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# Scaling the wall

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# Comment



## Teaching in another world

**While teaching can create many challenges no matter where you are in the world, it is hard to imagine the types of difficulties that teachers and lecturers face in places such as the West Bank and Gaza. Teaching and learning in an environment such as that in the occupied territories is an enormous struggle, as pupils, students, teachers and lecturers have to face constant risk and danger even to reach their place of work or study. The obstacles – both physical and mental – which are placed in front of Palestinian learners and teachers make education a dangerous goal to achieve. But still they persist, even in the face of concerted political and military opposition, striving to go about the business of teaching and learning in any way they can.**

The EIS has a long history of offering its support to teachers and learners in the Palestinian territories. This year's AGM passed a resolution calling on the EIS to continue to raise awareness of the issues facing Palestine under military occupation. As part of this process, this month's SEJ cover feature highlights the plight of those struggling to learn or to teach in the occupied territories. Over three pages, prominent Palestinian academic Dr Hala Al-Yamani of the University of Bethlehem describes the difficult and often dangerous situations facing all those involved in Palestinian education. We hope that this article will help to highlight the dangers facing Palestinian education, and provoke debate on what steps we can take to help.

Sadly, in many countries, teachers and lecturers continue to be at risk from some of the world's more oppressive regimes. With World Teachers' Day having recently passed, we take the opportunity to highlight the case of one teacher from Turkmenistan who has been imprisoned for promoting education and free speech in his own country. Please take some time to read the case of Annakurban Amanklychev and his fellow detainees on page 11 of this SEJ and consider what you can do to help gain their release.

### 160 years and still going strong

The EIS is the oldest teaching union in the world, and this year celebrates its 160th year of existence. While much may have changed in education since the EIS was formed, the guiding principles of the EIS are still very much the same as they were 160 years ago. Looking after the interests of teachers and lecturers, campaigning on behalf of Scottish education and acting to promote "sound learning" remain the key aims of the EIS. With membership at an all time high of over 59,000 members, the EIS remains the only Scottish teaching union which represents the interests of teaching and lecturing staff at all levels and in all sectors of education. ■

**THE EDITOR:**  
The SEJ Editor, 46 Moray Place, Edinburgh, EH3 6BH  
F: 0131 220 3151 E: sej@eis.org.uk

Cover photo: Getty Images

The EIS was again prominent at this year's Trades Union Congress, held recently in Brighton. The EIS delegation included President Kirsty Devaney and Vice President David Drever, both of whom introduced motions to Congress.



Photo: Andrew Ward, Report Photos

## EIS speaks out against exploitation

**David Drever, Vice-President, moved the EIS motion on the exploitation of Migrant Workers. It was seconded by the Local Government union, Unison, and was supported by speakers from a range of other trade unions.**

The motion recognised the value of migrant workers to the economy, local communities and public services. David Drever said: "The exploitation of migrant workers is a gross injustice. They suffer slashed pay rates, excessive hours and unpaid holidays, imposed on them by ruthless agencies and greedy employers. This serves to undercut the wages and conditions of indigenous workers and encourages a "race to the bottom" for everyone. Thus an injustice to one group becomes an injustice to all. In defending the rights of immigrant workers we are defending the rights of native workers."

Turning to the situation in schools, he went on: "Scottish schools have witnessed a

significant influx of youngsters from Central and Eastern Europe in the recent period. We welcome these pupils and the ethnic diversity they bring to our classrooms. We also recognise that Education Authorities must ensure resources are available to allow these children – many of whom arrive with very little English – to access the school curriculum. This will ensure that the newcomers do not suffer marginalisation and class teachers are not set impossible tasks."

### Defending Comprehensive Education

President Kirsty Devaney introduced an EIS motion on Comprehensive Education. Ms Devaney said, "It is a disgrace that after ten years of a Labour government we still have to reaffirm our support for comprehensive education. We should be celebrating the success of comprehensive schools but instead we have to counter the anti comprehensive rhetoric." She added, "We do not want a divided society and we do not want divided schools. A truly

### EIS WELCOMES THE INTERNATIONAL SOCIETY FOR TEACHER EDUCATION

The EIS recently welcomed delegates from the International Society for Teacher Education to a special seminar and reception at the Hub in Edinburgh. As well as enjoying some of Scotland's culture, delegates listened to a range of presentations from Scottish educators including Ian Smith (the University of Paisley), and former EIS education convener George MacBride. In his presentation, Mr MacBride highlighted the many positives that Scotland's continually developing CPD framework is delivering for both teachers and Scottish education.



Photo: Mark Jackson

comprehensive school means that all children are given the same chance and their abilities and talents are regarded as having equal worth."

## Boosting Gwen Mayor Trust funds

**The Gwen Mayor Trust, the charity established by the EIS in memory of teacher Gwen Mayor who died in the Dunblane tragedy, has recently received two donations to boost its funds.**

A cheque for £5000 was sent to the Trust by EIS member Liz Cullen, on behalf of the Scottish

Committee for a Hundred Languages Exhibition. The Gwen Mayor Trust wishes to thank Liz and the Committee for this very generous donation.

Newburgh Primary School in Fife, which has itself benefited from Gwen Mayor Trust funding in the past, raised £71.81 for the Trust through a non-uniform day. The Gwen Mayor Trust wishes to thank Headteacher Susan Mitchell and all the pupils and staff for their generous support.

# Tackling sexual violence

**Zero Tolerance Awards 2007 – The Woman of the Future Award sponsored by EIS**

Winner Arlene Gaffney (pictured here with Scotland's Lord Advocate Elish Angiolini) has been involved with Rape Crisis Scotland since the age of 19. After completing the Rape Crisis training, she worked as a volunteer, providing vital support to women and girls who had been raped, sexually assaulted and / or sexually abused. For the past year she has worked at the centre as a part-time Support Worker, combining this with studying for an honours Degree in Social Sciences at the University of Paisley and is now in her final year.

Arlene was instrumental in suggesting, planning and bringing to reality 'The Misconception of Sexual Violence Conference, which was highly successful in challenging society's misconceptions about sexual violence and the impact on justice for women.



Photo courtesy of Zero Tolerance

# 160 years eis

The Educational  
Institute of Scotland

**The EIS is 160 years young this year. Here, we look back at the first Presidential address to an EIS AGM, delivered 160 years ago at the Royal High School in Edinburgh.**

## The Teacher's position in society

While all other professions were thus advancing and improving their circumstances, the Schoolmaster alone was left behind, and doomed to be stationary in his position. This state of things arose from two causes: first, from the ignorance of the people at large concerning the importance of education, and the Educator's influence upon those entrusted to his care. It was believed that a person good for nothing else was good enough for a Schoolmaster; and parents accordingly looked upon Schoolmasters as a sort of nurses for naughty children – who received their wages for their services, and ought not to meddle with the affairs of the world. A second cause – let us candidly confess it – lay in our own indifference and apathy...

I think it necessary to say a few words about the aim and object of our Institute. The great end which we have proposed to ourselves is a purely professional one, our object being to raise the standard of education in the country, and thereby to secure to every competent Teacher that position in society to which his profession entitles him. We, the body of Scottish Teachers,

propose to unite for the purpose of keeping out of the profession all persons who are unfit for the office of Teacher...

Let the Government provide means, and hold out appropriate rewards for successful and well-qualified Teachers, and we shall take care that there shall be a sufficient number of qualified Teachers from among whom candidates for office may be chosen...

Scotland was the first country in Europe in which a regular system of education was established; and we are still in the enjoyment of that boon bequeathed to us by our ancestors. By our uniting for the purposes explained in our Constitution, Scotland also is the first country in the world that has a National Association of all her Teachers, resolved and determined to provide their country with the best system of education that they can devise, and to accomplish an object which several successive Governments have been unable to achieve.

**Dr Leonhard Schmitz,**  
First President of the EIS  
18 September 1847

**From the many fine words and inspiring phrases that have been written about the EIS over the years since its foundation in 1847, I can do no better than quote the Principal of St Andrews University in 1947, the centenary year of the Institute.**

**"...the Institute has served as the custodian of the rights, the privileges, and the anxieties of Scottish teachers, and if one looks back....the question at once arises – what would have happened had there been no Educational Institute? The answer can be provided in a single word – chaos."**

Scottish education needs the EIS now and in the future just as much as, if not more than it did in the past.

– EIS President Kirsty Devaney

## U-turn over college charitable status contradicts will of Scottish Parliament, says EIS

Following the recent Office of the Scottish Charity Regulator ruling that John Wheatley College did not meet the charity test, the EIS has called on the Scottish Parliament to take steps to resolve its own failure to protect Scottish FE colleges from losing charitable status, worth somewhere between £20-£25M per year across the sector.

EIS General Secretary, Ronnie Smith commented, "It is clear that the previous Scottish Parliament wished Colleges to retain charitable status. In agreeing to the removal of certain Ministerial powers over colleges in March 2006, the Scottish Parliament's Enterprise & Culture Committee report states, "This ensures that the constitutions of the colleges comply with the charity test."

Mr Smith also drew attention to an assurance given through the STUC to concerned staff unions in June 2006 by Jane Ryder, Chief Executive of the OSCR, in which she stated, "...powers of Scottish Ministers to direct college boards were removed. As a consequence, there is no question of Further Education colleges failing to meet the constitutional requirements of a charity...Happily, colleges can therefore retain their charitable status."

Mr Smith continued, "Now there appears to have been a complete

U-turn by the Regulator which flatly contradicts the understanding and wishes of the Scottish Parliament. This results in the worst of both worlds – weakened Ministerial powers over colleges and a loss of charitable status. It is essential now for the Scottish Government and Parliament to revisit this issue and clear up the confusion they have helped to create."

In doing so, Mr Smith warned against the dangers of further diluting democratic accountability and public control over FE colleges, in pursuit of meeting the charity test. He said, "FE colleges are a key component of the public education service and experience in recent years has shown the need for there to remain in place a robust public regulatory regime for colleges. There should be no relaxation of Ministerial powers. Since a number of public bodies already enjoy explicit exemption from the charity test, there is no reason why colleges cannot be added to that list of exempt bodies."



Photo: Brian Cooper

## Norrie Bissell Retires

Area Officer Norrie Bissell, a long time teacher and union activist before he took up his full time EIS area officer post, has retired. Here, Norrie is pictured with General Secretary Ronnie Smith at a recent reception marking his retirement. A formal retirement event has also been held in Glasgow, organised by some of the Local Associations which Norrie served during his time as both an elected member and a full time Area Officer. Norrie will now concentrate on a writing career, and you can find details of his first published book of poems on page 21 of this SEJ.



## SEJ commended at TUC Press & PR awards

The SEJ has won praise at the TUC Press & PR awards, held recently in London. While the SEJ did not win the coveted "best publication" title, the judges did place the SEJ in the "commended" category and commented that the SEJ was "a nicely printed and stylish production with a clever mix of articles." The illustrations also drew across-the-board praise, however there were some reservations about the layout of some spreads.

## EIS Page Scholarship 2007-2008

Application forms are now available for the 2007-2008 Page Scholarship to America being offered by the EIS in association with the English-Speaking Union.

Walter Hines Page (US Ambassador in London during the First World War) gave great encouragement to the founding of the English-Speaking Union in 1918.

The Scholarship is awarded annually to a teacher/lecturer in a Scottish school/college and is intended to promote the exchange of educational ideas between Britain and America. The successful Scholar travels to the USA to study a specific aspect of American education which interests her/him and which is relevant to her/his own professional responsibilities.

The value of the EIS Page Scholarship is £2,000 which gives the Scholar the

opportunity to travel widely in the USA. Throughout the tour, the Scholar is the guest of the American Branches of the English-Speaking Union.

Besides being EIS members, applicants must also have taught for at least 5 years.

Requests for details and application forms should be addressed to the EIS Education Department at 46 Moray Place, Edinburgh, EH3 6BH (e-mail: EDavidson@eis.org.uk).

The closing date for submission of applications to the Education Department is Wednesday, 28 November 2007.



The Educational Institute of Scotland

# Edinburgh's Telford College Strike A 'Test Case' For FE Employment Rights

Photo: Mark Jackson



**EIS President Kirsty Devaney and Vice-President David Drever join lecturers at Edinburgh's Telford College on the picket line on their first day of strike action. Commenting on the action, Ms Devaney said "This dispute is about maintaining decent employment conditions for all staff and a high standard of educational provision for the students at Edinburgh's Telford College. The introduction of a two-tier workforce will have serious and damaging implications – it is simply unacceptable and must be resisted."**

The first Council meeting of the new session heard a report on the programme of strike action that had just commenced at Edinburgh's Telford College. Vice-President David Drever told Council that he and EIS President Kirsty Devaney had joined pickets outside the college the previous day, which had been the initial day of strike action.

