



UNIVERSITY *of*
RWANDA

2020

Facts and Figures <2013 – 2020>

**7 Years
Thematic
Statistical
Report**



Foreword

The world's education systems vary widely in terms of structure and curricular content; it can be difficult to compare national education systems with those of other countries or to benchmark progress towards national and international goals. In this regard, this report provides an inception statistical report that applies international agreed definitions to facilitate comparisons of education systems with other countries.

As we are reflecting on the last seven years of establishment of University of Rwanda, this report provides thematic statistical descriptions to inform decision-making of the University.

This report comprises thematic descriptive information to classify University settings and achievements per International Standard Classification of Education.

In this context, this report includes information on graduates, students' enrolment, staff and their respective publications to gauge the journey of the University for last seven years to give insight to strategic areas of investment that concur with Rwanda Education Sector Strategic Plan as well as the institutional Strategic Plan.

Thematic areas assigned to aspects of performance indicators provide references to measure the extent to which institutional achievements meet national, regional and global education strategic goals.

Further interventions related to labour market needs to address the issues of skills gap and qualifications mismatch are mandatory.

Yours sincerely,

Dr. Papias Musafiri Malimba

Deputy Vice Chancellor for Strategic Planning & Administration



Executive Summary

This report is result of continuous of data collected at quarterly basis from Colleges and Campuses' administration. It is provides administrative statistics for a period of 7 years, period that coincides with the establishment of University of Rwanda in 2013. It reports statistics per thematic arears predefined by International Standard Classification of Education by describing the University graduates, students, staff and their respective publications to inform stakeholders and decision making as well as institutional plans.

It intends to provide statistics that contribute in measuring progress to achieve various engagements for sustainable development. In this context, statistics based on fields of education enable the University keep on track performance indicators of benchmarking at various scales of measurement.

Results show that since its establishment, University of Rwanda graduated the total number of 49,477. Non-STEM graduated 53% and 47% in STEM areas; 36% are females and 64% males.

Total enrolment for last seven years provides proportions of 45% students registered in Non-STEM and 55% students registered in STEM areas.

Female students present 34% and 66% stands for male students. Undergraduate programmes dominate with 95% and 84% of the total enrolment are financially supported by Government of Rwanda.

Total number of publications is 2,096 from 308 publications in 2014 where publications from STEM programmes present 74%.

Number of UR staff decreased from 2,367 staff in 2013 to 1,952 in 2020 due to various harmonization and restructuring conducted for both academic and administrative structures.

Distribution shows that 68% are academics and 32% are administrative and support staff. 25% females and 75% males compose academics. Administrative and support staff side 60% are males and 40% are females.

In terms of contract terms, 90% of academic are permanent, 89% of administrative and support staff are permanent. Number of Staff with PhD increased from 18% to 26%.

Results identify areas of improvement such as academic programme, lack of students' enrollment in sensitive fields of education over 30% of fields of education do not have students. Looking at the proportion of enrollment in postgraduate programmes, the University has a long journey to satisfy labor market even its own academics personnel.



Acknowledgement



This report prepared by Mr. Thierry MUNYAZIKWIYE, University Statistics Specialist with cooperation of all staff who facilitated data collection process through University Registry offices, Human Resource Management Division and College Principal offices as well as offices of Heads of Campuses who actively facilitated in accessing this fruitful information are gratefully recognised.



Acronyms

- CASS: College of Arts and Social Sciences
- CAVM: College of Agriculture, Animal Sciences and Veterinary Medicine
- CBE: College of Business and Economics
- CE: College of Education
- CMHS: College of Medicine and Health Sciences
- CST: College of Science and Technology
- UR: University of Rwanda
- ISCED: International Standard Classification of Education

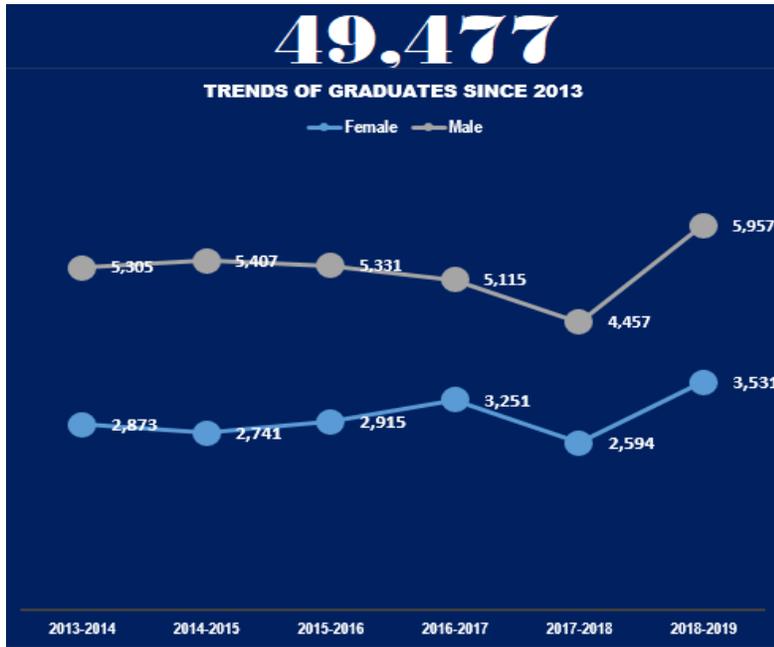


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Trends of Graduates Since 2013

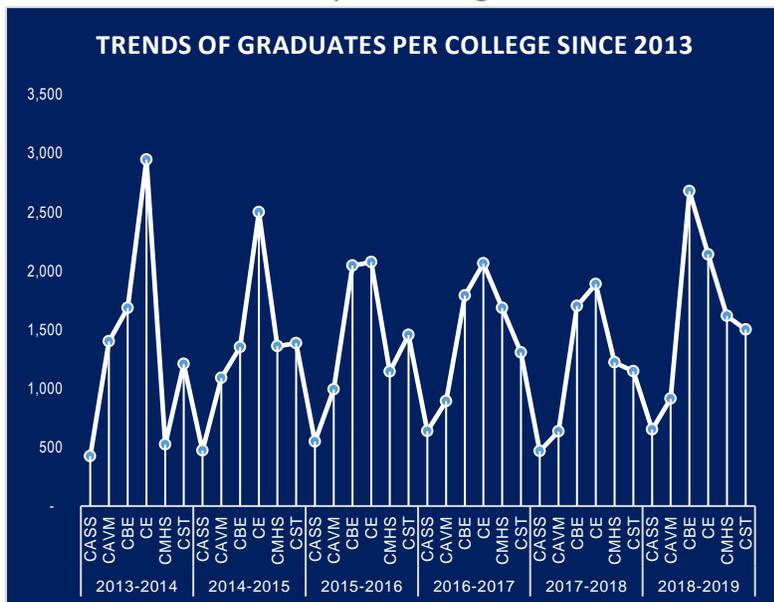


❖ Since 2013, UR has the total number of 49,477 graduates.

