



Govind Singh
COPE Secretary General &
EI Pacific Co-ordinator

Editorial

The year 2010 has been a challenging one for Pacific Teacher Unions. While the teachers faced enormous challenges in building and maintaining their professional competency and capacity against the backdrop of global financial crisis, the struggle on the industrial front to maintain the status and dignity of the teaching profession, with qualified and competent teaching force against the backdrop of contractualisation, privatization and casualisation of the teaching profession appears to have created an uneven platform requiring series of approaches against the rapidly changing landscape in which teachers operate.

The socio-political upheaval of the recent past, the vulnerability of the Pacific Islands environment and economies, rising sea level, poverty among school children, to mention a few have made work of teachers more challenging than anticipated. As we conclude 2010, it's imperative to do some reflective thinking. How

do we approach collectively and address the diversities of issues in such a vast Oceanic Region is a question in the minds of every Teacher and Trade Union Officials.

Let us have no doubt that each affiliate will have to take quality time out to reminiscence, use their wisdom to prioritize and strategize the events and activities for 2011 and beyond.

Global partners, Education International's perseverance to develop democratic, independent and strong Teacher Organizations is acknowledged and pursued with zeal by the affiliates in the Pacific Region.

In the Pacific UNICEF, UNESCO, ILO, Forum Secretariat, SPBEA, PRIDE and other regional alliances is acknowledged and the need for strengthening these alliances is more strongly emphasized.

Education undoubtedly will remain a major area of investment in the Pacific Region but this will not happen without teachers insinuations that education spending be improved and maintained to address individuals basic rights to education

Notwithstanding the challenges, Pacific Teacher Unions have improved in all aspects of work. including slow but steady growth of membership. The visit to the Region by the top officials of EI, Susan Hopgood, President of EI and Fred Van Leuween the General Secretary, was very empowering for the Teacher Unions particularly

in Fiji where Trade Union Officials feel subdued under Military control.

Teacher Unions are a beacon of hope for democratic process in the Region, supporting the old adage "charity begins at home". Unions will no doubt have to exercise this democratic influence much more holistically and very strategically in all our activities to help democracy transcend.

The empowerment of women, who form half the population in the teaching force, will help unions actualize the perceived lack in the needs for sustainable democratic culture in unions, schools and communities.



***Message from the Fijian
Teachers Association
President
Mr. Tevita Koroi***

The Council of Pacific Education celebrated its 25th anniversary during its 2010 biennial conference in Nadi, Fiji. The occasion was marked by the recognition of founding members and affiliates who contributed towards what COPE is today. There are indeed moments to celebrate as we have grown from strength to strength over the last quarter of a century. We are greatly indebted to our development partners for the assistance towards COPE over these years. We recognize AEU, NTEU, IEUA of Australia and our colleagues from New Zealand, the NZEI, NZPPTA and TEU. The assistance provided by those colleagues of ours has made tremendous impact on Teacher Unions in the Pacific Region by way of projects as well as capacity building for our Union leaders.

COPE wishes to also acknowledge the assistance provided by Education International as we have now become part of the EI structure. The John Thompson Fellowship Workshop that was held in Fiji in

2010 for four Teacher Unions from the Pacific was another milestone in fostering Union education amongst Pacific Affiliates. The Education International's Regional Office in Malaysia needs to be commended for allowing the Pacific Teacher Unions to benefit from such a training workshop.

Such workshops provide potential future leaders of Pacific Teacher Unions with possible options of facing challenges that confront small Teacher Unions. Some of these benefits include strengthening union membership, maintaining effective communication with members and producing dynamic and authentic leaders.

On a wider scale Pacific Teacher Unions are challenged by growing problems of HIV/AIDS, the effects of climate change, and vulnerable governments and economies. These forces place long term effects on the region's education systems and they demand a more co-operative approach by more than one sector and a single stakeholder.

COPE is grateful therefore to agencies like UNICEF, UNESCO, Save the Children Fund and ILO for teaming up in working towards addressing some of the above issues affecting us.

As we look towards the future, we can only hope that the spirit of co-operation which has been a hallmark for the last twenty five years will continue to strengthen as more and more realistic and achievable goals are reached by our affiliates.

On that note, I would like to wish all our affiliates prosperous academic year 2011.

***COPE 25th Anniversary
Celebration
8th December, 2010 – Tanoa
International Hotel Nadi,
Fiji***

Theme:

***Sustaining the Trade Union
Movement for Social
Justice and Decent Work in
the Pacific***

The ILO Officer In charge, Ms. Laila Harre was invited to deliver the keynote address at COPE's 19th Biennial Meeting as well as COPE's 25th Anniversary and Silver Jubilee Celebration.

Teachers Unions provide strength to union movements in the Pacific as much as in the world.

In fact in one of the Pacific ILO member countries in the Pacific – the Republic of Marshall Islands, teachers make up the entire organized labour movement. In Kiribati nurses are also active while teachers have mobilized strongly in recent years.

In others, Teacher Unions are a substantial component of national Trade Union Movements and enjoy many advantages when it comes to the sustainability of our work for Social Justice. We have:

- a well educated membership
- a career structure and professional opportunities which increase the attachment of members to their jobs and therefore the stability of union membership
- a major public sector

employer and a limited number of other employers

- some relatively large workplaces
- strong regional and international networks
- strong community relationships through parents and students
- public respect

These are all conditions that increase our capacity to organise and engage ourselves with members, employers and the state. Even more, they are conditions which mean we have the tools and the credibility to provide leadership to communities across a wide range of social and economic issues.

The ILO's 2008 Declaration on Social Justice for a Fair Globalisation, which is described by the Director General of the Office as "a renewed statement of faith in the ILO" puts into the 21st century context the founding values of the ILO. In it the four so-called inter-related, inseparable and mutually supportive pillars of decent work are re-stated. It is worth considering each of them and the way that Teachers Unions can contribute to their realization:

- i) promoting employment by creating a sustainable institutional and economic environment which allows people to develop and update their skills, allows enterprises to grow and generate employment opportunities and incomes, and meets social and economic goals;
- ii) developing and enhancing

measures of social protection - which includes both social security and labour protection providing for income adequacy, healthy and safe working conditions and wages, hours and working condition policies that both are just share of the fruits of progress and a minimum living wage;

iii) promoting social dialogue and tripartism as the means of adapting these objectives in each country, translating economic development into social progress and vice versa, building a consensus around decent work initiatives and developing effective labour laws and labour institutions and industrial relations practices;

iv) respecting, promoting and realizing the fundamental principles and rights at work as the basis for achieving the other objectives – with particular regard to freedom of association and the right of collective bargaining and a reciprocal obligation of ILO members to, on the one hand, not gain a comparative advantage from violating these rights, and on the other, not use labour standards for protectionist trade purposes.

It should be clear to us that there are very strong links between our work as both teachers and as unionists and each of these objectives.

There are also a range of specific challenges and priorities for the Pacific in each case. We could take any of the four objectives as a starting point and see how they relate to our work and to each

other.

Take employment, for example. The development and updating of skills is obviously at the heart of teachers' day to day work. As education Union representatives, we play a critical role in creating the enabling conditions for quality education. There is much evidence of the link between decent work for teachers and the educational outcomes of students. But decent work doesn't drop from the sky. Sometimes it requires a struggle. Always it requires genuine dialogue. What's more Teachers Unions have always played a vital part in the maintenance of teachers' own skills and the capacity of the profession to meet social and economic needs.

So we see that it is not possible to advance one of the Decent Work Objectives without coming into contact with the others.

In order to develop skills as a strategy for employment (Objective 1) we need teachers enabled through decent working conditions and social protection— including salaries, retirement benefits and so on (Objective 2) which are themselves a product of respect for the fundamental rights of collective bargaining and freedom of association (Objective 3), and will always require, at some point, a dialogue (Objective 4).

I look forward to ongoing work alongside Teachers' Unions in the interests of decent work in the Pacific.



Laila Harré
Officer in Charge
ILO Suva Office

Silver Jubilee Pacific Teacher Unionist Awards night

The Awards Night marked the occasion of the 25th Anniversary of the Council of Pacific Education. This was the first time awards were presented.

25th Anniversary Award

This special award was presented to honor and recognize the pioneers who developed foundation of COPE. The following were the recipients of the award:

1. Richard Walsham (AEU)
2. Obed Massingiou (VTU)
3. Susan Hopgood (AEU)
4. Alisi Fusi Wightman (FTA)
5. Finau Tutone (FITA)
6. Krishna Datt (former SG COPE)
7. Kevin Bunker (NZPPTA)

Founding Member Award:

1. Australian Education Union

2. Cook Islands Teachers Institute
3. Fiji Teachers Union
4. Fijian Teachers Association
5. New Zealand Post Primary Teachers Association
6. Independent Teachers Union Of Australia

Development Cooperation Partner Award:

1. AEU
2. NZPPTA
3. IEUA
4. NZEI

We teachers we weave

(Written by Darcel Russell, of AEU to our sister teacher organizations, and teachers of the South Pacific Region to celebrate the 25th Anniversary of COPE)

***voices of teachers
are the sounds of seas
that touch all hearts
before and beyond***

***like weavers we find
the threads that bind
crafting new things
from ancient ones***

***like trees grow leaves
and ferns grow fronds
we nurture those
today and beyond***

***as teachers we hold
in the palms of our hands
strings of gold
we teachers we weave***

Fijian Unions suffocate under Military Rule

The Republic of the Fiji Islands continues to be governed by the interim Military Regime under the leadership of Commander of the Fiji Military Forces Commodore Voreqe Bainimarama as the Prime Minister.



Militarization Of Civil Service

A lot of notable changes took place in the Government. Military Officers are being appointed to key civil servant positions while career civil servants are sidelined in the process.

Public Emergency Regulation continues to be enforced even though the country has not experienced any form of strong physical opposition against the government.

The control measures placed under the emergency means that Union meetings can not be held without prior approval from the government.

COPE President Remains Terminated

One of the most serious hurdles faced by COPE President Mr. Tevita Koroi was his suspension and subsequent termination by the Public Service Commission

for speaking out for democracy during a Democracy Movement meeting that was held in FTA Hall. COPE continues to maintain that the decision against Mr. Koroi was harsh, unjustified and uncalled for as he was speaking in his capacity as the President of FTA and not as the Principal of Nasinu Secondary School where he was stationed.

FTA filed a dispute with the Ministry of Labour but it has become a long waiting game as the case has been repeatedly delayed despite many requests for a quick settlement.

