

news

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***Annual Congress 2011 -
'Education - The Way Forward'***

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TUI membership subscription cut

A motion reducing the annual subscription was passed during the organisation section of Congress. The rate will change from 1% of the 8th point of the common basic scale to 1% of the 7th point of the scale.

For a teacher or lecturer on full hours this will mean a reduction in the subscription from €406.39 to €379.29 with the same pro-rata reduction for those on lesser hours. The cut will be effective from 1/7/11 and will automatically be made by employers.

Bernie Ruane re-elected unopposed

TUI President Bernie Ruane has been elected unopposed for a second year of office. "I look forward to continuing to work hard for teachers and lecturers at this unprecedentedly critical time for the country and its education system," she said. "It has never been more vital that a united TUI is ready to face the huge challenges ahead."



TOP TABLE, CONGRESS 2011



Bernie Ruane

President
president@tui.ie

Denis Magner

Vice-President

Peter MacMenamin

General Secretary
pmacmenamin@tui.ie

EDITORIAL

Annette Dolan

Deputy General Secretary
adolan@tui.ie

Declan Glynn

Assistant General Secretary
dglynn@tui.ie

John MacGabhann

Assistant General Secretary
jmacgabhann@tui.ie

John O'Reilly

Assistant General Secretary
joreilly@tui.ie

Bernie Judge

Education & Research Officer
bjudge@tui.ie

Hilary O'Byrne

Administrative Officer
hobyrne@tui.ie

Conor Griffin

Press & Information Officer
cgriffin@tui.ie

Íde Ní Fhaoláin

National Branch Organiser
inifhaolain@tui.ie

PRODUCTION

TUI News is published by the
Teachers' Union of Ireland.
Aontas Múinteoirí Éireann,
73 Orwell Road, Rathgar, Dublin 6.

T: 01-492 2588 F: 01-492 2953
E: tui@tui.ie W: www.tui.ie

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TUI PRESIDENT, BERNIE RUANE

Congress has been and gone. It was a relatively successful conference given the tough year that members have experienced and the event was an opportunity for TUI members to express their views on a number of important issues. **Firstly, a very important emergency motion was passed stating the following: “Congress has accepted and will continue to implement the Public Service Agreement on the condition that it is adhered to by Government up to 2014. In the event of there being any departure by Government from the terms of this agreement, any citing of the clause relating to “unforeseen economic circumstances” or any weakening of the commitments not to cut pay or not to make members redundant, TUI will withdraw from commitments given and will ballot its members for industrial action up to and including strike action.”** This motion, introduced by the Executive Committee and proposed by eight branches and the Executive, is now TUI policy.

The damage done by the cutbacks was starkly highlighted. One of the main issues focussed on was the injustice of continuing to fund private fee paying schools to the tune of €100m per annum while public schools still reel from the effects of the cuts. This issue was given widespread coverage and

created much public debate. The Minister was asked to consider this funding in the light of the unequal situation it is creating in our schools and in society. This practice is heaping further advantage on the already advantaged and must be discontinued.

Another issue which came to the fore at the conference was the increasing workload especially in Institutes of Technology. It was stated time and again that the ask for delivery of hours in this sector is way above European norms. The dire straits in which our apprentice system now finds itself in was highlighted and a strong message was given that this situation must be addressed urgently. As a result of a Congress motion a consultative conference on the Hunt Report is to take place before the end of the current academic year. There are many recommendations in this report which need to be discussed by our members in third level.

Further Education is being attacked once again. The imposition of the €200 fee and the cap on numbers must be addressed. There was a very successful Further Education Conference held in April to discuss the implementation of the Croke Park Agreement in that sector. Members are reminded of the importance of local bargaining on the implementation of this agreement both in this sector and all other sectors of education.

The Minister was very direct and forthright in his address to Congress.

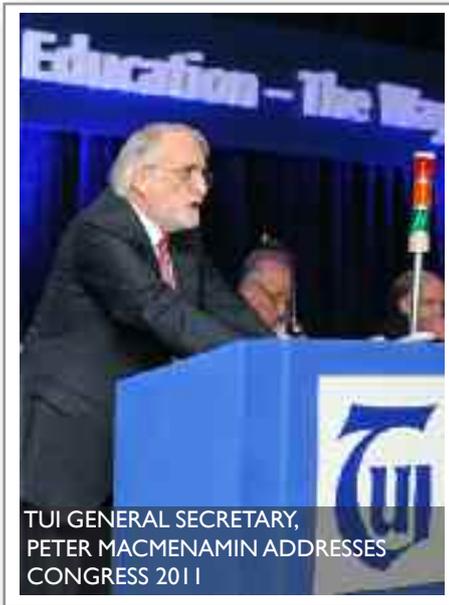
He told us what we already knew - that there is no money. He praised the teaching and lecturing profession for their continuing dedication and commitment during these harsh times. He stated that much reform needed to take place if Ireland was to have a world class education system. He promised to work in consultation with us to bring about the changes. It was pointed out to the Minister that no further savings can be made in education without tearing the system apart completely. TUI will give the Minister time to adjust to this new job but we will eventually judge him by his actions over the coming year and not his words.

Since Congress, the Government’s jobs initiative has been announced. TUI welcomes the 1,000 extra places on PLC courses and the 3,000 extra on BTEI courses. However, given rising unemployment, this is not nearly enough and TUI expects this new Government to do more in this area.

TUI’s message to delegates to bring back to members is clear. It is that a strong united union that speaks with one voice has never been more crucial. If there are any perceived cracks or fissures they will be exploited mercilessly by those who do not share our world view of a properly resourced education system and fair conditions and salaries for teachers and lecturers.

A handwritten signature in black ink that reads "Bernie Ruane". The signature is written in a cursive, flowing style.

“ If our education system is not fit for purpose, what is? ”



In a wide-ranging address to Congress 2011 in Tralee, General Secretary Peter MacMenamin re-iterated the union's stance on the Croke Park Agreement. He highlighted that teachers and students continue to suffer due to cutbacks and ridiculed any suggestion that the output provided by teachers and lecturers in the education service is 'not fit for purpose.'

Some key issues addressed:

Future of Croke Park Agreement

In the event of there being any departure by Government from the terms of this agreement, any citing of the clause relating to “unforeseen economic circumstances”, any weakening of the commitments not to cut pay or to make members redundant, then all bets are off. It is on these conditions that TUI has accepted the Public Service Agreement. If these conditions are breached then we as a union absolutely reserve the right to withdraw from all commitments given. We also reserve the right to consider and ballot for a resumption of industrial action up to and including strike action.

‘Jury out’ on new Government

It remains an open question whether in selecting the Government that we have selected the people of our country have made a wise choice or whether they have taken the view that anybody was

better than the previous Government. Such a view might be a very short-sighted view. However, let us wait and let us judge. We the jury are still out. We will have the first opportunity as a Congress to judge when our new Minister for Education and Skills addresses us. One of the optimistic notes in respect of our new Minister is his immediate recognition that our education system is not, what has been said on many occasions in the past, a world class education system for all. It is an education system that is allowing too many people to slip through the cracks, too many people to leave school with significant literacy and numeracy problems. It is an education system that is suffering from the neglect of decades and that neglect is in the main a financial neglect. There has never been adequate investment in education. The remarkable success in Irish education have been despite rather than because of adequate investment. Meanwhile, the funding of privilege continues.

Teachers and students suffering due to cutbacks

The cause is not of our making but we suffer the effects. We suffer the effects of reductions in our pay and pensions, curtailment of our ability to do the job that we want to do. In many cases, poverty in the classroom is not just poverty of the student but it is poverty also of some of our members, brought about by the appalling misdeeds of those in authority – both in banks and in Government.

Education is a human right

Education is a human right. I have referred previously to its enshrinement in the universal declaration of human rights. Regrettably, this has no place in the balance sheet of Ireland's financiers. To convince the financiers and economists one has to have an argument with numbers, euro signs or more frequently dollar signs. We

therefore argue that investment in education is necessary to have a well-educated workforce and that economic development is contingent on a well-educated workforce. We have been backed up in this argument by many industrialists and indeed at a conference some time ago, organised by TUI, we shared a platform with none other than IBEC making the same argument.

30,000 extra training places must be provided by proven providers

I welcome the commitment in the Programme for Government to provide 30,000 additional training places to be delivered across the education and training system in line with the recommendations of the Expert Group on Future Skills Needs. We for our part must ensure that as a union our policies are such as to ensure that a maximum number of these places go to the public sector, the only publically accountable sector, the one with the track record of quality and of delivery, the one that is fit for purpose and not to the private “for profit” operators that are proliferating and growing, with profit and not the welfare of students as their motivating force. We have the expertise and the teachers to do this and to grow this sector and we must put no obstacles in the way of achieving this goal, both in the national interest and in the interest of our current and future members.

If education system not fit for purpose, what is?

On the subject of fit for purpose, might I in passing utterly reject the statement made by the Minister for the Public Service insofar as it relates to teachers and lecturers, the statement that the public service is not fit for purpose. The Institute of Technology sector stated at an Oireachtas Joint Committee on Education that with diminishing resources it took in excess of an extra 5,500 students last year. If this is not fit for purpose, what is? Our Further

Education Colleges, with an artificially imposed cap on the allocation of resources, are taking of the order of 7,000 students for which they are receiving no funding or resources. If this is not fit for purpose, what is? Our second level schools, stripped of resources, starved of investment, with a building programme which cannot even spend the money allocated to it within the year, still manages to put through ever increasing numbers of students to an ever higher level of participation. If this is not fit for purpose, what is?

Third level lecturer hours far beyond international norms

The international norms of timetabled teaching at higher education is somewhere between 10 and 12 hours per week. The 16 hours that is prescribed for Lecturers and the 18 for Assistant Lecturers in our Institutes of Technology dates from a time when our

colleges, in the main, covered apprentice courses along with Certificate and in some cases Diploma courses and for that level of work this might be an appropriate weekly demand. For Higher Education Institutes which are regularly undertaking work at levels 8, 9 and 10, where virtually every member is engaged in that, the direction of the movement of the weekly demand should have been downward in order to protect the quality of work of our members. I greatly fear, and I know that members in our colleges greatly fear, that the imposition of the additional two hours, which is available to managements, will damage quality. In putting into place this provision to increase hours we must as far as we can protect the hours of our fixed term contract members. The purpose of this proposal to increase lecturers' hours is not to curtail the work of fixed term members but to increase throughput. That's what it says and we must ensure that that is what it delivers.

EMERGENCY MOTIONS CARRIED AT CONGRESS

The following four emergency motions were carried on the Thursday of Congress.

- Congress notes that there are proposals to transfer the responsibility for the National Education and Welfare Board which includes the Schools Completion Programme and the Home School Liaison Service to the newly established Department of Children. Congress resolves to ensure that Home School Liaison Teacher positions remain as teacher posts in any such development.
- TUI has accepted and will continue to implement the Public Service Agreement on the condition that it is adhered to by Government up to the end of 2014. In the event of there being any departure by Government from the terms of this agreement, any citing of the clause relating to “unforeseen economic circumstances” or any weakening of the commitments not to cut pay or not to make members redundant, TUI will withdraw from commitments given and will ballot its members for industrial action up to and including strike action.
- Congress condemns the Government/EU/IMF austerity programme. This programme is blighting the lives of our newly qualified teachers and denying them a future in their own country. It is doing irreparable damage to our children and young people's education. It is destroying our public services and the working conditions and pay of teachers and public sector workers. Congress commits itself to campaigning against this austerity programme.
- Congress instructs the Executive to ensure that TUI will not agree to a reserve calendar being implemented in relation to making up snow days or other unforeseen closures for the academic year 2011/2012 or any subsequent year.

