
SO, YOU'RE AN OUTREACH OFFICER

What Next?



Universities are increasingly offering a variety of outreach and engagement programmes, and in most cases departmental Outreach Officers are being appointed to deal with the task of widening participation and access to their programmes. However, with only a few exceptions, the role does not have a formal job description; expectations are loosely set and the remit is wide. At a basic level it might include overseeing open days or implementing subject taster days. On a grander scale, universities with large pools of willing staff might be able to offer a whole array of lectures available for schools wishing to invite guest speakers. University-based outreach events might include talks and workshops open for teachers and students. Departments might offer summer schools, language programmes or other such enrichment activities. For members of staff who find themselves as newly-appointed Outreach Officers, knowing how or where to begin might prove a daunting task.

In this article, we hope to provide a range of introductory material and resources to help the process along. In Section One, we shall have a look at some of the funding available, as well as guidelines on how to apply written by Claire Davenport (Classical Association), Hilary Hodgson (Classics for All), Evelien Bracke (Hellenic Society) and Fiona Haarer (Roman Society). From small scale grants for one-off projects to larger scale visions for developing a Classics Hub, we hope this information might provide a useful starting point for anyone wanting to arrange an outreach event. In Section Two, we offer a few case studies: Jennifer

Hilder discusses the Iris Project initiative at the University of Glasgow; Emma Searle reports on teaching secondary school Latin at Oxford; Evelien Bracke will talk about developing a hub in Wales (Cymru Wales Classics Hub); Max Kramer will offer an example of reaching out via media using the Cambridge Ancient World Video competition.

In the first instance, we hope to provide some ideas for Outreach Officers starting afresh. In the longer term, we hope that more people might be able to share their ideas and experiences with the wider community of university Classics departments and programmes.

Mai Musié, Classics Outreach Officer at Oxford, suggests a number of important steps which might help in this initial stage:

1. Define and agree a job description with your line manager
2. Set up an Outreach Committee in your department
3. Devise an Outreach strategy; this will help to secure the longevity of any initiatives you set in place
4. Work with your university's Access Agreement to meet OFFA targets
5. Communicate and collaborate with internal and external groups and organisations
6. Build a supportive network (work with what you have and look to get extra support)
7. Be prepared to use social media!

A list of university classics outreach programmes has been usefully compiled [here](#) by Classics in Communities.

1: Grants and Funding

1.1 Classical Association Outreach Grant

As Claire Davenport explains in this section, the Classical Association (CA) provides funding for a wide variety of small-scale outreach projects.

Since the CA is a national charity, its activities, accounts and grant-giving have to be transparent in order to maintain its charitable status. As such, the CA has traditionally supported Greek and Latin reading competitions, regional Greek/Roman days and school conferences. In addition it now supports a wider range of outreach events if they tend towards the promotion of public awareness of the importance of Classics and/or support Classics in schools. Activities might include: public talks or small interactive sessions on the Classical World (either one-off or a series); reading and discussion groups; theatrical performances; costs to support schools who would otherwise find it difficult financially to attend a Classical exhibition or event off-site.

Having asked Claire for the best advice she can offer any would-be applicants, she simply responded ‘make it easy for us to give you funding!’ Here are her tips on how you might go about it...

Visit the [website](#) for further details of what the CA can and can't fund.

Make it really clear what exactly you are going to spend the money on. If you're asking us to contribute to the publicity for your event, tell us exactly what this involves, e.g. printing, taking out an advert in a local paper or insertion fees to put your flyers in a mailing. Don't just write 'publicity' and leave us guessing! We can't make awards without knowing how the funds will be spent.

Keep it relevant. We know how much work goes into planning an event and we know that sometimes it is easier to send us everything you have to hand, however if you're asking us to help fund a specific part of your project, we really only need a detailed breakdown of that aspect of the budget. Taking the publicity example above, if you were to send us a budget for your event, we'd like to see a general budget which showed income and expenditure netted off under various headings (e.g. travel, fees, venue hire) and then a detailed breakdown of the publicity expenditure. This feeds back into what I said in the introduction about making it easy for us to give you money: our trustees are volunteers, all of whom have busy day jobs. It may be easier for you to send us every detail of your event, but we receive lots of applications and we need to be able to find the relevant information quickly to enable us to make an award.

Answer the question. All grant applications should include a cover sheet which can be downloaded from the CA website. We cannot accept an application without this form. It is short and there are notes to accompany it. Make sure that you read it carefully and fill it in properly, e.g. if it asks for the name and email address of the organiser, don't give your postal address. Similarly, make sure you know the bank account name of the account which will handle the funds for your event. The account name you enter on the form is the account name which will go on the cheque in the event of a successful application. Hint: it's probably not going to be 'The Classics Department'! Bear in mind that we do not ordinarily pay funds direct to individuals, so this should be an institutional account (e.g. The University of X).

Finally, there are a few things which we just cannot give money to, either because we would never be able to meet the demand (e.g. textbooks), because we believe that such funding should come from other sources (e.g. teaching salaries, which should come from central government), or because we don't think they should be covered by charitable funds (e.g. wine and canapés). Make sure you read this section of our website carefully and make it clear in your application that these items will be covered by other income, such as attendance fees.

Useful to know:

The CA grants committee considers applications at four meetings during the year:

- 1 March
- 1 June
- 1 September
- 1 December

Make sure you submit your application with plenty of time to spare for planning your event!

To demonstrate what she means, here is a model application prepared by Claire:



General Grant Application Form

If you are applying for funds for a conference or a summer school, please do not use this form. Forms for summer schools and conferences can be downloaded from www.classicalassociation.org.

