

education otherwise™



No. 189 - August 2009

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Welcome...

To the August 2009 Newsletter.

As the results of the Badman Review into Home Education have now been published, there is quite a bit of information about this inside this issue, including ideas for how you can help challenge the Recommendations made.

There is also a competition on page 17 and information on various discounts available for EO members throughout the newsletter.

Festival and camp season is now in full swing, yet as I type this all I can see is rain, rain and more rain out of the window. I hope the weather is better than here wherever you are over the summer!

Nikki Haxell
Newsletter Co-ordinator

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Diary of a Home-Educating Nobody

By Paula Almon

I hope you're breaking up for the summer! I hope you're planning a nice educational rest and I don't mean the children here, I mean you - the parents. Because as home educators you'll certainly need and deserve it!

Despite home schooling for nearly ten years and school term times being a distant memory we still always use 'breaking up' time as a benchmark to stop for a while.

Exhausted relief all round: relief for the children as they don't have us on their backs all the time trying to make them do something 'educational'; relief for us parents as we finally get a rest from the decision making, the responsibility for their learning, the monumental drive required to keep it going, and the guilt. Guilt we're never doing enough, providing enough, making the kids educated enough. Do you know what I mean? It's kind of ever present when you're parenting and home-schooling!

The summer break is an opportunity to put all that aside and get respite from it for I guess

it'll be the same for you as it is for us - the home schooling concerns always seem to be nagging away in the background. Not only do we deserve a rest from all that, but it'll put us in a better position to return to it in the autumn refreshed. And it gives us time to take stock.

Often, I think, we underestimate what we do and the toll it takes. We also underestimate how marvellous it is that we do it anyway, the hardship of it sometimes taking away the chance for celebration.

Perhaps we could that now; celebrate what an incredible opportunity we're giving to our children to grow and develop as individuals without the pressure to be the same, do the same, think the same as a mass of others within the confines of a school. What an amazing chance we give our children to be out and about in the world, seeing how the world works and finding out how they relate to it.

Trouble is: from our point of view, what an enormous toll we pay in terms of our energy,

commitment and personal character strength needed to keep faith, keep swimming against the tide of a huge number of people all going in another direction.

That costs! Faith needs feeding. We need time to celebrate our achievements so far, to rest and to have a bit of space in order to keep it fresh and keep going. Parents need term breaks as much as the children do, otherwise we might find we are breaking down rather than breaking up. We really do need to remember: it's no small thing we do when we undertake to home educate our children.

Celebrate it over the holidays and have a rest not only from doing it and planning it, but also a rest from thinking about it too as this takes just as much energy. Make the decision to put any worries on hold till autumn and you may find that when you return to them you'll have a fresh perspective and renewed enthusiasm. It's good to practice letting it go for a month or so - hard to do, but essential to renew our HE energy stocks.

Apart from giving us a break, there is also another good reason to let go of it; it gives the children time to occupy themselves.

It's very easy as a conscientious parent who has to plan all your child's education to find yourself overspilling and planning the whole of their days, lives, activities all of the time until both you and they get into the habit of life being like that. Because you have the sole responsibility for the educational activities, and all of that concern you have about the children getting all of the activities children in school would get, it can be easy to go overboard with planning, stimulating, taking them places all the time. But this isn't healthy for the kids, as they need to work out how to plan, how to be in charge, how to think up their own activities, and look for opportunities. As this skill is one that they'll ultimately need to lead a successful adult life.

These summer months when you're taking that much needed home schooling break is a time

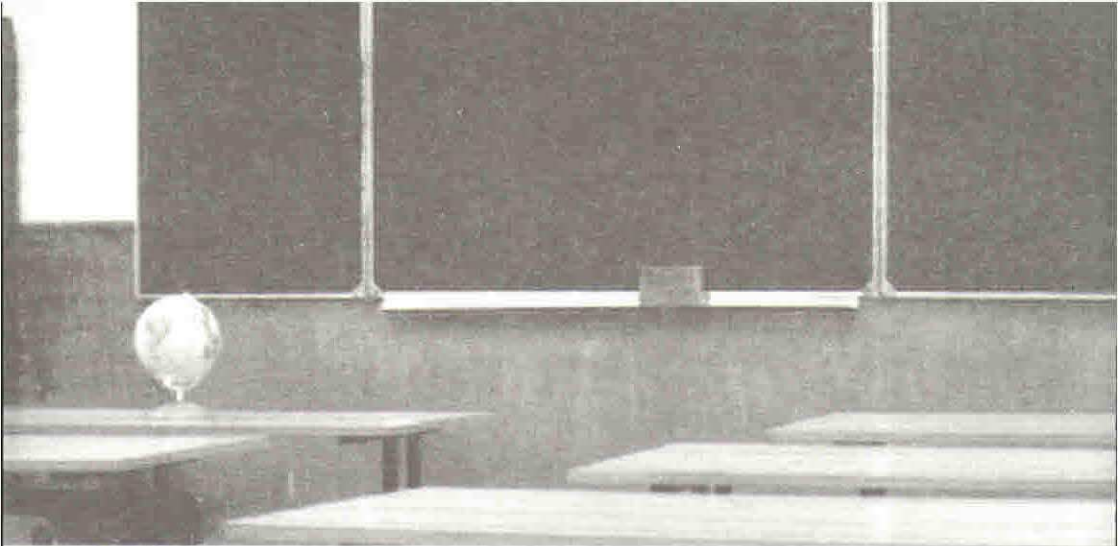
when they can take more responsibility for their own doings. Okay, so they may spend all their hours being entertained by computer games etc and you might want to negotiate some rules about that! But don't be afraid if they're lying around or complaining about being bored. Sometimes being bored is good. Not only are they having time to think but if they get bored enough then they'll think up something to do, they'll have to be creative and inventive.

Instead of responding to 'I'm bored, life's boring' with leaping up and taking them somewhere, you could respond with 'I should think up something to do then!' Encouraging them to be 'bored' outdoors is even better. Push the responsibility for their boredom back onto them and make them feel they could something about it - but they might have to use their brain first! Hence another very good reason for you to take that break for awhile.

So let's consider this month as a very well earned annual leave from home schooling. Time to celebrate what you do. Time for you to ease down, rest, relax and hopefully even get the chance to be bored yourself! Don't worry about education over the summer. For actually you'll find it will be going on anyway - it's just that you won't be in charge of it. And when it's time to take the sunhat off and put the HE hat back on I'm sure you'll find the break has done you all a world of good. Happy holidays!

Ross Mountney.

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



It was the day I'd waited for: the introduction evening to Greenfields high school. There I was, proudly wearing my newly purchased maroon and yellow tie. Sitting among hundreds of excited students and their parents who, like me, had waited months for the letter confirming their place at one of the best state high schools in the country and even sold their house and moved into the catchment area to raise their chances of being accepted. There we all were, like lambs to the slaughter, crammed into the school hall, eagerly awaiting our new Head Master's speech. Although it was cold and dark outside, it became quite hot and stuffy in the hall so many of us removed our jackets; little did we know that this would be the last time we would have control over such things.

"Welcome students and parents to Greenfields High School," Mr Gradgrind boomed around the room and everybody applauded so enthusiastically, like he was a long-awaited celebrity. He continued; "I would first like to say that we, in this school, wear our uniform with pride". Back then I was too excited to realise the significance in this unusual opening gambit.

Our uniform was maroon and yellow, who wouldn't be proud to wear such beautifully co-ordinating colours? Of course we all adored our trendy, maroon military-style blazers, which we weren't allowed to remove on the school premises without a teacher's permission. Even on lovely hot sunny days, our sympathetic headmaster would have to send a note round to all the teachers at registration, informing them that it was a non-blazer day and the students may take their blazers off as they please and even leave it in their lockers! The privilege was immense! Woe betide any student who removed their blazer without permission in or out of school!

Also included in the uniform for the girls, was a matching maroon knee-length (or longer) skirt. One style only. This had to be bought from one specialist shop that was nowhere near the village where the school was situated. Alternatively we could wear masculine black trousers which I'm certain were no different from the pair my Dad wears to work. Later on in my years at Greenfields they brought out a new style of compulsory black trousers which were slightly more flattering, but which could only be purchased from the school between 4 and 5 o'clock after school twice a year. Records were

kept of those who had bought a pair so they could catch the students who had cheated and bought similar trousers that were not the school's own and send them home to change.

I mentioned earlier the lovely maroon and yellow striped tie which had to be of a certain length. The only problem being that none of the teachers were quite sure what the required length was so each made up their own rules leaving the students rather bewildered and somehow finding themselves in detention for not having the length approved by the particular teacher who happened to walk past, most likely at break time. In addition there were the exquisite and rather see-through "golden" blouses. And yes, it has been known for students to be punished for not wearing an appropriate coloured bra. These blouses had to be tucked in at all times. I was once caught with my shirt slightly untucked at the back as I was coming out of the toilets at lunch time, and of course I was punished.

Also unforgettable were the tights for those who wore skirts. These had to be black (40 denier at least) for most of the year. Only from the Easter holidays until the end of the summer term were we allowed to wear the skin coloured variety. Last but definitely not least, the school bag. Perhaps the most ridiculous move by the school to turn us into Greenfields clones was the introduction, in my year nine, of the identical school bag. It was a black rucksack about the size of a hiking bag used to carry all of your necessities as you are trying to conquer Mount Everest. Sexy it was not although it was a hit with sheep-like creatures with no style or identity of their own.

Back in the humid hall, His Royal Highness's next point in his speech was; "We are driven by our desire for the best possible academic results." Not one word of this was a lie. We all took our SATs a year early in year 8 (instead of the usual year 9). We were continuously told that our GCSE sets would be set based on these results and we couldn't afford to achieve any less than our full potential. In reality the SATs were only used to place the school in the league tables and

were completely pointless for us. My theory of uselessness was proved nicely when the government decided to abolish the key stage 3 SATs exams in 2008 after the company assigned to mark the papers turned the whole process into a spectacular fiasco by misplacing and mismarking thousands of papers. Lucky for those poor souls who will escape their terrors but, for me, I still bear the emotional scars of that particular governmental clever invention (carried out over-zealously by schools like Greenfields).

If students weren't finished off by the SATs, they went on to take ten, eleven or twelve GCSEs. We were told in many lessons that we had to achieve at least ten A*s if we wished to get a decent job. No pressure. One of my favourite sayings for this is "If you don't achieve ten A*s you will spend the rest of your life working in McDonalds". No offence to McDonald's workers of course. As a home educated student I am going to take eight GCSEs, tops. Have you heard of any course that asks for twelve A*s as an entry criterion?

By this point, everyone in the hall had started to fidget. It was hot and HRH's voice was a monotone (enough to put you to sleep) but for those who were still listening the next point on the agenda was; "These top grades wouldn't be possible without our dedicated staff." What can I say? Let's start with the teachers I had for the core subjects. No one in my class liked our Maths teacher; she couldn't explain maths for toffee. She would start each lesson with a jumbled, nonsensical monologue and then set us an exercise from the text book to work through and tell us to put our hand up if we needed help. No sooner had she said it, every single hand in the room shot up into the air. No one understood what we were supposed to be doing. As a result she spent every lesson trying to get round to everyone and complaining that she didn't have time to do so. Sitting at the back, she never got to me so I always left the classroom feeling no wiser than when I had entered.

Next we have my Science teacher, who has now sadly gone to join his hero Einstein, wherever he may be (may they both rest in peace). He was

among the oldest of the staff and suffered from a short memory. Every lesson he'd start by using "the magic finger" to select a student to read the introduction of the day's topic to the class. "The magic finger" meaning he would close his eyes, waggle his finger, and point at a name on the register in front of him.

