

Index of training and materials which aim to support the children's workforce to reduce the impact of childhood poverty and disadvantage

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# Section one

Training courses

# 1. ATD Fourth World

Web-link	<a href="http://www.atd-uk.org/ukprogrammes/UKPa.htm">http://www.atd-uk.org/ukprogrammes/UKPa.htm</a>
Contact details	<a href="mailto:atd@atd-uk.org">atd@atd-uk.org</a> Tel: 0207 703 3231
Type of resource	Training and publications

## Brief description of available resources

ATD Fourth World engages with individuals and institutions to find solutions to eradicate extreme poverty. They were involved in a joint project (2005-07) between Family Rights Group (FRG), ATD Fourth World, and Royal Holloway, University of London. The project was funded by the Department of Health to bring together those with experience of poverty and those with responsibility for training social workers to develop and pilot training.

One outcome of the project was the SCIE e-learning course indexed below. Another was the report '*Getting the Right Trainers*' which is a useful and practical account of which topics related to poverty should be included in a social work course, and how they should be conveyed. It argues that many more parents would cope if problems associated with their poverty were taken seriously. Workshops based on this work can be commissioned from ATD Fourth World.

## Target Audience/s

Social workers and social work students

## Objectives

The *Getting the Right Trainers* report includes an account of the Learning Outcomes that were developed for the pilot training module (on Royal Holloway's PQ Child Care Award programme).

## Learning Outcomes

Knowledge about the reality of living in poverty and the effects on parents and children.

It was felt that social work students need to have an understanding of the following

- The effort it takes just to survive.
- The effects of things like poor housing.

- That the condition of a house doesn't always reflect whether or not children are neglected.
- Why social services are more often involved with people from backgrounds of poverty.
- That poverty is about more than just a lack of money, but that money is important too.

## Social workers' relationships with families – values and attitudes

It was felt that social work students need to understand and demonstrate the following:

### Being human

- The importance of building a trusting working relationship based on both parties having the child's best interests at heart.
- The importance of delivering services in a way that promotes dignity.
- What it is like in someone else's shoes – '*could you do better in our circumstances*'?
- The importance of not having preconceived ideas.

### Being real

- The importance of not making promises you can't keep.
- The importance of being honest about your ability to deliver what a family wants and the resources that you have available.
- The problem of accessing preventive support services when a family's need is poverty specific and does not necessarily fit neat eligibility criteria.

### Cultural awareness

- The importance of providing services that are open to a variety of cultures in order to prevent exclusion and segregation.
- The importance of enabling a mixed race child to have a mixed race social worker.
- The importance of using ethnic monitoring information to influence service development in the local area.

### Respecting rights

- That providing a service is 'not doing you a favour – families are *entitled* to services'

- The need for social workers to work in partnership with families and for families to work in partnership with social workers.
- The importance of not making parents passive partners, where the terms of partnership are decided by the social work agency alone.
- The importance of not setting people up to fail.
- The importance of informing people of their human rights and welfare entitlements.

## Good and bad practice regarding assessment and interventions

It was felt that social work students need to understand:

- The importance of taking the needs of all family members into account
- The anger that results from support (e.g. respite care and money) being offered to foster parents but not to birth parents.
- That, from the social worker's point of view, decisions last as long as a case is open, but for the parents, children and siblings in question, these decisions last a lifetime.
- The frustration created by the double standards of a social work agency blaming family members if the family can't achieve something, but blaming a lack of resources if a social worker can't achieve something.

## Other resources

ATD 4<sup>th</sup> World also produces reports on the lived experience of families in poverty e.g. *Voices for a Change* (2008), a peer research project on the experience of poverty in London

## 2. Capacity

Web-link	<a href="http://www.capacityltd.org.uk">www.capacityltd.org.uk</a>
Contact details	Margaret Lochrie, Director: 07785 918376
Type of resource	Training courses

### Brief description of available resources

Capacity is a training, research and practice consultancy providing strategic support to statutory bodies and other agencies involved in the creation of services for children and families. Their work is focused on providing strategies to increase social inclusion and to combat poverty.

Capacity has developed a one day poverty awareness training course which they deliver in-house and tailor to local plans and issues.<sup>1</sup> They offer other courses which can be delivered as linked modules or stand-alone, include *Strategies for Engaging Families Most in Need*, *Action and Progression Planning* and *Tools for Baseline and Outcome Assessment*.

The course was developed in the context of work with Barking & Dagenham where Capacity have provided awareness training about families who are at risk of poverty for all children's centre front line staff including those from partner organisations. The initial Child Poverty Awareness Training was provided to more than 90 people over a six month period and involved Strategic Leads of Integrated Family Services, Children's Centre Managers and Support Workers, Family Support Workers and Coordinators, Play and Language Workers and Coordinators, Nursery Staff, Jobcentre Plus Lone Parent Advisors, Job Brokers and Welfare Benefits Staff.

The training forms an integral part of Barking and Dagenham's Poverty Agenda which also includes benefits advice, housing benefits outreach, family support, training, job-seeking, and job brokerage.

The training was followed up by action planning to focus on those most at risk. A new phase of delivery is underway to create an evidence and outcome framework against which the success of the strategy in the borough can be measured.

### Length of course/s

1 day

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<sup>1</sup> One-day courses have been delivered to LA managers in Sunderland, Bristol, East Sussex and York



## Target Audience/s

Children's Services managers and at frontline Children's Centre staff as above.

## Objectives

### Course 1: Poverty Awareness

The aims of this course are to support those attending to:

- Understand the causes of poverty, including the relationship between education and skills deprivation, low pay and unemployment within the wider community.
- Understand the ways in which poverty and disadvantage are incorporated within personal and group identity, affecting self-esteem, family, workplace, school and community relationships.
- Understand the perspectives of those affected by poverty in relation to education and other helping services and the ways in which the values and assumptions of those delivering services may unintentionally create barriers.
- Create a children's centre strategy and "brand" which is effective in overcoming such barriers, incorporating effective communication tools and a clear set of values.

This takes the form of a one-day course of approximately 6 hours contact, supported by written and other resources. The optimum number of those attending would be 20, but the range could be 15 -25. There could be the option of an additional session at a later date to consolidate learning and review action.

### Course 2: Strategies for engaging hard to reach families

The aims of this course are to support those attending to:

- Understand the target group.
- Develop consistent and high quality tools for local consultation and needs assessment.
- Develop effective strategies for engaging those most disadvantaged, on terms of equality, empowerment and progression for parents.
- Understand "hard" and "soft" outcomes and begin to develop techniques for assessing baseline, impact and value-added.

This also takes the form of a one-day course, with an optional follow-up, as above.

## Course 3: Tackling Poverty and Disadvantage: Action Planning

This one-day course will support participants to develop sustainable and realistic action plans to address child poverty. Those attending will already understand the causes of poverty and its consequences for children and families. A key focus will be engaging parents in further education, personal development and employment. The aims are to support those attending to:

- Develop effective and appropriate tools for needs analysis, for use with existing and potential users; this will include robust baseline measures, qualitative interview methods within a user-led model of development.
- Formulate a progression model for parents, linked to the Every Child Matters framework and the general well-being of families but having, as it's primary emphasis, economic well-being and the elimination of child poverty.
- Develop thinking around techniques for quality assurance and process mapping, ensuring that families self-defined needs are at the forefront of the plan and that barriers to participation are effectively addressed.
- Think in terms of outcomes and develop a soft-outcome framework, to be used alongside other "hard" outcomes, providing a measure of distance travelled for individual users/families and groups of users.

### Sample programme/presentation

#### Capacity: Tackling Poverty and Disadvantage: Training Day

9.30am	Arrival: Coffee and tea	
9.45am	Introductions and aims of the working day	
9.55am	What do we mean by poverty?	Group exercise 1
10.20am	Why are people poor?	Group exercise 2
11.00 am	<i>Short Break</i>	
11.15 am	Poverty as a context for living	Group exercise 3
11.50am	Poverty and Discrimination	Group exercise 4
12.30pm	Barriers to reducing poverty	Group exercise 5
1.00 pm	<i>Lunch</i>	
1.40pm	Language, word and image	Group exercise 6
2. 30pm	Tackling poverty through children's centres	Group exercise 7
4.00pm	Next steps	

## Comment

The course materials are participative with exercises focused on participants' own views and understanding. They are also evidence-based and use material from British Social Attitudes, and JRF report *Experiences of Poverty and Educational Disadvantage*. Presentation slides are clear and to the point:

*Child-rearing practices among poor families may be grounded in a “material and social reality” which, because of negative experiences, can lead them to disinvest from education and other services.*

Ensuring children are equipped to deal with instability, injustice and hardship often clashes with the values that structure new family policy initiatives.

Parenting, class and culture: exploring the context of childrearing  
ESRC Families and Social Capital Project

## Source of this information

Capacity website; interview with Margaret Lochrie, Director; course outlines and powerpoint presentation provided by originator.

### 3. Child Poverty Action Group

Web-link	<a href="http://www.cpag.org.uk">http://www.cpag.org.uk</a>
Contact details	Tel: 020 7837 7979 Fax: 020 7837 6414 <a href="mailto:info@cpag.org.uk">info@cpag.org.uk</a>
Type of resource	Training courses (see also section 2: toolkits, publications and other resources)

#### Brief description of available resources

CPAG's training courses cover all aspects of welfare benefits, tax credits and the welfare rights system. This year they have new courses on employment and support allowance, local housing allowance, and students and debt.

CPAG also provides certain combinations of training including introductory courses for those new to welfare rights work, for example, 'An introduction to welfare rights' and 'Benefits for ill or disabled people' as well as two-day combination courses on related subjects including:

- 'Looked-after children, their carers and families' and 'Benefits for young people'.
- 'Child tax credit and working tax credit' and 'Calculating tax credits'.
- 'Community care and social security' and 'Benefits for carers of sick and disabled people'.
- 'Claims backdating and challenging decisions' and 'Overpayments and recovery of benefit'.
- 'Students and benefits – eligibility and definitions' and 'Students and benefits – treatment of income'.

#### Length of course/s

Variable. Full introductory course is 5 days; 'Benefits for ill or disabled people' is 2 days. One day or two day combinations as above.

#### Target Audience/s

Those providing welfare rights advice as part of their role. CPAG also offer a two-day course is aimed at professionals who work with clients for whom benefits are an issue but who will not be advising on benefits themselves (e.g. social workers, supported housing workers, day centre staff and lawyers).

## Objectives

Source of this information vary according to course. All address aspects of welfare rights.

## Sample programme/presentation

### An introduction to welfare rights

Course participants who book for the whole week receive a complimentary copy of CPAG's *Welfare Benefits and Tax Credits Handbook*.

