Migration Rights – Hidden Rights

Lesson Ideas
December 2019
Introduction

The overall aim of this lesson idea is to raise awareness of human rights and to be an educational resource for use in a post primary setting in Northern Ireland. Use of the lesson ideas is at the discretion of the education provider.

It is important at the outset to prepare students to discuss sensitive or controversial issues. A safe and positive learning environment which enables students to participate with confidence can be empowering. Agree strategies to use to ensure respectful yet challenging discussions:

See sheffield.ac.uk/lets/toolkit/teaching/sensitive for more ideas and guidance on creating good learning environments for teaching about sensitive and controversial issues when dealing with mental health issues provide guidance on safety, confidentiality and where to get additional and professional help whilst following your schools guidance and policies relating to child protection.

NI Curriculum Links:

**LLW Strands**
Human rights and social responsibility, Equality and Social justice

**Local and Global Citizenship**
Identify and exercise their rights and social responsibilities in relation to local issues

Develop their understanding of the role of society and government in safeguarding individual and collective rights

Some of your students may have personal experience of the issue under discussion and may find participation in these discussions difficult. Create a safe and positive environment. Agree strategies in advance. See notes on teaching sensitive issues.
Migration Rights – Hidden Rights

This section gives you a breakdown of the relevant human rights, and any laws associated with this particular human rights issue. It also provides background information you may find useful.

Relevant Rights:
Universal Declaration of Human Rights (UDHR)
Article 4: Prohibition of slavery and forced labour
• No one shall be held in slavery or servitude
• No one shall be required to perform forced or compulsory labour

What the law says:
• Your right to be protected against slavery and servitude is absolute, which means it can never be restricted.

Teachers’ Notes and Background Information
Watch ‘Hidden Rights’. This is a Northern Ireland Human Rights Commission (NIHRC) video clip depicting the issue in NI
youtube.com/watch?v=qPKy20Tn7TE&t=1s

Referrals For further info in video clip -
• Migrant Help - migranthelpuk.org
• Law Centre NI - lawcentreni.org/component/labels/immigration.html

Sometimes people must leave their homes because of conflict, or because it’s too dangerous to stay. They are known as refugees. Refugees, according to the Office of the United Nations High Commissioner for Refugees (UNHCR), are people who are “fleeing armed conflict or persecution” and “for whom denial of asylum has potentially deadly consequences.” Refugees leave their home countries because it is dangerous for them to stay. Turning refugees away could mean sentencing them to death. They often arrive without their personal belongings, sometimes without preplanning.

Others leave to find a happier, healthier life; to join family members overseas; for education or career opportunities or because they don’t have enough money and need a job. People who choose to do this are called migrants because they migrate or simple move from one country to another.

Not all migrants leave because they’re living in poverty.
Migrants and refugees can face many threats and uncertainties once they leave their homes and move to new surrounds. As well as the security that comes from living in your own home in a place that you are familiar with, and with people that you have grown up with, some unfortunately are at risk of losing access to basic rights that all human beings are guaranteed under the UDHR.

Human trafficking is one such threat. This is the movement of people by means such as force, fraud, coercion or deception, with the aim of exploiting them. It is a serious crime that can affect anyone, of any age, gender or nationality and it does not always involve crossing international boundaries. It is modern day slavery. Trafficking seeks to turn people into commodities and is an abuse of human rights. Exploitation can include sexual exploitation, forced labour, criminal exploitation, street begging, domestic servitude and organ harvesting. Trafficked people have little or no choice in what happens to them and often suffer abuse due to violence and threats made against them or their families. In effect, they become commodities owned by traffickers, used for profit. Both adults and children can be trafficked. Worldwide an estimated 4.8m women and girls are in forced sexual exploitation, according to the International Labour organisation.

Human Trafficking in NI - Within the UK and Ireland human trafficking is a growing issue.

