Migrant Workers
A Global Dimension
The Centre for Global Education has a collection of resources for Key Stages 1–4, available at www.centreforglobaleducation.com

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Migrant Workers
A Global Dimension

Introduction

This resource complements and builds on Migrant Workers Education for Employability and Local and Global Citizenship (CCEA, 2010). Migrant Workers is a collaborative unit. It provides integrated activities that allow pupils to investigate various aspects of economic migration to Northern Ireland.

This resource gives pupils opportunities to further explore the issues associated with migrant workers: forced migration, human rights and the influence of the media on public perception of migrants in Northern Ireland. It addresses issues of diversity, cultural identity, and rights. It also considers the experiences of migrant groups that have come to Northern Ireland. You should encourage your pupils to:

- explore these issues through the lens of the Global Dimension; and
- deepen their understanding of the issues and challenges that migrant groups face across Northern Ireland.

We have divided this resource into three parts. It includes a number of suggested activities based around:

- forced migration;
- media attitudes to migrants; and
- forced labour.

These activities can also address some of the statutory requirements for Learning for Life and Work: Local and Global Citizenship.

- **Key Concept – Diversity and Inclusion**
  Pupils should have opportunities to investigate how and why conflict, including prejudice, stereotyping, sectarianism and racism, may arise in the community.

- **Key Concept – Human Rights and Social Responsibility**
  Pupils should have opportunities to investigate:
  - key human rights principles; and
  - local and global scenarios where human rights have been seriously infringed.

- **Key Concept: Equality and Social Justice**
  Pupils should have opportunities to investigate how and why some people may experience inequality/social exclusion on the basis of their material circumstances in local and global contexts.

At the beginning of each section you will find:

- reference to the relevant key concept(s) of the Global Dimension;
- a summary of the key terms to use in each activity;
- suggested learning intentions; and
- reference to the strands in the Thinking Skills and Personal Capabilities Framework and the Cross-Curricular Skills that may be developed within the activities.

Key Learning Outcomes

The activities in this booklet give pupils opportunities to consider the Global Dimension in their learning. By the end of the activities pupils should:

- have an enhanced knowledge of the humanitarian aspect of migration;
- be able to recognise different points of view on migration in the media;
- have greater awareness of rights and responsibilities, particularly those enshrined in Northern Ireland, UK, European and/or international law; and
- be able to relate issues of migration and development to themselves and their communities.

Awareness of migrant children at your school

Think about whether any of your pupils are likely to be affected by the themes in the activities. Please ensure that the activities you choose are sensitive to the needs of migrant children at your school, while still addressing the issues positively.
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The Global Dimension incorporates the key concepts of global citizenship, conflict resolution, diversity, human rights, interdependence, social justice, sustainable development and values and perceptions. It explores the interconnections between the local and global. It builds knowledge and understanding, as well as developing skills and attitudes.

DfES (2005)

The eight key concepts of the Global Dimension reflect some of the issues that individuals and society face, both locally and globally. The eight key concepts were developed to provide a framework to help understand the Global Dimension. They are all important and interrelated. However, in various contexts different concepts take a more central position and underpin the others.

In lesson planning, you can use these concepts as ‘lenses’ to look at issues in a range of ways. The Global Dimension spans the curriculum and teaching with the concepts helps to keep learning relevant. The Global Dimension is not a discrete subject. It is a lens to explore global issues. It is an opportunity for learning that should permeate the curriculum and the life of the school community.

The Global Dimension contributes to the development of key skills including (cross-cultural) communication, collaborative working, and an awareness of diversity in opinion and perspective. It contributes to critical thinking skills by encouraging pupils to analyse, evaluate, question assumptions and creatively identify ways to achieve positive change.

The Global Dimension in Schools Northern Ireland – Guidance for policymakers offers a comprehensive guide to Global Dimension concepts, research, resources, and its position and context within the Northern Ireland Curriculum. Copies are available on request from The Centre for Global Education: info@centreforglobaleducation.com

More on the eight key concepts:

The Global Dimension in Schools Northern Ireland – Guidance for policymakers

**Global Dimension in the Curriculum, NI:**
www.globaldimension.org.uk/uploadedFiles/AboutUs/gdw_gd_in_curriculum_n_ireland.pdf

**Global Thinking website:**
http://global-thinking.org.uk/What-is-the-Global-Dimension.html

**Global Dimension website, case studies:**
www.globaldimension.org.uk/CaseStudies/?id=56
The Eight Key Concepts of the Global Dimension

The eight key concepts of the Global Dimension provide a structure for exploring issues and asking questions through the lens of each concept.

- **Human rights**
  - Knowing about human rights including the UN Convention on the Rights of the Child.
  - • valuing our common humanity, the meaning of universal human rights
  - • understanding rights and responsibilities in a global context and the interrelationship between the global and the local
  - • understanding that there are competing rights and responsibilities in different situations and knowing some ways in which human rights are being denied and claimed locally and globally
  - • understanding human rights as a framework for challenging inequalities and prejudice such as racism
  - • knowing about the UN Convention on the Rights of the Child, the European declaration on Human Rights the Human Rights Act in UK law
  - • understanding the universality and indivisibility of human rights

- **Conflict resolution**
  - Understanding the nature of conflicts, their impact on development and why there is a need for their resolution and the promotion of harmony.
  - • knowing about different examples of conflict locally, nationally and internationally and different ways to resolve them
  - • understanding that there are choices and consequences for others in conflict situations
  - • understanding the importance of dialogue, tolerance, respect and empathy
  - • developing skills of communication, advocacy, negotiation, compromise and collaboration
  - • recognising conflict can act as a potentially creative process
  - • understanding some of the forms racism takes and how to respond to them
  - • understanding conflicts can impact on people, places and environments locally and globally
# Global Citizenship

Gaining the knowledge, skills and understanding of concepts and institutions necessary to become informed, active responsible citizens.

- developing skills to evaluate information and different points of view on global issues through the media and other sources
- learning about institutions, declarations and conventions and the role of groups, NGOs and governments in global issues
- developing understanding of how and where key decisions are made
- appreciating that young people’s views and concerns matter and are listened to; and how to take responsible action that can influence and affect global issues
- appreciating the global context of local and national issues and decisions at a personal and societal level
- understanding the roles of language, place, arts, religion in own and others’ identity

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# Diversity

Understanding and respecting differences and relating these to our common humanity.

- appreciating similarities and differences around the world in the context of universal human rights
- understanding the importance of respecting differences in culture, customs and traditions and how societies are organised and governed
- developing a sense of awe at the variety of peoples and environments around the world
- valuing biodiversity
- understanding the impact of the environment on cultures, economies and societies
- appreciating diverse perspectives on global issues and how identities affect opinions and perspectives
- understanding the nature of prejudice and discrimination and how they can be challenged and combated

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# Values & Perceptions

Developing a critical evaluation of representations of global issues and an appreciation of the effect these have on people’s attitudes and values.

- understanding that people have different values, attitudes and perceptions
- understanding the importance and value of human rights
- developing multiple perspectives and new ways of seeing events, issues, problems and opinions
- questioning and challenging assumptions and perceptions
- understanding the power of the media in influencing perceptions, choices and lifestyles
- understanding that the values people hold shape their actions
- using different issues, events and problems to explore children and young people’s own values and perceptions as well as those of others

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# Social Justice

Understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people.

