

# education otherwise™



No. 187 - April 2009

**DEADLINE FOR NEXT ISSUE IS: 1<sup>st</sup> May 2009**

Please mark material 'for publication' and include your name, address, phone number and e-mail (if you have it) as we may need to contact you to discuss your contribution (your personal details may be withheld from the publication on request).

E-mail contributions will be acknowledged within a few days. If you require a postal acknowledgement, please include an SAE. If no acknowledgement is received, or in the case of queries, please contact the NL Co-ordinator (see inside back cover). *Please also ensure that your EO membership is up-to-date.*

*Please send contributions via the most appropriate section editor listed below:*

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**Editor for the next Children's Pages:** Kerri Von Monaghan **Deadline:** 20<sup>th</sup> April 2009

Please send all material to the Children's Pages Co-ordinator who will forward it to the relevant Children's Editor. This is to ensure that if there is a last minute change, submissions from other children will not be lost.

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EO Contact List - **URGENT** - make sure your details are correct - see P/45 of this newsletter, 14 April Deadline for any changes.



Any Safeguarding Children concerns should be reported to the NSPCC: Helpline Telephone No: 0808 800 5000

If you are a child and you need someone to talk to, contact: Childline 0800 1111

## Welcome to the April 2009 Edition of the Newsletter

It's another fairly packed one this month, with some exciting changes afoot. We are looking to build upon the Autonomous and Structured HE sections and would welcome submissions for either of these areas. For the Structured section, information about different 'structured' education approaches, e.g. Montessori, Steiner/Waldorf, Charlotte Mason, etc and reviews of curriculum (please send reviews through to Tammy, the Reviews editor) would also be welcome.

In addition, we have a new Teen Team on board, currently planning how they are going to run their own part of the Newsletter. This is great as it will serve to showcase the talent of HE young adults in this area and I am really looking forward to their first pages!

There are some important announcements in the Business section regarding the EGM and also proposed changes to the Education Otherwise Memorandum and Articles, plus very important information regarding the Contact List (which would usually accompany the April Newsletter). Please take the time to read this.

On the home-front I've been busy with my family getting back outside as the days are getting warmer. My 5 year old daughter very proudly carried home a magnolia tree (variegated white and pink blooms) and planted it in 'her patch'. She's now planning a collection of sunflowers across the back fence and is discussing what vegetables she's going to grow this year.



My older boys helped strip turf off a new patch by the fence to create a new veggie patch, although they were rather reluctant to have their photo taken (I was desperately trying to record their efforts to post up on my blog). My 3 year old was very happy simply digging about in the newly turned over soil, joyfully exclaiming at every new worm and getting really excited about the tiniest of tiny snails he discovered in our (rather ramshackle) playhouse. He carried it around for the best part of the afternoon, although the snail was safely released later on in the day.

There's something really exciting about the onset of the Spring season. It seems so laden with promise of the warming months to come. Already my 12 year old is planning places for us to visit (Magna, Rotherham is very high on his list, mostly due to the fire 'tornado' and the fabulous outside play area there - plenty of good climbing to be had) and our local group is getting back into meeting regularly in the local woods.

I hope you're enjoying the coming of Spring!

Nikki Haxell  
Newsletter Co-ordinator



## Diary of a Home-Educating Nobody

By Ross Mountray

'Be quiet'. 'Don't interrupt'. 'Will you just listen'. 'I'm not interested in what you think'.

How many of these statements are you guilty of saying? If I'm honest I'm sure I'm guilty of saying all of them at some point or another. But I console myself with the fact that my children probably haven't heard them nearly as much as they would have done had they been in school!

For these are the kinds of statements teachers resort to as a strategy to cope with trying to deliver a syllabus to far too many children in a time framework that really doesn't leave any room for anything else.

But what a waste! For this 'Be quiet' approach misses out on a great educational opportunity and one of the most effective learning tools at our disposal - talk!

When we think of talking in relation to learning we tend to think of adults talking and the children dutifully listening. And 'talking' on the part of the learner is often deemed a crime in a classroom setting. Yet talking about a subject aids learning and development enormously. Not

only does it increase understanding of the subject, but it also develops a wealth of other valuable life skills.

Here are some of them:

Thinking - the biggest and most valuable of all life skills a child could have is the ability to think. Allowing a child time to talk about a subject is one of the best ways to get them thinking. Thinking is where our intelligence is gestated. Thinking about a subject is the only way to develop *understanding*.

Understanding - this only begins when a child can look at a subject in various ways and think about it for themselves, putting it in their own words. It happens most when a learner is experiencing something first hand. Perhaps like identifying birds on a walk, talking about families of things or classifications, for example. It's only through talking about something that children really begin to have their *own* understanding of it. Encouraging talk develops thinking and understanding. And a good way to encourage talk is through *questioning*.

Questioning - it's vital for the development of thinking. I don't mean the patronising questions adults ask of their children when they already know the answer like 'and what colour is a tree?' I mean thought provoking questions you may not even know the answer to, like 'I wonder why...?' These kinds of open ended questions encourage children to see questioning as a natural part of their learning and understanding. Encourage them to ask their own intelligent questions and they'll really be developing their learning skills. Through talk they learn what questions are appropriate and the time they are appropriate! I'm not suggesting you respond to every single 'why?' question when sometimes they're just doing it get your attention! I'm suggesting you just make questioning a part of your learning chatter. Questioning also helps develop other vital learning skills - their ability to *observe and analyse*.

Observing and analysing - develops intelligence. Encourage them to be observant and analyse what they see. For example: 'Look. What's that insect? What's it doing, do you think?' Simple observations in with the chatter helps develop their thinking skills along with the ability to discuss, argue, reason, and disagree without falling out. You will need to be talking in order for these processes to take place. And while you're talking together you'll also be helping them to be *engaged*.

Engaging - children in a subject is the way to get them learning. Talking helps this happen. Children who are talked *at* quickly disengage. You need to watch for the times when they are getting switched off, overloaded or bored and then shut up! Recognise it in yourself too - they don't want to see you glaze over. Sometimes you have to be honest and say that you need to leave this for another time. It's important that you talk *with* not *at* to help them remain engaged. And that you *listen*.

Listening - you cannot have a discussion about something without listening. If you don't listen you cannot expect them to do so when you want

your say. This is part of respect and other very important *social skills*.

Social skills - you cannot have well developed social skills if you cannot hold a conversation. You cannot develop conversational skills without talking and listening. Simple! And tied in with all that is the use of *language*.

Language - and vocabulary can be developed more through *talking* than it can through writing. It is a precursor to writing. Talking is the original medium through which language grows. But we tend to forget that when we're obsessed with written language more than spoken. You only have to listen to some school children to understand that the level of their conversations hasn't done a lot for their language development! That's because most of the language they hear is from other children. As home educators we have the opportunity to develop our child's language skills with a higher ratio of adults. It is all down to example.

Your example - the way you chat about things to help you learn and understand will become the way they do it. If you talk, listen, talk, listen, observe, think, analyse, question, discuss, learn and chat then so will they.

So whatever your schedules always make sure there's time for talk and don't worry that your child is talking when they 'should be learning'. Talk is an essential part of your child becoming educated, developing their intelligence and a multitude of life skills. Don't be afraid to make best use of this advantage home educators have over schools.

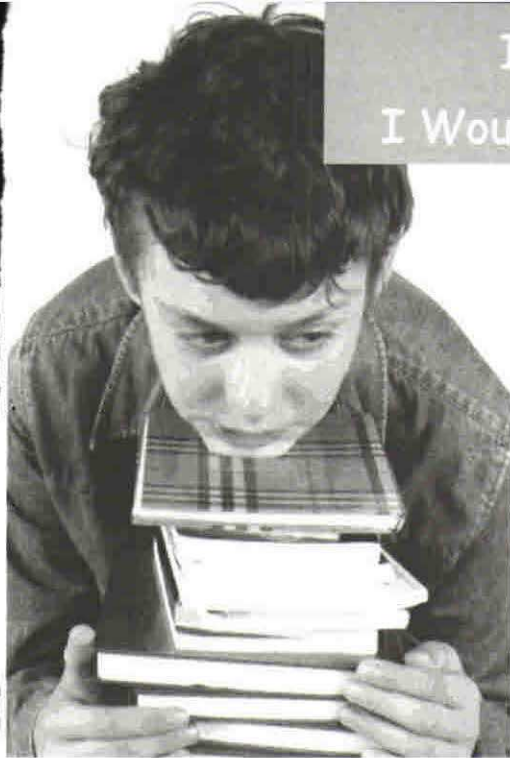
Then, when all's said and done, give yourself time for a nice *quiet* cup of coffee; because alongside talk you'll also need to encourage personal quiet time for mental digestion, not to mention help you cope with all the incessant chatter!

Ross Mountney

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Author of *Learning Without School. Home Education* published by Jessica Kingsley Publishers and available through the EO website.

# If I Had Stayed At School, I Wouldn't Have Learned to Read



William is twelve. He is also dyslexic. He loves the outdoors, and had a pretty good time when he was at primary school, walking in the countryside, going on camping trips, climbing trees. He made friends who appreciated his wry sense of humour, and flair as a cook. But when he left, in 2007, the only two words William could read were 'and' and 'but'.

This was in spite of an educational psychologist's assessment, and a 'literacy intervention programme' delivered twice a day for 15 minutes at a time.

His secondary school (unlike his primary school) were quite willing to use the word 'dyslexia'. After administering a battery of tests they concluded that William's difficulties 'indicated a strong risk of dyslexia' and offered an hour's specialist tuition once a week.

It was then that William decided enough was enough. He couldn't bear the idea of more assessments, more tests, more teaching

programmes that didn't work, more failure. So the next day he informed his parents that he had left the school, and wasn't going back.

To their eternal credit, Alison and John, his Mum and Dad, gulped, took a deep breath, then told William they supported his decision, and would do everything in their power to find a way forward.

Easier said than done, as you can imagine. But at this point Fate, having tried her best with educational psychologists and dyslexia specialists, washed her hands of the 'experts' and intervened personally. One day, William's Dad was visiting the office of a nearby Steiner school, to discuss an unrelated matter. He happened to mention his distress about William, and his confusion about what to do next.

My friend Michelle, who managed the school's finances, pricked up her ears. Some time before, she had laid out more than £300, which she could ill afford, for an educational psychologist's report on her son Michael. Said e. p. concluded that Michael had a specific learning difficulty, including dyslexia and dyspraxia.

"Oh Michelle," I wailed, when she told me, "I wish you had asked me first, I would have done a dyslexia test with him for nothing, and saved you all that money. But look, it's not the test that matters, what we need to do is get him reading and writing, isn't it - and that's just a matter of practice. How about I come over once a week, to start you off? Then you can fill in with a few ten minutes of practice every day."

Michelle would have done anything for her beloved son. She laid on a magnificent meal each week, to sustain our energy levels. While she was cooking, and listening with one ear to what we were doing, I worked with Michael.

My approach is based on a different kind of research altogether: not into how children learn, but into how written language actually works. (Because human minds invented language in the first place, this goes on to provide a pretty good idea of how children learn it best.)

Since the beginning of the twentieth century, many different researchers have concluded that understanding print is just like understanding speech: reading language is like hearing it. (Email me if you want more details.) And it's abundantly evident, from the ease with which the vast majority of hearing children learn to understand speech, that the very best way of bringing this about is simply *through massive exposure*.

The more interesting and relevant spoken language children hear, the more they learn to understand. We don't assess them, we don't test them, we don't prescribe what they need to be taught, we don't set targets. We just talk to children, and children learn to understand what they hear, because that is how their brains work.

If written language works like spoken language, how can we provide the same sort of exposure to meaningful print when children are learning to read? Well, parents have always known how. They have read to their children since time immemorial (all right, since the invention of the printing press), and very often they have held the book so their offspring could follow the print... This is what I did with nine-year-old Michael. Michael didn't want to read the sort of juvenile material usually offered to struggling readers, he wanted to read Harry Potter. So that is what we read. God bless J. K. Rowling, I thought, not for the first time, and not for the last, as we turned the pages, and finally reached a good stopping place.

"Right, Michael," I said, "I'm going to re-read one short paragraph to you, while you follow it again. Then I'm going to help you read it back. Any time you get stuck on a word, I'll tell you what it says, you repeat it, and carry on. OK?"



Michael thought that was very OK, and soon finished the paragraph, with only occasional help. "You've just been extremely clever, Michael," I pointed out, "because you've been doing two things at once, seeing the meanings of the words in your head, and reading aloud at the same time. The first process - reading inside your head - is what I call real reading, and I'd like you to practise that every night before you go to bed, or whenever. Re-read the chapter I've read to you, and then keep going if you feel like it."

Since it hardly sounded like work, Michael happily agreed to this undertaking as well. Now thirteen, he reads quite independently, having moved on from J. K. Rowling to Terry Pratchett, Philip Pullman, Anthony Horowitz and numerous others.

Although, as I've said, researchers over the years have concluded that understanding print is like understanding speech, and set up similar reading programmes for children to help bring

this about, their work has usually fallen into disrepute. This is because they have been very lofty and dismissive about the ability to read aloud. "Not important," they have said, "irrelevant - unnecessary - not worth bothering with, children will pick it up by themselves."

So we haven't bothered overmuch with helping children learn to read aloud, and many children haven't 'picked it up by themselves', swelling the tide of illiterate school leavers as a result.

Why do we instinctively feel that reading aloud is important? It certainly isn't essential for understanding print: both deaf and hearing children have frequently learned to read 'non-orally', without any reference to speech at all.

Matching written words with spoken words may not be essential for understanding them - but it is an almighty help. You are enabling a learner to register this match whenever you read aloud to him, so long as he is following the print. If he already understands the spoken words, he can immediately transfer their meanings to the written words on the page, which is a Good Thing.

An even better thing happens when he can match written words with spoken words by himself, and so teach himself to understand them without depending on an adult's help. So as well as providing the massive exposure to meaningful print, Michelle and I showed Michael how to map spoken words onto written words, bit by bit, until he could carry out the procedure on his

own. He romped through my phonics programme in a matter of months, and this further reinforced his independent reading, not to mention his writing and spelling. Michael's class teacher at the Steiner School supported everything we did. Three years later, Michael is tackling his academic work with confidence and enthusiasm.

Not surprisingly, hearing about William, Michelle scribbled down my address and phone number, and pressed it into John's hand. "Go and see this woman before you do anything else," she said. "If anyone can get William reading, she can. And it really is as easy as falling off a log."

In due course, Alison and William turned up on my doorstep, apprehension written across both their faces, hardly daring to hope. As usual, I had asked Alison to bring a book William enjoyed when it was read to him, and they had chosen Michael Morpurgo's *Born to Run*, the story of a greyhound, Best Mate, and his struggle to find a real home. God bless Michael Morpurgo, I thought, not for the first time, and not for the last, as we started where Alison had left off the night before, with the account of Best Mate falling prey to some greedy kidnappers. "Now it's your turn, William," I said, and off he went, managing words like 'following', 'through', 'towards', 'couldn't', 'shadowy' and 'cruising' with barely a stumble.

Alison sat on the sofa, watching and listening, and her jaw dropped. "William, that was amazing," she said. "I can't believe you just read that."

"Well, of course he did," I told her. "He's very clever, as you have always known. What he's just done is show us what he is capable of doing with help and support. And if we keep practising, he will soon be able to do the same sort of thing without any help. Are you up for it?"

No need to ask a second time. Less than a year later, William has experienced at least five more books, sounding out words with great care when 'reading back', to make sure he is reading



correctly. Plus, he has all but completed my phonics programme, and is full of a real sense of discovery about the magic 'e'.

Some schools dismiss the idea of 'magic letters' as babyish, preferring instead to talk about 'split digraphs', than which a more instantly forgettable term is hard to imagine. Explain about magic letters, however, and you are transported to a classroom at Hogwarts, where magic can and often does go wrong; where the magic 'e' leads on to the magic 'i' and 'y'; disgusted consonants are locked out of the Magicians' Union; words have to double their final consonants to protect earlier short vowel sounds from the magic letters, and the reluctant bodyguard 'u', after some grumbling, likewise agrees to shield the 'gu' sound from their depredations (as in 'guess', 'guide', 'plague' and 'guy'). Children who have heard and relished this story never forget it, and it does wonders for their spelling as well as their reading.

William was no exception, and after a session insisted on explaining it, in triumph, to his older sister and her friend. Bless their hearts, they listened in all seriousness, accepting and applauding his sense of wonder. William, meanwhile, was realising he could read signs in

shops and restaurants, graffiti, place names, and words on billboards, as well as those in books. It had finally dawned on him that written words belonged to him, just as much as they did to anybody else.

His older sister Anna decided to make him one of her 'interviewees' for a school sociology project. "Is there anything in your life that you regret not having done?" she asked him, pencil poised.

William looked out of the window and smiled wistfully. "If I had stayed at secondary school," he responded at last, "I could have gone on the residential trip with the other Year 7s, and made lots of new friends."

Then he turned from the window and looked his sister full in the face. "But on the other hand," he told her, "if I had stayed at school, I wouldn't have learned to read."

*Names have been changed. For more information about the 'experience' approach to literacy, email: [felicitycraig@yahoo.co.uk](mailto:felicitycraig@yahoo.co.uk)*



## Ways Forward for EO - Two Member Views

Food for thought about moving forward and the proposed changes to the M&A's?

I recently attended the AGM of EO at Birmingham, and discovered that there was some disagreement amongst those present. On the return journey, as I tried to describe to my husband what had been happening that day, some of the potential difficulties with the present attempts to modernise became clearer in my own mind. I share these now in the hope of stimulating more members to be engaged in moving EO forward. We all need to think carefully through the changes proposed. I hope others will be encouraged to make their own contributions in finding the way ahead that best represents us all.

### Reduced No. of Trustees in proposed M & A's

The proposal to *so* greatly reduce the number of trustees responsible for EO troubles me, for a couple of reasons:

1. As a trustee of another organisation myself, I appreciate the sheer volume of work that is involved, even without *any* day to day management. Constantly changing legislation makes for more work, and the sub-committees required to go into the details necessary to feed back to a main committee meeting are numerous. In order not to over-burden a few individuals there need to be enough trustees to ensure that

the load is shared out between them; ideally according to their relevant skills.

2. There needs to be a large enough number of trustees to enable the huge diversity of EO's members' views to be fairly represented. The current number of trustees protect EO from being governed by one particular 'group' or 'view' within EO. Yes, this inevitably means that movement forward will be slow, but checks and balances, even against genuine enthusiasm for progress, are vital. Otherwise too many babies will get thrown out with the bath water and much of what has already been learnt from our history will be forgotten.

However, the present required number of trustees of 14-19 is proving to be too high to attain. There are not enough people volunteering to be trustees, as well as the logistics involved in gathering them all to meetings. I believe the suggested 5-7 is too few, though. The charity commission may have recommended that number, but they don't know EO well, and since when did we ever automatically follow advice? 9-15 is the number required by the organisation of which I am a trustee. I propose that this would also be a good compromise number for EO. It has been mentioned that not all trustees ever attend every meeting, but that will always be the case, however few you have. Trustees will sometimes be ill, or have other commitments.

### Trustee Removal

The lowering of the barrier for removing fellow Trustees is something everyone needs to consider carefully. The usual reason in most Trusts would be that someone could be forced to go, either if they were doing something illegal, or not in accordance with the aims of the Trust. The requirement put forward in the proposed M & A's allows for any Trustee to be removed by fellow Trustees for *any* good reason. This reason lends itself to variable interpretation and as such could be open to abuse, without any intention to do so. However, the temptation to get rid of people with opposing views, or those regarded as impediments to progress would be too great, in our organisation particularly. It would also lead to the encouragement of canvassing, and persuasion to achieve majority. We need the balance of differing views to be an effective organisation, representing its wide membership and providing support for many styles of educating otherwise.