❖ Female present 36% and 64% male respectively.

❖ STEM programmes present 47% and Non-STEM graduated 53%.

Trends of Graduates per College Since 2013



❖ Most of graduates are from College of Education with proportion of 27%.



Thematic Areas of Graduates Since 2013

THEMATIC AREAS OF GRADUATES SINCE 2013



Top five thematic areas of UR graduates since 2013

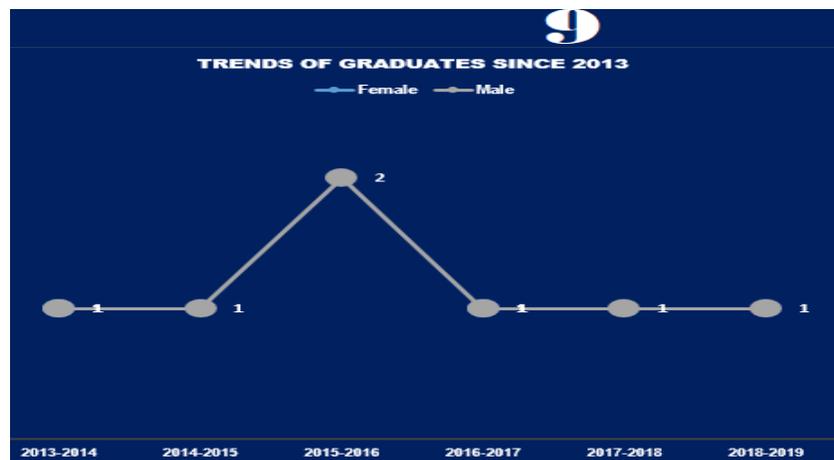
- ❖ Teacher training with subject specialization 13,356 graduates
- ❖ Accounting 4,008
- ❖ Nursing and Midwifery 3,552
- ❖ Finance, Banking and Insurance 3,305
- ❖ Crop and livestock production with 3,176



Trends of Graduates from Postgraduate Programmes

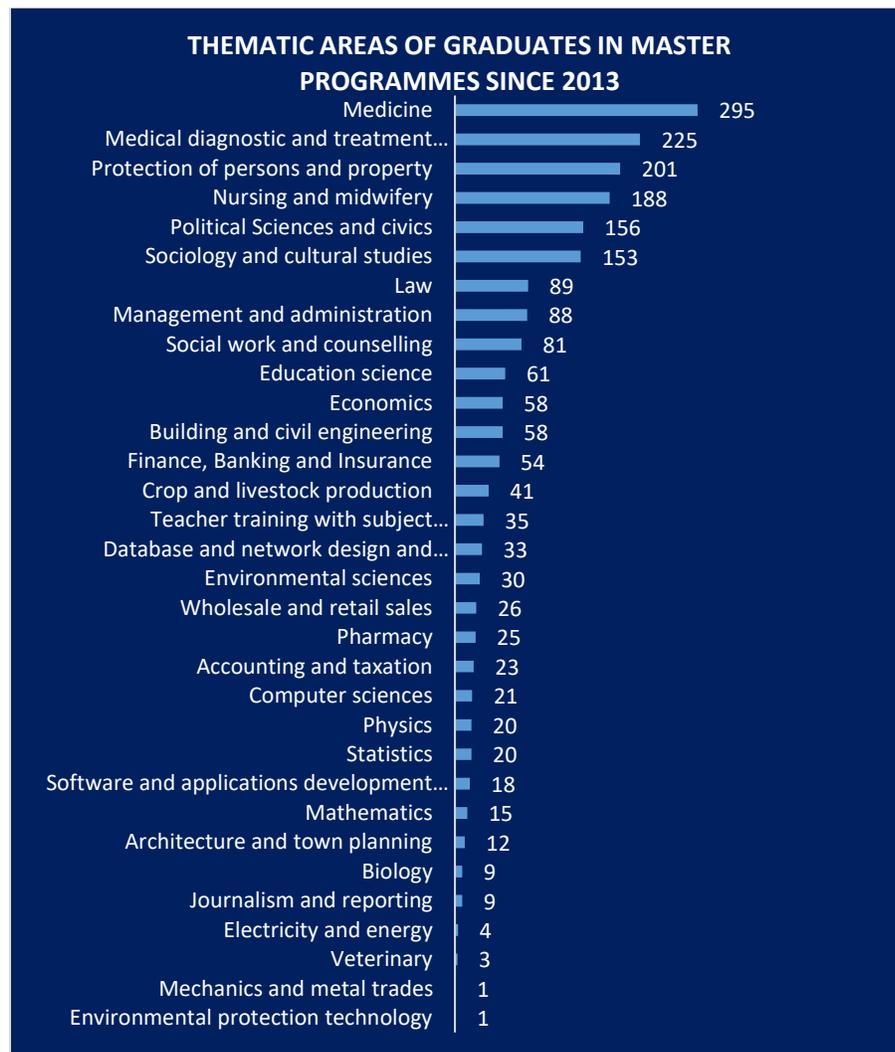


Since 2013, UR has the total number of 2,053 composed by 36% Females and 64% Males graduates from Master and 9 with two Females and seven Males from PhD programmes respectively.





Thematic Areas of Graduates in Master Programmes Since 2013



Graduates of UR from Master shows that graduates from Medicine are on the top with 295 followed by Medical diagnostic and treatment technology with 225; third position is occupied by graduates from protection of persons with 201.