- valuing social justice and understanding the importance of it for ensuring equality, justice and fairness for all within and between societies
- recognising the impact of unequal power and access to resources
- appreciating that actions have both intended and unintended consequences on people’s lives and appreciating the importance of informed choices
- developing the motivation and commitment to take action that will contribute to a more just world
- challenging racism and other forms of discrimination, inequality and injustice
- understanding and valuing equal opportunities
- understanding how past injustices affect contemporary local and global politics

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# Sustainable Development

Understanding the need to maintain and improve the quality of life now without damaging the planet for future generations.

- recognising that some of the earth’s resources are finite and therefore must be used responsibly by each of us
- understanding the interconnections between the social, economic and environmental spheres
- considering probable and preferable futures and how to achieve the latter
- appreciating that economic development is only one aspect of quality of life
- understanding that exclusion and inequality hinder sustainable development for all
- respecting each other
- appreciating the importance of sustainable resource use – rethink, reduce, repair, re-use, recycle – and obtaining materials from sustainably managed sources

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# Interdependence

Understanding how people, places, economies and environments are all inextricably interrelated and that choices and events have repercussions on a global scale.

- understanding the impact of globalisation and that choices made have consequences at different levels, from personal to global
- appreciating the links between the lives of others and children’s and young people’s own lives
- understanding the influence that diverse cultures and ideas (political, social, religious, economic, legal, technological and scientific) have on each other and appreciating the
- complexity of interdependence
- understanding how the world is a global community and what it means to be a citizen
- understanding how actions, choices and decisions taken in the UK can impact positively or negatively on the quality of life of people in other countries
Section 1
Forced Migration

Suggested Learning Intentions
Pupils will have the opportunity to:
- explore their own understanding of asylum seekers and refugees;
- explore the issues associated with forced migration and asylum seekers;
- explore the factors that may motivate forced migration;
- be aware of the global distribution of refugees;
- challenge myths and misconceptions about asylum seekers;
- explore the reasons for, and impact of, forced migration; and
- consider what rights these types of migrants have.

Background for Teachers
This section gives pupils the opportunity to explore forced migration and in particular the issue of asylum seekers. Pupils will examine the reasons why people are forced to leave their own countries and why they arrive in Northern Ireland.

We use the term forced migration more broadly in this resource to include those people who have been forced to leave their home countries due to threatened or actual persecution.

These activities can be stand-alone or used to extend the scope of Migrant Workers (CCEA, 2010).

We hope that sharing stories of asylum seekers who arrive in Northern Ireland will help pupils to develop greater awareness of the distinction between economic migrants and those who come to Northern Ireland for reasons other than employment.

Opportunities for Thinking Skills and Personal Capabilities
Managing Information
Pupils should have opportunities to group, sort and evaluate information.

Thinking, Problem-Solving and Decision-Making
Pupils should have opportunities to analyse multiple perspectives.

Working with Others
Pupils should have opportunities to learn with and from others.

Opportunities for Cross-Curricular Skills
Communication
Pupils should have opportunities to:
- contribute comments, ask questions and respond to others’ points of view (Talking and Listening);
- find, select and use information from a range of sources (Reading); and
- develop, express and present ideas in a variety of forms for different audiences and purposes (Writing).

Key Terms
migrant
asylum seeker
refugee
persecution
human rights
stereotypes
push and pull factors

Forced migration refers to the movements of refugees and people displaced by conflicts, as well as people displaced by disasters, famine, etc. International Association for the Study of Forced Migration, cited on Forced Migration Online
www.forcedmigration.org/whatisfm.htm
**Introductory Activity**

**Why do People become Asylum Seekers or Refugees?**

You can use this activity to introduce the concept of asylum seekers and refugees.

You may wish to use a ‘Think, Pair, Share’ strategy for this activity. Refer to Active Learning and Teaching Methods for Key Stage 3, page 70 (PMB, 2007).

Introduce the terms ‘refugee’, ‘asylum seeker’, and ‘persecution’ and ask your pupils to think about what these terms mean to them.

- Ask your pupils, in pairs or groups, to share and agree a definition of these terms. Once completed, ask each group/pair to share, discuss and compare their definitions with:
  - the definitions given by others in the class; and
  - the definitions given in Resource 1.

**Activity 1**

**Mythbusters Game**

This activity gives pupils the opportunity to question and explore myths and misconceptions about asylum seekers that they, and wider society, may hold.

- Explain that the purpose of this activity is to explore what we know about asylum seekers.
- In small groups, ask your pupils to consider each of the statements in the Asylum Seekers ‘Mythbusters Game’ in Resource 2a.

- Ask the groups to decide whether each of the statements is a fact or a myth. Encourage discussion within the groups so that they can reflect on how they arrived at their answers during the debrief.

Alternatively, allocate a ‘line of truth’ across the room. Read out each statement and ask your pupils to stand on either the true or false side of the ‘line’. Give feedback and discuss as suggested above.

Refer to Resource 2b for answers and additional, explanatory information.

- Ask each group to feedback to the class. Record the answers ‘Fact or Myth’ for each statement in order to see a combined class response. Compare the pupil responses to those given above. Discuss the reasons why they gave their answers, drawing attention to any inconsistencies, misconceptions, or stereotypes.

**Points for discussion and debrief:**

- Were they surprised about some of the ‘facts’ or ‘myths’?
- Where do their ideas about asylum seekers and refugees come from?
- What evidence do they base their assumptions on?
- What are the effects of stereotyping?
- Can they think of any other stereotypes? Do any of these affect them?
- Can stereotypes affect the way people in Northern Ireland view and treat asylum seekers and refugees?
Extension Activity 1
Using Resource 3, or any other information available, discuss the following Key Questions:
• Which countries do you think most asylum seekers and refugees come from?
• Where do they go to? Which countries host them?
• What about children? Are any children asylum seekers or refugees?
• Why should countries like Northern Ireland help refugees and asylum seekers?

Extension Activity 2
• Ask your pupils to refer to the UN Declaration of Human Rights and Declaration of the Rights of the Child handouts in Resources 4 and 5.
• In groups/pairs, ask your pupils to look at some of the possible reasons people would flee their home country as shown in Resource 6. Identify and discuss which rights have been denied and/or violated.

Activity 2
Asylum Stories
This activity should follow Activity 1 ‘Mythbusters Game’. It allows pupils to examine the different reasons why refugees and asylum seekers come to the UK and Northern Ireland. They should consider the real experiences of some of these people.
• Recap on the fact that most asylum seekers or refugees flee to countries neighbouring their own. Explain that the UK, including Northern Ireland, does host refugees and asylum seekers but the numbers amount to about two percent of the world’s total.
• Explain that there are different reasons why asylum seekers come to Britain and that this lesson will examine some of their stories.
• In small groups, give your pupils copies of the case studies in Resource 7.
• Please note that case studies handouts can consist of any number of these accounts or case studies derived from other sources as appropriate.

Guidance for Teachers
These case studies are for illustrative purposes. You can use alternative case studies as appropriate. The illustrative case studies are based on actual case studies. Facts have been merged from a number of sources, including:
  www.guardian.co.uk/uk/immigration
  www.scottishrefugeecouncil.org.uk/about/refugee_stories
• Ask your pupils to choose two of the Asylum Stories case studies.
• In pairs or small groups, ask your pupils to identify the push and pull factors in each case and record their ideas in Table 1 in Resource 8a.
• Refer to the list of push and pull factors drawn up in the Learning for Life and Work Migrant Workers Integrated Activity. Ask pupils to decide whether there were any similarities or differences in the reasons for leaving Northern Ireland and those for coming to Northern Ireland. Ask them to record their decisions in the table in Resource 8b.
• Ask your pupils to feedback to the rest of the class. Summarise the pupil responses and debrief as appropriate.

