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**SESSION 2**

**DRAFT PACIFIC PROTOCOL FOR  
TEACHER RECRUITMENT**

This paper was prepared by the Forum Secretariat.

# **DRAFT PACIFIC PROTOCOL FOR TEACHER RECRUITMENT**

## **Definitions**

**Recruited Teacher:** a teacher who is recruited for service in a country other than their own.

**Recruiting country:** the country that is seeking to recruit, or succeeds in recruiting teachers from other countries

**Recruiting business / agency:** a business/agency that recruits teachers in one country (source country) for service in another (recruiting country).

**Source country:** the country from which teachers are recruited for service abroad.

**Organised recruitment:** a systematic targeted recruitment programme of teachers from another country.

**Clearance certificate:** A document from the appropriate authority of the source country which states that the recruited teacher has given the required notice and has complied with the terms and conditions of his/her contract of employment.

## **BACKGROUND TO THE DEVELOPMENT OF THE PROTOCOL**

Many Pacific Island countries are experiencing shortages of teachers. These shortages, which tend to be more severe in small island states, remote and rural areas, reduce countries' capacity to provide good quality services to their populations. Some smaller island countries are responding to the problem by systematically recruiting teachers from other countries within the region.

Most teachers in FICs have a Diploma in Teaching. The remainder of the teachers falls into the categories of Certificate, Degree and Postgraduate Degree holders in education. Teacher training is also available within the region with nine countries noting the availability of in-country teacher training programmes.<sup>1</sup>

Governments remain the main source of funding for the education sector with funds derived from the National Budget. The second major source of funding for education programmes is from donor agencies including NZAID, AusAID, EU, and JICA. For a selected number of countries, funding is also sourced from Taiwan, US (COMPACT), France, ADB, World Bank and private foundations.

The issue of a possible protocol for teacher recruitment was raised as smaller FICs will continue to need to recruit teachers from within the region. It was noted that the Commonwealth has recently developed such a protocol. A Pacific protocol could be based on this, but should be more relevant to the needs of the region. Such a protocol would provide some measure of protection for teachers who are recruited within the region. While many teachers are recruited under bilateral agreements, such a protocol could provide a check-list of areas to be covered.

Forum Education Ministers, during their meeting in Apia Samoa in 2005, requested the Forum Secretariat to prepare a draft Pacific Protocol for the Recruitment of Teachers. This draft is to be tabled for discussion at the next Forum Education Ministers meeting in October 2006.

The Draft Pacific Protocol for Teacher Recruitment has been adapted from the Protocol for the Recruitment of Commonwealth Teachers that was adopted by Ministers of Education, in the United Kingdom in 2004.

An overarching objective in the development of this draft Protocol is to be sensitive to the needs of recipient countries and the migratory rights of individual teachers. The Protocol does not propose that governments should limit or hinder the freedom of individuals to choose where they wish to live and work. However, the recruitment of teachers must not be detrimental to national education systems.

Therefore, the Pacific Protocol for Teacher Recruitment is intended to provide governments with a set of guidelines within which regional recruitment should take place.

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<sup>1</sup> Analysis of 2004 FBEAP Stocktake

Forum Island Countries may wish to supplement the Code with additional guidance particular to their own national needs and situations.

## **PURPOSE OF THE PROTOCOL**

This Protocol aims to balance the rights of teachers to migrate within the region, 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 in source countries. The Protocol also seeks to safeguard the rights of recruited teachers and the conditions relating to their service in the recruiting country.

In doing so, the Protocol seeks to promote the positive benefits which regional teacher migration can bring and to facilitate the sharing of the common wealth of human resources that reside within the Pacific region.

Through the Auckland Declaration of April 2004 to strengthen regional cooperation and integration, and in response to the many challenges facing Pacific islands countries, Forum Leaders have adopted the following Vision to guide their response as a region:

Leaders believe the Pacific region can, should and will be a region of peace, harmony, security and economic prosperity, so that all of its people can lead free and worthwhile lives. We treasure the diversity of the Pacific and seek a future in which its cultures, traditions and religious beliefs are valued, honoured and developed. We seek a Pacific region that is respected for the quality of its governance, the sustainable management of its resources, the full observance of democratic values and for its defence and promotion of human rights. We seek partnerships with our neighbours and beyond to develop our knowledge, to improve our communications and to ensure a sustainable economic existence for all.

