7. Teacher migration and the role of historically black colleges and universities and Hispanic serving institutions in the United States

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Abstract

The Commonwealth Teacher Recruitment Protocol (CTRP) recommends that recruiting countries have an obligation to better manage their own teacher resources so as not to deplete or displace the resources of other countries. This paper examines how investing in minority teacher recruitment and development at historically black colleges and universities (HBCUs) and Hispanic-serving institutions (HSIs) may help the US better manage its teacher supply and demand, thus reducing the need to recruit from limited pools of trained teachers in developing nations.

Teacher education programmes at HBCUs and HSIs are uniquely suited to prepare teachers to work effectively in challenging schools in which overseas-trained teachers may have difficulty. HBCUs and HSIs can also play an important role in providing in-service professional development for new teachers from other countries.

This paper also addresses how HBCUs can increase awareness of the Commonwealth Teacher Recruitment Protocol and advocate for the fair treatment of teachers from other countries. The case of Prince George's County public schools (PGCPS) in the United States is used as a case study and an example of the mistreatment of overseas teachers recruited to teach in shortage areas in the United States. It also demonstrates how HBCUs can play a role in helping the United States better manage its teacher resources, so these situations can be avoided. The author recommends that HBCUs also participate with Commonwealth working groups and advisory committees to broaden collaboration and perspectives.

Key words
HBCUs, Teacher Shortage, Minority Teachers, Urban Schools

7.1 Commonwealth Teacher Recruitment Protocol

The Commonwealth Teacher Recruitment Protocol (CTRP) sets standards and identifies best practices in managing international teacher migration for both source and recruiting countries (Commonwealth Secretariat, 2004). The CTRP requires that recruiting countries manage the supply and demand of teachers in their own countries in such a way that does not deplete the supply of teachers in source countries. It specifically addresses factors that contribute to brain drain in the source country and brain waste in the recruiting country.[1]

The CTRP also addresses the need to respect the recruited teacher's rights and sets out their responsibilities. The Fifth Commonwealth Teachers' Research Symposium discouraged the commodification or commercialisation of teachers (Ochs, 2011). The research of Dr Sadhana Manik, who studied teacher migration between South Africa and the United Kingdom (UK), found that some migrating teachers felt like commodities to be bought and sold on the open market (Degazon-Johnson, 2010). To combat this negative perception, teachers' professionalism and qualifications should be enhanced and their rights should be respected (Degazon-Johnson, 2010).

7.2 Root causes of teacher shortages

So how can the US better comply with the CTRP recommendations? These recommendations call for better management of a country's pipeline of teachers and the fair treatment of skilled, but vulnerable overseas-trained teachers. In other words, how can the US better manage its domestic teacher supply and demand in such a way as not to exhaust or exploit the pools of teachers in other countries? I argue in the latter part of this paper that HBCUS can play a role in helping stymie teacher shortages.

There is a need to understand push and pull factors associated with teacher migration and teacher shortages better. This was an Advisory Board recommendation made at the Inaugural Meeting of the Commonwealth Advisory Council in 2010 (Chanda, 2010). There is a chronic need in US schools to staff inner-city schools in critical-need subject areas with highly qualified teachers.[2] This need serves as a pull factor, or an attraction for many teachers in other countries to quit their jobs, dispose of property, leave families and migrate to the US, as many Filipino and other teachers have done.

However, it is also important to note that teachers have a right to migrate. They migrate as people first, with specific desires and needs. They may migrate to feel safer, have a higher standard of living for themselves and their families, and satisfy the need for self-fulfilment. Recruiting countries like the US have greatly benefited from the talents of international teachers. While wealthy nations like the US must better manage their own supplies of teachers as stipulated by the CTRP, this does not dwarf the need for overseas-trained teachers to be treated fairly by school systems in host countries.

