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Education & Employment / Teacher Migration:

Draft Resolution on Teacher Migration and Mobility

Proposed by: Executive Board
Original language: English

The 6th Education International (EI) World Congress meeting in Cape Town, South Africa, from 22nd to 26th July 2011:

1. Noting that international migration and mobility has become a global phenomenon and risen to the top of the policy agenda in many parts of the world;
2. Acknowledging UN data that international migrants constitute over three per cent of the world's population, and that nearly half of these migrants are women;
3. Recognising the establishment of the Global Forum on Migration and Development (GFMD) by the UN in 2006 and its potential to provide a platform for international dialogue on migration and development policy and practice;
4. Recalling that the Commonwealth Teacher Recruitment Protocol (CTRP) was recognised by EI and the ILO in 2006 as an instrument of good practice in dealing with teacher migration issues;
5. Motivated by a desire to protect migrant workers, particularly teachers and other education employees and their families;
6. Noting that few countries have ratified and fully implemented the UN Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families and ILO Conventions 97 (Migration for Employment Convention) and 143 (Migrant Workers Convention);
7. Observing that brain drain, particularly as a consequence of migration, may have adverse effects, particularly on the economies and education systems of developing countries and small states;
8. Considering that the teachers who migrate are often well qualified and/or those dealing with subjects such as sciences, mathematics and information and communication technologies, the sending countries, most of which are developing and/or small states, are thereby deprived of highly skilled education employees;
9. Affirming that migrants, and, in particular, migrant teachers and their families, contribute to the development of both their countries of origin and the host countries;
10. Recognising that mobility equips individual student and teacher migrants with new skills, experience and expertise and promotes cultural and information exchange, innovation and the creation of vital international networks that improve the quality of education systems and stimulate economic development in both the sending and receiving countries;
11. Acknowledging the need to promote teacher mobility while safeguarding the integrity of education systems, particularly in developing countries, as outlined in the 1966 ILO/UNESCO Recommendation concerning the Status of Teachers and the 1997 UNESCO Recommendation concerning the status of Higher Education Teaching Personnel;

- 56 12. Noting with concern the exploitation of migrant teachers, particularly by recruitment agencies
57 and employment bodies in many receiving countries;
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- 59 13. Noting with concern the non-recognition of qualifications and loss of professional status when
60 skilled education personnel migrate, particularly from less developed to developed countries;
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- 62 14. Recognising the fundamental role that teacher trade unions play in safeguarding the human and
63 trade union rights of migrants, migrant teachers and other education employees and their
64 families; and
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- 66 15. Convinced that the increasing scale, scope and complexity of international migration, as well as
67 the challenges and opportunities presented by the cross-border movement of people, especially
68 teachers and other education workers, calls for immediate action at international level to control
69 and regulate such migration;
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71 **The World Congress, therefore,**
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- 73 16. Mandates the Executive Board, in cooperation with member organizations,
74 (i) to campaign for the ratification and implementation of international instruments that
75 promote the human and trade union rights of migrants, migrant teachers and their families
76 and, in particular, the ratification of the UN Convention on the Protection of the Rights of
77 All Migrant Workers and Members of Their Families and ILO Conventions 97 and 143;
78 (ii) to promote the Commonwealth Teacher Recruitment Protocol and/or its principles, as well
79 as support other international, regional or national efforts to develop and implement
80 policies, programmes and instruments that promote and protect the rights of migrants,
81 migrant teachers and other education employees;
82 (iii) to campaign for the regulation of the activities of recruitment agencies in order to curb
83 unethical practices and the exploitation of migrant teachers;
84 (iv) to support international, regional and national level initiatives that promote mobility of
85 students and skilled education personnel and the cross border recognition of comparable
86 qualifications;
87 (v) to cooperate with other Global Unions in defending the rights of migrants, migrant
88 teachers and other education employees and their families and to lobby governments and
89 international organisations such as UNESCO, the ILO, IOM (International Organisation for
90 Migration), World Bank and OECD to develop policies that promote student and teacher
91 mobility, while protecting the integrity of vulnerable education systems, and particularly
92 those of developing countries;
93 (vi) to establish a Teacher Migration Taskforce comprised of representatives from both source
94 and destination countries and to develop a virtual Global Network of Migrant Teachers in
95 order to facilitate the sharing of information and ideas.
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- 97 17. Encourages member organizations to organize migrant teachers and other education employees,
98 recruit them and defend their human and trade union rights and to support them and their
99 families to integrate successfully in the host country;
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- 101 18. Requests that the EI Research Institute undertakes research into various aspects of teacher
102 migration, including its impact on both the source and receiving countries;
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- 104 19. Calls upon governments and education institutions to improve the conditions of service for all
105 skilled education personnel in order to reduce the factors that cause brain drain and to facilitate
106 the return of migrants with mutual benefits to both source and receiving countries.