

education otherwise™



No. 191 - December 2009

DEADLINE FOR NEXT ISSUE IS: 1st January 2010

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

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

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

LETTERS & ARTICLES

Sue White ~ 08445 883528 ~ 2 Pretoria Villas,
Eye Road, Brome, Eye, Suffolk IP23 8AL ~
articles@educationotherwise.org

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Children's Pages Co-ordinator ~ 08445 868917 ~
c/o PO Box 325, Kings Lynn PE34 3XW
~ eochildrenspages@educationotherwise.org

BOOK & SOFTWARE REVIEWS

Tammy Dolling ~ bookreviews@educationotherwise.org
~ 6 Oliver Close, Syston. LE7 2NR

Editor for the next Children's Pages: Emma Stevens **Deadline: 20th December 2010**

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

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N.B. If you change your address, phone number, e-mail or other details, or if your Newsletter does not arrive, please contact the Database Administrator (see inside back cover under Membership)

Welcome...

To the December 2009 Newsletter.

There is much to report on the recent political efforts of home educators across the country. There is also information about the role of the Local Contact - please take a moment to read through and see whether this is something you might be interested in doing.

Education Otherwise DVD

We have a limited number of DVDs containing all the Education Otherwise YouTube videos

School is Not Compulsory
Personalised Learning
What about Qualifications
A Response to the Badman Report
Interview with Lord Lucas
Interview with Alan Thomas/Informal Learning

<http://www.youtube.com/user/EducationOtherwise>

If you would like a free DVD to give to your MP please get in touch with us and we will put one in the post. There are only a limited number of DVDs so please contact us sooner rather than later!

Ann Newstead
media-spokesperson@educationotherwise.org

Ann Newstead
Education Otherwise DVD
C/O PO BOX 325
KINGS LYNN
PE34 3XW



Any Safeguarding Children concerns should be reported to the NSPCC: 0808 800 5000

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

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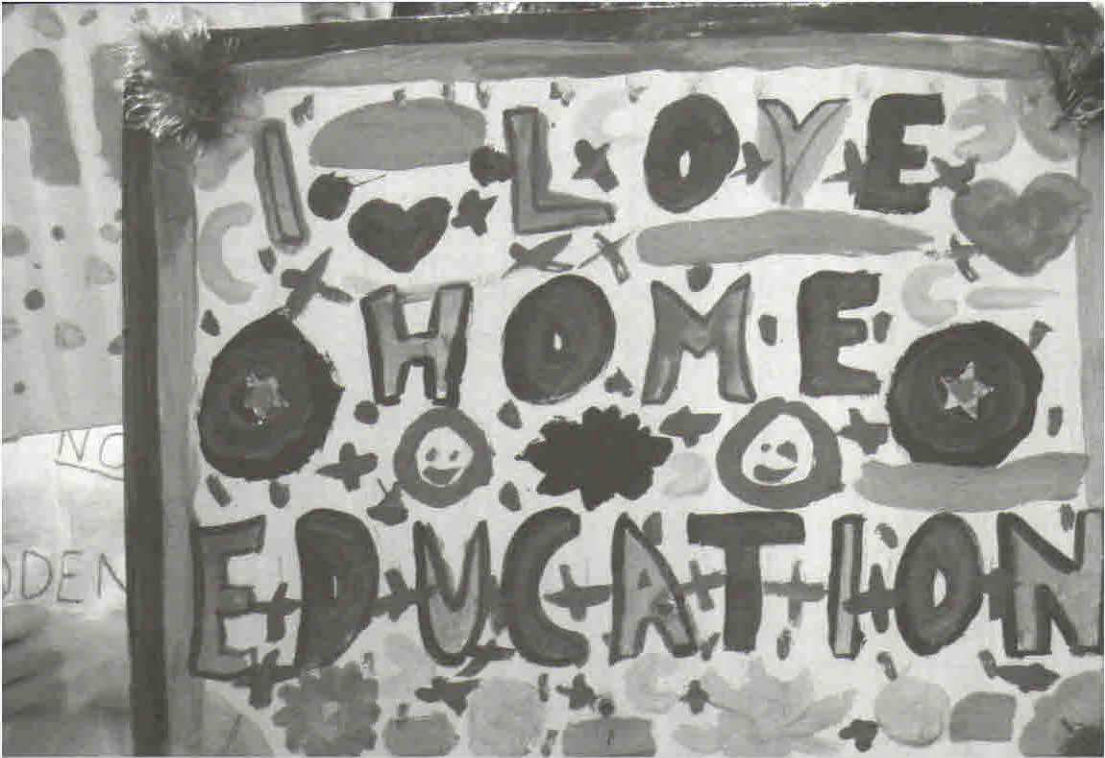
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Diary of a Home Educating Nobody

By Ross Mounthey

I met such a nice bunch of people at Westminster the other day,

Some were home educators but not all; there were non HEers too. Some were EO members but not all. Yet the marvellous thing was *all* were there for the same united reason. All were people who'd given copious amounts of their time and energy for the good of home educators everywhere; to bring information about home educating right to the door of members of parliament. How brave is that!

They were there in particular to demonstrate to MPs how the recommendations from the Badman review are so totally inappropriate and what a

danger they are to the very foundation of what makes home education so successful; its diversity. And the options it brings.

For some people home education looks worryingly too diverse! Some, who may like a school style way of working, might wonder why we need to challenge the recommendations at all. But the point is that, whether you adopt a tightly structured or an autonomous approach, or whether you agree children should be registered or not, or monitored or not, at the moment you still have *choice*. Choice to adopt whichever style you want, choice to change that approach if it's not working, choice to suit your family's needs best. Choice in how you deal with your LA.

But if these recommendations are implemented then it will be the start of those choices being taken away.

Our family has HEed in a variety of styles over the years. Sometimes we used a structured approach with timetables and set objectives, sometimes we used an autonomous approach. Sometimes we followed study from National Curriculum textbooks and workbooks, other times - mostly, in fact - we abandoned all that, pleased ourselves, did what suited at the time, got out and about lots. Sometimes the children learnt a specific skill from tackling it in a formal way. Mostly the huge range of knowledge and skills they've acquired over the years happened incidentally. Sometimes we had periods with lots of contact, other times we worked in isolation.

There is no doubt that our education was diverse! Yet it seems to have worked as the children have moved happily now into further and higher education, following their chosen paths. But the thing is; it *needs* to be diverse, because the option to choose, remain flexible, change often, is exactly what keeps education in tune with the ever changing needs of children.

And that's what prescribed styles of educating, particularly school styles, overlook; the fact that children and their learning needs are *ever changing*.

Learning is a very personal thing. Education is a very personal thing - or it should be if it's going to be for the individual and not for league tables, social one-upmanship or the state! Each of us learns at a different rate, in different styles, and we use different strategies to overcome challenges.

And the beauty of HEing is that it gives us the option to adapt to the way our children learn best. We can take away those set prescriptions;

the rules and boundaries normally associated with schooling like ages and stages, subject divisions, outcomes, test orientated approaches, that just don't work for so many children. We can educate in that diverse, flexible way if our kids need it - or not, if they don't! But we can tailor their education to suit them. *And it is exactly this approach that often turns failure in schools into success at home.*

It is exactly that part of HE that we need to hang onto. But it is exactly that part which the recommendations could so easily steal away before we realise it.

For me, the Badman recommendations are not so much an issue of monitoring or registration, setting schedules or prescribed outcomes, although all of these have deep rooted problems. It is as much about the fact that they could take away our *choice*. Our child's right to choice. Our child's right to have their preferences respected. Our child's right to be heard.

But even worse than that; the biggest and most dangerous thing that could happen would be that laws and regulations could be passed that have been made in *complete and utter ignorance of how home education really works*.

Thanks to this wonderful bunch of people...huge amounts of information, preparation and passion, there are now some MPs who are more enlightened. Who understand more about how HE works. Who have a better idea of how unjust the recommendations are. But it won't end there; it will be an ongoing fight to hang onto all that makes HE work so well for so many families.

HE already works, is already successful, already makes the difference between success and failure for so many. I met some wonderful young people who are testimony to that. We all know that - but others need to know it too.

What needs to happen is that everyone; from the general public to the politicians need to know and understand, become more informed. That way there will be more support for HEors, it will become less weird and alternative - as some view it, and maybe it will become apparent that school is *not* the only answer to every child's need.

So any little thing that you can do to help that happen has to be good, whether it's political or personal, loud or quiet, involves meeting your MP or having a chat with your librarian. It all will help. And through broadening awareness and

understanding we'll hopefully be able to safeguard our right to HE in a diverse way, *to maintain our options*, and continue to educate to our children's individual needs. Not only for now, for this year, for our own children, but also for all the years to come and for our children's children too.

Ross Mountney

Author of '*Learning Without School. Home Education*' available through the EO website and other booksellers.

<http://rossmountney.wordpress.com>



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Home Education Can Be a Lifeline

By Iris Harrison

Iris Harrison, one of the founder members of Education Otherwise expresses support for home educating families who are currently reeling from the Badman Review.

Iris wanted to show that home education has been a lifeline and also that parents will go to great lengths to defend their children's rights.

An article about home education in the Times in 2006 featured the Harrison family:

(http://www.timesonline.co.uk/tol/life_and_style/article678498.ece)

"Three of the Harrisons' children had such profound dyslexia, they were told they would never learn to read or write. In 1970, when their eldest daughter, Wanda, then five, began to hide rather than go to school, Iris decided to keep her at home. To escape the authorities, the family fled to a remote Scottish island, to a hut with no running water. The nearest shop was a boat ride away. Iris recalls Wanda learning to read from old copies of Exchange & Mart. "In the end we decided we couldn't keep running. We came back, hoping we'd be forgotten." They weren't. They were threatened with legal action and told that the children, including six-month-old Newall, would be taken into care.

"The children were so afraid, I barely left them," Iris recalls. "The LEA [local education authority] were like the Gestapo. I remember once having to go out to get petrol and telling my eldest son, Grant, that if the authorities arrived, he should load his air rifle and aim at their feet." The Harrisons instructed a lawyer and bought a flock of geese to keep the LEA inspectors away, while they and a handful of supporters fought their way through the courts for the right to educate their children autonomously at home."

Iris recalls: "I took a phone call in the next room leaving W alone with this lady who asked W to read to her. From that moment W's ability to read or even copy words disappeared for at least 2 years.

We were bombarded with unannounced visits from the LEA saying that our approach to education was not education and they constantly threatened to put my children into care if I did not send them to school. Hence, I asked to be given a school attendance order to enable a court to decide the question "What is education?"

At this stage I set up Education Otherwise with Dick Kitto to stop other families going through the hell my family experienced "

Education Otherwise has been running since 1975.

From:

www.en.wikipedia.org/wiki/Education_Otherwise

B's mother reported that *"the Psychiatrist actually said that had we forced B to stay at school he would almost certainly have been permanently and severely damaged mentally"*

B's dyslexia was not acknowledged at school and he was treated very badly. The family decided to home educate. In court, testifying on behalf of the family against the school the psychiatrist stated:

"B has suffered approximately 3 years of low mood consistent with childhood depression. He also suffered post-traumatic stress disorder and school phobia.

The damage was categorised as depressive disorder; low self-esteem; vulnerability; learned helplessness; nightmares and flashbacks; fear of returning to school settings.

Iris Harrison's diary of the court proceedings may be found here:

www.freedomforchildrentogrow.org/diary.htm

DIARY 1980/81 for Roland Meighan, James Hemming and Lord Tony Gifford Q.C. Evidence 11 4 Worcester Crown Court, Harrison v. Stephenson re. the education of G, N, and AJ (W now 1 6).

AJ and G stripped the little black Morris engine to replace burnt out valves. The valves were resealed. The engine also decoked. On completion of this car the 2nd Morris needed attention and W replaced the differential gear having taken the needed part from a scrap Morris at a local garage.

Discussions again on making our own methane gas from human excreta and chicken manure. We did some experiments on methane some years ago. G has done some maintenance on an electric clock and got it working. He is waiting for a main spring to repair a friend's chiming clock. He's now recognising some words in any sequence. They are of the 'more difficult' which he would not work out by sounding syllables.

N is proving to be a big challenge to grown-ups in the game of chess. He is a very independent person and I would like to go back about five years ago, he was four or five years old and making a go cart from scrap wood. He had come to a point, when adding a trailer, of needing a nut and bolt. There was no bolt long enough in the workshop and so he found a length of rod of the right diameter, cut it to length and then found the correct dye to cut a thread. He then

found a nut to fit. The first time that the family knew of this was after his cart was finished.

N has worked all day with AJ's Puzzler again and later G spent the evening doing puzzles with AJ.

N has decided to open a Post Office. He has an old till, made money, Pension and Family Allowance Books, stamps etc. The family are his customers.

A studio Theatre Group from London has come to stay a couple of days to meet the family. They have been very serious Post Office customers. N changed his Post Office into a Bank the next day and I went to Barclays and got different paying in slips for him, a selection of actual money and he improvised the other things that he needed such as scales. The actors had fun joining in with this new business.

Discussed next day how we had had the wrong ideas about actors. These were a super lot of 'real people' and we enjoyed them. It made us realise that we must not make such sweeping assumptions in future.

AJ's violin lesson went on all day today. N is still very involved in his money and bank, also the Puzzler. G started his day with a xword puzzle in his R.S.P.B. book. When I returned with AJ after her lesson I found G and N working on the mechanics of the till. Certain numbers had not been working properly, but they are now! "

Iris and Geoff Harrison now run a dyslexia support charity called Speaks Volumes.