Educational International filed a case on behalf of Mr. Tevita Koroi to the ILO Committee of Experts regarding non-compliance of ILO Convention 87 by the Fiji government. The Council members felt great relief after the decision by the ILO, where it had ruled in Mr. Koroi's favour and requested Fijian regime to respond.

Early Retirement Hits Union Membership

The Fijian Teachers Association current membership had been reduced to little less than four thousand after the implementation of the new compulsory retirement age policy for civil servants from 60 years to 55 years. More than nine hundred teachers were retired, reported Maika Namudu, the Secretary General of FTA.



FTA members at the AGM

FTA is facing challenges in maintaining its membership and also in convincing new graduates to join the Union. There has been membership drive by the union through the use of its weekly radio programmes, Branch visits, workshops, panel discussions and letters to teachers requesting them to either maintain their membership or become new members, explains Maika. Through the Strategic Plan, a new initiative has been adopted which is school based visits whereby members and potential members are informed of services provided.

EI President Ms Susan Hopgood Addresses Fijian Teachers Association National Convention.

Theme: 'Build the Future Invest In Teachers Now'

The President of Education International and Federal Secretary of the Australian Education Union, Ms. Susan Hopgood delivered the keynote address at FTA Annual Conference. She highlighted the impact of Global crisis on Global Union.



At FTA AGM Opening

Ceremony (L-R): Mr. Koroi, Susan Hopgood, Govind Singh

Highlights Of The Keynote

Address:

- The President of EI, Susan Hopgood acknowledged with gratitude the words of welcome and the traditional ceremony accorded to her.
- Ms Hopgood extended the EI's greetings from its 401 Teacher Unions in 171 countries and also the Australian Education Unions' solidarity from its 180,000 members.
- EI was a Global Union Movement, a Professional Association and a Labour Union, and a Development Agency of which the FTA was a proud member.
- The EI facilitated effective advocacy for Education globally, regionally and nationwide.
- The Global crisis had affected all countries and that every Agent had specific issues to address which would impact the worldwide Global Union.
- Societies had experienced dramatic times and in a global community where they had had to

confront several major crises all at once, those crises would affect the Education system. No region could isolate itself from the Global Crisis.

- The most affected in the crisis were the developing and underdeveloped countries that also held the key to global recovery.
- According to recent World Bank Reports, 200 million workers would be unemployed and would fall below the poverty line.
- Over two decades, there had been a rise in the privatization of many services due to the increase in ideologies of the unregulated market.
- There was an unprecedented global gloom with an unprecedented rise in inequality, resulting in 2 billion people living with less than \$US2 per day. The most vulnerable of all people were those in low income countries.
- Public Schools in the Asia, Pacific and Latin American countries would be under great pressure as Governments would be pressured by financial institutions to reduce Government spending.
- More than 50 million people were unemployed worldwide to date.
- The 10th Global Union Confederation of which EI was a member, represented workers from all sectors.
- Workers round the world were demanding Governments and Intergovernmental agencies to put in place a new global paradigm of recovery and Social Justice which

defended the rights of all workers, promoted sustainable development, valued effective public services and were committed to the goals for 'Education for All.

- Quality education for all children and young people was one of the keys to recovery in all nations and the global financial crisis was impacting on education in many countries.
- In future, cuts in teachers' salaries, redundancies, freeze in hiring of teachers and reduction in education budgets were some of the issues faced across the globe. No region and no country could isolate itself from the crisis. That was unacceptable. Teacher Unions must fight to defend quality public education fund
- In 2000, the world leaders had been committed to achieving the 6th Education funding. That commitment was then 2/3 of the way towards 2015 and the world was on track to achieving those goals, whilst the human progress was made towards attaining universal Public Education.
- Despite increased participation in Secondary and Tertiary Education, and
- Gender inequality in many countries, there were still 72 million children not in school. If that trend continued in the same manner, there would be 56 million children without schools in 2015.
- Many countries were planning to reduce the amount of overseas development aid due to global financial crisis.

- The total extra fund needed to realize the dream in 2015 was not achievable. In context, the extra fund needed annually was only 2% of the money which had been provided by the US and UN to rescue banks during the global financial crisis.
- If the same efforts were to be put into achieving basic education, things would be different for millions of children in the world.
- The theme for the Conference, ‘Build Fiji — Invest in Teachers Now’, was fitting as the role of teachers and the provision of quality education was a critical one.
- Teaching was about creating opportunities for each child and each young person to realize his/her potential as a human being and as a member of society.
- When the talent and commitment of the teachers met the unshaped potential of the child, a miracle occurred.
- Qualified teachers were inputs to achieving quality outcomes for students particularly if they met diverse needs of children such as disabilities and those from diverse and marginalized backgrounds.
- That was why Governments with the support of the International Organisations needed to invest in teachers and continue to provide professional development and decent conditions of services.
- The Government needed to modernize schools and classrooms while at the same time, realize the roles of teacher unions.
- More than 10 million primary schools needed trained teachers. They were recruited for quality education in order to eradicate child labour.
- However, Governments in some countries had employed unqualified and untrained teachers to fill the gap. For example, in India 50% of teachers were unqualified. In Australia, young graduates without Teacher Training qualifications were sent to work in disadvantaged schools. It was envisaged that the enthusiasm alone of such teachers would lift the standard of teaching in those schools
- The examples above were an insult to the teaching profession and was a contradiction to their belief: Qualified Teachers, to achieve Quality Outcome for Students.
- In Fiji, the President had outlined earlier that due to the shortage of teachers as a result of the 55 years Retirement Age Policy, the Government was deploying untrained teachers to fill the gaps. That was a very short sighted policy, and there was a need to invest in training teachers.
- As educators, evaluation had an essential role. Teachers were committed to quality education, high professional and ethical standards.
- All nations needed to maintain their commitments to achieve the Millennium Development Goals [MDGs], and that included Quality Education for All. Education International, therefore would advocate for that position with force and with all key global institutes.
- The EI’s ideals were to promote quality education, democracy, human rights, Social Justice and equity.
- For many countries democracy remained a hope, and was nonexistent; Equality was just an illusion.
- Essential principles of democracy included equality and freedom which were basic Human Rights.
- Teachers’ Organisations in the country needed to work together on a common goal.
- Democracy, Equality and Trade Union Rights were the bases for Social Justice between working people and their families.
- A new global economy was needed based on the education, skills, and capacities of citizens, equity, justice and democracy for quality public services.
- The stakes were very high for the financial and economic crisis to topple other crises: food crisis for the developing countries, movements of refugees, migrants and workers’ conflicts between countries and climate change.
- Education Unions played a specific role as they were committed to democracy, Social Justice and education for the new generations of children and young people.
- Together with EI, solidarity with others could make a difference; such conviction was needed to drive the members forward.
- Quality public education and solidarity were powerful weapons.

That was a challenge for EI globally and each member Union.

- The FTA members were counted on as they continued to count on EI.
- The Chief Guest concluded by wishing the delegates well in their Conference deliberation.



FTA JTF Delegates

Fiji Teachers Union (FTU)

FTU struggles with wage freeze under state service decree

Fiji Teachers Union founded in March 1930 chose “The Child Our Hope” as its motto.

The membership is open to all persons employed in the teaching profession. Currently, the Union has a membership strength of 4100 teachers.

“These are difficult times for the Union Movement,” says the General Secretary Agni Deo Singh. The State Service Decree 2010 has effectively put the Union’s case on the 2007-2009 Log of Claims that was before the Tribunal on hold. There is also a freeze on civil servants salaries.



*Front: FTU President Mr.Shandil.
Back: FTU observers during COPE
Conference*

FTU Annual Conference a great success reports Satya Nand Shandil President

Fiji Teachers Union held its 80th Annual Conference in Navua on May 4th, 2010. The Chief Guest was Mr. Krishna Datt a well known politician, educationist, Trade Unionist and former Secretary General of COPE. The theme of the conference “Build the Future Invest in Teachers Now” emanated from the 2009 World Teachers Days theme.

Given below is the keynote address:

Response of International Agencies and Country Responses

UNESCO’s statement had focused on teacher shortage, the challenge of increasing teaching force and its capacity to provide quality education at a time when the financial and economic crisis was straining the education system.

In a joint statement, the Chief

Executives of UNESCO, ILO, UNDP, UNICEF and Education International (the World body of teachers to which the Fiji Teachers Union is affiliated) drew attention to the high expectations and demands that were being placed on teachers:

“The 21st century calls for new approaches to learning, innovative thinking, the acquisition of specific knowledge about the environment, health and citizenship and the promotion of ethical values and attitudes. The ability of education systems to respond effectively to the needs of today’s learners depends largely on the action that is taken now to recruit, train and support teachers and to ensure decent work for them”.

Regional Situation

It must be recognized that overall and over a period of decades before the crisis began, significant gains were made in Pacific Education.

- Reviews and reports point out at some of these gains, particularly in access, completion rate, ratio of boys to girls in primary and secondary education.

- Despite the economic challenges Pacific countries have been facing prior to the crisis of 2008 and during the crisis, governments have maintained a reasonable level of education budget.

- Although church and

community organizations which are the major partners in education in PIC's, have derived less income from their diocese, the level of funding, although reduced in some areas, has been retained at a reasonable level. Though this is a gain, it will certainly not last much longer.

- Although donor countries have been facing direct impact of the monetary crises, they have continued to meet their commitments in the PIC's. This is a significant gain. However, except for their commitments to meet the MDG goals, other assistance and beyond the MDG year, there is a real likelihood of a decline in donor assistance. Already the European Union funding for schools development programme in Fiji appears to be limited to existing commitments.

Expenditure on Teacher Salaries

A literature survey of Pacific budgets reveals that some 90% of public expenditure in the Education Sector is in the teachers salaries. Some commentators have tended to recommend ways of reduction in the budget. Numerous strategies have already been put in place: freezing posts, early retirement, closure of Training Colleges, (Cooks), cutting down on executive teacher allowances, non payment or stalling payment of salary increases (due to teachers as a result of evaluation,

performance increments or cost of living adjustments).

There is a general trend to pass on some of the burden to school managements and the school community who are themselves reeling under the broader impact of the crisis on the economy, unemployment, and decline in the purchasing power of the dollar.

How much of these applies in Fiji, you will be the best judge. Looking at issues our Union had raised with the Ministry of Education as published in your February 2010 Issue of the Newsletter, I see some of these methods of controlling expenses are being tried here as well. It is for you to develop appropriate responses.

