



RURAL GCE

TRAINING MATERIAL FOR
GCE IN RURAL AREAS

The RURAL GCE Handbook



Inequality and poverty



Overview

Causes

Exploring the causes of inequality by examining:

- Employment issues
- Social inequalities
- The environment
- Cycles of inequality

Actors

Exploring the actors influencing inequality by examining the role of:

- Governments
- Employers, business, and industry
- Civil society and communities

Exploring the interests influencing inequality by examining:

- National economic self-interest
- Political power dynamics
- Short-term profit

Interests

Exploring the responsibilities of individuals by examining:

- Political engagement
- Donation
- Fair trade

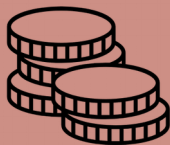
Responsibilities

Topics


01

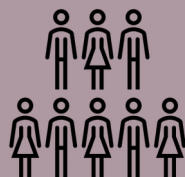
Causes

What causes inequality and poverty? Why do they exist how do they continue?


02

Actors

What actors have influence over inequality and poverty?


03

Interests

What are the interests that influence inequality and poverty?


04

Responsibilities

What responsibilities do you have as regards poverty and inequality?

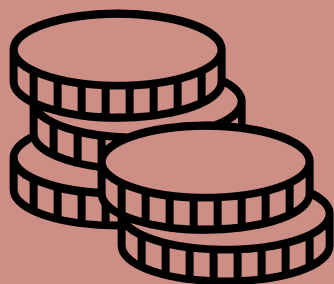


Feel free to delete or add more topics, four is just indicative



01

Causes



Overview

Inequality and poverty exist most basically because of the way resources are allocated in society. When, for any reason, one group of people ends up either earning more money or having more money overall than another group of people, this is inequality.

While this topic will focus mostly on inequalities and poverty **within** countries, it is important to also remember that inequalities exist **between** countries. This means that some countries will be more able or more willing to help their most impoverished citizens than others.

The source of this inequality can be complex and can originate from a number of factors. The factors covered here will be:

- Employment
- Social inequalities
- Environment
- Cycles of inequality and poverty

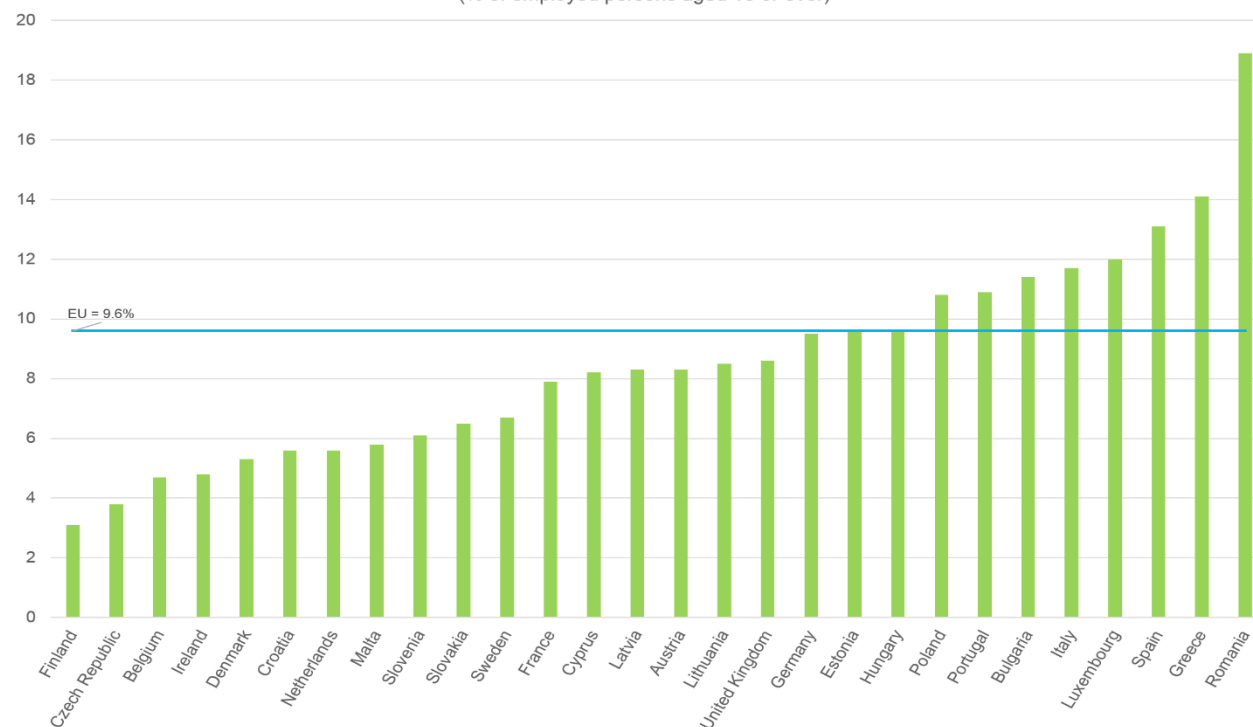
Employment

One of the main sources of economic inequality and poverty is the type of job a person has.

