

SLAVERY AND TRAFFICKING

When we think about slavery we most often think of the role of Britain in the mass movement of slaves around the world during the 18th and 19th Century or, perhaps, modern slavery in other parts of the world.

However, slavery is very much a contemporary problem in the UK today. The organization Antislavery (see <http://www.antislavery.org/>) reports that in 2013 the UK's victim identification and support process, the National Referral Mechanism (NRM), received over 1,746 referrals of potential victims of trafficking.

This was a 47% increase on the number received in 2012.

However, like many illegal activities the official numbers of people referred to authorities are only likely to be a small proportion of the actual amount of people being trafficked into slavery. In fact the UK government's own estimates of the scale of the problem put the number of people currently in slavery in the UK at 13,000.

Q1. There are a variety of reasons that people are trafficked – can you think of what these might be?

The three main reasons people are trafficked are:

- **Forced Labour**
- **Sexual Exploitation**
- **Forced participation in other criminal activities.**

Q2. If the three main reasons for trafficking are forced labour, sexual exploitation and forced participation in other criminal activities, do you think some people are more likely to be trafficked than others? Who might be more likely to be trafficked do you think?

The main group of people to be trafficked are women and children who are twice as likely to be trafficked as men. This is, in part, because women and children are more likely to be trafficked for the purposes of sexual exploitation.

However, the most common reasons that people are trafficked is for forced labour and, in particular domestic service – again this results in a much higher number of women and children being trafficked for this purpose.

So what should be done?

The UK government has introduced the Modern Day Slavery Bill into Parliament (2014) and created an independent anti-slavery commissioner to try to tackle the issue. But campaign groups such as Anti-Slavery think that this action does not go far enough and have launched their own campaigns – see <http://www.antislavery.org/>

What do you think?

How does the idea of modern slavery fit with the values and ideas of Magna Carta?

What legal, social, political and economic actions would you take to tackle this issue and stop human trafficking and slavery?





Links to www.antislavery.org

ACTIVITY

In small groups discuss the issue of modern day slavery.

Draw up a list of what your group sees as the causes and reasons for slavery. Can you think of why people would want to have 'slaves' today?

What are the impacts of modern slavery on individuals, families, communities and wider society?

Now, thinking back to the Magna Carta and its principles get your group to discuss why written documents, such as the Magna Carta or a Bill of Rights, may not be enough to stop activities such as slavery.

So, if this is the case, can your group design a **10 point action-plan** that might be more effective at stopping modern day slavery?

Some suggestions for places to look for information

NGOs and Charities.

www.antislavery.org

www.unseenuk.org

www.jrf.org.uk

UK Government

www.gov.uk/government/collections/modern-slavery-bill

www.nationalcrimeagency.gov.uk

European Union

europa.eu

www.europol.europa.eu

United Nations

www.europol.europa.eu

POVERTY

“Individuals, families and groups in the population can be said to be in poverty when they lack the resources to obtain the types of diet, participate in the activities, and have the living conditions and amenities which are customary, or at least widely encouraged or 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 patterns, customs and activities.”

Townsend, P. (1979) Poverty in the United Kingdom, London, Allen Lane and Penguin Book

Poverty, lack of income or access to resources, is something that occurs in all societies and across all history. This activity is designed to help you think about poverty in contemporary Britain and how the experience of poverty might impact on people lives – especially in relation to their rights

of living and average wealth of the population of any given society. In this sense we are focusing on a concept that is known as relative poverty. By this we mean how poor or deprived are people relative to the rest of the society or community they live in. So, in Britain, one of the key ways we measure relative poverty is through comparing household incomes across all households and establishing what is called a ‘poverty threshold’.

In the UK (as well as the European Union and many other countries) the poverty threshold is set at 60% of the median household income. The median income point in the income range is where there are equal numbers of households above and below that line. 60% is chosen as the indicator as it is argued that any household under this point will be suffering hardship and unlikely to be able to cover all the costs of living and engaging in social life that those above the line have.

