



Mind the gap

A child poverty training gap analysis

Contents

1	Introduction.....	3
2	Policy Context.....	4
3	Key objectives of this report.....	6
4	Methodology	6
5.	The findings	7
6	Conclusions	15
7.	Recommendations.....	16
8.	Appendices.....	17
9.	Bibliography	27

1 Introduction

This report provides a gap analysis of poverty and disadvantage training in the workforce.

In 2009 the Children's Workforce Development Council (CWDC) commissioned Di McNeish and Sara Scott Research and Consultancy (DMSS) to undertake a review of national and local support, guidance and training aimed to equip the children's workforce to reduce the impact of child poverty.

The DMSS report¹ concluded that those working in, and together with, members of the children's workforce do not readily identify child poverty as a priority issue. The DMSS report also found that a lack of immediate identification with the term 'child poverty' is evident at all levels. This is reflected in a dearth of training directly addressing the issue, together with absence of specific references to child poverty in guidance aimed at the children's workforce.

The following recommendations were made in the DMSS report for consideration by CWDC. These recommendations have informed this report. The recommendations were:

- CWDC should continue to work closely with key partners to ensure that positive practice relating to poverty is embedded in current service delivery and future development. There is an opportunity for both workforce capacity and development needs to be considered as part of the current requirement on local authorities to undertake needs assessment and develop child poverty strategies.
- CWDC should review its own practice guidance, standards and training programmes to ensure that child poverty is explicitly addressed in knowledge and skills requirements. Clear messages about the importance of understanding poverty and its relationship to other forms of disadvantage should be embedded within CWDC's Common Core of Skills and knowledge.²
- CWDC should consider undertaking further work to define the workforce development needs at universal, targeted and specialist levels. This work is to consider the development of training modules for child poverty at universal and targeted levels, with a view to making materials available and encouraging their use by local authorities and their partners.

¹ McNeish, D, & Scott, S, (October 2010), A review of training and materials which aim to support the children's workforce to reduce the impact of childhood poverty and disadvantage, Children's Development Council, www.cwdcouncil.org.uk/assets/0001/1402/Microsoft_Word_-_DMSS_Final_report_edited_v0.4.pdf

² www.cwdcouncil.org.uk/common-core

2 Policy Context

The development of any training must be informed by current policy and practice developments derived from government priorities.

The context can be summarised as follows:

- **The National government approach**; with an emphasis on local rather than centralised action and an encouragement of innovative solutions provided by a mixed economy of the public, voluntary and private sectors.
- **The Local government approach**; with an emphasis on the effects of public spending cuts on staffing levels and support budgets, and potential shift to focus on Early Intervention and Early Years.
- **The legislative framework**; the Child Poverty Act 2010³ requires local authorities and other delivery partners in England to work together to tackle child poverty. This includes conducting a local child poverty needs assessment and producing a child poverty strategy.

The act also requires a national child poverty strategy to ensure that, as far as possible, no child suffers socio-economic disadvantage.

2.1 Current government initiatives

The Department for Education/Treasury consultation on Tackling Child Poverty and Improving Life Chances: The government consulted on a new approach between 21 December 2010 and 15 February 2011. The outcomes of this consultation will inform the Child Poverty Strategy which is due to be launched in spring 2011.

The Fairness Premium⁴ is a coalition reform to tackle educational attainment gaps by building in a £7 billion Fairness Premium to support education for disadvantaged children from the age of 2 through to higher education.

2.2 Independent reviews and consultations

The Frank Field Review⁵ advocates a shift in emphasis to parenting and education as the most effective route out of poverty and has two overarching recommendations:

- Create a set of 'Life Chances Indicators' that will measure how successful we are as a country in making life's outcomes more equal for all children.
- Establish the foundation years; covering the period from conception to five years of age as the first pillar in a tripartite education system.

³ Child Poverty Act, 2010, London, HMSO. Available on line; www.legislation.gov.uk/ukpga/2010/9/contents

⁴ www.education.gov.uk/inthenews/inthenews/a0065389/nick-clegg-announces-7-billion-fairness-premium-for-disadvantaged-children

⁵ Field, F, (December 2010), The Foundation Years: preventing poor children becoming poor adults, HM Government www.frankfield.co.uk

The Allen Review⁶ advocates ‘the present political and financial momentum of early intervention’ and recommends:

- The 19 top programmes identified in the report should be supported and work undertaken with local areas to explore how they might be expanded.
- 15 local early intervention places to be set up to spearhead its development. These should be run by local authorities and the voluntary sector.
- Establishing an independent Early Intervention Foundation to support local people, communities and agencies.

The interim Munro Review^{7, 8} (part two of the final report is due in spring 2011) looks at the ‘child’s journey’. This journey commences from the child’s need to receive effective help for problems arising from family and social circumstances. The review examines:

- How early help and support for families can be provided quickly and efficiently.
- How to improve understanding of the capacity of universal services to support children, young people and families.

2.3 The child poverty pilots

The Child Poverty Unit (CPU) has led on a programme of pilots delivered in more than one in three local authorities to test a range of innovative approaches in tackling child poverty. Funding for the pilots was announced in Her Majesty’s Treasury (HMT) 2008 Budget for a three year period (until March 2011). The overall pilot programme was jointly funded through The Department for Work and Pensions (DWP) and the Department of Education (DfE). HMT is jointly responsible.

The aim is that information from the pilots will inform the national child poverty strategy to be published this spring, and will be used by local areas to produce their child poverty needs assessments and strategies. Findings from the pilots should also inform workforce development.