“ We hope that you will be a Minister the people of this country will have good reason to remember ”

Key points of TUI President Bernie Ruane's response to Minister Ruairí Quinn's speech at annual Congress in Tralee

Ministers can make a difference

In my lifetime so far, there are two Ministers for Education that the ordinary citizens of this country remember for their courage in tackling disadvantage in our society. I'm sure you remember them as well. The first was Donogh O'Malley, who changed lives forever by introducing free second level education in 1967. Indeed, one of those lives he changed was my own. Up until then 17,000 children left school every year after sixth class. Within seven years the numbers attending second level had increased by 25%. He understood that education was an investment in the future. In fact, he made this announcement by taking his courage in his hands at a union conference, if you don't mind, whilst the Minister for Finance, Jack Lynch was on holidays!

The second big change to Irish education came from Minister for Education Niamh Bhreathnach in the 1990s. This was the abolition of fees for third level education. You yourself were the Minister for Finance at that time. Free fees have given access to third level education to many in our society. Naturally the amount of disadvantaged students going on to third level is not as high as we hoped, but you must take credit for the fact that there is now a huge number of students from lower income families who are attending and who could not have been able to do so were it not for the fees initiative. We have now 60% of school leavers participating in third level education. This is a huge leap forward and I must applaud the Rainbow Coalition government of which you were a member for this initiative.

Tackling disadvantage

To increase these numbers even further, we need many more initiatives to tackle disadvantage. However, resources are required to do this. I know you are telling us here today that there is no money to

invest in education during this recession, but investment in education is, believe me, Minister, the way out of a recession. This is not a new idea. Both Roosevelt and the British Labour Party after World War II made investment in education their priority. In more recent times, the Nordic countries invested heavily in education to climb out of their recessions. We would ask you, Minister, to do the same. It might help you greatly if you knew when the Minister for Finance, Michael Noonan, was going on holidays.

Education system 'riven with inequalities'

The workers of this nation are on the point of riot when they see the difference in the way they are being treated compared to the treatment given to the so-called elite and protected among us. Ordinary people are losing their jobs and homes while the most the elite has lost is a clapped-out BMW.

Education must be a key component of a process of resettling inequality in our society. Our education system is riven with inequalities. Minister, how can any Government justify giving €100 million of taxpayers' money to fund private fee-paying schools? This Government came to power by a combination of Fine Gael and Labour. During the election campaign we were constantly being told that this would be a new Ireland. A new Ireland, we would expect, would provide education for local communities, regardless of their economic circumstances or religion. Schools should be microcosms of the society we live in, so they should include young people from all socio-economic backgrounds, all abilities both physical and mental and both genders.

I have seen parents in local supermarkets collecting tokens to buy computers for public schools while at the same time we are funding privileged schools who can afford to build swimming pools and golf



TUI PRESIDENT, BERNIE RUANE
ADDRESSES CONGRESS 2011

courses. Surely, Minister, this is not the type of equality that any Government would advocate. This is educational apartheid and cannot be allowed to continue.

Upskilling and retraining

We welcome the training element of FÁS being incorporated into the Department of Education and Skills. We believe that our Institutes of Technology and our Further Education (FE) sector are ideally placed to deliver this service. TUI will do all we can to assist the delivery of these skills. I can guarantee you, Minister, that when this work is undertaken by the FE sector and our Institutes of Technology that there will be no issues about standards and results.

Apprentices left without certification

It is a national disgrace that thousands of our apprentices are left without certification due to the downturn in employment. Please, Minister, redress this. We need a new model for apprenticeship training and we need it now. It really is a case of the ostrich sticking its head in the sand if we don't address this immediately. What is this country going to do if we have no qualified tradespeople? Do we

expect the existing ones to live forever? Please give the apprenticeship issue the urgent attention it deserves and light a spark of hope for our apprentices. It is time now for fresh and innovative strategies in this area.

€200 charge for PLC courses must be scrapped

Whilst speaking of Further Education, Minister, please remove the charge of €200 that is planned for access to PLC courses. Minister, this is once again attacking those who want a second chance at education some of whom missed out the first time round. For the last number of years there has been a cap on the numbers of students we can take into our FE colleges. This cap must be removed. It does not make any economic sense to pay people to stay at home and do nothing when we could have them developing skills within our education system.

Hunt Report

We were appalled, Minister, that your predecessor practically excluded academics from the drawing up of the Hunt Report on Higher Education. TUI welcomes its findings of giving recognition to part time students. However, there is much else in this report that concerns us. It shows a distinct lack of knowledge of the work being done in our institutes. It is shameful that the group did not recognise that lecturers in our institutes are delivering way above international norms and way beyond what is required of their colleagues in the universities. TUI is asking

you to work with us, Minister, to ensure that the full potential of our Institutes is realised and that their contribution to economic growth in this country is promoted.

Education the only currency we have

Minister, teaching is a lot more than delivering subject knowledge. Sometimes when we look at our schools and our students, we ask the wrong questions. We have a tendency to ask such questions as 'How many points did Johnny or Mary get in their Leaving Cert?' But too often we don't ask the more important questions, such as 'How is Johnny or Mary?' Our year heads, through their pastoral care, do huge work in this area. For too many young people like Johnny and Mary, the classroom is the only safe place they know. Please consider lifting the moratorium on posts of responsibility and then if we are asked how Johnny or Mary are we will be able to give the right answer.

We have to face up to the fact, Minister, that education is the only currency that this country has. You, Minister, have the most powerful portfolio in this Government. You have the power to put this country back on track. You are the one who must push the idea that this can only be done through education.

'Courage and success'

TUI has always embraced change. In fact it has often been at the forefront of change. However, we will not embrace changes



BERNIE RUANE AND MINISTER RUARÍ QUINN

that will damage the quality of the education system of our young and adult learners.

There is no doubt that we all face turbulent times ahead. TUI members have always shown themselves to be strong in the face of adversity. We will work with you, Minister, during these difficult times. We, like you, want to build an education system that will be a credit to you, to ourselves but most importantly to future generations. TUI wishes you courage and success in your new office and we hope that in time you will be the third Minister for Education and Skills that TUI and the people of Ireland will remember for all the right reasons.

TUI in the media – Congress 2011

TUI's strong positions on the future of the Croke Park Agreement, the inequitable double funding of fee-paying schools and the savage cuts to the terms and conditions of new entrant teachers and lecturers were among the issues that received extensive coverage in the run-up to, during and after Congress.

TUI representatives were interviewed by RTE Radio 1's Morning Ireland, Today With Pat Kenny, Drivetime and all major news bulletins and various other Today FM, Newstalk, 4FM and regional current affairs and news programmes. The conference received extensive coverage on RTE's television news bulletins with RTE cameras present at the event on all three days. The conference was also covered in depth in all national broadsheet and tabloid titles.

Prior to the conference, the union highlighted the challenges due to the impending increase in student numbers, the selective enrolment procedures promoted in some schools and the findings of a survey carried out among the public which shows appreciation for the increasingly difficult job of teachers.

Other areas which received attention included TUI's vision for the apprenticeship system, a survey carried out among school



PETER MACMENAMIN INTERVIEWED BY RTE NEWS

principals on the effects of the cutbacks and a call for fairer protocols around the production of school books.

Subsequent to the conference, an opinion editorial from President Bernie Ruane responding to criticism of the conference's position in relation to the funding of fee-paying schools was published in the Irish Times.

UNNAMED SCHOOL/COLLEGE REPRESENTATIVES



IS THIS YOU?

Following the adoption of the Structures Review Group Report at Congress 2010 generic email addresses were provided for all Branch Officers earlier in the year.

The final roll out of the generic email addresses has now taken place with School and College workplace representatives having been issued with their new emails. If you are a School/College Representative and have not received your new email address please let us know immediately.

With the full roll out of the emails, all communication from Head Office will now be electronic other than for materials which are not suitable for electronic communication. As well as providing immediate access to members on important issues, it will mean a considerable financial saving to the Union.

It is very important, therefore, that Branch Officers and Workplace Representatives check the email on a regular basis as

Generic Email Addresses

<https://www.tuimail.ie>

materials will no longer be issued in hard copy to Workplace Representatives from September 2011. Hard copy to Branch Officers stopped earlier in the year.

A Branch Extranet has also been provided for all Branch Officers to which material is regularly uploaded.

However, there are a considerable number of workplaces and college departments where we do not have a named Representative and materials up to this have just been issued to "TUI School/College Representative". While we have email addresses for these workplaces/departments we have been unable to issue a username and password as we do not have an identified person to send it to.

It is vital, therefore, that each workplace/department has a named person who will take responsibility for monitoring the email, regardless of whether or not they wish to act as School/College Representative. The names should be sent to reception@tui.ie or advised by telephoning Head Office – 01 492 2588.

If you require any assistance with your new email account, please contact Marie Sandland – msandland@tui.ie or 01 4992 2588.

ACTIVATE YOUR NEW EMAIL ACCOUNT NOW!

show racism
the red cardTop prize for Blakestown in Show Racism
The Red Card Creative Competition Awards

A mural and programme of activity carried out throughout the year claimed the winning entry for Blakestown Community School in this year's Show Racism The Red Card competition. Their entry resulted in a guide for schools on combatting racism, an international cookery book and world cup tournament based on the nationalities of the school.

Hundreds of young people were joined by some stars from the world of sport at the Show Racism the Red Card Creative Competition Awards at the AVIVA stadium, with Minister for Equality Kathleen Lynch TD participated in a panel alongside football pundit Eamon Dunphy, rugby legend Denis Hickie, RTE Children's Presenter Diana Bunici and took question on the topic of racism in Ireland from some of the 400 young people from 20 schools and youth services attending.

The judges panel included RTE Moldovan born Children's TV presenter Diana Bunici, Sri Lankan born Newstalk presenter Dil Wickremasinghe, Irish Times Opinion Editor Peter Murtagh, President of the Teachers' Union of Ireland Bernie Ruane, President INTO Jim Higgins and artist Brian Maguire.

Schools and youth services responded to the call for entries using written, visual and audio-visual means to promoting the anti-racism message.



BLAKESTOWN COMMUNITY SCHOOL WINNERS PICTURED WITH TEACHER MARY QUINN

Chairman of the Show Racism the Red Card campaign ex-Ireland rugby international Denis Hickie said that "diversity is a reality for Ireland and nowhere more so than within our education system. Unfortunately so too is racism. There is evidence racist abuse has serious negative impacts on children, leading to depression, delinquency and health problems. In the Show Racism the Red Card DVD one girl talks about regretting being black. The Teachers Union of Ireland highlighted the issue last year when they showed in a survey that 45% of their members had witnessed racism in the previous month. However the role of sport and its top stars in leading the campaign with Show Racism the Red Card has proven to be highly effective in challenging attitudes and supporting an inclusive environment not only in education but in our communities as well".

Some of the entries are already up on www.youtube.ie/theredcardire

Institute News

Implementation of the Public Service Agreement (PSA)

The agreement, for which nobody has any affection, was accepted by members in ballot as the least worst option. However, it was accepted.

As with all agreements it places obligations on both the union and management. It has come to our notice that, whereas our members are being reminded by management of their obligations, management seems to have a porous memory and inadequate understanding in relation to its obligations.

Specifically, management seems to want more than is allowed to it by the agreement. In relation to the 2 hours flex, management in some Institutes has, apparently, advised senior academic staff that the agreement requires that all lecturing staff be timetabled for an additional two hours. It does not.

It's as well to rely on the text and set out the factual position. The agreement proposes that "individuals in lecturing grades may be required at the discretion of management to flex upwards by up to two lecturing hours above the current norms in each of the lecturing weeks in the year and will do so if required". Therefore, there is a liability that must be discharged by the lecturer if it is required by management but management is not obliged by the agreement to require the flex of all lecturers. It is allowed discretion.



