PACT Special Topic Module: Poverty and Covid-19

Emerging from the storm: poverty in the time of the virus

Participant Resource Pack

Resources for Module 1 Participants

Thank you for joining our PACT online session Emerging from the storm: poverty in the time of the virus. We have compiled a selection of relevant Poverty and Human Rights Resources that we hope you will find useful.

This is of course a very wide field, and inevitably these can only be the tip of a very large iceberg. However, we think they are a good place to start, and are designed to progress into forthcoming resources for the rest of the PACT Programme.

This pack has three sections:

- △ 1. Resources directly referred to/linked to our Module 1 presentations.
- △ 2. Contextual resources for teachers/participants on a Human Rights-based approach (HRBA) to Poverty
- △ 3. Other practical resources for both you and your students

In addition to these, we also respectfully remind you of the resources and information available from the EIS's own long-standing Child Poverty Campaign. These can be found at:

https://www.eis.org.uk/Campaigns/Child-Poverty

Section 1

Resources linked to our online session

 CPAG

CPAG has been a key partner of the PACT project since we began this work in 2018. We have included some links to the Covid-19 resources we referenced in the Module 1 online session and we would also recommend that you take some time to consider their well-established Cost of the School Day work, particularly the Toolkit.

CPAG report Poverty in the Pandemic

https://cpag.org.uk/policy-and-campaigns/report/poverty-pandemic-impact-coronavirus-low-income-families-and-children

CPAG Parents and children's experiences of school closures – early survey findings 13 May 2020

https://cpag.org.uk/file/4912/download?token=ytkETSll

CPAG Cost of the School Day

https://cpag.org.uk/scotland/CoSD/toolkit

The Poverty Truth Community

Please see the PTC blog here:

https://povertytruthcommission.blogspot.com/?fbclid=IwAR3y2UBTKtrUyXSGeqyfUZvyWNnWcJZXZJqj1DIkAoFx8itOsU9qYUW0ddl

and further information here:

https://www.facebook.com/PovertyTruthCommunity

The Geography of Poverty and Covid-19
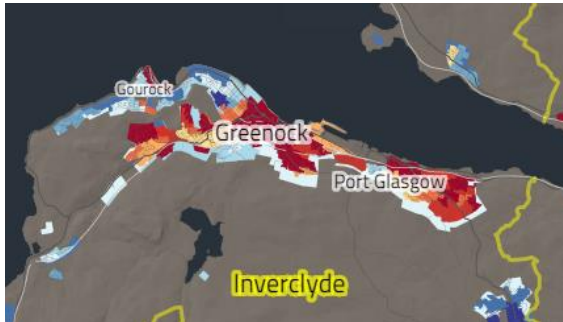
You may wish to explore the Interactive SIMD map we used in the session.

https://simd.scot/#/simd2020/BTTTFTT/11.082314951572168/-4.5755/55.8898/

Disclosure: Scotland's Covid Capital

BBC Documentary Monday 17/08/20.   Available on BBC iPlayer until 17/08/21

Philip Alston – U.N. Special Rapporteur on Extreme Poverty and Human Rights

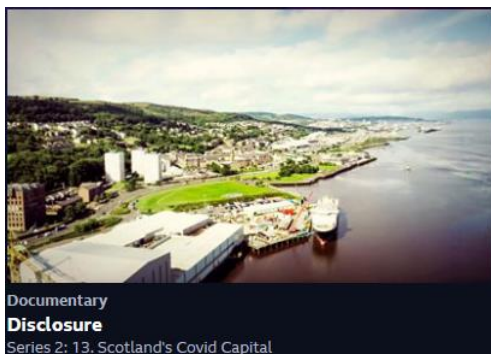Report of the Special Rapporteur on extreme poverty and human rights on his visit to the U.K. (2018). https://undocs.org/A/HRC/41/39/Add.1

Press conference (2018). This is quite long but contains powerful clips.

https://youtu.be/NeozhyFY1i8

The Poverty of Covid-19 Responses, York Festival of Ideas (2020).
https://www.youtube.com/watch?v=nhjTpUy5p6Y&t=2424s

Further information on a Human Rights - Based Approach (HRBA) to poverty can be found in Section 2.

