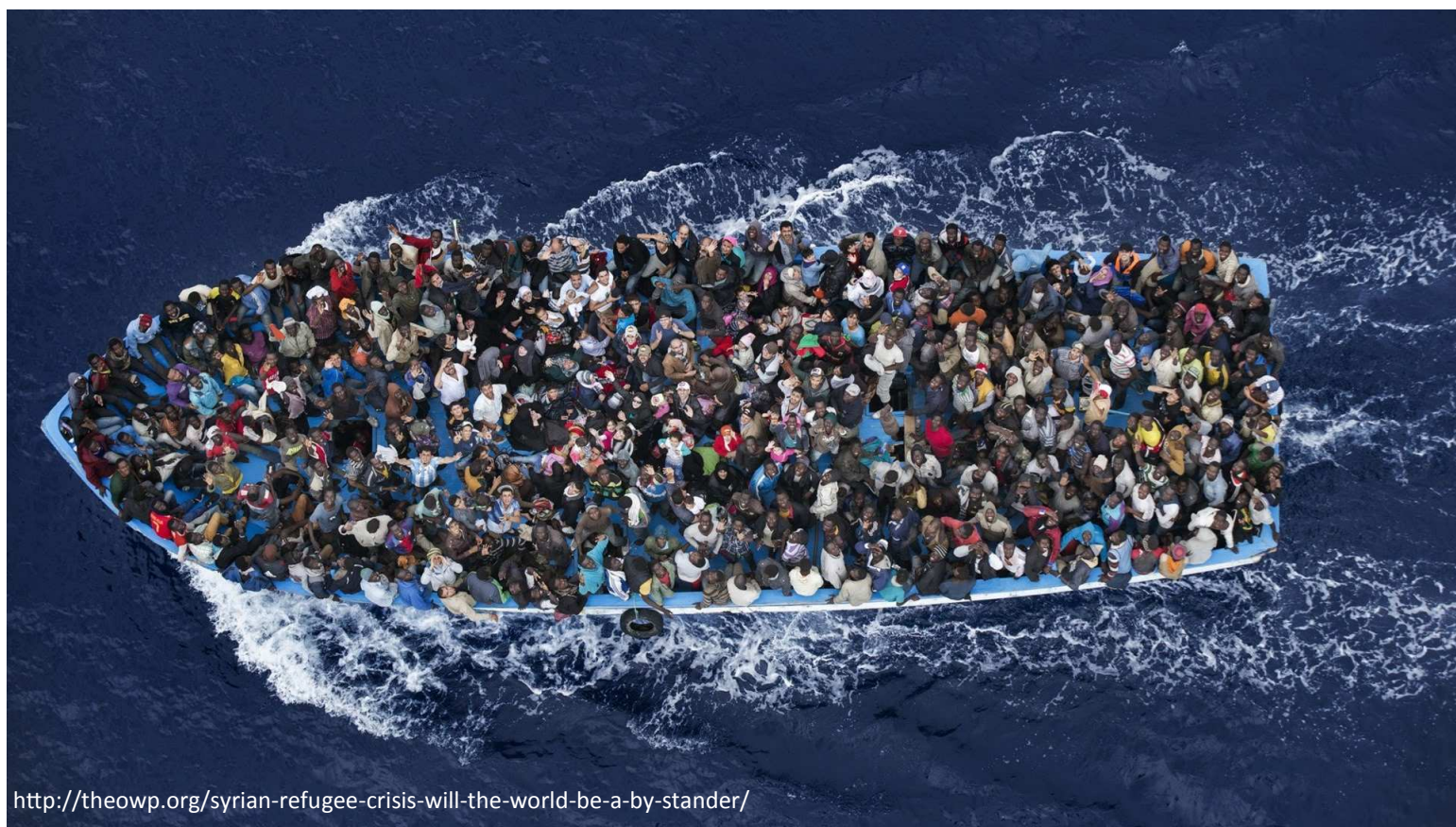




DISPLACEMENT, RESETTLEMENT, AND RESPONDING TO THE GLOBAL REFUGEE CRISIS



<http://theowp.org/syrian-refugee-crisis-will-the-world-be-a-by-stander/>

SUPPLEMENTARY LEARNING FOR EDUCATORS

COMPILED BY:

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EUGENE MARTIN

WORLD AFFAIRS COUNCIL

APRIL 20, 2016



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United Nations



All human beings are born with equal and inalienable rights and fundamental freedoms.

The United Nations is committed to upholding, promoting and protecting the human rights of every individual. This commitment stems from the United Nations Charter, which reaffirms the faith of the peoples of the world in fundamental human rights and in the dignity and worth of the human person.

In the Universal Declaration of Human Rights, the United Nations has stated in clear and simple terms the rights which belong equally to every person.

These rights belong to you.