Within the context of the Pacific Leaders vision of cooperation and consensus and within the framework of relevant international and other agreements, governments will subscribe to the Protocol and implement it, maintaining the integrity of their national education systems.

Although this Protocol does not hold any legal authority all the member countries are encouraged to develop such regulations and legislation that are necessary to meet the commitments of this Protocol.

## **RIGHTS AND RESPONSIBILITIES OF RECRUITING COUNTRIES**

It is the responsibility of the authorities in recruiting countries to manage domestic teacher supply and demand in a manner that limits the need to resort to organised recruitment in order to meet the normal demand for teachers. At the same time the right of any country to recruit teachers from wherever these may be obtained is recognised.

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 investments they have made in teacher education. Recruiting and source countries should agree on mutually accepted measures to mitigate any harmful impact of such recruitment. Where requested by source countries, recruiting and source countries shall enter into bi-lateral discussions and make every effort to reach an agreement which will provide for such measures. Consideration will be given to forms of assistance such as technical support for institutional strengthening, specific programmes for recruited teachers, and capacity building to increase the output of trained teachers in source countries.

### ***Acceptable Recruiting Processes***

Recruiting countries shall make every effort to ensure that departure of recruited teachers is avoided during the course of the academic year of the source country, to prevent the disruption of teaching programmes.

A recruiting country shall provide to a source country, all relevant information regarding the status of teachers recruited. Where such information is not available, Pacific countries are encouraged to develop mechanisms for this purpose.

Where required by source countries, recruiting countries shall make every effort to obtain a clearance certificate from a source country prior to any contract of employment being signed, and this shall not be unreasonably withheld.

A recruiting country should ensure the establishment of a complaints mechanism and procedure in regard to recruitment to be made known to the teacher at the start of the process.

The government of any country which makes use of the services of a recruiting agency, directly or otherwise, shall develop and maintain a quality assurance system to ensure adherence to this protocol and fair labour practices. The recruiting countries should ensure compliance. Where agencies do not adhere, they will be removed from the list of approved agencies.

The recruiting agency has an obligation to contact the intended source country in advance, and notify it of the agency's intentions. Recruiting countries will inform recruiting agencies of this obligation. Recruiting countries should inform source countries of any organised recruitment of teachers.

Prior agreement should be reached between the recruitment agency and the government of the source country, regarding means of recruitment, numbers, and adherence to the labour laws of the source country. Recruitment should be free from unfair discrimination and from any dishonest or misleading information, especially in regard to gender exploitation.

### ***Employment Conditions for Recruited Teachers***

Wherever appointed, 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.

The recruited teacher is bound and subject to rules of national labour law and is also governed by any legislation or administrative rules relating to permission to work and suitability to work with children in the recruiting country.

Further, where a complaints mechanism and procedure in relation to teachers' contracts of employment does not already exist in national legislation or administrative provision, one should be established for the purpose. The recruiting agency shall inform recruited teachers of the names and contact details of all teachers unions in recruiting countries.

Recruited teachers should be employed by a school or educational authority. Only schools and education authorities should obtain work permits to enable the employment of recruited teachers.

A recruiting country shall ensure that the newly recruited teachers are provided with adequate orientation and induction programmes, including cultural adjustment programmes, with a focus on the school and its environment.

As a targeted and responsive mode of reciprocity, bilateral agreements will provide for specific professional development opportunities or experiences for recruited teachers, who are about to return to the country of origin after a fixed term.

## **RIGHTS AND RESPONSIBILITIES OF SOURCE COUNTRIES**

It is the responsibility of source countries to manage teacher supply and demand within the country, and in the context of organised recruitment. The country should have effective strategies to improve the attractiveness of teaching as a profession, and to ensure the recruitment and retention of qualified teachers in areas of strategic importance. Source countries should be advised of the necessity to establish policy frameworks which set out clear guidelines as to categories of teachers whose recruitment they will not support, in order to protect their most scarce resources.