Scotland's Commissioner for Children and Young People

(See slide 39) The Commissioner has expressed concerns about the impact of the virus on children's rights https://cypcs.org.uk/news-and-stories/equality-human-rights-bodies-call-coronavirus-enquiry/

Also, see the CYPCS website for lots of helpful information on rights. https://cypcs.org.uk/

Section 2

A Human Rights-based Approach to Poverty

As a starting point, the following extract is taken from our forthcoming PACT Information Pack. Further resources and information on Human Rights - featuring the UN Special Rapporteur on Extreme Poverty and Human Rights and Scotland's Commissioner for Children and Young People - can be found on pages 5 & 6 of this pack.

The relevance and utility of a Human Rights-based approach

The EIS takes a Human Rights-based approach to poverty (HRBA), in line with the U.K and Scotland's international treaty-based commitments, and this is reflected here in both theory and practice. This not only acts to support the Curriculum for Excellence and a range of other current and forthcoming school initiatives, but also explicitly furthers the aims of the U.N. World Programme for Human Rights Education, the U.N. Declaration on Human Rights Education and Training, and the Scottish National Action Plan on Human Rights.

Here are links to the documents referred to:

- **U.N. World Programme for Human Rights Education** - https://www.ohchr.org/EN/Issues/Education/Training/Pages/Programme.aspx

- **U.N. Declaration on Human Rights Education and Training –** https://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/UnitedNationsDeclarationonHumanRightsEducationandTraining(2011).aspx

An important and substantive point here, is that **Human Rights Education (HRE) should be *about, through, and for* Human Rights,** as detailed below in article 2(2) of the Declaration:

"*Human rights education and training encompasses:*

(a) Education about human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection;

(b) Education through human rights, which includes learning and teaching in a way that respects the rights of both educators and learners;

(c) Education for human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others."

- **The Scottish National Action Plan on Human Rights** -
  http://www.snaprights.info/

  (Includes links to some useful short films about Human Rights in Scotland). This is produced by the Scottish Human Rights Commission (SHRC) – you may be interested on finding out more about their work on **Economic, Social and Cultural (ESC) Rights** here:

  https://www.scottishhumanrights.com/economic-social-cultural-rights/

Other Foundational Documents

There are various Human Rights documents that involve anti-poverty protections. However, the best starting point for our purposes is the **International Covenant on Economic, Social and Cultural Rights (ICESCR)**. This is seen as the most powerful on poverty-related rights, and together with the Universal Declaration of Human Rights (UDHR), and the International Covenant on Civil and Political Rights (ICCPR), forms the foundational International Bill of Rights.

Both of the Covenants are intended to be legally binding under international law (the UDHR, although having powerful moral and declaratory import, is not legally binding). They have both been signed and ratified by the UK and came into force in 1976.

All countries are required to report periodically on each ratified Human Rights Treaty. The ICESCR is on a five-year cycle with the next reporting process from the UK due over 2021/22. There are various ways to feed into that reporting process.

For the **text of the ICESCR**, see here (we think it is really worth reading and quoting from!):

https://www.ohchr.org/en/professionalinterest/pages/cescr.aspx

Section 3

Other useful resources for both you and your students on UK Poverty and Human Rights.

These resources are generally suitable for upper Primary onwards, with adaptations where necessary.

1. Film - Visit of Philip Alston, United Nations Special Rapporteur on Extreme Poverty, to the UK in 2018 - Press Conference on findings

   It's almost an hour long, but very suitable for clipping as needed – excellent for locating issues and violations of human rights and poverty firmly here, in the UK, not just 'somewhere else'

   https://www.youtube.com/watch?v=NeozhyFY1i8

2. And here's a follow up film with Professor Alston, made recently in response to the current virus crisis – also very good – and very topical:

   https://www.youtube.com/watch?v=nhjTpUy5p6Y

3. You may wish to check out the work of two of our **PACT Community Partners**, who also take a Human Rights approach to poverty.

   The Poverty Truth Community (and see previous reference):
   https://twitter.com/PTCScotland/status/1184832927957471233

   and,

   ATD Fourth World

   https://atd-uk.org/2018/01/30/giving-poverty-a-voice-blog-2/

More resources for potential Classroom Activities: Films

We love these five Council of Europe films on Democracy and Human Rights in School and think they could be easily adapted to stimulate discussion about poverty and human rights.

You can access all of the films on the same page or use the separate links.