Name of the event: Plato's Porridge: a breakfast club for aspiring philosophers

Date of the event: Every Tuesday morning in September, from 7:30-8:30am

Name and email address of event coordinator: Claire Davenport claire@platopporridge.oats

Expected level of attendance: 10-15 people per session

How much are you applying for? £150

If successful, to whom should the cheque be made payable? Plato's Porridge Limited

Address (where the cheque should be sent):

Claire Davenport
Plato's Porridge Limited
12 Oaty Road
BREAKFAST
PP1 0AT

Please list the documents you have sent with the application: An outline of the event and a budget.

Event Outline

We would like to apply for funds to help set up Plato's Porridge, a breakfast club which anyone with an interest in ancient philosophy can attend. We have secured a meeting space (our local library, who have an excellent philosophy collection) and it is intended that we will serve a light breakfast (tea, coffee, toast and, of course, porridge) whilst we have a reading from Plato, followed by a group discussion. Attendees will pay a small sum to cover catering costs (£3 per person). The library has offered the space for free for the initial trial period and we are welcome to use their books (provided they are kept safe from the porridge).

We would like to trial the idea in September, as our local university philosophy department is holding a major conference at the start of the month and we intend to include a flyer in the conference packs. We would also publicise the event in other libraries and community centres. Our budget shows what we need to get the first meeting off the ground. As we can buy teabags etc. in bulk, these would be a one-off purchase so subsequent meetings should run at a small profit. We would like to use this profit either to set up similar clubs in other areas, or to branch out into other areas of Classical interest (Hannibal's Breakfast, perhaps?), depending on the feedback we get from this club.

We would like to ask the Classical Association for help with publicity costs.

Budget (based on 10 people per session, budget shows income/ expenditure to achieve the first session)

INCOME

Attendance fees (£3 per person)	£30
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EXPENDITURE

Food and drink	£30
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Publicity	£150
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Publicity Budget

Printing (10 x A2- full-colour posters to be displayed in local libraries)	£75
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Printing for postcards for distribution at philosophy conference	£50
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Insertion costs for conference packs	£25
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Total publicity budget	£150
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1.2 Classics for All (CfA)

In the independent sector where 7% of pupils in England are taught, 70% of pupils still learn a classical subject. Conversely, in the state sector across the UK the number of schools teaching classical subjects has been in decline for over 30 years. As Hilary Hodgson explains, Classics for All (CfA) was established in 2010 by a group of enthusiastic university classics alumni to reverse the prospects for classics teaching in UK state schools, bringing Classics to pupils of all ages from 5-18. CfA raises money from individuals and charitable trusts to introduce or develop Classics in state schools. Since 2010, its grants have reached over 450 schools and 7,000 primary and secondary school pupils. In 2015, 40% of applications benefited schools with deprivation levels above the national average. If you are planning a larger scale initiative, the following advice from Hilary should help familiarise you with their application criteria and process.

Who will CfA fund? We are open to applications from individual state schools, school clusters, or external organisations able to support Classics in state schools, such as universities and classical associations. Independent schools can be involved in proposals where their participation benefits state schools but may not be the beneficiary of grant funding.

What will CfA fund? We support i) the start-up costs of introducing classical subjects to state schools ii) the costs of developing Classics in state schools which already have some provision. Where possible we encourage applications from clusters of schools. Specific costs we will cover include:

- Continuing Professional Development and subject knowledge training for teachers
- Advice and mentoring
- Travel, administration and overhead costs
- Exploration of new approaches to classics teaching
- The costs of evaluation

What CfA does NOT fund...

- The salaries of full-time teachers in schools
- Books
- One-off out of school Classics provision for example fairs, summer schools, lectures, trips community events

How to apply. CfA looks for applications that:

- are likely to have a long term impact, resulting in the permanent establishment or further development of Classics or ancient languages on the school curriculum
- are clearly thought through and realistic
- represent value for money
- include plans for monitoring and evaluating impact

Useful to know:

CfA is open to applications throughout the year but they do ask all potential applicants to phone them before completing the application form to check eligibility and discuss the proposal.

All applications are assessed by the Grants Adviser and the Advisory Committee, and decisions are made within a month. Any potential applicants are also welcome to contact CfA's Grants Adviser, Hilary Hodgson for advice and guidance on the process. Below she provides some examples of funding that the CfA has awarded to give some concrete ideas!

Norfolk Cluster. Since 2010, a modern linguist, Jane Maguire, has been working in rural Norfolk to develop Latin teaching in a cluster of 10 primary schools to enhance pupils' language skills, offering a foundation for the later learning of a Modern Foreign Language or Latin. Jane has trained teachers and offered them demonstration lessons so that they feel confident to teach Latin themselves. The outcomes have been very positive; pupils have become good "language learners" with a genuine interest in grammar and words. In some schools, Latin is now taught instead of a Modern Foreign Language as part of the Key Stage 2 curriculum.

Sidney Stringer Academy Coventry is an inner City non- selective 11-18 Academy where most pupils are British-Asian Muslims. The local area is one of social and economic disadvantage and a high proportion of students receive Free School Meals. With support from CfA since 2014, the school has introduced Latin to the mainstream curriculum both at GCSE and A level. Latin is so popular among pupils that you are perceived to be missing out if you do not learn it!

Manchester Hub. Since 2015, we have been working in partnership with Manchester University to deliver training and support for dozens of primary and secondary schools in the North West. Work in schools is supported by lecturers, freelance trainers and post- graduate students and is having a widespread impact.

Where next for CfA and University Outreach?

