

PACT

Anti-poverty Professional Learning
for the Teaching Profession

eis
The Educational
Institute of Scotland


The Scottish
Government
Kisghaltas na h-Alba

Core Module 1

Shining the Spotlight on Poverty: What It Is

Participant Resource Pack





Resources for Module 1 Participants

Thank you for joining our PACT online Core Module 1 **Shining the Spotlight on Poverty: What it is** on 28th/30th October 2020. It was a pleasure to work with all of you. As we said in the online session, we would like to share with you some further resources related to our presentation. Edited recordings of the live sessions will soon appear on the EIS website if you would like to refresh your memory or share the experience with colleagues.

<https://www.eis.org.uk/Professional-Learning/PACT>

We have compiled a selection of relevant Poverty and Human Rights resources and links that we hope you will find useful. There is so much more that we want to share with you, so this collection of resources is very much a starting point. As we progress through the modules, we will continue to share more with you, and we would also welcome your own suggestions for further reading.

In addition to the resources in this collection, we would also like to take this opportunity to 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>

As always, please get in touch with us if you would like to give us any feedback or discuss any of the issues from the module. Thanks for engaging with the PACT community and we hope to see you again soon.

With kind regards,

Sandra Scott and Kait Laughlin

PACT Co-Leaders

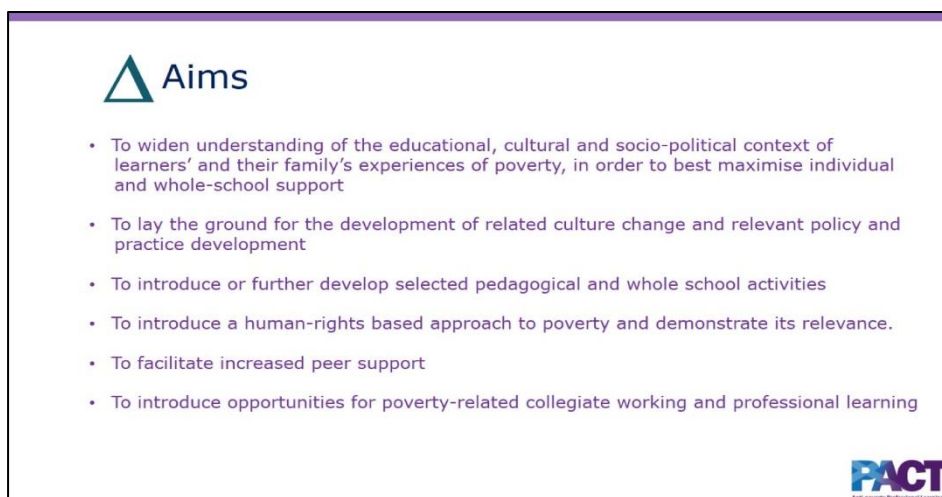




Firstly, in this module, we recognise that Poverty does not start in schools. If we want to know and understand the nature causes and consequences of Poverty, we must first start by looking *outside* schools. We need to examine the society we all share, and we need to analyse the overarching culture which affects us all and helps to perpetuate the ravages of poverty.


Secondly, we then want to bring that deepened understanding and awareness back into school and look in the mirror. It is time to reflect (pun intended), on the choices we have made in our practice, and to consider whether we want to make different choices and become agents of change. What narrative do we want to communicate to our children and young People about poverty, through our words and our deeds?

Finally, let us begin to look at possible individual and joint actions towards our common goals: building our PACT Community to open the door to the genuinely positive destinations we all want for our children and young people.