- **Unemployment:** Medical reasons or even just not enough. While many countries have unemployment benefits, these benefits often pay less than a full-time job and come with restrictions or time limits.
- **Part-time employment:** Working fewer hours than a “full-time week” can be useful if you want more flexibility but can also be problematic because of the lower pay.
- **Zero-hour contracts:** A job in which the employee is not guaranteed to work at all and works only when the employer needs them. Like part-time work, it is good for if you want flexibility, but the insecure pay and the lack of consistent work can also cause financial difficulties
- **Underpaid or low-wage employment:** Some jobs, even full-time jobs, do not pay enough to live on, leading to in-work poverty. This can happen if a country has a low minimum wage and high costs of living

In-work poverty in the EU Member States, 2016

(% of employed persons aged 18 or over)



Social inequalities

Sometimes non-economic inequalities can contribute to economic inequalities. This can refer to gender, sexuality, disability, race, ethnicity, immigration status, or other areas. For example:

- **Sexism often economically harms women** through the gender wage gap and because they are more often expected to be caregivers for children or other dependents, making them less able to work full-time
- Lack of disability-friendly jobs and employers can make **it harder for disabled people to access employment, and many disabled people will also face extra costs** in order to manage their disability day-to-day
- Racial and ethnic discrimination can make it harder for some **ethnic groups to access employment or important services**. Similarly, some immigrant or refugees do not have permission to work or access benefits
- **People living in remote or rural areas** may be more at risk of poverty because of fewer available jobs or important services being less available



Climate Change

Climate change is also increasingly a cause of poverty and inequality. It has a huge range of effects, most of which have some impact, direct or otherwise on poverty and inequality. Underlying all of these, however, is that those with money and resources will be much better able to adapt to climate change than those without.

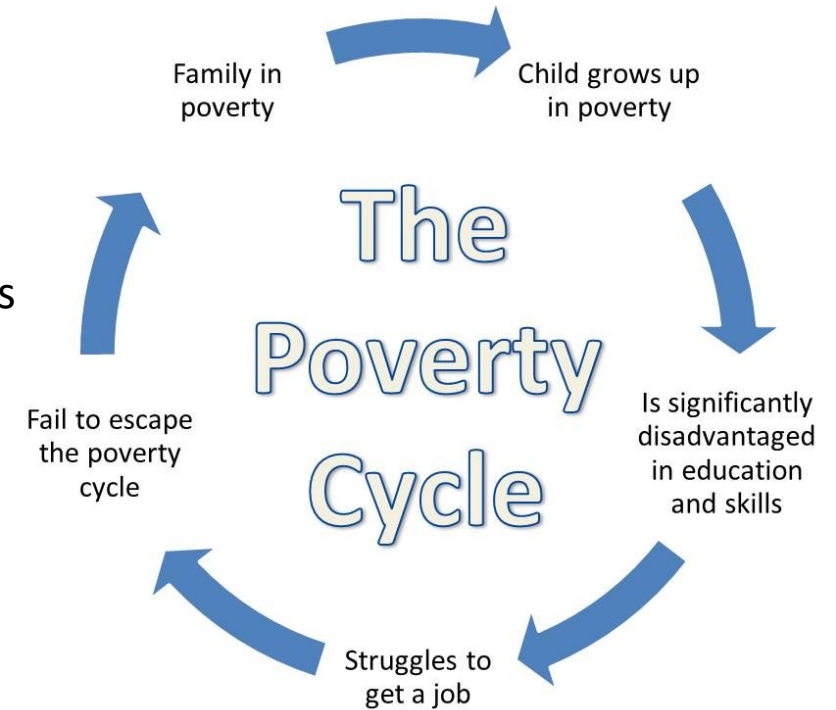
- More frequent weather disasters: weather events like floods, storms, and wildfires have become increasingly powerful and increasingly common in recent years. The destruction caused by these events often leaves severe poverty in its wake, ruining not just property but also important infrastructure such as roads, electricity lines, and internet that are crucial to rebuilding, and even in some cases causing death.
- Rising sea levels: As the climate changes, sea levels rise, leaving some coastal areas uninhabitable altogether. The world is already seeing the first climate refugees that result from this. Being forced to leave your home, all your property and possibly your friends and support network to go somewhere else where you may not know the culture or language is difficult at best, and can lead to impoverishment.
- Changing climate: It might sound obvious, but climate change is changing climates, meaning weather and temperature can change from what they have traditionally been. The result is sometimes that crops that have been traditionally grown in a particular area are now more difficult to cultivate, and environmental protections against weather occurrences that used to be rare are now no longer sufficient



Cycles of inequality and poverty

It is much more difficult to get yourself out of poverty once you are in it. A number of factors cause this, including:

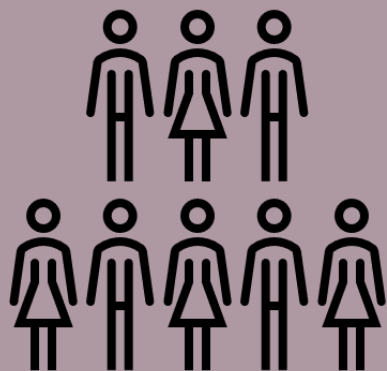
- **Access to education:** people at risk of poverty are more likely to work full-time to support themselves so are less likely to have the time or savings to do education or training that could help get them a higher-paying job
 - This also applies to young people born into poverty, as housing zoned for the best schools is often more expensive
- **Cost of living:** Poverty can make life more expensive. Those with lower incomes or savings will likely pay higher interest rates when they borrow money, and while owning your home with a mortgage is often cheaper than renting, it also requires large deposits that those on lower income may not be able to afford
- **Health:** Poverty can cause poor health, and mental health in particular, which makes it harder for the person affected to get work, and can lead to alienation from support networks and peers





02

Actors



Overview

Inequality and poverty are not phenomena that happen by random coincidence. Just as they have causes, there are actors that are involved both in creating these inequalities and poverty and in alleviating them.