Mr Drever told the meeting, "Edinburgh's Telford College management's decision to engage an employment agency to manage temporary lecturing staff has serious and damaging implications for members at Telford and for the entire Further Education sector."

He added, "This profit making private agency will provide cut-price

labour, employ staff at lower wage rates, provide no pension cover for employees, and offer lecturers very few employment rights."

Mr Drever explained that the management's decision to force temporary lecturers onto the books of the employment agency was introduced as a fait accompli, without proper consultation with lecturers or the EIS

as the recognised trade union. "The management's actions are deplorable, and the response from members in the college has been united and robust with overwhelming support for strike action to fight the management's decision," he said.

Mr Drever added, "This is an important test case for the employment rights of lecturing staff, and it will have major implications for the future of the FE sector. The EIS nationally is offering its full support to members at Telford College, and we wish our FE colleagues every success in this campaign to protect their employment rights."

## EIS Publications Online

**The EIS is launching a new online publications service, offering members the option of downloading free digital copies of important EIS publications. Single printed copies of publications will still be available for members on request, and multiple copies will now be available for other organisations to purchase through an online ordering system on the EIS website.**

• **Vice President David Drever** told Council that the EIS was concerned about recent media reports on the employment prospects for newly qualified teachers. "Indications are that there is a significant problem this year in finding suitable posts for new teachers. The EIS is continuing to monitor the situation and will continue to pursue this with the Scottish Government," he said.

• **New Education Convener Larry Flanagan** answered questions on the Scottish Qualification for Headship programme. Mr Flanagan highlighted that, according to official statistics, there were 429

teachers undertaking the SQH programme last year – 217 in the primary sector, 198 in the secondary sector and 14 in the special education sector. There were a further 28 participants in flexible pilot SQH programmes running in some areas.

• **President Kirsty Devaney**, presenting the report of the Equality committee in absence of the convener, highlighted that this year's St Andrew's Day March and Rally against racism and fascism will take place on Saturday 24 November in Glasgow. Further information will be available to members in due course.

## EIS National Headteachers' Conference

The EIS will be organising a major conference aimed at Headteacher members on Friday 30 November 2007 in Edinburgh. The conference will consist of a number of keynote speakers and will conclude with a "question time" plenary

session. The issues to be covered include:

- Collegiality
- Management structures
- Wellbeing and work/life balance
- Curriculum for Excellence

Any EIS Headteacher member interested in attending this conference should contact their Local Association Secretary as soon as possible as places are strictly limited.

# Behind The Wall

Dr Hala El-Yamini of the University of Bethlehem, recently attended a teacher education conference in Stirling, which included an EIS sponsored seminar in Edinburgh (see p4). Here, writing exclusively for the SEJ, she explains how the wall constructed by Israel in the West Bank continues to disenfranchise Palestinian youth by destroying educational aspirations and attainment. But, Dr El Yamani argues, even more damaging than the physical wall itself are the psychological barriers that come with living in a divided society where opportunities are often strictly limited and controlled by military and political force.

**“Palestinian education and propaganda are more dangerous to Israel than Palestinian weapons”** (Ariel Sharon, Ha’aretz, 19/11/2004)

**E**ducation is not a separate process isolated or detached from society or what is going on in the society. Mr. Sharon was a shrewd politician when he acknowledged in his statement that Palestinian education was a danger to Israel, as it shapes the citizen to be responsible, active, confident, conscious and aware of everything going around him.

Evidence in research and human rights documentation indicates that education in Palestine has been targeted by the Israeli occupier. Since they occupied the West Bank and Gaza Strip and East Jerusalem they have worked ceaselessly and ruthlessly in creating all sorts of obstacles in the way of Palestinians to stop their development and progress. This is a major factor towards creating ignorant and uneducated citizens.

This policy was obvious in the first Intifada in 1987 until 1991. Kindergartens, schools, universities and educational institutions were closed for long periods, sometimes over six months in a year. The military authorities continued to maintain that these closures were necessary for the maintenance of “security and public order” in the Occupied Territories. This policy has left clear marks on the society, making it regress. When allowed, students went to school, but they were not learning, since they were in a very bad psychological state.

The generation of that Intifada have now become the teachers of the current generation. Yet it has become clear to the faculty of education at Bethlehem



University, that as students, many of them had problems in writing clearly and properly, thinking logically, using basic mathematics skills and speaking fluently and confidently. This was not the only strategy used by the Israelis. The latest strategy of the Israeli government has taken a different, more drastic turn, which includes all areas and all education institutions at every level. It is the Apartheid Wall which surrounds and divides all Palestinian areas, as well as isolating Gaza from the West Bank and Jerusalem.

### The Apartheid Wall

The construction of the Israeli separation wall began on the 16th June 2002. Once again Israelis presented security as the main reason for this action. They maintain that the Wall is a temporary structure to physically separate the West Bank from Israel and thus to prevent suicide attacks on Israeli citizens. However, the Wall's location, (in some places reaching up to 6km inside Palestinian territory), and its projected length, (currently 750km, despite a border with Israel of less than 200km), it is three times as long and twice as high as the Berlin Wall. (Palestine Media Centre 2004)

It is not just a Wall: it consists of a series of concrete walls, trenches, barbed wire and electrified fencing with numerous watch towers, electronic sensors, thermal imaging and video cameras, unmanned aerial vehicles and sniper towers.

Thus Palestinians over the age of 16 residing inside the wall now require a specific written permit authorised by a military commander, to move in between and to enter certain areas. It is projected that approximately 400,000 Palestinians will be caught living in this closed seam area when the wall is completed. There are around 43 gates along the barrier's route designated as crossing points. The gates in the wall are open for only very short intervals and do not follow a fixed schedule making timely access to health and educational services difficult. (B'tselem, October 2005)

### The Impact of the Wall on Education

This wall affects the life of all Palestinians at all levels, but in particular it affects the educational life of a large percentage of students and teachers. It is stopping children and teachers from reaching their



schools. Groups of students are now located in one area of the wall and their schools in another area. Some students have been completely cut off from school where there are no checkpoints close by and where the wall cuts straight through their neighborhood. For example, some students living in Abu Dis area near Jerusalem now have to travel over 20 kilometers around the wall to reach their classes which used to be just a few yards in distance. (Kevorkian, 2007) The wall blocks free access to schools on both sides. Passing through checkpoints on the way to and from the educational institution is a burden to both students and teachers. It involves daily confrontation with the Israeli soldiers. The waiting time at check points can vary from a couple of minutes to several hours and the checking of IDs on public transport make it impossible to be sure of arriving at school or university on time. If the students are on time, the teachers who come from other areas might not be in the classroom yet or vice versa, because of the problems related to crossing the wall's checkpoints. Besides the daily process of checking and waiting in queues, there are elaborate diversions to attempt to bypass checkpoints. Boredom due to stringent safety restrictions and movement controls adds additional stress to pupils and students lives and can lead to low motivation and energy for education.

In addition, the costs for travelling from one area to another has increased between checkpoints which has forced many students to look for schools and universities in their immediate

“This wall affects the life of all Palestinians at all levels, but in particular it affects the educational life of a large percentage of students and teachers.”

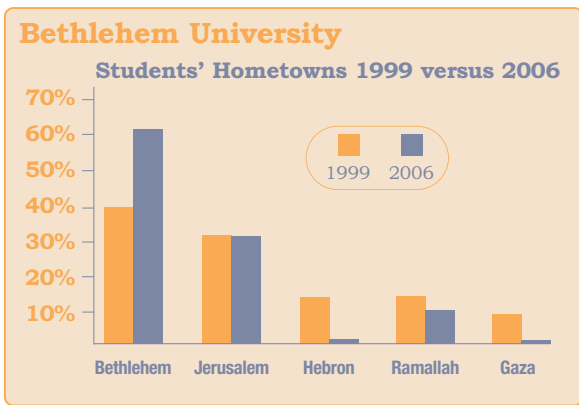
areas. Others have dropped out of school either to help supplement diminishing family incomes or because their parents can no longer afford to send them to school. (Dugard, 2005)

### The Abstract Wall

The various strategies used by Israelis push into the direction of making the world of Palestinians as small as possible and the shell of the individual person is becoming smaller and tighter.

This is the abstract hidden Wall. The closure in this case includes severing communication between different areas, so that people cannot visit nearby villages or any populated areas. We can see Jerusalem, just a few kilometers from Bethlehem University, but we cannot visit it. People are isolated and cannot mix with people from other areas or even use the facilities of other cities. Many of the students and the staff are stuck with educational institutions in their direct areas since they are not free in movement from one area to other Palestinian areas. If it's possible to travel then it's a very long and hard and often dangerous journey. Thus students do not have the same choices as other students in other countries; they are obliged to accept what is available in their direct area. Yet in the Palestinian experience, excellent schools and universities have become impoverished by these Israeli policies. The student societies in universities showed this development, for example if we look into the following figures about the distribution of students at Bethlehem University we notice that before the wall, 60% of the students

Figure no. 1



were from different areas of the West and Gaza Strip. They were coming from all over the area from the north to the south. But nowadays around 60% of the students are from the immediate Bethlehem area. The institutions of higher education cannot use the specialised academic institutions to collaborate in qualifying Palestinian students because students cannot move easily from one area to another. Students from Gaza Strip cannot travel or stay in the West Bank and vice versa. We have at Bethlehem University one group of students from Gaza Strip who study their lectures in Occupational Therapy by video conferencing. When they need to meet together then they must meet in Egypt or Jordan, if this

**“Being trapped in one place and meeting a limited range of people reduces the chances of personal development and the development of the group which is important for us as human beings.”**

is possible and the political situation in Gaza allows for this instead of taking affordable transportation to cross to Bethlehem in less than 2 hours. This demonstrates the effect of this policy on the people and education. Being trapped in one place and meeting a limited range of people reduces the chances of personal development and the development of the group which is important for us as human beings. Freire (1985) explained the importance of relationship between individuals. He said: “as conscious beings, men are not only in the world but with the world, together with other men, only men, as ‘open’ beings, are able to achieve the complex operation of simultaneously transforming the world by their action and grasping and expressing the world’s reality in their creative language.” (p.68)

Human beings need exposure to the outside to enrich their experiences by dealing with different environments and different people. Young people especially need experiences that stimulate their minds and enrich their experiences, which might develop an open mind. It’s true with the new technology, people could reach everywhere while they are imprisoned in their rooms. However technology is not available everywhere and for everyone in Palestine. The rate of poverty and the bad economic situation much increased after the Apartheid Wall and it has reduced the opportunity for the effective use of technology.

In addition, life and concrete experiences are so important in developing human concepts,

knowledge and understanding particularly for the young generation. Thus seeing a picture of Jerusalem is completely different from being physically in Jerusalem and going around its wall and visiting its famous places.

In my recent work with undergraduate students at Bethlehem University, I discovered the effect of the current situation on the new generation. Their knowledge of their local area is limited. I was shocked when I asked them about a historical area which is very close to Bethlehem city and the majority of my students had no knowledge of the place or where it is. In my view, our concern is not the physical concrete wall, which is on the ground. It is the abstract and psychological one, which grows within the individual person and makes his mind and his life so limited. Thus instead of moving forward and developing our society we might move backward.

These are very critical challenges and we need to find all the better educational methods and materials to help the new generations in developing clear ideas and an open mentality. Achieving this means getting rid of the occupation – we need the support of the ethical international world which believes in human rights in education and mobility. All human beings have the right to live a respectable human life. ■

**Dr. Hala Al-Yamani**  
Faculty of Education at Bethlehem University  
E-mail address:  
halay@bethlehem.edu



Photo: M Nota

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# Campaigning for teachers across the globe

With World Teachers Day having recently passed, Education International, to which the EIS is affiliated, has launched its annual campaign to highlight the plight of teachers across the globe who have been persecuted or imprisoned by oppressive authorities in their home nations. Here, the SEJ focuses on the case of a geography teacher (and his colleagues) who have been unfairly imprisoned for their roles in promoting education and human rights. All readers are encouraged to support the campaign to free these colleagues by writing letters to the authorities concerned. These cases are being highlighted around the world by Amnesty International, and further details on these and other cases can be found at: [www.amnesty.org](http://www.amnesty.org)

**G**eography teacher Annakurban Amanklychev and his fellow activists Sapardurdy Khadzhiyev and Ogulsapar Muradova, who was also a correspondent for US-funded Radio Liberty, were detained on 16 and 19 June 2006. They appear to have been held solely because they are members or relatives of members of the non-governmental human rights organization, the Turkmenistan Helsinki Foundation (THF), which has publicized human rights violations in the country. In September, Ogulsapar Muradova's family was informed that she had died in custody. According to relatives who identified her body, there were "marks on her neck" and a "huge wound on her forehead".