The Local Authority Child Poverty Innovation Pilot⁹ (LAIP) was one of the child poverty pilots established by the Child Poverty Unit in 2009. LAIP is a programme that trials locally appropriate and innovative ways to address child poverty and provide local and national learning. The four outcomes of LAIP were:

⁶ Allen, G, (January 2011), Early Intervention: The Next Steps, HM Government
<http://media.education.gov.uk/assets/files/pdf/g/graham%20allens%20review%20of%20early%20intervention.pdf>

⁷ Munroe, E, The Munroe Review of Child Protection, Interim Report; The Child’s Journey
<http://www.education.gov.uk/munroreview/downloads/Munrointerimreport.pdf>

⁸ Munroe, E, The Munroe Review of Child Protection, Part One; A Systems Analysis
www.education.gov.uk/munroreview/downloads/TheMunroReviewofChildProtection-Part%20one.pdf

⁹ Mason, P, & Lloyd, R, GHK, (January 2011), Local Authority child poverty innovation pilot evaluation: third synthesis report, Department for Education
www.education.gov.uk/publications/RSG/AllPublications/Page1/DFE-RR076

- Increasing parental employment.
- Increasing parental employability and well-being.
- Increasing children's well-being.
- Building capacity to address child poverty.

3 Key objectives of this report

The focus of this report is to further explore the recommendations from the DMSS Review of training and materials. It also considers the current policy drivers and the impact, if any, in identifying training gaps for the workforce.

Specifically the objectives are to:

- Review CWDC practice, guidance, standards and training programmes.
- Identify the training that is available for the priority workforce.
- Identify the training gaps for the workforce in the voluntary and community sector (VCS).
- Make recommendations on how to close the training gaps.

4 Methodology

A variety of sources have been used to test whether there are any gaps in the training provision for the children's workforce. Materials and information have been gathered from a literature review and a web based search.

4.1 Survey of CWDC guidance, standards and training programmes

Managers within CWDC were asked if they addressed the issue of poverty within their projects, products and activities. They were asked to consider what successes they have had, what they would do differently, and what additional resources they would need to integrate a better understanding of poverty into their programmes.

4.2 Survey of poverty training programme providers

Poverty training providers were asked to identify what training was available, whether the training materials had been updated in response to the change in government policy, and who the intended target audience for their programmes was. The information gathered was also used to update the training index completed by DMSS.

4.3 Survey of the voluntary and community sector (VCS)

100 VCS stakeholders were asked to identify the training needs of their workforce on the issues of poverty.

4.4 Survey of other key stakeholders

This survey comprised of non structured interviews with key contacts from the following groups:

- Social workers.
- The National College for School Leadership and Children Services (NCSL).
- Together for Children.

The issues addressed were:

- The effectiveness of assessments by practitioners.
- The strategic planning process to incorporate poverty.
- The perceived needs and identified gaps in the workforce capacity.
- The progress towards the requirements of the Child Poverty Act 2010.

4.5 Consultation with the Poverty Core Offer Group

The Child Poverty Core Offer Group (COG) is led by the Local Government Improvement & Development (LGID) and members include the Centre for Excellence and Outcomes, CPU, National College for Leadership of Schools and Children's Services (NCSL), VCS Engage, National Voice of Local Support and Development Organisations (NAVCA) and local authorities. CWDC is a member of this group which works collaboratively to develop a 'core offer' of sector led support for local areas to help address child poverty at a local level.

COG has prioritised the training needs of the frontline workforce which supports families and is critical to improving outcomes for children and families. This workforce is made up of four priority groups which are considered throughout this report:

- Children's centre's/early years.
- Educational welfare officers/extended services.
- The parenting workforce.
- Social Workers.

5. The findings

There are a limited number of specific poverty training resources for the priority areas of the workforce that was highlighted by COG.

Table 1 in the appendices has been updated with information received from poverty training programme providers. This table identifies 16 training programmes; this is not an exhaustive list. The programmes range from universal awareness on poverty to specialist advice on income maximisation, benefits, fuel poverty and housing advice. All the training programmes offer a different perspective and focus.

A number of providers, together with the Social Care Institute of Excellence (SCIE), Capacity, and the Child Poverty Action Group (CPAG) reported that they are currently waiting for policy and practice direction from the Allen, Field and Munro reviews before taking forward work within their organisations on child poverty. Providers reported that most programmes are regularly updated

to match the needs of the workforce and in response to policy initiatives and funding availability.

Table 3 maps the training against the children's workforce. This table shows where the priority workforce listed by COG can currently access training from a universal level to a specialist module. The following case study is an example of training materials that are available.

Case study

'No Child Left Behind' is used by Reading Local Authority. The programme was developed in the US and the training has been updated so that the language and examples contain UK and Reading examples, data and case studies. The programme is comprised of three courses by Ruby Payne, an American educationalist. The courses are:

- Framework for Understanding Poverty.
- Bridges out of Poverty.
- Getting ahead.

Ruby Payne's Framework for Understanding Poverty and Bridges Out of Poverty are programmes that were developed in America. They aim to help people working with children and families to better understand those living in generational poverty and learn new approaches for helping them.

At the core of Payne's philosophy is a set of 'hidden rules' which purport to explain how families from different economic backgrounds understand time, love, money, language, food, humour, etc. Professionals learn to understand the habits, beliefs, behaviours and resource strengths that exist in many communities where levels of poverty are high, in order to recognise the obstacles that they face and find ways to help them succeed.

5.1 There is a shortage of accessible e-learning modules for the workforce

Feedback from programme providers supports the evidence that there is a shortage in e-learning materials that can be accessed by the workforce. This is significant as resources are limited in the public, private and VCS to train the children's workforce.

Only two programme providers in table 1 have e-learning modules. Other programme providers reported that they are considering how they develop e-learning modules to meet new demand from employers and the workforce. This demand is as a result of improved confidence and competence in the workforce in using technology. It is also due to employers looking for efficient and cost effective ways to develop and improve the skills and knowledge of the workforce who work with children and families living in poverty.

