



The Scottish Educational Journal



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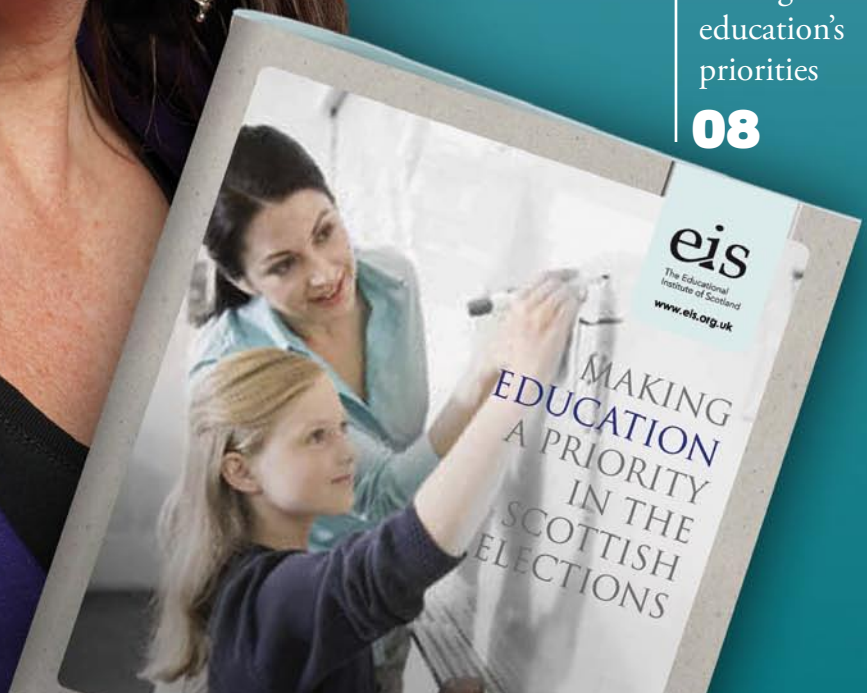
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Setting education's priorities

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SETTING EDUCATION PRIORITIES FOR THE NEXT 4 YEARS

This month, the EIS launches its Manifesto for Education ahead of the Scottish Parliamentary elections in May. The EIS, as a politically independent organisation, will not be supporting any individual party but is setting its own priorities for the future of Scottish education and urging all of the political parties to listen.

These are worrying times for Scottish education. Budget cuts over the past few years have left schools, colleges and universities starved of resources and battling to continue to deliver the high-quality education that our children and young people have the right to expect.

Teaching and lecturing jobs are being cut back, with recently qualified teachers struggling to find any sort of work. Some teachers and lecturers in some colleges and universities are facing the prospect of redundancy. Support staff numbers are also being cut, with serious implications for many pupils – particularly those young people with additional support needs.

Nursery education is under threat, as councils continue to replace teachers with lower qualified staff on lower salaries.

Continuing professional development is being scaled back massively, removing valuable opportunities for teachers to update their skills and enhance their teaching practice.

And all of this is happening in the midst of a programme of curricular change, the Curriculum for Excellence, that the Scottish Government has said is the most radical programme of change in our schools for a generation.

Deep cuts to public spending in the Westminster Coalition Government's spending review, subsequently passed on in the Scottish Government's budget announcement, will only make a bad situation even worse. We have already seen deep cuts over the past few years but the cutbacks over the next few years will be much more painful.

Scottish schools have lost over 3,000 teaching posts during the term of this parliament, and now local councils and the Scottish Government are launching further attacks on our education system. Their backroom budget deal, in which they colluded to effectively tear up the 21st Century Teaching Agreement, was an insult to Scottish teachers and to Scottish education.

The EIS will be campaigning throughout the election period to ensure that Scottish education remains the key issue for politicians and for voters. We cannot allow political ideology to cause further damage to our education system, all the while hiding behind the argument that costs need to be cut and that we are 'all in this together.'

Please take the time to read the new EIS manifesto for education – available in all educational establishments and on the EIS website – and play your part in defending our education system in whatever way you can. In the EIS we really are all in this together, and only by working together at local and national level can we hope to protect Scottish education and ensure that our children and young people receive the quality educational opportunities that they deserve.

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for Manifesto Education

Cover Story

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EIS WELCOMES DONALDSON REVIEW BUT HIGHLIGHTS RESOURCE IMPLICATIONS



Graham Donaldson

The EIS has welcomed the publication of the Donaldson review of teacher education in Scotland, which identifies many positives about Scottish teacher education and highlights many strengths within the Scottish teaching profession.

Commenting on the publication of the report, EIS General Secretary Ronnie Smith said, "The EIS welcomes Mr Donaldson's comments on the importance of Scotland's world-leading

induction programme for new teachers, and supports his view of the need to examine ways of enhancing this still further by exploring better links between schools and Teacher Education Institutions. The suggestion that Initial Teacher Education and the one-year induction placement be viewed as a seamless experience is welcome. The EIS also notes the Report's concerns about the inconsistency of much of the current CPD provision for induction year teachers in many local authority areas."

"The EIS is also encouraged by the Report's findings on the value of the Chartered Teacher Programme to the Scottish education system. It is vitally important that this world-leading programme should continue to grow, so that experienced Scottish teachers can have the opportunity to continue to develop and enhance their teaching skills throughout their careers. The value of the Chartered Teacher Programme to teachers, schools and pupils is

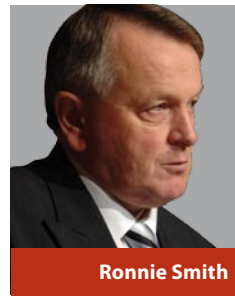
New EIS President and Vice-President elected

The nominations process for the new President and Vice-President of the EIS has now been completed, and candidates for both positions have been elected unopposed.



Alan Munro

The new President for 2011-2012 will be Alan Munro. Mr Munro is long-serving Local Association Secretary for East Renfrewshire, having been seconded from his post as a science teacher at Williamwood High School. Mr Munro is a long-time EIS activist and national Council member and has served on a number of national committees, including a period as convener of the EIS Finance Committee. Mr Munro is currently serving as EIS Vice-President for 2010-11.



Ronnie Smith

extremely high and it is important that the scheme is supported."

Mr Smith went on to warn however, "It is less welcome that the Report outlines a model of local authority control over access to the Chartered Teacher programme. This would be a backwards step which would potentially rob many experienced teachers of the opportunity to enhance their skills through the Chartered Teacher scheme. One of the key aspects of the CT scheme has always been that it is open to all experienced classroom teachers, with those teachers meeting the vast majority of the course costs themselves. Altering this to a model where the local authority decides who has the opportunity to embark on the CT programme would mean that some very deserving teachers could see their chosen path blocked on political or financial grounds."

"It would be fatal to the Chartered Teacher Scheme to place control over the professional aspirations of teachers in the hands of local authorities who have declared their wish to close the whole scheme down," warned Mr Smith.

Mr Smith also warned that the Report's emphasis on creating Hub Schools for student teacher placement and induction could potentially lead to additional resources to support the induction programme being channelled to a small number of schools, with other schools struggling to meet the demands placed upon them. Mr Smith went on to say, "The EIS also has serious reservations about the suggestion that a 'Teach First' model should be explored in Scotland, as this could lead to a dilution of the standards of teaching expertise in our classrooms. Scotland's teachers must continue to be a properly trained, well-educated and highly professional workforce." ●



Susan Quinn

The new Vice-President for 2011-2012 will be Susan Quinn. Ms Quinn is headteacher at St Cuthbert's primary school in Glasgow. Ms Quinn is a long-serving EIS activist, and was one of the first graduates from the EIS Learning Representative programme. Ms Quinn is also a long-time member of EIS national Council, and has served on a number of EIS national committees including a current position as Vice-Convener of the Education Committee.

Both Mr Munro and Ms Quinn will formally take up their new posts at the EIS AGM in June, when current national President Kay Barnett will move into the post of immediate Past-President. ●

New Year Honours for EIS members

Several prominent EIS members were honoured for services to education in the Queen's New Year Honours List.



Margaret Nicol OBE

Former EIS President Margaret Nicol received an OBE for Services to Education in Fife. Ms Nicol is a Principal Teacher at Madras College in St Andrews, and a long-time EIS activist. Ms Nicol served the EIS as Equality Convener for a number of years and was elected as national EIS President in 2000. Ms Nicol also served as a board member on the Scottish Qualifications Authority (SQA).



Myra Pearson OBE

Also honoured with an OBE is Myra Pearson, Head of the School of Education at the University of Aberdeen. In addition to being a long-time EIS member and champion of teacher professional development, Ms Pearson also formerly served as Deputy Registrar of the General Teaching Council for Scotland (GTCS).

