%	18.3%	17.2%	17.8%	14.2%	10.7%	12.4%
Gasabo	73.0%	75.9%	74.4%	17.6%	16.4%	17.0%	9.4%	7.7%	8.5%
Kicukiro	78.5%	81.1%	79.8%	12.8%	12.8%	12.8%	8.6%	6.1%	7.4%
Nyarugenge	75.4%	78.2%	76.8%	15.5%	14.4%	14.9%	9.1%	7.4%	8.3%
Kigali City	75.1%	77.9%	76.5%	15.8%	14.9%	15.4%	9.1%	7.2%	8.2%
Rwanda	65.8%	69.4%	67.6%	18.8%	17.9%	18.3%	15.4%	12.7%	14.1%

Annex 9: Primary pupils enrolment by District in 2013 and 2014

District	2013			2014		
	Boys	Girls	Total	Boys	Girls	Total
Gisagara	35,655	36,325	71,980	36,454	37,951	74,405
Huye	31,843	32,846	64,689	31,203	32,358	63,561
Kamonyi	39,927	40,486	80,413	40,700	40,965	81,665
Muhanga	35,274	36,220	71,494	34,754	35,387	70,141

Nyamagabe	42,388	43,449	85,837	41,852	43,217	85,069
Nyanza	35,971	36,014	71,985	35,947	35,654	71,601
Nyaruguru	37,101	37,961	75,062	36,328	36,711	73,039
Ruhango	38,262	37,767	76,029	37,920	37,813	75,733
South	296,421	301,068	597,489	295,158	300,056	595,214
Karongi	42,364	43,141	85,505	42,160	42,939	85,099
Ngororero	40,968	43,534	84,502	40,460	43,448	83,908
Nyabihu	34,530	37,427	71,957	34,329	36,443	70,772
Nyamasheke	49,019	51,432	100,451	47,665	49,228	96,893
Rubavu	41,844	42,943	84,787	42,694	44,101	86,795
Rusizi	48,046	48,064	96,110	46,145	46,220	92,365
Rutsiro	42,550	44,443	86,993	41,543	43,231	84,774
West	299,321	310,984	610,305	294,996	305,610	600,606
Bugesera	39,777	40,618	80,395	40,149	41,752	81,901
Gatsibo	52,447	54,485	106,932	52,670	54,870	107,540
Kayonza	40,145	41,856	82,001	40,906	42,268	83,174
Kirehe	38,979	40,827	79,806	39,556	41,306	80,862
Ngoma	36,665	37,158	73,823	36,718	36,925	73,643
Nyagatare	53,428	55,370	108,798	55,713	58,224	113,937
Rwamagana	33,857	34,904	68,761	34,206	35,239	69,445
East	295,298	305,218	600,516	299,918	310,584	610,502
Burera	43,724	47,397	91,121	43,189	46,925	90,114
Gakenke	38,082	39,380	77,462	37,358	39,155	76,513
Gicumbi	47,656	50,736	98,392	46,439	49,409	95,848
Musanze	44,279	45,925	90,204	43,942	45,295	89,237
Rulindo	33,481	34,254	67,735	32,291	33,501	65,792
North	207,222	217,692	424,914	203,219	214,285	417,504
Gasabo	39,103	38,875	77,978	41,207	40,757	81,964
Kicukiro	22,520	22,120	44,640	23,050	22,650	45,700
Nyarugenge	23,421	22,901	46,322	24,167	23,782	47,949
Kigali City	85,044	83,896	168,940	88,424	87,189	175,613
Rwanda	1,183,306	1,218,858	2,402,164	1,181,715	1,217,724	2,399,439

Annex 10: Primary school leaving examination results in 2014 by districts

District	Sat for exams			Passed exams			% passed		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Gisagara	1,699	1,386	3,085	1,630	1,331	2,961	95.9%	96.0%	96.0%
Huye	2,363	1,932	4,295	2,069	1,711	3,780	87.6%	88.6%	88.0%
Kamonyi	3,034	2,326	5,360	2,419	1,784	4,203	79.7%	76.7%	78.4%
Muhanga	2,959	1,986	4,945	2,677	1,744	4,421	90.5%	87.8%	89.4%
Nyamagabe	2,972	2,150	5,122	2,494	1,900	4,394	83.9%	88.4%	85.8%

Nyanza	2,265	1,968	4,233	2,109	1,831	3,940	93.1%	93.0%	93.1%
Nyaruguru	2,139	1,858	3,997	1,865	1,649	3,514	87.2%	88.8%	87.9%
Ruhango	2,044	1,662	3,706	1,878	1,522	3,400	91.9%	91.6%	91.7%
South	19,475	15,268	34,743	17,141	13,472	30,613	88.0%	88.2%	88.1%
Karongi	3,259	2,685	5,944	2,952	2,469	5,421	90.6%	92.0%	91.2%
Ngororero	2,974	2,141	5,115	2,203	1,713	3,916	74.1%	80.0%	76.6%
Nyabihu	2,347	1,851	4,198	1,894	1,639	3,533	80.7%	88.5%	84.2%
Nyamasheke	4,040	3,229	7,269	3,178	2,571	5,749	78.7%	79.6%	79.1%
Rubavu	2,761	2,706	5,467	2,324	2,405	4,729	84.2%	88.9%	86.5%
Rusizi	4,176	3,501	7,677	3,613	3,089	6,702	86.5%	88.2%	87.3%
Rutsiro	3,241	2,578	5,819	2,546	2,076	4,622	78.6%	80.5%	79.4%
West	22,798	18,691	41,489	18,710	15,962	34,672	82.1%	85.4%	83.6%
Bugesera	2,089	1,840	3,929	1,836	1,665	3,501	87.9%	90.5%	89.1%
Gatsibo	3,188	2,660	5,848	2,463	2,163	4,626	77.3%	81.3%	79.1%
Kayanza	2,404	2,140	4,544	2,160	1,968	4,128	89.9%	92.0%	90.8%
Kirehe	1,900	1,743	3,643	1,683	1,619	3,302	88.6%	92.9%	90.6%
Ngoma	2,142	1,865	4,007	1,573	1,443	3,016	73.4%	77.4%	75.3%
Nyagatare	3,981	3,788	7,769	3,415	3,432	6,847	85.8%	90.6%	88.1%
Rwamagana	2,690	2,230	4,920	2,126	1,783	3,909	79.0%	80.0%	79.5%
East	18,394	16,266	34,660	15,256	14,073	29,329	82.9%	86.5%	84.6%
Burera	2,879	2,153	5,032	2,686	2,073	4,759	93.3%	96.3%	94.6%
Gakenke	3,746	2,621	6,367	2,462	1,747	4,209	65.7%	66.7%	66.1%
Gicumbi	3,946	2,798	6,744	3,026	2,199	5,225	76.7%	78.6%	77.5%
Musanze	3,956	3,058	7,014	3,139	2,568	5,707	79.3%	84.0%	81.4%
Rulindo	3,211	2,395	5,606	2,079	1,477	3,556	64.7%	61.7%	63.4%
North	17,738	13,025	30,763	13,392	10,064	23,456	75.5%	77.3%	76.2%
Gasabo	3,427	3,229	6,656	3,170	3,029	6,199	92.5%	93.8%	93.1%
Kicukiro	2,206	2,185	4,391	2,113	2,108	4,221	95.8%	96.5%	96.1%
Nyarugenge	2,259	2,074	4,333	2,191	2,019	4,210	97.0%	97.3%	97.2%
Kigali City	7,892	7,488	15,380	7,474	7,156	14,630	94.7%	95.6%	95.1%
Rwanda	86,297	70,738	157,035	71,973	60,727	132,700	83.4%	85.8%	84.5%

Annex 11: Primary school staff by District in 2014

District	Teaching Staff			Administrative staff			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gisagara	451	668	1,119	33	17	50	484	685	1,169
Huye	388	714	1,102	39	36	75	427	750	1,177
Kamonyi	362	868	1,230	33	25	58	395	893	1,288
Muhanga	387	849	1,236	46	35	81	433	884	1,317
Nyamagabe	598	799	1,397	40	30	70	638	829	1,467
Nyanza	481	684	1,165	33	15	48	514	699	1,213

Nyaruguru	534	668	1,202	39	19	58	573	687	1,260
Ruhango	395	774	1,169	24	23	47	419	797	1,216
South	3,596	6,024	9,620	287	200	487	3,883	6,224	10,107
Karongi	640	820	1,460	61	32	93	701	852	1,553
Ngororero	684	693	1,377	42	24	66	726	717	1,443
Nyabihu	726	573	1,299	50	9	59	776	582	1,358
Nyamasheke	660	960	1,620	64	25	89	724	985	1,709
Rubavu	712	550	1,262	41	22	63	753	572	1,325
Rusizi	654	898	1,552	61	28	89	715	926	1,641
Rutsiro	686	635	1,321	51	10	61	737	645	1,382
West	4,762	5,129	9,891	370	150	520	5,132	5,279	10,411
Bugesera	647	660	1,307	47	18	65	694	678	1,372
Gatsibo	795	757	1,552	41	16	57	836	773	1,609
Kayonza	639	628	1,267	64	23	87	703	651	1,354
Kirehe	632	533	1,165	31	18	49	663	551	1,214
Ngoma	515	589	1,104	29	15	44	544	604	1,148
Nyagatare	1,104	676	1,780	89	41	130	1193	717	1,910
Rwamagana	456	629	1,085	35	31	66	491	660	1,151
East	4,788	4,472	9,260	336	162	498	5,124	4,634	9,758
Burera	823	649	1,472	38	18	56	861	667	1,528
Gakenke	616	708	1,324	55	20	75	671	728	1,399
Gicumbi	725	709	1,434	47	15	62	772	724	1,496
Musanze	730	817	1,547	57	34	91	787	851	1,638
Rulindo	482	617	1,099	25	9	34	507	626	1,133
North	3,376	3,500	6,876	222	96	318	3,598	3,596	7,194
Gasabo	671	897	1,568	70	87	157	741	984	1,725
Kicukiro	410	543	953	50	68	118	460	611	1,071
Nyarugenge	292	588	880	27	19	46	319	607	926
Kigali City	1,373	2,028	3,401	147	174	321	1,520	2,202	3,722
Rwanda	17,895	21,153	39,048	1,362	782	2,144	19,257	21,935	41,192

