

Protocol for the Recruitment of Commonwealth Teachers

**Adopted by Ministers of Education,
September 2004**

**Presented
at the Workshop on Teacher Development, Pretoria, South Africa 17 –
19 June 2008**

Virgilio Juvane, Adviser (Education) Commonwealth Secretariat

v.juvane@commonwelth.int

www.thecommonwealth.org

Introducing the Commonwealth Diversity

- ❖ A unique family of 53 developing and developed nations
- ❖ 2 billion people – 30% of the world's population
- ❖ Every continent, many races, faiths, languages and cultures
- ❖ Shared values and principles: democracy, good governance, human rights and the rule of law, socio-economic development, gender equality, tolerance, respect, and peace and security

Mission and Mandate

- ❖ We work as a trusted partner for all Commonwealth people as:
 - ❖ a force for peace, democracy, equality and good governance;
 - ❖ a catalyst for global consensus building; and
 - ❖ a source of assistance for sustainable development and poverty eradication

Background of the Protocol

- ❖ Loss of scarce professionals as a result of targeted recruitment programmes.
- ❖ Negative impact on recruiting countries, particularly the small states.
- ❖ Ministers are conscious of the potential opportunities for countries that are available through a structured and well-managed programme of teacher exchange and of trade in skills.

Background of the Protocol

- ❖ It is therefore acknowledged that recruited teacher mobility has great value.
- ❖ However, the recruitment of teachers must not be to the detriment of national educational systems.

Protocol Purpose

- ❖ To balance the rights of teachers to migrate internationally, on a temporary or permanent basis, against the need to protect the integrity of national education systems, and to prevent the exploitation of the scarce human resources of poor countries.

Protocol Purpose

- ❖ The Protocol also seeks to safeguard the rights of recruited teachers and the conditions relating to their service in the recruiting country.
- ❖ The Protocol holds moral authority on the matters it addresses.

Rights and Responsibilities of Recruiting Countries

- ❖ It is recognised that the organised recruitment of teachers may be detrimental to the education systems of source countries, and to the costly human resource investment they have made in teacher education.
- ❖ Recruiting and source countries should agree on mutually accepted measures to mitigate any harmful impact of such recruitment.

Employment Conditions for Recruited Teachers

- ❖ Recruited teachers shall enjoy employment conditions not less than those of nationals of similar status and occupying similar positions.
- ❖ The recruiting countries should also provide dedicated programmes to enable such teachers to achieve fully qualified status in accordance with any domestic requirements of the recruiting country.

Monitoring & Evaluation

- ❖ The Commonwealth Secretariat should monitor the status of organised recruitment of teachers, including numbers, recruitment practices and effects, and evaluate the application of the Protocol including the impact on developing countries, and report to Ministers.
- ❖ Ministers should undertake a regular review of the Protocol, commencing at the 16CCEM.

Related Action

- ❖ To conduct a study to understand the scale of teacher mobility within the Commonwealth, particularly:
 - ❖ The organised teacher recruitment and;
 - ❖ More informal modes of teacher migration.
- ❖ Identify how teachers across the Commonwealth can have greater access to teaching in other Commonwealth countries as a significant continuing professional development activity.

Related Action

- ❖ To investigate systems and criteria for assessment of equivalences of teacher qualifications and of professional registration status across the Commonwealth.

Some Examples of Impact

- ❖ Letter of Agreement with the ILO and recognition from UNESCO, EI and IOM as model of good practice in teacher mobility.
- ❖ Commonwealth Protocol used by the Kenyan Government as a reference document to manage the organised recruitment of teachers to Rwanda.
- ❖ The dissemination of the Protocol in Africa has shown the degree of teacher mobility across African countries.
- ❖ **Possible lessons for the AU Plan of Action**
- ❖ Need to take a pro-active approach to teacher mobility across African countries.
- ❖ The imperative of developing national and regional qualification frameworks.