Other EIS members honoured for services to education include Sheila Taylor, headteacher at Annette Street primary school in Glasgow (CBE) and Elaine Taylor, headteacher at Tanshall primary school in Fife (OBE).

Additionally, EIS member Elaine Stephen, a teacher at Buchanhaven primary school in Aberdeenshire, received an



MBE for services to Child Safety. Elaine is the inventor of the "Walkodile" child safety system which has won numerous innovation & design accolades including British Invention of the Year.

The SEJ congratulates all the EIS members who were honoured this year. ●

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THE EIS NATIONAL HEADTEACHERS' CONFERENCE

Date: Friday 25 March 2011
Time: 10.00 am
Venue: Hilton Grosvenor Hotel,
Edinburgh

The EIS National Headteachers' Conference will be held in the Hilton Grosvenor Hotel, Edinburgh on Friday 25 March 2011 starting at 10.00 am.

The conference is aimed at Headteacher and Depute Headteacher members.

Ronnie Smith will provide the keynote address.

This will be followed by a legal presentation in the morning and a "Question Time" session with education spokespersons from the main Scottish political parties in the afternoon.

Members wishing to attend should contact their Local Association Secretary no later than Friday 18 February 2011.



January Council News

Renfrewshire proposals condemned



Alan Munro

President-Elect Alan Munro told Council that the EIS was utterly opposed to proposals in Renfrewshire that would remove teachers from primary classrooms for 2.5 hours per week and replace them with cheaper, non-teaching, staff.

Mr Munro said, "Sacrificing 60 teachers in order to replace them with 'sessional workers' simply beggars belief. The Council's pathetic attempt to characterise this as an 'enrichment' of education and link it to CfE is disgraceful. Renfrewshire members have been advised that they will receive the full support of the EIS nationally as they attempt to oppose these dangerous and damaging proposals."

At a meeting of the EIS Emergency Committee, held during the lunch break at Council, it was agreed to liaise with the local association's committee of management on an indicative ballot of Renfrewshire members on possible industrial action. ●

Palestinian Aid Flotilla Survivor Ali el Awaisi addresses Council

Following a decision taken at the previous meeting of the EIS Council, Ali el Awaisi – a survivor of the Palestinian Aid Flotilla – addressed an informal session following the Council meeting. He gave a moving personal account of his experiences, both during the attack on the ships by the Israeli security forces and during his subsequent detention by the Israeli authorities.

"The people of Gaza I have spoken to are very grateful for your support and for you remembering and speaking up for Gaza so publicly," he said.

Giving his own account of the night of the attack, Mr el Awaisi said, "They attacked with no warning – and opened fire with live ammunition before ever boarding the ship. On the 3rd deck, there was a journalist who was shot in the back of the head before the ship had even been boarded. We began to wave a white flag as we continued to come under live fire. Once the ship was boarded, one 19 year old activist with dual Turkish / US citizenship was shot five times in the head from point-blank range. How can people who have, in the past, suffered so much pain now inflict so much pain on their fellow human beings? What happened on that day was against international law, as the UN has ruled. Those people, sailing on a peaceful protest on a ship 80 miles from Israel and inside international waters, were murdered."

Mr el Awaisi answered a number of questions from Council members on the current situation in Gaza and on what trade unionists, both individually and collectively, can do to help. Mr el Awaisi has also agreed to provide an article, chronicling his own experiences and the current situation in Gaza, for a future edition of the SEJ. ●

McCormac Review Announcement

Commenting on the announcement on the morning of Council that a group, chaired by Professor Gerry McCormac, will be formed to review the 21st Century Teaching Agreement, General Secretary Ronnie Smith said:

"The EIS – unlike some of the co-signatories to the 2001 Teachers' Agreement – remains strongly committed to the key features of the Agreement. This Agreement – 'a Teaching Profession for the 21st Century' – has brought a decade of stability, along with enhanced professionalism and collegiality, to our schools."

Mr Smith continued, "The McCormac Review faces a formidable challenge to fulfil its very wide ranging remit within the short time available to it (5 months, as opposed to 9 months for McCrone); that challenge is exacerbated by the current climate of unprecedented budget cuts that will cause deep damage to the very fabric of the Scottish education system. The review could hardly be working under less propitious circumstances."

The members of the review group are:

- Prof Gerry McCormac - principal, Stirling University (Chair)
- Graham Donaldson - former chief inspector, Her Majesty's Inspectorate of Education
- Tasmina Ahmed-Sheikh - solicitor, businesswoman and actress
- Isabelle Boyd - head teacher, Cardinal Newman High School, Belshill

NEWS & COUNCIL NEWS

- Sue Bruce - chief executive, Edinburgh City Council
- Moira McCrossan - former president, EIS
- Alf Young - journalist and economic commentator.

The review has been asked to report by June 2011 with a view to implementing agreed recommendations from August 2012. ●

Salaries Matters

Salaries Convener Dougie Mackie was a busy man at January's Council meeting, as he gave updates on the on-going discussions through the Scottish Negotiating Committee for Teachers (SNCT) on teachers' salaries, terms and conditions and pensions.



Dougie Mackie

Mr Mackie also updated Council members on the planned review of the 21st Century Teaching Agreement, as details of the review Chair and the terms of the Review were announced by the Scottish Government on the morning of Council.

Mr Mackie advised Council that the EIS was continuing

to seek information, clarification and firm commitments on the staffing arrangements for schools set out in the Scottish Government / COSLA agreement of 17 November 2010.

Maggie Anderson (Argyll & Bute) highlighted the inconsistency in the agreement which calls for teacher numbers to be maintained at the same time savings are being sought on staff costs and teachers in some areas are being threatened with redundancy.

And Ian Scott (North Lanarkshire) asked about the legal position regarding the proposed changes to short-term supply teachers' contracts and whether this would be in breach of employment law.

Mr Mackie said that the EIS was seeking legal advice on this, and other, issues thrown up by the terms of the Scottish Government / COSLA Agreement.

In response to a question from Vice-President Elect Susan Quinn (Glasgow), Mr Mackie highlighted that there had been absolutely no attempt to justify the proposed changes on educational grounds – **"The employers' side clearly have no care or concern over the educational impact of their proposals,"** he said. **"They simply view this as a financial matter in order to save their desired figure of £60M off the national wage bill for teachers."** ●

Battle lines drawn at first SNCT meeting of 2011

The first meeting this year of the Scottish Negotiating Committee for Teachers (SNCT) was held on 19 January. This was the first opportunity for the EIS to raise a number of issues relating to the Scottish Government / COSLA budget agreement, announced last November, and the implications for teachers.

Pay

The Teachers' Side submitted a claim for a pay increase which would meet the key principles set out in the remit of the SNCT.

The response of both COSLA and Scottish Government was to indicate that they would not offer any increase in pay – both for 2011/12 and 2012/13.

Conditions of Service

The Scottish Government and COSLA also set out demands for changes to certain conditions of service which would reduce the teachers' pay bill by £60m. The changes they proposed, in return for unspecified staffing promises, include:

1. Removal of Lifetime Salary Conservation.
2. Short term supply teachers to be paid at Scale Point 1 and only for teaching hours.
3. Freeze on entry to and progression through the Chartered Teacher Scheme.
4. Cutting annual paid leave entitlement to 40 days.
5. Increasing maximum probationer contact time from 0.7 to 0.9 of that for a fully registered teacher.

No agreement was reached on any of these matters. The Teachers' Side sought concrete staffing commitments from employers, in advance of the next meeting scheduled for Wednesday 9 February 2011 (shortly after this edition of the SEJ was set to be published).

Speak to your rep or visit www.eis.org.uk for the latest updates on recent SNCT developments. ●

EIS launches Holyrood Campaign with Manifesto for Education

The Scottish Parliamentary elections in May will be vitally important for public services and for Scotland's education system. The EIS has launched its own campaign to place education at the centre of political debate, and to ensure that all political parties know what must be done to protect Scottish education. Here, the SEJ reports on the launch of the new EIS Manifesto for education and looks ahead to the campaign for Holyrood and for the future of Scotland's schools, colleges and universities.

The EIS has launched its campaigning ahead of the Scottish Parliament elections with the publication of its own 'Manifesto for Education'. The EIS is politically independent and is not affiliated to any political party, so its campaign is focusing on highlighting the key issues for Scottish education in order to ensure that the pupils, parents, students, teachers and lecturers of Scotland have their collective voice heard.

Commenting, EIS General Secretary Ronnie Smith said, "The EIS Manifesto for Education has been launched well in advance of the Scottish Parliamentary elections in order to ensure that education is placed at the top of the agenda for all of Scotland's political parties. The people of Scotland take great pride in the country's education system and hold our schools, colleges and universities in high regard. The EIS will be campaigning for a better deal for education, and pushing each of the political parties to set their own strong manifesto commitments which will support the high-quality education system that the people of Scotland want to continue to see."