Annex 12: Primary schools, classrooms and desks by District in 2013 and 2014

District	2013			2014		
	Schools	Classrooms	Desks	Schools	Classrooms	Desks
Gisagara	65	793	13,393	64	847	12,605
Huye	97	873	15,974	98	893	16,980
Kamonyi	92	949	15,971	93	956	16,735
Muhanga	112	945	15,999	112	968	16,640
Nyamagabe	104	1,102	18,838	105	1,109	19,488
Nyanza	78	836	14,435	79	843	15,233
Nyaruguru	89	903	16,091	89	917	16,227

Ruhango	74	929	16,087	74	956	16,953
South	711	7,330	126,788	714	7,489	130,861
Karongi	125	1,117	19,135	126	1,130	20,083
Ngororero	99	1,033	16,953	99	1,046	17,613
Nyabihu	88	911	15,306	89	909	15,722
Nyamasheke	136	1,238	21,257	138	1,258	21,917
Rubavu	82	933	15,769	82	958	16,841
Rusizi	115	1,178	21,718	117	1,181	21,419
Rutsiro	92	1,006	16,901	93	1,020	17,614
West	737	7,416	127,039	744	7,502	131,209
Bugesera	85	993	16,832	88	1032	17,916
Gatsibo	85	1,217	21,680	87	1,219	21,830
Kayonza	76	894	15,700	85	963	16,098
Kirehe	55	857	15,279	55	861	14,690
Ngoma	75	847	9,654	75	865	14,677
Nyagatare	104	1,303	21,118	115	1,426	24,650
Rwamagana	64	834	13,979	68	846	14,470
East	544	6,945	114,242	573	7,212	124,331
Burera	87	1,129	17,397	89	1,130	17,666
Gakenke	112	986	16,182	115	1002	17,140
Gicumbi	102	1,153	21,965	102	1,164	21,836
Musanze	86	1,139	21,332	89	1,147	21,215
Rulindo	81	826	15,266	82	822	15,145
North	468	5,233	92,142	477	5,265	93,002
Gasabo	82	1,089	19,259	92	1,147	20,192
Kicukiro	68	726	13,068	69	735	13,876
Nyarugenge	40	628	12,429	42	661	13,152
Kigali city	190	2,443	44,756	203	2,543	47,220
Rwanda	2,650	29,367	504,967	2,711	30,011	526,623

Annex 13: Books used in primary schools by level and subject in 2014

Number of books							
Level	P1	P2	P3	P4	P5	P6	Total
Mathematics	352,638	320,734	278,588	269,655	244,402	191,319	1,657,336
Kinyarwanda	391,705	302,749	173,042	134,787	118,358	101,101	1,221,742
English	395,925	352,592	229,159	224,211	199,957	168,356	1,570,200
Social studies	272,517	235,662	194,068	184,310	161,550	140,013	1,188,120
Elementary science and Technology	18,522	20,438	17,196	141,228	134,744	121,344	453,472
Pupil: book ratio							
Level	P1	P2	P3	P4	P5	P6	Overall
Mathematics	2	2	1	1	1	1	1
Kinyarwanda	2	2	2	3	3	2	2

English	2	1	2	2	1	1	2
Social studies	2	2	2	2	2	1	2
Elementary science and Technology	36	25	24	2	2	1	5

Annex 14: Primary schools with access to water and Electricity in 2014 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	36	24	17	9	5	0
Huye	98	65	48	42	18	3	1
Kamonyi	93	73	22	31	3	22	1
Muhanga	112	49	35	27	6	3	0
Nyamagabe	105	72	39	24	6	6	0
Nyanza	79	35	13	11	1	1	0
Nyaruguru	89	47	27	22	1	5	0
Ruhango	74	51	22	20	10	3	0

South	714	428	230	194	54	48	2
Karongi	126	62	52	28	17	3	1
Ngororero	99	42	17	21	10	3	0
Nyabihu	89	61	29	34	0	1	0
Nyamasheke	138	57	41	53	4	4	0
Rubavu	82	69	45	39	4	4	0
Rusizi	117	63	43	50	5	4	1
Rutsiro	93	41	24	28	9	1	0
West	744	395	251	253	49	20	2
Bugesera	88	59	46	23	15	6	0
Gatsibo	87	60	22	35	17	1	0
Kayonza	85	49	32	42	7	7	3
Kirehe	55	31	12	19	17	5	0
Ngoma	75	50	25	37	7	0	0
Nyagatare	115	79	51	52	21	9	1
Rwamagana	68	41	28	36	5	3	0
East	573	369	216	244	89	31	4
Burera	89	78	27	39	20	2	0
Gakenke	115	51	33	38	20	0	0
Gicumbi	102	76	25	19	31	4	2
Musanze	89	88	66	61	10	4	0
Rulindo	82	56	32	32	13	1	0
North	477	349	183	189	94	11	2
Gasabo	92	75	62	77	8	10	0
Kicukiro	69	54	56	61	2	1	0
Nyarugenge	42	32	29	31	3	3	0
Kigali City	203	161	147	169	13	14	-
Rwanda	2,711	1,702	1,027	1,049	299	124	10

Annex 15: Secondary schools by ownership in 2014

Owner	Number	Percentage
Government	440	29%
Catholic	599	39%
Protestant	289	19%
Adventist	19	1%
Islamic	14	1%
Parents associations	119	8%
Other	41	3%
Total	1,521	100%

Annex 16: Lower Secondary Promotion, Repetition and Dropout rate by district in 2013

District	Promotion rate			Repetition rate			Dropout rate		
	Boys	Girls	Overall	Boys	Girls	Overall	Boys	Girls	Overall
Gisagara	64.9%	65.1%	65.0%	19.2%	22.0%	20.8%	15.9%	12.9%	14.2%
Huye	71.5%	70.0%	70.7%	10.2%	10.1%	10.1%	18.3%	19.9%	19.2%
Kamonyi	63.2%	67.6%	65.8%	17.3%	16.1%	16.6%	19.4%	16.3%	17.6%
Muhanga	72.9%	73.8%	73.4%	9.1%	9.0%	9.0%	18.0%	17.2%	17.6%
Nyamagabe	70.5%	67.6%	68.9%	8.9%	11.4%	10.3%	20.6%	21.1%	20.9%
Nyanza	69.2%	67.7%	68.4%	15.6%	14.3%	14.9%	15.2%	18.0%	16.7%
Nyaruguru	73.3%	75.5%	74.5%	8.8%	9.7%	9.3%	18.0%	14.7%	16.3%
Ruhango	75.4%	70.5%	72.7%	12.3%	11.7%	12.0%	12.3%	17.8%	15.3%
South	70.1%	69.7%	69.9%	12.6%	12.9%	12.8%	17.3%	17.4%	17.4%
Karongi	70.1%	70.0%	70.0%	12.1%	11.6%	11.8%	17.8%	18.4%	18.1%

Ngororero	77.6%	75.1%	76.1%	7.9%	7.9%	7.9%	14.5%	17.1%	16.0%
Nyabihu	73.1%	75.4%	74.3%	11.9%	11.3%	11.5%	15.0%	13.4%	14.1%
Nyamasheke	76.2%	79.0%	77.7%	7.0%	7.5%	7.3%	16.9%	13.5%	15.0%
Rubavu	76.5%	74.6%	75.5%	10.1%	10.6%	10.4%	13.4%	14.8%	14.1%
Rusizi	74.5%	73.6%	74.0%	7.6%	7.6%	7.6%	17.9%	18.8%	18.4%
Rutsiro	73.0%	70.8%	71.8%	10.4%	10.4%	10.4%	16.6%	18.8%	17.8%
West	74.3%	74.1%	74.2%	9.6%	9.5%	9.5%	16.1%	16.4%	16.3%
Bugesera	63.8%	60.3%	62.0%	33.9%	35.9%	35.0%	2.3%	3.8%	3.1%
Gatsibo	68.0%	69.1%	68.5%	31.5%	26.4%	28.9%	0.5%	4.6%	2.6%
Kayonza	76.2%	69.8%	72.8%	7.3%	7.9%	7.6%	16.5%	22.3%	19.6%
Kirehe	72.6%	71.5%	72.1%	6.5%	7.1%	6.8%	21.0%	21.4%	21.2%
Ngoma	75.1%	73.9%	74.5%	6.7%	6.9%	6.8%	18.2%	19.2%	18.7%
Nyagatare	88.7%	91.4%	90.1%	2.4%	3.1%	2.8%	8.9%	5.5%	7.2%
Rwamagana	78.5%	79.7%	79.2%	6.0%	6.6%	6.3%	15.5%	13.7%	14.5%
East	74.9%	74.0%	74.4%	14.3%	13.9%	14.1%	10.8%	12.1%	11.5%
Burera	76.0%	76.8%	76.4%	7.1%	8.4%	7.7%	16.9%	14.8%	15.8%
Gakenke	73.6%	72.6%	73.0%	7.1%	8.1%	7.7%	19.4%	19.3%	19.3%
Gicumbi	66.9%	66.7%	66.8%	15.0%	14.9%	14.9%	18.2%	18.4%	18.3%
Musanze	70.7%	74.0%	72.6%	10.2%	9.7%	9.9%	19.1%	16.3%	17.5%
Rulindo	77.2%	80.1%	78.9%	13.1%	11.0%	11.8%	9.7%	9.0%	9.3%
North	72.2%	73.4%	72.8%	10.9%	10.9%	10.9%	16.9%	15.7%	16.2%
Gasabo	80.9%	81.0%	81.0%	10.8%	10.2%	10.5%	8.4%	8.7%	8.6%
Kicukiro	85.9%	89.0%	87.4%	6.7%	7.9%	7.3%	7.4%	3.1%	5.3%
Nyarugenge	82.1%	82.6%	82.4%	9.6%	8.1%	8.8%	8.3%	9.2%	8.8%
Kigali City	82.8%	83.9%	83.4%	9.1%	8.9%	9.0%	8.1%	7.2%	7.6%
Rwanda	73.7%	73.5%	73.6%	11.7%	11.6%	11.6%	14.6%	14.9%	14.7%

