Age Range: KS3 or KS4

Timing: This unit is designed to be run across a lesson lasting at least one hour. We would suggest that where possible two hours is allocated to allow you to explore each activity fully. Suggested timings are only given as a loose guide. You should spend as long as required on each activity depending on your students needs. Some optional extension activities have also been included.

Curriculum references:

Citizenship main aims: Develop a sound knowledge and understanding of the political framework of the UK, the law making process and means in which all citizens can engage with the political process. Develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced.

Citizenship KS4: The legal system in the UK, different sources of law and how the law helps society deal with complex problems. Local, regional and international governance and the United Kingdom’s relations with the rest of Europe, the Commonwealth, the United Nations and the wider world. Human rights and international law. Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

Cross Curricular Links:

SMSC: Recognise legal boundaries and, in so doing, respect the civil and criminal law in England. Accept and engage with the fundamental British values of democracy, the rule of law, individual liberties and mutual respect.

Language and Literacy: This lesson supports aims relating to spoken language, reading and writing and vocabulary development.

English: Speak confidently and effectively including through using standard English confidently in a range of formal and informal contexts, including class discussion.

Related lessons plans:

- Human Rights
- Discriminations
- Citizens’ Rights & Brexit

Lesson Objectives

By the end of the lesson students will...

- identify the reasons why people leave their home and place of origin;
- explore the law and rights that people have if they choose to leave their home to migrate, or if they become a displaced person or refugee;
- apply this knowledge and think critically about a state or countries obligations looking at different case studies.

Worksheets and Resources:

Worksheet 1 – Who’s Who?
Worksheet 2 – Hana
Worksheet 3 – A Right to Stay?
https://vimeo.com/259015875
https://vimeo.com/259017883

A glossary of terms has also been included within the resources. Words highlighted in pink can be found within the glossary.
Overview of Lesson:
This session focuses on the various reasons people may have to move from one place to another, sometimes within their own country, sometimes to other countries. It then goes on to explore how UK and international law impacts a person’s right to migrate.

Please note: The topics covered during this lesson are of a sensitive nature. It is important that students understand the need to treat other people’s views with respect. Be aware that students may disclose personal or familial experiences and may need additional support.

Activity 1 (20 mins):
Who’s Who? – Students explore what the difference is between refugees, asylum seekers, migrants and displaced people.

Activity 2 (20 mins):
National and International Law – Students are introduced to a number of key pieces of legislation that have defined how migrants are treated and what their rights are.

Activity 3 (15 mins):
A Right To Stay? – Using the knowledge they have gained during the first two activities students are asked to examine a number of scenarios and decide whether they think a person should be permitted to stay in a new country or place after leaving their home.

Introduction (10 mins):
Share the lesson objectives on slide 2 and explain to the group that this lesson will look at how and why people move from one place to another, sometimes within a country and sometimes to other countries.

Explain to students that the topics covered during this lesson are of a sensitive nature and that it is important that all people are listened to and their views respected. You may find it helpful to establish some ground rules.

Ensure students understand that if they are concerned or worried about anything discussed or raised during the lesson they can always talk to a teacher.

Slide 3 - Contains a thought provoking image which aims to engage students in the subject matter.

Ask students to spend a couple of minutes personally reflecting on the question.

Having spent a few moments reflecting, ask students to turn to the person next to them and share their answers. After a few more minutes ask the pairs to feedback their ideas to the whole class and jot these down onto a whiteboard / flipchart.

Q: Why would you leave?
Reasons could include: New job / a better life for their family / new environment / fear of persecution / conflict / war/ natural disaster / study abroad / join family members abroad.

Conclude this section by showing students slide 4 which provides a definition for migration.
Activity 1: Who’s Who? (20 mins)

Remind students that there are many reasons a person may leave their home. Often people will chose to leave their home in order to seek better living conditions, these people are generally described as **migrants**. However, many people may not have a choice and may feel they are forced to leave, often they are referred to as **displaced people**. The displacement of people happens for many varied and complex reasons, and can include; natural disasters, wars and accidents.

