

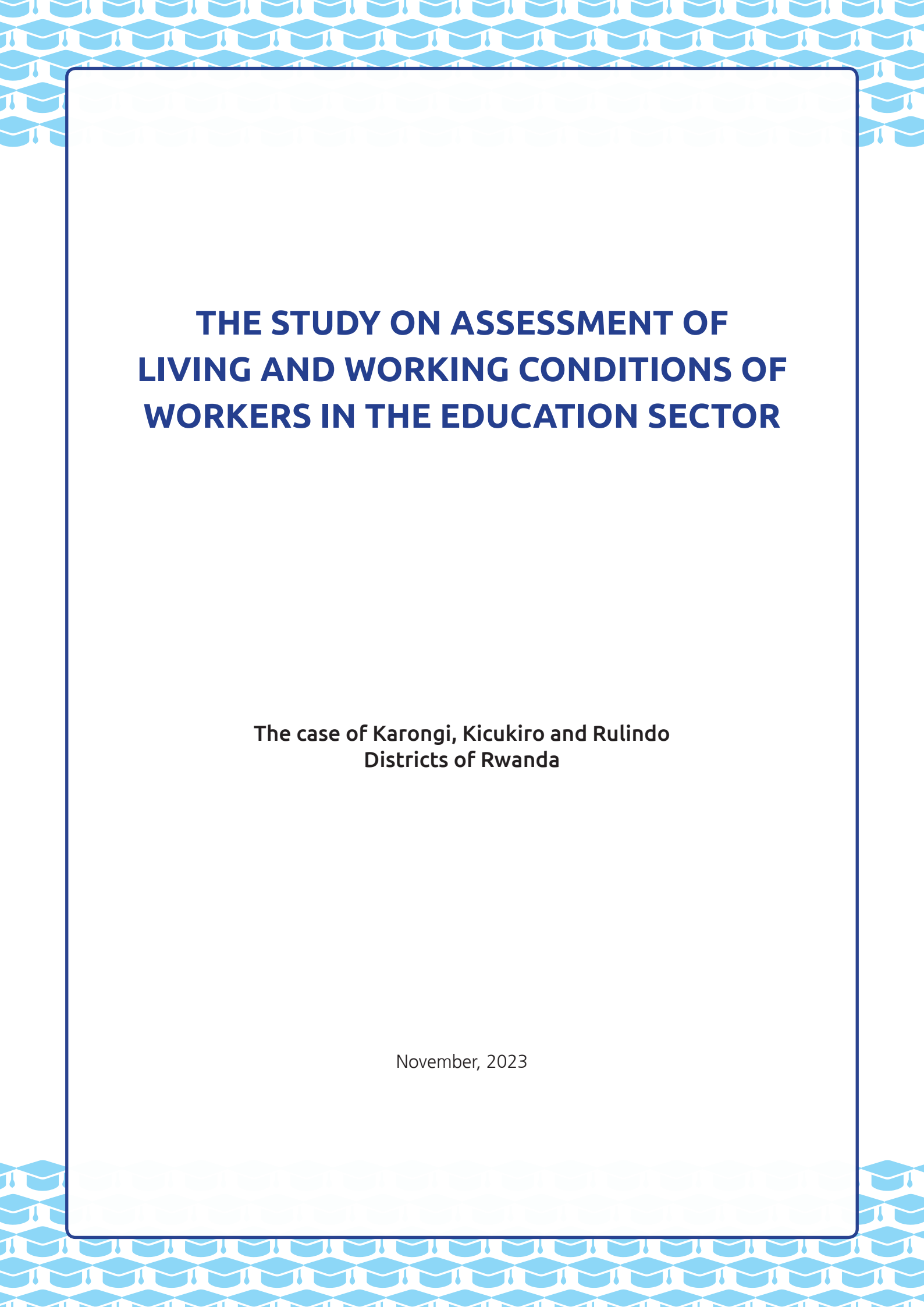


THE STUDY ON ASSESSMENT OF LIVING AND WORKING CONDITIONS OF WORKERS IN THE EDUCATION SECTOR



The case of Karongi, Kicukiro and Rulindo
Districts of Rwanda

November, 2023



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ABBREVIATIONS AND ACRONYMS

CESTRAR	: <i>Centrale Syndicale des Travailleurs au Rwanda</i>
COSYLI	: <i>Confédération des Syndicats Libres au Rwanda</i>
COTRAF	: <i>Congrès du Travail et de la Fraternité des travailleurs</i>
CPD	: Continuous Professional Development
CSOs	: Civil Society Organisations
EU	: European Union
FBOs	: Faith Based Organisations
FES	: Friedrich-Ebert-Stiftung
GoR	: Government of Rwanda
GS	: <i>Groupe Scolaire</i>
ILO	: International Labour Organisation
ILO CEACR	: ILO Committee of Experts on Application of Conventions and Recommendations
LGs	: Local Governments
KIIs	: Key Informants Interviews
MIFOTRA	: Ministry of Public Service and Labour
MINALOC	: Ministry of Local Administration
MINECOFIN	: Ministry of Finances and Economic Planning
MINEDUC	: Ministry of Education
MININFRA	: Ministry of Infrastructures
N	: Population
n	: Sample Size
NESA	: National Examination and School Inspection Authority
NGOs	: Non-Governmental Organisations
No	: Number
ODK	: Open Data Kit
PQA	: Personal Qualities Assessment
REB	: Rwanda Basic Education Board
RTB	: Rwanda TVETs Board
SACCO	: Saving and Credits Cooperative
SDGs	: Sustainable Development Goals
SD4SD	: Social Dialogue for Sustainable Development
SPSS	: Statistical Package for Social Sciences
TSS	: Technical Secondary School
TV	: Television
TVETs	: Technical and Vocational Education Trainings
UNICEF	: United Nations Children's Fund
VUP	: Vision 2020 Umurenge Programme

LIST OF TABLES

Table 1: Sample size distribution in sampled study area (98 teachers respondents)	9
Table 2: Sample size distribution according to district, sex, and primary or secondary schools.....	11
Table 3: Comparative findings from two similar studies with interval of 13 years	31

LIST OF FIGURES

Figure 1: Conceptual framework.....	7
Figure 2: Marital status of respondents	12
Figure 3: Groups age of respondents.....	13
Figure 4: Level of education of respondents.....	14
Figure 5: Types of Contracts.....	15
Figure 6: Size of Class.....	16
Figure 7: Weekly Day Off	17
Figure 8: Working Experience	18
Figure 9: Regular working promotion?.....	19
Figure 10: Level of monthly salaries	20
Figure 11: Appreciation of salary	21
Figure 12: Access to bank loans.....	22
Figure 13: Diversification of source of income	23
Figure 14: Saving money periodically including life insurance	24
Figure 15: Perceptions on the living conditions status of teachers in comparison with other public civil servants	25
Figure 16: Are you satisfied with your teaching conditions?	26
Figure 17: Main challenges met by teachers in their career.....	27

LIST OF APPENDICES

Appendix 1. Semi-structured questionnaire (to teachers representatives).....	36
Appendix 2. KIIs guides at local level / Inyoborabiganiro.....	45
Appendix 3: FGD Guide / Inyoborakiganiro mu itsinda	50

EXECUTIVE SUMMARY

This study is titled “Assessment of Living and Working Conditions of Workers in the Education Sector: Towards the Determination of Living Wage of Teachers in Public and Primary Schools of Karongi, Kicukiro, and Rulindo Districts in Rwanda”. Through quantitative and qualitative data, the study aims to achieve the following objectives: (i) assess the status of labour conditions in the education sector, (ii) identify the factors that have facilitated or impeded the establishment of a minimum wage in the education sector, and (iii) formulate recommendable actions, strategies, and measures to ensure the achievement of social protection and decent work in the education sector in Rwanda.

1. Assessment of the status of labour conditions in the education sector

a. Types of working contracts: The main findings show that the majority of teacher respondents in primary and secondary schools work under permanent contracts, as confirmed by 100% of respondents in all investigated districts. In Kicukiro District, 91.3% of respondents in secondary schools’ work under permanent contracts, and 8.7% of respondents who work under temporary contracts.

b. Class size: Findings show that in primary schools, the number of students vary between 30-40 as confirmed by 20% of respondents in Karongi, and 66.7% in Rulindo. Another category of classes hosts 40 to 50 students as confirmed by 80% of respondents in Karongi District. A higher density of students is observable in Kicukiro

District where some classes host between 40 and 50 students while others host between 50 and 60 students. In secondary schools, some classes host between 10 and 20 students as confirmed by 14% of respondents in Rulindo District. Another category of schools where a class hosts between 20 and 30 students as confirmed by 18.2% in Karongi District, and 10% of respondents in Rulindo District. In secondary schools, some classes host between 30 and 40 students as confirmed by 21.7% in Kicukiro District, 18.2% in Karongi District and 28.6% of respondents in Rulindo District. Data show that the majority of classes, in secondary schools, hosts between 40 and 50 students as confirmed by 63.6% in Karongi District, 52.2% in Kicukiro District and 28.6% in Rulindo District. In Rulindo District 14.3% of respondents affirmed that classes host between 50 and 60 students and 3.6% affirmed that classes host above 60 students.

c. Weekly day off: Data show that the majority of teachers as respondents benefit from weekly days off. Many of them benefit between 5 and 10 hours of day off, others benefit between 10 and 20 hours. A little number represented by 6.1% in secondary schools benefit less than 5 hours from weekly days off .

d. Regular working promotion: Teachers in primary and secondary schools, benefit from regular promotion as established by law; 83.3% of respondents in Kicukiro District, 80% of respondents in Karongi District and 66.7% of respondents in primary schools.

In secondary schools, the percentage of respondents who confirmed the regularity of promotion hovered around 64.3% in Rulindo, 66.7% in Karongi and 69.6% in Kicukiro District.

e. Levels of salary: Data show that secondary school teachers earn more salary than primary. The highest amount for teachers of primary is between Frw 150,000 and Frw 200,000 as shown by data from Karongi District. The highest amount for teachers of secondary is above Frw 300,000 as shown by the data from Kicukiro District. Many primary teachers are paid a salary of between Frw 100,000 and Frw 150,000, while many secondary school teachers are paid between Frw 250,000 and Frw 300,000 .

f. Appreciation of salary by teachers: Data show that the majority of respondents in primary and secondary schools don't appreciate their salary as confirmed by 100% of respondents in Kicukiro and Rulindo Districts. In Rulindo and Karongi Districts, respectively 92.9% and 93.9% of teacher respondents in secondary schools affirmed that their salary is not enough. In primary schools, only 20% of teacher respondents in Karongi District affirmed that their salary is enough while in secondary schools, only 7.1% of respondents in Rulindo District and 6.1% in Karongi District affirmed that their salary was enough.

g. Access to bank loan: Data show that teachers in primary schools and in secondary schools used to get loan from a bank. In primary schools, this was confirmed by 83.3% in Kicukiro, 80% in Karongi, and 66.7% in Rulindo Districts. In secondary schools, 82.6% in Kicukiro, 75.8% in Karongi and 60.7% Rulindo Districts affirmed that

they got loan from banks. The accessibility to loan does not necessary mean that teachers are living easy life. Instead, some of them are confined in a cycle of asking and repaying loan and this can generate social strain and anxiety among teachers and their families. This was said as *"Duhora mu mpagarara zo kwishyura ideni rya SACCO"* which literally means "we remain in instable and anxious situation of reimbursement of the SACCO loan'.

h. Income diversification: Collected data show that most teacher respondents have no other source of income. This is confirmed in secondary schools by 90% of respondents in Karongi District, 85.7% of respondents in Rulindo District and 69.6% of respondents in Kicukiro District. The same situation is observable elsewhere in investigated districts as confirmed by 100%, 50%, and 33.3% of respondents respectively in Karongi, Kicukiro and Rulindo Districts. Teachers in primary schools from Rulindo and Kicukiro affirmed at 66.7% and 50% respectively that they have alternative source of income. While in secondary schools, 30% of respondents from Kicukiro, 14.3% from Rulindo and 9.1% from Karongi District, stated they have alternative sources of income.

i. Challenges faced by teachers: Findings show some interlinked challenges faced by teachers among others: the **rewarding system**. The recent increase in salaries does not reflect a real increase in teachers' purchasing power and has been accompanied by the loss of existing bonus especially in urban areas.

Lack of awareness about the minimum wage: Teachers themselves don't mention the lack of minimum wage establishment and their involvement in fixing it. However, they affirmed that salaries and incentives are not determined basing on clear criteria. On the side of education officers, it is considered that the existing special status for teachers is enough for them without giving any special importance to the living wage in itself¹.

Low social status: Teachers' lives seem to be worse when compared with other civil servants in their localities. Teachers are no longer seen as a top model of the village. Instead, they are seen as miserable people working more against low pay.

Existence of silent Trade Unions. Teachers don't have affirmed that they interact only with trade unions when it is time for contribution payment.

Teaching overload: Some of teachers have overpopulated classes beyond standards and some of them run long distance to reach working place. **Poor and insufficient school infrastructure:** Sometimes books are not enough for all students. Some teachers do not possess computer literacy skills and computer material and they experience poor internet connectivity.

2. Promoter and inhibitor factors of living wages in education

Promoter factors include the Law No. 66/2018 of 30/08/2018 regulating labour in Rwanda through its article 68 and existing

1. According to ILO, the minimum wage's components include among others basic pay, annual bonuses, tips, in kind-benefits, productivity performance pay and allowance premium for non-standards work hours or dangerous work.

ILO conventions and recommendations.

Inhibitor factors include external and internal factors vis-à-vis the Government of Rwanda (GoR). **External factors** include attraction of the foreign investment by the Government of Rwanda. In this context, low cost of manpower and the flexibility of regulations are seen as basic aspects of foreign investment.

Internal factors include (i) the attraction of national investment; (ii) the high rate of informal economy; (iii) low level of organization in private sector; (iv) low level of organization in CSOs; (v) low cost of raw materials; (vi) low level of political will since the state is at the same time, employer, regulator, decision and policy maker and implementer in education sector.

3. Key recommendations to concerned stakeholders

The following recommendations are formulated to different concerned stakeholders.

3.1. The Government of Rwanda should enhance teacher capacities as well as building and improving the rewarding system. A number of actions is recommended: i) reinforcement of school-based mentorship and structured Continuous Professional Development (CPD). (ii) Improvement of the rewarding system and establishment of sectorial living wage, (ii) Provide affordable housing to workers in the education sector; (iii) invest in the IT skills and infrastructure; (iv) establish at the level of Umwalimu SACCO, a guarantee fund to allow teachers to access long-term loan; (v) promote work-life balance by providing flexible working

arrangements; and (vi) make a regular assessment of all the problems of teachers.

3.2. Local Governments as decentralized entities should (i) ensure good management of administrative and financial files of teachers to ensure regular payment on time according to their qualifications and professional experience; (ii) involve teachers in flagship community development programmes such as Vision 2020 Umurenge Programme and Ubudehe Programme.

3.3. Trade Unions organizations should (i) advocate for handling challenges identified by this study; (ii) advocate for the establishment of a sectorial living wage, (iii) advocate for the respect of national and international standards (iv) disseminate the results of this study to a large number of education and non-education stakeholders.

3.4. Representative of Parent Committees should involve more in the basic education sector in Rwandan context to contribute to the motivation of teachers and the improvement of the education system.

3.5. Teachers should involve in decision-making on all stages of issues concerning school life in particular and basic education policies in general.

3.6. Education sector leaders and stakeholders should enhance synergies between multi-stakeholder's actors; public institutions, CSOs, FBOs, NGOs and promote 'social responsibility' in order to reduce existing challenges to basic education for all, and to knowledge-based economy philosophy.