<http://www.speaksvolumes.org/>



Mass Lobby at Westminster

By Judi Wilson

On 13th October at 1p.m. home educators converged on the Houses of Parliament for a mass lobby of MPs. They came from all across England: the Isle of Wight, Brighton, Hull, Exeter, East Yorkshire and Liverpool.

An estimated 500 adults and children gathered with banners and balloons in Old Palace Yard opposite the House of Commons to have a picnic, blow bubbles, perform street theatre and give out flyers to passersby. Many passing motorists hooted in support while bewildered tourists and bus passengers waved to the demonstrators. Although this enthusiasm may have indicated general disillusionment with the present Government rather than specific support on the issue, the response was great fun and added to the excitement. BBC South East filmed a news item which was aired that evening.

One MP later commented that it was the perfect demonstration: colourful, noisy, highly

visible, with lots of witty and pertinent banners. From 2.30pm onwards, over 450 people entered the House of Commons to lobby their MP in person; some had made prior appointments, others formed a long queue outside. For several hours the lobby inside the House of Commons was full of home educating families. Several people said afterwards: "It felt as though HesFes had taken over the Members' Lobby".

At 7.30p.m. when most people had set off for home, a couple of home educators were still in the House waiting to speak to their MP in person.

The very successful lobby was organised by Claire Blades; the date was chosen because MPs had just returned to Parliament after the summer recess, and by a stroke of good fortune the lobby also coincided with the Select Committee inquiry into the Badman Review. Leslie Barson liaised with the police and

obtained permission for the families to congregate on Old Palace Yard, which turned out to be the perfect spot.

Claire also compiled a 73-page dossier "Right to Reply". She was helped by Cathy Koetsier, who wrote the chapter on 'Suitable Education' and who co-wrote the chapters on a 'Full Time Education' and 'Human Rights and Civil Liberties'. Claire said: "Cathy was brilliant. She stayed up with me all night on the night before the mass lobby, writing, reading, emailing and encouraging me to stay on task. I had a two-hour conversation at three in the morning with Tania Berlow, who took me through the work she had done following up local authority questionnaires. Seventeen-year-old Kerrin did great job putting the case for home education from the young people. The document was proof-read by Maire Stafford, Dani, Sam Tyler, Sarah Orme, Elizabeth, Alison Tindale and Jeremy Yallop. They were working very late at night under extreme pressure of time.

I am very grateful to everyone who helped - from the expert witnesses to the unnamed

contributors who made the final powerful chapter. It really was a team effort. Due to a last-minute computer glitch, Right to Reply was not ready until 10.30am on the day of the mass lobby. I stepped Guy Haslam and David Currie who printed off loads of copies and took them to London so people at the mass lobby could hand them to their MPs. I am very grateful to everyone who helped. It really was a team effort."

Lord Lucas formally accepted a copy of Right to Reply at the mass lobby. Some MPs received a copy on the day while others have been delivered in person since. Copies have been sent to all the members of the CSF Select Committee and to the MPs who attended the EO Parliamentary Event. Right to Reply has been an invaluable document to present to MPs as it summarises the main arguments concisely, clearly and thoroughly.

A final thanks to Claire Blades, all the other contributors, the stewards, all the people who were involved in last minute writing, editing, proof-reading and printing - and everybody who made the time to come to the mass lobby and make sure their voice was heard by MPs.

Right to Reply includes:

The Case for Home Education; put by the parents, the young people and the academics; Child Protection; A Suitable Education; A Full-Time Education; Special Educational Needs; Impact Assessment; Human Rights and Civil Liberties; Statistics. Initial Reaction to the CSF Select Committee Hearing on 12 October 2009.

Right to Reply can be found at: <http://www.scribd.com/doc/21310084/HomeEd-Right-to-Reply>

The Wikipedia page about Education Otherwise

By Fiona Nicholson

The page about Education Otherwise on wikipedia is well worth a visit.

en.wikipedia.org/wiki/Education_Otherwise

My son Theo was born in April 1993.

Around the time Theo was born it turns out that there was a heated debate about the structure of EO. The wikipedia page says that the debate broadly split into those who wanted a managed organisation and those who valued an informal

approach, rejecting the status of charitable trust and company limited by guarantee.

Information is available on the Companies House website for Education Otherwise Association Limited dating back to 1995.

<http://wck2.companieshouse.gov.uk/1ff2f3126ff5fe1ebe010aa4595ab910/wcprodorder>

Minutes of Council Meetings and General Meetings from 1985 are available on the Members Forum.

<http://forum.education-otherwise.org/viewforum.php?f=55>

<http://forum.education-otherwise.org/viewforum.php?f=56>

A link to the Members Forum can be found here
<http://www.education-otherwise.org/members.htm>

Theo is now 16. We are still having the same debates in EO about what it means to be a Limited Company and whether this reflects the true spirit of EO. I imagine we will still be having these debates when my grandchildren are 16. Not that Theo shows any inclination to make me a grandmother just yet.

To Local Contacts and Group Organisers Taking Requests for Information

We sometimes have social services or local authorities or even the police phoning EO volunteers and asking for information about individuals. It may be anything from confirming that someone is or has been a member of EO to giving information about someone's whereabouts. In principle we are not legally permitted to give out information, but there are exceptions where we would be legally required to give information. The exceptions are around the areas of crime prevention or detection.

If you find yourself in this position it may be useful to ask yourself the following questions:

- Are we sure the person is who they say they are?
- Are they doing so to prevent or detect a crime or catch or prosecute an offender?
- If we don't release the personal information will this significantly harm any attempt by the police to prevent crime or catch a suspect?
- If we do decide to release information then we must only release the minimum necessary for them to do their job.
- How will our releasing this personal information help them to prevent crime or catch a suspect?

- Why is it necessary for EO to disclose the data requested, can't the person asking get it from another source?

If you are in any doubt as to whether you should give out information, please give a polite refusal and refer the caller to Education Otherwise Data Protection Officer.

Education Otherwise full Data Disclosure Policy can be found here, please read it so you know how to respond to these type of calls:

<http://forum.education-otherwise.org/viewtopic.php?f=59&t=210>

Extract:

"Staff and volunteers should always exercise caution when dealing with requests from third parties for the disclosure of personal data, even just confirmation that an individual is an EO member. Disclosure requests should normally be required to be in writing, and should be responded to in writing.

Where reasonable, the party making the request should be required to provide a written statement explaining the purpose for which the data is requested, the length of time for which

the data will be held, and an undertaking that the data will be held and processed according to the Data Protection Principles.

Where the request relates to the prevention/detection of crime, the apprehension or prosecution of offenders, assessment/collection of any tax or duty, or the discharge of regulatory functions, appropriate paperwork should be produced by the enquirer to support their request (e.g. official documentation stating that the information is required in support of an ongoing investigation).

Personal data should only be disclosed over the telephone in emergencies, where the health or welfare of the data subject would be at stake.

If data has to be disclosed by telephone, it is good practice to ask the enquirer for their number and to call them back.

Members of Education Otherwise may have reasons for not wanting contact with parents, other relatives or friends. Requests from relatives, friends etc for the contact details of members should therefore be treated with caution. It is good practice to offer to pass on any message without providing contact details or even confirming or denying that the person is a member of Education Otherwise.

If in any doubt a volunteer should contact the Education Otherwise Data Protection Officer or EO Database Administrator (details in EO Newsletter) before disclosing any personal data.

Disability Living Allowance Saved - For Some

By Judi Wilson

Huge cuts in public spending will have to take place in the next few years as a result of the credit crunch and global recession. Political parties are desperately looking for the softest targets to be the victims of these cuts.

A Government Green Paper revealed proposals to stop paying "disability benefits, for example, Attendance Allowance (AA)" and hand the cash over to social services instead.

Under the plan, current claimants would have their disability benefits converted to a "personal budget" administered by local authorities and used to pay for services - not to spend as they wish.

36 meetings have already been organised around the country for people working in government and the caring professions to be told about the setting up of a new National Care Service which would oversee the system. In addition, a stakeholders panel of more than 50 voluntary sector organisations, trades unions and academics has been established to offer advice to the government.

Following a campaign by disability groups asking 1,000 claimants to respond to the green paper protesting about this threat to DLA, Health Secretary Andy Burnham said that he has 'heard the concerns and worries about disability living allowance'. As a result, he has announced that: "I can state categorically that we have now ruled out any suggestion that DLA for under-65s will be brought into the new National Care Service."

Good news indeed . . . for some . . . for the moment, but definitely not for the one and a half million people who depend on AA, nor for the for the three quarters of a million people aged 65 and over who receive DLA - not even for the 400,000 DLA claimants currently aged between 60 and 64, many of whom will have reached the age of 65 by the time Labour's proposed National Care Service is introduced. Because, of course, DLA is not just paid to people under 65. You have to make your claim before you are 65, but you can then go on claiming indefinitely if your needs do not change. Unfortunately, many organisations who should know better seem to have forgotten that - perhaps just as the government hoped.

Mr Burnham made no secret about why he made this announcement: he wants to shut people up. He said in his speech, given at a conference in Harrogate on 22nd October and also published on the Big Care Debate website: "One avenue I do want to close down, however, is the debate and controversy over Disability Living Allowance."

Burnham's announcement seems to have had the desired effect: the 'debate and controversy' over DLA appears to be over as far as some disability charities are concerned. But what Andy Burnham said is that *DLA for under 65s is not being considered*. This was echoed by Yvette Cooper, the DWP Secretary of State who told a meeting of the All Party Parliamentary Group on ME on 21st October that DLA for people of 'working age' is not under review.

It was also made clear by Burnham that there will be no transitional protection of existing awards for current claimants. Instead, "an equivalent level of support" will be provided by your local authority.

It's vital that the case for saving DLA for all claimants is still made. Now there is a real worry that not only have the disability charities relaxed, but also that Burnham will assert that because 3,000 submissions to the Big Care Debate were made before his announcement that DLA for under 65s is safe, they should mostly be discounted. If you don't want the government to get away with closing down "the debate and controversy over Disability Living Allowance" there are still things you can do.

Contact disability groups with whom you have a connection, making it clear that you are aware

that DLA for under 65s is not under consideration and giving your views on axing AA and DLA for people aged 65 and over. Email: careandsupport@dh.gsi.gov.uk

Encourage people to sign the No 10 petition, which is gathering real momentum: in mid November it was sixth out of four and a half thousand petitions on the site, with almost 22,000 signatures.

<http://petitions.number10.gov.uk/AttendanceA/>
We the undersigned petition the Prime Minister to recognise the vital support that Attendance Allowance (AA) and Disability Living Allowance (DLA) provide to disabled people, and to ensure that these benefits are secured and are not removed as part of any future reform of the social care system in England.

Submitted by Peter Hand of Mencap - **Deadline to sign up by: 07 December 2009**

Tell your MP what you think or, better still, go and visit them and tell them face to face.

One final irony: the revelation that the government is considering slashing the income of 2.5 million older disabled claimants was made by Andy Burnham in a keynote speech. The subject of that speech was: "Outlawing ageism in the NHS". Find out more about the proposed abolition of DLA and AA and how you can join our campaign to fight back:

[www.benefitsandwork.co.uk/disability-living-allowance-\(dla\)/dla-aa-cuts](http://www.benefitsandwork.co.uk/disability-living-allowance-(dla)/dla-aa-cuts)

Information in this article from Benefits and Work press release.

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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 January 2010 issue is
December 1st.

Please send your advertisements in either
text or jpg format to:

advertising@educationotherwise.org

For flyers contact same e-mail for further
information.



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Educational Heretics Press

We are a small press that exists to question the dogmas and superstitions of mass, coercive schooling with a view to developing a modern, humane, flexible, personalised public learning system, including the choice of home-based education. It is a not-for-profit company.

We have a new book – *Toxic Schooling: and how schools became worse*
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Comparing Learning Systems:
*and why many home-based educating families have found
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home-based education and autonomous learning

by Jan Fortune-Wood at £10-00

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hidden costs of 'free' education***

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Other Titles in our catalogue about home-based education are:

Joy Baker by Chris Shute, *Those Unschooled Minds* by Julie Webb, *Learning Unlimited* by Roland Meighan, *Learner-managed Learning and Home-based Education* by Leslie Safran, *Natural Learning and the Natural Curriculum* by Roland Meighan, etc.

Phone (0115 925 7261) or write (Educational Heretics Press, 113 Arundel Drive, Bramcote, Nottingham NG9 3FQ) or e-mail edheretics@gn.apc.org for a free catalogue, or to place orders.

Happy Holidays!! I hope in this busy holiday season you are able to find time to curl up with your nearest and dearest and share a good book.

Congratulations to Riffat Fatima who won the copy of Games for Learning English. A copy is on the way to you. There was a slight error in the review of this book, the reviewer should have stated that all lessons have worksheets to accompany them rather than most. Our sincere apologies for this error.

This month we not only have two great reviews but also an interview with Andy Stanton, author of the Mr. Gum series.

If you have managed to sit down and enjoy a good book over the holidays why not email in a review for the next newsletter. The deadline is January 1st and the email address is: bookreviews@education-otherwise.org.

Aquila Magazine

Published by: New Leaf Publishing
 Subscription Price: £40 per annum for 12 issues
 Website: www.aquila.co.uk

I liked Aquilla magazine. I liked the puzzles and codes and quizzes. And the stories. I didn't really like the bit about King Arthur. It didn't seem very interesting but that might be because we know quite a bit about King Arthur already. I liked reading about space and about how paper is made.

