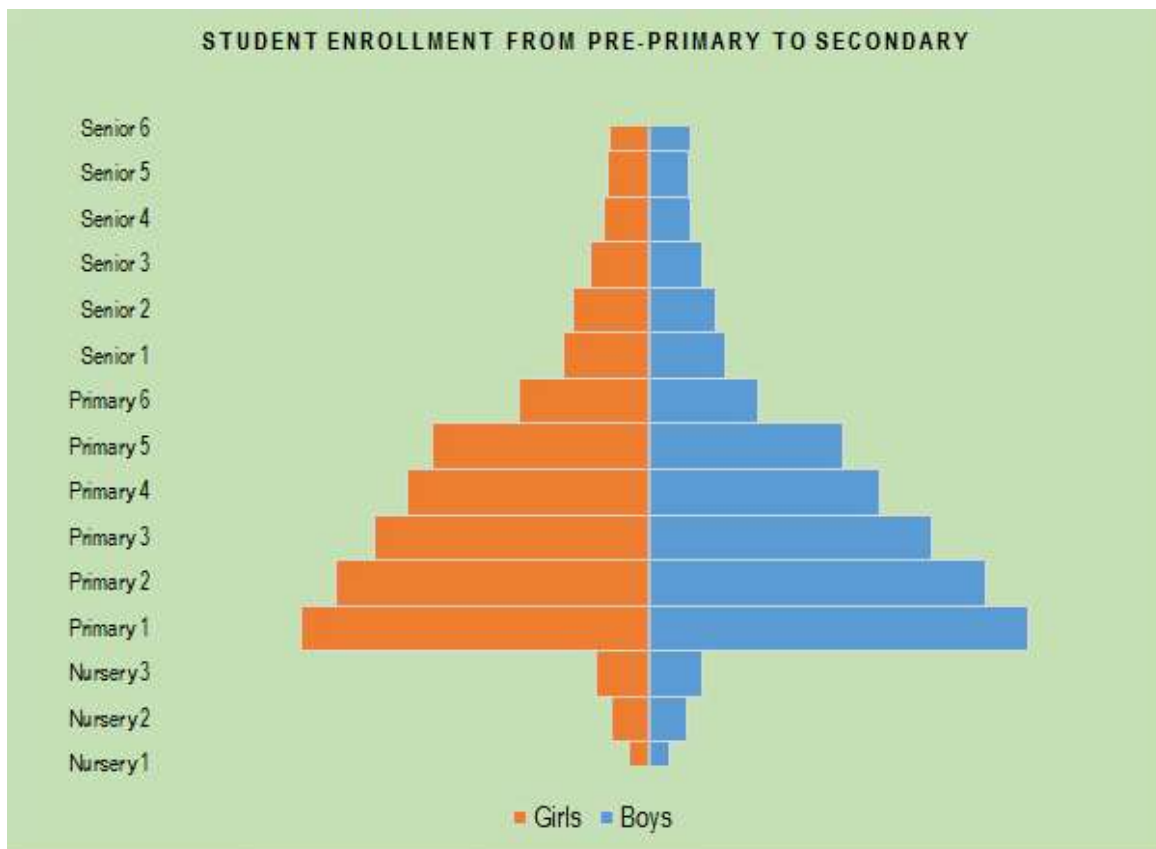


# REPUBLIC OF RWANDA



MINISTRY OF EDUCATION  
P.O BOX 622 KIGALI

## 2016 EDUCATION STATISTICAL YEARBOOK



## **FOREWORD**

The mission of the Ministry of Education is to transform the Rwandan citizens into skilled human capital for the 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.

To achieve the aforementioned mission; accurate, reliable and relevant data is very important in informing all the stakeholders on the status of education for better tailoring of their education plans with available statistics.

The Ministry of Education collects education data annually at across all the educational levels: Pre-primary, primary, secondary, technical and vocational, tertiary and adult literacy to inform the decision and policy makers on the status of education in Rwanda. It is in this context that; the 2016 Education Statistics Yearbook presents a comprehensive set of statistical information at all education levels which can be used by all education stakeholders. It provides the basic figures for the students with appropriate 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 daily endeavour. It will also facilitate the monitoring of progress made and enable the education sector to better plan for further achievements.

In line with the Government policies (Vision 2020, EDPRS2, and ESSP) and Sustainable Development Goals (SDGs), the Ministry of Education has initiated various projects leading to access, quality and relevance of education. I am delighted to report that, tremendous achievements over the past years have been recorded at all levels of education and the Ministry of Education will continue to make education more accessible, equitable and relevant.

The District level analysis using map is intended to support districts in their planning and reviews. And as stipulated in this document it could also help in monitoring and evaluate education activity as well as to re-orient the planning activity focusing on Districts lagging behind.

With no doubt, I expect that this publication will be useful to all education stakeholders and interested readers and will serve the purpose of reaching national, regional and international goals.

I wish to extend my sincere thanks to all the staff in the Ministry of Education and our affiliated agencies, to education staff in Districts to school head teachers, to development partners and to all other stakeholders who in one way or another have made the publication of this Education Statistical Yearbook possible.

It is worth noting that the comments you make on this Statistical Yearbook will improve our subsequent publications.

**Dr. Papias MUSAFIRI MALIMBA**

Minister of Education

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## ACRONYMS AND ABBREVIATIONS

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

## EXECUTIVE SUMMARY

This 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, primary, Secondary, tertiary and adult literacy. Though the total enrolment increased in secondary in general, the upper secondary enrolment has decreased. The decrease in enrolment is also observed in TVET schools.

Net enrollment rate in pre-primary schools increased from 14.20% to 17.52% and the pupil's teacher ratio has improved from 34:1 in 2015 to 32:1 in 2016. Primary Gross Enrolment Rate (139.6%) still too high compare to the 2016/17 ESSP target of 106% and Pupil: qualified teacher ratio stands at 62 pupils per teacher.

Secondary school gross enrolment rate has decreased, both in lower and upper secondary: respectively from 45.9% in 2015 to 42.5% in 2016 and from 33.2% in 2015 to 31.2% in 2015. The pupil: qualified teacher ratio has also improved in secondary schools from 29:1 in 2015 to 28:1 in 2016.

***Regarding the indicators calculated using data for two consecutive years, like Promotion Rate, Repetition Rate, Dropout Rate and Transition Rate for primary and secondary schools have been published in the 2015 statistical yearbook. Note that the indicators for 2016 will be available based on data collection in 2017.***

In TVET, the number of training centres has increased from 383 in 2015 to 394 in 2016, but the number of trainers decreased from 94,373 in 2015 to 93,158 in 2016. This decrease is observed in Vocational Training Centers and in Technical Secondary Schools while an increase is observed in Polytechnics.

Total enrolment increased in tertiary education from 86,315 in 2015 to 90,803 in 2016. The number of students enrolled in public tertiary institutions represents 43% of the whole tertiary enrolment, while the number of students enrolled in private tertiary institutions represents 57% of the whole tertiary enrolment.

In adult literacy, the number of learners, instructors, and centres has increased, respectively from 95,829 in 2015 to 126,165 in 2016, from 5,240 in 2015 to 5,725 in 2016 from 4,313 in 2015 to 4,654 in 2016 respectively.



# 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 a 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 (TSSs), 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. The 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, Masters 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.<sup>1</sup> Literacy is key to communication and learning of all kinds and a fundamental

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<sup>1</sup> UNESCO. Education for All Global Monitoring Report 2010: Reaching the marginalized. UNESCO, February 2010

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.

### 1.3 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.

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

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

## 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.

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

## 13. Gender Parity Index (GPI)

Gender parity index is the ratio of female to male of a given indicator. It measures gender equality between girls and boys enrolment in a level of Education.

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

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

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

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

### 1.4 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.

The activity of data collection was done in May 2016. Sector Education Officers (SEOs) assist head teachers in filling the questionnaires, approve the filled questionnaires and then send them back to the Districts. The District organizes data entry session, and then the soft copy of each district is sent to the Ministry of Education.

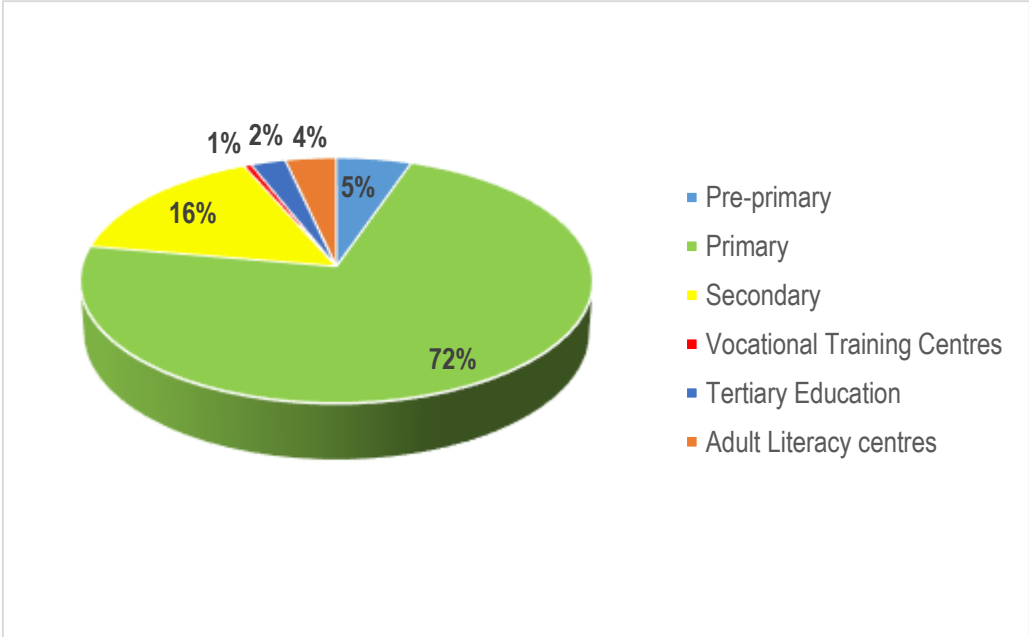
This document contains different information at all levels of the education system. It provides statistics on learners, teachers, schools, classrooms, desks, special needs education, water & electricity, and science facilities. Data is presented from the last five years to illustrate progress made and detailed statistics disaggregated by sex and by Districts as available in annex for 2016.

## 2 OVERVIEW: STUDENTS, STAFF AND INSTITUTIONS BY EDUCATION LEVEL IN 2016

Table 2.1: Students, staff and institutions by education level in 2015 and 2016

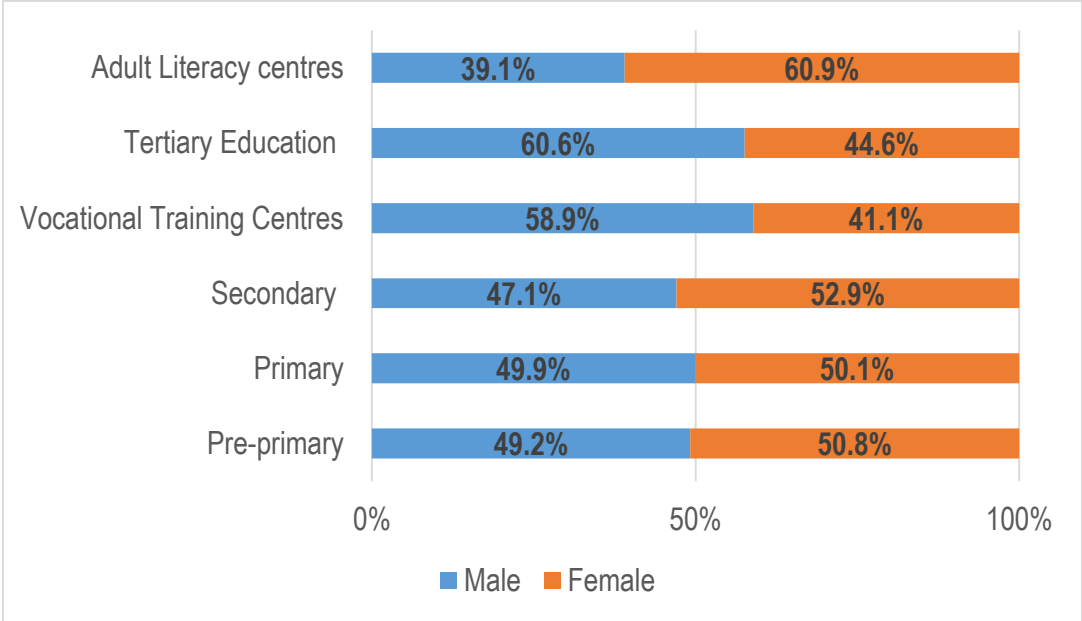
Level	2015					2016				
	Students			Staff	Institutions	Students			Staff	Institutions
	Male	Female	Total			Male	Female	Total		
<b>Pre-primary</b>	90,135	93,523	183,658	5,386	2,618	91,356	94,310	185,666	5,859	2,757
<b>Primary</b>	1,213,966	1,236,739	2,450,705	42,005	2,752	1,271,170	1,275,093	2,546,263	43,558	2,842
<b>Secondary</b>	256,634	287,302	543,936	27,644	1,543	260,679	293,060	553,739	28,785	1,575
<i>Lower Secondary</i>	156,350	180,092	336,442			161,144	185,639	346,783		
<i>Upper Secondary</i>	100,284	107,210	207,494			99,535	107,421	206,956		
<i>Sciences Combinations</i>	33,714	41,318	75,032			33,733	41,543	75,276		
<i>Humanities Combinations</i>	12,929	15,294	28,223			13,548	15,294	28,842		
<i>Languages Combinations</i>	12,483	15,529	28,012			12,055	15,739	27,794		
<i>Teacher Training Colleges</i>	3,874	4,897	8,771			3,870	5,591	9,461		
<i>Technical Secondary Schools</i>	37,284	30,172	67,456	3,771	184	36,329	29,254	65,583	2757	199
<b>Vocational Training Centers</b>	13,024	7,913	20,937	1,914	186	10,948	7,637	18,585	2,020	179
<i>TVET (TSS + VTC+ Polytechnics)</i>	54,912	39,461	94,373	6,720	383	54,199	38,959	93,158	6,127	393
<b>Tertiary Education ( HLIs +TVET)</b>	48,868	37,447	86,315	6,791	44	52,297	38,506	90,803		46
<i>HLIs</i>	44,264	36,071	80,335	5,756	31	45,375	36,438	81,813		31
<i>Degree offering institutions</i>	39,941	31,956	71,897			45,375	36,438	81,813		
<i>Diploma offering institutions</i>	4,323	4,115	8,438	5,756	31	-	-	-		31
<i>TVET( Polytechnics)</i>	4,604	1,376	5,980	1,035	13	6,922	2,068	8,990	1,350	15
<i>Diploma offering institutions</i>	4,604	1,376	5,980	1,035	13	6,922	2,068	8,990	1,350	16
<b>Adult Literacy Centers</b>	36,987	58,842	95,829	5,240	4,313	49,293	76,872	126,165	4,654	5,725

Figure 2.1 below, illustrates the distribution of the learning population within the education levels in 2016. The majority of the learning population are enrolled in Primary level (72%).



**Figure 2.1: Share of students by level in 2016**

The Figure 2.2 below demonstrates the issues of Gender equality with learners enrolled in Rwanda Education System, the number of Male is greater than that of Female in VTCs and Tertiary, while the number of Female is greater than that of Male in Adult literacy, Secondary, Pre-primary and Primary.



**Figure 2.2: Percentage of Male and Female enrolled in Rwanda Education system in 2016**

### 3 PRE-PRIMARY EDUCATION

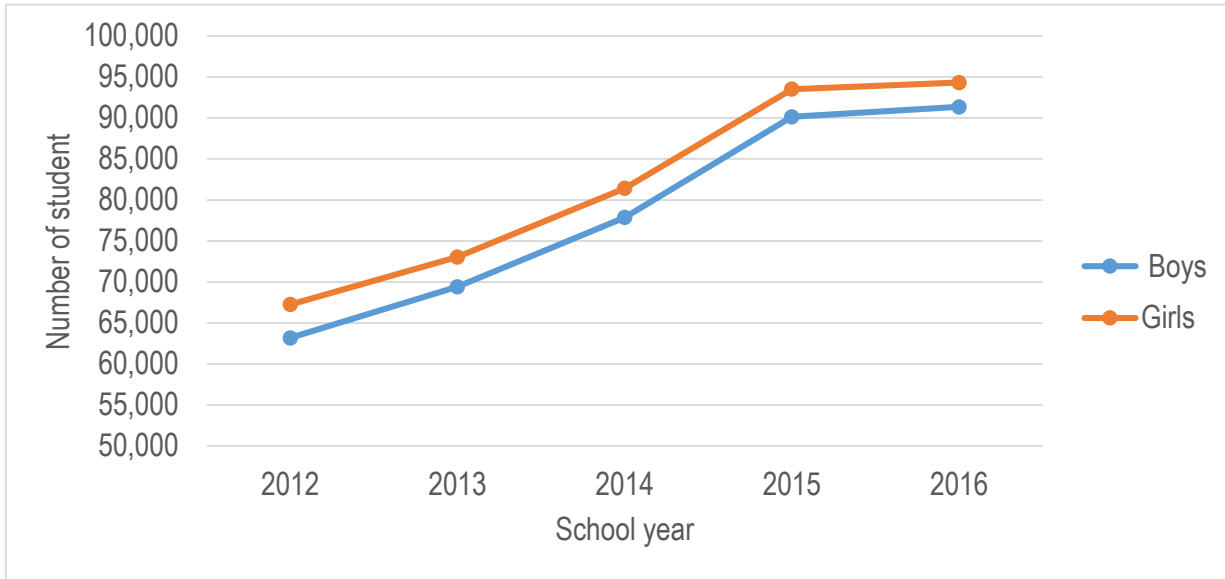
Pre-primary education aims at enhancing the school readiness of children aged 3-6 years. Most pre-primary schools are community based and located within compounds of public schools, and some operate in public buildings. The community provides salaries for teachers and the Government provides some teaching and play materials like ECD Kits, books and chalk.

Table 3.1: Pre-primary profile from 2012 to 2016<sup>2</sup>

<b>Year</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Total (Pupils)</b>	<b>130,403</b>	<b>142,471</b>	<b>159,291</b>	<b>183,658</b>	<b>185,666</b>
Boys	63,161	69,418	77,872	90,135	91,356
Girls	67,242	73,053	81,419	93,523	94,310
% of Boys	48.4%	48.7%	48.9%	49.1%	49.2%
% of Girls	51.6%	51.3%	51.1%	50.9%	50.8%
<b>GER (Overall )</b>	<b>12.90%</b>	<b>15.70%</b>	<b>17.50%</b>	<b>20.20%</b>	<b>23.75%</b>
Boys	12.40%	15.30%	17.20%	19.90%	23.25%
Girls	13.30%	16.00%	17.90%	20.50%	24.24%
<b>NER (Overall)</b>	<b>12.70%</b>	<b>12.70%</b>	<b>13.30%</b>	<b>14.20%</b>	<b>17.52%</b>
Boys	12.30%	12.50%	13.00%	14.00%	17.12%
Girls	13.20%	13.00%	13.50%	14.50%	17.93%
<b>Pupils in public + Government Aided schools</b>	<b>362</b>	<b>363</b>	<b>93,499</b>	<b>86,634</b>	<b>96,441</b>
Boys	183	198	45,524	42,563	47,078
Girls	179	165	47,975	44,071	49,363
<b>Pupils in Private/community schools</b>	<b>130,041</b>	<b>142,108</b>	<b>65,792</b>	<b>97,026</b>	<b>89,225</b>
Boys	62,978	69,220	32,348	47,586	44,278
Girls	67,063	72,888	33,444	49,440	44,947
<b>Total (Staff)</b>	<b>3,247</b>	<b>3,808</b>	<b>4,671</b>	<b>5,386</b>	<b>5,859</b>
Male	642	714	921	1101	1297
Female	2,605	3,094	3750	4285	4562
% of Male	19.8%	18.8%	19.7%	20.4%	22.1%
% of Female	80.2%	81.3%	80.3%	79.6%	77.9%
Pupils: Teacher Ratio	40	37	34	34	32
<b>Total number of schools</b>	<b>1,870</b>	<b>2,076</b>	<b>2,431</b>	<b>2,618</b>	<b>2,757</b>
Public	2	2	1,420	1,211	1474
Private	1,868	2,074	1,011	1,407	1283
Used Classrooms	2,677	3,064	3,648	4,177	4427
Pupil Classroom Ratio	49	46	44	44	42

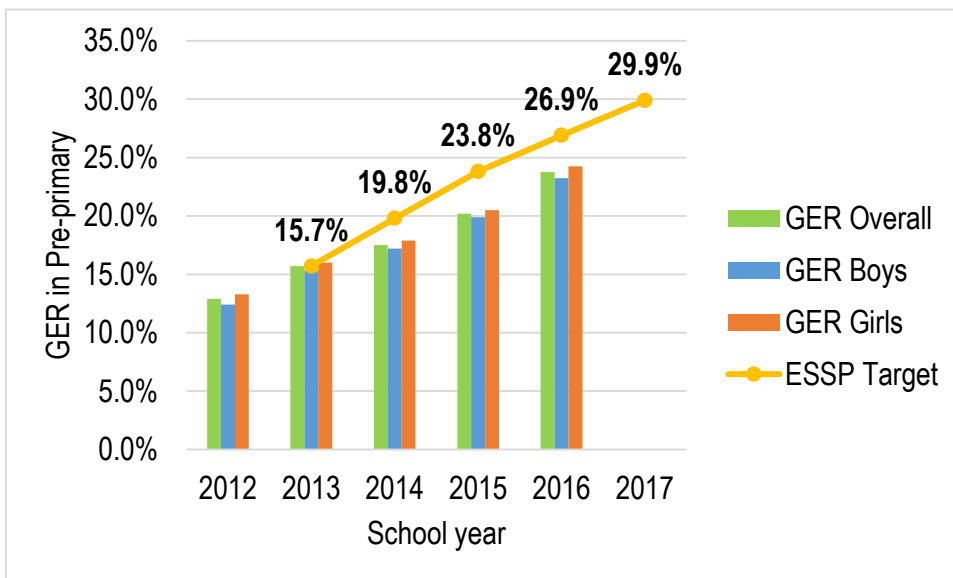
<sup>2</sup> This table relates only to preschool centres and pupils, day care centres (crèches) are not included.

Figure 3.1: Trend in pre-primary pupil enrolment from 2012 to 2016



As indicated in Figure 3.1, the enrolment in pre-primary has continually increased from 130,403 pupils in 2012 to 185,666 pupils in 2016. This is due to high prioritisation of Pre-primary education by the Ministry of education and its partners (DPs, parents, faith-based organizations (FBOs) as well as community-based organizations (CBOs) that participated actively in creating preschools in Cells and Villages.

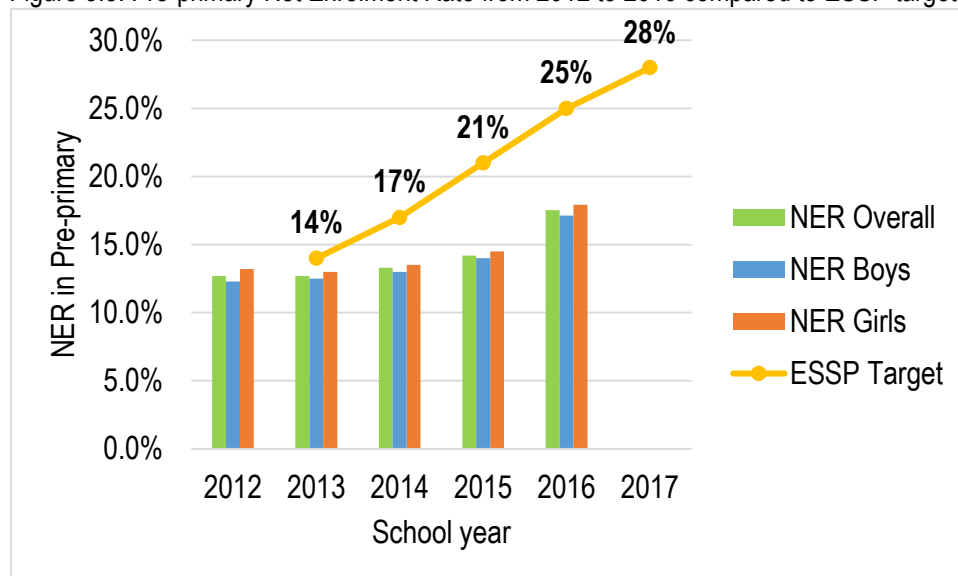
Figure 3.2: Pre-primary Gross Enrolment Rate from 2012 to 2016 compared to ESSP targets



The figure above indicates that the Gross Enrolment Rate in Pre-primary increased from 12.9% in 2012 to 23.7% in 2016; although it continues to increase. Figure 3.2 reveals that the 2016/2017 ESSP target of 26.9% was not achieved in 2016 and an effort should be made to meet the 2017/2018 target of 29.9%.



Figure 3.3: Pre-primary Net Enrolment Rate from 2012 to 2016 compared to ESSP targets



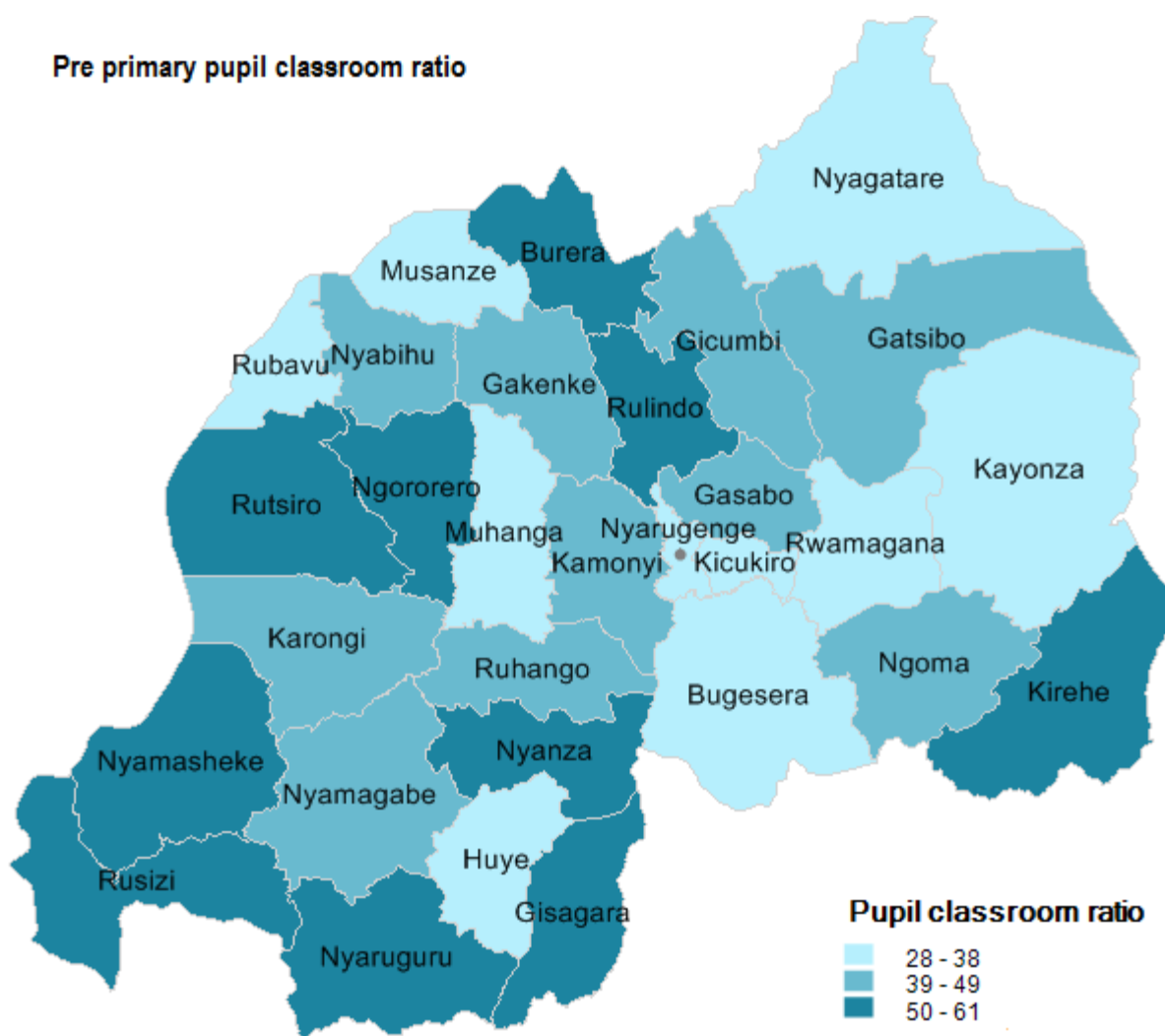
The Pre-primary Net Enrolment Rate increased from 12.7% in 2012 to 17.5% in 2016 leading to an increase of 4.8%. Despite a continuous increase over the years, Figure 3.3 shows that the 2015/2016 ESSP target of 25% was not realised in 2016. The figure above reveals that only 17.5% of population in the age of Pre-primary are attending pre-primary schools. This therefore calls for more effort to attain the 2017/2018 ESSP target of 28%.

