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NATIONAL INSTITUTE OF STATISTICS OF RWANDA

EICV3 THEMATIC REPORT

Education

DFID Department for International Development

United Nations RWANDA

Foreword

The 2010/11 Integrated Household Living Conditions Survey, EICV3 (Enquête Intégrale sur les Conditions de Vie des Ménages), is the third in the series of surveys which started in 2000/01 and is designed to monitor poverty and living conditions. The survey fieldwork commenced in November 2010 and continued for one full year. In 2010/11, for the first time the achieved sample size of 14,308 households in the EICV3 was sufficient to provide estimates which are reliable at the level of the district.

To date, two publications have been issued by the National Institute of Statistics of Rwanda (NISR) using EICV3 data: a report with an overview of main indicators and a poverty profile. The present report is one of a series of 10 further documents that each explores in depth a theme from the Economic Development and Poverty Reduction Strategy (EDPRS) using data from EICV3 and a limited number of other sources. The objective is to provide analysis that will contribute to the understanding of the sector and to support the elaboration of Rwanda's Second EDPRS.

The 10 thematic reports in this series are: (i) Economic Activity; (ii) Utilities and Amenities (water/sanitation/energy/housing/transport/ICT); (iii) Social Protection; (iv) Environment and Natural Resources; (v) Consumption; (vi) Gender; (vii) Youth; (viii) Education; (ix) Agriculture; and (x) Income.
This report also draws on information contained in the Labour Market and Economic Trends in Rwanda report from August 2007, which reported on the EICV2 survey, and the Establishment Census of 2011. The report also includes some text from the Main Indicators Report of the EICV3 and makes some revisions to the data published there as result of deeper analysis of the data.

Yusuf MURANGWA
Director General

Acknowledgements

This report has been prepared with participation of a large number of individuals and organizations. We would like to express our gratitude to all of them.

We would like to express our sincere appreciation to the partner Ministries, Institutions, agencies and development partners for their respective great support and inputs throughout the process of writing and publishing this report.
We also express our profound gratitude to the team of Oxford Policy Management (OPM), and in particular to Mary Strode and her colleagues. Their technical assistance contributed to the success of this report.

We also thank the technical staff from National Institute of Statistics of Rwanda (NISR) for their unfailing participation in all activities of the survey data analysis, which was coordinated by HABIMANA Dominique and his assistants, APPEL Derek and KARANGWA John.

We appreciate the valuable support provided by administrative and financial departments of the NISR. Their interventions allowed this survey data analysis to be carried out smoothly and under good conditions.

Methodological notes for readers

Urban and rural classification in the EICV3 data

Although the sampling frame for the EICV3 was based on an updated frame of villages, the urban and rural classification of the villages in the EICV3 data is based on the corresponding geographic designations from the 2002 Rwanda Census of Population and Housing. Since the EICV2 sample design was based on the sampling frame from the 2002 census, this urban/rural classification in the EICV3 data makes it possible to directly compare the urban and rural results from the EICV2 and EICV3 data. However, the urban/rural codes in the EICV3 data do not represent the current status of these villages, so it is important that users understand how to interpret the urban and rural results from the data. For example, since the urban classification was mapped directly from the 2002 geographic structure of Rwanda, the estimated total urban population from the survey data will not represent the expected urban expansion of the population. It is even possible that the estimate of the percentage of the population that is urban from the EICV3 data is slightly less than that from the EICV2 data because of sampling variability.

The initial urban/rural classification of the villages in the EICV3 sampling frame was determined at the level of the old sectors. In the 2002 Rwanda census frame, 1,545 sectors were defined for Rwanda. Under the new geographic structure these were reconfigured into 416 new sectors. Each of the 2002 sectors was classified as either urban or rural, and all the zones de dénombrement within the sector were given the corresponding urban/rural code. A spreadsheet was compiled showing the geographic correspondence between the 2002 sectors and the current sectors. When all the old sectors corresponding to a new sector were either urban or rural, the corresponding classification was assigned to all the villages in this sector. However, in the case of new sectors that are composed of both urban and rural old sectors, the villages were assigned a code of 3 for 'mixed'. The EICV3 sampling frame of villages for each district was ordered by urban, mixed and rural classifications in order to provide implicit stratification and a proportional allocation of the sample to each of these groups. For EICV3, there were 106 sample villages in new sectors classified as mixed, for which it was necessary to have a special cartographic operation to determine the urban/rural classification. The file with the GPS coordinates of each EICV3 sample village was used to pinpoint the exact old sector where the village was located. In this way it was possible to obtain the 2002 urban/rural classification for all the villages in the EICV3 sample.

The NISR is currently updating the urban and rural classification of all villages in preparation for the 2012 Rwanda census. Once these urban/rural codes have been finalised, it will be possible to merge these codes into the EICV3 data file so that the sample can be post-stratified and tabulated by the current urban and rural classification. This will not affect the weights in the survey data, which are based on the probabilities of selection. It is important to tabulate the urban and rural results using the new codes in order to represent the current distribution of the population and their characteristics (for the reference period of EICV3). However, the 2002 urban/rural codes should also be kept in the EICV3 data file for comparing the results to EICV2.

Estimates at the provincial urban/rural level

Readers should be aware that the urban component of the rural provinces is very small, as is the rural component of Kigali City. Estimates are not presented for these provincial urban and rural domains as they would be affected by large sampling errors.

The tables below show the unweighted sample sizes at provincial level for urban and rural domains.

EICV3	Urban/rural		Total
	Urban	Rural	
Kigali City	1,177	171	1,348
Southern Province	492	3,348	3,840
Western Province	204	3,156	3,360
Northern Province	132	2,268	2,400
Eastern Province	144	3,216	3,360
Total	**2,149**	**12,159**	**14,308**

EICV2	Urban/rural		Total
	Urban	Rural	
Kigali City	954	72	1,026
Southern Province	279	1,428	1,707
Western Province	153	1,500	1,653
Northern Province	135	924	1,059
Eastern Province	99	1,356	1,455
Total	**1,620**	**5,280**	**6,900**

Quintiles and poverty classifications

The results are presented by quintile. Quintiles are developed by sorting the sample of households by annual consumption values, and then dividing the population into five equal shares. The 20% of individuals with the highest annual consumption are allocated to quintile 5, and the 20% of individuals with the lowest levels of annual consumption are allocated to quintile 1. The poorest households and their members are found in quintile 1 and the richest are found in quintile 5. Those around the poverty line are found in quintile 3.

Consumption is used as a proxy for income, as is usual when estimating poverty. The reader should refer to the report on the Evolution of Poverty in Rwanda from 2000 to 2011for further information on this topic.

Executive summary

Rwanda's Vision 2020 acknowledges the country as "suffering from serious deficiencies in terms of trained human capital" and states as its major objective the creation of "a knowledge-based and technology-led economy" for which "comprehensive human resources development is considered to be one of the necessary pillars [for Rwanda] to reach the status of a middle income country."

This report presents data on access to primary and secondary education while attempting to identify factors affecting access to these education levels. It also investigates access to technical and vocational education and training and higher learning as well as self-perceived levels of user satisfaction with the services provided by the education sector. Finally, it also discusses literacy.

Access to primary school

Across all Rwanda, access to primary education has improved since 2005–06, with the proportion of the population aged seven to 12 years in primary schoolbeing at 92% in 2010–11.The lowest net attendance rates(NARs) were observed in the Eastern Province, among those aged seven, and among the population in the lowest consumption quintile. Over the past five years, among the population in the lowest consumption quintilethe NAR grew almost twice as fast as the improvement observed in the highest consumption quintile. Similarly, primary school attendance among those aged seven to 12 years in rural areas grew more than twice as fast as in urban areas.

Girls have slightly higher levels of access to primary school than boys, mainly because boys tend to start school later than girls. The male/female gap ratio reduces from about 7% among seven-year-olds to about 1% among nine-year-olds and gets to almost parity among 12-year-olds. Overall, household consumption is a less important factor than age and geography when addressing gender disparities in primary school in Rwanda.

Late starting of primary school among the population agedseven to eight was more of an issue in 2005–06 than it was in 2010–11. Since that period, significant progress has been made to mitigate this phenomenon. However, about 16% of the population aged seven to eight was still not in school in 2010–11. Children of this age not attending school are more likely to be found in rural areas, in the Eastern, Southern and Western provinces, and among the male population.The level of education attained by the household head is a major factor affecting children's early access to school.

In2009, across all Rwanda, about 27 out of each 100 individuals attending primary school repeated the class they were attending. Dropouts are less likely to occur, with about fourout of each 100 individuals attending primary school in the same year dropping out of school. Cost is the single most important factor driving children out of primary school. It accounts for 16% of those aged sevenand above that dropped out before completing primary education.

Access to secondary school

21% of the population aged 13 to 18 attended secondary school in 2010–11. This represents a strong increase from the 10% observed in 2005–06. The highest attendance rates were observed in Kigali City. NARs increase with the age of the secondary school population, which is a direct consequence of late completion of primary school. NARs in the highest consumption quintile are five times higher than in the lowest consumption quintile. While these findings indicate that the goal of equitable access to primary school by all subgroups of the population has not yet been realised, a comparison with results observed in 2005–06 holds promise. In most cases, the population subgroups lagging behind in 2005–06 arecatching up with those more privileged.

Girls have a higher level of access to secondary school than boys. The male/female gap ratio is smallest in Kigali City and in the Western Province(where it reaches full parity). While boys in urban areas have about 2% lower attendance rates than girls, in rural areas boys have 23% lower attendance rates than girls. Overall, age and geography are more important factors for addressing gender disparities in secondary school than a household's consumption level.

Out of every 100 individuals attending secondary school in 2009, threerepeated their secondary school class while twodropped out of school. The highest repetition rate was observed in the Southern Province and the highest dropout rate in the Northern Province. Cost is the single most important factor driving the secondary school population out of school before completion oftheir education, accounting for 42% of the reasons indicated by those leaving school.

Access to technical and vocational trainingand education

The EICV3 asks questions about three different types of technical and vocational training and education: apprenticeship schemes, short-term vocational training courses, and technical/vocational school.

About 16% of all Rwandans aged14 and abovehave, at some point in their lifetime, participated in some apprenticeship scheme to learn a vocation, including for jobs such as tailors, artisans, hair stylists, carpenters, etc. This practice is more urban than rural as it is more commonly observed in Kigali City than elsewhere. The female population tends to move away from apprenticeship schemes when their level of education increases, while the trend among the male population moves in the opposite direction.

About 18% of the population aged14 and above not in school in the last 12 months attended a short-term vocational training course. A similar trend to that observed for apprenticeship schemes is found, with the attendance of this type of short courses being more common in urban areas.

Only about 3% of the population aged14 and abovereceived some education at a technical or vocational school. Rates are highest among residents of Kigali City and the Southern and Western provinces. Technical or vocational education services are now more widespread than in the past.

Access to higher learning

About 3% of the population aged19 to 25 was attending a college or university in 2010–11, whichis twice the proportion observed in 2005–06.Although access to higher learning among the population aged 19 to 25 remains a privilege of the urban population, less privileged subgroups of the population are catching up.

User satisfaction and facilities

Both the EICV3 and EICV2 surveys askedquestions on satisfaction with education services ofthe users of these services across all levels of the education system. 82% of the users of education services in 2010–11 were satisfied with these services. This represents an increase since 2005–06, suggesting that the quality of education services provided in Rwanda is perceived to have improved in this period. Satisfaction rates are lowest among users in rural areas as well as in the Western Province.

When the findings are compared with those observed in 2005–06, the most notableimprovements in the services delivered by the education system areperceived to have been in urban areas, in the Western Province,and among post-primary and university users.

Literacy

In 2010–11, about 84% of the population aged15 to 24 and 70% of the population aged15 and abovesaid they knew how to read and write. Literacy improved fastest among the poor, although they were still the subgroup with the lowest literacy rate in 2010–11.

In Rwanda, out of every 100 individuals aged15 to 24, sevenare confident about using a computer while, among the population aged15 and above, fiveout of 100 feel confident doing so. Access to computers is still a privilege of urban residents and the population in the highest consumption quintile.

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Abbreviations

EDPRS	Economic Development and Poverty Reduction Strategy
EICV	Integrated Household Living Conditions Survey (EnquêteIntégrale sue les Conditions de Vie des Ménages)
GAR	Gross Attendance Rate
MINEDUC	Ministry of Education
NAR	Net Attendance Rate
NISR	National Institute of Statistics of Rwanda
OPM	Oxford Policy Management

1. Introduction

This report is oneof a series of 10 thematic reportswiththe general goal of informing the Economic Development and Poverty Reduction Strategy (EDPRS) process. Rwanda's Vision 2020 acknowledges Rwanda as "suffering from serious deficiencies in terms of trained human capital" and states as its major objective the creation of "a knowledge-based and technology-led economy" for which "comprehensive human resources development is considered to be one of the necessary pillars [for Rwanda] to reach the status of a middle income country (US$ 220 GDP/capita in 2003 to US$ 900 GDP/capita by 2020)".[1]

Although education is the report's general theme, its focus is essentially on access to education rather than other areas of interest such as pupil/student performance and the quality of services delivered by the education system in Rwanda. This is because the EICV3 survey, the main data source for the report, did not collect the data necessary for a comprehensive review of these areas of interest. Data for the EICV3 survey was collected between October 2010 and November 2011. Where applicable, data from a similar survey, the EICV2 conducted in 2005–06, is used to measure progress.

The report presents the data in the form of summary tables and figures and is organised in seven chapters. The first chapter sets out the context for the analysis while the second and third chapters review data on access to primary and secondary education while attempting to identify factors affecting access to these education levels. The fourth and fifth chapters focus, respectively, on access to technical and vocational education and training and higher learning,while the sixth chapter reviews self-perceived levels of usersatisfaction with the services provided by the education sector. The last chapter focuses on literacy. An annexes section, at the end of the report, presents information for further reference, including all the basic tables used for the report.

The drafting of this report adopted a participatory process, upon which stakeholders were consulted on the report contents and key policy documents that could add background to the analysis. Further, the findings were shared with stakeholders for comments.

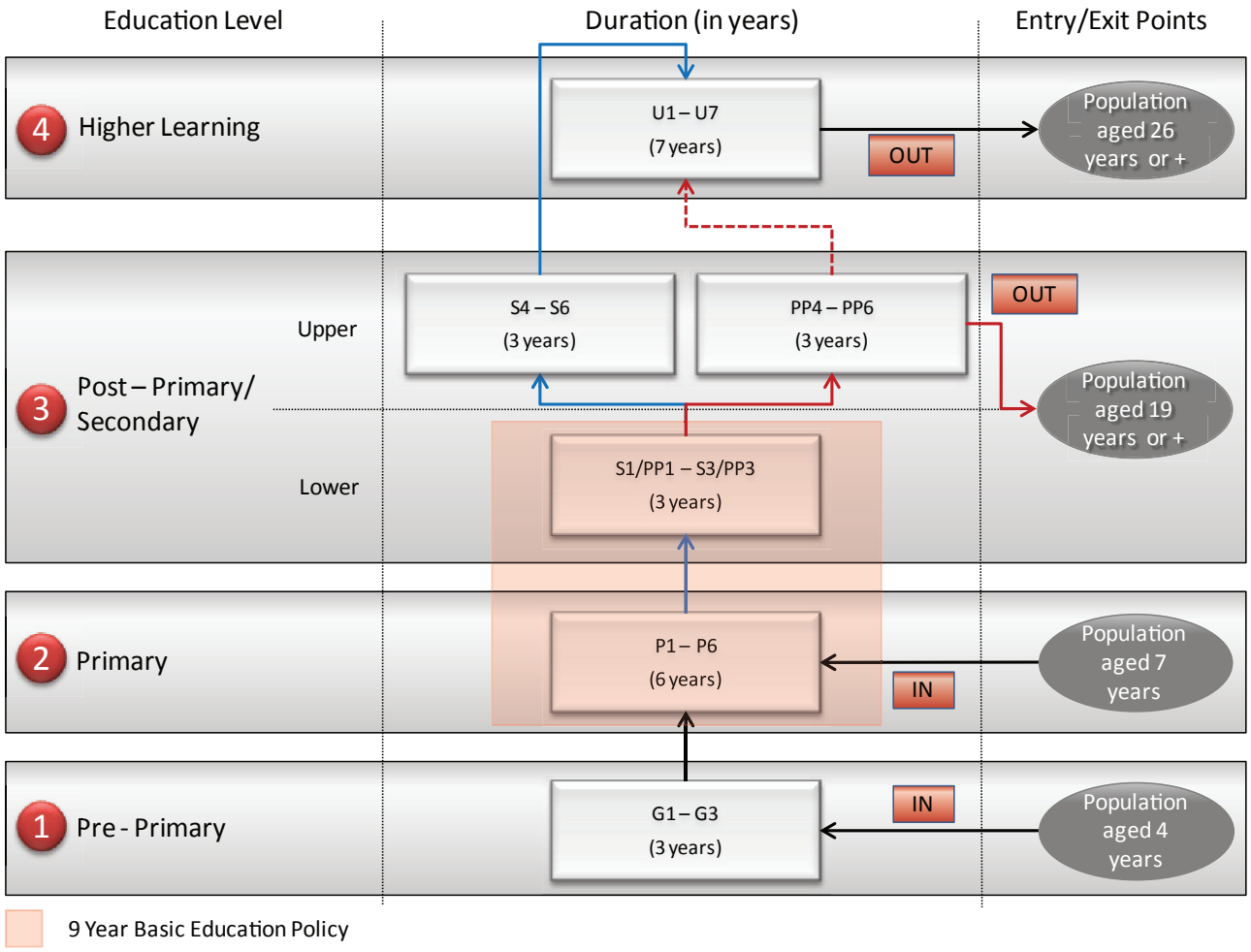
1.1 The education and training system in Rwanda in a demographic context

In Rwanda, the education and training system is structured into four main levels. A pre-primary level, which lasts threeyears, precedes the primary level ofa six-year duration. Above primary school, two levels exist, the first being a technical or vocational education, which aims to prepare students to enter the labour market once they complete primary education, and the second being secondary education, aimed at those students who wish to pursue a college or university degree before entering the labour market. Each of these levels is a six-year programme, with the first three years being a general cycle (also referred to as TroncCommun). A fourth level is available for those completing secondary education and comprises technical or vocational courses such as those in the area of engineering. This education level is referred to as higher learning and takes place in colleges and universities, lasting a maximum of sevenyears. Figure 1.1 depicts the structure of the Rwandan education and training system, highlighting in red the classes targeted by the Nine-Year Basic Education Policy, which aims at ensuring that all children are "able to get education in nine years (six years of primary education and three years of general cycle of secondary education) without paying school fees".[2]

[1]Rwanda Vision 2020, p. 6.

[2]Nine-Year Basic Education Implementation – Fast Track Strategies, p. 3, Ministry of Education (MINEDUC), November 2008.

Figure 1.1 The education and training system in Rwanda



Individuals are eligible to enter into the education system either through the pre-primary level at the age of four, where they are expected to complete a three-year programme, or through the primary level at the age of seven if they skip the pre-primary level, which is not compulsory.

Individuals entering the system atthe primary level are expected to complete a six-year programme before proceeding to thesecondary or post-primary (technical or vocational education) level, where they should also complete a six-year programme. Upon completion of TroncCommun, through a national examination, students can opt to pursue either secondary or technical education during the next three years. By the time they reach the higher learning level, they should be aged 19. For the sake of completeness, since the education modules in both EICV2 and EICV3 surveys target the population aged six and above, this report restricts the analysis to the last three levels of the education system.

Figure 1.2 % distribution of population by age groups and sex, EICV3

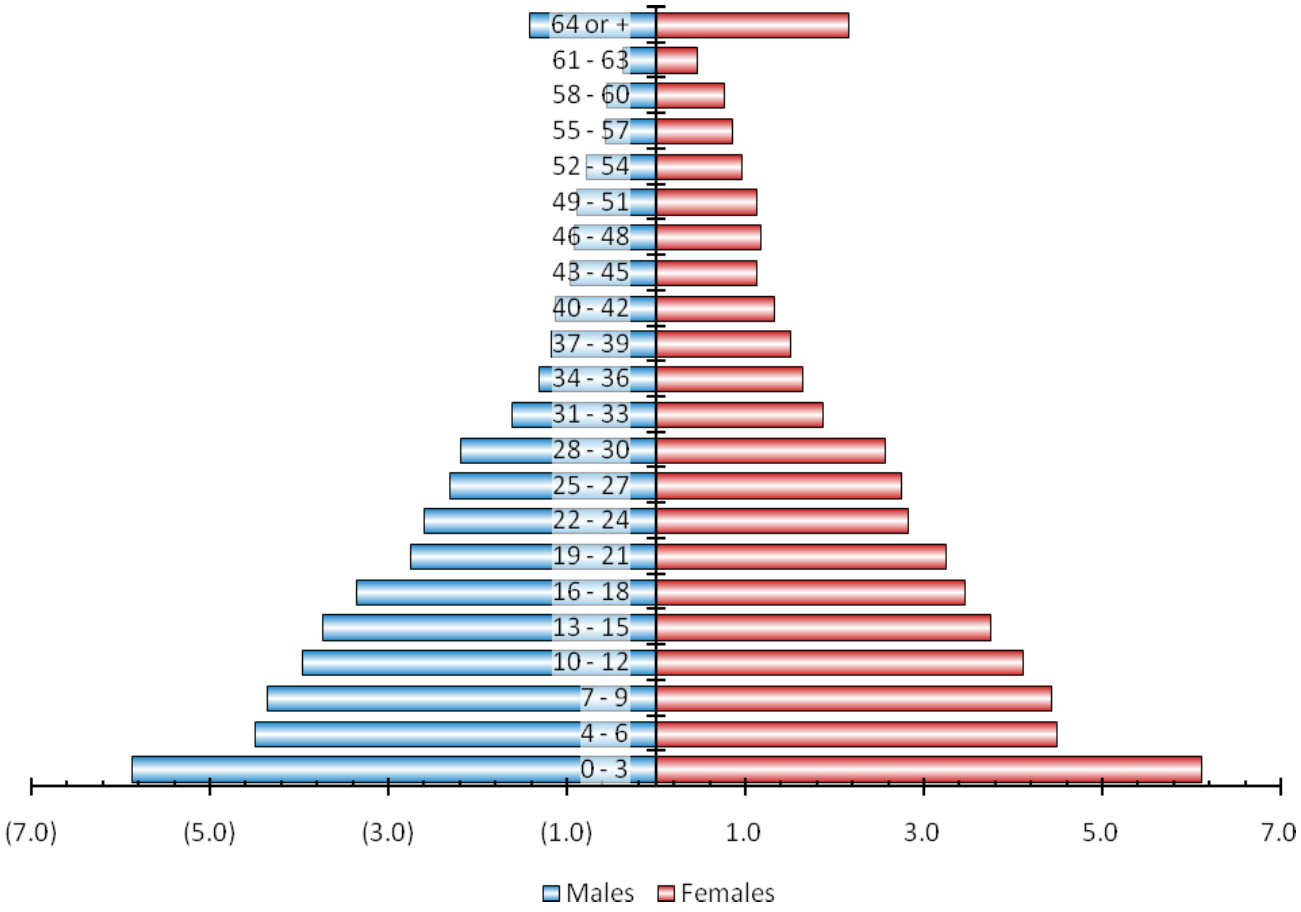


Figure 1.2 presents a percentage distribution of the Rwandan population by age group and sex, using the EICV3 results. The age groups were adjusted to matchthe main subgroups of the population targeted by the education system as discussed above. The Rwandan population was estimated at about 10.8 million people in 2010–11, and is essentially young. The median age is between 17 and 18 years and about 79% of people are below 36 years of age. About 9% of the population (or 0.97 million) were aged four to six, 16.9% (or 1.8 million) were betweenseven and 12 and about 14.3% (or 1.5 million) were between13 and18.

2. Access to primary school

Table 2.1 NAR in primary school by urban/rural, province, age and consumption quintiles

	EICV3	EICV2	% change
Rwanda	91.7	86.6	5.9
Urban/Rural 2002			
Urban	93.3	90.9	2.7
Rural	91.5	85.8	6.5
Province			
Kigali City	94.1	92.0	2.3
Southern Province	91.0	85.7	6.1
Western Province	91.2	85.0	7.4
Northern Province	95.7	89.2	7.3
Eastern Province	88.9	85.0	4.6
Age			
7 years	74.3	65.1	14.1
8 years	91.6	85.9	6.6
9 years	96.6	93.5	3.3
10 years	96.5	92.1	4.8
11 years	97.7	95.5	2.3
12 years	95.7	90.0	6.4
Quintile			
Q1	86.9	79.9	8.8
Q2	91.4	86.3	5.9
Q3	93.0	88.1	5.5
Q4	93.7	89.8	4.4
Q5	95.7	91.2	5.0

For reviewing access to primary school in this report, two indicators are used. The first, referred to as the NAR, is the proportion of the population aged seven to 12 attending primary school, which is the official age for attending primary education in Rwanda.

The second indicator, referred to as the Gross Attendance Rate (GAR),[3] is the population, irrespective of their age, attending primary school, expressed as a proportion of the population agedsevento 12. Later in this chapter, other indicators such as repetition and dropout rates will be used to help identify factors affecting access to primary school.

2.1 Net and gross attendance rates in primary school

Table 2.1 presents the NAR estimated from both EICV3 and EICV2 data by geographic, demographic and socio-economic characteristics. It shows that, across all Rwanda, access to primary education improved since 2005–06, with the proportion of the population aged sevento 12 at 92% in 2010–11. This represents an increase of about 6%in the five-year period.

[3]NAR and GAR are conceptually different from net enrolment rate (NER) and gross enrolment rate(GER). Although, both pairs of indicators measure access to school, NAR and GAR refer to "attendance" while NER and GER refer to "enrolment". An individual may enrol ata given school class but not necessarily attend it. Both EICV2 and EICV3 surveys collected data on "attendance" and not on "enrolment". Hence, NER and GER cannot be estimated.

The lowest NARs were observed in the Eastern Province, among those aged seven, and among the population in the lowest consumption quintile. Primary school attendance rates differ between the different provinces in the country, with children in Eastern Province having the lowest and those in the Northern Province the highest. Enrolment ratesare 9%higher in the richest consumption quintileas compared tothe lowest quintile.

However, a review of NAR growth rates since 2005–06 reveals that these subgroups of the population arecatching up with subgroups that were most privileged in that period. The NAR among Eastern Province residents grew twice as fast in the five-year period as among Kigali City residents, the province with the highest NAR in 2005–06, although Western and Northern provinces experienced the highest provincial growth rates. Over the period, NARincreased by14% among seven-year-olds. The NAR among the population in the lowest consumption quintile grew almost twice as fast as that observed among those in the highest consumption quintile, the subgroup with the highest NAR in 2005–06. Similarly, primary school attendance among the population aged seven to 12 in rural areas grew more than twice as fast as in urban areas.

Figure 2.1 Bottom 10 districts with NARsinprimary school below the national average, EICV3

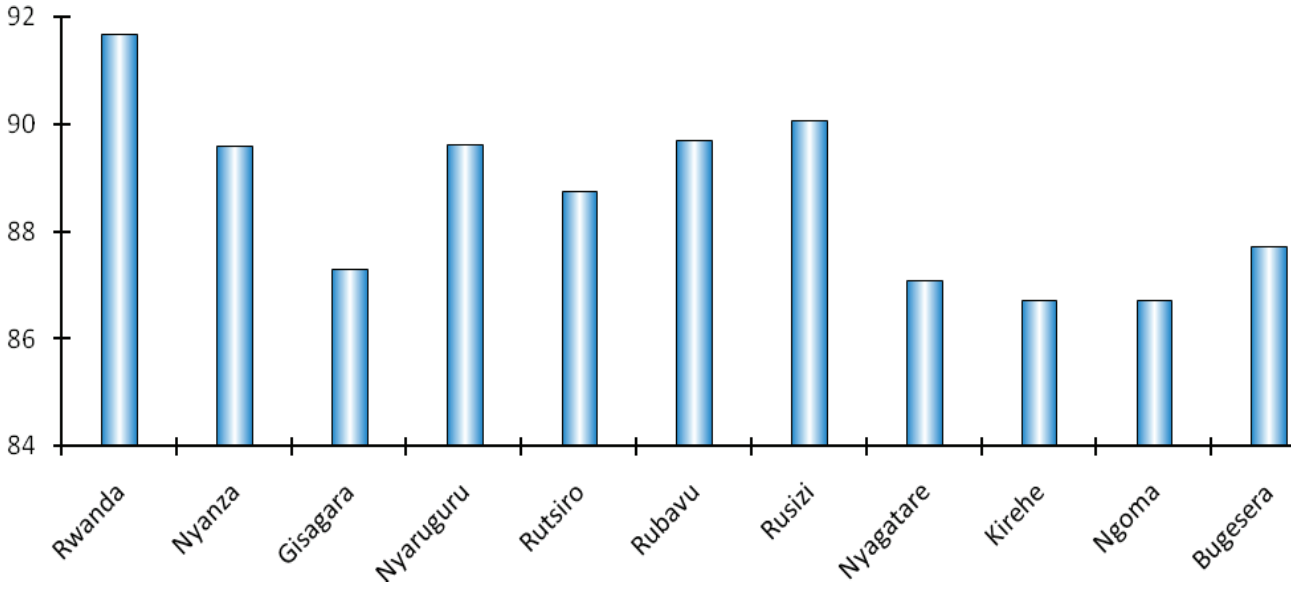
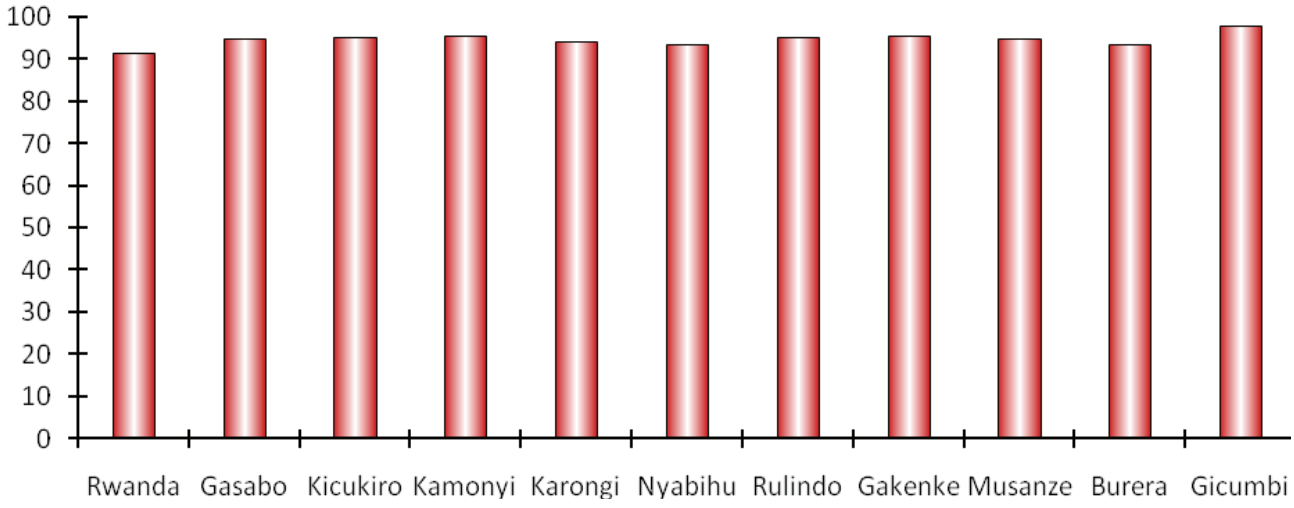


Figure 2.2 Top 10 districts with NARsinprimary school above the national average, EICV3

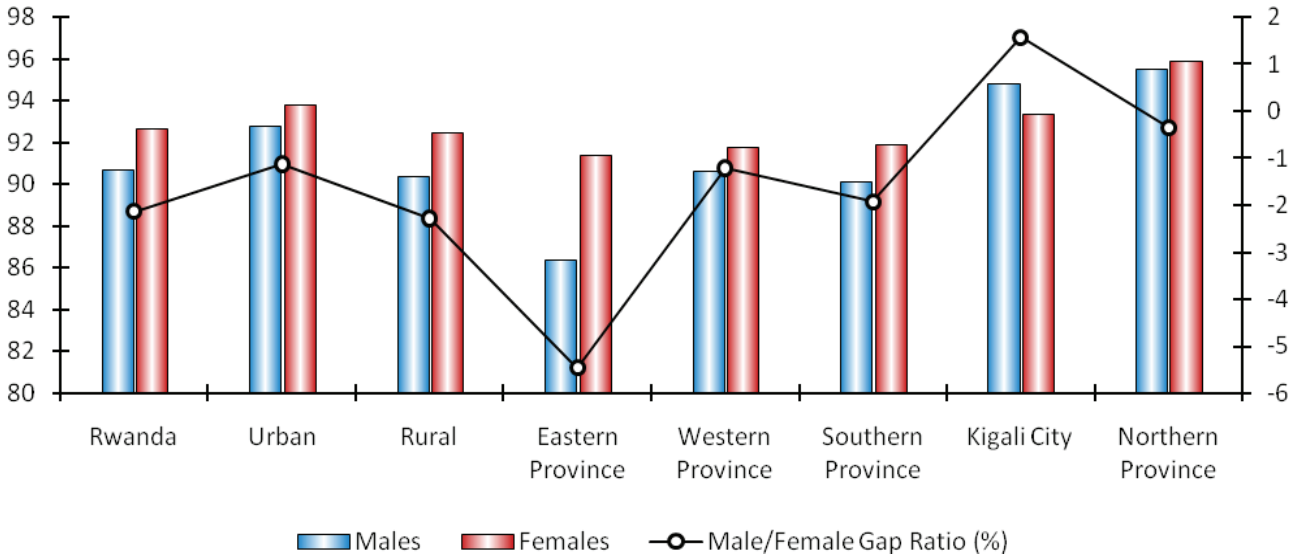


A further breakdown by geographic characteristics reveals some interesting trends. Figures 2.1 and 2.2 present the bottom 10 districts with NAR below the national average and the top 10 districts with NAR above the national average, respectively.

First, Figure 2.1 shows that, among the bottom 10 districts with NARs below the national average in 2010–11, fourdistricts (Nyagatare, Kirehe, Ngoma and Bugesera) are from the Eastern Province, which consists ofsevendistricts in total. Second, Figure 2.2 shows that, by contrast, all fivedistricts (Rulindo, Gakenke, Musanze, Burera and Gicumbi)comprising the Northern Provinceare among the top 10 districts with NARs above the national average in 2010–11. This is an indication that access to primary school is more equally distributed across the Northern Province than elsewhere in the country.

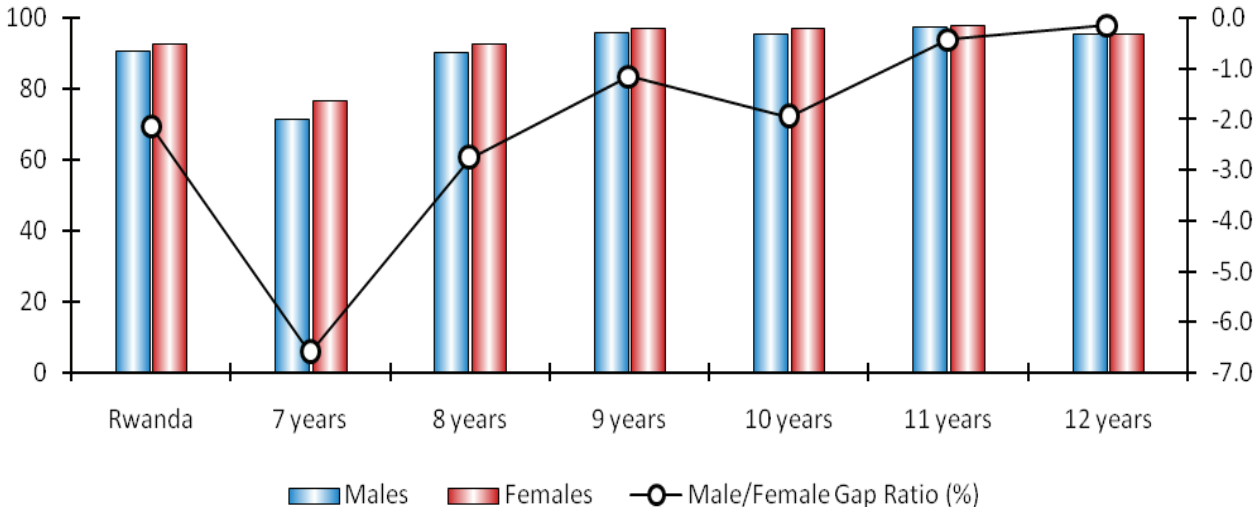
Figures 2.3 through 2.5 present the gender perspective in regard to access to primary education among the population aged seven to 12. They show that, across all Rwanda, girls have slightly higher levels of access to primary school than boys. The average girl, in Rwanda, has 2% more chance of attending primary school than the average boy.

