**Dimension Three (RQ2): Teacher Governance: Recruitment and Deployment:**

This dimension focuses on how teachers are recruited and deployed. It particularly focuses on how teachers are recruited from under-represented groups and any incentives and assistance available to them, and on the balanced and representative deployment of teachers to hard-to-place and remote schools in order to ensure the fair distribution of educational opportunity across the education system.

Broader focus questions - these can be used in addition to those in the schedule and / or can be used to frame the more specific questions in the schedule.

1. How are teachers deployed in remote areas?
2. Who gets placed where and why?
3. What does the current deployment picture look like by gender, ethnicity, regional affiliation and what are the implications of this for Peacebuilding[[1]](#footnote-1)?
4. What are the processes of teacher recruitment in conflict-affected zones?
5. What is the make-up of current student-teacher cohorts and does this reflect an equal and accessible route into teaching? Does this match the deployment needs?
6. What attracts candidates into teaching? E.g. targeted incentives, low entry criteria, previous experience? What tensions does this create?

Example of framing: “I’d like to ask you now about how teachers are deployed in remote areas…” – then ask the direct question.

Framing questions:

1. I’d like to ask you about how teachers are deployed in remote areas…
2. I’d like to ask you about who gets placed where and why…
3. I’d like to ask you about what the current deployment picture looks like by gender, ethnicity, region and what the implications are for social cohesion..
4. I’d like to ask you about the processes of teacher recruitment in areas that experience problems of social cohesion and violence..
5. I’d like to ask you about the make-up of current student-teacher cohorts and how equitable and accessible routes into teaching are, given current deployment needs…
6. I’d like to ask you about what attracts candidates into teaching….

**Indicative questions: four sections (A,B,C,D)**

**Interview guide: personnel governing teachers**

**A. General: (can use framing questions 2 or 3)**

1. Which particular social groups are under-represented in the teaching workforce?

* Why?
* How does the under-representation of these groups impact on social cohesion and justice within schools and communities?

1. What are the main challenges in deploying teachers to remote areas?
2. What are the main challenges of recruiting and deploying teachers in conflict-affected zones[[2]](#footnote-2)?

Ask about deployment incentives (Scholarship, higher salary, etc.) and/or Mandatory

**B. Recruitment of under-represented groups in the teaching force: (can use framing questions 2 or 3)**

1. What particular incentives are being used to address the under-representation of specific social groups in the workforce?

2. What is your understanding of the purpose of the intervention?

(Why was it established? When did it start? What does it hope to achieve?)

3. What is your personal involvement[[3]](#footnote-3) in the intervention?

(What is your role? How long have you been involved?)

4. What do you think has been the greatest success in achieving the intended outcomes of the intervention? Why?

(Short term and long term)

5. What do you think has been the greatest challenge in achieving the intended outcomes of the intervention? Why?

(Short term and long term)

6. Which particular group(s) have supported the intervention? Why?

7. Which particular group(s have resisted the intervention? Why? How?

12. What needs to change for the intervention to function more effectively or better achieve its intended outcomes?

**C. Deployment of teachers to remote areas/conflict affected contexts (ask about both) (framing question 4)**

1. What particular incentives are being used to deploy teachers to remote areas/conflict-affected zones?

2. What is your understanding of the purpose of the intervention?

(Why was it established? When did it start? What does it hope to achieve?)

3. What is your personal involvement in the intervention?

(What is your role? How long have you been involved?)

4. What do you think has been the greatest success in achieving the intended outcomes of the intervention? Why?

(Short term and long term)

5. What do you think has been the greatest challenge in achieving the intended outcomes of the intervention? Why?

(Short term and long term)

6. Which particular group(s) have supported the intervention? Why?

7. Which particular group(s have resisted the intervention? Why? How?

12. What needs to change for the intervention to function more effectively or better achieve its intended outcomes?

**D. Coordination:**

Which other organisations are involved with teachers in building their capacity for promoting social cohesion in schools and communities?

How do you co-ordinate with the state[[4]](#footnote-4) and these other organisations?

1. Propose to change this to ‘social cohesion’ ( in all instances) [↑](#footnote-ref-1)
2. Propose to change ‘conflict affected zones’ for: ‘areas that experience problems of social cohesion and violence’ (in all instances) [↑](#footnote-ref-2)
3. If no direct ‘personal involvement’ then change from personal to use instead: a) organisation’s B) institution’s c) department’s d) staff’s involvement [↑](#footnote-ref-3)
4. If the interview is with government / civil servant then change this to: a) partners b) stakeholders c) these groups [↑](#footnote-ref-4)