COMMUNITIES FOR CHILDREN
BBC Children in Need: Learning and Support Partner Brief

Introduction

BBC Children in Need act where the need is greatest. Our ambition is to create positive and lasting change across the UK for the children and young people who need us most. We do this by investing in positive relationships that strengthen children's wellbeing and help them navigate the challenges in their lives. Together with the BBC and our partners, we aim to inspire the nation and unite communities to support us in our work.

Child poverty is the most critical issue facing children and young people in the UK today and for BBC Children in Need, it is a key priority. To address this, we have developed *Communities for Children*, a strategic collaboration programme with four other funders which aims to invest in ten communities across the UK and empower them to develop their own local solutions to the impact of child poverty. Within each community a backbone organisation will be funded to coordinate the partnerships and activity of the programme.

We are now looking to commission a Learning and Support Partner for an initial five years to work across the ten backbone organisations to develop their capacity through individual and network support and help them learn, reflect and improve as they develop and embed their local functions.

Child Poverty Impact

Today, 31% of children are living in poverty in the UK,[1] including 44% of children in lone parent families and 32% of families with children aged under 5 years.[2] The likelihood of experiencing child poverty doubles for Black and ethnic minority children and children with a disability.[3]

Not only are the rates of child poverty now exceeding national records,[4] this is one of the highest rates of any developed country.[5] By 2027, the Resolution Foundation estimates that 4.4 million children in the UK will be living in poverty, an increase of 12.8% over 20 years.[6]

The experience of poverty in childhood has a lifelong impact, shaping relationships and influencing developmental outcomes.[7] If we are to effectively address the growing impact of child poverty in the UK, then evidence, policy and practice must adopt an approach which

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[1] DWP Households below average income: for financial years ending 1995 to 2024 May 2025
[2] Thomas Brown (House of Lords), 'Child poverty: Statistics, causes and the UK's policy response' (23 April, 2024)
[3] Ibid.
[4] Child Poverty Action Group, 'Child poverty reaches record high – failure to tackle it will be 'a betrayal of Britain's children' (April 2024)
[5] Innocenti Global Office of Research & Foresight (Unicef), 'Child Poverty in the Midst of Wealth' (Updated 2024)
[6] Child Poverty Action Group, 'The Cost of Child Poverty' (August 2023)
[7] Center on the Developing Child at Harvard University, 'Re-Envisioning Early Childhood Policy and Practice in a World of Striking Inequality and Uncertainty' (January 2022)

recognises the complexity of child poverty's causes, working in ways that are equitable, person-centred and sufficiently adaptable to the emergence and ambiguity that working in such complex systems necessitates.

This is a complex problem which demands an interconnected response to engage all actors within the system - including local voices and their agency to articulate the issues and potential solutions. Historically, policy responses to the issue of child poverty have sought to mitigate its impact in narrow and discrete areas (e.g. increasing childcare provision, educational catch-up, free school meals), rather than approaching the issue holistically or by considering and addressing the underlying causes . Public service provision tends to be more readily defined by narrow service pathways and/or the remits and priorities of agencies and departments, rather than the needs of the communities they serve.

As the recent *Closing the Gap* report states: *'[r]eversing these trends will require not just a transformative level of investment, but a whole system transformation.'[8]* Effective child poverty interventions will require:

1. Whole area strategies that embrace the wide spectrum of organisations that play a role in supporting children and families, building on projects and services that are already reaching those in need.
2. Joined up commissioning that eliminates tensions, gaps, or duplications in service provision and supports organisations to collaborate.
3. Approaches that use both place-based and people-focused interventions.
4. Responses that draw on lived experience in service design.