Figure 2.3 NARs in primary school by province, urban/rural and sex, EICV3



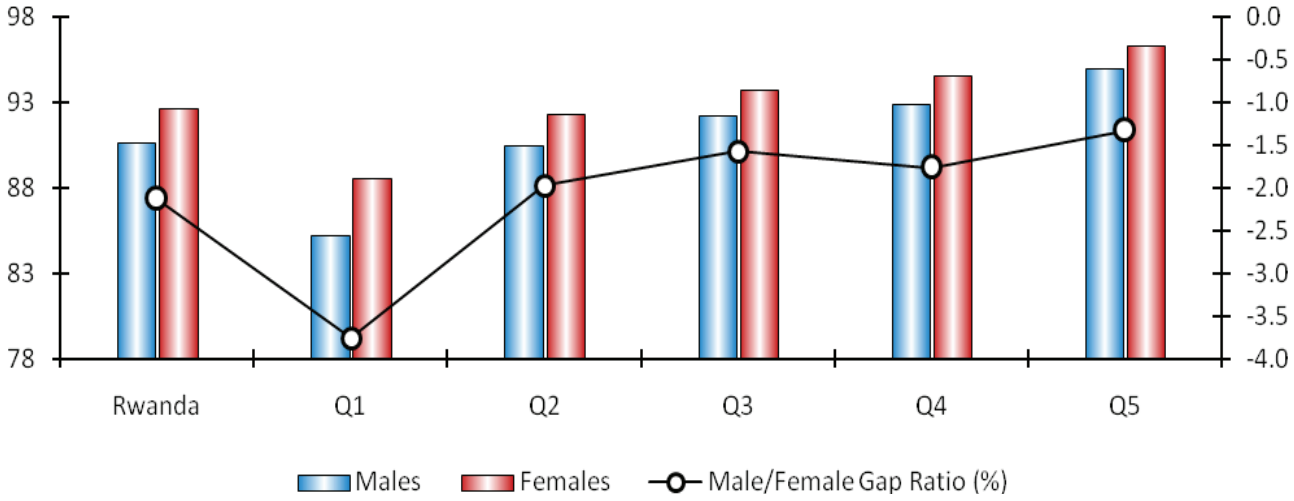
A breakdown by geographic characteristics indicates that the gap between girls and boys gets wider among Eastern Province residents (about 6%) and narrower among Northern and Western province residents (about 0.4% or near parity, and 1.2%, respectively). The male/female gap ratio in the Eastern Province is about threetimes wider than the national average, while in the Northern Province it is about fivetimes narrower. This helps to explain why the Eastern Province is lagging behind other provinces. When only girls are considered, the NAR in this province rises to the national average. Further, it is worth mentioning that only in Kigali are boys observed to have relatively higher access to primary school than girls (Figure 2.3).

Figure 2.4 NARs in primary school by age groupand sex, EICV3



A breakdown by age and sex characteristics indicates that boys tend to start school later than girls. The male/female gap ratio reduces from about 7% among seven-year-oldsto about 1% among nine-year-oldsand gets to almost parity among 12-year-olds. Seven-year-old boyshave lower attendance rates than girls of the same age (Figure 2.4).

Figure 2.5 NARs in primary school by consumption quintileand sex, EICV3



When levels of consumption are considered, the male/female gap ratio gets narrower as the level of consumption increases. The chances of a boy in the highest consumption quintile having equal access to primary school as a girl isthreetimes greater than that of a boy from the lowest consumption quintile (Figure 2.5).

In summary, a comparison of results in figures 2.3 through to 2.5indicates that household consumption is a less important factor than age and geography in regard to gender disparities in primary school in Rwanda.

Table 2.2 GAR in primary school by urban/rural, province and consumption quintiles

	GAR			GAR – NAR		
	EICV3	EICV2	% change	EICV3	EICV2	% change
Rwanda	148.4	107.7	37.8	56.7	21.1	168.7
Urban/Rural 2002						
Urban	141.3	120.3	17.5	48.0	29.4	63.2
Rural	149.4	105.5	41.7	58.0	19.6	195.5
Province						
Kigali City	137.3	119.7	14.7	43.1	27.7	55.9
Southern Province	150.7	109.5	37.6	59.7	23.8	151.1
Western Province	149.1	101.5	46.8	57.8	16.5	249.6
Northern Province	152.8	100.2	52.5	57.0	11.0	418.2
Eastern Province	145.7	114.9	26.8	56.8	30.0	89.7
Quintile						
Q1	141.9	91.2	55.6	55.0	11.3	384.4
Q2	148.7	105.2	41.3	57.3	18.9	202.6
Q3	150.8	111.5	35.3	57.8	23.4	147.5
Q4	153.7	110.7	38.8	60.0	20.9	186.5
Q5	149.4	126.1	18.4	53.7	35.0	53.6

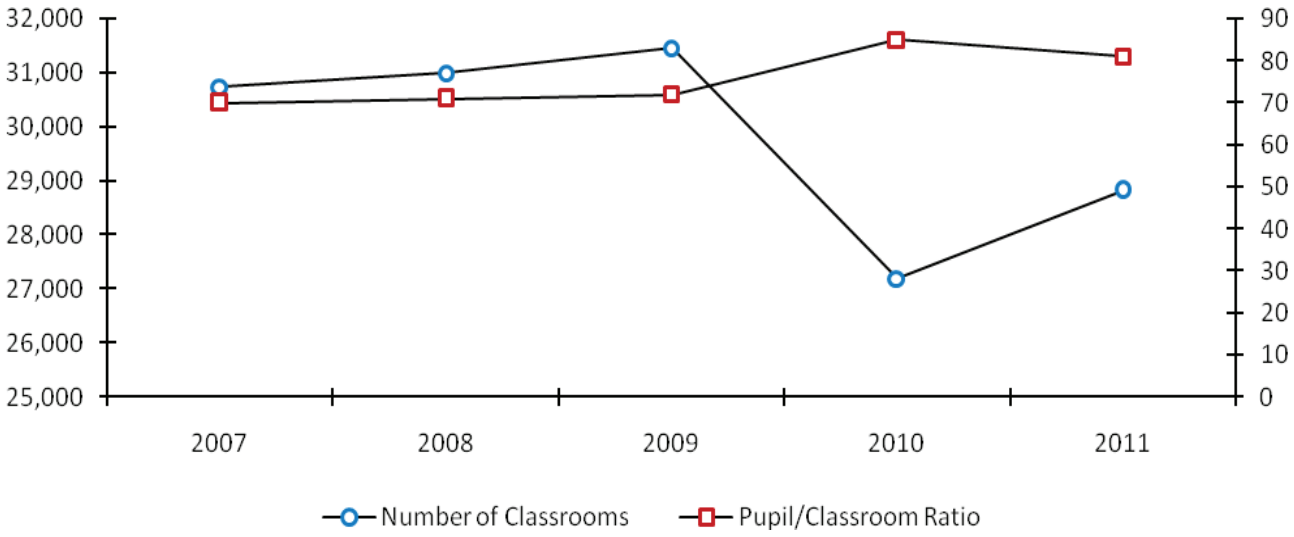
Table 2.2 presents GARs by geographic and socio-economic characteristics. It shows that, when the analysis of primary school attendance is not restricted to the population at the official age to attend primary school (7–12 years), access to this level of education is higher. Across all Rwanda, the total population attending primary school in 2010–11corresponded to 148% of the population aged seven to 12. This represents a growth of about 38% since 2005–06, an indication that access to primary school among the population aged sevenand above has been growing faster than that observed among the population aged seven to 12 years.

Across all Rwanda in 2005–06, for each 100 children aged seven to 12 attending primary school there were 21 children over 12 years also attending this level of school. In 2010–11, for each 100 children aged seven to 12 the number of children over 12 years attending primary school has increased to 57. In short, this is an indication that the chances of a child completing primary school beyond the intended upper age limit have tripled.[4]

A breakdown by geographic and socio-economic characteristics indicates that a child is more likely to remain in primary school beyond the age of 12 years when he or she lives in a rural area, is a Northern Province or Western Province resident, or is from a household in the two lowest consumptionquintiles. The chances of a rural child remainingbeyond the age of 12 in primary school are three times greaterthan those of the urban child and eight times greater for the child in Northern Province when compared with a Kigali child. A childin the lowest consumption quintile is seven times more likely to be in primary school beyond the age of 12 than a child from a household in the richest consumption quintile.

[4]When the population aged seven to 12 is subtracted from the GAR numerator, the result should, in principle, be the population below sevenor above 12 years. However, since age seven is the official age to start primary school in Rwanda, it is unlikely that a child under seven will be found attending primary school. In this sense, then, the actual result should be the population above 12 years. Furthermore, since NAR and GAR share the same denominator, subtracting NAR from GAR indicates the population over 12 years of age that is still attending primary school, expressed as a percentage of the population aged seven to 12.

Figure 2.6 **Number of classrooms and pupil/classroom ratio in Rwanda, 2007–2011, MINEDUC, January 2012[5]**



A comparison of the growth rates observed in Table 2.1 and the second part of Table 2.2 indicates that growth in NAR is correlated with growth in the primary school population over the age of 12. The population subgroups registering the highest NARs have also registered the highest levels of growthin the primary school population over the age of 12. This indicates that, in order to absorb new entrants, the education system's capacity to supply services, in the period under review,needed either to grow or adapt to the growing demand by congesting its facilities.

Figure 2.6 presents data on number of classrooms and pupil to classroom ratios, published recently by MINEDUC, for the period between 2007 and 2011. It shows that, across all Rwanda, the number of classrooms in primary schools did drop from about 31,450 in 2009 to about 27,180 in 2010, while the pupil to classroom ratio, stable for the period between 2007 and 2009, jumped from about 72 to 85 pupils per classroom.

2.2 Factors affecting access to primary school

In principle, there are threepossible reasons for a child staying in primary school beyond 12 years of age. He or she will not complete primary school at the age of 12 years when:

i) Heor she starts school late.This situation occurs, in the case of Rwanda, when the child, for any reason, does not start school at the age of seven;

ii) Heor she repeats a primary school class. This situation occurs when the child fails to successfully complete a primary school class and it can take place once or several times in the course of the child's primary school career; or

iii) Heor she interrupts school at some point in time.This situation can take place on a permanent basis, when he or she drops out of school and never returns, or on a temporarybasis, when the child does, eventually, return to primary school.

[5]Ministry of Education, Rwanda 2011 Education Statistics, January 2012, p. 12.

The EICV3 survey collected data that allows for a review of the factors contributing toeach of these threesituations taking place and this section presents the main findings:

- For the first situation, a profile of the population aged seven and eight that has never been to school or was not attending school in the last 12 months,before the survey data was collected, was constructed;
- For the other two situations, a two-pronged approach was used. First, a complete cohort of the population was selected and repetition and dropout rates were computed for this cohort. Second, a historic perspective was added to these situations by constructing a profile of the population that either:
  - has ever repeated a primary school class; or
  - hasever interrupted primary school.

Figure 2.7 EICV3 data collection timeline and the school year in Rwanda

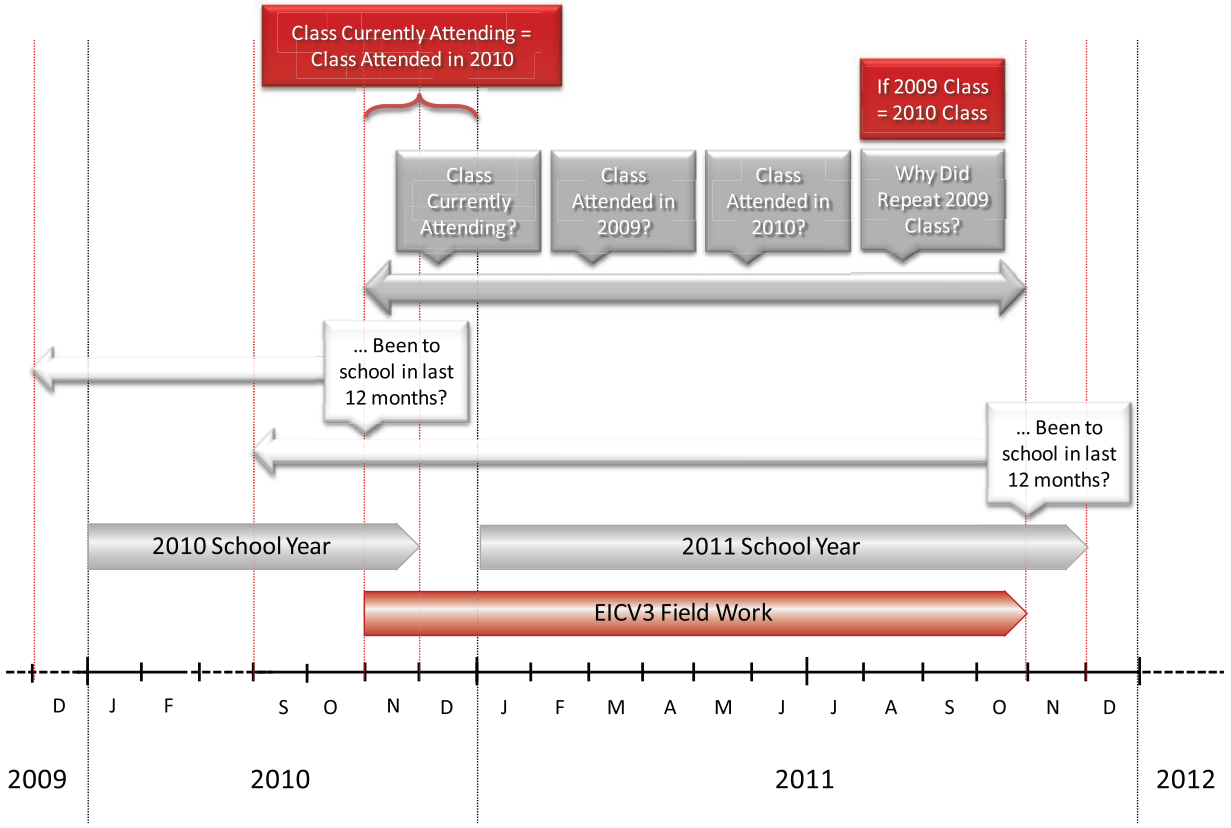


Figure 2.7 presents the EICV3 survey data collection timeline. It shows that, although the survey fieldwork overlapped with two school years (2010 and 2011), through a combination of questions on the classes attended in three successive years (current year, 2009 and 2010), its timeline (spanning from 2009 through 2011)in reality covered three school years.As a result, it thus covered three population cohorts; those that were in school in 2009, 2010 and 2011, respectively. The repetition and dropout rates presented in this report were based on the 2009 cohort only.

2.2.1 Late startingof primary school

As the analysis of the NAR by age demonstrated, late starting of primary school among the population aged seven and eight was more an issue in 2005–06 than it was in 2010–11. Since that period, significant progress was made to mitigate this phenomenon and the NAR among the population aged seven and eight grew by 14% and7%, respectively (see Table 2.1 above for details).

Nevertheless, NAR for the seven- and eight-year-old populations, at 74% and 92%, respectively, remained the lowest observed among all the ages in the population between 7 to 12 years. Understanding the main characteristics of those that did not start school at the right age is keytotackling the issue of late start of primary school in the future.Figures 2.8 through 2.11 present data that help portray the population aged seven and eight not in school in 2010–11.

Figure 2.8 % of population aged7–8 years not in school by province, urban/rural,and sex

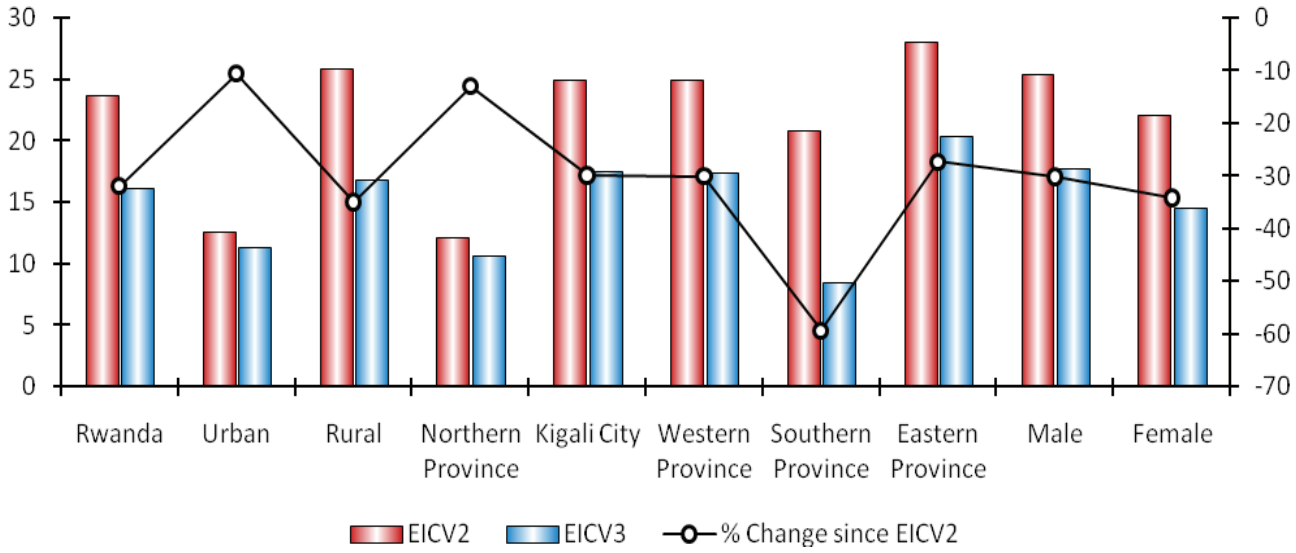


Figure 2.8 shows that, across all Rwanda, about 16% of the population aged seven to eightwas not in school in 2010–11. This represents a drop of about 32% since 2005–06. Children of this age not attending school are more likely to be found in rural areas, in the Eastern, Southern and Western provinces, and among the male population. The chances of a seven- or eight-year-old child being out of school are 50% greater if he or she lives in a rural area than in an urban one. A boy of this age group has a 22% higherchance of being out of school than a girl of the same age. Among the bottom three provinces, the Southern Province did better in reducing the proportion of this age group out of school, registering a reduction of about 59%, which was twice as fast as the national average.

Figure 2.9 % of population aged7–8 not in school by characteristics of household head

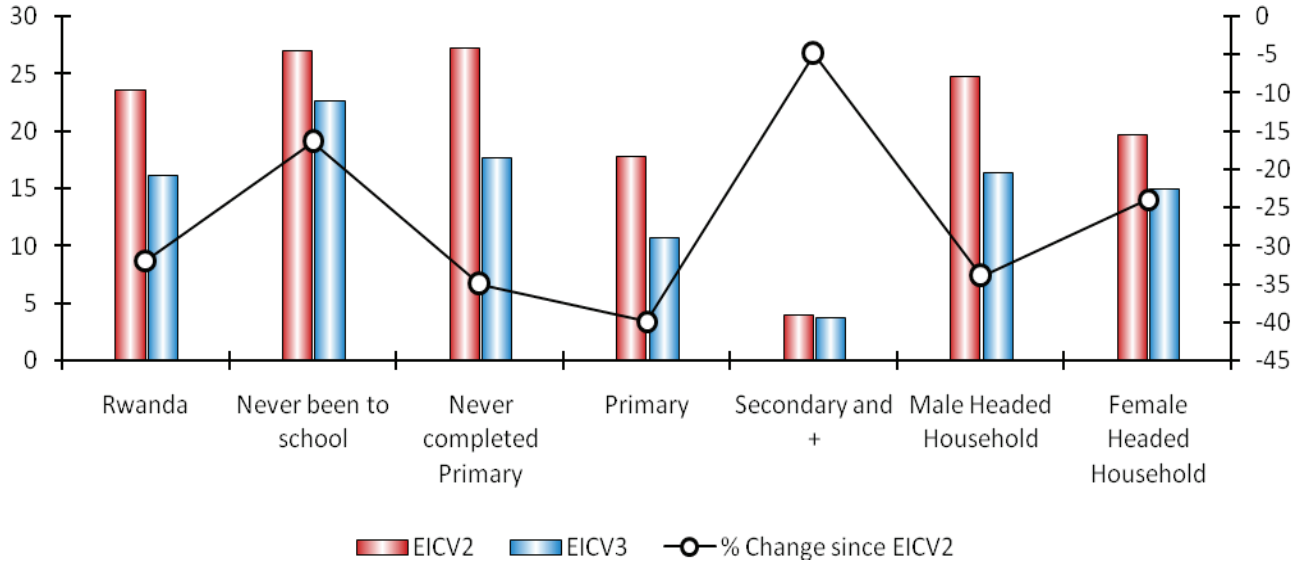


Figure 2.9 presents the proportion of children aged seven and eightthat were not in school in 2005–06 and 2010–11 by some characteristics of the household head, such as level of education attained and sex.

First, it shows that the higher the level of education attained by the household head the sooner a child will start primary school. The chances of a child starting school at the right age arefivetimes greater in a household where the head completed

secondary school, compared with a child living in a household headed by an individual that has never been to school. Secondly, considering the surge in primary school attendance observed among children aged seven and eight in the period under review, it shows that households headed by individuals that never went to school are slower to respond to incentives to send their children to school at the right age. While the chances of a seven-to eight-year-old child from a household headed by an individual that never attended school increased by 16% during this period, those of a child from a household headed by an individual that attended school increased by 35% when the head never completed primary school, and by 40% when the headhad completed primary school.

Figure 2.10 % of population aged7–8 not in school by vulnerability characteristics

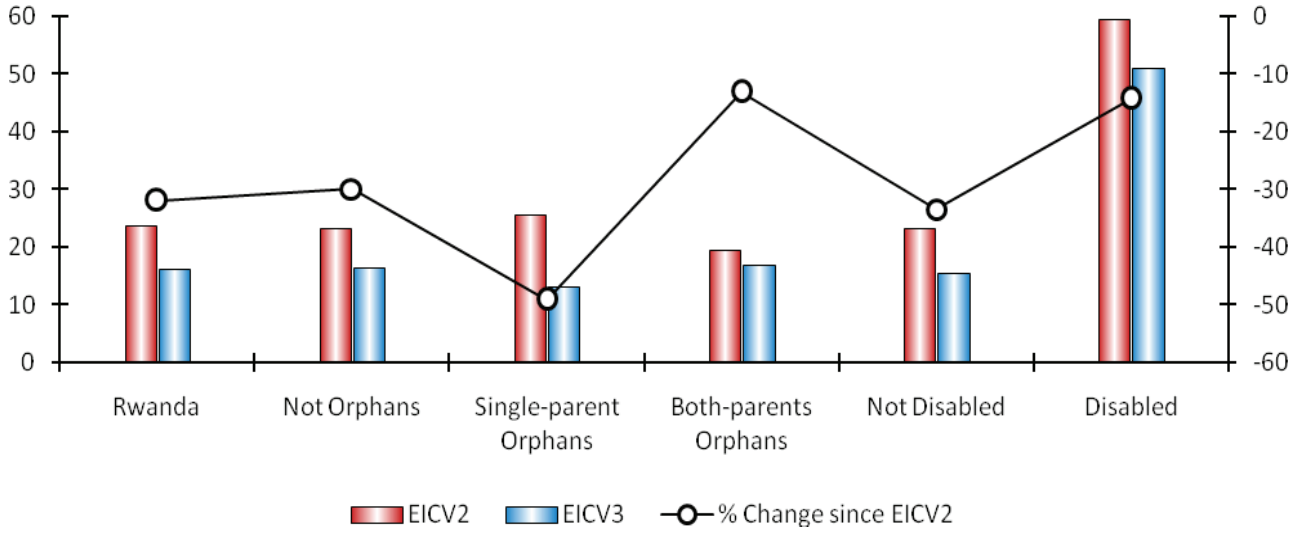
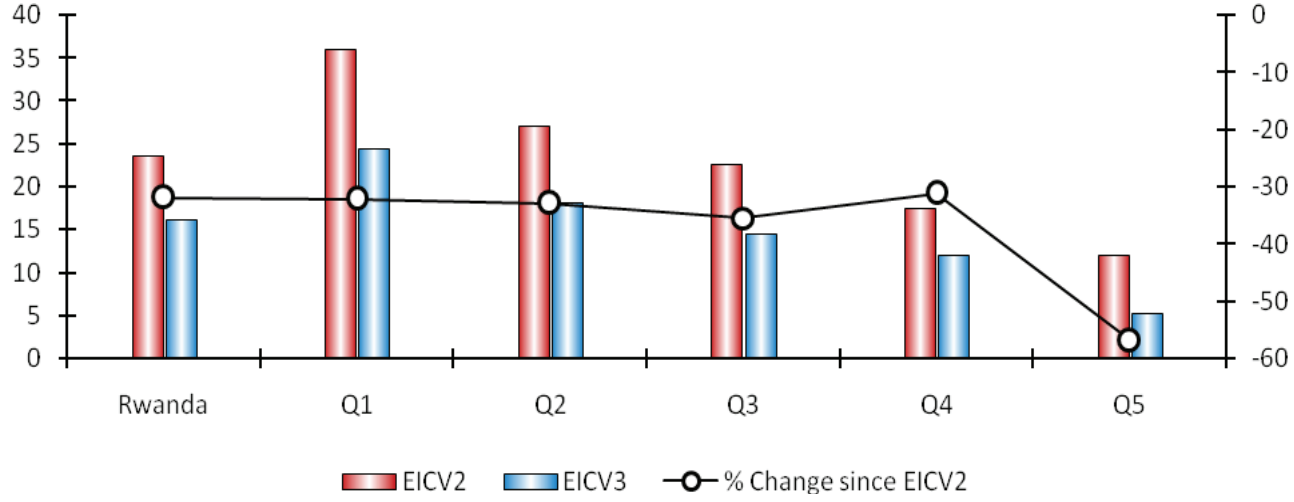


Figure 2.10 shows that disabilities are a major factor affecting children's early access to school. A seven-to eight-year-old child with disabilities has about three times less chance of starting school at the right age than another child with no disabilities. On the other hand, households with disabled children are slower to respond to incentives to send these children to school at the right age. The chances of a child of this age with disabilities starting school at the right age, in the period between 2005–06 and 2010–11,increasedby just 14% while, on the other hand, those of a child with no disabilities increased by 34%.[6]

When orphanhood is considered, households with children who have lost just one parent are faster to respond to incentives to



send these children to school at the right age than households with children who have lost both parents (Figure 2.10).

Figure 2.11 % of population aged 7–8 not in school by consumption quintile

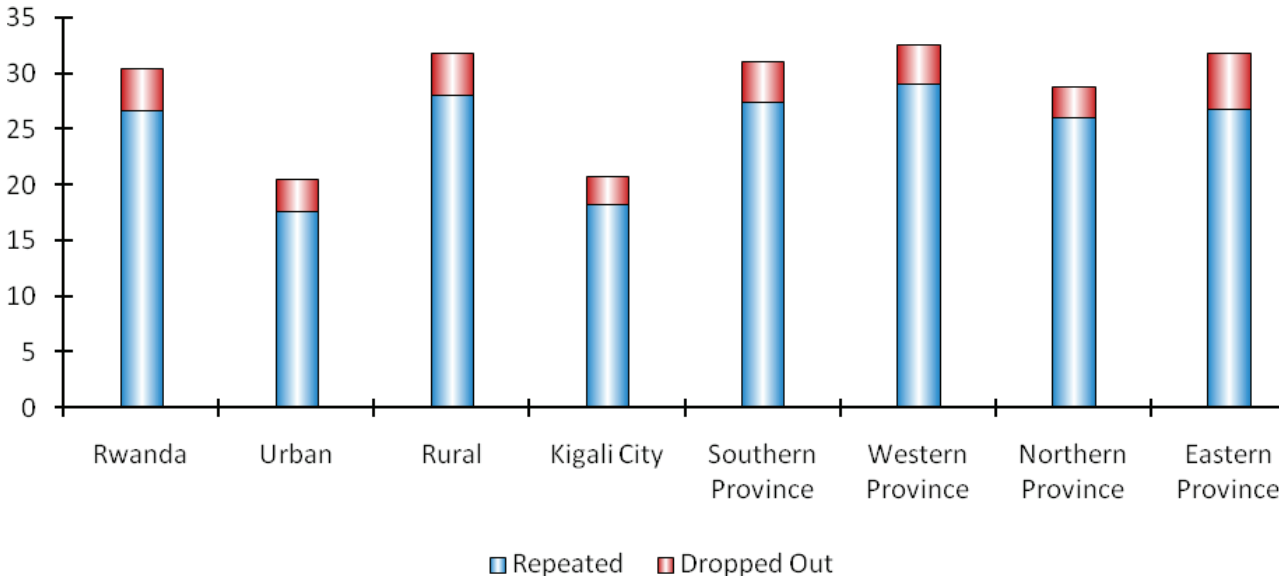
[6]The EICV3 results indicate that about 2% of the 1.81 million children aged seven to 12 (or about 37,150) have a disability.

The chances of a child aged seven to eight starting school at the right age increase with the level of consumption attained by the household. A child in the lowest consumption quintile has fourtimes less chance of starting school at the right age than another child in the highest consumption quintile. Households in the highest consumption quintile are also faster to respond to incentives to send children to school at the right agethan households in the lower four consumption quintiles. While,in the period between 2005–06 and 2010–11, the chances of a child from the 80% of the population with the lowest consumption starting school at the right age increased,on average, by about 30%, those of another child from the remaining 20% of the population increased by almost 60% (Figure 2.11).

2.2.2 Repetition and interruption of studies inprimary school

Figures 2.12 through 2.15 present repetition and dropout rates in primary school calculated based on a 2009 population cohort, by geographic, demographic and socio-economic characteristics. That is, the analysis focuses on all individuals that were attending primary school in 2009 and, in 2010, either repeated the class they were attending in 2009 or dropped out of school.[7]

Figure 2.12 % of population aged eightand above attending primary school in 2009 who repeated the 2009 class in 2010 or dropped out of school by urban/rural and province, EICV3

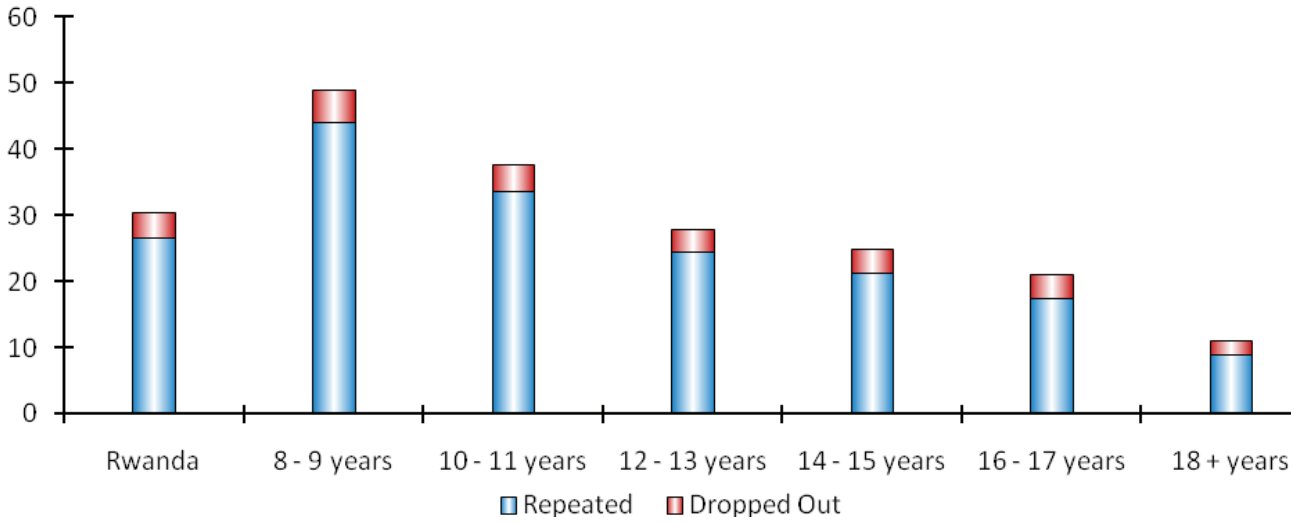


[7]For calculating promotion, repetition and dropout rates, a school population attending a particular level of education should be targeted for at least two successive school years. For this report, the population attending school in 2009 was selected and the classes they were attending in 2009 and 2010 observed. The promotion rate was calculated as the proportion of all individuals whose classes attended in 2010 were higher than the classes attended in 2009. Similarly, the repetition rate is the proportion of all individuals attending their 2009 classes in 2010 due to failed exams. The dropout rate is the proportion of all individuals that i) were in school in 2009 but not in 2010 or ii) were attending their 2009 classes in 2010 due to other reasons than failed exams (sickness, financial and family reasons, etc.).

Figure 2.12, presenting a breakdown of repetition and dropout rates by geographic characteristics, shows that in 2009, across all Rwanda, about 27 out of each 100 individuals attending primary school repeated the class they were attending. Dropouts are less likely to occur, with aboutfourout of each 100 individuals attending primary school in the same yeardropping out of school.[8]

Figure 2.12 also shows that repetitions are less likely to occur in urban areas and in Kigali City than elsewhere. Arural child is59% more likely to repeat a primary school class than an urban child. The highest dropout rate was observed in the Eastern Province, where the chances of a child dropping out of primary school are twice as high as those observed in Kigali.

Figure 2.13 % of population aged eightand above attending primary school in 2009 who repeated the 2009 class in 2010 or dropped out of school, by age group, EICV3



A breakdown by age groups indicates that the proportion of individuals repeating a primary school class reduces as their age increases. While, out of every100 children aged eight and nine44 repeat a primary school class, this number reduces to just ninechildren out of every 100 when the population of 18 years and above is considered (Figure 2.13).[9]

Figure 2.14 presents repetition and dropout rates for the population attending primary school in 2009 by the education of the household head and household consumption quintiles. It shows that the household head's access to education in the past is a more important factor indetermining a child's performance at primary school than the household's consumption level. The chances of a child repeating a primary school class are four times higherifthe child's household headnever went to school, compared to another headed by an individual that completed, at least, secondary school. These chances are two times higher when a child in the lowest consumption quintile is compared withanother in the highest.

However, when dropout rates are considered the opposite is true. The consumption level attained by the household becomes a more important factor in determining a child's likelihood ofleaving primary school than the education of the household head. A child in the lowest consumption quintile has a 79% higherchance of dropping out of primary school than another in

[8]Results published in January 2012 by MINEDUC place the repetition and dropout rates for 2009 at about 14% and 12%, respectively. This means that, according to this source, about 26% of the primary school population that year did either repeat a class or drop out of school. Although this is slightly lower than the EICV3 results, estimated at about 30%, the two estimates look consistent except that, in the case of EICV3, the dropout rate appears to be disguised when compared to the MINEDUC results. This might be due to the questionnaire design. First, the fact that an individual repeats a primary school class, in two successive school years, is not a sufficient condition that he or she failed the corresponding exams. The EICV3 questionnaire design acknowledges thisby including a question on the reasons why the individual repeated the primary (or secondary) school class (seeFigure 2.7 above). However, since this question does not directly address the issue of dropouts ("interrupted studies/dropped out of school" is not included as a response category for this question), it is difficult to capture dropout rates through the EICV3 questionnaire. Only about 13% of those repeating their 2009 classes in 2010 indicated reasons other than failure of year examinations. Nevertheless, a low dropout rate is consistent with the high GAR observed in primary school.

[9]The age of children presented in this section of the report corresponds to the agethey were during the interview rather than during the occasion they repeated the primary school class. This means that an eight to nine year old child at the moment the survey's fieldwork was conducted might have been a year younger when he or she attended school in 2009.

the highest consumption quintile, while a child in a household headed by an individual that has never been to school has a 49% greaterchance of dropping out of primary school than another in a household headed by an individual that completed secondary school.