(See www.poverty.ac.uk/definitions-poverty/income-threshold-approach for a more detailed explanation and an interactive graph to help explore this idea.

Using these sorts of measures Oxfam (<http://policy-practice.oxfam.org.uk/our-work/poverty-in-the-uk>) estimate that 1 in five people in the UK live below the poverty line – this adds up

...the poverty threshold is set at 60% of the median household income [...] the point in the income range where there are equal numbers of households above and below that line. 60% is chosen as the indicator as it is argued that any household under this point will be suffering hardship...

and their ability to participate fully in everyday life.

Definitions of poverty are really important and often subject to heated debate and you may notice that a number of other terms and phrases are often used to describe poverty in its broadest sense.

Q1. Can you think of any words or phrases that are sometimes used in this way?

You might have included in your list – social exclusion, deprivation, low-income, inequality or lack of income. Can you think of why the words we use to define, discuss and measure poverty might be important?

It is important to note that poverty has to be contextualised in relation to the overall standard

to around 13 million people who do not have enough resources to live on.

Another piece of research published in 2014 reported that the number of British households falling below the minimum living standard has more than doubled in the last 30 years with 33% of households now living in ‘par-living standards’. This study defined ‘par-living’ standards as going without three or more basic necessities of life: for example being able to adequately feed and clothe everyone in the household or adequately heat their homes.

(See <http://www.theguardian.com/society/2014/jun/19/poverty-hits-twice-as-many-british-households>). This is despite Britain being the 6th largest economy in the world.



ACTIVITY

Thinking about individual rights and freedoms draw up a list of how a lack of income might negatively impact on people. How might being poor impact on an individuals' democratic and citizens' rights?

In small groups discuss if the gap between the 'rich and the poor' can be justified in a country with as much wealth as the UK.

Magna Carta (along with many other documents) does not talk directly about poverty or rights to a fair income – how important do you think such rights are?

Working in small groups design an **Anti-Poverty Strategy** with particular reference to young people under the age of 18.

Some suggestions for places to look for information

Government Departments

Child Poverty Strategy - [publications/child-poverty-strategy-2014-to-2017](#)

Indices of Multiple Deprivation - [insight.oxfordshire.gov.uk/cms/index-multiple-deprivation-dashboard](#)

Campaign Groups

www.oxfam.org.uk

www.trusselltrust.org

www.foodbanking.org/h

Background News Articles

<http://www.bbc.co.uk/news/business-27032642> <http://www.theguardian.com/society/food-banks>

Research Organisations

Poverty and Social Exclusion <http://www.poverty.ac.uk/>

Joseph Rowntree Foundation www.jrf.org.uk

Economic and Social Research Council www.esrc.ac.uk

CHILDREN - VIOLENCE, EXPLOITATION AND ABUSE

“This epidemic of violence against children feeds off silence. It grows when we soundlessly accept that this is just the way things are. Every five minutes, somewhere across the globe, a family loses a son or daughter to violence. This is intolerable – it must stop.”

Baroness Doreen Laurence (Foreword) Children in Danger: Act to End Violence Against Children, UNICEF UK, 2014, pg 3.

Each individual experience of childhood and growing up will be different and, for many reasons, not everyone will enjoy a ‘happy’ childhood. But that said, there is an accepted view of what childhood ought to be and although each of us might have a different list of exactly what makes a happy childhood, we mostly share a sense of what it might be. Most of us would agree that childhood is a particular part of everyone’s life during which an individual has time to physically grow, intellectually mature and develop an individual identity and personality. For many this would include being cared for and protected by adults, with time and space to play, learn and explore the world around us. Put very simply there is a sense that children should be exempt from the demands of the adult world until they are, in age terms at least, close to being fully adult.

ACTIVITY

For a few minutes think about what you consider childhood ought to be. Draw up a list of characteristics of what a ‘happy’ childhood might consist of.

Then, in pairs, discuss why we think childhood ought to be like this.

