

## Tackling Poverty Locally Online Directory

Glasgow Financial Inclusion Support Officer for Schools project



# Part 4 - 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)

- [Initial Idea](#)
- [Early Development of the Project](#)
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Glasgow Financial Inclusion Support Officer for Schools project



<b>Title</b>	Glasgow Financial Inclusion Support Officer for Schools project
<b>Organisation</b>	Glasgow City Council
<b>Category</b>	Fully Validated Effective Local Practice
<b>Poverty Impact</b>	Mitigation
<b>Introduction to the Project</b>	
<p>The primary purpose of the project is to support families and alleviate poverty through income maximisation. This is done by providing 1 to 1 support for parents and families up to and including type 3 support in the field of welfare rights and debt reconciliation. The advice and support are primarily about increasing incomes for families normally though unclaimed welfare benefits like universal credit as there often happens there is an additional element of UC that remains unclaimed due to a lack of awareness or sometimes following a change in circumstances. Referral pathways are also offered to employability and energy advice.</p>	

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### Initial Idea

#### Who had the initial idea?

A former Child Poverty Lead for the City Council was the main catalyst for launching the project.

#### How did the idea for the project come about?

The Child Poverty Lead who developed the idea had connections to communities needing more support and organisational stakeholders doing work in and with those communities. The parents from the communities had indicated to the Council liaison that they were struggling with educational benefits such as provision of free school meals etc. Simultaneously other actors within the Council had been made aware of struggles to access Educational Maintenance Allowance.

Those involved with the development of the project had identified the provision of support services was better in some schools than others, and wanted to partner with GEMAP (Scotland) to make the provision more equal. Targeting those who were furthest removed from support services, the project wanted to use the schools to bring support to places where people estranged from them would feel most comfortable in accessing it.

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<b>Were plans informed by any published reports / papers / research evidence or practice from elsewhere?</b>	
In structuring the project and wanting to target those furthest removed from the advice sector, the FISO project looked at data on who was (and was not) accessing advice services and used this to inform the development of the project.	
<b>Was anyone else involved in developing the initial idea of the project?</b>	
Staff from Glasgow City Council and GEMAP (Scotland) who co-designed the project together.	
<b>Were those with lived experience of poverty involved in developing the initial idea of the project?</b>	
No	
<b>Was funding required to support the development of the initial idea of the project?</b>	
No	Yes
<b>Please provide details of the funding that was used to support the development of the initial idea of the project.</b>	
<b>Which organisation provided funding?</b>	Not specified
<b>How much was required?</b>	Not specified
<b>What was the specific source of funding? (e.g., particular grant or policy)</b>	Not specified

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<b>Were specific resources – other than funding - needed when developing the initial idea of the project?</b>			
<b>No</b>			<b>Yes</b> xxx
<b>Please provide details of the resources that were required when developing the initial idea of the project.</b>			
<b>Local Knowledge</b>	Input from the local community groups		
<b>What, if any, barriers had to be overcome when developing the initial idea of the project?</b>			
The project was started right before the COVID-19 pandemic and the project had to take its first steps during lockdown. The project adapted to this and provided support over the phone. Not being able to produce support leaflet in other languages than English has been somewhat of a challenge with the project.			
<b>What, if anything, helped enable development of the initial idea of the project?</b>			
The partnership with the delivering schools has been working well and the schools have been happy to receive the support offered by the project.			
<b>How long did it take between having the initial idea and starting the project?</b>			
Not specified			
<b>Who made the decision to introduce the project?</b>			
Not specified			

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### Early Development – Pilot Project or Feasibility Study