The Social Care Institute for Excellence (SCIE) commissioned Ipsos MORI to look at e-learning and readiness.¹⁰ Research was undertaken in 2006 and repeated in 2010. The study found that there was a significant shift towards e-learning in the social care sector. It also established barriers to effective e-learning and further requirements for the development of e-learning materials.

5.2 There is an inconsistent approach to how poverty is incorporated within projects, products and activities

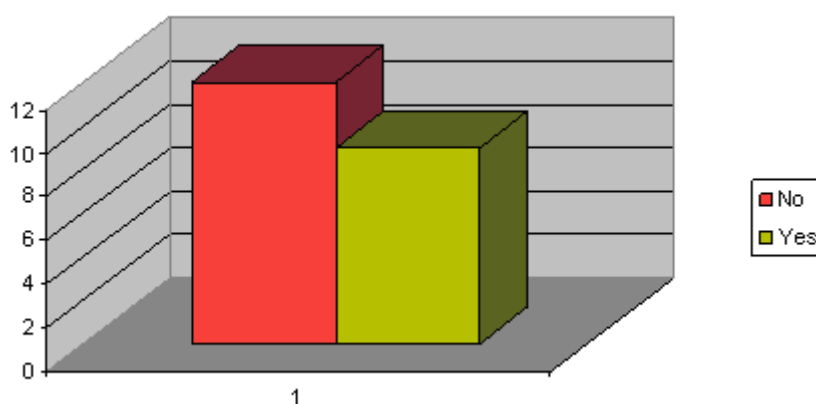
All 19 CWDC projects responded to the CWDC survey on poverty and disadvantage. The responses gave a mixed result.

Figure 1 shows that 8 out of 19 projects incorporated tackling poverty into their projects, products and activities. The survey found that the term 'poverty' was misunderstood. Softer language and less stigmatising descriptions of poverty have been adopted, for example 'children in need', vulnerability or disadvantage. This highlights the need for a clear definition of poverty to be established, to enable CWDC to plan, incorporate and embed child poverty within its projects, products and activities.

CWDC will also need a definition of poverty that is in keeping with the emerging national strategy¹¹ of incorporating a holistic approach to poverty. This will ensure that there is a consistent approach across CWDC in the planning and review of its projects, products and activities.

The results from this survey will enable CWDC to develop a poverty check list. This tool is to be used within CWDC when reviewing and planning projects, products and activities, to support the workforce who will work with families to tackle poverty.

Figure 1: When developing your project/product/activities, have you taken account of children and families living in poverty and disadvantage?



¹⁰ <http://www.scie.org.uk/publications/consultation/readiness.asp>

¹¹ Field, F, (December 2010), The Foundation Years: preventing poor children becoming poor adults, HM Government Available on line www.frankfield.co.uk

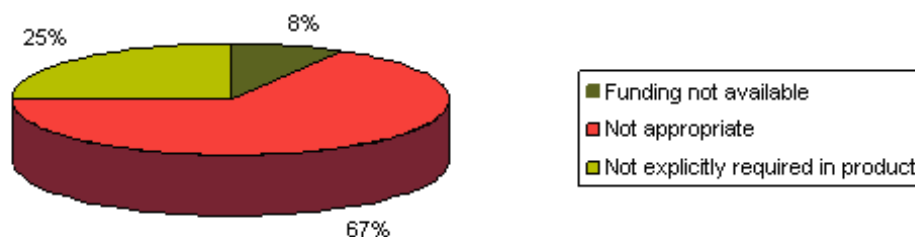
In Question 2, the respondents were asked: ‘what are the reasons for not taking account of children and families living in poverty?’ Figure 2 shows that within CWDC there is a need to have clear messages about what poverty is and the impact that it has on children and families. A significant number and wide range of the workforce work with families in poverty. Without appropriate skills and training they may be behaving in a way that does not engage families or help them meet their needs.

The DMSS report¹² outlines the relationship between poverty and other forms of disadvantage. These relationships are complex and highlight the unique position of families in relation to poverty. Therefore, the workforce needs to have a basic knowledge and awareness of these relationships as well as access to more specialist support and advice when required.

The following list, which is not exhaustive, indicates circumstances that are likely to be closely linked with poverty and disadvantage and demonstrates the areas that the workforce requires training in to make a difference in the lives of children and their families:

- Substance misuse
- Mental health
- Disability including parents with disability
- Lone parenthood
- BME families
- Prisoners and their families.

Figure 2: What were the reasons for not taking account of children and families living in poverty and disadvantage?



¹² McNeish, D, & Scott, S, (October 2010), A review of training and materials which aim to support the children’s workforce to reduce the impact of childhood poverty and disadvantage, Children’s Development Council, www.cwdcouncil.org.uk/poverty-and-disadvantage

Question 3 asked respondents to consider ‘What have you done to take account of children and families living in poverty and disadvantage?’ The findings reported that the Support to Work with Parents and Families Programme had two projects that include poverty. These projects are:

- Raising skills and standards for the parenting workforce.
- Parenting Programmes.

The Raising skills and standards for the parenting workforce project has included poverty in the level 3 and 4 learner resources and course delivery.

The Parenting Programmes project has offered over 1000 places to children’s centre practitioners, family intervention key workers and extended services on one of the following evidence based parenting programmes:

- Family Links.
- Families and Schools Together (FAST).
- Mellow Parenting.
- Solihull Approach.
- Strengthening Families 10-14.
- Strengthening Families Strengthening Communities.
- Triple P.

The following two programmes are the only ones that make reference to poverty:

- Strengthening Families, Strengthening Communities.
- Families and Schools Together Programme.

The Advanced Social Work project incorporates poverty and disadvantage within standard 2.2.¹³ The standards for Advanced Social Work Professionals (ASWP) status are outcome statements that describe what ASWP know, understand and can do when directly working with children, young people and their families. These standards represent the high level attributes, knowledge and skills that equip advanced practitioners to lead the way in protecting and furthering the welfare of disadvantaged children.