Ester (age 11)



I like the quizzes and the stories and all the puzzles. I thought it was interesting about how they make paper and I did quite enjoy King Arthur. I thought it was fun.

Nathan (age 9)

I liked the quizzes. I would give it 4 1/2 stars.
 Daniel (age 7)

I've wondered for ages whether to subscribe to this magazine. I had the idea it might be something we could look at as a family but that went horribly wrong. The educational agenda

was a bit much for us! It was much better left lying around for people to go off with when they wanted and then we talked about it afterwards. We did have fun doing some of the practical ideas together like paper tricks and folding. Inevitably, some subjects which we'd already explored felt a bit thin, but equally it filled in gaps for us in other areas. For example, we'd already made our own paper and looking at Egyptian papyrus but didn't know the Chinese were amongst the first to make paper using cloth. And it placed it all in context with the modern paper industry. Overall, it would probably be a good resource to dip into when we're in the mood.

Rachel

What's for Dinner Mr. Gum?

By: Andy Stanton
 ISBN: 978-140524824
 Price: £5.99
 Website: www.mrgum.co.uk

What's for Dinner Mr. Gum? is the sixth book



in the Mr. Gum series and one of the funniest. If you haven't read the series, Mr. Gum is a mischievous man who tries to cause mischief in his town of Lamonic

Bibber. This book is all about Mr. Gum having a war with Billy William the Third over kebabs.

Mr. Gum decides that he likes Greasy Ian's kebabs better than meat from Billy's butcher shop and they wage war in the town of Lamonic Bibber. It is up to Polly, Friday O'Leary and Alan Taylor to save the day as usual. I really enjoyed the book, it is very silly and funny and will appeal to children of all ages. My mom even thinks it is funny! The Mr. Gum website is full of fun things to do and even features an episode of Bag of Sticks, Mr. Gum's favorite TV programme.

Interview with Andy Stanton

1. **Why do the Mr. Gum books always have a silly song? Do you ever sing them in the shower?**

The simple answer is because I like silly songs! Whenever I put a song in the book, I always know how the tune should go. And yes - I sometimes do sing them in the shower and believe me, it sounds *horrible*.

2. **Who were your favorite authors when you were growing up?**

I loved reading all sorts of books when I was growing up and I still do. My favourite authors were Roald Dahl, Enid Blyton, Betsy Byars and a whole bunch of others I can't think of just now. I read a lot of funny comics too - 'The Beano' and 'The Dandy' were my favourites.

3. **What is Mr. Gum's history?**

I wrote the first 'Mr Gum' book to make my cousins laugh one Christmas. I didn't have much money to get them presents so I thought I'd write a story to read them on Christmas Day. And when I sat down to start writing - BOING! - Mr Gum just popped into my mind like a horrible carrot.

4. **Polly never goes to school - is she home educated like I am?**

A lot of children ask me why Polly never goes to school, but I've never been asked if she's home educated before! That's a totally brilliant question - but unfortunately I haven't got a totally brilliant answer for you.

I'm not telling anyone the answer to this mystery!

5. **Will you ever stop writing Mr. Gum?**

I would like to write some different sorts of stories so I'll probably take a rest from Mr Gum at some time - but not for a while yet.

6. **Do you like lemon meringue pie? I think key lime pie is better.**

I do like lemon meringue pie, but it gets a bit sickly if you eat too much of it. I've never tried key lime pie, but I'd probably like that too. Seriously, I have a really sweet tooth - I ate a whole bag of marshmallows this afternoon. A big bag. I am a terror when it comes to sugar.

7. **Are you going to do another special Mr. Gum for world book day?**

If the World Book Day people asked me to I probably would - but I'm sure they won't ask me again for a while. I've had my turn, now it's someone else's.

8. **Do you have any advice for budding writers?**

Read everything you can get your hands on. Good books will teach you what good writing looks like - and bad books will teach you what mistakes to avoid. Also, don't ever throw any of your writing away. No matter how terrible you think it is, you might be able to improve it later. And there might be one idea, or one line, or even one WORD in there which will help trigger off an idea for another bit of writing. And finally - always carry a pen and paper to write down your ideas. Otherwise you'll forget them.

9. **Will you bring back the angry fairy with the frying pan? He really made my mom laugh.**

I have a feeling we'll be seeing him again.

10. **My mom and dad took me to Hitchcon this year because we are all fans of the Hitchhikers Guide to the Galaxy series and Eoin Colfer? Are you a Hitchhikers fan? Do you like the new book? It is**

very funny.

I'm not a massive Hitchhikers' fan, although I do remember reading the books and enjoying them. I haven't read Eoin Colfer's version but I love 'Artemis Fowl' so perhaps I should give it a go.

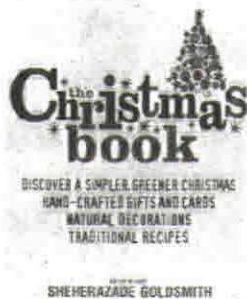
11. Will you be bringing out a DVD of Bag of Sticks, I want to ask for it for Christmas.

I would LOVE to bring out a 'Bag of Sticks' DVD. Imagine that - six half-hour episodes of 'Bag of Sticks' plus director's commentary and a documentary and secret bonus features. Unfortunately it would probably never get released in the rest of the world, just in Lamonib Bibber.

Thank you for answering my questions. You are my favorite author.

And thank you for asking your questions, you are my favourite question-asking guy.

Sam aged 8



The Christmas Book

Edited by: Sheherazade Goldsmith

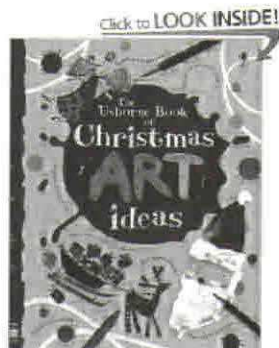
ISBN: 978-1405332231

Price: £16.99

This beautifully illustrated book aims to help you make your Christmas greener and less commercial. It covers 4 main areas:

The Tree, Giving, Table and Food. As you would expect, the section on the Tree is all about making your own decorations for your Christmas

tree and home. Instructions are easy to understand and follow and patterns for things like decorations are provided at the end of the book. The next section, Giving, is full of wonderful ideas for presents to make for friends and family. Each one is beautifully photographed and templates and patterns are provided at the end of the book. Table covers decorations for your table while the Food section is full of recipes to tempt your taste buds over the holidays. This book is perfect for anyone looking for a little inspiration to make their Christmas celebration special.



The Usborne Book of Christmas Art Ideas

By: Fiona Watt

ISBN: 978-1409509431

Price: £6.99

Just in time for Christmas Usborne have brought out a pocket version of their Christmas Art Ideas book. This little book is packed full of Christmassy projects to inspire children (and adults) of all ages. As you would expect from Usborne the instructions are clear and easy to understand and each project is beautifully photographed. Doing the art projects in this book will definitely put you and your children in the holiday mood and will be a valuable resource for years to come.

The idea behind the event was to bring home educators and MPs together in order to raise awareness of home education and to give people the chance to talk informally to home educators from many parts of the country to give a flavour of the diversity of home education practice and policy in different regions. Young home educated young people got a chance to express their views and to talk about how home education actually worked for them.

MPs from the three major parties, including members of the Select Committee, found time to come to the event. Some stayed for hours, others were only able to drop in for a short time. A number of those who were not

able to attend sent regrets, expressed interest in our research and asked to be kept informed.

This event was a first for Education Otherwise. We have been talking to Lord Lucas since shortly after the launch of the Badman Review and Lord Lucas suggested that a parliamentary event might be an effective way to raise awareness of the issues and promote the benefits of home education. At the same time a group of home educators in Westminster were meeting with their MP Mark Field. Mark's team also felt a parliamentary event would be a good showcase and once we had decided on the date Mark's team managed to secure the Lloyd George Committee Room which is right at the heart of the Palace of Westminster.

There doesn't seem to be a picture of the Lloyd George Room on the internet, but if you put "Committee Room House of Commons" into Google images you should get an idea of what the room was like.

We chose October 20th because MPs had just returned to Westminster after the summer break and we knew that the Government's consultation on registration and monitoring was due to finish on the 19th of October. As it turned out, the Select Committee hearing took place the week before the parliamentary event, as did the mass lobby of parliament by home educators, so the timing could not have been better. Three members of the Select Committee attended the parliamentary event and took the opportunity to speak to a range of home educating parents and young people.

Ann Newstead presented new research into what home educated children really think. Over 700 children and young people wanted their full response shared with Government Ministers and civil servants. We have included a link at the end of this article.

Barrister Ian Dowty gave a synopsis of the current legal position and the powers and duties of local authority officers. It was stated that the law is sufficient but is not widely understood and that the Government has failed to promote and support its own Guidelines on Home Education published in 2007.

Dr Alan Thomas and Harriet Pattison of the Institute of Education made a brief presentation on informal learning. To get an idea of their views you can watch the EO video on informal learning and read their joint submission to the Select Committee.

Home educators unanimously stated that the Badman recommendations were detrimental to their home education practice and that the Badman Report had seriously undermined and in some cases destroyed good relations with the local authority.

One guest told us that the most gripping part of the evening was to hear first hand from a dyslexic home educated young person who had

been completely written off by school but who is now at college and is a member of the DCSF Youth Board.

Home educators are not stuck at home isolated from friends and from society and MPs talked to a number of home educating parents who ran or participated in a variety of local groups and networks for home educators. Early findings from new research into how home educators are out and about in the community is now available online.

The topic of the All Party Parliamentary Group for Home Education came up briefly in conversation and by the time this newsletter is published we expect that there will have been an announcement about the APPG. We will have more to report in the February Newsletter and we will also be making regular updates to the Education Otherwise Campaign Website.

Useful Links

Latest news from the Education Otherwise Campaign Website:

www.freedomforchildrentogrow.org/update.php
Education Otherwise on Twitter
<http://twitter.com/EdOtherwise>

"Home Educated, Not Hidden" Survey
<http://tinyurl.com/2009HEfamilydiaries>

Giving Children a Voice Survey
<http://tinyurl.com/2009HEchildrensurvey>

Alan Thomas and Harriet Pattison memorandum to the Select Committee
<http://tinyurl.com/y8fsskok>

"Overall, the Review displays a lack of rigour and accuracy combined with unsubstantiated opinions in relation to our area of expertise. Mr. Badman proposes that research into autonomous education should be undertaken and, at the same time, sets out a detailed system of monitoring that would actually prohibit it."

Alan Thomas Youtube video on informal learning
<http://tinyurl.com/y8ronej>

Capita Children Missing Education Conference October 2009

By Fiona Nicholson

I was invited to speak at the Children Missing Education Conference organised by Capita. The conference approached the theme of "children missing education" from a number of different angles and included presentations on information sharing and tracking procedures including ContactPoint and the London Passport scheme, working with mobile and hard to reach groups, targeted mental health intervention in schools, support for bullied pupils, and alternative provision funded by the local authority.

These conferences take place several times a year. Children Missing Education officers tend to be recruited from an Education Welfare background. Local authority delegates from Elective Home Education are also represented at the conferences.

The conferences are held in large hotels and the ticket prices are ridiculously high. Many local authorities can't afford to send anyone to the conference, so the organisers try quite hard to lure people to buy tickets. They can't usually get big name speakers so they try and pick hot topics.

What the delegates want is to feel that they are hearing something new and relevant, not just the same old PowerPoint they've heard at other conferences. They don't want to be bored, because they have a whole day of just sitting and listening to speeches and presentations. They appreciate the opportunity to engage with the speaker. Ideally they want the speaker to take questions from the floor and they want to be able to follow up points during coffee breaks and over the lunch hour.

More information can be found here
<http://www.capitaconferences.co.uk/>
<http://www.capitaconferences.co.uk/Links/>

The second link has testimonials from satisfied customers where you can see that they like "coming away with ideas", "practical suggestions", "time for question and answer" and "summary of the main issues."

I accepted the invitation to speak at the October conference because I had previously been at the February conference where a number of delegates welcomed the Badman Review and called for regulations on home education to be "tightened up". Representatives from Education Otherwise attempted to challenge from the floor during the conference and also had informal talks during lunch, but the opportunity to exercise some control over the debate and to present accurate information about home education was not possible without formal engagement in the conference process. I think sometimes we forget how much misinformation is out there with regard to home education.

The timing of the conference was very useful because local authorities still had a fortnight to submit their answers to the Government's consultation on registration and monitoring. We really need local authorities to tell Government that the Badman proposals are unworkable and this was just one of the ways in which we hope to get this message across.

I made a PowerPoint presentation which grouped together various recommendations from the Badman Report. I tried to take the delegates' perspective into account and consider their fears and worries about home education. We know that local authority officers sometimes have the mistaken idea that they are personally responsible for the safety, wellbeing and educational attainments of all children. We know that their response is to call for "more powers." We know that Government is prone to announce swingeing new measures in order to appear tough

and to try and anticipate or deflect criticism from the media.

One of the most striking aspects of the October conference for me was that unlike the February conference, the questioning was not hostile or adversarial. Delegates genuinely seemed to be trying to come to grips with the main issues and there wasn't an automatic call for "more powers."

I should like to thank my fellow Trustee, Roarke, for turning my scribbles into a rather clever PowerPoint with what I later learned are "animated transitions" so that as I made a particular point, I clicked the mouse and the relevant next line of text flew on to the screen, thereby avoiding the awful PowerPoint lecture blur where the audience stares boggle-eyed at a solid wall of text.