Any country has the right to be informed of any organised recruitment of its teachers by or on behalf of other countries. There will be some circumstances in which a country may not be able to support the release of its teachers. If a country decides to refuse any organised recruitment, the recruiting country should be informed of such a decision. In these circumstances, at the request of the recruiting country, bilateral discussions should be held through which both countries should endeavour to reach agreement on recruitment. If agreement cannot be reached countries have the right to determine their own position in regard to the organised recruitment of teachers.

The source country shall endeavour to respond to requests for approval to recruit within 30 days.

The source country should include within its terms and conditions of service for teachers, if not already in place, provisions that relate to release of teachers under international exchange and organised teacher recruitment arrangements, and to their re-integration into the source country education system on their return from abroad.

## **RIGHTS AND RESPONSIBILITIES OF THE RECRUITED TEACHER**

The recruited teacher has the right to transparency and full information regarding the contract of appointment. The minimum required information (see Appendix 1) includes information regarding complaints procedures.

Recruited teachers are in turn expected to show transparency in dealings with their current and prospective employers, and to give adequate notice of resignation or requests for leave. Teachers also have a responsibility to inform themselves regarding all terms and conditions of current and future contracts of employment, and to comply with these.

## **MONITORING AND EVALUATION**

The ?????????<sup>2</sup> should monitor the status of organised recruitment of teachers, including numbers, recruitment practices and effects, and evaluate the application of this Protocol, including the impact on developing countries, and report to the Forum Education Ministers Meeting (FEdMM).

Education Ministers should undertake a regular review of the operation of the Protocol commencing at the 6<sup>th</sup> FEdMM. The review should be informed by effective monitoring undertaken by education ministers in consultation with all stakeholders including the teacher unions and co-ordinated across the different regions of the Pacific.

## **FUTURE ACTION**

Consistent with the terms of this Protocol, identifying how teachers across the Pacific can have greater access to teaching in other Pacific countries as a significant continuing professional development activity is important.

The investigation of systems and criteria for assessment of equivalences of teacher qualifications and of professional registration status, where applicable, across the Pacific region is also needed.

In order to fully understand the scale of teacher mobility within the Pacific, it is suggested that a comprehensive study of such teacher flows is undertaken. This should include both organised teacher recruitment and the more informal modes of teacher migration.

The Forum Secretariat, shall in collaboration with international organisations such as the ILO and UNESCO, seek to promote this protocol as a Pacific standard of best practice in organised teacher recruitment.

## **Appendix 1**

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<sup>2</sup> Monitoring agency/personnel/organisation to be determined



Minimum information to be provided in the course of recruitment prior to finalisation of any contract:

- Name and location of the school where the teacher is to serve
- Brief description of the school
- Accommodation arrangements for the teacher and cost implications
- Transport arrangements and responsibility for transport costs
- Work permit requirements and procedures
- Clarity about terms and conditions of employment, including any deductions (for tax, insurance, superannuation or other purpose) from the gross salary offered; and rights of access of the employed teacher to social services and welfare benefits of the host country.
- Any provisions affecting the right of the teacher to be accompanied abroad by a spouse and dependants, including any assistance and allowances offered therewith, rights of spouse to work in the recruiting country, and access of dependants to education and other services.
- Orientation and induction programmes offered to recruited teachers, including assistance with cultural adjustment.
- Regulations governing repatriation of earnings and other benefits.

## **Appendix 2**

## **FORUM BASIC EDUCATION ACTION PLAN – 2005 OUTCOMES**

### **Pacific Protocol for Teacher Recruitment**

- The issue of a possible protocol for teacher recruitment was raised as smaller FICs will continue to need to recruit teachers from within the region. It was noted that the Commonwealth has recently developed such a protocol. A Pacific protocol could be based on this, but should be more relevant to the needs of the region. Such a protocol would provide some measure of protection for teachers who are recruited within the region. While many teachers are recruited under bilateral arrangements, such a protocol could provide a check-list of areas to be covered.
- Ministers requested the Forum Secretariat to prepare a draft protocol for the next Forum Education Ministers meeting.

