



Republic of Rwanda  
Ministry of Education

# 2020/21 EDUCATION STATISTICAL YEARBOOK



FEBRUARY 2022



## FOREWORD

The mission of the Ministry of Education (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.

The last two years have been unprecedented with the whole world facing the Covid-19 pandemic, which has not only affected health systems, but also significantly impacted the ability of our children and young people to benefit from accessible and good quality education. Through the Ministry of Education and its affiliated agencies, the Government of Rwanda quickly put in place remote learning options through TV, radio, and online learning platforms to ensure learning continues during the pandemic.

The need for reliable and regularly published statistics and data becomes even more pertinent during these times. Only by having the latest figures and trends, can we as policy makers be able to ensure we focus on the most pressing issues. Thus, I am honoured to present to you the 2020/21 Education Statistical Yearbook. This is the first time since the start of the Covid Pandemic in 2020 that we are publishing the Education sector key trends and figures.

The 2020/21 report is presented in a new layout and structure. It includes eight thematic areas, which present aggregated data for all levels of education including Early Childhood Education, Primary, General Secondary, TVET and General Higher Education. It also includes key statistics from short-course trainings and Adult Literacy interventions. The key data provided in the report includes updates on areas of school infrastructure; learners; school staff; ICT, Science, and Technology; Books and Textbooks; Energy, Water and Sanitation; School Nutrition and, Special Needs Education.

The deep analysis of this data will help policy makers and all partners intervening in the education sector to better tailor their interventions to the needs on the ground to ensure that we achieve our mission of transforming all Rwandan citizens into skilled human capital for socio-economic development.

The past two years have put strong pressure on our Education System. As we continue to face peaks in the Covid-19 pandemic, data and evidence becomes ever more important to allow us to intervene quickly and in a tailored manner so that we ensure to live by our strong conviction that no child should be left behind.

I wish to extend my sincere gratitude to all staff at Schools, Sectors and Districts, as well as staff at the Ministry of Education and its affiliated agencies, to educationists at different levels, to the development partners and all other relevant stakeholders, who have worked hard to compile this report and made this year's publication of the Education statistics possible.

**Dr. Valentine UWAMARIYA**  
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## ACRONYMS AND ABBREVIATIONS

COVID-19	Coronavirus Disease of 2019
ECD	Early Childhood Development
ECE	Early Childhood Education
ECED	Early Childhood Educational Development
ESSP	Education Sector Strategic Plan
GER	Gross Enrollment Rate
GIR	Gross Intake Rate
GPI	Gender Parity Index
HEIs	Higher Education Institutions
ICT	Information and Communication Technology
ISCED	International Standards Classification of Education
LwD	Learners with Disability
MINEDUC	Ministry of Education
NER	Net Enrollment Rate
NESA	National Examination and School inspection Authority
NGOs	Non-government Organizations
NIR	Net Intake Rate
NISR	National Institute of Statistics of Rwanda
NST	National Strategy for Transformation
RCS	Rwanda Correctional Services
RPHC4	Fourth Rwanda Population and Housing Census
RTB	Rwanda TVET Board
SDGs	Sustainable Development Goals
SNE	Special Needs Education
STEM	Science Technology Engineering and Mathematics
TTCs	Teacher Training Colleges
TVET	Technical and Vocational Education and Training
WASH	Water Sanitation Hygiene

## GLOSSARY

**A qualified teacher** is one who has the minimum academic qualifications necessary to teach at a specific level of education. In Nursery and primary is a teacher having A2 degree or above while for secondary is a teacher having A1 degree or above.

**A trained teacher** is one who has fulfilled at least the minimum organized teacher-training requirements (pre-service or in-service) to teach at a specific level of education. In other words is a qualified teacher with a qualification in pedagogical skills.

**Class** is made up of students who follow a common course of study. A class is the pedagogical structure in which each student is registered. In primary school where students follow double shifting program a classroom can have 2 classes: one class in the morning and one class in the afternoon

**Classroom:** Room or place in which teaching or learning activities can take place.

**Classrooms in use:** a room that is accommodating students, at school there is also classrooms not in use which refer to constructed and completed rooms ready to accommodate students but not yet in use.

**Drop-out Rate:** Proportion of pupils from a cohort enrolled in a given grade at a given school year who are no longer enrolled in the following school year. Dropout rate can also be obtained by subtracting the sum of promotion rate and repetition rate from 100 in a given school year.

**Early Childhood Development (ECDs)** offer different services like positive parenting education program, health, nutrition, child protection, Water Sanitation Hygiene (WASH), and early learning & stimulation (education), but education statistics provide only data for Early Childhood Education (ECE), which is data from ECDs that offer education services.

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

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

**Gross Intake Rate:** Total number of new entrants in the first/or last grade of a given cycle, regardless of age, expressed as a percentage of the population at the official school-age of being at that level.

**Higher education:** includes general higher education and polytechnics.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Recognition of Prior Learning:** This process is used by regulatory bodies and training institutions to evaluate or assess and certify competencies or skills and knowledge acquire outside formal education. This is for recognizing competence against the given standards or learning outcomes.

**Reconversion Program:** This is a special training program provided to the university and all general education graduate trainees to undergo short term hands-on-skills for quick employment.

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

**Secondary:** Includes general secondary and TVET; in upper secondary S4, S5 and S6 grades are for students in sciences, humanities and languages; Y1, Y2 and Y3 is for TTCs while L3, L4 and L5 is for TVET

**Transition Rate:** 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 eliminate.

## INTRODUCTION AND SCHOOL CENSUS METHODOLOGY

The Ministry of Education conduct a school census on annual basis through various questionnaires specifically designed for that purpose sent as soft copy of excel sheet, to be filled by head teachers and then submitted to the local education offices (Sector Education Officers and District Education Officers) and later to the Ministry of Education. Data collection uses seven questionnaires designed per education level: (1) Pre-nursery, (2) Nursery, (3) Primary, (4) General secondary, (5) TVET level 1 to 5, (6) Higher education and (7) adult literacy. A specific template is also sent to Rwanda TVET Board (RTB) to collect information on TVET Short course and to Rwanda Correctional Services (RCS) to collect information on inmates' learners. Those data collection tools are available at: <https://bit.ly/3I9Zycq>

The preparation of this education statistical yearbook took place in a challenging period in which the whole world faced the Covid-19 pandemic. For the education sector, the pandemic affected the school calendar and thus the data collection timelines and its process. The data was collected from all schools whether Public, Government-subsidized or Private in August 2021, requesting the schools to provide information for the school year 2020/21 meaning the period after school reopening. Statistics for the normal school year 2020 were not captured because schools were closed in March 2020 before starting the activity of data collection and schools then only reopened gradually depending on the level of education starting from October 2020. This change in the school calendar also affected the calculation of specific indicators, for instance the calculation of Net intake rate in Primary one considered both students aged seven years as well as eight years as official entry age, because the existing 2020 cohort rejoined same grade in 2021.

Data from Pre-nursery, Nursery, Primary, General secondary, TVET level 1 to 5 and adult literacy schools was consolidated per local government entities: Sectors and then district. The activity of data consolidation was held in September 2021, where representatives from all districts together with staff from MINEDUC performed data processing to calculate indicators at district level and national aggregates. Data on Higher education, national examination results, TVET short coursed and inmates' learners was respectively submitted by Higher education institutions, National Examination and School inspection Authority (NESA), Rwanda TVET Board (RTB) and Rwanda correctional services (RCS).

It is important to note that the Rwandan population projection (medium scenario) as published by the National Institute of Statistics of Rwanda (NISR) was considered for the calculation of indicators basing on total population, and for indicators which requires data for two consecutive years (like transition, promotion, repetition, and dropout rate), the last available data for 2019 was considered as base year and compared with 2020/21 as current year.

Education statistics gather information from all levels of education Pre-nursery (official age: 1-3 years), Nursery (official age: 4-6 years), Primary (7-12 years), Lower secondary (13-15 years), Upper secondary including TVET (official age 16-18), Higher education and adult literacy. For this publication the older official school age was considered, the new official school age as promulgated in the law N° 010/2021 of 16/02/2021 determining the organization of education will be considered for the next school year because it was adopted in the middle of the school year.

The report is organized in eight sections: school infrastructure; learners; school staff; ICT, Science, and Technology; Books and Textbooks; Energy, Water and Sanitation; School Nutrition and, Special Needs Education, in all section statistics are disaggregated by level of education, sex, school status; etc. Tables shows trend statistics from 2017 to 2020/21 school years and information per districts are provided in the annex.

## EXECUTIVE SUMMARY

The 2020/21 Education Statistics are published in a time of uncertainty and amid the Covid-19 pandemic, which has severely affected all aspects of life globally and in Rwanda. For the Education sector this meant extended school closures in 2020 and partially in 2021. The Education Statistical Yearbook 2020/21 presents the key education data and statistics and will be crucial to understand the impact of the pandemic and areas, which need continuous improvement and focus. For the first time, this report is divided by topics and presents relevant data for all levels of education including adult literacy interventions.

**School infrastructure:** In 2020/21 there were 103 Pre-Nursery centers, 3,741 Nursery, 3,691 Primary and 1,869 schools in General Secondary, 344 TVET L1-L5, 8 Polytechnics, 30 General Higher Education Institutions and 4,953 Adult Literacy centers. Despite school closures during the Covid-19 pandemic, great strides have been made in terms of school construction and expansion of classrooms. Jointly with support from its partners, in particular the World Bank, the Ministry of Education has constructed 22,505 classrooms. In the 2020/21 school year the total number of in-use classrooms was at 76,133 which signifies an increase of 17,101 classrooms in use between 2019 and 2020/21.

Both Nursery and Primary school facilities have increased significantly from 3,401 to 3,741 and from 2,961 to 3,691 respectively. The expansion of nursery schools is a promising development towards achieving the ESSP target of 45% net-enrolment in pre-primary schools by 2024 and hence improved school readiness. It is noteworthy that 77.9% of nursery schools are attached to a higher-level school. This is equivalent to an increase by 10.3% compared to 2019 and shows the effort of encouraging schools to attach nursery classrooms to their institutions.

In terms of ownership there continues to be a balance between Public, Government-subsidized and private ownership for schools. At the nursery level 28.6% of schools are Government owned with the remaining being owned by various churches (48%), Parents associations (12.6%) and Individuals/NGOs (10.9%). At Primary school level 35.3% are Government owned, 54.6% by Churches, 3.5% by Parents associations and 6.5% by Individuals/NGOs. At secondary level 42.7% of schools are owned by Government and 64.5% by different churches followed by 4.8% owned by parent associations and 6.4% by Individuals/NGOs.

There are different sport facilities available in Rwandan schools, this includes playgrounds, volleyball, football, and basketball courts as well as gymnasiums. The most common are volleyball and football grounds. Volleyball grounds are available in 30.8% of the primary schools, 50.1% of General Secondary Schools and 59.6% of TVET L1-L5 schools. Football grounds can be found in 37.7% of Primary, 40.7% of General Secondary and in 47.4% of TVET L1-L5 schools.

**Learners:** In 2020/21 the number of learners in the Rwandan Education system increased by 276,105 amounting to 4,033,046 learners across all levels of education. Female represents 51 % (2,022,723 learners) while Male represents 49% (1,977,323). The participation rate of learners aged between 4-6 years (Nursery age group), 7-12 years (primary age group), 13-18 years (secondary age group) and 19-23 years (Higher education age group) respectively stands at 42.3%, 99.3%, 76.4% and 17.5%. For all groups the percentage of Female is higher than that of Male; except for 19-23 age group where female recorded 16.8% and male recorded 18.2%. There is a need to focus on enrolment of people aged between 4-6 years, because the participation rate still below 50% while this is the crucial group for school readiness.

Most learners in Rwanda are attending at the primary education level, recording a total of 2,729,116 students, out of which 50.2% are male and 49.8% female. Due to the Covid-19 Pandemic and associated restrictions, especially the primary one grade has faced enrolment pressures. Here the number of students has increased by 280,565 between 2019 to 2020/21 because of the double intake with 323,804 pupils being enrolled in the new intake while 450,973 pupils were already enrolled in P1 pre-covid-19 school closures. The same trend is observed when analysing the Gross Enrolment Rate which increased from 138.8% in 2019 to 149.8% in 2020/21. This means that the ESSP target of 123.8% for 2020/21 was not achieved. Repetition and Dropout rates have increased at the Primary school level from 10.00% in 2019 to 10.9% in 2020/21 and from 7.8% in 2019 to 9.5% in 2020/21 respectively. In 2021 a total of 250,453 primary students sat for national exams with 82.8% of them passing.

Nursery pupils increased from 282,428 to 293,823 between 2019 and 2020/21. This will positively impact on primary school readiness of students when they join Primary 1. Currently 51% of newly admitted pupils in P1 have attended nursery, which signifies a slight increase from 50.8% in 2019. The Net Enrolment rate at nursery level stands at 25.9% in 2020/21.

At secondary school level a total of 782,846 students were recorded, out of which 46.4% are male and 53.6% female. The net enrolment rate is recorded at 34.6% for general secondary education. For lower secondary, the NER is at 31.3%, with 521,631 enrolled students, while at upper secondary the NER is at 13.7% with only 261,215 students. This illustrates the persisting challenge of students dropping out before completing the full cycle of basic education. If disaggregated by years the trend becomes even clearer; while there are still 217,514 students in Secondary 1, this figure reduces to 51,188 students in Secondary 6, also illustrated by the Net Intake rate of 9.6% at Senior 6 level. Repetition and Dropout rates at secondary level have increased from 4.2% in to 7.8% and from 8.2% to 10.3% respectively between 2019 and 2020/21. In 2021 46,861 students set for S6 national examinations with a total of 89.5% of students, who passed the exams.

At TVET level 1-7 a total of 102,393 trainees were recorded, out of which 55.8% are male and 44.2% female, illustrating both the need to make TVET an attractive pathway to pursue but also to address the gender gap in TVET related studies.

Higher education Institutions recorded a total of 88,448 students in 2020/21, which translates into 683 students in Higher education students per 100,00 inhabitants. Out of the students enrolled in Higher education institutions 37,177 studied in Public Higher education Institutions and 51,271 in Private Institutions. This includes 75,276 in General Higher Education Institutions and 13,172 in Polytechnics.

*Gender parity index* in enrolment of learners in 2020/21 shows that in primary male and female are enrolled at the same proportion (GPI: 1.00); for Nursery (GPI: 1.07), lower and Upper secondary (GPI: 1.17) female are more enrolled than male while for TVET (GPI: 0.76); and Higher education (GPI: 0.79) Male are more enrolled than Female.

**School Staff:** The total number of staff employed in Rwanda's Education system has increased from 97,963 in 2019 to 121,646 in the 2020/21 academic year; Male represents 50.7% (61,624 staff) while Female represent 49.3% (60,022). Many staff are employed at the Primary and General Secondary Education level with a staff of 63,580 and 30,095 respectively. As a result of increased teacher recruitment, the *Pupils: Teacher Ratio* has reduced from 57:1 to 45:1 at Primary level between 2019 to 2020/21. At Secondary level the *Pupils: Teacher Ratio* slightly increased from 24:1 in 2019 to 27:1 in 2020/21. The Government of Rwanda through the Ministry of



Education has set increasing emphasis on teachers' qualification, as a result the *Pupils: Qualified Teacher Ratio* has reduced from 58:1 in 2019 to 45:1 in 2020/21 respectively at primary level and from 30:1 to 29:1 at the secondary level.

*Gender parity index* of number of school staff in 2020/21 shows that the proportion of female staff is higher than male in Nursery (GPI: 4.09) and Primary (GPI: 1.31) while for secondary (GPI: 0.51), TVET (GPI: 0.38) and Higher Education (GPI: 0.33) the number of males outnumbered that of female. There is an exclusive engagement of female in Nursery schools where 80.4% are female. But for administrative staff the number of males is greater than that of females for all levels of education. This highlights the need for more female to join managerial position at school level.

**ICT, Science and Technology:** The pandemic has illustrated the need to expand ICT connectivity and the use of digital content to enable remote learning in times of school closures. In 2020/21, 10.1% of Primary schools had smart classrooms, compared to 44.5% of General Secondary schools and 35.8% of TVET schools. In addition, 31.8% of primary schools had access to the internet, while at secondary level 53.3% were connected to the internet.

**Books and Textbooks:** Reading is an essential element of learning. Only if children can learn to read, they will be able to read to enhance their learning. One element are school libraries. In 2020/21, 47.4% of secondary schools had libraries. This report provides detailed overviews of the student book ratios across subjects and by textbooks (see section 5 of this report). The ratios range from 1 student per textbook up to 8-9 students sharing one textbook. This illustrates the continuous challenge to ensure each student has access to their own textbook.

**Energy, Water and Sanitation:** The percentage of schools with on grid electricity has increased across all levels and currently stands at 57% at the nursery level, 67% at Primary and 81% at Secondary level. In addition, there are 10%, 19% and 18% of schools at Nursery, Primary, Secondary level connected to solar power. As a result of Covid-19 pandemic and associated measures, schools have increased access to water, which enables students and teaching staff to comply with hygiene measures. The percentage of schools with tap water supply in Nursery, Primary and Secondary level stands at 46.3%, 60.3% and 72.6% at respectively. In 2020/21 100% of schools had access to hand washing facilities, which illustrates the great success in equipping all schools for safe reopening after the Covid-19 related school closures.

**School Nutrition:** In 2020/21 school year a total of 874,244 students were fed at school. This corresponds to an increase of 77,988 students compared to 2019. The majority of students, who received school feeding are in Primary (309,419) and General secondary (468,493) level of education. There are 34.8% of Nursery schools, 39.1% of primary schools, 93.1% of general secondary schools, and 73.5% of TVET L1-L5 schools that provide meals to their students.

**Special Need Education:** In 2020/21 3,018 schools in Rwanda had adapted infrastructure and materials for Learners with Disabilities (compared to 1676 in 2019). The majority of these schools are at TVET L1-L5 (67.7%), followed by General Secondary (43.6%), Primary (37.7%) and Nursery (15.5%). This illustrates the need to expand infrastructure and material adapted for LWD at lower levels of education to ensure that no child is left behind.

In 2020/21 a total of 30,803 learners with disabilities (LwD) attended schools at all levels of education. Currently more efforts are put into identification of learners and expanding of infrastructure for LwD as consistently rounds of censuses and household surveys have shown that this number is still low compared to the representation of children with disabilities in their respective age group. In 20/21 a total of 41,684 refugee students attended schools in Rwanda, the majority of them (26,818) attended primary schools across the country.

## IMPACT OF COVID-19 ON LEARNING IN RWANDAN SCHOOLS

When Rwanda registered its first case of Covid-19 in March 2021, the necessary measures to prevent the further spread of the virus were taken, including school closure. This meant that the school year, which was planned to end in 2020 was halted and resumed after schools reopened gradually depending on the level of education starting from October 2020 and ended in 2021. This long waiting time at home without going to school has had a tremendous impact on the emotional and/or intellectual ability of students and teachers, and the management of school equipment and materials. For the education sector, the pandemic did not only affect the school calendar but much more, so it has had a significant impact on the teaching and learning.

Even though it is still difficult to measure the exact impact of the pandemic on learning in Rwandan schools, the following consequences could be observed in the 2020/21 school year:

**Increase in number of students in Primary schools:** Between 2019 and 2020/21 there is a percentage increase of 8.6 percent in the number of learners attending primary school. This significant increase is the result of the double intake in Primary one. When the schools reopened the government decided to accommodate new entrants in primary one, which resulted in an increase of 280,565 students (from 494,212 in 2019 to 774,777 in 2020/21), who registered for Primary one. In January 2021 a new cohort of 323,804 pupils joined the existing cohort (pre-covid intake) of 450,973 pupils. This increase in learners at P1 level also affected the Gross enrolment rate in Primary which increased from 138.8% in 2019 to 149.8% in 2020/21.

**Change in age related indicators:** School year was extended to be completed in 2021 where students re-joined the same grade where they were enrolled in 2020. This affected the indicators like Gross and Net enrolment rate, Gross and Net intake rate because all students faced a delay of one year.

**Indicators related to grade progression:** 2020/21 statistics show a negative change of promotion rate, transition rate, repetition rate and dropout rate for all levels, except transition rate from upper secondary to Higher education. Though other factors may be the results of this change but also it can partly be attributed to COVID-19: Some students who were promoted or repeated from 2019 school year did not return to school after school reopening. For instance, in Lower secondary the repetition rate decreased from 7.3% in 2016/17 to 5.0% in 2018/19, and then in 2019/20 it increased and currently stands at 8.9%.

**Water and sanitation indicators:** One of the positive impacts of COVID-19 is the increase of number of schools with handwashing facilities as one of mandatory condition of the school to operate during the pandemic. However, some school did not manage to secure enough water for handwashing and for drinking, thus the percentage of schools with drinking water has in fact decreased.

**Delay in delivery of school material and equipment:** The pandemic also affected the supply chain where some specific materials like textbooks and computers were not delivered on time. This had a negative impact on the related indicators, such as pupil textbook ratio and users per computer.

## GENERAL OVERVIEW

This section gives statistical overview on number of schools, classrooms, learners and staff. It compares 2019 and 2020/21 to illustrate the changes happened within those two years. Detailed tables showing data for the last four years will be presented in the specific section with a short narrative text to guide readers.

### Overview 1: Number of schools

Levels	2019	2020/21	Difference
Pre-Nursery	87	103	16
Nursery	3,401	3,741	340
Primary	2,961	3,691	730
General secondary	1,436	1,853	417
TTC	16	16	-
TVET L1_L5	331	344	13
Polytechnics	10	8	-2
General Higher education	30	30	-
Adult Literacy	5,194	4,953	-241

Source: School census, Ministry of Education

### Overview 2: Number of classrooms in use

Levels	2019	2020/21	Difference
Nursery	5,879	7,414	1,535
Primary	34,468	46,604	12,136
General secondary	15,596	18,663	3,067
TTC	229	232	3
TVET L1_L5	2,860	3,220	360
<b>Total</b>	<b>59,032</b>	<b>76,133</b>	<b>17,101</b>

Source: School census, Ministry of Education

### Overview 3: Number of students

Levels	2019	2020/21	Difference
Pre-Nursery	6,690	3,198	-3,492
Nursery	282,428	293,823	11,396
Primary	2,512,465	2,729,116	216,651
General secondary	639,627	682,904	43,277
TTC	9,320	10,721	1,401
TVET L1_L5	83,157	89,221	6,064
TVET short courses	9,932	8,561	-1,371
Polytechnics	14,078	13,172	-906
General higher education	72,128	75,276	3,148
Adult Literacy	127,117	127,054	-63
<b>Total</b>	<b>3,756,942</b>	<b>4,033,046</b>	<b>276,105</b>

Source: School census, Ministry of Education

#### Overview 4: Number of staff

Levels	2019	2020/21	Difference
Pre-Nursery	232	501	269
Nursery	7,865	9,313	1,448
Primary	46,325	63,580	17,255
General secondary	25,062	30,095	5,033
TTC	436	471	35
TVET L1_L5	5,281	5,732	451
Polytechnics	1,478	1,499	21
General higher education	5,132	4,566	-545
Adult Literacy	6,152	5,902	-250
<b>Total</b>	<b>97,963</b>	<b>121,659</b>	<b>23,696</b>

Source: School census, Ministry of Education

## 1. SCHOOL INFRASTRUCTURE

This section provides statistics on school's infrastructures by different categories. It shows the total number of schools countrywide either by settings, by owner or by level. It also shows the total number of classrooms, desks and available playground by those different categories mentioned above.

### 1.1 Number of schools by schools' settings

Table 1.1.1: Number of schools by settings

Settings <sup>1</sup>	2017	2018	2019	2020/21
<b>Total schools</b>	<b>4,719</b>	<b>4,571</b>	<b>4,706</b>	<b>5,144</b>
Nursery + Primary + Lower secondary	443	454	486	712
Primary+ Lower secondary	149	161	108	196
Nursery + Primary + Lower and upper secondary	397	358	403	509
Primary + Lower and upper secondary	91	134	118	132
Lower secondary	33	24	21	20
Upper secondary	187	28	27	24
Lower and upper secondary	218	225	266	240
Primary only	470	439	434	447
Nursery + Primary	1,315	1,361	1,410	1,692
Nursery only	1,031	1,037	1,102	828
Primary + Lower and upper secondary + TVET	12	2	2	3
TVET only	336	318	308	308
Lower and upper secondary+ TVET	37	30	21	33

Source: School census, Ministry of Education

The table 1.1.1 above, shows that the number of schools has increased from 4,706 (2019) to 5,144 (2021). This translates to an increase of 9.30%. This increment can be attributed to the new schools that were created during mass construction an effort to expand access to basic education.

<sup>1</sup> This table does not include Pre-Nursery, Higher Education, and adult literacy schools

**Table 1.1.2: Nursery School attached to a higher level**

Indicator/Year	2017	2018	2019	2020/21
Number of not standalone nursery schools	2,155	2,173	2,299	2,913
Percentage of not standalone nursery schools	67.6%	67.7%	67.6%	77.9%

*Source: School census, Ministry of Education*

Table 1.1.2 highlights nursery schools attached to other levels (Primary, lower and upper secondary) of basic education. It shows that the number of nursery schools attached to other levels of education has increased from 2,299 (67.6%) in 2019 to 2,913 (77.9%) in 2020/21 of the total nursery schools countrywide.

**Table 1.1.3: Number of schools by level of education**

Levels of education	2017	2018	2019	2020/21
Pre-Nursery	90	96	87	103
Nursery	3,186	3,210	3,401	3,741
Primary	2,877	2,909	2,961	3,691
General Secondary <sup>2</sup>	1,567	1,416	1,452	1,869
TVET L1-L5	385	350	331	344
Polytechnics	17	10	10	8
General Higher education	37	30	30	30
Adult literacy	5,160	4,991	5,194	4,953

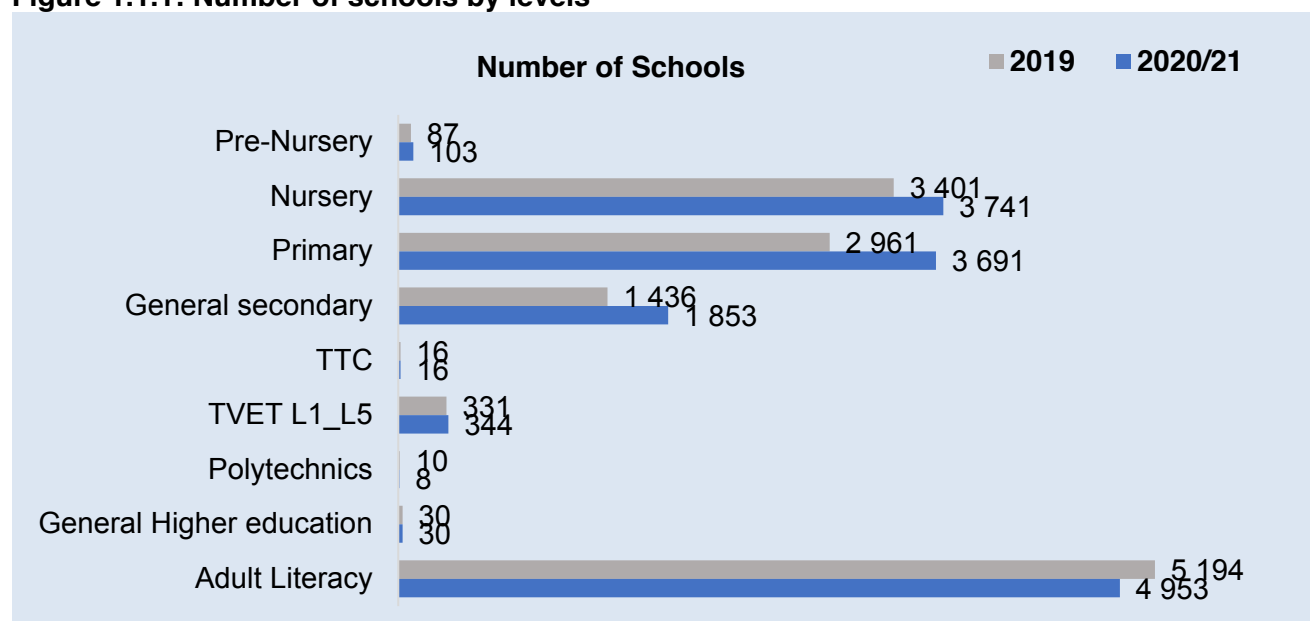
*Source: School census, Ministry of Education*

Table 1.1.3 and figure 1.1.1 show an increase in number of schools, except for Polytechnic and Adult literacy. The outstanding increase especially those observed on Primary and secondary can be attributed to the mass construction activities to respond to the challenge of overcrowded classrooms and long distances to schools. The decrease in adult literacy centers can partly be explained by the fact that some adult literacy centers operate in Churches, which did not reopen as they were not meeting the measures taken to prevent the spread of COVID-19.

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<sup>2</sup> Include TTCs

**Figure 1.1.1: Number of schools by levels**



*Source: School census, Ministry of Education*

## 1.2 Number of schools by schools' status

**Table 1.2.1: Number of Pre-Nursery centers**

Description/Year	2017	2018	2019	2020/2021
<b>Total number of Pre-nurseries</b>	<b>90</b>	<b>96</b>	<b>87</b>	<b>103</b>
Number of public centers	22	23	61	70
Number of private centers	68	73	26	33
<i>Percentage of public centers</i>	<i>24.4%</i>	<i>24.0%</i>	<i>70.1%</i>	<i>68.0%</i>
<i>Percentage of private centers</i>	<i>75.6%</i>	<i>76.0%</i>	<i>29.9%</i>	<i>32.0%</i>

*Source: School census, Ministry of Education*

The number of Pre-nurseries increased between 2019 and 2020/21. Out of the 103 recorded pre-nurseries, 70 were public centers and 33 private centers. The share of public pre-nursery centers remains high at 68%. The decrease observed especially for private schools can be explained by the shift of Pre-nursery schools to become Nursery, it is also important to note that home-based pre-nursery are not included in this publication.

**Table 1.2.2: Number of Nursery schools, by schools' status**

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

*Source: School census, Ministry of Education*

Nursery schools are continuously increasing, but between 2019 and 2020/21 private schools decreased from 1,338 in 2019 down to 1,026 in 2020/21. The average number of students per school remains very low, based on the national standards pupil classroom ration of 30 pupils per school we can conclude that on average a school have 2 classes, except for private estimated at 3 classes.

**Table 1.2.3: Number of primary schools by school status**

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

*Source: School census, Ministry of Education*

Primary schools have significantly increased for public, private, and Government-subsidized schools since 2019. Public schools increased from 759 to 1,304 primary schools, Government-subsidized primary schools increased from 1,787 to 1,890 and private primary schools increased from 415 to 497 between 2019 and 2020/21. This is commendable achievement resulting from massive school constructions. In addition, private sector providers are also sensitised to support government in expansion of primary schools.

**Table 1.2.4: Number of secondary schools**

School year	2017	2018	2019	2020/21
<b>Total</b>	<b>1,567</b>	<b>1,728</b>	<b>1,783</b>	<b>2,213</b>
Public	461	522	547	798
Government-subsidized	871	892	912	1,090
Private	235	314	324	325
<b>Average students per school</b>	<b>378</b>	<b>378</b>	<b>409</b>	<b>354</b>
Public	405	407	440	342
Government-subsidized	381	408	448	385
Private	314	261	256	278

*Source: School census, Ministry of Education*

Table 1.2.4 shows a remarkable increase especially in Public and government subsidized schools respectively from 547 to 798 schools (45.88%) and from 912 to 1,090 schools (19.52%).

**Table 1.2.5: Number of TVET schools by level**

Descriptions	2017	2018	2019	2020/21
<b>Total schools</b>	<b>402</b>	<b>360</b>	<b>341</b>	<b>352</b>
Level 1 to 5	385	350	331	344
Level 6 to 7	17	10	10	8
TVET special program	-	-	-	-

*Source: School census, Ministry of Education*

The table 1.2.5 shows the TVET schools by level. Those with Level 1 to 5 have increased by 3.9% while Schools with Level 6 to 7 have reduced from the previous 10 schools in 2019 down to 8

schools in 2020/21. This is because two schools did not reopen as they were not meeting measures to prevent the spread of COVID-19. It is important to note that the ongoing construction of TVET wings was not recorded in this table, as for school census purpose we only consider schools and classrooms complete in use by students.

**Table 1.2.6: Number of TVET schools by school status**

Status	2017	2018	2019	2020/21
<b>Total schools</b>	<b>402</b>	<b>360</b>	<b>341</b>	<b>352</b>
Public	102	96	92	100
Government-subsidized	40	45	45	49
Private	260	219	204	203

*Source: School census, Ministry of Education*

**Table 1.2.7: Number of Higher education institutions**

Description/year	2016/17	2017/18	2018/19	2020/21
<b>Total Higher education institutions</b>	<b>54</b>	<b>40</b>	<b>40</b>	<b>38</b>
Public	10	3	3	3
Private	44	37	37	35
<b>Polytechnics</b>	<b>17</b>	<b>10</b>	<b>10</b>	<b>8</b>
Public	8	1	1	1
Private	9	9	9	7
<b>General Higher Education Institutions</b>	<b>37</b>	<b>30</b>	<b>30</b>	<b>30</b>
Public	2	2	2	2
Private	35	28	28	28

*Source: School census, Ministry of Education*

This table includes 8 polytechnics, highlighted in the above table as TVET level 6 and 7. Public seems to have fewer Higher education institutions, but it includes University of Rwanda with 6 colleges, Rwanda polytechnics with 8 IPRCs and Institute of Legal Practice and Development with 3 campuses located in Nyanza, Musanze and Nyarugenge districts.

**Table 1.2.8: Number of Adult literacy centers**

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

*Source: School census, Ministry of Education*

There is a decrease of 241 adult literacy centers, which can be explained by the fact that centers operated in churches, which did not reopen when the church was not complying with the measurement taken to prevent the spread of COVID-19.



### 1.3 Number of schools by owner

This paragraph highlights the proportion of schools per owner, for all levels Government owned schools make up the highest percentage; followed by schools owned by Catholic churches. Except for Adult literacy where more than half of schools are owned by churches.

**Table 1.3.1: Number of Pre-nurseries by owner**

Center by Owner/year	2017	2018	2019	2020/21
<b>Total Number</b>	<b>90</b>	<b>96</b>	<b>87</b>	<b>103</b>
Government	22	23	35	70
Catholic	5	5	11	5
Protestant	1	1	3	0
Adventist	0	1	0	0
Islamic	0	2	4	0
Parents' associations	36	38	25	7
Individuals/NGOs	26	26	9	21
<b>Percentage</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<i>Government</i>	<i>24.4%</i>	<i>24.0%</i>	<i>40.2%</i>	<i>68.0%</i>
<i>Catholic</i>	<i>5.6%</i>	<i>5.2%</i>	<i>12.6%</i>	<i>4.9%</i>
<i>Protestant</i>	<i>1.1%</i>	<i>1.0%</i>	<i>3.4%</i>	<i>0.0%</i>
<i>Adventist</i>	<i>0.0%</i>	<i>1.0%</i>	<i>0.0%</i>	<i>0.0%</i>
<i>Islamic</i>	<i>0.0%</i>	<i>2.1%</i>	<i>4.6%</i>	<i>0.0%</i>
<i>Parents' associations</i>	<i>40.0%</i>	<i>39.6%</i>	<i>28.7%</i>	<i>6.8%</i>
<i>Individuals/NGOs</i>	<i>28.9%</i>	<i>27.1%</i>	<i>10.3%</i>	<i>20.4%</i>

*Source: School census, Ministry of Education*

**Table 1.3.2: Number of Nursery schools, by owner**

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

*Source: School census, Ministry of Education*

**Table 1.3.3: Number of primary schools by owner**

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

*Source: School census, Ministry of Education*

**Table 1.3.4: Number of secondary schools by owner**

<b>School by Owner</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020/21</b>
<b>Total schools</b>	<b>1,567</b>	<b>1,728</b>	<b>1,783</b>	<b>2,213</b>
Government	461	524	547	798
Catholic	632	661	677	795
Protestant	288	314	316	361
7 <sup>th</sup> Day Adventist	21	19	23	29
Islamic	15	17	17	20
Parents associations	102	104	106	90
Individuals/NGOs	48	89	97	120
<b>Percentages</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<i>Government</i>	<i>29.4%</i>	<i>30.3%</i>	<i>30.7%</i>	<i>42.7%</i>
<i>Catholic</i>	<i>40.3%</i>	<i>38.3%</i>	<i>38.0%</i>	<i>42.5%</i>
<i>Protestant</i>	<i>18.4%</i>	<i>18.2%</i>	<i>17.7%</i>	<i>19.3%</i>
<i>7<sup>th</sup> Day Adventist</i>	<i>1.3%</i>	<i>1.1%</i>	<i>1.3%</i>	<i>1.6%</i>
<i>Islamic</i>	<i>1.0%</i>	<i>1.0%</i>	<i>1.0%</i>	<i>1.1%</i>
<i>Parents associations</i>	<i>6.5%</i>	<i>6.0%</i>	<i>6.0%</i>	<i>4.8%</i>
<i>Individuals/NGOs</i>	<i>3.1%</i>	<i>5.2%</i>	<i>5.4%</i>	<i>6.4%</i>

*Source: School census, Ministry of Education*

**Table 1.3.5: Number of adult literacy Centers by owner**

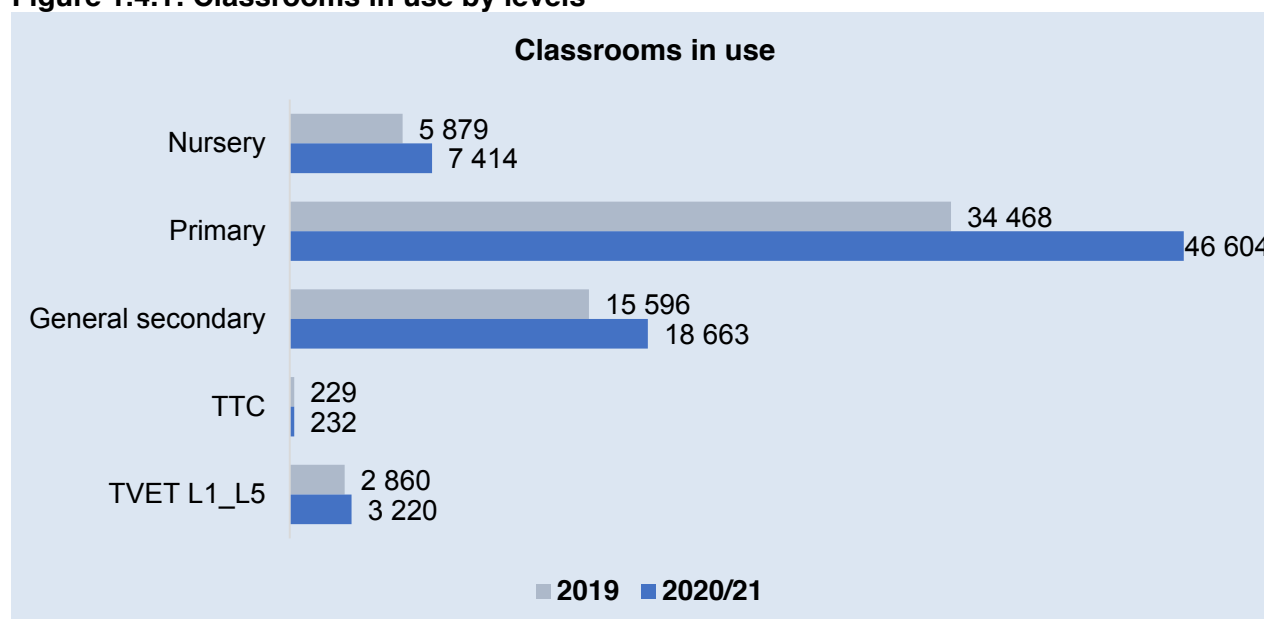
Indicator/Year	2017	2018	2019	2020/21
<b>Total Centers</b>	<b>5,160</b>	<b>4,991</b>	<b>5,194</b>	<b>4,953</b>
Churches	2,745	2,899	2,949	2,682
Government	2,129	1,947	1,959	2,086
NGOs	202	145	286	185
Projects	84	-	-	-
<b>Percentage</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<i>Churches</i>	<i>53.2%</i>	<i>58.1%</i>	<i>56.8%</i>	<i>54.1%</i>
<i>Government</i>	<i>41.3%</i>	<i>39.0%</i>	<i>37.7%</i>	<i>42.1%</i>
<i>NGOs</i>	<i>3.9%</i>	<i>2.9%</i>	<i>5.5%</i>	<i>3.7%</i>
<i>Projects</i>	<i>1.6%</i>	<i>-</i>	<i>-</i>	<i>-</i>

**Source:** School census, Ministry of Education

As mentioned above some adult literacy centers did not reopen, which explain the decrease observed in churches (267) and NGO (101).