As my name was near the top, I was nearly always chosen. He would look over the top of his enormous glasses at the piece of paper, then look up and say: "Do we have a Rachel Cornell in this class?" "

Yes sir." I would reply. And I then would read.

Later on in the lesson I would raise my hand to ask a question and he would say, "I'm so sorry I've forgotten your name."

"It's Rachel sir."

"Yes, yes of course."

Later still in the lesson someone else would raise their hand to ask a question and he would say "Erm Rachel is it?" and we would all reply "No sir" and everyone would point in my direction and he would reply "Yes of course, my apologies".

This became a routine of every lesson.

Following that, we have my English teacher who was another of the elderly staff. Lovely man. He had taught the mother of one of my peers when she was at school and I think it's fair to say by the time I was there, he'd lost some of his teaching skills. Bless him with his braces to hold his trousers up to his armpits, his trolley to wheel his folders to his car, and his flat cap to keep his bald patch warm. He was another who had trouble explaining things, and by the time the SATs came I, and many others, received a lower grade in English than we had hoped for.

There was also our PE teacher who had so many head lice we could actually see one crawling on her head from the other side of the tennis court. The delightful teacher who covered us for registration one time our tutor was ill, made me write a two page essay on rudeness for telling the person sitting next to me not to take

a times table pencil into her maths exam when, may I add, the teacher was not even speaking.

The RE teacher who wore extremely short tight skirts with fishnet tights and thigh high stiletto boots, a rather revealing shirt and plastered her face with make up. The Deputy Head we often called "Miss Piggy" from the Muppets (she looked strangely similar) who said, "When I take assembly and I look out and see a sea of maroon and yellow, a tear comes to my eye as I'm so proud of our smart uniform and how well it makes the school look."

The music teacher who would often tell us not to touch the keyboards when she was speaking and if someone then played a note, she would shout "Who played the B#?" (in case the class hadn't realised what perfect pitch she had - impressed us every time!) Completing the round up was the Science teacher who was in his 30s at least, but still had swelling in the trouser region when he saw particular female students and who would often stand watching people get off their coach in the morning. They sound like a delightful bunch don't they?

I did like a couple of the teachers. There was the nice South African art teacher who was probably the only teacher ever pleased to see me. And the DT teacher who was also my form tutor in year 8. He was the best teacher I ever had and everybody adored him as he was the only teacher who would listen to the students and go out of his way to make us happy. Unfortunately at the end of the year he announced that not only would he not be our tutor the next year, but he was also moving to New Zealand. He promised to come back and visit when we were in year 11, but as it happens, he won't be back as he had a fatal motor bike accident in New Zealand as he was on his way to deliver Christmas presents to underprivileged children. All Greenfields students remember him as the best teacher we ever had.

Now in the hall people were either rocking in their chairs or fast asleep, mouths hanging open, dribbling. Mr Gradrind also said; "We encourage fierce competition between our students". He went on to talk about competing in

sports but this was not the only area of competition. It permeated every aspect of life at Greenfields. Students were thoroughly indoctrinated into believing in the Great God of Competition. It was encouraged and praised in every area of school life. The students drank it in and then obligingly competed in every way possible. There were constantly conversations about who had the biggest house, the flashiest cars, the latest designer gear and whose parents earned the most money and took them on the most expensive holidays. It was like a great herd of animals; whoever didn't fit these criteria was eaten alive.

I had a "friend" who loved playing power games. We hung round with two people who were natural followers, and this "friend" did everything she could to make them follow her in really childish ways. Things like hiding when I went to the toilet so I thought they'd gone without me (meaning I would then look like a 'Larry Loner'). Their laughter always gave them away though and let me know where they were hiding. Another game was threatening to throw people's sandwiches in the bin so they'd have to beg her not to. This girl was a frenzied, power-mad control freak. She may have been the same in another school but I think the competitive and pressurised atmosphere at Greenfields gave her strength and encouragement. I hear through friends that she is still behaving exactly the same. I'm so glad I don't have to put up with it anymore.

At the end of the 'welcome' speech we were given a list of school rules there and then. Probably with the aim of getting everyone to learn them over the summer so that we were all impeccably behaved when we started in September. This included things like: "All students must ask permission before excusing themselves from a lesson for whatever reason." Yes, this does mean we had to ask before going

to the toilet. Quite a lot of the time the teachers actually said, "No, wait 'til the end of the lesson." Once I had to actually beg the teacher every five minutes before she let me go to the toilet.

After an incident of a few year 7 boys making a mess of the toilets, all toilets were locked, yes locked, during lessons and if you were that desperate you had to walk all the way to the other end of the building to ask for the deputy (who was hardly ever there) for the key to unlock them. By which time it would probably be too late.

What's more, when the brand new spanking buildings were built they forgot to leave enough room for lockers so we had cloakrooms instead which were also locked during lessons to try and avoid theft. Which meant if you had games you got to carry round your kit for most of the day (as well as the previously mentioned black bag). We weighed my bags one day out of interest and found out they weighed more than my six year old sister. Fantastic for the posture and the spine. Wonder why that wasn't mentioned in their health and safety policy? (Actually there was no health and safety policy as all the policy manual was taken up by rules about student conduct and correct wearing of uniform).

You might wonder where all this has been leading. I'll tell you. One Monday morning, it finally all got to me and I couldn't even make it through first lesson. I packed my bag and excused myself from the lesson and walked the length of the site to reception and asked to be sent home. My mum arrived to take me home, and we silently proceeded through the school gates not even looking back. And I have never been back since.

Names of the school and people have been changed in this article.

Alexander Cameron-Young 1991-2008

Imagine a smile on a cheeky little five-year-old face. (You know the sort). A smile that sticks in your mind long after the five year old has grown. A smile that goes on warming you and making you smile whenever it comes to mind. That was the kind of smile Al had. You get a taste of it in his portrait here. Sadly it's only in photos and 'pictures in mind' that it can be found now because, tragically, Alexander Cameron-Young, 17 years old, was hit by a taxi on Saturday night May 30th. He died instantly.

His mum Beverley is broken hearted. His sisters Cassie and Xanthe are too, as are David his dad and the rest of the family.

A facebook page was started for Al, and within a couple of days it was teeming with tributes from many of Al's young (and not so young) friends. They were mostly from school and college because that was where his life was just now. It was very moving to read and lovely that so many had somewhere to express their shock and grief. It did not take long reading it to realise that 'that smile' had touched many and will live on in many hearts for years to come.

Al and his sisters were home educated in their early years and were regulars at gatherings. Although they went to school later they continued to come to some gatherings over the years, not least because Beverley was still working hard for HE (Beverley was main media contact for ages amongst other things, has served on the EO council twice and was local contact for a good while).

Some of the memories home ed people have mentioned include 'being ambushed by little rebels with water pistols at Featherstone Castle', 'Al always being in the middle of things' and, much later, 'being around' when all that glue was spread around at Langdale (2006) (and we pinned that on the little ones...methinks we got that right!). One family remembered Al like this: 'When they visited he did magic tricks and



made us laugh. He was a very bonnie, extremely friendly, open and likeable child.' A little brother of another friend said, 'Thanks for letting me tag along!' He remembers 'following the big boys and Al not minding having him around and getting him to join in.' All pretty much what we'd expect from a home ed boy ... plus that smile that lingers on.

Al's funeral was held in a woodland with a resting spot under a tree so his mum can sit in the shade when she visits. Loads of his pals came as well as family and many commented later at the laughter in the day. It was a real celebration of his young life and even had a song chosen by him! He had uncannily said to a mate not long before that he would want Bob Marley's 'Buffalo Soldier' played at his funeral. His sisters wrote their own tributes. Cassie recalled their last words after a bantering exchange just as he was going out that evening; (Cassie) "You go and have fun making a nuisance of yourself. See you later." Al in return said, "You know you love me

really." One of Xanthe's latest memories: "Al was generous. When he got some money recently, he took Mum and me to the cinema and bought me a present - but then he nicked it back off me. Typical!"

Beverley managed to speak her own tribute on the day of the funeral, which is surely heroic... and her words say it all:

"My boy Al could drive me to the edge of distraction and then switch on the charm and I'd forgive him - most of the time anyway.

"When he was seven or eight, we attended an EO gathering in a Youth Hostel with around 40 other families. The kids all knew each other and Al, his big sister Cassie and two friends were thrilled to be allowed to stay up all night with the other children. The adults had more sense and went to bed as the children and older teens played in a large room - in the morning children were found asleep on tables, under tables, on a pool table, and draped over several chairs. Some had the sense to join their parents when they realised that the tiredness had taken over, but not Al and his friends. They were determined to stay awake, and found things to occupy them such as laying plates, bowls, cups and cutlery on every tray in the dining area so that breakfasters wouldn't have to sort it out themselves. The staying awake strategy also included him waking me every hour! Just to tell me he was still awake. He never ever forgot that night and talked of it often. (Beverley has named the 'co-conspirators' on that occasion as Sam and Nicky W. both of whom Al remained very fond of.)

"One of his favourite pastimes was cycling with his mate - they'd simply take off and cycle for a few miles in a given direction and make new friends, get free ice-creams, and explore the countryside. They once managed to get a lift home on the back of a lorry because of a punctured tyre. Despite my entreaties to be careful and not to trust strangers, he tended to believe that people are basically good and can be

trusted - and despite my cynicism, he was usually right.

"He liked to push boundaries and always had a ready answer. When he asked for beer, I'd simply say 'Al, remind me of how old you are - I don't think so.' He once shot back with, 'Mum remind me how old you are - you're old enough to buy me one.'

"He also smoked - a massive bone of contention between us. He even hung out of his bedroom window smoking just that I couldn't smell it - until he fell out!

"He was a typical son - a couple of years ago I got ready for a Christmas party. As I was about to leave, Xanthe commented that I looked nice but Al was more concerned that my top was too revealing. 'It's a bit low if you bend over mum.' I disagreed but to appease him I said I'd make a point of not bending over. He then said, 'Hmm, dark red isn't really your colour is it mum.' I laughed at him and said it was most definitely my colour. Not being the kind of lad to give up, he then said, 'Ooh look at them bingo wings' - I put a shawl on at that point!

"He was very optimistic - he'd already have worked out how he would spend the money before he posted the competition entry, and was confident that he was capable of building me a garden wall and plastering my hallway after just one day's training in each.

"He was loved - by his family, his teachers, his friends - and judging by the visitors over the past week, by far too many girls.

"He loved the idea of one day visiting Jamaica and was fascinated by the country. He often walked in the house saying 'Yo mum - what's on yo mind?' I've lost count of the number of times I said 'You do know you aren't black don't you?' His reply: 'I'm black on the inside.'

"To be honest, Al had struggled for the last year or so to find a focus and had been a bit of a nightmare to be around. Frankly, he drove me nuts. However, I am eternally grateful for the

last two weeks before he died - he was happy and contented and we spent several silly evenings getting into tickling fights on the settee, going out as a family and just enjoying each other's company.

"For me AI can be summed up as loving, optimistic, sunny natured and, when not being a complete pain in the rear-end, a pleasure to spend time with. He was, with all his glorious imperfections, simply perfect and will always be my beautiful, loveable, precious son."

Beverley would like to thank everyone in the home ed community for all the cards, messages and phone calls of support and condolence she was sent. They were a great comfort to her. 'It's been nice to have people call me and remind me of little things about AI. Those calls have been bittersweet but I'm glad of them - I've cried a lot but I've also smiled a lot when being reminded of his escapades - the little monkey ☺

It also says volumes that, as she tries to sort through photos, Beverley laments: "I didn't take enough photos"... But, with aching hearts, we all know no amount would be enough now.

...and so finally, thanks Alexander for spreading that smile so far and wide ... a wonderful gift to leave the rest of us, in our hearts where it can't be tarnished and it goes on breeding more smiles.