Extension Activity 1
Ask your pupils to write a newspaper report based on one of the Asylum Stories case studies. Remind them to include:
• a suitable headline;
• the reasons why the person has left their country;
• what they have lost and/or left behind;
• the reasons why they came to Northern Ireland;
• their experiences getting to Northern Ireland from their home country;
• how the person feels – their fears, hopes, and experiences – while in Northern Ireland; and
• a conclusion based on their opinion of people seeking asylum in Northern Ireland.

Encourage your pupils to use the push and pull factors drawn up in the previous section and the information from Activity 1 to help them to write their report.

Extension Activity 2
Invite a representative from an NGO that works to support asylum seekers and refugees in Northern Ireland to talk to the class. This can be a powerful way to convey to a class the realities of seeking asylum in this country.
Section 2
Attitudes to Migrant Workers

Suggested Learning Intentions
Pupils should have the opportunity to become aware of the role of the media in influencing our views of migrants.

Opportunities for Thinking Skills and Personal Capabilities

Thinking, Problem-Solving and Decision-Making
Pupils should have opportunities to examine evidence.

Opportunities for Cross-Curricular Skills

Communication
Pupils should have opportunities to:
• contribute comments, ask questions and respond to others’ points of view (Talking and Listening);
• find, select and use information from a range of sources (Reading); and
• understand and explore ideas, events and features in texts (Reading).

Activity 3
The Role of the Media

Give your pupils Resource 9. In small groups, ask your pupils to discuss the impressions the headlines give. Use the prompt questions in Resource 9 to start the discussion.

Give your pupils Resource 10.
• Use the same set of prompt questions as before to stimulate discussion.
• Ask your pupils to identify ‘loaded’ or strong language that creates bias. What do they think about this?
• Refer back to their answers in the ‘Mythbusters Game’. Is there a link between newspaper headlines/reports, media bias and the myths regarding asylum seekers and other migrants?

Extension Activity 1
Ask your pupils to write a newspaper article, presenting a positive view of migrants, for either an asylum seeker or a migrant worker. Use the information for asylum seekers in the ‘Mythbusters Game’ to support the article.

Key Terms
the media
stereotype
bias

‘How our societies treat migrants will determine whether we succeed in building societies based on justice, democracy, dignity and human security for all’.
Navanethem Pillay, UN High Commissioner for Human Rights

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Section 3
Forced Labour

Suggested Learning Intentions
Pupils should have opportunities to:
• examine the concept of trafficking to and from Northern Ireland;
• learn about forced labour and trafficking and why these are considered to be modern forms of slavery; and
• recognise how individuals can take personal responsibility for the human rights of others.

Background for Teachers
Slavery is prohibited by the 1948 Universal Declaration of Human Rights and the 1956 UN Supplementary Convention on the Abolition of Slavery.

Human trafficking is one of the fastest growing ways that people can be forced into slavery. Trafficking is a modern day slave trade. Traffickers use deception or coercion to take people away from their homes. Victims of trafficking are then forced into a situation of exploitation such as forced labour or prostitution.

This section encourages pupil awareness of the various forms of coerced or forced migration. It focuses on trafficking and its consequences, including forced labour. In relating to stories of trafficking and forced labour, we hope that pupils will develop greater awareness of the distinction between economic migrants who choose to come to Northern Ireland of their own accord and those forced to do so.

The following articles of the Universal Declaration of Human Rights (UDHR) are relevant to these activities:
• Article 4
  No one shall be held in slavery or servitude.
• Article 5
  No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
• Article 13
  Everyone has the right to freedom of movement.
• Article 23
  Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
• Article 25
  Everyone has the right to an adequate standard of living for ... health and well-being, including food, clothing, housing, medical care and necessary social services.

We have suggested additional Human Rights resources in the Additional Resources (page 36) section.

Key Terms
forced labour
slavery
trafficking
bonded labour

It is widely claimed that although slavery was officially abolished more than 200 years ago, it is still thriving today. It is estimated that there are currently at least 12 million men, women and children in ‘slavery’ around the world. Statistics from UN International Labour Organisation, 2005 report ‘A global alliance against forced labour’
What is Forced Labour and is it Slavery?

Introductory Activity

Tell your pupils that they are going to learn about slavery. At this stage do not introduce any key concepts. This activity is intended to address any preconceived notion of slavery and to prepare the ground for further discussion and activities.

Ask your pupils to imagine a slave. Suggest they close their eyes to avoid distractions and help them to visualise. Ask them the following questions:

- What does the slave look like?
- What are they wearing?
- Where and when are they from?
- What are they doing?

To get feedback, ask your pupils to identify whether they visualised the slave as:

- a woman/man;
- a child;
- alive today;
- from a particular period in the past;
- doing housework;
- working in the fields;
- from a white racial background; or
- living in Northern Ireland.

Many pupils may have visualised a slave from the eighteenth or nineteenth century slave trades. Explain that, despite the fact that the slave trade was abolished more than 200 years ago, many experts believe that slavery and forced labour still exists even in Northern Ireland. It affects men, women and children from all over the world. Highlight the fact that people from Northern Ireland have been trafficked into forced labour.

Explain to your pupils that there is considerable confusion about the nature and boundaries of slavery. The consensus is that the following common characteristics distinguish slavery from other human rights violations.

A slave is:
- forced to work – or provide some other service – through mental or physical threat;
- owned or controlled by an ‘employer’, usually through mental or physical abuse or threatened abuse;
- dehumanised, treated as a commodity or bought and sold as ‘property’; and/or
- physically constrained or has restrictions placed on his/her freedom of movement.

We derived these definitions from a number of sources, including:

- Q&A Slavery, Guardian News (Law Section) online: www.guardian.co.uk/world/2008/oct/27/human rights; and

Opportunities for Thinking Skills and Personal Capabilities

Managing Information
Pupils should have opportunities to group, sort and evaluate information.

Thinking, Problem-Solving and Decision-Making
Pupils should have opportunities to:
- examine evidence; and
- analyse multiple perspectives.

Working with Others
Pupils should have opportunities to learn with and from others.

Opportunities for Cross-Curricular Skills

Communication
Pupils should have opportunities to:
- contribute comments, ask questions and respond to others’ points of view (Talking and Listening);
- find, select and use information from a range of sources (Reading); and
- understand and explore ideas, events and features in texts (Reading).
Different types of slavery exist. These include:

**Bonded labour**
People are tricked into taking or borrowing a small sum of money or goods. Then they are forced to work long hours to pay off the debt. Often, they receive basic food and shelter as ‘payment’ for their work but may never pay off the loan, which can be passed down for generations.

(Adapted from BBC – Ethics – Slavery: Modern slavery: www.bbc.co.uk/ethics/slavery/modern/modern_1.shtml)

**Forced labour**
People are illegally recruited, by individuals, governments or political parties, and forced to work, usually under threat of violence or other penalties. Often these people are tricked into leaving their home country with the promise of good jobs, wages, and accommodation elsewhere.

(Adapted from Forced Labour and Migration to the UK: www.tuc.org.uk/international/tuc-9317-f0.pdf; and Anti-Slavery – Forced Labour: www.antislavery.org/english/slavery_today/forced_labour.aspx)

**Trafficking**
This involves the transport and/or trade of women, children and men from one area to another for the purpose of forcing them into slavery conditions.


Explain that some migrants, currently in Northern Ireland and the rest of the UK, have arrived here through trafficking. They are used as forced labour. They can be people born in Northern Ireland, men, women or children. This activity will examine some of the stories of people who have been forced to work and stay here.