TABLE OF CONTENTS

Abbreviations and acronyms	i
List of tables	ii
List of figures	ii
List of appendices	iii
Executive Summary	iv
1. Assessment of the status of labour conditions in the education sector.....	iv
2. Promoter and inhibitor factors of living wages in education.....	vi
3. Key recommendations to concerned stakeholders	vi
Introduction	1
Background to the study	1
Statement to the Problem	2
1. Conceptual and theoretical framework	4
1.1. Key Concepts	4
1.1.1. <i>Social Dialogue</i>	4
1.1.2. <i>Social Protection</i>	4
1.1.3. <i>Decent work and ILO core labour standards</i>	5
1.1.4. <i>Public schools versus private schools aided by GoR</i>	5
1.1.5. <i>Trade unions</i>	6
1.1.6. <i>Working conditions in education sector</i>	6
1.2. Conceptual framework	7
2. Methodological framework	7
2.1. Study area	7
2.3. Approaches	10
2.4. Data collection instruments.....	10
2.5. Data analysis.....	10
3. Results Presentation and Discussion	11
3.1. Profile of respondents	11
3.1.1. <i>Distribution of respondents according to their sex</i>	11
3.1.2. <i>Marital status of respondents</i>	11
3.1.3. <i>Age groups of respondents</i>	12
3.1.4. <i>Level of education</i>	13
3.2. Assessment of the status of labour conditions in the education sector.....	14
3.2.1. <i>Working conditions</i>	15
3.2.2. <i>Access to financial services</i>	22
3.2.3. <i>Level of need satisfaction and quality of teaching</i>	24
3.3. Identification of promoter and inhibitors factors of a sectorial minimum wage establishment.....	27

3.3.1. <i>Main challenges teachers face in their career</i>	27
3.3.2. <i>Promoter factors of a minimum wage</i>	29
3.3.3. <i>Inhibitor factors of sectorial minimum wage</i>	29
3.4. Strategies, alternative solutions to overcome the identified challenges in order to formulate the recommendable actions and measures.....	30
3.5. Comparison between findings of the study in December 2009, December 2022, and January 2023	31
Conclusion	32
References	34

INTRODUCTION

This part deals with introduction of the study. It focuses on background, statement to the problem, purpose, scope and objectives of this study as well as the methodological framework.

Background to the study

COTRAF-Rwanda (*Congrès du Travail et de la Fraternité des travailleurs au Rwanda*) in partnership with the FES (Friedrich-Ebert-Stiftung) is implementing a three-year EU-funded project. The project fosters Social Protection, Social Dialogue for Sustainable Development (SD4SD) by promoting effective social dialogue, minimum wages and enforcing the national and international labour standards in Rwanda. To implement this project, current scientific findings on labour conditions are needed to establish a solid baseline for all interested stakeholders who are expected to engage in constructive dialogues that promote not only decent work but also social security, minimum standards for workers and their dependents.

The present study focuses on teachers and investigates on the labour conditions in Karongi, Kicukiro, and Rulindo Districts. The focus on the education sector highlights the fact that education is a fundamental human right that everyone should enjoy, and teachers' working conditions are crucial for this to happen. Additionally, the emphasis on education aligns with the Agenda 2030, which suggests improving access to education, the number of qualified teachers and educators, as well as their working conditions (SDG 4). Teachers are key agents for achieving not only SDG 4 but also

Agenda 2030 since education is both a right and an enabling right (Global Campaign for Education, 2022). Concerning decent work, SDG 8 aims to achieve “decent work and economic growth” and is one of the 17 SDGs established by the United Nations General Assembly in 2015.

In this regard, teachers need to be empowered with the necessary knowledge and skills to enable them to provide quality education. However, to ensure that teachers can maintain high standards of education, certain conditions must be met. These conditions include, but are not limited to, a recruitment process that is carefully managed, appropriate remuneration that takes into consideration qualifications and experience, adequate and effective systems for motivation within well-resourced and efficient governance frameworks.

In other words, teachers and educators should be enabled to work in decent working conditions that value education in itself and teachers not only as human beings but also as workers (UNESCO, 2021). Labour conditions in the education sector should enable teachers and their families to live adequately as any other citizen.

In the Rwandan context, education occupies a central place on the government agenda since it is seen as a bridge toward a knowledge-based economy, which the country aspires to. Therefore, teachers are key agents, as underlined by the Rwandan Minister of Education during the 20th celebration of Teacher's Day. “The only way we can achieve Rwanda's objectives

of a knowledge-based economy is through teachers who are willing to play an active role in educating for both skills and values of Rwandan society” (New Times Newspaper of 2nd November 2022).

Measures to improve the working conditions in the education sector are gradually being implemented. The number of classrooms being constructed across the country is increasing, and the number of teachers is increasing accordingly.

Recently, in July 2022, the Government of Rwanda (GoR) decided to increase salaries for teachers. All primary school teachers received an 88% salary increment, while secondary school teachers (A_0 and A_1) received a 40% salary increment. In addition, to enhance teachers’ financial capacities, the GoR decided to provide Frw 5,000,000,000 in funding for the Umwalimu SACCO.

On a national level, other initiatives to improve teachers’ living conditions are still being studied to examine their feasibility. These include Girinka Mwalimu (The East African 10th, 2015) as well as providing each teacher with a laptop (New Times Newspaper of May, 9th, 2021). On a local level, the feasibility of special interventions for teachers is also being assessed. An example of this is the Green Card Mwalimu in the Eastern Province, which aims to enable teachers to benefit from rapid public service delivery. The latest measure enforced by an agreement between the Banque Rwandaise de Development and Umwalimu SACCO is the “*Gira iwawe*” (Have your own home) set up to enable teachers to build their houses.

Statement to the Problem

Globally, there is a general climate of dissatisfaction and frustration among teachers in public primary and secondary schools. Investigations reveal that most teachers are not satisfied within their working conditions and suffer from a poor social status. Their salaries do not allow them to meet essential needs, unlike other public servants with similar qualifications. In the surrounding community, public school teachers are given the name “*Cyarukweto*” or “*mwalimu gakweto*”, which means someone who is poor and cannot afford to buy new shoes. In research commissioned by COTRAF Rwanda in 2009 on teachers’ socioeconomic conditions, it was shown that the salary teachers receive does not enable them to live decently. During an interview in a previous study, one teacher stated that their monthly salary did not even allow them to buy one bag of rice (COTRAF, 2009). This means that teachers struggle to reach the end of the month and they spend life in debt to support their families and maintain a decent standard of living.

In the Rwandan context, unsatisfactory labour conditions in the education sector have been at the center of the debate by different stakeholders, including NGOs/CSOs representatives, journalists, influencers, scholars, and common citizens and teachers themselves.

Some months ago, online TV presenters titled their presentation “*Abagenera mwalimu umushahara bazumva ijuru mu nkuru*” which translates to “Those who are in charge of establishing salaries for teachers will never get access to eternal heaven” (Mama Urwagasabo TV, 2022). In their broadcast,

the presenters showed how teachers live in miserable socio-economic conditions due to their low salaries, which are set at a lower level than the efforts they engage in performing their work when compared to other civil servants and to the purchasing power of Rwandans in general.

Some scholars have pointed out the same problem, demonstrating that the living conditions of teachers fall below the average standard for public employees. In fact, their salaries are not sufficient to cover their essential needs. As a result, most of them consume their salary within only one week, leaving them in a continuous state of debt (Nkiliye & Nzabarirwa, 2012).

For many years, the trade union movement in Rwanda has been campaigning for better working conditions. However, Rwandan employers are often not aware of the constructive role that independent unions can play. Moreover, the current Rwandan labour law has no special provisions for effectively protecting trade union representatives in different companies and industries. While the Government of Rwanda has displayed a general commitment to the principles of ensuring decent work (e.g. by recognizing the eight ILO core labour standards, etc.), their implementation is still hampered by many factors (COTRAF & FES, 2021).

In the above-mentioned research commissioned by COTRAF Rwanda, the

findings were intended to be used as a basis for advocating for progressive improvements in the socioeconomic welfare of teachers in Rwanda. Although some interventions have already been put in place, a minimum wage has not yet been established. Therefore, this study aims to assess the existing labour conditions in the education sector and the feasibility of implementing a minimum wage in the education sector.

Purpose, objectives and scope of the study

The current study aims to provide evidence-based findings that will help to sensitize political actors, policymakers, and other responsible persons, such as employers, about what could be done to achieve a reasonable sectoral minimum wage. Additionally, the study will assess how working conditions can be improved to comply, at the very least, with the Rwandan Labour Code, as well as with international standards set by the International Labour Organization (ILO).

The scope and objectives of this study are to: ***(i) Assess the status of labour conditions in the education sector. (ii) Identify the factors that have facilitated and/or impeded the establishment of a minimum wage in the education sector; and (iii) Formulate recommended actions, strategies, and measures to ensure the achievement of social protection and decent work in the education sector in Rwanda.***

1. Conceptual and theoretical framework

This section deals with the conceptual and theoretical framework which helps to better understand the statement to the problem. It is an extract of relevant literature review related to the topic.

1.1. Key Concepts

The following key words and concepts, their definitions, meanings, dimensions and their key indicators will be taken into consideration: (i) social dialogue, (ii) social protection, (iii) decent work and ILO core labour standards, (iv) social welfare, socioeconomic conditions; (v) public schools; and (vi) private schools aided by GoR; (vii) working conditions in education.

1.1.1. Social Dialogue

ILO defined social dialogue as *“all types of negotiation, consultation or information sharing among representatives of governments, employers and workers or between those of employers and workers on issues of common interest relating to economic and social policy”*². Hence, social dialogue can take place as a tripartite process engaging the government, workers’ organisations, and employers’ organisations. However, it may consist of bipartite relations only between trade unions and employers’ organizations with or without indirect government involvement.

A collective bargaining is a negotiation process and a pivotal form of social dialogue. It engages two parties, workers and employers. The article 2 of the “Collective Bargaining Convention, 1981 (C

No. 154)³ defines collective bargaining as: *“all negotiations which take place between an employer, a group of employers or one or more employers’ organisations, on the one hand, and one or more workers’ organisations, on the other, for: (a) determining working conditions and terms of employment; and/or (b) regulating relations between employers and workers; and/or (c) regulating relations between employers or their organisations and a workers’ organisation or workers’ organisations”*

The Law No. 66/2018 of 30/08/2018 regulating labour in Rwanda, in its article 3, defines the collective bargaining as: *“Negotiation between employees’ organizations or employees’ representatives where there are no such employees’ organizations on one hand and one or more employers or employers’ organizations on the other hand with a view to improving working conditions.”*

In the context of this study, social dialogue is considered as a platform which consist of a collective bargaining in terms of the working conditions, employment, and the regulation of relations between employees’ teachers in basic education, employers’ organizations and one or more trade unions. Working conditions and terms of employment could include issues such as wages, hours of work, annual bonus, annual leave, maternity leave, occupational safety and health, and other matters. The key purpose of this study is social dialogue for sustainable development.

1.1.2. Social Protection

Social protection can be defined as policies and programmes that help individuals and

2. See: <https://www.ilo.org/ifpdial/areas-of-work/social-dialogue/lang--en/index.htm>

3. https://www.ilo.org/dyn/normlex/en/f?p=NORMLEX_PUB:12100:0::NO::P12100_INSTRUMENT_ID:312299

societies to manage risk and volatility, protect them from poverty and inequality, and provide access to economic opportunities. The International Labour Organization (ILO) defines social protection as a set of public measures that a society provides to protect its members against economic and social distress resulting from the absence or substantial reduction of income due to various contingencies. A social protection system includes both preventive and remedial schemes, informal networks, and formal systems operated by governments and local authorities. In Rwanda, for example, the government established the Vision 2020 Umurenge Programme (VUP) as its flagship social protection programme in 2008. VUP provides direct support to extremely poor and labour constrained households, but providing adequate coverage to all households in need remains a major challenge.

In the context of this study, social protection of workers in the education sector in Rwanda refers to a package of public measures and benefits established by the government to create an appropriate working environment for teachers in Rwandan basic education.

1.1.3. Decent work and ILO core labour standards

The Sustainable Development Goal 8, “promotes inclusive and sustainable economic growth, employment and decent work for all”. It is focused on achieving “decent work and economic growth.” It is one of the seventeen inclusive and indivisible SDGs established by the United Nations General Assembly in September 2015.

The 8 fundamental conventions of the ILO aim to advance social justice and promote decent work. Promoting jobs and enterprise, guaranteeing rights at work, extending social protection, and promoting social dialogue are the four pillars of the ILO Decent Work Agenda, with gender as a cross-cutting theme. These are crucial for advancing the entire sustainable development agenda. In the context of this study, the decent work and social protection of workers in the education sector of Rwanda are considered as outcomes of social dialogue for sustainable development.

1.1.4. Public schools versus private schools aided by GoR

Public institutions are those that are managed by the government and receive funds from the government. Contrary, private schools are managed by private owners or promoters and generate their own funds by charging tuition fees. Public schools primarily depend on local, state, and government budgets, while private schools are usually supported by parents’ tuition payments and sometimes by funds from non-public sources such as religious organizations, endowments, grants, and charitable donations.

In the Rwandan context, some private schools in basic education, especially those affiliated with certified religious organizations or churches, receive subsidies from the government for salaries, furniture, construction of classrooms, and consumables. This is why they are called subsidized schools or private schools aided by the government.

1.1.5. Trade unions

The ILO defines a trade union as an organization that is established by a number of workers in a specific organization, specific sector or specific activity to defend the rights of workers and look after them. Trade Unions Federation is an organization comprising a number of trade unions⁴.

According to Law No. 66/2018 regulating labour in Rwanda, especially in its article 3, al.18, a trade union is a registered employees' association exercising the same occupation or similar or related occupations whose aim is to defend and promote common economic and social interests and rights. The same law, in its article 3, al.31 define employees' confederation as a registered umbrella of employees' federations whose aim is to defend and promote the common economic and social interests and rights⁵.

Effectively, in the Rwandan context, there are three umbrella trade union organisations which contain their affiliated sectoral trade unions. These umbrella/confederations trade unions are CESTRAR, COTRAF Rwanda and COSYLI.

1.1.6. Working conditions in education sector

The analysis of labour conditions in the education sector involves the conditions of teachers and revolves around key indicators that have been identified by some scholars (Adedeji & Olaniyan, 2011; Shimeles et al., 2021; Renu, 2021). The labour conditions in the education sector include material and non-material conditions that are necessary for teachers to carry out their work successfully. Among others, they include the structural and physical aspects of a school and its organization, social relationships among the school community, school climate and culture, the politics of the workplace, the presence of quality resources, the financial conditions of work, the volume and complexity of workload, and leadership and administrative practices. A more operationalized conception of labour conditions in the education sector includes indicators such as workload, compensation, and support for teachers' professional development, school decision-making, school safety, and respect for teachers. Another classification of labour conditions in the education sector includes a list of specific items pertaining to teachers' workplace, which include material conditions such as remuneration, as well as social and cultural elements of the work environment like social cohesion, working place location (rural versus urban) to name a few.