DUBLIN COLLEGES DELEGATE EDDIE CONLON, CONGRESS 2011

The agreement further states that "it is not the purpose of the agreement that these additional hours will be used as a mechanism for the reduction of the hours of existing staff". Therefore, management may not use its discretion in relation to the use of the flex in order to effect an attrition of existing fixed term staff. The agreement affirms that "both parties recognise that hours for part-time staff, separately from the agreement are affected by issues such as the ECF, System changes, Budgetary requirements or other Government/Department decision."

The union indeed recognises and abhors the devastating, random effects of the Employment Control Framework (ECF) on the employment of fixed term lecturing staff. However, the effect is and must be a product of the ECF and may not be a product of the PSA. Management, in some cases, seems not to recognise this. The logic of what the agreement requires us all to recognise is that a sequence must apply. The ECF must be applied to staffing decisions in the first instance. This will potentially have seriously adverse effects on the hours/jobs of fixed term lecturers but it will result in the identification of the staff who will continue in the Institute's employment in 2011/12. The application of the flex may then apply but not with the purpose, or effect, of having any further adverse effect on the hours or jobs of remaining fixed term lecturers. Instead it is to be used for the purpose of accommodating increased throughput of students and management must demonstrate the correlation between the two. In this regard Branches have been advised to engage constructively and robustly with management to ensure appropriate implementation of the agreement and to dispel inappropriate and mistaken interpretations. Further advice in this respect will be provided to Branches by Head Office.



AREA 19 THIRD LEVEL AREA REPRESENTATIVE DAITHI SIMS, CONGRESS 2011

MARSH AD

A Tale of Two Cuts

In the 2010 Budget (published in December 2009) and in the National Recovery Plan 2011-2014 (published in late 2010) two significant cutbacks in education provision for the Traveller community were announced.

Senior Traveller Training Centres to close

There had been a cutback in 2009/2010 in the number of places for learners in Traveller Training Centres. In Budget 2010 the Government announced that, with effect from September 2010, a further deep cut (just short of 30%) would apply and the most recent budget (published in December 2010) pursued the brutal logic of this attrition by signalling that the remaining places in the centres are to be phased out entirely by June 2012. Learner places generate teacher allocation. Therefore, the closure of the centres involves abolition of the teacher allocation associated with the centres. The VEC sector operates the Senior Traveller Training Centres and it is therefore a discriminatory cut that only applies to the VEC Sector. It is, furthermore, a cut targeted at the most marginalised educationally.

The cut was announced by Government and, therefore, the Department of Education and Skills metaphorically shrugs its shoulders and suggests that it is none of its doing. While this self-serving argument may be technically correct, it is beyond doubt that the cuts were made at the prompting of the Department of Education and Skills. When asked to provide a rationale for the cuts, the Department has claimed that they are consistent with its policy of integration. It wishes, it says, to integrate learners from the Traveller community, into mainstream provision be that mainstream primary, post-primary or further education. One soft view of this rationale is that it represents a victory for optimism over

realism but the more cynical view that the rationale is specious and based on expediency is probably much closer to the mark. It takes no great sagacity to predict that a consequence of these cuts will be a fall in participation by the Traveller community in further and adult education. It is also entirely predictable that there will be no increase in Traveller participation in post-primary as a consequence of this. In fact, if one accepts the proposition that a significant collateral benefit of the Senior Traveller Training Centres has been their impact on inter-generational patterns of participation, the likelihood is that mainstream participation will be adversely affected.

The nature of the closure is so peremptory that there is a clear danger also that the experience and best practice accumulated in the STTCs will be lost to the system. The teachers – those of them protected by permanency in the form of permanent wholetime contracts or contracts of indefinite duration – will be reassigned within their VECs and the corporate knowledge they embody will be dispersed.

The TUI and the IVEA were informed that the Government decision in respect of the closure of the centres is irrevocable. Faced with this inevitability, both sought a logical and manageable timeline and orderly wind-down but these reasonable requests were simply ignored. It is to the credit of the IVEA, individual VECs and the union that some order was applied to the chaos caused by the Department/Government. The IVEA/TUI Agreement on transfers was used to significant effect in the run-in to the current school year and will be used again in advance of the 2011/2012 school year. So far, there has been no need to have recourse to compulsory transfer. It was agreed that all teachers with permanent wholetime or CID contracts (qualified or unqualified) are covered by the transfer agreement. It was also agreed that, without exception,

all teachers employed in the Senior Traveller Training Centres, in common with their colleagues in other schools and centres, are employed by the scheme and not by the centre. It was clarified that the transfer agreement should apply within a scheme in advance of any application of the redeployment process provided for in the Public Service (Croke Park) Agreement. In effect, VECs should use the transfer agreement in the first instance to ensure optimal deployment of its existing staff before vacancies are identified into which persons from other schemes or schools can be re-deployed. At national level, the union is involved in an on-going consultative process with the IVEA and the Department of Education and Skills in relation to these matters. At local it is imperative that branches engage with the VECs and continue to ensure that the transfer agreement is appropriately used.

Visiting Teacher Service for Travellers to be discontinued

In the National Recovery Plan 2011-2014 the Government announced its decision to close down the Visiting Teacher Service for Travellers, with effect from 1st September 2011. The Visiting Teachers (VTs) have had, to say the least, a highly unsatisfactory relationship with their direct employer, the Department of Education and Skills, since, some two years ago, the (then) junior Minister, Seán Haughey, announced that, for operational purposes, the management of the service would transfer to the National Educational Welfare Board (NEWB). The three teacher unions, acting jointly, secured confirmation that - notwithstanding this change - the Visiting Teachers would continue to be employed by the Department of Education and Skills. On this basis the integration of the service into the NEWB structure proceeded. The

decision to close the service (National Recovery Plan) was not signalled to the unions or to the VTs. It was a bolt from the blue.

There are in excess of 40 VTs, approximately half of them with a background in second level teaching and the other half with a background in primary teaching. The Department has been tardy and incoherent in its response to the government's decision and its management of the very significant professional consequences for the staff concerned - notwithstanding the constant representations by the unions and by the VTs themselves. What was sought was what should have been provided as a matter of course: respect for the affected employees, information sufficient to understand the changing context, consultation regarding the alternatives/options that were to be made available and timely notice of placement in those alternative options.

In these matters the Department has acted belatedly and, apparently, only because pressure was applied. It is a matter of great regret that the Department has, largely by omission, added insult to injury. It is time for the DES to address the consequences of the Government's decision in a professionally respectful and coherent manner and to make appropriate provision for its employees, the Visiting Teachers.

Autumn recruitment campaign

An enhanced recruitment campaign will take place in the autumn, which will be organised by Head Office. The aim is to recruit newly-appointed teachers, as well as existing non-union members of the teaching staff, at the beginning of the academic year. The Workplace Committees will play a key role in this campaign, with the support and back-up of Branch Officers, Area Reps and Head Office Officials. A letter will issue later in the month of May from Head Office to the Workplace Committees and to Branch Officers to outline the plan.

Across the Divide - book review

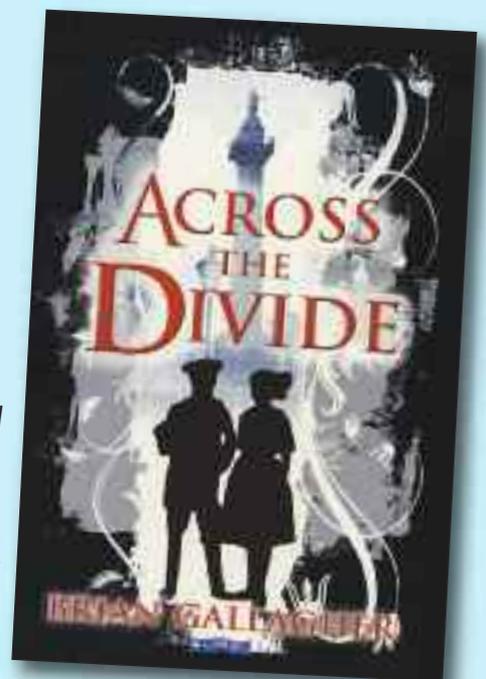
This relatively short novel by Brian Gallagher is a very good read and is ideally suited to a range of classes in differing areas of Junior Cycle / Leaving Certificate Applied.

The book deals with a number of historical issues and raises questions of values. Included amongst them are trade union values. The title refers to the political and social divide in 1913 in Dublin. One of the two friends is from the wealthy employer class, living in a well-to-do area in Dublin. The other friend lives in a tenement and is very much on the other side. The clash is not between the friends but between their backgrounds. The description on the cover on the book's back cover describes it well.

“What happens when your best friend ought to be your enemy? Liam and Nora form an unlikely friendship when he

lends her a helping hand during a music competition. Liam's father, a mechanic, is a proud trade union member, while Nora's father is a prosperous wine importer. When Jim Larkin takes on the might of the employers in 1913, resulting in strikes, riots and lockouts, Liam and Nora's friendship is challenged and their loyalties torn. Caught up in events they don't fully understand, the two come face to face with hardship and danger, but also find humour and generosity as they set out on an adventure that may make or break their friendship, but will definitely change their lives forever. The historical events of the Dublin 1913 Lockout vividly portrayed through the lives of two young friends.”

The book is available from bookshops at €8. However, O'Brien Press is prepared to make them available in class groups of 25 or more at a reduced cost of €5.50 per copy.



These are available from the O'Brien Press Ltd, 12 Terenure Road East, Rathgar, Dublin 6 / email: books@obrien.ie



TUI CREDIT UNION BURSARIES 2011

The Board of Directors of TUI Credit Union has decided to award the following Educational Bursaries for the academic year 2011 - 2012.

Category One: 2 Bursaries of €2,000 each

To be awarded to **sons/daughters** of TUI Credit Union members who will be following a full time accredited **third level college undergraduate** course.

Category Two: 1 Bursary of €2,000

To be awarded to a **teacher** member of TUI Credit Union or the **son/daughter** of a TUI Credit Union member who will be following an accredited full time **third level postgraduate** course.

Category Three: 4 Bursaries of €250 each

To be awarded to the **sons/daughters** of TUI Credit Union members who are attending a full time **PLC** course.

Conditions

1. The bursaries will be awarded by lot.
2. Applications must be made on the TUI Credit Union application form.
3. Only one application per student will be accepted.
4. Multiple applications will disqualify.
5. Only members in good standing with TUI Credit Union will qualify.
6. Late applications will not be accepted.
7. Proof of Registration must be submitted before bursary may be awarded.
8. The decision of the TUI Credit Union Board is final.

CLOSING DATE OCTOBER 21st 2011

Application Form Over Leaf



BURSARIES APPLICATION FORM 2011

Please tick one category only:

Category One

Category Two

Category Three

Name of Student / Ainm an Mhicleínn

Name of College / Ainm an Choláiste

Faculty / Damh

Year / Bliain

Email Address / Seoladh Ríomhphoist

Phone Number / Uimhir Fón

Mobile Number / Uimhir Fón Póca

TUI C.U. Number / Uimhir Comhar Creidmheasa

Address as per TUI Credit Union / Seoladh mar atá cuntas Comhar Creidmheasa

I certify the above information to be correct / Dearbhaim go bhfuil an t-eolas thuas cruinn

Signature of TUI Credit Union Member / Siniú an Bhaill

Conference addresses current context for further education

Further Education Consultative Conference - April 2011

The conference addressed the current context for further education and considered:

- (a) Implementation implications of the Public Service Agreement (PSA)
- (b) Workload issues arising from the moratorium on posts of responsibility.

TUI President Bernie Ruane opened the conference at the Radisson Blue Hotel in Dublin emphasising the need for :

1. Further Education to be recognised and resourced as an independent sector
2. VECs to be recognised as the main providers of Further Education (FE).
3. The government to remove the cap on the number of places for Post Leaving Courses (PLC) and other FE programmes.
4. The proposed €200 fee for PLC students to be scrapped.