Ann Samuel Till, July 2009

Anyone wishing to make a donation in memory of Alexander is asked to send it to Baby Milk Action. Please mark it or ask that it is noted as 'donation in memory of Alexander Cameron Young' to Baby Milk Action.

Cheques, or credit card via web or phone: Baby Milk Action, 34 Trumpington Street, Cambridge, CB2 1QY, UK. Tel: 01223 464420

<http://www.babymilkaction.org/shop/donation.html#donation>

Discount Rate for EO Members with BrainPOP UK



www.brainpop.co.uk

A new, highly engaging website which contains hundreds of animated explanations and interactive quizzes for children aged 7+.

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Education Otherwise members can sign up for LearnPremium by using the additional items order form. Just complete your name (as on your EO membership), Membership Number, address, phone number and email address - then tick the Learnpremium box in section 2 and proceed to the secure server to enter your payment details: <http://www.education-otherwise.org/order.htm>

Alternatively, you can send a cheque made payable to 'Education Otherwise Association Limited' to the address below. Please include your email address so your login details can be sent to you easily. Address: Education Otherwise, Learnpremium Admin, PO Box 325, Kings Lynn, Norfolk PE34 3XW.

For more information or help with your queries contact the Education Otherwise Administrator; Tel: 08445 867541 or email: learnpremium@educationotherwise.org.

IMPORTANT - We are unable to offer a refund after sending out your login info.

A no obligation free trial is available so that you can look around the Learnpremium website: the trial enables you to access everything on the website apart from the Test Centre which is restricted to subscribers. It's a good way to check out the website and see if it will suit you and your family. We receive a lot of positive feedback from EO members who use Learnpremium.



Lobbying MPs

Many home educators I have met have been intimidated by the prospect of lobbying their MP. I have written an account here of what happened when a small group went to see our MP. It is much easier to go in a group because there is less pressure on each individual. The most important thing I would like to emphasise is that you don't need to go armed with extensive knowledge of every piece of legislation affecting education, or a word-perfect grasp of the Badman report. The odds are that your MP won't have read it, and almost certainly won't have grasped the wider implications for civil liberties. They will probably know nothing at all about home education and how it works, so anything you say will be enlightening for them. It is so important that when "home education" crops up, they have an image in their minds of real, responsible people who were committed enough to make time to see them in person. Very few people ever bother to write to their MP, let alone visit them. Home educators across the country have now emailed and/or lobbied approximately

one half of the MPs. This is a critical time; we need to speak to them now so that they are aware of the strength of feeling in their constituencies, before Parliaments resumes in the autumn. If all home educators across the country visit their MPs in person and explain their perspective, we can have an enormous impact.

Helpful strategies:

Write the main points you want to make on a few cards.

Take some written material which you can leave with them to peruse for holiday reading.

Even if you know your MP does not support home education and disagrees with you, request them to ask Ed Balls some questions on your behalf, for instance about funding the Badman proposals. They are obliged to represent you and will have to ask questions on your behalf.

Ask them if they will consider signing Mark Field's Early Day Motion 1785.

Let others know what you are doing; record your meeting on the EO campaign site or the Badman review action group; email a summary to your local group. The next home educators to see their MP can build on the work you have started. This could be the beginning of a beautiful relationship. When you come across a good article or a useful piece of research, send it to your MP!

This isn't an exact account of the meeting; these are my reflections on the government perspective and the arguments that MPs are likely to put forward, which may help other people who plan to lobby their MPs.

On 19th June six home educators met Dawn Butler, MP for Brent South, currently Assistant Whip, HM Treasury.

We managed to get a personal meeting by pure chance as a local home educator had managed to meet with her on another matter and then mentioned home education to her. It was apparent that initially she had no idea that this was a topical issue but she did offer to meet with a group of constituents. In the meantime the Badman report had been published and there was a great flurry of activity on local Yahoo lists, resulting in several people responding to an appeal for local constituents to make time to meet their MP in person. On the day six of us made it. We didn't all know each other; some of us met for the first time that evening. We had a very brief discussion beforehand but didn't really plan what we wanted to say in any detail.

Dawn Butler said that she hadn't read the Badman report and wanted to hear our views first. She brought along a councillor from the local ward. We started off by explaining why we were so upset about the report and the recommendations. It immediately became clear that neither Dawn Butler nor the local councillor had any knowledge whatsoever of home education. It was news to them that we do not have to register, nor do we have to follow the

National Curriculum. Naturally they had the idea that we keep our children indoors, away from any social interactions with others; the inevitable "What about socialisation?" question surfaced very quickly. At the beginning they held the view that of course the government needed to know about home educated children and to monitor their education.

The main areas of discussion were these:

(1) The government has a responsibility to protect every child, therefore perhaps what home educators consider extreme recommendations in the Badman report are justified, for the sake of saving ONE child. We explained that home educators are very angry about the conflation of education and welfare issues; that home education has been repeatedly linked with abuse in the media although there are no statistics to support this, and Mr Badman himself did not find or present evidence.

We informed her of the reality of all the high profile cases which have led to the association of home education with child abuse, but where home education is a red herring. In all the high profile cases (Eunice Spry, Victoria Climbié, Khyra Ishaq) the abused children were known to social services and were let down by numerous professionals who should have intervened. We did point out that the NSPCC has made a public apology both to home educators and to the Victoria Climbié Foundation for its misrepresentation of home education and for mentioning HE in relation to this tragic case. We said that no amount of legislation could guarantee that there would not be another Josef Fritzl, and that it was ludicrous to pretend that an annual visit from an educational welfare officer could detect abuse. At this point she laughed and said that we shouldn't mention that, as they might suggest more frequent inspections. Already I felt that her perspective was beginning to shift.

We explained that home education is more accurately described as "community education". As a general rule, HE children are not isolated: they attend HE groups, sporting activities, study groups, use libraries, sports centres, join

Beavers, Rainbows, Scouts, St Johns Ambulance and many other groups.

(2) The MP and the councillor didn't initially understand why it was inappropriate for the LA to check that a child was receiving education of the same quality as a schooled child. Dawn asked in genuine bewilderment why we would not want a LA inspector monitoring our educational provision. We had to explain that some families have been persecuted by LAs hostile to home education, and that some families come to the attention of social services via malicious referrals. We spent a lot of time explaining autonomous HE; why testing and monitoring is inappropriate; that standards set in schools are not relevant to HE children; LAs are generally not equipped or trained to assess educational provision which does not fit into their perception and understanding of education; parents are best placed to do this. All parents are responsible for their children's education although the majority choose to discharge that responsibility by sending their children to school. We tried to convey the diversity of the HE community i.e. although there are some children who flourish and "achieve" in the widely accepted sense, there are other children with SEN or those who have been withdrawn from school, for whom improved emotional wellbeing and not feeling suicidal might be the measure of "success". There are many young people who leave school with no qualifications, and it is unreasonable to expect that all HE young people would achieve academically. At this point Dawn began talking about the "talk and chalk" method of teaching and acknowledged that this turns off many children; she became very enthusiastic about apprenticeships and said that the House of Commons will be offering the opportunity to learn carpentry and cabinet making skills.

(3) Our MP understood why we would not want a child interviewed alone (and realised that no other agency is allowed to do this). She asked whom we would find acceptable: for instance, a trusted adult? We said this was a totally unacceptable proposal and that we rejected their demand absolutely: there is a long

established principle of being "innocent until proven guilty" not vice versa. If this proposal were to be implemented, logically local authorities would have to interview schooled children at weekends, and make sure they were safe over the holiday period; they would also need to interview and approve families of pre-school children etc.

(4) Dawn asked about the "good things" in the report: that local authorities should provide more support to home educating families, e.g. more assistance to children with special educational needs, helping to provide free access to examination centres, sports facilities, libraries and music tuition. We explained our scepticism given the history of the review: there has been a series of consultations over the past four years, resulting in the 2007 guidelines. We said that we feel the government persists in asking the same questions hoping to get different answers, and that they target certain LAs who are hostile to HE to canvass their opinions, rather than focussing on those LAs who have a productive and mutually respectful working relationship with home educating families. We tried to clarify our mistrust of the motivation behind the review, citing Badman's repeated statement that the status quo would not remain. In other words, he was never impartial, he was highly selective in his use of submissions and he ignored the many HE families who had spent a lot of time and energy trying to inform him about the reality of HE in general and autonomous learning in particular. We also pointed out that there is no mention of how the "support" is to be resourced nor is there a timescale; the "support" is not highlighted as one of the changes which should happen immediately, whereas the registration and monitoring proposals are to be implemented urgently.

(5) We went on to discuss the resources issue in more detail: the Badman recommendations would take scarce funds away from genuine cases. Social services and education departments are already over-stretched and unable to help those in desperate need. Although Dawn seemed to

think Ed Balls had announced a vast increase in funding to education, both she and the local councillor did acknowledge that funding is a big problem for LAs generally and that social services are overstretched.

(6) By the end of our discussion and our stories about autonomous learning, children going at their own pace, not being burdened by being "taught to the test", being able to pursue their particular interests, how school and academic programmes do not suit all children, Dawn Butler was beginning to make connections with her own experiences at school. She told us that she nearly dropped out of school very early because of disillusionment with the system and one particular teacher. By the end of our meeting she was talking about "talk and chalk" being inappropriate for many children in the school system, the need for "personalised learning" and "individual learning plans" and realising that HE offers much which government now recognises is missing from the state system and National Curriculum. She also finally grasped that there would be an enormous problem if HE kids were forced back to school - for instance in Brent there are already about 300 kids with no school place. The LA staff are kept busy with these young people and do not have time to deal with HE as outlined in the Badman report.

(7) We kept insisting that structures for monitoring education are already in place: LAs have statutory powers, they just need to understand the law but many LAs have not been properly trained and there is a huge disparity across the country. There is a massive problem with perception of HE among professionals and the general public, and the conflation of education and welfare issues has been highly damaging and distressing. There may well be an issue with forced marriage in some communities (such as in Brent), but this often occurs during school holidays and is not related to "home education".

(8) We did briefly discuss registration and reiterated that we are "known" just not by school teachers; almost everybody is already on

databases and known to the health service, Child Benefit etc. as discussed in point (1). ContactPoint is intended to link all the separate databases; we are very uncomfortable with yet another database and the inevitable security problems. We felt that the concern with registration and monitoring was motivated more by LAs being anxious about covering their backs than about safeguarding, because of the Every Child Matters duty of "ensuring" the five outcomes.

At the end of the meeting both Dawn Butler and the local councillor were talking about the Badman report as "taking a sledgehammer to crack a nut". We felt there had been a huge shift after just an hour and a half. She promised to write to Ed Balls asking why there was yet another review and raising various other points. She will copy us in and we will be able to respond to whatever he says. She will also find out if there is a Select Committee to which a group of HE kids could give evidence.

Although she knew so little about HE in general and the Badman review in particular, by the time of the meeting Dawn Butler was well aware that this is a "hot issue" so all those letters and emails from home educators are making a powerful impression.

Judi Wilson

Lobbying Dawn Butler, MP

I didn't know what to expect of the meeting and I was pleasantly surprised by how open Dawn was to listening and trying to understand our concerns. Even that councillor who came with her, came around to listening to us and said it had been a learning curve.

I think one of the benefits of a small group of home educators being present, was that we were able to represent ourselves as a diverse community. We have different experiences, for example C having children in school and out of school. I think that as well as gaining an understanding of our concerns about particular issues in the Badman report, Dawn also got information and ideas about the value of home

education. Through talking with us Dawn got a lot more information about home education than she really needed - the value of that was that she got ideas and information and an impression about the values of home education that I think brought her more on our side. And that councillor!

Of course we also explained our particular concerns with the Badman report, and got an invite for home educated children to visit Parliament. I think it was more successful than I could have expected, well done J for organising it.

