



Application Form

Summary

Reference number	1922
Organisation	eQuality Time
File Reference	
Lead Applicant	Joseph Reddington
Total Requested	£52,072.00

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Pre-submission

1. Introduction

Please read our funding guidelines carefully before completing this form. They are available on our website here.

Online Grants System

It's helpful to remember the following:

- Have the relevant information to hand before starting the application (e.g. your annual accounts) as this will save you time.
- Please make sure you keep a careful note of your username and password. If when you re-enter the application you have forgotten your email login address please contact Tina Stiff, IT Manager, at the Trust for London.
- You can log in and work on a grant application whenever you wish. All work will be saved which means you don't have to complete the application in one go.
- You can also cut and paste text from other documents you may have (e.g. from a Word document).
- There is additional help for a number of questions by clicking the (?) button. This will give further clarification and often gives examples.
- In each section, you'll see there is a limit on the number of words you can use. Don't worry if you go over the word limit as the system will warn you. You won't need to correct this immediately (you can come back to each question later), but you will have to correct them all before you can finally submit your application.
- It's important you complete all sections relevant to you; many of these are mandatory, so you will need to provide some information in order for your application to be accepted (validated).
- Once you've submitted your final application, you'll see a number of actions you'll need to do to 'validate' it. This means that in some sections you'll be told where you've not provided the information necessary to complete the application; or where you've gone over the word limit.
- After completing the application, make sure you've attached the relevant documents (annual accounts, constitution and job description/s) by clicking on the link and uploading them. You also have the option of printing a draft copy of your application before submitting.

2. About Your Organisation

a) What is the name of your organisation?

eQuality Time

b) Is your organisation known by any other name?

No

c) What is the legal status of your organisation?

Company Ltd by Guarantee

Company Ltd by Guarantee number

9197133

d) Which year was your organisation established?

2014

e) Is this a joint application with other organisations?

No

3. Main Aims And Activities

a) Summarise the work of your organisation in no more than 50 words

To employ original critical thinking to solve problems of inclusion and equality through the use of technology and education. We are interested in work that breaks new ground and seeks to break down the barriers that prevent people from reaching their potential.

b) Describe your organisation's aims and main activities/projects (indicating how many people benefit from each activity)

eQuality Time's organisational aims are:

to develop a set of procedures and practices that allow similar charities to entirely move their operations online.

to promote the use of open-access formats and solutions for assistive technology

to build infrastructures that allow isolated communities to work together to improve integration.

to promote educational projects that develop student skills and abilities beyond the capabilities of the school system.

- to recognise that students of all abilities may be in a position where their full potential is unlikely to be developed and to work to recognise and aid such students.
- to improve community engagement with technology at all levels.

eQuality Time has a wide range of social interventions:

AzuleJoe

The project AzuleJoe, funded by Nesta, the DWP and London Catalyst, is an open source software that allows people with speech disabilities to communicate via a free at the point of delivery model.

Supertitle

Supertitle, which is funded by the National Lottery, is a community intervention for students with English as an additional language. Trainers visit schools and, with the help of bespoke software, help groups of young people produce subtitles in the own language, for popular UK TV programmes - these translations are used in community engagement, and the process allows students to demonstrate teamwork, leadership, and planning while also understanding that they can be a bridge between two cultures rather than having to choose between them. Supertitle was prototyped last year with a group of eight children and is undergoing pilot testing in 10 schools. We expect 50 students to benefit from this intervention this year.

TooManyCooks

TooManyCooks is a literacy project (funded by a variety of sources, mostly from schools themselves) that provides young people with the opportunity to write and publish their own novel on Amazon within five days. The TooManyCooks Project is run in partnership with the University of Keele, Royal Holloway College, University of Central Lancashire, and King's College London. TooManyCooks raises achievement and attainment levels through combining several teaching methods: focused collaborative learning; peer feedback and the use of digital technology. The technology is used to enable young people to develop collaborative working practices, improve literacy skills and increase attention to detail. It also acts as a platform to initiate teamwork and develop communication skills within the group. The result is that every participating young person becomes a published author and will hold in their hands a book that they have written. Groups of ten young people devise the storyline, write the story, and proofread and design the cover entirely by themselves. The published book forms a concrete achievement that they can share with family, friends and teachers. We have produced 27 novels in 2015 by working with approximately 265 children. We expect to work with 400 students in 2016.

c) What is the total number of people who directly benefit from your organisation's work each year?