**Q:** Can you think of any other names for a displaced person?

*Migrant, immigrant, asylum seeker, refugee.*

This activity can be completed individually, in pairs or through small group discussions. Handout copies of **worksheet 1** and ask students to match the word with the correct definition. After 5 minutes ask students to feedback their answers. Answers can be found below and on slide 5.

<table>
<thead>
<tr>
<th>Internally displaced person (IDP)</th>
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<td>A person who moves from one place to another, especially to find work and/or better living conditions.</td>
</tr>
<tr>
<td>Refugee</td>
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</tr>
<tr>
<td>International student</td>
<td>Someone who is forced to flee his or her home but who remains within his or her country’s borders.</td>
</tr>
</tbody>
</table>
Activity 1: Who’s Who? cont. (20 mins)

Slides 6-10 – These provide further details and examples of the different types of migrants and displaced people.

Explain to students that there is some cross over between definitions. For example, between that of a refugee and an asylum seeker. A refugee is anyone who has fled their home due to a well founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group or political opinion. An asylum seeker is someone who is in the process of applying for official refugee status within a specific country. As long as they have a well founded fear of persecution they are still a refugee even if they are also claiming asylum, they have just not been granted official status yet.

Slide 11 – Having looked at examples of displaced people read students the scenario on slide 11.

Q: Which definition from worksheet 1 would you use to describe Hana?

As outlined above, it is important that students understand that the definitions used on worksheet 1 may and do overlap. In this case, initially Hana and her family were in the UK on a working visa so she would fit within the migrant category. However, due to the conflict in Syria it is no longer safe for them to return so they may now be eligible for international protection and as such she may now look to claim asylum in the UK.

If you would prefer students to discuss this in small groups a copy of this scenario has also been provided on worksheet 2.

Finish this activity by showing the video on slide 12 which will solidify students understanding of the different types of displaced people (https://vimeo.com/259015875).

Slide 13 provides an overview of some of the rights covered in the video. If you have time you might find it helpful to ask students the following questions to further expand their thinking.

Q: Do you think it is fair that asylum seekers do not have the right to work whilst they are awaiting a decision on their status?

Q: Do you think it is fair that asylum seekers do not have any say in where they live?

Q: Do you think people who are officially recognised as refugees should be entitled to the same access to welfare and housing benefits as UK citizens?
Activity 2: National Law and International Law. (20 mins)

So far we have used the terms migration and displaced people to describe the general movement of people from one place to another. Often in the media you will hear the term immigration. Ask students the following question:

Q: What does immigration mean?

Immigration describes the action of coming to live permanently in a foreign country.

Students may at this stage ask questions about, or make reference to, illegal immigrants. An optional extension activity has been included on page 9 which explores this area and could be used if time permits.

Slide 14 – Explain to students that during this activity we are going to look at what the law says in relation to displaced people. We will be looking at the law on two different levels: International Law and National Law.

International Law

Ask students what springs to mind when they hear the term Human Rights. Explain to students that in 1948 the United Nations set out a number of basic human rights that should be universally protected.

Whilst the document is not legally binding it is commonly used to remind states of their human rights commitments. All people, including anyone who has left or fled their home, are protected by these basic human rights.

Slide 15 – Explain to students that under international law there are two United Nations covenants which are legally binding. Further details on both can be found in the glossary of terms.

Slide 16 – Explain to students that in 1951 the Geneva Refugee Convention, a multilateral treaty, provided a definition of a refugee. It also set out the rights of all individuals who are granted asylum and what responsibilities the nations that grant that asylum have. Many national laws, including the domestic law of the UK, went on to base their definition of what a refugee is on this convention. All the countries which signed up to this agreement are legally bound by it and many people would argue that it is universally binding.

Ask students the following question:

Q: What does the word persecution mean?