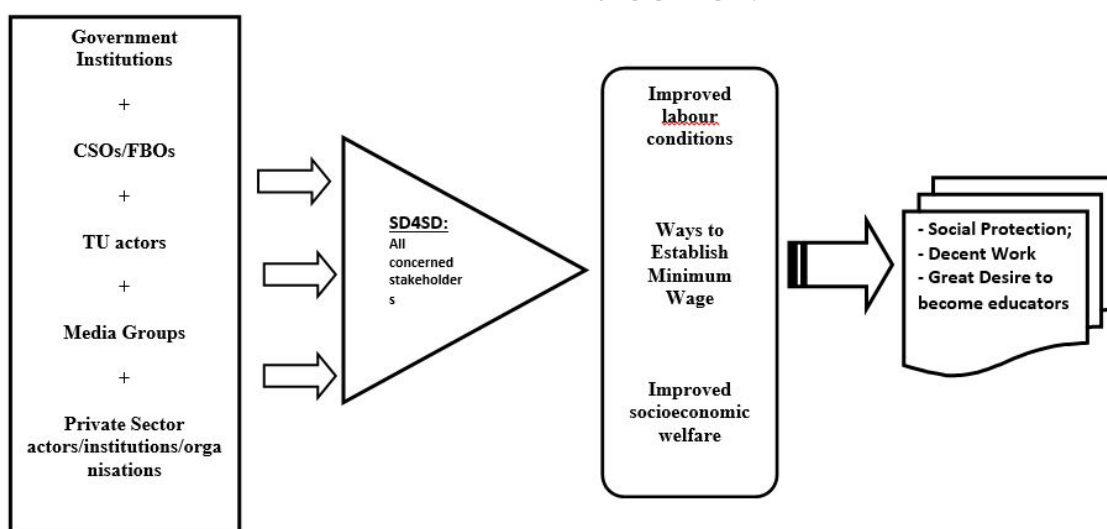
4 <https://www.ilo.org/dyn/natlex/docs/ELECTRONIC/65397/62838/F553283085/BHR.65397.pdf>

5 <https://www.mifotra.gov.rw/index.php?eID=dump-File&t=f&f=9117&token=5c2fddc3524e332d3695076d376d3841a00320c1>

1.2. Conceptual framework

Following chart illustrate our conceptual framework in terms of inputs, outputs and outcomes.

Figure 1: Conceptual framework



In the context of this study, the **Social Dialogue for Sustainable Development (SD4SD)** is presented as a continuous dialogue platform which debate on living and labour conditions related to workers in education sector. This platform is multidimensional and composed mainly by Governmental Institutions⁶, Civil Society Organisations⁷, Trade Unions organisations as well as media group representatives⁸, and Private Sector actors⁹.

In this conceptual framework, the improved

6. Government institutions in the context of this study are mainly represented by MIFOTRA, MINECOFIN, MINALOC, and MINEDUC/REB, RTB, NESR. These are considered as public employers.

7. CSOs are all national and international organisations which intervene in the education sector like for example, EEE, IPA, etc.

8. CSOs, TUs and media groups play a role of advocacy, lobbying vis-à-vis to employers.

9. Private sector actors are considered as employers and investors in education sector; they are also job creators.

of labour conditions and socioeconomic welfare, and the establishment of the minimum wage of workers in the education sector are considered as outputs of the SD4SD while the social protection, the decent work and great desire to become educators are considered as outcomes of the SD4SD.

2. Methodological framework

This section is dedicated to the description of the study area as well as methods and techniques of data collection and analysis.

2.1. Study area

The study area covers three administrative districts: Kicukiro District in the City of Kigali, Karongi District in the Western Province, and Rulindo District in the Southern Province. In each province, the selection of schools to participate in this research will focus exclusively on public primary and secondary schools, as well as subsidiary aided schools in their respective categories. The locality will include both rural and urban zones. The selection will also prioritize gender balance, ensuring that men and women are included proportionally. Moreover, the obtained results will be analyzed, taking into account

possible differences in responses given by men and women.

2.2. Study population, sample size distribution and study design

On national level, study population is estimated to 106,582 teachers while on sampled intervention area, the study population is estimated at 11,834 teachers; that is 5,172 teachers (537 in pre-primary, 2,335 in primary, and 2,300 in secondary schools) in Karongi District, 2,715 teachers (486 in pre-primary, 1,605 in primary, and 646 in secondary schools) in Kicukiro District, and 3,947 teachers (503 in pre-primary, 1,970 in primary and 1,473 in secondary schools) in Rulindo District. The Yamane formula will be used to determine the sample size for this study, that following calculations were considered:

$$n = \frac{z^2 pq}{E^2} \quad n = \frac{z^2 pq}{E^2}, \text{ n- sample size}$$

$$= n = \frac{z^2 pq}{E^2} \quad n = \frac{z^2 pq}{E^2} \quad z \text{ score}=1.96, p=q= \frac{11}{22} E$$

Error marge = 5%, for mainly qualitative researches, $n = \frac{1.96^2 * 0.5 * 0.5}{0.1^2} = 96$ at least

$$n = \frac{1.645^2 * 0.5 * 0.5}{0.1^2} = 68 \text{ individuals among}$$

workers representatives distributed into schools in administrative sectors and districts as follow.

This sample size is distributed in sampled areas and schools respectively to the proportional study population as following stages considered as strata.

Table 1: Sample size distribution in sampled study area (98 teachers respondents)

Province	District	Types of School and Number of respondents	Females	Males
Kigali City	Kicukiro (29.6% these are 29 respondents); 4 FGDs	GS Remera (GoR-aided private school): 7	3	4
		EFOTEC Kanombe (Public): 6	2	3
		Kagarama 2ndary School (Public): 5	2	3
		GS St Pallotti Gikondo (GoR-aided private school): 8	3	4
		GS Kicukiro (GoR-aided private school): 7	2	3
Western	Karongi (38.8% these are 38 respondents); 4 FGDs	TTC Rubengera (GoR-aided private school): 7	3	4
		TSS Rubengera II (Public): 7	3	4
		GS Nyagatovu (GoR-aided private school): 6	2	4
		GS Kibuye (GoR-aided private school): 7	3	4
		EP Murambi (GoR-aided private school): 5	3	2
		GS Kirinda (Aided by GoR): 6	3	3
Northern	Rulindo (31.6% these are 31 respondents); 3 FGDs	APEKI Tumba (GoR-aided private school): 5	2	3
		Bushoki TVET School: 6	3	3
		G.S. Ntarabana (GoR-aided private school): 4	2	2
		Inyange Girls School of Sciences: 6	3	3
		G.S. Kinihira (GoR-aided private school): 6	3	3
		G.S. Gasiza (GoR-aided private school): 4	2	2
Total			45	53

Source: Joint study design between Consultant, COTRAF Rwanda and FES Rwanda

2.3. Approaches

Qualitative and quantitative approaches have been applied. The purpose of qualitative methodology is to describe and understand, rather than to predict and control (Streubert & Carpenter, 1995). Additionally, qualitative methodology aims at interpreting and documenting an entire phenomenon from the individual's view point or frame of reference (Creswell, 1998). Quantitative data enables to collect measurable data in statistical way.

2.4. Data collection instruments

The data collection was based on principles of triangulation of the information from the diversity of tools in data collection in the following way:

Semi-structured research questionnaires addressed to 98 teachers into three sampled districts;

Key Informants Interviews (KIIs): 64 interviewees at local levels; and 6

interviewees at national level. Eleven (11) Focus Group Discussions into three districts respectively 4 FGDs in Kicukiro District, 4 FGDs in Karongi District and 3 FGDs in Rulindo District were conducted.

2.5. Data analysis

Quantitative data collected with semi-structured questionnaire were entered into survey ODK data collection platform by the PQA team into the system and analysed using SPSS statistical software. The raw data were analysed using tables showing simple frequencies where it is applicable cross tabulations was used.

Qualitative data was analysed using content analysis through NVivo 21 software. Responses were open-ended but later organized and categorized thematically and basing on the specific objectives of the current study.

3. Results Presentation and Discussion

As mentioned earlier, the research aimed at availing data about the working conditions in education sector on the one hand. The research also aimed to highlight factors behind sectorial minimum wage establishment. Below, an overall analysis and interpretation of the findings is provided, drawing from the data collected from the field survey.

3.1. Profile of respondents

This sub-section deals with the characteristics of respondents sampled for a rapid survey, and contains the identification of respondents in terms of their sex, age, marital status and educational level.

3.1.1. Distribution of respondents according to their sex

The distribution of respondents according to their sex is a key element due to potentially differencing answers based on unequal structures.

The information in the table above shows that male respondents are predominant in comparison with female respondent in general; 54.1% were males while 45.9% were females. However, female respondents are predominant in primary schools 57.1% against 44 % males. This imbalance reflects the gender division of labour according to which women are concentrated in a care giver works like teaching in primary school. In addition, as a work that is associated to a higher social status and hence due to gender injustice becomes a space for many men.

3.1.2. Marital status of respondents

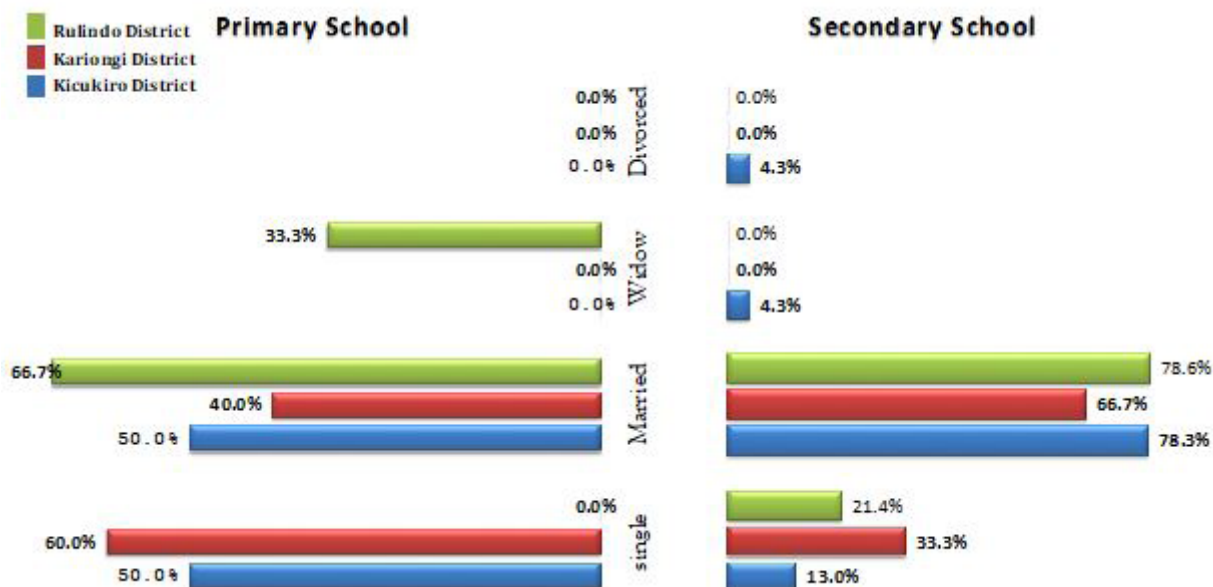
The marital status indicate the family context of teachers since it can reveal if they are alone to provide with their family living in case they are single or if they provide with family living at the same time with their partenaire in case they live in context of family involving wife and husband.

Table 2: Sample size distribution according to district, sex, and primary or secondary schools

Sampled Districts	Primary				Secondary				Total			
	Male		Female		Male		Female		Male		Female	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Kicukiro	4	66.7	2	33.3	13	56.5	10	43.5	17	58.6	12	41.4
Karongi	2	40.0	3	60.0	19	57.6	14	42.4	21	55.3	17	44.7
Rulindo	0	0.0	3	100.0	15	53.6	13	46.4	15	48.4	16	51.6
Total	6	42.9	8	57.1	47	56.0	37	44.0	53	54.1	45	45.9

Source: Primary data, December 2022

Figure 2: Marital status of respondents



Source: Primary data, December 2022

The above figure shows the marital status of respondents. Cumulatively, majority of respondents are married in all cases of the study in primary and secondary schools, a smaller number of respondents is single, especially in Karongi and Kicukiro Districts. The presence of a higher number of married among respondents means that within their families they have the responsibility

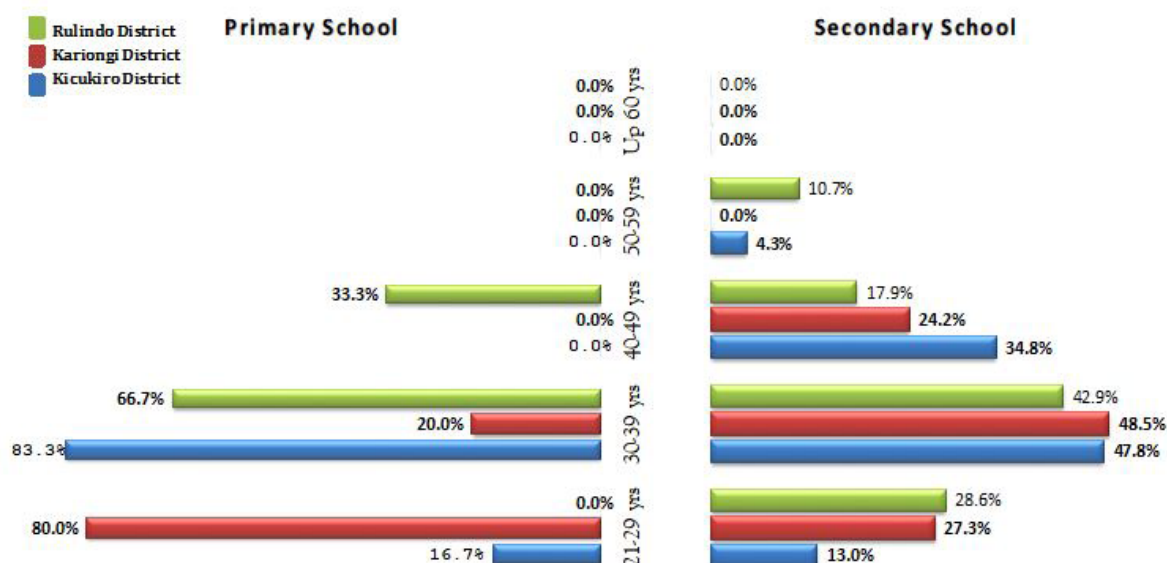
of taking care of not only themselves as workers but at the same time they have to ensure the wellbeing of their dependents including children and their wife or husband accordingly. Consequently, teachers have to allocate their salary to family needs like food, health care, children education and social events to name a few.

3.1.3. Age groups of respondents

The criterion of age is a key indicator for better understanding of needs, reactions, attitudes and behaviors in working context.

Young workers have different experiences and aspirations when compared to less young workers.

Figure 3: Groups age of respondents



Source: Primary data, December 2022

The classification of respondents according to their age shows that the majority of teacher respondents belongs to age groups of 30-49 years with major concentration within the interval of group age of 30-39 years. In fact, respondent belonging to this age interval cover 83.3% in Kicukiro District, 66.7% in Rulindo District for primary school. Teachers belonging to the same interval in secondary schools cover 48.8% in Karongi District, 47.8% in Karongi District, 42.9% in Rulindo District. A special case is present in

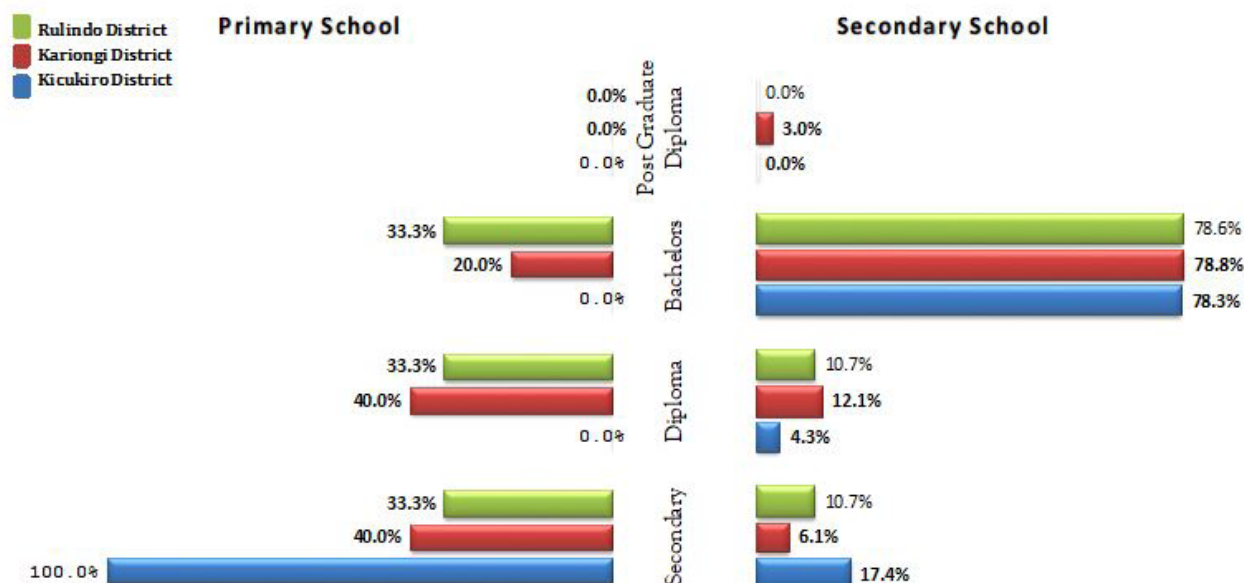
Kicukiro District where 80% of respondents belong to 21-29 interval age. The presence of many teacher respondents in age interval of 30-39 and 21-29 shows that most of the teachers are still young and therefore need sufficient motivation to stay working in the education sector. In addition, young teachers in some Districts require employee’s retention policy since at their age they can aspire to other opportunities leading to short coming of experienced teachers.

