



# **Families and Communities Fund**

## **criteria and guidance**

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## 1 Fund priority

The priority for this Fund is to support work aimed at improving outcomes for children, young people, families, adult learners and communities particularly around prevention and early intervention. This is within the context of Scotland's National Performance Framework<sup>1</sup>.

## 2 Scottish Government Third Sector funding

The Scottish Government makes funding available to the third sector to ensure that it can continue its vital work. The third sector is a crucial part of our social and economic infrastructure, playing a key part in the ongoing reform of our public services – without them we would not be able to innovate, adapt and maintain our drive to tackle deep-rooted social challenges in the way we are.

## 3 Fund Criteria: Focus of the Families and Communities Fund

The Families and Communities Fund is being made available by Scottish Government to support the delivery of activities which contribute to improved outcomes for children, young people and their families through:

- Activity based on prevention and early intervention;
  - Providing parenting and family support;
  - Supporting development of and maintaining positive healthy relationships;
  - Supporting children and young people through the Getting it right for every child wellbeing indicators<sup>2</sup> (safe, healthy, achieving, nurtured, active, respected, responsible, included);
  - Preventing adverse childhood experiences and providing trauma-informed support to people affected;
  - Promoting positive health behaviours and addressing social inequalities as early as possible in pregnancy (including preconception period);
- and to support Community Learning and Development (CLD) through:

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<sup>1</sup> <https://nationalperformance.gov.scot/>

<sup>2</sup> <https://www.gov.scot/policies/girfec/>

- Prevention and early intervention through youth work and adult learning and community capacity building;
- Support to, and delivery of, lifelong, life wide, learner-centred adult learning;
- Using asset-based approaches to work with young people, adult learners or with communities to plan and co-design learning or capacity building opportunities.

#### 4 Fund Criteria: Policy Priorities

Below is a list of policy priorities which the Families and Communities Fund will seek to support. To ensure applications are aligned to Scottish Government priority areas, each application must select a primary area of focus and demonstrate the relevance to the work you are requesting funding for. Whilst it is recognised that many pieces of work will span across multiple areas it is still important to identify the closest match. Further information on these priority areas can be found in Appendix 1.

- Additional Support for Learning
- Adult Learning (Community Learning and Development)
- Adverse Childhood Experiences (ACEs)
- Child and Adolescent Mental Health
- Child Protection
- Children's Rights and Participation
- Disability - Families
- Early Learning and Childcare
- Gender Based Violence
- Health and Wellbeing including LGBT Inclusive Education
- Looked After Children
- Parenting, Play and Family Support
- Preconception, Pregnancy and Earliest Years of Life
- Poverty
- Youth Work (Community Learning and Development)

## 5 Fund Criteria: National Performance Framework

All applications must show a direct link to at least one National Outcome in Scotland's National Performance Framework<sup>3</sup>. The five National Outcomes that are most relevant to this Fund are:

- We grow up loved, safe and respected so that we realise our full potential;
- We live in communities that are inclusive, empowered, resilient and safe;
- We are well educated, skilled and able to contribute to society;
- We respect, protect and fulfil human rights and live free from discrimination and;
- We tackle poverty by sharing opportunities, wealth and power more equally.

## 6 Fund Criteria: Overarching principles

Prevention and early intervention are key to mitigating and reducing the impact of negative outcomes. This may happen early in a person's life but equally could occur at any stage depending on circumstances. Applications must explicitly show how prevention and/or early intervention principles will be used in relation to children, young people, families, adult learners and communities.

Equalities are a core focus in this fund and applications should show how the core funding will contribute to addressing inequalities.

It is also important that we understand how you engage the people and communities you support in developing and delivering your services and evaluating their impact. The Place Principle and co-production provide useful frameworks to placing stakeholders at the heart of what you do.

Further information on these overarching principles can be found in Appendix 2.

## 7 Total funding available

The fund will run from April 2020 to March 2023, with up to £16m available per annum. This amount will be subject to the annual Spending Review and Scottish Budget.

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<sup>3</sup> <https://nationalperformance.gov.scot/>

There will only be one round of applications, with funding decisions made in December 2019, subject to the Spending Review, for funding that will begin in April 2020.

It is anticipated that funding awards will be made for three years subject to the following conditions:

1. Scottish Government's Annual Spending Review provides sufficient budget for the funding to continue.
2. The organisation receiving funding has not made a specific request for funding to stop part way through this time period.
3. No concerns have been raised by Corra Foundation or the organisation's Policy Officer about an organisation or their ability to deliver the work as planned.