Persecution means killing or causing a person serious harm. This harm can be physical or psychological, and can include severe discrimination or economic deprivation (e.g. preventing a person from earning a living or accessing essential care.) Persecution is a violation of a person’s fundamental human rights.
Slide 17 – The picture shows The European Court of Human Rights (ECHR) in Strasbourg, France. In 1950 the ECHR drafted and ratified an international treaty which formed the cornerstone of much of the UK law and international law on human rights. Some examples of the rights that are protected under this treaty can be found on this slide. The UK has many obligations under international human rights and humanitarian law. The international treaties it is bound by include: The Refugee Convention 1951, the UN Convention Against Torture 1984, the UN Convention on the Rights of the Child 1989 and the Council of Europe Trafficking Convention 2005.

UK National Law (domestic law)

Slide 18 – Read through the three main points on slide 18 and ensure that all students understand the language used e.g. ‘abode’, ‘exempt’ and ‘EEA’. It is worth mentioning to students that often individuals within one family could fall into different categories. Ask students the following questions.

Q: In the Immigration Act 1971 why is the word ‘permission’ used?
It allows the UK to control immigration and means that people from all over the world cannot simply decide to come to the UK to live and work, permission needs to be granted first. If they live outside of the EEA they will need to apply for a work visa in order to live and work in the UK.

Q: What reasons for giving permission might there be?
Tourism, marriage, family reunion, work, education, to ensure the safety of a person.

Ensure that students understand that under UK law if an individual is not a member of the EEA, is not a British citizen, or does not have permission then they cannot live or work in the UK.

Show students the video on slide 19 which will help to solidify their understanding of the rights of migrants both in international and UK law (https://vimeo.com/259017883).

Slide 20 – Ask students to work in pairs or small groups to discuss the two questions on slide 20.

Q: Should international law trump national law?
For - Many people would argue that international law holds all countries to the same standard and therefore should be held above national law. This would better support organisations such as the UN which aims to protect the human rights of all people across the world.

Against - However, others would say that by giving international organisations the power to enforce laws then national sovereignty can be eroded. It also raises the question of how the people who are enforcing international law have been elected.

Q: Are there any circumstances where migration from one country to another should never be permitted?
Some people would argue that there are certain extreme circumstances which should stop migration from one country to another for example, if there is a health crisis such as Ebola.
Activity 3: A right to stay? (15 mins)

This activity is designed to explore views and understanding. It should be made clear to students that there are no right or wrong answers and that no one will be judged for the decisions they make during the activity. The activity should be done individually.

Slide 21 – Give students a copy of worksheet 3. Ask them to read through each scenario and decide for each person/family whether or not they should be given the right to live in another town or country always, sometimes or never. Explain they will only have a limited time (5 minutes) to make their decisions.

After the 5 minutes is up ask for feedback on the various scenarios. This could simply be done as a show of hands for each scenario or you could ask one or two students for their answers and then see if the rest of the class agrees or has a different opinion. It is important that students are encouraged to expand on their answers and state why they came to the conclusion they did.

This activity could potentially prove a little contentious so it is important to closely monitor the room and remind all students of the discussion you had at the start of the lesson about respecting each other’s opinions. You may find it helpful to point students to the UK law regarding this, the articles of the ECHR and the definition of a refugee contained within the Geneva Convention.

A number of questions have been included below that could be used to prompt discussion on each case.

Q: Is the person in question facing persecution? If so, on what grounds?
Q: Are they able to seek protection from this persecution in their own country?
Q: How might the situation in their home country change over time?
Q: If the situation in their home country changes (e.g. the conflict ends) should they be expected to return home immediately?
Q: Are any other human rights involved?

An optional extension activity has been included on page 10. This looks at a further case study in more detail.
Plenary (5 mins)

Slide 22 – Ask students the following questions as a conclusion to the lesson. These questions can be in the form of written answers or a whole class discussion. You can use this as an opportunity to revisit the learning objectives and to clarify any insecurities in knowledge.

Q: List three new things that you have learnt in this lesson.
Q: What have you found most surprising about what we have discussed today?
Q: Share one piece of important information, concept or view you now have.
Optional Extension Activity – Illegal Immigrants (10 mins)

Q: What do you understand by the term illegal immigrant?

The term is often used to describe any sort of migrant or displaced person who has contravened immigration law in some way.

Anyone who wishes to remain in the UK as a refugee must apply for asylum. To be eligible they must have left their country and be unable to go back because they fear persecution.

