**SOFT MARKET TEST**

**FOR PROPOSED**

**OPEN GRANT CALL FOR PARTNERS TO IMPROVE THE FINANCIAL WELLBEING OF CHILDREN AND YOUNG PEOPLE THROUGH TEACHER AND PRACTITIONER TRAINING AND TARGETED PROVISION**

### Section 1: Introduction

1. **General Requirements**
	1. The purpose of this document is to briefly explain to suppliers the business and technical requirements and the expected scope of the open grant call for partners, to improve the financial wellbeing of children and young people through teacher and practitioner training and targeted provision, in order that suppliers can explain the relevance of services and their experience to the requirements.
	2. This market testing exercise is not an invitation to tender or a request for formal expressions of interest. This document does not form any part of an invitation to tender. MaPs is issuing this request for information only. Any supplier invited to present to MaPs is doing so to support market research only and to help make any potential procurement process more focused and efficient. No supplier selection or supplier preference is implied.
2. **Confidentiality and Freedom of Information (FOI)**
	1. Please note all information included in this Soft Market Testing is confidential and only for the recipients’ knowledge. No information included in this document or in discussions connected to it may be disclosed to any other party without prior written authorisation.
	2. All responses will be treated confidentially. However, please be aware that we are subject to the disclosure requirements of the FOI Act and that potentially any information we hold is liable to disclosure under that Act. For this reason, we strongly advise that any information you consider to be confidential is labelled as such. In the event that a request is subsequently made for disclosure under FOI the request will be dealt with in accordance with the legislation.
3. **Background**

**The UK Strategy for Financial Wellbeing**

* 1. MaPS has a statutory duty to develop and co-ordinate a national strategy to improve the provision of financial education to children and young people (CYP). Published in January 2020, the UK Strategy for Financial Wellbeing set a goal of 2 million more CYP to receive a meaningful financial education by 2030. To support delivery of the UK Strategy Financial Wellbeing goal for financial education, MaPS coordinates and builds knowledge and evidence; convenes stakeholders (including government, industry, funders and providers) to shape the financial education landscape; and amplifies what works as an affiliated member of the What Works Network.
	2. The Delivery Plans for England, Scotland, Wales and Northern Ireland set out the action needed to deliver that goal, including testing how to expand provision of teacher training, supporting practitioners working with CYP in vulnerable circumstances to embed financial wellbeing into the services they provide, and supporting more parents and carers to talk to and teach their children about money.
	3. Through this funding stream, we will enable organisations to test ways to improve practitioners’ knowledge, confidence and skills when delivering financial education provision in educational settings, and in other services and settings supporting children and young people in vulnerable circumstances.  There is also scope within this funding stream to scale up existing delivery of financial education to children and young people in vulnerable circumstances.
	4. The evidence generated through this programme will be used by MaPS to inform and shape policy, strategy and funding led by MaPS and others who are shaping (or who have the potential to shape) financial education provision.
1. **Soft Market Test Timetable**
	1. Please read this document and if you feel that your organisation is able to contribute to this exercise, please complete the questionnaire at the end of this document and return, via email to sophie.okusanya@maps.org.uk by 10am on **Tuesday 30th August 2022.**
	2. MaPs will also be hosting a virtual Early Market Engagement (EME) event in for this project on Thursday 8th September 2022. Please register interest to obtain joining instructions by contacting Sophie Okusanya at sophie.okusanya@maps.org.uk.
	3. MaPs appreciates that a significant effort will be required to participate in this process however this is a great opportunity for companies to help the organisation understand the art of the possible in this emerging market and help to shape the potential future procurement of this essential service. Potential responders will not be prejudiced in any future procurement processes by either responding or not responding to this soft market test exercise.
	4. Following receipt and consideration of the questionnaire responses, we may invite some responders to attend a bilateral session to present and discuss the response received. The selection of those invited to the bilateral sessions will be made based on which answers (to the questions posed in section 3) MaPS feels will best help to inform our (potential) full procurement process. A decision will then be made internally on the best procurement approach.
	5. The provisional timetable is provided below:

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| --- | --- |
| **Stage** | **Date** |
| Launch of soft market test | 15 Aug 2022 |
| Deadline for receipt of responses to soft market test | 30 Aug 2022 (10 a.m.) |
| Virtual EME event  | 8 Sept 2022 (10:30-11:30am |
| Bilateral Sessions | TBC |
| Call for Grant Launch | 28 Sept 2022 |

### Section 2: Identification of Requirement

1. **Current Situation**
	1. Many young people are entering adulthood unprepared for the money decisions and challenges that lie ahead. Around a quarter of 18- to 24-year-olds often borrow money to buy food or pay bills, and half feeling anxious thinking about money[[1]](#footnote-2).