Of particular note, the report describes the need for systemic leadership and convening – two key levers of change for *Communities for Children* – as central pillars for change:
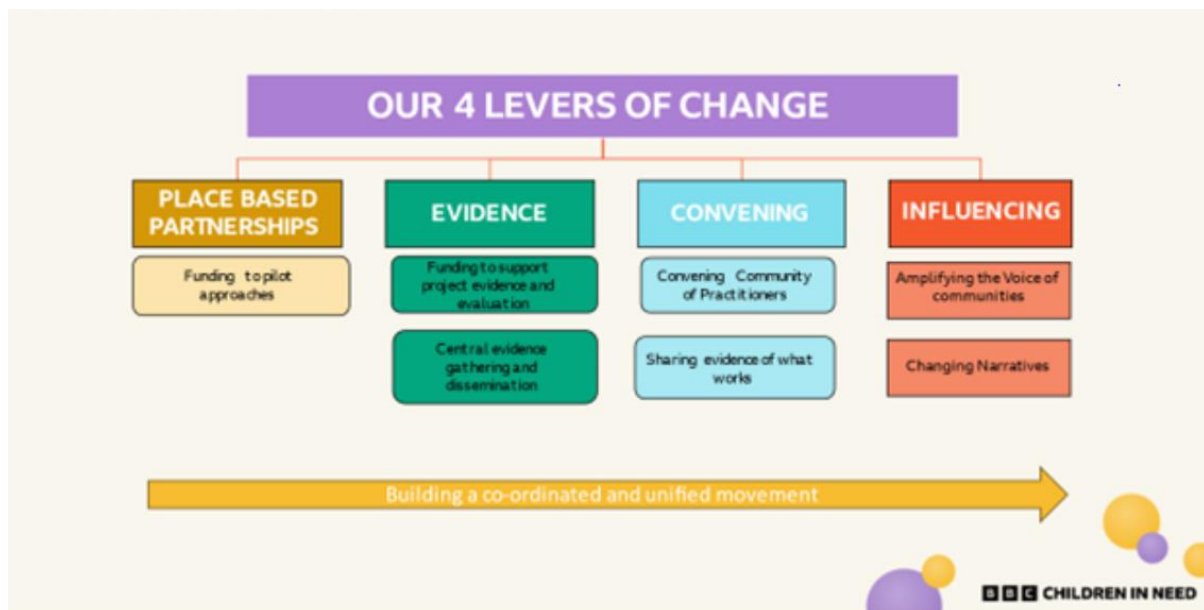
> *System leadership is needed to nurture this ecosystem, building: vision, capacity, structures, cultures, and skills for whole child support … those who have the convening power to bring together relevant actors for a systemic approach to this problem, as well as the decision-making power and access to resources to make such an initiative possible.[9]*

Communities for Children Overview

Communities for Children is a **place-based systemic change and learning programme** designed to alleviate the impact of child poverty in areas experiencing high levels of need across Scotland, Northern Ireland, Wales and England.

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[8] Ethos Foundation & New Philanthropy Capital, 'Closing the Gap: Building Better Child Poverty Prevention Systems' (January 2024)
[9] Ibid.

OUR 4 LEVERS OF CHANGE

There are four distinct elements to the programme – Place-Based Partnerships, Evidence, Convening and Influencing. The approach builds on traditional grant-making through a funder plus model that provides additional support which aims to create greater impact in place.

This is an initiative which builds from the ground up:
- It starts with empowering community partnerships to develop and deliver their own solutions and provide them with the support needed to do so;
- Then supporting community partnerships to build an evidence base as to what is working in their communities and collectively;
- Throughout the programme, we will be facilitating opportunities for all the local areas to network and convene, so that a community of practice is formed.
- Finally, supporting work which amplifies the voices of children, young people and families from these communities to shift narratives about poverty and advocate for change.

This initiative differs from traditional grant-making in that it utilises a multi-dimensional approach, recognising that funding alone will not tackle systemic issues. i.e., in this case alleviating the impact of poverty on children's lives and breaking cycles of intergenerational poverty.

The roll-out of the programme will be phased, starting with four sites in year one, rising to ten sites by year three. Applications will be invited from local organisations seeking to make systemic change in place for babies, children, young people and their families experiencing poverty. With strategic oversight provided by BBC CiN and their funding partners' locally-based teams, the delivery of the programme will be driven by local partnerships made up of a consortia of voluntary, community and third sector organisations, statutory bodies and other actors seeking to achieve systemic change in a specified geography.