Organisations can apply for one-, two- or three-years' worth of funding. No subsequent opportunities for application to this fund will be made across its duration.

## 8 Level of funding available for individual applicants

It is intended that applicants will receive the same amount per annum as agreed when the awards are made in December 2019. However, the Scottish Government reserves the right to adjust the amount depending on subsequent spending reviews. We will also review funding if there are concerns raised about the organisation and/or ability to deliver the grant.

There is no minimum or maximum level of funding for which you can apply. However, there is a limited amount of funding available, and you should take this into account when you are developing your application. You should also take into account potential for reduction in future years if the spending review recommends any change to the total budget.

Organisations will be limited to one application per registered body.

## 9 Application closing date

The closing date for applications is 2pm on 24<sup>th</sup> September 2019. Only online applications received by this time will be accepted. The online application form is available on Corra Foundation's website<sup>4</sup>.

### 9.1 Support available

To support the development of your application there are:

- Guidance notes that cover each section of the application form.
- Hints and tips to help you complete the online form.
- A word template of the online form so you can develop your application before cutting and pasting it into the online form.
- Four information sessions:
  - Glasgow on Tuesday 18<sup>th</sup> June at 1.30pm.
  - Dundee on Monday 24<sup>th</sup> June at 1.30pm.
  - Edinburgh on Wednesday 26<sup>th</sup> June at 1.30pm.
  - Webinar on Thursday 27<sup>th</sup> June at 2.00pm.

You can book a place on these using the links on Corra Foundation's [website](#).

Ongoing support from Corra Foundation by emailing: [facfund@corra.scot](mailto:facfund@corra.scot)

## 10 Reporting

Organisations who are successful in gaining funding will be required to report on progress towards their outcomes every six months. The template for reporting will be made available when the grant letters are issued.

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<sup>4</sup> [www.corra.scot](http://www.corra.scot)

## 11 Payment schedule

Funding payments will be made every quarter. In line with Scottish Government policy<sup>5</sup>, payments will be made in arrears, with the option for funded organisations to make a case for receiving payments in advance.

## 12 Eligibility criteria

### 12.1 What can be funded through the Families and Communities Fund

This fund will provide core funding for successful applicants. Core funding is defined as:

- Support for established services.
- Support for the day to day running costs.

### 12.2 What will not be funded

The following will not be funded:

- Work that does not clearly fit the fund criteria outlined in this document.
- Work that is not going to be delivered in Scotland.
- Projects, whether new or currently underway.
- Capital funding including for building projects.

### 12.3 Organisational status

To be eligible to apply for funding, an organisation must be a Scottish Registered Charity and must also have a “legal personality”, meaning it is legally constituted and can enter into a contract. Being a Scottish Registered Charity means being registered with the Office of the Scottish Charity Regulator (OSCR) and having a Scottish Charity number. Examples of legal personalities include Scottish Charitable Incorporated Organisations (SCIOs) and registered companies. Unincorporated organisations, even with charitable status, are not eligible to apply.

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<sup>5</sup> <https://www.gov.scot/publications/scottish-public-finance-manual/grant-and-grant-in-aid/grant-and-grant-in-aid/>

Having a Legal Personality allows one or more natural persons to act as a single entity for legal purposes. This is satisfied by being incorporated, so a Company Limited by Guarantee or a Scottish Charitable Incorporated Organisation (SCIO) satisfy this. Unincorporated organisations do not and so are not eligible to apply for this funding.

Community Interest Companies have a legal personality but are not Scottish Registered Charities and are therefore not eligible to apply for this funding.

You can find out more information about the legal structure of organisations at:

<https://www.oscr.org.uk/media/2506/legal-forms-factsheet.pdf> and

<https://scvo.org.uk/setting-up-a-charity/decide-on-structure>

#### 12.4 National organisations

The funding is for national third sector organisations whose work fits the fund criteria. To be considered 'national' core services must be delivered in four or more local authority areas in Scotland, or the organisation must represent and support membership organisations which operate across at least ten local authority areas in Scotland. Applicants that do not clearly meet the criteria must demonstrate how the core funding they are applying for is considered to have national significance.

#### 12.5 Safeguarding

Safeguarding places a key role in ensuring safety and avoidance of harm. If your organisation does not have a safeguarding policy in place it is not eligible to apply for this funding.