Figure 2.14 **% of population aged eightand above attending primary school in 2009 who repeated the 2009 class in 2010 or dropped out of school, by level of education attained, household head and consumption quintile, EICV3**

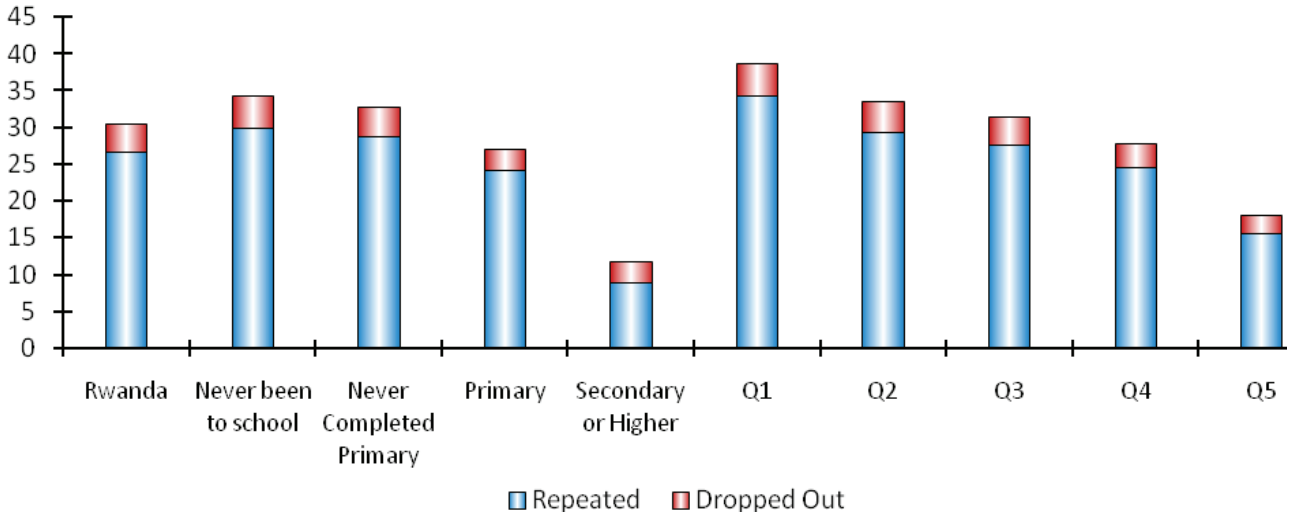


Figure 2.15 **% of population aged eightand above attending primary school in 2009 who repeated the 2009 class in 2010 or dropped out of school, by orphanhood and disabilities, EICV3**

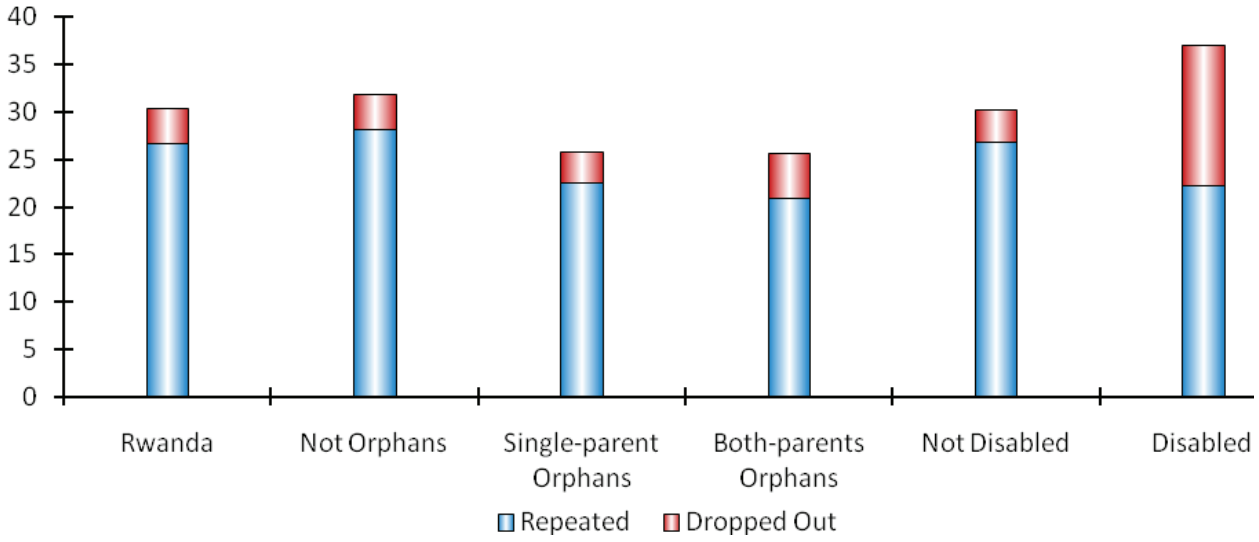


Table 2.3A **% of population aged sevenand above in school in the last 12 months that have repeated a primary school class, EICV3**

	%	Mean number of repetitions
Rwanda	67.6	1.1
Urban/rural 2002		
Urban	54.3	.8
Rural	70.0	1.1
Province		
Kigali City	50.0	.7
Southern Province	71.7	1.2
Western Province	69.2	1.1
Northern Province	69.3	1.1
Eastern Province	67.7	1.1
Age (in years)		
7–8 years	35.4	.4
9–10 years	67.4	.9
11–12 years	75.7	1.2
13–14 years	81.7	1.4
15–16 years	81.8	1.5
17–18 years	76.6	1.5
19 + years	61.0	1.0

A breakdown by vulnerability characteristics such as orphanhood and disabilities indicates that orphanhood, in school performance terms, is not a vulnerability characteristic at all as orphans tend to do better than non-orphans. An orphaned child, regardless of whetherhe or she has lost one or both parents, has at least a 31% lowerchance of repeating a primary school class than a non-orphaned child. On the other hand, disabilities do hamper children's smooth progress at primary school. First, a child with disabilities has an 18% greaterchance of repeating a primary school class than another with no disabilities. Second, his or her chance of dropping out of school isfourtimes higher than those of a child with no disabilities (Figure 2.15).

Direct questions on repetition of primary school classes were addressed to the population attending school in the 12 months that preceded EICV3 fieldwork (seeFigure 2.7 for an illustration of the timeframe these questions covered).Tables 2.3A and 2.3B present the proportion of the population aged sevenand above that was in school in the last 12 months and had ever repeated a primary school class by geographic, demographic, and socio-economic characteristics. It also presents the average number of times this population repeated a primary school class. In short, it portrays the history of repetitions at primary school among those that were still in the school system, regardless of education level, during the period between December 2009 and November 2011. Yet, unlike the analysis presented above, it does not allow for a clear identification of the class at which the repetition took place.

Across all Rwanda, about sevenout of 10 individuals aged sevenand above attending school in the last 12 monthsdeclared they had repeated a primary school class at some point.The lowest proportions of primary school repeaters are found in urban areas and Kigali City. The chances of finding an individual aged sevenand above attending school in the last 12 months that repeated a primary school class increase by 29% when one moves from a case in an urban area toarural area, as well asby 43% when one moves from Kigali City to the Southern Province.

When the data aredisaggregated by age groups, the proportion of primary school repeaters increases between the ages of sevenand 16. The chances of finding a primary school repeater duplicate when one moves from the seven- to eight-year-old population to the 15- to 16-year-old population.

Table 2.3B % of population aged sevenand above in school in the last 12 months that has ever repeated a primary school class, EICV3

	%	Mean number of repetitions
Rwanda	67.6	1.1
Highest primary class successfully attained		
None	54.9	.8
Primary 1	65.4	1.0
Primary 2	71.8	1.2
Primary 3	76.4	1.3
Primary 4	79.3	1.4
Primary 5	77.3	1.3
Primary 6-8	62.1	.9
Quintile		
Q1	72.4	1.2
Q2	72.1	1.2
Q3	71.8	1.1
Q4	68.7	1.1
Q5	54.3	.8

Among those that were still attending primary school, the longer they were in school the higher were their chances of repeating a primary school class. The chances of finding a repeater among those that were still attending primary school increase by 41% when one moves from those that did not complete a primary school class to those that completed Primary 5.

With regards to levels of consumption, the data show that the higher the level of household consumption the lower the proportion of the population repeating a primary school class. The chances of finding a primary school repeater decrease by 33% when one moves from the lowest to the highest consumption quintile.

Tables 2.3A and 2.3B also show that schoolchildrenrepeated a primary school class on average once during their past schooling. This is taken from the population over sevenwho were attending school in the last 12 months.

The EICV3 survey also collected data on the reasons why people drop out of school. Figures 2.16 through 2.20present a summary of the reasons the population that dropped out of school indicated as being the main cause for leavingprimary school.

Figure 2.16 presents the main reasons for leaving primary school by geographic characteristics. Thisshows that, apart from lack of interest and family reasons, cost is the single most important factor driving children out of primary education. Cost accounts for 16% of the dropouts thatoccurred among the population aged sevenand above that dropped out before completing primary education.[10]The other two most important factors include war and health, both together accounting for 12% of the dropouts among this population. The analysis presented in the subsequent four figures (figures 2.17 through 2.20) will, essentially, focus on these threefactors.

When the data aredisaggregated by geographic characteristics, the results show that children are more likely to be driven out of school due to cost-related issues, in urban areas, Kigali City and the Eastern Province. A child in an urban area has about an

[10]The questionnaire included two broadly defined response categories that happened to be among the main reasons indicated as being behind dropping out of school by respondents. Together, the response categories "Had no interest" and "Family reasons" represent about 68% of all responses. However, while, on the one hand, the high proportion observed for the "lack of interest in education" category is consistent with the finding that the dropout rate is inversely proportional to the household head's level of education, on the other this category does not add value to an analysis that aims to inform policy decision making. Further, it is difficult to ascertain what a "Family reason" really means to render this category useful for the purposes of the analysis. A family reason can represent a vast range of events, stemming from a child's early marriage or a major sponsor's death to prolonged illness or unemployment that can, ultimately be re-categorised as cost-related, household's migration, etc. The NISR should thus consider revising these categories in future EICVs.

87% greaterchance of dropping out of primary school due to cost than another in a rural area, while the chances of a child in Kigali dropping out of primary school due to cost are 135% higher than those of another child in the Southern Province (Figure 2.16).

Figure 2.16 **Main reasons for leaving school among the population aged sevenand above that dropped out of school before completing primary school by urban/rural and province (%), EICV3**

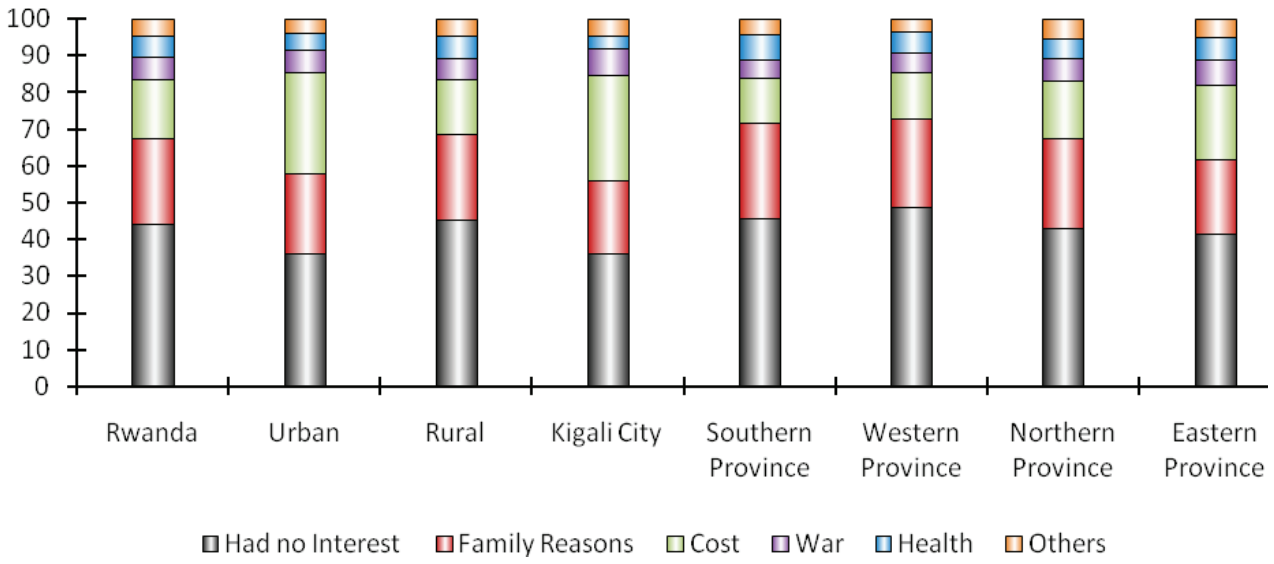
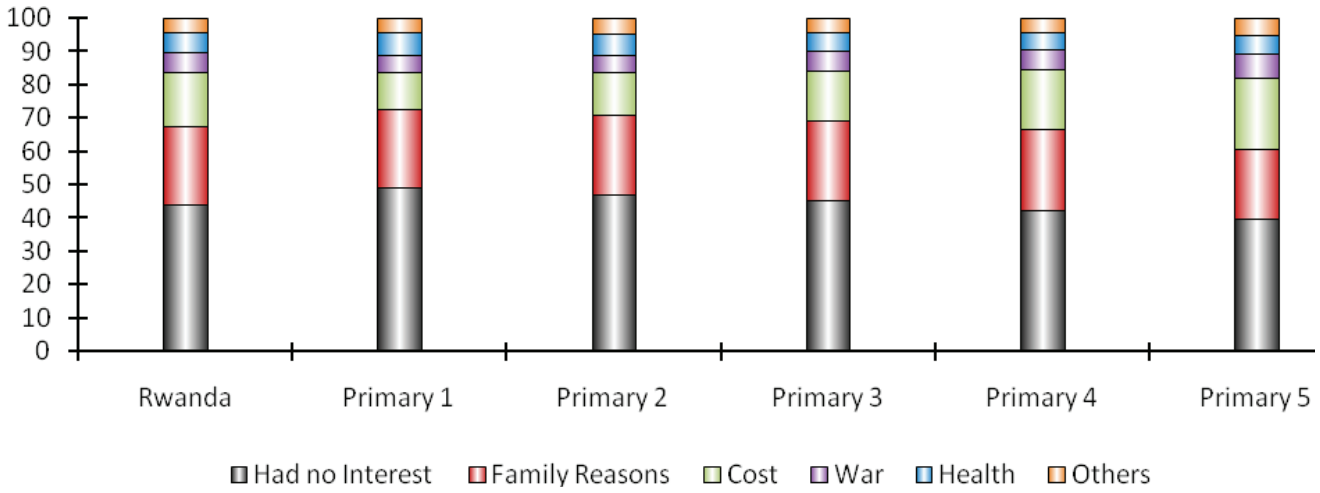


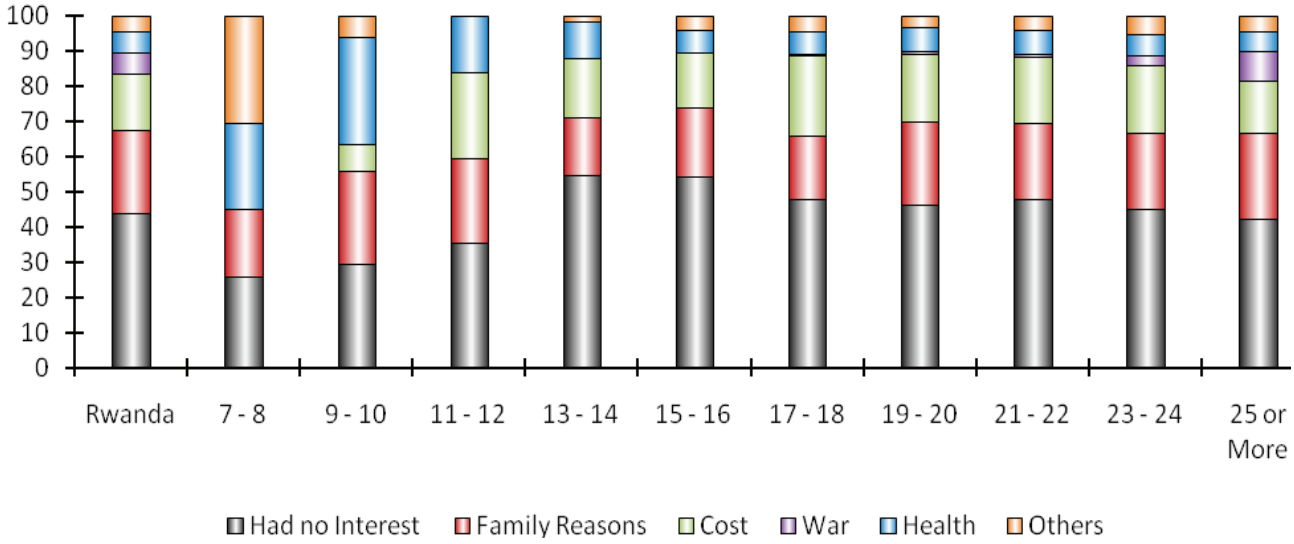
Figure 2.17 **Main reasons for leaving school among those aged sevenand above that dropped out of school before completing primary school by highest primary class successfully attained (%), EICV3**



When the highest primary class successfully attained is considered, the importance of cost as a factor driving children out of school increases with the class successfully attained, even though the main reason for all levels is lack of interest in school. This suggests that the cost of keeping children in primary school until they complete increases as they progress towards the final class. The chances of a child attending a Primary 6 class dropping out of school due to cost are 88% higher than those of achild inPrimary 1 (Figure 2.17).

These findings are consistent with those from a breakdown by age groups, as presented in Figure 2.18. The chances of an individual dropping out of school due to cost-related issues increase from an average of 4% when he or she is between sevenand 10 years of age to an average of 20% when he or she is between 11 and24 years.

Figure 2.18 **Main reasons for leaving school among those aged sevenand above that dropped out of school before completing primary school by age group (%), EICV3**



However, a more striking finding shown in Figure 2.18 is the rise in importance that health issues exhibit in driving the younger primary school population out of school. While the chances of the average individual agedsevenand above dropping out of school due to health issues represent just 6%, they jump to an average 27% (a five-fold increase) when he or she is between seven and 10 years, or to an average 18% (a three-fold increase) when he or she is between seven and 14 years.

Figure 2.19 **Main reasons for leaving school among those aged sevenand above that dropped out of school before completing primary school by orphanhood and disabilities (%), EICV3**

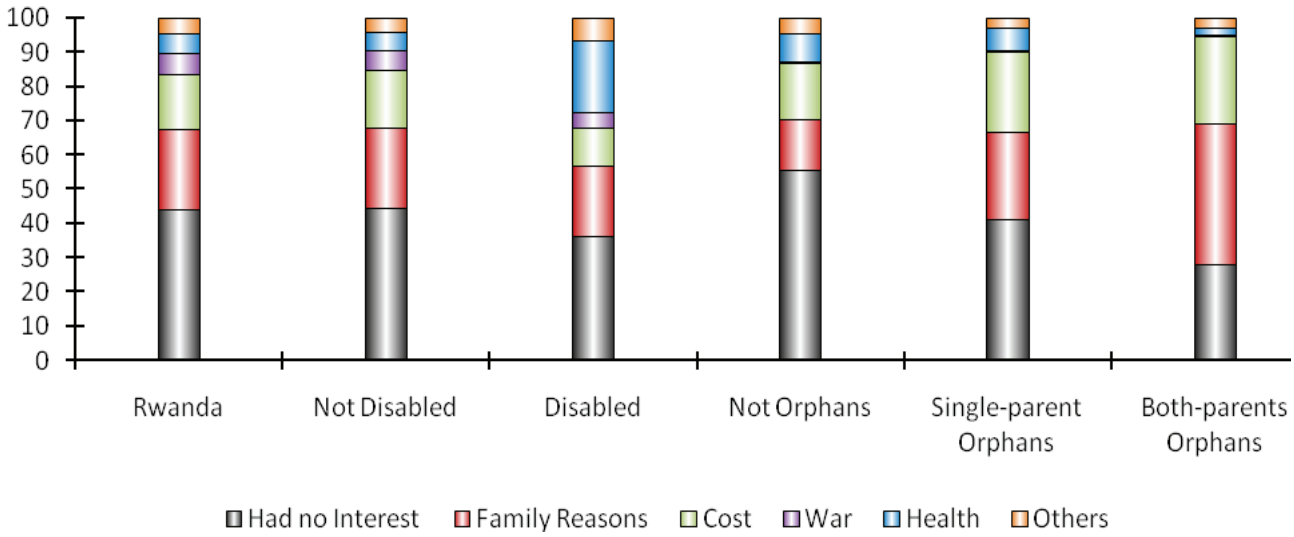


Figure 2.19, presenting the main reasons for leaving primary school by orphanhood and disabilities, shows that health issues are more likely to drive children with disabilities out of school than cost-related issues. When compared to a child with no disabilities, the chances ofa child with disabilities dropping out of school due to health issues are about fourtimes higher while, conversely, those due to cost-related issues are 33% lower.

Figure 2.20 **Main reasons for leaving school among those aged sevenand above that dropped out of school before completing primary school by level of education attained by the household head and consumption quintile (%), EICV3**

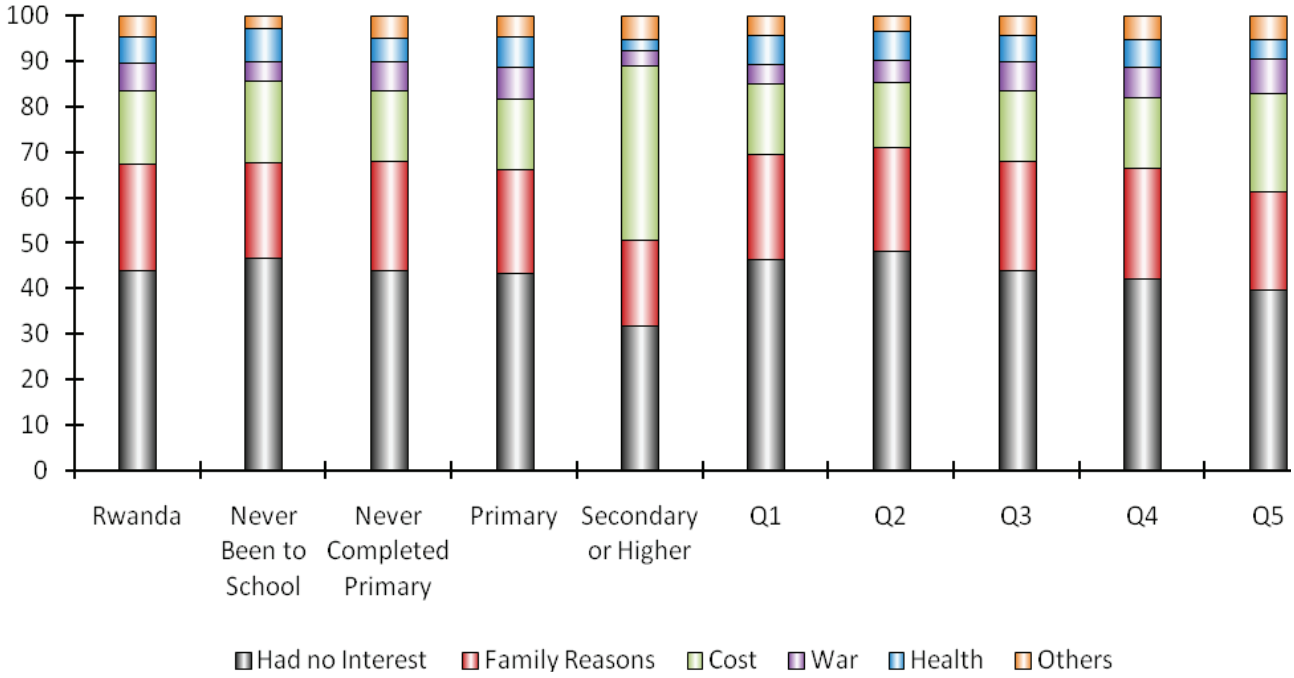


Figure 2.20, presenting the main reasons for leaving school by the highest education level attained by the household head and consumption quintiles, shows that cost and health issues move in opposite directions when either the education levelof the household head or consumption is considered. The importance of cost-related issues in driving a child out of school increases with the level of education attained by the household head or the level of household consumption, while the importance of health issues reduces.

However, the education level of the household head is more important in determining the probability of a child dropping out of primary school than the household's consumption. The chances of a child dropping out of school due to cost-related issues increase by 112% in the case of a pupil with a household head that never went to school compared to another headed by an individual that completed secondary school. On the other hand, the chances of a child dropping out of primary school due to cost-related issues increase by 39% when comparing a pupilin the lowest consumption quintile to onein the highest consumption quintile. This represents a three-fold gap between these two factors. Similarly, the same analysis taking into consideration health issues indicates that there is a five-fold gap between the level of education attained by the household head and the level of the household's consumption.

In short, a comparison of results shown in figures 2.16 through 2.20 indicates that, apart from lack of interest and family reasons, which comprise about 68% of all the reasons indicated as being behind primary school dropouts ever occurring at the national level, cost and health are also important factors. First, this is because both together account for about 22%. Second, this is because they are important factors affecting dropout rates in specific subgroups of the population. Cost, for instance, is particularly important in urban areas and in Kigali City while its effect on dropout rates increases as the average child progresses in primary school. Health is important in regard to dropping out among the population aged seven to 14, particularly when those with disabilities are considered.

3. Access to secondary school

Table 3.1 NAR in secondary school by urban/rural, province, type of school, age groups and consumption quintile

	EICV3	EICV2	% change
Rwanda	20.9	10.4	100.7
Urban/Rural 2002			
Urban	37.4	21.1	76.9
Rural	18.2	8.3	119.3
Province			
Kigali City	41.0	24.6	66.7
Southern Province	18.4	8.8	108.9
Western Province	18.3	8.8	107.2
Northern Province	21.3	7.3	192.8
Eastern Province	18.5	10.6	75.3
Age			
13 years	4.6	1.7	170.8
14 years	8.7	4.3	103.7
15 years	16.7	6.8	146.7
16 years	27.8	13.3	108.6
17 years	34.0	17.3	96.9
18 years	36.7	18.3	100.7
Quintile			
Q1	8.6	2.2	285.4
Q2	13.0	5.6	132.8
Q3	18.7	9.3	100.7
Q4	24.3	14.2	71.2
Q5	39.8	21.3	87.2

This chapter usesthe same structure asthe preceding chapter. It is organised into two main sections; the first reviews access to secondary school by examiningthe NAR and GAR indicators. The second section attempts to construct a profile of the main factors affecting access to this level of education by combining repetition and dropout rates while aggregating other elements inthe analysis.

3.1 Net and gross attendance rates in secondary school

Table 3.1 presents NAR in secondary school by geographic, demographic, and socio-economic characteristics. It shows that, across all Rwanda, 21% of the population aged 13 to 18attendedsecondary school in 2010–11. This represents a doublingfrom the 10% observed in the2005–06 survey.

A breakdown by geographic characteristics indicates that the highest NAR was observed in Kigali City. The chances of an individual attending secondary school double if he or she is residing in an urban setting or in Kigali rather than in a rural setting or in the Western or Southern provinces.

When age is considered, the results indicate that the NAR increases with the age of secondary school population. This is a direct consequence of late completion of primary school, discussed earlier in this report. The chances of an individual attending secondary school increase eight times when comparing a 13-year-old individual to another of 18.

A similar trend is observed when the household's consumption is considered. The chances of an individual from a household in the highest consumption quintile attending secondary school are five times higherthan those of another from the lowest consumption quintile.

While these findings indicate that the goal of equitable access to primary school by all subgroups of the population has not yet been realised, a comparison with results observed in 2005–06 shows promise. In most cases, the population subgroups lagging behind in 2005–06arecatching up with those more privileged. The NAR among the rural population grew about 55% faster than that among the urban population. Among the Northern Province residents,the NAR grew 181% faster than among Kigali residents. Similarly, access to secondary school among 13-year-olds increased70% faster than among 18-year-olds while, among the population in the lowest quintile, it increased threetimes faster than the population in the highest consumption quintile.

Figure 3.1 Bottom 10 districts with NARs in secondary school below the national average, EICV3

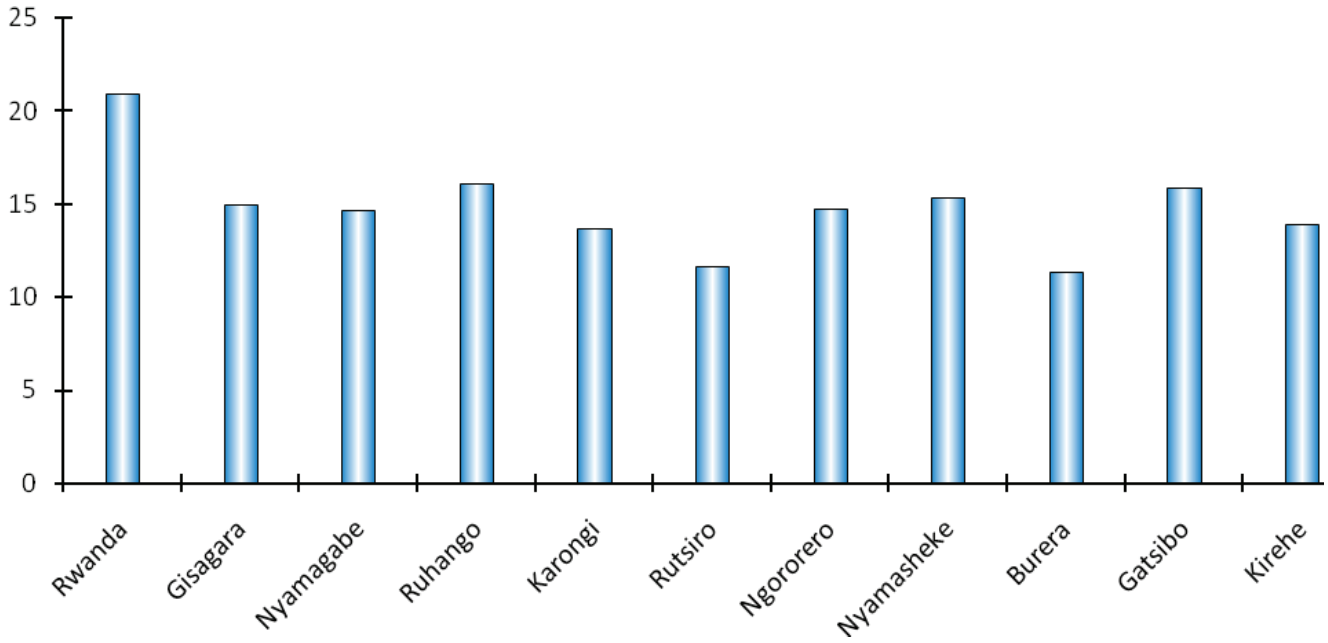
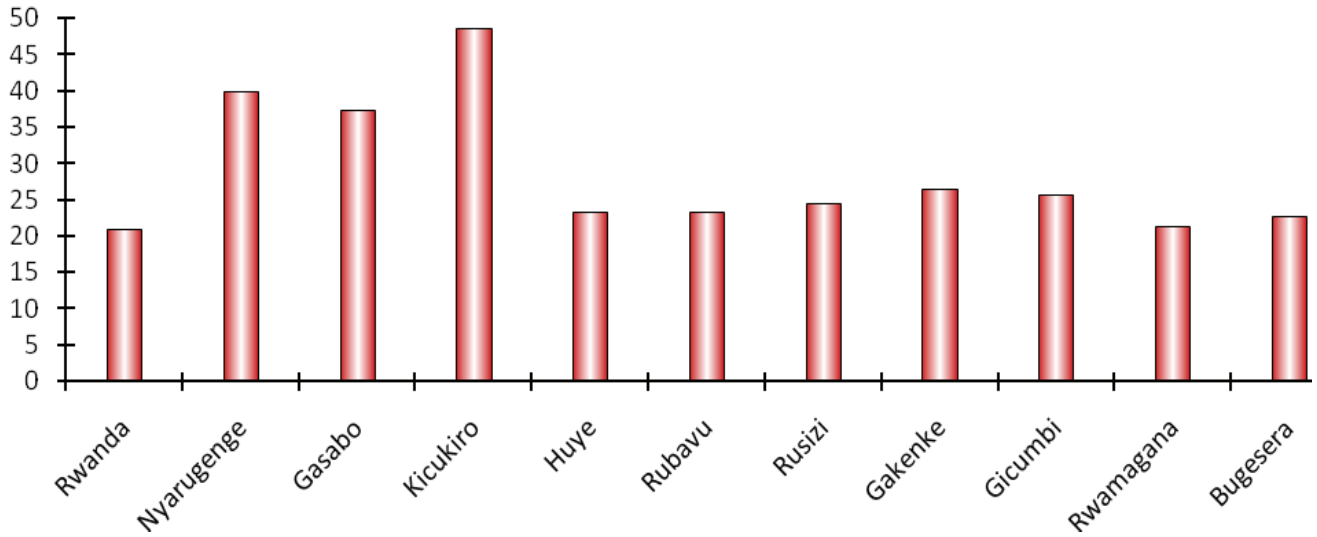


Figure 3.2 Top 10 districts with NARs in secondary school above the national average, EICV3



Figures 3.1 and 3.2 present, respectively, the bottom 10 districts with NAR ranking below the national average and the top 10 districts with NAR ranking above the national average.Out of the 10 bottom districts with NAR below the national average, fourdistricts (Karongi, Rutsiro, Ngororero and Nyamasheke) are from the Western Province. Furthermore, the fact that

Rubavu(another of the sevendistricts that comprise this province) is among the top 10 districts with NARs above the national average suggests that access to secondary school is not equally distributed across the Western Province. Similarly, the fact that, Burera, one of the fivedistricts comprising the Northern Province– the second highest NAR, just after Kigali–is among the bottom 10 districts while another two(Gakenkeand Gicumbi) are found among the top 10 districts suggests that access to secondaryschool is not equally distributed across the province, in contrast to what was observed in the case of primary education.

Figures 3.3 through 3.5 present a gender perspective in regard to access to secondary school in 2010–11. They show that, across all Rwanda, girls have higher access to secondary school than boys. The average girl, in Rwanda, has a 20% higher chance of attending secondary school than the average boy.

Figure 3.3 NARs in secondary school by province, urban/rural and sex, EICV3

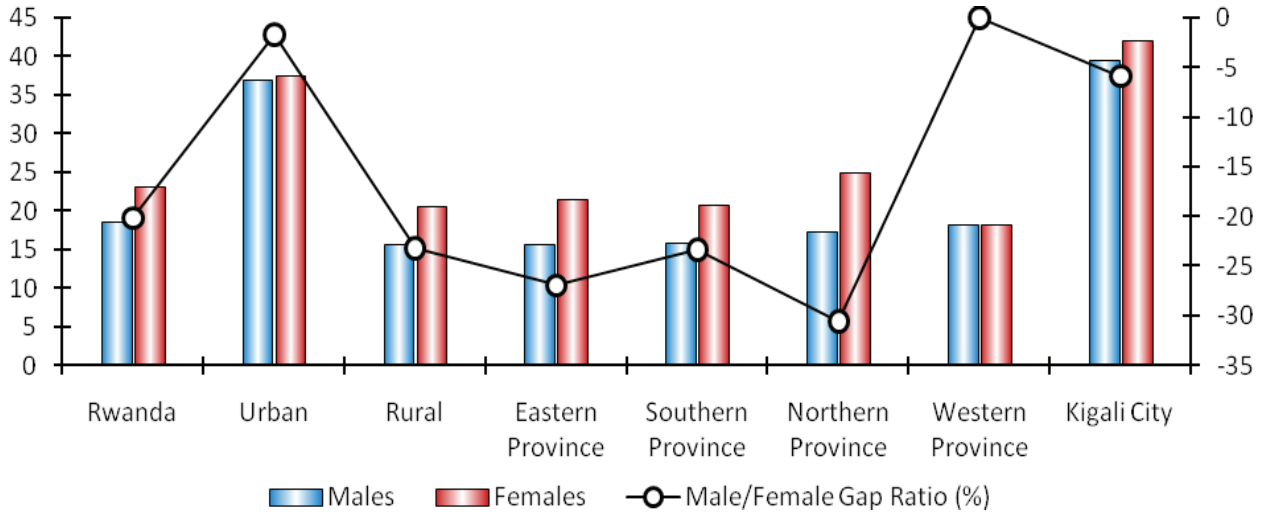


Figure 3.3, presenting a breakdown of NAR by geographic characteristics and sex, shows that the male/female gap ratio gets narrower in urban areas and in Kigali City and,in the Western Province, reaches full parity. While a boy in an urban area has about 2% less chance of attending secondary school than a girl in the same area, in a rural setting a boy has a 23% lowerchance of attending secondary school than a girl. This means that boys and girls in anurbanarea are 12 times more likely to have equal access to secondary school than their counterparts in a rural area. Similarly, the chances of a boy getting as equitable access to secondary school as a girl increase fivetimes when comparing theEastern or Northern provinces to Kigali.