This week-long course is aimed at advisers, social workers, probation workers, health and housing workers and others new to welfare benefit advice work.

This course is designed to give participants an understanding of the structure of the benefit and tax credit system, ability to identify the issues that may affect entitlement and an appreciation of the importance of advice and advocacy. The emphasis is on tackling benefit questions through case studies, including how to calculate entitlements, and providing participants with the chance to practice using the handbook.

The course covers:

- |           |  |
|-----------|--|
| Day one   | Benefits overview<br>An overview of the benefits and tax credits system and problem-solving using the <i>Welfare Benefits and Tax Credits Handbook</i> .                       |
| Day two   | Working-age benefits – eligibility<br>Who is eligible for income support (IS), jobseeker's allowance (JSA) and employment and support allowance (ESA), claims and assessments. |
| Day three | Working age benefits – amounts<br>Calculating IS, income-based JSA and income-related ESA.   |
| Day four  | Housing benefit (HB)<br>Who is eligible, calculating HB, claims, and an overview of council tax benefit.   |
| Day five  | Tax credits<br>Who is eligible, calculating tax credits, claims and payments.  |

## Comment

All courses are CPD accredited. Training takes place either at CPAG's own specially-designed training rooms or (by arrangement) "in-house" at the premises of other organisations. Information on fees available from CPAG web-site.

## Source of this information

Information taken from web-site.

## 4. Child Poverty Solutions Wales

Web-link	<a href="http://childpovertysolutions.org.uk">childpovertysolutions.org.uk</a>
Contact details	Mark Chapell SCF 02920 803254
Type of resource	Training/awareness raising

### Brief description of available resources

Local Authorities and Child Poverty is a half day awareness raising workshop developed by SCF Wales which has been delivered to a range of local authority staff. The session includes a mix of different elements that can be adapted for different audiences. The workshop is divided into three sections:

Facts and figures about child poverty – 30 mins

Defining child poverty and the potential positive impact of local authorities – 90 mins

How poverty can impact on children – 30 mins

### Length of course/s

2 ½ - 3 hours

### Target Audience/s

The session is intended to raise awareness of child poverty within the context of a Local Authority setting and can be delivered to a mix of Local Authority staff and other community members where applicable e.g. Community First Partnership Board.

### Objectives

- To enable participant to develop a general understanding of the nature, extent and effects of child poverty.
- To assist participants in exploring how Local Authorities can assist in addressing child poverty.
- To identify aspects of responsibility within their own departments which can have indirect and direct effects on child poverty.

## Sample programme/presentation

### How poverty can impact on children

#### Objectives:

To identify the impact of poverty on individual children and raise awareness of issues of stigma and inequality of opportunity.

#### Duration:

30 minutes

#### Materials:

Role cards, list of statements

#### Introduction:

This session brings to life the impact of child poverty on children and young people living in Wales today and the trainer needs to be aware that session needs to be treated with sensitivity and awareness of participant's own circumstances.

#### Trainers' notes:

Hand out role cards to each participant and ask them to take a minute to read their character's circumstances, but not to share this information with anyone else.

Ask them to listen to the following questions and imagine how they apply to their character. Again, ask participants not to share this information with any other participant.

- What was your childhood like?
- What sort of house do you live in?
- What kind of games do you play?
- What do your parents do?
- What is your everyday life like now?
- Where do you socialize?
- What is your school life like?
- How much pocket money do you get each week?
- What do you do in your holidays?
- What excites you and what are you afraid of?

Ask everyone to go outside into a large space and to stand in a line all facing the same direction. Ask them to listen to the statements on handout. Every time participants are able to answer yes to a statement, ask them to take a step forward. If the statement does not apply to them, ask them to stay where they are. At the end of the exercise, some participants should be much further forward than others. Try and divide the cards equally according to the number of participants, so as to have an equal number of potentially 'advantaged' and 'disadvantaged' children and young people.

Debrief the exercise – ask the group the following questions:

- How did people feel about stepping forward/or not?
- For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as you were?
- Can people guess each other's roles? – let them say who they are
- How easy or difficult was it to play a role – how did you imagine what the person they were playing was like?
- Does this mirror society in any way?

**References:** This exercise has been adapted from an exercise on the Compass Human Rights Education website: [http://eycb.coe.int/compass/en/chapter\\_2/2\\_21.html](http://eycb.coe.int/compass/en/chapter_2/2_21.html)

## Comment

The SCF Wales workshop uses quizzes and group exercises to actively engage participants in thinking about child poverty and the strategic role of local authorities in addressing it. It discusses 'service poverty' and 'participation poverty' as well as income poverty and the material deprivation that results from this. The section on the impact of poverty on children (see above) uses an exercise which could be equally well used with frontline staff working with children and families. Some of the materials are Wales-specific but Save the Children is now offering an adapted version of this training to local authorities in England.

## Source of this information

Website, interview with Mark Chapple and Simone Spray (SCF)



## 5. Church Action on Poverty

Web-link	<a href="http://www.justchurch.info">www.justchurch.info</a>
Contact details	Liam Purcell, Communications and Supporter Relations Manager <a href="mailto:liamp@church-poverty.org.uk">liamp@church-poverty.org.uk</a>
Type of resource	Training/awareness raising

### Brief description of available resources

*Just Church* is a free programme for use by churches, Christian groups and ecumenical bodies. *Just Church* is made up of 12 modules, some designed for particular groups, such as those working with children and young people. Church Action on Poverty offers short training workshops introducing the *Just Church* programme, giving pointers for group leaders, and suggesting ways of using the materials (around 20 of these have been delivered around the country in the last two years). The programme is available on line, in hard copy and as a DVD (which contains additional multi-media material). Since its launch in 2008 there have been around 200 orders for printed copies and around 700 downloads of the digital version.

### Length of course/s

Each of the 12 modules is planned to fill a 90 minute session with a group of 6-10 people.

### Target Audience/s

**Church members.**

### Objectives

Just Church is designed to help people embed a concern for poverty and social justice issues in the life of their community. Each session aims to raise awareness of poverty, increase people's knowledge and encourage groups to put their learning into action.

### Sample programme/presentation

The 12 modules are:

- |   |  |  |
|---|--|--|
| 1 | Just Getting Started (Section 1: Just Faith) | <a href="http://www.justchurch.info/modules/01gettingstarted.html">www.justchurch.info/modules/01gettingstarted.html</a> |
| 2 | Just Jesus                                   | <a href="http://www.justchurch.info/modules/02jesus.html">www.justchurch.info/modules/02jesus.html</a>                   |
| 3 | Just Bible (Section 2: Just Church)          | <a href="http://www.justchurch.info/modules/03bible.html">www.justchurch.info/modules/03bible.html</a>                   |

4	Just Congregation	<a href="http://www.justchurch.info/modules/04congregation.htm">www.justchurch.info/modules/04congregation.htm</a>
5	Just Worship	<a href="http://www.justchurch.info/modules/05worship.html">www.justchurch.info/modules/05worship.html</a>
6	Just Prayer and Spirituality	<a href="http://www.justchurch.info/modules/06prayer.html">www.justchurch.info/modules/06prayer.html</a>
7	Just Children (Section 3: Just World)	<a href="http://www.justchurch.info/modules/07children.html">www.justchurch.info/modules/07children.html</a>
8	Just community	<a href="http://www.justchurch.info/modules/08community.html">www.justchurch.info/modules/08community.html</a>
9	Just living	<a href="http://www.justchurch.info/modules/09living.html">www.justchurch.info/modules/09living.html</a>
10	Just money	<a href="http://www.justchurch.info/modules/10money.html">www.justchurch.info/modules/10money.html</a>
11	Just transformation	<a href="http://www.justchurch.info/modules/11transformation.html">www.justchurch.info/modules/11transformation.html</a>
12	Just action	<a href="http://www.justchurch.info/modules/12action.html">www.justchurch.info/modules/12action.html</a>

The materials provided include facilitator's notes, group exercises, quizzes, suggestions for Bible study. The sample handout included here is from Module 1.

*Handout 1: Poverty is...*

"It is embarrassing being in poverty. To be poor is to be written off."

"Poverty is... wondering if you can take the night bus... having no music... carrying heavy bags with food in to save fares... being unable to afford magazines, books, a camera, film... living with badly designed equipment... waiting for any of the reduced items in Sainsbury's... being given endless bowls of soup and cups of tea when what you want is a proper meal."

"The poor are poor in comparison with other members of society. They are excluded from sharing in the normal life of their country."

"A family is poor if it cannot afford to eat."

"Poverty is a 17-year-old who can never afford to go to a disco."

"Poverty means having no choice. If you're lucky you can afford the cheapest things."

"Poverty is not only about shortage of money. It is about rights and relationships; about how people are treated and how they regard themselves; about powerlessness; exclusion and loss of equity."

"Poverty is where millions of people die of starvation."

"Poverty is being forced to settle down and give up your Traveller way of life and being taught nothing about your own history but all the time learning about settled people's. It's being told all the time that there is something wrong with being a traveller."

## Comment

The materials developed for this course are very good and all – except the DVD clips – can be downloaded from the website. Obviously as a whole course it is designed for a specific Church audience, but many of the activities and handouts would make excellent resources for raising awareness of poverty in the children's workforce and elsewhere. The 'snakes and ladders' game in the Just Money module and the discussion materials on food poverty and fuel poverty in the Just Living module are particularly good.

There has been some informal evaluation of the materials through feedback forms returned by churches who have used them, but nothing more in-depth at this stage. The research and statistics are a little out of date, but the programme was designed not to be too dependent on information that could become obsolete, so most of it is still useable.

## Source of this information

Course materials on the website; E-mail exchange with Liam Purcell.

## 6. Citizens Advice

Web-link	<a href="http://www.citizensadvice.org.uk/index/adviser_resources/advisertraining.htm">www.citizensadvice.org.uk/index/adviser_resources/advisertraining.htm</a>
Contact details	<a href="mailto:adviser.training@citizensadvice.org.uk">adviser.training@citizensadvice.org.uk</a> Tel: 0113 224 5824
Type of resource	Welfare benefits training courses

### Brief description of available resources

Citizens Advice offer a programme of training courses for advisers and specialist case workers in the areas of welfare benefits, tax credits and employment law. Most courses carry Continuing Professional Development (CPD) hours. Courses are regularly delivered in Leeds, Birmingham, Manchester, London, Liverpool and Cardiff or can be commissioned for in-house delivery.

