iDecide

Deprived Backgrounds

Pupils coming from poor families

Erasmus+

Pupils coming from poor families

Classroom-based tips (focus on instructional methods)

1. **Establish a Code of Conduct** (if the school does not provide one) and zero tolerance policy in your classroom to safeguard against discriminatory or racist incidents towards pupils living in poverty because of issues related to their living conditions.

2. **Create new experiences for learners in your classroom** to enhance all pupils' awareness and sensitisation on issues of diversity.

3. **Incorporate art into instruction of other curriculum areas.**

4. **Keep expectations equally high for all your pupils** to motivate learning among all classroom members; poverty does not imply ignorance.

5. **Identify learning gaps and choose appropriate interventions.**

6. **Teach pupils to speak in formal register and to behave formally in various school situations** to give them opportunities to learn about formal and informal settings and appropriate behaviours.

7. **Provide access to computers, magazines, newspapers, and books so pupils living in poverty can see and work with printed materials.** School may be the only place where they have access to these learning resources.

8. **Assign work requiring costly devices and resources such as a computer and internet access only when you can provide the opportunity of completing the work during school hours** where resources are available and accessible.

9. **Encourage class discussions on topics like classism, consumer culture, environmental pollution and other injustices** affecting people living in poverty; develop their awareness and sensitivity to encourage your pupils to value and work for equality in the world.

10. **Become aware of your own stereotypes about pupils living in poverty** and consciously work to resolve them.

11. **Be careful about the school supplies you expect your pupils to purchase** – the list should be as simple as possible for all pupils.

12. **Create a stock of shared supplies for your pupils to borrow** when they temporarily run out of various materials for class activities.

13. **Act quickly to end any forms of harassment/discrimination** against pupils living in poverty.

School-based practical tips (focus on instructional methods)

Class Divisions / Arrangements

Include pupils living in poverty in events and activities by differentiating and emphasising their role, irrespective of their economic status. For example, consider giving them access to new opportunities usually reserved for economically advantaged pupils.

Community

Organise educational visits and school excursions. Trips are essential for every pupil's development and interaction with the surrounding environment. Take advantage of grants and funding that can help a whole classroom of pupils visit unexpected places.

Curricular Adaptations

1. Organise educational visits and school excursions. Trips are essential for every pupil's development and interaction with the surrounding environment. Take advantage of grants and funding that can help a whole classroom of pupils visit unexpected places.
2. Include pupils living in poverty in events and activities by differentiating and emphasising their role, irrespective of their economic status. For example, consider giving them access to new opportunities usually reserved for economically advantaged pupils.
3. Develop curricula that are equally relevant and meaningful to the lives of pupils living in poverty.

Educational visits / field trips / camps / school exchanges / trips abroad

Organise educational visits and school excursions. Trips are essential for every pupil's development and interaction with the surrounding environment. Take advantage of grants and funding that can help a whole classroom of pupils visit unexpected places.

Food (Canteen, visits, camps, trips)

Provide school canteen discounts for pupils coming from low-income families. These should be provided discreetly.

Parents / Parents' Associations

1. Build relationships; provide supportive relationships with pupils and their families, irrespective of their financial and educational background.

2. Arrange meetings between the parents and the staff to discuss pupils' progress, and to enhance the collaboration between home and school. This will help to monitor progress and to discuss also issues that might be related to pupils' social life such as marginalisation, social interactions with peers, behavior at home and self-esteem.

School Celebrations / Events / Activities

Include pupils living in poverty in events and activities by differentiating and emphasising their role, irrespective of their economic status. For example, consider giving them access to new opportunities usually reserved for economically advantaged pupils.

School Purchases

Equip the classrooms with computers for each pupil so as to offer equal learning opportunities for those who do not have a computer at home.

Pupil Support

1. **Build relationships;** provide supportive relationships with pupils and their families, irrespective of their financial and educational background.

2. **Offer pupils extra support if possible,** including individual teaching support and language support;

3. **Provide school canteen discounts** for pupils coming from low-income families. These should be provided discreetly.

4. **Arrange meetings between the parents and the staff** to discuss pupils' progress, and to enhance the collaboration between home and school. This will help to monitor progress and to discuss also issues that might be related to pupils' social life such as marginalisation, social interactions with peers, behavior at home and self-esteem.

Teacher Professional Development

Provide training for teachers, such as educational psychologist services related to the main difficulties that pupils living in poverty may encounter in their schooling.

Technology

Equip the classrooms with computers for each pupil so as to offer equal learning opportunities for those who do not have a computer at home.

Supportive literature

Definition: People living in poverty are "those who are considerably worse off than the majority of the population – a level of deprivation heavily out of line with the general living standards enjoyed by the majority of the population in one of the most affluent countries in the world" (Joseph Rowntree, 2009).

European Commission's definition:
"People are said to be living in poverty if their income and resources are so inadequate as to preclude them from having a standard of living considered acceptable in the society in which they live. Because of their poverty they may experience multiple disadvantages through unemployment, low income, poor housing, inadequate health care and barriers to lifelong learning, culture, sport and recreation." (Eurostat's Concepts and Definitions Database, http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=DSP_GLOSSARY_NOM_DTL_VIEW&StrNom=CODED2&StrLanguageCode=EN&IntKey=27697332&RdoSearch=&TxtSearch=&CboTheme=&IntCurrentPage=1)

Characteristics:

Pupils in poverty are a diverse group. They present a wide range of values, beliefs, experiences and backgrounds. Poverty affects learning and academic achievement (Duncan & Brooks-Gunn, 1997) due to factors such as pupils' health and well-being, literacy and language development, access to material resources and level of mobility.

Health and Well-Being
Substandard housing, inadequate medical care, and poor nutrition can affect a child's physical and cognitive development. Living in daily economic stress can also seriously affect pupils' mental health, self-efficacy (Conrath 2001), self-image (Ciaccio 2000), and motivation to do well in school (Beegle, 2006).

Language and Literacy Development
Children who live in poverty usually have problems in point of literacy and language development. Neuman (2008) states that "children who are poor hear a smaller number of words with more limited syntactic complexity and fewer conversation-eliciting questions, making it difficult for them to quickly acquire new words and to discriminate among words."

Material Resources
Lacking material resources may mean limited access to high-quality day care, limited access to before- or after-school care and limited physical space in homes to create private or quiet environments for study, and limitations on out-of-class projects that may, for example, require access to a computer.

Mobility
Poverty means also an important constraint on families - the ability to provide stable housing. Pupils often move from one location to another because their parents are in search of work or are dealing with other issues that require them to move. Frequent moves almost always have a negative academic and social impact on pupils.

Useful Websites

The World Health Organisation: www.who.int
The Institute of Child Education and Psychology: www.icepe.eu
http://www.eapn.eu/images/docs/povertyexplainer_
http://www.edutopia.org/discussion/5-ways-help-students-affected-generational-poverty
http://www.edchange.org/publications/PDK-Pedagogy-of-Engagement.pdf
http://www.edutopia.org/blog/how-does-poverty-influence-learning-william-parrett-kathleen-budge
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Relevant Articles and Reports

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