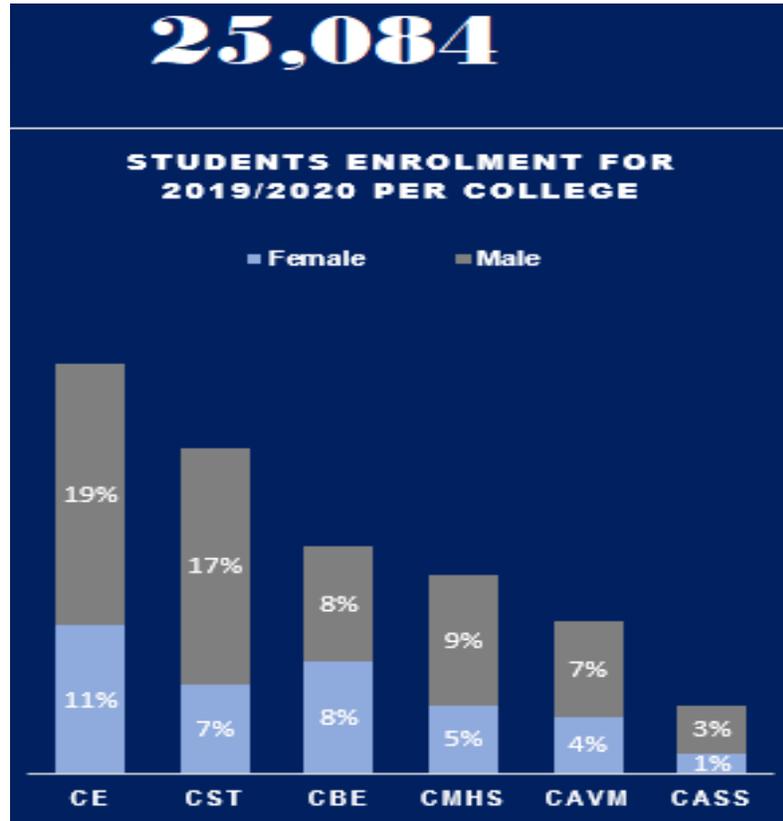
UR has four out of the nine PhD graduates from medical diagnostic and treatment technology and social work and counselling since 2013.

Thematic Areas of Graduates in PhD Programmes Since 2013





Students Enrolment for Academic Year 2019/2020



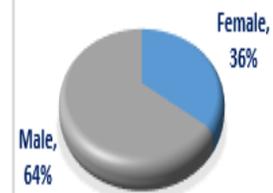
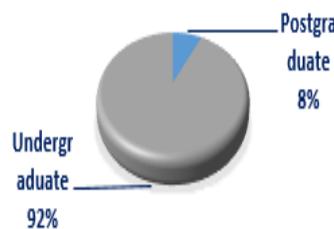
Students' enrolment for academic year 2019/2020 shows a total number of 25,084 with 36% Females and 64% Males respectively.

Areas of registration show 64% registered in STEM versus 36% in Non-STEM Programmes.

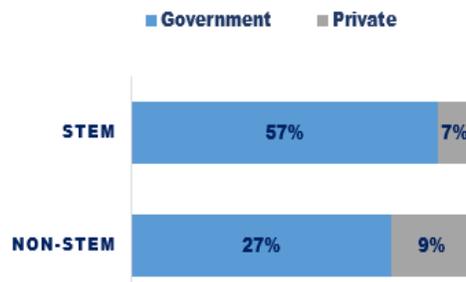
Undergraduates' programmes present 92%.

Government of Rwanda financially supports 84%.

The number of students enrolled in postgraduate programmes increased to 8% from 6% for academic year 2018/2019.

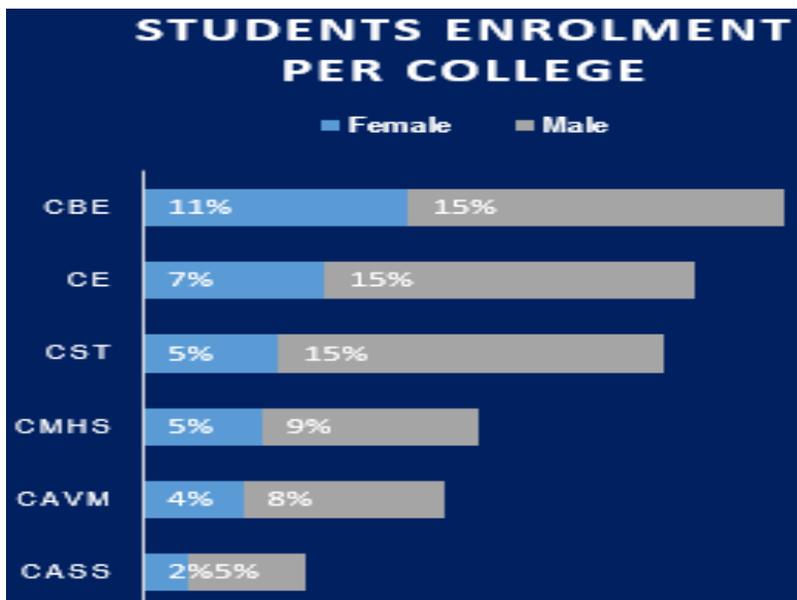
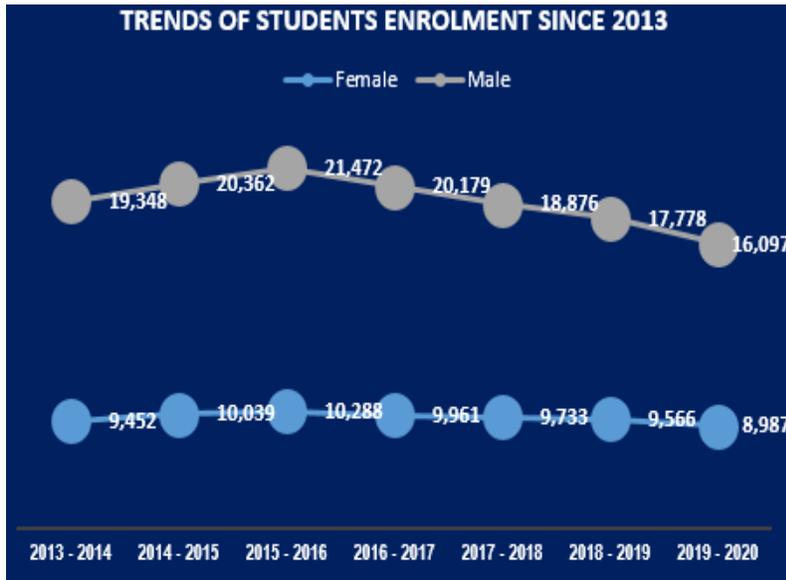


