

Name of your Organisation:	Parallel Histories
Name of the project TFN funded:	Parallel Histories debating for disadvantaged young people
Date Funded by TFN:	01/12/2020
Were you able to undertake your project as planned?	Yes
If no, please outline how the project has changed.	
Can you describe and/or demonstrate the specific impact that TFN funding has had against your initial objectives?	We said we would use the TFN funding to recruit 18 schools into the debating programme and and run three debates with them over the year. We were able to achieve this, and with funds from additional supporters, able to run 87 debates last year. This compared with 43 debates in 2020. The debates were either completely online when schools were closed, or blended online and in class when schools opened. We added thirty new schools in 2021 to the existing 18 schools already in the debating programme in 2020. The schools we recruited have a much higher percentage of pupils on Free School Meals (FSM) or with English as an Additional Language (EAL) than average, and in the great majority of cases we are working with students who have no previous experience of debating. The outbreak of violence in Israel and Palestine this spring, and the demonstrations by Muslim students in British schools generated plenty of interest among teachers in the Parallel Histories approach to teaching this contentious historical topic. This led to schools taking part in debate workshops and debates with other schools. We commissioned a small piece of qualitative research to help us understand how the programme was working and I'm excerpting a few key comments below: "In conclusion, it is evident that the Parallel Histories programme has had a positive effect on the learning of those who take part and that his effect was felt beyond the study of history and impacted their other academic subjects. All four participants agreed that the dual narrative source-based approach improved a) their ability to understand different perspectives

	b) their ability to critically evaluate source evidence. c) the proficiency and confidence as debaters. The main criticism was that they would like the debates to be longer to allow for longer speeches and more rebuttal. In addition, there were calls for additional debate topics.
What portion of the project did TFN fund?	Approximately 50%
How many direct beneficiaries did the TFN funded project reach?	The debate programme reached 870 young people
How many indirect beneficiaries did the TFN funded project reach?	5000: this is based on the assumption that the good practice is adopted in one full class per school
Were you able to leverage further funding as a result of TFN support?	Yes
If yes, how much were you able to raise?	It is difficult to draw a hard correlation but TFN is known as a discriminating funder and that influences other potential donors, so we think it has helped us raise another £70,000 this year.
Did you receive any pro-bono support, volunteer offers or introductions as a result of the event?	Yes
If yes, please can you provide details of the support you received?	One of the donors is a governor in a school in West London and they offered to introduce us to the teaching staff there. This hasn't happened yet because of Covid but we are still in touch.
Has the training you received from TFN better prepared you in pitching your organisation to potential funders?	Yes
Has TFN increased your capacity to raise further funds?	Yes
How important was TFN funding in helping you achieve your objectives?	We wouldn't have been able to achieve our objectives without TFN funding
Since presenting at TFN, has your organisation undergone any other significant changes?	Not a huge change, but a new branch on the same tree, and made possible because of the programme already underway which you supported. We started a debate initiative with another charity which supports former service women who have suffered Military Sexual Trauma (MST) while in the forces. We ran debates using sixth form

	girls as mentors working with small groups of former service women and it's been a real success. The sixth formers say they have benefitted from the experience of meeting older women with very different life experiences and the former service women say that their confidence in speaking has grown enormously and that they are putting the lessons into practice in their every day lives. One of them wrote on the feedback 'this is the first time I've ever been listened to'. They all agree that the intergenerational aspect and having it just for women are important factors in the success of the programme.
Do you have any other comments or feedback on the experience of the TFN process?	It's been really great. The preparation for the fundraiser was excellent and all the communication afterwards have been super-efficient. You are a great organisation to work with! As a note - apologies that we haven't got a great school based photo but almost all our work has been online for reasons which don't need explaining :). The screen shot I've uploaded is of two schools, a catholic school in the Republic of Ireland and a protestant school in Northern Ireland debating the British responsibility for the Great Famine.
Can you tell us any personal stories to highlight the value of the project?	Here is a selection of the feedback we have received: Teacher from inner London school: "Our students were certainly buzzing after it and keen to do more, and our Senior Leaders thought it was great in terms of challenging students. Thanks again both ahead of time, Joshua was amazing and patient answering my every question, and then on the day for your Chairing which was encouraging and welcoming." Student: "Parallel Histories has been a joy to take part in. The opportunity to interact with pupils of other schools and encounter perspectives wildly outside of my own has always been immensely educational and enjoyable."