#### 1.4 Classrooms in use and classes in school

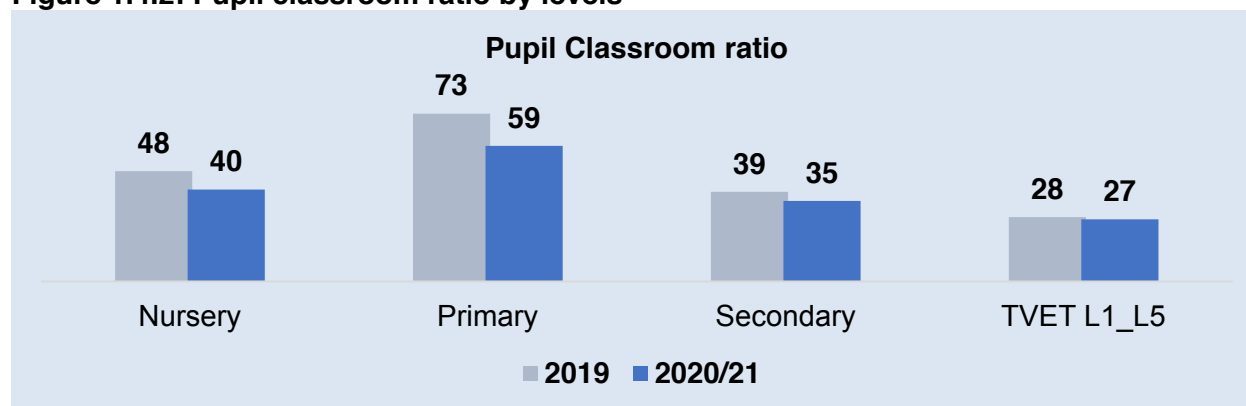
**Figure 1.4.1: Classrooms in use by levels**



**Source:** School census, Ministry of Education

The massive construction efforts are also visible when we look at the number of classrooms. We recorded an increase of 17,101 classrooms between 2019 and 2020/21. Striking impact is visible at Primary with an increase of 12,136 classrooms. During the data collection activity additional 5,177 classrooms were completed but they are not included in figure 1.4.1 because they were not yet accommodating students.

**Figure 1.4.2: Pupil classroom ratio by levels**



*Source: School census, Ministry of Education*

As highlighted in figure 1.4.2, the increased construction efforts in the past year also helped to improve the pupil: classroom ratio. The highest impact can be observed at Primary level, where the ratio decreased from 73 students per classroom to 59.

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

Schools 'status	2017	2018	2019	2020/21
<b>Total classrooms</b>	<b>54,215</b>	<b>56,029</b>	<b>59,032</b>	<b>76,133</b>
In Public schools	14,957	15,613	16,515	26,171
In Government-subsidized schools	31,057	31,872	33,097	39,425
In Private schools	8,201	8,544	9,420	10,537

*Source: School census, Ministry of Education*

In the previous years the increase in number of classrooms was 1,814 between 2017 and 2018; 3,003 between 2018 and 2019. The 2020/21 school year recorded an outstanding increase of 17,101 classrooms; from 59,032 in 2019 to 76,133 classrooms in 2020/21. Public schools recorded the highest increase of 9,656 classrooms followed by Government-subsidized schools with 6,328 and 1,117 classrooms for Private schools.

**Table 1.4.2: Number of Nursery classrooms, by schools 'status**

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

*Source: School census, Ministry of Education*

There is an increase of classrooms, which helped to decrease the number of students per classrooms from 48 in 2019; to 40 in 2020/21. More classrooms are needed to comply with the national standards of 30 pupils per schools, these are so far only met in private schools.

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

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

*Source: School census, Ministry of Education*

Table 1.4.3 shows the number of classrooms in use in 2020/21. Completed classrooms, which are not yet accommodating students are not considered in this table. Between 2019 and 2020/21 there is an increase of 12,129 classrooms in use which contributed to the decrease in number of students per classrooms from 73:1 to 59:1. The national standards students per classrooms is 46 students in one classroom.

**Table 1.4.4: Number of primary school classes by school status**

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

*Source: School census, Ministry of Education*

Comparing the number of classrooms and number of classes in table 1.4.3 and table 1.4.4 highlights the increased learning capacity created using double shift in primary schools. One classroom can accommodate two classes: the first in the morning and the second in the afternoon.

**Table 1.4.5: Number of primary schools' classrooms in use per grade**

Grade	2017	2018	2019	2020/21
<b>Number of classrooms</b>				
P1	5,975	5,825	5,537	10,028
P2	6,033	5,488	5,399	6,433
P3	5,646	5,373	5,051	6,128
P4	5,119	5,212	5,077	8,431
P5	4,662	4,884	7,112	8,655
P6	4,492	5,766	6,292	6,929
<b>Average number of Pupils per classroom</b>				
P1	83	89	89	78
P2	88	84	86	70
P3	85	84	85	70
P4	82	82	83	48
P5	79	78	56	46
P6	54	45	48	42

*Source: School census, Ministry of Education*

Table 1.4.5 shows that beside the fact that classrooms in P1 have almost doubled from 5,537 in 2019 to 10,028; this grade still records the highest pupil classrooms ratio which is linked to the enrollment of double intake in primary one.

**Table 1.4.6: Number of secondary school classrooms in use**

School status	2017	2018	2019	2020/21
<b>Total Classrooms</b>	<b>17,081</b>	<b>17,972</b>	<b>18,685</b>	<b>22,115</b>
Public	5,269	5,718	5,957	7,626
Government-subsidized	9,312	9,566	9,842	11,401
Private	2,500	2,688	2,886	3,088
<b>Average students per Classroom</b>	<b>35</b>	<b>36</b>	<b>39</b>	<b>35</b>
Public	35	37	40	36
Government-subsidized	36	38	42	37
Private	30	29	29	29

*Source: School census, Ministry of Education*

The number of classrooms has increased for all levels, the only significant difference is observed when it comes to the ratio of students per classrooms, where for general Secondary and TVET level 1 and 5, the ratio still below the national standards, of 46 students per classroom this is because in upper secondary classrooms are formed based on combination/ option or trades.

**Table 1.4.7: Number of TVET classrooms for level 1 to 5**

Status	2017	2018	2019	2020/21
<b>Total classrooms</b>	<b>3,014</b>	<b>2,846</b>	<b>2,860</b>	<b>3,220</b>
Public	759	756	752	935
Government-subsidized	410	439	468	563
Private	1,845	1,651	1640	1722
<b>Trainees per Classroom</b>	<b>26</b>	<b>28</b>	<b>28</b>	<b>27</b>
Public	27	29	27	25
Government-subsidized	30	28	27	27
Private	25	28	28	29

*Source: School census, Ministry of Education*

## 1.5 School desks

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

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

*Source: School census, Ministry of Education*

In general, the number of desks has increased from 988,676 desks in 2019 to 1,468,098 desks in 2020/21. As illustrated in the below tables of this sub section the decrease is observed for all levels, this can also be explained by the increase in number of classrooms because every new classroom constructed is equipped with desks, the average number of students per desks is at 2 pupils sitting at one desk, except for primary and adult literacy where this ratio is at 3.

**Table 1.5.2: Number of Nursery desks, by schools' status**

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

*Source: School census, Ministry of Education*

**Table 1.5.3: Number of primary schools' desks by school status**

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

*Source: School census, Ministry of Education*

**Table 1.5.4: Number of secondary school desks**

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

*Source: School census, Ministry of Education*

**Table 1.5.5: Number of TVET desks for level 1 to 5**

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

*Source: School census, Ministry of Education*

**Table 1.5.6: Number of Adult literacy desks**

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

*Source: School census, Ministry of Education*

For adult literacy centers, there is a decrease of 2,064 desks for private centers which is linked to the decrease in number of centers.

### 1.6 Sport facilities in school

We cannot conclude this section on school infrastructure without talking about school sport; sport helps learners physical and emotionally and thus indirectly contributes to their performance. Table 1.6.1 shows game and materials for nursery while table 1.7.2 is focusing on availability of playgrounds in primary school. At the General secondary and TVET L1 and L2 schools perform sport like football; volleyball; basketball; handball; running; jumping, rugby and netball.

**Table 1.6.1: Game and materials for nursery schools in 2020/21**

Games and materials	Number of schools with	Number of schools without	Percentage
Small Balls	833	2,908	22.3%
Toys	763	2,978	20.4%
Cubes shapes	567	3,174	15.2%
Swings	499	3,242	13.3%
Puzzles	486	3,255	13.0%
Ropes used in different games	480	3,261	12.8%
Bats and Balls	436	3,305	11.7%
Hand puppets	397	3,344	10.6%
Balance and fitness	338	3,403	9.0%
Ladders	298	3,443	8.0%
Rope trees and nets	244	3,497	6.5%
Big circles	241	3,500	6.4%
Climbing and gym equipment	232	3,509	6.2%
Roundabouts	224	3,517	6.0%
Toboggan: Sliding games	218	3,523	5.8%
Spring Rockers	145	3,596	3.9%
Small Bicycle	139	3,602	3.7%
Rocking	80	3,661	2.1%

*Source: School census, Ministry of Education*



**Table 1.6.2: Sport facilities in primary and secondary schools**

Levels of education	Football	Volleyball	Basketball	Gymnasium
<b>Number of schools with playground</b>				
Primary	1,393	1,137	406	46
General Secondary	760	937	457	47
TVET L1-L5	163	205	155	45
<b>Number of schools without playground</b>				
Primary	2,298	2,554	3,285	3,645
General Secondary	1,109	932	1,412	1,822
TVET L1-L5	181	139	189	299
<b>Percentage of schools with playground</b>				
Primary	37.7%	30.8%	11.0%	1.2%
General Secondary	40.7%	50.1%	24.5%	2.5%
TVET L1-L5	47.4%	59.6%	45.1%	13.1%

*Source: School census, Ministry of Education*

## 2. LEARNERS

This section gives an overview of figures and indicators related to learners at all levels of education; it shows number of learners disaggregated by level of education; sex, age; schools status, grade and, learning area. Indicators like percentage of STEM students, participation rate, gross and net enrolment/intake rate, national examination pass rate, transition, promotion, repetition, and dropout rate are also capture in this section.

### 2.1 Number of learners per school status

**Table 2.1.1: Number of total learners in Rwanda education system**

Indicator/Year	2017	2018	2019	2020/21
<b>Total learners</b>	<b>3,619,238</b>	<b>3,626,362</b>	<b>3,756,942</b>	<b>4,033,046</b>
Male	1,785,667	1,789,690	1,857,504	1,977,323
Female	1,833,571	1,836,672	1,899,438	2,055,723
% of Male	49.3%	49.4%	49.4%	49.0%
% of Female	50.7%	50.6%	50.6%	51.0%
<b>Public schools</b>	<b>1,100,412</b>	<b>1,113,347</b>	<b>1,177,475</b>	<b>1,508,719</b>
Male	547,933	557,510	590,873	746,933
Female	552,479	555,837	586,602	761,786
<b>Government-subsidized schools</b>	<b>2,149,617</b>	<b>2,159,576</b>	<b>2,189,152</b>	<b>2,134,012</b>
Male	1,050,577	1,056,498	1,071,594	1,036,099
Female	1,099,040	1,103,078	1,117,558	1,097,913
<b>Private schools</b>	<b>369,209</b>	<b>353,439</b>	<b>390,315</b>	<b>390,315</b>
Male	187,157	175,682	195,037	194,291
Female	182,052	177,757	195,278	196,024

*Source: School census, Ministry of Education*

The 2020/21 school year recorded a total number of 4,033,046 learners in all levels, which represents 31.1% of 12,955,768 total Rwandan population<sup>3</sup>. The proportion of female is higher

<sup>3</sup> RPHC4\_population projection, 2012 (NISR), medium scenario for 2021

(51%) than that of male (49%) while for school status Government-subsidized schools have the highest number of students. In terms of levels, primary schools have the highest number; 2,729,116 pupils which represent 67.7% of all learners in Rwanda.

**Table 2.1.2: Number of pupils in pre-nursery**

Indicator/Year	2017	2018	2019	2020/21
<b>Total Pre-Nursery pupils</b>	<b>5,234</b>	<b>6,491</b>	<b>6,690</b>	<b>3,198</b>
Male	2,516	3,199	3,290	1,586
Female	2,718	3,292	3,400	1,612
% of Male	48.1%	49.3%	49.2%	49.6%
% of Female	51.9%	50.7%	50.8%	50.4%
<b>Pre-Nursery pupils in Public centers</b>	<b>1,932</b>	<b>2,893</b>	<b>5,707</b>	<b>2,439</b>
Male	963	1,449	2,844	1,223
Female	969	1,444	2,863	1,216
<b>Pre-Nursery pupils in Private centers</b>	<b>3,302</b>	<b>3,598</b>	<b>983</b>	<b>759</b>
Male	1,553	1,750	446	363
Female	1,749	1,848	537	396

*Source: School census, Ministry of Education*

The number of learners in pre-nursery decreased between 2019 and 2020/21. Managing Pre-nursery pupils in the context of COVID 19 become difficult since some parents preferred to keep their kids at home. The number provided in 2020/21 included 398 learners in correctional centers as they stay with their mothers.

**Table 2.1.3: Number of Nursery pupils**

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

*Source: School census, Ministry of Education*

The total pupils in nursery schools increased from 282,428 in 2019 to 293,823 in 2020/21. This includes an increase of pupils in public nursery schools but a decrease for both government-subsidized and private nursery schools. The reason being, that some of the schools, particularly those run by churches, did not reopen due to not meeting measures to eradicate the spread of COVID-19 pandemic.

**Table 2.1.4: Primary school pupils by school status**

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

*Source: School census, Ministry of Education*

Primary schools recorded an exceptional increase in pupils this year partly because of the enrollment of double intake in Primary one. As illustrated in figure 2.2.1 the existing cohort in primary one included 450,973 pupils while the new intake registered 323,804 pupils. With the enforcement of starting primary 1 on the right age, the cohort of overage students is expected to decrease, resulting in a reduction in the Gross Enrolment Rate. The total enrollment of 2,729,116 pupils includes 260 pupils in correctional centers with 251 male and 9 female.

**Table 2.1.5: Number of students in secondary schools**

Description/Year	2017	2018	2019	2020/21
<b>Total Students</b>	<b>592,501</b>	<b>658,285</b>	<b>732,104</b>	<b>782,846</b>
Male	276,437	308,367	341,691	363,214
Female	316,064	349,918	390,413	419,632
% of Male	46.7%	46.8%	46.7%	46.4%
% of Female	53.3%	53.2%	53.3%	53.6%
<b>Students in Public schools</b>	<b>186,914</b>	<b>212,250</b>	<b>240,588</b>	<b>273,272</b>
Male	89,354	102,414	116,902	129,741
Female	97,560	109,836	123,686	143,531
<b>Students in Government-subsidized schools</b>	<b>331,712</b>	<b>364,096</b>	<b>408,534</b>	<b>419,154</b>
Male	148,362	162,963	181,495	187,008
Female	183,350	201,133	227,039	232,146
<b>Students in Private schools</b>	<b>73,875</b>	<b>81,939</b>	<b>82,982</b>	<b>90,420</b>
Male	38,721	42,990	43,294	46,465
Female	35,154	38,949	39,688	43,955

*Source: School census, Ministry of Education*

The number of students enrolled in secondary increased between 2019 and 2020/21, from 732,104 to 782,846 students; Government subsidized schools have more students than other categories: 419,154 students which represents 53.5% of total enrolment in secondary.

**Table 2.1.6: Number of lower secondary students**

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

*Source: School census, Ministry of Education*

There is an increase of 40,493 students in lower secondary from 481,138 to 521,631 students respectively from 2019 to 2020/21. The percentage of male is lower than that of female.

**Table 2.1.7: Number of general upper secondary students**

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

*Source: School census, Ministry of Education*

Table 2.1.7 shows the number of students enrolled in general upper secondary (Sciences, humanities, languages and TTCs); between 2019 and 2020/21 there is an increase of 4,185 students from 167,809 to 171,994 students.

**Table 2.1.8: Total TVET trainees in level 1 to 5**

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

*Source: School census, Ministry of Education*

Table 2.1.8 shows an increase of 6,064 trainees in TVET Level 1 to 5 between 2019 and 2020/21, and an increase of the female percentage which reached 46.7% in 2020/21. Private actors are more engaged in TVET education. Data on TVET level 6 to 7 are also illustrated in table 2.1.9.

**Table 2.1.9: Higher education Institution students**

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

*Source: School census, Ministry of Education*

Table 2.1.9 show a slight increase in enrollment of Higher education students, the percentage of female also continued to increase; private institutions have a considerable number of female where in 2020/21 female was representing 53% of Higher education enrollment. Table 2.1.9 and 2.1.10 shade the light on a decrease observed in Higher education for polytechnics institutions and a significant difference between male and female.

**Table 2.1.10: Students enrolled in Polytechnics**

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

Source: School census, Ministry of Education

**Table 2.1.11: Students enrolled in General Higher Education**

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

Source: School census, Ministry of Education

**Table 2.1.12: Learners in Adult literacy centers**

Indicator/Year	2017	2018	2019	2020/21
<b>Total learners</b>	<b>152,015</b>	<b>132,365</b>	<b>127,117</b>	<b>127,054</b>
Male	61,556	51,220	49,096	44,776
Female	90,459	81,145	78,021	82,278
% of Male	40.5%	38.7%	38.6%	35.2%
% of Female	59.5%	61.3%	61.4%	64.8%
<b>Learners in Public centers</b>	<b>43,791</b>	<b>37,020</b>	<b>41,738</b>	<b>54,321</b>
Male	17,431	14,169	16,312	19,468
Female	26,360	22,851	25,426	34,853

Indicator/Year	2017	2018	2019	2020/21
% of Male	39.8%	38.3%	39.1%	35.8%
% of Female	60.2%	61.7%	60.9%	64.2%
<b>Learners in Government-subsidized centers</b>	<b>73,181</b>	<b>77,259</b>	<b>62,818</b>	<b>59,047</b>
Male	29,226	30,020	24,068	20,718
Female	43,955	47,239	38,750	38,329
% of Male	39.9%	38.9%	38.3%	35.1%
% of Female	60.1%	61.1%	61.7%	64.9%
<b>Learners in Private centers</b>	<b>35,043</b>	<b>18,086</b>	<b>22,561</b>	<b>13,686</b>
Male	14,899	7,031	8,716	4,590
Female	20,144	11,055	13,845	9,096
% of Male	42.5%	38.9%	38.6%	33.5%
% of Female	57.5%	61.1%	61.4%	66.5%

*Source: School census, Ministry of Education*

The number of learners in adult literacy stay in the same range and amounted to 127,054 in 2020/21. For this particular level female outnumbered male, in all categories.

## 2.2 Number of learners per grade

The number of learners per grades enlighten the issue of students not transitioning from lower to upper grades. While a total of 774,777 pupils commenced Primary one level (Table 2.2.1) only 72,516 students were recorded at S6/Y3/L5 level (Table 2.2.4) in 2020/21.

**Table 2.2.1 : Enrolled primary school pupils by grade**

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

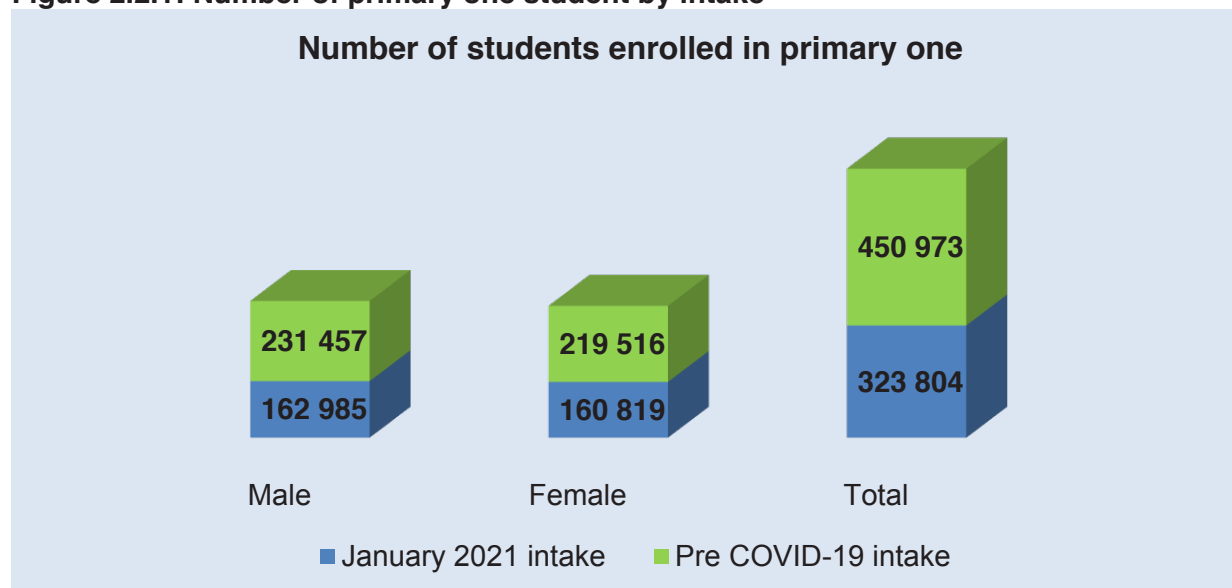
*Source: School census, Ministry of Education*

Table 2.2.1 enlighten the issue of pupils not transitioning from lower to upper grades in Primary. While a total of 774,777 commenced Primary one level only 288,116 pupils were recorded at P6 level in 2020/21. This also equates to a decrease of the total number of students reaching P6 from 299,954 in 2019 to 288,116 in 2020/21.

The apparent cohort analysis shows a gap between two consecutive years and two successive grades; for instance, 493,786 were enrolled in P1 in 2017 but after four years only 398,579 were enrolled in P4 in 2020/21 which gives a difference of 95,207 pupils.

The increase of 280,565 students primary one (from 494,212 in 2019 to 774,777 in 2020/21) was entirely due to the enrollment of double intake: 323,804 pupils was enrolled in the new intake while 450,973 pupils were from pre COVID-19 cohort.

**Figure 2.2.1: Number of primary one student by intake**



*Source: School census, Ministry of Education*

**Table 2.2.2 : Primary one newly admitted pupils of which attended Nursery**

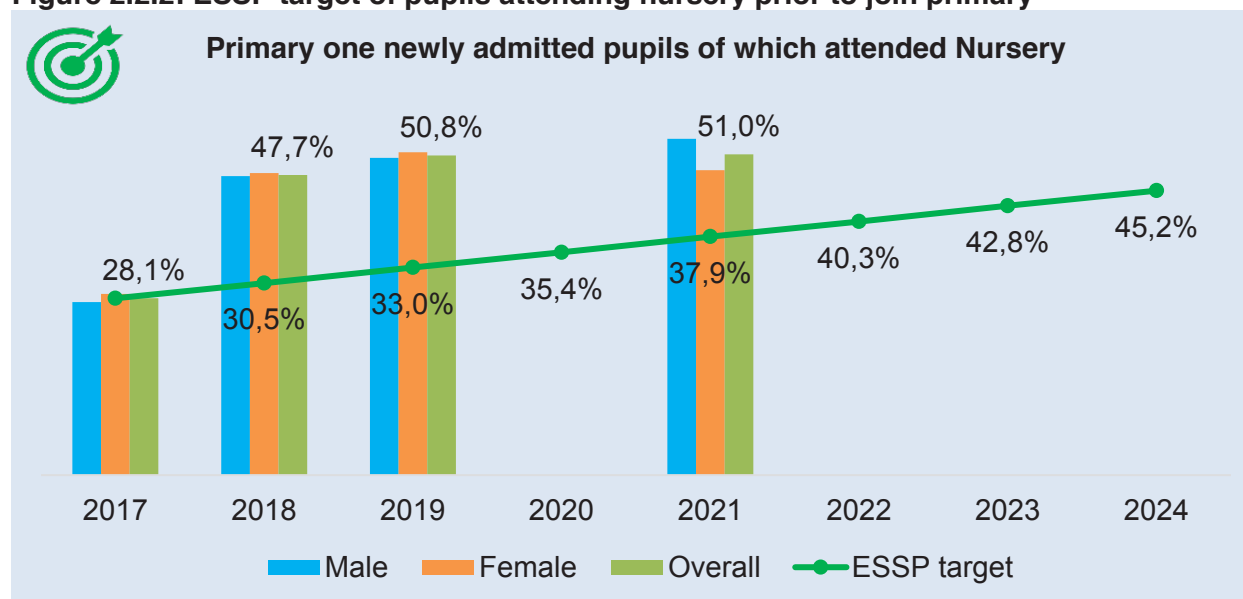
Indicator	2017	2018	2019	2020/21
<b>Number of newly admitted pupils in P1</b>				
<b>Total</b>	<b>362,706</b>	<b>415,921</b>	<b>416,163</b>	<b>695,697</b>
Male	185,916	213,932	214,131	352,573
Female	176,790	201,989	202,032	343,124
<b>Number of newly admitted pupils in P1 of which attended Nursery</b>				
<b>Total</b>	<b>101,912</b>	<b>198,500</b>	<b>211,440</b>	<b>354,620</b>
Male	51,050	101,536	107,832	188,373
Female	50,862	96,964	103,608	166,247
<b>Percentage of newly admitted pupils in P1 of which attended Nursery</b>				
<b>Overall</b>	<b>28.1%</b>	<b>47.7%</b>	<b>50.8%</b>	<b>51.0%</b>
Male	27.5%	47.5%	50.4%	53.4%
Female	28.8%	48.0%	51.3%	48.5%

*Source: School census, Ministry of Education*

Between 2019 and 2020/21, the absolute number of newly admitted pupils in P1 who attended nursery schools increased from 211,440 to 354,620 and the percentage also increased from 50.8 to 51.0 percent. As illustrated in figure 2.2.2 the ESSP target of 45.2 percent by 2024 was already surpassed in 2018.



Figure 2.2.2: ESSP target of pupils attending nursery prior to join primary



Source: School census, Ministry of Education

Table 2.2.3: Lower secondary school student's enrolment

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

Source: School census, Ministry of Education

Table 2.2.3 highlight the unbalance between grades, the number of students decreases from lower grade to higher grade. For example, 217,514 students were enrolled in senior one while only 130,103 were in senior three.

The apparent cohort analysis shows a number of students who do not transit from lower level to upper level: 184,327 students were enrolled in S1 in 2018 but after three years only 130,103 students were enrolled in S3 in 2020/21 which gives a difference of 54,224 students.

**Table 2.2.4: General upper secondary school student's enrolment**

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

*Source: School census, Ministry of Education*

Table 2.2.4 gives the number of students enrolled in Sciences, Humanities, Languages and TTCs. As mentioned in the above tables similar trend is observed in general upper secondary: the enrollment in secondary four is higher than the enrollment in secondary Six.

And the apparent cohort analysis shows a difference of 9,654 students between 60,842 student who were enrolled in S4 in 2018 and 51,188 students enrolled in S6 in 2020/21. The same trend can be observed when comparing lower and upper secondary, where at Secondary 3 level (table 2.2.3) a total of 100,640 students were registered in 2017 while at S6/Y3/L5 (table 2.2.4) only 72,516 trainees were recorded in 2020/21.

**Table 2.2.5: Upper secondary students per learning area and grade in 2020/21**

Grade	Sex	Leaning area					Total
		Science	Humanities	Languages	TTC	TVET	
S4/Y1/L3	<b>Total</b>	<b>33,499</b>	<b>13,854</b>	<b>13,731</b>	<b>4,402</b>	<b>30,692</b>	<b>96,178</b>
	Male	14,336	6,208	5,772	1,909	17,134	45,359
	Female	19,163	7,646	7,959	2,493	13,558	50,819
S5/Y2/L4	<b>Total</b>	<b>30,267</b>	<b>11,402</b>	<b>10,402</b>	<b>3,249</b>	<b>20,666</b>	<b>75,986</b>
	Male	13,672	5,316	4,654	1,326	11,380	36,348
	Female	16,595	6,086	5,748	1,923	9,286	39,638
S6/Y3/L5	<b>Total</b>	<b>28,639</b>	<b>9,921</b>	<b>9,558</b>	<b>3,070</b>	<b>21,328</b>	<b>72,516</b>
	Male	12,787	4,830	4,331	1,081	11,735	34,764
	Female	15,852	5,091	5,227	1,989	9,593	37,752
<b>Total</b>	<b>Total</b>	<b>92,405</b>	<b>35,177</b>	<b>33,691</b>	<b>10,721</b>	<b>72,686</b>	<b>244,680</b>
	Male	40,795	16,354	14,757	4,316	40,249	116,471
	Female	51,610	18,823	18,934	6,405	32,437	128,209

*Source: School census, Ministry of Education*

Table 2.2.5 shows the enrollment of students per different learning area, for general education S4, S5, S6 appellation is considered, which is equivalent to Y1, Y2, and Y3 for TTCs and L3, L4, and L5 for TVET.

**Table 2.2.6: Proportion of upper secondary students per grade in 2020/21**

Grade	Sex	Learning area					Total
		Science	Humanities	Languages	TTC	TVET	
S4/Y1/L3	<b>Total</b>	<b>34.8%</b>	<b>14.4%</b>	<b>14.3%</b>	<b>4.6%</b>	<b>31.9%</b>	<b>100%</b>
	Male	31.6%	13.7%	12.7%	4.2%	37.8%	100%
	Female	37.7%	15.0%	15.7%	4.9%	26.7%	100%
S5/Y2/L4	<b>Total</b>	<b>39.8%</b>	<b>15.0%</b>	<b>13.7%</b>	<b>4.3%</b>	<b>27.2%</b>	<b>100%</b>
	Male	37.6%	14.6%	12.8%	3.6%	31.3%	100%
	Female	41.9%	15.4%	14.5%	4.9%	23.4%	100%
S6/Y3/L5	<b>Total</b>	<b>39.5%</b>	<b>13.7%</b>	<b>13.2%</b>	<b>4.2%</b>	<b>29.4%</b>	<b>100%</b>
	Male	36.8%	13.9%	12.5%	3.1%	33.8%	100%
	Female	42.0%	13.5%	13.8%	5.3%	25.4%	100%
<b>Total</b>	<b>Total</b>	<b>37.8%</b>	<b>14.4%</b>	<b>13.8%</b>	<b>4.4%</b>	<b>29.7%</b>	<b>100%</b>
	Male	35.0%	14.0%	12.7%	3.7%	34.6%	100%
	Female	40.3%	14.7%	14.8%	5.0%	25.3%	100%

*Source: School census, Ministry of Education*

Table 2.2.6 shows the proportion of students in upper secondary pursuing each of the 5 learning areas. It shows that the most attended learning area is sciences at 37.8%, followed by TVET at 29.7%, with TTC having the lowest share at 4.4%.

**Table 2.2.7: Total number of TVET trainees**

Levels	2,017	2,018	2,019	2020/21
<b>Total trainees</b>	<b>107,501</b>	<b>102,485</b>	<b>107,167</b>	<b>110,954</b>
Male	65,327	57,643	63,138	63,008
Female	42,174	44,842	44,029	47,946
% of Male	60.8%	56.2%	58.9%	56.8%
% of Female	39.2%	43.8%	41.1%	43.2%
<b>Trainees in TVET special program</b>	<b>17,486</b>	<b>9,650</b>	<b>9,932</b>	<b>8,561</b>
Male	13,946	4,397	6,430	5,908
Female	3,540	5,253	3,502	2,653
<b>Trainees in TVET level 1 to 2</b>	<b>13,351</b>	<b>9,412</b>	<b>15,788</b>	<b>16,535</b>
Male	6,958	4,980	9,412	7,269
Female	6,393	4,432	6,376	9,266
<b>Trainees in TVET level 3 to 5</b>	<b>66,244</b>	<b>69,976</b>	<b>67,369</b>	<b>72,686</b>
Male	36,542	38,605	37,161	40,249
Female	29,702	31,371	30,208	32,437
<b>Trainees in TVET level 6 to 7</b>	<b>10,420</b>	<b>13,447</b>	<b>14,078</b>	<b>13,172</b>
Male	7,881	9,661	10,135	9,582
Female	2,539	3,786	3,943	3,590

*Source: School census, Ministry of Education*

The total number of TVET trainees increased from 107,167 in 2019 to 110,954 in 2020/21, this increase is from Level 1 to 5 (for other categories there is a decrease). For level 1 to 2 the increase is observed only for Female which also contributed to the increase in percentages of female trainees from 41.1% in 2019 to 43.2% in 2020/21.

**Table 2.2.8: TVET trainee's enrolment from level 1 to 7**

<b>Levels</b>	<b>Sex</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020/21</b>
<b>Total</b>	<b>Total</b>	<b>90,015</b>	<b>92,835</b>	<b>97,235</b>	<b>102,393</b>
	Male	51,381	53,246	56,708	57,100
	Female	38,634	39,589	40,527	45,293
<b>Level 1</b>	<b>Total</b>	<b>11,274</b>	<b>8,810</b>	<b>15,464</b>	<b>16,075</b>
	Male	5,932	4,707	9,244	7,044
	Female	5,342	4,103	6,220	9,031
<b>Level 2</b>	<b>Total</b>	<b>2,077</b>	<b>602</b>	<b>324</b>	<b>460</b>
	Male	1,026	273	168	225
	Female	1,051	329	156	235
<b>Level 3</b>	<b>Total</b>	<b>24,603</b>	<b>28,732</b>	<b>25,885</b>	<b>30,692</b>
	Male	13,590	16,218	14,459	17,134
	Female	11,013	12,514	11,426	13,558
<b>Level 4</b>	<b>Total</b>	<b>19,846</b>	<b>20,361</b>	<b>22,748</b>	<b>20,666</b>
	Male	11,011	10,924	12,469	11,380
	Female	8,835	9,437	10,279	9,286
<b>Level 5</b>	<b>Total</b>	<b>21,795</b>	<b>20,883</b>	<b>18,736</b>	<b>21,328</b>
	Male	11,941	11,463	10,233	11,735
	Female	9,854	9,420	8,503	9,593
<b>Level 6</b>	<b>Total</b>	<b>529</b>	<b>1,371</b>	<b>560</b>	<b>1,285</b>
	Male	117	421	324	380
	Female	412	950	236	905
<b>Level 7</b>	<b>Total</b>	<b>9,891</b>	<b>12,076</b>	<b>13,518</b>	<b>11,887</b>
	Male	7,764	9,240	9,811	9,202
	Female	2,127	2,836	3,707	2,685

*Source: School census, Ministry of Education*

Table 2.2.8 shows TVET enrollment from level 1 to 7, caution should be taken when comparing students per levels because the condition of joining upper level after completing the lower level is only applicable for level 3 to 5.

Level 1 is a six-month training program with the minimum requirement of having 16 years; Level 2 is a one-year training program with the minimum requirement of having 16 years old and successful completion of primary 6. Trainees can join those levels according to the preferred module and the minimum requirement.

Level 3 to 5 are similar to general education senior 4 to 6, where to join the upper level, the trainee should successful complete the previous level. Level 6 and 7 are for Diploma and Advanced Diploma offered in the 1st cycle of higher education.

## 2.3 Learners by learning area

**Table 2.3.1: Upper secondary students by learning area**

Description/Year	2017	2018	2019	2020/21
<b>Students in Sciences combinations</b>	<b>78,892</b>	<b>84,642</b>	<b>90,567</b>	<b>92,405</b>
Male	35,031	38,022	40,276	40,795
Female	43,861	46,620	50,291	51,610
<i>% of Male</i>	44.4%	44.9%	44.5%	44.1%
<i>% of Female</i>	55.6%	55.1%	55.5%	55.9%
<b>Students in Humanities combinations</b>	<b>30,562</b>	<b>31,900</b>	<b>34,981</b>	<b>35,177</b>
Male	14,476	15,267	16,536	16,354
Female	16,086	16,633	18,445	18,823
<i>% of Male</i>	47.4%	47.9%	47.3%	46.5%
<i>% of Female</i>	52.6%	52.1%	52.7%	53.5%
<b>Students in Languages combinations</b>	<b>29,865</b>	<b>31,076</b>	<b>32,941</b>	<b>33,691</b>
Male	12,965	13,705	14,742	14,757
Female	16,900	17,371	18,199	18,934
<i>% of Male</i>	43.4%	44.1%	44.8%	43.8%
<i>% of Female</i>	56.6%	55.9%	55.2%	56.2%
<b>Students in TTC</b>	<b>9,397</b>	<b>9,186</b>	<b>9,320</b>	<b>10,721</b>
Male	3,776	3,474	3,649	4,316
Female	5,621	5,712	5,671	6,405
<i>% of Male</i>	40.2%	37.8%	39.2%	40.3%
<i>% of Female</i>	59.8%	62.2%	60.8%	59.7%
<b>Students in TVET L3_L5</b>	<b>66,244</b>	<b>69,976</b>	<b>67,369</b>	<b>72,686</b>
Male	36,542	38,605	37,161	40,249
Female	29,702	31,371	30,208	32,437
<i>% of Male</i>	55.2%	55.2%	55.2%	55.4%
<i>% of Female</i>	44.8%	44.8%	44.8%	44.6%

**Source:** School census, Ministry of Education

Table 2.3.1 illustrates the upper secondary students by learning areas. Overall, there is a significant increase in all learning areas over the four years. The highest enrolment has been recorded in sciences combinations (92,405 students) followed by TVET (72,686 students) whereas the least enrollment was in the teacher training with 10,721 students. The results also show that the female students outnumber their male counterparts in all learning areas except for TVET.