The Human Trafficking and Exploitation (Criminal Justice and Support for Victims) Act (NI) 2015 places a requirement on the Department of Justice to produce an annual strategy to address offences related to slavery, servitude and forced or compulsory labour and human trafficking. It also makes Northern Ireland the first and only place in the UK and Ireland where the act of buying sex is a crime.
The Northern Ireland Human Rights Commission’s job is to make sure government and public bodies protect the human rights of everyone in Northern Ireland. We advocate that Northern Ireland should maintain the highest standard of human rights.

We also consider the policies and plans that government and other organisations develop and tell them if we think there could be a problem and we try to help them improve it. We are experts in human rights law, we monitor international treaties and listen to discussions in places like the United Nations.

We promote awareness of human rights through education, training and research.

In its Annual Statement to Government each year the NIHRC makes recommendations on improving the rights of migrants. We also report on this issue to the United Nations including to the United Nations Human Rights Committee in relation to the International Covenant on Civil and Political Rights.
Activities

Learning Intentions: to know and understand

- European Union (EU) nationals can freely move to the UK to work, while those outside the EU must normally apply for permissions to come and work.

- Human trafficking is an abuse of human rights. It occurs on a global and local scale - it’s evident and a growing problem in Northern Ireland.

- The role of NIHRC in promoting and safeguarding our rights

Human trafficking is an abuse of human rights. This lesson looks at how human trafficking occurs on a global and local scale. It challenges pupils to reflect on the value placed on people and how this can ultimately be abused when people are exploited and treated as commodities. It offers an opportunity to consider Northern Ireland’s place within the global market and how this too can be exploited by traffickers. Pupils should be aware of the role of society and Government in safeguarding individual and collective rights.

Activity One - Tricks to Exploit

Aim: To show how easy it is to be exploited

What’s Needed: A coveted prize e.g. latest mobile phone or some cash and the Quiz Sheet included.

- Introduce lesson and ask students to form four teams to answer a short quiz. (see attached) Display the obtained ‘prize’ item and explain that the team with the most correct answers will win the prize. Ask teams to swap and mark each other’s answers. Establish which team recorded the most correct answers and then announce that you will not be giving out the prize as promised!!

- Engage students in a quick discussion as to how they felt after being tricked and by someone assuming a position of authority and trust. Ask the class to suggest countries where human trafficking might occur. Did anyone say here?

- Explain that many people who fall victim of trafficking want to escape poverty, improve their lives, and support their families. Often, they get an offer of a well-paid job abroad or in another region. Often, they borrow money from their traffickers in advance to pay for arranging the job, travel and accommodation. When they arrive they find that the work they applied for does not exist, or the conditions are completely different. But it’s too late, their documents are often taken away and they are forced to work until their debt is paid off (which can be never!) Also mention threats to family members back home if they don’t comply with traffickers demands.

Quiz Answers: 1 b&d, 2 b but all, 3 a, 4 a, 5 a, 6e
Activity Two - Hidden Rights

**Aim:** to know and understand that every year hundreds of migrants arrive legally in NI for a better life. Soon after many find themselves in situations of forced labour.

Watch ‘Hidden Rights’. This is a NIHRC video clip depicting the issue in NI

[YouTube Video](https://youtube.com/watch?v=qPKy2Ot7n7E&t=1s)

- Why are the people in the video referred to as ‘hidden in plain sight’?
- Develop a Why-Why-Why chain looking at hidden rights. Write the issue (why do people move to different countries (think of a family member who has moved from NI or someone you might know who has moved here) in a box on the left-hand side of a flip chart sheet. Then ask learners to think of all the direct reasons for the issue. These should be written in boxes in a neighbouring column, linked to the issue box by arrows.

- Ask learners to think through the possible reasons behind the first set of reasons. Repeat the process as many times as the issue will allow. The result is a flow chart which highlights the complexity of an issue and the different scales of causation.
- Once the process has gone as far as it can, look at the boxes on the right-hand side, and encourage learners to ask: ‘Is it fair that this is happening? And what can do done to change things?'