Table 3.2: Pre-primary schools, Classrooms, pupils and staff by status in 2016

Status	Schools	Classrooms	Students			Staff		
			Male	Female	Total	Male	Female	Total
Public	527	701	16,836	17,499	34,335	171	650	821
Government aided	947	1,243	30,242	31,864	62,106	298	1,113	1,411
Private	1283	2483	44,278	44,947	89,225	828	2,799	3,627
<b>Total</b>	<b>2,757</b>	<b>4,427</b>	<b>91,356</b>	<b>94,310</b>	<b>185,666</b>	<b>1,297</b>	<b>4,562</b>	<b>5,859</b>

Table 3.2 indicates that majority of pre-primary students are enrolled in private schools school with 89,225pupils (48.1%), followed by government aided 62,106 (33.5%) and then Public with 34,335 (18.5%).

### Pre primary pupil classroom ratio



**Map 3.1: Pre-primary Pupil Classroom ratio by district in 2016**

The map 3.1 shows that Pre-primary pupils' classroom ratio varies between 28 and 61 pupils per classroom depending on the district. Kicukiro, Nyarugenge, Nyagatare and Districts, have the lowest Pupil Classroom Ratio, while Nyanza, Ngororero, Gisagara ,... have the highest Pupil Classroom Ratio

**Table 3.3: Pre-primary pupils with disabilities in 2016**

Level	Hearing	Visual	Speaking	Other Physical	Learning	Multiple disabilities	TOTAL		
							Boys	Girls	Total
Nursery 1	91	84	188	196	120	60	450	289	739
Nursery 2	28	34	62	99	40	24	183	104	287
Nursery 3	58	90	118	147	75	31	292	227	519
<b>Total</b>	<b>177</b>	<b>208</b>	<b>368</b>	<b>442</b>	<b>235</b>	<b>115</b>	<b>925</b>	<b>620</b>	<b>1,545</b>
<b>Percentage</b>	<b>11.5%</b>	<b>13.5%</b>	<b>23.8%</b>	<b>28.6%</b>	<b>15.2%</b>	<b>7.4%</b>	<b>59.9%</b>	<b>40.1%</b>	<b>100%</b>

Table 3.4: Pre-primary pupils with disabilities from 2015 to 2016

Level	2015			2016		
	Boys	Girls	Total	Boys	Girls	Total
Nursery 1	493	368	861	450	289	739
Nursery 2	167	124	291	183	104	287
Nursery 3	207	146	353	292	227	519
<b>Total</b>	<b>867</b>	<b>638</b>	<b>1505</b>	<b>925</b>	<b>620</b>	<b>1,545</b>
<b>Percentage</b>	<b>58%</b>	<b>42%</b>	<b>100%</b>	<b>59.9%</b>	<b>40.1%</b>	<b>100.0%</b>

Tables 3.3 and 3.4 reveals that among children with disabilities enrolled in pre-primary school: 28.6% have other physical disability and 15.2% have learning disability, and the number of children with disabilities enrolled in pre-primary school has increased from 1,505 pupils in 2015 to 1,545 pupils in 2016.

Table 3.5: Pre-primary orphan pupils in 2016

Level	Pupils who do not have			Total		
	Mother	Father	Both Parents	Boys	Girls	Total
Nursery 1	1,343	1,588	453	1715	1669	3384
Nursery 2	399	620	150	580	589	1169
Nursery 3	706	1049	297	1024	1028	2052
<b>Total</b>	<b>2,448</b>	<b>3,257</b>	<b>900</b>	<b>3,319</b>	<b>3,286</b>	<b>6,605</b>
<b>Percentage</b>	<b>37.1%</b>	<b>49.3%</b>	<b>13.6%</b>	<b>50.2%</b>	<b>49.8%</b>	<b>100%</b>

Tables 3.5 reveals that 3.6% of 185,666 pupils enrolled in pre-primary are orphans. Among them 49.3% do not have a father.

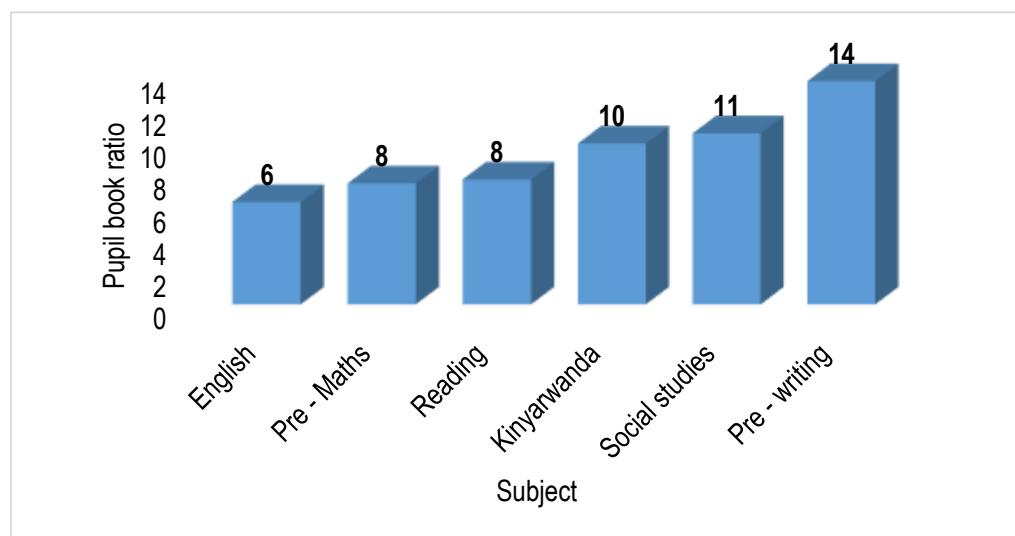


Figure 3.4: Pre-primary pupil: book ratio by subject in 2016

Figure 3.4 illustrates the pupil: book ratio in pre-primary education.

Table 3.6: Percentage of pre-primary schools by Province with water and electricity in 2016

Province	Description	Item	Rain water harvesting system	Tap water supply	Hydro electricity supply	Solar power	Electric power generator supply	Biogas system
East	Schools with	Number	79	86	81	15	12	1
		Percentage	12.5%	13.6%	12.8%	2.4%	1.9%	0.2%
	Schools without	Number	555	548	553	619	622	633
		Percentage	87.5%	86.4%	87.2%	97.6%	98.1%	99.8%
Kigali City	Schools with	Number	45	110	98	5	20	2
		Percentage	19.4%	47.4%	42.2%	2.2%	8.6%	0.9%
	Schools without	Number	187	122	134	227	212	230
		Percentage	80.6%	52.6%	57.8%	97.8%	91.4%	99.1%
North	Schools with	Number	72	56	48	7	6	0
		Percentage	11.9%	9.2%	7.9%	1.2%	1.0%	0.0%
	Schools without	Number	534	550	558	599	600	606
		Percentage	88.1%	90.8%	92.1%	98.8%	99.0%	100.0%
West	Schools with	Number	37	68	49	15	7	2
		Percentage	5.4%	10.0%	7.2%	2.2%	1.0%	0.3%
	Schools without	Number	643	612	631	665	673	678
		Percentage	94.6%	90.0%	92.8%	97.8%	99.0%	99.7%
South	Schools with	Number	47	56	67	11	9	0
		Percentage	7.8%	9.3%	11.1%	1.8%	1.5%	0.0%
	Schools without	Number	558	549	538	594	596	605
		Percentage	92.2%	90.7%	88.9%	98.2%	98.5%	100.0%
Rwanda	Schools with	Number	<b>283</b>	<b>390</b>	<b>360</b>	<b>51</b>	<b>58</b>	<b>6</b>
		Percentage	<b>10.3%</b>	<b>14.1%</b>	<b>13.1%</b>	<b>1.8%</b>	<b>2.1%</b>	<b>0.2%</b>
	Schools without	Number	<b>2,474</b>	<b>2,367</b>	<b>2,397</b>	<b>2,706</b>	<b>2,699</b>	<b>2,751</b>
		Percentage	<b>89.7%</b>	<b>85.9%</b>	<b>86.9%</b>	<b>98.2%</b>	<b>97.9%</b>	<b>99.8%</b>

Table 3.6 reveals that only 14.1% of pre-primary schools have access to water through tap water supply and 10.3% through rain water harvesting system. In 2016, there were 13.1% of pre-primary schools with access to electricity through the national grid.

Table 3.7: Number of toilets in Pre-primary school in 2016

Province	Users	Number of toilets			Users per toilet		
		For Female	For Male	Total	For Female	For Male	Overall
East	Student	974	933	1,907	22	22	22
	Staff	156	148	304	6	3	5
	<b>Total</b>	<b>1,130</b>	<b>1081</b>	<b>2211</b>	<b>19</b>	<b>19</b>	<b>19</b>
Kigali City	Student	596	601	1197	19	20	20
	Staff	119	93	212	9	2	6
	<b>Total</b>	<b>715</b>	<b>694</b>	<b>1,409</b>	<b>18</b>	<b>17</b>	<b>18</b>
North	Student	590	582	1,172	32	31	32
	Staff	73	67	140	11	3	7
	<b>Total</b>	<b>663</b>	<b>649</b>	<b>1,312</b>	<b>30</b>	<b>28</b>	<b>29</b>
West	Student	574	575	1149	37	35	36
	Staff	91	82	173	9	3	6
	<b>Total</b>	<b>665</b>	<b>657</b>	<b>1,322</b>	<b>33</b>	<b>31</b>	<b>32</b>
South	Student	676	663	1,339	31	31	31
	Staff	92	84	176	10	2	6
	<b>Total</b>	<b>768</b>	<b>747</b>	<b>1,515</b>	<b>29</b>	<b>27</b>	<b>28</b>
Rwanda	Student	3,410	3,354	6,764	28	27	27
	Staff	531	474	1,005	9	3	6
	<b>Total</b>	<b>3,941</b>	<b>3,828</b>	<b>7,769</b>	<b>25</b>	<b>24</b>	<b>25</b>

Table 3.7 reveals that 27 students in pre-primary share one toilet room -, with the big number of students using one toilet is found in western province (36 students per toilet). The number of staff using one toilet is at 6 staff per toilet, with big number staff using one toilet found Northern Province (7 staff per toilet).

## 4 PRIMARY EDUCATION

This section provides an overview of primary education statistics highlighting trends in key indicators between 2012 and 2016.

**Table 4.1: Primary profile from 2012 to 2016**

<b>Year</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Total (pupils)</b>	<b>2,394,674</b>	<b>2,402,164</b>	<b>2,399,439</b>	<b>2,450,705</b>	<b>2,546,263</b>
Boys	1,180,484	1,183,306	1,181,715	1,214,019	1,271,170
Girls	1,214,190	1,218,858	1,217,724	1,236,686	1,275,093
<i>% of Boys</i>	49.3%	49.3%	49.2%	49.5%	49.9%
<i>% of Girls</i>	50.7%	50.7%	50.8%	50.5%	50.1%
<b>Gross Enrolment Rate</b>	<b>123.2%</b>	<b>138.5%</b>	<b>134.3%</b>	<b>135.3%</b>	<b>139.6%</b>
Boys	121.7%	137.5%	133.2%	134.8%	140.1%
Girls	124.8%	139.4%	135.5%	135.8%	139.2%
<b>Net Enrolment Rate</b>	<b>96.5%</b>	<b>96.6%</b>	<b>96.8%</b>	<b>96.9%</b>	<b>97.7%</b>
Boys	95.0%	95.7%	96.2%	96.3%	97.3%
Girls	98.0%	97.5%	97.3%	97.4%	98.0%
<b>Completion Rate</b>	<b>72.7%</b>	<b>69.0%</b>	<b>61.3%</b>	<b>60.4%</b>	<b>65.2%</b>
Boys	67.5%	63.8%	56.4%	55.3%	59.3%
Girls	77.7%	74.1%	66.1%	65.5%	71.1%
<b>School staff</b>	<b>40,397</b>	<b>40,159</b>	<b>41,192</b>	<b>42,005</b>	<b>43,558</b>
Male	19,066	18,830	19,257	19,529	20,172
Female	21,331	21,329	21,935	22,476	23,386
<i>% of Male</i>	47.2%	46.9%	46.7%	46.5%	46.3%
<i>% of Female</i>	52.8%	53.1%	53.3%	53.5%	53.7%
<b>Qualified Teachers</b>	<b>38,603</b>	<b>38,233</b>	<b>39,370</b>	<b>39,453</b>	<b>40,921</b>
Qualified Male Teachers	18,523	17,891	18,341	18,226	18,871
Qualified Female Teachers	20,080	20,342	21,029	21,227	22,050
<i>% of Qualified Teachers</i>	95.6%	95.2%	95.6%	93.9%	93.9%
<i>% of Qualified Male teachers</i>	97.2%	95.0%	95.2%	93.3%	93.6%
<i>% Qualified Female teachers</i>	94.1%	95.4%	95.9%	94.4%	94.3%
Pupils: Teacher Ratio	59	60	58	58	58
Pupils: Qualified Teacher Ratio	62	63	61	62	62
<b>Schools</b>	<b>2,594</b>	<b>2,650</b>	<b>2,711</b>	<b>2,752</b>	<b>2,842</b>
Used Classrooms	28,914	29,367	30,011	30,477	31,437
Pupils Classroom ratio	83	82	80	80	81
Number of Classes	55,647	55,914	56,898	57,409	58,560
Pupils per class	43	43	42	43	43

Table 4.1 indicates an increasing trend in the enrolment in primary school pupils between 2012 and 2016. As indicated, 3.9% increase in enrolment was registered from 2015 to 2016. The above also indicates that the number of girls is greater than that of boys.

**Table 4.2: Schools by settings in 2015 and 2016**

<b>Year</b>	<b>2015</b>		<b>2016</b>	
<b>Schools by Settings</b>	<b>Number</b>	<b>Percentage</b>	<b>Number</b>	<b>Percentage</b>
Primary only	1,699	61.7%	1,757	61.8%
Primary+ Secondary Ordinary level	589	21.4%	589	20.7%
Primary+ Secondary (O level + A 'level)	464	16.9%	496	17.5%
<b>Total</b>	<b>2,752</b>	<b>100%</b>	<b>2,842</b>	<b>100%</b>

Table 4.2, indicates that there has been an increase in number of schools for both primary Secondary (O level + A 'level). This is due to improved strategies in promoting access to basic education in Rwanda. The number of schools increased from 2,752 in 2015 to 2,842 in 2016, indicating a 3.2% of increase.

**Table 4.3: Primary schools by Owner in 2015 and 2016**

<b>Year</b>	<b>2015</b>		<b>2016</b>	
<b>School by Ownership</b>	<b>Number</b>	<b>Percentage</b>	<b>Number</b>	<b>Percentage</b>
Public	716	26.0%	725	25.5%
Catholic	1,129	41.0%	1,137	40.0%
Protestant	635	23.0%	640	22.5%
Adventist	51	2.0%	57	2.0%
Islamic	17	1.0%	20	0.7%
Parents associations	107	4.0%	122	4.3%
Others	97	4.0%	141	5.0%
<b>Total</b>	<b>2,752</b>	<b>100%</b>	<b>2,842</b>	<b>100%</b>

Table 4.3, indicates that Catholic Church has the highest percentage (40.0%) of the primary schools followed by the public (25.5%) schools.

Figure 4.1: Trends in enrolment of Primary school student by gender from 2012 to 2016

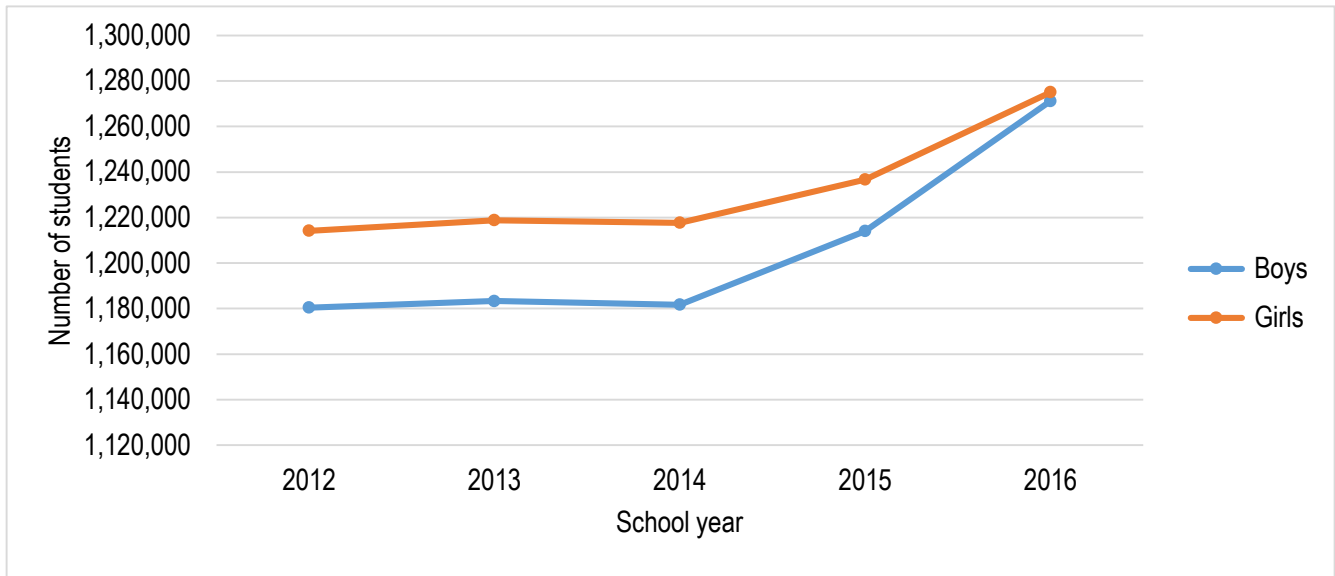
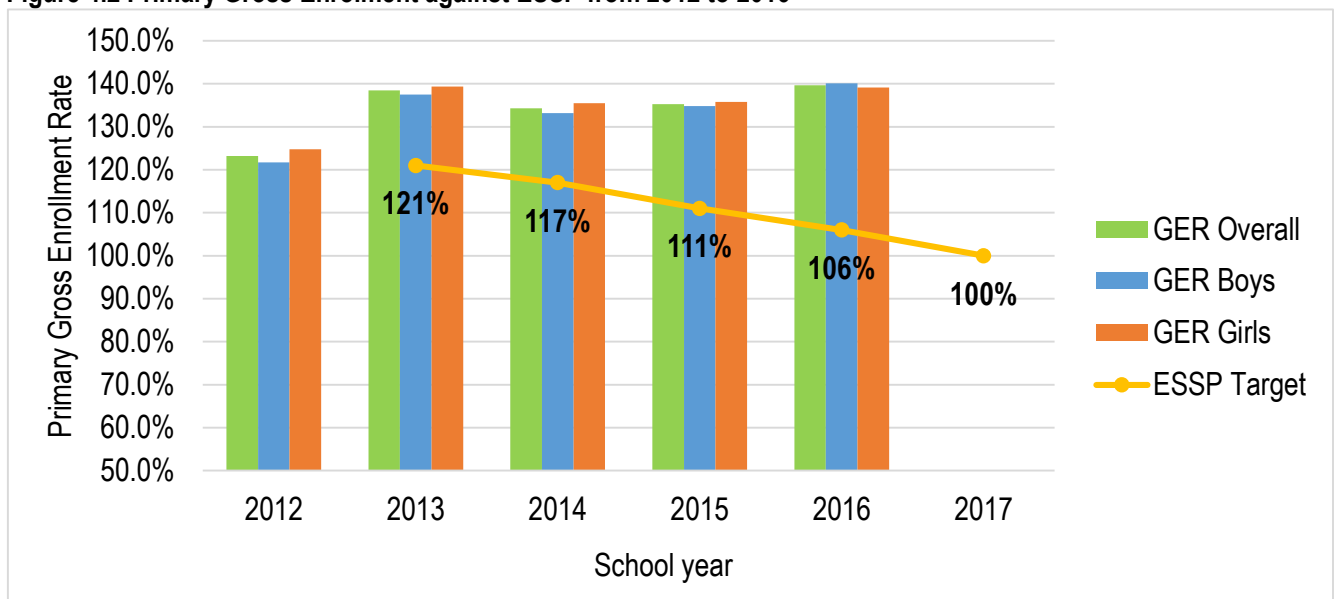


Figure 4.1 shows that, there is a positive correlation between the number of students and the corresponding years from 2012 to 2016.

Figure 4.2 Primary Gross Enrolment against ESSP from 2012 to 2016



As shown by figure 4.2, the Gross Enrolment Rate has increased from 135.3% in 2015 to 139.6% in 2016, which is still above the 2016/2017 ESSP target of 106%. This indicates that there are many over-age and under-age children in primary education due to delays/earliness in starting primary education or repetition across the years. Strong strategies such as pre-school and school readiness programmes are highly recommendable to address this specific challenge. Combined effort is required to meet the 2017/2018 ESSP target of 100%.



Figure 4.3 Primary Net Enrolment Rate against ESSP targets from 2012 to 2016

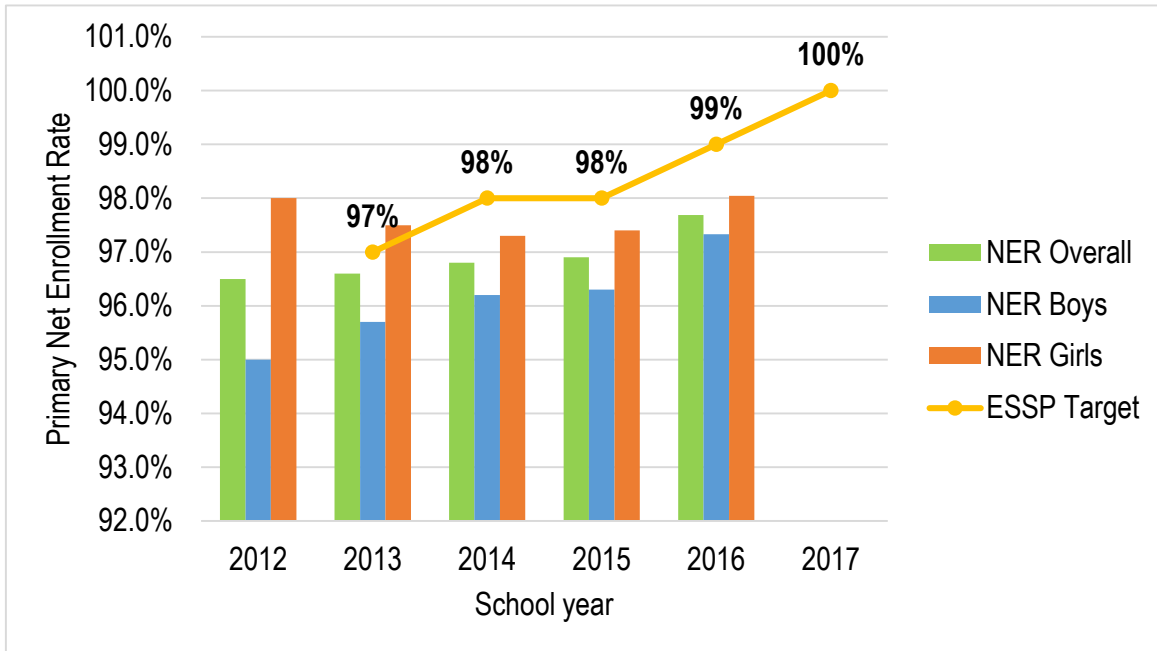


Figure 4.3 shows that the Primary Net Enrolment Rate has slightly increased from 96.5% in 2012 to 97.7% in 2016, which is close to 2015/2016 ESSP target of 98%, and 2017/2018 ESSP target of 100%.

Figure 4.4: Primary Completion rate from 2012 to 2016 against ESSP target

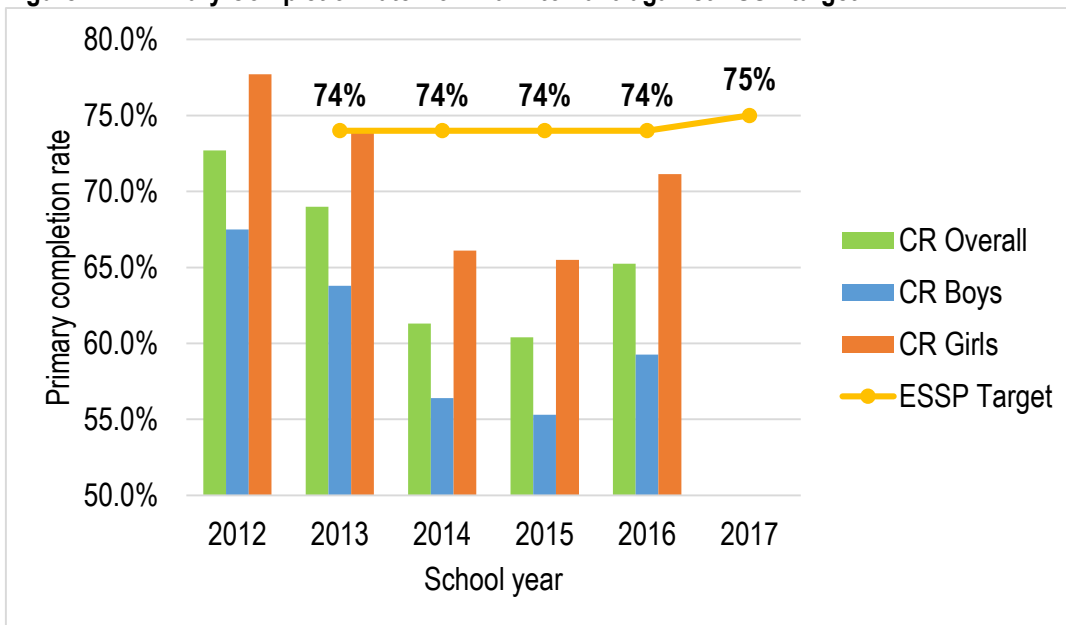


Figure 4.4, shows that the Completion Rate continues to decrease from 72.7% in 2012 to 65.2% in 2016, which is lower than the 2015/2016 ESSP target of 74%. After a sharp decrease from 2012 with 72.7% to 2015 with 60.4%, we observe an improved completion rate of 65.2% registered in 2016 which is above the 2015 completion rate of 60.4%. To meet the 2017/2018 ESSP target of 75% much effort is required and this will be possible when strategies are set to reduce Repetition Rate at Primary five (P5).

Figure 4.5: Pupil qualified teacher ratio from 2012 to 2016 against ESSP target

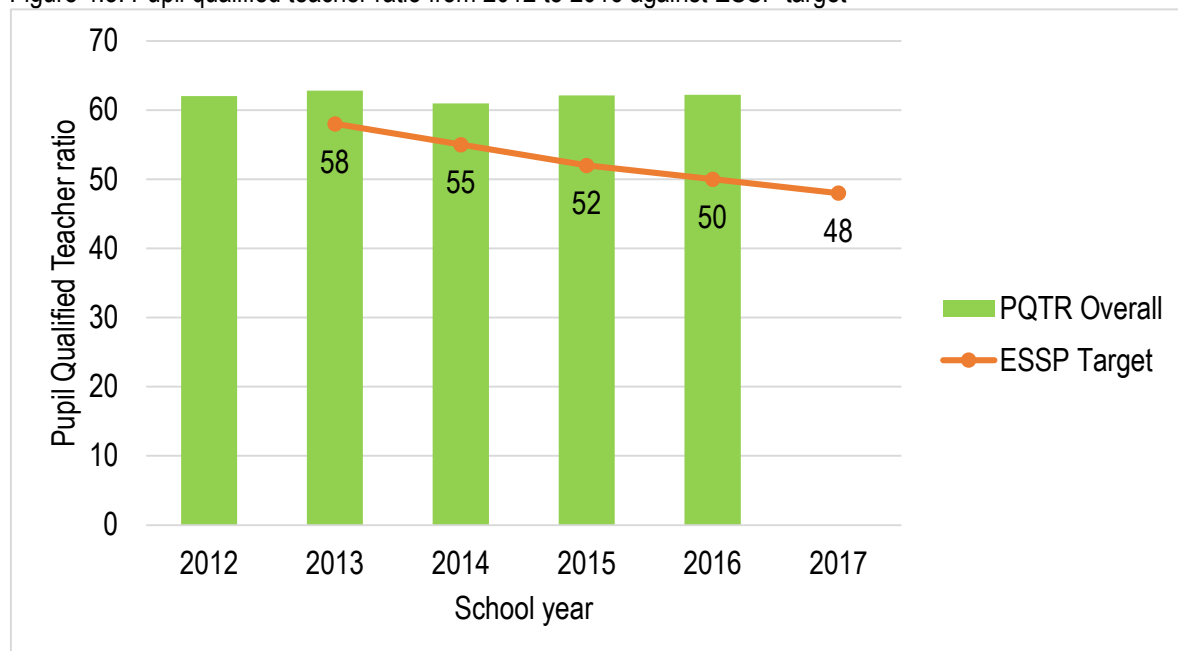


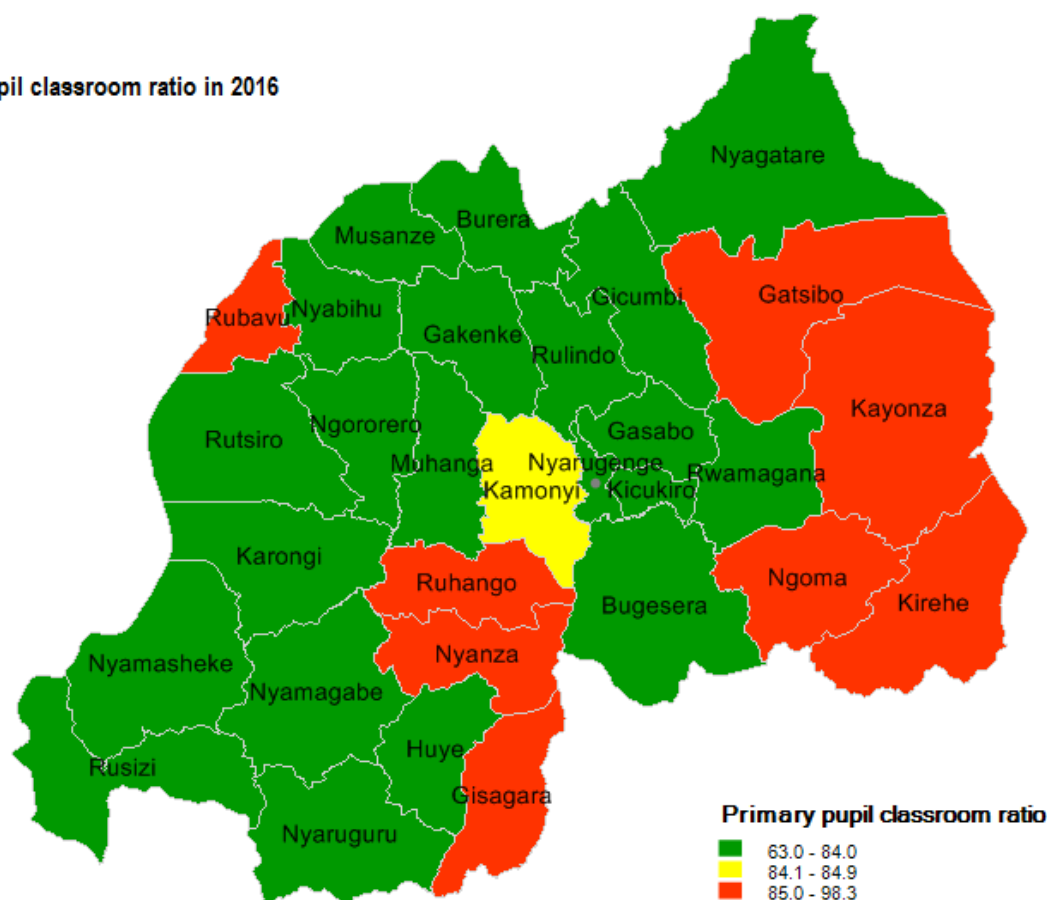
Figure 4.5, The Primary pupils qualified Teacher ratio remained the same from 2015 to 2016 (62:1). Strategies to attain 2016/2017 ESSP target of 50:1 are required and more efforts is also required to meet the 2017/2018 ESSP target of 48:1.