**Table 2.3.2: Higher education students enrolled by field of education**

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

*Source: School census, Ministry of Education*

Table 2.3.2 demonstrates the distribution of Higher education institution students across various fields of study as established by the International Standards Classification of Education (ISCED). The data reveal the peak enrolment in Business, Administration and Law followed by Education field. It is worth noting that there has been tremendous increase in some fields such as the Arts and Humanities (from 973 students to 4,108 students) whereas a sharp decline was observed in other fields like Social Sciences, Journalism, and Information (from 6,258 students to 2,907 students). Even though the enrolment in Business, Administration and Law was topping the list, it has also been declining over the four years.

**Table 2.3.3: TVET Special program trainees by type of intervention**

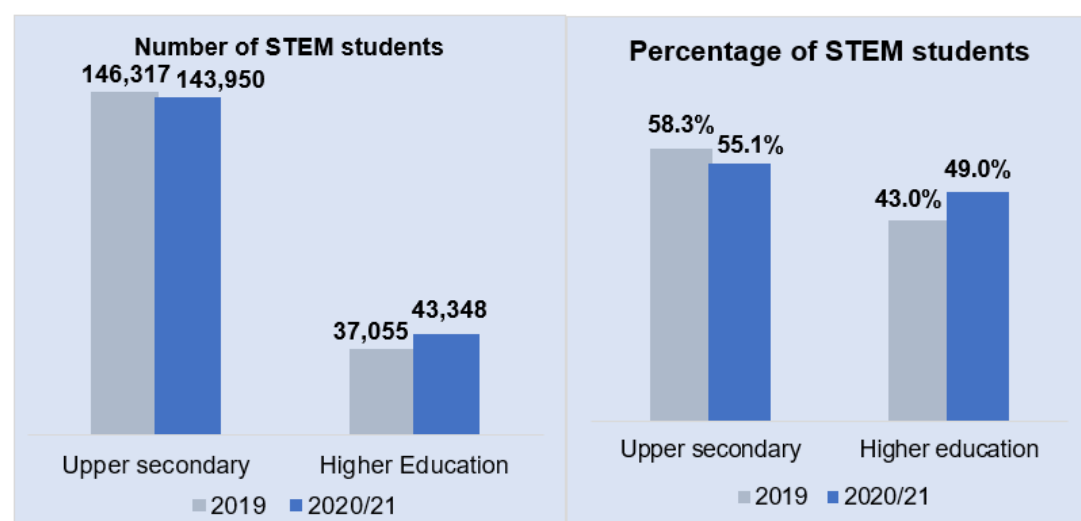
Interventions	2016/17	2017/18	2018/19	2020/21
<b>Total</b>	<b>17,486</b>	<b>9,650</b>	<b>9,932</b>	<b>8,561</b>
Male	13,946	4,397	6,540	5,908
Female	3,540	5,253	3,392	2,653
% Male	79.8%	45.6%	65.8%	69.0%
% Female	20.2%	54.4%	34.2%	31.0%
<b>Recognition of Prior Learning</b>	<b>10,283</b>	<b>347</b>	<b>1,044</b>	<b>5,029</b>
Male	9,868	321	1,012	4432
Female	415	26	32	597
<b>Industrial Based Training</b>	<b>1,448</b>	<b>386</b>	<b>58</b>	<b>769</b>
Male	820	185	30	332
Female	628	201	28	437
<b>Massive Vocation Training</b>	<b>3,973</b>	<b>1,942</b>	<b>886</b>	<b>662</b>
Male	2,305	1,241	413	431
Female	1,668	701	473	231
<b>Rapid Response Training</b>	<b>1,300</b>	<b>1,250</b>	<b>300</b>	<b>2,101</b>
Male	624	308	99	713
Female	676	942	201	1388
<b>Reconversion program</b>	<b>482</b>	<b>291</b>	<b>107</b>	<b>0</b>
Male	329	134	60	0
Female	153	157	47	0
<b>Other programs</b>	<b>0</b>	<b>5,434</b>	<b>7,537</b>	<b>0</b>
Male	0	2,208	4,926	0
Female	0	3,226	2,611	0

Source: Rwanda TVET Board

As illustrated in table 2.3.3, the recognition of prior learning was the most dominant in 2020/2021. Overall, the majority of trainees in TVET Special program are male with 69% compared to 31% female.

## 2.4 STEM students

**Figure 2.4.1: STEM Students by level**



Source: School census, Ministry of Education

**Table 2.4.1: STEM students enrolled in upper secondary**

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

*Source: School census, Ministry of Education*

Since 2017, the enrolment in STEM subjects in upper secondary has grown from 119,092 students to 143,950 students in 2020/21. While this may look like a linear increase, there is actually a decline from 146,317 students in STEM in 2019 to the current figure in 2020/21. In addition, a relatively low percentage of female students in STEM was observed across the four years. The share of STEM students was lowest in private schools.

**Table 2.4.2: Percentage of STEM students enrolled in upper secondary**

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

*Source: School census, Ministry of Education*

Overall, the results reveal that the percentage of STEM students has been growing at rapid rate except in 2020/2021 where a 3.2% decrease occurred. Disappointingly the percentage of female students in STEM fields has remained constantly low compared to male students. The rate at which STEM students increased differs among the types of schools where the STEM percentage in the public schools has dropped to 50.8% in 2020/2021 from a high of 60.7% in 2019.



**Table 2.4.3: STEM students enrolled in TVET**

Description/Year	STEM students	Percentage of STEM students
<b>Total Students</b>	<b>66,953</b>	<b>65.4%</b>
Male	49,071	85.9%
Female	17,882	39.5%
<b>Students in Public schools</b>	<b>26,099</b>	<b>55.3%</b>
Male	19,335	68.6%
Female	6,764	88.1%
<b>Students in Government-subsidized schools</b>	<b>10,328</b>	<b>47.9%</b>
Male	6,821	57.4%
Female	3,507	83.6%
<b>Students in Private schools</b>	<b>30,526</b>	<b>29.6%</b>
Male	22,915	65.4%
Female	7,611	85.9%

*Source: School census, Ministry of Education*

Table 2.4.3 indicates that the STEM students entering TVET schools in 2020/2021 showed a positive result with 65.4% of STEM students enrolled in TVET. Nonetheless, the female students were significantly underrepresented in STEM areas offered at TVET schools. It is important to note that the number of students attaining STEM in TVET public schools was the highest with 55.3% whereas in TVET private schools the STEM representation was the lowest (29.6%).

**Table 2.4.4: STEM students enrolled in Higher education**

Description/Year	2016/17	2017/18	2018/19	2020/21
<b>Total STEM Students</b>	<b>36,046</b>	<b>35,592</b>	<b>37,055</b>	<b>43,348</b>
Male	24,032	24,508	25,158	28,113
Female	12,014	11,084	11,897	15,235
<i>% of Male</i>	<i>66.7%</i>	<i>68.9%</i>	<i>67.9%</i>	<i>64.85%</i>
<i>% of Female</i>	<i>33.3%</i>	<i>31.1%</i>	<i>32.10%</i>	<i>35.15%</i>
<b>STEM Students in Public Institutions</b>	<b>21,583</b>	<b>21,183</b>	<b>21,909</b>	<b>26,016</b>
Male	15,037	15,476	15,902	18,176
Female	6,546	5,707	6,007	7,840
<b>STEM Students in Private Institutions</b>	<b>14,463</b>	<b>14,409</b>	<b>15,146</b>	<b>17,332</b>
Male	8,995	9,032	9,256	9,937
Female	5,468	5,377	5,890	7,395

*Source: School census, Ministry of Education*

From the table 2.4.4, a remarkable improvement was observed in STEM enrolment at Higher education, resulting in an increase from 36,046 students during the academic year 2016-2017 to 43,348 students during the academic year 2020-2021. Also, the data shows that the male students outnumber their female counterparts with 64.85% of STEM students being male compared to 35.15% female.

**Table 2.4.5: Percentage of STEM students enrolled in Higher education**

Description/Year	2016/17	2017/18	2018/19	2020/21
<b>Total Students</b>	<b>39.5%</b>	<b>39.9%</b>	<b>43.0%</b>	<b>49.0%</b>
Male	48.2%	47.9%	51.2%	57.7%
Female	29.1%	29.1%	32.1%	38.4%
<b>Students in Public Institutions</b>	<b>55.9%</b>	<b>55.3%</b>	<b>61.3%</b>	<b>70.0%</b>
Male	58.9%	59.0%	65.3%	73.7%
Female	50.1%	47.2%	52.9%	62.6%
<b>Students in Private Institutions</b>	<b>27.5%</b>	<b>28.4%</b>	<b>30.0%</b>	<b>33.8%</b>
Male	36.9%	36.3%	37.4%	41.2%
Female	19.4%	20.7%	22.9%	27.2%

*Source: School census, Ministry of Education*

The table 2.4.5 indicates that the tremendous improvement was made by the public institutions regarding STEM enrolment, where 70% of students pursued STEM related fields in 2020/21. This figure was much lower in private institutions, where only 33.8% of students pursued STEM related fields, leading to an average of 49% of students in Higher education institutions studying in STEM related fields.

## 2.5 Learners by age/participation rate

**Table 2.5.1: Number of enrolled learners per age and levels of education**

Age	< 4	4-6	7-12	13-15	16-18	19-23	>23	Total
Pre-Nursery	1,763	1,413	22	-	-	-	-	<b>3,198</b>
Nursery	38,671	253,738	1,414	-	-	-	-	<b>293,823</b>
Primary	-	159,267	1,800,998	574,639	173,696	20,427	89	<b>2,729,116</b>
Lower secondary	-	-	6,679	287,255	201,487	26,031	179	<b>521,631</b>
Upper secondary	-	-	-	9,193	83,179	77,610	2,012	<b>171,994</b>
TVET L1- L5	-	-	51	3,691	37,746	42,909	4,824	<b>89,221</b>
TVET short course	-	-	-	15	343	2,085	6,118	<b>8,561</b>
Polytechnics	-	-	-	-	62	6,788	6,322	<b>13,172</b>
General Higher education	-	-	-	-	1,095	34,615	39,566	<b>75,276</b>
Adult literacy	-	-	-	200	936	6,652	119,266	<b>127,054</b>

*Source: School census, Ministry of Education*

Table 2.5.1 illustrated the problem of overaged enrolment in Rwanda's education system where 768,851 students in primary and 227,697 students in lower secondary are overaged (respectively above 12 years and 15 years), this represents a proportion of 28.2 percent of overaged children in primary and 43.7 percent in lower secondary. The annex 12 shows the disaggregated data by sex.

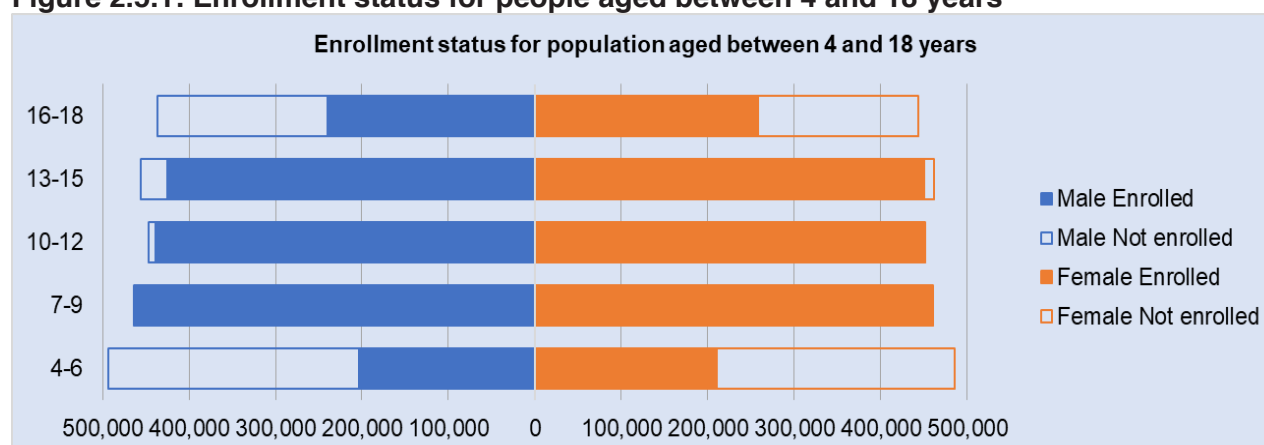
**Table 2.5.2: Enrolled learners per age group**

Age	Number of enrolled learners*			Number of total populations**			Participation rate
	Male	Female	Total	Male	Female	Total	
< 4	19,897	20,537	40,434	700,223	686,529	1,386,752	2.9%
4-6	203,807	210,611	414,418	493,551	485,500	979,051	42.3%
7-12	901,246	907,918	1,809,164	910,144	911,366	1,821,510	99.3%
13-15	424,505	450,488	874,993	456,146	460,891	917,037	95.4%
16-18	240,343	258,201	498,544	436,628	443,662	880,290	56.6%
19-23	110,787	106,330	217,117	610,380	631,855	1,242,235	17.5%
>23	76,738	101,638	178,376	2,695,356	3,033,537	5,728,893	3.1%
<b>Total</b>	<b>1,977,323</b>	<b>2,055,723</b>	<b>4,033,046</b>	<b>6,302,428</b>	<b>6,653,340</b>	<b>12,955,768</b>	<b>31.1%</b>

**Source:** \*School census, Ministry of Education, \*\*RPHC4\_population projection, 2012 (NISR)

Table 2.5.2 shows students enrolled in the education system regardless of the level they are enrolled in. Of the children aged between 7 and 15 years over 95 % are enrolled in any level of education. For children between 16-18 years and between 4-6 years only 56.6 and 42.3 percent respectively are enrolled. This illustrates the issue of low prevalence of pre-primary school attainment as well as dropout rates at primary and secondary level.

**Figure 2.5.1: Enrollment status for people aged between 4 and 18 years**



**Source:** \*School census, Ministry of Education, \*\*RPHC4\_population projection, 2012 (NISR)

Figure 2.5.1 highlight the issue of out of school students also illustrated in table 2.5.2: those aged between 7 and 12 years are almost in school (99.3%) however an emphasize should be put on those aged between 4-6, 16-18 and 13-15 to ensure that all Rwandan citizen in the age of basic education attend school.

**Table 2.5.3: Participation rate by age group in 2020/21**

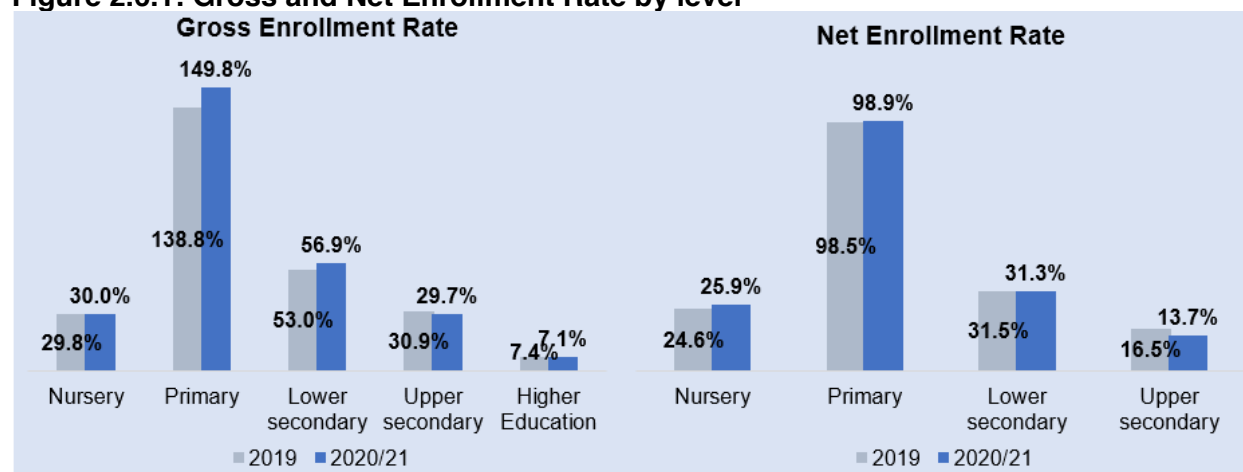
<b>Age group</b>	<b>Total enrolment*</b>	<b>Total population**</b>	<b>Participation rate</b>
<b>4-6 years</b>	<b>414,418</b>	<b>979,051</b>	<b>42.3%</b>
Male	203,807	493,551	41.3%
Female	210,611	485,500	43.4%
<b>6 years</b>	<b>231,608</b>	<b>320,652</b>	<b>72.2%</b>
Male	114,945	161,588	71.1%
Female	116,663	159,064	73.3%
<b>7-12 years</b>	<b>1,809,164</b>	<b>1,821,510</b>	<b>99.3%</b>
Male	901,246	910,144	99.0%
Female	907,918	911,366	99.6%
<b>13-18 years</b>	<b>1,373,537</b>	<b>1,797,327</b>	<b>76.4%</b>
Male	664,848	892,774	74.5%
Female	708,689	904,553	78.3%
<b>7-18 years</b>	<b>3,182,701</b>	<b>3,618,837</b>	<b>87.9%</b>
Male	1,566,094	1,802,918	86.9%
Female	1,616,607	1,815,919	89.0%
<b>15-24 years</b>	<b>1,011,368</b>	<b>2,657,778</b>	<b>38.1%</b>
Male	492,660	1,311,551	37.6%
Female	518,708	1,346,227	38.5%
<b>19-23 years</b>	<b>217,117</b>	<b>1,242,235</b>	<b>17.5%</b>
Male	110,787	610,380	18.2%
Female	106,330	631,855	16.8%
<b>4-23 years</b>	<b>3,814,236</b>	<b>5,840,123</b>	<b>65.3%</b>
Male	1,880,688	2,906,849	64.7%
Female	1,933,548	2,933,274	65.9%

**Source:** \*School census, Ministry of Education, \*\*RPHC4\_population projection, 2012 (NISR)

Table 2.5.3 illustrates the participation rate one of Sustainable Development Goals indicators; age group are formed to meet the categorization on the reported age group whereby 4-6,7-12,13-18 and 19-23 represent the official school age respectively for Nursery, primary, secondary and Higher education; 6 years is for one year before the official primary entry age, 15-24 years is youth participation rate while 4-23 combine all levels from Nursery to higher education.

## 2.6 Gross and net enrolment rate

**Figure 2.6.1: Gross and Net Enrollment Rate by level**



**Source:** \*School census, Ministry of Education, \*\*RPHC4\_population projection, 2012 (NISR)

The delay in starting school, repetition, drop in and dropout movement that results in overaged enrolment all have a negative impact on the indicators based on age. The Gross enrolment rate (GER) is low in all levels except in primary where it stood at 149.8% for the academic year 2020/21. The ideal GER is 100%, as going beyond 100% shows the existence of under or overaged students, as above mentioned the number of overaged students is higher than underaged. Students that should be in secondary still enrolled primary, which explains the low Net attendance rate in secondary.

**Table 2.6.1: Nursery Gross and Net enrollment rate**

Indicator/Year	2017	2018	2019	2020/21
<b>Gross Enrolment Rate (Overall)</b>	<b>24.1%</b>	<b>24.4%</b>	<b>29.8%</b>	<b>30.0%</b>
GER Male	23.7%	24.0%	29.1%	29.0%
GER Female	24.5%	24.8%	30.6%	31.1%
<b>Net Enrolment Rate (Overall)</b>	<b>20.6%</b>	<b>20.8%</b>	<b>24.6%</b>	<b>25.9%</b>
NER Male	20.2%	20.4%	24.0%	25.0%
NER Female	20.9%	21.2%	25.1%	26.8%

**Source:** \*School census, Ministry of Education, \*\*RPHC4\_population projection, 2012 (NISR)

At the nursery level, both GER and Net enrolment rate (NER) increased slightly between 2019 and 2020/21. However, they are still behind the ESSP target of 42.9% and 34.5 % by 2020/21. Given the current trends, it will be difficult to achieve the ESSP target of 57% and 45% by 2023/24 respectively.

**Table 2.6.2: Primary Gross and Net enrollment rate**

Indicator/Year	2017	2018	2019	2020/21
<b>Gross Enrolment Rate (Overall)</b>	<b>139.1%</b>	<b>137.5%</b>	<b>138.8%</b>	<b>149.8%</b>
GER Male	140.1%	139.0%	140.8%	150.5%
GER Female	138.2%	136.1%	136.7%	149.1%
<b>Net Enrolment Rate (Overall)</b>	<b>98.0%</b>	<b>98.3%</b>	<b>98.5%</b>	<b>98.9%</b>
NER Male	97.8%	98.0%	98.4%	98.7%
NER Female	98.1%	98.5%	98.6%	99.1%

**Source:** \*School census, Ministry of Education, \*\*RPHC4\_population projection, 2012 (NISR)

The impact of the enrollment of double intake in primary one is also observed in the analysis of GER. Here an increase of 9.3 % from a GER of 138.8% in 2019 to 149.8% in 2020/21 was registered. Thus, the ESSP target of a GER of 123.8% was not achieved and the target to achieve a GER of 112.3% by 2023/24 seems very ambitious. With regards to the NER, a slight increase was recorded from 98.5% in 2019 to 98.9% in 2020/21. This means that the NER ESSP target of 98.6% by 2020/21 was achieved.

**Table 2.6.3: Secondary Gross and Net enrollment rate**

<b>Secondary NER &amp; GER</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020/21</b>
<b>Gross Enrolment Rate (Overall)</b>	<b>38.2%</b>	<b>39.6%</b>	<b>42.5%</b>	<b>43.6%</b>
GER Male	36.3%	37.5%	40.1%	40.7%
GER Female	40.1%	41.7%	45.0%	46.4%
<b>Net Enrolment Rate (Overall)</b>	<b>34.1%</b>	<b>30.1%</b>	<b>24.5%</b>	<b>34.6%</b>
NER Male	31.9%	32.1%	22.1%	31.7%
NER Female	36.3%	28.2%	26.7%	37.5%

*Source: \*School census, Ministry of Education, \*\*RPHC4\_population projection, 2012 (NISR)*

**Table 2.6.4: Lower secondary Gross and Net enrollment rate**

<b>Lower secondary NER &amp; GER</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020/21</b>
<b>Gross Enrolment Rate (Overall)</b>	<b>44.9%</b>	<b>47.7%</b>	<b>53.0%</b>	<b>56.9%</b>
GER Male	41.9%	44.3%	48.7%	52.5%
GER Female	47.9%	51.2%	57.2%	61.2%
<b>Net Enrolment Rate (Overall)</b>	<b>24.4%</b>	<b>27.2%</b>	<b>31.5%</b>	<b>31.3%</b>
NER Male	21.8%	24.2%	27.7%	28.9%
NER Female	27.0%	30.2%	35.3%	33.7%

*Source: \*School census, Ministry of Education, \*\*RPHC4\_population projection, 2012 (NISR)*

At secondary level, both GER and NER increased. However, at the lower secondary level the net enrolment rate slightly reduced from 31.5% in 2019 to 31.3% in 2020/21. Attendance is higher among female than male students. The ESSP target of a GER of 54.8% by 2020/21 for lower secondary level was achieved, while the target of 42.6% for NER was not yet reached.

**Table 2.6.5: Upper secondary Gross and Net enrollment rate**

<b>Upper secondary NER &amp; GER</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020/21</b>
<b>Gross Enrolment Rate (Overall)</b>	<b>30.6%</b>	<b>30.4%</b>	<b>30.9%</b>	<b>29.7%</b>
GER Male	29.9%	29.8%	30.3%	28.3%
GER Female	31.3%	31.0%	31.4%	31.0%
<b>Net Enrolment Rate (Overall)</b>	<b>23.8%</b>	<b>21.9%</b>	<b>16.5%</b>	<b>13.7%</b>
NER Male	22.9%	20.7%	15.8%	12.6%
NER Female	24.6%	23.2%	17.2%	14.8%

*Source: \*School census, Ministry of Education, \*\*RPHC4\_population projection, 2012 (NISR)*

Both GER and NER remain below the ESSP target for upper secondary level. Between 2019 and 2020/21, the GER decreased from 30.9% to 29.7% and the NER decreased from 16.5% to 13.7%.

**Table 2.6.6: Higher education GER and students per 100,000 inhabitants**

Indicator/Year	2016/17	2017/18	2018/19	2020/21
<b>Gross enrollment rate in HEIs</b>	<b>8.1%</b>	<b>7.8%</b>	<b>7.4%</b>	<b>7.1%</b>
Male	9.1%	9.1%	8.6%	8.0%
Female	7.2%	6.5%	6.2%	6.3%
<b>Students per 100,000 inhabitants</b>	<b>772</b>	<b>737</b>	<b>697</b>	<b>683</b>
Male	872	872	817	774
Female	678	611	583	597

**Source:** \*School census, Ministry of Education, \*\*RPHC4\_population projection, 2012 (NISR)

The enrollments of students in Higher education still very low and amounted to an enrolment rate of 7.1% in 2020/21. This means a decrease of 0.3% as compared to 2019 and results in the ESSP target for both indicators not being achieved.

**Table 2.6.7: Gender parity index in enrollment**

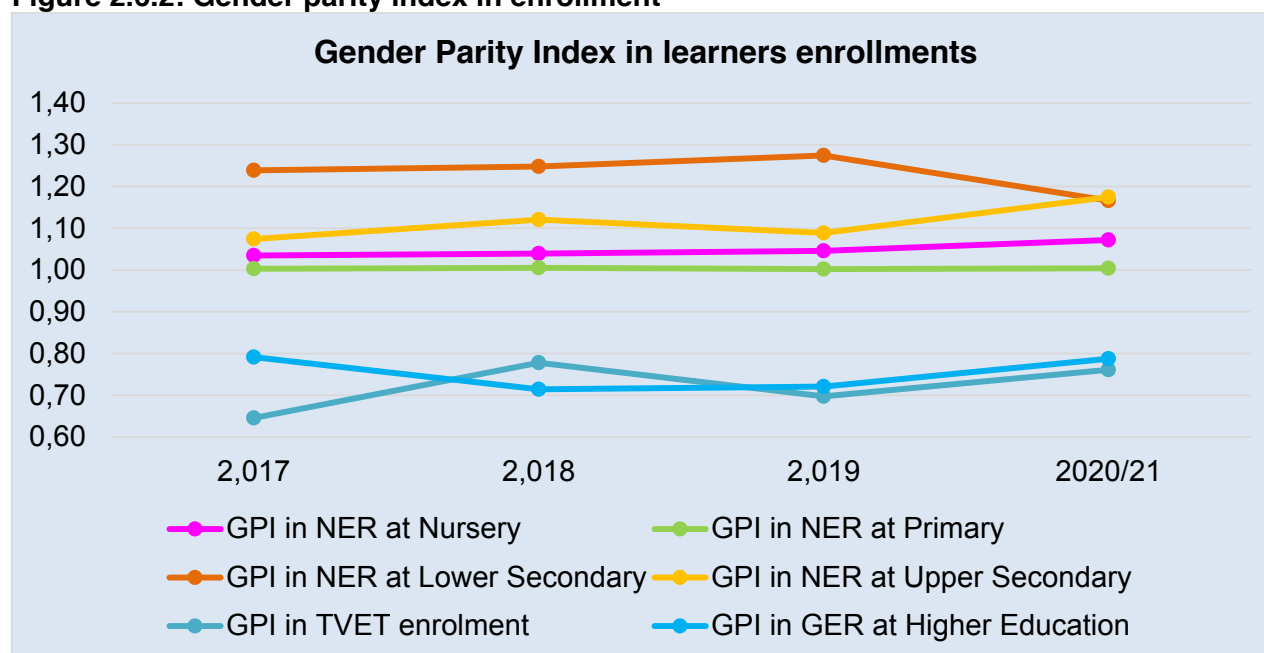
Indicators	2,017	2,018	2,019	2020/21
GPI in NER at Nursery	1.03	1.04	1.05	1.07
GPI in NER at Primary	1.00	1.01	1.00	1.00
GPI in NER at Lower Secondary	1.24	1.25	1.27	1.17
GPI in NER at Upper Secondary	1.07	1.12	1.09	1.17
GPI in TVET enrolment	0.65	0.78	0.70	0.76
GPI in GER at Higher Education	0.79	0.71	0.72	0.79

**Source:** School census, Ministry of Education

Gender parity index can be calculated for all indicators where value of male and female are available. For the ESSP Net enrollment rate and TVET enrollment were specifically selected to measure gender parity. Table 2.6.7 and Figure 2.6.2 are obtained by dividing the value of female by the value of male as provided in Table 2.6.1; 2.6.2; 2.6.4; 2.6.5; 2.2.6 and 2.6.6.

In primary male and female are enrolled at the same proportion; for Nursery, lower and Upper secondary the GPI is in favor of Female (female are more enrolled than male) while for TVET and Higher education the GPI is in favor for Male (Male are more enrolled than Female)

**Figure 2.6.2: Gender parity index in enrollment**



*Source: School census, Ministry of Education*

## 2.7 Gross and net intake rate

The calculation of NIR for 2020/21 was adjusted to the current situation (re-enrollment and double intake in P1 due to COVID-19) by considering for P1: 7 and 8 years instead of 7 years; for P6, S1 and S6 the age considered is the official age plus one year meaning 13,14, and 19 respectively.

**Table 2.7.1: Primary Gross and Net intake rate**

Indicator/Year	2017	2018	2019	2020/21
<b>Gross Intake Rate in P1 (Overall)</b>	<b>120.7%</b>	<b>138.2%</b>	<b>138.0%</b>	<b>221.1%</b>
GIR_P1 Male	124.2%	142.8%	142.6%	222.4%
GIR_P1 Female	117.1%	133.7%	133.4%	219.7%
<b>Net Intake Rate in P1 (Overall)</b>	<b>79.5%</b>	<b>80.0%</b>	<b>80.4%</b>	<b>81.5%</b>
NIR_P1 Male	81.7%	81.9%	82.6%	81.3%
NIR_P1 Female	77.3%	78.1%	78.2%	81.7%
<b>Gross Intake Rate in P6 (Overall)</b>	<b>79.3%</b>	<b>82.9%</b>	<b>95.4%</b>	<b>95.7%</b>
GIR_P6 Male	72.3%	76.1%	89.0%	89.3%
GIR_P6 Female	86.2%	89.6%	101.8%	101.2%
<b>Net Intake Rate in P6 (Overall)</b>	<b>19.6%</b>	<b>22.2%</b>	<b>27.5%</b>	<b>26.9%</b>
NIR_P6 Male	17.1%	19.4%	24.6%	26.0%
NIR_P6 Female	22.0%	25.1%	30.4%	27.8%

*Source: School census, Ministry of Education, RPHC4\_population projection, 2012 (NISR)*

The highest GIR in P1 illustrate the outstanding effort to accommodate the double intake, the comparison between GIR and NIR shows a difference of 139.6% of children not in the right age of attending primary one, tis highlight the problem of overaged students in primary. The NIR P1 ESSP target of 86.9% by 2020/21 was not achieved while GIR P6 ESSP target of 85.4% by 2020/21 was achieved.



**Table 2.7.2: Gross and Net Intake rate in S1**

Indicator/Year	2017	2018	2019	2020/21
<b>Gross Intake Rate in S1 (Overall)</b>	<b>49.9%</b>	<b>57.6%</b>	<b>60.7%</b>	<b>66.4%</b>
GIR_S1 Male	45.9%	53.0%	55.6%	61.6%
GIR_S1 Female	53.9%	62.0%	65.8%	71.2%
<b>Net Intake Rate in S1 (Overall)</b>	<b>11.2%</b>	<b>14.1%</b>	<b>17.1%</b>	<b>17.9%</b>
NIR_S1 Male	9.8%	12.3%	15.0%	17.5%
NIR_S1 Female	12.5%	15.8%	19.3%	18.4%

*Source: \*School census, Ministry of Education, \*\*RPHC4\_population projection, 2012 (NISR)*

Both indicators NIR and GIR increased between 2019 and 2020/21. The rate for female still higher than that of male. ESSP target of 24.6% by 2020/21 for NIR S1 was not achieved

**Table 2.7.3: Gross and Net Intake rate in S3**

Indicator/Year	2017	2018	2019	2020/21
<b>Gross Intake Rate in S3 (Overall)</b>	<b>36.6%</b>	<b>35.0%</b>	<b>40.1%</b>	<b>41.7%</b>
GIR_S3 Male	34.7%	32.9%	36.9%	38.3%
GIR_S3 Female	38.6%	37.2%	43.3%	45.1%
<b>Net Intake Rate in S3 (Overall)</b>	<b>8.9%</b>	<b>9.1%</b>	<b>10.5%</b>	<b>12.0%</b>
NIR_S3 Male	8.3%	8.5%	9.2%	10.8%
NIR_S3 Female	9.5%	9.8%	11.8%	13.2%

*Source: \*School census, Ministry of Education, \*\*RPHC4\_population projection, 2012 (NISR)*

Between 2019 and 2020/21 we observe a slight increase for both indicators, the female still recording highest rate. ESSP target of 47.7% by 2020/21 for GIR S3 was not achieved.

**Table 2.7.4: Gross and Net Intake rate in S6**

Indicator/Year	2017	2018	2019	2020/21
<b>Gross Intake Rate in S6 (Overall)</b>	<b>28.9%</b>	<b>25.5%</b>	<b>18.9%</b>	<b>25.3%</b>
GIR_S6 Male	28.9%	25.0%	17.4%	24.5%
GIR_S6 Female	28.8%	26.0%	20.4%	26.1%
<b>Net Intake Rate in S6 (Overall)</b>	<b>12.8%</b>	<b>9.6%</b>	<b>5.4%</b>	<b>9.6%</b>
NIR_S6 Male	12.4%	8.9%	5.1%	9.3%
NIR_S6 Female	13.3%	10.3%	5.8%	10.0%

*Source: \*School census, Ministry of Education, \*\*RPHC4\_population projection, 2012 (NISR)*

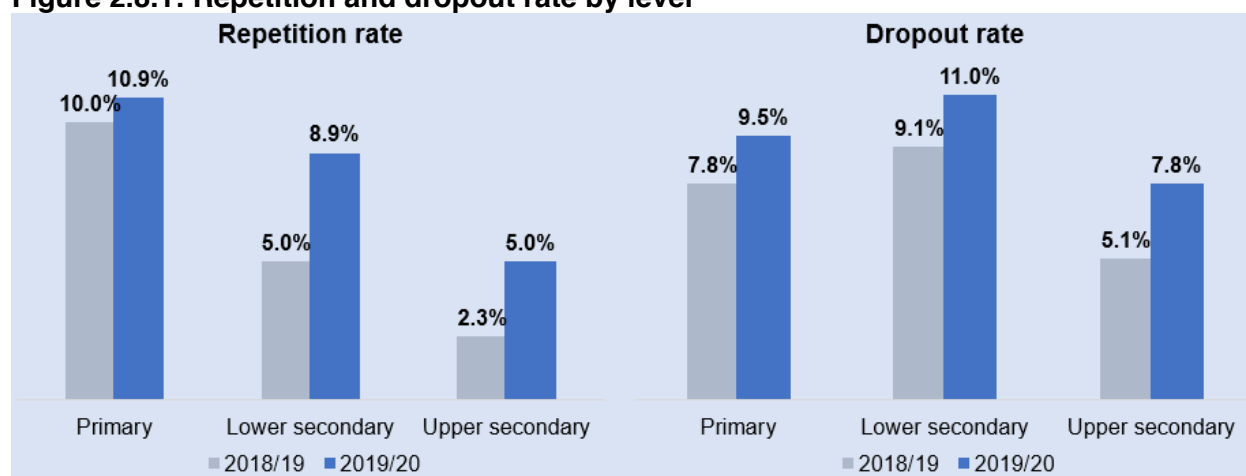
Both rates decreased compared to 2017 data, this show a continuous delay for students to reach S6, the main reasons for this delay are multiple repetition, drop in and dropout movement. The set target for GIR S6 was 47.7% by 2020/21 and 56% by 2023/24.

## 2.8 Promotion, repetition, and dropout rate

Promotion, repetition, and dropout rate are interlinked indicators, with their always summing up to 100%. This means that the increase of one indicator will automatically result in the respective decrease in another indicator. The 2020/21 compare the enrolment in 2019 school year with the enrolment in 2020/21 to calculate the respective indicators. The decrease in the promotion rate, which could be observed for all levels of education, can partially be attributed to the long period of school closure, which resulted in students not returning to school. At the Primary Education level, the average dropout rate stood at 9.5%, which means that the cohorts in 2020/21 reduced

by an average of this figure compared to 2019. This rate is even higher for male students standing at 11.3% since male students may drop out to look for alternative sources of income.

**Figure 2.8.1: Repetition and dropout rate by level**



**Source:** School census, Ministry of Education

The dropout rate increase at all levels, the lowest rate is observed in Upper secondary with 7.8%, followed by Primary with 9.5% while the highest is in Lower secondary with 11.0% of dropout rate. In Primary school male are more likely to drop out of school while for lower and upper secondary female are more affected than male.

**Table 2.8.1: Promotion, repetition, and dropout rate in primary schools**

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

**Source:** School census, Ministry of Education

The ESSP target of 10.6% and 3.7% by 2019/20 for respectively repetition, and dropout rate was not achieved. The dropout rates this rate is higher for male students standing at 11.3% since male students may drop out to look for alternative sources of income.