*They are your rights. Familiarize yourself with them.
Help to promote and defend them for yourself
as well as for your fellow human beings.*

Adopted and proclaimed by General Assembly resolution 217 A (III) of 10 December 1948

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social

progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission

which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

(1) Everyone has the right to freedom of movement and residence within the borders of each State.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

(1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and

to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

(1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

Article 21

(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right to equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international cooperation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

United Nations Department of Public Information

For more information

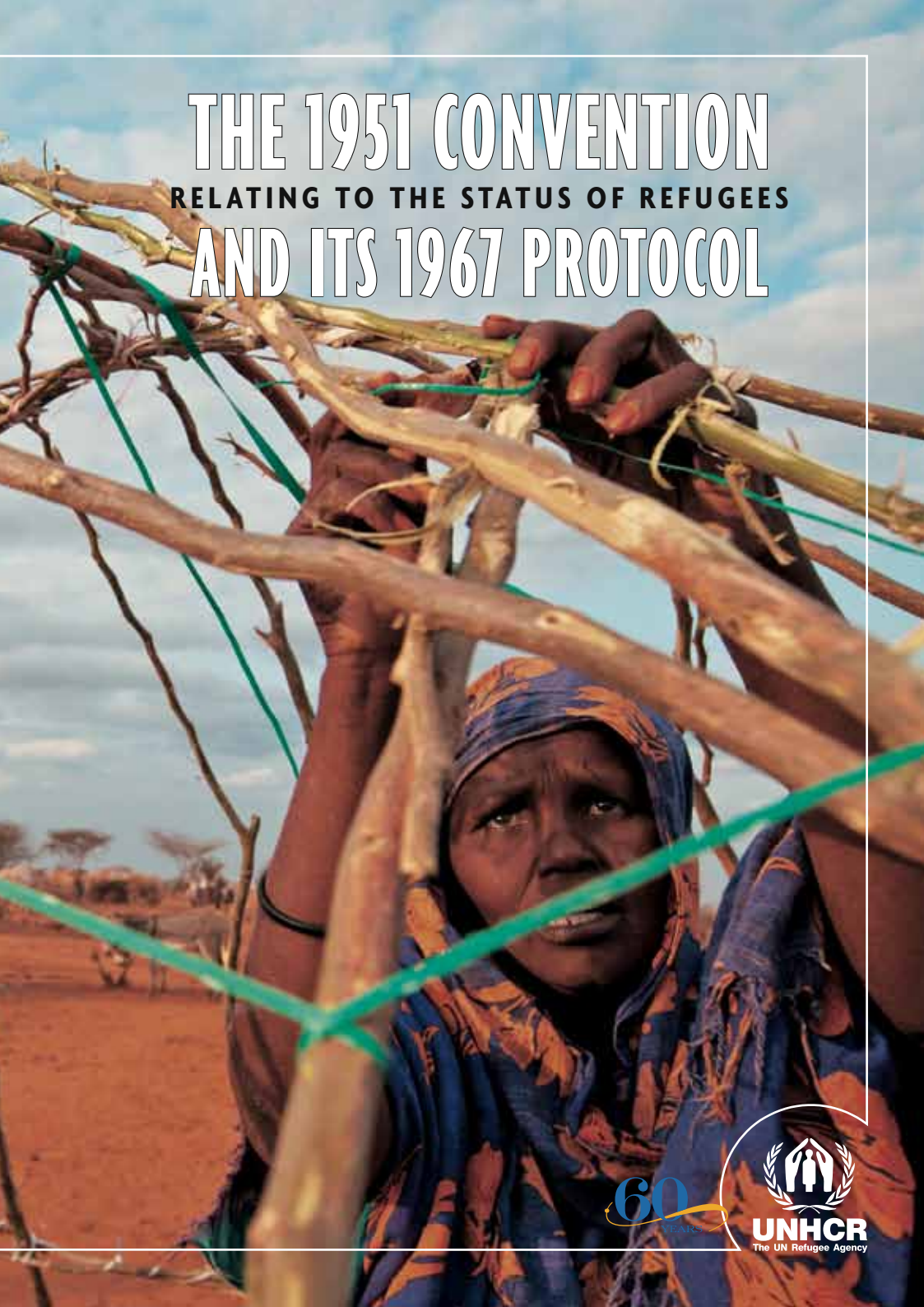
www.ohchr.org/english/issues/education/training/udhr.htm

www.un.org/cyberschoolbus/humanrights/index.asp

THE 1951 CONVENTION

RELATING TO THE STATUS OF REFUGEES

AND ITS 1967 PROTOCOL



60
YEARS



UNHCR
The UN Refugee Agency

Cover:

Kenya: Somali refugee women.