Causes of teacher migration must also be understood by recruiting countries. The 2009 American Federation of Teachers' (AFT) report *Importing Educators* argues that the public school system in the US has either been 'unwilling or unable' to address root causes of US teacher shortage, which the report's author admits are multiple and overlapping. Instead, these school systems have simply resorted to the migration merry-go-round (AFT, 2009). Support for examining the root causes of teacher shortages in a broader context beyond the economics of supply and demand was garnered at the Fourth Commonwealth Teachers' Research Symposium, hosted by the National Education Association in Washington, DC, in 2009. Participants proposed a Global Initiative on Teachers that would incorporate policy perspectives and a broader spectrum of voices to promote information sharing and problem solving (Degazon-Johnson, 2010). This broader spectrum of voices would consider why there are teacher shortages in inner-city classrooms in the US and in certain critical subject areas like mathematics and science.

The number of foreign teachers recruited by large urban school districts in the US has steadily increased, slowed only by the recent economic downturn. The 2009 AFT report found this same upward trend in the reliance on overseas-trained teachers as a 'stop-gap' measure for US hard-to-staff classrooms. The AFT estimates that approximately 200,000 new educators will be required to staff classrooms each year, and 70,000 of them will be needed in poor schools in urban areas. The AFT report also found that the number of teachers that entered the US on a J-1 visa had dropped overall since 2001 (AFT, 2009: 13).[3]

The number of overseas-trained teachers has slightly decreased as states in the US slash budgets for schools. For example, Mayor Bloomberg in New York announced state budget cuts in February 2011 that would result in 4,700 teachers losing their jobs (Hernandez, 2011).

The following section will look at how the need for teachers to staff inner-city classrooms in Prince George's County public schools (PGCPS), an urban suburb of Washington, DC, drove school officials to resort to unsavoury practices in recruiting and managing foreign-trained teachers. Even under the threat of sanctions from the Department of Labor, the school system still insists that they must recruit teachers globally to fill slots in specialised fields.

7.3 Prince George's County public schools

Despite a fluctuating job market for teachers, violations of migrating teachers' rights seem to hold steady. PGCPS is a case study of why investing in minority teacher recruitment and development at minority serving institutions will help the US better manage its teacher supply, but also an example of the mistreatment of overseas teachers; one of several cases in recent years of US school systems violating the rights of teachers recruited from other countries. The case study demonstrates how HBCUs and other minority serving institutions can play a role in helping the US better manage its teacher resources, so these situations can be avoided.

PGCPS, one of the largest and most diverse urban school districts in the state of Maryland, also serves the Washington, DC, metro area. It has steadily recruited from the ranks of foreign teachers. In 2002, approximately 62 overseas-trained teachers were recruited in PGCPS, approximately 111 in 2003, and 249 were recruited in 2007, mainly from the Philippines (Samuels, 2011). So heavy are the exports of skilled labour from the Philippines that the country receives 25 per cent of its GDP from remittances (Ochs, 2011). PGCPS currently has 900–1,000 overseas-trained teachers serving in its ranks. Different sources, however, quote different numbers and this speaks to the consistent recommendation for the need for accurate reporting and data collection (Degazon-Johnson, 2010).

Many of the overseas-trained teachers in PGCPS were recruited to teach in shortage areas, such as mathematics, science, English as a Second Language (ESL) and special education. In 2010–2011, PGCPS only recruited one overseas-trained teacher on an H-1B visa[4]. This is likely due to the downturn in the economy that began in 2008–2009 and the investigation by the US Department of Labor into the hiring and recruitment practices of international teachers in PGCPS. In 2011, the school system suspended all international recruitment as it battled charges from the US Department of Labor of mismanagement and mistreatment of hundreds of international teachers (Samuels, 2011).

In April 2011, the US Department of Labor fined PGCPS more than US$5.9 million dollars in penalties for infractions regarding equal pay of teachers from the Philippines. The Department of Labor characterised the school district's action toward the teachers as a 'willful violation' of labour laws (Samuels, 2011, para. 3). According to the Department of Labor, the school system relinquished its responsibilities by shifting the cost of the H-1B work visas onto the recruited teachers, totalling more than US$5,000 for an individual teacher (Samuels, 2011). According to the Department of Labor, PGCPS unlawfully docked the pay of 1,044 H-1B teachers by having them pay more than US$4 million in fees (US Department of Labor, 2011).