**Table 2.8.2: Promotion, repetition, and dropout rate in secondary schools**

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

*Source: School census, Ministry of Education*

**Table 2.8.3: Promotion, repetition, and dropout rate in lower secondary schools**

Indicator/Year	2016/17	2017/18	2018/19	2019/20
<b>Promotion rate</b>	<b>86.4%</b>	<b>86.9%</b>	<b>85.9%</b>	<b>80.1%</b>
Male	86.3%	87.1%	85.0%	79.7%
Female	86.4%	86.7%	86.6%	80.5%
<b>Repetition Rate</b>	<b>7.3%</b>	<b>6.0%</b>	<b>5.0%</b>	<b>8.9%</b>
Male	7.6%	6.4%	5.7%	9.5%
Female	7.1%	5.6%	4.5%	8.5%
<b>Dropout Rate</b>	<b>6.3%</b>	<b>7.1%</b>	<b>9.1%</b>	<b>11.0%</b>
Male	6.1%	6.5%	9.3%	10.9%
Female	6.5%	7.7%	8.9%	11.1%

*Source: School census, Ministry of Education*

The ESSP target of 5.6% and 4.3% by 2019/20 for respectively repetition, and dropout rate was not achieved

**Table 2.8.4: Promotion, repetition, and dropout rate in upper secondary schools**

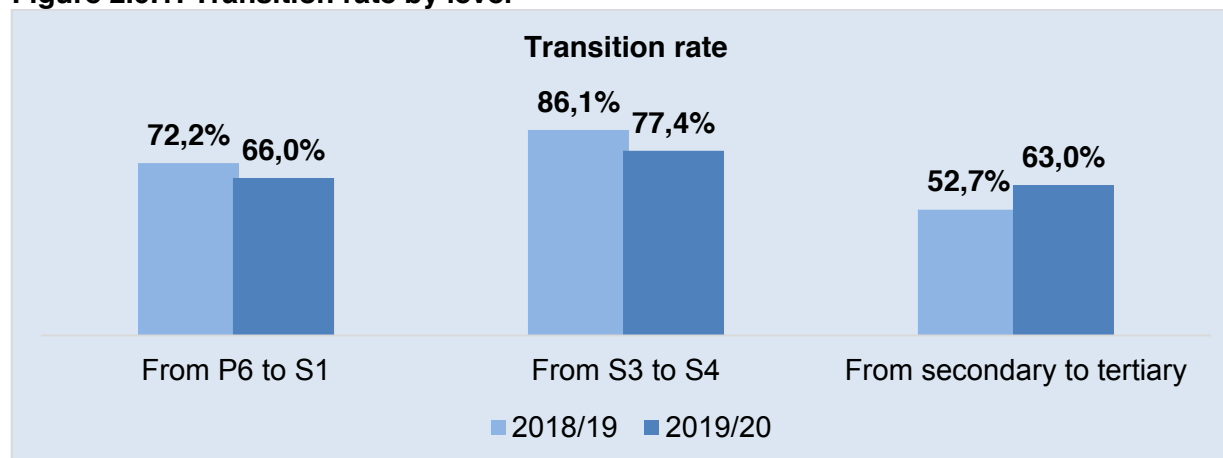
Indicator/Year	2016/17	2017/18	2018/19	2019/20
<b>Promotion rate</b>	<b>94.4%</b>	<b>95.5%</b>	<b>92.6%</b>	<b>87.2%</b>
Male	95.5%	95.7%	93.1%	88.1%
Female	93.4%	95.3%	92.1%	86.5%
<b>Repetition Rate</b>	<b>3.1%</b>	<b>5.0%</b>	<b>2.3%</b>	<b>5.0%</b>
Male	2.5%	5.3%	2.2%	4.8%
Female	3.6%	4.8%	2.4%	5.2%
<b>Dropout Rate</b>	<b>2.5%</b>	<b>1.7%</b>	<b>5.1%</b>	<b>7.8%</b>
Male	1.9%	1.9%	4.7%	7.1%
Female	3.0%	1.6%	5.5%	8.3%

*Source: School census, Ministry of Education*

The ESSP target of 2.2% for repetition, and dropout rate was not achieved.

## 2.9 Transition rate

**Figure 2.9.1: Transition rate by level**



*Source: School census, Ministry of Education*

Transition rate decreased for primary and lower secondary but increased for upper secondary.

**Table 2.9.1: Transition rate from primary to lower secondary**

Indicator/Year	2016/17	2017/18	2018/19	2019/20
<b>Transition rate (Overall)</b>	<b>74.5%</b>	<b>71.6%</b>	<b>72.2%</b>	<b>66.0%</b>
Male	75.4%	72.3%	72.1%	65.6%
Female	73.7%	71.0%	72.4%	66.3%

*Source: School census, Ministry of Education*

Table 2.9.1 shows that the transition rate decreased from 74.5 % in 2016/17 to 71.6% in 2017/18 and from 72.2% in 2018/2019 to 66.0% in 2019/2020. The difference between male and female rate is not very high. The ESSP target of 82.1% by 2019/20 was not achieved.

**Table 2.9.2: Transition rate from lower to upper secondary**

Indicator/Year	2016/17	2017/18	2018/19	2019/20
<b>Transition rate (Overall)</b>	<b>85.1%</b>	<b>85.4%</b>	<b>86.1%</b>	<b>77.4%</b>
Male	87.2%	88.7%	88.6%	80.3%
Female	83.4%	82.5%	83.9%	75.0%

*Source: School census, Ministry of Education*

Table 2.9.2 shows that the transition rate decreased from 85.1% in 2016/17 to 85.4% in 2017/18 and from 86.1% in 2018/19 to 77.4% in 2019/2020. However, the transition rate of female is less than that of male across all four academic years. The ESSP target of 89.3% by 2019/20 was not achieved.

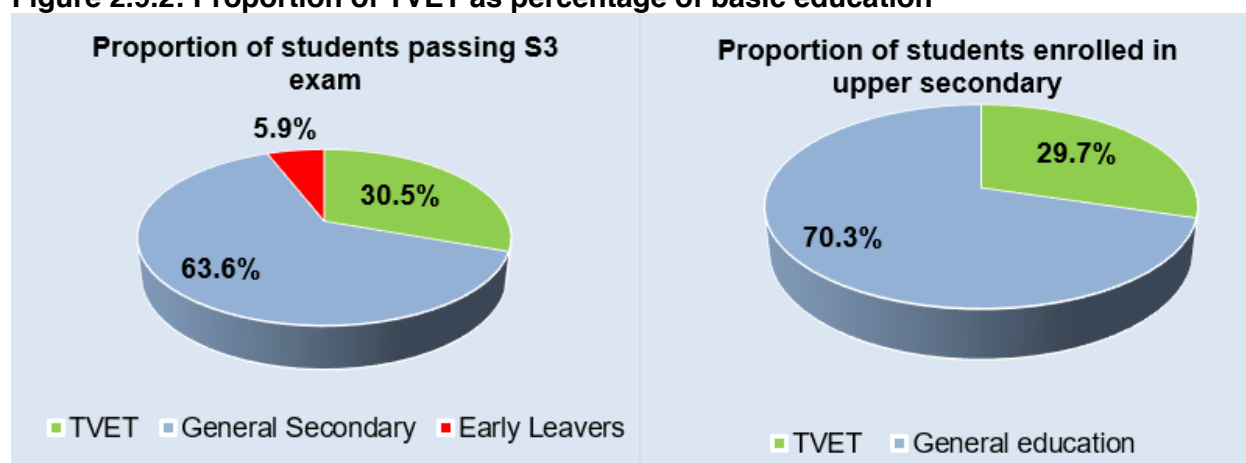
**Table 2.9.3: Percentage of students enrolled in TVET L3 after passing S3 National Exam**

Indicator	T=2017	T=2018	T=2019	T=2020
<b>Students passed S3 exam in year (T-1)</b>	<b>79,198</b>	<b>86,837</b>	<b>81,998</b>	<b>99,120</b>
Male	37,886	41,639	39,443	46,314
Female	41,312	45,198	42,555	52,806
<b>Students registered in TVET L3 in year T</b>	<b>24,603</b>	<b>28,732</b>	<b>25,885</b>	<b>30,183</b>
Male	13,590	16,218	14,459	16,858
Female	11,013	12,514	11,426	13,325
<b>Percentage of students enrolled in TVET L3</b>	<b>31.1%</b>	<b>33.1%</b>	<b>31.6%</b>	<b>30.5%</b>
Male	35.9%	38.9%	36.7%	36.4%
Female	26.7%	27.7%	26.8%	25.2%

*Source: School census, Ministry of Education*

Among 99,120 students that successfully completed senior 3 in 2019, those who joined TVET in the following year were 30,183 (30.5 percent); 63,085 students representing 63.6 percent opt for general education while 5,852 (5.9 percent); did not re-enroll. To achieve a proportion of 60% in TVET will require to double the number of students joining TVET in Level 3.

**Figure 2.9.2: Proportion of TVET as percentage of basic education**



*Source: School census, Ministry of Education*

**Table 2.9.4: Transition rate from secondary to Higher education**

Indicator	T=2017	T=2018	T=2019	T=2020
<b>Students passed S6 exam in year T-1</b>	<b>60,973</b>	<b>59,200</b>	<b>61,758</b>	<b>63,583</b>
Male	30,787	29,294	30,819	31,118
Female	30,186	29,906	30,939	32,465
<b>First-time new entrant students in Higher education year T</b>	<b>28,953</b>	<b>28,939</b>	<b>32,574</b>	<b>40,030</b>
Male	14,575	15,467	17,575	22,256
Female	14,378	13,472	14,999	17,774
<b>Transition rate from S6 to Higher education (T/T-1)</b>	<b>47.5%</b>	<b>48.9%</b>	<b>52.7%</b>	<b>63.0%</b>
Male	47.3%	52.8%	57.0%	71.5%
Female	47.6%	45.0%	48.5%	54.7%

*Source: School census, Ministry of Education*

The number of students joining Higher education institution increased from 28,953 students to 40,030 students in 2020/21, this gives a transition rate of 63.0%.

## 2.10 Number of students completing the level

**Table 2.10.1: National examination results for Primary (P6)**

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

*Source: National Examination and School inspection Authority (NESAs)*

The above table shows that there was a decrease in the total number of students sitting for national exams from 278,456 in 2019 down to 250,453 in 2021. A total of 207,315 of students who sat for exams passed them, which translates into a general pass rate of 82.8% compared to 81.16% in 2019. Female (84.4%) performed well compared to the Male (80.9%).

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

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

*Source: National Examination and School inspection Authority (NESAs)*

The table above shows that there was an increase in the total number of candidates, who sat for lower secondary exams from 114,424 to 121,337. However, there was a slight decrease of 0.2% in the share of candidates, who passed ordinary level national examinations, from 86.6% in 2019 to 86.4% in 2021. Male (87.8%) performed well compared to female (85.3%)

**Table 2.10.3: Upper secondary<sup>4</sup> national examination results**

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

*Source: National Examination and School inspection Authority (NESAs)*

Table 2.10.3 gives the sum of table 2.10. 3, 4 and 5

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

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

*Source: National Examination and School inspection Authority (NESAs)*

Table 2.10.4 shows a slight decrease in the total number of learners, who sat for national exams from 46,927 in 2019 to 46,861 in 2021. For the national exam pass rate, a minor decrease can be observed between 2019 and 2021 where the general pass rate was 89.5% compared to 89.6% in 2019. At this level male students performed better than female.

**Table 2.10.5: National examination results in TTCs (Y3)**

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

*Source: National Examination and School inspection Authority (NESAs)*

<sup>4</sup> Includes data for general secondary, TTC and TVET

Table 2.10.5 shows that the total number of students sitting for national examinations in TTCs decreased from 4,060 students in 2019 to 2,988 students in 2021. The overall pass rate increased from 97.9% in 2019 to 99.7% in 2021. Both male and female performed at the same rate.

**Table 2.10.6: National examination results in TVET(L5)**

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

*Source: National Examination and School inspection Authority (NESAs)*

Table 2.10.6 shows that the number of students who pass national examinations in TVET increased from 17,530 (91.2%) in 2019 to 21,7768 (95.7%) in 2021. There was an increase of 4.5% this year. Male are performing better than female.

**Table 2.10.7: Number of Higher education graduates**

Description/Year	2015/16	2016/17	2017/18	2019/20
<b>Total graduates in Higher Education</b>	<b>23,635</b>	<b>23,100</b>	<b>20,533</b>	<b>23,246</b>
Male	12,774	12,718	11,354	13,043
Female	10,861	10,382	9,179	10,203
<i>% Male</i>	<i>54.0%</i>	<i>55.1%</i>	<i>55.3%</i>	<i>56.1%</i>
<i>% Female</i>	<i>46.0%</i>	<i>44.9%</i>	<i>44.7%</i>	<i>43.9%</i>
<b>In Public institutions</b>	<b>10,720</b>	<b>11,140</b>	<b>9,060</b>	<b>12,136</b>
Male	7,185	7,245	6,039	7,962
Female	3,535	3,895	3,021	4,174
<i>% Male</i>	<i>67.0%</i>	<i>65.0%</i>	<i>66.7%</i>	<i>65.6%</i>
<i>% Female</i>	<i>33.0%</i>	<i>35.0%</i>	<i>33.3%</i>	<i>34.4%</i>
<b>In Private institutions</b>	<b>12,915</b>	<b>11,960</b>	<b>11,473</b>	<b>11,110</b>
Male	5,589	5,473	5,315	5,081
Female	7,326	6,487	6,158	6,029
<i>% Male</i>	<i>43.3%</i>	<i>45.8%</i>	<i>46.3%</i>	<i>45.7%</i>
<i>% Female</i>	<i>56.7%</i>	<i>54.2%</i>	<i>53.7%</i>	<i>54.3%</i>

*Source: School census, Ministry of Education*

The number of Higher education graduates increased from 20,533 in 17/18 to 23,246 in 19/20. There is a significant difference in the proportion of male and female students when comparing public and private institutions, with females being under-represented in public institutions (at 34% of graduates).



**Table 2.10.8: Polytechnics graduates**

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

*Source: School census, Ministry of Education*

**Table 2.10.9: General Higher Education graduates**

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

*Source: School census, Ministry of Education*

**Table 2.10.10: Higher education graduates by exit award**

Exit award	2017/18			2019/20		
	Male	Female	Total	Male	Female	Total
Certificate	84	146	230	280	283	563
Diploma	1,156	573	1,729	270	612	882
Advanced Diploma	1,591	1,049	2,640	2,999	1,242	4,241
Bachelor's Degree	6,703	6,374	13,077	8,148	7,030	15,178
Postgraduate Certificate	25	11	36	63	22	85
Postgraduate Diploma	888	469	1,357	471	487	958
Masters	906	557	1,463	809	525	1,334
PhD	1	-	1	3	2	5
<b>Total</b>	<b>11,322</b>	<b>9,128</b>	<b>20,533</b>	<b>13,043</b>	<b>10,203</b>	<b>23,246</b>

*Source: School census, Ministry of Education*

Bachelor's Degree registered the highest number where 15,178 students completed this level.

**Table 2.10.11: Higher education graduates by fields of education**

Field of education	2017/18			2019/20		
	Male	Female	Total	Male	Female	Total
Education	2,632	1,887	4,519	2,183	1,584	3,767
Arts and humanities	105	42	147	386	372	758
Social Sciences, journalism and information	614	486	1,100	507	391	898
Business, Administration and Law	2,828	3,496	6,324	2,455	3,437	5,892
Natural Sciences, Mathematics and Statistics	460	231	691	879	583	1,462
Information and Communication Technologies	782	457	1,239	1,055	823	1,878
Engineering, Manufacturing, and construction	1,864	350	2,214	3,253	870	4,123
Agriculture, Forestry, fisheries and veterinary	568	289	857	596	266	862
Health and Welfare	1,163	1,421	2,584	960	811	1,771
Service	338	520	779	769	1,066	1,835
<b>Total</b>	<b>11,354</b>	<b>9,179</b>	<b>20,533</b>	<b>13,043</b>	<b>10,203</b>	<b>23,246</b>

*Source: School census, Ministry of Education*

Business, Administration and Law records the highest number followed by Engineering, Manufacturing, and construction, the lowest number is for Arts and humanities.

**Table 2.10.12: STEM graduates in Higher education institutions**

Description/Year	2015/16	2016/17	2017/18	2019/20
<b>Total STEM graduates</b>	<b>7,915</b>	<b>8,615</b>	<b>7,585</b>	<b>11,408</b>
Male	5,094	5,423	4,837	7,548
Female	2,821	3,192	2,748	3,860
% Of Male	64.4%	62.9%	63.8%	66.2%
% Of Female	35.6%	37.1%	36.2%	33.8%
<b>Students in Public schools</b>	<b>5,680</b>	<b>6,127</b>	<b>4,614</b>	<b>8,063</b>
Male	4,008	4,046	3,192	5,557
Female	1,672	2,081	1,422	2,506
<b>Students in Private schools</b>	<b>2,235</b>	<b>2,488</b>	<b>2,971</b>	<b>3,345</b>
Male	1,086	1,377	1,645	1,991
Female	1,149	1,111	1,326	1,354

*Source: School census, Ministry of Education*

STEM graduates represented 49.1% of total graduates in all Higher education institutions. Public institutions record the highest percentage of STEM graduates at 66.4%. This can be attributed to a special STEM scholarship scheme that is provided to encourage more students to join STEM related subjects.

**Table 2.10.13: Percentage of STEM graduates in Higher education institutions**

Description/Year	2015/16	2016/17	2017/18	2019/20
<b>Total percentage</b>	<b>33.5%</b>	<b>37.3%</b>	<b>36.9%</b>	<b>49.1%</b>
Male	39.9%	42.6%	42.6%	57.9%
Female	26.0%	30.7%	29.9%	37.8%
<b>Students in Public schools</b>	<b>53.0%</b>	<b>55.0%</b>	<b>50.9%</b>	<b>66.4%</b>
Male	55.8%	55.8%	52.9%	69.8%
Female	47.3%	53.4%	47.1%	60.0%
<b>Students in Private schools</b>	<b>17.3%</b>	<b>20.8%</b>	<b>25.9%</b>	<b>30.1%</b>
Male	19.4%	25.2%	31.0%	39.2%
Female	15.7%	17.1%	21.5%	22.5%

*Source: School census, Ministry of Education*

**Table 2.10.14: Adult Literacy learners who received their certificate**

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

*Source: School census, Ministry of Education*

The number of learners who received their certificate decreased from 101,508 in 2018 to 79,200 in 2019.

## 2.11 Learners' accommodation

**Table 2.11.1: Number of boarding secondary students**

Description/Year	2017	2018	2019	2020/21
<b>Total boarding Students</b>	<b>163,479</b>	<b>163,135</b>	<b>171,232</b>	<b>184,691</b>
Male	80,236	79,673	84,882	89,833
Female	83,243	83,462	86,350	94,858
% of Male	49.10%	48.80%	49.60%	48.6%
% of Female	50.90%	51.20%	50.40%	51.4%
<b>Students in Public schools</b>	<b>46,192</b>	<b>46,912</b>	<b>46,318</b>	<b>54,722</b>
Male	23,934	23,875	27,193	27,870
Female	22,258	23,037	23,386	26,852
<b>Students in Government-subsidized schools</b>	<b>63,763</b>	<b>63,450</b>	<b>65,670</b>	<b>68,585</b>
Male	28,087	27,447	28,143	29,489
Female	35,676	36,003	37,527	39,096
<b>Students in Private schools</b>	<b>53,524</b>	<b>52,773</b>	<b>54,983</b>	<b>61,384</b>
Male	28,215	28,351	29,546	32,474
Female	25,309	24,422	25,437	28,910

*Source: School census, Ministry of Education*

Number of boarding students increased from 171,232 in 2019 to 184,691 in 2020/21, table 2.11.1 includes figures in the table 2.11.2, which presents boarding students in TVET schools.

**Table 2.11.2: Number of boarding students in TVET level 1 to 5**

Description/Year	2020/21
<b>Total Students</b>	<b>61,401</b>
Male	33,762
Female	27,639
% of Male	55.0%
% of Female	45.0%
<b>Students in Public schools</b>	<b>18,041</b>
Male	10,817
Female	7,224
<b>Students in Government-subsidized schools</b>	<b>12,807</b>
Male	6,502
Female	6,305
<b>Students in Private schools</b>	<b>30,553</b>
Male	16,443
Female	14,110

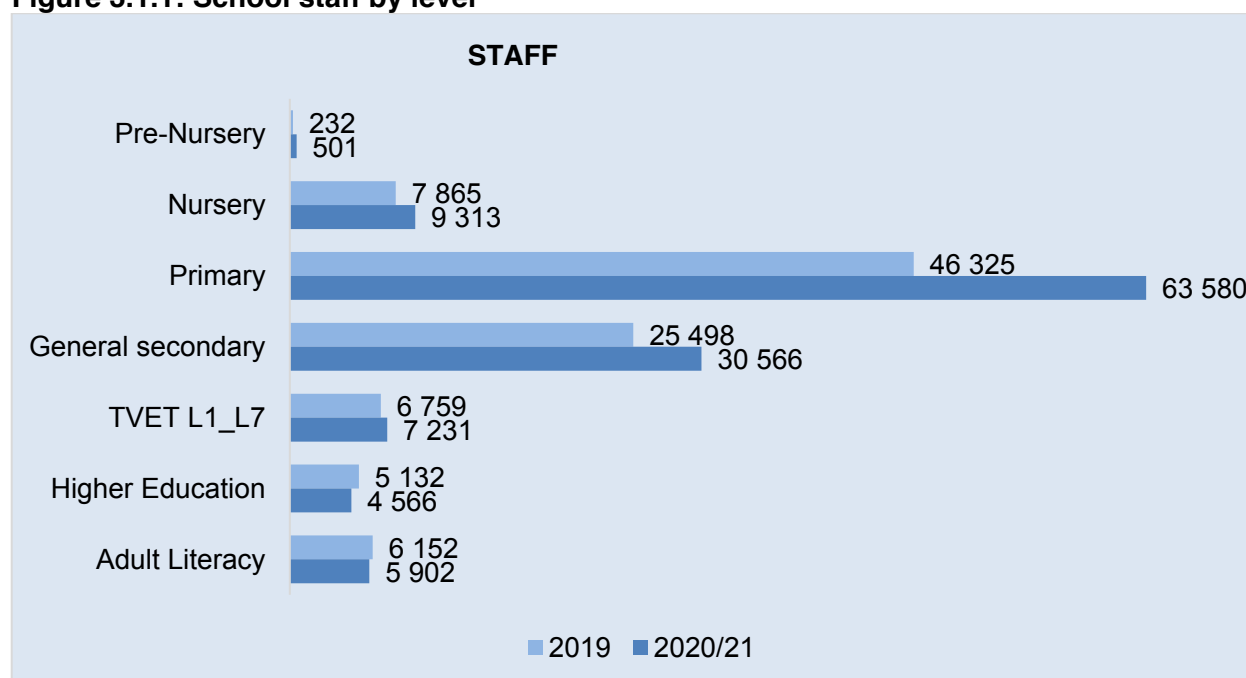
*Source: School census, Ministry of Education*

### 3. SCHOOL STAFF

This section provides information on teaching/academic and administrative staff at all levels of education, with data disaggregated by levels, sex, school status, staff qualification. Staff for Pre-Nursery and adult literacy levels are mainly dedicated for teaching activity with the appellation “caregiver” and “instructor” respectively. The indicator: Pupil teacher ratio, pupil qualified teacher ratio, pupil trained teacher ratios are also illustrated in this section.

#### 3.1 School staff per school status

**Figure 3.1.1: School staff by level**



*Source: School census, Ministry of Education*

As illustrated in the figure 3.1.1 between 2019 and 2020/21 the number of school staff increased for all levels, except for Higher education and adult literacy where a decrease of 545 and 250 respectively was observed. Primary schools registered an outstanding increase of 17,255 staff which can be attributed to the recruitment of new teachers proportional to the new classrooms constructed.

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

Description/Year	2017	2018	2019	2020/21
<b>Total school staff</b>	<b>91,908</b>	<b>94,431</b>	<b>97,963</b>	<b>121,646</b>
Male	50,190	51,259	52,475	61,624
Female	41,718	43,172	45,488	60,022
%Male	54.6%	54.3%	53.6%	50.7%
%Female	45.4%	45.7%	46.4%	49.3%
<b>Staff in Public schools</b>	<b>26,348</b>	<b>27,487</b>	<b>28,614</b>	<b>42,931</b>
Male	15,142	15,759	16,182	22,120
Female	11,206	11,728	12,432	20,811
<b>Staff in Government-subsidized schools</b>	<b>47,572</b>	<b>48,566</b>	<b>49,345</b>	<b>58,576</b>
Male	24,464	24,730	24,803	27,970
Female	23,108	23,836	24,542	30,606
<b>Staff in Private schools</b>	<b>17,988</b>	<b>18,378</b>	<b>20,004</b>	<b>20,139</b>
Male	10,584	10,770	11,490	11,534
Female	7,404	7,608	8,514	8,605

*Source: School census, Ministry of Education*

In 2020/21 the number of staff in the Rwandan Education system increased by 23,683 amounting to 121,646 staff across all levels of education. Male represents 50.7% (61,624) while female represents 49.3% (60,022). Among 23,683 staff increase primary schools recorded 72.9% of total increase which is equivalent to 17,255 staff.

**Table 3.1.2: Nursery school staff by school's status**

Description/Year	2017	2018	2019	2020/21
<b>Total school staff</b>	<b>6,812</b>	<b>7,178</b>	<b>7,865</b>	<b>9,312</b>
Male	1,367	1,457	1,553	1,828
Female	5,445	5,721	6,312	7,484
%Male	20.1%	20.3%	19.7%	19.6%
%Female	79.9%	79.7%	80.3%	80.4%
<b>Staff in Public schools</b>	<b>740</b>	<b>688</b>	<b>789</b>	<b>1,882</b>
Male	138	124	141	345
Female	602	564	648	1,537
<b>Staff in Government-subsidized schools</b>	<b>2,230</b>	<b>2,602</b>	<b>2,531</b>	<b>2,731</b>
Male	435	495	427	406
Female	1,795	2,107	2,104	2,325
<b>Staff in Private schools</b>	<b>3,842</b>	<b>3,888</b>	<b>4,545</b>	<b>4,699</b>
Male	794	838	985	1,077
Female	3,048	3,050	3,560	3,622

*Source: School census, Ministry of Education*

The number of nursery staff increases for the last four years, between 2019 and 2020/21 public schools registered the highest increase of 1,093 staff from 789 to 1,882. Number of females outstripped the number of Male. In 2020/21 female represent 80.4 percent of total staff.

**Table 3.1.3: Primary school staff by school's status**

Description/Year	2017	2018	2019	2020/21
<b>Total school staff</b>	<b>43,906</b>	<b>44,544</b>	<b>46,325</b>	<b>63,580</b>
Male	20,374	20,539	21,066	27,475
Female	23,532	24,005	25,259	36,105
%Male	46.4%	46.1%	45.5%	43.2%
%Female	53.6%	53.9%	54.5%	56.8%
<b>Staff in Public schools</b>	<b>12,329</b>	<b>12,499</b>	<b>13,313</b>	<b>22,732</b>
Male	5,925	5,928	6,180	9,771
Female	6,404	6,571	7,133	12,961
<b>Staff in Government-subsidized schools</b>	<b>26,988</b>	<b>27,155</b>	<b>27,837</b>	<b>34,554</b>
Male	11,633	11,610	11,683	13,792
Female	15,355	15,545	16,154	20,762
<b>Staff in Private schools</b>	<b>4,589</b>	<b>4,890</b>	<b>5,175</b>	<b>6,294</b>
Male	2,816	3,001	3,203	3,912
Female	1,773	1,889	1,972	2,382

*Source: School census, Ministry of Education*

Table 3.1.3 shows an outstanding increase of 17,255 staff from 46,325 in 2019 to 63,580 in 2020/21, this is also linked to the mass construction of classroom because on every classroom constructed a proportional number of teachers should be hired. Public school recorded the highest increase of 9,419 staff; followed by Government-subsidized schools with 6,717 staff increase and 1,119 staff increase in private school. There are more female staff in primary than male.

**Table 3.1.4: Number of secondary school staff by school 'status**

Description/Year	2017	2018	2019	2020/21
<b>Total school staff</b>	<b>28,389</b>	<b>30,040</b>	<b>30,779</b>	<b>36,286</b>
Male	19,729	20,636	21,091	24,053
Female	8,660	9,404	9,688	12,233
%Male	69.5%	68.7%	68.5%	66.3%
%Female	30.5%	31.3%	31.5%	33.7%
<b>Staff in Public schools</b>	<b>8,482</b>	<b>9,273</b>	<b>9,594</b>	<b>12,462</b>
Male	5,834	6,339	6,554	8,238
Female	2,648	2,934	3,040	4,224
<b>Staff in Government-subsidized schools</b>	<b>15,251</b>	<b>15,479</b>	<b>15,741</b>	<b>18,184</b>
Male	10,377	10,452	10,606	11,796
Female	4,874	5,027	5,135	6,388
<b>Staff in Private schools</b>	<b>4,656</b>	<b>5,288</b>	<b>5,444</b>	<b>5,640</b>
Male	3,518	3,845	3,931	4,019
Female	1,138	1,443	1,513	1,621

*Source: School census, Ministry of Education*

An increase in number of staff is also observed in Secondary from 30,779 in 2019 to 36,286 in 2020/21. Private schools registered the lowest increase of 196 staff. A reverse scenario is observed in secondary where the percentage of males (66.3%) is greater than that of female (33.7%).

**Table 3.1.5: TVET staff**

Indicator/Year	2017	2018	2019	2020/21
<b>School staff</b>	<b>6,929</b>	<b>6,607</b>	<b>6,711</b>	<b>7,219</b>
Male	5,028	4,856	4,903	5,215
Female	1,901	1,751	1,808	2,004
% of Male	72.6%	73.5%	73.1%	72.2%
% of Female	27.4%	26.5%	26.9%	27.8%
<b>Staff for Level 1 to 5</b>	<b>5,854</b>	<b>5,165</b>	<b>5,281</b>	<b>5,720</b>
Male	4,164	3,684	3,745	3,984
Female	1,690	1,481	1,536	1,736
<b>Staff for Level 6 to 7</b>	<b>1,075</b>	<b>1,442</b>	<b>1,430</b>	<b>1,499</b>
Male	864	1,172	1,158	1,231
Female	211	270	272	268

*Source: School census, Ministry of Education*

**Table 3.1.6: TVET staff in Level 1 to 7 by school status**

Description/Year	2017	2018	2019	2020/21
<b>Total school staff</b>	<b>6,929</b>	<b>6,607</b>	<b>6,711</b>	<b>7,219</b>
Male	5,028	4,856	4,906	5,215
Female	1,901	1,751	1,805	2,004
<b>Staff in Public schools</b>	<b>2,317</b>	<b>2,479</b>	<b>2,539</b>	<b>2,828</b>
Male	1,704	1,902	1,928	2,117
Female	613	577	611	711
<b>Staff in Government-subsidized schools</b>	<b>740</b>	<b>784</b>	<b>866</b>	<b>1,027</b>
Male	531	556	621	709
Female	209	228	245	318
<b>Staff in Private schools</b>	<b>3,872</b>	<b>3,344</b>	<b>3,306</b>	<b>3,364</b>
Male	2,793	2,398	2,357	2,389
Female	1,079	946	949	975

*Source: School census, Ministry of Education*

Table 3.1.5 and 3.1.6 shows an increase in number of staff in TVET from 6,711 in 2019 to 7,219 in 2020/21. The percentage of males (72.2%) is greater than that of female (27.8%).

**Table 3.1.7: Number of Higher education staff**

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

*Source: School census, Ministry of Education*

Higher education registered a decrease of 545 staff from 6,610 in 2019 to 6,065 in 2020/21. This decrease is from Private institution (558 staff) while public registered a slight increase of 13 staff. Female staff represent only 24.5 % of all staff in Higher education.

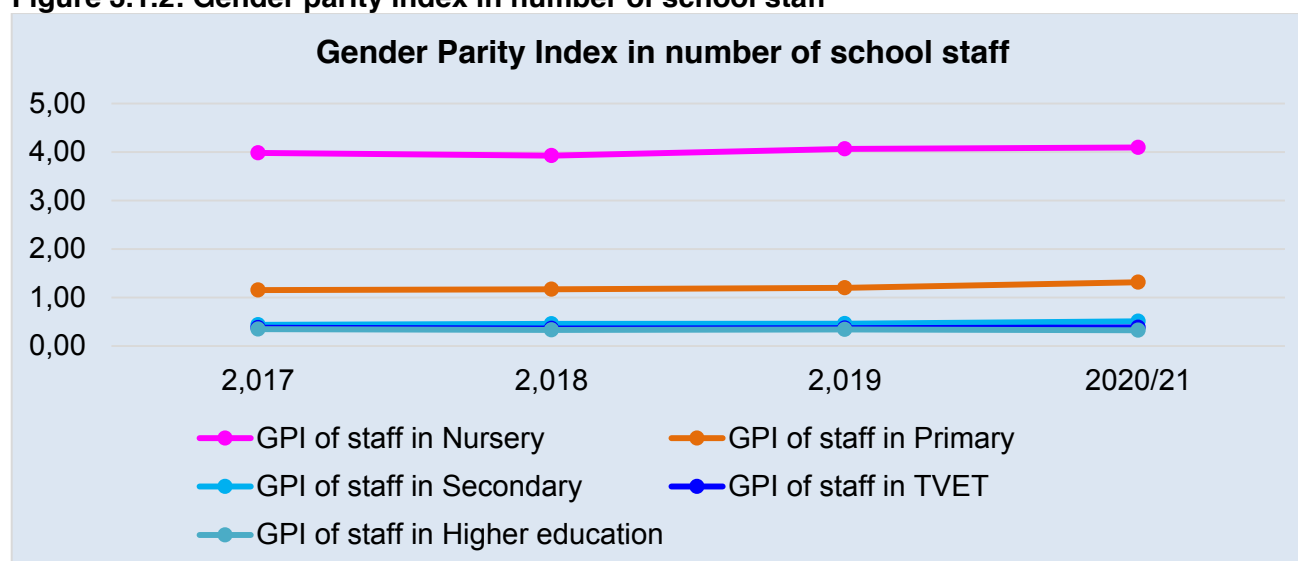
**Table 3.1.8: Gender parity index in number of school staff**

Indicators	2,017	2,018	2,019	2020/21
GPI of staff in Nursery	3.98	3.93	4.06	4.09
GPI of staff in Primary	1.16	1.17	1.20	1.31
GPI of staff in Secondary	0.44	0.46	0.46	0.51
GPI of staff in TVET	0.38	0.36	0.37	0.38
GPI of staff in Higher education	0.35	0.33	0.34	0.33

*Source: School census, Ministry of Education*

Table 3.1.8 and Figure 3.1.2 is from the calculation dividing the number of female staff by the number of male staff provided in Table 3.1.1 to Table 3.1.6. The Gender parity index shows that the proportion of female staff is higher than male in Nursery and Primary while for secondary, TVET and Higher Education the number of males outnumbered that of female.

**Figure 3.1.2: Gender parity index in number of school staff**



*Source: School census, Ministry of Education*

### 3.2 Teaching staff per school status

**Table 3.2.1: Caregivers in Pre-nursery center**

Indicator/Year	2017	2018	2019	2020/2021
<b>Total Caregivers in Pre-Nursery Centers</b>	<b>243</b>	<b>262</b>	<b>232</b>	<b>501</b>
Male	62	47	40	79
Female	181	215	192	422
% of Male	25.5%	17.9%	17.2%	15.8%
% of Female	74.5%	82.1%	82.8%	84.2%
<b>Pre-Nursery Caregivers in Public Centers</b>	<b>101</b>	<b>180</b>	<b>160</b>	<b>409</b>
Male	34	42	38	75
Female	67	138	122	334
% of Male	33.7%	27.1%	23.2%	18.3%



Indicator/Year	2017	2018	2019	2020/2021
% of Female	66.3%	72.9%	76.8%	81.7%
<b>Pre-Nursery Caregivers in Private Centers</b>	<b>142</b>	<b>82</b>	<b>72</b>	<b>92</b>
Male	28	5	2	4
Female	114	77	70	88
% of Male	19.7%	9.0%	2.8%	4.3%
% of Female	80.3%	91.0%	97.2%	95.7%
<b>Learners: Care-givers Ratio</b>	<b>22:1</b>	<b>25:1</b>	<b>29:1</b>	<b>6:1</b>

*Source: School census, Ministry of Education*

The number of caregivers at Pre-nursery centers almost doubled from 232 in 2019 to 501 in 2020/21. This has a positive impact on the number of learners per caregiver, who reduced from 29 to 6 learners per one caregiver between 2019 and 2020/21.

As illustrated in Table 2.1.1 number of learners decreased from 6,690 in 2019 to 3,198 in 2020/21 while the number of teachers increased as illustrated in this table 3.2.1; this may be explained by the fact that more teachers were recruited to comply with the standards of at least two caregivers per class but the number of students decreased due to that in the context COVID-19 pandemic some parents choose to keep their kids at home.

**Table 3.2.2: Nursery school teaching staff by school's status**

Description/Year	2017	2018	2019	2020/21
<b>Total school teaching staff</b>	<b>6,039</b>	<b>6,280</b>	<b>6,931</b>	<b>8,034</b>
Male	956	994	1,059	1,154
Female	5,083	5,286	5,872	6,880
% Male	15.8%	15.8%	15.3%	14.4%
% Female	84.2%	84.2%	84.7%	85.6%
<b>Staff in Public schools</b>	<b>706</b>	<b>633</b>	<b>734</b>	<b>1,721</b>
Male	117	92	104	242
Female	589	541	630	1,479
<b>Staff in Government-subsidized schools</b>	<b>2,103</b>	<b>2,384</b>	<b>2,397</b>	<b>2,542</b>
Male	362	370	351	284
Female	1,741	2,014	2,046	2,258
<b>Staff in Private schools</b>	<b>3,230</b>	<b>3,263</b>	<b>3,800</b>	<b>3,771</b>
Male	477	532	604	628
Female	2,753	2,731	3,196	3,143
<b>Pupils: Teacher Ratio</b>	<b>37:1</b>	<b>32:1</b>	<b>36:1</b>	<b>37:1</b>

*Source: School census, Ministry of Education*

Teaching staff in nursery increased from 6,931 in 2019 to 8,034 in 2020/21. The Pupil: Teacher ratio at Nursery level increased from 36:1 in 2019 to 37:1 in 2020/21, which can be attributed to the increase of pupils in nursery schools.

**Table 3.2.3: Primary school teaching staff by school status**

Description/Year	2017	2018	2019	2020/21
<b>Total school teaching staff</b>	<b>41,573</b>	<b>42,073</b>	<b>43,878</b>	<b>60,666</b>
Male	18,898	18,990	19,534	25,667
Female	22,675	23,083	24,344	34,999
% Male	45.5%	45.1%	44.5%	42.3%
% Female	54.5%	54.9%	55.5%	57.7%
<b>Teaching staff in public schools</b>	<b>11,895</b>	<b>12,030</b>	<b>12,855</b>	<b>21,959</b>
Male	5,603	5,589	5,839	9,209
Female	6,292	6,441	7,016	12,750
<b>Teaching staff in Government-subsidized schools</b>	<b>25,897</b>	<b>26,038</b>	<b>26,771</b>	<b>33,509</b>
Male	10,916	10,869	10,979	13,093
Female	14,981	15,169	15,792	20,416
<b>Teaching staff in Private schools</b>	<b>3,781</b>	<b>4,005</b>	<b>4,252</b>	<b>5,198</b>
Male	2,379	2,532	2,716	3,365
Female	1,402	1,473	1,536	1,833
<b>Pupils: Teacher Ratio</b>	<b>58:1</b>	<b>56:1</b>	<b>57:1</b>	<b>45:1</b>

Source: School census, Ministry of Education

Teaching staff in primary increased from 43,878 in 2019 to 60,666 in 2020/21, this exceptional increase contributed to the improvement of pupil teacher ratio which stands at 45:1 in 2020/21 compared to 57:1 in 2019.