△ Aims

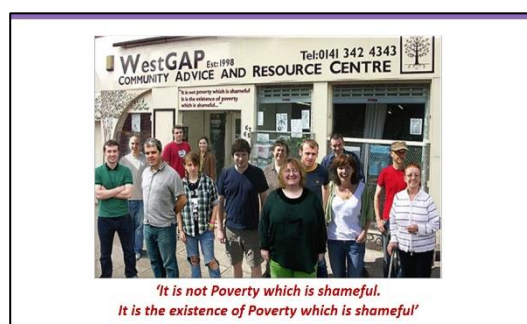
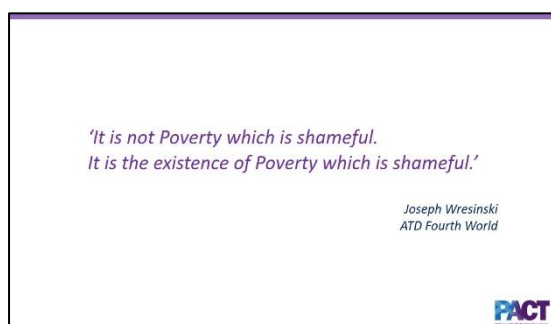
- To widen understanding of the educational, cultural and socio-political context of learners' and their family's experiences of poverty, in order to best maximise individual and whole-school support
- To lay the ground for the development of related culture change and relevant policy and practice development
- To introduce or further develop selected pedagogical and whole school activities
- To introduce a human-rights based approach to poverty and demonstrate its relevance.
- To facilitate increased peer support
- To introduce opportunities for poverty-related collegiate working and professional learning





You can watch the press conference in full here:
<https://www.youtube.com/watch?v=NeozhyFY1i8&t=234s>

Read the full report here:
<https://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=23881&LangID=E>



For the quote given, and for more information on Joseph Wresinski and ATD Fourth World, see: <https://atd-uk.org/>

<https://atd-uk.org/2020/04/20/defending-human-rights-in-britain-and-india/>

<https://www.atd-fourthworld.org/who-we-are/history/joseph-wresinski/>

West Glasgow Against Poverty (WestGAP)

Sadly, WestGAP closed last year, after 21 years of fighting poverty, but work is currently underway in documenting and archiving its legacy. (And it may arise again!)

For further information contact Kait klaughlin@eis.org.uk and look out for the WestGAP film coming soon here:

<https://www.gla.ac.uk/research/az/poverty/exhibition/westgap/#d.en.676626>




Wealth




Although this module is about Poverty, we feel it is important to start off by looking at Wealth. The media encourages us to scrutinise the lives of the poor while assuming that the lives of the wealthy are above scrutiny. Wealth and poverty are two sides of the same coin and one cannot exist without the other.


Scotland's richest ___ % have more wealth than bottom ___ % put together.



How much total wealth for top three wealthiest families in Scotland?




Who has become wealthier during the pandemic?



Further information and links on wealth in Scotland:

<https://sourcenews.scot/scotlands-richest-1-have-more-wealth-than-bottom-50-put-together/>

<https://www.glasgowtimes.co.uk/news/18456839.scotlands-top-20-richest-people-revealed-2020---12-billionaires/>

<https://www.bbc.co.uk/news/uk-scotland-52679998#:~:text=Anders%20Povlsen%20tops%20Scotland%27s%20version%20of%20the%202020,and%20Sir%20Tom%20Hunter%20made%20the%20top%202020.>

<https://www.thetimes.co.uk/sunday-times-rich-list>

<https://www.gov.scot/publications/wealth-and-assets-in-scotland-2006-2018/https://www.thisismoney.co.uk/money/markets/article-8812261/How-rich-just-got-richer-UK-billionaires-wealth-soars-35.html>



Scottish Parliament Social Security Inquiry

<https://www.parliament.scot/parliamentarybusiness/CurrentCommittees/112818.aspx>

https://www.parliament.scot/S5_Social_Security/Inquiries/SPICe_BTU_SummaryOfViews.pdf#:~:text=Social%20Security%20Committee%20Benefit%20Take-up%3A%20Summary%20of%20Submissions,views.%20Annex%201%20lists%20examples%20of%20projec

What is child poverty?

Child poverty means growing up in families without the resources to 'obtain the types of diets, participate in the activities and have the living conditions and amenities which are customary, or at least widely accepted and approved, in the societies to which they belong. Their resources are so seriously below those commanded by the average individual or family that they are, in effect, excluded from ordinary living patterns, customs and activities.

(Townsend, 1979)

Children are considered to be living in poverty if they live in households with less than 60% of median household income.



65% of children living in poverty in Scotland are in households where someone works

1 in 4 children in Scotland are living in poverty

30% of children with a disabled family member are in poverty

39% of children in lone parent households live in poverty



From latest figures (2016-19) a family is considered as in poverty if they are living on:

- Less than £373 a week or £19,400 a year for a single person with children aged five and 14
 - Less than £475 or £24,800 a year for a couple with children aged five and 14
- From JRF

<https://povertyinequality.scot/poverty-scotland/>
<https://cpag.org.uk/scotland/child-poverty/facts>
<https://www.gov.scot/publications/tackling-child-poverty-delivery-plan-forecasting-child-poverty-scotland/pages/2/>
<https://www.gov.scot/publications/poverty-income-inequality-scotland-2015-18/pages/4/>
<https://www.gov.scot/collections/poverty-and-income-inequality-statistics/>
<https://www.barnardos.org.uk/news/challenges-frontline-revisited-report-reveals-impact-years-austerity-vulnerable-families>



What are the day to day effects of poverty on families?