* 1. Financial education works but many children and young people are not getting this vital learning. Children and young people who recall learning about money at school are more likely to save up frequently, have a bank account, and be confident managing their money. Children whose parents talk about money at home and give children some responsibility for money choices, while setting rules around spending, are more likely to have stronger financial capability[[2]](#footnote-3).
	2. However, less than half (48%) of the UK’s 10.1 million children receive a meaningful financial education at home or in school[[3]](#footnote-4).
	3. There is variation across the nations and regions across the UK, and schools with higher rates of pupils eligible for free school meals are less likely to deliver learning about money management[[4]](#footnote-5).
	4. Parents, teachers and others caring for children day-to-day do not all have the confidence, knowledge and skills to talk to and teach children about money. Fewer than 3 in 5 (58%) parents feel confident talking to their children about money[[5]](#footnote-6). Barriers to delivery in schools include lack of time, other curriculum priorities and concerns about insufficient skills or knowledge.[[6]](#footnote-7)
	5. Teacher training – including face-to-face and e-learning – increases teacher confidence, knowledge and skills across primary and secondary settings, and helps improve young people’s experiences of financial education and their money knowledge and skills[[7]](#footnote-8). However, not enough teachers access financial education teacher training, and engagement with training continues to be a challenge in the context of recovery from the Covid-19 pandemic[[8]](#footnote-9).
	6. Some CYP in vulnerable circumstances are at risk of having lower levels of financial capability or poor financial outcomes.  However, there is limited financial education targeted to this audience, and insufficient training/resources to help practitioners working with these CYP[[9]](#footnote-10).
	7. MaPS’ Children and Young People Pathfinder and Innovation Programmes, delivered in partnership with a range of organisations, built on the latest evidence relating to financial education provision. Overall, the programmes:
* provided further evidence of the effectiveness of teacher training to support improved confidence and skills, including through e-learning and face to face approaches and peer-to-peer delivery[[10]](#footnote-11); and
* demonstrated the positive impact of direct delivery financial education for young people in vulnerable circumstances, in both mainstream and non-mainstream settings, and the importance of ensuring interventions are well-targeted and help narrow the gap between CYP in vulnerable circumstances and their peers[[11]](#footnote-12) .
	1. While there is excellent work across the country to put this learning into practice, financial education programmes are not delivering for all.  More is needed to ensure these programmes reach all children and young people, address gaps in provision, meet the needs of young people in vulnerable circumstances and build capacity among teachers and other practitioners – while at the same time overcoming the challenges to delivery that arose during the Covid-19 pandemic.
1. **Our Requirements**
	1. MaPS is considering making available a total of £1.45m (£600,000 in 22/23 and £850,000 in 23/24) to support projects that develop and test approaches to improving the provision of financial education in schools and develop projects for children and young people in vulnerable circumstances.
	2. Proposals will be considered for projects that:
* Develop and test approaches to scaling and embedding training and support for practitioners in educational settings in **England, Scotland and Northern Ireland** – with a particular interest in reaching schools in areas of greater economic disadvantage; and
* Develop and test approaches to improving financial education for children and young people in vulnerable circumstances (VCYP), e.g. social workers, support workers, personal advisers and service leaders. We are interested in partnering with those already working to deliver outcomes in this space, but are also interested in supporting practitioners working with VCYP who wish to embed financial wellbeing into the services they provide.
	1. Proposals can include action to expand the reach of an existing project or activity or to develop and test new approaches and ideas. We welcome partnership bids where this will bring breadth of experience, innovation or greater reach.
	2. Projects can include any approaches that bidders can demonstrate are most likely to be effective – further detail about the lots is below.
	3. We expect all projects to be built upon – and include gathering evidence of – the views of direct and indirect beneficiaries, including children and young people and school/service leaders, teachers and practitioners.
	4. Throughout the project, successful bidders will be required to work collaboratively with MaPS and the Strategic Evaluation Partner to support the evaluation of projects funded through this programme. This will include requirements to assist with data collection and the development of key findings and insights.
	5. Projects will be expected to begin delivery in early January 2023 at the latest.
	6. We propose to approach the market with 2 lots:

**Lot 1 – expanding and embedding teacher training in England, Scotland and Northern Ireland** – funding would be available to support projects to develop and test sustainable models for delivering financial education teacher training at greater scale in England, Scotland and Northern Ireland.  This can include activity to:

* Develop/adapt teacher training interventions or enhance existing interventions, to address gaps in provision and meet demand.
* Develop and test approaches to embedding financial education teacher training within existing school improvement/teacher professional development systems. This could include, for example, working with Multi-Academy Trusts or Education Investment Areas in England, Area Learning Communities in NI and/or regional improvement collaboratives or local authorities in **Scotland**. Potential suppliers will be expected to bring/build partnerships that deliver on this objective – and plans for achieving this/existing partnerships should be detailed in proposals.
* Develop and test approaches to scaling effective financial education teacher training interventions in other ways, including testing ways to engage school leaders and teachers in accessing teacher training and other forms of support.
* Engage children and young people, teachers and school leaders in the design of teacher training and supporting resources so that provision meets their needs and addresses the current concerns and priorities of the target audience.

Projects should focus on engaging schools in areas with greater levels of economic disadvantage. Projects can focus on: target age group, specific needs, specific school leader/teacher cohorts.

Target audiences for activities to engage schools in accessing financial education training for their workforce could include:

* School governors, Academy trustees and leadership teams of Multi-Academy Trusts
* School leaders and their senior team
* Subject leaders or curriculum leads for financial education or other relevant subjects
* Classroom teachers across a variety of subjects and phases
* Other school staff including those providing pastoral support and careers education
* Local authorities
* School improvement bodies and networks.

Proposals can cover one or more nations (England, Scotland and/or NI). Potential suppliers will need to demonstrate their knowledge and understanding of the relevant policy and delivery landscape, and their ability to engage and reach education sector partners, school leaders and teachers in the target nation(s).

**Lot 2 – Developing provision for CYP in vulnerable circumstances (in England, Scotland, Wales and Northern Ireland), including developing and expanding upon practitioner training capabilities and resources** - piloting and developing financial education delivery/ training/ capacity-building for practitioners working with children and young people in vulnerable circumstances, and the development of scaling strategies where interventions are found to be effective.

We will seek partners operating in this space, such as specialist charities, to bid to develop training and support for practitioners and/or scale existing projects in one, or all four, nations across the UK, which will be evaluated for their impact and effectiveness. This can include activity to:

* Pilot and develop new practitioner training and capacity-building, or scale up existing interventions, where these are proven to be effective, to address gaps in provision and meet demand.
* Enhance and scale up existing delivery aimed at providing financial education to children and young people in vulnerable circumstances (direct delivery will naturally include the skilling up and training of practitioners working with these CYP).
* Develop and test approaches to engaging CYP in vulnerable circumstances.
* Involve the voice of children and young people in vulnerable circumstances in the process of designing and evaluating the interventions; either through direct delivery or through practitioner training.

Projects should focus on engaging practitioners who work with children and young people in vulnerable circumstances, including those in areas with greater levels of economic disadvantage. Projects can focus on: specific needs or vulnerabilities (e.g. care experienced CYP, CYP affected by domestic abuse, CYP with disabilities or learning support needs) or be addressing wider remits (e.g. CYP not in education, employment or training, CYP facing multiple barriers).

**Defining vulnerability**

MaPS identifies people in vulnerable circumstances as those who are especially susceptible to financial detriment for themselves or their family due to one or a combination of the following factors:

* a personal characteristic such as a serious mental health condition or cognitive impairment;
* the impact of a recent life event such as a recent bereavement;
* and/or a low level of skills required for good financial capability.