Working together within an integrated programme with support provided by a backbone organisation, the local partnerships will:

- **Collaborate** to identify and articulate how poverty and related causes in their place affect babies, children, young people and their families in their community.
- Use their funding to build and **strengthen local partnerships**, community infrastructures and shift power in local decision-making;
- Invest in and test ways of **breaking cycles** of poverty and to help make their communities places in which all children and young people can thrive.
- **Participate in convening and networking events** with all of the sites in the programme to build a community of practice and evidence of what works - hosted by the funders and/or the Learning and Support Partner.
- Explore how to **influence local and national** systems focussed on child poverty, with an emphasis on narrative change and amplification of voice.

Local Backbone Organisations

The role of the local backbone organisation is critical for creating a collective, place-based approach to transforming outcomes in each community. As we roll out *Communities for Children,* we will seek ten backbone organisations with diverse experiences. These range from existing initiatives with advanced infrastructure and strong public sector partnership support to organisations new to the backbone role but committed to learning. The backbone function will vary depending on each community's priorities, context, and implementation needs. Rather than building an organisation, the backbone's role is to facilitate, coordinate, manage commitments, build capacity, and celebrate members to advance the common agenda.

These organisations must demonstrate their effectiveness in supporting communities to improve outcomes for children and young people affected by poverty. They will serve as essential local catalysts, driving the programme across each area and playing a pivotal role in its success; collaborate closely with local authorities and other public sector bodies; and, operate within a local steering group model, with decisions made by the community.

Backbone organisations in each community will be responsible for the effective development and implementation of *Communities for Children*. They will act as the local accountable partner, receiving funding from BBC Children in Need. Their responsibilities include managing the funding, building local partnerships, and ensuring the following requirements are met:

- ***Vision and Strategy***: Collaborate with local stakeholders to develop a strong vision for local change, creating a common agenda and theory of change. Provide strategic guidance and leadership to ensure the vision is implemented and sustained.
- ***Developing the Local Partnership***: Use local connections to build partnerships with stakeholders focused on addressing child poverty. Convene and facilitate the initiation and implementation of the partnership, ensuring its sustainability.

- ***Engaging Children and Young People***: Prioritise the voice, participation, and active involvement of children, young people and their families throughout the programme's development.
- ***Equity, Diversity, and Inclusion***: Integrate an equity lens throughout the local programme to enable access and opportunities for the most marginalised. Build an inclusive methodology that highlights representation and diversity.
- ***Building Trust and Relationships***: Develop individual local relationships with communities to build trust, ensuring that community voices are central to the programme and engagement is meaningful.
- ***Being Part of a National Network***: Actively contribute to the programme network, consisting of ten areas across the UK, to share experiences and build a community of practice to strengthen the programme.
- ***Communicating***: Ensure that communication about the programme and its development is sensitive, appropriate, and targeted for different audiences. Build the storytelling and influencing aspect of this initiative for national narrative shifts.
- ***Building Evidence***: Work with a learning partner to capture, analyse, and act upon learning as an iterative part of the programme. Ensure that the methodologies for collecting evidence of common outcomes is built into local partnerships.
- ***Learning within the Local Partnership***: Implement the work as an explicit learning programme, prioritising individual and collective growth and development.

As the local backbone organisations will be coming from a range of different starting points, experience and skills, there will be a significant investment to support their capacity and ability to learn and adapt. This will be in the form of the Learning and Support Partner who will work closely with each backbone organisation to identify and fill their capacity needs and be a central partner for implementing and tracking learning frameworks. The Learning and Support Partner will guide and capture local learning as it develops, working with each team to reflect on new insight in order to continually improve their practice.

Developmental Learning Approach

We expect that each local iteration of the programme will be highly contextual, driven by the needs and circumstances of individuals in that geography. For this reason, it is essential that all stakeholders learn in real time about the experiences and aspirations of children and young people in that place and the journeys to support them and meet their needs. The integration of 'just-in-time' developmental learning into the delivery model at each site will surface stories and inhibitors of change, elevating and sharing insights within and across locations. All parties can follow opportunities and adapt their work as learning emerges in real time. This will ensure that individual locations, as well as the programme as a whole, iteratively generates new learning, insights and evidence about change in local systems to improve the lives and opportunities of children affected by poverty.