Mr Smith added, "The EIS will campaign for a better deal for schools, colleges and universities across Scotland so that the educational needs of young people can be met today, tomorrow and into the future. With the current financial crisis and the deep cuts to public spending, including reduced investment in education, it is vitally important that we make a stand to let the politicians know that continuing attacks on our education system cannot and will not be tolerated by the Scottish people. Education is vital to the future success of the country, and only by continuing to invest in our young people by providing the best educational opportunities can we secure Scotland's future prosperity in an increasingly competitive global economy."

Mr Smith continued, "Scottish education has continued to perform well even in the face of the many challenges created by the economic situation and the politically-motivated cuts to public sector investment. But the message we need to send to the politicians, of all parties, is that we are not prepared to take it any more. We will not allow the continuing dismantling of Scottish education in order to pay the bill for a publicly funded bail out of banks that was necessitated by the greed and dubious ethical standards of city traders and financial speculators."

"We have already seen significant cuts to school budgets, and the situation is set to become far worse as the latest round of spending cuts bite hard. We now have thousands fewer teachers working in our schools, which leads to larger class sizes and a diluted quality of educational experience

for pupils. Resources for schools are increasingly scarce, and there is little opportunity for teachers to undergo professional development to enhance their teaching skills. As schools work to implement the Curriculum for Excellence, these damaging cutbacks will leave teachers over-stretched and it is the pupils who will inevitably suffer the most."

Mr Smith added, "Our colleges and universities have also seen very large cuts to their budgets, with the result that courses and lecturing jobs are under threat. Our colleges and universities play a huge role in equipping people of all ages with the education and skills that they need to allow them to contribute to society and to aid the economic recovery. It is short-sighted in the extreme to cut back on college and university funding at a time when we need to send more skilled and adaptable people into the nation's workplaces."

The EIS Manifesto for Education will be a key part of the EIS campaign in the run up to the Holyrood Elections. Other strands of the campaign will include a national advertising campaign, together with local and national campaigning across the country.

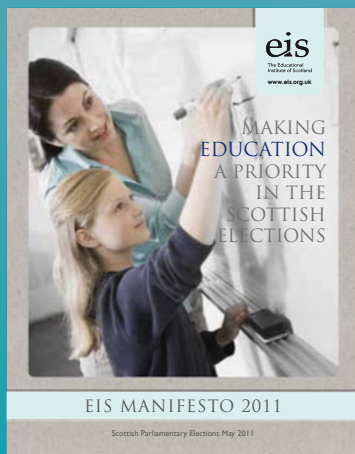
"We are making a stand for Scottish education, in order to protect our schools, colleges and universities," said Mr Smith. "In our Manifesto for Education and associated campaigning, we will be throwing down the gauntlet to each political party in Scotland and challenging them to make a commitment to deliver the best for Scottish education, and for the pupils and students that it serves. In what promises to be a tight election race, it is the party that wins the hearts and minds of teachers, parents and students that will be best placed to form the next Government at Holyrood."

See the next edition of the SEJ for each of the main political parties' views on the priorities ahead for Scottish education. ●

"...most political parties made it clear that they thought that education was a priority - let's just hope that their manifestoes don't get disregarded..."



The EIS and the May 2011 election



Our first commitment is to sound education for all young people and adult learners in Scotland.

Teachers and lecturers through the years have demonstrated their commitment to this principle. However, in 2011 we face some of the deepest cuts in education budgets seen in Scotland for many years. The cuts will impact on all areas of education from nursery, primary, secondary and special schools through to further and higher education.

Following the financial crisis of recent years and decisions by the Government in Westminster, the Scottish Government and most local councils are now seeking to implement major cuts to education budgets. The crisis was caused by a failure in the banking system. It was not caused by children, young people or their teachers. And yet schools, colleges and universities will bear much of the impact of the cuts which are now being discussed and some are already being implemented. The economic crisis is real and yet the way out of the crisis is in part through a well-educated, well developed workforce equipped for the world of work and able to play a full part in the society of the 21st century.

Only by proper funding can education in Scotland deliver for our young people. That is why the EIS has been leading on a campaign with the title,

“Why Must our Children Pay?” It is a campaign which has gained substantial public support. And it is the spirit of this campaign which feeds through to our manifesto for the 2011 Parliamentary Elections.

DEFENDING EDUCATION AT A TIME OF CUTS – OUR PRIORITIES



A recognition that the way out of the economic crisis lies in part through a well educated and well developed workforce, well equipped for the world of work and able to play a full part in the society of the 21st century. This means a properly funded education system.

This means:

- maintaining teacher numbers
- reducing class sizes
- funding Curriculum for Excellence
- sufficient levels of support staff working in schools
- maintaining and developing Instrumental Music Teachers in our schools.
- protecting teacher professional development
- protecting and maintaining the fabric of our education establishments
- the decision to close a school should only be made on sound educational grounds
- tackling poverty and deprivation

VALUING TEACHERS – OUR PRIORITIES



For any education system to succeed there is a need to have sufficient numbers of teachers who have access to high quality Initial Teacher Education. They must be fully qualified and have opportunities for professional development throughout their careers. Teachers deserve job security, a decent salary and good working conditions at school, college or university. Together these create an environment which encourages quality teaching and learning.

This means:

- Recently qualified teachers who have undertaken the probationer year should have access to employment in schools in Scotland. The Government's planning process with appropriate funding must ensure sufficient jobs for qualified teachers.
- There must be planning for a time when older members of the profession retire, and pupil numbers rise. Government must plan for a new generation of well qualified teachers ready to teach in our schools and ensure that there are posts available for them.
- Teachers and lecturers should be properly rewarded for the jobs they do. The present situation of a wage freeze while inflation continues to rise is not sustainable.
- All teachers should have access to quality continuing professional development (CPD) throughout their careers. This includes quality professional development towards the Chartered Teacher grade and Headteacher posts.
- There must be no increase in class contact time for teachers. Scottish teachers already spend more time teaching pupils than most other teachers in Europe.
- The coming review of the 21st Century Agreement must recognise the work teachers do and ensure they are properly remunerated for that work.
- Pupils and teachers have the right to expect appropriate standards of discipline from all pupils in the classroom. Teachers have the right to expect support in dealing with instances of pupil indiscipline – including, in exceptional circumstances, the right to exclude a pupil from the classroom or the school.
- Local councils must make appropriate alternative provision for pupils who are disruptive and must fund, support and adequately staff such provision.

MOVING FORWARD WITH A NEW CURRICULUM – OUR PRIORITIES



The EIS supports Curriculum for Excellence and the methods of assessment associated with it. However, the EIS believes that Curriculum for Excellence can only be successfully implemented if it is properly resourced and if teachers are allowed to train and develop in a new curriculum and in associated assessment.

This means:

- Curriculum for Excellence must be properly resourced at all levels and stages.
- Teacher professional development in relation to CfE, including introduction of the curriculum, assessment and future qualifications, must be a Government priority and must be properly resourced.
- Class sizes must be reduced through time, to a maximum of twenty, which would allow for the successful implementation of CfE.
- The current timescale for the introduction of new CfE qualifications should be delayed for at least a year to allow for full clarification of the new arrangements and the required professional development for all secondary teachers.

NURSERY EDUCATION – OUR PRIORITIES



Nursery schools and nursery classes with appropriately qualified teachers mean quality educational provision for our youngest learners before they move on to primary schools. Currently all of Scotland's youngest learners have the opportunity to experience pre-5 education. The benefits of nursery education and classes with qualified teachers are becoming ever more apparent, especially now that Curriculum for Excellence is underway.

This means:

- A guarantee for every child aged 3 – 5, whose parents wish it, to attend a nursery school or class and be taught by fully qualified teachers.
- A commitment that there will be adequate funding to ensure sufficient nursery teachers appointed throughout Scotland to guarantee quality nursery provision.
- A requirement that every local council appoints sufficient nursery teachers to ensure that every nursery aged child, whose parents wish it, is taught by a nursery teacher.
- Ensuring that all staff in all pre-5 establishments have access to quality professional development linked to appropriate qualifications

ADDITIONAL SUPPORT NEEDS – OUR PRIORITIES



It is imperative that all children and young people are given the necessary support to allow them to work towards achieving their full potential. Often, the people who become most disadvantaged are our most vulnerable youngsters, many of whom are experiencing significant barriers to their learning.

This means:

- Adequate funding allocated to schools to provide support for all pupils who experience barriers to their learning.
- A guarantee to increase staffing to help those with Additional Support Needs, including classroom assistants, administrative and clerical support.
- CPD opportunities for all staff on the implications of the ASL Act and related Additional Support Needs issues.
- Early intervention strategies must be funded including the provision of an appropriate number of qualified teachers in nursery schools and classes.
- Educational psychologist posts need to be protected.