SPONSORSHIP





Trends of Students Enrollment Since 2013



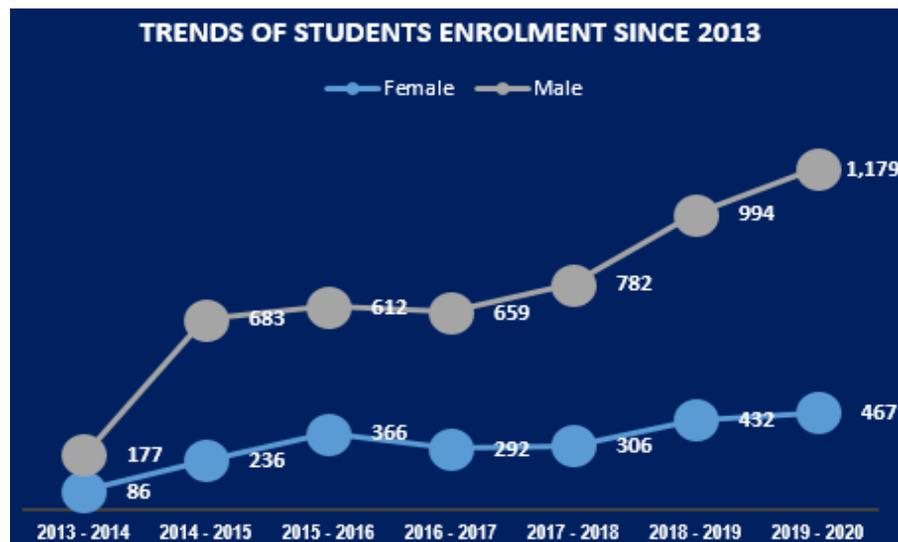
Students' enrolment since 2013 shows a decline from 28,800 for academic year 2013/14 to 25,084 for 2019/20.

The decline started with academic year 2016/17.

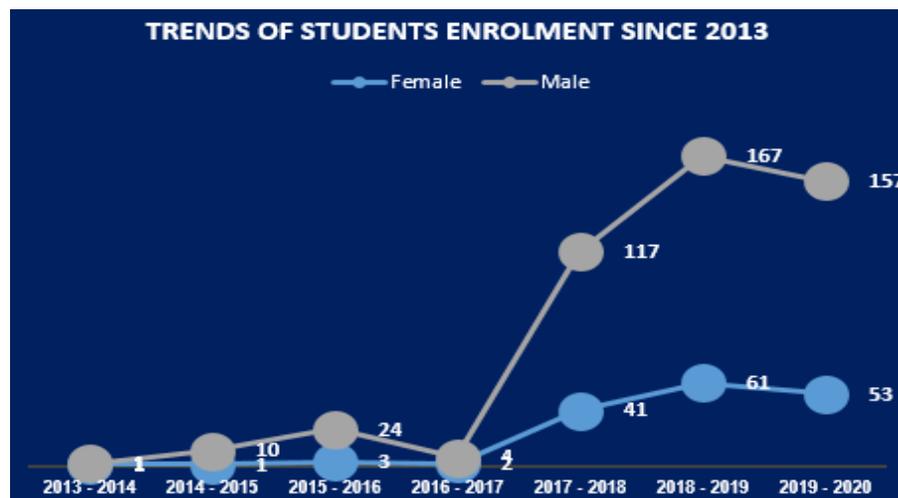
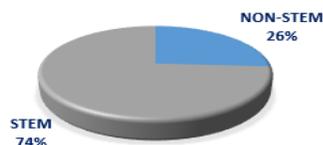
Total average for seven years shows that 34% are females and 66% are males and 95% registered in undergraduate programmes while STEM programmes present 55% versus 45% in Non-STEM with 45% and Government of Rwanda Financially supported 84%.



Trends of Students Enrollment in Master & PhD Programmes Since 2013



Students' enrolment since 2013 shows an increase in Master programmes from 263 for academic year 2013/14 to 1,646 for 2019/20. 37% and 63% present Non-STEM and STEM students' enrollment in those areas respectively due to various Centres of Excellence established during this period of seven years. 30% and female and 70% stands for males.



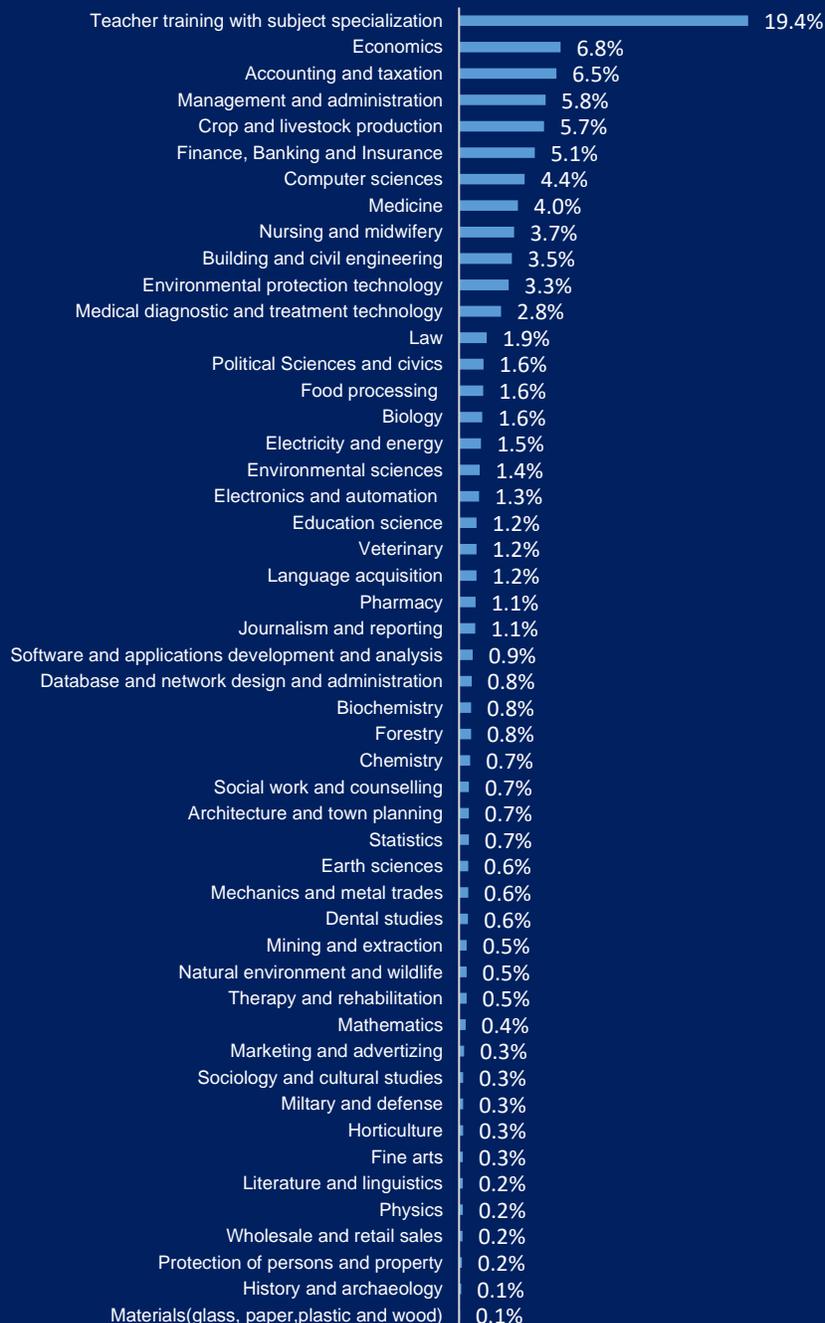
Students' enrolment since 2013 shows an increase in PhD programmes from two for academic year 2013/14 to 210 for 2019/20. 26% and 74% present Non-STEM and STEM students' enrollment in those areas respectively due to various Centres of Excellence established during this period of seven years. 25% and female and 75% stands for males.