The design, delivery and, ultimately, the sustainability of this programme is underpinned by developmental learning, a process which requires patience, allows space for emergence, and a preparedness for a diverse range of stakeholders to reflect and adapt as learning unfolds. Therefore, it is secured by a set of key principles that structure our approach to learning:

- **The work is learning-led:** The programme design has been based on the latest knowledge about the impact of poverty on children, how to support them, and the enablers and inhibitors of placed-based systemic change. Being learning-led means taking an iterative approach to programme design and delivery, continually updating and adapting to emergent knowledge throughout the programme lifecycle.

- **The work is locally contextualised:** Each location and those responsible for programme oversight will be actively supported to learn and adapt through integrated learning functions. This includes a learning partner supporting the establishment of community-embedded story-telling approaches that capture key developments and learning, which will enable better focus and more effective practices in the future.

- **The work is driven by voice and equity, with a trauma-informed approach:** There are a range of stakeholders – children, families and community members being central – for whom conditions and shifts in power will need to be created, so that they have a space, voice, audience and influence to create change. The appropriate mechanisms and support must be embedded to enable elevation of lesser-heard and marginalised voices to be heard and acted upon, and to avoid tokenistic or extractive practices.

Developmental learning will track changes important to the journeys that all sites are on. There will be indicators that help tell the story of what has changed and if these will lead to improvements for children affected by poverty. **Given that we will be working in a context of complexity and emergence, we will resist the temptation to rush to conclusions and measures of impact**. Instead, initial learning emphasis will be on exploring questions such as 'what conditions are required to meaningfully understand the impact of poverty in place?', 'what is required to shift mindsets, power and resources?', and, even, 'are BBC Children in Need and local partnerships best placed to affect change?'. We are prepared for learning that shows things are not working or causing harm, and therefore we stop. This will also support our ability to evidence the key principles of this work and gain influence through national convening events, which, in the fullness of time, should aim towards sustainability and scalability (up, out and deep)[10].

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[10] *Scaling Out, Scaling Up, Scaling Deep: Advancing Systemic Social Innovation and the Learning Processes to Support It*: Prepared for the J.W. McConnell Family Foundation and Tamarack Institute by Darcy Riddell and Michele-Lee Moore (October 2015) Microsoft Word - ScalingOut_Nov27A_AV_BrandedX.docx

A comprehensive framework of learning activity will be implemented at all levels of the programme delivery:

1. **Programme Oversight**: Tracking learning about how this funder collaboration and transformational investment approach is translating into change. Alongside evidence and stories from the place-based sites, there will be aggregation to enable programme-wide learning that will be key to ongoing operational and strategic decisions, and iterative programme adaptation.

2. **Local Area Learning:** Local backbone organisations and the area partnerships will be resourced and supported to capture key moments and learning through embedded data collection and creative story-telling approaches. Local backbone organisations will also be provided with tailored site-level coaching and support to establish their local systemic change programmes, with support varying depending on the local context, readiness and needs of its stakeholders.

3. **Collective, Convened Learning:** There will be regular opportunities for representatives from sites to come together to reflect on the insights and evidence generated by and for the programme, and share in the learning and experiences from people and places both similar and different to them.

We are also expecting learning that will transfer to BBC CIN and the funder consortium about how to run similar programmes in the future. We will be tracking towards being able to say something about the effectiveness of the transformative funding model, the local solutions enabled through it and the changes in the lives of babies, children and young people.

An initial five-year period of developmental learning will ensure we are better positioned to commission a subsequent impact-oriented evaluation in the latter stages of this potential ten-year programme.