FURTHER AND HIGHER EDUCATION – OUR PRIORITIES



The growth in recent years of the Further Education and Higher Education sectors within Scotland has been a success story and has allowed Further Education Colleges and Higher Education Institutions (HEIs) to provide good quality education and training for an increasing number of students. The EIS is keen that recently announced cuts will not undermine these gains.

This means:

- All FE Colleges and Universities should be fairly funded to allow for a full range of courses and without adversely affecting current teaching quality.
- All FE Colleges and Universities should be funded to allow access for all students qualified to undertake a course of study in further and higher education.
- There should be a return to national bargaining for pay and conditions for all further education lecturers.
- Access to tertiary education should be based on academic ability rather than ability to pay.
- No introduction of student fees or graduate contribution in Scotland.
- FE Colleges need to be more accountable to the communities they serve and the Scottish Parliament which ultimately funds their activity. College Boards of Management should be made more democratic.
- All lecturers in FE colleges should, through time, be registered with the General Teaching Council for Scotland (GTCS).

Putting the focus on Education at Holyrood

The EIS is proud to launch its Manifesto for the Scottish Parliamentary Elections in May 2011. The EIS has issued a manifesto for all Scottish Parliament elections since 1999 and previously for Westminster elections.



// The election this year has a particular focus because of the budget cuts imposed by the government in Westminster which are already having an impact in Scotland following decisions by Scottish Government and local councils.

We are asking all candidates from all political parties to consider seriously the EIS priorities for education in the coming election.

We urge all teachers and lecturers to pursue our EIS priorities with parliamentary candidates and the political parties.

The EIS will express no view about the political party any teacher or lecturer should support in the election. However, we urge you, your family members, friends and colleagues to use your vote on May 5 and to vote for a high quality education system in Scotland. //

Kay Barnett, EIS President



Who should run our schools?

As government looks at ways of delivering public services more economically, it is essential that they look at all the options to ensure that frontline services are protected.

For education, this may mean a move towards more shared services across local authority areas. Here, the SEJ looks at options that could be open for debate in the near future – the end of local authority control over schools, and a possible move to manage education provision across wider geographical areas.

The EIS has called for a thorough examination of the role of Scotland's 32 local councils in managing education provision and running schools. As local councils increasingly look at shared services in order to provide public services more economically, a reduction in the number of education authorities and a possible move towards other models of delivering warrant serious consideration, the EIS says.

We live in difficult economic times, and all public services face the challenge of how to continue to provide a high level of service in a more cost-effective manner. In this context, it is right that we ask questions about the need for 32 individual local councils to deliver national education policy, operating schools and providing education for our young people. Applying economies of scale in certain functions such as administration, procurement, human resources and specialist support services could save a considerable amount of money and allow the vital front-line provision of learning and teaching to be protected.

Since devolution, the Scottish Parliament has had responsibility for national education policies such as class sizes and the introduction of Curriculum for Excellence. The 32 local councils are responsible for the implementation of these policies at a local level in our schools. However, the current Scottish Government established a Concordat arrangement which gives flexibility to local councils as to how to apply their funding arrangements and local priorities. The EIS believes that all too often important national policies have become diluted at a local level as local councils identify their

own policy priorities which are not always consistent with national policy.

Just as debates have started on possible restructuring of several other public services, the EIS believes there should be a review of the delivery of education at a local level.

In any future arrangement, however it is important that there is proper democratic accountability so that local views and priorities are not overtaken.

“ Applying economies of scale in certain functions such as administration, procurement, human resources and specialist support services could save a considerable amount of money and allow the vital front-line provision of learning and teaching to be protected. ”

With past experience of the difficulty in delivering national priorities through the Concordat with local councils, it is worrying that the Scottish Government has again struck a budget deal with COSLA, a Concordat Mark II, which provides a shopping list of desired Government priorities without any levers to ensure that they are delivered. As the Concordat proved, you cannot seek to deliver such national priorities while at the same time promising more freedom to councils to set their own priorities on education.

Scotland's comprehensive system of school education has served our young people and our communities very well in the past, and will continue to do so in the future. But, in these difficult economic times, we need to look at better ways of supporting and running our schools in a way that protects front-line learning and teaching. Properly supported,

properly funded schools based on the sound principles of comprehensive education must continue to be a top priority for our Government. However the best means of supporting and running those schools at a local level in the face of budget cutbacks is something that we must now explore. ●



EDUCATION

“ ... the EIS believes there should be a review of the delivery of education at a local level... ”

“ ...in these difficult economic times, we need to look at better ways of supporting and running our schools in a way that protects front-line learning and teaching. Properly supported, properly funded schools based on the sound principles of comprehensive education must continue to be a top priority for our Government. ”



New teachers deserve a better deal

The EIS has submitted a petition to the Scottish Parliament, calling for a better deal for newly qualified and recently qualified teachers. Major reductions in the number of teaching posts across Scotland over the last four years have led to a dearth of opportunity for many new teachers. The EIS is calling on the Scottish Parliament to halt this damaging decline in teacher numbers, so that Scotland's schools and pupils can benefit from the skills and enthusiasm of the many thousands of new teachers currently looking for employment.

The EIS has lodged a 5,000 signature Petition to the Scottish Parliament calling for action to ensure sufficient jobs are made available for all newly qualified teachers at the end of their Induction (Probationary) year.

The urgent need for action has been reinforced by the most recent results from the annual General Teaching Council for Scotland (GTCS) survey of new teachers which found that an all-time low of just 16.1% had found full time permanent posts, compared with 63.3% when the survey began in 2005. Over a quarter (27.1%) had found no teaching work at all, compared with 5.3% in 2005.

Commenting on the Petition, EIS General Secretary, Ronnie Smith said, "New teachers are fed up being caught in a game of political point-scoring between the Scottish Government and local councils over the last three years.

The Government claims they have provided sufficient funds for councils to deliver their promise to maintain teacher numbers, while councils say they have insufficient funds to do that. The simple fact is that councils have cut the number of teaching posts by almost 3,000 (5%) over the past 3 years. This has been made possible by the Government surrendering the levers it previously had to require councils to deliver Government priorities. The COSLA/Government "Concordat" has done no favours for teachers or pupils in Scotland."


The EIS believes there is a shared responsibility, on the Scottish Government to provide the funds, and on councils to apply these funds, to halt the haemorrhage of teachers' jobs and to keep their political promises to the people of Scotland. However the situation looks set to get worse as a result of the recent budget deal – a Concordat Mark II - between COSLA and the Scottish Government which could see a further 1,200 jobs cut in the coming year.

Mr Smith said, "While I welcome the Government's ambition for councils to create sufficient vacancies for the new teachers coming on to the job market next session, there is a significant backlog of unemployed and under-employed teachers from previous years who must not be forgotten. But the biggest challenge will be making councils deliver. Whatever the COSLA/ Government agreement states, we have seen one council after another announcing plans to slash and burn the education service and its workforce. One council is even proposing to dump teachers and replace them with unqualified staff for 10% of the primary pupil week."

He added, "We have an abundance of high quality, enthusiastic new teachers ready to work in our schools. Instead they are unemployed and under-employed in record numbers while Pupil-Teacher Ratios deteriorate, class sizes increase and the successful implementation of Curriculum for Excellence is increasingly put at risk. It is time now for the Scottish Government to stand up and make a clear statement on the number of teachers it wishes to see in our schools and how it intends to ensure they are employed. If they can do it for police numbers, they can also do it for teacher numbers".



EDUCATION



Councils have cut the number of teaching posts by almost 3,000 (5%) over the past 3 years.

“New teachers are fed up being caught in a game of political point-scoring between the Scottish Government and councils over the last three years.”

Make your vote count
at the Scottish elections

05

MAY

2011

SPEAK UP

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EDUCATION

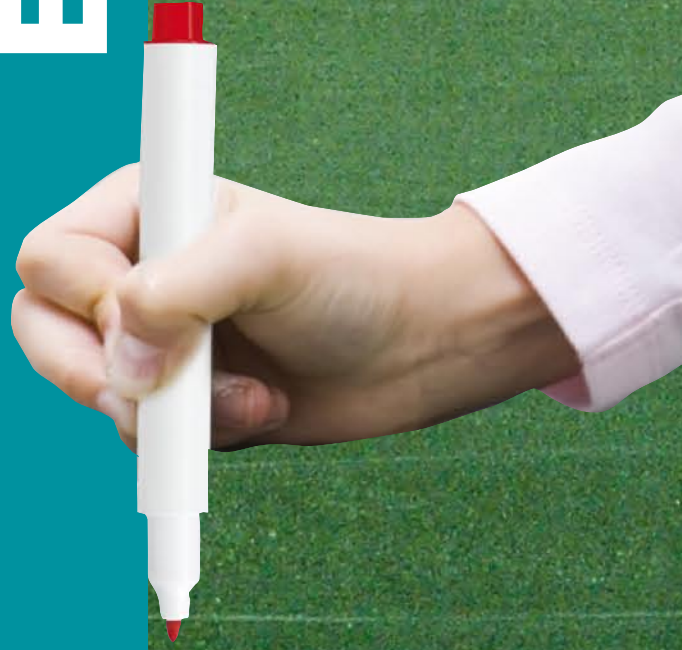
Make it happen:

Speak to colleagues,

friends and family,

campaign locally,

challenge party





candidates.