Table 4.4: Primary schools, pupils and staff by status in 2016

Status	Schools	Classrooms	Students			Staff		
			Male	Female	Total	Male	Female	Total
Public	725	8781	384,692	385,950	770,642	5,879	6,223	12,102
Government aided	1,769	19636	825,404	828,484	1,653,888	11,671	15,263	26,934
Private	348	3020	61,074	60,659	121,733	2,622	1,900	4,522
<b>Total</b>	<b>2,842</b>	<b>31,437</b>	<b>1,271,170</b>	<b>1,275,093</b>	<b>2,546,263</b>	<b>20,172</b>	<b>23,386</b>	<b>43,558</b>

Table 4.4 indicates that in 2016, twelve per cent (12.2%) of Primary schools are private, 25.5% public, and 62.3% government aided. The Pupil Staff Ratio is lower in private schools (27:1) than in public schools (64:1) and in Government aided schools (61:1). The percentage of female staff is lower in private schools (42.0%) than in public schools (51.4%) and in Government aided public schools (56.7%).

**Primary Pupil classroom ratio in 2016**



Map 4.1: Primary Pupil Classroom ratio by district in 2016

Map 4.1 reveals that most of district achieved the ESSP target of 84:1 pupil’s classroom ratio (districts in Green), Kamonyi (in yellow) is slightly near the target with 85:1 ratio, but districts like Rubavu, Ruhango, Nyanza, Gatsibo, Kayonza, Ngoma and Kirehe need more classrooms (proportionally to students), as they have a ratio above 84.9.

Table 4.5: Primary school pupils enrolment by grade in 2015 and 2016

Grade	2015			2016		
	Boys	Girls	Total	Boys	Girls	Total
Primary 1	331,046	308,610	639,656	315,448	291,264	606,712
Primary 2	267,760	256,082	523,842	280,023	261,532	541,555
Primary 3	214,284	218,145	432,429	234,148	229,329	463,477
Primary 4	175,338	190,541	365,879	191,879	202,810	394,689
Primary 5	144,995	166,266	311,261	160,230	181,180	341,410
Primary 6	80,543	97,095	177,638	89,442	108,978	198,420
<b>TOTAL</b>	<b>1,213,966</b>	<b>1,236,739</b>	<b>2,450,705</b>	<b>1,271,170</b>	<b>1,275,093</b>	<b>2,546,263</b>

Table 4.5, indicates that a considerable number of pupils particularly in lower primary did not transit from one grade to another between 2015 and 2016. This might be associated with the number of factors more especially those related to literacy and numeracy. However, a considerable increment of 3.9% was registered in 2016 following the Ministry of Education strategies to promote access to education.

Table 4.6: Primary school pupils with disability in 2016

Level	Type of disability						TOTAL		
	Hearing	Visual	Speaking	Physical	Learning	Multiple disabilities	Boys	Girls	Total
P1	532	597	262	1,439	1,204	305	2,719	2,040	4,759
P2	412	550	135	1,354	728	312	2,182	1,536	3,718
P3	376	566	95	1,281	568	227	1,858	1,426	3,284
P4	381	621	95	1,197	311	178	1,553	1,361	2,914
P5	379	565	76	1,120	307	153	1,411	1,284	2,695
P6	246	391	50	777	139	94	916	832	1,748
<b>TOTAL</b>	<b>2,326</b>	<b>3,290</b>	<b>713</b>	<b>7,168</b>	<b>3,257</b>	<b>1,269</b>	<b>10,639</b>	<b>8,479</b>	<b>19,118</b>

Table 4.6, presents pupils with disability of which 7.5% of 2,546,263 pupils enrolled in primary education represent pupils with disability. As indicated by the table above, we can note that all of the 19,118 pupils with disability, 12.1% have hearing impairment, 17.2% have visual impairment, 3.7% have speaking impairment, 37.4% have other physical impairment, while 17.0% and 6.6% have learning and multiple disability respectively. Strategies for inclusive education should be given upper hand for enabling learners with disability to integrate into the education system.

Table 4.7: Primary school pupils with disability by level and sex enrolled in 2015 and 2016

Level	2015				2016			
	Boys	Girls	Total	% of girls	Boys	Girls	Total	% of girls
Primary 1	2,766	2,105	4,871	43.2%	2,719	2,040	4,759	42.9%
Primary 2	2,055	1,507	3,562	42.3%	2,182	1,536	3,718	41.3%
Primary 3	1,763	1,448	3,211	45.1%	1,858	1,426	3,284	43.4%
Primary 4	1,498	1,290	2,788	46.3%	1,553	1,361	2,914	46.7%
Primary 5	1,351	1,221	2,572	47.5%	1,411	1,284	2,695	47.6%
Primary 6	886	807	1,693	47.7%	916	832	1,748	47.6%
<b>Total</b>	<b>10,319</b>	<b>8,378</b>	<b>18,697</b>	<b>44.8%</b>	<b>10,639</b>	<b>8,479</b>	<b>19,118</b>	<b>44.4%</b>

Table 4.7, indicates that of all the pupils with disability enrolled in primary, 44.4% represents girls and 55.6% represents boys. It can be noted that, the big percentage of girls with disability enrolled in primary lies in upper primary.

**Table 4.8: Primary school orphan pupils enrolled by level in 2016**

Level	Pupils who do not have			TOTAL		
	Mother	Father	Both parents	Boys	Girls	Total
Primary 1	9,912	16,231	4,014	15,885	14,272	30,157
Primary 2	10,085	19,193	4,204	17,622	15,860	33,482
Primary 3	10,204	19,508	4,358	17,428	16,642	34,070
Primary 4	9,628	19,644	4,180	16,493	16,959	33,452
Primary 5	9,032	19,372	4,152	15,729	16,827	32,556
Primary 6	6,450	13,902	3,387	11,200	12,539	23,739
<b>Total</b>	<b>55,311</b>	<b>107,850</b>	<b>24,295</b>	<b>94,357</b>	<b>93,099</b>	<b>187,456</b>
<b>Percentage</b>	<b>30%</b>	<b>58%</b>	<b>13%</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

Table 4.8 indicates that 7.4 % of all pupils enrolled in primary education are orphans, and most of them (58%) do not have a father.

**Table 4.9: Number of primary school pupils per class by school status<sup>3</sup> in 2016**

Description	Status	P1	P2	P3	P4	P5	P6	Total
Classes	Public	3,756	3,478	2,979	2,587	2,321	1,900	17,021
	Gvt aided	7,957	7,614	6,714	5,886	5,294	4,521	37,986
	Private	701	672	626	586	547	421	3,553
	<b>Total</b>	<b>12,414</b>	<b>11,764</b>	<b>10,319</b>	<b>9,059</b>	<b>8,162</b>	<b>6,842</b>	<b>58,560</b>
Pupils	Public	187,480	167,896	140,383	117,116	100,607	57,160	770,642
	Gvt aided	393,571	349,862	301,026	257,670	222,611	129,148	1,653,888
	Private	25,661	23,797	22,068	19,903	18,192	12,112	121,733
	<b>Total</b>	<b>606,712</b>	<b>541,555</b>	<b>463,477</b>	<b>394,689</b>	<b>341,410</b>	<b>198,420</b>	<b>2,546,263</b>
Pupil per Class	Public	50	48	47	45	43	30	45
	Gvt aided	49	46	45	44	42	29	44
	Private	37	35	35	34	33	29	34
	<b>Total</b>	<b>49</b>	<b>46</b>	<b>45</b>	<b>44</b>	<b>42</b>	<b>29</b>	<b>43</b>

Table 4.9 indicates that pupils per class in private schools is 34:1, in public schools is 45:1, and in Government aided 44:1. The overall pupils per class are 43:1, which is approaching 42:1 the 2015/2016 ESSP target. However, much effort is needed to meet 2017/2018 ESSP target of 40:1.

<sup>3</sup>Status refers to school category: Public, Government (Gov.) Aided, or Private.

**Table 4.10: Number of computer per users in Primary Schools in 2016**

Province	Description	Number of computers			
		For students	For teaching staff	For Administrative staff	Total
East	Computers	51,340	1,734	400	53,474
	Users	675,109	10,496	570	686,175
	<b>Ratio</b>	<b>13</b>	<b>6</b>	<b>1</b>	<b>13</b>
Kigali City	Computers	21,028	569	317	21,914
	Users	196,184	3,761	398	200,343
	<b>Ratio</b>	<b>9</b>	<b>7</b>	<b>1</b>	<b>9</b>
North	Computers	44,908	1,327	388	46,623
	Users	423,846	7,051	323	431,220
	<b>Ratio</b>	<b>9</b>	<b>5</b>	<b>1</b>	<b>9</b>
West	Computers	32,312	891	385	33,588
	Users	619,458	10,054	543	630,055
	<b>Ratio</b>	<b>19</b>	<b>11</b>	<b>1</b>	<b>19</b>
South	Computers	39,502	1,692	518	41,712
	Users	631,666	9,864	498	642,028
	<b>Ratio</b>	<b>16</b>	<b>6</b>	<b>1</b>	<b>15</b>
Rwanda	<b>Computers</b>	<b>189,090</b>	<b>6,213</b>	<b>2,008</b>	<b>197,311</b>
	<b>Users</b>	<b>2,546,263</b>	<b>41,226</b>	<b>2,332</b>	<b>2,589,821</b>
	<b>Ratio</b>	<b>13</b>	<b>7</b>	<b>1</b>	<b>13</b>

Table 4.10 illustrates that 13 pupils of all population enrolled in primary use one computer with highest ratio found in East (13) and West (19) respectively. The ratio for the teaching staff stands at 7 staff per computer, while administrative staff stands at 1 computer per staff

**Table 4.11: Primary schools with water and electricity supply by Province in 2016**

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	360	243	207	140	32	4
		Percentage	55.7%	37.6%	32.0%	21.7%	5.0%	0.6%
	Schools without	Number	286	403	439	506	614	642
		Percentage	44.3%	62.4%	68.0%	78.3%	95.0%	99.4%
Kigali City	Schools with	Number	128	106	117	12	15	1
		Percentage	56.4%	46.7%	51.5%	5.3%	6.6%	0.4%
	Schools without	Number	99	121	110	215	212	226
		Percentage	43.6%	53.3%	48.5%	94.7%	93.4%	99.6%
North	Schools with	Number	280	162	180	127	19	4
		Percentage	56.9%	32.9%	36.6%	25.8%	3.9%	0.8%
	Schools without	Number	212	330	312	365	473	488
		Percentage	43.1%	67.1%	63.4%	74.2%	96.1%	99.2%
West	Schools with	Number	307	217	181	170	28	0
		Percentage	40.7%	28.8%	24.0%	22.5%	3.7%	0.0%
	Schools without	Number	447	537	573	584	726	754
		Percentage	59.3%	71.2%	76.0%	77.5%	96.3%	100%
South	Schools with	Number	332	223	168	188	34	1
		Percentage	45.9%	30.8%	23.2%	26.0%	4.7%	0.1%
	Schools without	Number	391	500	555	535	689	722
		Percentage	54.1%	69.2%	76.8%	74.0%	95.3%	99.9%
Rwanda	Schools with	Number	<b>1428</b>	<b>982</b>	<b>870</b>	<b>664</b>	<b>143</b>	<b>12</b>
		Percentage	<b>51.90%</b>	<b>35.70%</b>	<b>31.60%</b>	<b>24.10%</b>	<b>5.20%</b>	<b>0.40%</b>
	Schools without	Number	<b>1324</b>	<b>1770</b>	<b>1882</b>	<b>2088</b>	<b>2609</b>	<b>2740</b>
		Percentage	<b>48.10%</b>	<b>64.30%</b>	<b>68.40%</b>	<b>75.90%</b>	<b>94.80%</b>	<b>99.60%</b>

Table 4.11 reveals that 35.70% of primary schools have access to water reticulation/preservation with a further 51.9% making use of rain water harvesting systems. However, much effort needs to be invested to attain 100%

ESSP targets of school with Tap water supply by 2017/2018. Table above also indicates that 31.60% of primary schools have access to electricity through the national grid, and this calls also much effort to realise 70% ESSP target by 2017/2018 of primary schools with electricity through the national grid.

**Table 4.12: Number of toilets in primary schools in 2016**

Province	Users	Number of toilets			Users per Toilet		
		For Female	For Male	Total	For Female	For Male	Overall
East	Student	5,627	5,417	11,044	60	62	61
	Staff	599	605	1,204	9	10	9
	<b>Total</b>	<b>6,226</b>	<b>6,022</b>	<b>12,248</b>	<b>55</b>	<b>57</b>	<b>56</b>
Kigali City	Student	1,980	1,881	3,861	49	52	51
	Staff	205	199	404	12	9	10
	<b>Total</b>	<b>2,184</b>	<b>2,081</b>	<b>4,265</b>	<b>46</b>	<b>48</b>	<b>47</b>
North	Student	4,607	4,344	8,951	46	48	47
	Staff	347	342	689	11	11	11
	<b>Total</b>	<b>4,954</b>	<b>4,686</b>	<b>9,640</b>	<b>44</b>	<b>46</b>	<b>45</b>
West	Student	5,360	5,220	10,580	58	59	59
	Staff	458	437	894	12	12	12
	<b>Total</b>	<b>5,818</b>	<b>5,657</b>	<b>11,474</b>	<b>54</b>	<b>56</b>	<b>55</b>
South	Student	5,268	4,865	10,133	60	65	62
	Staff	427	409	836	15	9	12
	<b>Total</b>	<b>5,696</b>	<b>5,274</b>	<b>10,969</b>	<b>56</b>	<b>61</b>	<b>59</b>
Rwanda	Student	22,842	21,727	44,569	56	59	57
	Staff	2,035	1,992	4,027	11	10	11
	<b>Total</b>	<b>24,877</b>	<b>23,719</b>	<b>48,596</b>	<b>52</b>	<b>54</b>	<b>53</b>

Table 4.12 illustrates the number of users per toilet is 57 pupils per toilet. However, considering the double shift which is applied in primary schools, we can find that one toilet is used by 29 pupils. The highest ratio of toilet users is registered in Southern Province (1:62), with the lowest ratio being in Northern Province (1:47).



## 5 SECONDARY EDUCATION

This section provides an overview of secondary education statistics, highlighting trends between 2012 and 2016. Key indicators and figures are in the tables below.

Table 5.1: Profile of secondary education from 2012 to 2016

Year	2012	2013	2014	2015	2016
<b>Total students</b>	<b>534,712</b>	<b>566,370</b>	<b>565,312</b>	<b>543,936</b>	<b>553,739</b>
Male	255,503	268,581	266,579	256,634	260,679
Female	279,209	297,789	298,733	287,302	293,060
<i>% of Male</i>	47.8%	47.4%	47.2%	47.2%	47.1%
<i>% of Female</i>	52.2%	52.6%	52.8%	52.8%	52.9%
<b>Lower secondary students</b>	<b>352,796</b>	<b>361,522</b>	<b>349,692</b>	<b>336,442</b>	<b>346,783</b>
Male	164,362	167,201	161,577	156,350	161,144
Female	188,434	194,321	188,115	180,092	185,639
<b>Upper secondary students</b>	<b>181,916</b>	<b>204,848</b>	<b>215,620</b>	<b>207,494</b>	<b>206,956</b>
Male	91,141	101,380	105,002	100,284	99,535
Female	90,775	103,468	110,618	107,210	107,421
<b>Gross Enrolment Rate</b>	<b>38.0%</b>	<b>41.5%</b>	<b>40.7%</b>	<b>38.0%</b>	<b>37.2%</b>
Male	37.0%	40.3%	39.3%	36.9%	35.8%
Female	40.0%	42.5%	42.1%	39.1%	38.5%
<b>Net Enrolment Rate</b>	<b>28.0%</b>	<b>36.4%</b>	<b>35.7%</b>	<b>28.3%</b>	<b>32.9%</b>
Male	26.0%	34.1%	33.6%	26.4%	31.2%
Female	30.0%	38.5%	37.7%	30.0%	34.6%
<b>School staff</b>	<b>23,335</b>	<b>25,532</b>	<b>27,116</b>	<b>27,644</b>	<b>28,785</b>
Male Staff	16,936	18,250	19,196	19,387	20,063
Female Staff	6,399	7,282	7,920	8,257	8,722
<i>% of Male Staff</i>	72.6%	71.5%	70.8%	70.1%	69.7%
<i>% of Female Staff</i>	27.4%	28.5%	29.2%	29.9%	30.3%
<b>Qualified Teachers</b>	<b>15,748</b>	<b>17,698</b>	<b>18,593</b>	<b>18,764</b>	<b>19,923</b>
<i>% of qualified Teachers</i>	67.5%	69.3%	68.6%	67.9%	69.2%
Qualified Male Teachers	12,051	13,076	13,569	13,607	14,294
<i>% of qualified Male Teachers</i>	71.2%	71.6%	70.7%	70.2%	71.2%
Qualified Female Teachers	3,697	4,622	5,024	5,157	5,629
<i>% of qualified Female Teachers</i>	57.8%	63.5%	63.4%	62.5%	64.5%
Students: teacher ratio	23	22	21	20	19
Students: Qualified teacher ratio	34	32	30	29	28
<b>Schools</b>	<b>1,466</b>	<b>1,502</b>	<b>1,521</b>	<b>1,543</b>	<b>1,575</b>
Used Classrooms	13,490	15,087	16,296	16,408	16,797
Pupil Classroom ratio	40	38	35	33	33

As indicated in the figure 5.1, there is an overall increase in the number of secondary school students, both boys and girls. This has increased from 543,936 in 2015 to 553,739 in 2016, female are outnumbering male.

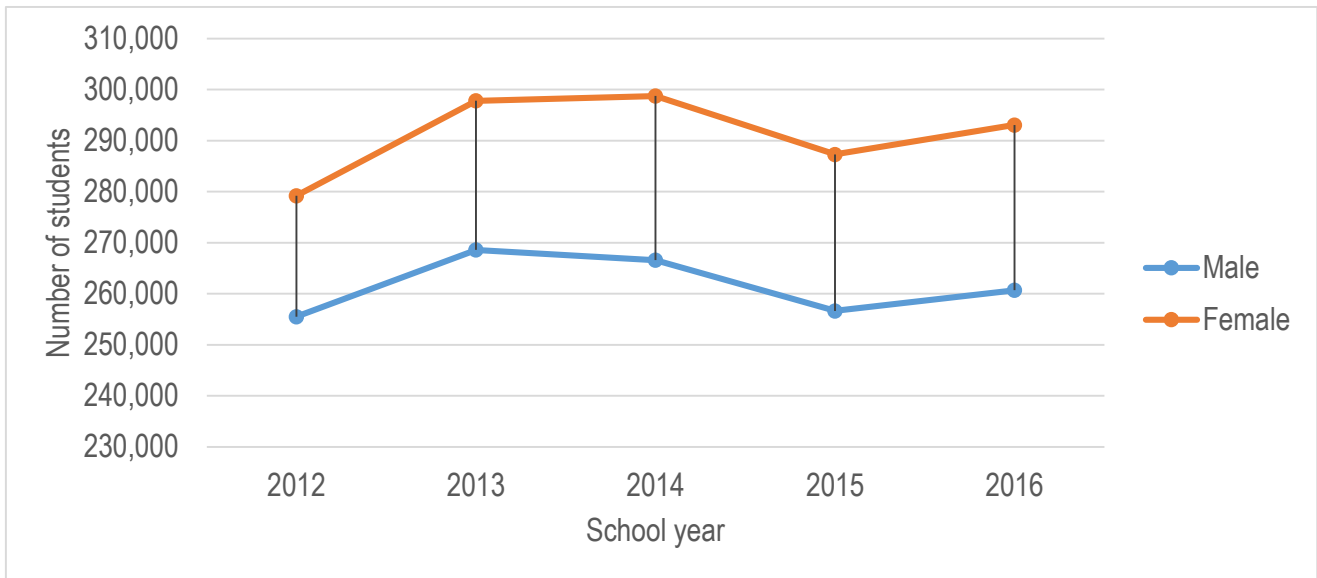


Figure 5.1: Trends in enrolment of secondary school students from 2012 to 2016

Table 5.2 shows the number of secondary schools by ownership. More than half of secondary school are in the same compound with Primary.

**Table 5.2: Secondary Schools by setting between 2015 and 2016**

Year	2015		2016	
Schools by Settings	Number	Percentage	Number	Percentage
Primary+ Ordinary level	548	36.0%	558	35.4%
Primary +Ordinary level and Advanced level	479	31.0%	491	31.2%
Ordinary level only	30	2.0%	31	2.0%
Advanced level only	185	12.0%	197	12.5%
Ordinary level and Advanced level	301	20.0%	298	18.9%
<b>Total</b>	<b>1543</b>	<b>100%</b>	<b>1575</b>	<b>100%</b>

Table 5.3 illustrates that catholic churches have the highest proportion of secondary school, but we could mention that some of those schools are also government aided schools.

**Table 5.3: Secondary schools by owner in 2015 and 2016**

Year	2015		2016	
Owner	Number	Percentage	Number	Percentage
Government	455	30%	460	29.2%
Catholic	612	40%	620	39.4%
Protestant	289	19%	279	17.7%
Adventist	20	1%	22	1.4%
Islamic	13	1%	16	1.0%
Parents associations	112	7%	106	6.7%
Others	30	2%	72	4.6%
<b>Total</b>	<b>1,531</b>	<b>100%</b>	<b>1,575</b>	<b>100%</b>

Table 5.4 indicates that 16.1% of schools are private, 29.2% public and 54.7% government aided. The pupils staff ratio is lower in private schools (16:1) than in public and government aided schools (20:1). The percentage of female staff is lower in private schools (25.4%) than in public schools (30.7%) or in government aided public schools (31.6%).

**Table 5.4: Secondary schools, students and staff by status in 2016**

Status	Schools	Students			Staff		
		Male	Female	Total	Male	Female	Total
Public	460	83,457	89,652	173,109	5,979	2,653	8,632
Government Aided	862	136,108	165,446	301,554	10,438	4,830	15,268
Private	253	41,114	37,962	79,076	3,646	1,239	4,885
<b>Total</b>	<b>1,575</b>	<b>260,679</b>	<b>293,060</b>	<b>553,739</b>	<b>20,063</b>	<b>8,722</b>	<b>28,785</b>

Table 5.3 indicates that a considerable number of pupils did not transit from one grade to another between 2015 and 2016.

**Table 5.5: Secondary students enrolled by grade in 2015 and 2016**

Level	2015			2016		
	Male	Female	Total	Male	Female	Total
Senior 1	60,659	69,852	<b>130,511</b>	62,649	72,419	<b>135,068</b>
Senior 2	53,530	62,245	<b>115,775</b>	55,265	63,529	<b>118,794</b>
Senior 3	42,161	47,995	<b>90,156</b>	43,230	49,691	<b>92,921</b>
Senior 4	33,792	37,446	<b>71,238</b>	34,342	38,365	<b>72,707</b>
Senior 5	33,862	35,838	<b>69,700</b>	32,140	34,999	<b>67,139</b>
Senior 6	32,630	33,926	<b>66,556</b>	33,053	34,057	<b>67,110</b>
<b>Total</b>	<b>256,634</b>	<b>287,302</b>	<b>543,936</b>	<b>260,679</b>	<b>293,060</b>	<b>553,739</b>

Students with disability represent 1% of 553,739 enrolled in Secondary education in 2016. Table 5.6 and 5.7 indicate that 47% of 5,565 students have other physical disability. The number of student with disability in secondary school increased from 4,623 in 2015 to 5,565 in 2016.

**Table 5.6: Secondary school students enrolled with disability in 2016**

Grade	Hearing	Visual	Speaking	Other Physical	Learning	Multiple disabilities	Total		
							Male	Female	Total
Senior 1	201	389	82	656	57	27	<b>716</b>	<b>696</b>	<b>1,412</b>
Senior 2	142	443	85	625	65	34	<b>719</b>	<b>675</b>	<b>1,394</b>
Senior 3	114	287	62	450	23	30	<b>478</b>	<b>488</b>	<b>966</b>
Senior 4	79	200	42	316	54	18	<b>384</b>	<b>325</b>	<b>709</b>
Senior 5	56	141	43	277	26	9	<b>308</b>	<b>244</b>	<b>552</b>
Senior 6	49	116	38	292	28	9	<b>305</b>	<b>227</b>	<b>532</b>
<b>Total</b>	<b>641</b>	<b>1576</b>	<b>352</b>	<b>2,616</b>	<b>253</b>	<b>127</b>	<b>2,910</b>	<b>2,655</b>	<b>5,565</b>
<b>Percentage</b>	<b>11.5%</b>	<b>28.3%</b>	<b>6.3%</b>	<b>47.0%</b>	<b>4.5%</b>	<b>2.3%</b>	<b>52.3%</b>	<b>47.7%</b>	<b>100%</b>

**Table 5.7: Secondary school students enrolled with disability in 2015 and 2016**

Grade	2015			2016		
	Boys	Girls	Total	Boys	Girls	Total
Senior 1	606	546	1,152	716	696	1,412
Senior 2	570	552	1,122	719	675	1,394
Senior 3	464	401	865	478	488	966
Senior 4	313	279	592	384	325	709
Senior 5	275	196	471	308	244	552
Senior 6	223	198	421	305	227	532
<b>Total</b>	<b>2,451</b>	<b>2,172</b>	<b>4,623</b>	<b>2,910</b>	<b>2,655</b>	<b>5,565</b>

Table 5.6 indicates that 93,869 of students enrolled in secondary education are orphans, of which 57.9% do not have father.

**Table 5.8: Secondary orphan students enrolled by grade in 2016**

Grade	Students who do not have			Total		
	Mother	Father	Both Parents	Male	Female	Total
Senior 1	4,684	9,938	2,416	8,338	8,700	17,038
Senior 2	4,058	9,464	2,489	7,681	8,330	16,011
Senior 3	3,676	8,549	2,455	7,208	7,472	14,680
Senior 4	3,444	8,076	2,576	7,001	7,095	14,096
Senior 5	3,364	8,660	3,007	7,722	7,309	15,031
Senior 6	3,827	9,625	3,561	8,740	8,273	17,013
<b>Total</b>	<b>23,053</b>	<b>54,312</b>	<b>16,504</b>	<b>46,690</b>	<b>47,179</b>	<b>93,869</b>
<b>Percentage</b>	<b>24.6%</b>	<b>57.9%</b>	<b>17.6%</b>	<b>49.7%</b>	<b>50.3%</b>	<b>100.0%</b>

Table 5.9 indicates that; the overall pupil classroom ratio stands at 33 students per classroom. Private schools have the lowest ratio of 30:1. The high ratio is observed in Senior 1 and senior 2 (39:1).