On 19 June 2006, shortly after their detention on 16 and 18 June, the Minister of National Security of Turkmenistan was broadcast on national television as stating at a meeting of law enforcement bodies that Annakurban Amanklychev had been engaged in "subversive activities" and had planned a revolution in Turkmenistan. The accusations mainly related to attendance of human rights courses in Poland and Ukraine; the gathering and passing on of human rights related information to the director of the THF in Bulgaria; and cooperation with foreign journalists from the BBC and the French media production company Galaxie Presse. At the same meeting President Saparmurad Niyazov was reported as saying: "Let people condemn the traitors. The entire population is proud of their motherland, whereas they are trying to harm it."

On 25 August they were sentenced to between six and seven years' imprisonment each, charged with "illegal acquisition, possession or sale of ammunition or firearms", in an unfair trial which lasted less than two hours. There are strong indications that the charge brought against the three human rights defenders was

fabricated to punish them for their human rights activities.

While the three were held in pre-trial detention, there were strong indications that they were ill-treated in order to extract a "confession" to the accusations made by the authorities to incriminate each other. Secret service agents reportedly put pressure on lawyers for the three, urging them not to inform the detainees' relatives of any violations of the detainees' rights. The defendants' relatives have been denied access to them since their arrest in June.

According to a 28 August press release issued by Miklos Haraszti, the Representative on Freedom of the Media of the Organization for Security and Co-operation in Europe (OSCE), Turkmenistani government sources had informed him earlier that Annakurban Amanklychev was detained during "illegal collection of information in order to encourage public dissatisfaction" and for "transmitting materials to foreign citizens". Miklos Haraszti was told that Annakurban Amanklychev and Ogulsapar Muradova were "involved in criminal activities related to organizing subversive acts and collecting defamatory information in Turkmenistan in order to create public dissatisfaction".

Early on 14 September, Ogulsapar Muradova's family was informed of her death in custody by officers from the Ministry of National Security of Turkmenistan. They were only allowed to see her body when they came to the morgue accompanied by a foreign diplomat. THF Director Tadzhiyul Begmedova told Amnesty International: "They saw a huge wound on her forehead and marks on her neck." Amnesty is concerned at allegations that she was subjected to torture and ill-treatment in detention and is urging that the Turkmenistan authorities conduct a prompt, thorough and independent investigation into her death. ■



Ogulsapar Muradova



Annakurban Amanklychev

## Appeal targets

**Appeal target:** President Berdymukhammedov  
**Address:** Presidential Palace  
744000 Ashgabat  
Turkmenistan  
**Tel:** +993 12 35 45 34 & his assistant: +993 12 35 72 45, 35 43 88 **Fax:** + 993 12 35 51 12  
**Salutation:** Dear President Berdymukhammedov  
**Appeal target:** Minister of Foreign Affairs  
**Address:** Ministr Rashid MEREDOV; Ministerstvo inostrannykh del Turkmenistana; 83 pr. Magtymguly; 744000 ASHGABAT; TURKMENISTAN  
**Tel:** +993 12 35 66 88  
**Fax:** + 993 12 35 42 41  
**Email:** [mfatm@online.tm](mailto:mfatm@online.tm)  
**Salutation:** Dear Minister  
Appeal language(s)  
Russian, Turkmen or own language

## Appeal Recommendations

- expressing deep concern about the death in custody of Ogulsapar Muradova, calling for the authorities to conduct a thorough, prompt, and independent investigation into the cause of her death; to keep Ogulsapar Muradova's relatives informed of all steps of the investigation and to make the results public
- stating that Amnesty International has adopted Ogulsapar Muradova, Annakurban Amanklychev and Sapardurdy Khadzhiyev as prisoners of conscience, detained for peacefully exercising their right to freedom of expression in defence of human rights, and has called for their prompt and unconditional release
- Urging the authorities to give Annakurban Amanklychev and Sapardurdy Khadzhiyev immediate access to their relatives.

## Further forward

The SEJ spoke to new EIS President Kirsty Devaney, the first national President in the 160 year history of the EIS to come from the Further Education sector, and asked about the priorities for her year in the Presidential chair.

Photos: Alan Richardson



**“I think one of the most important areas of work for the Institute is recruitment and inclusion.”**

Kirsty Devaney

**You took up the position of President in June. What are you looking forward to this year?**

I've already had quite a busy start and it's certainly an interesting time to be President given that we have a new Government. I'm looking forward to whatever that will bring: the class size campaign will have to be moved forward, A Curriculum for Excellence should be advancing, pay and possible pay restraint will figure this year.

Internationally I attended the World Congress of Education International in Berlin at the end of July and it was a humbling experience to hear some of the horrendous difficulties that teachers in other parts of the world have to face. So I'm also looking forward to keeping up the international connections.

**You are the first President of the EIS to come from the FE sector. Do you think this will make a difference to your year in office?**

Obviously the part of the education system you teach in makes a difference to how you see the work of the EIS; everyone starts from their own particular corner. However, the great thing about the EIS is its scope and

breadth and the fact that it does not matter which sector you teach in, what part of Scotland you live in, what post you hold or what stage of your career you have reached. A teacher is a teacher.

FE is very much an integral part of the EIS. We do not exist in a ghetto within Scottish Education and we should not think of ourselves as apart from the main body of the EIS. The Further Education Lecturers Association (FELA) constitutional position as a Self Governing Association can sometimes make participation in Local Associations or Council difficult as you can end up being on double the number of committees, but I have always made a point of attending LA meetings and I have been elected as an AGM delegate from Dundee LA for many years. Since the change in the Constitution which made provision for more FE places on Council I have been elected to one of these places.

**Have you always taught in FE?**

No, I started teaching in Primary and taught there for about eight years. It was after a family break that I came in to FE to teach Maths and I've been there for over 20 years. In that time

I've seen the incorporation of Scotland's colleges and the loss of national pay bargaining. Education in FE colleges has also made enormous strides but it is still the sector where industrial relations are at their worst.

**What prompted you to run for Vice President last year and President this year?**

I was spurred into standing as an Office Bearer of the EIS when the Scottish Executive chose to ignore the results of its consultation on the need for a professional body for FE lecturers. I was angry at that decision and I saw in it an implied contempt for FE and our students, that we were not as good as other parts of the education service and that we did not need to be as well qualified as teachers in schools have to be. Being elected as Vice President and now President has shown that teaching in FE is not a backwater as far as the EIS is concerned and that raising the profile of FE and our difficulties – as well as our successes, which are not inconsiderable – is never far from the top of the EIS agenda.

**How do you think teachers in other sectors see FE?**

I believe there is huge sympathy

for us amongst EIS members who are not in FE and I hope to be able to tap into that feeling of support. The current blurring of the boundaries between schools and colleges with the Skills for Work initiative and many school/college partnerships have brought teachers in schools into much closer contact with lecturers in colleges. Although both sectors have their problems, greater understanding is to be welcomed. In addition colleges deliver a lot of Higher Education, whether as Higher National Courses or as part of the University of the Highlands and Islands (UHI), and our links with the University Lecturers Association (ULA) are very important.

**Is there any particular aspiration you have for FE members?**

Anyone in FE who has spoken to me since I have become President has always brought up the topic of national bargaining and their hope that in my position I can do something concrete to secure a move away from plant bargaining. The arguments are well rehearsed.

We know it is just plain daft to spend so much time every year, college by college, negotiating wage increases this way. As far as I know we are the only publicly funded national service which does not have nationally negotiated rates of pay. There is some concern that we are now so far away from a national negotiating platform that it might be a waste of time and energy to pursue such a course, particularly when the college principals seem so set against it. However, I am totally committed to the ideal of a unified Scottish education system and the anomaly of FE pay structures has to be addressed. There will be no quick fix

but we have to make every effort to take the initiative on this.

**Are all the members in FE behind this initiative?**

I am concerned that members in FE are not participating fully in the national committees of the EIS. FELA Executive does not have its full complement. The FE seats on Council are not fully taken up. I would suggest that the reason for this is that hard pressed Branch Officials have neither the time nor the energy to participate nationally when there is so much fire fighting to do at college level.

I would like to work closely with FELA Executive to try to make progress on national matters but I also have to know what the opinions of ordinary FELA members are. I would like to know that I am speaking for them. I have no hidden agenda and I have no wish to bypass the democratic and constitutional structures that we have in the EIS but I would like to think that I have the backing of FELA members in trying to advance justice and equity for FE both with the Scottish Government and our employers.

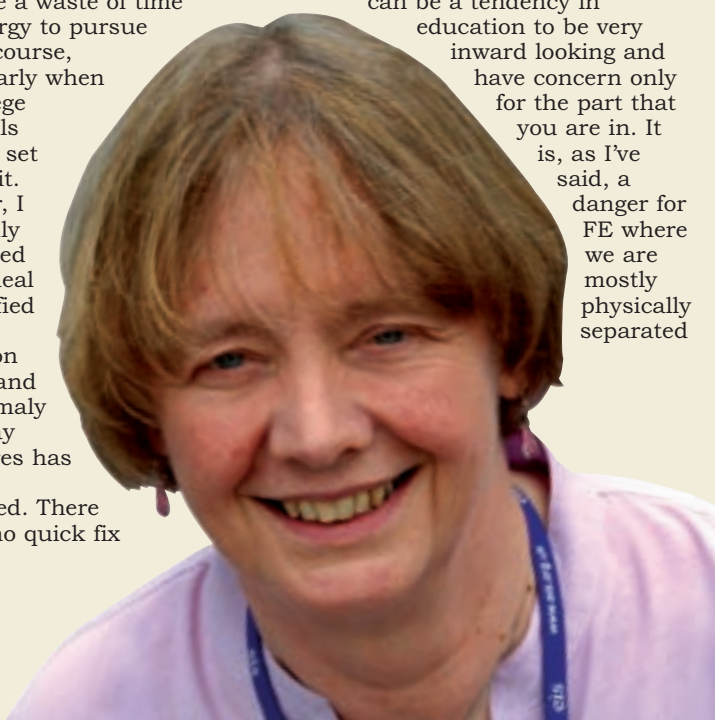
**What are your other priorities for this year?**

I think one of the most important areas of work for the Institute is recruitment and inclusion. This sounds a little odd when we are the largest teaching union in Scotland with over 59,000 members but there can be a tendency in

education to be very inward looking and have concern only for the part that you are in. It is, as I've said, a danger for FE where we are mostly physically separated

from schools and our structures and governance are quite different but it is also a danger for nurseries where Local Authorities are cutting the numbers of nursery teachers; it is a danger for teachers in promoted posts, especially head teachers, who can not only be isolated from their staff but be encouraged to feel so by some of the current theories of leadership; it is a danger for specialist teachers and itinerant teachers; it is a danger for supply teachers; it is a danger for our university members. The EIS has a job to do in representing all teachers. ■

**"I am totally committed to the ideal of a unified Scottish education system and the anomaly of FE pay structures has to be addressed."**  
Kirsty Devaney



Once again this year, the EIS offered its support to the Edinburgh International Book Festival. The EIS is one of the sponsors of the Children's programme of the EIBF through our Sponsorship of the Arts programme. Here the SEJ reports on the experiences of a party of pupils from Strathyre primary school near Stirling, who took the bus through to Edinburgh to visit the Schools Gala Day at the end of August.

## All smiles at schools gala day



Photos: Mark Jackson

Catherine Rayner introduces Strathyre pupils to Augustus the tiger.

**The hugely successful Edinburgh International Book Festival Schools programme once again featured a special day set aside entirely for pupils from Scottish Schools. The Schools Gala Day, held on 28 August and sponsored by the Royal Bank of Scotland, attracted schools from across the country to Charlotte Square in Edinburgh to allow pupils to meet some of their favourite authors and hear them read excerpts from their works.**

As well as a chance to meet the authors, pupils had the opportunity to attend an exclusive live performance of *When Kilts Were Banned*, a modernised adaptation of Robert Louis Stevenson's *Kidnapped*. There were also drop-in sessions of music and games, plus a magician to ensure that there was plenty to keep pupils entertained at lunchtime and in between author appearances and book signing events.