According to Hilary, CfA is still learning and reflecting on the lessons learned so far:

Since launch, we have learned that we need to be flexible in our approaches to grant-making to meet regional needs across the UK. In some areas, we are building commitment to Classics slowly through support for modest after school clubs or adding Classical Civilisation to the curriculum alongside history for pupils joining secondary school. In other places, especially larger urban centres, we are able to be more ambitious, supporting the larger scale introduction of classics at GCSE and A Level.

We are also prioritising work in primary schools as there is strong evidence supporting the benefits of learning Classics for pupil attainment and aspirations. In many CfA funded primary schools, pupils now learn Latin as their language option instead of French or Spanish, providing an excellent foundation for study of ancient or modern languages at Key Stage 3.

In particular, she adds, there is a need for CfA to work closer with universities:

There is growing demand for Classics in schools. To address this need, part of our strategy is to develop regional networks or hubs that bring teachers, universities and classical bodies to train and exchange effective practice and support each other. Emerging hubs in Bristol, Exeter, London, Manchester, Nottingham, Oxford and Swansea all feature a strong contribution from university outreach teams, which share many of CfA's goals, including raising aspirations and widening participation. Universities are often able to offer:

- Classics outreach work led by undergraduate and postgraduate students in local schools
- Specialist lectures and courses for schools on classical subjects
- Training or mentoring for teachers
- A place for schools to meet and exchange good practice
- Knowledge and valuable contacts with local schools

For universities, working with CfA can strengthen students' employability and raise their profile in schools. CfA is keen to explore ways of working together to build support for Classical subjects in school. For more information about Classics for All please visit the [website](#) at or email Hilary Hodgson at Hodgson.hilary@gmail.com

We turn next to the Societies, which also offer a variety of funding opportunities.

1.3 Society for the Promotion of Hellenic Studies (SPHS)

The Hellenic Society supports the study of Greece, its cultures, and languages at all levels of education. Apart from its programme of research-based events, which is open to all, the Society helps schools and universities organise Hellenic-related events and activities through an extensive grant scheme. Here Evelien Bracke, membership secretary for SPHS, reports on some examples of funding which the Hellenic Society has awarded in the past year.



Fig. 1 'The Greek books are very nice and useful': Burwell Primary School students with their learning resources

Schools. Every year, the Hellenic Society provides funding to schools to support Greek clubs, teaching resources, plays, and other events. Recently, we have allocated funding for, among other projects, a Greek day at a primary school, books for an ancient Greek lunchtime club, resources for an online Greek course, and books for a GCSE course. Children from Burwell Village College Primary school, who received funding for resources on ancient Greece, commented:

- ❖ *'I really liked holding the different pots and studying their shapes.'* (Imahna, Year 6).
- ❖ *'I like the pictures in the books, as they are really nice.'* (Auriela, Year 2)
- ❖ *'The Greek books are very nice and useful.'* (Dominic, Year 5)

The full report is available [here](#).

Universities. The Hellenic Society is very active at regional level by supporting universities. Recently, we have funded, among others, workshops exploring Women of Troy and Lysistrata at the University of Birmingham, student fieldwork grants for the British Society at Athens, resources for a production of Lysistrata at the University of Warwick, and travel bursaries for ‘a Greek day in Aberdeen’.

We have also launched a new grant: the Regional Conference grant, through which universities can apply for up to £2,000 to support a conference on a Hellenic theme. The first of these took place at Swansea University on 2-3 July 2015. The theme was Technologies of Daily Life in ancient Greece. The conference was co-hosted by Dr Tracey Rihll (Swansea) and Dr Laurence Totelin (Cardiff). Apart from talks, there were also workshops in which participants took part, for example on the making of bronze arrow heads and wood working.

As part of the conference, the organisers also held a schools’ day for 140 local primary and secondary school pupils. Pupils took part in workshops on making rope with nettles, curse tablets, medicine, grinding, bread making, and astronomy.



Fig. 2 Making rope with nettles at Swansea University

A report by one of the student helpers can be found [here](#).

Summer Schools. The Society funds Summer Schools every year. Reports from the 2015 JSST Classical Civilization and Ancient History summer school, the JACT Greek summer school, and the Swansea Summer School in Ancient Languages, can be found on our [website](#).

From the JSST report: *This year we were pleased to welcome 74 students. Of that 74, 63 had just finished Year 12. Many students remarked on how they found the summer school the perfect place to meet people with similar interests and further their love of classics. The vast majority of our students said that the Summer School had influenced them towards studying classical subjects at university or confirmed their decision to do so.*

From the JACT report: *There were 88 Beginners in 12 groups, 54 Intermediates (i.e., pre-GCSE) in 8 groups, and 186 Advanced students (from immediately post-GCSE to university level) in 23 groups... 132 students (40%) returned questionnaires, with almost all their feedback extremely positive. 68% felt that they had made more progress with their Greek than they had expected, and almost all the rest that they had achieved at least as much as they had hoped. The vast majority said that they had found the pace challenging but rewarding, the teaching clear and the environment supportive.*

From the Swansea University report: *This year the first Swansea Summer School in Ancient Languages took place for two weeks. There were 52 participants, with some changing course after the first week. We received excellent feedback: ‘Very good experience overall. Excellent teaching, teacher very motivated’ - ‘We were very grateful for a bursary, as we could not have afforded the course otherwise (there are two of us)’ - ‘Optimum erat et*

sibi gratias ago - ‘Absolutely brilliant! Loved every minute of the classes – the Egyptian tutor was an inspiration.’