Other instances were cited where the school district docked teachers' salaries for visa and processing fees (Valentine, 2011). The Department of Labor also charged Prince George's County school system for underpaying internationally recruited teachers as a result of reducing their wages for the payment of various fees (US Department of Labor, 2011). The Department of Labor has ordered restitution in the form of back pay and stiff fines (Medina, 2011). PGCPS says it acted in good faith and has co-operated with the US Department of Labor (PGCPS, 2011).

The possibility of the school district being prohibited from recruiting internationally remains. School spokesman Briant Coleman warned, 'If that were to happen, academic performance could be affected' (Valentine, 2011, para. 10).

According to PGCPS's proposed 2011 operating budget, the International Teacher Employment Programme (ITEP) was being used to recruit international teachers (PGCPS, 2010). In 2007, the Bernard Hodes Global Network, with operations in five continents, used a global marketing and recruitment firm (PGCPS, 2007). Mathematics, science, special education and ESL teachers were the most sought after in international recruitment drives. However, as a result of the US recession, many school districts were cutting back. PGCPS was no exception, although, according to PGCPS' Human Resources

Director, some foreign teachers would not be affected by budget cuts because they had become permanent residents through having obtained their green cards. These teachers no longer needed sponsorship through the school system or a temporary HB-1 visa.

Teachers from the Philippines faced non-renewal of visas as far back as 2009–2010 in Prince George's County. Several teachers from the Philippines had been dismissed and others were languishing in uncertainty. The Philippine Educators Network (PEN) was formed in 2010 as the official voice of educators from the Philippines in the county. PEN's objectives include representing its members' rights and interests and cultivating an awareness of the rich culture and language of the Philippines. The President of PEN in Maryland, Dr Carlo Parapara, described the situation as discriminatory (Medina, 2011). PEN Secretary, Millet Panga, reported in an interview that, 'Most of the teachers have been "uprooted" by their move to teach in the county, selling property in the Philippines and bringing their family into America on expectations that they won't have any problem securing their green cards, as long as they do their jobs well' (Medina, 2011, para. 15).

PGCPS is the latest notch on a string of investigations into suspected wrongdoing in the recruitment and management of overseas-trained educators in the US. The Department of Labor has investigated 17 cases of similar suspected wrongdoing since 2005 (AFT, 2009). A recent case of suspected mismanagement occurred in Los Angeles, California, and involved teachers from other countries hired to teach in hard-to-staff inner city classrooms in the New Designs Charter School. Baltimore City public schools is another case in point, examined in detail in the 2009 AFT report. By 2009, more than 600 Filipino teachers had been recruited to teach in urban classrooms in Baltimore. The well-intentioned recruits were often preyed upon by dubious recruitment agencies using the Filipino teachers' prized skills in mathematics and science as bait for hungry inner-city school officials trying to staff classrooms.

How can the US cultivate its own crop of teachers in critical shortage areas, who are capable and willing to work in challenging schools without drawing down limited pools of teachers in developing countries? Consider the extent of the problem. The highlighted case of teacher recruitment abuse in this paper resulted from trying to staff classrooms in inner-city or challenging schools with high minority populations like those found in Baltimore, Los Angeles and Prince George's County. Foreign teachers needed in these schools were primarily those skilled in shortage subject areas like mathematics, science, special education and ESL. PGCPS has 80 overseas-trained special educators, the highest number of special educators teaching on a H1-B visa in any school system across the country according to a 2011 study by the Center for Immigration Studies (CIS) (North, 2011). Even as the US Department of Labor and PGCPS negotiated a way forward after the school system was fined millions of dollars, school officials maintained that overseas-trained teachers in critical disciplines like maths and science would have a better chance of keeping their jobs than other overseas-trained teachers in less-critical disciplines (Valentine, 2011). Facing a ban on international recruitment altogether, PGCPS officials believed that such a measure '… penalizes a school system that has strived to obtain qualified teachers in the same or similar manner used by other school systems around the country' (Valentine, 2011, para. 11).