Thematic Areas of Students Enrollment Since 2013

THEMATIC AREAS OF STUDENTS ENROLMENT SINCE 2013



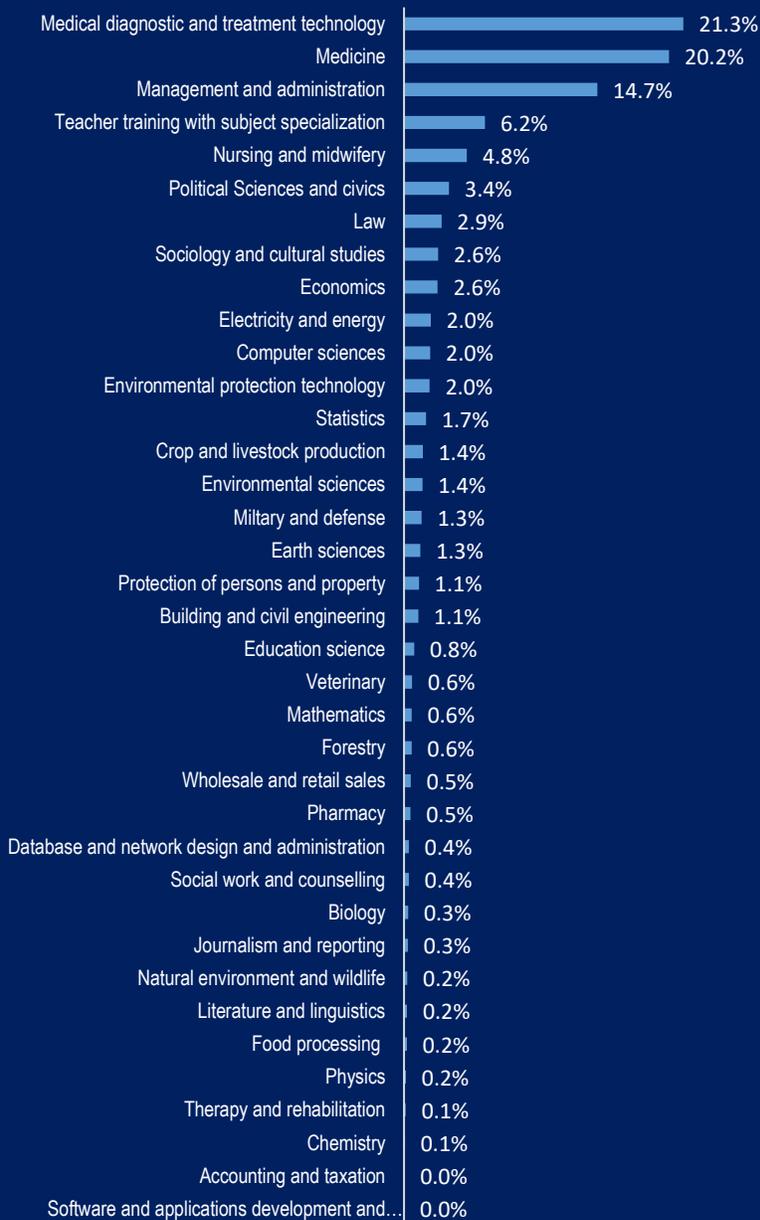
The top five thematic areas of UR students' enrollment since 2013

- ❖ Teacher training with subject specialization with 19.4%
- ❖ Economics 6.8%
- ❖ Management and administration 5.8%
- ❖ Crop and livestock production 5.7%
- ❖ Finance, Banking and Insurance with 5.1%.



Thematic Areas of Students Enrollment in Master Programmes Since 2013

THEMATIC AREAS OF STUDENTS ENROLMENT IN MASTER PROGRAMME SINCE 2013



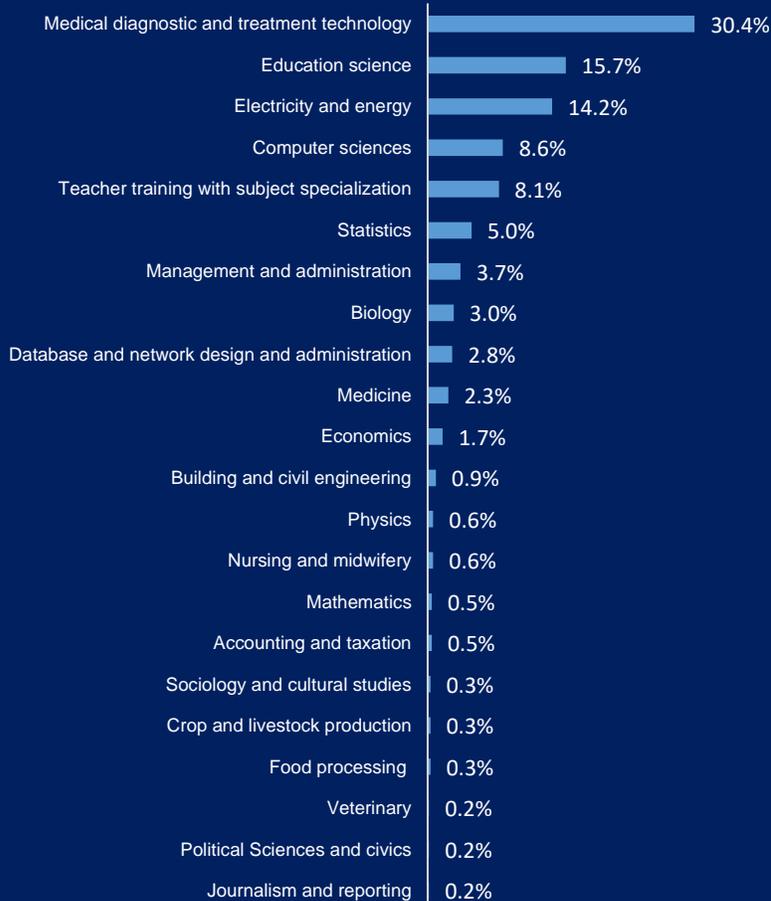
The top five thematic areas of UR students' enrollment in Master programmes since 2013