Annex 17: Upper Secondary Promotion, Repetition and Dropout rate by district in 2013

District	Promotion rate			Repetition rate			Dropout rate		
	Boys	Girls	Overall	Boys	Girls	Overall	Boys	Girls	Overall
Gisagara	88.0%	90.0%	89.0%	3.4%	5.1%	4.3%	8.6%	4.9%	6.7%
Huye	85.8%	83.4%	84.5%	2.4%	3.5%	2.9%	11.9%	13.2%	12.5%
Kamonyi	84.7%	81.5%	82.9%	3.5%	4.2%	3.9%	11.8%	14.3%	13.2%
Muhanga	96.2%	91.2%	93.4%	2.3%	1.8%	2.0%	1.5%	7.0%	4.5%
Nyamagabe	91.0%	91.8%	91.4%	2.3%	3.9%	3.2%	6.6%	4.3%	5.4%
Nyanza	93.5%	92.6%	93.1%	4.4%	3.3%	3.9%	2.0%	4.2%	3.0%
Nyaruguru	91.2%	86.6%	88.7%	2.2%	2.1%	2.1%	6.7%	11.3%	9.2%
Ruhango	100.2%	111.1%	105.6%	1.5%	2.7%	2.1%	-1.7%	-13.8%	-7.7%
South	92.0%	91.7%	91.8%	2.8%	3.2%	3.0%	5.2%	5.1%	5.2%
Karongi	90.0%	94.2%	92.1%	2.8%	3.0%	2.9%	7.2%	2.8%	4.9%

Ngororero	96.0%	91.9%	93.8%	1.5%	1.9%	1.7%	2.5%	6.1%	4.4%
Nyabihu	88.7%	90.4%	89.6%	3.2%	4.0%	3.6%	8.1%	5.6%	6.8%
Nyamasheke	95.4%	90.8%	92.8%	3.0%	4.5%	3.8%	1.6%	4.7%	3.3%
Rubavu	89.0%	86.8%	88.0%	4.7%	5.5%	5.1%	6.3%	7.7%	7.0%
Rusizi	93.2%	90.4%	91.7%	2.1%	3.8%	3.0%	4.7%	5.8%	5.3%
Rutsiro	84.4%	88.5%	86.4%	2.5%	3.0%	2.8%	13.0%	8.5%	10.8%
West	90.9%	90.5%	90.7%	3.0%	3.8%	3.4%	6.1%	5.7%	5.9%
Bugesera	85.0%	82.5%	83.7%	14.0%	15.6%	14.8%	0.9%	1.9%	1.5%
Gatsibo	83.4%	85.4%	84.4%	5.9%	4.7%	5.3%	10.7%	9.9%	10.3%
Kayonza	85.4%	88.0%	86.8%	4.4%	5.2%	4.8%	10.1%	6.9%	8.4%
Kirehe	84.1%	78.2%	81.2%	6.1%	7.7%	6.9%	9.7%	14.1%	11.9%
Ngoma	82.3%	86.6%	84.4%	2.4%	2.8%	2.6%	15.3%	10.6%	13.0%
Nyagatare	92.9%	90.6%	91.8%	1.7%	1.9%	1.8%	5.4%	7.6%	6.5%
Rwamagana	95.9%	88.5%	91.8%	1.8%	2.2%	2.0%	2.3%	9.3%	6.2%
East	86.8%	86.2%	86.5%	5.0%	5.4%	5.2%	8.3%	8.4%	8.3%
Burera	93.1%	91.7%	92.5%	1.6%	2.7%	2.0%	5.3%	5.6%	5.4%
Gakenke	98.2%	92.3%	95.1%	2.7%	5.2%	4.0%	-0.9%	2.6%	0.9%
Gicumbi	85.4%	82.5%	83.9%	2.7%	4.6%	3.7%	11.9%	12.9%	12.4%
Musanze	84.3%	82.8%	83.5%	2.7%	4.3%	3.6%	12.9%	12.9%	12.9%
Rulindo	76.9%	85.2%	81.3%	5.3%	4.0%	4.6%	17.8%	10.8%	14.1%
North	87.5%	86.1%	86.8%	2.9%	4.2%	3.6%	9.6%	9.7%	9.6%
Gasabo	89.1%	91.3%	90.3%	5.5%	5.0%	5.2%	5.4%	3.7%	4.5%
Kicukiro	101.0%	100.6%	100.8%	2.7%	3.7%	3.1%	-3.8%	-4.3%	-4.0%
Nyarugenge	95.2%	102.8%	98.7%	3.1%	3.2%	3.2%	1.7%	-6.0%	-1.9%
Kigali City	95.9%	97.7%	96.7%	3.7%	4.1%	3.9%	0.5%	-1.7%	-0.6%
Rwanda	90.3%	89.9%	90.1%	3.4%	4.1%	3.8%	6.3%	6.1%	6.2%

Annex 18: Lower and Upper Secondary school students by District in 2014

District	Lower Secondary			Upper Secondary			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gisagara	3,948	4,954	8,902	2,744	2,865	5,609	6,692	7,819	14,511
Huye	5,230	6,090	11,320	3,371	3,638	7,009	8,601	9,728	18,329
Kamonyi	5,353	7,455	12,808	2,834	3,508	6,342	8,187	10,963	19,150
Muhanga	5,376	7,027	12,403	3,963	4,751	8,714	9,339	11,778	21,117
Nyamagabe	5,427	6,673	12,100	3,515	3,921	7,436	8,942	10,594	19,536
Nyanza	4,789	5,042	9,831	5,245	4,224	9,469	10,034	9,266	19,300
Nyaruguru	4,525	5,224	9,749	2,110	2,591	4,701	6,635	7,815	14,450
Ruhango	5,551	6,419	11,970	4,881	5,143	10,024	10,432	11,562	21,994
South	40,199	48,884	89,083	28,663	30,641	59,304	68,862	79,525	148,387
Karongi	5,581	6,920	12,501	3,565	4,167	7,732	9,146	11,087	20,233

Ngororero	3,690	4,938	8,628	2,811	3,021	5,832	6,501	7,959	14,460
Nyabihu	5,247	6,277	11,524	3,177	3,919	7,096	8,424	10,196	18,620
Nyamasheke	6,141	7,669	13,810	3,422	4,329	7,751	9,563	11,998	21,561
Rubavu	6,556	6,402	12,958	5,153	4,403	9,556	11,709	10,805	22,514
Rusizi	6,987	7,981	14,968	4,090	4,481	8,571	11,077	12,462	23,539
Rutsiro	5,250	5,626	10,876	2,256	2,212	4,468	7,506	7,838	15,344
West	39,452	45,813	85,265	24,474	26,532	51,006	63,926	72,345	136,271
Bugesera	4,998	5,337	10,335	2,783	2,910	5,693	7,781	8,247	16,028
Gatsibo	7,310	7,725	15,035	3,607	3,474	7,081	10,917	11,199	22,116
Kayonza	5,472	5,974	11,446	3,185	3,709	6,894	8,657	9,683	18,340
Kirehe	4,151	4,080	8,231	2,131	1,851	3,982	6,282	5,931	12,213
Ngoma	4,640	5,172	9,812	3,815	3,782	7,597	8,455	8,954	17,409
Nyagatare	7,664	8,248	15,912	2,999	3,042	6,041	10,663	11,290	21,953
Rwamagana	5,053	6,185	11,238	3,191	3,857	7,048	8,244	10,042	18,286
East	39,288	42,721	82,009	21,711	22,625	44,336	60,999	65,346	126,345
Burera	5,352	5,649	11,001	3,822	2,951	6,773	9,174	8,600	17,774
Gakenke	4,173	5,497	9,670	3,291	3,367	6,658	7,464	8,864	16,328
Gicumbi	7,152	9,086	16,238	3,829	4,463	8,292	10,981	13,549	24,530
Musanze	6,360	8,332	14,692	3,897	4,946	8,843	10,257	13,278	23,535
Rulindo	5,045	6,786	11,831	3,144	3,598	6,742	8,189	10,384	18,573
North	28,082	35,350	63,432	17,983	19,325	37,308	46,065	54,675	100,740
Gasabo	5,626	6,070	11,696	3,323	4,138	7,461	8,949	10,208	19,157
Kicukiro	4,755	4,842	9,597	5,458	4,266	9,724	10,213	9,108	19,321
Nyarugenge	4,175	4,435	8,610	3,390	3,091	6,481	7,565	7,526	15,091
Kigali City	14,556	15,347	29,903	12,171	11,495	23,666	26,727	26,842	53,569
Rwanda	161,577	188,115	349,692	105,002	110,618	215,620	266,579	298,733	565,312

Annex 19: General upper secondary students by subject combination in 2014

Subject Combination	S4	S5	S6	Total Students		
				Boys	Girls	Total
MPC	1,349	1,185	1,592	2,101	2,025	4,126
PCM	2,718	2,779	3,120	4,371	4,246	8,617
MCB	5,443	5,688	6,570	8,068	9,633	17,701
PCB	2,751	2,648	2,562	3,985	3,976	7,961
CEM	3,818	3,089	2,942	3,999	5,850	9,849
MEG	9,074	8,164	7,947	10,741	14,444	25,185
BCG	38	41	-	-	79	79
MPG	2,589	2,381	2,894	4,347	3,517	7,864
Sciences	27,780	25,975	27,627	37,612	43,770	81,382
HEG	8,603	7,452	7,216	10,709	12,562	23,271
HEL	653	570	551	837	937	1,774