**Table 3.2.4: Number of secondary school teaching staff by school status**

Description/Year	2017	2018	2019	2020/21
<b>Total teaching school staff</b>	<b>21,990</b>	<b>23,036</b>	<b>23,585</b>	<b>28,578</b>
Male	16,006	16,569	16,903	19,496
Female	5,984	6,467	6,682	9,082
% Male	72.8%	71.9%	71.7%	68.2%
% Female	27.2%	28.1%	28.3%	31.8%
<b>Staff in Public schools</b>	<b>6,717</b>	<b>7,266</b>	<b>7,550</b>	<b>10,029</b>
Male	4,802	5,158	5,363	6,760
Female	1,915	2,108	2,187	3,269
<b>Staff in Government-subsidized schools</b>	<b>12,035</b>	<b>12,165</b>	<b>12,380</b>	<b>14,701</b>
Male	8,501	8,530	8,646	9,764
Female	3,534	3,635	3,734	4,937
<b>Staff in Private schools</b>	<b>3,238</b>	<b>3,605</b>	<b>3,655</b>	<b>3,848</b>
Male	2,703	2,881	2,894	2,972
Female	535	724	761	876
<b>Students: Teacher Ratio</b>	<b>21:1</b>	<b>22:1</b>	<b>24:1</b>	<b>27:1</b>

Source: School census, Ministry of Education

Teaching staff in secondary increased from 23,585 in 2019 to 28,578 in 2020/21. However, the Pupils: Teacher ratio increased from 24:1 in 2019 to 27:1 in 2020/21, which shows that the increase in teachers was not proportional to the increase in students.

**Table 3.2.5: TVET teaching staff in Level 1 to 7 by school status**

Description/Year	2017	2018	2019	2020/21
<b>Total teaching school staff</b>	<b>4,807</b>	<b>4,767</b>	<b>4,834</b>	<b>5,256</b>
Male	3,760	3,773	3,815	4,030
Female	1,047	994	1,019	1,226
% Male	78.2%	79.1%	78.9%	76.7%
% Female	21.8%	20.9%	21.1%	23.3%
<b>Teaching staff in public schools</b>	<b>1,637</b>	<b>1,829</b>	<b>1,937</b>	<b>2,145</b>
Male	1,256	1,486	1,562	1,683
Female	381	343	375	462
<b>Teaching staff in Government-subsidized schools</b>	<b>551</b>	<b>581</b>	<b>657</b>	<b>788</b>
Male	424	442	502	579
Female	127	139	155	209
<b>Teaching staff in Private schools</b>	<b>2,619</b>	<b>2,357</b>	<b>2,240</b>	<b>2,323</b>
Male	2,080	1,845	1,751	1,768
Female	539	512	489	555

Source: School census, Ministry of Education

Teaching staff in TVET increased from 4,834 in 2019 to 5,256 in 2020/21.

**Table 3.2.6: Number of Higher education academic staff**

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

Source: School census, Ministry of Education

Academic staff in Higher education institution slight decreased from 4,322 in 2019 to 4,301 in 2020/21.

**Table 3.2.7: Instructors in adult literacy centers**

Indicator/Year	2017	2018	2019	2020/21
<b>Total instructors</b>	<b>6,287</b>	<b>6,072</b>	<b>6,152</b>	<b>5,902</b>
Male	4,006	3,822	3,804	3,612
Female	2,281	2,250	2,348	2,290
% of Male	63.7%	62.9%	61.8%	61.2%
% of Female	36.3%	37.1%	38.2%	38.8%
<b>Instructors in public centers</b>	<b>1,738</b>	<b>1,716</b>	<b>1,636</b>	<b>2,311</b>
Male	1,036	987	929	1,317
Female	702	729	707	994
<b>Instructors in Government-subsidized centers</b>	<b>3,103</b>	<b>3,330</b>	<b>3,236</b>	<b>3,107</b>
Male	2,019	2,173	2,087	1,976
Female	1,084	1,157	1,149	1,131
<b>Instructors in private centers</b>	<b>1,446</b>	<b>1,026</b>	<b>1,280</b>	<b>484</b>
Male	951	662	788	319
Female	495	364	492	165
<b>Learners: instructor Ratio</b>	<b>24:1</b>	<b>22:1</b>	<b>20:1</b>	<b>22:1</b>

Source: School census, Ministry of Education

Instructors in Adult literacy decreased from 6,152 to 5,902 between 2019 and 2020/21, which also affected the ratio learners: instructor which increased respectively from 20 to 22 learners per instructor.

### 3.3 Administrative staff per school status

The number of administrative staff increased for all level, except for Higher education which recorded a decrease of 524 academic staff. And for all level the number of males is greater than that of females. This highlights the need for more female to join managerial position at school level.

**Table 3.3.1: Nursery school administrative staff by school's status**

Description/Year	2017	2018	2019	202/21
<b>Total school administrative staff</b>	<b>773</b>	<b>898</b>	<b>934</b>	<b>1,278</b>
Male	411	463	494	674
Female	362	435	440	604
% Male	53.2%	51.6%	52.9%	52.7%
% Female	46.8%	48.4%	47.1%	47.3%
<b>Staff in Public schools</b>	<b>34</b>	<b>55</b>	<b>55</b>	<b>161</b>
Male	21	32	37	103
Female	13	23	18	58
<b>Staff in Government-subsidized schools</b>	<b>127</b>	<b>218</b>	<b>134</b>	<b>189</b>
Male	73	125	76	122
Female	54	93	58	67
<b>Staff in Private schools</b>	<b>612</b>	<b>625</b>	<b>745</b>	<b>928</b>
Male	317	306	381	449
Female	295	319	364	479

Source: School census, Ministry of Education

The number of administrative staff in nursery increased from 934 in 2019 to 1,278 in 2020/21; previously we observed an outstanding number of females in nursery but when it comes to administrative staff the number of males is greater than that of female.

**Table 3.3.2: Primary school administrative staff by school status**

Description/Year	2017	2018	2019	2020/21
<b>Total school administrative staff</b>	<b>2,333</b>	<b>2,471</b>	<b>2,447</b>	<b>2,914</b>
Male	1,476	1,549	1,532	1,808
Female	857	922	670	1,106
<i>% Male</i>	63.3%	62.7%	62.6%	62.0%
<i>% Female</i>	36.7%	37.3%	27.4%	38.0%
<b>Staff in public schools</b>	<b>434</b>	<b>469</b>	<b>458</b>	<b>773</b>
Male	322	339	341	562
Female	112	130	117	211
<b>Staff in Government-subsidized schools</b>	<b>1,091</b>	<b>1,117</b>	<b>1,066</b>	<b>1,045</b>
Male	717	741	704	699
Female	374	376	362	346
<b>Staff in private schools</b>	<b>808</b>	<b>885</b>	<b>923</b>	<b>1,096</b>
Male	437	469	487	547
Female	371	416	436	549

*Source: School census, Ministry of Education*

The number of administrative staff in primary also increased from 2,447 in 2019 to 2,914 in 2020/21; like in Nursery we previously we observed a number of females staff which was greater than that of male but when it comes to administrative staff the number of males is greater than that of female. Only 38.0% of administrative staff in primary are female.

**Table 3.3.3: Number of secondary school administrative staff by school status**

Description/Year	2017	2018	2019	2020/21
<b>Total school administrative staff</b>	<b>6,399</b>	<b>7,004</b>	<b>7,194</b>	<b>7,708</b>
Male	3,723	4,067	4,188	4,557
Female	2,676	2,937	3,006	3,151
<i>% Male</i>	58.2%	58.1%	58.2%	59.1%
<i>% Female</i>	41.8%	41.9%	41.8%	40.9%
<b>Staff in Public schools</b>	<b>1,765</b>	<b>2,007</b>	<b>2,044</b>	<b>2,433</b>
Male	1,032	1,181	1,191	1,478
Female	733	826	853	955
<b>Staff in Government-subsidized schools</b>	<b>3,216</b>	<b>3,314</b>	<b>3,361</b>	<b>3,483</b>
Male	1,876	1,922	1,960	2,032
Female	1,340	1,392	1,401	1,451
<b>Staff in Private schools</b>	<b>1,418</b>	<b>1,683</b>	<b>1,789</b>	<b>1,792</b>
Male	815	964	1,037	1,047
Female	603	719	752	745

*Source: School census, Ministry of Education*

There is an increase of 514 administrative staff from 7,194 in 2019 to 7,708 in 2020/21. Male represent 59.1% while female represent 40.9%.

**Table 3.3.4: TVET administrative staff in Level 1 to 7 by school status**

Description/Year	2017	2018	2019	2020/21
<b>Total school administrative staff</b>	<b>2,122</b>	<b>1,840</b>	<b>1,877</b>	<b>1,963</b>
Male	1,268	1,083	1,091	1,185
Female	854	757	786	778
% Male	59.8%	58.9%	58.1%	60.4%
% Female	40.2%	41.1%	41.9%	39.6%
<b>Staff in Public schools</b>	<b>680</b>	<b>650</b>	<b>602</b>	<b>683</b>
Male	448	416	366	434
Female	232	234	236	249
<b>Staff in Government-subsidized schools</b>	<b>189</b>	<b>203</b>	<b>209</b>	<b>239</b>
Male	107	114	119	130
Female	82	89	90	109
<b>Staff in Private schools</b>	<b>1,253</b>	<b>987</b>	<b>1,066</b>	<b>1,041</b>
Male	713	553	606	621
Female	540	434	460	420

Source: School census, Ministry of Education

TVET registered an increase of 86 administrative staff from 1,877 in 2019 to 1,963 in 2020/21; but there is a decrease of 8 female staff. Male represent 60.4% while female represent 39.6%.

**Table 3.3.5: Number of administrative staff in Higher education institutions**

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

Source: School census, Ministry of Education

A decrease of 524 administrative staff is observed in Higher education from 2,288 in 2019 to 1,764 in 2020/21. Male represent 61.5% while female represent 38.5%.

### 3.4 School staff per qualification

A qualified teacher for Nursery and Primary is the one who have at least an advanced secondary certificate (A<sub>2</sub>) while for lower and upper secondary the required qualification is diploma (A<sub>1</sub>) and Bachelor's degree respectively.

**Table 3.4.1: Qualified teachers in nursery schools**

Indicator/Year	2017	2018	2019	2020/21
<b>Qualified teachers</b>	<b>5,116</b>	<b>5,414</b>	<b>6,183</b>	<b>7,446</b>
Qualified Male Teachers	778	813	943	1,047
Qualified Female Teachers	4,338	4,601	5,240	6,397
% of Qualified Teachers	84.7%	86.2%	89.2%	92.7%
% of Qualified Male teachers	81.4%	81.8%	89.0%	90.7%
% Qualified Female teachers	85.3%	87.0%	89.2%	93.0%
<b>Pupils: Qualified Teacher Ratio</b>	<b>43:1</b>	<b>36:1</b>	<b>40:1</b>	<b>39:1</b>

Source: School census, Ministry of Education

The number of qualified staff as well as the percentage increased for the last four years, the percentage of qualified teacher in Nursery stands at 92.7% while the Pupil qualified teacher ratio reach 39 pupils per teacher.

**Table 3.4.2: Qualified staff in primary school**

Indicator/Year	2017	2018	2019	2020/21
<b>Qualified Staff</b>	<b>43,129</b>	<b>43,941</b>	<b>45,714</b>	<b>62,913</b>
Qualified Male Staff	19,898	20,161	20,687	27,100
Qualified Female Staff	23,231	23,780	25,027	35,813
% of Qualified Staff	98.2%	98.6%	98.7%	99.0%
% of Qualified Male Staff	97.7%	98.2%	98.2%	98.6%
% Qualified Female Staff	98.7%	99.1%	99.1%	99.2%
<b>Pupils: Qualified Teacher Ratio</b>	<b>59:1</b>	<b>57:1</b>	<b>58:1</b>	<b>45:1</b>

Source: School census, Ministry of Education

The number of qualified staff increased from 45,714 in 2019 to 62,913 in 2020/21 this has a positive impact on Pupil qualified teacher ratio which improves from 58 in 2019 to 45 in 2020/21.

**Table 3.4.3: Qualified staff in Secondary school**

Indicator/Year	2017	2018	2019	2020/21
<b>Qualified Staff</b>	<b>22,565</b>	<b>22,966</b>	<b>24,385</b>	<b>31,910</b>
Qualified Male Staff	16,215	16,283	17,368	21,792
Qualified Female Staff	6,350	6,683	7,017	10,118
% of Qualified Staff	79.5%	76.5%	79.2%	87.9%
% of Qualified Male Staff	82.2%	78.9%	82.4%	90.6%
% Qualified Female Staff	73.3%	71.1%	72.4%	82.7%
<b>Students: Qualified Teacher Ratio</b>	<b>26:1</b>	<b>28:1</b>	<b>30:1</b>	<b>29:1</b>

Source: School census, Ministry of Education

The number of qualified staff increased from 24,385 in 2019 to 31,910 in 2020/21, when compared to other levels secondary school have the lowest percentage of qualified staff of 87.9%. students qualified teacher ratio is at 29 students in 2020/21.

### 3.5 School staff with degree in education

A trained teacher is a teacher who qualified to teach in specific level of education as above mentioned and has a plus to have this degree in **education**.

**Table 3.5.1: Trained caregivers in Pre-nursery centers**

Indicator/Year	2017	2018	2019	2020/2021
<b>Pre-Nursery Caregivers Trained</b>	<b>81</b>	<b>124</b>	<b>124</b>	<b>388</b>
Male Trained	26	36	26	75
Female Trained	55	88	98	313
% of Trained Caregivers	33.3%	47.3%	53.4%	77.4%
% of Male Trained	41.9%	76.6%	21.0%	19.3%
% Female Trained	30.4%	40.9%	79.0%	80.7%
<b>Pupils: Trained Caregivers Ratio</b>	<b>65:1</b>	<b>52:1</b>	<b>54:1</b>	<b>8:1</b>

*Source: School census, Ministry of Education*

The number of trained caregivers in pre-nursery tripled which significantly increased the percentage of trained staff from 53.4% in 2019 to 77.4% in 2020/21. Pre-nursery have the lowest pupils trained caregivers of 8 pupils per caregiver mainly because pre-nursery room is managed by at least two caregivers.

**Table 3.5.2: Trained teachers in Nursery school schools**

Indicator/Year	2017	2018	2019	2020/21
<b>Trained Teacher</b>	<b>2,512</b>	<b>3,392</b>	<b>3,432</b>	<b>3,498</b>
Trained Male Teachers	395	733	551	561
Trained Female Teachers	2,117	2,659	2,881	2,936
% of Trained Teachers	41.6%	47.3%	49.5%	43.5%
% of Trained Male teachers	41.3%	50.3%	52.0%	48.6%
% Trained Female teachers	41.6%	46.5%	49.1%	42.7%
<b>Pupils: Trained Teacher Ratio</b>	<b>88:1</b>	<b>67:1</b>	<b>71:1</b>	<b>84:1</b>

*Source: School census, Ministry of Education*

Nursery schools registered a slight increase of 66 trained staff from 3,432 staff in 2019 to 3,498 in 2020/21, but the percentage of trained teacher decreased from 49.5% in 2019 to 43.5% in 2020/21; this can be attributed to the recruitment of new teachers without education qualifications due to the shortage of trained teachers because as illustrated in table 3.2.2 there was an increase of 1,103 teaching staff and from this table 3.5.2 Nursery registered an increase of only 66 trained teachers.

**Table 3.5.3: Trained teachers in Primary school**

Indicator/Year	2017	2018	2019	2020/21
<b>Trained Staff</b>	<b>40,651</b>	<b>41,705</b>	<b>43,669</b>	<b>48,529</b>
Trained Male Staff	18,647	19,047	19,702	20,814
Trained Female Staff	22,004	22,658	23,967	27,715
% of Trained Staff	92.6%	93.6%	94.3%	76.3%
% of Trained Male Staff	91.5%	92.7%	93.5%	75.8%
% Trained Female Staff	93.5%	94.4%	94.9%	76.8%
<b>Pupils: Trained Teacher Ratio</b>	<b>62:1</b>	<b>60:1</b>	<b>60:1</b>	<b>59:1</b>

*Source: School census, Ministry of Education*



A trend similar to what observed in Nursery schools is observed for primary trained staff increased from 43,669 staff in 2019 to 48,529 in 2020/21, but the percentage of trained teacher decreased from 94.3% in 2019 to 76.3% in 2020/21 which can be attributed to the recruitment of new teachers without education qualifications due to the shortage of trained teachers, who were required to occupy all newly constructed classrooms as illustrated by the comparison of this table 3.5.2 and table 3.2.3.

**Table 3.5.4: Trained teacher in Secondary school**

Indicator/Year	2017	2018	2019	2020/21
<b>Trained Staff</b>	<b>16,285</b>	<b>17,933</b>	<b>19,270</b>	<b>26,593</b>
Trained Male Staff	11,739	12,762	13,706	18,039
Trained Female Staff	4,546	5,171	5,564	8,554
% of Trained Staff	57.4%	59.7%	62.6%	73.3%
% of Trained Male Staff	59.5%	61.8%	65.0%	75.0%
% Trained Female Staff	52.5%	55.0%	57.4%	69.9%
<b>Students: Trained Teacher Ratio</b>	<b>36:1</b>	<b>36:1</b>	<b>38:1</b>	<b>34:1</b>

*Source: School census, Ministry of Education*

Table 3.5.4 shows an increase of the number of trained teachers in from 19,270 in 2019 to 26,593 staff in 2020/21. The percentage of trained teachers also increased and students trained teacher ratio stands at 34 students per teacher.

**Table 3.5.5: TVET L1 to 7 staff by qualification in 2020/21**

Qualification	Teaching Staff		Administrative staff		Total		
	Male	Female	Male	Female	Male	Female	Total
Vocational certificates	88	125	6	6	94	131	225
A <sub>3</sub>	19	19	5	3	24	22	46
A <sub>2</sub>	372	266	217	290	589	556	1,145
A <sub>1</sub>	1,457	250	143	87	1,600	337	1,937
Bachelors	1,841	529	680	345	2,521	874	3,395
Masters	215	31	82	28	297	59	356
PhD	17	1	10	1	27	2	29
Others	21	5	42	18	63	23	86
<b>Total</b>	<b>4,030</b>	<b>1,226</b>	<b>1,185</b>	<b>778</b>	<b>5,215</b>	<b>2,004</b>	<b>7,219</b>

*Source: School census, Ministry of Education*

In TVET schools the qualification with the highest number of the staff is bachelors degrees 3,395 staff among 7,219 total staff in TVET schools; this represents 47% of all staff.

**Table 3.5.6: Number of Higher education staff by qualification**

Qualification/Year	2016/17	2017/18	2018/19	2020/21
<b>Below Bachelors</b>	<b>980</b>	<b>956</b>	<b>947</b>	<b>713</b>
Male	724	702	669	547
Female	256	254	278	166
<b>Bachelors</b>	<b>1,851</b>	<b>1,977</b>	<b>2,128</b>	<b>1,818</b>
Male	1,239	1,345	1,455	1,240
Female	612	632	673	578
<b>Masters</b>	<b>2,704</b>	<b>2,545</b>	<b>2,584</b>	<b>2,507</b>
Male	2,058	1,958	1,961	1,909
Female	646	587	623	598
<b>PhDs</b>	<b>736</b>	<b>857</b>	<b>951</b>	<b>1,027</b>
Male	631	753	836	881
Female	105	104	115	146

*Source: School census, Ministry of Education*

The number of staff in higher education decreased for all qualification except for PhD holder, which increased from 951 staff to 1,027 staff. The trend is to upgrade to the higher qualification so that more PhDs are teaching at higher education.

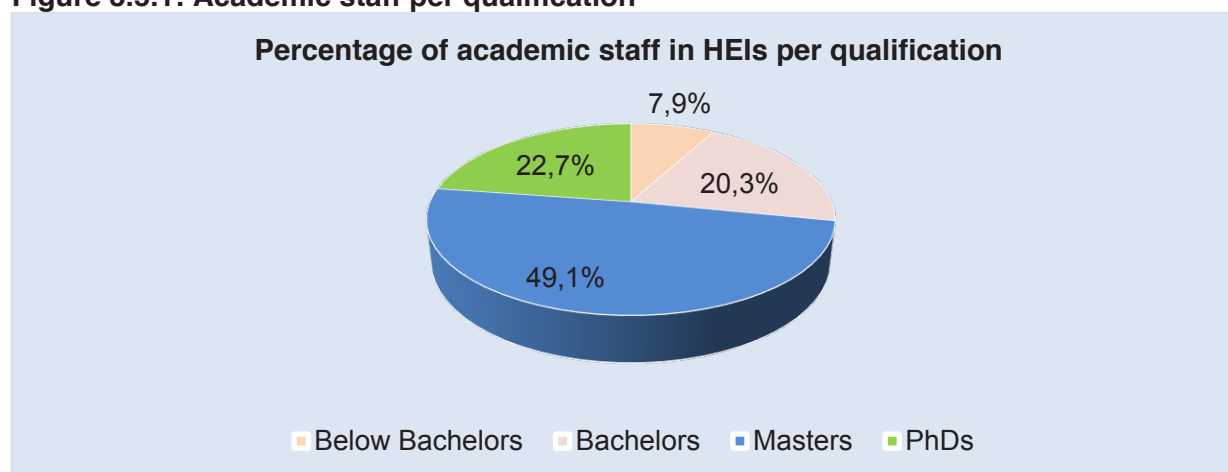
**Table 3.5.7: Number of Higher education academic staff by qualification**

Qualification/Year	2016/17	2017/18	2018/19	2020/21
<b>Below Bachelors</b>	<b>313</b>	<b>255</b>	<b>306</b>	<b>341</b>
Male	268	229	267	300
Female	45	26	39	41
<b>Bachelors</b>	<b>842</b>	<b>951</b>	<b>968</b>	<b>871</b>
Male	649	742	769	697
Female	193	209	199	174
<b>Masters</b>	<b>2,249</b>	<b>2,104</b>	<b>2,171</b>	<b>2,113</b>
Male	1783	1670	1693	1660
Female	466	434	478	453
<b>PhDs</b>	<b>690</b>	<b>776</b>	<b>877</b>	<b>976</b>
Male	594	683	771	835
Female	96	93	106	141

*Source: School census, Ministry of Education*

Table 3.5.7 and figure 3.5.1 highlights the need of more PhDs in academic staff, Masters still predominant with a percentage of 49.1% of all academic staff in 2020/21 while PhDs represents 22.7%.

**Figure 3.5.1: Academic staff per qualification**



*Source: School census, Ministry of Education*

**Table 3.5.8: PhD holders among academic staff in Higher education**

Qualification/Year	2016/17	2017/18	2018/19	2020/21
<b>Academic staff with PhD</b>	<b>690</b>	<b>776</b>	<b>877</b>	<b>976</b>
Male	594	683	771	835
Female	96	93	106	141
% Male	86.1%	88.0%	87.9%	86%
% Female	13.9%	12.0%	12.1%	14%
<b>% of PhD holders among Academic staff</b>	<b>16.9%</b>	<b>19.0%</b>	<b>20.3%</b>	<b>22.7%</b>
Male	18.0%	20.5%	22.0%	23.9%
Female	12.0%	12.2%	12.9%	17.4%

*Source: School census, Ministry of Education*

The percentage of PhD holder increased from 20.3% to 22.7% but ESSP target of 25% by 2020/21 not achieved, more effort is needed to achieve the target of 27.7% by 2023/24.

**Table 3.5.9: Number of Higher education administrative staff by level of education**

Qualification/Year	2016/17	2017/18	2018/19	2020/21
<b>Below Bachelors</b>	<b>667</b>	<b>701</b>	<b>641</b>	<b>372</b>
Male	456	473	402	247
Female	211	228	239	125
<b>Bachelors</b>	<b>1,009</b>	<b>1,026</b>	<b>1,160</b>	<b>947</b>
Male	590	603	686	543
Female	419	423	474	404
<b>Masters</b>	<b>455</b>	<b>441</b>	<b>413</b>	<b>394</b>
Male	275	288	268	249
Female	180	153	145	145
<b>PhDs</b>	<b>46</b>	<b>81</b>	<b>74</b>	<b>51</b>
Male	37	70	65	46
Female	9	11	9	5

*Source: School census, Ministry of Education*

The number of administrative staff in higher education decreased for all qualification except for Male with master's degree which remain at 145 staff.

**Table 3.5.10: Number of adult literacy instructors who received in service training**

Indicator/Year	2017	2018	2019	2020/21
<b>Instructors receiving in service training</b>	<b>3,804</b>	<b>3,525</b>	<b>3,685</b>	<b>3,399</b>
Trained Male Instructors	2,386	2,173	2,286	2,006
Trained Female Instructors	1,418	1,352	1,399	1,393
% of Trained Instructors	60.5%	58.1%	59.9%	57.6%
% of Trained Male Instructors	59.6%	56.9%	60.1%	55.5%
% Trained Female Instructors	62.2%	60.1%	59.6%	60.8%
<b>Learners: trained instructor Ratio</b>	<b>27:1</b>	<b>38:1</b>	<b>34:1</b>	<b>37:1</b>

*Source: School census, Ministry of Education*

There is a decrease in number of adult literacy instructors who received in service training, this is linked to the decrease of number of adult literacy centers and also to the fact that with the COVID-19 pandemic planned training was cancelled meaning that in 2020/21 there was no new trained instructor for adult literacy.

#### 4. ICT, SCIENCE AND TECHNOLOGY

Section four illustrate use of ICT, Science, and technology in schools it gives information on smart classrooms, computer laboratories, computers, science kits and science laboratories.

##### 4.1 Use of ICT in schools

**Table 4.1.1: Use of ICT for teaching and learning**

Level of education	2017	2018	2019	2020/21
<b>Number of schools using ICT for teaching and learning</b>				
Primary schools	1,267	1,612	1,718	1,710
Secondary schools	944	1,118	1,187	1,356
<b>Number of schools not using ICT for teaching and learning</b>				
Primary schools	1,610	1,297	1,243	1,981
Secondary schools	623	610	596	857
<b>Percentage of schools using ICT for teaching and learning</b>				
% of Primary school	44.0%	55.4%	58.0%	46.3%
% of Secondary school	60.2%	64.7%	66.6%	61.3%

*Source: School census, Ministry of Education*

The table 4.1.1 indicates that the use of digital content has slightly increased from 44.0% in primary schools and 60.2% in secondary schools in 2017 to 58.0% in primary schools and 66.6% in secondary schools in 2019. However, this percentage decreased to 46.3% in primary schools and 61.3% in secondary schools in 2020/2021. This can be attributed due to the new schools constructed in 2020, which have not yet received computers and been connected to the internet.

##### 4.2 ICT, Science, and technology facilities

**Table 4.2.1: 2020/21 Smart classrooms in schools**

Indicator	Primary	General secondary	TVET
<b>Number of schools with smart classroom</b>	<b>373</b>	<b>831</b>	<b>123</b>
% of school with smart classroom	10.1%	44.5%	35.8%
<b>Number of schools without smart classroom</b>	<b>3,318</b>	<b>1,038</b>	<b>221</b>
% of school without smart classroom	89.9%	55.5%	64.2%

*Source: School census, Ministry of Education*

The percentage of schools with smart classrooms stands at 44.5% for secondary; 35.8% for TVET and 10.1% for primary, which still below the 2020/21 ESSP target of 55% for primary, 53% for secondary and 46.4% for TVET. This partly due to the fact that new schools are not yet equipped with ICT devices and internet connectivity.

**Table 4.2.2: 2020/21 Computer laboratories in schools**

Indicator	Primary	General secondary	TVET
<b>Number of schools with computer laboratory</b>	<b>337</b>	<b>433</b>	<b>239</b>
% of school with computer laboratory	9.1%	23.2%	69.5%
<b>Number of schools without computer laboratory</b>	<b>3,354</b>	<b>1,436</b>	<b>105</b>
% of school that without computer laboratory	90.9%	76.8%	30.5%

*Source: School census, Ministry of Education*

The table 4.2.2 illustrates the number of schools having computer laboratories. It shows that more than 75% of primary and general secondary schools do not have computer laboratories one of the reasons being that they make use of One Laptop Per Child (OLPC) program in primary and smart classrooms in general secondary. It shows also that more than 69% of TVET schools have computer laboratories.

**Table 4.2.3: Number of secondary schools with science laboratories**

INDICATOR/YEAR	2017	2018	2019	2020/21
<b>Number of secondary schools with sciences laboratory</b>	<b>338</b>	<b>338</b>	<b>455</b>	<b>329</b>
% of school with sciences laboratory	21.6%	21.6%	25.5%	14.9%
<b>Number of secondary schools without sciences laboratory</b>	<b>1,229</b>	<b>1,390</b>	<b>1,328</b>	<b>1,884</b>
% of school without sciences laboratory	78.4%	80.4%	74.5%	85.1%

*Source: School census, Ministry of Education*

**Table 4.2.4: Internet connectivity in schools**

Level of education	2017	2018	2019	2020/21
<b>Number of schools with internet connectivity</b>				
Primary schools	723	873	1,029	1,173
Secondary schools	647	914	1,089	1,180
<b>Number of schools without internet connectivity</b>				
Primary schools	2,154	2,036	1,932	2,518
Secondary schools	920	814	694	1,033
<b>Percentage of schools with internet connectivity</b>				
% of Primary school	25.1%	30.0%	34.8%	31.8%
% of secondary school	41.3%	52.9%	61.1%	53.3%

*Source: School census, Ministry of Education*

The table 4.2.4 shows that the number of schools with internet increased from 25.1% in 2017 to 31.8% in 2020/2021 in primary schools and from 41.3% in 2017 to 53.3% in 2020/2021 in secondary schools.

#### 4.3 ICT, Science, and technology equipment

**Table 4.3.1: Science kits in schools**

Level of education	2017	2018	2019	2020/21
<b>Number of schools with science kits</b>				
Primary schools	1,065	1,065	1,147	1,634
Secondary schools	1,038	1,103	1,425	1,126
<b>Number of schools without science kits</b>				
Primary schools	1,812	1,844	1,814	2,057
secondary schools	529	625	358	1,087
<b>Percentage of schools with science kits</b>				
% of Primary school	37.0%	34.4%	38.7%	44.3%
% of secondary school	66.2%	63.8%	79.9%	50.9%

*Source: School census, Ministry of Education*

**Table 4.3.2: 2020/21 projectors in schools**

Indicator	Primary	General secondary	TVET
<b>Number of schools with projector</b>	<b>612</b>	<b>1,029</b>	<b>246</b>
% of school with projector	16.6%	55.1%	71.5%
<b>Number of schools without projector</b>	<b>3,079</b>	<b>840</b>	<b>98</b>
% of school without projector	83.4%	44.9%	28.5%

*Source: School census, Ministry of Education*

The table 4.3.2 indicates that only 16.6% of primary schools have projectors and more than 55% of general secondary schools have projectors mainly because most of the schools that are having smart classrooms are also provided with projectors. More than 71% of TVET schools have projectors.

**Table 4.3.3: 2020/21 smartboard in schools**

Indicator	Primary	General Secondary	TVET
<b>Number of schools with smartboard</b>	<b>203</b>	<b>245</b>	<b>105</b>
% of school that have smartboard	5.5%	13.1%	30.5%
<b>Number of schools that do not have smartboard</b>	<b>3,488</b>	<b>1,624</b>	<b>239</b>
% of school that do not have smartboard	94.5%	86.9%	69.5%

*Source: School census, Ministry of Education*

The table 4.3.3 illustrates the availability of smartboards in primary, general secondary and TVET schools.

## 4.4 Computers

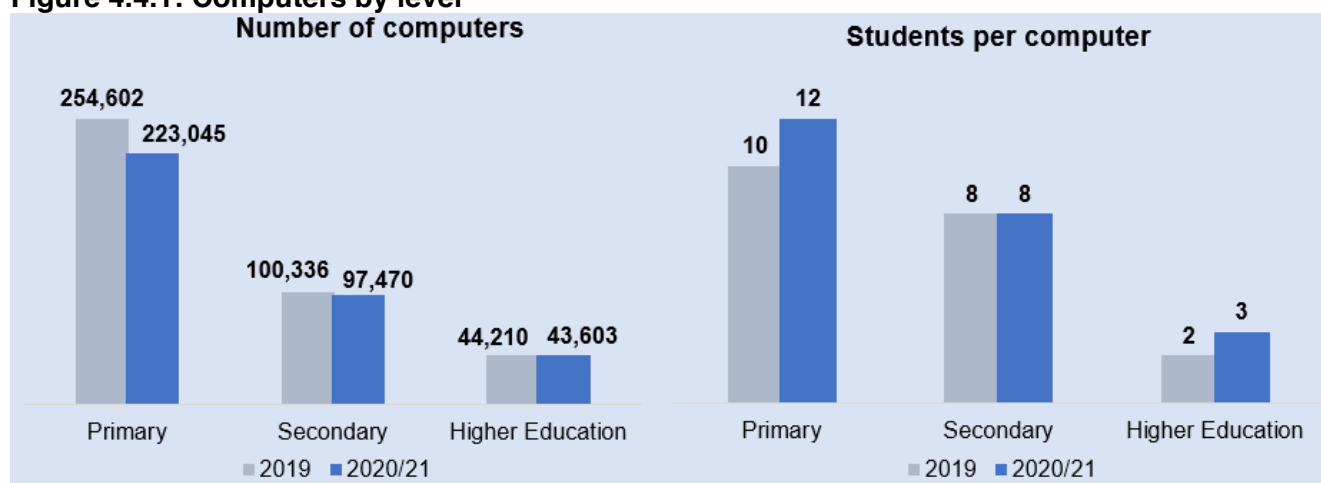
**Table 4.4.1: Access to computers**

Level of education	2017	2018	2019	2020/21
<b>Number of schools with computers</b>				
Primary schools	1,991	2,195	2,468	2,768
Secondary schools	1,327	1,456	1,523	1,842
<b>Number of schools without computers</b>				
Primary schools	886	714	493	923
Secondary schools	240	272	260	371
<b>Percentage of schools with computers</b>				
% of Primary school	69.2%	75.5%	83.4%	75.0%
% of secondary school	84.7%	84.3%	85.4%	83.2%

**Source:** School census, Ministry of Education

The table 4.4.1 illustrates the number of schools having access to computers increased but the percentage decreased between 2019 and 2020/21 probably because new schools are not yet equipped with computers.

**Figure 4.4.1: Computers by level**



**Source:** School census, Ministry of Education

**Table 4.4.2: Total number of computers**

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

**Source:** School census, Ministry of Education

Table 4.4.2 shows a decrease of 32,895 computers between 2019 and 2020/21, which highlights the need to train and sensitize school managers on the proper way to store, maintain and repair computers and also to have a strong replacement plan based on computer lifespan.

**Table 4.4.3: Computers in schools for 2020/21**

Levels	For learners	For Teaching staff	For administrative staff	Total
Primary	217,362	4,604	3,214	<b>225,180</b>
General secondary	72,862	8,500	3,943	<b>85,305</b>
TVET L1_L5	9,270	2,040	855	<b>12,165</b>
Polytechnics	3,700	882	314	<b>4,896</b>
General Higher education	30,827	6,049	1,831	<b>38,707</b>
<b>Total</b>	<b>334,021</b>	<b>22,075</b>	<b>10,157</b>	<b>366,253</b>

*Source: School census, Ministry of Education*

The table 4.4.3 illustrates the number of schools having access to computers for learners, teaching staff and for administrative staff in primary, secondary, TVET schools and general higher education institutions. A total number of 366,253 computers was recorded in schools of which 334,021 are dedicated computers for students.

Table 4.4.4,5 and 6 shows a decrease in number of computers; in primary; secondary and Higher education this decrease highlights the need for schools to be sensitized and trained on the proper way of storing, maintaining, and repairing computers. This decrease also affects the ratio of users sharing one computer which was recorded at 12 computers per users in primary, 8 in secondary and 3 in Higher education institutions.

**Table 4.4.4: Computers in primary schools**

Description/Year	2017	2018	2019	2020/21
<b>Number of computers</b>	<b>242,407</b>	<b>250,038</b>	<b>254,602</b>	<b>225,180</b>
Computers for students	234,409	243,494	247,756	217,362
Computers for administration	3,175	3,694	3,762	3,214
Computers for teachers	4,823	2,850	3,084	4,604
<b>Users per Computers</b>	<b>11</b>	<b>10</b>	<b>10</b>	<b>12</b>
Ratio pupils per computer	11	10	10	13
Ratio administrative staff per computer	1	1	1	1
Ratio Teaching staff per Computer	9	15	14	13

*Source: School census, Ministry of Education*

**Table 4.4.5: Computers in secondary schools**

Description/Year	2017	2018	2019	2020/21
<b>Number of computers</b>	<b>74,318</b>	<b>89,863</b>	<b>100,336</b>	<b>97,470</b>
Computers for students	67,133	80,517	89,444	82,132
Computers for administration	3,783	4,240	4,582	4,798
Computers for teachers	3,402	5,106	6,310	10,540
<b>Users per Computers</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>
Ratio students per computer	9	8	8	9
Ratio administrative staff per computer	2	2	1	2
Ratio Teaching staff per Computer	6	5	4	3

*Source: School census, Ministry of Education*



**Table 4.4.6: Number of computers in Higher education institutions**

Indicator/Year	2016/17	2017/18	2017/18	2020/21
<b>Total Number of computers</b>	<b>30,781</b>	<b>29,365</b>	<b>44,210</b>	<b>43,603</b>
Public institutions	19,843	19,265	33,386	31,283
Private institutions	10,938	10,100	10,824	12,320
<b>Computers for students</b>	<b>23,443</b>	<b>22,316</b>	<b>35,283</b>	<b>34,527</b>
Public institutions	14,517	13,955	26,348	24,061
Private institutions	8,926	8,361	8,935	10,466
<b>Computers for academic staff</b>	<b>5,124</b>	<b>4,951</b>	<b>6,439</b>	<b>6,931</b>
Public institutions	4,246	4,163	5,681	5,954
Private institutions	878	788	758	977
<b>Computers for administrative staff</b>	<b>2,214</b>	<b>2,098</b>	<b>2,488</b>	<b>2,145</b>
Public institutions	1,080	1,147	1,357	1,268
Private institutions	1,134	951	1,131	877

*Source: School census, Ministry of Education*

**Table 4.4.7: Number of users per computer in Higher education institutions**

INDICATOR/YEAR	2016/17	2017/18	2018/19	2020/21
<b>Users per Computers</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>
Public institutions	2	2	1	1
Private institutions	5	5	5	4
<b>Ratio students per computer</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>3</b>
Public institutions	3	3	1	2
Private institutions	6	6	6	5
<b>Ratio academic staff per Computer</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
Public institutions	1	1	1	1
Private institutions	2	3	3	2
<b>Ratio administrative staff per computer</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
Public institutions	1	1	1	1
Private institutions	1	1	1	1

*Source: School census, Ministry of Education*

## 5. BOOKS AND TEXTBOOKS

Section five gives an overview on school library, books and textbooks in schools.

### 5.1 Library in schools

**Table 5.1.1: Secondary schools with library**

Indicators / Year	2017	2018	2019	2020/21
<b>Number of Secondary schools with library</b>	<b>875</b>	<b>955</b>	<b>971</b>	<b>1,050</b>
% of school with library	55.8%	55.3%	54.5%	47.4%
<b>Number of Secondary schools without library</b>	<b>692</b>	<b>773</b>	<b>812</b>	<b>1,163</b>
% of school without library	44.2%	44.7%	45.5%	52.6%

*Source: School census, Ministry of Education*

Table 5.1.1 shows that the number of secondary schools with library spaces increased from 971 in 2019 to 1,050 in 2020/2021 but still lower in percentage due to additional 654 new schools that, were constructed without library spaces.