Figure 3.4 NARs in secondary school by age groups, EICV3

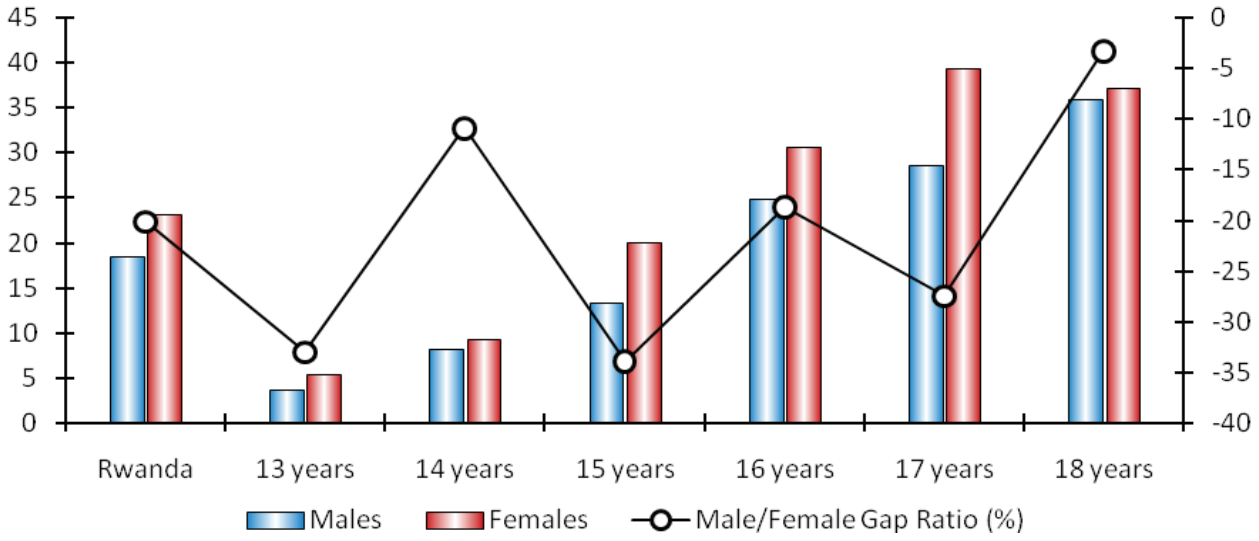


Figure 3.4 presents a breakdown of the NAR by age and sex. Although the male/female gap ratio fluctuates between the ages of 14 and17, boys and girls have an almost equal chance of being in secondary school when they reach the age of 18.

Figure 3.5 NARs in secondary school by consumption quintile, EICV3

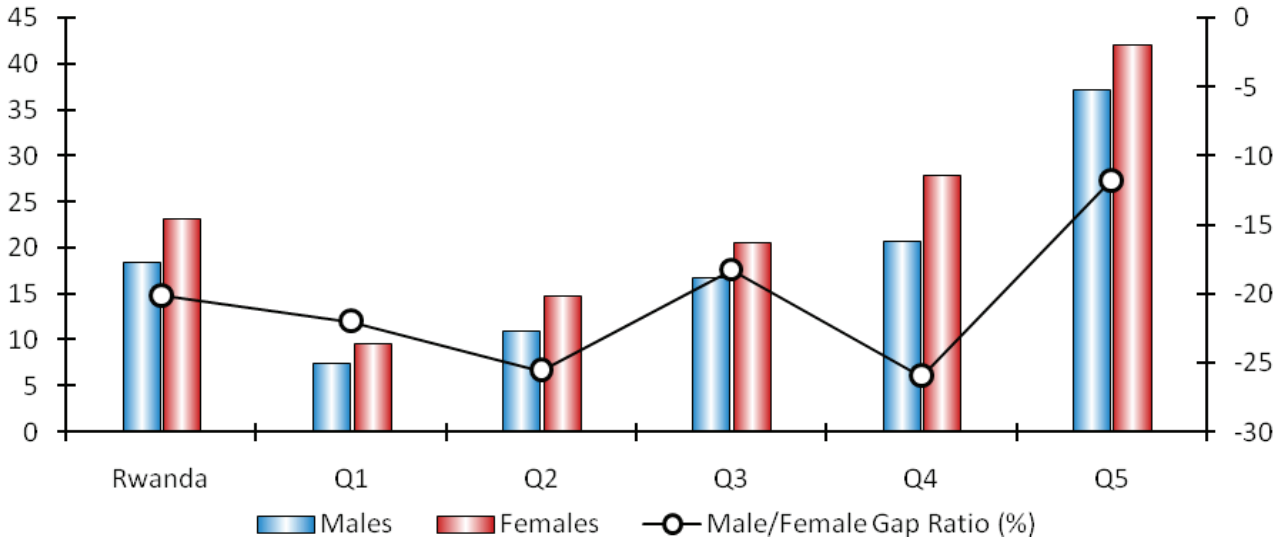


Figure 3.5 presents the NAR disaggregated by consumption quintilesand sex. While a boy in the lowest consumption quintile has about a 22% lowerchance of attending secondary schoolthan a girl in the same consumption quintile, these chances drop to about 12% in the case of a boy in the highest quintile.

In short, a comparison of results presented in figures 3.3 through 3.5 indicates that age and geography, as observed in the case of primary school (see figures 2.3 through 2.5 for further reference), are more important factors for addressing gender disparities in secondary school than the household's consumption level.

When GAR is used to measure access to secondary school instead of NAR, the population attending secondary school in 2010–11 corresponds to 41% of the population aged13 to 18. This represents a proportion twice as high as the one observed through the NAR and indicates that access to secondary school among the population over 18 years of age is also growing and faster than among the population aged13 to 18. While in 2005–06 for each 100 individuals aged13 to 18 attending secondary school there were nineindividuals over the age of 18 years, in 2010–11 this number has increased to 20 for the same 100 individuals of ages 13 to 18 (Table 3.2).

Table 3.2 GARin secondary school by urban/rural, province, type of school and consumption quintiles

	GAR			GAR – NAR		
	EICV3	EICV2	% change	EICV3	EICV2	% change
Rwanda	40.9	19.7	107.4	20.0	9.3	114.9
Urban/rural 2002						
Urban	66.9	39.4	69.7	29.5	18.3	61.5
Rural	36.6	15.8	131.2	18.4	7.5	144.3
Province						
Kigali City	73.7	45.2	63.1	32.6	20.6	58.7
Southern Province	37.5	17.8	110.5	19.1	9.0	112.1
Western Province	37.8	17.7	113.8	19.5	8.9	120.3
Northern Province	37.5	15.0	149.3	16.2	7.8	108.5
Eastern Province	38.2	17.4	119.8	19.7	6.8	188.7
Quintile						
Q1	16.0	3.9	308.4	7.4	1.7	338.5
Q2	25.0	9.5	163.6	12.0	3.9	207.4
Q3	36.6	16.6	120.9	17.9	7.2	146.8
Q4	52.4	27.1	93.4	28.0	12.9	118.0
Q5	74.6	42.3	76.4	34.8	21.0	65.4

A breakdown of the data presented in Table 3.2 by various subnational levels indicates that the highest growth in the population over 18 years attending secondary school was observed in rural areas, the Eastern Province,and among the population in the lowest consumption quintiles. With the exception ofthe Eastern Province, these are the same subgroups registering the lowest NAR in 2005–06 (see Table 3.1). For each 100 individuals aged13 to 18, the number of individuals over 18 attending secondary school in rural areas increased 135% faster than in urban areas. This represents a growth twice as high as that observed among the total population of 13- to 18-year-olds. Similarly, for each 100 individuals aged13 to 18 the number of individuals over 18 attending secondary school in the Eastern Province increased threetimes faster than in Kigali. This represents a growth 17 times higher than the one observed among the population aged13 to 18.

3.2 Factors affecting access to secondary school

This section attempts to shed light on the factors that, directly or indirectly, affect access to secondary school. The three situations – late start, repetition and interruption of studies – discussed earlier in this report in relation to primary school will also be reviewed here.

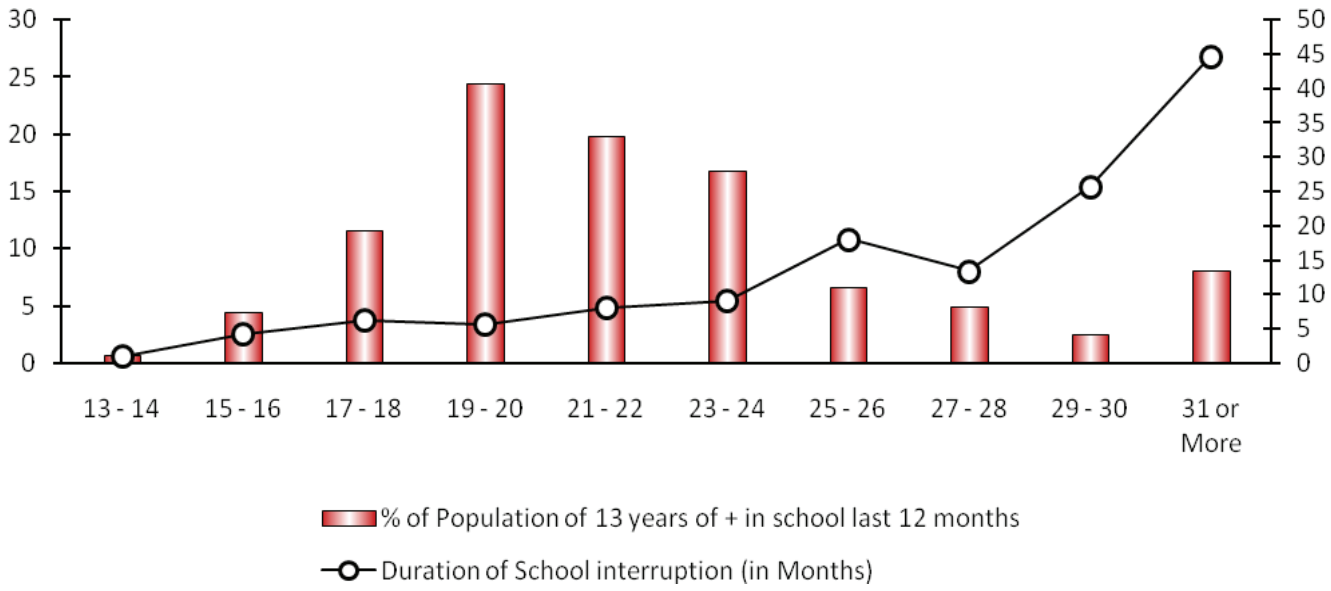
3.2.1 Late startingof secondary school

While the substantial increase in the number of individuals over 18 attending secondary school is closely related to late completion of primary school, as discussed earlier in this report, it may alsobe attributed to a recent expansion in the supply of secondary school services. Figure 3.6 presents the distribution of the population aged13 and above attending school in the 12 months prior to EICV3 data collection, by age group and the duration of secondary school interruption.It reveals two important aspects that support this assertion:

- First, much of this population, attending secondary school in the last 12 months, did interrupt secondary school at some point and for some reason; and
- Second, the length of this interruption reached as many as 45 months (or 3.8 years) among those aged 31 years and above.

The fact that this population was back to school, despite such a lengthyschool interruption, suggests that secondary school services are more available nowadays to a wider age group. This seems to reflect a return-to-school policy for older mature students.

Figure 3.6 Duration of secondary school interruption (in months) among the population aged13 and above that were attending school in the last 12 months, EICV3



3.2.2 Repetition and interruption of studies in secondary school

Figures 3.7 through to 3.10 present the repetition and dropout rates in secondary school for a 2009 cohort of the population, by geographic, demographic, and socio-economic characteristics.They show that, across all Rwanda, out of every 100 individuals attending secondary school in 2009, threerepeated their secondary school class while two dropped out of school.[11]

Figure 3.7 % of population aged14 and above attending secondary school in 2009 who repeated the 2009 class in 2010 or dropped out of school, by urban/rural and province, EICV3

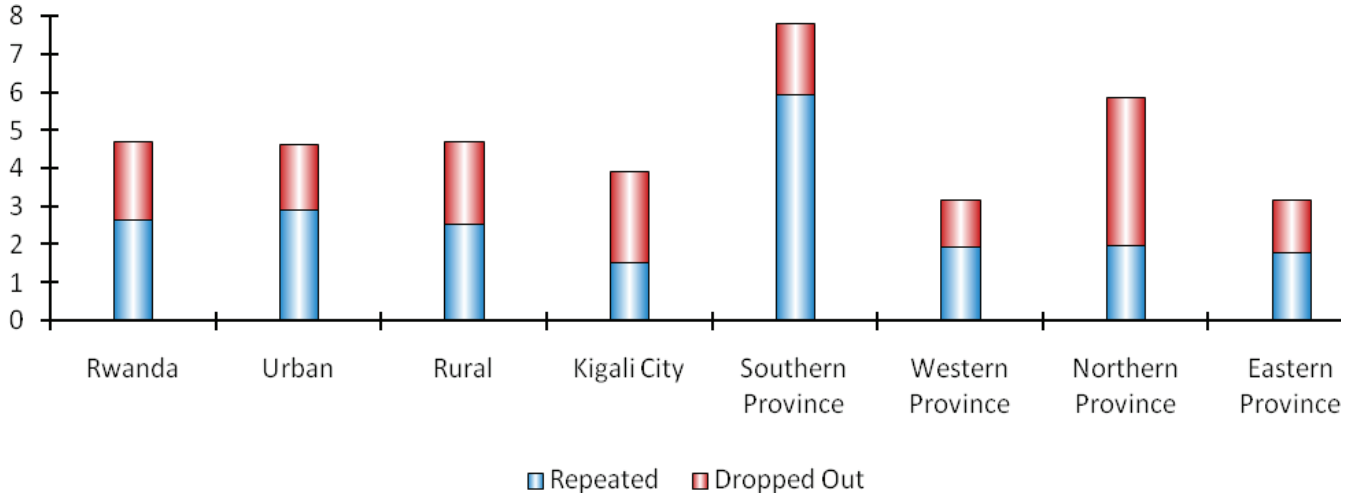


Figure 3.7, presenting a breakdown of repetition and dropout rates by urban/rural and province, shows that the highest repetition rate was observed in the Southern Province and the highest dropout rate in the Northern Province. Out of 100 individuals attending secondary school in Southern Province, sixrepeated their secondary school class while in the Northern Province, fourdropped out of school.

[11]Results published in January 2012 by MINEDUC indicate repetition and dropout rates for 2009 at 4.4% and 1.6%, respectively.

Figure 3.8 **% of population aged14 and above attending secondary school in 2009 who repeated the 2009 class in 2010 or dropped out of school, by age group, EICV3**

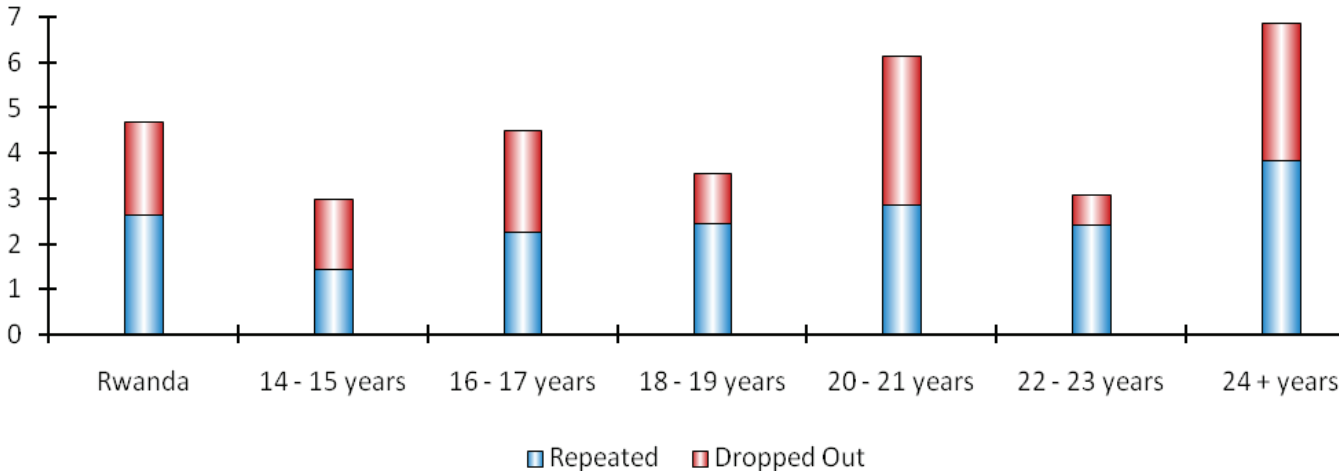
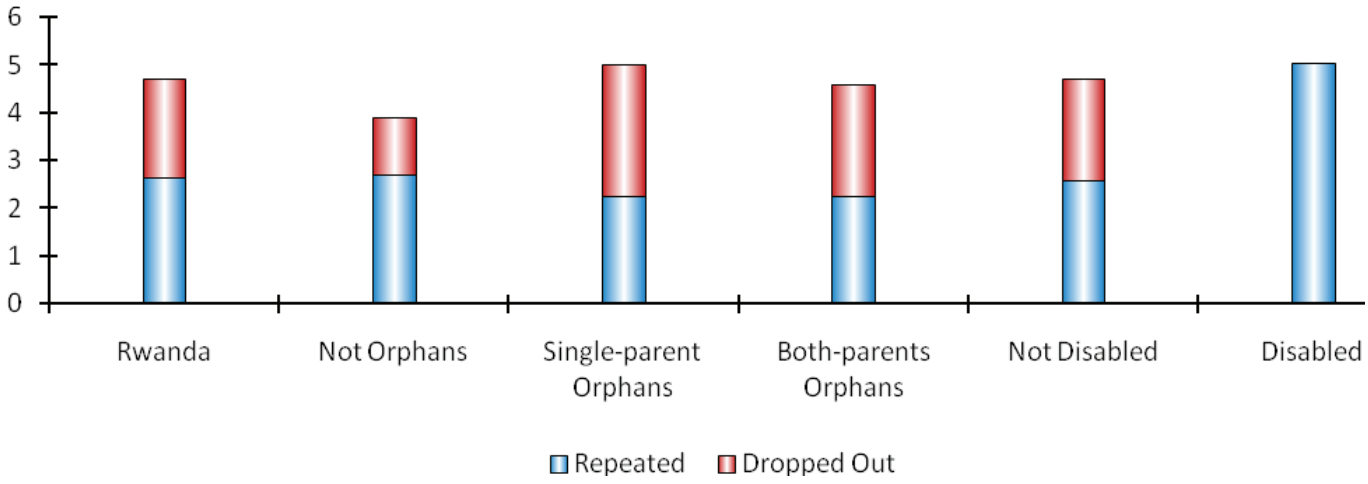


Figure 3.8 indicates that an older individual attending secondary school is more likely to repeat a secondary school class than a younger one. The chances of an individual repeating a secondary school class triples from an individual aged14 to 15 to another of 24 years and above. This is in clear contrast to what was observedin primary school where the younger an individual was the more likely he or she was to repeat a primary school class (see Figure 2.13). This reflects the policy of mature students returning to school.

Figure 3.9 **% of population aged14 and above attending secondary school in 2009 who repeated the 2009 class in 2010 or dropped out of school, by orphanhood and disabilities, EICV3**



As observed in the case of primary school (see Figure 2.15), Figure 3.9 shows that orphanhood does not hamper individuals' performance in secondary school, as the repetition rate observed among those attending secondary school in 2009 is slightly higher among non-orphans. However, it does drive orphaned individuals out of school as the dropout rate is higher. On the other hand, disabilities do influence individuals' performance at secondary school. Repetion among the population with disabilities is twice as high as among the population with no disabilities (Figure 3.9).

In contrast to what was observed in primary school (see Figure 2.14), the education level of the household head is not important for curtailing both repetition and dropouts in secondary school. Although the lowest repetition and dropout rates were observed among the population from households headed by individuals that completed at least secondary school, an opposite trend is observed among the population from households headed by individuals that either never went to school or did but managed to complete primary school at best. In these cases, both repetition and dropout rates increase with the level of education attained by the household head (Figure 3.10). Figure 3.10, presenting the main reasons why individuals dropped out of school by the level of education attained by the household head, provides some explanation for this trend.

Figure 3.10 **% of population aged14 and above attending secondary school in 2009 who repeated the 2009 class in 2010 or dropped out of school, by level of education attained by the household head and consumption quintile, EICV3**

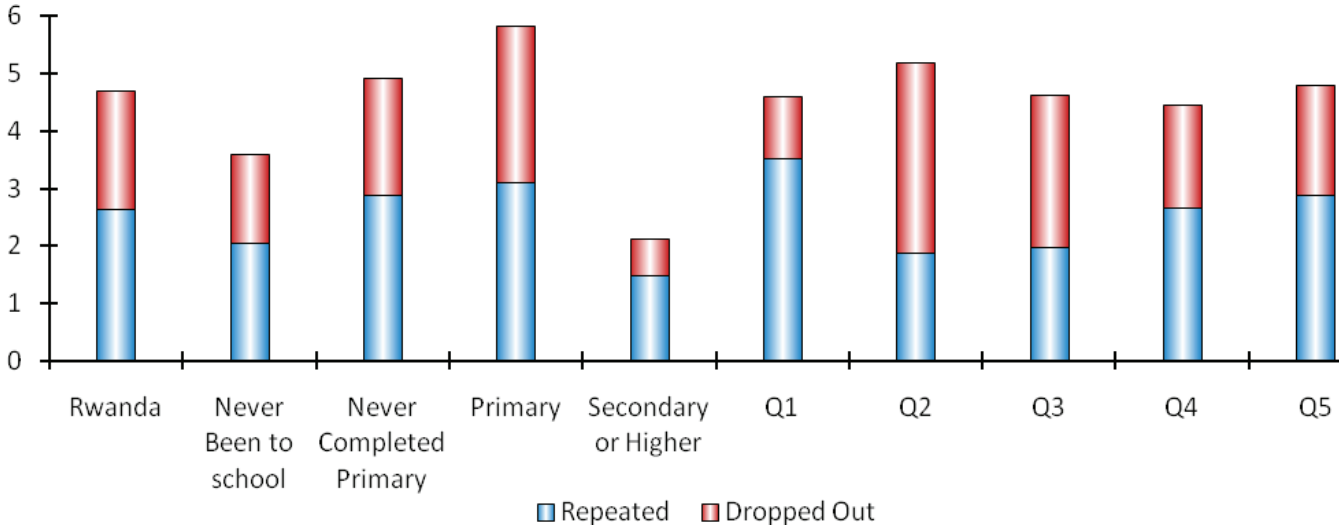


Table 3.3A **% of population aged13 and above attending school in the last 12 months that has ever repeated a secondary school class**

	%	Mean number of repetitions
Rwanda	16.7	.2
Urban/rural 2002		
Urban	20.2	.2
Rural	15.4	.2
Province		
Kigali City	18.7	.2
Southern Province	21.4	.3
Western Province	15.1	.2
Northern Province	15.1	.2
Eastern Province	13.5	.1
Age (in years)		
19–20	4.3	.0
21–22	4.5	.0
23–24	8.1	.1
25 +	25.3	.3

When the household's consumption is considered, a similar trend is observed for repetition. While in the case of primary school, the repetition rate was shown to drop with an increase in the level of the household's consumption (see Figure 2.14), in the case of secondary school – apart from the population in the lowest consumption quintile, among which the highest repetition rate is observed – the repetition rate actually increases with the level of the household's consumption. On the other hand, the trend observed for the dropout rate does not follow this rule. With the exception ofthe lowest consumption quintile, the higher the level of consumption is the lower the dropout rate (see Figure3.10).

Tables 3.3A and 3.3B present the proportion of the population aged13 and above that was in school in the 12 months prior to EICV3 fieldwork and who hadat some time repeated a secondary school class. Across all Rwanda, about 17% of the population aged13 and aboveattending school in the last 12 months repeated a secondary school class.

The lowest proportion of secondary school repeaters is found in rural areas, in the Eastern, Western and Northern provinces, among the population aged19 to 22,and those in the lowest two consumption quintiles. A comparison with the results of access to secondary school (see, for instance, Table 3.1), reveals that the highest growths in NARs were also observed among these population subgroups.This suggests that the low levels of repetition in secondary school are consistent with the recent expansion of secondary school services discussed earlier in this report.

Table 3.3B % of population aged13 and above attending school in the last 12 months that has ever repeated a secondary school class

	%	Mean number of repetitions
Rwanda	16.7	.2
Highest secondary school class successfully attained		
None	8.2	.1
Secondary 1	9.0	.1
Secondary 2	9.7	.1
Secondary 3	20.9	.2
Secondary 4	31.7	.3
Secondary 5	32.1	.4
Secondary 6	23.4	.3
Quintile		
Q1	11.0	.1
Q2	11.8	.1
Q3	16.2	.2
Q4	17.6	.2
Q5	18.5	.2

Figures 3.11 through 3.14 present the main reasons indicated by the population aged13 and above that dropped out before completing secondary education as being behind the interruption of studies. They show that, across all Rwanda, cost is the single most important factor driving the secondary school population out of school before the completion oftheir education. In the case of secondary education it accounts for 42% of the reasons indicated by those leaving school, in contrast to the 16% indicated by primary school leavers (see also Figure 2.16).

Figure 3.11, presenting a breakdown of the reasons for dropping out of school by geographic characteristics, shows that, in contrast towhat was observed in the case of primary school (see Figure 2.16), the effect of cost on dropouts is more equally felt across the differentregionsof the country. For instance, while, in primary school, the chances of an individual leaving school due to cost-related issues were about 87% higher in urban areas, in the case of secondary school they drop to about 20%. Similarly, the chances of a Kigali resident dropping out of primary school for cost-relatedreasons were found to be about 135% higher than those for a Southern Province resident. In the case of secondary school these comparative chances drop to just 9%.

Figure 3.11 Main reasons for leaving school among the population aged13 and abovethat dropped out of school before completing secondary school, by urban/rural and province (%), EICV3

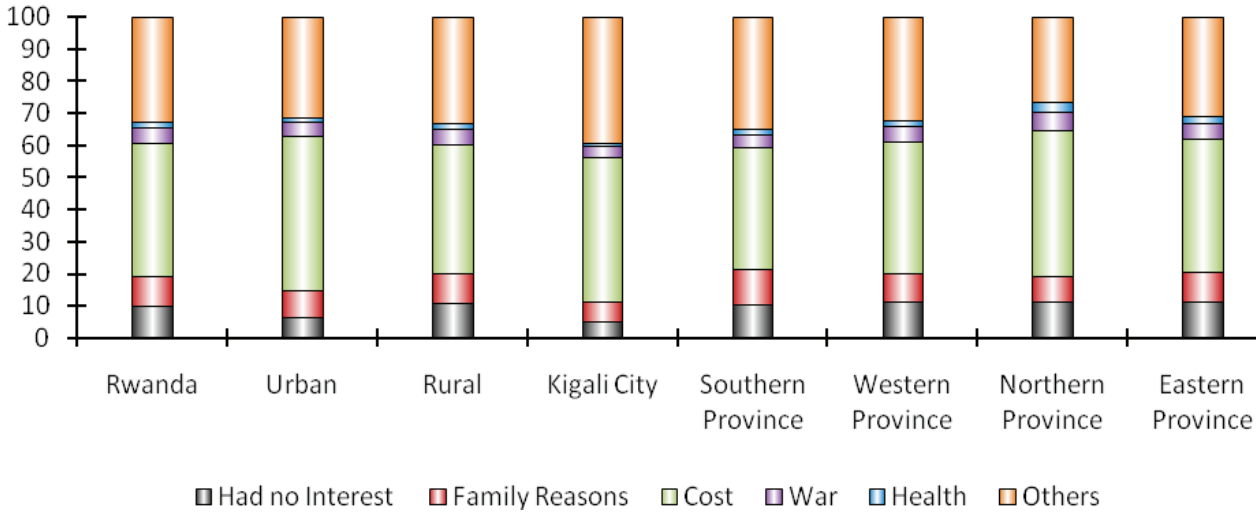
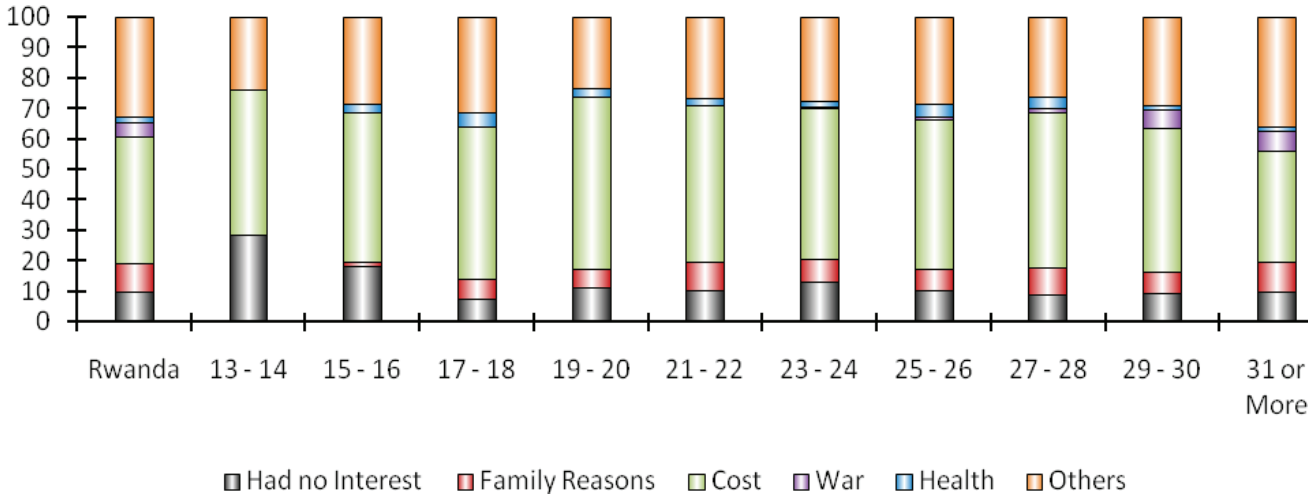


Figure 3.12 Main reasons for leaving school among the population aged13 and above that dropped out of school before completing secondary school, by age group (%), EICV3



When the age of the individual dropping out is considered, dropping out forcost-related reasons remains stable between the ages of 13 and 18 (averaging 49%) but jumps to about 56% among the population aged19 to 20, reaching the lowest proportion among the population aged31 and above. This suggests that the cost of accessing secondary school services is felt more intensely nowthan it was before (Figure 3.12).

Figure 3.13 **Main reasons for leaving school among the population aged13 and above that dropped out of school before completing secondary school, by last year in school (%), EICV3**

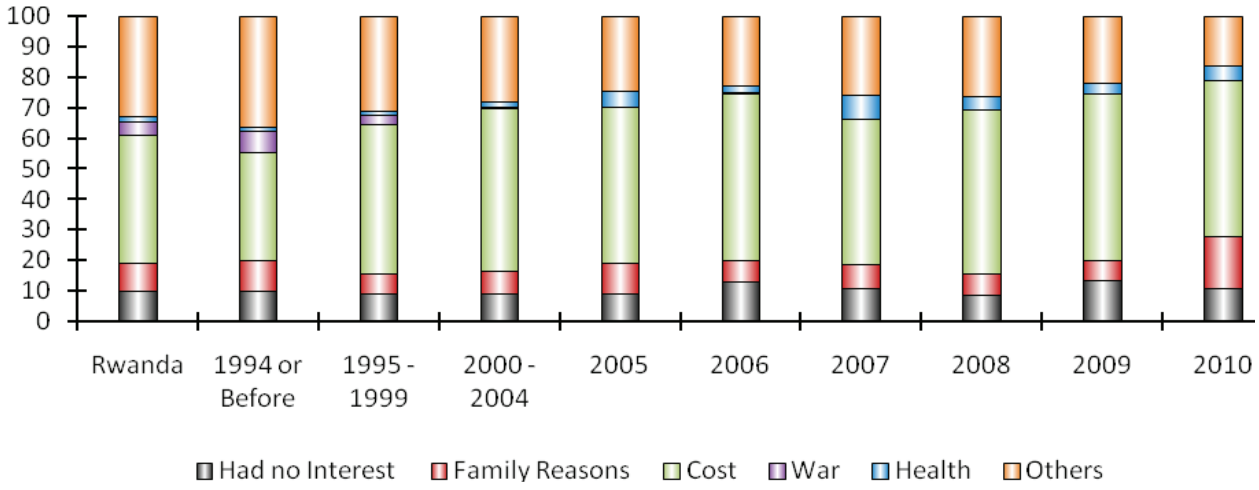


Figure 3.13, presenting the reasons for dropping out of secondary school by the year individuals were last in school, confirms the above finding as the proportion dropping out forcost-related issues increases from 35%, among those that attended school last in 1994, to an average 55% among those that attended school last between 2006 and 2009.

Figure 3.14 **Main reasons for leaving school among the population aged13 and above that dropped out of school before completing secondary school, by level of education attained by the household head, consumption quintile and disabilities (%), EICV3**

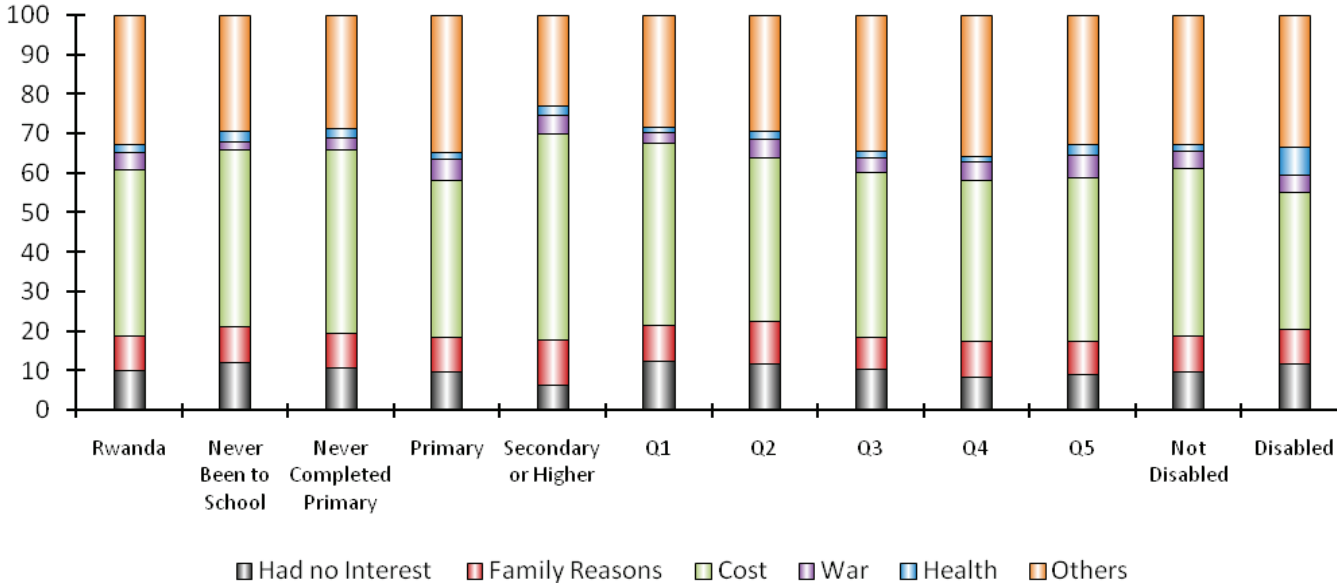


Figure 3.14 presents the reasons for dropping out of secondary school by the level of education of the household head, consumption quintile, and disabilities. An individual in a household headed by an individual that completed secondary school is 20% more likely to drop out of school due to cost-related issues than another in a household headed by an individual that either never went to school or only completed primary school. On the other hand, the chances of an individual dropping out of school due to cost-related issues increase by 11% when a student from a household in the lowestconsumption quintile is compared to another in the highestquintile.

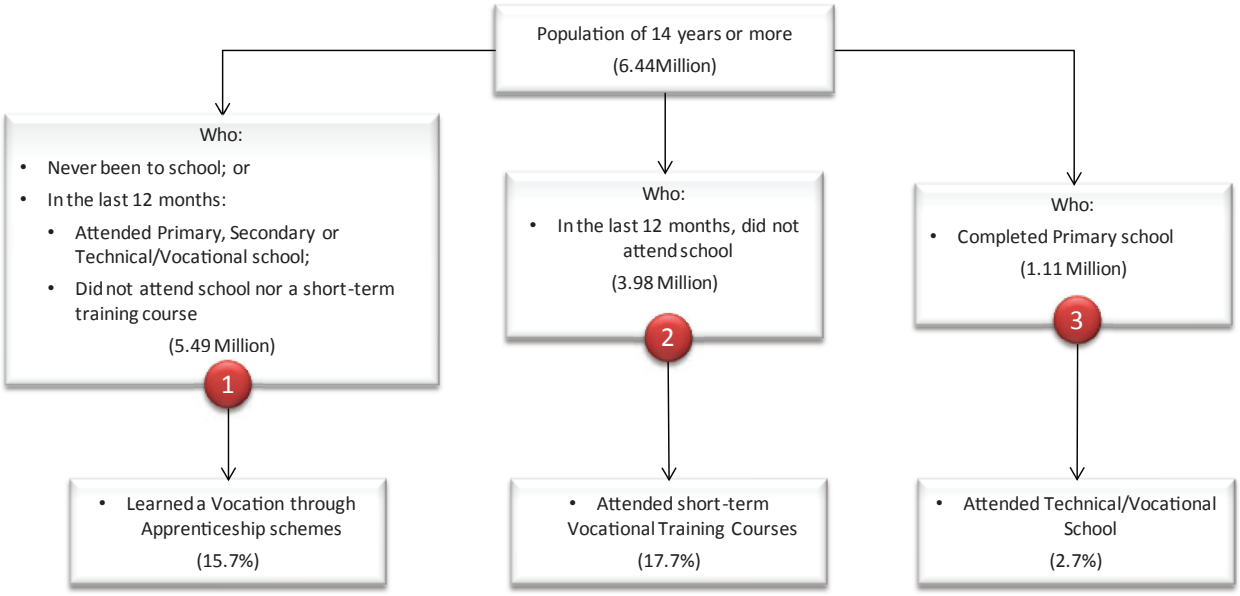
As observed in the case of primary school (see Figure 2.19), health issues continue to be a major factor driving the population with disabilities out of secondary school. The chances of an individual dropping out of secondary school due to health issues increase fortimes when we comparean individual with no disabilities to another with disabilities (Figure 3.14).

