

TURING SCHEME – SESSION WITH BRITISH COUNCIL and NEWCASTLE SCHOOLS

29 MARCH 2021

NOTES

- Liz Neil – Turing Team
- Vicky Gough – Schools Team, British Council
- Julia Handelman Smith – Internationalism Team British Council
- Declan Baharini – International Newcastle
- Sarah Edgar (host) Newcastle City Council Education Team
- Brian Stobie – British Council Schools Ambassador and Durham International
- Michele Thorns - Durham International
- Karen Blackburn, Gosforth Academy (post 16)
- Bryn Taylor, Becky St Paul's Primary
- Mick Mingstones, West Denton Primary
- Kate Rutherford, Wingrove Primary

NOTES

- Liz based in Edinburgh. Turing is still evolving. Has worked in the past on Erasmus+
- Vicky – lead for MFL at British Council and working with Declan on supporting Newcastle, as well as on an international exchange visit – can help with safeguarding, planning a visit, finding partners
- Durham has 6 secondary and 6 secondary schools interested – all have partners, supporting schools. Brian has been testing application system
- Not a new Erasmus, as not the same breadth of opportunity – it is purely for young people from the UK to go abroad, not teacher CPD etc or visits into the UK

TURING

SCHEME

The UK's global programme
to study and work abroad

Schools funding

Liz Neil

ABOUT TURING

- The UK's global programme to study and work abroad.
- Launched following the UK Government decision not to participate in the next iteration of Erasmus+
- Provides an opportunity for UK organisations to offer life-changing experiences across the world for their learners.
- Named in honour of the famous British scientist Alan Turing.
- Delivered by a consortium of the British Council and Ecorys UK



ELIGIBILITY

Applicant organisation

- A school in the UK or British Overseas Territory providing general, vocational, or technical education at any level from primary to upper secondary.
- A national school consortium body applying on behalf of multiple schools, eg LEAs
- A social enterprise or other organisations with a role in the field of school education

Participants

- Any pupil enrolled in an eligible school or college participating in education from primary to upper secondary level in the UK or a British Overseas Territories can participate.
- Age 4 upwards. (age 14+ for long term mobilities)
- No restriction on nationality
- No min or maximum number of participants per project

Consortium – e.g. local authority can apply for multiple schools, or multi academy trust – an economy of scale for the application writing. Open to social enterprises that have a role in school education. The people who take part have to be school pupils.

No restrictions on nationality – British or otherwise

Europe is a big draw, links to languages – but not limited to these

ELIGIBILITY

Activities

- Short-term placements: three days to two months
- Long-term placements: two to six months (only for pupils 14 years and older)
- Eligible mobility period: **1 September 2021 – 31 August 2022**
- Anywhere in the world (subject to FCDO travel advice) – no priority countries

Host organisation

- a non-UK school providing general, vocational, or technical education on any level from primary to upper secondary education.
- In case of British Overseas Territories, not in receipt of a Turing grant
- No restrictions on geography (however FCDO travel guidance must be adhered to)

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Host must be a school but they get no funding to cover their costs – not designed to be reciprocal at the moment

DfE want it to be a flagship programme and may in future build in reciprocity

Young people must spend time in a school overseas

GRANT RATES

Organisational support

- £315 per participant for the first 100 participants
- £180 per participant for the 101st participant onwards

Cost of living

- £53 per day for the first 14 days
- £37 per day from the 15th day onwards

Travel

Grant rate based on distance between sending and host schools

Consortium – is the limit still 100 participants? Is it better to put in multiple applications to get maximum grant – but there is a risk they may not all be funded

Travel – distance calculator banded

GRANT RATES

Travel

- Dependent on distance between the home organisation and the host organisation
 - 10 to 99km: £20
 - 100 to 499km: £165
 - 500 to 1,999km: £250
 - 2,000 to 2,999km: £325
 - 3,000 to 3,999km: £480
 - 4,000 to 7,999km: £745
 - 8,000 to 12,000km: £905
 - 12,000km+: £1,360
- Expensive travel by exception: If the original amount provided does not cover at least 70% of the actual costs, up to 80% of the actual costs will instead be covered.