Communities for Children: Learning and Support Partner

To ensure the success of *Communities for Children* at local and UK wide levels, a Learning and Support Partner will be appointed to build the skills and capabilities of each local backbone organisation and generate learning to inform continued delivery and eventual scaling. The Learning and Support Partner will provide individual and collective support to foster a strong community of practice that promotes peer learning, shared reflection, and advocacy in addressing child poverty. Additionally, the Learning and Support Partner will play a critical role in integrating learning into development functions, ensuring that real-time insights from local work inform ongoing adaptations and improvements at individual, network and programme levels.

A key function of the Learning and Support Partner will be to bridge the gap between practical development support and strategic learning, ensuring that organisations not only receive guidance but also continuously evolve their approaches based on evidence and shared experiences. This will be achieved by embedding learning structures within development mechanisms, enabling organisations to reflect, innovate, and respond to emerging challenges effectively. The Learning and Support Partner will help cultivate a dynamic learning culture, empowering organisations to become adaptive leaders in systemic change efforts.

The Learning and Support Partner will also capture overarching programme developmental learning from local and network events, feeding these insights into an iterative improvement cycle. This process will help evolve the programme by ensuring lessons from implementation are analysed and applied systematically, strengthening overall impact and sustainability.

By fulfilling these responsibilities, the Learning and Support Partner will play a crucial role in evolving the programme through continuous learning and adaptation, ensuring long-term, sustainable impact in tackling child poverty.

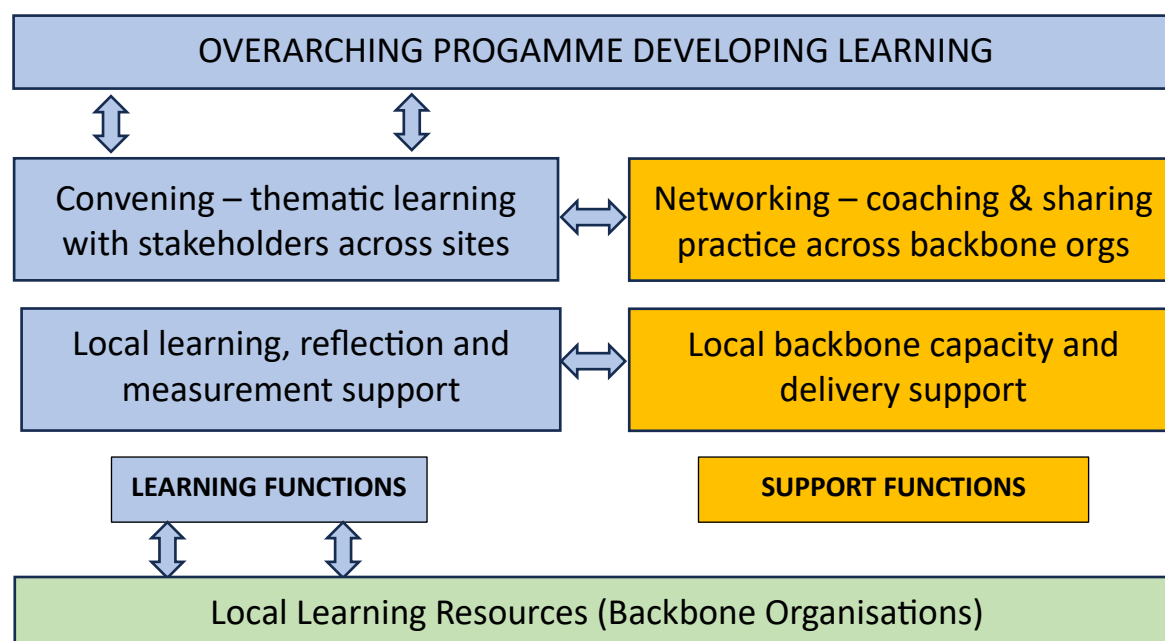*Key Responsibilities of the Learning and Support Partner by Phases, Functions and Tiers*

The Learning and Support Partner represents a new and ambitious function within a placed-based systemic change programme. The aim is to ensure that all learning functions across all tiers (programme, network and local) are being supported in the build up to wider scaling and eventual commissioning of an overarching evaluation of the approach. The Learning and Support Partner is also responsible for supporting and developing the capacity, skills and adaptability of all sites implementing *Communities for Children*. The following table and diagram represent high level summaries of the difference between the learning AND support functions, but also how they sit alongside each other, i.e., support functions will elicit knowledge and reflections that will contribute to overall learning at local and programme levels. Following these are the more detailed breakdowns of the Learning and Support Partner responsibilities by particular phases:

- Set-Up: Planning & Implementation
- Delivery: Supporting Capacity and Learning
- Influence: Knowledge Capture and Sharing
- Governance: Contact & Reporting

TABLE: Summarising Learning and Support Functions

Function	Learning Focus	Support Focus
Objective	Building knowledge, reflection, and adaptation, tracking progress	Strengthening skills, capacity, and implementation through use of learning "just in time"
Methods	For example, peer learning, case studies, reflection sessions, data collection	For example, workshops, mentoring, capacity-building initiatives
Outcomes	Improved understanding and informed decision-making	Enhanced capabilities and articulation of tangible programme impact
Approach	Collaborative and knowledge-driven	Practical, skills-focused, and action-oriented
Tools Used	Digital repositories, feedback loops, thematic learning groups, data	Training sessions, structured mentoring, leadership development

DIAGRAM: Representing Learning and Support Flows

Detailed Learning and Support Partner Responsibilities

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1. Set-up: Planning & Implementation (First 12 months)

- *Programme Oversight*
  - *Identifying and addressing knowledge gaps* to enhance the programme's impact on child poverty through an initial review of literature – building on scoping work to date and of any data and reporting available from programme locations.
  - Designing and implementing an adaptive *learning framework and overarching theory of change* that will evolve with the programmes growth from four to ten communities.
  - *Identifying the common measures* (e.g., indicators, stories, milestones) that will help tell the story of what has changed, and why, with local systems and families, and if these will lead to improvements for children affected by poverty.

- *Local Backbone Organisations (repeat as each location is identified)*
  - *Establish relationships* with each local backbone organisation and assess their learning and support needs.
  - Supporting the *development of local level theories of change* that reflect the needs of the communities, align with the programme aims, theory of change and common measurements.
  - Assist in *developing their individual learning frameworks and monitoring systems* to capture emerging data and stories to help assess the impact of their work.

- *Convening & Networking*
  - Establish and foster connection mechanisms across the backbone organisations to *create a cohesive network of support and learning*.

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2. Delivery: Supporting Capacity and Learning (Year 2+)

- *Programme Oversight*
  - Ensure that *learning is considered at both programme and local levels and that any resulting knowledge and insight feeds back into and across each level*.
  - Establish mechanisms to *track and integrate learning from all programme activities*, ensuring continuous adaptation and improvement.
  - *Continually corralling the learning* about child poverty, local practices to address it and the systems they exist within from across *Communities for Children*, in order to make sense of the programme as a whole and codify key learning points as they emerge.
  - Keeping across *external evidence and literature about initiatives to alleviate child poverty,* specifically in place-based and systemic change environments, and playing

that back to programme and local stakeholders, in order to support ongoing adaptation.

o ***Establishing feedback mechanisms for sharing emerging practice*** of significance and provide timely insights for programme refinement, and wider external influencing activity.

- ***Local Backbone Organisations***

Capacity Support

o Conduct **visits every two months** to build contextual understanding and strengthen relationships.

o Provide ongoing **mentorship, capacity-building, and advisory support** to managers of the local backbone organisations.

o Offer **structured feedback opportunities** to help understand and address challenges and opportunities experienced in setting up and supporting local partnerships to address child poverty impact.

o Establish a **structured professional development pathway** for backbone organisation leaders and teams.

o Provide **training on adaptive strategies** to ensure organisations can navigate complex systemic challenges effectively.

o **Curate and signpost relevant resources** tailored to each organisation's growth trajectory.

o Support **aligning their work with emerging best practices** and systemic change methodologies.