In short, a comparison of the results shown in figures 3.11 through 3.14 shows that, despite recent strides in the expansion of secondary school access across Rwanda and all population subgroups, cost is the single most important factor driving the school population out before the completion of secondary education. It is felt more or less equally across the country, has become more of an issue recently than it had been in the past, and is more intensely felt when the education of the household head is considered.

4 Access to technical and vocational education and training

Technical and vocational education and training is "any education, training and learning activity leading to the acquisition of knowledge, understanding and skills relevant for employment or self-employment". In Rwanda, thishas been delivered by different providers at various qualification levels. Technical education is offered at upper secondary school level while initial vocational training is offered to primary school leavers.[12]

Figure 4.1 Population of 14 years and above by type of vocational training received, EICV3



The EICV3 survey provides information on access to technical and vocational training by various subgroups of the population aged sixand above, including those thateither have never been to school or did not complete primary school, thus allowing for a comprehensive review of access to this type of training beyond what the formal educational system provides (seeFigure 1.1 for further reference). However, considering the findings discussed in the preceding chapters, such as people being late starting primary school and the definition of youth in Rwanda, the report restricts the analysis of access to vocational and technical training to the population aged14 and above, excluding the subgroup agedsixto 13. Figure 4.1 illustrates how the three groups covered in this chapter are defined.

- The first group includes three population subgroups: those that either:i) have never been to school; or ii) in the last 12 months prior to the survey fieldwork, did either a) attend school, regardless of the level (primary, secondary or technical/vocational) or b) did not attend school or short-term training. To this group, the EICV3 survey addressed questions on their participation in vocational apprenticeship schemes and when this participation took place;
- The second group includes those individuals that have attended school at some point but not in the last 12 months prior to the survey field work. To this group, the EICV3 survey addressed questions on their attendance of short-term training courses and what impact these courses had on their employment prospects;
- The third group comprises those individuals that completed primary school. Since, in principle, they are eligible to attend the formal technical and vocational education offered by the education system in Rwanda (see Figure 1.1) to this group, the EICV3 survey addressed questions on their attendance of this level of education and if so when it happened.

As it can be seen from Figure 4.1, these groups are not necessarily mutually exclusive. This chapter presents the main findings from the review of access to technical and vocational training and education by these groups. It is structured in two main sections:access to vocational training by the first two groups is reviewed in the first section,while the second concentrates on reviewing access to technical and vocational training by the third group.

[12]Technical and Vocational Education in Rwanda, April 2008.

4.1 Vocational training through apprenticeship schemes or short-term courses

4.1.1 Vocational training through apprenticeship schemes

Broadly defined, an apprenticeship scheme is an informal system, upon which, an individual (the apprentice) learns on the job from another individual (the master), the necessary knowledge and skills to exercise a profession.

Figures 4.2 and 4.3present the proportion of the population aged14 and abovethat, at some point in their lifetime, participated in some apprenticeship scheme to learn a vocation, including for jobs such as tailors, artisans, hair stylists, carpenters, etc. About 16% of all Rwandans in this age group did some form of apprenticeship, 14% of which did so in the past.

Figure 4.2 % of population aged14 and above participating in vocational apprenticeship schemes, by urban/rural, provinceand age groups

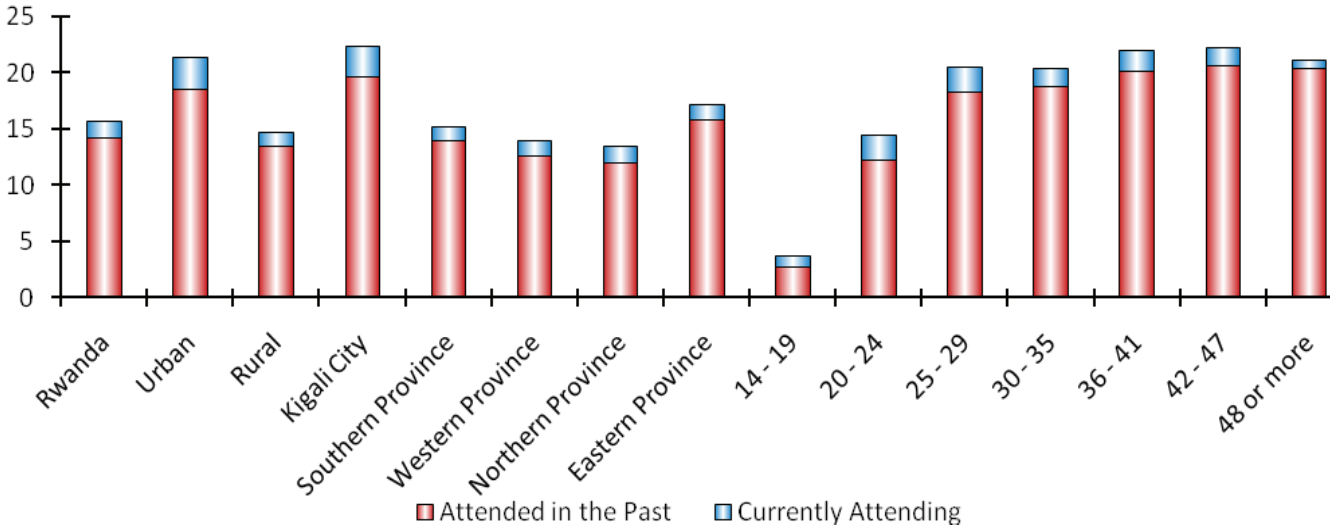
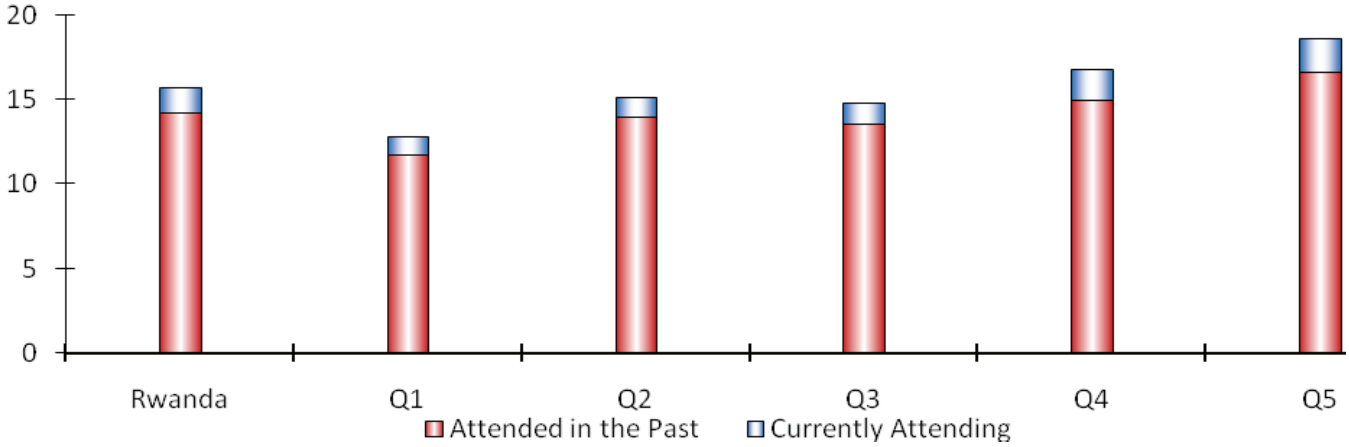


Figure 4.3 % of population aged14 and aboveparticipating in vocational apprenticeship schemes,by level of educational attained and consumption quintile



A breakdown at the subnational level indicates that this practice is more an urban rather than rural phenomenon as it is more commonly observed in Kigali than elsewhere. Vocational training is more commonamong the population above 24 years of age and amongthe population in the highest consumption quintile. Figure 4.2 shows that there is about a 45% higher chance of finding an individual involved in such a scheme in an urban area than ina rural area. Similarly, an individual living in Kigali has about a 66% higherchance of participating in such schemes than another living in the Northern Province. Older people are much more likely to have ever had an apprenticeship.An individual aged14 to 19 is five times less likely to have done so than another of between 42 and47. When the household's consumption is considered, there isabout a 45% higherchance of an individual in the highest consumption quintile taking up a vocational apprenticeship than another in the lowest consumption quintile (figures 4.2 and 4.3).

Figure 4.4 **% of population aged14 and aboveparticipating in vocational apprenticeship schemes,by level of education attained and sex**

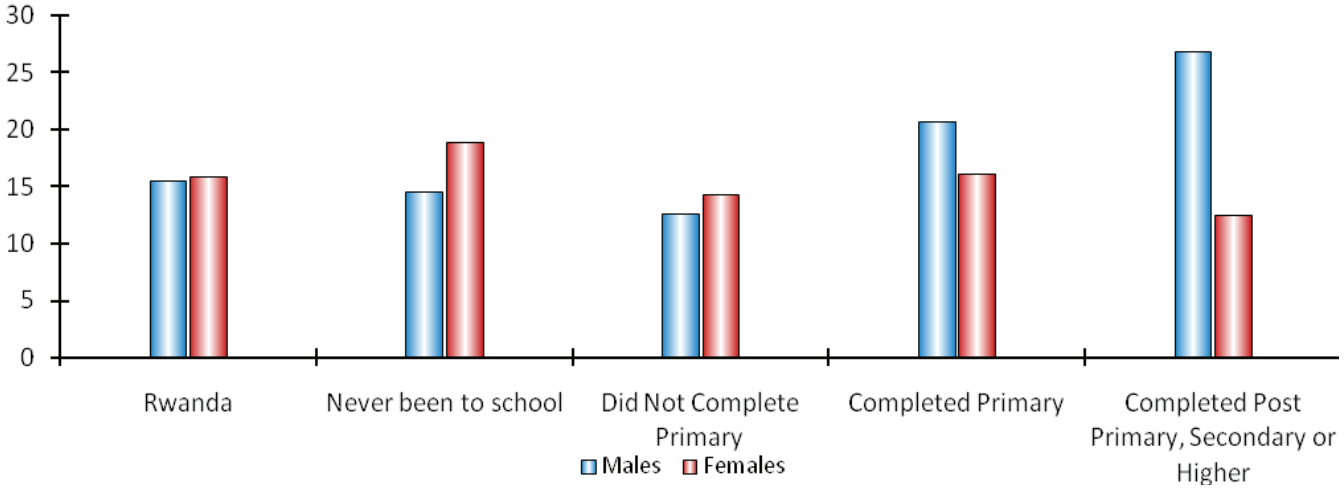


Figure 4.4 presents the data disaggregated by highest level of education attained and sex. It indicates that the female population tends to move away from apprenticeship schemes when theirlevel of education increases while the trend among the male population moves in the opposite direction. The higher the level of education of a male individual,the more likely ishis participation in apprenticeship schemes. The proportion of women participating in vocational apprenticeship schemes decreases from 19% among those thathave never been to school to 13% among those that have completed the post-primary or secondary level. On the other hand, the proportion of men increases from 15% among those that have never been to school to 27% among those that completed post-primary or secondary school.

4.1.2 Vocational training through short-term courses

Vocational training can start when an individual leaves school, in order to better prepare him or her to enter the labour market, and comprises short-term training courses. Table4.2 and figures 4.5 through 4.8present data on the proportion of the population aged14 and above not attending school in the last 12 months that attended such courses.

Figure 4.5 **% of population aged14 and abovenot in school in last 12 months who attended short-term vocational training,by urban/rural, provinceand age group**

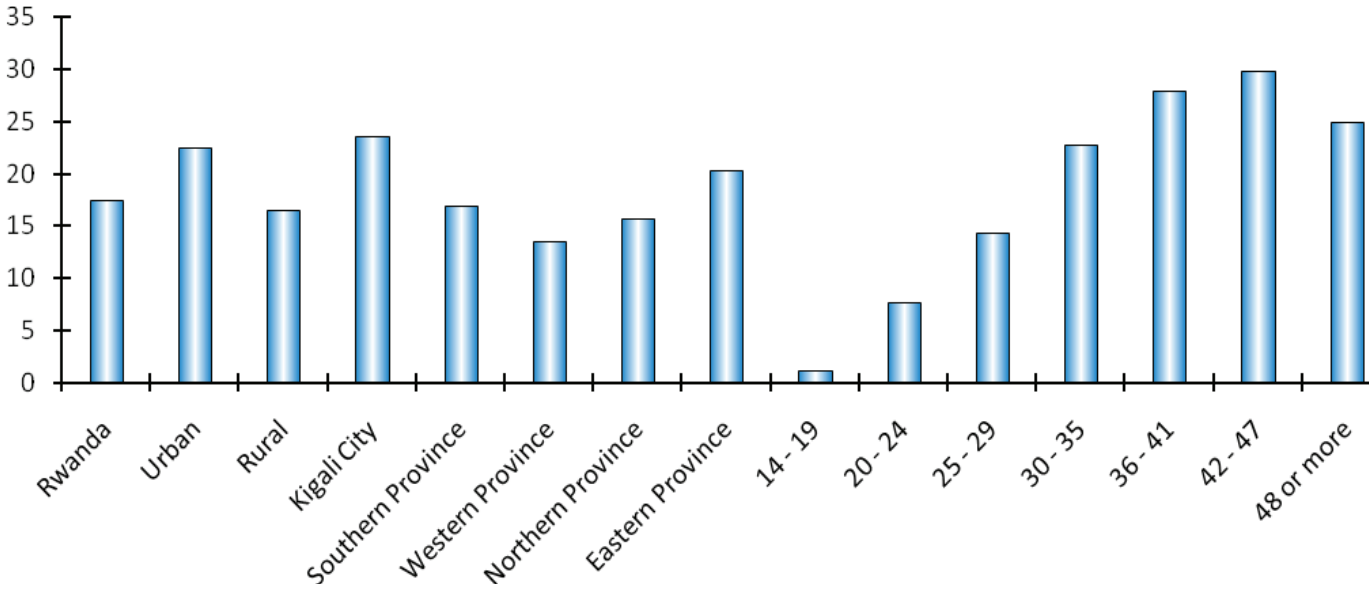


Figure 4.5 shows that, across all Rwanda, about 18% of the population aged14 and above and not in school in the last 12 months attended a short-term vocational training course.

A breakdown by geography and age reveals a similar trend to that observed among those who attended apprenticeship schemes (see Figure 4.2), with the attendance of this type of course being more common in urban areas, among Kigali residents, and the population aged24 and above. The chances of an individual attending such a course increases by about

35% when an individual in an urban area is compared to another in a rural environment, and to 71% when comparing Kigali to the Western Province. The chances of an individual attending short-term vocational training doubles from an individual aged20 to 24 to another aged25 to 29 and quadruplesfrom an individual of 20 to 24 to another of 42 to 47 (Figure 4.5).

Figure 4.6 **% of population aged14 and above not in school in last 12 months who attended short-term vocational training,by level of education attained and consumption quintile**

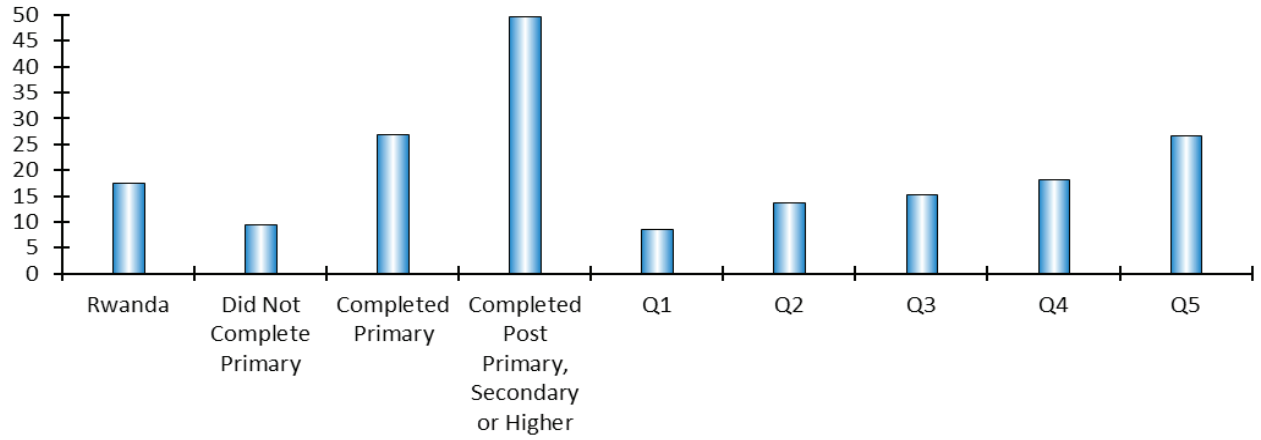


Figure 4.6 indicates that the level of education attained by an individual is more important in determining whether this individual will, at somepoint, attend a short-term vocational training course than the household's consumption level. While the proportion of individuals attending a short-term vocational course is fivetimes higher among individuals that completed post-primary or secondary school level than among those that did not complete primary school, this proportion is only threetimes higher when one compares individuals from the highest consumption quintile to individuals from the lowest quintile.

Figure 4.7 **% of population aged14 and abovenot in school in last 12 months who attended short-term vocational training,by age and sex**

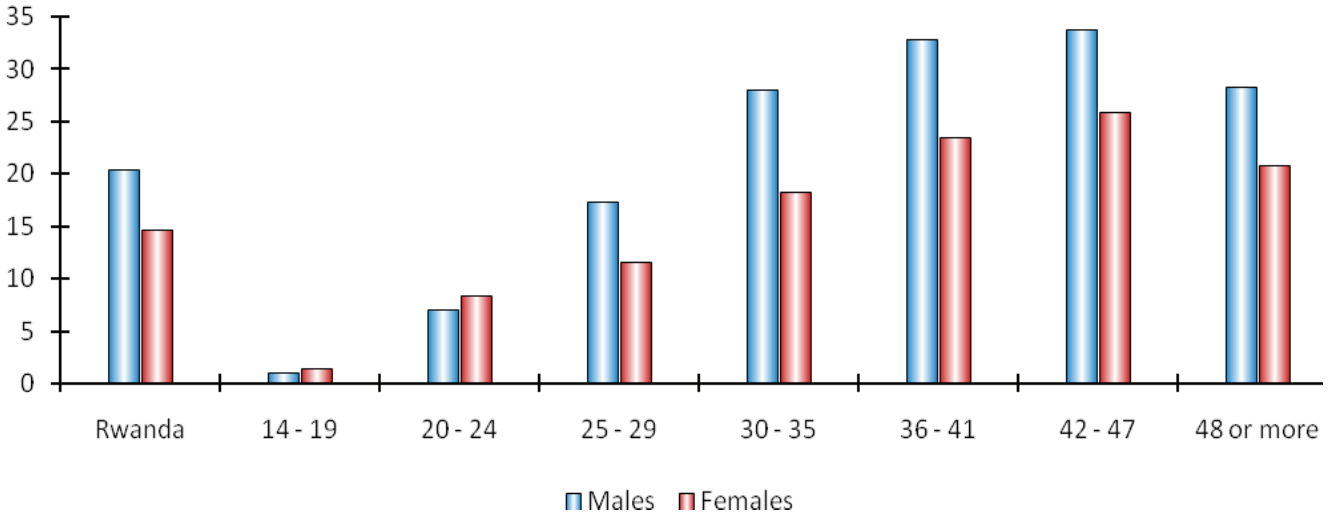
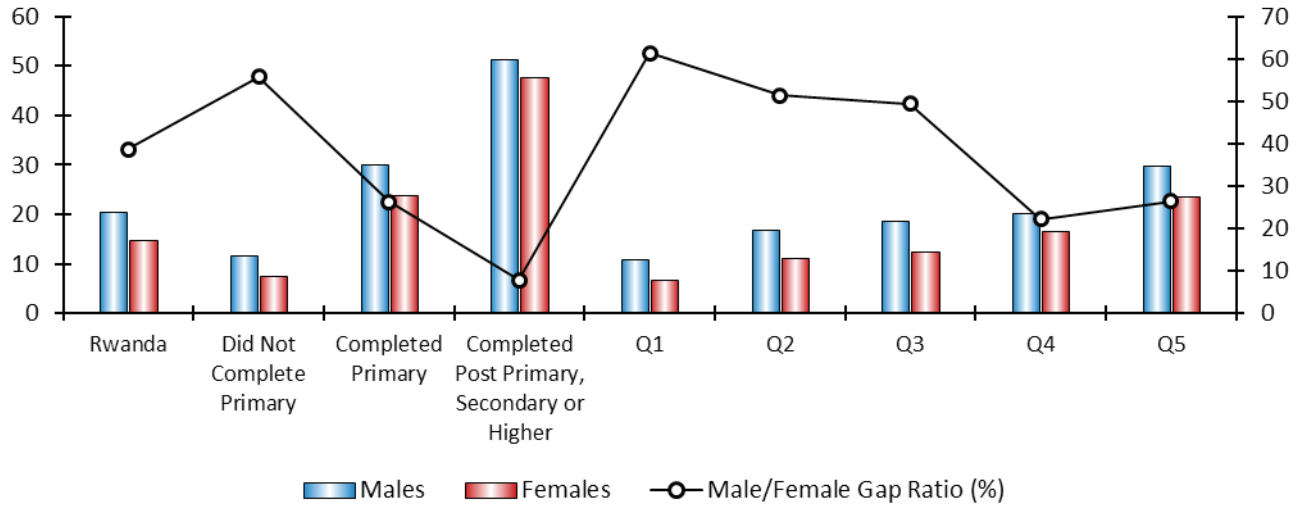


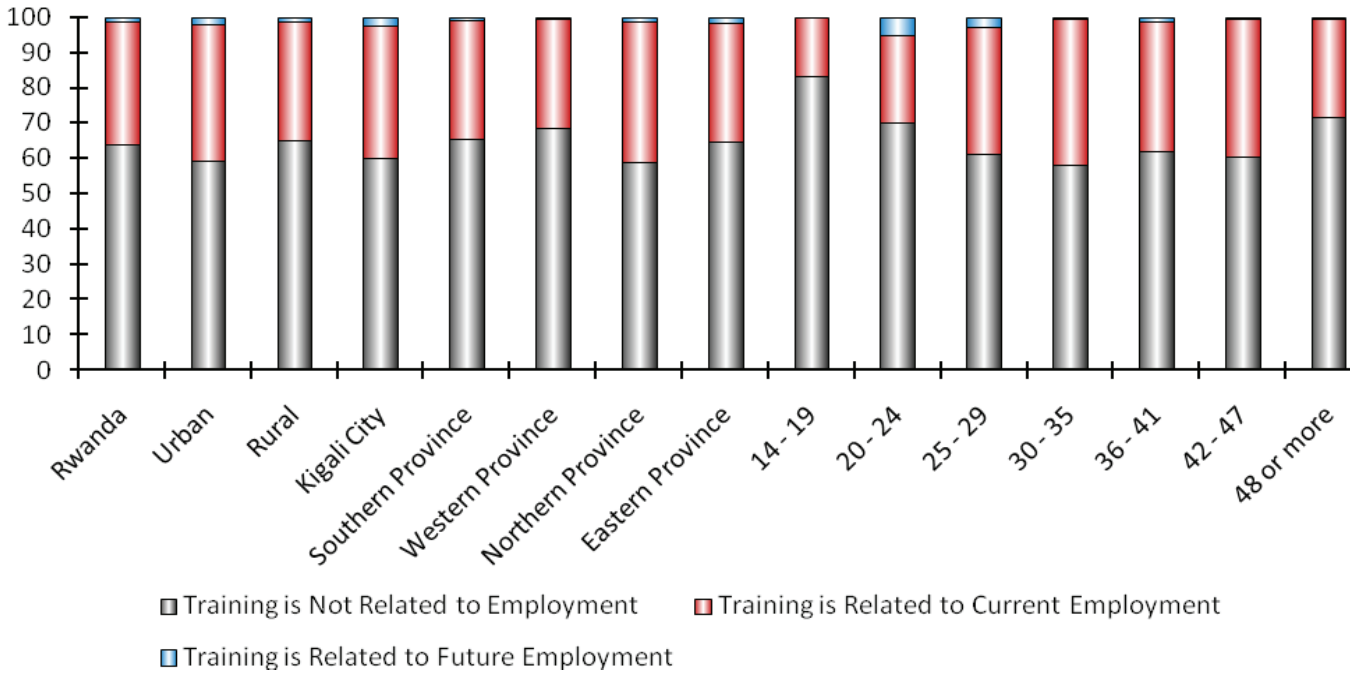
Figure 4.7presents a breakdown of participation in vocational training by age and sex. It shows that the female population is less likely to attend short-term vocational training than the male population. However, this does not apply to the youngest age group, of between 14 and 24, where we can see that girls are actually more likely to attend these types of courses.

Figure 4.8 **% of population aged14 and above not in school in last 12 months who attended short-term vocational training,by level of education attained, consumption quintile and sex**



The level of school attainment – seen as a factor inimproving girls' access to short-term vocational training –is again more important than the household's consumption level. Themale/female gap ratio reduces from about 56% to about 8% when attendance is compared between a girl that never completed primary school and another that completed the post-primary or secondary school level.The level of education attained is a more important factor than gender.On the other hand, the male/female gap ratio for a similar comparison between a girl in the lowest consumption quintile andanother in the highest quintile reduces from about 61% to about 26%, which represents a twofold reduction (Figure 4.8).

Figure 4.9 **% of population aged14 and above not in school in last 12 months who attended short-term vocational training,by urban/rural, province, age group and perceived impactof training on employment prospects**



Figures 4.9 and 4.10 examine the impact these short-term vocational training courses had on the population's perceived employment prospects, both in present and future terms.They show that, across all Rwanda, about 65% of the population

aged14 and abovethat attended short-term vocational training courses believe the training received does not help them secure better jobs.

This scepticism towards employment prospects being improved by these courses is higher among course participants from rural areas (about 10% higher than that observed among urban participants), Western Province residents (about 16% higher than that observed among Northern Province residents) and among the population aged14 to 19 (about 43% higher than that observed among the population aged30 to 35). Thismay explain why demand for these courses is lower in these areas or among these population subgroups (Figure 4.9).

Figure 4.10 % of population aged14 and above not in school in last 12 months who attended short-term vocational training,by level of education attained, consumption quintile and perceived impactof training on employment prospects

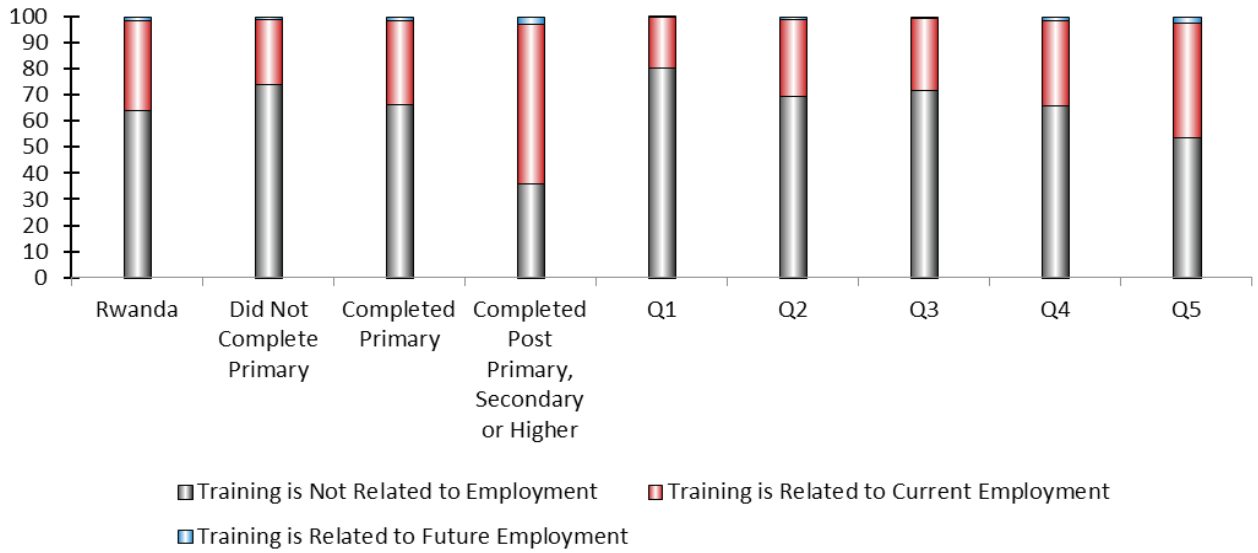


Figure 4.10 shows that the proportion of the population aged14 and above attending short-term vocational training and dissatisfied with the employment prospects they get from these courses decreases as the level of education increases. While about 74% of those who did not complete primary school believe that the training received is not related to employment, this proportion is about 36% among those who completed thepost-primary or secondary school level. This represents a twofold reduction.

A similar trend is observed when the data aredisaggregated by consumption quintile, although this time the level of reduction is lower. About 80% of training participants in the lowest quintile believe the training received is not related to employment, while this proportion is about 54% among those in the highest quintile. This represents a reduction of about 48% (Figure 4.10).

4.2 Technical and vocational education and training

Table 4.1 % of population aged14 and above who completed primary school and attended technical/ vocational education, by urban/rural and province, EICV3

Rwanda	**2.7**
Urban/rural 2002	
Urban	3.8
Rural	2.4
Province	
Kigali City	3.4
Southern Province	4.3
Western Province	2.9
Northern Province	1.3
Eastern Province	1.4

The EICV3 survey also collected data on the attendance of technical and vocational education by those completing primary school, as indicated in Figure 4.1 above.

Table 4.1 presents the proportion of the population aged14 and abovethat, at some point after completing primary school, attended a technical or vocational school by geographic characteristics. It shows that, across all Rwanda, about 3% of the population aged14 and abovereceived some technical or vocational education.

A geographic breakdownindicates that the urban population as well as residents of Kigali and theSouthern and Western provinces are more likely to attend a technical or vocational school.The chances of an individual attending an institution offering technical or vocational education after completing primaryschool increases by almost 60% when comparing a resident of a rural area to another of an urban area. These chances triple when comparing a resident of the Northern or Eastern provinces to one from the Southern Province.

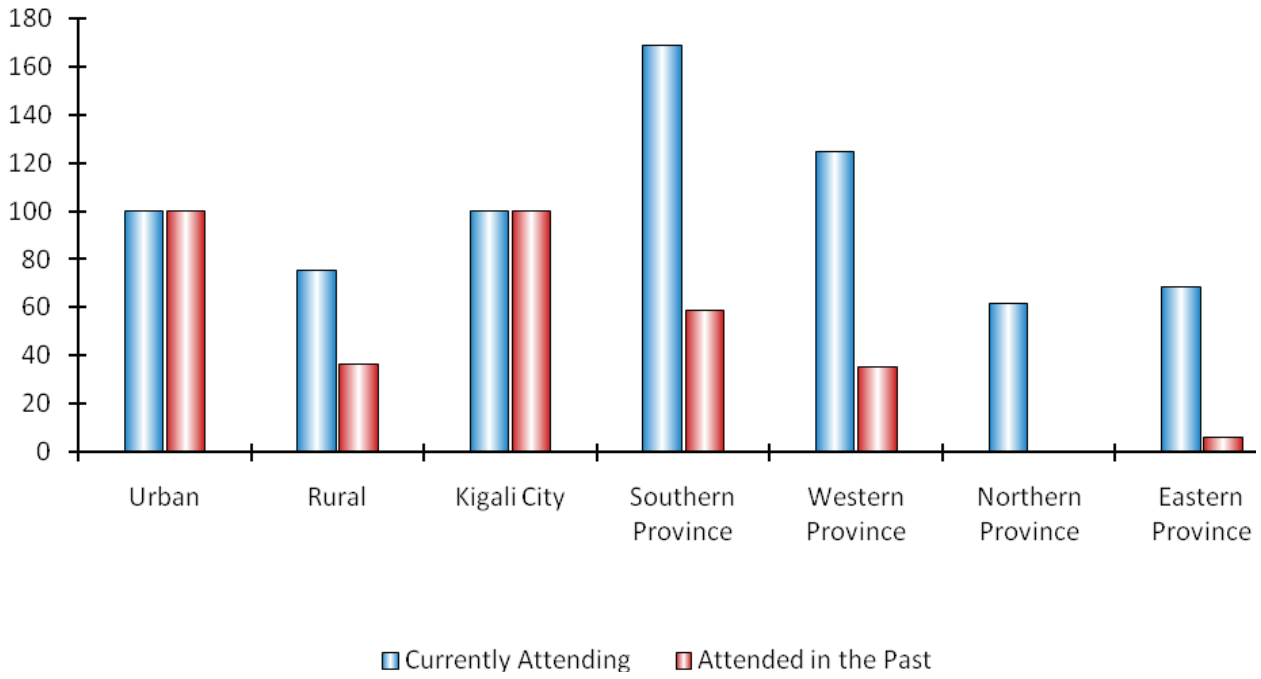
Table 4.2 % of population aged14 and abovewhocompleted primary school and attended technical/ vocational education, by technical/ vocational education attendance status andlevel of school attended after completing primary school, EICV3

	Technical/vocational education attendance status		Level of school attended after completing primary		
	Currently attending	Attended in the past	Secondary	Technical/ vocational	Both
Rwanda	**2.1**	**.6**	**97.2**	**2.7**	**.1**
Urban/rural 2002					
Urban	2.5	1.1	96.1	3.8	.1
Rural	1.9	.4	97.6	2.4	.0
Province					
Kigali City	1.9	1.5	96.2	3.4	.4
Southern Province	3.3	.9	95.5	4.5	.0
Western Province	2.4	.5	97.1	2.9	.0
Northern Province	1.2	.0	98.7	1.3	.0
Eastern Province	1.3	.1	98.6	1.4	.0

The EICV3 survey collected data that allow for a further investigation of attendance of technical or vocation education, including a breakdown of the population that at some pointattended this level of education by current or past attendance. It also allows us to look at the trajectory of those attending technical or vocation education, once they completed primary school. Table 4.2 presents the findings from this analysis.

Across all Rwanda, about two-thirds of all those aged 14 and above that have ever attended a technical or vocational school are doing so now. This is a clearindication that such trainingis more widely availablenowadays than it was before. Furthermore, acomparison of the proportion currently attending technical or vocational training with those who attended in the past by geographic characteristics indicates that technical or vocational education services are now more widespread than in the past. In most cases, less privileged subgroups of the population have reduced the gap that separated them from other more privileged subgroups. For instance, as shown in Table4.2, the urban population and Kigali City residents had, in the past, higher levels of access to this type of services than the rural population and residents in other parts of Rwanda. Figure 4.13 presents the ratios of less privileged population subgroups to those that were more privileged.

Figure 4.13 **% of population aged14 and above who completed primary school and attended technical/ vocational education, EICV3**



While in the past for every 10 individuals attending technical or vocational education in urban areas there were about fourindividuals in rural areas, currently for every 10 such individuals in urban areas there are about eightin rural areas. Similarly, in the past for every 10 individuals residing in Kigali and attending a technical or a vocational school, there were about six, four and one in the Southern, Western and Eastern provinces,respectively. At present, for the same number of individuals residing in Kigali and receiving this type of services, there are 17, 13 and sevenin the Southern, Western and Eastern provinces, respectively.

Table 4.5 also indicates that about 97% of the population aged14 and above that attended technical or vocational education did not have it as their first choice to proceed with their studies. In fact, they first attended a secondary school and only after that did they go on to join an institution providing technical or vocational education. This may be either due to thelimited supply of technical or vocational education or lack of knowledge about the courses among the population completing primary school.

5. Access to higher learning

In Rwanda, if an individual enters the school system at the right age for starting primary school, never repeats a class and decides to pursue a college or university degree, then he or she will be joining an institution of higher learning at the age of 19. He or she would be expected to complete this level of education at the age of 25. In this sense, the proportion of the population aged between19 and25 attending an institution of higher learning constitutes a NAR and the population agedat least 19 attending such an institution, expressed as a proportion of the population aged19 to 25,constitutes a GAR for this level of education. Tables 5.1 and 5.2 present the results for both NAR and GAR in institutions of higher learning in Rwanda.

Table 5.1 shows that, across all Rwanda, about 3% of the population aged19 to 25 was attending a college or university in 2010–11. This is twice the proportion observed in 2005–06.

Although access to higher learningamong the population aged 19 to 25 remains a privilege of the urban population, less privileged subgroups of the population are catching up. The proportion of individuals attending an institution of higher learning increased about 18 times faster in rural areas than in urban areas and between eightand 29 times faster elsewhere compared toKigali.