Students and teachers across schools and academic levels are affected by availability of library services. Different research shows that school libraries spaces have an impact on students' achievement on core competencies and general education outcomes such as inquiry based and problem-solving learning, effective identification and use of information, critical thinking and ethical reasoning.

## 5.2 Books in use by learners

**Table 5.2.1: pupil's books in Nursery schools by subject**

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

*Source: School census, Ministry of Education*

The decrease in number of books in Nursery can be attributed to the lifetime of a paper-based textbooks which is the lowest especially in Nursery schools. In the framework of Meeting the standards pupil book there is a plan to purchase more textbook but the COVID-19 pandemic also affected the supply chain where ordered textbooks were not delivered on time.

**Table 5.2.2: Pupil's books in Primary schools by subject**

Subject	2018	2019	2020/21
<b>Total number of books</b>			
Kinyarwanda	1,794,444	1,614,643	1,894,875
English	2,039,752	1,778,664	2,302,863
Mathematics	1,318,615	1,152,290	1,691,881
Social and Religious Studies	993,068	886,472	796,930
Elementary Science and Technology	635,757	601,190	594,340
<b>Pupils book ratio</b>			
Kinyarwanda	1	2	1
English	1	1	1
Mathematics	2	2	2
Social and Religious Studies	3	3	3
Elementary Science and Technology	4	4	5

*Source: School census, Ministry of Education*

Given the transition from Kinyarwanda to English, there is shortage of Social and Religious Studies and Elementary Science and Technology textbooks at primary school level. However, for Kinyarwanda and English, the national standards pupils-textbook ratio of 1:1 has been achieved.

**Table 5.2.3: Students books in lower secondary students in 2020/21**

Subjects	Number of books			Pupils-book ratio		
	S1	S2	S3	S1	S2	S3
Mathematics	88,760	70,949	74,049	2	2	2
Chemistry	81,562	66,407	66,645	3	3	2
Geography	66,668	63,798	65,403	3	3	2
Biology	76,624	64,833	65,302	3	3	2
English	83,664	67,528	64,097	3	3	2
Physics	71,788	56,158	60,030	3	3	2
Kinyarwanda	45,409	40,730	37,873	5	4	3
Entrepreneurship	47,709	46,269	36,941	5	4	4
History and Citizenship	44,670	36,910	35,154	5	5	4
French	38,003	28,482	25,063	6	6	5
ICT	31,525	26,480	23,900	7	7	5
Computer Science	21,595	19,604	16,788	10	9	8

*Source: School census, Ministry of Education*

As it is indicated in table 5.2.3, there is still a gap in textbooks for lower secondary per subject. Only Mathematics for S1-3 have a student-book ratio of two student per one textbook. Computer science, ICT and French have the highest ratio.

**Table 5.2.4: Students books in science combinations in 2020/21**

Subjects	Number of books			Pupil book ratio		
	S4	S5	S6	S4	S5	S6
Chemistry	17,092	15,606	16,411	2	2	2
Physics	12,003	11,135	13,515	3	3	2
Biology	10,442	10,244	10,571	3	3	3
Mathematics	9,330	8,775	9,149	4	3	3
Entrepreneurship	11,957	8,450	8,882	3	4	3
Economics	5,635	5,461	6,892	6	5	4
Geography	8,038	6,154	6,258	4	5	5
Kinyarwanda	6,170	5,816	6,102	5	5	5
Computer Science	6,441	5,522	5,743	5	5	5
English	6,548	4,531	4,434	5	7	6
French	5,974	5,353	3,683	6	6	8

*Source: School census, Ministry of Education*

Table 5.2.4 shows a gap in textbook gap for upper secondary compared to the national standards, (1:1). Chemistry has a ratio of 2 textbook per students while the ratio for Kinyarwanda, computer science, English and French is greater than 4:1. Subjects with pupils-book ratio which is greater than 3:1 is considered high and needs to be improved specifically on core subject.

**Table 5.2.5: Students books in humanities combinations in 2020/21**

Subjects	Number of books			Pupil book ratio		
	S4	S5	S6	S4	S5	S6
Geography	9,327	8,274	8,858	1	1	1
Economics	7,637	7,692	8,070	2	1	1
Entrepreneurship	7,913	6,063	6,028	2	2	2
History and Citizenship	5,908	6,240	5,540	2	2	2
General Studies and Communication	3,089	3,300	2,703	4	3	4
Kinyarwanda	2,043	2,055	1,918	7	5	5
English	1,661	1,697	1,823	8	7	5

*Source: School census, Ministry of Education*

Table 5.2.5 shows that Geography and Economics almost meet the national standards of 1:1 in all grades, as core subject in arts and humanities combinations. Kinyarwanda and English have the highest gap in textbooks.

**Table 5.2.6: Students books in Language's combinations in 2020/21**

Subjects	Number of books			Pupil book ratio		
	S4	S5	S6	S4	S5	S6
Kinyarwanda	7,688	7,453	7,293	2	1	1
English	7,728	7,310	6,479	2	1	1
Kiswahili	4,407	4,772	4,541	3	2	2
French	2,829	2,481	2,728	5	4	3
Literature in English	6,639	2,917	2,396	2	3	4
Entrepreneurship	1,541	1,116	1,148	9	9	8
General Studies and Communication	1,308	1,403	1,097	10	7	8

*Source: School census, Ministry of Education*

Table 5.2.6 shows that for Language combinations Kinyarwanda, English and Kiswahili almost meet the national standards in general while General Studies and Communication and Entrepreneurship have the highest gap ratio that needs improvement.

**Table 5.2.7: Students books in TTCs in 2020/21**

Subjects	Number of books			Pupil book ratio		
	Y1	Y2	Y3	Y1	Y2	Y3
French	1,022	1,554	1,586	4	2	2
English	1,151	963	1,312	4	3	2
Physical Education and Sports	578	591	893	8	6	3
Social and Religious Studies	698	802	885	6	4	3
Kinyarwanda	1,097	843	827	4	4	4
Geography	473	883	782	9	4	4
Physics	366	376	573	12	9	5
Chemistry	656	591	551	7	5	6
Biology	733	597	523	6	5	6

*Source: School census, Ministry of Education*

There was a gap in textbooks for TTCs; where the lowest ratio of 2:1 was observed in French and English, while Kinyarwanda recorded the ratio of 4 students per textbook. There was a plan to purchase textbooks for TTCs but hard copies did not arrive on time due to Covid-19 pandemic in Supplier's country. However, textbooks in softcopies are available at every TTC.

## 6. ENERGY, WATER AND SANITATION

Section six concentrate on the availability of electricity: on grid and off grid; water: water supply, rain water and drinking water; toilets and handwashing facilities in schools at different levels of education.

### 6.1 On grid electricity

**Table 6.1.1: On grid electricity in schools**

Levels of education	2017	2018	2019	2020/21
<b>Number of schools with on grid electricity</b>				
Nursery	1,030	1,277	1,356	2,147
Primary	1,606	1,693	1,800	2,460
Secondary	1,115	1,283	1,364	1,783
<b>Number of schools without on grid electricity</b>				
Nursery	2,156	1,933	2,045	1,594
Primary	1,271	1,216	1,161	1,231
Secondary	452	445	419	430
<b>Percentage of schools with on grid electricity</b>				
Nursery	32.3%	39.8%	39.9%	57.6%
Primary	55.8%	58.2%	60.8%	66.6%
Secondary	71.2%	74.2%	76.6%	80.6%

*Source: School census, Ministry of Education*

The percentage of schools with on grid electricity has increased across all levels of education and currently stands at 57.4% at the Nursery level, 66.6% at Primary and 80.6% at Secondary level. The total number of schools without on grid electricity has decreased for Nursery and Secondary level. An increase in the share of schools without on grid electricity was only recorded at Primary level, which is due to the construction of new schools potentially not yet connected to the grid.

### 6.2 Off grid electricity

**Table 6.2.1: Solar power in schools**

Levels of education	2017	2018	2019	2020/21
<b>Number of schools with solar power</b>				
Nursery	177	191	201	356
Primary	709	605	562	694
Secondary	304	316	300	390
<b>Number of schools without solar power</b>				
Nursery	3,009	3,019	3,200	3,385
Primary	2,168	2,304	2,399	2,997
Secondary	1,263	1,412	1,483	1,823
<b>Percentage of schools with solar power</b>				
Nursery	5.6%	6.0%	5.9%	9.5%
Primary	24.6%	20.8%	19.0%	18.8%
Secondary	19.4%	18.3%	16.8%	17.6%

*Source: School census, Ministry of Education*

The percentage of schools with solar power has increased for Nursery and secondary but decreased for Primary. Schools use solar power mainly for lightning when it comes to power for electronic materials, they opt for on grid electricity.

**Table 6.2.2: Electric power generator in schools**

Levels of education	2017	2018	2019	2020/21
<b>Number of schools with electric power generator</b>				
Nursery	78	120	124	144
Primary	138	159	169	144
Secondary	362	432	435	373
<b>Number of schools without electric power generator</b>				
Nursery	3,108	3,090	3,277	3,597
Primary	2,739	2,750	2,792	3,547
Secondary	1,205	1,296	1,348	1,840
<b>Percentage of schools with electric power generator</b>				
Nursery	2.4%	3.7%	3.6%	3.8%
Primary	4.8%	5.5%	5.7%	3.9%
Secondary	23.1%	25.0%	24.4%	16.9%

*Source: School census, Ministry of Education*

The percentage of schools with electric power generator has increased for Nursery but decreased for Primary and secondary. Schools use electric power generator temporarily during on grid electricity cut-off.

**Table 6.2.3: Biogas system in schools**

Indicator/Year	2017	2018	2019	2020/21
<b>Number of schools with biogas system</b>				
Nursery	4	11	11	5
Primary	8	11	5	6
Secondary	66	49	51	37
<b>Number of schools without biogas system</b>				
Nursery	3,182	3,199	3,390	3,736
Primary	2,869	2,898	2,956	3,685
Secondary	1,501	1,679	1,732	2,176
<b>Percentage of schools with biogas system</b>				
Nursery	0.1%	0.3%	0.3%	0.1%
Primary	0.2%	0.4%	0.2%	0.2%
Secondary	4.2%	2.8%	2.9%	1.7%

*Source: School census, Ministry of Education*

Few school still using biogas system as an alternative source of energy but the main source of energy in schools remain on grid electricity.

## 6.3 Water

**Table 6.3.1: Tap water supply in schools**

Level of education	2017	2018	2019	2020/21
<b>Number of schools with tap water supply</b>				
Pre-Nursery	28	43	45	36
Nursery	766	942	991	1,733
Primary	1,525	1,617	1,603	2,227
secondary	892	1,069	1,164	1,606
<b>Number of schools without tap water supply</b>				
Pre-Nursery	62	53	42	67
Nursery	2,420	2,268	2,410	2,008
Primary	1,352	1,292	1,358	1,464
Secondary	675	659	619	607
<b>Percentage of schools with tap water supply</b>				
Pre-Nursery	31.1%	44.8%	51.7%	35.0%
Nursery	24.0%	29.3%	29.1%	46.3%
Primary	53.0%	55.6%	54.1%	60.3%
Secondary	56.9%	61.9%	65.3%	72.6%

*Source: School census, Ministry of Education*

As presented in table 6.3.1, tap water supply in Pre-Nursery schools stands at 35% in 2020/21, this translates into a 16.7% decrease compared to 2019. The share of Nursery schools with access to tap water stands at 46.3%, which equates to an increase of 17.2% compared to 2019. At Primary level, tap water supply stood at 60.3%, which translates into an increase by 6.2% between 2019 and 2020/2021. Tap water supply in Secondary schools increased by 7.3% between 2019 and 2020/21 and currently stands at 72.6%.

**Table 6.3.2: Safe drinking water in schools**

Level of education	2017	2018	2019	2020/21
<b>Number of schools with safe drinking water</b>				
Pre-Nursery		46	44	88
Nursery	612	883	921	1,176
Primary	1,310	1,559	1,535	1,543
Secondary	916	1,242	1,289	1,102
<b>Number of schools without safe drinking water</b>				
Pre-Nursery		50	43	15
Nursery	2,574	2,327	2,480	2,565
Primary	1,567	1,350	1,426	2,148
Secondary	651	486	494	1,111
<b>Percentage of schools with safe drinking water</b>				
Pre-Nursery		47.9%	50.6%	85.4%
Nursery	19.2%	27.5%	27.1%	31.4%
Primary	45.5%	53.6%	51.8%	41.8%
Secondary	58.5%	71.9%	72.3%	49.8%

*Source: School census, Ministry of Education*

Table 6.3.2 shows the availability of drinking water in schools. In 2020/21 the percentage of Pre-Nursery, Nursery, primary and Secondary schools with access to safe drinking water was at 85.4%, 31.4%, 41.8% and 49.8% respectively. The decrease in percentage of number of schools with safe drinking water can be attributed to the fact that some schools did not manage to secure

sufficient water for handwashing and drinking water as the water source was outside the schools, ending up by focusing on water for handwashing as a mandatory condition for a school to operate during the COVID-19 pandemic period.

**Table 6.3.3: Rainwater harvesting system in schools**

Level of education	2017	2018	2019	2020/21
<b>Number of schools with rainwater harvesting system</b>				
Pre-Nursery	48	57	54	69
Nursery	806	949	1,104	1,906
Primary	2,051	2,224	2,296	2,942
Secondary	1,094	1,303	1,372	1,856
<b>Number of schools without rainwater harvesting system</b>				
Pre-Nursery	42	39	33	34
Nursery	2,380	2,261	2,297	1,835
Primary	826	685	665	749
Secondary	473	425	411	357
<b>Percentage of schools with rainwater harvesting system</b>				
Pre-Nursery	53.3%	59.4%	62.1%	67.0%
Nursery	25.3%	29.6%	32.5%	50.9%
Primary	71.3%	76.5%	77.5%	79.7%
Secondary	69.8%	75.4%	76.9%	83.9%

*Source: School census, Ministry of Education*

The table 6.3.3 shows the number and the percentage of school that retain rainwater: in 2020/21 the percentage of Pre-Nursery, Nursery, primary and Secondary schools with rainwater harvesting system was at 67%, 50.9%, 79.7% and 83.9 % respectively. For all levels the absolute number and the percentage of school with this system increased.

## 6.4 Sanitation

This sub-section is showing an overview of the improvement which has been made in provision of hand washing and toilets facilities in basic education from pre-Nursery to Secondary education.

**Table 6.4.1: Handwashing facilities in schools**

Level of education	2017	2018	2019	2020/21
<b>Number of schools with hand washing facilities</b>				
Pre-Nursery		46	44	103
Nursery	754	919	995	3,741
Primary	1,863	1,919	1,998	3,691
Secondary	1,107	1,330	1,389	2,213
<b>Number of schools without hand washing facilities</b>				
Pre-Nursery		50	43	-
Nursery	2,432	2,291	2,406	-
Primary	1,014	990	963	-
Secondary	460	398	394	-
<b>Percentage of schools with hand washing facilities</b>				
Pre-Nursery		47.9%	50.6%	100%
Nursery	23.7%	28.6%	29.3%	100%
Primary	64.8%	66.0%	67.5%	100%
Secondary	70.6%	76.9%	77.9%	100%

*Source: School census, Ministry of Education*



Having handwashing facilities is a mandatory condition for a school to open, this results to having all schools equipped with handwashing facilities. The availability of water become very crucial especial in this period of health crisis; schools without tap water supply or rain water (as illustrated in table 6.3.1 and 6.3.3) use the alternative way of fetching water.

**Table 6.4.2: Number of toilets in schools**

Indicator/Year	2017	2018	2019	2020/21
Pre-Nursery	239	382	356	3,188
Nursery	9,789	10,371	12,522	22,003
Primary	48,649	50,416	52,547	78,259
Secondary	34,516	37,226	38,618	50,409
<b>Total</b>	<b>93,193</b>	<b>98,395</b>	<b>104,043</b>	<b>153,859</b>

*Source: School census, Ministry of Education*

In the previous year the increase in number of toilets was around 5,000 but between 2019 and 2020/21 we have an outstanding increase of 49,816 toilets, thanks to the program of school construction which also provided equivalent toilets for every new classroom constructed.

Table 6.4.3 to 6 gives details per level of education and per sex, the number of users per one toilet stands at 8, 14, 36, 14 users per one toilet respectively in Pre-nursery, Nursery, primary and secondary, for all levels the ratio for students is higher than the ration for staff.

**Table 6.4.3: Toilets in Pre-Nursery centers**

Components	2017	2018	2019	2020/21
<b>Number of toilets in Pre-nursery</b>		<b>382</b>	<b>356</b>	<b>3,188</b>
For female		190	176	1,714
For Male		193	180	1,474
<b>For pupils</b>	<b>239</b>	<b>343</b>	<b>311</b>	<b>2,800</b>
For Female pupils	125	172	154	1,401
For Male pupils	114	171	157	1,399
<b>For caregivers</b>		<b>39</b>	<b>45</b>	<b>388</b>
For female caregivers		18	22	313
For Male caregivers		22	23	75
<b>Users per toilet</b>		<b>18</b>	<b>19</b>	<b>8</b>
Female		17	19	8
Male		18	20	7
<b>Pupils' ratio</b>	<b>22</b>	<b>19</b>	<b>22</b>	<b>9</b>
Female pupils	22	19	21	8
Male pupils	22	19	22	9
<b>Staff ratio</b>		<b>7</b>	<b>5</b>	<b>4</b>
Female caregivers		3	2	6
Male caregivers		10	8	2

*Source: School census, Ministry of Education*

**Table 6.4.4: Toilets in Nursery schools**

Indicator/Year	2017	2018	2019	2020/21
<b>Number of toilets in the school</b>	<b>9,789</b>	<b>10,371</b>	<b>12,522</b>	<b>22,003</b>
For female	5,012	5,136	6,314	10,992
For Male	4,777	5,236	6,208	11,011
<b>For pupils</b>	<b>8,716</b>	<b>9,121</b>	<b>11,111</b>	<b>19,238</b>
For Female pupils	4,422	4,580	5,594	9,582
For Male pupils	4,295	4,542	5,518	9,657
<b>For staff</b>	<b>1,073</b>	<b>1,250</b>	<b>1,411</b>	<b>2,765</b>
For female staff	591	656	721	1,411
For Male staff	483	594	691	1,355
<b>Users per toilet</b>	<b>23</b>	<b>22</b>	<b>23</b>	<b>14</b>
Female	23	23	23	14
Male	23	22	22	13
<b>Students' ratio</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>15</b>
Female pupils	25	25	26	16
Male pupils	25	25	25	15
<b>Staff ratio</b>	<b>6</b>	<b>5</b>	<b>5</b>	<b>3</b>
Female staff	9	8	9	5
Male staff	3	2	1	1

*Source: School census, Ministry of Education*

**Table 6.4.5: Available toilets in primary schools**

Indicator/Year	2017	2018	2019	2020/21
<b>Number of toilets in the school</b>	<b>48,649</b>	<b>50,416</b>	<b>52,547</b>	<b>78,259</b>
For female	24,899	25,427	26,653	39,594
For Male	23,751	24,989	25,894	38,666
<b>For pupils</b>	<b>44,700</b>	<b>46,333</b>	<b>48,256</b>	<b>72,225</b>
For Female pupils	22,896	23,391	24,519	36,568
For Male pupils	21,804	22,942	23,737	35,658
<b>For staff</b>	<b>3,949</b>	<b>4,083</b>	<b>4,291</b>	<b>6,034</b>
For female staff	2,003	2,036	2,134	3,026
For Male staff	1,947	2,047	2,157	3,008
<b>users per toilet</b>	<b>54</b>	<b>51</b>	<b>49</b>	<b>36</b>
Female	52	50	48	35
Male	57	55	50	36
<b>Students' ratio</b>	<b>57</b>	<b>54</b>	<b>52</b>	<b>38</b>
Female pupils	55	53	51	37
Male pupils	58	55	53	38
<b>Staff ratio</b>	<b>27</b>	<b>11</b>	<b>11</b>	<b>11</b>
Female staff	12	12	12	12
Male staff	43	10	10	9

*Source: School census, Ministry of Education*

**Table 6.4.6: Toilets in secondary schools**

Indicator/Year	2017	2018	2019	2020/21
<b>Number of toilets in the school</b>	<b>34,516</b>	<b>37,226</b>	<b>38,618</b>	<b>50,409</b>
For Female	17,552	19,082	19,917	25,424
For Male	16,965	18,145	18,702	24,985
<b>For students</b>	<b>31,740</b>	<b>34,183</b>	<b>35,176</b>	<b>45,791</b>
For Female students	16,184	17,571	18,217	23,165
For Male students	15,556	16,612	16,960	22,627
<b>For staff</b>	<b>2,776</b>	<b>3,043</b>	<b>3,442</b>	<b>4,618</b>
For Female staff	1,368	1,511	1,700	2,260
For Male staff	1,409	1,533	1,742	2,359
<b>Ratio users per toilet</b>	<b>18</b>	<b>18</b>	<b>20</b>	<b>14</b>
Female	19	19	20	15
Male	17	18	19	13
<b>Students' ratio</b>	<b>19</b>	<b>19</b>	<b>21</b>	<b>15</b>
Female students	20	20	22	16
Male students	18	18	20	14
<b>Staff ratio</b>	<b>10</b>	<b>10</b>	<b>9</b>	<b>7</b>
Female staff	6	6	6	5
Male staff	14	13	12	9

*Source: School census, Ministry of Education*

## 7. SCHOOL NUTRITION

School feeding is an effective mechanism for addressing child nutrition issues, increasing educational enrolment, retention, and performance. It helps to get children into school and making them remain in school, and once the children are in school the program can contribute to their learning.

### 7.1 Learners fed at school and cooks

**Table 7.1.1: Number of learners fed at schools**

Levels of education	2017	2018	2019	2020/21
Nursery	33,944	49,401	52,509	52,787
Primary	183,310	183,857	182,678	309,419
General secondary	357,329	444,578	520,480	468,493
TVET	36,047	46,223	40,589	43,545
<b>Total</b>	<b>610,630</b>	<b>724,059</b>	<b>796,256</b>	<b>874,244</b>

*Source: School census, Ministry of Education*

Table 7.1.1 shows that in 2020/21 the number of learners fed at school has slightly increased from 52,509 in 2019 to 52,787 at Nursery, from 182,678 in 2019 to 309,419 in 2020/21 at Primary level and from 40,589 to 43,545 in TVET. However, in secondary schools the number of students fed at schools has decreased from 520,480 in 2019 to 468,493 in 2020/21.

Considering the number of learners enrolled in different levels especially at primary level, the number of students fed at schools is still low and far from the recommendation of the school feeding policy, which recommends feeding all students from nursery to secondary levels. Thus, there is a need to invest in school feeding program and continue sensitizing parents to provide their contribution to support the program implementation.

**Table 7.1.2: Number of cooks in schools for 2020/21**

Levels of education	Number of Cooks			Percentage	
	Male	Female	Total	Male	Female
Nursery	1,898	1,671	<b>3,569</b>	53.2%	46.8%
Primary	3,293	2,317	<b>5,610</b>	58.7%	41.3%
General secondary	16,408	16,139	<b>32,547</b>	50.4%	49.6%
TVET	1,157	565	<b>1,722</b>	67.2%	32.8%
<b>Total</b>	<b>22,756</b>	<b>20,692</b>	<b>43,448</b>	<b>52.4%</b>	<b>47.6%</b>

*Source: School census, Ministry of Education*

The 2020/21 school year is the first time that data on cooks were collected. A total of 43,448 cooks are preparing meals for students enrolled in nursery, primary general secondary and TVET. There is a significant imbalance in the distribution of male and female cooks especially for TVET where 67.2 cooks are male while 32.8 are female.

## 7.2 School nutrition facilities and equipment

**Table 7.2.1: Schools providing meals to students**

Levels of education	2017	2018	2019	2020/21
<b>Number of schools providing meals to students</b>				
Nursery	379	625	1,277	1,300
Primary	357	372	504	1,443
General Secondary	1,181	1,196	1,236	1,740
TVET L1-L5	154	145	154	253
<b>Number of schools not providing meals to students</b>				
Nursery	2,807	2,585	2,124	2,441
Primary	2,520	2,537	2,457	2,248
General Secondary	386	220	216	129
TVET L1-L5	231	205	177	91
<b>Percentage of schools providing meals to students</b>				
Nursery	11.9%	19.5%	37.5%	34.8%
Primary	12.4%	12.8%	17.0%	39.1%
General Secondary	75.4%	84.5%	85.1%	93.1%
TVET L1-L5	40.0%	41.4%	46.5%	73.5%

*Source: School census, Ministry of Education*

The number of schools providing meals to students is still low considering the importance of the program and its contribution to educational achievement. From the below table, the percentage of schools that provide meals to students doubled from 17.0% in 2019 to 39.1% in 2020/21 at primary level. It increased from 85.1% in 2019 to 93.1% in 2020/21 in General secondary education and from 46.5% in 2019 to 73.5% in 2020/21 in TVET. However, at Nursery level this percentage has decreased from 37.5% in 2019 to 34.8% in 2020/21. Though this percentage increased in Primary, Secondary and TVET, more efforts are needed to implement the school feeding policy which recommends feeding all students from nursery to secondary levels.

**Table 7.2.2: Nutrition Garden in schools**

Levels of education	2017	2018	2019	2020/21
<b>Number of schools with nutrition garden</b>				
Nursery	314	440	528	1,815
Primary	1,173	1,173	1,223	1,696
General Secondary	852	975	997	1,317
TVET L1-L5	175	200	221	248
<b>Number of schools without nutrition garden</b>				
Nursery	2,872	2,770	2,873	1,926
Primary	1,704	1,736	1,738	1,995
General Secondary	715	441	455	552
TVET L1-L5	210	150	110	96
<b>Percentage of schools with nutrition garden</b>				
Nursery	9.9%	13.7%	15.5%	48.5%
Primary	40.8%	40.3%	41.3%	45.9%
General Secondary	54.4%	68.9%	68.7%	70.5%
TVET L1-L5	45.5%	57.1%	66.8%	72.1%

*Source: School census, Ministry of Education*

As illustrated in table 7.2.2, the percentage of schools with nutrition gardens increased at all levels of education. As nutrition gardens are one of the strategies to improve and supplement school feeding programme, all schools with land should establish nutrition gardens.

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

Type of fuel	Nursery	Primary	Gen. secondary	TVET
<b>Number of schools by type of fuel used</b>				
Firewood	1177	1,599	1,224	250
Charcoal	177	95	34	16
Liquefied Petroleum Gas	143	76	23	27
Crop residue	5	8	66	3
Biogas	10	8	17	6
On grid Electricity	19	23	21	15
Peat	2	5	2	2
Kerosene	5	7	4	1
<b>% of schools compared to total number of schools providing meals</b>				
Firewood	90.5%	81.4%	99.0%	98.8%
Charcoal	13.6%	4.8%	2.8%	6.3%
Liquefied Petroleum Gas	11.0%	3.9%	1.9%	10.7%
Crop residue	0.4%	0.4%	5.3%	1.2%
Biogas	0.8%	0.4%	1.4%	2.4%
On grid Electricity	1.5%	1.2%	1.7%	5.9%
Peat	0.2%	0.3%	0.2%	0.8%
Kerosene	0.4%	0.4%	0.3%	0.4%

*Source: School census, Ministry of Education*

More than 80% schools providing meals to students use firewood for cooking. This percentage is higher in secondary and TVET schools whereby firewood is used at 99.0% and 98.8% respectively. Since only 30.4% of Rwanda surface area is covered by forest and schools are considered as major use of firewood for cooking, its use will tremendously reduce the forest cover

and cause climate issues. Thus, there is need to promote the use of Gas or other energy saving stoves in all schools to protect environment.

## 8. SPECIAL NEEDS EDUCATION

This section focusses on availability of adapted special needs infrastructure and materials, training of staff in special needs education, learners with disability, refugees, orphans and learners in correctional centers.

### 8.1 Adapted special needs education facilities

**Table 8.1.1: Adapted facilities for learners with disability**

Levels of education	2017	2018	2019	2020/21
<b>Number of schools with adapted infrastructure and materials for LwD</b>				
Nursery	183	264	356	580
Primary	522	684	686	1,390
General Secondary	280	393	443	815
TVET L1-L5	89	101	191	233
<b>Number of schools without adapted infrastructure and materials for LwD</b>				
Nursery	3,003	2,946	3,045	3,161
Primary	2,355	2,225	2,275	2,301
General Secondary	1,287	1,023	1,009	1,054
TVET L1-L5	296	249	140	111
<b>Percentage of schools with adapted infrastructure and materials for LwD</b>				
Nursery	5.7%	8.2%	10.5%	15.5%
Primary	18.1%	23.5%	23.2%	37.7%
General Secondary	17.9%	27.8%	30.5%	43.6%
TVET L1-L5	23.1%	28.9%	57.7%	67.7%

**Source:** School census, Ministry of Education

Tables 8.1.1 indicates that the number of schools with adapted infrastructure and materials for students with disabilities has increased across all levels of education. At Nursery level, the percentage of schools with adapted infrastructure and materials for LwDs increased from 10.5% in 2019 to 15.5% in 2020/21. Despite a commendable increase, this still falls short of the ESSP target of 27.3%.

In Primary Education, the percentage of schools with adapted infrastructure and materials for LwDs increased from 23.2% in 2019 to 37.7% in 2020, which means that the ESSP target of 31.8% has been met.

At Secondary level, the percentage of schools with adapted infrastructure and materials for LwDs increased from 30.5% in 2019 to 43.6% in 2020/21. The ESSP target (34.4%) has thus been achieved. In TVET L1-L5, the percentage of schools with adapted infrastructure and materials for LwDs increased from 57.7% in 2019 to 67.7% in 2020/21, meeting the ESSP target of 45%.

## 8.2 Staff trained in special needs and inclusive education

**Table 8.2.1: Staff trained in special needs and inclusive education**

Indicator/Year	2017	2018	2019	2020/21
<b>Total staff trained in SNE</b>	<b>3,398</b>	<b>6,812</b>	<b>7,769</b>	<b>12,501</b>
Male	1,976	3,508	4,073	6,141
Female	1,422	3,304	3,696	6,360
% of Male	58.2%	51.5%	52.4%	49.1%
% of Female	41.8%	48.5%	47.6%	50.9%
<b>Teaching staff trained in SNE</b>	<b>2,862</b>	<b>5,954</b>	<b>6,797</b>	<b>10,957</b>
Male	1,589	2,918	3,427	5,075
Female	1,273	3,036	3,370	5,882
<b>Administrative staff trained in SNE</b>	<b>536</b>	<b>858</b>	<b>972</b>	<b>1,544</b>
Male	387	590	646	1,066
Female	149	268	326	478

*Source: School census, Ministry of Education*

For Inclusive Education to be implemented successfully, teachers and school leaders need to be trained in Inclusive Education. Table 8.2.1 shows that the number of staff trained in special needs and Inclusive Education increased from 7,769 in 2019 to 12,501 in 2020/21. Though there is an increase of trained staff in special needs and Inclusive Education, this represents only 10.2% of the total staff (121,659).

**Table 8.2.2: Pre-nursery staff trained in special needs and inclusive education**

Indicator/Year	2018	2019	2020/21
<b>Total staff trained in SNE</b>	<b>78</b>	<b>39</b>	<b>258</b>
Male	12	13	35
Female	66	26	223
% of Male	15.4%	33.3%	13.6%
% of Female	84.6%	66.7%	86.4%

*Source: School census, Ministry of Education*

The total staff trained in SNE, and IE in Pre-nursery increased dramatically from 39 in 2019 to 258 in 2020/21. This represents 51.4% of the total Pre-nursery staff (501). The ESSP target to have at least one teacher per school who is competent in SN and IE has been met. Female staff represent a high percentage of trained staff (86.4%) while male staff represent only 13.6%.

**Table 8.2.3: Nursery staff trained in special needs and inclusive education**

Indicator/Year	2017	2018	2019	2020/21
<b>Total caregivers trained in SNE</b>	<b>314</b>	<b>508</b>	<b>655</b>	<b>840</b>
Male	72	110	127	205
Female	242	398	528	635
% of Male	22.9%	21.7%	19.4%	24.4%
% of Female	77.1%	78.3%	80.6%	75.6%
<b>Teaching staff trained in SNE</b>	<b>268</b>	<b>438</b>	<b>585</b>	<b>666</b>
Male	41	68	89	108
Female	227	370	496	558
<b>Administrative staff trained in SNE</b>	<b>46</b>	<b>70</b>	<b>70</b>	<b>174</b>
Male	31	42	38	97
Female	15	28	32	77

*Source: School census, Ministry of Education*

Table 8.2.3 indicates that the total caregivers trained in SNE increased from 655 in 2019 to 840 in 2020/21. This represents only 9% of the total nursery caregivers (9313). There is a need for more trainings in SNE for nursery staff. The teaching staff trained in SN&IE increased from 585 in 2019 to 666 in 2020/21 meeting the ESSP target to have at least one teacher per nursery school who is competent in SN&IE.

**Table 8.2.4: Primary staff trained in special needs and inclusive education**

Indicator/Year	2017	2018	2019	2020/21
<b>Total staff trained in SNE</b>	<b>1,492</b>	<b>4,102</b>	<b>4,461</b>	<b>7,552</b>
Male	762	1,912	2,123	3,192
Female	730	2,190	2,338	4,360
% of Male	51.1%	46.6%	47.6%	42.3%
% of Female	48.9%	53.4%	52.4%	57.7%
<b>Teaching staff trained in SNE</b>	<b>1,414</b>	<b>3,818</b>	<b>4,181</b>	<b>7,047</b>
Male	708	1,728	1,953	2,845
Female	706	2090	2228	4202
<b>Administrative staff trained in SNE</b>	<b>78</b>	<b>284</b>	<b>280</b>	<b>505</b>
Male	54	184	170	347
Female	24	100	110	158

*Source: School census, Ministry of Education*

Table 8.2.4 indicates that the total primary staff trained in SNE increased from 4,461 in 2019 to 7,552 in 2020/21. This represents only 11.8% of the total primary school staff (63,580). There is a need for more trainings in SNE for primary schools' staff. The teaching staff trained in SN & IE increased from 4,181 in 2019 to 7,047 in 202/21. The ESSP target to have at least one teacher per school who is competent in SN&IE has been met.

**Table 8.2.5: General secondary staff trained in special needs and inclusive education**

Indicator/Year	2017 <sup>5</sup>	2018	2019	2020/21
<b>Total staff trained in SNE</b>	<b>1,592</b>	<b>2,124</b>	<b>2,614</b>	<b>3,851</b>
Male	1,142	1,474	1,810	2,709
Female	450	650	804	1,142
% of Male	71.7%	69.4%	69.2%	70.3%
% of Female	28.3%	30.6%	30.8%	29.7%
<b>Teaching staff trained in SNE</b>	<b>1,180</b>	<b>1,620</b>	<b>1,992</b>	<b>2,986</b>
Male	840	1,110	1,372	2,087
Female	340	510	620	899
<b>Administrative staff trained in SNE</b>	<b>412</b>	<b>504</b>	<b>622</b>	<b>865</b>
Male	302	364	438	622
Female	110	140	184	243

*Source: School census, Ministry of Education*

Table 8.2.5 indicates that the total secondary school staff trained in SNE increased from 2614 in 2019 to 3851 in 2020/21. This represents only 12.8% of the total general secondary school staff

<sup>5</sup> Includes former TSS



(30079). A need arose to organize more trainings for general secondary school staff on Inclusive Education. Teaching staff trained in SN&IE increased from 1992 in 2019 to 2986 in 2020/21. The ESSP target to have at least one teacher per secondary school who is competent in Inclusive Education has been met.

### 8.3 Learners with disability

**Table 8.3.1: Number of learners with disability in 2020/21**

Levels	Male	Female	Total
Pre-Nursery	38	36	74
Nursery	1,297	923	2,220
Primary	13,027	10,400	23,427
General secondary	2,088	1,885	3,973
TVET L1_L5	281	197	478
Polytechnics	8	3	11
General Higher education	72	36	108
Adult Literacy	205	307	512
<b>Total</b>	<b>17,016</b>	<b>13,787</b>	<b>30,803</b>

*Source: School census, Ministry of Education*

Table 8.3.1 shows that 30, 803 learners with disabilities are enrolled in education in 2020/21. This represents 0.7% of the total population (4,033,046) of learners enrolled in education system. This is an indication that many children with disabilities are still out of school.

#### Number of learners with disability by type of disability

**Table 8.3.2: Number of learners with disability in schools**

Type of disability	2019			2020/21		
	Male	Female	Total	Male	Female	Total
Physical and Motor Challenges	4,575	3,698	<b>8,273</b>	5,584	4,304	<b>9,888</b>
Specific Learning Difficulties	2,657	2,159	<b>4,816</b>	4,366	3,520	<b>7,886</b>
Visual impairment	2,029	1,906	<b>3,935</b>	2,073	1,792	<b>3,865</b>
Hearing Impairment	1,080	964	<b>2,044</b>	1,102	1,020	<b>2,122</b>
Developmental challenges	386	351	<b>737</b>	906	849	<b>1,755</b>
Speech, language, and communication difficulties	1,176	727	<b>1,903</b>	1,799	1,249	<b>3,048</b>
Multiple disabilities/Difficulties	904	880	<b>1,784</b>	1,186	1,053	<b>2,239</b>
<b>Total</b>	<b>12,807</b>	<b>10,685</b>	<b>23,492</b>	<b>17,016</b>	<b>13,787</b>	<b>30,803</b>

*Source: School census, Ministry of Education*

Table 8.3.2 indicates the number of students with disabilities by types of disabilities. Physical disabilities seem to be the category with the largest representation with 9,888 pupils (32.1%). There should be adequate infrastructures and transportation facilities to enable students with physical disabilities to have access to schools. Students with Specific Learning Difficulties came the second with 7886 students having some forms of learning difficulties (25.6%).

**Table 8.3.3: Number of learners with disability in Pre-Nursery schools**

Type of disability	2019			2020/21		
	Male	Female	Total	Male	Female	Total
Physical and Motor Challenges	7	4	11	4	2	6
Specific Learning Difficulties	7	5	12	28	2	30
Visual impairment	0	1	1	2	0	2
Hearing Impairment	0	0	0	1	1	2
Developmental challenges	3	4	7	0	2	2
Speech, language, and communication difficulties	9	6	15	1	28	29
Multiple disabilities/Difficulties	1	4	5	2	1	3
<b>Total</b>	<b>27</b>	<b>24</b>	<b>51</b>	<b>38</b>	<b>36</b>	<b>74</b>

*Source: School census, Ministry of Education*

The table 8.3.3 indicates that in Pre-nursery schools, 74 learners representing (2.3%) of the total population (3,198) have disabilities. Children with learning difficulties have the highest representation with 40.5% followed by children with speech, language and communication difficulties which represent 39.1%.