UNHCR / B. HANNON / KEN-2011



For more information about:

UNHCR and its work on refugees

Visit UNHCR's website at www.unhcr.org

You can also consult relevant *Conclusions on International Protection of UNHCR's Executive Committee* at <http://www.unhcr.org/pages/49e6e6dd6.html>

Information relating to the Commemorations:

Visit UNHCR's website at www.unhcr.org/commemorations

International law relating to the protection of refugees and other persons of concern:

Visit UNHCR's Refworld at www.refworld.org/, containing a vast collection of documents relating to situations in countries of origin, protection policy and legal positions, international instruments, case law, and national legislation.

A PERSONAL APPEAL FROM THE UNITED NATIONS HIGH COMMISSIONER FOR REFUGEES

Refugees are among the most vulnerable people in the world. The 1951 Refugee Convention and its 1967 Protocol help protect them. They clarify the rights of refugees and the obligations of the 148 States that are party to one or both of these instruments. Universal accession to the Refugee Convention is a valid and achievable goal. In this anniversary year of the Convention, I appeal to all non-signatory States to accede to it and pledge the full support of my Office to governments to help implement its provisions.

António Guterres
UN High Commissioner for Refugees



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UNHCR, September 2011

THE LEGAL FRAMEWORK FOR PROTECTING REFUGEES

IN THE AFTERMATH OF WORLD WAR I (1914-1918), millions of people fled their homelands in search of refuge. Governments responded by drawing up a set of international agreements to provide travel documents for these people who were, effectively, the first refugees of the 20th century. Their numbers increased dramatically during and after World War II (1939-1945), as millions more were forcibly displaced, deported and/or resettled.

Throughout the 20th century, the international community steadily assembled a set of guidelines, laws and conventions to ensure the adequate treatment of refugees and protect their human rights. The process began under the League of Nations in 1921. In July 1951, a diplomatic conference in Geneva adopted the Convention relating to the Status of Refugees ('1951 Convention'), which was later amended by the 1967 Protocol. These documents clearly spell out who is a refugee and the kind of legal protection, other assistance and social rights a refugee is entitled to receive. It also defines a refugee's obligations to host countries and specifies certain categories of people, such as war criminals, who do not qualify for refugee status. Initially, the 1951 Convention was more or less limited to protecting European refugees in the aftermath of World War II, but the 1967 Protocol expanded its scope as the problem of displacement spread around the world.

These instruments have also helped inspire important regional instruments such as the 1969 OAU Refugee Convention in Africa, the 1984 Cartagena Declaration in Latin America and the development of a common asylum system in the European Union. Today, the 1951 Convention and 1967 Protocol together remain the cornerstone of refugee protection, and their provisions are as relevant now as when they were drafted.

WHY DO REFUGEES NEED PROTECTION?

States are responsible for protecting the fundamental human rights of their citizens. When they are unable or unwilling to do so – often for political reasons or based on discrimination – individuals may suffer such serious violations of their human rights that they have to leave their homes, their families and their communities to find sanctuary in another country. Since, by definition, refugees are not protected by their own governments, the international community steps in to ensure they are safe and protected.

IS THE 1951 CONVENTION STILL RELEVANT IN TODAY'S WORLD?

The realities of conflict, violence and persecution continue to cause displacement. Refugee protection remains urgently needed by those forced to leave their countries. The 1951 Convention and its 1967 Protocol are the only global legal instruments explicitly covering the most important aspects of a refugee's life. According to their provisions, refugees deserve, as a minimum, the same standards of treatment enjoyed by other foreign nationals in a given country and, in many cases, the same treatment as nationals. The 1951 Convention also recognizes the international scope of the refugee problem and the importance of international solidarity and cooperation in trying to resolve them.

The 1951 Convention has shown remarkable resilience over the last 60 years as the nature of conflict as well as patterns of migration have changed. The international system of refugee protection has helped to protect millions of people in a wide variety of situations. As long as people continue to be persecuted, there will be a need for the 1951 Convention and its 1967 Protocol.

PROTECTING REFUGEES WITH THE 1951 CONVENTION

WHO DOES THE 1951 CONVENTION PROTECT?

The 1951 Convention protects refugees. It defines a refugee as a person who is outside his or her country of nationality or habitual residence; has a well-founded fear of being persecuted because of his or her race, religion, nationality, membership of a particular social group or political opinion; and is unable or unwilling to avail himself or herself of the protection of that country, or to return there, for fear of persecution (*see Article 1A(2)*).

People who fulfill this definition are entitled to the rights and bound by the duties contained in the 1951 Convention.

WHAT IS THE DIFFERENCE BETWEEN A REFUGEE AND A MIGRANT?

Refugees are forced to flee because of a threat of persecution and because they lack the protection of their own country.

A migrant, in comparison, may leave his or her country for many reasons that are not related to persecution, such as for the purposes of employment, family reunification or study. A migrant continues to enjoy the protection of his or her own government, even when abroad.

IS REFUGEE PROTECTION PERMANENT?

The protection provided under the 1951 Convention is not automatically permanent.

A person may no longer be a refugee when the basis for his or her refugee status ceases to exist. This may occur when, for example, refugees voluntarily repatriate to their home countries once the situation there permits such return. It may also occur when refugees integrate or become naturalized in their host countries and stay permanently.

