

About You	
1.	<b>Your Name</b>
	Amanda Gallagher Cairns
2.	<b>Your Employer / Organisation</b>
	North Lanarkshire Council
3.	<b>Your Position</b>
	Assistant business manager in the Tackling Poverty team
4.	<b>Your E-Mail at Work</b>
	GallagherA@northlan.gov.uk
5.	<b>Your Address at Work</b>
	Dalziel House, Motherwell
6.	<b>Your Telephone Number at Work</b>
	01698 332551
7.	<b>Your Role in the Project</b>
	Project Coordinator
An Introduction to the Project	
8.	<b>Which partner organisations are involved in delivering the project (local authorities, organisations, community groups, etc.)?</b>
	North Lanarkshire Council
9.	<b>Does the project have specific aims and/or objectives?</b>
	The project aims to find out what young people think about poverty and what should be done about it, and to raise awareness on issues of poverty in schools.
10.	<b>Does the project have a title?</b>
	"Ask Three questions"
11.	<b>When did it start?</b>
	The project started with a small number of schools in around March 2023, aiming to canvass children and young people's views to, in turn, shape North Lanarkshire Council's local child poverty action report, particularly around the "what do you want us to do about it question".

12.	<b>Has it finished? Is it on-going? Does it have an end date?</b>
	The project is currently ongoing.
13.	<b>Which groups of people, if any, are targeted by the service provided?</b>
	People who are of school age in the North Lanarkshire area.
14.	<b>Where is it delivered?</b>
	The project takes place in schools in the North Lanarkshire area.
<b>The Initial Idea</b>	
15.	<b>Who had the initial idea?</b>
	The tackling poverty team were keen to hear about the views and opinions of children and young people, there had been work previously done around a number of subjects with children where they kept the questions short and limited. The team decided this was a good model and wanted to build on this. They also wanted to also build in poverty awareness for the teaching staff – these sessions are bespoke for education where they were able to highlight child poverty figures for their specific locality. These sessions not only highlight what the picture of their school community is but also what they can do about it. Referral routes are emphasized. The team works with education via the cluster model to ensure that the cost of the school day documents reflect not only what the children tell us they want us to do to help them but also reinforces the referral routes that staff within schools can use to help families.
16.	<b>How did the idea for the project come about?</b>
	The tackling poverty team looked at the local child poverty report and were clear that they wanted the children and young people of North Lanarkshire to have a voice – it is their report and the team wanted them to direct us. The team took the idea to colleagues in education and they embraced it.
17.	<b>Did you draw on any published reports / papers / research evidence or practice you had seen elsewhere to inform your plans?</b>
	No.
18.	<b>Who was involved in developing the initial idea of the project?</b>
	The Tackling Poverty team for North Lanarkshire Council
19.	<b>Were those with lived experience of poverty involved in developing the initial idea of the project?</b>
	Yes - some team members involved in developing the project also grew up experiencing poverty.
20.	<b>What funding was used, if any, to support the development of the initial idea of the project?</b>

	The project was funded by the council and conducted by the staff as part of their job role.	
21.	<b>What in-kind resources were needed when developing the initial idea of the project?</b>	
	<b>Facilities</b>	Work is carried out in school classrooms – or in the gym halls if it is a bigger group
	<b>Equipment</b>	Three large posters were ordered, each with the question printed on it – these were put on to display boards. Children are provided with post-it pads and pens so they can write what they want on them – this is to avoid any stigma in shouting out how they feel.
	<b>Local Knowledge</b>	The team is aware of the SIMD levels of each of the schools
	<b>Food and Drink</b>	N/A
22.	<b>What, if any, barriers did you have to overcome when developing the initial idea of the project?</b>	
	They needed to learn to adapt communication styles to the young people and had to a way to deliver the project in a way that is non-invasive and sensitive to different lifestyles and outlooks.	
23.	<b>What, if anything, was helpful when developing the initial idea of the project?</b>	
	The support of our colleagues in education and the interest of our elected members in the outcomes.	
24.	<b>Did you conduct a feasibility study?</b>	
	No.	
25.	<b>What was the timeline between the initial idea and the start of the project?</b>	
	It was around a month – time was needed to secure materials and to gain the consent of the schools.	
26.	<b>Who made the decision to introduce the project?</b>	
	The Business Manager and the Assistant Business Manager of the tackling poverty team – in conjunction with education staff	
<b>Pilot Project</b>		
27.	<b>Did you run a pilot project?</b>	
	No.	
<b>The On-going Development of the Project</b>		