<b>Was there a pilot project or feasibility study?</b>	
No	
Yes, a pilot project	xxx
Yes, a feasibility study	
<b>What did the pilot study or feasibility study involve?</b>	
The pilot ran for 12 months from early 2020 to March 2021. During the pilot the operational delivery of the FISO model was tested in four city secondary schools: Bellahouston Academy, Rosshall Academy, St Mungo's Secondary, and St Paul's High School. The first year of the project essentially functioned as a pilot.	
<b>Who was responsible for the design and/or delivery of the pilot or feasibility study?</b>	
The pilot stage was delivered by Glasgow City Council and GEMAP (Scotland). Four schools participated in the project's pilot stage: Bellahouston Academy, Rosshall Academy, St Mungo's Secondary, and St Paul's High School.	
<b>Were those with lived experience of poverty among those involved in the design or delivery of the pilot project or feasibility study</b>	
No	
Yes	xxx
No involvement in the management or delivery stage but input from local community groups was valuable to the development/design stage of the project.	

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<b>Was funding required to support the pilot project or feasibility study?</b>			
<b>No</b>		<b>Yes</b>	xxx
<b>Please provide details of the funding that was used to support the pilot project or feasibility study.</b>			
<b>Which organisation provided funding?</b>		Scottish Government.	
<b>What was the specific source of funding?</b>		'No One Left Behind' funding	
<b>Were specific resources needed to support the pilot project or feasibility study?</b>			
<b>No</b>		<b>Yes</b>	xxx
<b>Please provide details of the resources that were required for the pilot project or feasibility study.</b>			
<b>Facilities / Workspace</b>		Spaces to hold meetings with the officers (from partner agencies).	
<b>Local Knowledge</b>		Information from local community groups to develop the direction of the support.	
<b>Was the pilot project or feasibility study evaluated?</b>			
<b>No</b>			
<b>Yes</b>		xxx	
Independent researchers from the University of Glasgow were commissioned to do an evaluation of the pilot project.			
<b>Was there evidence from the pilot project or feasibility study that confirmed that it was working / it would work?</b>			
<b>No</b>			
<b>Yes</b>		xxx	
Over the year long pilot phase in 2020:			
<ul style="list-style-type: none"> <li>• £715,757 in financial gains for the clients</li> <li>• 18 clients with debt managed with a total of £41,140 of debt</li> <li>• 515 claims made with 257 clients with financial gains</li> </ul>			

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<b>Who made the decision to continue with the project beyond the pilot or feasibility study?</b>	
Glasgow City Council	
<b>Was the design of the project modified following the pilot project or feasibility study?</b>	
No	
Yes	xxx
<p>The independent evaluation commissioned from the University of Glasgow confirmed the positive impact of the project. The FISO programme is characterised by ongoing learning beyond the pilot, meaning that the provision is continuously adapted to the feedback from the families in terms of what aspects of delivery are and are not working.</p> <p>In addition to the original aims of the project, more holistic support for families were also introduced.</p>	

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### Accessing the Service and Engaging with Service Users

<b>Is there a referral process?</b>	
No	
Yes	XXX
There is a referral pathway with the family finance key workers project and their dedicated employability workers.	
<b>Is referral the only way that potential clients are made aware of the project?</b>	
Yes	
No	XXX
<b>Other than referral, how do potential clients come to know about the project?</b>	
Through the schools who are delivery partners and where the support is on offer.	
<b>Do you take steps to keep in touch / reach out to service users?</b>	
No	
Yes	XXX
FISO officers keep in touch with the parents who are being supported by the project. The approach to contacting the parents varies slightly depending on the officer and the parent. Most contact occurs through telephone.	

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### Working with People with Lived Experience of Poverty

<b>Are those with lived experience of poverty involved in <u>delivering</u> the project?</b>	
No	XXX
Yes	
<b>Are people with lived experience of poverty involved in <u>managing</u> the project or project governance?</b>	
No	XXX
Yes	
<b>Are people with lived experience of poverty involved <u>in any other aspect</u> of the project?</b>	
No	
Yes	XXX
The foundations of the project are based on feedback from parents and community groups with lived experience of poverty. The project still regularly keeps in touch with community groups. The service users have a chance to engage with the delivery side through Parent Councils at schools.	