Additional Guidance for Teachers
Your pupils may be unfamiliar with the issue of trafficking and forced labour of people from Ireland and the UK. If you wish to explore this further there are several news and other articles, including:

- British men forced into ‘modern slavery’ abroad: www.bbc.co.uk/news/uk-16836065
- Gangs target rough sleepers for slavery, charity warns: www.bbc.co.uk/news/uk-england-london-14891394
- Rough sleepers and ‘vulnerable’ Londoners ‘sold as slaves’: www.bbc.co.uk/news/uk-england-london-14891377

In small groups, give your pupils copies of Resource 11 Forced Labour case studies;
- Include, omit, or source alternative case studies, as appropriate;
- Either allocate one case study per group or ask your pupils to select one of the case studies. For each case study, ask your pupils to consider the following questions:
Why was this person vulnerable to trafficking?
- He wanted to escape poverty.
- He had no one to protect him.
- The agency took his passport.

What do you think was the motive of the traffickers?
- They wanted to make money.
- They wanted cheap labour.

How was this trafficked person treated?
- He did not get a job in Southampton and had to work in Exeter instead.
- His house was terrible. He had to share with 20 other people and there was no furniture in the house. He even had to sleep on the kitchen floor.
- His wages were much less than promised and his rent was much more than promised.

Why was it so difficult for this person to escape his/her situation?
- The agency took his passport and ID so he could not leave the UK.
- He did not know if he was registered to work in the UK legally.
- He was threatened with eviction and loss of wages if he told anyone about what was going on.
- He had been tricked when he decided to come to the UK.

Could we call these people slaves?
- Yes, as he was controlled by his employer, and his freedom and movements were restricted.
- He was treated like the property of the labour agency.

Which human rights were denied to this victim of trafficking?
- Articles 3, 4, 5, 13, 23, 24, 30

Activity 5
Not for Sale!
Breaking the Chain

Ask your pupils to think about the actions all citizens could take to help stop trafficking and forced labour. Encourage them to complete Resource 12 to summarise ideas for action.

For further information, you could refer to the Not for Sale website: www.notforsalecampaign.org

Ask your pupils to think about what they can do as individuals. How can they get their friends and family involved? What can the school do to break the chain?

Extension Activity

Ask your pupils to design an eye-catching postcard to highlight forced labour and how people can break the chain. Suggest they send these to:
- other pupils in your school;
- local political representatives;
- local businesses; or
- local NGOs.
Consumers want cheap goods

Employers want cheap labour

Traffickers pick on vulnerable people to exploit

Be an informed consumer
Use your purchasing power to directly influence companies’ supply chain policies by:
- buying ethically sourced products;
- finding out where products come from, who makes them, and whether fair trade principles apply;
- not buying products you suspect are made in sweatshops or by child labour; and
- not supporting businesses known to exploit people.

Be an informed employer
Adopt a zero-tolerance policy for forced labour in your supply chain:
- ensure that all employees are recruited and treated fairly;
- shape your company policies to address these important issues;
- work with governments and other businesses against trafficking; and
- listen to your consumers.

Be a proactive government
Governments can:
- warn people about trafficking scams through community education programmes;
- put in place policies and resources to target traffickers; and
- address the root causes of trafficking, including poverty.

Be a caring society
- Our government could implement the European Convention on Trafficking and provide support, shelter and appropriate assistance to those who have been trafficked;
- Our government could support organisations working with these groups; and
- We could also support these groups.
Why do people become asylum seekers and refugees?

Refugee
Governments around the world and the United Nations decide whether a person is a refugee using the 1951 United Nations Convention on Refugees. Refugees are defined as people who seek asylum (safety) in another country and have a well-founded fear of being persecuted for reasons of their race, religion, nationality, political opinion or their membership of a particular social group, which prevents them from returning to their home country.

Adapted from the 1951 Refugee Convention
(www2.ohchr.org/english/law/refugees.htm)

Asylum seeker
Someone who is seeking a place of safety in another country, who has applied for protection as a refugee and is waiting for the authorities to decide their status. Asylum seekers become accepted as refugees if the authorities in the receiving country decide their claim is valid and fits the international definition of a refugee. Some people flee but remain in their own country. These people are known as ‘internally displaced’.

Persecution
To subject a person to prolonged hostility and ill-treatment because of who they are or what they think.
## Resource 2a

### Mythbusters Game

Read each of the following statements. Which ones are facts and which are myths?

Circle **fact** or **myth** for each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Fact</th>
<th>Myth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most asylum seekers are criminals</td>
<td><strong>FACT</strong></td>
<td><strong>MYTH</strong></td>
</tr>
<tr>
<td>Britain and NI are swamped with asylum seekers</td>
<td><strong>FACT</strong></td>
<td><strong>MYTH</strong></td>
</tr>
<tr>
<td>One in four asylum seekers come to the UK</td>
<td><strong>FACT</strong></td>
<td><strong>MYTH</strong></td>
</tr>
<tr>
<td>They’re taking our jobs</td>
<td><strong>FACT</strong></td>
<td><strong>MYTH</strong></td>
</tr>
<tr>
<td>Asylum seekers can be locked up at anytime</td>
<td><strong>FACT</strong></td>
<td><strong>MYTH</strong></td>
</tr>
<tr>
<td>Britain and NI make it easy for asylum seekers to get in</td>
<td><strong>FACT</strong></td>
<td><strong>MYTH</strong></td>
</tr>
<tr>
<td>Asylum seekers cost us a lot of money to keep</td>
<td><strong>FACT</strong></td>
<td><strong>MYTH</strong></td>
</tr>
<tr>
<td>Asylum seekers use false documents</td>
<td><strong>FACT</strong></td>
<td><strong>MYTH</strong></td>
</tr>
<tr>
<td>The countries they are leaving are safe</td>
<td><strong>FACT</strong></td>
<td><strong>MYTH</strong></td>
</tr>
<tr>
<td>Asylum seekers are taking our houses and jumping the housing queue</td>
<td><strong>FACT</strong></td>
<td><strong>MYTH</strong></td>
</tr>
<tr>
<td>Everybody has the right to asylum</td>
<td><strong>FACT</strong></td>
<td><strong>MYTH</strong></td>
</tr>
<tr>
<td>There are lots of bogus asylum seekers</td>
<td><strong>FACT</strong></td>
<td><strong>MYTH</strong></td>
</tr>
<tr>
<td>Asylum seekers are lazy and workshy</td>
<td><strong>FACT</strong></td>
<td><strong>MYTH</strong></td>
</tr>
<tr>
<td>They don’t have any rights here</td>
<td><strong>FACT</strong></td>
<td><strong>MYTH</strong></td>
</tr>
<tr>
<td>Some asylum seekers, including children, are locked up and detained</td>
<td><strong>FACT</strong></td>
<td><strong>MYTH</strong></td>
</tr>
<tr>
<td>Some asylum seekers are terrorists</td>
<td><strong>FACT</strong></td>
<td><strong>MYTH</strong></td>
</tr>
</tbody>
</table>
## Resource 2b
### Supporting information for Mythbusters Game

