

**Supertitle: Phase 3**

This document is was designed in conjunction with, and as a key part of the development process for, eQuality Time’s Sir Halley Stewart Trust (SHST) Bid.

It can be considered as a ‘pretty printing’ of the SHST bid. Certainly one could form this document by concatenating all text in the SHST bid form and apply some formatting; however, this document was written to both clarify the project’s goals, and to carefully think thought the implications for eQuality Time.

## Project Title

*Maximum number of characters including spaces: 255 characters*

Supertitle London in Polish, Spanish and Urdo

## Please summarise your project in lay terms

## Maximum number of characters including spaces: 4,000 characters

43% of secondary school students in Outer London have English as an Additional Language (EAL), rising to to 56% for Inner London students(https://goo.gl/BQEAoE). These students are often children of first or second generation immigrants to the UK, and will mostly be speaking a language other than English at home. The majority of schools lack the resources or expertise to provide the language and cultural bridging support so these young people can reach their full potential: Regardless of aptitude, children with EAL or from migrant backgrounds are routinely placed in classes for lower ability pupils because bilingualism is still wrongly associated with special educational needs.

Many bilingual secondary children have the experience that their first languages are of no value. Students can feel distanced from their cultural heritage and experiences at an age when they are developing their own sense of identity, and may be questioning their sense of community, faith and belonging. This can cause friction and distract from positive learning experiences, ranging from low school participation and attendance, to a complete rejection of one or both their native or adoptive cultures.

Supertitle provides clubs where EAL students work in groups to watch popular mainstream television shows from the BBC and ITV and translate them from English into their native languages and write the subtitles. Through a fun group activity, Supertitle provides EAL students with an opportunity to use their bilingualism and exposure to different cultures in a constructive way, enriching their native language communities, improving integration, and feeling connected while improving their own knowledge of language and culture.

The benefits of Supertitle are tangible beyond the classroom. One in ten UK homes has a non-english speaking member, and these members benefit from shows being subtitled in their native language - allowing them to watch programmes with their families, absorb culture, improve their own English skills and feel less isolated.

This project seeks funding to set up Supertitle clubs for Polish, Urdu, and Spanish within London.

===The Intervention===

Supertitle is an innovative community intervention that give young people the chance to bridge differences in their local communities. Students in Supertile clubs meet weekly to translate an episode of UK TV so that it can be easily enjoyed by people in their native language community. eQuality Time provides the software, source materials and the training; schools supply a room with a bank of PCs.

Supertitle uses unique proprietary software 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. Initial testing has demonstrated overwhelmingly positive results with participants and communities. As well as improving attainment, the project engages young people, giving them a voice and channeling it into a tangible achievement they can share with their peers and families. The project is facilitated by fully qualified trainers whose role is to help the young people structure their ideas and use the software. Adults do not offer their opinions on any element of the translation - they simply help young people to discuss their options. This ensures the young people have complete responsibility and control over the work, and ownership over their achievements.

Funding from the Sir Halley Stewart would us to implement the lessons from our initial idea testing and test the feasibility of scaling the Supertitle intervention across London. It would also allow us to capture the learning, and disseminate the findings about integration involving young people to a wider audience including EAL communities, schools, and local and regional education policy stakeholders including local authorities and OFSTEAD.

## Briefly outline your project timetable (i.e. Year / Funding Required / Bullet point list of major activities)

*Maximum number of characters including spaces: 2,000 characters*

This is an eighteen month project consisting of three phases:

===Phrase 1: establish core and develop===

In the first six months, our focus will be on establishing a core network of 8 regularly meeting supertitle groups in Polish or Urdu. These groups will be heavily supported by our own staff so that they can produce high quality version of the supertitles early on enough to be useful.

The major tasks here are recruiting a project manager and a facilitator, and establishing contact with the initial group of schools. The costs here are £14,867.81

including £9,246.45 for staffing costs, £1,500 for software development, and £1,000 on equipment.

===Phase 2 advertise and scale===

In the second six months, our focus will be on publishing the generated resources for the Polish and Urdu communities and using this publicity as a tool to recruit a large number of new groups. During this scaling up process we will also be recruiting a second facilitator. Our methods of engagement will include targeted internet advertisements by location and language (speakers of Polish in London on Facebook, for example), as well as use of target language radio stations in London. The costs here are: £22,139.26 including £16,857.90 on staffing, £1000 for software development and £400 on events.