Standard 2.2 states that social workers should know that socio-economic factors (such as poverty and adult unemployment) and psycho-social factors (such as a parent’s mental ill health or domestic violence) are fundamental to how a child behaves and develops. This standard ensures that social workers consider and include the socio-economic factors of poverty into their assessments and care plans.

Discussions with social workers reveal a tension for the workforce in trying to balance a holistic support role with the family whilst maintaining focus on the

¹³ Children’s Workforce Development Council, Advanced Social Work Professional Status: Standards and guidance, www.cwdcouncil.org.uk/assets/0001/0687/ASWP_Standards_and_Guidance_AW4_PRINT_52pp.pdf

immediate needs of the child. Two models of how this can be done effectively are:

- Team Around the Child (TAC).
- The Family Intervention Key Workers.

Evidence presented in the Munro Review¹⁴ reports that the system does not currently stay child-centered.

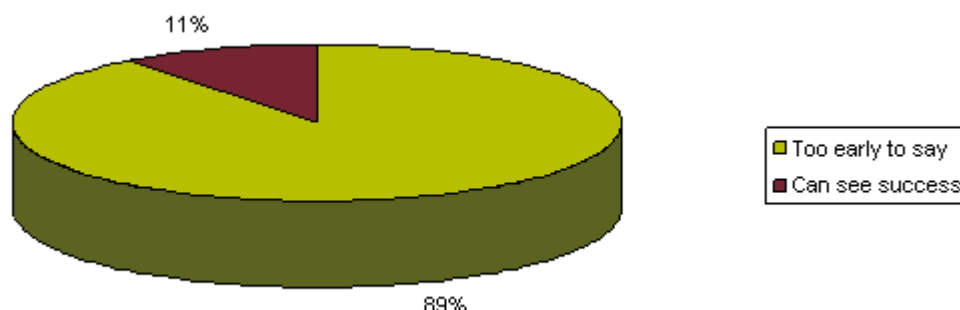
Poverty and disadvantage is well embedded within the Young People's Programme. The following are examples of this:

- Induction training addresses disadvantage in a variety of materials with detailed guidance on working with young people and parents.
- The Leadership and Management programmes include elements that address disadvantage, ensuring leaders and managers are aware of factors affecting young people.
- The Skills Development Framework is a support tool available to the workforce. It details the integrated working skills required by those working with young people from levels 3-8 to help achieve the integration of youth services and improve the outcomes for children and young people living in poverty.
- The Social Care programme focuses on the training and development needs of those working with vulnerable children who are in care or on the edge of care. The content is not explicitly focused on poverty or disadvantage. It does however set out how parents, carers and workers consider the underlying factors for children who may need to be cared for away from home.
- The Early Years programme remains focused on disadvantaged families. The launch of the New Leadership programme includes a particular focus on practice settings in disadvantaged areas. Analysis from the Graduate Leader Fund and further workforce analysis within CWDC have explored the development of graduate practitioners within settings in disadvantaged areas.

Question 4 asked respondents to say what their successes were in tackling poverty within their products. Figure 3 shows that only two projects reported that they could provide evidence of their success in tackling poverty. These programmes are Social Care and Early Years.

¹⁴ Munroe, E, The Munroe Review of Child Protection, Interim Report; The Child's Journey <http://www.education.gov.uk/munroreview/downloads/Munrointerimreport.pdf>

Figure 3: What was a success?



The Social Care project reported that the practice of foster carers has been embedded within the standards for foster carers in England.

The Ofsted Annual Report on the Early Years Inspections¹⁵ reported that the numbers of Early Years Professionals (EYP's) working within settings in disadvantaged areas have kept pace with other areas. This contrasts with the more common pattern of it being harder to establish and sustain better qualified practitioners in disadvantaged areas. Therefore, there is the potential for good quality early years services to have an even greater positive effect for children and families who face poverty and other forms of disadvantage.

Question 5 asked respondents to comment on 'what would they do differently?' The Social Care project reported that employers tell them that they could have developed more explicit training materials and guidance on poverty to accompany the standards initially. This is currently being developed.

The Young People's Programme reflected that if they had put a framework in place earlier it would have enabled them to evaluate more clearly the impact of poverty for children and young people.

The Early Years Programme reflected that even though they had incorporated poverty within their products, a stronger focus was still required, more incentives to secure and sustain the progress, and more case studies on the particular rewards and challenges. The New Leaders programme could be used to achieve this. The Early Years Programme are also aware of the opportunities that will emerge from the Allen and Field Reviews with the policy focus on the 'foundation years' and disadvantaged two year olds.

¹⁵ The Annual Report of Her Majesty's Chief Inspector of Education 2009/10
www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Annual-Report/2009-10/The-Annual-Report-of-Her-Majesty-s-Chief-Inspector-of-Education-Children-s-Services-and-Skills-2009-10

The other respondents reported their commitment to consideration of how they would incorporate poverty and disadvantage in the planning stage of future work.

5.3 There is a lack of appropriate and affordable training resources for the Voluntary and Community Sector to access

The VCS has a leading role in identifying, championing and delivering services to meet the needs of children and families living in poverty and disadvantage at a national and local level. The emerging policy around the Big Society will give communities more powers and encourage individuals to take an active role in their communities as volunteers. Local providers will need to have a flexible approach in deploying their workforce so that the right set of skills and knowledge is available for families at the right time to help them as soon as possible.

Figure 4 shows that 80 per cent of the VCS cannot afford to purchase or access training. This is a significant barrier as training would support key practice skills that have emerged from research on the implementation of frontline work around poverty and disadvantage.¹⁶ The practice skills are:

- Engaging children and families in services
- Using a range of communication skills and styles
- Targeting services to children and families within a universal framework
- Understanding of the impact and stigma of poverty and the capacity to reduce its impact.

