

Title: Moving On Up

Aim: To explore why young people migrate, and how they can cope with the related changes in their lives

Age: 12+

Time: 45 minutes

Materials: Case Studies



WHAT TO DO

Part 1: Divide participants into small groups. Distribute the first parts of the stories to the groups. You can decide to give all groups the same one, or different stories to each group. Tell the groups that they should think about what might happen next in the story. Ask them to imagine different aspects of the characters' lives, e.g. family, education, health, etc. Allow 10-15 minutes to create a short sketch on the future they imagine for that young person. Invite each group to perform their play for the others.

Alternative Idea: This could be done as a human sculpture or a story competition instead of a sketch.

 **DEBRIEF:** Did you believe the stories in each sketch? What were the similarities/differences? What were the characters' hopes and fears? What challenges or obstacles did they face?

Part 2: Distribute the complete story of the young person and invite the groups to read them.

 **DEBRIEF:** Were they surprised by the true stories? Were the plays that they created realistic? What factors affected the choices that the young people in the stories could make? How did they cope with the change – what helped them? Are these young people 'resilient'? What would you do in their shoes?

First part of the story..

 <p>Story 1: I moved home when I was 8 with my family. I was bullied in my new primary school as almost everyone was from the local area and I stood out in terms of my accent</p>	 <p>Story 4: At the age of 16, I lost my place on a vocational training course due to a cut in funding. I had to move to the capital city to seek work. I was nervous about it as I am HIV positive</p>
 <p>Story 2: I have just graduated from college with a degree. I would like to find a job but there are little to no job prospects where I live. I am thinking about leaving home to look for work</p>	 <p>Story 5: As a young girl I went through the painful experience of Female Genital Cutting (FGC). As the political situation at home became dangerous, my family found an opportunity to send me to safety. Arriving alone and scared, I had to try to learn the local language</p>
 <p>Story 3: I am 14 years old. As things were bad in my country, my family decided to leave 8 years ago. We moved because my parents thought we could have a better life</p>	 <p>Story 6: I lived in a small town but had to move to get a job in an industrial area 500km from where I live. I really miss my hometown but feel like I have to stay here to keep my job</p>

Second part of the story...



Story 1: Cait was born in England and moved to Ireland aged 8. She was bullied in primary school where there were very few other migrants and she stood out because of her English accent. However, she went to a more multi-ethnic secondary school and developed a wide circle of friends from different backgrounds. Her self-esteem and self-confidence improved a lot. "I prefer the Irish one [accent]. See how I'm talking at the moment, that would be how I would like to talk all the time but if I don't, I don't really care anymore" (Source: 'Tell me about Yourself' - Migrant Children's experiences of moving to and living in Ireland, 2009)



Story 2: Louise from Co. Tipperary is leaving Ireland for Dubai, United Arab Emirates (UAE). She recently graduated from college. "I decided to go to the UAE as I did not want to continue with study at the moment and there are little to no job prospects in Ireland. I decided to look into teaching abroad as I have taught English in Spain. My coping mechanism to adjust to a new life in a new country is just to embrace it, get involved and just enjoy it. Missing home will also be a factor. But with today's technology homesickness is not too bad, especially when friends and family are just a Skype call away" (Adapted from *Adjusting to life in the UAE*, Irish Times, 18 August 2012)



Story 3: Janko and his family moved to Ireland looking for a better life. They were not allowed to go to school in Slovakia because of who they were and his father couldn't find work. Their village was attacked by a group of people with baseball bats and iron bars in Slovakia. They even killed a neighbour in this attack. The police did nothing. "We were so scared. When we came to Ireland my father worked on a building site and we went to school. This was a dream come true for us all. I really liked Ireland because we could walk down the street without people shouting at us and I made friends. But as more Roma came to Ireland, people's attitudes changed. My mother wears a long skirt, so I asked her not to collect me from school in case people found out we are Roma. My father has lost his job and is not entitled to social welfare support. He was told that he should go back to Slovakia. We are not sure what we will do and I am scared of what might happen" (Source: *Pavee Point Travellers' Centre. If you would like more information, go to www.paveepoint.ie and to the section on 'Roma in Ireland'*)