SPENDING CUTS WILL DAMAGE OUR CHILDREN'S FUTURE

eis

The Educational
Institute of Scotland

The importance of teachers in nursery education

As the budget cuts continue to bite, non-statutory education provision will be particularly at risk. Nursery education has been under attack by cost-cutting local councils for a number of years, with fewer teachers being employed in nursery schools and classes across Scotland. A new research report, commissioned by the EIS and carried out by noted educational academic – and former long-time EIS activist – George MacBride, has shown how short-sighted and flawed such cuts to nursery provision are. Here, the SEJ takes a look at some of the key findings of the report, and argues that quality nursery provision, led by qualified teachers, is vital to children's early learning and central to the Curriculum for Excellence.

High quality nursery education is essential for the early educational development of young children, according to the findings of a new research report commissioned by the EIS. The report also highlights the vital importance of proper teacher involvement in the nursery setting, particularly as Scotland moves to a new seamless 3-18 model under the Curriculum for Excellence.

The new research report, prepared by independent consultant and academic George MacBride, pulls together and reviews all the relevant research to examine current provision of nursery education across Scotland and to make recommendations on future best practice for pre-5 education across the country.

The new report examines all the relevant research evidence and comes to a clear conclusion that a high quality nursery education provides young children with the best start in life. Having the opportunity to benefit from a high-quality, age appropriate early educational experience gives our very young children a head-start to their lifelong learning journey and provides them with the best opportunity to achieve their potential later in life.

Across Scotland, teachers are working to implement the Curriculum for Excellence in our classrooms. This offers an enhanced learning experience for young people of all ages, supported by the move to a seamless curricular model from age 3 to age 18. However, this change means that it becomes even more important for an appropriate level of teacher involvement in all nursery settings. Without teachers in all nursery schools and nursery classes, there is the risk that this important early stage of Curriculum for Excellence will start to unravel which will cause greater difficulties for children and their teachers once they reach primary school. It is essential that we get this first stage of CfE right, which means that teachers must be involved to ensure a quality educational experience for all young children.

Amongst the findings outlined in the new report are that there must be recognition that high-quality universal pre-five education has strong benefits for both children and wider society. The report calls for the rights of the child to be placed at the centre of future debate on the provision of pre-5 education, and for the current low levels of investment in pre-5 education to be increased. The report also raises serious questions about the pedagogue model, and states that many of the arguments which support this model are based on ill-informed stereotypes and generalisations on the role of teachers and other staff in nursery education.

The report's findings are based upon a review of all relevant research evidence, both national and international, including the findings of the Effective Provision of Pre-School Education (EPPE) report, the Millennium Cohort Study, the EPPI review and the HMIE's Report The Key Role of Staff in Providing Quality Pre-School Education.

The EIS commissioned this Research Report to pull together all the available evidence on the provision of nursery education so that an informed view could be taken on the best way forward for early years education provision. The overwhelming conclusion that can be drawn from the existing research is that early exposure to a quality educational experience in the nursery setting brings a whole host of benefits to young children. The weight of evidence also



supports the belief that employing the skills and leadership of qualified teachers remains the best way to ensure a quality educational experience in all nursery settings.

As the report itself states, highlighting the importance of quality nursery education led by fully qualified teachers is of paramount importance at a time when Government – Westminster, Holyrood and local councils – are planning massive cuts to education expenditure. The EIS believes that the route out of the current economic crisis lies in quality education provision for all our young people. This must start with our youngest children and their entitlement to access high quality nursery education provision, no matter where they live and no matter what their personal and social background. We owe it to all our children, particularly our very youngest children, to provide them with the best possible start in life and that includes access to a high-quality nursery education experience for all.

An EIS campaign leaflet on Nursery Education is being sent to all schools in February.

Further copies can be ordered from EIS HQ.



" ...there must be recognition that high-quality universal pre-five education has strong benefits for both children and wider society. "



CPD DAYS IN PAISLEY AND EDINBURGH

The SEJ reports on two of the latest EIS CPD events - both organised by EIS Learning Reps.

Continuing Professional Development - Working in Partnership



As the Renfrewshire EIS Learning Representative I am engaged in many productive ways helping and advising on how the learning agenda can be taken forward. The role primarily entails working with colleagues offering advice and support across a wide range of CPD opportunities. I consider the main function of the Learning Representative is being knowledgeable about current CPD opportunities and then providing advice and guidance to colleagues.

In the early stages much time was used to support and encourage colleagues to take up the Chartered Teacher programme. The role has now developed to helping staff to progress their current CPD by taking part in management courses and supporting application to the General Teaching Council of Scotland for Professional Recognition.

As the role developed it now incorporates working in partnership with the local authority. Partner working with local authorities has identified new ways of improving and

providing CPD opportunities for teachers. As the EIS Learning Representative I attend education department working group meetings in a role that includes providing and advising on accessing different CPD opportunities.

Although the current budget cuts have had an impact on CPD provision throughout Scotland, in Renfrewshire this has led to some creative thinking. There is sometimes a perception amongst teachers that CPD is all about attending courses. We are currently supporting moving some of the CPD provision online. This will enhance access to courses as they will be available at a time and place that suits the individual teacher. At present we are embedding new course materials required for the delivery of a Curriculum for Excellence and development work on the new National Qualifications is at the forefront. There is very much a need to work together to identify high quality CPD that supports this.

The Scottish Union Learning Fund has again awarded the EIS funding to strengthen its LR initiative in terms of providing assistance for more joint CPD events. We are presently organising a joint EIS and Renfrewshire Council learning event which will be held at the Glynhill Hotel in Paisley on 22nd March. The event is being supported and promoted by both the council on its CPD web site and in EIS publications. The evenings are generally well attended and feedback indicates that the CPD materials are well received.

The next guest presenter is Ollie Bray who is seconded as the National Adviser for Learning and Technology Futures for Learning and Teaching Scotland. His presentation will feature 'Taking Risks with Pedagogy, Education and Leadership'.

Joint CPD event, 22 March, Glynhill Hotel, Paisley.
Booking is available through the Renfrewshire teachers CPD website.

David Thomson, EIS Learning Representative, Renfrewshire. ●

Edinburgh CPD Event

**Learning for the Future:
Future learning Friday 11
March 2011, 2pm - 3.45pm
Faith Mission 548 Gilmerton
Road, Edinburgh EH17 7JD**

What will the educational experience of young people be like in 5 or 10 years' time? What sort of qualities and skills should we be seeking to foster in our young people to give them the best chance of success in an unpredictable world? What sort of CPD will teachers need, to be able to rise to the challenge?

Edinburgh Multi-establishment EIS Learning reps, Anne Scott and Alison Waugh have been working with Caroline Hill in the Edinburgh Workforce Learning and Development team to put together a CPD event with a difference.

This event is 'CPD about CPD', and it can count as CPD. The idea is to offer an opportunity to consider some motivational speakers' visions of what education needs to offer from now on and participate in discussion/speculation about how we can prepare ourselves through CPD.

You may be inspired to transform the educational experience in your classroom or school (whether from the speakers or the networking you'll have a chance to engage in).

We have lined up some very interesting high profile speakers and expect a lively debate with lots of food for thought.

The posters should be in your school soon, so please look out for them and book on quickly to avoid disappointment!

Open to all teachers, EIS members or not, this event is funded by the Scottish Union Learning Fund. ●

**To book:
City of Edinburgh Children
and Families staff:**
please use My HR.

Others:
please email: candf.cpd@edinburgh.gov.uk or telephone: 0131 369 3227

WHAT DO LEARNING REPRESENTATIVES DO?

EIS members will be well aware of Continuing Professional Development (CPD), at least since the inception of the 21st Century Agreement which provided 35 hours CPD for teachers. In relation to further education the ROSCO report, approved by the Scottish Government, recommended that all full time staff within further education colleges undertake a minimum of 6 days CPD per year.

Although members are aware of CPD, are they aware of all the CPD opportunities which are available to them – both professional and personal? To assist members in finding out what quality opportunities are out there for them the EIS has trained over 100 Learning Representatives (LRs). EIS LRs work all across Scotland – within local authority areas and in individual schools and further education colleges. What actually is an LR and what do they do?