### All EO members automatically become SUMs i.e. voting members

Currently in order to vote, a member of EO has to sign a form, with basic details of name and address. The new M & A's propose that every EO member automatically becomes a signed-up member (SUM), when joining EO, making it easier, but thereby removing choice. It may perhaps be the democratic way forward, but it is not without its problems, and further implications:

1. Many members of EO are either really not interested in what the organisation as a whole is up to, or else they are just too busy with their families home-educating to be able to give it their time and attention. Many join purely to gain support for their minority life-style, and for help and encouragement along the journey from fellow home-educators. More members may realise now that they *have* to make their voice heard, via petitions and consultations in order to protect that freedom, but still don't want

to attend meetings or vote. Only a small proportion of members of EO *choose* to sign up to vote, (and an even smaller number choose to come to meetings, even in their local area). It may well be that many others really don't want that extra responsibility and burden of becoming informed about the issues and taking an active role. The present SUM system allows those who want to be involved, and vote, to do so.

2. If all members become signed up and therefore voting members automatically, this will vastly increase the number of voting members from a few hundred to perhaps thousands. This would necessitate changing some other rules. For example, at present it is necessary to get 10% of the SUMs in order for members to call a meeting. It would be impractical to expect 10% of the whole subscribing membership to get together to do *anything*, whereas 10% of the current SUMs might just be possible to bring together. Perhaps a more reasonable number might be something similar to the number of people that usually attend council meetings?
3. Proxy voting rules need to be adjusted, especially if the voting population becomes larger. It would be better if 'open' proxy voting ceased, and enable members instead to proxy vote specifically on a subject of which they have foreknowledge and information, so that they can make their own decision (closed proxy voting). The *current* 'open' proxy voting is susceptible to misuse: where trustees and members attending the meeting can use their friends' votes in their own favour on each and every motion proposed, without the absent member having any knowledge of the issues raised.

These are a few of the considerations that would be very useful for everyone to put their

minds to, for the future well-being of EO. We need to pull together more than ever, as our freedom to home educate is now under greater threat than ever before. In the meantime the increasing numbers of home educators continue to need the help and support of EO to facilitate the education of their children, in an often hostile environment. This is a member organisation, and we all have the right and responsibility to make our voices heard for how EO will be run in the future!

Finally, a BIG thank you to all those trustees, other post holders and non-post holders, who work *voluntarily* and hard, on behalf of all members of EO. I, and I am sure many others, are grateful for your hard work.

*Kathryn Glynn*  
(Name and address supplied)

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## EO - In Crisis or In Our Hands?

Hi, I'm Phil Hicks. I have been a member of EO since 2001, and have three children all of whom have been home educated after going to school, from 15-17, 13-17, and 9-15. The discovery of home education gave our family an escape route from a serious crisis in our second child's life, and to this day I believe that home education was the biggest single factor in that crisis ending well. I greatly appreciate the past work of all those who have kept home education legal and relatively free of government interference, and especially the work of EO in defending and publicising home education. This was the main motivation that led me to contribute to EO for several years from 2004, firstly in the Government Policy Group, then as a trustee in various roles.

Throughout the years I have been a member I have noticed that there is often a lot of concern expressed about how EO is being run, and what the trustees in post are doing. EO is a national member organisation run almost entirely on volunteer efforts, which tries to accomplish

many different support and lobbying activities. EO's internal organisation is rarely professional, and frequently responses to member's questions are slow, and reporting of trustee deliberations is limited. Decisions are made by trustees that some members oppose, and for sure, decisions are sometimes made that with hindsight, were not well judged. But trustees and postholders persevere, and we continue to have a working national organisation able to fight for home education and publicise it to enquirers, support new home educators, and link them into local groups and networks.

From time to time there comes a flurry of complaint which goes beyond concern into alarm about crisis. I don't mind a degree of alarm from time to time, I think it's good for shaking up the status quo and asking questions. Many of the questions that get put to trustees at such times are relevant and valuable, and help remind trustees of plates that need to be kept spinning. But generally no single individual is responsible when issues are going awry, and no single individual can resolve them. EO spends limited resources on the centre of the organisation, and perhaps quite rightly so because it is the volunteer teams themselves, the helpline, the local contacts, the campaign group, the media team, publications team, the specialist support teams, and others, that are the powerhouse at the heart of EO, doing the practical work of the charity. Limited resources means that EO trustees simply can't always respond with the slick efficiency of professional organisations with paid staff.

I have heard it suggested many times that an external input, through a professional development advisor, might help EO improve its work and avoid crises, and I support that idea. But in the end when an advisor has come and gone, EO will be as good as we decide to make it. Individuals can't deliver the step change in performance that EO would like to have and that its members would like to see, but members working together can. Looking back over the member meeting minutes of the last 25 years one thing that stands out is that the same issues

about communication, participation and accountability come up the whole time. I think they emerge out of the circumstances of EO. The members are distributed all around the country. Although there may be local groups they are mostly not exclusive EO groups, so there is little local group framework or regional identity for EO, even where there are lot of people who think of themselves as EO members or members of an EO local group. There are few reasons for members to remain with EO for many years and participate in its work. The fairly small group of trustees and volunteers who run EO's organisation "management" are themselves volunteers, distributed around the country, and have to deal with problems of communication, limited resource, and the difficulties of having trustee and management responsibilities wrapped into one. They also suffer the complications of EO's broad range of activities, some of which are membership organisation focussed, and some of which are national charity provision focussed. There is a lot of tension between those two, as other membership / charity hybrids also experience. An organisation expert may be able to fix some functional problems in EO administration, but the structural problems are complex, and it needs more than some advice to fix them, although expert advice may well be a great help along the way.

I think it's true to say that there are risks to home education if EO is not in good shape. I have heard it said often that "HE needs a strong EO". That resonates with my concern that constant criticism of those trying to take EO forward (or just keep it on a steady course) is the equivalent of blaming the ship's captain for an incoming storm. We have to hope that he is a good captain, but the ship's success will be largely dependant on the crew's contribution. If we want EO to work surely we have to make it work? We have to support and work with the trustees or find more skilled trustees if there are any willing and able to join the team. Trustees likewise have to find ways of engaging members in the structural administration of the organisation. EO will either progress, or stumble

along, in the years to come. Which we get is very much up to our collective will to work together and build an organisation which works for a wide range of home educators. HE, I am beginning to understand after 8 years of it, includes an astonishingly diverse range of people. We mostly enjoy that diversity but building EO to include such a wide range is not an easy task.

Sometimes healthy concern turns into worry that EO is heading for crisis or total loss of credibility. So far I have never agreed with that view. Major criticisms of EO have emerged regularly for as long as I have been a member, and judging from HE myth, they go back throughout EO's history. I think they may arise out of the frustration we have that as a community we have not successfully formed an organisation which we can collectively believe in as a flagship for HE and the HE community. I don't know whether such an organisation is possible, but I am convinced that we can get a lot closer with the one we already have if we work together to do so. But history suggests about these crises that while EO often appears close to falling from a precipice, many willing hands suddenly appear to steady it at the last moment. EO might not be what we want it to be, and may attract a remarkable amount of criticism from those who feel it has let them down, but it seems never to be in much danger of meltdown either.

For myself I want home education to flourish and grow. I want a strong voice for home educators making our concerns known at a policy level in government and amongst local authorities. I want effective campaign and media teams raising the profile of home education, getting our story into the public and responding to media scaremongering and disinformation. I want to know that enquirers can get initial information, can easily reach someone on the phone if they need to talk, and can be connected with local groups and helped to start their HE journey. I want to know that those who don't like email information sources can access publications and a newsletter to keep them in touch. Virtually all other parts of the

HE lifetime can be met perfectly well from local groups and Email lists and independent camps and activity clubs, but in these 4 areas I believe that EO remains the most comprehensive and effective body for England, and to a lesser extent, other parts of the UK.

I think that is why although there are other national and local organisations, EO has continued to play a unique and important role. That's where members come in. We can provide all 3 of the necessary ingredients for a strong EO (time, resource, skills) if we want to. And in doing so we would also flush out any serious problems which do exist. Critical questioning is a valuable step in the process, but we also need members to work as trustees or small group volunteers to do the spadework of digging through existing policies, processes and procedures, fixing them, and providing the

manpower to make them run - then members can have all the activity, and all the communication, that they want. What won't fix EO's problems is if everyone becomes a questioner, and then says that EO is in crisis because the answers don't arrive, or aren't the one's they would like.

I have little time to give to EO at the moment, but I have in the past, and I am confident that EO will still be doing its important work when I have time in future to help defend home education for my grandchildren. I hope many of you will also be there making EO what we would like it to be. EO is in our hands.

*Phil Hicks*

Flat 4, 35 Aldridge Road Villas, London W11 1BN  
Tel: 020 7034 0500 11am-6pm Tues to Sat  
Other times 07961 841938

### Blackpool Junior Ambassadors

As a way of increasing participation and subsequently amplifying the voices of children in Blackpool, we have developed a new initiative; The Junior Ambassador. Inspired by the success of UK Youth Parliament; a national project which works with young people in representing their local authority, the Junior Ambassador has been created in conjunction with Blackpool's UKYP.

Within Blackpool's UKYP we have three elected young people, one serving as the member of UKYP and the other two serving as deputies. The Junior Ambassadors role will be area specific and consequently the children will be electing a Junior Ambassador for each of the three Blackpool localities.

The roles will be open for anyone aged 5 - 11 to nominate themselves and the elections will take place at schools and children's centres making it accessible for as many children to vote as possible.

If your child(ren) would like to be involved please contact me on: 01253 477471

DEADLINE FOR FORMS: THURSDAY 17<sup>TH</sup> APRIL 2009.



## News from The Home Education Centre, Somerset

The Home education centre (HEC) in Chard, Somerset is a voluntary group, set-up and run by home educating parents. It is a meeting place for families to share skills, advice and support. We have contact with and share ideas with other home education groups in the South West. HEC also works on developing relationships with the local authorities and colleges, so that they may better understand and support the home education community.

HEC has been running since 2004 steadily growing in numbers of members and working to improve the already supportive relationship with Somerset Local Authority.

In 2007, due to the size of our group, we moved to Chard Young People Centre and from this platform, together with lots of publicity, building relationships and networking we have reached the point where we have a good working relationship with our LA and other interested parties in education locally.

In October 2008 we held a learning exchange conference in association with Personalised Education Now. We invited representatives from Somerset, Dorset and Devon LAs, representatives from some of the local colleges and members from other home education groups in the area.

From this we strengthened support between HE groups and we are now in the process of helping other groups set-up and get funding.

Somerset listened well (as they usually do) to exactly how they might support home educating families and the conference has led to relationships starting to be developed with Devon and Dorset County Councils. Connections with local colleges were made, making them aware of HE children that may want to attend their establishments.

**EHE Grant of £10,000 from Somerset CC**  
Towards the end of 2008 a member of the Somerset EHE team came to the HEC committee



saying that from the registered families that they visit, the support that is most requested is money/assistance with resources & equipment, especially with regard to computer equipment. They said they were unable to give money directly to individual families, but would HEC accept some money to help benefit as many Somerset HE families as possible (registered or not), by purchasing resources for our centre that families could then have access to. We agreed that we would accept the money on the understanding that we would work with the EHE team to write the criteria for the grant, which was acceptable to our members and specifically protected their personal details.

EHE LA trusted HEC to decide what exactly to buy, with the only proviso that it be spent on material things, not trips or excursions. This grant will hopefully now be available to other HE groups in the future. Somerset EHE were also open to the idea that in the future, the EHE grant might be spent helping other groups set up.

#### **Somerset FE colleges visit to HEC**

In January 2009 we had a meeting and visit to HEC by:

- Somerset's Co-ordinator of Elective Home Education, Equalities and Diversity department, Somerset County Council
- South Somerset HE Advisor
- North Somerset HE Advisor

- Director of Admissions and Marketing, Richard Huish College
- Team Leader, Learning Support, Somerset College of Arts and Technology
- 6<sup>th</sup> Form School Liaison, Yeovil College
- Student Support Manager, Strode College
- Learning Support Co-ordinator, Bridgwater College

The meeting was initially called by the Director of A & M at Richard Huish College. He said that their college currently offer induction days for state schools and public schools separately and wondered whether there was a need within the HE community for induction days specifically for HE students. We saw an opportunity to discuss the idea of exam centres and a fairer system of access to vocational and academic courses and therefore invited the people listed above to also attend.

The South Somerset HE advisor explained the need for accredited exam centres to develop across the county for HE children. Schools on the exam boards' external candidate lists have proved to be unreliable as they were increasingly reluctant to take external candidates. The centres in Somerset will be open to families whether or not they are registered with Somerset CC as home educators. Somerset CC are offering to cover the costs of the administration of external HE candidates for their exam, however these costs would be covered for registered children only.

The South Somerset HE Advisor and Somerset co-ordinator of EHE explained to the colleges that HE families do not receive any financial support from the state and added that not all families elect to home educate; many leave the school system because of children being bullied or struggling with lack of support for learning disabilities.

With this in mind HEC asked the colleges if students could submit a 'portfolio' of work or alternative qualifications. The colleges agreed that this is generally accepted by the colleges

as okay, but not widely publicised. Each college has a different system of assessment or interview and they are going to give this information to HEC for HE families to access.

The Director of A & M at Richard Huish College said that he could not see a problem with alternative access requirements for academic courses if students could show the necessary study skills i.e. essay writing etc.

Somerset EHE said they would be happy to offer 'study sessions' through their service (to registered children) in order to help them gain college access. Richard Huish College said they may be able to offer this 'study group' also. For registered children, Somerset EHE would write a reference from the HE advisor to support entry requirements to colleges.

The Student Support Officer from Strode college said, regarding children with learning difficulties, that if parents and any support teachers could write a report listing past/present support required etc, they will ensure the necessary support is in place when the student starts at college.

Richard Huish College offered 'experience days' for students from the HE community. This could be publicised through HEC and Somerset County Council.

A series of diplomas for 14 yrs+ is available through a number of colleges and schools in the Taunton Deane area.

HEC is aiming to hold a follow-up meeting on 1<sup>st</sup> May and we will try to get representatives from other colleges in the area to attend. Somerset CC were very supportive throughout the meeting with the FE colleges and are trying very hard to help HE families gain easier access to exam centres and colleges.

#### **Devon CC HE conference**

In January 2009 committee members of HEC were invited to attend a Devon County Council HE Conference. Also present were other local

(Devon) home educators. We were invited to look over the new documentation being developed by the department.

In Devon, HE is currently overseen by the 'Education Out of School' service. This is due to change in the near future to the 'Learning Development' department.

Devon are trying to make it more appealing to register and acknowledge that they need to offer more and become more flexible in their approach. The meeting had come out of the need to define genuine HE families from families whose children are expelled or truanting. Devon stated that as visits are not compulsory, they are happy to accept written reports.

They had produced a 3 tier letter system as a graded response to 'visits/reports' and the decisions about the suitability of the education offered at home.

The letters were for 'good', 'satisfactory' and 'unsatisfactory'. Strangely this had come from a request from the registered parents. They are aware that visits are not compulsory, but have a small number of parents who welcome them. These parents are generally isolated from groups such as HEC, so a visit is often the only feedback these families receive.



We highlighted that 'assessing' the education on offer would be very subjective and based on individual advisors backgrounds, personality and empathy with HE. We felt positive or negative comments could just be reserved for the reports and that the covering letter state the education as 'unsuitable' or 'suitable'. We were unhappy at the idea of a 'grading system'. This was taken on board.

As a group collectively we asked Devon to rewrite sections and change the language and overall feel to the letters. Words such as curriculum, monitoring etc, were changed. We also asked them to remove specified subjects as we felt it inappropriate.

HEC pointed out that as we in Somerset are supported by the Equalities and Diversity department, the language is very different at the outset. The agenda is clearly very different. Devon CC response was that by coming from education backgrounds, some of their language was automatic. They were trying very hard to change.

#### *Devon Exam Centre:*

A local (Exeter) Pupil Referral Unit has a suite of rooms available. The Head is happy to set these aside for HE external candidates. They are currently looking at offering all exam boards including the I-GCSE. They are hoping to have it up and running by this summer. It will only be accessible for registered families.

Devon have heard of Lymenet (they offer adult literacy, numeracy and IT courses for HE children in Lyme Regis, virtually free; there is sometimes a small admin charge) Devon CC are considering either setting up something similar or funding Lymenet to take Devon children. They are currently in discussions with them.

Access to colleges in Devon was also discussed, with the points that some FE colleges will accept children under the age of 16 yrs to take courses and exams, however South Devon do not. Devon CC will be looking at the barriers to access, especially as the government are encouraging more choice in education. Devon are keen to set a level playing field across the colleges regarding access.

#### *Devon CC & I-D cards:*

Devon suggested I-D cards for HE children to use in case of truancy sweeps. They were unaware that EO already offer these. It is a greater issue in cities like Exeter and Plymouth where sweeps are more common. The general consensus was that if parents were really concerned the EO cards were available. HEC's Chairperson did point out that Devon I-D cards were a good way of 'registering by the back-door' at which we received a sheepish grin and subtle admission. They agreed to shelve that idea.

Devon were keen to know if experienced HE parents would be prepared to volunteer to be contacts for new HE families. Again it was highlighted that a number of national HE charities offer contact lists.

Devon were not sure if another meeting would be held anytime soon, due to lack of funds.

HEC continues to strive towards positive working relationships between Local Authorities and educational establishments in the South West, so that we might get 'support' on our terms; support that is actually wanted by the HE community.

Zena Hodgson & Emma Dunn  
Home Education Centre, Somerset



## Home Education & Downs Syndrome (HE-DS)

**New Group for families who are home educating children with Downs Syndrome, or considering doing so.**

### Our story so far:

We started small, through a few people responding to a query in the E.O. magazine a year ago asking if there were any others out there who were also home educating children with Downs Syndrome.

From there we set up a Google group to start to connect us. We held our first family gathering in August last year at 'oakwellbarns' in Wales and had a wonderful time, sharing stories, struggles, ideas, information and resources. All family members had a lot of fun and made new friends, with walking in the Welsh hills, circle games with Makaton on the trampoline, group art in the studio and yummy home cooked, locally sourced food. It was so successful that we decided to make this an annual event every August.

Meanwhile through other networks we realised that we were becoming less of a minority within a minority, with more and more enquiries being made as to what it was like, how did we do it and for support and information. With numbers

growing, it seemed the right time to link more closely with Education Otherwise & the Downs Syndrome Association and network to a wider amount of families. So we decided to set up a new online Yahoo group forum to link us all, in a common format to the other E.O. online support groups and contacted Christine (E.O. special needs contact). Christine kindly agreed to join us on the online forum to pick up any legal enquiries and post items of interest from other groups. We have also affiliated HE-DS to the Downs Syndrome Association, one of the benefits of this is that we are insured under their small groups insurance as well as receiving up to date information via their group leaders forum.

### **More information about HE-DS**

Our group's purpose, is to link families who are spread out geographically over large distances and who want to support each other through discussing and sharing information/issues/experiences specific to home educating their child/children with Downs Syndrome.

We also hold an annual family weekend gathering up in the Welsh hills, usually held around the 2nd week in August, for current dates and more

information about this go to the oakwellbarns website at [www.oakwellbarns.co.uk](http://www.oakwellbarns.co.uk)

There are many different approaches to home education and many different reasons for choosing to home educate.

Some of our children have never been to school, some have been to school but are now being educated outside of school, some are being home educated with their siblings, some are being home educated whilst their siblings attend school, some are flexi-schooled.

We welcome diversity and respect each others differing viewpoints.

HE-DS is a private group, members are invited to join. Therefore this group is not listed in the yahoo! groups directory. So what you contribute to the group discussions will only be viewed

amongst members, therefore not accessible in the public domain.