LEG	1,296	962	767	1,303	1,722	3,025
HGL	359	313	231	445	458	903
Humanities	10,911	9,297	8,765	13,294	15,679	28,973
EFK	6,046	5,747	5,458	8,019	9,232	17,251
EKK	5,075	4,298	4,164	6,327	7,210	13,537
Languages	11,121	10,045	9,622	14,346	16,442	30,788
Total General Education	49,812	45,317	46,014	65,252	75,891	141,143

Annex 20: TTC students by options in 2014

Option	S4	S5	S6	TTC Students		
				Boys	Girls	Total
Science And Mathematics	766	794	958	1278	1240	2518
Social Studies	863	849	844	1161	1395	2556
Languages	725	645	670	904	1136	2040
ECCE	633	508	109	495	755	1250
Total TTC	2,987	2,796	2,581	3,838	4,526	8,364

Annex 21: TSS trainees by trades in 2014

Trade	S4	S5	S6	TSS Trainees		
				Boys	Girls	Total
Accountancy	5,874	6,600	7,551	4,681	15,344	20,025
Agriculture	768	778	948	1,273	1,221	2,494
Carpentry	82	88	87	229	28	257
Ceramic-Sculpture	39	27	20	81	5	86
Computer Electronics	668	772	658	1,587	511	2,098
Computer Science	2,262	2,364	1,857	3,358	3,125	6,483
Computer Science & Management	787	982	1,279	1,248	1,800	3,048
Construction	5,282	4,110	2,778	10,656	1,514	12,170
Electricity	1,115	958	988	2,469	592	3,061

Electronics and Telecommunication	927	786	682	1,917	478	2,395
Forestry	336	207	217	469	291	760
General Mechanics	145	178	175	369	129	498
Graphic Arts	97	52	45	127	67	194
Hotel Operations	570	508	361	343	1,096	1,439
Moto Vehicle Mechanics	1,339	1,302	852	3,271	222	3,493
Public Works	468	491	373	1,020	312	1,332
Secretarial	90	115	220	163	262	425
Tailoring	89	74	87	111	139	250
Tourism	1,206	1,031	648	1,031	1,854	2,885
Veterinary	994	890	836	1,509	1,211	2,720
TOTAL	23,138	22,313	20,662	35,912	30,201	66,113

Annex 22: TSS students by districts in 2013 and 2014

Districts	2013			2014		
	Male	Female	Total	Male	Female	Total
Gisagara	445	156	601	483	162	645
Huye	894	762	1,656	841	702	1,543
Kamonyi	679	234	913	712	214	926
Muhanga	1,299	1,352	2,651	1,665	1,539	3,204
Nyamagabe	704	653	1,357	738	581	1,319
Nyanza	3,415	3,112	6,527	3,447	2,579	6,026
Nyaruguru	180	253	433	262	432	694
Ruhango	2,378	1,871	4,249	2,682	2,246	4,928
South	9,994	8,393	18,387	10,830	8,455	19,285
Karongi	1,267	1,395	2,662	1,173	1,440	2,613
Ngororero	1,388	997	2,385	1,380	872	2,252
Nyabihu	1,207	1,381	2,588	1,110	1,436	2,546
Nyamasheke	321	473	794	495	600	1,095

Rubavu	1,718	1,337	3,055	1,785	1,327	3,112
Rusizi	893	1,054	1,947	1,099	1,075	2,174
Rutsiro	373	490	863	308	284	592
West	7,167	7,127	14,294	7,350	7,034	14,384
Bugesera	747	734	1,481	795	681	1,476
Gatsibo	718	893	1,611	898	959	1,857
Kayonza	427	603	1,030	395	622	1,017
Kirehe	92	301	393	199	224	423
Ngoma	1,271	762	2,033	1,320	882	2,202
Nyagatare	259	330	589	249	364	613
Rwamagana	1,001	1302	2,303	1,071	1,423	2,494
East	4,515	4,925	9,440	4,927	5,155	10,082
Burera	1,251	606	1,857	1,295	616	1,911
Gakenke	925	783	1,708	926	807	1,733
Gicumbi	1,072	1,004	2,076	1,249	1,184	2,433
Musanze	2,045	1,414	3,459	1,883	1,433	3,316
Rulindo	1,036	479	1,515	1,289	585	1,874
North	6,329	4,286	10,615	6,642	4,625	11,267
Gasabo	1,623	1,541	3,164	1,203	1,375	2,578
Kicukiro	3,676	2,185	5,861	3,546	2,097	5,643
Nyarugenge	1,605	1,500	3,105	1,414	1,460	2,874
Kigali City	6,904	5,226	12,130	6,163	4,932	11,095
Rwanda	34,909	29,957	64,866	35,912	30,201	66,113

Annex 23: Lower secondary school leaving examination by districts in 2014

District	Sat for exams			Passed exams			% passed		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Gisagara	1,130	862	1,992	998	815	1,813	88.3%	94.5%	91.0%
Huye	1,671	1,314	2,985	1,426	1,211	2,637	85.3%	92.2%	88.3%
Kamonyi	1,764	1,214	2,978	1,519	1,109	2,628	86.1%	91.4%	88.2%
Muhanga	1,772	1,348	3,120	1,609	1,302	2,911	90.8%	96.6%	93.3%
Nyamagabe	1,460	1,272	2,732	1,231	1,144	2,375	84.3%	89.9%	86.9%
Nyanza	1,174	1,105	2,279	1,037	1,034	2,071	88.3%	93.6%	90.9%
Nyaruguru	1,165	1,001	2,166	912	859	1,771	78.3%	85.8%	81.8%
Ruhango	1,634	1,448	3,082	1,455	1,317	2,772	89.0%	91.0%	89.9%
South	11,770	9,564	21,334	10,187	8,791	18,978	86.6%	91.9%	89.0%
Karongi	1,657	1,352	3,009	1,501	1,305	2,806	90.6%	96.5%	93.3%
Ngororero	1,194	917	2,111	1,002	850	1,852	83.9%	92.7%	87.7%
Nyabihu	1,706	1,453	3,159	1,192	1,228	2,420	69.9%	84.5%	76.6%

Nyamasheke	2,038	1,664	3,702	1,621	1,464	3,085	79.5%	88.0%	83.3%
Rubavu	1,545	1,704	3,249	1,110	1,458	2,568	71.8%	85.6%	79.0%
Rusizi	2,025	1,815	3,840	1,662	1,676	3,338	82.1%	92.3%	86.9%
Rutsiro	1,200	1,180	2,380	1,060	1,108	2,168	88.3%	93.9%	91.1%
West	11,365	10,085	21,450	9,148	9,089	18,237	80.5%	90.1%	85.0%
Bugesera	1,358	1,298	2,656	1,153	1,195	2,348	84.9%	92.1%	88.4%
Gatsibo	1,648	1,716	3,364	1,286	1,515	2,801	78.0%	88.3%	83.3%
Kayanza	1,372	1,375	2,747	1,175	1,278	2,453	85.6%	92.9%	89.3%
Kirehe	996	1,110	2,106	779	1,011	1,790	78.2%	91.1%	85.0%
Ngoma	1,293	1,190	2,483	916	1,013	1,929	70.8%	85.1%	77.7%
Nyagatare	2,016	2,055	4,071	1,679	1,865	3,544	83.3%	90.8%	87.1%
Rwamagana	1,388	1,257	2,645	1,137	1,110	2,247	81.9%	88.3%	85.0%
East	10,071	10,001	20,072	8,125	8,987	17,112	80.7%	89.9%	85.3%
Burera	1,171	1,224	2,395	1,032	1,185	2,217	88.1%	96.8%	92.6%
Gakenke	1,562	1,158	2,720	1,207	956	2,163	77.3%	82.6%	79.5%
Gicumbi	1,933	1,600	3,533	1,589	1,469	3,058	82.2%	91.8%	86.6%
Musanze	2,022	1,501	3,523	1,648	1,346	2,994	81.5%	89.7%	85.0%
Rulindo	1,759	1,244	3,003	1,503	1,132	2,635	85.4%	91.0%	87.7%
North	8,447	6,727	15,174	6,979	6,088	13,067	82.6%	90.5%	86.1%
Gasabo	1,727	1,525	3,252	1,496	1,428	2,924	86.6%	93.6%	89.9%
Kicukiro	1,374	1,368	2,742	1,166	1,224	2,390	84.9%	89.5%	87.2%
Nyarugenge	1,267	1,173	2,440	1,096	1,051	2,147	86.5%	89.6%	88.0%
Kigali City	4,368	4,066	8,434	3,758	3,703	7,461	86.0%	91.1%	88.5%
Rwanda	46,021	40,443	86,464	38,197	36,658	74,855	83.0%	90.6%	86.6%

Annex 24: Upper secondary school leaving examination result by field of study from 2009 to 2014

Year	Field of study	Sat for exams			Passed exams			% passed		
		Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
2009	Sciences	5,163	7,324	12,487	4,382	6,540	10,922	85%	89%	87%
	Humanities	4,232	5,504	9,736	3,708	5,218	8,926	88%	95%	92%
	Languages	677	1,423	2,100	600	1,349	1,949	89%	95%	93%
	TTC	980	1,042	2,022	934	1,013	1,947	95%	97%	96%
	TSS	8,489	7,711	16,200	7,161	6,936	14,097	84%	90%	87%
	Total	19,541	23,004	42,545	16,785	21,056	37,841	86%	92%	89%
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%

Source: REB, WDA, and UR-CE

Annex 25: General upper secondary school leaving examination results by district in 2014

District	Sat for exams			Passed exams			% passed		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Gisagara	591	482	1,073	563	468	1,031	95.3%	97.1%	96.1%
Huye	1,014	946	1,960	859	871	1,730	84.7%	92.1%	88.3%
Kamonyi	1,083	774	1,857	929	723	1,652	85.8%	93.4%	89.0%
Muhanga	984	760	1,744	866	727	1,593	88.0%	95.7%	91.3%
Nyamagabe	884	872	1,756	796	817	1,613	90.0%	93.7%	91.9%
Nyanza	461	560	1,021	416	534	950	90.2%	95.4%	93.0%
Nyaruguru	505	526	1,031	439	498	937	86.9%	94.7%	90.9%
Ruhango	1,024	770	1,794	885	710	1,595	86.4%	92.2%	88.9%
South	6,546	5,690	12,236	5,753	5,348	11,101	87.9%	94.0%	90.7%
Karongi	728	692	1,420	659	661	1,320	90.5%	95.5%	93.0%
Ngororero	487	442	929	426	392	818	87.5%	88.7%	88.1%
Nyabihu	692	698	1,390	552	642	1,194	79.8%	92.0%	85.9%