TUI General Secretary Peter MacMenamin plotted the development of FE since the 1980s. He highlighted the publication of the McIver Report in 2003 and the continued TUI efforts to achieve its implementation. While agreement for partial implementation of the McIver recommendations was agreed on 23rd July 2008, he stated that a short time later the government withdrew such commitment to provide additional funding and resources. This, he clarified, led the union to issue directives preventing engagement with new practices for Quality Assurance in FE. However, the acceptance of the Public Service Agreement (PSA) by TUI



PICTURED AT FURTHER EDUCATION CONFERENCE: FELIM BURKE (GALWAY CITY), BRIAN MELIA (GALWAY CITY), ANNETTE DOLAN, DEPUTY GENERAL SECRETARY TUI, TOM CREEDON CHAIR FE SUB COMMITTEE, SIOBHAN NOLAN (CORK CITY), DENIS SCULLY (CORK CITY)

members had lifted the FE directives. The task ahead for TUI is to limit the negative impact of the PSA for members.

Deputy General Secretary Annette Dolan outlined key elements of the PSA and implications for teachers involved in FE. In particular, she drew attention to the issues arising from the requirement to work additional time (33 hours per annum) and co-operate with new FETAC quality assurance measures in FE including:

- Programme Development
- Recognition of Prior Learning
- Monitoring of QA Agreement
- Assessments
- Internal Verification
- External Authentication
- Results Approval Process
- Self Evaluation of Programmes and Services.

Tom Creedon, Chairperson Further Education Sub-Committee introduced the

workshops. Pointing to a number of problematic areas with respect to the implementation of the PSA in FE schools/centres, he stressed that following the acceptance of the PSA teachers are expected to undertake extra work with fewer resources.

Wide ranging discussion took place in the workshops. Key points that emerged included:

- Centres of mixed provision will face particular difficulty in organising and allocating additional time.
- A strong view that the 33 additional hours should be conducted within the current 167 days.
- Some centres have lost more posts of responsibility than others. Significant levels of additional work are emerging for some staff.
- Self-evaluation, while viewed as an integral part of quality assurance, was seen as very demanding. The union should seek discussions with the management bodies to agree approaches and guidelines for use across centres.
- Confusion was highlighted in respect of programme development and how this will be organised and managed. Support emerged for a co-ordinated approach within the education sector to avoid too much duplication and to support consistency.

A full summary of the main ideas generated will be placed on the TUI website and extranet shortly.



FURTHER EDUCATION CONFERENCE APRIL 2011

Congress Motions 2011

Resolutions carried

A. ADULT EDUCATION

4 Co Longford

That Congress instructs the Executive Committee to seek appropriate contracts for suitably qualified teachers working in the Adult Literacy Sector commensurate with their colleagues in the mainstream system.

3 Co Donegal

Congress calls on the Executive to ensure the Department of Education and Skills issue a Circular Letter pertaining to staff meetings in Adult and Further Education Centres. Currently, there is no provision for staff meetings in any circular for members employed in these centres.

2 Dublin C&C

Implementation of Circular Letter:

Congress instructs the Executive to do all in its power to secure an indefinite extension to the alleviation of the moratorium on the filling of the post of Director of Adult and Community Education in place since 27th March 2010, in which the link between the post of Deputy Principal and that of Director of Adult Education and Community Education is further strengthened.



TIPPERARY DELEGATES AT CONGRESS 2011

B. CONDITIONS OF SERVICE – 2ND LEVEL

11 Co Galway

Congress instructs the Executive to condemn the introduction of the FÁS Work Placement Scheme into the teaching arena, since it undermines the professionalism of teaching by creating an underclass within the profession. Participants in this scheme are being shamelessly exploited to assist the Government and will be undermining rates of pay for teachers by offering a professional service in return for a meagre welfare payment. Furthermore, Congress instructs the Union to refuse any such participant entry into the TUI while they engage under the FÁS Work Placement Scheme in schools.

15 Co Offaly

In light of the closure of Senior Traveller Training Centres by June 2012, that the Executive ensure that no TUI member be disadvantaged by this closure.

9 Shannon

This Congress instructs the Executive to maintain the maximum class size directives and to ensure that these directives are strictly adhered to.

10 Co Galway

Congress instructs the Executive to issue a directive to all TUI members not to co-operate in any way with participants from the FÁS Work Placement Scheme (CL 66/2010) who are engaged in duties that naturally fall into the remit of the term “teacher”.

29 Co. Wicklow

Congress instructs the Executive to press the DES and VECs to re-deploy teachers from Senior Traveller Training Centres into as wide a range of full-time centres and colleges as possible and to make the re-deployments ex-quota in the event that any TUI member is in danger of losing his/her job as a result of those re-deployments.

17 Co Clare

Congress calls on the Executive to insist that the policy for employing people for the Supervision and Substitution scheme in schools should be that all available hours are offered in the first instance to the teachers in that school.

24 Co Monaghan

This Congress rejects out of hand the idea of a qualified teacher being asked to work in a school on a voluntary basis or for less remuneration than their counterpart. This Congress instructs the Union Executive to instruct all members not to participate in any such scheme.

19 Shannon

Congress calls on the Executive to insist that the pupil teacher ratio is not increased in the future.

30 Shannon (Amended by Co. Cork)

This Congress instructs the Executive to ensure that the length of the school year and number of contracted hours per week will not be increased.

16 Tipperary NR

This Congress rejects the proposal to introduce fully qualified graduates as unpaid teaching staff in our schools and demands that the Executive Committee take whatever steps necessary to ensure that this practice is outlawed.

6 Shannon

In order to have an equal and just society Congress calls on the Executive to campaign to have the €100,000,000 of tax payers' money which is paid annually to private fee paying schools to be diverted into schools which are disadvantaged

5 Co Offaly

Congress calls for the withdrawal of State funding to fee paying private second level schools and education establishments. The TUI Executive is instructed to make representations to the Department of Education and Skills to further this objective.

13 Co Dublin

Congress calls on the Executive to ensure that all Union officials, branch officers and school representatives be trained in the proper procedures to deal with bullying incidences.



TOMMY HEALY, CO LOUTH

C. CONDITIONS OF SERVICE – 3RD LEVEL**38 Cork Colleges (Amended by IT Carlow)**

Congress instructs the Executive not to allow any change to the finishing date of June 20 and the restart date of September 1 by all means possible, if necessary through industrial action up to and including strike action, and that no proposed change to these dates is put to members as part of any package being voted on.

35 Cork Colleges (Amended by IT Carlow)

Congress directs the Executive to reject any proposals to increase the weekly class contact norm at 3rd level'.

45 IT Carlow

That Congress directs the Executive to take whatever action is needed to bring to a successful and satisfactory conclusion (to our members affected) the cases of all our long-suffering members having claims under Labour Court Recommendation (LCR) 18366.

36 Cork Colleges

Congress instructs the Executive not to allow any change to the 1.5 weighting for lecturing after 6:00 p.m. and that no proposed change to this weighting be put to members as part of any package being voted on.

39 Cork Colleges

That Congress directs the Executive to secure full negotiating rights for the TUI for our new third level sector, contract research staff.

34 Donegal Colleges (Amended by IT Carlow)

That Congress absolutely reject any attempt by IOTI / DES to erode the Christmas, Easter and summer breaks for lecturers and that this union fight any attempt to do so by all means possible, if necessary through industrial action up to and including strike action.

41 IT Tallaght

Congress notes with concern efforts to attach funding of Institutes of Technology to retention targets and efforts to attach the pay of university lecturers to student evaluations. Such initiatives display complete ignorance of good educational practice and will incentivise the obliteration of standards, in the same way that the bonus culture destroyed our banking sector.

Congress instructs the Executive that the Union is to use all possible means to prevent either of these initiatives being introduced in TUI workplaces and to reverse them where they have already been introduced. In particular, Congress instructs the Executive that if necessary industrial action is to be used to prevent the pay of lecturers in TUI workplaces being attached to student evaluations.

Congress instructs the Executive to initiate a campaign with other teaching Unions to prevent the introduction of these initiatives in Irish public sector education generally and to reverse them where they have already been introduced.

48 Dublin Colleges

Congress calls for the reversal of semesterisation and a return to the yearlong calendar.

42 IT Tallaght/IT Carlow

Congress notes that IOTI is not the employer of third level TUI members, but is a limited company and registered charity with no allegiance or accountability to the Governing Bodies of the Institutes of Technology, or the nation for that matter. Congress instructs the Executive not to negotiate on IOTI proposals unless they are signed off by each of the Presidents of the relevant Institutes of Technology individually.

D. CONDITIONS OF SERVICE – GENERAL

49 IT Tallaght (Amended by IT Carlow)

Congress instructs the Executive that Government plans that new entrants to the public service will have a reduced salary are wholly unacceptable. Congress instructs the Executive to resist this disgraceful plan, nationally through cooperation with other public sector Unions, and in TUI workplaces through industrial action if necessary up to and including strike action.

E. EDUCATION CUTBACKS

60 Executive Committee (Amended by Co. Donegal)

Congress reiterates the demand for a reversal of the cuts in the education provision made over the past years, specifically cuts in staffing levels and in other resources being made available to schools, colleges, adult education centres, youthreach centres and adult education programmes. There is a basic human right to education appropriate to the needs of the individual; in addition education is widely recognised as the fundamental necessity for the country's economic growth and development. Spending on education should be regarded as capital investment and should be increased in times of economic difficulty, not cut as demonstrated in the short sighted, narrow view of recent Government decisions. Congress calls on the incoming administration to implement this policy and in particular to set a spending target of no less than 7% of GDP to be reached over the lifetime of this Government.

66 Co Cork

Congress instructs the Executive to negotiate with the Department of Education and Skills to ensure the pupil-teacher ratio be reduced so that a safer teaching and learning environment is provided in our schools, colleges and centres.

F. EDUCATION

75 Co Dublin

Congress instructs the Executive to negotiate immediately with the Teaching Council to reduce the fee on a pro-rata basis with salary reductions and this to be made retrospective.

95 Tipperary SR

Congress instructs the Executive to carry out a survey of its members to assess if membership of the Teaching Council is being of any benefit to them, or is it a waste of members' money.

73 Co Cork (Amended by Co. Cork)

Congress instructs the Executive to demand that the NEPS Programme is fully funded so that additional psychological services can be provided to all students deemed to be in need.

86 Co Donegal

Congress instructs the Executive to engage with the Department of Education and Skills to redress the anomaly that exists in legislation that currently states a nominee for Staff Representative on a VEC committee does not have to be a member of staff of that VEC. Congress also instructs the Executive to ensure that legislation or regulations stipulate that a VEC Staff Representative must be continuously employed by the VEC whose members they are representing, for the period for which they have been elected. If a staff representative ceases to be a paid employee for that VEC, they shall no longer qualify to hold this position.

94 Co Monaghan

Congress calls on the Executive to allow TUI officials to negotiate the membership fee to the Teaching Council for TUI members to be reduced from its present level of €90 to be reduced by €54 which is made up as follows: a 25% reduction to coincide with the reduction in our pay; a 25% reduction to represent the service that is currently being giving by the Teaching Council to teachers and a 10% reduction to represent the reduction in salary of new teachers to teaching.

79 Dublin Colleges

Congress instructs the Executive to gain agreement with the Department of Education and Skills to facilitate apprentice learners in completing their phase 5 and 7 within the Institute of technology sector.

80 Tipperary NR

In light of the economic crisis in the country this Congress calls on the Executive Committee to negotiate with the DES a substantial reduction in the annual subscription to the Teaching Council. This reduction should be in place for March 2012.

