



# Child poverty training module

## Understand, recognise and respond to child poverty

Module and how to use guidance

# Introduction

CWDC is committed to supporting the workforce in helping to reduce the effects of poverty and disadvantage on the lives of children, young people and their families.

This training module builds on the following previous poverty work undertaken by CWDC:

- The work commissioned by CWDC in 2010 and completed by DMSS Research and Consultancy: A Review of the training and materials which aim to support the children's workforce to reduce the impact of childhood poverty and disadvantage.
- The findings and recommendations highlighted in the Poverty Training Gap Analysis. This was undertaken in early 2011 and identifies the awareness, skills and expertise alongside the national and local infrastructure that is required to ensure the workforce is able to intervene effectively to reduce the damaging effects of poverty and disadvantage.
- The Child Poverty Checklist is a tool that can be used to ensure that the resources, activities and products that are used in the workplace fully consider child poverty. The checklist also provides direction for support, links to organisations, information and resources on local and national developments in the field of poverty and disadvantage. Organisations are encouraged to adapt this checklist to reflect local issues, perspectives and priorities.

The Child Poverty Act 2010 is the legislative framework requiring central government to develop a national Child Poverty Strategy. It also requires every local authority to undertake a Child Poverty needs assessment and to work cooperatively to develop and deliver a Child Poverty Strategy. The Child Poverty Act 2010 set targets to halve child poverty by 2010/11 target and eradicate poverty by 2020 (where eradicate is defined as being among the best in Europe ie 5-10%).

This should be expected to lead to better coordinated and coherent integrated responses to child poverty at a national and local level which are so essential to make effective progress toward eradicating child poverty.

The Frank Field Review, *The Foundation Years: Preventing poor children becoming poor adults*, published in December 2010, advocates a shift in emphasis to parenting and education as the most effective routes out of poverty. Poverty is a key determinant in children's wellbeing, affecting children and young peoples, opportunities to reach their potential through childhood and into adult life.

The opportunity for the workforce to make an impact on child poverty makes it everybody's business across the children, young peoples and families workforce, a significant requirement for employers and therefore a key training focus for CWDC.



## What is the child poverty training module?

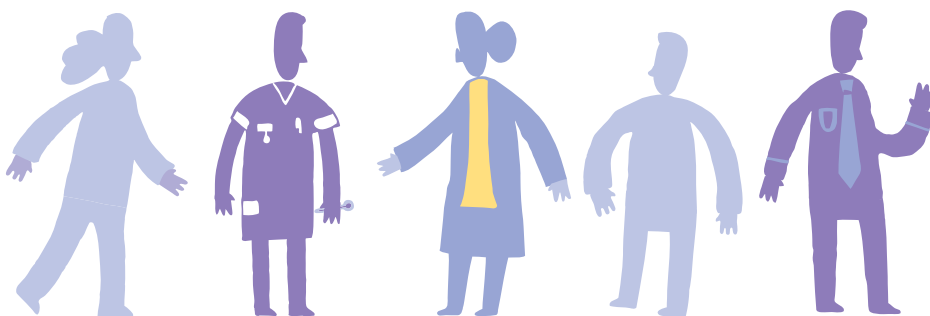
This training module provides an indicative course or training outline for learning. It has a set of five aims (the knowledge or outcome that will be gained through completion of the learning outcomes), each with a set of learning outcomes (what the learner will have specifically learnt, or will be able to do, as a result of the learning experience).

The module is not an accredited unit, but training providers and educational establishments may wish to include it in accredited programmes of learning if appropriate.

## Who is the training module for?

This child poverty training module is for all practitioners working with children, young people and families who want to know about poverty and take action to reduce the effect of poverty and disadvantage on the lives of children, young people and their families.

The training module can also be a useful resource for strategic and operational managers who have responsibility for developing a Child Poverty Needs Assessment, implementing subsequent Child Poverty Strategies and improving the outcomes for children, young people and their families.