Nyamasheke	1,157	947	2,104	1,004	893	1,897	86.8%	94.3%	90.2%
Rubavu	779	1,087	1,866	632	972	1,604	81.1%	89.4%	86.0%
Rusizi	951	966	1,917	785	897	1,682	82.5%	92.9%	87.7%
Rutsiro	468	675	1,143	402	635	1,037	85.9%	94.1%	90.7%
West	5,262	5,507	10,769	4,460	5,092	9,552	84.8%	92.5%	88.7%
Bugesera	731	703	1,434	619	637	1,256	84.7%	90.6%	87.6%
Gatsibo	757	910	1,667	612	823	1,435	80.8%	90.4%	86.1%
Kayanza	862	898	1,760	740	810	1,550	85.8%	90.2%	88.1%
Kirehe	461	672	1,133	340	614	954	73.8%	91.4%	84.2%
Ngoma	828	756	1,584	677	673	1,350	81.8%	89.0%	85.2%
Nyagatare	642	827	1,469	504	726	1,230	78.5%	87.8%	83.7%
Rwamagana	643	586	1,229	571	553	1,124	88.8%	94.4%	91.5%
East	4,924	5,352	10,276	4,063	4,836	8,899	82.5%	90.4%	86.6%
Burera	582	756	1,338	498	725	1,223	85.6%	95.9%	91.4%
Gakenke	947	971	1,918	805	901	1,706	85.0%	92.8%	88.9%
Gicumbi	874	845	1,719	752	781	1,533	86.0%	92.4%	89.2%
Musanze	1,001	758	1,759	852	689	1,541	85.1%	90.9%	87.6%
Rulindo	929	516	1,445	875	496	1,371	94.2%	96.1%	94.9%
North	4,333	3,846	8,179	3,782	3,592	7,374	87.3%	93.4%	90.2%
Gasabo	1,009	829	1,838	851	777	1,628	84.3%	93.7%	88.6%
Kicukiro	730	708	1,438	657	681	1,338	90.0%	96.2%	93.0%
Nyarugenge	574	663	1,237	470	610	1,080	81.9%	92.0%	87.3%
Kigali City	2,313	2,200	4,513	1,978	2,068	4,046	85.5%	94.0%	89.7%
Rwanda	23,378	22,595	45,973	20,036	20,936	40,972	85.7%	92.7%	89.1%

Source: Rwanda Education Board

Annex 26: TTC school leaving examination results by district in 2014

District	Sat for exams			Passed exams			% passed		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Gisagara/TTC Save	197	151	348	168	138	306	85.3%	91.4%	87.9%
Muhanga/ TTC Muhanga	208	87	295	177	82	259	85.1%	94.3%	87.8%
Nyamagabe/TTC Mbuga	136	80	216	114	76	190	83.8%	95.0%	88.0%
Nyaruguru/ TTC Cyahinda	179	110	289	161	106	267	89.9%	96.4%	92.4%
Karongi/ TTC Rubengera	143	130	273	126	122	248	88.1%	93.8%	90.8%
Ngororero/TTC Muramba	148	102	250	109	85	194	73.6%	83.3%	77.6%
Rubavu/ Gacuba II	167	130	297	122	118	240	73.1%	90.8%	80.8%
Rusizi/ Mururu	166	126	292	150	118	268	90.4%	93.7%	91.8%
Ngoma/ TTC Zaza	186	187	373	144	179	323	77.4%	95.7%	86.6%
Nyagatare/ TTC Matimba	143	140	283	122	132	254	85.3%	94.3%	89.8%
Rwamagana/ TTC Rwamagana	91	87	178	86	87	173	94.5%	100.0%	97.2%
Burera/ TTC Kirambo	138	132	270	120	128	248	87.0%	97.0%	91.9%

Gicumbi/ TTC Byumba	266	163	429	235	159	394	88.3%	97.5%	91.8%
Gasabo/ UR-CE center	150	95	245	95	73	168	63.3%	76.8%	68.6%
Rwanda	2,318	1,720	4,038	1,929	1,603	3,532	83%	93%	87%

Source: University of Rwanda- College of Education

Annex 27: TSS school leaving examination results by district in 2014

District	Sat for exams			Passed exams			% passed		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Gisagara	53	162	215	53	162	215	100.0%	100.0%	100.0%
Huye	238	277	515	224	272	496	94.1%	98.2%	96.3%
Kamonyi	21	222	243	16	216	232	76.2%	97.3%	95.5%
Muhanga	436	484	920	400	448	848	91.7%	92.6%	92.2%
Nyamagabe	190	221	411	174	197	371	91.6%	89.1%	90.3%
Nyanza	973	1,115	2,088	835	957	1,792	85.8%	85.8%	85.8%
Nyaruguru	43	50	93	43	50	93	100.0%	100.0%	100.0%
Ruhango	860	972	1,832	698	824	1,522	81.2%	84.8%	83.1%
South	2,814	3,503	6,317	2,443	3,126	5,569	86.8%	89.2%	88.2%
Karongi	533	484	1,017	521	477	998	97.7%	98.6%	98.1%
Ngororero	261	378	639	244	355	599	93.5%	93.9%	93.7%
Nyabihu	420	385	805	350	360	710	83.3%	93.5%	88.2%
Nyamasheke	132	94	226	128	94	222	97.0%	100.0%	98.2%

Rubavu	433	539	972	299	460	759	69.1%	85.3%	78.1%
Rusizi	314	248	562	287	239	526	91.4%	96.4%	93.6%
Rutsiro	117	100	217	95	100	195	81.2%	100.0%	89.9%
West	2,210	2,228	4,438	1,924	2,085	4,009	87.1%	93.6%	90.3%
Bugesera	208	236	444	174	228	402	83.7%	96.6%	90.5%
Gatsibo	195	198	393	190	195	385	97.4%	98.5%	98.0%
Kayanza	193	76	269	164	69	233	85.0%	90.8%	86.6%
Kirehe	71	28	99	59	27	86	83.1%	96.4%	86.9%
Ngoma	234	373	607	209	359	568	89.3%	96.2%	93.6%
Nyagatare	126	91	217	120	86	206	95.2%	94.5%	94.9%
Rwamagana	441	377	818	400	366	766	90.7%	97.1%	93.6%
East	1,468	1,379	2,847	1,316	1,330	2,646	89.6%	96.4%	92.9%
Burera	173	393	566	160	375	535	92.5%	95.4%	94.5%
Gakenke	226	332	558	191	309	500	84.5%	93.1%	89.6%
Gicumbi	247	316	563	238	314	552	96.4%	99.4%	98.0%
Musanze	449	692	1,141	371	626	997	82.6%	90.5%	87.4%
Rulindo	128	188	316	93	149	242	72.7%	79.3%	76.6%
North	1,223	1,921	3,144	1,053	1,773	2,826	86.1%	92.3%	89.9%
Gasabo	689	540	1,229	511	458	969	74.2%	84.8%	78.8%
Kicukiro	735	1,221	1,956	602	1,099	1,701	81.9%	90.0%	87.0%
Nyarugenge	698	555	1,253	531	457	988	76.1%	82.3%	78.9%
Kigali City	2,122	2,316	4,438	1,644	2,014	3,658	77.5%	87.0%	82.4%
Rwanda	9,837	11,347	21,184	8,380	10,328	18,708	85.2%	91.0%	88.3%

Source: Workforce Development Agency

Annex 28: Secondary schools, classrooms, desks by district in 2013 and 2014

Districts	2013			2014		
	Schools	Classrooms	Desks	Schools	Classrooms	Desks
Gisagara	37	409	7,625	38	454	6,294
Huye	51	557	10,837	52	578	10,072
Kamonyi	51	506	10,551	52	540	10,431
Muhanga	59	572	10,721	59	633	11,724
Nyamagabe	53	545	10,614	52	587	10,104
Nyanza	48	481	9,781	47	512	9,560
Nyaruguru	40	368	7,377	41	406	7,110
Ruhango	49	582	11,989	50	612	12,669
South	388	4,020	79,495	391	4,322	77,964
Karongi	58	498	10,006	58	546	10,993
Ngororero	49	418	7,323	49	451	7,843
Nyabihu	44	521	10,184	44	534	10,331

Nyamasheke	59	591	10,876	59	633	11,438
Rubavu	50	560	10,490	53	613	11,341
Rusizi	59	607	11,498	58	638	12,148
Rutsiro	47	406	7,724	47	448	7,886
West	366	3,601	68,101	368	3,863	71,980
Bugesera	41	454	8,700	41	510	9,040
Gatsibo	50	573	11,153	52	638	11,238
Kayonza	42	475	8,983	42	523	9,435
Kirehe	46	345	6,757	49	363	5,988
Ngoma	54	494	8,833	55	535	8,384
Nyagatare	50	464	8,564	51	536	9,691
Rwamagana	56	462	9,169	56	510	9,324
East	339	3,267	62,159	346	3,615	63,100
Burera	43	454	8,937	44	502	9,852
Gakenke	56	552	9,126	56	592	9,668
Gicumbi	75	655	12,239	75	709	12,888
Musanze	50	572	12,609	51	608	12,263
Rulindo	63	505	11,163	63	548	9,938
North	287	2,738	54,074	289	2,959	54,609
Gasabo	54	575	10,829	55	603	10,153
Kicukiro	37	490	8,723	39	523	9,878
Nyarugenge	31	396	7,088	33	411	7,536
Kigali City	122	1,461	26,640	127	1,537	27,567
Rwanda	1,502	15,087	290,469	1,521	16,296	295,220