- ❖ Medical diagnostic and treatment technology with 21.3%
- ❖ Medicine 20.2%
- ❖ Management and administration 14.7%
- ❖ Teacher training with subject specialization 6.2%
- ❖ Nursing and midwifery with 4.8%.



Thematic Areas of Students Enrollment in PhD Programmes Since 2013

THEMATIC AREAS OF STUDENTS ENROLMENT IN PhD PROGRAMMES SINCE 2013

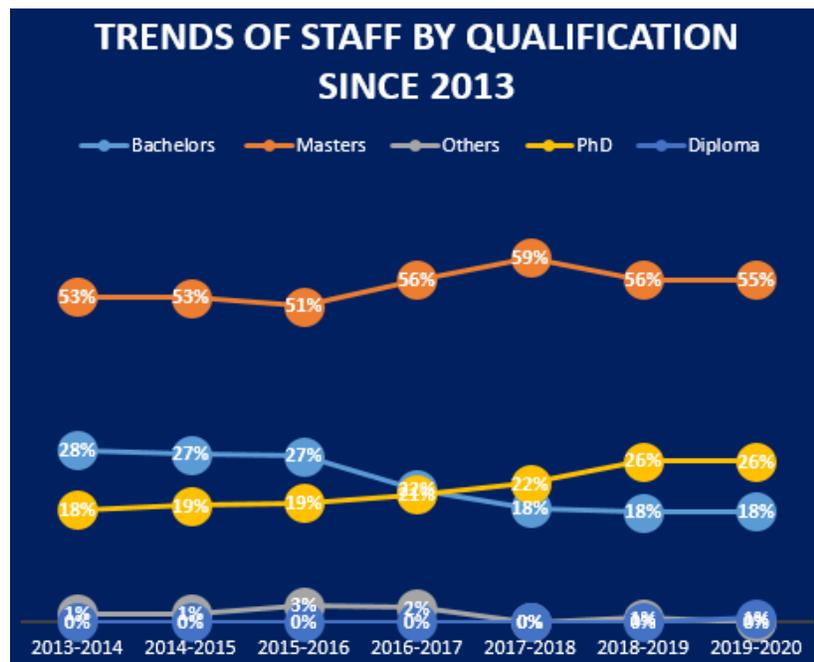


The top five thematic areas of UR students' enrollment in PhD programmes since 2013

- ❖ Medical diagnostic and treatment technology with 30.4%
- ❖ Education science 15.7%
- ❖ Electricity and energy 14.2%
- ❖ Computer sciences 8.6%
- ❖ Teacher training with subject specialization 8.1%.

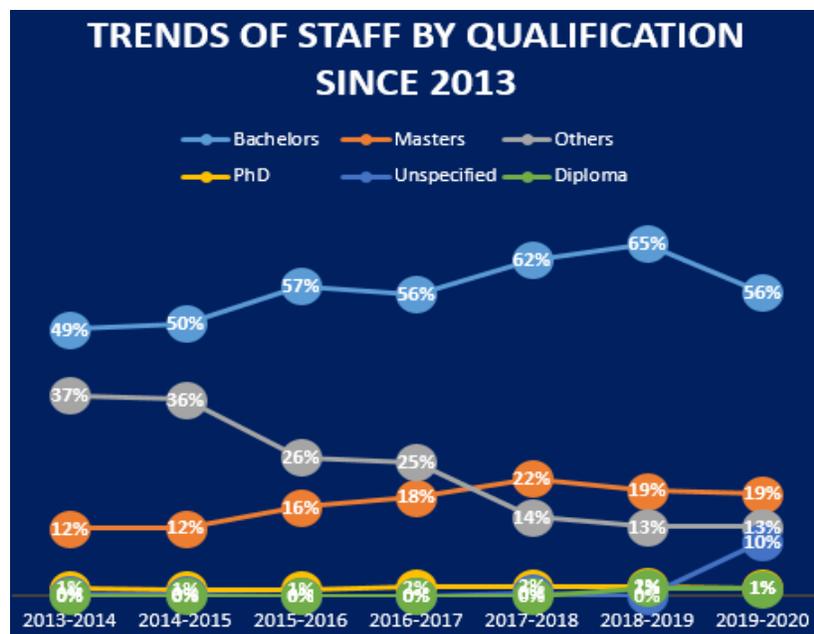


Trends of Academic Staff by Qualification Since 2013



The trends of academic staff since 2013 show increase of 8% for PhD holders from 18% for academic year 2013/2014 to 26% for 2019/2020. Increase on side of Master's degree holders depends on the decline of those with Bachelor degrees. Significant changes starts with academic year 2016/2017.

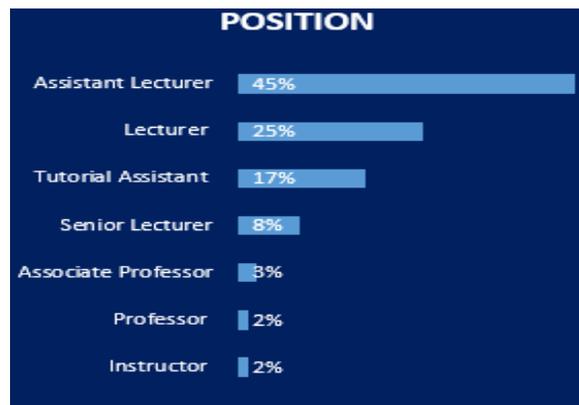
Trends of Administrative and Support Staff by Qualification Since 2013



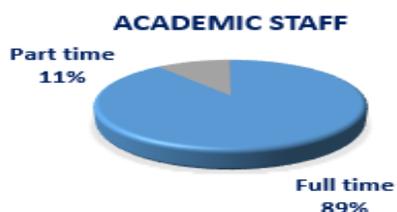
The trends of administrative and support staff since 2013 show decrease of 24% for staff with other qualifications different from Diploma, Bachelor, Master and PhD from 37% for academic year 2013/2014 to 13% for 2019/2020. Increase on side of Master's degree holders is from 12% to 19%.