If travel is not direct can **make a case** for more money to cover the actual costs involved – e.g. if you have multiple travel requirements, hub airports, train, bus etc – explain the limitations and also for widening participation and disadvantage.

GRANT RATES – DISADVANTAGED BACKGROUND / SEND

Widening Participation

- School participants from disadvantaged backgrounds will receive actual costs for additional travel expenses. Funding covers costs such as passports/visa/insurance/appropriate clothes/luggage as necessary.
- For participants with SEND, up to 100% of actual costs for support directly related to their additional needs.
- SEND funding will also cover pre-mobility visits by the sending organisation to carry out risk assessments and ensure participants will be able to equally access and take part in all elements of a placement.
- Funding to be applied for in main organisational application

Disadvantaged pupils - Make the case – passport, visa, insurance, clothing for disadvantaged pupils etc

SEND – 100% additional support costs will be funding, can include a preparatory visit and risk assessment

Apply within the main organisational application and keep it in the main application at the outset – highlight these early on (cannot apply after)

Can spend less grant than allocated but cannot get more funding – best guess as possible

GRANT RATES – DISADVANTAGED BACKGROUND / SEND

Definition of disadvantage for schools includes:

- Pupils with low household income or low socio-economic status (including those with an annual household income of £25,000 or less)
- Pupils who claim or have claimed free school meals at any point in the past six years
- Children who are care-experienced, in care and those who have left care through adoption or other formal routes
- Refugees and asylum seekers

Extra staff ratios, different type of transport etc

APPLICATIONS

- Applications will be made online
- Deadline for Schools applications: Friday 7 May 2021, 12.00 noon
- The form will ask organisations to provide an overview of their project, including details about the project activities, how participants will be chosen, the project budget and organisation details, such as legal name and address, to prove eligibility
- Webinars throughout March 2021 plus application support video
- Results expected to be issued in July 2021
- Possible second call for applications – not guaranteed

No offline version – do need to do this (prep this offline first)

Only the first application submitted will be accepted – can't send an updated version later

Webinars this and next work – more detail on qualitative questions and scoring, recordings will be made available

Application support video be made available

External assessors – results in July – earliest visits 1 Sept.

1 year programme this year – Ministers think it is a flagship programme and it will develop further with a multi year funding settlement – but not certain yet. May be further opportunity to apply in 2022

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Q&A

- **Partners:** Can you submit without a partner – but less strong if you don't. Partner finding tool online if needed
- Declan – some of ours are new partnerships (see question overleaf) what are the implications for the application? It is allowed and one priority is around new partnerships and levelling up
- **Application form version offline:** Karen Blackburn has looked at the application online – have it offline, can share
- **Focus on your outcomes:** Enhancing skills, global perspective, partnership engagement and roles, learning outcomes etc
- **Brian – how should schools distinguish which participants suffer a disadvantage** – reflect demographic e.g. 8 of 20 – at the moment it multiplies the figure by total number of participants
- **Vicky – preparatory visits** – rare that a school didn't want to do one, only if they knew the partners well. Want to see the accommodation and be clear what is happening. Is only for pupils with additional needs, not with new relationships. Vicky – in that case you are expecting a partner school to do all the risk assessment and safeguarding – esp with a new partnership. Could be a real issue for schools.
- Liz: Organisational support costs funding per pupil - £315 per pupil, intended to make it happen whatever support is required (can some go to partner overseas – yes if they incur costs in setting up the visit, but not supposed to provide an income to the partner school)
- Vicky: Could you use organisational cost to do a preparatory visit? Liz will check
- Vicky: suggested if they were staying with host families – they could use the grant to pay a contribution to the host family (and they may provide some £ for a return visit). Liz it is not reciprocal so not built in.
- **Student Language Ambassadors** – could be possible – may be multi-sector application – may need to name them and put the university Liz will double check
- **Multiple visits to different countries** – Gosforth yes – better way to do it as it needs to be one application per institution. If there are different activities at different times, different payment structure, is at point of need – not 80% up front, may be at point of need, when you need to get the cash – do it as early as possible. Travel – it will be when you need to buy the tickets and block book early – so you may have multiple payments, throughout the year for different elements of different visits
- **Assessment:** How distinguish between different trips, with different students and different levels of need (Brian) – so some parts of the application may tick multiple boxes, but others do not. If it is all or nothing could be very challenging. Liz says will check as to whether they may give a partial grant. Assessment is positive impact, international engagement, design of project plan and widening engagement.
- **Can funding be reclaimed from the school if the programme feels they have not been successful in their attempts?** Liz detail of reporting mechanism not finessed yet – not sure what the mechanism will be. Likely you will need to provide evidence of expenditure and costs. Some of the budget is fixed. Planning needs to be as accurate as possible. Do understand that the pandemic may affect plans. When grant agreement is issued the detail and reporting obligations will be outlined.