The term illegal immigrant is often used by the media to describe people who have moved to a country against the laws of that country and have no official right to be there. It is sometimes used to describe someone who has arrived in the country and not yet applied for asylum (or another form of permission to stay) or someone who has been refused permission to stay but has not left the UK.

The term is highly controversial and there are campaigns to stop its use by certain media publications as “no human is illegal.” Often the legal rights of a person to stay in a country are very complex and the case may have to go through a long judicial process to decide whether that person is in the country legally or not.

Time permitting, it would be interesting to spend some time exploring with students the idea that given the universal right to claim asylum if a person is, by definition, a refugee then although they may be ‘illegally present’ it would be illegal to remove them. International law itself says that there should be no penalties for those who are forced to cross into another country to seek asylum.

Q: What reasons may a person have for not immediately applying for asylum on entering the UK?

Asylum seekers are generally expected to apply for asylum in the first safe country they come to. The UK government states that asylum claims should, wherever possible, be made to an immigration officer as soon as an asylum seeker arrives in the UK. Once a person has passed through immigration control and is inside the UK, he or she must claim asylum at the offices of the UKVI (UK Visas and Immigration - a part of the Home Office) in Croydon (in south London).

However, there are many reasons why this may not happen. Seeking asylum is a complicated process. Often people will arrive in the country traumatised, not knowing UK laws and procedures and with little or no understanding of the language. They may therefore not understand how to go about applying for asylum.

Often people seeking asylum will have fled their homes quickly and will not have the relevant paperwork required in order to make an application. They might therefore fear they will be rejected. They may also not have easy access to legal support to help them through the process.

It should also be noted that in certain situations, due to desperate circumstances, people may have fled their homes via unofficial routes or they may have been persecuted by their own country’s officials so they may be fearful of immigration officials.
Optional Extension Activity – Case Study (20 mins)

In small groups ask students to read through the case study on worksheet 4 and answer the questions.

Q: Do you think that this man should be given asylum in the UK? Why / why not?

Article 14 of the Universal Declaration of Human Rights recognises the right of any person to seek asylum from persecution in other countries. Grounded in this article, the United Nations Convention relating to the Status of Refugees is the centrepiece of international refugee protection today. Article 1A of this convention protects anyone with a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion.

In this case sexuality would fall under “membership of a particular social group.” In Cameroon homosexuality is illegal and the sanctions for it include sentences of up to five years imprisonment. Although prosecutions are rare, homosexuals are liable to be denounced and subjected to acts of violence and harassment against which the state offers no protection.

In the case of asylum claims a single question should be asked. Is there a serious risk that on return to their home country the applicant would face persecution for a reason stated in the convention? If yes, then asylum should be granted.

Q: Is it acceptable to ask a homosexual person to conceal their sexuality in order to avoid persecution in their home?

Many would argue that asking a person to suppress or surrender their protected identity (in this case sexuality) in order to avoid persecution goes against their basic human rights. Sexuality is a protected characteristic and whilst, it could be argued, that it is only revealed by ones behaviour so is less immediately visible than something such as race, it is still a characteristic that cannot be changed. To ask someone to conceal it, or pretend that it doesn’t exist, is therefore to deny the members of this group their fundamental right to be what they are, this is recognised in UK law.

Q: What could the man do next?

In some circumstances asylum seekers do have the right to appeal. This man has already had two appeals both of which failed. These would normally be referred to as a first appeal before the First-Tier Tribunal, followed by a second appeal to the Upper Tribunal.

Depending on the case and reasons why the appeals were dismissed, he could now potentially apply to the Court of Appeal and an appeal against a decision from the Court of Appeal could also potentially be heard in the UK Supreme Court.

If both of these were unsuccessful his final option would be to apply for an appeal at the European Court of Human Rights. However, it would be extremely rare for this to happen.

In this case the original decision was eventually overturned by the Supreme Court. They concluded that the man did have a well founded fear of persecution and that concealment of his homosexuality was not appropriate, he was therefore entitled to protection.
### Who's Who?