I m Alex and I went to the book festival. it fun and got 3 ice creams. I liked some books. It was a long bus ride but it was w We went to see Catherine Rayner. It was so interesting that p5-7 are writing a book f little ones. Mine is about a snake called Earl, P5

Among the pupils who attended this year's Schools Gala Day was a party of pupils from Strathyre primary school near Stirling, led by headteacher Ghislaine Tait, Principal Teacher Bernie McDonald and Liz Mochan, who teaches P1-P4. The pupils from Strathyre took full advantage of the facilities available at the Schools Gala Day and between them attended readings and signing sessions by some renowned children's authors – including Michelle Paver, Catherine Rayner and Pam Wardell.

At the Book Festival we went to see Catherine Rayner. She told us about Augustus and his Smile, which was about a tiger that had lost his smile and he went to find it.

Duncan Hendry



**You can see how much the pupils enjoyed the gala day by their comments here. But their teachers also enjoyed the Book Festival experience and can see clear benefits in visiting an event which promotes reading and writing as a fun activity.**

Liz Mochan, who teaches primary 1 to 4, said, "This year was my 4th visit to the Book Festival. Luckily, the sun shone as it has for the past 4 years. It is always a very enjoyable day and the authors who attend are very interesting and enthusiastic. It takes us over an hour and a half to get from Strathyre to Edinburgh, so it means we have to set off at half past eight. However it is well worth the early rise. My class consists of 21 children ranging from P1 to P4. Unfortunately, we were booked into the older presentation by Michelle Paver this year, or should I say fortunately, because the younger class really enjoyed hearing about the inspirations of her book and many of the children have asked that I read some of her stories to them. The other presentation we attended was Stories in Action with Pam Wardell. I felt that this was aimed at younger children so the primary fours went to see Kidnapped with the older class. The younger ones really enjoyed taking part as characters in the stories. We are now looking forward to returning to the Book Festival next year."

Principal Teacher Bernie McDonald agreed that the Book Festival was a great day out for all the pupils – "Strathyre Primary School really enjoyed our visit to the Edinburgh Book Festival Gala day this year. The P5-7 children went to watch "Kidnapped" acted out by the Scottish Story tellers and to listen to Catherine Rayner explain how to write stories for young children.

"Kidnapped" was a roaring success and the children were engaged from the beginning. The fact that two actors played all the roles did not mar their enjoyment as it was cleverly done and they were both superb actors.

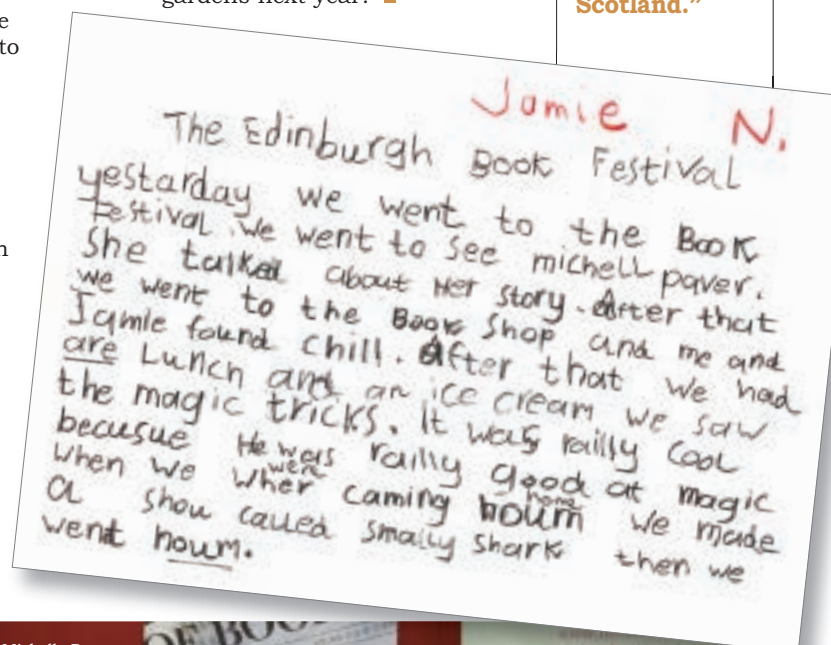
Catherine Rayner was delightful and encouraged the children to ask lots of questions.

As a follow-up exercise the P5-7 class are writing their own "early years" stories. They are looking at the devices that she uses to engage the reader, for example: repetition, alliteration, rhyming words and colourful pictures. The children will eventually read their stories to the younger ones and then they will be spiral bound and placed in our school library."

The Edinburgh International Book Festival Schools' programme and Gala Day continues to go from strength to strength each year. By helping to make

reading and writing a fun, enjoyable activity which children want to participate in, the Book Festival is helping the cause of education in Scotland. See you in Charlotte Square gardens next year? ■

**"By helping to make reading and writing a fun, enjoyable activity which children want to participate in, the Book Festival is helping the cause of education in Scotland."**



Michelle Paver (and friends) meet pupils from Strathyre primary school

## EIS Area Officers, Local Association Secretaries and Learning Reps

### Headquarters

**Telephone:** 0131 225 6244  
**fax:** 0131 220 3151  
**email:** sej@eis.org.uk  
 enquiries@eis.org.uk  
**website:** www.eis.org.uk  
**membership:** tel: 0131 220 2268  
**e-mail:** membership@eis.org.uk

### General Secretary

Ronald A Smith

### Accountant

Colin MacKenzie

### Assistant Secretaries

Simon Macaulay  
 Drew Morrice  
 Ken Wimbor

### Further & Higher Education Officers

Marian Healy  
 Eric Smith

### Education & Equalities Officer

Veronica Rankin

### Employment, Health & Safety Officer

Louise Wilson

### Area Officers

#### Dundee

Karen Barclay  
 (Aberdeen, Aberdeenshire,  
 Highland, Moray)

Graeme Campbell  
 (Angus, Dundee,  
 Perth & Kinross, Fife)

46 Reform Street,  
 Dundee, DD1 1RT  
 Tel: 01382 206961  
 Fax: 01382 224790

#### Edinburgh

David McGinty  
 (Borders, East Lothian  
 Edinburgh, Midlothian, Shetland)

Rami Okasha  
 (Clackmannanshire, Falkirk,  
 North Lanarkshire, Stirling, West  
 Lothian)

46 Moray Place,  
 Edinburgh EH3 6BH  
 Tel 0131 225 3155;  
 Fax 0131 220 3151

#### Glasgow

Vacancy  
 (Argyll & Bute, East  
 Dunbartonshire, Inverclyde,  
 Renfrewshire,  
 West Dunbartonshire)

Lachlan Bradley  
 (East Renfrewshire, Glasgow,  
 Orkney, Western Isles)

6 Clairmont Gardens,  
 Glasgow G3 7LW  
 Tel 0141 353 3595;  
 Fax 0141 332 2778

#### Hamilton

Alan Scott  
 (Dumfries & Galloway,  
 East Ayrshire, North Ayrshire,  
 South Ayrshire, South  
 Lanarkshire)

101 Almada Street,  
 Hamilton ML3 0EX  
 Tel 01698 429061;  
 Fax 01698 891774

### Local Association Secretaries

#### Aberdeen City

Roderick Robertson  
 Office 01224 346375  
 Fax 01224 346374  
 Web www.eis-aberdeen.org.uk  
 Email aberdeencity@eis.org.uk

#### Aberdeenshire

Pat Flanagan  
 Mobile 07731 883637  
 Office 01358 720286  
 Email aberdeenshire@eis.org.uk

#### Angus

Arthur Pritchard  
 School 01241 872453  
 Office 01307 466954  
 Fax 01307 462241  
 Home 01241 411361  
 Email angus@eis.org.uk

#### Argyll & Bute

Douglas Mackie  
 School 01631 564231  
 Home 01631 570558  
 Fax 01631 570558  
 Email argyllandbute@eis.org.uk

#### Clackmannanshire

Eileen Turnbull  
 Office 01259 452460  
 Email clackmannan@eis.org.uk or  
 eturnbull2@clack.gov.uk

#### Dumfries & Galloway

John Dennis  
 Direct Line 01387 261590  
 School 01387 263061  
 Email dumfries@eis.org.uk

#### Dundee

Arthur Forrest  
 School 01382 436550  
 Home 01241 858355  
 Email dundeela@eis.org.uk  
 Eric Baillie  
 School 01382 438452/3  
 Home 01382 503970  
 Email ebaillie@eis.org.uk

#### East Ayrshire

Iain Harvey  
 Office 01563 822333  
 Mobile 07970 489558  
 Home 01292 263897  
 Fax 01563 822333  
 Email eastayrshire@eis.org.uk

#### East Dunbartonshire

Frank Healy  
 Office 0141 772 5129  
 Fax 0141 762 3331  
 Home 0141 424 0783  
 Mobile 0796 782 8329  
 Email eastdunbarton@eis.org.uk

#### East Lothian

Bill Torrance  
 Office 01620 829010  
 Fax 01620 822521  
 Email eastlothian@eis.org.uk

#### East Renfrewshire

Alan Munro  
 Office 0141 881 8219  
 Mobile 07815 023281  
 Email eastrenfrew@eis.org.uk

#### Edinburgh

Colin Mackay  
 Office 0131 477 0866  
 Fax 0131 466 3096  
 Mobile 07703 184118  
 Web www.eis-edinburgh.org.uk  
 Email edinburghla@eis.org.uk

#### Falkirk

Dorothy Finlay  
 Office 01324 506698  
 Fax 01324 718422  
 Email falkirk@eis.org.uk

#### Fife

Peter Quigley  
 Office 01592 657710  
 Fax 01592 657712  
 Email fife@eis.org.uk

#### Glasgow

William Hart  
 Office 0141 572 0550  
 Home 0141 946 5690  
 Fax 0141 572 0556  
 Email glasgowla@eis.org.uk

#### Highland

Andrew Stewart  
 Office 01349 884750  
 Home 01349 884047  
 Fax 01349 884750  
 Email highland@eis.org.uk

#### Inverclyde

Thomas Tracey  
 Home 01475 725124  
 Fax 01475 725124  
 Email inverclyde@eis.org.uk

#### Midlothian

Sonia Kordiak  
 Mobile 07973 394715  
 Fax 0131 558 7623  
 Email midlothian@eis.org.uk

#### Moray

Eileen Morrison  
 Tel/fax  
 Office 01343 557942  
 Mobile 07811 347905  
 Email moray@eis.org.uk

#### North Ayrshire

Gordon Smith  
 Office 01294 557815  
 Home 01563 574090  
 Email northayrshire@eis.org.uk  
 Web www.nayr-eis.org.uk

#### North Lanarkshire

Ian Scott  
 Office 0141 332 3202  
 Fax 0141 353 1576  
 Email northlanark@eis.org.uk

#### Orkney Islands

Jim Lawson  
 School 01856 850660  
 Fax 01856 850296  
 Email orkney@eis.org.uk



**Perth & Kinross**

Douglas Stewart  
 Home 01738 634498  
 Office 01738 450467  
 Email perthandkinross@eis.org.uk  
 Web www.eis-pk.org.uk

**Renfrewshire**

Ian McCrone  
 School 01505 322173  
 Home 01505 349044  
 Mobile 07771 855092  
 Email ian@ianmccrone.freemove.co.uk

**Scottish Borders**

Kay Miller  
 Mobile 07894 049157  
 Email borders@eis.org.uk  
 Web www.borderseis.org.uk

**Shetland Islands**

Bernie Cranie  
 School 01806 522370  
 Home 01806 544365  
 Email shetland@eis.org.uk  
 Web www.eis.shetland.btinternet.co.uk

**South Ayrshire**

Sandy Fowler  
 Direct Line 01292 678697  
 Home 01292 282630  
 Fax 01292 678697  
 Email southayrshire@eis.org.uk

**South Lanarkshire**

Linzi Moore  
 Office 01698 452769  
 Fax 01698 452745  
 Web slaneis.demon.co.uk  
 Email www.southlanark@eis.org.uk

**Stirling**

William Dick  
 School 01786 470962  
 Email stirling@eis.org.uk

**West Dunbartonshire**

Stewart Paterson  
 Office 0141 952 3831  
 Home 01389 750430  
 Email westdunbartonshire@eis.org.uk

**West Lothian**

Elsie Aitken  
 School 01501 770208  
 Home 01501 770011  
 Email westlothian@eis.org.uk

**Western Isles**

Charlie Rigg  
 School 01851 702275  
 Home 01851 702058  
 Email westernisles@eis.org.uk

**Contact details for learning representatives****Aberdeen City**

Sheila Morrison  
 smorrison@eis-learnrep.org.uk

**Aberdeenshire**

Robert McKay  
 rmackay@eis-learnrep.org.uk

Alan Morrison  
 amorrison@eis-learnrep.org.uk  
 Tel: 01346 515771 (school)

Brian Torrance  
 btorrance@eis-learnrep.org.uk  
 Tel: 01346 515771 (school)

**EIS Financial Services area consultants**

**Chris Bain:** Argyll and Bute, Dumfries and Galloway, Ayrshire, Inverclyde, Renfrewshire, West Dunbartonshire and the Western Isles.