Talking about the Fiji situation, let me rush to add that, there has been some popular decisions taken by the Ministry of Education. The decision to provide fee free education up to Form 7, using a means test to pay for students transport expenses and supplying free text books in primary schools.

While these are beneficial programmes for the poor and most welcome, an organization like the FTU must still ask where money for this comes from. How much, if at all, comes from the non payment

of Executive Teacher allowance? How much of these have been siphoned from the cuts in the per capita grants to schools. Is it a case of paying Peter and robbing Paul?

If some of these cuts have been an exercise in rationalization of public expenditure in education, Union leaders may welcome them and be able to justify them to their members and in that case Ministry of Education would have done well in involving the Teacher Unions in such decisions.

Most surveys find that in three areas the Pacific is still lagging behind. Firstly, in Early Childhood Education, which is still in its infancy, the bulk of the responsibility for it is borne by the community and school management. This has to be put squarely in the forefront of public spending. The biggest need in this area is for well trained teachers with competitive remuneration package.

The second area is in the education of girls. While some improvement has been made in the Pacific countries, a lot more still needs to be done. There is considerable loss in economic, social and personnel cost to the country in restricting women's access to education and work.

Most women in the teaching

profession and this certainly applies to Fiji, get restricted to the level of Heads of Departments, Assistant and Vice Principals. Only few make it to the top. As an organization, we must ask why? Is it because the decision makers in the Ministry and in the Unions are mostly men?

The third area which has been referred to as a shortcoming is in the area of quality of education. Literature on the subject points to lack of clear, measurable indicators of quality. Most accounts of quality assessment is based on anecdotal views of professionals who indicate stagnation or decline in quality.

An AUSAID survey of 2007 found that 27 percent of children who had completed six years of education could not write three simple dictated sentences.

Children who were not able to complete primary school were those living in geographically remote communities and those with disability and those children coming from poor families.

Critics often associate quality with teacher competence and teacher professionalism. Again, clear data on teacher effectiveness is not available. Teacher-training, student qualification at entry to Teachers Colleges, support for teachers, resources at school – all need to be investigated to find the root

causes of stagnation and decline in quality.

In having found the root causes, there is no choice but to invest in teachers to build a future!

Which of the gains in the Pacific have been gains for Fiji as well? What strategies do teachers and their organizations need to adopt to deal with sections of policy and practice which are threatened and those that are likely to be threatened?

The Fiji Situation

I have already made references to the Fiji situation in talking about the International and Regional issues, but let me touch on some issues more specifically, pointing out some directions that Fiji Teachers Union may wish to take in responding to the current situation.

Investing in Teachers

Let me say categorically, I do not believe the government is investing enough in the teachers. There may be new school buildings, thanks to the donor countries which have continued to fund people focused projects. There may be hundreds of text books distributed, which is indeed important, new curriculum may be implemented and other physical amenities added to the school system. These are important and very welcome by the wider

school community including the teachers.

But this is not all that I mean by investing in teachers. How are the teachers treated? Do they feel wanted, treasured, loved, worthy or even valued at all. What trained support service is there for a psychologically disturbed teacher or a teacher traumatized by the huge expectations put on him or her?

As our staffing gets to be more multiracial, what support service exists within the school to enable staff from another cultural background to adjust to the dominant ethos of the school?

How has the society or more specifically governments in the past recognized successful practitioners. Look at the honors list since independence and examine the number of teachers who have received some form of recognition. You will find that in proportion to their numbers the list would be negligible. Yet dignitary after dignitary will tell you that a teacher, second only to responsible parents, is the most significant contributor to the life of a child, in shaping his/her intellect, moulding his/her character, and in preparing the individual to be a productive member of the society. Yet the teachers work in touching the lives of so many people remain

unrecognized.

Those who do sometimes get some kind of recognition, have done so because of the peripheral service they have rendered and not so much for their teaching competence. This is a real shame!

Two years ago, I had a young teacher working for us temporarily while she was awaiting appointment. Every morning she would go up to the Ministry of Education and join the queue of fresh graduates waiting to be appointed. What can be more debilitating and humiliating to queue up for a job, after completing studies, on a daily basis, each day to be ignored, as officials walk past with papers in hand, looking straight and officious, as if you never existed. If they did stop to talk, you were advised to come tomorrow or asked if you had your TR number. If you did, you will perhaps be advised, not to queue up there, “we have your details, you will be advised as soon as something comes up”. But the young teacher knew better, day in and day out she would be there, waiting patiently for someone to notice her, and lo behold ONE DAY some one did come out of the office and picked her from the middle of the queue and asked whether she had a Geography and English combination. She did. Off

she went on a relieving job. Thanks for a timely maternity leave that had provided the temporary vacancy!

What an experience! That is the young teacher’s entry to the revered and honored service of teaching. The young, bubbly mind, excited after graduating, keen, anxious and bouncing with energy, was being gradually deflated, humiliated and reduced to a number in the service, to be stuck on her for life. Vanua Levu bears testimony to the Head Teacher who after years of service, on retirement, pegged a little identity at the front edge of his home compound with his name, title, and his TPF number. So thorough had been the servility of the civil service number, he had begun to feel honored with his dehumanized identity.

Investing in Ourselves

Often we get demoralized because we allow it to happen to ourselves. In order to have the strength to demand, we must learn to invest in ourselves. From investment in upgrading and updating our own knowledge, skills and qualifications, we must learn to believe in our own status. We cannot always be complaining and criticizing. If we are critical of the authorities we must also ensure that as individuals and as a collective we will not condone those who bring disrepute to this profession. If we are to ask

for greater investment in teachers, we must first ensure that we are worthy of that investment. If there are those who are in the profession because they have nothing else to do, we must guard ourselves against such people. Collectively we must rigorously adhere to a Code of Ethics worthy of ourselves.

We need to realize that we are not simply about transferring knowledge to students, but also about laying the foundation for sound values and creating a life long thirst for knowledge. A teachers own zest for learning is infectious. A good student will pick up the contents of a subject matter on his/her own but it is the fire, the hunger, the enthusiasm for learning that can only be parted by the teacher.

The government’s investment is in ensuring that there is proper learning environment for the teacher to give his/her best and for the students to excel in their endeavours. As teachers and teacher unionists we have to do our utmost to ensure that learning opportunities are not endangered. The Government must do its part by putting into place policies and necessary funding. Let me briefly touch on one such investment need which I think is fundamental to the future.

Investing in Computers

There is a growing discovery of the

power and scope of information technology in enhancing the teaching-learning environment, in forming teacher networks, in exchanging teaching materials and methodology, in exchanging ideas, in acquiring instructional information, in tracking and guiding students, and in reducing administration drudgery.

With acquisition of basic proficiency, it may not be out of place for the government to reward the teacher with a lap top; if cost is prohibitive, to heavily subsidize the purchase. All schools that have internet access must be provided with the service and teachers trained to supervise students use generally and in their own subject areas.

Participative Decision Making

During times of crisis, some cherished gains of good days will face serious challenges. One such gain that the Fiji Teachers Union has enjoyed over a very long time has been the involvement of the organization in major decision making bodies.

It will be a major loss if the FTU were to lose this right. The right to participate in decision making rests on the pillar of democracy. Unions as we know them, flourish only in a democratic system. Defense of democracy, therefore is the prime role of a Union. Without it, Unions

have no meaning. The form of democracy that the FTU has been used to is participative decision making on an even negotiating field. I am told, that for Education Sector, this pillar is by and large.

The Union will have to ensure that it remains intact. In this regard the union has to keep a watchful eye on the new Education Act which is proposed and on which work has already begun. There were promises of full participation by the stakeholders. We have not heard anything since. The Union has to watch that the Act does not in any way undermine the gains made by the union in the past.

Despite the overarching participative framework, there appears to be a marked disrespect of and erosion of consultative values. We need to ask: Are teachers acknowledged as consistent and reliable leaders in the national development programme? What pressures exist to wear them down?

Teachers involvement however, is premised on the fact that investment in education is a solution to the problem facing Fiji and not a consumption item.

Developing a Comprehensive Strategy

It will not be possible to expect a conference of this nature to develop a comprehensive strategy to deal with the economic crisis and lay the foundations for future development. In the half day that is left the conference has to debate and adopt the secretary's report, consider the presidential presentation, examine the financial report, debate and adopt all the resolutions. In such a short time, it is not always possible to examine closely all the nuances of the theme and develop a long, middle and short term policy for the union.

Some issues the committee may wish to think about could include answers to questions such as:

- What is the nature of the global crisis we are dealing with?
- How is it affecting Fiji?
- What aspects of Education Sector have been affected by the crisis?
- How much of the crisis facing Fiji is due to the military coup and how much is imported through global economic crisis?
- What has been the government's response to the crisis?
- What specific measures have been taken by the Education Sector ?
- Is the review of the Education Act part of government

response?

- What are the advantages and disadvantages of zoning schools?
- How has Teacher Unions responded so far?
- What further policy changes are anticipated?
- What is new in the current negotiations procedures?
- What Industrial Relations practices are still in use?
- What new strategies have to be developed in dealing with changed circumstances?
- How can Unions be involved in finding solutions to the problems?
- What can Teacher Unions do to create awareness and debate on the issues generated by the crisis?
- Have Teacher Unions made it clear to government on what they are fighting for?
- What strategies are Teacher Unions adopting to continue to strengthen social dialogue?
- How can Teacher Unions continue to persuade and convince stakeholders that education is a solution and not a cost?
- What strategies should be in place to ensure maintenance of teachers salaries and allowances?
- What checks and balances are in place to ensure that teachers pensions are safe?
- What are we doing to ensure that we have a united Teacher Union front?

- How closely are we working with other labour Unions?
- How are the International Agencies, Regional and International Teacher Organizations harnessed to assist us in finding solutions?
- What is the best political option for Teacher Unions in times like these? Why?

Conclusion

I set out on an exploration of the theme, at first taking a journey through statements and commitments made by some International Agencies and important national leaders on the need to invest in teachers now to build a future. I then moved on to journey through some of the issues that are being dealt with in the Pacific region and took stock of some of the gains made in education in the recent past and the present day challenges that the teachers were facing presently. I took the journey so that we may be able to draw implications from these for Fiji teachers. I then moved on to look at the Fiji situation itself and in a more direct way called on the Union to appoint a strategy committee, examine all the current issues facing teachers and their organizations and then to develop a strategic plan to deal with the issues in a calm, calculated and a systematic and responsible manner. I have drawn on some recent experiences as examples how everyday events, minor it

may seem, contribute to undermine teacher esteem, particularly in the early stage of a teacher's career.