### **Appendix 3**

## **POSSIBLE PRINCIPLES FOR DECIDING WHICH OTHER COUNTRIES TO ACTIVELY RECRUIT FROM**

1. In addition to considering the likelihood of being able to attract recruits from the countries concerned, FICs may wish to consider adopting a priority order in deciding which countries to seek to actively recruit from, or even that they will not actively recruit at all from some categories of countries.
2. There are a number of types of criteria FICs could seek to apply in developing their policies. In doing so, they will wish to consider the practicality of obtaining information on which to judge the satisfaction or otherwise of each criteria, as well as its inherent validity.
3. The sort of criteria countries might wish to consider using if developing a list of countries they will/will not seek to actively recruit from, or a priority order for recruitment, might include:
  - Recruiting first/only from countries with a surplus of teachers/educators
  - Recruiting first/only from larger island countries rather than from small island states
  - Recruiting first/only from countries which have specifically agreed to such recruitment (although recognising that as a matter of law such consent is not necessary for recruitment to take place)

## **Appendix 4**

## **EVALUATION – PACIFIC PROTOCOL FOR THE RECRUITMENT OF TEACHERS**

### **OVERVIEW:**

The Forum Education Ministers, during their meeting in Apia Samoa in 2005, requested the Forum Secretariat to prepare a draft Pacific Protocol for the Recruitment of Teachers. This draft is to be tabled for discussion at the next Forum Education Ministers meeting in October 2006

This Protocol aims to balance the rights of teachers to migrate within the region, 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 in source countries. The Protocol also seeks to safeguard the rights of recruited teachers and the conditions relating to their service in the recruiting country.

In doing so, the Protocol seeks to promote the positive benefits which regional teacher migration can bring and to facilitate the sharing of the common wealth of human resources that reside within the Pacific region.

### ***Questionnaire:***

The Forum Secretariat disseminated a questionnaire at the 2005 UNESCO Meeting for Directors of Education to gauge the Directors views on the issue of Teacher Recruitment and the need for a Pacific Protocol for Teacher Recruitment. Findings from this questionnaire will be tabled at the 2006 Forum Education Minister meeting (FE dMM) for their information.

Questions were in English and divided in four (4) parts:

- Overview of Teacher Recruitment in Source and Recipient Countries
- Overview of Teacher Recruitment Policies and Legislation in Countries
- Pacific Protocol for Recruitment of Teachers
- Other matters

From a total of nine questionnaires distributed, 8 were completed and returned to the Forum Secretariat, giving a 98% response rate. Vanuatu and Kiribati forwarded their completed questionnaire to the Forum Secretariat via the fax and postage.

### **RESPONSES:**

**Part 1: Overview of Teacher Recruitment in Source and Recipient Countries**

**1. Do you actively recruit teachers?**

Responses	Yes	No
Cook Islands	✓	
Solomon Islands		✓
Nauru	✓	
Palau	✓	
Tuvalu		✓
Tokelau	✓	
Samoa		✓
Fiji		✓
Vanuatu	✓	
Kiribati	✓	
Total		

**2. From which countries do you recruit teachers?**

Responses	Source Countries
Cook Islands	New Zealand
Nauru	Fiji (preferred) Other Pacific Countries Volunteer Organisations
Palau	Philippines Federated States of Micronesia (FSM) United States of America Japan
Tokelau	New Zealand
Vanuatu	Mainly through volunteer organisations as Peace Corps, AVI, AVA, VAS, JICA and others through the church from America, Australia, New Zealand and Japan.
Kiribati	The Public Service Office recruits teachers on behalf of the Ministry from outside the Pacific region. The Ministry has an MOU with the Peace Corps Volunteer Services, AVA and Taiwan

**3. From which countries that you have listed above do you recruit the most number of teachers from?**

Responses	Main Source Country
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Cook Islands	New Zealand
Nauru	Fiji
Palau	Philippines
Tokelau	New Zealand
Vanuatu	America, New Zealand, Australia and Japan
Kiribati	USA – Peace Corps Volunteer Services

**4. Approximately how many teachers do you recruit in a year?**

Responses	1 – 5	6 – 10	11 – 15	16 – 20	Over 20
Cook Islands		✓			
Nauru		✓			
Palau		✓			
Tokelau	✓				
Vanuatu					✓
Kiribati				✓	

