

HUMAN RIGHTS OF MIGRANT WORKERS IN QATAR



This lesson uses the experiences of migrant workers in Qatar (mainly Nepali) as a case study for examining human rights abuses.

It begins with an interactive presentation which provides background information on Qatar, Nepal and the situation regarding migrant workers in Qatar. The presentation also includes a short NYT video on Nepali migrant workers.

Next, students read and reflect on the personal story of a Nepali migrant worker who suffered major health consequences and who saw his dreams shattered in Qatar.

The third learning activity introduces students to the work of Human Rights Watch and they watch an interview with a HRW official on the 2022 FIFA World Cup.

In the culminating activity, students read a report from HRW, as well as the UDHR and the Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families and identify human rights violations experienced by migrant workers in Qatar, as well as possible remedies.

Finally, the lesson includes an optional "Going Further" activity where students investigate other human rights abuses in Qatar, beyond labor rights.

Learning Materials

- [Study guide in a google doc format](#)

This lesson includes a presentation. Here is a link to it in two formats. Select which one you prefer.

- [Canva](#)
- [Nearpod](#)



a global classroom



Time Requirements

- 2-3 hours

Guiding Questions

- How and why are migrant workers vulnerable to human rights abuses?
- What human rights violations did Nepali and other migrant workers experience in Qatar in the lead up to the 2022 FIFA World Cup?
- What does a remedy for these violations look like?

Learning Objectives

After this lesson, students will be able to:

- Understand the working conditions and challenges faced by migrant workers in Qatar, particularly focusing on Nepali migrant workers.
- Analyze the impact of the kafala sponsorship system on migrant workers and their families.
- Examine the role of Human Rights Watch in advocating for migrant workers' rights and raising awareness of human rights abuses in Qatar.
- Explore the violations of human rights, including those outlined in the Universal Declaration of Human Rights (UDHR) and the Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (ICPRMW), in the context of Qatar's treatment of migrant workers.
- Consider potential remedies and justice for the harms experienced by migrant workers.



US Learning Standards

Common Core

- CCSS.ELA-Literacy.CCRA.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- CCSS.ELA-Literacy.CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.
- CCSS.ELA-Literacy.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.SL.9-10.1a: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.
- CCSS.ELA-Literacy.SL.11-12.1a: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

C3 Framework

- D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
- D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
- D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Learning for Justice

- DI.9-12.10: I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
- JU.9-12.12: I can recognize, describe and distinguish unfairness and injustice at different levels of society.
- JU.9-12.13: I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
- JU.9-12.14: I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.
- JU.9-12.15: I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.



Links to IBDP Global Politics

Unit: Human Rights		
Learning Outcome	Prescribed Content	Examples
Nature and evolution of human rights	<p>Definitions of human rights</p> <p>The UN's The Universal Declaration of Human Rights (1948)</p> <p>Developments in human rights over time and space</p>	<ul style="list-style-type: none"> • Notions such as inalienability, universality, indivisibility, equality, justice, liberty • Human rights milestones, eg civil and political rights, economic, social and cultural rights
Codification, protection and monitoring of human rights	<p>Human rights laws and treaties</p> <p>Monitoring human rights agreements</p>	<ul style="list-style-type: none"> • Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families • Human Rights Watch

Unit: Rights and Justice (First Assessment in 2026)	
Contested meanings	<ul style="list-style-type: none"> • Rights • Justice
Interactions of political stakeholders and actors	<ul style="list-style-type: none"> • Civil society organizations, including advocacy • National and regional governmental commissions and courts • Marginalized, vulnerable and most affected groups and individuals • Private companies and labour unions
Nature, Practice and Study of	<ul style="list-style-type: none"> • International and regional rights frameworks, including the UN system, the Universal Declaration of Human Rights (1948) • Responses to violations of rights and perceived injustices



Thank you!

If you have any questions, would like more resources on this topic, or have any issues with this lesson, please reach out at aglobalclass@gmail.com

If you and/or your students have enjoyed this lesson and found it useful, please leave a positive review on [teachers pay teachers](https://www.teacherspayteachers.com).



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