I then invited the Conference to discuss the need for a induction programme to be organized by the Ministry of Education for all new teachers and to rationalize the initial appointment system to adopt a more welcoming approach.

I have also called for direct and tangible investment in developing knowledge and skills in information technology for teachers.

As a fundamental principle of Unionism, I have called on the Teacher Organizations to maintain strict vigilance on any threat to participative rights, collective decision making and in defending democracy which is the foundation for the continued existence and survival of human and Trade Union Rights.

With these words, I have much pleasure in declaring your conference open.

Trade Union Training a priority for FTU Women

The FTU Women's Network has conducted workshops in all its Branches, reports Ms Vidya Singh the Women's Network Coordinator.

The aim is to educate the members on the current Industrial Relations Issues and the Professional Issues that affect them in their teaching career



Women's Execuives

Issues covered were:

- Employment Relations Promulgation
- Trade Union Rights
- Union Services
- Public Service Code of Conduct
- Teachers Code of Ethics
- Teacher Registration Board
- General Orders and PSC Regulations 1999.

The FTU Women's Network also held Divisional and Branch Workshops on Leadership Roles of Women at School and Home Level. The roles that women and girls play at school and home are very important and it displays the good leadership quality they have in them. Women also learnt how to counsel and handle students at school and at home. The Workshop empowered the members as to how to educate the girl child about protecting herself from abuses, from non communicable diseases and from being abused. The Women's Wing also organized a workshop for the professional development of the members to be fully equipped with the changing policies of the Ministry of Education.



FTU women's net work conference

The Cook Islands Teachers Institute

Teachers question the closer of teacher training institute reports Taina Napa

The Cook Islands follows the New Zealand curriculum. Education is compulsory for all children between 5 and 15 years of age. The government provides free secular education at primary and secondary school levels. Tereora College provides education up to year 13. Nursing School, the Trade Training Centre and the Hospitality and Tourism Training Centre provide Tertiary Training

The Teachers Training College has been closed and this is an issue CITI is not happy about. According to Teachers Union, the teachers need training and re-training and the Training Centre should remain open to fulfill this goal. The University of the South Pacific has an Extension Centre providing vocational, foundation and degree courses.



CITI women's net delegates

CITI mounts training for the union members

The 3 day Workshop in Cooks was well attended despite being held in the last week of the school holidays from 18th to 20th January, 2010.

The first day of the workshop dealt with research and questionnaire survey. This provided the seventeen participants with an opportunity to review CITI's achievements, difficulties and future plans and directions.

For several participants going back into the history of their own Union was a good experience. It was an opportunity to highlight achievements of the past. It gave members an opportunity to set priorities for CITI for the journey ahead. It also exposed strengths and weaknesses in CITI and how these could be addressed.



Union's workshop rights

The next two days were training programmes on areas considered important by the members present. The papers on Human and Trade Union Rights showed members how rights were being violated.

Interestingly members initially thought that there was little or no violation of rights in Cooks. However, after the presentation the groups were able to identify several rights violations. It was an opportunity to note how children's rights violations were ignored by teachers as they were not even considered violations.

The other presentations looked at negotiating skills for CITI officials. It was the first time for most participants to be given opportunity to look at negotiating skills from a Trade Union perspective. The Unions feel they will be able to deal with issues in a much organized manner compared to how they used to deal with governments before. The participants found the training on financial management very useful. The affiliates realized that there were violations of procedures in financial management which needed to be addressed.

The Workshop gave an opportunity to COPE to also visit government officials and Krishna Datt who is researching on COPE activities also found time to talk to the Prime Minister. A lot of information gathered from meeting government officials was discussed with Union Officials.



E vaine e rangatira ei.

Women Strengthens Any Organisation

In Term 2 of 2010, Women's Network organized a sporting event as part of the membership drive and to further emphasize the importance of networking. A mini-golf event included the theme:

Sports - A successful activity that eliminated the stresses of teaching!



Great to see them taking part

Furthermore, a great turnout of members to this event proved that the objective of recruiting members is becoming a reality. Women Members also organized Block Printing in November 2010 ie, fabric printing using the expertise of teachers: Mrs. Jane Kora, Mrs. Lotiola Mateariki, Mrs. Mama Lazaro & Mrs. Ruta Teio. These teachers shared their talents and skills to the rest of the members during a one afternoon Workshop held in the Avatea School Hall. The gathering strengthened Unions in the Pacific Way

Male teachers also attended this workshop.

Men teachers were commended for their enthusiasm and support.



Roll it gently!

TONGA TEACHERS GROWING STRONGER

Friendly Islands Teachers Association (FITA)

FITA membership has increased from 750 to 900 over the past two years.

For more than 2 decades FITA had been initiating dialogue with the government to increase paid maternity leave from 1 month to 3 months and finally this year the government accepted the paid maternity leave duration extension to 3 months.



FITA office

It is now pushing the government to provide salaries for church school teachers at the same level as those given to government school teachers in terms of qualification and experience.

Political Empowerment of Women

FITA Women Network Coordinator Ati Pomana believes women teacher unionists play a significant role in

educating, monitoring and ensuring Women's development through empowerment. These Workshops have greatly impacted on Women Members of FITA. Each year, more and more women teachers currently employed or retired, utilize their knowledge and expertise as professionals to empower other women in various social, economic and political groups.

The women membership and involvement as unionists is growing at a certain rate higher than those days in the past 5-10 years. There are changes taking place in women's attitude and mindsets, reports Ati. These changes are for better outcomes and academic achievements.

Samoa National Teachers Association sets its priorities

Membership has remained static in the past two years. Attrition rate of teachers from the service has been very high, reports Tili Afamasanga President of SNTA. Samoa National Teachers association is trying to address this by October, 2010 by working with the Ministry to finalize the rationalization of the teachers' salaries and finalizing the NTDF. Recruitment for new members has been hampered by the lack of an effective full time worker, but will reinstate mechanisms to get new teachers to join.



*SNTA President:
Tili Afamasaga*

The SNTA has been involved in numerous activities including:

Refining the National Teacher Development Framework

Formulation and finalizing the professional standards for teachers in Samoa

A fair and equitable system for teacher appraisal in the schools.

A flexible career structure for teachers.

Putting in place a more effective Induction Programme for new teachers in schools

A system for teacher registration.

Correcting salaries for teachers in Government service (four year exercise with the Ministry and the PSC)

Designing and implementing the school fee grant scheme to enable all children at primary level in

Samoa to have free and compulsory education.

Formulating and finalizing the minimum service standards for all schools and helping to improve the school management model in Samoan schools,

Helping to form the National Policy for Children.

Continuing to develop and maintain the strong status of the Samoa Teachers Credit Union to support our teachers.

Formulation of a national assessment policy framework which was extensively consulted by teachers.

Helping and working with the Steering Committee in the implementation of the Samoa Inclusive Education Development Programme.

Challenges

Building new headquarters for the SNTA and the need to strengthen membership, especially of younger teachers are some of the prioritised challenges faced by the Union

A long time seasoned Trade Unionist Tili argues the need to revise the constitution to enable succession planning in management and leadership.

Building capacity for leadership in the association will be pursued vigorously to help strengthen the

Women's Wing and also to get a coordinator for women's activities Programmes to build and strengthen members' knowledge of democratic principles and processes cannot be ignored in an evolving democratic society.

SOLOMON ISLANDS NATIONAL TEACHERS' ASSOCIATION

*Report by Mary Susurua –Womens
Network Coodinator*

Solomon Islands now has a population of just over 550,000 people in an archipelago stretching over 840 miles in the South Pacific. Its geographical makeup of scattered islands with inadequate transport and communication facilities along with the associated costs still poses isolation as the major problem for the Teacher Union. Impact is, therefore, limited to the accessible areas of Honiara, Guadalcanal and nearby central and Malaita Provinces.

Political will in education has over the years been stagnant eventhough there were seven General Elections since independence in 1978, the most recent in August this year. Till the present time, the country has relied heavily on foreign aid assistance especially from EU, AUSAID, NZAID and part from the ROC to finance its education services.

The current teaching force is 8,233 out of which 2,856 are financial members of SINTA.

The Solomon Islands being male dominant decision-making society according to its cultural background, the Government after sometimes recognized the need for women's role in development. As such the government was able to establish a Ministry for Women in March 2007 to implement its National Plan addressing issues affecting or undermining women, youth and children participation in development. Since the inception of the new Ministry, a two year Corporate Plan 2008-2010 strategy was put in place to address Women's needs in Solomon Islands. The two-year Corporate Plan set the basis for developing a National Policy on Violence Against Women, together with a National Policy on Gender Equality and Women in Development in October 2009.

The Government as its commitment to its obligation in improving the status of women forward to achieving the United Nation Millennium Goal on Gender Equality, and of the Pacific Plan on Gender Equality Strategic Pillar, collaborated with Solomon Island Teachers Association (SINTA) through its Women Network to facilitate activities designed to accomplish the implementation of government policies on women needs in Solomon Islands.



Eileen Wamela right (Makira SINTA Mr. Alick Sam(standing) a Male women's network Branch Treasurer) who was also desk officer (who is also a workshop facilitator) elected chair women's



Female School Principals/Head Teachers from school in Honiara/ Guadalcanal at a school head meeting

SINTA initiated focus on the Code of Ethics and with funding from EI had two related workshops which were held for Honiara and Guadalcanal School Heads in Honiara on 29th and 30th of July 2010. The Workshop focused mainly on the Code of Ethics and Professional Standards and issues affecting teaching.

SINTA has submitted the full Code which was included in the government's Teaching Service Handbook as a replacement and elaboration on the previous Code of Professional Conduct which rarely expressed the ultimate obligations of teachers. The last sector-wide

consultation has accepted the Full Code as Chapter 10 of the Teachers' Handbook. This presents a balance of responsibilities of teachers in the same instrument with the terms and conditions as well as the management of the employment of teachers in Solomon Islands.

TUVALU TUVALU TEACHERS ASSOCIATION

The TTA President Penehuro Hauma reports that his Union has a total membership of 135, an increase of fifteen from 120 in 2008. Of this number, only 40 (20%) are males and all head teachers of the ten government owned primary schools are females. Of the two government secondary schools one principal of the senior secondary is female. It is expected that more members will join the organization by the beginning of next year, as some independent ECC teachers have indicated their interest in joining the organization.



(2nd from left) Mr. Penehuro Hauma at COPE Anniversary Celebration

Problems of the failure of members to pay their dues and the lack of office space and the non existence of a full time TTA officer to deal with specific matters of interest to the organization remain to be addressed.