Just as the causes are complex, so the actors involved in inequality and poverty are also not straightforward. In a similar way, there is no single actor that singlehandedly causes these concepts to exist and can make them instantly go away.

Instead, poverty and inequality are affected by systems: a network or force produced by large, complex groups of actors and their interactions. This topic will focus on some of the most important actors in the systems that produce poverty:

- Governments
- Employers, business, and industry
- Civil society and communities



Governments

Governments represent perhaps the most significant actors when it comes to poverty and inequality. This is because with their unmatched law-making powers and large treasuries, they have the most capacity to affect how poverty and inequality happen. For example, these governments can:

- **Pass laws to regulate employment:** this can address issues of employment, such as by establishing a minimum wage or rules around zero-hours contracts and other similar types of employment
- **Take anti-discrimination measures:** laws that ban discrimination in various areas of everyday life are quite common, though enforcement of these measures vary. Depending on the demographic in question, it may also help to invest in improving areas like health, education, employment, or anti-discrimination campaigns for the given social group
- **Address climate change and its effects:** governments are increasingly investing in trying to prevent climate change, but also in trying to mitigate its consequences. This can include supporting retraining for those in industries that are no longer viable, such as fossil fuel-related industries or agriculture where the land or climate has changed
- **Break the cycle of poverty:** governments can help prevent impoverished parents meaning impoverishment for their children through investments in education, provision of subsidized or free services, and key benefits



Employers, business and industry

In the previous section, employment was mentioned as a key cause of poverty and inequality, so naturally it follows that **employers and industries are key actors when it comes to poverty and inequality.**

There are numerous actions employers and broader industries can take to alleviate poverty, though it is also worth noting the important role that Trades Union play in pressuring employers to take these actions. Such actions can include:

- **Raising wages:** While many countries have a minimum wage, it is not always enough for everyone to live on
- **Providing more secure employment:** In many cases, what is flexible for the employer lacks security and a consistent wage for the employee. Employers can avoid this by ensuring they offer consistency of work and security of employment, including broader benefits such as sick leave and pension schemes
- **Supporting training:** Employers can make getting training easier by paying for or subsidizing the trainings, giving time off where necessary, and helping employees generally understand career and training routes they could take



Civil society and communities

A person's local community is often their first port of call when they fall on hard times, and where that is not enough, civil society in the area tend to be the ones to step up. This can include family and friends, community groups, local councils, charities, advice agencies, social enterprises, volunteer groups and other such organisations.

Given how diverse they are, **community and civil society support can come in any number of ways**, including:

- shelter and housing
- food and other such essentials
- employment support or training
- financial or legal advice

Community groups can also be very effective at lobbying on local issues that may affect poverty and inequality, such as protecting funding for services in their area, setting out the case for new services, galvanising local opinion on economic development opportunities that may either harm or help the local economy and job opportunities, and other such issues.





03

Interests



Overview

This section will be focused on interests around inequality and poverty. As the last section established some of the main actors in inequality and poverty, so this section will be looking in detail at the goals and interests that drive people to try and combat poverty as well as those that drive people to take actions that perpetuate them.

Needless to say, the interests are complex and interlinked, but this unit still hopes to be able to present a summary of the key interests at play, who holds these interests, what impacts they can have, and what drives them.

More specifically, we will be covering:

- National economic self-interest
- Political power dynamics
- Short-term profit

Economic self-interest

While it would be nice to imagine that governments and businesses all address poverty and inequality issues out of the goodness of their hearts (and although there are many of course that do), the fact is that there are also self-interested reasons to take anti-poverty measures which are, to many, more pertinent.

For businesses, these can include:

- **A better public image**, particularly if there is a well-known scheme or standard that they can be part of while taking anti-poverty measures
- **Recruitment and retention of staff**, if employees feel valued and well compensated
- **Productivity of staff**, as employees may feel more motivated and be able to work more effectively if they are properly compensated and not at risk of poverty

WHAT HAS PAYING THE LIVING WAGE DONE FOR YOUR BUSINESS?

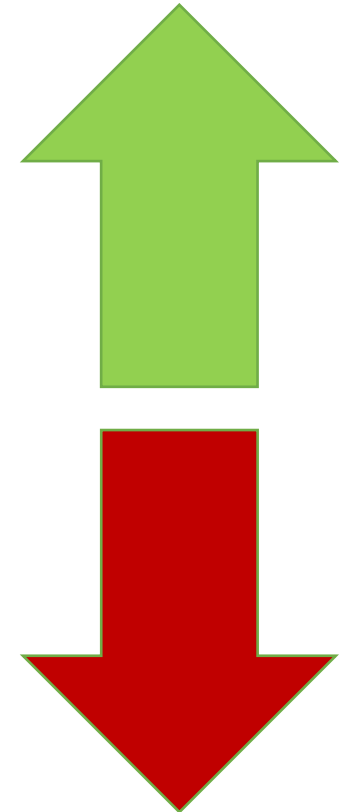


This can also be a relevant concern for governments, as on a larger scale, a workforce that is less impoverished also tends to be more skilled, more productive, healthier and happier.