Who are we going to talk to next?!

Myra Fricker

What to say to MPs who can't see a problem with the Badman Report

The Badman Report proposes disproportionate intervention for a problem which has not even been proved to exist. It is being proposed that failure to register as a home educator should be a criminal offence and it is further proposed that home educators should have to apply for registration on an annual basis, with part of the registration process being an interview alone with the child in the family home.

Graham Badman and the DCSF are confusing education, welfare and child protection.

These three areas require specialist knowledge and experience. If the recommendations went through, this would have a devastating impact on families as staff struggled to implement contradictory recommendations. Child protection is a highly specialised field and interview techniques where the child is seen alone, which are used in safeguarding cases, would be unacceptable outside this area.

The present powers and duties are entirely sufficient and are as follows:

The parent has a duty to cause the child to receive education via section 7 of the Education Act 1996. This can be done through school or outside the school system.

The local authority has a duty via s.436A of the Education Act 1996 to make arrangements to identify children missing education, by which the authority locates children not on the roll of a maintained school and establishes whether arrangements have been made for their education.

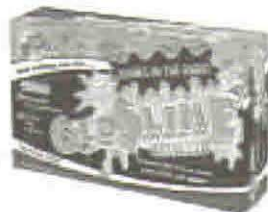
The authority has further duties via the Children Act 1989 sections 17 and 47 in relation to establishing whether a child is in need of services and a duty to step in if the child is at risk of significant harm.

Section 10 of the Children Act 2004 obliges the local authority to co-operate with statutory partners to improve wellbeing of children in the area.

Section 437 of the Education Act 1996 requires the local authority to seek information from parents if it appears that a child is not receiving education. Ultimately if the local authority is not satisfied, it has a duty to serve a School Attendance Order.

To celebrate the launch of our NEW Online Educational Products website www.shop4education.co.uk, aimed at Home Educators and parents looking to supplement their children's learning, we are offering two fabulous prizes.

The lucky Winner will receive a 'Heavenly Incense Science Factory' AND a 'Glo-slime Factory', for fun science in the home, PLUS a voucher worth £10 to spend on the website. There will also be a runners-up prize of a Move Easy ergonomically designed pen, in a choice of Pink or Blue designed for right or left handed writers, PLUS a voucher worth £5 to spend on the website. For more information on these prizes and many other educational products visit us at www.shop4education.co.uk



We are looking for the person who comes up with a captivating flyer that we feel will encourage people to take the time to visit our website. The flyer needs to highlight the products we offer on www.shop4education.co.uk and at the same time capture the look and feel of our website. So please take the time to see what we supply; read 'about us' and trawl through the categories. We can't wait to see what you come up with.

Good Luck!

Terms and Conditions:

Closing date 31st September 2009.

The winning flyer and the runner-up flyer will be displayed on www.shop4education.co.uk and the prize sent within one week after the closing date.

Please supply your flyer and included your name, address, age and let us know your colour preference for the pen and if you are right or left handed.

Send your entries to Shop4Education, Church Cottage, Leighland, Watchet TA23 0RP.



Hello! Hope you are all enjoying the summer and finding time to relax with a good book. If you are looking for inspiration why not check out some of the books reviewed here, they were all highly rated by the reviewers. If you and your family have enjoyed a particular book over the summer please take the time to send in a review; everyone always likes to hear about good books. The address to send it to is: bookreviews@education-otherwise.org. The deadline is September 1st.

Congratulations to Katherine Aitken who is the lucky winner of Are you sad Little Bear? By Rachel Rivett



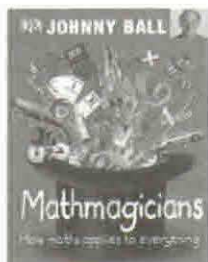
Spy Dog Rocket Rider

By Andrew Cope
 ISBN: 0141322454
 Price: £5.99

This book is about a dog called Lara. She is a retired spy who can ride bicycles and understand 7 languages but can't talk. She sets out to find her parents and discovers a gang of evil rocket scientists. It was exciting.

Reviewed By Daniel Wells age 8

Editor's Note: There are 5 books in the Spy Dog Series: Spy Dog, Spy Dog 2, Spy Dog Unleashed, Spy Dog Superbrain, Spy Dog Rocket Rider and 1 in the Spy Pups Series: Spy Pups Treasure Quest. The official Spy Dog website is: www.spydog451.co.uk



Mathmagicians - How maths applies to everything -

By Johnny Ball
 ISBN: 1405337273
 Price: £10.99

I remember Johnny Ball from my own childhood. The memory of his excitement for science and maths and making everything educational as fun as possible means that I can't wait to open his new book to read every single word. Johnny Ball takes you through a magical whistle stop tour of everything related to Maths and Science. The book is divided into three main sections. The Ancient world looks at how and why we need and use Maths such as how the Calendar was developed and how the ancient Egyptians built the Great Pyramid. The Age of Discovery explores the explorers mapping the world and where our numbers came from. The last section entitled Modern measuring looks at how everything we have learned so far contributes to modern life and technology from light, sound, colour, space and beyond!

Johnny Ball combines education with colourful illustrations, well presented information and humour to create a publication for everyone. Whether you were just curious about a particular theory or looking for inspiration for your next project, this book has it all. Loved the book - if you have a scale I would give it five stars!

"I liked that Isaac Newton is mentioned in the book so many times. He is my favourite scientist!"
 - Isaac Marriott aged 6

Reviewed by Vikki and Isaac Marriott



Skellig

By David Almond
ISBN:0340997044
Price: £5.99

I originally bought this book to read to my 8 year old son, because the jacket blurb talks about a boy discovering a magical creature and, as my son is into Harry Potter and all things magical at the moment, I thought he would enjoy it.

However, as usual I read it first and discovered it to have far more depth than that, dealing with the emotions of a boy at that turning point between childhood and adulthood when there is still just enough room for magic before the practicalities of everyday life take over.

In the book the main character, Michael, has to come to terms with the fact that he and everyone around him is changing. The premature birth of his little sister, the move to a new house where an old man has died and what he finds in the garage there, all present him with opportunities to test himself and his beliefs. Helped by his new friend Mina and the creature in the garage, he begins to see the world around him in quite a different way.

Although the subject matter here seems a bit dark, with frequent mentions, or overtones of death, I really enjoyed this book. It is written in a gentle, flowing style with short chapters, surprising twists and characters that are very real from the start, which makes it easy to read and hard to put down.

I don't think my 8 year old is ready for it just yet, but I'm sure many 12 year olds and over would really enjoy it. Incidentally, Michael's friend Mina has never been to school, and is home educated by her mum, which isn't mentioned on the jacket but was a nice surprise and made it even more enjoyable for me.

Reviewed by C. Wells



George's Secret Key to the Universe

By Lucy and Stephen Hawking
ISBN:055255958X

Price: £6.99

If you like science, space and pigs - this is the book for you!
We all liked the science fact-files and brilliant pictures, but opinion was more divided on the storyline.

Some people liked the story because the characters were interesting and it was a good vehicle to accessing the science. Others thought the story was bland and cheesy, and that some of the characters were rather two dimensional and overly stereotyped.

Ratings for this book varied from 4/10 to 3400000/10!!

Reviewed by Huddersfield Home Educators Book Group (ages 4-12)

Editor's Note: The sequel to this book is *George's Cosmic Treasure Hunt*. The website for both books is www.georgessecretkey.com.



So what have we been up to?

Well we've moved on from ice cream to the Stone Age perhaps to the relief of my waist line! The Stone Age suits my two lads down to the ground as think they can get away without washing and talk to me in grunt. My son who is aged five is always collecting stones on walks and enjoys looking out for flints. It's turned into a bit of an obsession really, as he now resembles Makka Pakka from in the night garden, those of you with tiny ones will know what I mean!

My older boy is interested in all weapons from early civilisations so we went to a local museum to look at a display of Stone Age axes and the like. I know that looking at a load of old bits of stone may not light your fire, but it prompted lots of questions and observations. We noticed the crude shapes of the earlier tools compared with the late Stone Age, and marvelled at the beauty of the arrow heads. Not bad for people considered not too bright.

Our learning went down many roads about why people started to live in groups and the pros and

cons of this. How did they survive the wild beasts? When did they start cooking meat? The good thing about these sorts of question is that the options are many and lead to very interesting conversations.

We found great books at our local library: my favourite was called "How to Avoid Being a Mammoth Hunter" of which there is a whole series from Pompeii to the Middle Ages. It had great cartoons of Stone Age people having a mammoth feast, sorry bad pun! It certainly helped my son's reading! The trouble with history books is that you can read all about these wonderful objects and never get to handle the real thing. After all, that's what brings it to life for many children.

We'd read about shelters made from the bones of mammoths and their hides in Russia and lovely artefacts found here, so we decided to make our own. We wanted to be cave men and women for the day! I asked the boys what weapons we should have and they chose axes, but how to make a fake that doesn't break? I do have a real axe in the shed, a bygone from my

woodstove days, but alas and much to my kids' dismay, mum stuck to the period. It has a metal blade not stone, so no playing with that! I hit on the idea of using chicken wire for a frame and covering it with art rock: hey presto! Stone age axes! Although, I'm sure that they were never painted bright metallic green before as my little one did insist on it. They did look fantastic.

Now we needed something to hunt. Exit the cats as makeshift mini-mammoths by the gleam in my boy's eyes! The dog wouldn't cooperate either although she is a beast being a wolfhound. They settled for cardboard targets pinned on the fence, but the neighbour had to duck a few times. Her face was a picture when she heard us all yelling and looked over to see us all in costume! Don't worry it was only fur fabric.

Lots more followed over the course of a few days: cave paintings, shelter building and a BBQ of "deer ribs" and "mammoth burgers"! This may seem like a lot of play and tomfoolery on our

part, and yet the children learned a great deal, in terms of people's lives and daily conditions. It was fun too!

A comment by my son made me smile. He said that they were the first home schoolers, all the oldies would teach all they knew to the young ones, which gave me some lovely images of lighting fires, learning to cook and going on your first mammoth hunt!

We're taking a break from learning for the summer, but we won't be idle; my bigger son is back to dinos and the younger wants to learn more about bugs and pollination. As for my girl she told me a few weeks ago she wants to be a vet and can she get on with GCSEs? At eleven I'm impressed, but why not stick to chocolate making for the summer?

Happy days!

Maya Lucas



Update from EO G & G Concerning the Badman Report on Home Education

Email: governmentpolicy@educationotherwise.org

Please note that members who have given EO an email address received an early preview of this information last month. If you want to receive news updates from Education Otherwise via email then please send your address to database@educationotherwise.org

IF YOU ONLY DO ONE THING AS A RESULT OF READING THIS THEN PLEASE GET IN TOUCH WITH YOUR MP AS SOON AS POSSIBLE.

THE LAW ON HOME EDUCATION IS ABOUT TO CHANGE UNLESS WE CAN PREVENT IT.

More information here on how to contact your MP and what you might say :
<http://tinyurl.com/lg69gq>

Donate to Education Otherwise here: <http://tinyurl.com/eodonate>
<http://www.freedomforchildrentogrow.org/update.php>
<http://twitter.com/EdOtherwise>

Proposals to change the law

Following the Badman Report published on June 11th the Government is currently proposing to legislate for the following; probably by means of a new Safeguarding Bill to be introduced in the Queens Speech some time around November:

Every home educated child of compulsory school age must be registered with the local authority in which the child is resident:

- Regulations will specify the information that parents must provide which is likely to be child's name, date of birth, address, the same information for adults with parental responsibility; a statement of approach to education, and the location where education is conducted if not the home;
- Scope to extend the scheme to 18 in future;
- Regulations will specify how registration should take place;
- Any changes to registration details should be notified immediately;
- Registration must be renewed annually;
- It will be a criminal offence to fail to register or to provide inadequate or false information;
- Pupils should stay on the school roll for 20 days after a notification to home educate;
- The school must provide the local authority with a record of achievement to date and predicted future attainment;
- DCSF will take powers to issue statutory guidance relating to registration and monitoring.