CAN SOMEONE BE EXCLUDED FROM REFUGEE PROTECTION?

Yes. The 1951 Convention only protects persons who meet the criteria for refugee status. Certain categories of people are considered not to deserve refugee protection and should be excluded from such protection.

This includes persons for whom there are serious reasons to suspect that:

- they have committed a crime against peace, a war crime, a crime against humanity or a serious non-political crime outside their country of refuge; or
- they are guilty of acts contrary to the purposes and principles of the United Nations.

WHAT RIGHTS DO REFUGEES HAVE UNDER THE 1951 CONVENTION?

The 1951 Convention contains a number of rights and also highlights the obligations of refugees towards their host country. The cornerstone of the 1951 Convention is the principle of *non-refoulement* contained in Article 33. According to this principle, a refugee should not be returned to a country where he or she faces serious threats to his or her life or freedom. This protection may not be claimed by refugees who are reasonably regarded as a danger to the security of the country, or having been convicted of a particularly serious crime, are considered a danger to the community.

Other rights contained in the 1951 Convention include:

- The right not to be expelled, except under certain, strictly defined conditions (Article 32);
- The right not to be punished for illegal entry into the territory of a contracting State (Article 31);
- The right to work (Articles 17 to 19);
- The right to housing (Article 21);
- The right to education (Article 22);
- The right to public relief and assistance (Article 23);
- The right to freedom of religion (Article 4);
- The right to access the courts (Article 16);
- The right to freedom of movement within the territory (Article 26); and
- The right to be issued identity and travel documents (Articles 27 and 28).

Some basic rights, including the right to be protected from *refoulement*, apply to all refugees. A refugee becomes entitled to other rights the longer they remain in the host country, which is based on the recognition that the longer they remain as refugees, the more rights they need.

WHAT RIGHTS DOES THE 1967 PROTOCOL CONTAIN?

The 1967 Protocol broadens the applicability of the 1951 Convention. The 1967 Protocol removes the geographical and time limits that were part of the 1951 Convention. These limits initially restricted the Convention to persons who became refugees due to events occurring in Europe before 1 January 1951.

DOES A REFUGEE ALSO HAVE OBLIGATIONS?

Refugees are required to abide by the laws and regulations of their country of asylum and respect measures taken for the maintenance of public order.

WHO DETERMINES WHETHER A PERSON IS A REFUGEE? HOW IS THIS DONE?

Protecting refugees is primarily the responsibility of States. This may be done by an individual or group assessment as to whether they meet the definition in the Convention. Although the 1951 Convention does not prescribe a particular procedure for the determination of whether a person is a refugee, where an individual assessment is the preferred approach, any procedures must be fair and efficient. This would require that States designate a central authority with the relevant knowledge and expertise to assess applications, ensure procedural safeguards are available at all stages of the process and permit appeals or reviews of initial decisions. UNHCR has been tasked to assist States to establish such procedures.

IS THE 1951 CONVENTION THE ONLY INSTRUMENT RELEVANT TO THE RIGHTS OF REFUGEES?

No. The 1951 Convention is the only global legal instrument dealing with the status and rights of refugees. In addition to the 1951 Convention, there are several conventions and declarations that are of particular relevance in specific regions. For example, there are legal instruments on refugees that apply in Africa, Latin America and the European Union. There is also a substantial body of international human rights law that complements the rights of refugees in the 1951 Convention. States are already committed to protecting the human rights of refugees through their human rights obligations, not least the right to live in security and with dignity.

CAN A COUNTRY THAT HAS NOT SIGNED THE 1951 CONVENTION REFUSE TO ADMIT A PERSON SEEKING PROTECTION?

The principle of *non-refoulement*, which prohibits the return of a refugee to a territory where his or her life or freedom is threatened, is considered a rule of customary international law. As such it is binding on all States, regardless of whether they have acceded to the 1951 Convention or 1967 Protocol. A refugee seeking protection must not be prevented from entering a country as this would amount to refoulement.

HOW DOES UNHCR ASSIST STATES TO PROTECT REFUGEES?

UNHCR is mandated by the United Nations General Assembly to seek international protection and permanent solutions for refugees. It also has the responsibility to supervise the implementation of the 1951 Convention by States Parties. States Parties are required to cooperate with UNHCR, and provide relevant information and statistical data. UNHCR's role complements that of States, contributing to the protection of refugees by:

- Promoting accession to, and implementation of, refugee conventions and laws;
- Ensuring that refugees are treated in accordance with internationally recognized legal standards;
- Ensuring that refugees are granted asylum and are not forcibly returned to the countries from which they have fled;
- Promoting appropriate procedures to determine whether or not a person is a refugee according to the 1951 Convention definition and/or to other definitions found in regional conventions; and
- Seeking durable solutions for refugees.