**Table 8.3.4: Nursery school pupils with disability by type of disability**

Type of disability	2019			2020/21		
	Male	Female	Total	Male	Female	Total
Physical and Motor Challenges	390	304	694	389	282	671
Specific Learning Difficulties	232	178	410	202	203	405
Visual impairment	71	103	174	172	67	239
Hearing Impairment	77	74	151	74	47	121
Developmental challenges	42	46	88	57	54	111
Speech, language, and communication difficulties	197	102	299	324	217	541
Multiple disabilities/Difficulties	68	47	115	79	53	132
<b>Total</b>	<b>1,077</b>	<b>854</b>	<b>1,931</b>	<b>1,297</b>	<b>923</b>	<b>2,220</b>

*Source: School census, Ministry of Education*

The table 8.3.4 indicates that in nursery schools, 2220 learners representing (0.7%) of the total population (293,823) have disabilities. This number increased from 1,931 in 2019 to 2,220 in 2020/21. Children with physical disabilities have the highest representation with 30.2% followed by children with learning difficulties which represent 18.2%.

**Table 8.3.5: Number of Primary school pupils with disability by type of disability**

Type of disability	2019			2020/21		
	Male	Female	Total	Male	Female	Total
Physical and Motor Challenges	2,941	2,222	5,163	3,921	2,959	6,880
Specific Learning Difficulties	2,191	1,776	3,967	3,863	3,058	6,921
Visual impairment	1,285	982	2,267	1,467	1,222	2,689
Hearing Impairment	743	680	1,423	809	754	1,563
Developmental challenges	291	259	550	758	718	1,476
Speech, language, and communication difficulties	852	538	1,390	1,284	866	2,150
Multiple disabilities/Difficulties	650	611	1,261	925	823	1,748
<b>Total</b>	<b>8,953</b>	<b>7,068</b>	<b>16,021</b>	<b>13,027</b>	<b>10,400</b>	<b>23,427</b>

*Source: School census, Ministry of Education*

In Primary Education, the number of children with disabilities increased from 16,021 in 2019 to 23,427 in 2020/21. This represents 0.8% of the total primary school population (2,729,116). Children with physical and motor challenges have the highest representation with 29.3% followed by those with learning difficulties.

**Table 8.3.6: General Secondary school students with disability by type of disability**

Type of disability	2019			2020/21		
	Male	Female	Total	Male	Female	Total
Physical and Motor Challenges	959	832	<b>1,791</b>	911	787	<b>1,698</b>
Specific Learning Difficulties	224	191	<b>415</b>	256	240	<b>496</b>
Visual impairment	540	611	<b>1,151</b>	381	406	<b>787</b>
Hearing Impairment	212	171	<b>383</b>	162	146	<b>308</b>
Developmental challenges	41	36	<b>77</b>	90	70	<b>160</b>
Speech, language, and communication needs	87	50	<b>137</b>	153	99	<b>252</b>
Multiple disabilities/Difficulties	143	170	<b>313</b>	135	137	<b>272</b>
<b>Total</b>	<b>2,206</b>	<b>2,061</b>	<b>4,267</b>	<b>2,088</b>	<b>1,885</b>	<b>3,973</b>

*Source: School census, Ministry of Education*

In Secondary Education, the number of students with disabilities decreased from 4,267 in 2019 to 3,973 in 2020/21. This represents 0.5% of the total population of students in general secondary education. Students with physical and motor challenges have the highest representation with 42.7% followed by those with Visual Impairment representing 19.8%. There is a need for a study to find out the reasons for decrease of students with disabilities in general secondary education.

**Table 8.3.7: Number of trainees enrolled in TVET L1 to L5 by type of disability**

Type of disability	2019			2020/21		
	Male	Female	Total	Male	Female	Total
Physical and Motor Challenges	73	68	<b>141</b>	141	72	<b>213</b>
Specific Learning Difficulties	3	9	<b>12</b>	17	17	<b>34</b>
Visual impairment	53	26	<b>79</b>	24	21	<b>45</b>
Hearing Impairment	32	21	<b>53</b>	42	35	<b>77</b>
Developmental challenges	9	6	<b>15</b>	1	5	<b>6</b>
Speech, language, and communication needs	24	12	<b>36</b>	27	29	<b>56</b>
Multiple disabilities/Difficulties	18	12	<b>30</b>	29	18	<b>47</b>
<b>Total</b>	<b>212</b>	<b>154</b>	<b>366</b>	<b>281</b>	<b>197</b>	<b>478</b>

*Source: School census, Ministry of Education*

In TVET L1 to L5, the number of students with disabilities increased from 366 in 2019 to 478 in 2020/21. This represents 0.5% of the total population of students in TVET L1-L5. Students with physical and motor challenges have the highest representation with 44.5% followed by those with Hearing Impairment representing 16.1%.

**Table 8.3.8: Number of Higher education students with disability by type of disability**

Type of disability	2018/19			2020/21		
	Male	Female	Total	Male	Female	Total
Physical and Motor Challenges	29	15	44	71	31	102
Intellectual challenges	0	0	0	0	0	0
Visual impairment	34	23	57	7	7	14
Hearing Impairment	4	0	4	1	1	2
Developmental challenges	0	0	0	0	0	0
Speech, language, and communication needs	1	0	1	1	0	1
Multiple disabilities/Difficulties	0	3	3	0	0	0
<b>Total</b>	<b>68</b>	<b>41</b>	<b>109</b>	<b>80</b>	<b>39</b>	<b>119</b>

*Source: School census, Ministry of Education*

In Higher education, the number of students with disabilities slightly increased from 109 in 2019 to 119 in 2020/21. This represents 0.1% of the total population of students in Higher education. This is a clear indication that students with disabilities are not progressing through education and that their level of education attainment is very low. Students with physical and motor challenges have the highest representation with 85.7% followed by those with Visual Impairment representing 16.1%.

**Table 8.3.9: Number of adult literacy learners with disability by type of disability**

Type of disability	2019			2020/21		
	Male	Female	Total	Male	Female	Total
Physical and Motor Challenges	176	253	429	147	171	318
Specific Learning Difficulties	0	0	0	0	0	0
Visual impairment	46	160	206	20	69	89
Hearing Impairment	12	18	30	13	36	49
Developmental challenges	0	0	0	0	0	0
Speech, language, and communication needs	6	19	25	9	10	19
Multiple disabilities/Difficulties	24	33	57	16	21	37
<b>Total</b>	<b>264</b>	<b>483</b>	<b>747</b>	<b>205</b>	<b>307</b>	<b>512</b>

*Source: School census, Ministry of Education*

In adult education, the number of learners with disabilities decreased from 747 in 2019 to 512 in 2020/21. This represents 0.4% of the total population of learners in adult education. Learners with physical and motor challenges have the highest representation with 62.1% followed by those with Visual Impairment representing 17.3%. A need arises to investigate causes of decreased enrollment of learners with disabilities in adult education.

## 8.4 Refugee students

**Table 8.4.1: Number of refugees in Nursery Schools**

Description/Year	2018	2019	2020/21
<b>Total Refugee Students</b>	<b>1,982</b>	<b>1,730</b>	<b>2,657</b>
Male	998	859	1,340
Female	984	871	1,317
% of Male	50.4%	49.7%	50.4%
% of Female	49.6%	50.3%	49.6%
<b>Refugee Students in Public schools</b>	<b>112</b>	<b>1</b>	<b>12</b>
Male	74	0	9
Female	38	1	3
<b>Refugee Students in Government-subsidized schools</b>	<b>29</b>	<b>801</b>	<b>79</b>
Male	16	422	34
Female	13	379	45
<b>Refugee Students in Private schools</b>	<b>1,841</b>	<b>928</b>	<b>2,566</b>
Male	908	437	1,297
Female	933	491	1,269

*Source: School census, Ministry of Education*

Refugee children are among students with special educational needs. They may not have any disability, but they will need special consideration and attention for them to be able to enjoy their rights to quality education. Table 8.4.1 shows that the number of refugee children in nursery schools increased from 1730 in 2019/20 to 2657 in 2020/21. An increase by 9.2%. Majority (96.5%) of refugee children are enrolled in nursery private schools.

**Table 8.4.2: Number of refugees in primary schools**

Description/Year	2018	2019	2020/21
<b>Total Refugee Students</b>	<b>27,119</b>	<b>26,514</b>	<b>26,818</b>
Male	13,883	13,437	13,370
Female	13,236	13,077	13,448
% of Male	51.2%	50.7%	49.9%
% of Female	48.8%	49.3%	50.1%
<b>Refugee Students in Public schools</b>	<b>17,696</b>	<b>18,150</b>	<b>18,358</b>
Male	9,207	9,317	9,270
Female	8,489	8,833	9,088
<b>Refugee Students in Government-subsidized schools</b>	<b>7,935</b>	<b>7,039</b>	<b>4,923</b>
Male	3,937	3,471	2,425
Female	3,998	3,568	2,498
<b>Refugee Students in Private schools</b>	<b>1,488</b>	<b>1,325</b>	<b>3,537</b>
Male	739	649	1,675
Female	749	676	1,862

*Source: School census, Ministry of Education*

Table 8.4.2 shows that the number of refugee learners in primary schools increased from 26,514 in 2019/20 to 26,818 in 2020/21. An increase by 3%. Majority (68.4%) of refugee children are enrolled in public primary schools.

**Table 8.4.3: Number of refugees enrolled in general secondary in 2021**

Description/Year	2018	2019	2020/21
<b>Total Refugee Students</b>	<b>10,015</b>	<b>11,551</b>	<b>11,794</b>
Male	5,486	6,078	6001
Female	4,529	5,473	5793
% of Male	54.8%	52.6%	50.9%
% of Female	45.2%	47.4%	49.1%
<b>Refugee Students in Public schools</b>	<b>6,320</b>	<b>7,049</b>	<b>5,835</b>
Male	3,620	3,846	3179
Female	2,700	3,203	2656
<b>Refugee Students in Government-subsidized schools</b>	<b>3,178</b>	<b>4,114</b>	<b>3,709</b>
Male	1,643	2,026	1789
Female	1,535	2,088	1920
<b>Refugee Students in Private schools</b>	<b>517</b>	<b>288</b>	<b>2250</b>
Male	223	206	1033
Female	294	182	1217

*Source: School census, Ministry of Education*

Table 8.4.3 shows a slight increase of number of refugee students in general secondary education from 11,551 in 2019/20 to 11,794 in 2020/21. An increase by 2.4%. Majority (49.4%) of refugee students are enrolled in public secondary schools.

**Table 8.4.4: Number of refugees enrolled in TVET in 2018 and 2020/21 Level 1 to 5**

Description	2018	2019	2020/21
<b>Total Refugee Students</b>	<b>463</b>	<b>356</b>	<b>415</b>
Male	261	205	221
Female	202	151	194
% of Male	56.4%	57.6%	53.3%
% of Female	43.6%	42.4%	46.7%
<b>Refugee Students in Public schools</b>	<b>60</b>	<b>36</b>	<b>21</b>
Male	45	30	14
Female	15	6	7
<b>Refugee Students in Government-subsidized schools</b>	<b>103</b>	<b>55</b>	<b>62</b>
Male	63	40	43
Female	40	15	19
<b>Refugee Students in Private schools</b>	<b>300</b>	<b>265</b>	<b>332</b>
Male	153	135	164
Female	147	130	168

*Source: School census, Ministry of Education*

Table 8.4.4 shows a slight increase of number of refugee students in TVET education from 356 in 2019/20 to 415 in 2020/21. An increase by 0.6%. Majority (80%) of refugee students in TVET are enrolled in private TVET schools.

## 8.5 Orphan students

**Table 8.5.1: Number of Orphan students enrolled in schools**

Indicator/Year	2017	2018	2019	2020/21
<b>Total number of orphan students</b>	<b>258,839</b>	<b>229,799</b>	<b>213,205</b>	<b>191,471</b>
Male	129,545	115,565	107,462	96,324
Female	129,294	114,234	105,743	95,147
% of Male	50.0%	50.3%	50.4%	50.3%
% of Female	50.0%	49.7%	49.6%	49.7%
<b>Mother deceased</b>	<b>74,841</b>	<b>70,744</b>	<b>67,392</b>	<b>63,285</b>
Male	37,566	35,738	33,801	31,585
Female	37,275	35,006	33,591	31,700
<b>Father deceased</b>	<b>149,524</b>	<b>130,387</b>	<b>121,087</b>	<b>100,351</b>
Male	74,416	65,222	60,893	50,553
Female	75,108	65,165	60,194	49,798
<b>Both parents deceased</b>	<b>34,474</b>	<b>28,668</b>	<b>24,726</b>	<b>27,835</b>
Male	17,563	14,605	12,768	14,186
Female	16,911	14,063	11,958	13,649

*Source: School census, Ministry of Education*

Orphan students are among students with Special Educational Needs. Like refugee students they may not have any disability, but they need special support and consideration for them to overcome educational challenges that came with orphanhood. Table 9.5.1 indicates that the number of orphan students decreased from 231,205 in 2019/20 to 191,205 in 2020/21. Paternal Orphans are the majority, representing 52.4%.

**Table 8.5.2: Number of Orphan students enrolled in pre-Nursery**

Indicator/Year	2018	2019	2020/21
<b>Total number of orphan students</b>	<b>140</b>	<b>228</b>	<b>54</b>
Male	74	114	27
Female	66	114	27
% of Male	52.9%	50.0%	50.0%
% of Female	47.1%	50.0%	50.0%
<b>Mother deceased</b>	<b>58</b>	<b>79</b>	<b>33</b>
Male	35	46	16
Female	23	33	17
<b>Father deceased</b>	<b>75</b>	<b>111</b>	<b>11</b>
Male	34	52	5
Female	41	59	6
<b>Both parents deceased</b>	<b>7</b>	<b>38</b>	<b>10</b>
Male	5	16	6
Female	2	22	4

*Source: School census, Ministry of Education*

In Pre-nursery, the number of orphans decreased dramatically from 228 in 2019/20 to 54 in 2020/21. Maternal orphans are the majority in Pre-nursery representing 61.1%. Special considerations should be put on these children who lost their mothers when they are still very young.

**Table 8.5.3: Number of Orphan students enrolled in nursery**

Indicator/Year	2017	2018	2019	2020/21
<b>Total number of orphan students</b>	<b>5,904</b>	<b>5,314</b>	<b>10,298</b>	<b>7,323</b>
Male	2,874	2,644	5,158	3,603
Female	3,030	2,670	5,140	3,720
<i>% of Male</i>	48.7%	49.8%	50.1%	49.2%
<i>% of Female</i>	51.3%	50.2%	49.9%	50.8%
<b>Mother deceased</b>	<b>2,185</b>	<b>2,059</b>	<b>2,518</b>	<b>2,806</b>
Male	1,104	1,002	1,237	1,354
Female	1,081	1,057	1,281	1,452
<b>Father deceased</b>	<b>2,900</b>	<b>2,677</b>	<b>7,048</b>	<b>3,482</b>
Male	1,405	1,363	3,549	1,742
Female	1,495	1,314	3,499	1,740
<b>Both parents deceased</b>	<b>819</b>	<b>578</b>	<b>732</b>	<b>1,035</b>
Male	365	279	372	507
Female	454	299	360	528

*Source: School census, Ministry of Education*

In nursery, the number of orphans decreased from 10298 in 2019/20 to 7323 in 2020/21. Paternal orphans are the majority in nursery representing 47.5%. The number of female orphans is bigger than that of male orphans.

**Table 8.5.4: Number of Orphan students enrolled in primary**

Indicator/Year	2017	2018	2019	2020/21
<b>Total number of orphan students</b>	<b>166,024</b>	<b>148,770</b>	<b>130,053</b>	<b>123,056</b>
Male	83,773	75,580	66,543	62,689
Female	82,251	73,190	63,510	60,367
<i>% of Male</i>	50.5%	50.8%	51.2%	50.9%
<i>% of Female</i>	49.5%	49.2%	48.8%	49.1%
<b>Mother deceased</b>	<b>49,513</b>	<b>47,338</b>	<b>42,791</b>	<b>41,315</b>
Male	24,998	24,115	21,725	20,828
Female	24,515	23,223	21,066	20,487
<b>Father deceased</b>	<b>97,249</b>	<b>84,793</b>	<b>74,491</b>	<b>65,225</b>
Male	49,044	43,035	38,212	33,370
Female	48,205	41,758	36,279	31,855
<b>Both parents deceased</b>	<b>19,262</b>	<b>16,639</b>	<b>12,771</b>	<b>16,516</b>
Male	9,731	8,430	6,606	8,491
Female	9,531	8,209	6,165	8,025

*Source: School census, Ministry of Education*

In primary school, the number of orphans decreased from 130,053 in 2019/20 to 123,056 in 2020/21. Paternal orphans are the majority in primary school representing 53%. The number of male orphans is bigger than that of female orphans.



**Table 8.5.5: Number of Orphan students enrolled in general secondary schools**

Indicator/Year	2017	2018	2019	2020/21
<b>Total number of orphan students</b>	<b>81,352</b>	<b>64,526</b>	<b>62,462</b>	<b>51,085</b>
Male	39,935	31,216	30,126	24,765
Female	41,417	33,310	32,336	26,320
% of Male	49.1%	48.4%	48.2%	48.5%
% of Female	50.9%	51.6%	51.8%	51.5%
<b>Mother deceased</b>	<b>21,178</b>	<b>17,834</b>	<b>18,853</b>	<b>16,023</b>
Male	10,565	8,753	9,159	7,768
Female	10,613	9,081	9,694	8,255
<b>Father deceased</b>	<b>47,152</b>	<b>37,354</b>	<b>34,561</b>	<b>26,603</b>
Male	22,710	17,812	16,481	12,825
Female	24,442	19,542	18,080	13,778
<b>Both parents deceased</b>	<b>13,022</b>	<b>9,338</b>	<b>9,048</b>	<b>8,459</b>
Male	6,660	4,651	4,486	4,172
Female	6,362	4,687	4,562	4,287

*Source: School census, Ministry of Education*

In general, secondary education, the number of orphan students decreased from 62,462 in 2019 to 51,085 in 2020/21 for both male and female orphan students. The number of female orphan students is bigger than male.

**Table 8.5.6: Number of Orphan students enrolled in TVET**

Indicator/Year	2017 <sup>6</sup>	2018	2019	2020/21
<b>Total number of orphan students</b>	<b>5,559</b>	<b>11,049</b>	<b>10,164</b>	<b>9,953</b>
Male	2,963	6,051	5,521	5,240
Female	2,596	4,998	4,643	4,713
% of Male	53.3%	54.8%	54.3%	52.6%
% of Female	46.7%	45.2%	45.7%	47.4%
<b>Mother deceased</b>	<b>1,965</b>	<b>3,455</b>	<b>3,151</b>	<b>3,108</b>
Male	899	1,833	1,634	1,619
Female	1,066	1,622	1,517	1,489
<b>Father deceased</b>	<b>2,223</b>	<b>5,488</b>	<b>4,876</b>	<b>5,030</b>
Male	1,257	2,978	2,599	2,611
Female	966	2,510	2,277	2,419
<b>Both parents deceased</b>	<b>1,371</b>	<b>2,106</b>	<b>2,137</b>	<b>1,815</b>
Male	807	1,240	1,288	1,010
Female	564	866	849	805

*Source: School census, Ministry of Education*

In TVET education, the number of orphan students decreased from 10,164 in 2019 to 9,953 in 2020/21 for both male and female orphan students. Paternal orphans are the majority representing 50%. The number of male orphan students is bigger than female.

<sup>6</sup> Former VTC only

## 8.6 Students in correctional centers

**Table 8.6.1: Learners in correctional centers**

<b>Sex</b>	<b>2019</b>	<b>2020/21</b>
<b>Total</b>	<b>9,107</b>	<b>9,246</b>
<b>Male</b>	7,868	7,492
<b>Female</b>	1,239	1,754
<i>% of Male</i>	<i>86.4%</i>	<i>81.0%</i>
<i>% of Female</i>	<i>13.6%</i>	<i>19.0%</i>
<b>Learners in pre-nursery</b>	<b>150</b>	<b>398</b>
Male	70	187
Female	80	211
<b>Pupils in primary</b>	<b>1,081</b>	<b>260</b>
Male	900	251
Female	181	9
<b>Students in secondary</b>	<b>105</b>	<b>24</b>
Male	62	22
Female	43	2
<b>Trainees in TVET</b>	<b>4,261</b>	<b>5,344</b>
Male	3,796	4,287
Female	465	1,057
<b>Learners in Adult literacy</b>	<b>3,510</b>	<b>3,220</b>
Male	3,040	2,745
Female	470	475

**Source:** *School census, Ministry of Education*

Education is a fundamental human right, which should be provided to every child regardless of where they are or the condition, they are in. Students in correctional centers are in the category of students with Special Educational Needs.

The table 8.6.1 shows that the number of students in correctional centers increased from 9,107 in 2019 to 9,246 in 2020/21. The proportion of male students in correctional centers is bigger than female with 81% and 19% respectively. In addition, the high proportion of students in correctional centers is in TVET with 58%, followed by learners in adult literacy with 35% learners in pre-primary with 4%, pupils in primary with 2.8% and lower proportion was in secondary with 0.2%.

## CONCLUSION AND RECOMMENDATIONS

The 2020/21 Education Statistics Report has provided a comprehensive overview of the key indicators and trends for the education sector over the past four years. This report is the first official publication of education statistics since the start of the COVID-19 Pandemic in 2020.

The report has shown that, despite the challenges and obstacles being imposed by the Pandemic, the sector can record some great achievements. These include: The construction of 22,505 additional classrooms, which have helped to reduce the average students per classroom across all levels of education. In addition, new teachers have been recruited, helping to ensure a reduction of the pupil: teacher ratio across most levels of education.

The learning environment in schools has been further improved through ensuring all schools have access to handwashing facilities and increasing the access to water and electricity in schools as well as pursuing the roll-out of the school-feeding programme across all levels of education.

Despite the great progress, more remains to be done. The key challenges lie both in the quality of learning offered in the schools as well as in the progression of students through the education system. While at Primary level a total of 2,729,116 learners are recorded, this figure drops to 261,215 students at upper secondary and to 88,448 students at Higher education institutions. This is a result of the continuously high drop-out rate, which at primary level has increased to 10.9% in the 2020/21 academic year and at secondary level was recorded at 10.3%.

Primary education institutions faced additional pressure due to the double cohort enrolling in primary 1, with a total of 323,804 new pupils enrolling in 2020/21. This makes it even more pertinent to ensure that parents enrol children in pre-primary schools for enhanced school readiness and reducing the grade bulge index.

The transition and completion of secondary school remains a continuous challenge, with many students dropping out during the general secondary education. Resulting in a dropout rate of 11% and 7.8% in lower and upper secondary education respectively.

Additional attention has been devoted to learners with disabilities, making sure that all schools have at least one trained professional in special needs education and upgrading infrastructure in schools to be suitable for learners with disabilities. Though there is an increase of trained staff in special needs and Inclusive Education, this represents only 10.2% of the total staff in the teaching workforce (121,659). In addition, the share of learners with disabilities remains very low, especially in higher levels of education, highlighting the need for enhanced efforts for inclusive education for all.

The pre-condition to be able to produce Education Statistics is the availability of strong data collection systems with included validation mechanisms. The Ministry of Education is currently integrating the various data collection systems into one comprehensive EMIS. This will greatly support the data collection and validation process for future statistical reports as well as potentially allow for an increased frequency.

This report has been the collective effort of the whole chain of stakeholders in the education sector, from the teachers in the classroom, to the sector and district level officials up to the central level of the Ministry and its agencies. The aim is to continuously strengthen and improve it through the input and feedback of all relevant stakeholders and practitioners in the sector. Research institutions are actively encouraged to make use of the presented data for further in-depth analysis.

## ANNEXES

**Annex 1: Number of Pre-Nursery centers by district**

District/Province	2019	2020/21
Gisagara	-	-
Huye	-	4
Kamonyi	3	4
Muhanga	2	2
Nyamagabe	3	-
Nyanza	3	-
Nyaruguru	-	-
Ruhango	1	-
<b>South</b>	<b>12</b>	<b>10</b>
Karongi	-	-
Ngororero	3	5
Nyabihu	1	1
Nyamasheke	1	1
Rubavu	3	2
Rusizi	-	-
Rutsiro	1	1
<b>West</b>	<b>9</b>	<b>10</b>
Bugesera	-	3
Gatsibo	-	54
Kayonza	7	-
Kirehe	2	3
Ngoma	4	-
Nyagatare	3	3
Rwamagana	29	2
<b>East</b>	<b>45</b>	<b>65</b>
Burera	-	-
Gakenke	4	-
Gicumbi	2	-
Musanze	-	-
Rulindo	1	3
<b>North</b>	<b>7</b>	<b>3</b>
Gasabo	9	11
Kicukiro	3	3
Nyarugenge	4	1
<b>Kigali City</b>	<b>14</b>	<b>15</b>
<b>Rwanda</b>	<b>87</b>	<b>103</b>

*Source: School census, Ministry of Education*

**Annex 2: Number of Nursery schools by district**

District/Province	2019	2020/21
Gisagara	51	81
Huye	80	99
Kamonyi	131	133
Muhanga	162	161
Nyamagabe	78	97
Nyanza	88	104
Nyaruguru	83	97
Ruhango	67	97
<b>South</b>	<b>740</b>	<b>869</b>
Karongi	141	129
Ngororero	110	113
Nyabihu	87	86
Nyamasheke	130	134
Rubavu	168	101
Rusizi	161	137
Rutsiro	153	112
<b>West</b>	<b>950</b>	<b>812</b>
Bugesera	80	115
Gatsibo	140	170
Kayonza	70	71
Kirehe	75	106
Ngoma	79	102
Nyagatare	146	180
Rwamagana	94	184
<b>East</b>	<b>684</b>	<b>928</b>
Burera	126	121
Gakenke	141	144
Gicumbi	177	182
Musanze	154	160
Rulindo	95	105
<b>North</b>	<b>693</b>	<b>712</b>
Gasabo	141	188
Kicukiro	98	135
Nyarugenge	95	97
<b>Kigali City</b>	<b>334</b>	<b>420</b>
<b>Rwanda</b>	<b>3,401</b>	<b>3,741</b>

Source: School census, Ministry of Education

**Annex 3: Number of Primary schools by district**

District/Province	2019	2020/21
Gisagara	64	95
Huye	100	109
Kamonyi	103	130
Muhanga	123	137
Nyamagabe	111	134
Nyanza	84	100
Nyaruguru	91	101
Ruhango	78	94
<b>South</b>	<b>754</b>	<b>900</b>
Karongi	130	150
Ngororero	102	116
Nyabihu	92	100
Nyamasheke	139	158
Rubavu	90	112
Rusizi	122	147
Rutsiro	92	112
<b>West</b>	<b>767</b>	<b>895</b>
Bugesera	103	151
Gatsibo	106	145
Kayonza	92	114
Kirehe	72	119
Ngoma	76	102
Nyagatare	159	227
Rwamagana	77	105
<b>East</b>	<b>685</b>	<b>963</b>
<b>Burera</b>	96	124
Gakenke	117	131
Gicumbi	104	129
Musanze	99	118
Rulindo	92	108
<b>North</b>	<b>508</b>	<b>610</b>
Gasabo	113	165
Kicukiro	84	97
Nyarugenge	50	61
<b>Kigali city</b>	<b>247</b>	<b>323</b>
<b>Rwanda</b>	<b>2,961</b>	<b>3,691</b>

Source: School census, Ministry of Education

**Annex 4: Number of general secondary schools by district**

District/Province	2019	2020/21
Gisagara	36	51
Huye	45	47
Kamonyi	52	70
Muhanga	49	59
Nyamagabe	50	60
Nyanza	46	57
Nyaruguru	45	50
Ruhango	45	56
<b>South</b>	<b>368</b>	<b>450</b>
Karongi	56	90
Ngororero	44	51
Nyabihu	38	42
Nyamasheke	56	74
Rubavu	46	57
Rusizi	58	79
Rutsiro	53	63
<b>West</b>	<b>351</b>	<b>456</b>
Bugesera	44	71
Gatsibo	58	96
Kayonza	45	51
Kirehe	53	63
Ngoma	49	61
Nyagatare	54	93
Rwamagana	53	69
<b>East</b>	<b>356</b>	<b>504</b>
Burera	42	53
Gakenke	49	62
Gicumbi	69	84
Musanze	49	62
Rulindo	60	73
<b>North</b>	<b>269</b>	<b>334</b>
Gasabo	49	61
Kicukiro	32	37
Nyarugenge	27	27
<b>Kigali city</b>	<b>108</b>	<b>125</b>
<b>Rwanda</b>	<b>1,452</b>	<b>1,869</b>

Source: School census, Ministry of Education

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

<b>District/Province</b>	<b>2019</b>	<b>2020/21</b>
Gisagara	7	8
Huye	10	10
Kamonyi	8	10
Muhanga	20	21
Nyamagabe	7	8
Nyanza	13	13
Nyaruguru	5	6
Ruhango	15	15
<b>South</b>	<b>85</b>	<b>91</b>
Karongi	10	12
Ngororero	9	9
Nyabihu	8	8
Nyamasheke	9	9
Rubavu	18	16
Rusizi	13	13
Rutsiro	7	8
<b>West</b>	<b>74</b>	<b>75</b>
Bugesera	9	8
Gatsibo	12	12
Kayonza	7	6
Kirehe	5	6
Ngoma	12	12
Nyagatare	5	10
Rwamagana	13	15
<b>East</b>	<b>63</b>	<b>69</b>
Burera	5	6
Gakenke	12	10
Gicumbi	15	16
Musanze	13	12
Rulindo	14	11
<b>North</b>	<b>59</b>	<b>55</b>
Gasabo	18	16
Kicukiro	22	23
Nyarugenge	10	15
<b>Kigali City</b>	<b>50</b>	<b>54</b>
<b>Rwanda</b>	<b>331</b>	<b>344</b>

Source: School census, Ministry of Education



**Annex 6: Number of Higher education campuses per districts**

District/Provinces	2018/19	2020/21
Gisagara	1	1
Huye	5	6
Kamonyi	-	-
Muhanga	1	2
Nyamagabe	1	1
Nyanza	3	3
Nyaruguru	-	-
Ruhango	2	-
<b>South</b>	<b>13</b>	<b>13</b>
Karongi	4	2
Ngororero	-	-
Nyabihu	-	-
Nyamasheke	1	1
Rubavu	2	2
Rusizi	1	1
Rutsiro	-	-
<b>West</b>	<b>8</b>	<b>6</b>
Bugesera	1	2
Gatsibo	-	-
Kayonza	2	1
Kirehe	-	-
Ngoma	2	1
Nyagatare	2	1
Rwamagana	3	3
<b>East</b>	<b>10</b>	<b>8</b>
Burera	1	1
Gakenke	1	1
Gicumbi	2	1
Musanze	5	7
Rulindo	2	2
<b>Northern</b>	<b>11</b>	<b>12</b>
Gasabo	10	10
Kicukiro	8	8
Nyarugenge	7	6
<b>Kigali City</b>	<b>25</b>	<b>24</b>
<b>Total</b>	<b>67</b>	<b>63</b>

Source: School census, Ministry of Education

**Annex 7: Number of Adult literacy centers by district**

<b>District/Province</b>	<b>2019</b>	<b>2020/21</b>
Gisagara	83	97
Huye	94	93
Kamonyi	135	143
Muhanga	124	142
Nyamagabe	266	259
Nyanza	108	115
Nyaruguru	100	104
Ruhango	117	114
<b>South</b>	<b>1027</b>	<b>1067</b>
Karongi	304	257
Ngororero	191	192
Nyabihu	143	138
Nyamasheke	328	306
Rubavu	277	262
Rusizi	173	172
Rutsiro	274	257
<b>West</b>	<b>1,690</b>	<b>1,584</b>
Bugesera	200	173
Gatsibo	230	222
Kayonza	85	63
Kirehe	98	109
Ngoma	123	135
Nyagatare	211	201
Rwamagana	179	164
<b>East</b>	<b>1,126</b>	<b>1,067</b>
Burera	224	202
Gakenke	329	297
Gicumbi	308	299
Musanze	149	126
Rulindo	176	155
<b>North</b>	<b>1,186</b>	<b>1,079</b>
Gasabo	67	61
Kicukiro	47	49
Nyarugenge	51	46
<b>Kigali city</b>	<b>165</b>	<b>156</b>
<b>Rwanda</b>	<b>5,194</b>	<b>4,953</b>

*Source: School census, Ministry of Education*

**Annex 8: Number of classrooms in use in Nursery by district**

<b>District/Province</b>	<b>2019</b>	<b>2020/21</b>
Gisagara	75	127
Huye	159	211
Kamonyi	267	273
Muhanga	283	300
Nyamagabe	122	171
Nyanza	147	163
Nyaruguru	82	130
Ruhango	98	222
<b>South</b>	<b>1,233</b>	<b>1,597</b>
Karongi	193	184
Ngororero	145	161
Nyabihu	127	135
Nyamasheke	154	169
Rubavu	295	229
Rusizi	227	224
Rutsiro	141	138
<b>West</b>	<b>1,282</b>	<b>1,240</b>
Bugesera	207	311
Gatsibo	204	309
Kayonza	118	129
Kirehe	102	186
Ngoma	106	169
Nyagatare	334	490
Rwamagana	163	353
<b>East</b>	<b>1,234</b>	<b>1,947</b>
Burera	138	167
Gakenke	194	190
Gicumbi	229	242
Musanze	290	357
Rulindo	161	184
<b>North</b>	<b>1012</b>	<b>1140</b>
Gasabo	508	709
Kicukiro	324	450
Nyarugenge	286	331
<b>Kigali city</b>	<b>1,118</b>	<b>1,490</b>
<b>Rwanda</b>	<b>5,879</b>	<b>7,414</b>

Source: School census, Ministry of Education

**Annex 9: Number of classrooms in use in Primary schools by district**

District/Province	2019	2020/21
Gisagara	1,000	1,453
Huye	1,040	1,322
Kamonyi	1,152	1,590
Muhanga	1,085	1,367
Nyamagabe	1,251	1,595
Nyanza	956	1,353
Nyaruguru	975	1,239
Ruhango	1,028	1,371
<b>South</b>	<b>8,487</b>	<b>11,290</b>
Karongi	1,225	1,535
Ngororero	1,117	1,459
Nyabihu	1,007	1,296
Nyamasheke	1,312	1,708
Rubavu	1,103	1,694
Rusizi	1,326	1,749
Rutsiro	1,079	1,398
<b>West</b>	<b>8,169</b>	<b>10,839</b>
Bugesera	1,297	1,884
Gatsibo	1,452	2,118
Kayonza	1,108	1,588
Kirehe	1,128	1,622
Ngoma	1,018	1,505
Nyagatare	1,662	2,399
Rwamagana	1,026	1,501
<b>East</b>	<b>8,691</b>	<b>12,617</b>
<b>Burera</b>	1,236	1,532
Gakenke	1,127	1,406
Gicumbi	1,268	1,647
Musanze	1,303	1,654
Rulindo	981	1,242
<b>North</b>	<b>5,915</b>	<b>7,481</b>
Gasabo	1,490	2,249
Kicukiro	927	1,122
Nyarugenge	789	1,006
<b>Kigali city</b>	<b>3,206</b>	<b>4,377</b>
<b>Rwanda</b>	<b>34,468</b>	<b>46,604</b>

Source: School census, Ministry of Education

**Annex 10: Number of classrooms in use in general secondary schools**

<b>District/Province</b>	<b>2019</b>	<b>2020/21</b>
Gisagara	458	568
Huye	546	602
Kamonyi	556	691
Muhanga	587	660
Nyamagabe	615	693
Nyanza	475	602
Nyaruguru	451	535
Ruhango	509	624
<b>South</b>	<b>4,197</b>	<b>4,975</b>
Karongi	560	689
Ngororero	418	470
Nyabihu	443	516
Nyamasheke	626	754
Rubavu	503	627
Rusizi	617	709
Rutsiro	487	563
<b>West</b>	<b>3,654</b>	<b>4,328</b>
Bugesera	542	666
Gatsibo	617	858
Kayonza	532	632
Kirehe	508	628
Ngoma	496	560
Nyagatare	602	793
Rwamagana	521	663
<b>East</b>	<b>3,818</b>	<b>4,800</b>
Burera	507	589
Gakenke	519	571
Gicumbi	698	802
Musanze	581	648
Rulindo	520	605
<b>North</b>	<b>2,825</b>	<b>3,215</b>
Gasabo	549	643
Kicukiro	393	483
Nyarugenge	390	451
<b>Kigali city</b>	<b>1,332</b>	<b>1,577</b>
<b>Rwanda</b>	<b>15,826</b>	<b>18,895</b>

Source: School census, Ministry of Education

**Annex 11: Number of classrooms in use in TVET L1 to L5 by district**

<b>District/Province</b>	<b>2019</b>	<b>2020/21</b>
Gisagara	56	72
Huye	81	87
Kamonyi	60	70
Muhanga	193	217
Nyamagabe	60	81
Nyanza	144	171
Nyaruguru	42	57
Ruhango	166	216
<b>South</b>	<b>802</b>	<b>971</b>
Karongi	73	81
Ngororero	80	90
Nyabihu	78	82
Nyamasheke	59	71
Rubavu	136	126
Rusizi	92	109
Rutsiro	49	67
<b>West</b>	<b>567</b>	<b>626</b>
Bugesera	71	69
Gatsibo	111	121
Kayonza	70	56
Kirehe	60	79
Ngoma	96	96
Nyagatare	48	76
Rwamagana	102	117
<b>East</b>	<b>558</b>	<b>614</b>
Burera	60	72
Gakenke	85	76
Gicumbi	101	109
Musanze	134	147
Rulindo	106	86
<b>North</b>	<b>486</b>	<b>490</b>
Gasabo	112	160
Kicukiro	233	237
Nyarugenge	102	122
<b>Kigali city</b>	<b>447</b>	<b>519</b>
<b>Rwanda</b>	<b>2,860</b>	<b>3,220</b>