Fig. 3 ‘Absolutely brilliant’: the first Swansea Summer School in Ancient

What SPHS funds. The Hellenic Society is committed to supporting schools and universities in widening access to Hellenic Studies in the UK. The Society funds the following activities on activities related to Hellenic culture and language:

- Student bursaries for conferences and fieldwork bursaries (Institutional Grant)
- Productions of Greek drama (Institutional Grant)
- Regional conferences (Regional Conference Grant)
- Schools’ events: resources, plays, and other (School Grant)
- Summer Schools (School Grant)
- Half of the travel costs for a speaker on a Hellenic subject
- Grants for postgraduate and early career scholars: library, museum, and site visits (Dover Fund)

The process of applying for funding is straightforward. All application forms are online [here](#) and there is an FAQ section on the website [here](#). If you have any questions about funding, you are welcome to contact us at office@hellenicsociety.org.uk. You can follow the activities of SPHS on [Twitter](#) and [Facebook](#)

In addition to funding, the SPHS has created a number of resources which might be useful for teaching or promoting the study of Greece in schools and universities:

- **Lectures:** see [here](#).
- **Argo:** *Argo* is a biannual magazine which gathers news about Hellenic issues, from antiquity to today. It is part of [regular Hellenic Society membership](#) or can be [purchased separately](#).

1.4 Society for the Promotion of Roman Studies (SPRS)

The Roman Society encourages Roman studies by supporting research and publications, providing training opportunities for young researchers, promoting the teaching of Latin in schools, as well as sponsoring conferences, public lectures and site visits. The Society offers a range of funding opportunities, as well as grants to schools to promote the teaching of Latin and Roman studies. Fiona Haarer, Secretary for SPRS, has compiled a list of their most popular grants and prizes which might be used to facilitate outreach activities.

Audrey Barrie Brown and Donald Atkinson Funds. The Audrey Barrie Brown Memorial Fund (Roman Research Trust) is focused towards research projects in the archaeology of the Romano-British period, educational programmes including conferences and outreach events, and publications. Awards from this Fund are restricted to Roman Britain. The funds available are usually between £20,000 and £25,000. The Donald Atkinson Fund offers financial assistance towards undertakings or activities which further the scholarly purposes of the Roman Society: this Fund is not restricted to Roman Britain. The funds available are usually around £9,000. The deadline is 31 January each year. Guidelines and an application form may be downloaded from [here](#). To see what use others have made of the award, see the reports [here](#).

Hugh Last Fund and General Fund. The Hugh Last Fund was established to assist the undertaking, completion or publication of work that relates to any of the general scholarly purposes of the Roman Society. Its terms exclude expenses in connection with archaeological or other excavations or surveys, research into or studies on the subjects of Roman Britain and the archaeology of the provinces in Western Europe, and, for all fields of study, the travel, hotel, conference and living expenses of scholars. The funds available are usually around £5,000. Around £3000 is also available from the Society's General Fund. This does not carry the restrictions of the Hugh Last Fund, although it does exclude archaeological projects (for which applications should be directed to the Audrey Barrie Brown & Donald Atkinson Funds). The deadline is 31 January each year. Guidelines and an application form may be downloaded from [here](#). For examples of the activities we have funded, see the reports [here](#).

Funding for Schools. Grants to schools are available to help promote the teaching of Latin and Roman studies. Most of the grants are awarded for the purchase of textbooks and other books and resources for Roman studies, but the Committee also makes awards to groups,

schools and museums organising lectures or study days on Roman themes, especially if they benefit large numbers of children throughout the year. The Committee does not offer grants to support one-off school trips or events. Applications from schools planning to start courses in Latin are particularly welcome. Grants usually range from £50 to £500. Applications should be sent to the Secretary, Roman Society, Malet Street, London WC1E 7HU to arrive by 1 February, 1 July or 1 November in any year. There is no special application form, but applicants should provide information about the level of their departmental budget, the type of courses taught, and in the case of applications for books, a list of the books wanted with their prices. More information is available [here](#). You can follow the activities of the Society on [Twitter](#) and [Facebook](#).

2: Case Studies

2.1 The Iris Project at the University of Glasgow

The study of Classics at the University of Glasgow has a long history of working with schools from the local area, and The Iris Project was one way for the department to rekindle important relationships with communities and pupils nearby. Starting in 2013, the project quickly expanded to include 12 volunteers and teach around 200 pupils every week in 2015. Here, Jennifer Hilder looks back on the key stages of the project's development from how it began to the practicalities of the project – and the challenges they faced along the way.

Starting from nothing. The first step was to apply for funding. With the experience of Dr Lorna Robinson, Director of the UK-wide Iris Project operation, we were able to write an application to the University's Chancellor's Fund. The budget we proposed was based on 5 students volunteering and claiming £5 travel expenses per week, and £50 for their materials over the year. There were additional administrative costs, and the total granted was £2,351. This was a one-time grant, which also involved representatives from the School of Education who attended the first training day and provided a great deal of useful background to the Scottish curriculum.

In our case, materials for use in the classroom could be produced free of charge, and the students did not often claim their travel expenses in the first year. In fact, when we began the project, we realised that our main cost would actually be the Disclosure check that ensures volunteers can work with children (now called DBS in England and Wales). Although not strictly necessary, as the students should never be left alone with the pupils, this was still a good insurance – but expensive at around £50 per student. In year 3, Glasgow City Council agreed to fund this service, so I would recommend...

Talking to the local council. We were in contact with Glasgow City Council from an early stage and the Quality Improvement Officers for Education were extremely helpful contacts throughout the process. They were able to advertise the project to schools through the appropriate channels and liaise with them to organise meetings. They also sent out the call to find out whether there were other schools interested in joining the project for future years. This meant that we did not have to contact each school individually. We invited the representative from GCC to the training days at the beginning of each school year and kept in regular contact with them. After the good press we received in May 2015 (see below), they were able to push for funding for us for the Disclosure check.