### Source of information

Website

## 7. Daycare Trust

Web-link	<a href="http://www.daycaretrust.org.uk/pages/training-ervice.htm">http://www.daycaretrust.org.uk/pages/training-ervice.htm</a>
Contact details	2nd Floor, Novas Contemporary Urban Centre, 73-81 Southwark Bridge Road, London, SE1 0NQ E-mail: <a href="mailto:training@daycaretrust.org.uk">training@daycaretrust.org.uk</a>
Type of resource	Training courses and publications (particularly on costs of childcare).

### Brief description of available resources

Daycare Trust provides training for the childcare sector including Local Authority Early Years Teams, Family Information Services, Children's Centres and other childcare organizations. Their range of courses includes practical courses for advisers on help with childcare costs and encouraging the take-up of childcare as well as strategic courses to support local authorities and providers to meet the duties of the Childcare Act and develop and deliver high quality early years and childcare services. Courses can be delivered in house for groups of up to 15 people. Adviser courses are offered as open training in London. These include:

- **Help with childcare costs.**  
This course gives advisers an overview of the help parents can get with the costs of childcare using case studies and group work to show how the different types of help work in practice.
- **Understanding Tax Credits:**  
This half day workshop focuses exclusively on tax credits with a particular emphasis on the childcare element of Working Tax Credit.
- **Meeting the childcare needs of parents through information and brokerage.**  
This offers practical guidance to advisers to support parents to identify and access the right childcare.
- **Encouraging take-up of childcare services by Black and Minority Ethnic (BME) communities.**  
Looks at ways to reach out to and engage with BME parents to encourage take-up of childcare services.

Daycare Trust is currently offering FREE training for voluntary and community sector advisers on 'Childcare information and advocacy' and 'Help with childcare costs'

More information from the Daycare Trust's training guide:

[http://www.daycaretrust.org.uk/data/files/Training/training\\_guide\\_200910\\_web.pdf](http://www.daycaretrust.org.uk/data/files/Training/training_guide_200910_web.pdf)

## Length of course/s

All the above are full day courses apart from 'Understanding Tax Credits' which is a half day.

## Target Audience/s

Courses are targeted to the specific needs of different audiences, from Family Information Officers and advice workers who work directly with parents to the more strategic roles within local authorities. The above 'Adviser courses' are recommended for: Family Information Service officers, children's centre staff, Jobcentre Plus advisers and employment support workers (e.g. Flexible New Deal advisers), generalist advisers, home/school support workers, parent support workers, family liaison officers, community workers, outreach workers

## Comment

Daycare Trust also has a consultancy service and conducts a range of research and policy work. It publishes a regular Childcare costs survey on the cost and availability of childcare in Britain, the most recent version of which can be downloaded from their web-site:

<http://www.daycaretrust.org.uk/news.php?id=25>

They run a Parent Information line 0845 872 6251 Open Mon, Tue, Thu and Fri 10.00am-1.00pm and 2.00-5.00pm, Wed 2.00-5.00pm.

## Source of this information

Website and phone interview with Jan Burt.

## 8. Gingerbread

Web-link	<a href="http://www.gingerbread.org.uk/portal/page/portal">http://www.gingerbread.org.uk/portal/page/portal</a>
Contact details	<a href="mailto:training@gingerbread.org.uk">training@gingerbread.org.uk</a> Tel: 0870 224 1373.
Type of resource	Welfare benefits training courses

### Brief description of available resources

Gingerbread provides a training course on Single Parents and Tax Credits at introductory and intermediate levels. This is offered free to voluntary and community sector staff. The basic level course covers:

- The basic conditions of entitlements to Child and Working Tax Credit.
- How tax credits are made up.
- How the means test works.
- What changes need to be reported and when.
- How childcare costs are treated.
- The process for making final decisions on awards at the end of the tax year.
- An overview of the possibility of challenging a decision on tax credits.

They also offer commissioned courses on Rights for pregnant teenagers and young parents and Rights for young parents leaving care. The former covers:

- The state benefits available, including rules for under 18s and under 16s, provision for care leavers, new rates and the Healthy Start scheme.
- How to access and challenge the state benefits system.
- Employment rights, including current maternity rights.
- State benefits and work, including protection from discrimination.
- State benefits and training, including access to the Education Maintenance Allowance.
- Help with childcare, including information on Care to Learn,

### Source of information

Website

## 9. Inclusion

Web-link	<a href="http://www.cesi.org.uk/">http://www.cesi.org.uk/</a>
Contact details	<a href="mailto:info@cesi.org.uk">info@cesi.org.uk</a> General enquiries: 020 7582 7221
Type of resource	Training on welfare to work and social inclusion

### Brief description of available resources

Inclusion offer a core training programme on welfare to work including *Understanding Welfare to Work; Understanding the employment and support allowance* and *Young Person's Benefits*. They also offer bespoke training to organizations on a range of topics including *Localising the Child Poverty Ambitions of government* and *Developing a Financial Inclusion Strategy*.

Relevant publications include Handbooks on Welfare to Work and Young Person's Benefits.

Inclusion also provide research and consultancy on related topics including child poverty. They co-developed (with CPAG) a Child Poverty Toolkit (see CPAG entry).

### Source of information

Website and interview with Natalie Branosky.



## 10. NEA

Web-link	<a href="http://www.nea.org.uk/publications">www.nea.org.uk/publications</a>
Contact details	<a href="mailto:malcolm.dove@nea.org.uk">malcolm.dove@nea.org.uk</a> 0191 2615677
Type of resource	Training and resources to raise awareness of fuel poverty

### Brief description of available resources

NEA the national fuel poverty charity has been working within the children's sector to increase awareness of how fuel poverty impacts on the well-being and life chances of low-income families with children and has produced a range of simple resources under the heading of 'a cold damp home is a danger zone' which are freely available from its website. The programme aims to raise awareness amongst policy makers and practitioners of the impact of fuel poverty on vulnerable families with children living in cold damp housing, explores the links with broader children's outcomes and provides guidance on how partnership and referral developments can help to achieve mutual outcomes.

NEA provides both Open Access courses where individual bookings are accepted as well as in-house courses. Courses can also be tailored courses to meet specific needs. The courses include:

Energy Awareness 6176-01 (3-Day Course): For those involved generally with fuel poverty and providing energy advice in the home, leading to the City & Guilds 6176 examination.

#### Introduction Energy Awareness 1-Day Course:

This one day course aims to give participants a basic knowledge of energy efficiency and providing energy advice.

#### Train the Trainer – Keep Warm Save Money:

Aimed at those working within the community and commissioned with delivering presentations or briefings on fuel poverty and/or energy efficiency issues.

#### Take Control:

Raising awareness and understanding of the impact of poor housing conditions on health and the environment.

## Modular Energy Awareness & Fuel Poverty:

Foundation level training for all. Specific modules identified for specific groups. Delivered over 1 or 2 days and to include an assessment of understanding. (Accreditation under discussion with City & Guilds).

### Elected Members:

Introductory level (two/three-hour session) Specifically aimed to inform Local Councillors on energy issues, thereby enabling councillors to provide assistance to individual constituents experiencing problems related to keeping warm and healthy at an affordable cost. Includes a comprehensive information pack.

## Objectives

To raise awareness of fuel poverty, in particular to increase understanding of how fuel poverty exacerbates problems faced by vulnerable families. Malcolm Doves explains:

*'As part of our programme we highlight things that practitioners might hear, see or even feel that may highlight a fuel poverty problem as it may not be obvious – we talk about income, housing conditions, access to fuel, health, educational attainment, social exclusion and so many other things. We also provide checklists that can be prompts to improve practice and also encourage agencies to improve processes around the Common Assessment Process (CAF) to identify problems and improve practice responses.'*

*A notable difficulty facing those working in the field is that they have so many other things they are looking out for that the impact of a cold home/lack of fuel on the child may be overlooked (for example: this may be obvious in cold weather if you enter a cold home on a visit, but would you be able to identify lack of fuel in warmer months unless you asked the right questions – probably not). Being realistic we can't expect children's practitioners to be poverty experts. However given the right tools we can prompt them to ask the right questions to be able to identify a problem such as fuel poverty and have the skills and knowledge to signpost the household on to an appropriate source of expert help and assistance as part of a more holistic response to the needs of families with children.'*

## Comment

An evaluation of the programme is currently being carried out.

NEA also provide policy briefing and fuel poverty facts on their website and are building a fuel poverty research database accessible on their web-site

## Source of this information

Website and phone interview with Malcolm Dove.

# 11. Reading Local Authority

## Web-link

## Contact details

Melani Oliver - [Melani.Oliver@reading.gov.uk](mailto:Melani.Oliver@reading.gov.uk)

## Type of resource

01189390580

Training programmes derived from U.S. model from Aha! Process

## Brief description of available resources

The Framework for Understanding Poverty (FW4UP) is a US based programme that aims to provide practical, real-world support and guidance to improve staff's effectiveness in working with people from all socioeconomic backgrounds. In a pilot initiative, Reading provided an initial round of training in the Framework for Understanding Poverty (2 days) in the autumn term 2007 to a group of 63 staff from schools and children's centres. A second round of training was provided in late May 2008 to an additional group of Reading staff.

*A Framework for Understanding Poverty* was developed in the USA by Ruby Payne and has attained strong popularity among educators. Payne's company (*Aha! Process*, <http://www.ahaprocess.com/>) has expanded to meet the increased demand, offering training sessions, workshops, DVDs and audiotapes. In addition to her original 1995 book, Payne has produced many training guidebooks and articles on the application of her thinking to various aspects of schooling. *Aha! Process* certifies trainers. The programme is in use across the United States, and has now extended to Australia, New Zealand and, with the Reading pilot, England. The intent of the two-day *aha! Process* training programme is to help teachers better understand their pupils and learn new approaches for helping them. At the core of Payne's philosophy is a set of "hidden rules among classes", which purport to explain how each of three classes (poverty, middle class and wealth) understand time, love, money, language, food, humour and so on. Payne suggests that in schools, where middle-class teachers are often teaching poor pupils, class-based misunderstandings are rampant. She argues that teachers must learn to understand the habits, beliefs and behaviours that exist in many poor families if they are to recognize the obstacles that such children face. FW4UP and the accompanying support materials are intended to give teachers this kind of understanding, particularly in dealing more appropriately with children and families in generational (as opposed to situational) poverty. Once teachers understand the hidden rules of poverty, the next step is to teach poor pupils about the hidden rules of the middle class, to provide choices. Children would learn that to succeed in school (or later in a job) they must learn such strategies and behaviours as how to speak in a "formal register," how to keep a schedule, and how to reduce impulsive behaviour (particularly physical retaliation). Once teachers have been given the Framework, with its clear distinctions between beliefs and behaviour in the three classes, the training programme goes on to present a variety of more specific tactics for teaching the "what, why and how", along with lesson design and assessment.