The above points have been taken from the current DCSF consultation on registration and monitoring proposals for home education. You can find a link to the consultation here:

<http://tinyurl.com/l82dxm>

The consultation does not end until October, so there is no hurry to complete it. However we are highlighting it now primarily so that members can see at a glance what the Government would like to introduce.

Campaign Website link

Education Otherwise has a campaign website where we have uploaded a web page dedicated to the Badman report: <http://tinyurl.com/lzxxmf>

The Government has indicated that additional funding is unlikely, stating that "proposals are still at an early stage of development. We do not expect them to place any significant additional burdens on local authorities as most already monitor home education". Read more from the House of Lords here <http://tinyurl.com/mnoh3l>

Full Badman Report

<http://tinyurl.com/mtzc9w>

Summary of recommendations

<http://tinyurl.com/kodhg9>

Ring 0870 000 2288 (DCSF main switchboard) to obtain a paper copy of the consultation response form to Elective Home Education and Monitoring.

The current legal position

The law has **NOT** yet changed as a result of the Badman Report. The primary legislation remains section 7 of the 1996 Education Act and the guidelines remain as issued by the Government in November 2007. Your local authority should **NOT** be jumping the gun and regarding any aspects of the Badman Report as giving them new powers or responsibilities.

The Education Otherwise website page on the law describes the current position in August 2009. <http://www.education-otherwise.org/legal.htm>

Access to the child and the family home

Under the new proposals, home educated children may be inspected individually and required to exhibit what they have learned. The Badman Review proposes to give powers for local authority officers to enter the family home, which is called "the premises."

Graham Badman has further recommended that "parents be required to allow the child through exhibition or other means to demonstrate both attainment and progress in accord with the statement of intent lodged at the time of registration."

The Badman Review also appears to be recommending that local authority officers should wherever possible speak to the child without a parent present.

"The DCSF should bring forward proposals to change the current regulatory and statutory basis to ensure that in monitoring the efficiency and suitability of elective home education. That designated local authority officers should:

- have the right of access to the home;

- have the right to speak with each child alone if deemed appropriate or, if a child is particularly vulnerable or has particular communication needs, in the company of a trusted person who is not the home educator or the parent/carer. In so doing, officers will be able to satisfy themselves that the child is safe and well."

Children & Young People's Survey: What do they think about the Badman Report?

Ann Newstead set up a survey for children to say how they feel about the recommendations in the Badman Report - <http://www.ukhome-educators.co.uk/Survey/childsurvey0609.htm> or <http://tinyurl.com/eochildstats>

456 children (78%) had an issue with the idea of mandatory home visits to assess the suitability of education being provided. The reasons given varied. A lot of children expressed concerns that the person visiting would have the power to send them back to school:

"No, I do not want to speak to anyone who I do not know and who might make me go back to school. My parents and me know what we need to do and don't need someone else to tell us"

"I would feel uncomfortable having someone inspect my work. I would also worry that they might try to force me back to school."

The survey initially ran until 30th June but proved so popular that we have decided to extend it.

Please consider asking your children to fill in the survey here: <http://tinyurl.com/eochildsurvey>

Summary of Recommendations from the Badman Review of Home Education 2009

Recommendation 1

That the DCSF establishes a compulsory national registration scheme, locally administered, for all children of statutory school age, who are, or become, electively home educated.

- This scheme should be common to all local authorities.
- Registration should be renewed annually.
- Those who are registering for the first time should be visited by the appropriate local authority officer within one month of registration.
- Local authorities should ensure that all home educated children and young people already known to them are registered on the new scheme within one month of its inception and visited over the following twelve months, following the commencement of any new legislation.

- Provision should be made to allow registration at a local school, children's centre or other public building as determined by the local authority.
- When parents are thinking of deregistering their child/children from school to home educate, schools should retain such pupils on roll for a period of 20 school days so that should there be a change in circumstances, the child could be readmitted to the school. This period would also allow for the resolution of such difficulties that may have prompted the decision to remove the child from school.
- National guidance should be issued on the requirements of registration and be made available online and at appropriate public buildings. Such guidance must include a clear statement of the statutory basis of

elective home education and the rights and responsibilities of parents.

- At the time of registration parents/carers/guardians must provide a clear statement of their educational approach, intent and desired/planned outcomes for the child over the following twelve months.
- Guidance should be issued to support parents in this task with an opportunity to meet local authority officers to discuss the planned approach to home education and develop the plan before it is finalised. The plan should be finalised within eight weeks of first registration.
- As well as written guidance, support should encompass advice from a range of advisers and organisations, including schools. Schools should regard this support as a part of their commitment to extended schooling.
- Where a child is removed from a school roll to be home educated, the school must provide to the appropriate officer of the local authority a record of the child's achievement to date and expected achievement, within 20 school days of the registration, together with any other school records.
- Local authorities must ensure that there are mechanisms/systems in place to record and review registrations annually.

Recommendation 2

That the DCSF review the current statutory definition of what constitutes a "suitable" and "efficient" education in the light of the Rose review of the primary curriculum, and other changes to curriculum assessment and definition throughout statutory school age. Such a review should take account of the five Every Child Matters outcomes determined by the 2004 Children Act, should not be overly prescriptive but be sufficiently defined to secure a broad, balanced, relevant and differentiated curriculum that would allow children and young people educated at home to have sufficient information to enable them to expand their talents and make choices about likely careers. The outcome of

this review should further inform guidance on registration.

Home educators should be engaged in this process.

Recommendation 3

That all local authorities analyse the reasons why parents or carers chose elective home education and report those findings to the Children's Trust Board, ensuring that this analysis contributes to the debate that determines the Children and Young People's Plan.

Recommendation 4

That the local authority should establish a Consultative Forum for home educating parents to secure their views and representative opinion. Such a body could be constituted as a sub-group of the Children's Trust with a role in supporting the development of the Children's Trust, and the intentions of the local authority with regard to elective home education.

Recommendation 5

That the DCSF should bring forward proposals requiring all local authorities to report to the Children's Trust Board making clear how it intends to monitor and support children and young people being educated at home, in accord with Recommendation 1.

Recommendation 6

That local authorities should where appropriate commission the monitoring and support of home education through the local Children's Trust Board, thereby securing a multidisciplinary approach and the likely use of expertise from other agencies and organisations including the voluntary sector.

Recommendation 7

The DCSF should bring forward proposals to change the current regulatory and statutory basis to ensure that in monitoring the efficiency and suitability of elective home education:

- That designated local authority officers should:
- have the right of access to the home;
- have the right to speak with each child

alone if deemed appropriate or, if a child is particularly vulnerable or has particular communication needs, in the company of a trusted person who is not the home educator or the parent/carer.

In so doing, officers will be able to satisfy themselves that the child is safe and well.

- That a requirement is placed upon local authorities to secure the monitoring of the effectiveness of elective home education as determined in Recommendation 1.
- That parents be required to allow the child through exhibition or other means to demonstrate both attainment and progress in accord with the statement of intent lodged at the time of registration.

Recommendation 8

That reasonable warning of intended visit and invitation to exhibit should be given to home educators, parents and carers, not less than two weeks in advance. A written report of each visit must be filed within 21 days and copied to the home educating parent and child. A suitable process for factual correction and challenge to the content must be in place and made known to all parties.

Recommendation 9

That all local authority officers and others engaged in the monitoring and support of elective home education must be suitably trained. This training must include awareness of safeguarding issues and a full understanding of the essential difference, variation and diversity in home education practice, as compared to schools. Wherever possible and appropriate, representatives of the home educating community should be involved in the development and/or provision of such training. It is recommended that all officers be trained in the use of the Common Assessment Framework.

Recommendation 10

That all local authorities should offer a menu of support to home educating families in accord with the requirements placed upon them by the power of wellbeing, extended schools and

community engagement and other legislation. To that end local authorities must provide support for home educating children and young people to find appropriate examination centres and provide entries free to all home educated candidates who have demonstrated sufficiently their preparedness through routine monitoring, for all DCSF funded qualifications.

Recommendation 11

That in addition to Recommendation 10 above, local authorities should, in collaboration with schools and colleges:

- Extend and make available the opportunities of flexi-schooling.
- Extend access to school libraries, sports facilities, school visits, specialist facilities and key stage assessment.
- Provide access to specialist music tuition on the same cost basis.
- Provide access to work experience.
- Provide access to post 14 vocational opportunities.
- Signpost to third sector support where they have specialist experience and knowledge, for example, provision for bullied children.

Recommendation 12

- BECTA considers the needs of the home educating community in the national roll out of the home access initiative
- That local authorities consider what support and access to ICT facilities could be given to home educating children and young people through the existing school networks and the use of school based materials
- That the QCA should consider the use of ICT in the testing and exam process with regard to its impact on home educated children and young

Recommendation 13

That local authority provision in regard to elective home education is brought into the scope of Ofsted's assessment of children's services within the Comprehensive Area Assessment through information included in the

National Indicator Set (Recommendation 25), the annual LSCB report (Recommendation 21) and any other relevant information available to inspectors.

Recommendation 14

That the DCSF require all local authorities to make an annual return to the Children's Trust Board regarding the number of electively home educated children and young people and the number of School Attendance Orders and Education Supervision Orders as defined in the 1996 Education Act, issued to home educated children and young people.

Recommendation 15

That the DCSF take such action as necessary to prevent schools or local authorities advising parents to consider home education to prevent permanent exclusion or using such a mechanism to deal with educational or behavioural issues.

Recommendation 16

That the DCSF bring forward proposals to give local authorities power of direction with regard to school places for children and young people returning to school from home education above planned admission limits in circumstances where it is quite clear that the needs of the child or young person could not be met without this direction.

Recommendation 17

That the Ofsted review of SEN provision give due consideration to home educated children with special educational needs and make specific reference to the support of those children.

Recommendation 18

That the DCSF should reinforce in guidance to local authorities the requirement to exercise their statutory duty to assure themselves that education is suitable and meets the child's special educational needs. They should regard the move to home education as a trigger to conduct a review and satisfy themselves that the potentially changed complexity of education provided at home, still constitutes a suitable education. The statement should then be revised

accordingly to set out that the parent has made their own arrangements under section 7 of the Education Act 1996.

In the wake of the Ofsted review, changes to the SEN framework and legislation may be required.

Recommendation 19

That the statutory review of statements of SEN in accord with Recommendation 18 above be considered as fulfilling the function of mandatory annual review of elective home education recommended previously.

Recommendation 20

When a child or young person without a statement of special educational needs has been in receipt of School Action Plus support, local authorities and other agencies should give due consideration to whether that support should continue once the child is educated at home - irrespective of whether or not such consideration requires a new commissioning of service.

Recommendation 21

That the Children's Trust Board ensures that the Local Safeguarding Children Board (LSCB) reports to them on an annual basis with regard to the safeguarding provision and actions taken in relation to home educated children. This report shall also be sent to the National Safeguarding Delivery Unit. Such information should be categorised thereby avoiding current speculation with regard to the prevalence of child protection concerns amongst home educated children which may well be exaggerated. This information should contribute to and be contained within the National Annual Report.