## HOW TO JOIN

If you are home educating your child/children with D.S. or thinking of doing so and would like to join us please send an email with a couple of lines introducing yourselves to: [anitakolaczynska@yahoo.co.uk](mailto:anitakolaczynska@yahoo.co.uk)

I will then send you an email invitation to join the group.

We look forward to you introducing yourselves to us and welcoming you in to joining the growing network of families choosing to home educate their children with d.s.

*Anita Kolaczynska,  
Oakwellbarns, Wales.*

## PEAK CAMP 2009

Thursday 25<sup>th</sup> June – Sunday 5<sup>th</sup> July

At Barracks Farm, Beresford Dale, nr Hartington (grid ref. 123 586).

**Fees per night:** Adults: £2.00, Children: £1.00,  
Cars: £2.00, Caravans: £8.00

Two large fields for tents and touring caravans, with shower blocks, toilets and wash basins. **There is no need to book** – families can make their stay as long or short as they wish. Fees are payable direct to the farm

There are no pre-organised activities. In the past however, walks, cycle rides, rock climbing, circle dancing and shared meals have all been popular activities. There are cycle hire centres and cycle tracks nearby as well as riverside walks. Offers of shared activities and workshops are always welcome. There is plenty of time to share experiences of home educating with other families and for families and children to socialise freely.

For more details contact Hazel Fabris, 17 Crossleys, Fleckney, Leicestershire, LE8 8BY.  
Tel: (0116) 2403741

**Please note:** We do not have exclusive use of the site. Other campsite users (Duke of Edinburgh parties and members of the public) should be treated with complete respect. Normal campsite rules apply.

## Gwersyll Dewi Sant 2009

*St David's Camp*

Saturday 4th July to Sunday 12th July

- ◆ A quiet family camp in the Pembrokeshire Coast National Park
- ◆ Coastal organic farm campsite (steep path with steps to beach)
- ◆ One mile from St David's, safe walking
- ◆ Stunning scenery, bird watching, castles, boat trips, surfing, walks for all abilities
- ◆ Excellent facilities include laundry and farm shop, some electric hook ups

Book with:

Wyn and Christine Evans

Caerfai Farm, St Davids Pembrokeshire SA62 6QT

Tel: 01437 720 548 website: [www.Caerfai.co.uk](http://www.Caerfai.co.uk)

Quote 'Home education Camp' and request a pitch in field one

£6.50 adult, £3.00 child £2.00 dog

**WARNING - CAMPSITE ON CLIFF TOP - CAN BE VERY WINDY**

Contact Jill Thomas. Email: [jill@just2.me.uk](mailto:jill@just2.me.uk) for further help



## Education Otherwise Supports National Family Week

# national family week™

25th - 31st May 2009

The country's first National Family Week will run from **25th to 31st May 2009**. Designed to encourage families of all kinds to spend more time together, it aims to "help create a more family-focused culture in the UK".

The event is being run by National Family Week Ltd, a non for profit organisation set up by Henley Media Group and Kevin Steele of Inspired Campaigns who created the National Enterprise Week and co founded the Trade Justice Movement.

During the week numerous activities and events for families will take place across the UK run by schools, charities, youth groups, shopping

centres, community groups, local authorities and National Family Week's commercial partners.

Home educators of course recognise and value "family" in a way that is often at odds with society around us. As such Education Otherwise is pleased to be supporting this initiative and happy to use this opportunity to show off the commitment that home educators make to family in all its forms.

There are many ways in which our members can get involved, but there are two activities in particular that we want to encourage member families and their local home ed groups to take part in.

### National Picnic

To mark the first day of National Family Week, on Bank Holiday Monday 25 May 2009 they are going to attempt to set a Guinness World Record for The World's Largest Simultaneous Picnic. We would like to encourage families to organise picnics. All you need is at least 10 people to take part. There are guidelines and resources available to download from our website

<http://www.education-otherwise.org/nfw.htm> which will ensure that your picnic counts as part of the record breaking effort. You will need to notify us of your event so that we can register it on the NFW website. Just email [media-spokesperson@education-otherwise.org](mailto:media-spokesperson@education-otherwise.org) or telephone 08445 868839 with the details.

If you wish to make your picnic a public event, so that other local families - not just home educators - can find out about it, then just let us know when you give us the details and we can set it so that it is searchable on the NFW website. You can also use a template press release and poster (available on our website at the above mentioned link) to promote the event. This could be a great opportunity to raise awareness of home education in a fun way, and give local families a chance to ask their questions in a relaxed environment.

### Storytime

Wednesday 27th May is Story Time for families everywhere. National Family Week will be encouraging storytelling in a variety of formats, throughout the day. It's any story, any time, anywhere, any family. Stories could be told, written, acted, signed or sung.

"Storytelling is the oldest art form in the world, but in the modern world it can be done in more ways than ever before. Sharing a story can be a powerful and meaningful experience, as well as a fun one. As well as encouraging reading, widening vocabulary and igniting children's imagination, it's also an incredibly simple and effective way of strengthening relationships within families. They could be used to wake up and entertain the family at breakfast time; to make a car journey more exciting; or to create a relaxed and affectionate atmosphere between parents or grandparents and children at bedtime."

Storytelling sessions will happen in libraries, schools, homes, shops and online. During Family Week Story Time, a totaliser will appear on the National Family Week website, which will show the number of people who have told or heard a story, with an incentivised target to be reached by the end of the day. Resources for this event will also be available shortly. Organise your own storytelling event and let us know so that we can add you to their totaliser.



"Maybe it's the New Scientist mags my friend keeps giving my son, or is it his age?" "I hope it's normal for a boy of his age and how long does it last?"

I'm talking about asking questions, not blowing things up like real scientists do, although I'm sure he'd like that too! He just never stops, and will talk to workmen laying roads, shop assistants, anyone really that he can ask or say something interesting to. For us this is the mainstay of how home education works for us, questions and conversations sparked off by them.

"Did you know that a sea snake has a lung the length of its body?" Or that "A stegasaurus had bony 'armour' under its skin?" And that "A pangolin's tongue is so long it has to anchor to its pelvis?"

I didn't know any of that either until my son became interested in strange and exotic animals. I think he's aiming to be a palaeontologist or a zoologist. The down side to this is that it's very hard to find a book exclusively on sea snakes in the local library, I can tell you. No wonder we're on first name terms with them, we're always in there looking for odd beasts!

My son is lucky, I have the time to answer his questions. Yes sometimes we're running late again and we're talking on route, but they get my attention. I remember asking so many questions at school and not getting the answers I needed. Either the teacher ignored me, or he just didn't have the time. Sometimes I was told that I would get the information, but later on, as I was too young to need that much information right now, by which time I'd lost the zeal for knowledge.

That's the other thing about children asking question, you never know what they'll ask you, and it's usually something above their age range.

That's not to say that I have all the answers, all of the time, we experiment to find some answers.

A few weeks back, we read an entire book on castles, knights and armour. One sort of helmet weighed around 10kg, which I thought was a tad on the heavy side. My son suggested we found out how heavy, as he thought it didn't sound too bad for a brave bold knight. How surprised he was when I took all the flour bags out and placed them on his shoulders, to the weight in the book! I tried it too and yes it was very heavy for me, to my surprise as I thought an adult would bear the weight better. We're still working on a full suite of armour, at around 30 to 40 kgs!

It's amazing where one question will lead you to. From reading the book on castles, we discovered more on heraldry, code of the Templar knights and the day to day life in a castle. We built a fort and a catapult to see how accurate it was.

One question sparked so much interest, for me too; old boring subjects in my school days are now seen with fresh eyes. The nub for me is to make a subject interesting and to try as many mediums as possible. We've been doing World War Two and watched some old public information films on saving fuel, growing food and air raid shelters.

"What do you think they were like, Mum?" So off to the museum we went.

Luckily the local one has a display of uniforms and gas masks, ration books and the like. We found an Anderson shelter, that I didn't even remember seeing before, complete with sand bags around! It gave us all a taste of that time.

A few days later another museum had an open day, complete with a talk by someone who had

been evacuated. The highlight for my son was getting to try on a gas mask, and seeing Mum looking silly in one too.

So, I wonder what will be next for us? That's one I can't answer yet, although I do have one more question; my daughter has been making lots of delicious ice-creams, with lots of flavours, which one was my favourite? The strawberry or the caramel swirl? I think I need to keep on

experimenting with that answer.... I'll get back to you. Now where's my spoon?

*Maya Lucas*

Autonomous Education Support

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## An Interview with Dayna Martin

*by Rosie Speno*

Dayna Martin has been such an inspirational force in many an unschoolers life, so when asked to write an article for the Autonomous/Unschooling section of the EO newsletter I could think of no better way to discuss some of the ideas in unschooling than to interview Dayna Martin herself. Dayna has been a leading light in the unschooling movement in the States for some time now and she is clocking up some significant media experience with appearances on the Dr Phil show, Fox News, various local radio stations, and other magazine interviews. The more the Unschooling movement gets this kind of exposure, not only does it let other families out there know about this option, but it also normalizes the choice to home educate and do it in the manner of unschooling.

**RS:** When did you first discover Unschooling?

**DM:** After I gave birth to my first child, I knew that I didn't want to send him to school. Devin was born within minutes of the tragedy of Columbine happening, and that was very pivotal

to me in my first realizing that school was only an option. I knew that there were better options than sending my child to school. I knew that I wanted to be with him as much as possible and he wanted to be with me. The cultural idea of sending children away from their parents at

age 5 or 6, wasn't something that I was buying into. I began to research the different methods of homeschooling. I was practicing attachment parenting with Devin, meaning we shared a family bed, I held him as much as possible and I breastfed him until he outgrew the need. I always trusted him and chose to listen to him. Even though family and friends were telling me how much I needed to force independence on him, I always knew that as long as I was focused on meeting his needs, all would be well. Unschooling was a natural extension of attachment parenting for me. I extended the same Trust that I had for him as a baby, as he grew. Forcing him to do a curriculum at the kitchen table felt as wrong as forcing him to sleep alone or cry himself to sleep.

**RS:** And what is it about unschooling that encompasses trust as opposed to traditional curriculums, even taught at home?

**DM:** Humans are born designed to learn. Learning is very pleasurable if it isn't forced upon us living someone else's ideas of what they think we should know. Unschooling requires a lot of deprogramming, what unschoolers call, "Deschooling"

**RS:** Can you say a little more about what deschooling means?

**DM:** Deschooling means taking time to un-brainwash yourself in what you think you know about education and learning. Reading books by John Holt or John Taylor Gatto can really help someone on this path. John Holt will help you learn how humans really learn. Gatto will share why schools were started and the overall agenda that schools have, which is not what most people think.

**RS:** Is there other research that backs these theories up?

**DM:** I think that when someone on this path reads and learns something that really speaks the truth to them, to their inner knowing, they can tune into their instinctual wisdom. Holt did

this for me. Also, there are so many resources about Unschooling out there. I have a YouTube video series to introduce others to the philosophy.

**RS:** You are clearly very passionate about a child's right to be treated as an equal with compassion and respect, what is it about school that you don't feel provides this?

**DM:** Schools and parenting in general in our culture focus on Obedience as the main goal - Obedience to meet the needs of the adults rather than the children. Radical Unschooling philosophy takes back the focus from the adults needs and places just as much value on the child's needs.

**RS:** Yes reward stickers and the naughty step do remind one of a dog training manual rather than how to treat a human being!

**DM:** Exactly. It wasn't very long ago in the course of human history when men were told to beat their wives when dinner wasn't on the table on time. Men were instructed to punish their wives for not "obeying" them and meeting their needs before their own. Times have changed so much since then. The women's rights movement began and changed the course of history. I am honoured to be helping to pioneer the same rights and respect for children.

**RS:** You mentioned the term Radical Unschooling - how does this differ from unschooling?

**DM:** Unschooling is extending trust that a child will learn what they need to learn in life by pursuing their interests and passions with an involved parent as their facilitator. Radical Unschooling is extending that same trust to other areas of a child's life, like food, bedtimes, media and other areas which are typically controlled by traditional parents.

**RS:** How has that worked in a practical sense in your own family?

**DM:** It has been very natural and joyful. As parents, Joe and I choose to move away from Control and move focus to Connection.

**RS:** Do you see unschooling one day influencing the ideas in mainstream schools?

**DM:** Yes I do. I believe that although those living this life may be walking the road less travelled, the philosophy speaks so much truth. By the time I have grandchildren, it will be revered and respected as an admirable way to live with children.

**RS:** What is your favourite book to read with your children?

**DM:** Chicka Chicka Boom Boom to my youngest and the Little House on the Prairie series to my older two. Also, whatever they want me to read to them. We have a huge library and have only read about half of the books we own.

**RS:** Do you have to have a lot of knowledge as an unschooling parent?

**DM:** You need to have a lot of Trust and Love, but not what others would see as "book knowledge". You only need to know how to find answers and in this day and age, this is so easy. Facilitating our children's learning doesn't mean to "know all the answers" ourselves. In fact, this would be a very narrow source of information. Living this life with our children we need to know how to open doors, give resources, offer feedback and especially support and encourage our children on their own life path without judgement. We need to move from Control to Connection.

**RS:** And how does one teach the 3 R's without sitting a child down and teaching by rote?

**DM:** By living a rich, full, exciting life the "3 R's" are learned just as a side effect of living life. If these things weren't part of everyday life, there wouldn't be a need to learn them, would there? Learning these things never has to be forced. They are simply tools, useful tools that are pleasurable and useful to learn. Just

like walking and talking are useful tools to a baby and toddler without classes or tests, so are the 3 R's for older kids.

**RS:** Do you see your children going to university?

**DM:** Maybe, if it is something that they want to do to meet their life goals and dreams.

**RS:** Do you think they will be at a disadvantage not having been schooled traditionally either at school or in the home?

**DM:** No, not at all. Universities love Unschooler kids. They are quite sought after in fact because these children do not have the cookie-cutter application like every other child who applies. Universities love self-starters and people passionate about learning, not just people jumping through hoops.

**RS:** Dayna, thank you so much for taking the time to speak with me today. I am really looking forward to meeting you in London in July

**DM:** Sure! Thanks for having me and I am so looking forward to sharing these ideas in Europe for the first time this summer! We are changing the course of human history and the tides are turning. Those interested in learning to live more peacefully and joyfully with their families, come join us for this extraordinary event! My family and I look forward to meeting you there! Dayna Martin can be reached via her website at [www.unschoolingamerica.com](http://www.unschoolingamerica.com) and also on her blog at [www.thesparklingmartins.blogspot.com](http://www.thesparklingmartins.blogspot.com)

## THE LONDON UNSCHOOLING CONFERENCE

July 25<sup>th</sup> 2009

[www.londonunschoolingconference.com](http://www.londonunschoolingconference.com)

KEYNOTE SPEAKER - DAYNA MARTIN

Lectures, Circle Talks, Funshops, Marketplace

Register before May 1<sup>st</sup> for Early Bird prices



## Planning Your Waldorf Homeschooling Adventure

Printed with permission from <http://theparentingpassageway.com>

This post is for people who are planning for adventures in Waldorf Grades One through Eight with their children, children who are aged seven and older. If your child is under the age of seven, please do hit "rhythm" and those sorts of tags in the tag box on the right hand side of the webpage and start there. There are also some separate posts on Waldorf Kindergarten on this blog that may be of interest to you. (url at end of article.)

Onward to the parents of grade-school children... Mel over at <http://lovelyland.blogspot.com/> and I were talking about the necessity of planning when you are a Waldorf homeschooling mother. The Waldorf curriculum is very multi-layered, and very hands-on with skills that you will need to master ahead of time so you can show your child. It seems that many people within the Waldorf community these days want a pre-planned, pre-done curriculum - you know, the open and go kind of thing. I too, adore

an open and go kind of thing! The only thing I can share, however, is that my open and go curriculum is created by myself.

I believe this is a great privilege of homeschooling that I can create and use stories that will speak specifically to my child's strengths and weaknesses and to our family's values.

I do have many different books, websites and Steiner's lectures to draw on, and I start planning early so I have time to read everything I want and digest it and meditate on it and then create my own product. In order to do this, I have to start early...I am reading second grade material now in order to be ready with a finished second grade curriculum by September 2009.

I first take a calendar and look at the 180 days we need in our state to fulfill homeschooling law. I mark in when our vacations may be if I know that, and I also take note of each festival and

count back anywhere from 1 to 3 weeks in order to start mapping out festival preparations. I have a separate binder for festivals that has many recipes, plays, verses and craft ideas I have collected and have ordered by festival and date of the year. This gives me a good jumping off point so I can plan what we will do each day leading up to a festival day.

Then I take a moment to dream, to really look at the big picture for the grade and what that grade means to me.

I go back to Steiner's lectures and read about what he says for each grade and some of the indications he gives for teaching different subjects and try to get to the heart of the matter. This is very important as many mothers who would like to homeschool using Waldorf methods have never actually read a lecture by Steiner. Please do, it will add such dimension and clarity to your understanding of the grades and your teaching.

I think about and create goals for my children based not only on all academic areas, but also in areas such as social, character development, religious/spiritual goals, practical life, music, handwork, art, and foreign languages. I write those down, and I also create goals for myself of things I want to learn and work on, and write those down.

Then I plan out the sequence of blocks and how that might flow best throughout the year - for example, I like to start with a month of form drawing so I usually start there but then I need to map out how many math blocks, how many language arts blocks, how many science blocks. I decide on the blocks and on what main things I would like to bring to my child.

Remember, Steiner said in one of his lectures in the book "Soul Economy", that "The aim of Waldorf education is to arrange all of the teaching so that within the shortest possible time the maximum amount of material can be presented to students by the simplest means possible."

This means that you are choosing things for each block to light your child's imagination and interest, you are choosing the events that best represent a historical time period, you are choosing the most important and wonderful things your child needs to know about this subject and presenting them in an active, no textbook kind of manner.



Then I take each individual block and start writing lesson plans for each day around our daily rhythm and the notion of Head, Heart, and Hands. Head is Circle and Main Lesson Work. Heart is typically outside time, hiking, wet on wet watercolour painting, music, drawing, or when our tutors come for foreign language teaching. Hands is typically our practical everyday work (baking, gardening, etc) and handwork. I especially look for what is the ACTIVE part of each lesson, what is the piece I can pull out to really inspire my child and make her just be enthralled with this subject?

I also look at the three-day rhythm where Waldorf education uses the aid of sleep to really learn.

For example, if I tell a story in *Grade One* about one of the math gnomes, then we may sleep on it after the introduction. The next day we will re-visit the story and then paint, draw or model something from the story and play math games in a physical manner about whatever math process the story was about. The third day we re-visit the same story again, and provide more practice with math and then draw problems in our main lesson book and a picture of the math sign (plus, minus, times, division sign) - this is the academic piece that is always brought in on the third day. You can fit in another three day rhythm for the week if you introduce a story after this work is done on the third day. So I

keep all that in mind and just write day by day until the month is done.

Once the yearly plan is in my computer by month, it is easy enough to adjust it if something comes up and we need to miss a day. I try to schedule a reasonable amount of work for each day so there is plenty of time for play, dreaming and so if we do miss a day we can easily make it up. I am still in the early grades and consider this to be very important that these early grades are the bridge to greater academic work and excellence later on. I know this will shift about third grade or so.

At the start of every block during the school year, I review the plans and make sure I have all the materials I need and make sure it all still will speak to my child. I have time to be able to tweak it as needed because I did it ahead of time.

Just a few thoughts from my little corner of the world.

