

Foreword

Migration is both a millennia-old phenomenon and a distinctive feature of our times. For centuries, people have migrated in search of better economic opportunities, to find new challenges and to experience and learn from cultures other than their own. People have also migrated throughout history to escape conflict, environmental stress, natural disasters, and social, political and economic hardship. In the modern era, the ease of transport and communications and the changes in expectations brought about by globalisation mean that the potential and opportunities for international mobility are arguably greater than ever, even in a global environment where immigration controls are stronger than they have ever been. People no longer necessarily feel constrained by their horizons, but understand that they have the potential to work wherever they are needed and where they will be rewarded. We are witnessing too shifts in the patterns of conflict and complex emergencies, from the large-scale international militarised wars of the twentieth century to smaller-scale, intra-national conflicts where civilians have become increasingly targets of violence. Climate change is also predicted to increase the number of migrants escaping environmental stress.

Similarly, the movement of ideas and practices related to education is rapidly accelerating. Moving alongside are teachers. This is both an opportunity and a risk, for teachers and for education systems. Teachers may benefit enormously, both in financial terms and in terms of opportunities to develop professionally. But they may be exploited or abused, or face great personal and institutional barriers to the practice of their profession. Education systems may benefit from greater efficiency in the deployment of teachers, and from the greater inter-cultural understanding that results from international migration. But at the same time, large investments in teacher training may be lost when teachers move away.

Well-managed teacher migration can contribute both to increasing access to education for at-risk children (such as refugees and the rural poor) and the quality of education children receive, even in difficult circumstances. It is critically important to provide frameworks that protect teachers and to acknowledge that, formally recognised and properly supported, these same teachers can present an important resource for recipient countries to educate children. Managing migration well – as suggested at a Commonwealth level by the Ramphal Commission on Migration and Development's current series of reports *People on the Move*¹; at a UN level by a 2008 UNESCO Expert Group Meeting report on *Migration and Education: Quality Assurance and Mutual Recognition of Qualifications*²; and at the African Union level by its 2006 *Migration Policy Framework for Africa*³ and the *Second Decade of Education for Africa (2006–2015)*⁴ – is thus a key factor in achieving the Millennium Development Goals for educational access and equity and the Education for All quality objectives, as well as securing migrant teachers' rights and protecting education systems.

The *Commonwealth Teacher Recruitment Protocol (CTRP)*, adopted by Commonwealth ministers of education in 2004, is one instrument which helps countries to manage migration. It was a response to the concern voiced by a number of Commonwealth countries, particularly small states, that a significant proportion of their teaching workforce was being lost to targeted recruitment drives to work in other countries. While the mutual benefits to source and destination countries of teacher migration were recognised, it was felt that the migration process needed to be managed in order to maximise these benefits and minimise any negative consequences. The CTRP outlines the rights and responsibilities of recruiting countries, source countries and recruited teachers, as well as action plans to promote this tool as an international standard for organised teacher

recruitment. Since its adoption, the CTRP has been acknowledged by international organisations, such as the UN Educational, Scientific and Cultural Organization (UNESCO), the International Labour Organization (ILO), the Organization of American States (OAS) and Education International, as a document of good practice in education and migration issues within and outside of the Commonwealth.

As one of the action plans of the protocol, since 2006 the Commonwealth Secretariat has convened researchers and policy-makers from government, academia and civil society to address the need for reliable data on, and research about, teachers across all regions of the Commonwealth and beyond. There have now been six teacher research symposia, each one addressing a particular theme. Many of the papers presented at previous symposia concentrated on teachers recruited to work in developed countries. However, South-to-South migration is increasingly important, as are teachers who are forced to migrate because of conflict, environmental stress or other non-voluntary reasons. The sixth symposium, held in Addis Ababa, Ethiopia, in June 2011, therefore addressed these issues.

This report presents a collection of research papers submitted to the Sixth Commonwealth Research Symposium on Teacher Mobility, Recruitment and Migration, organised jointly by the Commonwealth Secretariat and UNESCO International Institute for Capacity Building in Africa (IICBA). The authors of the reports are policy experts, particularly in education and migration issues or education in emergencies. The report presents the key issues and trends in migration and development, followed by the genesis and rationale of the CTRP, its implementation status and challenges, and an examination of issues for new stakeholders, regions and instruments, such as the emerging African continental protocol. This is supported by specific examples from case studies from countries that are applying some of the key principles of the CTRP. Some solutions for better management of migrant teachers are proposed, and suggestions made for better investment in teacher development and recruitment within destination countries instead of actively recruiting from small states or poor countries. The report also addresses some issues not explicitly covered by the CTRP, such as those related to refugee teachers, unorganised recruitment, domestic migration and harmonisation of qualifications among countries. The final paper suggests some proposals for the better management of teachers forced to migrate, considering all these issues raised by the experts.

The papers provide policy-makers and practitioners with a critical and timely analysis of the urgent issues that affect teacher migration, so that they are equipped with the latest evidence to guide them. The report is particularly helpful in identifying issues around the implementation of teacher management instruments and solving them collaboratively, which will assist stakeholders to take the initiative in promoting and institutionalising them, and in addressing issues surrounding teacher migration in difficult circumstances, contributing to increased access to and quality of education for children.

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Notes

- 1 Gamlen, A (2010), *People on the move: Managing migration in today's Commonwealth*, first report of the Ramphal Commission on Migration and Development, The Ramphal Centre, London, available at: <http://www.imi.ox.ac.uk/pdfs/people-on-the-move-managing-migration-in-todays-commonwealth> (accessed 29 July 2011).
Hugo, G (2011), *People on the move: Managing migration in today's Commonwealth*, Third report of the Ramphal Commission on Migration and Development, The Ramphal Centre, London, available at: <http://www.ramphalcentre.org/pdf/114260.01%20Compiled.pdf> (accessed 24 October 2011).
Thomas-Hope, E (2011), *People on the move: Managing migration in today's Commonwealth*, second report of the Ramphal Commission on Migration and Development, The Ramphal Centre, London, available at: http://www.ramphalcentre.org/pdf/Ramphal_Second_Report_Commission_Mig_and_Dev.pdf (accessed 29 July 2011).

- 2 Hawthorne, L (2008), *Migration and education: Quality assurance and mutual recognition of qualifications*. Summary of Expert Group Meeting (Nine Country Audit), UNESCO, Paris, available at: <http://unesdoc.unesco.org/images/0017/001798/179851e.pdf> (accessed 28 May 2012).
- 3 African Union (2006), *The migration policy framework for Africa*, African Union, Banjul, available at: http://www.iag-agi.org/bdf/docs/migration_policy_framework_for_africa.pdf (accessed 28 May 2012).
- 4 Olubusoye, (2006), *Second Decade of Education for Africa*, African Union, Addis Ababa, available at: <http://www.africa-union.org/root/ar/index/INDICATORS%20AND%20DATA%20FOR%20MONITORING%20REPORT.pdf> (accessed 28 May 2012).