3.1.4. Level of education

The level of education is a key criterion among others for teachers. A priori, all teachers have qualifications at least secondary level or advanced level for primary schools. The

level of education is the key for recruitment and it is taken into consideration for salary determination.

Figure 4: Level of education of respondents



Source: Primary data, December 2022

The above-mentioned chart shows that the majority of teachers in primary schools holds A₂ in education especially in Kicukiro district, where 100% hold A₂, 40% in Karongi, 33% in Rulindo District while 40% hold diploma in Karongi District, 33% in Rulindo District. Some teachers are holders of Bachelor’s degree and teach in primary schools and represent 33% in Rulindo and 20% in Karongi Districts. In secondary

schools, the majority of teachers hold a bachelor’s degree with 78.8% in Karongi District, 78.6% in Rulindo District, 78.3% in Kicukiro District. Few teachers hold a Post Graduate Diploma and others holds diploma and A₂. These data show that in the education sector the qualification is more taken into consideration to enhance the quality of education.

3.2. Assessment of the status of labour conditions in the education sector

The current section talks about the labour conditions of workers in education sector which include working conditions, level of income/salaries, access to financial access, level of need satisfaction and quality of teaching. Under this study, labour conditions

concern the workers in the basic education including teachers and administrative staff. Findings under this section help to validate the first specific objective ‘*assess the status of labour conditions in education sector*’ of this study.

3.2.1. Working conditions

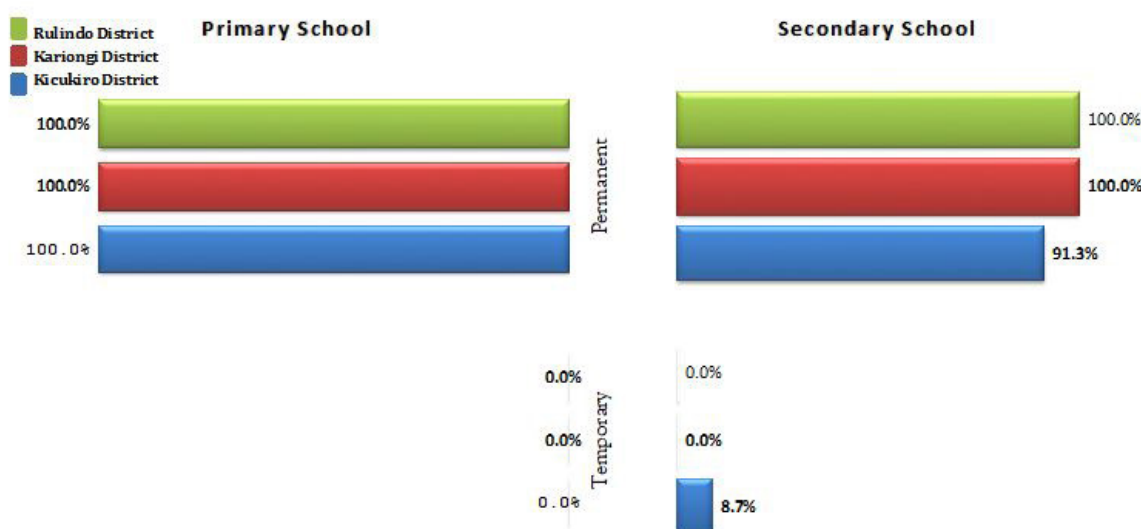
This sub-section deals with the working conditions of teachers in public primary and secondary schools and teachers in primary, secondary schools who received their salaries from the GoR.

3.2.1.1. Types of contracts

Usually, teachers either in public primary and secondary schools either in private schools aided by the GoR are considered as public civil servants, and consequently have contracts with the GoR.

The data in the above chart inform us that the majority of teacher respondents in primary schools as well as in secondary schools possesses a permanent contract, 100% in all investigated districts except in Kicukiro District where 91.3% in secondary schools, work on permanent contract while 8.7% work under temporary contracts. Those data underline that the base of work stability is offered to most teachers in primary and secondary schools.

Figure 5: Types of Contracts



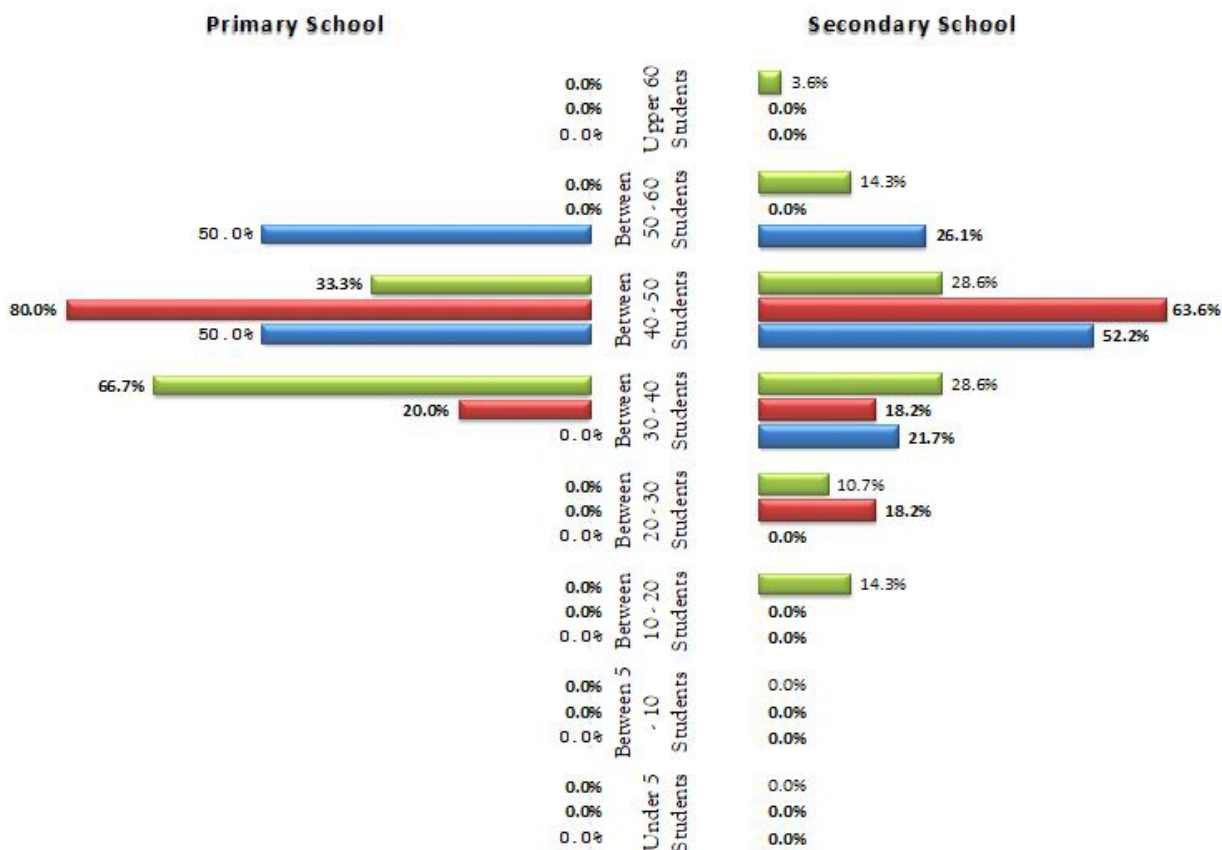
Source: Primary data, December 2022

3.2.1.2. Size of class

The size of a class is an indicator of the intensity of teaching. A higher number of students in a class implies that the teacher is confronted with a high workload. Teaching in this situation is more demanding since it

requires teachers to make more efforts to follow all students, mark their assignments, and grade their exams. This may sometimes compromise the quality of education.

Figure 6: Size of Class



Source: Primary data, December 2022

The above chart shows the size of classes (number of students in class) in different districts in primary and secondary schools.

In sampled primary schools, three categories of classes (30-40 students; 40-50 students and 50-60 students) were observed. Among small classes (30-40 students), 20% are observed in Karongi District while 66.7% are in Rulindo District. Among medium classes (40-50 students), 80% are observed in Karongi District, 50% in Kicukiro District and 33.3% in Rulindo District.

In secondary schools, there are some disparities in terms of size of classes from small classes (10-20 students) to very large classes (upper 60 students). These disparities are well observed in Rulindo District where very small classes (10-20 students) represent 14.3% and very large

classes (upper 60 students) represent 3.6%. In the same district, medium classes (30-40 students and 40-50 students) represent 57.2% while small classes represent 10.7% and large classes represent 14.3%. In Kicukiro District, a big proportion of classes (52.2%) are medium size with 40-50 students while 21.7% represent small classes (30-40 students) and 26.1% are large classes with 50-60 students. In Karongi District, the majority of classes (63.6%) are medium size with 40-50 students while 18.2% classes are small size (30-40 students) and 18.2% classes are small classes with 20-30 students. It is noted that in Karongi and Kicukiro Districts, there is an appropriate distribution of students in terms of size of classes according to standards and norms in basic education.

The above-mentioned data show a high density of students in rural areas like Rulindo District as well as in urban zones like Kicukiro District, class sizes can be quite large, with 50-60 students in a single class. This situation poses challenges for the basic education system. It corroborates to other some schools located in urban area like for example at Gahondogo primary school in Musanze Sector, Musanze District where classes host between 60 and 70 students (<https://www.teradignews.rw/rw/tag/gahondogo-primary-school/>, January 2023).

3.2.1.3. Weekly Day Off

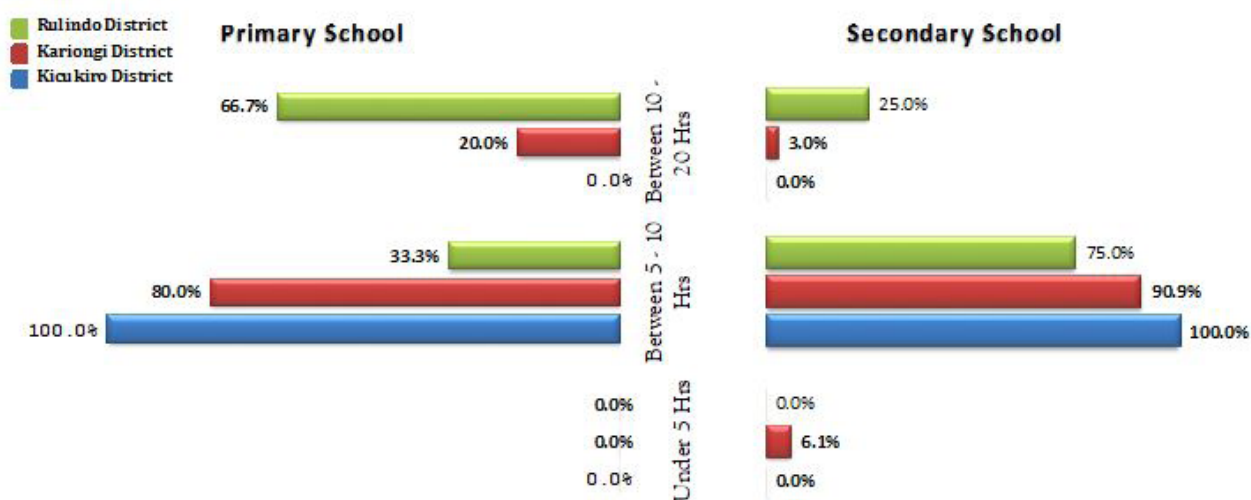
Usually, the weekly day off is considered as one day off during the working week. It is supposed to be a working day with flexible conditions without workload but allowed for preparation of lessons, marking of assignments and marks recording.

The above Data show the situation of teachers concerning the weekly day off. Data show that the majority of teacher respondents benefits a weekly day off. Many of them benefit between 5 and 10 hours of the day off, others benefit between 10 and 20 hours. Very few number that 6.1% in secondary schools benefit weekly day off of less than 5 hours. The existence of weekly day off hours means that teachers get time to prepare lessons, to mark and to record marks and take rest. It is especially needed in classes hosting a big number of students.

3.2.1.4. Working experience

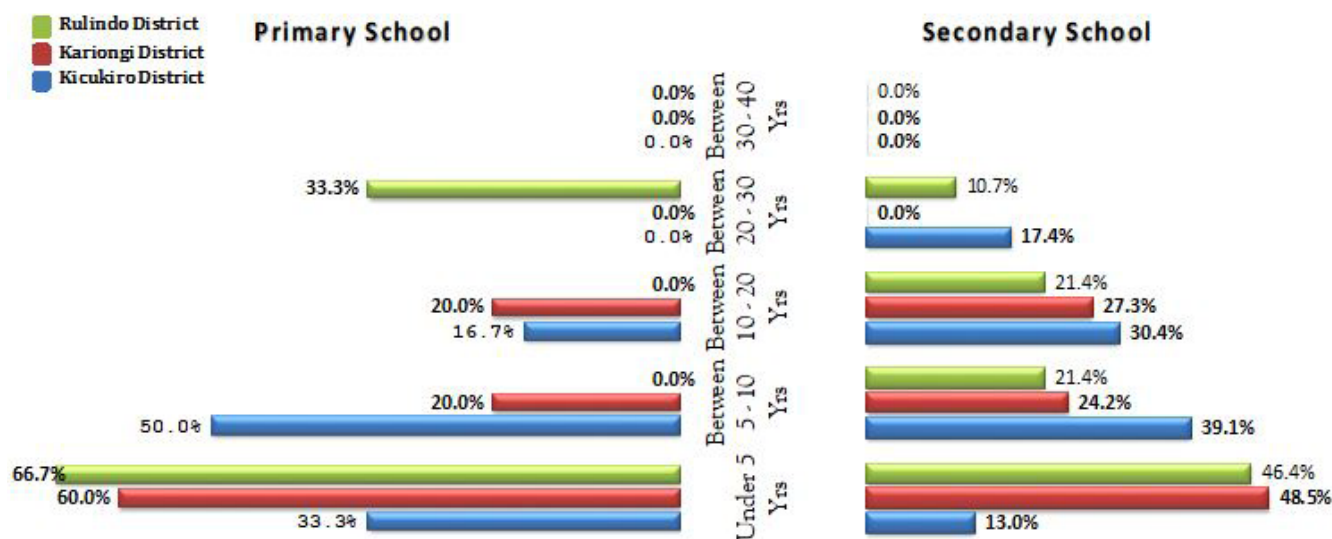
The working experience is among key determinants of working conditions. More experience one has, it becomes easier to manage not only classes but also the whole working environment.

