

Climate Change Human Mobility and Human Rights

Teacher's Instructions & Exercises





CLIMATE CHANGE, HUMAN MOBILITY, AND HUMAN RIGHTS

Raoul Wallenberg Institute of Human Rights and Humanitarian Law (RWI) is a research and academic institution committed to human rights education and development across the world. Informed by over 30 years of research and direct engagement experience, our current organizational strategies focus on four interrelated themes: Business and Human Rights, international humanitarian law, Human Rights and the Environment, non-discrimination and inclusion, rule of law and access to justice.

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Institute of Human Rights and Peace Studies, Mahidol University is a leading academic institute committed to education, research, and community engagement on human rights, peacebuilding, and social justice. Its work spans grassroots participatory research to policy advocacy at regional and global levels, supporting human rights protection and promoting peace in conflict-affected areas such as Thailand's Deep South. In collaboration with international networks, universities, and organizations, IHRP advances academic freedom, develops innovative teaching resources, and generates policy-relevant research on cross-cutting issues. Through its projects, programs, and capacity-building initiatives, the Institute serves as a bridge between communities, policymakers, and global partners, fostering knowledge and practices that uphold human dignity and sustainable peace.

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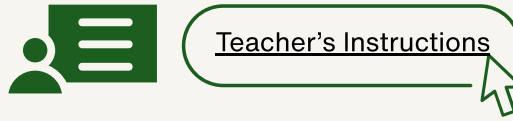




List of Acronyms

Acronym	Full Form
RWI	Raoul Wallenberg Institute of Human Rights and Humanitarian Law
IHRP	Institute of Human Rights and Peace Studies
Sida	Swedish International Development Cooperation Agency
RAPP2	Regional Asia Pacific Programme (Phase 2)
UN	United Nations
UDHR	Universal Declaration of Human Rights
ICCPR	International Covenant on Civil and Political Rights
ICESCR	International Covenant on Economic, Social and Cultural Rights
ESCR	Economic, Social, and Cultural Rights
CESCR	Committee on Economic, Social and Cultural Rights
UNOHCHR / OHCHR	United Nations Office of the High Commissioner for Human Rights
UNFCCC	United Nations Framework Convention on Climate Change
IPCC	Intergovernmental Panel on Climate Change
WMO	World Meteorological Organization
aUNEP	United Nations Environment Programme
NDCs	Nationally Determined Contributions
GHG	Greenhouse Gas
SLAPP	Strategic Lawsuit Against Public Participation
WHO	World Health Organization
UNDP	United Nations Development Programme
SOGIESC	Sexual Orientation, Gender Identity and Expression, and Sex Characteristics
LGU	Local Government Unit
IDPs	Internally Displaced Persons





Expected Learning Outcomes

It is important the students know and understand learning outcomes. It helps learning as they know what they are supposed to learn, and lecturers and students can agree on the main topics and concepts in the class.



Interactive Icebreaker (10 Minutes)

Brainstorm

1. What are some future impacts from Climate Change to your life?

Write a list on the board of all impacts. Encourage students to think about:

What happens in extreme heat?

What will be the economic impact?

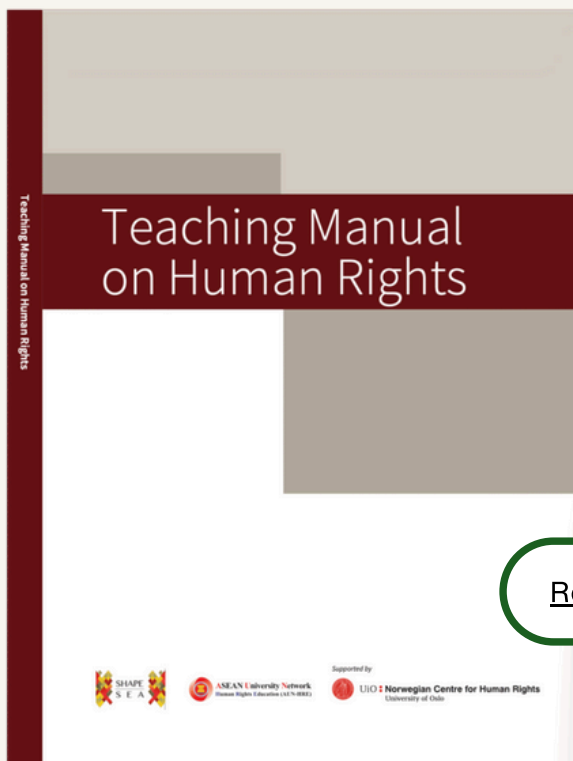
Will your future career be impacted?

What will be the change to your local environment?

2. For a second part, ask student to identify relevant human rights to each of these impacts.

Reading

Get students to read Chapter 1: the fundamentals of human rights, SEA textbook.