I had never used PowerPoint before and I had sleepless nights worrying about how I would remember to click on to the next line and how it could all be timed. I was given half an hour so I had to practise declaiming at home to an empty room and I marked up my presentation handout with "+2" "+6" telling me when to move on to the next slide. To help with the schedule I bought a little clock to take to the lectern out of sight of the delegates.

I only spotted afterwards that the clock had been upside down throughout the presentation but I did manage to finish the last slide on precisely the right minute. Half an hour went by very quickly and I then took questions for around 15 minutes. The MC deftly re-arranged the schedule to built in more time for question and answers on home education because as he told me afterwards he could see that there was a lot of interest in the subject.

It must have been like the swan gliding serenely and nobody seeing the frantic paddling beneath the water, because Capita asked the delegates to rank the 12 speakers and Education Otherwise came second.

In my presentation, I pointed out that we don't know how many children are home educated. Local authorities know of around 20,000 but Graham Badman has said 80,000 or 100,000. I reminded delegates that they know about the children who are deregistered from school but they don't know about the ones who have never been to school unless they find them for themselves or unless those families make themselves known. I invited the delegates to consider why a family might or might not make themselves known. What is the benefit for the family and what is the downside?

Throughout my presentation I deplored the fact that the Badman Report had thrown home educators and the local authority into an adversarial relationship and that the process of the Badman Inquiry had damaged positive working between the home education community and the local authority.

I didn't know how much background knowledge the audience would have so I went back to basics and ran through the reasons why people home educate. Statistics aren't collected centrally. We know that in some cases the family always intended to home educate, but in the majority of cases we know about, school has been tried first. Some children are withdrawn from school following bullying or unmet special needs. Some children are home educated because the family doesn't get the first or second choice school. Others are home educated because school is not seen as a place where their family culture or belief system will be upheld.

I reminded the audience that Graham Badman was proposing compulsory registration and I invited them to consider how that might work in practice. In terms of the Badman Review I emphasised how trust had broken down. I said that we had never actually tried voluntary relationships. I pointed out that the law would need to be changed in order to implement Graham Badman's recommendations and that this could not happen overnight. In the meantime of course the current laws and

guidelines applied and we trusted that nobody would act unlawfully and jump the gun.

I went into some detail about the Badman licensing scheme, which demands a statement of educational approach, regular visits to the family home and the power to interview children alone to test their education. I emphasised that these proposals had met with the strongest possible opposition from all sides, that home educators were busy talking to MPs and that the Government absolutely would not have an easy ride so no-one should make the mistake of thinking it was a foregone conclusion.

Somewhat satirically I presented Graham Badman's recommendations for local authorities to interfere in school management and decision-making. This aspect of the Badman Report is easy to satirise, since Graham Badman says home educators should be able to go on school trips and that the local authority should make schools take home educated children even if there are no places. Anyone working for a local authority will take issue with this, because schools have autonomy and don't have to listen to the LA.

I tackled the question of schools keeping home educated children on the school roll for the first 20 days when the parents said they were home educating and I pointed out that we were not being told how the register would be marked during this time and that schools were going to object because it would affect their Ofsted inspection of attendance records. The obvious conclusion to draw was that if it came in, the school would put pressure on the child to continue to attend the school.

I addressed the issue of off-rolling or coerced deregistration where the school effectively pushes the family into home education in order to make a problem disappear. Graham Badman has recommended that this practice be stopped. He has left it to others to sort out the details but in principle we agree that off-rolling does not observe children's rights. Even if the family

subsequently comes to benefit from home education, the practice is unlawful and the process is unfair on the family.

I closed my presentation by saying that we had no idea where the money was coming from. I reminded delegates that the Children's Minister Baroness Morgan had said there wouldn't need to be any new money because local authorities already monitored home education. However, one of the objectives of my presentation was to show quite clearly that the LA could easily be required to do ten times as much work. The conference was on October 6th. The Government did in fact manage to produce some figures by October 9th, just in time for the Select Committee, but they have subsequently provoked more questions than they answered.

If anyone would like a copy of the presentation, please get in touch with me and I can email it to you. Fiona Nicholson c/o
governmentpolicy@educationotherwise.org

Giving Oral Evidence to the Select Committee Inquiry into the Badman Review By Fiona Nicholson

I was invited to give oral evidence on behalf of Education Otherwise to the Select Committee Inquiry into the conduct of the Badman Review.

The Children, Schools and Families Committee was established on 6 November 2007 and membership nominated on 8 November 2007. The formal remit of the Committee is to examine the administration, expenditure and policy of the Department for Children Schools and Families. The Committee's remit also covers the work of Ofsted and non-departmental public bodies.

An explanation of the terms used by the Select Committee may be found here:
www.parliament.uk/glossary/glossary_committee.s.cfm

A Report is usually published following an inquiry; it sets out the views of the Committee and usually makes recommendations to the government. The Government is expected to respond within two months, setting out those recommendations as accepted or rejected with explanatory notes. We are now waiting for the Report to be published.

The Committee asks for written memoranda to be submitted by a particular deadline. In the case of the Badman Inquiry the deadline was September 19th. The Badman Inquiry memoranda were published in early November and can be found here: <http://tinyurl.com/yf3blzf>

This is the link for the memorandum submitted by Education Otherwise, extracts from which we include below: <http://tinyurl.com/y9lcqxf>

Memorandum Submitted by EO

3. Since 2006 home education has fallen under closer scrutiny. In that year the Department for Education and Skills carried out research considering whether light touch changes should be made to the law relating to the monitoring of home education. This concluded that no change was required. Following this, the Department established an in-depth consultation on the law, practice and monitoring of home education to which we contributed detailed representations. This resulted in the issuing of the Elective Home Education Guidelines for Local Authorities, which aimed 'to clarify the balance between the right of the parent to educate their child at home and the responsibilities of the local authority.' [1] However, they also concluded that no increased monitoring of home education was necessary.

4. In comparison, the present Review was unduly rushed. As the terms of reference make clear, it was to be conducted in 4 months. It is not clear why such speed was required, particularly as the area is a complex one with a long history. There was no apparent need for immediate change, nor did the report discover one. Mr

Badman was engaged, at the same time as this Review, in conducting the second Serious Case Review into the death of Baby P. It is impossible that this did not take a great deal of his time. It would have been inappropriate had it not.

However, a four month period would have been too short even for a full time, experienced researcher to conduct work of this magnitude. We estimate that a proper survey of local authorities would, by itself, require two to three months. It was, during the course of the Review, clear that pressures of time prevented Mr Badman from fully engaging with stakeholders, and particularly from attending meetings. It is also, unfortunately, clear that the final Report was not the product of sufficient consideration.

5. The extent to which the Expert Reference Group was involved in the Review's process is unclear. There were only three meetings, and not all members were able to attend. We have heard that meetings of the Group were organised at very short notice, preventing some members from having an effective input. Their minutes have not been released. One of the meetings is said to have taken place on the 26th of March. However, the Review team indicated, on the 31st of March, that there was no agreed remit nor confirmed list of its members. It is curious that a useful meeting was nonetheless possible.

6. The Report fails at every stage accurately to summarise and engage with the evidence of consultees. The views of the entire home educating community, from whom nearly two thousand responses were received, are summarised in two paragraphs, with two quotations purporting to reveal their entire range.[2] More surprisingly, at no time does the Report mention the views of home educated young people. This is despite nearly two hundred responding to the consultation, our having ensured that the author met with several groups and the Report's apparent concern for their participation. The Education Division of the Church of England is quoted to reveal their

ecumenical concern for young people,[3] but without the Report's disclosing that this is in the context of their overall support for the present system.[4] Our evidence is acknowledged as being 'invaluable' and 'detailed', but its contents are not set out, nor are the merits of our proposals discussed. The author merely notes that some home educators disagreed.[5]

7. A related problem is the Report's failure to evidence its recommendations. Recommendation 1, the Report's most significant, is reached without referring to the views of anyone except the author and A.S Neill. The detail of the recommendation is set out without any discussion at all as to its merits. The recommendation that parents should, on registration, provide a clear statement of their educational approach and outcomes is incompatible with the DCSF's 2007 *Elective Home Education: Guidelines for Local Authorities*, which notes that in the early stages of home education parents' plans may lack detail and fail to demonstrate that the education would be suitable and efficient.[6] Whilst the Review may have reached an alternate conclusion, it is puzzling that it did not address the conflict with existing government guidance.

8. Recommendation 2 suffers from the same problems. The author feels able to comment on the necessity of a review of the definitions of 'suitable' and 'efficient' in relation to education despite not having consulted any legal academics or practitioners, nor having a legal background. The Department for Children, Schools and Families subsequently confirmed that no legal background paper was prepared, rather that:

'Graham Badman read the legislation. He also talked to local authorities and other stakeholders about the actual application of the law in practice and the rights of the child.' [7]

The effect of this is that discussions of relatively complex legal areas are conducted without full information. The author does not

appear to recognise the distinction in status between the European Convention on Human Rights (ECHR) and the United Nations Convention on the Rights of the Child (UNCRC), and discussions of case law are at best partial and superficial, as with Article 2 of the First Protocol to the ECHR,[8] or entirely mistaken. The latter is clear in his discussion of autonomous education,[9] where a quotation is mis-attributed and applied entirely outside its context. His assertion that "suitable" education [is] not defined in law'[10] is simply wrong, as s436A(3) (previously s437(8)) of the Education Act 1996 does define the term.

9. Despite its being tasked with considering the effectiveness of different practices, particularly in relation to monitoring, the Report concludes that the present approach 'may or may not be sufficient'. [11] This failure to make a finding should cause the author to consider the evidence submitted to him which may reveal an answer. Instead he continues by a series of rhetorical questions, concluding with an apparently unsupported assertion of his belief. At no time are any other views, or indeed is any evidence, referred to.

10. Similarly, despite the terms of reference making clear that a literature review would be conducted, no such exercise was undertaken. The Report refers to two studies[12] and mistakenly refers to a guide for home educators as constituting further research although it contains no new findings.[13] The author expresses his doubts about the merit of existing research, although without mentioning quite which research is affected. This criticism is unconvincing, as any sample group in research of this nature would be self-selecting to some extent and many of the samples involved were large and diverse. This research is helpfully summarised in a research survey for the Cambridge Primary Review,[14] which does not appear to share the Report's concerns. That the Report does not discuss this is surprising, especially as the lead author was Professor Conroy, a member of the Expert Reference

Group.

11. There appears to be some attempt to frame discussion in this area in terms of a contest between the rights of parents and children. This is the only way to understand the somewhat curious choice of quotation which prefaces the report. However, this debate never fully makes its way into the text. It is, only implicitly, dispatched within two paragraphs, which also purport to deal with the definition of 'efficient' and 'suitable'. Having identified Articles 12 and 29 of the UNCRC and Article 2 of Protocol 1 to the ECHR, and having mistaken the duty in s7 of the Education Act 1996 for plural parental 'rights', the Review concludes that the rights of parents are equally matched by the rights of the child. It does this without ever fully articulating which rights are at stake, their relative weights, and why a presumption that they are in conflict is correct. This debate is important, but the Review fails to engage in it.

12. The Review's discussion of safeguarding is inadequate. We would respectfully draw the Committee's attention to the opinion of Professor Eileen Munro (at Annex A). We adopt her views entirely, and will not repeat them here. The number of local authorities who provided information about child protection concerns is small: 25. Further, one would expect those who volunteered the information by completing a lengthy questionnaire to be those with the greatest concerns, and so not constitute a representative sample from which one could generalise. The Review fails to set out the evidence which has been supplied, and concludes that the number of young people at risk 'may well be exaggerated'. [15] Despite this, it goes on to assert a 'potential additional risk' to young people, without providing any supporting evidence. It is our experience that some local authorities habitually believe cases involving home education to raise issues of child protection, irrespective of the facts of the individual case, and so a higher number of investigations would be inevitable. However, the Review does not consider this, nor focus on the

number of cases where suspicion proves to be justified.

13. The paucity of evidence in this area has, in effect, been conceded by the Review team. The DCSF local authority weekly email sent on the 17th of September[16] requests further data from authorities, saying that the Review only heard from a small sample, and there is a desire to provide 'more statistically rigorous information to the Select Committee'. Despite this, it is said that there is persuasive evidence for change. In our submission this is clear policy-based evidence making: the Review has reached its conclusions, but is only now attempting to substantiate them. Even were such evidence now to be forthcoming it cannot rescue the failure of the Review to meet its terms of reference. We are also concerned that the closeness of this request to the Committee's deadline for evidence places those making submissions in a position where they do not know what further evidence may be presented to the Committee by the Review team, making proper investigation and challenge difficult.

14. The Review, again, fails to consider whether present powers, particularly those contained in s47 of the Children Act 1989 are sufficient. In the case of Khyra Ishaq they would have been, but for the unfortunate conduct of the social workers involved. At the trial of Khyra Ishaq's parents, the deputy head of her former primary school gave evidence that staff had been concerned for some time about the weight loss and apparent hunger of Khyra and her brother. When Khyra was de-registered from school, the deputy head phoned social services three times in 24 hours to express concerns about Khyra's safety. Social workers visited the family home, but they were denied admission and appear not to have taken any further action. Given the professional status of the complainant, this outcome is astonishing. We are puzzled by the Review's assertion that further powers of inspection are necessary when those already available are disregarded despite clear grounds

for concern.

15. The recommendation that children's progress be demonstrated through 'exhibition' or other means is misconceived. It is arrived at without discussion, and we would suggest that the antiquated and inappropriate terminology employed suggests that it has not been fully considered. The views of young people have again not been taken into account, and we are aware that very many would not wish to see a local authority officer. The apparent presumption of meeting is at odds with the 2007 Guidelines,[17] which make clear that local authorities should be open to receiving information in a wide range of formats. Again, the Review may have reached an alternate conclusion, but it is dismaying that there is no discussion to assist the reader.

16. Access to the family home seems to have been recommended as a by-blow of the above. The Review does not properly articulate the reasons that a meeting with the family is essential. It then fails to consider whether, if this is so, a meeting in an alternate setting would be sufficient. We are especially concerned for those young people who suffered bullying at school, and for whom the home is a valuable sanctuary which should not be impinged upon. Entry to the family home is a draconian power, normally only granted where there is reasonable suspicion that a criminal offence has been committed. It is entirely disproportionate in this situation, particularly as local authorities may already require entry if they consider that a young person is at risk of suffering significant harm. That the author felt able to arrive at such a recommendation without meaningful discussion is surprising.

17. There has been a lack of transparency over Graham Badman's appointment. The Department will not say whether other people were considered for the post. Mr Badman had no experience of conducting reviews, and no academic or research background. Although his professional background is in education, and he has, long ago, worked as a home education

inspector, he does not appear to have come into sustained contact with alternate methods of educational provision. It appears from the Report that he has failed to understand the pedagogic theory of autonomous education, and so does not consider it when making recommendations about the demonstration of outcomes. Mr Badman also has no previous experience of child protection. Although he was Director of Children's Services in Kent, he was only in that position for eighteen months, with no prior experience. In addition Kent employs a system of deputy directors which would have reduced his exposure to the area.

18. In our submission Graham Badman was an ill-advised choice to lead the Review. He lacked expertise in alternate methods of educational provision and in child protection. The Review failed to meet its terms of reference due, at least in part, to its rushed conduct; defective use of evidence; not engaging properly with consultees, particularly young people; failure properly to review the legal or research context to home education; and its apparent attempt to set up a conflict of interest between home educating parents and young people. Its recommendations, particularly those on safeguarding, 'exhibition' of young people and entry to the family home are ill-conceived and disappointing.

19. We have been asked to give oral evidence to the Committee, and welcome the opportunity. In the meantime, if we can assist the Committee in any way, please do not hesitate to contact us. We are currently conducting research with each Local Authority, and hope to be able to provide the Committee with a report of our findings as soon as they are available.

ANNEX A - COMMENTS OF PROFESSOR EILEEN MUNRO

A1 A pervasive problem in the section on safeguarding (pp28-34) is that the author wanders between talking of safeguarding and child protection without keeping a clear

distinction between them. Safeguarding children relates to ensuring that all children fulfil their potential and covers all aspects of their welfare, including their education. Child protection refers to the specific problem of children suffering, or at risk of suffering, significant harm from abuse or neglect, usually at the hands of their carers. This means that all the recommendations have some plausibility in relation to child protection concerns but are phrased in terms of safeguarding where they seem poorly thought through and overly intrusive.

A2 One result of this muddled thinking is that it fails to consider what current good practice already achieves in child protection. Recommendation 24, for example, wants LAs to be able to deny home education for safeguarding reasons. This seems unjustifiable. This could exclude all low income families since poverty is the single biggest factor harming children's development. Nor would it be clear how attendance at a school would counteract the harmful factors. However, if this recommendation were re-phrased in terms of child protection then current good practice would already be active in dealing with this. A child on the CP register, for instance, would have the move to home education scrutinised and, if it raised concern, either the parents would be strongly advised against it or legal powers would be sought to either prevent or supervise such a move.

A3 Recommendation 23 would lead to considerable intrusion into the privacy of family members and is poorly thought through. When recommending new data sharing, one needs to consider the signal to noise ratio - how much of this data will add value to the practice of the receiver in safeguarding children and how much will be irrelevant but causing problems through taking up time that could be better spent. The author does not appear to have made any estimation of such statistics but my suspicion is that it would lead to considerably more noise than signal and, in fact, create risk of harm by

obscuring the few 'signals' (of true concern) among a storm of noise (irrelevant data).

A4 Recommendation 22 that those monitoring home education should have some knowledge of child maltreatment and the child protection system is sensible and I am shocked that it is not already the case. Basic knowledge is necessary although the staff might then refer on to a more experienced colleague.

A5 Overall, I think this report confuses two overlapping agendas - to promote the welfare of children and protect them from maltreatment. It also overlooks or underestimates two current sources of safety for children: the current child protection system and the importance of community support and monitoring of home education.

The Committee also sends out invitations to witnesses who are required to give oral evidence to the Committee Members and answer questions during a special meeting of the Committee.

Before the Report is published, Committees publish uncorrected transcripts of the oral evidence sessions. These usually appear within five working days of the evidence session. Committees also publish written evidence. The evidence sessions were broadcast live on the Parliament Channel and the transcripts of the sessions can be read here:

<http://tinyurl.com/ykjegug>

<http://tinyurl.com/yf7r5n6>

The Minister Diana Johnson, Graham Badman himself and civil servant Penny Jones gave evidence on Monday October 12th. Home educators and other witnesses gave evidence on Wednesday October 14th.

Here are a couple of extracts from the transcript:

Registration/licensing/voluntary relations with the LA

Q52 Annette Brooke: I would like a straight yes or no answer from each member of the panel. Imagine a very simple registration scheme that gets rid of all the strings and conditions in the Badman report and literally signs up-given that if a child goes to a local school, there is knowledge that the child is at the local school-just to providing the knowledge that a child is being home educated at X address. Let us start with a very simple principle and at least we would get some indication of numbers, although I accept what you said, Fiona. Do you feel strongly about the simplest of registration schemes?

Fiona Nicholson: My answer is that it is a really bad time to be asking this-at the end of the Badman review. If that had been the question at the beginning of the review, we would have put all our trust issues on the table and said, "Call us paranoid, but we fear that it would lead to a definition of suitable education and efficient education and that it would be far more intrusive." We would have hoped that somebody would give us some kind of reassurance. We have all had a look at the big blue book, the Graham Badman report, and it is really difficult now to answer a hypothetical question about how we feel about simple registration. If we could stop the clock and things such as the Badman review had never happened, and we had not seen what is entreated for us-

Fiona Nicholson: When we first came in here we were being asked whether we objected to a simple registration scheme, and I imagine that we might have sounded quite paranoid when we said it would not stop here. It has already not stopped here, about 15 minutes later. This is on the level of an "If you have nothing to hide, you have nothing to fear" line of questioning, which we get all the time. It is extremely difficult to

answer on that negative basis, and that is why you are finding very well-defended positions.

Fiona Nicholson: I would like to address the issue of why people would not want to have a relationship with the local authority, do more research in that area...I think that should help to inform any kind of training programme that is brought in for local authority officers.

Statement of Learning as pre-condition of registration

Q59 Paul Holmes: On the Badman report's suggestions about requiring a statement of learning, I know that a number of home educators-both nationally and the ones I've met in Chesterfield-have been very concerned about that and the implication that it might be imposing all sorts of very restrictive prescriptions. Does anybody want to elaborate on that?

Fiona Nicholson: I think, again, we need to know much more about what would be involved. I caught some of the evidence given the other day, and the Minister was saying that two sides of A4 seemed to be sufficient. I have talked to local authorities who think that a lot of information would be required.

I help a lot of home educators-I must have helped more than 200-to devise their educational philosophy and report. It takes a lot of time to put their ideas across. They are putting in a lot of information, and they repeatedly come back to me and say, "I'm told it isn't enough. They're going to serve a school attendance order. I still haven't given them enough information. They want more of this, they want more of that." I think that it will be a two-tier situation, where you will have some articulate, confident people who will be able to produce very little and won't find it very inconvenient at all, and you will have an unquantifiable number of other parents who could be made to feel inadequate. We have a consultation proposal that says it is a criminal

offence to provide inadequate information. You could be in a state of limbo for a very long time if you still have not provided enough information and your licence to home educate has still not been granted. Again, we do not know what the statement might look like. When we met the DCSF civil servant, Iain Campbell, to discuss this at the end of June, he thought that a couple of sentences just indicating the approach that you might be planning to take would be all that was required. Now it is two sides of A4, and I have known local authorities that have not been happy with a 30-page report.

Q61 Paul Holmes: So what would you recommend? Should it perhaps be a two-page statement, one paragraph or the detailed academic syllabus that Simon talks about?

Fiona Nicholson: It would depend on what was appropriate in each individual case. I find it very easy to organise my thoughts into paragraphs in my head and then write them down. It does not make me a better home educator; it makes me reasonably good at dealing with authority figures. I talk to a lot of parents who can't do that and they say, "No, I'd rather meet somebody and talk things through". But if the object of meeting and talking things through is to come up with a sort of template, I do not think that would be helpful at all. There might be a meeting with somebody from a school or a local authority and the object of the meeting is to get some bullet points written down, which are going to be reviewed in six months and in a year, and your child is going to be required to exhibit, and be progress-tested against, those things that you said in order to have something written down in order to be able to home educate. Graham Badman gave too much information about what he had in the bag for us really.

Support

Fiona Nicholson: I would like to address the issue of support. Paul, you said that you had met home educators, or you felt that there were home educators who would benefit from more

support or who need more support. I agree with you. I have not met the same people, but home education support organisations and home education local groups are contacted all the time by parents who want more information about absolutely everything. They will come back and check. They test out anything that you have said with any other groups. I know that they do that with the local authorities as well. They will ask masses of questions about what they can do. Home education support organisations do what they can, but there has not been much from local authorities. The Badman report has been presented as something that offers more support. To say that I am sceptical would be an understatement, but if more of that could be available, that would be excellent. It would be good to have more resources and places where people could go to for information and non-judgmental support-the equivalent of a constituency surgery for an MP. I know that that does happen in some areas. North Yorkshire, for example, does it.

When we look at the incredibly small amount of money, Education Otherwise is doing research into the money that local authorities are able to spend at the moment on home education. There is a local authority that has 269 children on their books and they spend £17,000 a year in total on staff, training and support for those 269. There is another local authority that will spend £125,000. We are getting those figures about the money in now. There is a lot of money that is not in home education, and so to try to decide where we will put the money that we do not have is very hard.

Home educators are not hidden

Fiona Nicholson: I don't see why we have moved to "locking the door against the outside world". In my local authority in Sheffield we have a group of home educating parents who meet regularly with the local authority, and in some of those cases the parents are not known officially and are not on the books, but they are not hidden. They will go and talk to the councillors, line managers and individuals who are the home

education visitors, and their children will be there as well and there will be that level of interaction. We have invited them to visit our groups and they have been to visit groups and talk to people. They are not checking in names at the door. They are aware that they will be talking to people who are not officially known and register them. It is very active outreach work that they are doing and I think it is very good. In the local authorities that I have applauded, such as those North Yorkshire and Somerset, the same things are happening.

If you are focusing in on a one-to-one inspection with somebody interrogating, questioning or interviewing individual family members, that is something that I would want to move away from.

.. People do not voluntarily make contact and we need to look at why they would not want to make contact with the local authority. That seems to me the central issue to address."

What was it like to give evidence? : a personal view by Fiona Nicholson.

A number of people have asked me what it was like to give evidence and what actually happens. The Select Committee assistants are very helpful. They answer phone and email queries and they offer reassurance that you can claim travel and overnight expenses. They also get in touch with you shortly before the event and give an indication of the gist of likely questions.

I found a bargain hotel through laterooms.com and travelled down the night before. I went with a friend who offered moral support, helped me hugely with the paperwork and got me on the right bus. I have a lamentable tendency to panic about practical arrangements and I have been known to stand stock still in the middle of the road intoning that NOTHING WORKS and IT IS ALL DOOMED. I am also constitutionally incapable of asking for directions and my minimal map-reading skills completely fail me when I am stressed.

When I got to the venue, it was all very straightforward. I was lucky because Ann Newstead, EO's media spokesperson, had attended the Monday session and so had been able to give me a mental picture of what it would be like. We had to put ourselves and our belongings through a metal detector and then go upstairs and wait outside the Committee Room. All the witnesses arrived around the same time and it turned out I had met most of them before. I had been told that the proceedings would be televised, but that the cameras would be at the back of the room, so this is what I thought was happening while the session was taking place. It was only afterwards that I learned the cameras were directed to our faces.

I can't speak for any of the other witnesses, but for me the most difficult and stressful part was actually getting to the meeting, arranging childcare cover, sorting tickets, booking a hotel, trying to think what I would need to pack and so on.

During the evidence session, the questions covered the same ground I have covered with MPs, local authority representatives, the media and local councillors. I didn't feel bullied or think that the committee was trying to catch witnesses out. At points I did feel that home educators were on a different planet from the MPs but that's not an unusual feeling. However, I gather that the informal roundtable discussion which the Select Committee had with home educators the following week went a good way towards solving this problem.

Fiona Nicholson
Chair Education Otherwise Government Policy Group
Member Education Otherwise Disability Group
Trustee Education Otherwise

Could the Government Change the Law on Home Education

By Fiona Nicholson

By the time you read this, we expect a clause about home education in the new Children and Families Bill, introduced to Parliament via the Queens Speech on November 18th. (See Stop Press on Page 41 of this newsletter)

Including a line about home education (possibly with reference to future Guidance from the Secretary of State) enables the Government to change the law. In particular, it enables the Government to change the law by making it compulsory for parents to register children as home educated.

General Points

The timing is not good for Government to bring in a new law about registration. There will be a General Election next May/June and the Government has a lot of important new legislation it wants to introduce before the Election. Essentially, all parliamentary business has to be fitted in between November 18th and Easter. Parliament is in recess for Christmas and the New Year. Looking at the Children and Families Bill itself, we anticipate that it will cover a great many areas connected with schools and also connected with safeguarding. (The original title of the Bill was Improving Schools and Safeguarding Children but we are told that this has now been changed).

Any clause about home education in a new Bill will be hotly debated since so many home educators have talked to their Members of Parliament and we also have the new All Party Parliamentary Group scrutinising the Government's every move with regard to home education. This could mean that the Government will drop plans to legislate on home education because too many MPs are expressing a view and holding up the process, or because there is no time before the Election or simply because it isn't a big enough priority for the Government.

It may be more important for the Government to be seen to have tried to do something than actually to achieve anything.

The Commons

A Bill passes through a number of stages before it becomes law. The First Reading in the House of Commons is a formality. The Second Reading of the Children and Families Bill could be in early December.

The Committee Stage usually starts two weeks after Second Reading and can take anything from one meeting to several months. A fortnight after the Committee Stage, the Bill moves to the Report Stage, which is a further chance to consider new amendments and new clauses. The Third Reading is the final chance to debate the Bill in the House of Commons, after which the Bill passes to the Lords.

The Lords

Once the Bill is with the Lords, there is the formality of the First Reading and then the Second Reading two weeks later, which is a debate on the general principles of the Bill. The Committee Stage in the Lords is a detailed line by line examination of the Bill and all amendments can be considered. The Report Stage for the Lords is a fortnight after the end of the Committee Stage and is a further chance for amendments to be considered before the Third Reading.

After the Bill has finished in the Lords, the House of Commons and the House of Lords consider each other's amendments. Bills with agreed amendments await Royal Assent which is required before the Bill becomes an Act of Parliament.

All the above parliamentary stages have to be completed between November 18th and Easter if the law on home education is to be changed.

How to Become a Voting Member in Education Otherwise

You can use your vote to choose trustees for Education Otherwise and in this way you can have a say in the direction of EO. It is valuable to have a range of trustees from different backgrounds with a diversity of views about EO's role in supporting home educators and defending the freedom of home educating families. Voting members are also eligible to stand as Trustees.

The next opportunity to vote in new Trustees will be at the Annual General Meeting in February/March 2010. Ordinary members do not automatically have a vote in Education Otherwise unless they fill in the special Signed Up Members Form.

No need to attend meetings to have a vote.

Please note that once you have become a Voting member, you don't have to attend a meeting in person in order to vote. EO supplies printed proxy forms for all voting meetings where you can nominate someone else to vote on your behalf. This could be another Voting Member known to you personally, or the Chair of the meeting. If you do not know any other Signed Up Members, you can ask a Trustee to be your proxy. Trustees can be emailed via the contact form on the website or by using the contact details on the inside page of the newsletter.

If you want a vote you need to fill in a Signed up Members form and send ID and proof of address to EO's PO Box. There is an administrative fee of £10 which can be paid by cheque, postal order or online at:

<http://www.education-otherwise.org/order.htm>

A Signed Up Member form is in this newsletter or can be obtained from the members forum:

<http://forum.education-otherwise.org/viewtopic.php?f=60&t=215>

These notes have been prepared by James Hunt and Alun Jones of Everyman Legal

1. Preliminary

The meeting followed the proposed adjourned AGM which had to be adjourned to Monday 2 November 2009 as a quorum was not present. Legal advice was given that (subject to checking) the forms of proxy returned for the original February 2009 AGM would be valid for the 2 November 2009 meeting. This assumed that the appointing member concerned was still a member (viz had paid the £10 administration fee).

Members could choose to appoint a new proxy if their original intended proxy was not able to attend on Monday 2 November 2009.

2. Validity of £10 Administration Charge

Reference was made to legal advice that had been received by a member that the £10 charge had been levied improperly and so had been ineffective to terminate the membership of those who had not paid. Concern was also expressed at the decision of the Council to require verification of identity by Company Members to renew their membership of the Company.

In response to this the legal advisers to the Company informed the meeting:-

a) The Company acting via the Council/Trustees had been advised that Article 22 gave them the authority to make a subscription or administrative charge on Company Members.

b) Whilst not a legal requirement, seeking verification of identity was within the powers of the Council and a practice commonly adopted by organisations concerned to be sure of the identity of customers and members. It had been introduced by the Council following legal

advice that requiring Members who were attending a General Meeting to prove their identity was a practice that was lawful.

3. EO as a Member Organisation

Past practice had been to misunderstand the legal distinction between Company Membership (so called Signed Up Members) and subscribers/customers of EO (so called Paid up Members).

Concern was expressed that the Council was attempting to change the structure of EO. That change was from one under which EO was owned and controlled by its 4,000 PUM "Members" who had paid their standard EO subscription to one where only those who had paid a separate administration fee could vote at General Meetings. It was explained that any alteration was one of perception only, as the legal position had always been since the incorporation of the Company, the same as it currently was understood to be.

All present at this meeting accepted that the Articles of Association were deficient in not allowing a member to resign as a Company Member.

Those attending this meeting wanted to understand why this apparently radical step had been taken, to separate voting members from other EO members with the £10 "poll tax", rather than simply make the change to the Articles to allow members to resign.

The point was made that administering the Company as a Company did involve additional cost. The £10 charge was to cover those costs and meant that the EO subscription went towards the charitable function and role of EO to lobby and educate.

The following additional points were noted:

a) Since the Spring of 2009 the discovery of

the "no retirement" defect had meant that the Company's register of members extended to some 500 people many of whom had lost all connection with the Company and were annoyed to receive regular communications that they did not want to receive. Other "members" would have died but were still on the list. Maintaining such a register was absurd in practical terms. (NB: inserting the retirement Article would not have allowed "members" with whom the Company had lost touch to be removed).

b)The court proceedings that had established that the Register of Members was open to all members had caused great concern to some members. They did not want their name and address to be made available to what was in effect the public.

4. Proper Construction of Article 22

A discussion took place as to the proper construction of Article 22 which was read to the meeting.

22. No member other than a full member duly registered, who shall have paid every subscription and other sum (if any) which shall be due and payable in respect of his membership, shall be entitled to vote on any question at any General Meeting.

Those who objected to the £10 levy indicated that in accordance with past custom and practice the fees referred to in Article 22 should mean the pre-existing EO subscription and to levy an additional charge was prejudicial.

The Company's legal advisers emphasised that the fact that there had been a lack of clarity historically between Company Membership and being an EO subscriber/customer was irrelevant. The Articles clearly empowered the Council to impose the £10 administration levy. Furthermore, they had advised that those who failed to pay the levy had ceased to be members of the Company.

5. New Model Articles

There was some discussion as to the proper

legal form required to meet the needs of the charity as it operated. It was explained that there are now two existing basic legal forms with a third in the course of introduction. The forms of and the differences between unincorporated associations with individual trustees, and a charitable company were explained, and information was given about a possible Charitable Incorporated Organisation and how that would work. It was noted that the Charity Commission had recently produced new model Articles for a charitable company on its website. These reflected best practice, new Charity law and Company law.

7. Requisition of General Meeting

Discussions took place on a recently proposed requisition which had been put forward to address concerns about the £10 levy.

It was noted that for this to be a valid requisition each of the requisitionists needed to sign and to send the form of requisition to the Company.

8. Conclusion

The meeting concluded with everyone agreeing, it had been constructive and a useful session. The Company's legal advisers had been able to learn more about the history and background to the organisation and its membership

Education Otherwise Association Ltd ("The Company") Questions for the Company's Solicitors

Written answers prepared by James Hunt and Alun Jones, Everyman Legal October 2009

1. Can people be signed-up members of the Company without being paid-up members of EO?

Yes they can.

Being a signed-up member of the Company means being admitted to membership of the Company which is a charitable company limited by guarantee. As from July 2009 this has required the payment of an administration fee

of £10 and providing verification of identity. Members also agree to pay £10 should the Company become insolvent.

EO separately has some 4,000 family subscribers to its newsletter who are also entitled to other member benefits as a subscriber. These families are essentially the customers of the Company.

In the past this distinction between Company members and EO subscribers has not been properly understood.

2. What changes need to be made to the Memorandum and Articles of Association to provide an "exit" clause?

The new Articles that will be proposed shortly will allow Company members to resign their membership by notice to the Company. Since the administration charge of £10 per annum was introduced Company members have been able effectively to resign by not paying that fee. However, the Trustees do not believe that this is satisfactory.

A much wider overhaul of the Articles is, though, needed. The changes to be proposed will reflect changes in charity law and company law. They will also address the specific concerns that the Company's Articles currently require a minimum of 14 Trustees (or members of the Council). Experience has shown this is difficult to sustain.

3. Why was the SUM admin fee introduced without being put to a General Meeting?

The Trustees receive legal advice that they had the power to introduce an administration fee. £10 was fixed as a sum that reflects the cost of running the Register of Members.

A subsidiary benefit of the change is that Company members who no longer wished to be members of the Company could effectively resign by not paying the fee.

4. Why cannot EO use model Articles from the Charity Commission?

It is the intention of the Trustees to use the Charity Commission model as the basis for a new set of Articles for the Company.

5. Some people who lapsed their membership [of the Company] were reinstated as voting members in March 2009. Why was this?

The Company's legal advice in March 2009 was that in the absence of a "retirement clause" in the Articles, Company members could not retire. As noted above the introduction of the administration fee has indirectly achieved the objective of allowing members to resign.

6. What is wrong with the current Memorandum and Articles of Association?

The current Memorandum and Articles of Association are outdated and need to be brought in line with new charity and company law and practice. The number of Trustees that must be in office is also too high.

7. How long would it take to change EO's Memorandum and Articles of EO Association (M&As), so that all EO members are voting members?

It is intended that, as currently, all members of the Company are entitled to vote at General Meetings. So far as subscribers to the EO newsletter are concerned the Company wants to encourage as many as possible to become Company members.

In this regard the Trustees are mindful that concerns have been expressed historically about confidentiality. The Court action initiated by the Trustees established that the Register of Members should be available to all members of the Company. The consequent public nature of the Register may deter prospective members.

Have you ever thought of being a Trustee in EO?

EO has a minimum of 14 Trustees. Every year a third of Trustees will stand down by rotation.

The next election will take place at the Annual General Meeting in February/March next year. If you want to become a Trustee of Education Otherwise you need to comply with the election rules which state that a voting member must propose you a month before the election and not less than four days before the election.

As a rough guide your proposer should write to EO at the beginning of February.

You also need to confirm in writing yourself that you are willing to stand.

Letters should be sent to Trustees c/o PO BOX 325 KINGS LYNN PE34 3XW.

These election rules apply to EO for historic reasons and the current Trustees are working to update the rules and make the process more accessible and transparent.

If you are thinking of standing as a Trustee, please write a couple of paragraphs about yourself and send it to the newsletter editor either by post or by email. A photograph would be most welcome but is not essential. The deadline for publication is January 1st so please allow time for the Christmas post.

The Charities Commission recommends some degree of continuity in order for charities to remain stable but at the same time it is important that there should be new Trustees bringing a range of skills and experience and a fresh approach.

Charity trustees are the people who serve on the governing body of a charity. They may be

known as trustees, directors, board members, governors or committee members. Charity trustees are responsible for the general control and management of the administration of a charity.

Before you become a trustee, you should learn as much as you can about the charity, and what being a trustee will mean for you. For instance you should read the Annual Reports, important policies and the annual accounts.

You should also read the charity's Governing Document.

Education Otherwise is an incorporated charity which is a charitable company registered with Companies House as well as the Charity Commission. The company is a legal entity in its own right, and the trustees are the directors of the company.

EO Trustees are required to meet a number of times a year and to be available for discussion via telephone and email between face to face meetings. There is a Trustee Induction Pack available and guidance from the Charities Commission on the duties and responsibilities of Charity Trustees.

Useful Links

<http://tinyurl.com/yz7xzv9>

Education Otherwise Memorandum and Articles of Association (via the Members Forum)

<http://tinyurl.com/yky2sjd>

Education Otherwise Association Limited via Companies House website

<http://www.charity-commission.gov.uk/pubs/cc3.asp>

Charities Commission : the essential trustee

nlco-ordinator@educationotherwise.org
Newsletter editor

New Local Contacts

South Buckinghamshire. Joelle Hewson. southbucks-lc@educationotherwise.org.

Tel 08445 003859

London, south east. Barry O'Donovan londonse-lc1@educationotherwise.org

Tel 08445 884581

Nottingham Sharon Fullerton. nottinghamcity-lc@educationotherwise.org

Tel 08445 003846

Northampton Juno Charlett. northants-lc@educationotherwise.org

Tel 08445 003841

Merseyside Paula Gouldbourn. merseyside-lc@educationotherwise.org

Tel 08445 003957

Vacancy: the Local Contact Coordinator.

This role requires someone with administrative and people management abilities. The main part of the role is the appointment of new Local Contacts, keeping records and information up-to date, with some time being required for ongoing support of Local Contacts. I find it takes me not more than 4 hours a week. Ideally the person taking on this role will have been a LC in the past. They will also need to be an EO member and EO will carry out a CRB check. For more information, contact Carla on 08445 003876 or email: lcco-ordinator@educationotherwise.org

Latest vacancies

Cheshire: Macclesfield

Essex, North

Essex, West

West Midlands, Sandwell.

Yorkshire West-all areas

Durham

Norfolk-Breckland

Waltham Forest, London

Flintshire, N. Wales.

England

Cambridgeshire

Channel Islands

Cheshire. Crewe and Nantwich

Cheshire Vale Royal (east)

Cleveland

Durham

Essex: South East

South Gloucester

Gloucester

Hampshire

Herefordshire.

Kent South East

Lancs. Bolton and Blackpool

Leicester City

London Enfield.

London North West

London West, Richmond and Kingston

Manchester South

Manchester

Shropshire

Staffordshire

Staffordshire South

Sussex, West.

West Midlands Dudley

Yorkshire West, Leeds

Yorkshire West, Calderdale and Kirklees

Yorkshire East Hull

Hull

Scotland

Aberdeenshire

Perth and Kinross

Argyll and Bute

Edinburgh and Lothians

Inverclyde and the Ayrshire

Glasgow

Fife

Wales

Ceredigion

Glamorgan

Off Shore

Northern Ireland

The Role of Local Contact in Education Otherwise

Local contacts vary in the way they choose to interpret their role. At the end of this article we have included a personal reflection by Natasha Austin, Local Contact for EO in Cornwall. We would like to publish more articles by Local Contacts so please get in touch with the Newsletter Editor.

EO is currently working on a draft job description for Local Contacts which is being discussed on the Local Contacts area of the EO Members Forum. If you have a comment about the draft job description, please write to the newsletter or get in touch directly with the Trustees and the Local Contact Coordinator. You can also join the discussion on the Members Forum.

To join the Members Forum, follow this link
<http://education-otherwise.org/members.htm>

We would also like to ask you whether you think EO should do more to flag up the role of EO Local Contact?

Ideas please! Especially with regard to what we could put on different pages of the EO website. For instance, could we flag up Local Contacts here
<http://education-otherwise.org/localgroups.htm>

It seems very difficult to generalise about Local Contacts. The following points have emerged from discussion but for each LC who found a statement applicable, there could be another LC who thought it was irrelevant or inappropriate.

- Some Local Contacts run local groups and events
- Some Local Contacts give feedback to EO
- Some Local Contacts see their primary role as being a source of information about the law on home education
- Some Local Contacts feel they ought to talk to the local authority
- Some Local Contacts wonder whether EO has expectations that the LC should talk to the local authority
- Some Local Contacts take general enquiries about home education from new people, whereas others find that the questions go to people who run local groups/websites
- Some Local Contacts deal directly themselves with special needs, bullying, exam access, flexischool, single parent issues etc
- Some Local Contacts get referrals from the national EO helpline
- Some Local Contacts effectively write their own job description
- Some Local Contacts inherit expectations about their role from their predecessor
- Some Local Contacts talk to others and to volunteers elsewhere in EO
- Some Local Contacts are in touch with the Local Contact Coordinator
- Some Local Contacts consider the primary role of the LC is to be a local representative of EO
- Some Local Contacts think a job share would be a good idea

Local Contact Draft Job Description

- Accountable to Local Contact Coordinator
- Providing information about Home Education to all enquirers

Requirements

- Should be currently involved with local home education groups
- Ideally have at least one year's experience of home education.
- Phone and Internet connection
- Good listening skills
- Total discretion and the ability to keep confidentiality
- Organisational and administration skills

Duties and responsibilities

1. Welcome and inform new members of EO about local groups and activities.
2. Keep up to date information about local groups, activities, web sites, forums and lists.
3. Give information about the local groups, activities, web sites, forums and lists to any families who make enquiries
4. Provide families with information about their right to home educate

Hours of work

Checking Forums, E-mails and phone messages frequently. 2-3 hours a week or as required; this varies greatly from region to region.

Disclosure check

A standard Criminal Records Bureau check for volunteers is required for this role. This will be organised by EO through an umbrella body for disclosures. Prior to the CRB being undertaken, the volunteer will return a self disclosure form to EO Disclosure Panel. Data will only be shared where strictly necessary. Further information may be found in EO Disclosures Policy and EO Guidance to Disclosures Panel August 2008

If you have read this job description and are still interested in becoming a local contact, fill in the application form and return it to the Local Contact Coordinator. Someone will contact you within two weeks.

If you are accepted for this role you will be designated 'acting' for six months, after which time you will be ratified by the trustees. Being ratified is subject to satisfactory references and CRB checks and there being no outstanding or upheld complaints against you.

Once you are in post other volunteers will be informed. EO provides a generic Email address and phone number which will connect all calls and email to your personal phone and email. EO is committed to non-discrimination and will work with you so that any special needs that you or your family have does not prevent your family from taking on voluntary work for EO.

Sources of support for all of our volunteers and members can be found on our Website. You may also wish to consider the following:

- Previous post holders if they have agreed to be contacted.
- Line manager with whom you will be put in touch when you start

Local Contact for Cornwall: a personal view

I became an LC about 2 years ago, I assumed that it was a fairly standard role, then recently someone in our local group asked me if I gave feedback to EO. I don't, but it set me thinking maybe some LC's do. So I went onto the LC forum on the Education Otherwise website and asked what is the role of the LC ? I suppose I might have asked this question a few years ago, anyway it turns out it is a bit like the weather there are lots of regional variations.

When I started, my predecessors, one in particular who had done the job for many years, had worked hard building to build up the tradition of contact the LA. So it was relatively easy for me to carry it on, I was invited to meet the Elective Home Education manager and his boss and asked to speak at the next training meeting of the Home ed inspectors.

I have found our LA appears quite respectful of the position of EO local contact. I know this may be just window dressing, our LA would like to say it has a "good relationship" just as it likes to talk of "support" when it means "monitoring". However the senior Management have made it clear I can contact them direct on behalf of individual home educators if they have a problem with the service. So far I have not really had to put this to the test.

I have the blank templates for all the letters the LA sends out and the procedure that is meant to be followed. This has been useful when I have been telephoned by a parent with a concern about a letter they have received.

Intervening when asked by a family is different to speaking for the home ed community, obviously I can't speak for all home educators in the county. So when I am occasionally asked the question "What do home educators think of?" I deal with it by explaining the range of opinions on the subject.

I have persistently objected to the wording of some of our L.A. child protection policies re home ed. I may have been getting somewhere but then the infamous Badman came along and so all is on hold.

As well as all the LA/ legal type stuff I find I get calls from time to time from new home educators, just wanting info about events which I usually pass on to the events organisers. I also get calls, often around new term time from parents agonising about whether to send their child back to school. I remember how difficult I found this decision at the time so I am always happy to spend time talking it all through.

Natasha Austin

Useful Addresses

Newsletter Co-ordinator

nlco-ordinator@educationotherwise.org

Local Contacts Co-ordinator

lcco-ordinator@educationotherwise.org

Trustees

trustees@educationotherwise.org



EDUCATION OTHERWISE ASSOCIATION LIMITED SIGNED-UP MEMBERS FORM (SUM)

(Guarantor Declaration)

N.B. Please Complete Form in BLOCK CAPITALS

I (BLOCK CAPITALS)

wish to become a member of Education Otherwise Association Limited and confirm that I am over the age of 18. In the event of the Association being wound up I agree to contribute up to £10 in payment of any debts and liabilities it may have incurred.

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

I enclose proof of my name and address along with a stamped SAE for return of my documents. If I wish Education Otherwise to return these ID documents by first class recorded delivery, I enclose an sae and loose stamps to the value of £1.50.

Home Address (print in full):

Communications by email - I consent to Education Otherwise sending or supplying any document or information (including any notice) to me using electronic means. My email address for this purpose is:

Email address:

Signature of Member: Date:

Make Sure You Have a Vote at EO General Meetings

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

- Even if you are unable to attend a meeting yourself, you can still have a vote by appointing a proxy to vote on your behalf.
- Unless you have supplied your email address for correspondence and notices, Education Otherwise will continue to post any correspondence related to Signed up Members to the address which is given on this SUM form until the Company is advised in writing by the SUM that their address on the Register of Members should be changed. Such changes of address together with associated documents giving proof of residence should be sent to Education Otherwise, SUMs, PO Box 325, Kings Lynn, Norfolk, PE34 3XW.
- Please see Appendix for documents required re proof of name and address.

Appendix

We need to see at least one document which must confirm your name and also your current address. The document/s will be returned to you in the SAE you enclose with your completed form. You may send any of the following:

birth or marriage certificate; bank/building society statement *; mail order catalogue statement *; benefit statement – e.g. Child Allowance, Pension *; Utility Bill – electricity, gas, water, telephone-including mobile phone contract or bill *; council tax statement *; NHS card; or a document from Central/Local Government/Government Agency/Local Authority giving entitlement *: e.g. from Department for Work and Pensions, Employment Service, Customs & Revenue, Job Centre or Social Security.

* documentation should be less than six months old

Costs and Method of Payment

The administration fee payable runs for a year from receipt of your payment; a reminder notice will be sent by email if you have elected to receive communications this way or by post 3-4 weeks before your renewal date.

You may pay by cheque, by postal order, by using the "Additional Items" form on the Education Otherwise charity website and selecting the SUM Fee box at <http://www.education-otherwise.org/> or by phoning 08445 867541 and paying with your credit or debit card.

We are unable to confirm your membership of the company as a Signed Up Member until we have received your payment, your completed forms and identification documents.

Cheques or Postal Orders to be made payable to: "Education Otherwise Association Limited"

Payment Method (please circle): Cheque / Postal Order / Credit Card / Website Payment / Phone Payment

Annual Company Administration fee for Signed Up Members: £10

Amount of Payment Enclosed:

Administration Fee Enclosed £ _____

Credit/Debit Card Payment Authorisation (BLOCK CAPITALS PLEASE)

Card No: _____ / _____ / _____ / _____ Issue Number _____

Valid From/Issue Date _____ Expiry Date _____ Last 3 digits on reverse of your card _____

Name (as it appears on the card) _____ Tel. No _____

Address on Statement (if different from above) _____

Signature _____ Date _____

**Please return this form with your payment, a self addressed envelope and identity documents to:
Education Otherwise SUMs, PO Box 325, St Germans, Kings Lynn, Norfolk, PE34 3XW.**

Education Otherwise Association Ltd, PO Box 325, Kings Lynn. PE34 3XW www.education-otherwise.org

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Government confirmed on November 19th that it is trying to change the law on home education

The Children Schools and Families Bill was published on November 19th. We delayed sending this newsletter to the printers so that we could bring the latest update. This article contains a summary of the proposals contained in Clause 26 and 27 of the Children Schools and Families Bill. The Government hopes that these proposals will become law by April 2011.

We should like to stress that the Government proposals are absolutely not a foregone conclusion. There are a number of reasons for this. One

reason is that there will be a General Election early next Summer and there are very few working days left for the present Government to get its legislative programme turned into law in this short time. We have outlined elsewhere in the newsletter the stages a Bill must go through before it becomes law.

Another reason why the Government proposals are not a foregone conclusion is that on previous occasions when the Government has managed to bring about changes to aspects of the law relating to home education, we have all been much less aware of what was going on. Very early knowledge of Government's plans is very important and having contact with Members of Parliament in the Commons and the Lords is also vital. Networking and awareness raising is an extremely significant factor.

In the past, home educators have only attempted to intervene at a relatively late stage in the proceedings. For instance with the law on

"children missing education" at the end of 2006, home educators only began to mount a sustained campaign during the last days of debate in the House of Lords shortly before the Bill actually became law. Moreover, we did not at that point have any contacts in the Lords.

The situation now is quite different. Home educators are in contact with hundreds of constituency MPs. Any home educator who has not yet written to their MP or been to see their MP should do so as soon as possible, because this is making a huge difference. Education Otherwise Government Policy Group is available to answer any questions you may have about speaking to your MP.

The new Bill will receive hostile or sceptical scrutiny from interested Members of Parliament at every stage in the proceedings. This was abundantly clear on the first day of Parliamentary debate about the entire Bill, of which home education is only a small part. MPs Graham Stuart, Annette Brook and David Laws made a series of critical points against the Government's proposals.

We have also had Lord Lucas on board since shortly after the Badman Review was announced, ensuring that the Government's proposals were not added to a Bill during a late stage of proceedings of the House of Lords. This has meant that the Government has had to start from scratch with a new Bill which must pass through the Commons and the Lords. As we have explained elsewhere in the newsletter, the Lords can propose and debate amendments on new Bills and we anticipate that this could considerably delay the passage of the Bill through parliament

until the Government runs out of time at Easter.

Another new factor which provides an added layer of Parliamentary scrutiny and ensures that legislation cannot go through on the nod has been the involvement of the Select Committee. The Committee has a collective role and has also provided a means of communication between Education Otherwise and members of the Committee, culminating in MP Graham Stuart establishing the new All Party Parliamentary Group on Home Education, which includes a number of members of the Select Committee.

Summary of Proposals in Clause 26 and 27 of the Children Schools and Families Bill

Under the new proposals, the local authority will be required to maintain a register of all home educated children in the area. Education Otherwise is calling the register "a licensing scheme" because parents would have to apply annually to go on the register and the local authority would be given a wide range of reasons for refusing or revoking the licence. Furthermore, parents would have to provide a great deal of information about education plans during the application process in order to be allowed to go on the register. If families do not co-operate with local authority requests, then the child's name will be taken off the register.

The Government says that there will be annual monitoring including a full interview with the family in order to determine whether the child is receiving suitable education and whether education has conformed with the education plans lodged at the time of registration. The Annual Review will also be an opportunity for the local authority to find out how children feel about home education. If the local authority feels it is harmful for the child to continue to

be home educated then the child's name will not be entered on the home education register.

Full Details of the proposals

An Impact Assessment was published with the Bill. Impact Assessments go into the detail of the proposals and attempt to put a financial cost to all the proposals.

Children Schools and Families Bill

<http://tinyurl.com/y8edj6f>

Impact Assessment

<http://tinyurl.com/yag5bs5>

What can home educators do?

1/ Talk to your MP

Please get in touch with your MP. If you have already been in contact, write or visit again. Explain how the proposals will affect your family. Don't assume that your MP will know any of the details of the Government's proposals. It is particularly important to get Labour MPs to understand the problems with the Government's proposals. Education Otherwise Government Policy Group can help you to work out what to say to your MP.

2/ Explain to your local authority what the Government is really doing

If you talk to your local authority, please explain what the Government's proposals will actually mean.

3/ Send feedback to Education Otherwise

Please get in touch with EO Government Policy Group by email or via our PO Box and let us know what happens with your MP and your local authority. We are also very interested to hear from members who have been refused funding

for special needs or college places because the Government is now saying that your local authority has been able to draw down funding for this.

4/ Sign up for email updates to the EO campaign site

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

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

5/ Follow Education Otherwise on Twitter

<http://twitter.com/EdOtherwise>

(We already have 737 followers)

6/ Make sure EO Database Administrator has your email address

Please email database@educationotherwise.org

If you already receive emails from EO about the latest developments between newsletters then this is because we have a working email address for you on our database.

If you have not received any update emails, this is either because you didn't supply an email address to the database administrator for communications or because the details you gave are no longer applicable eg if you have changed your internet service provider or if you are now using a different primary email account.

If you would like to receive email updates, please send your current details to Education Otherwise Database. The only way to guarantee that you receive all emails is to ensure that the Database Administrator has your current email address.

Will there be more support for home educators because of the Badman Review?

The Government has tried to claim that the Badman Report will bring more support for home educators. Education Otherwise has repeatedly challenged this assertion and asked for evidence. Members of Parliament have been fobbed off when they have tried to ask probing questions about support. Any new Government money is going into setting up and policing the registration scheme and in paying for local authority officers to travel to assessment interviews with home educating families.

The Government is now trying to shift the blame to local authorities and say that money has been available in the past for home educated children with special needs or for home educated children aged between 14 and 16 who want to attend college. The Government is currently claiming that local authorities can draw down funding for Alternative Provision. There is no immediate prospect of any help with access to exam centres or the cost of taking exams. It is indicative of the Government's attitude, that there is also absolutely no move to address the difficulties which home educated private candidates will encounter with the new controlled assessment system for GCSEs, despite repeated warnings from Education Otherwise. Controlled assessments will contribute to up to 60% of the final mark for the GCSE.

Contact

governmentpolicy@educationotherwise.org

Education Otherwise Government Policy Group
c/o Education Otherwise, PO Box 325, St Germans, Kings Lynn, Norfolk, PE34 3XW

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+.

Each captivating short movie features the
adventures of Tim and his robot best friend,
Moby, as they explain curriculum concepts
spanning life, the universe and everything.

Already a tremendous success with Home
Educators in the US, BrainPOP UK is easy to
integrate, simple to use, highly engaging, and
(best of all!) extremely popular with kids.

The BrainPOP UK team is dedicated to making
BrainPOP UK as fantastic a resource for learning
as possible, by drafting an advisory team of the
best authors, advisors and teachers to help us
get the content right.

BrainPOP UK and Education Otherwise have
teamed up to bring EO members a very special
deal. You can opt for a 28% discount on the
annual home subscription saving £14 or pay for
the full year and get 6 extra months free. For
details of how to obtain your special EO discount
you need to contact EO by emailing or phoning
Lynda: admin@educationotherwise.org, Tel:
08445 867541 or write to EO's PO Box address.

Cheap broadband and Phone Calls

Education Otherwise has formed a partnership
with the Phone Co-op to offer you a great deal
on phone calls, line rental and broadband. You
can get a £10 credit on your first bill AND a
percentage of your spend will go back to
supporting Education Otherwise, when you sign

up (quote our name Education Otherwise and our
affinity code 017)

The Phone Co-op is owned and democratically
controlled by customers. The Phone Co-op is
focused on giving you what you want, namely
good value, excellent service and a socially
responsible, environmentally sustainable
approach to business.

You can find out more by calling the Phone Co-op
on 0845 458 9040 or apply online at this url:

<https://order.thephone.coop/start.php?s>

Make sure you quote: "Education Otherwise" and
our affinity code 017 when you place your order.

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.

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.

At the time of going to press, EO is negotiating
a price with Learnpremium for the next year.
For more info or a free trial to see if it will suit
you and your family, contact Lynda.

Email: learnpremium@educationotherwise.org or

call EO's Administrator - Lynda on 08445
867541

To Group Organisers: please remember when giving details of events that the EO newsletter can be read by people who are not EO members. If you would like your group to have a listing or if you have any changes to make to your existing entry you will need to complete and return a permission form. You can obtain a permission form by sending an aae to Education Otherwise Regional Diary, PO Box 325, St Germans, Kings Lynn, Norfolk PE34 3XW, by emailing regionaldiary@educationotherwise.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 : bedslc@educationotherwise.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@educationotherwise.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@educationotherwise.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@educationotherwise.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@powernet.co.uk : www.mkhen.org.uk

BUCKINGHAMSHIRE - SOUTH

EOLC: Georgeanna - as above

CAMBRIDGESHIRE

EOLC: Sarah, 08445 003769 : cambs-lc@educationotherwise.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@educationotherwise.org

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

CORNWALL

EOLC: Natasha, 08445 868849 : cornwall-
lc@educationotherwise.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@educationotherwise.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@educationotherwise.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@educationotherwise.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 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@educationotherwise.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@educationotherwise.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@educationotherwise.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@educationotherwise.org
Dorset-East (Bournemouth) EOLC: Vicki, 08445
003726 : Bournemouth-lc@educationotherwise.org
Dorset-East (Poole) EOLC: Carol, 08445 003848 :
poole-lc@educationotherwise.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

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@educationotherwise.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@educationotherwise.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@educationotherwise.org

ISLE OF WIGHT

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

KENT

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

UK Home Educators, fortnightly meetings in Chatham, regular park days and monthly activities. Ann: kent-lc@educationotherwise.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@lizellevdb.com or Bo, 07853 945206

LANCASHIRE

EOLC: Kath, 08445 868829 : lanco-
lc2@educationotherwise.org

LEICESTERSHIRE

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@educationotherwise.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@educationotherwise.org

LONDON

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

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

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

UK Home Educators, London/Kent, meetings in Bromley and Orpington. Outings and group events monthly. Ann: kent-lc@educationotherwise.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

London Local

East EOLC: Stephen, 08445 003821 : londoneast-
lc@educationotherwise.org

Enfield EOLC: Tina, 08445 868836 : enfield-
lc@educationotherwise.org

North, EOLC: Tina, Tel: 08445 003823 Email:
londonnorth-lc@educationotherwise.org

North West EOLC: Tina, 08445 003826 : londonnw-
lc@educationotherwise.org

S.E. EOLC: Keith & Chrystia, 08445 003827 :
londonse-lc@educationotherwise.org

SW Joint EOLC: Rehena, 08445 003828 : londonsw-
lc@educationotherwise.org

SW Joint EOLC: Lei, 08445 003829 : londonsw-
lc@educationotherwise.org

Waltham Forest EOLC: Jo & Jerry, 08445 003867 :
walthamforest-lc@educationotherwise.org

N.IRELAND

EOLC: Shevaun, 08445 003842 : nireland-
lc@educationotherwise.org

NORFOLK

EOLC: Gita 08445 003836 : norfolk-
lc@educationotherwise.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

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-lc@educationotherwise.org

NORFOLK-BRECKLAND

EOLC: Hannah, Tel: 08445 003998 : norfolkbreckland-lc@educationotherwise.org

NORTHAMPTONSHIRE

EOLC: Imogen, 08445 003841 : northants-lc@educationotherwise.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-lc@educationotherwise.org

NOTTINGHAM CITY

EOLC: Damian, 08445 003846 : nottinghamcity-lc@educationotherwise.org

NOTTINGHAMSHIRE

EOLC: Jenifer, 08445 003961 : notts-lc@educationotherwise.org

OXFORDSHIRE

EOLC: Louisa, 08445 868873 : oxfordshire-lc@educationotherwise.org

RUTLAND

EOLC: Iain & Jacqueline, 08445 003853 : rutland-lc@educationotherwise.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, weshallook@aol.com

SOMERSET

EOLC: Vivian, 08445 003858 : somerset-lc@educationotherwise.org

Contacts & Events SW. See Bristol entry for more info. Contact andrew.denise@hotmail.com

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

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 Moorlands - Anne - 08445 008461

EOLC Mid - Astrid - 08445 003963

EOLC - Sue - 003781

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@educationotherwise.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: Katie, Tel: 08445 003964 : surrey-lc@educationotherwise.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@educationotherwise.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@educationotherwise.org

WARWICKSHIRE EOLC: June, 08445 003869 :
warks-lc@educationotherwise.org

WARWICKSHIRE - COVENTRY

EOLC: Sarah, 08445 003792 : coventry-
lc@educationotherwise.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@educationotherwise.org

WEST MIDLANDS

Wolverhampton & Walsall EOLC: Debbie, 08445 003871 :
wolverhampton-lc@educationotherwise.org

Sandwell EOLC: Andrea, 08445 003856 : sandwell-
lc@educationotherwise.org

Birmingham EOLC: Stuart, 08445 003967 :
Birmingham-lc@educationotherwise.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: 08445 868907 :
wilts-lc@educationotherwise.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@educationotherwise.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@educationotherwise.org

Withernsea LC: Linda, 08445 003873 : withernsea-
lc@educationotherwise.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@educationotherwise.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@googlemail.com : 07724 065091

YORKSHIRE NORTH+WEST

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

YORKSHIRE SOUTH

Barnsley EOLC: Amanda, 08445 868854 : barnsley-
lc@educationotherwise.org

Doncaster EOLC: Nicola, 08445 003806 :
doncaster-lc@educationotherwise.org

Rotherham EOLC: Jayne, 08445 003851 :
rotherham-lc@educationotherwise.org

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

YORKSHIRE WEST

Bradford EOLC: Gillian, 08445 853891 : bradford-
lc@educationotherwise.org

Wakefield EOLC: Nicole, 08445 868874 : wakefield-
lc@educationotherwise.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@educationotherwise.org

CONWY

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

DENBIGHSHIRE

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

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

FLINTSHIRE

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

Cardiff Home Ed Group, we meet every Wednesday
from 12noon to 2pm. efa.rosina@yahoo.co.uk

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

GWYNEDD

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

Joint EOLC: Julie, 08445 008547 : Gwynedd-
lc2@educationotherwise.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@googlegmail.com : 01989 768128

PEMBS EOLC: Yvette, 08445 003847 :
pembrookshire-lc@educationotherwise.org

POWYS EOLC: 08445 003849 : powys-
lc@educationotherwise.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@educationotherwise.org

Froncysyllte, 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@educationotherwise.org

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

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

Highland & Isles EOLC: Lesley, 08445 003817 :

highlandislands-lc@educationotherwise.org

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

Other Areas:

scotlandenquiry@educationotherwise.org

Overseas

Australasia: Nicky, Email: australasia-
lc@educationotherwise.org

Americas: Sandy, 08445 853873 : americas-
lc@educationotherwise.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 prefer to volunteer for infrequent or small tasks please contact: admin@educationotherwise.org

Small Groups:

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

003987

(governmentpolicy@educationotherwise.org):

Fiona Nicholson, Annette Taberner, Ann Newstead, Jo Berry, Kira Patefield-Smith, Julie Bunker (Midlands regional member)

- **Disability Group:** Tel: 08445 003984
disabilityawareness@educationotherwise.org

Fiona Nicholson, Julie Bunker, Christine Waterman

Scotland Group: Tel: 08445 003989

(scotlandenquiry@educationotherwise.org)

Fiona Chaff, Rebecca Kail, Jane Bathgate, Jan Atkinson

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

Complaints:

Email: complaints@educationotherwise.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, open to 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@educationotherwise.org

Northern Ireland: *Marion Kenny*, 08445 884528
ni@educationotherwise.org

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

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

Wales(N): 08445 884532
wales2@educationotherwise.org

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

South East: *Ann Newstead, Kent* 08445 003978
southeast@educationotherwise.org

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

Isle of Wight: *Shara Ouston, Ryde*, 08445 884569
iow@educationotherwise.org

EO E-mail Lists & Forums:

There is a Members Forum on the EO website, with discussion and support forums 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 - a recent addition is a role-playing 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@educationotherwise.org Do email if you have problems joining and we'll try to help.

Who Does What in EO

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

Lei Ashe (Surrey) ~ 08445 008467
lashe@educationotherwise.org

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)

Nikki Mayow (Surrey) ~ 08445 884602
nmayow@educationotherwise.org

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

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

Roarke Newstead (Kent) ~ 08445 868813
aroarke@educationotherwise.org

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

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

Annette Taberner (S Yorks) ~ 08445 003992
ataberner@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
enquiriessecretary@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
nlco-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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