In 2009 two Reading head teachers went to the USA to be trained as trainers for the Framework for Understanding Poverty. Training has subsequently been rolled out with a view to it being provided to all Reading schools.

## No Child Left behind

In order to strengthen and deepen the impact of the Framework for Understanding Poverty, Reading is running a number of programmes to help teachers learn, use and evaluate instructional strategies under the title *No child left behind*. The model of training is a sustained action learning based course, where 2 teachers (who have already received the initial Framework for Understanding Poverty training) from each of 10-12 participating schools come out of school for a series of modules which introduce the instructional strategies with an action research methodology, where teachers learn the strategies, implement them on the job, track progress of individual pupils, evaluate them and then reflect on the evaluation with other participants on the programme. Reading is also implementing a programme designed to help children and young people with special educational needs called *Under Resourced Learners*.

## Bridges out of Poverty

The Framework for Understanding Poverty has a sister programme called Bridges out of Poverty. This uses the same concepts but provides them in a way that helps the wider children and families workforce make use of them. There are three courses which supplement the Bridges programme:

*Getting Ahead in a Just-Gettin' By World*, This programme is used to guide people on the lower rungs of the economic ladder as they work toward economic stability. Working in a group with a facilitator, people who attend this programme develop a series of mental models to examine their own lives and create new future stories which help them to move out of poverty.

*Circles*: The mission of Circles is to build relationships across race and socio-economic class lines in order to realise more positive life outcomes for families living in poverty. By establishing a broader base of middle and upper middle class citizens who are close to people in poverty, people in poverty begin to access broader networks to support their own self-sufficiency, and this builds community cohesion and improves outcomes for individuals.

*The R Rules*: This is a programme for vulnerable teenagers that builds on Ruby Payne's work. It aims to help teenagers: recognise and build individual resources; recognise and use patterns to predict, problem-solve, and plan; work with hidden rules, including how to manage financially and seek employment; access community resources; and develop a plan for the future. It has been successful in reducing teenage pregnancies.

Reading has trained two members of staff as trainers for Bridges out of Poverty.

## Comment

The initial pilot was evaluated in 2008 by John Stannard and Nancy Watson (funded by The Sutton Trust). The current programme is being evaluated by NFER.

## Source of information

Evaluation report, Aha process website and interview with Melani Oliver

## 12. SCIE

Web-link	<a href="http://www.scie.org.uk/publications/elearning/poverty/index.asp">http://www.scie.org.uk/publications/elearning/poverty/index.asp</a>
Contact details	Colin Paton 020 7089 6878
Type of resource	e-training course

### Brief description of available resources

Poverty, Parenting and Social Exclusion e-learning course. 9 modules

Produced in 2008, this was one of the first e-courses SCIE produced. It was designed by Anna Gupta, Jane Tunstall and James Blewitt. ATD Fourth World helped SCIE to successfully involve the families in this project to peer review the resources, advise on their content and appear in a series of video interviews, where they shared their insights into living with poverty.

### Length of course/s

Each module is intended to take between 20 and 30 minutes to complete on-line.

### Target Audience/s

These resources are suitable for students studying towards the Social Work degree, educators and practising social workers.

### Objectives

#### **Module 1 - Poverty is....**

This learning object will help you to:

- Describe some of the practical ways in which poverty and social exclusion affect the lives of families with children in the UK
- Describe some of the emotional and psychological impacts of poverty and social exclusion on the lives of families with children

#### **Module 2 - Choices....what choices**

Following the completion of this learning object, students will be able to:

- Develop your understanding of the ways poverty and social exclusion impact on the lives of children and families in the UK

- Describe some of the support services and networks that can help families living in poverty

### **Module 3 - What is Poverty-ism**

This learning object will help you to:

- Explore 'povertyism' and some ways in which people living in poverty in the UK experience discrimination and oppression
- Develop your understanding of ways in which social work practitioners and agencies can compound 'povertyism'

### **Module 4 - Service user perspectives on good practice**

This learning object will help you to:

- Understand how good practice with families living in poverty is built on positive professional attitudes
- Understand how fundamental attitudes, such as respect and trust are valued by parents
- Explore some of the steps practitioners can take to promote positive relationships with parents

### **Module 5 - Values, parenting and professional roles**

This learning object will help you to:

- Develop an understanding of the values that you bring to working with families in poverty
- Reflect on how these values might impact unhelpfully on understanding parental behaviour
- Become aware of your responsibilities for ethical practice as supported by your professional codes of conduct

### **Module 6 - Incorporating an understanding of poverty into assessments**

This learning object will help you to:

- Develop your understanding of the ways poverty and social exclusion impact on the lives of children and families in the UK
- Describe some of the support services and networks that can help families living in poverty

### **Module 7 - What resources can you access to help you support families**

This learning object will help you to:

- Reflect on the impact of poverty on parental capacity and child development in the context of safeguarding children
- Develop your understanding of resources to support families living in poverty
- Increase knowledge of access to and availability of resources to support families

### **Module 8 - How sensitive to poverty and social exclusion are you in your daily practice?**

This learning object will help you to:

- Develop your understanding of the values that you bring to working with families living in poverty
- Reflect on how your values and behaviours might impact on families living in poverty with whom you work
- Explore sensitive ways of working with families that are consistent with anti-oppressive, partnership-based practice

### **Module 9 - How can your agency support you in accessing knowledge to be poverty aware?**

This learning object will help you to:

- Understand key aspects of the potential role played by the agency as well as an individual member of staff in maximising understanding and addressing the relationship between poverty, social exclusion and parenting
- Identify the agency and organisational support on which you should be able to count in your work with parents
- Be able to feel confident in exploring, along with colleagues, a number of ways in which your agency can increase its capacity to be 'poverty aware'

## Sample programme/presentation

Taken from: Module 3 Choices....what choices?

*Parents living in poverty face a complex set of stressors, at individual, family and community levels that make parenting more difficult (Ghate and Hazel, 2002).*

*Families living in Britain experience poverty in very diverse ways. For some it may be transient, for others persistent or recurring, with changes in circumstances either compounding their stresses or offering help to survive or a route out of poverty (Smith and Middleton, 2007).*

Through the use of a case study we explore some of the difficult choices faced by parents in poverty, as well as support services that could help parents cope. After each of the brief vignettes (Vignettes are short illustrative scenes or incidents from a biographical account or movie.) about Selina and her family's situation, you will be asked to think about what she should do and then pick one of the options.

Selina is a woman of mixed parentage, with three children - Lewis (12), Kyra (8) and Joshua (5). She became a single parent three years ago following the death of her partner. Selina has suddenly just been made redundant as the company she was working for closed down. The family live in privately rented accommodation.

What do you think Selina's options are for supporting her family and herself?

- Selina could look for another job and, in the interim period, rely on her savings and/or redundancy payments.
- Selina could look for alternative employment and, in the interim period, apply for state benefits.
- Selina could look for alternative employment and, in the interim period, borrow money.

## Comment

SCIE do not have information on the level of use of their e-learning courses. Downloads of between 400 and 500 a month occur from the SCIE website but courses can also be accessed via other servers. The poverty course is 'not the most popular' and e-mail feedback suggests that it is accessed mostly by HE students. Service users were actively involved in development of the materials and the course was peer reviewed. At the time it was developed the SCIE e-learning advisory group was very Higher Education focused and the course was developed specifically to address an identified gap in social work degree courses. However, it is written plain English and would be accessible to children's workforce practitioners at most levels, for example NVQ level 2. Courses are normally updated every 2



years and 'Poverty, Parenting and Social Exclusion' is due for an update but is not being made a high priority due to its low uptake.

There has been no evaluation of the module but SCIE have recently commissioned an overall evaluation of their e-learning materials as well as a three year evaluation (with the University of Sussex) of their law and social work course.

A new e-learning readiness survey conducted for SCIE by IPSOS/Mori has just been published repeating a survey from 2006. Its findings are relevant to all those concerned with the professional development of the children's workforce. The survey involved 545 social care employers 248 employees. Initial conclusions from the report are that attitudes towards e-learning as a training method are largely positive (significantly more so than in 2006) and this is largely to do with the perceived benefits of flexibility, cost and time. While face-to-face training is still the preferred option of employees there is increased willingness to make e-learning a significant element of training subject to the availability of good resources. Barriers to the growth of e-learning within the sector include scarcity of effective e-learning resources, lack of IT access, lack of IT skills/confidence and some employees/employers remaining unconvinced about the usefulness of e-learning.

## Source of this information

Website; Interview with Colin Paton; E-readiness report 2010

## 13. Shelter

Web-link	<a href="http://england.shelter.org.uk/professional_resources">http://england.shelter.org.uk/professional_resources</a>
Contact details	<a href="mailto:info@shelter.org.uk">info@shelter.org.uk</a>
Type of resource	Training courses; on-line practice guidance; telephone advice line

### Brief description of available resources

Shelter offers a wide range of training courses. Those most directly relevant to child poverty are course on topics such as young people and homelessness, family homelessness, housing debt etc. Shelter also provides comprehensive training for those providing advice on housing and homelessness. For example a four day Foundation Course on Housing Advice offers: *' A comprehensive introduction to the most important aspects of housing aid and advice work. Delegates will gain the legal knowledge and practical skills required to determine housing status and become familiar with the principles, processes and duties inherent in the homelessness legislation.'*

Shelter's website also offers good practice downloads on a range of topics and their Children's Service provides information on preventing homelessness and other family housing issues and a dedicated telephone advice line for agencies working with families who are experiencing housing problems. This service is free, confidential and independent and available on 0845 421 4444 from 8am-8pm, Monday-Friday.

Publications available for download from the web-site include:

- [Engaging with homeless children - guidance for childrens centres \(Updated March 09\)](#)
- [Engaging with homeless children - guidance for education professionals \(April 2008\)](#)
- [Against the Odds \(November 2006\)](#)
- [Chance of a Lifetime - The Impact of Bad Housing on Children's Lives \(November 2006\)](#)
- [Children's Legal Service briefing: Responding to youth homelessness \(November 2009\)](#) (
- [Improving outcomes for children and young people - benchmarking guide \(November 2009\)](#)

## 14. TAC (Training, Advice, Consultancy)

Web-link

Contact details  
Helen Davies:  
[hdavies@cfbt.com](mailto:hdavies@cfbt.com)  
01446 794891

Type of resource  
Training courses; on-line practice guidance; telephone advice line

### Brief description of available resources

TAC has developed a training course called *Working with young people at risk of social exclusion (2004)*. Funding for these materials was provided by the research and Development committee of C/BT.

It is a flexible, modular course with three core modules and eight additional modules that can be accumulated, leading to the achievement of the *Certificate in Working with Young People at Risk of Social Exclusion*. Alternatively, individual modules can be delivered as stand alone training to support a range of professional development in many settings. The module titles are listed below, along with the number of training days which usually accompany each module.