Recommended for teachers





Exercise: identifying social rights

Materials: ensure students have a copy or summary of the ICESCR

Activity: Get students to read the following case and answer the questions

Social Rights: heat and in non-air-conditioned classes and busses

In cities like Delhi, Bangkok, and Manila, summer temperatures often exceed 40°C (104°F). Public schools, which serve low-income communities, often lack air-conditioning or proper ventilation, creating an unbearable learning environment. In some classrooms the heat can reach 40 degrees. However, in nearby private schools, children have air-conditioned rooms.

Discussion Questions:

1. What are the relevant human rights issues for the hot classrooms?

Right to Health

Right to education

Right to safe work conditions (for teachers)

2. What is the impact of the extreme heat on students' ability to learn?

Students will not learn

Some students may be bad health impacts

Children will not want to go to school

Teachers cannot teach effectively in these conditions

Inequality with children from wealthier families getting better quality education

3. The government argues that it cannot afford to air condition public schools, and air conditioning will be banned in private schools to create equality. What is wrong with this approach?

This approach is trying to create equality by discriminating against children from both public and private schools. If private schools have air conditioning this right (to acceptable education or a safe work environment) cannot be taken away (its inalienable).

Rather alternatives must be found to ensure the quality education by, for example, changing classroom hours to cooler parts of the day, finding alternatives to air conditioning (fans), or making air-conditioned rooms accessible to the school.





Exercise: Identifying Political rights

Materials: ensure students have a copy or summary of the ICCPR

Activity: Get students to read the following case and answer the questions

Case Study: Environmental protestors are sued and jailed

In the Philippines, a group of environmental activists from a grassroots organization oppose the construction of a new coal-fired power plant in a coastal village. They organized peaceful protests, petitioned local officials, and campaigned for renewable energy alternatives. However, their activism was met with government crackdowns and legal action. Five key protest leaders were arrested under charges of illegal assembly and "inciting to rebellion." A local corporation filed a strategic lawsuit against public participation (SLAPP) claiming defamation and economic sabotage. The activists were denied bail and faced months in detention affecting their families and livelihoods.

Discussion Questions:

1. What are the relevant human rights violations?

Freedom of expression
Right to political participation
Right to assemble and associate
Right to a fair trial

2. Do people have a right to protest a development"? Why?

People have a right to participate in decisions or developments that will impact them. It is known as a procedural right in the human right to a clean environment, and as a political right.

3. The government argues that if they cannot open the power plant there will not be enough electricity in a nearby city, and schools, hospitals, and offices will have to close. They say it is fair that sometimes people must sacrifice for the greater good of the nation. What is wrong with this response?

A development like a coal plant does not give a State the right to violate people's rights human rights are inalienable. The State must find a solution that is legal, that does not violate rights.





Exercise on the importance of Human Rights in Climate Change

Question to Students

1. What are some future impacts from Climate Change to your life?

Write a list on the board of all impacts. Encourage students to think about:

What happens in extreme heat?

What will be the economic impact?

Will your future career be impacted?

What will be the change to your local environment?

2. For a second part, ask student to identify relevant human rights to each of these impacts.





I. Climate Change Mobility

Students: Read Chapter 2.1 and 2.2 (pp 15-23) of the UNFCC [Technical guide on integrating human mobility and climate change linkages into relevant national climate change planning processes](#)

Different types of mobility:

Reading: For further background read: Lucy Szaboova, and Cristina Colón, 2020 [Concepts, contexts and categorisations of climate-related migration](#), UNICEF, IOM

Exercises:

a) Groups of 6 must decide which 5 items they get to take in a disaster situation. They discuss
i) how these items relate to their rights and then
ii) how the decision process works. What is participatory, fair, inclusive, etc?

b) Role play, group negotiation.

Students are Govt representatives and they must formulate a plan for the mass migration of 1 million people from a river delta flood into neighbouring countries, with groups playing: rich countries (to pay the bill), fossil fuel countries (who caused it), the country everyone is leaving, the neighbouring poor country, the neighbouring rich country

c) Small group research:

Where is your country most vulnerable to climate change?

Which groups are most likely to be vulnerable to climate-related migration





Activity: Role Playing

Scenario: The local chief executive or mayor of your local government unit (LGU) wants to consult with the different stakeholders regarding their experiences and decisions they face regarding mobility due to climate impacts. The mayor would like to know how they are affected and what are the things that the LGU must consider when it comes to human mobility in its disaster management plan.

Instructions:

The facilitator will act as the mayor of the LGU. The facilitator will simulate a consultation to understand the plight of the stakeholders.

Each participant will be assigned a stakeholder:

- Elderly
- Women
- SOGIESC
- Persons with disabilities
- Indigenous People
- Non-government organization
- Small business owner
- Academe

The participants will try to develop or role-play a scenario that illustrates what possibly are the challenges and decisions faced by the assigned stakeholders regarding mobility due to climate impacts. This can be based on their personal knowledge or experience, or on how they imagine the assigned stakeholder would face mobility issues.