Annex 29: Secondary school staff by district in 2014

District	Teaching staff			Administrative staff			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gisagara	468	143	611	66	73	139	534	216	750
Huye	623	201	824	100	96	196	723	297	1,020
Kamonyi	420	215	635	113	76	189	533	291	824
Muhanga	590	243	833	124	107	231	714	350	1,064
Nyamagabe	529	244	773	119	88	207	648	332	980
Nyanza	597	129	726	110	104	214	707	233	940
Nyaruguru	414	130	544	74	53	127	488	183	671
Ruhango	608	241	849	105	120	225	713	361	1,074
South	4,249	1,546	5,795	811	717	1,528	5,060	2,263	7,323
Karongi	546	218	764	114	87	201	660	305	965
Ngororero	405	167	572	99	60	159	504	227	731
Nyabihu	551	144	695	131	49	180	682	193	875
Nyamasheke	568	218	786	132	85	217	700	303	1,003
Rubavu	615	202	817	131	82	213	746	284	1,030
Rusizi	647	218	865	114	90	204	761	308	1,069
Rutsiro	445	146	591	108	46	154	553	192	745

West	3,777	1,313	5,090	829	499	1,328	4,606	1,812	6,418
Bugesera	507	155	662	83	81	164	590	236	826
Gatsibo	588	172	760	103	65	168	691	237	928
Kayonza	511	154	665	95	77	172	606	231	837
Kirehe	377	120	497	80	51	131	457	171	628
Ngoma	522	166	688	90	69	159	612	235	847
Nyagatare	566	158	724	119	75	194	685	233	918
Rwamagana	503	161	664	105	78	183	608	239	847
East	3,574	1,086	4,660	675	496	1,171	4,249	1,582	5,831
Burera	494	122	616	121	49	170	615	171	786
Gakenke	586	224	810	121	79	200	707	303	1,010
Gicumbi	619	198	817	147	93	240	766	291	1,057
Musanze	561	239	800	117	87	204	678	326	1,004
Rulindo	540	198	738	110	99	209	650	297	947
North	2,800	981	3,781	616	407	1,023	3,416	1,388	4,804
Gasabo	641	237	878	128	97	225	769	334	1,103
Kicukiro	532	168	700	111	103	214	643	271	914
Nyarugenge	368	208	576	85	62	147	453	270	723
Kigali City	1,541	613	2,154	324	262	586	1,865	875	2,740
Rwanda	15,941	5,539	21,480	3,255	2,381	5,636	19,196	7,920	27,116

Annex 30: Books used in Lower Secondary by subject in 2014

Subjects	Number of books				Student book ratio			
	S1	S2	S3	Total	S1	S2	S3	Overall
Mathematics	123,425	108,777	107,627	113,139	1	1	1	1
English	99,080	82,205	79,691	260,976	1	1	2	1
Chemistry	91,542	81,705	84,689	141,236	2	1	1	1
Biology	87,728	77,945	82,589	86,626	2	2	1	1
Physics	87,461	77,526	82,043	139,426	2	2	1	1
Geography	69,940	73,732	82,326	6,826	2	2	1	2
Entrepreneurship	45,686	55,246	40,304	1,283	3	2	3	2
Kinyarwanda	47,690	47,418	44,318	18,488	3	3	3	3
History	39,517	36,468	39,305	5,936	4	3	3	3
Computer Science	40,473	37,229	35,437	248,262	3	3	3	3
French	32,891	28,009	25,726	257,936	4	4	5	4

Annex 31: Books used by general Upper Secondary students by subject in 2014

Subjects	Number of books				Student book ratio			
	S4	S5	S6	Total	S4	S5	S6	Overall
Entrepreneurship	22,365	19,580	18,784	60,729	2	2	2	2

Economics	22,417	17,046	18,320	57,783	2	3	3	2
Chemistry	19,814	19,979	17,749	57,542	3	2	3	2
Geography	20,400	18,867	17,761	57,028	2	2	3	2
English	20,113	18,098	18,725	56,936	2	3	2	2
Kinyarwanda	20,311	19,090	17,124	56,525	2	2	3	2
Physics	16,670	15,257	17,011	48,938	3	3	3	3
Biology	12,482	11,271	11,037	34,790	4	4	4	4
Mathematics	12,926	9,844	11,239	34,009	4	5	4	4
French	11,198	10,990	10,171	32,359	4	4	5	4
Computer Science	10,627	9,940	9,795	30,362	5	5	5	5
History	10,375	9,240	8,826	28,441	5	5	5	5
Others	7,512	7,530	13,133	28,175	7	6	4	5
Literature	10,666	9,032	8,283	27,981	5	5	6	5
Kiswahili	8,324	8,196	7,853	24,373	6	6	6	6

Annex 32: Books used by TTC students by subject in 2014

Subjects	Number of books				Student book ratio			
	S4	S5	S6	Total	S4	S5	S6	Overall
French	4,010	3,761	3,670	11,441	1	1	1	1
English	2,312	2,203	2,337	6,852	1	1	1	1
Chemistry	1,581	1,396	1,475	4,452	2	2	2	2
Psychology	1,192	1,066	1,359	3,617	3	3	2	2
Physics	1,205	1,064	1,136	3,405	2	3	2	2
Geography	1,304	919	859	3,082	2	3	3	3
Biology	1,160	859	765	2,784	3	3	3	3
Kinyarwanda	993	846	734	2,573	3	3	4	3
History	831	770	794	2,395	4	4	3	3
Integrated Science	700	697	342	1,739	4	4	8	5
Mathematics	637	508	424	1,569	5	6	6	5
Others	628	216	462	1,306	5	13	6	6
Entrepreneurship	714	323	256	1,293	4	9	10	6
Kiswahili	585	283	341	1,209	5	10	8	7
Computer Science	441	272	341	1,054	7	10	8	8
Teaching Methodology	456	340	240	1,036	7	8	11	8

Annex 33: Books used by TSS students by subject in 2014

Subjects	Number of books				Student book ratio			
	S4	S5	S6	Total	S4	S5	S6	Overall
Public Works	233	622	509	1,364	2	1	1	1
Agriculture	2,160	2,352	2,022	6,534	1	1	1	1
Ceramic-Sculpture	357	367	370	1,094	1	1	1	1
Graphic Arts	226	129	148	503	1	1	1	1
Carpentry	119	57	76	252	1	2	1	1
Electricity	1,004	898	658	2,560	1	1	2	1
Veterinary	813	554	665	2,032	1	2	1	1
Computer Science	1,579	1,570	1,635	4,784	1	2	1	1
Hotel Operations	363	342	295	1,000	2	1	1	1
General Mechanics	48	29	242	319	3	6	1	2
Computer Electronics	383	455	348	1,186	2	2	2	2
Secretarial	84	81	71	236	1	1	3	2
Electronics and Telecommunication	367	304	323	994	3	3	2	2
Tailoring	44	27	30	101	2	3	3	2
Computer Science & Management	399	393	362	1,154	2	2	4	3
Tourism	382	262	239	883	3	4	3	3
Accountancy	2,207	1,514	1,671	5,392	3	4	5	4
Moto Vehicle Mechanics	218	248	305	771	6	5	3	5
Construction	880	607	600	2,087	6	7	5	6
Forestry	52	27	50	129	6	8	4	6
English	2,623	2,586	3,206	8,415	9	9	6	8

Annex 34: Secondary schools with science equipment in 2014

Schools with		Computers	Internet connection	Computer labs	Science kit	Science corner	Science labs
East	Number	270	59	112	220	24	57
	Percentage	78%	17%	32%	64%	7%	16%
Kigali City	Number	113	47	83	97	17	40
	Percentage	89%	37%	65%	76%	13%	31%
North	Number	215	38	81	201	20	41
	Percentage	74%	13%	28%	70%	7%	14%
West	Number	284	44	115	260	22	49
	Percentage	77%	12%	31%	71%	6%	13%
South	Number	308	71	134	301	25	63
	Percentage	79%	18%	34%	77%	6%	16%
Rwanda	Number	1,190	259	525	1,079	108	250
	Percentage	78%	17%	35%	71%	7%	16%

Annex 35: Secondary schools with access to water and electricity by district in 2014

District	Total School	Schools with					
		Water tank	Tap Water	Electricity	Solar power	Generator	Biogas system
Gisagara	38	31	21	20	6	12	2
Huye	52	43	29	35	8	14	5
Kamonyi	52	41	16	27	6	29	0
Muhanga	59	44	39	38	6	22	4
Nyamagabe	52	43	27	27	7	23	2
Nyanza	47	30	17	20	1	13	3
Nyaruguru	41	31	22	23	2	10	0
Ruhango	50	38	23	29	6	25	4
South	391	301	194	219	42	148	20
Karongi	58	46	34	35	6	11	2
Ngororero	49	29	23	25	13	16	0
Nyabihu	44	31	30	26	8	8	0
Nyamasheke	59	34	26	32	10	14	4
Rubavu	53	47	34	40	6	15	2
Rusizi	58	38	22	36	3	8	1

Rutsiro	47	28	21	21	9	13	1
West	368	253	190	215	55	85	10
Bugesera	41	31	27	24	11	9	4
Gatsibo	52	33	26	31	9	12	2
Kayonza	42	35	20	26	8	12	2
Kirehe	49	31	12	20	17	11	3
Ngoma	55	35	23	28	5	12	5
Nyagatare	51	42	23	34	11	15	3
Rwamagana	56	40	38	42	9	12	2
East	346	247	169	205	70	83	21
Burera	44	42	26	34	15	9	0
Gakenke	56	33	28	30	11	11	4
Gicumbi	75	54	23	22	18	21	2
Musanze	51	49	41	43	12	14	2
Rulindo	63	47	24	38	9	10	3
North	289	225	142	167	65	65	11
Gasabo	55	43	40	45	3	20	2
Kicukiro	39	39	39	39	3	12	5
Nyarugenge	33	20	20	25	2	9	1
Kigali City	127	102	99	109	8	41	8
Rwanda	1,521	1,128	794	915	240	422	70