===Phase 3 celebration and dissemination===

In the final six months our focus will be on disseminating our work more broadly to teachers, academics, and across the third sector by sharing our methods and results. We shall also be arranging events for the group members – including choosing the best translators to create a cinema translation for a current film, that all groups are invited to watch with their families. We will also be recruiting our final cohort early in this phase. The costs here are £14,927.81

Including £9,246.45 for staffing costs, £1,000 on events, and £1,000 on dissemination.

## What other funding applications have you submitted, or do you plan to submit, regarding this project?

*Maximum number of characters including spaces: 2,000 characters*

*For each application please include the following details:*

*a) Name of funding source*

*b) Amount requested / to be requested*

*c) Date application was made / date application will be submitted*

*d) Amount of funding secured / date decision expected*

We shall be submitting an application to:

\*The Paul Hamlyn Fund (under the Shared Ground area) by the 26th July for £32,784.88 and we expect a decision shortly after.

\*The Barrow Cadbury Trust - Migration Fund for £10,000 by August 15th 2016, and the assessment and decision process may take up to four months.

\*The Justice and Rights priority of the Joseph Rowntree Charitable Trust for £25,000, by 5th of September 2016, with a decision expected within two months.

\*Finally, we are applying to The Trusthouse Charitable Foundation for £20,000 by August 21st and those decisions are made quarterly.

We expect to, within the first 18 months of the project, be charging schools for the program (including use of the software, providing the original content to be translated, hosting the results, and providing checking of the results) and that these charges will cover a large proportion of the facilitator costs. By the end of this project , we hope to be covering some costs by developing subtitle sponsorship arrangements with local community businesses.

## What are the overall aims and objectives of your project?

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Our analysis of issues faced in EAL and migrant communities identified the following concerns:

1. Large numbers of EAL students with poor English language skills

2. EAL students torn between different cultures.

3. ‘Naturalised’ EAL students who have lost some ability with home language

4. Members of immigrant communities with no functional English language skills.

5. Students with low levels of confidence, aspiration, and engagement with their education.

6. Over-use of false, private, individualy assessed and externally motivated school exercises rather than activities that relate to real-world experiences, require teamwork and are internally motivated.

Supertitle was developed to address specifically issues two, four and six, integrated into the aim as: "To create a safe space in which EAL students are supported by careful faciliation and custom designed software to make use of their cross-cultural knowledge."

Our objective is to test the feasibility of a large scale project that created Supertitle ‘clubs’ in a wide range of large schools within London.

=== Project Goals===

• Establish a strong network of schools and trainers in London.

• Establish the best ways to make contact with support schools that are interested developing their young migrant students.

• Raise the project’s profile among migrant communities by dissemination of previous results.

• Collect a range of data on the effectiveness of the project as both an educational tool and a tool to improve integration.

• Completion of fully scalable software.

===Specific Measurable Outcomes and timelines===

1. To establish translation groups of Polish or Urdu students in 30 schools within 18months. Each group must have a minimum of five members.

2. All participants to complete the research forms designed by Keele University.

3. Teachers, and community leaders to work with us in focus groups throughout project.

4. Core software publicly released by March 2018.

## Why is your project needed at this time?

*Maximum number of characters including spaces: 2,000 characters*

Europe and the UK are experiencing record levels of migration. According to Eurostat, EU member states received 626,715 asylum applications in 2014, the highest number 1992. Successful integration of these migrants, is key in reducing community tension and risks or disorder. The current crisis is in the context of a longer history of of UK schools failing to support students with cultural transition issues. "The proportion of students recorded as EAL varies widely across the English regions, ranging from around 6% in the South West and North East to 43% in Outer London and 56% in Inner London."

The UK school system can leave students feeling distanced from their cultural /religious heritage at a time in their life when they may be searching for answers to questions about identity, faith and belonging. This can cause problems ranging all the way from attendance issues to a risk of a complete rejection of one or both cultures. Supertitle breaks down such barriers by providing subtitle translations to popular BBC and ITV broadcasts in native languages. Supertitle provides young migrant students with an opportunity to enrich their own communities, improve integration, and feel connected while improving their own knowledge of language. (Quotes from :http://www.ioe.ac.uk/56528.html)

Most presently, in the aftermath of the UK’s Brexit vote, there has been a steep rise in racist incidents and further friction between cultures. The National Police Chiefs' Council (NPCC) reported five times as many hate crime incidents following the vote as they would normally expect. (http://www.independent.co.uk/news/uk/crime/racism-hate-crimes-increase-brexit-eu-referendum-a7113091.html)

At eQuality Time we believe that there has never been a more important time to reach out to these communities.