The findings also highlight the need to provide clear signposting on training resources and training that is targeted, effective and efficient which will have an impact upon and improve the lives of children and families living in poverty.

Figure 4: Barriers appropriate and affordable training resources for the VCS

Lack of money	80.0%
Lack of access to the right expertise	36.0%
Can't afford the time	48.0%
Don't know where to find it	20.0%

The findings of the child poverty pilots should influence the development of training and best practice for the workforce. They should:

- Provide evidence of what training has been effective for the workforce and who has engaged with children and families living in poverty.
- Influence the development of training for the children's workforce and in particular the priority group identified by COG.
- Provide the final evaluation reports to the CPU between spring and summer 2011.

¹⁶ www.cwdcouncil.org.uk/assets/0001/1308/SP183-1210 Key Notes Day 4.pdf

6 Conclusions

The findings from this report are that poverty training programme providers are awaiting clarity on policy direction to enable them to update training materials and that there are a limited number of training courses which could meet the developmental needs for the priority groups of the workforce.

The findings from the CWDC survey of projects are that just under half considered how they include poverty and disadvantage. Some CWDC projects reported success in making this happen across whilst other projects reported that it is too early to measure success. All reported their commitment to considering how they would incorporate poverty and disadvantage in the planning stage of future work.

The findings demonstrate that the most significant barrier for the VCS is that 80 per cent cannot afford to purchase training. The findings also highlight the need to provide clear signposting to training resources and in particular to training that is targeted, effective and efficient and which will have an impact and improve the lives of children and families living in poverty.

A significant number and a wide range of members of the workforce work with children and young people and their families living in poverty. Without appropriate skills and training this workforce may not be engaging with children and families effectively to have an impact. If those workers, including volunteers, are to be effective in their work, they need access to training which gives them appropriate skills and knowledge whatever their professional discipline. To avoid variation in quality, this training should be nationally consistent. This could be achieved through core competencies, assured quality training provision, and information about the evidence underpinning various ways of working.

This report has identified the following gaps in poverty training for the diverse workforce who work with children and families living in poverty:

- A limited number of training programmes available for the priority workforce.
- A limited opportunity for e-learning
- A lack of integration at a national level in all training materials and resources that incorporate poverty
- Limited training materials that currently meet the needs of the new policy direction
- A lack of appropriate training for the VCS
- A lack of signposting with regards to available training resources for the VCS.

The following recommendations are suggestions of a possible way forward to address the gaps highlighted throughout this report.

7. Recommendations

To support planning and the implementation of policy on poverty and disadvantage based on the findings of this report, the following recommendations about the training needs of the workforce are made for consideration by the Child Poverty Unit.

This report has highlighted that there are a limited number of specific poverty training resources for the priority areas of the workforce that were highlighted by COG. The development of a training module on tackling poverty and disadvantage that can be delivered as part of core training and continuing professional development (CPD) is recommended in order to meet the needs of the priority areas of the workforce and other professionals.

The strong message from employers and practitioners is their need for E-learning training resources on poverty. Employers and the workforce would benefit from accessible online training products for learners and practitioners.

The child poverty pilots provide evidence of what training has been effective for the workforce which has engaged with children and families living in poverty. Best practice from the pilots should also influence the development of training for the children's workforce and in particular the priority group identified by COG. These findings could provide a consistent approach and competencies for the workforce who engages with children and families living in poverty.

Tables 1 and 2 provide evidence of current training materials, tools and resources. Consideration should be given to how existing training materials are updated to incorporate new and emerging policy on poverty.

Throughout this report the emphasis is on how the workforce can be more effective and efficient. The efficiency and effectiveness of the workforce will be improved through the participation of children, young people and families. By listening to and acting on the views of those experiencing poverty, policy and practice are more likely to be effective and efficient.

The findings from the CWDC survey show how poverty and disadvantage has been incorporated into training programmes for the workforce so far. Incorporating poverty and disadvantage into induction and other professional standards would help address the confusion surrounding the language of poverty, and would help to support the workforce in adopting a holistic approach to poverty.

Clear signposting of poverty training resources that are accessible and meet the needs of this flexible workforce would address some of the barriers that were reported by the VCS.

8. Appendices

Table 1: Training and materials outlined in the DMSS Index and updated

Organisation name	Website link	Section of the workforce	Content of offer
ATD Fourth World	www.atd-quartmonde.org/Getting-the-right-trainers.html	Developed for social workers and social work students	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. Currently updating materials.
Capacity	www.capacityltd.org.uk	All children's workforce - strategic leads, children's centre's, family support workers, children's services managers, etc.	Modular; Day 1 - Awareness. Two follow up options: Day 2 - engagement, Day 3 - action planning. Awaiting policy and practice direction for further development.
Child Poverty Action Group	www.cpag.org.uk	Providers of welfare rights and some attendance from a range of the children's workforce	2 year DCSF funded pilot project (3 areas) in children's centre's for face-to-face work. Poverty Awareness training and Income maximisation. Report due in April 2011 - not currently expecting continuation funding. Would welcome modular training and identifies the value of e-learning
Child Poverty Solutions, Wales	www.childpovertysolutions.org.uk	Local authority staff	A half day awareness training looking at impact, stigma, inequalities focus - use of games, quizzes, and group work aims to engage and challenge the workforce. Welsh 'fit' but currently developing a version for England.