Some children and young people are at risk of having lower levels of financial capability when compared to their peers; others may require targeted or enhanced support due to their family circumstances and/or increased exposure to the risk of financial detriment. Taken together, the children and young people who may require targeted financial education and guidance include (but are not limited to) those who:

* + - are disabled or have a long-term illness (mental and/ or physical)
		- have lower levels of numeracy and literacy
		- have lower levels of social and emotional skills and/or behavioural issues
		- have special educational needs
		- are growing up in low-income or over-indebted households
		- are care-experienced, including in and leaving care
		- are young carers
		- are at risk of homelessness
		- are engaged in the youth justice system
		- are affiliated with gangs and/ or affected by youth violence
		- are experiencing/ have experienced domestic abuse
		- are experiencing digital exclusion
		- are affected by substance/ alcohol misuse
		- are young refugees

For the purposes of this work, the term ‘practitioner’ refers to all people who have a paid or volunteering role that requires them to work with child or young person, with the outcome of supporting the child or young person.

Therefore ‘practitioners’ and our desired target audience can include but is not limited to:

* Social Care teams/ social workers
* Early Help teams
* Family support teams
* Youth justice teams – YOTs /PRUs
* Youth workers (including youth club staff/ coaches for youth sports teams)
	+ Delivery staff at specialist charities
	+ Volunteers at specialist charities (e.g. Independent Visitors/ mentors)
	+ Healthcare professionals (e.g. doctors, psychotherapists, children’s wellbeing practitioners)
* Faith/ community leaders
* Young person IDVAs (independent domestic abuse advisors/ advocates)
* Foster Carers
	1. **Overall aims of the programme**:

In short, MaPS is looking for proposals that, taken together, will:

* + Build new evidence about what works to establish scalable and sustainable models for delivering financial education teacher training in Scotland, Northern Ireland and England.
	+ Develop new and better-evidenced programmes that support children and young people in vulnerable circumstances to access quality financial education, including through support and training for the practitioners that work with them.
	+ Help the sector to reach more school leaders, service leaders, teachers and practitioners, so they understand how financial education can support them to deliver on their priorities, they are inspired to prioritise financial education and are empowered and informed to act.
	+ Help the sector to reach more teachers and practitioners so that they feel more confident, skilled and knowledgeable about how to deliver quality financial education, understand where to go for further support and guidance, and are inspired to take action to improve their provision.
	+ Demonstrate the impact of provision on children and young people’s experiences of financial education and their financial wellbeing – supporting progress towards the goal of 2 million more children and young people receiving a meaningful financial education by 2030.

### Section 3: Supporting information

Please note: you do not need to resize the table; it will automatically adjust to fit your response.

## Section A: Organisation and Contact Details

|  |  |
| --- | --- |
| **Question** | **Response** |
| Name of your organisation |  |
| Registered office (if applicable) |  |
| Trading address (if different from office) |  |
| Name of person whom any queries relating to this questionnaire should be addressed |  |
| Telephone Number(s) |  |
| Email |  |
| Address if different to above |  |

## Section B: Questions

Potential Providers are requested to keep their answers concise and relevant, and not include superfluous information or promotional literature. Our preference would be no more than 4 A4 pages excluding any pictures/diagrams.

|  |
| --- |
| **Question** |
| Please briefly outline your thoughts on the proposed project(s).  |
| **Response:** |
| What risks should we be aware of when implementing a project of this type? |
| **Response:** |
| Given the scope and requirement – can you please comment on the feasibility of the proposed project timeline as per 2.7 |
| **Response:** |
| Please outline your thoughts on splitting the project into two lots - do you think this aligns with the structure of the market? |
| **Response:** |
| Do you have any comment/feedback on the scope of activity for the lots? |
| **Response:** |
| Do you fully understand the ‘target audience’ we are trying to reach? Is it a comprehensive list? |
| **Response:** |
| Please outline your thoughts on the objectives/outcomes listed in paras 2.9; is there anything else you would include or anything you would remove? |
| **Response:** |
| Please outline your thoughts on partnership with MaPS through a grant. |
| **Response:** |
| Is a three-week window for a response to the call for grant sufficient time? If no, please provide your thoughts on a sufficient time scale. |
| **Response:** |
| **In order to ensure bids from across the nations of the UK do you think that we should offer the call at national level or by geographical lots? Please provide your thoughts.** |
| **Response:** |
| **Is there any other feedback you would like to provide?** |
| **Response:** |