The newly appointed Minister for Education is a TTA member so the organization looks forward to having the check off payment of dues of the members discussed with him.

The structure of the TTA has always been highly influenced by the geographic spread of the areas of domicile of its members and the availability of resources that are required to run it. TTA Executives are appointed from Principals, Head Teachers and Senior Officials who manage either government or private schools. The members appreciate that these members direct control of school facilities such as classrooms, telephones and facsimile resources are easily accessible and utilize for TTA meetings and communication respectively.

In August 2010 TTA organized a Code of Ethics Workshop on two evenings with the teachers who were selected for the continuing AFL Workshops. Teacher participants were tasked to put a Code of Ethics at the end of the two-day Workshop.

Awareness Workshops were conducted for Women Members in 2010

Challenges for TTA

- Lack of young members interest to take –over from the ageing leaders.
- Funding constraints
- Poor communication and transport means.
- Recruitment difficulties

VANUATU TEACHERS UNION

*Report by the President Mr
Wilfred Leo*

Vanuatu Teachers Union is a registered organization. Its main purpose is to deal with the teachers welfare and to provide a basis of collective bargaining relations with the Ministry of Education.



VTU Workshop Participants

There is, however a current setback, reports VTU President, Mr Wilfred Leo. As of July 2006 to present, VTU funds are administered by Moores Rowland Vanuatu.

Despite Vanuatu government ratifying the relevant ILO provisions, it is clearly interfering with Trade Union operations, claim VTU Officials.

While VTU appreciates the oversight provided by Moores Rowland Vanuatu, it currently sees itself as being in a better position to resume administrative control over its funds. The Vanuatu government and VFSC also failed to act swiftly to VTU demands to end the private administrators contract. The situation is getting severe, particularly as the contractor is being paid a lucrative sum out of VTU funds



VTU JTF delegates with their Action Plan

Despite all the constraints VTU continues to provide service to the members and negotiate collective agreement for all the teachers. VTU provided funding for “World Teachers Day” celebrations to its 34 Branches throughout Vanuatu. Celebrations were reported as having very positive outcomes, reports Margret Firiam, the Women’s Network coordinator. Today VTU has over 1200 members, accounting for more than half of the teacher population in Vanuatu.

Vanuatu remains on track to achieve the Millennium Development Goals (MDG) and EFA (Education For All) Goals.

Vanuatu Education Policy Coalition (VEPAC) is an organization formed with the help of VTU, committed to supporting the aim of the national education sector to achieve its six Education for All goals by 2015. These are Social Justice issues that VTU strongly promotes.

Considerable progress has been made by Vanuatu in increasing access to universal primary education through its ‘fee-free’ primary school initiative. There has been considerable progress in eliminating gender differences in enrolments at all levels of education, notably in secondary level. The gender gap has decreased, however the challenge is to integrate gender issues across all sectors and increase women’s involvement in the development process.

The 6th VTU/SEV Women’s Network Conference took place on the 17th and 18th of May 2010 based on the theme: “Practice makes Perfect”. During this gathering, VTU Managed to organize one (1) day workshop in which participants learned how to draft project proposal.



VTU Workshop Delegates at work

THE PAPUA NEW GUINEA TEACHERS’ ASSOCIATION (PNGTA)

The Papua New Guinea Teachers’ Association was registered as an Industrial Organization under the Industrial Organization Act of Papua New Guinea on 1st of April, 1971. Its principal aim is to



*PNGTA General Secretary, Ugwalubu
Mowana*

develop the Association into a Professional Organization through working towards mutual understanding and cooperation among other overseas fraternal organizations. It also aims at

working in partnership with the International Labour Organization (ILO) to promote effectiveness and stability within labour movements. The Association’s intention to work in partnership with ILO is satisfactory, resulting in the establishment of its office in Papua New Guinea and will be located in Port Moresby which is the capital city of PNG. In collaboration with the ILO, PNGTA would be able to effectively address all labour issues especially those of the teachers in PNG.



PNGTA Executives

The Association has four Regional Office Centres in each of the four Regions. The Regional Office Centres are located in Lae for Momase Region, Mt. Hagen for Highlands Region, Kokopo for Islands Region and Waigani Port Moresby for Southern Region. The Headquarter is in Port Moresby. Just recently PNGTA has established two new Provincial Branches in Buka and Wewak respectively. The Association will continue to expand its Branches network throughout the country in the near future.

Currently there are approximately 45,000 active teachers in the Teaching Service. Out of this total, approximately 22,000 are financial members of the Papua New Guinea

Teachers' Association (PNGTA). These members subscribe one percent (1%) of their fortnightly gross salary to the Association which sustains the Association's daily operations.

The Association's general aims and functions are to cater for its membership personnel and professional welfare and interest in the provision of Education in Papua New Guinea.

Issues and Developments

PNGTA has proposed for a 5% salary increase for all teachers in 2011 while a massive 20% increase to be remunerated on a sliding scale to the bulk of the base level teachers from 2012 to 2014. This move by the Association came about due to the change of work value features of teachers as a result of implementation of the reforms two decades ago.



PNGTA Workshop Delegates

PNG Teachers Association Women Network

PNGTA since its inception has established its Women Network to facilitate active and equal participation from its members. The Women Network is headed by the National Women's

Representative together with a Women's Representative from each respective province in the country. Five regional Workshops were conducted for

Women Teachers in PNG. The Basic Human Rights (BHR) materials have been the topic of discussions. HIV/AIDS and BHR were topics we concentrated on. Other local issues were discussed among women teachers.



PNGTA Women's workshop

PNGTA pursuant to its Constitution is promoting gender equality and participation of women at all levels of the organization. The Association makes sure that there is equal number of men and women in the management level at both its headquarter and its Regional Office. There is gender balance of female representative from each of the four (4) regions that constitute the National Management Committee (NMC) and the top executives of the Association. At present, the Association is in the process of getting more women officers to equal the number of male on staff. This also signifies the Association's focus on promoting women participation in decision making. Moreover, women teachers comprise about 38% of the total PNGTA membership.

Challenges

Papua New Guinea Teachers' Association is blessed with its political leadership and the National Management Committee (NMC). From strength to strength, the Union has come a long way and has remained membership focus ever since. However in all walks of life there are hurdles and variables which accompany any plans we make. For PNGTA the following are some challenges faced;

The Association believes that in order for Papua New Guinea to achieve the "Vision 2050" of the country, it must realize that teachers play a pivotal role in the success of the vision. Therefore the call by the teachers for improvement to working condition and salary increases must be heard and PNGTA will continue its negotiations even at times situations looks gloomy and come to a halt. The government through its agencies such as the Teaching Service Commission (TSC) must avoid "lock horns" situation but swiftly realise teachers are pivotal in implementing all changes affecting the country.

Kiribati Union of Teachers (KUT)

The country is comprised of 23 low lying coral atolls that are easily exposed to climate change and vulnerable to severe coastal erosions, tidal variations and rises in sea level.

The Kiribati Union of Teachers (KUT) is currently comprised of government teachers only with a total and active financial membership of 710 (350 females and 360 males). This is about 75% from a total overall teacher workforce of 1100.

Violation of the KUT's right to Strike and Unfair Recommendation for Dismissal

The Kiribati Trade Union Congress (KTUC) lodged a complaint on behalf of KUT against the Government of Kiribati concerning the right to organize collective bargaining and the right to strike.

The Trade Dispute was concerning the urgent need of the union to introduce a new separate Collective Bargaining agreement proposal.

The actual four days' peaceful strike action involving more than 200 teachers was implemented from 1st to 4th December, 2009, recalling teachers back to work from 7th December.

While the complaint is still in the capable hands of ILO Committee of Expert and Committee of Freedom of Association, the KUT together with their lawyers are working on a High Court Case against the government of Kiribati to seek interpretation on the lawfulness or unlawfulness of the KUT Strike.



KUTRoundtable Rep

Australia

The Labour Government, first elected in late 2007, has recently begun a second term, but only through the support of Independent

MPs representing regional interests and one from the Green Party. Australia has its first Women Prime Minister Julia Gillard.

National Tertiary Education Union (NTEU)

There are more than one million students enrolled in undergraduate and postgraduate courses in Australia. Of these around 770,000 are Australian born or Australian residents. Almost 300,000 or about 27% are international students. The higher education participation rate is about 25% of the population and is increasing.

NTEU has almost concluded current round of collective bargaining with the overall achievement of increased salaries (4.6% annual growth to 2010). Major issues have been reinstating conditions, lost through the HEWRRS (the university version of work choices), job security, workloads and managing change' provision.

NTEU Represents over 25,000 academic, specialist research, administrative and professional staff across universities, as well some research institutes, further education providers and administrative staff in Victorian TAFE College.

Currently, membership is relatively stable with varying density across the country and sectors. However, like the universities, the Union faces a membership crisis and the approaching retirement of large numbers of academic members. Density amongst research staff remain patchy. Most significantly, the union needs to focus on the

recruitment of young academics, many of whom are introduced to academic work through sessional teaching. The union has been running a specific campaign aimed at improving the conditions of casual teaching staff.

Australian Education Union (AEU)

The AEU is conducting a major National Campaign to encourage public school principals, teachers, parents and communities to have their voices heard in the Review. The Public Schools- For our Future Campaign, includes extensive television and newspaper advertising, designed to coincide with the Federal Governments review of the funding of schools.



*Darcel receiving the AEU DC
Partner Award from LIO's Laila
Haire*

The AEU is organizing principals, teachers and parents to work together to ensure the review receives submissions from as many people as possible about the importance of investing more in our public schools.

Campaign to Stop League Tables

From 2008, the AEU began a public information campaign, outlining the international evidence, in particular from the US and UK, that showed the damaging effects of League

Tables on students and school communities.

AEU believes that simplistic and crude 'school by school comparison' a euphemism for league tables, does not constitute accountability nor valid comparison, as no two schools have an identical student enrolment profile.

Indigenous Education Campaign

A 25-year plan for Indigenous Education Campaign aims at ensuring government's commitment to the development of a long term intergenerational plan through building community and political support and advocacy for the concept.

Independent Education Union of Australia (IEUA)

IEUA Branches have been active in their campaign for appropriate teacher salary rates to attract graduate teachers and to retain quality experienced teachers. Negotiations with the various non-government employing authorities had been frustratingly slow, resulting in union member action in the form of stop work meetings, full day strikes and protest rallies. Significant rates of pay have now been achieved in most sectors, including additional salary levels for accomplished and experienced teachers.