**Table 5.9: Pupil Classroom ratio in Secondary school pupils by school status in 2016**

Description	Status	S1	S2	S3	Lower	S4	S5	S6	Upper	Overall
Classrooms	Public	1,098	970	824	<b>2,892</b>	764	738	716	<b>2,218</b>	<b>5,110</b>
	Gvt Aided	2,105	1,877	1,543	<b>5,525</b>	1,206	1,190	1,165	<b>3,561</b>	<b>9,086</b>
	Private	245	235	212	<b>692</b>	650	629	630	<b>1,909</b>	<b>2,601</b>
	<b>Total</b>	<b>3,448</b>	<b>3,082</b>	<b>2,579</b>	<b>9,109</b>	<b>2,620</b>	<b>2,557</b>	<b>2,511</b>	<b>7,688</b>	<b>16,797</b>
Pupils	Public	43,853	38,905	30,928	<b>113,686</b>	21,654	19,531	18,238	<b>59,423</b>	<b>173,109</b>
	Gvt Aided	82,062	70,923	53,999	<b>206,984</b>	34,538	30,406	29,626	<b>94,570</b>	<b>301,554</b>
	Private	9,153	8,966	7,994	<b>26,113</b>	16,515	17,202	19,246	<b>52,963</b>	<b>79,076</b>
	<b>Total</b>	<b>135,068</b>	<b>118,794</b>	<b>92,921</b>	<b>346,783</b>	<b>72,707</b>	<b>67,139</b>	<b>67,110</b>	<b>206,956</b>	<b>553,739</b>
Pupil classroom ratio	Public	40	40	38	<b>39</b>	28	26	25	<b>27</b>	<b>34</b>
	Gvt Aided	39	38	35	<b>37</b>	29	26	25	<b>27</b>	<b>33</b>
	Private	37	38	38	<b>38</b>	25	27	31	<b>28</b>	<b>30</b>
	<b>Total</b>	<b>39</b>	<b>39</b>	<b>36</b>	<b>38</b>	<b>28</b>	<b>26</b>	<b>27</b>	<b>27</b>	<b>33</b>

Table 5.10 shows that 23 students use one computer, while the ratio stands at 14 for teaching staff and at 2 for administrative staff.

**Table 5.10: Secondary number of computer per users in 2016**

Province	Description	Number of computers			
		For students	For teaching staff	For Administrative staff	Total
East	Computers	4,870	408	684	5,962
	Users	124,897	5,004	1352	131,253
	Ratio <sup>4</sup>	26	12	2	22
Kigali City	Computers	4053	480	607	5,140
	Users	53,281	2,333	658	56,272
	Ratio	13	5	1	11
North	Computers	3656	213	459	4,328
	Users	95,560	3,946	1091	100,597
	Ratio	26	19	2	23
West	Computers	2955	232	712	3,899
	Users	134,130	5,154	1486	140,770
	Ratio	45	22	2	36
South	Computers	4742	274	873	5,889
	Users	145871	6054	1707	153,632
	Ratio	31	22	2	26
Rwanda	Computers	20,276	1,607	3,335	25,218
	Users	553,739	22,491	6,294	582,524
	Ratio	27	14	2	23

Table 5.11 reveals that 39% of secondary schools have access to water reticulation, with a further 67% making use of rain water harvesting systems, although the ESSP target was to achieve 89% by 2016/2017 of school with Tap water supply. On the other hand, the 2016/2017 ESSP target of 65% has not been achieved because 46% of secondary schools have access to electricity through the national grid.

<sup>4</sup> 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 5.11: Secondary schools with water and electricity by Province in 2016**

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	236	121	144	71	82	19
		Percentage	66%	34%	40%	20%	23%	5%
	Schools without	Number	124	239	216	289	278	341
		Percentage	34%	66%	60%	80%	77%	95%
Kigali City	Schools with	Number	93	58	77	11	39	11
		Percentage	69%	43%	57%	8%	29%	8%
	Schools without	Number	42	77	58	124	96	124
		Percentage	31%	57%	43%	92%	71%	92%
North	Schools with	Number	219	113	152	70	75	18
		Percentage	73%	38%	51%	23%	25%	6%
	Schools without	Number	80	186	147	229	224	281
		Percentage	27%	62%	49%	77%	75%	94%
West	Schools with	Number	230	127	177	62	91	16
		Percentage	61%	34%	47%	16%	24%	4%
	Schools without	Number	146	249	199	314	285	360
		Percentage	39%	66%	53%	84%	76%	96%
South	Schools with	Number	280	198	176	82	135	29
		Percentage	69%	49%	43%	20%	33%	7%
	Schools without	Number	125	207	229	323	270	376
		Percentage	31%	51%	57%	80%	67%	93%
Rwanda	Schools with	Number	1058	617	726	296	422	93
		Percentage	67%	39%	46%	19%	27%	6%
	Schools without	Number	517	958	849	1279	1153	1482
		Percentage	33%	61%	54%	81%	73%	94%

Table 5.12 illustrates the number of users per toilet; the ratio of students per toilets is 18 students per toilet, while the ratio per staff varies is 10 staff per toilet. At national level the ratio stands at 19 pupils per toilet and 9 staff per toilet.

Table 5.12: Number of toilets in secondary schools in 2016

Province	Users	Number of toilets			Users per Toilet		
		For Female	For Male	Total	For Female	For Male	Overall
East	Student	3,532	3,276	6,807	18	18	18
	Staff	321	331	652	6	14	10
	<b>Total</b>	<b>3,853</b>	<b>3,607</b>	<b>7,459</b>	<b>17</b>	<b>18</b>	<b>18</b>
Kigali City	Student	1,325	1,387	2,712	20	19	20
	Staff	134.5	115.5	250	7	17	12
	<b>Total</b>	<b>1,460</b>	<b>1,503</b>	<b>2,962</b>	<b>19</b>	<b>19</b>	<b>19</b>
North	Student	3,240	3,135	6,374	16	14	15
	Staff	250	271	521	6	13	10
	<b>Total</b>	<b>3,490</b>	<b>3,406</b>	<b>6,895</b>	<b>15</b>	<b>14</b>	<b>15</b>
West	Student	3,522	3,510	7,031	20	18	19
	Staff	311	343	654	6	14	10
	<b>Total</b>	<b>3,833</b>	<b>3,853</b>	<b>7,685</b>	<b>19</b>	<b>17</b>	<b>18</b>
South	Student	4,357	4,295	8,652	18	16	17
	Staff	401.5	435.5	837	6	12	9
	<b>Total</b>	<b>4,759</b>	<b>4,731</b>	<b>9,489</b>	<b>17</b>	<b>16</b>	<b>16</b>
Rwanda	Student	15,975	15,602	31,576	18	17	18
	Staff	1,418	1,496	2,914	6	13	10
	<b>Total</b>	<b>17,393</b>	<b>17,098</b>	<b>34,490</b>	<b>17</b>	<b>16</b>	<b>17</b>

## 5.1 LOWER SECONDARY

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

**Table 5.13 : Trends in Lower Secondary from 2012 to 2016**

Year	2012	2013	2014	2015	2016
<b>Lower secondary students</b>	<b>352796</b>	<b>361,522</b>	<b>349,692</b>	<b>336,442</b>	<b>346,783</b>
Male	164,362	167,201	161,577	156,350	161,144
Female	188,434	194,321	188,115	180,092	185,639
% of Male	46.6%	46.2%	46.2%	46.5%	46.5%
% of Female	53.4%	53.8%	53.8%	53.5%	53.5%
<b>Gross Enrolment Rate</b>	<b>49.2%</b>	<b>49.8%</b>	<b>46.6%</b>	<b>45.9%</b>	<b>42.5%</b>
Boys	46.3%	46.8%	43.7%	40.5%	39.9%
Girls	52.0%	52.6%	49.4%	51.8%	45.0%
<b>Net Enrolment Rate</b>	<b>21.0%</b>	<b>22.7%</b>	<b>22.8%</b>	<b>22.3%</b>	<b>22.6%</b>
Boys	18.9%	20.4%	20.3%	19.9%	20.6%
Girls	23.1%	25.0%	25.3%	24.6%	24.6%
<b>Used Classrooms</b>	<b>8,781</b>	<b>9,046</b>	<b>9,010</b>	<b>8953</b>	<b>9109</b>
Pupils Classroom ratio	40	40	39	38	38

Figure 5.2 indicates a decrease in the enrolment of Lower Secondary students in 2015 and then the number of students increase from 336,442 in 2015 to 346,783 in 2016. The number of female is always greater than that of male.

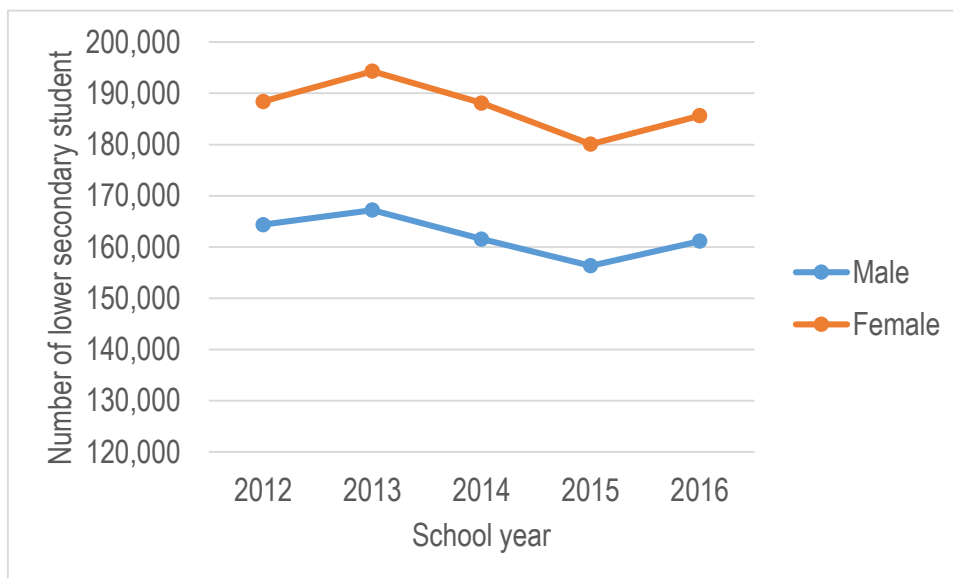
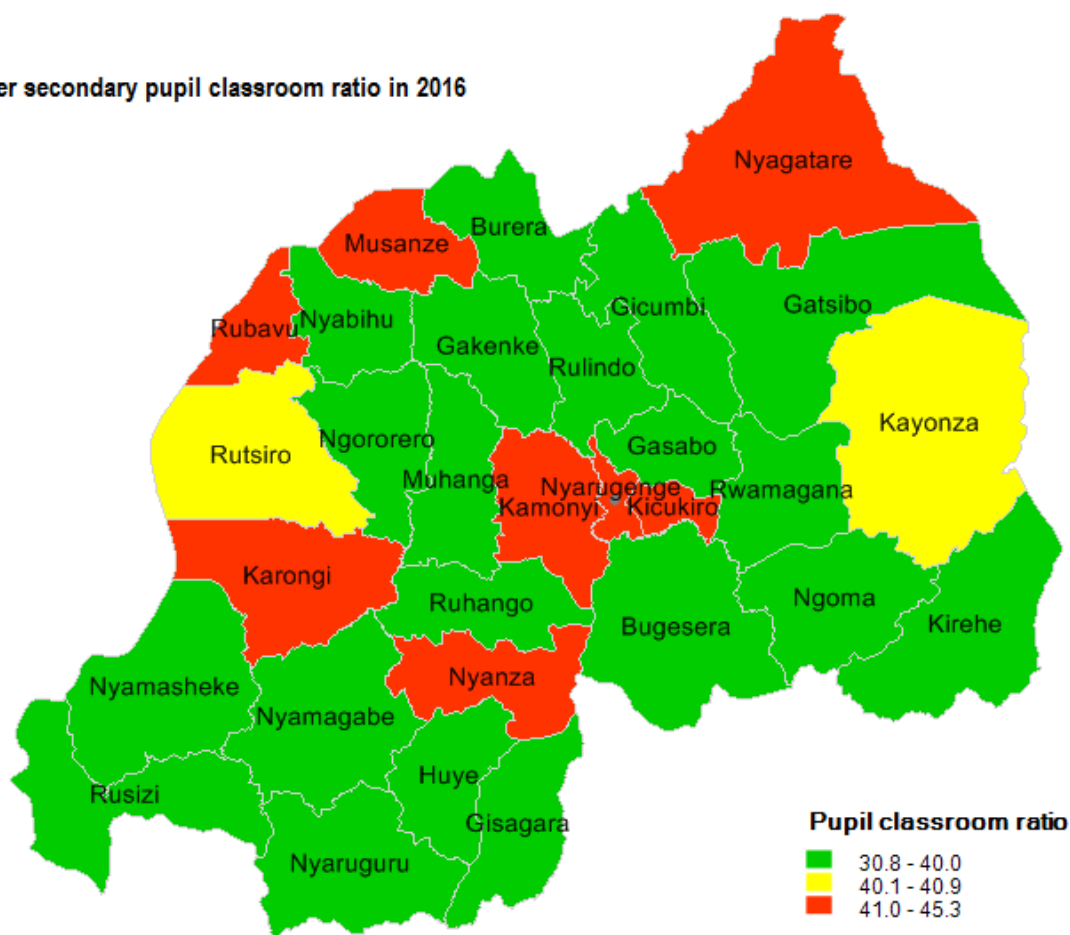


Figure 5.2: Lower Secondary students from 2012 to 2016



The overall pupils classroom ratio remain 38 as in the previous year. The 2016/17 ESSP target of 40:1 has been achieved, but districts Rubavu, Musanze, Karongi, Nyagatare, Nyanza, Kamonyi, Nyarugenge and Kicukiro need more classrooms proportionally to students, as their ratio is above 41.

**Lower secondary pupil classroom ratio in 2016**



**Map 5.1: Lower secondary pupil classroom ratio by district in 2016**

As illustrated in figure 5.3 and table 5.13, the Gross Enrolment Rate decreased from 45.9% in 2015 to 42.5% in 2016. The ESSP target of 78% by 2016/17 was not achieved.

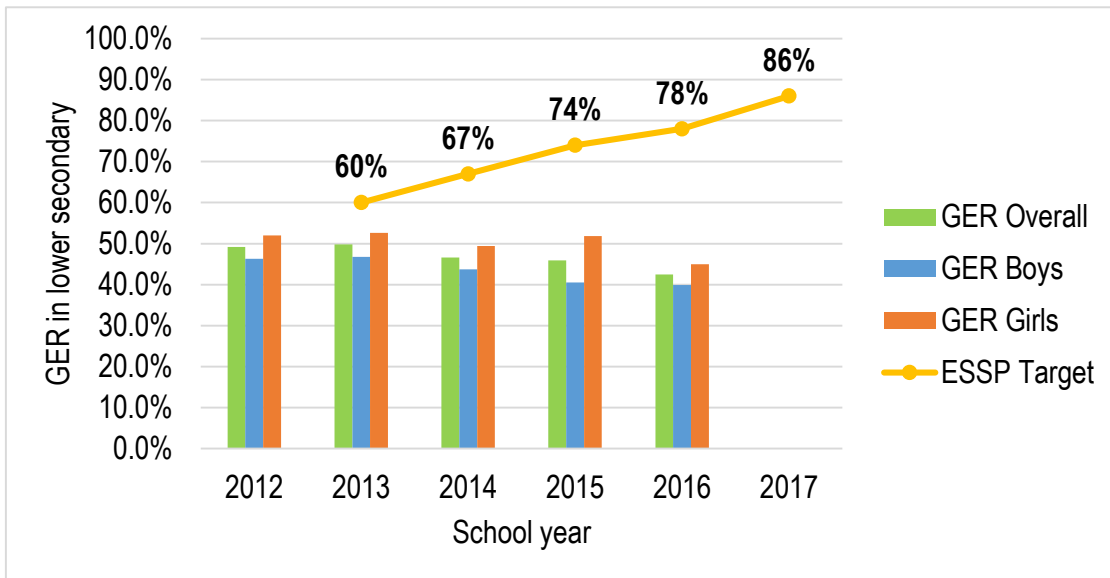


Figure 5.3: Lower secondary Gross Enrolment Rate compared to ESSP targets

The Net Enrolment Rate has slightly increased from 22.3% in 2015 to 22.6% in 2016, but yet there are still challenges for achieving the 2016/17 ESSP target of 36%. As illustrated in figure 5.3 and table 5.13, only 22.6% 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%.

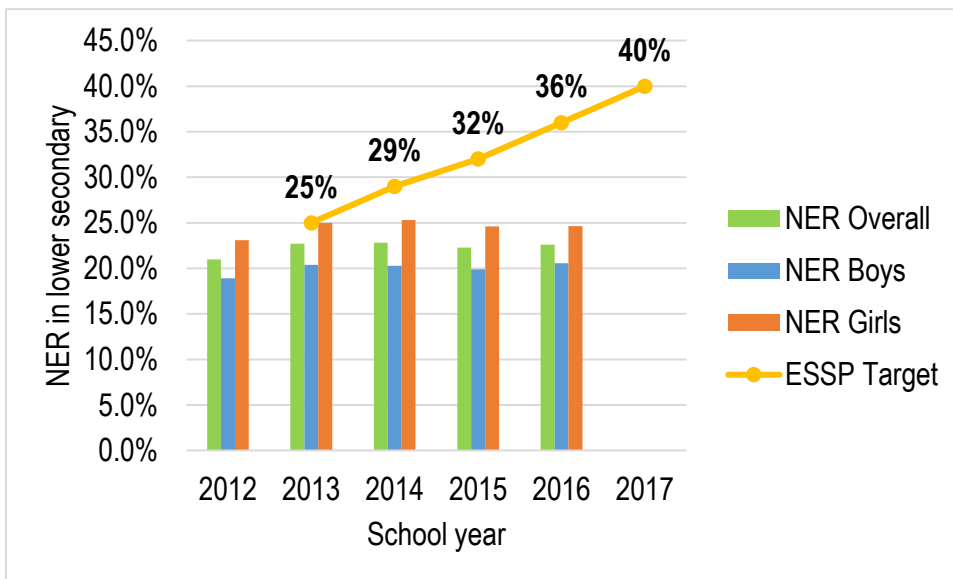


Figure 5.4: Lower Secondary Net Enrolment Rate compared to ESSP targets

## 5.2 UPPER SECONDARY

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

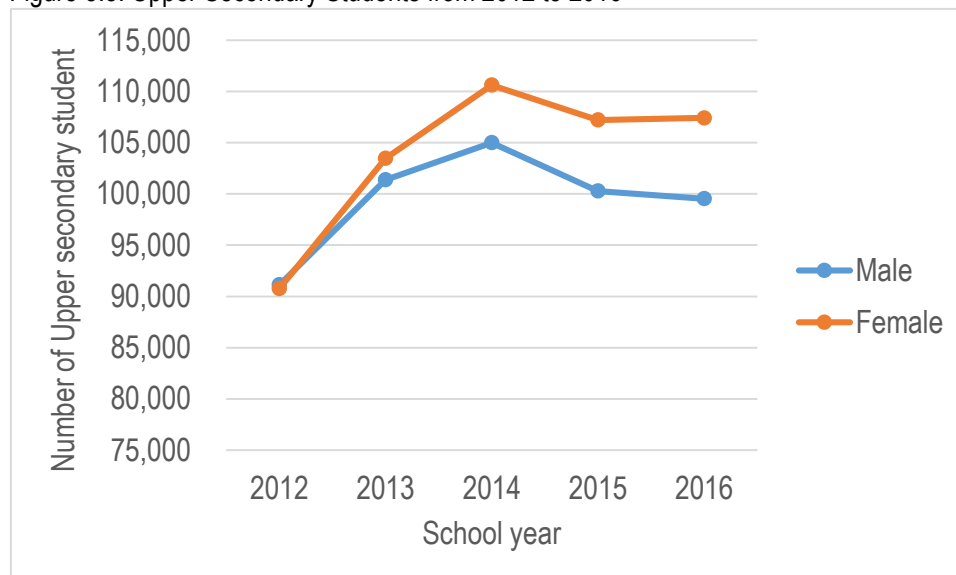
The following section provides details on Upper secondary (including all fields of education) from 2012 to 2016.

**Table 5.14: Trends in Upper Secondary from 2012 to 2016**

School Year	2012	2013	2014	2015	2016
<b>Upper secondary students</b>	<b>181,916</b>	<b>204,848</b>	<b>215,620</b>	<b>207,494</b>	<b>206,956</b>
Male	91,141	101,380	105,002	100,284	99,535
Female	90,775	103,468	110,618	107,210	107,421
<i>% of Male</i>	50.1%	49.5%	48.7%	48.3%	48.1%
<i>% of Female</i>	49.9%	50.5%	51.3%	51.7%	51.9%
<b>Gross Enrolment Rate</b>	<b>27.1%</b>	<b>32.6%</b>	<b>34.4%</b>	<b>33.2%</b>	<b>31.2%</b>
Boys	27.5%	33.4%	34.5%	32.0%	31.1%
Girls	26.7%	31.7%	34.2%	34.3%	31.3%
<b>Net Enrolment Rate</b>	<b>25.4%</b>	<b>26.3%</b>	<b>27.3%</b>	<b>20.9%</b>	<b>23.5%</b>
Boys	24.1%	25.3%	26.5%	20.8%	22.7%
Girls	26.6%	27.2%	28.0%	21.9%	24.3%
<b>Used Classrooms</b>	<b>4,709</b>	<b>6,041</b>	<b>7,286</b>	<b>7,337</b>	<b>7,688</b>
Pupils Classroom ratio	39	34	30	28	27

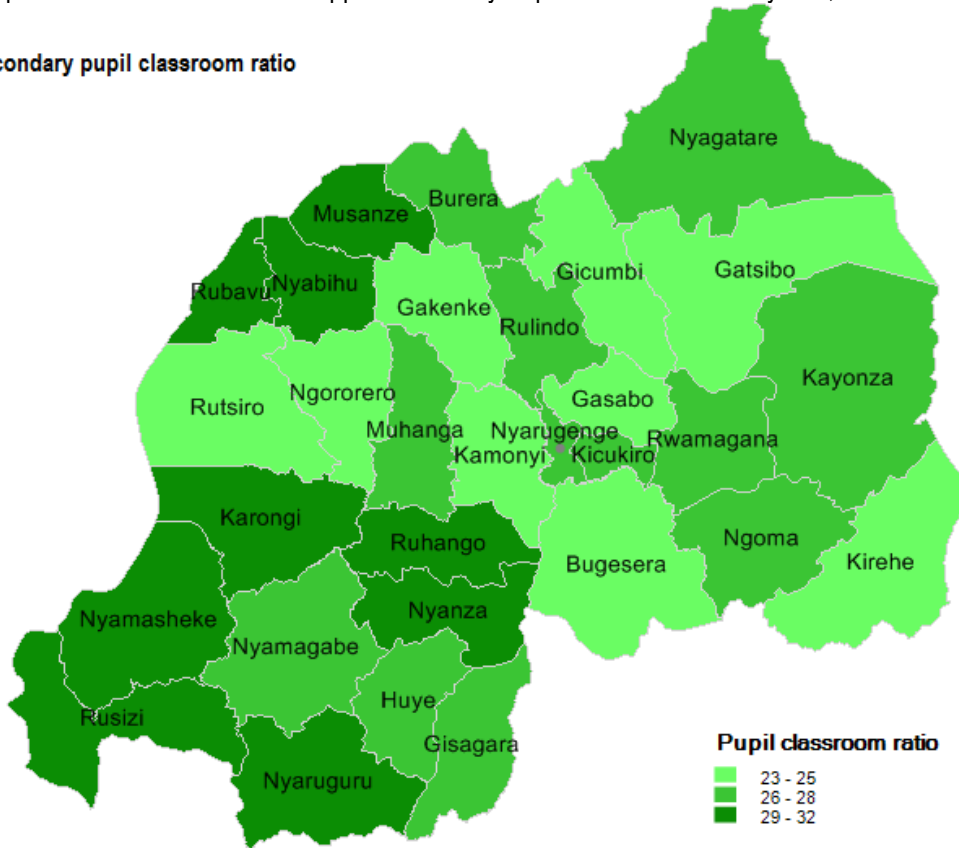
Figure 5.5 indicates a decrease in the enrolment of Upper Secondary students between 2014 and 2016. In 2012 the number of male was almost equal to that of female, after female outnumbered male.

**Figure 5.5: Upper Secondary Students from 2012 to 2016**



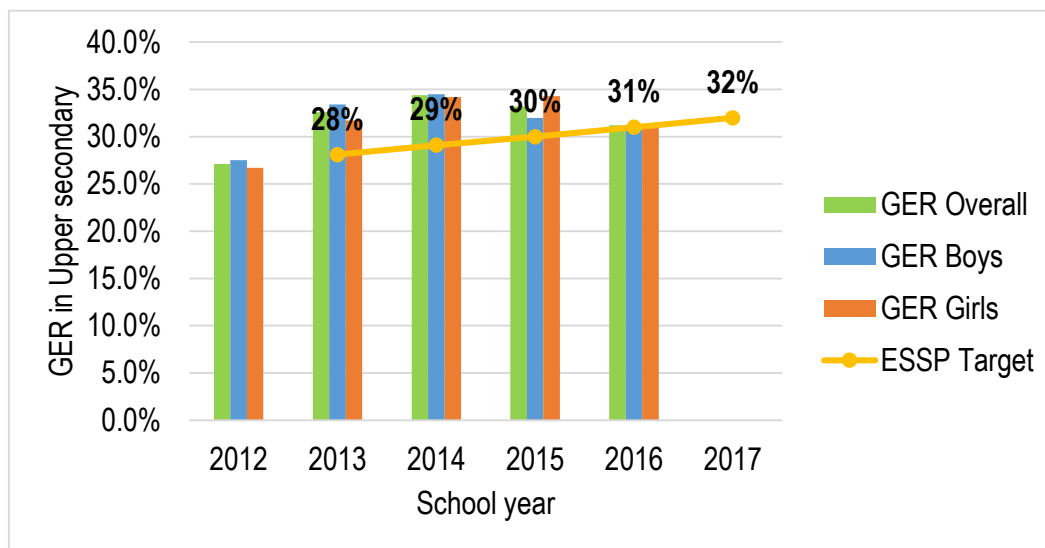
The Pupil Classroom Ratio for upper secondary stands at 27 pupils per classroom, surpassing the 2016/17 ESSP target of 38:1. The Map 5.2 illustrates the status of Upper Secondary Pupils Classroom countrywide, all Districts achieved the target.

**Upper secondary pupil classroom ratio**



**Map 5.2: Upper Secondary Pupil Classroom ratio by district in 2016**

As illustrated in figure 5.6 and table 5.14, Upper Secondary Gross Enrolment Rate decreased from 33.2% in 2015 to 31.2% in 2016. However, the 2016/17 ESSP targets of 31% was achieved.



**Figure 5.6: Upper Secondary Education Gross enrolment Rate compared to ESSP targets**

As illustrated in figure 5.7 below, the net enrolment rate has increased from 20.9% in 2015 to 23.5% in 2016. Nevertheless, the ESSP target of 39% was not achieved.

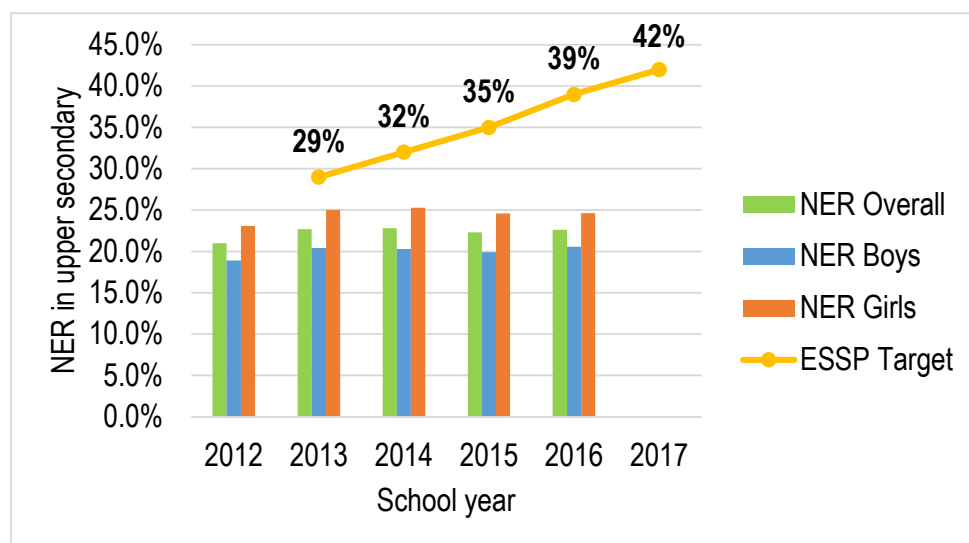


Figure 5.7: Upper Secondary Education Net Enrolment Rate compared to ESSP targets

Table 5.11 indicates that a considerable percentage of students (36.4%) in the Upper Secondary school level in 2016 were studying Science; 31.7% Technical Secondary Education; 14.9% Humanities; 13.4% Languages and 4.6% Teacher Training Education.

Table 5.15: Upper Secondary school students by Field of study in 2016

Field of study	S4	S5	S6	Total			% by field of study
				Male	Female	Total	
Science	27,396	24,064	23,816	33,733	41,543	75,276	36.4%
Humanities	10,615	9,406	8,821	13,548	15,294	28,842	13.9%
Languages	10,421	8,883	8,490	12,055	15,739	27,794	13.4%
Teacher education	3,450	3,147	2,864	3,870	5,591	9,461	4.6%
Technical Secondary Education	20,825	21,639	23,119	36,329	29,254	65,583	31.7%
<b>Total</b>	<b>72,707</b>	<b>67,139</b>	<b>67,110</b>	<b>99,535</b>	<b>107,421</b>	<b>206,956</b>	<b>100.0%</b>

Annex 11 indicates the increase in different fields of education in Upper secondary from 2012 to 2016. Across field of education the number of female are greater than that of male except, in Technical secondary schools.