**-END-**

1. Analysis of the UK Adult Financial Capability Survey 2018. [↑](#footnote-ref-2)
2. [UK Children and Young People’s Survey – Financial Capability 2019](https://moneyandpensionsservice.org.uk/2020/01/21/uk-children-and-young-peoples-survey-financial-capability-2019/) (MaPS, 2020); [Children and Young People Financial Capability Deep Dive: Parenting](https://moneyandpensionsservice.org.uk/research-archive/) (Money Advice Service, 2018). [↑](#footnote-ref-3)
3. [UK Children and Young People’s Survey – Financial Capability 2019](https://moneyandpensionsservice.org.uk/2020/01/21/uk-children-and-young-peoples-survey-financial-capability-2019/) (MaPS, 2020) [↑](#footnote-ref-4)
4. Analysis of UK Children and Young People’s Survey – Financial Capability 2019; [COVID-19 School Snapshot Panel Findings from the June survey](https://www.gov.uk/government/publications/school-snapshot-panel-covid-19) (DfE, September 2021) [↑](#footnote-ref-5)
5. [UK Children and Young People’s Survey – Financial Capability 2019](https://moneyandpensionsservice.org.uk/2020/01/21/uk-children-and-young-peoples-survey-financial-capability-2019/) (MaPS, 2020) [↑](#footnote-ref-6)
6. [*Financial education in secondary schools in England*](https://www.moneyadviceservice.org.uk/en/corporate/financial-education-in-secondary-schools-in-england) (Money Advice Service, 2018) [↑](#footnote-ref-7)
7. [*Developing Financial Capability in Children and Young People: A Review of the Evidence*](https://masassets.blob.core.windows.net/cms/files/000/001/076/original/Developing_FinCap_in_CYP_%E2%80%93__evidence_analysis_v2.pdf) (Money Advice Service and My Pocket Skill, 2018); [*The impact of training teachers in financial education on the financial capability of the students they teach*](https://www.fincap.org.uk/en/evaluations/the-impact-of-training-teachers-in-financial-education-on-the-financial-capability-of-the-students-they-teach) (Young Enterprise/MAS/University of Edinburgh Business School, 2018); [*Financial Education Professional Learning for Teachers in Wales Pathfinder Project: Final Evaluation Report*](https://moneyandpensionsservice.org.uk/2022/05/11/financial-education-professional-learning-for-teachers-in-wales-pathfinder-evaluation/) (University of Edinburgh Business School/ Young Enterprise/ MaPS, 2021). [↑](#footnote-ref-8)
8. [*Financial education for 16 and 17 year olds: pathfinder evaluation*](https://moneyandpensionsservice.org.uk/2021/12/01/financial-education-for-16-and-17-year-olds-pathfinder-evaluation/) (Trust Impact/MyBnk/MaPS, 2021); [*Financial Education Professional Learning for Teachers in Wales Pathfinder Project: Final Evaluation Report*](https://moneyandpensionsservice.org.uk/2022/05/11/financial-education-professional-learning-for-teachers-in-wales-pathfinder-evaluation/) (University of Edinburgh Business School/ Young Enterprise/ MaPS, 2021). [↑](#footnote-ref-9)
9. [*Financial education provision mapping 2019 – final report summary*](https://maps.org.uk/2020/12/01/financial-education-provision-mapping-final-report-summary/) (MaPS, 2020) [↑](#footnote-ref-10)
10. [*Financial Education Professional Learning for Teachers in Wales Pathfinder Project: Final Evaluation Report*](https://moneyandpensionsservice.org.uk/2022/05/11/financial-education-professional-learning-for-teachers-in-wales-pathfinder-evaluation/) (University of Edinburgh Business School/ Young Enterprise/ MaPS, 2021) [↑](#footnote-ref-11)
11. [Children and Young People Financial Education Innovation and Evaluation Programme: Synthesis report](https://moneyandpensionsservice.org.uk/2022/03/11/children-and-young-people-innovation-programme-evaluation/) (Ecorys/ University of Bristol/ MaPS, 2022); [*Financial education for 16 and 17 year olds: pathfinder evaluation*](https://moneyandpensionsservice.org.uk/2021/12/01/financial-education-for-16-and-17-year-olds-pathfinder-evaluation/) (Trust Impact/MyBnk/MaPS, 2021); [↑](#footnote-ref-12)