

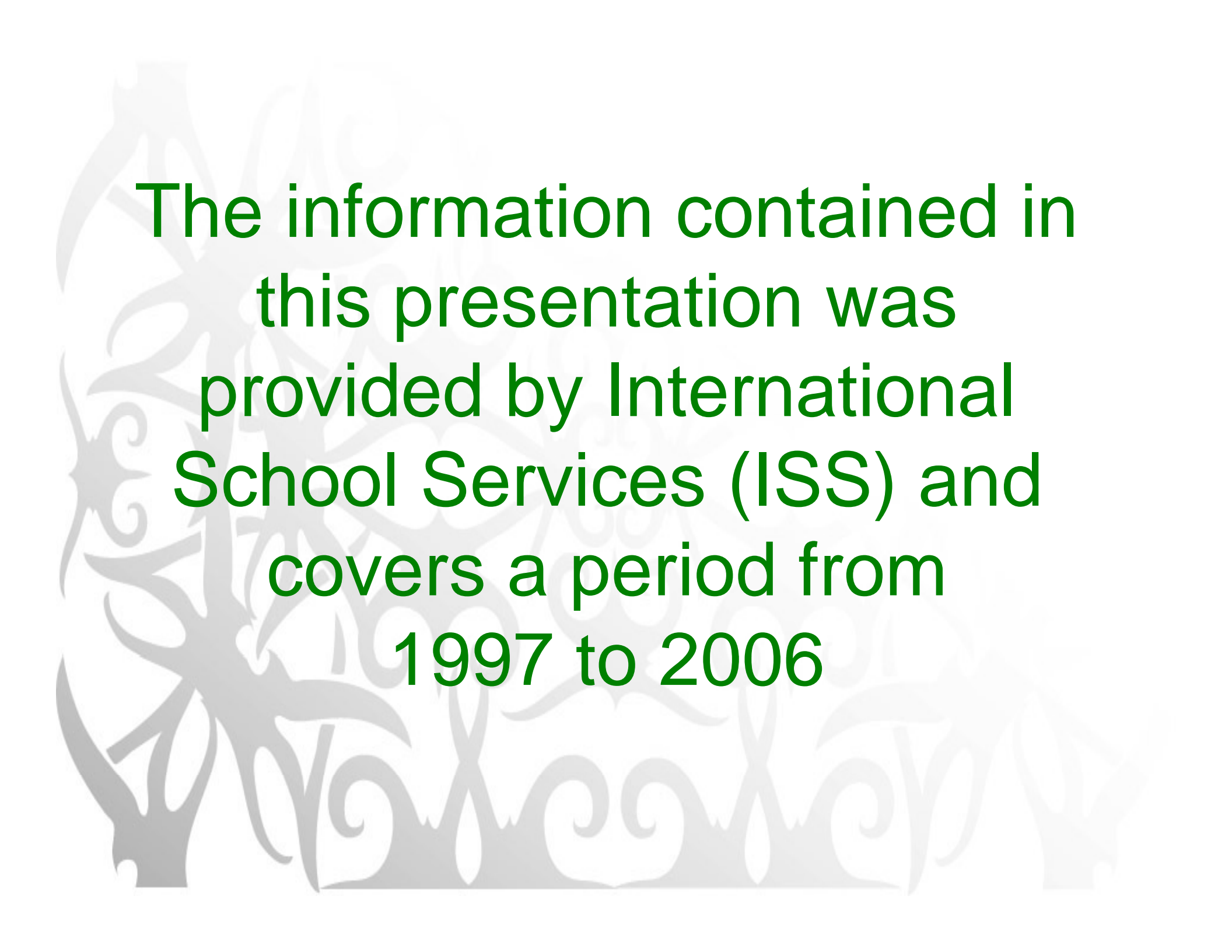


Segmented Labour Markets
in
International Schools

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IB Learners strive to be:

Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-Minded
Caring
Risk-Takers
Balanced
Reflective



The information contained in
this presentation was
provided by International
School Services (ISS) and
covers a period from
1997 to 2006

Survey Information

Region	Number of: Countries	Schools	Pupils	Teachers
Africa	37	60	21775	2422
C + S America	19	87	61012	6818
N. America	1	8	8857	1006
Asia	25	147	75478	8606
Australasia	2	5	1949	360
Carribbean	12	20	8302	977
Europe	43	161	80187	9859
Middle East	11	35	37460	3659
Totals	150	523	295020	33707

Additional Information

Over the period the data was collected the following changes were noted.