**Alastair Cook:** East, West and Midlothians, Borders, Edinburgh, Dundee, Perth and Kinross, Tayside, Fife

**Richard Petrie:** Aberdeen City, Aberdeenshire, Highland, Moray, Angus, Orkney and Shetland

**Iain Pollock:** North and South Lanarkshire, Clackmannanshire, Falkirk, Stirling, Glasgow

**If you would like to arrange to speak to your EIS-FS consultant, please tel: 0141 332 8004, or Email: enquiries@eisfs.co.uk**

**Clackmannanshire**

Karen Farrell  
 kfarrell@eis-learnrep.org.uk  
 07999 299808 (mobile)

**Dumfries & Galloway**

Dr Andrew C Nyondo (FE)  
 Dumfries & Galloway College  
 anyondo@eis-learnrep.org.uk  
 Tel: 01387 243918 (work)  
 07908 030275 (mobile)

John L Thomson  
 jthomson@eis-learnrep.org.uk  
 Tel: 01387 380418 (work)  
 01387 811905 (home)

**Dundee**

Catherine Matheson (FE)  
 cmatheson@eis-learnrep.org.uk  
 Tel: 01382 834834 (ext 5251)

**East Ayrshire**

Moira Harris  
 mharris@eis-learnrep.org.uk  
 Tel: 01290 338423 (work)  
 01290 332548 (home)

Jane Rochester  
 rrochester@eis-learnrep.org.uk  
 Tel: 01563 820061 (work)

**East Dunbartonshire**

Allyson Purdie  
 apurdie@eis-learnrep.org.uk  
 Tel: 0141 776 5129

**East Renfrewshire**

Adeline Thomson  
 athomson@eis-learnrep.org.uk  
 Tel: 0141 577 8343 (office)  
 0141 644 5114 (home)

**Edinburgh**

Anne Scott  
 ascott@eis-learnrep.org.uk  
 Tel: 0131 552 5907 (home)

Alison Waugh  
 awaugh@eis-learnrep.org.uk

**Falkirk**

Charles Stringer  
 cstringer@eis-learnrep.org.uk  
 Tel: 01324 629511 (school)

**Fife**

Colin Davidson  
 cdavidson@eis-learnrep.org.uk  
 Tel: 01333 329814 (home)

Paddy Miller  
 mmiller@eis-learnrep.org.uk

Isobel Schroder  
 ischroder@eis-learnrep.org.uk  
 Tel: 01592 750411 (home)

Graham Watt (FE)  
 gwatt@eis-learnrep.org.uk

**Glasgow**

Jean Boyle  
 jboyle@eis-learnrep.org.uk  
 Tel: 0141 558 5224 (school)  
 07841 860757 (mobile)

Hugh Donnelly  
 hdonnelly@eis-learnrep.org.uk  
 Tel: 0141 582 0110 (school)  
 0141 576 7858 (home)

Richard Foote  
 rfoote@eis-learnrep.org.uk  
 Tel: 0141 582 0060 (school)

Hugh Paton (FE)  
 hpaton@eis-learnrep.org.uk

Susan Quinn  
 squinn@eis-learnrep.org.uk  
 Tel: 0141 882 2305 (school)  
 07740 983672 (mobile)

**Highland**

Ronald Mackay  
 rmackay@eis-learnrep.org.uk

Derek Noble  
 dnoble@eis-learnrep.org.uk

**Inverclyde**

Scott Keir  
 skeir@eis-learnrep.org.uk

**Midlothian**

Victoria Wallace  
 vw Wallace@eis-learnrep.org.uk  
 Tel: 07843 568390 (mobile)

**Moray**

Susan Rose  
 srose@eis-learnrep.org.uk  
 Tel: 0777 4570861 (mobile)

**North Lanarkshire**

Catherine Crozier  
 ccrozier@eis-learnrep.org.uk

Carol Duncan  
 cduncan@eis-learnrep.org.uk

Stephen McCrossan  
 smccrossan@eis-learnrep.org.uk

**Orkney**

Sarah Moar  
 smoar@eis-learnrep.org.uk

**Perth & Kinross**

Patricia Duncan  
 pduncan@eis-learnrep.org.uk  
 07740 465349 (mobile)

**Renfrewshire**

David Thomson  
 dthomson@eis-learnrep.org.uk  
 Tel: 07825 314488(mobile)  
 0141 840 3875 (work)

**Scottish Borders**

Kay Miller  
 borders@eis.org.uk  
 www.borderseis.org.uk  
 Tel: 07894 049157(mobile)

**Shetland**

Ronnie MacLean  
 rmaclea@eis-learnrep.org.uk  
 Tel: 01957 702252 (work)  
 01957 722377 (home)

**South Lanarkshire**

Henry Kilgour  
 hkilgour@eis-learnrep.org.uk  
 Tel: 01555 662 471 (school)  
 Tel: 07810 632366 (mobile)

**West Dunbartonshire**

Ann Fisher  
 afisher@eis-learnrep.org.uk  
 Tel: 01389 879022

**Western Isles**

Marion Morrison  
 mmorrison@eis-learnrep.org.uk  
 Tel: 01870 603506

**EIS telephone helplines:**

**Stress, Bereavement and  
 Victimisation**

**Tel: 08705 234 729**

**Legal Helpline**

**Tel: 0141 332 2887**

# Assessments

**“We mustn’t allow ourselves, and our school communities, to be narrowly judged by number crunching statisticians.”**  
Larry Flanagan



## Hitting the target?

**Why teachers will always put individual pupils’ goals ahead of league table success**

**New EIS Education convener Larry Flanagan, Principal Teacher of English at Hillhead High School in Glasgow, explains how individual pupil success in assessments and examinations can often be overlooked or obscured in the continuing drive to quantify all aspects of attainment and the league table approach to measuring school and local authority success. Helping individual pupils to achieve their own individual goals will always be the topic priority, and more rewarding, for teachers says Mr Flanagan.**

**“The fool doth think himself wise, but the wise man knows himself to be a fool...”**

**I** once knew a colleague who claimed to be the only member of staff who could prove his sanity because having once been hospitalised on a mental health issue he had a discharge letter which certified that he was sane, whilst the rest of us were simply being taken on trust! Certification for all?

On day one of the new term I opened an e-mail from my head teacher which welcomed me back and then asked for my comments on a set of attached ‘mini-Stacs’ issued by our local authority. Opening the file, I discovered a welter of statistics relating to National Qualifications, Standard Grades and, last and most definitely least, National Assessments.

What most depressed me was the manner in which a set of decontextualised statistics had been manipulated into various tables which, in many cases, bordered on being meaningless. Like many teachers I had already been in school to pick up a set of grades and had begun to analyse

how well we had done by considering the results of individual pupils; by looking at how real students with actual names had fared in their exams. Schools are communities populated by living human beings and teachers are more interested in how Angelica, Arouje and Dean have done than whether we are in the ‘most improved’ or ‘most deteriorating’ performance quadrant.

It’s not that analysing statistics is not worthwhile or appropriate – these things have their place – it’s more to do with the fact that what motivates us towards improvement is our relationship with our students, not the apparent indignity of appearing on a list with our school name printed in the wrong colour of red, amber or green. Teachers can be harsh judges of our own performance but only because we care about the young people in our charge and we wish to see them achieve their potential. Exam results are important for all concerned – pupils, parents and teachers – but they are not the ‘be all and end all’ of what schools are about and we mustn’t allow ourselves, and our school communities, to be narrowly judged by number crunching statisticians.

A Curriculum for Excellence seemed to offer some glimmer of hope that recognition might be afforded to the importance of achievement in a much wider context than that of attainment in exams. Unfortunately, this initiative's journey seems to have been sidelined recently. It is vitally important that the whole process gets back into gear and that some momentum is gained towards putting in place a curriculum that is focussed on learning rather than driven by assessment.

Setting in place that curricular structure is a prerequisite for considering the assessment arrangements that may be required subsequently. Debate about the appropriateness of the assessment regime in upper secondary school has to flow from agreement about the curriculum, rather than the reverse. The recently published EIS policy paper (*Achievement, Attainment, Qualifications, Certification\**) develops this idea fully and I would commend its contents to you.

The EIS has a clear position in support of Standard Grade, for example, which remains as the bedrock of formal assessment in our school. It's a programme that is understood by parents, pupils and teachers. Interestingly, Standard Grade generates the least number of appeals of any of the upper school qualifications, confirming, perhaps, its reliability and provenance. But if, through ACfE, we move towards a curriculum for S1-3, then clearly some additional thinking will be required, as our current 2-year Standard Grade course would not articulate with this new structure.

But whilst we need a robust and validated system of certification at the upper end of secondary for a variety of reasons, summative assessment should not be allowed to act as a restraint on teaching and learning. Despite the welcome and positive nature of the Assessment is for Learning initiative we still have too many schools and too many local authorities that seem to obsess on a league table approach to assessment data.

Even where we appear to have a consensus about the importance of wider achievement, rather than simple attainment, as appears to be the case with ACfE, echoes of this same approach can be heard arguing the case for 'measuring' or

'quantifying' achievement. The last thing, however, that schools or students need is some re-hashed National Record of Achievement. The key issue is to carve out time and space in a busy school schedule so that pupils can participate in activities that have intrinsic value and worth without necessarily offering some certified or measurable outcome. They're even allowed to have fun.



**“What motivates us towards improvement is our relationship with our students, not the apparent indignity of appearing on a list.”**

Larry Flanagan

Time, of course, is that most precious of commodities and finding space in our current curriculum is not an easy task. There has been general approval in the Primary sector for the proposal to de-clutter the 5-14 Curriculum and to facilitate increased professional autonomy for the class teacher. The removal of National Assessments would be a welcome element in this realignment.

In the Secondary sector the burden of assessment in the upper school is for pupils and teachers quite numbing. S4-6 must seem like an assessment treadmill that is in perpetual motion for students.

Unfortunately much of this assessment is summative in nature and feeds back little to students in terms of improving their learning or developing skills. A reduction in the sheer quantity of assessment would be a welcome workload amelioration for students and staff.



Assessment-related workload is a key EIS concern. Any future changes to assessment procedures cannot increase one iota the workload of teachers in schools.

Additionally, at Standard Grade, teachers are paid, not much but the principle is there, for grading areas such as SG English Talk on behalf of SQA. At National Qualification level, however, we administer and mark National Assessment Bank Unit assessments on behalf of the SQA (students require to pass these units or no course award is possible) but without payment!

Failure to take account of workload issues proved to be the undoing of many of the proposals associated with the introduction of the new National Qualifications structures – hopefully some lessons will have been learned from that experience. It could be argued that the subsequent stripping back of the NQ arrangements actually left us with the current perceived problems of articulation between Standard Grade and NQs – but that is what happens when the assessment tail wags the curriculum dog.

And that is why putting in place the curricular changes associated with ACfE must precede any debate about S4-6 assessment arrangements because, frankly, otherwise the need for change is unproven. We may be a dual system (SG and NQs) but it works relatively well and it contains sufficient flexibility for schools and, indeed, authorities, to buy in as they see fit. Some Standard Grade courses would benefit from being developed, that can happen; some NQ courses might be improved through a less narrow assessment focus – that can be discussed further.

But what we really need to see realised is for attainment to be but one focus for our schools and for the curriculum to be developed in such a way as to allow schools to flourish as centres of achievement.

And finally, for the record, Angelica, Arouje and Dean all achieved their personal targets in English – congratulations to them and to their teachers. ■

# Fiona Hyslop MSP

The SEJ spoke exclusively to Fiona Hyslop, Cabinet Secretary for Education and Lifelong Learning, about her first few months in office. We asked Ms Hyslop about some of her key accomplishments to date, as well as questions about the Scottish Government's future priorities for education.

**What have been your key priorities in your first months as Cabinet Secretary, and what do you feel has been your most significant achievement since taking up your post?**

It's hard to single out a particular achievement, but there are three which stick in my mind.

Taking immediate action to abolish the graduate endowment fee was an important first step. Not only does it benefit a huge number of current students but it sends a clear signal of our commitment to remove the burden of student debt.