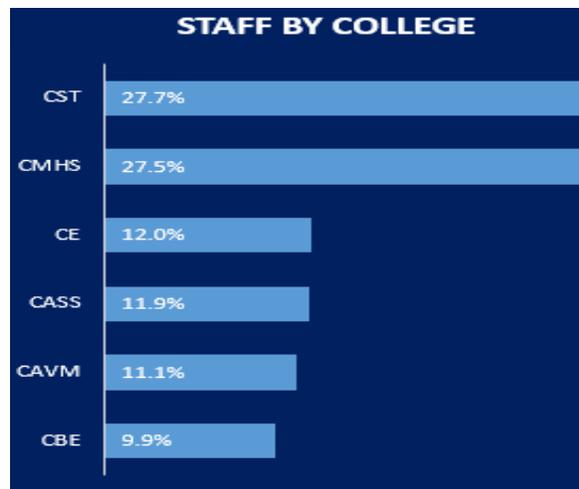
Academic Staff by Academic Ranks for academic year 2019/2020



Distribution of academic staff for academic year 2019/2020 shows that Assistant Lectures dominate with 45%. Senior Lecturer and Professors present 13%. Permanent and fulltime are 89% and 11% are under contract.



Academic Staff by College for Academic Year 2019/2020

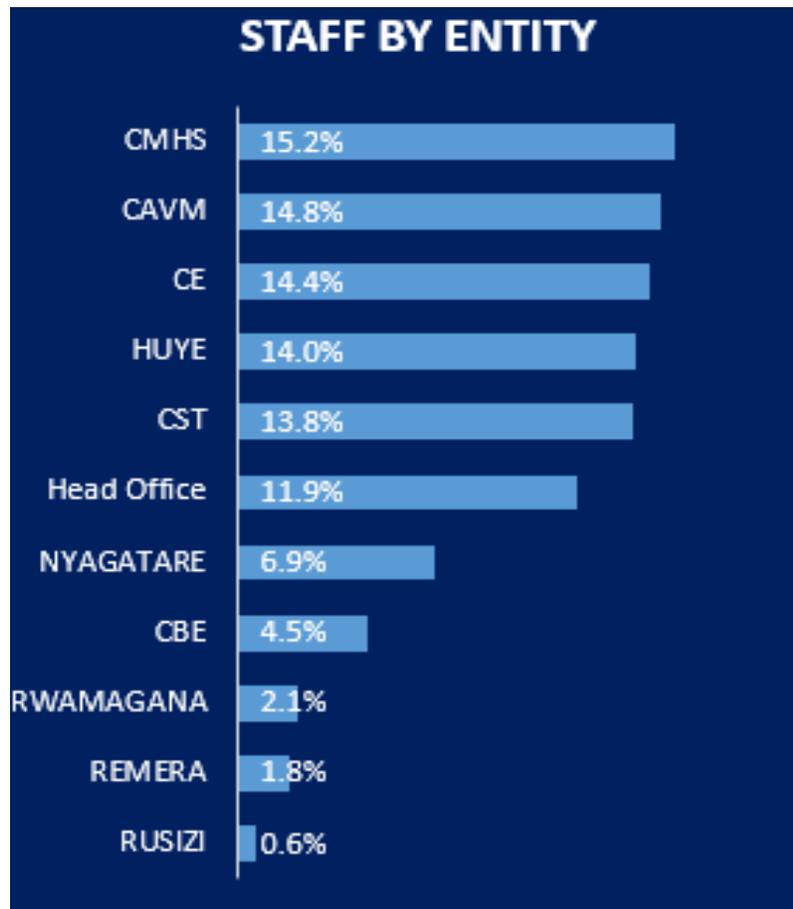


Distribution of academic staff for academic year 2019/2020 shows that CST and CMHS present 55% of the total number of academic staff, 25% are females and males present 75%.





Administrative and Support Staff by Entity for Academic Year 2019/2020

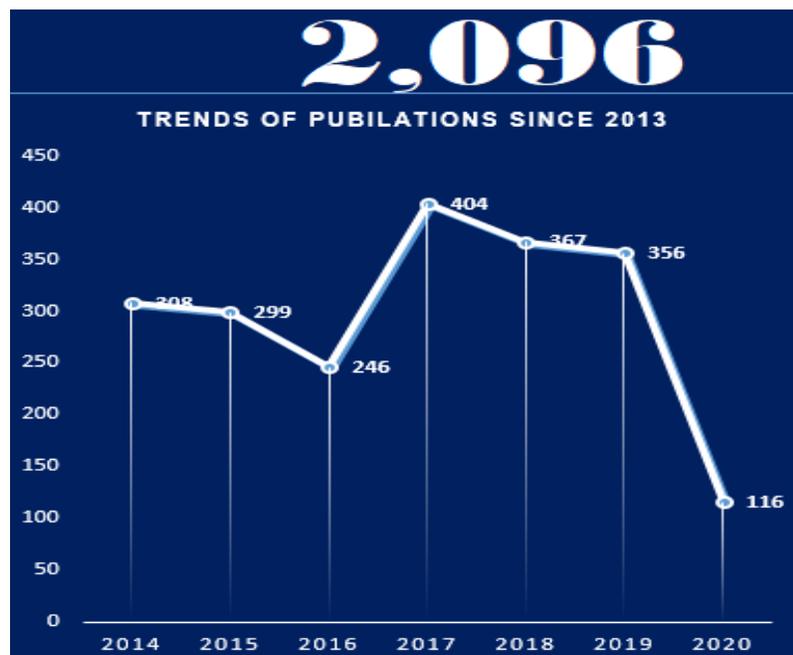


Distribution of administrative and support staff for academic year 2019/2020 shows that 40% are female and CMHS comes on the top with 15.2% followed by CAVM with 14.8%.