1.'Make your Voice Heard -

https://www.youtube.com/watch?v=yKFcOSiqGmw&list=PLMD_RYvUcCYn-xGX5mWJqS0jzDdKPgaWP&index=5

Possible discussion starters:

- *Whose voices are being heard in education during the pandemic? Whose voices are unheard at this time?*
- *We need to notice when someone is not being heard*
- *We need to support them to do that*
- *Sometimes, people are not heard because stigma and untrue narratives are getting in the way*
- *We can help people find their voice to say how it really is – in this case for those living in poverty?*
- *Picking up on the voting theme in the film: this could be linked with voting here, in Scotland. In every election, areas where more people are living in poverty generally have a lower voter turnout than those where wealthier people are living. Why might that be?*

- *People living in poverty could potentially really affect the result of elections if they turned out in greater numbers to vote. What difference would/could that potentially make?*

(This may obviously also be a particularly important activity for our soon to be first time voters, particularly where literacy issues may mean worry and/or embarrassment about the idea of voting?)

2. Colour your World -

https://www.youtube.com/watch?v=bs2TgW61Og0&list=PLMD_RYvUcCYn-xGX5mWJqS0jzDdKPgaWP&index=4

Possible discussion starters:

- *Sharing of practical resources, in terms of poverty, is more important than ever during to pandemic. How much was shared during lockdown and what needs to be shared now?*
- *Noticing when someone is not able to realise their potential, being pro-active in helping them – what can we do?*
- *What about the untapped talents of so many? (The Attainment Gap?)*

3. School Factory –

https://www.youtube.com/watch?v=3ZjBVE4wpgY&list=PLMD_RYvUcCYn-xGX5mWJqS0jzDdKPgaWP&index=2

Possible discussion starters:

- *Exploring issues of full participation in school – including Pupil Councils. How can we support this in the current post-lockdown situation?*

- *Also, what underpins how we are expected to behave, talk, dress etc. in school? What values? Do these have built in assumptions sometimes that favour one group (or 'class'?) over others? How do we truly value diversity? Do we?*
- *How might those in poverty be included/excluded – from full participation in society, in school, from the fulfilment of their Human Rights?*

4. Chemistry Class -

https://www.youtube.com/watch?v=LoXEY_CniuA&list=PLMD_RYvUcCYn-xGX5mWJqS0jzDdKPgaWP&index=3

Possible discussion starters:

- *Taking positive action to create change – how can we achieve this, both individually and together, in the context of Covid-19?*
- *Question: 'What do you think needs to go into the Human Rights Melting Pot?'*
- *Answer: Picking up on the UN Declaration on Human Rights Education and Training (see Section A), could be "Learning About Human Rights, For Human Rights, Through Human Rights"?*
- *Poverty related Human Rights are too often left out of the mix…Wonder Why?*

5. We All Deserve Dignity -

https://www.youtube.com/watch?v=SqfNb0SiQCg&list=PLMD_RYvUcCYn-xGX5mWJqS0jzDdKPgaWP&index=1

Possible discussion starters:

- How has the poverty landscape changed in the context of Covid-19?

- How does living in poverty feel? What does it do? Do we need understand more about that?
- How do the media portray it? And what about Governments (Scottish, UK, elsewhere?)? How could that feel?
- *Do you think that affects how people talk about and behave towards those in poverty?*

More resources for potential Classroom Activities: Posters, Sculpture, Photography

Taken from the **United Nations – Making Posters…?**

Images to provoke ideas…

https://www.standup4humanrights.org/layout/files/Posters/40-posters-web.pdf

Some of these also show pictures of wee sculptures, so could be about building symbolic sculptures/collages and then maybe photographing them? (suitability – literacy, EAL, cultural links)

Comic strips– versions here, perhaps quite wordy, but maybe useful for ideas…?

https://www.standup4humanrights.org/layout/files/spirou/panneaux-a3-lowdef_en.pdf

The files here are in A3 format, ready for printing.

End of lesson/unit activity maybe? –'Taking the Pledge on Human Rights'

https://standup4humanrights.org/en/index.html

From the Scottish Children's Parliament-

'Becoming an Unfeartie' poster and pledge (recognise may need adapting for age group, but so good to have a specific Scottish focus, so perhaps that could become a classroom activity?)

https://www.childrensparliament.
https://www.childrensparliament.org.uk/wp-content/uploads/Unfearties-Print-out-Pledge.pdforg.uk/wp-content/uploads/Unfearties-Print-out-Pledge.pdf

https://childreninscotland.org.uk/call-23-lets-make-scotland-a-nation-of-unfearties/

We do hope you find these useful – as always, feedback welcome!

Kait Laughlin and Sandra Scott (PACT Co-Leaders)

September 2020

klaughlin@eis.org.uk

scott@eis.org.uk