G. EQUALITY

98 Dublin City PP

Congress directs that a study be undertaken of the resources needed to cater adequately for non-national students in our schools and centres and that a campaign then be instigated to obtain these resources.

105 Cork C&C/Co. Offaly/Dublin City PP

Congress calls on the Government to remove the right of certain schools to discriminate on religious grounds when hiring teachers, which they are allowed to do under Section 37 of the Employment Equality Act 1998, and instructs the Executive to seek this legislative change.

H. EXAMINATIONS

108 Co Laois

Congress instructs the Executive to oppose any changes to the current Junior Certificate Examination format without

- A significant reduction in the pupil/teacher ratio
- Adequate in-service training for teachers
- External monitoring
- Proper payment for extra work carried out by teachers
- Proper funding to deliver the programme.

107 Co Laois

Congress instructs the Executive to undertake a survey of members to examine the workload created by projects for students and teachers in the Leaving Certificate examination and report the findings to Congress 2012.

111 Co Clare

Congress calls on the Executive to request the SEC to review its policy for appointing supervisors for the state examinations so that teachers currently in the system can be given preference for appointment over retired teachers.

114 Co Meath

Congress demands that Junior and Leaving Certificate oral and practical examinations not be held immediately after holiday periods.

I. FURTHER EDUCATION

120 Co Sligo (Amended by Executive Committee)

Congress instructs the Executive to intensify its campaign to remove the CAP on student numbers in PLC/FE Colleges and Centres with immediate effect. Congress further instructs the Executive to negotiate with the DES and IVEA to ensure that PLC/FE centres be provided with sufficient resources to cater for the numbers they are currently enrolling.

118 Co Carlow (Amended by Dublin City PP)

That Congress deplores the decision to impose fees on PLC courses and demand that such charges be abolished immediately.

117 Executive Committee/Co Dublin/Dun Laoghaire (Amended by Dundalk ITx2)

Congress welcomes the integration of the training function of FÁS into the Department of Education and Skills. Congress notes that thousands of students were left without certification because of the ineptitude of FÁS systems. In comparison it highlights the unblemished reputation of the education sector in enabling learners obtain FETAC and HETAC certification. Congress demands that the current training function of FÁS be terminated and transferred immediately to VECs and IOTs. Congress further demands that the Apprenticeship system be transferred to the IOT/VEC Sector and that a new integrated apprenticeship model be put in place which will be led by the IOTs/VEC and by our members in the apprenticeship areas. This new model must address the progression issues for redundant apprentices and enable access to apprenticeship areas where employers are no longer willing to recruit. Ensure the existing regional access to apprenticeship programmes is maintained.

131 Dublin City PP

Congress demands that the National Executive revert to its former position of demanding the full implementation of the McIver Report.

119 Galway City

Congress instructs the Executive to lobby the Government to reduce funding for private colleges under the Partnership Development Schemes of NDP and to increase funding for FETAC courses provided under the VECs.

129 Co Kerry

Congress instructs the Executive to revive the campaign aimed at recognising and establishing the VEC sector to be the prime provider of Further Education in the State.

121 Co Donegal

Congress instructs the Executive to actively seek the removal of the artificial limit on VTOS places. VTOS is strategically placed to upskill, re-train and cater for the educational needs of those who are unemployed. At present, VTOS is unable to respond to the increased demand for places.

J. MISCELLANEOUS

There were no motions taken in this section.

K. ORGANISATION

146 Executive Committee

Congress instructs the National Executive to prepare a resource manual for College/School/Education Centre TUI Representatives. This manual should be available to all TUI members in any centre to be referenced as a first point of information. The manual should be well indexed and contain all of the information published in the TUI Diary together with all Circular Letters (indexed by topic). Where it is deemed relevant it should include case histories.

151 Co Donegal

Congress directs the Executive to provide training courses for all Branch Officers annually after AGMs.

199 Co Donegal

Due to the current economic climate, Congress instructs the Executive to reduce membership subscription rates from 1% of the 8th point of the common basic scale to 1% of the 7th point of the common basic scale.



EIMEAR MULLIN, CO DUBLIN

L. PART-TIME

214 Dublin City PP

Congress instructs the Executive to investigate means of taking appropriate action against employers who persistently deny members their full legitimate entitlements to Contracts of Indefinite Duration.

219 Dublin City PP

Congress instructs the Executive to engage expert legal advice to clarify all relevant matters relating to Contracts of Indefinite Duration and to publish guidelines, based on these findings, which Branch Officers may refer to in their dealings with members who have an entitlement, or potential entitlement, to a CID.

Many CID claims have been ruled upon in different forums and the outcomes are often contradictory thus confusing Branch Officers who attempt to advise members on this important contractual matter.



CONGRESS 2011 DELEGATES

M. PAY

231 Tipperary NR

This Congress calls on the Executive Committee to vigorously oppose any attempt by a Government to put an embargo on increments and to initiate a campaign of industrial action should this happen.

229 Co Meath

Congress instructs the Executive to enter into immediate negotiations with the DES and other relevant parties to reverse the draconian decision to reduce the salaries of incoming teachers to the profession from the commencement of the 2011-2012 academic year. New entrants to teaching can expect a 10% pay cut, coupled with the loss of two salary increments. In addition to this, the loss of 500 teaching posts from September 2011 will significantly reduce new entrants' employment prospects.

225 Co Laois

Congress calls on the Executive to condemn the change in conditions for new teachers:

- 10% pay cut
- The new pension scheme
- Starting at the first point of the salary scale.

226 Co Dublin

Congress instructs the Executive to ensure that any further cuts to teachers pay and conditions of service be met with immediate and sustained industrial action.

224 Shannon

Congress condemns the undermining of new teachers which will be created by the 10% cut for new entrants and by the introduction of a salary scale which starts all new entrants at point one of the common basic scale regardless of their qualifications or experience.

228 Limerick City

Congress deplores that the current economic climate has limited career openings for new entrants to teaching. In an effort to combat this we ask that VECs end their practice of re-employing retired teachers on a part-time basis.

N. PENSIONS

234 Executive Committee (Amended by IT Carlow)

Congress condemns the unfair, unjust and unprecedented attack on those not yet working in the profession and those currently in the system who will become new entrants by operation of the law.

These unacceptable proposals will develop a two tier system in schools, with teachers being paid different rates for the same work and having access to vastly different pension schemes.

The Government has signalled its clear intention to introduce a 16% salary reduction for all new entrants together with a significantly inferior career average pension scheme.

Congress demands that the Union continues its campaign with the other teacher Unions and seeks the support of the wider trade Union movement to demand a reversal of the Government proposal to introduce the proposed career average scheme for new entrants and that this campaign be fought by all means possible, if necessary through industrial action up to and including strike action.

236 Co Sligo

Congress directs the Executive to negotiate with the DES with a view to extending the February 2012 pension related deadline to 31st August 2012 in order to allow intending teachers plan their retirement in a manner that would minimise disruption to schools and students.

237 Co Cork/Co Galway

Congress instructs the Executive to negotiate with the Department of Finance to stop the undermining of the terms and conditions of new entrants to the teaching profession and to take account of the Trident Report.

240 Donegal Colleges

Congress support a change to the public service pension rules, so that people who are not in a marital Union, but who have contributed to a pension, will be awarded the same entitlements as those who are in a marital Union.

(There is currently an anomaly such that if a person who is not in a marital Union dies their pension also dies, whereas on the other hand with a marital Union some percentage of the pension is passed on to the legal partner.)

239 Limerick Colleges

Retired TUI Members have contributed to their Pensions.

Congress instructs the Executive to pursue legally either independently or through ICTU the restoration of full pension payments to retired Members and all members involved in the current scheme.

242 IT Tallaght

Congress notes that many education professionals cannot reach a full pension entitlement because of the years spent earning their qualifications. Congress instructs the Executive that it be Union policy that members in this position should be entitled to an added pensionable year for each year spent studying to reach the minimum qualifications for their profession or studying to reach the level of qualification needed to have a realistic chance of being appointed in their profession. Congress instructs the Executive to enter negotiations on behalf of such members and that negotiation is to take account of the qualifications needed to have a realistic chance of being appointed as opposed to focusing solely on the minimum qualifications for a post.

244 Shannon

The Congress instructs TUI and it's Executive to continue contact with other public sector Unions to ensure that the pension entitlements that public servants entered in to at the start of their careers will not be downgraded.

238/

235 IT Carlow/IT Tallaght

Congress deplores the atrocious pension arrangements planned to be imposed on new entrants to the education profession, which seem likely to return less to recipients than they will actually contribute. Congress instructs the Executive that these arrangements are not to be agreed by this Union and their imposition is to be resisted by all means, including industrial action.



LES BEGLEY AND KAREN HARTY, CO KERRY BRANCH

243 IT Tallaght

Congress instructs the Executive that service in any Irish public sector education institution should be reckonable for pension purposes for TUI members and to open negotiations by September 2011 to secure this right for relevant members.

245 IT Carlow

Congress notes that many education professionals cannot reach a full pension entitlement because of the years spent earning their qualifications. Congress instructs the Executive that it is Union policy that members in this position should be entitled to an added pensionable year for each year spent studying to be qualified for their profession and to enter negotiations on behalf of such members.

241 Cork Colleges

Congress directs the Executive Committee to negotiate continuation, at 3rd level, of the Incentivised Scheme for Early Retirement for those over 50.



SEAN MURPHY AND AUSTIN FENNESSY, CO DUBLIN BRANCH

249 Co Sligo

Congress calls on the Executive to finalize negotiations regarding all aspects of the new arrangements for selecting post of responsibility holders, including guidelines to determine which particular posts should be filled using each system during the transition period.

O. POSTS OF RESPONSIBILITY

247 Co Clare/Shannon/Co Dublin/Tipperary NR /Co Cork

Congress calls on the Executive to pursue the lifting of the moratorium on posts of responsibility.

251 Executive Committee (Amended by Executive Committee)

Congress instructs the National Executive to immediately carry out a survey to examine the duties, and workload associated with those duties, currently being undertaken by post holders in PLC/FE Colleges and centres. Congress further instructs the national Executive to draft a schedule of standardised and realistic duties for post holders working in the PLC/FE Sector similar to those set out in CL 20/98 and to present this schedule to Congress 2012 for ratification.

248 Co Donegal

While Congress acknowledges the limited alleviation in the moratorium on promotional posts in schools, Congress calls on the Executive to seek a similar alleviation for all Adult and Further Education Centres that are also acutely affected by this moratorium.

P. RULES

258 Executive Committee

Amend Rule 75:

Add the following sentence to the end of first paragraph of Rule 75:

“No member shall hold more than one such Office at any given time”.

The amended first paragraph of Rule 75 to read as follows: “Each Branch shall hold an Annual General Meeting in the month of October or November, or at a time sanctioned by the Executive, of which notice in writing shall be given to each member of the Branch at least a week beforehand. The Branch shall at this meeting elect a Branch Chairperson, Secretary, Treasurer and Equality Officer. No member shall hold more than one such Office at any given time.”

Q. YOUTHREACH

The motion taken in this section was referred.

Emergency motions carried

EMERGENCY MOTION NO. 1

Executive Committee / Cork City / Co. Galway / Dublin City PP / Birr/Gallen / Co. Meath / Co. Wicklow / Cork C&C / Wexford / Co. Kildare / Co. Cork

Congress notes that there are proposals to transfer the responsibility for the National Education and Welfare Board which includes the Schools Completion Programme and the Home School Liaison Service to the newly established Department of Children. Congress resolves to ensure that Home School Liaison Teacher positions remain as teacher posts in any such development.