*Source: School census, Ministry of Education*

**Annex 12: Number of learners per group age and level of education**

<b>Age</b>	<b>&lt; 4</b>	<b>4-6</b>	<b>7-12</b>	<b>13-15</b>	<b>16-18</b>	<b>19-23</b>	<b>&gt; 23</b>
<b>Pre-Nursery</b>	<b>1,763</b>	<b>1,413</b>	<b>22</b>	-	-	-	-
Male	869	706	11	-	-	-	-
Female	894	707	11	-	-	-	-
<b>Nursery</b>	<b>38,671</b>	<b>253,738</b>	<b>1,414</b>	-	-	-	-
Male	19,028	123,455	577	-	-	-	-
Female	19,643	130,283	837	-	-	-	-
<b>Primary</b>	-	<b>159,267</b>	<b>1,800,998</b>	<b>574,639</b>	<b>173,696</b>	<b>20,427</b>	-
Male	-	79,646	898,110	286,791	93,551	11,874	-
Female	-	79,621	902,888	287,848	80,145	8,553	-
<b>Lower Secondary</b>	-	-	<b>6,679</b>	<b>287,255</b>	<b>201,487</b>	<b>26,031</b>	-
Male	-	-	2,525	131,973	90,700	14,163	-
Female	-	-	4,154	155,282	110,787	11,868	-
<b>Upper secondary</b>	-	-	-	<b>9,193</b>	<b>83,179</b>	<b>77,610</b>	<b>2,000</b>
Male	-	-	-	3,850	35,498	35,735	1,000
Female	-	-	-	5,343	47,681	41,875	1,000
<b>TVET L1-L5</b>	-	-	<b>51</b>	<b>3,691</b>	<b>37,746</b>	<b>42,909</b>	<b>4,000</b>
Male	-	-	23	1,796	19,546	23,339	2,000
Female	-	-	28	1,895	18,200	19,570	2,000
<b>TVET short course</b>	-	-	-	<b>15</b>	<b>343</b>	<b>2,085</b>	<b>6,000</b>
Male	-	-	-	9	157	1,480	4,000
Female	-	-	-	6	186	605	2,000
<b>Polytechnics</b>	-	-	-	-	<b>62</b>	<b>6,788</b>	<b>6,000</b>
Male	-	-	-	-	44	4,610	4,000
Female	-	-	-	-	18	2,178	2,000
<b>Higher education</b>	-	-	-	-	<b>1,095</b>	<b>34,615</b>	<b>39,000</b>
Male	-	-	-	-	432	16,645	22,000
Female	-	-	-	-	663	17,970	17,000
<b>Adult literacy</b>	-	-	-	<b>200</b>	<b>936</b>	<b>6,652</b>	<b>11,000</b>
Male	-	-	-	86	415	2,941	4,000
Female	-	-	-	114	521	3,711	7,000

Source: School census, Ministry of Education

**Annex 13: Number of Pre-Nursery Children by district**

District	2019			2020/2021		
	Male	Female	Total	Male	Female	Total
Gisagara	-	-	-	-	-	-
Huye	-	-	-	64	68	132
Kamonyi	18	27	45	30	25	55
Muhanga	6	11	17	9	4	13
Nyamagabe	152	184	336	-	-	-
Nyanza	202	221	423	-	-	-
Nyaruguru	-	-	-	-	-	-
Ruhango	128	147	275	-	-	-
<b>South</b>	<b>506</b>	<b>590</b>	<b>1,096</b>	<b>103</b>	<b>97</b>	<b>200</b>
Karongi	-	-	-	-	-	-
Ngororero	135	134	269	135	114	249
Nyabihu	65	85	150	78	72	150
Nyamasheke	11	20	31	49	51	100
Rubavu	176	222	398	44	67	111
Rusizi	-	-	-	-	-	-
Rutsiro	7	5	12	15	22	37
<b>West</b>	<b>394</b>	<b>466</b>	<b>860</b>	<b>321</b>	<b>326</b>	<b>647</b>
Bugesera	-	-	-	61	79	140
Gatsibo	-	-	-	524	490	1,014
Kayanza	367	327	694	-	-	-
Kirehe	55	52	107	100	113	213
Ngoma	196	194	390	-	-	-
Nyagatare	37	27	64	17	20	37
Rwamagana	1,141	1,114	2,255	72	76	148
<b>East</b>	<b>1,796</b>	<b>1,714</b>	<b>3,510</b>	<b>774</b>	<b>778</b>	<b>1,552</b>
Burera	-	-	-	-	-	-
Gakenke	199	219	418	-	-	-
Gicumbi	104	94	198	-	-	-
Musanze	-	-	-	-	-	-
Rulindo	111	97	208	133	145	278
<b>North</b>	<b>414</b>	<b>410</b>	<b>824</b>	<b>133</b>	<b>145</b>	<b>278</b>
Gasabo	134	182	316	57	41	98
Kicukiro	34	29	63	10	8	18
Nyarugenge	12	9	21	1	6	7
<b>Kigali City</b>	<b>180</b>	<b>220</b>	<b>400</b>	<b>68</b>	<b>55</b>	<b>123</b>
<b>Rwanda</b>	<b>3,290</b>	<b>3,400</b>	<b>6,690</b>	<b>1,399</b>	<b>1,401</b>	<b>2,800</b>

Source: School census, Ministry of Education



**Annex 14: Number of Nursery pupils per district**

District/Province	2019			2020/21		
	Male	Female	Total	Male	Female	Total
Gisagara	2,898	3,119	6,017	3,061	3,395	6,456
Huye	4,142	4,140	8,282	4,802	4,978	9,780
Kamonyi	6,156	6,139	12,295	5,792	5,936	11,728
Muhanga	6,046	5,989	12,035	5,956	6,112	12,068
Nyamagabe	3,541	3,589	7,130	3,509	3,776	7,285
Nyanza	4,983	4,995	9,978	3,956	4,213	8,169
Nyaruguru	3,751	4,158	7,909	3,343	3,772	7,115
Ruhango	2,757	2,778	5,535	3,591	3,700	7,291
<b>South</b>	<b>34,274</b>	<b>34,907</b>	<b>69,181</b>	<b>34,010</b>	<b>35,882</b>	<b>69,892</b>
Karongi	4,666	4,774	9,440	3,491	3,663	7,154
Ngororero	5,681	6,030	11,711	5,033	5,334	10,367
Nyabihu	3,544	3,834	7,378	3,145	3,503	6,648
Nyamasheke	3,739	4,007	7,746	3,956	4,341	8,297
Rubavu	6,020	6,542	12,562	3,424	3,715	7,139
Rusizi	5,860	5,916	11,776	4,879	4,967	9,846
Rutsiro	4,301	4,552	8,853	2,794	3,126	5,920
<b>West</b>	<b>33,811</b>	<b>35,655</b>	<b>69,466</b>	<b>26,722</b>	<b>28,649</b>	<b>55,371</b>
Bugesera	3,854	3,878	7,732	5,621	5,819	11,440
Gatsibo	5,810	6,247	12,057	6,378	6,759	13,137
Kayonza	2,344	2,582	4,926	2,244	2,591	4,835
Kirehe	3,162	3,392	6,554	4,054	4,285	8,339
Ngoma	4,095	4,243	8,338	3,949	4,222	8,171
Nyagatare	5,911	5,991	11,902	7,701	8,301	16,002
Rwamagana	3,354	3,315	6,669	6,147	6,553	12,700
<b>East</b>	<b>28,530</b>	<b>29,648</b>	<b>58,178</b>	<b>36,094</b>	<b>38,530</b>	<b>74,624</b>
Burera	4,386	4,833	9,219	3,793	4,417	8,210
Gakenke	5,355	5,313	10,668	5,296	5,380	10,676
Gicumbi	5,576	5,984	11,560	5,300	5,743	11,043
Musanze	5,803	6,005	11,808	6,561	6,795	13,356
Rulindo	4,117	4,050	8,167	4,948	5,280	10,228
<b>North</b>	<b>25,237</b>	<b>26,185</b>	<b>51,422</b>	<b>25,898</b>	<b>27,615</b>	<b>53,513</b>
Gasabo	8,156	8,107	16,263	9,715	9,352	19,067
Kicukiro	4,627	4,526	9,153	6,101	6,267	12,368
Nyarugenge	4,276	4,489	8,765	4,520	4,468	8,988
<b>Kigali City</b>	<b>17,059</b>	<b>17,122</b>	<b>34,181</b>	<b>20,336</b>	<b>20,087</b>	<b>40,423</b>
<b>Rwanda</b>	<b>138,911</b>	<b>143,517</b>	<b>282,428</b>	<b>143,060</b>	<b>150,763</b>	<b>293,823</b>

Source: School census, Ministry of Education

**Annex 15: Number of enrolled Primary pupils by District**

District/Province	2019			2020/21		
	Male	Female	Total	Male	Female	Total
Gisagara	41,352	40,955	82,307	46,017	45,826	91,843
Huye	34,230	33,282	67,512	36,112	36,223	72,335
Kamonyi	42,806	40,581	83,387	47,398	45,966	93,364
Muhanga	34,796	32,575	67,371	36,033	34,106	70,139
Nyamagabe	42,062	41,280	83,342	45,146	43,851	88,997
Nyanza	38,598	36,541	75,139	38,251	38,125	76,376
Nyaruguru	36,030	35,401	71,431	37,935	37,865	75,800
Ruhango	40,117	37,771	77,888	42,740	40,596	83,336
<b>South</b>	<b>309,991</b>	<b>298,386</b>	<b>608,377</b>	<b>329,632</b>	<b>322,558</b>	<b>652,190</b>
Karongi	42,301	40,125	82,426	43,884	41,878	85,762
Ngororero	39,198	39,440	78,638	42,167	42,006	84,173
Nyabihu	35,568	36,322	71,890	35,008	36,128	71,136
Nyamasheke	47,334	45,674	93,008	53,192	51,871	105,063
Rubavu	48,873	48,670	97,543	52,410	54,250	106,660
Rusizi	48,572	47,190	95,762	54,066	52,613	106,679
Rutsiro	40,767	40,076	80,843	41,615	41,607	83,222
<b>West</b>	<b>302,613</b>	<b>297,497</b>	<b>600,110</b>	<b>322,342</b>	<b>320,353</b>	<b>642,695</b>
Bugesera	50,982	50,448	101,430	58,511	58,072	116,583
Gatsibo	57,073	57,722	114,795	59,270	60,328	119,598
Kayonza	44,829	44,272	89,101	48,701	49,545	98,246
Kirehe	51,253	50,567	101,820	59,492	58,490	117,982
Ngoma	42,709	41,589	84,298	43,895	43,213	87,108
Nyagatare	63,332	63,666	126,998	72,153	71,414	143,567
Rwamagana	40,809	39,817	80,626	46,120	45,381	91,501
<b>East</b>	<b>350,987</b>	<b>348,081</b>	<b>699,068</b>	<b>388,142</b>	<b>386,443</b>	<b>774,585</b>
<b>Burera</b>	41,525	42,760	84,285	43,539	45,413	88,952
Gakenke	36,361	35,176	71,537	38,212	37,734	75,946
Gicumbi	44,390	43,734	88,124	46,099	46,406	92,505
Musanze	43,680	42,592	86,272	45,225	45,742	90,967
Rulindo	32,351	31,943	64,294	32,934	33,064	65,998
<b>North</b>	<b>198,307</b>	<b>196,205</b>	<b>394,512</b>	<b>206,009</b>	<b>208,359</b>	<b>414,368</b>
Gasabo	52,779	51,266	104,045	64,567	62,979	127,546
Kicukiro	26,838	25,860	52,698	30,025	29,676	59,701
Nyarugenge	26,581	25,993	52,574	29,060	28,721	57,781
<b>Kigali city</b>	<b>106,198</b>	<b>103,119</b>	<b>209,317</b>	<b>123,652</b>	<b>121,376</b>	<b>245,028</b>
<b>Rwanda</b>	<b>1,268,096</b>	<b>1,243,288</b>	<b>2,511,384</b>	<b>1,369,777</b>	<b>1,359,089</b>	<b>2,728,866</b>

Source: School census, Ministry of Education

**Annex 16: Number of students in general secondary schools by district**

District/Province	2019			2020/21		
	Male	Female	Total	Male	Female	Total
Gisagara	8,096	10,372	18,468	8,896	11,276	20,172
Huye	9,333	11,081	20,414	9,911	11,510	21,421
Kamonyi	10,556	14,306	24,862	11,694	15,553	27,247
Muhanga	10,516	13,626	24,142	10,973	14,231	25,204
Nyamagabe	10,355	12,463	22,818	11,031	13,148	24,179
Nyanza	11,058	12,343	23,401	11,389	13,257	24,646
Nyaruguru	8,413	10,831	19,244	9,025	11,579	20,604
Ruhango	9,846	12,086	21,932	10,450	12,971	23,421
<b>South</b>	<b>78,173</b>	<b>97,108</b>	<b>175,281</b>	<b>83,369</b>	<b>103,525</b>	<b>186,894</b>
Karongi	10,538	13,346	23,884	11,206	13,628	24,834
Ngororero	6,773	9,886	16,659	7,015	10,085	17,100
Nyabihu	8,394	10,631	19,025	8,578	10,756	19,334
Nyamasheke	12,233	16,127	28,360	12,635	16,258	28,893
Rubavu	11,335	11,385	22,720	12,148	12,248	24,396
Rusizi	12,170	13,477	25,647	12,347	13,884	26,231
Rutsiro	9,161	10,646	19,807	9,454	11,120	20,574
<b>West</b>	<b>70,604</b>	<b>85,498</b>	<b>156,102</b>	<b>73,383</b>	<b>87,979</b>	<b>161,362</b>
Bugesera	9,274	10,801	20,075	10,252	12,197	22,449
Gatsibo	12,502	13,280	25,782	13,618	15,017	28,635
Kayonza	9,886	11,212	21,098	11,263	13,077	24,340
Kirehe	11,364	11,243	22,607	13,266	13,558	26,824
Ngoma	8,686	9,342	18,028	9,146	9,750	18,896
Nyagatare	13,198	13,904	27,102	14,097	15,304	29,401
Rwamagana	9,455	12,661	22,116	10,292	13,809	24,101
<b>East</b>	<b>74,365</b>	<b>82,443</b>	<b>156,808</b>	<b>81,934</b>	<b>92,712</b>	<b>174,646</b>
<b>Burera</b>	8,778	10,305	19,083	9,540	11,051	20,591
Gakenke	7,455	9,701	17,156	7,890	9,904	17,794
Gicumbi	11,003	15,437	26,440	11,437	15,502	26,939
Musanze	10,409	14,230	24,639	10,589	14,096	24,685
Rulindo	8,184	11,631	19,815	8,428	11,905	20,333
<b>North</b>	<b>45,829</b>	<b>61,304</b>	<b>107,133</b>	<b>47,884</b>	<b>62,458</b>	<b>110,342</b>
Gasabo	10,676	11,646	22,322	12,127	14,143	26,270
Kicukiro	7,894	8,041	15,935	8,667	8,692	17,359
Nyarugenge	7,515	7,746	15,261	8,310	8,418	16,728
<b>Kigali City</b>	<b>26,085</b>	<b>27,433</b>	<b>53,518</b>	<b>29,104</b>	<b>31,253</b>	<b>60,357</b>
<b>Rwanda</b>	<b>295,056</b>	<b>353,786</b>	<b>648,842</b>	<b>315,674</b>	<b>377,927</b>	<b>693,601</b>

Source: School census, Ministry of Education

**Annex 17: Number of TVET L1 to L5 Trainees by district**

District/Province	2019			2020/21		
	Male	Female	Total	Male	Female	Total
Gisagara	682	504	1,186	805	606	1,411
Huye	1,124	993	2,117	952	910	1,862
Kamonyi	742	536	1,278	675	955	1,630
Muhanga	3,914	2,502	6,416	4,056	2,577	6,633
Nyamagabe	805	597	1,402	1,160	1,016	2,176
Nyanza	2,617	1,639	4,256	3,046	1,909	4,955
Nyaruguru	543	445	988	816	624	1,440
Ruhango	2,583	1,738	4,321	3,400	2,494	5,894
<b>South</b>	<b>13,010</b>	<b>8,954</b>	<b>21,964</b>	<b>14,910</b>	<b>11,091</b>	<b>26,001</b>
Karongi	972	1,111	2,083	926	1,242	2,168
Ngororero	1,260	990	2,250	1,323	1,041	2,364
Nyabihu	924	1,002	1,926	1,041	1,082	2,123
Nyamasheke	794	877	1,671	863	915	1,778
Rubavu	1,839	1,448	3,287	1,939	1,492	3,431
Rusizi	1,458	1,017	2,475	1,809	1,152	2,961
Rutsiro	2,286	541	2,827	1,617	694	2,311
<b>West</b>	<b>9,533</b>	<b>6,986</b>	<b>16,519</b>	<b>9,518</b>	<b>7,618</b>	<b>17,136</b>
Bugesera	1,313	902	2,215	1,243	895	2,138
Gatsibo	1,169	1,724	2,893	1,330	1,799	3,129
Kayanza	858	1,026	1,884	855	920	1,775
Kirehe	677	526	1,203	879	614	1,493
Ngoma	1,129	966	2,095	1,284	979	2,263
Nyagatare	646	896	1,542	820	1,234	2,054
Rwamagana	1,247	1,777	3,024	1,479	2,045	3,524
<b>East</b>	<b>7,039</b>	<b>7,817</b>	<b>14,856</b>	<b>7,890</b>	<b>8,486</b>	<b>16,376</b>
<b>Burera</b>	930	547	1,477	1,209	650	1,859
Gakenke	865	1,025	1,890	783	1,172	1,955
Gicumbi	1,073	1,414	2,487	1,276	1,538	2,814
Musanze	2,034	2,135	4,169	2,569	2,594	5,163
Rulindo	1,447	1,391	2,838	1,770	1,564	3,334
<b>North</b>	<b>6,349</b>	<b>6,512</b>	<b>12,861</b>	<b>7,607</b>	<b>7,518</b>	<b>15,125</b>
Gasabo	1,805	1,767	3,572	1,634	1,707	3,341
Kicukiro	3,718	2,697	6,415	3,808	3,179	6,987
Nyarugenge	1,323	1,386	2,709	1,408	1,630	3,038
<b>Kigali City</b>	<b>6,846</b>	<b>5,850</b>	<b>12,696</b>	<b>6,850</b>	<b>6,516</b>	<b>13,366</b>
<b>Rwanda</b>	<b>42,777</b>	<b>36,119</b>	<b>78,896</b>	<b>46,775</b>	<b>41,229</b>	<b>88,004</b>

Source: School census, Ministry of Education

**Annex 18: Number of Higher education students per districts**

District/Provinces	2018/19			2020/21		
	Male	Female	Total	Male	Female	Total
Gisagara	342	718	1,060	872	1,519	2,391
Huye	6,482	4,081	10,563	5,559	3,714	9,273
Kamonyi	-	-	-	-	-	-
Muhanga	247	474	721	762	861	1,623
Nyamagabe	181	74	255	252	153	405
Nyanza	644	822	1,466	572	725	1,297
Nyaruguru	-	-	-	-	-	-
Ruhango	253	494	747	-	-	-
<b>South</b>	<b>8,149</b>	<b>6,663</b>	<b>14,812</b>	<b>8,017</b>	<b>6,972</b>	<b>14,989</b>
Karongi	1,262	672	1,934	989	528	1,517
Ngororero	-	-	-	-	-	-
Nyabihu	-	-	-	-	-	-
Nyamasheke	494	508	1,002	937	954	1,891
Rubavu	1,881	1,672	3,553	1,240	1,345	2,585
Rusizi	151	133	284	141	124	265
Rutsiro	-	-	-	-	-	-
<b>West</b>	<b>3,788</b>	<b>2,985</b>	<b>6,773</b>	<b>3,307</b>	<b>2,951</b>	<b>6,258</b>
Bugesera	202	32	234	56	51	107
Gatsibo	-	-	-	-	-	-
Kayonza	3,615	1,888	5,503	2,778	1,790	4,568
Kirehe	-	-	-	-	-	-
Ngoma	913	716	1,629	760	294	1,054
Nyagatare	1,043	1,125	2,168	3,118	2,377	5,495
Rwamagana	1,531	834	2,365	1,702	1,165	2,867
<b>East</b>	<b>7,304</b>	<b>4,595</b>	<b>11,899</b>	<b>8,414</b>	<b>5,677</b>	<b>14,091</b>
Burera	10	14	24	44	73	117
Gakenke	77	209	286	110	311	421
Gicumbi	942	881	1,823	2,018	1,695	3,713
Musanze	4,740	2,948	7,688	4,932	3,545	8,477
Rulindo	951	552	1,503	557	158	715
<b>Northern</b>	<b>6,720</b>	<b>4,604</b>	<b>11,324</b>	<b>7,661</b>	<b>5,782</b>	<b>13,443</b>
Gasabo	10,617	9,448	20,065	9,466	9,460	18,926
Kicukiro	6,925	5,385	12,310	7,360	6,346	13,706
Nyarugenge	5,587	3,436	9,023	4,532	2,503	7,035
<b>Kigali City</b>	<b>23,129</b>	<b>18,269</b>	<b>41,398</b>	<b>21,358</b>	<b>18,309</b>	<b>39,667</b>
<b>Total</b>	<b>49,090</b>	<b>37,116</b>	<b>86,206</b>	<b>48,757</b>	<b>39,691</b>	<b>88,448</b>

Source: School census, Ministry of Education

**Annex 19: Number of adult literacy learners by district**

District/Province	2019			2020/2021		
	Male	Female	Total	Male	Female	Total
Gisagara	2,038	2,633	4,671	1,362	2,163	3,525
Huye	947	2,055	3,002	896	2,128	3,024
Kamonyi	1,459	2,179	3,638	1,481	2,725	4,206
Muhanga	1,431	2,253	3,684	1,408	2,169	3,577
Nyamagabe	1,891	3,374	5,265	1,796	3,052	4,848
Nyanza	1,539	2,271	3,810	1,631	2,513	4,144
Nyaruguru	807	1,799	2,606	821	1,737	2,558
Ruhango	1,623	2,211	3,834	1,654	2,201	3,855
<b>South</b>	<b>11,735</b>	<b>18,775</b>	<b>30,510</b>	<b>11,049</b>	<b>18,688</b>	<b>29,737</b>
Karongi	2,826	4,365	7,191	1,778	3,300	5,078
Ngororero	2,261	3,477	5,738	1,423	2,400	3,823
Nyabihu	1,316	5,207	6,523	1,161	4,301	5,462
Nyamasheke	2,323	3,356	5,679	2,710	3,506	6,216
Rubavu	2,659	7,065	9,724	2,242	7,066	9,308
Rusizi	1,279	1,758	3,037	926	1,767	2,693
Rutsiro	2,348	3,873	6,221	2,256	4,506	6,762
<b>West</b>	<b>15,012</b>	<b>29,101</b>	<b>44,113</b>	<b>12,496</b>	<b>26,846</b>	<b>39,342</b>
Bugesera	1,051	2,137	3,188	1,321	3,739	5,060
Gatsibo	1,521	2,327	3,848	1,446	2,227	3,673
Kayonza	846	1,497	2,343	596	2,750	3,346
Kirehe	769	1,215	1,984	917	1,213	2,130
Ngoma	1,294	1,843	3,137	1,365	1,929	3,294
Nyagatare	1,761	2,835	4,596	2,082	3,133	5,215
Rwamagana	1,811	2,272	4,083	1,407	2,742	4,149
<b>East</b>	<b>9,053</b>	<b>14,126</b>	<b>23,179</b>	<b>9,134</b>	<b>17,733</b>	<b>26,867</b>
Burera	2,457	2,870	5,327	1,929	4,138	6,067
Gakenke	2,408	3,098	5,506	2,662	3,283	5,945
Gicumbi	1,488	2,373	3,861	1,261	2,030	3,291
Musanze	1,327	2,854	4,181	1,235	4,512	5,747
Rulindo	1,132	1,715	2,847	884	1,779	2,663
<b>North</b>	<b>8,812</b>	<b>12,910</b>	<b>21,722</b>	<b>7,971</b>	<b>15,742</b>	<b>23,713</b>
Gasabo	710	1,411	2,121	697	1,171	1,868
Kicukiro	311	504	815	280	585	865
Nyarugenge	423	724	1,147	404	1,038	1,442
<b>Kigali City</b>	<b>1,444</b>	<b>2,639</b>	<b>4,083</b>	<b>1,381</b>	<b>2,794</b>	<b>4,175</b>
<b>Rwanda</b>	<b>46,056</b>	<b>77,551</b>	<b>123,607</b>	<b>42,031</b>	<b>81,803</b>	<b>123,834</b>

Source: School census, Ministry of Education

**Annex 20: Promotion rate per grade**

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

Source: School census, Ministry of Education

**Annex 21: Repetition rate per grade**

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

Source: School census, Ministry of Education



**Annex 22: Dropout rate per grade**

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

Source: School census, Ministry of Education

**Annex 23: Number of Pre-Nursery caregivers by district**

District	2019			2020/2021		
	Male	Female	Total	Male	Female	Total
Gisagara	-	-	-	-	-	-
Huye	-	-	-	-	8	8
Kamonyi	1	10	11	1	6	7
Muhanga	-	9	9	-	8	8
Nyamagabe	1	6	7	-	-	-
Nyanza	1	9	10	-	-	-
Nyaruguru	-	-	-	-	-	-
Ruhango	3	5	8	-	-	-
<b>South</b>	<b>6</b>	<b>39</b>	<b>45</b>	<b>1</b>	<b>22</b>	<b>23</b>
Karongi	-	-	-	-	-	-
Ngororero	2	8	10	-	5	5
Nyabihu	2	1	3	1	2	3
Nyamasheke	5	11	16	2	-	2
Rubavu	1	11	12	-	7	7
Rusizi	-	-	-	-	-	-
Rutsiro	-	2	2	-	3	3
<b>West</b>	<b>10</b>	<b>33</b>	<b>43</b>	<b>3</b>	<b>17</b>	<b>20</b>
Bugesera	-	-	-	3	10	13
Gatsibo	-	-	-	72	289	361
Kayonza	5	11	16	-	-	-
Kirehe	-	4	4	-	6	6
Ngoma	-	4	4	-	-	-
Nyagatare	1	5	6	-	3	3
Rwamagana	12	45	57	-	2	2
<b>East</b>	<b>18</b>	<b>69</b>	<b>87</b>	<b>75</b>	<b>310</b>	<b>385</b>
Burera	-	-	-	-	-	-
Gakenke	3	7	10	-	-	-
Gicumbi	2	5	7	-	-	-
Musanze	-	-	-	-	-	-
Rulindo	-	3	3	-	4	4
<b>North</b>	<b>5</b>	<b>15</b>	<b>20</b>	<b>-</b>	<b>4</b>	<b>4</b>
Gasabo	-	26	26	-	26	26
Kicukiro	1	7	8	-	16	16
Nyarugenge	-	3	3	-	2	2
<b>Kigali City</b>	<b>1</b>	<b>36</b>	<b>37</b>	<b>-</b>	<b>44</b>	<b>44</b>
<b>Rwanda</b>	<b>40</b>	<b>192</b>	<b>232</b>	<b>79</b>	<b>397</b>	<b>476</b>

Source: School census, Ministry of Education

**Annex 24: Number of Nursery staff per district**

District/Province	2019			2020/21		
	Male	Female	Total	Male	Female	Total
Gisagara	13	77	90	19	115	134
Huye	6	176	182	20	228	248
Kamonyi	25	271	296	39	298	337
Muhanga	40	296	336	40	319	359
Nyamagabe	50	201	251	51	178	229
Nyanza	14	147	161	20	161	181
Nyaruguru	13	110	123	12	99	111
Ruhango	19	109	128	27	183	210
<b>South</b>	<b>180</b>	<b>1387</b>	<b>1567</b>	<b>228</b>	<b>1581</b>	<b>1809</b>
Karongi	42	220	262	32	173	205
Ngororero	40	153	193	14	164	178
Nyabihu	38	103	141	33	102	135
Nyamasheke	24	171	195	26	150	176
Rubavu	129	296	425	92	239	331
Rusizi	83	207	290	72	230	302
Rutsiro	43	137	180	36	111	147
<b>West</b>	<b>399</b>	<b>1287</b>	<b>1686</b>	<b>305</b>	<b>1169</b>	<b>1474</b>
Bugesera	74	197	271	101	286	387
Gatsibo	85	208	293	118	240	358
Kayonza	57	121	178	44	132	176
Kirehe	33	102	135	69	156	225
Ngoma	60	97	157	37	140	177
Nyagatare	123	269	392	168	426	594
Rwamagana	44	181	225	101	363	464
<b>East</b>	<b>476</b>	<b>1175</b>	<b>1651</b>	<b>638</b>	<b>1743</b>	<b>2381</b>
Burera	51	143	194	39	157	196
Gakenke	30	177	207	39	199	238
Gicumbi	54	238	292	54	244	298
Musanze	82	294	376	89	348	437
Rulindo	20	156	176	36	197	233
<b>North</b>	<b>237</b>	<b>1008</b>	<b>1245</b>	<b>257</b>	<b>1145</b>	<b>1402</b>
Gasabo	131	686	817	193	853	1,046
Kicukiro	67	419	486	109	569	678
Nyarugenge	63	350	413	98	424	522
<b>Kigali City</b>	<b>261</b>	<b>1455</b>	<b>1716</b>	<b>400</b>	<b>1846</b>	<b>2246</b>
<b>Rwanda</b>	<b>1,553</b>	<b>6,312</b>	<b>7,865</b>	<b>1,828</b>	<b>7,484</b>	<b>9,312</b>

Source: School census, Ministry of Education

**Annex 25: Number of Primary school staff by District**

District/Province	2019			2020/21		
	Male	Female	Total	Male	Female	Total
Gisagara	541	830	1,371	812	1,278	2,090
Huye	460	804	1,264	623	1,109	1,732
Kamonyi	431	1017	1,448	591	1,425	2,016
Muhanga	465	958	1,423	559	1,231	1,790
Nyamagabe	657	967	1,624	804	1,294	2,098
Nyanza	547	840	1,387	728	1,192	1,920
Nyaruguru	566	798	1,364	748	1,053	1,801
Ruhango	451	832	1,283	598	1,145	1,743
<b>South</b>	<b>4,118</b>	<b>7,046</b>	<b>11,164</b>	<b>5,463</b>	<b>9,727</b>	<b>15,190</b>
Karongi	604	870	1,474	857	1,221	2,078
Ngororero	704	814	1,518	839	1,161	2,000
Nyabihu	785	647	1,432	995	877	1,872
Nyamasheke	667	1,059	1,726	894	1,535	2,429
Rubavu	863	702	1,565	1,225	1,099	2,324
Rusizi	710	1025	1,735	871	1,372	2,243
Rutsiro	734	721	1,455	901	1,041	1,942
<b>West</b>	<b>5,067</b>	<b>5,838</b>	<b>10,905</b>	<b>6,582</b>	<b>8,306</b>	<b>14,888</b>
Bugesera	848	905	1,753	1,163	1,415	2,578
Gatsibo	1073	1051	2,124	1,382	1,560	2,942
Kayonza	720	749	1,469	999	1,194	2,193
Kirehe	892	775	1,667	1,219	1,157	2,376
Ngoma	567	746	1,313	786	1,202	1,988
Nyagatare	1,337	901	2,238	1,778	1,280	3,058
Rwamagana	591	752	1,343	813	1,134	1,947
<b>East</b>	<b>6,028</b>	<b>5,879</b>	<b>11,907</b>	<b>8,140</b>	<b>8,942</b>	<b>17,082</b>
Burera	890	704	1,594	1,000	922	1,922
Gakenke	694	789	1,483	850	1,123	1,973
Gicumbi	789	793	1,582	959	1,136	2,095
Musanze	852	882	1,734	1,016	1,195	2,211
Rulindo	552	721	1,273	622	1,055	1,677
<b>North</b>	<b>3,777</b>	<b>3,889</b>	<b>7,666</b>	<b>4,447</b>	<b>5,431</b>	<b>9,878</b>
Gasabo	1016	1,230	2,246	1,497	1,905	3,402
Kicukiro	650	712	1,362	769	851	1,620
Nyarugenge	410	665	1,075	562	939	1,501
<b>Kigali city</b>	<b>2,076</b>	<b>2,607</b>	<b>4,683</b>	<b>2,828</b>	<b>3,695</b>	<b>6,523</b>
<b>Rwanda</b>	<b>21,066</b>	<b>25,259</b>	<b>46,325</b>	<b>27,460</b>	<b>36,101</b>	<b>63,561</b>

Source: School census, Ministry of Education

**Annex 26: Number of staff in general secondary by district**

District/Province	2019			2020/21		
	Male	Female	Total	Male	Female	Total
Gisagara	492	235	727	579	301	880
Huye	585	285	870	625	354	979
Kamonyi	496	359	855	593	478	1,071
Muhanga	601	332	933	658	397	1,055
Nyamagabe	627	348	975	693	424	1,117
Nyanza	550	252	802	666	332	998
Nyaruguru	527	210	737	588	275	863
Ruhango	502	319	821	578	419	997
<b>South</b>	<b>4,380</b>	<b>2,340</b>	<b>6,720</b>	<b>4,980</b>	<b>2,980</b>	<b>7,960</b>
Karongi	642	311	953	747	401	1,148
Ngororero	456	210	666	481	268	749
Nyabihu	559	200	759	620	261	881
Nyamasheke	666	314	980	812	463	1,275
Rubavu	607	242	849	741	359	1,100
Rusizi	644	293	937	674	381	1,055
Rutsiro	551	230	781	618	276	894
<b>West</b>	<b>4,125</b>	<b>1,800</b>	<b>5,925</b>	<b>4,693</b>	<b>2,409</b>	<b>7,102</b>
Bugesera	606	274	880	741	378	1,119
Gatsibo	704	270	974	945	447	1,392
Kayanza	568	242	810	693	292	985
Kirehe	539	205	744	641	264	905
Ngoma	540	230	770	604	262	866
Nyagatare	689	233	922	929	372	1,301
Rwamagana	560	308	868	688	388	1,076
<b>East</b>	<b>4,206</b>	<b>1,762</b>	<b>5,968</b>	<b>5,241</b>	<b>2,403</b>	<b>7,644</b>
Burera	589	185	774	646	229	875
Gakenke	621	293	914	659	346	1,005
Gicumbi	757	308	1,065	869	398	1,267
Musanze	588	316	904	663	389	1,052
Rulindo	571	282	853	664	352	1,016
<b>North</b>	<b>3,126</b>	<b>1,384</b>	<b>4,510</b>	<b>3,501</b>	<b>1,714</b>	<b>5,215</b>
Gasabo	705	366	1,071	692	417	1,109
Kicukiro	429	225	654	520	258	778
Nyarugenge	353	275	628	426	316	742
<b>Kigali city</b>	<b>1,487</b>	<b>866</b>	<b>2,353</b>	<b>1,638</b>	<b>991</b>	<b>2,629</b>
<b>Rwanda</b>	<b>17,324</b>	<b>8,152</b>	<b>25,476</b>	<b>20,053</b>	<b>10,497</b>	<b>30,550</b>

Source: School census, Ministry of Education

**Annex 27: Number of TVET L1 to L5 staff by district**

District/Province	2019			2020/21		
	Male	Female	Total	Male	Female	Total
Gisagara	67	28	95	97	38	135
Huye	87	45	132	91	56	147
Kamonyi	70	49	119	75	57	132
Muhanga	232	104	336	232	121	353
Nyamagabe	67	31	98	95	53	148
Nyanza	205	83	288	268	77	345
Nyaruguru	61	30	91	64	30	94
Ruhango	205	94	299	245	124	369
<b>South</b>	<b>994</b>	<b>464</b>	<b>1,458</b>	<b>1,167</b>	<b>556</b>	<b>1,723</b>
Karongi	86	35	121	88	48	136
Ngororero	106	49	155	108	55	163
Nyabihu	120	32	152	127	33	160
Nyamasheke	87	41	128	98	48	146
Rubavu	140	72	212	148	69	217
Rusizi	108	56	164	116	55	171
Rutsiro	76	15	91	108	30	138
<b>West</b>	<b>723</b>	<b>300</b>	<b>1,023</b>	<b>793</b>	<b>338</b>	<b>1,131</b>
Bugesera	95	38	133	86	46	132
Gatsibo	134	63	197	149	68	217
Kayonza	73	37	110	77	29	106
Kirehe	78	20	98	109	30	139
Ngoma	99	58	157	104	53	157
Nyagatare	69	24	93	85	35	120
Rwamagana	163	44	207	153	58	211
<b>East</b>	<b>711</b>	<b>284</b>	<b>995</b>	<b>763</b>	<b>319</b>	<b>1,082</b>
Burera	71	19	90	87	29	116
Gakenke	113	53	166	95	56	151
Gicumbi	109	71	180	126	71	197
Musanze	169	69	238	193	79	272
Rulindo	109	47	156	134	45	179
<b>North</b>	<b>571</b>	<b>259</b>	<b>830</b>	<b>635</b>	<b>280</b>	<b>915</b>
Gasabo	202	57	259	188	77	265
Kicukiro	280	96	376	303	96	399
Nyarugenge	106	63	169	135	70	205
<b>Kigali City</b>	<b>588</b>	<b>216</b>	<b>804</b>	<b>626</b>	<b>243</b>	<b>869</b>
<b>Rwanda</b>	<b>3,587</b>	<b>1,523</b>	<b>5,110</b>	<b>3,984</b>	<b>1,736</b>	<b>5,720</b>

Source: School census, Ministry of Education








**Annex 28: Number of Adult literacy instructors by district**

District/Province	2019			2020/2021		
	Male	Female	Total	Male	Female	Total
Gisagara	72	36	108	90	35	125
Huye	49	58	107	77	50	127
Kamonyi	67	80	147	77	91	168
Muhanga	64	94	158	90	112	202
Nyamagabe	161	157	318	148	159	307
Nyanza	73	55	128	70	55	125
Nyaruguru	65	65	130	58	69	127
Ruhango	76	82	158	67	81	148
<b>South</b>	<b>627</b>	<b>627</b>	<b>1,254</b>	<b>677</b>	<b>652</b>	<b>1,329</b>
Karongi	274	240	514	214	218	432
Ngororero	155	73	228	152	75	227
Nyabihu	94	50	144	81	57	138
Nyamasheke	300	145	445	254	137	391
Rubavu	176	105	281	176	86	262
Rusizi	203	53	256	174	55	229
Rutsiro	210	65	275	197	62	259
<b>West</b>	<b>1,412</b>	<b>731</b>	<b>2,143</b>	<b>1,248</b>	<b>690</b>	<b>1,938</b>
Bugesera	136	73	209	114	69	183
Gatsibo	154	77	231	138	84	222
Kayonza	52	32	84	34	29	63
Kirehe	70	28	98	78	32	110
Ngoma	82	44	126	93	46	139
Nyagatare	113	98	211	125	76	201
Rwamagana	108	75	183	96	70	166
<b>East</b>	<b>715</b>	<b>427</b>	<b>1,142</b>	<b>678</b>	<b>406</b>	<b>1,084</b>
Burera	199	40	239	166	39	205
Gakenke	250	130	380	228	128	356
Gicumbi	271	114	385	259	103	362
Musanze	109	78	187	74	59	133
Rulindo	109	98	207	91	63	154
<b>North</b>	<b>938</b>	<b>460</b>	<b>1,398</b>	<b>818</b>	<b>392</b>	<b>1,210</b>
Gasabo	47	37	84	33	35	68
Kicukiro	38	32	70	38	30	68
Nyarugenge	27	34	61	26	45	71
<b>Kigali City</b>	<b>112</b>	<b>103</b>	<b>215</b>	<b>97</b>	<b>110</b>	<b>207</b>
<b>Rwanda</b>	<b>3,804</b>	<b>2,348</b>	<b>6,152</b>	<b>3,518</b>	<b>2,250</b>	<b>5,768</b>

Source: School census, Ministry of Education

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-  <https://bit.ly/3lZglK7>
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The key data provided in the report includes updates on areas of school infrastructure; learners; school staff; ICT, Science, and Technology; Books and Textbooks; Energy, Water and Sanitation; School Nutrition and, Special Needs Education. Data are disaggregated by level of education, sex, school status; etc. Tables shows trend statistics from 2017 to 2020/21 school years and information per districts are provided in the annex. The electronic copy is available at: <https://bit.ly/3vRKBZ7>

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