Yet there is little safety in numbers. Schools in the US trying to staff classrooms in hard-to-fill subjects are in a quandary. In the 2010 report *Closing the Teacher Gap,* researchers Carol Anne Spreen of the University of Virginia, David Edwards of the National Education Association (NEA) and Shannon Lederer of AFT examined the US context in regard to international teacher recruitment. They estimated that some 30,000 to 50,000 overseas-trained teachers were hired in hard-to-staff schools in the US teaching in critical shortage areas (Degazon-Johnson, 2010). The researchers see international recruitment as a 'band-aid' approach that treats the symptom without examining the deeper issues that underlie the shortages in the first place (AFT, 2009).

For example, hard-to-staff schools are ones that end up with the most foreign teachers. These schools are primarily attended by low-achieving, but well-deserving minority students needing special attention. Challenging schools may be shunned by teachers who

do not feel that they have the training to effectively teach students in urban or high-risk settings. The author, having worked with pre-service and in-service teachers in a variety of university teacher preparation programmes, can confirm that there is little or no explicit attention paid to how to effectively teach urban learners or learners with special needs. Hence teachers graduating from these programmes will feel unprepared to work in settings where they encounter these students in high numbers. Teachers that lack the skills required to teach in challenging settings, tend to leave them relatively soon (Darling-Hammond, 2003). The attrition rates in poor urban schools can be as high as 50 to 80 per cent for a teacher in the first three years of service (Degazon-Johnson, 2010). This is due to resignation and visa expiration, since inner-city schools are more likely to have new teachers and overseas-trained teachers.

7.4 Minority teacher investment

The teacher shortage is a distribution shortage, a training shortage and what could be called a minority teacher investment shortage (Alliance for Excellent Education, 2004). A minority teacher investment shortage is when insufficient resources – both material and human – are focused on addressing the shortage of minority teachers trained to work in difficult and challenging schools like PGCPS. The role of HBCUs in ameliorating both the training issue and the minority teacher investment shortage will be examined in this and the following section.

The Director of the NEA Department of Teacher Quality, Segun Eubanks, supported this slightly more nuanced understanding of the teacher shortage in his presentation at the Fourth Commonwealth Teachers' Research Symposium in 2009. Eubanks was not convinced that there was a teacher shortage in the US, or at least not in the conventional sense. Rather Eubanks argued that there might even be a surplus of teachers for some available positions. Eubanks also stated that, rather than a shortage of teachers, there was a shortage of enthusiasm among educators to take on teaching assignments in urban, or high-poverty or high-minority schools (Degazon-Johnson, 2010).

A recent 2011 report from CIS made a similar claim. The study, authored by CIS Fellow David North, stated that US teachers were either inadequately trained to teach in challenging schools, not actively recruited by schools to do so or unwilling to teach in settings with high numbers of minority and poor students, who might have limited English proficiency and other special needs (North, 2011). This results in school officials tapping into teacher pools from developing countries, instead of properly managing their own. In the 2010 report *Closing the Teacher Gap,* researchers from the University of Virginia, NEA and the AFT argued that schools may have ulterior motives in not hiring US teachers. These motives included undermining teacher unions, hiring cheaper labour and building a less demanding workforce (Degazon-Johnson, 2010).

Using the Department of Labor's H1-B Case Database, North noted that the highest concentrations of foreign teachers were clustered in areas with the highest enrolments of poor and minority children. These children were often dual language learners and might have systemic achievement gaps. Texas recruits hundreds of bilingual teachers from Spanish-speaking countries each year to serve a large Hispanic population. School officials in Texas have been criticised for not tapping into more local teacher markets and increasing their own capacity, instead of depleting limited reserves of teachers in emerging countries, who need trained teachers to help develop their nations. According to the CIS report, large city schools in New York City; Houston, Texas; Newark, New Jersey; Baltimore and Prince George's County, Maryland, have some of the highest concentrations of overseas-trained teachers (North, 2011).