EMERGENCY MOTION NO. 2

Executive Committee / Conamara / Co. Carlow / Birr/Gallen / Co. Galway / Cork City / Co. Meath / Co. Wexford / Cork C&C

TUI has accepted and will continue to implement the Public Service Agreement on the condition that it is adhered to by Government up to the end of 2014. In the event of there being any departure by Government from the terms of this agreement, any citing of the clause relating to “unforeseen economic circumstances” or any weakening of the commitments not to cut pay or not to make members redundant, TUI will withdraw from commitments given and will ballot its members for industrial action up to and including strike action.

EMERGENCY MOTION NO. 5

Dublin City PP / Dublin Colleges / Co. Kerry / IT Carlow / IT Tallaght / Co. Laois / Co. Meath / Donegal Colleges / Limerick Colleges / Co. Limerick

Congress condemns the Government/EU/IMF austerity programme.

This programme is blighting the lives of our newly qualified teachers and denying them a future in their own country. It is doing irreparable damage to our children and young people’s education.

It is destroying our public services and the working conditions and pay of teachers and public sector workers.

Congress commits itself to campaigning against this austerity programme.

EMERGENCY MOTION NO. 6

Co. Donegal / Dublin City PP / Dublin C&C / Co. Dublin / Conamara / Co. Cork / Galway City / Co. Waterford

Congress instructs the Executive to ensure that TUI will not agree to a reserve calendar being implemented in relation to making up snow days or other unforeseen closures for the academic year 2011/2012 or any subsequent year.



MARGARET O' NEILL, CO WEXFORD BRANCH

Referred motions

37 Cork Colleges

Congress instructs the Executive to negotiate, as a matter of urgency, the application of an appropriate weighting for delivery of all level 9 taught courses.

RESULT Referred

278 Co Donegal

Congress instructs the Executive to immediately enter into negotiations with the Department of Education and Skills to redress the inequalities attached to the allowances paid to members working in Youthreach. Currently, the highest qualification allowance payable to Youthreach Resource staff is a primary degree allowance, whereas their colleagues in the mainstream sector can avail of an allowance for holding a Masters Degree or PhD.

Amendment Co Louth

Congress instructs the Executive to immediately enter into negotiations with the Department of Education and Skills to have the Youthreach Pay Adjudication of 1999 fully implemented and to redress the inequalities attached to the allowances paid to members working in Youthreach. At the instruction of the Department of Education and Skills, Resource Staff are being refused allowances in contradiction of Section 7 of the Pay Adjudication, Circular 32/92 and Memo V7. Currently, the highest qualification allowance payable to Youthreach Resource staff is a primary degree allowance, whereas colleagues in the mainstream sector can avail of an allowance for holding a Masters Degree or PhD.

RESULT Referred

Credit Union ad



CONGRESS 2011 GOLF COMPETITION WINNERS



DUBLIN CITY POST PRIMARY BRANCH DELEGATE MARIE HUMPHRIES

Equality News

There were two equality motions passed at Congress 2011.

Resources for Minority Ethnic Students

Marion Cox, former chair of the Co Dublin branch of TUI and former chair of the Equality Council, proposed a motion in relation to the need to conduct a study of the resources needed to cater adequately for non-national students and that a campaign be instigated in order to obtain these resources. Ms Cox teaches in a VEC school in Balbriggan which has a high proportion of minority ethnic students. She gave examples of the huge negative impact which the loss of language support provision will have on the students in her school and in other similar schools around the country.

The announcement made by the Minister for Finance in the budget last December that there will be a reduction of 500 English language support teachers for minority ethnic students over the next four years is regressive. The loss of 125 such posts from September will impact very heavily on the minority ethnic students in schools and colleges in which TUI have members.

The TUI Equality Council will be involved in both the study of the resources required to cater adequately for minority ethnic students, together with the initiation of a campaign for these resources. Please email your

views and or comments in relation to such a study and campaign to Iconville@tui.ie

Repeal of Section 37(1) of the Employment Equality Act

The chair of the TUI Equality Council Ms Feargha Ní Bhroin proposed a motion calling on the Government to remove the right of certain schools to discriminate on religious grounds when hiring teachers, which they are allowed to do under Section 37(1) of the Employment Equality Act 1998. The motion instructs the Executive to seek this legislative change.

The TUI President in her address to Congress called on Minister Ruairí Quinn to repeal section 37(1): "Either our employment laws represent equality of opportunity for all and if they don't they should have no place in our legislation. Section 37(1) clearly discriminates against some of our citizens it must be repealed immediately."

The Minister for Education and Skills responded, offering to develop a code of practice on the issue:

"While the concern may in part derive from one possible interpretation of certain legal provisions I believe that the real challenge is to change attitudes. Therefore I am more than happy to have my Department work with your officials and the relevant education

partners on developing codes of practice to address this issue."

TUI calls on the Government to delete Section 37(1) of the Employment Equality Act 1998 as amended. Section 37(1) permits religious run institutions to discriminate against employees/potential employees on the religion ground in order to "maintain their ethos" or to prevent an individual from undermining that ethos.

TUI is of the view that Section 16 of the Employment Equality Act offers sufficient protection to employers and on that basis, Section 37.1 is unnecessary.

TUI is also concerned that aspects of a person's private life might be interpreted as undermining the ethos of an institution. In particular, lesbian, gay, bisexual and transgender teachers are concerned that in religious run schools including Community and Comprehensive Schools, that being open about their sexual orientation may be prejudicial to their chances of employment and promotion and may lead to discrimination against them.

Good practice guidelines

The TUI LGBT group has a stand at Congress with the following good practice guidelines and a bookmark. These materials have been forwarded to all TUI Equality Officers for distribution to schools/colleges.

New survey of principals illustrates devastating impact of cutbacks

A new survey conducted by TUI among principals shows the devastating impact that the cutbacks have had on the most vulnerable students in the education system. TUI received 102 survey responses from school principals in VEC and C&C schools in the week prior to Easter in relation to the impact of the Moratorium and other education cuts on schools/colleges.

Principals were asked to indicate the impact of loss of promotion posts on service provision in their schools by indicating the level of impact on each of the areas listed by ticking high, medium, low or none for each item. The survey findings received considerable media coverage on during TUI's annual congress.

Impact of the loss of promotional posts on service provision

The following percentage of respondents stated that the moratorium on promotional posts had a high to medium impact on:

1. Addressing discipline and behavioural issues 79%
2. The Provision of Pastoral Care/ tutorial support 72%
3. Meeting parents on specific issues – discipline, special needs, poor attendance, student progress 69%
4. Loss of Year Heads 67%
5. Inability to collect data and follow up on poor attendance 65%

The loss of promotion posts has had a major impact on the workload of Principals since the introduction of the moratorium and other educational cutbacks.

- The workload of almost half (49%) of the principals has increased by between 4 to 9 additional hours per week

- The workload of 30% of the principals has increased by 4-6 additional hours per week
- The workload of almost one fifth (19%) of the principals has increased by 7 to 9 additional hours per week

Loss of teaching posts

The respondents were asked to confirm whether or not the loss of teaching posts has impacted on the following provisions in their schools. The results of the survey demonstrate that the greatest impact which has resulted from the loss of teaching posts has been on:

1. Larger classes
2. Loss of small group provision for those with special needs.
3. learning support needs or Travellers
4. Reduced subject options
5. Less tutorial support
6. Loss of one to one withdrawal

Post Leaving Cert issues of concern

Impact of €200 charge on PLC students which the Government have stated will be introduced from September 2011.

- Almost three quarters (73%) of the respondents who have PLC students stated that the €200 PLC charge will have a very high impact in relation to students moving from the education to the training sector, where such a charge would not exist.
- More than two thirds (67%) of respondents stated that the €200 charge will have a high impact on the ability of students to purchase books or other class materials
- 63% of respondents who have PLC students in their schools stated that the €200 charge will impact on the ability of students to participate in project work and field work related to their course of study.

IMPACT OF THE LOSS OF TEACHING POSTS ON THE FOLLOWING PROVISIONS

	Yes	No
Loss of Leaving Cert Applied Option	17 22%	62 78%
Reduced subject options	59 69%	26 31%
Reduced higher level options (please specify)	28 34%	54 66%
Larger classes	79 89%	10 11%
Combining year groups for some subjects	28 37%	47 63%
Less tutorial support	56 67%	28 33%
Loss of small group provision for those with special needs, learning support needs or Travellers	60 71%	24 29%
Loss of ESOL classes	25 36%	45 64%
Loss of one-to-one withdrawal	51 64%	29 36%



Two promotions launched at Congress in Tralee

1. Educational Bursaries for academic year 2011-2012

For members and their sons/daughters

Category 1 – 2 Bursaries of €2,000 each for third level college undergraduates.

Category 2 – 1 Bursary of €2,000 for a third level postgraduate course.

Category 3 – 4 Bursaries of €250 for full time PLC courses.

Details, Application form and Terms and Conditions in this month's TUI News pages 13 & 14

Closing Date 21st October 2011

2. Low interest rate 3.99%APR for borrowing within shares.

By availing of this very low interest loan you will be benefitting from one of the lowest available in the country while retaining your nest egg of savings and their benefits.

Congress Draw



CHAIRPERSON OF TUI CREDIT UNION FRANK MC GINN PRESENTS LUCKY WINNER PAT MCQUAILE WITH A LAPTOP COMPUTER AND PRINTER AT CONGRESS IN TRALEE

Monthly Draws

February

Helen Basquel of Dublin €1500
Lorcan Murphy of Co Kerry. €1000
Aine Holt of Dublin €500

March

Anon of Limerick €1500
Bernard Bishop of Dublin. €1000
Denis Magner of Co Offaly €500

April

Garry Cronin of Cork CAR
William Friel of Co Donegal €1500
Michael Cleary of Dublin €1000
Martin Nolan of Dublin €500

Confined Members Draw



THE LUCKY WINNER OF OUR CAR DRAW AT CONGRESS IN TRALEE GARRY CRONIN OF CORK INSTITUTE OF TECHNOLOGY



TUI CREDIT UNION STAND AT CONGRESS IN TRALEE PAT CONWAY, MADELEINE TILLEY, NADIA JOHNSON, GARRY CRONIN, AND FRANK MCGINN



Important Taxation Notice for individuals engaged in the Education Sector

The Revenue Commissioners are conducting a review of payments received by those engaged in the education sector, **in respect of other income generated from outside their PAYE employment.**

The review will concentrate on any income earned in a self-employment capacity such as extra-curricular lessons, grinds and other activities. The purpose of the review is to provide assurance to Revenue that all income received is being treated correctly for tax purposes. This review is in accordance with the Revenue Commissioners' commitment in its current corporate plan to tackle all aspects of the shadow economy.

PAYE employees are accustomed to receiving their regular salary payment with all taxes, charges and contributions already deducted by their employer. The Revenue Commissioners are concerned that some taxpayers may be negligent in relation to their obligations to make a return of all income outside of their normal salary. This note is to remind those employees in the education sector, that income from fees, commissions and similar types of payments from sources **other than** employments or directorships are assessable as income from **self-employment.**

What should you do?

I am inviting you to review your tax affairs in advance of the commencement of any formal enquiries, and if a tax irregularity comes to light you should consider the benefits of disclosing the problem to Revenue.

2011

- If you have a PAYE source of income and your total non-PAYE income net of allowable expenses does not exceed €3,174, the tax due on these payments can be collected by reducing your tax credits by the amount of this income.
- If your assessable non-PAYE income exceeds €3,174 you are required to register for Self Assessment. (Please see <http://www.revenue.ie/en/business/self-assessment.html>)

In both instances you should contact your local Revenue Office now.

2010

- If your Non-PAYE income for 2010 **was less than** €3,174 please make a return of this income on a Form 12 to your local Revenue Office on or before 31st October 2011.
- If your non-PAYE income for 2010 exceeded €3,174 you should make a return of this income on a Form 11, and pay any tax due by 31st October 2011.