What is an LR?

An EIS LR is a teacher or lecturer member of the union who has undertaken the appropriate training to be able to give information, advice and support to colleagues on CPD. LRs are covered by the Employment Act 2002 and receive time off to carry out their role – this means that they can make contact with colleagues by email, telephone or face-to-face.

What can an LR do for me?

LRs have undertaken either a postgraduate level or undergraduate level course which enables them to mentor colleagues who are interested in undertaking CPD but are not sure what is most suitable for them. If you want to undertake CPD and progress either on a professional or personal level the LR can research opportunities and advise on what would benefit you most as an individual. As LRs have undertaken a significant amount of CPD themselves they are aware of what is involved and how this can be achieved against the background of work and personal commitments.

What types of CPD can I get advice on?

LRs can advise on any CPD, including Curriculum for Excellence, Classroom Practice and the Chartered Teacher programme. LRs work closely with Local Authority CPD personnel and further education college CPD personnel. Many LRs are members of the CPD Committees where decisions are taken regarding the CPD provision which will be available and can have an input to what is actually required whilst also making sure that it is quality CPD.

What else do LRs do?

Over the past five years in particular EIS LRs have been instrumental in raising the profile of CPD amongst teachers and lecturers. They have worked in partnership with local authorities and with further education college managements to hold CPD events. These events have been held throughout Scotland and have attracted speakers and contributors of the highest level. These events have featured a mixture of keynote speakers and workshops – some have been a combination of both. The evaluations of these events prove that without a doubt they have raised awareness of CPD amongst those who attend and most people who attend have undertaken CPD as a direct result.

How do I contact an LR?

The contact details for all EIS LRs are featured on the EIS web-site by clicking on the Learn Reps link. They are listed by area and college so you can easily identify who the appropriate LR is for you to speak to. The contact details for multi-establishment LRs also appear in the contacts page in each SEJ.

How do I become involved in the CPD work of the EIS?

You could train to become an EIS LR! The course fees are met by the EIS and, as well as becoming an LR, this is an excellent CPD opportunity for you. The LR courses are on-line through the University of the West of Scotland. There is also an opportunity to undertake a short on-line LR Introductory Course which gives you background on LRs including how they fit into EIS structures. Further details of this new Introductory Course appear in this SEJ.

If you want any information about EIS LRs and/or you want to become an EIS LR please contact Lyn McClintock, LR Administrator by email: lmclintock@eis.org.uk, telephone 0131 225 6244. ●

EIS Learning Representative Introductory Online Course

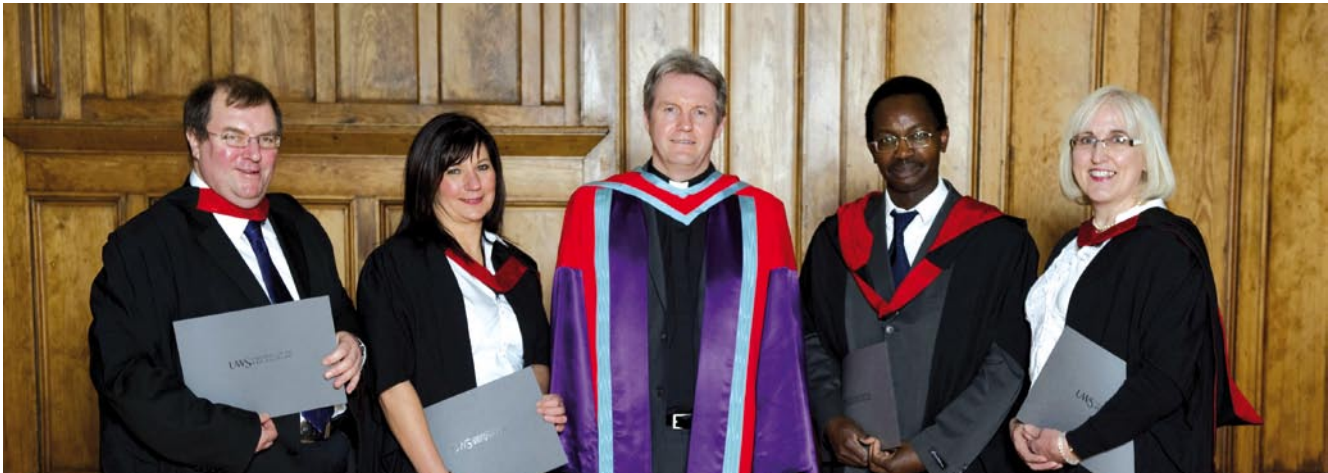
Places are now available on a short introductory course designed specifically for EIS members who wish to find out more about becoming a Learning Representative. The EIS Learning Representative Introductory Course has been developed in partnership with TUC Education in Scotland. The course will be delivered online, will require around two to three hours study per week for a maximum of six weeks. The course will start on the 3rd May and participants will need access to a computer with internet access. Participants will be invited to:

- Find out about the role of the EIS Learning Representative
- Discuss how CPD and lifelong learning is a union issue
- Consider the EIS approach to CPD and lifelong learning
- Start to consider how involvement with CPD and lifelong learning will assist workplace colleagues
- Explore issues around learning and equality and in particular, identify any barriers to participating in learning
- Find out how the EIS promotes CPD and lifelong learning in schools and colleges
- Start to prepare for the EIS Learning Representative course which will take place later in the autumn.

This short introductory course is accredited through the TUC. Successful participants will be invited to apply for further training with the University of the West of Scotland in partnership with the EIS. If you wish to apply please contact Lyn McClintock, Learning Representative Administrator either by email lmclintock@eis.org.uk or by telephone 0131 225 6244. ●

CHARTERED TEACHERS GRADUATE FROM UWS

Nine teachers graduated from University of the West of Scotland's MEd Advanced Professional Studies (Chartered Teacher) programme at a ceremony at Ayr Town Hall.



Left to right: Duncan MacKay, South Lanarkshire; Mary McIloney, North Ayrshire; Reverend Professor Peter Neil, Head of School of Education, University of the West of Scotland; Kayode Solaja, Dumfries and Galloway; Alison Campbell, North Lanarkshire. Also graduating (not pictured) were Allan Arneil, Argyll & Bute; Kathleen Flynn, Midlothian Council; Dawn Knight, Midlothian Council; Gary Smith, Independent Sector; and Rosalind Veneroni, West Lothian Council.

Since its launch in September 2003, over 80 teachers from across Scotland have graduated from the Chartered Teacher programme, which is run by a partnership led by University of the West of Scotland and the Educational Institute of Scotland (EIS), together with Learning & Teaching Scotland, Argyll & Bute Council and South Ayrshire Council.

The national Chartered Teacher scheme allows experienced teachers to continue to enhance their skills while remaining in the classroom so that pupils can benefit from the highest quality of teaching and the great experience that these teachers bring.

The Reverend Professor Peter Neil, Head of University of the West of Scotland's School of Education, said: "We are delighted to celebrate the success of our most recent group of graduates who have completed our Chartered Teacher programme.

"This programme is hugely important as it provides accredited professional development that meets the needs of experienced teachers following the McCrone agreement and therefore helps to enhance classroom learning across all sectors of Scotland's schools." ●

An EIS Conference for Instrumental Music Teachers 'A SHARED VISION FOR THE FUTURE'

Date: Saturday 26 February 2011 Time: 9.30am – 4.00pm Venue: Barcelo Carlton Hotel in Edinburgh

The conference will take place on Saturday 26 February 2011 at the Barcelo Carlton Hotel in Edinburgh.

Confirmed speakers include David Cameron, educational consultant, who will speak on Creativity, Music and CfE, Alan Armstrong from Learning Teaching Scotland and Dr David Smith, Head of Music from the Faculty of Education at the University of Aberdeen.

Seminar groups will have discussions led by RSAMD, Creative Scotland, GTCS, Drake Music and LTS on topics such as CPD, the Youth Music Initiative, supporting children with Additional Support Needs and possible GTCS Registration.

If you would like to attend, please visit www.eis.org.uk and complete and return the application and seminar selection forms as soon as possible.



Qualifications are changing



The Scottish Qualifications Authority is developing new national qualifications to support Curriculum for Excellence (CfE). Some new qualifications will be introduced while others will be revised.

There will be new national qualifications called National 4 and National 5. These will replace the current Standard Grade General, Standard Grade Credit, Intermediate 1 and Intermediate 2. Standard Grade Foundation will be replaced by the new Access 3.

Access 1, Access 2, Higher and Advanced Higher will be revised.

These new and revised qualifications will offer increased flexibility and a greater focus on skills. They will also apply learning to real-life situations.

We are working to develop the new qualifications in partnership with the teaching profession, the Scottish Government and national and local partners.