Recommendation 22

That those responsible for monitoring and supporting home education, or commissioned so to do, are suitably qualified and experienced to discharge their duties and responsibilities set out in Working Together to Safeguard Children to refer to social care services children who they believe to be in need of services or where

there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

Recommendation 23

That local authority adult services and other agencies be required to inform those charged with the monitoring and support of home education of any properly evidenced concerns that they have of parents' or carers' ability to provide a suitable education irrespective of whether or not they are known to children's social care, on such grounds as:

- alcohol or drug abuse
- incidents of domestic violence
- previous offences against children

And in addition:

- anything else which may affect their ability to provide a suitable and efficient education

This requirement should be considered in the Government's revision of Working Together to Safeguard Children Guidance.

Recommendation 24

That the DCSF make such change as is necessary to the legislative framework to enable local authorities to refuse registration on safeguarding grounds. In addition local authorities should have the right to revoke

registration should safeguarding concerns become apparent.

Recommendation 25

That the DCSF, in its revision of the National Indicator Set indicated in its response to the recent Laming Review, should incorporate an appropriate target relating to the safeguarding of children in elective home education.

Recommendation 26

DCSF should explore the potential for Centre for Excellence and Outcomes in Children and Young People's Services (C4EO) and other organisations, to identify and disseminate good practice regarding support for home education.

Recommendation 27

It is recommended that the Children's Workforce Development Council and the National Safeguarding Delivery Unit include the needs of this group of officers in their consideration of national training needs.

Recommendation 28

That the DCSF and the Local Government Association determine within three months how to provide to local authorities sufficient resources to secure the recommendations in this report.

Petition against the Badman Report

<http://petitions.number10.gov.uk/EHReview/>

Frequently Asked Questions

What's the problem with the report? It looks like home educators are going to get more support. Isn't that a good thing?

Home educators were quick to spot that there was no extra funding announced for "support" and no mention of targets or criteria against which a Children's Trust could be inspected and deemed to have failed in providing support to home educating families. As one parent has said "they want all the oppressive intrusive inspection recommendations to be legally

enforceable but all the warm fuzzy support recommendations are just going to be voluntary."

o Recommendation 28

That the DCSF and the Local Government Association determine within three months how to provide to local authorities sufficient resources to secure the recommendations in this report.

Furthermore, the support is conditional on meeting criteria imposed by the local authority:

local authorities must provide support for home educating children and young people to find appropriate examination centres and provide entries free to all home educated candidates who have demonstrated sufficiently their preparedness through routine monitoring, for aII DCSF funded qualifications.

Why is compulsory registration such an issue? Surely the government needs to know the whereabouts of all children so it can keep them safe?

The law already stipulates that schools must notify the local authority when a child is removed from the school in order to be home educated. The national database, ContactPoint, also has a field on the form for details of the educational setting, which includes home education. Many home educators have pointed out that when the state knows where children are, and when professionals become involved with a family, this does not suffice to keep children safe.

The particular form of registration proposed by the Badman Review is not simply a method of notifying the authority, it is more akin to applying for a licence to be a home educator for the year. Since education is the parents' responsibility in law, perhaps we should logically apply to be parents of our own children for the year, as though we were going through the process of adoption?

What's the problem with home educators being required to have a plan? Wouldn't everyone who was doing it properly have a plan anyway?

The Badman Report has said that the child's education will be assessed annually and measured against the parent's plan. The Report has also said that parents need to come up with a plan within a very short time of beginning home education, implying that if this is not

forthcoming or not judged adequate, that the home education would not be registered.

"At the time of registration parents/carers/guardians must provide a clear statement of their educational approach, intent and desired/planned outcomes for the child over the following twelve months."

At the same time the Badman Report says that the school must pass on the child's school record which will include an estimate of future achievements and measurement of the child against developmental milestones. The parent's plan may conflict with the school's judgements. The family may also wish to change direction if a particular approach or field of study is not productive and it is feared that this would result in the home education being judged as defective by the yardstick of the plan. In addition the Badman Review recommends that a suitable and efficient education should be redefined in light of the Rose Review of the Primary Curriculum. If this recommendation were implemented then home educators' freedom would be greatly restricted since their planned outcomes would in fact be prescribed by the state.

o Recommendation 2

That the DCSF review the current statutory definition of what constitutes a 'suitable' and 'efficient' education in the light of the Rose review of the primary curriculum, and other changes to curriculum assessment and definition throughout statutory school age. Such a review should take account of the five Every Child Matters outcomes determined by the 2004 Children Act

Is there anything else?

Yes:

Registration It is being suggested as part of the proposed registration process that families should present themselves annually at a school or Sure Start children's centre. Registration

will not be automatic, it will be provisional and subject to approval which can be withheld or withdrawn.

Provision should be made to allow registration at a local school, children's centre or other public building as determined by the local authority. Registration should be renewed annually.

Access to the child and the family home Under the new proposals, home educated children may be inspected individually and required to exhibit what they have learned. The Badman Review also proposes to give powers for local authority officers to enter the family home, which is called "the premises." The Badman Review also appears to be recommending that local authority officers should wherever possible speak to the child without a parent present.

The DCSF should bring forward proposals to change the current regulatory and statutory basis to ensure that in monitoring the efficiency and suitability of elective home education:

That designated local authority officers should:

- have the right of access to the home;
- have the right to speak with each child alone if deemed appropriate or, if a child is particularly vulnerable or has particular communication needs, in the company of a trusted person who is not the home educator or the parent/carer.

In so doing, officers will be able to satisfy themselves that the child is safe and well.

parents be required to allow the child through exhibition or other means to demonstrate both attainment and progress in accord with the

statement of intent lodged at the time of registration.

Not allowing schools to take the child's name off the school roll The Badman Review also proposes that children should be kept on a school roll for 20 days after their parents have written to the school asking for the name to be removed from the roll. This will be controversial in schools as it is detrimental to the school's persistent absence targets which form part of their Ofsted report. It is possible that the family could come under pressure to make the child continue to attend school while the family is being investigated before the child is allowed to cease being a pupil at the school.

Flexischooling The Badman Review says:

Local authorities should, in collaboration with schools and colleges:

** Extend and make available the opportunities of flexi-schooling.*

If this goes ahead, it is likely to prove controversial as it will greatly reduce the autonomy of school heads if the local authority acquires the power to intervene. More information on flexischooling (updated July 2008) can be found at: <http://www.education-otherwise.org.uk/HE/Flexi-schooling%20oct05.pdf>

Special Educational Needs Graham Badman has heard from a number of home educating families where the child has special needs. He has also taken evidence from several autism support charities. The Badman Review recommends:

That the Ofsted review of SEN provision give due consideration to home educated children with special educational needs and make specific reference to the support of those children.

In the wake of the Ofsted review,

changes to the SEN framework and legislation may be required.

Yet it is children with special needs who may be among those most threatened and distressed by the temporary conditional nature of the proposed registration regime, coupled with the requirement to exhibit and perform, entry to the family home and other measures proposed in the Review.

What are home educators doing about this?

Home educators instinctively began writing to their MP and to visit MPs' surgeries to explain the devastating effect these recommendations would have on their families. Please let us know when you have contacted your MP. governmentpolicy@educationotherwise.org or Government Policy Group c/o PO BOX 325 KINGS LYNN PE34 3XW

What is EO doing?

Education Otherwise Government Policy Group and EO Disability Group are working with barrister Ian Dowty to analyse the Badman Review with a view to publishing a detailed critique in the Education Otherwise newsletter.

A day's training about the current law and the potential impact of the Badman Report will be offered to volunteers on the EO helpline and information will also be sent to EO local contacts and other volunteers.

Education Otherwise has met with Iain Campbell from the DCSF to establish the timescale for these proposals and to convey the outcry the Badman proposals have caused in the home education community. You can read notes from the meeting [here](http://tinyurl.com/eodcsf300609)

A representative from Education Otherwise Government Policy Group has obtained a bursary from the National Council for Voluntary Organisations (NCVO) to attend the Labour Party Conference in Brighton at the end of September.

Education Otherwise has commissioned a series of short film clips about home education and the issues raised by the Badman Review. These films will raise awareness of the positive outcomes for home educated children and young people. We will be filming a number of interviews with people who will answer questions on the main themes of the Badman Report. Keep an eye on the Education Otherwise campaign website and EO Twitter page for the latest news on where you can find these film clips.

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

<http://twitter.com/EdOtherwise>

Education Otherwise ran workshops at HESFES on Wednesday 15th and Thursday 16th July.

Representatives from Education Otherwise are meeting with local authorities to canvass their views and to put in context the hostile reaction of the home education community to the Badman Review.

Education Otherwise continues to work to identify models of good practice in local authorities.

What is the timescale for all this?

Secretary of State Ed Balls wrote to Graham Badman June 2009 setting out the DCSF position:

"I accept all the recommendations in your report that call for urgent action to improve safeguards for home educated children and we will introduce these as soon as possible, subject to identifying funding and workable delivery arrangements. We will consider how best to respond to your other recommendations as we will need to work through their implementation and resource implications."

Link to the full letter [here](http://www.freedomforchildrentogrow.org/Edballstograhambadman110609.doc):

DCSF will publish a fuller response to the Badman Report recommendations in September.

DCSF Consultation ends in October 2009

Queens Speech November 2009

If the Government wants to make an Act of Parliament to enable compulsory registration and access to the home and the child then it will be announced in the Queen's Speech which we would expect some time around November. Such a bill would already be drafted by the time of the Queen's Speech. It would be debated in the House of Commons and the House of Lords before passing into law. Home educators are already busy visiting their MPs to raise awareness of the Badman Report.

Publication of DCSF response to the consultation on registration and monitoring - January 2010

The next General Election will be around June 2010 if not sooner. We are unclear at present whether this means the legislative programme will be cut back or whether new bills will be rushed through parliament without due scrutiny.

Please can you help EO to tackle the Badman Review

The following issues came up during a meeting between Education Otherwise and barrister Ian Dowty at the beginning of July

1/ Children's Views

It is important that Government officials and the general public are able to see how home educated children feel and what they think about the recommendations from the Badman Report. Ann Newstead has devised an online survey here <http://tinyurl.com/eochildstats>

Home educated children can also write to EO Government Policy Group c/o PO BOX 325

KINGS LYNN PE34 3XW if they don't have access to the internet.

2/ Home Educated is Not Hidden

We need to demonstrate that our children are seen by many familiar adults during the course of a typical week. We decided to put a questionnaire online. <http://tinyurl.com/nf2tum>
Email governmentpolicy@educationotherwise.org for more information. Alternatively you can write to EO Government Policy Group c/o PO BOX 325 KINGS LYNN PE34 3XW with brief details of how many adults regularly see your children out and about during the week.

3/ Did you take your child out of school to avoid prosecution for truancy

Do you know personally of anyone who has taken their child out of school to avoid prosecution for truancy? We are frequently told that this is an issue and we are trying to investigate.

4/ What are your thoughts on the proposed compulsory registration scheme?

Please read our article on the Badman Report recommendations and then let us know your views on the proposed registration scheme.

5/ Does your local authority currently have any sort of "home visit" policy and if so, how do you and your family feel about this?

Sign up for campaign site updates
<http://www.freedomforchildrentogrow.org/subs/cribe.php>

Follow Education Otherwise on Twitter
<http://twitter.com/EdOtherwise>

Please give EO your email address if you would like urgent mailings between newsletters
admin@educationotherwise.org

Email EO Government Policy Group
governmentpolicy@educationotherwise.org

Meeting Between Education Otherwise Government Policy Group and Department for Children Schools and Families, June 30th 2009

Fiona Nicholson, Chair Education Otherwise Government Policy Group, Trustee Education Otherwise

Annette Taberner, Member of Education Otherwise Government Policy Group, Trustee Education Otherwise

Iain Campbell, Independent State Schools Partnerships DCSF, responsible for Elective Home Education

DCSF wants continuing dialogue with EO. Penny Jones might also attend the next meeting at the request of Education Otherwise. EO has received an invitation to a meeting with Baroness Morgan but not yet replied.