WHAT IS THE LINK BETWEEN UNHCR AND THE 1951 CONVENTION?

UNHCR serves as the 'guardian' of the 1951 Convention and its 1967 Protocol. The 1951 Convention expressly provides that States are expected to cooperate with UNHCR in ensuring that the rights of refugees are respected and protected.

THE IMPORTANCE OF ACCESSION TO THE 1951 CONVENTION

WHY IS IT IMPORTANT FOR STATES TO ACCEDE TO THE 1951 CONVENTION AND ITS PROTOCOL?

The refugee phenomenon is one of truly global proportions, affecting not only millions of marginalized people directly but also the policies and practices of virtually every government in the world. To help tackle this problem UNHCR believes that it is necessary to broaden the base of State support for these refugee instruments, ensuring that the protection provided to refugees is more universal in scope and the burdens and responsibilities of governments are more equitably distributed and consistently applied.

When a State accedes to the 1951 Convention:

- it demonstrates its commitment to treating refugees in accordance with internationally recognized legal and humanitarian standards;
- it gives refugees a possibility to find safety;
- it helps to avoid friction between States over refugee questions. Granting asylum is a peaceful, humanitarian and legal act rather than a hostile gesture, and should be understood by the refugee's country of origin as such;
- it demonstrates its willingness to share the responsibility for protecting refugees; and
- it helps UNHCR to mobilize international support for the protection of refugees.

FREQUENTLY ASKED QUESTIONS

■ How to accede to the 1951 Convention?

A State can accede to the 1951 Convention at any time by depositing a so-called “instrument of accession” with the United Nations Secretary-General. The instrument of accession must be signed by the Head of State or Government or the Foreign Minister, and is then usually transmitted through the Representative of the acceding country accredited to the United Nations Headquarters in New York. A model instrument for accession to the 1951 Convention can be found in Annex I.

When acceding to the 1951 Convention, States must make a declaration as to whether they choose alternative (a) or (b) of Article 1B (1) of the 1951 Convention.¹ Nearly all States Parties to the 1951 Convention have accepted the wider alternative and acknowledge events “occurring in Europe and elsewhere”; and almost all States that originally introduced the geographical limitation as per alternative (a) have since withdrawn it.

¹Article 1B (1) states: “For the purpose of this Convention, the words ‘events occurring before 1 January 1951’ in Article 1, Section A, shall be understood to mean either:

(a) ‘events occurring in Europe before 1 January 1951’ or

(b) ‘events occurring in Europe and elsewhere before 1 January 1951’,

and each Contracting State shall make a declaration at the time of signature, ratification or accession, specifying which of these meanings it applies for the purpose of its obligations under this Convention.”

■ How to accede to the 1967 Protocol?

States wishing to accede to the 1967 Protocol must follow a similar procedure as for accession to the 1951 Convention. Accession to the 1967 Protocol obliges the acceding State to apply the provisions of the 1951 Convention without any temporal or geographical limitations, unless in relation to the latter they maintain a declaration under paragraph (a) of Article 1B(1) of the 1951 Convention. A model instrument for accession to the Protocol can be found in Annex II.

■ Can a State accede simultaneously to both the 1951 Convention and the 1967 Protocol?

Yes. In fact, most States have done so. When acceding simultaneously to both instruments, States must still make a formal declaration regarding the geographical application under 1B (1) of the 1951 Convention.

TIONS ABOUT ACCESSION

■ What happens in situations of State succession?

In cases where States have been disintegrated or divided in parts, the new States are in principle bound by treaties to which the predecessor State was a State Party. These new States should notify the Secretary-General as the depository of the 1951 Convention and the 1967 Protocol accordingly of their succession to these treaties. Model instruments for succession to the Convention and Protocol can be found in Annexes III and IV.

■ Can a State adopt reservations to the provisions of the 1951 Convention and the 1967 Protocol?

In principle, reservations are permitted at the time of ratification or accession to the 1951 Convention. In accordance with Article 42 of the 1951 Convention, however, reservations may not be made to several of its fundamental provisions, namely:

- Article 1 (definition of the term “refugee”);
- Article 3 (non-discrimination);
- Article 4 (freedom of religion);
- Article 16(1) (access to courts);
- Article 33 (non-refoulement); and
- Articles 36–46 (final clauses).

Upon accession to the 1967 Protocol, reservations may be made to any article(s) of the 1951 Convention, except those mentioned above. No reservations may be made to Article II of the 1967 Protocol, concerning cooperation with UNHCR.

Reservations must be compatible with the object and purpose of the 1951 Convention and 1967 Protocol and should not be expressed so broadly that it is impossible for other States Parties to determine their scope. Instead of a reservation, States can also make an “interpretative declaration”. Such declarations do not modify the legal effects of a provision, but express a State’s understanding of certain aspects of the 1951 Convention or 1967 Protocol.

■ Can reservations, once made, be withdrawn?

