



Scottish Funding Council
Comhairle Maoinachaidh na h-Alba

Tackling Child Poverty Delivery Plan Call for Proposals 2021-22

SFC Call for Proposals

Issue Date: 14 May 2021

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Deadline: 18 June 2021

Reference: SFC/CI/06/2021

Summary: To invite colleges to submit proposals for funding that support approaches to help young people who have grown up in poverty have a route to positive destinations and out of poverty. Deadline for submissions 18 June 2021

FAO: Principals / Chairs of Scotland's colleges

Further information: **Contact:** Alison Meldrum
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Tackling Child Poverty Delivery Plan Call for Proposals 2021-22

Introduction

1. The Scottish Funding Council (SFC) is pleased to confirm that the Scottish Government has made up to £500,000 available to the college sector in Financial Year (FY) 2021-22 from the Tackling Child Poverty Fund.
2. Proposals are sought from colleges and their partners that support or scale up preventative approaches, helping to ensure that young people who have grown up in poverty have a sustainable route to positive destinations and a route out of poverty, and to support young mothers and fathers in further education, acknowledging the particular support they need and enabling them to build a future for themselves and their families.
3. This guidance reflects the impacts of the COVID-19 crisis to ensure that proposals are focused on supporting those young people and families who currently need it most.
4. Colleges are invited to submit proposals for funding by 18 June 2021.

Background

5. In March 2018, the Scottish Government published its first [Tackling Child Poverty Delivery Plan](#) (TCPDP) due under the Child Poverty (Scotland) Act 2017, which outlines actions for the period 2018-22. The Plan contains many actions on child poverty that the Scottish Government will take between 2018 and 2022, across the following areas:
 - Working and earnings.
 - Costs of living.
 - Social security.
 - Helping families in other ways.
 - Partnership working.
6. The TCPDP highlights the importance of public bodies working in partnership - with each other and with local communities - to reduce child poverty. We therefore expect proposals to include evidence of how colleges will work with partners to increase support to those young people and families who need it most. In particular we expect proposals to demonstrate how colleges are working with their community learning and development (CLD) partners to maximise impact and sustainability.

7. [Local Child Poverty Action Reports \(LCPARs\)](#) describe the ongoing and planned action by partners to tackle child poverty at local authority level.
8. Community learning and development (CLD) approaches empower people, individually and collectively, to make positive changes in their lives and in their communities. Community Planning Partnership guidance makes it clear that CLD activity should be focused on the most disadvantaged communities. CLD is delivered in diverse settings by skilled practitioners in both public and third sector organisations. There is a current [CLD action plan](#) for every local authority area in Scotland.
9. Proposals should therefore demonstrate how they are informed by:
 - Listening to and involving people with lived experience of poverty.
 - The outcomes or priorities in relevant Child Poverty Action Reports (LCPARs).
 - The outcomes or priorities in relevant CLD action plans.
10. We also expect proposals to be informed by an understanding of the impact of the COVID-19 crisis on child poverty and a strong commitment to ensure a proactive approach in the coming months and beyond. This crisis has disrupted all of our lives but we know that it is having particularly serious impacts on young people and families already living in poverty:
 - The crisis has led to increased financial instability for many lower income families – whether by reducing their income or increasing their costs.
 - Evidence suggests that lockdown has been particularly difficult for the wellbeing of young people and families from disadvantaged backgrounds.
 - Even with a planned return to face to face education, it is important to continue to increase levels of digital inclusion.
 - The longer term consequences of COVID-19 on the economy will lead to a significant challenge in terms of child poverty and significant future work to address these will be required.
11. Consideration should also be given to the needs of young mothers and fathers in further education, acknowledging the particular support they need and enabling them to build a future for themselves and their families.

Call for Proposals

12. Colleges are invited to submit proposals using the bid pro-forma and finance template provided. The pro-forma should be used to capture how your proposal will:
 - Demonstrate clear outcomes that help achieve the 2030 targets as set out in the Tackling Child Poverty Delivery Plan (TCPDP).
 - Contribute to reducing levels of child poverty - with a focus on the family types who are at highest risk of poverty, including lone parents, young parents and ethnic minority groups (details set out at section 8 of the proposal bid pro-forma).
 - Demonstrate how colleges are working with their community learning and development (CLD) partners to maximise the impact and sustainability of the proposal.
 - Take a proactive approach to addressing the impacts of COVID-19 on child poverty in the coming months and beyond.
 - Clearly demonstrate how the project will be evaluated and impact will be evidenced.
13. Bids can also be submitted that build on existing projects. Those colleges that received funding for Tackling Child Poverty in 2019-20 and/or 2020-21 are welcome to rebid for the same project; however, rebids should demonstrate an enhanced impact to that achieved in the earlier years of funding.
14. Proposals should be submitted to Alison Meldrum, email: ameldrum@sfc.ac.uk, copied to your Outcome Agreement Manager by **18 June 2021**, using the bid pro-forma and finance template provided. Once submitted, all proposals will be passed to the Scottish Government for assessment.



James Dunphy

Director of Access, Learning and Outcomes