Where do these ideas about childhood and being a child come from?

What makes an adult an adult?*

The Law is used to define what we can and

cannot do at a certain age – and many of these laws are or were designed to protect children from exploitation and abuse. For example, laws restricting child labour were passed in response to the terrible condition children were forced to work in during the Industrial Revolution in Britain. But, of course, the rules around what we can or cannot do at a particular age are also directly related to our ideas about what childhood is or ought to be and with the rights of children and young people. So, if you look at the box below you can see a number of different things individuals are allowed to do at the ages of 16, 17 and 18.

16	17	18
Get married or register a civil partnership with consent	Drive a Car or pilot a plane or helicopter	‘Legal’ Adult
Join the Army	Be interviewed by police without an adult present	Vote
Consent to sexual activity with others aged 16 and over		Take out a mortgage
Leave home with or without parental consent		Buy fireworks
Leave school		Drink in a bar/pub
		Watch an 18 film

What do you think about what you are old enough to do at 16 but still not be classed as an adult?

Does it make sense that you can, for example, join the Army at 16 but not watch an 18 rated film at the cinema?

*This is a selection of what you can do at 16, 17 or 18 – for more detail see, for example, <http://www.youthoria.org/home/life/rights>



Links to www.theguardian.com/society/2014/oct/15/rotherham-child-sexual-abuse-scandal-tip-iceberg-police-chief

In small groups of three or four can you re-write the table in a way that makes more sense to you and your colleagues. Is there anything missing?

Children are exploited in numerous ways in Britain and around the world including sexual exploitation, work, abuse, denial of education, extreme poverty and deprivation amongst many other forms. The UNICEF has recently launched a campaign which stresses the role that violence, in its many forms, plays in the exploitation and abuse of children. The figure below provides some examples from the many hundreds that could be used.

The UNICEF report ***Children in Danger: Act to End Violence Against Children***, UNICEF UK, 2014 (www.unicef.org.uk/UNICEFs-Work/What-we-do/violence/violence-report/) provides numerous

examples of how violence against children manifests around the world and outlines ways in which governments, organisations and individuals can take action to stop this violence

and this document could provide a useful resource for this theme. It demonstrates how varieties of child exploitation and abuse overlap and relate to other issues such as poverty, lack of education and justice.

In many ways all the issues and examples raised above relate directly to the issue of **rights** which, of course, is what the Magna Carta was all about.

So in the final activity of this theme the focus will be on the rights of children and young people.

Identify and write down what you see as the essential rights of children, not just in Britain but around the world. Once you have done this discuss with classmates the following questions:

Do all children need protecting from the same things in all parts of the world?

How can we ensure the rights of children are secure, enforced and protected?

To help you in this discussion you might like to have a look at the United National Convention on the Rights of the Child (see www.unicef.org.uk/UNICEFs-Work/UN-Convention).

In 1989, governments around the world promised all children the same rights by adopting the UN Convention on the Rights of the Child, which is also known as the CRC or UNCRC. The Convention attempted to change the way children are seen and treated. It aimed to ensure that children are seen as human beings with a distinct set of rights rather than as passive objects of care and in need of charity. You might want to consider if the Convention goes far enough in its aims and objectives. You might also wish to assess – given the contents of the UNICEF report into violence against children mentioned above (*Children in Danger: Act to End Violence Against Children*, UNICEF UK, 2014 (see www.unicef.org.uk/UNICEFs-Work/What-we-do/violence/violence-report/)) – whether the UN has succeeded in changing the way children are seen.

You may like to know that all United Nation member states have ratified the Convention - except for Sudan and the United States of America.

Some Resources - NGOs and Charities

www.everychild.org.uk

www.savethechildren.org

www.unicef.org.uk

www.childrenssociety.org.uk

www.barnardos.org.uk

www.nspcc.org.uk



BELIEFS

ECHR Article 9(1) provides that: Everyone has the right to freedom of thought, conscience and religion: this right includes freedom to change their religion or belief and freedom, either alone or in community with others and in public or private, to manifest their religion or belief, in worship, teaching, practice or observance.