*Carrie*

(based in the USA)

<http://theparentingpassageway.com>

(where you can find more articles on Steiner/Waldorf education, plus information about Carrie)

Having received some enquires about structured learning in HE, I thought it might be a good idea to try and get some more ideas from other families that have used structure in their home education. Most of the enquirers are looking for series of texts or systems for the subjects they want to teach, suggested workbooks or websites and general ideas for structuring their learning.

I have a draft reply that I send out with resources that I have used but would welcome over suggestions and feedback from other structured families.

Thanks.

*Jennifer Simmons*

Structured Home Ed. Support

Tel: 08445 003996

[structured-ed@education-otherwise.org](mailto:structured-ed@education-otherwise.org)

# Teen Team



A Teen Section is now being put together by a group of volunteer teen editors. Introductions from the Team are coming through and the first ones are included below:

Hi Everyone! My name is Eloise. I am 13 years old and live in Norfolk. I have been home educated since February 2006 and I absolutely love it! My interests and hobbies include: art, writing, drama, reading, history and much, much more... I am presently working towards completing my Gold Arts Award, am a member of both the 'Young Archaeologist' and 'Young Writer Clubs' and attend my local youth theatre in Bury St Edmunds. I'm extremely excited about being part of 'Teen Team' and hope that I'll be able to help create newsletters that you will all really enjoy.

Hiya! I'm Leila (a.k.a Sandy :) and I'm 14. My interests include Manga/ Anime, cats, Tokyo Mew Mew, Crayon Kingdom, Warrior Cats, reading/ writing books, swords and anything Japanese. Oh, and I like designing stuff, like websites. I'm looking forward to editing the TT pages XD  
Nyal

The team are currently planning their section for the next Newsletter so you will hear more from them soon. In the meantime, they can be contacted by e-mail at: [teenteam@education-otherwise.org](mailto:teenteam@education-otherwise.org)

Hello! Hope you all had a good World Book Day and enjoyed spending the vouchers that were in the last newsletter.

Tammy  
Book Review Co-ordinator

Congratulations to: Janet Finch and Esther Griffiths who received copies of Learn to Sign with Olli and to Gillian Wright who received the Joy Baker book. Thank you to our reviewers last month, your reviews were great, please keep sending them in. If you would like to send in a review of books, audio books, websites or software that you and your family have enjoyed please send it to [bookreviews@education-otherwise.org](mailto:bookreviews@education-otherwise.org) by May 1<sup>st</sup>.

Life Learning, Lessons from the Educational Frontier

Edited by Wendy Priesnitz  
ISBN: 978-0-920117-17-7

Price: \$24.95 (available from  
[www.gn.apc.org/edheretics](http://www.gn.apc.org/edheretics))

This is the latest offering from Wendy Priesnitz a leading light in the unschooling movement in North America. She is also the editor and co founder of Life Learning magazine from which the essays in the book are taken. The book contains 30 essays on all aspects of unschooling from a variety of different view points. It is an inspiring and though provoking read, guaranteed to make you sit back and think about the way learning takes place in your own home. Whether you have a structured approach to home educating or are a radical unschooler there is much to take away from this book and incorporate into your current way of working. I really enjoyed this book and would whole heartedly recommend it not only to home educators but to anyone with an interest in the way children learn.

Editor's Note: If you enjoyed this book then check out some of the following websites:

[www.lifelearningmagazine.com](http://www.lifelearningmagazine.com)  
[www.wendypriesnitz.com/blog](http://www.wendypriesnitz.com/blog)

Evolution Revolution

by Robert Winston  
ISBN: 978-1-40533-719-9  
Price: £10.99

This bright and colourful book has just been published to coincide with Charles Darwin's 200<sup>th</sup> birthday. While it is aimed at children, there is much for adults to enjoy and discover as well. The book covers mankind's search for answers about the origin of life here on earth beginning with early creation myths and then moving forward to discuss Darwin and his compatriots. Naturally enough a great deal of time is spent covering Darwin and his theories and it is all done in an easy to understand and gripping fashion. Throughout the book there are simple experiments to do, the one that my son found the most fascinating is the one where you can extract your own DNA using items found in most kitchens. After covering Darwin the book goes on to look at genetics and ends by speculating how humans will evolve in the years to come.

Overall, this book provides a fantastic overview of how life on earth has evolved and is a good jumping off point for learning more about the natural world. When asked why he liked the book so much my 8 year old said "It is colourful, easy to understand and has fun experiments."

Editor's Note: Thanks to the nice people at Dorling Kindersley we have one copy of this book to give away. If you would like to be entered into the draw for the book please email your name and details to: [bookreviews@education-otherwise.org](mailto:bookreviews@education-otherwise.org).

## Hello Merseyside HE families...

I left school when I was 12 and was a member of EO for 6 years. I left school because the bullying I received there was unbearable. I wasn't macho enough to fit in. The last 8 years haven't been a bowl of cherries either; you don't get over bad experiences of school easily.

On the plus side, though, some great things have blossomed since I left school. I'm a self-educating person and I always will be. And thank goodness for music! I now teach the saxophone at Penny Lane School of Music (Liverpool) and I love my job. I am also mobile so I teach at student's homes if that is more convenient for them. My service is 'Saxophone with Eddie'. If there is a home-educated young person who would like to learn to play the sax, give me a call on 0151 733 1460. You'll be very welcome indeed. You may be feeling locked out of the world at the moment but we will open doors together. Doors that bring you joy in yourself and doors that are social."

*Eddie Croft*

### Looking for Children to take part in Steiner teacher-led group

Children age 7-teenage. In informal affordable setting North Norfolk (preferable) or Norfolk/suffolk

Teacher can offer french and music also.  
(One 9, and 12 yr old already interested).

*Lois*

l.hickey@ucs.ac.uk  
01206 299416

### Views on regional workshops

I am responding to a request in February's Newsletter for members' views about regional workshops.

Regional workshops were mentioned in the context of, 'other ways EO can communicate face to face with members'. This seems a little odd because I have always thought that EO was

its members; without them there is no EO, given that it is run *by* members, *for* members. Perhaps the author meant trustees, rather than EO.

Personally I think opening up the communication channels - whether these are between members or between members and Trustees - has to be a good thing. One often hears long standing EO members lament the passing of open council meetings and their associated gatherings where people had time to get acquainted, make new friends and catch up with other members from all over the UK. Meetings may have involved long, and sometimes passionate discussions, but discussions there were. Decisions were apparently made collectively and everyone who wanted to could have their say.

I know not everyone sees things this way, and I admit there are problems with this style of consensus driven decision making - I have heard many people argue that these meetings were inaccessible to themselves and their families because of a lack of nearby public transport or inadequate facilities for disabilities. But EO has members' meetings now - I went to the AGM in February - and rooms are found in buildings that are accessible and are disability-friendly.

The AGM has, for the last couple of years, been run as a 'home education day'. I see no reason why all other EO open Trustee meetings cannot be run along similar lines so that there is more time and greater opportunity for members to engage in a consensus driven decision making process and so that communication can be more open between members and members and trustees.

I think that the disappearance of these longer meetings and gatherings in preference for short, and recently ill-tempered meetings has had a detrimental effect on EO, and has led to some unnecessary feelings of negativity and mistrust between some people.

However, while I would welcome the return of larger, longer meetings with social activities as well as business matters given priority, I would

not like to see these happening under the guise of GPG workshops.

EO is a constantly evolving, organic and chameleon like organisation, with a diverse membership. The narrowing focus and concomitant prioritising of politics over support that has occurred in the last two years or so have not always been to the membership's benefit, or with members' full consent, in my opinion. Whilst there are always battles to be fought -- and in recent years we have had more than our fair share of them! - EO is, or should be, much more than a lobbyist or pressure group. Campaigning is one function of a subset of EO, not the sum total of EO and I would hate to see EO reduced to a political function at the expense of its other objectives. I think there is a danger of consultation and review activities eclipsing and overshadowing the other important work EO is and should be doing.

So I would rather see workshops attached to more inclusive, social meetings where activities for children are made available. And if there are to be other external facing activities I would like to see these focus on the active promotion of home education as the legitimate 'third way' - a viable alternative to school based education.

*Karen McIntyre-Batty*

### Reinstate AGM gatherings

Having just attended the EO AGM in Birmingham, as always the most positive interactions and work done to best serve the home ed community was achieved in the afternoon session after the AGM was adjourned. It made me think about previous years when the AGMs were held as part of the gatherings, at various YHA venues around the country. During the five or so days that families shared together, strong bonds and connections were made with parents and children alike helping to pave the way for constructive ideas to help both EO and home education issues generally. I would like to see a return to these AGM gatherings. I know that there was always a bit of an issue on 'AGM day' of who was

supervising the children, but surely this is something we could work out a provision for.

*Zena Hodgson, Home Education Centre, Somerset*

### I am just writing to thank you for your magazine.

My husband is not really understanding of HE. But I love that we live in a country that currently legally enshrines this right (regardless of what you may or may not be told). In the next day or two I will be receiving the letter informing me of which local school my son will be going to in September. 'Yep' he is going to school as I really couldn't HE full time after September without my partners support. Although we seem to manage now fine so what's the big deal? (that's a whole other debate with my DH).

I will still get to HE in and around school. EO has opened my eyes to a whole new world that's out there and its great to feel prepared that if/when we might need to take a different path on education, especially as Surrey CC has had some 'interesting' ideas/initiatives re HE families.

I am looking forward to my son learning lots of new skills and hopefully making friends but I will also make sure he understands there is a whole wide world outside of the school treadmill and that learning isn't just about what's dictated in a classroom but can actually be about your real passions and interests.

Kind regards

*Danielle*

[danielle@kevinlancashire.com](mailto:danielle@kevinlancashire.com)

### Yurt Community forming in Norfolk, Suffolk area

Seeking families with children/adolescents who would be interested in being involved.

*Lois*

[l.hickey@ucs.ac.uk](mailto:l.hickey@ucs.ac.uk) or 01206 299416

## RECAP

On January 19<sup>th</sup> the Department for Children Schools and Families published revised statutory guidance on "Children at Risk of not Receiving Suitable Education" and at the same time launched a Review/investigation into Home Education.

## WHAT WE HAVE BEEN DOING

By the time this article is published in April, we anticipate that Education Otherwise Government Policy Group and Education Otherwise Disability Group will have met again with Graham Badman as part of the DCSF Independent Home Education Review. Again, we hope that Lord Lucas and Ian Dowty will also be able to attend the second meeting.

We also anticipate that EO GPG and EO DG, liaising closely with barrister Ian Dowty, will have submitted a further paper to the Review Team in addition to our questionnaire response in February.

In our additional paper we will be putting forward Models of Good Practice where a few local authorities are trying to establish a positive non-intrusive responsive respectful working partnership with local home educators. We will be stressing that none of these examples are perfect, but we are saying that they should be considered as part of the way forward. There has already been a joint EO/DCSF Field Trip to North Yorkshire in early February and Iain Campbell from the Elective Home Education team at DCSF Darlington has expressed a readiness to undertake further investigative joint Field Trips.

Education Otherwise is not campaigning in isolation. We are in regular contact with Jane Lowe at the Home Education Advisory Service and we are also networking with other interested parties. We would like to extend particular thanks to Lord Lucas for his continued support. The work of Education Otherwise Media is also hugely important here. We aim to get as many positive articles about

home education into the media as possible at local and national level.

We have put the Review team in touch with Professor James Conroy who co-authored the Primary Review interim report on Alternative Education and who has been quoted in the press as saying

"You're starting with the premise that some parents might be home-schooling as cover for abuse and exploitation," said James Conroy, professor of education at Glasgow University, who has researched home-education extensively.

"But you could state the same premise with any residential school in the country. There are all kinds of abuses taking place in regular schooling. Does that mean we should do away with residential schools? Absolutely not."

"The danger of undermining parents through a culture of suspicion is politically and socially injurious," he said. "It's bizarre to pathologise others purely because they are other."

<http://www.tes.co.uk/article.aspx?storycode=6007914>

We also put the Review team in touch with Dr Alan Thomas who has spoken to Graham Badman and given him a copy of his latest book *How Children Learn at Home*, a copy of which was also sent to Baroness Morgan last November,

<http://www.freedomforchildrentogrow.org/update.php?show=single&ID=103>  
<http://astore.amazon.co.uk/educationothe-21/detail/0826479995/278-8620178-2733349>

The third person whom we recommended to the Review team was Dr Paula Rothermel who acts as an expert witness in court cases where home education is alleged to be a factor, and who has also undertaken substantial research on educational attainment levels for home educated children.

Graham Badman and his assistant Liz Green have already visited a home education group in Kent hosted by Education Otherwise Media Spokesperson and Kent Local Contact Ann Newstead and by the time you read this we anticipate that the Review Team will also have visited a home education group in Bromsgrove, West Midlands which is organised by Stuart, the Local Contact for EO in Birmingham.

#### TERMS OF REFERENCE FOR THE REVIEW

The following are what is called "the Terms of Reference" for the Review from DCSF.

#### Background and Rationale

The Department is committed to ensuring that systems for keeping children safe, and ensuring that they receive a suitable education, are as robust as possible. An independent review of home education is part of this continuing commitment.

Parents have a well established right to educate their children at home and Government respects that right. There are no plans to change that position.

However, where local authorities have concerns about the safety and welfare, or education, of a home educated child, effective systems must be in place to deal with those concerns. The review will assess the effectiveness of current arrangements and will, if necessary, make recommendations for improvements.

#### Terms of reference

The review of home education will investigate:

The barriers to local authorities and other public agencies in carrying out their responsibilities for safeguarding home educated

children and advise on improvements to ensure that the five Every Child Matters outcomes are being met for home educated children;

The extent to which claims of home education could be used as a 'cover' for child abuse such as neglect, forced marriage, sexual exploitation or domestic servitude and advise on measures to prevent this;

Whether local authorities are providing the right type, level and balance of support to home educating families to ensure they are undertaking their duties to provide a suitable full time education to their children;

Whether any changes to the current regime for monitoring the standard of home education are needed to support the work of parents, local authorities and other partners in ensuring all children achieve the Every Child Matters outcomes.

#### Timing

The review will be conducted over 4 months, starting in January 2009 and concluding in April 2009 with a published report in May 2009. Ministers will then consider whether any further work is required on any aspect of home education, on the basis of the findings contained in the review report.

#### Scope

The Review will focus on practice in England but may consider relevant material from the devolved administrations within the UK and elsewhere.

#### Review methodology

The review will be led by Graham Badman, former Managing Director, Children, Families and Education in Kent. It will:

1. Map existing practice and consider the effectiveness of different practice - including identifying best practice - in England and elsewhere in monitoring home education from an Every Child Matters perspective;

2. Identify what evidence there is that claims of home education are, or could be, used as a 'cover' for child abuse under current monitoring practice;
3. Consider evidence of the effectiveness of current monitoring practice contained in Serious Case Reviews, Joint Area Reviews and other relevant inspections and reviews;
4. Seek evidence on how the systems operate in practice from key stakeholders including home education groups, home educating families, local authorities and children's charities;
5. Identify areas for improvement and make recommendations for any changes to strengthen current arrangements.

The review will gather views and evidence through a literature review, a review of the law and guidance and a series of interviews with key stakeholders representing the range of interests. It will consider how effectively arrangements are currently operating, focusing on the operation of systems and procedures and not on individual cases. The review team will contact key stakeholders and invite submissions. Other stakeholders who wish to contribute can do so via a questionnaire available at [www.dcsf.gov.uk/consultations](http://www.dcsf.gov.uk/consultations).

The review will also consider the views of stakeholders gathered as part of the recent public consultation on the statutory guidance on children not receiving a suitable education.

## Education Otherwise Account of Meeting with Review Team

<http://www.freedomforchildrentogrow.org/eogb0209.htm>

### Present:

Graham Badman Heading up the Independent Review

Member of Education Otherwise Disability Group, Midlands regional representative for Education Otherwise, member of AHed home education action group. Helps to run local group. Children removed from school following bullying and unmet special educational needs.

Julie Bunker

Ian Dowty

Home educating barrister, director of ARCH, working in the field of human rights

Elizabeth Green DCSF assistant to Graham Badman

Ralph Lucas

Libertarian Tory in the House of Lords with an abiding interest in education.

Ann Newstead

Education Otherwise Media Spokesperson. Member of Education Otherwise Government Policy Group. Home educating parent. Helps to run local group. Meets with local authorities at policy level. Trustee of Education Otherwise. Children removed from school following bullying and unmet special educational needs.

Fiona Nicholson

Chair of Education Otherwise Government Policy Group. Home educating parent. Meets with local authorities. Trustee of Education Otherwise. Child has never been to school.

Annette

Member of Education Otherwise Government Policy Group. Trustee of Education Otherwise. Meets with the local authority at policy level. Helps to run local group.

Taberner

Children have never been to school. Has never had contact with LA on a family basis, "unknown", but meets with LA as group representative.

### General Points

EO extended invitation to Graham Badman (GB) from the various local groups they were involved with if he wanted to meet some home educating families and see home education in action. He said he would consider this and respond to the invitation later.

There will be another meeting with GB after he has spoken to some local authorities. We don't know which local authorities.

EO objected to what we saw as the assumptions behind the local authority questionnaire. EO said we could predict who would reply and what they would say. We felt they would not be representative. Some Home Education Advisors had not received the link to the questionnaire and were asking Education Otherwise for further information.

We know from Minister's letter that GB used to work in Education Welfare.

Letter from Sarah McCarthy Fry DCSF Minister passed on by constituency MP:

"If home educators wish to make wider points we hope they will include them either in the questionnaire or in a separate note to the review team. Comments can be sent to: [homeeducation.review@dcsf.gsi.gov.uk](mailto:homeeducation.review@dcsf.gsi.gov.uk)

Mr Badman fully respects the rights of parents to home educate. He is fully independent of the Department; he is not an employee and his terms of engagement do not specify any constraints to the scope of the review or the range of outcomes he can report. He has extensive experience of engaging with those opting for alternative education including experience as an Education Welfare Officer and other posts in local government. The last post he held prior to retirement was management of Kent Children's Services."

\*\*\*

**Main points we gleaned from Mr Badman during the meeting and in follow-up questions:**

GB thinks he is helping us. Initially couldn't understand why we wouldn't want support, was perhaps a little clearer on this point after the meeting.

GB said he was independent.

GB thought we would welcome "clarity". Possibly because people have been telling him that the law is "confusing". We said it depended what was meant by clarity. We said local authorities and national government should be aware of the law which was sufficient, and personnel trained.

GB thinks national and local government has important duties around "wellbeing" and that this is related to duties for Children's Trusts and also for schools.

GB is extremely interested in ICT and e-learning (is involved with Becta and the Home Access scheme)

GB is meeting with NCB; Stephen Heppell from NotSchool, Paula Rothermel who acts as Independent Expert Witness about home education in court cases; Arthur Ivatts who writes about Gypsy Roma Traveller Education; Ofsted which inspects Children's Services, NSPCC; Kathy Sylva (Early Years); Mick Walters from QCA; June Statham Professor of Education and Family Support at the Thomas Coram Research Institute, Dr Alan Thomas and Professor James Conroy.

GB was interested in our view of what constitutes suitable education and how this can be demonstrated.

GB outlined timetable - report, recommendations - same as the Press Release. No mention of

further consultation. No mention of amending legislation.

**Main points from EO before during and after the meeting:**

EO very hostile to terms of reference for the review.

EO angry about link with forced marriage and abuse

Most of meeting taken up by scathing critique of the Terms of reference. EO fought this on every point - questioned the wording which eg assumes they will find abuse - no conditional language. EO got the impression that there could shortly be a case to hit the press where there was abuse and where the child was home educated.

EO said the Home Education Review was sprung on us with dreadful press release and appalling headlines in the media. It has made it just about impossible to trust the impartiality of the process and to trust the DCSF.

EO said we keep having to meet with officials who don't know about home education.