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### Leadership, Governance and Partnership Working

<b>Who is responsible for managing the project?</b>	
Gary Devine.	
<b>Is this the only responsibility of the person managing the project</b>	
<b>Yes</b>	
<b>No</b>	XXX
The project takes up the majority of Gary's time at work (80-90%). There is a seasonal aspect to the work from the FISO project as the demand for the service is usually lower during the summer school holidays (even though the officers at the schools continue to work throughout holiday periods).	
<b>What proportion of the manager's overall workload is given over to this project?</b>	
<b>Most of it</b>	XXX
<b>About half of it</b>	
<b>Just a small proportion of it</b>	
<b>Is there a Project Steering or Advisory Group?</b>	
<b>No</b>	XXX
<b>Yes</b>	
<b>Are any other governance arrangements in place to review strategy and performance?</b>	
<b>No</b>	
<b>Yes</b>	XXX
The manager from the City Council (Gary Devine) and the chief executives of the partner agencies meet on a monthly basis to discuss the project. The project team also meets regularly with Education Services	

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### Links to Wider Policies, Strategies and Statutory Requirements

<b>In your opinion, is the project aligned with national and/or local anti-poverty strategies and priorities (e.g., local authority or health board priorities)?</b>	
<b>Don't know</b>	
<b>No</b>	
<b>Yes)</b>	XXX
Financial Inclusion Strategy (Glasgow City Council), Scottish Government Tackling Child Poverty Delivery Plan (Every child, every chance 2018-2022).	
<b>Is the project part of any other strategy?</b>	
<b>Don't know</b>	
<b>No</b>	XXX
<b>Yes</b>	
<b>Is the project delivering a service that is a statutory commitment?</b>	
<b>No</b>	XXX
<b>Yes</b>	

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### Funding

<b>Has external funding been secured to support the work?</b>		
	<b>No</b>	
	<b>Yes</b>	XXX
<b>Please provide details of the external funding that was used secured to support this work?</b>		
<b>Which organisation provided funding?</b>	Scottish Government	
<b>What was the specific funding stream/source/scheme?</b>	'No One Left Behind'	
<b>For how long has funding been secured?</b>	Funded on an annual basis	
<b>Is future funding from the same external source a possibility?</b>		
	<b>Don't know</b>	
	<b>No</b>	
	<b>Yes</b>	XXX
<b>Is future funding from the same external source based on pre-agreed outcomes or outputs being delivered from this work?</b>		
	<b>No</b>	XXX
	<b>Yes</b>	

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### Staffing and Resources

<b>Are specific resources – other than staff/volunteer time and money - needed to support the delivery of the project?</b>			
<b>No</b>			<b>Yes</b> xxx
<b>Please provide details of the resources that are required to deliver the project?</b>			
<b>Facilities / Workspace</b>	Spaces for facilitating in-person support		
<b>Local Knowledge</b>	Knowledge of the type of support the parents require		
<b>Were new IT systems, additional software, or upgrades existing software (databases, Apps) required to deliver this project?</b>			
		<b>No</b>	
		<b>Yes</b>	
Not specified, partner agencies are responsible for most of the delivery aspects of the project.			
<b>Was additional training – for staff or volunteers - required to deliver this project?</b>			
		<b>No</b>	
		<b>Yes</b>	
Not specified, partner agencies are responsible for most of the delivery aspects of the project.			

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### Monitoring and Evaluation