Political Power Dynamics

Political power dynamics can cut both ways: the interests at play can be either an incentive or a disincentive to acting on poverty and inequality:

- On the one hand, political interests can make it more appealing to tackle poverty and inequality. A large population that has become poorer and highly unequal is likely to be unhappy with the state of politics and **more likely to vote against the incumbent government**, and situations like this may even cause unrest if particularly dire.
- On the other hand, an unequal society means that there are likely to be not just very poor, but also very rich people. People with great wealth are much more likely to be able to influence politics through both their money and social standing, meaning that **they can often more effectively defend their economic interests**. They are particularly more likely to do this as society becomes more unequal and **it therefore becomes more costly for them to take meaningful anti-poverty action**



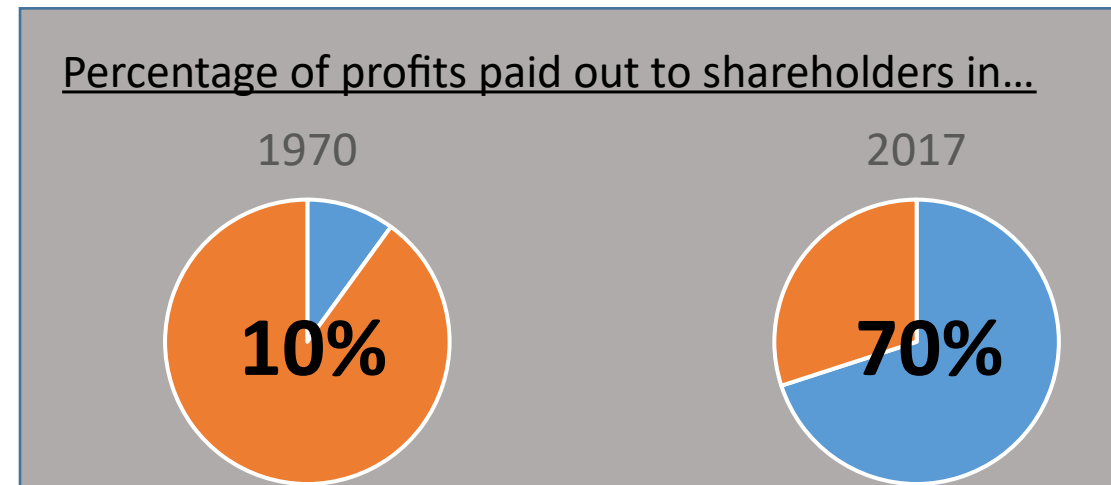
Short-term profit

One of the major interests that exist in capitalist societies is the drive to make short-term profits. This means that a company will try to make as much money as possible as quickly as possible while spending as little as possible in order to do so.

This short-term profit mentality can be a big problem for inequality and poverty, as **it often means that a company will spend less money on staff** – paying the lowest wages possible to the fewest possible number of employees and giving them the cheapest benefits possible.

A related issue here is that increasingly, these profits are paid to company shareholders who are often quite wealthy already, rather than reinvested in the company as higher wages or better benefits for employees, or as tax that could go towards programs that could help alleviate poverty and inequality.

The pie charts opposite show how dramatically the share of profits going to shareholders has increased in recent decades.





04

Responsibilities



Overview

The big question with which we will be ending this module, then, is of course this:

“What can I do about this?”

What can ordinary people do to help end inequality and poverty where they are and the world over?

In this section, we’ll be giving some examples in answer to this question:

- Political engagement
- Fair trade
- Donation

Political engagement

As we saw earlier, many of the solutions to poverty and inequality come from governments taking action. As such, one of the most direct ways you can help end poverty and inequality is by convincing your governments to take that action.

You can do this in a number of different ways:

- **Vote!** Know when your elections are (all of them, not just national ones!), know who the candidates are and what they stand for, and make sure you vote
- **Write to your representatives:** when there's an issue related to poverty or inequality at stake, writing to your representatives or signing petitions is a great way to turn their attention onto the issue and to learn what they think
- **Campaign:** get involved in campaigns on poverty and inequality issues in your area – there are lots of organisations and lots of causes out there that are doing great things!



Donate

Donating to causes and organisations that fight inequality and poverty might seem an obvious answer here, but it's definitely worth highlighting.

This can mean donating money, but it doesn't have to. Money is an important resource and it can help organisations do more and better work, but it's not the only important resource.

You should also consider donating things you own too – **go through all your belongings and consider donating things you're willing to part with or no longer need**. It could be anything: clothes, books, furniture, electronics, or whatever else you might have. Charity shops can use this for fundraising, or there are plenty of organisations that can use such items to help people in need directly.



Fairtrade

Fairtrade here means both a specific label and a more general philosophy to bear in mind when you're out doing shopping. It can help address broad global inequalities both in your country and throughout the world.

First, always keep an eye open for the Fairtrade label, shown in the image below. Products bearing this label are certified as having been produced in a way that respects workers rights and gives the workers involved fair pay for their products

Fair trade is also broader than this, though. Consider some of the major companies you know and how they treat their employees, how well they pay their suppliers and whether they take any ethically dubious approaches such as avoiding taxes.