As part of the application, we ask that organisations provide a copy of or a link to their safeguarding policy and confirm that they can evidence that it meets the Safeguarding Guidance provided by OSCR which can be found here: <https://www.oscr.org.uk/guidance-and-forms/safeguarding-guidance-keeping-vulnerable-beneficiaries-safe/>

## 12.6 Value for money

Organisations will be expected to demonstrate that they are able to provide value for money in relation to their application. This is to ensure that organisations have planned to meet their proposed outcomes with optimal use of resources.

Applications will be assessed across the four criteria provided by the National Audit Office (NAO):

- Economy: minimising the cost of resources used or required (inputs) – spending less;
- Efficiency: the relationship between the output from goods or services and the resources to produce them – spending well;
- Effectiveness: the relationship between the intended and actual results of public spending (outcomes) – spending wisely; and
- Equity: the extent to which services are available to and reach all people that they are intended to – spending fairly. (Some people may receive differing levels of service for reasons other than differences in their levels of need.)

## Appendix 1: Additional information about policy areas linked to this fund

This table provides an overview of Scottish Government policy work which is relevant to this fund's criteria and highlights some of the key priority areas.

Policy area	Summary of focus	Key priorities
Additional Support for Learning	Education (Additional Support for Learning) (Scotland) Act requires education authorities to identify, provide for and to review the support for pupils who need support to overcome barriers to learning.	1) Refresh of the Code of Practice (including Staged Intervention and Coordinated Support Plans).
	Additional Support Needs can arise short or long term as a result of learning environment, family circumstances, health needs or a disability, social and emotional factors.	2) Refresh of Autism Toolbox and actions arising from short life working group on Autism.
	Children and young people should learn in the environment which best suits their needs, whether that is in a mainstream or special school setting. There is a range of provision in place	3) Review of Physical Intervention guidance.

	in Scotland to meet the wide range of children and young people's needs.	4) Implementation of Additional Support for Learning.
Adult Learning (Community Learning and Development)	Adult learning enables adults to acquire the knowledge, skills and confidence necessary to play an active and productive role in personal, economic, and civic life. Adult learning opportunities may be formal, informal or non-formal and take place in a range of settings. Adult learning is learner centred, accessible and flexible and responds to the needs and aspirations of the individual or group.	1) Supporting learners to upskill or reskill with an aim of progressing into further learning or employment, including through use of awards and accreditation.
		2) Improving literacies (including numeracy) and/or English language skills.
		3) Empowering adult learners and community groups by building community capacity and increasing involvement in decision making.
		4) Making connections for improved learner journeys for adult learners.
Adverse Childhood Experiences (ACEs)	Taking forward actions across all of Government policy and in partnership with other	1) Intergenerational support for parents, families and children.

	<p>organisations to drive progress on:</p> <ul style="list-style-type: none"> <li>• Preventing adverse experiences which impact on children’s healthy development and can have potential consequences into adulthood;</li> <li>• Mitigating the negative impacts of ACEs for children, young people, and adults affected; and</li> <li>• Supporting the resilience of people impacted by adverse and traumatic childhood experiences.</li> </ul>	2) Supporting CYP affected by ACEs.
		3) Progressing trauma-informed workforce and services.
		4) Raising societal awareness & supporting community action to address childhood adversity.
Child and Adolescent Mental Health	<p>The children and young people’s mental health policy aims to deliver the Scottish Government’s Mental Health Strategy of ensuring that all children and young people receive the ‘right help at the right time’. This has manifested as a programme of work to drive improvement in specialist services for mental health, embedding a wider mental health supportive approach across universal services, and supporting the development of</p>	1) Developing a whole-system approach for children and young people’s mental health and wellbeing.
		2) Supporting the development of community-based services that ensure better pathways between universal and specialist services for children and young people.
		3) Perinatal and infant mental health.

	community services as part of a local whole-system approach to mental health. As well as delivering Programme for Government commitments in this area, the policy will be shaped by recommendations from the Children and Young People's Mental Health Taskforce as well.	4) Social media and body image and the impact on children and young people's mental health and wellbeing.
Child Protection	Child protection means protecting children experiencing or at risk of harm as a result of abuse or neglect. Our approach to child protection in Scotland is set within the Getting it right for every child (GIRFEC) framework which recognises that multi-agency working is key to an effective child protection response. Applications are invited for work that addresses a child or family's needs early on to reduce risk factors and increase protective factors in a child's life.	1) Children living in poverty
		2) Children with disabilities
		3) Strengths-based approaches
		4) Children affected by domestic abuse or parental mental health issues
Children's Rights and Participation	The main aim is to mainstream children's rights in Scotland through the delivery of Ministerial duties under Part 1 of the Children and Young	1) Raising awareness and understanding of children's rights with individuals, including children and young people themselves, professional groups