Even though it remains below the national average, it is worth mentioning that access to higher learning among 19-and20-year-oldshas increased. Despite theincreasing phenomenon of late completion of primary school discussed earlier in this report, there is a trend of increased attendance in an institution of a higher learningamong these individuals. Betweenthreeand 11 people per 1,000 were attending in 2010–11, up from between oneandfivein 2005–06, which represents an encouraging trend among this age group.

Table 5.1 % of individuals aged19 to 25 attending an institution of higher learning, by urban/rural, province, and age group

	EICV3	EICV2	% change
Rwanda	**2.6**	**1.3**	**95.9**
Urban/rural 2002			
Urban	7.8	5.8	33.9
Rural	1.3	.2	605.8
Province			
Kigali City	7.7	6.7	16.1
Southern Province	1.7	.7	142.5
Western Province	2.1	.4	468.9
Northern Province	1.8	.6	209.3
Eastern Province	1.5	.6	133.0
Age (in groups)			
19–20	.7	.3	133.3
21–22	1.9	1.0	90.0
23–25	4.4	2.2	100.0

Table 5.2 adds another dimension to the analysis of access to higher learning among Rwandans. It has not only grown among the population aged19 to 25 but also among the population aged above 25. The GAR across all Rwanda, at about 6% in 2010–11, represents a twofold increase since 2005–06.

Access to higher learning is still highest among the privileged urban population, Kigali City residents, and individuals in the highest consumption quintile. The chances of an individualfrom either one of these subgroups of the population attending an institution of higher learning are at least threetimes higher than those for the average Rwandan. However, as observed before, the other subgroups of the population are catching up and fast closing the gap that separates them from the most privileged

subgroups. The chances of an individual attending an institution of higher learning in a rural area increased ninetimes faster than those for another individual in an urban area. Similarly, the chances of a resident in the Western Province attending higher education increased 13 times faster than those for a resident in Kigali City.

Moreover, a comparison of the growth rates in tables 5.1 and 5.2 indicates that, for some cases, such as in rural areas and the Eastern Province, the population aged19 to 25 attending an institution of higher learning is growing faster than the population over 25.

Table 5.2 % of population aged19 and above attending an institution of higher learning as % of population aged19–25 years, by urban/rural andprovince

	EICV3	EICV2	% change
Rwanda	**6.1**	**2.9**	**109.3**
Urban/rural 2002			
Urban	18.2	12.3	48.7
Rural	3.3	.6	440.0
Province			
Kigali City	19.8	14.7	34.7
Southern Province	3.3	1.3	146.7
Western Province	4.8	.9	463.0
Northern Province	5.1	1.6	219.8
Eastern Province	2.9	1.5	95.3

Figure 5.1 Mean number of years attending an institution of higher learning among population aged19 and above, by urban/rural, province and sex, EICV3

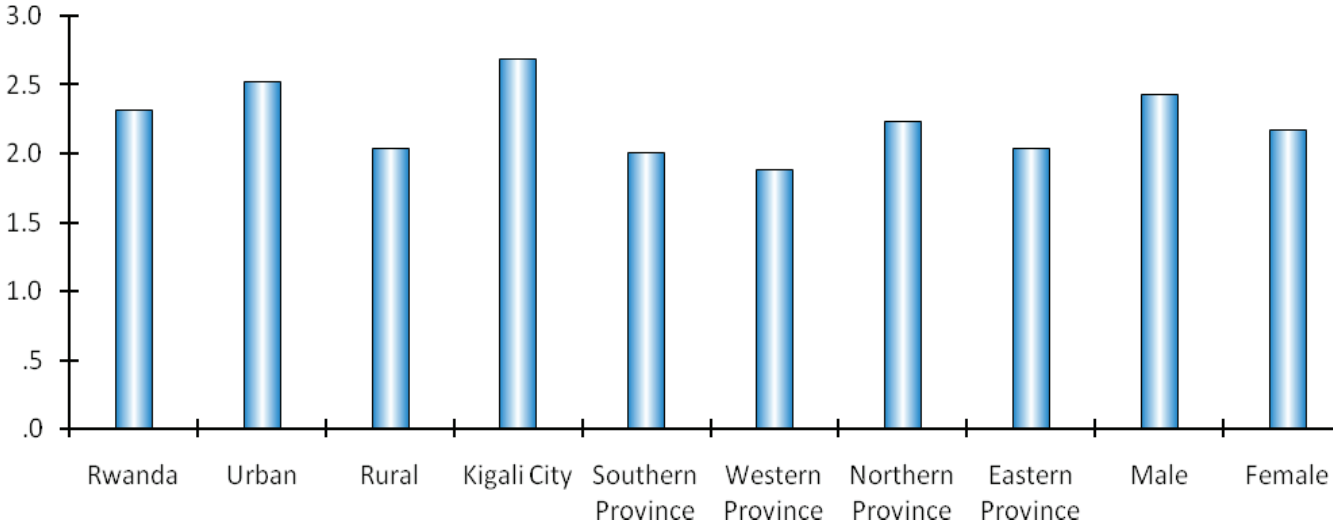


Figure 5.1, presenting the average number of years spent by the population aged19 and above in an institution of higher learning, shows that the average higher learning student in 2010–11 spent about twoyears attending a tertiary-level school. Considering the length of a higher learning course, this suggests that the student population is atan early stage of this level of education.

6. User satisfaction and facilities

Table 6.1 User satisfaction (%) with schools by urban/rural, province, sex, level and type of school, and quintile[13]

	EICV3	EICV2	% change
Rwanda	81.9	66.0	24.1
Urban/rural 2002			
Urban	87.1	64.5	35.1
Rural	80.9	66.3	22.1
Province			
Kigali City	88.4	69.1	27.9
Southern Province	85.3	67.5	26.4
Western Province	76.1	66.3	14.9
Northern Province	81.1	65.0	24.8
Eastern Province	82.5	63.4	30.2
Sex			
Male	81.6	65.6	24.4
Female	82.2	66.4	23.9
Level of school			
PrePrimary	69.5		
Primary	82.3	66.5	23.8
PostPrimary	84.2	49.5	69.9
Secondary	81.1	62.3	30.2
University	78.1	75.7	3.2
Quintile			
Q1	83.2	67.3	23.5
Q2	80.6	68.2	18.3
Q3	83.0	63.5	30.8
Q4	81.1	67.2	20.8
Q5	81.5	64.1	27.2

Both the EICV3 and EICV2 surveys askedquestions on satisfaction with the education services ofthe users of these services across all levels of the education system. Although they areon a self-perceived basis, these questions allow for a review of progress in the level of satisfaction of users with the education system.

Table 6.1 presents these results by geographic, demographic, and socio-economic characteristics. It shows that, across all Rwanda, 82% of the users of education services in 2010–11, were satisfied with these services. This represents a 24% increase since 2005–06, suggesting that the quality of education services provided in Rwanda is perceived to have improved in this period.

A breakdown by geographic characteristics indicates that satisfaction is lowest among users in rural areas as well as in the Western Province. A user of the education services in a rural area is about 8% less likely to be satisfied with the services

[13]The question "Have you had problems with the school" was addressed to all individuals attending school during both EICV2 and EICV3, with "No problem" being among the response categories associated with it.

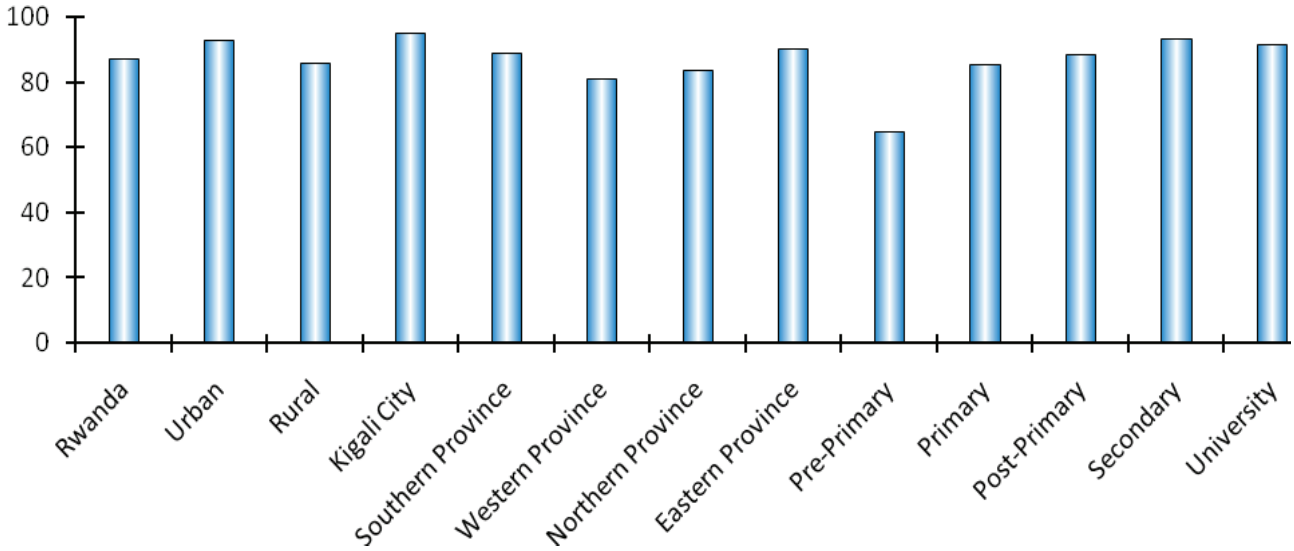
received than another user in an urban area, while a user in the Western Province is about 16% less likely to be satisfied with the services than one in Kigali.

When the level of education is considered, the lowest proportions of users satisfied with the services received are observed among pre-primary users as well as among university users.

When these findings are compared with those observed in 2005–06, the most noteworthyimprovements in the services delivered by the education system areperceived to have been in urban areas, in the Western Province,and among university users.Post-primary levels of satisfaction are particularly striking.

Improvements in the services delivered were about 37% slower in rural areas than in urban areas, about 47% slower in the Western Province than in Kigali City, and about 95% slower among university users than post-primary users.

Figure 6.1 Use of separate toilet facilities for boys and girls at school, by province, urban/rural and level of school (%)



Another dimension to the quality of services delivered by the education system is the existence of separate toilet facilities for boys and girls,given that the absence of such services in school might be a factor limiting girls'school attendance. Figure 6.1 presents a summary of the results from EICV3. It shows that, across all Rwanda, about 87% of the users indicated that their schools have installed separate toilet facilities for boys and girls.

A breakdown by geographic characteristics indicates that the lowest use of separate facilities for boys and girls is found in rural areas as well as in the Western Province.

When the level of school attended by users is considered, the lowest use of separate facilities for boys and girls is found among pre-primary school users.

7. Literacy

Table 7.1 presents literacy rates among the population aged15 to 24 and aged 15 years and above. It shows that, across all Rwanda, the levels of literacy are found to be higher among the population aged15 to 24 than among the whole population aged above15. In 2010–11, about 84% of the population aged between15 and24 and 70% of the population aged15 years and abovesaid they knew how to read and write.[14]This reflects the higher levels of access to education among the population aged 15 to 24.

Table 7.1 Literacy rate (%) among population aged15–24 and 15 and above, by urban/rural, provinceand consumption quintile

	Population aged15–24			Population aged15 and above		
	EICV3	EICV2	% change	EICV3	EICV2	% change
Rwanda	83.7	76.9	8.8	69.7	65.3	6.7
Urban/rural 2002						
Urban	88.8	84.7	4.8	82.6	78.2	5.6
Rural	82.6	75.1	10.0	67.3	62.6	7.5
Province						
Kigali City	89.3	86.6	3.1	86.7	82.4	5.2
Southern Province	81.5	77.0	5.8	65.7	64.6	1.7
Western Province	83.2	75.7	9.9	68.4	63.6	7.5
Northern Province	84.4	76.2	10.8	68.7	62.5	9.9
Eastern Province	82.8	73.9	12.0	68.2	62.2	9.6
Quintile						
Q1	75.6	66.3	14.0	57.6	51.0	12.9
Q2	80.7	72.9	10.7	63.0	58.9	7.0
Q3	83.6	77.2	8.3	67.6	63.5	6.5
Q4	86.0	80.3	7.1	71.7	68.0	5.4
Q5	88.9	84.2	5.6	83.3	79.7	4.5

Across the various domains of analysis at the subnational levels, the gap between the populationaged15 to 24 and 15 and above widens in rural areas and outside Kigali City. The chances of the average individual aged 15 to 24 being literate are about 20% higher than those of the average individual aged 15 and above. When only the urban area is considered, these chances reduce to just 8% and in Kigali they reduce further to just 3%.

The chances of an individual aged 15 to 24 in the lowest consumption quintile being literate are 31% higher than those of another individual aged 15 and above in the same quintile. The chances in relation to an individual of 15 to 24 in the highest consumption quintile are just 7% higher than those of another individual aged 15 and above in the same quintile. This represents a fourfold gapbetween the richest and poorest and indicates that the higher literacy levels in the younger cohort are most prominent among those living in poorer households. This suggests that literacy is improving fastest among the poor.

When progress is measured against the 2005–06 results, the fastest growths in literacy among the population aged 15 to 24 were observed in rural areas (where growth is found to be twice as fast as in urban areas), in the Eastern Province(where growth was four times faster than that observed in Kigali), and among the population in the first and poorest quintile (among which the growth was three times as fast as that observed among the population in the highest consumption quintile).

Table 7.2 presents results for computer literacy rates expressed as an individual's self-confidence about using a computer, among both the population aged 15 to 24 and aged 15 and above by geographic, demographic and socio-economic characteristics. It shows that, across all Rwanda, out of every 100 individuals aged between15 and24,sevenare confident about using a computer, while among the population aged15 and above, fiveout of 100 are confident.

[14]Respondents were not asked to demonstrate whether they could write or read. The results are based on the report of the person interviewed in the household by the enumerator.

Table 7.2 **Computer literacy rate (%) among population aged 15–24 and 15 and above, by urban/rural, province, sex and consumption quintile, EICV3**

	Population aged15–24	Population aged15 and above
Rwanda	6.5	5.3
Urban/rural 2002		
Urban	17.0	17.6
Rural	4.4	3.0
Province		
Kigali City	19.9	21.1
Southern Province	4.0	2.8
Western Province	4.1	3.2
Northern Province	6.7	5.2
Eastern Province	5.0	3.0
Sex		
Male	7.6	7.0
Female	5.5	4.0
Quintile		
Q1	.9	.4
Q2	1.6	.7
Q3	3.0	1.4
Q4	5.0	2.7
Q5	17.1	17.8

Table 7.2 also shows that access to computers is still a privilege of the urban population, Kigali residents, and the population in the highest consumption quintile. The chances of an individual aged15 and abovebeing confident about using a computer aresixtimes higher in an urban area than in a rural location andeighttimes higher for aKigali resident compared toa resident of the Southern Province. The most striking contrast is the gap between the richest and poorest, with those in the richest quintile being45 times more likely to be confident with a computer than a resident from the lowest consumption quintile.

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Annex A Educationtables

Table A1.1 Distribution of population by age and sex (%)

		EICV3				EICV2			
		Sex			Total population (000s)	Sex			Total population (000s)
		Male	Female	Total		Male	Female	Total	
Rwanda		47.4	52.6	100.0	10,762	47.4	52.6	100.0	9,491
Age	0–3	5.9	6.1	12.0	1,290	6.8	6.6	13.4	1,267
	4–6	4.5	4.5	9.0	967	4.4	4.6	9.0	852
	7–9	4.4	4.4	8.8	945	4.0	4.2	8.1	773
	10–12	4.0	4.1	8.1	868	3.8	4.1	7.9	750
	13–15	3.7	3.7	7.5	805	3.9	3.8	7.7	734
	16–18	3.4	3.5	6.8	733	3.9	4.2	8.1	770
	19–21	2.8	3.2	6.0	646	3.0	3.3	6.3	597
	22–24	2.6	2.8	5.4	583	2.9	3.3	6.2	585
	25–27	2.3	2.7	5.1	546	2.2	2.6	4.9	464
	28–30	2.2	2.6	4.7	511	1.6	2.0	3.7	348
	31–33	1.6	1.9	3.5	375	1.3	1.7	3.0	285
	34–36	1.3	1.6	2.9	317	1.2	1.5	2.7	255
	37–39	1.2	1.5	2.7	289	1.0	1.3	2.3	216
	40–42	1.1	1.3	2.5	265	1.1	1.4	2.5	241
	43–45	1.0	1.1	2.1	223	1.1	1.3	2.5	235
	46–48	.9	1.2	2.1	224	.9	1.3	2.2	207
	49–51	.9	1.1	2.0	217	.9	1.0	1.9	179
	52–54	.8	1.0	1.7	188	.7	.9	1.5	146
	55–57	.6	.9	1.4	154	.6	.6	1.2	114
	58–60	.6	.8	1.3	142	.4	.5	1.0	94
	61–63	.4	.5	.8	90	.2	.4	.6	57
	64 and above	1.4	2.1	3.6	384	1.4	2.0	3.4	320

Table A2.1 NAR (%) at primary school by urban/rural, province, type of school, age, consumption quintile and sex, EICV2 and EICV3

		EICV3						EICV2					
		Males	Male population aged 7 to 12 (000s)	Females	Female population aged 7 to 12 (000s)	Total	Total population aged 7 to 12 (000s)	Males	Male population aged 7 to 12 (000s)	Females	Female population aged 7 to 12 (000s)	Total	Population aged 7 to 12 (000s)
Rwanda		90.7	895	92.7	918	91.7	1813	85.8	741	87.4	778	86.6	1519
Urban/ rural 2002	Urban	92.8	115	93.8	117	93.3	232	90.0	114	91.8	116	90.9	231
	Rural	90.4	781	92.5	800	91.5	1581	85.0	626	86.6	662	85.8	1288
Province	Kigali City	94.8	74	93.4	68	94.1	142	91.7	64	92.4	64	92.0	128
	Southern Province	90.1	214	91.9	211	91.0	424	84.8	179	86.6	202	85.7	381
	Western Province	90.7	217	91.8	234	91.2	451	84.4	188	85.6	191	85.0	379
	Northern Province	95.6	163	95.9	186	95.7	349	87.6	148	90.7	152	89.2	301
	Eastern Province	86.4	228	91.4	219	88.9	447	84.4	161	85.5	167	85.0	329
Age	7 years	71.7	163	76.8	169	74.3	332	61.7	136	68.5	137	65.1	273
	8 years	90.3	162	92.9	158	91.6	319	86.5	118	85.4	131	85.9	249
	9 years	96.0	144	97.2	150	96.6	294	92.6	124	94.3	125	93.5	250
	10 years	95.5	148	97.4	149	96.5	297	91.7	128	92.3	143	92.1	271
	11 years	97.5	151	97.9	160	97.7	311	95.2	112	95.9	108	95.5	220
	12 years	95.7	128	95.8	132	95.7	259	89.7	123	90.2	133	90.0	256
Quintile	Q1	85.2	218	88.5	234	86.9	452	80.9	175	78.9	189	79.9	364
	Q2	90.5	205	92.3	198	91.4	404	85.4	157	87.3	159	86.3	316
	Q3	92.3	178	93.7	180	93.0	358	86.5	149	89.8	149	88.1	298
	Q4	92.9	153	94.6	158	93.7	311	87.9	136	91.5	146	89.8	281
	Q5	95.0	141	96.3	148	95.7	289	89.9	124	92.3	136	91.2	259

Table A2.2 GAR (%) at primary school by province, urban/rural, sex, type of school and consumption quintile, EICV2 and EICV3

		EICV3						EICV2					
		Males	Male population aged7–12 (000s)	Females	Female population aged7–12 (000s)	Total	Population aged7–12 (000s)	Males	Male population aged7–12 (000s)	Females	Female population aged7–12 (000s)	Total	Population aged7–12 (000s)
Rwanda		149.8	895	147.1	918	148.4	1,813	107.3	743	108.1	780	107.7	1,523
Urban/ rural 2002	Urban	140.5	115	142.0	117	141.3	232	119.7	115	120.8	117	120.3	231
	Rural	151.1	781	147.8	800	149.4	1,581	105.0	628	105.9	663	105.5	1,291
Province	Kigali City	135.4	74	139.3	68	137.3	142	119.5	64	119.9	64	119.7	129
	Southern Province	150.8	214	150.6	211	150.7	424	106.2	179	112.4	202	109.5	382
	Western Province	150.7	217	147.6	234	149.1	451	102.9	189	100.1	191	101.5	380
	Northern Province	156.8	163	149.2	186	152.8	349	99.1	149	101.3	153	100.2	302
	Eastern Province	147.6	228	143.7	219	145.7	447	116.1	162	113.7	168	114.9	330
Quintile	Q1	144.8	218	139.3	234	141.9	452	90.9	176	91.6	189	91.2	365
	Q2	147.7	205	149.7	198	148.7	404	103.3	157	107.1	160	105.2	317
	Q3	149.7	178	151.9	180	150.8	358	113.7	149	109.3	149	111.5	298
	Q4	157.7	153	149.8	158	153.7	311	110.5	137	110.9	146	110.7	283
	Q5	151.9	141	147.0	148	149.4	289	124.2	124	127.8	137	126.1	260

Table A2.3 % distribution of population attending primary school by age, EICV2 and EICV3

		EICV3							EICV2						
		7–8 years	9–10 years	11–12 years	13–14 years	15–16 years	17 + years	Population attending primary school (000s)	7–8 years	9–10 years	11–12 years	13–14 years	15–16 years	17 + years	Population attending primary school (000s)
Rwanda		20.0	21.2	20.5	17.3	11.7	5.9	2,690	6.1	17.8	23.2	23.9	18.2	10.6	1,640
Urban/ rural 2002	Urban	23.2	21.9	21.0	15.3	8.6	5.0	328	11.6	21.7	20.7	19.9	15.7	9.7	278
	Rural	19.6	21.1	20.5	17.6	12.1	6.0	2,363	4.9	17.0	23.7	24.7	18.7	10.8	1,362
Province	Kigali City	24.3	22.4	21.9	14.1	7.1	4.7	195	11.9	24.1	21.3	18.4	13.3	10.4	154
	Southern Province	19.4	20.7	20.2	17.9	12.9	6.4	639	5.5	17.9	22.7	24.0	17.5	12.3	418
	Western Province	19.8	21.4	19.9	17.1	11.8	6.7	672	5.7	17.2	24.2	26.0	18.0	8.9	386
	Northern Province	19.0	21.4	22.2	17.4	11.7	4.4	533	5.8	21.0	23.7	23.0	18.4	8.0	303
	Eastern Province	20.4	20.9	19.6	18.0	11.7	6.4	651	5.0	13.3	23.1	24.7	21.0	12.8	379
Sex	Male	19.6	20.9	20.1	17.1	12.3	6.8	1,341	5.6	17.2	23.0	25.0	18.0	11.0	797
	Female	20.5	21.6	21.0	17.6	11.0	5.0	1,349	6.5	18.4	23.3	22.9	18.3	10.3	843
Type of School	Public	20.5	21.1	20.3	17.3	12.0	5.9	1,373	5.7	17.0	22.9	24.6	18.5	11.1	1,264
	Private	23.2	26.7	25.8	11.5	3.3	1.2	90	12.6	26.6	20.3	16.9	15.7	6.2	69
	Free or subsidised	19.3	20.9	20.4	17.9	11.9	6.3	1,226	6.2	19.1	24.8	22.7	17.5	9.6	306
Quintile	Q1	19.1	21.1	21.1	17.9	12.7	6.3	641	3.7	15.6	25.7	25.8	19.5	9.6	333
	Q2	20.1	21.8	19.6	17.7	12.6	5.9	600	4.1	18.0	22.7	24.6	18.4	12.1	333
	Q3	20.7	21.2	19.7	17.9	11.4	5.7	539	5.3	16.4	23.8	25.5	19.4	9.5	333
	Q4	20.3	20.0	20.7	17.3	12.0	6.0	478	6.1	19.0	23.2	21.9	18.0	11.5	313
	Q5	20.2	21.9	21.9	15.3	8.9	5.5	431	11.2	20.1	20.5	21.6	15.5	10.5	329

Table A2.4 NAR (%) at primary school by district, EICV3

District		Total	Population aged 7 to 12 (000s)
Rwanda		91.7	1,813
Kigali City	Nyarugenge	91.4	38
	Gasabo	95.0	65
	Kicukiro	95.3	39
Southern Province	Nyanza	89.6	53
	Gisagara	87.3	51
	Nyaruguru	89.6	55
	Huye	92.6	55
	Nyamagabe	90.5	57
	Ruhango	91.9	49
	Muhanga	90.7	50
	Kamonyi	95.7	55
Western Province	Karongi	94.3	60
	Rutsiro	88.8	60
	Rubavu	89.7	79
	Nyabihu	93.7	59
	Ngororero	91.4	57
	Rusizi	90.1	71
	Nyamasheke	91.4	65
Northern Province	Rulindo	95.4	54
	Gakenke	95.7	55
	Musanze	95.0	73
	Burera	93.7	68
	Gicumbi	97.9	99
Eastern Province	Rwamagana	90.6	53
	Nyagatare	87.1	74
	Gatsibo	90.4	85
	Kayonza	92.9	56
	Kirehe	86.7	57
	Ngoma	86.7	56
	Bugesera	87.7	66

Table A2.6 % of population aged 7–8 not currently in school by province, urban/rural, and household headcharacteristics

		EICV3		EICV2	
		Total	Population aged 7–8 (000s)	Total	Population aged 7–8 (000s)
Rwanda		16.1	651	23.7	523
Urban/rural 2002	Urban	11.3	86	12.7	88
	Rural	16.9	565	25.9	435
Province	Kigali City	10.6	53	12.2	46
	Southern Province	17.5	152	24.9	133
	Western Province	17.5	162	24.9	130
	Northern Province	8.5	113	20.8	103
	Eastern Province	20.4	171	28.1	111
Sex	Male	17.7	325	25.4	254
	Female	14.5	326	22.1	269
Highest education level attained by household head	Never been to school	22.6	153	27.1	152
	Did not complete primary	17.8	264	27.3	195
	Completed primary	10.7	209	17.9	161
	Completed secondary or higher	3.8	24	4.0	14
Sex of household head	Male	16.4	522	24.9	404
	Female	15.0	129	19.7	119
Orphanhood	Not orphan	16.4	591	23.4	425
	Single-parent orphan	13.1	56	25.7	85
	Both-parents orphan	17.0	5	19.5	13
Population with disabilities	No	15.5	639	23.3	515
	Yes	51.1	12	59.6	5
Quintile	Q1	24.5	165	36.1	117
	Q2	18.2	150	27.2	109
	Q3	14.6	132	22.6	102
	Q4	12.0	112	17.5	99
	Q5	5.2	94	12.1	96

Table A2.7 Repetition rates at primary school (%), by urban/rural, province, age, characteristics of household head, vulnerability characteristics, consumption quintiles and sex, based on a 2009 cohort, EICV3

		EICV3					
		Male	Male population attending primary school in 2009 (000s)	Female	Female population attending primary school in 2009 (000s)	Total	Total population attending primary school in 2009 (000s)
Rwanda		28.9	1,104	24.6	1,131	26.7	2,235
Urban/rural 2002	Urban	17.1	139	18.1	150	17.7	289
	Rural	30.6	965	25.6	981	28.1	1,946
Province	Kigali City	18.6	86	17.9	86	18.3	172
	Southern Province	30.7	261	24.3	268	27.4	529
	Western Province	30.9	269	27.5	288	29.1	557
	Northern Province	28.7	213	23.7	234	26.0	447
	Eastern Province	28.6	275	25.0	255	26.9	530
Age (in years)	8–9	48.4	134	40.3	144	44.2	277
	10–11	36.6	257	31.2	273	33.8	530
	12–13	27.3	225	21.8	238	24.5	462
	14–15	22.5	214	20.1	209	21.3	423
	16–17	20.1	109	15.0	94	17.5	203
	18 +	9.2	42	8.9	30	9.1	72
Highest education level attained by household head	Never been to school	31.5	288	28.5	307	30.0	595
	Never completedprimary	30.9	424	26.6	418	28.8	841
	Completed primary	26.6	342	21.8	353	24.2	694
	Completed secondary or higher	12.0	49	6.0	53	8.9	102
Sex of household head	Male	30.2	821	24.4	842	27.2	1,663
	Female	25.1	283	25.5	289	25.3	572
Orphanhood	Not orphan	31.0	860	25.3	885	28.2	1,745
	Single-parent orphan	23.0	201	22.2	208	22.6	409
	Both-parents orphan	17.4	32	24.4	34	21.0	66
Population with disabilities	No	29.0	1,082	24.7	1,112	26.8	2,194
	Yes	23.8	22	20.5	19	22.3	41
Quintile	Q1	36.1	243	32.6	252	34.4	495
	Q2	31.9	236	26.9	238	29.4	474
	Q3	30.5	221	25.0	223	27.7	444
	Q4	25.8	209	23.3	204	24.6	413
	Q5	17.7	195	13.8	214	15.7	409

Table A2.8 % of population aged seven and above attending school in the last 12 months that has ever repeated a primary school class, EICV3

		Population aged seven and above that ever repeated a primary school class								
		Male	Mean number of repetitions	Male population aged seven and above attending school in last 12 months (000s)	Female	Mean number of Repetitions	Female population aged seven and above attending school in last 12 months (000s)	Total	Mean number of repetitions	Population aged seven and above attending school in last 12 months (000s)
Rwanda		68.3	1.1	1,651	66.9	1.0	1,676	67.6	1.1	3,327
Urban/rural 2002	Urban	53.9	.8	246	54.6	.8	262	54.3	.8	508
	Rural	70.8	1.2	1,405	69.2	1.1	1,415	70.0	1.1	2,820
Province	Kigali City	50.2	.8	162	49.9	.7	159	50.0	.7	321
	Southern Province	72.2	1.2	381	71.3	1.2	387	71.7	1.2	768
	Western Province	70.4	1.2	400	68.0	1.1	412	69.2	1.1	812
	Northern Province	69.6	1.1	302	69.0	1.0	336	69.3	1.1	638
	Eastern Province	68.8	1.2	406	66.5	1.0	383	67.7	1.1	789
Age (in years)	7–8 years	37.4	.4	267	33.5	.4	279	35.4	.4	546
	9–10 years	69.2	.9	280	65.6	.8	291	67.4	.9	572
	11–12 years	77.7	1.2	271	73.9	1.1	285	75.7	1.2	556
	13–14 years	81.3	1.5	245	82.1	1.3	258	81.7	1.4	503
	15–16 years	81.3	1.6	214	82.4	1.5	212	81.8	1.5	426
	17–18 years	76.8	1.5	150	76.4	1.4	155	76.6	1.5	305
	19 + years	60.2	1.0	223	61.8	1.0	196	61.0	1.0	419
Highest primary class successfully attained	None	56.7	.9	278	53.0	.7	254	54.9	.8	532
	Primary 1	68.5	1.1	283	62.0	.9	261	65.4	1.0	543
	Primary 2	75.0	1.3	217	68.7	1.1	222	71.8	1.2	439
	Primary 3	77.6	1.4	205	75.1	1.2	209	76.4	1.3	415
	Primary 4	80.0	1.4	180	78.6	1.3	203	79.3	1.4	383
	Primary 5	75.5	1.3	114	79.0	1.3	130	77.3	1.3	243
	Primary 6-8	60.1	.9	373	63.9	1.0	395	62.1	.9	768
Quintile	Q1	73.3	1.3	337	71.6	1.2	349	72.4	1.2	686
	Q2	72.8	1.3	334	71.3	1.1	332	72.1	1.2	667
	Q3	72.1	1.2	314	71.5	1.1	316	71.8	1.1	631
	Q4	70.5	1.2	311	67.0	1.0	304	68.7	1.1	615
	Q5	53.9	.8	354	54.6	.8	375	54.3	.8	729

Table A2.9 **Dropout rates at primary school (%) by urban/rural, province, consumption quintiles and sex, based on a 2009 cohort, EICV3**

		EICV3					
		Male	Male population attending primary school in 2009 (000s)	Female	Female population attending primary school in 2009 (000s)	Total	Total population attending primary school in 2009 (000s)
Rwanda		4.0	1,104	3.4	1,131	3.7	2,235
Urban/rural 2002	Urban	3.7	139	2.1	150	2.9	289
	Rural	4.0	965	3.6	981	3.8	1,946
Province	Kigali City	3.1	86	1.9	86	2.5	172
	Southern Province	3.8	261	3.5	268	3.7	529
	Western Province	3.4	269	3.7	288	3.5	557
	Northern Province	3.5	213	2.3	234	2.9	447
	Eastern Province	5.5	275	4.4	255	5.0	530
Age (in years)	8–9	7.2	134	2.6	144	4.8	278
	10–11	3.8	257	4.1	273	3.9	530
	12–13	3.6	230	3.4	246	3.5	476
	14–15	4.1	238	3.4	241	3.8	479
	16–17	3.5	150	3.6	148	3.5	298
	18 +	2.0	87	2.3	70	2.1	157
Grades attended in 2009	Primary 1	5.6	341	3.6	311	4.7	652
	Primary 2	3.1	227	3.9	233	3.5	460
	Primary 3	3.3	197	3.2	209	3.2	407
	Primary 4	3.8	158	3.1	167	3.5	325
	Primary 5	3.8	104	3.1	131	3.4	235
	Primary 6–8	1.9	76	2.6	81	2.2	157
Highest education level attained by household head	Never been to school	4.6	288	4.0	307	4.3	595
	Did notcomplete primary	4.1	424	4.0	418	4.0	841
	Completed primary	3.7	342	2.2	353	2.9	694
	Completed secondary or higher	2.5	49	3.3	53	2.9	102
Sex of household head	Male	4.1	821	3.3	842	3.7	1,663
	Female	3.8	283	3.7	289	3.8	572
Orphanhood	Not orphan	4.2	860	3.4	885	3.8	1,745
	Single-parent orphan	3.3	201	3.2	208	3.2	409
	Both-parents orphan	4.7	32	4.7	34	4.7	66
Population with disabilities	No	3.8	1,082	3.1	1,112	3.5	2,194
	Yes	11.9	22	18.0	19	14.8	41
Quintile	Q1	5.1	243	3.8	252	4.4	495
	Q2	4.3	236	4.2	238	4.3	474
	Q3	4.0	221	3.5	223	3.8	444
	Q4	3.6	209	2.9	204	3.2	413
	Q5	2.6	195	2.4	214	2.5	409

Table A2.10 % of population agedsevenand abovethat has ever been to school but dropped out before completing primary school, EICV3

		% of population aged seven and above that has ever been to school but dropped out before completing primary school					
		Male	Male population aged7 and above ever been to school but dropped out before completing primary (000s)	Female	Female population aged7 and above ever been to school but dropped out before completing primary 000s)	Total	Population aged7 and above ever been to school but dropped out before completing primary (000s)
Rwanda		100.0	1,046	100.0	1,186	100.0	2,231
Urban/rural 2002	Urban	11.4	1,046	12.4	1,186	11.9	2,231
	Rural	88.6	1,046	87.6	1,186	88.1	2,231
Province	Kigali City	7.2	1,046	8.0	1,186	7.6	2,231
	Southern Province	24.8	1,046	22.8	1,186	23.7	2,231
	Western Province	23.8	1,046	25.9	1,186	24.9	2,231
	Northern Province	18.3	1,046	18.7	1,186	18.5	2,231
	Eastern Province	25.9	1,046	24.7	1,186	25.3	2,231
Age (in Years)	7–8	.0	1,046	.0	1,186	.0	2,231
	9–10	.1	1,046	.0	1,186	.1	2,231
	11–12	.2	1,046	.2	1,186	.2	2,231
	13–14	1.2	1,046	.7	1,186	.9	2,231
	15–16	2.9	1,046	2.4	1,186	2.6	2,231
	17–18	6.2	1,046	5.6	1,186	5.9	2,231
	19–20	7.6	1,046	8.1	1,186	7.9	2,231
	21–22	8.1	1,046	8.0	1,186	8.0	2,231
	23–24	7.9	1,046	9.0	1,186	8.5	2,231
	25 +	65.7	1,046	65.9	1,186	65.8	2,231
Highest primary class successfully attained	Primary 1	12.6	1,046	11.5	1,186	12.0	2,231
	Primary 2	18.1	1,046	17.9	1,186	18.0	2,231
	Primary 3	23.9	1,046	24.8	1,186	24.4	2,231
	Primary 4	23.5	1,046	23.4	1,186	23.4	2,231
	Primary 5	22.0	1,046	22.5	1,186	22.3	2,231

Table A2.10 % of population agedsevenand abovethat has ever been to school but dropped out before completing primary school, EICV3