We are publishing draft documents throughout the development process. The next phase is the publication of the draft Course Rationales and Summaries for National 4 and National 5. These will be available shortly on the SQA website for you to review and comment on.

The new qualifications will meet the needs of learners as they progress from their broad, general education through to other learning and employment.

What's happening and when

The new qualifications are being phased in between now and session 2015/16.

2010-11	New curriculum introduced
2012	Specifications for National 4 and National 5 and new Access and Higher qualifications published
2012-13	Last certification of Standard Grade qualifications Specifications for new Advanced Higher qualifications published
2013-14	National 4 and National 5 introduced ('dual run' alongside current Access and Intermediate Courses)
2014-15	New Highers introduced ('dual run' alongside current Higher, Intermediate and Access Courses)
2015-16	New Advanced Highers introduced

Find out more at www.sqa.org.uk/cfetimeline

Keep in touch and get involved

- Keep up to date – www.sqa.org.uk/curriculumforexcellence
- We want your feedback – visit www.sqa.org.uk/haveyoursay
- Sign up to our 'MyAlerts' service to receive the latest CfE news – www.sqa.org.uk/myalerts
- Volunteer for our Subject Working Groups and get involved – www.sqa.org.uk/subjectworkinggroups

Find out more at: www.sqa.org.uk/curriculumforexcellence

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PUPILS NEEDED TO HELP 'SEND



MY SISTER TO SCHOOL'

The Send My Sister to School campaign, organised by the Global Campaign for Education (GCE), has launched for 2011 to highlight the barriers to education for girls and women in the global south. The GCE is inviting UK pupils to become global active citizens and speak out for girls' education.

Each year the GCE invites parents, teachers, children and young people from around the world to call on governments to work to keep their promise to provide education for all by 2015. With girls lagging behind boys in access to education, this year's campaign aims to boost the push to get girls into school.

By using girls' stories as the basis for their activities and events, pupils in the UK will learn about the reasons why it is often the girls that are the ones who are denied their basic right to an education. Free resources are available to support teachers in getting their class or whole school involved.

In 2000 world leaders promised universal quality primary education by 2015, over that time the number of children out of school has dropped by over 40 million, but with just 4 years to go there are still 69 million children missing out on school and more than half of them are girls. Much more remains to be done, world leaders are still giving only a quarter of the funds needed to provide Education For All and at the current rate of progress there will be more than 50 million children out of school in 2015.



Claudia Winkelman, is one of the celebrities who is supporting Send My Sister to School. Claudia said "Every extra year that a girl stays in school has a great impact on her future; it helps her get work, earn more, keeps her safe from HIV/AIDS and reduces the risk that her child will die in infancy. I'm supporting Send My Sister to School,

to try and get every girl in the world – as well as every boy – a chance to have a good education and a better future."

It is estimated that an extra year of primary school boosts girls' eventual wages by 10 to 20 percent and an extra year of secondary school by 15 to 25 percent.

This year Send My Sister to School is asking UK pupils to:

- Create a 'sister' figure and add their voice for girls' education by decorating it with messages on Education for All.
- Make sure that these 'sisters' get to your local MP or MSP by 30th June asking them to pass on the message to world leaders.
- Hold a class or school-wide event to make sure that as many people as possible get to hear girls' stories and the

challenges they face in getting a quality education. Invite in your MP or MSP, local celebrities and the media to help you spread the word.

In the current financial climate the Global Campaign for Education (GCE) welcomes the government's announcement that 'it will not balance the books on the backs of the poorest people on the planet'. However the current government has yet to set out what financial support it will be giving specifically to education. Under the previous government £8.5 billion was pledged to education between 2006 and 2015, enough to support 10 million children in school in Africa.

Nicola Cadbury, Global Campaign for Education Co-ordinator said: "We have created innovative resources to enable pupils in the UK to learn about their peers in the developing world who miss out on school. We hope these will help to inspire and motivate them to become active global citizens. In 2010 a staggering 1 million pupils took part and we hope that this year both boys and girls across the UK will feel passionate about speaking up for girls' education."

Get your pupils involved in Send My Sister to School. Sign up now to receive a free resource pack, including a DVD, posters and stickers, plus lesson plans, films and lots more information is available on the website at www.sendmyfriend.org

www.sendmyfriend.org features lesson plans, teacher templates, loads of activity ideas and background information on the situation for children and teachers in the developing world. ●

The facts...

- **69 million children globally are out of school**
- **37 million girls globally are missing out on school**
- **28% of girls in sub-Saharan Africa are not in primary school**
- **Two thirds of the 759 million illiterate adults are women**
- **On current trends over 50 million will be out of school by 2015.**
- **54% of children out of school are girls (source – Global Monitoring Report 2011)**



Case study – Kaltume Ibrahim

In Nigeria, 4.5 million girls are not in school, this is 37% of all girls in the country. Hausa speakers make up 20% of the population and Hausa girls are among the most disadvantaged. Here is the story of one such girl, Kaltume Ibrahim from Kabiji in northern Nigeria: “My name is Kaltume Ibrahim. I have not been to school in my life. My father died two years ago while my mother makes and sell Wara (a local snack made from soya beans). I support the household economy by selling ‘Wara’ throughout the day. My older sister and younger brother, Abah were both enrolled in school before my father died. When my mother wakes Abah in the morning to prepare for school, I wish it was me who is in that position. When I asked my mother when she will enrol me in school, she keeps assuring me that she will do that one day. I continue to live on that hope and still hope that I will grow up to become a school teacher.”

The story so far:

- 2000 – World leaders promise a primary education for all by 2015
- 2003 – GCE smashes the world record for the Biggest Lesson ever, with two million children taking part
- 2004 – Two and a half million take part in The Big Lobby, bringing politicians back to school and taking over parliaments and official buildings
- 2005 – Five million ‘buddies’ – each representing one of the 100 million children out of school – are sent to world leaders.
- 2006 – My Friend Needs a Teacher – over six million campaigners in 112 countries highlight the global teacher shortage
- 2007 – JOIN-UP – children and communities in 120 countries around the world joined up with human or paper chains to show world leaders their commitment to education for all
- 2008 – 8.8 million children in over 100 countries took part in a record breaking ‘World’s Biggest Lesson’.
- 2009 – Millions of children in over 100 countries took part in The Big Read event, alongside well known writers, to highlight the importance of literacy.
- 2010 – ‘1 GOAL – Send My Friend to School’ tied in with the World Cup and was supported by FIFA and many famous footballers around the world. In the UK 1 million pupils took part and made supporter scarves which were sent to David Cameron.

The Global Campaign for Education (GCE) is a coalition of child rights activists, teachers’ unions and development organisations around the world, united in their determination to make the right to education a reality.

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Sudoku

supplied by: Lovatts Publications

			2	7		9		
		3				1		2
			3		1			4
	9					2		
		7	8		6	3		
		8					5	
1			9		8			
7		9				6		
		2		1	4			

To play Complete the grid so that every row, column and every three-by-three box contains the digits 1 to 9. Just use the logic to solve – no maths required! Have fun!

Rating Medium

SEJ December 10 Sudoku solution

7	2	1	9	4	8	3	5	6
8	3	5	7	1	6	2	4	9
6	4	9	5	3	2	8	7	1
2	7	8	4	9	1	6	3	5
1	5	6	2	7	3	4	9	8
3	9	4	6	8	5	7	1	2
4	8	7	1	2	9	5	6	3
5	1	2	3	6	7	9	8	4
9	6	3	8	5	4	1	2	7

CROSSWORD

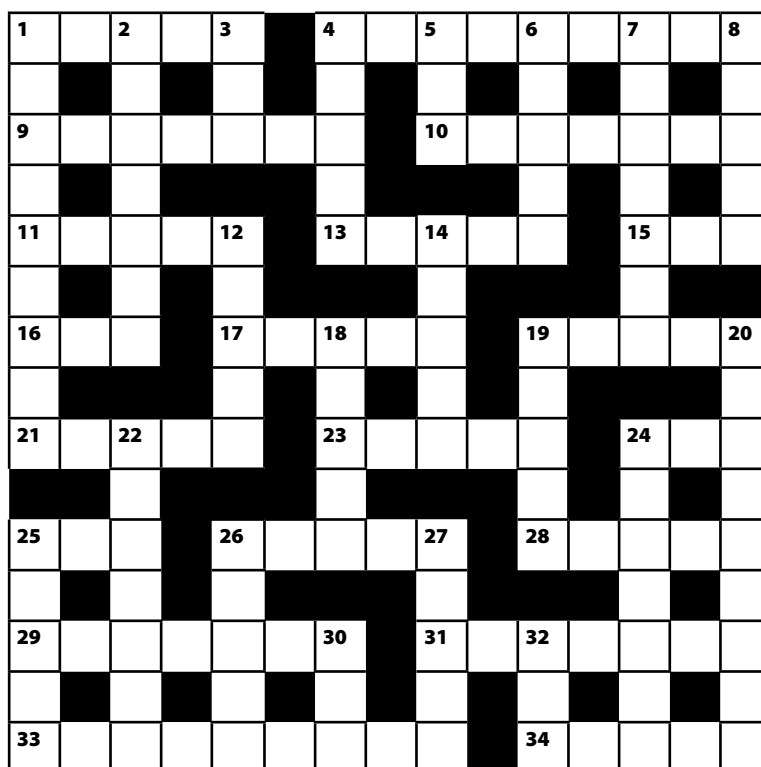
Crossword
64Answers to
crossword no. 63

Across

1 Pesky, 4 Flowerpot, 9 Thinner, 10 Leg-iron, 11 Oakum, 13 Other, 15 Eke, 16 Ram, 17 Unpin, 19 Equip, 21 Ingot, 23 React, 24 Woe, 25 Bun, 26 Alibi, 28 Adieu, 29 Shingle, 31 Ingress, 33 Concordat, 34 Manor.