Annex 36: VTCs by ownership in 2014

Owner	Number of institutions	Percentage
Public	58	33%
Faith based organization	59	34%
Parents associations	25	14%
Individuals	32	18%
Total	174	100%

Annex 37: VTC students by Trade in 2014

Trades	Short training	First year	Second year	Third year	TOTAL		
					Boys	Girls	Total
Beauty Therapy	33	69	0	0	7	95	102
Carpentry	723	669	179	5	1326	250	1576
Crochet Embroidery	446	206	94	38	126	658	784
Culinary arts	1168	617	140	36	420	1541	1961
Domestic Electricity	324	687	178	12	975	226	1201
Dressmaking	596	893	229	5	125	1598	1723
Field Crop	214	11	2	0	5	222	227
Food and Beverage	61	34	15	0	37	73	110
Food processing	363	66	4	0	43	390	433

Forestry (For technicians)	0	0	0	0	0	0	0
Front Office	75	192	37	0	47	257	304
Hairdressing- Aesthetics	699	888	64	56	225	1482	1707
House Keeping	145	6	0	0	141	10	151
ICT	77	121	0	0	122	76	198
Knitting	641	137	84	0	255	607	862
Leather Craft	310	25	10	0	58	287	345
Masonry	1644	1886	666	147	3820	523	4343
Moto Vehicle Engine Mechanics	1056	1768	457	0	3004	277	3281
Plumbing	119	189	37	0	265	80	345
Pottery	23	57	24	0	18	86	104
Screen Printing	0	66	0	0	7	59	66
Welding	1023	657	54	9	1239	504	1743
Total	9,740	9,244	2,274	308	12,265	9,301	21,566

Annex 38: VTC students by District in 2013 and 2014

District	2013			2014		
	Male	Female	Total	Male	Female	Total
Gisagara	268	157	425	255	209	464
Huye	571	288	859	568	263	831
Kamonyi	285	212	497	269	258	527
Muhanga	642	394	1036	726	584	1310
Nyamagabe	291	129	420	383	265	648
Nyanza	528	78	606	526	110	636
Nyaruguru	140	98	238	139	89	228
Ruhango	1387	625	2012	2018	1138	3156
South	4112	1981	6093	4884	2916	7800
Karongi	171	98	269	220	132	352
Ngororero	263	149	412	333	168	501
Nyabihu	240	166	406	251	147	398
Nyamasheke	331	151	482	364	236	600
Rubavu	316	243	559	415	245	660
Rusizi	301	139	440	395	196	591
Rutsiro	1,138	-	1,138	826	8	834

West	2760	946	3706	2804	1132	3936
Bugesera	236	163	399	392	252	644
Gatsibo	221	164	385	212	183	395
Kayanza	221	232	453	231	321	552
Kirehe	60	31	91	58	21	79
Ngoma	98	108	206	356	283	639
Nyagatare	94	28	122	89	50	139
Rwamagana	316	203	519	416	458	874
East	1246	929	2175	1754	1568	3322
Burera	133	159	292	51	53	104
Gakenke	167	138	305	613	586	1199
Gicumbi	183	211	394	271	700	971
Musanze	461	132	593	206	102	308
Rulindo	38	66	104	44	439	483
North	982	706	1688	1185	1880	3065
Gasabo	240	243	483	569	809	1378
Kicukiro	526	431	957	892	741	1633
Nyarugenge	192	298	490	177	255	432
Kigali City	958	972	1930	1638	1805	3443
Rwanda	10,058	5,534	15,592	12,265	9,301	21,566

Annex 39: VTC classrooms, desks by District in 2013 and 2014

Districts	2013			2014		
	Centres	Classrooms	Desks	Centres	Classrooms	Desks
Gisagara	4	16	104	4	20	219
Huye	10	39	518	9	44	611
Kamonyi	3	18	170	3	16	182
Muhanga	5	24	168	6	43	275
Nyamagabe	4	25	340	8	37	533
Nyanza	3	22	256	5	28	300
Nyaruguru	3	15	222	3	20	139
Ruhango	9	67	981	12	106	1327
South	41	226	2,759	50	314	3,586
Karongi	4	13	120	6	16	170
Ngororero	3	19	62	5	31	476
Nyabihu	5	19	258	5	17	298
Nyamasheke	4	14	172	5	20	341
Rubavu	10	36	407	12	43	399
Rusizi	6	34	492	6	29	466
Rutsiro	1	4		2	5	176
West	33	139	1,511	41	161	2,326

Bugesera	4	22	374	5	24	542
Gatsibo	4	20	240	5	21	248
Kayonza	4	32	578	4	32	579
Kirehe	2	6	120	2	11	125
Ngoma	4	16	218	6	25	468
Nyagatare	1	6	138	2	11	15
Rwamagana	6	18	501	7	22	510
East	25	120	2,169	31	146	2,487
Burera	1	10	120	1	6	60
Gakenke	4	14	150	8	30	372
Gicumbi	4	19	285	6	24	326
Musanze	5	21	315	4	20	105
Rulindo	2	9	120	5	21	319
North	16	73	990	24	101	1,182
Gasabo	3	19	100	10	40	1002
Kicukiro	10	49	652	14	70	869
Nyarugenge	4	21	316	4	19	297
Kigali city	17	89	1,068	28	129	2,168
Rwanda	132	647	8,497	174	851	11,749

Annex 40: VTC staff by Districts in 2014

District	Teaching Staff			Administrative staff			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gisagara	17	14	31	6	7	13	23	21	44
Huye	69	23	92	19	4	23	88	27	115
Kamonyi	19	11	30	6	4	10	25	15	40
Muhanga	34	22	56	5	11	16	39	33	72
Nyamagabe	27	12	39	12	9	21	39	21	60
Nyanza	57	8	65	12	10	22	69	18	87
Nyaruguru	14	18	32	5	4	9	19	22	41
Ruhango	85	38	123	19	12	31	104	50	154
South	322	146	468	84	61	145	406	207	613
Karongi	14	9	23	6	5	11	20	14	34
Ngororero	27	11	38	8	7	15	35	18	53
Nyabihu	14	9	23	6	2	8	20	11	31
Nyamasheke	23	14	37	11	5	16	34	19	53
Rubavu	34	18	52	13	10	23	47	28	75
Rusizi	26	8	34	10	4	14	36	12	48
Rutsiro	31	0	31	9	1	10	40	1	41
West	169	69	238	63	34	97	232	103	335
Bugesera	18	7	25	13	5	18	31	12	43

Gatsibo	24	8	32	4	9	13	28	17	45
Kayonza	25	6	31	8	5	13	33	11	44
Kirehe	5	4	9	3	1	4	8	5	13
Ngoma	20	14	34	7	9	16	27	23	50
Nyagatare	9	3	12	3	1	4	12	4	16
Rwamagana	50	12	62	18	9	27	68	21	89
East	151	54	205	56	39	95	207	93	300
Burera	6	2	8	3	2	5	9	4	13
Gakenke	30	12	42	6	8	14	36	20	56
Gicumbi	22	26	48	10	5	15	32	31	63
Musanze	15	11	26	6	7	13	21	18	39
Rulindo	17	20	37	11	7	18	28	27	55
North	90	71	161	36	29	65	126	100	226
Gasabo	41	26	67	16	24	40	57	50	107
Kicukiro	109	29	138	28	11	39	137	40	177
Nyarugenge	13	12	25	5	8	13	18	20	38
Kigali City	163	67	230	49	43	92	212	110	322
Rwanda	895	407	1302	288	206	494	1183	613	1796

Annex 41: VTCs with access to water and electricity by districts in 2014

District	Total School	Schools with					
		Water tank	Tap Water	Electricity	Solar power	Generator	Biogas system
Gisagara	4	3	3	2	1	0	0
Huye	9	7	6	6	1	3	0
Kamonyi	3	3	0	2	3	3	1
Muhanga	6	4	4	5	2	3	1
Nyamagabe	8	5	4	6	1	3	1
Nyanza	5	5	4	4	1	3	1
Nyaruguru	3	3	2	2	0	2	0
Ruhango	12	7	6	7	1	8	1
South	50	37	29	34	10	25	5
Karongi	6	3	4	4	0	1	0
Ngororero	5	3	4	4	1	2	0
Nyabihu	5	3	3	4	0	1	1
Nyamasheke	5	4	3	4	1	2	0
Rubavu	12	6	7	7	2	2	0
Rusizi	6	6	3	4	1	2	0
Rutsiro	2	2	2	1	0	2	0

West	41	27	26	28	5	12	1
Bugesera	5	4	3	4	1	3	0
Gatsibo	5	4	5	4	1	3	0
Kayonza	4	4	2	4	0	2	0
Kirehe	2	2	2	1	0	1	0
Ngoma	6	3	4	5	0	0	0
Nyagatare	2	1	0	2	0	0	0
Rwamagana	7	7	7	7	0	2	0
East	31	25	23	27	2	11	-
Burera	1	0	1	1	0	0	0
Gakenke	8	2	4	6	3	1	0
Gicumbi	6	4	3	6	2	3	1
Musanze	4	3	1	2	0	0	0
Rulindo	5	2	3	4	0	0	3
North	24	11	12	19	5	4	4
Gasabo	10	8	6	9	1	6	0
Kicukiro	14	12	10	11	1	9	3
Nyarugenge	4	3	2	3	0	1	1
Kigali City	28	23	18	23	2	16	4
Rwanda	174	123	108	131	24	68	14

Annex 42: Number of tertiary education students by field of education in 2013-2014

Field of education	Public			Private			Total		
	M	F	Total	M	F	Total	M	F	Total
Education	2,402	1,262	3,664	1743	1677	3,420	4,145	2,939	7,084
Humanities and arts	1952	903	2855	1,992	1,704	3,696	3,944	2,607	6,551
Social sciences, Business and law	5,925	3,541	9,466	14,271	19,702	33,973	20,196	23,243	43,439
Science	4,206	1943	6,149	1,652	1,455	3,107	5,858	3,398	9,256
Engineering, manufacturing and construction	6,241	1,700	7,941	1661	585	2246	7,902	2,285	10,187
Agriculture	1,790	849	2,639	228	106	334	2,018	955	2,973
Health and welfare	2,797	2,144	4,941	883	1,359	2,242	3,680	3,503	7,183
Services	63	41	104	61	175	236	124	216	340
TOTAL	25,376	12,383	37,759	22,491	26,763	49,254	47,867	39,146	87,013