A teacher is a teacher

The IEUA believes that it is essential that the terms and conditions of

employment for teachers employed in Early Childhood Centres be comparable to the terms and conditions in other educational settings.

The Queensland/
Northern Territory and NSW/
ACT Branches of the IEUA have commenced significant member action and political lobbying campaigns to put pressure



on the government to address the inadequate funding arrangements.

New Zealand Tertiary Education Union of NZ

New Zealand Tertiary Education (TEU) is the union representing the industrial and professional interests of more than 12,000 staff employed in the tertiary education sector across New Zealand. The TEU is the main union in the sector and its membership includes staff employed in all occupations in universities, polytechnics, institutes of technology, wānanga, other tertiary education providers and allied organizations.

The TEU is committed to organising collectively to safeguard and enhance the industrial, professional and educational goals of its membership, including:

- negotiating collective employment agreements;
- advising and representing staff with employment-relationship

problems;

- monitoring and acting on issues affecting members in their workplaces;
- developing specialist research and policy to promote the working conditions of staff;
- improving the quality of tertiary education in New Zealand; and
- safeguarding the rights of Māori members and meeting the union's responsibilities to wider Māori communities through the promotion of and adherence to Te Tiriti o Waitangi

Founded in 2009, the TEU was established as a result of the amalgamation of the Association of University Staff (AUS) and the Association of Staff in Tertiary Education (ASTE). Both of those Associations have a long history representing staff throughout the tertiary-education sector.

The AUS was founded as the Association of University Teachers (AUT) in 1923 and was originally an informal Federation of Branch Associations, representatives of which formed a National Standing Committee. In 1967, AUT became an incorporated Society with an office and staff based at Victoria University. On 1 July 1989, the Association of New Zealand University Library Staff merged with AUT and on 1 July 1992 a second merger, between AUT and the New Zealand University Technicians Union created AUS.

The origins of ASTE arise from the incorporation of the Association of Teachers in Technical Institutes (ATTI) which was founded in 1960 and grew as technical institutes were established throughout the 1960s.

In the mid 1980s, ATTI changed its name to the New Zealand Association of Polytechnic Teachers (NZAPT) which subsequently merged with Teacher Colleges Association in 1998 to create ASTE.

In the 1990s, ASTE membership was extended to include staff in private training establishments, wānanga and other tertiary education providers.

The TEU is a democratic union with strong membership participation and is governed by an elected council. Policy is determined by an annual conference and implemented by a number of committees.

The TEU employs a number of staff at its national office, based in Wellington, and at each Branch to provide assistance and advice to members.

Through membership of Education International, TEU is linked to International Education



TEU delegates for COPE Biennial Meeting

Groups worldwide and a wide range of Education Unions and through membership of the New Zealand Council of Trade Unions, the TEU works co-operatively with other Unions to improve the position of all New Zealand workers.

NZPPTA

The New Zealand Post Primary Teachers' Association (PPTA) is a voluntary Trade Union and

Professional Association registered under the Incorporated Societies Act 1908 and the Employment Relations Act 2000. For over 50 years PPTA members have worked in schools and nationally to ensure all young people in New Zealand have equitable access to a high quality public education.

According to the PPTA Annual Report 2009 -2010, membership levels have been both consistently high and have steadily increased over the last year. At the time of reporting, there were 17,555 full members. The main source of income for PPTA's activities is members' subscriptions.

PPTA's activities include:

- Negotiating collective employment agreements.
- Advising members about conditions of employment.
- Advocating on professional and educational issues.

PPTA is committed to quality education and negotiates with Government Ministers and Agencies on issues including curriculum needs and materials, school funding, qualifications and assessment, student needs and teacher needs.

PPTA is affiliated to the New Zealand Council of Trade Unions and Education International. The Association works closely with other Education Sector Unions and through its membership of the Council of Pacific Education enjoys close relationships with its South Pacific and Australian counterparts.

PPTA industrial activity 2009-2010: Building the recovery through education

Three issues have dominated PPTA's industrial activity during the last year:

- Preparation of claims for renegotiation of the secondary collective Agreements (secondary teachers, area school teachers, secondary principals and area school principals);
- Providing support for members in the adult and community education sector (ACE); and
- Working through the implications of the decision by the Secondary Principals' Association (SPANZ) to become a Union.

15th September Strike

PPTA took strike action over the breakdown of the Secondary Teacher Collective Agreement (STCA) negotiations on 15 September 2010. PPTA's fought for a fair settlement for their collective agreement.



Solidarity Demonstration

The PPTA is seeking a 4 per cent pay rise. It also wants an extra 1 per cent KiwiSaver employer contribution, laptops, immunization against contagious diseases, and wants class sizes capped at 30 pupils, or 24 in classes with hazards such

as woodwork, and some science classes.

During the 2010 PPTA Annual Conference, President Kate Gainsford informed the conference that PPTA 's strike on the 15th of September was an impressive demonstration not just of members' collective determination but also of their capacity to organize nationally.

NZEI

The New Zealand Educational Institute Te Riu Roa (NZEI) is New Zealand's largest Education Union. More than 50,000 New Zealander-teachers and support staff working in Primary Area and Secondary Schools and Early Childhood Centres, Special Education and School Advisory Services - come together through NZEI to improve their working lives.

As a Union and Professional Organization, NZEI are committed to quality public education for all New Zealand children. NZEI is equally concerned about the quality of the education members are able to provide as we are concerned about the terms and conditions under which they work.

2010 Annual Meeting was held in the Energy Events Centre in Rotorua from 26-29 September, the first time for decades it has been held out of Wellington. A highlight of the conference was a united - but silent - protest by members about National Standards and ECE cuts during the Education Minister's speech, which received wide media attention. A new process of

members meeting in Area Council Groups during Annual Meeting to begin planning their work for 2011 was very successful.



Members' silent protest to Education Minister Anne Tolley at Annual Meeting 2010

Key Issues:

Early Childhood Education Quality at Risk

Quality Early Childhood Education is under threat from the massive cuts to Early Childhood Education announced by the Government in the May Budget. The cuts will affect about 2,000 services and more than 90,000 children and undermine efforts to provide quality education.

Public Private Partnerships in Public Education

Non-state or overseas ownership of state and integrated school buildings is edging closer to becoming a reality in New Zealand. The Government is moving ahead with plans to establish public private partnerships in education, saying a tender process could start as early as 2011.

Advancing Quality Public Education

The report Advancing Quality Public Education was written in response to the Minister for Education's Education Workforce Advisory Group report – A Vision for the Teaching Profession. During

Term 4, NZEI members will be involved in developing our own 'vision' paper to further advance quality public education and ensure NZEI's professional and industrial voice is heard in the run up to the 2011 election and beyond.

Alisi Fusi Wightman Scholarship 2009

Jenny R Kome, the National Women's representative from Papua New Guinea Teachers' Association and Firiam Marguerite, President of the Women's Network of Vanuatu Teachers' Union were recipients of the 2009 Alisi Fusi Whightman Scholarship. They had an opportunity to visit Australia and New Zealand where they visited schools and Australia and New Zealand Teacher Unions in October 2009. They had an opportunity to speak with Unions about their methods of establishing Women Networks and discussed how their Branches engage members in remote and regional areas and how to develop and strengthen Women Networks across these regions.



John Thompson Fellowship Programme Pacific - 2010 Suva Fiji 16th to 28th August, 2010

The first ever JTF programme was held at Fiji Teachers Union Conference Room.

The conference was well organized and coordinated

Participating Organizations.

All together there were 22 delegates from four organizations and three countries.

1. Fiji Teachers Union (FTU)
2. Fijian Teachers Association (FTA)
3. Solomon Islands Teachers Association (SINTA)
4. Vanuatu Teachers Union (VTU)

Out of the 22 participants 12 were women and 10 men.



JTF Pacific Pioneers

The Programme:

The training programme was reduced from 3 to 2 weeks due to cost. However the hours were extended and weekends were also used.

The affiliates had the opportunity to visit FTA and FTU after hours and weekends. The delegates took advantage of the workshop held in Suva and were hosted by the two organizations and their Credit Thrift and Cooperative Societies. A full briefing was provided on the operations of these two Teacher Organisations such as:

- History
- Structure
- Administration
- Welfare
- Other Union Activities

The hospitality by FTA and FTU was well enjoyed and appreciated by all.

Two Sundays were organized to take delegates and resource persons out of Suva for informal team building retreats. The delegates had time for themselves and participated in beach volley ball and other sports. Informal excursions were useful in building their understanding with four different cultures in the workshop. They had the opportunity to visit some school set-ups and see rural Fijian lifestyle and villages in which teachers live and work.

Tevita Koroi the president of COPE delivered the keynote address and to declare open the first ever JTF for the Pacific. He expressed his gratitude to EI and Development Cooperation Partners.

Resource Persons:

A very robust, participatory approach was used by the experienced resource persons. A culture to critique each others and our own work including, but not limited to presentations, was developed early in the course and that was a highlight of the programme where colleagues were encouraged to practice the art of giving positive critique, rethinking options and valuing each other's right to contributions.



***2010 Pacific JTF Resource Persons:
(L-R) Sagar, Singh, Sue and Sarah.***

The resource persons have been exemplary. Sagar and Sara had their experience in JTF program training. Sue who was a new resource person for JTF fitted in well and found the programme enriching for her as well. Her decision to stay back to full duration of training was well appreciated by all. COPE Secretary General's knowledge of Unions in the Pacific assisted other resource persons in adopting material and approach. The appreciation of the participants was overwhelming as reflected by one affiliate in its report. *"It was indeed wonderful to again feel such a conducive learning environment and where the arrival of break times were normally so sudden that it used to catch everyone by surprise. Such was the atmosphere of the whole workshop and the participants were never at once left idle nor frustrated with the activities that kept everyone on their toes".*

"The JTF Workshop has indeed been an intensive one which has indeed awoken our minds and allowed us to have a better perception of the many things that can be achieved just by understanding and practicing the basic core principles of good sound leadership, team

building and good financial management along with core values such as commitment, patience, love, honesty, understanding and trust". "The facilitators did a wonderful job in their delivery and we learnt quite a lot from them. The practicing teachers were really happy because it reminded them of the importance of using teaching aids in their classrooms to ensure that effective teaching and learning takes place." (FTA JTF Report, 2010)

Evaluation:

The following are some of the comments from the delegates.

".....the programme has challenged me to develop better understanding of my leadership roles....."