## 6 TECHNICAL VOCATIONAL EDUCATION AND TRAINING

The Technical, Vocational Education and Training (TVET) is composed of Vocational Training Centres, Technical Secondary Schools, and Polytechnics (awarding Diploma and Advanced Diploma). Table 6.1 show trends in TVET trainee's enrolment, trainers and centers.

**Table 6.1: Trend in TVET from 2012 to 2016**

Year	2012	2013	2014	2015	2016
<b>TVET Providers</b>	<b>278</b>	<b>308</b>	<b>365</b>	<b>383</b>	<b>394</b>
Vocational Training Centers	116	132	174	186	179
Technical Secondary Schools	160	167	179	184	199
Polytechnics	2	9	12	13	16
<b>Students</b>	<b>74,320</b>	<b>83,893</b>	<b>93,024</b>	<b>94,373</b>	<b>93,158</b>
Male	40,321	47,755	52,369	54,912	54,199
Female	33,999	36,138	40,655	39,461	38,959
<i>% of Male</i>	54.3%	56.9%	56.3%	58.2%	58.2%
<i>% of Female</i>	45.7%	43.1%	43.7%	41.8%	41.8%
<b>Vocational Training Centers</b>	<b>13,557</b>	<b>15,592</b>	<b>21,566</b>	<b>20,937</b>	<b>18,585</b>
Male	8,224	10,058	12,265	13,024	10,948
Female	5,333	5,534	9,301	7,913	7,637
<b>Technical Secondary Schools</b>	<b>58,431</b>	<b>64,866</b>	<b>66,113</b>	<b>67,456</b>	<b>65,583</b>
Male	30,228	34,909	35,912	37,284	36,329
Female	28,203	29,957	30,201	30,172	29,254
<b>Polytechnics</b>	<b>2,332</b>	<b>3,435</b>	<b>5,345</b>	<b>5,980</b>	<b>8,990</b>
Male	1,869	2,788	4,192	4,604	6,922
Female	463	647	1,153	1,376	2,068
<b>Trainers</b>	<b>2,461</b>	<b>3,020</b>	<b>3,595</b>	<b>4,721</b>	<b>5,003</b>
Male	1,939	2,413	2,870	3,734	3,923
Female	522	607	725	987	1080
<i>% of Male</i>	78.8%	79.9%	79.8%	79.1%	78.4%
<i>% of Female</i>	21.2%	20.1%	20.2%	20.9%	21.6%
<b>Vocational Training Centers</b>	<b>780</b>	<b>943</b>	<b>1302</b>	<b>1,367</b>	<b>2,020</b>
Male	529	664	895	964	1390
Female	251	279	407	403	630
<b>Technical Secondary Schools</b>	<b>1484</b>	<b>1,764</b>	<b>1,805</b>	<b>2,669</b>	<b>2,757</b>
Male	1231	1,470	1,501	21,678	2,285
Female	253	294	304	501	512
<b>Polytechnics</b>	<b>197</b>	<b>313</b>	<b>488</b>	<b>685</b>	<b>680</b>
Male	179	279	474	602	591
Female	18	34	14	83	89

The figure 6.1 illustrates a decrease in TVET trainees from 94,373 trainees in 2015 to 93,158 in 2016, 2016/17 ESSP target of 122,664 trainees was not achieved.

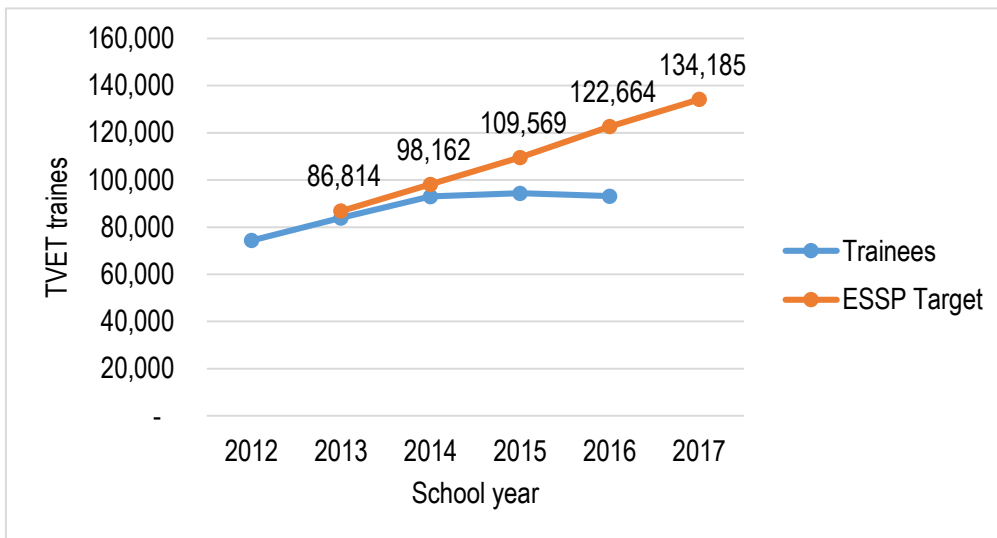
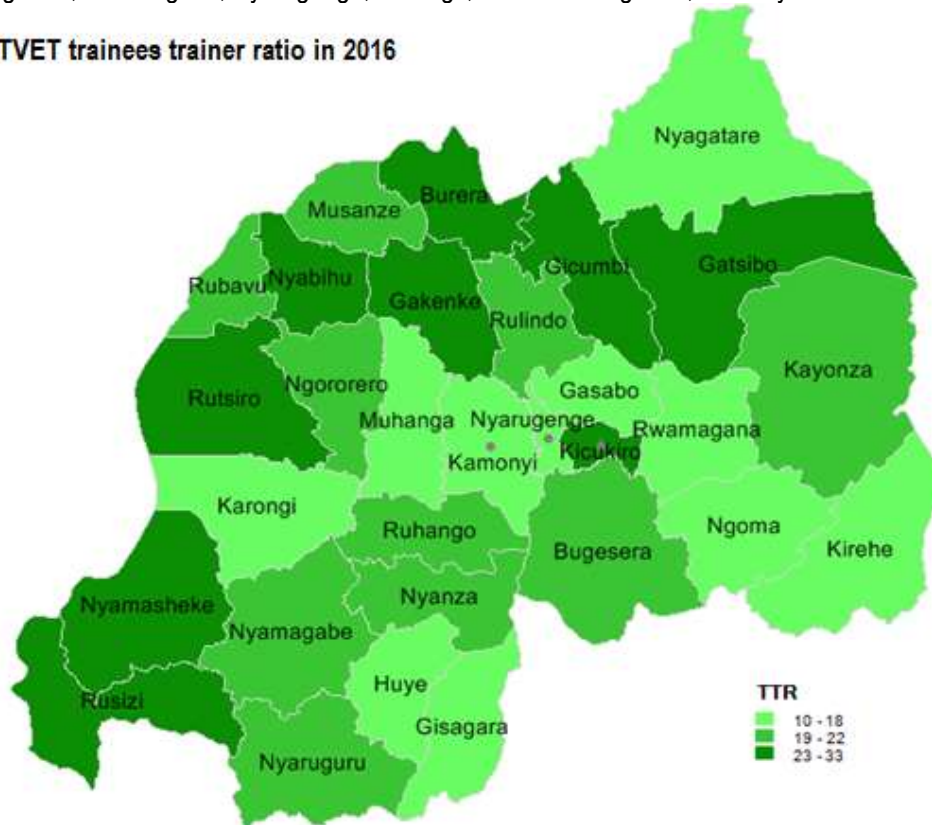


Figure 6.1: Trend in TVET students from 2012 to 2016

The map 6.1 shows that districts Gastibo, Burera, Gicumbi, Gakenke, Nyabihu, Nyamasheke, Rutsiro and Rusizi have high TVET Trainees trainer ratio which is above 22: 1, but there are other districts that have low Trainees trainer ratio like Nyagatare, Rwamagana, Nyarugenge, Karongi, Kirehe and Ngoma, Kamonyi which has less than 20:1.

TVET trainees trainer ratio in 2016



Map 6.1: TVET trainees' trainer ratio in 2016

Statistics related to Technical Secondary Schools have been provided in the section on secondary, 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 2012 to 2016

<b>Year</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Total number of Trainees</b>	<b>11,315</b>	<b>13,557</b>	<b>15,592</b>	<b>21,566</b>	<b>20,937</b>	<b>18,585</b>
Male	6,920	8,224	10,058	12,265	13,024	10,948
Female	4,395	5,333	5,534	9,301	7,913	7,637
% Males	61.2%	60.7%	64.5%	56.9%	62.2%	58.9%
% Females	38.8%	39.3%	35.5%	43.1%	37.8%	41.1%
<b>Total number of staff</b>	<b>851</b>	<b>1075</b>	<b>1,332</b>	<b>1,796</b>	<b>1,914</b>	<b>2,020</b>
Male	550	703	887	1183	1285	1390
Female	301	372	445	613	629	630
% Male	64.6%	65.4%	66.6%	65.9%	67.1%	68.8%
% Female	35.4%	34.6%	33.4%	34.1%	32.9%	31.2%
<b>Teaching staff (Trainer)</b>	<b>605</b>	<b>780</b>	<b>943</b>	<b>1302</b>	<b>1,367</b>	<b>1,390</b>
Male	402	529	664	895	964	941
Female	203	251	279	407	403	449
% Male	66.4%	67.8%	70.4%	68.7%	70.5%	67.7%
% Female	33.6%	32.2%	29.6%	31.3%	29.5%	32.3%
<b>Administrative staff</b>	<b>246</b>	<b>295</b>	<b>389</b>	<b>494</b>	<b>547</b>	<b>630</b>
Male	148	174	223	288	321	359
Female	98	121	166	206	226	271
% Male	60.2%	59.0%	57.3%	58.3%	58.7%	57.0%
% Female	39.8%	41.0%	42.7%	41.7%	41.3%	43.0%
<b>Pupils: Trainer Ratio</b>	19	17	17	17	15	13
<b>Centers</b>	<b>98</b>	<b>116</b>	<b>132</b>	<b>174</b>	<b>183</b>	<b>165</b>
Classrooms	482	599	647	851	890	807
Trainees: Classroom Ratio	23	23	24	25	24	23
<b>VTC Graduates</b>	<b>7,547</b>	<b>9,734</b>	<b>12,737</b>	<b>16,350</b>	<b>20,480</b>	
Male	4,915	6,150	7,848	10,102	12,680	
Female	2,632	3,584	4,889	6,248	7,800	



Figure 6.2 illustrates a decrease in VTC enrolment in VTCs from 20,937 trainees in 2015 to 18,585 trainees in 2016, the gap between male and female increase every year.

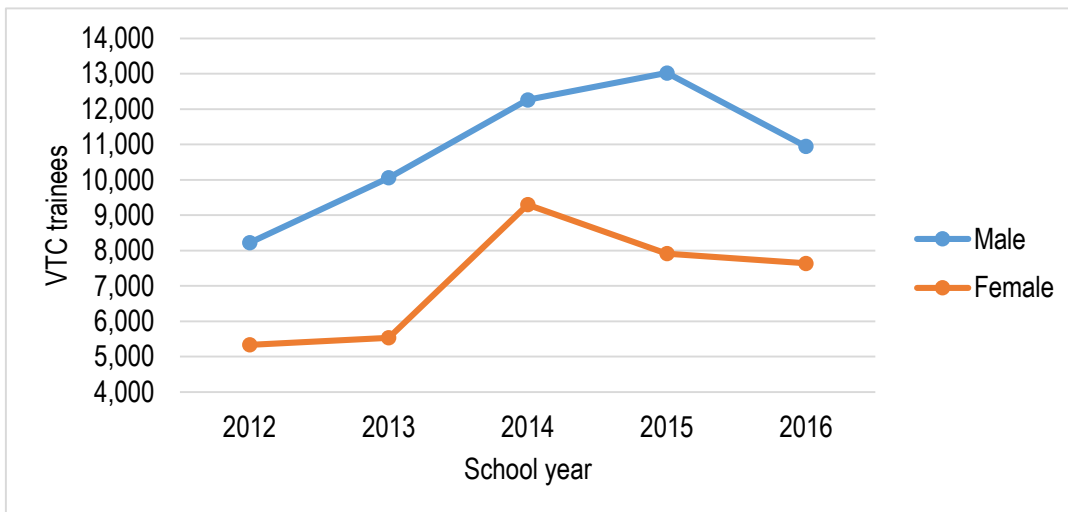


Figure 6.2: Trend of Trainees Enrolment in VTCs from 2012 to 2016

Figure 6.3 indicates that in 2014 a significant percentage of VTCs (57%) were privately run as compared to public VTCs (36%) and government aided VTCs (7%).

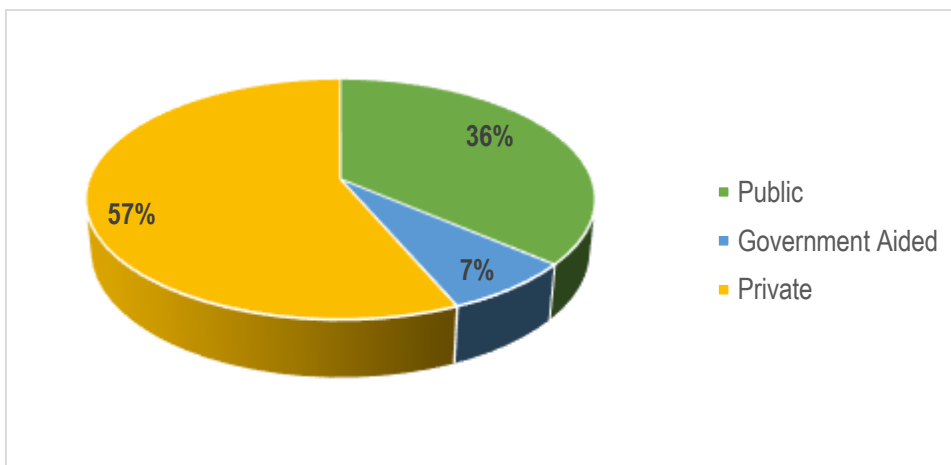


Figure 6.3: VTCs by ownership status in 2016

Table 6.3 indicates that private VTCs (56%) are considerably higher than both public (36%) and Government Aided (7%). though the number of private schools has been decreased by 4%, from 60% in 2015 to 56% in 2016.

Table 6.3: VTCs students' enrolment and staff by ownership status in 2016

Status	Number of VTC	Trainees			Staff		
		Male	Female	Total	Male	Female	Total
Public	65	5,159	3,320	8,479	663	261	924
Government Aided	13	359	326	685	49	29	78
Private	101	5,430	4,317	9,747	678	340	1,018
<b>Total</b>	<b>179</b>	<b>10,948</b>	<b>7,963</b>	<b>18,585</b>	<b>1,390</b>	<b>630</b>	<b>2,020</b>

Table 6.4 shows a decrease in the number of trainees enrolled in VTCs between 2015 and 2016. The number of trainees enrolled in short training is higher (60.12%) than the number of those enrolled in other levels (39.88%) of VTC.

Table 6.4: VTCs trainees' enrolment by level in 2015 and 2016

Year	2015				2016			
	Male	Female	Total	Percentage	Male	Female	Total	Percentage
Short training	7,594	4,159	11,753	56.1%	6,829	4,344	11,173	60.1%
First Year	4,462	3,041	7,503	35.8%	3,592	2,882	6,474	34.8%
Second Year	849	613	1,462	7.0%	488	374	862	4.6%
Third Year	119	100	219	1.0%	39	37	76	0.4%
<b>Total</b>	<b>13,024</b>	<b>7,913</b>	<b>20,937</b>	<b>100%</b>	<b>10,948</b>	<b>7,637</b>	<b>18,585</b>	<b>100%</b>
<b>Percentage</b>	<b>62.20%</b>	<b>37.80%</b>	<b>100.00%</b>		<b>58.9%</b>	<b>41.1%</b>	<b>100%</b>	

Table 6.5 and figure 6.4 show that a large number of students are enrolled in Moto vehicle Engine Mechanics (13.2%), and in Masonry (11.84%) and most of students enrolled in those trades are male. Female students are more interested in Field crop (94%), crop production (88%), Dressmaking (85%), and painting (78%).

Table 6.5: Percentage of VTCs students by sex and by Trade in 2016

Trades	Number of Trainees			Percentage by sex		Percentage by Trade		
	Male	Female	Total	Male	Female	Male	Female	Total
Moto Vehicle Engine Mechanics	2325	128	2453	95%	5%	21.5%	1.6%	13.2%
Masonry	1951	249	2200	89%	11%	18.1%	3.2%	11.8%
Culinary arts	986	1047	2033	48%	52%	9.01%	13.71%	10.94%
Dressmaking	257	1490	1747	15%	85%	2.4%	19.1%	9.4%
Carpentry	1018	338	1356	75%	25%	9.4%	4.3%	7.3%
Welding	849	217	1066	80%	20%	7.9%	2.8%	5.7%
Hairdressing- Aesthetics	262	750	1012	26%	74%	2.4%	9.6%	5.4%
Food processing	347	561	908	38%	62%	3.2%	7.2%	4.9%
Domestic Electricity	524	155	679	77%	23%	4.9%	2.0%	3.7%
Plumbing	599	70	669	90%	10%	5.5%	0.9%	3.6%
Crochet Embroidery	210	455	665	32%	68%	1.9%	5.8%	3.6%
Food and Beverage	200	408	608	33%	67%	1.9%	5.2%	3.3%
Knitting	158	318	476	33%	67%	1.5%	4.1%	2.6%
Leather Craft	218	162	380	57%	43%	2.0%	2.1%	2.0%
Painting	73	261	334	22%	78%	0.7%	3.4%	1.8%
House Keeping	114	208	322	35%	65%	1.1%	2.7%	1.7%
Front Office	111	122	233	48%	52%	1.0%	1.6%	1.3%
Panel beating	140	88	228	61%	39%	1.3%	1.1%	1.2%
Field Crop	12	192	204	6%	94%	0.1%	2.5%	1.1%
Crop production	22	159	181	12%	88%	0.2%	2.0%	1.0%
Film making	108	68	176	61%	39%	1.0%	0.9%	0.9%
ICT	81	86	167	49%	51%	0.7%	1.1%	0.9%
Screen Printing	112	12	124	90%	10%	1.0%	0.2%	0.7%
Veterinary ( Technicians)	101	20	121	83%	17%	0.9%	0.3%	0.7%
Sport and Medical Massage	87	18	105	83%	17%	0.8%	0.2%	0.6%
Pottery	49	31	80	61%	39%	0.5%	0.4%	0.4%
Beauty Therapy	22	12	34	65%	35%	0.2%	0.2%	0.2%
Forestry ( For technicians)	12	12	24	50%	50%	0.1%	0.2%	0.1%
<b>Total</b>	<b>10,948</b>	<b>7,637</b>	<b>18,585</b>	<b>59%</b>	<b>41%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Table 6.6 indicates that out of a total of 18,585 trainees enrolled in VTCs, 290 (1.56% of trainees) have some forms of disability of which 26.21% have mute disability and 51.38% of them are female.

Table 6.6: VTCs trainees with disabilities by level in 2016

Year	Hearing	Visual	Mute	Physical	Learning	Multiple disabilities	Total		
							Male	Female	Total
Short training	19	27	49	24	15	0	58	76	134
First Year	10	11	11	26	11	0	37	32	69
Second Year	10	8	8	13	8	0	26	21	47
Third year	8	8	8	8	8	0	20	20	40
<b>Total</b>	<b>47</b>	<b>54</b>	<b>76</b>	<b>71</b>	<b>42</b>	<b>0</b>	<b>141</b>	<b>149</b>	<b>290</b>
<b>Percentage</b>	<b>16.21%</b>	<b>18.62%</b>	<b>26.21%</b>	<b>24.48%</b>	<b>14.48%</b>	<b>0%</b>	<b>48.62%</b>	<b>51.38%</b>	<b>100.0%</b>

Table 6.7 indicates that 3,235 of students enrolled in VTC are orphans, and 47.91% do not have father and (22.23%) do not have both parents but the number of orphans in VTCs have been decreased from 6,276 in 2015 to 3,235 in 2016.

Table 6.7: VTCs orphan students by level in 2016

Level	Student who do not have			Total			% of all students
	Mother	Father	Both Parents	Boys	Girls	Total	
Short training	571	682	351	844	760	1604	59.3%
First Year	324	664	267	627	628	1255	31.9%
Second Year	58	164	77	139	160	299	6.1%
Third Year	13	40	24	28	49	77	2.7%
<b>Total</b>	<b>9,66</b>	<b>1,550</b>	<b>719</b>	<b>1,638</b>	<b>1,597</b>	<b>3,235</b>	<b>100.0%</b>
<b>Percentage</b>	<b>29.86%</b>	<b>47.91%</b>	<b>22.23%</b>	<b>50.63%</b>	<b>49.37%</b>	<b>100.0%</b>	

Table 6.8 shows that the number of graduates in VTCs has been increased from 16,350 in 2014 to 20,480 in 2015. The analysis indicated that more graduates in 2015 are from short training and one year and very few from two years and three years training.

Table 6.8: VTCs graduates by course duration for 2014 and 2015

Course duration	2014			2015		
	Boys	Girls	Total	Boys	Girls	Total
Short training	5,083	2,466	7,549	5,130	4,526	9,656
One year	3,647	3,045	6,692	5,872	3,827	9,699
Two years	1,171	484	1,655	576	360	936
Three years	201	253	454	117	72	189
<b>TOTAL</b>	<b>10,102</b>	<b>6,248</b>	<b>16,350</b>	<b>11,695</b>	<b>8,785</b>	<b>20,480</b>
<b>Percentage</b>	<b>61.80%</b>	<b>38.20%</b>	<b>100.00%</b>	<b>57.10%</b>	<b>42.90%</b>	<b>100%</b>

Table 6.9 indicates that the percentage of male trainers in VTCs (68.81%) is higher than that of females (31.19%); most of trainers (73.17%) have technical skills.

**Table 6.9: VTCs trainers by skills in 2016**

Qualification	Male	Female	Total	percentage
Vocational certificates	108	82	190	9.41%
A2/D6, D7 Technical Skills	383	124	507	25.10%
A2/D6, D7 non-Technical Skills	146	68	214	10.59%
A3,D4, D5, GIII Technical Skills	43	20	63	3.12%
A3, D4, D5, GIII non-Technical Skills	8	9	17	0.84%
A1 Technical Skills	244	30	274	13.56%
A0 Technical Skills	245	199	444	21.98%
A1 non-Technical Skills	50	31	81	4.01%
A0 non-Technical Skills	100	39	139	6.88%
Masters	21	18	39	1.93%
PhD	2	0	2	0.10%
Others	40	10	50	2.48%
<b>Total</b>	<b>1,390</b>	<b>630</b>	<b>2,020</b>	<b>100%</b>

Table 6.10 shows that at national level 13 students use one computer, while the ratio stands at 6 for teaching staff and at 2 for administrative staff. The analysis shows that the Southern Province has the highest students' computer ratio (18:1), while Eastern Province has the lowest students' computer ratio (9:1).

**Table 6.10: VTCs number of computer per users in 2016**

Province	Description	Number of computers			
		For trainees	For Trainers	For Administrative staff	Total
East	Computers	385	69	82	536
	Users	3573	150	99	3842
	Ratio	<b>9</b>	<b>2</b>	<b>1</b>	<b>7</b>
Kigali City	Computers	350	100	23	473
	Users	3986	290	17	4293
	Ratio	<b>12</b>	<b>3</b>	<b>2</b>	<b>9</b>
North	Computers	157	13	39	209
	Users	2085	198	135	2418
	Ratio	<b>14</b>	<b>16</b>	<b>4</b>	<b>12</b>
West	Computers	273	35	81	389
	Users	4319	292	124	4735
	Ratio	<b>16</b>	<b>8</b>	<b>2</b>	<b>13</b>
South	Computers	259	21	90	370
	Users	4622	460	255	5337
	Ratio	<b>18</b>	<b>21</b>	<b>3</b>	<b>14</b>
Rwanda	Computers	<b>1,424</b>	<b>238</b>	<b>315</b>	<b>1,977</b>
	Users	<b>18,585</b>	<b>1,390</b>	<b>630</b>	<b>20,605</b>
	Ratio	<b>13: 1</b>	<b>6:1</b>	<b>2:1</b>	<b>10:1</b>

Table 6.11 reveals that at national level 75% of VTCs use of rain water harvesting systems, 77% use Water tap supply and 78% use Hydro- electricity supply. The western province has the highest percentages of schools with rain water harvesting system (76%), while Kigali city has the highest percentage of tap water supply 83% and Hydro- electricity supply almost 100%. The Eastern Provinces have the lowest percentage of schools with rain water harvesting systems with 54%.

**Table 6.11: VTCs with water and electricity supply by province in 2016**

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	7	8	5	3	5	1
		Percentage	54%	62%	38%	23%	38%	8%
	Schools without	Number	6	5	8	10	8	12
		Percentage	46%	38%	62%	77%	62%	92%
Kigali City	Schools with	Number	10	15	18	1	2	1
		Percentage	56%	83%	100%	6%	11%	6%
	Schools without	Number	8	3	0	17	16	17
		Percentage	44%	17%	0%	94%	89%	94%
North	Schools with	Number	14	13	14	1	3	0
		Percentage	61%	57%	61%	4%	13%	0%
	Schools without	Number	9	10	9	22	20	23
		Percentage	39%	43%	39%	96%	87%	100%
West	Schools with	Number	31	27	29	8	13	1
		Percentage	76%	66%	71%	20%	32%	2%
	Schools without	Number	10	14	12	33	28	40
		Percentage	24%	34%	29%	80%	68%	98%
South	Schools with	Number	35	33	34	15	27	9
		Percentage	73%	69%	71%	31%	56%	19%
	Schools without	Number	13	15	14	33	21	39
		Percentage	27%	31%	29%	69%	44%	81%
Rwanda	Schools with	Number	107	110	112	61	78	52
		Percentage	75%	77%	78%	43%	55%	36%
	Schools without	Number	36	33	31	82	65	91
		Percentage	25%	23%	22%	57%	45%	64%

Table 6.12 illustrates the number of toilets for male and for Female, those toilets are separately used by students and staff. The analysis shows that in Western Province there is a big number of students per toilet compared to other provinces. The ratio in that province is 15 pupils per toilet, but the average national ratio stands at 11 students per toilet. The Southern Province show also a big number of staff per toilet compared to other provinces, the ratio in that province is 9 staff per toilet, while the average ratio at national level is 6 staff per toilet.

Table 6.12: Number of toilets in secondary schools in 2016

Province	Users	Number of toilets			Users per Toilet		
		For Female	For Male	Total	For Female	For Male	Overall
East	Student	145	143	288	13	11	12
	Staff	42	43	85	6	3	4
	<b>Total</b>	<b>187</b>	<b>186</b>	<b>373</b>	<b>12</b>	<b>9</b>	<b>10</b>
Kigali City	Student	140	139	279	16	11	13
	Staff	43	48	91	6	2	4
	<b>Total</b>	<b>183</b>	<b>187</b>	<b>370</b>	<b>13</b>	<b>8</b>	<b>11</b>
North	Student	141	131	271	7	6	6
	Staff	18	17	34	3	7	5
	<b>Total</b>	<b>158</b>	<b>147</b>	<b>305</b>	<b>6</b>	<b>6</b>	<b>6</b>
West	Student	163	169	332	10	16	13
	Staff	44	45	88	3	6	5
	<b>Total</b>	<b>172</b>	<b>185</b>	<b>357</b>	<b>22</b>	<b>8</b>	<b>15</b>
South	Student	204	200	404	8	15	11
	Staff	36	39	74	7	11	9
	<b>Total</b>	<b>240</b>	<b>239</b>	<b>478</b>	<b>8</b>	<b>14</b>	<b>11</b>
Rwanda	Student	543	535	1,077	9	13	11
	Staff	105	108	213	5	8	6
	<b>Total</b>	<b>648</b>	<b>643</b>	<b>1,290</b>	<b>8</b>	<b>12</b>	<b>10</b>

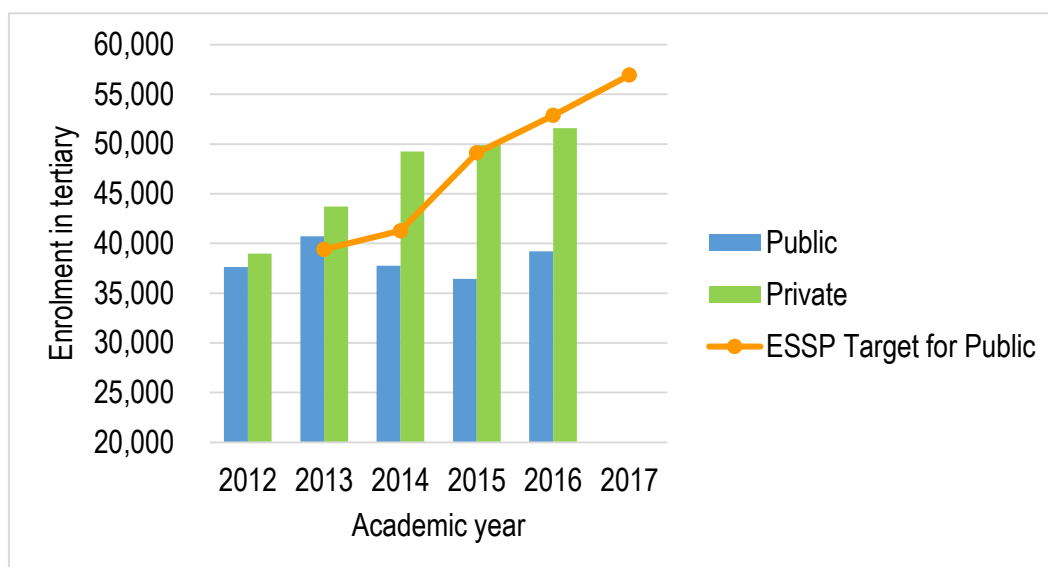
## 7 TERTIARY EDUCATION

In 2016, there were 45 Tertiary Education Institutions of which 10 were public and 35 private. The Table 3.1 below shows the number of students enrolled in tertiary education (Higher education, schools of nursing, colleges and technical institutions). The males' enrolment is dominant in public institutions, while the situation is reversed in private institution where females dominate. From 2012 the number of students enrolled in private institutions outnumbered that of students enrolled in public institutions. By academic year 2016, the total enrolments was 90,803 among which private institutions recorded 51,595 students (56.8%), while public institutions recorded 39,208 students (43.2%).