Story 4: Mawanda was born HIV positive in Uganda. His parents died when he was a child and he lived with a family friend. "At 12, things got worse because of my HIV status. Children would not play with me and told me I would die. I was so sad and stressed. After finishing primary school, I had no money to go to secondary school. At 16, I was offered a place in a mechanics and welding course. The training was for 3 years, but funding was cut so I had to drop out. I moved to Kampala (capital city) and found a job as a welder, which provides me with enough money to live and stay happy and well, and access my ARVs (medicine for HIV). I now mix well with the youth in my community because I am strong and healthy. Self determination, self worth and new confidence have determined the person that I have become today" (Adapted from *Sam Zziwa Child Protection Officer, Nurture Africa, Uganda, 2012*)



Story 5: As a young girl in Somalia, Ifrah went through the painful experience of Female Genital Cutting*. In the 1990's, the situation there became dangerous, and Ifrah was sent away to safety in Ireland. Ifrah was taken into care by the Health Service Executive (HSE) as she was under 18 years. Ifrah's initial struggle was to learn English, reading and writing. Ifrah was soon given refugee status and used every opportunity to meet people and improve her skills. She got involved with a youth group called the Integration of All Children of Ireland (IACI) and the Miss Africa beauty pageant. When she went for medical examinations, doctors were shocked to see that she had gone through FGC. She learned about groups campaigning against it and started to speak out too. She set up her own youth group, the United Youth of Ireland (UYI) with the support of Catholic Youth Care (CYC) (Source: *Ifrah's own words*)



Story 6: Cuong is from a small town in Vietnam. He used to work in the industrial city “Binh Duong”. There he always wanted to do extra shifts because then he could eat at the factory. He shared a room with a cousin who is a truck driver, and was often alone. He earned about €100 per month, just enough for rent and food. A few days before payday, he could only afford to eat instant noodles. Life was very hard. He went to work and came home exhausted, too tired to do anything else. He moved back to his hometown and is doing a vocational training course in Housekeeping. To him, “Life in here is poorer and harder, but I want to be close to my family” (*Adapted from Plan International, Vietnam*)



FACT BOX: *Female Genital Cutting (FGC) – sometimes referred to as FGM (mutilation) or female circumcision - is a procedure that intentionally alters or injures female genital organs for non-medical reasons. It is often performed by traditional practitioners, including midwives and barbers, without anaesthetic. An estimated 100–140 million girls worldwide have undergone it, including 92 million in Africa. While not recognised as a physical disability, many believe FGC is a disability as it intentionally disfigures the body. The Criminal Justice (Female Genital Mutilation) Act 2012, making the practice illegal in Ireland, was passed in April 2012 (*Source: World Health Organisation and www.8020.ie*)



FACT BOX: Janko's case study above is based on the story of many young Roma. The EU Fundamental Rights Agency found in 2008 that “on average half of Roma respondents were discriminated against at least once in the previous year.” During the Holocaust, about half a million Roma, (including Roma from Germany who are called Sinti), were killed. To find out more about the Roma community, watch the film ‘A People Uncounted’ <http://www.apeopleuncounted.com/>



ACTION IDEA: Watch a film made by young people living in Ireland about their experiences of migration. The film was made by the mPower Youth Project in 2011 with the Migrant Rights Centre of Ireland (MRCI) and is called ‘Making Ireland Home’ <http://www.mrci.ie/mPower-Youth-Project/>



DEBRIEF: What did you think of the film? Did anything stick out for you? How do you feel about what those interviewed had to say? If you had to move to a different country how might you feel? What would the challenges/opportunities be? As a follow-up, you can find a local migrant-led organisation or community and invite them to come speak to the group to share some real stories of migration from people living in the area.



WARM UP: Ask people to walk around the space. Tell them to listen to your instructions. Walk in different directions. If they see an empty space they should fill it. Tell them to ‘Stop’, ‘Go’, ‘Jump’ at different times. Do this several times and then explain that they should no longer listen for these words because you are replacing them with ‘Red’ (Stop), ‘Orange’ (Jump) and ‘Green’ (Go). Encourage them to walk faster. Try to catch them out by interchanging the colours with the original commands.