What are the long-term consequences of poverty?


- At age five, children in families in the highest 20% of earners were around 13 months ahead in their vocabulary compared with children in families in the bottom 20% of earners.
- A girl born in 2018 in one of the 10% most deprived areas of Scotland would have a life expectancy 10 years shorter than a girl from the most affluent area.
- A boy born in 2018 in one of the 10% most deprived areas of Scotland would have a life expectancy 13 years shorter than a boy from the most affluent area.





For more information on the effects of poverty please see:

<https://www.jrf.org.uk/report/minimum-income-standard-uk-2019>


<https://growingupinScotland.org.uk/>




Poverty Myths

There is no real poverty in the UK. Poverty in the UK is different from the poverty you get in the third world - children in this country don't go without the basic necessities like food and clothing.

Economic growth at the top of our society will benefit everyone.




Work gets people out of poverty. People can get out of poverty if they get a job, but they choose not to.





People have large families in order to claim benefits.






The poor spend all their money on unhealthy habits like gambling, cigarettes and alcohol. If you give poor families more money they'll spend it on themselves, not their children.

FACT



Children growing up in poverty have no aspirations.

FACT



We're all in this together.

Who creates and sustains these myths?

FACT

For more information that you can use to challenge the myths around poverty, please see:

<http://answersafrica.com/wp-content/uploads/2013/12/Poverty-in-kenya.jpg>
<https://www.tuc.org.uk/research-analysis/reports/poverty-myth-buster>
<https://povertyinequality.scot/>

<https://www.jrf.org.uk/blog/playing-media's-'poke-fun-people-poverty'-game-gets-us-nowhere>

<http://www.moragtreanor.co.uk/?p=313>

<https://www.aplecollective.com/poverty-truth-community/>

<https://povertytruthcommission.blogspot.com/2020/09/sos-lack-of-care.html>

Charity or Rights?

"When I give food to the poor, they call me a saint. When I ask why the poor have no food, they call me a communist."
Dom Helder Camara



Dustbowl Image - the woman in the photo is **Florence Thompson**. Above, you can see another image of Florence and her children.

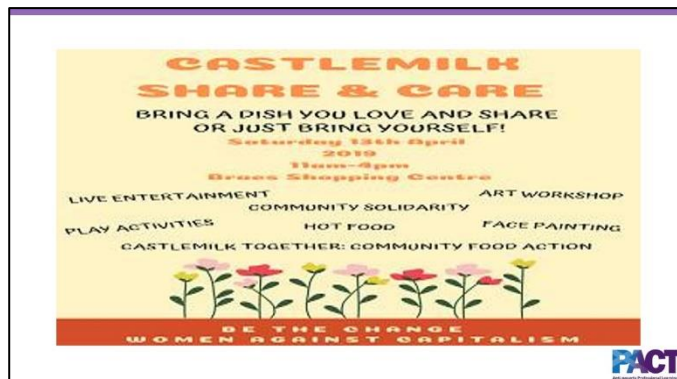
Florence Thompson and her children in a pea pickers' camp. Nipomo, California. March 1936. Credits: Dorothea Lange; The Library of Congress, Prints & Photographs Division

For more information on Helder Camara and this famous quote, see his obituary in the Guardian, 1999.

<https://www.theguardian.com/news/1999/aug/31/guardianobituaries.alexbellos>

The other images on slide represent the gendered nature of poverty.

See this Improvement Service briefing for more information. https://www.improvementservice.org.uk/__data/assets/pdf_file/0020/8345/em-briefing-gendered-nature-of-poverty.pdf



A few foodbank stats for context:

Earlier in the Pandemic (June 2020)

: https://www.holyrood.com/news/view,scotlands-foodbanks-see-62-per-cent-increase-in-food-parcels-for-children_15597.htm

And from before the Pandemic (Jan. 2020): <https://tfn.scot/news/food-banks-hand-out-1000-parcels-a-day>

"Food shouldn't be a charity; it's what keeps us alive and should be given freely. We do that for each other all the time in our homes, our schools, and our workplaces - this is simply bringing it out onto our street. Don't let capitalist greed take away our basic human needs.