Module	Number of training
1. Understanding and engaging with adolescent	3
2. Prevention, risk and group management	3
3. Serious incident and violence management	2
4. Working with young people and their significant	1
5. Child protection	1
6. Working with other agencies	1
7. Working with young people with learning difficulties	2
8. Inclusion and diversity	2
9. Mental health and working with specialists	1
10. Working with young people who offend	1
11. Using cognitive behavioural approaches	3

### Source of information

Sample course handbook and interview with Helen Davies

## 15. Tameside

Web-link

Contact details

John Smith, Locality Lead for Health Improvement  
[Johnsmith11@nhs.net](mailto:Johnsmith11@nhs.net)

Type of resource

Training courses

### Brief description of available resources

The course was developed in 2007 when a new team of Health Improvement Workers was established in Tameside. The one day training on understanding disadvantaged communities was provided to the whole Health Improvement workforce including programme managers. It has been developed into a one-day course called *The Politics of Poverty* which has been delivered to a wide range of health workers (about 70 to date) and is in the process of being adopted as part of mandatory training in the PCT. The course takes a human rights/equalities perspective on poverty and deprivation. It is highly participatory and personally challenging.

There is a clear rationale for the course:

*Social deprivation is concerned with circumstances, particularly material, and how these impact on people's lives; limit people's life chances, and reduces their quality of life. It is vital for health workers to have a solid understanding of social deprivation, of the issues in local communities and the consequences of deprivation and inequality as this can lead to better, more responsive services.*

Length of course/s

1 day

Target Audience/s

Front line staff, Managers, Commissioners

Objectives

The main aim of the training is to bring to life the lived experience of poverty and to introduce an understanding of poverty as being a structural outcome of unequal societies. It gives people the opportunity to have a better understanding of the links between poverty and health and to raise levels of understanding about these links across the PCT. The training is based on local communities and highlights the relationship between their circumstances and social and economic policies since the 1960s.

## Sample programme/presentation

There are no written materials available for this training. The originator and facilitator described a typical programme as follows:

*"I start off the training (after splitting them up into working groups, introductions etc) by asking two questions What are health inequalities? To half of the audience and Why do we have them? To the other half. These two questions are very interesting, seems to be the case that people can articulate who or which groups suffer health inequalities, but fail to answer what they are or why we have them. In a sense this is beginning of the training and often a proxy measure of how far we have to go. We do another 4 tasks covering stuff like perceptions of health, often professionals articulate a rather narrow lifestyle based perception; we then explore stereotyping, where do these attitudes come from? How real are they and how could/should we respond and challenge them, we look in very close detail at three classic stereotypes; we link these to public health values, personal professional values and our organisational values, we explore the value of various health models such as Whitehead & Dalgren's social determinants; health behaviour change models and last but not least the daddy of them all Maslow's hierarchy of need (adopted for health) We overlay these models with our earlier task perceptions of health, the Maslow model is task orientated group work."*

## Comment

This course is facilitated by someone with a personal and long-standing knowledge of the locality and has been designed to be about real communities and the people that live there not just academic models. This 'localness' seems to be particularly important in engaging the workforce and making poverty as a human rights/equalities issue concrete rather than abstract. The originator emphasises the importance of making the training environment 'safe' so that participants can talk freely, express "moral judgments" and feel comfortable with being challenged.

There has been no external evaluation of this course as yet. However, participants routinely complete post-course feedback forms and report a high level of satisfaction with the course. It is frequently reported that the training: "Challenged my views and changed my outlook on deprivation" and many participants have asked for it to be made mandatory.

## Source of this information

Interview with John Smith; Article from Tameside PCT Focus Magazine; Training feedback summary report

## 16. Turn2Us

Web-link	<a href="http://www.turn2uslearning.org.uk">www.turn2uslearning.org.uk</a>
Contact details	<a href="mailto:Emma.Aldridge@turn2us.org.uk">Emma.Aldridge@turn2us.org.uk</a>
Type of resource	Pilot training programme (including e-learning) on Maximising Income for Families of Young Children and on-line resources

### Brief description of available resources

#### Maximising Income for Families of Young Children

Turn2us, supported by the Department for Children, Schools and Families (DCSF) and in partnership with the Child Poverty Action Group and Home-Start UK, are delivering a new '*Maximising Income for Families*' pilot service to help families of young children in financial need access the funds they are entitled to – including benefits, tax credits and grants.

Turn2us provides a free website and helpline to help people access the funds they need that are available to them, in the following ways:

- A Benefits Checker that helps people ensure that they are receiving all the means-tested benefits they are entitled to and are aware of relevant non means-tested benefits;
- A Grants Search that helps match people's needs and circumstances against over 3,500 charitable funds;
- Confidential 'My Turn2us' accounts to make online enquiries and applications to grant-giving charities;
- Information and signposting covering a wide range of issues relating to welfare benefits, grants and managing money.

#### Home-Start

Home Start is coordinating the involvement of selected Home-Start schemes across England, and the evaluation of the service. Volunteers from Home-Start schemes are receiving training and information about income maximisation and how to use the Turn2us tools to search for grants and check benefits and tax credits with the families they support. Once trained, the volunteers will deliver this personalised new service to families in their own homes during their weekly visits.

#### Child Poverty Action Group

(CPAG) is helping deliver face to face training workshops for 70 Home-Start volunteers, and have provided additional content for the e-learning that all participating Home-Start volunteers will access.

#### E-learning resources

Turn2us has developed a suite of modular, interactive e-learning resources for intermediaries, for example debt advisers, support workers, home visitors and welfare officers, to provide a clear understanding of how the Turn2us website tools and services and the helpline can help them support individuals in financial need.

One of the modules entitled 'Maximising Income for Families' focuses on how intermediaries like Home-Start volunteers and staff can support families experiencing financial difficulties, by guiding them through the following topics:

- The benefits and tax credits that are available to help families;
- How to use the Turn2us Benefits Checker to check a family's entitlement;
- The types of support available from grant-giving charities to help families;
- How to run a grants search and manage grant enquiries using the Turn2us website;
- Where to go for further resources, information and sources of expert advice to help support families in financial need.

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## Regional Workshops

A programme of face-face workshops with 8 Home-Start schemes is running until April 2010 to support the 'Maximising Income for Families' pilot service. The workshops aim to enable Home-Start volunteers and staff to feel confident in using the Turn2us Benefits Checker and Grants Search with families.

A package of training materials, trainers notes and handouts have been developed, which will be available for use by Home-Start on an ongoing basis thereafter.

Turn2us also runs free workshops with intermediaries from information- and advice-giving charities across the voluntary sector, to increase knowledge of welfare benefits and charitable grants, and the ways in which Turn2us can help intermediaries increase income for the individuals in financial need they support.

## Source of this information

Email exchange with Turn2Us Project Manager, Emma Aldridge



# Section two

Toolkits, publications and other resources

# 1. Barnardo's

Web-link	<a href="http://www.barnardos.org.uk/childpoverty/">http://www.barnardos.org.uk/childpoverty/</a>
Contact details	Neera Sharma, Assistant Director (policy) 020 8498 7729 Neera.Sharma@barnardos.org.uk
Type of resource	Publications

## Brief description of available resources

Barnardo's has produced several publications on issues relating to child poverty. Recent reports which can be downloaded from their website are:

- **Counting on credit**

This report follows a year-long study into child poverty which found that families have been plunged into worrying levels of debt by loan companies that prey on the poor. The **COUNTING ON CREDIT** report asks for stricter scrutiny of the pressure put on people to take out punitively high interest loans.

Full report: [http://www.barnardos.org.uk/11630\\_credit\\_report.pdf](http://www.barnardos.org.uk/11630_credit_report.pdf)

- **From Crunch to Crisis: Winter hardship for families in the UK**

This short briefing examines the evidence from families about some of the extra financial pressures that families living in poverty face during the wintertime.

- **It doesn't happen here (2007)**

Looks at the lives of the poorest children, the report is based on interviews with over 40 families with whom Barnardo's works in different parts of the UK.

- **Below the headline, a year in the life of families in poverty (2009)**

Based on in-depth research with 16 families (all Barnardo's service users), this report is an excellent awareness raising tool and a resource for trainers. It includes chapters on:

- Poverty and spiralling debt.
- The persistence of poverty.
- The legacy for children.
- Breaking the cycle.

It also includes detailed case studies which would make good starters for discussion as part of training workshops.

## Case study: Ralph

Ralph's wife died in 2005 and he is now a single father to their five daughters aged between seven and 17. One of his daughters, Natalie, has a medical condition that is difficult to manage, and Ralph often gets called to collect her from school during the day. Ralph is a semi-skilled engineer and had been in the same job for 11 years. When his wife died his boss told him to take time off; but that was four years ago and because he felt he needed to care for his daughters full-time, he has not returned.

'All I want to do in five years is have a job somewhere... I would want a job, but where do I get one? I don't know.'

Ralph's weekly income is £290 after housing costs, £112.38 below the poverty line. Ralph does not like to borrow money. He prefers to live within his means and only spend what he has budgeted for. In the past he has had a loan from the Provident and was horrified at the high level of interest which he paid back: 'It was scary and it kept me awake at night'.

During the study, to meet unexpected costs, Ralph had to apply for a budgeting loan of £900 from the Social Fund. Payment for the debt was arranged to be taken out of his income support at £10 per week. He says that the Social Fund is his only means of buying the things the family needs without resorting to a home credit company:

'It's a loan but not the same pressure... the good thing about the Social Fund, the money—they take it all out [at source] so you don't have to worry about going down and paying the bill'.

Ralph is not able to get a bank account. He has tried every bank in his home town but has been told he cannot open an account unless he can provide a driving licence or a passport as proof of identity. He has never learned to drive and has not been abroad since he was 17 years old. His inability to get a bank account has a number of knock-on effects. He has lost confidence in his ability to manage money in this way and one of his concerns about returning to work is that he will have to change the way he manages his finances. He routinely pays more for bills because he cannot pay by direct debit.

Full report: [http://www.barnardos.org.uk/11325\\_breadline\\_report\\_final.pdf](http://www.barnardos.org.uk/11325_breadline_report_final.pdf)

Executive summary: [http://www.barnardos.org.uk/11324\\_breadline\\_summ.pdf](http://www.barnardos.org.uk/11324_breadline_summ.pdf)

HOPE (film): [http://www.barnardos.org.uk/resources/research\\_and\\_publications/books\\_and\\_tools\\_tackling\\_exclusion\\_and\\_poverty/hope\\_below\\_the\\_breadline\\_wmv.htm](http://www.barnardos.org.uk/resources/research_and_publications/books_and_tools_tackling_exclusion_and_poverty/hope_below_the_breadline_wmv.htm)

## Source of information

Website and interviews with Neera Sharma and Julie Harris.