		% of population aged seven and above that has ever been to school but dropped out before completing primary school					
		Male	Male population aged7 and above ever been to school but dropped out before completing primary (000s)	Female	Female population aged7 and above ever been to school but dropped out before completing primary 000s)	Total	Population aged7 and above ever been to school but dropped out before completing primary (000s)
Last year in school	1994 or before	52.4	1,046	51.4	1,186	51.9	2,231
	1995–1999	14.8	1,046	16.0	1,186	15.4	2,231
	2000–2004	14.9	1,046	15.0	1,186	15.0	2,231
	2005	3.2	1,046	3.8	1,186	3.5	2,231
	2006	2.9	1,046	3.0	1,186	2.9	2,231
	2007	3.0	1,046	3.4	1,186	3.2	2,231
	2008	3.6	1,046	3.0	1,186	3.3	2,231
	2009	3.8	1,046	3.6	1,186	3.7	2,231
	2010	1.4	1,046	.9	1,186	1.1	2,231
Highest education level attained by household head	Never been to school	13.1	1046	22.3	1186	18.0	2,231
	Did not complete primary	78.2	1046	55.1	1186	65.9	2,231
	Completed primary	7.2	1046	20.1	1186	14.1	2,231
	Completed secondary or higher	1.4	1046	2.4	1186	2.0	2,231
Sex of household head	Male	85.1	1,046	70.0	1,186	77.1	2,231
	Female	14.9	1,046	30.0	1,186	22.9	2,231
Population with disabilities	No	93.1	1,046	95.0	1,186	94.1	2,231
	Yes	6.2	1,046	4.7	1,186	5.4	2,231
Quintile	Q1	17.5	1,046	19.4	1,186	18.5	2,231
	Q2	19.2	1,046	20.7	1,186	20.0	2,231
	Q3	22.1	1,046	21.3	1,186	21.7	2,231
	Q4	22.6	1,046	21.0	1,186	21.8	2,231
	Q5	18.5	1,046	17.5	1,186	18.0	2,231

Table A2.11 % of population aged seven and above that dropped out of school before completing primary school, by main reason for dropping out, EICV3

		Total	Main reasonfor leaving school						Population aged seven and above ever been to school and dropped out before completing primary (000s)
			Had no interest	Family reasons	Cost	War	Health	Others	
Rwanda		100.0	44.2	23.3	16.3	6.0	5.9	4.4	2,231
Urban/rural 2002	Urban	11.9	36.1	21.9	27.5	6.2	4.5	3.7	2,231
	Rural	88.1	45.3	23.5	14.7	6.0	6.0	4.5	2,231
Province	Kigali City	7.6	36.3	19.8	28.9	7.3	3.2	4.6	2,231
	Southern Province	23.7	45.8	25.8	12.3	4.9	6.9	4.3	2,231
	Western Province	24.9	48.7	24.2	12.6	5.4	5.7	3.4	2,231
	Northern Province	18.5	43.0	24.5	15.6	6.4	5.3	5.1	2,231
	Eastern Province	25.3	41.4	20.4	20.3	7.0	6.2	4.7	2,231
Age (in years)	7–8	.0	25.8	19.5	.0	.0	24.2	30.5	2,231
	9–10	.1	29.7	26.2	7.8	.0	30.4	5.8	2,231
	11–12	.2	35.6	23.9	24.6	.0	15.9	.0	2,231
	13–14	.9	55.0	16.2	16.7	.0	10.5	1.6	2,231
	15–16	2.6	54.5	19.3	15.7	.0	6.5	4.0	2,231
	17–18	5.9	47.8	18.3	23.0	.2	6.4	4.3	2,231
	19–20	7.9	46.3	23.5	19.6	.5	7.0	3.1	2,231
	21–22	8.0	47.9	21.8	18.6	.9	6.9	3.9	2,231
	23–24	8.5	45.2	21.5	19.2	2.9	6.0	5.1	2,231
	25 +	65.8	42.5	24.4	14.6	8.6	5.4	4.5	2,231
Highest primary class successfully attained	Primary 1	12.0	49.2	23.4	11.3	5.1	6.8	4.3	2,231
	Primary 2	18.0	46.9	24.0	13.1	5.2	6.4	4.4	2,231
	Primary 3	24.4	45.2	24.1	15.0	5.9	5.8	4.0	2,231
	Primary 4	23.4	42.5	24.4	17.8	5.9	5.2	4.2	2,231
	Primary 5	22.3	39.9	20.8	21.2	7.4	5.7	4.9	2,231
Last year in school	1994 or before	51.9	43.1	24.1	12.4	10.2	5.3	5.0	2,231
	1995–1999	15.4	41.8	25.2	19.8	4.4	6.2	2.6	2,231
	2000–2004	15.0	44.8	22.4	21.2	.3	6.7	4.6	2,231
	2005	3.5	44.1	24.1	23.5	.0	5.6	2.7	2,231
	2006	2.9	50.9	20.2	18.3	.0	6.7	3.9	2,231
	2007	3.2	45.5	22.2	20.8	.0	6.3	5.2	2,231
	2008	3.3	49.2	18.9	21.7	.3	6.4	3.5	2,231
	2009	3.7	51.9	17.5	18.1	.0	7.8	4.8	2,231
	2010	1.1	54.9	16.5	18.6	.0	6.2	3.8	2,231

Table A2.11 % of population aged seven and above that dropped out of school before completing primary school, by main reason for dropping out, EICV3

		Total	Main reasonfor leaving school						Population aged seven and above ever been to school and dropped out before completing primary (000s)
			Had no interest	Family reasons	Cost	War	Health	Others	
Highest education level attained by household head	Never been to school	18.0	46.9	20.8	18.1	4.0	7.4	2.7	2231
	Did not complete primary	65.9	43.9	24.3	15.3	6.4	5.3	4.8	2231
	Completed primary	14.1	43.4	22.7	15.6	7.0	6.8	4.5	2231
	Completed secondary or higher	2.0	32.0	18.8	38.3	3.3	2.5	5.0	2231
Sex of household head	Male	77.1	44.5	22.6	16.1	6.8	5.5	4.5	2,231
	Female	22.9	43.1	25.7	16.8	3.3	7.0	4.0	2,231
Population with disabilities	No	94.1	44.6	23.4	16.6	6.1	5.0	4.2	2,231
	Yes	5.4	36.3	20.5	11.2	4.3	21.0	6.7	2,231
Quintile	Q1	18.5	46.6	23.1	15.5	4.3	6.3	4.2	2,231
	Q2	20.0	48.2	23.1	14.0	5.1	6.3	3.3	2,231
	Q3	21.7	44.0	24.2	15.3	6.4	5.8	4.3	2,231
	Q4	21.8	42.2	24.4	15.6	6.5	6.3	5.1	2,231
	Q5	18.0	39.8	21.6	21.5	7.6	4.5	5.0	2,231

Table A2.12 % of population aged seven and above attending school in last 12 months that has ever interrupted primary school

		% of population aged seven and above attending school in last 12 months but interrupted primary school at some point						Duration of school interruption (in months)
		Male	Male population aged seven and above in school last 12 months that have ever interrupted primary school (000s)	Female	Female population aged seven and above in school in last 12 months that have ever interrupted primary school (000s)	Total	Population aged seven and above in school in last 12 months that have ever interrupted primary school (000s)	
Rwanda		100.0	165	100.0	114	100.0	279	13.4
Urban/ rural 2002	Urban	12.6	165	13.3	114	12.9	279	20.3
	Rural	87.4	165	86.7	114	87.1	279	12.4
Province	Kigali City	10.3	165	8.7	114	9.7	279	21.3
	Southern Province	24.9	165	22.1	114	23.7	279	13.2
	Western Province	19.9	165	22.0	114	20.8	279	15.5
	Northern Province	13.0	165	17.0	114	14.6	279	11.2
	Eastern Province	31.9	165	30.2	114	31.2	279	10.7
Age (in years)	7–8	5.8	165	5.4	114	5.6	279	4.4
	9–10	7.9	165	10.1	114	8.8	279	6.0
	11–12	12.0	165	12.5	114	12.2	279	6.8
	13–14	17.3	165	19.9	114	18.4	279	8.2
	15–16	19.3	165	16.4	114	18.1	279	9.5
	17–18	17.7	165	18.5	114	18.0	279	11.6
	19–20	7.9	165	8.1	114	8.0	279	14.6
	21–22	4.9	165	4.6	114	4.8	279	21.3
	23–24	3.1	165	2.0	114	2.7	279	18.0
	25 +	4.0	165	2.3	114	3.3	279	26.6

Table A2.12 % of population aged seven and above attending school in last 12 months that has ever interrupted primary school

		% of population aged seven and above attending school in last 12 months but interrupted primary school at some point						Duration of school interruption (in months)
		Male	Male population aged seven and above in school last 12 months that have ever interrupted primary school (000s)	Female	Female population aged seven and above in school in last 12 months that have ever interrupted primary school (000s)	Total	Population aged seven and above in school in last 12 months that have ever interrupted primary school (000s)	
Class attended in last 12 months	PrePrimary	.7	165	.1	114	.4	279	8.3
	Primary 1	16.8	165	16.1	114	16.5	279	8.9
	Primary 2	14.1	165	11.7	114	13.1	279	9.6
	Primary 3	11.1	165	13.6	114	12.2	279	8.1
	Primary 4	16.5	165	14.5	114	15.6	279	8.4
	Primary 5	13.4	165	14.4	114	13.8	279	9.2
	Primary 6–8	8.9	165	9.1	114	9.0	279	10.5
	Post Primary 1	.4	165	.6	114	.5	279	23.3
	Post Primary 2	.4	165	.4	114	.4	279	46.7
	Post Primary 3	.2	165	.0	114	.1	279	5.0
	Post Primary 4	.1	165	.0	114	.1	279	19.4
	Post Primary 5	.0	165	.2	114	.1	279	16.5
	Post Primary 6–8	.1	165	.0	114	.1	279	103.0
	Secondary 1	4.7	165	5.0	114	4.8	279	19.0
	Secondary 2	3.8	165	4.2	114	4.0	279	23.9
	Secondary 3	2.5	165	4.1	114	3.2	279	16.6
	Secondary 4	.7	165	1.5	114	1.0	279	63.5
	Secondary 5	1.3	165	1.5	114	1.4	279	48.5
	Secondary 6–8 and above	4.3	165	2.9	114	3.8	279	53.9
Highest education level attained by household head	Never been to school	32.5	165	32.1	114	32.3	279	11.3
	Did not complete primary	37.7	165	35.6	114	36.8	279	11.2
	Completed primary	25.3	165	27.5	114	26.2	279	15.0
	Completed secondary or higher	4.3	165	4.8	114	4.5	279	33.2
Sex of household head	Male	64.9	165	66.9	114	65.7	279	13.7
	Female	35.1	165	33.1	114	34.3	279	12.8

Table A2.12 % of population aged seven and above attending school in last 12 months that has ever interrupted primary school

		% of population aged seven and above attending school in last 12 months but interrupted primary school at some point						Duration of school interruption (in months)
		Male	Male population aged seven and above in school last 12 months that have ever interrupted primary school (000s)	Female	Female population aged seven and above in school in last 12 months that have ever interrupted primary school (000s)	Total	Population aged seven and above in school in last 12 months that have ever interrupted primary school (000s)	
Population with disabilities	No	96.1	165	95.6	114	95.9	279	13.4
	Yes	3.9	165	4.4	114	4.1	279	14.0
Quintile	Q1	24.7	165	25.9	114	25.2	279	10.4
	Q2	22.0	165	18.3	114	20.5	279	11.0
	Q3	18.7	165	19.2	114	18.9	279	10.9
	Q4	18.0	165	15.8	114	17.1	279	13.9
	Q5	16.6	165	20.8	114	18.3	279	22.1

Table A2.13 % of population aged seven and above attending school in last 12 months that has ever interrupted primary school by main reasons for interrupting school, EICV3

		Total	Main reasons for interrupting school						Population aged seven and above in school in last 12 months who has ever interrupted primary school (000s)
			Had no interest	Family reasons	Cost	War	Health	Others	
Rwanda		100.0	27.0	17.6	15.0	2.7	30.2	7.1	279
Urban/rural 2002	Urban	12.9	25.8	12.8	28.2	7.3	21.0	5.0	279
	Rural	87.1	27.2	18.3	13.1	2.0	31.6	7.4	279
Province	Kigali City	9.7	26.3	11.1	32.0	8.7	15.7	6.2	279
	Southern Province	23.7	28.7	17.8	14.5	1.7	31.4	5.1	279
	Western Province	20.8	26.2	19.9	10.0	4.9	31.0	7.4	279
	Northern Province	14.6	34.7	16.1	11.7	1.2	29.4	6.9	279
	Eastern Province	31.2	23.0	18.6	15.1	.8	33.6	8.8	279
Age (in years)	7–8	5.6	18.4	13.8	13.7	.0	34.6	17.9	279
	9–10	8.8	16.3	15.6	9.4	.0	48.9	9.8	279
	11–12	12.2	28.1	15.5	12.4	.0	36.5	6.3	279
	13–14	18.4	30.2	17.8	8.7	.3	36.9	5.5	279
	15–16	18.1	36.8	16.9	13.2	.3	26.3	6.5	279
	17–18	18.0	35.5	19.4	14.3	.0	23.8	7.0	279
	19–20	8.0	21.0	22.3	29.9	2.7	20.2	4.0	279
	21–22	4.8	12.7	19.5	31.7	5.5	24.3	6.3	279
	23–24	2.7	7.6	23.7	29.1	22.2	13.6	3.9	279
	25 +	3.3	1.2	10.1	19.6	45.7	15.6	7.7	279

Table A2.13 % of population aged seven and above attending school in last 12 months that has ever interrupted primary school by main reasons for interrupting school, EICV3

		Total	Main reasons for interrupting school						Population aged seven and above in school in last 12 months who has ever interrupted primary school (000s)
			Had no interest	Family reasons	Cost	War	Health	Others	
Class attended in last 12 months	PrePrimary	.4	12.0	.0	11.6	.0	23.8	52.7	279
	Primary 1	16.5	30.4	14.6	8.9	.0	35.7	10.1	279
	Primary 2	13.1	25.5	19.9	13.1	.0	32.5	7.9	279
	Primary 3	12.2	25.8	19.7	13.5	.0	31.8	8.8	279
	Primary 4	15.6	34.8	17.6	13.0	.0	30.3	3.6	279
	Primary 5	13.8	36.5	17.6	11.9	.9	26.7	6.4	279
	Primary 6–8	9.0	27.3	15.6	17.0	.8	31.4	8.0	279
	Post Primary 1	.5	9.3	.0	50.4	16.6	13.2	10.5	279
	Post Primary 2	.4	34.3	.0	40.4	10.1	.0	15.2	279
	Post Primary 3	.1	100.0	.0	.0	.0	.0	.0	279
	Post Primary 4	.1	.0	.0	.0	.0	.0	100.0	279
	Post Primary 5	.1	.0	.0	.0	48.4	51.6	.0	279
	Post Primary 6–8	.1	.0	.0	.0	100.0	.0	.0	279
	Secondary 1	4.8	17.0	22.7	24.0	1.3	30.8	4.2	279
	Secondary 2	4.0	16.7	17.8	27.3	3.1	29.1	6.0	279
	Secondary 3	3.2	14.5	23.7	30.8	1.1	28.5	1.5	279
	Secondary 4	1.0	15.4	21.0	21.3	5.1	37.2	.0	279
	Secondary 5	1.4	3.8	35.7	25.2	14.1	21.3	.0	279
	Secondary 6–8 and above	3.8	2.1	8.5	20.5	48.5	13.7	6.8	279
Highest education level attained by household head	Never been to school	32.3	34.2	16.9	14.4	1.2	29.2	4.1	279
	Did not complete primary	36.8	24.1	18.0	14.2	1.6	32.1	9.9	279
	Completed primary	26.2	25.2	17.5	14.0	3.0	32.8	7.1	279
	Completed secondary or higher	4.5	11.9	18.2	32.7	19.5	7.8	5.2	279
Sex of household head	Male	65.7	26.9	17.3	15.5	2.6	29.7	7.4	279
	Female	34.3	27.3	18.1	14.2	2.8	31.1	6.5	279

Table A2.13 % of population aged seven and above attending school in last 12 months that has ever interrupted primary school by main reasons for interrupting school, EICV3

		Total	Main reasons for interrupting school						Population aged seven and above in school in last 12 months who has ever interrupted primary school (000s)
			Had no interest	Family reasons	Cost	War	Health	Others	
Population with disabilities	No	95.9	27.7	18.2	15.6	2.8	28.0	7.2	279
	Yes	4.1	11.0	2.6	1.1	.0	82.0	3.3	279
Quintile	Q1	25.2	28.8	20.9	15.8	.6	29.0	4.8	279
	Q2	20.5	33.9	14.2	12.5	1.2	29.2	8.3	279
	Q3	18.9	29.2	17.8	12.7	1.0	32.4	5.8	279
	Q4	17.1	23.8	15.8	12.1	1.3	36.0	11.1	279
	Q5	18.3	17.9	18.1	21.9	10.4	25.3	6.3	279

Table A2.14 Promotion rates at primary schools (%) by province, urban/rural, sex and consumption quintiles

		EICV3					
		Male	Male population attending primary school in 2009 (000s)	Female	Female population attending primary school in 2009 (000s)	Total	Total population attending primary school in 2009 (000s)
Rwanda		66.7	1,104	71.5	1,131	69.1	2,235
Urban/rural 2002	Urban	78.6	139	79.3	150	79.0	289
	Rural	65.0	965	70.3	981	67.7	1,946
Province	Kigali City	77.9	86	79.6	86	78.7	172
	Southern Province	65.2	261	71.8	268	68.5	529
	Western Province	65.3	269	68.3	288	66.9	557
	Northern Province	67.4	213	73.6	234	70.6	447
	Eastern Province	65.6	275	70.0	255	67.7	530
Age (in years)	8–9 years	44.2	134	56.9	144	50.8	278
	10–11 years	59.6	257	64.5	273	62.1	530
	12–13 years	68.8	230	74.7	246	71.9	476
	14–15 years	73.3	238	76.4	241	74.8	479
	16–17 years	76.2	150	81.3	148	78.8	298
	18 + years	88.8	87	88.8	70	88.8	157
Grades attended in 2009	Primary 1	49.8	341	56.6	311	53.1	652
	Primary 2	67.9	227	70.3	233	69.1	460
	Primary 3	72.5	197	78.8	209	75.7	407
	Primary 4	75.9	158	76.0	167	76.0	325
	Primary 5	78.8	104	80.8	131	79.9	235
	Primary 6–8	88.6	76	88.1	81	88.4	157
Highest education level attained by household head	Never been to school	63.7	288	67.2	307	65.5	595
	Didn't complete primary	64.8	424	68.7	418	66.7	841
	Completed primary	69.2	342	75.4	353	72.4	694
	Completed secondary or higher	83.8	49	90.2	53	87.2	102
Sex of household head	Male	65.3	821	71.8	842	68.6	1,663
	Female	70.8	283	70.5	289	70.7	572
Orphanhood	Not orphan	64.3	860	70.7	885	67.5	1,745
	Single-parent orphan	73.4	201	74.4	208	73.9	409
	Both-parents orphan	78.0	32	70.9	34	74.3	66
Population with disabilities	No	66.8	1,082	71.6	1,112	69.2	2,194
	Yes	64.3	22	61.5	19	63.0	41
Quintile	Q1	58.5	243	63.3	252	60.9	495
	Q2	63.3	236	68.5	238	65.9	474
	Q3	65.4	221	71.0	223	68.2	444
	Q4	70.3	209	73.2	204	71.7	413
	Q5	78.9	195	83.2	214	81.2	409

Table A3.1 NAR (%) at secondary school by urban/rural, province, age, consumption quintiles and sex, EICV2 and EICV3

		EICV3						EICV2					
		Males	Male population aged 13 to 18 (000s)	Females	Female population aged 13 to 18 (000s)	Total	Population aged 13 to 18 (000s)	Males	Male population aged 13 to 18 (000s)	Females	Female population aged 13 to 18 (000s)	Total	Population aged 13 to 18 (000s)
Rwanda		18.6	763	23.3	775	20.9	1538	10.9	736	10.0	760	10.4	1496
Urban/ Rural 2002	Urban	37.0	99	37.6	121	37.4	220	19.9	117	22.2	131	21.1	249
	Rural	15.8	664	20.6	655	18.2	1319	9.2	619	7.4	629	8.3	1247
Province	Kigali City	39.7	59	42.1	75	41.0	135	23.8	64	25.3	76	24.6	140
	Southern Province	15.9	177	20.8	179	18.4	356	8.9	172	8.8	187	8.8	358
	Western Province	18.3	190	18.3	191	18.3	381	10.2	191	7.4	186	8.8	377
	Northern Province	17.3	139	24.9	153	21.3	292	9.5	134	5.1	136	7.3	270
	Eastern Province	15.8	198	21.6	176	18.5	374	9.9	176	11.2	175	10.6	351
Age	13 years	3.7	121	5.5	130	4.6	251	1.9	117	1.5	118	1.7	235
	14 years	8.2	145	9.2	140	8.7	285	5.0	129	3.4	116	4.3	245
	15 years	13.3	136	20.1	133	16.7	269	5.7	123	7.8	127	6.8	251
	16 years	25.0	122	30.7	120	27.8	241	13.8	122	12.9	136	13.3	259
	17 years	28.6	126	39.4	125	34.0	251	17.1	119	17.4	122	17.3	241
	18 years	36.0	114	37.2	127	36.7	241	21.6	126	15.3	140	18.3	266
Quintile	Q1	7.5	166	9.7	163	8.6	329	3.2	158	1.4	174	2.2	331
	Q2	11.1	153	14.9	155	13.0	308	6.1	146	5.1	149	5.6	295
	Q3	16.8	142	20.6	147	18.7	289	10.0	142	8.7	142	9.3	284
	Q4	20.8	145	28.0	139	24.3	284	14.0	132	14.4	134	14.2	266
	Q5	37.2	157	42.2	172	39.8	328	21.2	159	21.4	161	21.3	319

Table A3.2 GAR (%) at secondary school by urban/rural, province, consumption quintiles and sex, EICV2 and EICV3

		EICV3						EICV2					
		Males	Population aged13–18 (000s)	Females	Population aged13–18 (000s)	Total	Population aged13–18 (000s)	Males	Population aged13–18 (000s)	Females	Population aged13–18 (000s)	Total	Population aged13–18 (000s)
Rwanda		39.5	763	42.3	775	40.9	1,538	21.3	740	18.2	764	19.7	1,504
Urban/ rural 2002	Urban	69.3	99	64.9	121	66.9	220	36.4	118	42.1	131	39.4	249
	Rural	35.0	664	38.1	655	36.6	1,319	18.4	622	13.2	633	15.8	1,255
Province	Kigali City	78.8	59	69.6	75	73.7	135	43.3	64	46.8	76	45.2	140
	Southern Province	34.9	177	40.1	179	37.5	356	19.5	172	16.3	187	17.8	359
	Western Province	38.4	190	37.2	191	37.8	381	21.1	192	14.2	186	17.7	378
	Northern Province	35.9	139	38.9	153	37.5	292	17.2	135	12.9	138	15.0	273
	Eastern Province	35.4	198	41.4	176	38.2	374	18.5	177	16.3	177	17.4	353
Quintile	Q1	15.6	166	16.5	163	16.0	329	5.9	159	2.1	174	3.9	333
	Q2	23.8	153	26.2	155	25.0	308	11.1	147	7.9	149	9.5	296
	Q3	37.0	142	36.3	147	36.6	289	16.9	144	16.3	144	16.6	287
	Q4	50.9	145	53.9	139	52.4	284	31.5	132	22.7	135	27.1	267
	Q5	71.9	157	77.1	172	74.6	328	41.6	159	43.0	162	42.3	320

Table A3.3 % of population currently attending secondary school by age, EICV2 and EICV3

		EICV3						Population attending secondary school (000s)	EICV2						Population attending secondary school (000s)
		13–14 years	15–16 years	17–18 years	19–20 years	21–22 years	23 + years		13–14 years	15–16 years	17–18 years	19–20 years	21–22 years	23 + years	
Rwanda		5.8	17.8	27.6	23.6	14.1	10.7	629	2.7	12.2	25.0	25.8	18.3	15.8	297
Urban/ rural 2002	Urban	11.4	19.8	24.7	20.1	12.6	10.2	147	5.5	17.2	21.4	21.7	14.7	19.1	98
	Rural	4.1	17.2	28.5	24.7	14.5	10.8	482	1.3	9.7	26.8	27.9	20.1	14.1	199
Province	Kigali City	11.1	20.9	23.7	19.8	10.7	12.5	99	5.9	16.7	23.1	19.6	15.2	18.9	63
	Southern Province	3.8	16.3	29.0	24.1	14.7	12.0	134	.9	8.2	22.9	30.3	25.0	12.7	64
	Western Province	3.8	13.3	31.2	24.8	15.6	10.9	144	3.1	11.1	25.6	27.6	18.3	14.3	67
	Northern Province	9.0	23.6	24.3	21.0	13.3	8.7	109	1.0	11.1	25.2	28.4	15.8	18.4	41
	Eastern Province	3.5	17.1	27.9	26.8	14.9	9.4	143	1.9	13.6	28.6	24.0	16.4	15.6	61
Sex	Male	5.4	16.1	25.5	23.9	15.1	13.6	301	2.6	10.9	24.7	27.7	16.9	17.1	158
	Female	6.1	19.4	29.5	23.4	13.2	7.9	328	2.8	13.7	25.5	23.7	20.0	14.2	139
Type of School	Public	6.9	22.3	29.8	21.9	12.3	6.1	298	3.0	13.7	27.8	26.6	15.4	13.3	141
	Private	4.8	9.1	16.9	27.4	20.9	20.6	134	3.0	11.3	23.1	22.8	20.0	19.7	90
	Free or subsidised	5.1	17.4	32.1	23.8	11.9	9.5	180	1.8	10.4	22.4	27.7	23.1	14.4	53
Quintile	Q1	1.9	19.1	32.6	23.9	14.6	7.9	53	.0	11.4	30.2	26.1	24.1	8.2	13
	Q2	3.9	15.9	32.1	23.9	14.5	9.7	77	.0	11.8	27.2	26.1	26.2	8.7	28
	Q3	2.7	16.9	31.5	25.1	12.5	11.2	106	1.3	10.0	29.9	27.5	15.9	15.3	48
	Q4	3.6	16.1	26.7	25.1	15.4	12.9	149	1.1	10.8	26.1	28.6	18.9	14.5	72
	Q5	9.9	19.5	24.0	22.0	13.7	10.0	245	4.8	13.8	21.9	23.7	16.7	18.9	136

Table A3.4 NAR (%) at secondary school by district, EICV3

District		Total	Population aged 13 to 18 (000s)
Rwanda		20.9	1538
Kigali City	Nyarugenge	40.0	38
	Gasabo	37.5	62
	Kicukiro	48.7	34
Southern Province	Nyanza	20.5	43
	Gisagara	15.0	46
	Nyaruguru	16.9	49
	Huye	23.4	43
	Nyamagabe	14.7	49
	Ruhango	16.1	41
	Muhanga	20.8	41
	Kamonyi	20.7	44
Western Province	Karongi	13.7	53
	Rutsiro	11.6	45
	Rubavu	23.3	58
	Nyabihu	20.9	53
	Ngororero	14.8	46
	Rusizi	24.5	70
	Nyamasheke	15.4	57
Northern Province	Rulindo	21.2	40
	Gakenke	26.5	43
	Musanze	20.1	62
	Burera	11.3	55
	Gicumbi	25.8	92
Eastern Province	Rwamagana	21.3	45
	Nyagatare	18.1	64
	Gatsibo	15.9	73
	Kayonza	19.1	48
	Kirehe	13.9	45
	Ngoma	19.5	44
	Bugesera	22.8	55

Table A3.6 **Repetition rates at secondary schools (%) by province, urban/rural, sex and consumption quintiles, EICV3**

		EICV3					
		Male	Male population attending secondary school in 2009 (000s)	Female	Female population attending secondary school in 2009 (000s)	Total	Total population attending secondary school in 2009 (000s)
Rwanda		2.5	188	2.8	192	2.7	380
Urban/rural 2002	Urban	4.1	48	1.9	53	2.9	102
	Rural	1.9	139	3.2	139	2.5	278
Province	Kigali City	2.2	35	.8	37	1.5	73
	Southern Province	4.7	36	7.1	40	6.0	75
	Western Province	2.0	44	1.9	40	2.0	84
	Northern Province	2.3	31	1.7	34	2.0	65
	Eastern Province	1.3	41	2.4	42	1.8	83
Age (in years)	14–15 years	3.3	6	.0	8	1.4	14
	16–17 years	2.4	25	2.2	31	2.3	56
	18–19 years	2.0	46	2.8	53	2.5	98
	20–21 years	3.3	51	2.5	58	2.9	108
	22–23 years	3.1	30	1.6	25	2.4	55
	24 + years	.6	22	10.0	12	3.9	34
Level of education attained by Household Head	Never been to school	1.2	36	2.9	36	2.1	72
	Never completed primary	2.8	55	3.0	54	2.9	109
	Completed primary	3.2	74	3.1	81	3.1	155
	Completed secondary or higher	1.5	22	1.5	20	1.5	42
Sex of household head	Male	2.5	122	3.1	127	2.8	249
	Female	2.4	66	2.4	66	2.4	131
Orphanhood	Not orphan	2.5	60	2.9	73	2.7	133
	Single-parent orphan	1.6	36	2.8	40	2.3	76
	Both-parents orphan	3.8	10	1.1	13	2.3	24
Population with disabilities	No	2.3	184	2.9	188	2.6	372
	Yes	10.2	4	.0	4	5.0	8
Quintile	Q1	2.3	12	4.7	13	3.5	25
	Q2	.0	18	3.8	18	1.9	36
	Q3	1.3	30	2.7	26	2.0	56
	Q4	3.1	47	2.2	44	2.7	91
	Q5	3.1	81	2.7	92	2.9	173

Table A3.7 % of population aged 13 and above that completed primary school and were attending school in the last 12 months and has ever repeated a secondary school class

		Population aged 13 and above that ever repeated a secondary school class								
		Male	Mean number of repetitions	Male population aged 13 and abovewho completed primary school and were in school last 12 months (000s)	Female	Mean number of repetitions	Female population aged 13 and abovewho completed primary school and were in school last 12 months (000s)	Total	Mean number of repetitions	Population aged 13 and above who completed primary school and were in school last 12 months (000s)
Rwanda		16.4	.2	337	17.0	.2	359	16.7	.2	697
Urban/rural 2002	Urban	21.4	.2	89	19.1	.2	100	20.2	.2	189
	Rural	14.6	.2	248	16.2	.2	260	15.4	.2	508
Province	Kigali City	20.2	.2	64	17.2	.2	69	18.7	.2	133
	Southern Province	21.3	.2	64	21.6	.3	73	21.4	.3	137
	Western Province	13.7	.1	81	16.6	.2	75	15.1	.2	156
	Northern Province	18.3	.2	54	12.5	.1	67	15.1	.2	121
	Eastern Province	10.4	.1	74	16.6	.2	76	13.5	.1	150
Age (in years)	19–20 years	8.2	.1	16	1.2	.0	20	4.3	.0	36
	21–22 years	5.2	.0	47	4.0	.0	63	4.5	.0	110
	23–24 years	9.4	.1	76	7.0	.1	94	8.1	.1	170
	25 + years	22.4	.2	198	28.4	.3	182	25.3	.3	380
Highest secondary school class successfully attained	None	12.8	.1	56	4.7	.0	71	8.2	.1	127
	Secondary 1	7.8	.1	67	10.2	.1	73	9.0	.1	140
	Secondary 2	7.9	.1	55	11.3	.1	65	9.7	.1	121
	Secondary 3	22.4	.2	33	19.5	.2	35	20.9	.2	68
	Secondary 4	27.1	.3	30	35.9	.4	33	31.7	.3	63
	Secondary 5	29.1	.3	34	35.5	.4	31	32.1	.4	65
	Secondary 6	21.1	.2	62	26.2	.3	51	23.4	.3	112
Quintile	Q1	11.1	.1	25	10.9	.1	26	11.0	.1	51
	Q2	12.7	.1	37	11.0	.1	40	11.8	.1	77
	Q3	15.9	.2	53	16.4	.2	52	16.2	.2	105
	Q4	17.8	.2	75	17.5	.2	75	17.6	.2	150
	Q5	17.7	.2	147	19.3	.2	166	18.5	.2	313

Table A3.8 **Dropout rates at secondary schools (%), by province, urban/rural, sex and consumption quintile**

		EICV3					
		Male	Male population attending secondary school in 2009 (000s)	Female	Female population attending secondary school in 2009 (000s)	Total	Total population attending secondary school in 2009 (000s)
Rwanda		1.6	188	2.5	192	2.1	380
Urban/rural 2002	Urban	1.2	48	2.2	53	1.7	102
	Rural	1.7	139	2.6	139	2.2	278
Province	Kigali City	1.6	35	3.2	37	2.4	73
	Southern Province	1.7	36	2.0	40	1.9	75
	Western Province	1.8	44	.7	40	1.2	84
	Northern Province	1.5	31	6.0	34	3.9	65
	Eastern Province	1.3	41	1.4	42	1.4	83
Age (in years)	14–15 years	3.5	6	.0	8	1.5	14
	16–17 years	2.0	25	2.5	31	2.3	56
	18–19 years	.9	46	1.3	53	1.1	99
	20–21 years	2.7	53	3.8	60	3.3	113
	22–23 years	.0	32	1.5	27	.7	59
	24 + years	1.8	25	5.3	13	3.0	38
Grades attended in 2009	Secondary 1	1.8	56	1.0	67	1.3	123
	Secondary 2	1.8	37	1.4	38	1.6	75
	Secondary 3	2.4	30	5.6	36	4.1	66
	Secondary 4	1.1	28	2.2	28	1.6	56
	Secondary 5	1.1	25	1.8	15	1.4	40
	Secondary 6	.0	6	3.8	7	2.0	13
Highest education level attained by household head	Never been to school	1.2	36	1.9	36	1.5	72
	Nevercompletedprimary	1.7	55	2.3	54	2.0	109
	Completed primary	2.0	74	3.4	81	2.7	155
	Completed secondary or higher	.6	22	.7	20	.6	42
Sex of Household Head	Male	1.5	122	2.8	127	2.2	249
	Female	1.7	66	1.9	66	1.8	131
Orphanhood	Not orphan	1.3	60	1.1	73	1.2	133
	Single-parent orphan	1.2	36	4.1	40	2.7	76
	Both-parents orphan	5.3	10	.0	13	2.3	24
Population with disabilities	No	1.6	184	2.6	188	2.1	372
	Yes	.0	4	.0	4	.0	8
Quintile	Q1	1.1	12	1.1	13	1.1	25
	Q2	1.8	18	4.9	18	3.3	36
	Q3	2.6	30	2.7	26	2.6	56
	Q4	2.3	47	1.2	44	1.8	91
	Q5	.8	81	2.8	92	1.9	173

Table A3.9 % of population aged 13 and above that has ever been to school but left school before completing secondary school

		% of population aged 13 and above that hasever been to school who dropped out before completing secondary school					
		Male	Male population aged 13 and aboveever been to school who dropped out before completing secondary(000s)	Female	Female population aged 13 and above ever been to school who dropped out before completing secondary(000s)	Total	Population aged 13 and above ever been to school who dropped out before completing secondary(000s)
Rwanda		100.0	637	100.0	651	100.0	1,289
Urban/rural 2002	Urban	21.9	637	21.7	651	21.8	1,289
	Rural	78.1	637	78.3	651	78.2	1,289
Province	Kigali City	16.2	637	15.9	651	16.0	1,289
	Southern Province	21.9	637	26.2	651	24.0	1,289
	Western Province	22.2	637	18.5	651	20.3	1,289
	Northern Province	19.3	637	18.3	651	18.8	1,289
	Eastern Province	20.4	637	21.1	651	20.8	1,289
Age (in years)	13–14	.1	637	.0	651	.0	1,289
	15–16	.5	637	.8	651	.7	1,289
	17–18	1.9	637	2.9	651	2.5	1,289
	19–20	3.6	637	5.7	651	4.6	1,289
	21–22	4.7	637	6.1	651	5.4	1,289
	23–24	5.9	637	6.1	651	6.0	1,289
	25–26	6.0	637	6.4	651	6.2	1,289
	27–28	5.8	637	6.3	651	6.1	1,289
	29–30	6.6	637	7.0	651	6.8	1,289
	31 +	64.8	637	58.6	651	61.7	1,289
Highest secondary class successfully attained	Primary 6–8	72.2	637	74.9	651	73.6	1,289
	Never completed Vocat S1	.3	637	.3	651	.3	1,289
	Post Primary 1	1.6	637	1.8	651	1.7	1,289
	Post Primary 2	2.4	637	1.7	651	2.1	1,289
	Post Primary 3	6.5	637	6.2	651	6.3	1,289
	Post Primary 4	.5	637	.2	651	.3	1,289
	Post Primary 5	.1	637	.1	651	.1	1,289
	Never completed Sec S1	.3	637	.7	651	.5	1,289
	Secondary 1	3.1	637	2.6	651	2.8	1,289
	Secondary 2	5.0	637	5.0	651	5.0	1,289
	Secondary 3	4.2	637	3.4	651	3.8	1,289
	Secondary 4	2.0	637	1.8	651	1.9	1,289
	Secondary 5	1.2	637	1.1	651	1.2	1,289

