**Blog M1: ERWARTUNGSHORIZONT / SUGGESTED ANSWERS[[1]](#footnote-1)**

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| **Ending child poverty is a policy choice*** Unicef Blog entry about a Netflix documentary which captures child poverty all over the world (no detailed summary expected, some of the following aspects can be included):
* some of the circumstances covered: families in homeless shelters, single mothers, low and / or unreliable wages, vicious circle of poverty, lack of food; not easy what to spend your money on; many children deprived of basic rights such as healthcare, housing and education; danger of passing on poverty from one generation to the next
* statistics: US: 1/7 of children & EU: 1/4 of children at risk of poverty and exclusion; 3/4 of children world-wide have no access to social protection systems; more than 50% of mothers do not get maternity benefits; single mothers as well as Black and Hispanic households are more likely to be poor
* What can be done: social protection systems, family-friendly policies, child benefits, paid maternity / parental leave, childcare services, the opportunity for women to work; cash assistance during crises, healthcare, education, (affordable) housing; support for parents and children
* CTA to get involved (many different ways are listed such as taking a stance, supporting programmes calling attention to certain programmes, addressing policy-makers)
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| **On Peace, Justice & Structural Violence*** Blog entry published on the Student Blog: ‘Debates in Peace & Conflict’ (Centre for Peace and Conflict Studies; St Andrews, Fife, Scotland)
* This specific blog entry is a very personal approach to the overall topic from someone’s point of view who has taken part in a huge range of protests
* central message: equality / justice = basic requirement for peace and non-violence 🡪 the basic concept of violence referred to in this blog entry = “structural violence”, i.e. all kinds of deprivations
* And as peace is linked with “non-violence”, peace cannot exist as long as there is injustice, which does not automatically mean that a state cannot be peaceful, on the contrary, many peaceful states experience structural violence (🡪 inequality)
* Nevertheless, according to the author, there is a connection between structural violence (🡪 inequality) and physical violence: for example higher rates of crime, gang violence, political conflicts, suppression of protests, etc.
* CTA to get involved (three suggestions: supporting the “right” politicians; participation in “grassroots movements”; not to be ignorant)
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| **Black Lives Matter – Being an Ally*** The main idea of this blog entry by a British blogger is to raise awareness for the Black Lives Matter, a movement which started in the US after several fatal incidents of police violence, and to share examples of how you can get active yourself (not all examples must be mentioned in detail):
* Doing research: several examples are mentioned why dealing with Black history more thoroughly is important; for instance:
* racial wealth and unemployment gap and far lower rate of black homeownership
* differential treatment and racial bias (criminal justice system and law enforcement)
* “Redlining” (discriminatory practice of denying minorities certain areas and certain financial transactions)
* CTA: comparison to the civil rights movement and Black Lives Matter: getting informed and getting active (straight away and not waiting for Black History Month)
* Contributing (= getting active) by means of petitions or donations
* education:
* sharing information on social media does make a difference / commenting on racist behaviour / not avoiding discussions
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| **BLM – A movement or a moment?*** The blog entry by two professors from the University of Birmingham is a CTA against racism (some of the following examples should be given);
* background:
* 2020 = dramatic year: Australian bushfires, the impeachment of President Donald Trump, the conviction of Harvey Weinstein, the Coronavirus and the brutal death of George Floyd
* George Floyd’s case = different from the start of BLM in 2013 because it went viral and thereby caused a huge outrage world-wide (for example protest marches of thousands of people, not only in the USA, universal social statement)
* Yet: in order to bring about change, people have to continue to be aware of racism in everyday life as well; education is necessary, (inter)cultural / “inter-racial” competence must be a noble goal, people have to take action
* Despite the huge impact of BLM, (former)\* President Trump’s open racism and racial injustice during the Covid-19-pandemic have shown that there is still a long way ahead

\*The blog entry was written shorty before the presidential election in 2020, lost by Donald Trump |
| **Changing the world*** Amnesty International’s Write for Rights campaign is about the possibility to bring about change by writing letters, tweets or signing petitions; a few examples are mentioned in this blog entry (no detailed summaries are meant to be written, the following examples also sum up the main information only in a very concise way):
* Saudia Arabia: release of Nassima al-Sada, women’s rights activist; (however, Amnesty supporters are asked to continue fighting for her full rights)
* Burundi: release of Germain Rukuki, human rights activist, originally sentenced to 32 years
* South Africa: retrial of a murder case the police had failed to make progress on
* Algeria: release of Khaled Drareni who used to be imprisoned due to lack of freedom of press (however what will happen to him in the end is not clear yet)
* Colombia: Amnesty’s support helped Jani Silva, environmental activist, not to give up hope no matter how hard the circumstances
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| **On the Engender (#MeToo)*** In her blog entry on #MeToo, the anonymous user comments on a debatable statement she overheard on the bus, in which the annoyance towards this topic was expressed, and uses this as a starting point to talk about gender violence
* She gives several examples, why such thoughtless remarks seem to ignore what is actually going on (not all examples have to be mentioned in detail by the pupils), for instance:
* on 21 September 2017 (less than a month before #MeToo was used for the first time): 336 women + 310 children and young people were living in a Women’s Aid refuge in Scotland
* In 2017/18, 7,381 individuals (mostly women) had to report a rape or sexual assault in Scotland
* not to mention the daily “low-level” harassment or, on the contrary, the fear of elderly women to encounter a dangerous situation

 2018 = first anniversary of #MeToo = 45 years since Edinburgh and Glasgow Women’s Aid first opened their refuges and 100 years women’s suffrage was granted (🡪 two important milestones) |

1. Andere Lösungen sind denkbar; prinzipiell sind jeweils die Hauptaspekte aufgelistet, die aber nicht in vollem Umfang von den Schüler/innen erwartet werden (vgl. Aufgabenstellung) [↑](#footnote-ref-1)