European Convention on Human Rights, Article 9, (1).

(See <http://www.echr.coe.int/Documents/Convention>)

Article 9 of the European Convention on Human Rights guarantees individuals the right to freedom of thought, conscience and religion. These are rights that have been fought over for centuries and are still challenged and tested constantly throughout the world. In Europe, with its history and experience of Nazism, totalitarianism, Stalinism and inter-ethnic and religious conflict the issue of freedom of belief, conscience and thought are critical components of individual and collective rights, personal freedom and democracy.

ACTIVITY

Why is freedom of conscience, thought and religion important? Can you think of any examples of religious intolerance and persecution?

How important is freedom of thought and conscience in today's world?

The extent to which people have freedom of belief, how far they can express this freedom, in what ways and with what outcomes is a critical issue today – both in Europe and around the world. Indeed, Article 9 is a qualified right in that the right to such freedoms can be limited by the state as long as the limitation is

- prescribed by law;
- necessary and proportionate; and
- pursues a legitimate aim, for example:
 - the interests of public safety;
 - the protection of public order, health or morals; or
 - the protection of the rights and freedoms of others.

Working in small groups discuss whether or not you think Article 9 should be a 'qualified right'? Can you identify any potential problems with the way in which limitations on freedom of thought, conscience and religion are permitted (as outlined above). How can we fairly balance, for example, the interests of public safety with freedom of belief?

Overleaf are a set of questions that can be asked to assess whether or not the rights of Article 9 of the ECHR are open to all members of any society. These are not the only questions or measures that can be asked or used but they provide a good set of examples that can be worked through. We have provided you with example responses for question one and nine.



WORKING IN SIMILAR WAYS CAN YOU COMPLETE THIS GRID

Questions	Evidence	Sources of information
Does the law allow freedom of religion or belief?	Is this covered in the Constitution and/or the legal codes?	Constitutional documents Legal codes.
Does the law unduly favour one religion over others?		
Do members of any religion or belief suffer direct discrimination on account of their religion or belief?		
Can people assemble freely to worship, discuss their religion and teach it?		
Can people freely choose and change their religion?		
Do women suffer discrimination on account of their religion?		
Do other minorities, like migrant workers, refugees and asylum-seekers, enjoy freedom of religion or belief?		
Can religious adherents celebrate holy days and celebrations?		
Is the media free to comment on issues of religion or belief?	Are media subject to censorship on such issues, whether official or unofficial?	Discussions with journalists, religious and human rights groups.

(Adapted from FCO, Freedom of Religion or Belief UKGOV Freedom Toolkit – see www.gov.uk/government/uploads/system/uploads/attachment_data/file/35443/freedom-toolkit.pdf)

The issues discussed in this theme are not only central to the realisation of democracy, freedom and human rights they also result in serious conflict and violence in societies across the world. The recent attacks on the offices of the Paris based publication Charlie Hebdo provide a stark illustration of the ways in which the relationship between the right to freedom of speech and respect for peoples' beliefs - religious or otherwise - can be violently contested. You may wish to explore this more fully through the following links and resources.

An overview of what happened: <http://www.bbc.co.uk/news/world-europe-30708237>

Some opinion: <http://www.theguardian.com/australia-news/2015/jan/24/freedom-of-speech-a-tool-to-maintain-domination-of-muslims-rally-told>

<http://www.theguardian.com/commentisfree/2015/jan/22/paris-attacks-right-to-offend>

<http://www.theguardian.com/commentisfree/2015/jan/14/charlie-hebdo-add-faithophobia-to-my-crimes>

Debate on Question Time: <https://www.youtube.com/watch?v=UfhMQVIZyXo>

Other Sources of Information: Oslo Coalition on Freedom of Religion or Belief www.oslocoalition.org/ Forum 18 - www.forum18.org/index.php US Commission on International Religious Freedom - www.uscifr.gov Index on Censorship – www.indexoncensorship.org

HEALTH AND WELLBEING

The gap in life expectancy between rich and poor persists. After some fluctuation, the gap is larger now than in the early 1970s. Men and women from the richest social class can on average expect to live more than seven years longer than those in the poorest social class.