North (2011) writes about the impact on disadvantaged schools that over-rely on internationally recruited teachers to staff classrooms. Teachers recruited from other parts of the world are often well educated in their fields. Many are just as skilled – if not more so – than their American counterparts. Teachers from other countries also provide students with valuable international cultural experiences. However, overseas-trained teachers may

lack the cultural familiarity and the specific skill set required to help children with multiple deficits and achievement gaps often found in high-poverty and urban schools – the very schools in which they are likely to be placed. While foreign teachers are highly skilled in the content, they are new to American culture and even less familiar with American minority subcultures. More attention needs to be paid to the cultural mismatch between foreign teachers and their students. Overseas-trained teachers need specialised professional development in the special needs of American minority students, including their cultural needs. HBCUs specialise in culturally competent teaching and can provide professional development to teachers new to the US, thereby increasing their success in the classroom.

7.5 HBCUs and HSIs and teacher migration

Investing in minority teacher development at historically black colleges and universities (HBCUs) and Hispanic-serving institutions (HSIs) may help the US better manage its teacher supply and reduce the need to recruit limited pools of overseas-trained teachers from Commonwealth and non-Commonwealth countries. In addition, HBCUs and HSIs can become important allies in advocating for the fair treatment of overseas trained teachers.

HBCUs are colleges and universities that were founded when African-Americans were not allowed to attend white institutions of higher education. HBCUs usually have a high enrolment of black students, but this is not always the case. HBCUs are institutions of higher learning founded for the education of disadvantaged persons, but which do not exclude others from attending.

HSIs are colleges and universities that have a traditionally high Hispanic enrolment (a minimum 25 per cent full-time Hispanic undergraduate enrolment). The Hispanic population is the fastest growing population in the United States and the institutions dedicated to serving them (HSIs) have more than doubled in the last 20 years. There are approximately 100 HSIs in existence. HSIs are non-profit institutions of higher learning (Hispanic Association of Colleges and Universities, undated).

Many HBCUs and HSIs were originally founded as teacher training institutions, and produce a small but steady supply of the nation's minority teachers; HBCUs produce about 85 per cent of the nation's minority teachers. Today HBCUs and HSIs have a diverse student body, but remain committed to their missions of equal opportunity and educating African-Americans and Hispanic students. Teachers trained in teacher education programmes at HBCUs and HSIs have often been exposed to a rigorous curriculum focusing on how to work with minority children, their parents and the communities in which they live (Noel, 2010).

Due to the unique mission of HBCUs and HSIs, they often have linkages with urban and or challenging schools and use these partnerships to expose students to difficult school settings. As a result, pre-service teachers in these minority serving institutions may have spent more quality time in challenging school settings working with Hispanic and African-American children than pre-service teachers in more traditional university teacher training programmes (Williams, Graham, McCary-Henderson and Floyd, 2009).

Teacher education programmes at HBCUs and HSIs often co-operate with or receive special funding from the US government and other agencies to develop minority teachers in critical shortage areas such as mathematics, science, special education and ESL. One such programme, *Ready to Teach* at Howard University, an HBCU, is described in later sections of this paper.[5] Teachers who participate in these special programmes at HBCUs also make a commitment to use their skills to teach in challenging schools, such as those found in New York City, Baltimore, Prince George's County and in Houston. These are the very school systems that often resort to overseas recruitment and mismanagement of foreign teachers, when other qualified US teachers are not available. This harkens back to the observation made by NEA Director of Teacher Quality, Segun Eubanks, that rather

than a shortage of teachers, there is a shortage of enthusiasm among teachers to teach in urban, or high-poverty or high-minority schools (Degazon-Johnson, 2010).