Figure 7: Weekly Day Off



Source: Primary data, December 2022

Figure 8: Working Experience



Source: Primary data, December 2022

The above presented chart shows that the majority of teachers, in primary and in secondary schools, has an experience of less than 5 years in primary schools as confirmed by 66.7% in Rulindo District, 60% in Karongi District and 33.3% in Kicukiro District. In secondary schools as confirmed by 48.5% in Karongi District, 46.4% in Rulindo District, in Kicukiro District 39.1% teacher respondents have between 5 and 10 years of working

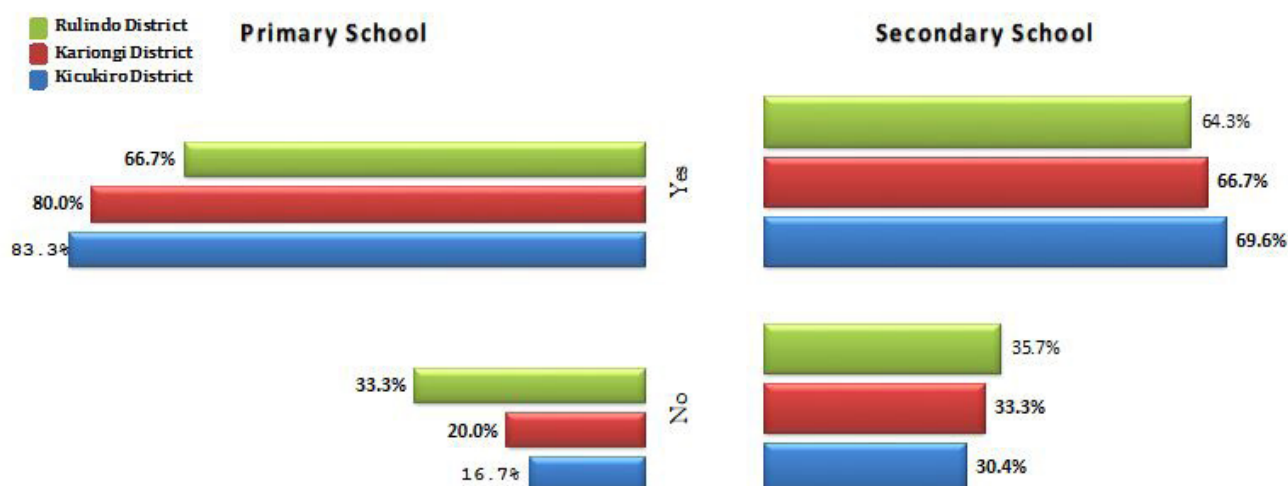
experience. The above figure shows that most of the teachers in both primary and secondary schools are still junior, meaning that there should be some interventions that will help them to build their capacities on the one hand. On the other hand, there should be interventions to retain senior teachers so that they can cover fluently their duties.

3.2.1.5. Regular or irregular working promotion

Under working conditions, there are some usual vertical and horizontal promotions according to working performances; vertical promotion in terms of changing position hierarchically while horizontal promotion

consist in increasing salary and or bonuses due to special relevant higher achieved professional performances while remaining on the same hierarchical position.

Figure 9: Regular working promotion?



Source: Primary data, December 2022

Teachers in primary and in secondary schools benefit from the regular promotion as established by the law. This has been confirmed by the majority of teacher respondents in all districts as follows: 83.3% in Kicukiro District, 80% in Karongi District and 66.7% in Rulindo District in primary schools. In secondary schools, the percentage of respondents who confirmed the regularity of promotion hovered around 64.3% in Rulindo, 66.7% in Karongi and 69.6%

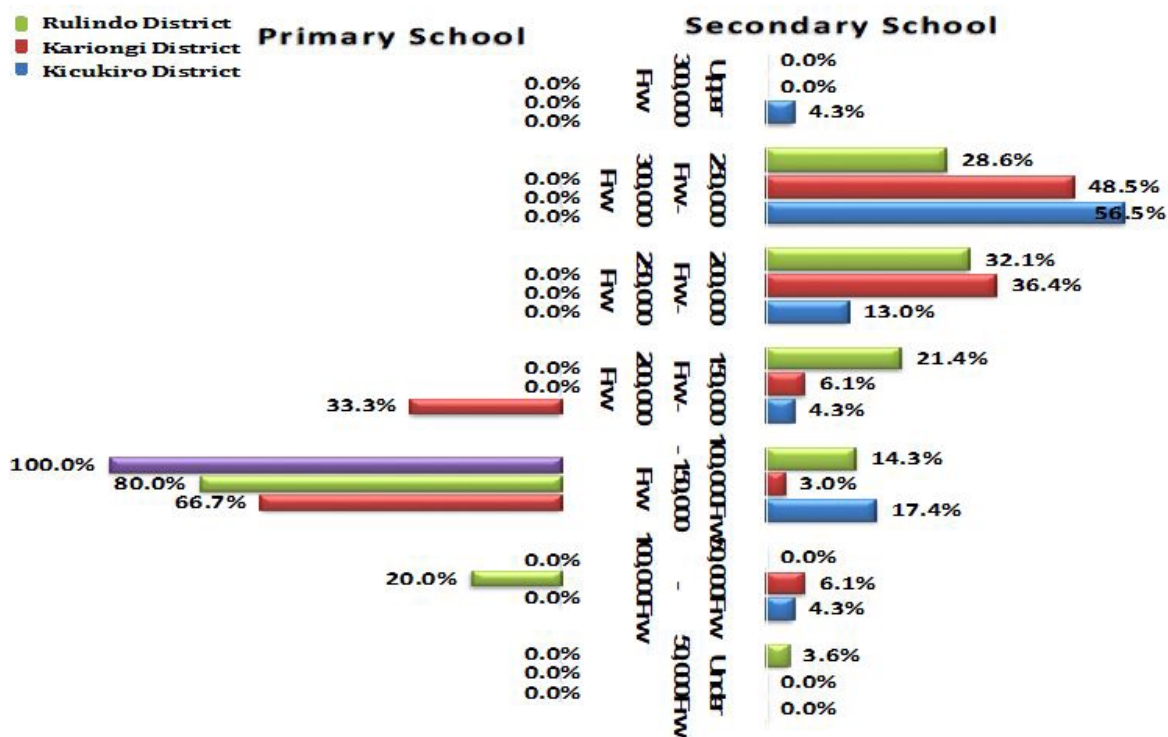
in Kicukiro District. Those figure show that there are cases of irregularity in teacher's promotion particularly in secondary schools of all investigated Districts and some primary schools in Rulindo, Karongi and Kicukiro District. The lack of regular promotion means the non-respect of the labour law and it creates unfair conditions and may generate demotivation among teachers. Demotivation can push them to poor performance or to leave their job.

3.2.1.6. Level of monthly salaries

The level of monthly salaries for workers in basic education in Rwanda is a key indicator of their working conditions because it indicates their purchasing power in local markets and their access to a basic "food basket". It is also a determinant factor in

whether they choose to stay in or leave the education sector, and it serves as a significant motivation for assessing the working environment in basic education, particularly in developing countries like Rwanda.

Figure 10: Level of monthly salaries



Source: Primary data, December 2022

As the figure 10 shows, generally secondary schools’ teachers receive more salary than primary schools’ teachers but in secondary schools, there are many disparities.

Teachers’ monthly salary in primary schools varies from Frw 50,000 to Frw 200,000. In fact, all salaries of teachers in primary schools of Kicukiro District have a range of from Frw 100,000 to Frw 150,000, while in Kariongi District, 67.3% of teachers’ salary in primary schools have a range of from Frw 100,000 to Frw 150,000, and 33.3% have a salary of from Frw 150,000 to Frw 200,000. In primary schools of Rulindo District, the majority of teachers (80%) receive a monthly salary range of from Frw 100,000 to Frw 150,000, while a small proportion of teachers (20%) receive a monthly salary of from Frw 50,000 to Frw 100,000. Grosso modo, a big number of teachers in primary schools into three

districts receive a monthly salary range of from Frw 100,000 to Frw 150,000.

Teachers’ monthly salaries in secondary schools have many disparities in all given three districts. The highest monthly salaries for teachers of secondary schools are upper Frw 300,000 where its proportion is estimated of 4.3% of teachers in Kicukiro District while a very low monthly salary is under Frw 50,000 with a proportion of 3.6% of teachers in Rulindo District. In the same district, 28.6% of teachers in secondary schools have a monthly salary of from Frw 250,000 to Frw 300,000 while 32.1% of them receive the monthly salary of from Frw 200,000 to Frw 250,000. A proportion of 21.4% of teachers’ secondary schools in Rulindo District receive a monthly salary of from Frw 150,000 to Frw 200,000 while a proportion of 14.3% receive a monthly

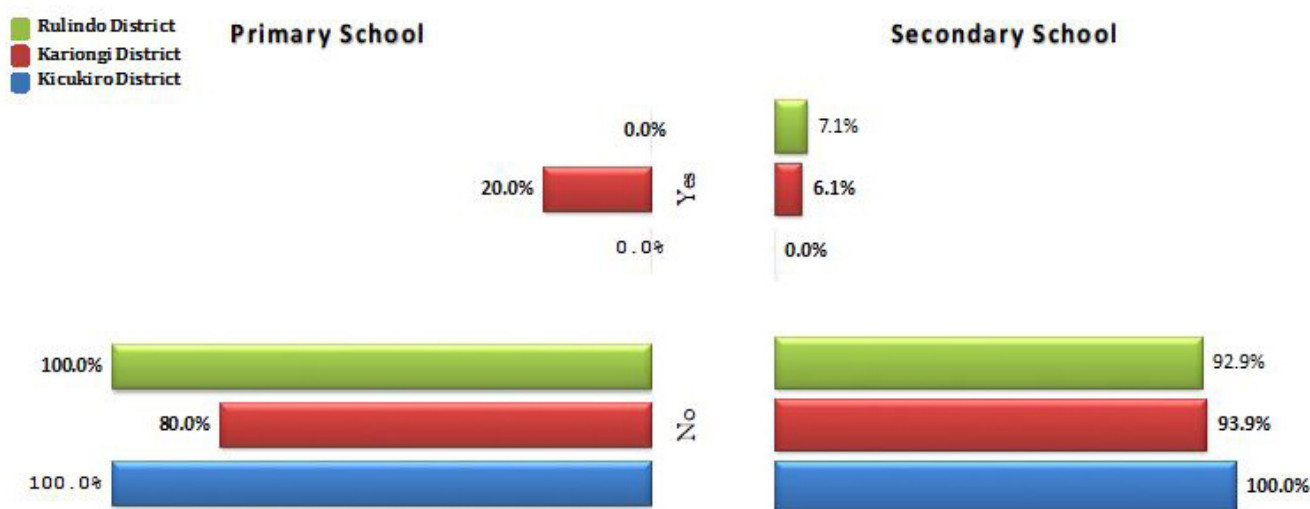
salary of from Frw 100,000 to Frw 150,000. Teachers' monthly salaries in secondary schools of Karongi District; big proportions are 48.5% and 36.4% respectively for a monthly salary range of from Frw 250,000 to Frw 300,000, and for a monthly salary range of from Frw 200,000 to Frw 250,000. Small proportions are 6.1% and 3.0% respectively for a monthly salary range of from Frw 150,000 to Frw 200,000, from Frw 50,000 to Frw 100,000, and for a monthly salary range of from Frw 100,000 to Frw 150,000.

In Kicukiro District, a part a proportion aforementioned, a big proportion of teachers in secondary schools (56.5%) have their monthly salary range of from Frw 250,000 to Frw 300,000 while 13.0% of teachers' have range of from Frw 200,00 to Frw 250,000. Another proportion of 17.4% of teachers' monthly salaries are ranged from Frw 150,000 to Frw 200,000 while 4.3% of teachers' monthly salaries are respectively from Frw 150,000 to Frw 200,000 and of from Frw 50,000 to Frw 100,000.

To summarize on this point, most of

the primary schools' teachers are paid a monthly salary between Frw 100,000 and Frw 150,000 while many of teachers in secondary schools receive between Frw 200,000 and Frw 300,000 in the three sampled districts. The disparities observed in secondary schools should have origin that some teachers' secondary schools are come from 'excellent schools' while others are come from '9YBE/12YBE schools' similarly to primary schools' working environment conditions. In fact, teachers are recruited either in primary schools either in secondary schools according to their qualifications and professional experience in basic education. Thus, generally bachelors' degree holders with education (A_0) are recruited as teachers in secondary schools while advanced level certificates holders (A_2 or D_6 from TTCs) are recruited in pre-primary and primary schools. Nowadays, the Ministry of Education established the schemes of salaries in harmonization of salaries according to their qualifications and their professional experience.

Figure 11: Appreciation of salary



Source: Primary data, December 2022

The above-mentioned data focus on teacher’s appreciation of their salary. The answer of the majority of respondents in primary and in secondary schools was “No” at 100% in Kicukiro District and in Rulindo District. In other Districts of Rulindo and Karongi, teacher respondents in secondary schools affirmed at 92.9% and 93.9% that their salary is not enough. In primary schools, only 20% of teacher respondents in Karongi District affirmed that their salary

is enough while in secondary schools, only 7.1% of respondents in Rulindo District and 6.1% in Karongi District affirmed that their salary was enough. The appreciation of results in general is negative since many of respondents in primary schools and in secondary schools attested that their salary is not enough. This information may lead to the conclusion that the salary of teachers in the investigated districts does not enable them to satisfy their basic needs.

3.2.2. Access to financial services

Access to financial services is a crucial factor which can enable teachers to increase their income by creating other income generating activities like running small businesses, constructing small houses for rent, keeping

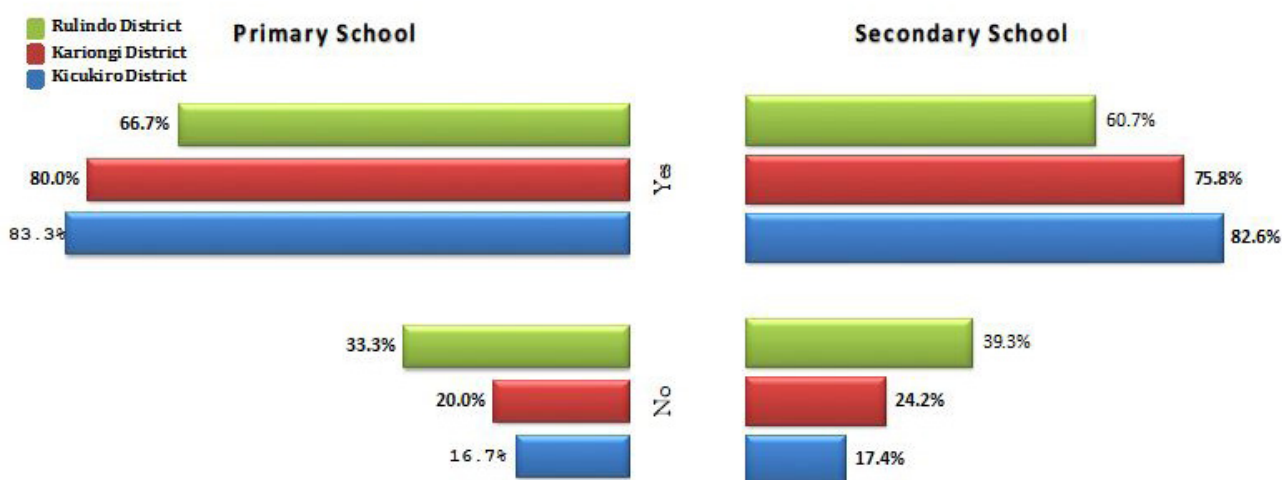
small livestock, etc. In addition, they may use the received loan to invest in education of their children and any other business they want.

3.2.2.1. Access to Bank loan

Usually, the teachers have their proper micro-financial institution ‘Umwalimu SACCO’ for savings and credits schemes. However, they

are also free to access to others financial and micro-financial institutions.