Reports on larger and even on smaller companies that you might buy from are not normally difficult to find, and this sort of transparency about company supply chains is increasingly the norm nowadays.



FAIRTRADE
FOUNDATION



Highlights of the Module

- **Inequality and poverty are caused by a variety of factors.** These factors include the type of employment people have, social inequalities they may suffer from, environmental or other effects of climate change that may have an impact on them or their community, and the cycle of poverty, which makes poverty much harder to escape
- **There are a number of actors in society who have varying levels of influence on inequality and poverty.** Governments can legislate on poverty and inequalities issues and spend money to prevent it, employers and business set wages and working conditions, and civil society and communities can come together to support those in need in a broad range of ways, for example
- **There are also wide range of interests that drive inequality and poverty, and their elimination, in society.** These include economic self-interest, where businesses might observe that higher-paid workers are more productive; political power dynamics, where the population are driven by poverty and inequality to vote in a certain way; and short-term profit, where businesses might reduce wages and working conditions to save money in the short term
- **Finally, there are different ways that people can live up to their responsibilities toward poverty and inequality issues.** These include political engagement such as voting and campaigning, donating money or resources to charities or interest groups, and buying products that are certified fairtrade

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Glossary

TERM	DEFINITION
Zero-hours contract	A job that does not guarantee any working hours at all, with the subject only working when needed
Cycle of Poverty	A situation in which being in poverty makes it harder to get out of poverty
Trade Union	An organised association of workers in a given trade or profession, formed to protect their rights and interests.
Civil society	Also known as the “third sector”, these are organisations outside government and business working towards an interest or cause of citizens
Fairtrade (philosophy)	Trade, particularly in developing countries, in which producers in those countries are paid a fair and sustainable wage
Fairtrade (organisation)	A system of certification, run by the Fairtrade organisation, to show clearly that a product has met certain standards for wages and conditions in its production



Practical Recommendations



Learning outcomes

Knowledge

- ☐ Understanding where inequality and poverty come from and why they continue
- ☐ Understanding what actors can influence inequality and poverty, what you can do about it

Skills

- ☐ Identifying and analysing key actors and their interests in contributing to societal issues such as inequality and poverty
- ☐ Thinking critically about your role in societal inequality and poverty

Attitude

- ☐ Seeing inequality and poverty as a product of systems, not just individuals
- ☐ Recognising that you and others have a role in ending inequality and poverty



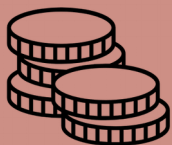
Lesson plans



01

Causes

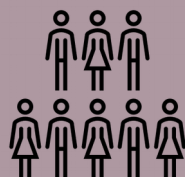
Help your students understand the complexity of how inequality and poverty are caused



02

Actors

In opportunity for your students to explore the role of an actor affecting inequality and poverty in depth



03

Interests

Your students can learn from each other about the interests involved in inequality and poverty



04

Responsibilities

Give your students a real, practical example of how inequality and poverty in linked with their choices, and what they can do about it



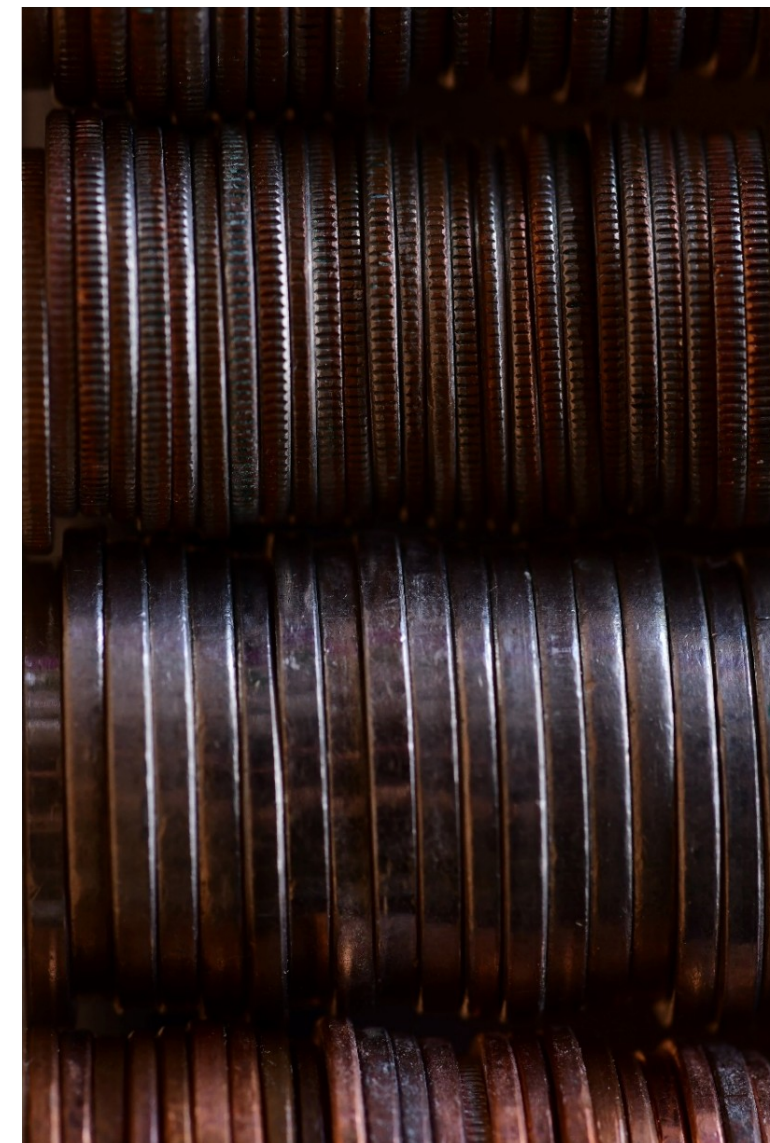
****Feel free to delete or add more lesson plans, four is just indicative. It is agreed upon partners to develop one per topic (if it is possible).***