Useful to know: your local council might also be able to help you fund and/or organise an outreach event.

Selling it to the students. We started advertising the volunteering opportunity to students in March in order to invite interest and interview candidates before exams started. In years 1 and 2 it was fairly straightforward to recruit students but in year 3 there were a lot fewer volunteers – a good reminder not to be overly confident! This meant that in year 3 we also advertised to other humanities students outside Classics who may have experience in Latin. When interviewing candidates, we were particularly concerned to ask about time management and to assess whether students were ready to commit wholeheartedly to the project. In year 2, one student did withdraw from the project but this was not a serious disruption as (most of) the students taught in pairs – this was also a selling-point for the students initially as those with less experience were glad to be partnered with someone more experienced.

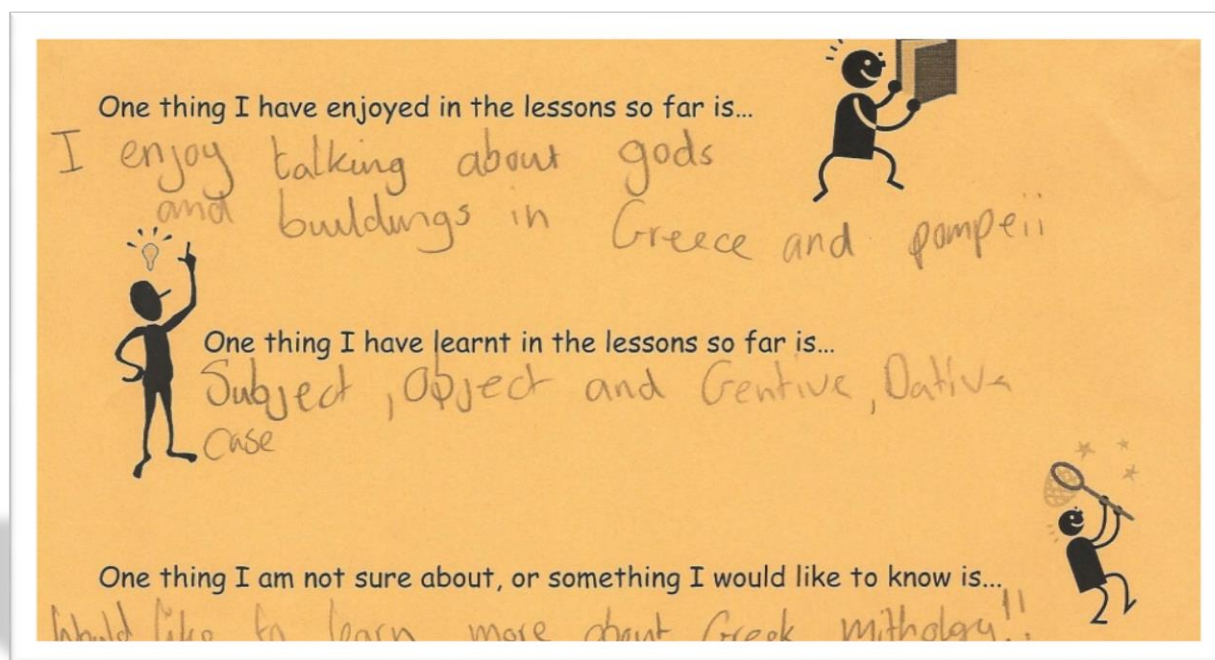


Fig. 4 Feedback on the Iris Project at Glasgow

Training and keeping in touch. We held a training day at the beginning of the University term, which was a chance for the school teachers and the students to meet, as well as an opportunity for us all to set our expectations. For us, this did mean missing the first half of the school's autumn term. The students were given advice regarding lesson planning, as well as hearing from other student teachers who had taught in schools. One of the most useful aspects

of the training day was putting this into practice by doing an exercise in pairs to teach a short class on a given topic. In year 2 we also had a second training afternoon in January, to reflect on the first term's teaching. We invited a former Iris Project volunteer who was then doing a PGCE to come in and give some advice about activities and approaches she found helpful.

After the students and school teachers met at the training day, it became their responsibility to communicate and set up their regular teaching days according to the timetables of the students and the school classes. In some ways, this was the most difficult part of the year, because there were often delays in one side replying to the other. Luckily, this stage passes quickly and everything should progress relatively smoothly after that. The end of the year was also quite difficult because we were working with P7 classes (equivalent to Year 6) at the end of their primary education, who were often involved with various other activities and workshops in their final term. This meant that the final term was often very disrupted.

Of course, keeping in touch with the student teachers is crucial not only at this early stage but throughout the year. We chose to have fortnightly meetings where we would discuss progress in class and plan future lessons. Most students felt it was helpful to move roughly at the same pace in order to share ideas and resources (e.g. worksheets) as we were not following a text book. For this reason it was also useful to have a shared Dropbox to put resources in. We sought termly feedback from the students as well as from the pupils and school teachers.

Promoting and expanding. Of the three schools we worked with in year 1, none had any past experience of teaching Latin. They were attracted by the benefits to literacy that the project could bring, but feedback from teachers suggests that they also saw improvements in logical thinking and spelling. The good word had evidently spread and two new schools expressed their interest through GCC. In the second year of the project we expanded from three to five primary schools and recruited an extra five volunteers, bringing our total to ten. We also expanded the project in a different direction, starting work with the secondary school where many of our pupils from the first year had now moved.