Table 7.1: Profile of tertiary education students from 2012 to 2016

STATUS	Gender	2012	2013	2014	2015	2016
Public	Male	25,081	26,839	25,376	24,919	27,451
	Female	12,551	13,892	12,383	11,508	11,757
	% Male	66.6%	65.9%	67.2%	68.4%	70.0%
	% Female	33.4%	34.1%	32.8%	31.9%	30.0%
<b>Sub-Total</b>		<b>37,632</b>	<b>40,731</b>	<b>37,759</b>	<b>36,427</b>	<b>39,208</b>
Private	Male	17,669	20,381	22,491	23,949	24,846
	Female	21,328	23,336	26,763	25,939	26,749
	% Male	45.3%	46.6%	45.7%	48.0%	48.2%
	% Female	54.7%	53.4%	54.3%	52.0%	51.8%
<b>Sub-Total</b>		<b>38,997</b>	<b>43,717</b>	<b>49,254</b>	<b>49,888</b>	<b>51,595</b>
Public and Private	Male	42,750	47,220	47,867	48,868	52,297
	Female	33,879	37,228	39,146	37,447	38,506
	% Male	55.8%	55.9%	55.0%	56.6%	57.6%
	% Female	44.2%	44.1%	45.0%	43.4%	42.4%
<b>General Total</b>		<b>76,629</b>	<b>84,448</b>	<b>87,013</b>	<b>86,315</b>	<b>90,803</b>
student per 100,000 inhabitant	Male	800	912	901	897	937
	Female	595	670	688	644	647
	<b>TOTAL</b>	<b>695</b>	<b>787</b>	<b>791</b>	<b>766</b>	<b>787</b>

**Higher education student per 100,000 inhabitant:** This indicator shows the general level of participation in tertiary education by indicating the proportion (or density) of students within a country's population. Referring to the Table 3.1 above and upon using the Rwanda population projection by 2016 as 11,533,446 we have 787 higher education students per 100,000 inhabitants. A high number of students per 100,000 inhabitants indicate a generally high level of participation in higher education in relation to a country's population.



**Figure 7.1: Tertiary education students by status compared to ESSP target**

The figure above presents the information of enrolments in tertiary education since 2012. It is observed that more students enrol in private institutions, and the students increase as time moves on, while in the public institutions students are decreasing considerably. Generally, the increase in private sector is 6% and a decrease of the same in public institution. The ESSP target for public was not achieved.

**Table 7.2: Students enrolment in tertiary education from 2012 to 2016**

Tertiary Education	2011/12	2012/13	2013/14	2014/15	2015/16
<b>Higher Learning Institutions</b>					
<b>Degree Offering Institutions</b>	70,327	77,120	77,219	79,006	81,813
<b>Diploma Offering Institutions</b>	3,970	3,893	4,449	1,329	-
<b>Sub Total</b>	<b>74,297</b>	<b>81,013</b>	<b>81,668</b>	<b>80,335</b>	<b>81,813</b>
<b>TVET</b>					
<b>Diploma Offering Institutions</b>	2,332	3,435	5,345	5,980	8,990
<b>General total</b>	<b>76,629</b>	<b>84,448</b>	<b>87,013</b>	<b>86,315</b>	<b>90,803</b>

Table 7.2 above illustrates the number of students enrolled in tertiary education categorized by Degree/Diploma offering institutions (in both Higher Learning Institutions and Polytechnics). Among 90,803 students enrolled in tertiary education in 2016; there are 81,813 (90.1%) students in Degree awarding Higher education institutions, and 2,009 (2.2%) are students in Diploma awarding Higher Learning Institutions, while the remaining 6,981 students (7.7%) are in Diploma awarding Polytechnics.



**Table 7.3: Enrolment of students in tertiary education by exit award in 2016**

Exit awards	Number			Percentage by sex		Percentage by Exit award
	Male	Female	Total	Male	Female	
Certificate	17	38	55	30.9%	69.1%	0.06%
Diploma/Advanced Diploma	9,172	5,023	14,195	64.6%	35.4%	15.63%
Bachelor's degree	38,745	31,397	70,142	55.2%	44.8%	77.25%
Post-graduate Certificate	283	142	425	66.6%	33.4%	0.47%
Post-graduate Diploma	625	311	936	66.8%	33.2%	1.03%
Master's	3,119	1,554	4,673	66.7%	33.3%	5.15%
PhD	336	41	377	89.1%	10.9%	0.42%
<b>TOTAL</b>	<b>52,297</b>	<b>38,506</b>	<b>90,803</b>	<b>57.6%</b>	<b>42.4%</b>	<b>100%</b>

As summarized in the table above, the majority of students (77%) were enrolled in Bachelor's Degree Programme, 15.6% in Diploma and Advance Diploma Programme, then 5% in Master's Degree Programme, while PhDs enrolment represent 0.4% of the total enrolment.

**Table 7.4: Tertiary Students by Fields of Education in 2016**

Field of education	Number of Students			Percentage by Sex		Percentage by Field of Education		
	Male	Female	Total	Male	Female	Male	Female	Total
Education	7,709	5,059	12,768	60.4%	39.6%	14.7%	13.1%	14.1%
Humanities & Arts	2,014	773	2,787	72.3%	27.7%	3.9%	2.0%	3.1%
Social Science, Business & Law	19,676	21,357	41,033	48.0%	52.0%	37.6%	55.5%	45.2%
Sciences	5,192	2,634	7,826	66.3%	33.7%	9.9%	6.8%	8.6%
Engineering, manufacturing & construction	4,087	1,250	5,337	76.6%	23.4%	7.8%	3.2%	5.9%
Agriculture	2,720	1,380	4,100	66.3%	33.7%	5.2%	3.6%	4.5%
Health & Welfare	3,977	3,985	7,962	49.9%	50.1%	7.6%	10.3%	8.8%
Service	6,922	2,068	8,990	77.0%	23.0%	13.2%	5.4%	9.9%
<b>Total</b>	<b>52,297</b>	<b>38,506</b>	<b>90,803</b>	<b>57.6%</b>	<b>42.4%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

The distribution of students in tertiary education by Fields of Education indicated that almost the half of the total students are enrolled in Social Sciences, Business and Law (45.2%), followed by Education (14.1%). On the other hand, fewer students are found in the field of Humanities and Arts (3.1%) and agriculture (4.5%). Majority of female students are enrolled in the field of Social Sciences, Business and Law (52.0%), and Health & Welfare (50.1%).

Table 7.5: Tertiary education students with disability in 2016

Level	Hearing	Visual	Speaki ng	Other physical	Mental	Multiple disabilities	Total		
							M	F	Total
Certificate	19	27	49	24	19	0	60	78	138
Diploma	21	19	19	39	19	0	37	33	70
Advanced Diploma	10	9	11	17	16	0	39	31	70
Bachelors	11	46	0	53	2	1	100	53	153
Postgraduate Certificate	0	0	0	0	0	0	0	0	0
Postgraduate Diploma	0	0	0	0	0	0	0	0	0
Master's	0	0	0	1	0	0	1	0	1
PhD	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>61</b>	<b>101</b>	<b>79</b>	<b>134</b>	<b>56</b>	<b>1</b>	<b>237</b>	<b>195</b>	<b>432</b>
<b>Percentage</b>	<b>14.1%</b>	<b>23.4%</b>	<b>18.3%</b>	<b>31.0%</b>	<b>13.0%</b>	<b>0.2%</b>	<b>54.9%</b>	<b>45.1%</b>	<b>100.0%</b>

Table 7.6 indicates that 432 (0.48%) of students enrolled in Tertiary education have some form of disability of which 134 (31%) have other physical disabilities. A high percentage of disability is observed among males (55%) while female with disability were 45%.

Table 7.6: Higher learning institution academic staff by status and origin in 2016

Status	Sex	Academic Staff		
		Rwandan	Foreign	Total
Public	Male	1,117	99	1216
	Female	371	14	385
<b>Subtotal</b>		<b>1,488</b>	<b>113</b>	<b>1,601</b>
Private	Male	1,116	257	1373
	Female	235	72	307
<b>Subtotal</b>		<b>1351</b>	<b>329</b>	<b>1,680</b>
<b>Total</b>	<b>Male</b>	<b>2,233</b>	<b>356</b>	<b>2,589</b>
	<b>Female</b>	<b>606</b>	<b>86</b>	<b>692</b>
<b>Grand Total</b>		<b>2,839</b>	<b>442</b>	<b>3,281</b>

Table 7.6 indicates that the number of higher learning<sup>5</sup> institution academic staff. The number of male staff 2,589 represents 78.9%, while female staff 692 represents 21.1%. Rwandan Staff in tertiary institutions 2,839 represents 86.5%, while foreigners account for 692 (13.5%).

<sup>5</sup> Polytechnics not included.

Table 7.7 Number of higher learning institution academic staff by qualification and origin in 2016

Qualification	Rwandans		Foreigners		TOTAL			%
	M	F	M	F	M	F	M+F	
PhDs	445	55	124	39	<b>569</b>	<b>94</b>	<b>663</b>	20.2%
Masters	1,267	342	184	47	<b>1,451</b>	<b>389</b>	<b>1,840</b>	56.1%
Bachelors	465	175	13	6	<b>478</b>	<b>181</b>	<b>659</b>	20.1%
Others	67	23	24	5	<b>91</b>	<b>28</b>	<b>119</b>	3.6%
<b>Total</b>	<b>2,244</b>	<b>595</b>	<b>345</b>	<b>97</b>	<b>2,589</b>	<b>692</b>	<b>3,281</b>	<b>100%</b>

Table 7.7 illustrates the total number of academic staff in higher learning institutions by their qualification. 56.1% represent Master's degree holders, and 20.1% for Bachelor's degree holders and 20.1% for PhDs.

## 8 ADULT LITERACY EDUCATION

Table 8.1 illustrates the number of Literacy centers, learners and instructors from 2012 to 2016.

Table 8.1: Trend in Adult Literacy centers from 2012 to 2016

Year	2012	2013	2014	2015	2016
<b>Learners</b>	<b>145,065</b>	<b>122,141</b>	<b>112,656</b>	<b>95,829</b>	<b>126,165</b>
Male	53,376	46,529	42,603	36,987	49,293
Female	91,689	75,612	70,053	58,842	76,872
% of Male	36.8%	38.1%	37.8%	38.6%	39.1%
% of Female	63.2%	61.9%	62.2%	61.4%	60.9%
<b>South</b>	<b>33,731</b>	<b>35,810</b>	<b>31,180</b>	<b>24,482</b>	<b>28,080</b>
<b>West</b>	<b>37,114</b>	<b>32,359</b>	<b>32,511</b>	<b>26,789</b>	<b>41,116</b>
<b>East</b>	<b>40,923</b>	<b>26,619</b>	<b>26,860</b>	<b>23,176</b>	<b>28,350</b>
<b>North</b>	<b>28,905</b>	<b>24,391</b>	<b>19,795</b>	<b>18,851</b>	<b>19,827</b>
<b>Kigali City</b>	<b>4,392</b>	<b>2,962</b>	<b>2,310</b>	<b>2,531</b>	<b>8,792</b>
<b>Instructors</b>	<b>6,227</b>	<b>5,848</b>	<b>5,571</b>	<b>5,240</b>	<b>5,725</b>
Male	4,088	3,757	3,601	3,411	3,652
Female	2,139	2,091	1,970	1,829	2,073
% of Male	65.60%	64.20%	64.60%	65.10%	63.79%
% of Female	34.40%	35.80%	35.40%	34.90%	36.21%
<b>South</b>	<b>1,599</b>	<b>1,556</b>	<b>1,472</b>	<b>1,233</b>	<b>1,356</b>
<b>West</b>	<b>1,604</b>	<b>1,673</b>	<b>1,687</b>	<b>1,578</b>	<b>1,811</b>
<b>East</b>	<b>1,516</b>	<b>1,163</b>	<b>1,164</b>	<b>1,092</b>	<b>1,141</b>
<b>North</b>	<b>1,212</b>	<b>1,255</b>	<b>1,080</b>	<b>1,138</b>	<b>1,149</b>
<b>Kigali City</b>	<b>296</b>	<b>201</b>	<b>168</b>	<b>199</b>	<b>268</b>
<b>Centers</b>	<b>5,017</b>	<b>4,706</b>	<b>4,602</b>	<b>4,313</b>	<b>4,654</b>
South	1,206	1,216	1,152	948	1,034
West	1,239	1,182	1,252	1,158	1,341
East	1,370	1,113	1,108	1,046	1,119
North	987	1,062	973	1014	1000
Kigali City	215	133	117	147	160

Figure 8.1 shows that the number of learners decreased from 2012 to 2015, but increased from 95,829 in 2015 to 126,165 in 2016. The 2016/17 ESSP target of 220,476 learners was not achieved.

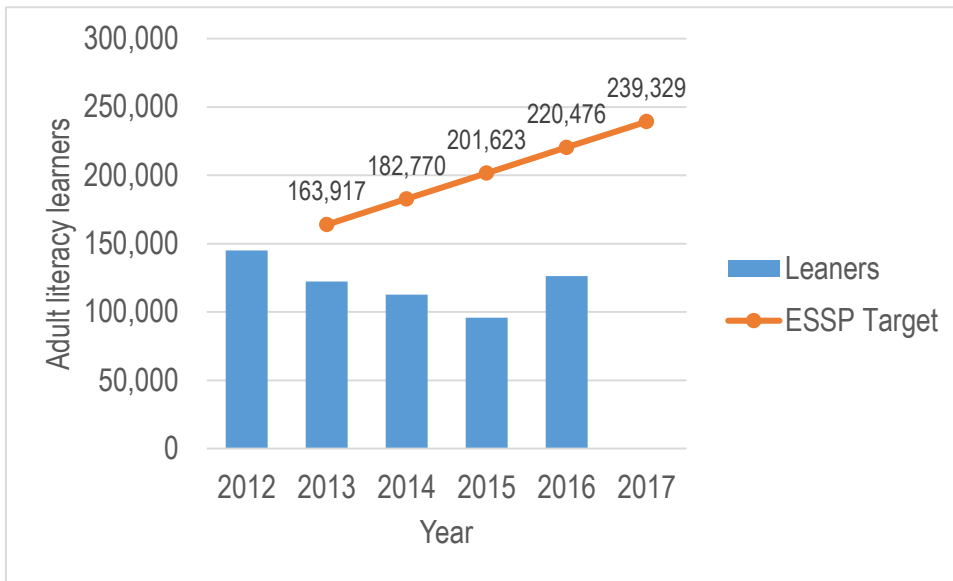


Figure 8.1: Adult literacy learners from 2012 to 2016

Figure 8.2 indicates a decrease in number of learners in adult literacy, but in 2016 a slight increase is observed. The number of female is greater than that of male.

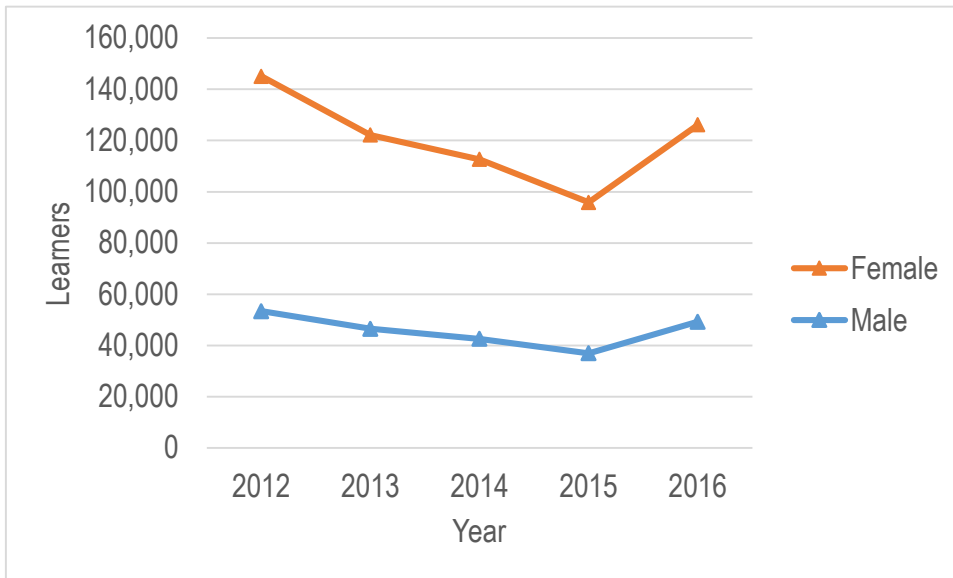
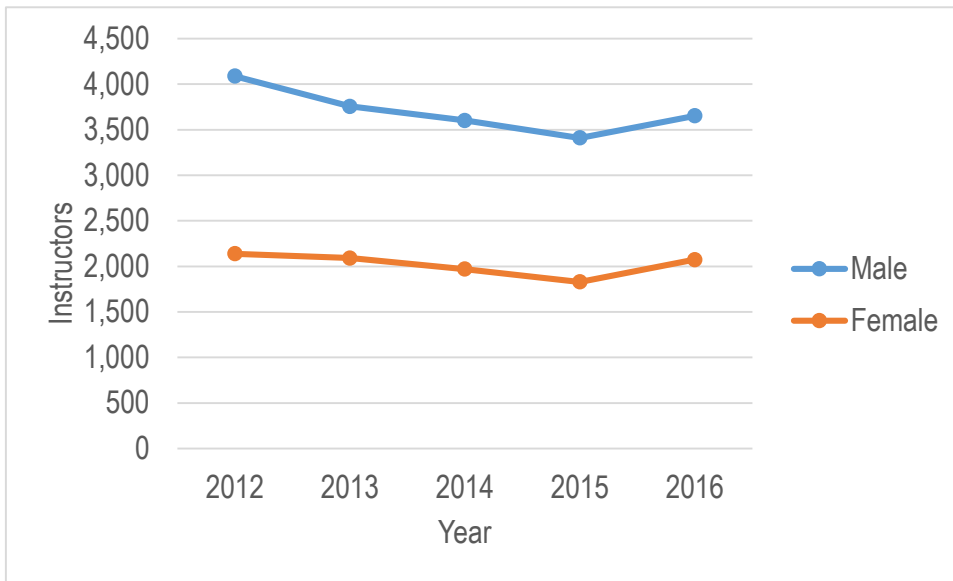


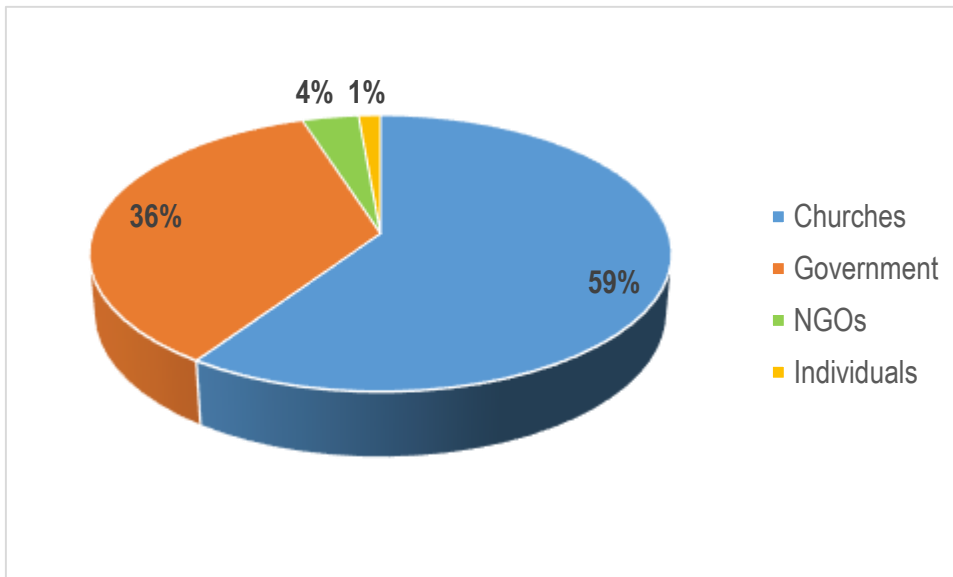
Figure 8.2: Trend in adult literacy learners by sex from 2012 to 2016

Figure 8.3 indicates the trend in adult literacy instructors from 2012 to 2016. A decrease from 2012 to 2015 for both female and male is observed, then follows a slight increase from 2015 to 2016. The number of male is greater than that of female.



**Figure 8.3: Trend in adult literacy instructors by sex from 2012 to 2016**

Figure 8.4 shows literacy centers by ownership: Churches, 2,768 (59%); Government, 1,653 (36%); NGOs, 168 (4%) and Individuals, 65 (1%).



**Figure 8.4: Adult literacy centres by owners in 2016**

## 9 CONCLUSION

As we are concluding this Education statistical yearbook, it is important to highlight some key points which should be taken into consideration for the improvement of Education system in Rwanda as well as the quality of education in particular.

On pre-primary education, the net enrolment rate still very low; only 17.52% of pupils in the age of attending pre-primary are in the school, meaning that the remaining 82.88% are elsewhere. Special strategies to increase pre-primary attendance should be taken.

On primary education, the Gross Enrolment Rate is still very high 139.6%. This rate explains the problem of averaged student in pre-primary. Mitigation to this should focus on enhancing pre-primary in order to well prepare pupils to enter in to primary on time, reducing repetition and dropout rate in primary education.

On secondary education, the Net Enrolment Rate still low; only 32.9% of pupils in the age of attending secondary are in school, meaning that the remaining 67.1% is either in lower level (especially in primary) or elsewhere. Special strategies to increase secondary enrolment should be taken.

TVET are composed by Vocational Training Centers, Technical Secondary Schools and Technical Tertiary Institutions this can be a bit confusing because TSS is appearing twice: in TVET section and in Secondary section as well as technical tertiary institutions which appear in TVET section and in Tertiary section. Some indicators require counting each section in their respective level of education. A casual analysis should be done to revisit the structure of education system in Rwanda to clear up this confusion. And further research should be carried out to investigate on the sudden decrease in number of student enrolled in Technical secondary school as well as those who are enrolled in vocational training centers.

The ESSP comparison also highlights the need in the revision of ESSP targets.

## 10 RECOMMENDATION

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 review ESSP targets that proved not to reflect reality
- To mobilise and reinforce 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 recruit teachers per district based on the number of learners in that specific district
- To facilitate schools to have access to water and electricity
- To conduct mass mobilisation on the key players (parents, local community, PTAs and Students) to face the causes of dropout



## 11 ANNEXES

Annex 1 : Pre-primary schools, Classrooms, pupils and staff by district in 2016

District	School	Classroom	Pupils			Staff		
			Male	Female	Total	Male	Female	Total
Gisagara	32	42	1112	1246	2,358	11	49	60
Huye	101	179	2,986	3,081	6,067	17	197	214
Kamonyi	75	127	2,631	2,758	5,389	5	131	136
Muhanga	114	189	3,436	3,573	7,009	59	213	272
Nyamagabe	78	129	2,886	3,089	5,975	35	136	171
Nyanza	85	124	3,830	3,703	7,533	17	138	155
Nyaruguru	46	57	1,383	1,568	2,951	9	50	59
Ruhango	74	106	2,020	2,233	4,253	14	110	124
<b>Southern</b>	<b>605</b>	<b>953</b>	<b>20,284</b>	<b>21,251</b>	<b>41,535</b>	<b>167</b>	<b>1024</b>	<b>1,191</b>
Karongi	87	114	2,687	2,750	5,437	19	135	154
Ngororero	89	99	2,780	2,948	5,728	19	85	104
Nyabihu	68	82	1,807	1,935	3,742	25	58	83
Nyamasheke	121	127	3,393	3,548	6,941	27	134	161
Rubavu	108	187	3,326	3,457	6,783	95	170	265
Rusizi	112	164	4,069	4,360	8,429	74	131	205
Rutsiro	95	94	2,325	2,388	4,713	19	77	96
<b>Western</b>	<b>680</b>	<b>867</b>	<b>20,387</b>	<b>21,386</b>	<b>41,773</b>	<b>278</b>	<b>790</b>	<b>1068</b>
Bugesera	76	163	2,705	2,868	5,573	61	138	199
Gatsibo	123	170	3,694	3,819	7,513	72	152	224
Kayonza	50	79	1,240	1,329	2,569	28	73	101
Kirehe	57	84	2,282	2,293	4,575	24	78	102
Ngoma	82	114	2,687	2,691	5,378	46	104	150
Nyagatare	144	312	4,809	4,877	9,686	162	267	429
Rwamagana	102	177	3,126	3,133	6,259	62	202	264
<b>Eastern</b>	<b>634</b>	<b>1,099</b>	<b>20,543</b>	<b>21,010</b>	<b>41,553</b>	<b>455</b>	<b>1014</b>	<b>1,469</b>
Burera	103	122	3,081	3,329	6,410	52	106	158
Gakenke	137	173	4,043	4,088	8,131	37	152	189
Gicumbi	154	198	3,834	3,792	7,626	54	161	215
Musanze	122	208	3,758	4,003	7,761	65	232	297
Rulindo	90	133	3,537	3,839	7,376	17	124	141
<b>Northern</b>	<b>606</b>	<b>834</b>	<b>18,253</b>	<b>19,051</b>	<b>37,304</b>	<b>225</b>	<b>775</b>	<b>1000</b>
Gasabo	100	225	5,620	5,455	11,075	92	475	567
Kicukiro	92	293	4,144	4,095	8,239	64	420	484
Nyarugenge	40	141	2,125	2,062	4,187	27	190	217
<b>Kigali city</b>	<b>232</b>	<b>659</b>	<b>11,889</b>	<b>11,612</b>	<b>23,501</b>	<b>183</b>	<b>1,085</b>	<b>1,268</b>
<b>Rwanda</b>	<b>2,757</b>	<b>4,412</b>	<b>91,356</b>	<b>94,310</b>	<b>185,666</b>	<b>1,308</b>	<b>4,688</b>	<b>5,996</b>

Annex 2: Pre-primary pupil enrolment by level from 2015 to 2016

Level	2015			2016		
	Boys	Girls	Total	Boys	Girls	Total
Nursery 1	49,215	51,838	101,053	16,836	17,499	34,335
Nursery 2	16,445	16,889	33,334	30,242	31,864	62,106
Nursery 3	24,475	24,796	49,271	44,278	44,947	89,225
<b>Total</b>	<b>90,135</b>	<b>93,523</b>	<b>183,658</b>	<b>91,356</b>	<b>94,310</b>	<b>185,666</b>

Annex 3: Pre-primary schools with suitable games and learning materials for pupils in 2016

Games and learning materials	Schools by Province					Total	
	East	Kigali City	North	West	South	Number	Percentage
Swings	65	96	47	46	21	275	9.8%
Ladders	31	59	36	27	9	162	5.8%
Rope trees and nets	44	40	27	22	15	148	5.3%
Climbing and gym equipment	30	40	39	35	17	161	5.7%
Rocking	11	12	18	13	8	62	2.20%
Roundabouts	30	46	16	22	12	126	4.5%
Bats and Balls	103	83	65	74	36	361	12.8%
Toboggan : Sliding games	37	50	37	23	16	163	5.8%
Balance and fitness	46	57	40	47	23	213	7.6%
Ropes used in different games	96	88	76	70	38	368	13.1%
Puzzles	111	72	113	110	57	463	16.4%
Small Bicycle	17	25	16	23	9	90	3.2%
Small Balls	220	138	152	166	113	789	28.0%
Big circles	36	40	37	29	24	166	5.9%
Hand puppets	104	65	105	110	59	443	15.7%
Cubes shapes	110	66	123	133	77	509	18.1%
Spring Rockers	19	12	15	21	10	77	2.7%
Toys	152	132	136	153	95	668	23.7%
Others (specify.....)	28	30	24	24	18	124	4.4%

Annex 4: Number of Pre-primary staff trained in 2016

Subject	Number of staff trained			Percentage		
	Male	Female	Total	Male	Female	Total
Health	64	188	252	4.5%	3.8%	3.9%
Sciences	39	92	131	2.7%	1.8%	2.0%
Environmental Protection	58	157	215	4.1%	3.1%	3.3%
English	137	486	623	9.6%	9.7%	9.7%
Water and Sanitation	44	117	161	3.1%	2.3%	2.5%
Gender issues	48	157	205	3.4%	3.1%	3.2%
New Curriculum	311	1066	1377	21.9%	21.3%	21.4%
School management	77	110	187	5.4%	2.2%	2.9%
Special needs & inclusive education	76	170	246	5.4%	3.4%	3.8%
ICT	81	196	277	5.7%	3.9%	4.3%
Teaching methodology	250	991	1241	17.6%	19.8%	19.3%
Education statistical tools	64	133	197	4.5%	2.7%	3.1%
Others	76	252	328	5.4%	5.0%	5.1%

Annex 5: Pre-primary schools with access to water and electricity by districts in 2016