28.	<b>Has the project changed through time?</b>
	No.
<b>Accessing the Service and Engaging with Service Users</b>	
29.	<b>Is there a referral process? If yes, how does the referral process work (self-referral, referred by other agencies, identified from an existing database)</b>
	No
30.	<b>How do you keep in touch with service users? Do your service users have a preferred method of contact?</b>
	Anyone involved in the project can contact the team via North Lanarkshire Council if they have any questions.
<b>Working With People with Lived Experience of Poverty</b>	
31.	<b>Are those with lived experience of poverty involved in <u>delivering</u> the project?</b>
	Yes, some of the team members involved in the project also grew up experiencing poverty, which means they can give some personal insight into the issues faced by those who are currently experiencing poverty.
32.	<b>Are people with lived experience of poverty involved in <u>managing</u> the project, <u>supervision</u> within the project, or project <u>governance</u>?</b>
	Yes, some of the management involved in the project have lived experience of poverty, this means they can offer some personal insight into the experiences faced by those living in poverty.
33.	<b>Are people with lived experience of poverty involved in <u>any other aspect</u> of the project?</b>
	N/A
<b>Leadership, Governance and Partnership Working</b>	
34.	<b>Who has overall responsibility for the project?</b>
	The Tackling Poverty team of North Lanarkshire Council.
35.	<b>Is this the only responsibility of the person managing the project?</b>
	N/A
36.	<b>Is there a Project Steering or Advisory Group or Organising Committee?</b>
	The Tackling Poverty team of North Lanarkshire Council manage all aspects of this project in-house. The Tackling Poverty Team take the outcomes of this to the multi-agency Tackling Poverty Officers Action Group, to allow them to work together to address what the children and young people are telling us.

<b>Staffing</b>		
37.	<b>Are there any paid staff?</b>	
	Yes, the staff are employed by the council and working on this project is categorised as part of their job role.	
38.	<b>Are volunteers involved in delivering the project?</b>	
	No.	
<b>Links to Wider Policies, Strategies and Statutory Requirements</b>		
39.	<b>Is the project part of a wider anti-poverty strategy?</b>	
	This project is part of the local North Lanarkshire's tackling poverty strategy.	
40.	<b>Is the project part of any other strategy?</b>	
	Local Child Poverty Action Plan	
41.	<b>Is the project delivering a service that is a statutory commitment.</b>	
	No.	
<b>Funding</b>		
42.	<b>Who funds the project?</b>	
	North Lanarkshire Council funds this as part of their local tackling poverty strategy.	
43.	<b>How is the project funded?</b>	
	The project is funded through the council budget, which is allocated for Tackling Poverty team projects.	
44.	<b>What is the budget for the project / how much does it cost to deliver?</b>	
	N/A	
45.	<b>Is future funding based on pre-agreed outcomes or outputs being delivered?</b>	
	No.	
<b>Resources</b>		
46.	<b>What in-kind resources do you need to deliver your project?</b>	
	<b>Facilities</b>	Class/ Meeting rooms.
	<b>Equipment</b>	Pens and Post-it notes.
	<b>Local Knowledge</b>	N/A