<table>
<thead>
<tr>
<th>Myth</th>
<th>Correct Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most asylum seekers are criminals</td>
<td>✗</td>
</tr>
<tr>
<td>Just like every other community, there will always be those who commit crime and get into trouble, but this is only a small number. A report by the Association of Chief Police Officers (ACPO) found no evidence that asylum seekers were more likely than any other community to commit crime. In fact, as a group, asylum seekers were more likely to be victims of crime.</td>
<td></td>
</tr>
<tr>
<td>Asylum seekers can be locked up at anytime</td>
<td>✔</td>
</tr>
<tr>
<td>Asylum seekers, including children, can be detained for as long as the authorities decide. The UK has one of the largest detained populations in Europe. In 2010, over 400 children were being held in detention. Between 2000–3000 people were held at any given time. Just fewer than 30,000 are detained every year (<a href="http://www.migrationobservatory.ox.ac.uk">www.migrationobservatory.ox.ac.uk</a>).</td>
<td></td>
</tr>
<tr>
<td>Some asylum seekers are terrorists</td>
<td>?</td>
</tr>
<tr>
<td>Possible, BUT not likely; acts of terrorism are more likely to be carried out by people who were born and raised in the UK, for example those who bombed London in July 2005 were British. Others may have legal papers allowing them to enter and stay in a country, for example those who were involved in the 9/11 attacks. The asylum process is very complex and rigorous, including multiple checks of identity, fingerprinting, etc. So, it is unlikely that an actual terrorist would use such a strict route to get into the UK. ACPO found no evidence that asylum seekers were more likely than anybody else to be involved in terrorism.</td>
<td></td>
</tr>
<tr>
<td>Britain and NI are swamped with asylum seekers</td>
<td>✔</td>
</tr>
<tr>
<td>We’re not that popular. Europe has less than 14 percent of the world’s refugees. The UK has only two percent, and ranks as eleventh most popular place that asylum seekers flee to. In 2007 the UK was in fourteenth place in Europe, per head of population, for asylum applications. Eighty percent of those who leave their homeland flee to neighbouring countries. The vast majority of refugees end up in the Middle East and Africa. The majority of the world’s refugees are found in Asia and Africa, living in makeshift camps.</td>
<td></td>
</tr>
<tr>
<td>Britain and NI make it easy for asylum seekers to get in</td>
<td>✗</td>
</tr>
<tr>
<td>Most applications are rejected; even when asylum seekers appeal that decision, most are rejected. The UK sent almost 7000 back to their homes in 2009. Almost 3000 went home voluntarily. The cost of sending a family back through the voluntary scheme is £14,000 less than if this was enforced.</td>
<td></td>
</tr>
<tr>
<td>One in four asylum seekers come to the UK</td>
<td>✗</td>
</tr>
<tr>
<td>No, that’s reality times 10; in the UK, on average, people think that 23 percent of the world’s refugees and asylum seekers are living in the UK, according to research by MORI. The reality is actually less than two percent.</td>
<td></td>
</tr>
<tr>
<td>Asylum seekers are taking our houses and jumping the housing queue</td>
<td>✗</td>
</tr>
<tr>
<td>Usually asylum seekers are housed in empty properties that landlords find hard to fill, for example a house in a less desirable area. They are not entitled to council housing. They have to leave the house once a decision is made about their status. Some asylum seekers, including children and families, are sent straight to a detention centre. Ninety percent of those living in social housing are UK born. Migrants of all types make up less than two percent.</td>
<td></td>
</tr>
<tr>
<td>Asylum seekers cost us a lot of money to keep them</td>
<td>A typical asylum seeker gets £5.62 per day to live on. They lose this if they don’t live where the government tells them to. That’s £40.22 per week – roughly 30 percent below the poverty line. Eighty five percent of asylum seekers experience hunger; 95 percent cannot afford to buy clothes or shoes; 80 percent are not able to maintain good health*. The government, not local councils, looks after asylum seekers. In 1999–2000, migrants and refugees made a net contribution of approximately £2.5 billion to the UK economy, according to The Home Office. Refugees contribute 10 percent more in taxes and national insurance than they use in benefits and public services.</td>
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<td>---</td>
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</tr>
<tr>
<td>They’re taking our jobs</td>
<td>Asylum seekers are not allowed to work until their application is processed. It is a myth that asylum seekers are actually economic migrants. Most asylum seekers are fleeing from well-founded fears of persecution at home. They usually leave decent jobs behind.</td>
</tr>
<tr>
<td>Everybody has the right to asylum</td>
<td>Article 14 of the UN Declaration of Human Rights guarantees everybody, including you, the right to flee and seek refuge.</td>
</tr>
<tr>
<td>The countries they are leaving are safe</td>
<td>Most refugees come from Afghanistan, Iraq, Somalia, Sri Lanka, Turkey, the former Yugoslavia and Iran. All these places have seen serious human rights abuses or civil wars. In 2010, the top six countries of origin were: Iran; Afghanistan; Zimbabwe; Pakistan; Sri Lanka; and China.</td>
</tr>
<tr>
<td>Asylum seekers are lazy and work-shy</td>
<td>We don’t let them work. Many are skilled and want to work and we have a shortage of skilled workers. To make the journey would have cost a lot of money – money that the poorest in some countries would not be able to afford. So, asylum seekers who arrive in the UK tend to be skilled professionals leaving behind good jobs. Department for Work and Pensions research reported a higher proportion of qualifications among asylum seekers than the UK population. The Government has reversed legislation so that asylum seekers are now prevented from working. Home Office research has shown that asylum seekers would prefer to support themselves, rather than be supported by the Government, yet the law prevents them from doing this. If they receive refugee status, then many can work but often end up in jobs that are not their chosen profession.</td>
</tr>
</tbody>
</table>
| They don’t have any rights here | Asylum seekers and refugees are afforded the same human rights as everyone else as outlined and protected by international instruments (for example 1951 Geneva Convention on the Status of Refugees, European Convention on Human Rights, the Universal Declaration of Human Rights, the Convention on the Rights of the Child, The Human Rights Act 1998 [UK]). Remember, everyone has the right to claim asylum. Children seeking asylum are entitled to the same protection. Article 22 of UNCR states that refugee children should be entitled to additional protection.

Asylum seekers are not normally entitled to work while their application is being considered but, under special circumstances, they can ask the UK Border Agency (UKBA) for permission to work. Most asylum seekers are not entitled to benefits and must claim asylum support from the UK Border Agency. Accommodation is provided on a no-choice basis. Asylum seekers do not continue to receive this support after their application has been refused and their appeal rights exhausted.

If a person has been granted refugee status they have broadly the same rights and entitlements to services as other UK residents and citizens. They have permission to work, can use health services and apply for housing and welfare benefits in the same way as other UK residents. |
<table>
<thead>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asylum seekers use false documents</td>
<td>It is virtually impossible for people fleeing persecution to reach Britain without resorting to using false documents. Article 31 of the 1951 Convention on Refugees prohibits governments from penalising refugees who use false documents. There is no such thing as an illegal asylum seeker. The 1951 Convention on Refugees means that anyone has the right to apply for asylum in the UK and remain until a final decision on their asylum application has been made.</td>
</tr>
<tr>
<td>There are lots of bogus asylum seekers</td>
<td>Bogus can mean two things here – illegal or ‘pulling a fast one’. There is no such thing as an illegal asylum seeker. It is important not to confuse asylum seekers with illegal immigrants. An illegal immigrant leaves their country to go to another without having the legal papers to do so or without informing the authorities. Asylum seekers, on the other hand, have gone through many legal channels. As for ‘pulling a fast one’, well, yes perhaps. Systems can be cheated or taken advantage of and people will always try to find ways of doing this. But remember the asylum process is long and complex, and the burden of proof lies heavily with the asylum applicant. This makes scams difficult. It is also worth remembering that only 23 percent of applications in the UK are successful. (<a href="http://www.migrationobservatory.ox.ac.uk">www.migrationobservatory.ox.ac.uk</a>).</td>
</tr>
</tbody>
</table>
Resource 3
Fact Sheet 1

• 80 percent of refugees are hosted by developing minority countries (see graphic at www.star-network.org.uk/index.php/refugees/facts_figures).

