Tackling Poverty Locally Online Directory

1 in 5 Project
How-to Guide

This guide offers more detailed information and advice for those who may be interested in adopting or adapting the initiative in their local area.

This document comprises the following sections (click hyperlink to skip to that section)

Title	1 in 5 Project
Organisation	City of Edinburgh Council
Category	Effective Practice
Poverty Impact	Mitigation

Introduction to the Project
The '1 in 5' project was set up in response to the 20% child poverty rate in Edinburgh and aimed to improve the understanding of the causes and impact of child poverty. The project provided insight to what changes schools could implement to support children from low-income families, especially in terms of reducing school-related costs. Engaging schools, pupils, staff and parents, the '1 in 5' project included six pilot schools in which various activities such as awareness raising sessions, focus groups and competitions were held. A 'Top Tips' leaflet was produced from the recommendations emerged from the engagement.

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Initial Idea

Who had the initial idea?
Pattie Santelices and Molly Page
How did the idea for the project come about?
From the need to raise awareness of child poverty within Edinburgh and to find out what schools could do to better support children in low-income families.
Did you draw on any published reports / papers / research evidence or practice you had seen elsewhere to inform your plans?   *If so, please add details to the box below.*
No
Who was involved in developing the initial idea of the project?
Pattie Santelices and Molly Page
Were those with lived experience of poverty involved in developing the initial idea of the project?
No.
What funding was used, if any, to support the development of the initial idea of the project?
Self-funded

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What in-kind resources were needed when developing the initial idea of the project?	
Facilities	N/A
Equipment	N/A
Local Knowledge	N/A
Food and Drink	N/A

What, if any, barriers did you have to overcome when developing the initial idea of the project?

No barriers identified.

What, if anything, was helpful when developing the initial idea of the project?

Direct access to schools was helpful in rolling out the training.

What was the timeline between the initial idea and the start of the project?

Three months.

Who made the decision to introduce the project?

The City of Edinburgh Council.

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Early Development of the Project

Did you run a pilot project or carry out a feasibility study?
Yes
What did you do? Please describe the pilot project or feasibility study.
- Ran awareness raising sessions to all staff, pupils and parents at selected pilot schools. - Established focus groups of staff to look more in depth at the actions and changes to be considered. - Hosted two competitions in primary schools focused on raising awareness of poverty. - Asked high school pupils to make a short professional video about child poverty as part of a training pack for all Edinburgh schools. - Donations of books were asked from pupils at each school, to distribute them to children in low-income families via local networks.
How, if at all, were those with lived experience of poverty involved in the pilot of the project or feasibility study?
Children, staff and parents from the six chosen pilot schools: Broughton High School; Portobello High School; James Gillespie's High School; Sciences Primary School; Prestonfield Primary School, Liberton High School and Cameron House Nursery (as a cluster group); St Ninian's Primary School. The schools selected represented a wide social mix.
What funding was used, if any, for the pilot of the project or feasibility study?
A grant of £10,000 to start the project from the council which was mainly used for printing.
What in-kind resources were used for the pilot of the project or feasibility study?

Facilities	Spaces to deliver the training and workshops
Equipment	N/A
Local Knowledge	N/A

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Food and Drink	N.A.

Was the pilot project or feasibility study evaluated? *If yes, please provide details*

Yes. An independent evaluation was conducted in 2017 by Dr Briege Nugent who is an honorary research fellow at the University of Salford.

What evidence, if any, from the pilot project was used to confirm that it was working?

Responses from the survey conducted as a part of the evaluation:
- Of the 163 teachers who took the survey, over 90% reported increasing their understanding of the scale and impacts of child poverty on the children's outcomes as a result of the training delivered.
- 84% of the teachers who took part said they understood more about the causes of poverty.
- 76% of the respondents felt they were able to identify children affected by poverty in their class better.

Who made the decision to continue with the project beyond the pilot or feasibility study?

The Council.

How did the pilot or feasibility study inform the final design of the project?

The project that was launched after the pilot was largely a continuation of the pilot in the same form.

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Accessing the Service and Engaging with Service Users

Is there a referral process? If yes, how does the referral process work (self-referral, referred by other agencies, identified from an existing database)
N/A

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Working with People with Lived Experience of Poverty

Are those with lived experience of poverty involved in <u>delivering</u> the project? *If so, please describe below.*
Yes, some of the staff delivering the training on the project have lived experience.
Are people with lived experience of poverty involved in <u>managing</u> the project or project governance? *If so, please describe below.*
Yes, some of the City Council staff involved with the project have lived experience.
Are people with lived experience of poverty involved <u>in any other aspect</u> of the project? *If so, please describe below.*
No

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Leadership, Governance and Partnership Working

Who is responsible for managing the project?
There are multiple people responsible for managing the project. The Wider Achievement and Lifelong Learning in City of Edinburgh Council is responsible for the management of 1 in 5.
Is this the only responsibility of the person managing the project? *If not please describe the manager's wider roles and responsibilities.*
N/A
Is there a Project Steering Group? *If yes, who is involved in this and how does it work.*
No
If there is no Steering Group, what governance arrangements are in place to review strategy and performance?
The Wider Achievement and Lifelong Learning in City of Edinburgh Council is responsible for the management of 1 in 5.