Fig. 5 Communicating the Ancient World at The Hunterian

We also worked to raise awareness of the project through the Scottish media. In May 2015, we were advertising the new credit-bearing course in Classics at the University of Glasgow for student teachers, 'Latin in the Classroom', assessed by a presentation (40%) and portfolio (60%). The media interest (myself, my colleague Sarah Graham and Lorna Robinson appeared on BBC Radio Scotland three times between us in a single week!) helped us to spread the word and, I think, reflects a wider public interest in the ancient world.

The project also explored other directions, for example in the first year we were able to take each of the three classes on a school trip to visit The Hunterian and the Antonine Wall and bring Roman Scotland to life. This was funded through my involvement in the *Communicating Ancient Greece and Rome* project based at the University of Oxford. As only one of the nearly one hundred pupils had visited The Hunterian before, this was a real chance for pupils to experience the museum and university environment as well as to situate Latin within the wider culture and history of Scotland.

So, with the enthusiasm of student volunteers a huge number of school pupils from Glasgow's more deprived areas have had an insight not only into an ancient language but also an ancient culture. The project has continued to thrive under this year's coordinators, Alison Greer and Mathilda Sollerhed Lundmark, and recruitment for next year has been strong.

2.2 AMO, AMAS, AMAT AND ALL THAT... OxLAT: The Oxford Latin Teaching Scheme

Turning from primary schools to secondary level, although there has been an increase in the provision of Latin in the state education sector in the UK, the majority of schools still cannot offer it due to limited time and financial resources, as well as lack of trained staff. With only a couple of exceptions, this is unfortunately the case for most state schools in Oxfordshire and its surrounding areas. Therefore the Faculty of Classics at the University of Oxford decided to take on the role of providing Latin teaching for students attending the local schools that are in this situation, while also supporting initiatives at a national level to increase the number of Classics-trained staff and the support available for schools to encourage and embed the teaching of Classical subjects in the curriculum. As Emma Searle now explains, the intention is that a dual approach will achieve both interim and sustainable long-term solutions to the supply and demand for Classics education in UK state schools.

OxLAT, the Oxford Latin Teaching Scheme, offers students in Years 8 and 9 (13–14 year olds) attending state schools in the Oxfordshire area that have no Latin provision free tuition in Latin language and literature *ab initio* through to GCSE. Lessons take place on Saturday mornings in the Faculty building and are taught by two professional Latin teachers: they started in January 2015 and will continue for two and a half years until the summer of 2017 when students will sit their Latin GCSE exams. Essentially the scheme replicates the teaching that students would experience were they taking the subject as a GCSE option at school: lessons are scheduled during Oxfordshire schools' term times so we are able to provide students with a routine and learning structure that is similar, albeit more intensive, to that they experience at school; they are expected to consolidate their learning in class with appropriate study time at home each week, aided by internet learning tools. Homework is roughly the same as one would expect for any KS3 and then GCSE subject.

The OxLAT team consists of me (Emma Searle) and the two Latin teachers mentioned above, Alex Gruar and Hannah Murray, both of whom have extensive experience of teaching

students at KS3 and GCSE level and provide vibrant, stimulating, and enjoyable lessons. They have been invaluable in establishing and ensuring the success of the scheme so far. I started in August of 2014 and essentially project-manage the scheme, responsible for liaising with students, parents, and academic colleagues to oversee the successful delivery of teaching and supporting learning. I also contribute to teaching (in collaboration with Alex and Hannah) by providing weekly one-on-one tutorials to consolidate language learning and ‘seminar’ sessions on the historical context of Latin and the set literature texts.



Fig. 6 OxLAT: ‘a wonderful bunch of eager and committed students’

The first phase of the project consisted of advertising the scheme and recruiting students. After compiling a database of schools in Oxfordshire and the surrounding area which did not have any Latin teaching available to their students I contacted head- teachers (by email and post) to advertise what we were offering and the selection criteria (although it was broadly academically selective, preference was given for students eligible for free school meals). The scheme was also advertised on the Faculty website. Students were required to provide a personal statement outlining why they wanted to be

Phase 1 of any successful outreach event: advertising, recruiting, and drumming up support in the local area.

Useful to remember: The Roman Society offers grants for the purchase of textbooks and other books and resources for Roman studies.

selected for the scheme and schools were asked to provide a reference for each student along with a schedule of their grades. We received over 100 applications for the 30 places and the selection process, undertaken by me, the Faculty’s Outreach Officer Mai Musié, and other members of the Outreach board, was very tough as it was difficult to decide between such a large number of keen and able applicants.

Classes started in January 2015 and our students have been working very hard and have made excellent progress: we romped through Book 1 of the *Cambridge Latin Course (CLC)* during the six month introductory stage of the course (January to June 2015) and a year later we have very nearly finished working through the new *Latin to GCSE* course book by John Taylor and Henry Cullen (who were generous enough to provide us with advance copies). The majority of the vocabulary and grammar required by the exam syllabus has now been covered, leaving us free to get stuck into the set texts when classes resume in September.