Lesson plan 1

Inequality	
Causes	
Lesson Plan 1 Title	
Duration: 90 minutes	
Aim	This lesson plan aims to have learners understand the complex causes of inequality and poverty, how the various causes can exacerbate each other, and how they can become self-reinforcing.
Target Group	Adults living in rural areas
Facility/ Equipment	<ul style="list-style-type: none">• Classroom, either physical or virtual• Internet• Blackboard or other writing implement visible to all• Case study
Tools/ Materials	Number the students off and give each of them an aspect of the case study in the following slide to consider. This aspect should be a problem in the case study that contributes to the poverty in question. As such, it could be low wages, expensive childcare, poor living conditions or some other relevant aspect.
Main Activity	
Reflection	Individuals should think about and very briefly write down how their assigned aspect of the case study affects the other aspects of the case study and then any other ways in which it affects the situation as a whole. They should then be invited to share their ideas about how their aspect affects the others and the overall situation, with ideas noted on the board in their respective categories.
	Once all ideas have been elucidated and written down, the class should be invited to have a group discussion about which aspect they feel is the most important in causing poverty, and what the most impactful intervention might be to help alleviate that poverty. Reflection should be focused on the interconnectedness of the causes of poverty, and how this makes poverty increasingly difficult to escape. Encouragement should be given also to consideration of less traditional or directly economic aspects of poverty, such as

Real-life example/case study 1

Inequality	
Causes	
Real-life example/case study 1	
Duration: 30 minutes	
Aim	This case study aims to demonstrate some examples of the causes of poverty and inequality, how they come about in the real world, and how they are often self-perpetuating and self-reinforcing.
Target Group	Adults living in rural areas
Case study description	<p>This case study, set out in more detail in the reference link below from its source material, describes the difficult situation of a family in London. The family consists of a woman working for the National Health Service just above minimum wage, her elderly mother, and her four children.</p> <p>Because of the low pay, the mother takes extra shifts and overtime as much as possible, but this means that she has to pay extra for childcare when her own mother cannot look after the grandchildren. As such, she is often behind on bills, resulting in her phone sometimes being cut off so she can pay for heating or electricity or rent.</p> <p>The situation also means there is little money to spare, so the family have not been away on holiday in several years, they share beds, the kids never have friends over, and there is severe damp in their flat.</p>
Connection with the topic	This case study is an example of real-world poverty and contains a significant number of indications, both direct and indirect about that poverty came about, also underlining the complexity of poverty and inequality in terms of its causes.
Follow up questions	Follow-up questions for consideration might include: how are the causes of poverty in this case linked? In what ways does the cycle of poverty perpetuate itself here? What non-economic factors can you identify that might make exiting poverty more difficult?
References	https://www.poverty.ac.uk/living-poverty/personal-experiences/renee-low-paid-worker



Lesson plan 2

Inequality and poverty

Actors

Lesson Plan 2 Title

Duration: 2 hours

Aim

This lesson plan aims to help learners understand the role of various actors in influencing inequality and poverty, their methods, and their impacts.

Target Group

Adults living in rural areas

Facility/ Equipment

- Classroom
- Projector
- Internet
- PPT

Tools/ Materials

Main Activity

Learners can be either split into groups or work individually, depending on how many people are in a given class and the time constraints involved. After an introduction to the topic, learners should choose an actor that creates an impact on inequality and poverty issues and do in-depth research on them in order to create a presentation about them for the rest of the class. This presentation should cover background about who or what that actor is, what their main mission is, and how they go about achieving it. It should also contain a practical example of work they have undertaken in the area of inequality and poverty and what happened in that situation, including the impact that was achieved. These presentations should then be presented to the broader group of learners, with opportunities for discussion if possible.