	<b>Food and Drink</b>	N/A
47.	<b>For each of the in-kind resources listed above, who provides it?</b>	
	<b>Facilities</b>	The schools provide the team working on “Ask three questions” their space to conduct the project.
	<b>Equipment</b>	The council provides pens and Post-it notes.
48.	<b>Did you have to buy or develop new IT systems, software (databases, apps) or technology to deliver your project?</b>	
	No.	
49.	<b>Was additional staff training required to deliver your project?</b>	
	No.	
<b>Formal Monitoring and Evaluation</b>		
50.	<b>What information, if any, do you collect about your project?</b>	
	<b>Number of users</b>	The team has delivered the project now to 703 pupils and 129 education staff
	<b>Profile of users</b>	The project is delivered to pupils from Primary 4 onwards
	<b>Experience of users</b>	Yes – specifically the experience of those who have either faced or seen the effects of poverty in the local area.
	<b>Anything else</b>	The opinions of young students on poverty, and what should be done about it.
51.	<b>How often is data collected? Who collects the data?</b>	
	Yes, data is collected by the team members who conduct the “Ask Three Questions” activity in schools.	
52.	<b>Do you have baseline data on what things were like before the start of the project or before users started the project?</b>	
	No.	
53.	<b>Do you produce an annual report?</b>	
	Not currently.	
54.	<b>In what ways, if at all, do you use the data that you collect to adapt the service that you provide?</b>	
	The data itself has not been used to adapt the project or services, but the team has learned through on-going interactions with young people how to better appeal to them and encourage them to participate.	

55.	<b>Have you employed an external organisation to formally evaluate your project?</b>
	No.
56.	<b>If yes, in what ways, if at all, have you used the External Project evaluation to adapt the service that you provide.</b>
	N/A
57.	<b>Do you intend to employ an external organisation to evaluate the service that you provide in the future?</b>
	Not currently.
<b>Impact</b>	
58.	<b>What difference has the project made?</b>
	The project raises awareness of poverty in schools and teaches sensitivity to the matter.
59.	<b>How do you know this? What evidence demonstrates impact (metrics, interviews, feedback)?</b>
	They have gathered feedback during and after the meetings in schools.
60.	<b>To what extent have the aims of the project been achieved?</b>
	The Tackling Poverty team has a broader awareness of the thoughts, feelings, and opinions of school-aged children regarding poverty and the effects of the cost-of-living crisis. They have developed their communication strategies to make them more relatable to school-age children, making raising awareness more effective.
61.	<b>How, if at all, has the demand for the service provided by the project changed since it started?</b>
	N/A
62.	<b>Has the project had any unexpected or unintended outcomes?</b>
	No.
63.	<b>In your opinion, is the project having an impact on tackling poverty? If so, please describe in what ways.</b>
	Yes. This project is raising awareness of poverty issues in schools and collecting information on the opinions and lived experiences of young people regarding poverty.
<b>Learning from Experience</b>	
64.	<b>What is working well?</b>

	Adapting the means of delivery to suit school-aged children has worked well. Adaptability in this project meant to create relatability, which is important when trying to garner opinion on such important matters	
65.	<b>What, if anything, is working less well?</b>	
	N/A	
66.	<b>What are the key learning points that you'd like to share with other practitioners? For example, is there anything that you would do differently?</b>	
	Students found it easier to relate to a younger staff member and tell them about their life experiences because they were closer in age. The participants also preferred using a pen and a post-it note because it allowed them to retain some anonymity in their responses.	
67.	<b>What plans do you have to develop or expand the project in the future?</b>	
	The project is ongoing and will continue to collect data and raise awareness in the way it currently does.	
68.	<b>How easily do you think your project could be replicated in another setting?</b>	
	Yes, this could easily be replicated.	
<b>Social Media</b>		
69.	<b>Please enter social media contact details and weblinks to supporting documents or resources below:</b>	
	<b>Web Pages</b>	N/A – The project does currently not use any social media. However, there is a project video: <a href="https://vimeo.com/892318427/91d66ad176?share=copy">https://vimeo.com/892318427/91d66ad176?share=copy</a>
	<b>Facebook</b>	
	<b>Instagram</b>	
	<b>Twitter</b>	
	<b>Tik-Tok</b>	
<b>GDPR Consent (Add yes or no in the box)</b>		
I give my permission to be named in the tackling poverty locally directory and associated public outputs.		Yes.
I give permission for our organisation to be named in the tackling poverty locally directory and associated public outputs.		Yes.
I give permission for me to be contacted by directory users.		Yes.
I am willing to be contacted if more details are required		Yes.





## Tackling Poverty Locally Online Directory How To Guide



**Request to review (Add yes or no in the box)**

**Did the interviewee request to review a draft before it I sent to referees for review**

Yes.