• Most refugees flee to their neighbouring country, only a small proportion travel to developed countries in Europe and elsewhere. Three quarters of the world’s refugees live in countries neighbouring their country of origin.

• Pakistan was host to the largest number of refugees worldwide (1.9 million), followed by the Islamic Republic of Iran (1.1 million).

• Three out of ten refugees in the world were from Afghanistan (3 million).

• More than 15,500 asylum applications were lodged by unaccompanied or separated children in 69 countries in 2010. The applications came mostly from Afghan and Somali children.

• Forty percent of refugees and 31 percent of asylum-seekers were below the age of 18.

Source for tabled data: ‘UNHCR Global Trends. 60 years and still counting’ available at www.unhcr.org/4dfa11499.html
Resource 4
Universal Declaration of Human Rights

1. When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.

2. Everyone can claim the following rights, despite:
   - a different sex
   - a different skin colour
   - speaking a different language
   - thinking different things
   - believing in another religion
   - owning more or less
   - being born in another social group
   - coming from another country
   - It also makes no difference whether the country you live in is independent or not.

3. You have the right to live, and to live in freedom and safety.

4. Nobody has the right to treat you as his or her slave and you should not make anyone your slave.

5. Nobody has the right to torture you.

6. You should be legally protected in the same way everywhere, and like everyone else.

7. The law is the same for everyone; it should be applied in the same way to all.

8. You should be able to ask for legal help when the rights your country grants you are not respected.

9. Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly, or without good reason.

10. If you go on trial this should be done in public. The people who try you should not let themselves be influenced by others.

11. You should be considered innocent until it can be proved that you are guilty. If you are accused of a crime, you should always have the right to defend yourself. Nobody has the right to condemn you and punish you for something you have not done.

12. You have the right to ask to be protected if someone tries to harm your good name, enter your house, open your letters, or bother you or your family without a good reason.

13. You have the right to come and go as you wish within your country. You have the right to leave your country to go to another one; and you should be able to return to your country if you want.

14. If someone hurts you, you have the right to go to another country and ask it to protect you. You lose this right if you have killed someone and if you, yourself, do not respect what is written here.

15. You have the right to belong to a country and nobody can prevent you, without a good reason, from belonging to a country if you wish.

16. As soon as a person is legally entitled, he or she has the right to marry and have a family. In doing this, neither the colour of your skin, the country you come from nor your religion should be impediments. Men and women have the same rights when they are married and also when they are separated. Nobody should force a person to marry. The government of your country should protect you and the members of your family.

17. You have the right to own things and nobody has the right to take these from you without a good reason.

18. You have the right to profess your religion freely, to change it, and to practise it either on your own or with other people.

19. You have the right to think what you want, to say what you like, and nobody should forbid you from doing so. You should be able to share your ideas also – with people from any other country.

20. You have the right to organise peaceful meetings or to take part in meetings in a peaceful way. It is wrong to force someone to belong to a group.
21. You have the right to take part in your country's political affairs either by belonging to the government yourself or by choosing politicians who have the same ideas as you. Governments should be voted for regularly and voting should be secret. You should get a vote and all votes should be equal. You also have the same right to join the public service as anyone else.

22. The society in which you live should help you to develop and to make the most of all the advantages (culture, work, social welfare) which are offered to you and to all the men and women in your country.

23. You have the right to work, to be free to choose your work, to get a salary which allows you to support your family. If a man and a woman do the same work, they should get the same pay. All people who work have the right to join together to defend their interests.

24. Each work day should not be too long, since everyone has the right to rest and should be able to take regular paid holidays.

25. You have the right to have whatever you need so that you and your family: do not fall ill or go hungry; have clothes and a house; and are helped if you are out of work, if you are ill, if you are old, if your wife or husband is dead, or if you do not earn a living for any other reason you cannot help. Mothers and their children are entitled to special care. All children have the same rights to be protected, whether or not their mother was married when they were born.

26. You have the right to go to school and everyone should go to school. Primary schooling should be free. You should be able to learn a profession or continue your studies as far as you wish. At school, you should be able to develop all your talents and you should be taught to get on with others, whatever their race, religion or the country they come from. Your parents have the right to choose how and what you will be taught at school.

27. You have the right to share in your community's arts and sciences, and any good they do. Your works as an artist, writer, or a scientist should be protected, and you should be able to benefit from them.

28. So that your rights will be respected, there must be an 'order' which can protect them. This 'order' should be local and worldwide.

29. You have duties towards the community within which your personality can only fully develop. The law should guarantee human rights. It should allow everyone to respect others and to be respected.

30. In all parts of the world, no society, no human being, should take it upon her or himself to act in such a way as to destroy the rights which you have just been reading about.

This version was sourced from: www.un.org/cyberschoolbus/humanrights/resources/plain.asp
Resource 5

Declaration of the Rights of the Child

1. All children have the right to what follows, no matter what their race, colour, sex, language, religion, political or other opinion, or where they were born or who they were born to.

2. You have the special right to grow up and to develop physically and spiritually in a healthy and normal way, free and with dignity.

3. You have a right to a name and to be a member of a country.

4. You have a right to special care and protection and to good food, housing and medical services.

5. You have the right to special care if handicapped in any way.

6. You have the right to love and understanding, preferably from parents and family, but from the government where these cannot help.

7. You have the right to go to school for free, to play, and to have an equal chance to develop yourself and to learn to be responsible and useful. Your parents have special responsibilities for your education and guidance.

8. You have the right always to be among the first to get help.

9. You have the right to be protected against cruel acts or exploitation, for example you shall not be obliged to do work which hinders your development both physically and mentally. You should not work before a minimum age and never when that would hinder your health, and your moral and physical development.

10. You should be taught peace, understanding, tolerance and friendship among all people.

This version was sourced from
www.un.org/cyberschoolbus/humanrights/resources/plainchild.asp
## Resource 6

### Top Six Countries

Table 1: Where do the UK’s asylum seekers come from? The top six countries:

<table>
<thead>
<tr>
<th>Country</th>
<th>Persecution of minorities</th>
<th>Lack of political freedom</th>
<th>Arrests without charge</th>
<th>Torture, murder and imprisonment</th>
<th>War/fighting/ suicide bombs</th>
<th>Death penalty</th>
<th>Media repression</th>
<th>Forced evictions</th>
<th>Police intimidation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Iran</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>2. Afghanistan</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>3. Zimbabwe</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>4. Pakistan</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>5. Sri Lanka</td>
<td></td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. China</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
<td>✔</td>
<td>✔</td>
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</tr>
</tbody>
</table>
Resource 7
Asylum Stories

Subin, 22, Sudan
I came to the UK after winning a scholarship to University. My family and I had left Sudan and moved to Kenya because my family were being persecuted because of our religion. They burnt our house and threatened to kill us all. I really wanted to continue my education in Kenya, but they have refused my visa. Now the Home Office says it might deport me back to Sudan. I am terrified. I know I will probably be killed. My only option was to apply for asylum.

Isac, 28, Sierra Leone
Ever since I was a child, I wanted to be a journalist. After working for a national newspaper in Sierra Leone I started my own, which the government tried to ban. They imprisoned me for speaking out. I kept writing in hiding. While I was in the UK on a work visit, I was warned not to return home because the government was planning to arrest me again.