	<p>People (Scotland) Act 2014 on children’s rights. Priorities for the next 3 years are outlined in Progressing the Human Rights of Children in Scotland: Action Plan 2018-2021: Raising awareness of children’s rights, delivering a strategic approach to the participation of children and young people and promotion and evaluation of the Child Rights and Wellbeing Impact Assessment. Promoting progress made in Scotland is an important aspect including contributing to the reporting and monitoring processes set by the UN Committee on the Rights of the Child.</p>	<p>and organisations and enabling children and young people to be empowered to defend their rights and those of others.</p>
		<p>2) Supporting children and young people from across Scotland to have their voices heard in policy and decision making at national and local level, ensuring that the voices of the seldom heard, vulnerable and younger children are routinely heard.</p>
<p>Disability - Families</p>	<p>Our aim is for Scotland to be the best place in the world for every child to grow up, regardless of diagnosis, condition or needs. Policy is informed through the work and expertise of the Disabled Children and Young People’s Advisory Group and the Young Disabled People’s Forum, where the voices and lived experiences of young</p>	<p>1) Scotland is the best place in the world to grow up and we Get It Right for Every Child – including children and young people with disabilities.</p>
		<p>2) The voices of disabled children and young people are heard, and these are reflected in Scottish Government policy.</p>

	<p>disabled people shape policy advice to Ministers.</p> <p>Scottish Government recognises issues faced by disabled children and young people as they transition through education, health and social care and aims to ensure that they receive the right support at the right time to ensure they can meet their potential.</p>	<p>3) Children and young people with disabilities receive the planning and support they deserve, at the right time, to ensure transitions are smooth and that they are empowered to reach their potential.</p> <p>4) Raising or caring for a child or young person with a disability is the rewarding experience we all have the right to expect from family life.</p>
<p>Early Learning and Childcare</p>	<p>Funded Early Learning and Childcare entitlement for all 3 and 4 year olds, and eligible 2 year olds. Currently receive 600 hours per year, but this will increase to 1140 hours from August 2020.</p> <p>ELC underpinned by focus on high quality provision that helps to improve children’s outcomes. Offer should also be flexible,</p>	<p>1) Delivering the capacity (workforce and infrastructure) to deliver the expanded hours from August 2020.</p> <p>2) Introducing funding Follows the Child, and the National Standard for ELC providers, to ensure provision is of a high quality and to provide choice to parents.</p>

	<p>accessible and affordable for families.</p> <p>Funding Follows the Child introduced from August 2020 and will be underpinned by a National Standard that all providers need to meet in order to deliver the funded hours. National Standard has a strong focus on quality.</p>	<p>3) Supporting providers, including those in the private and third sector (including childminders) to deliver the funded hours.</p>
<p>Gender Based Violence</p>	<p>Equally Safe is our country's strategy to act on all forms of violence against women and girls. By this we mean the violent and abusive behaviour carried out predominantly by men directed at women and girls precisely because of their gender. Behaviour that stems from systemic, deep-rooted women's inequality, and which includes domestic abuse, rape, sexual assault, commercial sexual exploitation (like prostitution), and so called 'honour based' violence like</p>	<p>1) Scottish society embraces equality and mutual respect, and rejects all forms of violence against women and girls</p> <p>2) Women and girls thrive as equal citizens – socially, culturally, economically and politically</p>

	<p>female genital mutilation and forced marriage.</p> <p>Whatever form it takes, violence against women and girls can have both an immediate and long-lasting impact on the women, children and young people directly involved. It is quite simply unacceptable for modern day Scotland and does not reflect the country of equality we aspire to become.</p>	<p>3) Interventions are early and effective, preventing violence and maximising the safety and wellbeing of women, children and young people</p> <p>4) Men desist from all forms of violence against women and girls, and perpetrators of such violence receive a robust and effective response</p>
<p>Health and Wellbeing inc. LGBT Inclusive Education</p>	<p>Health and Wellbeing is one of the eight curricular areas in Curriculum for Excellence. Its substantial importance is reflected in its position at the centre of the curriculum and at the heart of children’s learning – as well as a central focus of the Scottish Attainment Challenge and the National Improvement Framework for Education. Along with literacy and numeracy it is one of the three core areas that are the</p>	<p>1) LGBT Inclusive Education.</p> <p>2) Implementation of Personal and Social Education recommendations.</p> <p>3) Development of mental health support for schools and pupils.</p> <p>4) Development of resources to support schools in addressing sexual harassment / gender-based violence of pupils.</p>