In these classes we have also provided appropriate focus on the wider social, cultural, and historical context of the Latin language. Starting with an Ashmolean Museum collections workshop (*Wandering Myths: On the trail of Hercules*), which explored representations of Hercules throughout history up to the present day)

Enrichment activities can include trips to museums, lectures and practical workshops.

we have provided the students with a corresponding programme of enrichment events and activities to develop their cultural and historical knowledge of the ancient world and make their learning Latin that little bit more rewarding. In March 2015, Neill George who [blogs on Roman cookery](#), came to the Faculty to give a talk and practical ‘hands-on’ workshop on Roman food and dining culture. The students were thrilled to be able to have a go at making some traditional *moretum*; a cheese, garlic, and herb spread mentioned that brilliant little poem *Moretum* (attributed to Vergil). I myself gave a talk and workshop on Roman wall-painting where our students were able to do a bit of experimental archaeology and produce their own *pinakes* using freshly made tempera paint (with a little help from Theophrastus by way of Pliny). This term they were treated to a talk on Vergil and the Aeneid by our wonderful Regius Professor of Greek, Gregory Hutchinson, who very generously gave up his Saturday morning to come and enthuse about Book 1 (with a bit of Wagner thrown in for stormy effect). Next term we plan to also have talks on Pliny the Younger’s *Epistulae* and Tacitus’ *Annals*. Gregory’s talk was followed by an end-of-term picnic at Trinity at the invitation of the Senior Tutor, Prof. Valerie Worth, and our own Dr Gail Trimble. Despite the rather pluvial weather of late, the sun shone and the students had an absolutely wonderful time enjoying their sandwiches and cakes out on Trinity’s lawn. Not just a celebration of a year’s worth of hard work and effort, it was also a brilliant opportunity for them to visit a college and get to know a little bit more about the organisation of the Faculty and the University as a whole.

Our translation exercises have followed the story of Aeneas and the history of Rome and the students have been very eager to learn more about the historical and cultural context of the language and literature: from Troy to the legendary kings of Rome, through to the heroes and villains of the early Republic and (so far) up to the Second Punic war they have been brimming with questions and queries and my ability as an Ancient Historian has been healthily tested on a regular basis by their curiosity and thirst for knowledge. I have just covered Trasimene and Cannae – to much heartbreak and disbelief – aided by some stationary with pencil-cases standing-in for Hannibal’s cavalry

The nature of the scheme has been very demanding but we have been very impressed with the progress and commitment of our students: the great sense of anticipation that we perceived prior to the start of teaching has developed into a consistent buzz of energy and enthusiasm in our classes. Despite OxLAT being an intensive weekend commitment alongside other schoolwork, we are delighted to see that the students are enjoying themselves and to hear that learning Latin with us is having an impact on our students’ broader academic performance as well (particularly their modern foreign languages). Perhaps most importantly the scheme provides a space where very able young people can challenge themselves and an environment in which they feel they are able to really enjoy their learning without it being disrupted by poor behaviour or being mocked for enjoying it. It is an opportunity to stretch very able students from the local area, and to put them in a small class of like-minded peers where they can relax, work hard, and have fun in a positive environment where it’s cool to do challenging work. The fact that they are giving up their Saturday mornings and doing at least an hour of extra homework every week shows that they feel they are getting something out of

it. It is also very encouraging that I have already requests to do Ancient Greek and Classical Civilisation too!

Over the course of the last year and a half it has become apparent that we have some supremely competent and capable linguists who demonstrate a dedicated and passionate flair for the language. Many wish to continue onto A-Level and we are looking to see what options might be viable. During the small group ‘tutorial’ consolidation sessions that I teach I have been thoroughly impressed by their inquisitiveness and work ethic. I am privileged to have had the opportunity to share this language, which has brought me so much joy (although maybe not Vitruvius), with such a wonderful bunch of eager and committed students.

In the long term, the Faculty would like to establish a regular pattern of cohorts starting every other year in January, and would wish to secure an endowment or long-term funding to make this possible.

2.3 Cymru Wales Classics Hub (CWCH)

Developing Classics in Wales has faced a significant number of challenges. As Evelien Bracke explains, the main issues schools in Wales currently face concern an overcrowded curriculum – particularly at secondary level – in which Classics is mostly marginalized; there is also a lack of available teachers (especially those able to teach Classics through the medium of Wales). Schools wanting to offer Classics therefore find they have no space or funding for it. Here Evelien tells us how she developed a hub to help bring Classics into more schools.

The Cymru Wales Classics Hub (CWCH) was set up in 2015 to support and promote the teaching and learning of Classical subjects in Wales, since the educational context in Wales differs significantly from that of the other constituent parts of the UK. CWCH consists of teachers of primary, secondary, and HE level, working together to develop the provision of Classical subjects throughout Wales. In order to broaden provision of Classics in schools in Wales, CWCH is working together with Classics for All and the Classical Association. We had a very successful programme of events in 2015-16, with a teacher training day in November 2015, our first annual conference in February, and two committee meetings to outline our aims. Classics for All provided us with funding to offer Latin teaching at four local primary schools. Our website was also designed at this time.

We have already advised the Welsh Government on the role Classical subjects might play in the new curriculum which will be rolled out by 2021. As Government engagement is notoriously slow and uncertain with regard to its outcomes, we are keeping momentum going by developing opportunities ourselves for schools to engage with Classics. Collaboration between the three universities offering Classical subjects in Wales – Swansea University, Cardiff University, and Trinity Saint David – has intensified as we are developing a joint CPD programme for Classics and non-specialist teachers.

For the next school year, we have already organised a second inset day on 21st October, at Cardiff University and the organisation of our second annual conference on the 4th February

2017, at Swansea University, is underway. Latin teaching will start and continue in a number of model schools which will share best practice with other schools in Wales in September 2016, and PGCE students of MFL will have the opportunity to take a Latin course in February. Current non-specialist teachers interested in offering Latin in their school will also be able to attend a free weekend workshop. Teachers will be given a mentor and invited to attend our other events. Finally, we are also commencing the translation of Latin-English resources into Welsh, to confirm with Welsh Government requirements.

Anyone interested in taking part in any of our activities is very welcome to contact the Chair of CWCH, Dr Evelien Bracke (e.bracke@swansea.ac.uk).