Asa, 26, Afghanistan
Five years ago, the Taliban took away my father and he died in prison. We fled to Pakistan and stayed at one of the massive refugee camps. My family sold our land and all our possessions so that I could get to England. I travelled from Pakistan to Turkey. I waited two months for a ship to come. When it did, we sank and had to be rescued by the Greek navy. I ended up in Italy. Some of the Afghan community helped me find a smuggler who helped me sneak onto a truck leaving for the UK. After seven months of travelling, and nearly dying twice, I made it to London. I am awaiting the decision on my asylum application. I am depressed. At home I was training to be a paediatrician. Here I cannot work. I have experienced so much hatred towards me. One day I was buying food with vouchers when a woman behind me shouted ‘Look at you, eating our taxes’. I felt so embarrassed at the way she spoke to me but how could I explain why I was here and how hard it has been?

Navid, 30, Iran
I get £35 pounds per week. This is to cover food, clothing and credit to make appointments with my solicitors and the Home Office. Some of us receive vouchers for supermarkets only. You cannot purchase any form of travel ticket with these. This is a problem, as some of my appointments to do with my asylum application are in other cities. A few months back, I ended up sleeping in a graveyard and I lived on food from the dustbins. I am not here illegally and I have been through all the correct legal hoops. I don’t want to break the law. I don’t know what to do next.
Resource 8a
Push and Pull Factors

Push factors are situations/circumstances that can lead a migrant to seek better opportunities away from their communities.

Pull factors are conditions that attract people away from their communities.

Select two of the Asylum Stories. Discuss and list as many as push and pull factors as possible for each refugee or asylum seeker.

Table 1:
Push and Pull Factors

<table>
<thead>
<tr>
<th>Name of refugee/asylum seeker</th>
<th>Home Country</th>
<th>Push Factors</th>
<th>Pull Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of refugee/asylum seeker</th>
<th>Home Country</th>
<th>Push Factors</th>
<th>Pull Factors</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>
Resource 8b
Push and Pull Factors
Similarities and Differences

Ask your pupils to look at the push and pull factors they listed in Table 1. Are there any similarities and/or differences in the reasons for people leaving Northern Ireland and for those coming to Northern Ireland?

Table 2: Similarities and Differences

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Resource 8c
Possible Push and Pull Factors

Here are some push and pull factors that might explain why people may end up as asylum seekers or refugees. This list is by no means complete.

Ask your pupils to think of any other factors to add to this list.

<table>
<thead>
<tr>
<th>Push Factors</th>
<th>Pull Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Push factors are situations/circumstances that can lead a migrant to seek better opportunities away from their communities.</td>
<td>Pull factors are conditions that attract people away from their communities.</td>
</tr>
<tr>
<td>inadequate employment opportunities</td>
<td>potential for employment</td>
</tr>
<tr>
<td>unemployment</td>
<td></td>
</tr>
<tr>
<td>lack of services/amenities</td>
<td>better services and service provision</td>
</tr>
<tr>
<td>poor safety and security</td>
<td>a safer atmosphere</td>
</tr>
<tr>
<td>concerns about crime</td>
<td>lower crime rates</td>
</tr>
<tr>
<td>natural disasters – failed crops, drought, flooding</td>
<td>a safer, more secure environment</td>
</tr>
<tr>
<td>poverty</td>
<td>greater affluence/wealth: higher salaries and standard of living, job mobility</td>
</tr>
<tr>
<td>poor education system/opportunities</td>
<td>better education system/better educational mobility</td>
</tr>
<tr>
<td>war</td>
<td>political stability/fewer restrictions on freedom of movement</td>
</tr>
<tr>
<td>political breakdown/instability</td>
<td></td>
</tr>
<tr>
<td>discrimination</td>
<td>fewer restrictions on opportunities</td>
</tr>
<tr>
<td>family breakdown/death</td>
<td>friends and familial ties in country</td>
</tr>
<tr>
<td>agents channelling</td>
<td>agents channelling</td>
</tr>
<tr>
<td></td>
<td>colonial ties/established communities</td>
</tr>
<tr>
<td></td>
<td>perception of people/culture</td>
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Resource 9
Teen Headlines

Look at these news headlines about teenagers:

- Teens held over assault in Village
  *South Belfast BBC news online, Feb 2012*
- ‘Hoodies’ menacing Belfast city centre
  *BBC News, Oct 2010*
- Happy-slap gang put girl in hospital
  *The Times, May 2005*
- Teen held over Miss Selfridge arson
  *Belfast Telegraph, August 2011*
- Teen who broke man’s jaw in assault is jailed
  *Belfast Telegraph, August 2011*
- Teen who beat man to death gets life in jail
  *Belfast Telegraph, October 2011*
- Teen facing court over rioting
  *Belfast Telegraph, Sept 2011*
- Stabbed on Bus by Hooded Youths
  *The Daily Mail, May 2006*
- A bulletproof hoodie: the ultimate fashion item for Britain’s lawless teenagers
  *Daily Mail, April 2008*
- Girl, 18, turned quiet cul-de-sac into ‘hoodie zone’
  *Daily Mail, Feb 2007*

Discuss the impressions given by these headlines.

- Do they give a fair impression of young people? Do you think they are based on facts?
- Are they positive or negative? Are they fair? Do they generalise too much?
- Do these headlines encourage stereotypes about young people? (There is a definition of stereotype below.)
- What impact would they have on public opinion about teenagers?
- Why do the press use these sorts of headlines? Could they be dangerous?

**Stereotype:**
A stereotype is a commonly held, but over-simplified, public belief about specific social groups or types of individuals. Most stereotypes probably tend to convey a negative impression and we end up ignoring differences between individuals; therefore we think things about people that might not be true (we make generalisations).

*Definition developed based on content derived from:
http://oxforddictionaries.com/definition/stereotype and
www.simplypsychology.org/katz-braly.html*
Resource 10
Migrant Headlines

Look at these news headlines about migrants:

Illegal immigrant’s a faker
Daily Star, Jan 2011

Afghan asylum seeker who lived in £1.2 million house faces jail over £30,000 benefit fraud
Daily Mail, March 2011

Taxpayers fund foreign fraudster’s passport con
Daily Express, Jan 2012

Human right to sponge off UK: 3,200 criminals, failed asylum seekers and benefit tourists can’t be kicked out because of right to family life
Daily Mail, June 2011

Migrants have more kids for big benefits
Daily Star, Sept 2011

Bombers are all sponging asylum seekers
Daily Express, July 2005

Foreign criminals avoid deportation
Belfast Telegraph, July 2011

Britain is the asylum capital of the world
Daily Express, March 2005

Asylum Seekers Raising HIV Risk
Daily Mail, June 2006

Struggling Schools ‘swamped with asylum seekers’
Daily Mail, June 2006

Discuss the impressions given by these headlines.

• Do they give a fair impression of migrants? Do you think they are based on facts?
• Are the headlines positive or negative? Are they fair? Do they generalise too much?
• What impact would these headlines have on public opinion about migrants?
• Why do the press use these sorts of headlines? Could they be dangerous?
Resource 11
Forced Labour Stories

Patryk, 24, Poland
I was recruited in Poland by an English labour agency. They promised me at least the minimum wage, good accommodation for £25 per person per week, and lots of overtime. They also said that they would sort out all the paper work and documentation. They asked me to pay a large sum of money in advance to cover expenses and a setting up fee. I thought I was going to be based in Southampton, but I ended up in Exeter with three other Poles packing chickens for supermarkets. We were brought to a run-down house in a rough neighbourhood. There was no furniture in the house, but there were mountains of rubbish, piles of syringes, soiled mattresses on the floor and a terrible smell. Twenty people slept there, three and four to a small room. The men who brought us here threatened us with eviction and loss of two week’s wages if we told anyone about our conditions. We were told to stay in the house, to be very quiet and not to go out in groups or the police would come. We felt very intimidated. We slept on the kitchen floor, and were made to pay £60 a week in rent. Our wages were much less than we expected, and often extra money was deducted without any explanation. They promised I would receive my first week’s wages in advance, but I didn’t. When I asked about the wages, they threatened me. We were made to sign contracts that were in English. They took our passports and ID – they said it was for safe keeping. I don’t think I am registered to work here legally, and I think I will be sent back home and never get my money or things back.