The Badman Report

<http://publications.everychildmatters.gov.uk/DownloadHandler.aspx?ProductId=HC+610&VariantID=Report+to+the+Secretary+of+State+on+the+Review+of+Elective+Home+Education+in+England+PDF&>

Summary of Recommendations from Badman Report

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

DCSF current position

Ed Balls letter to Graham Badman reflects DCSF's current position

"I accept all the recommendations in your report that call for urgent action to improve safeguards for home educated children and we will introduce these as soon as possible, subject to identifying funding and workable delivery arrangements.

We will consider how best to respond to your other recommendations as we will need to work through their implementation and resource implications."

http://www.dcsf.gov.uk/everychildmatters/_download/?id=6081

A more detailed response from DCSF will be published in September.

The new Minister with responsibility for home education in the House of Commons is Vernon Coaker. Baroness Morgan is responsible for taking forward the Review recommendations.

EO pointed out that when the Report was published on June 11th Baroness Morgan was quoted as saying that DCSF accepted all the recommendations.

http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2009_0105

Registration and monitoring and would require legislation

DCSF said that Graham Badman was asked to deliver a review of current practice. Local authorities tend to say they don't have sufficient powers. The consultation is on proposals which would require legislation.

<http://www.dcsf.gov.uk/consultations/index.cfm?action=consultationDetails&consultationId=1643&external=no&menu=1>

DCSF will work towards granting local authorities the right to see the child because the child has a right to an education. DCSF felt that most parents already agree to let the LA see the child.

EO raised many objections about seeing children on their own and put forward strong opposition to mandatory access to the family home. Who decides if a child needs another person present or needs an advocate? Who determines whether a child is "vulnerable".

DCSF felt a commonsense approach could be taken.

EO said people were upset and angry about access to the child alone and about access to the home.

Draft Legislative Programme 2009-10

EO raised the issue of the new Bill announced the day before the meeting which included a clause for monitoring home education. DCSF did not have any information on this.

<http://www.commonleader.gov.uk/output/Page2831.asp>

EO challenged the evidence base for the review

Home educators felt Graham Badman had not listened to them and that the Review outcomes were decided in advance. EO challenged the evidence base for the review. Graham Badman used selective quotes and frequently said "I believe" rather than relying on any evidence.

Parents' Plan

The parents' plan or statement of approach was discussed. DCSF put the case that it left parents free to choose.

EO put forward home educators' objections to their being required to seek approval for annual education plans and then being judged a year later on how the outcomes stacked up against the plan.

It is not currently envisaged that registration will give local authorities power to refuse to register. EO disputed this reading of the Badman Report.

EO said there was a suspicion that if the local authority approved of a family, then there wouldn't be any objection if the parents deviated from the plan but if the local authority took issue with a family or felt they were the wrong sort of people to be home educating, they could use the benchmark of the plan to get the child back into school, saying that education was

not efficient, i.e. not achieving what it set out to achieve.

EO asked where is the information in the Badman Review about a complaints procedure and where is the information about the appeals system against registration decisions.

DCSF said it might be of benefit for home educators if all were registered, then we would get an idea of the diversity of the sector.

Feedback from DCSF

DCSF has been told by home educators that the system isn't working. Some home educators tell DCSF that they want to register and some home educators tell DCSF that they want home visits and they want assessment especially if child is returning to school or entering school e.g. at secondary level.

DCSF has received feedback from home educators who are already registered, who feel that the system works well in some areas.

DCSF said that the Tasmanian model was about getting home educators more involved in the process.

CAF

EO queried why all local authority home education personnel would need to be trained in doing CAFs, was it envisaged that all home educated children would be subject to the Common Assessment Framework?

DCSF said they couldn't comment on why this was included in the Badman Review but perhaps it had been felt that any home education professional who was going to lead on a CAF should have had appropriate training.

De-registration/child's name to remain on school roll for 20 days

EO queried the recommendation concerning the child's name remaining on the school roll for 20 days. Would the child have to continue attending the school? DCSF said it was thought not. EO questioned how this would work in practice

because of the national attendance strategy and persistent absence targets. EO also made the point that the school would be inspected by Ofsted on attendance figures. EO said it could be traumatic for child who had to keep attending school. EO also felt opportunity for school or local authority to put pressure on the family to change their mind.

DCSF regard it as a cooling off period. Some people say to DCSF that there should be time to address problems in school, for example if a child was about to be taken out of school because of bullying.

EO said we are often told that schools push parents to take children out of school to home educate if there is history of attendance problems or unresolved bullying issues.

Impact Assessment/how much will all this cost and where is the money?

EO asked about the lack of Impact Assessment. At this point EO hadn't seen Lord Lucas' question answered by Delyth Morgan. DCSF said it would depend whether they decide to legislate as to whether they need an Impact Assessment. Registration would require legislation and so they'd need Impact Assessment. DCSF is working on Impact Assessment.

<http://www.publications.parliament.uk/pa/ld200809/ldhansrd/text/90629w0001.htm#09062914000038>

EO identified a number of logistical problems and said implementing the recommendations would be hugely expensive.

EO believes there is no funding for support and we suspect it is meant to be delivered at zero or low cost to the local authority via home educators access to schools' facilities. (See White Paper on 21st Century Schools, not yet in

public domain at the time of the meeting) EO doesn't think this is going to happen in practice.

<http://www.dcsf.gov.uk/21stcenturyschoolssystem/>

Problems with school passing child's record to the local authority

We asked why schools have to pass the child's record on to LA but not to the parent and also without parent signing release note. DCSF queried whether it didn't already go to the parent. EO said that a school could have a completely different idea of child's potential future achievement and this was going to be very problematic with the parent's 12 month plan.

Rose Review defining what is "suitable education"?

EO asked about the Rose Review recommendations re home education. DCSF said this wasn't something they were looking at immediately. The immediate focus was contained in Ed Ball's letter to Graham Badman published with the Review.

Feedback from EO : negative reaction to the Report/ home educators withdrawing co-operation

EO advised DCSF that people were now withdrawing cooperation, notably in areas where relationship with the local authority had been seen as a model of good practice. EO said it was possible the Report could have the opposite effect from intended, in that families would disappear off the radar in order to protect their educational freedom.

Home educators going to see their MP

We said that unlike two years ago, this time a great many home educators were going to see their Member of Parliament.

What is Happening with Education Otherwise Accounts and with Changes to the Memorandum and Articles of Association?

Advance notice of meeting at end of October + more information arriving in the October newsletter

Trustees are now working with Alun Jones and James Hunt of Everyman who have experience in charity law and company law. A meeting was held on July 10th with Trustees and

Everyman and a further meeting is scheduled for early September, following which we anticipate that Alun and James will write an article for the October newsletter setting out the arguments for and against various options with regard to EO's governing document.

Trustees are aware that postal proxy voting means that the outcome of a voting meeting may be decided in advance by closed proxies instructing a yes or no vote irrespective of the issues raised in debate at the meeting before the vote. We have therefore planned an open discussion meeting for the end of October, focusing on issues to be raised in the October newsletter article. This is intended to give members unable to attend the meeting the opportunity to post written questions to EO's lawyers. It will also be possible for members to put their questions in person.

Further details about the end-of-October meeting will be published in the October newsletter. The lawyers are not available at weekends so the projected date for the meeting at the time of writing is Monday October 26th, probably in the Birmingham International area because of reasonable transport links.

EGM January 2010 + report and notice in December Newsletter

A subsequent Extraordinary General Meeting to vote on any changes to the M&As is currently planned for the last Wednesday in January. If this goes according to plan, meeting details will

be published in the December newsletter, together with an outline of the proposed changes. A report of the question and answer session will also be published in the December newsletter if possible.

Full details of any proposed changes will be sent to voting members in December following the article in the October newsletter and the subsequent discussion meeting with EO's lawyers at the end of October.

Accounts

Signed accounts for Education Otherwise Association Ltd covering the period 2007-8 were sent by EO's auditor to Companies House and the Charities Commission by the deadline of July 9th. Lawyers Alun Jones and James Hunt of Everyman are also liaising with EO's accountant. Cessation accounts were also prepared for Education Otherwise Trading Ltd.

AGM October 2009

It is expected that accounts for 2007-8 will be sent to voting members at least 21 days before an adjourned Annual General Meeting from February 2009 on the same day at the same venue as the informal discussion meeting at the end of October mentioned in the above section on the M&As i.e. Monday October 26th Birmingham International.

Voting members will be invited to post any questions about accounts to EO in advance of the meeting. These questions will be passed to our accountant for a professional opinion which Trustees will be able to share at the meeting.

If you would be like to consider being a Local Contact please contact Carla tel 0117 9354389, All Local Contacts will be CRB checked. Even if your area has a Local Contact, please consider volunteering to job share with the current post holder.

The following areas are without Local Contacts or the current post holder has given notice that they wish to resign when some one has volunteered to replace them.

Durham
East Sussex
Brighton
Yorkshire West/Bradford.
London West
London Central
Leicestershire
West Norfolk
Northumberland North
Northumberland West

Wales

Conwy
Powys

Scotland

Grampian and Aberdeen
Dumfries and Galloway
Highlands and Islands

England

Buckinghamshire South
Channel Islands
Cheshire West
Essex Barking and Dagenham
Essex South East
South Gloucester
Gloucester
Hampshire
Herefordshire
Kent South East
Lancs. Bolton
Lancs. Blackpool
Leicestershire
London. Enfield
Manchester
Merseyside
Shropshire
Staffordshire south.
West Midlands Dudley
Yorkshire West,
Yorkshire East ,Hull

Scotland

Perth and Kinross
Argyll and Bute
Edinburgh and Lothians
Inverclyde and the Ayrshires
Glasgow
Fife

Wales

Carmarthenshire and Swansea
Glamorgan
Overseas
Europe

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- 🌐 Visit: www.nec.ac.uk



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 19th 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
Tel: 08445 867541

Cheap broadband and Phone Calls

The Phone Co-op has introduced a tiered rate for broadband, so if you are a low user, you will pay less.

EO has an affiliation scheme with the Phone Co-op, so quote our affinity number *017* when you sign up for inexpensive phone calls, dial-up, broadband, line-rental and much more.

The co-operative is "owned" by the members and any profits go back to the members, not into the pockets of phone moguls!

Three ways to find out more:

- 1) Go straight to their website
www.thephone.coop
- 2) Go to the EO website
- 3) Phone 0845 458 9000

Remember to quote the affinity number 017

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 1st of the preceding month that the Newsletter is published. The deadline for August 2009 issue is July 1st. Please send your advertisements in either text or jpg format to: advertising@education-otherwise.org For flyers contact same e-mail for further information.

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Home Educated Students

We provide examination entry to all written, oral and practical examinations at GCSE, IGCSE, AS, A2, STEP and at a number of other levels at our National Examination Centre in Bristol.

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Entry, Examinations & Support
Candidates enter for the qualifications of their choice and attend at our centre on the day - there is no need to enrol on a course or attend any tutorials. Exams UK can assist candidates in arranging transport and accommodation.

Candidates
Examination entry is available to candidates of all ages and backgrounds making our services ideally suited to home-educated students wishing to secure recognised qualifications.

We also provide re-sits and mock examinations!

To book your place or to discuss examination entry through Exams UK in 2009, 2010 or at a later date please call 0117 9109931 or visit www.examsuk.co.uk

Examination Centre Number: 50538
Examinations Officer: Bradley Henson (BA Hons)
Principal: Dr Anthony Monks

Home Education Fair

The HE Fair is on 19 Sept in central London 1-5pm.

It is aimed at newcomers to HE but could easily be the focus of some good publicity against the Badman review.

I have asked some young adults who were home educated and are very pro HE to come and speak about it but I have not sorted out any other speakers as yet because I would like to offer it as a forum for anti-review day.