300

d) Tell us about your outcomes and any recent achievements.

TooManyCooks

Young people show improved literacy levels having participated in the TooManyCooks project. But the impact is much broader; improving collaboration and communication skills, aspiration levels and participants' self-confidence. The project engages young people, gives them a voice and provides a concrete achievement that is real and immediate. Results from quantitative data illustrates that authors have higher self-esteem and feel more in control of their lives as a result of participating in our camps.

They perceive their hard skills (such as writing and typing) as having improved as well as soft skills (such as improved teamwork). The improvement in literacy skills is demonstrated by comparing their writing on the first day of the camp with the end of the camp. We see improvements in description, sentence structure, punctuation etc. This project generated 27 novels in 2015, working with approximately 265 students.

AzuleJoe

AzuleJoe was named as a finalist in the Inclusive Design Prize (The winner is named in March). Although it will not launch officially until later in the year, the test version on our website has been accessed by over 1000 people from 29 countries.

Supertitle

Supertitle is currently in a piloting phase and we are awaiting completion to analyse the data. Currently it is operating in five of the ten pilot schools, with the rest to follow.

e) How do you promote diversity and equal opportunities within your organisation?

At eQuality Time we believe that diversity needs to be more than just a policy in a handbook. Our objective is to eliminate barriers within employment education & training to people from every kind of background or lifestyle, including, Race, Gender, Disability, Age, Faith, Sexual Orientation and Transgender. We are currently incubating co-designed interventions regarding diversity in terms of race, ethnic background, mental health and disability.

At eQuality Time, diversity and equality are central to our values and our approach to the work we do. To be effective as a social enterprise, we need to understand and reflect those inequalities that we seek to overcome; therefore, it is essential we promote diversity and equality within eQuality Time.

We are committed to the following recruitment practices for job applicants with a disability or mental health condition.

- We offer a guaranteed interview for disabled applicants who meet the minimum conditions for job specifications.
- We will make reasonable adjustments at each stage of the recruitment process to ensure disabled applicants are not disadvantaged.
- We make reasonable adjustments for disabled colleagues in the workplace to ensure that they can perform at their best.

We are committed to maintaining a working environment in which all staff feel comfortable and in which everyone is treated with respect and dignity, regardless of gender, sexual orientation, transgender status, marital or family status, colour, race, nationality, ethnic or national origins, creed, culture, religion or belief, age, disability or any other personal factor or quality.

f) Where is your organisation based?

Merton

g) Where do your current activities take place? (If your current activities take place in more than five boroughs tick London Wide.)

Camden, London-Wide, National

h) Does your organisation have any relevant quality marks/accreditation?

No

4. Governance and Staffing

a) How many staff and/or volunteers does your organisation have?

Full time	1
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Part time	3
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Volunteers	33
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b) How many Trustees/Management Committee members does your organisation have?

4

c) Are there any significant changes about to take place in your organisation?

We are in the process of recruiting two extra directors. We are also considering a full conversion to charity status (we are currently a social enterprise).

5. Finances

a) Does your organisation have annual accounts?	Yes
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Your organisation's last financial year Complete the following table from your most recent audited or independently examined accounts.

Please indicate the financial year to which these figures relate (eg Year ending 31 March 2014)
31/08/2015

	Most Recent Year (£)	Prior Year (£)
Total Incoming Resources	20,170	0
Total resources expended	4,820	0
Surplus / Deficit	15,350	0
Total funds brought forward	0	0
Funds carried forward	15,350	0
Restricted funds	14,350	0
Unrestricted funds	1,000	0
Designated funds	0	0
Total funds	14,350	0
Net current asset or liabilities	1,040	0

Your organisation's current financial year

b) Please complete the following table relating to your current financial year.