## 2. Centre for Excellence and Outcomes (C4EO)

Web-link	<a href="http://www.c4eo.org.uk">www.c4eo.org.uk</a>
Contact details	8 Wakley Street, London, EC1V 7QE Tel: 020 7843 6358
Type of resource	Knowledge reviews, on-line resources, tailored support

### Brief description of available resources

The C4EO provides three key areas of support:

- Knowledge: best available evidence of what works rooted in research, data and local practice
- Easy access to data and evidence: web-based data tool, presentations, audience-specific products
- Local support: individual tailored support, national and regional workshops, communities of practice.



C4EO has produced a research review on child poverty (written by Julia Waldman, Gill Bielby, Julie Nelson, Rebekah Wilson, National Foundation for Educational Research) and a Directors' summary and is in the process of producing materials tailored for other audiences (including practitioners) and a full knowledge review.

C4EO also have several sector specialists on child poverty, available to provide tailored support to local authorities.

Their current priorities are primarily at a strategic level in supporting authorities to fulfill their responsibilities under the Child Poverty Act.

## Source of information

Web-site and interview with Helen Goody, C4EO's theme lead on child poverty.

### 3. Child Poverty Action Group (CPAG)

Web-link	<a href="http://www.cpag.org.uk/">http://www.cpag.org.uk/</a>
Contact details	94 White Lion Street, London, N1 9PF. Tel: 020 7837 7979 Fax: 020 7837 6414 E-mail: <a href="mailto:info@cpag.org.uk">info@cpag.org.uk</a>
Type of resource	Publications, on-line resources (see also training courses and toolkit)

#### Brief description of available resources

- Poverty in the UK: a summary of facts and figures**

CPAG’s online guide to poverty in the UK includes key facts and statistics from the Government and elsewhere. It explains what the poverty line is, who lives in poverty and what effect it has on people, and what needs to be done to end child poverty.
- CPAG Policy briefings and Welfare rights briefings can also be downloaded from their website, as well as ENDING CHILD POVERTY: A MANIFESTO FOR SUCCESS launched by CPAG in March 2009 on the tenth anniversary of the Government's pledge to eradicate child poverty in a generation. It makes a strong moral statement on how the UK should value children and put their needs first – and sets out the ten practical steps towards a society free of child poverty.

Poverty in the UK: a summary of facts and figures	<a href="http://www.cpag.org.uk/povertyfacts/index.htm">http://www.cpag.org.uk/povertyfacts/index.htm</a>
CPAG policy briefings	<a href="http://www.cpag.org.uk/info/briefings_policy.htm">http://www.cpag.org.uk/info/briefings_policy.htm</a>
CPAG welfare rights briefings	<a href="http://www.cpag.org.uk/cro/briefingshome.htm">http://www.cpag.org.uk/cro/briefingshome.htm</a>
Ending child poverty: a manifesto for success	<a href="http://www.cpag.org.uk/publications/extracts/CPAG_manifesto_0309.pdf">http://www.cpag.org.uk/publications/extracts/CPAG_manifesto_0309.pdf</a>

- Poverty information on local areas: the Child Poverty Toolkit**

The Child Poverty Toolkit is a resource developed by CPAG and Inclusion to help local authorities analyse child poverty in their areas and develop their child poverty strategy. The site has local data, policy and strategy briefs and examples of best practice.

Child poverty toolkit	<a href="http://www.childpovertytoolkit.org.uk/">http://www.childpovertytoolkit.org.uk/</a>
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- Quids for kids

CPAG and the Local Government Association publish the Quids for Kids take-up materials to help advisers carry out take-up work. The materials consist of a policy briefing on why take-up matters, good practice examples and top tips for running successful take-up campaigns. They form part of the Child Poverty Toolkit – so advisers have the added benefit of being able to draw upon additional local data, policy and strategy briefs.

Quids for Kids

<http://www.childpovertytoolkit.org.uk/Quids-for-Kids>

- CPAG handbooks and online subscriptions

Welfare Benefits and Tax Credits Handbook

<http://www.cpag.org.uk/publications/wbtchandbook/>

CPAG's Welfare Benefits and Tax Credits Law Online [online subscription]

<http://www.cpag.org.uk/publications/wbtconline/>

Child Support Handbook

<http://www.cpag.org.uk/publications/childsupport/>

Child Support: The Legislation

<http://www.cpag.org.uk/publications/childsupportleg/>

CPAG's Child Support Law Online [online subscription]

<http://www.cpag.org.uk/publications/childsupportonline/>

CPAG's Housing Benefit and Council Tax Benefit Legislation

<http://www.cpag.org.uk/publications/hbctbleg/>

CPAG's Housing Benefit and Council Tax Benefit Law Online [online subscription]

<http://www.cpag.org.uk/publications/hbctbonline/>

Children's Handbook Scotland: A benefits guide for children living away from their parents 2009/10

<http://www.cpag.org.uk/publications/childrenscotland/>

Student Support and Benefits Handbook: England, Wales and Northern Ireland

<http://www.cpag.org.uk/publications/studentewni/>

Benefits for Students in Scotland Handbook

<http://www.cpag.org.uk/publications/studentescotland/>

Debt Advice Handbook

<http://www.cpag.org.uk/publications/DebtAdvice/>

Benefits for Migrants Handbook (previously Migration & Social Security Handbook)

<http://www.cpag.org.uk/publications/benefitsformigrants/>

Benefits for Migrants Online [online subscription]

<http://www.cpag.org.uk/publications/MigrantsOnline/>

Paying for Care Handbook

<http://www.cpag.org.uk/publications/payingforcare/>

Council Tax Handbook

<http://www.cpag.org.uk/publications/counciltax/>

Fuel Rights Handbook

<http://www.cpag.org.uk/publications/fuelrights/>

Personal Finance Handbook

<http://www.cpag.org.uk/publications/personalfinance/>

- Bulletins and posters

Welfare Rights Bulletin  
[bimonthly journal]

<http://www.cpag.org.uk/publications/wrbulletin/>

Poster: benefit and tax credit  
rates

<http://www.cpag.org.uk/publications/wbposter/>

- Policy publications

Recent examples of relevant publications from CPAG are:

- *Coping with Complexity: child and adult poverty* by **Mark Tomlinson and Robert Walker**

*'This radical new analysis considers the impact poverty has on children's lives. It shows that, while lack of income is an important aspect of poverty, it is about much more. Poverty is about stress, poor housing, lack of facilities, inadequate infrastructure, fear of crime and problems associated with living in a deprived area. Poverty not only prevents people from buying the things they need, it also them fulfilling personal ambitions and exploiting opportunities. It generates poor physical and mental health, and absorbs the time and resources required for social and political engagement'.*

- **'Out of Reach'** by Gabrielle Preston with Mark Robertson

Drawing on interviews with families and a survey undertaken by Contact a Family, *Out of Reach* argues that better administrative processes and increased take up of disability living allowance would improve the lives of disabled children, enhance their life chances and reduce child poverty. It contains a number of detailed recommendations about how national and local government can improve access to financial support for disabled children. The report concludes that ensuring disabled children receive the benefits to which they are entitled is essential if the Government is to reach its 2010 target of halving child poverty.

## Comment

The CPAG web-site also provides links to other sources of research and data and the opportunity to sign up for their e-newsletter.

## Source of this information

Information taken from web-site.



## 4. Child Poverty Solutions Wales

Web-link	<a href="http://www.childpovertysolutions.org.uk">www.childpovertysolutions.org.uk</a>
Contact details	Mark Chapell SCF 02920 803254
Type of resource	Website

### Brief description of available resources

The Child Poverty Solutions project was developed in partnership with **Save the Children (Wales)** the **Welsh Local Government Association (WLGA)** and the Welsh Assembly Government. The aim of the project was to support local authorities and their partners to prioritise child poverty and mainstream policies that support the reduction of child poverty. In September 2008, the Child Poverty Solutions Project launched the website. The site is aimed at local authorities in Wales and contains a range of information about child poverty, provides advice and guidance for self-assessment, improvement and developing best practice.

The website has been evaluated and by September 2009 the site had received a total of 5064 unique visits with visits steadily growing each month. The site has been received positively by the target audience and there are several examples of how it has been utilised to support the child poverty agenda in Wales. These include:

- Raising general awareness of child poverty
- Acting as a catalyst for debate
- Assisting mapping the key child poverty issues with the core aims in children and young people's plans
- Undertaking self assessments that have generated action plans for improvement
- Raising child poverty awareness of elected members via the scrutiny process

### Comment

The website is very straightforward and easy to navigate. The focus is primarily strategic although there is practice related material including practice video's that would be of relevance to the children's workforce. The learning from practice section of the website has been under-used, and the use of the "learning from practice" online form has been minimal despite copious amounts of awareness raising at training and related events.

### Source of this information

Website, interview with Mark Chapell.

## 5. Child Poverty Unit

Web-link	<a href="http://www.dcsf.gov.uk/everychildmatters/childpoverty">www.dcsf.gov.uk/everychildmatters/childpoverty</a>
Contact details	(CPU Web-site) Tony Finnegan, Child Poverty Unit - <a href="mailto:tony.finnegan@childpovertyunit.gsi.gov.uk">tony.finnegan@childpovertyunit.gsi.gov.uk</a>
Type of resource	Publications, on-line resources, Government Office Child Poverty Network

### Brief description of available resources

The CPU brings together the Department for Children, Schools and Families, HM Treasury and Department for Work and Pensions to develop and take forward work to ensure the Government's aim to eradicate child poverty is met. This includes child poverty pilots, research and analysis, as well as supporting the delivery of initiatives to tackle child poverty at a local level.

- CPU web-site

The Child Poverty Unit has recently been developing a new website aimed at local authorities and partner agencies, and the site is now available for use. It features information, guidance and links to useful resources. The website aims to help local authorities and partners to meet each of the duties in the Child Poverty Bill; and includes sections on data, strategy and the Bill itself. Links to additional support and examples of excellent work already being undertaken are also available.