**5. Do you have any agreement or programme (organized recruitment) with these countries for the recruitment of their teachers? If Yes, please explain briefly what this agreement / programme is.**

Responses	Yes	No	Explanation
Cook Islands	✓		NZAID funded a project in which NZ Secondary teachers are recruited for NZQA accredited colleges – paid local salary and NZAID funded supplement so teachers essentially receive equivalent to NZ salary
Nauru	✓		With informal assistance from the MoE, Fiji - Fiji MoE places advertisement in Fiji for teachers we request - Fiji MoE assess (short list applicants (about 25), interviews and make suggestions to Nauru (using information that the MoE has on its files of the applicants to select suitable candidates)
Palau		✓	
Tokelau	✓		The terms and conditions are agreed between Tokelau Education, USA and NZAID
Vanuatu	✓		Working mainly through the organisations
Kiribati	✓		MOU which specifies the number of volunteers to be supplied every year, the terms and conditions, the responsibilities of the Kiribati Government and Peace Corps Volunteer Service and security issues

**6. Do other countries recruit teachers from your country?**

Responses	Yes	No	Comments
Cook Islands		✓	Not deliberately as far as we know
Solomon Islands	✓		
Nauru		✓	But our teachers are leaving to receive higher pay in other countries
Palau	✓		
Tuvalu		✓	
Tokelau		✓	
Samoa		✓	
Fiji	✓		
Vanuatu		✓	
Kiribati		✓	

**7. List the countries that recruit teachers from you.**

Responses	Recruiting Countries
Solomon Islands	Kiribati (Note: the recruitment is done by church organisations and not the Kiribati Government)
Nauru	Republic of the Marshall Islands
Palau	Guam CNMI FSM
Fiji	Nauru Republic of the Marshall Islands Tuvalu

**8. Which of the countries that you have listed above recruits the most number of your teachers?**

Responses	Main Recruiting Country
Solomon Islands	Kiribati
Nauru	Republic of the Marshall Islands
Palau	CNMI
Fiji	Republic of the Marshall Islands

**9. Approximately how many of your teachers get recruited in a year?**

Responses	1 – 5	6 – 10	11 – 15	16 – 20	Over 20
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Solomon Islands		✓			
Nauru	✓				
Palau		✓			
Fiji					Not sure because recruitment is done privately between country and teachers

**10. Do you have any agreement or programme (organized recruitment) with these countries for the recruitment of your teachers? If Yes, please explain briefly what this agreement / programme is.**

Responses	Yes	No	Explanation
Cook Islands		✓	
Solomon Islands		✓	
Nauru		✓	
Palau		✓	
Tuvalu		✓	
Fiji		✓	
Kiribati		✓	

**Part 2: Overview of Teacher Recruitment Policies and Legislation in Countries**

**11. Who is the responsible agency for recruiting teachers in your country?**

Country	Responsible Agency
Cook Islands	Ministry of Education (Secretary of Education). Private schools can recruit overseas teachers as well, independent of the MoE
Solomon Islands	Ministry of Education
Nauru	Chief Secretary Office (Public Service Commission) handles the recruitment on request from the Education Department. However, Chief Secretary Office has not progressed any recruitment processes so Education Department has done this through Fiji
Palau	Ministry of Education
Tuvalu	Ministry of Education & Sports
Tokelau	Ministry of Education via the Department of



	Education
Samoa	Ministry of Education with final approval from PSC
Fiji	Process: Universities, schools ---- MoE endorsement ----- Immigration Department
Vanuatu	The Teaching Service Commission
Kiribati	Public Service Office of the Office of the President

**12. Does your Ministry have a Teacher Recruitment Protocol in place? If Yes, please list the key issues the Protocol addresses.**

Responses	Yes	No	Key Issues Addressed
Cook Islands	✓		Have procedures for recruitment of any staff member (MoE staff teachers – local or expatriate) documented; contracts for teachers recruited from overseas; teacher salary policies but no “protocol” such as the draft Protocol being presented.
Solomon Islands		✓	
Nauru		✓	This is a “work in progress” programme
Palau		✓	
Tuvalu		✓	
Tokelau		✓	
Samoa		✓	
Fiji		✓	
Vanuatu	✓		To meet quality of education, Accessibility and demand, teachers wellbeing and conditions under the law
Kiribati		✓	

**13. Are you aware of any legislation in your country that guides the recruitment of Teachers?**

Responses	Yes	No	Not Sure
Cook Islands			✓ Only one is that Cabinet approval is needed for appointment of an expatriate.
Solomon Islands			✓
Nauru		✓	But there are Public Service Regulations that guides conditions of employment. There is a standard contract for the employment of expatriate teachers.
Palau			✓

Tuvalu			✓
Samoa		✓	
Fiji	✓ Overseas staff		
Vanuatu	✓		
Kiribati	✓		

**Part 3: Pacific Protocol for Recruitment of Teachers**

**14. What specific areas would you like to see addressed in the Protocol?**

Country	Areas
Cook Islands	<p>Comments re: Draft Protocol</p> <p>Cook Islands virtually only recruit secondary teachers in specialist subject areas. Recruitment can be at any time of year – if partway through a year, we must try to fill the possible as soon as possible for the student’s sake – however we do honour the required “notice time” of countries usually 2-3 months. For the Cook Islands, employees are required by law to give 1 month notice.</p> <p>Clearance idea – okay</p> <p>Complaints mechanism – okay</p> <p>Recruiting agency quality assurance – okay</p> <p>Contacting resource country – depends on the extent of targeting of recruitment. Other than targeted NZ teachers under an NZAID project, we just advertise generally without targeting countries but as a result have employed teachers from Nauru, Kiribati, Fiji, Australia, NZ who happen to answer our general advertisement</p> <p>Agreement with source country – no unless significant targeted programme of minimum number of recruits</p>
Solomon Islands	<p>Immigration issue</p> <p>Protection of rights &amp; benefits</p> <p>Contractual Arrangements</p> <p>Employment mobility</p>
Nauru	<ul style="list-style-type: none"> <li>- Establishment of a designated officer in each country’s Ministry of Education who is the contact point for incoming and outgoing teachers (or enquiries regarding recruitment of teachers)</li> <li>- A register of teachers who express an interest in teaching in another country. Could include teachers from outside the Pacific</li> <li>- A process for Pacific countries to be able to list or record their vacancies (or needs) for expatriate teachers in a central registry (or clearing house)</li> <li>- Some process to ensure one country does not try to “outbid” another country for teachers – especially in high demand areas of science, math, ICT.</li> </ul>

Tuvalu	- Immigration law of countries who will use the Protocol to be considered
Samoa	- Ensure that teachers are not discriminated against or exploited
Fiji	- Protection of teachers: legal and binding - Standardized Qualifications for recruitment
Vanuatu	- More emphasis on meeting pupils / students needs in their preparation to be effective citizens of their country.
Kiribati	- Easy entry to receiving countries or simplified immigration rules - Standardized or harmonized terms and conditions of services including remuneration packages - Introduce teacher exchange scheme as an alternative to actual recruitment

**Part 4:**        *Any other comments*

**14. Please list any other comments you would like to make with regards to the development of a Pacific Protocol for the Recruitment of Teachers.**

- Employment conditions at least those of locals and dedicated programme - unclear as to what the professional development opportunities are regarding impending repatriation.
- Nauru has a number of contracts with expatriate teachers. However, due to lack of finance, Nauru has not honoured these contracts in respect of salary or repatriation expenses for more than 2 years (so even if we had a Protocol, it would not guarantee that teachers would be protected).
- Consultation (as much as possible) with home governments
- Review of a draft Pacific Protocol on a meeting / workshop basis
- Final document to be finalized and again be adopted by Governments
- A standardized regional document should be drawn up, reached and signed by recipient government and individual contract teacher
- Should be a policy document owned by members, any amendments to the Protocol is to be reached through consensus.
- Do we need a Pacific Protocol for Recruitment of Teachers?
- Set up a Pacific recruitment office in the regions to act as recruitment agency and to coordinate countries needs for overseas teachers.