<b>Is there baseline data to describe what things were like before the start of the project?</b>					
				No	
				Yes	
Not specified.					
<b>Is the difference that the project is making measured or monitored by the host organisation?</b>					
				Yes	xxx
				No	
<b>Who within the host organisation is responsible for monitoring the impact of the project?</b>					
Glasgow City Council					
<b>How often is the impact of the project monitored or measured by the host organisation?</b>					
Annually					
<b>What methods, techniques or strategies are used by the host organisation to measure the impact of the project?</b>					
An annual report based on data collected on the project over the year. The report includes: <ul style="list-style-type: none"> <li>• Statistics on the number and profiles of families who have engaged with the service.</li> <li>• Amounts of debt the project has helped to manage.</li> <li>• The amount of financial gains to the families as a result of the project.</li> </ul>					
<b>What information is collected by the host organisation about the project?</b>					
<b>Number of users</b>	<b>Yes</b>	xxx	<b>No</b>		
<b>Profile of users</b>	<b>Yes</b>	xxx	<b>No</b>		
<b>Experience of users</b>	<b>Yes</b>		<b>No</b>		
<b>Anything else</b>	<b>Yes</b>	xxx	<b>No</b>		
Unspecified if data was collected related to the experience of users. Other information collected Amounts of debt the project has helped to manage, and the amount of financial gains to the families as a result of the project.					

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<b>Has the data that has been collected by the host organisation been used to adapt the way the project works</b>	
<b>No</b>	
<b>Yes</b>	xxx
The FISO programme is continuously developing the way they offer the support service e.g. by expanding the offer to the delivery of referral pathways to steer the service in a more holistic direction.	
<b>Has an external organisation been employed to formally evaluate the project?</b>	
<b>No</b>	
<b>Yes</b>	xxx
The University of Glasgow carried out an evaluation and service design study of the FISO programme between January and March 2022.	
<b>Has the insight from the external organisation's evaluation been used to adapt the way the project works?</b>	
<b>No</b>	
<b>Yes</b>	
Not specified.	
<b>Is there an intention to employ an external organisation to evaluate the impact of the project in the future?</b>	
<b>Don't know / no current plans</b>	
<b>No</b>	
<b>Yes</b>	xxx

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### Impact

<b>To what extent have the aims of the project been achieved?</b>	
<b>Fully met</b>	
<b>Making progress toward meeting Aims</b>	xxx
<b>Not making progress</b>	
To a satisfactory extent. Where the project has demonstrated impact across the aims set out for it, there is scope for widening the reach.	
<b>What difference has the project made?</b>	
Not specified	
<b>Have conditions or demand changed since the project was introduced?</b>	
<b>No</b>	
<b>Yes</b>	
It is difficult to define whether there has been an increase. When the service is offered at a new school there is a spike in demand for the support from the officer after the financial advice booklet has been published, and after a while the demand stabilises to a manageable level when the officer moves on to another school.	
<b>Has the project had any unexpected or unintended outcomes?</b>	
<b>No</b>	
<b>Yes</b>	xxx
Almost two thirds of those using FISO were from ethnic minority households which the project did not anticipate.	
<b>In your opinion, is the project having an impact on tackling poverty?</b>	
<b>No</b>	
<b>Yes</b>	xxx
The project has a positive impact on the finances of the families who are engaging with the project. As the majority of the positive financial impact is still through welfare benefits, and the route out of poverty is through well paid employment, the project lead believes there is room for improvement in terms of the project's poverty impact.	

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### Learning from Experience

<b>What is working well?</b>	
Strong partnerships with the schools; from the point of view of the parents engaging with the FISO officers and the project it's the school who is the service provider rather than the Council. This has removed some barriers for those more hesitant to engage with the Council.	
<b>What, if anything, is working less well?</b>	
Not specified.	
<b>What are the key learning points that you'd like to share with other practitioners?</b>	
Fluid delivery of the support services, both over the phone and in person, adapting to the needs of the parents. This has facilitated meeting service demands and better supported families who might have struggled to attend an in-person appointment.	
<b>Are there plans to develop or expand the project in the future?</b>	
	No
	Yes
Not specified.	
<b>How easily do you think this project could be replicated in another setting?</b>	
The project is fairly easily replicated in other settings. Some other authorities have shown interest in implementing a similar approach, but ran into barriers as they have an inhouse Welfare Rights team as opposed to as Glasgow's approach to outsourcing Welfare Rights provision. The third sector partners to Glasgow City Council challenge and scrutinise the approach of the Council.	

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