We were also able to act quickly to get an extra 300 teachers into our classrooms, allowing councils to take initial steps to reduce class sizes and to ensure provision of nursery teachers for three and four-year-olds in deprived areas. By targeting our help at the youngest children, in line with our policy of early intervention, I believe we will get the best return on our investment.

I was also particularly pleased to be able to work with a range of key partners to safeguard the future of the Crichton Campus in Dumfries and Galloway. Creative and innovative thinking has produced a solution better than campaigners had asked for to achieve a sustainable future for the Crichton campus.

**Your announcement of additional teachers to meet class size reduction commitments, and to re-emphasise the role of teachers in pre-5 education, was welcomed by many in Scottish education. How will you drive forward further class size reductions, and what is the timescale for meeting your targets on reducing class sizes?**

Driving down class sizes is a key commitment for this Scottish government. Over the lifetime of this administration, I expect us to make real progress towards our goal of a maximum of 18 in P1-3. We've already taken the first steps with the announcement of an extra 300 teachers on the classroom from this August and an additional 250 teacher training places. I believe steady progress – and continually reassessing that progress – is the best way to achieve our aim.

Our target is ambitious and cannot be achieved overnight, but we have already made a start. Pace and progress will be determined by agreements reached in partnership with local education authorities.

**Teachers working in the nursery sector will have been pleased to note your support for their vital role in pre-5 education. What further steps will be taken to ensure that all local authorities provide quality nursery education led by qualified nursery teachers? Is legislation the best way to ensure that all young children have the support of a nursery teacher?**

I firmly believe that access to high-quality nursery education can make a lasting difference to children's lives which is why we want to attract the best possible people into these vital roles.

I want to ensure all those working in this sector are valued for their contribution – whether or not they are teachers. I believe all children should have access to a nursery teacher, particularly in deprived areas.

We have no current plans to legislate in this area, and this government is averse to legislation when policy solutions can be delivered. But no-one should doubt my determination to get results as I believe our children deserve nothing less. I hope we can work with councils to achieve results. We will be working with universities to develop further early years degree level qualifications on care, development and education.

**How will long-term educational initiatives such as A Curriculum for Excellence and Assessment is for Learning be taken forward under the current Scottish Government administration?**

Both these initiatives will continue and have a valuable contribution to make towards developing an education system which truly has the pupil at its centre. Curriculum for Excellence will also help to better focus our curriculum, creating a coherent 3-18 structure for all pupils. It is about promoting a fresh culture across the whole of Scottish education and I am determined to drive it forward as a catalyst for improvement.

I want to see all pupils having the opportunity to develop skills that will stand them in good stead for life – things like team-working, time management, research skills and ICT – as well as gaining subject-based knowledge.

Assessment is for Learning rightly places the emphasis on pupils' learning, rather than over-burdening them with too many tests and exams. The initiative recognises that assessment should be about how judgements are arrived at, taking into account reflection and evaluation.

We know what we want to achieve – responsible citizens, effective contributors, confident individuals and successful learners – and both Curriculum for Excellence and Assessment is for Learning have a key role to play.

**On qualifications, what is your view on the current framework and what improvements would**



**you like to see made? What role will, for example, Standard Grade play in the future qualifications framework?**

I want to see our pupils developing a thirst for knowledge as they learn how to learn, not simply how to pass exams.

Currently, I believe our system is too exam focused. Pupils in this country spend more time at school than in other, similar, nations yet they spend less time learning sciences, languages, their own history or doing PE.

As part of Curriculum for Excellence we are, naturally, reviewing our current qualifications to ensure they meet the needs of today's pupils and the revised curriculum. I want to see us free up the time for pupils to do more than study for exams. Qualifications should serve the curriculum not the other way round.

We are also considering how we can better recognise pupils' achievements outwith National Qualifications. I can assure you that the EIS will be fully involved in discussions as our plans develop.

**What is your view on the growth of the construction of "league tables" of exam results by both local authorities and the media? What can be done to discourage this practice, which leads to some pupils and schools being stigmatised for alleged poor performance?**

I expect all councils and schools to continually strive to improve their performance but I know that some face more challenging circumstances than others. That's why it's vital that we look at more than just simple headline figures on academic achievement to highlight a school's particular strengths.

The Scottish Government does not and will not produce league tables. League tables can be misleading, often focussing on attainment in a narrow range of subjects and failing to consider local circumstances. In a world of Freedom of Information and of the press, government cannot realistically stop production of league tables by others.

My vision is for a Scotland where every school is delivering a first class education for its pupils and where parents, pupils and teachers can be – and are – proud of their achievements.

**Tackling pupil indiscipline must be one of your key priorities for**

**the future. How will you take forward the recommendations of Better Behaviour Better Learning?**

The right learning and teaching environment – where pupils can learn and teachers can teach free of disruption – is absolutely essential.

It's wrong to portray all pupils as badly behaved or to suggest that classrooms are battlefields. I have visited many, many schools throughout Scotland over the last four years and I am constantly impressed by the hard work, dedication and creativity I find in our classrooms.

Tackling indiscipline is not easy as behaviour and attitudes cannot be changed overnight. It is clear that there is no one big policy solution to behaviour issues which are often reflections of society itself. Smaller classes will help and support for the implementation of the various measures in Better Behaviour, Better Learning need to be provided.

**The recent decision by the Charity Regulator on the charitable status of one particular Further Education college has huge potential implications for a sector often that faces severe financial pressures. What steps will you take to improve support for Further Education colleges, and how will you address the other ongoing issues such as the standards of management within the sector and inequalities nationally in lecturers' pay and conditions?**

We appreciate the value which charitable status brings to our colleges. This Government wants colleges to continue to be charities and are currently looking at the best way to achieve that. We are conscious that although the Charity Regulator has given colleges two years grace we need to act sooner not later. There are pros and cons to the various legislative ways to do this which we are currently evaluating.

On management standards, I accept that in recent years there have been a small number of widely-publicised incidents which have not helped the sector. Yet I think there is an increasing understanding that, to be successful, colleges need to be well-managed and to build successful partnerships between management and staff. Colleges are independent institutions and are responsible for pay and conditions of lecturers.

**One significant change which would help to level the disparity in terms and conditions for college lecturers is a return to a system of national bargaining, as is enjoyed by their teaching and higher education colleagues. Will your administration look to address this inequality and return to a national bargain system for the FE sector?**

I would have no objection in principle to a system which involved elements of national bargaining.

However colleges are autonomous institutions and each is responsible for its own employment issues including pay arrangements. I would be reluctant to impose national bargaining on colleges against their wishes.

Colleges are free to develop a common framework if they wish and I certainly would not stand in their way. Ultimately, however, my preferred way forward would be through consensus and negotiation between unions and employers.

**The announcement on the removal of the graduate endowment was universally welcomed by students. What more can be done to reduce the problem of student debt, while at the same time ensuring that Scottish universities receive adequate funding to allow them to compete internationally?**

We believe that access to education should be based on ability to learn, not ability to pay. That's why we've acted immediately to propose the scrapping of the unfair and inefficient graduate endowment fee and are seeking Parliamentary support for the bill.

For too many young people, fear of the burden of student debt can deter them from entering further or higher education. To remove this hurdle we aim to replace loans with grants and service the student loan debt and will be consulting on the various ways this can be delivered.

We remain committed to these policies but they have clear financial considerations which need to be considered alongside Scotland's other priorities, as part of our forthcoming comprehensive spending review. ■

**"I want to see our pupils developing a thirst for knowledge as they learn how to learn, not simply how to pass exams."**

**Fiona Hyslop**

## Scottish Teachers' Superannuation Scheme

A number of questions have arisen from changes to the Scottish Teachers' Superannuation Scheme. The SEJ hopes that the answers to these questions will assist all members of the Scottish Teachers' Superannuation scheme.

**Q I have recently become a teacher and I have service in another pension scheme. Can I transfer that pension into the Scottish Teachers' Superannuation Scheme (STSS)?**

On entering service as a teacher there is a set timescale for transfer into STSS. With some schemes, such as Local Government Pension Schemes, there is an automatic right of transfer. This is known as a club transfer. You should note that you must ask for a transfer value before deciding whether to transfer. In other schemes it may be possible to secure a transfer to the STSS depending on the rules of each scheme. However, you should note that transfer must be effected within one year of becoming eligible. Therefore, you should seek a transfer value from STSS as soon as practicable after starting work as a teacher.

**Q How do the new rules of commutation work?**

Commutation is defined as the forgoing of part of annual pension into an immediate lump sum. Teachers retiring from pensionable service after 1 April 2007 can now give up part of their pension in return for a larger tax free lump sum. The maximum amount you can commute is based on 25% of your fund value. The commutation factor is £1:£12. It is not possible to commute the mandatory compensation or discretionary enhancement payable by your employer should you be granted early retirement under the Premature Retirement Compensation (PRC) Scheme. HMRC treats these payments as "compensation" rather than "pension". You are advised to use the calculator on SPPA's website to provide a calculation on commutation.

**Q How do the new arrangements for Surviving Nominated Partners (SNP) work?**

Survivors' benefits will cover cohabiting situations in addition to extant provision applying to spouses and civil partners. There will be a requirement to prove financial dependency or financial interdependency such as sharing a household and related spending, joint bank account or mortgage, wills naming each other as beneficiaries, mutual power of attorney. You must complete an application form to nominate your partner. Two years service from 1 April 2007 is required before SNPs are eligible. Proof of financial interdependency is not required on nomination but on death.



## Additional Voluntary Contributions

**Under the terms of the Finance Act 2004 which came into effect from "A Day" on 6 April 2006 a single tax regime was created for pensions, whether they are occupational pension schemes such as the Scottish Teachers' Superannuation Scheme (STSS) or personal pension.**

The Teachers' Panel of the Teachers' Superannuation Working Party (TSWP) has become aware that some members of the Teachers' Pension Scheme (England and Wales) and the STSS are considering transferring their Prudential AVC fund into a self-

invested personal pension (SIPP). This is possible following the "A Day" changes.

The Teachers' Panel has taken independent financial advice from Hewitt, the consulting actuaries to the Panel. An advice leaflet has been prepared and will be issued to branch representatives shortly.

This leaflet refers solely to the Prudential AVC facility which is the in-house AVC facility of both the TPS and the STSS and summarises the key issues as follows:

When considering a change to the direction of contributions, or the transfer of funds from one arrangement to another, it is important to understand:

# Local Government Pension Scheme

**A consultation has been initiated in Scotland on proposed changes to the Local Government Pension Scheme to which many EIS members who are Music Instructors, Quality Improvement Officers, Education Support Officers and Educational Psychologists belong. The LGPS is administered through Pension Funds (such as the Lothian Pension Fund and the Strathclyde Pension Fund).**

## The key proposals are:

- retention of a final salary scheme, that is a pension linked to earnings on retirement
  - a new accrual rate of 1/60th for each year of service with the option to convert pension into lump sum, rather than the current 1/80th with 3/80th lump sum
  - a normal retirement age of 65 (separately, it had been agreed to retain until 31 March 2020 the opportunity for retirement at 60 under the Rule of 85, which is when pensionable service added to chronological age equals 85 or more)
  - the ability to retire early from age 55 (or until 2010 at 50 for existing members) with an appropriate early retirement reduction (actuarial reduction)
  - increase in pension guarantee from 5 years to 10 years, ie balance of 10 years pension payable if you die within this period
  - flexible retirement options, to allow some pension to be drawn down while working in a reduced capacity
- the long-term performance of the funds you are moving from
  - the level of risk inherent in those funds
  - the penalties or charges levied on the existing arrangement for stopping contributions or transferring funds away
  - the charges levied on contributions to the new arrangements or on the sums transferred in
  - the value of any other entitlement lost or gained as a result of the change
  - whether, for the sums involved, possible penalties and additional charges outweigh any potential benefit.

Members who wish to receive a copy of the full advice leaflet should contact their representative or contact the Employment Relations Department at EIS Headquarters. Independent financial advice on pension matters can be provided through EIS Financial Services (0141 332 8004). ■

- pensions for cohabiting partners fulfilling certain conditions
- increase in death in service grant from 2 times pensionable salary to 3 times pensionable salary.

## There are a number of key areas in the consultation:

- (i) the introduction of a tiered contribution rate based on salary. 3 options are set out in the consultation document
- (ii) an ill health retirement scheme based on enhanced service for those who cannot work again or a limited service enhancement for those capable of other work. It is also proposed that employers may provide a further level of award, depending on the degree of ill health
- (iii) consideration that future pension costs should be shared on a 2:1 ratio between employers and employees. ■

The full consultative document can be accessed on [www.sppa.gov.uk/pensionreform/prigpsconsultations.htm](http://www.sppa.gov.uk/pensionreform/prigpsconsultations.htm).