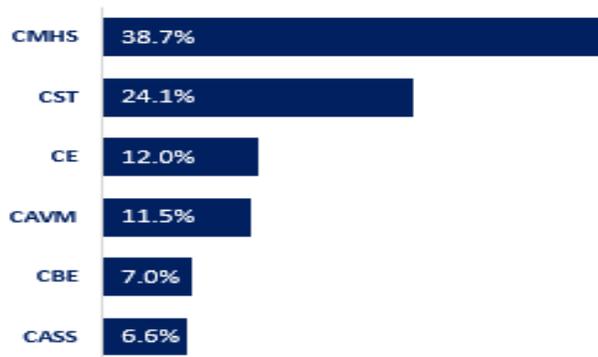


Trends of Publications Since 2013



Since 2014 UR has 2,096 publications, 74% published from STEM Colleges where CMHS and CST are on the top with 38.7% and 24.7% respectively. Most of publications are Journal articles with 85%.

COLLEGES' PUBLICATIONS



TYPES OF PUBLICATIONS





Thematic Areas of Publications Since 2013



The top five thematic areas of UR publications since 2013

- ❖ Medicine and Pharmacy with 457
- ❖ Health sciences 255
- ❖ Environmental sciences 151
- ❖ Education 101
- ❖ Sociology and cultural studies 88



Conclusion

As the University of Rwanda aims at being a globally research led university recognized for quality teaching and learning, Innovation and Technological transfer for the transformation of its national and International communities.

This report intends to provide statistics that contribute in measuring progress to achieve various engagements for sustainable development. In this context, statistics based on fields of education enable the University keep on track performance indicators of benchmarking at various scales of measurement.

In this context, lack of feasible data is main challenge that jeopardize informed decisions. In order to address this problem, this report provides details of key performance indicators in education sector.

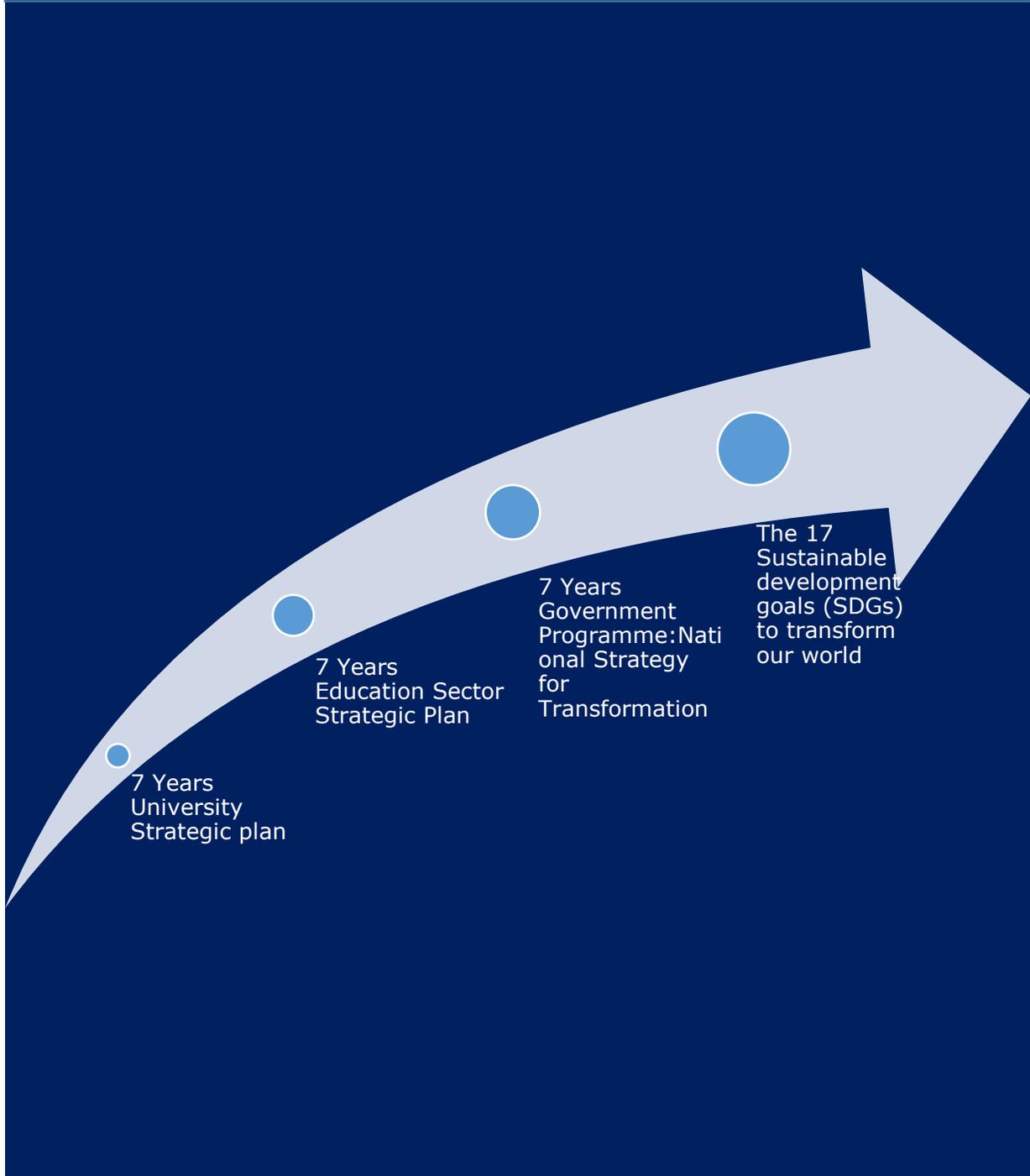
With predefined performance indicators, keeping records of fields defined by International Standard of Classification in Education Sector provides databank to generate progress reports with reliable data. As this report provides details on students, graduates and staff populations, it stands as references to the University to take informed decisions as well as reporting to various local and international organs with feasible and reliable data.

Results identify areas of improvement such as academic programme, lack of students' enrollment in sensitive fields of education over 30% of fields of education do not have students. Looking at the proportion of enrollment in postgraduate programmes, the University has a long journey to satisfy labor market even its own academics personnel.

Therefore, details from this report provide baselines to review various targets set at institutional and wide ranges of national development. Also further interventions like labour market surveys to address issues of skills gap and qualification mismatch are mandatory.



Our Strategic Guides



University of Rwanda

Office of Deputy Vice Chancellor for Strategic Planning and Administration

June 2020