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	32	2	4	2	2	0	0
Huye	101	8	2	8	5	1	0
Kamonyi	75	0	2	7	0	1	0
Muhanga	114	26	27	21	0	3	0
Nyamagabe	78	3	8	5	0	0	0
Nyanza	85	7	9	19	4	3	0
Nyaruguru	46	0	1	3	0	1	0
Ruhango	74	1	3	2	0	0	0
<b>South</b>	<b>605</b>	<b>47</b>	<b>56</b>	<b>67</b>	<b>11</b>	<b>9</b>	<b>0</b>
Karongi	87	11	12	3	5	1	0
Ngororero	89	2	2	1	3	0	0
Nyabihu	68	1	9	15	1	0	0
Nyamasheke	121	2	5	6	2	0	1
Rubavu	108	17	26	12	1	6	1
Rusizi	112	2	9	8	0	0	0
Rutsiro	95	2	5	4	3	0	0
<b>West</b>	<b>680</b>	<b>37</b>	<b>68</b>	<b>49</b>	<b>15</b>	<b>7</b>	<b>2</b>
Bugesera	76	27	18	7	1	2	0
Gatsibo	123	15	6	12	0	2	0
Kayanza	50	1	17	16	0	1	0
Kirehe	57	0	1	1	1	0	0
Ngoma	82	10	8	5	5	2	0
Nyagatare	144	14	19	24	6	4	1
Rwamagana	102	12	17	16	2	1	0
<b>East</b>	<b>634</b>	<b>79</b>	<b>86</b>	<b>81</b>	<b>15</b>	<b>12</b>	<b>1</b>
Burera	103	8	8	5	2	0	0
Gakenke	137	10	8	10	3	0	0
Gicumbi	154	26	9	6	2	2	0
Musanze	122	28	27	21	0	3	0
Rulindo	90	0	4	6	0	1	0
<b>North</b>	<b>606</b>	<b>72</b>	<b>56</b>	<b>48</b>	<b>7</b>	<b>6</b>	<b>0</b>
Gasabo	100	9	30	25	1	5	0
Kicukiro	92	27	50	48	3	10	2
Nyarugenge	40	5	7	11	1	2	0
<b>Kigali City</b>	<b>232</b>	<b>41</b>	<b>87</b>	<b>84</b>	<b>5</b>	<b>17</b>	<b>2</b>
<b>Rwanda</b>	<b>2,757</b>	<b>276</b>	<b>353</b>	<b>329</b>	<b>53</b>	<b>51</b>	<b>5</b>

Annex 6: Primary pupils enrolment by District in 2015 and 2016

District	2015			2016		
	Boys	Girls	Total	Boys	Girls	Total
Gisagara	38,777	39,231	78,008	41,224	40,907	82,131
Huye	32,929	33,343	66,272	34,913	34,106	69,019
Kamonyi	41,689	41,534	83,223	42,172	41,906	84,078
Muhanga	34,953	35,075	70,028	35,905	35,441	71,346
Nyamagabe	42,294	43,324	85,618	43,753	44,458	88,211
Nyanza	37,400	37,050	74,450	40,488	38,358	78,846
Nyaruguru	35,983	36,608	72,591	37,689	37,331	75,020
Ruhango	39,157	38,530	77,687	42,025	40,990	83,015
<b>South</b>	<b>303,182</b>	<b>304,695</b>	<b>607,877</b>	<b>318,169</b>	<b>313,497</b>	<b>631,666</b>
Karongi	43,189	42,864	86,053	43,736	42,690	86,426
Ngororero	41,227	43,788	85,015	43,217	44,381	87,598
Nyabihu	34,460	36,344	70,804	36,164	37,538	73,702
Nyamasheke	47,072	47,335	94,407	47,570	47,205	94,775
Rubavu	44,656	45,657	90,313	49,138	49,085	98,223
Rusizi	47,234	47,044	94,278	47,522	46,167	93,689
Rutsiro	40,999	42,382	83,381	42,259	42,786	85,045
<b>West</b>	<b>298,837</b>	<b>305,414</b>	<b>604,251</b>	<b>309,606</b>	<b>309,852</b>	<b>619,458</b>
Bugesera	41,577	42,584	84,161	43,853	44,676	88,529
Gatsibo	54,048	56,146	110,194	55,936	57,060	112,996
Kayonza	43,269	44,353	87,622	48,411	48,909	97,320
Kirehe	41,294	42,678	83,972	49,792	50,249	100,041
Ngoma	38,327	38,824	77,151	40,161	40,089	80,250
Nyagatare	57,854	59,843	117,697	59,539	61,278	120,817
Rwamagana	35,843	36,280	72,123	37,178	37,978	75,156
<b>East</b>	<b>312,212</b>	<b>320,708</b>	<b>632,920</b>	<b>334,870</b>	<b>340,239</b>	<b>675,109</b>
Burera	42,549	45,838	88,387	44,051	46,327	90,378
Gakenke	37,353	38,513	75,866	38,488	38,664	77,152
Gicumbi	46,601	48,944	95,545	48,532	49,679	98,211
Musanze	44,297	45,693	89,990	45,332	45,609	90,941
Rulindo	32,755	32,722	65,477	33,554	33,610	67,164
<b>North</b>	<b>203,555</b>	<b>211,710</b>	<b>415,265</b>	<b>209,957</b>	<b>213,889</b>	<b>423,846</b>
Gasabo	46,022	45,423	91,445	46,629	46,611	93,240
Kicukiro	24,259	23,579	47,838	25,357	24,779	50,136
Nyarugenge	25,899	25,210	51,109	26,582	26,226	52,808
<b>Kigali City</b>	<b>96,180</b>	<b>94,212</b>	<b>190,392</b>	<b>98,568</b>	<b>97,616</b>	<b>196,184</b>
<b>Rwanda</b>	<b>1,213,966</b>	<b>1,236,739</b>	<b>2,450,705</b>	<b>1,271,170</b>	<b>1,275,093</b>	<b>2,546,263</b>

Annex 7: Primary school staff by District in 2016

District	Teaching Staff			Administrative staff			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gisagara	451	717	1,168	28	18	46	479	735	1,214
Huye	402	733	1,135	39	37	76	441	770	1,211
Kamonyi	364	921	1,285	32	25	57	396	946	1,342
Muhanga	386	866	1,252	51	34	85	437	900	1,337
Nyamagabe	572	841	1,413	40	34	74	612	875	1,487
Nyanza	487	732	1,219	40	16	56	527	748	1,275
Nyaruguru	523	707	1,230	34	20	54	557	727	1,284
Ruhango	367	795	1,162	24	26	50	391	821	1,212
<b>South</b>	<b>3,552</b>	<b>6,312</b>	<b>9,864</b>	<b>288</b>	<b>210</b>	<b>498</b>	<b>3,840</b>	<b>6,522</b>	<b>10,362</b>
Karongi	617	845	1,462	58	36	94	675	881	1,556
Ngororero	673	713	1,386	41	24	65	714	737	1,451
Nyabihu	719	580	1,299	50	9	59	769	589	1,358
Nyamasheke	614	961	1,575	73	26	99	687	987	1,674
Rubavu	783	639	1,422	53	29	82	836	668	1,504
Rusizi	643	931	1,574	57	26	83	700	957	1,657
Rutsiro	670	666	1,336	52	9	61	722	675	1,397
<b>West</b>	<b>4,719</b>	<b>5,335</b>	<b>10,054</b>	<b>384</b>	<b>159</b>	<b>543</b>	<b>5,103</b>	<b>5,494</b>	<b>10,597</b>
Bugesera	681	703	1,384	56	26	82	737	729	1,466
Gatsibo	880	833	1,713	55	11	66	935	844	1,779
Kayonza	738	789	1,527	64	34	98	802	823	1,625
Kirehe	796	661	1,457	17	7	24	813	668	1,481
Ngoma	541	654	1,195	33	17	50	574	671	1,245
Nyagatare	1,235	795	2,030	136	62	198	1371	857	2,228
Rwamagana	519	671	1,190	32	20	52	551	691	1,242
<b>East</b>	<b>5,390</b>	<b>5,106</b>	<b>10,496</b>	<b>393</b>	<b>177</b>	<b>570</b>	<b>5,783</b>	<b>5,283</b>	<b>11,066</b>
Burera	816	673	1,489	39	19	58	855	692	1,547
Gakenke	617	734	1,351	60	20	80	677	754	1,431
Gicumbi	764	727	1,491	41	12	53	805	739	1,544
Musanze	775	824	1,599	64	32	96	839	856	1,695
Rulindo	471	650	1,121	27	9	36	498	659	1,157
<b>North</b>	<b>3,443</b>	<b>3,608</b>	<b>7,051</b>	<b>231</b>	<b>92</b>	<b>323</b>	<b>3,674</b>	<b>3,700</b>	<b>7,374</b>
Gasabo	815	992	1,807	106	106	212	921	1098	2,019
Kicukiro	456	587	1,043	65	73	138	521	660	1,181
Nyarugenge	306	605	911	24	24	48	330	629	959
<b>Kigali City</b>	<b>1,577</b>	<b>2,184</b>	<b>3,761</b>	<b>195</b>	<b>203</b>	<b>398</b>	<b>1,772</b>	<b>2,387</b>	<b>4,159</b>
<b>Rwanda</b>	<b>18,681</b>	<b>22,545</b>	<b>41,226</b>	<b>1,491</b>	<b>841</b>	<b>2,332</b>	<b>20,172</b>	<b>23,386</b>	<b>43,558</b>

Annex 8: Primary schools, classrooms and desks by District in 2015 and 2016

District	2015			2016		
	Schools	Classrooms	Desks	Schools	Classrooms	Desks
Gisagara	64	871	13,254	61	854	14,072
Huye	98	934	17,398	99	947	18,129
Kamonyi	93	975	17,874	93	991	17,624
Muhanga	113	966	17,081	117	975	17,806
Nyamagabe	105	1,114	19,003	106	1,133	19,424
Nyanza	80	861	15,535	82	889	15,512
Nyaruguru	89	929	16,202	90	923	16,536
Ruhango	74	925	15,821	75	950	15,878
<b>South</b>	<b>716</b>	<b>7575</b>	<b>132168</b>	<b>723</b>	<b>7662</b>	<b>134,981</b>
Karongi	126	1,137	20,843	128	1,133	19,994
Ngororero	99	1,051	18,867	99	1,064	18,671
Nyabihu	89	909	16,248	90	927	15,940
Nyamasheke	139	1,244	21,386	139	1,238	21,660
Rubavu	83	982	17,523	86	1021	16,993
Rusizi	120	1,220	21,263	119	1,188	20,223
Rutsiro	93	1,002	16,514	93	1,016	17,704
<b>West</b>	<b>749</b>	<b>7545</b>	<b>132644</b>	<b>754</b>	<b>7,587</b>	<b>131,185</b>
Bugesera	91	1055	19,402	94	1103	19,232
Gatsibo	90	1,243	21,481	95	1,293	22,695
Kayanza	86	1004	16,355	96	1125	18,187
Kirehe	62	877	14,941	63	1018	17,419
Ngoma	76	896	15,485	76	914	15,259
Nyagatare	122	1,449	25,685	149	1,578	25,574
Rwamagana	70	880	14,616	73	914	14,067
<b>East</b>	<b>597</b>	<b>7404</b>	<b>127965</b>	<b>646</b>	<b>7,945</b>	<b>132,433</b>
Burera	90	1,124	17,829	91	1,123	18,386
Gakenke	116	1023	17,787	118	1027	18,221
Gicumbi	102	1,176	23,380	104	1,198	22,070
Musanze	90	1,165	22,269	95	1,187	23,581
Rulindo	83	837	15,077	84	846	16,284
<b>North</b>	<b>481</b>	<b>5325</b>	<b>96342</b>	<b>492</b>	<b>5,381</b>	<b>98,542</b>
Gasabo	96	1,183	20,826	110	1,343	22,884
Kicukiro	72	772	14,953	75	796	14,647
Nyarugenge	41	674	12,785	42	723	12,385
<b>Kigali city</b>	<b>209</b>	<b>2629</b>	<b>48564</b>	<b>227</b>	<b>2862</b>	<b>49,916</b>
<b>Rwanda</b>	<b>2,752</b>	<b>30,478</b>	<b>537,683</b>	<b>2,842</b>	<b>31,437</b>	<b>547,057</b>

Annex 9: Books used in primary schools by level and subject in 2016

Number of books							
Level	P1	P2	P3	P4	P5	P6	Total
Mathematics	304,858	274,306	231,256	211,669	190,728	143,534	1,356,351
Kinyarwanda	692,556	592,478	302,140	117,279	94,856	78,653	1,877,962
English	603,504	592,365	325,315	306,935	157,734	128,122	2,113,975
Social studies	219,328	192,988	155,756	142,204	127,874	105,157	943,307
Elementary Science and Technology	17,592	21,087	19,309	107,148	102,066	93,320	360,522
Pupil: book ratio							
Level	P1	P2	P3	P4	P5	P6	Overall
Mathematics	2	2	2	2	2	1	2
Kinyarwanda	1	1	2	3	4	3	1
English	1	1	1	1	2	2	1
Social studies	3	3	3	3	3	2	3
Elementary science and Technology	34	26	24	4	3	2	7



Annex 10: Primary schools with access to water and Electricity in 2016 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	61	26	18	13	21	3	0
Huye	99	57	34	20	28	5	1
Kamonyi	93	52	25	22	11	10	0
Muhanga	117	37	36	22	17	2	0
Nyamagabe	106	70	54	29	44	4	0
Nyanza	82	34	16	20	28	3	0
Nyaruguru	90	35	28	23	24	5	0
Ruhango	75	21	12	19	15	2	0
<b>South</b>	<b>723</b>	<b>332</b>	<b>223</b>	<b>168</b>	<b>188</b>	<b>34</b>	<b>1</b>
Karongi	128	51	46	24	49	3	0
Ngororero	99	31	18	14	26	3	0
Nyabihu	90	44	25	22	11	1	0
Nyamasheke	139	53	26	34	25	4	0
Rubavu	86	52	41	26	18	8	0
Rusizi	119	41	39	31	18	7	0
Rutsiro	93	36	22	30	23	2	0
<b>West</b>	<b>754</b>	<b>308</b>	<b>217</b>	<b>181</b>	<b>170</b>	<b>28</b>	<b>-</b>
Bugesera	94	54	41	30	26	3	0
Gatsibo	95	60	41	28	29	3	0
Kayonza	96	43	27	27	10	5	2
Kirehe	63	29	12	11	19	3	0
Ngoma	76	45	28	16	12	2	0
Nyagatare	149	84	47	54	31	9	1
Rwamagana	73	45	47	41	13	7	1
<b>East</b>	<b>646</b>	<b>360</b>	<b>243</b>	<b>207</b>	<b>140</b>	<b>32</b>	<b>4</b>
Burera	91	72	31	51	23	1	0
Gakenke	118	40	31	36	36	2	1
Gicumbi	104	64	27	21	40	5	0
Musanze	95	60	48	43	9	9	2
Rulindo	84	44	25	29	19	2	1
<b>North</b>	<b>492</b>	<b>280</b>	<b>162</b>	<b>180</b>	<b>127</b>	<b>19</b>	<b>4</b>
Gasabo	110	54	51	45	8	7	1
Kicukiro	75	51	38	59	2	3	0
Nyarugenge	42	23	17	13	2	5	0
<b>Kigali City</b>	<b>227</b>	<b>128</b>	<b>106</b>	<b>117</b>	<b>12</b>	<b>15</b>	<b>1</b>
<b>Rwanda</b>	<b>2,842</b>	<b>1,408</b>	<b>951</b>	<b>853</b>	<b>637</b>	<b>128</b>	<b>10</b>

Annex 11: Trend in student enrolment in Upper Secondary from 2012 to 2016

<b>School year</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Total Student in Upper secondary</b>	<b>181,916</b>	<b>204,848</b>	<b>215,620</b>	<b>207,494</b>	<b>206,956</b>
Male	91,141	101,380	105,002	100,284	99,535
Female	90,775	103,468	110,618	107,210	107,421
%Male	50.1%	49.5%	48.7%	48.3%	48.1%
%Female	49.9%	50.5%	51.3%	51.7%	51.9%
<b>Sciences</b>	<b>73,774</b>	<b>80,143</b>	<b>81,382</b>	<b>75,032</b>	<b>75,276</b>
Male	36,331	38,057	37,612	33,714	33,733
Female	37,443	42,086	43,770	41,318	41,543
%Male	49.2%	47.5%	46.2%	44.9%	44.8%
%Female	50.8%	52.5%	53.8%	55.1%	55.2%
<b>Humanities</b>	<b>24,767</b>	<b>26,192</b>	<b>28,973</b>	<b>28,223</b>	<b>28,842</b>
Male	11,993	12,124	13,294	12,929	13,548
Female	12,774	14,068	15,679	15,294	15,294
%Male	48.4%	46.3%	45.9%	45.8%	47.0%
%Female	51.6%	53.7%	54.1%	54.2%	53.0%
<b>Languages</b>	<b>18,902</b>	<b>26,272</b>	<b>30,788</b>	<b>28,012</b>	<b>27,794</b>
Male	9,696	12,691	14,346	12,483	12,055
Female	9,206	13,581	16,442	15,529	15,739
%Male	51.3%	48.3%	46.6%	44.6%	43.4%
%Female	48.7%	51.7%	53.4%	55.4%	56.6%
<b>Teacher education</b>	<b>6,042</b>	<b>7,375</b>	<b>8,364</b>	<b>8,771</b>	<b>9,461</b>
Male	2,893	3,599	3,838	3,874	3,870
Female	3,149	3,776	4,526	4,897	5,591
%Male	47.9%	48.8%	45.9%	44.2%	40.9%
%Female	52.1%	51.2%	54.1%	55.8%	59.1%
<b>Technical Secondary education</b>	<b>58,431</b>	<b>64,866</b>	<b>66,113</b>	<b>67,456</b>	<b>65,583</b>
Male	30,228	34,909	35,912	37,284	36,329
Female	28,203	29,957	30,201	30,172	29,254
%Male	51.7%	53.8%	54.3%	55.3%	55.4%
%Female	48.3%	46.2%	45.7%	44.7%	44.6%

Annex 12: Lower and Upper Secondary school students by District in 2016

District	Lower Secondary			Upper Secondary			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gisagara	3,808	4,638	8,446	2,585	2,922	5,507	6,393	7,560	13,953
Huye	4,989	5,666	10,655	2,934	3,377	6,311	7,923	9,043	16,966
Kamonyi	5,465	7,230	12,695	2,569	3,226	5,795	8,034	10,456	18,490
Muhanga	5,396	6,804	12,200	5,080	4,947	10,027	10,476	11,751	22,227
Nyamagabe	5,178	6,465	11,643	3,269	3,595	6,864	8,447	10,060	18,507
Nyanza	5,359	5,547	10,906	4,180	3,198	7,378	9,539	8,745	18,284
Nyaruguru	4,824	5,671	10,495	2,627	3,030	5,657	7,451	8,701	16,152
Ruhango	5,388	6,514	11,902	4,621	4,769	9,390	10,009	11,283	21,292
<b>South</b>	<b>40,407</b>	<b>48,535</b>	<b>88,942</b>	<b>27,865</b>	<b>29,064</b>	<b>56,929</b>	<b>68,272</b>	<b>77,599</b>	<b>145,871</b>
Karongi	6,325	7,318	13,643	3,079	4,049	7,128	9,404	11,367	20,771
Ngororero	3,542	4,582	8,124	2,581	2,874	5,455	6,123	7,456	13,579
Nyabihu	4,773	5,746	10,519	2,781	3,664	6,445	7,554	9,410	16,964
Nyamasheke	6,442	8,189	14,631	3,056	4,529	7,585	9,498	12,718	22,216
Rubavu	6,476	6,360	12,836	4,866	4,467	9,333	11,342	10,827	22,169
Rusizi	6,769	7,679	14,448	3,945	4,230	8,175	10,714	11,909	22,623
Rutsiro	5,428	5,969	11,397	2,132	2,279	4,411	7,560	8,248	15,808
<b>West</b>	<b>39,755</b>	<b>45,843</b>	<b>85,598</b>	<b>22,440</b>	<b>26,092</b>	<b>48,532</b>	<b>62,195</b>	<b>71,935</b>	<b>134,130</b>
Bugesera	4,650	5,146	9,796	2,781	3,016	5,797	7,431	8,162	15,593
Gatsibo	6,734	6,934	13,668	3,678	3,806	7,484	10,412	10,740	21,152
Kayanza	4,966	5,883	10,849	2,853	3,606	6,459	7,819	9,489	17,308
Kirehe	5,531	5,144	10,675	2,526	1,893	4,419	8,057	7,037	15,094
Ngoma	4,371	4,552	8,923	3,518	3,508	7,026	7,889	8,060	15,949
Nyagatare	7,769	8,045	15,814	3,171	3,447	6,618	10,940	11,492	22,432
Rwamagana	4,738	6,032	10,770	2,899	3,700	6,599	7,637	9,732	17,369
<b>East</b>	<b>38,759</b>	<b>41,736</b>	<b>80,495</b>	<b>21,426</b>	<b>22,976</b>	<b>44,402</b>	<b>60,185</b>	<b>64,712</b>	<b>124,897</b>
Burera	5,138	5,522	10,660	3,325	2,746	6,071	8,463	8,268	16,731
Gakenke	4,219	5,465	9,684	2,825	3,188	6,013	7,044	8,653	15,697
Gicumbi	6,541	8,372	14,913	3,422	4,359	7,781	9,963	12,731	22,694
Musanze	6,486	8,312	14,798	3,475	4,538	8,013	9,961	12,850	22,811
Rulindo	4,776	6,384	11,160	2,946	3,521	6,467	7,722	9,905	17,627
<b>North</b>	<b>27,160</b>	<b>34,055</b>	<b>61,215</b>	<b>15,993</b>	<b>18,352</b>	<b>34,345</b>	<b>43,153</b>	<b>52,407</b>	<b>95,560</b>
Gasabo	5,826	6,270	12,096	3,333	4,107	7,440	9,159	10,377	19,536
Kicukiro	4,816	4,700	9,516	5,441	4,083	9,524	10,257	8,783	19,040
Nyarugenge	4,421	4,500	8,921	3,037	2,747	5,784	7,458	7,247	14,705
<b>Kigali City</b>	<b>15,063</b>	<b>15,470</b>	<b>30,533</b>	<b>11,811</b>	<b>10,937</b>	<b>22,748</b>	<b>26,874</b>	<b>26,407</b>	<b>53,281</b>
<b>Rwanda</b>	<b>161,144</b>	<b>185,639</b>	<b>346,783</b>	<b>99,535</b>	<b>107,421</b>	<b>206,956</b>	<b>260,679</b>	<b>293,060</b>	<b>553,739</b>

Annex 13: General upper secondary students by subject combination in 2016

Subject Combination	S4	S5	S6	Total Students		
				Boys	Girls	Total
<b>Science Combinations</b>	<b>27,396</b>	<b>24,064</b>	<b>23,816</b>	<b>33,733</b>	<b>41,543</b>	<b>75,276</b>
Math, Physics and Computer	1,258	1,048	1,132	1,665	1,773	3,438
Physics, Chemistry and Math	2,058	1,792	2,100	3,280	2,670	5,950
Math, Chemistry and Biology	5,828	5,140	4,882	6,842	9,008	15,850
Physics, Chemistry and Biology	3,032	2,687	2,655	4,246	4,128	8,374
Chemistry, Economy and Math	3,946	3,237	2,963	4,152	5,994	10,146
Math, Economy and Geography	8,428	7,746	7,594	9,620	14,148	23,768
Math, Physics and Geography	2128	1821	2115	3233	2831	6,064
Physics, Economy and Math	15	6	8	9	20	29
Biology, Chemistry and Geography	703	587	367	686	971	1,657
<b>Humanities</b>	<b>10,615</b>	<b>9,406</b>	<b>8,821</b>	<b>13,548</b>	<b>15,294</b>	<b>28,842</b>
History, Economy and Geography	8,389	7,571	6,938	10,943	11,955	22,898
History, Economy and Literature	705	657	627	843	1,146	1,989
Literature, Economy and Geography	1,164	938	994	1,331	1,765	3,096
History, Geography and Literature	357	240	262	431	428	859
<b>Languages</b>	<b>10,421</b>	<b>8,883</b>	<b>8,490</b>	<b>12,055</b>	<b>15,739</b>	<b>27,794</b>
English, French and Kinyarwanda	5,725	4,979	4,769	6,682	8,791	15,473
English, Kinyarwanda and Kiswahili	4,696	3,904	3,721	5,373	6,948	12,321
<b>Total General Education</b>	<b>48,432</b>	<b>42,353</b>	<b>41,127</b>	<b>59,336</b>	<b>72,576</b>	<b>131,912</b>

Annex 14: TTC students by options in 2016

Option	S4	S5	S6	TTC Students		
				Boys	Girls	Total
Science and Mathematics Education (SME)	1,060	981	775	1,386	1,430	2,816
Social Studies Education (SSE)	971	803	846	1,082	1,538	2,620
Modern Languages Education (MLE)	765	787	728	927	1,353	2,280
Early Childhood Education (ECE)	654	576	515	475	1,270	1,745
<b>Total TTC</b>	<b>3,450</b>	<b>3,147</b>	<b>2,864</b>	<b>3,870</b>	<b>5,591</b>	<b>9,461</b>

Annex 15: TSS trainees by trades in 2016

Trade	S4	S5	S6	TSS Trainees		
				Boys	Girls	Total
Accountancy	4,353	4,894	5,968	2,717	12,498	15,215
Agriculture	254	359	398	507	504	1,011
Carpentry	156	193	74	342	81	423
Ceramic-Sculpture	0	27	26	49	4	53
Computer Electronics	622	520	753	1,412	483	1,895
Computer Science	2,258	2,490	2,208	3,625	3,331	6,956
Computer Science & Management	437	517	808	680	1,082	1,762
Construction	4,667	4,900	5,483	12,754	2,296	15,050
Electricity	1,007	979	1,116	2,477	625	3,102
Electronics and Telecommunication	756	828	847	1,925	506	2,431
Forestry	133	188	281	348	254	602
General Mechanics	185	138	129	362	90	452
Graphic Arts	109	93	98	183	117	300
Hotel Operations	931	809	658	518	1,880	2,398
Moto Vehicle Mechanics	1,738	1,337	1,297	4,126	246	4,372
Public Works	644	576	515	1,299	436	1,735
Secretarial	95	102	101	94	204	298
Tailoring	154	107	50	34	277	311
Tourism	1,303	1,187	1,125	1,210	2,405	3,615
Animal Health	317	445	386	486	662	1,148
Crop production	161	324	262	343	404	747
Business and finance	22	36	11	8	61	69
Food processing	97	27	0	40	84	124
Veterinary	426	563	525	790	724	1,514
<b>Total TTC</b>	<b>20,825</b>	<b>21,639</b>	<b>23,119</b>	<b>36,329</b>	<b>29,254</b>	<b>65,583</b>

Annex 16: TSS students by districts in 2015 and 2016

Districts	2015			2016		
	Male	Female	Total	Male	Female	Total
Gisagara	553	194	747	580	220	800
Huye	762	605	1,367	745	690	1,435
Kamonyi	711	332	1,043	745	332	1,077
Muhanga	2,366	1,743	4,109	2,975	1,973	4,948
Nyamagabe	716	435	1,151	722	397	1,119
Nyanza	3,024	2,121	5,145	2,468	1,613	4,081
Nyaruguru	523	506	1,029	663	556	1,219
Ruhango	2,874	2,193	5,067	2,498	1,964	4,462
<b>South</b>	<b>11,529</b>	<b>8,129</b>	<b>19,658</b>	<b>11,396</b>	<b>7,745</b>	<b>19,141</b>
Karongi	1,023	1,360	2,383	908	1,258	2,166
Ngororero	1,408	849	2,257	1,283	690	1,973
Nyabihu	1,114	1,424	2,538	965	1,300	2,265
Nyamasheke	501	683	1,184	382	597	979
Rubavu	1,935	1,414	3,349	1,915	1,467	3,382
Rusizi	1,263	1,029	2,292	1,222	905	2,127
Rutsiro	297	246	543	322	322	644
<b>West</b>	<b>7,541</b>	<b>7,005</b>	<b>14,546</b>	<b>6,997</b>	<b>6,539</b>	<b>13,536</b>
Bugesera	848	685	1,533	836	633	1,469
Gatsibo	1,029	1,235	2,264	1,090	1,338	2,428
Kayonza	452	484	936	554	765	1,319
Kirehe	303	321	624	457	341	798
Ngoma	1,503	993	2,496	1,474	872	2,346
Nyagatare	310	404	714	277	474	751
Rwamagana	863	1,283	2,146	917	1,355	2,272
<b>East</b>	<b>5,308</b>	<b>5,405</b>	<b>10,713</b>	<b>5,605</b>	<b>5,778</b>	<b>11,383</b>
Burera	1,158	566	1,724	1,140	485	1,625
Gakenke	947	946	1,893	902	964	1,866
Gicumbi	1,341	1,229	2,570	1,214	1,235	2,449
Musanze	1,898	1,538	3,436	1,755	1,341	3,096
Rulindo	1,486	759	2,245	1,296	892	2,188
<b>North</b>	<b>6,830</b>	<b>5,038</b>	<b>11,868</b>	<b>6,307</b>	<b>4,917</b>	<b>11,224</b>
Gasabo	1,200	1,269	2,469	1,094	1,213	2,307
Kicukiro	3,549	2,046	5,595	3,738	2,093	5,831
Nyarugenge	1,327	1,280	2,607	1,192	969	2,161
<b>Kigali City</b>	<b>6,076</b>	<b>4,595</b>	<b>10,671</b>	<b>6,024</b>	<b>4,275</b>	<b>10,299</b>
<b>Rwanda</b>	<b>37,284</b>	<b>30,172</b>	<b>67,456</b>	<b>36,329</b>	<b>29,254</b>	<b>65,583</b>