2009 and prior

In relation to any such earnings prior to 2010 you may make a qualifying disclosure of liability in the following ways: -

- If the non-PAYE income is less than €3,174 you should make a disclosure in writing to your local Revenue office outlining the income under declared. An officer will advise you of the liability arising and how the liability should be settled.
- If the income exceeds €3,174 you should make a qualifying disclosure in writing to your local Revenue

office in accordance with the Code of Practice for Revenue Audit. (Please see <http://www.revenue.ie/pdf/audcode.pdf> Section 2.6 onwards for information on how to make unprompted and prompted qualifying disclosures.)

Making a qualifying disclosure entitles you to a significant reduction in the penalties applying to any tax settlement. **Penalty Table 1**, paragraph **4.6.2**, of the Code of Practice for Revenue Audit shows how the various types of qualifying disclosures interact in calculating tax-g geared penalties in settlements where the default took place **on or after** 24 December 2008. **Penalty Table 2**, paragraph **4.6.4**, shows the penalties for tax defaults that occurred prior to 24 December 2008. Penalties relating to qualifying disclosures range from 3% to 50% depending on the type of disclosure and from 15% to 100% where no qualifying disclosure is made. The importance of making a qualifying disclosure and the timing of making a qualifying disclosure are both evident in these tables.

More information on this and any other taxation issue can be found on the Revenue Commissioners website www.revenue.ie or at your local Revenue office.

Revenue Commissioners
April 2011

On the Move for Equality

Report from EI's First World Equality Conference

This inaugural Education International (EI) Equality conference provided the space and opportunity for participants to share, analyse, and contribute to a forum, the outcomes of which will inform EI's work on equality in the years to come.

The aims of the conference were:

- To create a joint understanding of the state of progress towards equality for women and men in unions, education and society;
- To advance and empower women and girls through education;
- To further the achievement of gender equality in unions and education, validate the effectiveness of the networks in the struggle for gender equality; and
- To create a global equality network of the existing women's networks.

368 participants represented EI member organisations worldwide at the conference in Bangkok, Thailand. The participants were mainly union leaders, at whom the conference was targeted. There was representation from both male and female union leaders and participation was representative of EI membership in each region.

Opening the conference on Jan 20th 2011, **Fred van Leeuwen**, General Secretary of EI said: "On this journey I have become truly inspired by the many courageous, creative and determined women in our movement who stood up in their countries and communities, in their organisations and in their schools, against persistent discrimination and inequality."

In her opening address, EI President **Susan Hopgood** gave an overview of the history of women's struggle for justice, pointing out that much has been achieved, but that there is a mismatch between international standards and actual practice. She highlighted the role of education in empowering women, expressing the need for changing societal and cultural norms and attitudes which result in the subjugation of women and girls. She closed her speech with a call for action: "Now we must inspire ourselves and each other to reach our goal – in our workplaces, classrooms and communities, within our

own unions, within our own lives, and within Education International."

Taking Stock of the Status of Women in Today's World

In her keynote speech, EI President Susan Hopgood reminded all delegates of the movement for suffrage starting in England in the late 19th Century, tracing all the way to the latest instance of granting voting rights to women in Switzerland in 1973. The central question she posed is: How do we measure progress? Is it measured by the Right to Life, the Right to Liberty and the Right to Security of the person? If so, how about infanticide, female foeticide, female genital mutilation, and violence against children, violence against women, which together with other forms of violence have increased across the globe, while 56 million children will still be out of school in 2015. She concluded that we are still on the move for equality. Trade unionists have a critical role to play, and this requires collaboration and solidarity.

Legislative and corrective measures in the world of work

Christine Nathan, Senior Specialist on Workers' Activities, International Labour Organisation (ILO) South-East Asia noted that we have reasons to celebrate. Since 1995, legislative and corrective measures to ensure gender equality have been put in place; there is a high rate of ratification of ILO Conventions 100 and 111; direct discrimination is being addressed; decreasing pay gaps are evident; women's career advancement is being promoted through affirmative action; wider opportunity choices are open for women; remuneration and recruitment are ensured without consideration of gender; decent work for domestic workers is being advocated. However, inequalities have been perpetuated due particularly to the financial crisis which has placed women's progress at risk. Women are unequally represented in the informal sector and therefore the need to fight for more legislation in this sector is obvious. Strong women need strong trade unions.

Women need to support each other within trade unions. It is necessary to break down walls of culture, tradition and religion; trade unions need to strengthen their power to organize and fight for the ratification of Gender Equality Conventions.

Focus on women and politics

Fatima Aparecida da Silva, Vice President of EI's regional committee in Latin America emphasized the crucial importance of women in politics and in the economy. Globally only one percent of women have land tenure and ownership, only 10% own any kind of property, and there are only 14% in leadership positions. Equality, solidarity and constant struggle for power is essential if women are to take public office and have a voice in decision-making. There is an urgent need to bring down ethnic and racial barriers. While there are many women in the banking and financial sectors, they are mainly in secondary positions. Women have to conquer the public sphere. It is not enough to elect women in leadership positions; they also need support in order to promote and further pursue the issues of gender equality.

Strengthening the gender dimensions in economic empowerment issues

Gemma Adaba former International Trade Union Confederation (ITUC) representative to the United Nations elaborated on how connecting the global to national levels is crucial. In order to strengthen the gender dimensions in economic empowerment issues, it is essential to ensure that governments across the world take up internationally agreed documents at national levels. Trade unions have to fight for their ratification and implementation in order to reduce poverty and promote gender equality measures. The Doha Declaration of 2008 is strong on the gender issue.

Results of EI Quadrennial Survey (2009/10) on Status of Women in Unions, Education and Society

Jan Eastman Deputy General Secretary, EI presented the highlights of a survey which analysed gender equality within EI's member organizations.



TUI PRESIDENT BERNIE RUANE PICTURED WITH OTHER TEACHER UNION PRESIDENTS AND VICE PRESIDENTS AT EDUCATION INTERNATIONAL CONFERENCE

- Women constitute the majority of the teaching force and the union membership, but they are underrepresented in the union leadership;
- The higher the decision making body, the lower is the percentage of women.
- Members see the most relevant barriers to education being related to child labour, lack of school infrastructure and gender stereotypes.
- Priority issues and activities that EI should be working towards, the highest rated were
 - o Quality public education for all,
 - o Investment in education,
 - o Women in higher education,
 - o Gender equality education in curricula,
 - o Schools as safe sanctuaries
 - o Gender stereotypes.

The need for women in leadership positions in Unions

Joyce Powell Executive Committee Member of National Education Association (NEA), USA, recounted the 154 years of history of union action for gender equality and women's full participation in the National Education Association of the United States. In 1979, the first woman president of the union was elected at the local level. The Education Amendment (Title IX) came into force only in 1972, following the landmark Civil Rights Act in 1964. Access to educational programmes and opportunities have undoubtedly grown with even an opening up of sports for women, yet **only 20 percent of leaders in unions are women where 75 percent of unionised teachers are women.** The models in leadership roles have now been forged by many, including Mary Futrell, Susan Hopgood and Sharan Burrow. There is

power in numbers and more women in leadership positions is the aim, together with campaigns for a living wage and absolute prevention of sexual harassment and violence of all kinds. Trade unions have to improve the lives of women and children. Our societies must ensure every child has access to an excellent public education with all its opportunities as well as challenges.

Advancing and Empowering Girls and Women in and through Education

Advancing gender equality through education as a basic human right, translating the right to education into rights through education using diverse strategies – investing in high quality education and motivated teachers

Gender stereotypes in schools and how to remove them through a supportive environment

Carolyn Hannan former Director UN Division for the Advancement of Women first gave examples of how gender stereotypes operate in schools: girls work harder; boys need more attention because they tend to misbehave; teachers may use good girls as buffers for boys who are difficult to control; their feelings of security and satisfaction are lower; girls' capacity to take leadership roles is questioned; and girls are considered good only in limited subjects, not including science and technology. Such stereotypes can be removed by changes in curricula, gender-responsive school policies, text books without discriminatory language

and pictures as well as a variety of roles and function reversals, gender sensitive training, to name some. Low expectations of girls in science and technology may be a reason why girls are not accessing ICT to the same extent as boys, and why home computers are used more by boys than girls. A range of strategies could be used to counteract this. There could be initiatives to organise science paths for girls in atypical areas, use role models to inspire girls, revise training and teaching materials to make them appropriate and attractive to girls; and work with gifted girls to take leadership roles. A supportive environment for raising self-esteem and confidence boosting could also be created through after-school networks, safe space talking environment, improved library facilities and access to sports and other leisure activities. She also briefly addressed violence, harassment and sexual exploitation that girls face.

Challenges faced by the Global Campaign for Education (GCE) and how they are addressed

Assibi Napoe Chair of the Board of the Global Campaign for Education (GCE) and EI Chief Regional Coordinator Africa explained that the GCE has contributed to increased access to education for both girls and boys but the full aim has not been achieved yet. In sub-Saharan Africa education remains a luxury. Even after secondary education, girls are trafficked from Western Africa to Central Africa, and to Nigeria to work in coffee plantations. They are often sold as domestic servants and the money thus acquired is used to pay for boys' education. Child trafficking is also a serious problem in Africa. There have been efforts to collect disaggregated data to identify the situation and needs of girls in education. Education Watch programmes have been launched for drawing attention to the need for girls to attend school. There is an urgent need to develop more effective advocacy for girls' education and strengthen the gender dimensions of existing educational institutions and their infrastructure. Pressure is being placed on different countries in Africa to promote education and necessary infrastructure for girls' education

Collective advocacy and partnerships as strategies for advancement of gender equality in education

Maki Hayashikawa Education Specialist UN Girls' Education Initiative, South-East Asia provided a brief overview of the strategies used by the United Nations Girls' Education Initiative (UNGEI) to help advance girls' education.

UNGEI was launched in 2000 in Dakar, Senegal and focuses on the critical importance of prioritising girls' education in order to narrow gender gaps in primary and secondary education so as to achieve the goal set out for 2015. There is a serious need for recognition of the critical role played by teachers. Teachers are seen as providing highly feminised care. Unless all teachers are made more aware of gender issues, education may suffer from lack of gender sensitivity and gender responsiveness in its teaching methods and treatment of students, both girls and boys. Teacher unions must focus on strategic partnerships with the community, civil society and other stakeholders to help achieve the educational goals of gender equality in education set out for 2015.

Indivisibility of human rights needs to be respected. Right to Education will be achieved only if all other rights are equally promoted

Stella Maldonado Secretary General of CTERA, Argentina, brought a different perspective to bear on achieving the right to education. She argued that the rights to health, to work, to security and protection are all related dimensions of a social environment that needs to be created to achieve the right to education. She emphasised the importance of

strengthening unions to look at the political perspectives of education policies and social inclusion. Institutional and educational practices for gender equality need to be closely scrutinised. It is not enough only to focus on inclusion and participation of all girls. It is equally important to ensure that the fight against violence and sexual stereotypes continues consistently.

Conference recommendations

Mobilise Member Organizations to advocate for and hold governments to account to meet Millennium Development Goals (MDG) and Education For All (EFA) goals, ratify, implement and monitor treaties and conventions, improve the application of standards and enforce existing legal frameworks in order to advance gender equality in education and society.

Ensure inclusive gender-sensitive quality public education, with focus on the education of girls; on impediments such as child labour, stereotyping and gender based violence; and the centrality of the role of the teacher;

Build and maintain partnerships, alliances and coalitions that address public policy issues, working with Global Unions, GCE, relevant international organisations such as UN Women, UNESCO, ILO and non-governmental organisations on the ground.

Develop a communication and research strategy to support the plan by making visible trade union practices that address gender discrimination, sharing knowledge through the use of technologies, enabling women's networks to improve communication and networking skills, and undertaking a study to identify gains and gaps, in access to and participation in education and training leading to full employment and decent work for decent lives for women.