## Helping to create a generation of lifesavers

### New educational resource for schools

**The real life tragedy of a teacher who died in need of a bone marrow transplant is behind a brand new educational programme being launched in secondary schools this Autumn.**

**G**ive and Let Live is a free educational resource produced by NHS Blood and Transplant (NHSBT), and is designed to highlight the concept of donating blood, organs, tissue and bone marrow. Aimed at 14-16 year old pupils, it comprises a teacher's pack and a website, and includes lesson plans, activity sheets, real life stories, debating topics, games, films and other activities. It is being offered to state and independent secondary schools across the UK and is recommended for use within PSE, Citizenship, Science and ICT. A special mailer is being sent to schools across the country, highlighting the programme and the new educational resources.

Dr Tim Wallington, NHSBT's Medical Director explains: "There is a critical and ongoing need for donated organs, blood, tissue and bone marrow and the support of the public is vital to enable the life-saving procedures that are made possible by these donations to take place. Give and Let Live is an exciting project that presents us with an opportunity, working with teachers who play an important part in children's lives, to shape the views of future donors and create a new generation of lifesavers. Nowhere else are these subjects currently taught as one and, although the procedures and rules for donating vary slightly, the underlying principle is the same – being prepared to help our fellow man."

The mailshot being sent to schools offers the chance to sign up for the resource by post, over the phone, by email or through the brand new website – [www.giveandletlive.co.uk](http://www.giveandletlive.co.uk)

The aims of the programme are to enable young people to see how they can make a difference to others' lives, dispel some of the myths which discourage people from donating, and help them decide whether giving blood, joining the NHS Organ Donor Register, or signing up to a bone marrow registry is something they would like to do.

The initiative is dedicated to the memory of Bedfordshire Prep School teacher, Jeanette Crizzle, who had been diagnosed with acute myeloid leukaemia and lost her battle for life in October 2006 while waiting for a suitable bone marrow donor. Inspired by his wife's courage, Adam Crizzle carried out his own research into public awareness of the need for donors. Armed with information showing that knowledge about donation was generally low, he approached UK health ministers urging them to support a plan to deliver a special education programme in schools. Adam said: "I am wholly committed to support the work that is being done to raise awareness for organ, blood, tissue and bone marrow donation. The importance of teaching young people about this at an early age is paramount. Give and Let Live gives pupils the opportunity to explore and debate the issues in an engaging, interactive and thought provoking way. Jeanette would have been proud and pleased to see this programme being

launched – I hope that her former teaching colleagues will see how important it is and do their bit for the health of future generations by taking it on board in their schools."

The teacher's pack has already been trialled in schools across the UK and usability tests involving teachers and school children are taking place on the web site. Paul Dempsey, teacher at Trinity Catholic School in Leamington Spa comments: "I would have no reservations about this material being used with either my year group or indeed my own children once they were old enough. A timely and much needed resource."

The Teachers' pack can be ordered from NHSBT today. To order your free copy, call the helpline on 0870 242 5572 (8.30am-5.30pm Mon to Fri), fax 01634 290175 or email [requests@edcoms.co.uk](mailto:requests@edcoms.co.uk)

The Give and Let Live website can be viewed at [www.giveandletlive.co.uk](http://www.giveandletlive.co.uk)

NHSBT The National Blood Service and UK Transplant are part of NHS Blood and Transplant (NHSBT) which was established as a Special Health Authority in October 2005. Its remit is to provide a reliable, efficient supply of blood, organs, tissue and bone marrow. [www.nhsbt.nhs.uk](http://www.nhsbt.nhs.uk)

Further information on The Jeanette Crizzle Trust can be viewed at <http://www.jeanettecrizzletrust.org/>





## Aaron Gray

**Few small boys in Britain can have faced so many trials as ten-year-old Aaron Gray.**

**Plucky youngster Aaron Gray received a liver and small bowel transplant when he was just three years old and has undergone two heart operations.**

But thanks to Aaron's fighting spirit – and the generosity of a donor family – the sickly infant has been transformed into a lively outgoing schoolboy.

Family life for Catriona Gray and her partner William, who live in Peebles, was turned upside down when it was found that Aaron, their first child, had been born with an acute heart condition which needed immediate surgery.

The operation saved his life but while he was recovering Aaron caught an infection which destroyed most of his small intestine. At five weeks old, he was at death's door. "We were told to prepare ourselves for the worst," said Catriona. Aaron pulled through but suffered acute liver damage. Aged only seven months he needed a new liver and a small bowel.

Aaron finally left hospital for the very first time when he was 13 months old but his heart was too weak to undergo transplant surgery and his future looked bleak.

"It was a very worrying time - we feared the worst," said Catriona. "Then, at last, we had some good news - Aaron's liver started to repair itself. His jaundice went and he was the healthiest he had ever been. He'd defied all the odds stacked against him."

In summer 1999, by which time he was almost three, Aaron was declared fit enough for open heart surgery. But such was his wretched luck, he again fell victim to a severe post-operative infection.

His jaundice returned, his liver was suffering and by January 2000 he was in urgent need of a transplant. Then came the agonising wait for a donor.

The call came at the end of May. The family were rushed by air ambulance from Scotland to Birmingham for the operation. "The aeroplane was a little ambulance type and there was lightning in the sky. It was freaky to say the least," said Catriona.

A liver and small bowel had been donated by the parents of a 10-year-old boy and were successfully transplanted into Aaron.

He improved rapidly. Within two weeks of the transplant the yellowness of jaundice had gone

and Aaron recovered his appetite along with his health. Catriona said: "Aaron now lives a wonderful, normal life and can eat for Scotland!

"He has a strong, outgoing personality without which I'm sure he wouldn't have made it through these past years," she said. "He is an inspiration to us all."

Aaron has competed in the British Transplant Games over the past 3 years and accumulated 2 silver and 2 bronze medals. He has attended TACKERS (Transplant Adventure Camp for Kids) in the Swiss Alps, where he's learned to snowboard and is also a regular visitor to Glentress forest where he squeals with the thrill of hurtling downhill on his mountain bike!

"We owe our thanks to Aaron's donor family, without whose generous and selfless act on the untimely death of their son, Aaron would not be here today experiencing, achieving and enjoying all he has and continues to do."

Catriona and William have created their own website which tells this remarkable story. [http://mysite.wanadoo-members.co.uk/Aarons\\_gift\\_of\\_life](http://mysite.wanadoo-members.co.uk/Aarons_gift_of_life) ■

**"We owe our thanks to Aaron's donor family, without whose generous and selfless act on the untimely death of their son, Aaron would not be here today."**

Catriona Gray

# Iain McManus

**Iain McManus died on 21 July 2007 after a battle with cancer. He was 54 years old.**

**Iain was Principal Teacher of Physics in Hamilton Grammar School and was EIS Representative for many years there. His stewardship of the branch was outstanding and he will be remembered for his work in guiding the branch through industrial action relating to school consortia arrangements in Lanark Division of Strathclyde Region in 1984.**

Iain was heavily involved in the social life of the school and combined his love of outdoor life to lead pupils in hillwalking, skiing and canal cruise trips.

Iain became heavily involved in EIS work at local level and was a former President of Lanarkshire Local Association. He became Secretary of South Lanarkshire Local Association at the disaggregation of local

government, later becoming Vice-President of that Association and was an active member of the Committee of Management until his death.

Iain had served on Council for a number of years and will be remembered as a thoughtful and conscientious advocate of EIS interests.

Outside teaching Iain was enthusiastic in his pursuit of outdoor life. He was a skilled mountaineer, skier, cyclist and latterly loved yachting. He enjoyed classical music and good living with his family, friends and colleagues.

Iain faced his illness with typical fortitude and he will be greatly missed, particularly by his friends and colleagues in Hamilton Grammar School and South Lanarkshire Local

Association. He is survived by his father John, sisters Elspeth and Helen and younger brother Gordon and their families. ■ DM



## CPD

**Interested in becoming an EIS Learning Representative?**  
For further information contact  
[tmcclinock@eis.org.uk](mailto:tmcclinock@eis.org.uk)

## CPD Across the Standards

**After a very successful Chartered Teacher Fair at Leith Academy on May 25th another CPD event is planned for November 2007, by Edinburgh EIS Learning Representatives in conjunction with the City of Edinburgh Children & Families' CPD team. The November event will be larger and will encompass CPD in its broadest sense for teachers at any point in their careers.**



**'CPD Across the Standards'** will follow a format, popular and successful in other authorities, with presentations, stalls and networking opportunities. Providers of quality CPD from the City, Universities, HMIE and others will come together to show what they can offer.

Information on Professional Recognition, Eco Schools, Health Promotion, SQH, Chartered Teacher, Journey to Excellence, Mentoring Probationers or Students will be available.

**Date:** November 16th 2007; Probable venue: James Gillespie's High School, Lauderdale Street, Edinburgh; Time: 1.30 to 3.30. Watch school EIS/CPD noticeboards for further details.

**Anne Scott**  
**Alison Waugh**  
(City of Edinburgh EIS Learning Reps.)

## Inverness Primary School celebrate winning coveted **Ecover Young Campaigner of the Year Award**



**Pupils at Stratherrick Primary School in Inverness were celebrating recently as it was announced the school had won the accolade of 'Ecover Young Campaigner of the Year'. The award was presented at the second Observer Ethical Awards in association with Ecover.**

Stratherrick Primary School, a small rural school with 26 children, beat off tough competition from recycling enthusiast Ben Mathers from Poole and green campaigner Sophie Wyness from Hereford to win the award. The school has been awarded a specially designed trophy, a hamper of Ecover products and a grant of £2,000 per year, for three years, towards their "Great Grounds Galore" project. Stratherrick Primary plan to use the prize money to buy solar panels or a wind turbine to further promote sustainability within the school and the wider community.

The "Great Grounds Galore" project was launched in August 2005 with the aim of boosting the pupils'

**"The Ecover Young Campaigner is a very important award and Stratherrick Primary School are worthy winners."**

**Mick Bremans,  
Ecover**

enthusiasm and curiosity about the environment while raising awareness of environmental issues within the local community. The project has involved introducing recycling, planting a willow structure, constructing a pond and improving the school grounds to encourage greater wildlife biodiversity.

Part of the project involved constructing a recycled plastic bottle greenhouse when there was no mainstream recycling for plastic. The children designed fliers which were posted around the community asking people to recycle plastic 2 litre bottles by bringing them to a drop off point at the school – this attracted over 1000 bottles. Car and lorry tyres were also recycled to use in the organic garden to grow leek and potato "Tattie Towers."

Kitchen waste is recycled daily in to compost bins. As part of the project a water butt made from recycled plastic was purchased to water the organic vegetable and wildlife gardens. Tomatoes are used in the school kitchen and remaining

carrots, strawberries, garlic and pumpkins are divided up among the children to take home. Aluminum cans were used to make mini "beastie" houses and the local ranger helped the children to build bird and bat boxes with reused wood.

Mick Bremans, Managing Director of Ecover says, "The 'Great Grounds Galore' project has set up recycling initiatives, taken action to increase wildlife biodiversity in the area and encouraged pupils to consider how everyday household items can be reused rather than thrown away. It is encouraging to see a small rural community taking such important steps in educating and creating a more sustainable environment for the future".

The Observer Ethical Awards aim to reward those pioneering a sustainable future for the country and provide a unique opportunity to recognise and reward the very best products, innovations and schemes that make living ethically achievable.

## A new journey

**Long time EIS activist, and recent Area Officer, Norrie Bissell retires this month (see news item on p3 of this SEJ), and will now concentrate his time on culture and writing. A new book of poems by Norrie, illustrated with photographs by Oscar Marzaroli, is set to hit the bookshelves later this year. Here the SEJ takes a sneak early look, and reports on some of the early comments on the book.**

**Slate, Sea and Sky.** *A Journey from Glasgow to the Isle of Luing* by Norman Bissell with photographs by Oscar Marzaroli, published by Luath Press, Edinburgh, 2007, hardback, £15 (price to be confirmed).

The poems of Norman Bissell and the photographs of Oscar Marzaroli beautifully illuminate each other and create a remarkable new soundscape and vision of Glasgow and of a world way beyond its streets and people.

This first collection of poems by Norman Bissell traces his journey from Glasgow, where he has spent most of his life, to the

Isle of Luing in Argyll, where he now lives, and reveals the voices of city dwellers and islanders, the sounds of quietly falling leaves and crashing waves on shore, and everywhere a keen perception of life.

