

Natalia Gut

Pavlo Tychyna Uman State

Pedagogical University

(Uman, Ukraine)

MIGRANT TEACHERS' GLOBAL UNIONS IN THE NETWORKED SOCIETY

Globalization has increased the flows of information, capital and labour in unprecedented ways with serious consequences for humankind. Cross-country borders, lower transaction costs for relocation and training in another country, the breaking language barriers can be seen in today's society. The development of electronic means of communication allows overcoming the emotional experiences of separation from family and friends during the period of study or work in another country. In terms of globalization's impact on education, suffice it to say that the teaching profession is at a major crossroads [2, p. 2].

Teachers have a wide and varied range of motives for teaching abroad. Different survey respondents most often identify the opportunity for professional development as a primary factor determining their decision to work abroad. Among male respondents, better pay is usually the strongest motivating factor, and the one with the widest gap between men and women, although differences in motivation by gender in general are relatively small. Among other motivating factors there are some to be indicated:

- to pursue a better life as teachers saw job opportunities abroad as a way to access special health care services, religious freedom, the right for same sex partners to marry, and greater independence for women;
- to achieve better opportunities for children as host countries offered migrants' children quality education, cultural exposure, and language immersion;
- to reunite with or follow family who migrated abroad;
- to improve language skills or pursue an advanced degree.

Teachers feeling frustrations with the educational system in their home countries and being imposed by such specific factors as standardized testing, misdirected policies, and disrespect for teachers usually decide to teach abroad [3].

Teachers' rights were highlighted in Education International's Report, Getting Teacher Migration and Mobility Right (2014). These include a number of practical steps that governments and unions can and should take to mediate the negative effects of global teacher migration and promote a more positive type of professional teacher exchange. They are: improve data collection and make it publicly available, protect migrant teachers' rights and support their professional needs, expand opportunities for well-structured teacher exchanges and language programs, reduce reliance on international recruitment to fill shortages or spur development, involve educators and unions in crisis response, limit and regulate the role of international recruitment agencies, empower migrants through unions, create a harmonized policy framework. Not all of these recommendations are so straightforward to local teachers unions and schools in recruiting or source countries who are trying to navigate the confluence of global forces on their education systems. For this reason, at the micro level it is important that intense awareness raising and capacity building opportunities be organized for local leaders so that induction, integration and protection of migrant teachers' rights is a core component of 21st century leaders. Equally important is the need for local teacher unions in decentralized systems to assume the professional mantle to the extent that they are solution-oriented with respect to teacher training and long-term retention strategies. This means redoubling efforts at community outreach to encourage teacher education candidates to enter the field and stay in the district. It also means continuously pressing for the funding and professional guarantees that create the conditions for greater collaboration between unions and management in ensuring all students have the right to a high quality public school education. It must extend to purposeful and structured ways to bring migrants into the union and link up the individual agency and resilience that propelled them into another country with a collective, professional and political vision of an inclusive, multicultural and multiethnic society.

It is a difficult balance sometimes openly welcoming international teachers and defending their rights while simultaneously arguing against short-term recruitment to solve long term structural issues. However, local and national unions will increasingly require better coordination and information about their rights, migration and ways to get in contact with other migrants. To achieve the goal some world portals were created in order to promote and defend the rights of migrants and mobile workers: Commonwealth (Teacher migration), International Labour Organisation, International Organisation for Migration, UN Migration, Global Migration Group, The International Recruitment Integrity System. However, the biggest web resource among mentioned before is devoted to the key people in education: educators, students and teacher unions.

Education International [1] represents organizations of teachers and other education employees across the globe. It is the world's largest federation of unions, representing thirty million education employees in about four hundred organizations in one hundred and seventy countries and territories, across the globe. Education International unites all teachers and education employees. In terms of providing information and coordination Education International has recently launched its **Migrant Teachers' Rights** portal and its **Migrant Teachers Taskforce** [3] are working to push for a United Nation convention that would protect both migrant teachers' rights and stem brain drain and deskilling.

One of the advantages of the portal is that it gives detailed information about types of teacher migration, depending on employers' intent, migrant teachers' rights and advocating for fair international migration, international recruitment, the greatest threat to teachers' rights and safety, practices of unions and governments worldwide, trends and tendencies of teacher migration worldwide etc. Another advantage is that it serves as clearinghouse and discussion space for teachers considering migrating as well as unions that are receiving large numbers of migrant teachers. Equally it provides a platform to network teachers in as part of an active and engaged community. By joining the community, a teacher will be able to interact and communicate directly with teachers, union representatives or union leaders from

around the world to ask questions. For teachers interested in issues related to teacher migration and mobility, the online platform is available to broaden knowledge with access to first-hand experiences.

Overall, professional unions in networked society help teachers to discover the results of global survey on teacher migration and mobility, to know more about every country's specific rules and legislations on teacher outward and inward migration, to read the testimony of migrant teachers about their experience abroad, to find information on international migration online and as a result to defend their rights.

REFERENCES

1. Educational International. – Режим доступу : <http://www.ei-ie.org/en/>
2. Edwards D. H. Migrant teachers: a case study / David H. Edwards. – University of Maryland, 2014. – 159 p.
3. Migrant Teachers' Rights. – Режим доступу : <http://www.migrantteachersrights.org/>