Examples of related material available via CPU web-site:

Child Poverty Bill enshrined in law	<a href="http://www.dcsf.gov.uk/everychildmatters/news-and-communications/news/120609nichildpovertybill/">http://www.dcsf.gov.uk/everychildmatters/news-and-communications/news/120609nichildpovertybill/</a>
Child poverty data	<a href="http://www.dcsf.gov.uk/everychildmatters/strategy/parents/childpoverty/data/data/">http://www.dcsf.gov.uk/everychildmatters/strategy/parents/childpoverty/data/data/</a>
Child poverty: Developing the evidence base	<a href="http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/RS00046/">http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/RS00046/</a>
Child poverty: News and views	<a href="http://www.dcsf.gov.uk/everychildmatters/strategy/parents/childpoverty/newsandviews/newsandviews/">http://www.dcsf.gov.uk/everychildmatters/strategy/parents/childpoverty/newsandviews/newsandviews/</a>
Ending child poverty: giving every child the best start in life - Cooper, Purnell, Balls	<a href="http://www.dcsf.gov.uk/everychildmatters/news-and-communications/news/280109niendingchildpoverty/">http://www.dcsf.gov.uk/everychildmatters/news-and-communications/news/280109niendingchildpoverty/</a>
Research on child poverty	<a href="http://www.dcsf.gov.uk/everychildmatters/strategy/parents/childpoverty/research/childpovertyresearch/">http://www.dcsf.gov.uk/everychildmatters/strategy/parents/childpoverty/research/childpovertyresearch/</a>
Tackling child poverty locally	<a href="http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/EP00411/">http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/EP00411/</a>
Tackling child poverty locally	<a href="http://www.dcsf.gov.uk/everychildmatters/strategy/p">http://www.dcsf.gov.uk/everychildmatters/strategy/p</a>

Tackling child poverty locally: What works?	<a href="http://www.dcsf.gov.uk/everychildmatters/strategy/p/arents/childpoverty/tacklingchildpovertylocally/tacklingchildpovertylocally/">arents/childpoverty/tacklingchildpovertylocally/tacklingchildpovertylocally/</a> <a href="http://www.dcsf.gov.uk/everychildmatters/strategy/p/arents/childpoverty/tacklingchildpovertylocally/whatworks/whatworks/">http://www.dcsf.gov.uk/everychildmatters/strategy/p/arents/childpoverty/tacklingchildpovertylocally/whatworks/whatworks/</a>
The Child Poverty Bill	<a href="http://www.dcsf.gov.uk/everychildmatters/strategy/p/arents/childpoverty/bill/bill/">http://www.dcsf.gov.uk/everychildmatters/strategy/p/arents/childpoverty/bill/bill/</a>
The child poverty strategy	<a href="http://www.dcsf.gov.uk/everychildmatters/strategy/p/arents/childpoverty/strategy/cpstrategy/">http://www.dcsf.gov.uk/everychildmatters/strategy/p/arents/childpoverty/strategy/cpstrategy/</a>

- Government Office Child Poverty Network (GOCPN)

The GOCPN focuses on: policy development on the Child Poverty Bill; identifying practice and good practice; connection to Child Poverty (CP) networks across all regions (locality and policy development managers); sharing learning; supporting Local Authority Innovation pilots; and providing guidance and support on Local Area Agreements (LAAs) and CP indicators. [www.gos.gov.uk/national](http://www.gos.gov.uk/national)

## Source of information

Website, interview and e-mail exchanges

## 6. Improvement and Development Agency I&DeA

Web-link	<a href="http://www.idea.gov.uk">www.idea.gov.uk</a>
Contact details	Craig Titterton 0207 2966436
Type of resource	Political leadership support, Managerial leadership support, peer review and support, Child Poverty Community of Practice

### Brief description of available resources

The IDeA is one of several organizations contributing to a 'core offer' of support to local authorities on child poverty (see also CPU and C4EO).

The IDeA works with councils in developing good practice and supporting partnerships. This is done through networks, online communities of practice, web resources, the support and challenge provided by councillor and officer peers and the Beacon and Local Innovation Awards Schemes.

- Regional Improvement and Efficiency Partnerships (RIEPs)

RIEPs are partnerships of the local authorities in each region and sit at the heart of local support arrangements helping local authorities and their partners to collaborate to improve services and deliver efficiencies. A number of RIEPs have undertaken specific projects to tackle child poverty

RIEP	<a href="http://www.idea.gov.uk/rieps">www.idea.gov.uk/rieps</a>
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- Community of practice

IDeA also hosts a Child Poverty online **community of practice** in partnership with C4EO

IDeA	<a href="http://www.communities.idea.gov.uk">www.communities.idea.gov.uk</a>
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### Source of information

Web-site, interview with Craig Titterton.

## 7. Joseph Rowntree Foundation

Web-link	<a href="http://www.jrf.org.uk/publications">http://www.jrf.org.uk/publications</a>
Contact details	General queries: <a href="mailto:info@jrf.org.uk">info@jrf.org.uk</a> Publications queries: <a href="mailto:publications@jrf.org.uk">publications@jrf.org.uk</a> Tel: 01904 629241
Type of resource	Reports

### Brief description of available resources

JRF produce a huge number of reports on poverty and what can be done to eradicate/alleviate it. Many are essential background reading for trainers and practitioners who need to understand poverty and its impacts on children and families. Some include information and materials that can be readily adapted for use in training. The following are a brief selection of the most relevant:

How can parents escape from recurrent poverty? <http://www.jrf.org.uk/publications/how-parents-escape-recurrent-poverty>

Ronald McQuaid et al. 9 February 2010

Better off working? Work, poverty and benefit cycling <http://www.jrf.org.uk/publications/better-off-working>

Kathryn Ray et al. 9 February 2010

Work and worklessness in deprived neighbourhoods <http://www.jrf.org.uk/publications/work-worklessness-deprived-neighbourhoods>

Ian Cole et al. 27 October 2009

Communities in recession: the impact on deprived neighbourhoods <http://www.jrf.org.uk/publications/communities-recession-impact>

Becky Tunstall 20 October 2009

Communities in recession: the reality in four neighbourhoods <http://www.jrf.org.uk/publications/communities-recession-realities>

Karen Day 20 October 2009

Evidence from research and development work in Bradford	<a href="http://www.jrf.org.uk/publications/research-development-bradford">http://www.jrf.org.uk/publications/research-development-bradford</a>
Richard Farnell 5 October 2009	
Engaging public support for eradicating UK poverty	<a href="http://www.jrf.org.uk/publications/public-support-eradicating-poverty-uk">http://www.jrf.org.uk/publications/public-support-eradicating-poverty-uk</a>
Teresa Hanley 23 September 2009	
Poverty, inequality and human rights	<a href="http://www.jrf.org.uk/publications/poverty-inequality-human-rights">http://www.jrf.org.uk/publications/poverty-inequality-human-rights</a>
Alice Donald and Elizabeth Mottershaw 2 September 2009	
Poverty in the media: Being seen and getting heard	<a href="http://www.jrf.org.uk/publications/poverty-in-the-media">http://www.jrf.org.uk/publications/poverty-in-the-media</a>
Fred Robinson et al 5 July 2009	
Building public support for eradicating poverty in the UK	<a href="http://www.jrf.org.uk/publications/public-support-eradicating-poverty">http://www.jrf.org.uk/publications/public-support-eradicating-poverty</a>
Joke Delvaux and Sini Rinne 5 July 2009	
Ending child poverty in a changing economy	<a href="http://www.jrf.org.uk/publications/ending-child-poverty-changing-economy">http://www.jrf.org.uk/publications/ending-child-poverty-changing-economy</a>
Donald Hirsch 18 February 2009	
Why do people think inequality is worse than poverty?	<a href="http://www.jrf.org.uk/publications/why-do-people-think-inequality-worse-poverty">http://www.jrf.org.uk/publications/why-do-people-think-inequality-worse-poverty</a>
Jeremy Seabrook 10 December 2008	
Time and income poverty	<a href="http://www.jrf.org.uk/publications/time-and-income-poverty">http://www.jrf.org.uk/publications/time-and-income-poverty</a>
Tania Burchardt 26 November 2008	

The effects of discrimination on families in the fight to end child poverty

<http://www.jrf.org.uk/publications/effects-discrimination-families-fight-end-child-poverty>

Matt Davies 10 November 2008

Tackling child poverty when parents cannot work

<http://www.jrf.org.uk/publications/tackling-child-poverty-when-parents-cannot-work>

Martin Evans, Lewis Williams 10 November 2008

Ending severe child poverty

<http://www.jrf.org.uk/publications/ending-severe-child-poverty>

Jason Strelitz 10 November 2008

What is needed to end child poverty in 2020?

<http://www.jrf.org.uk/publications/what-needed-end-child-poverty-2020>

Donald Hirsch 10 November 2008

Can work eradicate child poverty?

<http://www.jrf.org.uk/publications/can-work-eradicate-child-poverty>

Dave Simmonds and Paul Bivand 10 November 2008

Childcare and child poverty

<http://www.jrf.org.uk/publications/childcare-and-child-poverty>

Jane Waldfogel and Alison Garnham 10 November 2008

Estimating the costs of child poverty

<http://www.jrf.org.uk/publications/estimating-costs-child-poverty>

Donald Hirsch 22 October 2008

## Source of information

Website and interview with Helen Barnard, JRF Poverty lead.

## 8. Oxfam GB

Web-link	<a href="http://www.oxfam.org.uk/resources/ukpoverty/">http://www.oxfam.org.uk/resources/ukpoverty/</a>
Contact details	E-mail: <a href="mailto:UKpoverty@oxfam.org.uk">UKpoverty@oxfam.org.uk</a> Tel: 01865 473281
Type of resource	Reports and toolkit on women, poverty and social exclusion

### Brief description of available resources

Oxfam produce a range of poverty-related publications. Their focus on gender is of particular relevance to child poverty. This is a selection:

Publication	Overview	Web address
<b>An Invisible Crisis? Women's poverty and social exclusion in the European Union at a time of recession</b>	This research paper looks at the hidden impact of the current economic recession on women's poverty in EU countries. It documents evidence of: precarious working conditions; increasing discrimination in the labour market with a subsequent shift to informal work; rising levels of poverty; reduced access to services; and rising levels of domestic violence, accompanied by cuts in vital support services. It makes several recommendations for change.	<a href="http://www.oxfam.org.uk/resources/policy/economic_crisis/economic-crisis-women-poverty-exclusion-eu.html">http://www.oxfam.org.uk/resources/policy/economic_crisis/economic-crisis-women-poverty-exclusion-eu.html</a>
Oxfam International and European Women's Lobby, February 2010		
<b>Making Ends Meet: Livelihoods in Cardiff</b>		<a href="http://www.oxfam.org.uk/resources/policy/trade/downloads/research_ukpp_making_ends_meet.pdf">http://www.oxfam.org.uk/resources/policy/trade/downloads/research_ukpp_making_ends_meet.pdf</a>
Oxfam GB, December 2009		
<b>Who Cares? How best to protect UK care workers employed through agencies and gang masters from exploitation</b>		<a href="http://www.oxfam.org.uk/resources/policy/trade/downloads/bp_ukpp_who_cares_210110.pdf">http://www.oxfam.org.uk/resources/policy/trade/downloads/bp_ukpp_who_cares_210110.pdf</a>



Oxfam GB, November 2009

**From getting by to getting on: women's employment and local regeneration programmes**

Oxfam and RENEW North/West, November 2007

Why does regeneration fail the poorest women, and what can be done to help? The issues are complex, but the solutions are achievable. This report demonstrates that women's employment needs have been left out of regeneration planning. As long as employment plans neglect the complex needs of women in poor communities, local economic underperformance will continue. Sustained, integrated support services are needed at neighbourhood level, with stronger links between regeneration policy, welfare policy and labour market strategies. Most importantly, workers and policy makers should listen more carefully to the needs of women in low paid employment or disengaged from the labour market.