**ANALYSIS:**

- From the eight countries that completed their questionnaires, 4 countries actively recruit teachers (Cook Islands, Palau, Nauru, and Tokelau) and 4 countries do not actively recruit teachers (Solomon Islands, Tuvalu, Samoa, Fiji).
- The majority of countries actively recruit between six to ten teachers per year
- Apart from Palau, Cook Islands, Nauru and Tokelau have an agreement or programme (organized recruitment) with the countries from which they recruit teachers.
- The need for a Pacific Protocol for Recruitment of Teachers was questioned by one of the countries

- Tuvalu neither recruited nor had teachers recruited from the country. However, Tuvalu highlighted several areas they would like to see address in the development of the Pacific Protocol for the recruitment of teachers

#### **RECOMMENDATIONS:**

- Further discussions on the Protocol to be undertaken at the Forum Education Minister Meeting in 2006.

#### **Appendix 5**

#### **Pacific Protocol for the Recruitment of Teachers.**

## QUESTIONNAIRE

Name: \_\_\_\_\_

Designation: \_\_\_\_\_

Country: \_\_\_\_\_

**Notes:**

The Forum Education Ministers, during their meeting in Apia Samoa in 2005, requested the Forum Secretariat to prepare a draft Pacific Protocol for the Recruitment of Teachers. This draft is to be tabled for discussion at the next Forum Education Ministers meeting in October 2006.

**Recruited Teacher:** a teacher who is recruited for service in a country other than their own.

**Recruiting country:** the country that is seeking to recruit, or succeeds in recruiting teachers from other countries

**Source country:** the country from which teachers are recruited for service abroad.

**Organised recruitment:** a systematic targeted recruitment programme of teachers from another country.

### Please answer the following questions

**Part 1: Overview of Teacher Recruitment in Source and Recipient Countries:**

*This section refers to recruitment activities of both source countries and recipient countries*

1. Do you actively recruit teachers? ☐ Yes ☐ No

[YES answer the following questions. If NO please go to Question: 6]

2. From which countries do you recruit teachers?

*[List countries from where you recruit teachers (eg. Fiji, Samoa, Palau, Australia, etc)]*

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3. From which of the countries that you have listed above do you recruit the most number of teachers from?

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4. Approximately how many teachers do you recruit in a year?

1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ over 20 ☐

5. Do you have any agreement or programme (organised recruitment) with these countries for the recruitment of their teachers? ☐ Yes ☐ No

If YES – please explain *briefly* what this agreement/programme is?

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6. Do other countries recruit teachers from your country? ☐ Yes ☐ No

[YES answer the following questions. If NO please go to Question: 11]

7. List the countries that recruit teachers from you (*eg. Fiji, Samoa, Palau, Australia, etc*)

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8. Which of the countries that you have listed above recruits the most number of teachers?

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9. How many of your teachers get recruited in a year?

1-5 ☐      6-10 ☐      11-15 ☐      16-20 ☐      over 20 ☐

10. Do you have any agreement or programme (organised recruitment) with these countries for the recruitment of your teachers? ☐ Yes ☐ No

If *YES* – please explain *briefly* what this agreement/programme is?

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**Part 2: Overview of Teacher Recruitment Policies and Legislation in Countries:**

*This section refers to relevant policies and legislation for teacher recruitment at national level*

11. Who is the responsible agency for recruiting teachers in your country?  
[eg. Minister of Education, Public Service Commission, Ministry of Foreign Affairs, Private Recruitment Agencies]

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12. Does your Ministry have a Teacher Recruitment Protocol in place? ☐ Yes ☐ No

If Yes Please list the key issues the Protocol addresses

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13. Are you aware of any legislation in your country that guides the recruitment of Teachers? ☐ Yes ☐ No ☐ Not sure

**Part 3: Pacific Protocol for Recruitment of Teachers**

*Note - An overarching objective in the development of this draft Protocol is to be sensitive to the needs of recipient countries and the migratory rights of individual teachers. The Protocol does not propose that governments should limit or hinder the freedom of individuals to choose where they wish to live and work. However, the recruitment of teachers must not be detrimental to national education systems.*

14. What specific areas would you like to see addressed in the Protocol?  
[Please List these areas]

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**Part 4: Any Other Comments**

15. Please list any other comments you would like to make with regards to the development of a Pacific Protocol for the Recruitment of Teachers?

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**Thank you for your assistance in answering this questionnaire.**