

Introduction

The Department of Education is currently undertaking a review of the current method of calculation of the Special Hardship Allowance. This survey is intended to give a voice to principals, teachers, trainee teachers and other education staff and allow them to provide input into a potential revision of this calculation and to complement information already gathered through stakeholder consultations. This consultative survey is voluntary and confidential.

1. Please select your professional status:

- ☐ Principal
- ☐ Teacher
- ☐ Trainee teacher
- ☐ Non-teaching school staff
- ☐ Other (please specify)

2. Please enter your age

3. Are you currently working in a school?

- ☐ Yes
- ☐ No

4. If yes, please enter the school name. If no, please enter "Not Applicable" or "NA". (This information will not be used to identify you, but only to understand your concerns in the context of your current working conditions).

5. If yes, please enter the school ID. If no, please enter "Not Applicable" or "NA". (This information will not be used to identify you, but only to understand your concerns in the context of your current working conditions).

6. If yes, please select the Division. If no, please select "Not Applicable"

7. If you are a teacher, please select your teacher level. If not, please select "Not Applicable"

8. Does your position currently entitle you to a hardship allowance?

- ☐ Yes
- ☐ No
- ☐ Not applicable

9. If no, have you ever worked in a position qualifying for a hardship allowance?

- ☐ Yes
- ☐ No

10. Please rank the following factors relating to hardship posts from most challenging (1) to least challenging (9).

<input type="text"/>	Cost of transport
<input type="text"/>	Cost of living
<input type="text"/>	Distance/Difficulty of access
<input type="text"/>	Hazard/Conflict
<input type="text"/>	Lack of communication (e.g. telephone, internet etc.)
<input type="text"/>	Lack of electricity
<input type="text"/>	Lack of water
<input type="text"/>	Limited career opportunities
<input type="text"/>	Multi-grade teaching

11. Please rate how important you think each of the following factors should be in calculating teachers' hardship allowance.

	Not important at all	Not very important	Important	Very important
Cost of transport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost of living	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distance/Difficulty of access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hazard/Conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of communication (e.g. telephone, internet etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of electricity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of water	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited career opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multi-grade teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. If you feel important factor(s) relating to hardship posts are missing from the list above please list here.

13. If the Department of Education were to introduce non-monetary compensation to attract teachers to work in hardship posts which of the following do you think would be most useful? Please rank from most useful (1) to least useful (10).

<input type="text"/>	Additional teaching materials
<input type="text"/>	Additional pension contributions
<input type="text"/>	Additional steps on pay scale
<input type="text"/>	Bonus points in job applications
<input type="text"/>	Extra training in advance
<input type="text"/>	Health insurance
<input type="text"/>	Housing/accommodation close to the school
<input type="text"/>	Priority for promotions
<input type="text"/>	Public recognition
<input type="text"/>	Support for career development

14. Under normal conditions (road exists, public transport is available, etc)

What, do you think, is the minimum distance (measured in kilometers) a school has to be from the poblacion/municipal office in order for it to be considered a remote school?

15. What, do you think, is the minimum duration of the travel (measured in hours) from the poblacion/municipal office to the school in order for it to be considered a remote school?

16. What, do you think, is the minimum cost of transportation (measured in pesos) from the poblacion/municipal office to the school in order for it to be considered a remote school?

17. Any additional comments: