CONSULTING PARENTS ABOUT OUT OF SCHOOL CARE IN SCOTLAND

An Action Guide for School Boards

SCOTTISH CONSUMER COUNCIL
The purpose of this guide is to raise awareness among School Board members, and to encourage them to consult parents, about out of school care. The different types of out of school care schemes are explored, and the organisations involved in the financing, administration and running of these schemes are introduced. Out of school care is being developed in all areas of Scotland: through the Department of Employment’s Out of School Childcare Initiative, the Local Enterprise Companies are able to provide funding to develop this form of childcare in Scotland.

We want to encourage your School Board to tell parents about the concept of out of school care, and to find out parents’ views on the need for out of school care. We hope to give you ideas on how to consult with parents, and point you in the direction of further information for taking forward the wishes of parents at your school.

This guide will not tell you how to set up out of school care. Rather, the focus is on gathering the “market research” information from parents, which will form the basis of any further action, such as preparing a business plan or a funding proposal. Advice and assistance on these later stages are available, and a list of contacts is given at the end of this guide.

Consulting parents forms a specific and important stage in setting up out of school care, a stage which School Boards are ideally suited to co-ordinate. Whether School Boards become involved in the other stages, is beyond the scope of this guide.

I hope that you find this guide helpful and that it encourages you to get involved in the vital area of out of school care.

Deirdre Hutton

DEIRDRE HUTTON
CHAIRMAN, SCOTTISH CONSUMER COUNCIL

The SCC is grateful to Irene Audain of the Scottish Out of School Care Network, and to the many others who provided information and background during the research and comments stage of the draft guide.

The work for this guide was overseen by the SCC’s Economic Affairs Committee. The Committee was chaired by Gordon Smith, and its other members were Peter Edmondson, Tom O’Malley, Yvonne Osman, Ralph Palmer and Deirdre Hutton (ex-officio).

The guide was written by Jackie Welsh, the SCC’s Research Officer. It was edited and prepared for publication by Katie Carr.
PART 1: BACKGROUND

This part of the guide is to provide your School Board with some general background information on out of school care. The aim is to encourage your School Board to discuss the issues, and to explore further sources of information.

1.1 What is out of school care?

Out of school care is a form of childcare, for school-aged children, outwith school hours.

Parents who are working or studying, face a significant childcare problem. When parents are committed to the conventional working week, and are unable to make use of the childminding services of relatives or friends, the available childcare options are both limited and expensive.

The shortage of good quality affordable childcare for pre-school children is well documented. However, the problem does not stop when children start school: once children reach school age, it can become more difficult to find suitable arrangements. School finishes before parents finish work, and it can be difficult to arrange for someone to collect the child from school, and then provide care until parents can come home.

The need for good quality affordable childcare out of school hours becomes especially important for parents in particular circumstances. For example, where a child has special needs, it can be very difficult to find carers who are suitably equipped to meet those needs. It can also be a particular problem in rural areas, where childcare provision is scarce and may not even be available at all to some parents. Parents on lower incomes, particularly one parent families, will find it difficult to find childcare which they can afford.

Out of school care offers a facility to parents and children, by providing childcare outwith school hours. The emphasis is on providing a caring, safe, active and stimulating environment for the child, allowing parents to participate in full-time employment, training, or other pursuits. Access to this form of high quality childcare means that parents have access to choice.

Out of school care is not to be confused with Homework Clubs, Summer Playschemes, or other school-based clubs in which older children might be involved. These do not constitute formal childcare arrangements, whereas out of school care does.

1.2 Why should School Boards be interested?

First and foremost, the care, safety and wellbeing of children out of school hours will be of concern to those thinking about out of school care. Recent media reports of “home alone” cases have focused some attention on the difficulties of balancing work and childcare. Kids’ Clubs Network (see section 3 on sources of further information) estimate that one in five children are “latchkey” children.

Out of school care can provide a link between parents and school staff. Many out of school services are based in school premises, and the involvement of parents is vital to their success. Out of school care can provide a focus for developing relations between parents, staff, and children. This is true, not only when a service is up and running, but also during the planning stages.

The School Boards (Scotland) Act 1988 states:

12 (1) Every School Board shall promote contact between the school, parents of pupils in attendance at the school and the community and, in particular, shall encourage the formation of parent-teacher or parents associations.
School Boards have responsibilities in the following three areas, among others:

- communicating with parents
- use of school premises
- encouraging Parent Teacher Associations or Parents’ Associations (these will be referred to as PTAs).

**Communicating with parents:** many parents will have concerns about childcare out of school hours. Some parents will have heard about out of school care in other areas, while others may not know anything about the concept of out of school care. For parents to play an active part in setting up out of schoolcare, they have to be given the relevant information, and there has to be a way of mobilising their views and taking their ideas forward. However, it can be difficult to get information to all parents about the possibility of out of school care, and to coordinate their views on setting this up for their school.

School Boards have a duty to consult with parents about certain matters. However, many find it difficult to do this: in the report *Making School Boards Better*, when asked the question “what would School Board members like to be able to do?”, the most frequently mentioned answer was “communicate with and involve parents”. (*John MacBeath, Making School Boards Better, University of Strathclyde, Jordanhill Campus, March 1994*).

Out of school care might provide your School Board with a topic of interest to parents. Moreover, School Boards are an ideal vehicle for consulting with parents on the subject of out of school care (the Scottish School Board Association is a member organisation of the Scottish Out of School Care Network – see section 3 for details of the Network).

Consultation is a two-way process: if you decide to consult with parents about out of school care, you will have raised their expectation that the School Board is going to do something about it. You should, therefore, think first about how far your School Board can take the issue of out of school care, and make this clear to parents before you consult them. For example, you might explain that, depending on the response, the School Board will look into preparing a funding proposal; or that, after the consultation exercise, you will expect parents to form a steering group to take forward the findings.

**Use of school premises:** the use of school premises is a very important aspect when considering setting up out of school care. Some may wish to use school premises, while others may wish to use other premises in the community. Some may use the premises of one school to provide care to parents at a number of local schools. School Boards are responsible for controlling the use of school premises outwith school hours, and have a duty to encourage the “community” use of school premises. This will have to follow the Education Authority’s lettings policy, including charges for use of the premises.

School Boards are in the ideal position to discuss, and perhaps negotiate, lettings policies with the Education Authority. This is because, under the School Boards (Scotland) Act 1988, the Education Authority must take account of matters brought to their attention on behalf of parents by the School Board.

School Boards will be interested to note that use of school premises beyond school hours can help reduce the incidence of vandalism. This is an advantage, especially as the budgets for certain repairs will be devolved to schools under Devolved School Management. In addition, there is anecdotal evidence to suggest that the existence of out of schoolcare attracts parents to the school. (*Kids’ Clubs Network*).

**Encouraging PTAs:** unlike School Boards, PTAs can have an unlimited membership, and can involve large numbers of parents. PTAs can find out parents’ views on different matters, and they can bring parents’ concerns to the attention of the School Board. PTAs often play an important role in developing and running out of school care, and the Scottish Parent Teacher Council is a member organisation of the Scottish Out of School Care Network. School
Boards, when they wish to consult parents about any matter, should seek the co-operation of the PTA. Where no PTA exists, then the School Board should actively encourage the setting up of one.

Consulting parents, particularly about out of school care, can be a time-consuming exercise. It can involve not only ensuring information reaches all parents, but canvassing their views, liaising with other School Boards in the area, preparing proposals for grants, talking with teachers, making arrangements about cleaning, and so on. School Boards are not large, and it is likely that managing all this will require extra resources (probably in terms of time commitment). PTAs, therefore, will have to play an integral role in consulting parents about out of school care.

1.3 Different kinds of out of school care
Out of school care is the term used throughout this guide. However, you will come across "after school care" and "kids' clubs" as terms, often used interchangeably, to describe this particular form of childcare outwith school hours.

The successful running of out of school care involves the commercial concerns of employing staff, paying salaries, keeping accounts, and all the other tasks involved in running a business.

Out of school care might be provided:
- after school hours during term time;
- as an early morning service before school starts;
- during school holidays;
- during staff in-service training days.

at all of these times, or, for example, only after school hours during term time.

Out of school care has been set up in all sorts of ways, for example:
- by parents;
- by other community groups;
- by local employers;
- by local authorities (for example the Community Education Service).

In addition, out of school care is funded in a variety of different ways, such as:
- grants from Local Enterprise Companies (LECs);
- Urban Aid funding;
- local authority funding;
- funding by parents using the care.

Where the care is not based in the school, there are different ways of ensuring that the children get there safely, such as escorting children on public transport, or arranging a taxi service.

What they all have in common is that they are registered with the local authority, and they are staffed by experienced childcare personnel. The local authority has to be satisfied that all staff and premises providing childcare are fit to do so. Out of school care must meet the requirements of the Children Act 1989, as well as any further requirements of the local authority.

1.4 What are the legal requirements?
Daycare services for children under the age of eight years have to be registered with the local authority (normally the Education Authority or the Social Work Department), and will be inspected annually. This is whether the care is provided on a full-time or part-time basis. Registration ensures that the care meets the requirements of the Children Act 1989, as well as any further requirements set by the local authority.
Anyone providing out of school care will also have to adhere to Health and Safety guidelines, in accordance with the Health and Safety at Work etc Act 1974. Your local Health and Safety Executive office can provide you with information and advice about this.

You will have to be aware of the requirements of the Food Safety Act 1990, as snacks will be provided as part of out of school care. Advice about this can be obtained from the Environmental Health Department of your local authority.

Out of school care must be properly insured, and advice about this can be obtained from the Scottish Out of School Care Network, the Scottish School Board Association, the Scottish Parent Teacher Council, or your local authority.

1.5 The key players
This section introduces some of the organisations with which your School Board will come into contact, if you are looking into out of school care. Section 3 gives further information on how to contact them.

Out of school care groups across Scotland have come together with national organisations who have an interest in childcare issues, and with local authority representatives, to form the Scottish Out of School Care Network. The Network employs a full-time Development Officer, and an Administrative Secretary, based in Glasgow. The Network provides advice to the LECs on developing out of school care locally, and can also provide information, advice, practical help and contacts to School Boards who wish to consider out of school care in their areas.

Who is involved in funding out of school care?
Funding for out of school care can come from several different sources. The main sources are Urban Aid funding, local authority funding, and from the local enterprise company.

Urban Aid Funding may be available if care is to be set up in an area qualified to receive it. Areas of deprivation are specifically designated by the Scottish Office to receive Urban Aid funding, and you can find out from your local authority if out of school care in your area could receive this assistance.

Urban Aid grants are given for an initial period of four years, with the possibility of extending this for a further three years. Preparing a proposal for Urban Aid funding is a lengthy process, and you should seek advice on how to do this. You could contact the Scottish Out of School Care Network or your local authority for initial advice.

Local authorities can provide grants for out of school care under a number of different categories. For example, your local authority might provide a grant if your proposed service fits in with a particular regeneration strategy, or if it provides local employment. Different authorities provide grants in different ways, and you should seek advice from your local authority on what might be available in your area.

Local Enterprise Companies were established in 1991, with responsibilities for economic and community development, training and environmental renewal in Scotland. For example, Government training schemes are administered by the LECs. There are two networks of LECs: the Scottish Enterprise Network, with its headquarters in Glasgow; and the Highlands and Islands Enterprise network, with its headquarters in Inverness. Thirteen LECs contract with Scottish Enterprise, and ten LECs contract with Highlands and Islands Enterprise, so that delivery of services such as training and business support schemes can be carried out locally.

Out of school care comes within the remit of the LECs, because of the implications for employment and training for parents.

In April 1993 the government announced extra funding for out of school care, and this has come in the form of the Department
of Employment’s Out of School Childcare Initiative. Funding from this source has been made available for LECs to appoint development officers, and also for the LECs to provide start-up grants for new out of school services. The funding is at the moment available until March 1996.

Proposals for funding from the LECs will have to be backed up by a sound business plan. You can contact the Scottish Out of School Care Network for advice about this.

There are other sources of funding. You should contact the Scottish Out of School Care Network for information about this.

**Who works in out of school care?**

Out of school care is provided by salaried, experienced staff. In addition, depending on the particular type of service, there may be volunteers. “Experience” can range from having qualifications in care or nursery nursing, such as the National Nursery Examination Board (NNEB) certificate, to having worked on a voluntary basis with a playgroup. At the moment in Scotland there is no childcare qualification covering all the needs of young children, although one is being developed: the Scottish Vocational Qualification (SVQ) in Playwork. Your School Board should be sensitive to the wishes of parents about the staffing of out of schoolcare.
PART 2: CONSULTING PARENTS

This part of the guide is to provide some ideas for those School Boards who wish to consult parents about out of school care. Your School Board may already be involved in consulting parents about other matters, and you may find that informal methods provide you with a reliable picture of parents' views and wishes. The suggestions in this guide look at more formal methods of consultation, widely used by researchers in other fields. This is because it is likely that the results of your consultation exercise may be used as part of a business plan or funding proposal, either by your own Board or by another body, in further stages of setting up out of school care.

The methods suggested in this section will require a lot of time and effort, and it is unlikely that a School Board would have the resources available to carry out the work alone. We recommend co-operation with the PTA, if you have one, to consult with parents.

2.1 Questions to ask

Before the consultation exercise

There may already be out of school care in your area, which meets the needs of parents at your school. Out of school care is developing at a rapid pace, and even if services are not up and running at the moment, it could well be that another group is involved in getting one started.

It is important, if you do not know of any out of school care currently in existence, that your School Board finds out about anyone else in the area who might be involved in preliminary work. To find this out, you could contact:

- national organisations such as the Scottish Out of School Care Network, Children in Scotland, the Scottish Parent Teacher Council, or the Scottish School Board Association;
- local authority departments, such as education, social work, or community education;
- local community groups in your area, such as community councils;
- other School Boards, and PTAs in your area (the Scottish School Board Association and the Scottish Parent Teacher Council have widely-based networks which can be used);
- out of school care groups, such as the Strathclyde After School Care Association or the All Lothian After School Care Association;
- the LEC in your area.

If there is a project underway, you might wish to offer the support of your School Board. Talking to the people involved will establish what form of support will be most helpful. For example, they might prefer the School Board to be involved in preparing proposals for grants, or in negotiating the use of school premises.

If there is already provision of out of school care, you might decide to find out if those running the service would like some input from the School Board. For example, they might like the help of the School Board in publicising the service, or in finding out parents’ satisfaction with the service.

Once you have established the need to contact parents about out of school care, you will have to be clear as to exactly what you wish to do. For example, do you want to:

- tell parents about out of school care generally?
- tell parents about a project underway?
• tell parents about existing local provision?
• encourage feedback from parents about existing services?
• find out views on the need for out of school care?

**Liaison with school staff**
As a first step, it is important to speak to school staff about your intention to look at out of school care. Teaching staff may have concerns about the implications of out of school care, particularly if it is intended to be provided in the school premises. Teachers may be anxious about the safety of children and the use of facilities, and other school staff may be concerned about cleaning and janitorial services, which, along with others, are legitimate concerns.

It is important that the School Board takes the time to listen to staff concerns, and to discuss the concept of out of school care. Many of the staff concerns may be answered by explanations of what out of school care is, and equally important, what it is not. Further concerns may be due to practical difficulties, and it may be possible to discuss solutions with the Education Authority.

Support of teaching staff is vital to the success of any parent-led project. The experience of some out of school care centres which we have visited suggests that time and effort is well spent in gaining teachers’ confidence at the start.

**2.2 Asking parents**
This section is about consulting parents on the need for out of school care.

**Preparing to consult parents**
By consulting parents, you will have raised their expectation that the School Board is going to do something about out of school care: be certain to make it clear from the beginning what is going to happen after the consultation.

You should decide on a timetable of action:

• for carrying out your own background research.
• for consulting with parents.
• and for following up the points made by parents.

Your School Board will have its own unique timetable, depending on how often the Board meets, how you decide to work in committees, and the support you enlist from the PTA.

There are a number of ways for your School Board to consult with parents. You might decide to adopt any single method, or use several methods in an overall strategy. You should speak to other School Boards, as well as to PTAs, about their experiences of consulting parents.

Whatever method you decide to use, it is important that you take enough time at the beginning to set your agenda. Your agenda will cover the areas which you need information about, for example:

• the general demand in the area for out of school care;
• transport requirements;
• special needs requirements;
• the demand from specific groups (eg students, or one parent families);
• the demand at certain hours (eg early morning, after school, holidays, student term times);
• how much are parents able to pay for out of school care?

You might decide to publicise, well in advance, your intentions to consult with parents. You could do this by posters, local media, letters home with pupils, etc.

**Methods of consultation**
In consulting parents, you will have to:

• provide information about what you are trying to do, and
• provide a way for parents to give their views.
In other words, consultation is a two-way process. In order that this produces worthwhile results, you will have to plan ahead:

- a method for aggregating parents’ views, and
- how you are going to take these forward.

The main methods of consultation fall into two broad categories:

- discussion-based consultation (known as qualitative methods), and
- survey-type consultation (known as quantitative methods).

**Qualitative methods**
Discussion-based, or qualitative methods of consultation are appropriate ways of finding out people’s expectations of a new service, such as out of school care. The methods which fall into this category are particularly useful for testing out reactions, and exploring people’s different perceptions.

The results of qualitative consultation will help you decide whether to continue with the subject of out of school care. If you do decide to continue, the results of qualitative consultation will help you decide on how to go ahead.

There are many different methods to choose from, and some of the more common methods are discussed below.

**In-depth personal interviews**
An interviewer visits a small number of parents, usually at home, and introduces topics for discussion. The interviewer’s personality will have a large influence on the way parents react during the discussion.

Be sure to include parents who represent as many different user groups as possible, so that their perspectives can be built into any further work you do. For example, you should make sure that interviews are held with parents who are working, studying, unemployed, who represent special needs, one parent families, parents who live near the school, and those who have to make travel arrangements, and so on.

**Focus / discussion groups**
A small number of parents are brought together to discuss out of school childcare issues. This is a technique used widely in consultation and research, and normally involves a series of discussion groups. Groups are best made up of around ten people, who do not know each other. Discussion is guided by a facilitator, who introduces the topics.

As with in-depth interviews, you should try to include parents who can offer a wide range of perspectives. However, care should be taken to avoid setting up groups in a way that will inhibit conversation.

**Telephone lines**
Setting up a telephone line can be a useful way of giving parents information and finding out their views. This need be no more than making sure there is someone available on an existing telephone line, as long as the number and hours of availability are well publicised.

**Public meetings**
Public meetings can form part of a strategy of consultation, providing a forum for people to express their views. Public meetings need to be well publicised, accessible, and well organised.

**Suggestion boxes**
Placing suggestion boxes in the school, or in other places where potential users of out of school care might go, can give people the chance to jot down ideas, views, or questions which they might have. You will have to make sure that the purpose of the suggestion box is clearly displayed, such as putting it beside a poster explaining out of school care, and encouraging views on local demand. You will also have to make sure that there are pens and paper available for people to use.
Roadshows and exhibitions
You might decide to set up an information display, for example, at a shopping centre or town square. A small desk supplied with information, and people available for discussion, is a good way of attracting attention to the issue of out of school care, and gauging people's views.

Quantitative methods
If, from the qualitative consultation, you have encouraging feedback, your School Board should prepare for quantitative consultation. This will be to answer the "how many?" questions which you will need to present as evidence of the demand for out of school care, and which will perhaps be used in a business plan or funding application.

There are several quantitative survey methods to choose from, each providing a standardised way of asking parents the same questions in the same way. The most common way of doing this is by questionnaire.

In order to carry out any kind of survey, you will have to know where and how to contact all the parents whose views are to be included. If you intend only to survey parents with children at the school, sending mail home with pupils makes this task easier. However, more thought will have to be given if you want to survey parents with younger children who might be future users of out of school care.

The most common types of quantitative consultation are discussed below.

Personal face-to-face interview
An interviewer records the answers given by parents to set questions, whether at home, in the street, or at the school gate. You will have to think about the best time and place to meet people. Usually, if you have publicised the School Board's interest in out of school care, you will be able to write to people and arrange interview times with them. For example, you might send a letter saying that the interviewer will be in the area on Tuesday and Wednesday evening, and that anyone wishing to take part but will not be available can ask for another interview time.

Telephone interview
Telephone interviews can be carried out much quicker than face-to-face interviews. However, obviously you will only be able to include households which have a telephone.

Self-completion questionnaires
The design of your questionnaire is very important, and you can contact the Scottish Out of School Care Network for advice about this. You will have to think carefully about how to deliver your questionnaires, and also about how to collect them again.

A consultation strategy
Once you have had talks with the school staff, and once you have discussed the various methods of consultation, your School Board should decide on a consultation strategy. In other words, decide on which methods you are going to use, and the order in which you are going to use them.

For example, your strategy might be:

- Set up a one-day exhibition at a local shopping centre.
- Conduct a series of group discussions with parents.
- Hold a public meeting.
- Send out self-completion questionnaires.

It is important that, while you are deciding on your strategy, you also discuss who will be responsible for doing what. You should ensure that representatives of the PTA are fully involved in all of these discussions, as you may need the help and support of the PTA to consult parents.

In all written communication with parents, make sure you keep it clear and straight to the point. Make sure it is as accessible as possible:
• Is it located where people can see it?
• Are translations necessary?
• Are there any ambiguities?
• Is there a contact name for anyone who wishes to get in touch for further information?

Any meetings which are arranged for parents to attend should be as accessible as possible:

• Is it in a convenient location?
• Is transport available?
• Are there crèche facilities?
• Is there clear signposting for latecomers?
• Is there a way of letting parents express their views if they do not wish to speak out at a meeting?

You will have to make sure that parents who wish to express a view have been able to do so.