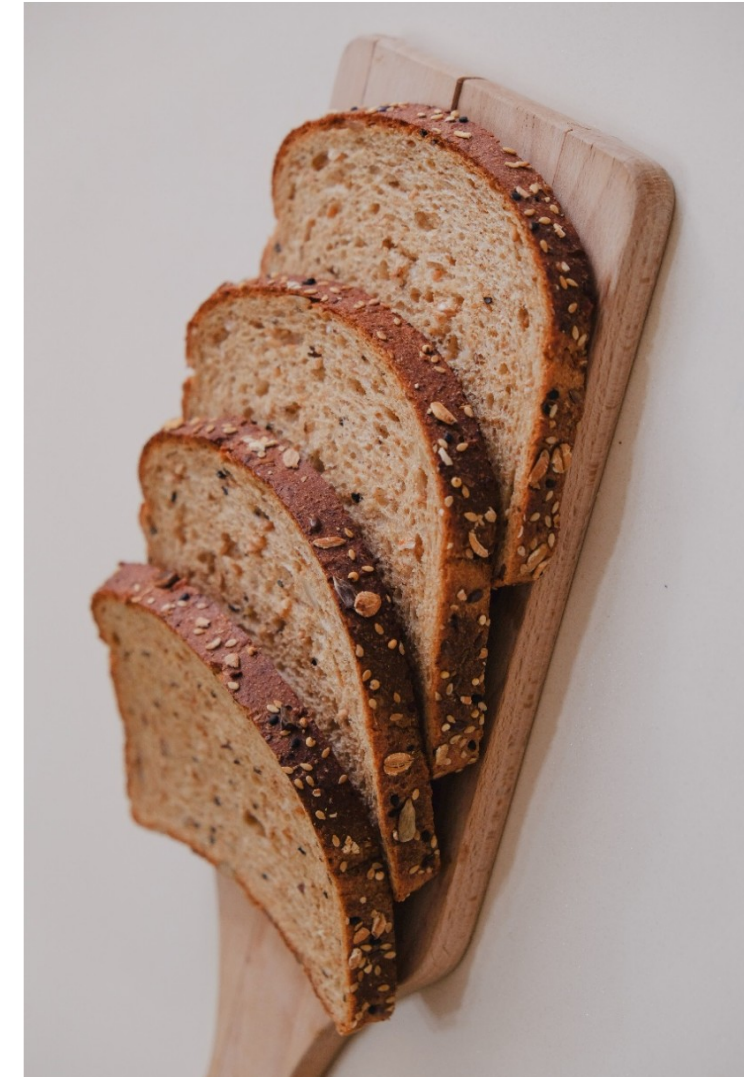
Reflection

Learners should consider in the course of writing, presenting, and listening to these presentations the variety of actors that can influence inequality and poverty both positively and negatively, how they go about doing this, and the systems of which they are a part. They should consider the approaches, advantages, and limitations of each of the actors presented.



Real-life example/case study 2

Inequality	
Actors	
Real-life example/case study 2	
Duration: X	
Aim	This case study aims to illustrate the ways in which some of the main actors on issues of poverty and inequality can influence those phenomena in real-world situations.
Target Group	Adults living in rural areas
Case study description	<p>This case study, which can be found through the References link on page 37, concerns benefits won for workers at the Warburtons, one of the largest bakeries in the UK. The company wanted to update its approach and their incumbent agreement with the BFAWU Trade Union on working conditions was outdated and in many ways in need of updating.</p> <p>The management and the trade union worked together and negotiated constructively, according to both sides, to improve conditions for employees and so the company as a whole.</p> <p>The agreement they reached in the end increased wages while lowering guaranteed minimum hours, ensuring employees earn at least what they did before with fewer working hours required. It also simplified pay structure and shift patterns, and gave more opportunities for workers to learn new skills as well as flexibility for both the company and employees</p>
Connection with the topic	<p>This case study shows the ways in which two key actors in inequality and poverty (Trade Unions and Employers) can work, and an approach that they can take in working both for themselves and with each other.</p>
Follow up questions	Relevant questions might include: how could this scenario have gone differently with a different attitude from one or both of the actors? How might other actors be involved in a case like this?
References	<p>https://gala.gre.ac.uk/id/eprint/20029/1/20029%20ANTUNES_Better_Jobs_the_Added_Value_from_Trade_Unions_2018.pdf</p>



Lesson plan 3

Inequality	
Interests	
Lesson Plan 4 Title	
Duration: 90 minutes	
Aim	This lesson plan aims to help learners understand the interests involved in poverty and inequality and which actors are associated with these interests. It also aims to help them understand how interests in these areas can be framed differently, and how they might be limited by the economic and social systems in which they operate.
Target Group	Adults living in rural areas
Facility/ Equipment	<ul style="list-style-type: none">• Classroom• Projector• Internet• PPT
Tools/ Materials	Learners should be split into groups and each assigned an actor in inequality and poverty: this could be the government, an employer of a particular size, or a civil society organization. The task here is for the groups then to research, write, and present a pitch to this actor about why they should care about and act on poverty and inequality. These presentations should cite in particular reasons why it is in the interests of that particular actor to take action.
Main Activity	
Reflection	Following presentations, learners should be able to ask questions of presenters and discuss the different approaches taken, as well in particular as reasons and interests that might cause an actor to refuse to accept these pitches. Reflection should be undertaken during this task on the interests that drive key actors to both take responsibility for poverty and inequality and for their refusing to do so. What different interests do different actors have, and where might their interests coincide? How can arguments and approaches be reframed to make them more appealing to a given actor's interest? And how might broader economic or social systems have to change to reduce the salience of interests that often contribute to poverty and inequality?