Tuyet, 22, Vietnam
I was promised a job at a hotel in the UK. I paid an agent in Vietnam a lot of money to arrange my job and accommodation. After I arrived in the UK, a worker from the agency that supplies staff to hotels met me at the airport, and took away my passport. I was made to work in two different hotels, night and day shifts. I was never paid. I only received meals. When I complained about things and stopped working, my family in Vietnam started receiving threats. They had their windows and doors smashed. I was so frightened. Only after seven months was I able to get help from an organisation that helps people like me. I hope to return home soon.

Brigita, 19, Latvia
When I arrived in Northern Ireland to work, my agent took my passport to send it to the authorities to sort out my registration. After four months, I still had not received my papers or my passport back. Now I feel trapped with this agency as they have my passport – without it I have no ID. I work 16 hour shifts at a local factory, and I have been told that if I complain or seek help from anyone I will lose my accommodation and even my job. I need this job, as I cannot get benefits. So, I will have to tolerate a lot. For the last few weeks I have been transported between factories to work double shifts. I get some sleep in the car journey. My wages are low and are never the same each month. There is always some deduction like administration or travel costs. Sometimes I get paid for one shift when I have worked two. I have to share a room with two men. It is terrible. I have no privacy, nowhere to dress. I don’t know where to go for advice, I have no friends and my English is poor. I am definitely trapped here now.

Beata, 25, Poland
I came to work picking mushrooms in Northern Ireland. I paid €1000 to an agency to find me accommodation and work. I signed a contract but didn’t receive a copy. It was in English and I do not know what it contained. I usually work 15 hour shifts, starting at 7 am and finishing 10 pm sometimes later. There are no set times for breaks. You get lunch when you can, with someone covering until you get straight back to work. But there is little work back home and I have to provide for my family. The accommodation is run-down and overcrowded. The landlord is also our employer and he doesn’t care, even though we pay good rents. There was a problem with a window that didn’t shut for a year – even through the winter – and no shower, but he didn’t bother.

Alin, 22, Romania
We don’t really understand. We get a paper, a piece of paper where it says they pay some taxes for us and all the hours and everything but we don’t know exactly what that is for because, as far as we know, we are not registered. They took any documents we had and said they would sort it for us. That was last year. If you have no education, no literacy (like me) it is difficult ... if you have no education, you have no job ... no choice only to be on the streets all day or work for 80p an hour. My employer has threatened to kill me and my family if I leave the job, not just once, but a number of times.
Jin Lai, 16, China

My parents paid the local snakehead gang a lot of money and they promised to send me to a new life in England. But because they couldn’t afford to pay all the money in advance, I was to work for the gang to pay off my debts. They told me my family would be in trouble if I didn’t work or tried to run away. I lived and worked in a Chinese restaurant, seven days a week, and slept in a back store room with four other men. Eventually I ran away, and I have been sleeping rough ever since. I am very frightened for my family. I hope they are not in trouble because of me.

Theo, 30, Greek Roma

I was rescued from a flower farm in Cornwall. I came here when the local fixer promised me expenses, food, a good flat, and a choice to find different work if I didn’t like the job. I trusted the fixer, because he was recommended to me by someone who I thought was a friend. When we arrived here, we lived in a barn with no heating or plumbing. We shared cans of dog food. We picked daffodils that went to supermarkets and were paid 6p per bunch. The employer refused to pay some of the women who worked with me. He said they owed him money for the costs of bringing them here from Greece. We tried to escape, but the employer sent a gang to catch us and they beat us with guns. They even made us work at gunpoint.

Billy, 30, Belfast

I have been homeless for four years, and sleeping rough a lot of that time. Living on the streets is rough and dangerous, so when one of the other homeless guys mentioned that he knew of guys looking for workers to go to Europe, I thought ‘what do I have to lose?’ They took us to Malmo in Sweden, where we were picked up and more or less made to work straight away. We worked 15 hours or more a day tarmacking roads, and they didn’t pay us a penny. We lived in cramped, overcrowded conditions, with no heat or running water. I’ve seen people kicked, punched, thrown out of trucks, and threatened with weapons. What’s the point of trying to go to the authorities? What will they do? I’ve been on the streets too long to think that they’d care.

Resource 12
Not for Sale!
Breaking the Chain

Consumers want cheap goods

Employers want cheap labour

Traffickers pick on vulnerable people to exploit

What can consumers do?

What can employers do?

What can governments do?

What can society do?
What can we do?
Additional Resources

Conventions and articles relating to Human Rights
The following list of international declarations and conventions is for reference purposes and is by no means exhaustive.

Universal Declaration of Human Rights
www.un.org/Overview/rights.html

Simplified version of UN Declaration of Human Rights
www.un.org/cyberschoolbus/humanrights/resources/plainchild.asp

Geneva Convention relating to the Status of Refugees
www.unhchr.ch/html/menu3/b/o_c_ref.htm

Protocol to the Geneva Convention
www.unhchr.ch/html/menu3/b/o_p_ref.htm

Convention on the Rights of the Child

The Dublin Convention

Declaration of the Rights of the Child
www.un.org/cyberschoolbus/humanrights/resources/plainchild.asp

Convention on the Rights of the Child fact sheets

Slavery and Servitude Act 2010 (UK)
www.cps.gov.uk/legal/s_to_u/slavery_servitude_and_forced_or_compulsory_labour/

UN Supplementary Convention on the Abolition of Slavery
www2.ohchr.org/english/law/slavetrade.htm

International Covenant on Civil and Political Rights
www2.ohchr.org/english/law/ccpr.htm

Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children

www.unhcr.org/refworld/docid/4720706c0.html
Additional Resources (Continued)

What is modern slavery? (antislavery.org site)
www.antislavery.org/english/slavery_today/what_is_modern_slavery.aspx

Q and A: Modern slavery in the UK (BBC online)
www.bbc.co.uk/news/uk-14888112

Modern slavery in the UK (Joseph Rowntree Foundation)
www.jrf.org.uk/publications/modern-slavery-united-kingdom

UNHCR 2011 refugee statistics (Guardian Newspaper)

What are human rights? (British Institute for Human Rights)
www.bihr.org.uk/sites/default/files/What%20are%20human%20rights.pdf

Right Here, Right Now: Teaching Citizenship through Human Rights (British Institute of Human Rights)
www.bihr.org.uk/projects/teaching-resources
www.bihr.org.uk/sites/default/files/RightHereRightNow.pdf
This is a free resource for Key Stage 3 citizenship teachers. It aims to link the concept of universal human rights with everyday experiences and help teachers to examine human rights issues, such as identity and diversity, with students as part of the new KS3 citizenship curriculum in secondary schools (in England). The resource is part of the Human Rights in Schools project, which is a partnership between the Ministry of Justice, BIHR, Amnesty International UK and the Department for Children, Schools and Families.

UN High Commission for Refugees
www.unhcr.ch

Refugee Council
www.refugeecouncil.org.uk

Amnesty International
www.amnesty.org.uk

Oxfam
www.oxfam.org.uk

The British Red Cross
www.redcross.org.uk

Red Cross: Positive Images: Why do people migrate?
www.redcross.org.uk/positiveimages

Save the children UK
www.savethechildren.org.uk

Student Action for Refugees
www.star-network.org.uk

All website addresses correct at time of publication.