Figure 12: Access to bank loans



Source: Primary data, December 2022

The above presented data show that teachers in primary and secondary schools used to get loans from a bank; 83.3% in Kicukiro District, 80% in Karongi District, and 66.7% in Rulindo District primary schools. In secondary schools, 82.6% in Kicukiro District, 75.8% in Karongi District and 60.7% in Rulindo District affirmed that they got loans from banks. This information shows us that teachers in primary and secondary schools have facilities that enable them to access to bank loans. This shows the importance

of Umwalimu SACCO but at the same time accessibility to loan does not necessary mean that teachers are conducting an easy life. Instead, they are confined in a cycle of asking for and repaying the loan and this can generate social strain and anxiety among teachers and their families. *“Duhora mu mpagarara zo kwishyura ideni rya SACCO”* means ‘we remain in an instable and anxious situation of reimbursement of the SACCO loan’.

3.2.2.2. Source of income and diversification

Mainly the teachers have their salaries as source of income. This means that to survive, they rely on their salary only for

living without having capacities to overcome other types of needs, like constructing small houses, buying plots or getting holidays.

Figure 13: Diversification of source of income



Source: Primary data, December 2022

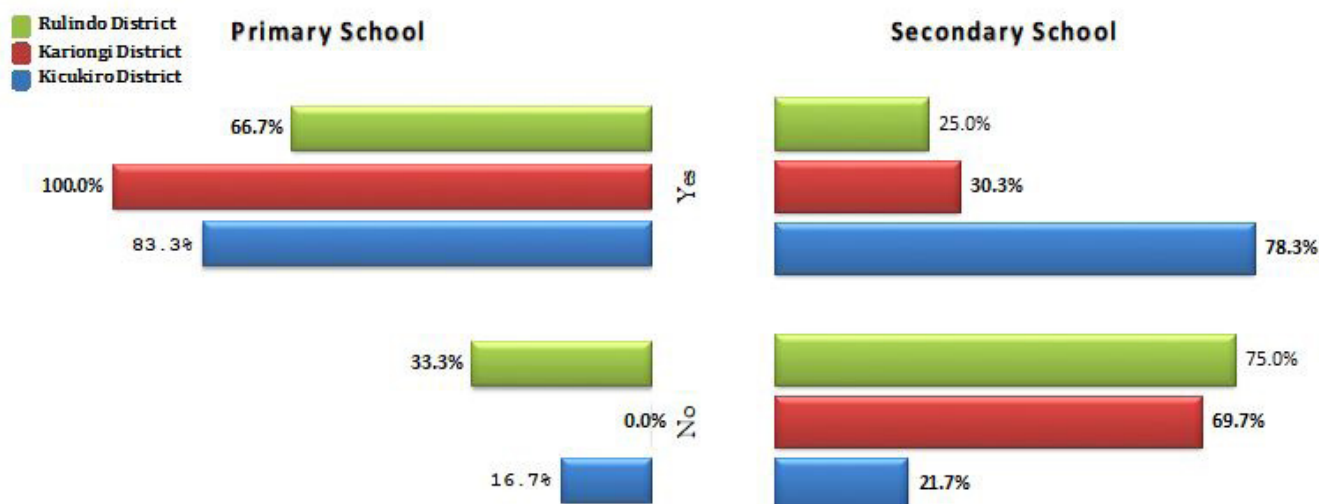
The above presented information shows that most of the teacher respondents don't have other sources of income. Specifically in secondary schools where 90% in Karongi District, 85.7% in Rulindo District, and 69.6% in Kicukiro District said that they don't have any other sources of income. Against 100% in Karongi District, 50% in Kicukiro District,

and 33.3% in Rulindo District, teacher respondents affirmed that they don't have other source of income. Teachers in primary schools from Rulindo and Kicukiro Districts affirmed at 66.7% and 50% respectively that they have alternative sources of income. While in secondary schools, 30% of the respondents from Kicukiro, 14.3% from

Rulindo, and 9.1% from Karongi District said that they have alternative sources of income. This means that a part of teachers has another source of income that enables

them to satisfy their needs, while others live only with their salary which can result in not satisfying family basic needs.

Figure 14: Saving money periodically including life insurance



Source: Primary data, December 2022

The above presented data show that an important number of teachers in primary schools adopted the saving culture since 100% of respondent in Karongi District said they used to save as well as 83.3% in Kicukiro District, and 66.7% in Rulindo District. The saving culture is also manifested by teacher respondents in Kicukiro on the side of primary schools. The rest of the respondents said they don't save. Especially in Rulindo and Karongi Districts where respondents

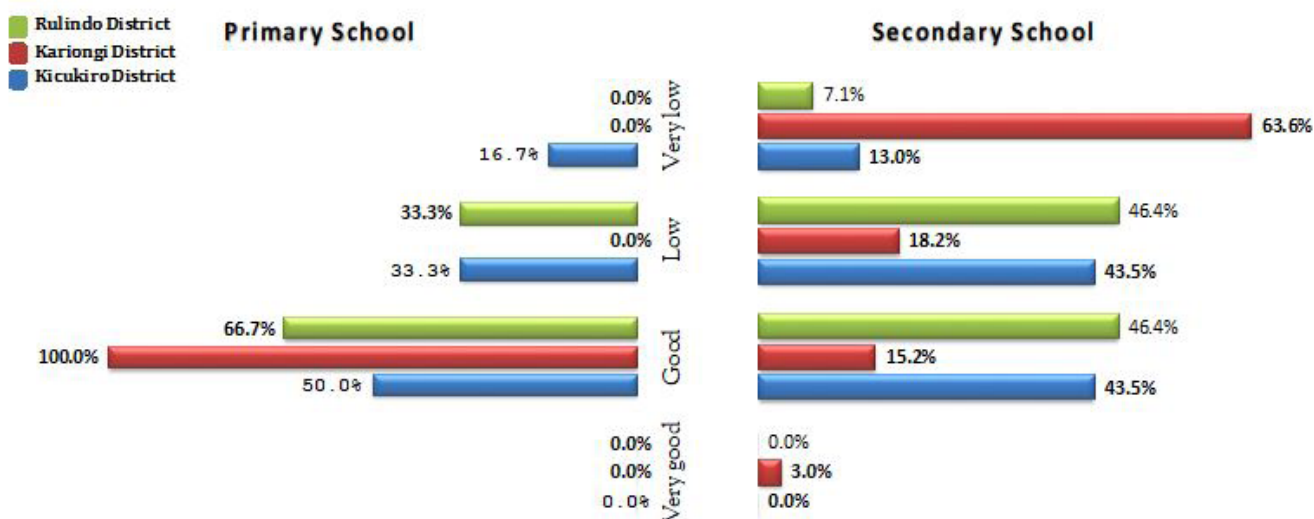
respectively 75% and 69.7% said "No". The above data depend on the whole context where teachers live in, sometimes they make savings because the saving culture is growing among them and they do their best. Results from interviews and focus group discussions indicate that they don't save money since many of them mentioned that their salary is not sufficient for satisfying their basic needs.

3.2.3. Level of need satisfaction and quality of teaching

The level of need satisfaction is a good indicator of perceptions related to the socioeconomic welfare of working conditions. On this point, the study is looking

at the teachers' appreciation of their need satisfaction and quality of teaching, and consequently their working conditions.

Figure 15: Perceptions on the living conditions status of teachers in comparison with other public civil servants



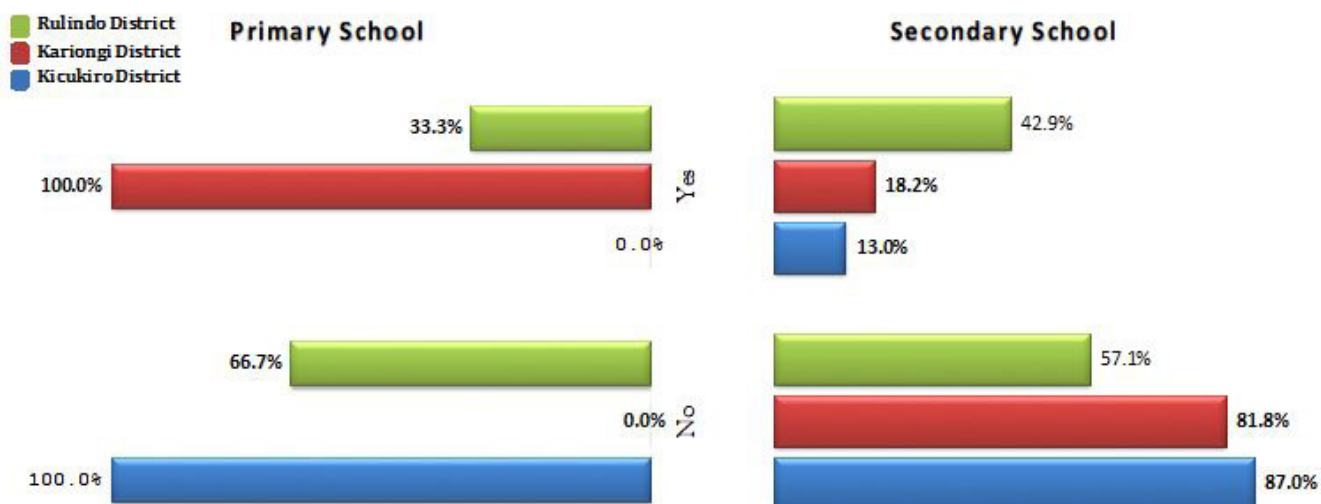
Source: Primary data, December 2022

The above presented information shows us that most of teacher respondents in primary and secondary schools in Karongi, Rulindo and Kicukiro Districts, find their living conditions good when compared with other civil servants' living conditions. The 3% of the respondents from secondary schools affirmed that their living conditions are very good when compared with other servants' living conditions. A big segment of respondents from Karongi District, 63.6%, find their living conditions very low when compared with other servants' living conditions. The prevalence of teachers who are at a good level of satisfaction in Karongi

District is because that area is rural and many of the habitants there are farmers. Hence, being teacher there enhances their status since at the same time they may exercise farmer activities and become in this way job creators. Teachers in that zone can also be members of tea farmers and fishers' cooperatives.

Results from interviews and focus group discussions corroborate with findings from survey, and indicate that there is minor improvement of teachers' working conditions vis-à-vis to current situation post Covid-19 and the deterioration of well-being of households.

Figure 16: Are you satisfied with your teaching conditions?



Source: Primary data, December 2022

The above presented data show that most of respondents in primary and secondary schools said they are not satisfied with their living conditions. In fact, 100% of respondents in Kicukiro District, and 66.7% in Rulindo District said they are not satisfied. While teachers in secondary schools with 87%, 81.8%, 57.1% respectively in Kicukiro, Karongi and Rulindo Districts are not satisfied with their working conditions. An exception is observed in Karongi District in primary schools where 100% of the respondents said that they are satisfied. This situation is resulting from quantitative data. When analyzing qualitative data, respondents explain that there has been minor improvement in teachers' working

conditions in general and other assistance was provided, such as lunches and tea breaks. The increase of salary is neither proportional to the purchasing power, nor to the high and generalized increase of price. In addition, the bonus that has been used to increase family's revenue has been removed. Most of the teachers use loans to cover uncovered needs by the salary and this causes them anxiety and less respect in comparison with other civil servants. Furthermore, working conditions are also related to the teaching load which has been identified as high. The distance between home and the work place challenges also many of teachers.

3.3. Identification of promoter and inhibitors factors of a sectorial minimum wage establishment

Under this section, the study analyses the main challenges of the workers in the education sector in Rwanda, essentially the teachers, and reflects on the minimum wage and tentative ways forwards for it

in Rwandan context of education sector, especially for teachers in public primary and secondary schools but also in government-subsidized education institutions.

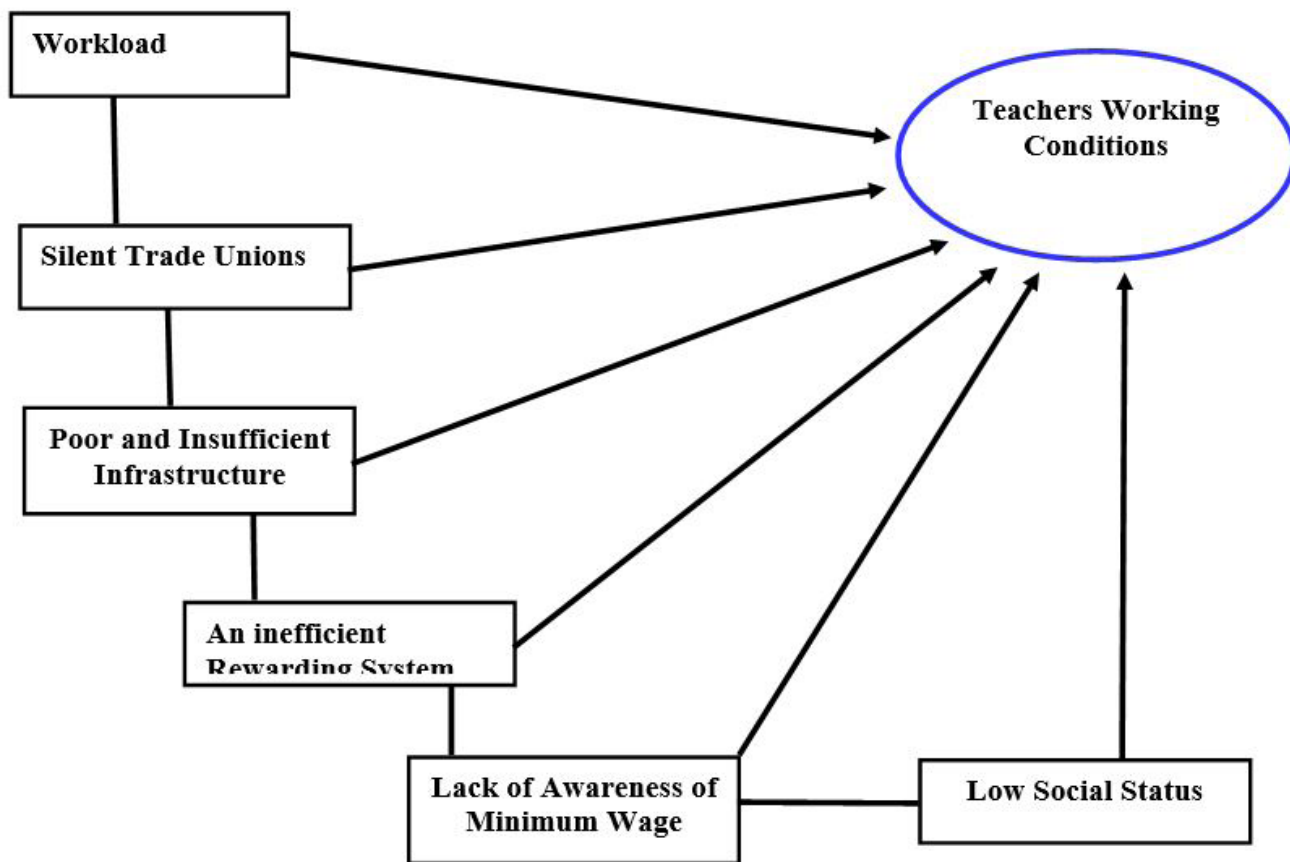
3.3.1. Main challenges teachers face in their career

In the course of their career, teachers face some challenges. Among others, there are lack of awareness of potential benefits of a minimum wage, a rewarding system, low social status, poor and insufficient

infrastructure, silent trade unions, and workload. The schematic diagramme below illustrates these main challenges linked to teachers' working conditions.