Yes. Over time, and in response to changes in circumstances, many States have withdrawn reservations made at the time of accession.

MODEL INSTRUMENT OF ACCESSION TO THE CONVENTION RELATING TO THE STATUS OF REFUGEES OF 1951

WHEREAS a Convention Relating to the Status of Refugees was adopted by the United Nations Conference of Plenipotentiaries on the Status of Refugees and Stateless Persons on the 25th day of July, one thousand, nine hundred and fifty-one, and is open for accession pursuant to Article 39 thereof;

AND WHEREAS it is provided in section 3 of the said Article 39 that accession thereto shall be effected by deposit of an instrument with the Secretary-General of the United Nations;

NOW THEREFORE, the undersigned, [Title of Head of State or Government, or of Foreign Minister], hereby notifies the accession of [State concerned] to the said Convention, and declares that [State concerned] considers itself bound by alternative (b) of Article 1B(1) thereof, that is to say “events occurring in Europe or elsewhere before 1 January 1951”.

GIVEN under my hand in _____ this _____ day of _____ two thousand and _____.

[Public Seal and
Signature of Custodian,
if appropriate]

[Signature of Head of State,
Head of Government or
Foreign Minister]

MODEL INSTRUMENT OF ACCESSION TO THE PROTOCOL RELATING TO THE STATUS OF REFUGEES OF 1967

WHEREAS the Protocol Relating to the Status of Refugees was adopted by the General Assembly of the United Nations on the 16th day of December, one thousand, nine hundred and sixty six, and is open for accession pursuant to Article V thereof;

AND WHEREAS it is provided in Article V that accession thereto shall be effected by deposit of an instrument with the Secretary-General of the United Nations;

NOW THEREFORE, the undersigned, [Title of Head of State or Government, or of Foreign Minister], hereby notifies the accession of [State concerned] to the said Protocol.

GIVEN under my hand in _____ this _____ day of _____ two thousand and _____.

[Public Seal and
Signature of Custodian,
if appropriate]

[Signature of Head of State,
Head of Government or
Foreign Minister]

MODEL INSTRUMENT OF SUCCESSION TO THE CONVENTION RELATING TO THE STATUS OF REFUGEES OF 1951

WHEREAS the Convention Relating to the Status of Refugees, done at Geneva on 25 July 1951, was ratified by [Former State Party];

AND WHEREAS the Government of [Successor State] has examined the said Convention;

THE GOVERNMENT of [Successor State] declares that it regards the said Convention as continuing in force for [Successor State] and hereby succeeds to the same;

NOW THEREFORE, the undersigned, [Title of Head of State or Government, or of Foreign Minister], hereby notifies the succession of [Successor State] to the said Convention, and declares that [Successor State] considers itself bound by alternative (b) of Article 1B(1) thereof, that is to say “events occurring in Europe or elsewhere before 1 January 1951”.

GIVEN under my hand in _____ this _____ day of _____ two thousand and _____.

[Public Seal and
Signature of Custodian,
if appropriate]

[Signature of Head of State,
Head of Government or
Foreign Minister]

MODEL INSTRUMENT OF SUCCESSION TO THE PROTOCOL RELATING TO THE STATUS OF REFUGEES OF 1967

WHEREAS the Protocol Relating to the Status of Refugees was adopted by the General Assembly of the United Nations on the 16th day of December, one thousand, nine hundred and sixty six, and was ratified by [Former State Party];

AND WHEREAS the Government of [Successor State] has examined the said Protocol;

THE GOVERNMENT of [Successor State] declares that it regards the said Protocol as continuing in force for [Successor State] and hereby succeeds to the same;

NOW THEREFORE, the undersigned, [Title of Head of State or Government, or of Foreign Minister], hereby notifies the succession of [Successor State] to the said Protocol.

GIVEN under my hand in _____ this _____ day of _____ two thousand and _____.

[Public Seal and
Signature of Custodian,
if appropriate]

[Signature of Head of State,
Head of Government or
Foreign Minister]