Ian said he came into home education because the truancy provisions of the Crime and Disorder Bill. The Home Office didn't know you could legally home educate.

Any changes proposed would impact on LAs - increased liability. Fundamentally it is about who has responsibility for education - law says it is parents - is GB proposing a change to the law?

EO said we keep having consultations going over the same ground. We meet civil servant or minister and then we get bombshell new consultation, new draft guidance, new review..

EO said we are very, very wary about the concept of "support" and we indicated some of the many reasons why.

EO made the point that home educators in some areas ARE talking to local authorities on policy

level. All 4 EO members round the table meet with local authorities to discuss policy issues. In other cases have also met with Education Welfare Officers and the Police.

We have identified for the DCSF a local authority which has open days and open meetings where home educators can meet LA not on one to one inspection basis, where LA is trying to listen to what parents want. In early February there was a field trip to North Yorkshire with DCSF to meet representatives from the local authority and from the local home education community. We're not saying that this LA is perfect, but we think the way forward is for the authority to canvass views of home educators and to engage with them at a policy level.

EO: "The law says it's the parent's legal duty, which is why the parent is responsible if the child truants. Because it is the parent, in law who is responsible for ensuring that they receive that education. And the only defence to the offence is that you're providing a suitable education otherwise than at school."

Ian Dowty said what about being happy as a desirable outcome. Emotional stability. The feeling that what you do and say MATTERS and that you are a person in your own right. EO said this is NOT the same as "enjoy and achieve."

EO said children in school aren't meeting the 5 outcomes eg children are not safe when they are being bullied. This doesn't just happen in schools which Ofsted would categorise as problem schools, it happens in schools which get a good Ofsted report and good exam results.

ID: "Parents have got to deliver an education which uniquely suits their child in a way that schools don't quite have to. The parents are responsible for that, so we have a much more specific duty. "Broad and balanced" is something that people say we should deliver, and it's not something that we should deliver. We have not got that get-out clause. We can't just waft a general education in front of our children."

EO gave the instance of Bexley where a home educated child was bundled into a police car and taken to a police station when he insisted he was

home educated and wasn't truanting. Even though the local postman stopped and said he'd known the family for years and they lived just round the corner. It was an unmarked car, and a plain clothes police officer. There was a full apology from Bexley police and the welfare team who also invited EO to train the Education Welfare Officers and the police on the law regarding home education and the legal guidance with respect to truancy sweeps.

EO said we come against the same problems over and over and over again. We have people emailing us and phoning us and writing to us every single day. The same stuff, the same issues. People embattled, frightened, what they think is being required of them, or they've just had this really scary letter. We're trying to deal with them all on an individual basis, not give advice but try to support them and put them in contact with other local people. The lobbying and campaigning is to do with going higher up the food chain to address issues and recurrent problems on a policy level.

We don't know what an assurance is worth, that someone is "listening." We've had people listening before. And then they move on. We want local authorities to engage in the existing processes and the law that's there. To be able to engage with local authorities who have sufficient training and understanding of the current systems, and confidence in the systems. We want to help them have confidence in the system because we believe that the current situation works and has the potential and the flexibility in it to deal with bad cases, should they come up.

Discussed where EHE person located following end to local education authorities and move to Children's Services. Home Education is not embedded, not funded. Local authority officers do not understand their powers or the limits of

their powers. Critically, some key personnel in local authorities do not understand why the law is as it is and think that only one aspect could be changed. They are not aware of how the whole system fits together and that it is built on the cornerstone of parental responsibility. The state is not acting in loco parentis for home educated children.

EO objecting to the way that somehow in Every Child Matters the wording has changed from being "promote" to become "ensure/achieve". There is no responsibility that all children should achieve those, because you cannot have a local authority - central or local government, responsible for a child achieving safety.

EO says extreme difficulty filling in the questionnaire because of this, because of the phrasing of the questions. It isn't possible to answer yes no or not sure to the questions. So what are we meant to do?

#### WHAT WILL HAPPEN NEXT?

The short answer is that we don't know. We have been told that Graham Badman will be writing up his Report during April and that it will be published in May. We will be continuing our dialogue with DCSF Elective Home Education Team, particularly on the issue of identifying Models of Good Practice. We will keep members posted via the newsletter and updates will be published regularly on the Education Otherwise campaign website. We will be writing the next article in May for publication in the June newsletter.

<http://www.freedomforchildrentogrow.org/update.php>

Sign up for our mailing list  
<http://www.freedomforchildrentogrow.org/subscribe.php>

I attended this one-day conference organised by the Department for Innovation, Universities and Skills (DIUS) on behalf of EO because it was arranged at short notice and no-one from GPG could attend. It was interesting for me as a tutor for the Open University and with children considering higher education but my general conclusion is that there is no point in EO attending such meetings. To be worthwhile for EO, it would need to be more closely focussed.

I had hoped that the networking opportunities might outweigh the lack of an obvious reason for being there. However, the networking opportunities were minimal. I talked to a couple of people over coffee first thing; introduced myself to three or four people on my table and chatted to another three or four people over lunch. Most of them had no idea what Education Otherwise was, and so I educated them and then (mostly) dealt with the usual questions. One of the people I spoke to first thing said that she had no issue with the quality of EHE students but thought that universities may be discouraged from taking young people without standard qualifications because entry standards are included in the league tables (so an institution is higher in the tables if the students going in have more qualifications). I had a long conversation with a woman from Action on Access ([www.actiononaccess.org](http://www.actiononaccess.org)) who had started a free school in the 70s and another with someone from the British Council. She suggested that EHEers may want to join in with the e-twinning ([www.etwinning.net](http://www.etwinning.net)) and e-languages ([www.elanguages.org](http://www.elanguages.org)) projects.

This conference was part of an on-going debate (see [www.dius.gov.uk/policy/he-debate.html](http://www.dius.gov.uk/policy/he-debate.html)) started by Rt Hon John Denham MP in February 2008 when he announced his intention to develop a "framework for higher education" over the next 10 to 15 years. Most of the 160 attendees at this conference were vice-chancellors of universities. David Lammy MP opened the conference and introduced the keynote speech by John Denham. It has been reported and DIUS's summary can be read at [www.govnet.co.uk/news/2009-02-24](http://www.govnet.co.uk/news/2009-02-24) (go to bottom of page).

He said that UK higher education is second only to the US but that research and teaching does not translate into economic advantage in industry. UK higher education gets less money than its competitors and that needs to be increased somehow (this is leading up to a review of tuition fees this year), probably by getting money from industry and students but also from the taxpayer, if the public can be persuaded that it is worthwhile. Postgraduate study needs to become more important but there is a danger of inflating qualifications (what used to require a degree now requires a PhD). He also made a comment about the Conservatives policy to cut funding to DIUS. The speech was followed by a question-and-answer session.

There were then three discussions by the participants at each table (a "scribe" at each table typed comments into a laptop and they were sent to a central computer). Each 20-minute discussion was introduced by two people and they also summed up the comments they had received. During session 1 (A world-class system for students), the discussion focussed on "the student experience" and the introducers (a speaker from the National Student Forum and Les Ebdon, University of Bedfordshire) went on at length about part-time learners and about students as consumers and co-creators of curriculum. My table had difficulty seeing past full-time students straight from school. A man from Research Councils UK ([www.rcuk.ac.uk](http://www.rcuk.ac.uk)) said that only 25% of PhD students come from the education system and that there is no incentive for universities to take part-time students. There was discussion about the need to change the funding model: at the moment it is based on research rather than teaching and there are "supply-side obstacles to part-time" students (it would be need to be based on credits - there is no money or kudos for an institution in getting a student 90% through a course). The role of

higher education is not to prepare students for jobs but to give them life skills such as critical thinking and looking after themselves away from their parents (I kid you not!). Higher education institutions elsewhere in Europe have greater rates of participation but lower rates of completion. As the UK increases rates of participation at undergraduate level (currently around 40% of people aged 18-30), the bottleneck moves up the system - if there is no funding available for postgraduate study then it is students from "low-participation" (euphemism for "poor") backgrounds who do not stay in education. There was some discussion about the value to the individual of a degree and I suggested that individuals who would derive personal benefit could not necessarily be identified up-front. This was, apparently, a view not worthy of consideration.

The other two discussions were of even less importance to EO. In the introduction to session 2 (A world-class system for business and research), Sir John Chisholm (QinetiQ) suggested that universities should not try to be businesses and that the government should put money into businesses so that they would pull from universities what they need (rather than putting it into universities so that they would push good stuff into businesses) Professor Paul Wellings (Lancaster University) said that the UK cannot afford 140 "full-spectrum" universities and talked about collaboration. Universities that are better funded for research produce better qualified students than universities that are better funded for teaching.

In the introduction to session 3 (The landscape of higher education and its place in our society and the world), Aaron Porter of the National Union of Students (NUS) said that the UK might have lost sight of lifelong learning in the face of fees and league tables which drives students towards a utilitarian attitude which means they are less likely to take risks. Geoffrey Crossick (Goldsmiths, University of London) talked about a "differentiated landscape" of higher education and diversification. He asked what distinguishes graduates from undergraduates and answered the question with the list "skills, imagination and flexibility" and said that universities create, curate and transmit knowledge.

The day ended with a panel of experts (from the CBI, UUK, HEFCE, Guild HE and the NUS) answering questions from the floor. The comments were about involving all political parties to avoid a change of direction if the government changes; not forgetting that university is a neutral space for questioning and should not be "comfortable"; prioritising part-time study (with the graduate's financial contribution being related to his or her gain from the module), graduate study, financial sustainability and the needs of teaching; the role of higher education in a recession; advancing lifelong learning and removing the dependence on qualifications.

## IMPORTANT: 2009 Contact List

Will your entry be correct?

The 2009 contact list will be prepared in April and sent out with the June newsletter mailing. To make sure your details are correct, please send changes to me by 14 April 2009. See page 45 for more information about this and why it's been delayed this year. If you have changed your name, address, phone number, e-mail address or wish to add or change children's details, then please let me know asap.

If you're unsure what choice you made on your renewal or new member form, please contact me so that any necessary changes can be made. If you don't want your details in the contact list and want to make sure you ticked the exclusion box on your membership form, please check with me and I can confirm this. Thanks. Lynda Hitchman [admin@education-otherwise.org](mailto:admin@education-otherwise.org) Tel: 08445 867541 (Address inside back cover)



**NOTICE IS HEREBY GIVEN** that an EGM of Education Otherwise Association Limited will take place on **Saturday April 25th 2009 at 3:30pm.**

It will be held at:

Westbourne Grove Church, Westbourne Grove, (by Ledbury Grove), Notting Hill, London W11 2RW

for the purposes of voting on each of 3 Special Resolutions to amend the existing Memorandum and Articles of Association.

Registration will take place from 2.30pm. All registrations will be completed by 3pm. Late registration will not be permitted. Please see the note on proxies.

Proposed Resolutions to Amend the existing Memorandum and Articles of Association

**Special Resolution No. 1:**

THAT : the Company is authorised to use electronic means to convey information to its members, including, but not limited to, sending and supplying documents or information to its Members by making them available on a website or by electronic communication via e-mail.

**Special Resolution No. 2:**

THAT : Directors' meetings can be held in person, by teleconference or by electronic communication.

**Special Resolution No. 3:**

THAT : a Member may resign by giving written notice to the Company.

## Summary and Further Information

### *Explanatory Note - Resolution 1*

This amendment has been approved by Education Otherwise' legal advisor and by the Charities Commission. To enable the Company to benefit from this opportunity brought by the Companies Act 2006 to provide for electronic communication as the default method of communication, the Company is proposing resolution 1 to authorise the use of electronic communication as a means of communicating with Members who do not request documentation in hard copy (paper form).

NB If approved by Members, the new regime will require that the Company consult with its Members as to whether they wish to receive information in electronic form.

The overall effect of the resolution will be to allow the Company to increase its use of electronic communications with Members. However, the rights of those Members who wish to receive documents in paper form (hard copy) will be fully protected. The Company sees a positive benefit in the increase in electronic communications, in terms of the saving of paper and production expenses and speed of communication.

### *Explanatory Note - Resolution 2*

This amendment has been recommended by Education Otherwise' legal advisor and by the Charities Commission. To make clear that the Company will benefit from the Companies Act 2006 in terms of formally setting out in our Articles the range of ways in which Directors may hold meetings. The Company sees a positive benefit to Members in the increase in electronic communications, in terms of reducing the burden of travel and accommodation costs associated with Directors' meetings.

The Company also believes that a wider range of Members would be able to consider standing for election as Director if it were clear that meetings could be held in a variety of formats including teleconference and electronic communication.

### *Explanatory Note - Resolution 3*

In seeking to introduce this provision in our Articles, Education Otherwise is following legal Opinion, urging us to rectify our Memorandum and Articles of Association to permit a Member or SUM to resign from EO and thereby cease being a guarantor. The provision has been approved by the Charities Commission.

This amendment applies solely to Members of their own volition wishing to resign from being SUMs.

Trustees would like to make it clear that at present SUMs do not cease being SUMs if they stop paying membership subscriptions to Education Otherwise and that therefore all SUMs who had been removed from the Register for this reason have been re-entered on the Register.

Our lawyers have stated:

"It is not currently possible to resign as a member. Company articles will need to be amended to permit resignation. We recommend you commence as a matter of urgency."

"A Members' details will be kept on the Register for 10 years after ceasing to be a Member under section 121 of the Companies Act 2006. However, this is likely to afford such an individual a greater degree of protection over their information, as details of the Register can only be requested for "proper purposes" under section 116 of the Companies Act 2006.

If an individual is seeking the details in relation to the ongoing running of the company, then it is difficult to envisage what proper purpose such an individual would have for requesting the details of former members. Nevertheless, there could remain situations where former members' details would need to be disclosed."

### **Eligibility to Vote on these Special Resolutions**

Those who have submitted a Signed Up Members Form to become SUMs or guarantors of the company no less than four days before the EGM - i.e. by 330pm on Tuesday 21 April 2009.

SUM forms are printed in the newsletter and must be completed in full and returned to the address below. SUM forms are also available on receipt of an sae from this address or by download from the Education Otherwise Members Forum. <http://forum.education-otherwise.org/viewtopic.php?f=60&t=215>

#### Voting

Approval of the Special Resolutions requires a 75% majority of the vote.

#### Voting by Person or by Proxy

Votes on these special resolutions may be made by SUMs attending the meeting in person or by appointing a SUM as proxy who will attend the meeting and vote on your behalf. The appointed proxy must be an eligible voting member i.e. the proxy must have returned a valid SUM Form to the company by 3:30pm on Tuesday 21 April 2009. Contact the Company, see details below to obtain a proxy voting form.

Proxies will be accepted up to 48 hours before the date of the meeting. Non working days will not be counted i.e. proxy forms must arrive by 3:30pm on Wednesday 22 April 2009 and must

be on the proxy form provided by Education Otherwise.

The proxy forms will give a 1st and 2nd choice of proxy who can be specified by name and/or the Chair of the Meeting may be nominated to place a vote as instructed on the SUM's behalf.

#### Address for Correspondance

All correspondence to the company should be sent to:

Education Otherwise, PO Box 325,  
St Germans, Kings Lynn PE34 3XW

Copies of the existing Memorandum and Articles of Association are available for download in the EO Members Forum at this url:  
<http://forum.education-otherwise.org/viewtopic.php?f=59&t=737>

Or can be obtained by sending an A4 sae stamped to the value of 78p to the PO Box address above.

NB. Proxy forms and SUM forms cannot be submitted electronically.

## Proposed Changes to Education Otherwise Articles

Education Otherwise Trustees would like to draw everyone's attention to notification of the Extraordinary General Meeting to be held in London on Saturday April 25th. These amendments are by Special Resolution which require a 75% majority of votes cast.

At this meeting there will be 3 Special Resolutions to amend Education Otherwise' Articles. Two resolutions concern the use of electronic communications, which will greatly reduce costs and improve efficiency and speed in getting information to Voting Members.

The newsletter will of course continue to be the main way in which EO communicates with the wider membership. We would just like to stress that there are no plans to cut back on the newsletter, rather the opposite. We will continue to introduce more pictures and

features as we have been doing over the past year.

Electronic communications are specifically to do with official notifications from the Company which at the moment are either included with the newsletter, subject to the publication schedule, or typed out, printed and posted to Voting Members/SUMs which is quite laborious, time consuming and costly, in addition to increasing EO's carbon footprint.

The remaining resolution concerns an irregularity in our current Articles whereby it is not possible at the moment for a SUM or Signed Up Voting Member to resign from being a SUM or to cease being a SUM whether they wish to continue or not. Discovery of this irregularity has come to light following a request from 2 SUMs for a copy of the Register.

Education Otherwise anticipated that some Members might wish to resign as SUMs while still being paid-up members of Education Otherwise, in order to protect the confidentiality of their contact details.

Trustees therefore sought pro bono legal advice as to how we could legally comply with a Member's wishes and remove someone's name and address from the Register in these circumstances. We were informed that this was not possible until the Articles were amended and

we were instructed to amend the Articles on this point as a matter of urgency since it is highly unusual not to be able to cease being a guarantor or SUM.

We would like to stress that this is NOT the same as "being a member of EO", this is to do with being a Member of the Company of Education Otherwise Association Ltd and applies to all current SUMs and will apply to any future SUMs.

## The Number Of Signed Up Members in Education Otherwise

In early 2008 Education Otherwise Association Limited had around a hundred Signed Up Members on the Register. By the end of the year we had around twice that number. Several months into 2009 we have five times as many Signed Up Members as we had at the beginning of last year.

### How Did This Happen?

We have never had very many Signed Up Members. Education Otherwise Association Limited was incorporated as a company in 1985. The rules said we had a hundred subscribers to the Memorandum and Articles of Association but in fact we had only five subscribers.

Over the years most members of EO have never bothered themselves with the business of filling out paperwork or voting at meetings. The system is also hard to understand. Most SUMs signed their forms at meetings or "Gatherings" in Youth Hostels. These Gatherings usually had between twenty and thirty SUMs who were eligible to vote, including the Trustees/ Council Members and their partners.

As people's membership of EO lapsed from 1986 onwards, successive Company Secretaries crossed their names out of the Register. They stopped getting notification of meetings and they did not vote. They weren't counted in the total number of SUMs.

During 2008 many more people filled out forms

to become SUMs and to vote on proposals to adopt a new Memorandum and Articles of Association.

At the beginning of this year, Education Otherwise received an application for a copy of the Register of Members. In order to protect SUMs' privacy, an application was made to the Court.

During preparation of the Witness Statement for the Court hearing, lawyers acting on behalf of EO went over the Memorandum and Articles of Association with a fine toothcomb. Education Otherwise was subsequently informed that names of former SUMs should not have been crossed out or deleted from the Register and that these names must be re-entered on the Register.

In short, we have been advised that there is no such thing as "a former SUM". All SUMs who have ever been SUMs have to remain as SUMs until the Special Resolution is passed allowing a SUM to cease being a SUM by giving written notice to the Company that he/she wishes to resign.

At the time of writing, "the names and addresses of the members of EO who are allowed to vote" includes the name and last known address of everyone who has been entered on the Register of Education Otherwise Association Limited since 1985.

## **IMPORTANT : PLEASE READ**

Trustees would like to apologise for the delay in sending out the new Contact List which would normally be sent with this newsletter.

Publication has been delayed because EO is dealing with privacy issues.

Around a third of members already opt out of the Contact List or request for some personal details to be withheld.

It is proposed that the 2009 Contact List will have members listed by county, with first names only of parents, town or village of residence, phone number and email address plus child's year of birth and whether or not the child is home educated.

Trustees would like to stress that it is possible to request that any or all of your data on the Contact List to be withheld.