This week in September for the past two years has also been International Freedom in Education (IFED) week. Have a look at the website. <http://jipli.free.fr/>

This is more important than ever as HE is being attacked all over Europe!

If anyone can help with promoting this or any aspect please get in touch.

Leslie Barson
homeeducationfair@hotmail.com
020 8969 0893

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 sae to Education Otherwise Regional Diary, PO Box 325, St Germans, Kings Lynn, Norfolk PE34 3XW, by emailing 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

BEDFORDSHIRE

EOLC: Pauline, 08445 868894 : beds-
lc@education-otherwise.org

Bedfordshire Christian Home Ed :

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

BERKSHIRE

EOLC: Lynn, 08445 868842 : berkshire-
lc@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

BRISTOL

EOLC: Ian, Tel: 08445 003756 : bristol-
lc@education-otherwise.org

Bristol Home Education Learn Place (HELP),
meeting Monday & Friday, Carla: 0117 9354389 :
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

BUCKINGHAMSHIRE

EOLC: Georgeanna, 08445 003763 : bucks-
lc@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 : Georgeanne : sienna-
swift7@power.net.co.uk : www.mkhen.org.uk

BUCKINGHAMSHIRE - SOUTH

EOLC: Georgeanna - as above

CAMBRIDGESHIRE

EOLC: Sarah, 08445 003769 : cambs-
lc@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
: 07784 169260

CHESHIRE

Cheshire-South EOLC: Sue, 08445 003781 :
cheshire-lc1@education-otherwise.org

Cheshire-Macclesfield EOLC: Debbie, 08445
003832 : macclesfield-lc@education-
otherwise.org

Mid Cheshire Home Educators, bi-monthly
meetings and regular outings, Ange :
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

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 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

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

Exeter Home Education Community, 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

Exeter Home Education Community, every

Wednesday morning, social group for all ages

plus Science, Spanish, Yoga and various other

activities put on by families (come along and

share something that worked in your family) Lisa

01392 421614

Exeter Home Education Community, every

Wednesday afternoon, Drop In, get to talk to

other families about home education, have a

chat etc. plus singing with Jackie Oates. Lisa

01392 421614

Exeter Home Education Community, GCSE

Group, there will be teenagers doing 5 or 6

different GCSE's in September, contact Neil

01363 82314

Exeter Home Education Community, Green

Woodwork and Permaculture, contact Neil 01363

82314 .

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

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

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

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

DEVON/DORSET/SOMERSET BORDERS

Home Education Centre, 2 days/week.

Workshops, sports, activities and support.
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 2nd 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 dam 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@yahoo.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-ic@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 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

Local 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: Reheana, 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

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

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 : 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 or email: 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-lc@education-otherwise.org

NOTTINGHAM CITY

EOLC: Damian, 08445 003846 : nottinghamcity-

lc@education-otherwise.org

NOTTINGHAMSHIRE

EOLC: Jenifer, 08445 003961 : notts-

lc@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

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

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

Yeovil: lyn@homeeducationcentre.org.uk

North Somerset Home Education Group, weekly childrens gym, walks, outings etc, Vicky, 01275 848425 : 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

STAFFORDSHIRE

EOLC: Carrie, 08445 003862 : 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

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

SUFFOLK

EOLC: Sue, 08445 868913 : suffolk-lc@education-otherwise.org

Wetherden, meetings, 3rd Friday of the month 10.30am till 3pm, Wendy, 01449 614772 :

wenlyn@talktalk.net

Dennington, 2nd and 4th 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

Godalming Group, meets alternate Mondays.

Serves South West Surrey and surrounding area. Ruth: www.swsurrey-home-ed.co.uk

Sutton/Epsom HE Group, all ages welcome, currently mainly under 10s. Liz:

julysea@yahoo.co.uk or Paul:

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 : www.flags-education.org

SUSSEX-EAST

EOLC: Winnie, 08445 003863 : sussexeast-lc@education-otherwise.org

HEDGE based in **Hastings**, meet every Friday :

www.hedge-education-org: Catherine, 01424 812213

Forest Row, regular social gatherings and tutorial groups. Winnie, 01342 826087 :
artofchange@msn.com

SUSSEX-WEST,

Chichester area, ActiveEO, meetings most weekdays : 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: eldiva1@googlegmail.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

CONWY

EOLC: Dawn, 08445 003791 : conwy-lc@education-otherwise.org

DENBIGHSHIRE

Joint EOLC: Sam, 08445 003794 : denbighshire-lc@education-otherwise.org

Joint EOLC: Julie, 08445 868916 : denbighshire-lc1@education-otherwise.org

FLINTSHIRE

EOLC: Sarah, 08445 868851 : flintshire-lc@education-otherwise.org

Cardiff Home Ed Group, we meet every Wednesday from 12noon to efa.rosina@yahoo.co.uk

GWENT EOLC: Bronwen, 08445 003812 : gwent-lc@education-otherwise.org

GWYNEDD

Joint EOLC: Nick, 08445 003813 : Gwynedd-lc@education-otherwise.org

Joint EOLC: Julie, 08445 008547 : 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 Nick - 01407 811049 ; Julie, 01286 678181: 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

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 : 01989 768128

PEMBS EOLC: Yvette, 08445 003847 :

pembrokeshire-lc@education-otherwise.org

POWYS EOLC: David, 08445 003849 : powys-lc@education-otherwise.org

Newtown, New Leaf Group, Fortnightly meetings for all ages, for activities, socialisation and play : siouxcatsy@yahoo.co.uk

Powys Yahooogroup, advertising home-ed activities in Powys for home educating families : siouxcatsy@yahoo.co.uk

NE WALES/BORDERS,

WREXHAM EOLC: Sam, 08445 003872 :

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

Scotland

Angus, Dundee, Perth & Kinross EOLC:

Marley, 08445 868896: dundee-lc@education-otherwise.org

Borders EOLC: Jane, 08445 003716 : borders-lc@education-otherwise.org

Aberdeenshire EOLC: Fiona, 08445 003712 : aberdeenshire-lc@education-otherwise.org

Highland & Isles EOLC: Lesley, 08445 003817 : highlandislands-lc@education-otherwise.org

Clacks, Falkirk, N Lanarks & Stirling EOLC: Janice, 08445 003789 : stirling-lc@education-otherwise.org

Other Areas: scotlandenquiry@education-otherwise.org

Overseas

Australasia: Nicky, Email: australasia-lc@education-otherwise.org

Americas: Sandy, 08445 853873 : americas-lc@education-otherwise.org

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

Small Groups:

- **Finance Group** Tel: 08445 003986
(financegroup@education-otherwise.org)
Fiona Nicholson, Roarke Newstead,
Lynda Hitchman
- **Govt. Policy Group** Tel: 08445 003987 (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)

Fiona Nicholson, Julie Bunker, Christine Waterman, Celia McDonagh

- **Scotland Group** Tel: 08445 003989 (scotlandenquiry@education-otherwise.org)
Fiona Chaff, Rebecca Kail, Jane Bathgate, Jan Atkinson

- **Website and Publications Editorial Committee (WPEC)**: (wpec@education-otherwise.org) Tel: 08445 003991
Fiona Nicholson, Lynda Hitchman

Complaints:

Email: 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

Northern Ireland: *Marion Kenny*, 08445 884528
ni@education-otherwise.org

North East: *Eva O'Rourke, Wilsden* 08445 884529
northeast@education-otherwise.org

Wales (S): *Celia McDonagh, Cardiff*, 08445 884531
wales1@education-otherwise.org

Wales(N): *Edwine Theunissen, Wrexham*, 08445 884532
wales2@education-otherwise.org

South West (Acting): *Kay & Simon Smith*, 08445 884533
southwest@education-otherwise.org

South East: *Ann Newstead, Kent* 08445 003978
southeast@education-otherwise.org

London: *Winnie Durdant-Hollamby*, 08445 884534
london2@education-otherwise.org

Isle of Wight: *Shara Ouston, Ryde*, 08445 884569
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 Do email if you have problems joining and we'll try and help.

Who Does What in EO

Trustees – Email: trustees@educationotherwise.org
Letters to: PO Box 325, Kings Lynn, Norfolk, PE34 3XW

Leslie Barson (London) ~ 08445 868817
lbarson@educationotherwise.org

Jo Berry, (Cheshire) ~ 08445 868821
jberry@educationotherwise.org (Enquiries Secretary)

Pauline Butterworth (Cleveland) ~ 08445 868826
pbutterworth@educationotherwise.org (Treasurer)

Nicola Haxell (S Yorks) ~ 08445 868824
nhaxell@educationotherwise.org (NL Coordinator)

Celia McDonagh (Glamorganshire) ~ 08445 883514 ~
cmcdonagh@educationotherwise.org

Ann Newstead (Kent) ~ 08445 853899 ~
anewstead@educationotherwise.org

Roarke Newstead (Kent) ~ 08445 868833
rroarke@educationotherwise.org

Fiona Nicholson (S Yorks) ~ 08445 868831
fnicholson@educationotherwise.org

Vicki Skinner (Dorset) ~ 08445 883513
vskinner@educationotherwise.org

Valerie Sauve (London) ~ 08445 853896
vsauve@educationotherwise.org

Annette Taberner (S Yorks) ~ 08445 003992
ataberner@educationotherwise.org

Henrietta Turnbull (Kent) ~ 08445 003897
hturnbull@educationotherwise.org

Judi Wilson (London) ~ 08445 853897
jwilson@educationotherwise.org

Colin Wilson (London) ~ 08445 008462
cwilson@educationotherwise.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 membership@educationotherwise.org

Stationery

Leaflets, posters, compliment slips, membership forms, car stickers etc: free (donations toward postage welcome).
08445 867549 ~ c/o PO Box 325, Kings Lynn, Norfolk
PE34 3XW ~ stationery@educationotherwise.org

Data Protection/Confidentiality/Privacy

Data Protection Officer ~ Joss Nowell ~ 08445 003706
dataprotectionofficer@educationotherwise.org

Lynda Hitchman ~ 08445 867541
database@educationotherwise.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@educationotherwise.org

Autonomous Education Support: Maya Lucas ~ 08445 003697
autonomoussupport@educationotherwise.org

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

College Contact: (Acting) Roger Scaife ~ 08445 868918
~ collegecontact@educationotherwise.org

Concessions: VOLUNTEER NEEDED - Lucinda Smart ~
08445 003698 concessions@educationotherwise.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@educationotherwise.org

GCSE Contacts: Contact names to follow shortly ~ 08445
003708 gcsecontact@educationotherwise.org

LA Liaison Volunteer: Julie Beviss ~ 08445 003709
laliaison@educationotherwise.org

LearnPremium & EO Members Forum Admin: Lynda Hitchman
08445 867541 learnpremium@educationotherwise.org or
forums@educationotherwise.org

Local Contacts Co-ordinator: Carla MacGregor ~ 08445
003876 lcco-ordinator@educationotherwise.org

Membership Secretary: 08445 003879
membershipsecretary@educationotherwise.org

Newsletter Coordinator: Nicola Haxell ~ 08445 883532
nlca-ordinator@educationotherwise.org

Publications Secretary: 08445 003886
pubssecretary@educationotherwise.org

Research Contact: Contact details for the new Research Volunteer will be announced in next Newsletter. Meanwhile please contact: governmentpolicy@educationotherwise.org

School Anxiety Support: Jayne Owen ~ 08445 008469
anxiety-support@educationotherwise.org

Single Parent Family Contact: ~ 08445 884527

Special Needs: Christine Waterman ~ 08445 003887
specialneeds@educationotherwise.org

Structured Support: Jennifer Simmons ~ 08445 003996
structured-ed@educationotherwise.org

Treasurer: Pauline Butterworth ~ 08445 003889
treasurer@educationotherwise.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
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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