While many teacher preparation programmes, including non-HBCU and non-HSI programmes, are dedicated to preparing teachers who will be able to work well with all students, including minority children and those in urban schools, HBCUs and HSIs are equipped with special tools to do so. These tools include the historical legacy and mission that guides their efforts, large numbers of minority faculty with ties to these schools and communities, pre-service teachers who may have been products of the very schools that they are now being trained to teach in, and a research and advocacy agenda that focuses on social justice and human rights. Together this increases the commitment of teachers trained in HBCUs and HSIs to not only serve students well in challenging schools, but to also serve as mentors, role models and community advocates.

In terms of teacher migration to the US, HBCUs and HSIs can play an important role in providing in-service professional development for new teachers from other countries. Teacher training programmes at HBCUs, as well as HSIs and other institutions, often form professional development school (PDS) relationships with primary and secondary schools. In exchange for having access to schools for research and clinical practice for interns, university professors provide professional development. Accrediting bodies of teacher preparation programmes also encourage universities to collaborate with schools in this way, and have explicit standards to measure their effectiveness in doing so. In-service professional development enables overseas-trained teachers to be more effective in the challenging school settings in which they are often placed. HBCU faculty expertise is partly derived from deep ties with Commonwealth countries, as well as research and advocacy agendas that support their well-being.

Next, HBCUs and HSIs have had much success with developing the talent of African-American and Hispanic males and want to translate that success into producing more minority male teachers (Mikyong and Conrad, 2006). Male teachers are especially targeted in overseas recruitment drives due to their low numbers in the teaching profession in the US and in other developed nations. Approximately 1.7 per cent of the 4.8 million public school teachers in the US are black males (Council of the Great City Schools, 2010). Teachers of colour in the US make up only 16 per cent of the total teaching population. Some 42 per cent of public schools have no minority teacher at all.

Lastly, HBCUs and HSIs can serve as excellent conduits to promote the CTRP. As institutions, HBCUs and HSIs have lasting relationships and partnerships with the developing world, guided by missions that promote social justice. HBCUs like Howard University have partnerships and exchange programmes in several African countries, supported by faculty with explicit research agendas that support the social justice mission of the university. The missions of HSIs are made clear in a 13-point typology developed by the Hispanic Association of Colleges and Universities (HACU). The typology is meant to further define the role that HSIs should play in the future. The first major characteristic in the typology of an HSI is how well it serves Hispanic students and how clear that mission is made in the mission and other guiding documents of the institution (HACU, undated).

7.6 *Ready to Teach* programme

The *Ready to Teach* programme is highlighted here as one example of a programme at a HBCU that is designed to specifically address the minority teacher investment shortage. These efforts are in line with the *No Child Left Behind* (NCLB) Act. The NCLB law encourages colleges and universities to establish goals to address teacher shortages and be more responsive to their communities' school and staffing needs. HBCUs and HSIs have taken this charge seriously, including the School of Education at Howard University. Howard University is a HBCU located in the historic Shaw-Howard district of Washington, DC. Miner Teachers College was an important part of the early beginnings of the university that came into being shortly after the US Civil War.

In an effort to increase the numbers of minority teachers in high-need content areas and high-needs schools, Howard University's School of Education established a national consortium called *Ready to Teach.* The programme is funded by the US Department of Education to develop teachers in critical shortage areas drawn primarily, but not exclusively, from underrepresented groups in the teaching force in the US. The national consortium provides participants with the opportunity to pursue their teaching licence in the high-need areas of English, reading, special education, science and mathematics, at both the primary and secondary levels. HBCUs remain the main producers of black graduates in the science, technology, engineering and mathematics (STEM) fields that form the pool of K-12 teachers in critical shortage areas like mathematics and science. The *Ready to Teach* programme at Howard University utilises these STEM graduates as a pool of future teachers in mathematics and science.