### **Amalgamation of Data**

We have recently had a request for a copy of the Register of Signed-up Members (SUMs) under s116 of the Companies Act 2006. The register contains the following data for all SUMs:- the date you became a SUM, your number on the Register, and your full name and full address. This information may legally have to be disclosed because Education Otherwise Association is a Company Limited by Guarantee.

There is an issue of amalgamation of data for SUMs who have not requested to opt out of the Contact List. EO has not previously recognised this problem and would like to apologise unreservedly to members.

If we had simply re-published the Contact List with the same amount of information as the 2008 List, it would be possible for someone with access to our Contact List to match up the two sources of information and obtain the full postal address and name and age of home educated children.

We are not suggesting this is an issue with the current request to view the register but it is a precautionary measure as both members of EO and non-members alike can use this section of the Companies Act to request sight of or a copy of the register, though they would have to state a 'proper purpose'.

We are reducing the amount of information on the Contact List and we are making every effort to ensure that members can make an informed choice about whether to add their details to the Contact List. In Data Protection Terms this is called Fair Processing.

### **How To Restrict Your Personal Information On The Contact List**

If you need any further information about your Contact List entry or wish to request any change to your personal information appearing in the Contact List, please get in touch with Education Otherwise: Lynda - [admin@education-otherwise.org](mailto:admin@education-otherwise.org) or phone 08445 867541 or write to EO Contact List, PO Box 325, Kings Lynn, Norfolk, PE34 3XW. It will assist us if you can quote your Membership Number or your postcode and your full name.

April 14<sup>th</sup> is the publication deadline for the 2009 Contact List.

Education Otherwise Association Ltd will be submitting annotated draft accounts to Companies House and to the Charities Commission by the end of the month. Final accounts will be sent out at the beginning of June. There will be an announcement in the June newsletter of a General Meeting to consider the accounts and related financial matters. Trustees would like to apologise for any inconvenience this delay may cause, which is due to circumstances beyond our control relating to our former subsidiary trading company.



## SIGNED-UP MEMBERS FORM (SUM)

(Guarantor Declaration)

I (Capital Letters Please) .....  
wish to become a member of Education Otherwise Association Limited. A guarantor is a person over the age of 18.

In the event of the Association being wound up I agree to contribute up to £10 in payment of any debts and liabilities it may have incurred.

I understand that the details I give on this form will be entered onto the Company's Register of Members and that under the Companies Act 2006, it is possible for someone to request sight of or a copy of this Register for a "proper purpose". Education Otherwise may then have to disclose my personal data.

Signature of Member: .....

Date: ..... EO Memb.No. (if known) .....

Address (print in full): .....

.....

.....

This form should be returned to: Education Otherwise, SUMs, PO Box 325, Kings Lynn, Norfolk PE34 3XW. (Please note that SUM forms CANNOT be submitted electronically.)

### Make Sure You Have a Vote at EO General Meetings

At present only Signed Up Members are entitled to vote at EO General Meetings. These include Annual General Meetings (AGMs) where Trustees are elected and Extraordinary General Meetings (EGMs) which may take place between AGMs.

- By completing and returning this Signed Up Member form you are ensuring your right to cast a vote.
- Even if you are unable to attend a meeting yourself, you can still have a vote by appointing a proxy to vote on your behalf.
- Please note: Education Otherwise will continue to post any correspondence related to Signed up Members to the address which is given on this SUM form unless and until the Company is advised personally in writing by the SUM that their address on the Register of Members should be changed. Such changes of address should be sent to Education Otherwise, SUMs, PO Box 325, Kings Lynn, Norfolk, PE34 3XW.
- Please enclose a stamped addressed envelope if you would like us to acknowledge receipt of your Signed Up Member form.



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I understand that the details I give on this form will be entered onto the Company's Register of Members and that under the Companies Act 2006, it is possible for someone to request sight of or a copy of this Register for a "proper purpose". Education Otherwise may then have to disclose my personal data.

Signature of Member: .....

Date: ..... EO Memb.No. (if known) .....

Address (print in full): .....

.....

.....

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- Please enclose a stamped addressed envelope if you would like us to acknowledge receipt of your Signed Up Member form.

**Education Otherwise Association Limited  
Extraordinary General Meeting (EGM)**

To be held on Saturday April 25th 2009 at 3.30pm  
At Westbourne Grove Church, Westbourne Grove, (corner of Ledbury Grove), Notting Hill, London W11 2RW

**Form of Proxy (For Signed Up Members not attending the EGM)**

Name of Member: ..... Memb. No (if known): .....

Address: .....

I, being a Signed Up member of Education Otherwise Association Limited, hereby appoint the Chair of the meeting or the following Signed Up Member of Education Otherwise (see note 4):

(Name) ..... of address: .....

or failing that the following Signed Up Member of Education Otherwise (see note 4):

(Name) ..... of address: .....

(see note 1) as my proxy to vote for me and on my behalf at the Extraordinary General Meeting of Education Otherwise Association Limited to be held on 25 April 2009 and at every adjournment thereof. Unless otherwise indicated below, my proxy may exercise their discretion as to how they vote and whether or not they abstain from voting (see note 2).

**Special Resolution No. 1:**

**THAT** the Company is authorised to use electronic means to convey information to its members, including, but not limited to, sending and supplying documents or information to its Members by making them available on a website or by electronic communication via e-mail.

**Special Resolution No. 2:**

**THAT** Directors' meetings can be held in person, by teleconference or by electronic communication.

**Special Resolution No. 3:**

**THAT** a Member may resign by giving written notice to the Company.

**Resolutions:**

Please vote individually for each resolution by placing an 'X' in the appropriate box.

No. of Resolution and Detail	YES	NO
Special Resolution 1 – Electronic means to communicate with its Members		
Special Resolution 2 – Electronic Communications for Directors meetings		
Special Resolution 3 – Member may resign as SUM by giving written notice		

Signature: ..... Date: .....

**N.B. See the notes and instructions below before completing this form.**

To be valid, this form of proxy must be received by the Company at **Education Otherwise EGM, PO Box 325, Kings Lynn, Norfolk, PE34 3XW** by 3:30pm on Wednesday 22 April, 2009. Please note that Proxy Forms CANNOT be sent electronically.

**Notes and Instructions:**

- 1) If you wish the chair of the meeting to act as your proxy, leave this line blank, otherwise write the name of your proxy in block capitals. If your proxy is unable to attend the meeting, your proxy reverts to the chair unless you delete the words "the chair of the meeting or".*
- 2) Mark the way in which you want your proxy to vote by placing an 'X' in the appropriate box against the motion on which you want your proxy to vote. If you leave this section blank, your proxy will be able to vote as they see fit.*
- 3) By completing and returning this form you are not prevented from attending the meeting in person if you later decide to do so. However, your attendance revokes the appointment of proxy.  
Please note that members wishing to attend the meeting in order to vote must arrive at the venue by 2.30 pm in order for the registration process to be completed.*
- 4) Both you and the appointed proxy must have returned a completed SUM (Signed Up Member) Form to the Company by 330pm on Tuesday 21 April 2009.*
- 5) If, after returning a duly completed proxy form, you wish to revoke your proxy appointment you must sign and date a notice clearly stating your intention to revoke that proxy appointment and send it to the PO Box address above to arrive by 330pm on Wednesday 22 April 2009.*

**Education Otherwise Association Limited  
Extraordinary General Meeting (EGM)**

To be held on Saturday April 25th 2009 at 3.30pm  
At Westbourne Grove Church, Westbourne Grove, (corner of Ledbury Grove), Notting Hill, London W11 2RW

**Form of Proxy (For Signed Up Members not attending the EGM)**

Name of Member: ..... Memb. No (if known): .....

Address: .....

I, being a Signed Up member of Education Otherwise Association Limited, hereby appoint the Chair of the meeting or the following Signed Up Member of Education Otherwise (see note 4):

(Name) ..... of address: .....

or failing that the following Signed Up Member of Education Otherwise (see note 4):

(Name) ..... of address: .....

(see note 1) as my proxy to vote for me and on my behalf at the Extraordinary General Meeting of Education Otherwise Association Limited to be held on 25 April 2009 and at every adjournment thereof. Unless otherwise indicated below, my proxy may exercise their discretion as to how they vote and whether or not they abstain from voting (see note 2).

**Special Resolution No. 1:**

**THAT** the Company is authorised to use electronic means to convey information to its members, including, but not limited to, sending and supplying documents or information to its Members by making them available on a website or by electronic communication via e-mail.

**Special Resolution No. 2:**

**THAT** Directors' meetings can be held in person, by teleconference or by electronic communication.

**Special Resolution No. 3:**

**THAT** a Member may resign by giving written notice to the Company.

**Resolutions:**

Please vote individually for each resolution by placing an 'X' in the appropriate box.

No. of Resolution and Detail	YES	NO
Special Resolution 1 – Electronic means to communicate with its Members		
Special Resolution 2 – Electronic Communications for Directors meetings		
Special Resolution 3 – Member may resign as SUM by giving written notice		

Signature: ..... Date: .....

**N.B. See the notes and instructions below before completing this form.**

To be valid, this form of proxy must be received by the Company at **Education Otherwise EGM, PO Box 325, Kings Lynn, Norfolk, PE34 3XW** by 3:30pm on Wednesday 22 April, 2009. Please note that Proxy Forms CANNOT be sent electronically.

**Notes and Instructions:**

- 1) If you wish the chair of the meeting to act as your proxy, leave this line blank, otherwise write the name of your proxy in block capitals. If your proxy is unable to attend the meeting, your proxy reverts to the chair unless you delete the words "the chair of the meeting or".
- 2) Mark the way in which you want your proxy to vote by placing an 'X' in the appropriate box against the motion on which you want your proxy to vote. If you leave this section blank, your proxy will be able to vote as they see fit.
- 3) By completing and returning this form you are not prevented from attending the meeting in person if you later decide to do so. However, your attendance revokes the appointment of proxy.  
Please note that members wishing to attend the meeting in order to vote must arrive at the venue by 2.30 pm in order for the registration process to be completed.
- 4) Both you and the appointed proxy must have returned a completed SUM (Signed Up Member) Form to the Company by 330pm on Tuesday 21 April 2009.
- 5) If, after returning a duly completed proxy form, you wish to revoke your proxy appointment you must sign and date a notice clearly stating your intention to revoke that proxy appointment and send it to the PO Box address above to arrive by 330pm on Wednesday 22 April 2009.

## Saxophone with Eddie

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Can travel to student's homes.

Eddie Croft  
(previously home-educated)  
Tel: 0151 733 1460

Education Otherwise does not endorse or recommend services or products advertised in this newsletter. Use of tutors remains the responsibility of the parent.

Advertisements must be pre-paid by the 1<sup>st</sup> of the preceding month that the Newsletter is published. The deadline for June 2009 issue is May 1<sup>st</sup>. Please send your advertisements in either text or jpg format to:  
advertising@education-otherwise.org

Flyers must also be with the printers for the 1<sup>st</sup> of the preceding month. The deadline for June 2009 issue is May 1<sup>st</sup>.

## Learnpremium

This is an online educational service owned by the Guardian newspaper. EO pays Learnpremium a lump sum and is making a small charge to each user to cover this cost. Subscription: £26 until 19<sup>th</sup> October 2009.

There are around 130,000 pages of online lessons and resources on a wide range of subjects including English to Design & Technology or Physical Education.

It offers interactive lessons, Guardian lesson packs, whiteboard activities, randomly generated tests, a daily news service for 9 - 14 year old and covers the primary and secondary curriculum.

For more info or a free trial to see if it will suit you and your family, contact Lynda.

Email: [learnpremium@education-otherwise.org](mailto:learnpremium@education-otherwise.org) or Tel: 08445 867541

# EVERY CHILD MATTERS!

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- ☎ Call: 0800 389 2839 quoting Ref F002
- 🌐 Visit: [www.nec.ac.uk](http://www.nec.ac.uk)



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Little Arthur Independent, St. Martins,  
Isles of Scilly, Cornwall TR25 0QL  
Tel: 01720 422457

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[www.catherinemoooneytutoring.co.uk](http://www.catherinemoooneytutoring.co.uk)

Phone:  
Catherine Mooney on (01952) 605865



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Contact [Claire@Shop4Education.co.uk](mailto:Claire@Shop4Education.co.uk) or **0845 527 4639**

To Group Organisers: please remember when giving details of events that the EO newsletter can be read by people who are not EO members. If you would like your group to have a listing or if you have any changes to make to your existing entry you will need to complete and return a permission form. You can obtain a permission form by sending an aae to Education Otherwise Regional Diary, PO Box 325, St Germans, Kings Lynn, Norfolk PE34 3XW, by emailing [regionaldiary@education-otherwise.org](mailto:regionaldiary@education-otherwise.org) or by downloading one from the Official EO Forms board of the members forum on the new EO website.

Each adult whose contact details are listed for your group needs to complete a permission form before we can add their details to your entry, so if someone new wants to be added to your groups listing as contact, they will need to ask us for one of these forms before we can add their name and number or email address to the Regional Diary? Can group organisers please let the RD organiser know of any changes to venues, days and times or contact details for the group. Please call the group before attending to make sure it is happening, and if not please let me know. Not all groups listed are EO groups.

## England

### **AVON**

**Bath Home Education Group**,  
Meets fortnightly in term times.  
Free play. Activities and lunch.  
1030-1pm. Plus theatre trips and  
days out. Maria, 01761 420771 :

Email: [yoga.maria@yahoo.co.uk](mailto:yoga.maria@yahoo.co.uk)

### **BEDFORDSHIRE**

**EOLC:** Pauline, 08445 868894 : [beds-1c@education-otherwise.org](mailto:beds-1c@education-otherwise.org)

### **Bedfordshire Christian Home Ed :**

[scottandrachel@ntlworld.com](mailto:scottandrachel@ntlworld.com)  
Busy B-HE's. Weekly drop in session offering  
chats and support and weekly activities,  
including art & play, cooking, indoor games plus  
other outdoor events and activities. Tel: Pauline  
07791 850545 or [Pauline@kc2001.fsnet.co.uk](mailto:Pauline@kc2001.fsnet.co.uk)

### **BERKSHIRE**

**EOLC:** Lynn, 08445 868842 : [berkshire-1c@education-otherwise.org](mailto:berkshire-1c@education-otherwise.org)

**Berkshire Home Educators**, email list for home  
educators in Berkshire and surrounding areas:  
<http://groups.yahoo.com/BerkshireHomeEducators>

**Heroes Education Centre**, group for home-ed  
young, 4 days/wk, workshops, lessons, activities.  
Dawn, 01628 783107: [www.homeeducators.co.uk](http://www.homeeducators.co.uk)

### **BRISTOL**

**EOLC:** Ian, Tel: 08445 003756 : [bristol-1c@education-otherwise.org](mailto:bristol-1c@education-otherwise.org)

**Bristol Home Education Learn Place ( HELP)**,  
meeting Monday & Friday, Carla: 0117 9354389 :  
[carla-maria@blueyonder.co.uk](mailto:carla-maria@blueyonder.co.uk)

**Contacts & Events SW.** An information network  
for families thinking of home educating, or  
moving into the area. Local groups/contacts/HES  
are invited to send any new details which they  
would like to be passed on. Contact:

[andrew.denise@hotmail.co.uk](mailto:andrew.denise@hotmail.co.uk)

### **BUCKINGHAMSHIRE**

**EOLC:** Georgeanna, 08445 003763 : [bucks-1c@education-otherwise.org](mailto:bucks-1c@education-otherwise.org)

**MKHEN, Milton Keynes Home Educators  
Network** extends a warm welcome to all.

Activities, social events and support. Also has an  
excellent relationship with LA.

[www.mkhen.org.uk](http://www.mkhen.org.uk) : Georgeanne : [sienna-swift7@powernet.co.uk](mailto:sienna-swift7@powernet.co.uk) : [www.mkhen.org.uk](http://www.mkhen.org.uk)

### **BUCKINGHAMSHIRE - SOUTH**

**EOLC:** Georgeanna - as above

### **CAMBRIDGESHIRE**

**EOLC:** Sarah, 08445 003769 : [camb-1c@education-otherwise.org](mailto:camb-1c@education-otherwise.org)

**Peterborough Home Educators**, friendly group  
meeting twice weekly for activities including art,  
crafts, science, ice skating, bowling, cooking and  
lots more, Sarah : [sarah.lambert7@ntlworld.com](mailto:sarah.lambert7@ntlworld.com)  
: 07784 169260

### **CHESHIRE**

**Cheshire-South EOLC:** Sue, 08445 003781 :  
[cheshire-1c1@education-otherwise.org](mailto:cheshire-1c1@education-otherwise.org)

**Cheshire-Macclesfield EOLC:** Debbie, 08445  
003832 : [macclesfield-1c@education-otherwise.org](mailto:macclesfield-1c@education-otherwise.org)

**Mid Cheshire Home Educators**, bi-monthly  
meetings and regular outings, Ange :  
[che@talktalk.net](mailto:che@talktalk.net):

<http://groups.yahoo.com/group/mche>  
**SCANS-HEAG.** Regular activities, meetings and trips for all ages. Separate teen activities. Carrie, 01782 786720 : scans.heag@yahoo.co.uk  
**CLEVELAND EOLC:** Pauline, 08445 868897 : cleveland-lc@education-otherwise.org

#### **CORNWALL**

**EOLC:** Natasha, 08445 868849 : cornwall-lc@education-otherwise.org

**Contacts & Events SW.** See Bristol for more info. Contact [andrew.denise@hotmail.co.uk](mailto:andrew.denise@hotmail.co.uk)

**Cornwall Home Educators** meet every Thursday. For a copy of local newsletter contact Michelle. Newsletter also covers other home ed events in Cornwall: dickson.michelle@sky.com: 01326 250298

**Menheniot nr Liskeard,** Small School, Mondays term-times. Activities aimed at 5-11 years, 10.30am-1.30pm followed by time for playing, Tania, 01822 835902

**Penzance,** PZ Home Ed, Monday pm for workshop during term-time, Ruth, 01736 350887

**Pentiddy Woods,** family group get-together in the woods with games and woodland skills activities. Ele, 01579 363775 :

[ele@pentiddy.co.uk](mailto:ele@pentiddy.co.uk) or Ruth, 0845 4560247

**CUMBRIA EOLC:** Jayne, 08445 003793 : cumbria-lc@education-otherwise.org

**South Cumbria Home Educators Yahoo Group,** we have a yahoo group to keep in touch and meet up in various places in the area, to find out more please email Jayne : jaynewoodbank@yahoo.co.uk

**DERBYSHIRE - DERBY CITY EOLC:** Karen, 08445 003796 : derby-lc@education-otherwise.org

#### **Derby Group, AHEAD :**

[ahead.derbygroup@yahoo.com](mailto:ahead.derbygroup@yahoo.com)

#### **DEVON**

All Devon details available from : southdevongroup@googlemail.com

**East Devon & Exeter EOLC :** Kate 08445 003798 : eastdevon-lc@education-otherwise.org

**Contacts & Events SW.** See Bristol entry for details. Contact: [andrew.denise@hotmail.co.uk](mailto:andrew.denise@hotmail.co.uk)

**Exeter,** Free Range Learning, Pottery sessions weekly in well equipped studio. Neil, 01363 82314

**Exeter Free Range Learning,** meets Wednesdays, social group for all ages, Annie, 01392 434167

**Exeter Free Range Learning Youth,** Youth and Social group every Tuesday, Erinn, 01392 434167

**DEVON-NORTH EOLC:** Jo, 08445 868843 : northdevon-lc@education-otherwise.org

**North Devon,** Home Grown Kids, Twice weekly meetings and events. **Swimbridge,** Weds 1.30-4.30pm **Barnstaple,** Fridays, Funderzone Term time only, Jo, EO Local Contact North Devon : 08445 868843