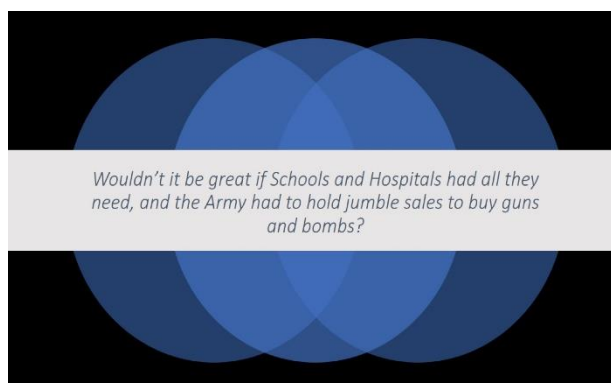
Share and Care is the way forward and we welcome the support of Castlemilk Together Food Action, the Castlemilk Youth Complex, the Senior Centre, the Jeely Piece Club, Millar Primary School, The Maureen Cope Community Hall, Castlemilk Parish Church but most of all, all of us who live in the community. Let's stick up for each other." Women Against Capitalism, Castlemilk, Glasgow, 2019

Castlemilk Care and Share

<https://www.facebook.com/events/the-braes-shopping-centre/everything-is-free-castlemilk-share-and-care/2313917702164576/>

Find out more about these community activists on this podcast: Rebel City Podcast - Episode #54 - Women Against Capitalism by Podcast out of Glasgow by Paul Shields and Matt Diamond

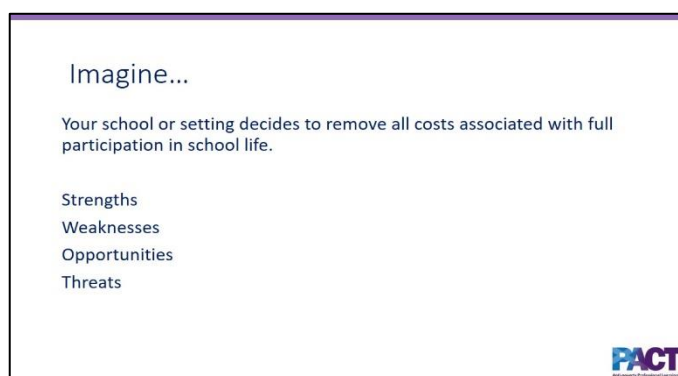
Listen on Apple Podcasts: <https://podcasts.apple.com/gb/podcast/rebel-city-podcast/id1436159123?i=1000454290370>



Charity or Rights? Which side are you on?

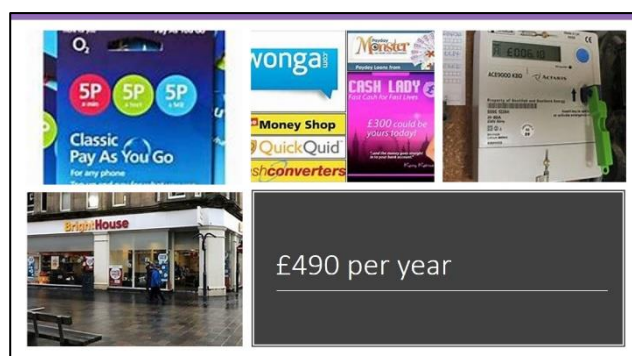
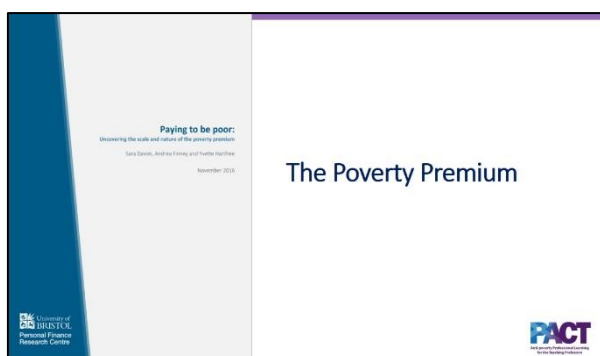
From the song by Florence Reece, made famous by Woody Guthrie (of 'This guitar kills fascists' fame).