	<p>responsibility of all staff in the school.</p> <p>Learning in Health and Wellbeing is designed to ensure that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing.</p>	
Looked After Children	<p>The Scottish Government aims to have a care system where fewer children need to become looked after, by supporting early engagement with families whose children are at risk of entering care. Scottish Government sponsors the Independent Care Review which is carrying out a root and branch review of the care system.</p> <p>For those children and young people who do need to enter care, we aim to improve their wellbeing and outcomes, so</p>	<p>1) Improving outcomes for children who are looked after at home, in kinship care, foster care, or a residential care setting.</p> <p>2) Supporting children and young people in care to maintain relationships, where appropriate, with their siblings.</p> <p>3) a) Improving transitions in and out of care, including adoptive families.</p> <p>b) Supporting young care leavers (over age 16/18) and</p>

	<p>they grow up feeling loved, safe and respected and are supported to achieve their full potential.</p> <p>We also aim to ensure that all young people who have been in care, as well as families of adopted children and young people, receive the support and opportunities they need on leaving care.</p>	<p>young people who have previously been in care.</p> <p>4) Improving provision of earliest and best possible support for parents and families where there are risks of children or young people entering into care.</p>
<p>Parenting, Play and Family Support</p>	<p>In line with the National Parenting Strategy, we want to support parents and families to achieve our national ambition to make Scotland the best place to grow up.</p> <p>We want to support parents and carers and build their knowledge, skills and confidence to be able to lay strong foundations for the loving, nurturing relationships that we know are integral to children’s emotional, physical, socio-economic and educational wellbeing. This includes family support provided to families facing additional challenges e.g.</p>	<p>1) Positive parenting based on healthy, loving and nurturing relationships.</p> <p>2) Importance of play to children’s health and wellbeing.</p> <p>3) Family support as effective prevention and early intervention.</p>

	<p>separation, imprisonment, single families etc.</p> <p>In line with the National Play Strategy, we also want to support and promote the importance of play to children’s health and wellbeing.</p>	
<p>Preconception, Pregnancy and Earliest Years of Life</p>	<p>Support around maternal and child health/development in the earliest years to help give children the best start in life</p> <p>In line with the ambition in the Diet and Healthy Weight delivery plan, we want to halve childhood obesity by 2030. Preparing for pregnancy is one of the key aspects to improving the health outcomes for all children.</p> <p>In line with the Alcohol Framework and the Rights, Respect and Recovery: Alcohol and Drug Treatment Strategy preventing harm from alcohol and drug use is key to health and wellbeing of the developing child.</p>	<p>1) Supporting all women to have a healthy pregnancy, through robust pregnancy planning to optimise outcomes for themselves and their babies. Providing additional support for those who need it, both before first pregnancy and between pregnancies.</p> <p>2) Providing all children with the best nutritional start in life, establishing good nutrition and healthy eating habits.</p> <p>3) Increased knowledge and attitudes to women drinking in pregnancy.</p> <p>4) Fewer children affected by maternal drinking in pregnancy.</p>

		5) Fewer children affected by parental drinking and drug use.
Poverty	<p>‘Every Child, Every Chance’ is the first Tackling Child Poverty Delivery Plan due under the Child Poverty (Scotland) Act 2017 which outlines our approach to tackling and reducing the unacceptable levels of child poverty in Scotland. It outlines the concrete action we will take over the 4 years of the plan to deliver on the ambitious targets set.</p> <p>We will achieve our ambition through addressing three key drivers of child poverty reduction: increasing income from work and earnings; reducing household costs; and maximising income from social security and benefits in kind.</p>	<p>We aim to ensure our actions are being targeted at these ‘priority groups’, to meet their needs. This includes:</p> <p>Lone parent families, the large majority of which are headed by women.</p> <ul style="list-style-type: none"> <li>• Families which include a disabled adult or child.</li> <li>• Larger families.</li> <li>• Minority ethnic families.</li> <li>• Families with a child under one year old.</li> <li>• Families where the mother is under 25 years of age.</li> </ul>
Youth Work (Community Learning and Development)	Youth work is an educational practice which contributes to young people’s learning and	1) Young people’s rights, including the right to participate in the decisions that affect their