## How to use the training module

This training module can be used in a variety of ways including as a:

- Formal classroom and workshop style training activity.
- Small group development activity, facilitated through a manager or senior practitioner.
- Self-directed learning tool for individuals or groups of peer practitioners.
- One to one support or supervision tool.

Practitioners can refer to the module to broadly indicate what knowledge and understanding of child poverty they need to be able to support children and their families to move out of poverty.

Trainers, managers or senior practitioners may wish to supplement or develop this training module to reflect local agendas and specific socio-economic challenges, develop or incorporate learner resources into a formal training programme, or use it as part of an induction programme or active learning sets.

Alternatively, practitioners may refer to the learner resource which has been developed to accompany this training module and undertake the suggested learning activities and achieve the knowledge recommend in the module.

The learner resource will be available to download from CWDC's webpages by October 2011. It will provide optional supporting notes, examples of useful tools and some initial signposting on where to gain the required knowledge and understanding that the module recommends. It will also suggest activities and questions to support enquiry based learning; the learner resource is a starting point for suggested learning and does not seek to replicate other learner resources that may be available.

Organisations are encouraged to adapt this training module and learner resource to reflect local processes and priorities.



<b>Title</b>	<b>Understand, recognise and respond to child poverty</b>	
<b>Aim - The learner will:</b>	<b>Outcome - The learner can:</b>	
<p><b>1.</b> Understand child poverty and disadvantage</p>	<p><b>1.1</b> Explain what is meant by child poverty</p> <p><b>1.2</b> Explain why families who are affected by poverty experience disadvantage</p> <p><b>1.3</b> Identify what might be the causes, underlying drivers and intergenerational cycles of child poverty in your local area and nationally</p> <p><b>1.4</b> Explain what is meant by in-work poverty</p>	
<p><b>2.</b> Understand the impact of child poverty</p>	<p><b>2.1</b> Identify the impact of poverty on families and children and how this affects opportunity, achievement and outcomes over the course of their lives</p> <p><b>2.2</b> Describe how poverty affects the perspectives, perceptions and actions of children, families and communities</p> <p><b>2.3</b> Identify the issues and barriers preventing children and families from moving away from poverty nationally and in your local area</p>	
<p><b>3.</b> Understand how to recognise potential signs and risk factors of child poverty</p>	<p><b>3.1</b> Identify potential signs and risk factors of child poverty locally and nationally</p> <p><b>3.2</b> Explain how to recognise potential signs and risk factors of poverty within a family</p>	

<p><b>4.</b> Understand the role of a range of (public, private and voluntary sector) agencies, services and support networks available to work with a family and support them to move away from poverty</p>	<p><b>4.1</b> Identify local and national agencies, services and support networks available to work with and support a family in moving away from poverty</p> <p><b>4.2</b> Explain the role and functions of these agencies, services and support networks and how they can work with families and support them to move away from poverty</p> <p><b>4.3</b> Explain what barriers there may be to a family engaging with these agencies, services and support networks and why these barriers may exist</p> <p><b>4.4</b> Recognise the importance of and how agencies, services and support networks can work together to develop opportunities and support families to move away from poverty</p> <p><b>4.5</b> Recognise the barriers to inter-agency working and information sharing between services</p> <p><b>4.6</b> Identify opportunities to overcome local barriers to inter-agency working and information sharing between services</p>
<p><b>5.</b> Within your role as a practitioner, understand how to support a family in recognising and responding to the factors that are contributing to the family being in poverty</p>	<p><b>5.1</b> Explain how to work with a family to enable them to identify what factors are contributing to the family being in poverty</p> <p><b>5.2</b> Explain how to work with a family to enable them to identify what actions, agencies, services or support networks could help them to address these factors</p> <p><b>5.3</b> Identify how to support a family in implementing any agreed actions or referrals</p>

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.

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For more information please call 0300 123 1033  
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)

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