Learning & Adaptation

o Work closely with local backbone organisations to ***ensure that learning is embedded into their decision-making*** and programme adaptation.

o ***Facilitate one-to-one reflective learning sessions*** to help organisations document their progress and share insights with the wider network

o Supporting key stakeholders within each location to actively learn and adapt, including through the establishment of ***community-embedded story-telling approaches and use of data.***

o Ensuring an ***equitable and participatory approach where the voices*** of children, families, and community members are listened to <u>and</u> responded to, in order to inform delivery, decisions and adaptation.

- ***Convening & Networking***
o ***Host and/or participate in convening events*** online (quarterly) and in-person / residential (annual) with the backbone network for peer learning opportunities.

- Nurture opportunities to **align approaches in addressing child poverty** across the network through shared learning and best practices.
- **Provide strategic learning on elements of the initiative**, such as (but not limited to): *collective impact; place-based models; systems change; backbone leadership; and, effective community engagement.*
- **Providing workshops to support the development of skills**, such as: *Adaptive leadership; Community engagement models; Equity-focused approaches; Working effectively with children and young people; Facilitating dialogue and partnerships; Conflict resolution; Decision-making models; Communication and advocacy*
- **Creation of action-learning sets** where small groups work collaboratively on problem-solving exercises related to real-world challenges.

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3. Influence: Knowledge Capture & Sharing (From Outset)

- *Programme Oversight*
- **Documenting and synthesising emergent lessons** from across the local initiatives and translating them into strategic recommendations.
- **Lead programme level conversations to share and elicit learning** relevant to the aims of the programme, especially where it relates to its scaling (up, out and deep)[11].

- *Local Backbone Organisations*
- **Support local Steering Groups in strategic reflection** and knowledge-sharing.
- Ensure that **individual support feeds into broader learning** and strategic insights at a programme-wide level.

- *Convening & Networking*
- Identify shared challenges and successes, **ensuring knowledge is captured and disseminated**.
- **Create communities of practice or thematic learning groups** within the network to explore specific areas of interest and emerging challenges.
- **Develop a digital repository** of learning materials, case studies, and best practices to support continuous knowledge exchange.
- Support the **creation of peer mentoring relationships** where experienced backbone organisations can guide newer members of the network.
- **Facilitating thematic learning events** for programme partners, frontline staff, and policymakers, e.g., bi-annual learning events, annual conference.
- **Coordinate cross-sector learning opportunities** where insights from different fields (such as education, health, and community development) can inform systemic change efforts.

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[11] *Scaling Out, Scaling Up, Scaling Deep: Advancing Systemic Social Innovation and the Learning Processes to Support It*: Prepared for the J.W. McConnell Family Foundation and Tamarack Institute by Darcy Riddell and Michele-Lee Moore (October 2015) Microsoft Word - ScalingOut_Nov27A_AV_BrandedX.docx

- Capture and synthesise programme-wide learning from events, ensuring that insights shape future strategy and practice.
- Develop and deliver a communication strategy that includes the preparation and dissemination of reports and blogs etc that share emergent and ongoing learning.
- Establishment of structured peer review sessions where organisations can present their approaches and receive constructive feedback from their peers.

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4. Governance: Contact & Reporting (From Outset)

- **Programme Oversight**
- The Learning and Support Partner will be **managed by BBC Children in Need** and will report to the Strategic Board.
- **Attend programme board meetings as a non-voting member** and regularly contribute to ongoing operational conversations.
- **Liaise with the Communities for Children delivery team**, in particular the Programme Manager and Insight Manager for day-to-day learning and support matters.
- **Run regular reflection and strategy meetings** to continuously refine the learning and support approach.
- **Development of structured reporting formats** that capture both quantitative and qualitative insights, ensuring a comprehensive understanding of programme progress.
- **Systematic documentation of programme evolution** to inform future policy and funding strategies.
- **Deliver key learning reports and shorter briefings** and/or verbal updates for board and ad hoc meetings.
- **Produce annual public reports** detailing learning and progress.

- **Local Backbone Organisations**
- **Monthly check-ins** with each location.
- **In-person visits every two month** to each locality and steering group.
- **On-demand advice, mentorship, and support** as needed.