	<p>development. Youth work engages with young people within their communities; it acknowledges the wider networks of peers, community and culture; it supports the young person to realise their potential and to address life's challenges critically and creatively; it takes account of all strands of diversity. Youth work takes place in a variety of formal and non-formal settings and uses numerous approaches to engage with young people. It removes barriers and puts young people at the centre of decision making. Youth work promotes preventative and early intervention approaches.</p>	<p>lives and contribute positively to their communities.</p>
		<p>2) Closing the poverty-related attainment gap as part of a learner journey focussed on positive destinations.</p>
		<p>3) Young people's health and well-being, particularly around improving mental health.</p>
		<p>4) Removing barriers to create more equitable access to youth work provision.</p>

## Appendix 2: Additional Information about the overarching principles of the Fund

### Early intervention and prevention

- **Prevention:** Stopping (preventing) cycles of poor outcomes before they happen. It can be universal (delivered to all) or targeted (delivered to a group at higher risk for some reason). It can be primary (stopping something from happening in the first place) or secondary (stopping something from happening again after some form of intervention).
- **Early intervention:** This means intervening to tackle problems as soon as risks emerge for children, young people and their families, or working with a population most at risk of developing problems. As with prevention, early intervention can be universal or targeted, and can happen throughout the life-course to prevent crisis at a later point. Some early intervention could also be classified as prevention.

### Getting it right for every child

Work with children, young people and families must be consistent with Scottish Government's Getting it right for every child approach (GIRFEC)<sup>6</sup>:

- Puts the child at the heart of decisions;
- Takes a holistic approach to the wellbeing of a child;
- Works with children, young people and their families on ways to improve wellbeing;
- Advocates and enables preventative work and early intervention to support children, young people and their families; and
- Supports and challenges professionals to work together in the best interests of the child.

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<sup>6</sup> <https://www.gov.scot/policies/girfec/>

## Community Learning and Development

Community Learning and Development (CLD) activity has a strong focus on early intervention, prevention and tackling inequalities. Work across CLD is comprised of the following:

- Youth work, family learning and other early intervention work with children, young people and families.
- Community-based adult learning, including adult literacies and English for Speakers of Other Languages (ESOL)
- Learning for groups in the community who may need additional support or opportunities, for example, people with disabilities, care leavers or offenders;
- Community development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers);
- Volunteer development and learning support and guidance in the community.

## Equalities

Applicants must take into account diverse needs and experiences in order to ensure that all children, young people, adult learners and their families are able to access and benefit from their services (for example, disabled adult learners, minority ethnic children). We would hope to see a diverse group of service users represented by every organisation that receives funding.

## Placing stakeholders at the heart of what we do

### Co-production

Co-production describes a relationship between service provider and service user that draws on the knowledge, ability and resources of both to develop solutions to issues. Co-productive approaches are increasingly being claimed to be successful, sustainable and cost-effective methods, changing the balance of power from the professional towards the service user. The approach is used in work with both individuals and communities.

The Scottish Co-production Network, facilitated by the Scottish Community Development Centre, provides a hub for sharing learning and the exchange of co-production practice in Scotland. The website includes a helpful resources section including case studies, reports and publications, and practical tools for taking forward co-production. The network is a helpful resource of examples of co-production by topic or geographical area.

<http://www.coproductionscotland.org.uk/>.

## The Place Principle

The Place Principle states:

*We recognise that:*

Place is where people, location and resources combine to create a sense of identity and purpose and is at the heart of addressing the needs and realising the full potential of communities. Places are shaped by the way resources, services and assets are directed and used by the people who live in and invest in them.

A more joined-up, collaborative, and participative approach to services, land and buildings, across all sectors within a place, enables better outcomes for everyone and increased opportunities for people and communities to shape their own lives.

*The principle requests that:*

All those responsible for providing services and looking after assets in a place need to work and plan together, and with local communities, to improve the lives of people, support inclusive growth and create more successful places.

*We commit to taking:*

A collaborative place-based approach with a shared purpose to support a clear way forward for all services, assets and investments which will maximise the impact of their combined resources.

## The Corra Foundation

Riverside House, 502 Gorgie Road, Edinburgh, EH11 3AF

e: [hello@corra.scot](mailto:hello@corra.scot) t: 0131 444 4020 [www.corra.scot](http://www.corra.scot)

The Corra Foundation is a charity registered in Scotland (No SC009481) and is also a company limited by guarantee (No SC096068). Fortify Social Enterprise CIC is a community interest company registered in Scotland and is also a company limited by guarantee (No SC507457). The Corra Foundation was previously called Lloyds TSB Foundation for Scotland.