Real-life example/case study 3

Inequality	
Interests	
Real-life example/case study 3	
Duration: 30 minutes	
Aim	This case study aims to help show the sorts of interests that might drive an employer or other actor to address poverty and inequality issues.
Target Group	Adults living in rural areas
Case study description	This case study documents the experience of a global law firm called Linklater as they implemented the Living Wage in the UK. The Living Wage is a wage above the minimum wage that is said to be an amount of money that meets the everyday needs of most staff. As it is above the minimum wage, it is not compulsory for employers to pay the Living Wage.
Connection with the topic	<p>Linklater reported after implementing the Living Wage a number of benefits to their company. These included staff staying longer at the company, being more flexible within their roles, and therefore also being more experienced; client-facing staff being happier with less worries, and therefore better at their jobs; a better reputation for the company as a responsible employer; and more opportunities to network and form relationships with other Living Wage companies.</p> <p>This case study describes the experience and results of one business when they implemented the living wage, essentially raising wages for their employees to a wage that is considered livable, preventing poverty and reducing inequality.</p>
Follow up questions	Follow up questions for this case include: why do many businesses choose not to pay the living wage? What interests might cause governments to set the minimum wage lower than the living wage? What other interests might convince employers to help combat poverty and inequality?
References	https://www.livingwage.org.uk/sites/default/files/TheLivingWage_CaseStudies_Linklaters_Apr18_0.pdf



Lesson plan 4

Inequality	
Responsibilities	
Lesson Plan 4 Title	
Duration: 1 hour	
Aim	This lesson plan aims to help learners understand how their actions and lives are connected to systems and practices that reinforce poverty and inequality. It should help them consider ways in which they can avoid being part of these systems and be more aware of the consequences of their choices.
Target Group	Adults living in rural areas
Facility/ Equipment	<ul style="list-style-type: none">• Classroom, virtual or physical
Tools/ Materials	<ul style="list-style-type: none">• Internet• PPT• Fairtrade case study and/or other case studies
Main Activity	<p>Sort the learners into small groups for this activity. The task for them, having read and discussed the associated case study in the following slide, is to apply this line of thinking to products from their own lives. Each group should pick an object or product – ideally something quite everyday; a household accessory, game, or perhaps an item of clothing, for example.</p> <p>Groups should consider this item in the context of poverty and inequality and the supply chains and labour practices that reinforce them. Group research should include considerations of how and where this item was made, what the working conditions are usually like in this industry, and how easy or difficult it is to identify where the different parts were sourced from in terms of supply chain.</p>
Reflection	<p>They should also consider inversely what more ethical options exist for this sort of item, options that are less likely to contribute to poverty and inequality. Groups should be ready to present their thoughts and findings on all of the above to the broader class</p> <p>In the midst of and following the group presentations, consideration should be given to the broader context of practices and systems that perpetuate inequality and poverty, as well as the place of individuals within them. Learners should be encouraged to consider their own place within these systems and what difference they can make to these systems and practices in their own lives.</p> <p>On a broader scale, they should think about and discuss why in some cases it might be difficult to leave or make changes on these systems, and what sorts of efforts and practices have changed these systems in the past</p>

Real-life example/case study 4

Inequality	
Responsibilities	
Real-life example/case study 4	
Duration: 30 minutes	
Aim	This case study aims to demonstrate a way in which individuals can take actions and choices that address inequality and poverty.
Target Group	Adults living in rural areas
Case study description	<p>This case study covers an example of a Fairtrade organization, Divine, that makes chocolate. All Divine's products carry the Fairtrade mark to help consumers make an informed choice about the product they are buying.</p> <p>As part of their commitment to a philosophy of Fairtrade, Divine as a company has its largest shares owned by the farmers that produce the raw product, with profits therefore going to those farmers and being invested in programs directed at improving the farming, gender equality, land rights, and governance. Any other products it uses in its range, such as nuts or fruit, are also sourced from Fairtrade suppliers, who will similarly be taking steps to ensure fair wages and positive programs for its producers at every level of the supply chain.</p>
Connection with the topic	This case study illustrates how one employer took responsibility for its role in inequality and poverty and took measures to prevent them, and in turn how this gives consumers like us a better choice in taking responsibility for our own role in inequality and poverty.
Follow up questions	Follow up questions for this case study could include: To what degree is it the responsibility of individuals vs employers, organisations, and governments to combat inequality and poverty? To what degree can individuals make an impact on inequality and poverty? If not by consider their consumer choices, how else could they make this impact?
References	https://www.fairtrade.org.uk/for-business/fairtrade-case-studies/divine-case-study-empowering-farmers-and-consumers/



Assessment Questions

1. True or False: employment is a key cause of poverty and inequality because part-time and zero-hours contracts pay less and are often less secure than full-time work
2. Which of these is not a social inequality that might have an impact on poverty and inequality?
 - a. Race or ethnicity
 - b. Gender
 - c. Disability
 - d. Hair colour
3. True or False: employers and business are largely irrelevant to poverty and inequality because the government often sets a minimum wage
4. Which of these is an action that a government might take to address poverty and inequality?
 - a. Regulating employment
 - b. Passing anti-discrimination laws
 - c. Addressing climate change and its effects
 - d. All of the above



Assessment Questions

5. True or False: businesses will always underpay their workers because of the short-term profit motive
6. True or False: paying workers more and improving working conditions and job security can improve productivity as well as reducing poverty and inequality
7. When you see the Fairtrade label on a product, this means that the product:
 - a. Was made by a company that has equal representation for women in their management
 - b. Was made by workers who were fairly paid and had good working conditions
 - c. Is organic
 - d. All of the above
8. Political engagement on issues related to poverty and inequality can include:
 - a. Voting in elections
 - b. Writing to your representatives
 - c. Getting involved in campaigns
 - d. All of the above

Answers: 1 True; 2 d; 3 False; 4 d; 5 False; 6 True; 7 b; 8 d





Conclusion





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