<https://mronline.org/2020/04/26/a-history-of-american-protest-music-which-side-are-you-on/>



The Bellahouston video clip will be available in the session recording on the EIS website. The full version from the PACT launch is also available: <https://www.eis.org.uk/Professional-Learning/PACT>

COTSD toolkit: <https://cpag.org.uk/scotland/CoSD/toolkit>


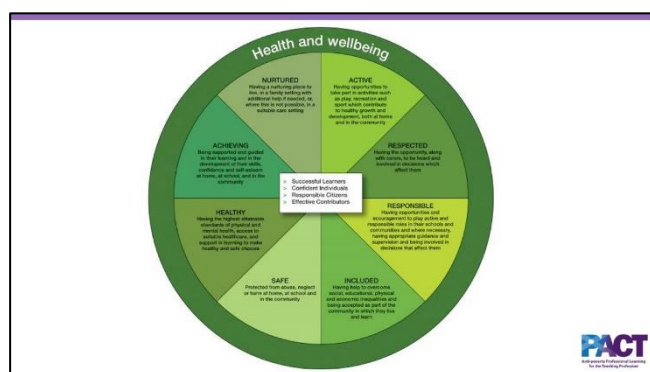
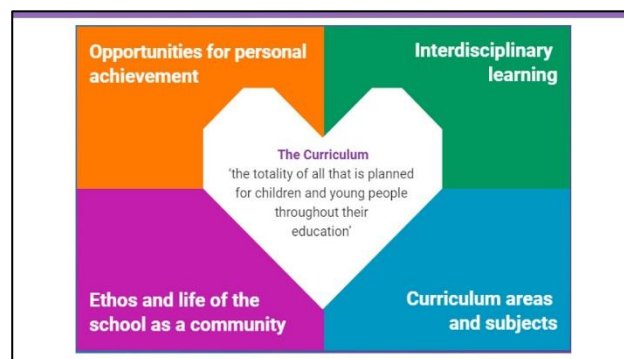


Find more information in the Bristol study here:

<http://www.bristol.ac.uk/geography/research/pfrc/themes/finexc/poverty-premium/>

GTCS Standards: Social Justice

- Promoting health and wellbeing of self, colleagues and the children and young people in my care.
- Building and fostering positive relationships in the learning community.
- Embracing locally the global educational and social values of sustainability, equality, equity, and justice and recognising children's rights.
- Demonstrating a commitment to motivating, and including all learners, understanding the influence of gender, social, cultural, racial, ethnic, religious and economic backgrounds on experiences of learning, taking account of specific learning needs and seeking to reduce barriers to learning.
- Understanding and challenging discrimination in all its forms, particularly that which is defined by the Equality Act.