Organisation name	Website link	Section of the workforce	Content of offer
Church Action on Poverty	www.justchurch.info	Group leaders in churches	Modular Programme - 12 sessions with materials - snakes and ladders game, etc, that could be used by all.
Citizens Advice	www.citizensadvice.org.uk/index_adviser_resources/advisertraining	Providers of welfare benefits advice	Introductory level, intermediate, advanced and update – usually aimed at specialist level.
Day Care Trust	www.daycaretrust.org.uk/events.php/24/meeting-the-childcare-needs-of-parents-through-information-and-brokerage	Childcare sector	1 day course on Childcare Act duties including take up of childcare costs, free places, encouraging good practice, support to families, and working effectively with black minority and ethnic (BME) families specifically.
Gingerbread	www.gingerbread.org.uk	Advisers and parenting professionals working in the single/young parent/pregnant teen's sector	Specialist training courses on support to care leavers and separating families in certain geographical areas. Gingerbread was funded by HM Revenue & Customs to deliver to the VCS.
Inclusion	www.cesi.org.uk and www.childpovertytoolkit.org.uk	Strategic support	Development of a Child Poverty Toolkit with Child Poverty Acton Group (CPAG).
National Energy Action (NEA)	www.nea.org.uk/energy-training	Elected members and children's practitioners	Fuel Poverty training
Reading Local Authority's Framework for Understanding Poverty (FW4UP)	www.school-portal.co.uk/resource/3657584/36_14201121014814_53.pdf	Teachers, the children's workforce generally and those working with teenagers	FW4UP, developed in the USA, looks at the effect of differing levels of income for relationships and learning. It is spread across 3 programmes and locally based.
Social Care Institute for Excellence (SCIE)	www.scie.org.uk/publications/learning/poverty/poverty10/index.asp and www.scie.org.uk/publications/learning/poverty/poverty10/resource/index.html	Social Work - students and practitioners, educators	An e-learning resource produced in consultation with ATD 4th World. 9 e-learning modules of higher education level currently, which could amended to suit level 2/3 etc. Awaiting future direction of policy and practice.

Organisation name	Website link	Section of the workforce	Content of offer
Shelter	england.shelter.org.uk	Children's practitioners, school based staff and the legal profession	Training and information on homelessness and housing debt
Training, Advice & Consultancy (TAC) – through the Centre for British Teachers (CfBT) Education Trust	www.cfbt.com/train/tac.aspx	Practitioners working with young people at risk	Certificate in working with young people at risk of social exclusion or can be done as stand alone modules to support a range of professionals.
Tameside	Currently not online	Health practitioners, managers and commissioners.	'The Politics of Poverty' about the 'lived' experience of poverty, structural outcomes of inequality. Local based delivery.
Turn2US/Homestart/CPAG	www.turn2uslearning.org.uk	Home-start volunteers, early years, support workers, debt advisers, and welfare officers	Turn2us ran the pilot income maximisation training with CPAG. Turn2us, which is part of the charity Elizabeth Finn Care, helps people who are in financial need access money available to them – through welfare benefits, grants and other financial help – via its website and a free, independent and confidential helpline. Can also provide free regional workshop on training and e-learning resources for intermediaries.

Table 2: Toolkit and publications from the DMSS Index

Organisation Name	Web-link	Contact e mail	Contact number	Publications/ Toolkits/ Support
Barnardo's	www.barnardos.org.uk/childpoverty	Neera.Sharma@barnardos.org.uk	0208 498 7729 (Neera Sharma, Assistant Director)	A range of publications available looking at families and credit, winter hardship and living below the breadline. A film looking at living in poverty from family and the child's perspective
Centre for Excellence and Outcomes (C4EO)	www.c4eo.org.uk	Helen.Goody@C4EO.org.uk	0207 843 6358	'Tackling child poverty through whole-area strategies' – a knowledge review on child poverty which is one of C4EO's cross-cutting themes. Sector specialist support available free of charge to local areas. Validated local practice examples available on C4EO's website.
Child Poverty Action Group	www.cpag.org.uk	info@cpag.org.uk	0207 837 7979	CPAG and Inclusion developed a Child Poverty Toolkit to meet the needs of local strategic partnerships. This contains a range of working briefs: Groups of children at greatest risk of being poor. Education and child poverty Employment and child poverty Health and child poverty Housing and child poverty Handbooks and online subscription to a range of relevant welfare, benefits and legal materials.
Child Poverty Solutions Wales	www.childpovertysolutions.org.uk	m.chappell@savethechildren.org.uk	02920 803 254	The Child Poverty Solutions website has been designed to help people working across the public sector in Wales to develop local responses to reducing child poverty. Strategic resources available on the website to support local authorities in Wales. Practice materials are also available

Organisation Name	Web-link	Contact e mail	Contact number	Publications/ Toolkits/ Support
Child Poverty Unit	http://www.education.gov.uk/childrenandyoungpeople/families/childpoverty/	lorraine.reid@childpovertyunit.gsi.gov.uk		The Child Poverty Unit brings together key officials from the Department for Work and Pensions, the Department for Education and HM Treasury. More information on the work of the Unit is available on the Department for Education website.
Local Government Improvement & Development (formerly IDeA)	www.local.gov.uk/improvementanddevelopment	Craig.titterton@local.gov.uk	0207 296 6436	Political and strategic leadership support. Currently chair the Core Offer Group. Host the Child Poverty Community of Practice www.communities.idea.gov.uk/welcome.do Child Poverty Needs Assessment Toolkit www.idea.gov.uk/idk/core/page.do?pagelId=22025996
Joseph Rowntree Foundation	www.jrf.org.uk/publications	info@jrf.org.uk publications@jrf.org.uk	01904 629 241	A range of reports and resources to support those aiming to eradicate/alleviate Child Poverty. Understanding attitudes to poverty in the UK Getting the public's attention (Castell and Thompson)
Oxfam GB	www.oxfam.org.uk/resources/ukpoverty	Ukpoverty@oxfam.org.uk	01865 473 281	A range of reports on women, poverty and social exclusion. The Oxfam Gender Works Toolkit. Getting by to getting on: Women's employment and local regeneration programmes.
Save the Children (StC)	www.savethechildren.org.uk	supporter.care@save-thechildren.org.uk	0207 012 6400	StC's Child Poverty Impact Assessment Tool working with the Welsh Assembly. StC's partnership with Families and Schools Together (FAST) and how we are working together to improve access to the award-winning FAST parental engagement programme across the UK www.savethechildren.org.uk/en/docs/FAST_Briefing_ow_res.pdf A range of resources and briefings available.