The *Ready to Teach* programme addresses a national obligation to diversify the ranks of the teaching force and to stem the teacher shortage, especially in critical shortage areas. This is in line with the spirit and intent of the CTRP. Increasing the numbers of highly qualified minority teachers in critical shortage areas provides role models for all students, but especially helps minority students (Darling-Hammond, 2003). Therefore the *Ready to Teach* programme and other programmes like it support the key tenets of the CTRP. The protocol focuses on balancing the rights and responsibilities of both the source and recruiting countries, as well as a teacher's right to migrate and be treated fairly. The protocol specifically states that it is the responsibility of recruiting countries like the US to properly manage their domestic teacher supplies. The *Ready to Teach* programme is one of many ways that HBCUs can contribute to this very important effort.

7.7 Conclusion and recommendations

This paper discussed how minority teacher shortages must be examined in a broader context and how the role of HBCUs and HSIs in alleviating minority teacher shortages should be considered. HBCUs and HSIs are minority-serving institutions and are particularly suited to address the minority teacher shortage. HBCUs, like HSIs, are also uniquely equipped to address more effectively the professional development needs of overseas-trained teachers working in challenging schools. Minority teacher graduates from HBCUs are trained to teach in hard-to-staff urban classrooms that sometimes must resort to overseas recruitment to find qualified teachers. PGCPS was examined as a case study of mistreatment of overseas teachers, and why investing in minority teacher recruitment and development at HBCUs and HSIs might help the US better manage its teacher supply.

Teacher preparation programmes at HBCUs can also be important collaborators in promoting the CTRP and advancing research that supports its aims, intents and purposes. HBCUs can be important advocates for respecting the rights of overseas-trained teachers. One important recommendation is that HBCU representation is needed on Commonwealth working groups and advisory committees to broaden support for the CTRP and develop a deeper understanding of teacher supply and demand in the US.

Recognising the importance of teachers to student learning is what powers the migration cycle. Research has clearly shown that an effective teacher is the critical element, although not the only one, in a student's success in the classroom. The *Global Perspectives on Teacher learning: Improving Policy and Practice* emphasised this point by concluding that, 'Teaching is arguably the strongest school-level determinant of student achievement' (Schwille, Deiubele and Schubert, 2007: 21). The International Summit on the Teaching Profession, hosted by the US Department of Education and held in New York City on 17 March 2011 reinforced this observation. Education Secretary Arne Duncan, who helped organise the summit, reiterated the primacy of the teacher in his statement that '…it takes a high-quality system for recruiting, training, retaining and supporting teachers over the course of their careers to develop an effective teaching force' (US Department of Education, 2011, para. 3).

The purpose of the summit was to engage the international community in addressing the common challenges of teacher quality and student learning. The issue of teacher migration from poorer countries to richer ones needs higher visibility in these types of global fora. Teacher migration is often viewed as the consequence of seemingly intractable teacher shortages brought on by a myriad of problems in the global economic system. While this may be partly true, teacher shortages in certain subject areas in challenging schools may not be as intractable as they may seem. HBCUs are valuable resources in training teachers to work effectively with all students, but especially with minority students and students in challenging schools.

It is important to note that teacher migration has many positive benefits for both sending and receiving countries. International teachers provide important skills and global learning experiences to American students. Remittances are important sources of income for developing nations. Overseas-trained teachers, however, must be treated fairly and given the support to be successful. HBCUs, with their unique missions and global charters, can be important allies in these causes.

Notes

1 Brain drain is the drawing down of teacher talent in developing countries. Brain waste is the underutilisation of the talents of migrating teachers by recruiting countries.
2 Inner-city schools are primary and secondary schools located in urban areas that are sometimes poor. Children that attend inner-city schools may have disadvantaged backgrounds and are disproportionately minority students.
3 The J-1 Visa is a cultural exchange visa that is issued for one year with the option to be renewed twice, for up to three years. Teachers must have a Department of State sponsor and are required to return back to the sending country for at least two years, as part of a residency requirement.
4 The H-1B visa is designed for workers engaged in a professional occupation in the United States that requires a college education to enter the field. H-1B visa holders take positions in such specialty areas as law, business, medicine, scientific research, and professional teaching.
5 Gratitude is expressed to the *Ready to Teach* programme at Howard University and its funder, the US Department of Education, for the use of data and information regarding the programme.

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