EDUCATOR GUIDE

Enrique's JOURNEY

The True Story of a Boy Determined to Reunite with His Mother

Adapted for Young People

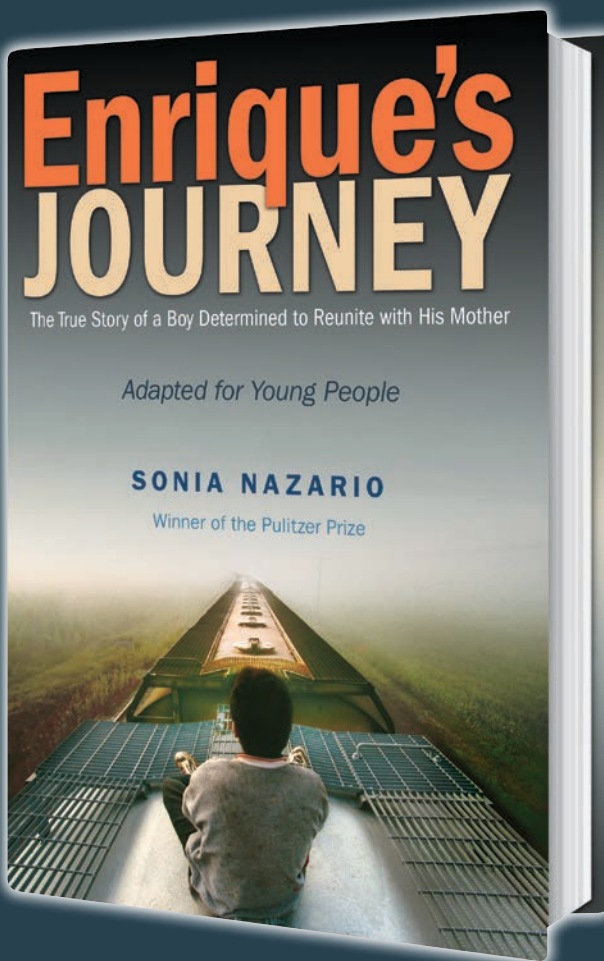
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GLB: 978-0-375-99104-2
EL: 978-0-307-98315-2

About the Book

Enrique is only five years old when his mother leaves her starving family in Honduras and illegally enters the United States in search of a better life. Her plan is to make enough money for Enrique and his sister, Belky, to join her. Opportunities for immigrants like Enrique's mother are few, however, and she cannot deliver on her promise. Years later, at age sixteen, Enrique is still in Honduras, and his resentment toward his mother is increasing. Yet his urge to see her is so great that he sets out on a dangerous journey through Mexico, across the US border, and eventually to North Carolina. There, the two are finally reunited, but the fairy-tale life Enrique imagined is nowhere to be found. His encounters with bandits, corrupt cops, and dishonest coyotes have hardened him, and he finds himself battling drug addiction and arguing with his mother, refusing to live by her rules. *Enrique's Journey* is the story of a family torn apart, yearning to be together again, and trying to heal deep wounds—a story all too common among America's newcomers.

Pre-Reading **ACTIVITY**

Read aloud both poems “Unguarded Gates” (1895) by Thomas Aldrich and “The New Colossus” (1883) by Emma Lazarus (people.hofstra.edu/alan_j_singer/294%20Course%20Pack/6.%20Immigration/114.pdf). Have students write about why people might have different views on immigration and how those views can affect the way people are treated.

Questions for **GROUP DISCUSSION**

- *Enrique’s Journey* is a work of nonfiction. What sparked the idea for the book? Discuss how Nazario approaches her research.
- What does the United States offer Latin American immigrants that they cannot get in their own countries?
- Explain the relationship between Mexicans and Central Americans as described in the book. Why do some Mexicans feel superior to their southern neighbors?
- Discuss the value of family in Latino culture. Why are mothers often more revered than fathers? What is the role of grandmothers? Discuss the effect of immigration on families. Compare and contrast Enrique’s and Belky’s lives in Honduras after their mother leaves.
- Describe Enrique’s living conditions in Honduras. He grows to resent both his mother and his father, though for different reasons. How are those reasons different? Why does Enrique think finding his mother will solve his problems? How does his resentment toward his mother continue after they are reunited?
- What is Enrique’s relationship with Diana, his half sister? How is her life more hopeful than his? Discuss the environment in which Diana lives. How does it contribute to her difficulties as a student and failure to graduate from high school?
- Describe the guilt that Lourdes feels when she leaves her children. Why does she kiss Belky good-bye but finds it too hard to face Enrique? How does she attempt to assuage her guilt when she gets to the United States?

- Aunt Rosa Amalia believes that being separated from their mother has caused Enrique and Belky deep emotional problems. Cite specific evidence from the book that supports this belief.
- Lourdes often misses her country and her family. When is her homesickness most evident? How does pride keep her from going home?
- Explain Enrique’s relationship with María Isabel. Why does she find it difficult to forget Enrique despite his deep flaws? How does religion help María Isabel get through her darkest moments with Enrique? Describe Enrique’s reaction when he learns that he has a daughter.
- What is Enrique’s attitude toward gangs? How is his view of El Brujo different from his view of other gang members? Why does their friendship end?
- Latino immigrants come to the United States with hope for a better life. Why is their hope fragile? Explain how “coyotes” often take advantage of their optimism. How do Padre Leo and Olga work to restore dignity and hope to immigrants in despair? Why does Enrique lose hope?
- In the prologue, a woman in Los Angeles who helps immigrants from Latin America says that journeys like Enrique’s represent “the adventure story of the twenty-first century” (p. 16). What elements of this book make it an adventure story? How is Enrique’s story also one of survival? What is the climax of *Enrique’s Journey*?
- Why does Enrique become the “most famous undocumented immigrant in America” (p. 213)? How might his story be a lesson about the perils of drug use and addiction? What chance do his children have for a better life?
- Discuss some of the anti-immigrant measures local, state, and national governments have taken. What are the gray areas of the issue? What do immigration observers mean when they say that the United States has a “schizophrenic immigration policy” (p. 238)?