## How is your project innovative / ground-breaking?

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The project has a range of unique selling points.

• We are the first and so far only organisation to have developed the software that allows us to display translated subtitles in sync with video playback.

• Our intervention treats additional languages as a positive attribute, within the educational system as a rejection of the typical positioning of EAL students as ‘special needs’ students.

• Our intervention allows and encourages the students to self-organise (within the parameters allowed by the problem space). The students divide responsibilities, and make decisions about consistency between themselves – meaning that they can switch between languages during the discussion and learn to value working with other bilingual people. The greatly reduces the workload on a school’s coordinating teachers.

## How does your project fit with the Trust's current Medical, Social and / or Religious priorities?

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*In relation to research projects, Trustees expect findings to be disseminated to practitioners in a form which is likely to result in changes in their way of working.*

Students with English as an Additional Language deal with a range of key issues that are highly compatible with the Halley Stewart Social Criteria. EAL students are often torn between the traditional values of their community and family with the attitudes they deal with in school and popular culture. This can lead to significant family rifts and negative outcomes.

The Supertitle Project places these students in a position where they are coordinating between two cultures and benefiting both – this prevents conflict, and allows communities to see the value to both the change in attitudes and approaches. The Supertitle project encourages re-connection of all members of the community.

The benefits of Supertitle spill out into the local community where one in ten UK households having a non-english speaking member. These members are often invisible to public services, interacting entirely with members of their own community – often they are elderly and are extremely vulnerable to exploitation. The Supertitle project allows young EAL students to connect the ‘invisible people’ with cultural touchstones of the UK and from there public services. Moving beyond disadvantage Supertitle allows young people to develop both their English Language skills and their softer skills: confidence, locus of control, and the ability to lead and work in a team are key elements for these students to move beyond disadvantage.

## How will you monitor and evaluate your project?

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As we are scaling up a pilot project, this project is as an early stage, and we are constantly testing the feasibility, scalability, and effectiveness of all it’s components.

We collect and analyse data in a variety of ways. Our software records and can play back the process of translation, review, proofreading and correction – allowing us to see how the students develop over time, and the amount of focus that is used. This allows us to recommend, for example, the length of session for an individual group or the level of program to be translated. We have worked with researchers at Keele University to develop a set of feedback questionnaires for students to analyse their experience of the project and the nature of their development during it. This questionnaire deals with strict education factors like grammar; social factors like confidence, and community factors like belonging.

We have set goals for each stage of the process and have budgeted for exercises like focus groups, public showings, and follow up interviews. One of the key aspects of this project is that we are assessing both the longer term effectiveness of the intervention itself \*and\* the most effect structure for delivering the intervention to a large number of groups.

## If you will be working with any partners on this project, briefly tell us about them here. If not, please skip this question.

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As above, we have researchers at the University of Keele who have designed our data collection tools, and who will analyse and publish the information. Moreover we will collaborate with a wide range of schools, colleges and community groups.

## What are your plans for dissemination and implementation?

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There is scope for interest in this project from researchers, education workers, and members of migrant communities, all of which are targets for our dissemination process. We have strong links with a range of researchers throughout the UK - the main project contact is a former academic and we have researchers at the University of Keele who have designed our data collection tools, and who will analyse and publish the information. In addition, we plan to follow an ambitious awareness raising agenda targeted at schools and local communities including talks, media engagement, and public showings of the finished results.

## What are the specific, measurable outcomes that you predict for your project?

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Please include quantitative targets and timings if possible.

1. To establish translation groups of Polish or Urdu students in 30 schools within 18months. Each group must have a minimum of five members.

2. All participants to complete the research forms designed by Keele University.

3. Teachers, and community leaders to work with us in focus groups throughout project.

4. Report completed on recommended organizational structure by project midpoint.

5. Core software publicly released by March 2018, with early review by

## Who is responsible for the following on your project: Governance, Project Delivery, Reporting?

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Dr Joseph Reddington, eQuality Time Director will be delivering the project as co-ordinator, Nick Garret of Keele University will provide much of the reporting in terms of educational effectiveness (Dr Reddington will produce the main project reports). Governance will be handled by the eQuality Time Directors, with the Treasurer taking the lead role.

## Is there any additional information that you would like the Trust to consider when assessing your application?