Read the words in the column on the left, look at the definitions in the column on the right, think about the definitions and join the correct word and definition with a line.

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</tr>
<tr>
<td>International student</td>
<td>Someone who is forced to flee his or her home but who remains within his or her country’s borders.</td>
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</tbody>
</table>
Hana

Hana is a 16-year old girl from Syria. Her father is an engineer and Hana and her family came to the UK on a work visa a little over six years ago. At that time the situation in Syria had been tense but Hana’s family did not anticipate the horrific, drawn-out civil war that continues until today and their main reason for moving was work. However, they now feel that it is no longer safe for the family to return, and the village where they lived has been all but destroyed.

Q: Which definition from worksheet 1 would you use to describe Hana?
A Right to Stay?

Read the following scenarios. For each scenario decide if you think the individual or family should be allowed the right always, sometimes or never to live in another town or country.

Consider any benefits and any risks to the individual and the community/country.

For this exercise there is no right or wrong answer it’s just examining personal opinion (though under national and international laws some of these scenarios do indicate the individuals/families would have a right to stay). Don’t spend too long on each one (5 mins in total).

<table>
<thead>
<tr>
<th>Migration</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bina lived in a busy city. There was continuous and escalating violence</td>
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<tr>
<td>between different ethnic groups after an election. Bina fled across a</td>
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<tr>
<td>border into another country.</td>
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<tr>
<td>Sami and his family escaped a devastating natural disaster which</td>
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<tr>
<td>destroyed their home and town. They are staying in a camp outside a</td>
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<td></td>
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<tr>
<td>nearby city.</td>
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<tr>
<td>Mathilda was insulted and physically assaulted almost every week</td>
<td></td>
<td></td>
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<tr>
<td>because of her sexual preference. Mathilda’s home country doesn’t have</td>
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<tr>
<td>any LGBT protection laws. Mathilda decided to leave and live somewhere</td>
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<tr>
<td>where she feels safe and will be able to live life freely.</td>
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<tr>
<td>Fabian wasn’t able to attend school after the age of 14, has limited</td>
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<tr>
<td>education and employment skills. Fabian’s partner died leaving him</td>
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<tr>
<td>to care for 3 young children by himself. Fabian’s home country has no</td>
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<tr>
<td>social support or financial assistance and Fabian was struggling to</td>
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<tr>
<td>provide enough food for the children. Fabian travelled to another</td>
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<tr>
<td>country on a visitor’s visa and wants to stay because he can support</td>
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<tr>
<td>his children there.</td>
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<tr>
<td>Jon doesn’t agree with the political system in his country and shared</td>
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<tr>
<td>these views on social media. Jon believed he was being excluded from</td>
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<tr>
<td>employment/housing and that he was being monitored by government/police</td>
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<tr>
<td>officials. Fearing arrest, Jon decided to move to a neighbouring country.</td>
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<tr>
<td>Sarah was offered a job in another country, so moved there. The country</td>
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<tr>
<td>needs individuals with these skills to grow economically and improve</td>
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<td></td>
<td></td>
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<tr>
<td>employment opportunities for younger citizens.</td>
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<tr>
<td>Rita moved away from her home country four years ago. Rita works and</td>
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<tr>
<td>has settled in a new country and she recently married someone from her</td>
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<tr>
<td>home country who has two small children. Rita adopted them, they want</td>
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<tr>
<td>to live together in the new country.</td>
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<tr>
<td>Mika was driving under the influence of alcohol and crashed into the</td>
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<tr>
<td>pavement killing a young man. Mika fled the scene and left the country,</td>
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<tr>
<td>fearing prosecution because conditions in the prisons in Mika’s country</td>
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<tr>
<td>are extremely harsh and Mika believes he would not survive a jail term</td>
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</table>
Case Study:

In January 2007 a 36-year old man from Cameroon was arrested in the UK having presented a false passport whilst in transit to Montreal.

He immediately claimed asylum on the grounds that he was homosexual and had a well-founded fear of persecution should he be returned to his home country.