The role playing can be done for 15 minutes to 20 minutes.

The facilitator should make sure that all the stakeholders will be able to express their views.





Activity: Role Playing

Scenario: The local chief executive or mayor of your local government unit (LGU) wants to consult with the different stakeholders regarding their experiences and decisions they face regarding mobility due to climate impacts. The mayor would like to know how they are affected and what are the things that the LGU must consider when it comes to human mobility in its disaster management plan.

After the role playing, the facilitator can consider the following guide questions for group processing:

What are the key climate impacts affecting your community?

How do these climate impacts influence your or your community members' decision to move?

Is there voluntary or involuntary migration?

Is there temporary or permanent displacement?

How severe is the immobility experienced by people, if any?

How do these mobility outcomes affect you and your community? (well-being, family life, livelihood, health, social relationships, etc.)

What role does the State play in addressing these mobility issues resulting from climate impacts?

How can the State ensure that vulnerable groups are supported in the mobility planning of the government?

What proposals can you think of to address the challenges arising from the link between climate impacts and human mobility?





Exercises:

- a) A Small Island State (SIS) near your city is sinking, and all inhabitants must leave. It has been decided that our university will take on all students from the small island university, doubling its size. As a member of the student committee, there are lots of concerns about what this will mean to your university. The SIS University is known to have lower standards, it is much more politically conservative with separate classes for women and men, a strict uniform policy, and compulsory classes on which praise the family who lead the country. As members of the Student Union you must develop a list of points to ensure the SIS students are integrated according to human rights standards.
- b) Stakeholder role-play: Students will take on roles as government officials, displaced person, NGOs and debate how to design an inclusive climate migration policy.
- c) Case studies of including rights in climate migration.

Case Study 1:

Bangladesh is one of the most climate-vulnerable countries due to rising sea levels, frequent floods, and cyclones. The government has introduced the Bangladesh Climate Change Strategy and Action Plan (BCCSAP) to address these challenges. However, many coastal communities still lack adequate protection, leading to displacement and loss of livelihoods. Many adaptation projects are underfunded or delayed. Coastal residents often do not receive timely warnings or evacuation support. Climate migrants moving to cities face poor living conditions and lack of government assistance.

Discuss:

1. What are the key responsibilities of the Bangladeshi government in protecting climate-affected communities?
2. How can international organizations support Bangladesh in addressing climate migration?
3. What strategies could improve government accountability in climate adaptation?
4. Should wealthier nations contribute more to Bangladesh's climate resilience efforts?





Roleplay Exercise:

Imagine students are representatives from a specific sector (e.g., government, entrepreneur, SME, migrant worker, student, diplomat, military, or civil society). Together, draft an imagined national policy and work plan on climate change and human mobility through a human rights lens. What priorities would student's sector advocate for, and how would students ensure inclusivity, equity, and resilience in their plan?"

Objective:

To help students understand the complexity of policy-making on climate change and human mobility, and to practice applying a human rights lens across diverse social sectors.

Preparation:

1. Divide the class into small groups (4–6 students per group).
2. Assign or let each group choose a role, e.g., government, entrepreneur/SME, migrant worker, student, diplomat, military, civil society/NGO, or indigenous community representative.
3. Provide each group with a short summary of relevant international frameworks (Paris Agreement, Sendai Framework, CEDAW GR37, Global Compact on Migration, FIRE framework).

Activity Steps:

- Role Briefing (10 minutes): Each group discusses its role's main interests, priorities, and constraints in the context of climate change and mobility.
- Policy Drafting (20 minutes): Groups draft an imagined national policy and work plan. They should outline:
 - Key priorities from their sector's perspective.
 - How they would ensure human rights, inclusivity, and equity.
 - What frameworks they would use (and why).
- Presentation (5 minutes per group): Groups present their policy proposals to the class.
- Debrief & Discussion (15 minutes): The teacher facilitates a discussion comparing the policies. Highlight:
 - Areas of conflict between sectors.
 - Opportunities for collaboration.
 - How different frameworks can complement one another.
 - What it means to take an intersectional human rights lens in national climate and mobility planning.





Roleplay Exercise:

Imagine students are representatives from a specific sector (e.g., government, entrepreneur, SME, migrant worker, student, diplomat, military, or civil society). Together, draft an imagined national policy and work plan on climate change and human mobility through a human rights lens. What priorities would student's sector advocate for, and how would students ensure inclusivity, equity, and resilience in their plan?"

Assessment / Reflection:

- Ask each student to write a short reflection: "What did you learn about the challenges of creating inclusive climate mobility policies? How does a human rights lens change your perspective?"