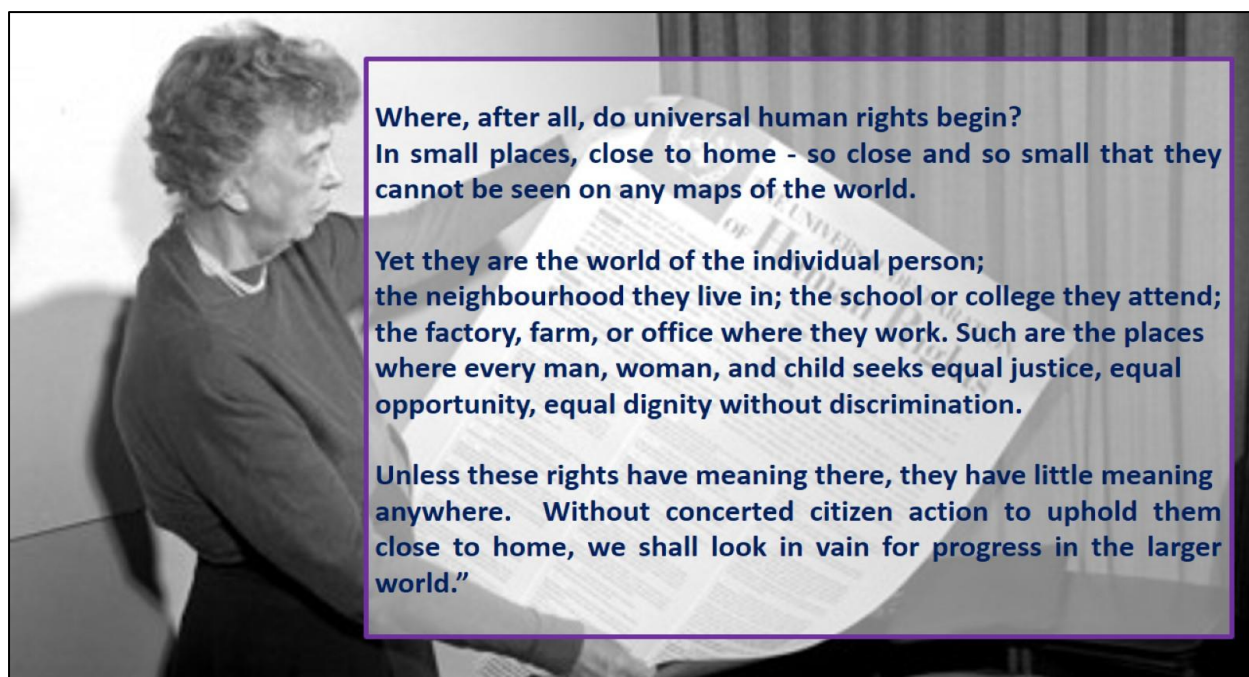



The GTCS defines Social justice as *the view that everyone deserves equal economic, political, and social rights and opportunities.*

<http://www.gtcs.org.uk/web/FILES/Professional-Standards-2021/2021-Standard-for-Full-Registration.pdf>

See the CfE refreshed narrative here:

<https://scotlandscurriculum.scot/4/>



The Art of ignoring the Human Rights of 'the Poor'

Title based on Ruth Lister's talk, The Art of Ignoring the Poor (2019):

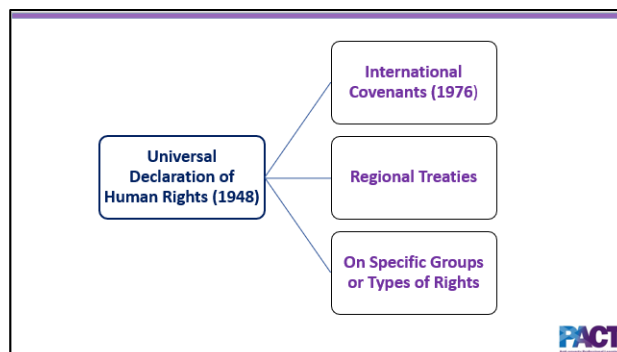
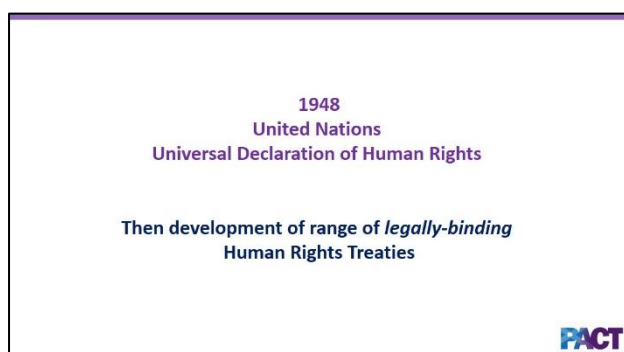
<https://cpag.org.uk/news-blogs/news-listings/art-ignoring-%E2%80%98-poor%E2%80%99>

UDHR and Eleanor Roosevelt

<https://www.amnesty.org.uk/universal-declaration-human-rights-UDHR> (incl. 'Where do human rights begin.' quote)

<https://www.ohchr.org/EN/UDHR/Pages/Resources.aspx>

<https://www.amnesty.org/en/what-we-do/universal-declaration-of-human-rights/>



- **To Respect**
- **To Protect**
- **To Fulfil**



- **Progressive Realisation**
- **Using the Maximum Available Resources**
- **No Retrograde measures without proper justification**



Human Rights Treaties & Human Rights Education (HRE)

UDHR: <https://www.un.org/en/universal-declaration-human-rights/>

International Covenant on Economic Social & Cultural Rights:
<https://www.ohchr.org/en/professionalinterest/pages/cescr.aspx>

Additional Information on ICESCR and the U.K.