King's Fund (2012) Life Expectancy

There is a great deal of evidence that for the majority of the population in the UK general health and well-being have dramatically improved in the last century. For example, overall, average life expectancy has increased by over 30 years in Britain in the last 100 years. One in three people born in Britain today are likely to live to be over 100. **But is this the whole story?**

Q. Should health be measured in terms of how long people live? Are there other ways of thinking about what makes a 'healthy' life?

What also concerns many people is that, as the opening quotation illustrates, despite these overall improvements in health and well-being not everyone in society has benefitted to the same degree. On the contrary there is substantial evidence that health inequalities are increasing in societies such as the UK. If we take a more global perspective it is even clearer that health outcomes for people across the world vary significantly.

What are health inequalities?

The World Health Organisation

defines health inequalities that are avoidable inequalities in health between groups of people within countries and between countries. These health inequalities arise from inequalities within and between societies. Social and economic conditions and their effects on people's lives determine their risk of illness and the actions taken to prevent them becoming ill or to treat illness when it occurs.

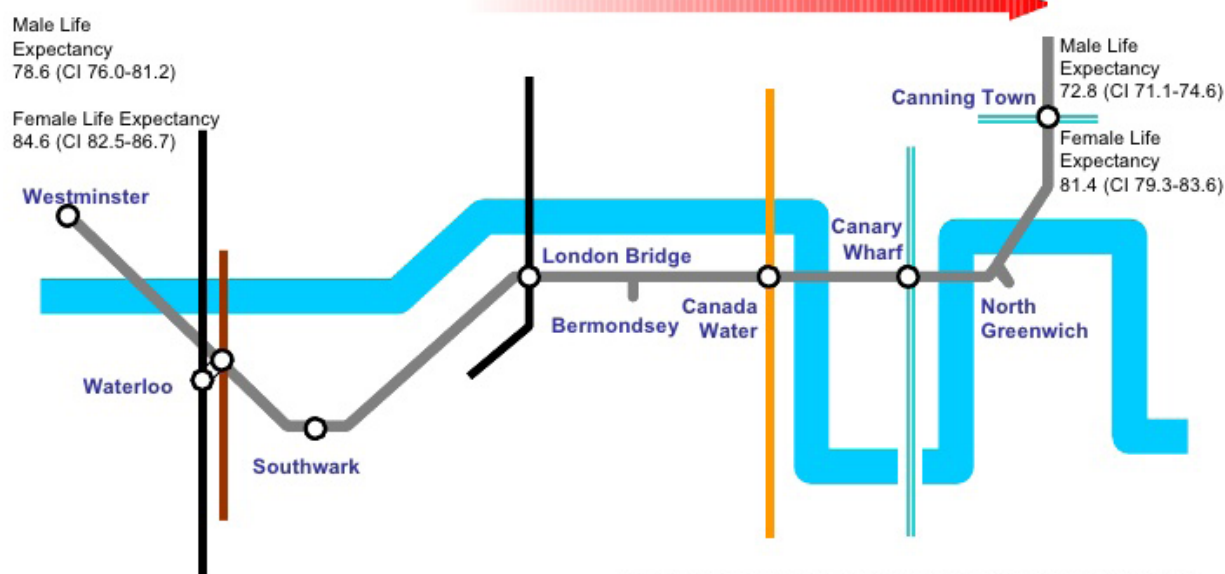
So, what do health inequalities look like? The following illustrative statistics provide examples from the UK.