				<p>Local authorities can commission StC to provide support to meet the duty to consult children, young people and families including carrying out direct consultation and training staff in consultation and participation in poverty issues. StC has produced a guide to the Act and some information about how to ensure effective participation in work on child poverty www.savethechildren.org.uk/en/54_12369.html</p> <p>For more details see the Child Poverty Community of Practice at: www.communities.idea.gov.uk/comm/landing-home.do?id=1362979</p>
National College for Children Services and School Leadership	www.nationalcollege.org.uk/index/professional-development/ccln.htm	ccln@nationalcollege.org.uk	0845 609 0009	<p>Support to Children Centre Leaders through the Children Centres Leadership Network events</p> <p>Child Poverty Conference held in November 2010: www.nationalcollege.org.uk/download?id=140202&filename=child-poverty-childrens-centre-leaders-event.pdf</p> <p>Poverty also addressed through their broader Leadership remit for Head Teachers and Directors of Children's Services.</p> <p>Will host legacy/handover work from Together for Children (ceased March 2011) with local authorities on CC delivery specifically the TfC Child Poverty Toolkit.</p>

Diagram 1: The children's workforce

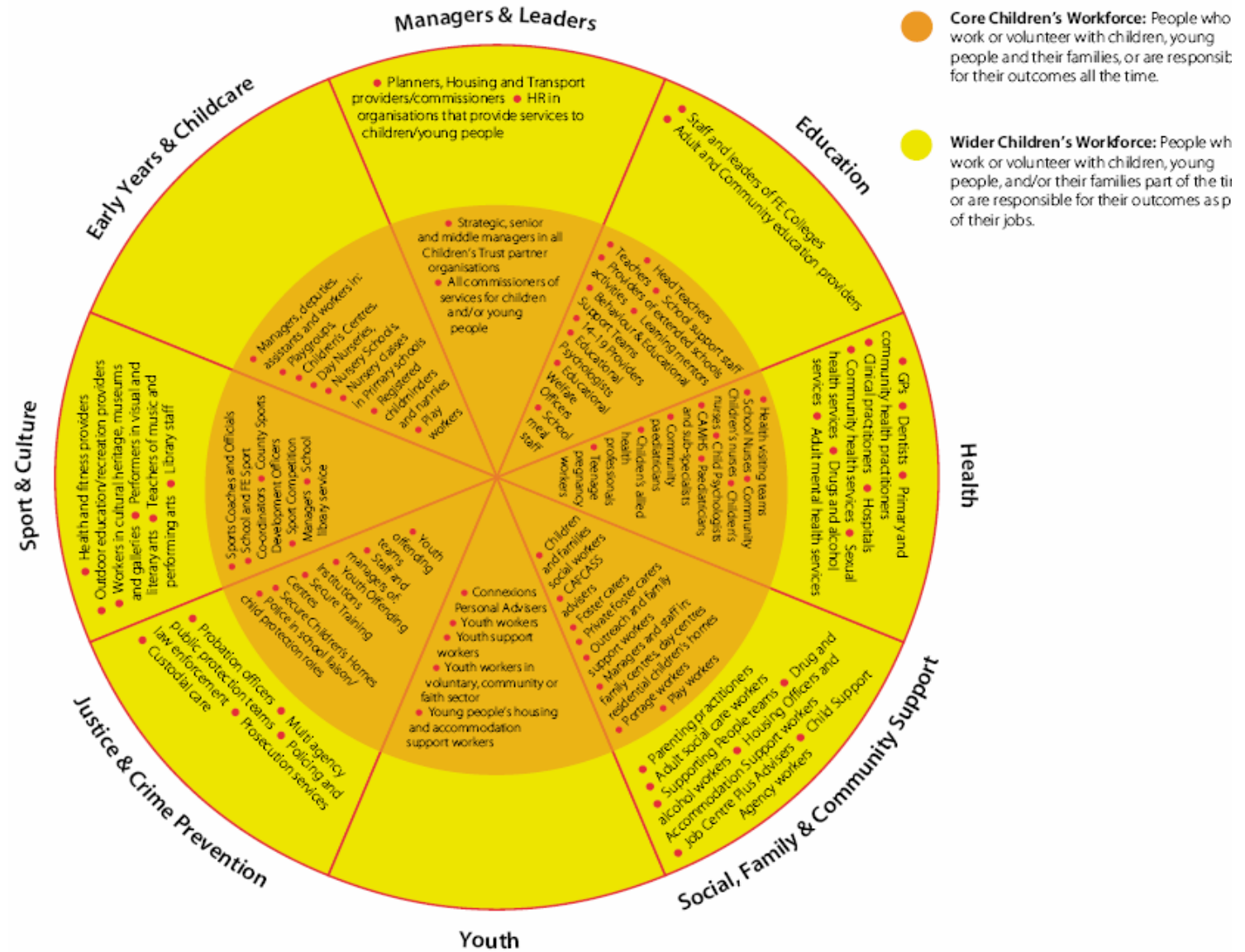


Table 3: Training mapped against the Children’s Workforce (Diagram 1)

Segment	Core People who work with children, young people and families all the time	Wider People who work with children, young people and families some of the time	Specific sections of the workforce as identified by the CPU and COG	Other sections of the workforce identified by the COG
Early years and Childcare	Daycare Trust Capacity ATD 4th World CPAG pilots Child Poverty solutions Wales Gingerbread NEA FW4UP – Bridges out of Poverty - ‘Getting ahead by just getting by’ SCIE -Poverty, parenting and social exclusion Shelter Turn2Us		Children’s centres Early years Parenting workers Foster carers	Health visitor’s Midwives Foster carers
Managers and Leaders	Capacity Child poverty solutions Wales Inclusion NEA Shelter	Inclusion NEA	Children’s centres CC staff	
Education	Capacity FW4UP – no child left behind NEA Shelter		Extended services Educational welfare officers	Teachers
	Capacity	NEA	Children’s centres	Health visitors