In Cameroon homosexuality is illegal. The man in question had suffered persecution on a number of occasions due to his sexuality. For example, having been observed kissing his male partner in public he was attacked by a crowd of people. They beat him with sticks and threw stones at him. He was threatened with being killed imminently on the ground that “you people cannot be changed”.

Police officers arrived at the scene and demanded to know what was going on and why the crowd were assaulting him. They were told it was because he was gay. The policemen then kicked him until he passed out. As a result of his injuries he spent two months in hospital.

The Secretary of State originally refused the man in question asylum. This decision was appealed and further dismissed in October 2007. The appeal was resubmitted on the grounds that the tribunal may have made an error in the application of the law with regards to a homosexual person seeking asylum. However on the 5th June 2008 a senior immigration judge determined that this was not the case and did not proceed with the appeal.

In 2009 a further appeal was launched. Whilst the Secretary of State accepted that, given the circumstances, practising homosexuals could have a well-founded fear of persecution in Cameroon; it was argued that the man in question could be expected to act in a discrete way so as to conceal his sexuality and the appeal was refused.

Having read the case study, consider the following questions:

Q: Do you think that this man should be given asylum in the UK? Why / why not?

Q: Is it acceptable to ask a homosexual person to conceal their sexuality in order to avoid persecution in their home?

Q: What could man do next?
Glossary

Asylum Seeker
Asylum seekers are people who are currently in the process of seeking protection from another country. They have not yet been officially recognised as a refugee.

The Council of Europe
The leading organisation for human rights in Europe. The Council of Europe aims to uphold human rights, democracy and the rule of law in Europe whilst also promoting European culture.

The Council of Europe Trafficking Convention 2005
This convention aims to prevent all forms of human trafficking, to protect and assist both the victims of human trafficking and those who have witnessed it, to ensure effective investigation and prosecution and promote international co-operation against trafficking.

Displaced person
Someone who has been forced to leave their home and/or local area. The displacement of people can happen for many varied and complex reasons including natural disasters, wars and accidents. A person who has been forced to leave their home but has not crossed any borders is referred to as an internally displaced person or IDP.

Economic migrant
This term describes a migrant who lives in a developing country who leaves their home purely to improve their economic conditions e.g. find better work, benefits, education. However, the term is not necessarily accurate as often people will have multiple and complex reasons for leaving their home and may also be in need of protection.

The European Convention on Human Rights (ECHR)
The European Convention on Human Rights is an international treaty to protect human rights and fundamental freedoms in Europe. Under the ECHR countries in the Council of Europe agreed not to breach anyone’s human rights, and to allow the European Court of Human Rights to decide what “human rights” means and if any country has breached them. All 47 member states of the Council of Europe, including the UK, have signed the convention. Key rights include:

- Article 2 – Right to life
- Article 3 – Prohibition of torture
- Article 6 – Right to a fair trial
- Article 8 – Right to respect for family and private life
- Article 10 – Freedom of thought, conscience and religion
- Article 14 – Prohibition of discrimination

The European Economic Area (EEA)
The EEA unites the EU Member States and the three EEA EFTA (European Free Trade Association) states: Iceland, Liechtenstein, and Norway into an internal market governed by the same basic rules. These rules aim to enable goods, services, capital and persons to move freely about the EEA in an open and competitive environment, a concept referred to as the four freedoms.

The Geneva Conventions
The Geneva Conventions are a series of treaties on the treatment of civilians, prisoners of war and soldiers who are otherwise rendered hors de combat (French, literally “outside the fight”), or incapable of fighting. It provides the foundation for international humanitarian law.

Geneva Refugee Convention 1951
Also known as the 1951 Refugee Convention. This is a United Nations multilateral treaty that defines who is a refugee, and sets out the rights of individuals who are granted asylum and the responsibilities of nations that grant asylum. Many regional and national laws base their definition of what a refugee is on the definition used in the 1951 Convention.
GLOSSARY cont.

Illegal immigrant
This is a term often used in the media. It describes people who have moved to a country against the laws of that country and have no right to be there. The term is highly controversial and there are campaigns to stop its use as “no human is illegal.” Often the legal rights of a person to stay in a country are very complex and the case may have to go through a long judicial process to decide whether that person is in the country legally or not.