2.4 Classics on Film: Ancient World Video Competition

Most of us are familiar with the traditional model of university outreach to schools: we guess what might interest students, put on an event, and hope that they attend. As Max Kramer reports, what Cambridge has tried to do recently is to invite students and teachers to take a more active role in its outreach activities. In 2016 this involved not only asking for their input on the shape of our outreach programme, but also inviting them to get involved in outreach themselves. Here he tells us more about the first Cambridge Ancient World Video Competition.

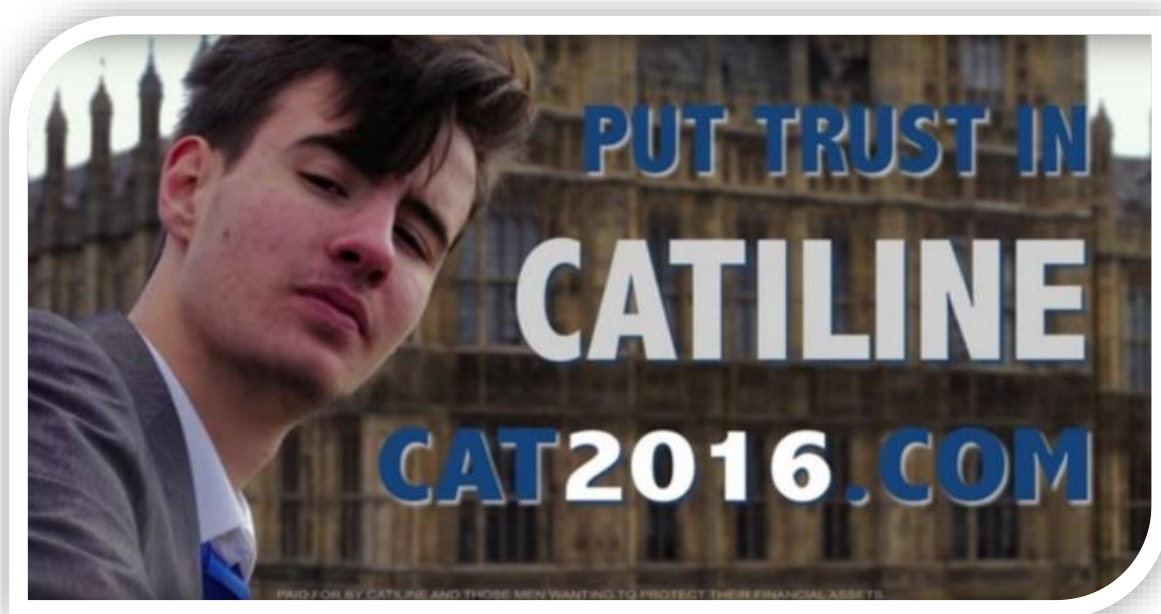


Fig. 7 The Catiline Conspiracy on film: one of the Ancient World Video Competition entries

One of the things we have been working at is building up our web presence substantially, to reach those students who might never consider coming to an outreach event in the first place. So with the help of a local web-designer we built a [video-based Classics website](#) and set up a

Facebook page and twitter account. In the early days the videos that we uploaded were our own creations, but we soon decided that we wanted to invite school students to communicate their own enthusiasm about Classics as well. After all, as we soon discovered, most of them can make much better movies than we can.

So, to celebrate the launch of our website, we launched a schools video competition. The idea was not only to produce a range of videos that would promote Classics, but also to create a link between school students—including those who might be put off by more traditional essay competitions—and the study of Classics at university. We put together some prize money and invited film entries from school students from Year 9 – Year 13 on any topic related to the Classical world. After some hard work publicising the competition, we thought we would be lucky if we got ten to twenty entries. However, we were surprised and delighted to find that more than sixty teams entered. Their films were incredibly diverse. We received documentaries, dramas, animations, lego-spectaculars, songs, musicals, cookery programmes, interpretative dance and more. Subjects chosen ranged from topics familiar from the school syllabus (e.g. epic poetry, the Romans in Britain, and the Catiline Conspiracy), to ones developed almost entirely by private research (e.g. Proto-Indo-European, Ay Khanum, and Atlantis).

With such a good field, the most difficult thing was choosing the winners. In the end we decided on a relatively long short-list, releasing one entry a day on Facebook (a great way to drive internet traffic to the site), and a number of winners. We presented our “Oscars” through an online video of our own, starring Mary Beard.

So what has the success of this taught us (apart from to run the competition again in 2017)? Well, first, it shows that students respond particularly well to online work when they are involved in its creation and have a reason to engage with it, rather than just being presented with “stuff” by us. Secondly, university Classics departments can have a really valuable role in providing a focus for school projects and activities. Setting up a competition or a prize gives students a clear sense of purpose for developing their school work beyond its usual boundaries. Thirdly, we should see Classics teachers and school students as our collaborators in outreach rather than just as our “clients”. The best videos in the competition are themselves a vital resource for promoting the study of Classics online. After all, if you’re 16 it might actually be another 16 year-old that’s best able to show you that Classics is a subject that might interest you.

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Next Steps...

In thinking about the kind of outreach activities that have proved successful and the funding available to support them, we hope that this article is a useful 'first resource' for those wanting to develop their own events. The idea for this article arose from discussions in the bi-annual meeting of the Classics Development Committee, which is hosted by the Classical Association with Classics for All. We will also have a presence at the Classical Association Annual Conference 2017 on Saturday 29 April: 'Classics in School: A Round Table'.

Please join us there if you interested in taking part in the discussions. In the longer term, we would like to facilitate the sharing of ideas to help develop effective outreach for all the classical subjects. If you have a case study you would like to have considered please submit it to The Editor at s.deacy@roehampton.ac.uk

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