Segment	Core People who work with children, young people and families all the time	Wider People who work with children, young people and families some of the time	Specific sections of the workforce as identified by the CPU and COG	Other sections of the workforce identified by the COG
Health	NEA Shelter Tameside – The Politics of Poverty	Shelter Tameside – The Politics of Poverty		Midwives GP's
Social, Family and Community Support	Capacity ATD 4th World CPAG pilots Child poverty solutions Wales Gingerbread NEA FW4UP – Bridges out of Poverty - Getting ahead by just getting by SCIE - Poverty, parenting and social exclusion Shelter Turn2Us	CPAG training Gingerbread NEA Shelter	Children's centres Social work and social care Foster carers	Health visitors Midwives Police Teachers Job centre staff Housing officers GP's
Youth	Gingerbread NEA FW4UP Bridges out of Poverty The R rules Shelter TAC		Youth	

Segment	Core People who work with children, young people and families all the time	Wider People who work with children, young people and families some of the time	Specific sections of the workforce as identified by the CPU and COG	Other sections of the workforce identified by the COG
Justice and Crime Prevention	Currently nothing specific to map against these but there are links to youth.			Police
Sport and Culture	Link with access issues/ awareness raising in planning and inclusion.			
Other specialised training not aimed specifically at current children's workforce				
Church Action on Poverty	Group leaders training within the church community			
Citizens Advice Bureau	Specialist training for more specialist benefits advisors			

9. Bibliography

9.1 Reports by authors

Barnes, J. et al., The Family-Nurse Partnership Programme in England: Wave 1 implementation in toddlerhood & a comparison between Waves 1 and 2a of implementation in pregnancy and infancy [Online] (January 2011)

Available at:

www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_123238

[Accessed 10 February 2011]

Donaldson, C. and Walker, J., Intervening to improve outcomes for vulnerable young people: a review of the evidence, [Online] (January 2011)

Available at:

education.gov.uk/publications/standard/publicationDetail/Page1/DFE-RR078

[Accessed 10 February 2011]

Geoff, L., et al., Parent Support Advisor Pilot Evaluation - Final Report [Online] (August 2009)

Available at:

education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-RR151

[Accessed 10 February 2011]

Lloyd, R. and Mason, P., Local authority child poverty innovation pilot evaluation: third synthesis report (3rd ed.) [Online] (January 2011)

Available at:

education.gov.uk/publications/standard/publicationDetail/Page1/DFE-RR076

[Accessed 10 February 2011]

Marangozov, R., Work-focused services in children's centre's pilot: evaluation baseline report, [Online] (2009)

Available at:

research.dwp.gov.uk/asd/asd5/report_abstracts/rr_abstracts/rra_602.asp

[Accessed 10 February 2011]

Marangozov, R. & Stevens, H., Work-focused services in children's centres pilot: Interim report, [Online] (2010)

Available at: research.dwp.gov.uk/asd/asd5/rports2009-2010/rrep677.pdf

[accessed 11 February 2011]

9.2 Reports by organisations

C4EO

Tackling child poverty through whole-area strategies, [Online] (2010)

Available at:

www.c4eo.org.uk/themes/poverty/childpovertystategies/files/child_poverty_full_knowledge_review.pdf

[Accessed 11 February 2011]

Children's Workforce Development Council

A picture worth millions – State of the young people's workforce [Online] (2009)

Available at:

www.cwdcouncil.org.uk/assets/0000/7828/SYPW_report_full_version.pdf

[Accessed 10 February 2011]

Occupational Summary Sheet – Education Welfare Officers (EWOs) [Online] (updated 2007/2008)

Available at: www.cwdcouncil.org.uk/assets/0000/1764/EWO.pdf

[Accessed 10 February 2011]

National Quality Improvement Network

Principles for engaging with families - A framework for local authorities and national organisations to evaluate and improve engagement with families [Online] (2010)

Available at: www.ncb.org.uk/PDF/IMQUFAMI_4thproof.pdf

[Accessed 10 February 2011]

Together for Children

Together for Children – TfC Child poverty toolkit [Online] (2008)

Available at: www.nationalcollege.org.uk/docinfo?id=144780&filename=child-poverty-toolkit.pdf

[Accessed 10 February 2011]

Training and Development Agency (TDA)

Training and Development Agency – Information on the new qualifications for support staff in schools – [Online] (updated 2010)

Available at: www.tda.gov.uk/local-authority/standards-qualifications-training/~/_media/resources/support-staff/developing-and-progressing/information_on_the_new_qualifications_for_support_staff_in_schools.pdf

[Accessed 10 February 2011]

Training and Development Agency, TDA Strategic overview May 2008, [Online] (January 2011)

Available at: www.tda.gov.uk/about/plans-policies-reports/reports/board-minutes-and-papers/~media/resources/about/reports/board-minutes/2008-05_board_item_f_annex.pdf?keywords=Strategic+overview+May+2008
[Accessed 10 February]

The Children's Workforce Development Council (CWDC) supports local areas to drive sector-led improvements so the millions 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, young people and families' workforce to be respected and valued for the positive difference it makes to children, young people and their families.

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

For more information please call 0300 123 1033
or visit www.cwdcouncil.org.uk

Or write to CWDC, 2nd Floor, City Exchange
11 Albion Street, Leeds LS1 5ES
email info@cwdcouncil.org.uk

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

© Copyright Children's Workforce Development Council 2011 | Part of the Sector Skills Council, Skills for Care and Development.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, except as permitted by the Copyright, Designs and Patents Act 1988, without prior permission of Children's Workforce Development Council.