- **Convening & Networking**
- **Develop an annual learning and support programme** with tailored workshops.
- **Host and/or support six-monthly online convenings** to foster network relationships and collaborative learning.
- **Supporting annual residential retreats** for deeper learning and collaboration.
- **Integration of a real-time learning dashboard** where key performance indicators and success stories can be visualised and shared across the network.

Criteria, Budget and Commissioning process

Budget

The maximum budget for this work is £1,160,000 (incl. VAT) to cover a period of five years (from July 2025 to July 2030). There will be a break clause after three years (to July 2028) in order to review the learning, support and evaluation needs of the programme and each site.

Criteria for the Learning and Support Partner

We are looking for a multi-faceted organisation or, preferably, a consortium with experience in organisational capacity building and developmental learning / evaluation in place-based and systemic change environments. Experience in researching and evaluating activity that works with children will be key. We understand that there will be involvement of a range of personnel; however, we will be looking to one or two senior individuals to lead, including representing all learning and progress. We are looking for demonstrable experience and expertise in:

- Supporting the capacity development of infrastructure organisations within place-based systemic change environments, including needs analysis, training / skills development and mentoring.
- Working in and evaluating long-term place-based systems change contexts, in particular new and politically attuned ways of measuring impact.
- Proven experience working within systems focused on early intervention and prevention for children and their families.
- Understanding of public sector systems and mechanisms required to provide the data needed to map changing levels of investment in early intervention and prevention over time.
- Credible thought-leadership with background in writing and publishing outputs related to place-based systemic change.
- Working within communities using equitable and power-sharing approaches.
- Communications that support sharing and dissemination of learning to public policy and international audiences.
- Have the capacity and connections to support programme activity across the UK four nations.

Submitting a proposal

Please provide a proposal (max. ten sides, min. 11pt) covering:

- Your interpretation of the Learning and Support Partner objectives. This can include a reframing of the responsibilities and functions set out above.
- Your interpretation of the support needs of the backbone organisations, and what you see as the potential skills and capacity support they will need.
- How your approach will align with the developmental learning principles, especially those of reflection and adaptation.

- The research and data collection methods you will likely use.
- The ways in which you anticipate working with all stakeholders to maintain effective cycles of learning, communication and responsiveness throughout the initiative.
- An outline of how you will use your expertise and resources to keep the programme stakeholders up-to-date on evidence and developments.
- Details of the organisation(s) involved in meeting this brief and sub-contacting arrangements, if relevant.
- Relevant experience of consultants involved including the level of involvement anticipated for each member of the team.
- An account of costs related to undertaking this work. It will help if you include the daily costs of the consultants you will involve.

Additional details to cover in your proposal include:
- A table of deliverables including outputs
- Data protection / GDPR
- Ethics and safeguarding
- Welsh language expectations
- Risk management
- Contract management
- Quality assurance/standards

Commissioning timeline

Monday 30 June 2025	Partner brief issued
Monday 14 July (11am-noon)	Open Information Session and Q&A – by Teams (Draft Terms and Conditions to be shared with those attending Q&A)
Friday 18 July (5pm)	Deadline for submission of Information Session questions
Friday 5 September (5pm)	Submission of proposal including any questions about Terms and Conditions
October (date to be confirmed)	Panel interviews - Formal conversations about role
October (date to be confirmed)	Communication of decision about appointment of the Learning and Support Partner
October (date to be confirmed)	Start-up meeting

Information Session

We encourage all potential partners to sign up to the information session on:

Monday 14th July (11-noon). This will be on Teams and we will email you an invite link.

Please sign up here.

If you cannot attend the session, but expect you will likely submit a proposal, please let us know. We will make sure to send you the draft terms and conditions and our responses to questions.

Questions

If you have any questions about the brief or the process, please email these to: craig.tomlinson@bbc.co.uk (Head of Insight for Impact) **and** donna.buxton@bbc.co.uk (Insight Manager, Communities for Children)

Application

To apply, please submit your proposal to Craig Tomlinson at craig.tomlinson@bbc.co.uk **and** donna.buxton@bbc.co.uk by 5 pm on Friday 5th September 2025,