Table A3.9 % of population aged 13 and above that has ever been to school but left school before completing secondary school

		% of population aged 13 and above that hasever been to school who dropped out before completing secondary school					
		Male	Male population aged 13 and aboveever been to school who dropped out before completing secondary(000s)	Female	Female population aged 13 and above ever been to school who dropped out before completing secondary(000s)	Total	Population aged 13 and above ever been to school who dropped out before completing secondary(000s)
Last year in school	1994 or before	62.0	637	56.2	651	59.1	1,289
	1995–1999	12.8	637	13.7	651	13.3	1,289
	2000–2004	9.5	637	11.2	651	10.4	1,289
	2005	2.5	637	2.7	651	2.6	1,289
	2006	2.2	637	2.9	651	2.5	1,289
	2007	3.4	637	3.7	651	3.5	1,289
	2008	2.7	637	3.9	651	3.3	1,289
	2009	3.7	637	4.6	651	4.1	1,289
	2010	1.2	637	1.1	651	1.1	1,289
Highest education level attained by household head	Never been to school	6.4	637	15.3	651	10.9	1289
	Did not complete primary	7.1	637	28.9	651	18.1	1289
	Completed primary	84.8	637	50.4	651	67.4	1289
	Completed secondary or higher	1.8	637	5.3	651	3.6	1289
Sex of household head	Male	91.1	637	74.5	651	82.7	1,289
	Female	8.9	637	25.5	651	17.3	1,289
Population with disabilities	No	94.8	637	96.4	651	95.6	1,289
	Yes	4.9	637	3.6	651	4.2	1,289
Quintile	Q1	11.4	637	12.2	651	11.8	1,289
	Q2	14.9	637	16.0	651	15.5	1,289
	Q3	17.1	637	18.9	651	18.0	1,289
	Q4	22.9	637	23.5	651	23.2	1,289
	Q5	33.7	637	29.4	651	31.5	1,289

Table A3.10 % of population aged 13 and above that dropped out of school before completing secondary school by main reasons for leaving school

		Total	Main reasonsfor leaving school						Population aged 13 and above that has ever been to school who dropped out before completing secondary
			Had no interest	Family reasons	Cost	War	Health	Others	
Rwanda		100.0	10.1	9.0	41.9	4.6	1.9	32.6	1,289
Urban/rural 2002	Urban	21.8	6.6	8.2	48.3	4.2	1.3	31.4	1,289
	Rural	78.2	11.0	9.2	40.1	4.7	2.1	32.9	1,289
Province	Kigali City	16.0	5.1	6.3	45.1	3.2	1.2	39.1	1,289
	Southern Province	24.0	10.5	11.1	38.0	3.8	1.7	34.9	1,289
	Western Province	20.3	11.2	8.8	41.3	4.9	1.7	32.1	1,289
	Northern Province	18.8	11.3	8.0	45.2	6.1	2.8	26.5	1,289
	Eastern Province	20.8	11.3	9.5	41.5	4.8	2.0	30.9	1,289
Age (in years)	13–14	.0	28.4	.0	48.0	.0	.0	23.6	1,289
	15–16	.7	18.2	1.5	49.2	.0	2.9	28.2	1,289
	17–18	2.5	7.7	6.6	49.8	.0	4.7	31.2	1,289
	19–20	4.6	11.2	6.3	56.2	.0	3.0	23.3	1,289
	21–22	5.4	10.6	9.0	51.7	.0	2.0	26.7	1,289
	23–24	6.0	13.2	7.3	49.8	.2	1.9	27.6	1,289
	25–26	6.2	10.5	7.0	49.1	.8	4.2	28.4	1,289
	27–28	6.1	9.0	9.0	50.6	1.6	3.6	26.1	1,289
	29–30	6.8	9.4	6.9	47.3	6.4	1.1	29.0	1,289
	31 +	61.7	9.8	10.0	36.6	6.4	1.4	35.8	1,289
Highest secondary class successfully attained	Primary 6–8	73.6	11.2	8.5	41.9	2.4	1.1	34.9	1,289
	Never completed Vocat S1	.3	17.4	16.5	27.3	20.1	10.8	7.9	1,289
	Post Primary 1	1.7	13.6	17.7	35.2	20.1	1.4	11.9	1,289
	Post Primary 2	2.1	11.9	13.1	28.5	21.8	1.1	23.6	1,289
	Post Primary 3	6.3	2.3	5.6	24.6	1.7	.2	65.7	1,289
	Post Primary 4	.3	6.2	8.3	31.8	5.6	.0	48.2	1,289
	Post Primary 5	.1	6.6	.0	47.2	4.1	8.9	33.2	1,289
	Never completed Sec S1	.5	9.2	13.7	41.6	13.7	12.1	9.7	1,289
	Secondary 1	2.8	11.5	11.4	47.9	16.5	7.9	4.8	1,289
	Secondary 2	5.0	7.7	13.0	52.7	13.0	6.4	7.3	1,289
	Secondary 3	3.8	5.8	7.3	64.0	5.6	7.0	10.3	1,289
	Secondary 4	1.9	7.4	10.3	44.2	15.9	1.9	20.3	1,289
	Secondary 5	1.2	2.6	17.7	38.4	8.6	6.0	26.8	1,289
Last year in school	1994 or before	59.1	10.0	10.1	35.2	6.9	1.3	36.4	1,289
	1995–1999	13.3	9.3	6.5	48.7	3.1	1.5	30.8	1,289
	2000–2004	10.4	9.2	7.2	53.7	.3	1.4	28.1	1,289
	2005	2.6	9.3	10.1	50.9	.0	5.2	24.4	1,289
	2006	2.5	13.2	6.9	54.6	.5	2.3	22.6	1,289
	2007	3.5	11.1	7.7	47.8	.0	7.6	25.8	1,289
	2008	3.3	8.9	6.7	53.6	.0	4.6	26.2	1,289
	2009	4.1	13.7	6.3	54.9	.0	3.2	21.9	1,289
	2010	1.1	10.7	17.4	50.9	.0	4.9	16.1	1,289

Table A3.10 % of population aged 13 and above that dropped out of school before completing secondary school by main reasons for leaving school

		Total	Main reasonsfor leaving school						Population aged 13 and above that has ever been to school who dropped out before completing secondary
			Had no interest	Family reasons	Cost	War	Health	Others	
Highest education level attained by household head	Never been to school	10.9	12.3	9.0	44.6	2.1	2.7	29.4	1289
	Did not complete primary	18.1	11.0	8.7	46.3	3.3	2.4	28.5	1289
	Completed primary	67.4	9.7	8.9	39.7	5.3	1.6	34.7	1289
	Completed secondary or higher	3.6	6.4	11.6	52.1	4.7	2.4	22.7	1289
Sex of household head	Male	82.7	10.0	8.5	42.1	4.9	1.7	32.8	1,289
	Female	17.3	10.6	11.1	41.0	3.0	2.6	31.7	1,289
Population with disabilities	No	95.6	10.0	9.0	42.2	4.6	1.7	32.5	1,289
	Yes	4.2	11.9	8.6	34.7	4.4	7.2	33.3	1,289
Orphanhood	Not orphan	4.6	12.6	4.0	53.7	.0	4.5	25.1	1,289
	Single-parent orphan	2.4	8.4	6.7	53.2	.0	2.8	28.9	1,289
	Both-parents orphan	.8	7.8	14.5	53.5	.0	.0	24.3	1,289
Quintile	Q1	11.8	12.5	9.1	46.0	2.9	1.2	28.2	1,289
	Q2	15.5	11.9	10.7	41.4	4.9	1.9	29.3	1,289
	Q3	18.0	10.6	7.9	42.0	3.6	1.6	34.3	1,289
	Q4	23.2	8.7	9.0	40.8	4.6	1.5	35.5	1,289
	Q5	31.5	9.0	8.7	41.3	5.5	2.7	32.7	1,289

Table A3.11 % of population aged 13 and above attending school in last 12 months that has ever interrupted secondary school

		% of population aged 13 and abovein school in last 12 months that hasinterrupted secondary school at some point						Duration of school interruption (in months)
		Male	Male population aged 13 and abovein school last 12 months who ever interrupted secondary school (000s)	Female	Female population aged 13 and abovein school last 12 months who ever interrupted secondary school (000s)	Total	Population aged 13 and abovein school last 12 months who ever interrupted secondary school (000s)	
Rwanda		100.0	32	100.0	33	100.0	64	58.0
Urban/ rural 2002	Urban	20.9	32	22.5	33	21.7	64	52.1
	Rural	79.1	32	77.5	33	78.3	64	59.6
Province	Kigali City	16.5	32	14.7	33	15.6	64	57.3
	Southern Province	16.6	32	21.4	33	19.1	64	71.4
	Western Province	19.6	32	19.2	33	19.4	64	71.8
	Northern Province	22.7	32	18.6	33	20.6	64	34.4
	Eastern Province	24.6	32	26.1	33	25.4	64	56.8
Age (in years)	13–14	.0	32	1.3	33	.7	64	1.0
	15–16	3.4	32	5.6	33	4.5	64	4.2
	17–18	8.3	32	14.7	33	11.6	64	6.3
	19–20	20.2	32	28.4	33	24.4	64	5.7
	21–22	19.5	32	20.3	33	19.9	64	8.1
	23–24	21.0	32	12.9	33	16.9	64	9.1
	25–26	8.4	32	4.9	33	6.6	64	18.0
	27–28	6.7	32	3.2	33	4.9	64	13.4
	29–30	3.3	32	1.7	33	2.5	64	25.7
	31 +	9.2	32	7.0	33	8.1	64	44.7
Class attended in last 12 months	Post Primary 1	1.9	32	1.3	33	1.6	64	32.0
	Post Primary 2	.5	32	.4	33	.4	64	179.3
	Post Primary 3	.0	32	.0	33	.	64	.
	Post Primary 4	.0	32	.4	33	.2	64	23.5
	Post Primary 5	1.0	32	.0	33	.5	64	14.8
	Post Primary 6–8	1.3	32	.0	33	.7	64	44.0
	Secondary 1	10.3	32	18.0	33	14.2	64	27.8
	Secondary 2	10.2	32	14.1	33	12.2	64	33.6
	Secondary 3	8.6	32	11.0	33	9.8	64	23.1
	Secondary 4	10.6	32	14.2	33	12.5	64	22.5
	Secondary 5	14.6	32	11.6	33	13.1	64	21.9
	Secondary 6–8 and above	41.0	32	27.7	33	34.2	64	25.6

Table A3.11 % of population aged 13 and above attending school in last 12 months that has ever interrupted secondary school

		% of population aged 13 and abovein school in last 12 months that hasinterrupted secondary school at some point						Duration of school interruption (in months)
		Male	Male population aged 13 and abovein school last 12 months who ever interrupted secondary school (000s)	Female	Female population aged 13 and abovein school last 12 months who ever interrupted secondary school (000s)	Total	Population aged 13 and abovein school last 12 months who ever interrupted secondary school (000s)	
Highest education level attained by household head	Never been to school	17.4	32	21.7	33	19.6	64	80.4
	Did not complete primary	28.7	32	25.8	33	27.2	64	65.6
	Completed primary	37.6	32	40.3	33	39.0	64	43.7
	Completed secondary or higher	14.4	32	12.1	33	13.2	64	49.4
Sex of household head	Male	64.2	32	58.7	33	61.4	64	63.4
	Female	35.8	32	41.3	33	38.6	64	49.3
Population with disabilities	No	97.7	32	97.2	33	97.5	64	56.9
	Yes	2.3	32	2.8	33	2.5	64	98.1
Quintile	Q1	9.5	32	9.8	33	9.6	64	118.3
	Q2	8.5	32	10.6	33	9.6	64	102.5
	Q3	13.3	32	12.0	33	12.6	64	70.8
	Q4	32.4	32	23.0	33	27.6	64	37.2
	Q5	36.4	32	44.6	33	40.6	64	43.3

Table A3.12 Promotion rates at secondary schools (%) by province, urban/rural, sex and consumption quintiles

		EICV3					
		Male	Male population attending secondary school in 2009 (000s)	Female	Female population attending secondary school in 2009 (000s)	Total	Total population attending secondary school in 2009 (000s)
Rwanda		95.6	188	94.5	192	95.0	380
Urban/rural 2002	Urban	94.2	48	95.2	53	94.7	102
	Rural	96.1	139	94.2	139	95.2	278
Province	Kigali City	95.4	35	95.4	37	95.4	73
	Southern Province	92.7	36	90.5	40	91.6	75
	Western Province	96.2	44	97.4	40	96.8	84
	Northern Province	96.2	31	92.2	34	94.1	65
	Eastern Province	97.4	41	96.3	42	96.8	83
Age (in years)	14–15 years	93.2	6	100.0	8	97.0	14
	16–17 years	95.7	25	95.3	31	95.5	56
	18–19 years	96.7	46	95.4	53	96.0	99
	20–21 years	93.5	53	93.4	60	93.5	113
	22–23 years	96.9	32	96.9	27	96.9	59
	24 + years	97.1	25	84.7	13	92.8	38
Grades attended in 2009	Post Primary 1	92.0	2	56.0	1	78.3	3
	Post Primary 2	.	0	51.4	0	51.4	0
	Post Primary 3	100.0	1	100.0	0	100.0	1
	Post Primary 4	100.0	1	100.0	0	100.0	1
	Post Primary 5	100.0	1	.	0	100.0	1
	Post Primary 6–8	100.0	0	.	0	100.0	0
	Secondary 1	95.3	56	96.1	67	95.7	123
	Secondary 2	95.9	37	96.7	38	96.3	75
	Secondary 3	92.1	30	92.2	36	92.1	66
	Secondary 4	96.7	28	92.9	28	94.8	56
	Secondary 5	98.9	25	97.3	15	98.3	40
	Secondary 6	95.6	6	86.0	7	90.6	13
Highest education level attained by household head	Never been to school	97.6	36	94.2	36	96.4	72
	Did not complete primary	95.2	55	94.2	54	94.7	109
	Completed primary	94.3	74	93.3	81	93.8	155
	Completed secondary or higher	97.9	22	97.9	20	97.9	42
Sex of Household Head	Male	95.7	122	93.9	127	94.8	249
	Female	95.5	66	95.4	66	95.5	131
Orphanhood	Not orphan	96.2	60	96.0	73	96.1	133
	Single-parent orphan	96.0	36	93.1	40	94.4	76
	Both-parents orphan	90.9	10	96.1	13	93.8	24

Table A3.12 Promotion rates at secondary schools (%) by province, urban/rural, sex and consumption quintiles

		EICV3					
		Male	Male population attending secondary school in 2009 (000s)	Female	Female population attending secondary school in 2009 (000s)	Total	Total population attending secondary school in 2009 (000s)
Population with disabilities	No	95.8	184	94.3	188	95.0	372
	Yes	89.8	4	100.0	4	95.0	8
Quintile	Q1	96.6	12	94.2	13	95.4	25
	Q2	98.2	18	91.3	18	94.8	36
	Q3	96.1	30	93.7	26	95.0	56
	Q4	94.2	47	96.3	44	95.2	91
	Q5	95.6	81	94.4	92	95.0	173

Table A4.1 % of population aged14 and abovethat has never been to school or, in last 12 months, was attending primary, secondary or technical/vocational school or was not in school nor attending short-term training but learned a vocation through an apprenticeship scheme, EICV3

		Population aged14 and above that have servedsome kind of apprenticeship						Attendance status	
		Males	Male population aged14 and above who have never been to school or, in last 12 months, were either attending primary, secondary or technical/ vocational school or were not in school nor attending a short-term training course (000s)	Females	Female population aged14 and above who have never been to school or, in last 12 months, were either attending primary, secondary or technical/ vocational school or were not in school nor attending a short-term training course (000s)	Total	Total population aged14 and above who have never been to school or, in last 12 months, were either attending primary, secondary or technical/ vocational school or were not in school nor attending a short-term training course (000s)	Currently attending	Attended in the past
Rwanda		15.5	2,441	15.9	3,044	15.7	5,485	1.5	14.3
Urban/Rural 2002	Urban	26.1	359	17.6	421	21.5	780	2.8	18.7
	Rural	13.7	2,082	15.7	2,623	14.8	4,705	1.3	13.5
Province	Kigali City	27.9	235	17.8	278	22.4	513	2.7	19.7
	Southern Province	14.7	585	15.7	730	15.2	1,314	1.3	14.0
	Western Province	14.8	586	13.4	760	14.0	1,346	1.4	12.6
	Northern Province	13.3	453	13.6	581	13.5	1,034	1.4	12.1
	Eastern Province	13.7	582	20.2	696	17.3	1,278	1.4	15.8
Age (in years)	14–19	2.6	677	4.9	687	3.8	1,364	1.0	2.8
	20–24	14.6	419	14.5	482	14.6	901	2.3	12.3
	25–29	22.1	327	19.4	415	20.6	741	2.2	18.4
	30–35	25.1	253	17.1	344	20.5	597	1.6	18.8
	36–41	25.2	184	19.7	257	22.0	441	1.9	20.2
	42–47	22.9	153	21.7	200	22.3	352	1.5	20.7
	48 +	19.2	428	22.5	660	21.2	1,088	.8	20.4
Highest education level attained	Never been to school	14.6	384	18.9	768	17.5	1,152	.8	16.6
	Did not complete primary	12.6	1,309	14.4	1,459	13.6	2,768	1.3	12.2
	Completed primary	20.7	700	16.1	781	18.3	1,481	2.3	16.0
	Completed post primary, secondary or higher	26.9	45	12.5	34	20.7	79	2.7	18.0
Quintile	Q1	10.2	450	14.8	583	12.8	1,033	1.1	11.7
	Q2	13.4	458	16.6	603	15.2	1,061	1.2	14.0
	Q3	14.1	479	15.4	610	14.8	1,089	1.3	13.6
	Q4	16.3	518	17.3	632	16.9	1,151	1.8	15.0
	Q5	22.2	536	15.5	615	18.6	1,151	2.0	16.7

Table A4.2 % of population aged14 and abovethatwas not in school in last 12 months and that attended short-term training courses, by province, urban/rural, age, education level and consumption quintile, EICV3

		Population aged14 and abovenot in school in last 12 months and attended short-term training courses					
		Males	Male population aged 14 years and above not in school in last 12 months (000s)	Females	Female population aged 14 years and above not in school in last 12 months (000s)	Total	Total population aged 14 years and above not in school in last 12 months (000s)
Rwanda		20.5	1,922	14.8	2,057	17.5	3,979
Urban/ rural 2002	Urban	24.5	326	20.7	344	22.5	669
	Rural	19.6	1,596	13.6	1,713	16.5	3,309
Province	Kigali City	26.6	228	20.6	240	23.5	468
	Southern Province	18.6	448	15.3	488	16.9	936
	Western Province	17.2	437	10.1	475	13.5	912
	Northern Province	19.2	356	12.5	377	15.7	733
	Eastern Province	23.3	452	17.6	477	20.4	929
Age (in years)	14–19	1.0	229	1.5	238	1.2	466
	20–24	7.0	328	8.4	392	7.8	720
	25–29	17.4	339	11.7	392	14.3	732
	30–35	28.1	293	18.3	341	22.8	633
	36–41	32.9	216	23.5	244	27.9	459
	42–47	33.9	159	25.9	156	29.9	315
	48 +	28.3	358	20.9	295	25.0	653
Highest education level attained	Did not complete primary	11.7	1,157	7.5	1,301	9.5	2,457
	Completed primary	30.1	634	23.8	649	26.9	1,283
	Completed post primary, secondary or higher	51.4	130	47.7	106	49.7	236
Quintile	Q1	11.0	297	6.8	346	8.8	642
	Q2	16.8	327	11.1	378	13.8	705
	Q3	18.6	369	12.5	408	15.4	777
	Q4	20.2	414	16.5	438	18.3	852
	Q5	29.7	515	23.5	487	26.7	1,002

Table A4.3 % of population aged14 and above not in school in last 12 months and that attended short-term training courses, by province, urban/rural, age, education level and consumption quintile and relation of short-term course taken to employment, EICV3

		% of population aged14 and above not in school in last 12 months and attended short-term training courses	Relation of Training Received to Employment			Population aged 14 and above not in school in last 12 months (000s)
			Training is related to current employment	Training is related to future employment	Training is not related to employment	
Rwanda		17.5	34.6	1.4	63.9	3,979
Urban/ rural 2002	Urban	22.5	38.6	2.2	59.2	669
	Rural	16.5	33.5	1.2	65.3	3,309
Province	Kigali City	23.5	37.5	2.3	60.2	468
	Southern Province	16.9	33.7	.9	65.4	936
	Western Province	13.5	30.7	.7	68.6	912
	Northern Province	15.7	39.5	1.5	59.1	733
	Eastern Province	20.4	33.4	1.8	64.8	929
Age (in years)	14–19	1.2	16.8	.0	83.2	466
	20–24	7.8	25.0	5.1	69.9	720
	25–29	14.3	36.1	2.7	61.2	732
	30–35	22.8	41.5	.5	58.0	633
	36–41	27.9	36.7	1.2	62.0	459
	42–47	29.9	38.9	.7	60.4	315
	48 +	25.0	27.5	.7	71.8	653
Highest education level attained	Did not complete primary	9.5	25.1	.8	74.1	2,457
	Completed primary	26.9	32.0	1.4	66.6	1,283
	Completed post primary, secondary or higher	49.7	61.4	2.7	35.9	236
Quintile	Q1	8.8	19.3	.3	80.4	642
	Q2	13.8	29.3	1.2	69.5	705
	Q3	15.4	27.4	.7	72.0	777
	Q4	18.3	33.0	1.3	65.7	852
	Q5	26.7	44.0	2.2	53.8	1,002

Table A4.4 % of population aged14 and above who completed primary school and attended technical/ vocational education, by urban/rural, province, age and consumption quintile, EICV3

		Population aged14 and abovethat completed primary school and attended technical/vocational education					
		Males	Male population aged 14 and above that completed primary school (000s)	Females	Female population aged 14 and above that completed primary school (000s)	Total	Population aged 14 and above that completed primary school (000s)
Rwanda		3.3	531	2.1	581	2.7	1,112
Urban/rural 2002	Urban	4.3	59	3.3	67	3.8	126
	Rural	3.0	207	1.8	224	2.4	430
Province	Kigali City	4.7	39	2.2	44	3.4	84
	Southern Province	4.4	54	4.2	64	4.3	118
	Western Province	3.4	67	2.4	65	2.9	132
	Northern Province	2.6	43	.3	52	1.3	95
	Eastern Province	1.7	62	1.2	65	1.4	127
Age (in years)	14–19	1.7	166	1.4	202	1.5	367
	20–24	5.2	89	2.3	83	3.8	172
	25 +	11.6	11	21.5	6	15.1	17
Quintile	Q1	.8	21	4.2	24	2.6	45
	Q2	1.3	33	1.4	38	1.3	71
	Q3	3.9	47	3.3	49	3.6	96
	Q4	2.8	64	1.5	68	2.1	132
	Q5	4.5	100	1.7	111	3.0	211

Table A4.5 % of population aged14 and above that attended technical/vocational education by technical/ vocational education attendance status and level of school attended after completing primary school, EICV3

		Total	Level of school attended after completing primary			Technical/vocational education attendance status		Population aged 14 and above that completed primary school (000s)
			Secondary school	Technical/ vocational school	Both secondary and technical/ vocational schools	Currently attending	Attended in the past	
Rwanda		2.7	97.2	2.7	.1	2.1	.6	1,112
Urban/ rural 2002	Urban	3.8	96.1	3.8	.1	2.5	1.1	126
	Rural	2.4	97.6	2.4	.0	1.9	.4	430
Province	Kigali City	3.4	96.2	3.4	.4	1.9	1.5	84
	Southern Province	4.3	95.5	4.5	.0	3.3	.9	118
	Western Province	2.9	97.1	2.9	.0	2.4	.5	132
	Northern Province	1.3	98.7	1.3	.0	1.2	.0	95
	Eastern Province	1.4	98.6	1.4	.0	1.3	.1	127
Age (in years)	14–19	1.5	98.3	1.6	.1	1.3	.1	367
	20–24	3.8	96.1	3.9	.0	2.6	1.2	172
	25 +	15.1	84.9	15.1	.0	11.8	3.3	17
Quintile	Q1	2.6	97.4	2.6	.0	2.6	.0	45
	Q2	1.3	98.2	1.5	.3	.8	.6	71
	Q3	3.6	96.4	3.6	.0	3.1	.3	96
	Q4	2.1	97.9	2.1	.0	1.6	.4	132
	Q5	3.0	96.9	3.1	.1	2.2	.9	211

Table A5.1 % of population aged19–25 attending an institution of higher learning, by urban/rural, province, age, consumption quintile and sex

		EICV3						EICV2					
		Males	Male population aged19–25 (000s)	Females	Female population aged19–25 (000s)	Total	Total population aged19–25 (000s)	Males	Male population aged19–25 (000s)	Females	Female population aged19–25 (000s)	Total	Total population aged19–25 (000s)
Rwanda		2.6	672	2.5	759	2.6	1,431	1.5	652	1.1	713	1.3	1,365
Urban/ rural 2002	Urban	7.8	127	7.8	141	7.8	268	6.3	130	5.4	139	5.8	269
	Rural	1.4	545	1.3	618	1.3	1,163	.3	522	.1	574	.2	1,096
Province	Kigali City	8.3	87	7.2	101	7.7	189	7.4	81	5.9	83	6.7	164
	Southern Province	1.6	151	1.8	152	1.7	303	.7	166	.7	178	.7	344
	Western Province	2.6	155	1.7	185	2.1	341	.4	153	.3	165	.4	318
	Northern Province	1.5	125	2.0	150	1.8	276	.9	109	.3	132	.6	241
	Eastern Province	1.3	153	1.7	171	1.5	323	.7	144	.5	155	.6	298
Age	19 years	.5	98	.2	106	.3	203	.0	88	.2	93	.1	181
	20 years	1.0	110	1.1	130	1.1	240	.5	112	.5	115	.5	228
	21 years	1.9	90	1.7	113	1.8	202	1.9	86	.3	103	1.0	189
	22 years	1.9	97	2.3	97	2.1	194	1.0	93	1.0	111	1.0	204
	23 years	5.0	97	3.1	113	3.9	210	2.8	102	1.9	108	2.3	210
	24 years	4.5	86	4.3	93	4.4	179	1.8	82	1.8	90	1.8	171
	25 years	4.0	95	5.4	107	4.8	202	2.6	90	2.3	93	2.5	183
Quintile	Q1	.5	86	.0	102	.2	188	.0	88	.0	95	.0	183
	Q2	1.1	101	.3	123	.7	224	.0	97	.0	131	.0	228
	Q3	.9	126	.3	142	.6	267	.0	118	.0	139	.0	257
	Q4	.7	155	.7	178	.7	333	.4	148	.0	148	.2	296
	Q5	6.7	204	7.9	215	7.3	419	4.6	201	4.0	200	4.3	401

Table A5.2 **Population aged19 and above attending an institution of higher learning as % of population aged19–20, by urban/rural, province, consumption quintile and sex**

		EICV3						EICV2					
		Males	Male population aged19–25 (000s)	Females	Female population aged19–25 (000s)	Total	Total population aged19–25 (000s)	Males	Male population aged19–25 (000s)	Females	Female population aged19–25 (000s)	Total	Total population aged19–25 (000s)
Rwanda		7.0	672	5.3	759	6.1	1,431	3.4	652	2.4	713	2.9	1,365
Urban/rural 2002	Urban	19.0	127	17.6	141	18.2	268	13.2	130	11.4	139	12.3	269
	Rural	4.2	545	2.5	618	3.3	1,163	1.0	522	.2	574	.6	1,096
Province	Kigali City	22.7	87	17.2	101	19.8	189	15.6	81	13.8	83	14.7	164
	Southern Province	3.2	151	3.4	152	3.3	303	1.2	166	1.4	178	1.3	344
	Western Province	6.6	155	3.3	185	4.8	341	1.1	153	.6	165	.9	318
	Northern Province	5.3	125	4.9	150	5.1	276	2.8	109	.6	132	1.6	241
	Eastern Province	3.5	153	2.4	171	2.9	323	2.2	144	.9	155	1.5	298
Quintile	Q1	.5	86	.0	102	.2	188	.4	88	.0	95	.2	183
	Q2	1.1	101	.3	123	.7	224	.0	97	.0	131	.0	228
	Q3	1.6	126	.4	142	1.0	267	.3	118	.0	139	.2	257
	Q4	2.2	155	1.0	178	1.6	333	1.0	148	.2	148	.6	296
	Q5	19.5	204	17.4	215	18.4	419	10.1	201	8.5	200	9.3	401

Table A5.3 **Mean number of years attending institutions of higher learning among the population aged19 and above, by urban/rural, province and consumption quintile**

		EICV3		EICV2	
		Number of years attending an institution of higher learning	Population aged19 and above attending institutions of higher learning (000s)	Number of years attending an institution of higher learning	Population aged19 and above attending institutions of higher learning (000s)
Rwanda		2.3	87	4.0	40
Urban/rural	Urban	2.5	49	4.1	33
2002	Rural	2.0	38	3.2	7
Province	Kigali City	2.7	37	4.6	24
	Southern Province	2.0	10	4.0	5
	Western Province	1.9	16	3.4	3
	Northern Province	2.2	14	1.9	4
	Eastern Province	2.0	9	2.9	4
Sex	Male	2.4	47	4.6	22
	Female	2.2	40	3.2	17

Table A6.1 **User satisfaction (%) with schools by urban/rural, province, sex, level and type of school and consumption quintile**

		EICV3		EICV2	
		% of users satisfied with education services	Population currently attending school (000s)	% of users satisfied with education services	Population currently attending school (000s)
Rwanda		81.9	3,437	66.0	2,576
Urban/rural 2002	Urban	87.1	526	64.5	476
	Rural	80.9	2,911	66.3	2,100
Province	Kigali City	88.4	334	69.1	275
	Southern Province	85.3	787	67.5	631
	Western Province	76.1	835	66.3	615
	Northern Province	81.1	669	65.0	474
	Eastern Province	82.5	812	63.4	582
Sex	Male	81.6	1,705	65.6	1,274
	Female	82.2	1,731	66.4	1,302
Level of school attended	PrePrimary	69.5	30		
	Primary	82.3	2,690	66.5	1,640
	PostPrimary	84.2	19	49.5	15
	Secondary	81.1	611	62.3	282
	University	78.1	87	75.7	29
Quintile	Q1	83.2	703	67.3	498
	Q2	80.6	685	68.2	496
	Q3	83.0	653	63.5	505
	Q4	81.1	637	67.2	501
	Q5	81.5	760	64.1	576

Table A6.2 **Use of separate toilet facilities for boys and girls (%) at school, by province, urban/rural, sex, level of school and consumption quintiles**

		EICV3	
		Separate toilet facilities for boys and girls	Population currently attending school (000s)
Rwanda		87.1	3,437
Urban/rural 2002	Urban	93.0	526
	Rural	86.1	2,911
Province	Kigali City	95.4	334
	Southern Province	89.2	787
	Western Province	81.3	835
	Northern Province	84.0	669
	Eastern Province	90.3	812
Sex	Male	86.7	1,705
	Female	87.5	1,731
Level of school	PrePrimary	65.1	30
	Primary	85.8	2,690
	PostPrimary	88.5	19
	Secondary	93.5	611
	University	91.6	87
Quintile	Q1	84.8	703
	Q2	85.6	685
	Q3	87.3	653
	Q4	87.1	637
	Q5	90.6	760

Table A7.1 Literacy rate (%) among population aged15–24, by urban/rural, province, age and consumption quintile

		EICV3						EICV2					
		Males	Population aged15–24 (000s)	Females	Population aged15–24 (000s)	Total	Population aged15–24 (000s)	Males	Population aged15–24 (000s)	Females	Population aged15–24 (000s)	Total	Population aged15–24 (000s)
Rwanda		82.5	1,074	84.7	1,157	83.7	2,232	76.9	1047	76.8	1142	76.9	2,188
Urban/ rural 2002	Urban	88.6	171	88.9	201	88.8	372	83.2	189	86.1	213	84.7	403
	Rural	81.4	903	83.8	956	82.6	1,859	75.5	857	74.7	928	75.1	1,786
Province	Kigali City	89.8	110	88.9	139	89.3	249	86.4	110	86.9	128	86.6	238
	Southern Province	78.7	245	84.3	247	81.5	492	75.0	258	78.8	283	77.0	540
	Western Province	83.5	261	83.0	287	83.2	548	77.5	256	73.9	267	75.7	524
	Northern Province	83.1	196	85.6	224	84.4	420	76.1	184	76.4	212	76.2	395
	Eastern Province	81.7	262	84.0	260	82.8	522	74.7	240	73.0	252	73.9	492
Age (in years)	15–16	81.2	258	88.9	253	85.0	510	75.5	246	79.5	263	77.6	509
	17–18	86.2	239	87.8	252	87.0	492	74.3	244	76.8	263	75.6	507
	19–20	82.8	208	85.0	236	83.9	444	78.8	199	77.3	206	78.0	405
	21–22	82.6	186	81.0	210	81.8	397	76.4	177	76.0	212	76.2	389
	23–24	79.4	183	79.3	206	79.3	389	80.8	181	73.7	197	77.1	379
Quintile	Q1	73.9	179	77.3	192	75.6	371	68.1	181	64.7	205	66.3	386
	Q2	79.6	186	81.7	202	80.7	388	74.1	184	71.9	215	72.9	399
	Q3	83.3	198	83.9	214	83.6	412	77.6	192	76.8	214	77.2	406
	Q4	84.9	233	87.1	241	86.0	474	80.8	214	79.8	226	80.3	440
	Q5	87.6	278	90.0	309	88.9	587	81.1	276	87.3	281	84.2	557

Table A7.2 Literacy rate (%) among population aged15 and above by urban/rural, province and consumption quintile

		EICV3						EICV2					
		Males	Population aged15 and above (000s)	Females	Population aged15 and above (000s)	Total	Population aged15 and above (000s)	Males	Population aged15 and above (000s)	Females	Population aged15 and above (000s)	Total	Population aged15 and above (000s)
Rwanda		75.7	2,826	64.7	3,330	69.7	6,157	71.5	2,444	60.1	2,901	65.3	5,345
Urban/ rural 2002	Urban	86.6	460	79.0	516	82.6	976	82.3	441	74.6	501	78.2	942
	Rural	73.6	2,366	62.0	2,814	67.3	5,180	69.1	2,003	57.1	2,400	62.6	4,403
Province	Kigali City	90.0	315	83.7	345	86.7	661	85.8	264	79.4	293	82.4	556
	Southern Province	70.2	662	61.9	797	65.7	1,459	68.5	625	61.4	764	64.6	1,389
	Western Province	76.3	655	61.9	796	68.4	1,451	72.1	573	56.4	685	63.6	1,258
	Northern Province	75.0	517	63.4	621	68.7	1,138	68.5	434	57.5	526	62.5	960
	Eastern Province	74.3	678	62.8	771	68.2	1,449	69.6	548	55.8	633	62.2	1,181
Quintile	Q1	62.6	465	53.6	589	57.6	1,054	57.1	402	46.4	533	51.0	934
	Q2	69.0	499	58.2	627	63.0	1,126	66.1	441	53.2	561	58.9	1,002
	Q3	74.4	538	62.0	649	67.6	1,187	69.7	457	58.4	562	63.5	1,019
	Q4	77.9	600	66.3	698	71.7	1,298	74.2	505	62.8	587	68.0	1,092
	Q5	87.9	724	79.1	767	83.3	1,491	83.4	639	76.2	658	79.7	1,297

Table A7.3 **Computer literacy rate (%) among population aged 15–24 and 15 and above,by province, urban/rural, sex, age and consumption quintile**

		15–24 years		15 and above	
		% confident using a computer	Population aged15–24 (000s)	% confident using a computer	Population aged15 and above (000s)
Rwanda		6.5	2,232	5.3	6,157
Urban/rural 2002	Urban	17.0	372	17.6	976
	Rural	4.4	1,859	3.0	5,180
Province	Kigali City	19.9	249	21.1	661
	Southern Province	4.0	492	2.8	1,459
	Western Province	4.1	548	3.2	1,451
	Northern Province	6.7	420	5.2	1,138
	Eastern Province	5.0	522	3.0	1,449
Sex	Male	7.6	1,074	7.0	2,826
	Female	5.5	1,157	4.0	3,330
Quintile	Q1	.9	371	.4	1,054
	Q2	1.6	388	.7	1,126
	Q3	3.0	412	1.4	1,187
	Q4	5.0	474	2.7	1,298
	Q5	17.1	587	17.8	1,491

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