Current financial year ends on	31/08/2016
Anticipated expenditure (£)	60,000
Secured income (£)	13,950

d) Are there any financial issues you need to highlight?
Much of the funds carried forward relate to funding awarded late in our first year, for projects to be carried out in our second.

6. About Your Request For Funding

When completing this section, you will need to provide some evidence of how your proposed work meets some or all of our shortlisting criteria given in our funding guidelines. In summary this is: The potential to influence policy; Imaginative ways of tackling an issue; An issue that is difficult to get support for; Shares best practice; Targets those most severely affected by poverty; Strong user involvement; Skills and experience to undertake the work.

a) Under which priority area are you applying?

Social Justice

Social Justice

- Reducing poverty
- Reducing income inequality
- Improving housing
- Promoting environmental justice
- Promoting equality and civil rights
- Improving capacity and skills of organisations undertaking campaigning work
- Improving the capacity of service delivery organisations to campaign
- Research on poverty and inequality

b) Summarise the work you are applying for in no more than 50 words

The are 10000 children are missing from the UK school's (<http://goo.gl/NCWo5l>), with a large proportion in London. We propose the first full scoping exercise to identify the backgrounds, demographics, and situations of these children along with a program of advocacy and support to bring these 'missing' children back into education.

c) Who will be your main beneficiaries?

Identifying the backgrounds, demographics, situations of London's missing students benefits:

- The students themselves, who can discuss thier cicumstances.
- Parents of 'missing' children, who will be able to have thier voices heard
- Policy makers, who will be able to set policy in response

d) What is the need or issue you are seeking to address?

At any given moment there are 10000 children in the UK that are missing out on education (Pupils missing out on education – Ofsted report 2013 (<http://goo.gl/NCWo5l>)). This might be because of exclusion, special needs, or a range of other factors. A significant proportion of this 10000 live in London. Education is a vital part of society – children with poor education prospects are more likely to be involved in crime, drugs, and gangs, and less likely to find full time employment later in life. By allowing this situation to perpetuate we are preparing for a legacy of poor outcomes and disappointment. A major barrier in providing education for these 'missing' children is that almost nothing else is known about them – their backgrounds, situations or educational needs. Without this information, all attempts to tackle the problem are doomed to failure. This includes a lack of broad quantitative information (are we dealing mostly with exclusion, or with special educational needs? What are the areas of London with the largest concentrations of 'missing' children) and qualitative research (how do children end up leaving education? What are the cracks in the system that cases fall through? Are there representative stories that help us understand the situation?). We seek to address this missing information and use it to make a difference at both the grassroots and public policy levels by the collection of data and the provision of support.

e) Tell us the activities you will undertake to address this need (include numbers of beneficiaries where appropriate)

We have two major activities. We describe them in the context of the outputs that they will produce.

Quantitative data gathering

We shall carry out quantitative data gathering exercise covering all of London's local authorities, examining the number of children missing out on education in each borough and the demographics involved. Data will be gathered for this by a coordinated series of Freedom of Information requests designed by Dr Reddington who has significant experience with this method of data gathering. This will provide vital information on the problem in it's own right, contextualize further work, and inform our other deliverables.

Qualitative Data gathering and network building

Our second activity is a program of interviews and focus groups with children and families outside of education. This activity will examine the process that families go through, and the circumstances that lead to children vanishing from the educational system. It will also examine the effects on families following on from this process.

One particular area of focus is that we shall be interviewing families that have successfully lobbied for educational provision. Their stories will form examples of good practice for our 'Warpack' output described below. This activity is as much about building a network and putting families in contact with each other as it is about gathering information. By grouping parents together we allow them to access peer-support and relieve feelings of isolation and helplessness.