Correlates to Common Core Standards Reading: Informational Text Key Ideas & Details RI. 7.1, 8.1, 7.2, 8.2; Craft & Structure RI. 7.5, 8.5, 7.6, 8.6; Integration of Knowledge & Ideas RI. 7.8, 8.8.

ACTIVITIES

- Instruct students to jot down unfamiliar words and try to define them using clues from the context. Such words may include: *corroborate* (p. 12), *vortex* (p. 12), *deter* (p. 13), *vulnerability* (p. 37), *introverted* (p. 41), *salvation* (p. 48), *atrocities* (p. 67), *desolate* (p. 112), *stymied* (p. 117), *futile* (p. 161), *inconsolable* (p. 164), *berates* (p. 170), *extortion* (p. 213), *perpetrator* (p. 214), and *rancor* (p. 229). Then have them use a dictionary to define the words. How well did they do?

🕒 **Correlates to Common Core Standards Language: Vocabulary & Acquisition & Use L. 7.5, 8.5.**

- Have students write a brief essay titled “Sonia Nazario’s Position on Immigration.” Instruct them to cite specific quotes from the book to support their claims.

🕒 **Correlates to Common Core Standard Reading: Informational Text: Craft & Structure 7.6, 8.6; Writing: Text Types & Purposes ELA-Literacy W. 7.1, 8.1.**

- Ask students to explain the following simile: “To migrants, begging in Chiapas is like walking up to a loaded gun.” Have them find other similes in the book that describe extreme danger. Then instruct them to write a simile that captures Enrique’s fear of crossing the Rio Grande, or his fear for his family when he is in jail at the end of the book.

🕒 **Correlates to Common Core Standards Reading: Informational Text: Craft & Structure ELA-Literacy R. 7.4, 8.4.**

- Padre Leo communicates his message to parishioners by “spinning a lesson out of a popular movie or song” (p. 123). Divide the class into small groups and ask them to find a contemporary song lyric that Padre Leo might use to deliver a message of hope. Allow time for each group to share the lyrics in class. Instruct them to lead a discussion that draws a relationship between the hope expressed in the lyrics and the journeys of the migrants.

🕒 **Correlates to Common Core Standards Speaking & Listening: Comprehension & Collaboration SL. 7.2, 8.2.**

- Read the brief first-person stories of immigrants on the following website: library.thinkquest.org/20619/Present.html. Then have students write a similar entry from the point of view of Enrique, Lourdes, or María Isabel.

🕒 **Correlates to Common Core Standards Writing: Text Types & Purposes W. 7.3, 8.3.**

- Instruct students to read about the Dream Act on the following websites: immigrationpolicy.org/just-facts/dream-act-resource-page and utsa.edu/twp/spring12/0103spring2012.pdf. Have them write a letter to their congressman or congresswoman explaining their position on this controversial act. Encourage peer editing for clarity and grammar.
 - **Correlates to Common Core Standards Reading: Informational Text: Key Ideas & Details RI. 7.3, 8.3, Integration of Knowledge & Ideas RI. 7.8, 8.8; Writing: Research to Build & Present Knowledge W. 7.7, 8.7, Production & Distribution of Writing W. 7.4, 8.4, 7.5, 8.5.**
- Have students take the Civics Test for Naturalized Citizenship (uscis.gov/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/100q.pdf). Return the graded tests to students. Ask them to find the correct answers for the questions they missed and cite their sources.
 - **Correlates to Common Core Standards Reading: Informational Text: Key Ideas & Details RI. 7.1, 8.; Writing: Research to Build & Present Knowledge W. 7.8, 8.8.**
- Have students read about how U.S. border enforcement evolved “from horseback to high-tech” at migrationinformation.org/usfocus/display.cfm?ID=370. Divide the class into four groups and have each group further research border-control strategy in one of these time periods: 1904–1985; 1986–1992; 1993–2001; 2001–present. Have each group present their findings to the class..
 - **Correlates to Common Core Standards Reading: Informational Text: Integration of Knowledge & Ideas RI. 7.7, 8.7; Speaking & Listening: Comprehension & Collaboration SL. 7.1, 8.1, 7.2, 8.2.**

About the Author

Sonia Nazario was a projects reporter for the *Los Angeles Times* and staff writer for the *Wall Street Journal*. She has spent more than two decades reporting and writing about social issues. In addition to numerous national journalism and book awards she won the Pulitzer Prize for her work on the newspaper series that served as the basis for the adult edition of *Enrique's Journey*. Sonia Nazario grew up in Kansas and in Argentina and lives in Los Angeles with her husband.