<https://humanrightstracker.com/en/un-treaty/icescr/>

More resources on ESC Rights:

<https://www.nottingham.ac.uk/hrlc/operationalunits/economic-and-social-rights-unit/videos.aspx>

<https://www.youtube.com/playlist?list=PLrE6Pzde0sahIKCbMaHoo-T5sRDGi0B8E>

The Scottish Human Rights Commission – general HR info.:

<https://www.scottishhumanrights.com/your-rights/international-human-rights-laws/>

SHRC – on ESC Rights:

<https://www.scottishhumanrights.com/projects-and-programmes/treaty-and-international-work/international-treaty-monitoring/the-international-covenant-on-economic-social-and-cultural-rights-icescr/>

More (incl. short film)

<https://www.scottishhumanrights.com/training-and-resources/case-studies/>

Extracts from the ICESCR

Everyone has the right:

- To an adequate standard of living and the continuous improvement of living conditions (Article 11:1)
- To the enjoyment of the highest attainable standard of physical and mental health (12:1)
- To work and free choice of employment (6:1)
- To social security (9)



Let's Talk about...

The World Programme on Human Rights Education (HRE), (2005 – ongoing)

and

The Declaration of Human Rights Education and Training, (2011)



- **About** Human Rights: awareness, knowledge and details of internationally recognised Human Rights – *facts* as well as *understanding*
- **Through** Human Rights: use of inclusive methods that reflect and model the ethos, values and principles of Human Rights – about how we behave towards each other (as in the UNCRC)
- **For** Human Rights: purposeful teaching and education to enable people – of all ages – to know their Human Rights and to be able to demand and claim them.



If you were to send a message to the education system about Poverty and Human Rights what would it be?



Human Rights Education

Please note that the links below, and other links are already in Special Module 1 Resource Pack – they are given here again for ease of access. A dedicated and poverty related HRE Resource Pack will also be available after completion of the Core Module series.

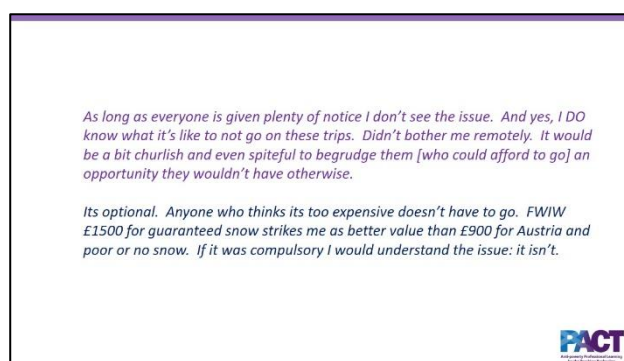
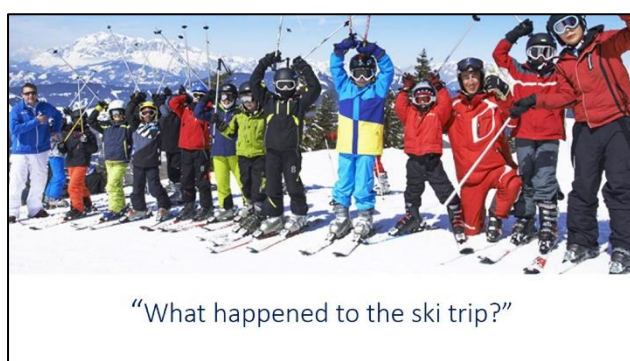
U.N. World Programme for Human Rights Education -

<https://www.ohchr.org/EN/Issues/Education/Training/Pages/Programme.aspx>
X

U.N. Declaration on Human Rights Education and Training –

[https://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/UnitedNationsDeclarationonHumanRightsEducationandTraining\(2011\).aspx](https://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/UnitedNationsDeclarationonHumanRightsEducationandTraining(2011).aspx)





You can see the film and find out more about the **University of Glasgow's Poverty Research Network** here:

<https://www.gla.ac.uk/research/az/poverty/exhibition/stuartplatt/#d.en.675854>

Article about the pervasiveness of the **class system in education**:

<https://www.theguardian.com/commentisfree/2019/mar/24/for-the-few-not-the-many-still-drives-scotland-school-system>

Thank you for taking the time to read this document. We would like to highlight once again the principles underpinning this module so we will leave you with this quote:

'It is not Poverty which is shameful. It is the existence of Poverty which is shameful.'

Joseph Wresinski, ATD Fourth World

End