These activities will have three direct outputs:

1. A quantitative and qualitative report will be written directly to target policy makers.
2. An arts piece, examining the stories of children missing form education and advocating on their behalf towards the public and press. The types of stories told and the information to back it up will be informed by output 1.
3. The production of Warpacks. Our initial scoping research suggests to us that a large number of the children missing due to education are children with special needs to have been excluded because the local authority will not pay for the costs for the schools to meet those needs. This policy is often unevenly applied, with those parents challenging decisions in court being almost entirely successful. We will examine 'successful' cases and produce a 'Warpack' of materials for parents and carers to inform them properly of their rights, the success of others and the best way of challenging decisions successful. We expect these advice packs to speed up the return of many missing children into education.

f) Why do you think this approach will work?

Our approach has been carefully designed so that each output informs and strengthens the others. Dr Reddington's previous work using Freedom of Information requests to provide large data-sets to help quantify shortages in assistive technology provision was instrumental in the movement by the NHS to a 'hub and spoke' model of supply. (See, e.g. <http://www.communicationmatters.org.uk/shining-a-light-on-aac>, along with testimonials from NHS managers, public policy experts, and assistive technology manufactures). With this background, we believe that the simple existence of data mapping the scope of the problem, will go along way to solving it.

We believe that use of an arts piece showcasing the stories of children missing from education is an excellent way of focusing public sympathy on the issue. The concept is inherently press-friendly, and we'll be coordinating our press strategy with the aid of Consilium Communications, whose staff handled the PR for Rt. Hon John Bercow MP when he produced his report on the need for more VOCA provision in the UK.

Our initial scoping work has shown that information is the most important commodity for a parent whose child has been unjustly excluded from education. By providing information in the form of 'warpacks' and being able to create a network by putting parents in touch with each other, we can expect to help them gain education for their children. We expect that the publicity from our arts piece will be a major factor allowing us to reach more parents and provide them with vital information.

Additional question 2: As you selected Social Justice, what are the opportunities to influence policy and or practice from this proposed work?

There are several oppertunities to influence policy and practice with this work.

Our first deliverable, the report on the quantitative analysis of the problem, will be targeted directly at policy makers and will be provided to any interest party lobbying for change on this issue. Our 'Warpacks' will include instructions on the most effective way to contact local representatives, and the information to give them to ensure that a case is best heard. Similarly, our press campaign will help spread awareness with the public. In combination with effective lobbying we expect that this would create an opportunity for policy change.

Additional question 3: As you selected Social Justice, how will the proposed work directly involve people affected by this issue? And if it will not please explain why not?

We will be co-designing our materials with people who are directly affected by this issue, and allowing their stories to form the substance of all of our work in the area.

What difference do you hope to make (your outcomes)?

Outcomes

g) Please select the most relevant Trust for London outcome your project will be contributing to. (You may select more than one if that's appropriate). For each Trust outcome you have selected, please describe up to four project level outcomes you hope to achieve.

Decision-makers improve their policies.

Add Project Outcome

Relevant Policy makers amend policies to address causes of children leaving education and support retention of vulnerable students.

Service providers improve their practice.

Add Project Outcome

'Missing' children return to education.

Individuals affected by poverty and inequality have a stronger voice (e.g. in campaigns)

More knowledge and solutions to poverty and inequality that could influence others.

- Raising or maintaining the profile of an issue among relevant audiences.

Add Project Outcome
Policy makers informed and understand the causes of missing children

Add Project Outcome
Public informed about the causes and consequences of children unwillingly leaving the education system.

- Positive shifts in public attitudes on social justice issues.

- Increased skills within the voluntary and community sector in campaigning and lobbying.

Add Project Outcome
Parents empowered to advocate on behalf of their children

h) How will you collect evidence to assess your progress?
As an information led project we place a very high premium on evidence of impact. All non-privileged information gathered during the project, along with the methods for collecting it, will be made public as part of a reports. This transparent approach will allow a high-level of both internal and external assessment of progress. Our success helping children return to education will be carefully monitored, with follow up calls and continual support for all families that we identify. Our overall affect on local authority policy will be assessed as part of an endline assessment using the same tools that were used to establish the baseline need and demographics.

i) Do you know of anyone else undertaking similar or related activities?	No
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j) Where will your proposed activities take place? (If the proposed activities take place in more than five boroughs tick London Wide.)