Immigration
The action of coming to live permanently in a foreign country.

International Law
This is the set of rules generally regarded and accepted as binding in relations between states and between countries/nations. International law mainly applies to countries rather than to private citizens, but it can for example create rights which can be relied on directly within a state. National law can become international law when treaties delegate national jurisdiction to supranational tribunals such as the European Court of Human Rights or the International Criminal Court. Treaties such as the Geneva Conventions may need national governments to make national laws to comply with the different parts.

Migrant
Someone who voluntarily moves from one place to another, often to find work or better living conditions.

Migration
The movement of people from one place to another.

National Law
This is the law that a state’s government makes. It mainly concerns the people and organisations within the state, and the powers of the state and how the government operates. National law is often referred to as domestic law.

Non-refoulement
Non-refoulement means ensuring that refugees are not returned to a place where they will face persecution and includes ensuring they are not sent to a third country from which they will be returned to a place where they will face persecution.

Persecution
Persecution means killing or causing a person serious harm. This harm can be physical or psychological, and can include severe discrimination or economic deprivation (e.g. preventing a person from earning a living or accessing essential care.) Persecution is a violation of a person’s fundamental human rights.

Refugee
Someone who is officially recognised as seeking safety from harm in a country other than their own. To be classified as a refugee you must:
■ Be seeking safety outside of your country or nationality / residence.
■ Have a well founded fear of persecution for one of the Refugee Convention grounds (race, religion, nationality, membership of a particular social group, political opinion). A member of a particular social group could include women, child, LGBTI, trafficked person.
■ Unable or unwilling to avail themselves of the protection of their own country (i.e. the country either cannot or will not protect them).
■ Unable to live safely in any other part of the country.
■ Not be excluded from refugee protection. Such exclusions refer to certain people who have committed particularly serious crimes.

Treaty
A treaty is a binding agreement between two or more nations. A multilateral treaty is a treaty between 3 or more nations.
The United Nations (UN)
An international organisation made up of representatives from 193 out of 195 countries across the world. Founded in 1945 it is committed to maintaining international peace and security; developing friendly relations among nations; promoting social progress; improving living standards and human rights.

The UN Convention Against Torture 1984
The UN general assembly adopted this in 1984 and it came into force in 1987. The convention aims to prevent torture and other acts of cruel, inhuman, or degrading treatment or punishment around the world. It provides a definition for what torture is and requires convention states to take effective measures to prevent torture. It also prohibits parties from returning, extraditing, or refouling any person to a state "where there are substantial grounds for believing that he would be in danger of being subjected to torture."

The UN Convention on the Rights of the Child 1989
The convention has 54 articles in total which outline the rights of all people under the age of 18. These include:
- Article 9 – Separation from parents. Children cannot be separated from their parents against their will unless it is in their best interests.
- Article 24 - Health and health services. The right to access the best possible health including provision of good quality health care, clean water and nutritious food.
- Article 35 – Abduction, sale and trafficking. Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

The UN Covenant in Civil and Political Rights
The UN Covenant on Civil and Political Rights is one of the most important UN treaties. It is one of two treaties that gives legal force to the UN Declaration of Human Rights. It covers rights such as:
- Freedom from torture and other cruel, inhuman or degrading treatment or punishment
- Treatment by judicial process
- Political participation
- Equality and non-discrimination
- Privacy, home and family life
- Movement into, within and out of a state

The UN Covenant on Economic and Cultural Rights
The UN Covenant on Economic, Social and Cultural Rights is one of the most important UN treaties. It is one of two treaties that gives legal force to the UN Declaration of Human Rights. The treaty aims to ensure people can live with dignity and covers important areas of public policy such as the right to:
- Work
- Fair and just conditions at work
- Social security
- Adequate food
- Clothing and housing

The UN Declaration of Human Rights
The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world. The Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948. The Declaration consists of 30 articles affirming an individual's rights which, although not legally binding in themselves, have been elaborated in subsequent international treaties, economic transfers, regional human rights instruments, national constitutions, and other laws. It is the foundation for the modern human rights which are part of UK domestic law.
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