That development of the plan be carried out through consultation with the Status of Women Committee, the Women's Caucus, and with feedback from member organisations, and regional and sub-regional networks.

The final message of the conference was **not what can we do for equality but what more can we do?** This is a challenge for each and every member of TUI.



School of Law and Government



Our graduate programmes provide a challenging and innovative learning experience in a multicultural class group. Our graduates go on to work in international organisations, government, NGOs and businesses with a global focus. We welcome returning students, those with relevant work experience, as well as recent graduates of any discipline.

- MA in International Relations
- MA in International Security and Conflict Studies
- MA in Development

Each programme is available on a one-year full-time basis. The International Relations programme is available on a part-time basis (2 years), on Fridays from 2pm to 8:30pm. The MA in Development is also available on a part-time basis (2 years), with 4 intensive weekend courses, a summer school and online tutorials each year.

For further details, including application deadlines, visit: www.dcu.ie/law_and_government and www.dcu.ie/~cis, contact the school office at 01 700 7720 or e-mail: paula.smith-meaney@dcu.ie

To apply for any of the above MA programmes, visit the Postgraduate Applications Centre (PAC) at www.pac.ie to complete an online application.



Dublin City University, Ollscoil Chathair Bhaile Átha Cliath

Curriculum matters (post-primary)

NCCA Survey of Committees Members

The NCCA hopes to improve the operation of and effectiveness of its committee system and wishes to gather the views of committee members in respect of a number of issues for example:

- organisation and management of meetings
- access to information
- communication flow and effectiveness
- participation in meetings, and outcomes
- support from the nominating organisation
- benefits from being involved.

The survey reflects a commitment by the NCCA to engage with and reflect on the views of committee members as it considers its practices and systems. It also addresses feedback from committee members and nominating organisations in relation to the need to review the workings of committees on an on-going basis. The results of the survey will be collated and considered by NCCA Council later this year. They should also be

of use to nominating organisations in examining how they can better support its nominees on NCCA Committees.

The initial closing date for receipts of responses has been extended and TUI encourages you to participate in this important survey.

New and Revised Syllabuses at Senior Cycle

The syllabus for a new subject, Politics and Society, has now been finalised after a lengthy consultation and will be implemented on Ministerial approval.

Revised syllabuses for senior cycle science subjects (chemistry, physics and biology) are now in the public domain for consultation. You can view them at the NCCA website (www.ncca.ie).

Your views will be especially important on:

- content
- practical activity and tasks
- assessment approach
- teacher upskilling requirements

- school capacity (facilities, access to materials and resources, teacher allocations).

The consultation period will extend to next October, TUI will be engaging with branches and members to seek their views from mid to late September.

Junior Cycle Reform

The Minister for Education and Skills, Mr. Ruairi Quinn recently announced that he wishes to proceed with some level of change at Junior Cycle level from September 2012. Discussions continue on a new framework and approach to new Junior Cycle. A framework document, which is expected to be available in the autumn for consideration by all the stakeholders, will set out proposals for how the Junior Cycle might be designed, delivered and assessed in the future. TUI will be consulting with its branches, schools and centres as soon as possible after the framework is released to seek views and examine the proposals against TUI policy.

IDEA 2011 Annual Conference: Learning For The Seventh Generation



Friday 17th June, Wood Quay Venue,
Dublin City Centre, 10am-4pm
Reimagining development education
Keynote Speaker:
Sylvia Borren, Greenpeace Netherlands

Panel includes representatives of practitioners and policy-makers in the Irish education system.

Over the last 40 years Development Education (DE) has been steadily integrated into the formal education system in Ireland at primary, secondary and third level.

The morning will comprise of a keynote followed by a response from panellists. The afternoon will be a hosted discussion on the key question, how do we move from curriculum linkages to embedding a global perspective across all teaching and learning?

Venue: Wood Quay Space, Dublin Civic Offices, Wood Quay, Dublin 2.

Cost: €40.00 (€25.00 for IDEA Members, €10 Unwaged)
Includes Lunch and Refreshments.

Deadline to Register: 6th June

For a booking form email Eimear McNally in IDEA.
eimear@ideaonline.ie

Phone: 01 6618831 www.ideaonline.ie

RMA News

As Frank told the TUI Congress in Tralee, the weather for our March trip was gorgeous. Over fifty members enjoyed a wonderful two days in Donegal. We were located in two hotels because of our number. They were sister hotels and they pulled out all the stops for us, with one providing homemade shortbread biscuits in each room as a welcome treat. It might seem a disadvantage to be split like that but in fact it provided a great interest and more rather than less mixing took place as we invited each other to dinner in one hotel and then the other and the excitement of going out was doubled. We visited the Glenveagh National Park and Castle, as I said already we had beautiful weather without all those midges that cause such a problem in the summer. What a place to be at this time of year with the sun sitting high in a pure blue sky, the lake as still as a mirror and the mountains framing it. The flowers and blossoms were at their best, the cultivation around the castle is something to behold it could be a paradise if its history was not so sad. The house has been restored to a very fine standard and the tour guide was excellent, giving us all the personal attention which made the experience so real. We had a lovely lunch in the courtyard café which added to our enjoyment. From Glenveagh we travelled to Ballybofey and into McElhinney's where some serious retail therapy took place. The following day we



JOAN KAVANAGH AND RAY HATTON REGISTERING MEMBERS IN LETTERKENNY

went to Derry and toured the Tower Museum and the city. The hotels were the Silver Tasse in Letterkenny and the Millford Inn in Millford - both excellent and the cost for three nights dinner, bed and breakfast for €145 with no single supplement was extremely reasonable.

The issue of pensions continues to be a cause of worry and concern for people. Many have asked if it is legal to take money from pensioners who paid for their pension and had an expectation of benefiting from their pension for the rest of their life. They ask if the union has done anything about it. We have been told

that at least two Senior Counsel opinions both say that the Government has the power. Remember that the Government enacted a special emergency bill to give them the legal power to do it, and to do more if they so decide. I recently attended the AGM of the Retired Secondary Teachers Association and heard ASTI General Secretary Pat King tell the same story re the legal opinion on the pensions cut. We have to be prepared to say enough is enough and that we have done our bit and, indeed, more than our bit. Some others thought that with a lower income from the pension that one might be eligible for the medical card. Again, I'm afraid not as the gross pension has not been reduced and the medical card is based on the gross income. It's hard to take I know especially when you are constantly told that the people who caused all the trouble have done no wrong legally speaking!

We are in full swing in preparation for our AGM/Conference. You will all have received the information and many of you have booked already. For those who did not receive the information, the AGM/Conference is being held in the Ardilaun Hotel, Taylors Hill, Galway on the 25th and 26th May. The Ardilaun is a four star hotel and has received a recent €40m redevelopment. The cost for the two



BRIAN, DERMOT, MAUREEN AND JIM



EVELYN AND MARIE

Venice and Rome organised by Sheila and Michael Clifford Pilgrimage. From 21st - 29th July 2011 costing €940 per person, single supplement €270, for further details contact Michael Clifford 064-6633712.

Next development with the Area Meetings will be in October with meetings in Dublin North and South.

Enjoy the Summer.
Christy Conville
Secretary

nights including breakfast and one dinner is €139 and no single supplement applies. The event starts with a light buffet on the Wednesday night and the AGM starts at 10.15am on the Thursday morning. In the afternoon we are going on a guided tour of the Burren. Our guide for the occasion is none other than Gordon Darcy, who is a leading expert on Irish heritage he has published many books and papers on the Burren including The Natural History on the Burren. On Thursday night we have our Gala Dinner with an after-dinner talk by the well known expert on James Joyce Professor Hubert McDermott from the Department of English, National University of Ireland, Galway. His topic will be James Joyce the Galway Connection - The Dead. This is the Charles McCarthy lecture that is an annual event at our AGM/Conference and has featured many eminent speakers.



MAIRTÍN AND BETTY O' REILLY PICTURED AT GLENVEAGH

As already mentioned I attended the recent AGM of the Retired Secondary Teachers Association. We have a very good relationship with them and they invite us all to join them on their outings and events. The trouble is we don't always know when they are on. However, they have given me details of their next trip to Spain. Spanish Adventure for RSTA members and friends, Hotel Las Palmeras*** Fuengirola, Spain October 4th - 14th 2011 for more details contact me and I will send on the information. I have also been requested to inform you of an upcoming pilgrimage to Padua, Assisi, San Giovanni and Pietrelcina including



AREA MEETING IN LETTERKENNY



Crossword

€250 prize for the first correct answer drawn from the entries

The same crossword as the last issue is being re-run as a line was omitted from the solution table in the first version. Apologies for any confusion.

Only one entry per member.
Photocopies can be submitted.

Name _____

Workplace _____

Address _____

Contact number _____

TUI Branch _____

Send entries to TUI
Crossword May '11, TUI, 73
Orwell Rd, Rathgar, Dublin 6

Closing date for entries:
Friday, 24th June, 2011

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ACROSS

- 1 People lacking funds, resources, or prospects; destitute (4, 3, 4)
- 7 Abounding in arachnid gossamers (9)
- 12 Period of violence following the French Revolution (5,2,6)
- 13 Russian monarchs (5)
- 14 A private conversation between two persons (4, 1, 4)
- 15 Famous racecourse in Berkshire, England (5)
- 16 Informal name for the National Lottery (5)
- 17 At right angles to the keel of a ship (5)
- 18 An explosive device designed to be triggered when an unsuspecting victim touches or disturbs a seemingly harmless object. (5, 7)
- 20 A unit of digital information or computer storage (7)
- 22 The quality of showing or requiring careful, precise treatment. (6)
- 24 A cell of the nervous system (6)
- 26 The development, installation, and implementation of computer systems and applications. (11, 10)
- 27 A dried grape (6)
- 29 The male of the species Felis catus (6)

- 30 To move or lift with or as if with a lever (7)
- 33 The volatilization or evaporation and subsequent condensation of a liquid (12)
- 35 Excavate (3,2)
- 38 In approximately; about (5)
- 39 Odds of a one to one ratio (5)
- 40 To express the most important facts or ideas about something or someone in a short and clear form (9)
- 42 A fictional dog who has been the focus of several movies from 1974 to the present day (5)
- 43 Miscanthus (8,5)
- 44 Perpetually (9)
- 45 Refers to lovers whose relationship is thwarted by outside sources (4, 7)

DOWN

- 1 A type of auto racing performed on oval tracks (4,5)
- 2 Carve wood into an object by repeatedly cutting small slices from it. (7)
- 3 Condition where breathing is temporarily suspended (5)
- 4 Pertaining to or involving the difference of two or more motions, forces, etc. (12)
- 5 Not level or smooth. (6)
- 6 Manner of writing in which a character's

- thoughts or perceptions are presented as occurring in random form, without regard for logical sequences (6,2,13)
- 7 Central core of a maize ear (7)
- 8 Psaltriparus minimus, long-tailed tits found in North America (4,4)
- 9 Show or declare that someone is not guilty of wrongdoing (9)
- 10 An establishment dealing with cosmetic treatments (6,7)
- 11 The loss of hope or confidence (11)
- 19 A shade of blue (6)
- 21 Scheme providing for payment of a sum of money to a named beneficiary upon the death of the policyholder (4,9)
- 23 Acts of stealing (6)
- 25 A symphony orchestra or the society sponsoring it (12)
- 26 Incapable of being reduced or of being diminished (11)
- 28 A counterfeit; copy (9)
- 31 Sad and gloomy; dejected; downcast (9)
- 32 A small suburb of south Dublin (8)
- 34 By that means; because of that (7)
- 36 String instruments with curved sides (7)
- 37 Common chronic inflammatory disease of the airways (6)
- 41 ----- Santos, Brazilian-born rapper (5)