Region	Percentage Change in Pupil Numbers	Percentage Change in Teacher Numbers
Africa	+ 11.90%	+ 9.29%
C + S America	+ 1.67%	+ 15.02%
N. America	+ 17.53%	+ 25.42%
Asia	+17.53%	+25.42%
Australasia	+156.25%	+85.19%
The Caribbean	+5.57%	+34.28%
Europe	+30.75%	+47.14%
The Middle East	-6.82%	+3.20%
Totals	+13.7%	+26.93%

Additional Information II

Region	Teacher – Pupil Ratios	
	1997	2006
Africa	1 to 8.2	1 to 8.5
C + S America	1 to 9.9	1 to 8.8
N. America	1 to 7.5	1 to 7.0
Asia	1 to 9.1	1 to 8.2
Australasia	1 to 5.9	1 to 8.2
The Caribbean	1 to 9.8	1 to 7.7
Europe	1 to 8.7	1 to 7.7
The Middle East	1 to 9.4	1 to 8.5
The World	1 to 9.1	1 to 8.1

Additional Information III

Region	Average size of the school	
	1997	2006
Africa	296.3	341.7
C + S America	719.1	710.6
N. America	528.4	978.0
Asia	557.8	609.8
Australasia	405.0	321.3
The Caribbean	444.9	383.0
Europe	414.5	511.4
The Middle East	935.5	1011.2
The World	523.8	595.0

Additional Information IV

Student Nationalities

Region	# 1	# 2	# 3	Others
Africa	African - 28.68%	N. American – 18.57%	British – 6.30%	Others – 46.45%
C + S America	C + S American - 70.56%	N. American – 12.59%	British – 0.51%	Others – 16.23%
N America	N. American – 76.60%	British – 1.53%	European – 1.08%	Others – 20.79%
Asia	N. American – 23.10%	Asian – 20.80%	British – 8.38%	Others – 47.72%
Australasia	Australasian – 42.31%	N. American – 11.54%	British – 0.68%	Others – 45.37%
The Caribbean	Caribbean – 47.87%	N. American – 30.83%	British – 3.53%	Others – 17.77%
Europe	European – 34.49%	N. American – 21.46%	British – 9.00%	Others – 34.48%
The Middle East	Middle Eastern – 42.37%	N. American – 15.83%	British – 3.06%	Others – 36.83%
The World	N. American – 22.09%	European – 8.38%	Asian – 6.31%	Others – 35.11%

Additional Information V

Types of Curricula Offered

	American	British	IB	National	Others
1997	50.7%	13.3%	15.5%	9.7%	10.8%
2002	44.4%	9.1%	21.8%	10.9%	13.8%
2005	37.3%	6.4%	27.7%	8.7%	19.9%

In total 65 different curriculum choices were offered by the 523 schools.

Position Vacant

Wanted for

School Year 2008-09

Teacher of Geography

- **To teach in all areas of Secondary – Years 7 to 13**
- **Pervious experience with the IGCSE and IB would be an advantage**
- **Head of Department position might be available to a candidate with the right experience**
- **Candidates with a teaching partner are particularly welcome to apply**
- **Candidates must have English as their first language**
- **Candidates must have a teaching degree from a British or American University**

Some Questions to Consider!

Question 1: Are international schools within their rights to seek teachers that have English as a first language and are 'western' trained?

Answer: ?

Question 2: Do IB international schools seek teachers that have English as a first language and are 'western' trained?

Answer: Almost certainly

Question 3: Do schools recruit as a result of external pressures?

Answer: Almost certainly

Question 4: Do the recruitment processes used by schools 'naturally' exclude certain teachers?

Answer: Almost certainly

Teachers in International Schools - 1997

Region	American Teachers	British Teachers	Other Nationalities	Host Nation Teachers
Africa	43.0%	16.9%	27.6%	12.5%
C + S America	33.7%	2.5%	11.0%	52.8%
N. America	49.6%	5.5%	41.9%	3.0%
Asia	44.3%	12.0%	25.9%	17.8%
Australasia	0.0%	2.4%	46.3%	51.3%
The Caribbean	55.2%	3.4%	9.6%	31.8%
Europe	34.2%	24.2%	16.8%	24.8%
Middle East	41.9%	11.6%	27.6%	18.9%
The World	39.3%	13.5%	20.7%	26.5%