### Example ‘Why Why Chain’

<table>
<thead>
<tr>
<th>Why?</th>
<th>Why?</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>They want a better job, healthcare, education etc</td>
<td>They believe they'll have a better life</td>
<td>They flee as refugees</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why?</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reports from friends living here</td>
<td>There is fighting in their home country</td>
</tr>
</tbody>
</table>

---

**Issue**

Why do people move to another country?
Activity Three - Decisions, Decisions

**Aim:** to understand that making decisions is difficult. You have to consider the pros and cons.

Imagine you are ‘Person A’. Follow their decision paths. Often people in desperate situations find making responsible decisions very difficult especially when they’re faced with daunting obstacles. What would you do?

**Note:** Not all immigrants experience difficulties. Many assimilate into their host countries without any problems and bring with them their experiences, skills, diversity and culture but for some the experience can be different.

---

**Person A**

- You have a low paying job. You live with your parents.  
- You remain at home.

You consider migration

- You need to save money for a year to pay for your travel and expenses  
- Your friends have already migrated. Their new life on social media looks exciting. They offer you a job and a place to live if you come over. You borrow money for your travel and expenses.

You save enough to leave and so off you go

- Your friends have all migrated. You read their social media posts about their new lives – it sounds so exciting  
- You arrive in your new country. You have to share a 3 bed house with 10 others. Your start work in a menial job. It’s hard work and long hours.

- You save enough to leave and so off you go  
- Your ‘boss’ takes your passport until you ‘pay’ back your board and travel. He is charging you extortionate rent. You miss your family, home and food but you can’t go home.

You see a TV programme about human trafficking. You feel sad and angry. You feel trapped and need help. What do you do?
Activities (continued)

Activity Four - Be Creative

Aim: to illustrate how change can come about when people come together using a range of different tactics.

What’s needed: Internet access.

The antislavery movement was one of the first major campaigns in the UK to involve ordinary citizens across all classes (as well as the slaves themselves) in the struggle to end the practice. As such it is a good example of how change can come about when people work together for a just cause.

• Read out the information about the three social enterprises listed in the case study section and invite students to research what connects them?

• Refuge Hot Chocolate is a social enterprise in NI. Well known UK social enterprises include The Big Issue, Divine Chocolate and the Eden Project. What exactly is a social enterprise?

• Select one of the case studies of how people have come together to highlight the issue of human trafficking in NI and design a media campaign to raise awareness around the product/charity to appeal to young people.

• Media choices can include - Posters, Leaflets, Video and audio, Music, Social Media, Face to face activities

• Your choice may depend on the time, equipment and facilities you have available, or you may want to focus on specific options that link to other areas of the curriculum such as English, Business Studies, ICT or Music. You may also want to think about which media would be most suitable if you want this to be a ‘real’ campaign across your school environment.

• Identify the message or strapline you want to use bearing in mind your choice of media, concepts and creatives you’re using.

Case Studies

Refuge Hot Chocolate is a Belfast based food company and social enterprise founded by Tara Mullan. Refuge Hot Chocolate was established as a social enterprise to help support survivors of human trafficking. The artisan chocolate product is eco-friendly, fair trade and traffick free. Established in 2017, Refuge Hot Chocolate is sold at local markets and can be ordered directly from their Facebook page.

Flourish is a registered charity based in Northern Ireland which works with survivors of human trafficking.

Unseen is an award-winning charity working towards a world without slavery. Download their app.

Note For Teacher: Social enterprises are businesses that are changing the world for the better. Like traditional businesses they aim to make a profit but it’s what they do with their profits that sets them apart – reinvesting or donating them apart to create positive social change.

Posters: Make a big, bold statement about human trafficking with eye-catching pictures and stunning straplines.

Leaflets: Give other students the facts with handy leaflets. Answer their questions and challenge their misconceptions.

Video and audio: From a ‘vox pop’ compilation to a hard hitting ‘news’ item, make human trafficking headline news.

Music: Capture your ideas in rhyme or rap and set them to a catchy tune.

Social Media: Harness mobiles and the web and get people spreading the word about human trafficking.

Face-to-face: Leafleting, product blind taste tests or voucher giveaways can all change peoples’ minds, one person at a time.