The work of Oscar Marzaroli, that much-loved master of changing light and shade, will delight in its unsurpassed ability to catch the moment both natural and human. This is the first time that his photographs have accompanied a poetry collection and some of them have never been published before.

Together their poems and photographs take us out from the



**"The poems of Norman Bissell and the photographs of Oscar Marzaroli beautifully illuminate each other and create a remarkable new soundscape and vision of Glasgow"**

city into different places and mind spaces coming at last to an Atlantic island of lichen circles and mackerel skies where light and life are one.

"When I first read Norman Bissell's poems, one ordinarily harassed day in Glasgow, one of his meditations on city life made me laugh so much that I wrote it on a post-it note and stuck it to my wall. His poems are full of such lines: a calm voice that I want to carry away and keep in my mind's ear. I loved the place the poems took me to. Here is the voice of a poet who is grounded in place, at home in the world."

Gerrie Fellows, author of *The Powerlines and Technologies and other poems.*

"There is lovely work here, limpid and light, a careful simplicity of line, open to the voices of the city and the calm, restorative spaces of nature."

Catherine Lockerbie, *Director of the Edinburgh International Book Festival.*

A resolution from this year's AGM has called for a ban on armed forces visits to schools and colleges. Teachers and lecturers have raised concerns that armed forces visits are increasing and that they have a clear recruitment purpose. The growing emphasis on visiting schools and colleges in areas of deprivation has also been raised as a concern by teaching staff. Here, the SEJ prints 2 letters from differing viewpoints, received following the AGM's decision in June.



## Tackling discrimination in education

**It has been very interesting to see the blatant discrimination by so-called level headed educationalists within the Scottish Education system through the various articles published in the SEJ.**

This blatant discrimination is targeted towards the employability of the Armed Forces!

What and who gives a teacher or lecturer the right to reduce the employment opportunities for a young person within their establishment because of their own personal prejudices?

I know from personal experience that the Army do not just appear on a school or college doorstep and demand to be let in, they are invited, along with other organisations, to provide a window of opportunity for young people.

As with all employers, the Armed Forces do not 'sign up' potential soldiers within the educational establishment, the young men and women are invited along with their parents if required, to the local Armed Forces Careers Office for an informal chat, and then

and only then, if everyone is happy, does the formal interview process start. At any point during the various types of interviews and assessments, if the young person wants to drop out they can and there are no problems.

It is always the individual that the Armed Forces listen to from day one.

The fact that many young soldiers (male and female) do come from less affluent backgrounds than some of the teachers and lecturers that make these remarks, is unfortunate and not the fault of these young men and women. Military recruiting has always traditionally been from these type of areas due to the population density, and variety of individuals interested.

It should be noted that there is a University Officer Training Corps in virtually every university in Britain, (so it's okay to recruit direct from university (and in many cases be sponsored by the Armed Forces), but not from less affluent areas?



I know that in most cases, young men and women who are successful in the Armed Forces return back to their roots with much better developed social skills and with some form of trade/employment skills, than if they had stayed in their own neighbourhoods in the first place. Many young people have been grateful to escape their own neighbourhoods because of all the negative social problems they are exposed to, and have been very successful in their careers.

My background is retired Army Captain (Logistics), ex Postmaster, and currently Course Team Leader/Tutor/Lecturer within Further Education establishment in Edinburgh.

Gary Sumner,  
Edinburgh



## Schools are a place for peace

I heard the good news that you're going to do something to stop the forces from recruiting teenagers! I was very pleased about that. I hope you'll be successful.


I heard that red poppies are on offer in all the secondary schools, but white poppies (which have been around for about 60 years) are not. Red poppies are indirectly celebrating war & are therefore a political item which should not be available to impressionable youngsters, at least not without the alternative. White poppies promote peace and are sold by the Peace Pledge Union.

Please consider having the alternative available or stop promoting the red.

Sincerely yours,  
Athol & Siegrun Macgilchrist  
By email

## An independent nation?

**Dear Editor**



Having read about a grand new movement in Scottish Politics, to have Scotland become totally independent of England, this letter is to let your people know that you all have my vote for prompt success in that regard.

I certainly trust that your national and individual economies, and all social programs, can be efficiently sustained through what might turn out to be a complicated transition.

Best wishes to all and Freedom!  
Yours etc,  
Dan McElwain Jr  
Col., USAF (retired)  
Culpepper VA, USA

## Assessing the value of Assessment paper

**Dear Editor**

I wish to make some remarks about the paper published recently, by the EIS Education Committee, 'Assessment, Attainment, Qualifications, Certification.'

I know it is a policy paper but I would believe it would present a much more convincing, and academically sound, argument if it were properly referenced. I believe it should contain a bibliography and works, or theorists, referred to should be included in this bibliography. For example, Basil Bernstein is mentioned but there are no references to any of his work and I am unsure his ideas are ones with which our members would be familiar.

There are countless statements made throughout the paper which are not supported by evidence. For example: "...there is clear evidence that when summative assessment which is intended to recognise or certificate pupil attainment is used inappropriately for selection and setting...it adds to the stress on pupils and teachers and fosters limited teaching and learning." (page 2)

Unless this "clear evidence" is either presented or referenced, a valid point is reduced to the status of an unsupported opinion. Another example is: "It is evident that National Assessments have had and continue to have a number of effects which are harmful to sound teaching and learning."

These effects need to be expressed and expanded upon. While this point may be true, it is expressed merely as an opinion. Statements are made about professional judgement being "forbidden" and that tests are "more likely to reduce rather than raise *real* attainment [my italics]". These statements need supported with evidence.

I would like to see the EIS commission its own independent educational research to ensure that statements in policy papers can be supported by sound evidence which, in turn, would lead to far more compelling arguments than hearsay and supposition.

Germane to this is the point made regarding the use of results and league tables: "...the public's understanding of assessment was limited by the political approval and promotion of this model of testing as the only reliable form of assessment to the detriment of the skills deployed by teachers. Ironically, there has never been any publication of the data on which the validity and reliability of National Tests were established."

Perhaps now is the time for the EIS to consider commissioning research of this nature. Perhaps the EIS should be publishing research, even online, which raises public awareness of the rubric behind the current testing regime.

Yours etc,  
C W Collins,  
East Kilbride

## Class size debate

**Dear Editor**

I refer to the AGM issue of the SEJ. Firstly may I state that the comments attributed to me are spurious. I did not make those comments, in an uncontextualised manner in any debate, contrary to the presentation of those comments in the SEJ. Secondly, I did make the point that the key issue in the EIS campaign over class sizes is to ensure and enshrine the EIS position on a maximum class size of 20 within the teachers conditions of service and as a legal maximum within Scotland much as the 33 pupil maximum applies now. This was not reported in the SEJ.

Yours etc,  
Gavin Roberts,  
North Lanarkshire

**Editor's comment** – During the editing process, some statements on the class size debate at the AGM were incorrectly attributed to Mr Roberts. We apologise for this error. Regarding comments made at the AGM, but not reported, it is not possible to report every comment made in debate for reasons of space. The AGM SEJ is intended to give a flavour of the debate at the AGM, and is not intended to be a verbatim report.

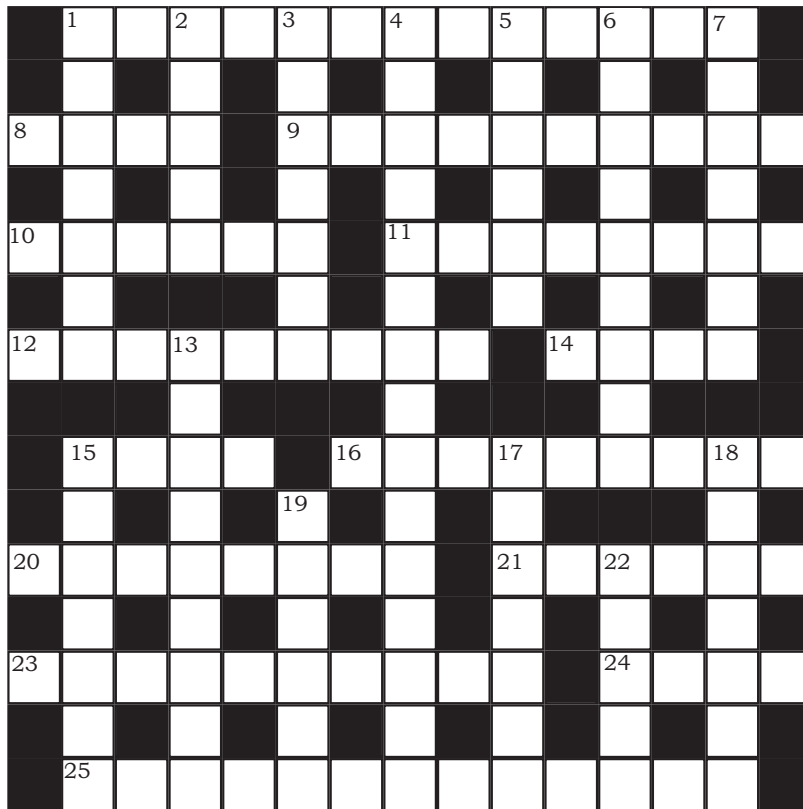
# Letters

**THE EDITOR welcomes your letters but reserves the right to edit them. Please write to:**

**The SEJ Editor, 46 Moray Place, Edinburgh, EH3 6BH  
F: 0131 220 3151 E: sej@eis.org.uk**

Please note that to be considered for publication, letters sent must include a full postal address. All opinions expressed in letters and articles are those of the individual authors and do not necessarily reflect EIS policy.

# Crossword 47



**Answers to crossword no.46**

**Across:** 1 Disenfranchised, 9 Abettal, 10 Plateau, 11 Caner, 12 Dare-devil, 13 Time-limit, 15 Throb, 16 Zincy, 18 Resonator, 20 Nostalgia, 23 Purge, 24 Hernial, 25 Genteel, 26 Polyunsaturated.

**Down:** 1 Dual citizenship, 2 Sternum, 3 Naturally, 4 Ruled, 5 Nephritis, 6 Hoard, 7 Swerver, 8 Double-barrelled, 14 Marigolds, 15 Tin-opener, 17 Nostril, 19 Torrent, 21 Adieu, 22 Aught.

**CROSSWORD WINNER –** Congratulations to **Gladys Peat**, Carnoustie, who was the winner of SEJ cryptic crossword no 46. Gladys receives a £20 book token.

**CLUES**

**Across**

- 1 Sex up tiresome settings for camera (4-9)
- 8 Two in the foliage is worth one here (4)
- 9 Paints around Tina’s princely territory (10)
- 10 Bum hit sprawling conurbation in Bhutan (6)
- 11 Clear by going too far above the meadow quietly (8)
- 12 The doctor in some state with a large church (9)
- 14 You can win a race with a short one (4)
- 15 Carries blood and additive inside (4)

- 16 Non-U phylum, done badly in generating lumpy bit (5,4)
- 20 More conceited though, unlike the Lord (8)
- 21 Remove from position one who runs eating establishment (6)
- 23 Lords and Commoners rip a mental breakdown here ? (10)
- 24 Bug, seed or idea even (4)
- 25 Rusty seminary turns wine into water? (7,6)

**Down**

- 1 Surrealist art surrounds sore throat (7)
- 2 She doesn’t know if she’s coming or going (5)
- 3 Detail old measure of weight (7)
- 4 Lay temporary run producing deoxygenated blood (9,6)
- 5 I suppose I am at the moment. Woof woof! (6)
- 6 Vessel places restraint round burst belly button (5,4)
- 7 Times Educational Supplement (3,4)
- 13 The Greek masses (3,6)
- 15 Vaunt a popular volcanic island (7)
- 17 Sounds small and meaningless but could duck the issue (7)
- 18 Grim Ada posed for the picture (7)
- 19 American security captured swine and produced noisy insect (6)
- 22 Sounds like a location for ones eyes (5)

**Work out and win**

A £20 book token is the prize in the SEJ cryptic crossword. Send your completed entry to the SEJ Editor, 46 Moray Place, Edinburgh, EH3 6BH by **Friday, 9 November 2007**. 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

# Sudoku

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

supplied by: Lovatts Publications

SEJ May 07 Sudoku solution

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

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2. Which character was played by Nigel Hawthorne in Yes Minister and Yes Prime Minister?
3. Who wrote The Prime of Miss Jean Brodie?
4. Who owns Brodie Castle near Forres, Moray?
5. Which chess pieces are involved in a move called castling?

Answers on opposite page

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