**DEVON-SOUTH EOLC:** Bridget, 08445 003804 : devons-lc@education-otherwise.org

**Buckfastleigh, Wildspace.** Nature study and gardening group based at Buckfastleigh Town Hall. Also Devon Home Education Newsletter. A free monthly email newsletter listing events throughout Devon. Also available by post for a small subscription. Tel: Lucinda 01364 644556 or email: [l.guy@dartington.ac.uk](mailto:l.guy@dartington.ac.uk)

**South Devon Home Education Group** meets:

Monday + Friday for swimming; Wednesday, Social and Educational meeting; Thursday for workshops. For all these meetings, Bridget,

08445 003804 : devons-lc@education-otherwise.org or Lucinda Tel: 01364 644556

Email: [l.guy@dartington.ac.uk](mailto:l.guy@dartington.ac.uk)

**South Devon Home Education Group,** meet at Harberton Parish Hall, near Totnes. Lucinda : southdevongroup@googlemail.com Tel: 01364 644556

**Dartmoor Home Education Group,** New Group to support growing home-ed network on Dartmoor!! We welcome home-ed families, flexi-schoolers, and part-timers. Social and educational meetings on Thursdays in North Bovey/Chagford area. Emma Tel: 1647 440443 Email: [emmabradypicone@gmail.com](mailto:emmabradypicone@gmail.com)

**Dart Valley Home Ed Network,** Out and about visits: Natural History, History and Photography and more. Members only internet group. Hannah & Gordon, 01803 762788 : [lindnich@tesco.net](mailto:lindnich@tesco.net)

**DEVON/DORSET/SOMERSET BORDERS Home Education Centre,** 2 days/week.

Workshops, sports, activities and support. [www.homeeducationcentre.org.uk](http://www.homeeducationcentre.org.uk) : Karen, 01460

30461 : karen@homeeducationcentre.org.uk : or Louise, 01460 61325

#### **DORSET**

**Dorset-North EOLC:** Sharon, 08445 003807 : ndorset-lc@education-otherwise.org

**Dorset-East (Bournemouth) EOLC:** Vicki, 08445 003726 : Bournemouth-lc@education-otherwise.org

**Dorset-East (Poole) EOLC:** Carol, 08445 003848 :

poole-lc@education-otherwise.org

**Contacts & Events SW.** See Cornwall entry for more info. Contact andrew.denise@hotmail.co.uk

**North Dorset, HEOND (Home Educators of North Dorset),** Friendly group, meeting weekly in Sturminster Newton, June, 01258 471949 : bugchick@mac.com

**Bournemouth, HEED,** weekly Monday meetings, Carol, 01202 677066 :

carolstonehe@yahoo.co.uk : www.he-ed.org.uk

#### **DURHAM**

**EOLC:** Karen, 08445 868841 : durham-lc@education-otherwise.org

**Roots Day 2<sup>nd</sup>** Thursday of the month. Co-operative games, crafts, nature studies. All held outside on smallholding near Durham City Tel: 0771 9530 472

**French, Mondays 1230.** Durham City. Tel: 0771 9530 472

#### **ESSEX**

**EOLC:** Corinne, 08445 003808 : essex-lc@education-otherwise.org

**Chelmsford,** monthly meetings, 3rd Thursday, 2 - 4pm. Sarah, tower@tesco.net: Lena, choccyfudge-go@yahoo.co.uk

**Leigh on Sea,** Thames Kids Club, meetings held Fridays from 11am to 3pm in Leigh on Sea. £3 per family. thameskidsclub@googlemail.com : Roxy, 01702 334521: Raquel, 07958 045885 : Thea, 01702 309869

**Essex Home Educators,** meetings monthly in Chelmsford, Colchester and Tiptree, and weekly in Southend. There are also regular meetings for swimming, bowling and ice skating, etc., and at least two trips out around the county each month. Details of all these in Essex Epicycle Newsletter available by email, Corinne : epicycle@wavy.org

**Clacton Home Education:** social group meets regularly in and around Clacton-on-Sea. Also a teen gathering bi-monthly in Little Clacton.

Tel: Shirley 01255 862182

Email: indigoshirl@gmail.com

#### **GLOUCESTERSHIRE**

**Cirencester and Cotswold Meetings.** Will answer queries about home education in general and offer information about local groups and activities. Pam: pjp@ragingbull.com : 01285 721008

**Stroud,** email group keeps families in touch, anyone can arrange an activity or get together. Nick, 01453 840036 : nick.weir@localfood.org.uk

**Forest of Dean,** meet monthly on a Thursday, 12.15 - 16.00, for bridge and damn building, river clearance, fire building, woodland walks, indoor and outdoor games, raft building. Roxy : cdsnhf@googlemail.com

**Glos-based Otherwise Club.** Yearly camp at Biblins, Symonds Yat. Information about local events, meetings, outings. Fiona Brookes - Email: brookesfam@tiscali.co.uk

**Gloucestershire,** Beverley, 01242 524091

#### **HAMPSHIRE**

**Southampton and area, SEEDS,** for children age 3+, home educators in Southampton and area, Lyn: www.groups.yahoo.com/group/seeds1

**Havant area, ActiveEO,** meetings most weekdays : www.activeo.org.uk : Julie, 01243 552472

**North Hampshire, NHEO.** Open to all home educators in North Hants & surrounding areas. Regular meetings in Basingstoke, ice skating & other activities.

http://uk.groups.yahoo.com/group/NHEO/: Jaki, 07731 805323 : jakiparsons@yahoo.co.uk

**Hampshire, FRHEBEEs,** Friendly informative group covering the New Forest, West Hampshire, South Wiltshire area, Karen, 01425 656856 : karence@btinternet.com

**Hampshire West, Fordingbridge and Ringwood Home Educators, FRHEBees-**owner@yahooogroups.com

**Hampshire & Surrey Farnham Home Ed Group,** friendly social group, meeting fortnightly on Thursdays. Serving Farnham, Aldershot and surrounding areas. Paul, 01252 316497 : paula.oakley@talk21.com

## HEREFORDSHIRE (+ Monmouthshire)

Monmouth Home Educators, meetings on Tuesdays at Rockfield Community Centre for fun and friendship, arts, crafts, games and sports - football, hockey, rounders, cricket. All ages welcome. Check for dates and times. Roxy, 01989 768128 : cdsnhf@googlemail.com

## HERTFORDSHIRE

EOLC: Maya, 08445 003816 : herts-  
lc@education-otherwise.org

Herts Home Educators Yahoo Group for events and friendship. To join please email Karen: karenbartlett@btinternet.com

## ISLE OF MAN

EOLC: 08445 003949 : isleofman-lc@education-otherwise.org

## ISLE OF WIGHT

EOLC: Shara, 08445 003819 : iow-  
lc@education-otherwise.org

## KENT

North West, EOLC: Ann, 08445 868839 : kent-  
lc@education-otherwise.org

UK Home Educators, fortnightly meetings in Chatham, regular park days and monthly activities. Ann: kent-lc@education-otherwise.org: 08445 868839

Dragonfly Group, fortnightly meetings for all ages. We are a fun social group who also meet up midweek for outings and events. Tel: Andrea 01304 619112 or 07737 806478

Hayes Group, meet alternate Fridays, 11am to 2pm, Debbie, 07730 955395

Kent, Sussex & Surrey (on the border of all 3 counties) F.L.A.G.S, active group meeting weekly during termtime for hall activities, sports and outings. Karen, 01732 864524 : karenlow@uwclub.net : www.flags-education.org

Kent, Sussex, Surrey, www.southeast-home-educators.co.uk South East Home Educators & Wealden Home Education Network. Group who try to meet regularly for trips out. Bowling, swimming, workshops and museums. Meet fortnightly in Tonbridge Wells for adults and children to get together. Lizelle, 01732 883850 : lizelle@lizellefdb.com or Bo, 07853 945206

## LANCASHIRE

Joint EOLC: Pam, 08445 868908 : lancs-  
lc1@education-otherwise.org

Joint EOLC: Kath, 08445 868829 : lancs-  
lc2@education-otherwise.org

## LEICESTERSHIRE

EOLC: Sharan, 08445 868847 : leics-  
lc1@education-otherwise.org

Syston HE. A fun and lively group for the under 10s. We meet twice a month and each session has a theme - with art and science activities to help explore the topic.

Tammy, mathamsam@btinternet.com :

Vikki, martinvikki@aol.com :

Christine, christine\_wells@yahoo.com

Leicestershire, HE-AL, <http://www.he-al.org.uk/index.html>=

## LINCOLNSHIRE

EOLC: Janet, 08445 868862 : lincs-  
lc@education-otherwise.org

North Hykeham Home Education Group, meet every Thursday 10-1130ish primarily for toddlers. Phone/text 07870 787328 Email: debi-crow@googlemail.com

## LINCOLNSHIRE SOUTH

EOLC: Susanna, 08445 003861 : southlincs-  
lc@education-otherwise.org

## LONDON

London, Brandram Roaders, Meet 11-1pm Thursdays during term time at Brandram Road Community Centre, SE13 5RT (off Lee High Road) Then to nearby park. Ages mostly 0-12 yrs. All welcome. Subs £2 per family. Joolz, 020 8289 5026 : teachyourown@hotmail.com

London, Fulham HE. Fridays from 11am, age 5+ (siblings welcome). Tennis, basketball lessons. Open house, play in park and some field trips. Kellan, 020 7384 3332 or 07796 687029

East London, Forest Group, meets on alternating fortnightly Wednesdays and Thursdays, 1-4pm at Quaker Meeting House, Bush Road, Leytonstone, London E11: Helen, 020 8553 0015 : h\_long@sky.com : Ola Gasson 020 8520 0648 : olaglasson@googlemail.com

UK Home Educators, London/Kent, meetings in Bromley and Orpington. Outings and group events monthly. Ann: kent-lc@education-otherwise.org : 08445 868839

London-NW, The Otherwise Club. A community centre for families choosing to educate their children out of school, Leslie, 020 8969 0893

**Dulwich, Woodland Club**, age 8-teen. Science, Maths, various speakers, social afternoon. Idyllic venue. Gina, 020 8299 1135

**Woodlands Study Group**, 11yr old and over; English, Maths and Science classes every Monday, term time in Dulwich SE22 : deniseriddy@aol.com

**East London, Magpie Home Educators**. Meet every Friday, 1-3pm for social activities. All ages welcome. Corner Forest Lane and Magpie Close, Forest Gate. Annalise, 020 8500 1053 : annalise@tesco.net

**Haringey Home Education Club**. Group meets alternate Weds 12-4pm. See [www.hhec.org.uk](http://www.hhec.org.uk) for details. Gaby, 020 8881 9463 : contact@hhec.org.uk

**Hackney, Adventures with Education**. Hackney group meets weekly in term time, Tuesdays 11am-3pm, Chris Swift 020 7254 4988

### **London Local Contacts**

**East EOLC**: Stephen, 08445 003821 : londoneast-ic@education-otherwise.org

**Enfield EOLC**: Tina, 08445 868836 : enfield-ic@education-otherwise.org

**North, EOLC**: Tina, Tel: 08445 003823 Email: londonnorth-ic@education-otherwise.org

**North West EOLC**: Tina, 08445 003826 : londonnw-ic@education-otherwise.org

**S.E. EOLC**: Keith & Chrystia, 08445 003827 : londonse-ic@education-otherwise.org

**SW Joint EOLC**: Rehena, 08445 003828 : londonsw-ic@education-otherwise.org

**SW Joint EOLC**: Lei, 08445 003829 : londonsw-ic@education-otherwise.org

**Waltham Forest EOLC**: Jo & Jerry, 08445 003867 : walthamforest-ic@education-otherwise.org

**West EOLC**: Betsy, 08445 003831 : londonwest-ic@education-otherwise.org

**Middlesex EOLC**: Betsy, 08445 003834 : middlesex-ic@education-otherwise.org

**Central EOLC**: Tina, 08445 853876 : londoncentral-ic@education-otherwise.org

### **N.IRELAND**

**EOLC**: Shevaun, 08445 003842 : nireland-ic@education-otherwise.org

### **NORFOLK**

**EOLC**: Gita 08445 003836 : norfolk-ic@education-otherwise.org

**Thetford**, swimming and indoor sports/play. Waterworld Leisure Centre, Thetford, Term-time Thurs 2.30-4.30pm, but weeks can vary so please ring first. Faye, 01953 681785

### **NORFOLK-WEST**

**EOLC**: Desiree, 08445 853878 : norfolkwest-ic@education-otherwise.org

**West Norfolk Home Educators**, email list for home educators in West Norfolk: <http://groups.yahoo.com/WestNorfolkHomeEducators>

**Kings Lynn H.E.** Weekly Monday Get-together 1-3pm in Kings Lynn. Kirsten: 01485 540724 or [murraybeers@yahoo.co.uk](mailto:murraybeers@yahoo.co.uk)

### **NORFOLK-SOUTH**

**EOLC**: Anne, 08445 868904 : norfolksouth-ic@education-otherwise.org

### **NORFOLK-BRECKLAND**

**EOLC**: Hannah, Tel: 08445 003998 : norfolkbreckland-ic@education-otherwise.org

### **NORTHAMPTONSHIRE**

**EOLC**: Imogen, 08445 003841 : northants-ic@education-otherwise.org

**Northants HE**. Informal Group meets regularly for various activities [www.northantshe.org.uk](http://www.northantshe.org.uk) : [info@northantshe.org.uk](mailto:info@northantshe.org.uk)

**iFLOW (It's fun learning our way)**. Co-operative group meeting weekly Thursdays in Brixworth. Fun and engaging activities according to children's interest. [www.iflow.org.uk](http://www.iflow.org.uk) or email: [secretary@iflow.org.uk](mailto:secretary@iflow.org.uk) or Tel: Juno 01604 505977

### **NORTHUMBERLAND-North**

**EOLC**: Mink, 08445 003843 : northumberlandnorth-ic@education-otherwise.org

### **NORTHUMBERLAND-West**

**EOLC**: Liz, 08445 003844 : northumberlandwest-ic@education-otherwise.org

### **NOTTINGHAM CITY**

**EOLC**: Damian, 08445 003846 : nottinghamcity-ic@education-otherwise.org

### **NOTTINGHAMSHIRE**

**EOLC**: Jenifer, 08445 003961 : notts-ic@education-otherwise.org

## OXFORDSHIRE

**EOLC:** Louisa, 08445 868873 : oxfordshire-  
lc@education-otherwise.org

## RUTLAND

**EOLC:** Iain & Jacqueline, 08445 003853 :  
rutland-lc@education-otherwise.org

## SHROPSHIRE

**Newport, Nr Telford, Newport Home Education Group**, meetings 1st and 3rd Friday every month. Outings on other Fridays, from 12.30pm, for all ages. Julieann, 01952 401571, weshalllook@aol.com

## SOMERSET

**EOLC:** Vivian, 08445 003858 : somerset-  
lc@education-otherwise.org

**Contacts & Events SW.** See Bristol entry for more info. Contact [andrew.denise@hotmail.co.uk](mailto:andrew.denise@hotmail.co.uk)

**Wells Swimming Group**, meets weekly for swimming at Wells Leisure Centre - term time only. Lesley, 01749 689241 :  
[mumfordturner@hotmail.com](mailto:mumfordturner@hotmail.com)

**FAB Times** (local Somerset email newsletter), to subscribe for this free monthly e-newsletter, email Nicola: [fab@phonecoop.coop](mailto:fab@phonecoop.coop)

**Wiveliscombe/Taunton area group**, monthly meetings on 1st Tuesday of month at Oake Village Hall, & regular outings. Maggie, 01984 624651

**Somerset/Dorset/Devon borders, Home Education Centre**, 2 days/week. Workshops, sports, activities and support. New group starting Yeovil area Fri Mornings.

[www.homeeducationcentre.org.uk](http://www.homeeducationcentre.org.uk) : Karen, 01460 30461 : [karen@homeeducationcentre.org.uk](mailto:karen@homeeducationcentre.org.uk) : or Louise, 01460 61325

Yeovil: [lyn@homeeducationcentre.org.uk](mailto:lyn@homeeducationcentre.org.uk)

**North Somerset Home Education Group**, weekly childrens gym, walks, outings etc, Vicky, 01275 848425 : [victoria.preston@yahoo.co.uk](mailto:victoria.preston@yahoo.co.uk)

**Shepton Mallet, FAB Home Education Group Social Meeting** - Fortnightly on Tuesdays from 1.30-3.30pm at Shepton Mallet Scout Hut, Old Wells Road. £2.50 per family to cover refreshments and hire of hall. Mandy 01749 347799 : Jojo 01458 443674

**Bath Home Education Group**, a new group still in it's early stages consisting of children ages 3-7 years and a couple of 2 year olds. Maria, 01761 420771 : [yoga.maria@yahoo.co.uk](mailto:yoga.maria@yahoo.co.uk)

## STAFFORDSHIRE

**EOLC:** Carrie, 08445 003862 :  
[staffordshirenorth-lc@education-otherwise.org](mailto:staffordshirenorth-lc@education-otherwise.org)  
**SCANS-HEAG.** Regular activities, meetings and trips for all ages. Separate teen activities.

Carrie, 01782 786720 : [scans.heag@yahoo.co.uk](mailto:scans.heag@yahoo.co.uk)  
**Stafford HESEO (Home Educators Supporting Each Other)** Meeting 2nd and 4th Wednesday each month, 12-3pm, bring lunch. Karen, 01543 422577 : [karen@karisto.co.uk](mailto:karen@karisto.co.uk)

## SUFFOLK

**EOLC:** Sue, 08445 868913 : [suffolk-lc@education-otherwise.org](mailto:suffolk-lc@education-otherwise.org)

**Wetherden**, meetings, 3rd Friday of the month 10.30am till 3pm, Wendy, 01449 614772 :  
[wenlyn@talktalk.net](mailto:wenlyn@talktalk.net)

Dennington, 2<sup>nd</sup> and 4<sup>th</sup> Tuesdays, 1030-130pm. Wide range of activities, all ages welcome. Janet: 01728 638795 or Meraylah 01986 785302.