Annex 43: 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	85	80	165	51.5%	48.5%	2.0%	6.9%	3.1%
Entrepreneurship	0	19	19	0.0%	100.0%	0.0%	1.6%	0.4%
Wildlife Management	18	2	20	90.0%	10.0%	0.4%	0.2%	0.4%
Civil Engineering	1580	180	1760	89.8%	10.2%	37.7%	15.6%	32.9%

Electrical and Electronic engineering	749	127	876	85.5%	14.5%	17.9%	11.0%	16.4%
Mechanical Engineering	427	18	445	96.0%	4.0%	10.2%	1.6%	8.3%
ICT	582	255	837	69.5%	30.5%	13.9%	22.1%	15.7%
Mining	59	39	98	60.2%	39.8%	1.4%	3.4%	1.8%
Electronics and Telecommunication Technology	220	45	265	83.0%	17.0%	5.3%	3.9%	5.0%
Business Services	128	175	303	42.2%	57.8%	3.1%	15.2%	5.7%
Alternative energy	158	62	220	71.8%	28.2%	3.8%	5.4%	4.1%
Engineering and Technology	180	32	212	84.9%	15.1%	4.3%	2.8%	4.0%
Foundation courses	4	119	125	3.2%	95.2%	0.1%	10.3%	2.3%
Total	4190	1153	5345	78.4%	21.6%	100%	100%	100%

Annex 44: Number of tertiary education graduate by field of education in 2012-2013

Field of education	Public			Private			Total		
	M	F	Total	M	F	Total	M	F	Total
Education	1,198	617	1,815	69	74	143	1,267	691	1,958
Humanities and arts	34	23	57	154	37	191	188	60	248
Social sciences, Business and law	1,098	457	1,555	2,525	3,350	5,875	3,623	3,807	7,430
Science	118	65	183	247	145	392	365	210	575
Engineering, manufacturing and construction	349	140	489	170	84	254	519	224	743
Agriculture	285	170	455	84	26	110	369	196	565
Health and welfare	154	117	271	51	145	196	205	262	467
Services	39	47	86	132	245	377	171	292	463
TOTAL	3,275	1,636	4,911	3,432	4,106	7,538	6,707	5,742	12,449

Annex 45: Number of academic staff in tertiary education institutions in 2013-2014

Status	Rank	Full time			Part time			TOTAL			Percentage
		Male	Female	Total	Male	Female	Total	Male	Female	Total	
Public	Professor	24	3	27	0	0	0	24	3	27	1%
	Associate professor	37	3	40	1	0	1	38	3	41	2%
	Senior Lecturer	99	18	117	10	0	10	109	18	127	6%
	Lecturer	323	70	393	17	4	21	340	74	414	19%
	Assistant Lecturer	513	152	665	47	10	57	560	162	722	34%
	Tutorial assistant	344	141	485	13	4	17	357	145	502	24%
	Others	218	65	283	7	2	9	225	67	292	14%
	Total	1,558	452	2,010	95	20	115	1,653	472	2,125	100%
Private	Professor	37	4	41	13	1	14	50	5	55	3%
	Associate professor	35	0	35	11	0	11	46	0	46	2%
	Senior Lecturer	156	19	175	63	8	71	219	27	246	13%
	Lecturer	358	59	417	221	61	282	579	120	699	37%
	Assistant Lecturer	266	79	345	265	48	313	531	127	658	34%
	Tutorial assistant	86	27	113	50	17	67	136	44	180	9%
	Others	11	3	14	12	3	15	23	6	29	2%
	Total	949	191	1140	635	138	773	1,584	329	1,913	100%
Total	Professor	61	7	68	13	1	14	74	8	82	2%
	Associate professor	72	3	75	12	0	12	84	3	87	2%
	Senior Lecturer	255	37	292	73	8	81	328	45	373	9%
	Lecturer	681	129	810	238	65	303	919	194	1113	28%
	Assistant Lecturer	779	231	1010	312	58	370	1,091	289	1,380	34%
	Tutorial assistant	430	168	598	63	21	84	493	189	682	17%
	Others	229	68	297	19	5	24	248	73	321	8%
	Total	2,507	643	3,150	730	158	888	3,237	801	4,038	100%

Annex 46: Number of computers in tertiary education institutions in 2013-2014

Status	description	Number of computers		with Internet Connection	without Internet Connection
		Desktops	Laptops		
Public	In the offices for academic staff	604	340	916	28
	In the offices for administrative staff	655	293	894	54
	Computers for students	3047	153	2,473	727
	N-Computing devices for students	3793	640	3623	810
	Total	8,099	1426	7,906	1619
Private	In the offices for academic staff	241	208	368	81
	In the offices for administrative staff	507	173	639	41
	Computers for students	3,852	151	3,587	416
	N-Computing devices for students	0	0	0	0
	Total	4,600	532	4,594	538
Total	In the offices for academic staff	845	548	1,284	109
	In the offices for administrative staff	1,162	466	1,533	95
	Computers for students	6,899	304	6,060	1,143
	N-Computing devices for students	3793	640	3623	810
	Total	12,699	1,958	12,500	2,157

Annex 47: Literacy rate for those aged 15 years and above by sex and rea of residence in 2012

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%
Kayanza	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 48: Adult literacy centers by District and ownership in 2014

Districts	Churches	Government	NGOs	Individuals	TOTAL
Gisagara	70	14	7	0	91
Huye	79	27	28	4	138
Kamonyi	85	46	7	5	143
Muhanga	63	48	1	0	112
Nyamagabe	102	205	11	17	335
Nyanza	49	48	4	0	101
Nyaruguru	59	9	26	3	97
Ruhango	64	71	0	0	135
South	571	468	84	29	1152
Karongi	98	12	84	32	226
Ngororero	101	64	2	0	167
Nyabihu	62	53	0	0	115
Nyamasheke	192	12	49	0	253
Rubavu	71	28	6	3	108
Rusizi	155	37	1	1	194
Rutsiro	74	106	8	1	189
West	753	312	150	37	1252
Bugesera	151	33	9	7	200
Gatsibo	58	143	3	0	204
Kayonza	12	46	2	0	60
Kirehe	41	54	0	0	95
Ngoma	94	36	0	0	130
Nyagatare	63	126	0	0	189
Rwamagana	115	115	0	0	230
East	534	553	14	7	1108
Burera	138	47	1	0	186
Gakenke	194	102	1	0	297
Gicumbi	185	69	1	0	255
Musanze	75	39	3	1	118
Rulindo	84	33	0	0	117
North	676	290	6	1	973
Gasabo	18	10	2	1	31
Kicukiro	32	3	2	3	40
Nyarugenge	36	3	2	5	46
Kigali City	86	16	6	9	117
Rwanda	2,620	1,639	260	83	4,602

Annex 49: Adult literacy learners by District and Province in 2014

Districts	Male	Female	Total	Learners per centre
Gisagara	1,827	2,857	4,684	51
Huye	1,016	3,603	4,619	33
Kamonyi	1163	1,437	2,600	18
Muhanga	1,011	1,452	2,463	22
Nyamagabe	2,841	4,817	7,658	23
Nyanza	1,182	1,296	2,478	25
Nyaruguru	970	2,621	3,591	37
Ruhango	1,409	1,678	3,087	23
South	11,419	19,761	31,180	27
Karongi	1,314	2,950	4,264	19
Ngororero	1,750	2,778	4,528	27
Nyabihu	920	2,573	3,493	30
Nyamasheke	2,891	4,279	7,170	28
Rubavu	977	1,896	2,873	27
Rusizi	2,259	3,024	5,283	27
Rutsiro	1,891	3,009	4,900	26
West	12,002	20,509	32,511	26
Bugesera	1,105	2,204	3,309	17
Gatsibo	2,532	3,611	6,143	30
Kayonza	865	1,259	2,124	35
Kirehe	903	1,367	2,270	24
Ngoma	1,546	2,054	3,600	28
Nyagatare	2,268	3,510	5,778	31
Rwamagana	1,559	2,077	3,636	16
East	10,778	16,082	26,860	24
Burera	1,356	2,312	3,668	20
Gakenke	1,922	3,107	5,029	17
Gicumbi	2,154	3,042	5,196	20
Musanze	953	1,975	2,928	25
Rulindo	1,136	1,838	2,974	25
North	7,521	12,274	19,795	20
Gasabo	186	247	433	14
Kicukiro	217	462	679	17
Nyarugenge	480	718	1,198	26
Kigali City	883	1,427	2,310	20
Rwanda	42,603	70,053	112,656	24

Annex 50: Adult literacy instructors by District and Province in 2014

Districts	Male	Female	Total
Gisagara	72	33	105
Huye	74	110	184
Kamonyi	89	69	158
Muhanga	65	70	135
Nyamagabe	234	209	443
Nyanza	105	59	164
Nyaruguru	60	43	103
Ruhango	91	89	180
South	790	682	1472
Karongi	195	163	358
Ngororero	138	83	221
Nyabihu	81	34	115
Nyamasheke	276	102	378
Rubavu	95	36	131
Rusizi	239	52	291
Rutsiro	154	39	193
West	1178	509	1687
Bugesera	148	70	218
Gatsibo	132	74	206
Kayonza	45	15	60
Kirehe	78	27	105
Ngoma	111	41	152
Nyagatare	128	61	189
Rwamagana	146	88	234
East	788	376	1164
Burera	160	31	191
Gakenke	214	97	311
Gicumbi	218	87	305
Musanze	97	53	150
Rulindo	63	60	123
North	752	328	1080
Gasabo	26	22	48
Kicukiro	33	25	58
Nyarugenge	34	28	62
Kigali City	93	75	168
Rwanda	3,601	1,970	5,571