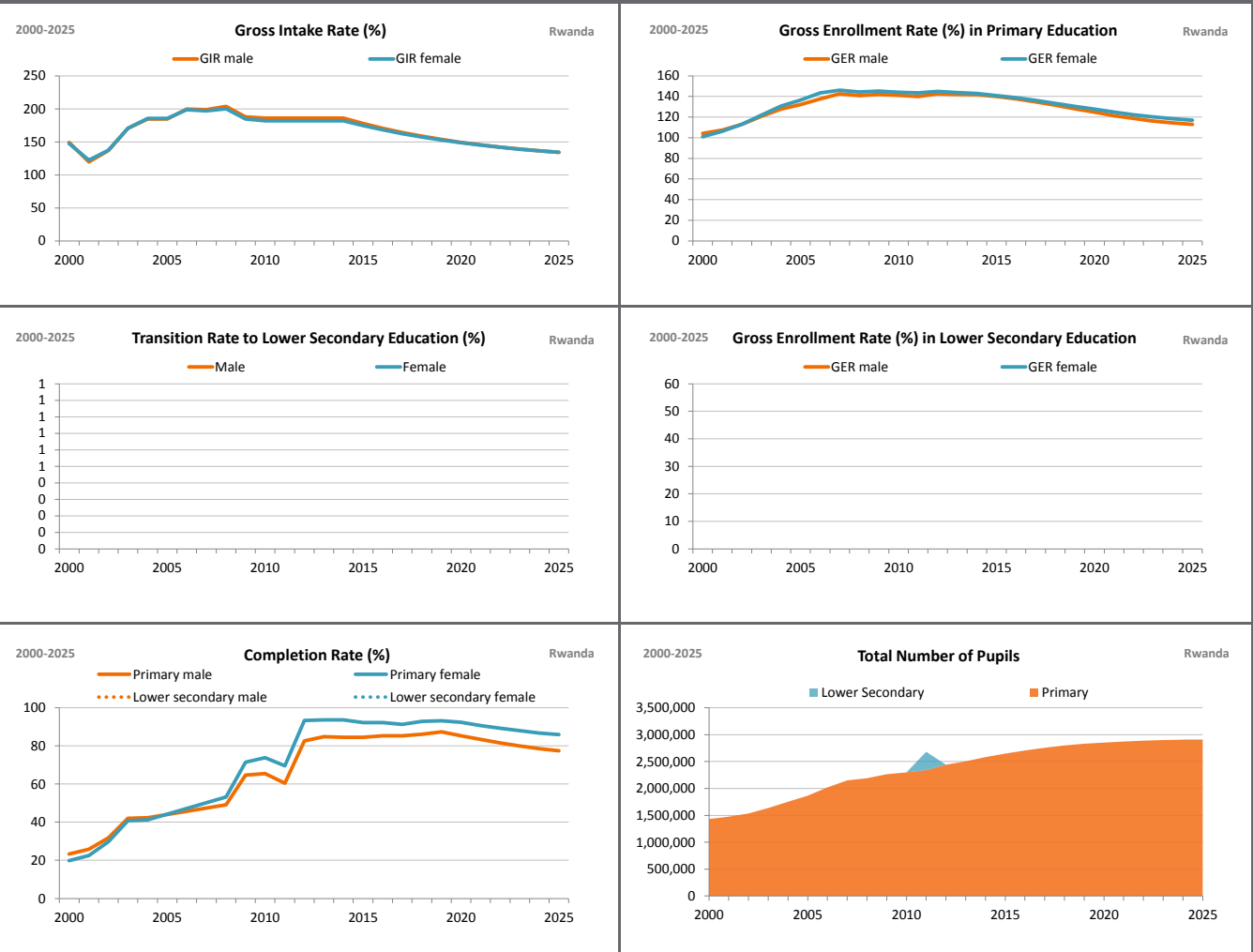


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Rwanda



DEFINITIONS Source: UNESCO Institute for Statistics (UIS)

Gross Intake Ratio (GIR)	Total number of new entrants in first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age.
Gross Enrollment Rate (GER)	Total enrollment in a specific level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education in a given school-year. Often higher than 100% because of repetition and overage students.
Transition Rate	The number of pupils admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils enrolled in the first grade of the lower level of education in the previous year.
Completion Rate	The total number of students completing (or graduating from) the final year of primary or secondary education, regardless of age, expressed as a percentage of the population of the official primary or secondary graduation age.
Primary Education	At the primary education level, the program of study is normally designed on a unit or project basis to give pupils a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music. Religious instruction may also be featured. The average duration of primary education is six years but cycles vary by country, ranging from a minimum of three years to a maximum of eight years. Please note that these profiles take definitions of the entry age and duration of primary education from the UIS Data Centre and these definitions may differ from national ones in select instances. Country specific information on education systems is available on the EPDC country pages at www.epdc.org .
Lower Secondary Education	At the lower secondary education level, the program of study is typically designed to complete the development of basic skills and knowledge which began at the primary level. In many countries, the educational aim is to lay the foundation for lifelong learning and individual development. The duration of lower secondary education varies by country but averages three years internationally. Please note that these profiles take definitions of the entry age and duration of lower secondary education from the UIS Data Centre and these definitions may differ from national ones in select instances. Country specific information on education systems is available on the EPDC country pages at www.epdc.org .