Final points - Liz

- Go to the webinar or watch the recordings, technical questions, criteria and weighting
- Heavily weighted on widening participation and disadvantaged pupils – definition is wide open – make the case as strongly as you can. Support for underrepresented groups
- You may not have identified all the children at this stage as it is next school year, so you may need a process of selecting them. How enabling people to engage.
- Design of project plan, realistic, how monitor, how prepare for activities, how get feedback from learners
- Contact details if you have any issues – they can arrange a one to one, may well be teething problems
- We are here to support you – and can find out for you and update Q&A to share

Email to Liz Neil in advance with questions re Turing (Declan Baharini)

I am working with Sarah on encouraging and supporting schools to apply to Turing, as part of my role with International Newcastle. Just in terms of providing the strategic context – I am supporting this activity as part of the [Our Newcastle Our World](#) international city plan and our priority of Children and Young People (0-30) as confident global citizens (see 1-page work programme with priorities and activities). We work closely with British Council and are doing a lot of work around languages and celebrating diversity, which complements the connecting internationally strand, under which these visits would fit.

Many of the schools are new to exchange and we are helping set up new partnerships for them, predominantly with our established twin town partners in Nancy and Gelsenkirchen, plus one in Spain – which will be supported by our twin town and Embassy partners, who we have strong relationships with. This is a major step forward in working with schools to create international opportunities for children who would never normally be able to participate – so we know we have a lot of disadvantaged young people who have a chance to do something new, but also the schools themselves, who are keen to engage with schools internationally.

Possible schools queries: At our session last week with the schools, we asked them to read the guidance and to think about any questions they may have at this session with you. At our initial discussion with schools, these were some of the queries raised:

- a) **the additional funding for disadvantaged pupils** – for passports, travel and health insurance, clothing and other things that their families may not be able to afford (we know there is funding, which is very welcome, but not sure about the limits for this)
- b) **SEND support costs** – again, is there a specific limit on this or will it accommodate any additional needs?
- c) **the additional expense of travel**, as Newcastle doesn't have direct flights to the places schools want to visit - so there may be two flights, or a flight and another form of transport, which may not be taken into account if the travel costs are just based on distance?

Sarah and my queries

- d) **Consortium question:** We had originally thought of doing a consortium bid as the local authority, but are now considering simply helping schools with their applications. We had been advised that if there are over 100 pupils concerned, that the per-pupil allocation is significantly reduced. Does that rule just apply to individual applications from schools, or does it also apply to consortia? It would not really make sense if it did apply to consortia, as the individual schools within the application would still have all the work to do around organizing travel and all the preparation for visits – the only economy of scale would be the application itself and possibly some of the grant management (although schools in Newcastle have different arrangements on finance).
- e) **New partnerships:** With many of the partnerships being new, we are hoping to build relationships and engagement between the schools up to the point of the visit – so the full detail of activity may not be worked out by the time of the application – is this acceptable? As I say, getting the schools to engage has been a major step forward, we don't want to disadvantage them as their school partnerships are so new, but we already have partners lined up through our contacts in other countries.
- f) **Uni Students support:** We may have the opportunity to engage Student Language Ambassadors from Newcastle University to accompany the schools on their visits – e.g. if there is a need for a particular student/staff ration on the visit and the school is not able to meet this – can this be accommodated and how would we need to express that financially if it were possible? We would also have to cover travel, health insurance and possibly visa costs I would imagine, as well as a daily rate for their involvement. Can that be accommodated? We have a meeting about this in April with the University and want to have it as an option.