".....when I go back I am now compelled to be in touch with my JTF colleague to monitor our own progress and bring ethics into union leadership....."

".....I would like this program to be run for the other teacher unions who are not as fortunate as we are....."

".....due to political situation in our country we need strength and skill of every kind to survive. JTF gave us that additional will power to continue our struggle with new dynamics....."

".....JTF has build confidence in me....."

".....I now have ideas and knowledge

on gender issues and how to move forward and lead others...."

".....focus should be on development of young leader and women empowerment....."

".....I will go back and work on financial policy of my union....."

".....this workshop is an eye opener; my union has to change and work as a team....."

".....my union will run similar training programme for its Branch Executives....."

".....this workshop has helped developed some realistic material that we will use for long time to come....."

".....thumbs up for COPE and EI....."

Action Plans:

The following action plan has been developed by the participants.

FTA: MEMBERSHIP DRIVE

Office to find out Branches where there are some potential members. Strategy: a) Check Forms M & D. b) Confirm from Branches and Schools.

Mobilization of office staff (GS, PAO, IRO) to visit schools to: a) Inform of joining FTA.

b) Encourage current members to maintain their membership.

Visits to Teacher Training Institutions to be done three times a year

a) 1st Visit - Familiarisation)

b) 2nd Visit - A Sports Activity to be organized by the Youth Wing

c) 3rd Visit - Recruitment by a team from FTA

Mobilisation of branches to seek new members from within

Branch-visits to identify Branches.

FTU:

Action Plan to develop a website for the union and a campaign strategy with full presentation:

Connect with regional members

- Connect globally
- Enable cost cutting
- Recruit potential members
- Provide fast and efficient services to members

VTU:

Action Plan to remove themselves from private accounting firm that is controlling VTU through:

- meeting at Executive level
- at a National level
- with Ministry of Labour / Finance
- with ILO
- complete action plan with timeliness



The presenters with participants from the VTU.

SINTA:

Action Plan to improve Union service through:

- Education programme
- Communication
- Efficiency at headquarters
- Leadership and rights education
- Reorganization of SINTA's 'modes operande.'
- Self evaluation of SINTA

Conclusion

The ending of JTF training is the beginning of new era for the four affiliates. They are all inspired to work better for their organizations. The immediate objective of this training has been achieved. Financial assistance and further technical and professional assistance will need to be monitored and provided as the progress is evaluated and challenges identified. The EI/EIAP and the consortium that provided assistance are sincerely thanked for this timely contribution.



*At work in JTF Workshop
Higher Education
Meeting*

On his visit to USP Ted was able to meet with Fijian Teachers Association, Fiji Teachers Union, Council of Pacific Education and discussed issues of common interest.

He briefed on the situation at USP and how other Universities in Fiji could benefit.

Ted and his colleagues from New Zealand came to FIJI to share their experience with USP Staff Union in drafting a Collective Agreement



*Ted with COPE, FTU & FTA
representatives in Suva Fiji.*

The current focus was on:

- Regulating work load
- Employer policy
- Effective industrial action

The team looked at the draft and made recommendations:

- Ted briefed FTA/FTU/COPE and expressed concern at the

mammoth task ahead in organizing the University Sector

- FTA/FTU – discussed their arrangement with the new University.

Discussions have been held with the VC at FNU

Ted shared his experience of similar amalgamation.

- Similarities were discovered with some Australian institutions were similar amalgamation of institutions and college took place. Fiji Unions briefed on the institutes that were amalgamated and how different Unions now represent those in Higher Education.

The Higher Education staffs are now employed by Fiji National University (FNU) and a collective agreement has been signed. A number of issues remain to be sorted out.

FTA/FTU requested for assistance from Ted for drafts of collective agreements that are similar to FNU situations.

FTC clarified that the academics are with the Teacher Unions and the Administration Cadre is with PSA. FTC also informed that there are variations between collective agreements and individual contracts.

There were discussions on the academic disciplines offered by the FNU and if they would continue

to teach technical subjects which are offered by TAFE teacher agreements.

The Secretary General of FTA informed the delegation that there were two Unions serving FNU and that there was a possibility of School of Agriculture having its own Union. He assured that there was no poaching and questioned if Higher Education Unions would recognize FTA/FTU as representatives of Higher Education Unions.

“Ted expressed concern on the number of Unions working in FNU and that he hoped the interest of all members when it comes to collective agreements is taken care of. The issue of sustainability needs to be considered”.

Delegation was also informed of the decree(s) prohibiting Public Sector Unions to register any disputes pertaining to salary or terms and conditions of service and for Trade Union Rights.

Briefings also covered the differences in the terms and conditions/salary in Higher Education.

FNU on an average pays only 30% of salary paid by USP, so there is a high staff turn over.

A professor at FNU is paid \$80,000 and USP pays \$120,000. FNU is government-funded. There are moves to increase this to at least \$100,000. FTU is on transitory

council and it was revealed that the promise was slashed almost 30%.

The meeting heard of the reduction in education budget.

The budget reduction saw a reduction in teachers allowance and that the industrial mechanism has been set aside, teachers had difficulty in addressing disputes through proper channel.

There is fear that Fiji government will reduce funding for USP to finance its own FNU. Fiji government is the highest contributor to USP.

Fiji Teachers Confederation informed Ted of decrees that make normal Union work difficult.

The breaches of decree carry a heavy penalty and one is not free to speak against the government. A permit is required for every meeting. We have to submit agenda, names of people and other details of the meeting.

In FTU National Executive Meeting, a government representative sat as an observer throughout.

FTU also highlighted teachers' issues.

“Secondary school trained teachers have been sent to primary schools because of teacher shortage due to early retirement. ECE teacher may be required to teach up to year 8. Many ECE teachers are not trained”.

The meeting heard that after union intervention the check off system has stayed. Government may increase the levy on at source deduction. This is going to hit teacher's credit unions hard.

Parallel was drawn with similar issues in Australia during Howard Government.

AEU dispute with the government was briefly highlighted by Ted

The discussions concluded successfully

FORUM EDUCATION MINISTERS MEETING PORT MORESBY, PNG 14TH-15TH- OCTOBER 2010

Report by Secretary General

Education Ministers' Meeting was convened at Crown Plaza Hotel Port Moresby.

Ministers' meeting was officially opened by the Prime Minister of PNG, Sir Michael Somare. In his opening address, the Prime Minister emphasized that the development of the region was strongly connected to the quality of education the region delivers to its people.

However, sadly the Prime Minister's speech fell short of making any reference to teachers.

The meeting discussed a wide range

of issues including progress report of the Pacific Regional Initiative for the Development of Basic Education Project.

The PRIDE Project was the main vehicle for implementing the Forum Basic Education Action Plan (FBEA) which was adopted by the Forum Education Ministers in 2001. The PRIDE Project had been presenting progress reports in every FEdMM and year 2010, was the last.

“This Presentation will be the last progress report to be made by the PRIDE Team at FEdMM and will include an assessment of impacts of the project on education in the region.”

The meeting also proposed a strategy for implementing The Pacific Education Development Framework (PEDF). The PEDF was endorsed by FEdMM in Tonga in 2009. Implementing the PEDF requires a strategy and modality for future regional initiatives which requires the endorsement of the FEdMM.

The meeting then discussed the need to improve teacher competencies and effectiveness in order to improve the quality of education in schools.

The FEdMM further discussed the development of Pacific Teacher and Principals Standard as an important area of work in striving towards quality education. Issues involved in these were presented to

the FEdMM by UNESCO/SPBEA/ UNICEF.

The FEdMM was presented with the survey of teacher qualifications and training in the region by University of the South Pacific, showing the significant number of untrained teachers in schools. The need to implement a training scheme to train the untrained teachers was realized as a critical issue in order to deliver quality education. Fast-tracking of teacher training is being considered and teacher unions are weary of this.

The FEdMM also discussed the extension of Flexible and Distance Learning in schools in the Pacific. It is believed delivering quality education service to isolated and remote schools will be possible through these initiatives.

The process of education planning in the Pacific has been developed through PRIDE. In order to continue to strengthen the capacity of educational planning at the country level there is a need for a system in place that will continue to train education planners in the region. FEdMM endorsed a feasibility study to be carried by UNESCO, and to come up with a proposed strategy to strengthen Education Planning in the Region.

The South Pacific Board for Education Assessment (SBEA) presented a paper on “Bench Marking Education Quality for

Results in Pacific Education” The paper suggests a way forward for an M&E strategy for PEDF. The Ministers endorsed the paper.

COPE/UNICEF ROUNDTABLE CONFERENCE

TANOA

INTERNATIONAL

HOTEL. NADI, FIJI

6TH -8TH

DECEMBER, 2010

THEME:

CHILD

***PROTECTION and
TEACHERS CODE
OF ETHICS***

The conference was made possible with funding from UNICEF, for which COPE is very grateful.



2010 UNICEF/COPE/EI Participants

The Outcomes of the Conference

Council of Pacific Education Code of Ethics for the South Pacific (COPE COE SP)

1.0 Preamble

The Code of Ethics (the “Code”) for teachers in the South Pacific Region who are affiliated to the Council of South Pacific Education (COPE) is intended as an expression and an elaboration of the values and principles that are central to what it means to be a member of the teaching profession in the South Pacific region. The Code is aspirational and integral to good practice for teachers.

Teachers are committed to the attainment of the highest standards of professional service in the promotion of learning by those they teach; mindful of the learner’s disability, cultural background, gender, age, and development.

The Code embodies and upholds the relevant UN conventions, EI declaration on professional ethics, and the appropriate South Pacific regional frameworks and laws on education, with a view to supporting, sustaining, and delivering quality public education to all in the South Pacific region.

As an aspirational document, the Code does not include sanctions or other provisions relating to enforcement of its principles and

precepts. However, it is envisaged that members of the teaching profession will adopt and promote the values and principles which are embodied in the Code.

Teacher Training Institutions, employers, and governments have an obligation to provide professional development and training to support the values and principles of this Code.

2.0 Rationale

The South Pacific Teacher Code of Ethics provides a formal framework of ideas and ideals to guide, inspire, and encourage teachers to achieve and maintain high standards of ethical and professional behaviour in all their work as teachers in the schools and other educational institutions in the South Pacific region.



Have we been managers or motivators?

3.0 Purpose

The Code:

3.1 promotes the values that guide teacher conduct and practice in order to facilitate child-friendly, inclusive, and safe environments;

3.2 delivers collaborative relationships that promote children’s learning and development;

3.3 supports collegiality amongst the members of the profession;

3.4 promotes public confidence in the teaching profession; and

3.5 provides teachers with an affirmation of their work and value in the South Pacific contexts.