[http://www.oxfam.org.uk/resources/ukpoverty/downloads/regender\\_failing.pdf](http://www.oxfam.org.uk/resources/ukpoverty/downloads/regender_failing.pdf)

- The Oxfam GenderWorks Toolkit

The Toolkit is designed to help:

- Women's groups campaign successfully on issues of gender, poverty and social exclusion.
- Public bodies meet their obligations under equalities legislation and tackle poverty among women more effectively.

The Toolkit includes:

- A wallchart to help map the links between gender and poverty.
- A set of action cards featuring top tips from women campaigners.
- A3 poster.
- A DVD featuring five inspirational case studies and an electronic version of the Toolkit.

GenderWorks toolkit	<a href="http://www.oxfam.org.uk/resources/ukpoverty/genderworks/toolkit-dvd.html#order">http://www.oxfam.org.uk/resources/ukpoverty/genderworks/toolkit-dvd.html#order</a>
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## Source of information

Website

## 9. Save the Children

Web-link	<a href="http://www.savethechildren.org.uk">www.savethechildren.org.uk</a>
Contact details	Save the Children UK, 1 St John's Lane, London, EC1M 4AR Tel: 020 7012 6400
Type of resource	Reports and briefings. See also Child Poverty Solutions entry in section 1.

### Brief description of available resources

SCF have produced a series of briefings as part of their child poverty campaign. These include:

England Severe Poverty Briefing	<a href="http://www.savethechildren.org.uk/en/docs/Severe_Child_Poverty_In_The_UK.pdf">http://www.savethechildren.org.uk/en/docs/Severe_Child_Poverty_In_The_UK.pdf</a>
N. Ireland Severe Poverty Briefing	<a href="http://www.savethechildren.org.uk/en/docs/Severe_Child_Poverty_NI.pdf">http://www.savethechildren.org.uk/en/docs/Severe_Child_Poverty_NI.pdf</a>
Scotland Severe Poverty Briefing	<a href="http://www.savethechildren.org.uk/en/docs/Severe_ChildPovertyinScottfinal.pdf">http://www.savethechildren.org.uk/en/docs/Severe_ChildPovertyinScottfinal.pdf</a>
Wales Severe Poverty Briefing	<a href="http://www.savethechildren.org.uk/en/docs/Severe_Child_Poverty_In_Wales.pdf">http://www.savethechildren.org.uk/en/docs/Severe_Child_Poverty_In_Wales.pdf</a>

Their latest briefing MEASURING SEVERE CHILD POVERTY IN THE UK, commissioned from the New Policy Institute was issued in early 2010.

Measuring Severe Child Poverty in the UK	<a href="http://www.savethechildren.org.uk/en/docs/Measuring_child_poverty_in_the_UK.pdf">http://www.savethechildren.org.uk/en/docs/Measuring_child_poverty_in_the_UK.pdf</a>
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They also published WHY MONEY MATTERS: FAMILY INCOME, POVERTY AND CHILDREN'S LIVES (2008) Written by leading experts in the field, Why Money Matters brings together up-to-date and accessible information and analysis from a variety of sectors, including education, health and welfare.

Why Money Matters: Family income, poverty and children's lives	<a href="http://www.savethechildren.org.uk/en/54_4998.htm">http://www.savethechildren.org.uk/en/54_4998.htm</a>
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Briefings and other research can be downloaded from SCF's [online library](#) via their website.

### Source of information

Website and interview with Simone Spray

## 10. Together for Children

Web-link

<http://www.childrens-centres.org/default.aspx>

Contact details

Together for Children, Boundary House, 2 Wythall Green Way, Middle Lane, Birmingham, B47 6LW

Type of resource

Toolkit

### Brief description of available resources

In January 2008, the DCSF commissioned TfC to create a suite of support products to assist local authorities and children's centres to address the child poverty agenda. The Toolkit is a suite of practical tools for local authorities, children's centres and their partners to use to raise awareness and develop strategies to address child poverty.

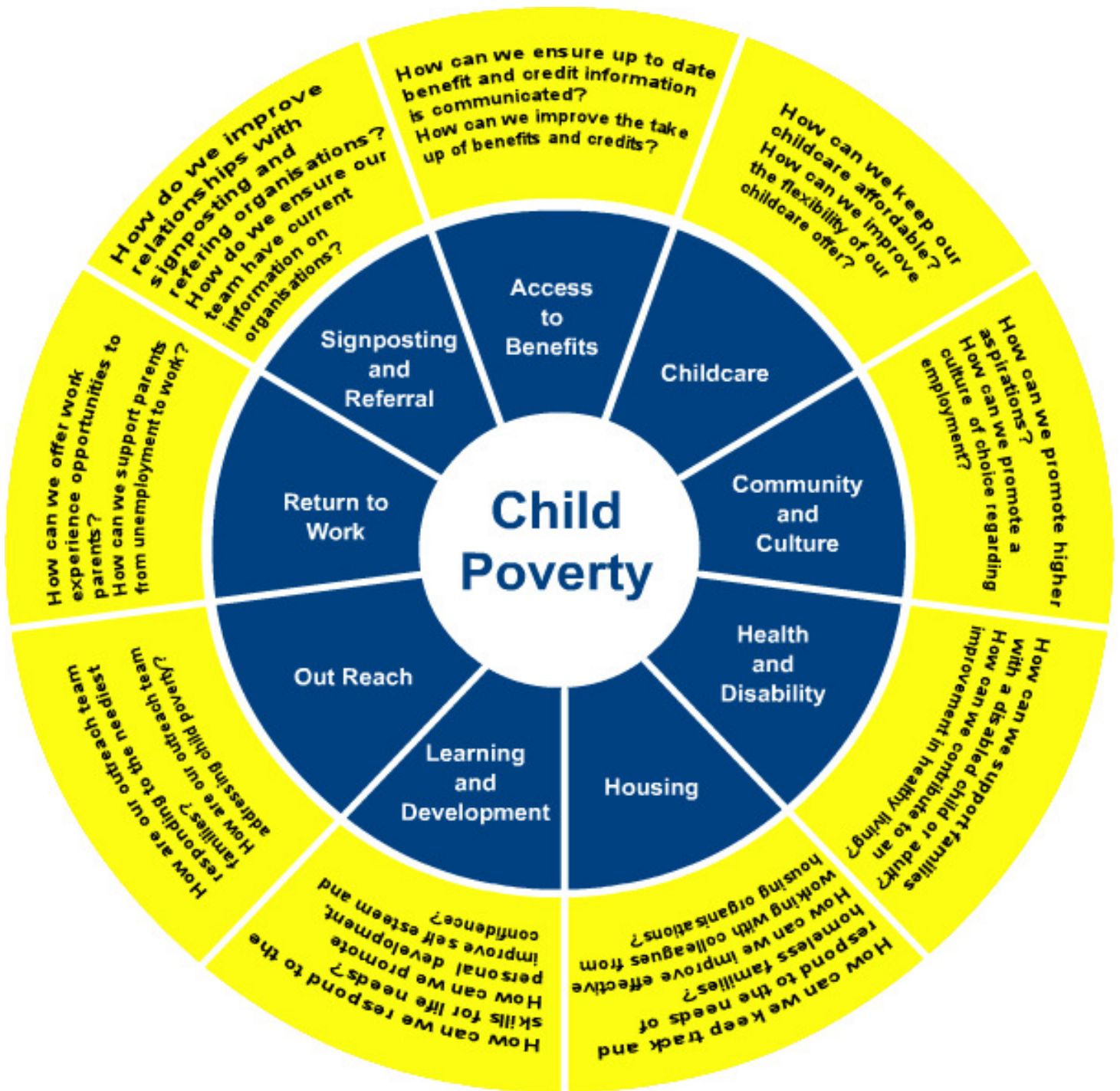
#### Contents:

1. Contact details of national organisations with a focus on child poverty
2. Links to key policy, research and reports listed under themes including: Access to benefits, Childcare, Community and Culture, Health and Disability Housing, Outreach, Return to work
3. Links to existing toolkits, resources, guides and fact sheets
4. A range of staff development tools to use to develop strategies, raise awareness, increase understanding, identify need and plan, including:  
A Child Poverty Wheel,  
Workless Households Checklist  
Child Poverty Quiz
5. A range of case studies from across the country that describe promising practice in children's centres;
6. Vox pops and video clips in which interviews share their thoughts on child poverty and how it can be addressed through children's centres

# Sample programme/presentation

The Child Poverty Wheel

Are we doing everything possible to address child poverty in our area?



## Target Audience/s

Although primarily aimed at practitioner level the toolkit can also be used by local authority staff, children's centre local advisory boards and other stakeholders.

## Comment

The staff development tools and case studies are useful for trainers and the whole toolkit has value. There has been no formal monitoring of its take-up or use. T4C are aware of some use by Children's Centre managers and their Regional Programme Leads (who support the Work-Focused Strategy in the 10 pilot areas) have used materials to run regional workshops. However, there are no plans to update it. T4C are in discussion with DCSF about replacing it with another toolkit based specifically around JobCentre Plus work within Children's Centres.

## Source of this information

Interview with Jacky Crawford, T4C WFS Regional Lead Yorks and Humber. Copy of Toolkit.C

The Children's Workforce Development Council leads change so that the thousands of people and volunteers working with children and young people across England are able to do the best job they possibly can.

We want England's children and young people's workforce to be respected by peers and valued for the positive difference it makes to children, young people and their families.

We advise and work in partnership with lots of different organisations and people who want the lives of all children and young people to be healthy, happy and fulfilling.

[www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk)

For more information please call **0113 244 6311**  
or visit [www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk)

Or write to CWDC, 2nd Floor, City Exchange  
11 Albion Street, Leeds LS1 5ES  
email [info@cwdcouncil.org.uk](mailto:info@cwdcouncil.org.uk)  
or fax us on 0113 390 7744

Contact us to receive this information in a different language  
or format, such as large print or audio tape.

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