- In England people living in the poorest areas will die an average of 7 years earlier than those living in the richest areas.
- In England, the average difference in disability-free life expectancy between the poorest and richest areas is 17 years.
- Unskilled workers are twice as likely to die from cancer as professional workers.
- Babies born below the low birth weight threshold are five times more likely to die as an infant than those of normal birth weight.

The map below provides a powerful illustration of how health inequalities impact on life expectancy in London – even across very small distances.

The Jubilee Line of Health Inequality

Travelling east from Westminster, each tube stop represents up to one year of male life expectancy lost at birth (2002-06)



London Underground Jubilee Line

Electoral wards just a few miles apart geographically have life expectancy spans varying by years. For instance, there are eight stops between Westminster and Canning Town on the Jubilee Line – so as one travels east, each stop, on average, marks up a year of shortened lifespan. ¹

¹ Source: Analysis by London Health Observatory using Office for National Statistics data revised for 2002-06. Diagram produced by Department of Health

ACTIVITY

Working in pairs can you create a similar map to the above using a local bus or train route from where you live? (For example, in Oxford this might be the No5 bus route from Oxford Rail Station to Blackbird Leys).

What are social determinants of health?

The World Health Organisation defines the social determinants of health as:

The social determinants of health are the conditions in which people are born, grow, live, work and age. These circumstances are shaped by the distribution of money, power and resources at global, national and local levels.

Activity – working in small groups of three or four can you draw up a list of examples of the social determinants of health.

You might have included some of the following – income, housing, education, safety, work, diet, access to affordable, quality food, sanitation, access to medical and social care and probably some others. Can you see how some of these social determinants of health overlap, for example income and diet or income and housing? Reflecting on the complexity of the issue of health and well-being you could now try the final activity in this section which is:

Activity – How would you design a Health and Well-being Charter for all members of society?

What would be included?

What would you leave out?

Would it include a minimum healthy diet which everyone would be entitled to?

Would it include requirements for exercise?

How would it be paid for?

Resources.

There is a link to some interesting background material on health inequalities in *The Guardian* newspaper www.theguardian.com/news/datablog/2011/feb/11/marmot-report-health-equality-data

This is a link to a life expectancy map produced by University College London covering the whole of London

www.life.mappinglondon.co.uk/

Other useful sources of information include:

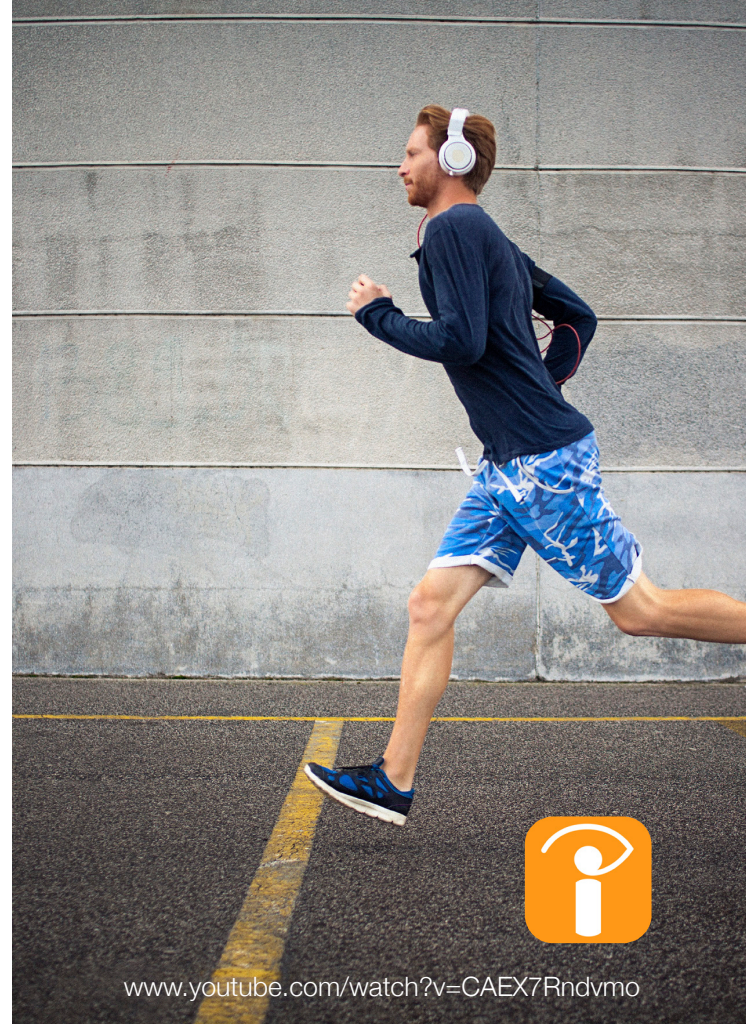
The World Health Organisation - www.who

Public Health England - www.gov.uk/government/organisations/public-health-england

Department of Health - <https://www.gov.uk/government/organisations/department-of-health>

Royal College of Nursing - www.rcn.org.uk

The King's Fund - <http://www.kingsfund.org.uk/>



EDUCATION

Evidence from many countries confirms that there is a strong correlation between educational attainment, life expectancy and self-reported health, within and across generations.

Improving the Public's Health, King's Fund (2014), 15.

Few people would seriously deny the importance of going to school and of education. In a country like the UK virtually everyone would consider the ability to read, write and understand a reasonable level of mathematics as critical skills. These skills allow us to function in everyday life, to participate in our communities and wider society and help us understand the world around us. As a society we also place great emphasis on the importance of school, college and university (and the qualifications we can earn at each of these stages of education) for securing employment, a career and/or a profession – and the increased financial rewards this can bring.

Activity 1 – working on your own, write a list of the five things you feel most important about going to school. How do you think your time at school might affect your adult and later life?

Patterns of access to, participation in and levels of attainment within education are not equal across any one country or between different countries within the global context. Furthermore, as the opening quote from the King's Fund highlights, the impact of not or limited participation in education has significant impact on a range of life chances. In the UK the link between low socio-economic background and poor educational attainment is greater than in almost any other developed country. In the UK, educational inequality starts before a child even begins school. Figures show a one year gap in 'school readiness' between 3-year-olds, and a 15 month gap in vocabulary development between 5-year-olds, in the richest and poorest families (See www.teachfirst.org.uk). In addition, other research demonstrates that spending four more years in education reduces mortality rates by 16 per cent and reduces risks of heart disease and diabetes (See King's Fund (2014)).

Activity 2 – What should 'education' be like? How would you organise the education

system? What would the curriculum be like? At what age would people start and finish compulsory schooling?

Activity 3 – Building on the above what do you think should be the minimal right to an education that an individual, in the UK, should have? Would you extend this to free access (for all) to university (or equivalent) level study?

UNICEF have a powerful human rights based vision of how education can be organised. The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school and all it does aiming to teach about children's rights but also to model rights and respect in all its relationships.

Activity 4 – In small groups of 3 or 4 have a look at the RRSA Quick Guide at

www.unicef.org.uk/Documents/Education-Documents/RRSA_Quick_Guide.pdf.

Do you know if your school has adopted this approach? If it has how does this affect the way the school is organised? If it has not adopted it what do you think the differences would be if it did?

 *These skills allow us to function in everyday life.*

Global Education Inequality

So far we have focused on access to and participation in education to the example of the UK. However, globally the universal access to education is seen by organisations such as the United Nations as a key human right and one that has yet to be met. UNESCO reports:

The hardest to reach children are still out of school. They are poor, rural and often girls. But the situation is different in every country. The UIS interactive data explorer illustrates the multiple and overlapping barriers to education in the countries that participated in the Global Initiative on Out-of-School Children. Learn more about the circumstances that unfairly exclude these invisible and voiceless children. (<http://on.unesco.org/oosci-global>) (More data are also available in the UNESCO eAtlas on Out-of-School Children: <http://on.unesco.org/oosc-map>)