4.0 Values

Those who enter the profession of teaching in the South Pacific region shall:

a. value the role of families and parents as first teachers;

b. celebrate the intrinsic worth of each child in the communities of the South Pacific region;

c. respect elders and community leaders;

d. promote, preserve, maintain, and be educated in South Pacific cultures, languages and the environment; and

e. uphold the ideals of dignity, humility, integrity, equity, justice, peace, democracy, responsibility, care, honesty and truth as they resonate in South Pacific Region communities

5.0 Principles

The teaching profession and the communities they serve have an expectation of high standards of ethical behaviour from all teachers. Members of the teaching profession in the South Pacific Region are committed to:

5.1 Responsibility

- a) the interests and wellbeing of students;
- b) quality education for all students;
- c) on-going professional development and improving teaching and learning strategies;
- d) honesty and truthfulness with each other and our selves;
- e) the rights of citizenship and democratic freedoms;
- f) collegial engagement in the best interests of students; and
- g) leadership at all levels of the teaching profession.

5.2 Dignity and Respect

- a. personal responsibility for our actions and judgments;
- b. appropriate professional relationships;
- c. diversity, care, and compassion;
- d. students and their family backgrounds;
- e. the central role of families and communities in education; and

- f. due care, diligence, and confidentiality.

5.3 Social Justice

- a. anti-discrimination and preventing the abuse of power;
- b. defending the entitlements of all teachers;
- c. values consistent with human rights obligations;
- d. supportive and fair work places;
- e. democratic principles and peace; and
- f. inclusive and equitable treatment of all irrespective of age, gender, cultural background, and dis/ability.

Written and endorsed by the COPE Round Table Conference on 8 December 2010 at the Tanoa International Hotel, Nadi, Fiji.

Implementation Strategies for the Council of Pacific Education Code of Ethics for the South Pacific

1. Preparing Educational Institutions for the implementation of the Code of Ethics (the “Code”).

The Code:

- a. needs to be translated into the language of the country;

- b. in English needs to contain a glossary of terms.

2. Materials for Workshops

- a. Each Union will select its trainers and provide training for the trainers.
- b. Participants to be given the training materials prior to training.
- c. Code of Ethics and training to be owned by the teachers.
- d. Each union will develop a training pack for the trainers that will contain:
 - i. the Code;
 - ii. trainer notes; and
 - iii. a poster of the Code.
- e. The workshop will vary in time from a half day, a whole day or a 2 hour sessions on two different days during school and/or after school or other arrangements.
- f. The workshop should have a section focused on a discussion around “What is a Code of Ethics” followed by the actual Code.
- g. Practices of the Pacific should be used at the Workshop such as encouraging attendance with food.
- h. This would also be seen as a recruitment opportunity.

3. Outcomes

When presenting the Code of Ethics the expected outcomes would be:

- a. change in teachers’ behaviour
- b. commitment to the profession

- c. change in the attitudes of teachers
- d. much happier and safe environment
- e. better learning environment
- f. improved academic achievement
- g. place where teachers and students want to be.

4. Review

At the next COPE meeting there should be a review that considers any feedback



Dr. Ndombi of UNICEF declaring the conference open.

5. Preparing Unions To Play An Empowering Role In Implementing The Code Of Ethics

Governing bodies of Unions need to have ownership of this Code. If they already have existing Codes these need to be assessed in relation to the COPE Code.

6. Governing Bodies Of Each Union:

Delegates to this roundtable to report to their governing bodies:

Talk about EI Declaration,
Provide other countries' Code's especially the ones that are similar demographically to their own, and discuss the outcomes of the roundtable.

For those Unions who already have Codes, reflect on /compare their own to the COPE document and fill

in the gaps.

For Unions who do not have Codes, decide on how they will adopt the Code for their own or write their own.

Use the resource "How to write a Code of Ethics" provided by the General-Secretary

Get commitment to the writing and funding of a Code of Ethics from the Governing Body

Review Existing Code OR write New Code.

Decide on the consultation process, how the Code will be written/or reviewed. Then decide on how the Code will be rolled out to Educational Institutions.



Mr. Jitoko of Forum Secretariat delivering the keynote address to the Roundtable conference

7. Branch Level

- Governing Bodies to convene Consultative Meeting with the Branch Executives
- Training Workshops for members /teachers
- General membership endorsement required

8. Educational Institutions

- Staff of each Educational Institution to review the Code of Ethics and adjust to the context of the Institution

- Educational Institution to decide on Plan of Action (schedule training/meetings) for implementation of the Code of Ethics

COPE would provide the South Pacific Code of Ethics to Forum Education Ministers' Meeting for their information.

9. Monitoring And Evaluation: Code Of Ethics And Child Protection At Institutional Level:

Each Educational Institution is to convene a Teachers' Consultative Committee meeting to monitor and evaluate Code of Ethics.

The Committee should consist of teachers and other members of the community such as a member each from village elders, school principals, students, parents, community leaders and the Union appointed by teachers. The committee is owned by teachers.

Functions of committee:

To provide awareness programmes to:

- consult
- counsel
- resolve
- evaluate and

Provide mechanisms for:

- self appraisal
- peer appraisal
- student appraisal.

10. Sustainability – Inclusion Into Teacher Training Programme

Union:

- Part of the decision-making

- Body to any new change
- Union representative to make presentations on legal matters including the Code of Ethics
- Use resources developed by other Unions
- Develop a framework for Teacher Training Institutions to assist in providing modules for incoming trainees.



FTA Roundtable Delegates

Tertiary Institutions:

- Cross programme approach to be taken in Teachers' Colleges
- Pre- requisite before entry into Training College
- Stand alone module at Training College linking to Tertiary Module
- Module to be compulsory and to include background to Code
- Human Resources Staff to provide key representatives talking about the legal implications through the use of the Code of Ethics.

Pacific Association of Teacher Educators

Code to be part of the PATE members' professional development and research.

Government:

- COPE-SP COE should be included in the teacher education curriculum:
- Professional development for all teachers already in schools (experienced and beginning teachers).
- two modules – pre-service and in-service for untrained teachers
- FEDMM- Forum Education Ministers' Meeting

Non Government:

- COPE:SP COE to be given to the Ministers' forum
- Non-Government schools need to be contacted and included

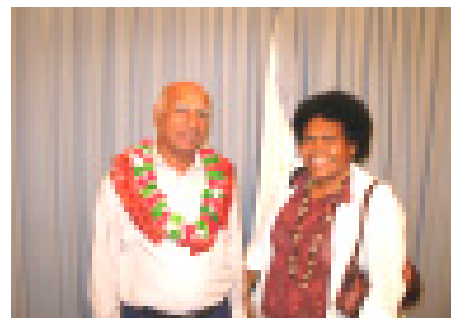
Acknowledgment to Mr. Kamal Singh

Long-serving Accounts Officer Kamal Singh retired from his position after continuous service to COPE for 25 years.

Kamal was given a farewell during COPE's 25th Anniversary Celebration.

The Secretary General praised Kamal for his meritorious service to COPE. He attributed COPE's success in financial prudence to Kamal's perseverance and sound financial advice. 'A meticulous

accountant who could be totally relied upon and fully trusted,' remarked Secretary General.



Mr. Kamal Singh with Mary Susurua

ILO/ACTRAVE OFFICIALS VISIT COPE



L-R: Kamal Singh, Rajeshwar Singh (FPSA), Naren Prasad (ILO), Krishna Datt, Raghwan (ILO ACTRAVE), Agni Deo Singh (FTU) at COPE Office

In October the COPE Office was visited by two Fiji residents now working with the ILO office in Geneva. Narend Prasad originally of Labasa and Raghwan of Ba. They were met by Rajeshwar Singh, the General Secretary of FPSA and Agni Deo Singh, the General Secretary of FTU. Kamal Singh and Krishna Datt stood in for COPE. Govind Singh was away overseas. Raghwan and Narend have always been a tower of strength for Fiji delegations visiting Geneva. Their hospitality and assistance has been unmatched. They were visiting Fiji to meet up with old friends in Education and Trade Union Circles.



Susan Hopgood with COPE Staff at COPE Office

COPE SILVER JUBILEE CELEBRATION HIGHLIGHTS.....



Nikhat, Shandil, Ralp, Agni & Kamal watching meke.



Indian Classical Dance



IEUA delegates with Development Cooperation award



FTA Women with received the award on behalf of Alisi Fusi



FTA & FTU with their Foundation member award



Ati & Penisimani received Finau's award



Krishana Datt with his award.



Fijian Traditional dance group singing Isa Lei.



COPE delegates to celebrate



NZPPTA delegates made a perfect timing to receive the award.



Mary Bluett received Susan Hopgood's award

COPE Executive Meeting:



Wilfred received Obed Massinglou's award



COPE Executive at COPE Office during 2010 COPE Executive meeting



Tili and Darcel chatting with a student



Lesson from NZ union...Know First Aid procedure!



COPE Executive Standing in front of the student at Vutia District School



Tili at COPE Resource Centre



Samoan Delegates performance



Traditional welcome



Taking a break



Delegates and Dancers...



Christine with her first bowl of yaqona



Executive Trip to Rewa



Celebration time!

Council of Pacific Education Affiliates

1. Australian Education Union (AEU)
2. Independent Education Union of Australia (IEUA)
3. National Tertiary Education Industry Union (NTEU)
4. Cook Islands Teachers Institute (CITI)
5. Fijian Teachers Association (FTA)
6. Fiji Teachers Union (FTU)
7. Federation Des Syndicate Des Travailleurs Kanaks Et Des Exploites De I Enseignmnet (FSTKE)
8. Kiribati Union of Teachers (KUT)
9. New Zealand Post Primary Teachers Association (NZPPTA)
10. New Zealand Educational Institute (NZEI)
11. Independent School Teachers Association of New Zealand Incorporated (ISEA)
12. Papua New Guinea Teachers Association (PNGTA)
13. Solomon Islands National Teachers Association (SNTA)
14. Friendly Island Teachers Association (FITA)
15. Tuvalu Teachers Association (TTA)
16. Vanuatu Teachers Association (VTU)
17. Samoa National Teachers Association (SNTA)
18. Tertiary Education Union of New Zealand (TEU)
19. Force Ouvriere Enseignmnet (Walis & Futuna)
20. University of the South Pacific Staff Association (AUSPS)