Teachers in International Schools - 2006

Region	American Teachers	British Teachers	Other Nationalities	Host Nation Teachers
Africa	36.1% (-6.9%)	11.9% (-5.0%)	31.8% (+4.2%)	20.2% (+7.7%)
C + S America	28.0% (-5.7%)	1.6% (-0.9%)	9.5% (-1.5%)	60.9% (+8.1%)
N. America	56.4% (+6.8%)	5.9% (+0.4%)	37.7% (-4.1%)	0.0% (-3.0%)
Asia	36.2% (-8.1%)	15.3% (+3.3%)	33.0% (+7.1%)	15.5% (-2.3%)
Australasia	45.0% (+45.0%)	2.8% (+0.4%)	24.3% (-22.0%)	27.9% (-23.4%)
The Caribbean	40.7% (-14.5%)	4.9% (+1.5%)	16.1% (+6.5%)	38.3% (+6.5%)
Europe	29.5% (-4.7%)	20.8% (-3.4%)	22.7% (+5.9%)	27.0% (+2.2%)
Middle East	30.1% (-11.8%)	8.0% (-3.6%)	40.3% (-12.7%)	21.6% (+2.7%)
The World	33.2% (-6.1%)	12.7% (-0.8%)	26.5% (+5.8%)	27.6% (+1.1%)

Summary of Findings

1: In the period 1997 to 2006 the number of teachers working in the 523 international schools listed by ISS increased by 4687

2: In the period 1997 to 2006 the number of American teachers working in the 523 international schools listed by ISS decreased by 9. This represents a decrease of 6.1%.

3: In the period 1997 to 2006 the number of British teachers working in the 523 international schools listed by ISS increased by 365.

4: In the period 1997 to 2006 the number of 'Other' teachers working in the 523 international schools listed by ISS increased by 2763. This represents an increase of 5.8%

5: In the period 1997 to 2006 the number of host nation teachers working in the 523 international schools listed by ISS increased by 1568. This represents an increase of 1.1%

Good news – right?

The increased employment of ‘other’ nation teachers is dominated almost exclusively by:

Australians

New Zealanders

Canadians

Or:

English Speaking Western Trained Teachers

But why?

From the 523 Schools –

79.6% offered English only programmes

18.7% offered Bilingual programmes (English + 1)

- most popular was English and Spanish (7.9%)**
- next English and French (2.7%)**

0.9% offered Trilingual programmes (English + 2)

Only 1 school did not offer any form of English instruction – the language being used was Arabic.

Brown (1997) suggests that although schools are free to choose the language of instruction the choice is actually limited because of what he refers to as 'parentocracy'

Parentocracy – whereby a child's education is increasingly dependent upon the wealth and wishes of the parents, rather than the ability and efforts of the pupils

Lauder et al (2006) supports this by stating:

'Parents and caregivers see education as a way for their children to improve on their own lives by building an understanding of their place in the world. It is also the principal means by which young people, by passing exams and gaining credentials, can gain an advantage in the labour market.'

Levin (1992) suggests that:

'One of the major tenets of both a market economy and a democratic society is the ability of parents and students to choose a particular school or teacher and curriculum.'

This is becoming an increasingly important point for IBDP schools because.....

There is an increasing amount of evidence to suggest a close link between the international school system and the emerging global league table of universities and higher education establishments.

This in turn is likely to result in a ‘tightening bond between golden standard qualifications like the IB and access to top universities’ (Lauder 2007).

Brown (2000) suggests that:

‘the competition for credentials continues to be organised at the local or national level, although there is some evidence of an internationalisation of higher education and the prospects of social elites opting to study for the International Baccalaureate rather than ‘national’ certificates.

Hayden (2006) suggests that:

The importance attached by parents to the use of English as a medium of instruction may well be a dispiriting finding for those committed to the ideological notion of international education as a force for promoting global understanding.

Furthermore, the recruitment processes used by international schools further enhances parentocracy.

Freemantle (1998) when talking about recruitment in general suggests that 'people' are recruited because they will be 'liked' by the 'customer' and not because they fit any predetermined criteria.

However, within international schools it could be suggested that schools recruit people (teachers) who the customers (parents) will like because they exactly fit the description, i.e. western trained English speaking.

Back in 1991 Blaney suggested that 'staff should be carefully recruited so as to represent, without an unreasonable financial burden being placed upon schools, the major cultural areas of the world and as many nationalities as feassible.

Perhaps today he might want to add 'as long as they can speak English'

Garton (2000) suggests that 'teacher recruitment is probably the most important and time consuming activity that the Head undertakes in the course of a year.

For many schools the hiring process is a balance of getting good teachers without incurring substantial costs.

Millican (2000) suggests that are held in geographical convenient locations

Are they really?

For 2008, CIS, Search and ISS ran 18 recruitment fairs

1 in Australia	1 in Turkey	1 in the Middle East
3 in SE Asia	3 in London	9 in the USA.

The Future?

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