Figure 17: Main challenges met by teachers in their career

Figure 17: Main challenges met by teachers in their career



As explained above, the diagramme shows that there is a certain number of interlinked challenges that hinder teachers in their living conditions and career. First of all, they include the **rewarding system**. In fact, the salary has been increased but it does not reflect the real increase given that it does not correspond to market prices. What teachers are claiming more is the cancellation of bonuses. *“Ntawawugaya, ariko bongereye umushahara bakuraho agahimbazamushi kari kenshi kuruta ayo bongereyeho kandi karadufashagakongerera umushahara abarimu”¹⁰* [slight translation: *One cannot devalue the salary, but it was increased even though bonuses that were even more than the added amount were cancelled, while they were very helpful to assist teachers besides their salary*]. Secondary, the data showed a **lack of awareness about the minimum wage**. It is a challenge on an implicit level, because teachers are claiming many things but don't mention the lack of a minimum wage and their involvement in advocacy. A local education officer considers the existing of special status for teachers as enough for them in whatever need they may have. They don't give any special importance to the minimum wage establishment and to the participative approach that should characterize its establishment¹¹. *“Umushahara warazamuwe, abarimu bameze neza. - Mu kazi bafite umutuzo, amategeko arebana n'uburezi ntawe ahutaza - Sitati yihariye igenga abarimu ikubiyemo*

10. We are not complaining about the current level of salary. However, the previous benefits that we used to supplement the salary have been removed.

11. According to ILO, the minimum wage's components include among others basic pay, annual bonuses, tips, in kind-benefits, productivity performance pay and allowance premium for non-standards work hours or dangerous work.

ibibarengera”¹². Meaning that, for education officer at local level, teachers don't have any problem. Their salary has been increased and they are protected by the special statute from any kind of harm. Another challenge teachers expressed is associated with **the low social status** that affect teachers and their jobs. Teachers' lives seem challenged when compared to other civil servants' lives in their localities. They spend more time working without any opportunity to run further errands and sometimes their salary is not enough, and they end up relying on loans to survive. They are no longer recognised by their communities the same way as they used to be where people would address their home as *“kwa mwarimu [at the teacher's home]”* as a top model of their villages. Teachers work many hours against low pay and without recognition. Another challenge is the **presence of silent trade unions**, where teachers get aware of them by the time for contribution without their participation in exchange and discussion about their rights and concerns. Another issue is the **teaching overload**. It is a challenge to teachers given over-crowded classrooms. This requires them more physical and psychological efforts which lead them to physical fatigue. This is because many of them go home with work and they sometimes leave far from their work place. The worse situation concerns **poor and insufficient school infrastructure**. This is because sometimes teachers have limited access to books, computers and internet. This delays work and increases the amount of work to be which was even designed to be performed manually.

12. According to the education officer at local level, teachers don't have any problem. Their salary is increased and the special status protects them in all aspects.

3.3.2. Promoter factors of a minimum wage

A triangulation data from field works, literature review and analyses have been identified and include key factors as follows:

i. Legal and Policy Framework: national law like the article 68 of labour law No 66/2018 of 30/08/2018 regulating labour and policies, may facilitated the setup of a minimum wage in the education sector in Rwanda like in other sectors of Rwandan socioeconomic life.

ii. International Standards and Recommendations: International standards and recommendations, such as those from the ILO, may also facilitate the setup of a minimum wage in the education sector in Rwanda. These standards provide guidance on fair wages and working conditions, which can influence national policies and practices, including the establishment of a minimum wage in the education sector.

iii. Social and Political Pressure: External social and political pressure, such as advocacy by labour unions, civil society organizations, and other stakeholders, may play a role in facilitating the setup of a minimum wage in the education sector in Rwanda. These external pressures can create awareness and demand for fair wages in the education sector, which can influence policymakers to take action.

3.3.3. Inhibitor factors of sectorial minimum wage

Data from field show the **following factors as inhibitors** of the setup of sectorial minimum wage:

a. Limited Financial Resources: this is one of the key factors that have impeded the setup of a minimum wage in the education sector

in Rwanda. Establishing a minimum wage requires financial resources to pay higher wages to education workers, which can be a challenge for a developing country like Rwanda with limited resources.

b. Multi-sectorial role of State in education: The State acts at different levels in education sector, main employer, main promoter, main regulator, main policy/decision-maker and/or implementer. These aspects may create obstacles to the minimum wage setup.

c. National and foreign investment: The Government of Rwanda establishes measures for investment attraction. Those measures keep low the labour prices to attract investors.

d. Relevance of informal economy: informal economy makes possible to a big number of vulnerable people to have access to basic living conditions; the establishment of minimum wage can lead those people to lose their income.

e. Lack of Data and Information: The lack of accurate and up-to-date data on the education sector, including information on wages and working conditions, has been a challenge in setting up a minimum wage. Without reliable data, it can be difficult to determine an appropriate minimum wage level that takes into account the needs of education workers and the affordability for employers.

f. Complexities in the Education Sector: The education sector is complex, with various types of educational institutions, including public and private schools, and different levels of education, such as primary, secondary, and tertiary. These complexities can make it challenging to set up a minimum wage that applies uniformly

across the sector and takes into account the diverse needs and capacities of different institutions. In fact, the current Rwandan education system is a resultant from multiple references such as hybrid system between Anglo-saxons, European French-Belgium, Asian, American, etc.

In conclusion, the setup of a minimum wage in the education sector in Rwanda has been influenced by a range of external and internal factors. The factors that may facilitate or impede the setup of a minimum wage in the education sector may include but not limited to legal and policy frameworks, international standards, social and political pressure, government commitment, economic considerations, limited financial resources, lack of data, and complexities. It is important for policymakers to consider these factors and strike a balance between needs of education workers and the capacities of employers and the government when setup a minimum wage.

3.4. Strategies, alternative solutions to overcome the identified challenges in order to formulate the recommendable actions and measures

To overcome the above-mentioned challenges any kind of action should base on continuous dialogue between the Government, Trade Union, Workers, Employers and Civil Society. In 2021, Data from the ILO Committee of Experts on the Application of Conventions and Recommendations show that the dialogue on minimum wage setup has been a matter of debate between the Government and other stakeholders but the legal instruments to officialize the minimum

wage is not yet available. A strategy to reach the minimum wage setup is, first of all, the involvement and the ownership of teachers in Trade Union. This is where social dialogue should begin and it would be an active instrument of the union which, in turn, actively advocates in favor of teachers. The activation of Trade Union will help keep ongoing campaign to create awareness about the meaning, content, and importance of the minimum wage establishment setup. It is not enough known following that facts show, for instance, that the increase of teachers' salary has been accompanied by bonus cancellation. Unfortunately, teachers in their claims are not clear regarding their awareness about the minimum wage.

There should also be a privilege to apply a participatory approach (involving public institutions, CSOs, TUs, private sector institutions representatives) that characterizes the minimum wage setup. This will serve to involve teachers and other interested stakeholders for discussing their salary in comparison to national economy, work urgent needs and demands and other relevant factors such as inflation or other sectors of civil servants. In addition, it will serve to arrange teachers' workload to help them carry their duties in a professional and efficient manner, as well as for them to have time for themselves. Recreation time is important for psychological health and for work productivity. Time for themselves will enable them to care for their families, and get opportunities for other personal productive activities. Further solution may be to initiate a shop for teachers which can assist them to cope with high prices on market to satisfy their essential needs.

3.5. Comparison between findings of the study in December 2009, December 2022, and January 2023

On this level, a comparative table between findings of the study on education sector conducted in 2009, and those for recent study conducted in 2022/2023, show a

rapid picture or figure which illustrates the progress after 13 years ago and the existing gaps or trends.

Table 3: Comparative findings from two similar studies with interval of 13 years

Title of the study Criteria	Study of socioeconomic conditions of teachers in public primary and secondary schools in Rwanda; case study of Bugesera, Nyarugenge and Ruhango Districts	Assessment of Living and Working Conditions of Workers in Education Sector in Karongi, Kicukiro and Rulindo Districts of Rwanda
1. Study area	<ul style="list-style-type: none"> - Urban area: Nyarugenge District; - Rural area: Bugesera District; - Semi-urban/semi-rural area: Ruhango District 	<ul style="list-style-type: none"> - Urban area: Kicukiro District; - Rural area: Rulindo District; - Semi-urban/semi-rural area: Karongi District
2. Instruments and sample size	Survey for 191 respondents; interviews, focus group discussions	Survey for 98 respondents; interviews, 14 focus group discussions
3. Levels of salaries (take home)	<ul style="list-style-type: none"> - Beginner teacher in primary schools (A_2/D_6): Frw 22,000; - Beginner teacher in secondary schools (A_1): Frw 42,000; - Beginner teacher in secondary schools (A_0): Frw 52,000. 	<ul style="list-style-type: none"> - Beginner teacher in primary schools (A_2/D_6): Frw 108,000; - Beginner teacher in secondary schools (A_1): Frw 191,000; - Beginner teacher in secondary schools (A_0): Frw 246,000.
4. Levels of needs satisfaction	Low satisfaction with small scale of access to financial access services	Medium level of satisfaction with large scale of access to financial services like of U-SACCO
5. Additional incentives	Horizontal and vertical promotion	<ul style="list-style-type: none"> - Horizontal and vertical promotion - Awards based on performances such as 'Gira inka mwalimu' means 'Have a cow teacher', One laptop per teacher, ... - Common house lodge schools for teachers

Source: Final Reports of the studies; 2009 & 2023

There is an increase of more than 400% of net salaries/take home but the purchasing powers vis-à-vis to 'food basket' and

the economic inflation constitute other challenges and constraints of teachers' access on local markets.

CONCLUSION

The current study related the living and working conditions of workers in education sector in Rwanda. Its objectives are to (i) **assess the status of labour conditions in education sector**; (ii) **identify the factors that have facilitated and/or impeded the setup of minimum wage in education sector**; and to (iii) **formulate recommendable actions, strategies and measures to ensure the achievement of social protection and decent work in education sector in Rwanda**.

The study used both qualitative and quantitative instruments to collect primary data. It used a survey semi-structured questionnaire for 98 individuals' teachers as sample size; 64 interviews at local level and targeted different groups like head teachers, parents' committee representatives, supporting and subsidiary staff. Also 6 interviews were conducted at national level with key informant persons in key institutions at national level. In addition, qualitative data were collected through 11 focus group discussions in order to triangulate relevant information.

Based on the aforementioned findings of this study, the following recommendations are suggested to different concerned stakeholders by the current study.

1. The Government of Rwanda uses several strategies and mechanisms including school-based mentoring, structured CPD and improving on-teacher's development and management. For this to happen, the focus on different domains and activities is needed.

(i) Setting up a sectorial minimum wage, and incentive mechanisms to lift up workers standard of living and working motivations; (ii) taking measures to provide affordable housing to workers in the education sector; (iii) investing in the infrastructure and facilities in schools; (iv) investing in trainings and development of opportunities to workers in the education sector; (v) strengthening social protection programmes like shops for teachers; working near from their families (vi) establishing, at the level of Umwalimu SACCO, a guarantee fund to allow teachers to access long-term loan; (vii) promoting work-life balance by providing flexible working arrangements; and (viii) making a regular assessment of all problems of teachers to comply with the labour law like promotion process.

2. The Local Government as decentralized entities should (i) ensure good management of the administrative and financial files of teachers to ensure regular payment per relevant regulations; (ii) involve teachers in flagship community development programmes such as Vision 2020 Umurenge Programme, Ubudehe Programme, Umurenge and Umwalimu SACCO Programme,...

3. The Trade Unions organisations must continue to (i) advocate to solve the problems and challenges identified by this study in order to make teachers' work more decent; (ii) advocate for sectorial minimum wage setup, (iii) advocate for respect of

standards in terms of class size, 45 students as a maximum, and a complete day off of 8 hours; and (iv) disseminate the results of this study to a large number of partners/ stakeholders including decision-makers, the media groups and civil society organisations to create awareness about teachers working conditions.

4. Representative of Parent Committees for basic education within schools and other actors in civil society and even the private sector must become more involved in the basic education sector in Rwandan context to contribute to the motivation of teachers by contributing in bonuses basing on higher achieved professional performances, which will improve the quality of basic education and socio-cultural life in schools.

5. The teachers should be involved in decision-making on all stages, levels of issues concerning schools' life in particular and basic education policies in general.

6. Lastly, the education sector is not only the responsibility of the Ministry of Education and requires synergies between multi-stakeholders' actors; governmental institutions, non-governmental institutions like CSOs, FBOs, NGOs and different actors of private sector. This framework requires social responsibility in order to avoid several challenges in basic education for all; and therefore of the "knowledge-based economy" as a key principal pillar among others for sustainable development of the Rwanda Vision 2050.

In sum, the study on living and working conditions of workers in education sector in Rwanda; case study of Karongi, Kicukiro, and Rulindo Districts has highlighted important issues that need to be addressed to improve the living and working conditions of workers in the education sector. The recommendations provided above may help the Government of Rwanda and other stakeholders to improve the lives of workers in the basic education sector in Rwanda.

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APPENDICES

Appendices. Instruments of Data Collection

Appendix 1. Semi-structured questionnaire (to teachers representatives)

Instructions / *amabwiriza*:

- Introduction yourself (names, and flash info about marital status, educational level, working framework and assigned tasks,...) / *Kwibwirana amazina yombi, mu buryo bwihuse icyo ukora n'urwego uri kubikoramo, amashuri wize,...;*
- Talking about purpose, objectives of the study in order to gain mutual confidence / *Kuvuga ikigambiriwe, intego....;*
- Participation is voluntary; in this semi-structured questionnaire survey, there are three categories of questions: close questions, quantitative questions and open/qualitative questions, and you are free to answer / *Kwemera kuganira ni ku bushake nta gahato, harimo ibibazo by'ingeri eshatu: ibifunze bisubizwa yego cg oya, ibijyanye n'imibare, n'ibifunguye; niwowe ubwawe wihitiramo kubisubiza*

Section I. Identification of Respondents

- S1.0 **Identification / Code of Respondent:**
- S1.1 School
- S1.2 District
- S1.3 Sector
- S1.4 Cell
- S1.5 Village
- S1.6 **School:** Primary Secondary
- S1.7 **Marital status:**
 Married
 Single
 Family size:
- S1.8 **Gender:**
 Male Female
- S1.9 **Age**
 21-29 yrs 30-39 yrs
 40-49 yrs 50-59 yrs
 Up 60 yrs

S1.10 **Level of education**

- [1] Secondary
 [2] Diploma
 [3] Bachelors
 [4] PGD
 [5] Other (specify)

S1.11 **Types of contract**

- [1] Temporary [2] Permanent

S1.12 **Working hours per day** [.....number]S1.13 **Class size** [.....number]S1.14 **Specialisation in subject you teach**

1. Yes No

S1.15 **Weekly Day off**

- Yes No

S1.16 **How many schools did you taught to ?****S2.0 Structured Research Questions (according to specific objectives)**S2.1.0 **Level and Source of Income**S2.1.1 Working experience (number of years)

S2.1.2 Do you benefit working promotion regularly?

- Yes No

S2.1.3 Level of income

- | | |
|--|--|
| <input type="checkbox"/> ≤ 50,000 frw | <input type="checkbox"/> Between 301,000 – 350,000 frw |
| <input type="checkbox"/> Between 50,001-100,000 frw | <input type="checkbox"/> Between 350,000 – 400,000 frw |
| <input type="checkbox"/> Between 100,000 – 150,000 frw | <input type="checkbox"/> Between 401,000 – 450,000 frw |
| <input type="checkbox"/> Between 150,000 – 200,000 frw | <input type="checkbox"/> Between 450,000 – 500,000 frw |
| <input type="checkbox"/> Between 201,000 – 250,000 frw | <input type="checkbox"/> Beyond 501,000 frw |
| <input type="checkbox"/> Between 251,000 – 300,000 frw | |

S2.1.4 Is your salary proportional to your working experience?

- Yes No

S2.1.5 In any case explain more your answer

S2.1.6 Is your salary enough?

- Yes No

S2.1.7 In any case explain more your answer

S2.1.8 How long time do you use your salary?

One week

Two weeks

Four weeks

Five weeks or more

S2.1.9 Did you get loan from a bank?

Yes. No

S2.1.10 In any case explain more your answer

S2.1.11 Do you have any other source of income a part from your teaching?

Yes no

S2.1.12 If yes which one among the following?