This situation gets worse as children grow older with one in five adolescents being excluded from the classroom and with a much higher chance of dropping out if they are in school. UNESCO maintains that, in total, 121 million children and adolescents have never started school or have dropped out despite the international community's promise to achieve universal primary education by 2015. Data show that there has been almost no progress in reducing this number since 2007. Children living in conflict, child labourers and those facing discrimination based on ethnicity, gender and disability are the most marginalised. (See www.uis.unesco.org/Education/Documents/oosci-global-report-en.pdf) There is much concern that given the focus on reducing public spending in many developed countries support for the on-going development of universal access to education for all children and young people around the world will decline – making further progress impossible.

Activity 5 – Working in pairs can you draw up a list of why ensuring universal school education to all children and young people around the world is important? Can you identify the barriers to achieving this aim? If you worked for UNESCO what arguments would you make to politicians in Britain, the US and Europe that they should support the achievement of universal primary education for all?

Finally, as a group, can you construct a global education charter for all children and young people. What would you include? How and who would pay for it? How would you make sure it was adopted and implemented in a sustained way?

Some Resources:

News Coverage of Education Inequalities

The Guardian - www.theguardian.com/news/datablog/2014/jan/27/education-inequality-in-england-where-is-the-gap-widening-demos

BBC - www.bbc.co.uk/news/uk-scotland-scotland-politics-31289154

UK Government

Dept. for Education – www.gov.uk/government/organisations/department-for-education

Dept. for Business, Innovation and Skills - www.gov.uk/government/organisations/department-for-business-innovation-skills

United Nations

UNESCO – www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/

UNESCO - www.uis.unesco.org/Education/Documents/oosci-global-report-en.pdf

UNICEF - www.unicef.org.uk/Documents/Education-Documents/RSSA_Quick_Guide.pdf

Voluntary Sector Organisations/Campaign Groups

DEMOS - www.demos.co.uk/

Teach First - www.teachfirst.org.uk/news/young-people-share-their-vision-education-my-education-report

Sutton Trust - www.suttontrust.com/

Think Global - think-global.org.uk/

A MODERN MAGNA CARTA?

We have provided a number of general activities throughout this workbook and some six more detailed thematic sections. These are all designed to support classroom activity and discussions about the central issues that Magna Carta has been seen by many to have provided at least the starting point for their development over the last 800 years. However, these are only suggestions – we hope that these examples can be adapted to other themes and issues or act as a helpful prompt to explore other areas of interest to teachers, students or anyone else for that matter!

Finally.....

However you and your students have used this workbook, whether you have worked through the whole thing or selected certain sections to focus on it may have become clear that certain over-arching issues come up repeatedly and that the key issues in many of the themes closely inter-relate and have overlapping impacts on people's life. Some of these over-arching issues or what might be called structural factors are summarized in the diagram below.

ACTIVITY 1

In small groups (three or four) discuss the over-arching issues highlighted above. Can you identify any others? Can you provide examples of how these factors inter-relate and overlap?

ACTIVITY 2

Each group should report four of their main discussion points to the whole class.

After each group has reported the whole class could discuss these points and identify if any key issues or concerns have not yet been identified.

Finally, the whole group could discuss what the implications of the existence of these over-arching factors are for developing a 'Modern Magna Carta'.

Extra Resources:

Individual Life Chances and Outcomes

Gender

***Socio-
Economic
Status***

***Geographic
Location***

Age



<http://www.bbc.co.uk/news/business-22209818>

WAR, ORGANISED VIOLENCE AND TERRORISM



<http://www.stopwar.org.uk>

SLEEP AND EDUCATION

GENDER EQUALITY

image: www.independent.co.uk ©

DOWNLOAD THE EYEi APP
AND SCAN WHEREVER
YOU SEE THE LOGO TO
ENHANCE YOUR
MAGAZINE EXPERIENCE.



<https://www.youtube.com/watch?v=gkjW9PZBRfk>