You should make sure you have a way of keeping in touch with parents, to let them know the outcome of your consultation, and keep them informed of any steps which the School Board decides to take. You might do this, for example, by producing a regular newsletter.

Follow up
Your task as a School Board will be to represent the views of parents. This means making known the views which parents have expressed to you; these might not always be the same as the Board’s views! To do this, you will have to decide how to present parents’ views, and who needs to know about them. Parents may well give conflicting views, and you should decide how you are going to handle this. You will also have to decide on how to keep parents informed of what you have found out, and what you are going to do with the information.
PART 3: WHERE TO GO FOR INFORMATION AND ADVICE

Until 1996 the following list of contacts can give you information about out of school care in your area. After 1996, this list will be subject to change.

**Terry Smith**
Glasgow Development Worker
SASCA
39 Hope Street, Glasgow G2 6AE
Tel: 0141 221 8119

**Rita Hopper**
Strathclyde Development Worker
SASCA
39 Hope Street, Glasgow G2 6AE
Tel: 0141 221 8119

**Martin McKay**
Tayside Development Worker
Tayside House
28 Crichton Street, Dundee
Tel: 01382 2381 Ext.3169

**Krysia Sosna**
Tayside Out of School Care Consultant
Tayside House
28 Crichton Street, Dundee
Tel: 01328 23281 Ext.3169

**David Dickson**
Development Officer (Children's Work)
Lothian Education Department
40 Torphichen Street
Edinburgh EH3 8JB
Tel: 0131 229 9166 Ext.2141

**Keith Smith**
Project Co-ordinator Childcare Initiative (Lothian)
c/o ALASCAC
Leith Primary School
St Andrew’s Place
Edinburgh EH6 7EG
Tel: 0131 554 5434

**Vivian Watson**
Development Worker
Laithshire Development Agency
New Laithshire House
Strathclyde Business Park
Bellshill ML4 3AD
Tel: 01698 745454

**Julia Nelson**
Rural Development Officer
Children in Scotland
Highlands & Islands Enterprise
Bridge Street, Inverness
Tel: 01463 244384

**Beth Cawsey**
Fife Development Officer
9/10 Glemington Road, Glenrothes
Tel: 01592 752254

**Muriel Young**
Development Officer, Central Region
Out of School Care Unit
Unit 51
Stirling Enterprise Park
Kerse Road, Stirling FK7 7RP
Tel: 01786 450969

**Pamela Reid**
Out of School Care Consultant
Renfrewshire
c/o Blake Stevenson
12a Cumberland Street South Lane
Edinburgh EH3 6RU
Tel: 01563 26623

**Liz Fairbairn**
Dumfries and Galloway Development Officer
30 Edinburgh Road, Dumfries
Tel: 01387 60454

**OTHER REGIONAL CONTACTS**

**GRAMPIAN REGION**

**Fran Littlejohn/Babs Davidson**
Grampian Out of School Care Network
Primrosehill Family Centre
8 Sunnybank Street, Aberdeen AB2 3NG
Tel: 01224 483381

**Shona Manson**
Development Worker (Daycare for Under Eights)
Childcare Initiative Funding
Grampian Regional Council
Social Work Department
Woodhill House
Westburn Road, Aberdeen AB9 2LU
Tel: 01224 664985

**BORDERS**

**Lindsay Wood**
Training Executive
Childcare Initiative Funding
Scottish Borders Enterprise
Bridge Street
Galashiels, TD1 1SW
Tel: 01896 58991

In addition to your local authority, the following organisations can give you information and advice about out of school care.

**Irene Audain**
Scottish Out of School Care Network
39 Hope Street
Glasgow G2 6AE
Tel: 0141 248 5154

**Ann Hill**
Scottish School Board Association
30 Edinburgh Road
Dumfries DG1 1JQ
Tel: 01387 60428

**Mairi Craven**
Scottish Parent Teacher Council
Cramond House
Kirk Cramond
Cramond Glebe Road
Edinburgh EH4 6NS
Tel: 0131 312 7226

**Celia Carson**
Children in Scotland
Princes House
5 Shandwick Place
Edinburgh EH2 2RG
Tel: 0131 228 8484

**Morag Alexander**
Equal Opportunities Commission
Stock Exchange House
7 Nelson Mandela Place
Glasgow G2 1QW
Tel: 0141 248 5833

**Kids’ Clubs Network**
279-281 Whitechapel Road
London E1 1BY
Tel: 0171 247 3009

**Parents at Work**
77 Holloway Road
London N7 8JZ
Tel: 0171 700 5771