PRIMARY	Number of Pupils		Gross Intake Rate into Primary (GIR, %)		Primary Gross Enrollment Rate (GER, %)		Primary Completion Rate (%)	
	TOTAL, Both Genders		Male GIR	Female GIR	Male GER	Female GER	Male %	Female %
	2000	1,431,657	149	147	104	101	23	20
2001	1,475,572	120	122	107	106	26	22	
2002	1,534,510	137	137	113	113	32	30	
2003	1,636,563	171	170	121	122	42	41	
2004	1,752,588	184	185	128	131	42	41	
2005	1,865,602	184	185	132	137	#N/A	#N/A	
2006	2,019,991	200	199	138	143	#N/A	#N/A	
2007	2,150,430	199	197	143	146	#N/A	#N/A	
2008	2,190,270	204	200	141	144	49	53	
2009	2,264,672	188	185	142	145	65	71	
2010	2,299,326	186	182	141	144	65	74	
2011	2,341,146	186	182	140	143	60	70	
2012	2,441,272	186	182	142	145	83	93	
2013	2,505,325	186	182	142	144	85	94	
2014	2,582,755	186	182	142	143	85	94	
2015	2,647,867	178	175	140	141	84	92	
2016	2,706,741	171	168	138	139	85	92	
2017	2,757,033	164	162	135	136	85	91	
2018	2,799,994	158	157	131	133	86	93	
2019	2,831,739	154	153	128	130	87	93	
2020	2,853,120	149	149	125	128	85	92	
2021	2,872,737	145	145	121	125	83	91	
2022	2,889,009	142	142	119	122	82	89	
2023	2,900,495	139	139	116	120	80	88	
2024	2,906,529	136	136	114	118	79	87	
2025	2,907,266	134	134	113	117	77	86	

LOWER SECONDARY	Number of Pupils		Transition to Lower Secondary (%)		Lower Secondary Gross Enrollment Rate (GER, %)		Lower Secondary Completion Rate (%)	
	TOTAL, Both Genders		Male %	Female %	Male GER	Female GER	Male %	Female %
	2000	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2001	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
2002	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
2003	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
2004	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
2005	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
2006	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
2007	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
2008	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
2009	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
2010	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
2011	341,742	#N/A	#N/A	45	49	#N/A	#N/A	
2012	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
2013	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
2014	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
2015	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
2016	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
2017	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
2018	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
2019	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
2020	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
2021	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
2022	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
2023	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
2024	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
2025	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	

EPDC PROJECTION METHODOLOGY

EPDC education projections were developed using a progress-based methodology, based on trends from 2000-2010 across the group of low-income countries included in this exercise, and using past trends to set expectations for the future. Enrollments are projected using a cohort method, where student cohorts calculated based on UN population estimates are followed throughout the education system. Therefore, sudden spikes in primary intake in a given historical year can be expected to produce spikes in primary and, a few years later, lower secondary enrollment projections. Assumptions imposed on gross intake, dropout, repetition, and transition rates are used to drive the calculations for the rest of the indicators, including estimates of pupil enrollments, and - with the relevant population as a denominator - the gross and net enrollment rates by gender and school level. The projection assumptions set countries on a gradual rate of improvement across all key driver indicators, and countries that experienced negative trends in the most recent historical period are set to improve according to average trend across all countries. The full methodology for the projections is available upon request: email epdc@fhi360.org.

DISCLAIMER: EPDC education projections are a result of statistical modeling and contain a degree of prediction error. In some cases, trends do not follow the country specific trajectory, but are in line with the trends observed across the group of low-income countries as a whole. For these reasons, EPDC projections can only be used as a guide for research and policy, with the understanding that the actual levels of progress can only be known for present and past periods of time. FHI 360 bears no responsibility for incorrect predictions. Projection assumptions do not take into account crises, natural disasters, sudden population shifts, and other extraordinary circumstances.



Education Policy and Data Center (EPDC) is a research unit within the FHI 360 Global Learning Group. EPDC serves as a resource for education data, profiles and data reports on education status at the country level, research on issues and challenges in education around the world, as well as medium-term education projections. The FHI 360 Global Learning Group portfolio encompasses a wide range of programs and interventions in educational development. Visit us at www.fhi360.org and www.epdc.org.

EDUCATION POLICY AND DATA CENTER
Making sense of data to improve education for development