Annex 17: Secondary schools, classrooms, desks by District in 2015 and 2016

Districts	2015			2016		
	Schools	Classrooms	Desks	Schools	Classrooms	Desks
Gisagara	38	444	6,847	39	456	6,748
Huye	50	558	9,550	51	572	9,670
Kamonyi	55	544	10,004	55	542	9,203
Muhanga	60	653	11,085	61	685	11,534
Nyamagabe	51	582	9,907	51	601	9,053
Nyanza	47	514	8,493	48	513	8,780
Nyaruguru	45	438	7,673	46	458	8,022
Ruhango	51	579	10,266	54	623	10,438
<b>South</b>	<b>397</b>	<b>4,312</b>	<b>73,825</b>	<b>405</b>	<b>4,450</b>	<b>73,448</b>
Karongi	59	552	10,230	60	573	10,083
Ngororero	49	452	7,601	49	458	7,428
Nyabihu	44	522	8,759	45	519	8,614
Nyamasheke	59	635	10,899	58	633	10,447
Rubavu	53	616	10,619	54	625	9,474
Rusizi	60	641	11,545	62	635	10,355
Rutsiro	47	456	7,492	48	465	7,772
<b>West</b>	<b>371</b>	<b>3,874</b>	<b>67,145</b>	<b>376</b>	<b>3,908</b>	<b>64,173</b>
Bugesera	43	516	8,812	43	523	8,045
Gatsibo	55	656	11,078	55	668	10,326
Kayanza	45	531	9,362	46	520	8,258
Kirehe	52	380	6,200	52	456	6,728
Ngoma	54	526	8,859	55	523	8,187
Nyagatare	53	562	10,319	54	588	10,274
Rwamagana	55	498	7,428	55	517	7,029
<b>East</b>	<b>357</b>	<b>3,669</b>	<b>62,058</b>	<b>360</b>	<b>3,795</b>	<b>58,847</b>
Burera	44	508	8,897	44	517	8,446
Gakenke	56	579	8,574	57	580	8,487
Gicumbi	75	715	12,737	77	736	12,537
Musanze	53	609	11,573	54	608	11,486
Rulindo	64	564	9,059	67	582	9,345
<b>North</b>	<b>292</b>	<b>2,975</b>	<b>50,840</b>	<b>299</b>	<b>3,023</b>	<b>50,301</b>
Gasabo	52	609	8,943	60	631	10,780
Kicukiro	40	544	9,480	41	570	9,308
Nyarugenge	34	425	7,265	34	420	7,037
<b>Kigali City</b>	<b>126</b>	<b>1,578</b>	<b>25,688</b>	<b>135</b>	<b>1,621</b>	<b>27,125</b>
<b>Rwanda</b>	<b>1,543</b>	<b>16,408</b>	<b>279,556</b>	<b>1,575</b>	<b>16,797</b>	<b>273,894</b>

Annex 18: Secondary school staff by District in 2016

District	Teaching staff			Administrative staff			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gisagara	464	164	628	66	78	144	530	242	772
Huye	623	213	836	110	107	217	733	320	1,053
Kamonyi	439	271	710	120	89	209	559	360	919
Muhanga	604	279	883	144	122	266	748	401	1,149
Nyamagabe	516	255	771	154	100	254	670	355	1,025
Nyanza	589	150	739	120	110	230	709	260	969
Nyaruguru	469	147	616	92	67	159	561	214	775
Ruhango	604	267	871	114	114	228	718	381	1,099
<b>South</b>	<b>4,308</b>	<b>1,746</b>	<b>6,054</b>	<b>920</b>	<b>787</b>	<b>1,707</b>	<b>5,228</b>	<b>2,533</b>	<b>7,761</b>
Karongi	573	239	812	128	89	217	701	328	1029
Ngororero	404	177	581	104	63	167	508	240	748
Nyabihu	538	150	688	152	75	227	690	225	915
Nyamasheke	547	205	752	166	96	262	713	301	1014
Rubavu	649	216	865	138	89	227	787	305	1,092
Rusizi	596	241	837	133	92	225	729	333	1,062
Rutsiro	459	160	619	112	49	161	571	209	780
<b>West</b>	<b>3,766</b>	<b>1,388</b>	<b>5,154</b>	<b>933</b>	<b>553</b>	<b>1,486</b>	<b>4,699</b>	<b>1,941</b>	<b>6,640</b>
Bugesera	531	177	708	95	80	175	626	257	883
Gatsibo	653	193	846	120	81	201	773	274	1,047
Kayonza	501	163	664	107	100	207	608	263	871
Kirehe	490	150	640	92	52	144	582	202	784
Ngoma	503	175	678	116	81	197	619	256	875
Nyagatare	620	172	792	132	71	203	752	243	995
Rwamagana	502	174	676	113	112	225	615	286	901
<b>East</b>	<b>3,800</b>	<b>1,204</b>	<b>5,004</b>	<b>775</b>	<b>577</b>	<b>1,352</b>	<b>4,575</b>	<b>1,781</b>	<b>6,356</b>
Burera	511	135	646	122	48	170	633	183	816
Gakenke	591	230	821	135	88	223	726	318	1,044
Gicumbi	655	220	875	154	99	253	809	319	1,128
Musanze	577	250	827	130	90	220	707	340	1,047
Rulindo	566	211	777	121	104	225	687	315	1002
<b>North</b>	<b>2,900</b>	<b>1,046</b>	<b>3,946</b>	<b>662</b>	<b>429</b>	<b>1,091</b>	<b>3,562</b>	<b>1,475</b>	<b>5,037</b>
Gasabo	622	235	857	145	121	266	767	356	1,123
Kicukiro	648	223	871	125	114	239	773	337	1110
Nyarugenge	380	225	605	79	74	153	459	299	758
<b>Kigali City</b>	<b>1,650</b>	<b>683</b>	<b>2,333</b>	<b>349</b>	<b>309</b>	<b>658</b>	<b>1,999</b>	<b>992</b>	<b>2,991</b>
<b>Rwanda</b>	<b>16,424</b>	<b>6,067</b>	<b>22,491</b>	<b>3,639</b>	<b>2,655</b>	<b>6,294</b>	<b>20,063</b>	<b>8,722</b>	<b>28,785</b>



Annex 19: Books used in Lower Secondary by subject in 2016

Subjects	Number of books				Student book ratio			
	S1	S2	S3	Total	S1	S2	S3	Overall
Mathematics	92,714	82,602	82,714	258,030	1	1	1	1
Geography	52,637	57,923	64,319	174,879	3	2	1	2
Chemistry	68,502	62,161	63,512	194,175	2	2	1	2
Physics	63,151	56,895	62,556	182,602	2	2	1	2
Biology	63,493	56,921	60,336	180,750	2	2	2	2
English	74,087	61,294	58,816	194,197	2	2	2	2
Kinyarwanda	36,013	36,257	33,852	106,122	4	3	3	3
Entrepreneurship	34,655	42,653	30,339	107,647	4	3	3	3
History	29,312	27,777	29,020	86,109	5	4	3	4
Computer Science	34,928	29,416	27,717	92,061	4	4	3	4
French	23,077	20,375	19,119	62,571	6	6	5	6

Annex 20: Books used by general Upper Secondary students by subject in 2016

Option	Number of books				Student book ratio			
	S4	S5	S6	Total	S4	S5	S6	Overall
Entrepreneurship	17,560	15,827	15,396	<b>48,783</b>	3	3	3	<b>3</b>
Geography	17,324	15,879	15,899	<b>49,102</b>	3	3	3	<b>3</b>
Economics	16,722	13,510	14,670	<b>44,902</b>	3	3	3	<b>3</b>
Kinyarwanda	15,673	14,976	13,078	<b>43,727</b>	3	3	3	<b>3</b>
Chemistry	15,425	16,588	14,608	<b>46,621</b>	3	3	3	<b>3</b>
English	14,321	13,165	12,623	<b>40,109</b>	3	3	3	<b>3</b>
Literature	12,889	8,210	7,455	<b>28,554</b>	4	4	3	<b>5</b>
Physics	12,285	11,240	13,961	<b>37,486</b>	4	4	4	<b>4</b>
Biology	11,494	9,876	10,505	<b>31,875</b>	4	5	5	<b>4</b>
Mathematics	11,237	7,980	8,662	<b>27,879</b>	4	5	5	<b>5</b>
Computer Science	9,447	8,570	7,851	<b>25,868</b>	5	5	5	<b>5</b>
French	8,007	7,734	8,061	<b>23,802</b>	6	5	5	<b>6</b>
History	7,131	7,331	7,759	<b>22,221</b>	7	6	6	<b>6</b>
Kiswahili	6,907	6,896	5,930	<b>19,733</b>	7	6	7	<b>7</b>
Others	5,447	6,421	5,762	<b>17,630</b>	9	7	7	<b>7</b>

Annex 21: Books used by TTC students by subject in 2016

Subjects	Number of books				Student book ratio			
	S4	S5	S6	Total	S4	S5	S6	Overall
Teaching Methodology	5,982	436	404	<b>6,822</b>	1	3	3	<b>1</b>
Others	1,189	1,065	985	<b>3,239</b>	3	3	3	<b>3</b>
Geography	1,138	1,112	859	<b>3,109</b>	3	3	3	<b>3</b>
English	1,120	1,233	943	<b>3,296</b>	3	3	3	<b>3</b>
Mathematics	839	925	970	<b>2,734</b>	4	5	4	<b>3</b>
History	743	461	712	<b>1,916</b>	5	7	4	<b>5</b>
Biology	691	651	738	<b>2,080</b>	5	7	5	<b>5</b>
Psychology	666	508	487	<b>1,661</b>	5	5	5	<b>6</b>
French	655	660	593	<b>1,908</b>	5	9	5	<b>5</b>
Kinyarwanda	601	547	452	<b>1,600</b>	6	6	6	<b>6</b>
Creative Performance	427	372	378	<b>1,177</b>	8	7	7	<b>8</b>
Literature	394	341	534	<b>1,269</b>	9	8	8	<b>7</b>
Physics	388	425	315	<b>1,128</b>	9	7	9	<b>8</b>
Chemistry	363	443	621	<b>1,427</b>	10	37	17	<b>7</b>

Annex 22: Books used by TSS students by subject in 2016

SUBJECTS	TSS				Student book ratio			
	S4	S5	S6	Total	S4	S5	S6	Overall
Agriculture	2,146	1,685	1,914	<b>5,745</b>	2	3	3	<b>3</b>
Accountancy	2,081	2,192	1,531	<b>5,804</b>	0	0	0	<b>0</b>
Carpentry	266	217	199	<b>682</b>	1	1	0	<b>1</b>
Ceramic-Sculpture	69	71	89	<b>229</b>	0	0	0	<b>0</b>
Computer Electronics	322	261	244	<b>827</b>	2	2	3	<b>2</b>
Computer Science & Management	448	499	583	<b>1,530</b>	1	1	1	<b>1</b>
Construction	1,224	1,230	1,181	<b>3,635</b>	4	4	5	<b>4</b>
Electricity	830	793	966	<b>2,589</b>	1	1	1	<b>1</b>
Electronics and Telecommunication	779	801	667	<b>2,247</b>	1	1	1	<b>1</b>
Forestry	61	92	109	<b>262</b>	2	2	3	<b>2</b>
General Mechanics	52	57	255	<b>364</b>	4	2	1	<b>1</b>
Graphic Arts	24	31	56	<b>111</b>	5	3	2	<b>3</b>
Hotel Operations	762	266	458	<b>1,486</b>	1	3	1	<b>2</b>
Moto Vehicle Mechanics	737	705	687	<b>2,129</b>	2	2	2	<b>2</b>
Public Works	227	217	283	<b>727</b>	3	3	2	<b>2</b>
Secretarial	37	43	49	<b>129</b>	3	2	2	<b>2</b>
Tailoring	122	121	60	<b>303</b>	1	1	1	<b>1</b>
Tourism	694	330	280	<b>1,304</b>	2	4	4	<b>3</b>
Veterinary	494	1,320	890	<b>2,704</b>	1	0	1	<b>1</b>

Annex 23: Secondary schools with science equipment in 2016

Schools with		Computers	Internet connection	Computer labs	Science kit	Science corner	Science labs
East	Number	286	67	152	200	26	91
	<b>Percentage</b>	79%	19%	42%	56%	7%	25%
Kigali City	Number	120	43	98	82	19	39
	Percentage	89%	32%	73%	61%	14%	29%
North	Number	202	49	121	182	26	53
	<b>Percentage</b>	68%	16%	40%	61%	9%	18%
West	Number	305	57	147	240	25	68
	<b>Percentage</b>	81%	15%	39%	64%	7%	18%
South	Number	322	85	192	349	49	95
	<b>Percentage</b>	80%	21%	47%	86%	12%	23%
Rwanda	<b>Number</b>	<b>1,235</b>	<b>301</b>	<b>710</b>	<b>1,053</b>	<b>145</b>	<b>346</b>
	<b>Percentage</b>	<b>78%</b>	<b>19%</b>	<b>45%</b>	<b>67%</b>	<b>9%</b>	<b>22%</b>

Annex 24: Secondary schools with access to water and electricity by district in 2016

District	Total School	Schools with					
		Water tank	Tap Water	Electricity	Solar power	Generator	Biogas system
Gisagara	39	22	9	14	9	8	4
Huye	51	46	22	26	13	17	8
Kamonyi	55	37	22	21	7	18	1
Muhanga	61	45	29	31	11	26	3
Nyamagabe	51	40	18	19	16	18	3
Nyanza	48	30	12	24	9	16	5
Nyaruguru	46	26	18	22	10	11	1
Ruhango	54	34	21	19	7	21	4
<b>South</b>	<b>405</b>	<b>280</b>	<b>151</b>	<b>176</b>	<b>82</b>	<b>135</b>	<b>29</b>
Karongi	60	47	22	31	6	16	1
Ngororero	49	23	10	21	17	17	3
Nyabihu	45	37	16	26	7	11	0
Nyamasheke	58	30	23	26	8	10	4
Rubavu	54	37	24	26	10	18	4
Rusizi	62	34	15	27	6	10	3
Rutsiro	48	22	17	20	8	9	1
<b>West</b>	<b>376</b>	<b>230</b>	<b>127</b>	<b>177</b>	<b>62</b>	<b>91</b>	<b>16</b>
Bugesera	43	26	16	18	8	11	4
Gatsibo	55	37	21	25	9	12	1
Kayonza	46	35	19	22	7	13	3
Kirehe	52	23	9	10	15	9	2
Ngoma	55	38	17	24	9	13	4
Nyagatare	54	38	19	26	17	12	4
Rwamagana	55	39	20	19	6	12	1
<b>East</b>	<b>360</b>	<b>236</b>	<b>121</b>	<b>144</b>	<b>71</b>	<b>82</b>	<b>19</b>
Burera	44	41	22	28	10	8	2
Gakenke	57	33	23	24	18	14	3
Gicumbi	77	57	26	32	19	19	5
Musanze	54	47	21	38	13	20	2
Rulindo	67	41	21	30	10	14	6
<b>North</b>	<b>299</b>	<b>219</b>	<b>113</b>	<b>152</b>	<b>70</b>	<b>75</b>	<b>18</b>
Gasabo	60	35	20	31	5	17	3
Kicukiro	41	33	24	26	4	12	7
Nyarugenge	34	25	14	20	2	10	1
<b>Kigali City</b>	<b>135</b>	<b>93</b>	<b>58</b>	<b>77</b>	<b>11</b>	<b>39</b>	<b>11</b>
<b>Rwanda</b>	<b>1,575</b>	<b>1058</b>	<b>570</b>	<b>726</b>	<b>296</b>	<b>422</b>	<b>93</b>

Annex 25: VTCs students by District in 2015 and 2016

District	2015			2016		
	Male	Female	Total	Male	Female	Total
Gisagara	251	194	445	248	196	444
Huye	917	610	1,527	810	602	1,412
Kamonyi	176	140	316	148	132	280
Muhanga	597	360	957	600	338	938
Nyamagabe	549	287	836	495	300	795
Nyanza	529	84	613	522	531	1,053
Nyaruguru	70	63	133	74	60	134
Ruhango	949	554	1,503	786	551	1,337
<b>South</b>	<b>4,038</b>	<b>2,292</b>	<b>6,330</b>	<b>3,683</b>	<b>2,710</b>	<b>6,393</b>
Karongi	478	333	811	385	337	722
Ngororero	432	237	669	419	245	664
Nyabihu	221	128	349	225	117	342
Nyamasheke	344	207	551	291	198	489
Rubavu	439	275	714	367	235	602
Rusizi	472	165	637	402	118	520
Rutsiro	1,193	8	1,201	984	10	994
<b>West</b>	<b>3,579</b>	<b>1,353</b>	<b>4,932</b>	<b>3,073</b>	<b>1,260</b>	<b>4,333</b>
Bugesera	253	245	498	223	235	458
Gatsibo	539	449	988	401	360	761
Kayonza	213	278	491	209	280	489
Kirehe	122	67	189	130	58	188
Ngoma	430	277	707	524	301	825
Nyagatare	48	52	100	26	41	67
Rwamagana	314	196	510	391	167	558
<b>East</b>	<b>1,919</b>	<b>1,564</b>	<b>3,483</b>	<b>1,904</b>	<b>1,442</b>	<b>3,346</b>
Burera	219	37	256	104	31	135
Gakenke	328	220	548	222	219	441
Gicumbi	224	435	659	209	401	610
Musanze	513	282	795	418	210	628
Rulindo	33	261	294	16	309	325
<b>North</b>	<b>1,317</b>	<b>1,235</b>	<b>2,552</b>	<b>969</b>	<b>1,170</b>	<b>2,139</b>
Gasabo	1,167	432	1,599	670	410	1,080
Kicukiro	828	765	1,593	560	540	1,100
Nyarugenge	176	272	448	89	105	194
<b>Kigali City</b>	<b>2,171</b>	<b>1,469</b>	<b>3,640</b>	<b>1,319</b>	<b>1,055</b>	<b>2,374</b>
<b>Rwanda</b>	<b>13,024</b>	<b>7,913</b>	<b>20,937</b>	<b>10,948</b>	<b>7,637</b>	<b>18,585</b>

Annex 26: VTCs classrooms, desks by District in 2015 and 2016

Districts	2015			2016		
	Centres	Classrooms	Desks	Centres	Classrooms	Desks
Gisagara	5	30	429	5	32	439
Huye	11	73	536	9	46	362
Kamonyi	4	15	195	4	15	120
Muhanga	7	42	250	7	25	301
Nyamagabe	8	34	545	7	32	409
Nyanza	5	25	304	6	29	323
Nyaruguru	2	12	92	2	12	120
Ruhango	11	63	1,077	13	72	954
<b>South</b>	<b>53</b>	<b>294</b>	<b>3,428</b>	<b>53</b>	<b>263</b>	<b>3,028</b>
Karongi	6	21	140	7	52	652
Ngororero	7	37	565	6	32	420
Nyabihu	6	19	334	6	18	259
Nyamasheke	5	22	322	5	22	352
Rubavu	11	36	499	10	45	480
Rusizi	6	28	331	7	29	293
Rutsiro	2	5	80	2	8	160
<b>West</b>	<b>43</b>	<b>168</b>	<b>2,271</b>	<b>43</b>	<b>206</b>	<b>2,616</b>
Bugesera	7	25	257	5	21	300
Gatsibo	6	37	317	5	31	267
Kayonza	3	28	374	3	29	439
Kirehe	2	11	193	2	10	90
Ngoma	7	32	534	7	30	336
Nyagatare	2	13	58	2	9	120
Rwamagana	8	31	567	9	47	480
<b>East</b>	<b>35</b>	<b>177</b>	<b>2,300</b>	<b>33</b>	<b>177</b>	<b>2,032</b>
Burera	2	9	350	1	3	90
Gakenke	5	24	334	4	8	76
Gicumbi	8	30	567	5	25	500
Musanze	4	31	304	8	39	407
Rulindo	5	18	337	5	18	405
<b>North</b>	<b>24</b>	<b>112</b>	<b>1,892</b>	<b>23</b>	<b>93</b>	<b>1,478</b>
Gasabo	9	48	822	6	33	709
Kicukiro	15	65	980	17	54	1,200
Nyarugenge	4	21	219	4	60	1,400
<b>Kigali city</b>	<b>28</b>	<b>134</b>	<b>2,021</b>	<b>27</b>	<b>147</b>	<b>3,309</b>
<b>Rwanda</b>	<b>183</b>	<b>885</b>	<b>11,912</b>	<b>179</b>	<b>886</b>	<b>12,463</b>

Annex 27: VTCs staff by Districts in 2016

District	Teaching Staff			Administrative staff			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gisagara	24	17	41	11	9	20	35	26	61
Huye	79	36	115	16	15	31	95	51	146
Kamonyi	18	11	29	6	6	12	24	17	41
Muhanga	48	34	82	23	20	43	71	54	125
Nyamagabe	37	13	50	13	7	20	50	20	70
Nyanza	38	13	51	14	10	24	52	23	75
Nyaruguru	10	11	21	14	7	21	24	18	42
Ruhango	40	33	73	23	16	39	63	49	112
<b>South</b>	<b>294</b>	<b>168</b>	<b>462</b>	<b>120</b>	<b>90</b>	<b>210</b>	<b>414</b>	<b>258</b>	<b>672</b>
Karongi	33	13	46	14	10	24	47	23	70
Ngororero	35	17	52	13	11	24	48	28	76
Nyabihu	22	8	30	7	5	12	29	13	42
Nyamasheke	29	14	43	11	5	16	40	19	59
Rubavu	32	15	47	16	10	26	48	25	73
Rusizi	29	10	39	14	5	19	43	15	58
Rutsiro	17	-	17	12	8	20	29	8	37
<b>West</b>	<b>197</b>	<b>77</b>	<b>274</b>	<b>87</b>	<b>54</b>	<b>141</b>	<b>284</b>	<b>131</b>	<b>415</b>
Bugesera	30	11	41	11	8	19	41	19	60
Gatsibo	41	12	53	6	8	14	47	20	67
Kayonza	28	6	34	5	6	11	33	12	45
Kirehe	15	3	18	3	5	8	18	8	26
Ngoma	34	19	53	8	9	17	42	28	70
Nyagatare	9	3	12	4	1	5	13	4	17
Rwamagana	34	15	49	22	15	37	56	30	86
<b>East</b>	<b>191</b>	<b>69</b>	<b>260</b>	<b>59</b>	<b>52</b>	<b>111</b>	<b>250</b>	<b>121</b>	<b>371</b>
Burera	10	10	20	6	3	9	16	13	29
Gakenke	22	7	29	6	6	12	28	13	41
Gicumbi	18	18	36	8	7	15	26	25	51
Musanze	32	14	46	10	10	20	42	24	66
Rulindo	12	7	19	7	4	11	19	11	30
<b>North</b>	<b>94</b>	<b>56</b>	<b>150</b>	<b>37</b>	<b>30</b>	<b>67</b>	<b>131</b>	<b>86</b>	<b>217</b>
Gasabo	74	19	93	33	20	53	107	39	146
Kicukiro	78	45	123	19	16	35	97	61	158
Nyarugenge	13	15	28	4	9	13	17	24	41
<b>Kigali City</b>	<b>165</b>	<b>79</b>	<b>244</b>	<b>56</b>	<b>45</b>	<b>101</b>	<b>221</b>	<b>124</b>	<b>345</b>
<b>Rwanda</b>	<b>941</b>	<b>449</b>	<b>1,390</b>	<b>359</b>	<b>271</b>	<b>630</b>	<b>1,300</b>	<b>720</b>	<b>2,020</b>

Annex 28: Adult literacy centers by District and ownership in 2016

Districts	Churches	Government	NGOs	Individuals	TOTAL
Gisagara	32	31	9	0	72
Huye	59	31	4	2	96
Kamonyi	71	39	22	4	136
Muhanga	73	57	2	0	132
Nyamagabe	106	161	0	0	267
Nyanza	41	46	23	1	111
Nyaruguru	65	30	4	0	99
Ruhango	49	70	2	0	121
<b>South</b>	<b>496</b>	<b>465</b>	<b>66</b>	<b>7</b>	<b>1,034</b>
Karongi	73	27	56	28	184
Ngororero	114	53	2	0	169
Nyabihu	47	77	0	0	124
Nyamasheke	244	24	24	0	292
Rubavu	137	37	8	7	189
Rusizi	158	29	0	0	187
Rutsiro	114	79	0	3	196
<b>West</b>	<b>887</b>	<b>326</b>	<b>90</b>	<b>38</b>	<b>1,341</b>
Bugesera	157	28	1	7	193
Gatsibo	106	199	2	0	307
Kayonza	22	19	2	1	44
Kirehe	52	20	0	0	72
Ngoma	86	24	0	0	110
Nyagatare	53	155	0	3	211
Rwamagana	101	80	1	0	182
<b>East</b>	<b>577</b>	<b>525</b>	<b>6</b>	<b>11</b>	<b>1,119</b>
Burera	158	53	1	0	212
Gakenke	168	95	0	0	263
Gicumbi	181	62	1	0	244
Musanze	92	30	1	4	127
Rulindo	94	60	0	0	154
<b>North</b>	<b>693</b>	<b>300</b>	<b>3</b>	<b>4</b>	<b>1,000</b>
Gasabo	50	26	0	0	76
Kicukiro	26	4	0	3	33
Nyarugenge	39	7	3	2	51
<b>Kigali City</b>	<b>115</b>	<b>37</b>	<b>3</b>	<b>5</b>	<b>160</b>
<b>Rwanda</b>	<b>2,768</b>	<b>1,653</b>	<b>168</b>	<b>65</b>	<b>4,654</b>



Annex 29: Adult literacy learners by District and Province in 2016

Districts	Male	Female	Total	Learners per centre
Gisagara	1,364	1,948	3,312	46
Huye	564	1,347	1,911	20
Kamonyi	1,432	2,490	3,922	29
Muhanga	1,601	2,031	3,632	28
Nyamagabe	1,743	2,776	4,519	17
Nyanza	1,920	3,332	5,252	47
Nyaruguru	622	1,313	1,935	20
Ruhango	1,285	2,312	3,597	30
<b>South</b>	<b>10,531</b>	<b>17,549</b>	<b>28,080</b>	27
Karongi	1,407	2,673	4,080	22
Ngororero	3,628	5,622	9,250	55
Nyabihu	1,100	2,647	3,747	30
Nyamasheke	3,392	4,274	7,666	26
Rubavu	2,692	5,254	7,946	42
Rusizi	1,555	1,969	3,524	19
Rutsiro	1,885	3,018	4,903	25
<b>West</b>	<b>15,659</b>	<b>25,457</b>	<b>41,116</b>	31
Bugesera	1,031	1,748	2,779	14
Gatsibo	4,866	6,829	11,695	38
Kayonza	856	987	1,843	42
Kirehe	454	641	1,095	15
Ngoma	1,234	1,517	2,751	25
Nyagatare	2,131	3,382	5,513	26
Rwamagana	1,201	1,473	2,674	15
<b>East</b>	<b>11,773</b>	<b>16,577</b>	<b>28,350</b>	25
Burera	1,986	2,955	4,941	23
Gakenke	1,642	2,312	3,954	15
Gicumbi	1,839	2,981	4,820	20
Musanze	983	1,950	2,933	23
Rulindo	1,357	1,822	3,179	21
<b>North</b>	<b>7,807</b>	<b>12,020</b>	<b>19,827</b>	20
Gasabo	1,975	3,047	5,022	66
Kicukiro	269	342	611	19
Nyarugenge	1,279	1,880	3,159	62
<b>Kigali City</b>	<b>3,523</b>	<b>5,269</b>	<b>8,792</b>	55
<b>Rwanda</b>	<b>49,293</b>	<b>76,872</b>	<b>126,165</b>	27

Annex 30: Adult literacy instructors by District and Province in 2016

Districts	Male	Female	Total
Gisagara	52	38	90
Huye	55	67	122
Kamonyi	95	78	173
Muhanga	74	77	151
Nyamagabe	222	154	376
Nyanza	82	65	147
Nyaruguru	82	55	137
Ruhango	82	78	160
<b>South</b>	<b>744</b>	<b>612</b>	<b>1,356</b>
Karongi	166	147	313
Ngororero	152	93	245
Nyabihu	90	34	124
Nyamasheke	284	164	448
Rubavu	155	69	224
Rusizi	209	48	257
Rutsiro	155	45	200
<b>West</b>	<b>1211</b>	<b>600</b>	<b>1,811</b>
Bugesera	130	68	198
Gatsibo	208	106	314
Kayonza	32	13	45
Kirehe	57	16	73
Ngoma	80	30	110
Nyagatare	136	81	217
Rwamagana	114	70	184
<b>East</b>	<b>757</b>	<b>384</b>	<b>1,141</b>
Burera	191	43	234
Gakenke	215	99	314
Gicumbi	210	80	290
Musanze	104	53	157
Rulindo	78	76	154
<b>North</b>	<b>798</b>	<b>351</b>	<b>1,149</b>
Gasabo	87	57	144
Kicukiro	28	19	47
Nyarugenge	27	50	77
<b>Kigali City</b>	<b>142</b>	<b>126</b>	<b>268</b>
<b>Rwanda</b>	<b>3,652</b>	<b>2,073</b>	<b>5,725</b>