## SURREY

**EOLC:** Claire, Tel: 08445 003964 : [surrey-lc@education-otherwise.org](mailto:surrey-lc@education-otherwise.org)

**Godalming Group**, meets alternate Mondays. Serves South West Surrey and surrounding area. Ruth: [www.swsurrey-home-ed.co.uk](http://www.swsurrey-home-ed.co.uk)  
Sutton/Epsom HE Group, all ages welcome, currently mainly under 10s. Liz:  
[julysea@yahoo.co.uk](mailto:julysea@yahoo.co.uk) or Paul:  
[pauldmsn@hotmail.com](mailto:pauldmsn@hotmail.com) Tel: 07506 781796

**SUSSEX & SURREY & KENT** (on the border of all 3 counties)

**F.L.A.G.S.** active group meeting weekly during term time for hall activities, sports and outings. Karen, 01732 864524 : [karenlow@uwclub.net](mailto:karenlow@uwclub.net) :  
[www.flags-education.org](http://www.flags-education.org)

## SUSSEX-EAST

**EOLC:** Winnie, 08445 003863 : [sussexeast-lc@education-otherwise.org](mailto:sussexeast-lc@education-otherwise.org)

**HEDGE** based in **Hastings**, meet every Friday :  
[www.hedge-education-org](http://www.hedge-education-org): Catherine, 01424 812213

**Forest Row**, regular social gatherings and tutorial groups. Winnie, 01342 826087 :  
[artofchange@msn.com](mailto:artofchange@msn.com)

## SUSSEX-WEST

**Chichester area, ActiveEO**, meetings most weekdays : [www.activeo.org.uk](http://www.activeo.org.uk) : Julie 01243 552472

**Sussex - Home Educating in West Sussex Facebook Group.** A group for home educators and the home educated in West Sussex. Events most weeks all organised on Facebook. Look up Katie Pybus on Facebook or roger.katie@virgin.net or Tel: 01798 875071

**TYNE & WEAR(NEWCASTLE):**

**EOLC:** Rosemary, 08445 003866 : tynewear-lc@education-otherwise.org

**WARWICKSHIRE EOLC:** June, 08445 003869 : warks-lc@education-otherwise.org

**WARWICKSHIRE - COVENTRY**

**EOLC:** Sarah, 08445 003792 : coventry-lc@education-otherwise.org

**Coventry and Warwickshire Home Educators,** monthly meetings held at various locations, plus monthly outings and activities. Full details in HELM (West Midlands)

**Coventry meetings** 4th Tuesday 1pm to 4pm :: sarah@nellyb.co.uk **Wolston meetings** 2nd Thursday : lloyd@dash20.fsnet.co.uk

**WARWICKSHIRE - RUGBY**

**EOLC:** Fay, 08445 003852 : rugby-lc@education-otherwise.org

**WEST MIDLANDS**

**Wolverhampton & Walsall EOLC:** Debbie, 08445 003871 : wolverhampton-lc@education-otherwise.org

**Sandwell EOLC:** Andrea, 08445 003856 : sandwell-lc@education-otherwise.org

**Birmingham EOLC:** Stuart, 08445 003967 : Birmingham-lc@education-otherwise.org

**HELM Newsletter,** HE related articles and events throughout the West Midlands and surrounding areas.

helmeditor2112@blueyonder.co.uk : Jane, 01562 720046 : Andrew, 07709 468140

**WILTSHIRE**

**EOLC:** Shena, 08445 868907 : wilts-lc@education-otherwise.org

**Salisbury,** social group meets Monday, fortnightly, 1-4pm. Large hall, skate park, play park, football pitch, basketball. Inside we have games, pool and table-tennis. We have a real mix of ages including teenagers. Very friendly and new faces welcome. Ally, 01722 710525

**WORCESTERSHIRE**

**EOLC:** Sue, 08445 868846 : worcs-lc@education-otherwise.org

**North Worcestershire/Kidderminster meetings,** please see Worcs newsletter or contact Gail, 01562 822034 : gail@1921.net

**YORKSHIRE EAST**

**EOLC:** Alison, 08445 003874 : yorkshireeast-lc@education-otherwise.org

**Withernsea LC:** Linda, 08445 003873 : withernsea-lc@education-otherwise.org

**YORKSHIRE NORTH + EAST**

**near Malton,** meets weekly, Mondays, 12-4pm, viv@flamangoes.co.uk : 01904 788374 (York and surrounding area) or tess@chrisgeall.com: 01947 825772 (East N Yorks)

**YORKSHIRE NORTH**

**EOLC:** Denise, 08445 868852 : yorkshirenorth-lc@education-otherwise.org

**Harrogate Home Ed Group.** Meetings held on 1st and 3rd Thursday each month. 13.30 to 15.30 Great Ouseburn Village Hall, between York and Harrogate. Kate: eldival@googlemail.com : 07724 065091

**YORKSHIRE NORTH+WEST**

**N/W Home Ed Group,** meets Skipton monthly and Bradford Gym Club - Meets weekly. Regular meetings and outings. Judith, 01756 791356

**YORKSHIRE SOUTH**

**Barnsley EOLC:** Amanda, 08445 868854 : barnsley-lc@education-otherwise.org

**Doncaster EOLC:** Nicola, 08445 003806 : doncaster-lc@education-otherwise.org

**Rotherham EOLC:** Jayne, 08445 003851 : rotherham-lc@education-otherwise.org

**Sheffield EOLC:** Fiona, 08445 003857 or Alison, 08445 008458 : sheffield-lc@education-otherwise.org

**YORKSHIRE WEST**

**Bradford EOLC:** Gillian, 08445 853891 : bradford-lc@education-otherwise.org

**Wakefield EOLC:** Nicole, 08445 868874 : wakefield-lc@education-otherwise.org

**Huddersfield, Book Group,** Monday, monthly, 2-3pm. Marsden Library - age range 6-12 yrs. Jane, 01484 645034

**Huddersfield Home Educators,** Monthly themed meetings with crafts, games etc. Weds Monthly 1030-3 Paddock Scout Hall. Tel: Helen 01484 841041

**Huddersfield, Art Workshops,** Thursday, monthly, 10-11am, ages up to 8yrs. £1.30-3.30pm,

ages 8+. Huddersfield Art Gallery. Mandy, 01484 460026; Jane, 01484 645034

**Huddersfield Group** - Lunch and Chat, Thursday, monthly, 11.30 to 1.30pm, Mandy, 01484 460026

## Wales

### **ANGLESEY**

**EOLC:** Nick, 08445 003713 [anglesey-lc@education-otherwise.org](mailto:anglesey-lc@education-otherwise.org)

### **CONWY**

**EOLC:** Dawn, 08445 003791 : [conwy-lc@education-otherwise.org](mailto:conwy-lc@education-otherwise.org)

### **DENBIGHSHIRE**

**Joint EOLC:** Sam, 08445 003794 : [denbighshire-lc@education-otherwise.org](mailto:denbighshire-lc@education-otherwise.org)

**Joint EOLC:** Julie, 08445 868916 : [denbighshire-lc1@education-otherwise.org](mailto:denbighshire-lc1@education-otherwise.org)

### **FLINTSHIRE**

**EOLC:** Sarah, 08445 868851 : [flintshire-lc@education-otherwise.org](mailto:flintshire-lc@education-otherwise.org)

**Cardiff Home Ed Group**, we meet every Wednesday from 12noon to [efa.rosina@yahoo.co.uk](mailto:efa.rosina@yahoo.co.uk)

**GWENT EOLC:** Bronwen, 08445 003812 : [gwent-lc@education-otherwise.org](mailto:gwent-lc@education-otherwise.org)

### **GWYNEDD**

**Joint EOLC:** Nick, 08445 003813 : [Gwynedd-lc@education-otherwise.org](mailto:Gwynedd-lc@education-otherwise.org)

**Joint EOLC:** Julie, 08445 008547 : [Gwynedd-lc2@education-otherwise.org](mailto:Gwynedd-lc2@education-otherwise.org)

**Tregarth**, Creative Learning and Support, meet every Wednesday 12 - 5pm. Free weekly newsletter of events via email. Active website at: [www.creativelearningandsupport.co.uk](http://www.creativelearningandsupport.co.uk) Nick - 01407 811049 : Julie, 01286 678181: [jdchapmanmaurice@aol.com](mailto:jdchapmanmaurice@aol.com)

**North West Wales. CLAS - Creative Learning and Support.** CLAS was born during 2005 and is the name of a group collective of like-minded parents and children living predominantly in North West Wales who believe in the ethos of home learning and education.

[www.creativelearningandsupport.co.uk](http://www.creativelearningandsupport.co.uk)

### **MONMOUTHSHIRE (+ HEREFORDSHIRE)**

**Monmouth Home Educators**, meetings on Tuesdays at Rockfield Community Centre for fun and friendship, arts, crafts, games and sports - football, hockey, rounders, cricket. Check for

dates and times. Roxy: [cdsnhf@googlemail.com](mailto:cdsnhf@googlemail.com) : 01989 768128

**PEMBS EOLC:** Yvette, 08445 003847 :

[pembrokeshire-lc@education-otherwise.org](mailto:pembrokeshire-lc@education-otherwise.org)

**POWYS EOLC:** David, 08445 003849 : [powys-lc@education-otherwise.org](mailto:powys-lc@education-otherwise.org)

**Newtown**, New Leaf Group. Fortnightly meetings for all ages, for activities, socialisation and play : [siouxcatsy@yahoo.co.uk](mailto:siouxcatsy@yahoo.co.uk)

**Powys Yahoogroup**, advertising home-ed activities in Powys for home educating families : [siouxcatsy@yahoo.co.uk](mailto:siouxcatsy@yahoo.co.uk)

### **NE WALES/BORDERS,**

**WREXHAM EOLC:** Sam, 08445 003872 : [wrexham-lc@education-otherwise.org](mailto:wrexham-lc@education-otherwise.org)

**Froncsyllte, HENWOS**, fortnightly group meets 10-4pm. Social play and chat. Monthly newsletter for NE Wales area activities and events: [kruger37@tiscali.co.uk](mailto:kruger37@tiscali.co.uk)

## Scotland

### **Angus, Dundee, Perth & Kinross EOLC:**

Marley, 08445 868896: [dundee-lc@education-otherwise.org](mailto:dundee-lc@education-otherwise.org)

**Borders EOLC:** Jane, 08445 003716 : [borders-lc@education-otherwise.org](mailto:borders-lc@education-otherwise.org)

**Aberdeenshire EOLC:** Fiona, 08445 003712 : [aberdeenshire-lc@education-otherwise.org](mailto:aberdeenshire-lc@education-otherwise.org)

**Highland & Isles EOLC:** Lesley, 08445 003817 : [highlandislands-lc@education-otherwise.org](mailto:highlandislands-lc@education-otherwise.org)

**Clacks, Falkirk, N Lanarks & Stirling EOLC:** Janice, 08445 003789 : [stirling-lc@education-otherwise.org](mailto:stirling-lc@education-otherwise.org)

**Other Areas:** [scotlandenquiry@education-otherwise.org](mailto:scotlandenquiry@education-otherwise.org)

## Overseas

**Australasia:** Nicky, Email: [australasia-lc@education-otherwise.org](mailto:australasia-lc@education-otherwise.org)

**Americas:** Sandy, 08445 853873 : [americas-lc@education-otherwise.org](mailto:americas-lc@education-otherwise.org)

Please contact [regionaldiary@education-otherwise.org](mailto:regionaldiary@education-otherwise.org) with any changes to your Regional Diary entry, or to obtain a copy of the Permission form.

New volunteers for any of the groups or other vacancies most welcome, with expertise or just an interest. For more information email the group, write to EO's PO Box address or contact one of the Trustees listed (in italics). If you would prefer to volunteer for infrequent or small tasks please contact Lynda: [database@education-otherwise.org](mailto:database@education-otherwise.org)

## Small Groups:

- **Finance Group** Tel: 08445 003986  
([financegroup@education-otherwise.org](mailto:financegroup@education-otherwise.org)):  
*Fiona Nicholson, Roarke Newstead,*  
Lynda Hitchman
- **Govt. Policy Group** Tel: 08445 003987  
([governmentpolicy@education-otherwise.org](mailto:governmentpolicy@education-otherwise.org)):  
*Fiona Nicholson, Annette Taberner, Ann Newstead, Jo Berry, Kira Patefield-Smith, Janet Wilkinson, Julie Bunker*
- **Disability Group:** Tel: 08445 003984  
([disabilityawareness@education-otherwise.org](mailto:disabilityawareness@education-otherwise.org))  
*Fiona Nicholson, Julie Bunker, Christine Waterman, Celia McDonagh*
- **Scotland Group:** Tel: 08445 003989  
([scotlandenquiry@education-otherwise.org](mailto:scotlandenquiry@education-otherwise.org))  
*Fiona Chaff, Rebecca Kail, Jane Bathgate, Jan Atkinson*
- **Website and Publications Editorial Committee (WPEC):** ([wpec@education-otherwise.org](mailto:wpec@education-otherwise.org)) Tel: 08445 003991  
*Fiona Nicholson, Lynda Hitchman*

## Grievances and Complaints:

Email: [complaints@education-otherwise.org](mailto:complaints@education-otherwise.org) Write:  
PO Box 325, Kings Lynn, Norfolk PE34 3XW

- *Jo Berry* ~ 08445 884596
- *Pauline Butterworth* ~ 08445 884597
- Lynda Hitchman ~ 08445 884598

## EO Yahoogroups:

EO runs a general list and single parent list with Yahoogroups. They're open to all, members and non-members.

To join the general list go to:  
<http://groups.yahoo.com/group/eo>

To join the single parent list, go to:  
<http://groups.yahoo.com/group/EO-SingleParent/>

## Media Contacts:

Please contact one of the following people if you would like to volunteer to be interviewed or are contacted by the media and would like help/advice/support on giving an interview:

- Media Spokesperson:** *Ann Newstead*, 08445 867548  
[media-spokesperson@education-otherwise.org](mailto:media-spokesperson@education-otherwise.org)
- Northern Ireland:** Marion Kenny, 08445 884528  
[ni@education-otherwise.org](mailto:ni@education-otherwise.org)
- North East:** Eva O'Rourke, Wilsden 08445 884529  
[northeast@education-otherwise.org](mailto:northeast@education-otherwise.org)
- Wales (S):** *Celia McDonagh*, Cardiff, 08445 884531  
[wales1@education-otherwise.org](mailto:wales1@education-otherwise.org)
- Wales(N):** Edwina Theunissen, Wrexham, 08445 884532  
[wales2@education-otherwise.org](mailto:wales2@education-otherwise.org)
- South West (Acting):** Kay & Simon Smith, 08445 884533  
[southwest@education-otherwise.org](mailto:southwest@education-otherwise.org)
- South East:** *Ann Newstead*, Kent 08445 003978  
[southeast@education-otherwise.org](mailto:southeast@education-otherwise.org)
- London:** Winnie Durdant-Hollamby, 08445 884534  
[london2@education-otherwise.org](mailto:london2@education-otherwise.org)
- Isle of Wight:** Shara Ouston, Ryde, 08445 884569  
[iow@education-otherwise.org](mailto:iow@education-otherwise.org)

## EO E-mail Lists & Forums

There is a Members Forum on the EO website, with discussion and support forums for members to chat and get information about home education etc., as well as EO business, and lots of other info (eg past NL articles, minutes of OTMs, etc). There are separate forums for EO Volunteers and Local Contacts and a new forum where EO children can chat together - a recent addition is a roleplaying board. To join the member's forum, register using the form at this url on EO's site: <http://forum.education-otherwise.org/index.php>

To join the children's forum, both you and your child need to register from the above link and you need to complete the permission form that will be emailed to your child's email address and return it to us at: [childrensforum@education-otherwise.org](mailto:childrensforum@education-otherwise.org) Do email if you have problems joining and we'll try and help.

# Who Does What in EO

## Trustees – Email: trustees@education-otherwise.org

Letters to: Education Otherwise, PO Box 325, St Germans,  
Kings Lynn, Norfolk, PE34 3XW

Leslie Barson (London) ~ 08445 868817  
lbarson@education-otherwise.org

Jo Berry, (Cheshire) ~ 08445 868821  
jberry@education-otherwise.org (Enquiries Secretary)

Pauline Butterworth (Cleveland) ~ 08445 868826  
pbutterworth@education-otherwise.org (Treasurer)

Nicola Haxell (S Yorks) ~ 08445 868824  
nhaxell@education-otherwise.org (NL Coordinator)

Celia McDonagh (Glamorganshire) ~ 08445 883514 ~  
cmcdonagh@education-otherwise.org

Ann Newstead (Kent) ~ 08445 853899 ~  
anewstead@education-otherwise.org

Roarke Newstead (Kent) ~ 08445 868813  
rroarke@education-otherwise.org

Fiona Nicholson (S Yorks) ~ 08445 868831  
fnicholson@education-otherwise.org

Vicki Skinner (Dorset) ~ 08445 883513  
vskinner@education-otherwise.org

Valerie Sauve (London) ~ 08445 853896  
vsauve@education-otherwise.org

Annette Taberner (S Yorks) ~ 08445 003992  
ataberner@education-otherwise.org

Henrietta Turnbull (Kent) ~ 08445 003897  
Hturnbull@education-otherwise.org

Judi Wilson (London) ~ 08445 853897  
jwilson@education-otherwise.org

Colin Wilson (London)  
cwilson@education-otherwise.org

## Memberships

Membership and newsletter subscription enquiries, address changes, membership cards, new member admin, other queries or missing newsletters contact: ~ Lynda Hitchman ~ Education Otherwise, PO Box 325, Kings Lynn, Norfolk, PE34 3XW ~ 08445 867541 database@education-otherwise.org (Please put EO in the Subject line of emails)

Stationery – Leaflets, posters, compliment slips, membership forms, car stickers etc: free (donations toward postage welcome). 08445 867549 ~ c/o PO Box address above ~ stationery@education-otherwise.org

## Data Protection/Confidentiality/Privacy

Data Protection Officer ~ Joss Nowell ~ 08445 003706  
dataprotectionofficer@education-otherwise.org

Lynda Hitchman ~ 08445 867541  
database@education-otherwise.org

## Useful Contacts

If you need help in dealing with your LA/EA please ring your Local Contact or any Council Member. If you have a query not covered below please contact your nearest Council Member.

**Anti Bullying Support** ~ Juno Charlett ~ 08445 003692  
anti-bullying@education-otherwise.org

**Autonomous Education Support:** Maza Lucas ~ 08445 003697  
c/o PO Box 325, Kings Lynn, Norfolk PE34 3XW

**Campaign Team Contact:** Fiona Nicholson ~ 08445 884593  
c/o PO Box 325, Kings Lynn, Norfolk PE34 3XW  
governmentpolicy@education-otherwise.org

**College Contact:** (Acting) Roger Scaife ~ 08445 868918  
~ collegecontact@education-otherwise.org

**Concessions:** Volunteer needed - Lucinda ~ 08445 003698  
concessions@education-otherwise.org

**Designated Person:** Jim Clossick ~ 08445 869091 ~ For EO members to call if they have concerns about a home educated child and are unsure about phoning the NSPCC.

**Enquiries Secretary:** Jo Berry ~ 08445 883539  
enquirysecretary@education-otherwise.org

**GCSE Contacts:** Contact names to follow shortly ~ 08445 003708  
gcsecontact@education-otherwise.org

**LA Liaison Volunteer:** Julie Bevis ~ 08445 003709  
laliaison@education-otherwise.org

**LearnPremium & EO Members Forum Admin:** Lynda Hitchman  
08445 867541 learnpremium@education-otherwise.org or  
forums@education-otherwise.org

**Local Contacts Co-ordinator:** Carla MacGregor ~ 08445 003876  
lcco-ordinator@education-otherwise.org

**Membership Secretary:** ~ 08445 003879  
membershipsecretary@education-otherwise.org

**Newsletter Coordinator:** Nicola Haxell ~ 08445 883532  
nlco-ordinator@education-otherwise.org

**Publications Secretary:** ~ 08445 003886  
pubssecretary@education-otherwise.org

**Research Contact:** Contact details for the new Research Volunteer will be announced in next Newsletter. Meanwhile please contact: governmentpolicy@education-otherwise.org  
**School Anxiety Support:** Jayne Owen ~ 08445 008469  
anxiety-support@education-otherwise.org

**Single Parent Family Contact:** ~ 08445 884527

**Special Needs:** Christine Waterman ~ 08445 003887

**Structured Support:** Jennifer Simmons ~ 08445 003996  
structured-ed@education-otherwise.org

**Treasurer:** Pauline Butterworth ~ 08445 003889  
treasurer@education-otherwise.org

## Publications

Books, information leaflets, clothing, gifts and back issues of newsletter. publications@education-otherwise.org

# education otherwise

Education Otherwise is a membership organisation that provides support and information for families whose children are being educated outside school, and for those who wish to uphold the freedom of families to take proper responsibility for the education of their children.

Our principal aims are to:

- encourage learning outside the school system;
- reaffirm that parents have primary responsibility for their children's education and that they have the right to exercise this responsibility by educating them out of school;
- establish the primary right of children to have full consideration given to their wishes and feelings about their education;
- promote knowledge, understanding and acceptance of education otherwise than at school in the world at large.

For further information send an A5 sae to:  
Education Otherwise, PO Box 325  
St Germans, Kings Lynn, Norfolk PE34 3XW

Helpline 0845 478 6345

Information can also be found on the Education Otherwise website:

<http://www.education-otherwise.org>

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