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Links to Wider Policies, Strategies and Statutory Requirements

Is the project part of a wider anti-poverty strategy? *If so, please give details.*
Yes, Edinburgh Poverty Commission and The Children's Services Plan
Is the project part of any other strategy? *If so, please give details.*
No
Is the project delivering a service that is a statutory commitment. *If so, please give details.*
No

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Funding

Who funds the project? *Please give details.*
The pilot was funded by the City of Edinburgh Council. After that the project has not had dedicated funding as it is a training and awareness raising programme.
How much does the project cost?
N/A
Is future funding based on pre-agreed outcomes or outputs being delivered?
No

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Staffing and Resources

Which partners are involved in delivering the project (local authorities, organisations, community groups, etc.)?	
Schools and Council staff	
Which paid staff are involved in delivering the project?	
Yes. The City of Edinburgh Council paid staff is involved in the '1 in 5' project as a part of their job.	
Are volunteers involved in delivering the project? *Please describe their role and their contribution.*	
No volunteers are involved.	
What in-kind resources do you need to deliver your project?	
Facilities	Spaces to deliver training
Equipment	N.A.
Local Knowledge	N.A.
Food and Drink	N.A.
For each of the in-kind resources listed above, who provides it?	
Facilities	Participating schools
Equipment	N.A.
Local Knowledge	N.A.
Food and Drink	N.A.
Did you have to buy or develop new IT systems, software (databases, apps) or technology to deliver your project? *Please describe below.*	
No	

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Was additional staff training required to deliver your project? *If so, please describe.*
Yes. Those who provide the training for the project were trained by the Council.

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Monitoring and Evaluation

What information, if any, do you collect about your project?	
Number of users	Yes
Profile of users	No
Experience of users	Yes
Anything else	No
How often is data collected? Who collects the data?	
Ongoing.	
Do you have baseline data on what things were like before the start of the project or before users started the project? *Please describe the type of baseline data that you have.*	
No.	
Do you produce an annual report? *Please provide details of what this includes.*	
Yes	
In what ways, if at all, do you use the data that you collect to adapt the service that you provide?	
Occasionally the training materials are updated.	
Have you employed an external organisation to formally evaluate your project? *If yes, please provide details.*	
Two external evaluations have been conducted: in 2017 after the pilot by Dr Briege Nugent as a research fellow for the University of Salford, and in 2018 by Robyn Lewis as a part of their masters dissertation project for the University of Edinburgh	
Do you intend to employ an external organisation to evaluate the service that you provide in the future? *If yes, please provide details*.	

Not currently planned.

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Reach and Impact

What difference has the project made?
- As a result of the 1 in 5 training the majority of school staff expressed an increased understanding of child poverty (Lewis, R. 2018. Can the effects of poverty be mitigated within the school environment? An analysis of the 1 in 5: Raising Awareness of Child Poverty Project; Nugent, B. 2017. Evaluation of '1 in 5: Raising Awareness of Child Poverty' in Edinburgh.) - Lines of communication between sectors of the school cohort have improved (Lewis 2018) - A number of practices on uniforms, school trips and activities, food and snacks, and homework and out of school learning have been implemented in the schools as a result of the project. These have been recommended in the 'Top Tips' leaflet produced by the '1 in 5' project that sourced the recommendations from focus groups with over 1000 staff, parents and pupils participated. - Changed perceptions of child poverty as a problem that affects only some wards as opposed to all.
How do you know this? What evidence demonstrates impact (metrics, interviews, feedback)?
Evaluation studies
To what extent have the aims of the project been achieved?
The independent evaluations have concluded that the aims have been achieved to a high extent.
How, if at all, has the demand for the service provided changed since it started?
The Child Poverty Action Group has become involved in delivering the service. As 1 in 5 is a training and awareness programme, the need for raising awareness has decreased in some areas after the programme has already been engaging with the staff from the schools. The covid-19 pandemic and the cost-of-living crisis have presented a need for the training materials to be updated as the challenges faced by children and families have changed.

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If yes, has the project had the capacity to meet these changing conditions and demand

A re-write of the 1 in 5 training materials is in progress to reflect the changes brought by the pandemic, cost-of-living crisis, and the introduction of the Child Poverty Action Group.

Has the project had any unexpected or unintended outcomes? *If so, whether positive or negative, please describe.*

No

In your opinion, is the project having an impact on tackling child poverty? If so, please describe in what ways.

Better awareness among those working with pupils.

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Learning from Experience

What is working well?
Consultation groups delivering valuable input and some schools taking on the suggested improvements.
What, if anything, is working less well?
Whereas some schools are very proactive and keen to implement recommended changes to their practices, others have been slower to do so even after engagement with 1 in 5.
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?
- Keep the approach focused on the child and mind how money might be affecting them and their behaviour. This can help answer questions to parents why schools should provide support for some families and not others. - Consultations provide a lot of quick, easy, and effective ways for schools to find out how to change their practice; these cost nothing and are easy to do.
What plans do you have to develop or expand the project in the future?
To re-write some training materials for the project to reflect the changed conditions.
How easily do you think your project could be replicated in another setting?
Easily replicated in terms of the consultation and training..

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