Agriculture

Husband/wife's salary

House rent

Coaching learners

Livestock

Other/s specify

Handcraft

S2.1.13 If yes how much money do you gain?

Less than 20,000

Between 20,000-50,000

Between 50,000-100,000

Over 100,000

S2.2.0 **Medium level of consumption**

S2.2.1 How much money do you use in medium for family consumption?

Under Frw 50,000

Between Frw 50,000 – Frw 80,000

Between Frw 80,000 – Frw 100,000

Over Frw 100,000

S2.2.2 How much money do you use in medium for the following items?

Meals

School fees for children

Lodge

clothes

Family health care

Transportation

Water and sanitation

Communication

Electricity

leisure

S3.0 **Level of Needs Satisfaction and Quality of Teaching**

S3.1 **Major problems faced by teachers**

S3.1.1 What are the problems related to your carrier do you face?

- [1_] Salary does not cover the monthly needs
- [2_] Delay in salary payment
- [3_] Lack of children's' school fees
- [4_] Unpaid salary
- [5_] Other/s (specify)

S3.1.2 What are the consequences generated by the living conditions on your working activities?

- 1.....
- 2.....
- 3.....
- 4.....

S3.2 **Financial Access**

S3.2.1 In Which institution do you have account?

- [1]: Umwalimu Sacco
- [2]: Teachers' tontine
- [3]: Umurenge Sacco
- [4]: Commercial Bank (specify)
- [5]: Other microfinance (specify)

S3.2.2 Do you save money periodically?

Yes..... no.....

S3.2.3 If yes how much do you save on monthly basis?

- [1]: Between 1000-5000
- [2]: Between 5000-10000
- [3]: More than 10,000

S3.2.4 If no explain why

S3.3 Perceptions of socio-economic living conditions

S3.3.1 How do you evaluate the living conditions status of teachers in comparison with other citizens?

[1]: Very good

[2]: Good

[3]: Low

[4]: Very low

S3.3.2 In any case provide with more explanation

S3.3.3 Are you satisfied with your e teaching conditions?

[1]: Yes

[2]: no

S3.3.4 In any case provide with more explanation

S3.3.5 What has been done by the government to enable you to appreciate your profession?

1.....

2.....

3.....

4.....

5.....

S3.4 Decent Work for a Decent Life

S3.4.1 Number of meals per day

[1]: one

[2]: two

[3]: three

[4]: other (specify)

S3.4.2 Distance between home and working place (hours) []

S3.4.3 Means of transportation

[1]: On foot

[2]: Bicycle

[3]: Motorcycle

[4]: Car

[5]: Other (specify)

- S3.4.4 What is the main mode used for cooking?
 [1]: Traditional stoves
 [2]: Use of improved stoves
 [3]: Charcoal stove
 [4]: Electrical/Gas stoves
- S3.4.5 What is the main source of cooking energy for domestic use?
 [1]: Grasses
 [2]: Firewood
 [3]: Chacoal
 [4]: Biogaz
 [6]: Electricity power or gas
 [7]: Other/(specify)
- S3.4.6 Do you own any communication equipment in the following?
 1. Radio/
 2. Television
 3. Mobile phone
 4. Computer
 5. Internet
 6. None
- S3.4.7 What is the main source of water for domestic use?
 [1]. River
 [2]. Lakes
 [3]. Unprotected spring
 [4]. Borehole
 [5]. Protected springs
 [6]. Public tap
 [7]. Rain water
 [8]. Other (specify).....
- S3.4.8 What is the main source of drinking water for members of your household?
 [1]. Piped water into duelling
 [2]. Piped water to yard plot
 [3]. Public tap
 [4].Borehole

- [5]. Protected dug well
- [6]. unprotected dug well
- [7]. rainwater
- [8]. Bottled water
- [9]. cart with small tank
- [10]. Surface water (dam, stream, ponds, irrigation channels)
- [11]. tanker truck
- [12]. Other (specify

S3.4.9 What kind of toilet facility do members of your household usually use?

- [1]: Flush/pour flush to
 - Piped sewer system
 - Septic tank
 - Pit latrine
 - Elsewhere
 - DK where
- [2]: Ventilated improved pit latrine
- [3]: Pit latrine with slab
- [4]: Open Pit
- [5]: Compositing toilet
- [6]: Bucket
- [7]: Hanging toilet/latrine
- [8]: Non Facilities

S3.4.10 What do you usually do to water to make it safer for drink

- [2]: Add bleach Chlorine
- [3]: Strain it through a clothe
- [4]: Use water filter
- [5]: Solar disinfection
- [6]: Let it stand and settle
- [7]: Other (specify)
- [8]: DK

S3.4.11. Whose belong the house occupied by your household?

- [1]: In property
- [2]: In rent/

[3]: Not our property and don't pay the rent

[4]: Other(specify)

S3.4.12. Habitat status (main house)

1. Roof

2. Walls

3. Pavement

Roof	Walls	Pavement
[1]. Iron sheet	[1]. Cement blocks	[1]. Cement
[2]. Tiles	[2] Baked clay bricks	[2]. Tiles
[3]. Grass	[3]. Adobe bricks	[3]. Bricks
[4]. Others (specify)	[4]. Wood covered with mud	[4]. Stones
	[5]. Wood covered with grass	[5]. Soil
	[6]. Other (specify).....	[6]. Others (specify)...

S3.4.13. Do you own any of the following means of transport?

1. Bike

2. Motorcycle

3. Car

4. None

S3.4.14. Is your health insurance enough for your family health care?

yes No

In any case give more explanation:

S3.4.15. Are you able to pay school fees for your children?

yes No

In any case give more explanation:

S3.4.16. Are you allowed to be member of Teacher s' Union?

yes No

In any case give more explanation:

S3.4.17. Do you participate in decision making involving you at your work?

Yes No

In any case give more explanation:

S3.4.18. Do you benefit in training programmes?

Yes No

In any case give more explanation:

S3.4.19. Are you respected as a human being at your work?

Yes

No

In any case give more explanation:

Have you ever been subject of violence in your working experience?

Yes

No

In any case give more explanation:

S3.4.20. Have you ever been subject of gender based violence in your working experience?

yes

No

In any case give more explanation:

S3.4.21. Considering the cost of life how do you appreciate your current salary?

Enough

Not enough

In any case give more explanation:

S3.4.22. How do you appreciate the level of enjoyment of your rights as employee

Very good

Good

low;

Very low

In any case give more explanation:

S3.4.23. Are you member of Teacher's Union?

Yes

No

In any case give more explanation:

At which extent the Teacher's Union serve you in solving your work related problems

S3.4.24. Do you plan to stay in teaching carrier forever?

Yes

No

In any case give more explanation:

If it was given to you opportunity to change your profession. Indicate at least three sectors would you like to wok/

Thanks for your participation!

Appendix 2. KIIs guides at local level / Inyoborabiganiro

Instructions / amabwiriza:

- Introduction yourself (names, and flash info about marital status, educational level, working framework and assigned tasks,...) / *Kwibwirana amazina yombi, mu buryo bwihuse icyo ukora n'urwego uri kubikoramo, amashuri wize,...;*
- Talking about purpose, objectives of the study in order to gain mutual confidence / *Kuvuga ikigambiriwe, intego....;*
- Participation is voluntary; mainly there are open questions, and you are free to answer / *Kwemera kuganira ni ku bushake nta gahato, harimo ibibazo bifunguye niwowe ubwawe wihitiramo kubisubiza*

2.1. Interview guide with Head Teacher / Inyoborakiganiro n'Umuyobozi w'ikigo

1. Describe the labour conditions of teachers in your institution / *Mwatubwira ku mibereho y'abarimu muri iki kigo muyoboye*
 2. At which extent are you satisfied with teachers' performance in your institution / *Ni ku ruhe rugero mwumva akazi k'abarimu gakorwa neza muri iki kigo muyoboye?*
 3. What are the factors undermining/harming the teacher's conditions in your institution? *Ni ibiki bidindiza cyangwa bibangamiye imibereho y'abarimu muri iki kigo muyoboye?*
 4. At which extent do you collaborate with Teachers-Union (when/how/where/ matters...)? *Ni ku ruhe rwego mukorana na sendika z'abarimu (ryari, gute, hehe, ubuhe buryo,...)*
 5. What do you suggest as alternative solutions, scenario, strategies for improvement of socioeconomic welfare and labour conditions of workers in education sector in Rwanda? *Ni ibiki mwatangaho inama nk'ibisubizo, ingamba kugira ngo imibereho y'abarimu ndetse n'abandi bakozi bo mu burezi irusheho kugenda neza mu Rwanda?*
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Thanks a lot for your participation!

Murakoze kuduha umwanya wanyu no kubwo ikiganiro cyiza tugiranye!

2.2. Interview Guide with Parents' Committee representatives / Inyoborakiganiro n'uhagarariye cg abahagarariye ababyeyi

1. How do you evaluate the labour conditions of the teachers at the school of... / *Ni gute musuzuma imibereho y'abalimu mu kazi kabo kuri iri shuri?*
2. At which extent do you help teachers to improve their labour conditions? *Ni ubuhe buryo mufasha abarimu kugira ngo imibereho yabo irusheho gutera imbere?*
3. What do you recommend to be done for making labour conditions decent for teachers? *Ni izihe ngamba mwashyiraho kugira ngo imibereho y'abarimu mu kazi kabo ibaheshe agaciro?*
4. Do teacher's labour conditions affect education quality? *Ese mubona imibereho y'abarimu hari aho ihuriye n'ireme ry'uburezi?*
5. What do you suggest as alternative solutions, scenarios, strategies for improvement of socioeconomic welfare and labour conditions of workers in education sector in Rwanda? *Ni ibiki mwatangaho inama nk'ibisubizo, ingamba kugira ngo imibereho y'abarimu ndetse n'abandi bakozi bo mu burezi irusheho kugenda neza mu Rwanda?*

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Thanks for your participation!

Murakoze kuduha umwanya wanyu no kubwo ikiganiro cyiza tugiranye!

2.3. Interview with non-teaching staff / *Inyoborakiganiro n'abakozi bandi batari abarimu*

1. What are the elements of labour conditions do you appreciate in education Sector?
Ni izihe ngingo z'ingenzi ku mibereho y'abarimu muha agaciro mu rwego rw'uburezi?
 2. What are the elements of labour conditions do not you appreciate in education Sector?
Ni izihe ngingo z'ingenzi ku mibereho y'abarimu mudahaha agaciro mu rwego rw'uburezi?
 3. Would you like to become a teacher? Yes/not give arguments for your answer
Wumva waba umwalimu? Yego cg oya, sobanura impamvu
 4. What do you suggest as alternative solutions, scenarios, strategies for improvement of socioeconomic welfare and labour conditions of workers in education sector in Rwanda?
Ni ibiki mwatangaho inama nk'ibisubizo, ingamba kugira ngo imibereho y'abarimu ndetse n'abandi bakozi bo mu burezi irusheho kugenda neza mu Rwanda?
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Thanks for your participation!
Murakoze kuduha umwanya wanyu no kubwo ikiganiro cyiza tugiranye!

2.4. Interview Guide with Sector Education Officer/DDE officer / Inyoborakiganiro n'abahagariye uburezi ku murenge cg ku karere

1. What are the elements of labour conditions do you appreciate in education Sector? *Ni izihe ngingo z'ingenzi ku mibereho y'abarimu muha agaciro mu rwego rw'uburezi?*
2. What are the elements of labour conditions do not you appreciate in education Sector? *Ni izihe ngingo z'ingenzi ku mibereho y'abarimu mudahaha agaciro mu rwego rw'uburezi?*

What do you suggest as alternative solutions, scenarios, strategies for improvement of socioeconomic welfare and labour conditions of workers in education sector in Rwanda? *Ni ibiki mwatangaho inama nk'ibisubizo, ingamba kugira ngo imibereho y'abarimu ndetse n'abandi bakozi bo mu burezi irusheho kugenda neza mu Rwanda?*

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Thanks for your participation!

Murakoze kuduha umwanya wanyu no kubwo ikiganiro cyiza tugiranye!

**2.5. Interview Guide / CESTRAR-SYNEDUC & SYNER / COSYLI / COTRAF-SYPERWA
Teacher's Union / *Inyoborakiganiro n'abahagarariye amasendika y'abarimu niba bahari*¹³**

1. What are the current features of teachers' conditions? *Ni izihe mbogamizi abarimu bahura nazo mu mibereho yabo?*
 2. What are main challenges do teachers are facing? *Ni izihe nzitizi abarimu bahura nazo mu mibereho yabo?*
 3. What are the main advocacy have you worked in the last 10 years? *Ni ubuhe buvugizi bwakorewe abarimu muri iyi myaka icumi ishize?*
 4. What are the factors harming the establishment of minimum wage for teachers? *Ni ibihe bintu bituma umushahara fatizo udashyirwaho ku barium?*
 5. What do you suggest to do for minimum wage to be established for teachers? *Ni ibiki mwatangaho ibitekerezo kugira ngo uwo mushahara fatizo w'abarimu ujyeho?*
 6. Are teachers satisfied with your intervention on their favour? *Ese abarimu bumva ubuvugizi bwabo kuri mwe buhagije?*
 7. What do you suggest as alternative solutions, scenarios, strategies for improvement of socioeconomic welfare and labour conditions of workers in education sector in Rwanda? *Ni ibiki mwatangaho inama nk'ibisubizo, ingamba kugira ngo imibereho y'abarimu ndetse n'abandi bakozi bo mu burezi irushaho kugenda neza mu Rwanda?*
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Thanks for your participation!

Murakoze kuduha umwanya wanyu no kubwo ikiganiro cyiza tugiranye!

13. SYPERWA ni sendika y'abarimu ishamikiye kuri COTRAF Rwanda naho SYNER na SYNEDUC ni sendika z'abarimu zishamikiye kuri CESTRAR. SYNER yibanda ku barimu b'amashuri ya Leta n'afashwa na Leta mu gihe SYNEDUC yibanda ku barimu bo mu mashuri yigenga.

Appendix 3: FGD Guide / Inyoborakiganiro mu itsinda

Instructions / amabwiriza:

- Introduction yourself (names, and flash info about marital status, educational level, working framework and assigned tasks,...) / *Kwibwirana amazina yombi, mu buryo bwihuse icyo ukora n'urwego uri kubikoramo, amashuri wize,...;*
- Talking about purpose, objectives of the study in order to gain mutual confidence / *Kuvuga ikigambiriwe, intego....;*
- Participation is voluntary; mainly there are open questions, and you are free to answer / *Kwemera kuganira ni ku bushake nta gahato, harimo ibibazo bifunguye niwowe ubwawe wihitiramo kubisubiza*

1) What are the problems related to your carrier do you face?

Ni ibihe bibazo muhura nabyo bifitanye isano n'umwuga wanyu?

- 2) What are the consequences generated by the living conditions on your working activities?

Imibereho yanyu igira izihe ngaruka ku kazi kanyu ka buri munsu?

- 3) What has been done by the Government of Rwanda to enable you to appreciate your profession?

Ni iki cyakozwe na Guverinoma y'u Rwanda kugira ngo murusheho gukunda umwuga wanyu?

- 4) At which extent the Teacher' s Trade Union serve you in solving your work- related problems?

Ni ku ruhe rwego urugaga rw'abarimu bari mu masendika rubafasha mu gukemura ibibazo bijyanye n'akazi kanyu?

- 5) What do you suggest as alternative solutions, scenarios, strategies for improvement of socioeconomic welfare and labour conditions of workers in education sector in Rwanda?

Mwatanga ibitekerezo, ibisubizo ndetse n'uburyo bwakoreshwa kugira ngo hazamurwe imponzamu-bukungu n'imikorere by'abakozi bo mu gisata cy'uburezi mu Rwanda?

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Thanks for your participation!

Tubashimiye umwanya muduhaye n'ikiganiro cyiza tugiranye!