- Barking and Dagenham
- Barnet
- Bexley
- Brent
- Bromley
- Camden

- City of London
- Croydon
- Ealing
- Enfield
- Greenwich
- Hackney
- Hammersmith and Fulham
- Haringey
- Harrow
- Havering
- Hillingdon
- Hounslow
- Islington
- Kensington and Chelsea
- Kingston
- Lambeth
- Lewisham
- Merton
- Newham
- Redbridge
- Richmond
- Southwark
- Sutton
- Tower Hamlets
- Waltham Forest
- Wandsworth
- Westminster
- London-Wide
- National

k) Is this a new project?	Yes
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Duration
l) What period of time are you seeking funding from us for (in months)?
18

7. Project Costs

a) What is the total cost of the proposed work?

Name of Post: Researcher

Number of hours per week: 15

	Year 1 (£)	Year 2 (£)	Total Cost (£)
Basic Salary	6,524	3,262	9,786
National Insurance	0	0	0
Pension Contributions	0	0	0
Total	6,524	3,262	9,786

Name of Post: Project Manager

Number of hours per week: 18

	Year 1 (£)	Year 2 (£)	Total Cost (£)
Basic Salary	11,968	5,984	17,952
National Insurance	468	0	468
Pension Contributions	0	0	0
Total	12,436	5,984	18,420

Other Costs

Cost Item:	Year 1 (£)	Year 2 (£)	Total Cost (£)
Accounting	850	425	1,275
Equipment and other digital costs	2,400	300	2,700
Transport	300	500	800
Lobbying Consultation	400	800	1,200
Publicity	2,000	2,000	4,000
Publishing and Design Costs	200	1,000	1,200
Insurance Subscriptions and resources such as books	400	400	800
Office costs; phone, internet, printing, sundries; admin services	1,300	700	2,000
Events: meetings, focus groups	800	1,800	2,600
Dissemination: conference attendance, invited talks	300	2,400	2,700
Core organisational costs	3,061	1,530	4,591
Total	12,011	11,855	23,866

Totals (£)	Year 1	Year 2	Overall (£)
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	30,971	21,101	52,072
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b) Has any income already been raised for this work?	No
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How much are you requesting from Trust For London?

Year	Amount (£)
Year 1	20,000
Year 2	10,000
Year 3	0
Total	30,000

Pre-submission

8. Previous Funding

a) Have you received previous funding from Trust for London?	No
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b) Is there any other relevant information you would like to tell us about your organisation or application?
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Although we are happy to report that we have worked in, in various guises 300 people this year, we must stress that we do on partnership with other organisations, and that this number does fails to include the large number of people who interactive with our resources online. For example – over a thousand people from 29 countries have accessed our online versions of the AzureJoe software.
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Pre-submission

9. Administrative Information

a) Applicant Details

Title	Dr	Address Line 1	302 Cannon Hill Lane,
Forename(s)	Joseph	Address Line 2	
Surname	Reddington	Address Line 3	
Email Address	joe@equalitytime.co.uk	City/Town	West Hampstead
Telephone No.	447703683028	Postcode	SW20 9HN

b) What is your website address?	http://equalitytime.co.uk
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c) If your organisation has a twitter account, please specify here.

d) Please confirm you have completed all sections of this application form.
<input checked="" type="checkbox"/> Confirmed

Accounts

e) Please upload your latest accounts. *If you have no accounts, please attach most recent management accounts.*

f) Please upload your Constitution/Governing Documents here.

g) If you are applying for funding for a post, please attach the job description(s) here.

JOB DESCRIPTION ATTACHMENT 1

JOB DESCRIPTION ATTACHMENT 2

Round

i) You are applying under the Main Grants - February 2016 round. Please check this box to confirm you understand this.

Confirmed

Pre-submission