Down

1 Pot-pourri, 2 Stickum, 3 Yon, 4 Forgo, 5 Oil, 6 Eager, 7 Parvenu, 8 Tense, 12 Mount, 14 Henna, 18 Parsi, 19 Extra, 20 Precursor, 22 Gentian, 24 Write-in, 25 Basic, 26 Aggro, 27 Idiot, 30 End, 32 Gym.



Work out and win

A £30 book token is the prize in the SEJ cryptic crossword. Send your completed entry to SEJ, 46 Moray Place, Edinburgh, EH3 6BH by Friday 25 February 2011. The first all correct entry picked at random will win. Details of the winner, along with the solutions to this month's puzzle, will be published in the next SEJ. Employees of the EIS and their families are not eligible to participate in the competition.

Name _____

Address _____

Return to: SEJ, 46 Moray

Place, Edinburgh, EH3 6BH

Clues

Across

- 1 Invest quality given due attention to what is inside (5)
- 4 Pole, wire or newspaper (9)
- 9 A memorable saying for the doing word (7)
- 10 Convergence of railway tracks, tag lent out! (7)
- 11 Alcohol and graduate went together to the dance (5)
- 13 Logical state required by an officer say! (5)
- 15 Long fish found in lade, elongated (3)
- 16 A beard made of short grass perhaps (3)
- 17 Become hardened to urine mixture (5)
- 19 Commence with a long table at religious services (5)
- 21 A brief stanza related by the messenger (5)
- 23 Attach firmly inside

because I'm bedridden (5)

- 24 Fish charged with no cred (3)
- 25 Sudden impact on the container (3)
- 26 Aristocratic position or by a different status (5)
- 28 Force back representative the spanish joined (5)
- 29 In confusion I relate to the artist's workroom (7)
- 31 A knife you could stick into a light socket (7)
- 33 He sprayed around but was keen sighted (5-4)
- 34 An English provost may alternatively appear (5)

Down

- 1 Formerly sounded like a happy cat at the entrance and cut it short (9)
- 2 Usher, Jim Morrison maybe (4-3)

- 3 Viewer, reportedly first person singular (3)
- 4 Forbidden to contain bloodgroups (5)
- 5 Move slowly to protect the pipes (3)
- 6 A hopeless case in which to forego nervousness (5)
- 7 I confused mental illness (7)
- 8 A hostelry one must thole with difficulty (5)
- 12 A legal incentive brokered in initial defence (5)
- 14 We entered first appearance of a nerd (5)
- 18 Bring together one french conditional unknown (5)

- 19 Tree reportedly having lived longer in Scotland (5)
- 20 Controller of real grout mixture (9)
- 22 Plant the doing word she was attached to (7)
- 24 Dry grass round Pennsylvania worth 1/480th of an old pound (7)
- 25 Trousers could contain hereditary material by the sound of it (5)
- 26 A pompous reactionary airship? (5)
- 27 A bird wild and fanatical into the bargain (5)
- 30 Note the beam of light said Ted (3)
- 32 From which sweet potato may develop (3)

Crossword winner

Congratulations to Irene McAlpine, Airdrie who was the winner of SEJ cryptic crossword no 63. Irene receives a £30 book token.

Last Thoughts on 2010

That's Ten Then

Well there goes two thoosan an' ten
Whit kind o' year wis it then?
It startit oaf wae a terricul freeze
An' it wis about March afore it startit tae ease
Then in May we hid a Generul Elecshun
The result wis hung, so naebiddie wun
The Tories gote maist sates an' fur a partner startit tae beg
Thur prayers wur ansured when in jumpit Nick Clegg
In June the fitba' Wurd Cup wis wun bae Spain
Bileeve it ur no' Englin' wur robbed yet again
Cos Lampard scored a goal thit wis well o'er the line
Bit the Ref didnae gie it which tae me wis jist fine
Efter that the Commonwealth Games wur held in New Dehli
That wis too faur away so Ah jist watched it oan tele
In August Ah went back tae work full o' desire
Cos efter fower weeks ah wis due tae retire
In September we hid a visit fae his Holiness the Pope
That wid get rid o' sectarianism, aye some hope
Then oot came the Coalishun's Austerity Plan
Startin wae jinein' aw Social Benefits intae wan single wan
This wis foalied bae the farce oan Tuition Fees
Sayin' some existin fees kin noo be multiplied bae threes
This brocht the English students oot oantae the street
God, wid this Coalishun no' make ye greet
Noo thae want reviews intae the NHS an' Educashun
Keep goin' like this, an' we micht end up wae a Bloody Revelushun
Then we hid 'Liberul' Ministurs caught in a newspaper sting
My did some o' thum no' say the stupidest thing
An' then it seemed the Panto Season hid startit early this year
Bit it wis the Sheridan Perjury case that Judge Bircadale hid tae hear
This caused the Scottish Socialist Party tae turn in oan itsel'
Noo aw its left is tae find oot how long Tommy will spend in a cell
The year feeneshed wae a tale o' Royul Romance
Aw about how Willyum met Kate it a dance
We micht no' be Royalists, that wid be ferr tae say about us
Bit we'll sit back an' enjoy the extra holidaye the bosses ur gi'en us
Ho'evur, the best story o' the year came aw the way fae Chile
It wis a plan tae rescue trapped miners that soundit gie silly
Thur wis 33 o' thum stuck doon a pit at the coalface
Bit 77 days latur thae wur aw brocht up tae the surface
We feeneshed December loacked in anither deep freeze
An' so endit 2010 which wisnae the best o' years
Noo aw we kin hope is that 2011 wull be a year that is braw
Which oanly leaves me tae wish A Happy New Year tae wan an aw.

John Cassidy

31 December 2010

Answers to the Christmas Quiz 2010

Section 1 2010 1. Adam Crozier, 2. 112, 3. 6 March 2010, 4. A.P. McCoy (or Tony McCoy), 5. Danny Alexander, 6. Caroline Lucas, 7. Louis Oosthuizen, 8. The Stig, 9. Brazil, 10. Burma.

Section 2 Towns and Cities 1. Chicago, 2. Glasgow, 3. Paris, 4. (b) Vienna – (This was the setting of "The Third Man" but it did not appear in the title.), 5. Birmingham, 6. Dublin, 7. Pop Musik, 8. (d) Stockholm, 9. (b) Barcelona, 10. Montrose.

Section 3 1910 1. King Edward VII, 2. Herbert Henry Asquith (or Asquith), 3. Halley's Comet, 4. Union of South Africa, 5. Howards End, 6. France, 7. Antoni Gaudi, 8. Korea, 9. Portugal, 10. MCMX.

Section 4 Lyrics 1. Heart (Alone), 2. Pink Floyd (Time), 3. Genesis (I Know What I Like), 4. Abba (Gimme Gimme Gimme), 5. Elton John (Saturday Night's Alright), 6. Coldplay (Clocks), 7. Bangles (Manic Monday), 8. Bill Haley (Rock Around the Clock), 9. Joe Walsh (Life's been good.), 10. Boomtown Rats (Like Clockwork).

Section 5 And Finally 1. (c) Down Down, 2. John Williams, 3. GoldenEye, 4. Grace Kelly, 5. (b) Rupert Bear (November 1920), 6. Robert Louis Stevenson, 7. Bing, 8. (c) Mark Owen, 9. Sandy Denny, 10. Roast Beef.

The winner of the Quiz Competition was Pauline McAdam from Glasgow. Pauline won tickets to the Secret Garden at the Festival Theatre, Edinburgh plus dinner and accommodation.

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The Editor welcomes your letters but reserves the right to edit them. Please write to:

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Morning Afternoon Evening Mobile

SEJ 10/10



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